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THE
REPORTING * STYLE
OF
SHORT-HAND.

A Complete Stenographic Text-book.

PITMAN SYSTEM.

For Class, Correspondence and Self-Instruction.

BY

ELDON MORAN.

AUTHOR THE "MORAN SERIES" OF STENOGRAPHIC INSTRUCTION
BOOKS AND PRESIDENT AMERICAN HOME UNIVERSITY.

THIRTY-NINTH EDITION

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PUBLISHER'S PREFACE.

At this date, August, 1906, the 38th edition of the Reporting Style is printed. The publishers are grateful to the two hundred Teachers and College Proprietors who have seen fit to adopt this manual on its merits. Its novel features have been thoroughly tested, and its reputation established as a satisfactory exponent of the Pitman System, and a simple and practical text-book.

The engraving is abundant and most excellent in quality. The subject is presented in an easy and progressive series of graded lessons. The learner is drilled in writing exercises which contain words most used in business correspondence. Permanent outlines only are given; that is, the student is never allowed to express any word by a long form which must afterwards be unlearned to give place for the short or reporting form. This is now universally regarded as the correct method. The explanation is simple, and the book is well adapted for use by young learners. An important advantage also possessed by but few such works, is that the subject is exhaustively treated in a single, compact volume. A key to all the exercises, both letter-press and engraved, has recently been published for the convenience of teachers, and as an aid to students who undertake self instruction. The series has just been further enriched also by the addition of a Pocket Dictionary containing engraved outlines for six thousand carefully selected words and phrases.

Two improvements are made in the present edition: (1st) Four additional pages of practice matter are added in the early part. (2d) Many hyphens have been removed from the exercises throughout, requiring a correspondingly less amount of phrasing. These two steps are taken most willingly in response to suggestions offered by many friendly critics.

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INTRODUCTORY.

SYSTEM. This book presents what is known as the American style of the Pitman System. Speaking broadly, we regard the Pitman as vastly superior to those few systems which differ radically from it, and a more desirable acquisition than a knowledge of any one of the several others which are based directly upon it. For all English speaking countries it is unquestionably the method of the future.

TEACHING. The aim of this work is to present the Pitman System in the concrete—not merely in the abstract; to teach the *how* of short-hand, rather than the *why* of it. The method of instruction employed is practical and progressive. The principles are taken up and explained in an orderly manner, and the student directed how to apply them correctly in the work of forming the characters rapidly and artistically. Two or three new principles only are introduced in a single lesson, and a list of words inserted which are to be written in accordance therewith. The words chosen for this purpose are those in common use. The drill which enables the learner to write and read them with the required speed, fixes the characters firmly in the memory. No word or phrase is introduced until the learner has been fully directed how to write it in the proper manner. The student who, taking the lessons in turn, masters each, will upon completing the course be a competent writer of short-hand.

PLAN. Each lesson is composed in part of one or more pages of engraved matter. Each full page plate contains, 1st, a list of words illustrating the principles found in the same lesson; 2nd, a list of words and phrase signs falling under these principles; 3rd, also list of word-forms, and series of sentences. A key to each plate appears on the opposite page. A dotted base line is used in all engraved matter.

Also, as matter for writing practice, each lesson is supplied with a list of selected words, a series of phrases, an exercise, a speed sentence, and an engraved exercise for reading practice. Suggestions, and hints to teachers, occur from time to time at the close of the lessons. The exercises are composed of sayings and proverbs, carefully selected from the best authors, ancient and modern. By writing them repeatedly these wise maxims become familiar, and give the student the advantage of a mind stored with the best precepts of all countries. The course or lessons is followed by a Vocabulary of word and phrase signs, and difficult outlines.

Hyphens are used to indicate which words are to be phrased. Difficult words are marked with a star, and their outlines are given in the vocabulary. As a convenience in teaching, the word-lists are numbered by line. The three figures given parenthetically at the close of each exercise indicate, 1st, the number of words contained; 2nd, the minutes and seconds in which it should be written; 3rd, the time in which the notes are to be read afterwards. To illustrate, the figures (175-5-2) at the close of exercise 6, p. 43, indicate that the exercise contains 175 words; that it is to be written in 5 minutes, and the notes to be read in 2 minutes. As a rule, the student will be expected to write the exercise in schedule time, before proceeding to the next lesson. But this is not required of pupils who are quite young. On the other hand, apt writers often make better time than is here required.




TO THE LEARNER. If possible, put yourself under the tuition of a competent teacher. It will save you time and keep you on the right track, which is important. But if you have no instructor, you are recommended to compare your notes frequently with the engraved pages. Criticise your own work. At stated times write as some one dictates aloud to you, and invariably read over your notes afterwards.


ELDON MORAN.

AMERICAN HOME UNIVERSITY,

St. Louis, October, 1898.

LONG AND SHORT HAND COMPARED.




The character  represents *making*. Separating the letters we have,  *m . a* — *k*  *ng* = *making*. The short vowel *i* in *ing* is not written. Nor is it strictly necessary to write *a*, *making* usually being written simply

 The short method is six times swifter than the long-hand, and there are six general principles by which the common system is abbreviated, six steps, so to speak, in the ladder leading from the old style up to the new.

I. *A letter for a sound.* In *dough* but two sounds are heard, those of *d* and *o*; nevertheless five letters, *d-o-u-g-h*, are employed to express them. In short-hand but two letters are required, one for each sound, thus | - *dough*.

II. *A single stroke for a letter.* The long-hand *d* is written with five strokes of the pen, while the short-hand | *d* requires but one; the long-hand *o* requires four strokes, the short-hand - *o* but one.

III. *Omission of vowels.* It is possible to write almost entirely without vowels. To illustrate, this sentence is easily decipherable: "G-d s- d l-t th-r- b- l-ght, -nd th-r- w-s l-ght." This principle is utilized in short-hand.

IV. *The use of word-signs.* Several hundred abbreviations, called word-signs, are employed; e. g., / *ch* for *which*,  *l* for *will*,  *ng* for *thing*,  *v* for *have*, (*th* for *think*, | *o* for *before*, etc.

V. *Phraseography, or joining words together.* In long-hand, the pen is lifted from the paper upon the completion of each word. In short-hand, from three to ten words are written before this is necessary; e. g., *It-is-better to-have-a lion at-the-head of-an army of sheep than-a sheep at-the-head of-an army of-lions.*

VI. *The use of expedients.* The most frequently recurring phrases, such as, *in-order-to*, *on-the-other-hand*, *from-time-to-time*, *day-after-day*, are represented by brief signs which express two or more of the principal words of each.

GENERAL DIRECTIONS.

1. Always write on ruled paper.
2. Hold your pen in a nearly upright position.
3. Use good black ink, and whatever pen you find most satisfactory. The "Lady Falcon" is very good; also, Gillott Nos. 303 and 404. The Esterbrook school pen, and certain Nos. of the Spencerian are used by some.
4. Read over at least once everything you write.
5. Practice *every* day without fail, if only a few minutes.
6. Practice on no matter not found in your lessons.
7. Write *by sound*—that is, what is *read* to you. If possible, get a fellow student with whom to practice daily.
8. Occassionally read over an exercise written a week previously.
9. Each exercise should be written *slowly at first*, gradually increasing the speed afterwards.
10. Learn each word *well*, for it is always expressed by the same character in actual reporting.
11. Form the habit of phrasing, or joining words together.
12. Write small; remember the standard, one-sixth of an inch.
13. Hold your note-book firmly by placing your left thumb and finger two inches above the base line.
14. Always carry some short-hand matter with you to study spare moments.
15. Whenever proper in writing, employ the characters you have learned.
16. Corresponding with other short-hand students is earnestly recommended.
17. When thirty-five lessons have been learned, the student's practice need not be limited to the exercises here given, but easy newspaper articles, the prose part of school readers, printed collections of business letters, and published reports of law and convention proceedings, may be profitably used for this purpose. Great care should be taken to write each article properly the first time, and to re-write it afterwards not less than half a dozen times with gradually increased speed.

TABLE OF ALPHABETS.

CONSONANT STEMS.

1 \ P	9 \ F	17 / L
2 \ B	10 \ V	18 \ R
3 T	11 (Ith	19 (M
4 D	12 (The	20 (N
5 / Chay	13) S	21) Ing
6 / J	14) Z	22) Way
7 — K	15) Ish	23 / Yea
8 — Gay	16) Zhe	24 / Hay.

VOWEL ALPHABET.

LONG	VOWELS	E	A	AH	AW	O	OO
SHORT	VOWELS	IT	ET	AT	OT	UT	FOOT
DIPH-	THONGS	I	OI	OW	WI	WOW	EW

COALESCENTS.

W	C WEE-P	D WA-LK	C WI-TH
	C WA-KE	D WO-KE	C WE-ND
	C WA-D	D WOO	C WA-FT
			D WO-T
			D WO-RSE
			D WOO-
Y	U YEA-ST	U YAW-L	U YI-M
	U YA-LE	U YO-KE	U YO-N
	U YAH	U YOU-TH	U YOU-NG
			*

LESSON I.

CONSONANT ALPHABET—SECTION I.

1. 1 2 3 4 5 6 7 8

 \ p \ b | t | d / ch / j — k — g

2. For convenience the fifth letter, / *ch*, is called *chay*, and the eighth, — *gay*. All these characters are used in the same way as the corresponding long-hand letters, with this important exception, that no sign is ever employed unless the sound it represents is actually heard when the word is spoken. Hence in *add* (ad), there is but one *d*; in *dipped* (dipt), but one *p*; in *ditch* (dich), *t* is omitted because *silent*; in *lack* (lak), *c* is dropped for the same reason; in *dodge* (doj), silent *d* is omitted, and *g* represented by *j*, because *j* exactly expresses this sound; in *gem* (jem), *g* also in short-hand is better expressed by *j*; in *cap* (kap), *c* is not used because the sound for which it stands is better expressed by *k*.

3. The first six letters, \ *p*, \ *b*, | *t*, | *d*, / *ch*, / *j*, are always struck *downwards*; but horizontal letters, as — *k*, — *g*, are written from *left to right*. The letters which properly express the consonant sounds of a word, when connected together, are called a *word-form*. This should be executed *without lifting the pen from the paper*, each successive letter being written in its proper direction, beginning where the preceding one ends. For illustration, see < *check*, (Line 10, Plate 1); < *jap* (L 11); < *jacket* (L 12); > *page* (L 13). In some of these words, as *jack-* *et*, it will be seen that one letter falls *below the line*; this is a common occurrence, and quite necessary. The rule for placing letters is that the *first downward letter should rest on the line*. This requires that some letters be written *one space above*, as — *k* in *cage* (L 13), which in this case is necessary in order that / *j*, the first downward stroke, may rest on the line. Devote several hours to this lesson. Copy Plate 1 twenty times. Remember the three rules: 1st. Practice. 2d. Practice! 3d. PRACTICE!

Plate 1.

	P-1	B-2	T 3	D-4	CH-5	J-6	K-7	G-8				
1	\	\			/	/	—	—	\\		//	=
2	\\	\\			///	///	—	—	—	—	—	—
3	\\	\\			///	///	—	—	—	—	—	—
4	\\	\\	\\	\\	\\	\\	\\	\\	\\	\\	\\	\\
5												
6	//	//	//	//	//	//	//	//	//	//	//	//
7	=	=	=	=	=	=	=	=	=	=	=	=
8	\\	//	\\	//	\\	//	\\	//	\\	//	\\	//
9		=		=		=		=		=		=
10	Ch-K, check	∟	∟	∟	∟	∟	∟	∟	∟	∟	∟	∟
11	J-P, jap	<	<	<	<	<	<	<	<	<	<	<
12	J-K, -T, jacket	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋	⌋
13	P-J, page; K J, cage	>	>	>	>	>	>	>	>	>	>	>
14	B-J, budge J-B, job	<	>	<	>	<	>	<	>	<	>	<
15	J-K, jack G-Ch, Gatch	∟	⌋	∟	⌋	∟	⌋	∟	⌋	∟	⌋	∟

LESSON II.

CONSONANT ALPHABET—SECTION II.

4. Letters 11 and 12 (L 1, plate 2) are named (*ith* and (*the*, the first having the force of *th* in *th*-ink or *bo*-*th*, and the second the force of *th* in *th*-em or *brea*-*th*-e.) Z (No. 14) has the force of *z*, and is equivalent to *s* in *ha*-*s*, *wa*-*s*, *goe*-*s*, etc. Letters 15 and 16 are designated *ish* and *zhe*, the first having the power of *sh* in *sh*-all or *fi*-*sh*, or of *ci* in *vi*-*ci*-ous; the second that of *s* in *plea*-*s*-ure or *z* in *sei*-*z*-ure. The name of the 17th letter is *lay*. Letter 21, called *ng*, is used to express *ng*, as in *si*-*ng*, *bri*-*ng*, etc.; also *n* when it occurs before *k* or *g*, as in *si*-*n*-*k*, *dri*-*n*-*k* (pronounced *si*-*ng*-*k*, *dri*-*ng*-*k*). Letters 22, 23 and 24 are named *way*, *yay*, *hay*, respectively. *W* and *y* in long-hand are sometimes vowels, as in *cow* or *day*, and in such cases the short-hand letters *way* and *yay* should not be used. *W* and *y* are consonants only when they *begin syllables*, and vowels when they *end them*. *Hay* has the force of *h* in *h*-eat or *h*-ead, but must not be used to indicate *h* in *physic* (the digraph *ph* being equivalent to *f*), or in *dough* (in which *h* is silent). *Hay* and *lay* are written upwards.

5. Beginners write too large. One-sixth of an inch is the proper length; but young persons may write larger. The light lines should be made as thin as possible, and the shaded strokes only heavy enough to be readily distinguished. In these respects the learner's work should, so far as practicable, conform to that shown in the engravings (plates 1 and 2). The earnest student will carefully compare and rigidly correct his own exercises before submitting them to his instructor for criticism.

6. The writer is very apt, at first, to allow | *t* and | *d* to lean to the right, and to give too little slant to the oblique letters. Give upright letters a slight inclination in the opposite direction, and the others an extra degree of slant, until the fault disappears.

L-R m - w

10 times each Plate 2-A.

1 F - V--10 TH--11 TH--12 S--13 Z--14 SH--15 ZH--16

2 L-17 R-18 M-19 N-20 NG-21 W-22 Y-23 H-24

3 F-V

4 SH-ZH

5 TH-TH, S-Z (()) (()) (())

6 L-Y, R-W

7 M-H-N-NG

8 RM-ML

9 N-CH, J-M

10 S-D, D-TH

11 L-V, love; H-T, hat

12 M-K-NG making

13 P-K-N-K picnic

14 M-M-K mimic

15 they / judge lake may deluge lovely lady

study
mixed

7. The pen may be held between the thumb and the first and second fingers, not far from the nib, and in a nearly upright position, as shown in fig. J (plate 2-B). Stenographers often hold their pen as shown in fig. K, and the student may sometimes adopt this manner with advantage.


KEY TO PLATE 2-B.



8. Figures. *A* shows *attitude* of straight letters; *B* and *C* show *direction* of writing them, the rule being *toward the centre*; *D*, *E*, *F* and *G* show *attitude* and *curvature* of the bending stems; *H* and *I* the *direction* of writing the curves; *J* and *K* ways of holding the pen.

L 1. Bell no may wake live so long hotel.



L 2. Early head bank anthem name thick shame.


In lines 3 to 6 will be found, in a different order, the proper outlines for the words in Exercise 2.

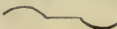
9. It will be observed that several *different words* may have the *same outline*, as  t-k for both *take* and *took*;

 g-d for *guide* and *giddy*;  b-g for *big* and *beg*.

When ambiguity is likely to result, some of the vowels are inserted. (Vowels are explained in lesson 5.) The need for

vowels is rare. In the sentence, "Those  boys  bread," the context enables the reader to determine when

this character  signifies *big*, and when *beg*. Here b-g first denotes an *adjective*, and then a *verb*; and it is a principle of language that the same character may represent two or more different parts of speech without danger of conflict.

10. Straight letters should be made without crook or curvature, curves bent uniformly throughout, and the shaded strokes allowed to taper at the extremities. Words whose outlines are horizontal, as  *making*, or



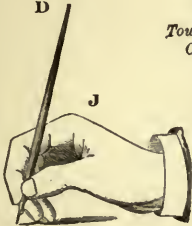
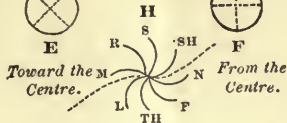
 *mimic*, should be written *on the line*. If the first stroke is *upward*, as in  *hotel*, it should begin also *on the line*. The system is so philosophically arranged that if a

Plate 2-B.



1

2

3

4

5

6

7 **TRANSLATE.**

8

1640-1650
 1650-1660
 1660-1670
 1670-1680
 1680-1690
 1690-1700
 1700-1710
 1710-1720
 1720-1730
 1730-1740
 1740-1750
 1750-1760
 1760-1770
 1770-1780
 1780-1790
 1790-1800

shaded stroke be made too light, or a *thin stroke* be made too heavy, no uncertainty of meaning is at all likely to result. To illustrate, the sentence, "It is *pest* to *bay* as you go," is of no doubtful signification. In this case, $\diagdown p$ and $\diagdown b$ are interchanged, which is the practical result of shading the wrong stem. It is another principle of language that both sounds in any pair of cognates, as $\diagdown p$ and $\diagdown b$, $| t$ and $| d$, $\curvearrowright f$ and $\curvearrowright v$; etc., may safely be expressed by the same sign. Hence, *strictly*, shading is *not necessary* at all in this system; but since it materially improves the legibility of short-hand notes, it should not be neglected.

11. The beginner should spend some time in outlining words orally, taking the following as an illustrative exercise: T-k, take; b-k, book; p-g (pronounced pee-gay) pig; b-g, big; d-ch, (pronounced dee-chay) ditch; b-j, budge; j-b, job; t-b, tub; k-j, cage; p-j, page; b-k-t, bucket; t-k-t, ticket; j-k-t, jacket; k-b-j, cabbage; p-k-j, package; b-t-k, betake; b-j-t, budget; b-d-k, bedeck; j-j, judge; d-k-t, docket.

12. The learner is asked to read this sentence to some friend: "*That larj felo lookt hi and lo for the lime kil on the naro ej ov the hil.*" Immediately afterwards read, "*That large fellow looked high and low for the lime kiln on the narrow edge of the hill.*" Would it not be the same to him? Or, do you think he could tell from your reading how the words were spelled? In the first sentence they are spelled more nearly as they are pronounced, and one of the chief differences between short-hand and long-hand, so called, is that in the former the spelling of a word *depends entirely* upon the particular kind, and the arrangement, of the sounds it contains. This is not true in common writing. In *sound-writing* no more letters are employed than there are distinct sounds heard; thus *fo*, *foe*; *na*, *nay*; *do*, *dough*; *fabl*, *fable*; *mikst*, *mixed*; *kwil*, *quill*; *hwen*, *when*. There are no *silent letters* in short-hand. Hence the usual manner of spelling a word has *nothing whatever* to do in determining the way in which it is to be written.

ORAL EXERCISE.

13. K-m, came; t-m, time; n-m, name; j-m, gem; g-m, game; l-v, love; th-f, thief; h-v, heavy; m-v, move; sh-v, shave; m-m-k, mimic; k-m-k, comic; b-k-m, became; d-l-j, deluge; h-t-l, hotel; n-g-j, engage; s-k-p, escape; m-n-th, month; n-th-ng, nothing; d-m-j, damage; b-ng-k, bank; l-ng-k, link; l-f-ng, laughing; w-k-ng, waking; s-s-t-m, system; s-t-n-g-r-f-r, stenographer; t-k-s, tax; k-w-l, quill; h-w-t, white; r-zh-r, erasure.

EXERCISE 2.

14. 1 Being 2 nainely 3 time 4 among 5 death 6 ask 7 be
 8 became 9 book 10 go 11 bucket 12 be 13 up 14 touch 15 pay
 16 bedeck 17 betake 18 jug 19 dog 20 pitch 21 take 22 keep
 23 dodge 24 pig 25 pick 26 ditch 27 deck 28 it
 29 polish 30 do 31 also 32 package. (32-2-1).

SUGGESTIONS.—If you meet with any difficulty, or if you do not find short-hand clear and easy, do not for that reason throw down your pen. You cannot afford to wait for your class to meet, or until your lesson by mail is returned. Study, write, read, practice; work away! The oftener you copy the characters, the better will you understand the principles. Obstacles melt away before an earnest worker. Leave no lesson until you can say "yes" to these questions: Do you understand the principle? Can you write the Exercise correctly? Write it in the required time? Read it afterwards? Have you written it at dictation?

TO THE TEACHER.—*Wh*, *x*, and *q* will embarrass most beginners. The instructor should explain these letters, as the needs of the learner may demand. *X* is equivalent to *ks*, since *tax* and *tacks* are pronounced the same. In rare cases, *x* is a subvocal, having the force of *gz*, as in *example*, pronounced *egz-ample*. In *quick*, *q* is equal to *kw*; thus, *kwick*. *Wh* equals *hw*; thus, *h* uttered before *wile*, the two in quick succession, produces *while*.

LESSON III.

WORD-SIGNS.

15. KEY.—1. Which come for shall usual will have them was. 2. Him your together advantage language change think object faithful. 3. Health income November efficient become chapter. 4. Especially familiar popular he help never.

WORD-FORMS.—5. Alabama behead duet keg annul period anatomy nothing. 6. Doing helping paying asylum fail gypsy ink thumb. 7. Asiatic bishop Fanny manual along vowel denial.

SENTENCES.—1. They may wake up Dick. 2. They have enough cash for your big Dakota job. 3. No timid thief will long escape death. 4. They also think they have enough ingenuity. 5. So it may be they will effect it. 6. They will pay money into bank for your November honey. 7. Bishop Matthew will never deviate. 8. Never take Fanny mail which came for Lilly.

16. There are several hundred short words, as *have, him, which, is, will, for*, etc., which are very common. The reporter must write them over and over again so often, that to save time they are expressed by *abbreviated outlines*, some of the letters being dropped. Thus *for* is written $\curvearrowright f$, instead of $\curvearrowleft fr$, *r* being omitted. Hence $\curvearrowright f$, being an abbreviation, must be memorized as the *word-sign* for the word *for*. Word-signs are characters which express one or more of the leading consonants of the words they are used to represent. These characters are for convenience called *word-signs*, and the words represented by them, *sign-words*. For example, \curvearrowright is the *word-sign*, and *for* the *sign-word*.

17. These *Signs* cannot be too thoroughly committed to memory, since *the words they represent are those which occur most frequently*. Remember always to use the proper *word-sign*, and not the *full outline*, whenever any *sign-word* is to

Plate 3.

1 / — ())) ()

2 — (— / — / (\ }

3 π — wavy — U — < <

4 } — wavy — / — ^ — wavy

5 h V | — (7) x — z — z

6 ! ^ ! } (8) } — h — h

7 { V } — h — } — } — }

SENTENCES. ① (— z — \ — L x ② (

z — } — (— (— L — L — < x ③ —

h — (— (— wavy — L — } x ④ ((





((— (— wavy — z x ⑤) | — — \

(— (— L — | x ⑥ (— (— \ — wavy



— L — (— (— wavy — wavy x

⑦ h } — (— wavy — L x ⑧ — z — L






h — wavy — / — — (— } x


be written. For example, *come* should be written —, never ; *which* , never . The word-signs given in each lesson should be  copied from fifty to one hundred times. In this way the pupil *memorizes while learning to execute them*.

18. Proper nouns are underscored with a short double dash, as shown in *Alabama*. L 5.

19. The tick at the beginning of  *h* should be written in a horizontal position, and not inclined in such a manner as to form a hook, thus . It is sometimes inconvenient to write this tick when *h* is not the first consonant in the word. In such cases it is clearly enough indicated by retracing the preceding letter a short way, as in *behead*. L 5.

20. A single movement of the pen is sufficient to indicate *duet*, or *keg*, and similar words, the stroke tapering or thickening gradually. L 5. The letter *l* is sometimes written downward (as in *vowel*, *manual*, L 7), and is then called *el* to distinguish it from *lay* (upward). *Sh* when struck upward is called *shay*. (See *bishop*, L 7). Always use *lay* and *ish*, unless *el* and *shay* are specified.

21. One of the purposes in sometimes using *el* instead of *lay*, and *shay* instead of *ish*, is to secure better, that is *sharper*, angles at their junctures with other letters. The legibility of an outline depends to a large extent upon its *angularity*. For this reason a distinct angle should be made in joining (*ith* and  *ef*,  *ef* and  *en*, (*ith* and  *ing*, (as in  *nothing*), and other letters making similar junctions.

22. The participial ending *i-n-g*, is usually denoted by the consonant  *ng*. In some cases it is more convenient to express *ing* by placing a large dot, its affix sign, at the end of the word, as in *doing*, *helping*, *paying*. (L 6.) The *dot* should be used in all cases where the use of the stem *ng* results in a word-form that is either **awkward** or **unangular**.

The dot, however, cannot be used for *ing*, the final letters of some nouns, as *th-ing*, *noth-ing*.

23. Speed in short-hand is of no consequence unless what is written can be read afterwards. Legibility, or *read-ability*, depends in part upon the accurate forming of the characters. To do this it is not necessary to write them slowly; on the contrary, experienced stenographers produce the more perfect outlines with a somewhat rapid movement, just as an experienced penman executes the most graceful curve by a quick stroke, rather than by slowly drawing it. The student should learn at the outset to *write* the characters, rather than *draw* them. Nevertheless, the beginner needs time at first, and ought to form each character a number of times with care and deliberation, until the proper outline is firmly impressed upon his mind, before attempting to write it quickly. Afterwards write it rapidly, and continue doing so until it can be formed both accurately and quickly. All beginners form the characters *too large*, and are apt to place them too far apart. A great saving of time, and a consequent gain in speed, will be the result in the long run, if the words are written both *small* and *closely together*. The learner should begin acquiring this habit now. The light letters should be quite thin, and very little shading will be found sufficient to distinguish the heavy strokes.

EXERCISE 3.

24. 1 Wait 2 bulk 3 depth 4 effect 5 effigy 6 error 7 wade
 8 fare 9 dare 10 farm 11 remedy 12 policy 13 agency
 14 enough 15 army 16 delay 17 am 18 waking 19 engage
 20 image 21 inform 22 invoke 23 know 24 comic 25 shadow
 26 share 27 baggage 28 bath 29 below 30 betime 31 buffalo
 32 cab 33 detail 34 dig 35 dull 36 fair 37 far 38 fellow
 39 gash 40 gum 41 gush 42 hack 43 honey 44 lavish
 45 levity 46 link 47 log 48 monk 49 omit 50 pair 51 pang
 52 remove 53 shake 54 sham 55 shove 56 going 57 tank
 58 thief 59 tiek 60 timid 61 top 62 vacate 63 fatigue
 64 Jacob 65 Matthew 66 Lilly 67 Luey 68 Dakota 69 Dick
 70 Jack. Using shay (upward), 71 fish 72 dish 73 push.

LESSON IV.


RAY (OR UPWARD R), AND PHRASE WRITING.

25. KEY. 1. Arc wreck ferry forehead tyranny herb rub Rachel allegory. 2. Heretic retire repair are-many I-say I-shall I-guide I-do I-am. 3. He-may he-will he-may-have he-was he-has-no he-is making he-is-never he-became he-is he-has. 4. You-will you-know, will-you-come, are-you-ready, you-may-go. as-many-as, as-long-as.

WORD-SIGNS. 5. In that I is his as, has, notwithstanding you, are, rather, represent. 6. Regular irregular legible illegible dignity reform perform essential peculiar.

7. Magazine magnanimous New York republic majesty do-as-you as-you-will which-is-so.

SENTENCES. 1. Timothy married Rachel for-love. 2. They live in Alabama. 3. Jacob married Ruth for-money. 4. They live in Tennessee. 5. That match was foolish. 6. They both do wrong. 7. They may move into Dakota for health. 8. Tom will avenge that wrong. 9. I-admire them-that-are upright. 10. I-abhor them-that do wrong for pay. 11. It-will-be no advantage for-them, notwithstanding they-may become rich.

26. / *Ray*. R is more commonly expressed by a straight upward stroke, called *ray*, than by the downward curve  *ar*. There are three reasons for this; 1st, *ray* is more *quickly* written; 2nd, it more frequently secures angularity of outline; 3rd, it prevents many words from extending too far below the line. The student will hereafter use *ray* in all cases where *ar* is not specified.


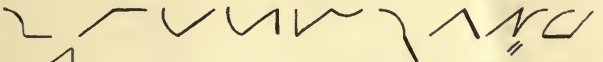

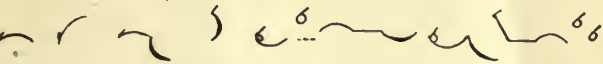
27. *Phrasing*. In short-hand two or more commonly recurring words are often written together without the pen being lifted from the paper. A series of words which may thus be joined is called a *phraseogram*, and the character which expresses them, a *phascograph*; thus the words, *you-may-go*, constitute a phraseogram, while the character  is termed a phraseograph. Much speed is gained by *phrasing*, with no sacrifice of legibility.

Plate 4.

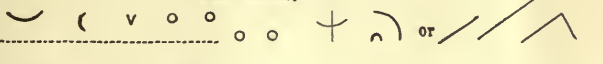
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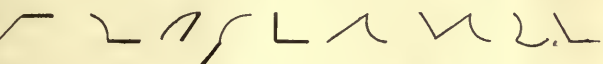
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WORD-SIGNS.

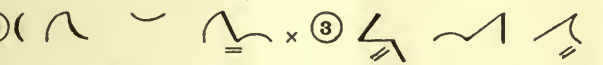
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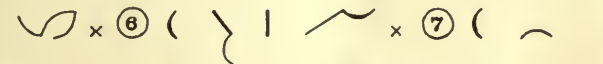
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SENTENCES.

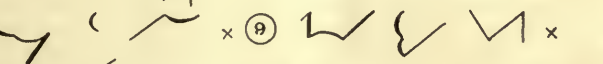
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⑪

I.—In phraseography, only half the sign for “I” is commonly written, whichever of the two “ticks” ‘ or ’, makes the best angle with the word to which it is joined; e. g., in *I-guide* or *I-am* (L 2), the *downward tick* is used; but when the second tick is employed, it is *invariably struck upwards* as in *I-do*, (L 2). With) s,) z,) sh, and) zh, the whole sign for I should be written, as in *I-say*, or *I-shall*. L 2.

The sign ‘ I, when standing alone, or when it begins a phrase, is always written *above the line*, and the words combined with it adapt themselves to its position. Example: *I-am* is written above the line, although *am*, when standing alone, is placed upon it.

28. HE.—In phrases *he* is indicated by a tick precisely like the latter half of the sign for *I*, excepting that it is *always struck downward*, as in *he-became*, or *he-is*. L 3. When the tick-sign for *he* does not make an angle with the following word, *he* may be expressed by the joined *hay*, written only half its usual length, as in *he-hurried*. (L 3). It will be found convenient occasionally to express *he* by writing the tick separately, one space above the line, thus, ‘ *he*. When *he* is attached to another word, however, it has *no position of its own*, but adapts itself to that of the word to which it is joined; as, for instance, in *he-may* the tick is written on the line, while in *he-was* (L 3) it is necessarily one space above.

29. YOU.—The sign for *you* when joined to other words may be inverted if necessary to secure a good angle. See *you-know*, L 4.

30. AR.—The verb *are* in phrases is expressed by \ ar, instead of / ray, when necessary to secure an angle. See *are-many*, L 2.

31. Ray and chay are never mistaken one for the other. Note the following points of distinction: *Ray* slants *more*, and is a trifle *longer*, than *chay*. They are invariably written, one *upward*, and the other *downward*, and as they are

almost always joined to other letters in writing words, the *manner of joining* indicates the *direction*; for example,

↙ would not be read *ray-lay*, nor ↗ | *chay-te*.

32.) *ar* is always used before \curvearrowright *m*, never before | *t*, | *d* or ↙ *h*, and not usually after — *k*, — *g* or ↙ *h*. *Ray* is used after \curvearrowright *m*, and before \curvearrowright *n* and \curvearrowright *ng*. In beginning a word, either *r* makes a distinct angle by junction with a following — *k*, — *g*, ↘ *p* or ↘ *b*. In such cases) *ar* is used if the vowel precedes it, as in *arc*, or *herb*; when no such vowel occurs, / *ray* is employed, as in *wreck*, or *rub*. *R* at the end of words is usually struck upward if followed by a final vowel, as in *ferry*. See L 1.

33. Write, using *ray*: 1 Ring 2 road 3 revive 4 reveal (el)
 5 revenue 6 ready 7 repeal 8 rash 9 rate 10 range 11 wrong
 12 abhor 13 birth 14 bureau 15 arrive 16 earth 17 march
 18 mark 19 marry 20 married 21 marriage 22 memorial (el)
 23 merry 24 admire 25 memory 26 mirror 27 narrow
 28 notary 29 period 30 perish 31 rare 32 rarefy 33 injury
 34 theory 35 thorough 36 tornado 37 variety 38 victory
 39 hurry 40 poetry 41 Arizona 42 arch 43 burial (el) 44 bury
 45 carry 46 cherry 47 forge 48 harsh 49 horror 50 inferior
 51 morrow 52 ravage 53 red 54 jury 55 review 56 write
 57 repel 58 revenge 59 revoke 60 revolve 61 rich 62 tardy
 63 terror 64 torch 65 upright 66 urge 67 vary 68 verify
 69 votary 70 wrath 71 wretch 72 notoriety 73 Darius
 74 Ezra 75 Mark 76 Theodore 77 Mary 78 Marion 79 Rachel
 80 Rosa 81 Ruth 82 Barrett. (82—3—1:30)

PHRASES.

34. As-he as-it-was do-so do-that do-they has-that
 have-also have-become have-long I-am-also I-am-ready
 I-became I-have I-know-that I-was in-any in-his in-it
 in-any-way in-them in-which in-your may-have may-never
 take-it take-that take-them it-was.

EXERCISE 4.

85. 1. He-may-think he-is wrong. 2. Are-you-ready? 3. I-am hurrying notwithstanding your delay. 4. I-am-going into New-York. 5. He-will argue it. 6. I-shall reform them. 7. I-think he-will-be popular enough as deputy. 8. I-say Tom will-do nothing for-them. 9. I-will inform-you that-it-may do for March, never for November. 10. His daily income will make-him rich enough. 11. I judge that Theodore will go up into Dakota. 12. Among so-many your book will-have no advantage. 13. Ezra Barrett is rather peculiar. 14. They-may never do-so. 15. Darius will-never march any regular army into Arizona. 16. As-you-may know his help as usual is efficient. (113—4—1:15)

86. SPEED SENTENCE.—You-may-keep your March-magazine for Tom Meredith. (4—1)

TO THE TEACHER.—Young pupils, or those not accustomed to handling a pen, find curves more difficult than straight stems. If in the student's work these letters present an irregular or cramped appearance, the teacher may require additional practice in curved outlines, as *m-l-l*, *n-f-l*, *sh-m-l*, *m-n-l-r*, etc. Extended practice in writing these and similar outlines over and over again many times, will tend to render the curves flowing and even.—Require every pupil to write mostly with a pen; pencil work should be the exception. See to it that, in each case, the pen is of the proper stiffness to enable the pupil to do the best work. Nor should the learner ever be allowed to use a cheap quality of paper; he will do bad work, make poor progress, and get discouraged. It is true economy to use the very best materials only. The paper should always be ruled; but double ruling is not necessary or best, except as a guide to those just beginning who write too large a hand. Heavy foolscap is very suitable; but when the lines are far apart the characters should occupy less than half the space between them.

READING PRACTICE. The amount of this that may be necessary will depend on yourself. If you read your own writing with difficulty, you should practice only so much the more. Those who employ their time mainly in writing, with a view of gaining speed, producing inaccurate and misshapen characters which they rarely attempt to read, may rest assured that they are making progress backwards instead of forwards. When all the list words of a single lesson have been carefully written, they should then be read over and over again, until the whole can be rendered in the time indicated.

EDUCATIONAL VALUE OF SHORT-HAND. Short-hand is not only valuable as a profession; it is equally useful as an accomplishment. No thinking man can afford to be without this rapid method of transferring his thoughts to paper. By means of it, first draughts of letters and articles are made, and notes of lectures, business transactions, and private memoranda recorded, much more fully and in but a fraction of the time otherwise required. Its great utility, both as a discipline and personal convenience, is abundantly attested by literary men of note who are skilled in its use.

QUESTIONS FOR REVIEW.

Which letters are written downwards?—In what direction is *k* written?—What other letters are written in the same direction?—In *Notary* (*n-t-ray*), which letter is placed on the base-line?—Name all the letters which are written upwards.—Spell *exquisite* stenographically.—Name five sign-words from memory.—How are proper names signified?—What class of words are represented by word-signs?—In what two ways may the syllable *i-n-g* be expressed?—In what respects are *ray* and *chay* unlike?—Name three words in which *ray* is used;—three words in which *ar* is used in preference to *ray*.—Name the letters of the alphabet consecutively.

TICKS.

- KEY.—1. I-think I-have I-take I-will I-live I-write
I-know I-may I-say I-was.
2. He-came he-is-in he-has-no he-has-it he-is-a
he-has-a as-he-may he-and-I he-and-you he-
is-so.
3. And-a and-the and-he-may and-I and-you and-
he-is and-it-is and-make and-do and-which.
4. And-will and-also and-think and-for and-I and-
' that and-is and-his and-as and-have.
5. A-long a-day a-time an-advantage in-a is-a as-a
which-a for-a was-a.
6. The-time the-advantage the-long the-jury the-
name in-the for-the have-the is-the as-the.
7. That-is-the that-is-a as-he-is as-I-am as-he-was
is-he-so is-he-making as-he-may as-he-has do-
as-he.

LONG VOWELS.

8. Eke key fee eave Lee ear bee eel ease pea.
9. Abe age jay fay ray shay lay May nay hay.
10. Taw awed daw caw saw law raw maw Orr haw.
11. Toe owed Coe go oath sow show roe o re ohm.
12. Pooh coo woo pa ma bah fa shah la ha.
13. Otho Eno array Ora Asia Eva Oho Esau ado
era.
14. Maul balk tame leech mole dope keel Jake poach
hoop.
15. Toto Dora Como Mocha Tokay Roma awake
Polo delay obeyed.

PRACTICAL TEST.—After having studied the Ticks and Long Vowels, and copied the Exercise opposite several times, the student is recommended to write off in Shorthand all the matter on this page, comparing his work afterwards character by character with the engraved plate. Continue copying and comparing while mistakes are found.

EXERCISE.

1 (2 3 4 5 6 7 8 9 10))

2 1 2 3 4 5 6 7 8 9

3 1 2 3 4 5 6 7 8 9 10 11 12

4 1 2 3 4 5 6 7 8 9 10

5 1 2 3 4 5 6 7 8 9 10

6 1 2 3 4 5 6 7 8 9 10

7 1 2 3 4 5 6 7 8 9 10

8 1 2 3 4 5 6 7 8 9 10

9 1 2 3 4 5 6 7 8 9 10

10 1 2 3 4 5 6 7 8 9 10

11 1 2 3 4 5 6 7 8 9 10

12 1 2 3 4 5 6 7 8 9 10

13 1 2 3 4 5 6 7 8 9 10

14 1 2 3 4 5 6 7 8 9 10

15 1 2 3 4 5 6 7 8 9 10

Handwritten notes on the right margin, including the word "copy" and other illegible scribbles.












LESSON V.

LONG VOWELS.

37. KEY. 1. Eat key peak oak hoe coach peer par park. 2. Coop raw pshaw beach tame calm Maude yoke pool. 3. The-loaf the-porch and-a and-the a-book-and a-guide to-day to-morrow.

SENTENCES. 1. The-yoke is heavy. 2. It-is-a loaf of dough. 3. It-may thaw before to-morrow. 4. Who-will make-a bowl of tea? 5. Take-the pole and-leap on to-the porch. 6. Sheep ought-never to roam too far. 7. Your yellow pony is calm notwithstanding all-the uproar. 8. The-knavish hawk has both a-beak and-a tail.

38.

					
Bee	bay	bah	taw	toe	too
					
Me	may	ma	caw	coe	coo

39. The six long vowels are denoted by a large dot and dash placed beside the consonant signs at three different points, called the *first*, *second*, and *third* vowel places, being respectively at the *beginning*, *middle* and *end* of the stem. The long sound of *e* is expressed by putting a large dot in the *first place*, or at the *beginning* of the stem, as in *bee*, *me*, *eat* or *key*; the long sound of *o* by writing the dash in the *second place*, or at the *middle* of the letter, as in *toe*, *coe*, *oak*, or *hoe*. See L 1.

40. An easy way to remember the long vowels, and the order of their occurrence, is to memorize the following rhyme:

In th-*e* g-*ay* c-*a*-r
 S-*ee* gr-*ay* Cz-*a*-r.
 In sm-*a*-ll g-*o*-ld b-*oo*-ts
 T-*a*-ll d-*o*-e sh-*oo*-ts.

41. A word is said to be *vocalized* when the vowel signs are added to its outline. A *Nominal Consonant* is any letter, as *t* or *k* cancelled, its office being simply to *indicate vowel place* when words having no consonant are to be written as *ah* or *awe*.

Plate 5.

1 | · — · — · — | / \ / \ / \ / \ / \ /

2 | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

3 | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

WORD-SIGNS.

4 | a an and the ought who all two too

5 | already before oh of to or but on ^{upward} should ^{upward}

SENTENCES. ① | — · — · — | x ② | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

③ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

④ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑤ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑥ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑦ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑧ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑨ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑩ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑪ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑫ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑬ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

TRANSLATE.

① | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

② | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

③ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

④ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑤ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑥ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /

⑦ | — \ / \ / \ / \ / \ / \ / \ / \ / \ /



42.	A	B	C	D
e	• 1st place.		aw / 1st	
a	• 2d place.	1st 2d 3d	o / 2d	ah / 3d.
ah	• 3d place.	<u>1</u> <u>1</u> <u>1</u>	oo / 3d	a / 2d.
		aw o oo		e / 1st.



43. These dots and dashes, or the *sounds* they represent, are denominated *first*, *second*, and *third* place vowels, according as they occupy the *first*, *second*, or *third* positions. By noticing Figures A B C D, above, it will be seen that a first-place vowel is written at the *beginning*, and a third-place at the *end* of the stem, no matter whether the consonant is written *downward*, *upward* or *to the right*.

The base-line has nothing whatever to do in determining the *place* of the vowel signs.

44. In | *eat* and 1 *oak* the vowels *e* and *o* precede the consonants | *t* and — *k*; hence the dot and dash are written *before* the stems, *e* being placed at the *left* of *t*, and *o* *above* *k*. In | — *toe* and *key*, — the vowels come last, and for this reason *o* is placed *after*, or on the right side of *t*, in the first word, and *e* *after* or *below* *k*, in the second.

45. Dash vowels are written so as to stand out from the stems beside which they are placed, as for example, in *oak* and *raw* the dashes *o* and *aw* are placed at right angles with *k* and *r*.

46. Attention is called to the manner of writing *peer* and *par* in L 1. If to the word \. *pa*, *r* should be added, the character  *par* would be the result. But if to the word ./ *eer*, *p* should be prefixed, the result would be  *peer*, written precisely the same as *par*. just shown. Placing vowels in angles renders the meaning uncertain, and is also inconvenient. To avoid this it is necessary to observe the rule that when a *third-place* dot or dash occurs between two consecutive consonants, it is annexed to the *second*, not to the *first*. For example the *first* place vowel in *beach* and *Maude*, and the *second* place vowels in *tame* and *yoke* (L 2) are

placed beside the *first* consonant, while the *third place* vowels in *coop* and *pool* (L 2) are written beside the *second*. The rule holds good whether a sharp angle occurs between the two stems or not; thus *calm* is written , and not .

47. *Caution.* The student must not forget that short-hand is written *by sound*. Vowels in the sense here used do not refer to the letters, *a, e, i*, etc., but to the vowel sounds that are *actually heard* in the distinct utterance of any word. Hence, to write a word properly, no regard whatever should be had to its *spelling*. In *yoke*, for instance, there is but one vowel, that of *o* long; final *e*, being silent, is not represented. A good plan is to speak each word aloud before writing it; or better still, have the list distinctly pronounced to you by another person.

48. *Remark.* Only one out of many hundreds of vowels is actually written in taking short-hand notes; but enough more are *indicated* by the manner of combining the consonant signs, to render the system entirely legible. The possibility of reading almost solely from the consonants may be shown by the fact that a page of print is easily decipherable, all the vowels having been previously blotted out; for in such cases the consonant element, which is the more important, still remains, and the *blots* indicate where the vowels are to be supplied. This crudely, and very inadequately, illustrates the method employed in short-hand.

49. The vowels are used rarely; nevertheless they must be thoroughly mastered, in order that they may be inserted without a moment's hesitation when a rapid report is being made. The pupil is cautioned against forming the long-vowel signs too small, a common error, which results in confusing them with short vowels.

The word-signs in this lesson are difficult. The memory will be aided by observing that each one is in fact the principal vowel-sign in the word it represents. They are given different positions for the sake of distinction.

50. **THE.**—Any one of the three ticks which denote *I* or *he* may also be used to indicate *the*, that one always being selected which secures the best angle. This tick has no position of its own. In *the-porch*, and *the-loaf* (L 3), *the* is first written above, and then on the line.

51. *A, an, and*, in phrasing are all denoted by a brief tick, written horizontally or vertically (downward), as angle may require, as in *a-book-and a-guide*. See L 3. When either tick may be used, the horizontal should be given the preference.

52. The tick signs for *a, an, and*, and *the* are more commonly used; the dots being written when a tick is inconvenient, or does not join well. The pupil should guard against the common error of forming these ticks too large; make them as *short and light* as possible.

53. The words which in this book the pupil is required to vocalize, are the very ones which will be most likely to require vowels when regular reporting work is to be done. A fuller explanation of this subject will be found in Lesson 35

Vocalize the following list, observing the rule explained in section 46 above. In the last three lines the long vowels only are to be written.

54. 1 Ate tea ace saw sea low oaf foe ail ache gay
2 aid dough awl ale lea ape Poe paw Joe shoe eve
3 thaw jaw aim woe gnaw knee nay Esau oar (ar) era
4 (ar) ado age aught fee hay oat ode sew.

5 (1st place) Cheek chalk heap heed tall leaf leap
6 meal peal bawl beak beam beer hawk deal kneel (el)
7 leak peach reap sheep team teeth wreath wreathe
8 Neal (el) Paul.

9 (2nd place) Cake coach coal comb dale dame bail bowl
10 cape joke fame gale game jail choke knave lame
11 loaf nail (el) pole porch vale abate bore (ar) roam (ar)
12 rogue rope babe bait poll dome goal loathe pail
13 poke pope rake robe tale tape vague Job.

14 (3d place) Tool root balm mar doom rood tomb; (us-
15 ing ar) lark tar czar tour jar.

16 (Long vowels only) Antique aurora (ar) boquet foliage
 17 elate jubilee oatmeal parade pillow pony potato up-
 18 roar yellow Ada Cora Edith Eva Laura Nora lower
 19 (ar) (140—6:45—2:45).

55. PHRASES. All-are all-his all-my all-right all-that
 all-the-way all-which all-you all-your and-have as-it-should
 before-his before-the before-you but-a but-may but-that
 but-the but-as for-a for-which has-a have-a of-that of-
 the-way in-the-way of-them on-that should-be should-do
 should-never should-have take-the to-him to-live to-love-
 them too-many who-may who-was.

EXERCISE 5.

56. 1. The-day is coming and you-may-look for-a victo-
 ry before-long. 2. Should-you-come to-day Maude and-
 Laura will-make a-boquet and-an antique foliage wreath
 for-you. 3. Are-you-going to-go to sea to-day? 4. Paul,
 take your oar and-go-and row a-league. 5. The-knave is
 taking coal into-the coach. 6. They-have-a tall coop in-the
 park. (65—2:30—1).

57. Speed Sentence. Cora, you-may-go and help Laura
 make oatmeal cake for tea. (3—1).

TO THE TEACHER.—The young learner and the adult stu-
 dent take hold of short-hand in a manner entirely different.
 The young pupil does not execute so well, but takes more de-
 light in the merely mechanical operation of writing and re-
 writing the characters many times. The older person forms
 the outlines better, but dislikes practice. He prefers to *study*,
 while the young student would much rather spend his time
writing. This is why in the long run the young succeed
 best. Short-hand writing is something to be *done*, not mere-
 ly *thought about*; learning the art requires the application of
 the *hand* more than the *head*.

LESSON VI.

DIPHTHONGS AND THE S-CIRCLE.

58. **KEY.** 1. Type voice vow boy oil cow Illinois wide.
 2. Spy sauce doze ooze sow seed Saul snail assignee.
 3. Spell search goes zinc zeal sense Tom's bells ring.
 4. Owing owes owed wipe wife Viola loyal twice surveyor.

5. **PHRASES.** As-far-as as-far-as-may be-such does-he does-never how-many in-any-case has-he.

6. **WORD-SIGNS.** How high now its several special subject advantageous always. 7. Knowledge acknowledge January February electricity something sufficient forsake for-the-sake-of.

SENTENCES. 1. The-savage toils a-long-time before-he slays the shy fowl. 2. The-slave knows how to sail the-big ship on-the-sea. 3. But-the voyage to Hayti will-be too-long for-the boy Guy. 4. Rufus may-make many rhymes, but it-was Poe who wrote the rich poetry which all admire. 5. James, do-you think it will tire you to carry this wide vase two-miles? 6. I-think all of-your boys ought-to come to-the service on Sunday.

DIPHTHONGAL SCALE.

59. $\begin{array}{c} \vdots \\ \vee \\ \vdots \end{array}$ *I* as in n-*i*-ght. $\begin{array}{c} \vdots \\ \wedge \\ \vdots \end{array}$ *oi* in c-*oi*-l.
 $\begin{array}{c} \vdots \\ \wedge \\ \vdots \end{array}$ *ow* in end-*ow*. $\begin{array}{c} \vdots \\ \lrcorner \\ \vdots \end{array}$ *wi* in *wi*-pe.

The diphthongs *i*, *oi*, and *ow* are represented by angular signs as shown in *type*, *voice*, *vow*. L 1. They always point either *up* or *down*, no matter whether the consonant beside which they are placed is slanting or otherwise. *I* may be written in the 1st, 2nd or 3rd vowel place, according to convenience, as in *spy*. L 2.

60. The triphthong *wi* and the three diphthongal signs, may occasionally be joined to consonant letters at the beginning or end of words, as in *oil*, *cow*, *wide*. (L 1). When


medial, however, they cannot be joined; thus,  *cowl*

Plate 6.

1

2

3

4

PHRASES.

5

WORD-SIGNS.

6

7

SENTENCES.

①


②

③

④

⑤

⑥

cannot be written , since this character would be ambiguous, expressing either *cowl* or *coil*.

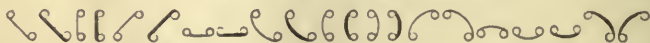
61. THE CIRCLE. *S* and *z* are denoted in outlines by a small circle. This, when joined to curved letters, is written within or following the direction of the curve, as in *sense*, or *bells*. L 3.

62. When the circle is attached to a straight letter, at the beginning or end of a word-form, it is always written upon the *right* of the letter if *downward*, as in *spell*; on the *left* of *upward* letters, as in *search*; and *upper* side of *horizontal* letters, as in *goes*. See L 3.

63. The following table, which illustrates the proper manner of attaching the circle to straight and curved stems, should be copied many times, until the pupil can, without taking thought, execute it properly. Written exercises should be compared with it every day until errors cease to be found. When joined to straight letters the circle is struck with a *left* movement, as the letter *o* is written in long-hand. This rule will enable the learner to test the accuracy of his writing. For distinction, *s* when represented by the circle, is called *iss*, and the combined characters \int , \int , \int , etc., may be named either *iss-te*, *iss-de*, *de-iss*, or *ste*, *sed*, *des*, etc.

64.

TABLE OF S-CIRCLE JOININGS.






65. *S* and *z* being cognates, are both expressed by a single sign, namely the circle, with no danger of ambiguity. The circle is not employed to denote *z* when it begins a word as in *zinc*, *zeal*. L 3.


66. The possessive or plural of a word, formed in long-hand by the addition of *s* or *es*, is indicated in short-hand by affixing the s-circle to its word-sign, or outline, as in *Tom's bells ring*. L 3.



67. *S* and *z* when standing alone, as in *ooze* or *sow*, can-




not be represented by the circle, which it is impossible to vocalize. L 2.

68. The character  is read *seat*, the order of pronunciation being, *first*, the *circle*; *second*, the *vowel*; and *third*, the *stem*. *S* is read first, although *e* is actually placed *before*, that is, at the *left*, of it. If *e* should be read first, the word would be *east*; but this plan would be worse, since the circle cannot be vocalized. The stem  *s* would have to be employed in *east*, as in all words where *s* is preceded by a vowel. See *seed*, *Saul*, L 2.

69. The vowel word-signs, *but* and *or* are not commonly phrased; for, since *a* and *and* are written in the same manner, ambiguity would be the frequent result; thus, 

would express either *and-go*, or *but-go*, and  either *or-acknowledge*, or *and-acknowledge*.

70. *Caution*.—Beginners are disposed to write the s-circle too large. There is very little danger of getting it too small. The diphthongal signs should be made *light*, rather *small* and *sharp-angled*. The word-sign  *you* should be a complete semi-circle, and quite small; not large and flattened out, thus 

71. In *forsake*, composed of *for* and *sake*, the letter  *f* is used for the first part because it is the sign for the word *for*. But in  *forage*, which is in no wise a compound word, the first syllable *for* cannot be expressed by  simply. The learner is cautioned against using word-signs in any way, except to express just those words which they were intended to represent.

72. 1 *Using diphthongs, write: Tie pipe vile knife
2 mile defy boil coil foil row toy vouch Guy buy die
3 chime couch coy dike fowl hide nigh owl foul pike
4 pile rhyme shy sigh spike dye thigh tire (ar) toil annoy
5 diet envoy royal Isaac sour (ar). Using dot vowels
6 also; e\h Elijah Eliza Ida Myra.

- 7 Using the s-circle: Case safe save sale sake said
 8 same famous fix harness immense less Sabbath safety
 9 savage seale (el) sell senate sketch service summer de-
 10 vise refuse police story soon small smith son smoke
 11 solid slave suppose spell study Sunday space this yes
 12 Saturday cell cemetery notice sex sink skip sledge slim
 13 sling slip spark spool such sun surface (surge surpass
 14 survey swing Swiss valise stay wages wax Horace
 15 James Rufus Samuel Thomas; (using ar) cellar Caesar
 16 force spare sir circus.
 17 Vocalize: Lace seal seat site slow snow sail race
 18 choose dose abase choice geese gaze spoil vice pause
 19 seam scene raise voice invoice nice noise soul chase
 20 cheese dice entice sage sauce siege slay vase sleeve
 21 slope sly snail (el) snake soap sole sty repose Miles
 22 (using ar) soar score spire. (168—6—3:15).

73. PHRASES. All-such all-this be-said be-this before-
 this do-such do-this does-it does-that does-the does-this
 does-your for-such for-this has-this have-them have-such
 have-this how-may in-its-own in-this is-this it-make^a such-
 was to-his to-this which-has which-makes.

EXERCISE 6.

74. 1. That boy of-yours makes enough noise. 2. Do-
 you say he-is going to tie the-rope to-the cow's neck? 3.
 He ought to-make less noise so that-he-may keep his seat
 in-the Senate. 4. May honesty be-your policy notwith-
 standing your name may become less famous. 5. I-will
 help-you take-an invoice of all-your-stock. 6. You-should
 never for any reason or on-any day make-a foolish vow.
 7. Do-you endorse the study of-such-a subject as-this? 8.
 Yes, and I-think you-should study it thoroughly on-all days
 but Sundays. 9. I-suppose you-will make-it your special
 object to know it all before the-month of November. 10.
 Several boys have come to-day to-sell milk. 11. You-will
 have-no magazine for sale in-this language for-several days.
 12. It-was said in-the Senate of-Illinois that for the space

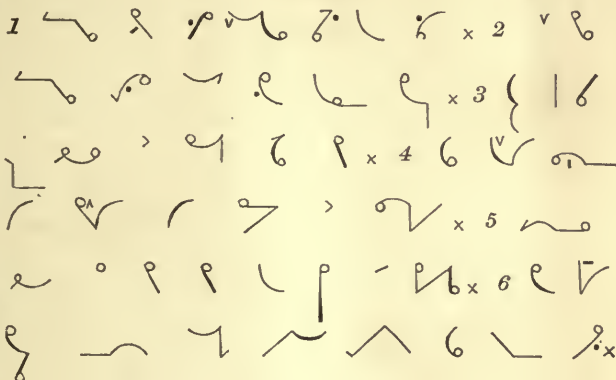
of two days all bells should ring the-alarm. 13. The Senate of-this republic will long be famous for-its safe and-dig-nified policy. (175-5-2).

75. SPEED SENTENCE. How-many-days do-you suppose he-will-be in surveying enough space for-the cemetery?

(5-1)

76.

TRANSLATE.



TO THE TEACHER.—To the novice the short-hand letters are all very much alike in appearance. By holding up to the learner the features of dissimilarity, each individual letter will be more quickly recognized, and firmly fixed. The elementary characters may be differentiated in the following manner: *Consonants*. These may be classified, 1st, (on the basis of form) into straight and curved; 2nd, (as to size) into light and heavy; 3rd, (as to attitude) into vertical, horizontal and oblique. *Vowels*. These are, 1st, long and short; 2nd, light and heavy; 3rd, first, second and third place; 4th, dots, dashes and angles; 5th, simple and diphthongal.

DIPHTHONGS.

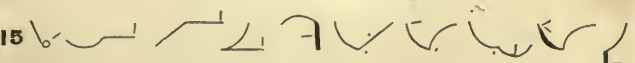
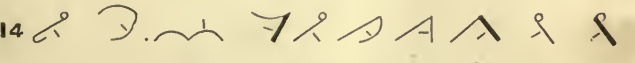
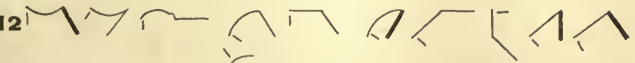
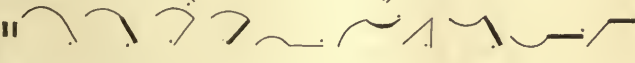
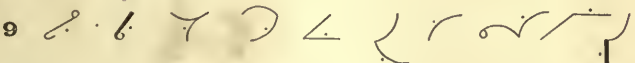
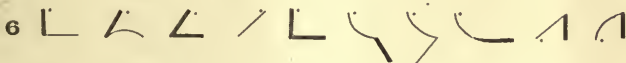
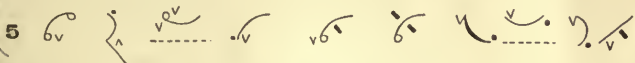
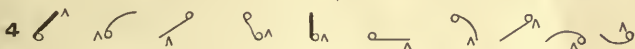
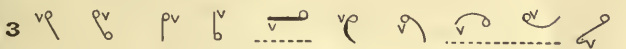
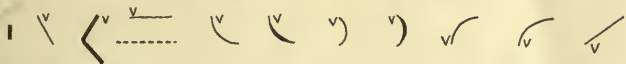
- KEY.—1. Pie gibe Ike fie vie ice eyes isle lie rye.
2. Foy roy hoy bough Dow ouch mow wow Howe cite.
3. Seip spice sty Tice guise scythe sire mice sine hies.
4. Joyce soil Royce spouse douse scow sour rouse mouse ounce.
5. Slice Sepoy Sinai Eli silo solo Iva Ina Isa Rio.

SHORT VOWELS.

6. Dick Jim jig itch dig fib Fitch fig rid lid.
7. Mill nib gib kip lick myth nick nip pig ship.
8. Chess deck ebb Ed etch ledge neck peck peg sedge.
9. Hess Jess knell mesh check chef ell | smell wreck shed.
10. Add ash rash chap rap fang batch jam lamb ram.
11. Map Mab match Madge mack lang | rat nab nag rag.
12. Knob notch mock lop cop Lodge rock top rod rob.
13. Bus fuss gum lull cub | muff muss rug rum rung.
14. Huss mush mum nudge Russ rush rut rub sup sub.
15. Puss nook rook shook muddy ferry folly funny volley shadow.

TEST EXERCISE.—The learner is recommended to copy the engraved exercise on the page opposite a number of times. Then write in Short-hand the entire list of words given above and compare your work with the engraving. Repeat the operation several times if errors are found. As a final test, transcribe the engraved exercise into long-hand. Compare your transcript with the key printed above, mark your mistakes and try again.

EXERCISE.



LESSON VII.

SHORT VOWELS.

77. KEY. 1. Big job beg cup tack shaggy echo poem fiat. 2. Assail lazy rose rosy sense essence race racy. 3. Herb Arab array audit borrow buggy cameo elbow.

4. WORD-SIGNS. We with were would what New-York-City public publish-ed for-the-purpose-of.

5. PHRASES. As-we for-we-were were-it what-is-it what-would-be with-advantage would-know would-rather. 6. As-to-do he-should-be for-his-purpose how-much how-you think-you-may what-it-is does-nothing. 7 and 8. For key see list words see 86.

SENTENCES. 1. I-saw him buy a tall silk hat. 2. We shall soon dig a ditch along the road. 3. Samuel Adams will lay a gas pipe in-it. 4. What-would you-like to-have to eat? 5. Now you-may-make some coffee to-take to-the picnic. 6. I-will also boil some cabbage and-take some mellow peaches. 7. They-may think-that-we live in-a palace.

78.

SHORT-VOWEL SCALE.

| it | et | at | ot -| ut _| oot (as in f-oo-t).

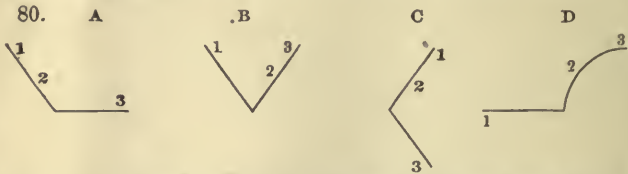
The six short vowels here illustrated are indicated by a small light dot and dash written in the three vowel places. For example, a light dot when written in the second place has the force of *e* in *beg*, and a light dash the same power as *u* in *cup* (L 1). A light dash, first place, is equivalent to *o* in *job*. The learner will observe that the short vowel signs are quite small. This is necessary to render them easily distinguishable from the long.

These mnemonical rhymes will aid in recollecting the short vowels, and the order in which they occur :

{ Bill gets bat;	{ Lot cuts wood.
{ Kills red rat.	{ Dot does good.

79. By referring to L 1 the pupil will see that in *tack* and *shaggy* the third-place vowels are located beside the *second*

consonant, rather than the *first*. This is according to the rule governing third-place vowels, occurring between two consonants. Second-place short vowels, also, are appended to the second stem, and in this respect the rule differs from that governing second-place long vowels, which, it will be remembered, are written by the *first* consonant. The following figures illustrate the entire rule, and will aid in remembering it. The numbers 1, 2, 3, represent first, second and third-place vowels, those that are *long* being signified by the *full-faced* type.



81. This rule for placing vowels, both long and short, between two consecutive consonants, may be briefly stated as follows :

Write beside the 1st consonant :	Beside the 2nd consonant :
First-place long vowels,	Second-place short vowels,
First-place short vowels,	Third-place short vowels,
Second-place long vowels.	Third-place long vowels.

Stated in the fewest possible words, the rule is : *Second-place long and all first-place vowels are written by the first stem, and all others by the second.*

82. Besides keeping vowels out of angles, a further advantage of this rule is that second-place vowels, though they be insufficiently or wrongly shaded, are known by the position they occupy by the first or second consonant ; thus would be read *bake*, because the writer evidently meant to make the dot large, since it occupies a position where a large dot only could properly be placed. For a similar reason, the character would be read *beck*. The few exceptions to this rule are given in lesson XXXV.

83. The vowel in *herb* (L 3) is represented by a second-place dot, rather than the light dash. Strictly, however, the *e* in *herb* (and words where it occurs before *r*) is not the same as *e* in *met*, or *u* in *cup*, although the dot, rather than the dash, is used in such cases. Other shades of vowel sound, also, are unprovided for in the Scale; but for all practical purposes these are indicated clearly enough by the signs for those vowels which most nearly approach them.

84. In $\left| \begin{array}{c} \vee \\ - \end{array} \right.$ Dio it is necessary to place two vowels on one side of a letter. Here $\vee i$ is put nearer to $\left| d \right.$ than $- o$, since the symbols should be written in the same order in which the sounds occur. See also *cameo*, L 3.

When two concurrent vowels occur between two consonants, the *first vowel* is placed by the *first stem*, and the *second* by the *last*, without reference to what *place* either of the vowels may occupy. See *poem*, *fiat*, L 1.

85. Since every vowel is of necessity in the first, second or third place, the stem $\left. \right) s$ must be written if a vowel occurs in connection with it; for if a dot or dash were placed beside a circle, there would be nothing to show whether a first, second, or third-place vowel were meant. Hence if *s* is preceded by an initial, or followed by a final vowel, the full-length stem, instead of the circle, must invariably be used. See *assail*, *lazy*, *racy*, L 2. This rule holds good in all cases whether the vowels are actually written or not, since the use of the stem in these circumstances indicates where the reader is to supply them. For example, the circle is used in *sense* and *rose*, but the stem must be employed in *essence* and *rosy*. See L 2.

86. 1 Write: Ill kick lock rock chorus edge egg else
 2 guess kiss mass haughty enemy alas Asia gem valley
 3 malice autumn lion idiom idiot maniac mazy dozy
 4 posy daisy gauzy dizzy hazy noisy espy acme agony
 5 allure ally alto apex dock appease bang botch chip
 6 chop cob coffee dairy duck dumb Dutch epic essay

7 foggy gang gas gaudy hobby mug lag lap pack lash
 8 latch lath leg lip luck lung mellow mess mob odd
 9 opera palace palm pith rack shock silk solemn Stoic
 10 tally Adam Amos Ellis Emory Jesse Agnes Anna
 11 Ella Emily Emma Hannah (using ar) arrow attire err.
 (96—5—2)

87. PHRASES. And-we as-it-should for-we have-we
 such-as that-you we-do we-have they-were we-were what-
 all what-do what-does with-the with-that would-say
 would-never how-you.

EXERCISE 7.

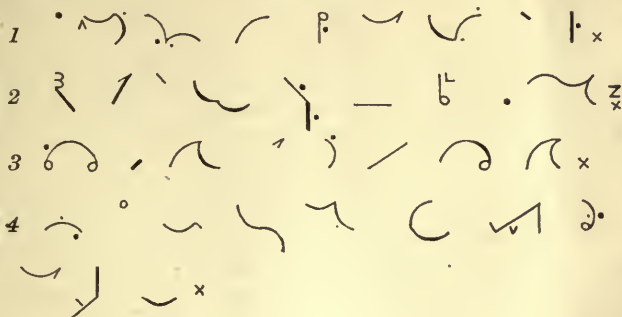
88. 1. Rub your sore eye with-your elbow. 2. They-that
 talk too-much effect nothing. 3. He'd a-gossip as-you-would
 a-liar. 4. You-will-never sell your fowls on-a rainy
 day. 5. Do-you-acknowledge that-the sky is hazy in au-
 tumn? 6. Yes, but it-is-never so in summer. 7. I have-no
 memory of any-such tale as-that in-your book. 8. To edit
 such-a book is-a big job. 9. It-is-in-no-way sufficient for-
 this purpose. 10. "The-Idiot and-the Maniac," is-the sub-
 ject of-my poem. 11. You-may-receive-the essay and-take-
 it to-the notary. 12. They eat nothing but milk and-eggs
 on Sunday. (111—3:15—1:30).

89. SPEED SENTENCE. All-the ships of-the navy will soon
 sail into-the sea and-engage with-the haughty enemy.
 (4—1.)

SUGGESTION.—It is well to encourage the tendency, which
 is quite natural, of picturing in one's mind the characters
 which represent words heard spoken in conversation; also
 to cultivate the habit of mentally outlining and phrasing
 words and sentences.—Word and phrase signs must be so
 thoroughly learned as to be written and read instantly.
 Spare hours may be given with advantage to writing and
 reading these abbreviations over and over many times.

90.

TRANSLATE.



TO THE TEACHER.—Vowels trouble most students, mainly because they are not well learned. But they are so few that one can easily become as familiar with them as with the faces of his own brothers and sisters. Vowels are so important that no good teacher will omit a brief review of them as a part of the regular daily program. Each member should be able when required to give the *place, size, form, length,* and *kind* of every one. This review should be partly oral, the long vowels for convenience being named, *tee, tay, tah, taw, toe, too;* and the short, *it, et, at, ot, ut, oot.* The whole class may be called upon to repeat them both forwards and backwards, individually and in concert. Then give all first-place, *tee, taw, it, ot, oi, I;* next second-place, and last, third-place. The teacher will observe that the more thoroughly a pupil learns a thing, the better will he like it; and, *per contra,* the better he likes it, the more he will want to learn of it. This is true particularly of anything intrinsically scientific and beautiful, as the vowel scale.

LESSON VIII.

CONSONANT POSITION.

91. KEY. 1. King me deep leave occupy teach attach allowed attack. 2. Nigh away awake ahead July purify ago nuisance.

WORD-SIGNS. 3. Common each watch hear her ever give-n dollar thing. 4. Whom home large much thank youth hath had advertise advertising. 5. Anything English-language A. M. P. M. however must-be forthwith to-become single.

SENTENCES. 6. Talks on-the subject of electricity will-be given in-the-mouth of July. 7. It-is-a common-thing to hear her laugh aloud at-your huge fool's-cap. 8. The-Judge said that-the jury should occupy this cool room. 9. They will to-day say what-the damages in-this-case should-be.

PHRASES. 10. By-and-by by-the-by by-the-way in-as-much-as she-shall a-year-ago for-a-long-time. 11 Of-the-case as-long-as-it-may many-think-that ought-to-be long-enough shall-never.

92. What is called *consonant position* is a contrivance made use of to *save writing vowels* in a certain *limited number of common words*. With reference to the line of writing, words occupy three different places, known as the *first*, *second*, and *third consonant positions*. *Second-position* words rest on the line. Most words which have already been introduced are of this class.

93. *First-position* horizontal words are written *one space above* the line, as *king* and *me*. Other *first position* words are written *half a space above* the line, as *deep*, *leave occupy*, *teach*. Here, in each case, the *first descending letter rests half a space above the line*. L 1.

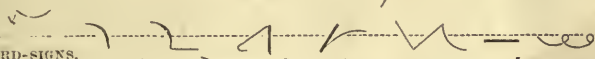
94. *Third-position* horizontal words are written just *below* the line, as *ago* and *nuisance*. Other *third-position* words are written *through* the line, the *first descending letter resting one-half a space below* it, as in *awake*, *ahead*, *purify*. L 2.

Plate 8.

1



2

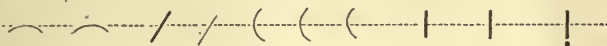


WORD-SIGNS.

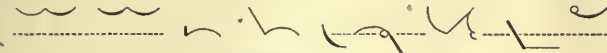
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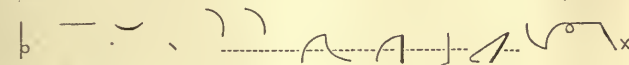


SENTENCES.

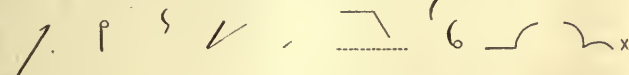
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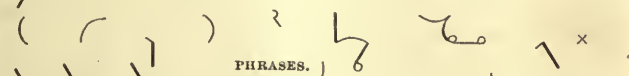
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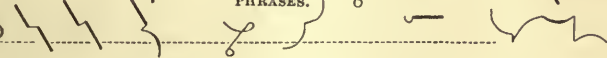


9



PHRASES.

10



11

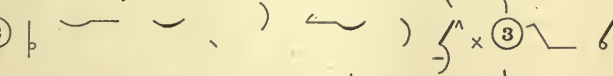


TRANSLATE.

①



②



③



④



4 the mail ship will have been

95. There are only a few hundred words, all told, that there is any need of writing elsewhere than on the line. These are specified in the lessons which follow, and should be memorized by the pupil. It would be inexpedient at this time to attempt to explain fully the general theory of Consonant Position. It is sufficient to state that words which are written in the *first position* usually contain a *first place* vowel, and those in the *third position*, a *third place* vowel. The learner, however, will *distinctly bear in mind* that it is by no means true that all words which contain *first* or *third place vowels* are for that reason to be put in the *first* or *third positions*.

96. The student who consults other text-books, or a stenographic dictionary, will find a large number of words marked for the first and third positions. It is nevertheless true, however, that practical reporters generally, no matter what system is followed, or text-book studied, write nearly all the words *on the line* in actual reporting. The notes thus taken are perfectly legible, although such words as *music*, *academy*, *month*, *factory*, etc., are written in the *second position* rather than in the third. Our aim is to teach the art *as it is practiced by the best stenographers*. This subject is treated at length in Lesson XXXIV.

97. 1 Write in first position: Cause cease song these
 2 wise since sight side seek sing office city offset ear
 3 weakness sin seen seem abide by she ease easy easily
 4 enjoy fall (el) feel (el) joy joyous law leave lie meek
 5 avoid mill my occupy thy thee if off pity see talk
 6 weak assign right Deity miss size; (ar) fear fire.
 7 Third position: Allow at out atom back cap catch
 8 aloud allowed view abuse eulogy fool lack laugh
 9 loose purity sat suit; (ar) power poor room our hour;
 10 thou use due few issue outside await advice.

(84—2:30—1:30).

98. PHRASES. By-his by-it by-many by-our by-that by-you by-your by-which by-which-many by-which-you for-if

if-they in-anything many-times my-love shall-give she-says she-was with-each some-may take-the-case think-this which-is which-the-times as-that for-fear for-his-advantage he-has-never I-beg I-feel I-know I-know-nothing I-know-that I-like in-effect in-his by-many in-that-day is-it is-it-a is-it-as is-it-so is-it-you long-way many-have may-also no-knowledge say-so so-be-it so-would was-right all-is.

EXERCISE 8.

99. 1. You-may-write-a review of all our many sayings. 2. On-the fourth Sunday of February we-were at-the smoking ruins of-that large hotel. 3. We all know-that fire ruins many mills. 4. You-may-write off the-eulogy on-the life, laws and-power of-the Jewish king. 5. I-will carry that small watch this week and-if-it keeps the-right time I-will give-you \$25 for-it. 6. The huge earth moves along its path many miles an hour. (83—2:15—1).

100. SPEED SENTENCE. To-study the-lives and-laws of-the Jewish kings is-a common thing in our day and-age. (4—1)

TO THE TEACHER:—The following items form an important and indispensable part of the program of every recitation. Each member should be required to bring to the class for the teacher's inspection a carefully prepared copy of the list words, exercise, and speed sentence. It is also well to require a long-hand, or type-written, copy of the Translation. No conscientious teacher will neglect to give at least a little time to the correction of each pupil's work at every recitation. If the class is large it will be necessary to correct such papers out of class hours. The different members may be called on miscellaneously to read each a sentence from the translation, also from the exercise, also a number of the list words. This must be done promptly and without hesitation. Hence thorough preparation before-hand in the way of writing and reading the lesson over many times, is absolutely necessary.

LESSON IX.

S-CIRCLE JUNCTIONS.

101. KEY. 1. Desk deposit maxim hasten lesson pencil facility vessel. 2. It-is-of-advantage submissive and-his-life atheism exhibit Mexico bask.

WORD-SIGNS. 3. Us whose hope happy though whole wholly young to-be. 4. Etc. (et cetera) disadvantage exchange post-office expect domestic salvation holy own.

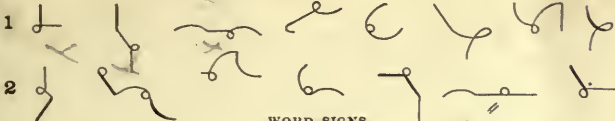
PHRASES. 5. At-the-time by-such for-the-same-reason it-is-ready it-is-to-be long-since it-is-so. 6. Such-has-never which-is-no who-has-this with-the-same would-receive this-period which-some. 7, 8 and 9. For key see list-words, sec. 116.

SENTENCES. 1. It-is our custom to-sell for cash. 2. You-will however be allowed to exchange your map for-a hat or cap or anything-else that-you-may lack. 3. The rustic takes counsel with-the judge for half-an-hour but says nothing. 4. For-some purpose he dispatches his son to Cincinnati.

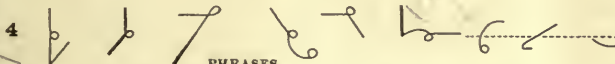
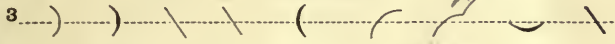
102. The rule laid down in Lesson VI. for joining the circle, applies only when *s* begins or ends a word. When the circle occurs at the angle formed by the juncture of two stems, however, it should be written according to the following directions:

103. When the circle is to be written, 1. At the junction of two straight letters, it should be placed *outside the angle*, as in *desk* or *deposit*. But when the two straight letters are in a direct line forming no angle, *s* is written on the upper, or right side of the stem, as in *Mexico*. 2. At the junction of a straight letter and a curve, it should be written within, or following the direction of the curve, as in *maxim, hasten*. 3. At the junction of two curves, if it cannot follow the direction of both, as in *lesson, pencil, vessel*, it should *almost always* be written *within the first curve*, as in *submissive, atheism*. Sometimes it is more convenient to attach it to the second curve, as in *facility*. See Ls 1 and 2.

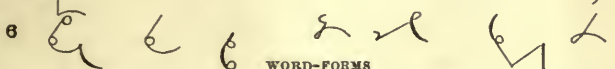
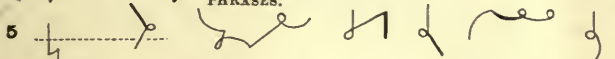
Plate 9.



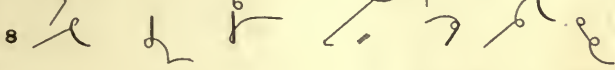
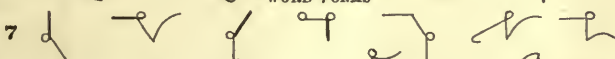
WORD-SIGNS.



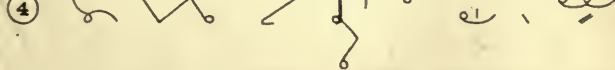
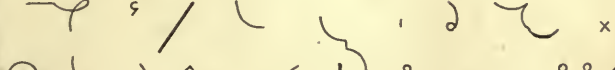
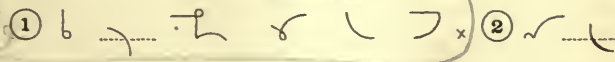
PHRASES.



WORD-FORMS



SENTENCES.



104. These rules have precisely the same application to all phrases of which *s* forms a part, as in *it-is-of-advantage, and-his-life*. L 2.

105. In *bask* (L 2), it will be observed that the vowel is placed at the angle between $\backslash b$ and $_ k$, which, it would appear, is contrary to the rule laid down in Lesson VII. But if the dot were placed at the end of $_ k$, the order of pronunciation would necessarily be, *b-s-a-k*. Evidently the rule in Lesson VII does not apply when a *circle occurs between the two stems*. In *bask*, and a few similar words, the vowel must be placed in the angle, that is by the first stem, so that it will be read before *s*. But the occasion for vowels so situated is rare.

106. Beginners almost without exception write the vowel word-signs too large. They should be *only one-fourth* the size of standard letters; e. g. \mid before, one-fourth of $\mid d$, \backslash to, one-fourth of $\backslash p$, \smile you one-fourth of $\smile m$, etc.

107. Placing the circle between two straight letters, write:
 1 Custody dispatch discuss dispose exhibit dispel gazet
 2 gospel justice succeed capacity Tuesday bestow dis-
 3 guise dusk gossip hostile receipt restless upset re-
 4 store custom task rustic risk.
 5 Between a straight and curved letter: Citizen desire
 6 desirous disarm dislike excel Harrison message music
 7 resolve instil musical pacific society specify answer
 8 dismiss visitor visit reason receive vivacity honesty
 9 Massachusetts Minnesota Erastus (ar) Missouri officer
 10 sarcasm (ar).

Between two curves: Innocence insanity mason scarcely
 Cincinnati refusal (el) license (el) offensive; also write
 sophomore sorrow genius science sublime Minneapolis.

(69—2:15—1:15).

108. PHRASES. Any-business at-such at-that at-this at-
 your he-said it-is-a of-some since-that some-such take-
 such that-is-never that-is-it this-bill this-day this-reason
 this-time to-receive to-your was-some which-is-this who-
 is-the who-is-it.

EXERCISE 9.

109. 1. The-citizen deposits his salary in-the bank of-Massachusetts with scarcely any risk. 2. The gazette says that Harrison's army will leave Mexico on Saturday of-this week. 3. It-will march all-the-way to Minneapolis, Minne-soto, by-way of Missouri. 4. The-justice informs counsel that-they-may if-they wish discuss the-case before-the-jury for two hours. (5. Do-you-think that-the jury will say that-the youth is insane? 6. Yes, they-have already said-so. 7. He-receives the-message in despair. 8. Many also hear it with sorrow and-dismay. 9. The young sophomore, they say, has-a rare genius for poetry and-music. 10. I-hope the-saying has no sarcasm in-it. 11. I-know, however, that-he excels in science. 12. He never fails to exhibit vi-vacity in society. 13. Instil right maxims into-the souls of our youth. 14. You-will see that-they will-be the happier for-it. (151-3:15-1:30).

110. SPEED SENTENCE. I-hope, however, that-you-will give-the youth whom-you teach the whole story of young Absolom (4-1).

111.

TRANSLATE.

The image shows four groups of shorthand symbols, numbered 1 through 4, arranged in a grid-like fashion. Each group contains several symbols, some with dots, dashes, or other markings. The symbols are written in a cursive, shorthand style. Group 1 has 7 symbols, Group 2 has 7 symbols, Group 3 has 7 symbols, and Group 4 has 7 symbols. The symbols are arranged in rows, with some symbols having dots or dashes above or below them. The groups are numbered 1, 2, 3, and 4 in circles.

LESSON X.

PHRASEOGRAPHY.

112. KEY. 1. I-die I-do I-had give-me pay-him altogether I-think-that I-know-you.

WORD-SIGNS. 2. Lawyer similar similarity influence Catholic speak speech spoke. 3. Because significant insignificant why Justice-of-the-Peace continue falsehood company. 4. Hence witness testimony mostly may-as-well December thus those. 5. Happiness holiness enlarge postmark mistake if-you-wish Savior.

PHRASES. 6. Because-of because-nothing because-we-have cause-and-effect for-as-much public-service. 7. Those-days to-expect continue-it to-whom too-much was-seen what-say-you which-represent. 8. For-as-many who-suppose-that as-if as-well-as-usual as-long-as-it-is for-the-same-reason. 9. Have-seen have-to-be that-is-the they-said-so they-speak this-notice this-purpose which-seems. 10 and 11. For key see list words, sec. 117.

SENTENCES. 1. Paul, going before-the Justice-of-the-peace, says that Miles carried off some of-his live-stock. 2. The-justice sits and hears the-testimony of-each witness in-the-case. 3. The-lawyer thinks it-would-be of no use to-make-a speech to-the jury. 4. The-testimony shows him to-be the-thief. 5. He-is now in jail.

113. Every stenographer must determine for himself the precise extent to which he can apply phraseography to advantage. Many do not phrase enough; while possibly some do too much. Students, accustomed in long-hand to disjoin words, invariably find phraseography a hindrance at first; but the practice, once acquired, lessens the labor of reporting, and also adds to speed and legibility. Three words can be phrased while two of them are being written separately; hence the gain in speed. But words separated by the slightest rhetorical pause, or mark of punctuation, should not be joined together. This *adaptation of phraseography to syntax* renders short-hand notes far more legible than they would otherwise be.

Plate 10.

1 1 1 1 1 1 1 1 1 1
WORD-SIGNS.

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 PHRASES.

7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9

10 10 10 10 10 10 10 10 10 10

11 11 11 11 11 11 11 11 11 11

SENTENCES.

① 1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

114. The first word of a phrase, which for convenience we will call the *leader*, should be written in its proper position; the words which follow may then be allowed to occupy whatever position with reference to the line that the *phrase*, in due course, may give them. For example, *I* is the leader in *I-think-that*, and *I-know-you*; *give*, the leader in *give-me*. In these sentences, *that*, *know*, and *you*, are thrown out of position, but the writing is none the less legible on this account. The real value and beauty of phrasing, and its philosophy also, will be better understood after the learner has had some experience as a practical short-hand writer. The subject is more fully treated in lesson XLII.

115. By reference to *I-die*, and *I-had* (L 1), it will be seen that the *first word* can sometimes be so written that the *second*, also, shall occupy its *proper position*. Generally, however, the reader does not regard the position of words after the first or second, but relies upon the context, which is a sure guide. The necessity imposed on the writer of locating words out of their proper position, occasions no drawback upon legibility.

116. The phrase should be discontinued when an unusual word occurs, or one that must be written in its proper position in order to be unambiguous. *E. g.*, *give-him*, and *pay-me*, should not be joined, for fear of conflict with *give-me* and *pay-him*. L 1.

117. 1 Vocalize: Male female dismay parody Caleb;
 2 1 pos.: sky cog knock mock nick. Without vowels.
 3 1 pos.: oppose rise scheme arise (ar). 3 pos.: amuse
 4 accuse pass passage passive sad induce absence south.
 5 2 pos.: reach assume form (ar) evade series speed
 6 speedy sphere beauty dominate alleviate cavity cool
 7 Jewish academy academic factory ensue disobey
 8 anxious audacity besiege caustic chastise luxury
 9 depository despair (ar) expire (ar) extinguish* gasp
 10 Augustus Justus disengage dismal dissolve egotism
 11 immensity maximum cohesive solicit vestige veracity
 12 decimal elastic exile felicity garrison pacify parasol

13 spasm tenacity velocity Joseph assassin incendiary
 14 muscle exterior cancel (el) chancellor (ar) counsel (el)
 15 counsellor (ar) damsel domicile fasten gymnasium
 16 salary search solitary scarce (ar) malicious select
 17 resume besides disease deceit deceive decide design
 18 despise decease excite exceed false insight incite
 19 inside likewise business mix offence paradox Scotch
 20 sleep sweep epistle alike (el) misery reside resign
 21 revise righteous sincere recite rejoice anxiety* excuse
 22 animosity casual casualty apostle* subdue tax absorb
 23 rescue reduce affair botany deviate dialogue efficacy
 24 embody indemnify ingenuity intimacy involve nomi-
 25 nate bachelor beneath demagogue dialect dogma
 26 enigma epidemic æsthetic gypsy* infect pathetic
 27 ramify topic Anthony Timothy Tennessee Louisiana
 28 apology obviate eminence apologize assets avarice
 29 debase delicious depose diffuse factious fictitious
 30 obvious* paradise survive various vex severe (ar)
 31 enforce (ar) ethics poetic. (187-6-2:30.)

118. PHRASES. Because-of had-the do-you have-seen
 those-that those-which to-such-a to-suppose was-said
 which-is-now which-is-the which-shall who-are-you who-
 come be-seen that-day that-is-it that-we that-time they-
 that they-think-that to-take was-it-so was-it-said was-so
 which-many which-may which-you will-it-be you-may
 you-make at-those-times by-as-many by-reason-of in-the-
 same-way it-is-to-be it-is-long many-such many-things
 never-said of-as-many of-his-own of-several.

EXERCISE 10.

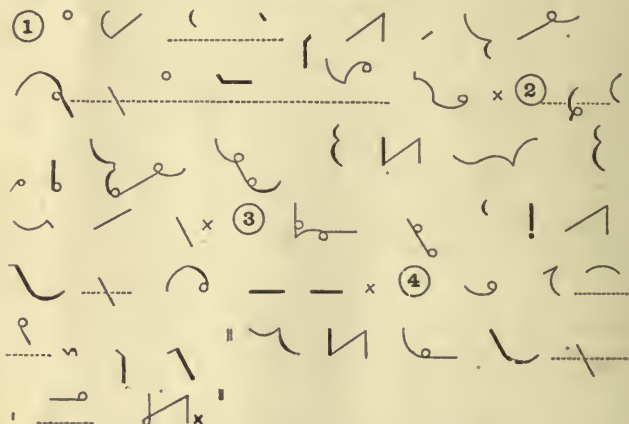
119. 1. Your son is-a wise youth, because he seeks to-do
 right. 2. In our city we-have much snow in-the-month of
 December. 3. Joseph Jackson the-lawyer has-a-large in-
 fluence, and-he-may resign his office. 4. We-think of going
 into-a business scheme together. 5. Our affairs are now in-
 such shape that-we may do-so if-we wish. 6. Your absence
 in Alabama may restore your health, and-thus be-the cause

of-much happiness. 7. How-long-do-you think you-will re-
side in-the South? 8. I-will leave for Dakota in-the-month
of May. (99—2—1.)

120. SPEED SENTENCE. As-to-his design in seeking the
house of-the justice-of-the-peace, the-witness spoke a-false-
hood in-giving his testimony to-the jury (3—1.)

121.

TRANSLATE.



SUGGESTION.—Most pupils press the pen too hard upon the paper, making both the light and heavy lines heavier than they should be. This extra pressure means, more friction, more labor, more time, less speed. The rapid stenographer always touches the paper lightly. It is an excellent plan to cultivate lightness of touch by frequent practice in writing the thin stems as fine as possible, executing them rapidly, barely touching the paper with the pen.

The learner who also cultivates a compact style of writing, will in the end be both more rapid and accurate. By compactness of style is meant that the characters be written not only small, but closely together. The hand-writing of most all beginners is too large and sprawling.

QUESTIONS FOR REVIEW.

How many letters in the consonant alphabet?—Name them consecutively.—Name the light stems;—shaded stems.—What is the rule for writing words with reference to the base line?—What is the proper length for a stem (consonant letter)? (See Sec. 5.)—May one outline represent more than one word? (Sec. 9.)—How may ambiguity be avoided in such cases?—What is the value of shading? (Sec. 10.)—Is it strictly necessary in all cases?—Is this system orthographic (following the common spelling), or phonetic? (12.)—Give examples of the difference between these two methods of writing.—What are the equivalents of *x*, *q*, and *wh*? (Note, p. 21.)—What is a word-sign?—A sign-word? (16.)—How are proper names indicated? (18.)—Why is *el* sometimes used instead of *lay*? (21)—Which is the more used, *ar* or *ray*? (26.)—What are some of the advantages of *ray* over *ar*?—What is phrasing? (27.)—Define a *phraseograph*;—a *phraseogram*.—How in phrasing is *I* expressed? (27.)—He? (28.)—You? (29.)—What is the difference between *chay* and *ray*? (31.)—How are they distinguished?—Give specific cases where *ar* is to be used;—also *ray*. (32.)—What is the number of long vowels? (38.)—Give them in order.—How many vowel places? (39.)—Repeat the rhyme in Sec. 40.—Explain the *nominal consonant* and its use. (41.)—How are vowels placed with reference to consonants, in order to be read first? (44.)—In phrasing, how are *the*, *and*, *a* and *an* expressed? (50-51.)—Name the diphthongs. (59.)—On which side of straight stems is *iss* written? (62.)—Curved stems? (61.)—How many short vowels? (78.)—Give them in order.—State, in your own words, the rule given in Sec. 81.—When should *s* be expressed by the circle, and when by the stem? (85.)—How many consonant positions? (92-94.)—Describe each.—What is the purpose of the scheme of *position*?—How is the circle written when it occurs between two straight stems?—A straight stem and a curve?—Two curves? (103.)—What is the first word of a phrase called? (114.)—What are some of the restrictions placed on phrasing? (115-116.)

LESSON XI.

SEZ-CIRCLE, EMP AND COALESCENTS.

122. **KEY.** 1. Races chases pauses noises gazes reposes system necessary. 2. Enthusiast success successes successor exercises subsist Mississippi. 3. Camp ample temple thump sympathize ambitious embark ambiguous. 4. Wet wed muse mule quack wood squeeze Delia. 5. Web fuse yam nephew Utah new (or knew) Yankee. 6. Walk wit weep York ague weed cue war. 7. Sweet switch weave wing Quebec liquid Idaho Julia.

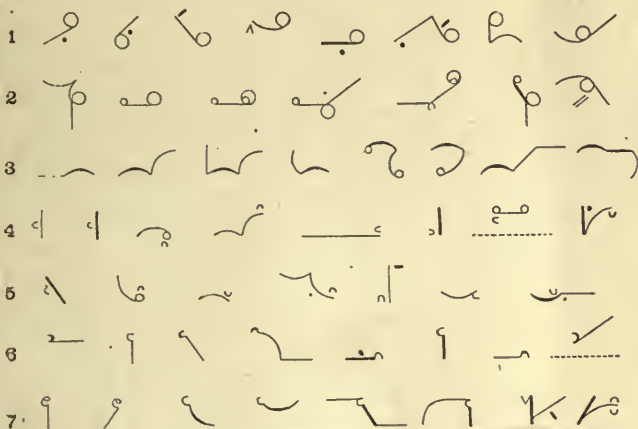
WORD AND PHRASE SIGNS. 8. Important importance improve improvement may-be simple simply impossible. 9. Temperate temperance square acquit acute senior Junior nevertheless. 10. Failure uniform unite unity Europe quick howsoever idea. 11. Height higher white eye yet ye year beyond. 12. Iowa highway highly United-States is-seen is-said it-is-simply this-is. 13. This-system gives-us takes-us loves-us is-such as-soon-as in-this-city. 14. Is-his (or his-is, is-as); as-has (or as-is, as-his, has-his); because-such it-is-something it-is-sufficient this-has-never. 15. For key see list-words, sec. 132.

123. The syllables *sis, sys, sez, ces, sus*, and other similar, are denoted by a circle formed some five times larger than the small one representing *s*. See *races, chases, system*, and all words in Ls 1 and 2.

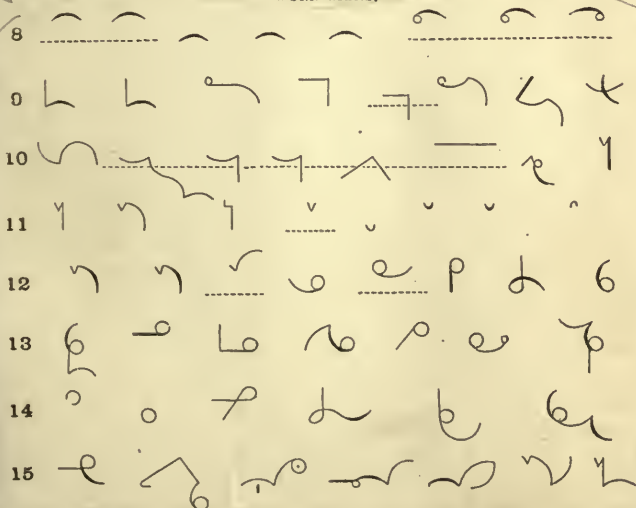
124. The two labials $\setminus p$ and $\setminus b$, when occurring after $\frown m$, are sometimes indicated by shading this curve, as in *camp, ample, embark*. See L 3. This thickened *m* is called *emp*, and has the force of *mp* or *mb*.

125. The principles of abbreviation explained in this lesson are also made use of in phraseography. In *may-be*, for example, $\frown m$, the sign for *may*, is shaded to denote the following $\setminus be$. *Emp* in this case is in reality an abbreviated phraseograph, and is called a *phrase-sign*. The words "is-said" are expressed by the phrase-sign *sezde*, which is obtained by enlarging the circle in \int *said*.

Plate 11.



WORD-SIGNS.



KEY TO PLATE 11—B.


126. Ls 1, 2, 3. For key see list words, sec. 132.

Ls 4, 5, 6. For key see phrases, sec. 133.

SENTENCES. 7. You-may-write this and-all succeeding exercises with red ink if-you-wish. 8. We would much rather that-you would use simply the-common ink however. 9. A-large lamp was sitting by-the door in-the white temple. 10. That-is what-the Yankee's Irish wife said she saw. 11. Our temperance-speaker 's quick in wit, with-which he unites much irony.

127. The time has now come for us to inquire into the small half-circle word-signs, some of which are \smile *yet*, \smile *we*, \smile *what*, \smile *would*, and \smile *you*. How are they obtained? Let us see. First, if to the stem | *t* we prefix *ye*, the word *yet* is the result. Now, instead of using \smile *yay* to express the *y*, the light dot vowel is modified, or rather *transformed*, into a semi-circle. This little half-circle represents the double sound of *ye* in the word *yet*, which may be written thus, \smile | *yet*. The pupil will take notice that the semi-circle is *similar to the dot in two respects*. First, it is *light*, and again, it occupies the *second vowel-place*. They differ *only in form*, one being a *dot*, and the other a *semi-circle*. The word-sign \smile *yet* is derived by simply dropping the | *t*. Then further, the sign \smile *beyond* is derived by dropping all except the half-circle in \smile *beyond*. Here, the half-circle expresses the double \smile | sound *yo*, and differs in *form only* from the *first-place light dash* (which signifies the short sound of *o*), being like it in respect to vowel-place, and the absence of shading. The two semi-circles, above described, differ in this respect: That the first bows downward, the other upward. All semi-circles in fact which express the union of *y* with a *dot-vowel*, bow *downwards*, while the *y dash-vowels* bow *upwards*. *W dot-vowels* bow to the *left*, as in *wet*, *wed*; and *w dash-vowels* to the *right*, as in *wood*. See L 4.

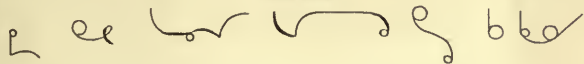
Plate 11-B.

1 

2 

3 


PHRASES.

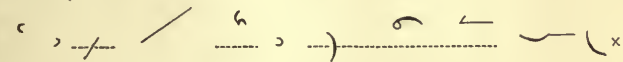
4 


5 

6 

SENTENCES.

7 


8 

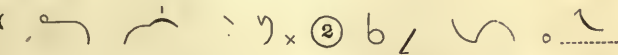
9 


10 

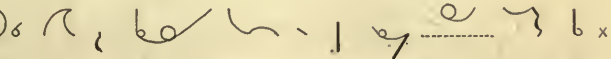
11 

TRANSLATE.

① 

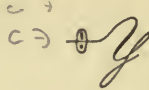




④ 

The Boys and the Horse-shoes.

A MEMORY HELP.



EXPLANATION. The w-coalescents are *horizontal*, as distinguished from the y-coalescents, which are *vertical*, as shown by the *arms* of the first and second boys respectively. The *Ws* dot to the left, and dash to the right; the *Ys* dot downwards, and dash upwards.

129. The learner will distinctly bear in mind that the prefixing of *w* or *y* to any vowel simply transforms the dot or dash into a semi-circle; and this semi-circle is light or shaded according as the vowel is long or short, and invariably occupies the same vowel position.

130. The coalescent signs should be formed as small as possible, and should be complete half-circles, neither angular or flattened out.

131. In the following table the signs have a force equivalent to that of the FULL-FACED and *italic* type in the corresponding words.

TABLE OF COALESCENTS.

W-SERIES.

c we	} wa-lk	c wi-th	} wo-t
c wa-ve	} wo-ke	c we-t	} wo-rst
c wa-s	} woo	c t-wa-ng	} woo-l

Y-SERIES.

v ye	^ yaw-n	v yi-m	^ yo-n
v yea	^ yo-ke	v ye-t	^ you-ng
v ya-rn	^ you	v ya-m	^ *

132. 1 Sez-circle: Cases paces vices fixes census
 2 supposes refuses notices decisive desist excess exces-
 3 sive exercise exist hypothesis necessity insist emphasis
 4 emphasize analysis* (el) Texas Jesus senses surpasses
 5 molasses.

- 6 Using Emp: Pump damp encamp example* lamp
 7 lump sample sympathy imbecile* ambiguity* embellish
 8 embezzle* empire limp pomp symbol Sampson.
 9 Using coalescents: Duke hew cube cubic duel India
 10 witch swing wash equip ice endow Irish (shay)
 11 irony (ar) item dew widow.
 12 (See Vocabulary for outlines.) Acquiesce anguish
 13 annual avenue barrier exquisite genial ingenious
 14 luxurious requisite tedious. (70—2—1.)

133. PHRASES. (The first twenty-one of these phrases are engraved in Ls 4, 5, and 6 of Plate B, the order of arrangement being different.) That-this-is-the this-never no-necessity was-necessary this-is-new this-is-never it-is-unnecessary it-is-as is-as-far-as this-is-nothing that-it-may-be that-is-now since-this-is-the-case that-is-necessary many-cases if-necessary in-his-system have-likewise for-example as-soon-as-that as-it-may as-soon-as-the as-this-is is-necessary it-is-such such-cases that-if-necessary that-this-is-now this-is-become this-is-it that-is-never this-is-now they-never.

EXERCISE 11.

134. 1. Howsoever much you-may wish to change our money-system, the subject of-importance to discuss this year is-that of temperance. 2. This-is our regular summer uniform. 3. It-is-to-be seen in-the United-States camps always at-this-time of year. 4. It-is-never to-be seen in Europe however. 5. He loves-us and-he shows his love in-all-that-he does for-us. 6. This city lacks some necessary improvements. 7. This-system has already come into use, especially in many of-the large cities. 8. It will soon be in common use in-the United-States. (98—2—1.)

135. SPEED SENTENCE. Temperance is-an important item in-the improvement of-the health of-the United-States army.

(5—1.)

LESSON XII.

DOUBLE CONSONANTS.—THE L-HOOK.

136. KEY. 1. Pel bel tel del chel jel kel gel fel vel thl thel shel. 2. Blow bowl glass black settle sickle playful angle bushel. 3. Diploma collegiate total delicacy Mitchell Angelica coeval mythological postal. 4. Tell till blew apply able awful full flew call clew.

WORD AND PHRASE SIGNS. 5. It-will until at-all comply people belong follow angel capable challenge. 6. Each-will which-will children much-will equal difficult difficulty glory glorious deliver. 7. Develop development humble neglect negligent they-will as-it-will such-will tell-us. 8. Most-likely collect recollect respect respectable respectability collect-on-delivery (C. O. D).

PHRASES. 9. As-long-as-possible as-much-as-possible in-its-place is-it-likely it-is-difficult peculiar-people till-his-own-time. 10 and 11. For key see list words, sec. 142.

SENTENCES. 1. Philosophy will clip an angel's wings. 2. You emphasized the-wrong syllable in class. 3. This will-never do at-all. 4. You-should use this-system as-soon-as you-are able. 5. Much-will-be the-time that-it-will save you. 6. The-reason is that-it-is-a^s speedy as any, besides being far easier.

137. The liquids *l* and *r*, by reason of their vowel elements unite intimately, or *coalesce*, with other consonants which immediately precede them. For example, *l* unites very nearly with *p* in *play*, and with *f* in *fly*; *r* unites closely with *p* in *pry* and with *f* in *offer*. These double-sounds are of very frequent occurrence in our language, and are usually expressed by a modification, or "hooking," of the stem of the first consonant.




138. To express an added *l*, straight stems are formed with a small hook at the beginning, placed on the *right*, or *s-circle* side. To illustrate,  called *pel*, has the force of *pl* in *playful*, *diploma*, etc. This hook is written on the *concave* side of curved stems, thus  *fl*,  *thl*. The letters of

Plate 12.

1 \ / | | / / e e c c c c ↗

2 ʋ v e l p e e e v

3 L T | L T Z. T T T

4 | | \ / e e e e e

WORD-SIGNS.

5 | | | | | | | |

6 | | | | | | | |

7 | | T e e c p p b

8 e e e e e e e e

PHRASES.

9 e e e e e e e e

WORD-FORMS.

10 e e e e e e e e

11 e e e e e e e e

SENTENCES.

① e r . o e x ② . p v

e e x ③ e m | p x ④ e e

e e v l x ⑤ e e . x

⑥ e . b p . e l l l x

the l-hook series are named *pel*, *bel*, *tel*, etc. See Ls 1, 2, and 3. These hooked or double letters are vocalized like other consonants, as *blow*, *glass*, *total*, *coeval*. But the double letter *is not used* if a vowel occurs *between the two consonant sounds* denoted by it; thus, in *bowl*, the hook cannot be employed, because the vowel *o* occurs between *b* and *l*. But in *blow*, in which the sounds of *b* and *l* blend, the double consonant *bel* is used. *The hook may and should be employed in all places where no vowel intervenes between any of the double consonants, pel, bel, etc., given in L 1.* Sometimes the hook is used in cases even where a short vowel comes between, as in *tell*, *till*, *full*, etc. This is common in words of more than one syllable, as *delicacy*, *collegiate*, L 3.

139. The s-circle is prefixed to the double consonants of the l-hook series by being written *within the hook*, as in *settle*, *sickle*. In such cases, in order that there may be space for it, *s* is formed quite small and somewhat flattened.

140. The adjective ending *ful* is usually expressed by the double consonant *fel*, as in *playful*.

141. The hooked consonant should be written with *one stroke of the pen*. By so doing, not only is speed increased, but the liability is lessened of forming the hook too large or too cramped.

142. 1 Write: Assemble assembly available battle
 2 blame blameless-blank blush chapel circle claim class
 3 elegy-climax close club clumsy clothe declaim double
 4 emblem employ enclose English entitle fable faculty
 5 festival imply implicit globe legal illegal (e) inflame
 6 level local mingle admirable novelty noble oblige ob-
 7 stacle parable place pledge poetical radical reflect
 8 stable staple table technical initial* tenable dimple
 9 unable syllable) uncle variable vital vocal ability
 10 Florida display disclaim disclose exclaim invisible
 11 possible visible academical amicable bashful Bible
 12 blemish bliss block blossom cattle chemical classify
 13 closet couple likely declivity despicable devil displace

14 dissemble Episcopal fatal flesh fling flour fluency
 15 foretell (ar) gable glimpse gloom horrible jingle joy-
 16 ful reply label miserable nimble placid plague plank
 17 plastic plausible pliable pliant plum plump plus rival
 18 shelf * shingle smuggle stubble survival tackle tangle
 19 terrible click tumble typical village vehicle wrinkle
 20 Clarence Hannibal Clara Flora; (using ar) clear clerk
 21 declare implore deplore desirable ramble irresistible*;
 22 (vocalize) applause bleak clay clue fleece glue clump
 23 ply Abel Mabel blue; 1 pos. clock clog gloss clause
 24 climb calling evil feeble liable official* please title
 25 idle; 3 pos. allowable clash clasp pupil suitable; phil-
 26 osophy* philosopher* kill. (175-6-3).

143. PHRASES. All-classes all-places all-respects be-
 cause-possibly I-call in-any-possible is-it-possible it-is-clear-
 ly take-place tell-him tell-such tell-them tell-you that-
 difficulty those-places till-some till-such till-that till-this
 till-you which-has-possibly which-possibly with-equal-ad-
 vantage with-equal-effect would-possibly.

EXERCISE 12.

144. 1. A snake declares war on-an eagle. 2. They en-
 gage in fearful battle. 3. They display no delicacy.
 4. They-make-the air vocal with-the clash of arms. 5. The
 snake has-the advantage. 6. He-will likely kill the-poor
 eagle. 7. A-rustic looses the-coil of-the snake. 8. The
 eagle flies away forthwith. 9. The escape of-the eagle in-
 flames the snake. 10. His poison flies into-the rustic's
 milk bottle. 11. The-rustic knows nothing of-the
 possible evil. 12. He applies the-bottle to-his lips.
 13. But-the eagle flying back delivers him. 14. He seizes
 the-bottle with-his claws and carries it up into-the sky.

(103-2-1)

145. SPEED SENTENCE. They-will continue to-come until-
 you tell-him that-it-will most-likely be unnecessary to-collect
 the class together (4-1).

146.

TRANSLATE.



147

MNEMONICAL AIDS.



Fig. A.

L-Hook

L(eft)-Hand

L(ess) commonly used



Fig. B.

R-Hook

R(ight)-Hand

R(epeatedly) used.

SEMICIRCLES. The very apt little stanza of Mr. Benn Pitman will greatly aid the pupil in remembering the coal-escents:

Floating boats are ye, yay, yah;
 Capsized, are yaw, yo, you.
 Waning moons are we, way, wah;
 And waxing, waw, wo, woo.

QUESTIONS FOR REVIEW.

What is the relative size of the sez-circle?—What syllables does it represent?—Without referring to the book, give five words in which this circle should be used.—How may it be employed in phrasing?—What is the name applied to the shaded *m*?—What consonant double sounds does it represent?—How is it used in phrasing?—How many w-coalescents?—Y-coalescents?—Repeat all the coalescents in order.—Name those which bow upwards;—downwards;—to the right;—to the left.—What is the *form* of character which is used to represent coalescents?—How do they compare with the vowel signs as to *place* and *shading*?—Name five sign-words which are represented by semi-circles.—Name the l-hook series.—Where is this hook located with reference to straight letters?—Curved letters?—In what cases must *l* be expressed by the stem instead of the hook?—Name five words from memory in which the l-hook should be used.—Cite cases where this hook is used in phrasing.

REQUIREMENTS.

Give three words that contain the sez-circle;—the l-hook;—emp;—l-hook and iss;—iss and emp;—iss and sez;—l-hook and sez.—Render the following skeleton words: Iss-k-sez,—iss-b-sez-t,—iss-k-emp,—m-l-sez,—pl-sez,—pl-emp,—gl-emp-iss,—fl-m-z,—kl-iss-r,—kl-iss-t,—kl-emp,—iss-m-gl.

TO THE TEACHER.—A familiar knowledge of the word-signs is so desirable that the pupil should be encouraged to learn them as well as the letters of the alphabet itself. Some students commit them to memory in the order in which they are presented in this book. This is far from a waste of time; indeed, all learners would find it time saved in the long run to do likewise. Every teacher who intends using this book to some extent is advised to commit to mind the title of each lesson it contains, and in the order given.

LESSON XIII.

R-HOOK SERIES.—DIV. 1.

148. KEY. 1. Per ber ter der cher jer ker ger. 2. Pray brow gray destroy disturb exaggerate program crystal. 3. Cross-eyed cypress quaker trouble diagram criticism Nebraska operator.

WORD AND PHRASE SIGNS. 4. Appear principal principle practice practical liberty member remember number brother degree. 5. Truth true doctor dear during dark each-are which-are much-are danger larger. 6. Christian-ity care occur cure accurate inaccurate accuracy dear-sir withdraw. 7. Correct character liberty-of-the-people liberty-of-the-press Member-of-Congress Member-of-the-Legislature practicable proficiency.

PHRASES. 8. Any-person I-am-truly in-the-church take-care my-dear Member-of-the-Bar Christian-principles many-persons. 9. All-churches in-person may-bring such-appears take-courage was-truly young-person. 10. For key see list words, sec. 152.

SENTENCES. 1. The eye sees what-it brings the-power to see. 2. Truth-and ceremony are two things. 3. Characters never change. 4. Genius is-the faculty of growth. 5. Life is-a comedy to-him who thinks, and-a tragedy to-him who feels. 6. The-truth of-truths is love. 7. The-drama is-the book of-the people. 8. What vigor absence adds to-love.

149. Another initial hook, written on the left of the stem, or side *opposite the l-hook*, indicates the added *r*, and is attached to the eight straight letters, and to eight of the curves. The consonants modified by the attachment of this hook are called per, ber, ter, etc. L 1. The r-hook should *always be employed* where no vowel occurs between the two sounds expressed by the double consonant, as in *pray, brow, gray*. L 2.

150. The r-hook occurs mostly at the beginning of words; but sometimes it is to be written *medially*, or in the middle of the word, as in *destroy, disturb*. Here the circle is located on the left side of the stem—out of its usual position—in

Plate 13.

1

2

3

WORD-SIGNS.

4

5

6

7

PHRASES.

8

9

WORD-FORMS.

10

SENTENCES.

①

②

③

④

⑤

⑥

⑦

⑧

order that the hook may be prefixed to *l*. Strictly, however, it is not a hook, but an *offset*, which serves the same purpose. The hook is sometimes expressed also by *retracing* the preceding consonant, as in *program*, *diagram*. Ls 2 and 3.

151. It is easy for the learner to get the *l* and *r* hooks mixed. Figures A and B will be found useful as memory helps. It will be seen that the *l*-hook is obtained by bending the index finger of the L-Hand (L-*e*ft Hand). On the contrary, the *r*-hook is produced by bending the first finger of the R-Hand (R-*i*ght Hand). As there are more *r* than *l* sounds in our language, so the *r*-hook occurs more frequently than the *l*; and the *r*-hand, also, is used more than the *l*-hand.

152. 1 Write, using the *r*-hook and vowels: Brace breech
 2 bribe broil grow brake praise tribe utter acre brawl
 3 caprice crape crawl crew crow dray grape grass
 4 growl odor pauper powder prize prose pry slaughter
 5 taper trace trail ~~turmoil~~ ~~ultra~~ Beatrice Bertha Grace;
 6 1 pos.: Greece cry creek Greek. Without vowels:
 7 Abbreviate approach appropriate ~~attorney~~ break baker
 8 broke breathe brevity breach bring courage crazy
 9 create creator critic cruel crusade currency decrease
 10 democracy depress distress drug dress drill drink
 11 drop drum drunk educator embrace encourage extra
 12 extreme proceed trump gradual ~~grasp~~ gravity grocer
 13 impress industry* ~~industrious*~~ keeper labor ledger
 14 liberal lucre ~~ludicrous~~ major maker matrimony
 15 ~~microscope~~ mistress neighbor operate paper parallel
 16 precious presence press pearl prepare pretty precede
 17 process (sez) progress propose prosper provoke redress
 18 reproach soldier treason triumph vapor vigor abridge
 19 April arbitrary ardor ascribe barber beggar betray
 20 produce brass broker broom brush butcher cathedral
 21 charter chemistry cherish copper courageous* courtesy
 22 cracker grub crimson criticise* crook crop crucify
 23 crumb crush crutch dexterous digress dipper Peter
 24 garter gracious grumble Hebrew cream fibre manager*

25 monogram obtrusive patrol intrigue personate poker
 26 trustee trap track trim tropic trunk Ambrose Andrew
 27 Edgar Patrick; 1 pos. Agree crime try cross daughter
 28 draw dream dry across eager increase preach.

(187-6-3.)







EXERCISE 13.








153. 1. He that-takes a wife takes care. 2. If-you would create something, you-must-be something. 3. Prayer is-the voice of faith. 4. All things with-which we deal preach to us. 5. A-Member-of-the-Bar became a-Member-of-Congress. 6. He spoke in praise of-the liberty-of-the-press. 7. He said that-it-should publish but-the simple truth. 8. If so, the-liberty-of-the-people would-be in no danger. 9. The-pupil who wishes to-become a-quick writer should practice daily. 10. Dear-sir, I-am now able, and I-will write-you in-these funny characters telling you the-news. (104-2-1.)








154. SPEED SENTENCE. Your brother has-as-much to-do as-a New-York baker at Christmas-time. (6-1.)







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






TRANSLATE.








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



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 =  x ⑧   .  ( x ⑨ 

     x

LESSON XIV.

R-HOOK SERIES.—DIV. 2.

156. KEY. 1. Fer ver thr ther sher zhr mer ner. 2. Phrase favor throttle bother harsher glazier merge machinery. 3. Virginia either Thursday numerous sugar farmer tiger generous.

WORD-SIGNS. 4. Every very Mr. mere remark remarkable more mercy humor. 5. There their they-are other from pleasure measure therefore commercial. 6. Near nor honor honorable manner owner universe universal university.

PHRASES. 7. All-their any-more be-sure each-other from-church in-reference-to in-respect-to from-some-place. 8. From-the-place in-the-same-manner in-this-manner many-more more-likely there-is-never there-is-such there-may-be. 9 and 10. For key see list words, sec. 160.

SENTENCES. 1. So sad, so fresh, the days that are no more. 2. You arrive at truth through poetry, and I arrive at poetry through truth. 3. Lay a bridge of silver for a flying enemy. 4. What is becoming is honorable, and what is honorable is becoming. 5. The eyes of other people are the eyes that ruin us. 6. Wise judges are we of each other.

157. In writing the word \curvearrowright *oval*, the l-hook is, according to rule, written within, or on the concave side, of the curve *v*. The hook cannot be written conveniently on the opposite, or convex, side of the curve. Then how shall we write *over*, where *r* instead of *l*, is to be expressed? This is done by merely reversing \curvearrowleft *vl*, the character \curvearrowright *vr* resulting, *over* being expressed thus, \curvearrowright . The reversing of *fel*, *vel*, *thl*, etc., brings the hook upon the *left* or *r-hook side* of the stems. No conflict is occasioned thereby, since *r* is not attached to \curvearrowleft *r* \curvearrowleft *w*, \curvearrowright *s*, \curvearrowright *z*. L 1.

158. To express the added *r*, \curvearrowleft *m* and \curvearrowleft *n* are modified

Plate 14.

1))))))))))

2))))))))))

3))))))))))

WORD-SIGNS.

4))))))))))

5))))))))))

6))))))))))

PHRASES.

7))))))))))

8))))))))))

WORD-FORMS.

9))))))))))

10))))))))))

SENTENCES



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
|)))))))))) x ③))))))))))

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)))))))))) x ⑤))))))))))

()))))))))) x ⑥))))))))))

by both prefixing the hook, and thickening the stem; thus  *mr*,  *nr*. No ambiguity results from this shading of the consonants *m* and *n*, since no hook is attached to either *mp* or *ng*. See *merge*, *machinery*, *numerous*, *generous*. Ls 2 and 3.

159. In some word-forms containing *mr*, where it is inconvenient to express the hook it is entirely omitted, thickened  *m*, (*mp*), being employed in lieu of *mr*, as in *farmer*. L 3.

160. Write: 1. Rumor tremor Homer energy* dinner
 2 banner exhonorate lunar over tanner Christopher
 3 Francis Frank average* offer camphor Denver over-
 4 sight Friday silver leisure pressure treasure censure*
 5 exposure anniversary diverge livery Luther dishonor*
 6 perverse throng verb verge verse Oliver wager Arthur
 7 Roger Victor treacherous* favorite proverb prefer
 8 gather ~~sheriff~~ three umbrella repress slipper spider
 9 tragedy tragic traitor problem* profess professor*
 10 prolong propriety recur prairie preface premise prem-
 11 ium primary prior. Vocalize, throw; 1 pos. author
 12 authority ~~crisis~~ (sez), decree former fever free preside
 13 prime minor oppressive precise (sez) price-Christmas;
 14 3 pos. address affirm presume scatter ~~assure~~ troop
 15 through; San Francisco apprehend. (88-2:30-1:30).

161. PHRASES. All-others be-there be-very but-their
 do-their from-a from-among from-this from-him from-
 many from-our from-you from-your had-their it-in their
 there-have there-was there-will in-a-measure they-are-
 so through-many .

EXERCISE 14.

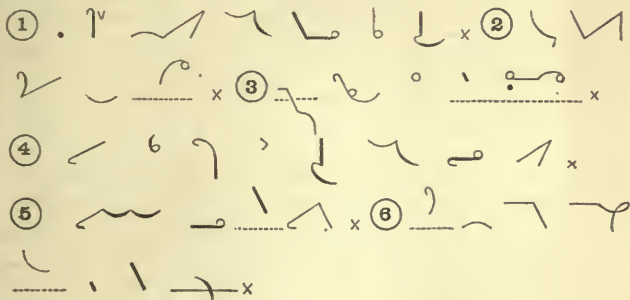
162. 1. A-dog crosses a-bridge with-a piece of flesh in-his
 mouth. 2. He sees his-own shadow in-the creek below.
 3. He takes-it to-be-that of-some-other dog with-a piece of
 game double his-own in size. 4. He therefore drops his
 piece and-vigorously attacks the-other dog. 5. His desire

is to take the larger piece from him. 6. In this way he loses both pieces. 7. He loses that which he grasps for in the creek, because it is a shadow. 8. He loses his own because the creek washes it away. (94—1:45—:45).

163. SPEED SENTENCE. I suppose he has too much honor to be the author of such a rumor in reference to Oliver the philosopher. (9—2).

161.

TRANSLATE.



HINTS TO THE STUDENT. In learning the list-words a good plan is to write the proper characters in a column at the left margin of a sheet of practice paper, afterwards filling out each line by writing the words over and over, gradually increasing the speed.

Always carry in your pocket some short-hand book, manuscript or exercise to read at leisure moments, while traveling, waiting for cars or steamboats, for lazy people to keep appointments, or whenever an opportunity for a few minute's study may be had. The sign-book is suitable for this purpose.

LESSON XV.





TRIPLE-CONSONANT SERIES.

165. KEY. 1. S-pr s-br s-tr s-dr s-chr s-jr s-kr s-gr.
2. Spree streak soaker cider suffer sooner discourage
subscribe. 3. Secrecy sister prescribe disgrace sacrifice
separate disaster supreme.

WORD-SIGNS. 4. Express surprise suppress Scripture
describe secure such-are such-were external as-it-were.
5. Merciful mortgage neighborhood overwhelm probable
probability proper property. 6. New-Hampshire West-
Virginia forgive America North-America South-America
disappear disagree. 7. Everlasting more-or-less perhaps
messenger apprehend apprehensive this-will.

PHRASES. 8. Very-much was-as-much here-and-there
in-the-manner I-assure-you in-each-other how-very there-
possibly. 9. Nor-is-this for-some-reason-or-other nothing-
more there-are-some there-is-as-much there-is-probably
Holy-Scriptures. 10 and 11. For key see list words, sec. 169.

SENTENCES. 1. March grass never helps the-farmer.
2. In age we suffer for-the sins of our youth. 3. From say-
ing to doing is-a long stretch. 4. The stream comes to-the
mill from afar. 5. A smooth stream washes away its banks.
6. Give the-devil his due.

166. If to the word *pray* the s-circle should be prefixed,
the word  *spray* would result. If, however, the hook
should be omitted, and the circle written in its place, the
character  would result. This character is used to ex-
press *spr*; (it cannot be mistaken for  *sp*, since the circles
are on opposite sides of the stem.) Hence *spray* is properly
written  Time is saved and nothing lost by the use of
the *triple consonant*. See L 1. All *straight stems* of the
r-hook series are modified in this same manner to express a
preceding *s*, as in *soaker*, *cider*, L 2.


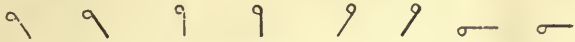
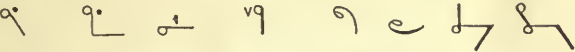
167. But when the circle is to be prefixed to  *fr*, it

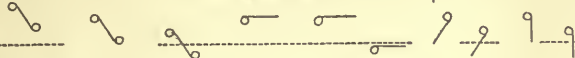
Plate 15.

1 

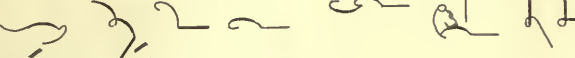
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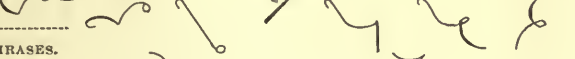
3 

WORD-SIGNS.

4 

5 

6 

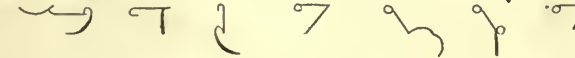
7 

PHRASES.

8 

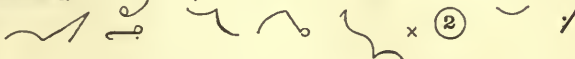
9 

WORD-FORMS.

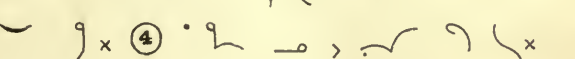
10 

11 

SENTENCES.

① 





⑤ 

must be written *within the hook*, as in *suffer*; otherwise it would be written \curvearrowright *sr*, and have the force of *s-r* simply, instead of *s-fr*. The same principle holds true of all curved consonants, *vr*, *thr*, *shr*, etc. See *suffer*, *sooner*, L 2.

168. In the outlines for a few such words as *discourage* and *subscribe*, where it is inconvenient to write the r-hook, it is entirely omitted, *r* being readily supplied from the context.

169. 1 Write: String spring struck ~~se~~ scourge scribe
 2 ~~sober~~ suffer scrub ~~skirmish~~ strap stress ~~stretch~~ super-
 3 ~~code~~ ~~superstitious~~ supper stray supremacy*; 1 pos.
 4 strike scream; 3 pos. scrap ~~scratch~~ strew. Using
 5 both the l and r hooks: Agreeable brutal clamor clatter
 6 flatter flavor proclaim ~~travel~~ triangle trouble verbal
 7 calibre chronicle clapper clever clover ~~cradle~~ flutter
 8 girdle glitter grapple (inclosure perplex propel trifle
 9 triple tropical scruple treble ~~struggle~~. (52—1:30—1.)

PHRASES.

170. Which-their in-favor nor-such of-their such-a-manner that-there-are their-reasons there-are-now there-are-persons there-has-never there-is-nothing there-is-now there-is-possibly through-as-many till-their very-dear very-true which-there but-there do-there some-reason-or-other very-many-of-them very-rare till-there all-probability have-probably may-probably some-probability will-perhaps will-probably at-church.

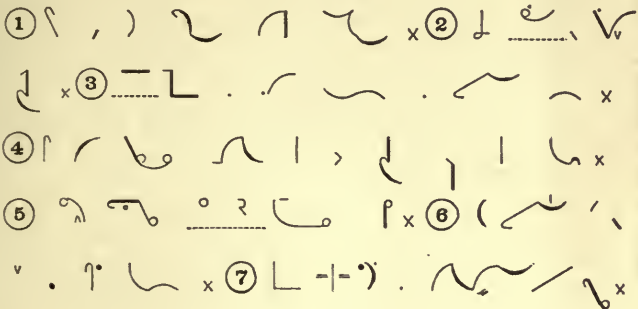
EXERCISE 15.

171. 1. Liars should-have quick memories. 2. Two eyes see much; four see more. 3. It is unwise to sing triumph before victory.) 4. A-fox with-a straw tail is afraid that-it-will catch fire. 5. The shovel makes game of-the poker. 6. To-a person baking a-pie you-may give a-piece of-your cake.) 7. Such-things must-be if-we sell ale. 8. Too-many cooks spoil the-broth. (67—1:15—:30.)

172. SPEED SENTENCE. There-are-many ways to kill a-dog besides hanging him. (8-1.)

173.

TRANSLATE.



DICTATION PRACTICE.—When two or more persons meet together for dictation practice the following plan may be adopted: Be seated all at one table. Limit your attention to the lesson upon which you may be engaged. Do not practice for speed upon any exercise until you have first learned to phrase and outline it correctly. Each student should in turn read to the other members of the group, the exercise being read, not from the print, but always from the notes last taken. When all the members of the circle have read in turn, compare the last draught carefully with the original, and repeat until errors cease to be found. Write the list-words a number of times, reading them as often. Dictate slowly at first, gradually increasing the speed. Afterwards ascertain which student is able to read the entire list in the shortest time. In dictating an exercise, read the sentences in the natural way, not as a clock ticks, but as they would be delivered by a public speaker, allowing the intervals to occur between clauses rather than between words. When the members are not equally advanced, those who can do so may write each word or sentence dictated twice or three times, or oftener, instead of once only. It is by no means necessary that all the members of such circle shall have made the same progress in order to derive great benefit from it.

LESSON XVI.

REL-HOOK, ASPIRATE TICK AND DOT.

174. KEY. 1. Mel nel rel ler hw hl hr hm hk hg.
2. Camel tunnel coral color Colorado analyze sentinel.
3. Temporal globular release diagonal original millennial
millennium. 4. Hail whisper harm hem humbug Hershel
horsewhip hiccough. 5. Abraham mayhem cahoot hither
hoax hook hecatomb homologous. 6. Likelihood alcohol
Hector harbor adhere whiskey Gaylord.

WORD-SIGNS. 7. Rely reliable real reality rail roll
rule railroad. 8. Railway railway-car railing Jesus-Christ
Lord-Jesus-Christ only unless behalf.

PHRASES. 9. It-is-only less-and-less in-his-behalf as-
much-as-we at-his-own-time in-as-far-as lower-and-lower
in-this-respect. 10 and 11. For key see list words, sec. 178.

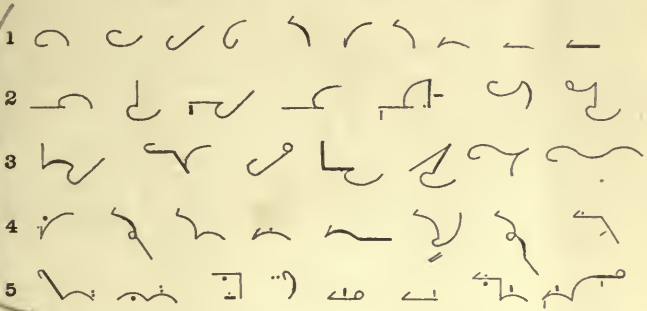
SENTENCES. 1. A-thing of beauty is-a joy forever.
2. Custom is-the law of fools. 3. Faith is necessary to victory.
4. Fear has many eyes. 5. Gayety is-the soul's
health, sadness is its poison. 6. Her ample page is rich
with-the spoils of time.

175. An initial hook, written quite large to distinguish it
from the w-hook (explained in the next lesson), is attached
to *l*, *r*, *m*, and *n*. The four resulting double-consonants, sign-
ifying *lr*, *rl*, *ml*, and *nl* (named *ler*, *rel*, *mel*, *nel*), are called
the *Rel-hook series*. Since the double-sound *lel* does not
occur frequently, the compound stem obtained by attaching
the large hook to *l*, is employed to represent the commoner
sound *ler*, as in *color*. See Ls 1 and 2.

176. A short tick, signifying the aspirate *h*, is prefixed to
l, *r*, *m*, *k*, and *g*. It is so written as to form a sharp angle
with the stem to which it is attached. It is placed on the
outside of curves, and when joined to other letters must be
perfectly straight, to prevent its being mistaken for a hook.
See *hail*, *whisper*, *harm*, etc. L 4.

177. In *Abraham* (L 5) *h* could not well be used, since it
would make an insufficient angle at its junction with \curvearrowright *m*.
In this and similar cases the aspirate is denoted by a small

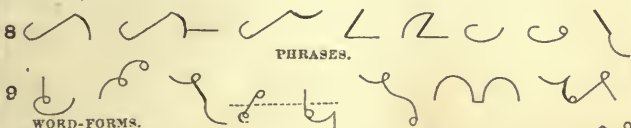
Plate 16.



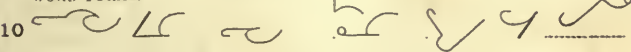
WORD-SIGNS.



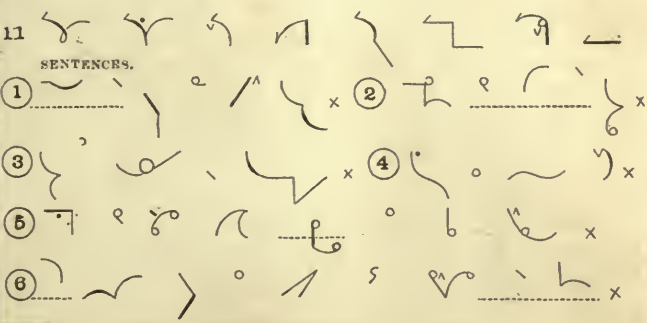
PHRASES.



WORD-FORMS.



SENTENCES.



dot written just before the vowel, as in *mayhem*, *hither*. This dot is written *by the side*, not at the end, of the dash vowels, as in *cahoot*. L 5.

178. 1 Using the large hook, write: Animal signal penal
 2 finally* family nominal relish paternal relic criminal
 3 colonel scholar abdominal autumnal barrel canal
 4 chronology gallery polar plural analogy* spinal relate
 5 temporal* tribunal venal; 1 pos. collar ~~reliance*~~
 6 Using the tick: Holiday harp hell homicide wheel whip
 7 whistle hair horse. Vocalize, hare heal hoax hum
 8 hale hall hire hollow hag. (46—1:15—:45.)

PHRASES.

179. Have-only as-it-seems-to-me as-much-as-it-is as-much-as-they as-much-as-was at-these-times in-his-own-case in-the-case-of it-is-also long-time-ago of-something-to-his-advantage on-such-a since-it since-nothing since-which so-it-seems-to-me such-as-may such-is-the-case that-has-never that-is-nothing that-is-so that-is-to-be to-his-advantage to-his-knowledge to-his-own-advantage to-which-you-are.

EXERCISE 16.

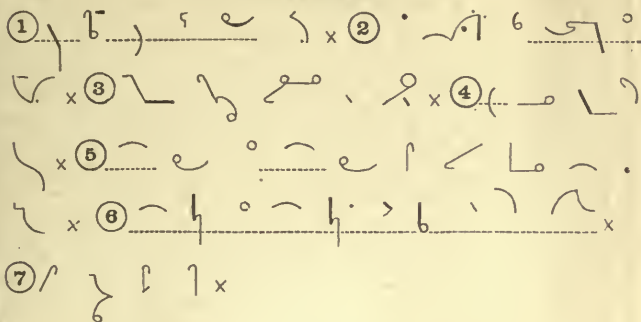
180. 1. Unto-the pure all things are pure. 2. For hope is but-the dream of-those-that wake. 3. Innocence is always unsuspecting. 4. Kings ought to-be kings in-all things. 5. Knowledge is power. 6. Laugh if-you-are wise. 7. And-he that-lives to-live forever never fears dying. 8. To-live-long it-is-necessary to-live slowly. (56—1—:20.)

181. SPEED SENTENCE. He thinks that-it-is-possible for-the colonel to-ride all-the-way to Colorado on horseback. (5—1.)

CAUTION.—Be careful to make your hooks and circles quite small, and avoid the common error of getting them on the wrong side of the stem.

182.

TRANSLATE.



TO THE TEACHER.—The zest which the element of competition lends to a class exercise, may be utilized in the matter of reading as well as writing. A few brief directions are submitted for the instructor's benefit. First: Read an exercise plainly and slowly to the class. Those who miss any words may fill them in afterwards. The first object is to see how many can read it through, without error, in a limited number of minutes. Second: How many can read it through without having to use at any time more than five seconds? Third: How many can read for the space of one minute without pausing at any time more than three seconds? Fourth: Who can read the entire exercise in the least time? Fifth: Who can, without error, cover the most ground in thirty or sixty seconds? Sixth: Call on a pupil to read until he stops three seconds. The person who first sees an error may be allowed to continue in his stead. Seventh: To cultivate an ability of daily use in reporting, mention some prominent word, which occurs but once in the exercise, the point of competition being, who can find it first in his notes?

All these tests should be frequently repeated. The list-words should also be employed as an exercise for these purposes. In all such trials the learner must be required to use only his own notes for such reading and reference.

LESSON XVII.

W-HOOKS, BRIEF WAY AND YAY.

183. KEY. 1. Tw dw kw gw wl wr wm wn. 2. Twig dwell quiet languish quail tweezers twinkle twill twitter. 3. Wail swear swim wilderness quorum welfare Walter Wednesday willing. 4. William choir wine-glass squawk squash quoth wharfage whale. 5. Wage wedge wave unweighed wax wag wad wot. 6. Yore Yates yarrow Yeddo yacht yawl woof yule.

WORD AND PHRASE SIGNS. 7. We-are where aware we-will while well awhile when whence. 8. With-me with-my with-him we-may we-may-be with-whom whenever whensoever. 9. As-well very-well where-ever welcome with-reference-to with-respect-to commonwealth.

PHRASES. 10. Everywhere-else is-it-worth-while it-is-worth-while on-one-side that-is-only this-one-thing when-they-were. 11. Whereby-you-may as-well-as worse-and-worse with-one working-classes works-of-God. 12 and 13. For key see list words, sec. 187.

SENTENCES. 1. We-are near waking when we dream that-we-dream. 2. When you give, give with joy and smiling. 3. Necessity does everything well.

184. A large hook, signifying an added *w*, is prefixed to *t*, *d*, *k* and *g*. It is struck on the l-hook side. The double consonants thus formed have the force of *tw*, *kw* and *gw*, as in *twig*, *dwell*, *quiet*, etc. L 2.

185. For two or three reasons \backslash *way* and \frown *yay* are sometimes expressed by shorter signs known as *Brief Way* and *Yay*. Either of the two horizontal semi-circles, \frown and \smile , may be used to express *w*, and either of the two vertical semi-circles, \cup or \cap , may signify *y*. In every case, choice must be made of that sign which forms a good angle with the stem to which it is prefixed. See *wage*, *wedge*, *wave*, *yacht*, etc. See Ls 5 and 6. These brief signs are chiefly used in cases where \backslash *w* and \frown *y* are not convenient, or when their use does not secure angular outlines.

Plate 17.

1 | | c c c ✓ a c

2 | | | | | | | | | |

3 | | | | | | | | | |

4 | | | | | | | | | |

5 | | | | | | | | | |

6 | | | | | | | | | |

WORD-SIGNS.

7 | | | | | | | | | |

8 | | | | | | | | | |

9 | | | | | | | | | |

PHRASES.

10 | | | | | | | | | |

11 | | | | | | | | | |

WORD-FORMS.

12 | | | | | | | | | |

13 | | | | | | | | | |

SENTENCES.

① | | | | | | | | | | ②

| | | | | | | | | | x ③

186. But whenever *w* occurs before $\frown l$, $\diagup r$, $\smile m$, or $\smile n$, the first of the two half-circles \smile is used; and it is so modified, or *adapted*, when joined to these letters, as to form an *initial hook*, as in *wl*, *wr*, *wm*, *wn*. L 1. It is important to clearly understand that this hook, which is derived from the brief *w*, is *itself the w*, and after the analogy of the s-circle, is read *before the consonant stem* to which it is prefixed. This hook differs from the r-hook, or the large w-hook, just explained, for instance, in this respect, that in \smile *acre*, *r* is read after *k*, whereas in \smile *wine*, the hook *w* is read *before n*. See *wail*, *swear*, *swim*, etc. Ls 3 and 4. The aspirate tick may be prefixed to the w-hook, as in *wharfage*, *whale*. L 4.
187. Using *tw*, *dw*, etc., write: 1 Quill squeal squirm 2 squeak squad squaw squirrel* squash quiz Gaelph 3 quizical equator* quake quietly squabble squil, quip 4 quiver squall. W-hook: Wealth wall ware beware 5 worm wolf swoon Edwin worker* won willingly* work 6 worth worthless worthlessly worthlessness worthy well 7 willing window one wear warm acquire weary wool 8 Wales wane wean willow wire. (50—1:15—:45.)

PHRASES.

188. Any-one by-one for-one if-we-are it-is-one no-one of-one one-way one-of-these-days nor-which this-one when-it when-shall when-that when-they while-they worth-notice worth-while as-well-as-possible.

EXERCISE 17.

189. 1. The-laborer is worthy of-his hire. 2. In-love we-are all fools alike. 3. He who aspires to nothing, who creates nothing, is unworthy of-living. 4. Love may hope where reason would despair. 5. He-is no fox that hath but-one hole. 6. When-the wine is-in the wit is out. 7. Stay but-a while, you lose a-mile. 8. There-is but-one Paris. 9. We place a signal flag of red color on-the railroad near-the tunnel to signify danger. 10. The-teacher offers a-prize for-an exercise that-is really correct. 11. It-is-a family horse of bay color, and-every pupil should try to win it if-possible.

LESSON XVIII.

F-HOOK.

192. KEY. 1. P-f b-f t-f d-f ch-f j-f k-f g-f h-f r-f
2. Cough cave puff beef tough deaf chaff Jove huff
roughs. 3. Hoofs strives relief dwarf prophesy havoc
rove heave provincial.

WORD AND PHRASE SIGNS. 4. Ought-to-have whatever
it-would-have out-of . which-ought-to-have whichever
which-have which-would-have prove approve. 5. Such-
ought-to-have such-have such-would-have each-will-have
which-will-have much-will-have careful belief believe.
6. Differ different difference try-to-have poverty derive
twelve it-will-have set-off set-forth. 7. Which-are-to-have
which-were-to-have such-are-to-have such-were-to-have
govern government said-to-have whoever who-have.
8. Just-had laws-of-life laws-of-health is-said-to-have ever-
lasting-life ever-and-ever forever-and-ever.

PHRASES. 9. Must-come must-have so-much I-am-sat-
isfied by-wire by-rail telegraphic-messages. 10. To-which-
you-refer course-of-business agreeable-to-you how-many-
passengers by-express those-who-have we-always.
11. Right-away right-of-way this-property House-of-Represent-
atives by-United-States-express common-carrier dur-
ing-the-summer-season.

SENTENCES. 1. Poverty and-love are difficult to hide.
2. True love never grows hoary. 3. If Jack is in love he-
is no judge of Jill's beauty. 4. He who-would have love
must-give love. 5. He that hath no jealousy hath no love.

193. The hooks that have been learned in the past few
lessons are termed *initial hooks*, because they are written at
the *beginning* of letters. *Final hooks* are those which are
placed at the *end* of stems. The first of these, called the
f-hook, is attached to *straight consonants only*, and has the
force of *f* or *v*. See *cough, cave, puff*, etc. L 2. This hook
is invariably written on the *right-hand*, or circle side, of the
stem, and is used only in connection with the ten straight
letters shown in L 1. A following *s* may be expressed by

Plate 18.

1 \ \ | | / / ~ ~ / /

2 ~ ~ \ \ t t / / . / /

3 / / q v / / y ~ ~ / / w w

WORD-SIGNS.

4 | | | | / / ~ ~ / /

5 / / / / / / ~ ~ / /

6 | | | | \ \ / / / /

7 / / ~ ~ / / ~ ~ ~ ~ / / / /

8 / / ~ ~ / / ~ ~ ~ ~

PHRASES.

9 ~ ~ ~ ~ / / ~ ~ / /

10 / / ~ ~ / / ~ ~ / / ~ ~

11 / / ~ ~ / / ~ ~ / / ~ ~

SENTENCES.

① \ \ / / ~ ~ / / x ② ~ ~ / / ~ ~

~ ~ / / x ③ / / ~ ~ / / ~ ~ / /

~ ~ / / x ④ / / ~ ~ / / ~ ~ / / x

⑤ / / ~ ~ / / ~ ~ / / ~ ~ x

writing the circle within the hook, as in *hoofs, strives*. L 3.

194. The fact that either one of any pair of cognate sounds may be represented by the same sign, with no danger of ambiguity, has been fully shown in the case of the circle, which is sometimes used for *s* and sometimes for *z*, as sense may demand. This plan is safe because *s* and *z* are similar sounds. So also are *f* and *v*. Hence no uncertainty of meaning results from using a single hook to express both, as in the sentence, "They may well \hookrightarrow , considering their cause of \hookrightarrow ." It is easy to determine here when the short-hand character \hookrightarrow should be read *grief*, and when *grieve*.

195. Since this hook is attached to straight letters only, the stems $\hookleftarrow f$ and $\hookleftarrow v$ must be used whenever *f* or *v* are to be added to any curved letter; for example, $\hookleftarrow k$ *knave* is written with the stem $\hookleftarrow v$, for the reason that, according to the rule, the hook cannot be attached to the curve $\hookrightarrow n$ to express the following *v*. *F*, like the circle *s*, is written on the *left, not the right-hand* side, of up-strokes. See *rove, heave*, L 3.

196. Using the f-hook, write: 1 Cuff root devout crave
2 hive bereave beverage bluff cavalry cavil deaf dwarf^a
3 gave glove gruff incentive octave primitive province
4 river rough scoff sensitive strife strive David Stephen;
5 1 pos. drive grieve grief. (30—:40—:20.)

PHRASES.

197. Be-satisfied they-believe think-perhaps this-diffi-
culty to-satisfy you-refer book-keeper charge-(of-the)-bus-
iness half-rate of-importance by-telegram for-the-mail
how-many-cases in-error in-this-case over-charges sample-
cases telegraphic-dispatches this-claim time-table very-
important very-irregular very-regular very-many your-
reply your-telegram.

EXERCISE 18.

198. 1. Beauty buys no beef. 2. Love knows no meas-

ure. 3. Likely lies in-the mire while unlikely goes over.
 4. The-devil was sick, the-devil a-monk would-be. 5. The-
 devil grew well, the-devil a-monk was he. 6. You-may
 safely give-a rope to-one who talks of hanging. 7. Fish and
 visitors smell in three days. 8. What once were evils are
 now the-manners of-the day. 9. Joys are our wings; sor-
 rows are our spurs. (75—1:15—:25.)

199. SPEED SENTENCE. You-must-be governed by-the
 laws-of-health if-you would have relief from sickness and-
 distress. (c—1.)

200.

TRANSLATE

① } | - + - e } x ② + { h } d
 L b e - } e ! + ~ w
 \ ^) x ③) L e) e (s
 e) L U x ④ . } v b - >
 Z . d ") h | - h z x
 ⑤ ' } b - | , e z x ⑥ w - u d
 . } ✓ - - - - - b x ⑦ w L
 - e e d . } ✓ L (e
 | - - - - - } x ⑧ - o p
 \ - - - - - } x

LESSON XIX.

N-HOOK.

201. KEY. 1. P-n b-n t-n d-n ch-n j-n k-n g-n h-n r-n. 2. Tone roan twine queen Eugene adjourn economy brain. 3. Sustain stricken abstinence cistern strain chagrin tangible Unitarian. 4. Henry discipline barbarian tenacious Conrad Michigan sudden Spanish.

WORD AND PHRASE SIGNS. 5. Happen punishment spoken begin begun began religious religion general imagine. 6. Denominate denomination denominational providential doctrine darken eternal benevolent benevolence. 7. Question questionable western northwestern European such-a-one at-length determine. 8. Circumstance circumstances beneficial larger-than rather-than again-and-again over-and-over-again Washington.

PHRASES. 9. As-far-as-can as-far-as-you-can as-much-as-can as-much-as-can-be as-soon-as-can-be as-soon-as-it-can-be been-done been-taken. 10. Can-you have-spoken who-has-done nor-can it-is-plain so-that-there-has-been call-upon. 11 and 12. For key see list words, sec. 203.

SENTENCES. 1. If-you-wish to-marry suitably, marry your equal. 2. There-is-no fear in love. 3. Hope, alas, it-is our waking dream. 4. How populous, how vital is-the grave. 5. Humor is wit and-love.

202. The next final hook, signifying n, is annexed to both straight and curved stems. When joined to straight letters it is written on the side opposite the f-hook, as in *none*, *roan*, *twine*, L 2. The n-hook, when attached to up-strokes, is necessarily placed on the *right-hand side*, as *h-n*, *r-n*, L 1.

203. Vocalize: 1 Cain chain dawn dine pain rainbow
2 stain spine tone bane bean bone dean deign pan pin
3 tin pine reign Jane Jean join keen coin dainty can-
4 opy marine acorn spoon beacon. Without vowels:
5 Again been can run stone ten pen gain abstain lunch
6 burn corn cotton deacon surgeon denounce* abandon
7 detain pinch disdain kitchen Latin mechanic mourn
8 obtain ton candy hen upon skin done open span

Plate 19.

1 \ \ J J / / - - / /

2 J- / J S / / - - \

3 P Q R S T U V W X Y Z

4 *[Handwritten cursive letters]*

WORD-SIGNS.

5 *[Handwritten word signs on a dashed line]*

6 *[Handwritten word signs on a dashed line]*

7 *[Handwritten word signs on a dashed line]*

8 *[Handwritten word signs on a dashed line]*

PHRASES.

9 *[Handwritten phrases on a dashed line]*

10 *[Handwritten word forms on a dashed line]*

WORD-FORMS.

11 *[Handwritten word forms on a dashed line]*

12 *[Handwritten sentences on a dashed line]*

SENTENCES.

① *[Handwritten sentence 1]* x ② *[Handwritten sentence 2]* x

③ *[Handwritten sentence 3]* x ④ *[Handwritten sentence 4]*

⑤ *[Handwritten sentence 5]* x

9 cannon sponge ordain origin pagan reckon weapon
 10 retain scorn* taken turn obstinate torn vacancy*
 11 denote wagon ribbon banish waken barn* beckon
 12 tinge bench born bounty canton canvass captain
 13 chicken chin county cunning den din disjoin expunge
 14 foreign* hurricane laconic maiden mitten panic
 15 Austin Dan John enjoin gone attain; 3 pos. June
 16 brown town down; (using ar) organ Oregon; (l-hook)
 17 chaplain* planet blown glen plunge Blanch; (r-hook)
 18 drone branch libertine train drench stricken groan
 19 grown trench retrench virgin chronic. (135—3—1:30)

PHRASES.

204. As-has-been which-has-been as-well-as-can-be as-well-as-it-can-be be-done be-so but-can can-be can-do can-have can-it can-it-be can-never had-been has-been has-done have-been have-done have-taken how-can such-a-plan such-as-can such-can such-has-been that-has-been that-plan they-have-been this-has-been till-then to-which-you-can upon-which was-done which-can you-may-then.

EXERCISE 19.

205. 1. Pain may-be said to follow pleasure as-its shadow. 2. Peace is rarely denied to-the peaceful. 3. Pity is akin to-love. 4. Pity is love when grown into excess. 5. Prayer is to religion what thinking is to philosophy. 6. To-pray is to-make religion. 7. He that-has-no cross deserves no crown. 8. The-Bible is-a window in-this prison of hope, through which we look into eternity. 9. Nothing speaks our grief so well as-to speak nothing. 10. Speaking much is-a sign of vanity. 11. The soul knows no persons. 12. He who-is in evil is also in-the punishment of-evil. 13. The-rose is fair, but fairer we it deem, for-that sweet odor which doth in-it live. 14. Keep true to-the dreams of-thy youth. (128—2—:40.)

206. SPEED SENTENCE. It-has-been spoken again-and-again by-the chaplain that-the doctrine of-the Christian-religion is-that life is eternal rather-than a-brief span only. (7—2.)

207.

TRANSLATE.



TO THE TEACHER.—A pleasant recreation, and valuable discipline, are both combined in the following described exercise, designed to cultivate verbal memory. Pens should be laid aside by the class, and close attention given. One of the exercises in this book may be selected for the purpose. Read off distinctly a short sentence. Call on a member to repeat it. If he fails in the slightest particular, pass to the next. Bear in mind that one of the chief purposes is to impress upon the pupils the importance of *precision* in reporting. Not only must the pupil return the *identical words*, but repeat them in the *exact order* in which they were pronounced by the instructor. Gradually proceed to longer sentences. After a few drills, some pupils will be able to give back sentences containing thirty or forty words. Occasionally read two short sentences, requiring the learner to repeat both, giving the last one first.

LESSON XX.

N-HOOK, CONTINUED.

208. KEY. 1. V-n th-n z-n zh-n ng-n mp-n w-n y-n. 2. Fawn noun varnish menace fringe iron financial almanac. 3. Means thence mechanism density dense chance transpire resistance. 4. Punctuate punctuation June than examine fancy intrinsic minstrel. 5. Learn amanuensis tavern silence ransom Kansas credence vengeance.

WORD AND PHRASE SIGNS. 6. Men man human audience providence opinion union heathen within. 7. Heaven organize darkens darkness upon-his opens some-one our-own experience. 8. Obedience responsible more-than at-once every-one cross-examine human-life deliverance.

PHRASES. 9. For-instance in-his-situation all-your-own by-his-opinion by-some-means by-means-of have-shown human-being. 10. In-his-opinion in-the-mean-time no-more-than this-instance all-circumstances working-man all-situations. 11 and 12. For key see list words, sec. 218.

SENTENCES. 1. Kings' chaff is worth other men's corn. 2. A-man may love his house well though he never rides on-its roof. 3. It-is rare to see a rich man religious. 4. No man's religion ever survives his morals.

209. The n-hook is also attached to curves, as in *fawn*, *noun*, *varnish*, etc., L 2. Since a hook can conveniently be written only *within*, or following the direction of a curve, but one hook can be attached to this class of letters. This hook is properly chosen to express *n*, rather than *f* and *v*, for the reason that *n* occurs much more frequently than both the other two.

210. When the n-hook is joined to a curve, a following *s* may be expressed by placing the circle *within the hook*, as in *means*, *thence*, *mechanism*, L 3. At the end of a word, however, the two consonants *ns* are expressed, after straight letters, by locating the circle on the n-hook side, as in *dense*, *chance*, *resistance*, L 3. But when *ns* follows a curve, the cir-

Plate 20.

1 c c d d e e f f

2 G G H H I I J J

3 k k l l m m n n

4 o o p p q q r r

5 s s t t u u v v

WORD-SIGNS.

6 w w x x y y z z

7 a a b b c c d d

8 e e f f g g h h

PHRASES.

9 i i j j k k l l

10 m m n n o o p p

WORD-FORMS.

11 q q r r s s t t



12 u u v v w w x x




SENTENCES.

① a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

cle is necessarily written *within the hook*, as in  *vines*; if written otherwise it would express  *vice* instead.

211. But this principle does not apply when *n* is medial, that is, occurring in the middle of a word, even though joined to a straight stem. See *mechanism*, *density*, L 3. To illustrate, the character  is ambiguous, for it may be read either *k-skr* or *kns-k*. To avoid this, *k-skr* is written  and *kns-k* thus:  When, on account of the peculiar formation of an outline, the hook cannot well be written, *n* is often entirely omitted, as in *transpire*, L 3. In such cases *n* is supplied readily from the context.

212. The n-hook is frequently made use of in phrasing to express *than*, *one*, and *own*, as in *some-one*, *our-own*, *more-than*, Ls 7 and 8.

213. 1 Using the n-hook: Lean loan Ethan Julian
 2 Adaline Maine main known none coffin campaign*
 3 cognomen dominion* earl (ar) finish* infancy ar-
 4 range* (ar) Italian lengthen machine maintain* man-
 5 age minute saloon Monday monarch* monotonous
 6 Roman season* sermon (ar) situation then specimen
 7 villian vain anonymous German French London ad-
 8 monish amen arraign (ar) battalion brilliancy* cle-
 9 mency diminish diminutive domain feminine finance*
 10 frown fun infringe launch lone lunch minimum*
 11 monopolize monopoly moon muslin ocean omen
 12 orphan outline permanence million* phenomenon*
 13 Prussian raven refine refrain shun summon sunshine
 14 tavern* thin throne tuition* urn (ar) van vanish
 15 venom vine violin workman Aaron Allen Alonso
 16 Benjamin Franklin* Jonathan Napoleon Nathan Or-
 17 lando Solomon Helen Josephine Lillian Susan; 1 pos.
 18 even evening often line nine mean meaning fine
 19 shine thine; 3 pos. noon. Fence lance opulence pesti-
 20 lence ransom* renounce* patience excellence* thence

21 violence France silence lonesome specimens cadence
 22 decadence glance guidance occurrence* bronze prince
 23 residence resistance semblance tense distance pretence
 24 expense trance transitory dense instance dispense
 25 extensive eloquence* disdains detains Lawrence Penn-
 26 sylvania* Wisconsin*; 3 pos. chance dance towns
 27 appliance trap:pose transpire organism transverse
 28 transcribe. (161-3-1:30.)

PHRASES.

214. All-means and-when by-the-means by-which-means
 do-you-mean for-even have-known in-mine in-vain many-
 a-man my-opinion one-man some-means some-one-or-other
 sons-of-men such-a-man than-in-the that-a-man this-even-
 ing this-opinion what-man what-means working-man
 which-is-known will-thence within-a that-is-necessary.

215.

TRANSLATE.

①  ②
 ③
 ④
 ⑤
 ⑥
 ⑦
 ⑧
 x

EXERCISE 20.

216. 1. Men are April when-they woo, December when-they wed. 2. All of-heaven we-have below. 3. Nothing maintains its bloom forever; age succeeds to-age. 4. To err is human, to forgive divine. 5. Many men know how to flatter, few-men know how to-praise. 6. Learn to-labor and-to wait. 7. No man flatters the-woman he-truly loves. 8. Love is-a reality which-is born in-the fairy regions of romance. 9. Shallow men believe in luck; strong men believe in-cause-and-effect. (83—1:15—:25.)

217. SPEED SENTENCE. Every-one who-begins the study of human-life will believe more-than ever before in Providential guidance. (5—1.)

LESSON XXI.

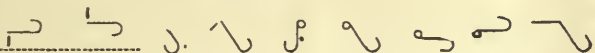
SHUN-HOOK.

218. KEY. 1. Caution auction passion option station separation section secretion occupation. 2. Ambition remuneration translation missionary relations associations veneration abbreviation. 3. Diction election portion reception obligation fraction suspicion. 4. Dictionary exhibition restriction plantation dejection ction projection. 5. Transgression assertion exceptional additional prevention discrimination subscription. 6. Injunction sanction function operation oppression temptation presumption.

WORD AND PHRASE SIGNS. 7. Confession generation objection expression information revelation revolution suspension perfection. 8. Dissatisfaction destruction deliberation examination cross-examination explanation inclination. 9. Invention reduction reformation representation signification connection determination.

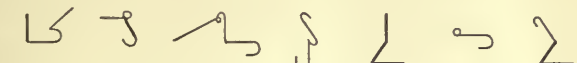
PHRASES. 10. All-directions all-stations by-permission rising-generation there-is-occasion for-collection I-have-no-

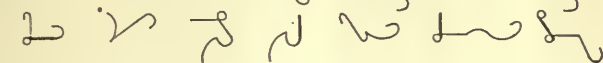
Plate 21.

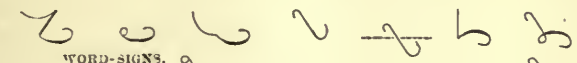
1 

2 

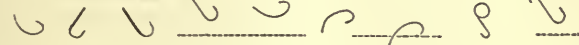
3 

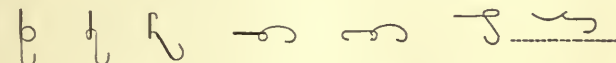
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5 

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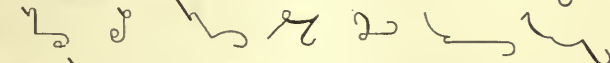
WORD-SIGNS.

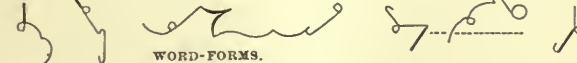
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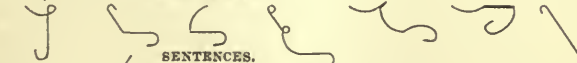
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PHRASES.

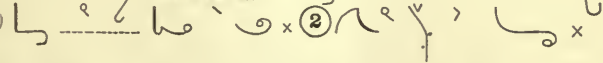
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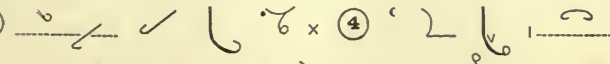
11 

WORD-FORMS.

12 

SENTENCES.

① 

③ 

⑤ 

objection. 11. Desire-to-say by-special-train answering-your-many-inquiries please-acknowledge wholesale-prices it-is-generally. 12. For key see list words, sec. 222.

SENTENCES. 1. Education is-the chief defence of nations. 2. Love is-the piety of-the affections. 3. All-is holy where devotion kneels. 4. We ask advice, but we-mean approbation. 5. Truth makes the-face of-that person shine who speaks and-owns it.

219. A large final hook, corresponding with the rel-hook in size, is used to denote the frequent endings, *tion*, *sion*, *cion*, *cian*, etc. This hook is written *within*, or on the concave side, of curves, as in *ambition*, *remuneration*, *translation*, L 2.

220. In *caution*, *auction*, *passion* and *option* (L 1), the shun-hook is attached to straight stems, and is written on the side *opposite the vowel* (except in cases where there are two vowels, as in \cup *addition*, when the hook is struck on the circle side). This rule applies when the straight stem is preceded by no letter, hook, or circle. But when such stem is preceded by another consonant sign, it will be found the more convenient to strike the hook on the side *opposite whatever sign may so precede*. Referring to L 1, it is seen that the hook in *section* is on the lower side of *k*, because the circle is above it, while the reverse is true in *secretion*. In *occupation* the hook is at the *right* of *p*, *k* being on the *left*. See also L 3. By observing this rule the writer may more easily preserve the straightness of the stem. This may be illustrated by writing *section* a number of times, placing the hook first *above* and then *below* *k*. In *dictionary*, L 4, *shun* may be struck on the *upper side* of *k*, so that *r* may be more easily written.

221. To express these various syllables, this hook sometimes represents *shn*, as in *mission*, and sometimes *zhn*, as in *vision*. *K*, following *ng*, is often omitted, as in *injunction*, *sanction*. L 6.

222. 1 Placing *shun* on the circle side, write: Omission

2 attention animation dissipation definition* dissension
 3 designation desolation devotion discussion elevation
 4 evasion expedition intimation rational irrational lim-
 5 itation motion locomotion nation notation oration
 6 repetition revision selection session submission ammu-
 7 nition dictation dimension amputation ascension
 8 assassination assimilation coalition decapitation delu-
 9 sion division emulation expectation exultation invasion
 10 isolation location negotiation* observation pension
 11 petition population resolution resurrection solution
 12 violation volition mission occasion vision addition
 13 dissolution reputation; (l-hook) declamation acclama-
 14 tion exclamation inflammation; (r-hook) depression
 15 emigration impression probation prosecution profession
 16 provision aggregation promotion celebration digression
 17 exportation extermination nutrition penetration per-
 18 petration persecution preservation profusion progres-
 19 sion suppression supervision termination* creation
 20 approbation.

21 Placing *shun* on the n-hook side, write: Auction passion
 22 exception execution education induction invocation
 23 restitution section crucifixion institution aspiration
 24 restoration adoration abduction adoption affection
 25 benediction benefaction edification expiration faction
 26 infection fiction specification substitution vacation
 27 variation visitation diction agitation elocution avoca-
 28 tion, (l-hook) exclusion reflection* recollection* classi-
 29 fication exploration explosion application; (r-hook)
 30 inculcation friction attraction prolongation.

(133-3-1:30.)

PHRASES.

223. Every-direction in-the-direction one-instance to-
 mention would-mention would-occasion because-that-can-
 be railroad-man by-the-train early-train for-the-mail-train
 mail-train through-train a-few-days-ago at-your-expense
 at-the-same-price wholesale-rates I-know-there-has-been

no-instance in-the-morning in-many-instances that-is-a question that-it-must-be-done there-has-been would-happen would-instance.

EXERCISE 21.

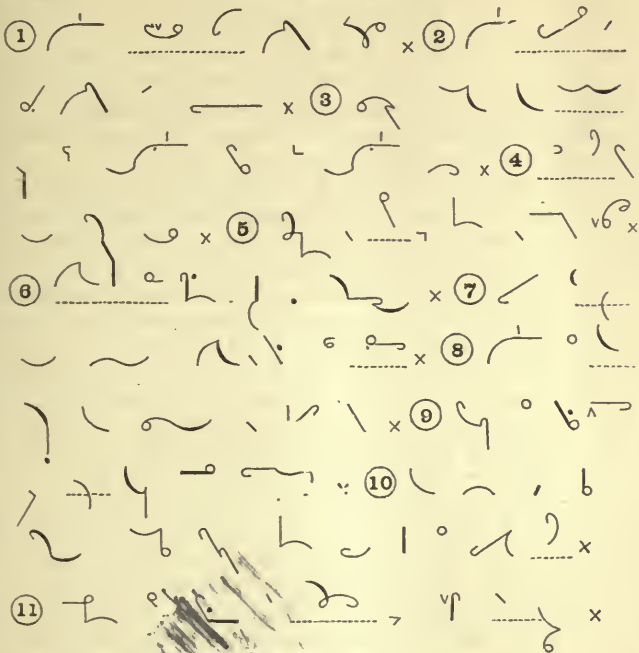
224. 1. Whatever is popular deserves attention. 2. I know no-manner of speaking so offensive as-that of giving praise and-closing it with-an-exception. 3. The-only-things in-which we-can-be-said to-have any-property are our-actions. 4. We begin life with high expectations. 5. Affectation discovers sooner what one is than it-makes-known what one would fain appear to-be. 6. No decking sets forth anything as-much-as affection. 7. We-are-never like angels till our passion dies. 8. Charity is-a wish for-a perfect education. 9. Take away ambition and-vanity and-where will-be your heroes and-patriots? (101—1:30—:40.)

225. SPEED SENTENCE. The-lawyer makes objections to-the cross-examination for-the-reason-that-it-has-no relation to-the examination-in-chief. (4—1.)

TO THE TEACHER.—The short-hand reporter must be able to write many thousands of different words, but nine-tenths of all the writing he does consists in taking down over and over many times only a few hundred very common words. Evidently the first requisite to skill in stenography is a high degree of familiarity with just this class of words and phrases. The reporter writes *is, may, will-be, I-can, do-not*, hundreds of times to *ocean, extracting, calibre, indigo, delve*, etc., once. He may take time occasionally to write a hard word in long-hand, but he will fail almost certainly if he is obliged to hesitate for an instant before writing one of these frequent words or phrases. Hence the Teacher will drill his classes daily, and require the pupil's practice to be devoted mainly to this class of words.

226.

TRANSLATE.



TO THE TEACHER.—The radical difference, in principle between initial and final hooks may be illustrated by showing that vowels do not occur between the two consonants represented by initially hooked stems; whereas a vowel always does, and always must occur between every stem and any final hook (*n*, *f*, or *v*), which may be attached to it.

A USEFUL READING TEST.—Dictate a few sentences backwards. Phrasing is not to be employed in writing them. Call on the pupils to read their notes backwards. This will cause the meaning to appear. For occasional practice this is excellent. The dictation should of course be slow.

LESSON XXII.

S-SHUN AND IN-HOOKS.

227. **KEY.** 1. Imposition physician decision precision civilization dispensation transitions cessation. 2. Enslave unsalable inscribe inspiration inseparable insecurity insolence. 3. Unscrupulous unsociable insomnia uncere-monious insoluble insurrection insatiable.

WORD AND PHRASE SIGNS. 4. Unseasonable unscriptural unselfish in-some in-as-many in-consideration in-his-usual. 5. In-his-expression in-his-experience in-seeming in-his-description in-his-life in-expressing in-describing.

PHRASES. 6. In-any-position in-succeſsion that-suppoſition in-some-caſes give-poſſeſſion judges-deciſion my-own-suppoſition. 7. All-expenſes all-ſums-of-money fee-simple notary-public any-thing-else-that can-you-remember knowl-edge-and-belief. 8. Personal-knowledge cauſe-of-action legal-repreſentative from-your own-knowledge I-will-aſk-you for-trial. 9 and 10. For key ſee liſt words, ſec. 230.

SENTENCES. 1. Every-man at forty is either a-fool or-a-physician. 2. He that knows nothing knows enough if-he knows how to keep his tongue. 3. When a-fool has ſpoken he-has-done all. 4. The unlucky man breaks his neck upon-a ſtraw. 5. An Engliſhman's houſe is-his caſtle. 6. There-is-never enough where-nothing remains.

228. Any one of the ſyllables denoted by the ſhun-hook, when it occurs after an s-circle, may be expreſſed by continuing the ſtroke until a ſmall hook is formed on the ſide oppoſite, as in *impoſition*, *phyſician*, *deciſion*, L 1. The learner is cautioned to write, not merely a ſtraight tick, but a well bent hook, or oval, as if about to form another circle. See L 1. The plural is formed by writing the circle within the hook, as in *transitions*.


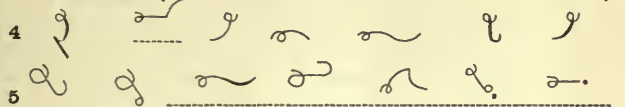
229. A ſmall hook-sign, called the in-hook, employed at the beginning of certain words-forms, denotes *in*, *en* or *un*. See *enſlave*, *unſalable*, L 2. This hook is uſed inſtead of  n when followed by a circle and curve, with which the ſtem would not join conveniently. The n-hook is alſo uſed

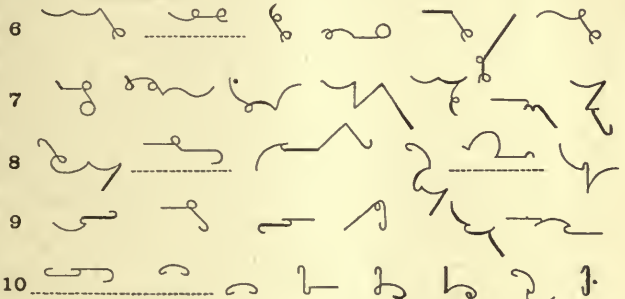
Plate 22.



WORD-SIGNS.



PHRASES.



SENTENCES.



in connection with the triple-consonant series, as in *inscribe*, *inspiration*, *inseparable*, L 2. This hook should be written *small*, and *well curved*.

230. 1 Write: Deposition dispositions accession position
 2 positions propositions sensation* supposition civiliza-
 3 tion exposition procession requisition succession vex-
 4 ation dispensation; 1 pos. opposition acquisition; 3 pos.
 5 accusation possession possessions.
 6 Also write, using the ~~number~~ hooks: Curtain drain
 7 drove engrave explain ~~grain~~ graphic grave matron
 8 patron plain plenty pronounce* prudence utterance
 9 restrain train venerable worn decline economical
 10 tribune incline woman* ~~cr~~terion demonstration* fur-
 11 niture* paragraph* reference* transgress transmission;
 12 1 pos. qualification* women* clean cleave clime green;
 13 3 pos. crown drown plan traffic plantation.

(62—1:30—:45.)

PHRASES.

231. Would-expect you-expect all-claims at-my-office
 give-notice original-owner at-what-time can-you-recollect
 tell-the-jury know-all-men law-journal personal-property
 take-notice legal-profession how-long-have-you.

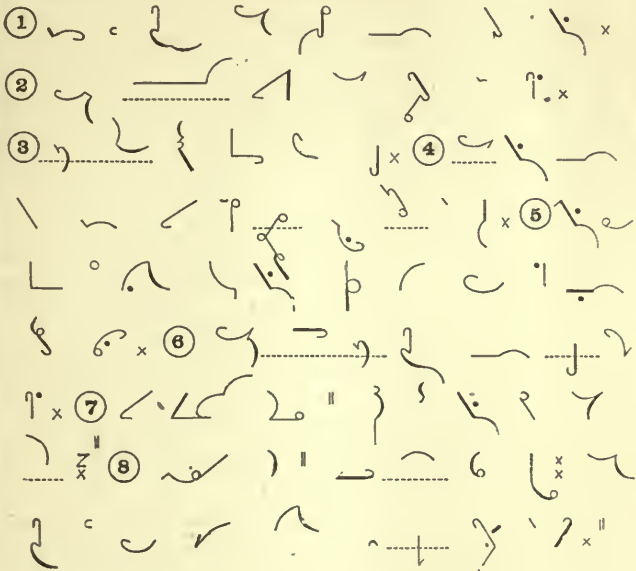
EXERCISE 22.

232. 1. As-the fool thinks, so the-bell tink. 2. Custom
 will make a-man live in-a lion's mouth. 3. Three persons,
 if-they unite against*a-town, will ruin it. 4. Liberty and-
 Union, now and-forever, one-and inseparable. 5. Keep a-
 thing seven years and-then in-some-way it-will-be of use to-
 you. 6. Innocence and-mystery*never dwell long together.
 7. It-is-a poor wit that-lives by borrowing the-inventions
 and-decisions of-others. 8. Never-make business an-excuse
 to decline the-offices of-humanity. 9. As we-are born to-work,
 so others are born to watch over us while we-are working.
 10. Love lessens woman's delicacy and-increases man's 11.
 In law nothing is sure but-the expense. (121—1:45—:50.)

233. SPEED SENTENCE. The-physician says that in-his-experience he-has-had occasion many-times to-prescribe to-men-and-women of all nationalities. (4-1.)

234.

TRANSLATE.



To THE STUDENT.—Do not neglect your orthography. English spelling is a horrible ~~image~~, but one which the stenographer is obliged to face. Many good writers fail to hold a situation on account of ~~deficiency~~ in this branch. It is only a matter of prudence to ~~improve~~ yourself, if lacking in this respect. Learn to spell ~~the~~ *writing*; with the *pen*, rather than the *tongue*. *Written and oral spelling* are two different things.

LESSON XXIII.

ST AND STR LOOPS.

235. KEY. 1. List must stump stage disposed justify against gestation. 2. Boaster obstruction distribution stranger illustration spinster strong strength. 3. Gesture manifest enlist stubborn statistics digestion honestly distraction.

WORD AND PHRASE SIGNS. 4. First at-first by-the-first at-the-first almost next next-time just-what post-pone. 5. Must-like must-make we-must north-west Baptist one-of-the-most one-of-the-best. 6. For-the-first-time Constitution-of-the-U.-S. circumstances-of-the-case suggestion stenography stenographer stenographic. 7. One-or-two two-or-three three-or-four four-or-five five-or-six six-or-seven seven-or-eight. 8. As-fast-as by-way-of-illustration from-first-to-last just-been almost-always he-supposed most-important. 9. Ohio mystery extraordinary in-reply-to in-response-to everlasting must-expect.

PHRASES. 10. We-love as-well-as-most before-Christ just-now just-as must-necessarily must-also. 11. Must-never to-the-best-advantage one-must such-as-must-be be-supposed must-generally it-is-generally. 12. For key see list words, sec. 238.

SENTENCES. 1. The-first blow is half the-battle. 2. When it rains in August it rains honey and wine. 3. The hen which cackles most lays least. 4. Life is real, life is earnest. 5. No fool can keep silence at-a feast.

236. *S* is very often followed by *t*, forming the consonant double-sound *st*, of very frequent occurrence in our language. To express this added *t*, the *s-circle* is elongated, as in *list*, *must*, *stump*. This loop, called *ist*, is made quite narrow, and extends to the middle of the stem. *Zd*, which is a cognate of *st*, is also denoted by this loop, as in *disposed*. Like the circle, *ist* may be followed by the s-shun hook, as in *gestation*; and implies *n* by being located on the n-hook side of straight letters, as in *against*. L 1.

Plate 23.

1 *p o a p d h - d*

2 *b b b g p g e e*

3 *h e s v h j y b*

WORD-SIGNS.

4 *o f b v u h d j*

5 *t m a g l c y*

6 *h b f p e e r e*

7 *c g z h u o b e*

8 *f h o g f v d y m*

9 *x a o e y g h e*

10 *r o s b d a i o*

11 *m j c g b o j*

12 *h b h j h l y e*

SENTENCES.

① *o k o t x* ② *e | p - e | p*

h . e v ③ *h / e o p p* x ④ *r*

o h r o s x ⑤ *u j - v e t b* x

237. *Ist*, when written somewhat longer and considerably broader, denotes the added *r*, as in *boaster*, *obstruction*, *stranger*, L 2. This large loop we call *ister*. It also may be followed by the *s* shun hook, as in *illustration*, and implies *n* when struck on the left side of the stem, as in *spinster*. The learner is cautioned to write *ister* with attention to *length* rather than *breadth*, to prevent its being mistaken for *sez*. To secure facile outlines, the *s*-circle, instead of the loop, is often used in phrasing, as in *must-like*, *must-make*, L 5.

238. 1 Vocalize: Beast boast coast feast ghost host
 2 post toast taste steal waste steel; 1 pos. moist steam
 3 steep accost. Without vowels: Placed cast chest dust
 4 fast guest haste just list arrest (ar) detest disgust
 5 dishonest earnest harvest disposed infest invest in-
 6 vestigation* molest must most pretext stage star state
 7 stead stole stop stomach store test testify text utmost
 8 vast west stump destiny* adjust bequest* twist* best
 9 bust digest fist forest inquest* jest nest request robust
 10 rust statesman* statute stem stern stiff sting stitch
 11 storm stubborn stuff stumble* vest worst. 1 pos. August
 12 cost least still stock style honest honestly*; 3 pos.
 13 last- past stamp attest; (r-hook) breakfast distrust
 14 trust intrust breast abreast crest frost grist incrust
 15 protest priest; (l-hook) blest; (n-hook) dentist fantastic
 16 manifest.
 17 Also write: Cluster lustre master monster plaster
 18 Sylvester minister* register bluster strange; 3 pos.
 19 administer abstraction. (123—3—1:30.)

PHRASES.

239. All-the-rest at-most be-pleased have-just I-am-pleased I-must it-is-just it-is-most must-mean must-receive their-most they-must must-take so-must so-you-must very-best what-most which-must-be.

EXERCISE 23.

240 . . The-presence of-those whom we-love is-as a-

double life; absence in-its anxious longing and-sense of vacancy is-as a-foretaste of death. 2. We-that-live to-please must please to-live. 3. It-is-best to-be with-those in-time that-we hope to-be with in eternity. 4. They-that govern must-make least noise. 5. Grace was in-all her steps, heaven in her eye. 6. By gaming we lose both our time and-treasure, two things most precious to-the life of-man. 7. Genius always gives its-best at-first, prudence at-last. 8. Haste is of-the devil. 9. Though I-am-always in-haste, I-am-never in-a hurry. 10. Men love in-haste, but-they detest at-leisure. 11. Hope is-a lover's staff. 12. That-man lives twice that-lives the-first life well. 13. The-grave is-a common treasury to-which we-must all be-taken. 14. Choose always the-way that seems the-best, however rough it-may-be.

(165—2:15—1:15.)

241. SPEED SENTENCE. One-of-the-best and-most earnest of-the ministers in-the North-west has-just-been advanced to a higher post.

(5—1.)

THE TYPE-WRITER.—Type-writing is much more rapid, and in various ways far superior to pen work. A knowledge of this art itself is very valuable, and has become entirely indispensable to the professional Stenographer. The Private Secretary is almost invariably required to make use of a writing machine in preparing transcripts and copies. He is, moreover, expected to be familiar with its operation before he accepts a situation, and skill in manipulating it should, if practicable, be gained while the course in Stenography is being taken.

There are a dozen or more different kinds of writing machines. Some of the cheaper instruments do good work, but lack in speed, a requisite entirely indispensable when used in connection with short-hand. The Remington is used most. There are, in fact, so many offices supplied with this excellent type-writer, that it would be policy for every stenographer to learn to operate it, even though he should own or use some other style of machine. If you have no machine to practice on, send for a draught of the key-board and thoroughly learn the location of each letter.

① ʀ • ʀ ƒ / ʁ | | ʁ x

② ʁ / ʁ — ʁ ʁ ʁ x ③ ʁ

ʁ ʁ — ʁ ʁ x ④ ʁ ʁ ʁ

ʁ ʁ ʁ x ⑤ ʁ ʁ ʁ

ʁ (ʁ ʁ ʁ x ⑥ ʁ ʁ

ʁ ʁ x ⑦ ʁ ʁ ʁ x

⑧ ʁ ʁ ʁ ʁ ʁ

ʁ x ⑨ ʁ ʁ ʁ ʁ

ʁ ʁ x ⑩ ʁ ʁ ʁ

ʁ x ⑪ ʁ ʁ ʁ x ⑫ ʁ

ʁ ʁ ʁ ʁ x ⑬ ʁ ʁ |

ʁ ʁ ʁ x ⑭ ʁ ʁ ʁ


ʁ ʁ ʁ ʁ x ⑮ ʁ ʁ

ʁ ʁ ʁ ʁ ʁ ʁ x

⑯ ʁ ʁ ʁ ʁ ʁ x

LESSON XXIV.

LENGTHENING PRINCIPLE.

243 The writing of a curve *double its usual length* signifies the addition, first, of *thr* (see L 1), second, *tr* (see L 2), and third, *dr* (see L 3). The writer's aim should be to write the lengthened curve more than twice its usual length, rather than less, in order to obviate any liability there may be to confound it with standard letters. For convenience long curves are named *fetter*, *vetter*, *thetter*, *metter*, etc. These in proportion to their length are bent much less than standard stems. To illustrate, *metter* extends but a trifle further above the line than *m*, as the figure  shows. The occasions for lengthening *y* and *zh* are very rare. Lengthened *l* adds *tr* only; for if the numerous words containing *l-thr* and *l-dr* also, were expressed by lengthening *l*, it would be too much burdened with values.

244. The lengthened *mp* adds *r* only, signifying *mpr* or *mbr*, as shown in L 4. Lengthened *ng* adds *kr* or *gr* only. See L 5.

245. The three consonant positions are the same for lengthened as for standard length horizontal stems. Down strokes are written in the following manner: 1 pos., on the line; 2 pos., one-half below the line; 3 pos., two-thirds below the line. See *whither*, *water*, *fatter*, L 6. For upstrokes, 1 pos., beginning half a space above the line; 2 pos., beginning on the line; 3 pos., beginning half a space below the line. See *lighter*, *later*, *latter*, L 6.

246. A suffix may be expressed by adding a consonant sign to a lengthened letter, as in L 7. When a stem is lengthened, the vowels are always read before the added *thr*, *tr*, etc.; but the final hook or circle is not pronounced until afterwards. L 8. For example, in *eastern*, the final *n* is not pronounced until after *tr*; in *furtherance*, *ns* is not read until after *thr*.

247. This principle is utilized to quite an extent in phrasing. (See Ls 10 to 13.) Lengthening a curve adds *there*, *their*,

or *other*. Final *ng* is sometimes lengthened to add *there* or *their*. See L 12.

248. KEY. 1. Father mother weather further further-more another. 2. Letter reporter material entirely legislator oyster. 3. Order surrender calendar murder wander shudder. 4. Timber chamber cumber pamper lumber damper. 5. Conquer anger banker finger hunger longer. 6. Whither water fatter lighter later latter. 7. Rendered orderly loitering tenderness waterfall withers. 8. Entrance furtherance eastern northern southern lantern obliteration. 9. Flatter stronger whether swifter central diameter immaterial.

PHRASES. 10. For-their have-their may-there from-there in-their some-other. 11. Stronger-than have-their-own some-other-one further-than live-there was-there. 12. Living-there making-their think-there-is if-there-were in-their-case no-longer-than. 13. At-one-another for-their-satisfaction in-their-possession neither-of-them such-matters through-their whether-or-no.

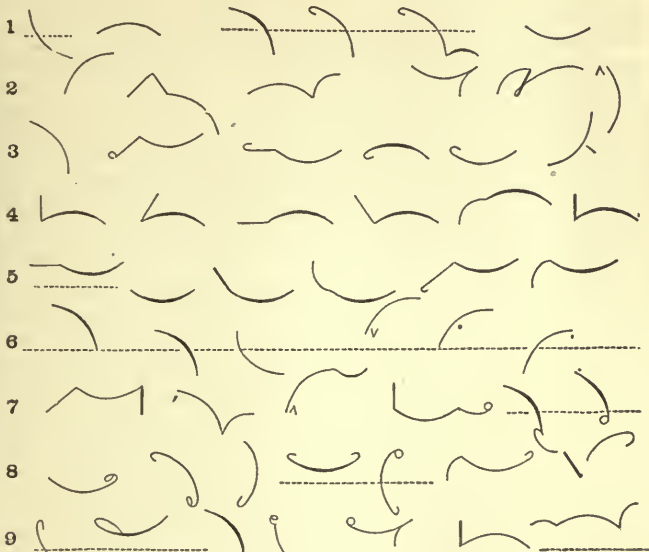
SENTENCES. 1. It-is-a well-known saying that murder will out. 2. Hunger makes raw beans sweet. 3. One barber shaves another.

249. 1 Write: Centre eccentric enter hinder hindrance
2 material maternal matter literal render senator tender
3 thunder thermometer wonder yonder entire neither
4 neutral easter eastern thither voter nitre mitre mutter
5 sifter smatter laughter Anderson Alexander re-enter
6 hunter sunder slender winter bewilder smother
7 swifter literary alter chronometer temper slumber
8 limber amber cucumber hamper distemper scamper
9 cumber sombre angry anchor tinker clinker hanker
10 rancor drinker handkerchief. (60—1:20—1.)

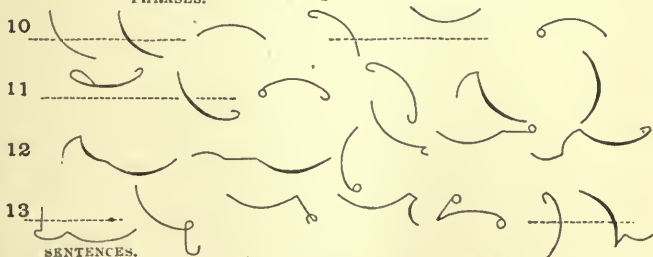
PHRASES.

250. All-the-matter another-instance another-opinion
another-question another-time enter-into for-their-sake
for-there-has-been for-there-is for-there-were in-such-mat-

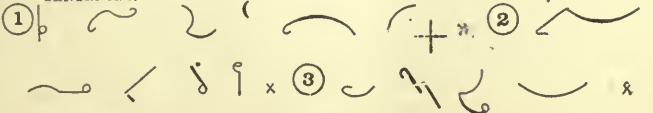
Plate 24.



PHRASES.



SENTENCES.



ters in-their-opinion in-their-place no-further of-the-matter
 one-another that-is-another there-is-another to-have-their
 what-matter what-was-the-matter whenever-there-has-been
 whenever-there-occurs think-there-has-never think-there-
 has-been.

EXERCISE 24. .

251. 1. To step aside is human. 2. Music washes away
 from-the soul the-dust of-every day life. 3. Obstinacy is
 ever most positive when-it-is-most in-the-wrong. 4. They-
 who forgive most shall-be-most forgiven. 5. Passion costs
 me too-much to bestow it upon every trifle. 6. To climb
 steep hills requires slow pace at-first. 7. Every noble work
 is-at-first impossible. 8. Time is generally the-best doctor.
 9. In-poetry, which-is all fable, truth is still the-perfection.
 10. Poetry is truth dwelling in-beauty. 11. Ye stars, that
 are-the poetry of-heaven. 12. Praise is only praise when
 well addressed. 13. Solid pudding against empty praise.
 14. Live this-day as-if-the last. 15 Who-makes the-fairest
 show means the-most deceit. 16. Small service is true ser-
 vice while it-lasts. (131—1:45—1.)

252. SPEED SENTENCE. The-senator calls a-swifter re-
 porter into another chamber to-further the-taking of testi-
 mony in-the murder-trial. (5—1.)

NOMENCLATURE.—It is a matter of considerable importance
 in teaching, that the more common elements of the system
 be provided with suitable names. These names, if charac-
 teristic, will be easily remembered by the learner, and
 abridge and give precision to the teacher's work.

The l-hook series may be designated, pel, bel, tel, chel, vel,
 etc., the r-hooks, per, der, jer, ther; n-hooks, pen, ben, fen,
 shen; f-hooks, pef, tef, jef, hef. Stems doubly hooked, plen,
 dref, flen, mern, delf, twen, kwef, wern; also, kayshun,
 beeshun, veeshun, velshun, pershun, nershun, relshun, etc.

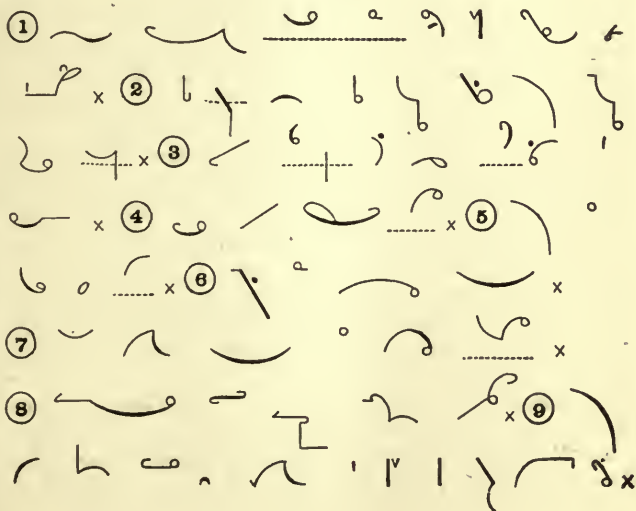
The circles are called *iss* and *sez*. The loops, *ist* and *ister*.

Lengthened curves may be signified by adding *ter* to the letter to be doubled; thus, *emter*, *enter*, *etter*, *ithter*, *wayter*, *veeter*, etc.

The teacher will not, however, overlook the fact that when the pupil hears *splen*, or any other mere name, he does not picture this character in his mind as clearly as when he sees it plainly written on the blackboard. His mental grasp of the system is yet too imperfect. Hence, use names sparingly, and chalk liberally. Blackboard illustrations impress the learner's imagination most forcibly, and he gets a clearer idea of the teacher's meaning, and remembers it longer.

253.

TRANSLATE.



LESSON XXV.

HALVING PRINCIPLE.

254. KEY. . Bit bed cut code gait art quote slate start about act. 2. Bolt giant violet twilight exert merit uncertain suspect. 3. Adjacent debtor inhabit circuit educate precept prerogative nutshell. 4. Captivate legitimate strict reciprocate transmit discredit pre-eminent.

WORD AND PHRASE SIGNS. 5. Without almighty emphatic nature natural posterity after afternoon somewhat is-it as-it use-it. 6. Yesterday intellect heart associate sometime intelligence intelligible interchange territory or-not. 7. Heretofore manuscript postscript hesitate for-it better-than in-the-second-place human-nature.

PHRASES. 8. After-which at-the-present-time it-is-better-than at-times quite-certain thought-we-were almost-certain after-we-have quite-as-well. 9. and 10. For key see list words, sec. 260.

SENTENCES. 1. I-love sometimes to-doubt as-well-as know. 2. Habit is-the deepest law of human-nature. 3. If fame is only to-come after-death I-am in-no hurry for-it. 4. Every-man is-the architect of-his-own fortune. 5. Where no hope is left is felt no fear. 6. Let them obey who know how to rule.

255. One of the most useful contrivances in the entire system is that by which a letter, when shortened to half its usual length, is made to express an added *t* or *d*. Thus, \backslash *b*, when shortened in this manner, is read \backslash *bt*, as in *bit*, or \backslash *bd*, as in *bed*; — *k*, when halved, has the force of *kt*, as it *cut*, or *kd*, as in *code*. *T* and *d* are the most frequently recurring consonants, and being cognates, or similar sounds, no ambiguity results from the expression of both by the same contrivance.

256. Learners are cautioned not to write the shortened letters more than half the usual, or standard length, else the two will become confounded. The practice of the writer should be rather to form these brief signs a trifle *less than the*

Plate 25.

1

2

3

4

WORD-SIGNS.

5

6

7

PHRASES.

8

9

10

SENTENCES.

①

②

③

④

⑤

⑥

standard length. To avoid confusion not only must the halved letters *not be too long*, but those of standard length also should *not be too short*.

257. Shortened curves are, in proportion to their length, bent somewhat more than full lengths; as an illustration, it will be seen that \frown *mt* extends almost as far above the line as \frown *m*. This practice adds to the angularity of many word-forms.

258. First position words composed entirely of shortened stems, or of a mixture of half-length and horizontal letters, are written *one full space above the line*, as in *bit*; third position words are written almost entirely below the line, as in *about*, *act*.

259. In *gait*, L 1, it will be seen that the added *t* is pronounced after *g*, but not, however, until the vowel *a* has been sounded. The rule is, read all vowels before pronouncing the *t* or *d* expressed by the shortening principle.

260. In the following list *t* is indicated by halving:
 1 Vocalize: Boat boot coat cat vault sect mate dolt
 2 nut saint dote; 1 pos. cheat. Without vowels: Date
 3 get bet debt hate late net met let fate note vote
 4 sent left lift accent enact exact tact adopt better
 5 insect accept acceptable insert little result smart
 6 limit motive native rabbit recent arithmetic alphabet
 7 instigate assent artifice agent intimate repeat promote
 8 capital* locomotive certify* certificate* mathematics
 9 ratify petrify rusticate support reject auditor (ar)
 10 remit (ar) imitate report magnetic resolute resort
 11 adjunct agitate cognate cottage dogmatic export ex-
 12 tinct inject intact peasant submit musket theft upstart
 13 captive certain* circuit* debate decent deject designate
 14 desolate eject eict (el) except execute habit habitual
 15 eminent emulate erect (ar) estate* innocent irritate
 16 legislate originate sentence* abject Hamlet; (l-hook)
 17 implicate pleasant vegetable duplicate fluent; 1 pos.
 18 client climate; (r-hook) intricate present private pro-

19 duct promote prospect protract subtract tract trans-
 20 late attribute bracelet precinct project restrict thrift
 21 tribute decrepit affirmative* aggravate appreciate*
 22 October credit deprecate detract extract transcript*
 23 approximate. (145—3—2.)

PHRASES.

261. After-a after-that after-the at-present be-certain
 be-thought better-than better-way does-not recent-time
 has-not have-no-doubt have-sent have-thought I-am-quite-
 sure I-thought-that is-not no-doubt not-a-man not-enough
 not-possibly not-much not-that not-every-one present-
 instance present-time so-little think-there-is-not that-such
 that-which which-must-not.

EXERCISE 25.

262. 1. Always rise from table with-ar appetite and-you-
 will-never sit down without-one. 2. When-we feel a strong
 desire to thrust our advice upon others, it-is usually because
 we suspect their weakness; but-we ought rather to suspect
 our-own. 3. To-be happy we-must-be true to nature and
 carry our age along with us. 4. Beauty is-a possession not
 our-own. 5. The-beautiful are-never desolate, but some-one
 always loves them. 6. It-is-better for-a young-man to blush
 than to turn pale. 7. Every Christian is born great, be-
 cause-he-is born for-heaven. 8. That-which-is-so universal
 as death must-be-a benefit. 9. We speak of educating our
 children. Do-we know that our children also educate us?
 10. Fortune is-the rod of-the weak and-the staff of-the brave.
 11. The-chains of habit are generally too-small to-be felt
 until-they-are too strong to-be broken. 12. Keep thy heart
 with all diligence, for out-of-it are-the issues of-life.

(174—2:15—1:30.)

263. SPEED SENTENCE. We-will-certainly be-able very
 soon to-make verbatim-reports of-the eminent speakers in-
 the debate by-means of-the stenographic art. (4—1.)

270. KEY. 1. Might mighty date edit void avoid bate abate gate agate. 2. Obliged avoided stopped stood covered comrade infidel betide esteem immature. 3. Evidence fortune per-cent swift rhetoric susceptible judicial integrity catalogue. 4. Estimate ultimate evident Connecticut adjudicate captivate multiply went acquired between. 5. Intentional perpetual apart abstract hermit antagonism Presbyterian prominent return. 6. Heat taught sort assimilate athlete dissipate exult ostentatious added. 7. Schedule seldom despite mutual necessitate beautiful delicate district integral. 8. Prejudice transact promulgate federal intolerable acquaintance wayward photograph intention. 9. Advocate defective splendid distinct distribute stimulate instruct invested.

WORD AND PHRASE SIGNS. 10. Feature future fact astonish astonishment establish establishment onward wisdom quite history world. 11. If-it it-ought it-would it-had at-it do-it had-it of-it have-it have-had people-of-God. 12. Historian Act-of-Congress at-all-events east-and-west fear-of-God good-and-bad in-the-world all-the-world.

PHRASES. 13. As-good-as as-good-as-possible could-never could-not God's-love church-of-God in-which-you-are-engaged what-did. 14. Was-received which-is-intended which-made could-nevertheless as-good-as-it if-it-did it-is-admitted that-is-intended. 15. For key see list words, sec. 271.

271. 1 Added d: Bed could good shade stood decided
2 comrade method* instead evidence* educated invade
3 infidel.

4 In the following list both t and d are expressed by
5 halving: 1 pos. east bottom got did light bid God
6 meet invite might indeed fit knot lightning lot soft
7 spot. Vocalize: feat beat naught caught fought dot
8 tight deed shot night slight naught sift feed knight
9 neat salt sheet spite steed tide; 2 pos. accelerate per-

10 centage rapid notify dispute active actual* admit
 11 cupidity melt dissect dissent expedite extort heredi-
 12 tary phonetic stupid fault appetite; 3 pos. act adapt
 13 apt doubt foot footstep. bad adult adept absent fat
 14 mute; (sez-circle) systematic*; (l-hook) article* doubtful
 15 emblematic hospitable notable; (r-hook) Godfrey
 16 crabbed crescent proximate lubricate dramatic ener-
 17 vate promote integrity; 1 pos. prominent; 3 pos. attract
 18 attractive; (rel-hook) relent multiplication; (w-hook)
 19 upward* went warrant quantity* reward acquainted
 20 Edward; 1 pos. wind inward awkward wild ward
 21 wield; 3 pos. backward outward; (f-hook) indefinite*
 22 defective; (n-hook) manipulate pattern tenant candid
 23 longitude mandate opponent benefit; (shun-hook) dedi-
 24 cation litigation intentional estimation*; (loops) ob-
 25 struct investigate* stipulate; (past tense) packed
 26 molested trusted manifested transcribed displayed
 27 employed adopted dispatched solicited specified
 28 searched risked kept; (halving principle applied twice)
 29 capitulate recapitulate estimate illegitimate (el) detect
 30 mutilate fortunate* protect* deduct latitude rectitude
 31 cataract; 1 pos. intent* mitigate; 3 pos. aptitude.

(150—3—2.)

EXERCISE 26.

272. 1. The-good is always beautiful, the-beautiful is good. 2. Goodness is beauty in-its-best estate. 3. Men often make up in wrath what they want in reason. 4. Let not the-sun go down upon thy wrath. 5. All things are artificial, for nature is-the-art of-God. 6. Biography is-the home aspect of history. 7. The-desire of knowledge, like thirst of-riches, increases ever with-the acquisition of-it. 8. Life is like wine; he who-would drink it pure must drain it to-the dregs. 9. Literature is-the thought of-thinking souls. 10. Doing good is-the-only certainly happy action of-a man's life. 11. A-life that-is-worth living at-all is worth writing minutely. 12. The universe would-not-be rich

enough to buy the-vote of-an honest man. 13. Character is-a perfectly educated will. 14. It-were joy to die if-there-be gods, and-sad to-live if-there-be none. 15. It-is-better to desire than to enjoy; to-love than to-be loved.

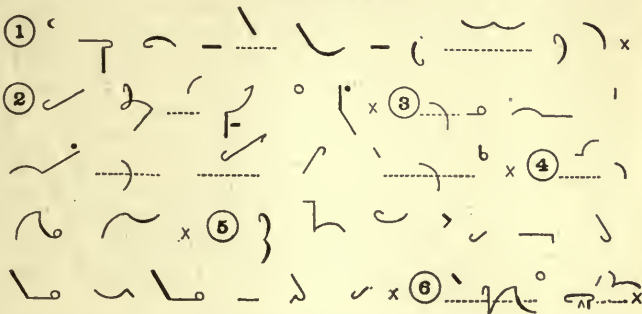
(168—2—1:15.)

273. SPEED SENTENCE. True wisdom is to know what-is-best worth knowing, and to-do what-is-best worth doing.

(6—1.)

274.

TRANSLATE.



KEY-BOOK.—Every student should make a key-book for his own use. For this purpose take a well bound blank book, of a good quality of ruled paper.

After your work has been corrected, copy the exercises, list-words, and translations, all in proper order, with an Index showing the page upon which the key for each particular lesson appears. A book of this character, if carefully made, and diligently used for the purpose of reference, will greatly facilitate the progress of its author, and make of him a more accurate reporter.

An occasional discrepancy will be discovered between the outlines here taught, and those given in the Pitman Dictionary. Our rule, however, has been not to depart from this generally accepted standard, only in those few instances where we believed there was good ground for it.

LESSON XXVII.

SHORTENED DOUBLE CONSONANTS.

275. KEY. 1. Glad brought spread gratitude degenerate overtake remonstrate discreet secret. 2. Enameled cultivate British secretary overture multiform predominate virtual seclude. 3. Cloud suffered shrewd effort predicate threat sacred verdict vertical. 4. Deplete exclude migrate destroyed graduate demonstrate fertile pervert penetrate. 5. Illustrated cupboard virtuous freedom frustrate scrutiny chartered glide scattered.

WORD AND PHRASE SIGNS. 6. Particular opportunity part party creature according according-to virtue child spirit delight guilt guilty. 7. Partake majority minority calculate political prosperity circulate co-operate hundred. 8. In-his-secret as-great-as from-it able-to Great-Britain for-the-most-part in-order-that in-order-to in-regard-to. 9. Till-it tell-it told until-it at-any-rate able-to-give-it with-regard-to at-all-its at-all-times toward towards.

PHRASES. 10. Able-to-think be-able-to British-America be-told-that for-my-part Court-of-Justice holy-spirit I-am-able-to with-regard-to-it.

SENTENCES. 1. Angels are bright still, though-the brightest fell. 2. Many delight more in giving of-presents than-in paying debts. 3. A-book may-be as-great-as a-battle. 13, 14 and 15. For key see list words, sec. 277.

276. Letters of the double and triple consonant series are also shortened to denote the addition of *t* and *d*, as in *glad*, *brought*, *spread*, *enameled*, etc. Ls 1 to 5 inclusive. The learner will observe in the examples given that both sounds expressed by the double consonant are pronounced *before* the added *t*.

277. 1 Using the l-hook and vowels: Plate blade plat; 2 1 pos. fleet flight bleed clod; (without vowels) inflate 3 blood glad flood cultivation* include preclude replied 4 tumbled coupled displayed tangled entitled employed 5 smuggled doubled assembled rambled pamphlet; 1 pos.

Plate 27.

1 c a 7 J 2 b p d. s

2 s o 3 q 4 r v e

3 c a 7 J 2 b p d. s

4 J e 7 b r h l

5 WORD-SIGNS. } 7 1 1

6 a r c c

7 e 7 b r h l

8 o a 7 b r h l

9 PHRASES. 6 b 1 b

10 7 7 7

① x ② r

..... b x ③ x

13 7 b c d

14 7 7 b r h l

15 7 7

6 plead blot plot; (r-hook) vocalize: trait brute prayed
 7 crowed cried; 1 pos. creed trite; (without vowels)
 8 gathered labored prospered papered uttered shirt
 9 tempered altered betrayed muttered offered silvered
 10 measured treasured record* clamored flattered traveled
 11 troubled fluttered glittered hammered scrupled arbi-
 12 trate aristocrat* culprit perpetrate vibrate great re-
 13 treat regret grade grateful celebrate democrat credible
 14 degrade defraud hatred emigrate third trade hypo-
 15 crite gratify bread dread intrude tread spread straight
 16 Elbert Frederick Richard Robert Gertrude Albert
 17 Alfred. (94-2-1:30.)

PHRASES.

278. Able-to-agree able-to-do according-to-a all-particu-
 lars be-called-upon be-told-so be-greatly called-upon
 for-great great-affairs great-applause great-danger great-
 deal great-difference great-difficulty great-favor great-
 many great-men great-nation great-opportunities great-
 pleasure great-principles great-respect great-truths great-
 value have-greatly have-told I-am-afraid I-am-told in-a-
 great-measure in-the-street in-this-world may-greatly to-
 be-able-to freedom-(of-the)-press gather-together great-ad-
 vantage.

EXERCISE 27.

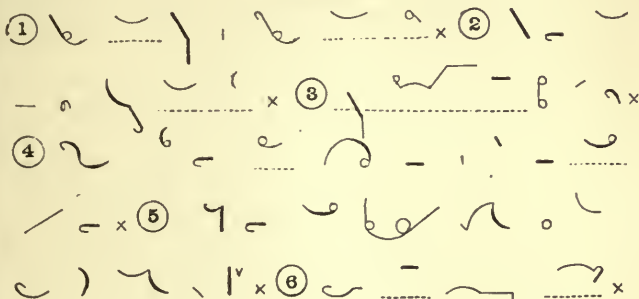
279. 1. To-do an evil action is base; to-do a good action,
 without incurring danger, is common enough; but it-is-the
 part-of-a good-man to-do great and-noble deeds, though-he
 risks everything. 2. Men resemble the-gods in-nothing so-
 much as-in doing good to-their fellow-creatures. 3. Heaven
 from all-creatures hides the-book of fate. 4. A-good heart
 will at-all-times betray the-best head in-the-world. 5. The-
 greatest trust between man-and-man is-the-trust of giving
 counsel. 6. The-next dreadful thing to-a battle lost is-a
 battle won. 7. It-is seldom the-case that beautiful persons
 are otherwise of-great virtue. 8. When clouds are seen

wise-men put on their cloaks. 9. There-can-be no Christian-ity where there-is-no charity. (134—1:30—1.)

280. SPEED SENTENCE. You-should cultivate a-good-memory in-order-that at-all-times you-may-be-able-to-report the-exact evidence which in courts-of-justice is sometimes given at-the rate of two hundred a-minute. (3—1.)

281.

TRANSLATE.



ITEMS OF INTEREST.—It has been observed that the pen of the long experienced stenographer follows the speaker almost automatically. It is indeed true that the reporter can, to a certain extent, take notes while thinking of something else. Stories are told of brilliant young writers taking a nap in the middle of a speech, without losing a single word that fell from the orator's lips. Some stenographers interest themselves with experiments as to how extensive arithmetical calculations can be made while writing one hundred words a minute. Many reports have been taken entirely in the dark; also, by reporters who were obliged to stand, holding their note-books against the wall.

LESSON XXVIII.

HALF-LENGTH FINAL HOOKED STEMS.

282. KEY. 1. Blind lend paved petitioned meant mitten funds drafts bends grand. 2. Round around drift dental talent superintendent stimulant suspend counter random. 3. Equivalent strengthened Ireland relevant supplicant frequent insolvent. 4. Landscape dependent craft hint fountain surround silent candor event. 5. Phantom country mankind expedient Atlantic identity suspend announcement. 6. Gentle authentic plunder blend bland frantic ornament.

WORD AND PHRASE SIGNS. 7. Prophet profit infinite derivative temperament testament intelligent island gentlemen gentleman imagined. 8. Cannot can-it may-nt behind be-nt which-ought-nt which-nt which-hd-nt which-wd-nt which-ought-to-hv-hd which-hv-hd which-wd-hv-hd. 9. It-ought-nt it-nt it-wd-nt it-hd-nt did-nt do-nt had-nt it-ought-to-hv-hd it-wd-hv-hd such-ought-to-hv-hd such-hv-hd such-wd-hv-hd. 10. Will-nt which-are-nt which-were-nt dare-nt upon-it on-the-one-hand it-will-not gave-it give-it we-are-nt were-nt. 11. It-will-hv-hd which-will-not have-not such-are-not such-were-nt on-either-hand on-the-other-hand they-are-nt there-would-nt why-nt in-point-of-fact.

PHRASES. 12. According-to-agreement at-the-same-moment cannot-expect did-not-entirely do-not-say human-kind if-it-did-not such-may-not-be.

SENTENCES. 1. We-must-always be doing or suffering. 2. The-entire ocean is affected by-a pebble. 3. Beauty lives with kindness. 4. You do-not believe; you on'y believe that-you believe. L 15. For key see list words, sec. 284.

283. Stems to which a final hook is joined are also halved, both *stem and hook being read before the added t or d*, as in *blind, lend, paved, petitioned*. *Meant*, for instance, is expressed by the shortened $\curvearrowright mn$, which is equivalent to *mn-t*. Here the character *mn* is regarded as indivisible, and is pro-

Plate 28.

1 s r v l a j e e d o

2 r a u p h l y m o z n

3 e e n s e l z e

4 m l e o u s z e

5 v r n y k p s u

6 WORD-SIGNS. s s s z n

7 WORD-SIGNS. s s s l h b y r v u

8 WORD-SIGNS. s s s i u l e e

9 WORD-SIGNS. j j j j b p p

10 r o y b s e p a s r

11 e o e o o o o z

12 PHRASES. s s s s s s s s

13 SENTENCES. ① s s \ ! ' s x ② s s s s

s x ③ s s s x ④ s s s s s s s x

15 s s s s s s s s

nounced first. In such case it is not allowable to sound *t* immediately after *m*, as in *met*, and before the reading of *n* expressed by the final hook. Hence, in *mitten* (L 1), and similar words in which *t* occurs before the sound indicated by the final hook, the halving principle cannot be applied.

284. 1 Write: 1 pos. gift mind appoint* kind drift;
 2 (n-hook) count tent faint fund lent mend paint vent
 3 dent tend rent lend bound bend round spend stand
 4 repent amend extent fount indent mound refund
 5 vacant violent moment accident disappoint disband
 6 husband ancient potent infant lament mount moun-
 7 tain patent patient payment ardent enchant demand
 8 extend tendency* depend movement valient resident
 9 serpent servant argument excellent* basement atten-
 10 tive coincident detriment urgent encounter discount
 11 impotent delinquent* distant document cogent instant
 12 elephant enactment repugnant opulent incident amaze-
 13 ment romantic* solvent subsequent* observant abscond
 14 memorandum* Maryland Richmond Edmund Omnipot-
 15 tent; (using el) elegant element aliment boundless
 16 incidental bundle candle; (using ar) indenture sur-
 17 mount venture remnant remainder slander* Raymond
 18 Roland; 1 pos. bond fond augment joined occupant
 19 joint point bind find kind appoint diamond; 3 pos.
 20 amusement apparent rudiment expand land account
 21 pound band cant; (n and l hooks) plant blunt applicant
 22 supplicant gland plunder* (ar) blunder (ar); (n and r
 23 hooks) grand brand front vagrant grand-jury president
 24 encouragement frequent* predicament precedent pre-
 25 vent reprimand superintend* transparent flagrant
 26 profound divergent fragrant pretend fragment brilliant
 27 ingredient; 1 pos. grind immigrant print; 3 pos.
 28 ground; (n and f hooks) pavement extravagant cove-
 29 nant achievement reverend; (n-hook twice) counte-
 30 nance* tangent penitent liniment monument mendicant
 31 abundant*; (initial n-hook) insolent insolvent; (prin-ci-

32 ple applied twice) respondent redundant dependent*
 33 candidate resentment* sentiment amendment* vindi-
 34 cate; 1 pos. treatment appointment* predominant*.

(181—4—3.)

PHRASES

285. According-to-agreement all-mankind by-his-own-statement cannot-be cannot-become cannot-do cannot-go cannot-make cannot-receive cannot-take do-not-doubt do-not-admit do-not-be do-not-know do-not-necessarily for-a-moment had-not-known have-found I-dare-not in-a-moment in-an-instant in-judgment my-mind on-account-of-many on-this-point some-cannot they-will-not this-department this-did-not this-point to-the-account-of very-frequently we-do-not what-cannot to-which-it-may-not this-country depend-upon-it great-extent which-is-believed you-are-determined.

EXERCISE 28.

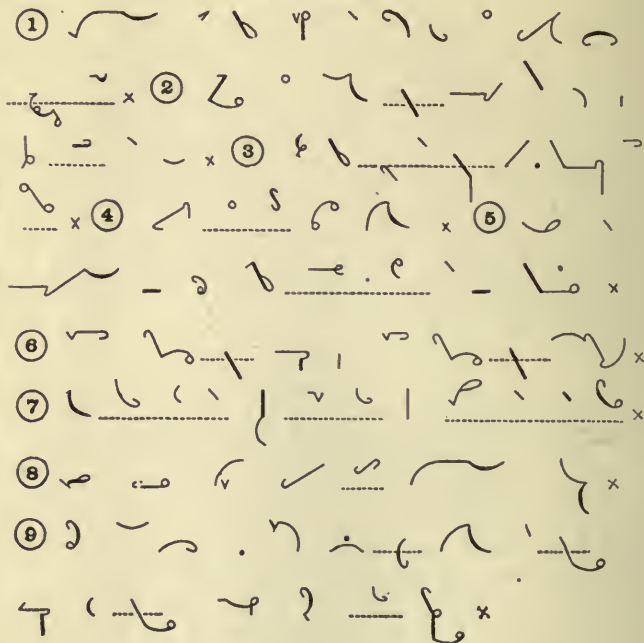
286. 1. Idlers cannot find time to-be idle, or-the industrious to-be at-leisure. 2. How slow the-time to-the warm soul that in-the-very instant it forms would-execute a-great design. 3. Nature has inclined us to-love-men. 4. In life we-shall find many men that are great and-some-men that are good, but very few-men that are both great and-good. 5. A-man is sure to dream enough before he dies without-making arrangements for-the-purpose. 6. Good counsels observed are claims to-grace. 7. If-there-is-anything that keeps the-mind open to angel visits, and repels the-ministry of ill, it-is human-love. 8. Age, that-lessens the-enjoyment of-life, increases our desire of-living. 9. We-do-not count a-man's years until he-has-nothing else to-count. 10. There-is-no-such-thing as chance; and what seems to us merest accident springs from-the deepest source of destiny. 11. Do-not-ask if-a-man has-been through college; ask if-a college has-been through him, if-he-is-a walking university.

(182—2—1:15.)

287. SPEED SENTENCE. The-greatest events of-an age are-its best thoughts. It-is-the nature of-thought to-find its-way into-action. (5-1.)

288.

TRANSLATE.



TO THE TEACHER.—Dictate the following sentence to the class, requiring the pupils afterwards to read it backwards :
 Receive than give to blessed more is it that believes world
 the tribe that all and envy hatred jokes practical sarcasm of
 matter the in. Noel Random.

LESSON XXIX.

HALF-LENGTH L, R, M, N.

289. $\left(L, \right) r, \frown m, \smile n$, are thickened when halved to express *d*, as in *read*, *failed*, *made*, *need*, L 1. This practice adds to the legibility of short-hand. The characters thus produced, $\left(ld, \right) rd, \frown md, \smile nd$, will not be mis-

taken for shortened $\left(y, \right) w, \frown mp$, and $\smile ng$, for the reason that these four letters are not halved, except in a few specified cases, as *attempt*, *wheat*, *longed*, L 2. The downward *l* is always used when shaded to express *d*, as in *failed*. These letters, however, are not shaded to indicate *d* when either the *w* or *n* hook is attached, as in *wild*, *arraigned*, *mind*, *wend*. Also, *l* is struck upwards after *ms*, and hence cannot be shaded to express *d*, as in $\frown 6$ *mis*laid.

290. A final half-length $| t$, denoting *tute*, *tude*, or *ted*, is disjoined in some cases in order to render it distinguishable, as in *institute*, *treated*, *multitude*, L 1.

When reading half-length stems, not only the s-circle, but the st-loop, is pronounced after *t* or *d* has been sounded, as in *midst*, *didst*, *greatest*, L 3.

291. When one or several hooks, circles and vowels are appended to a shortened stem, the order of pronunciation is a source of some little embarrassment to most beginners. *Just where* or *when* to sound the *t* is the question. To further clear away this difficulty, let us analyze the outline

$\nearrow 9$ *restraints*. Directing our attention to the second syllable, we find in addition to *a*, six consonants all expressed by one movement of the pen. The consonants of this syllable, *s-t-r-n-t-s*, are expressed in this manner: *s-t-r* by the triple

consonant \uparrow *str*, *n* by the final hook (implied), *t* by the shortening principle, *s* by the circle. Here, *t*, as in all such cases, is sounded before, *immediately before*, the final s-circle. It may seem a little extraordinary that *t* (which is

expressed by halving) should occur between *n* and *s*, although these two sounds, *ns*, are *both indicated by a single sign*, namely, the *s*-circle, struck on the left side of the stem. This may appear complicated, but it is not really so; the observant learner will not be embarrassed by it. Bear distinctly in mind that *the final circle is always read last*, and that *t* is sounded just before it. When no final circle occurs, then *t* is pronounced last, that is, after the stem and all appended hooks, circles and vowels have been sounded.

292. KEY. 1. Institute treated multitude read failed made need laid yield. 2. Wild around mind wend attempt wheat longed herald standard coward defend. 3. Midst didst greatest Indiana afford ordinance redemption modern index undoubtedly prompt.

WORD AND PHRASE SIGNS. 4. Immediately under hand hold held lord word heard hard individual. 5. Downward forward undergo afterward behold short-hand hand-in-hand before-hand great-extent Word-of-God. 6. Hazard hand-writing landlord understand greater-than ladies-and-gentlemen advancement hardware handsome.

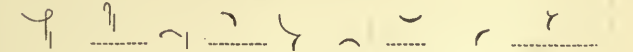
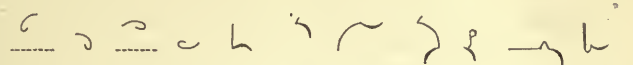
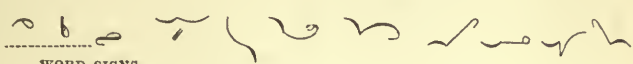
PHRASES. 7. May-not-be Mr.-President words-of-my-text words-of-our-text this-will-not been-understood for-the-Word-of-God what-in-the-world. 8. Need-not through-the-world under-such world-of-nature world-to-come of-which-it-may-not-be you-will-not if-it-do-not. 9 and 10. For key see list words, sec. 294.

SENTENCES.. 1. The-path of glory leads but to-the grave. 2. He-makes no friend who-never had-a foe. 3. Every-man desires to-live long, but no man would-be old. 4. By steps we-may ascend to God. 5. They say women and-music should-never be dated. 6. Where there-is-no hope there-can-be no endeavor. 7. Few people know how to-be old.

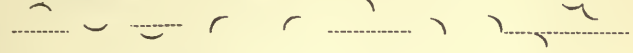

293. It is often inexpedient to use a half-length letter when the angle formed by its juncture with another consonant is not sufficient to render it read'ly distinguishable; *e. g.*, in

(looked, the shortened *k* should not be used, since the


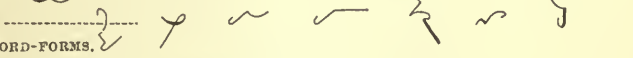
Plate 29.

1 
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WORD-SIGNS.

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5 
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PHRASES.

7 
8 

WORD-FORMS.

9 
10 

SENTENCES.

① 
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③ 
④ 
⑤ 
⑥ 
⑦ 

combination *l-kt*, when written quickly, would have the appearance of lengthened *l*. For similar reasons the halved *sh* should not be used after *l*; *n*, *f*, or *v* after *t* or *d*; *t* after *t* or *d*, or *k* after *f* or *v*.

294. 1 Using *ld*, write: Load scold lead fold manifold
 2 mould Springfield unfold old led sold crawled drilled;
 3 1 pos. lead leader mild field; 3 pos. loud lad mood;
 4 (*rd*) absurd deplored beard yard Leonard sword;
 5 1 pos. kindred read (verb) redeem; (*md*) mud modify
 6 meditate* blamed inflamed claimed blossomed drummed
 7 toiled meddle; 1 pos. medium* modulation mid mid-
 8 night middle midst model moderate; 3 pos. mad;
 9 (*nd*) defend end endless* send defendant* ascend
 10 ascendant descend descendant endeavor* indolence*
 11 indolent indigent indivisible indulge* reasoned inde-
 12 pendent* errand transcend; 1 pos. need needless (el)
 13 needle (el) Indian indicate* indication intend; 3 pos.
 14 san^r; (disjoined *ted*) dated destitute dreaded; 3 pos.
 15 attitude. (79—1:45—1.)

PHRASES.

295. Have-believed in-the-country in-the-land my-good-
 friend some-account they-did-not we-had-not be-made
 do-not-understand have-understood I-am-informed I-un-
 derstood my-own-understanding should-understand this-
 understanding under-which under-this which-is-understood
 under-the-present-circumstances absolutely-indispensable
 do-not-have-time world-(of)-fashion world-(of)-spirits.

EXERCISE 29.

296. 1. Adversity is-the trial of-principle. 2. Without-
 it a-man hardly knows whether he-is-honest or-not. 3. Act
 well at-the moment and-you-have performed a-good action
 to all-eternity. 4. For-my-own part I-had-rather be old
 only a-short-time than-be old before I really am so. 5. A-
 merry heart doeth good like-a medicine, but-a broken spirit
 drieth the-bones. 6. Heaven's eternal wisdom has decreed

that man of man should ever stand in-need. 7. Hatred is always honest, rarely, if-ever, assumed. 8. So-much cannot-be-said for-love. 9. O, how-much more doth beauty beauteous seem by-that sweet ornament which-truth doth give. 10. There's-a divinity that shapes our ends, rough hew them how we-will. 11. Genius makes-its observations in short-hand; talent writes-them out at-length.

(141-1:30-1.)

297. SPEED SENTENCE. The-great man is-he who in-the-midst of-the crowd keeps with perfect sweetness the-independence of solitude. (5-1.)

298.

TRANSLATE.

Handwriting practice exercises for shorthand, numbered 1 through 9, showing various symbols and strokes. The exercises are arranged in rows, with some symbols marked with 'x' to indicate specific points or corrections. The symbols include various curves, lines, and combinations of these elements, representing different shorthand characters or strokes.

LESSON XXX.

INTERVOCALIZATION.

299. KEY. 1. Cheer Abigail Margrave gill fill Palgrave chart chill. 2. Cork gold ruling tolerable purchase armful sport accord. 3. Child signature require foil fowl lecture qualify picture. 4. Core gall shoal epicure prevail jealous school corporal. 5. Persevere correspondent preliminary fur gal carve nurse encore. 6. Engineer pilgrim utility volume balcony partial Delaware guilt. 7. Miracle skill delicate derange falter Virginia secure security. 8. Legislature derogatory mortal ordinary voluntary moral insurance Baltimore. 9 to 13 inclusive. For key see list words, sec. 303.

SENTENCES. 1. In a-better world we-will-find our young years and-our old friends. 2. The child is tather of-the man. 3. Admiration is-the daughter of ignorance.

300. Any letter of the double or triple consonant series may be *intervocalized*, by which is meant the vowel may be placed in such a manner as to be read *between* the two consonants. *E. g.*, — *kr*, with the dash vowel *i o* struck through it, is read \leftarrow *core*. Here the vowel is read *after k* and *before r*. Second and third place vowels are struck *through the stem*, but first-place dashes are written *just before*, as in *gall*, L 4. When a dot vowel is to be written, a small circle is used instead, and placed *before the stem if long*, as in *cheer*, *Abigail*, *Margrave*; and *after it if short*, as in *gill*, L 1.

301. This principle is not of frequent application; it is, however, essential thoroughly to learn the signs here explained. One advantage secured by the principle of intervocalization is the use of briefer outlines than would otherwise be admissible. Since it is the rule not to form any outline too brief for vocalization, the sounds expressed by the double consonant stems, *pr*, *tr*, *pl*, *tl*, etc., would have to be written with the long \curvearrowright *r* or \curvearrowleft *l* in many cases where the hooks may now be used instead. In moral (L 8), for example, the outline *mr-l* is proper, *since it will admit of vocal-*

Plate 30.

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
WORD-FORMS.

- 9
- 10
- 11
- 12
- 13

SENTENCES.

- ①
- ②
- ③

ization; otherwise the r-hook could not be employed.

302. The double-length curves may be intervocalized by striking the vowel-sign through the stem, as in  *entire*.

303. 1 Intervocalize: Cur cull gull fort board port
 2 chart dirt purse spur terse course college impulse
 3 infer infirm invalid curb North* morality shirk pursue
 4 corner ridicule darling sharp thirst till term agricul-
 5 ture* capture cargo culture decorum calico distil
 6 parlor* porter portray purple turkey valid George.
 7 Without vowels: elaborate* enormity demoralize* jour-
 8 ney nerve nervous nourish perceive perjure person
 9 endorse pursued recall regulate* telegram* Thursday
 10 vulgar corporate incorporate director divulge farthing
 11 marble marshal* nursery nurture obscure parcel
 12 shark singular* torpedo valedictory vinegar volcano
 13 Charles; (sez) persist paralysis parenthesis; (f-hook)
 14 gulf turf telegraph imperative narrative; (n-hook) bur-
 15 den margin pardon pertain diligence jurisprudence
 16 terminate German bargain cosmopolitan galvanic
 17 Mormon northeastern* Morgan; (shun-hook) perception
 18 circulation* partition jurisdiction corruption regula-
 19 tion*; (rel-hook) journal* normal personal* phrenology;
 20 (halving) carpenter garment departure (ar) invert
 21 market merchant merchandise mercantile (el) particle
 22 partner regard record transport Vermont Pittsburg
 23 deliberate* correspond* correspondence default forbid
 24 parliament persecute portrait purport recorder scarlet
 25 told velvet Arnold. (139—2:45—1:30.)

PHRASES.

304. In-course-of it-is-calculated political-agitation po-
 litical-power so-sure that-is-where towards-it towards-such
 towards-another towards-that towards-the towards-this
 very-short very-sure which-surely as-it-certainly as-little-
 as-possible between-the between-which by-which-it-seems
 by-which-it-was East-Indies for-the-present very-certain
 future-time if-it-be if-it-does if-it-is-not if-it-is-possible if-

it-were in-fact it-is-better-than it-is-no-doubt seems-to-me more-certain must-not no-better-than not-absolutely not-generally ought-to-be.

EXERCISE 30.

305. 1. Action is eloquence, and-the eyes of-the ignorant more learned than their ears. 2. It-is often better to-have a-great-deal of harm happen to-one than-a-little; a-great-deal may arouse you to remove what-a-little will only accustom-you to endure. 3. There-is-nothing that-makes-its-way more-directly to-the soul than beauty. 4. We-make way for-the-man who boldly pushes past us. 5. Your-little child is-your only true democrat. 6. Childhood shows the-man as-the morning shows the-day. 7. Defeat is-a school in-which truth always grows strong. (101—1:10—:45.)

306. SPEED SENTENCE. Rich-men without wisdom and learning are called sheep with golden fleeces. (9—1.)

307. BUSINESS LETTERS.

(To be phrased by the student.)

CINCINNATI, March 18, 1886.

MESSRS. W. FROTHINGHAM & Co., Louisville, Ky.

Dear Sirs:—We shall offer to-morrow, March 19, at 4½ net, by case only, our entire stock of Dunnell fancy prints, embracing all the seersuckers, satines, and special styles. We shall be pleased to have your house represented.

Very truly yours,

DONALDSON, BOGARDUS & Co.

308. NEWARK, N. J., June 22, 1886.

E. D. GILDERSLEEVE, ESQ.

Dear Sir:—Orders received and shall have prompt attention. We did not expect to stop at all, but owing to removal will have to suspend about one week after July 4th. Any orders up to that time we can fill as usual. Owing to increased trade, and not having room enough, we have built a factory which we will occupy about July 10th.

Yours very truly,

MCNEIL, ANDERSON & Co.

LESSON XXXI.

PREFIXES.

310. The commonest prefixes and affixes are provided with brief signs, the greater number of which are joined to the main outline.

List of prefixes: Con com cog counter contra contri contro circum self inter intro anti magna magni super mal post.

Con, com and cog are indicated by a dot, as in *compress, conduce, cognition*. L 1. In most cases, however, this dot is entirely omitted with no loss of legibility. In such cases the safest practice is to refrain from phrasing with preceding

words. To illustrate, (S *they-complain* should not be phrased, whereas ({ *they-plan* should be. The fact that *complain* is not joined to *they* is indicative of the prefix *con*, and the dot sign need not be written.

Con, com, cog, when medial are expressed by separating the preceding from the following portion of the word, as in *accommodation, accompany*, etc., L 4.

Counter, contra-i-o, are indicated by a slanting tick, as in *countermarch, contradiction, contribution*, L 1.

Circum, self, are denoted by the s-circle, as in *self-consciousness, circumvent*, L 2.

Inter, intro, anti, ante, are denoted by the shortened *n*, joined to the remaining part of the word, as in *interview, introduce, antiseptic*, L 2.

Magni, magna, may be indicated by the disjoined *m*, as in *magnify*, L 2.

Mal, post, super, are commonly expressed by the characters,

(ml, \ ps, / spr, as in *malcontent, postman, supervene*, L 2.

Prefix-signs should always be written previously to forming the remaining portion of the word. Speed is interfered with

when the reporter must go back and place these marks after the body of the word has been written.

311. KEY. 1. Compress conduce cognition accommodate recommend countermarch contradiction contribution. 2. Interview introduce antiseptic self-consciousness circumvent magnify mal-content postman supervene. 3. Commit commodity contemporary conquest community commentary confess compensate. 4. Accommodation accompany reconstruct recognition excommunicate incomprehensible conjunction inconsistent. 5. Counterbalance counterpart interpose interrogation internal interrupt antiquary discontent interest. 6. Commission compensation contempt command confidence composition constitute commencement conductor. 7 to 10 inclusive. For key see list words, sec. 312.

WORD-SIGNS. 11. Circumstantial malpractice construction constructive incompetent consequence consequent consequential. 12. Unconcern comprehend comprehensive antiquity antiquarian consider consideration reconsider confidential.

PHRASES. 13. For-a-consideration I-am-content in-his-opinion in-his-own-interest it-is-interesting under-any-circumstances every-circumstance that-conclusion.

SENTENCES. 1. Active natures are rarely melancholy. 2. Our actions are our-own, their consequences belong to Heaven. 3. Love is incompatible with fear.

312. In the following list, the *prefixes*, printed in italics, are to be represented by the signs just explained. The syllables enclosed in brackets may also be written, but as these are common words, the prefix signs are usually omitted altogether.

- 1 *Com*-pass *com*-pose (con)vict (con)tinual (el) (con)-
- 2 temporary (emp) *inter*-pose *con*-sole *inter*-fere* *circum*-
- 3 navigate *con*-ceit *con*-ciliate *con*-demn de-*com*-pose dis-
- 4 *com*-pose dis(con)tinue *inter*-nal* re-*cog*-nize re-*con*-cile
- 5 *self*-ish* un(con)scious *anti*-thesis *comm*-ittee *com*-pile

6 *con-cede* *mis-con-ceive* (com)pare *counter-check* *post-*
 7 *paid* *con-spire* (con)veyance *con-voke* (com)parison
 8 *con-ceive* (con)form (con)scientious* (con)scious (con)-
 9 sist; 1 pos. *con-sign* *con-veal* *counter-sign*; 3 pos. *con-*
 10 *duce* (con)sume *inter-view*; (l-hook) *con-stable* *in-com-*
 11 *parable* *in-con-ceiveable* (accom)plish* (com)pel (con)-
 12 *flict** *inter-val*; (r-hook) *con-cur* *con-fer* *circum-ference*
 13 *in-com-prehensible* *pre-con-ceive* *self-control* (con)firm
 14 (con)gress (con)trary (con)verse *enter-prise**; 3 pos.
 15 (con)strue *mis-con-strue*; (f-hook) (con)servative (con)-
 16 trive (con)trivance; (n-hook) (con)tain (con)tains *con-*
 17 *fine* *counter-balance** *contra-vene* *in(con)venience* *re-*
 18 *com-pense* (com)panion. (com)plain (con)cern* (con)-
 19 science (con)stancy (con)strain (con)venience* (con)vince
 20 *enter-tain* *inter-vene*; 1 pos. *counter-mine*; (shun-hook)
 21 (com)mission (com)petition (con)fession *counter-action*
 22 *re-comm-ensation** *anti-cipation* (com)plexion (con)ces-
 23 sion (con)clusion (con)demnation (con)solidation (con)-
 24 viction (con)templation (emp) *inter-pretation* (com)bina-
 25 tion (con)dition (con)ception *contri-bution* *con-version*
 26 *inter-jection* (con)gregation; 1 pos. (com)pletion; 3 pos.
 27 *con-fusion* (com)passion; (s-shun-hook) (com)position;
 28 (st-loop) *con-test* *con-trast* *com-posed* *con-gestion** *con-*
 29 *text* (con)stitution*; (halving) *circum-spect* *com-bat*
 30 (con)template (emp) (com)ment (con)duct (con)sent
 31 *con-cert* (con)descend (con)sult *inter-dict* *dis(con)nect**
 32 *com-patible* *incom-plete** *inter-sect* *mis(con)duct*
 33 *recomm-end** *self-esteem** *anti-cipate* *anti-dote* (con)-
 34 duct *non-con-ductor** (com)parative* (com)PLICATE (com)-
 35 pliment (con)sonant* (con)struct* (con)tact (con)tribute
 36 *contra-dict*; 1 pos. *counter-feit* *com-plete* (con)venient
 37 *interr-ogation**; 3 pos. (con)clude (comm)unicate;
 38 (r-hook) (com)fort *con-vert* (con)gratulate* (con)gratu-
 39 lation *inter-pret*; (n-hook) *com-pound* (con)tingent
 40 (dis)con-tent (con)tent (con)straint (com)plained (con)-
 41 fident (con)sistent* (con)stant (con)stantly* *con-tend*.

PHRASES.

313. Every-consideration great-interest I-am-considered in-circumstances in-his-interest into-consideration some-consideration take-into-consideration that-circumstance this-circumstance this-conclusion.

EXERCISE 31.

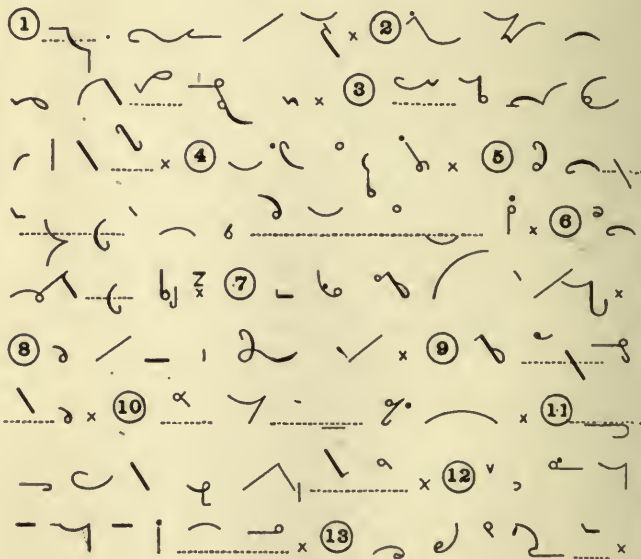
314. 1. No man should-be so taken-up in-the search of-truth as thereby to neglect the-more necessary duties of active-life; for after-all is-done it-is action only which-gives a-true value and commendation to-virtue. 2. No-one knows what he-is doing while he-is acting rightly, but of what-is wrong we-are always conscious. 3. Prosperity is too apt to-prevent us from examining our conduct, but-as adversity leads us to-think properly of-our state, it-is-most beneficial to us. 4. Our dependence upon God ought-to-be so entire and-absolute that-we should-never think-it necessary in-any-kind of distress to-have recourse to-human consolations. 5. He who-would pass the-declining years of-his-life with peace and-comfort should when young consider that-he-may one-day be old, and-remember when-he-is old that-he-has once been young. 6. The integrity of-men is-to-be measured by-their conduct, not by-their profession. 7. He who-has lost confidence can lose nothing more. 8. Confidence in-conversation has-a greater share than wit. 9. The conscience is more wise than science. 10. He-is richest who-is content with-the least, for content is-the wealth of nature. 11. Reasonable men are-the-best dictionaries of-conversation. 12. Silence is one great art of-conversation. 13. Fear God and-keep his commandments, for-this-is the whole duty of man. 14. Gain may-be temporary and-uncertain; but ever while you-live expense is constant and-certain; and-it-is easier to build two chimneys than to keep one in fuel. 15. If-a-good face is-a letter of recommendation, a-good heart is-a letter of-credit. 16. The-worth of-a state in-the-long run is-the-worth of-the individuals composing it. 17. Liberality consists less in giving much than-in giving with-discretion.

18. The-human-race is-in-the-best condition when-it-has-the greatest degree of-liberty. 19. While we-are reasoning concerning life, life is gone. 20. Prudence and-love are inconsistent;in proportion as-the last increases the-other decreases. 21. The-most manifest sign of wisdom is continued cheerfulness. (364—4:30—3.)

315. SPEED SENTENCE. He-is happy whose circumstances suit his temper; but he-is more-excellent who-can suit his temper to any-circumstances. (5—1.)

316.

TRANSLATE.



PHRASING.—It sometimes transpires in reporting that a phrase, which extends below the line, will be intersected by another phrase in the line beneath. Of this, however, there are no bad consequences.

LESSON XXXII.

AFFIXES.

317. List of affixes: *Ing ings ship ble bly ility ality arity self selves ful hood soever ture ly.*

The *dot*, *circle* and *tick*, are used to denote *ing*, *ings* and *ing-the* respectively, in cases where the letter *ng* cannot conveniently be joined, as in *preserving*, *castings*, *doing-the*, L 1.

The *s* and *sez* circles denote *self* and *selves*, as in *himself*, *ourselves*.

Ship is expressed by *sh*, as in *friendship*. But in order to avoid unsuitable outlines, *sh* is sometimes disjoined, as in *lordship*, *courtship*.

The endings, *ility*, *ality*, *arity*, are signified by the detachment of any letter from the preceding part of the word, as in *barbarity*; *fidelity*, *instrumentality*, L 2.

The terminations, *ble*, *bly*, *ful*, are often indicated by *b* and *f* simply, as in *admissible*, *disgraceful*, Ls 3 and 4.

Mnt, when written separately from the preceding part of the word, indicates *mental*, as well as *mentality*, as in *instrumental*, L 2.

Hood is denoted by *d*, usually joined, as in *womanhood*.

The ending, *soever*, is written *sv*, as in *whensoever*, L 4.

Ture is expressed by *tr*, as in *structure*, L 1.

When rendered desirable by convenience or angularity, final *l* is disjoined to express *ly*, as in *vastly*, *beastly*, L 3.

The prefix and affix signs cannot of course be employed when the syllables they represent are independent words, as *ship*, *con*, *self*, *counter*, etc.

318. 1 Write: *Debil-ity vit-ality stab-ility** instrument-
2 *ality legib-ility reliab-ility famili-arity cast-ing observ-*
3 *ing hust-ings disgrace-ful sensi-ble advisa-ble your-self**
4 *it-self priest-hood who-soever* host-ility; 1 pos. my-self**
5 *thy-self divisi-ble; 3 pos. our-selves* admissi-ble town-*
6 *ship; (halving) hospit-ality individu-ality* hard-ship*
7 *lord-ship court-ship partner-ship accounta-ble admitt-ing*

8 bleed-*ing* treat-*ing* putt-*ing* plead-*ings* debat-*ing* dread-
 9 *ing* funda-*mental** orna-*mental** supple-*mental* regi-
 10 *mental* detri-*mental* ele-*mental* horseman-*ship* scholar-
 11 *ship* workman-*ship* fellow-*ship* where-*soever** which-
 12 *soever* whom-*soever*. (49—1—:30.)

319. KEY. 1. Preserving castings doing-the himself ourselves accountable lordship friendship graceful structure. 2. Fidelity individuality barbarity credulity hospitality formality instrumental legibility. 3. Vastly beastly regularity illegibility intellectuality womanhood disgraceful township courtship. 4. Whenssoever ostensible citizenship engravings fixture manhood childhood admissible yourselves.

PHRASES. 5. Political-principles short-space-of-time as-little-as by-which-it-may-be by-which-it-would-be for-some-time if-it-is it-is-absolutely-necessary. 6. Let-us-be most-natural must-not-be present-question such-is-not-the-case this-is-not-the-case thought-we-were to-state.

SENTENCES. 1. No sensible-person ever made-an apology. 2. To-love-one that-is great is almost to-be great one's-self. 3. No man was ever so-much deceived by another as by himself. 4. Self-trust is-the essence of heroism.

PHRASES.

320. Take-some-time that-does-not that-thought there-certainly there-is-absolutely there-is-no-doubt there-might they-are-certain-that they-are-sometimes they-thought this-has-not this-is-intended this-is-no-doubt this-is-not this-no-doubt thought-this to-certain to-prevent to-which-it-can to-which-it-is to-which-it-may very-certain was-no-doubt we-thought what-might which-is-no-doubt which-must-not who-had-not without-doubt without-his-knowledge without-it without-such without-that without-their without-them without-this.

EXERCISE 32.

321. 1. The-more a-man denies himself the-more he-shall

Plate 32.

- 1
- 2
- 3
- 4

PHRASES.

- 5
- 6

SENTENCES.

- ①
- ②
- ③
- ④

TRANSLATE.

- ①
- ②
- ③
- ④
- ⑤
- ⑥
- ⑦
- ⑧

obtain from-God. 2. He that-has-never known adversity is but half acquainted with others or-with himself. 3. Beauty, like truth and-justice, lives within us; like virtue and-like moral law, it-is-a companion of-the soul. 4. Man believes himself always greater-than he-is, and-is esteemed less-than he-is worth. 5. Without content we-shall find it almost as difficult to-please others as ourselves. 6. Dignity consists not in-possessing honors, but in-deserving them. 7. Economy is of-itself a-great revenue. 8. The-best and-highest part of-a man's education is-that-which he-gives himself. 9. The-more you speak of-yourself the-more you-are likely to-lie. 10. All-men would-be master of-others, but no man is lord of-himself. 11. No man is happy who does-not-think himself so. 12. Think wrongly if-you please, but in-all-cases think for-yourself. 13. Do-not speak of-your happiness to-a-man less fortunate than yourself.

(172—2—1:30.)

322. SPEED SENTENCE. Every-person has two educations, one-of-which he-receives from-others, and-one more-impor-tant which he-gives himself. (5—1.)

QUESTIONS FOR REVIEW.



Name the initial hooks. Name the final hooks. Give a word in which the f-hook should be used; the shun-hook; the w-hook; the r-hook; the n-hook; the l-hook. In what cases is the s-circle written within the hook, and when is the hook changed to a circle to indicate that *s* is to be added? What is a triple consonant? Give three words containing one of these. Give three words in which the st-loop is used; the str-loop. Three words in which the lengthened curve is used to express the added *tr*; *dr*; *thr*. What is the *halving principle*? What does it express? In what manner is this applied to *l*, *r*, *m* and *n*? Which is pronounced first, the added *t*, or a hook which is attached to a shortened stem? When intervocalizing a word, how is a dash-vowel written? —a dot-vowel? Give three words containing prefixes; three containing affixes.



LESSON XXXIII.



VARIABLE LETTERS.

324. *L*, *R*, and *Sh* are called *variable letters*, because they are struck both *upward* and *downward*. The choice is in the main governed by a few simple rules. The up-strokes are known as *lay*, *ray*, and *shay*; the down-strokes, *el*, *ar*, and *ish*. The first two of the upward (*lay* and *ray*), and the third of the downward strokes (*ish*), are employed so much more commonly than the others, that the learner's best plan is simply to commit to mind the *exceptional cases* in which these remaining three (*el*, *ar*, and *shay*) are used. Right at the outset it should be observed that the selection of any one of these letters, instead of its mate, is in order, first, to secure angularity; second, to indicate the location of certain vowels, thus increasing legibility; third, to give greater ease of execution. It is not deemed expedient to point out the various rules, with the numerous exceptions thereto, by which each individual outline is governed. By such the student would be not so much aided as bewildered.

325. It is a principle of short-hand to write *syllables*, rather than *words* or *letters*. This in a large measure determines the choice of *r* and *l*. When these occur in the middle of a syllable, they are usually expressed by hooks, as in

 com-*pli*-cation,  re-*tri*-bution; if, at the begin-

ning of a syllable, the up-strokes *ray* and *lay* are commonly used, as in  pro-*ro*-gue,  un-*love*-ly; if, at the end of a syllable, the down-strokes *ar* and *el*, as in

 dis-*arr*-ange,  in-*el*-igible.

Note will be taken that in the names of these letters, *lay*, *ray*, *el*, *ar*, the consonant begins or ends the word in conformity with this rule.

326. 1. KEY. Ledge Lehigh repeal rage Rome alkali alike elect early ark. 2. Alight elbow arch arrive cherry faro chair fair pompadour. 3. Curl scroll score declare choir mire cohere roar. 4. Rowley scaly folly Conley kingly wrongly bile assail. 5. Fill veal rill cool scowl Ariosto Mozart closer miser. 6. Spinner joiner Stanley blandly spindle meaner chaffer jovial. 7. Recover engraver gruffly scorn turn burn bereave observe. 8. National Congregational rational tush dish fish fishy. 9. Mulish shell-fish finish vanish shaker sugar babyish.

PHRASES. 10. You-are are-you are-they are-many are-such-as-many-as-are this-will this-will-not. 11. Will-there as-many-as-will I-shall-have you-shall-have shall-there-be there-shall-be shall-greatly it-shall-never.

12. Lucy Elsie lack alack long along ledgy elegy. 13. Lame alum logical illogical lament element artistically artistical. 14. Race erase rest arrest auditory auditor resolute irresolute. 15. Sorrows source rock arc tarry tear chary chore.

RULES.

327. 1. When *l* or *r* begins a word, strike it upward, as in *ledge*, *Lehigh*, *repeal*, *rage*.

Exception. To secure angularity, use *ar* if it is followed by \curvearrowright *m*, as in *Rome*. L 1.

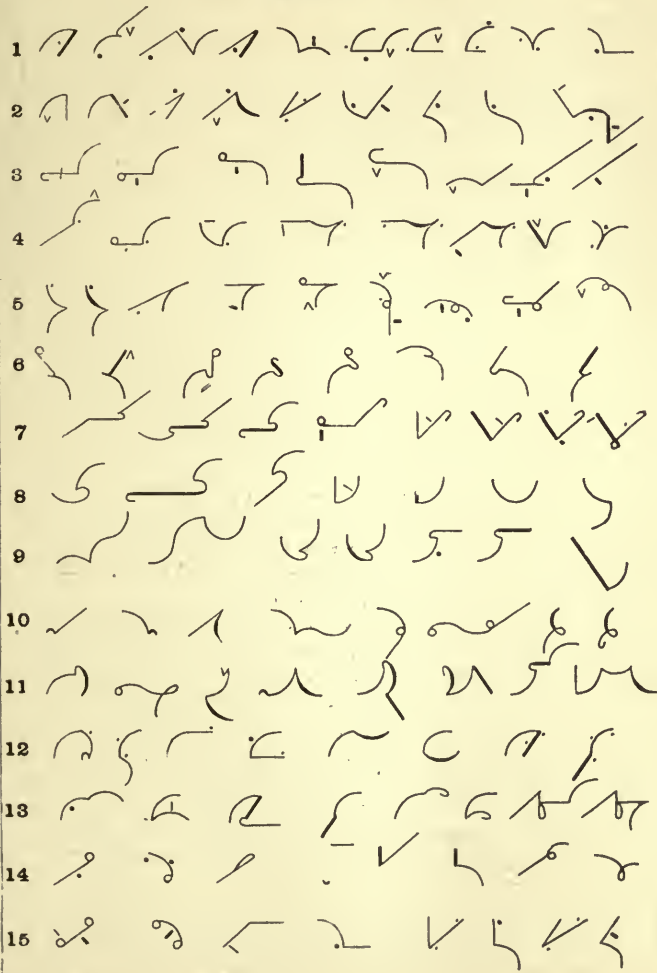
2. When either of these letters is preceded by an initial vowel, use the downward stroke, as in *alkali*, *alike*, *elect*, *early*, *ark*. L 1.

Exception. When either is immediately followed by a downward letter, use *lay* or *ray*, even though it is preceded by an initial vowel, as in *alight*, *elbow*, *arch*, *arrive*. L 2

3. When *r* is the last consonant, but followed by a vowel, use *ray*, as in *cherry*, *faro*. When *r* is the last consonant, and not followed by a vowel, use *ar*, as in *chair*, *fair*. L 2.

Exceptions. (a) Final *r*, however, should be struck upward, even though not followed by a vowel, in cases where

Plate 33.



the use of *ar* would carry the word two spaces below the line, as in *pompadour*.

(b) At the end of words always use *lay* after $\text{— } kr$ and $\text{— } skr$, as in *curl*, *scroll*.

(c) At the end of words use *ar* after $\text{— } sk$, $\text{— } kl$, $\text{— } skl$, and $\text{— } kw$, as in *score*, *declare*, *choir*.

(d) *Ray* is always used after $\text{— } m$, $\text{— } hay$ and $\text{— } ray$, as in *mire*, *cohere*, *roar*, L 3.

4. When *l* is the last consonant and followed by a vowel, *lay* should be used, as in *Rowley*, *scaly*, *folly*.

Exception. After $\text{— } n$ and $\text{— } ng$ always use *el*, whether followed by a vowel or not, as in *Conley*, *kingly*, *wrongly*, L 4.

5. Final *l* is, indeed, *most commonly* struck upward, even though *not followed by a vowel*, as in *bile*, *assail*; but when not followed by a final vowel, is *always struck downward* after $\text{— } f$, $\text{— } v$, $\text{— } ray$, $\text{— } k$, and $\text{— } sk$, as in *fill*, *veal*, *rill*, *cool*, *scowl*, L 5.

HOOK AND CIRCLE MODIFICATIONS.

328. These rules are affected to some extent by the intervention of the s-circle and final hooks between *l* and *r* and the stems which immediately precede them.

1. The occurrence of a circle between two letters does away the need of an angle otherwise necessary. For example, *ars* may safely be written before *t*, as in *Ariosto*, though *t* cannot follow *ar* standing alone. In *Mozart* and *miser*, the occurrence of the circle renders it practicable to use *ar*, which is desirable in these cases. Instead of using *ar* after $\text{— } kl$, the intervention of *o'iss* makes it desirable to write *ray*, as in *closer*. Hence the occurrence of the s-circle in such connection does away the necessity of keeping angularity in view when choosing between upward and downward *l* and *r*. L 5.

2. The occurrence of a final hook (*n*, *f*, or *shn*) in connection with the stem which precedes *l* or *r*, has much to do

with determining the direction, upward or downward, of these letters. In most such cases it is convenient to strike them in one direction only, as will be apparent to the writer. For example, the n-hook occurring after $\backslash p$, $| t$, $/ ch$ and their cognates, must necessarily be followed by *ar* or *el*, as in *spinner*, *joiner*, *Stanley*, *blandly*, L 6. After $\curvearrowright mn$, also, *ar* should be used, as in *meaner*. After $\swarrow chf$, $\swarrow jf$, *ar* or *el*, as in *chaffer*, *joyial*. After $\rightarrow kf$, $\rightarrow gf$, $\swarrow hf$, and $\swarrow rf$, always use *lay* or *ray*, as in *recover*, *engraver*, *gruffly*, L 7.

3. When *r* is the last stem, and followed by an n-hook, *ray* should have the preference, as in *scorn*, *turn*, *burn*, L 7.

4. When *r* is followed by final *f* or *v*, the upward stroke should invariably be employed, in order that the hook may be used, as in *bereave*, *observe*, L 7.

5. The *shn*, similarly to the *n* and *f* hooks, in some cases determines the choice of *l* or *r*, as in *national*, *Congregational*, *rational*, L 8. Here the final stems would be struck in a direction just opposite were it not for the fact of the *shn*-hook. L 8.

329.

ISH AND SHAY.

(a) After $| t$ and $| d$ write *shay*, as in *tush*, *dish*. There are but few exceptions to this rule which angularity renders necessary.

(b) Write *shay* after $\curvearrowleft f$, as in *fish*, unless it is followed by a vowel, when *ish* should be used, as in *fishy*, L 8.

(c) Use *shay* both before and after *lay*, as in *mulish*, *shellfish*, L 9.

(d) Use *shay* after $\curvearrowleft fn$ or $\curvearrowleft vn$, as in *finish*, *vanish*.

(e) Use *shay* always before $\leftarrow kr$ or $\leftarrow gr$, as in *shaker*, *sugar*, L 9.

(f) Also use *shay* when necessary to prevent word-forms from extending too far below the line, as in *babyish*, L 9.

PHRASING.

330. The rules here given as to upward and downward strokes govern also in phrasing. Angularity and ease of execution are the two important points to be kept in view. The phrases given in Ls 10 and 11 will illustrate sufficiently.

PHRASES.

331. By-which-it-can by-which-it-is present-interest very-little there-are-certainly there-certainly too-little please-acknowledge-receipt heavenly-Father I-am-in-favor in-answer to-yours owners-risk there-sometimes that-is-thought adjust-the-matter give-the-matter in-answer-to to-your-credit fill-your-order we-have-placed we-shall-be-pleased call-your-attention you-will-please at-some-other-time by-reason-of can-be-raised did-you-make does-not-take-place do-you-remember for-that-reason for-their-services great-number how-is-it I-am-inclined I-am-informed I-am-going.

332.

EXERCISE 33.

NEW YORK, March 16, 1886.

MESSRS. ROUSSEL & HICKS, 71 Broadway, City.

Gentlemen:—The S. S. "Enchantress" now in Baltimore, reports ready for coal to-morrow, Saturday, 8 A. M.

My agent telegraphs me that Meredith cannot-give "Enchantress" berth before-Monday. Bad outlook for coal.

This-delay means demurrage for me to pay to-the steamer. Please do-your utmost to-make-the loss as light as possible.

Yours truly, etc.

(To be phrased by the student.)

PITTSBURGH, July 10, 1886.

MR. ROBERT SIMPSON, Box 2,725, New York City.

Dear Sir:—In reply to your letter of the 17th inst. we have wired you quoting angles at $3\frac{1}{2}$ cts. per lb.; bars, 2 cts., card rates; all net, delivered at Columbus. If immediately received, the order can be filled with promptness. The other articles called for we do not make. The above price includes cutting to length.

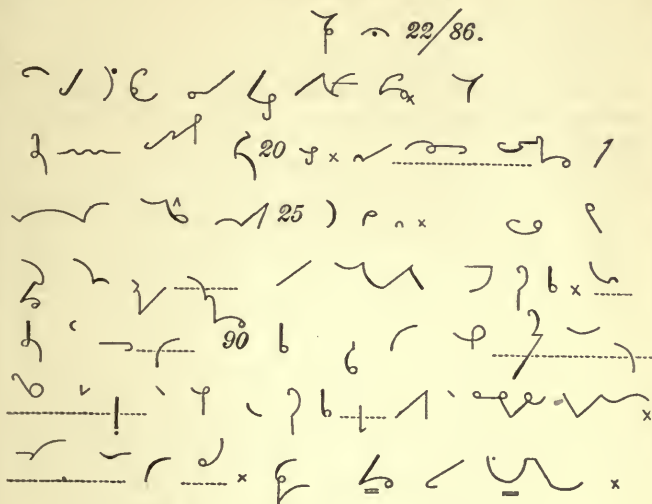
We have yours of the 17th inst., enclosing draft for \$70,000. This amount has been placed to your credit on account, with thanks.

Very truly yours,

(190-2-1.30.)

333.

TRANSLATE.



LESSON XXXIV.

THEORY OF CONSONANT POSITION.

334. Much misapprehension in regard to the true use of *consonant position* prevails amongst students, teachers and reporters. The *real importance* of *position* is not over-estimated, but the extent to which this contrivance should be applied is misunderstood. The short-hand writer ought, of course, to make use of *position* only so far as it is found *practical, necessary, and safe*, and not, for the sake of a theory, write a vast number of words in a difficult position when no positive advantage is to be gained by it. Let it be distinctly understood right at the outset that if the vowel in the accented syllable of a word happens to be a *first or third place vowel*, the word is *not* simply on this account to be written in

the *first* or *third* position. Only a few words comparatively are in fact written in the *first* and *third* positions, the very great majority being placed in the *second* position, that is, on the line. To illustrate the relative importance of the second position, it may be compared to the main line of a railway, the remaining positions being little more than mere side-tracks.

335. The plan of placing words above, through or below the line was devised as a means of *indicating certain vowels*, in order to save the time otherwise necessary to write in the dots and dashes. But it is only a *small number* of words, however, that need vocalizing; and it is only a portion of this small number that are capable of being vocalized in this way.

KEY.

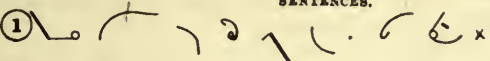
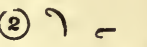
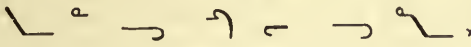
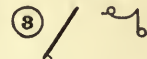

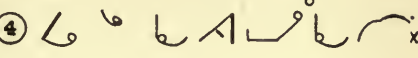

336. SENTENCES. 1. Books, like our friends, should-be few and well chosen. 2. Every great book is-an action, and-every great action is-a-book. 3. Judges and-senates have-been bought for gold. 4. Genius finds its-own road and-carries its-own lamp. 5. The-scenes of childhood are-the memories of future years. Ls 5 to 9 inclusive to be translated.

PHRASES. 10. Generation-after-generation in-the-nature-of-things if-it-is-not for-it-is-not for-it-is-no in-fact east-and-west east-to-west. 11. I-trust-not between-us ought-not of-its of-itself at-the-same-time let-us let-us-try all-states. 12. As-a-matter-of-fact ordinary-circumstances in-his-circumstances it-is-certain-that in-comparison-with-that let-us-consider I-am-convinced. 13. For-their-own-interest in-conclusion I-am-concerned with-one-consent these-circumstances this-is-certain who-shall-not. 14. By-itself advertisement Gulf-of-Mexico against-it registered-bonds gold-bearing-bonds eye-sight. 15. Anywhere-else nowhere-else in-the-country it-is-no-longer for-their-purpose able-to-make if-I-am-not.

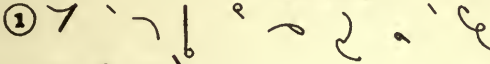
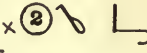
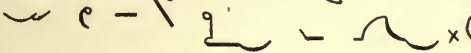

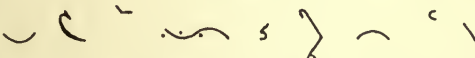
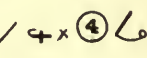
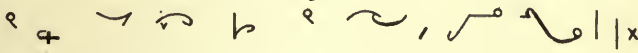

337. In order to set forth in a concrete manner the application of the principle of position, a list of characteristic

Plate 34.

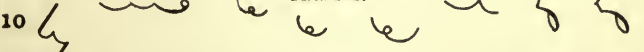

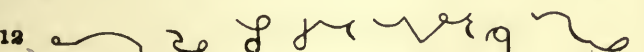
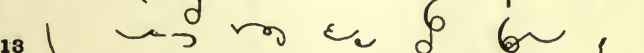

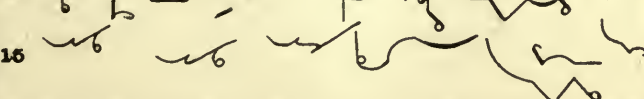
SENTENCES.

①  x ② 
 x ③ 
 x ④  x
⑤ 

TRANSLATE.

①  x ② 
 x ③ 
 x ④ 

⑤ 





PHRASES.











10 
11 
12 
13 
14 
15 

words will be taken up and the best means of expressing them discussed. These words are:

Victim torch risk clash; big beg bag; dignity dig dog; sell cell silly; sketch scotch leave love; cite set suit; do day Dow; see saw say so sue us; fie boo gee thaw ice shy soup sack coon; in any no know; men man human; ever her home though thus much hope young; knock mist mimic meek gnaw key; Michael Nichols Gilman; presumably phraseology ingenuity lawlessness purification.

338. Beginning with the first four words, *victim*, *torch*, *risk*, *clash*, it is plain that the unvocalized outlines are amply legible. Nothing would be gained, and it is entirely unnecessary to write the first three words in the first position, or the last one in the third position. These outlines cannot be

read any other way than  *victim*,  *torch*,  *risk*,  *clash*. This is why vowels are unnecessary, and the very reason, too, why there is no need whatever of placing them elsewhere than on the line.

339. Taking next the words,  *big*,  *beg*,  *bag*, it will be found that although all have the same outline, there is no need of vowels, since no two are the same part of speech, the first being an adjective, the second a verb, and the third a noun. In such cases no ambiguity can possibly arise; to illustrate,   could not be read *beg gun*, or *bag gun*;   would not be read *money beg*, etc. Hence, if vowels are unnecessary, observing position, that is, writing *big* above, and *bag* through the line, is equally useless. It takes time, and to that extent impedes the writer; it is unnecessary, and hence bad practice. (The words *bug* and *buggy* should be vocalized, to avoid a possible conflict.)  *Dignity*,  *dig*,  *dog*, have a uniform

outline, but these words differ so much in meaning that they fall under the rule just stated. Under this rule also come

sell, cell, silly, sketch, scotch, etc.

340. The next three, *touch*, *teach*, *attach*, we find are all verbs, and of the same kind (transitive). Hence, if *t-ch*, the outline common to all, were written in the second position for each, and without vowels, serious conflict would frequently arise. To avoid this *teach* (containing a *first-place* vowel) is written in the *first position*, and *attach* (containing a *third-place* vowel) in the *third position*. The writer is delayed much less by the writing of a word in position, than by putting in a vowel afterwards. Upon this fact depends chiefly the value of the scheme of three positions. Under

this rule come also the verbs, *leave* (1 pos.) and *love* (2 pos.); ... *cite* (1 pos.), *set* (2 pos.), *suit* (3 pos).

341. In *do*, *day*, and *Dow*, the last is vocalized for the reason that the principle of *position* is not employed in expressing *proper names*. The simple stem *s* is employed in *see*, *saw*, *say*, *so*, *use*, *us*, the first two being written in the *first*, and the last two in the *third position*. *Say* and *so* are so frequent that it is found expedient to strike *us* through the line, although the vowel is *second place*.

342. Position cannot safely be used to indicate vowels in words that are *short*, or but *little used*; particularly those containing but a *single consonant letter*, such as *fie*, *boo*, *gee*, *thaw*, *ice*, *shy*, *soup*, *sack*, *coon*. It is here *necessary to express the vowels*, and to do so the dots and dashes must be written.

343. In the next group, *in*, *any*, *no*, *know*,

the second word, *any*, containing a *second-place* accented vowel, is nevertheless written in the *first position* to avoid conflict with *no*, a word of opposite meaning, but the same part of speech. Here *no*, a more frequent word than *any*, is given the *easier position*, namely, *on the line*, where nearly all words of frequent occurrence are written.

344. A further illustration of this principle may be found

in *men*, *man*, *human*, occupying respectively the first, second, and third positions. In all such cases the *commonest word* is placed *on the line*, the *less frequent* in the *first*, and the *least frequent* in the *third position*. It is in accordance with this principle that *ever* and *her* (second-place vowels), are assigned to the first position; and *home*, *though*, *thus*, *much*, *hope*, *young* (also second-place vowels), are assigned to the third position.

345. Outlines containing only horizontal or half-length stems are almost invariably written *above the line* if the accented vowel is *first-place*, as in *knock*, *mist*, *mimic*. This rule applies although the vowels are actually written, as in *meek*, *gnaw*, *key*. Proper names also come under this rule; for example, *Michael*, *Nichols*, *Gilman*. This practice is accounted for largely by the fact that it is a very easy matter to write horizontal letters in the first position, which requires the pen to be carried no higher than when executing second-place upward or downward stems. Vocalized words are then read much easier in cases where the vowel signs are not written accurately in place, as, for example, *meek*, for *make* would in no case be put above the line.

346. Lengthy word-forms, with scarcely any exceptions, are written *on the line*, no matter what the accented vowel

may be, as in phraseology, presumably,

ingenuity. Legibility would not be increased in any degree by writing such words in any other position.

347. *Position* is indicative of but *one vowel* only in any particular word, and for this reason it need not be observed except in writing *monosyllables* and *dissyllables*. A few long derivatives are located off the line, in order to preserve the po-

sition of their primitive; illustration, lawlessness; purification.

348. From these observations are deduced the following rules:

1. *Words that are plainly legible in the second position, without vowels, are written uniformly on the line.* Illustrative words: Dislike dismiss picnic deceive legal Bible reveal blank district design decide cloth batch clear vital desire deny chatter deliver define distrust battle.

2. *Several words, different parts of speech, but having the same outline, are all written usually in the same position.* Illustrative words: Inch notch; several savior; deal daily; small smell; field failed; bath both.

3. *Words that are both short and of frequent occurrence may be written out of the second position to indicate a first or third place accented vowel.* Illustrative words: These sight office offset easily least abuse issue outside plan past.

4. *Lengthy outlines and infrequent words are written in the second position, and the vowels inserted when necessary.* Illustrative words: Vast star cast stitch plaster elegant slay disband voice seige soil entice.

5. *An exception is made in favor of horizontal word-forms, which are placed in the first position whenever the accented vowel is first, e, whether written or not.* Illustrative words: Sick

nigh sneak seem honest mist cost midst mind syndicate
sink medium.

6. *The principle of position is not applied in writing proper names.* Miles Clyde Motter McClure Root Hugel.

7. *In a number of cases an outline, especially a word-sign, whose principal vowel is second place, is written nevertheless in the first or third position, to avoid conflict with a more frequent second-position word having the same outline.* E. g. Ago apply issue own away awake July.

8. *Position is used quite extensively for the reason that the comparatively small number of words falling under the above rules are all of very frequent occurrence, and it is essential always to give them their proper place.* E. g. The is I me of at about.

9. *Half-length words, derived from full-length outlines, retain the same consonant position as their primitives.* E. g. S Com-

plained, N played, N remembered, number, ... I tried.

10. *Half-length outlines are written N one full space above the line if first-position, and entirely below the line if third position.*

E. g. M Meet, J did-not, I doubt, U found

PHRASES.

349. All-that-has-been-done does-not-come does-not-exist
has-not-yet-been have-been-taken has-not-only how-little
I-am-disposed in-the-course-of-my in-their-report in-this-
instance in-this-shape in-this-way into-the-country it-can-
not-be it-has-been-found it-has-not-only-been I-think-that-
it-is it-is-not-true it-may-be-true it-is-not-done it-may-be-
made it-may-be-maintained shall-be-received it-should-be-
come-necessary.

EXERCISE 34.

350.

NEW-YORK, June 26, 1886.

MESSRS. S. T. HORNE & Co., Pittsburgh, Pa.

Dear-Sirs:—Your-favor of-the 24th inst. received and-con-
tents noted. The-box of residuum has come to hand. This-
is-certainly not-the-result of-the use of-our oil; but-is-no-

doubt caused by-the impurities in-the-water you speak of, which gradually collect in-the cylinder and-which-would-be-present, no matter what grade of oil were used. We shall turn it over at-once to-our chemist for close analysis, and will report to-you as-soon-as we ascertain the-result. Of one-thing you-may-be-sure, it-is-not-caused by-the oil. We await reply to-our respects of-the 22nd inst.

(To be phrased by the student.)

Dear Sir:—Inclosed please find invoice and B. L. of goods shipped Mr. James H. Canfield on the 8th inst. Also find directions for applying, which please forward Mr. Canfield, as we have not his P. O. address. Not being acquainted with Mr. Canfield, or his commercial standing, we have charged the shipment to you, in pursuance of instructions given us by your representative.

(196—2:30—1:30.)

351.

TRANSLATE.

Y ✓ 14/86.

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

LESSON XXXV.

VOCALIZATION.

352. KEY. 1. Being bayonet Daugherty poem dual
boa clayey laity stoic. 2. Powell Howell Rowell tower
bias Hyatt piety joyous. 3. Inaugural error glue-factory
fire-eater mill-owner headache inane. 4. Cube tube
view mew dew Jew few lieu. 5. Idiot Sulliotte carrion
sermon meteor tare chair ask task. 6. Goest fealty
coagulate pean vowel towel dower variety. 7. Oyster
isle awning Ed., etc., (vowels to be written previously to
the stems).

SENTENCES. 1. Heaven lies about us in our infancy.
2. Conscience warns us as-a-friend before it punishes us as-
a-judge. 3. Hope is like a-bad clock, forever striking the-
hour of happiness whether it-has come or-not. 4. The-first-
and-last thing which is required of genius is-the-love of-truth.
5. Christ saw-much in-the-world to weep over and-much to
pray over, but he-saw nothing in-it to-look on with contempt.
6. Advice is seldom welcome.

PHRASES. 14. In-their-own in-any-event in-such-a-way
a-just-answer as-a-matter-of-course capital-stock charge-
of-the-matter. 15. Charge-of-the-business condition-of-
affairs just-about-as-good-as first-class-rate just-taken
knowledge-of-the-matter second-hand.






353. Very few vowels are written. Whole pages of short-
hand notes are taken without one dot or dash appearing.
The vowels are *there*, nevertheless. The reader does not *see*
them, but observes the effect which these same vowels, acting
as invisible forces, have in giving shape to the consonant
outlines. These consonant outlines are so pliant, that within
certain limits they readily assume whatever form the vowel
element of the words would indicate; just as a large piece of
bark would inform us of both the size and kind of the unseen
tree upon which it had grown. A knowledge of vowels is
important, because word-forms to a great extent depend
upon the number, order, and character of these elements.


354. The student's chief concern is to know when to write,





and when not to write, the vowel sounds. He can, however, be supplied with no specific rule. He must exercise his own judgment in applying this general rule, viz.: *In reporting, insert as many vowels as may be strictly necessary to render the notes easily decipherable when the transcript is afterwards made.* More vowels than these are superfluous, and ought not to be written. Just what, however, is meant by "easily decipherable?" Some persons require the notes to be *pretty fully vocalized*, or they find themselves at sea when the report is to be rewritten. There are some few writers who dispense with vowels almost entirely. They form their characters well, choose accurate outlines, and bring to bear an exceptional judgment and memory in writing out their reports afterwards. Those who use vowels to quite an extent learn to depend on them, and the practice becomes necessary mainly through force of habit.

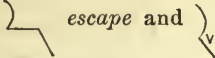



355. There are a few general principles, however, which should govern all writers. To illustrate, we will, for convenience, divide all words into three classes:





1st class. This comprises those words whose consonant outlines are fortunately so full and characteristic, as to render the word plainly legible without the aid of a vowel.

The following words will illustrate:  Traffic,  Striven,  charter,  sermon,  desk. Ordinarily, to write





a single vowel here would be bad practice. The consonants tell plainly what the words are. When this is the case vowel signs are only in the way. To be more specific, let us examine a few of the principal means by which vowels are indicated, by the manner of combining consonants. First, it would be utterly needless to write a final vowel in  money,


 racy,  mazy,  coffee,  heavy, for the long n, s, z, f, and v, clearly signify a following vowel. Otherwise hooks and circles would be used. Likewise in


escape and *espy*, the initial vowel is plainly indicated by the use of s instead of the circle. The employment of stems for *l* and *r*, where the hooks could be written, indicates that a vowel precedes, as in  *porch*,  *bulk*. This is also true of the loops, lengthening, shortening, and other abbreviating principles. The writer's rule should be to compel *consonant signs*, so far as possible, to express *vowel sounds* also; vowels so expressed need not, of course, be written.

356. 2nd class. This includes a much smaller number of words, which are always to be vocalized. To this class belong such words as  *dope*,  *coach*,  *foul*,  *echo*.


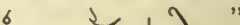
These words require vowels, because their outlines are so meagre. When standing alone they would be either *ambiguous*, or *indefinite*. This class is composed of words having only one or two consonants, containing usually a long vowel. They are not words that recur frequently. When one of these, however, is repeated a number of times in a single report, the vowels may be omitted after the second writing, particularly if the writer is pressed for time.

357. 3rd class. This embraces quite a numerous list of words which sometimes are, and sometimes are not to be vocalized, depending upon the connection in which they occur. Take the word *box*, for example, in the sentence, "He brought home a box of candy." Here no vowel is necessary. But in the sentence, "    x"



the character  *b-ks* could also be read *books*. Hence, in these circumstances, a vowel is necessary to render the outline unambiguous. Illustrative words: Tomb mope jog croak ouch moth moist quake coke cloy plow glue moan soak rout sofa chyle chyme. In general it may be

observed that when the vowels in a word are nearly equal in number to the consonants, a few of them should be expressed; not so, however, if the consonants greatly predominate.

358. Perhaps there is no word whatever but that in rare contingencies may need a vowel for some purpose or other.

The character  as here, standing entirely alone, could be read either *never*, or *envy*. Both *may* and *him* require vowels in the sentence, "I wish you to write *may*, not *him*." So common a word as *out* demands a vowel in certain connections, as in the sentence, "6 

Without a vowel it may be read *at*.





In a few rare cases a vowel is written within the large circle, as, for example,  *exhaust*,  *precise*. When unruled paper is used, which is seldom necessary, however, a number of first and third position words will require vocalization.





Nothing short of experience and observation will teach the young reporter just to what extent he ought to insert vowels to render his reports *intelligible to himself*. The difficulty he finds in reading certain outlines will cause him to vocalize them when next they occur. Gradually also he learns to drop vowels which he does not find helpful in transcribing. Stenographers in time acquire an intuitive faculty telling them as they write, no matter how swiftly, that this word or that requires a vowel, or else, in the peculiar connection in which it occurs, its meaning will be doubtful afterwards when the tracks of his flying pencil are being translated into "English."

359. Considering the form and function of the vowel signs, it may be observed that the *dots* and *dashes*, like the sounds they represent, are *simple*. Whereas, the more *complex sounds*, known as *compound vowels*, are symbolized by *compound characters*, namely, small angular marks and semi-circles. There is an *actual contact* of the vocal organs when



the consonants are produced. For this reason they are more definite in character than the vowel sounds, which are produced without such contact. It is possible, by means of the vocal organs, to produce an almost infinite variety of shades of vowel sound. It is probable that as language improves, additional vowels will be brought into use. The tendency toward an increase has already given rise to a number of distinctions, out of which much unprofitable discussion has grown, as to the precise number of vowel sounds comprised in the English language.

360. There are a few shades of vowel sound for which the Pitman vowel scale does not provide symbols. Nor is this necessary. *E* in *certain* is clearly enough indicated by the *light dot* which represents *e* in *wet*; *a* in *air*, by the large dot representing *long a* in *mate*; *a* in *ask*, by the sign for *a* in *cap*.

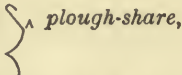

361. A few additional signs are here presented for the expression of concurrent vowels, as *oo-i* in *gluey*, written , or *a-e* in *gayety*, written  instead of . This sign, , when *pointing to the left*, expresses a *long dot-vowel*, followed by *any short vowel*; when *pointing to the right* it indicates a *long dash-vowel*, followed by *any short vowel*. L 1.

If both the concurrent vowels are *long*, which rarely occurs, each must be written separately, as in  *inchoate*, or  *coeval*. If one is a *diphthong*, a following *short-vowel* may be indicated by a slight tick attached to the diphthongal sign, as in  *Rial*,  *moiety*.




362. A few exceptions are to be noted to the rule for placing vowels between two consecutive consonants:


(a) When the rule would throw the vowel-sign into an angle, rendering it ambiguous, as in  *Maxley*, not written 


(b) If the word is compound, each part should be vocalized

separately, as  *plough-share*,  *cowboy*.

(c) The separate parts, when they are quite distinct, or the components of a derivative word, are vocalized separately,




as in  *uninstanced*,  *Lulu-land*,  *excit-*

able. The assignment is also governed to some extent by syllabication; to illustrate, *canonade* is written  not

 The advanced writer may safely use his own best judgment in this matter.

363. Means have been provided for expressing a vowel which occurs between *circle-s* and the *eshun-hook*, as *a* in *compensation*; but in no case whatever is this necessary. It will aid the reader if he will remember that there is *always a vowel to be supplied* between a circle and this hook, and that without a single exception, this vowel is either *long a*, as in *compensation*, *short i*, as in *supposition*, or *short e*, as in *possession*.

364. A few remarks concerning diphthongs and coalescents are in place here. A diphthong, literally *double-sound*, is supposed by most persons to be *two sounds in one*, whereas it is in reality a *glide*, or sort of *leap*, from one sound to another. In producing it the vocal organs undergo a *constant and rapid change* of position. Hence a diphthong might properly be called a *curved sound*. But the vocal organs remain in a *fixed position* while producing what may be termed elementary vowels, and on this account the dots and dashes might be considered as representing *straight sounds*. They are capable of prolongation, while the diphthongs are not.

The aspirate dot may precede diphthongs and coalescents, also, as in  *whet*,  *height*. Since no other character is similar to  *I*, it may be written in the 1st, 2nd

or 3rd place, according to convenience, as in \surd *nigh*,

\surd *belie*.

365. The consonants, *w* and *y*, known as *coalescents*, are not strictly independent sounds, but are rather a kind of accent, or sharpening impulse, by which any vowel may be modified. It may be said that *w* gives a stress, or accentuation, to the vowel by means of the lips; whereas *y* sharpens the vowel by means of the palate and tongue. The character \surd *u* is employed to express both the coalescent *u*, as in *youth*, and the diphthong *ew*, as in *view*. There is a real, though but slight difference between these two sounds. To render this distinction more apparent, add *th* to *view*, thus, *viewth*. From this subtract *v*, and the remaining letters spell *iewth*, which in pronunciation plainly differs from *youth*.



366. Observe the following rules as to the manner of placing the vowels:

(a) First and second place initial vowels can best be written previously to the remaining part of the word.

(b) The dash in such words as \surd *foe*, \surd *bow*, should be struck downwards.

367. UNACCENTED AND OBSCURE VOWELS. An instructor of short-hand is not so much concerned in pointing out what are the precise sounds in any word, as in teaching how best to express them. Nevertheless, a few observations relative to what are called obscure vowels are in place. Every writer is occasionally required to represent words with exactness, the vowel as well as the consonant elements. But vowel sound is so intangible that the keenest ear is sometimes unable to determine the precise quantity and quality of the minor shades. When written at all, these are usually expressed by proximate signs. For example, the following words, fully vocalized, would ordinarily be written,

\surd *vented*, \surd *polar*, \surd *later*, \surd *refer*, \surd *terri-*

ble,  conformity,  conformation. But good

speakers do not pronounce them so. Vented is pronounced *ventd*; polar, *polr*; later, *latr*. Also, *Bibl*, *collr*, *contentd*, *stratm*, *deacn*. In *conformation*, the second vowel is not broad *o*, as in *wrong*, but short, as *o* in *lot*. Here *o* receives neither the primary nor secondary accent, and as a rule unaccented vowels, like those italicised in the derivative words given below, though marked long in dictionaries, are in reality short.

In *refer*, *e* is short. In the following list the italicised letters are, in correct speech, given the short sound: *Avail*, *defend*, *reduction*, *await*, *conformation*, *progression*, *exposition*. In *terrible*, *i* does not represent either the long or short sound of *i*. It is a slight, indefinable sound, classed by lexicographers as *obscure*. *Terrible* would be pronounced the same though spelt *terrable*, *terreble*, *terroble*, or *terruble*. Likewise *stratum* could be spelt *stratim*, *stratem*, *stratom*, *stratam*. The italicised letters in the following list are also more or less obscure: *Conformity*, *presentable*, *radical*, *chaplain*, *intangible*.

Notwithstanding these statements, the most convenient, and perhaps the most sensible rule, in vocalizing, is to follow the guidance of a standard dictionary. Exceptions need be made only when exactness is required.

PHRASES.

368. I-have-also I-may-have-seen in-all-its-bearings in-all-other-respects in-all-probability in-any-degree in-any-other-country in-any-other-manner in-any-other-way in-every-case in-every-respect in-favor in-so-many-words in-substance in-its-nature in-its-own-way in-that-matter in-that-respect in-that-shape in-that-way about-as-much-as better-kind better-way condition-of-our condition-of-their just-about.

369.

EXERCISE 25.

Dear-Sir:—We-have-a car of hominy chop en route, which-will-arrive in-two-or-three days and-will sell you several tons of-same at \$16.75, sight draft. Will send sample in day or two; have-none on-hand at-present. We credit your acct. with \$1.00 on last 100 bu. of oats as requested, and-hope same will-be-satisfactory. Yours-truly, etc.

Dear-Sir:—Replying-to-your-favor-of-the 6th, we beg to say that if-the S. S. S. is-in-good condition we-have-no-objection to-receiving it back, provided, of-course, that-it-is returned without expense to us. We regret to say that-we-have-no demand for-the Hamilton troches.

Your account has-now been credited \$15 on Winslow's syrup, as-per your-card of-the 2d.

Yours-very-truly, etc.

(150—1:45—:45.)

370.

TRANSLATE.

T M 1/85.

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

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

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LESSON XXXVI.

PRIMITIVE AND DERIVATIVE.

371. KEY. 1. Mean meaning meaningly meanirgless meaner meanest meanness meanly demean meant. 2. Care caring uncaring careless carelessly carelessness careful carefulness. 3. Plain plains complain complainant complaining plainer plainest plainness plainly. 4. Do does doing done undo undoing undid undone doest doer did didst. 5. Settle settles settled settling settler settlement unsettle unsettled. 6. Sale sales salable unsalable seller selling undersell sold. 7. Knife-grinder planing-mill cutting-box street-car market-basket hen-roost coast-survey. 8. Shooting-star short-winded dog-collar flower-pot hail-storm sheep-pen. 9. Express-car button-hole wild-cat chess-board cuff-holder mail-carrier. 10. Drug-store hay-stack drum-stick live-stock rain-cloud chairman easy-chair.

PHRASES. 11. It-will-be-maintained it-would-not-take I-will-not-undertake if-it-be so-as-to-be-able-to under-circumstances we-are-satisfied we-do-not-undertake.

SENTENCES. 1. It-has-been well observed that few are better qualified to give others advice than those-who-have taken the-least of-it themselves. 2. Our happiness in-this-world depends-upon the-affections we-are able-to inspire. 3. He who purposes to-be an-author should-first-be-a student. 4. No-man-can-be brave who-considers pain to-be the-great evil of-life, nor temperate, who considers pleasure to-be-the highest good.





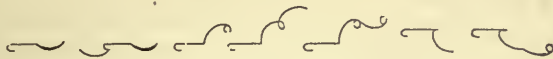
372. It can be demonstrated that the outline  *m-nst* (for *meanest*) can be written a trifle quicker than the outline  *mn-st*. A one-minute test of each will show that the first can be written the greater number of times. The latter form,  *mnst*, however, is the accepted outline for *meanest*. There are two reasons for this. First, it is easier read. This is owing to the fact that the mind is already familiar with  *mn* as the outline for the primitive word *mean*,


Plate 36.

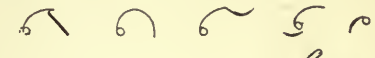
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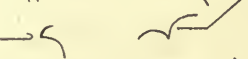
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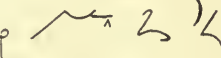
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
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SENTENCES.




① 







from which is obtained the derivative word *meanest*. The outline for any derivative word may be quickly deciphered, as soon as that part of the outline which expresses the primitive is recognized.

In the second place, it is more quickly written. This may appear unreasonable, since it has been admitted that  *m-nst* is the more facile outline. But in  *meanest*,

the reporter's first and instantaneous thought is, how to write  *mean*, and next *est*; and he has the word entirely written in the time it would take to determine, mentally, that *m-nst* would be the easier to execute. For the same reason it is better to write *meaner* and *meanly* by the outlines, *mn-r* and *mn-l*, rather than by *m-nr* and *m-nl*. In this list (L 1) it will be observed that the *forms* are determined partly by the *sound*, partly by the *sense*, or *meaning*; that is, when there is nothing to prevent, words of similar meaning are expressed by similar outlines. This is called *writing by analogy*, which experience proves to have several advantages. In general, derivative words are written in *analogy with their primitives*, the *derivative* being expressed by simply *prefixing* or *affixing* certain signs to the primitive word-form. See Ls 2—6. It is important to preserve intact the primitive word-forms; hence, the parts of derivative words are sometimes separated, as in  *unsettle*,  *uncivil*, in

preference to  and 

373. Write: Great greatly greater greatness; nice nicer niceness nicely nicety; free freely freer frees freeing freed freedom; joy joys enjoy enjoyed enjoyer enjoying joyous joyously joyousness joyful joyfully joyfulness; gain gains gainer gaining gainful ungainly regain regaining gained ungaining; grow grows grower grown grew ungrown ungrowing; slave slaves slaved slaving slaver enslaving enslaved enslavement enslaver; make makes maker making makest remake unmake

made unmade; keep keeps kept keeping keeper keepst
 unkept; stone stoner stonest stones stoned unstoned
 restone restoned stony stonier stoniest.

374. For precisely the same reason, compound words are to be written by simply joining the two word-forms together, neither outline being impaired. The characters thus produced are easily read, because each outline is as easily recognized as when standing alone. This practice, also, is favorable to speed, since not the least premeditation is required. The consonants in the word *overdrawn*, are

vrdrn, and these could be expressed by the character, *vrdrn*; but this would be a very improper outline for *overdrawn*; it is neither analagous or suggestive. For the

same reason *foretell* should not be written *frt-l*,

nor *wash-tub*, *wa-sht-b*.

Write: Battle-flag wax-work eating-house saloon-keeper
 house-dog house-top quick-sand pen-wiper sea-coast ship-
 load mail-car band-wagon pencil-case drag-tooth horse-
 racing horsemanship Sunday-school class-room church-
 choir basket-picnic vinegar-barrel mouse-trap jug-handle
 giant-powder spell-bound horror-stricken curb-stone.






Compound words, however, should not be phrased when unangular joinings result. See Ls 8 and 9.

Write: House-fly hay-rack time-piece watch-chain
 horse-fly.



375. In a few exceptional cases the form of one of the component words is modified in order to render a suitable joining possible. In L 10 the form of the outlines for *store*, *stack*, *stock*, *chair*, etc., are changed for this reason.




There are two important exceptions to this rule governing derivative word-forms. The first is the requirement of *an-*


gularity, which is the chief pre-requisite in all good short-hand writing. To illustrate, in *moderator*, the outline

 *md-rt-r* must be discarded for the more angular form  *md-r-tr*. On the same principle we write  *edu-*
cator,  *voter*,  *artist*, etc.






The second exception is the requirement of *facility*. Many times a derivative may be as clearly and more quickly expressed by a simple modification of the primitive word-form.

For illustration, *editor* is written  *d-tr*, not  *d-t-r*; *teacher*



is written  *t-chr*, instead of  *t-ch-r*; *walker*  not




w-c-r; *sadder* is written  not *sd-r*.


In the Solemn Style, the consonants are fully expressed;









e. g.,  *goeth*,  *seepest*,  *lookest*,  *goest*,
 *prayeth*.

376. SIGN-WORD DERIVATIVES. A good number of words whose primitives are expressed by abbreviations, are formed











irregularly; for example,  *here*, primitive,  *hereto-*













fore, derivative;  *hand*,  *handy*;  *collect*,

 *collector*. Also see Vocabulary for: Descriptive emphatically fewest improved changed largest majestic dismember methodically ministered objective particularize particularity peculiarity performed regularity specially specialty subjective wilt younges- expected.

The *past tense* is expressed by the *loop*, the disjoined *ted*, and by *halving*; e. g.,  *express*,  *expressed*;  *object*,  *objected*;  *enlarge*,  *enlarged*;  *member*,  *remembered*.

Write: Appeared applied belonged happened unheard unnumbered owned unpeopled disqualified valued acknowledged allowed (*l-d*) considered described developed governed measured.

The words *dated*, *gifted*, *delighted*, are better written   , than by the characters   , although in each case an extra *t* is expressed. Not only are the outlines briefer, but the exact primitive word-forms are preserved. This rule may be applied in expressing the past tense of verbs generally, whether they are sign-words or not; e. g.,  *appointed*,  *subjected*,  *dis-spirited*,  *cultivated*. By far the greater number of sign-word derivatives are formed in the usual way, by simply attaching the proper affix or prefix.

Example,  *endeavor*,  *endeavored*;  *follow*,  *followed*;  *principle*,  *unprincipled*;  *angel*,  *archangel*;  *appoint*,  *appoints*;  *comply*,  *compliance*.

377. Write: Non-appearance brotherly characterize characterizes christianize* collects collecting constitutional dearest delighting deliverer demoralization* description* unessential familiarity fewer ungentlemanly governor* handsome hardness highest* unimaginable largeness ministerial* numberless impractical unpracticed*

improper profitable unquestionable* dissatisfy* shalt*
 unspeakable speechless spiritual* unspoken insufficient
 valuable virtuous whilst* hesitation*.

PHRASES.

378. It-should-not-extend it-is-plain it-will-be-seen it-
 will-be-worth it-will-receive it-will-require it-would-be-
 likely I-understand-it I-will-ask I-will-make I-will-therefore
 I-wish-to-make I-shall-enter in-his-own-name.

379.

EXERCISE 36.

NEW-YORK, December 22, 1882.

TO OCEAN STEAMSHIP COMPANIES:

Referring to-the accompanying notice to-Emigrant Book
 Agents (Miscellaneous Circular No. 269), and-in-order-that-
 we-may-have similarly a-complete list of-the outstanding
 orders issued by Steamship Lines, we-have to-request that-a
 statement be-prepared by-your company and-furnished to
 us, early in-January, of outstanding orders, both prepaid
 and-European, issued previous to January 1st, 1883.

The-following information should-be embraced in-your
 statement: The-date and-number of-each order; in whose
 favor drawn; destination; number of passengers; rate and-
 amount of fare.

In-this-connection will-you please advise us whether it-
 will-be possible for-you to furnish similar statements monthly
 thereafter? Such-statements would greatly facilitate the-
 transaction of business in-case-of change of fares or rate
 of commission, and-enable us to deal with questions arising
 from such changes more intelligently, and-it-is-believed,
 more advantageously to all-parties.

Please-answer this-communication, and-send statements
 to Mr. Albert Fink, Commissioner.

Respectfully-yours,

GENERAL PASSENGER AGENTS.

(190—2:30—1:15.)

624 ١

346 2/84.

Handwritten cursive script on a horizontal line.

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LESSON XXXVII.

SYLLABICATION.

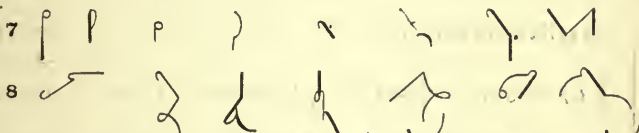
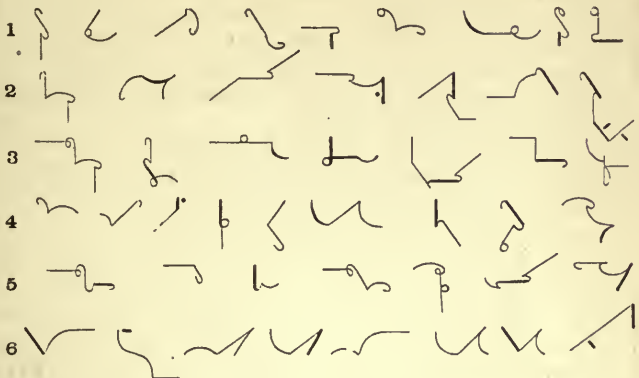
381. KEY. 1. Plen-ty chos-en re-frain pro-found can-did ser-mon vix-en splen-did stru-ggle. 2. Ter-min-ate will-ing-ly re-cov-er cann-on-ade re-du-pli-cate ea-li-bre Bra-ttle-bo-ro. 3. Ex-ter-min-ate trou-ble-some ex-ca-vate des-ig-nate ty-po-graph-er oc-ta-gon fan-tast-ic. 4. Freed-om ret-urn det-ach dus-ty chea-pen ve-ri-fy dee-per bran-ches man-if-old. 5. Ex-trav-a-gant occ-u-pant def-i-nite exper-i-ment mon-stros-i-ty plot-o-graph-er chro-nol-o-gy. 6. Bulk fork march forge milk forth birth roared. 7. Stu-dy stead stayed ous-ted bread bored bir-die bo-rrow-ed. 8. Wor-ker pur-chas-er di-gest-ive dis-tur-ber re-fus-al sol-dier la-bor-er.

PHRASES. 9. Somewhere-else which-would-be which-would-make which-had-been which-has-just-been all-you-wish no-more-than-you-can did-you-wish.

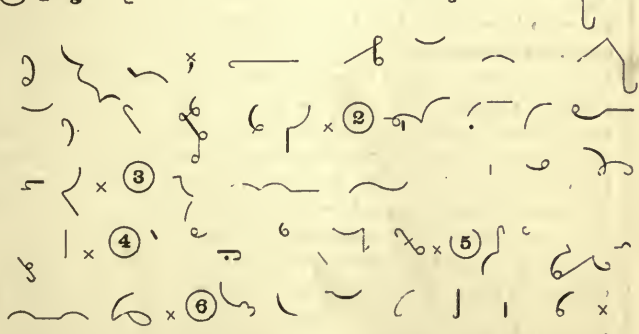
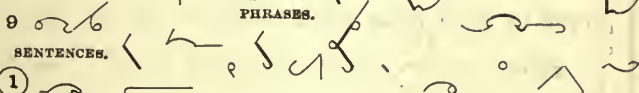
SENTENCES. 1. A-man's character is-the reality of him-self; his reputation the-opinion others have-formed about-him; character resides in him, réputation in other people; that-is-the-substance, this-the shadow. 2. A-small leak will sink a-great ship. 3. A-fool may-make money, but it needs a wise-man to-spend it. 4. All is-not gained that-is put into-the purse. 5. Tell-your secret to-your-servant and-you make-him your-master. 6. If-you-would have a-thing well done, do-it yourself.

382. Referring to the words found in Ls 1 and 2, it will be found that there are as many stems exactly as there are syllables, that is to say, a consonant letter, or stroke, for each syllable of each word. This is not a mere coincidence. It holds true with the greater number of words. What is the explanation? In the first place, only one-third of all the consonant sounds are indicated by stems; the remaining two-thirds are expressed by adjunctive signs so called, that is, hooks, circles, loops, etc. A certain number of stems must be used, however, not simply as objects to which these ad-

Plate 37.










PHRASES.





junctive signs may be attached, but as affording a means also of vowel representation. A vowel can be appended to a consonant stem,—but to nothing else. Hence, since the number of *vowels* and the number of *syllables* are of necessity always *equal*, the number of *syllables* and the number of *stems* are, logically, equal also.

383. An additional feature of importance is to be observed; all the elements of sound which are grouped into one syllable, are usually expressed by a *single stem* with its *appendages*, that is, *vowel signs, hooks and circles*. To illustrate,



in  *striven* the first syllable *striv* is expressed by | *t* and its appendages, while the syllable *en* is represented by the stem  *n*, which is entirely distinct from the first stem. Also in *plen-ty*, and *ter-min-ate*, the different parts of the consonant outlines are as distinct from one another as are the syllables themselves. Thus,  *plen* | *ty*,  *plenty*, or

 *ter*  *min* | *ate*,  *terminate*. It would be im-

proper to write these words otherwise, as, for example,

 *stri-ven*, or  *ter-mi-nate*. The point of practical

value to be observed by the writer is this: *So far as possible choose outlines which are adapted, in the manner just indicated, to the syllabication of the words they represent; that is to say, make a single stem, and its appendages, express all the sounds, and those only, which occur in the particular syllable you are writing. For example, see ex-ca-vate, des-ig-nate, ty-po-graph-er, etc., L 3. Illustrative words: Cir-cle pro-pose sca-tter wor-thy te-rr-i-ble bliss-ful ser-vice cov-er ma-ker brace-let Broad-way re-cord. See also L 8.*

384. To this rule there are two exceptions. The first is occasioned by a requirement of brevity. *Return*, for instance, is not written  *re-turn*, but  *ret-urn*,

which is the more desirable outline. So *freedom* is written, *freed-om* (*frd-m*, see L 4), instead of *free-dom* (i. e., *fr-d-m*). The illustrative words in L 4 show the number of syllables and stems to be equal, a result obtained by the manner of syllabising each word; thus, *chea-pen*, *ve-ri-fy*, instead of *cheap-en*, *ver-i-fy*.

385. The consonant stem and its appendages is sometimes, for convenience, called a *stenographic syllable*. When practicable, the *stenographic* and *orthographic syllables* should *correspond with each other*. Otherwise a re-syllabication of the word must take place. A syllable is defined as a number of sounds, all of which are uttered with one articulation. An important fact in this connection must not, however, be overlooked. When a word of several syllables is pronounced, it is impossible to say to what particular syllable some of the consonant sounds belong. For instance, in *strip-ling*, or *stri-pling*, or *stripl-ing*. In pronouncing *pendant*, there is nothing whatever in the spoken word to indicate that *d* belongs to the first syllable, or to the last. In dictionaries, words are divided into syllables on a basis of sense, or meaning; while short-hand syllabication is more a matter of *sound*; or, it may be said, still more a matter of *form* in the construction of outlines.

386. It often happens that vowels must be placed on each side of a stem, since many syllables contain a vowel only, and no consonant, as in *ex-trav-a-gant*, *occ-u-pant*. (See L 5.) Here there are fewer stems than syllables. On the other hand, many word-forms cannot be abbreviated sufficiently to reduce the separate strokes to the number of vowels, as in *bulk*, *fork*, etc., L 6. In L 6 the words are all monosyllables, each requiring, however, three stems for its expression. Still again, there are a few words containing one consonant only, but with three vowels, as *I-o-wa*, *i-de-a*, *a-re-a*, *i-o-ta*. On the whole, a careful examination will show that there are nearly as many stems, or stenographic syllables, as there are vowels, or orthographic syllables. The result of a com-

parison would be affected materially by the various devices for expressing two syllables with one stroke, as in *mat-ter*, *fash-ion*, *go-est*, *mas-ter*.

387. Short-hand writing is suggestive, and hence the more legible—in this regard, that as the *sounds are grouped in pronunciation*, so the *signs are grouped in writing*. The consonants may be said to cluster around the vowel, which is the heart, or centre, of the syllable; and in a similar manner the brief signs cluster about the stem to which they are appended.

PHRASES.

388. So-long-a-time such-as-are such-as-can such-as-was-made take-place takes-up take-possession there-is-no-such there-will-never there-would-not-now they-can-make they-can-receive they-can-now to-believe to-its to-make-mention to-that-extent that-is-all that-it-is-claimed that-is-the-case very-clear very-long-time we-have-received we-shall-be-able-to-make liquor-dealers liquor-sellers long-before legal-profession may-have-seen may-not-have morning-business more-than-that national-bank national-defence native-land not-very-long-ago nor-is-it-necessary purchase-money relied-upon shall-be-liable should-have-had so-as-to-make so-as-not-to-make so-long-as-it-is.

389

EXERCISE 37.

(To be phrased by the student.)

INDIANAPOLIS, IND., April 4, 1886.

To WHOM IT MAY CONCERN:

The bearer hereof, Mr. Henry Hopkins, has been in our employ for five years past as confidential clerk and book-keeper. We have always found him faithful in the discharge of his duties, courteous and obliging, and alive to the interest of his employers. Mr. Hopkins is a superior accountant, and well qualified to discharge any of the duties he may undertake. It gives us pleasure to recommend him to any who may require such services, knowing that he will be found reliable in whatever capacity he may be engaged.

Yours, etc.

(100—1:10—:40.)

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Handwritten cursive script on a dashed line.

30 Handwritten cursive script on a dashed line, starting with the number 30.

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LESSON XXXVIII.

GENERAL PRINCIPLES.

891. KEY. 1. Editor debtor auditory; spinney aspen spin; stop estop steep. 2. State estate situate; pearly peril poorly; Clara clear color. 3. Crown cranny corn; Saturday sturdy stride; straight start strata. 4. Crowd carried Corday; briar brewery barrier; prate pretty upright. 5. Great gritty garrote; manilla manual meanly; meant minuet minute. 6. Cant county acouite; policy place police; Stella settle still. 7. Easter story star; wrecked Orcutt rocket; around round ruined. 8. Tent tenet attenuate; sent senate ascent; Scott socket asked. 9-13. For key see list words, sec. 404.

PHRASES. 14. How-long during-the-winter-season satisfactory-manner last-mail first-class first-class-goods joint-committee Board-of-Trade. 15. On-the-west-side Articles-of-Association bill-of-sale court-of-justice articles-of-agreement according-to-your we-may-be-able-to relating-to-the-subject.

392. A SCIENTIFIC SYSTEM. To be broadly capable, readily acquired, and easily remembered, a short-hand system must be *scientific*, not merely *expeditious*. A collection of arbitrary expedients, if sufficiently large, may serve for reproducing ordinary discourse; but the inventiveness of the reporter, or the old cumbersome long-hand, must be resorted to when newly coined words, unusual proper names, technical terms or provincialisms are encountered. A system, to be scientific, must have a basis of principle; be so related to known sciences as to be quickly apprehended; so facile as to be equal to any emergency of speed, dialect, borrowed words, or foreign name or accent. The Pitman Phonography meets these requirements. No matter what changes the language may undergo, it will be impossible for it to extend beyond the capabilities of this far-reaching system. It is adapted, first of all, to the human voice in general, and, incidentally, to the English language in particular. The scientific char-

Plate 38.

- 1
- 2
- 3
- 4
- 5
- 6

- 7
- 8

WORD-FORMS.

- 9
- 10
- 11
- 12
- 13

PHRASES.

- 14
- 15

acter of the system will appear more clearly from the following considerations:

393. CORRELATION. The twenty-four consonants are divided into several classes, according to their nature and quality. The first eight are termed *explodents*, sometimes called *abrupts*. The sounds which these letters express are *blunt*, not capable of being *prolonged*. All remaining letters, except *w*, *y* and *h*, are designated as *continuant*s, by which is meant that the sounds they express are capable of being prolonged, or *continued*. They are properly represented by curved, or *yielding*, stems.

The second classification, which affects most consonants, is into *subvocals*, as *b*, *d*, *v*; and *surds*, as *p*, *f*, *t*. The first class, or *heavy* sounds, are represented by *shaded* letters; whereas the *surds*, or light, *breath* sounds, are appropriately expressed by *thin stems*. Looking further, it will be observed also that *p* and *b*, *t* and *d*, *f* and *v*, *s* and *z*, etc., are similar sounds, both letters of each pair being articulated with the same vocal organs, the only difference being that in each case the *first* is *light*, and the *second*, *heavy*. *P* and *b* are similar sounds in these respects, that both are *labials*, or *lip-sounds*, and both *explodents*; and the two characters by which they are represented are alike in respect to *slant* and *straightness*. They differ in this respect only, that the *first* is *light*, and the *second*, *heavy*; whereas their stems differ in a similar manner, the *first* being *thin*, and the *second*, *thick*. The same observations apply to *t* and *d*, *ch* and *j*, *f* and *v*, and the other pairs of consonants.

The *long* vowels, also, are properly expressed by *shaded*, and the *short* by *light* signs. Diphthongs are *compound* sounds, and their symbols likewise are *double*, two in one.

394. ECONOMY. Certain sounds, it is well known, are much more frequent than others. *T* and *s* occur the oftenest.

R and *n* are far more common than *l*, *f* or *j*. The signs which represent the frequent sounds are, as a rule, easier to execute than those which express sounds less common. For

example, *t* is written more quickly than *r* or *sh*, and *s* than *f*, etc. But in order to provide a still more expeditious way of writing the most frequent sounds, a series of adjunctive signs, sometimes called the *short alphabet*, has been devised. *S* consequently may be written in four different way; by the two circles, *s* and *sez*, and the two loops, *st* and *str*; *t* likewise by four methods; viz., the two loops, the lengthening and the halving principles; *n* by the *n*, *shun*, *eshun* and *in* hooks; *r* by the r-hook, str-loop, and lengthening principle. Another fact which still better illustrates the *economy* of the system is the ingenious method of *vowel indication*, which consists in skillfully combining, or *mixing*, the signs of the long and short consonant alphabets, for the purpose of expressing, without having to write, many of the vowel sounds. The adaptability of the system as a *means* to an *end*, is evidenced by the list of abbreviations which have been fitly chosen to express those common words and phrases of which the bulk of colloquial speech is composed.

395. ADAPTABILITY. The fact that no two persons write long-hand alike, that the different styles of long-hand are as various as the writers are multitudinous, plainly points to the truth that a short-hand system may be well adapted to *one*, or a *few*, and still not suited to *all*, or *many*. For convenience, we will roughly divide short-hand writers into three classes: The *artistic*, the *swift*, and the *medium*. The writer belonging to the *first* of these classes has a good eye, steady nerve, and if he possesses a retentive memory, can attain a high speed. By writing a small hand, and making use of many contractions and phrases, he makes good what he lacks in natural quickness.

The *second* writes a large hand, but is so exceedingly quick, mentally and manually, that he can report easily, forming the characters quite large, phrasing but little, and employing a limited number of word-signs. Abbreviating devices do not interest him, because he does not need them.

The *third* combines in a certain measure the qualities of



the other two. The great majority of writers are comprised in this class. Many of the best stenographers come under the first or second. The pliability, so to speak, of the Pitman system is shown by the fact that persons thus variously endowed may readily adapt it to their own peculiar faculty or use. It is worthy of mention that the success of a writer depends in a measure upon the particular author he chooses to follow. Only persons who belong to the class first mentioned should attempt Graham. A person of the class next described is able to report with a connective vowel system even, such as Lindsley's or Pernin's. In a few cases such persons have attained verbatim speed with the tedious Corresponding Style. The first named usually prefers a pen, while a pencil is often used by the class next mentioned.


396. MENTALITY. It is an instructive fact that the pen produces, in the aggregate, a longer line each minute when writing long-hand, than when writing short-hand. A comparison of the two methods shows that writing long-hand requires *more labor and less thought*, and short-hand *more thought and less labor*. The first operation is the more *physical*, the latter is more *mental*. Reporting in short-hand is not so much a question of swift muscular action, as one of how to keep the pen *moving*. Short-hand differs radically from long-hand in this important regard, that in the former, every tick, dot or stroke, means something; hence, thought is required. To render the system more speedy, it is not needful to curtail the length of line, but to remove whatever impedes the *facility* with which it may be *executed*. It is a serious mistake to adopt numerous small and delicate characters for the sake of *mere lineal brevity*. That kind are commonly more difficult to form, and hence occasion a loss, instead of gain, in time and speed. They must be formed slowly to be legible; hence, their employment either retards speed, or endangers accuracy. No outline is good, if writing it swiftly is pretty sure to mar its form. For this reason a long outline is often preferable to a short one.


367. CONTEXT. Some persons not versed in short-hand object to the method as unsafe, since *context* must be relied upon as an aid to legibility. It is well known, however, that law proceedings, public speeches, etc., are reported every day, and reproduced with absolute precision. It is interesting to note a fact not commonly observed, that *context* is employed to fully as great an extent, also, in reading long-hand. Take an ordinary hastily written manuscript, and conceal all but a single letter. The reader cannot in half the cases determine what it is. In very many instances an entire word could not even be guessed at, if it were removed from its place in the sentence. What is context? A word mispronounced in conversation, or indistinctly heard, is readily understood by the hearer. It may usually be supplied even if entirely omitted. This is an hourly occurrence. The *connection* is a reliable guide. To illustrate the same principle, you would be safe in assuming that a man were an Irishman, though you met him at night, providing the occurrence was on a street in Dublin, and you heard his voice. The nationality of a man, the family of an animal, the species of a plant, the kind of a liquid, the distance of an object, are, for all ordinary purposes, mentally determined by this kind of indirect or circumstantial evidence. All things within our knowledge are pervaded by the idea of relation, consistency, sequence. This principle, when applied to language, is called *context*. When, in reading print, the mind grasps completely the meaning of the words, a conscious expectancy precedes the eye, and a new phrase or sentence is half read before it is seen. In the affairs of life, and in the work of a student in particular, this perception gives an immense advantage. It is not a matter of accident, but of culture, mental training. The short-hand writer who attends strictly to the meaning of what he writes when his notes are taken, and keeps his mind rigidly fixed on the import of the language when he transcribes, will accomplish infinitely more than the merely mechanical reporter. This



qualification is, indeed, one of the rare secrets of success in the stenographic profession.


398. READING BY CONSONANTS is only one of the many applications of this principle. It is surprising the extent to which the *trained* writer is able to indicate the vowel elements by means of a proper choice, and apt combination, of the long and short sigus. Let us take a more concise view of


this subject. Long  *n* must be employed in  *funny*,

to give place for the final vowel; while in  *fun* the hook should be used, because no vowel follows *n*. The first word-

form  may be said to be *open*, i. e., *open to vocalization*;

while  *fun*, so far as a final vowel is concerned, is considered *closed*. Now, all consonant outlines are open more or less, and the extent to which they should be *left open* depends almost entirely upon the number and location of the vowels which any given word contains. An outline is the more *open*, when it contains a greater number of stems; and the more *closed*, depending on the number of short or adjunctive signs used in it. The rule is to write the word-form the more *open*, the greater the number of vowels to be expressed. This is, moreover, as much a matter of *manner* as of *extent*. To illustrate, in  *Austin* (*stn*) we have the long

s and the short *n*; while in  *stony* (also *stn*) we have the short *s* and the long *n*. Hence, the outline must be left open at those *particular points* where the *vowels occur*. Where no vowels occur, the outline should, if possible, be closed. Then the reader, the moment his eye meets an outline, knows precisely where vowels are, and where they are not to be, supplied. A short-hand sentence may be compared to a string of different colored beads, in reading which a vowel is to be supplied for each white (or blank) bead. So far as

consonant outlining is concerned, the principle is the same whether the vowels are actually written or not. Thus  *many* must be written with long *n*; otherwise it would be mistaken for *men*. Ordinarily it is bad practice to write a word-form too brief for vocalization, or more open than is required.



The vowel element, although *invisible*, is in reality the *mould* which gives shape to the characters, and at the same time the *key* by which to unlock the translation.



Keeping in view this guiding principle, the student will understand the application of the following



399.

RULES

governing the choice between long and short consonant signs.

1. CIRCLES. If *s* is the first consonant, but preceded by a vowel, as in  *escape*, or the last consonant, followed by a vowel, as in  *glossy*; or if in any case it is preceded




by two concurrent vowels, as in  *chaos*, the long  *s* is always employed. In all other circumstances use the circle.



The large circle is nearly always used for *ss*, *sz*, etc., when the intervening vowel is short; unless there are no other consonants in the word, as  *says*, or  *sis*.

2. L AND R HOOKS. (a) When *l* or *r* immediately follows any consonant to which a hook may be attached, use the hook, unless the *r* may be better expressed by the str-loop. (b) When a long vowel intervenes, use the stem. (c) When a short vowel intervenes, use the hook, except in words of one syllable, when the stem is usually employed.

3. F AND N HOOKS. (a) The *f* hook is attached to straight letters only. (b) *F* and *v* when final, *not followed by a vowel*, are expressed by hooks; if a vowel follows, use the stem.


(c) When occurring in the middle of a word, use the hook, unless angularity requires a stem.





4. **LOOPS.** (a) The consonants *st* or *zd*, when *consecutive*, are usually expressed by the loop. (b) When occurring medially, the loop is also used whenever angularity will admit; e. g.,  *suggestion*; but  *vested*, not  (c) If *st*


is preceded by an initial, or followed by a final vowel, the loop cannot be used; e. g.,  *testy*, not  (d) The *str* loop is almost invariably employed at the end of words, rarely ever initially or medially.









5. **LENGTHENED CURVES.** Some restrictions are placed upon the use of lengthened letters. (a) If a word-form containing a lengthened curve will admit of two readings, with


the liability of conflict, as  *father*, *fetter*, the less com-

mon word must be written otherwise. (b) It is customary in cases of conflict to give the preference to words which contain, 1st, *tr*, 2nd, *dr*, 3rd, *thr*. Examples,  *matter*,

 *madder*,  *order*,  *Arthur*,  *letter*,

 *leather*, etc. (c) The safest plan is to employ this principle in connection with those words only which are quite common. (d) This principle is used very sparingly in outlining proper names.

6. **HALVING.** (a) All letters are commonly halved except  *w*,  *y*,  *mp* and  *ng*. Of these the last two are shortened in a number of words; the first in three or four cases only. (b)  *l*,  *r*,  *m* and  *n*, are shaded when shortened to add *d*. (c) When a stem to which a circle is suffixed is halved, *t* is invariably read before *s*. (d) Any

hooked stem may be halved, *t* being sounded after *all the hooks have been read*. (e) Shortened / *ray* is never used standing alone. (f) When *t* is followed by a final vowel, it cannot be expressed by the shortening principle. (g) When a word of two syllables contains only one consonant besides *t*, the halving principle is not employed. (h) The principle is not applied in cases where the stem, by being shortened, is thus rendered indefinite, as shortened *k* in  *effect*. In this case the resulting word-form has the appearance of lengthened *f*. .) Ordinarily, a consonant in one syllable is not halved to express a *t* which belongs to a following syllable.

400.

Fig. 1






Fig. 2.







Right curve.







Left curve.

Referring to Fig. 1, it will be seen that in executing it the first stroke is the downward  *r*; following this we have  *sh*; afterwards  *l*,  *m*,  *s*, etc. These are *right curves*, that is, arcs which are the components of a circle written *to the right*. A full list of right curves is as follows: *s, ish, lay, ar, m, z, zh, w, and mp*. List of left curves: *f, ith, n, el, shay, v, the, ng, and y*.

401. Those words whose stems are all curves of *one kind*, that is, either *left* or *right*, are more easily written than mixed words, whose stems are partly right and partly left. The only exception is what is called the compound curve;

e. g.,  *name*,  *far*,  *shall*,  *many*, etc.

Illustrative words having *left* outlines:  *faith*,
 *enough*,  *venison*,  *vessel*. Right outlines:

mail, lame, share, resume, also.

The words given are more facile than the *mixed outlines*,

famous, unloving, facility,
 thump.

It is according to a dynamical law that when the pen has struck a curve in a certain *direction*, either *right* or *left*, the impetus given it will carry it forward more easily in the *same direction*, while a change of direction incurs a slight loss of energy, and hence of time and speed. This principle is general in its application, and is employed quite extensively in the construction of word-forms. The choice between *el* and *lay*, *ish* and *shay*, and the location of the *shunhook*, are usually decided by it.

402. The principle of *right* and *left* applies, in fact, to all short-hand characters which are not simple, unmodified straight stems, as $\backslash p$, $| t$, $/ j$. To illustrate, the stem $\int st$ may be classed as *left*, because the circle is struck in that way; whereas $\int str$ is *right*, the circle being written in the reverse direction. Figs. 3, 4, 5 and 6 show movements of which the right and left circles are parts.

Fig. 3.

*Right.*

Fig. 4.

*Left.*

Fig. 5.

*Right.*

Fig. 6.

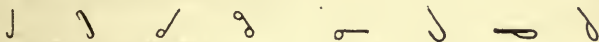
*Left.*

Hence, naturally, in swift writing there is a tendency to bend the *t* in *str* slightly to the right, making it appear like $\int s$. This effect is quite unavoidable in very rapid execution. But an opposite circle added to either curve counteracts this tendency. Thus, in $\int stns$, or $\int str$ s, *t* maintains its straightness, no matter how quickly the characters are written.

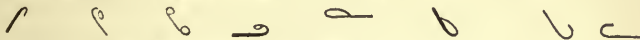
The stems $\int tr$ and $\int tl$ are also right and left, for the

reason that the *r* and *l* hooks are parts of right and left circles. All *r*-hook stems are *right*, and all *l*-hook stems *left*. Also, all *n*-hook straight stems are right, and *f*-hook stems left. The principle applies to all hooks, loops and circles.

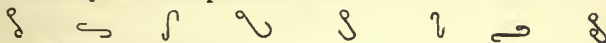
Examples of right stems:



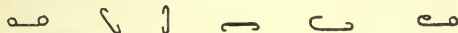
Examples of left stems:



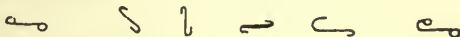
Examples of compound stems:



Difficult to execute:



Easy to execute:



Difficult to execute:



Easy to execute:



403.

APPLICATIONS.

(a) *El*, a left curve, should be used after the left curves *f* and *n*; while *lay*, a right curve, should be used after the right curves *r*, *m*, and *s*. (b) *Ar*, a right curve, should be used after the right curves *lay*, *w*, and *ish*. (c) *Shay*, a left curve, is more easily written after *f* than the right curve *ish*.

404. Write: Fadge dovetail *in loco* homologous paucity quid pro quo mediocre nullification confoundedly *pro tanto ne plus ultra* subaltern dequantitate supernumerary residual subtrahend rive craunch amalgamate *in toto* cap-a-pie discumbency flagelliform hatchet-faced baluster terra firma epigastric hypochondriac cornea œsophagus pylorus pulmonary venticle tricuspid larynx clavicle

phalanges subclavian molar cerebellum intercostal bi-
 cuspid philoprogenitiveness bronchial pericordium thorax
 vertebræ spinal-column pettifogger eureka cyclopedia
 ignoramus antiquarian ex-officio clodhopper screwdriver
 pharmacoplist helter-skelter pilaster cuspidate navicular
 pentapetalous sycamore.

3 405.

EXERCISE 38.

(To be phrased by the student.,

THE "IMMORTAL NINE."

Owing to serious illness, resulting from the excitement and overwork of the canvass, I did not reach Washington till the 19th of December—just in time to cast my vote for speaker on the fifty-sixth ballot in this first important "dead-lock" in the organization of the House. With the exception of two Indiana members, I had no personal acquaintance in either branch of Congress, and, on entering the old Hall of Representatives, my first thought was to find the Free Soil Members, whose political fortunes and experience had been so similar to my own. The seat of Mr. Giddings was pointed out to me in the north-west corner of the Hall, where I found the stalwart champion of free speech busy with his pen. He received me with evident cordiality, and at once sent a page for the other free soil members. Soon the "Immortal Nine," as we were often sportively styled, were all together: David Wilmot, of Pennsylvania, then famous as the author of the "proviso," short and corpulent in person, and emphatic in speech; Preston King, of New York, with his still more remarkable rotundity of belt, and a face beaming with good humor; the eccentric and witty "Jo Root," of Ohio, always ready to break a lance with the slave-holders; Charles Allen, of Massachusetts, the quiet, dignified, clear-headed and genial gentleman, but a good fighter and the unflinching enemy of slavery; Charles Durkee, of Wisconsin, the fine-looking and large-hearted philanthropist, whose enthusiasm never cooled; Amos Tuck, of New Hampshire, amiable and somewhat feminine in appearance, but firm in purpose; John W. Howe, of Pennsylvania, with a face radiant with smiles and good will, and full of anti-slavery fervor; and Joshua R. Giddings, of Ohio, with his broad shoulders, giant frame, unquenchable love of freedom, and almost as familiar with the slavery question in all its aspects as he was with the alphabet. These, all gone now to their reckoning, were the

effect of freedom in the lower branch of this memorable Congress. They all greeted me warmly, and the more so, perhaps, because my reported illness and doubtful recovery had awakened a peculiar interest in my fortune at that time, on account of the political situation, and the possible significance of a single vote. John P. Hale happened to enter the hall during these congratulations, and still further lighted up the scene by his jolly presence; while Dr. Bailey, of the "National Era," also joined in the general welcome, and at once confirmed all the good opinions I had formed of this courageous and single-minded friend of the slave. I was delighted with all my brethren, and at once entered fully into their plans and counsels.—Selected from the "Political Recollections" of George W. Julian.

(466—5:30—3:30.)

406.

TRANSLATE.

13/86.

LESSON XXXIX.

NAMES AND NEGATIVES.

407. KEY. 1. A B C D E F G H I J K L M.
 2. N O P Q R S T U V W X Y Z. 3. Burns Barnes
 Morse Morris Paul Peel Boyle Bailey Greely Gurley.
 4. Beecher Holmes Carlyle Cicero Gough Hughes Kames
 Moore. 5. Steele Smiles Clay Jones Mirabeau Guizot
 Byron Hume. 6. Benjamin Brewster Alexander Arnold
 Bancroft Chesterfield Mitchell Sherman. 7. Shakespeare
 Webster Emerson Jefferson Hawthorne Napoleon Demos-
 thenes. 8. Oakland Omaha Boulder Cedar-Rapids Des-
 Moines Wheeling Topeka. 9. Kansas-City Chambersburg
 Boston Clinton Waterburg San-Francisco Cleveland.
 Translate Ls 10-13. 14. Mortal immortal moral immoral
 legal illegal regular irregular. 15. Immovable illiberal
 irredeemable immutable unnecessary else-than less-than.

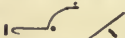
PROPER NAMES.

408. The following sentence will be found slightly ambigu-
 ous:

t may be translated,
 "The Monthly's Table of Contents contains another of the
dozen poems, also an article on *bacon*." For "dozen" the
 reader may insert "Addison," and write "Bacon" with a
 capital. The correct meaning will then appear. Here the
 writer should have vocalized *Bacon*, and underscored *Addi-*
son, as well as *Monthly's*. Also, if time permitted, Addison
 should have been interlined in long-hand. Proper names
 are arbitrary, as to the manner both of *spelling* and *pronun-*
ciation. The reporter hears new ones every day, and they
 are likely to give him some trouble. This is partly on ac-
 count of the fact that *names*, considered merely as *words*,
 have a *meaning*, as *Brown*, *Bacon*, *Rice*, etc. This meaning
 has no connection, however, with the subject matter; but the
 reader is apt at times to confound common and proper

nouns, if the outlines for the latter are not characterized in some way. The *underscore*, which signifies primarily that a capital is to be used, serves this purpose. There are many proper names, however, which, on account of their meagre outlines, require vocalization; for example, *Steele*, *Clay*, *Hume*, etc. (L 5.) The underscore, however, is not necessary when the name is vocalized. (Ls 4 and 5.) Vowels are always to be used if the outline is in the least ambiguous; as, for example, *k-pr*, which would signify either *Cowper*, or *Cooper*. L 3.

409. If a proper name occurs a number of times in a single report, the writer, particularly if pressed for time, may omit these features, writing the consonant outline merely. Every name that is in any way peculiar should, when practicable, be written in both long-hand and short-hand the first time it occurs in any report. The long-hand gives the *spelling*, which the short-hand does not do. The short-hand, however, gives the *pronunciation*, to which it is well known the long-hand often gives hardly a clue. If in Court, for instance,

Miss  should be called as a witness, and her

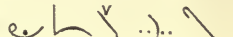
name written in short-hand only, the proper spelling, *Coralie Roth*, would not be known when the notes came to be transcribed. In proper names both the *spelling* and *pronunciation* are important, and the name is not *expressed entirely* unless it is written by both methods. When the spelling cannot be had, the vowels should be written very carefully.

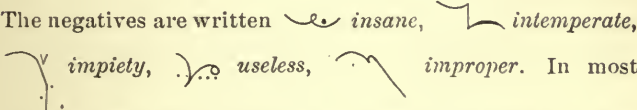
410. Initial letters are written in the manner indicated in Ls 1 and 2. It is entirely unnecessary, and hence improper, in writing names, to place a period, that is, the small cross, after each initial letter. Names that are so common as to be familiar to every one, as *New York City*, *Smith*, *Chicago*, *London*, etc., need not be either vocalized or underscored.

411. Names are so numerous that a vocabulary of them could not well be memorized; and this would be unnecessary,

since the practical writer may readily invent sufficiently intelligible outlines for the most difficult of them. The halving principle, circles, loops, and other adjunctive signs, should be employed more sparingly than when writing common words.

POSITIVE AND NEGATIVE.

412. The positive words, *sane*, *temperate*, *piety*, *useful*, *proper*, are expressed by the characters 

The negatives are written  *insane*, *intemperate*, *impiety*, *useless*, *improper*. In most

cases, as here, the negative is expressed by a *prefix* or *affix* attached to the positive word-form. To this rule some exceptions are made in favor of positives which begin with *l*, *r*, *m* or *n*, negatives of which are formed by prefixing *il*, *ir*, *im* and *un*, as in *legal*, *illegal*, *regular*, *irregular*, *moral*, *immoral*, *necessary*, *unnecessary*. See Ls 14 and 15. It will be observed that while a distinct syllable is prefixed in each case, the consonant elements are not increased; for example, *immoral* is simply *moral* with the short *i* sounded before it. There are three different methods of distinguishing between positives and negatives of this class of words:

413. 1. By writing the *negative* in the *first position*, and the *positive* in the *second*, as in *mortal*, *immortal*, L 14. Illustrative words: Material immaterial morality immorality materialism immaterialism moderate immoderate.

414. 2. By using *up-strokes* for the *positive*, and *down-strokes* for the *negative*, as in *legal*, *illegal*. Write: Legitimate illegitimate logical illogical repressible irrepressible resistible irresistible retrievable irretrievable.

415. 3. By reduplicating the initial consonant, as in *im-movable*, *illiberal*. L 15.

416. 4. Vowels also are sometimes employed for this purpose in phrases, as in *else-than*, *less-than*. L 15.

417. Write: Measurable immeasurable memorial im-memorial nerve unnerve natural unnatural refutable irrefutable reverent irreverent revocable ir-revocable neighborly unneighborly.

PHRASES.

418. What-do-you-mean we-shall-do what-extent what-I-am what-I-desire what-I-find what-I-meant what-I-said what-shall-be what-was-necessary what-would-be-said what-would-be-the which-has-been who-would-know why-is-it will-be-satisfied will-not-be-taken will-not-get-it would-accept would-not-be-respectable would-not-be-responsible a-great-many-of-his ahead-of-you ahead-of-your all-we-wish another-advantage another-day any-more-than-I-can any-way-you-can any-way-at-all because-you-have because-we-have because-we-do because-it-can-be consider-their consider-your consider-the-matter consider-that-matter entire-business entire-control entire-season entire-year entirely-different entirely-in-their-hands entirely-(a)-matter entirely-in-their-possession for-a-long-time long-while look-into-the-matter satisfactory-way several-months-ago see-what-can-be-done shall-be-pleased several-years-ago short-period take-advantage take-this-occasion take-this-matter when-ever-it-is-convenient.

419.

EXERCISE 39.

Vocalize: Beaumont Blair Colton Congreve Dryden Erasinus Hale Hazlitt Knox Martineau Pope Rousseau Seneca Shelley Taylor; (without vowels) Andrews Aristotle Bentham Bentley Berkeley Blackstone Bolingbroke Burgess Burton Carleton Cervantes Chalmers Channing Clarendon Cobden Coleridge Cromwell Descartes Diogenes Douglas Drummond Erskine Evans Fenelon Francis Fuller Gibbon Goldsmith Harrington Herbert Hogarth Hopkins Hudson Huxley Irving Johnson Juvenal Kings-

ley Lambert Lessing Longfellow Macaulay Mackenzie
 Mason Meredith Miller Morgan Nelson Parker Pascal
 Petrarch Plutarch Porter Robertson Robinson Rogers
 Ruskin Russell Sheridan Spurgeon Sterling Strickland
 Tennyson Turner Voltaire Warburton Warren Wesley
 Whipple Wordsworth.

VOCALIZE: Albany Ann Arbor Augusta Austin Beloit
 Dayton Detroit Dover Elmira Hoboken Houston Kalamazoo
 La Crosse Mobile Peoria Racine Salem Savannah
 Syracuse Toledo Troy; (without vowels) Ashland Atchison
 Athens Atlanta Baltimore Battle Creek Belfast Belleville
 Bethlehem Bowling Green Bridgeport Brooklyn Buffalo
 Cambridge Camden Canton Carbondale Central City
 Chattanooga Chillicothe Columbia Columbus Concord
 Council Bluffs Crawfordsville Dallas Danville Davenport
 Dubuque Easton East Saginaw Elgin Evanston Fall-River
 Fitchburg Fond-du-Lac Fort Wayne Galesburgh Galveston
 Georgetown Grand Rapids Hannibal Hartford Haverhill
 Holyoke Hyde Park Indianapolis Jackson Jersey City
 Keokuk Lafayette Lancaster Lawrence Leavenworth
 Lewiston Lexington Little Rock Lockport Memphis Meriden
 Milwaukee Minneapolis Montgomery Muskegon
 Muscatine Nashville Newark New Bedford New Haven
 New Orleans Norwich Patterson Pawtucket Petersburg
 Philadelphia Pittsburg Portsmouth Poughkeepsie Providence
 Quincy Richmond Rochester Rock Island Sacramento
 Salt Lake City San Antonio Scranton Shenandoah
 Springfield St. Joseph St. Louis St. Paul Terre Haute
 Trenton Utica Vicksburg Waltham Washington Wilmington
 Worcester. (211—3:30—2:30.)

420.

NEW-YORK, Dec. 5th, 1886.

MR. CHAS. C. FRENCH,

Dear-Sir:—With cordial acknowledgments for-past favors,
 the-undersigned respectfully solicits contributions of-private-
 ly received marine and-commercial news.

Our members, representing as they-do most of-the ocean
 commerce of-the country, are daily receiving from-their cor-

respondents a large mass of advanced marine information—arrivals, sailings, charters, clearances, disasters, vessels in port, etc.

The Maritime Exchange, as the chief bureau of marine news in the United States, is naturally the central point where such early intelligence should be collected and classified. Its daily accumulation there will not only benefit the members at large, but strengthen the resources of the association, in which each member is interested. Its subsequent publication will, moreover, prove a boon to the families of the crews.

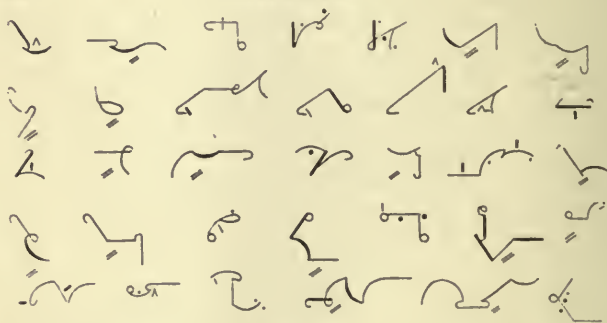
Blanks to facilitate reports will be gladly sent on application.

By order of the board (of) directors.

F. W. HOUGHTON,
Superintendent.
(150—1:45—1.)

421.

TRANSLATE.



NOTE.—As a matter of convenience, and for the purpose of equalizing the speed in dictating, the remaining Exercises are marked in the following manner: Full-faced figures, (1), (2), (3), etc., are used to set off portions of the Exercise which are to be read in the same number of minutes. The work of a minute, also, is subdivided into quarters by *accent*—thus, first quarter'; second quarter''; third quarter'''.

LESSON XL.

EXPEDIENTS AND PUNCTUATION.

422. What is termed an *expedient* belongs properly to phraseography. It is a very special, and somewhat arbitrary, mode of phrasing. The utility of the expedients here presented is confined mainly to a few particular branches of reporting, but may occasionally be employed by every writer.

423. 1. OF-THE. These words may be expressed by placing two word-forms in close proximity to each other. This expedient, however, should be used only for the expression of very common phrases, or groups of words, such as, *wealth-of-the-nation*, *importance-of-the-subject*, etc. See L 1. Write: Season-of-the-year day-of-the-week speech-of-the-president day-of-the-month question-of-the-day subject-of-the-debate.

424. 2. FROM-TO. The prepositions *from* and *to*, when they occur in the class of phrases exemplified in L 2, are expressed by the fact of proximity, similar to L 1. The essential difference between these two expedients is that in L 1 the two words are *different from each other*, while in L 2 it is always the *same word repeated*. Write: From-street-to-street from-State-to-State from-sea-to-sea from-door-to-door.

425. 3. AFTER. Writing one character near and somewhat below the preceding signifies that *after* is to be supplied, as in *day-after-day*, L 3.

426. 4. BY. Writing a word somewhat *above*, but *near* the preceding, indicates that *by* is to be supplied, as in L 4. In Ls 3 and 4 it will be observed that the *second word* of each phrase is always a *repetition of the first*.

427. 5. SCRIPTURAL AND OTHER REFERENCES. The *Book* or *Volume* is indicated by a figure in the *first position*, the *Chapter* by a figure in the *second position*, and the *Verse* or *Section* by a figure in the *third position*. See L 5. This expedient is quite essential in some branches of reporting. Write: Exodus, 13 chap., 8 verse; 2 Kings, 3 chap., 16 verse; Matthew, 6 chap., 6 verse; Carlyle's French Revolution, vol. 3, chap. 9, sec. 12; (referring to law reports) 90 New York, page 160, paragraph 3.

428. 6. SOCIETY. The letter \int s, struck through the preceding stem, signifies *Society*. See L 6. Write: Geological-Society Philological-Society Sewing-Society Literary-Society American-Bible-Society American-Tract-Society Astronomical-Society Geographical-Society Foreign-Missionary-Society.

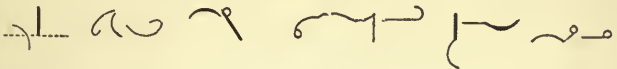
429. 7. COMPANY. In a similar manner an intersecting — k indicates *Company*. L 7. Write: American-Oil-Company Rolling-Mill-Company Manufacturing-Company American-Express-Company British-American-Fur-Company Mexican-Central-Railroad-Company.

430. 8. ASSOCIATION. An intersecting \int sh is employed to express *Association*. See L 8. Write: Ticket-Brokers'-Association State-Editorial-Association Bankers'-Association Firemen's Association County-Fair-Association.

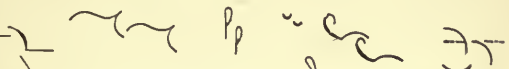
431. KEY. 1. Hour-of-the-day wealth-of-the-nation importance-of-the-subject solemnity-of-the-occasion death-of-the-king merits-of-the-case. 2. From-house-to-house from-town-to-town from-place-to-place from-day-to-day from-time-to-time from-hand-to-hand from-year-to-year. 3. Day-after-day week-after-week month-after-month State-after-State year-after-year volume-after-volume hour-after-hour. 4. Day-by-day page-by-page word-by-word sentence-by-sentence step-by-step inch-by-inch. 5. 1 Corinthians, 3 chap., 16 v.; 2 Peter, 1 chap., 7 v.; Gibbon's History, vol. 3, chap. 40, sec. 4. 6. Phonetic-Society Historical-Society Medical-Society Stenographic-Society Philosophical-Society Short-Hand-Society. 7. Railroad-Company Lumber-Company Coal-Company Mining-Company Publishing-Company Canal-Company. 8. Iron-Dealer's-Association Liquor-Dealer's-Association Young-Men's-Christian-Association American-Ball-Club-Association Teachers'-Association. Translate Ls 9-13.

PHRASES. 14. First-instant for-some-time-past official-correspondence sent-by-last-mail telegraphic-communications. 15. Your-last-letter because-you-can-be monthly-

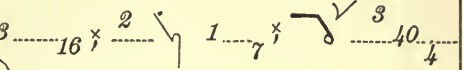
Plate 40.

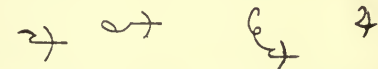
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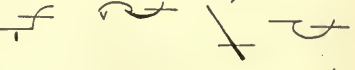
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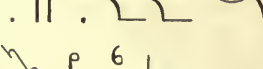
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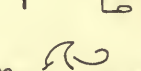
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8 

TRANSLATE.


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




④ 

PHRASES.

14 

15 

statement much-as-we-can much-larger much-worse-than
real-estate.

432.

MARKS OF PUNCTUATION.

x x / Periods.

x Colon.

x i Semi-colon.

z x Interrogation.

! x Exclamation.

() Parenthesis.

~~~~~ Dash.

\* Asterisk.

/ Underscore.

= Hyphen.

| | Quotation.

o Laughter.

= Italics.

=== Capitals.

| Accent.

o Parenthetical Ellipse.

433. The dot, or long-hand period, cannot be employed in short-hand on account of conflict with the dot-sign for *a* and *and*. Partly to avoid such conflict, and partly to secure more facile signs, punctuation marks differing somewhat from those in common use are employed in short-hand. As to the period, the reporter may choose for himself. The first is the most artistic, but the second and third are quicker written. The sign for laughter is made use of in reporting speeches and conventions. To avoid conflict with the horizontal marks used in long-hand, *two* and *three lines* (instead of *one* and *two*), are employed in reporting to signify *italics* and *capitals*. The *accent mark*, written just below any part of an outline, signifies that the syllable so marked is to be *accented*, or *italicised*, as in the sentences:

" v p ~ ~ ~ ~ ~ x "

"I said *un-necessary*, not necessary."

| ) e ~ ~ ~ ~ ~ x "

“She softly exclaimed, Good-ness!” The parenthetical ellipse is employed when a few words only are to be enclosed.

434. These marks are used mostly in correspondence and composition; only to a limited extent in actual reporting. In rapidly taken notes the semi-colon is indicated by a space of an inch or more. When notes are taken at verbatim speed, little opportunity is allowed for punctuating, the only practical method being to leave spaces to correspond with the speaker's pauses, and insert the proper marks afterwards when transcribing.

## PHRASES.

435. After-train-time be-good-enough by-wire cannot-account cannot-answer cannot-do-so first-intimation further-particulars further-reply great-delay I-am-in-correspondence I-have-sent-it I-have-telegraphed in-certain-cases in-my-letter little-danger many-circumstances money-market my-letter send-a-telegram no-account no-intention official-statement other-circumstances referring-to-my-letter sample-cases short-notice since-received state-reasons to-have-that-sent under-the-circumstances under-the-circumstances-(of-the)-case under-peculiar-circumstances very-correct very-good-character very-important-letter we-are-in-correspondence we-are-in-communication we-have-sent your-letter your-reply your-telegram.

436.

## EXERCISE 40.

NEW-YORK, August 1, 1888.

W. H. POWERS, Esq., P<sup>r</sup>sgr. Agt. W., St. L. & P. R. R.,  
Toledo, O.

*Dear-Sir:*—The-efforts-of-this-committee looking-to-reform in-the-methods-of-conducting-passenger-business-have-been-to-a-certain-extent-unfavorably-affected," and-in-some-cases-neutralized-by-the-action-of-roads-beyond-the-territory-traversed-by-their-lines, who-continue-to-pay-large-sums"" in-commissions-to-agents-and-ticket-brokers-in-the-east, whereby-the-proper-distribution-of-the-business-between-our-own-companies-is-threatened (1).

The-time has arrived when, on-account of-the peculiar geographical aspects of-the territory traversed by-these lines, it-is-impossible' for-them to carry out the-reform they-have attempted, with-justice to-each-other, so-long as-the lines in-the-west and-south" beyoñd-the territory referred to continue to-pursue their-present methods.

The-committee believe that connecting lines are anxious to-be relieved'" of-the-expense attaching to-a condition of war, whether carried on under-the forms of war or peace. They have-made-a strong (2) effort to stop the-payment of commissions at differential fare points in-the-east; they object decidedly to-other lines continuing a-practice' which tends to-render their efforts abortive, and-they urgently request that-you refrain from-the payment of commissions at those points." They-will highly appreciate your support and-co-operation.

Enclosed herewith please-find copy of resolutions and rules of-the committee. Will-you kindly'" acknowledge receipt, and-advise the-committee whether your company will comply with their wishes in-this-regard?

Yours-truly,

S. F. PIERSON, Vice-Chairman. (3)

(277—3—2.)

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## LESSON XLI.

### NUMBERS, SPECIAL RULES, AND SUGGESTIONS.

#### EXPRESSION OF NUMBERS.


437. Numbers are expressed in the usual manner mainly, that is, by the Arabic numerals, 1, 2, 3, 4, etc. In the number 671, the figure 6, by virtue of its *position* (in the hundred's place), expresses *six-hundred*. This arrangement gives figures an immense advantage, in the way of brevity, over written numbers; thus, 671—six-hundred and seventy-one. There is no pressing need for any different method of expressing numbers, since the present method is already as

short as short-hand itself. This is shown by the fact that a column of figures can be written as fast as the numbers are distinctly called off. The form of some of the figures could be simplified; but it is hardly necessary. A few of them when standing alone should be expressed in short-hand characters, as 1, 2, 3, 10, etc. L 1. Round numbers also can be expressed more briefly by short-hand symbols, as 2,000, 12,000. See Ls 1-6.

## SPECIAL RULES.

438. Signs of unimportant or obscure consonant sounds are often omitted, as *g* from *longest*, *k* from *distinction*. L 7. Such omissions are only the more safe when several consonants still remain in the word-form.

The exigency of joining stems together not infrequently renders it impossible to form the hooks in a perfect manner, as, for example, *shn* in *sectional*, *n* in *panic*, *l* in *cable*. (See L 8.) Sometimes the hook is not written at all, only indicated (by an offset or otherwise), as *r* in *destroy*, *l* in *explain*, etc. L 9. At certain junctures the circle necessarily becomes a loop, as in *counsel*. In *jail*, *j* is written more upright, and *l* with less curvature; otherwise *j-l*, if written

strictly according to rule, would appear thus,  The same observation applies also to *assail*, and many similar combinations. Angularity and facility require that certain stems, when joined, must undergo some slight change in their formation in order to be adjusted to each other. To illustrate, *n* and *m* are curved less when combined with *t* or *d*, either preceding or following; and *more*, when attached to *k* or *g*. See *knotty*, *tiny*, *nick*, etc. L 11.

439. In a few instances *) est* is struck upwards, as in *gravest*. L 12. Iss-hay, though rarely occurring, may be expressed by changing the hook to a circle, as in *soho*. L 12. The st-loop is rarely written with half-length letters. When so applied it should be written fully two-thirds the length of the stem. The large loop is never so applied. The r-hook

is sometimes expressed in phrases by a *back-stroke*, as in triple consonants. For example, *this-property*, *this-course*, L 12.

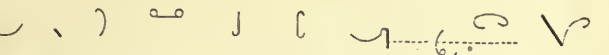
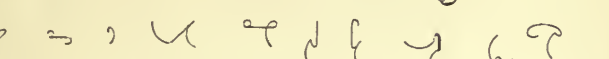
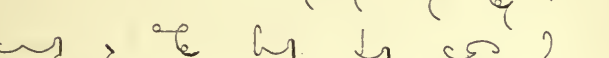
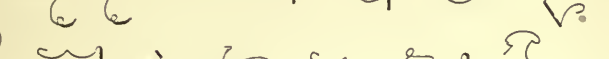


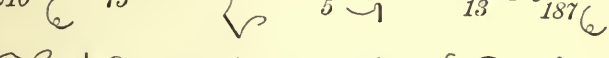
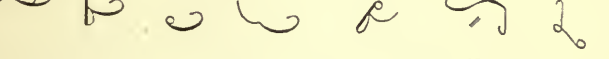
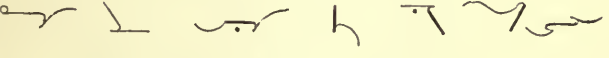
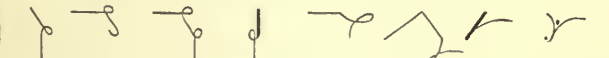
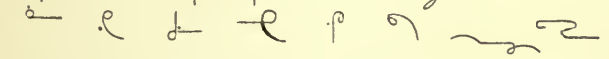
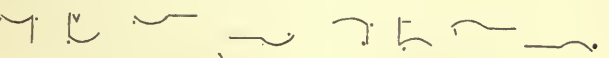
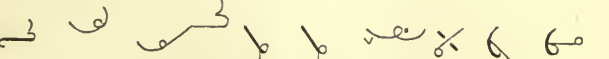


440. KEY. 1. One two three six ten twelve hundred thousand million billion. 2. First second third fourth sixth tenth twelfth hundredth thousandth millionth. 3. 100,000 2,000 6,000 1,200 ten-hundred one-million three-billion. 4. Three-tenths one-hundredth two-thousandths a-thousand-millions one-tenth the-second-hundred the-millionth-part. 5. Ten-or-twelve three-or-four twenty sixtieth thirty forty fifty sixty-five hundredths. 6. 210,000 75,000,000 3,000,000,000 500 13,187,000. 7. Longest distinction sanction function suggestion Northampton transpose. 8. Sectional panic ungainly defer cable manager engraving. 9. Destroy pistol explain explicit density counsel rapaciously jail assail. 10. Set sick safe task excessive settle suffer mechanism chronicle. 11. Knotty tiny nick canny Mattie Tommy mock calm. 12. Gravest nicest insurrectionist best-table best-time nice-scene soho this-property this-course. 13. Strive strife prize price lays lace prizes prices fashion fusion raised.

PHRASES. 14. Nevertheless-you-can great-majority-of-cases numerous-letters number-of-claims what-have-you-to-say fellow-citizens. 15. Just-taken attorney-general examination-in-chief honorable-court law-office Circuit-Court under-all-the-circumstances-of-the-case.

441. A fact in pronunciation, which is but rarely observed, is this: An initial consonant ordinarily is not sounded, when the preceding word ends with the same element; as *t*, for example, in *best-time*, *best-table*, or *k* in *book-keeper*, pronounced *bestime*, *bestable*, *bookeeper*. The chief difference between *fine-night*, and *finite*, is that the *first syllable* in *finite* is *accented*, while in *fine-night*, each word has its separate accent. To some extent this fact may safely be taken advantage of in phrasing, as in *best-time*, L 12.

442. The sub-vocals *v*, *z* and *d*, in rare cases, and when *really necessary*, may be distinguished from their cognates

Plate 41.

- 1 
- 2 
- 3 
- 4 
- 5  65
- 6  210 75 5 13 187
- 7 
- 8 
- 9 
- 10 
- 11 
- 12 
- 13 
- 14  PHRASES.
- 15 

*f*, *s*, and *t*, by the shading of a *hook*, *loop*, or *circle*, as in *strive*, *prize*, *lays*, *prizes*, L 13.

443. The so called circles *iss* and *sez* are, in fact, never *entirely round*, for the reason that the stems to which they are joined form a part of them. See *set*, *siek*, etc. L 10. The circle always becomes a *small loop* when written *within a hook*, as in *settle*, *suffer*, etc. In rare cases two hooks may be *written together*, as in *chronicle*, L 10.

444. The professional reporter is allowed certain licenses which should not, however, be taken by the student. In rapid writing he may give the letters a less degree of slant or curvature, omit shading to a greater or less extent, and occasionally write words out of position. Every writer in time becomes familiar with those inaccuracies which are peculiar to himself; but it should be his constant aim to keep as *near the standard as possible*, in order that the legibility of difficult passages may not be endangered, and that others also may be able to read his notes.

LIMIT OF INACCURACY. Even in fast reporting the stenographer should avoid writing any word so *far wrong* as that it may appear to be an entirely *different word*.

445. LARGE OR SMALL "HAND." The reporter, when pressed, writes *larger* than at other times. Some persons take this to be an evidence that a *large hand* is the most rapid. It proves just the contrary. The *really skilful* stenographer, when writing at high speed, is not flurried, and writes about as small a hand as usual. There can be no question but that the *greatest speed* will be attained *ultimately* only by writing the characters *near each other*, cultivating a *neat style*, and writing *as small a hand* as practicable.

446. Professional reporters commonly use note-books manufactured expressly for the purpose. Not only are these better suited to this work, but greater ease in writing is attained by using books which are uniform as to size of page, width of ruling, and quality of paper.

447. All stenographic notes, no matter for what purpose taken, should be filed, indexed, and carefully preserved for



several years. The contingencies are many which may render a transcript of a portion of these very valuable.

448. No stenographer can afford to disregard certain general directions which relate to the mechanical part of his profession. He should use paper distinctly ruled, and the best quality only. A good fine pointed, short-nibbed gold pen, of medium size, is the best for reporting purposes. This should be more or less elastic, dependent on the writer's lightness of touch. Good writing fluid is preferable to ink.

449. When the reporter writes with a pencil, he should obtain one of medium hardness only, keep it sharpened, and use it with soft or uncalendered paper. For general purposes it is better to use a pen; the pencil in exceptional cases only. In every respect it will be observed that the pen and pencil differ from each other. The question as to the relative merits of each for reporting purposes has been discussed to a considerable extent by members of the profession. Those reporters who employed a pencil while learning, never afterwards giving the pen a fair trial, of course regard the pencil with the greater favor. Of those who have fairly tested both, the majority prefer the pen. The advantages of each may be seen from the following comparison of

450.

#### PEN AND PENCIL.

1. The pen must be dipped, the pencil sharpened.
2. For the pen an inkstand must be provided, or the "fountain" filled; a number of pencils must be sharpened beforehand.
3. The pen is elastic, and is used on a hard surface; the pencil is inelastic, and should be used on a soft surface, or springy tablet.
4. A pen-drawn line is uniform; the pencil's point is continually grinding off, and hence does not serve so well to indicate light and shade.
5. More skill or training is required to handle the pen; most people already know the use of a pencil, which is simple.

6. Pen-work is permanent; pencil-writing fades out in a few years.

7. Notes taken with a pen are black and easy to read; pencil-writing is hard on the eyes, and for this one *important reason* a pencil should be used *as little as possible*.

8. Writing with a gold pen, which is a yielding, sensitive instrument, is much less fatiguing than manipulating a pencil, which is stiff and inflexible.

#### 451. BOOKS AND MATERIAL RECOMMENDED.

Our Short-Hand Pocket Dictionary contains over six thousand words beautifully engraved, and every writer of this system ought to possess a copy. Pitman's Phrase Book is also very useful, and ought to be copied through by the learner several times. Humphrey's Manual of Type-writing, from which a number of the business letters used as exercises in this present book were taken, with the kind consent of the author, is the foremost work on the subject, and it ought to be *used* by every operator of a writing machine. "One Hundred Valuable Suggestions to Short-hand Students" contains many practical hints, and is adapted, also, to dictation purposes. The "Reporting Style" Practice Books, designed to accompany this work, are manufactured from a good quality of paper, properly ruled, and of a suitable size. An inferior quality of writing material should not be made use of in any case. The best quality of fools-cap is recommended to those who do not use specially prepared paper. Fountain pens are coming into use. These have been much improved of late, and several brands will be found sufficiently reliable for short-hand purposes. While a good fountain pen may be a convenience, it will not, considered as an aid to speed, be found of any special value, since an ordinary dip of ink will easily write three hundred words. These pens were originally made for the convenience of persons who wished to carry ink in their pocket. For easy and rapid work, the pen should be of gold, short nibbed and sharp pointed. For reporting purposes, and advanced prac-

tice also, a writing fluid, as Arnold's or Carter's, is better than ink, which is apt to be too thick or heavy.

Professor Morris' books on phrasing well merit the attention of students of all systems. Stenographers who wish to know their business well, and keep abreast the times, will subscribe for two or three of the best periodicals devoted to their profession. It is suggested that students in want of material apply to the dealer from whom this book was obtained for information and prices.

#### PHRASES.

452. After-many-inquiries after-you-have-been after-the-matter after-the-question bad-account can-you-make different-varieties during-the-year ever-since-you-have-been express-purpose for-another-purpose for-my-part may-their much-as-I-desire much-as-we-desire much-pleased no-hurry-about promissory-note quite-probable quite-sure quite-sure-there-are real-estate-broker remember-that-we took-possession very-certain very-certain-about-it very-good-man very-good-quality very-necessary we-have-no-objections we-hope-that-you-can we-will-name-you.

453.

#### EXERCISE 41.

DO SOME PRACTICAL WORK FOR SOME BUSINESS MAN.

*From "One Hundred Valuable Suggestions to Short-Hand Students."—To be phrased.*

The best kind of practice the student can have, after he has learned the principles, is that which approaches most nearly to the kind of work he will be obliged to do in actual reporting. Business men, in fact, prefer those who have had some practical experience, and in order to be able to satisfy them that you are not a mere beginner, you should secure some actual practice just for the experience it will give. Go to some business man who has more (1) or less correspondence, and offer to take all his letters for awhile without wages. You can well afford to do this. In the first place, you would be fitting yourself for the actual work in

the most thorough and practical manner possible." If your work is satisfactory, and you ought not to expect a paying position until it is, it would be much" easier to secure a situation, and to fill it acceptably, than you might otherwise hope to do. Another advantage that often arises (2) from such a course is in causing the man for whom you work to learn to appreciate the advantages of short-hand,' and in this way, cause a demand for your own employment, or for that of some other short-hand writer." (215-2-30-1:30.)

## LESSON XLII.

### RULES FOR PHRASING.

454. KEY. 1. (Simple phrases.) Shall-have have-been saves-time good-men many-good-men men-of-action some-men-of-nerve begin-immediately. 2. (Simple sentence.) The-old-gentleman, who-was-president (of-the) First-National-Bank, immediately gave-the-money to-the manager (of-the) Pennsylvania-Railroad-Company, who-was-standing in-the bank-parlor at-the-time. 3. (Omitted consonants.) Most-likely fishing-tackle general-breakdown Trans-continental-Railway-Co. 4. (Omitted words.) Promise-to-pay by-the-law-of-the-survival-of-the-fittest day-of-the-month change-of-the-weather what-is-your-business where-do-you-reside. 5. (Lengthened outlines.) They-still men's-strength short-stop served-his-time per-minute serve-their-purpose jury-man gentlemen-of-the-jury per-annum. 6. (Lengthened phrases.) Shall-not-have some-one-that was-not-keeping for-there-came may-there-be their-own-safety may-it-be. 7. (Variable letters; Com and Con.) This-will-make shall-merely store-door do-you-wish such-as-will-not you-should-not-condemn you-will-contrive they-may-well-complain. 8. (Position words.) For-no-time in-every-part the-same-man I-shall-sue-him many-things love-him. 9. (Position words vocalized.) In-any-event in-no-event it-is-for-me

it-is-my-own-copy rather-than-hope for-some-men. 10. (Contracted phrases.) In-reply-to takes-us will-there-be at-first it-will-not at-all which-are in-regard-to.

PHRASES. 11. Trust-that-you-will venture-to-say we-may-have we-think-there-is we-will-order day-of-the-week must-acknowledge. 12. Must-also must-always obliged-to-give subject-to-my-order two-or-three-times we-have-no-knowl-edge-of-the-matter. 13. Able-to-collect able-to-realize according-to-the-letter according-to-the-instruction any-kind-of-business at-the-same-rate. 14. We-want-to-know certain-class-of-goods I-am-aware-of-the-fact just-received-your-letter-of-recommendation as-per-my-order. 15. According-to-agreement according-to-his-agreement according-to-contract receive-their-letter by-some-other-firm within-a-day-or-so.

455. The student has already, by the faculty of imitation, learned in a general way how to connect words together into phrases. Specific rules are needed, however, as a safe guide to good practice. The learner, who is now advanced, will apprehend the meaning, and understand the application of such rules. But it cannot be said that the student has mastered this or any other subject until the underlying *principle* has been grasped. This, in an incidental way, we shall aim to state. An elaborate treatise will not, of course, be looked for within the limits of a single lesson. Phrasing is a science of itself. It has been characterized as an "Art within an art." It bears a similar relation to the broad subject of Short-hand, that Algebra does to the general subject of Mathematics, for instance, or that State government in our country sustains to the National. To short-hand it is the finishing touch, a kind of internal perfection. By it speed is increased. and legibility added to.

That there is a gain in joining words to some extent is admitted on all sides. It is true, however, that there exists a diversity of opinion amongst the best writers and teachers touching the extent to which phrase-writing can profitably be carried. The objectors point to the example of many old

stenographers, experienced and successful in their profession, who phrase but little. These facts carry a certain force; they are valuable evidence of at least *one of the possibilities of the art*, showing what can be done with simple short-hand, *unstrengthened by the phrase*. When short-hand was learned by our earlier reporters, phrasing was a new thing, and its correct use unknown. Most of the successful stenographers of to-day employ phrasing habitually, and connect words according to certain well settled rules.

The statement needs no proof that words can be phrased in less time than they can be written separately. Every pen-lifting costs nearly half a second, or the loss of a word. The obvious advantage of joining is proved by the universal custom of connecting together all letters of each word when writing long-hand. Copy this sentence, writing each letter separately: "*T-h-i-s i-s a s-l-o-w w-a-y o-f w-r-i-t-i-n-g.*"

Why, then, ought not an entire discourse to be reported without a single break, or lifting of the pen? As a means of getting hold of our subject, we will assume that *all words are to be joined together* when short-hand notes are taken. The exceptions to this broad rule we sum up as follows:

456. 1. SENTENCES. Phrasing is designed partly as an aid to legibility, which is a matter of no less importance than speed itself. But joining words together would be a drawback to legibility, unless some kind of correspondence between the *manner of phrasing* and the *structure of language* were expressed by the short-hand notes themselves. To illustrate, at the close of a sentence the speaker comes to a full stop. He has expressed a complete thought. There is here, as there should be, a corresponding break in the phrase. In short-hand the words of two separate sentences *should never be written connectedly*. Hence it would be improper to express the two sentences, "*They-make-money.-They-love-it,*"

by the connected phrase,  Likewise the


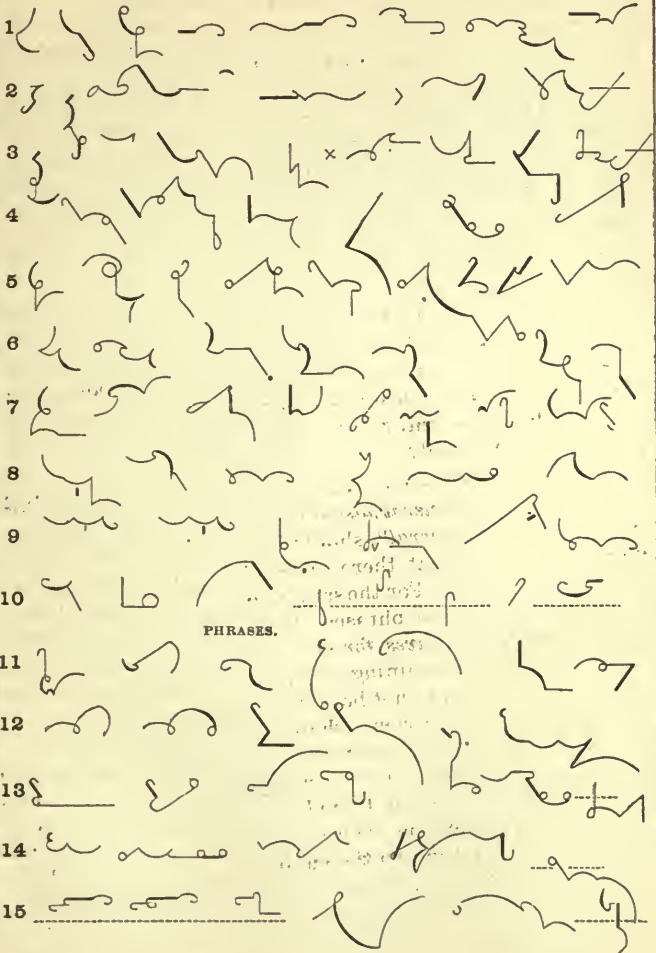

expression,  "*He-is-done.-He-may-go,*" is wrong.

Plate 42.



457. SUBJECT AND PREDICATE. It is well established that the subject of a sentence and its verb should not be joined. The subject and its modifiers form a complete part, or member of the sentence, as do also the verb and its modifiers. For this reason they should be kept separate. The two words, for example, composing the sentence, "*Dogs bark*," should under no circumstances be connected. A *pronoun*, on the contrary, is always joined to its verb, as *I-do, they-make, we-have*. Ambiguity would result not infrequently from the practice of joining nouns and their verbs, as, for example, the character,  *clocks-tick*, could also be read, *clock-stick*.


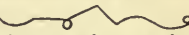
458. COMPOUND SUBJECT. In the sentence "*Corn, beans and potatoes are raised in abundance*," the three words *corn, beans* and *potatoes*, of which the subject is composed, should not be connected. The same rule applies to the compound predicate, as in the sentence, "*The patriot soldier fought, bled, and died for his country*," the verbs *fought, bled, and died*, are written separately.

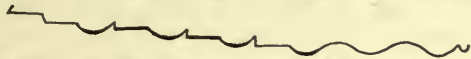
459. RELATED WORDS. Take the sentence "*Having raised another army, the general hastened to relieve the city*"; here the words "*army the general*", should not be connected, for the important reason that there is no grammatical relation between *army* and *the*. For the same reason, *chairs, baskets, and knives*, should not be phrased in the sentence, "*He keeps chairs, baskets, and knives for sale*." The rule is that two or more words, not sustaining some relation of government or modification, should not be connected together.

460. LENGTH. Experience shows that writing long phrases occasions loss instead of gain in time. The reason is that when the pen is applied to the paper the hand, wrist and forearm are so fixed, or stationed, that it is very inconvenient to move the pen along more than one or two inches of space without re-stationing the hand and arm. Indeed, for most persons it is inconvenient to write a character much more than half an inch in length. An attempt to copy the



following joined letters without pausing, will serve more forcibly to impress this truth:

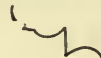
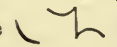





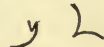
 Convenience would suggest that this combination be broken into three equal parts, of which one would be  Most persons have experienced this inconvenience when writing lengthy words in long-hand. Long phrases are a positive drawback.




The difficulty in executing them may be illustrated by the phrase  *He-kept-coming-and-going-and-going-and-coming-many-many-years.*

Young reporters sometimes go to the absurd extreme of writing as many words in a single phrase as can be made hang together. An illustration is found in the following sentence of thirty-nine words, which it is possible to write connectedly: *I-think-it-is-quite-likely-that-we-will-leave-for-America-before-very-many-more-months-and-you-will-then-have-no-difficulty-whatever-in-getting-all-the-knowledge-you-may-want-in-regard-to-that-wonderful-land.*

461. ANGULARITY. Inconvenient joinings, also those producing obtuse or insufficient angles, are not permissible. On this account the following expressions cannot be phrased: *Do-not tell, pay up, than they, one people, construction train, great expense, do-not go, capital gossip, upon-his honor, find it, have-not found.*

462. CONSONANT POSITION. To some extent phrasing is limited by the requirements of consonant position. Illustration:

 *Have-no-time* should be phrased always while  *Have any-time* sometimes cannot be;  *in-every-part,*  *in-every particular;*  *the-same-man,*  *the-same men;*  *I-shall-sue-him,* 

*I-shall see-him;*   *many things,*  *many-languages.* The point here is that the phrase must sometimes be broken in order that first and third position words may be in their place, thus relieving the notes from ambiguity. Whether a given word may, for the sake of a phrase, be written *out of position*, is a question purely of context and circumstances. The reporter who pays attention to what he is writing, can tell in a moment whether legibility demands the phrase to be broken on account of a position word. He must exercise common sense and judgment. Since phrases are broken on account of first and third position words, it is for that very reason *never necessary* to do so on account of any second position word. All connected words are presumed to belong *on the line*, unless the requirements of sense plainly indicate otherwise. In L 8 it would, under some circumstances, become necessary to break the connection, if in the first phrase *any* occurred in the place of *no*, or *particular* in the place of *part*; *man* in place of *men*; *see* in place of *sue*; *language* in place of *things*; or *me* in place of *him*.

463. UNUSUAL WORDS. Words not frequently used are written disconnectedly. For example, the expressions, *mucilage bottle, cylindrical column, habitual drunkard, merry girls*, should not be phrased. A very few common short words, such as *pronouns, prepositions, and conjunctions*, may be attached to unusual words, as in *the-middling, the-indubitable, or-California, was-revised*.

#### ADVANTAGES.

464. SPEED. The gain in speed, resulting from the diminished number of pen-liftings, is obvious. Write the phrase "save-time" rapidly for thirty seconds; then write the two words separately as often as you can in the same length of time. The experiment will show the phrase written six or eight more times in the first trial, which is equivalent to a gain of twenty-five or thirty words in one minute.

465. LEGIBILITY. Since the grammatical structure of the

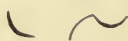




sentence is shown in large part by the phraseological grouping of the words, ease in reading the notes is thereby increased to no small extent. Referring to L 2, the first three words, *the-old-gentleman*, are phrased, because *the* and *old* are both modifiers of *gentleman*. All the words of the clause, *who-was-president of-the First-National-Bank*, would naturally be connected together, but it is *broken into two* on account of length, and *broken in such a manner* that *of-the* is expressed by the juxtaposition of the two phrases. On account of angle *immediately* cannot be joined to *gave*. *Gave-the-money* is a good phrase, and it is customary, where convenient, to connect a transitive verb and its object. The propriety of joining words and their modifiers is illustrated by the phrases *good-men*, *men-of-action*, etc., L 1. Phrasing enables the reader to see at a glance which words are mutually dependent, and which are not.

466. ACCURACY. Phrasing *makes time by saving time*. By means of it the writer gains more leisure in which to form the characters with greater precision and skill, thus adding both to the beauty and legibility of his notes.

467. ABBREVIATION. In phrasing, many single letters and even words are omitted. See *most-likely*, *promise-to-pay*, etc., Ls 3 and 4. These phrases are perfectly legible; but it is evident that this legibility would be impaired by such abbreviation, if the words composing such phrases were written disconnectedly. A phrase may be abbreviated safely, for the same reason that a long word, containing a good number of consonants, may be abbreviated; in each case an abundance of material remains to enable the reader to get at the meaning easily. This is an important point; it is giving to short-hand, by means of phrasing, the advantage of the universal habit, in colloquial discourse, of clipping some words and merging others, when they occur in expressions that are worn and familiar. Ls 11-15.

468. COMPACTNESS. The fact that in the phrase the words are drawn into the briefest compass, renders it possible for the eye to take them all in at a glance; notes can then be

read more quickly than when strung out over two or three times the space. Illustrations: We-have-long-been:

'  better,  ; that-it-may-not-be-as-well-as: ' |   or, 


469. EXPEDIENTS. Many word-forms are *lengthened*, in order that they may be joined in certain phrases, as *they-still*, *men's-strength*. L 5. Certain phrase-signs, also, are written by *longer forms*, in order to render it practicable for more words to be joined, as in *shall-not-have*, *some-one-that*, etc. L 6. In these phrases the n-hook cannot be used for *not*, *one*, or *own*; nor, on account of angularity, can the lengthening or halving principles be used in *for-there-came*, *may-it-be*, etc. The variable letters, *l*, *r*, *sh*, are struck in either direction in phrases, as angularity may require, as in *this-will-make*, *do-you-wish*. L 7. Words beginning with *com* and *con*, except a few very frequent ones, are disjoined from the one just preceding, as in *you-should-not condemn*. L 7.

Position words are sometimes vocalized when occurring in phrases. This requires less time than breaking the phrase. (See L 9.) The principle of contracting outlines by means of hooks, circles, loops, lengthening, halving, etc., is also employed to some extent in writing such phrases as *in-reply-to*, *will-there-be*, *it-will-not*. L 10.

470.

## RULES.

1. Do not construct phrases inconveniently long, or that extend more than two spaces below the line.

2. Avoid joinings that are unangular; also difficult ones, as *be-not-elected*, correctly written  A difficult joining requires more time than breaking the phrase. Adverbs ending in *ly* are rarely joined to following words.

3. Words beginning with *com* and *con* are rarely attached

to preceding words. The fact of separation indicates the prefix, which for this reason need not be written.

4. A word may occasionally be written by a longer outline, if this is necessary to render it *phraseable*. See L 5.



5. Words only that are comparatively common should be joined together. Unusual words are written disconnectedly.

6. Never join two words that are separated by a mark of punctuation, nor any set of words not mutually inter-dependent, or grammatically related.


7. As far as practicable connect together a pronoun and its verb; a modifying word or phrase, and the word modified; prepositions and the words they govern; verbs and their objects; conjunctions and the clauses they introduce.

8. The artistic writer, whose characters are small and well formed, may adopt more lengthy phrases than writers lacking these qualifications.

9. An assemblage of words making a suitable phrase should *invariably be written together*; not phrased at one time, and separated at another.

10. The first word of a phrase, called the *leader*, is usually given its proper position; but exceptions are sometimes made when it is important that the second word hold its own place, as in  *his-own*,  *give-out*.

11. *One*, *than* and *own*, may be expressed by the n-hook whenever preceded by a word of *common occurrence* to which such hook may be joined conveniently, as *will-have-one*, *better-than*, *my-own*.

12. *Of* may be expressed by the f-hook in phrases where the tick of *of* does not join conveniently, as in  *city-of-Boston*.

13. As a rule *or* and *but* are not phrased, but may be joined when there is no possibility of conflict with *a* or *and*. *His* is not commonly joined at the beginning of a phrase, as *his business*, written disconnectedly.

14. It is indispensable that the student *form the habit of*

writing the words connectedly, always within the limits above specified. This habit can never come from *mere reading*, or even *study*. *Much actual writing is necessary*. Perhaps the best plan would be to copy all the phrases in this book; afterwards taking up a standard phrase-book, and systematically writing it through several times.

15. The advanced writer may with propriety adopt an abridged outline for a difficult or unusual set of words, which happens to be of frequent occurrence in the particular report he is making.

#### PHRASES.

471. A-good-many-of-our as-quick-as-possible as-many-as-possible cash-business cash-trade certain-of-their certain-of-your certain-questions dear-brother dear-friend did-not-understand-the-matter did-not-understand-it-so did-not-undertake extra-long during-the-existence extra-pains necessary-delay on-account-of-having sometime-ago some-reason-for-this special-order spring-trade sum-and-substance understand-that-you understand-that-we we-are-anxious we-are-anxious-to-have-you we-are-always we-are-aware we-are-in-need we-do-not-think-you-can.

472.

#### EXERCISE 42.

#### KEEP YOUR OWN COUNSEL.

*From "One Hundred Valuable Suggestions."—To be phrased.*

The Stenographer, like everybody else, must, in a certain sense, be a machine. This arises from the fact that in many cases' confidential matter of the greatest importance is often dictated to him, and unless he exerts the utmost care, he will be apt, inadvertently" it may be, to betray a knowledge of his employer's affairs to those who would take advantage of it. Again, it frequently'" occurs in some kinds of business that the Stenographer is approached for the special purpose of persuading him to make known his (1) employer's intentions or plans. Attempts may even be made to bribe him in order to secure the desired information. Aside from the

moral phase of the question, the Stenographer can, by no means, afford to betray his employer's secrets to others. Once let it be" proven that he has done such a thing, and his prospects as a reporter will be ruined.

Morally it is wrong, and financially" it is a losing investment. If you find that you have a tendency to speak of things pertaining to your work to (2) those not connected with the business, it would be well to form the habit of rigidly refusing to speak of your employer's' affairs at all. By so doing there is no risk of being surprised into statements which may afterwards be regretted."

(226—2:30—1:30.)

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### LESSON XLIII.

#### AMANUENSIS REPORTING.

473. As a prerequisite to success in this field, a thorough education is demanded in the common English branches, as arithmetic, orthography, grammar, and business forms. Good penmanship, and a knowledge of type-writing, book-keeping, and in rare cases telegraphy, Volapuk, and some of the modern languages, are also valuable.

Various degrees of speed, ranging from 90 to 150 words per minute, are required. As such secretary, it becomes one's duty to write letters, telegrams, contracts, agreements, newspaper articles, briefs, editorials, etc., at the dictation of his employer, or whoever has the business management, and afterwards transcribe and deliver the same. A better understanding of the secretary's duties may be gained from a consideration of the relations existing between him and his employer. It is much more severe mental work to rapidly indite important business letters, than to slowly write them out. Dictating is in fact as much an accomplishment as reporting. Perfect quiet, and security from all disturbance, are essential in the work of dictating letters and papers of

this kind. Hence the stenographer, to the fullest extent possible, should refrain from everything that may perplex or disconcert the reflections of his superior. He should not only maintain quiet, but be prepared the moment called upon to read what he has written, and remain in constant readiness to record every word spoken. He should also abstain from all show of nervousness during the occasional intervals in the dictation.

When the matter in hand is entirely finished, he may ask for the spelling of proper names, insert words which he failed to hear or record, and make the necessary corrections. Apparent grammatical and verbal errors need not be called up, but should be corrected by himself when the transcript is made.

#### KEY.

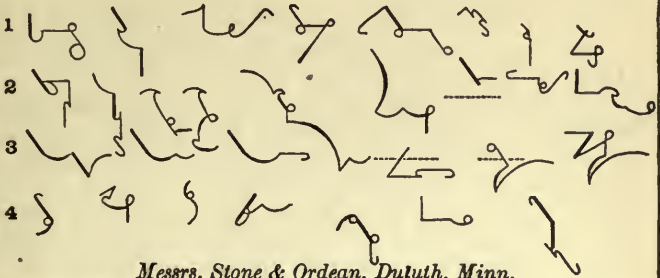
474. PHRASES. 1. Additional-expenses *bona-fide* in-witness-whereof pi-ase-exchange habeas-corp-us on-the-part-of-plaintiff to-wit to-such-an-extent. 2. Abstract-of-title affidavit-of-plaintiff may-it-please-the-court may-it-please-your-honor are-you-able-to-state-whether-or-not was-there-anything-said by-the-court called-and-sworn documentary-evidence. 3. Bank-bill bank-note bank-account much-quicker-than as-per-your-letter acknowledge-receipt-of-your-letter. 4. Balance-sheet on-the-north-side that-is-to-say just-as-certain let-us-be-satisfied take-notes burden-of-proof. Translate Ls 6 to 15 inclusive.

#### PHRASES.

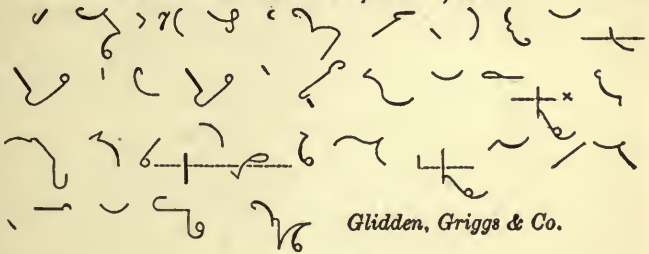
475. About-as-many-as above-cost accept-our accept-them accept-my-thanks answering-your-letter a-short-time-ago a-short-time-since by-return-mail contents-of-my-letter express-order extra-order I-presume-matters-will I-received-your-letter I-regret-very-much my-last-order pay-master please-be-kind-enough please-let-us-know-whether received-his-letter received-my-letter received-our-letter with-this-order you-are-hereby.



Plate 43.

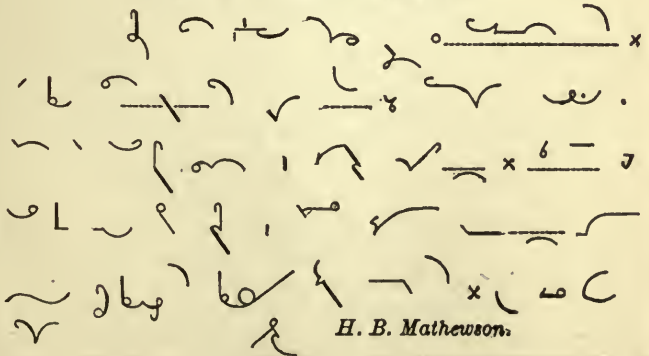


Messrs. Stone & Ordean, Duluth, Minn.



Glidden, Griggs & Co.

Mr. T. J. Dowd, Hastings, Neb.



H. B. Mathewson.

476.

EXERCISE 43.

GEO. W. CRANE &amp; Co.,

Blank Book Manufacturers, Printers and-Binders,

TOPEKA, KAN., March 20, 1884.'

MR. A. B., Los Angeles, Cal. •

*Dear-Sir:*—The-Dockets sent you are-the kind which-are in-general use in-this-city. The-full printed form made it necessary in-a-great-many-cases to transfer the-record'' to-the back of-the book. This-is obviated in-the form which we send you, and-also in-the''' Justice's Guide which we enclose, and-which will give the Justice the-form of entry of any case that-may-come (1) before-him. We-will exchange the-Docket if-you-wish, but think your Justice will-find the-form sent' the more convenient. Yours-very-truly,

CRANE &amp; Co.

477.

ST.-PAUL, MINN., Nov. 8, 1883.

MESSRS. A. RUIZ &amp; SONS," Malaga, Spain.

*Gentlemen:*—Referring to-your esteemed favor of-the 21st ult., we wish to say, that-when''' you-are ready to quote prices on-your brands of layer raisins, we would-be pleased to-receive quotations, (2) with-the view of-placing our fall and-winter order with-you. We would also kindly request you to' inform us whether you have any arrangements with any line of steamers running from-your port to New-York'' or Baltimore, and-what rates of freights you-can quote us; also, what-the insurance and-other expenses connected''' with-a shipment of say 5,000 or 10,000 boxes would-be. Any-other (3) information that-you-can give us, that-you-think would-be valuable for-us, will-be appreciated.' Awaiting your reply, we-are

Very-truly-yours,

GLIDDEN, GRIGGS &amp; Co.

*(To be phrased.)*

478.

AUGUSTA, GEORGIA, July 15, 1886.''

MESSRS. DEVINNY &amp; Co., Baltimore, Md.

*Dear Sirs:*—Messrs. J. Summerville & Co., of your city, have made certain''' offers to me which promise great pecun-

inary profit provided they are stable; but which, on the contrary, would involve (4) me in heavy responsibilities if my correspondents failed to meet their engagements.

-As I have not the pleasure of knowing the gentlemen named, it is essential that I should be on my guard. To you, therefore, I apply in" this difficulty; and should esteem it a great favor if you would acquaint me, so far as lies in your power," with information respecting the character and means of this firm.

The readiness with which you have complied with my (5) requests leads me to hope that you will still further oblige me on this particular occasion; I need scarcely to say that you' may count on my discretion in keeping profoundly secret such information as you may kindly offer. I am, gentlemen,"

Yours respectfully,

A. L. FARMER.

(454—5:30—3.)

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## LESSON XLIV.

### AMANUENSIS REPORTING, (CONTINUED).

479. The thoughtful student need not be told that, since all the plans and secrets of his employer's business must be made known to the correspondence clerk, the most implicit confidence is reposed in him, and loyalty, integrity, and devotion to business are presumed by the relationship established. He should not only be so discreet as not to divulge office secrets, or betray implied confidence, but he should show plainly by his conduct that he is faithful to his employers, and interested in their behalf.

No matter how accomplished a private secretary may be, his services will not be sought, if he has not cultivated habits of prudence, and shown himself to be safe and trustworthy.

In taking difficult matter at dictation, in which corrections and interlineations are afterwards to be made, it is well to leave the alternate lines blank for this purpose. Letter books should be paged, and every letter indexed in a separate

book in such a manner that it can be quickly referred to afterwards.

In amanuensis work the name and address of correspondents should, as a rule, be written in long-hand.

#### KEY.

480. PHRASES. 1. As-a-matter-of-necessity as-a-matter-of-course in-order-to-have it-is-no-doubt postal-service enclosed-letter. 2. I-am-in-receipt-of-your-favor in-my-last-letter your-obedient-servant your-statement we-will-not my-instructions wholesale-store. 3. According-to-his-contract as-per-his-order confidential-communication estimated-cost estimated-weight I-may-be-there monthly-report. 4. Postal-card postage-stamp we-always-like-to-have within-a-week-or-two your-most-obedient-servant just-say-so our-instructions. Translate Ls 6 to 15 inclusive.

#### PHRASES.

481. According-(to)-my-agreement according-(to)-your-contract account-book another-class-(of)-goods at-any-cost east-bound-shipments I-shall-be-pleased just-received-your-communication letter-press please-order please-write we-answer we-will-forward-you what-have-you-to-offer when-ever-you-are-ready will-be-charged will-be-collected will-be-marked will-be-expressed will-you-please-acknowledge-receipt your-loss your-risk your-order your-humble-servant.

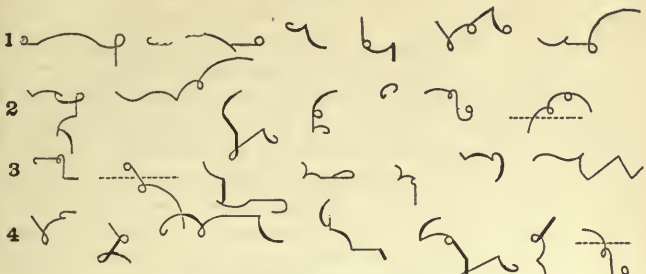
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#### EXERCISE 44.

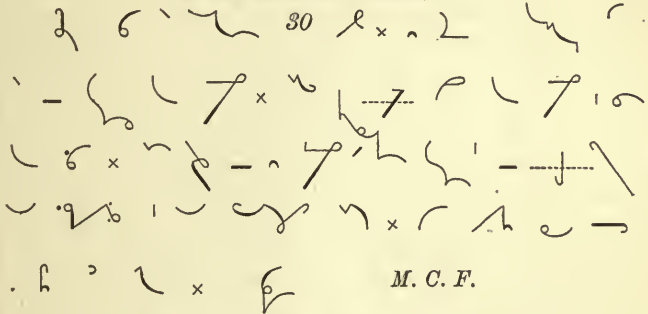
OUR HOME ON-THE HILLSIDE,  
DANSVILLE, LIVINGSTON CO., NEW-YORK, March 1, 1884.  
ISAAC BENNETT, ESQ.,' Carrollton, Ill.

*My-Dear-Sir:*—Our mutual-friend, Mr.-Peters, who-is at-present in-the employ of Our'' Home on-the Hillside, as one of-its reporting secretaries, has handed me your-letter of Feb. 20,''' wherein you express a-desire to-have my testimony in-respect-to stenographic writing. It gives me great pleasure (1) to say to-you, that for twenty-six years I-have-had young-men-and-women in-my-employment' as stenograph-

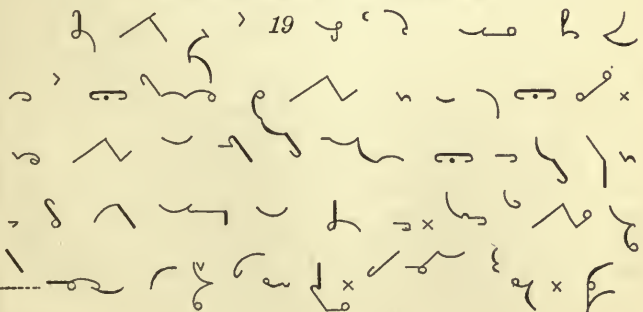
Plate 44



*Mr. M. M. Traver, Union, Ill.*



*Albo De Bernales, New York City.*



ers. Such-is my estimate of-the value of-the-art of-short-hand, that I would-have-it" taught in-all our graded-schools and-academies throughout the-land to young-men-and-women. Taking'" all our institutions into account, and-the wide range of occupations-in-which our young-men have to-(2) engage, and-which-are opening to-our young-women, I would-rather have given proficiency in stenography' as-a part of-a young-man's or-a young-woman's education, than the-best average Collegiate" accomplishment which any-of-our Colleges or Universities furnish in-the Latin and-Greek languages. It-is-not simply'" as scribes for-others that-this art is-of value; for-it-is of quite as-much service (3) to-those who attain it in-their-own private affairs. What an excellent opportunity it furnishes to-one' who-has-it at-hand to-make memoranda of things seen and heard, and-thus furnishing him" with-the-means of fastening in-his mind, and-having at-his service, most useful information! I-have-had'" on-an average for twenty-five years, not-less-than three short-hand writers in constant use; (4) and I-do-not-know of any who, after my training, have-not secured good positions, and-kept' them, and-obtained entirely satisfactory compensation. Assuring you that-I-am in-the fullest sense a believer" in-the-worth of-the-art as-a means of added usefulness in-what-ever profession or calling any-person may-be'" engaged, and wishing you all-success in-your pursuit of-it, I-remain,

Yours faithfully,

JAMES C. JACKSON. (5)  
(365-5-2.)

(To be phrased.)

483.

NEW YORK, July 11th, 1886.

W. W. GRIFFITH, ESQ., Memphis, Tenn.

Dear Sir:—We regret' exceedingly the non-delivery of your esteemed order, and the inconvenience and disappointment occasioned you thereby. We can assure you," however, that we are in no way responsible for the delay; but that, on the contrary, we have used'" every effort to secure the prompt execution and despatch of the order.

It happens, unfortunately for us, that just at (1) the present moment the manufacturers are overwhelmed with business; and, in a juncture such as this, there is no help' for it but to wait patiently the execution in due course of the orders sent.

With the hope, however," of prevailing on the manufacturer in this particular instance to make a little extra exertion, we have written him, by this''' evening's mail, a most urgent letter; and we feel almost certain that if our request can be complied with (2) it most certainly will be. As soon as we receive an answer we will write or telegraph to you such' positive information as may prevent further disappointment. We must apologize for not having written to you previously; but, the'' truth is, we ourselves were expecting every day to hear some tidings of the order which we might send''' you. Regretting the trouble and annoyance to which you have been put, we are,

Yours faithfully,

J. L. KING & Co. (3)

(234-3-1:30.)

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## LESSON XLV.

### SPEECH REPORTING.

484. A verbatim report of a rapid public speaker is the greatest achievement of the stenographic art. There are, however, but comparatively few speeches of which reports are wanted; and it is a fortunate fact that the best orators, whose speeches are the most frequently published, are the easiest, also, to report. But it is very rare that a speech appears well in print, in the precise language in which it was delivered. A certain amount of tautology and repetition add to the force of a spoken address, which in a printed report must be discarded. Many phrases, and even whole sentences, may oftentimes be profitably omitted; and the rhetoric of an extemporaneous speech can generally be improved. These matters lie clearly within the scope of the stenographer's duty; but the best plan is always, when pos-

sible, to submit to the speaker himself an exact copy, written on paper with a broad margin, in order that he may amend and remodel as he sees fit.

485. **KEY.** 1. As-it-is-the-characteristic of great wits to say-much in few words, so-it-is of-small wits to talk much and say nothing. 2. It-is-when you-come close to-a-man in conversation that-you discover what-his real abilities, are 3. Speech-making is-a knack. 4. Men are born with two eyes, but-with-one tongue, in-order-that-they should see twice as-much-as they-say.

Matt. 5:3-13. Translate without referring to key.

486. The student will find the following suggestions of value, whether he intends making a business of this branch of reporting or not:

Fully prepare yourself before the speech begins. Obtain a seat, one at a desk if possible, within easy hearing of the speaker. Have yourself amply provided with suitable writing material. Use a pen, if you are accustomed to one; otherwise, have a number of sharpened pencils at hand.

No matter what the purpose of your report may be, make it a point, as far as you are able, to take every word that is uttered. If the entire speech is not wanted, you can prepare an intelligent synopsis from your full short-hand notes; but an abridgement made in short-hand while the speech is being delivered, is by no means so satisfactory.

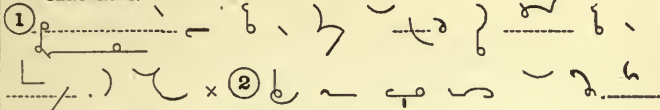
Beginners are sometimes obliged, however, before they can follow a rapid speaker, to make as full a synopsis as they are able, recording the substance only of what is said. And it is commonly the case, indeed, that only partial reports of very rapid speakers are wanted.

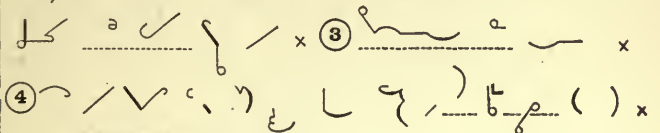
A complete report of a speech requires that many things be inserted, which, verbally, are not a part of the address itself, things acted rather than said. The manner and appearance of the speaker should be described; also, the character of the audience, and the demonstrations of approval, or otherwise, with which the speaker's utterances are received.



# Plate 45.


## SENTENCES.


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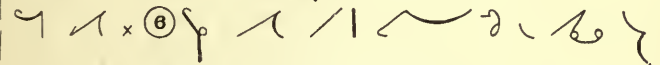
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## TRANSLATE.


*Matt. chap. 5.*

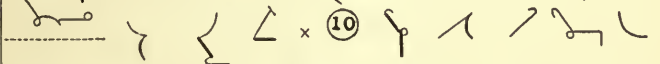
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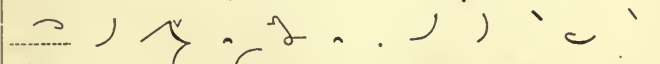
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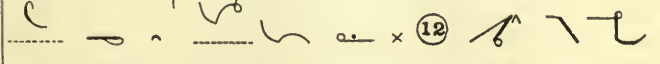
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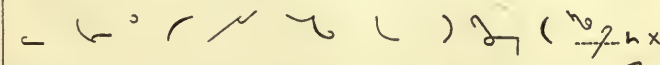
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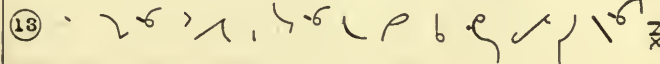
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## PHRASES.

487. Further-consideration good-as-ever great-many-times I-suppose-you-can I-suppose-there-will-be I-take-great-pleasure knowledge-of-the-subject little-as-possible little-less local-affairs local-interest paper-money per-day per-dozen per-week personal-affairs personal-expenses personal-knowledge personal-property relating-to-the-subject we-want-to-find.

## EXERCISE 45.

## 488. THE-PRESENT AGE.—CHANNING.

1. The remarks now-made on literature might be extended to-the fine arts. 2. In-these we see, too, the-tendency to universality.' It-is-said, that-the-spirit of-the great artists has died out; but-the taste for-their works is spreading. 3. By-the'' improvements of engraving, and-the invention of casts, the-genius of-the great masters is going abroad. 4. Their conceptions are no longer pent''' up in galleries open to but few, but meet us in-our homes, and are-the household pleasures of millions. 5. Works designed for-the (1) halls and eyes of emperors, popes, and-nobles, find their-way, in no poor representations, in humble dwellings, and sometimes give-a consciousness' of kindred powers to-the child of poverty. . The-art of drawing, which lies at-the foundation of-most of-the fine arts," and-is the-best education of-the eye for nature, is becoming a-branch of common education, and in-some countries is taught''' in schools-to-which all classes are admitted. 7. I-am reminded by-this remark of-the-most striking feature of-our times, as (2) showing its tendency to-universality, and-that-is-the unparalleled and-constantly accelerated diffusion of education. This greatest of arts, as yet little' understood, is making sure progress, because its principles are more-and-more sought in-the-common nature of man; and-the great truth'' is spreading, that-every-man has-a right to-its aid. 8. Accordingly education is becoming the-work of nations. 9. Even in-the despotic''' governments of Europe schools

are open for-every child without distinction; and-not only the elements of reading and writing, but music and-drawing (3) are taught, and-a foundation is laid for future progress in history, geography, and-physical science. 10. The-greatest minds are at work on popular' education. 11. The-revenues of states are applied most liberally, not to-the universities for-the few, but to-the common-schools. 12. Undoubtedly much'' remains to-be-done; especially a-new rank in society is-to-be given to-the teacher; but even in-this-respect''' a-revolution has commenced, and-we-are beginning to-look on-the guides of-the young as-the chief benefactors of-man-kind. (4) (369-4-3.)

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## LESSON XLVI.

### CONVENTION REPORTING.

489. Stenographers are employed to report the proceedings of various deliberative assemblies, as legislatures, constitutional, and the more important political conventions, and professional and trades-men's associations. These reports are commonly furnished to newspapers, and also frequently published in book form. The purposes for which they are made, and the degrees of fullness required are so various, that no comprehensive rules can be laid down sufficient to govern the reporter in every case. The following suggestions, however, will be found of value:

490. The stenographer should, if possible, be seated near, or at the same table with the official secretary, in order that, as the business progresses, he may learn the names of speakers, and those taking part in the discussions.

It is the best plan always to take as full notes as possible although an abridged report only may be wanted, since the work of condensing can better be performed when the transcribing is being done, than when the proceedings are in course.

It is commonly the reporter's duty to take down all motions and resolutions, except those in writing; also, amendments thereto, and remarks and decisions thereupon.

Essays, and other papers which are read to the association, are filed with the secretary, and need not be taken down in short-hand; but the discussion of any question to which these may give rise, should be noted by the reporter.

The speaker's name, when announced by the chairman, should be written in long-hand at the left margin of the paper, and his remarks recorded just below.

The official stenographer of the convention should make a record of everything that transpires. Much revision, and the judgment of an editor, are needed in preparing such verbatim reports for publication. This is usually done by the secretary, or a special committee. Short-hand writers experienced in this branch of the profession, are often employed both to make and revise, or edit, such reports.

The successful reporter of public meetings is wide-awake and observing; on the alert constantly not only to hear what is said, but to know what is meant by the speaker. The stenographer who does not know the meaning of what he writes cannot be relied upon to make a correct transcript.

#### EXERCISE 46.

491.

### PROCEEDINGS

OF THE

### THIRD ANNUAL MEETING OF THE IOWA STATE PHARMACEUTICAL ASSOCIATION,

HELD IN DES MOINES, FEBRUARY 14-15, 1882.'

FIRST DAY.—WEDNESDAY AFTERNOON SESSION.

The-meeting was called to order at 10 o'clock. President Hogin in-the chair.

The-minutes of-the last session were read," corrected, and-approved.

The-President: I-will-now call for-the report of-the Committee on Legislation.

The-report was read by-the Chairman," Mr. Bush, and-the paper passed to-the Secretary.

On motion of Mr. Wallace, the-report of-the Committee on Legislation was adopted. (1)

The-President: Dr. Treat, have-you anything further to-report on Pharmacy and Queries?

Dr. Treat: Yes-sir; a-paper by' Mr. W. H. Hardy, of-Clinton.

The-Secretary: Mr.-Chairman, I-would-like to say first, that our Treasurer has-a-letter from Mr. Hardy," expressing regrets for-his inability to-be at-the meeting.

The-President: We-will-now listen to-the reading of-the paper'" by Mr. W. H. Hardy, of-Clinton.

The-paper is read to-the Association by Dr. Treat.

The-President: Now you have heard-the (2) reading of-the paper by Mr.-Hardy, of-Clinton. What-is-the pleasure of-the house as-to-the disposal of-it?'

Dr. Treat: I-move-you, Mr.-Chairman, that-the communication be-received.

The-President: You-mean by-that, that-it shall-be printed'' in-the proceedings?

Dr. Treat: Yes-sir.

The-motion was-carried and-the thanks of-the Association tendered the-writer.

Mr. Schafer:''' I-will-now present the-report of-the committee appointed to consider the-President's address.

Vice-President Townsend assumes the-chair.

The committee (3) referred to report as follows: "To-the President and-members of-the Iowa State Pharmaceutical Association: Your committee appointed to consider the-address of-our' retiring President, ask to-present the-following report:

We-do most heartily concur in-the leading suggestions. We would, however, call your special'' attention to-the following recommendations:

1. That every registered Pharmacist look well to all impositions from unprincipled persons, in-obtaining liquors for improper use" under all manner of representations.

2. That-we heartily endorse the aiding and sustaining the Commissioners of Pharmacy in-their duties to-the full (4) extent of-the law.

3. The-subject of revising the-By-Laws had our attention, but owing to-the necessities of-the-case, amendments have' already been adopted, which fully cover this point.

4. We-most heartily and-cheerfully endorse the suggestion, that-the Association become incorporated under-the" laws of-the State. A-motion to adopt the-report of-the committee prevailed.

Mr.-Crawford: Mr.-Chairman; I-move-you that-the" Committee on Legislation, as expressing the-sense of-this Association, be instructed to procure an-amendment to-the present law, making it a (5) penalty not-exceeding \$200 for-a-person conducting a-pharmacy without registration, by having that-matter so that-it-will properly' come before-the Grand-Jury, and-that-the Court may act at discretion, and-make-a fine not-exceeding this amount. There-are" communities where-the prohibitory liquor law of Iowa is practically a-dead-letter. No Grand-Jury can-be impaneled to take proper cognizance" of-the law.

The law maker makes the law, not-only to rule subjects, but also to rule the law makers. Now I-think-that, (6) in-this-matter, we stand between-the law maker and-the law breaker. In-this-respect we-are handling, unfortunately, patent medicines,' one of-the giant evils of-the day. That-there is-a-demand for-them, no-one questions. This-demand comes as well" from-the law maker as-it does from-the law breaker. While one man claims to call for-it within-the limits of-the" law, there-is-a question at-last about what there-is-a, call for. Now-then, we-are-not only standing between law makers (7) and law breakers, but-we stand between-the patent medicine man and-the consumer, between-the physician and-the patient. It-seems-to-me' our position

is-a very peculiar one. For-instance, some nostrum is placed upon-the market and-it-is-so advertised" that-there-is-a demand for-it, and-we, as retail dealers, purchase some and-sell it to-our customers who demand it. It-is-a" spurious article. Who gets the blame? I-think those-who-are doing business on-honest principles and-living up to-the law, will (8) go forward and raise the standard so high that-every-one will-be ashamed to engage in-that business.

The-President: The-motion' now is-that-the Committee on Legislation procure a-pharmacy law making-the violator liable to-a penalty not-exceeding \$200."

Mr. Parish: Did-you say that-it-should-be indictable?

Mr.-Crawford: Yes-sir. I said that-it-should-be a misdemeanor," and-that-the penalty should-be-that amount.

A-Member: I-think-there ought-to-be a-way of getting out-of-it without-making (9) it a-Grand-Jury affair. I-think-it-is-an offense that-ought-to-be punishable before-a justice-of-the-peace.'

Mr. Parish: I-don't-think, Mr.-Chairman, that-you-can find-a town in Iowa, where there-is-a druggist, but who-has-a delicacy" about filing a complaint against-a competitor. But if-you-make it a-Grand-Jury offense, they-will be obliged to-take action"" in-these-matters. You-may take-it in-any town. There-is one in-our town who-is-not-a pharmacist, not eligible by-reason-of (10) age, and-he-is violating the-law, and-there ought-to-be somebody whose duty it-was to-take action in-these-matters.'

Mr. Ellis: Let-us-take-a view of-our position as druggists, the-position in-which we-are held up before-the public," so far-as we-are individually concerned. It-ought-to-be our object personally to abide by-the laws, whatever these laws may-be.""

(1010-10:45-8.)

492.

TRANSLATE.

The image shows two rows of handwritten shorthand symbols. The first row contains: a horizontal line with a dot above it, a cursive 'h', a cursive 'u', a cursive 't', a cursive 'l', a cursive 'a', a cursive 't', a cursive 'e', and a cursive 'x'. The second row contains: a cursive 't', a cursive 'r', a cursive 'a', a cursive 'n', a cursive 's', a cursive 'l', a cursive 'a', a cursive 't', and a cursive 'e'.





**LESSON XLVII.****LAW REPORTING.**

494. Law Reporting, or the business of recording the proceedings had on the trial of causes, is one of the most important branches of the stenographic profession. In this day, all important cases are reported in short-hand,<sup>o</sup> and, indeed, of so great advantage is this art found to be in the administration of justice, that in many states the appointment of skilled stenographers is authorized by law. In the most perfect methods of administering justice that have been devised, it has been required that some kind of record of the evidence be preserved, and the fuller this is the better.

Stenography has revolutionized the methods of proceeding in the courts; for by its *speed* much time is saved, and delays, which, during a trial, are prejudicial to justice, are more easily prevented, and the occasion for expensive retrials oftentimes precluded. In no business or profession is stenography more welcome than in law, where so much depends on a record being kept of the precise words made use of.

The Law Reporter must possess various qualifications in order to a competent discharge of the duties of his calling. He should be able to write at least one hundred and seventy-five words a minute, and read his notes fluently. In addition, also, to a thorough English education, good memory, and quickness of perception, he should have a familiar acquaintance with the various forms and methods of proceeding in Courts. The greater his knowledge of law, especially that of evidence, the better. No student should neglect the main features of this branch of the profession. Especially the forms of such reports should be learned, since amanuenses, and all short-hand writers in fact, are frequently desired to make reports of depositions, referred cases, and the testimony received at preliminary hearings.

195. The *Caption* of a law-stenographer's report should show the title, number, and nature of the cause, the Court

where pending, the name of the judge, referee, commissioner, or other tribunal by whom the same is heard ; the term of court, building, town, county, and state where the trial is had ; the name of counsel appearing on either side ; the name and address of the stenographer employed. This should occupy the first page and be drawn up in the following manner :

### CAPTION.

JAMES MORGAN, *et al.*

*vs.*

OSCAR A. SIMONS  
and  
JOHN H. BASS.

No. 789

#### APPEARANCES:

NINDE & ELLISON,  
*Attorneys for Plaintiffs.*

R. S. TAYLOR and  
COOMBS, MORRIS & BELL,  
*Attorneys for Defendants.*

### EJECTMENT.

Pending in the U. S. Circuit Court for the Northern District of Indiana, June Term, A. D. 1881. At the Federal Court room, Fort Wayne, before His Honor, Judge Walter Q. Gresham, and a jury.

ELDON MORAN, Official Stenographer.

496. The report proper begins on the second page, the heading of which should show for what party litigant the testimony is taken, the hour, the day of the week and month, and the year, when the trial was begun. Names of witnesses should be written in long-hand. The record should also show what attorney conducted the examination.

The main body of a law-report consists in the record of question and answer, or what is said by the lawyer in eliciting testimony, and by the witness in reply thereto. That which is spoken by the lawyer is for convenience denominated *question*, and the reply of the witness, *answer*, although the reverse is sometimes in fact true, as may be illustrated by the following colloquy between lawyer and witness :

Ques. (lawyer) Where were you living at the time?

Ans. (witness) When do you mean?

Ques. (lawyer) I mean at the time the accident happened.

497. Paper about five inches broad is the most convenient for law-reports. The question begins at the left margin and extends across the page. The answer should begin, and be entirely written, in such a manner as that no part of it shall be nearer than one and one-half inches of the left margin. Answers, when brief, may be written on the same line with the question, provided a space of at least one inch is allowed to intervene.

The proper heading, and disposition of question and answer, is illustrated by the exercise for translation.

## PHRASES.

498. About-how-many about-what-time all-contracts annual-report enter-into-an-agreement enter-into-a-contract enter-into-possession further-consideration give-evidence give-possession Grand-Jury into-court law-reports about-how-long-was-it by-the-evidence court-of-claims not-to-my-recollection offers-in-evidence state-when-it-was state-how-many take-into-consideration I-do-not-know I-know-nothing-about it-is-only in-its-exercise in-all-such-cases.

499.

## EXERCISE 47.

WILSON H. SWALES, Guardian,

vs.

THE WHITE-WATER RAILROAD  
COMPANY.

No. 1460.

APPEARANCES:

HOLMAN & McMULLEN,  
*Atty's for Plff.*  
BELL & BAINBRIDGE,  
*Atty's for Def't.*

## DAMAGES.

Tried at Lawrenceburg, Indiana, at the May Term, A. D. 1881, of the Dearborn County Circuit Court, before" his Honor, Judge Hayes, and a jury.

Charles Ashby,—sworn on the part of Plaintiff.

Examined by Mr. McMullen.

Q. Where-do-you-reside?'"

A. In Harrison Township, Dearborn Co., Ind.

Q. Do-you know where Longnecker station is?

A. Yes-sir.

Q. Tell-the-Jury where you-live in-reference-to the-station. (1)

A. I-live on-the pike about one-quarter of-a mile from-the-station. Right about here, (referring to-the map, exhibit "B").'

Q. How far is-it from where you-live straight across to-the railroad?

A. About forty rods.

Q. Do-you-remember when-this accident happened?''

A. I-believe it-was-the 9th of December, 1879, between five and six o'clock, to-the-best of-my-knowledge.'''

Q. You-may-state-whether it-was light or dark.

A. It-was on-the darkish order. It-was-a sort of cloudy evening. (2)

Q. How far is-that from where-the railroad crosses into Franklin County?

A. About two-miles.

Q. Where were-you on-the evening that-this-accident happened?'

A. At my house, standing out on-the porch.

Q. What-did-you first hear,—not what-was-said to-you—; first state-whether-or-not'' you heard any collision or noise?

A. I heard the collision, that-is what drew my-attention.

Q. State to-the Jury whether-or-not at-this-time''' you saw-the passenger-train.

A. I-did.

Q. Where-was-the passenger-train when you saw it?

A. It-was coming along-down here by-the dam! (3)

Q. Where-did the-work or wild train whistle if-at-all?

A. Right here at-the graveyard—just gave one blast.

Q. You-may-state-whether' that work-train gave another signal from-that-time till-you heard the-collision down by-the crossing.

A. Yes-sir, that-is-all I heard'' till the-collision.

Q. Now how near was this train to-the passenger-train when-the passenger moved away from-the-station?

A. Well, I-cannot answe' "' that because I-cannot see-the station from my house.

Q. Was-there any-time when you-could see both trains at-once? (4)

A. Yes-sir, when-the passenger-train was here in front of-the graveyard, (referring to-the map), the wild-train was coming around the-dam.'

Q. Tell-the-Jury about-how far apart these trains were at-that-time.

A. Considerably over a-mile.

Q. That-is, when-the passenger-train'' was at-the grave-yard?

A. Yes-sir.

Q. How far down toward-the-station could-you see-the passenger-train from-your-house?'''

A. To-right above the target at-the upper end of-the switch.

Q. How far above the-railroad is-this ground where-your-house is located? (5)

A. Forty-five feet I should judge.

Q. How-long was-it from-the-time you heard the whistle till-you heard-the collision?'

A. I-didn't pay any-attention, but it-was a-very short-time.

Q. Have-you anything by-which-you-can measure the time?''

A. No-sir, I-didn't pay much attention at-that-time. It-was so short a-time that I-made remarks to my wife—'''

Q. If-you have anything by-which-you-can fix it in-your mind without telling what-was-said and-done, (6) you-may give us your best knowledge of-it.

A. It-was a-minute or somewheres about there; perhaps it-might-have-been that-long' or longer to-the best of-my knowledge.

Q. Did-you go down to-the station after-that?

A. Yes-sir, they came after me'' just a-few minutes after it happened, a-very short-time.

Q. You went down then?

A. Yes-sir.

Q. Who-went with-you, if-anybody?'"

A. Nobody went with-me, only the-gentleman who-came for me.

Q. Were-you there when-the-train backed up again?

A. No-sir. (7)

Q. Had-it gone on when you arrived?

A. It-was just going when I-got there.

Q. Where-was Miss Hurley?

A. Right at-the end of-the crib.'

Q. What-was done with her?

A. She-was picked up and carried to-my-house.

Q. How-long did she remain at-your-house?'"

A. I-think two-or-three days.

Q. Did-you ever measure the-distance between that crib and-the railroad?

A. I-measured between-the'" end of-the shingle pile and-the rails ; I-think the-distance was about one-hundred feet.

Q. You did-not measure the-crib by-itself? (8)

A. No-sir, but I should judge the-crib to-be about sixty feet long.

Q. It-is simply a-pile of shingles with-a shed over it?'

A. Yes-sir, that-is-it.

Q. Can-you see the-crossing from-your-house?

A. No-sir, I-cannot.

Q. Now suppose a-party is'" seated in-a two horse spring wagon, the hind wheels being past this end of-the shingle-shed, how far above the crossing'" can-the railroad target be-seen?

Mr. Bell objects to-the-question, as calling for-a conclusion of-the witness rather-than for-the facts. (9) Question with-drawn.

Q. I-wish you-would state just the-condition of-the lady, when-you saw her there at-the-time when' she-was taken-up to-your-house.

A. She was perfectly unconscious, did not know anything for a couple of days."

Q. What bruises, if any, did you see upon her?

A. She had a wound on her arm, but I do not remember now which one; she had also been struck on the head.

Q. Where was the wound dressed? A. At my house.

Q. Who was the physician? (10) A. Dr. West, of Harrison.

Q. Was she taken away from your house before she again became conscious?

Mr. Bell, on part of defendant' objects to the question on the ground that it is leading. Objection sustained. Plaintiff excepts." (978—10:30—7.)

500.

BUSINESS LETTER.—TRANSLATE.

Y W 9/1882.

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501. TRANSLATE.—Charles Ashby—Continued.

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



## LESSON XLVIII.

### OBJECTIONS, RULINGS, EXCEPTIONS, EXHIBITS AND INDICES.

502. The main purpose in reporting a law-suit is that the party aggrieved may be secured in his right of appeal to a higher Court. There are many other uses, however, which these records are made to serve. A verbatim report is useful in various ways on re-trials, as, for instance, when impeachments are sought; also, to refresh the memory of counsel and witnesses, and settle disputes in regard to the testimony formerly elicited.

For the same reasons they are often serviceable in collateral proceedings; also, to perpetuate the testimony of witnesses who subsequently de cease or become insane. Even during the trial, the presence of "Mr. Reporter" has grown indispensable, as shown by the fact that his notes are hourly referred to.

The stenographer's notes are presumed to be correct, and cannot be changed or modified except with the consent of the judge, and agreement of interested parties. The record should contain, not only everything that is said pertaining to the trial, but by whom it is spoken. When questions are asked, or remarks made, by the Court, jurors, or attorneys not conducting the examination, or by the parties themselves, the name of the speaker should appear parenthetically in the margin.

Next in importance to the evidence itself is the recording of objections, which are made from time to time to the introduction of the same, or to any proceeding which either party may regard as illegal. The grounds upon which such objections are based should be noted by the reporter; and should they not be stated specifically, the counsel's argument in presenting the matter to the Court should be taken down. When an objection is decided, the exception, if any, taken by the party over-ruled, should also be recorded. Exceptions are also taken to the decisions of the Court in sustaining or over-ruling various motions submitted in the course of the trial.

In reporting depositions, objections are recorded, and testimony taken subject thereto, no rulings being made, or exceptions taken, at the time. A law-report should be as nearly as possible a *photograph* of all the proceedings had. Hence, it becomes the reporter's duty to make a minute of every transaction which has a bearing on the case. Examples of such notes which are inserted parenthetically are: "Witness refuses to answer the question;" "12 o'clock M. Court adjourns;" "The railing referred to by the witness is about twenty feet distant;" "Gentleman referred to by witness is Mr. Jones, attorney."

In some civil and most criminal cases, a report is made of the impaneling of the jury. This should embrace the examination of each juror as to his qualification to act, challenges peremptory and for cause, by both prosecution and defense, rulings of the Court, and exceptions of counsel.

The reporter is at liberty at all times to check witnesses who speak too rapidly or indistinctly, or while the question is being put, or objection made.

503. Written documents, as deeds, notes, contracts, mortgages, letters, depositions, etc., are frequently produced in Court, and made a part of the evidence; and for the purposes of identification, and convenience in making references, the same are at the time marked by the reporter as exhibit "A", "B", etc., according to the order in which they are introduced. After the alphabet has been exhausted, the double letters "AA", "BB", etc., may be employed. The paper, besides the letter "A", should be marked with the initials of the parties to the suit; thus, for example, in the case of Frederick vs. Wilson, the certificate of a County Auditor is offered in evidence, and marked by the reporter, "Exhibit 'A', F. vs. W." This prevents ambiguity in cases where the same document has already been marked with a different letter, as an exhibit in another case.

As part of the evidence, also, knives, rings, keys, photographs, or any article whatever which may be important for the Court and Jury to examine, are from time to time intro-

duced. These may be marked by attaching a written card firmly to them, The reporter should be careful to identify as an exhibit, every article or document *offered* by either party, whether or not the same is actually *admitted* in evidence by the Court, since rejected exhibits are necessary to complete the appellant's bill of exceptions.

504. Half the value of a law-report is lost by not having it properly indexed. In the first place, the paper used should be accurately paged, and each separate book or manuscript numbered in the order used. Trials vary in length from an hour to several months. Reference is frequently made, and the reporter ordered to read sections of testimony taken days and even weeks previously. This can be done only by means of a *running index*, which is kept making from hour to hour, just as the proceedings take place. This should give the *day* and *date* of each session of Court, the *name* of each *witness*, and the *page* where his testimony and cross-examination begins.

Agreements, admissions, stipulations, and the introduction of exhibits, should also be indexed. Long-hand transcripts are paged and indexed in a similar manner.

505.

## INDEX.

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| <i>vs.</i>                |   | ON PART OF PLAINTIFF. |
| THE WHITE-WATER RAILROAD. |   |                       |

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### PHRASES.

506. Accept-service in-chancery it-is-also-agreed judge's order Law-courts Law-journal legal-procedure legal-proceedings legal-representative new-trial personal-estate plaintiff-and-defendant police-court supreme-court without-prejudice your-honor according-(to)-your-recollection along-about-that-time according-(to)-my-recollection did-you-recognize do-you-recollect-anything-about-this if-the-court-please if-your-honor-please this-is-an-action where-did-you-go will-you-examine what-has-been.

507.

### EXERCISE 48.

FREDERICK  
vs.  
WILSON.

} EVIDENCE ON PART OF CONTESTEE.

Session at Marshalltown, Iowa, April 12, 1883.

James K. Johnson, sworn. Examined by Judge Bradley.

Q. What official position if-any do-you hold?

A. I-am deputy clerk.

Q. Have-you examined the naturalization records of-this-county?"

A. Yes-sir, also all-the records of naturalization that-have-been kept by-the Circuit and-District-Courts.

Q. Have-you-made-a memorandum of what"" these records show concerning-the naturalization of certain persons?

A. I-have.

Mr.-Brown on-part of Contestant objects to-the testimony of-this witness (1) on-the ground that-it-is incompetent and-immaterial, the-original record books only being admissible as evidence.

Q. I-will ask your attention to-the' declaratory statement made by James Dunn. State-whether you ever examined the-record of-the naturalization of-such-a-person, and-if so, when-did-you" find that-it-was made?

Mr.-Brown on-part of Contestant objects to-the-question on-the ground that-it-is incompetent and-immaterial."" The-original books themselves are-the-best evidence, and-the witness should-not-be allowed to testify from any document other-than these books themselves. (2)

A. I-have examined the-records carefully, and-find that-there-are two James Dunns. One made his declaratory statement on-the 28th of July, 1856;' the-other made his declaratory statement on-the 12th of December, 1866. I also found from-a careful examination of-the naturalization" records of-the District and Circuit-Court Journals from-the beginning, that-is from Journal A down to-the time when-the naturalization records were begun,"" that-there-is-no record of James Dunn's having-been naturalized.

Mr.-Brown on-part of Contestant objects to answer of witness on-the ground (3) that-it-is incompetent and-immaterial, since-it purports to-be-a statement of-the official records, the-same not-being produced.

Q. Then we understand' you as testifying that-there-is-no record of any second papers ever having-been issued to any-such-person?

A. No-sir."

Q. To any James Dunn, or James Dunn, Jr.?

A. No-sir.

Q. What-do-the records show with-reference-to Patrick Dunn?

A. On-the 27th of August," 1866, Patrick Dunn made his declaratory statement, but there-is-no record of-his ever having-been naturalized.

Mr.-Brown on-part (4) of Contestant moves that-the answer be stricken out as incompetent and-immaterial, being the statement of what the-records contain, without-the same' being produced.

Q. No evidence at-all?

A. No-sir, none.

Q. Now I-will ask your attention to William Broadhead.

A. He filed his declaratory statement on-the" 3rd of Nov., 1868. There-are no records of-his subsequent naturalization.

Contestant moves to strike same as above."

Q. Is-this-the gentleman known as Uncle Billy Broadhead, who lives in-the poor house?

A. The-name is-the-same, and-I suppose it-is-the same-man. (5)

Q. Did-you find that any papers had-been issued to Frank Delaware?

A. No-sir, I-did-not.

Contestant moves to strike same as above.'

Q. I-will ask-you if-you have gone through these naturalization and-Court records by-the index, or if-not, how did-you examine them?"

A. I examined them both ways; first by index, and-then by looking carefully over each page.

Q. State-whether-or-not you found any record'" of-the naturalization of Edward Willigrod; if so, what-is-the date of-it?

A. I can state the-book and-the page from-memory. (6) It-is in Minute Book Number One, page fourteen, of-the records of-the County-Court. The-date is somewhere between 1856 and 1858.'

Contestant moves to strike same as above.

Q. Does-the record show that two papers were issued?

A. No-sir, but-the record" I-mention is of-the issue of-the second, or official naturalization papers.

C. What Court were-they issued from?

A. From-the County-Court, when"" Wm. C. Smith was judge.

Contestant moves to strike same as above.

Q. Mr. Johnson, you say you have examined these records from-the beginning, page by page, (7) will-you please state more specifically as-to what-records you-refer?

A. I-have examined Journals 1, 2 and 3, of-the Circuit-Court of' Marshall-County, and-Journals A, B and C, of-the District-Court. The-remaining records form a-book called First Paper or Declaratory book." I examined them all page by page.

Q. Are there more Journals than this in-the Circuit-Court?

A. Yes-sir.

Q. How far does-the third Circuit-Court Journal extend?""

A. Down to 1873, when-the first naturalization record was begun.

Q. And-the District-Court Journal you have referred to covered the-same period? (8)

A. Yes-sir.

Q. Mr. Johnson, will-you please bring over the-book containing the-record of-the papers issued to Mr. Willigrod?

Witness produces Naturalization' Record-Book Number 2.

Q. Did-you find this-book in-the office and-custody of-the clerk of-the District and Circuit-Courts of-this-County?

A. Yes-sir, it-is-one of-the official records, kept in-the office of-the clerk whose deputy I am.

Q. Please state-the title and-character of-the" third book you now have in-your possession.

A. It-is called Minute Book Number 1, of-the Marshall County-Court, kept when Wm. C. Smith was judge.""

508.

SWALES  
vs  
THE WHITE-WATER RAILROAD.

IMPANELING  
OF  
THE JURY.

A series of approximately 15 lines of shorthand notation, including various loops, curves, and straight lines, representing the text 'SWALES vs THE WHITE-WATER RAILROAD'.

A series of approximately 15 lines of shorthand notation, including various loops, curves, and straight lines, representing the text 'IMPANELING OF THE JURY'.



## LESSON XLIX.

### TRANSCRIPTS AND PROFESSIONAL CONDUCT.

509. All short-hand reports should be securely filed away, either by the Clerk of the Court, or by the stenographer himself. A transcript in long-hand may be ordered at once, or not till after years ; possibly never. Before making such transcript, the reporter would do well to ascertain whether more than one copy is wanted, since, should he make use of a type-writer, which is much the best plan, two or more copies can be made simultaneously. The testimony of certain witnesses only, or a brief of all the evidence in narrative form not containing objections, etc., is sometimes ordered ; while again, only an abstract is wanted, giving the testimony to which objections were made, together with the rulings and exceptions. In addition to the usual fee allowed for making transcripts, the reporter receives extra compensation for the work of making such briefs and abstracts. In all cases, the stenographer has a right to hold the transcript until his fees are paid.

510. Original notes are always taken hurriedly, and need more or less revision and condensation when transcribed into long-hand. In this matter the reporter is allowed some discretion. Answers of witnesses, with few exceptions, should be written as spoken, but the language of interrogatories should be corrected if ungrammatical, and may be abbreviated often with advantage. Lawyers not uncommonly indulge in repetitions which have only the effect of lumbering the record, and should in many cases be entirely excluded from the transcript.

511. Notes should be transcribed in the order taken, and one side only of the paper be written upon. Ample margin for the notes of counsel should be allowed to remain at the left of each page ; also at the top, so that the sheets may be bound together.

Every interrogatory should be numbered, beginning anew with the testimony of each witness. The transcript, when complete, is paged and indexed, and bound firmly into volumes of convenient size.

## TRANSCRIPT.

512.

## APPEARANCES.

STATE OF INDIANA  
 vs.  
 LYON.

W. H. HARRINGTON,  
*on part of Prosecution.*  
 DANIEL W. VOORHEES,  
*for Defendant.*

CROSS-EXAMINATION OF MRS. RACHEL STOWE, *Continued.*

Ques. 31. How far were you standing from the corner tree when you heard the report of the pistol?

Ans. About as far from it as I am from the stove there (referring to the stove about sixteen feet distant).

Ques. 32. You say you heard two shots; now was it a long or short space of time that elapsed between them?

Ans. It seemed to me rather long.

Ques. 33. Well, how long?

Ans. Perhaps a minute.

Ques. 34. You are certain as much as that?

Ans. Yes sir, that long anyway.

Ques. 35. Will you please indicate the time that elapsed as nearly as you can remember it, by tapping with my knife upon the desk?

(Mrs. Stowe taps twice; time, eighteen seconds, by the reporter's watch).

Ques. 36. How far was your boy standing from you at the time?

Ans. About as far away from me as that gentleman, (referring to Senator Voorhees).

Ques. 37. Were not remarks passed between you and the boy during the time between the shots?

Ans. Yes sir, my boy first said ——— Objection.

Ques. 38. Did not he know one of the men on horse-back, and did not he say "He has shot ———" ?

Mr. Griffith objects to the question on the ground that it is not proper cross-examination; also that it misrepresents the witness.

Objection over-ruled. Defendant excepts.

Plate 49.

Handwritten musical notation, first system, including a brace and various notes.

Handwritten musical notation, second system, including a measure marked (16).

Handwritten musical notation, third system, including a measure marked 17.

Handwritten musical notation, fourth system, including a measure marked 18.

Handwritten musical notation, fifth system, including a measure marked 19.

Handwritten musical notation, sixth system, including a measure marked 20.

Handwritten musical notation, seventh system, including a measure marked 21.

Handwritten musical notation, eighth system, including a measure marked 22.

513. The reporter should be prompt in his attendance upon Court, and in the preparation of transcripts ; diligent and accommodating as an officer.

It is not unusual for him to be made the confidant of the Judge, and for this reason he should exercise the greater caution, since he is the more subject to interested inquiry. He is expected to make a true and impartial record ; and to avoid all inference of prejudice, it is by far the best policy to say nothing whatever about the case during the trial. He should be trustworthy, and mix suavity with discretion.

In the heat of an exciting trial, when the feelings and apprehensions of adverse parties are most awakened, the slightest look, movement, or insinuation on the reporter's part, is liable to be construed into an indication of prejudice or partiality. The utmost care and circumspection are necessary to prevent such reflections, which are sometimes carried even to the extent of a question as to the integrity of the report.

514.

## PHRASES.

Balance-due breach-(of)-contract certificate-(of)-marriage circumstantial-evidence common-law contempt-(of)-court Court-of-law Court-of-Record custom-(of-the)-country laws-(of-the)-land laws-(of)-England learned-judge matter-of-form on-the-south-side records-(of-the)-court subject-matter verdict-(of-the)-jury according-(to-the)-evidence place-(of)-business do-you-mean-(to)-say.

## EXERCISE 49.

515. [Heading, Question and Answer, Objections, etc., to be arranged by the student in the proper manner].

Benj. T. Frederick vs. James Wilson. Appearances : Timothy Brown, Attorney for Contestant. J. H. Bradley, Attorney for Contestee. Contested Election. For the office of Representative in Congress for the Fifth District of Iowa. Cause pending in the House of Representatives of the United States of America. Testimony taken before Eldon

Moran, Stenographer and Commissioner, during the months of February, March, April and May, 1883. Evidence on part of Contestant. Session at Marshalltown, Iowa, March 5, 1883. A. N. French, sworn on-part of contestant. You-may-state if-you-are the-Auditor of Marshall County, Iowa, and-have-now in-your possession the-poll-books which-were returned-to-you from (1) Washington Township? Yes-sir, I-am Auditor, and-have them. Please take-the poll-book, and read so that-the Commissioner can take-it down, giving the-number of votes that-were cast in-that Township, for each Candidate for Congress at-the November election, 1882. I-understand you want-the certificates just-as they-were returned? Yes-sir. For Representative in Congress there-were 110 votes cast, of-which James Wilson had 45 ; Benj. T. Frederick 52 ; and David Platner 13. Is-that-the number of votes for each candidate returned in-the abstract made by-the County canvassers to-the Board of State canvassers? (2) Yes-sir, the same-number. Please turn to-the poll-book of Marietta Township and-state how-many-votes were returned from-that township for-the office of Representative in Congress by-the Trustees of-that township, as shown by-the poll-books, and read it off so that it-may-be taken-down by-the Commissioner." (Reading from poll-book) For Representative in Congress, Fifth District, there were 123 ballots, of-which James Wilson had 81 ; Benj. T. Frederick 37 ; and David Platner 5. Please turn to-the poll-book of Le-Grande Township, and-state how-many votes were cast for each Candidate at-the last November election, (3) for-the office of Representative in Congress, Fifth District (Reading from poll-book) For-the office of Representative in Congress, Fifth District, there were 263 ballots cast, of-which James Wilson had 180 ; Benj. T. Frederick 78 ; and David Platner 5. Now state if-your returns made for Washington, Bangor, and-Marietta Townships, were-the same as shown by-the poll-books I-will-have to look and see. First, I-will ask-you, if-you have-a copy of-the returns made by-the County canvasser to-the State-canvasser?

Yes-sir, I-have. Now state as-to Washington Township, how-many votes for-the office of Representative in Congress were returned to-the State canvassers (4) for-this Township. For James Wilson 45 ; B. T. Frederick 52 ; David Platner 13. Now state with-reference-to Marietta Township.' James Wilson 81 ; B. T. Frederick 37 ; David Platner 5. These numbers correspond with-the poll-book. State, also, with-reference-to Le-Grande Township. The schedule shows'' James Wilson received 180 votes ; B. T. Frederick 78 ; and-David Platner 5. These numbers are the-same as those I read from-the poll-book. Now state''' with-reference-to Bangor. For-the office of Representative in Congress, there were 89 ballots cast, of-which James Wilson had 75 ; (5) B. T. Frederick 2 ; and-David Platner 12. The-abstract also shows Wilson to-have received 75 ; Frederick 2 ; and Platner 12.'

EXCUSED.

(595—5:15—4)

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## LESSON L.

### SYSTEMS AND IMPROVEMENTS.

516. Isaac Pitman, inventor of Phonography, the most popular of all short-hand systems, began publishing half a century ago. Within this time the sale of his principal instruction books may be roughly estimated as follows : The Reporter's Companion, about 145,000 copies ; the Manual, 475,000 ; the Teacher, nearly one and a quarter million. He has also published a dictionary, a phrase-book, and various lesser works. His weekly Journal numbers twenty thousand subscribers. This, however, does not convey an adequate idea of the extent to which the system, of which he was the chief originator, has spread abroad. Various teachers and authors, embracing Mr. Pitman's own brothers and sons, have published books, many of which have met with a large sale. The Manual of Benn Pitman, the chief American

author, has sold to the extent of about four hundred thousand copies. The Munson, Graham, Longley, and a number of other systems, are all Pitmanic, each one however being characterized by certain modifications, or improvements, most of which are introduced in this chapter. The Pitman system as a whole, in its present state of perfection, is a growth, the result of almost countless experiments made by conscientious workmen and thoughtful writers. Each author has to some extent modified his own original presentation of the system, but none, perhaps, have made so many changes as Mr. Pitman himself. One of the inevitable consequences of this gradual development is that reporters who learned ten, twenty, or thirty years ago, write the system somewhat differently from each other, and a style differing also from the system as it is taught to-day. The system as presented by the inventor is that most employed in England and the British Provinces. The Benn Pitman system is the one most followed in America. The chief features wherein the English differs from the American Short-hand, are the following: A new sign for *h*, struck both upwards and downwards; also different characters for *w* and *y*, and compound characters for *rch*, *rj*, *lr*, *wh*, *hw*; a large initial hook attached to curves for *l*; a large w-hook, changed to a circle to indicate a preceding *s*, a somewhat different mark for *oi*, etc. Within certain limits the straight stems are lengthened to add *tr*, *dr*, *thr*. A final hook attached to a lengthened stem is given force before the added *tr* or *thr* is pronounced, as in thunder (lengthened th-n). For illustrative words see Ls 1, 2 and 3.

The chief differences, however, consist in what is known as the inverted vowel scale, by which the first place dots are made to change places with the third place, *it* and *tah* being written as we would write *at* and *tea*. The principal effect of this change is this: that many first position words are written in the third position, and *vice versa*. See L 3.

517.

## KEY.

1. (Isaac Pitman) Heaven hall yes widow torch dirge whisper whalebone. 2. Priuter conductor ponder slander thunder color spoil square former. 3. Flesh flame eat tah it at keep king knack. 4. (Munson) Hurry cure do-you pay-your clatter tether to-receive to-trade by-our ought-we. 5. (Graham) Active combative thief leave trial timbrel clerk would-there. 6. I-have or-not but-not but-are-not of-our-own and-of we-were what-would ye-were you-were you-would. 7. Explanatory perniciousness inconsiderateness examination exasperation episcopaey intemperance we-were-to-have twenty forty. 8. (Longley) Heap hawk gather has-there is-there building sinfulness have-been. 9. (Scott-Browne) Dated talented mastered remitted mentioned help inhale harbor. 10. (Watson) Platter trader damp poke beg puff cling pang. 11. Yoke rambling receiving mason jealousy addition alienation unmarried. 12. (Lindsley) Eat key tay sea oat ought ooze saw taw aid. 13. (Other Authors) Loosest nicest voted invaded charm warm sermon thrive. 14. Sir Dear-sir mar mortar mat extra. 15. Cap poke papa view love lad do.

518. James E. Munson, author of the Complete Phonographer, follows Isaac Pitman in the manner of vowel expression. He also adds a y-hook, attached to straight letters, as in *cure*. It is employed chiefly, however, in phrases, as *do-you, pay-your*. A large final hook, when written on the r-hook side of straight stems, expresses *tr, dr, thr*, as in *clatter, tether*. He also has a different character for *h*, and writes words entirely below the line, or in what is called the *fourth position*, to express a preceding *to*, as in *to-receive*. He employs the *w* and *y* hooks quite extensively in phrase signs, as in *by-your ought-we*. L 4.

519. Andrew J. Graham, author of Standard Phonography, uses a hook similar to Munson's *ter* hook to express *tive*, and lengthens the n-hook when attached to curved



Plate 50.

- 1
- 2
- 3
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- 12
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- 14
- 15

stems to express *f* or *v*, as in *thief* or *leave*. When joined to straight stems the r-hook is enlarged to add *l*, as in *trial*, *timbrel*; and the l-hook is enlarged to add *r*, as in *tumble*, *clerk*. A short, heavy dash is used in phrases for *ther*, as in *would-ther*. See L 5. A characteristic feature is a series of phrase signs obtained by attaching hooks to vowel word-signs, as in *I-have, or-not, but-not*, etc. The coalescents are enlarged to add *were* and *would*, as in *we-were, what-would*, etc. See L 6. It is safe to say that no other system has been elaborated to an equal extent. It is quite perfect in what may be termed the mathematical sense; but there are so many fine turns and delicately contrived characters in his reporting style, that persons only who are hard students, and possess considerable artistic ability, are capable of making a success of it. The common objection is the unusual number of contractions, a few of which, selected at random, are given in L 7.

520. Elias Longley, author of the Eclectic Series, has a still different character for *h*, struck both upwards and downwards. He also uses the *tr* hook on straight stems, writes vowels by the inverted scale, and adopts the Isaac Pitman *l* and *r* hooks. Other features also of his system are shown in L 8. His books are clearly written, and unusually well suited to the purpose of instruction.

521. Scott-Browne. A popular device of this author is the ed-tick, affixed to stems to signify the past tense, as in *added, talented*, etc. L 9. He modifies *h* to indicate the added *l* and *r*, enlarging the hook to indicate the first, and shading the stem to indicate the second, as in *help, harbor*. Mr. Scott-Browne has been a close student of the philosophy of short-hand, and his theories are clearly set forth in his text-books.

522. John Watson, of Maryland, has produced an exceptional book in regard both to the originality of its principles, and the novelty of its teaching. He adopts the inverted scale, and lengthens all straight stems to add *ter*, as in *platter, trader*. He employs a shaded up-stroke for *mp*, also writes

the f-hook large, and uses the old f-hook to express *k* and *g*. The l-hook also is made large, and *ing* inverted when more convenient, as in *pang*, L 10. He also makes various other changes, a few of which are shown in L 11.

523. D. P. Lindsley, author of Takigraphy, transforms the system completely, making use of the old material in constructing what is known as the connective vowel system. Vowel signs of such a character are selected that they can be written between stems without the pen being lifted from the paper. Consonant position is not made use of, and hence ruled paper is not strictly necessary in taking notes. In the reporting style, however, most vowels are dropped, and many word-signs and contractions made use of. The simple style is easily learned, and the writing very legible. An obvious disadvantage is that an entirely new style must be learned before the student can report verbatim, or fill a situation requiring a high degree of speed. For illustrative words see L 12.

524. W. W. Osgoodby, author of Phonetic Short-hand, adds a number of improvements, among which are the re-duplicated loop, as in *loosest*, and the slanting ed-tick, as in *voted*. See L 13.

525. Curtis Haven employs an entirely original vowel scale, and makes use of consonant position to quite a considerable extent. In the consonant alphabet he discards several shaded stems, allowing the light mates to represent both the cognate sounds. He employs a shaded up-stroke for *rm*, as in *charm*, *warm*. R is expressed by the up-stroke only, the curved sign being used for *v*, as in *thieve*. L 13.

526. Prof. J. G. Cross, author of "Eclectic Short-Hand," presents an entirely original system, of which one main feature is that it is not phonetic, but rather what may be termed orthographical, following the old spelling to a large extent. Only a few shaded strokes are used, and there are five consonant positions significant of the principal vowels. These are also provided with stem signs, which are sometimes used. The alphabet is derived, not from the circle,

like the Pitman, but from the ellipse, like the Gerinan system of Gabelsberger. The common abbreviations, but not many word-signs, are used. The system is expeditious, but it possesses neither the philosophical basis nor the broad capabilities of the Pitman system. For illustrative words see L 14.

527. H. M. Pernin, author of *Universal Phonography*, presents a system bearing some resemblance to the French system of Duploye. Light lines only are used, the sub-vocals, as *b, d, j*, being written longer for distinction. The chief vowels are written connectedly between stems, and consonant position is not made use of. For illustrative words see L 15.

528. There are numerous other authors and teachers, more or less known to fame, who have devoted their efforts to invent new systems or improve the old. A partial list of these is given (American): Morris, Marsh, Burns, Bishop, Kimball, Day, Eames, Thornton, Dement, Jenkins, Barnes, Rogers, Humphrey, Allen, Howard, Scovil, Boyle, Andrews, Webster, Towndrow, Palmer, *et al.*

#### OBSERVATIONS.

529. So far as the student has time and disposition to do so, he will find it both agreeable and profitable to examine more closely the various systems, particularly the different Pitman authors. After he has had considerable experience in actual reporting, he may so far as he judges expedient, adopt and incorporate into his style contrivances, hooks, and word and phrase signs of other authors. He will need of course to use discrimination in writing letters, employing only those signs with which his correspondent is familiar. But comparatively little time is required, and considerable advantage may be gained, from learning enough of the different authors to enable the student to read the notes and correspondence of other reporters.

530.

#### EXERCISE 50.

Practice on the Vocabulary until you can write the whole of it at dictation in twenty minutes.

## VOCABULARY.

|                              |         |                        |               |
|------------------------------|---------|------------------------|---------------|
| A                            |         | Anno Domini<br>(A. D.) | • =   7 ~ ~ ~ |
| Able-to                      | • 8 6   | Annual                 |               |
| Able-to-give-it              |         | Antiquarian            |               |
| Abundant                     |         | Antiquity              | 7 4 5         |
| Accomplish                   | 2 } ——— | Anxiety                |               |
| According                    |         | Anyhow                 |               |
| According-to                 |         | Anything               | ~ ~ 7 7       |
| According-to-his-contract    | — 2 2 2 | Apostle                | — 8 —         |
| According-to-the-instruction | — — —   | Appear                 |               |
| Accuracy                     | 7 7 7   | Appearance             | 8 7           |
| Accurate                     |         | Appeared               |               |
| Acknowledge                  |         | Applied                | — — —         |
| Acquiesce                    | 7 7 8   | Apply                  | 7 8 7         |
| Acquit                       |         | Appoint                |               |
| Act-of-congress              |         | Appointed              | — — —         |
| Actual                       |         | Appointment            | 7 8 7         |
| Acute                        | — 7 —   | Appoints               |               |
| Advantage                    | — — —   | Appreciate             | — — —         |
| Advantageous                 |         | Apprehend              |               |
| Advertise-ing                | 6 — — — | Apprehensive           |               |
| Advertisement                |         | Approve                | 7 7 7 7       |
| Affirmative                  |         | Are                    | 7             |
| After                        | 7 7 7   | Aristocrat             | 7 or 7 7 7    |
| Afternoon                    |         | Arrange                |               |
| Afterward                    |         | Article                |               |
| Again-and-again              | 7 — — — | As                     |               |
| Ago                          |         | As-a-matter-of-fact    | 7 8 7         |
| Agriculture                  | 7 7 7   | As-fast-as             |               |
| All                          |         | As-great-as            | 8 8 8         |
| Allow                        | — — —   | As-has                 |               |
| Almighty                     | 7 7 7 7 | As-his                 |               |
| Almost                       |         | As-it                  | 8 7 7         |
| Almost-always                | — — —   | As-it-will             |               |
| Already                      | 7 7 7   | As-is                  |               |
| All-the-world                |         | As-soon-as             | 8 8 7         |
| Altogether                   | — — —   | Associate              |               |
| Always                       |         | Astonish               | 7 7           |
| Amanuensis                   | 7 7 7 7 | Astonishment           |               |
| Ambiguity                    |         | As-well                | — — —         |
| Amendment                    |         | At                     |               |
| An                           | 7 7 7   | At-all                 |               |
| Analogy                      | — — —   | At-all-events          | — — —         |
| And                          |         | At-all-its             |               |
| Angel                        | 7 7 7   | At-all-times           |               |
| Anguish                      |         | At-any-rate            | 7 7 7         |


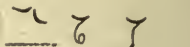
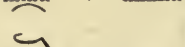

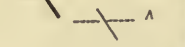
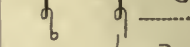

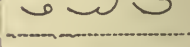
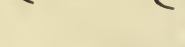
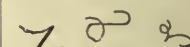

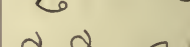
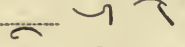
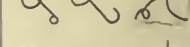
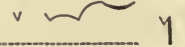



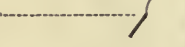
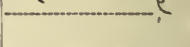
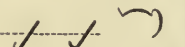
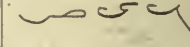

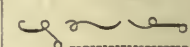

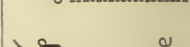
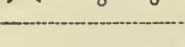



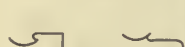


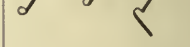
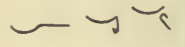


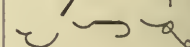
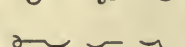

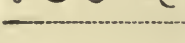
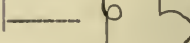
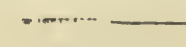

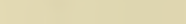

|                        |  |                              |  |
|------------------------|--|------------------------------|--|
| At-first               |  | Call                         |  |
| At-it                  |  | Campaign                     |  |
| At-length              |  | Can-it                       |  |
| At-once                |  | Cannot                       |  |
| Avenue                 |  | Can't                        |  |
| Average                |  | Capable                      |  |
| Aware                  |  | Capital                      |  |
| Awful                  |  | Care                         |  |
| Awhile                 |  | Catholic                     |  |
| Bank-note              |  | Censure                      |  |
| Baptist                |  | Certain                      |  |
| Barrier                |  | Certificate                  |  |
| Be                     |  | Certify                      |  |
| Because                |  | Challenge                    |  |
| Become                 |  | Change-d                     |  |
| Before                 |  | Chaplain                     |  |
| Beforehand             |  | Chapter                      |  |
| Began                  |  | Character                    |  |
| Begin                  |  | Characterize                 |  |
| Begun                  |  | Characterizes                |  |
| Behalf                 |  | Child                        |  |
| Behind                 |  | Children                     |  |
| Behold                 |  | Christian                    |  |
| Belief                 |  | Christianity                 |  |
| Belong                 |  | Christianize                 |  |
| Belonged               |  | Circuit                      |  |
| Beneficial             |  | Circulate                    |  |
| Benevolence            |  | Circulation                  |  |
| Benevolent             |  | Circumstance                 |  |
| Be-not                 |  | Circumstances                |  |
| Bequest                |  | Collect                      |  |
| Better-not             |  | Collect-on-delivery (C.O.D.) |  |
| Better-than            |  | Collector                    |  |
| Beyond                 |  | Come                         |  |
| Bill-of-sale           |  | Commercial                   |  |
| Blunder                |  | Communion                    |  |
| Board                  |  | Commonwealth                 |  |
| Board-of-trade         |  | Communication                |  |
| Brilliance             |  | Company                      |  |
| Brother                |  | Comparative                  |  |
| Brotherhood            |  | Compliance                   |  |
| But                    |  | Comprehend                   |  |
| By-the-first           |  | Comprehensive                |  |
| By-way-of-illustration |  | Concern                      |  |
| Calculate              |  | Confession                   |  |

|                            |  |                 |  |
|----------------------------|--|-----------------|--|
| Confidential               |  | Definition      |  |
| Confidential-communication |  | Degree          |  |
| Congestion                 |  | Deliberate      |  |
| Congratulate               |  | Deliberation    |  |
| Connection                 |  | Delight         |  |
| Conscientious              |  | Delinquent      |  |
| Consequence                |  | Deliver         |  |
| Consequent                 |  | Deliverance     |  |
| Consequential              |  | Delivery        |  |
| Consider                   |  | Demonstration   |  |
| Consideration              |  | Demoralize      |  |
| Consistent                 |  | Demoralization  |  |
| Consonant                  |  | Denominate      |  |
| Constantly                 |  | Denomination    |  |
| Constitution               |  | Denominational  |  |
| Constitution-of-the-U.-S.  |  | Denounce        |  |
| Construct                  |  | Dependent       |  |
| Construction               |  | Derivative      |  |
| Constructive               |  | Derive          |  |
| Continue                   |  | Describe        |  |
| Continued                  |  | Description     |  |
| Convenience                |  | Descriptive     |  |
| Co-operate                 |  | Destiny         |  |
| Correct                    |  | Determination   |  |
| Correspond                 |  | Determine       |  |
| Countenance                |  | Develop         |  |
| Counterbalance             |  | Development     |  |
| Courageous                 |  | Did-not         |  |
| Creature                   |  | Differ          |  |
| Criticise                  |  | Difference      |  |
| Criticism                  |  | Different       |  |
| Cross-examination          |  | Difficult       |  |
| Cross-examine              |  | Difficulty      |  |
| Cultivation                |  | Dignity         |  |
| Cure                       |  | Disadvantage    |  |
| Danger                     |  | Disagree        |  |
| Dark                       |  | Disappear       |  |
| Darken                     |  | Disconnect      |  |
| Darkness                   |  | Dishonor        |  |
| Dare-not                   |  | Dis-member-ed   |  |
| Day-of-the-week            |  | Dissatisfaction |  |
| Dear                       |  | Dissatisfy      |  |
| Dear-sir                   |  | Doctor          |  |
| December                   |  | Doctrine        |  |
| Defendant                  |  | Do-it           |  |

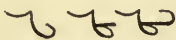
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|--------------------------------------------------|--|------------------------------------------------|--|
| Dollar-s<br>Domestic<br>Dominion                 |  | Everlasting-life<br>Every<br>Every-one         |  |
| Do-not<br>Downward<br>Due                        |  | Evidence<br>Examination<br>Example             |  |
| During<br>Dwarf<br>Each                          |  | Excellence<br>Excellent<br>Exchange            |  |
| Each-are<br>Each-will<br>Each-will-have          |  | Expect<br>Expected<br>Experience               |  |
| East-and-west<br>Efficient<br>Elaborate          |  | Explanation<br>Express<br>Expression           |  |
| Electricity<br>Eloquence<br>Embezzle             |  | Exquisite<br>External<br>Extinguish            |  |
| Emphatic<br>Emphatically<br>Enclosure            |  | Extraordinary<br>Eye<br>Eye-sight              |  |
| Endeavor<br>Endless<br>Energy                    |  | Fact<br>Failure<br>Faithful                    |  |
| English-lan-<br>guage<br>Enlarge<br>Enterprise   |  | Falsehood<br>Familiar<br>Fear-of-God           |  |
| Equal<br>Equator<br>Especially                   |  | Feature<br>February<br>Fellow-citizen          |  |
| Essentially<br>Establish-ed<br>Establishment     |  | Fellow-creature<br>Few<br>Fewest               |  |
| Estate<br>Estimated-cost<br>Estimated-<br>weight |  | Finally<br>Finance<br>Finish                   |  |
| Estimation<br>Et cetera (etc.)<br>Eternal        |  | First<br>First-class<br>Five-or-six            |  |
| Eulogy<br>Europe<br>European                     |  | Follow<br>For<br>Foreign                       |  |
| Ever<br>Ever-and-ever<br>Everlasting             |  | Forever-and-<br>ever<br>For-instance<br>For-it |  |



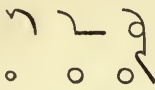
|                    |  |             |  |
|--------------------|--|-------------|--|
| Forsake            |  | Handwriting |  |
| For-the-first-time |  | Handy       |  |
| For-the-most-part  |  | Happen      |  |
| For-the-sake-of    |  | Happiness   |  |
| Forthwith          |  | Happy       |  |
| Fortunate          |  | Hard        |  |
| Forward            |  | Hardware    |  |
| Four-or-five       |  | Has         |  |
| Franklin           |  | Has-his     |  |
| Frequent           |  | Hath        |  |
| From               |  | Have        |  |
| From-first-to-last |  | Have-had    |  |
| Full               |  | Have-it     |  |
| Fundamental        |  | Have-not    |  |
| Furniture          |  | Hazard      |  |
| Future             |  | He          |  |
| Gave-it            |  | Health      |  |
| Generation         |  | Hear        |  |
| Genial             |  | Heard       |  |
| Gentleman          |  | Heart       |  |
| Gentlemen          |  | Heathen     |  |
| Give               |  | Heaven      |  |
| Give-it            |  | Height      |  |
| Given              |  | Heid        |  |
| Give-us            |  | Help        |  |
| Glorious           |  | Hence       |  |
| Glory              |  | Herald      |  |
| Good               |  | Herein      |  |
| Good-and-bad       |  | Heretofore  |  |
| Govern             |  | Hesitate    |  |
| Government         |  | Hesitation  |  |
| Governor           |  | He-supposed |  |
| Great-Britain      |  | High        |  |
| Greater-than       |  | Higher      |  |
| Great-extent       |  | Highest     |  |
| Guilt              |  | Highly      |  |
| Gully              |  | Highway     |  |
| Gypsy              |  | Him         |  |
| Had                |  | His         |  |
| Had-it             |  | His-is      |  |
| Had-not            |  | Historian   |  |
| Half               |  | History     |  |
| Hand               |  | Hold        |  |
| Hand-in-hand       |  | Holiness    |  |
| Handsome           |  | Holy        |  |

|                  |                                                                                     |                    |                                                                                     |
|------------------|-------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------|
| Home             |    | Individuality      |    |
| Honestly         |    | Indolence          |    |
| Honor            |    | Indulge            |    |
| Honorable        |    | Industrious        |    |
| Hope             |    | Industry           |    |
| How              |    | Infinite           |    |
| However          |    | Influence          |    |
| How-long         |    | Influential        |    |
| Howsoever        |    | Information        |    |
| Human            |    | Ingenious          |    |
| Human-life       |    | In-his-description |    |
| Human-nature     |    | In-his-estimation  |    |
| Humor            |    | In-his-experience  |    |
| Hundred          |   | In-his-expression  |   |
| Humble           |  | In-his-life        |  |
| I                |  | In-his-secret      |  |
| I-am-willing     |  | In-his-usual       |  |
| Idea             |  | Initial            |  |
| If-it            |  | In-order-that      |  |
| If-you-wish      |  | In-order-to        |  |
| Illegible        |  | In-point-of-fact   |  |
| Imagine          |  | Inquest            |  |
| Imaginable       |  | In-regard-to       |  |
| I-may-be-there   |  | In-reply-to        |  |
| Imbecile         |  | In-response-to     |  |
| Immediately      |  | In-seeming         |  |
| Importance       |  | Insignificance     |  |
| Important        |  | Insignificant      |  |
| Impossibility    |  | In-some            |  |
| Impossible       |  | Instruction        |  |
| Improve-d        |  | Instructive        |  |
| Improvement      |  | In-supposing       |  |
| In               |  | Intellect          |  |
| Inaccurate       |  | Intelligence       |  |
| In-as-many       |  | Intelligent        |  |
| Inclination      |  | Intelligible       |  |
| Income           |  | Intent             |  |
| Incompetent      |  | Interchange        |  |
| Incomplete       |  | Interfere          |  |
| In-consideration |  | Internal           |  |
| Indefinite       |  | Interrogation      |  |
| Independent      |  | In-the-first-place |  |
| In-describing    |  | In-the-world       |  |
| Indicate         |  | In-this-city       |  |
| Individual       |  | Intimacy           |  |

Invention  
Investigate  
Investigation



Iowa  
Irregular  
Irresistible



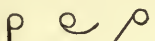
Is  
Is-as  
Is-his



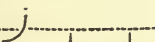
Is-It  
Island  
Is-said



Is-said-to-have  
Is-seen  
Is-such



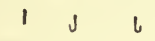
Issue  
It-had  
It-had-not



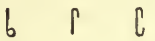
It-is simply  
It-is-something  
It-is-sufficient



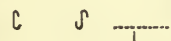
It-ought  
It-ought-not  
It-ought-to-have-had



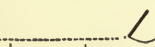
Its  
It-will  
It-will-have



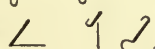
It-will have-had  
It-will-not  
It-would



It-would-have-had  
It-would-not  
January



Jesus-Christ  
Joint-committee  
Journal



Joyous  
Junior  
Just-as-certain



Just-as-much-as  
Just-as-well-as  
Just-been



Just-had  
Justice-of-the-Peace  
Just-say-so



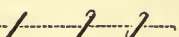
Just-what  
Knowledge  
Ladies-and-gentlemen



Landlord  
Language  
Languish



Large  
Larger  
Larger-than



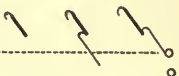
Largest  
Last-mall  
Laws-of-health



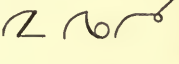
Laws-of-life  
Lawyer  
Legible-y



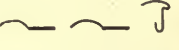
Liberty  
Liberty-of-the-people  
Liberty-of-the-press



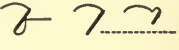
Lord-Jesus-Christ  
Loves-us  
Luxurious



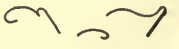
Magazine  
Magnaninous  
Maintain



Majestic  
Majesty  
Majority



Malpractice  
Man  
Manager



Manner  
Manuscript  
Marshall



May-as-well  
May-be  
May-not



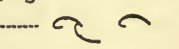
Measure  
Medium  
Member



Member-of-the-bar  
Member-of-the-Legislature  
Memorandum

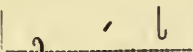


Men  
Merciful  
Mercy

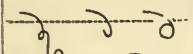


|                        |  |                        |  |
|------------------------|--|------------------------|--|
| Mere                   |  | New-York-City          |  |
| Messenger              |  | Next                   |  |
| Method                 |  | Next-time              |  |
| Methodical-ly          |  | Non-appear-<br>ance    |  |
| Million                |  | Non-conductor          |  |
| Minimum                |  | Nor                    |  |
| Minister-ed            |  | North                  |  |
| Ministerial            |  | North-America          |  |
| Ministry               |  | North-eastern          |  |
| Minority               |  | North-west             |  |
| Mistake                |  | North-western          |  |
| Monarch                |  | Notwithstanding        |  |
| Monthly-report         |  | November               |  |
| More                   |  | Now                    |  |
| More-or-less           |  | Number                 |  |
| More-than              |  | Numerous-<br>questions |  |
| Mortgage               |  | Nutshell               |  |
| Most-important         |  | Obedience              |  |
| Most-likely            |  | Obey                   |  |
| Mostly                 |  | Object                 |  |
| Mr.                    |  | Objection              |  |
| Much                   |  | Objective              |  |
| Much-are               |  | Obvious                |  |
| Much-quicker-<br>than  |  | Occur                  |  |
| Much-will              |  | Occurrence             |  |
| Much-will-have         |  | Of                     |  |
| Must-be                |  | Official.              |  |
| Must-expect            |  | Oh                     |  |
| Must-like              |  | Ohlo                   |  |
| Must-make              |  | On                     |  |
| My instructions        |  | On-either-hand         |  |
| Myself                 |  | One-of-the-most        |  |
| Mystery                |  | One-of-the-best        |  |
| Natural-ly             |  | One-or-two             |  |
| Nature                 |  | On-the-one-<br>hand    |  |
| Near                   |  | On-the-other-<br>hand  |  |
| Neglect                |  | Only                   |  |
| Negligent              |  | Onward                 |  |
| Negotiation            |  | Opens                  |  |
| Neighborhood           |  | Op'nion                |  |
| Never                  |  | Opportunity            |  |
| Nevertheless           |  | Or                     |  |
| Nevertheless-it-<br>is |  | Organize               |  |
| New-Hamp-<br>shire     |  | Ornamental             |  |
| New-York               |  | Or-not                 |  |

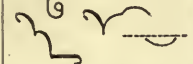
Other  
Ought  
Ought-to-have



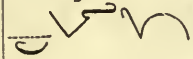
Our-instruc-  
tions  
Our-own  
Ourselves



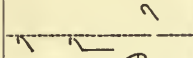
Over-and-over-  
again  
Overwhelm  
Own



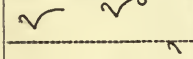
Owner  
Paragraph  
Parlor



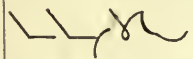
Part  
Partake  
Particular



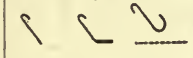
Particularly  
Particularize  
Party



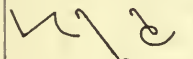
Peculiar  
Peculiarity  
Pennsylvania



People  
People-of-God  
Perfection



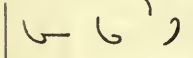
Perform  
Perhaps  
Personal



Phenomenon  
Philosopher  
Philosophy



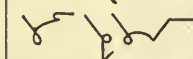
Phonographic  
Phonography  
Pleasure



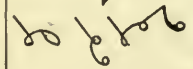
Political  
Popular  
Postage-stamp



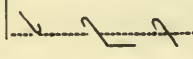
Postal-card  
Posterity  
Postmark



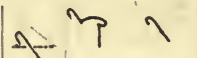
Post-master  
Post-office  
Postal-service



Poverty  
Practicable  
Practical



Practice  
Predominate  
Principal-ly



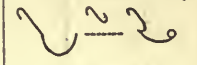
Principle  
Probability  
Probable



Problem  
Professor  
Proficiency



Proficient  
Profit  
Pronounce



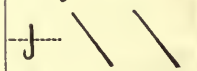
Proper  
Property  
Prophet



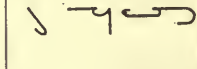
Prosperity  
Protect  
Prove



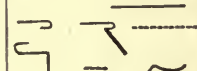
Providential  
Public  
Publish-ed



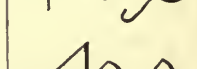
Punishment  
Quantity  
Qualification



Question  
Questionable  
Quick



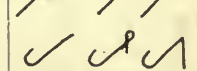
Quiet  
Quite  
Railing



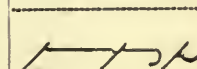
Railroad  
Railway  
Railway-car



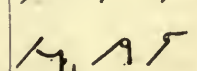
Ransom  
Rather  
Rather-than,



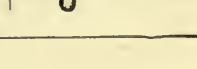
Real  
Real estate  
Reality



Recollect  
Recollection  
Recommend



Recommendation  
Reconsider  
Record



|                         |  |                |  |
|-------------------------|--|----------------|--|
| Reduction               |  | Selfish        |  |
| Reference               |  | Senior         |  |
| Reflection              |  | Sensation      |  |
| Reform                  |  | Sentence       |  |
| Reformation             |  | Sentiment      |  |
| Regular                 |  | Set-forth      |  |
| Regularity              |  | Set-off        |  |
| Regulate                |  | Seven-or-eight |  |
| Regulation              |  | Several        |  |
| Relating-to-the-subject |  | Shall          |  |
| Reliable                |  | Shalt          |  |
| Reliance                |  | Shelf          |  |
| Religion                |  | Short-hand     |  |
| Religious               |  | Should         |  |
| Rely                    |  | Significance   |  |
| Remark                  |  | Significant    |  |
| Remarkable              |  | Signification  |  |
| Remember                |  | Similar        |  |
| Renounce                |  | Similarity     |  |
| Represent-ed            |  | Simple         |  |
| Representation          |  | Simply         |  |
| Republic                |  | Singular       |  |
| Requisite               |  | Six-or-seven   |  |
| Respect                 |  | Slander        |  |
| Respectability          |  | Some-one       |  |
| Respectable             |  | Something      |  |
| Responsible             |  | Sometime       |  |
| Revelation              |  | Somewhat       |  |
| Revolution              |  | South America  |  |
| Roll                    |  | South-eastern  |  |
| Romantic                |  | Speak          |  |
| Rule                    |  | Special        |  |
| Said-to-have            |  | Specially      |  |
| Salvation               |  | Specialty      |  |
| Satisfaction            |  | Speech         |  |
| Satisfactory            |  | Spirit         |  |
| Satisfactory-manner     |  | Spiritual      |  |
| Satisfactory-proof      |  | Spoke          |  |
| Satisfy-ed              |  | Spoken         |  |
| Savior                  |  | Square         |  |
| Scorn                   |  | Squirrel       |  |
| Scripture               |  | Stability      |  |
| Season                  |  | Statesman      |  |
| Secure                  |  | Stenographer   |  |
| Self-esteem             |  | Stenographic   |  |

Stenography  
Stenographic-  
society  
Stumble

Subject  
Subjective  
Subsequent

Such-are  
Such-are-not  
Such-a-one

Such have  
Such-have-had  
Such-ought-to-  
have

Such-ought-to-  
hy-hd  
Such-were  
Such-were-not

Such-will  
Such-would  
Sufficient

Suggestion  
Suppress  
Supremacy

Surprise  
Suspension  
Systematic

Takes-us  
Tavern  
Tedious

Telegram  
Tell  
Tell-it

Tell-us  
Temperament  
Temperance

Temperate  
Temporal  
Tendency

Termination  
Territory  
Testament

Testimony  
Thank  
That

That-is-to-say  
The  
Them

There  
Therefore  
There-would-  
not

They  
They-are  
They-are-not

They-will  
This-is  
This-has-never

This-system  
This-will  
Those

Thou  
Though  
Three-or-four

Throughout  
Thus  
Till

Till-it  
To  
To-be

To-become  
Together  
Told

Too  
Toward  
Towards

To-wit  
Transcript  
Treachurous

























































































True  
Try-to-have  
Tuition

Twelve  
Twist  
Two

Two-or-three  
Unconcern  
Under

Undergone  
Uniform  
Union

Unite  
United-States  
Unity

|                        |                                                                                     |                      |                                                                                     |
|------------------------|-------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------|
| Universal              |    | When-it              |    |
| Universe               |    | Whenever             |    |
| University             |    | Where                |    |
| Unless                 |    | Wheresoever          |    |
| Unpracticed            |    | Wherewith            |    |
| Unquestionable         |    | Whether              |    |
| Unscriptural           |    | Which                |    |
| Unseasonable           |    | Which-are            |    |
| Unselfish              |    | Which-are-not        |    |
| Until                  |    | Which-are-to-have    |    |
| Until-it               |    | Whichever            |    |
| Upon-his               |    | Which-had-not        |    |
| Upon-it                |    | Which-have-had       |    |
| Upward                 |    | Which-ought-to-have  |    |
| Us                     |    | Which-ought-not      |    |
| Use (noun)             |    | Which-not            |    |
| Use (verb)             |    | Which-were-not       |    |
| Usually                |    | Which-will-not       |    |
| Vacancy                |    | Which-would-have-had |    |
| Value                  |    | While                |    |
| Very                   |    | Whilst               |    |
| Very-well              |    | White                |    |
| Virtue                 |    | Who                  |    |
| Washington             |    | Whoever              |    |
| Watch                  |    | Who-have             |    |
| Water                  |    | Whole                |    |
| We                     |    | Wholesale-store      |    |
| We-always-like-to-have |    | Wholly               |    |
| We-are                 |    | Whom                 |    |
| We-are-not             |    | Whosoever            |    |
| Welcome                |  | Why-not              |  |
| We-may                 |  | Will                 |  |
| We-may-be              |  | Willingly            |  |
| We-may-be-able-to      |  | Will-not             |  |
| We-must-be             |  | Will                 |  |
| Were                   |  | Wisconsin            |  |
| Western                |  | Wisdom               |  |
| West-Virginia          |  | With                 |  |
| We-will                |  | Withdraw             |  |
| We-will-not            |  | With-him             |  |
| What                   |  | Within               |  |
| Whatever               |  | Within-a-week-or-two |  |
| When                   |  | With-me              |  |
| Whence                 |  | With-my              |  |
| Whenever               |  | Without              |  |



|                   |  |                |  |
|-------------------|--|----------------|--|
| With-reference-to |  | Young          |  |
| With-regard-to    |  | Youngest       |  |
| With-respect-to   |  | Your           |  |
| With-whom         |  | Your-favor     |  |
| Witness           |  | Yourself       |  |
| Woman             |  | Yourselves     |  |
| Women             |  | Your-statement |  |
| Word              |  | Yours-truly    |  |
| Word-of-God       |  | Youth          |  |
| Worker            |  |                |  |
| World             |  |                |  |
| Would             |  |                |  |
| Ye                |  |                |  |
| Year-s            |  |                |  |
| Yearly            |  |                |  |
| Yesterday         |  |                |  |
| Yet               |  |                |  |
| You               |  |                |  |

APPENDIX.

|                  |  |
|------------------|--|
| Against          |  |
| Efficacy         |  |
| Perfect          |  |
| Mystery          |  |
| Manufacture      |  |
| Manufactory      |  |
| Right-hand       |  |
| Signify          |  |
| Yours-very-truly |  |

SPIRITUAL FREEDOM.

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v e e e / e e e e e e e e

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## FAC SIMILES.

Short-hand notes as actually produced at a high rate of speed, present an appearance very different from the characters contained in the engraved pages of this book. The higher the speed, the greater the variance from an exact standard. We present a few specimens, but not for criticism or imitation. They were executed by teachers in different schools in which this book is used. The translation is: "*You may state your name, age, place of residence and occupation; also, whether or not you are acquainted with the plaintiff in this action.*" The student, while he may admire the ease with which a stenographer may read very wretched looking notes, should nevertheless stick as close to the standard as possible.

No. 1 was written at the rate of 150 words per minute; No. 2, 175 per minute; No. 3, 216; No. 4, 200; No. 5, 200.

① *Handwritten shorthand specimen 1*

② *Handwritten shorthand specimen 2*

③ *Handwritten shorthand specimen 3*

④ *Handwritten shorthand specimen 4*

⑤ *Handwritten shorthand specimen 5*

## DEFINITION OF TERMS.

*Stenography.*—A system of rapid writing; Short-hand.

*Phonography.*—Sound-writing; a phonetic system of Short-hand.

*Word-Sign.*—An abbreviated outline from which some of the consonants are omitted.

*Sign-Word.*—A word which is provided with a sign, or abbreviated outline.

*Phraseograph.*—A character expressing more words than one, formed by writing a number of words without lifting the pen.

*Phrase-Sign.*—An abbreviated phraseograph.

*Phraseogram.*—An assemblage of words which are expressed by a phrase-sign.

*Consonant Stem.*—Any letter of the consonant alphabet, whether standard length, shortened or lengthened.

*Adjunctive Sign.*—Any character or expedient, other than the letters of the alphabet, which is employed to express a consonant sound; *e. g.*, the s-circle, n-hook, st-loop, emp, etc.

*Verbatim.*—Word for word.

*Notes.*—Matter written in Short-hand; Stenographic manuscript.

*List-Words.* Series of words to be written according to the rules which just precede them. See sections 24 and 54.

*Speed Sentence.*—The sentence which is to be written a given number of times in one or two minutes. See sec. 89.

*Abbreviations.*—L 1, L 2, L 3, etc., refer respectively to Lines 1, 2, 3, of the engraved plates.

*Type-Writer.*—Refers either to a writing machine, or the person who operates it. For distinction, the operator is sometimes called a typewritist, or a type-operator. The name "type-writer," however, as designating the person, is gaining currency, and may well be adopted, since writing machines are usually called by a specific name, as the Remington, Calligraph, Hammond, etc.

*Typoscript.*—Refers to type-written manuscript, sometimes called simply "type-writing." The name *Typograph* has also been applied to the instrument itself.

## SUGGESTIONS.

---

**"HAVE FAITH IN SHORT-HAND.**—There is probably no other one thing that has caused so many people to fail in their endeavors to become reporters as a lack of confidence in Short-hand. Too often we hear beginners say. 'I will try it and see whether I can succeed or not.' The young man or woman who, after seeing that thousands of others have made a success of Short-hand, cannot say, 'I *will* succeed,' had better not spend time or money upon it, or, in fact, upon anything else that requires a little study and application.

"Nothing is more absurd than to hear a certain class of people decrying Short-hand, when in fact they know nothing at all about it. We have known many young people who would have become excellent reporters, had they not been induced to give up the idea of learning Short-hand by the advice of persons who had never before even heard of Stenography.

"The young man or woman who takes up the study of Short-hand will surely be compelled to endure the constant cry that there is an over-supply. To be sure there is an 'over-supply' of Short-hand writers. So is there an over-supply of workmen in every industrial pursuit; yet people go on learning the various trades just as though the cry had never been heard. The over-supply comes from that large class who only do things by halves. We have all heard the cry of an over-supply of lawyers, teachers, carpenters, blacksmiths, etc., yet a good lawyer, teacher or carpenter is never at a loss for something to do. You never hear of a man who stands well up in his business or profession making any complaint of the competition which he may have. People who can do their part well are always in demand."

"The Stenographer, like everybody else, must, in a certain sense, be a machine. This arises from the fact that in many cases confidential matter of the gravest importance is dictated to him, and unless he exerts the utmost care, he will be apt, inadvertently it may be, to betray a knowledge of his employer's affairs to those who would take advantage of it. Again, it frequently occurs in some kinds of business that the Stenographer is approached for the special purpose of getting him to divulge his employer's intentions or plans. Attempts may even be made to bribe him, in order to secure the desired information. Aside from the moral phase of the question, the Stenographer can by no means afford to betray his employer's secrets to others. Once let it be proved that he has done such a thing, and his prospects as a reporter will be ruined."

—From "ONE HUNDRED VALUABLE SUGGESTIONS TO SHORT-HAND STUDENTS," by Selby A. Moran, *Short-Hand Institute, Michigan University.*

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
































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|                                                                                     |               |                                                                                     |                  |
|-------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------|------------------|
|    | Worse         |    | Yawl             |
|    | Worship       |    | Yawn             |
|    | Worshipper    |    | Ye               |
|    | Worth         |    | Year             |
|    | Worthiest     |    | Yearly           |
|    | Worthlessness |    | Yearn            |
|    | Would         |    | Yellow           |
|    | Write         |    | Yes              |
|    | Writing       |    | Yesterday        |
|    | Written       |    | Yet              |
| <b>X</b>                                                                            |               |    | Yield            |
|    | Xenia         |    | Yonder           |
|    | Xenophon      |    | York             |
|   | Xerxes        |   | You              |
| <b>Y</b>                                                                            |               |  | Young            |
|  | Yacht         |  | Youngster        |
|  | Yankee        |  | Your             |
|  | Yankton       |  | Your-favor       |
|  | Yard          |  | Your-last-letter |
|  | Yarn          |  | Yourself         |

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