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# LINDSAY'S SIMPLIFIED SHORTHAND

A SYSTEM WITHOUT SHADING  
in which the Vowels are expressed by the  
Inclination of the Stems to a Real or an  
Imaginary Horizontal Line

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By  
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## PREFACE

A change of conditions in the business world, the increase in the volume of business transacted, and the consequent increase in clerical work, call for improved methods of disposing of commercial correspondence; and the old systems of shorthand, though adequate for the age in which they were invented, do not keep pace with these increasing demands. They embody principles that look well in print, but which are both difficult and awkward to apply in actual practice.

One of the chief of these objections is shading. Imagine a busy work-driven book-keeper taking the time in his daily work to shade every other stroke of his writing; to shade at the beginning of strokes and at the end of strokes; to shade horizontally; and we have a picture of the difficulties in the path of the stenographer using a shaded system.

The old systems also embody principles that are hard to understand; a proof of which fact is the large number of shorthand students who never make any practical use of their shorthand, and drift into other lines of work.

Having these shortcomings in view, SIMPLIFIED SHORTHAND has been produced with the intention of giving the public a system of shorthand that will embody simplicity in principles, ease in writing and legibility in reading. As it is not the professional man or the scholar that studies shorthand, only those principles have been used that can be easily comprehended by the young man or young woman of limited education who desires to advance himself or herself in the business world; and as there is no shading of any kind, it may be written with facility with either pen or pencil, a fact that is of vast importance. Although it is not claimed for SIMPLIFIED SHORTHAND that there are no word signs, as no set of principles can be combined in any one system of phonography by which every word in the English language can be easily and rapidly written without abbreviation or contraction, the claims for other systems notwithstanding, yet it is claimed that it contains fewer abbreviations and word signs than any other system in existence.

Therefore, with ordinary intelligence and a reasonable amount of study and application, there can be no excuse for anyone not easily mastering SIMPLIFIED SHORTHAND, and attaining an ordinary rate of speed and an ability to read without difficulty that which has been written; for although the system is still in its infancy, and has therefore not yet reached the zenith of its excellence, yet the principles herein given are so simple, logical and few in number that there is no limit to their possibilities.

But in order to reach the desired goal, the study should be given the same enthusiasm, and undivided attention, and thoroughness that the small boy exhibits in learning the art of playing base ball. Be thorough! Remember, that if each rule is not thoroughly digested before proceeding to the next, a bad case of shorthand indigestion will soon develop; but if, on the other hand, the errors of haste, carelessness, and indifference are avoided, the result will be found eminently satisfactory and worthy of the effort.

And now, having full confidence in the principles of SIMPLIFIED SHORTHAND, I give it to the public with the hope that it will be thoroughly investigated before a decision is reached as to the relative merits of it and other systems.

Respectfully,

AMELIA H. LINDSAY.

# Simplified Shorthand

## CHAPTER I.

As phonetic writing, or shorthand, is the recording of the sounds of the human voice in a manner brief enough to allow of their being recorded while uttered, these sounds are the foundations upon which SIMPLIFIED SHORTHAND is built. The sounds of the human voice are divided into three classes, called vowels, diphthongs, and consonants.

The vowels are twelve in number, and are divided into two classes, called long and short vowels, each of these classes being sub-divided into groups or clusters, called first cluster and second cluster, as follows:

### LONG VOWELS.

$\bar{E}$  as in EAR }  
 $\bar{A}$  as in AIR } 1st Cluster  
 $\bar{A}$  as in ARE }

$\bar{A}\bar{W}$  as in LAW }  
 $\bar{O}$  as in LOW } 2d Cluster  
 $\bar{O}\bar{O}$  &  $\bar{U}$  as in }  
coo and CUE }

### SHORT VOWELS.

1st Cluster {  $\check{I}$  as in NICK  
 $\check{E}$  as in NECK  
 $\check{A}\check{H}$  as in NACK

2d Cluster {  $\check{O}$  as in LOCK  
 $\check{U}$  as in LUCK  
 $\check{O}\check{O}$  as in LOOK

The Diphthongs are three in number, as follows:

I as in ISLE

OI as in OIL

OU as in OWL

These vowels and diphthongs are expressed by the inclination of lines called stems; and the position these stems occupy as they vary from a horizontal line are called vowel and diphthongal positions.

On another page will be found a list of the vowel, diphthongal, and consonant stems, written in the vowel and diphthongal positions. These stems are written down in all of the positions except the first two vowel positions of the second cluster, viz., AW and O, which are written up, and the first diphthongal position, which is written horizontally from left to right. A stroke should never be made from right to left unless unavoidable, as it will be readily seen that to do so requires the hand to be moved first from left to right to get into position, then from right to left to make the stroke, requiring two motions to attain one object. Great care should be exercised in practicing these stems to get the proper length and slant, as to vary either would be to change the consonant or the vowel. In regard to the length, it should be remembered that the difference in length between each stem and the nearest to it in size is one-third of the vowel stem, the length of the vowel stem being the standard by which all other stems are gauged.

It will be noticed regarding curved stems that each consonant differs from its opposite consonant only in the manner of curving the stem; viz., whereas one consonant is always written with the convex side up, both in the first and second vowel clusters, its opposite is always written with the concave side up.

In writing the consonant stems D and T, and B and P, care should be exercised in the use of the little tick joined to the end of the stem to see that it is pointed to the proper side; for as D is the same length as T, and B the same as P, the only way to distinguish between them is by the use of the little tick aforesaid. If the tick is joined to the end of the stem, it indicates that the vowel expressed by the position of the stem follows the consonant, as in TEA; and if the tick is joined to the beginning of the stem, it indicates that the vowel precedes the consonant, as in EAT. As the shape of the curved stems is sufficient to distinguish between consonants, the tick is only used on such stems when the vowel precedes the consonant. The tick is not used on any stem when there is any other distinguishing mark that would answer the same purpose.

Write each line of the stems in the following chart a second time, and pronounce the short sound of the vowel where the long sound is given. Practice thoroughly all the stems illustrated until the different lengths and slants have been appreciated, pronouncing the consonant stem and vowel position as the stroke is made.

CHART OF VOWEL, DIPHTHONGAL AND CONSONANT STEMS.

*First Cluster*

*Second Cluster*

*Diphthongs*

E A Ah

Aw O Oo

I Oi Ou

De Day Dah

Daw Doe Doo

Die Doi Dou

Te Tay Tah

Taw Toe Too

Tie Toy Tou

Be Bay Bah

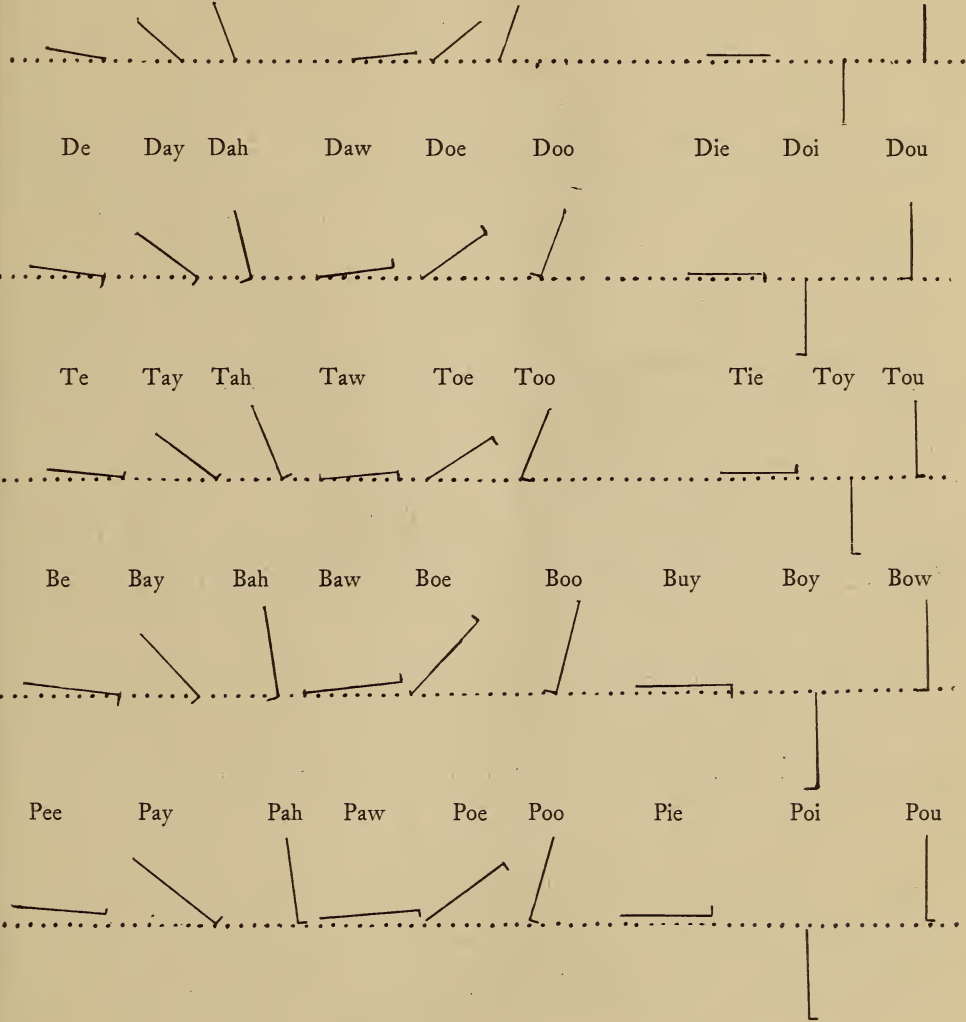
Baw Boe Boo

Buy Boy Bow

Pee Pay Pah

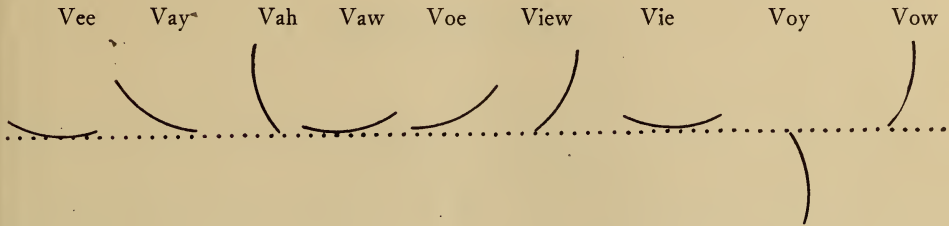
Paw Poe Poo

Pie Poi Pou

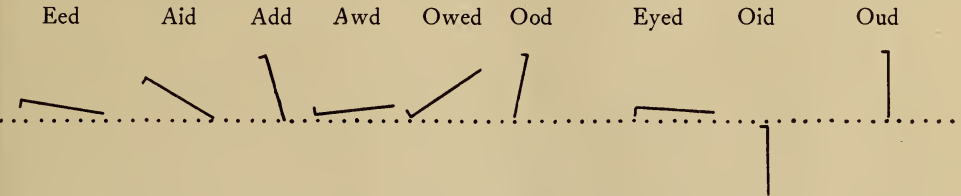


Che	Chay	Chah	Chaw	Joe	Chew	Chy	Joy	Chow
.....								
The	They	Thah	Thaw	Though	Thoo	Thy	Thoi	Thou
.....								
Me	May	Mah	Maw	Moe	Moo	My	Moi	Mow
.....								
Knee	Nay	Nah	Knaw	Know	Knew	Nigh	Noi	Now
.....								
Key	Kay	Kah	Caw	Koe	Coo	Ky	Coy	Cow
.....								
Ge	Gay	Gah	Gaw	Go	Goo	Guy	Goi	Gow
.....								
Fee	Fay	Fah	Faw	Foe	Few	Fie	Foy	Fow
.....								





After practicing the above stems many times, according to instruction, begin again at the D stem, and write all the stems in the chart, joining the short tick to the beginning of the stem, instead of the end, and pronounce the vowel before the consonant, thus :



If any difficulty is experienced in getting the tick on the proper side of the stem, in writing D and T and B and P, the following chart will be found useful and should be frequently referred to.



**WRITING EXERCISE.**

Day, Toe, Buy, Fee, Now, The, Nay, Knew, Bough, Knee, Pay, Oh, May, Go, View, Bee, Chaw, Tie, Poe, Boy, Mew, Thy, Me, Joy, Awe, Cow, Pie, I, Know, Do, Die, Toy, Nigh, Jew, Dough, To, Bay, Joe, They, Paw, Caw, Buy, Foe, Chew, Faw, My, Few, Key, Gay, Thaw, Vie, Though, Cue, Thou, Maw.







## PREFIXES.

S	M	N	L	LER	LE	R	REL	RE	Y	STR	SH
Sat	Mat	Nat	Lat	Lerat	Letah	Rat	Relat	Retah	Yat	Strat	Shat

ST	W	H	EX	EH	COM	COM	CON	CON	CONS	CONS
Stat	Waht	Hat	Extah	Exat	Comtah	Comat	Contah	Conat	Constah	Consat

CONT	DE	DE	DE	DE
Contaht	Detah	Desat	Derat	Delat

Practice the above prefixes and affixes by writing each one of them on all the stems given in the chart in the first chapter, and write each line of the stems a second time, pronouncing the short sound of the vowel; on straight stems, be careful to get them on the side of the stem to which the consonant belongs; on curved stems, put them only on the inside of the stem.

## D AND T EXPRESSED BY HALVING THE STEM.

D and T are sometimes expressed in the Vowel Stem and the M and N Stems by writing the stems one-half the length; in which case the D or T occurs before any affix at the end of that stem. For example, if the vowel stem is written in the first vowel position, and an S circle added at the end, we have the word EES (ease); if the same word is written one-half as long, we have the word EE-T-S, EETS (eats). Practice the following words:

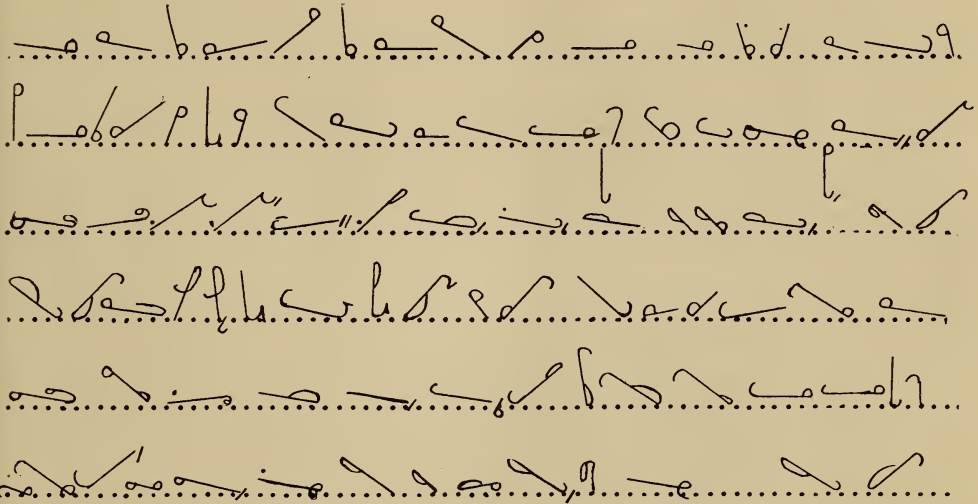
It	Ate	At	Ought	Oat	Hoot	Eats	Hates	Hats	Lots	Loads	Shoots

Matter	Notes	Render	Motor	Needle	Sender	Might	Not	Needs	Maids

**READING AND WRITING EXERCISES ON THE VOWEL AND  
DIPHTHONGAL STEMS.**

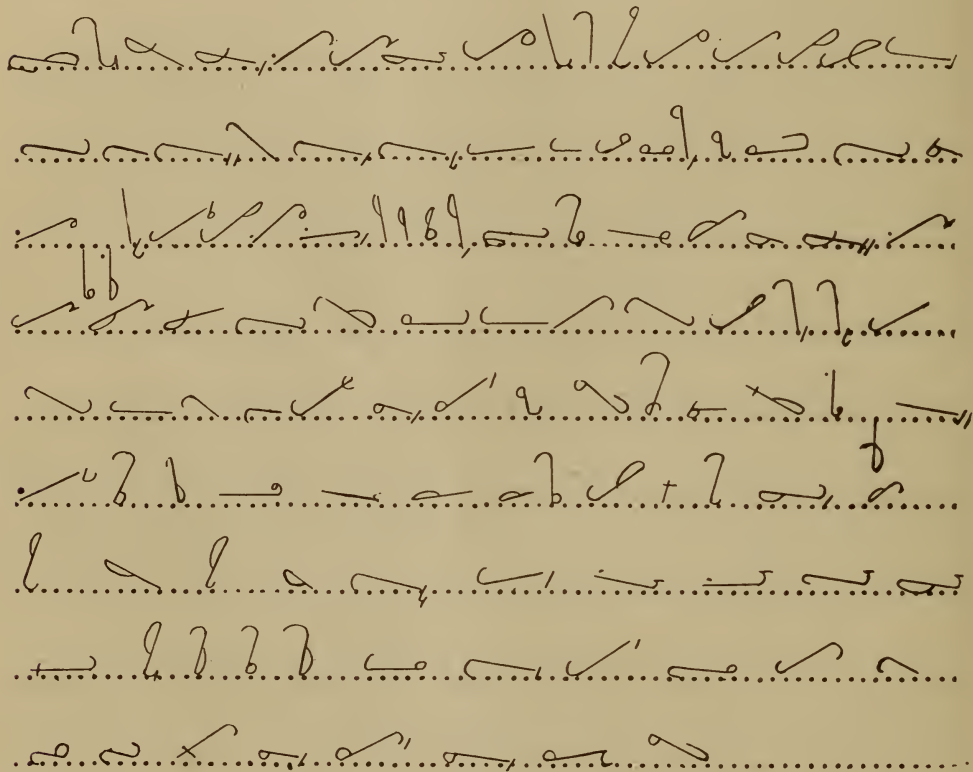
In practicing the following vowel exercises, the length of the stem should be impressed on the memory, as it is the unit of size, the difference in length between all stems being one-third of the vowel stem.

Ease, See, As, Saw, Owes, Has, Sigh, Say, Oats, Ice, Its, Hats, Hoots, Seat, Ear, Sad, Sough, Eyes, Whose, Sew, Suit, Our, Sued, Ray, Seer, Sight, Lee, Lice, Oil, Rude, Redden, Riddle, Sizzle, Soiling, Singing, Sully, Silliest, Awls, Hurry, Hurrying, Longing, Hush, Listening, Healing, She, Shed, Sheds, Shilling, Shred, Shoal, Stale, Store, Siller, Strew, Strangle, Hard, Reared, Showered, Stored, Said, Sore, Air, Sod, Sowed, Raw, Raise, Sinking, Serials, Session, Halls, East, Ink, Links, Russian, Rash, Rest, Ration, Rice, Lies, Owl, Route, Reads, Wrestle, Young, Sits, Sink, Hisses, Shay, Shade, Shots, Shelling, Shroud, Easier, Stale, Stir.

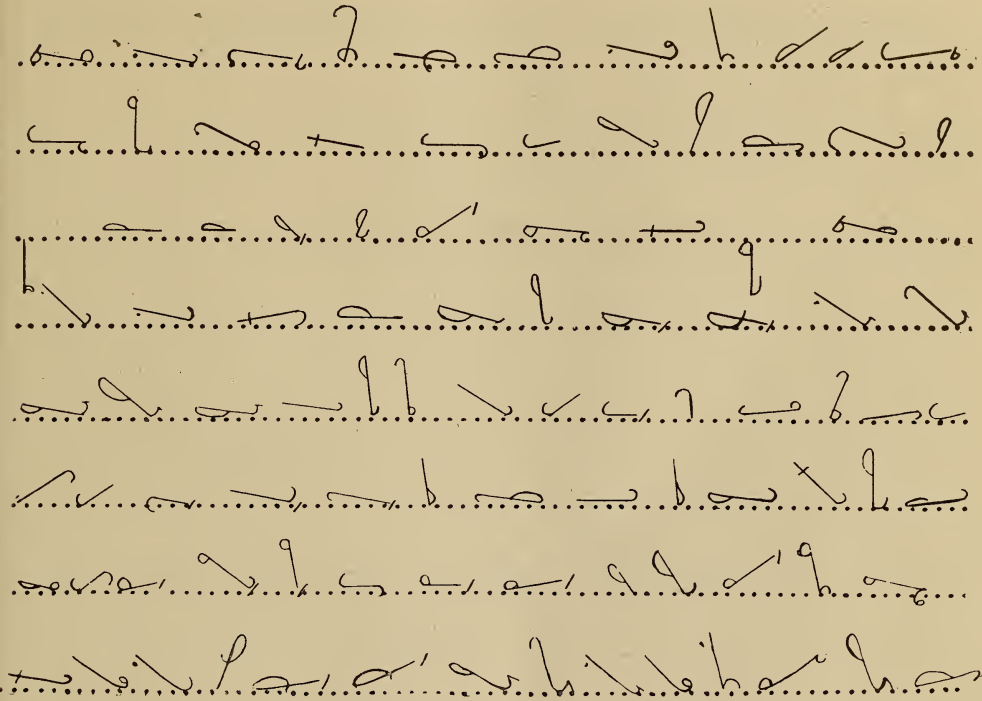


Released, Yard, Stray, String, Hurt, Roared, Shield, Yearn, Are, Row, Sewer, Rose, Roll, Rust, Roster, Ring, Leer, Reed, Ringing, Lay, Rink, Wrinkle, Law, Write, Roads, Sights, Sank, Saddle, Sorrel, Year, Deceit, Holes, Oils, Hoist, Angle, Lungs, Rush, Horse, Hauling, Shah, Shad, Shoots, Shank, Shrill, Yours, Easel, Stole, Steed, Stringing, Heard, Lulled, Stirred, Straw, Reel, Raised, Sire, Rye, Oar, Rail, Rush, Rank, Wrangle, Low,

Layer, Lie, Red, Right, Rustle, Sitting, Sung, Sadder, Seller, Usual, Decide, Waste, Howls, Oyster, Inking, Hunger, Use, Lash, Hires, Illy, Shaw, Shod, Rouse, Roast, Would, Rule, Shearing, Shutter, Sure, Stay, Stool, Stead, Wrinkling, Wrong, Healed, Hired, Leered, Steered, Wire, Stewart, Roost, Ruse, Used, Rise, Ring, Rung, Lease, Lower, Raid, Written, Reader, Were, Seeding, Soaring, Sing, Sorry, Cellar.



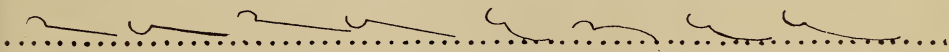
Decease, Heal, Linger, Usury, Easter, Least, Hears, Alley, Show, Showed, Wrongs, Riley, Sour, Lace, We, Liar, Rod, Shale, Stew, Style, Year, Stood, Oily, Shy, Shied, Shading, Shooter, Sunk, Silly, While, Soiler, Decision, Hail, Hear, War, Sty, Stear, Shall, Sting, String, Held, Laird, Sheered, Stared, Stilled, Eel, Shall, Lass, Ale, Road, Writing, Rat, Loss, Loose, All, Rot, Hole, Rut, Reading, Earing, Linking, Ash, List, Ire, Hash, Sheer, Wear, Shower, Shawl, Sheets, Rudder, Sodding, Sailing, Sang, Writer, Siding, Song, Stead, Stare, Sung, Sally, Serious, Wheeling, Else, Hair, Strew, Strong, Strung, Shared, Lard, Hailed, Ails, Harry, Solely, Start, Stalled.



**DOUBLE CONSONANT PREFIXES.**

The double consonants DR, TR, BR, PR, KR, GR, and FR, and the triple consonant THR, are expressed by writing the R semi-circle at the top of the stem thus:

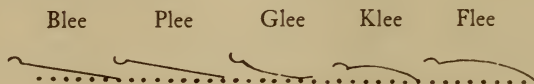
Dree      Tree      Bree      Pree      Three      Kree      Gree      Vree



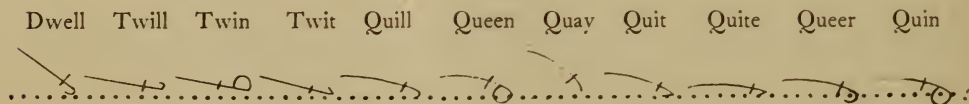
Practice the preceding and following double consonant prefixes by writing each one of the stems in all of the vowel positions, pronouncing both the long and the short sound of the vowel.



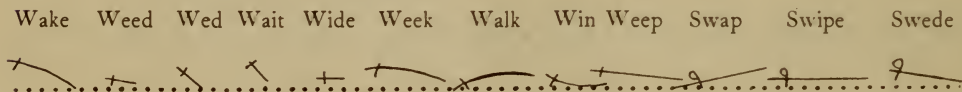
The double consonants BL, PL, GL, KL, and FL are expressed by writing the L semi-circle at the top of the stem, thus:



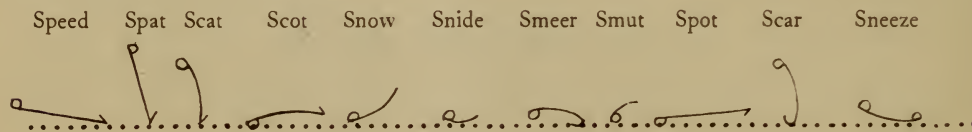
The double consonants DW, TW, and KW are expressed by writing the W tick across the end of the stem, thus:



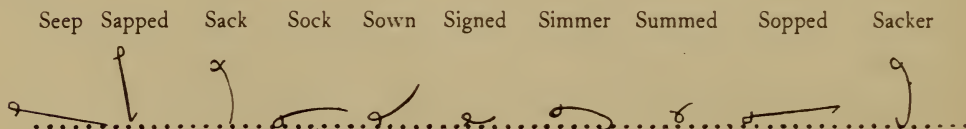
The above rule applies only to words in which W is used as a double consonant. When W begins a word or a syllable as a single consonant, the tick is written across the beginning of the stem; and when so written, it indicates that the word begins with W and that the vowel precedes the consonant stem; for example:



The double consonants SP, SK, SN, and SM are expressed by simply writing the S circle at the beginning of the stem, thus:



The above differs from the manner of expressing the S circle at the beginning of the stem, thus:





### READING AND WRITING EXERCISES ON THE CH AND TH STEMS.

The double consonant CH requires special comment. It should be remembered that the stem representing the double consonant CH is not only used to express words beginning or ending with CH, but also words beginning and ending with J and the soft sound of G, as in JUST, GIN, SIEGE, EDGE, etc., both of which sounds are very closely allied with CH.

Chaw, Jade, They, Though, This, Chore, Jim, Each, Seethe, Wrath, Thrust, Stitch, Rather, Lichen, Chinking, Chilling, Cheeses, Jamble, Jimmy, Huge, Thames, Thinner, Thermal, Chastise, Other, Jingle, June, Jaw, Chat, Thaw, Chess, Itch, Soothe, Three, Liege, Threw, Stage, Ledger, Reaching, Chunk, Jailing, Chases, Nitch, Chimney, Chiming, Chance, Thence, Starch, Large, Charm, Justice, Author, China, January, Joe, Chawed, Though, Chase, Thaws, Their, Jam, Age, Reach, Throw, Latch, Through, Stretch, Leather, Raging, John, Jester, Chamber, Notch, Chinning, Chains, Thongs, Journey, Churn, Jaundice, Authorize, Thrust, July, Chew, Chaws.

.....

.....

.....

.....

.....

.....

.....

The double consonants CH and TH very frequently follow vowels in syllables expressed by other stems; in which case, the CH and TH stems are used to express the double consonant sound only, independent of a vowel, and should be written in whichever vowel position is the most convenient to join to the preceding stem; for example:

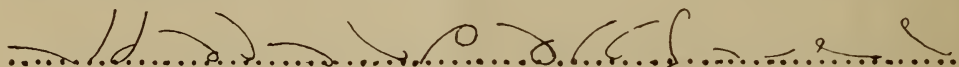
Pitcher Butcher Touch Batch Catcher Cudgel Kitchen Pinch Bunch



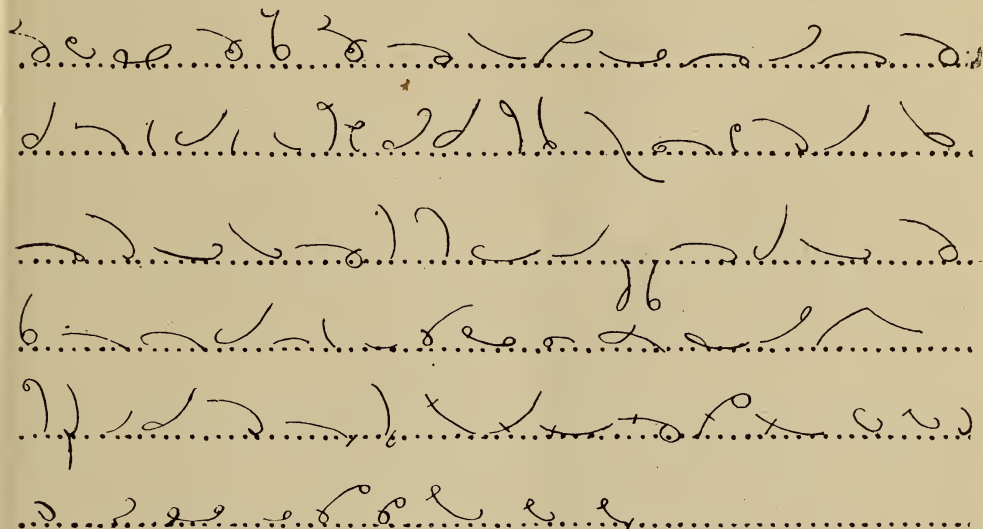
### READING AND WRITING EXERCISES ON THE M AND N STEMS.

It should be remembered regarding the consonants M and N that they can very frequently be more conveniently expressed by using the M and N circles on some other stem.

Me, Knew, Noosed, Mess, Mar, Meal, Knell, Moan, Meant, Hum, Rome, Round, Mit, Knot, Seen, Snail, Steam, Strum, Shun, Mister, Moony, Slum, None, May, Now, Knees, Mars, More, Male, Knoll, Moon, Manned, Whom, Room, Mead, Met, Not, Sane, Snow, Stem, Strain, Shine, Master, Manner, Name, Maw, Nigh, Knaws, Moss, Moor, Mawl, Newel, Mine, Mined, Hen, Ryme, Made, Mat, Mit, Sun, Snide, Stammer, Strand, Mission, Minister, Miner, Slime, Number, My, Mist, Nose, Muss, Mire, Mole, Nile, Nan, Mesh, In, Wren, Mad, Matter, Neat, Seem, Same, Sign, Sneer, Stand, Simmer, Nation, Mines, Mumble, Run.



Remain, Slender. Monster, Member, Renown, Remember, Merest, Nay, Mussed, Nice, Mice, Nor, Mile, Men, Noon, Aim, Hound, Run, Mood, Net, Sam, Sound, Snore, Stun, Sham, National, Many, Slime, Slant, Mailed, Know, Nest, Miss, Mare, Nigher, Nail, Mint, Ham, Ram, Rhine, Know, Moist, Noise, Mere, Newer, Kneel, Main, Noun, Him, Ream, Rhoan, Might, Knat, Knight, Sum, Sneeze, Smite, Stream, Shin, Notion, Money, Slam, March, Note, Shone, Merit, Mink, Mangle, When, One, Wine, Women, Woman, Win, Render, Enter, Matter, Material, Under, Science, Nights, Sums, Summits, Saner, Sender, Sending.



## CHAPTER III.

### SYLLABIC PREFIXES AND AFFIXES.

For the purpose of shortening words, an expedient is used called syllabic prefixes and affixes. These express the initial and final syllables of words. The consonants used are D and T, B and P, Kay and Gay, and F and V.

These prefixes and affixes are written in the same vowel position and with the same strokes as the ordinary consonant stems, being distinguished from the latter by their scale of size and their positions above, below, and across the line of writing, or above, below, and across the end of a preceding stem. B and P are expressed by straight strokes, the same length as the vowel stem; and D and T are written with straight strokes one third shorter. F and V are expressed by curved strokes, the same length as B and P, and Kay and Gay are written with the same strokes, one-third shorter. As in the case of the Consonant Stems, B and D are distinguished from P and T by putting the sub-prefixes and affixes (circles, semi-circles, and loops) on the left side to express B and D, and on the right to express P and T; and in the absence of any prefix or affix, a short tick is joined at right angles, putting it on the left for B and D, and on the right for P and T.

### SYLLABIC PREFIXES.

The syllabic prefixes, as their name implies, are used to express the initial syllables of words. When they are written above the line, they combine with L to form double consonants, as in FLUSTER, PLUNGER, etc.; when they are written below the line, they combine with R to form double consonants, as in BROTHER, CREATURE, etc.; and when they are written across the line, they express the single consonants, as in BISMUTH, FESTER, etc. When there is only one syllabic prefix in a word, it may be joined to the following stem, being distinguished from the ordinary consonant stems by its position with reference to the line, as above described; but when there are two, they must be disjoined, and if the second is a single consonant, it must be written across the end of the preceding one.

The following illustrations give all the syllabic prefixes written in the first vowel position. Practice these stems in the same manner as the consonant stems were practiced in the first chapter; that is, write each one of the stems in all the vowel positions in the rotation they are given. But before doing so, two peculiarities of syllabic stems should be noticed, as follows:

1st. As the diphthongs OI and OU have peculiar positions with regard to the line, they are never expressed in the syllabic prefixes or affixes. When it is desired to express these diphthongs in connection with L and R in the double consonants, the L and R semi-circles are used, as explained in Chapter I.

2nd. The consonant V does not combine with L and R to form double consonants, except as it is written arbitrarily so, as in the words VARIETY and VOLITION, which are written VRIETY, and VLITION; therefore, in nearly all syllables expressed by the V prefix or affix, the L or R follows the vowel.

Keeping the preceding two facts in mind, the following stems should now be practiced in the manner described:

Blee	Plee	Klee	Glee	Flee	Veel		
.....							
Dree	Tree	Bree	Pree	Kree	Gree	Free	Veer
.....							
Dee	Teo	Bee	Pee	Kee	Gee	Fee	Veel
.....							

When the study of the syllabic stems is taken up, it seems impossible at first glance to distinguish them from the ordinary consonant stems; but by carefully studying and practicing the foregoing and following rules and exercises, this difficulty will be easily overcome.

Therefore, before proceeding to the practical exercises, carefully examine the following words:

Creature Gloomy Funny Clannish Brother

In the first word, (CREATURE) the first stem is recognized as a syllabic stem by its position below the line, its shape and size indicating the syllabic consonant stem KAY. But as the second stem is joined to the end of the first stem, it is recognized as a consonant stem, irrespective of its position below the line, for the reason that if it were a syllabic stem it would be disjoined and would be written above, below, or across the end of the preceding stem.

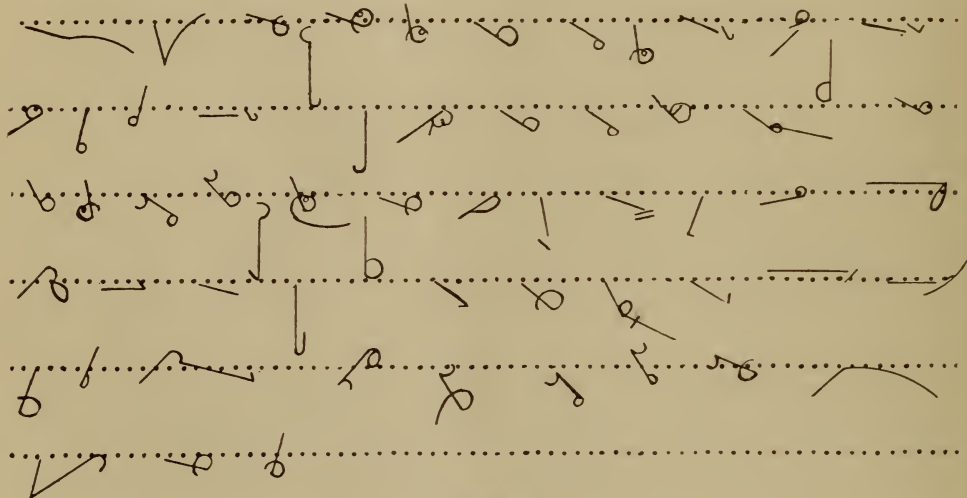
It should also be noticed that syllabic stems are frequently written independently to express small words.



## EXERCISES.

## D and T.

Dreamy, Drama, Dimly, Timber, Tamper, Train, Dress, Trample, Tingle, Drunken, Trinket, Drum, Truce, Dew's, Triangle, Trowel, Doyle, Trumpet, Train, Dress, Tension, Tracy, Down, Team, Tame, Damper, Redress, Retain, Tambourine, Trimmer, Trust, Drank, Drinking, True, Dross, Diamond, Torment, Trite, Tree, Drought, Toiler, Town, Dread, Trainer, Tramway, Trade, Dying, Driver, Truant, Tuition, Torpid, Return, Retrench, Redress, Rotation, Redeemer, Trophy, Trooper, Tremor, Tumor.



## B. and P.

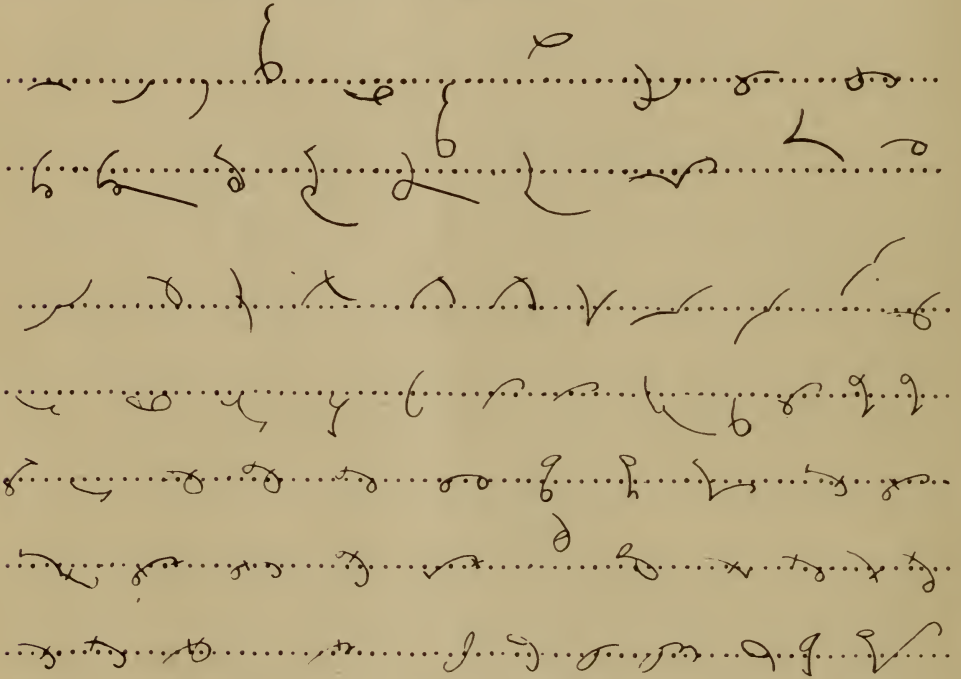
Preach, Pale, Bold, Poured, Pared, Prants, Proselite, Banister, Barrister, Porous, Paris, Blank, Plot, Blood, Proud, Power, Broil, Brown, Barren, Barn, Born, Prune, Pure, Brewery, Bureau, Boost, Best, Passed, Pulse, Pause, Pose, Sups, Sob, Boss, Spat, Supped, Speed, Sipped, Boast, Boiler, Pillar, Pillows, Billow, Boil, Parallel, Banish, Punish, Banishment, Punishment, Barrel, Barrels, Pearl, Berrie, Spray, Spruce, Berries, Boor, Parrie, Blossom, Boorism, Reply, Replete, Replenish, Replace, Preposterous, Preponderate, Blunder, Plaster, Bluster, Bullet, Pullet, Plight, Polite, Polish, Bullish, Weep, Wobble, Wept, Weapon, Wipe, Whip, Swap, Swipe, Swept, Swapped, Purse, Potion, Pension, Pillage, Bliss, Blest, Wrap, Mob, Mope, Brother, Plunger, Reap, Rap, Robin, Ribbon, Ruben, Roup, Pole, Lobster, Slipper, Slab, Lapel, Laborious, Labors, Leper, Ship, Shipment, Shape, Shop, Sheba, Stop, Stab, Stoop, Surprise, Surplus, Experience, Expose, Expand, Exploit, Partly, Portly, Portal, Batter, Porter, Border.

The image shows a page of handwritten musical notation on a five-line staff with a dotted middle line. The notation is a rhythmic exercise, likely for a single melodic line. It consists of several measures of music, each containing various rhythmic patterns. The notes are primarily eighth and sixteenth notes, often beamed together. Some notes have stems pointing up, while others point down. There are also some larger, more complex rhythmic figures, possibly representing a specific syllabic prefix. The handwriting is clear and legible, with consistent spacing between notes and measures. The page is titled "Syllabic Prefix B and P Exercise" and is numbered "23" in the top right corner.



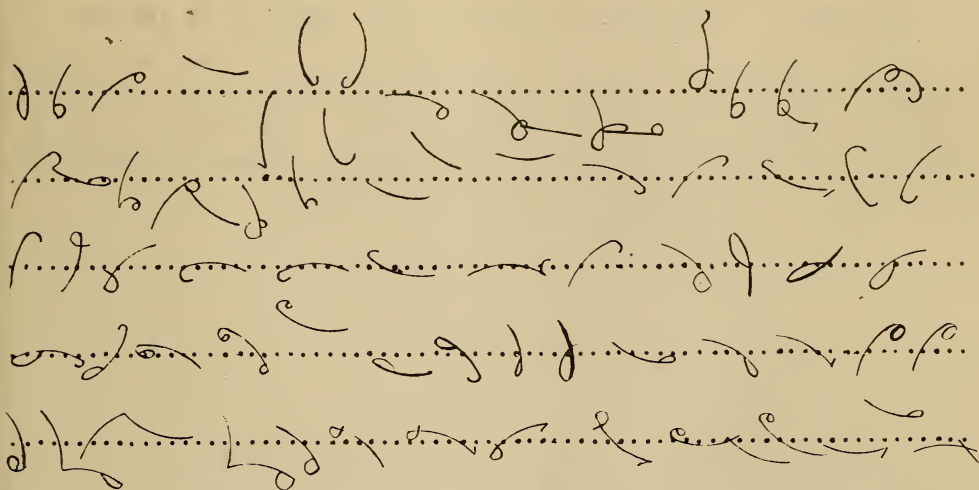
## KAY AND GAY.

Cry, Grow, Grew, Ground, Grind, Groin, Cluster, Cargo, Mock, Michael, Curious, Curiosity, Acorn, Akron, Candy, Canny, Creature, Gloomy, Clime, Growth, Chester, Jack, Jug, Choke, Joke, Catch, Crotch, Crutch, Clutch, Cringe, Gorilla, Chagrin, Regret, Recruit, Cure, Core, Call, Gallon, Grand, Succor, Sacked, Scat, Soaked, Greed, Skinned, Sickened, Six, Skies, Excuse, Exactly, Actual, Equal, Squal, Equator, Squalid, Squire, Square, Awkward, Clannish, Exquisite, Quit, Weeks, Quay, Wakes, Queer, Weaker, Quantity, Quality, Sugar, Shaker, Stock, Stockholder, Stake, Execute, Executor.



## F and V.

Fast, Fuse, Fuss, Veal, Void, Vowel, Fowl, Freeze, Frenzy, Franchise, Frowned, Fume, Fumigate, Furniture, Furnish, Furious, Frozen, France, Valley, Value, Vere, Vale, Vile, Fill, Foal, Living, Ravel, Rough, Roof, Move, Muff, Rife, Life, Live, Fiery, Four, Fane, Staff, Stove, Stuff, Stifle, Shovel, Sheriff, Surface, Servile, Shiver, Shafer, Fashion, Faster, Vision, Fish, Feat, Form, Firm, Farm, Famish, Funny, Famine, Fame, Safe, Sift, Soft, Saved, Survive, Survey, Variety, Volition, Friday.

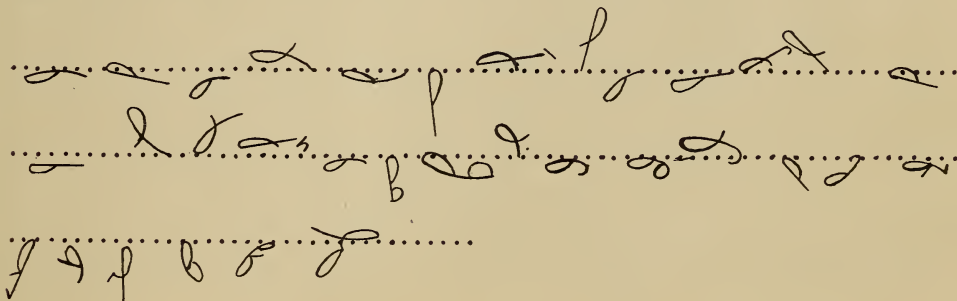


### R Added to the ST Loop by Position.

When a syllabic stem in the R position begins with the ST loop, the R indicated by the position is added to the ST instead of the stem. Words expressed in this manner begin with STR, and express the vowel before the consonant. It should be remembered, however, that this applies only to syllabics. In the ordinary stems, words beginning with STR are expressed by using a combination of the ST loop and R semi-circle, as explained and illustrated in the first chapter.

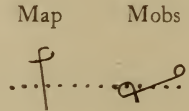
### EXERCISE.

Strife, Strip, Struck, Stream, Strive, Strap, Strong, Strew, Stroke, Strop, Stroll, Stray, Street, Stride, Strain, Strum, Strongly, Strike, Stratum, Striven, Stretch, Striker, Stricken, Streamer, Straight, Struggle, District, Distribute, Distract, Destroy, Stragler, Destruction, Instrument.



### THE INITIAL SYLLABLES EM, IM, OR AM, AND EN, IN, OR AN.

It will be noticed in the chart of prefixes in the second chapter that when the M and N circles are used as a prefix to express M and N as single consonants, as in the words MAP, MOBS, etc., they are so indicated by beginning the circle with a short horizontal tick on the opposite side of the stem; this is because the vowel expressed by the position of the stem precedes the consonant expressed by the length of the stem; for example;

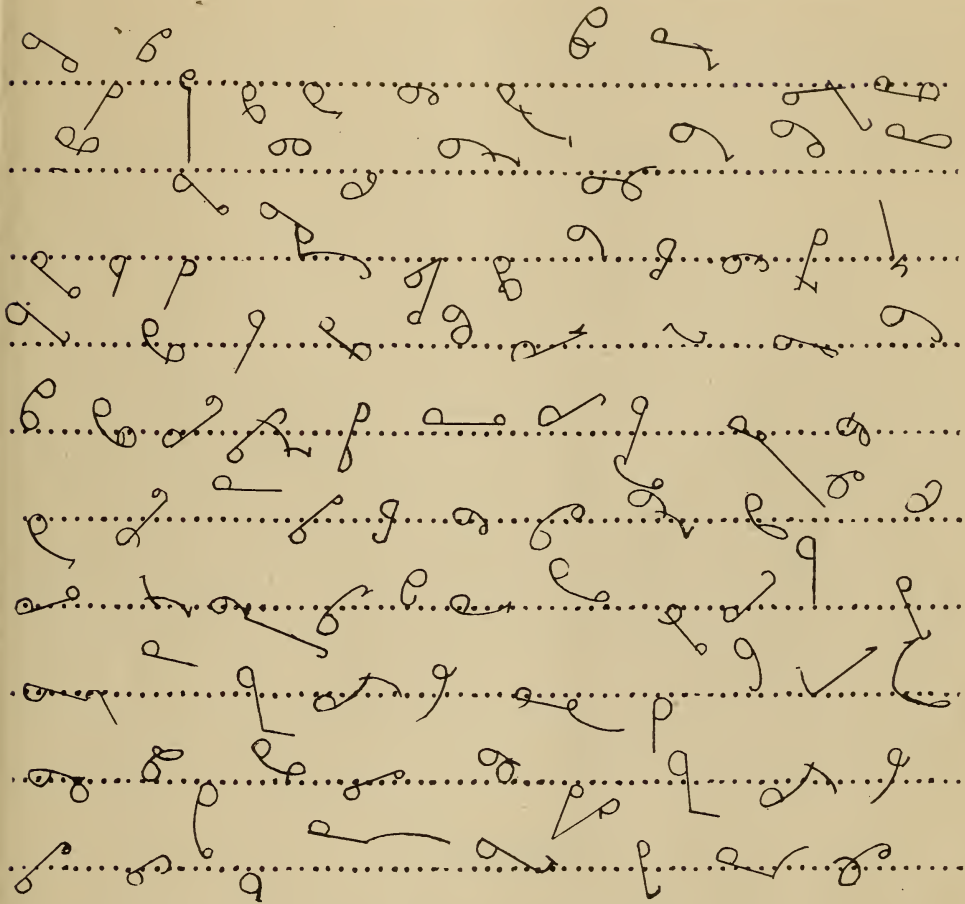


In order to thoroughly understand the above, let us analyze the word MAP. The word is expressed by writing the P stem in the AH position, and beginning with the M circle; but as the vowel AH comes before the consonant stem P, the M circle is begun with the short tick that is usually joined at right angles to the beginning of stems to indicate that the vowel precedes the consonant.

But if the tick is omitted, it is an indication that the vowel occurs in its regular order after the consonant stem, which in the case of the word MAP would make MPA—a perfectly meaningless expression. Therefore, in such cases the M and N circles express the syllables EM, IM, or AM, and EN, IN, or AN, etc.

### EXERCISE.

Emblem, Improve, Enclose, Employ, Emigrant, Ingrate, Increase, Engraving, Influential, Implicate, Improper, Imprint, England, Embrace, Incline, Engross, Inflict, Infringe, Inflate, Inflammation, Implicit, Impress, Andrew, Improvement, Emblematical, Introduce, Entrance, Image, Induce, Enquire, Amputate, Angry, Inhale, Invent, Imbue, Impend, Imagine, Embody, Entered, Ambition, Animal, Inhuman, Invention, Imburse, Imperfect, Ambush, Entice, Annul, Ambulance, Anticipate, Inquest, Invert, Reimburse, Imply, Impose, Endure, Annex, Inform, Inject, Invest, Re-enclose, Another, Emboss, Antique, Amicable, Enfold, Injure, Invite, Immense, Re-impress, Amber, Endow, Impel, Inebriate, Amply, Inhabit, Invoke, Remove, Re-imprison, Annoy, Enamel, Antidote, Ammunition, Infinite, Injustice, Invoice, Imminent, Impossible, Engineer, Imprudent, Inhabit, Invoke, Remove, Impulse, Inter, Enjoy, Amplify, Inherit, Impart, Impeach, Re-enforce.

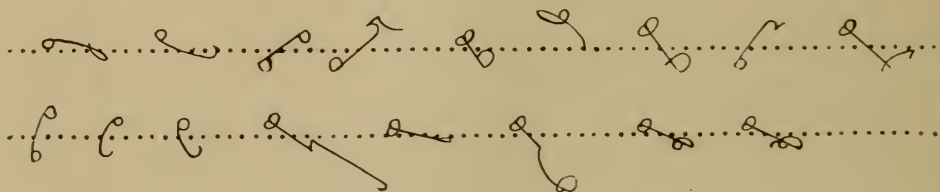


### THE INITIAL SYLLABLES SU, SE, SI, ETC.

The S circle at the beginning of a stem very frequently stands for the initial syllables SU, SE, SI, and the like.

### EXERCISE.

Sufficient, Severe, Suppose, Subordinate, Sustain, System, Suspend, Support, Suspect, Suffuse, Secure, Cigar, Susceptible, Suspicion, Sustenance, Suspicious, Suspiciously.



### THE SYLLABIC SINGLE CONSONANT VERTICAL STEM.

Words of one syllable, or accented syllables, expressing one vowel, and using two syllabic stems, are indicated by writing the first stem in the proper vowel position and writing the second one in a vertical position; in which case the second one expresses merely a single consonant independent of a vowel, as PLU—G (PLUG). If the second stem should occur in the position of the diphthongs OI and OU, it will be readily distinguished as a single consonant without a vowel, for the reason that stems expressing OI and OU are not joined to syllabics.

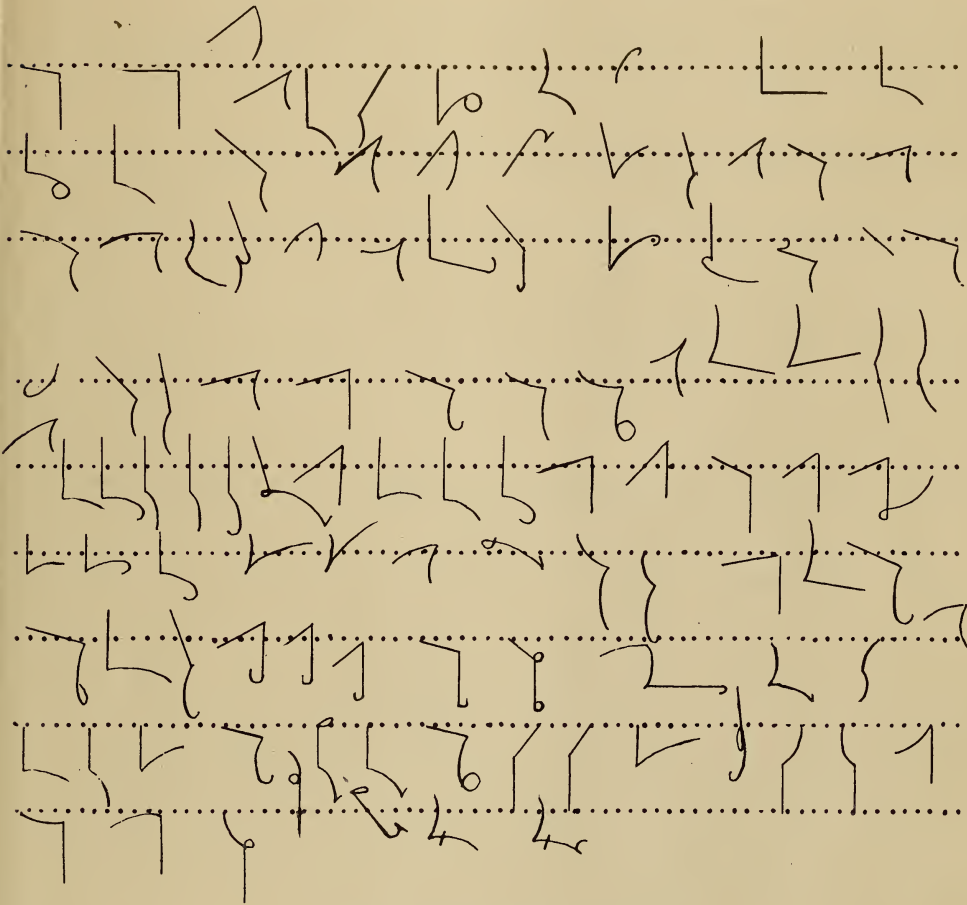
In cases where the junction of the two stems would be awkward to make, the foregoing rule can be applied in the opposite manner; namely, by writing the first stem in the vertical position and using the second stem to express the vowel; and when so written, the first stem expresses the consonant independent of a vowel, and the second expresses the vowel before the consonant; as F—IB (FIB).

A consonant or vowel stem is never joined to the end of the vertical stem; but the vertical stem may be joined to the end of any stem.

### EXERCISE.

Trip, Bribe, Bluff, Plug, Break, Brook, Broken, Cake, Look, Pipe, Take, Taken, Bake, Beg, Above, Puff, Port, Patch, Tag, Tug, Dig, Dog, Fig, Fog, Keg, Bark, Coke, Grog, Pepper, Payable, Before, Believe, Retrieve, Day, Pig, Rug, Beg, Bag, Bog, Bob, Bigger, Give, Given, Glove, Flip, Flop, Flap, Flag, Flog, Pick, Picker, Back, Pack, Packer, Basket, Pope, Bike, Bake, Baker, Pop, Pup, Deep, Dope, Dobson, Talk, Talker, Taker, Cough, Cuff, Cog, Sift, Gave, Gravel, Prop, Fib, Beaver, Peevish, Beef, Baffle, Bubble, Double, Trouble, Triple, Trespass, Crocodile, Cricket, Crook, Clog, Trick, Track, Truck, Trigger, Extract Direct, Driven, Droop, Drooping, Through, Bashful, Group, Grab, Grub, Grip, Crop, Grasp, Clasp, Expert, Quick, Quickly.





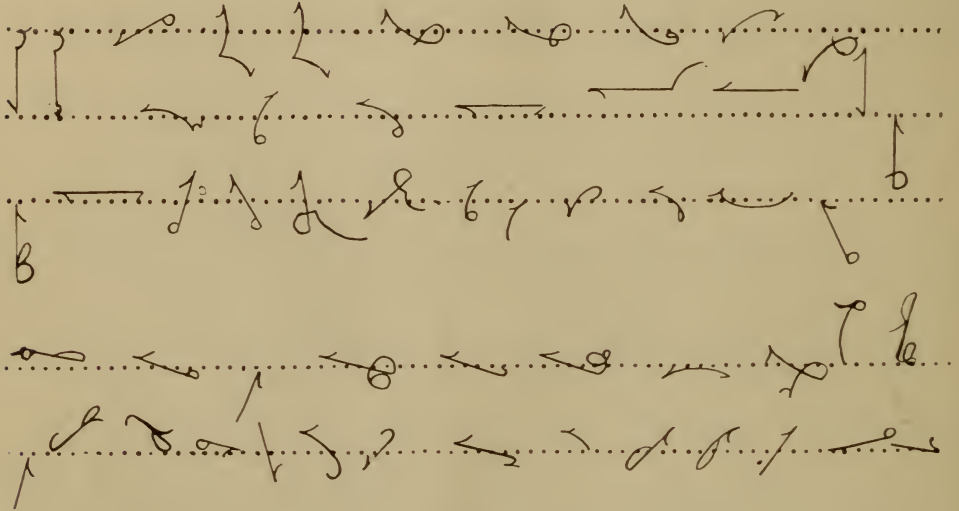
### THE INDEFINITE VOWEL.

Many words begin or end with what is called the indefinite vowel, such as *APPEAR*, *RUSSIA*, *OPPOSE*, etc. In all such words the syllable that is accented is used to indicate the consonant stem and the vowel position; a short curved tick being placed at the beginning or ending of the stem at an acute angle to indicate that the word begins or ends with an indefinite vowel.

### EXERCISE.

Adroit, Adroitly, Oppose, Effect, Affect, Event, Evince, Aversion, Afford, Affront, Affiliate, Effuse, Efface, Abide, Oblige, Apply, About, Appoint, Appointment, Abuse,

Abase, Abandon, Abundant, Accuse, Accrue, Occur, Occasion, Arrive, Appraise, Assist, Appease, Approve, Opinion, Appeal, Appearance, Affright, Eventually, Assume, Assurance, Approve, Russia, Ratio, City, Happy, Affair, Adore, Ability, Amend, Stubby, Stuffy, Hubby, Austria.



### THE PREFIX D AND T.

The syllables DE, DI, TE, DES, DIS, and similar ones can be easily expressed by using the D and T tick as a prefix. When the tick is used as a prefix in connection with the S circle, it should be written on the same side of the stem as the circle, as writing it on the opposite side would conflict with the tick used to indicate the vowel preceding the consonant. A good way to indicate the syllables DES and DIS is to write the circle on the tick; notice the difference between the following two words:

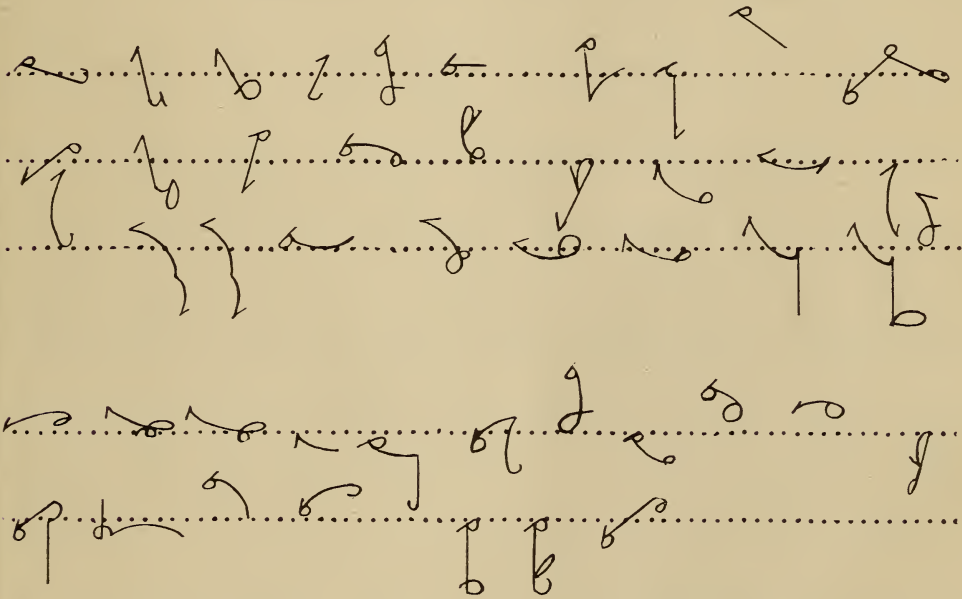
Dismiss	Seems

The words beginning with the syllables DE, DES, DIS, etc., are so numerous that it would be impossible to give them all within the limits of this volume; hence the following list contains only those in common use. But as the application of the rule is so nearly alike in all cases, if it should be necessary to write according to the above rule any word not given in the following list, it will be no difficult matter to do so.



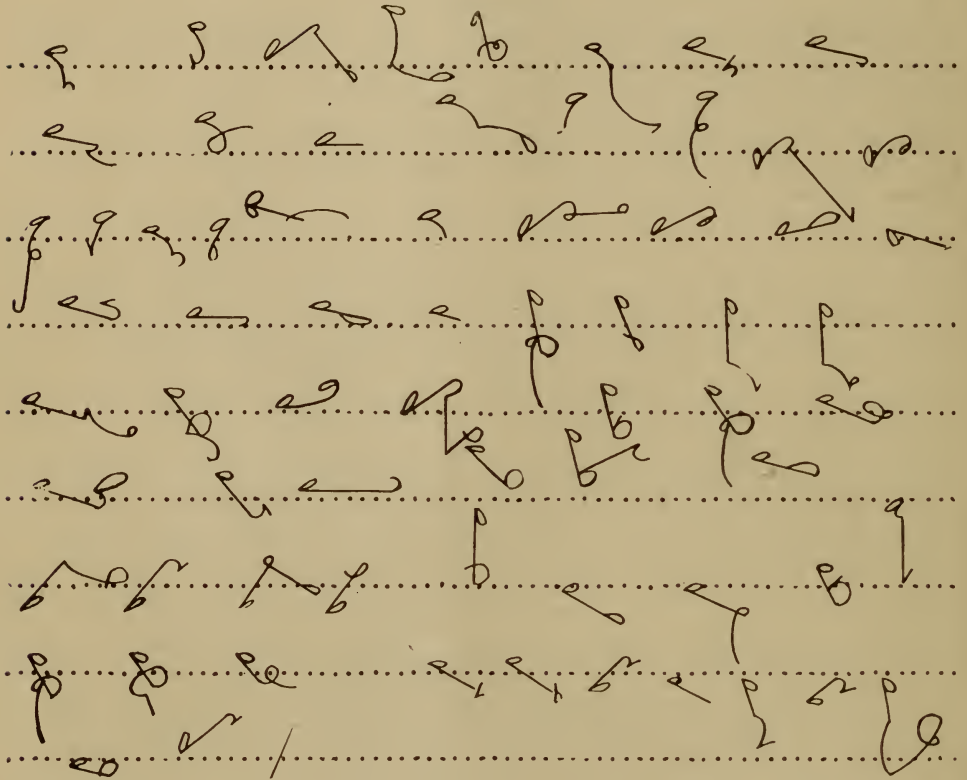
## EXERCISE.

Disappear, Depart, Depend, Detour, Disband, Decide, Dispatch, Detroit, Display, Disposition, Depose, Department, Dispute, Dismiss, Distance, Distribute, Diverse, Divide, Devoid, Devour, Defective, Defect, Design, Defence, Divine, Devious, Develop, Development, Demand, Demolish, Tenaciously, Tenacious, Degree, Disagreeable, Discover, Discount, Disgrace, Disclaim, Decline, Distribution, Disturb, Dislike, Dismay, Dismal, Disappoint, Disappointment, Disperse.



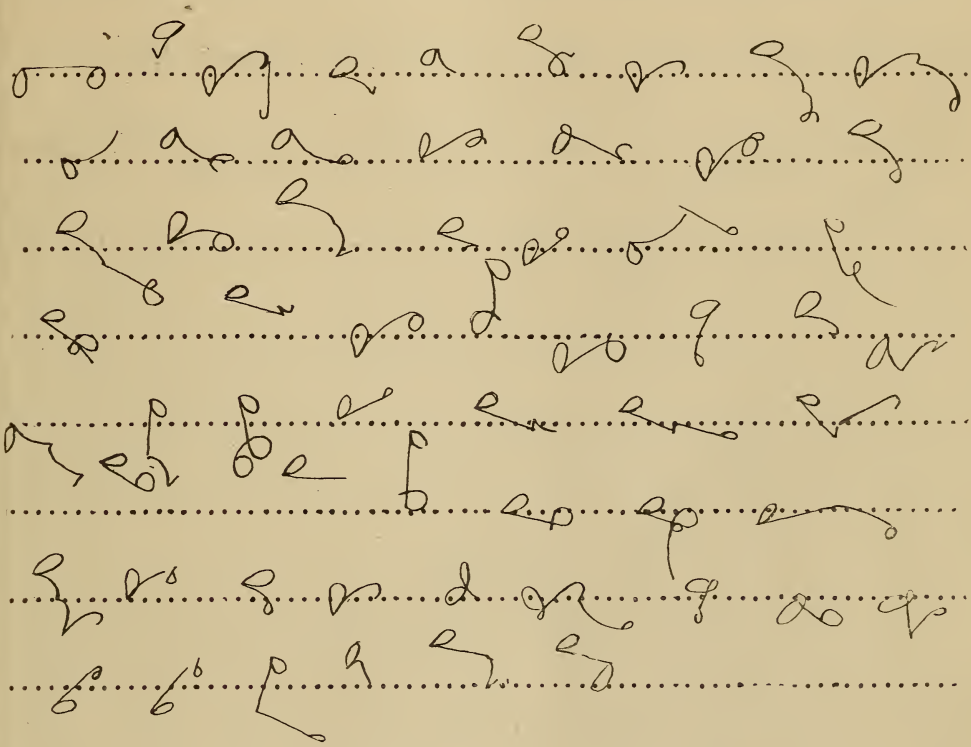
## THE INITIAL SYLLABLE EX.

Exactly, Exaggerate, Exultation, Examination, Example, Excavate, Exceedingly, Excel, Excellent, Exchange, Excite, Exclamation, Exclude, Exclusive, Exculpate, Excursion, Excusable, Execute, Executor, Execution, Exemplify, Exempt, Exercise, Exertion, Exhaust, Exhibit, Exhilarate, Exile, Exist, Exit, Expansive, Expatiate, Expect, Expectation, Expediency, Expenditure, Exoneration, Exorbitant, Expand, Expensive, Experience, Experiment, Expert, Expire, Explain, Explanatory, Explicit, Exploit, Exponent, Export, Exposition, Exposure, Expound, Expression, Expressive, Extend, Extensive, Extenuate, Exterminate, Extinct, Extinguish, Extort, Extra, Extract, Extraordinary, Extravagance, Extreme, Exult.



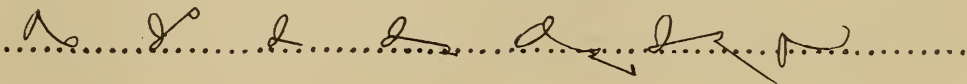
### THE INITIAL SYLLABLES COM AND CON.

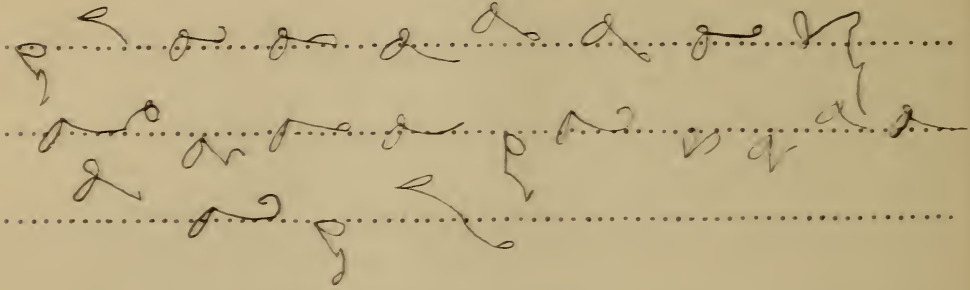
Combine, Conclude, Comfortable, Concrete, Command, Commemorate, Concur, Confectionery, Confirmation, Common, Commensurate, Commence, Commercial, Commissary, Conference, Confession, Confidence, Confine, Conflict, Committee, Commodious, Commonplace, Comparison, Compensate, Completely, Conform, Confound, Confront, Confusion, Congeal, Congratulate, Congregate, Compact, Companion, Commotion, Competent, Competition, Competitor, Complain, Comply, Compound, Comprehend, Comprehensive, Compromise, Conjecture, Conjunction, Connection, Conquer, Constant, Consternation, Constitution, Constrain, Construction, Compulsion, Compunction, Computation, Comrade, Complicate, Compliment.



**MODIFYING THE CON LOOP TO EXPRESS COND, CONT, AND CONS.**

Condense, Conscious, Concede, Conciliate, Concentrate, Consolidate, Continue, Contradict, Condemn, Consider, Consist, Conceive, Concession, Conception, Concise, Conservative, Contingence, Contrary, Condition, Consign, Contract, Continual, Controller, Conduct, Consent, Consignee, Contemplate, Continually, Contradiction, Condemnation.



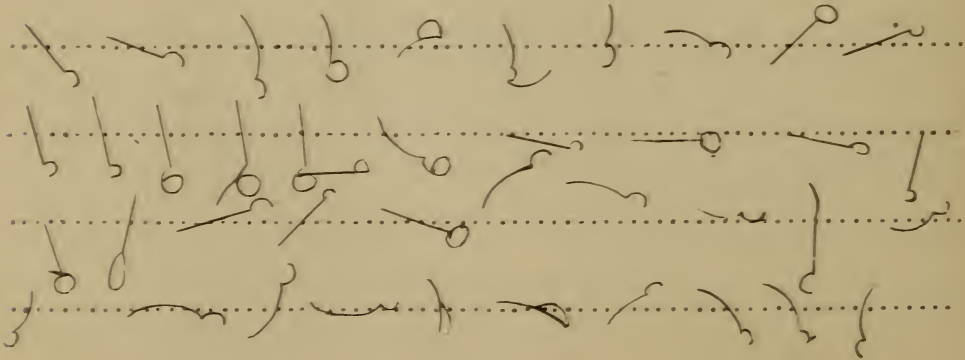


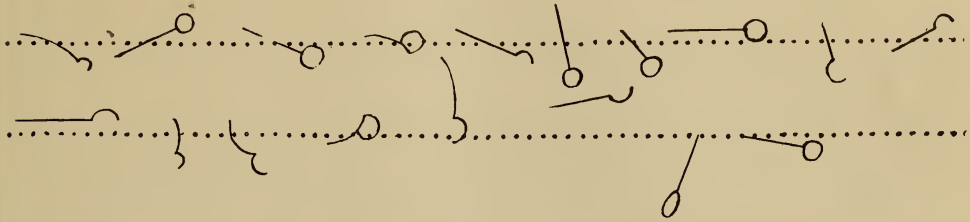
### T AND D INDICATED BEFORE AN AFFIX.

When an affix is written directly on the end of a stem, instead of on one side of the end, as they are usually written, it indicates the addition of D or T before the affix. In the case of curved stems, if the affix is a circle or loop, it should be written on the back of the stem; this is because a circle or loop written on the end of a curved stem gives the appearance of another stem curved in the opposite direction.

### EXERCISE.

Better, Bidder, Fatter, Fatten, Cotton, Catalog, Chowder, Cheater, Button, Bottle, Battle, Badly, Pattern, Patronage, Patronize, Veteran, Brittle, Brighten, British, Brutal, Brand, Buddhist, Potter, Puddle, Beaten, Flutter, Fleeter, Theodore, Chapter, Godly, Goodly, Fighter, Voter, Vital, Fattest, Fittest, Cutter, Fatal, Fatality, Feudal, Fidly, Bottom, Bitten, Kitten, Bitter, Baton, Daton, Tighten, Tatter, Totter, Tighter, Cattle, Gaiter, Gotten, Flatter, Blotter, Brutish, Briton.





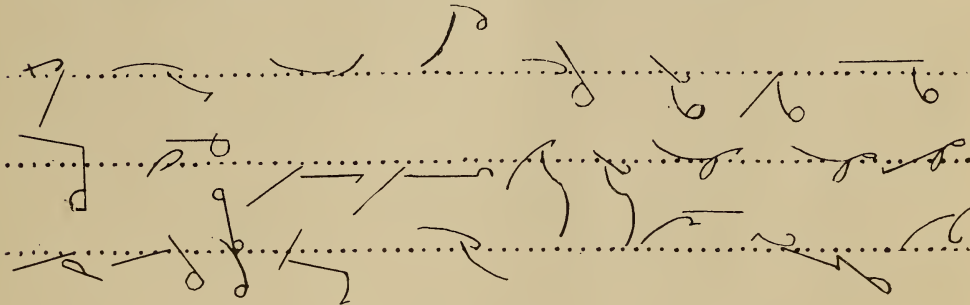
### SYLLABIC AFFIXES.

Syllabic affixes express the final syllables of words. They are disjoined from the preceding stem, being written above, below, and across it; and when so written, they are affected in the same manner as syllabic prefixes are when they are written above, below, or across the line of writing.

When writing syllabic affixes, above or below the preceding stem, if the top of the affix is written above the end of the preceding stem, it is equivalent to the whole affix being written above; and when the top of the affix is written below end of the preceding stem, it is equivalent to the whole affix being written below.

### EXERCISE.

Water-proof, Migrate, Negro, Nucleus, Chilblain, Telegram, Program, Diagram, Plebian, Color-blind, Propriety, Proprietor, Photograph, Telegraph, Instruct, Instruction, Obstruction, Prostrate, Problem, Sassafras, Duplicate, Millvale, Multiply, Interpretation, McClure.



### FINAL INSTRUCTIONS.

As the ability to read shorthand readily depends upon the accuracy of the writing, before leaving the study of the principles it is well to note a few facts regarding the main factor in accurate shorthand writing; namely, the sizes of stems, circles, semi-circles, loops, etc.

In the first place, as the consonants are the frame work of all words, it is very important to know without a peradventure just which consonant each stem is supposed to represent; and in



order to preclude all doubt, it is well to make as great difference as possible between the sizes of the stems. Therefore, make the large size of each class of stems a little larger than standard, and make the small sizes a little smaller; in other words, exaggerate the size of the stems. By using the syllabics this can be readily done, as the system is then practically reduced to two sizes of stems, except in the positions of the diphthongs OI and OU, which fortunately are not frequently used.

Although the size of the circles, semi-circles, and loops depends largely upon the size of the stems on which they are written, yet their proportion of size should be carefully preserved. For example: The circle N is made much smaller on a shortened vowel stem than on a full length vowel stem, the difference in size of the shortened stem making it impossible to make the circle full size; yet, it should be borne in mind that even on a shortened stem the N circle is so much larger than the M circle, and the latter so much larger than the S circle, etc.

It should be further noticed in regard to the sizes of stems and prefixes and affixes that in shorthand, as in longhand, there is an individuality in each person's writing that renders it well nigh impossible to establish a standard of size that will suit everyone. In longhand, for instance, while one person will write a very tall small letter "l," another person will write a very short one; yet at the same time the "L" must be made enough smaller than the small letter "l" to be distinguishable. While writing shorthand, therefore, although the standard of size may differ according to the individuality of the writer, yet it is imperative that a uniformity be observed throughout.

Regarding the legibility of shorthand, we merely remark in passing that when longhand is carelessly written it is just as unreadable as any shorthand that was ever written; an example of which is the famous handwriting of Horace Greely, which could only be read by his proof reader, and that only because of the proof reader's great familiarity with it. It is therefore absurd to expect from any system of writing a greater degree of legibility than that of longhand, or to even expect within the short space of five or six months to learn to read shorthand with the same facility that we read longhand which we have been studying, practicing and using for many years, and with which we are as familiar as with the words we speak.



## CHAPTER IV.

### WORD SIGNS, ABBREVIATIONS, PHRASES AND BUSINESS LETTERS.

If the preceding chapters have been thoroughly mastered, no difficulty should be experienced with the exercises in this chapter, as they are merely a practical application of the principles that have already been learned, except as to the word signs and phrases.

As regards the latter, it is an important branch of shorthand. It frequently occurs in oratory, and even in commercial dictation, that two or more small words are pronounced with one inflection of the voice and when writing these expressions, if any speed is to be attained, they should be blended in the same manner as they are pronounced. This is called phrasing.

The lists of abbreviations and phrases in this chapter are necessarily brief because of the limited space; therefore, the manner of forming these should be carefully studied with a view to forming many more to suit the personal requirements of the writer. The abbreviations, for example, are made as a rule by simply omitting the final letters or syllables of words, as in the word FIND, which is written FI; in that way, many abbreviations may be adopted without injury to the legibility of the writing.

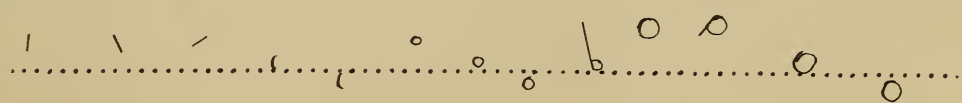
But as to the word signs (the signs used to express words that would be awkward to write strictly according to principle, and occur frequently enough to admit of a departure from the rule) we would caution the writer about adopting any not contained in the list; for if the principles are not strictly adhered to, the writing will become a system of hieroglyphics, the legibility of which will be limited to the memory of the writer.

### WORD SIGNS.

And, A, To, Too or Two, On, We, When, One or Won, Way, Away, Await, Awaiting



Well Where What The With Is Was As Has In Into Then Than



Them Whom Have However Ever Every Over Hope Which Never Any

*o* *o* *l* *o* *o* *o* *o* *o* *o* *o* *o*

Next Operate Operation Object or Objection Obtain Opportunity If

*o* *o* *o* *o* *o* *o* *o* *o*

Office Official Between Advice or Advise Advance Advent Advertise

*o* *o* *o* *o* *o* *o* *o* *o*

Advocate Advantage Advantageous Suggest Suggestion Without Almost

*o* *o* *o* *o* *o* *o* *o* *o*

Although Until Under Interest Understand or Understanding Everything

*o* *o* *o* *o* *o* *o* *o* *o*

Understood Seem Same Some Sometime Able Notwithstanding Within

*o* *o* *o* *o* *o* *o* *o* *o*

Question, etc. Often Learn Work Your You

*o* *o* *o* *o* *o* *o* *o*

### ABBREVIATIONS.

For From Fact Think or Thing Thank or Thanking Pound Found Find

*o* *o* *o* *o* *o* *o* *o* *o*

Time Hand Would Must Most Kind or Kindly Came Come Can Could

Good Get Him Regret Regard or Regarding During Attention Oblige

Impossible Above Approve Improve Improvement Believe Belong Purpose

Nothing Satisfactory, etc. Put Do or due May Manufacture, etc. Anxious

Anxiety Account Amount Ago According or accordingly About Appoint

Appointment Point Request Respect, etc. Response or responsible Company

Correspondence etc. Convenient or convenience Communicate Communication

Representative Also Always Never Nevertheless Or Hereafter Favor, &c.

*Representative* *Also* *Always* *Never* *Nevertheless* *Or* *Hereafter* *Favor, &c.*

Gentlemen Forgotten Accompany Consequently Concerning Distinguish

*Gentlemen* *Forgotten* *Accompany* *Consequently* *Concerning* *Distinguish*

### PHRASES.

And a To a When we When one One we We will We all We were We are

*And a* *To a* *When we* *When one* *One we* *We will* *We all* *We were* *We are*

When will When all When are One will And will And all And were

*When will* *When all* *When are* *One will* *And will* *And all* *And were*

And are And his And as And was When his When was In the On the

*And are* *And his* *And as* *And was* *When his* *When was* *In the* *On the*

In a On a With the To the To be To him To me To day To date To it

*In a* *On a* *With the* *To the* *To be* *To him* *To me* *To day* *To date* *To it*

To have To his To us To our To you To hand To me To make To see

*To have* *To his* *To us* *To our* *To you* *To hand* *To me* *To make* *To see*

To say that To that To this To your Hope to Have to Able to Up to

*To say that* *To that* *To this* *To your* *Hope to* *Have to* *Able to* *Up to*

Hoping to    Your favor    I would    They would    That would    We would    It would

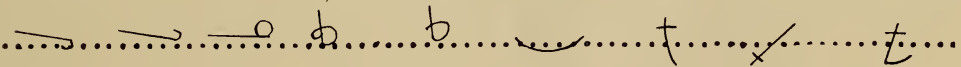


NOTE.—When writing the phrase signs contained in the first three lines of the above list, the affix is written on the left or lower side when it expresses a word of the first cluster, and on the upper or right side when it expresses a word of the second cluster. Examine WE WILL and WE ALL.

It had    He had    I had    We had    Must have    Must be    In receipt    Of your



He will    Will    I am    At once    At hand    I have    We know    We hope    We do not



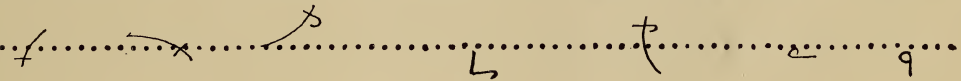
We wish    We know    We think    We may    We must    We can    We could    We get



We obtained    Have we    Do we    Wish we    Think we will    May we    Must we    Can we



Could we    If we    Know we will    When we will    We will have    As we    As when



As have    As we have    As this    As they    As well as    As soon as    As early as



As nearly as    As many as    As much as    As no    Has no    Has it    As it



As it is    As it was    As the    Is the    You have    You be    You of    You will

*As it is*    *As it was*    *As the*    *Is the*    *You have*    *You be*    *You of*    *You will*

You are    Your    You were    You will    Have you    Of you    If you    But you

*You are*    *Your*    *You were*    *You will*    *Have you*    *Of you*    *If you*    *But you*

Thanking you    Have them    Put them    From them    Will be    Will have    Will this

*Thanking you*    *Have them*    *Put them*    *From them*    *Will be*    *Will have*    *Will this*

Will hope    Will it    Will do    Will our    Do so    Of us    Those who    Those that

*Will hope*    *Will it*    *Will do*    *Will our*    *Do so*    *Of us*    *Those who*    *Those that*

For that    From that    Find that    So that    Know that    Hope that    Such that

*For that*    *From that*    *Find that*    *So that*    *Know that*    *Hope that*    *Such that*

That it    That it is    That it was    That will    That are or that our    May our

*That it*    *That it is*    *That it was*    *That will*    *That are or that our*    *May our*

Have our    Can our    Be our    To our    In that    In this    In hope    In it

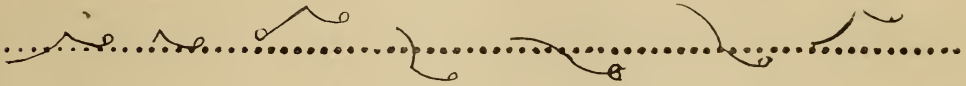
*Have our*    *Can our*    *Be our*    *To our*    *In that*    *In this*    *In hope*    *In it*

In our    In your    In order    In case    In every    In reply    In regard    In view

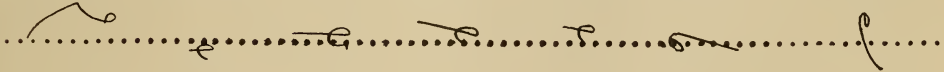
*In our*    *In your*    *In order*    *In case*    *In every*    *In reply*    *In regard*    *In view*



Of this To this So this Can this If this is May this Know this



Must this We shall I shall He shall It shall Shall be Shall have



Shall we Shall I Shall he Shall it We should I should He should



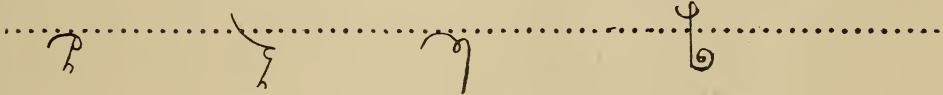
It should You should They should Should have Should it Should he



Should we Should I Should you Should be Had been Dear Sir Dear Sirs



Yours truly Very truly Yours respectfully Respectfully yours

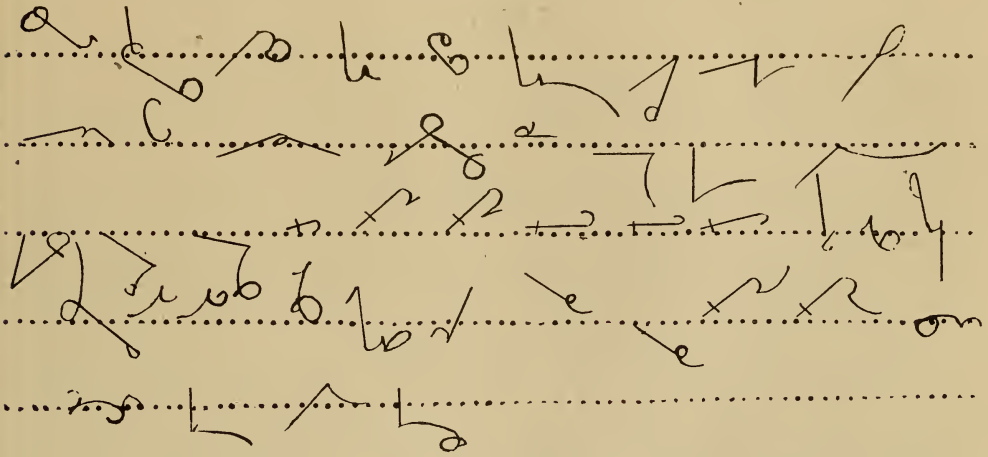


### FREQUENTLY RECURRING WORDS.

In addition to the words which it is necessary to express by arbitrary word signs, and those that are abbreviated to gain speed in writing, there is still another class of words which, although not abbreviated or written contrary to principle to any extent, occur so frequently as to require special practice.

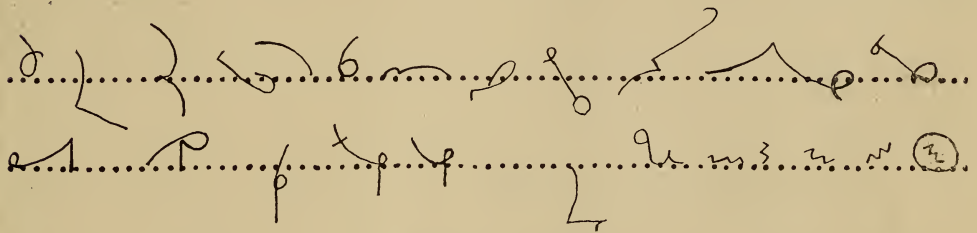
The following is a list of some these frequently recurring words.





**MONTHS, DAYS AND MARKS OF PUNCTUATION.**

January, February, March, April, May, June, July, August, September, October, November, December, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, PERIOD, COLON, SEMI-COLON, COMMA, INTERROGATION.



NOTE—The word signs AND, A, and THE, or phrase signs beginning with those words, may be phrased with other words by writing the sign close to and on a line with the beginning or ending of the stem with which it is being phrased, and writing it at the same angle as when written by itself.

No. 1

The first section of the page contains seven lines of cursive handwriting practice on a dotted line. The letters are written in a fluid, connected style, typical of business correspondence. The practice includes various letter forms and combinations, such as 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', and 'z', often appearing in pairs or groups to show their relationship and flow.

NO 2

The second section of the page contains three lines of cursive handwriting practice on a dotted line. The letters are written in a fluid, connected style, typical of business correspondence. The practice includes various letter forms and combinations, such as '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', and 'z', often appearing in pairs or groups to show their relationship and flow.

r. e. s. p. e. c. t. u. s. l. y.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 a. t. - J. l. o. n. g. o. n. e. p.  
 a. p. a. r. t. i. c. l. e. p. t. i. c. l. e.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.

NO 3

83. r. e. s. p. e. c. t. u. s. l. y.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 644 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.  
 e. d. - P. t. l. o. n. g. o. n. e. p.





NO 5

Handwritten cursive practice on ruled lines. The text is a continuous string of cursive characters, including letters and numbers, with some annotations like '29', 'b', 'c', 'e', 't', 'm', 'k', 'g', 'z', 't', 'l', 'o', '2', '2', 'm', 'y', 'm', 'y', 'h'.

NO. 6

Handwritten cursive practice on ruled lines. The text is a continuous string of cursive characters, including letters and numbers, with some annotations like '20', 'h'.

---

**BUSINESS LETTERS.**

(See shorthand notes on previous pages.)

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No. 1.

Dear Sir:

Referring to your inquiry concerning the performance and operation of your concrete mixer, which we have been using in the construction of the concrete conduits for this company, I am pleased to state that the machine works nicely. It makes a thorough mixture, delivering all the crushed stone perfectly covered with cement and sand, and in fact making a better concrete than could be made by hand.

As to the capacity of the machine, am also pleased to state that it delivers the full quantity set forth in your specifications. The machine is the means of saving in the mixing of concrete of at least fifty per cent. of the labor required by hand, and I heartily endorse your machine.

Very truly yours,

No. 2.

Gentlemen:

A representative of the A. T. & T. Co. called on us today and advised that the contract with them for discount on the long distance coupons has been extended to cover local tolls as well as long distance tolls; but that the local tolls must be paid with coupons in the name of the Central Dis-

trict & Printing Telegraph Company, which operates in this territory. These C. D. & P. T. coupons can be obtained by you in the same way as the A. T. & T. coupons, and at the same rate. They are simply required to be in the name of the local company for convenience in bookkeeping.

We have thought best to advise you of this arrangement so that you may be prepared to meet our requirements for such coupons covering local tolls. Within the next six months we shall be able to use \$200 worth.

Yours truly,

No. 3.

Gentlemen:

Confirming telephone conversation, we are pleased to submit a price on 10,000 bbls. of Louisville cement in car loads, f. o. b. tracks, Pittsburgh, in three paper bags, of 64c. per bbl. This price is for such contracts for street work for the City of Pittsburgh that you may secure this fall, and is binding on our part, providing you accept these figures promptly and submit a list of the various streets covered by the contract so that we may have a record of the same.

Trusting you will secure the work, we are  
Yours truly,

No. 4.

Dear Sirs:

We are in receipt of your valued favor of February 27th. Our present price on Carbonate of Lime in car load lots, Penna. R. R. delivery at Pittsburgh, is \$3.50 a net ton. We are at present

experimenting with some new machinery with the object and purpose of enabling ourselves to produce a finer grade of Carbonate of Lime than we have ever made in the past. The result is that we do not anticipate we shall be able to make any shipments of Carbonate of Lime until about April 1st, and in the event the machinery we are now putting in should meet our expectations, we will be able to furnish a much finer ground material than we have ever furnished before; and we also hope that the economy in its manufacture may be great enough to authorize a lower price. This, however, we can only state after we arrive at results.

I therefore trust that you will not make any final arrangements with any one. We will know more definitely about the 1st of April.

Very truly yours,

No. 5.

Gentlemen:

On August 29th we sent you proofs of the printing for register supplies and requested you to examine, correct, and O. K. the proofs and return same to us, when your order would have our careful attention.

We have not yet received the proofs, and as the type composing the forms still remain standing, pending the return of proofs, we are deprived of the use of this type; and during this busy season we have ample use for it. Therefore, as a special request, we ask you not to delay the return of the proofs any longer.

In the event that you have mislaid the proofs sent you, we enclose herewith another set for your approval.

Yours very truly,

No. 6.

Gentlemen:

We are returning you enclosed two bills which we have received this morning. On bill of April 20th kindly put car number; and in future, please render all bills in duplicate, obliging,

Yours truly,

As the limited space of this volume has not permitted of much detail in the illustration of principles, these illustrations have been confined to a bare exposition of the facts as given. This is particularly true of the abbreviations and phrases, the latter of which, as stated before, is the most important branch of shorthand.

Therefore, after having thoroughly mastered this volume, it is important that the student obtain the dictation book to be published soon, wherein the abbreviations and phrases will be expatiated on, and the system so shortened as to be capable of great speed, and still retain its present legibility.

In making this statement, however, we do not rescind or change in any respect the statement made in our preface relative to the possibilities of the principles of SIMPLIFIED SHORTHAND as given in this book; for if the lessons up to this point have been thoroughly learned, every exercise carefully practiced, and every statement carefully reasoned out, any person with a reasonable amount of intelligence should be able to reach a speed of 100 words per minute in one-half the time it takes to become proficient in any of the systems that have been so much in vogue up to the present day.

But the experience of stenographers in the past points to the fact that the greater the speed limit of the writer, the more accurate and legible the notes. It can be readily seen that the stenographer capable of writing 150 words per minute, will write 100 words per minute with so much more ease than the one whose speed limit is 100 words that the former's notes will be far more accurate, and consequently more legible; and legibility is an important factor in shorthand writing.

P D 176.







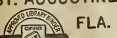






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