

SHORTHAND

MORAN

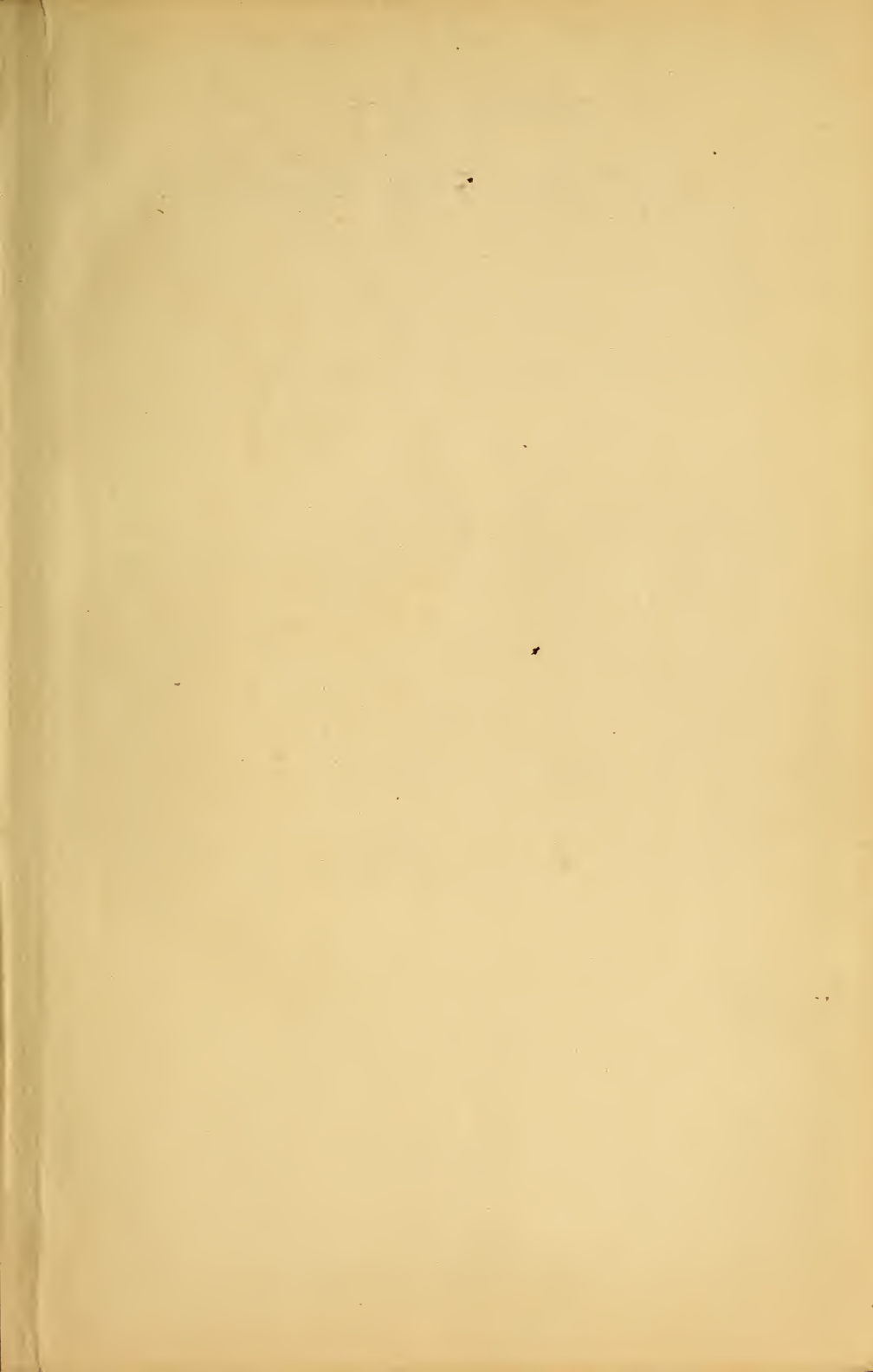


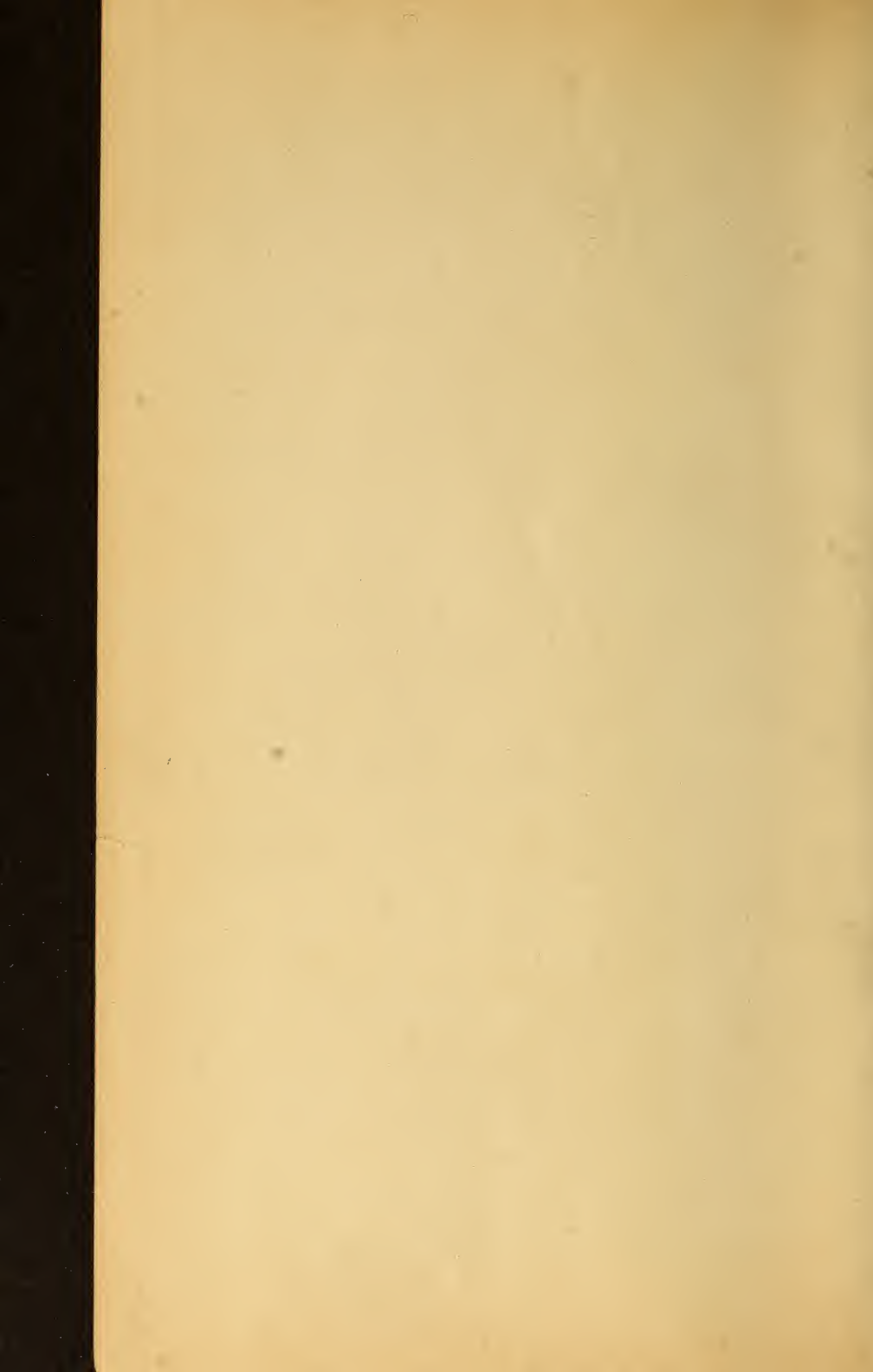
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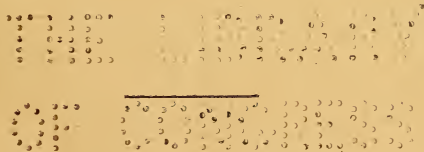
SHORTHAND

A COMPLETE TEXT-BOOK
ON THE AMERICAN-PITMAN SYSTEM.

BY

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Hundred Valuable Suggestions to Shorthand Students."*



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PREFACE.

On account of the great number of real and imitation systems of Shorthand there certainly is no need for another. There are already too many systems which are nothing more than some standard method of writing Shorthand slightly modified so as to give the promulgator an opportunity to pose as the author of a "new" system. Very seldom are these so-called new systems any improvement over the ones from which they are derived. There will, doubtless, continue to be those who think they have discovered wherein they can modify some minor details in the system of Shorthand which they have learned. Having done this, they will claim to have devised "a new and greatly improved system of stenography." The writer has no sympathy for such people.

While there is no need for a new system of Shorthand there is, however, a great need of improvement in the preparation of Shorthand text-books and in the methods of teaching the subject. During the past few decades there has been a wonderful advance in the methods of giving instruction in most branches of education. Writers of Shorthand text-books especially seem to have felt but slightly the effect of this development and have in the presentation of the subject often failed to embody the best educational methods. It is because of the firm conviction that the writer of this little work is able to offer some new and, as he believes, better ideas as to the methods of teaching the American-Pitman System of Shorthand that he feels justified in offering this work to the public. If it shall have made the work of acquiring a knowledge of Shorthand more systematic as well as more easy and pleasant, the end sought will have been gained. His many years' experience as a teacher of Shorthand and a careful study of the best methods of imparting instruction in this art inspire a confidence that the publication of this little volume will not have been in vain.

ANN ARBOR, MICHIGAN,
July 1, 1902.

THE AUTHOR.

Note.—The student should not attempt to make too rapid advancement. A lesson is not mastered until the student thoroughly understands the principles explained in the lesson and is able to apply them readily and correctly in writing the exercises in the lesson. He should also be able to write the wordsigns and phrasesign without the least hesitation and translate the shorthand at the end of each lesson as readily as he could read the same matter in ordinary print. To do this requires much practice. The more practice given to reading shorthand the better.

Following the last lesson in the text is an alphabetically arranged list of the wordsigns and phrasesigns in ordinary print. Following every third word or phrase is a blank line. It is designed that the student, just as soon as he has committed each list of these signs in the sixth and following lessons shall then fill in the blanks for the words which are given in each lesson. When the lessons are all completed, the student will have a complete alphabetically arranged list of all the abbreviations. The actual work of making this list will aid the student materially in fixing these signs in mind. The teacher should examine the student's text from time to time in order to ascertain whether or not he is keeping his list made up as he goes along.

INTRODUCTION.

A successful text-book on the subject of Shorthand must embody certain recognized principles of the art of teaching, modified, of course, to conform to the peculiarities of this particular subject. It has been the author's aim to apply these principles as far as possible in this work. The general arrangement of the text is as follows:

First. A very few of the principles embodied in the system are introduced at a time, beginning with the most elementary.

Second. For class work these principles are divided into lessons, each lesson consisting in the introduction of a very few new principles.

Third. With the introduction of the principles in each lesson is given a most explicit and thorough explanation of their use.

Fourth. Immediately following the explanation of the principles are a few carefully selected words illustrating the use of these principles. These words are given in both Longhand and Shorthand.

Fifth. Following in each lesson is a list of words to be written making use of the principles given therein. After the student has learned to form the outlines correctly, he should write these words over and over again until he is able to write them readily.

Sixth. After the principle of abbreviation has been explained, there are introduced in each lesson a few abbreviations, or Word-signs, as they are called in Shorthand, formed according to the principles given in that and preceding lessons. These should be thoroughly committed to memory and written a sufficient number of times to enable the student to recognize the word the instant he sees its sign and to recall the sign immediately upon hearing the word.

Seventh. After the principle of phrasing has been explained, there are given in each lesson, for the student's practice, a few commonly occurring phrases, the words of which embrace the use of the principles and Word-signs in that and preceding lessons.

Eighth. Except in the first few lessons, there are introduced in each lesson a few brief sentences for practice. As soon as a sufficient number of the principles have been given, these

sentences take the form of letters since the student has especial need of practice upon this form of composition. The sentences are composed of words so selected that they embody, as far as possible, a review of the principles in all the preceding lessons. At the same time no word is ever introduced until the principles, by which it is written in its briefest form, have been explained. The student, therefore, never has occasion to write a word in but one way and that with the briefest possible outline. The carrying out of this idea necessarily restricts the author in the construction of sentences for the student's practice, making it impossible in a few instances in the early lessons, to give for practice sentences with the best possible wording. In order to give the student further practice in the proper phrasing of words, the words in those sentences which should be joined in Shorthand are joined by hyphens in the text. These sentences, like the list words, Wordsigns and phrases, should be written many times by the student, who should not feel that he has his lesson sufficiently prepared for recitation until he is able to write the list words, phrases and sentences within the time specified.

Ninth. For the purpose of drill in reading Shorthand other than one's own writing, there is given at the end of each lesson after the sixth an exercise in Shorthand to translate.

Tenth. To secure thoroughness, every fifth lesson consists of a carefully prepared review of the preceding four lessons.

Eleventh. The student should impress upon his mind the necessity of thoroughly mastering the lesson in hand before taking up a new one.

Twelfth. When the lessons have been gone over once they should be thoroughly reviewed, giving especial attention to the Wordsigns and to practice on the exercises to gain speed. In this review work, the time given for writing the exercises should be reduced at least one-third. Following this the student should take up miscellaneous matter for speed practice.

This method of presenting the subject of Shorthand to the student is, in the judgment of the author, the proper one. Years of actual experience in teaching Shorthand have demonstrated to him its entire practicability and success.

LESSON I.

THE ALPHABET, SEC. I.

1. The first work of the student in taking up the subject of Shorthand is to thoroughly familiarize himself with the consonant alphabet which forms the ground-work of a Shorthand education. The alphabet is divided into two sections: 1st, the **straight letters**: 2nd, the **curved letters**.

2. This lesson treats of the **straight letters**. They are as follows:



Pe Be Te De Chay Jay Kay Gay Hay Ray

3. The names beneath the Shorthand letters are used merely for convenience in referring to them.

4. **Pe** represents the ordinary sound of **p**, as in **pat**, **pour**, **par**.

5. **Be** is the same as **Pe** except that **Be** is shaded. **Be** is used for the ordinary sound of **b**, as in **bat**, **bowl**, **rob**.

6. **Te** is used for the usual sound of **t**, as in **tap**, **tame**, **tip**.

7. **De** is the same as **Te** except that it is shaded. **De** represents the common sound of **d**, as in **date**, **done**, **lad**.

8. **Chay** represents the sound of **ch**, as in **check**, **cheap**, **ditch**.

9. **Jay** is the same as **Chay** except that it is shaded.

Jay represents the usual sound of *j* and also the soft sound of *g* which has the same sound as *j*, as in *jam*, *gem*, *joke*, *rage*, *page*.

10. **Kay** represents the ordinary sound of *k* and the hard sound of *c*, as in *kite*, *cake*, *coal*, *lake*.

11. **Gay** is the same as **Kay** except that it is shaded. **Gay** represents the hard sound of *g*, as in *go*, *game*, *log*, *goal*.

12. **Hay**, which is not shaded, represents the aspirate sound of *h*, as in *hotel*, *hitch*, *hub*, *behead*. In such words as *behead* the hook on **Hay** may be formed by retracing the preceding stroke the length of the hook, as shown in the illustration following in this lesson.

13. **Ray**, which is not shaded, represents the sound of *r*, as in *rug*, *rake*, *park*, *gory*. **Ray** slants slightly more than **Chay**.

14. **Pe**, **Be**, **Te**, **De**, **Chay** and **Jay** are always written downward; **Hay** and **Ray**, upward. These are called **upright** letters. **Kay** and **Gay** are always written from left to right. These are called **horizontal** letters.

15. **Pe**, **Be**, **Chay** and **Jay** slant as shown in the illustrations.

16. **Te** and **De** should be as nearly perpendicular as possible.

17. Beginners are apt to slant **Te** and **De** slightly, either to the left or right. This causes trouble later when an attempt is made to read words containing **Te** or **De** slightly slanted when they should be perpendicular. **Ray** should be given a slightly greater slant than **Chay**. This one naturally does in writing this letter with an upward stroke.

18. In writing a word in Shorthand the strokes representing the consonants in the word form what is call-

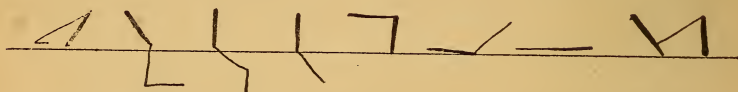
ed the **consonant outline** of the word and is all that is usually written. Thus, in the word **betake**, the outline would be **Be-Te-Kay**; in the word **uproot**, the outline would be **Pe-Ray-Te**. The **vowels**, which are explained in a subsequent lesson, are seldom used with the outline.

19. In writing an outline for a word it should be begun so that the first **upright letter**, whether written upward or downward, will rest on the line upon which one is writing. Thus in writing **deep**, written **De-Pe**, the **De** should rest on the line. This would of necessity require the **Pe** to be written below the line, since, in joining together the different consonant letters of a word, each letter after the first, begins where the preceding letter ends. For example, in writing the word **deputy**, written **De-Pe-Te**, the **De** rests on the line. The **Pe** is joined at the bottom of **De** and goes below the line. **Te**, the last letter in the word, is written from the end of **Pe**, thus causing it to end the length of two letters below the line.

20. When an outline begins with either **Kay** or **Gay**, or any of the curved horizontal letters, the first letter should be written the length of a **Te** above the line, if the first **upright letter** is written downwards, as in **giddy**, written **Gay-De**. The outline should begin on the line, if the first **upright letter** is written upward, as in **gory**, written **Gay-Ray**. That is, an outline should be begun so that the first **upright letter** in the outline, whether written upward or downward, will rest on the line.

21. Words consisting wholly of **horizontal letters**, such as **keg**, written **Kay-Gay**, should be written immediately above the line upon which the writing is being done, as the outline for **keg**, shown below.

22. The following illustrations will show how the different letters in an outline are joined and where an outline should be begun in reference to the line upon which one is writing:



hedge betake deputy depot giddy gory keg behead

23. Care should be exercised in the very beginning to make a clear distinction between light and shaded letters. Trouble always results, especially for the beginner, when he attempts to read matter not properly shaded.

24. It is important that all consonant strokes be as nearly uniform in length as possible. About one-sixth of an inch is the average length which the most rapid reporters make their letters. Unless one acquires the habit of writing all the strokes of a uniform length he will have trouble later on when he comes to the use of **half-length** and **double-length** letters. It is of far less importance whether one writes a large or a small hand. The important thing is to write all of the letters as nearly the same length as possible.

25. In writing Shorthand the best results may be obtained by holding the pen or pencil much more nearly upright than it is usually held when writing Long-hand. In this position one is less apt to shade letters unintentionally.

26. The fact that several words may have the same consonant outline usually puzzles the beginner. Thus, **leaving**, **levying**, **living** and **loving** are all written with similar outlines. It rarely happens that where one

would make sense any of the others could be used. When the student reaches the point where he is able to write complete sentences, as will be possible after he has taken a few lessons, he will find that with the help of the context all danger of ambiguity in this respect will disappear without his finding it necessary to take time to insert the vowels.

27. Immediately preceding the exercise in each lesson will appear in brackets two numbers. The first gives the number of words in the exercise and the second the number of minutes and seconds in which the exercise should be written by the student as it is read to him.

EXERCISE 1.

28. List Words.* (36—1:30.)

1 Duck, 2 peck, 3 cake, 4 check, 5 rake, 6 poet, 7 rogue, 8 ditto, 9 page, 10 rage, 11 body, 12 deputy, 13 go, 14 bake, 15 gage, 16 bedeck, 17 touch, 18 copy, 19 budge, 20 judge, 21 pity, 22 age, 23 tuck, 24 wretch, 25 poke, 26 edit, 27 keg, 28 tub, 29 roach, 30 carriage, 31 carry, 32 wrote, 33 hedge, 34 rug, 35 wreck, 36 peg.

29. After the student has carefully committed to memory the straight letters and is able to write each of the above words correctly, he should write the entire list over from fifty to a hundred times, or until he can write the thirty-six words in a minute and a half as they are read to him, and he should read over and over again the Shorthand he has written until he is able to read the list of words in the same length of time.

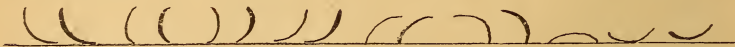
* After the explanation of the principles given in each lesson there will be given a number of words called **List Words**. The student should write the consonant outline for these words many times.

30. It will be noticed that the Shorthand illustrations and exercises throughout the text are not formed with mathematical exactness. They are, rather, photographic reproductions of actual Shorthand writing. This is done designedly because the large majority of students find it impossible to make their Shorthand characters approach anywhere near the mathematically exact Shorthand engravings found in most textbooks on the subject. As a result many beginners become discouraged at their utter inability to closely imitate the illustrations and give up the study. By giving illustrations which are photographic reproductions of actual Shorthand work the student finds it possible to make his characters approach more nearly those formed in actual reporting and is thereby encouraged to go ahead and master the art.

LESSON II.

THE ALPHABET, SEC. II.

1. In addition to the ten **straight letters** given in the preceding lesson, there are fifteen **curved strokes** representing the remaining elementary consonant sounds. They are:



Ef Ve Ith The Es Ze Ish Zhe Lay Yea Ar Way Em En Ing

2. As explained in the previous lesson, the names beneath the letters are given merely for convenience in referring to them.

3. **Ef** represents the usual sound of **f**, as in **fan**, **fate**, **puff**, **cuff**, and also the sound of **f** when represented by certain other letters, as **gh** in **laugh**, **cough**, **rough**, and **ph**, as in **phantom**, **phase**, **physic**.

4. **Ve** represents the usual sound of **v**, as in **vain**, **vacate**, **shave**, **vile**. It is exactly like **Ef** except that it is shaded.

5. **Ith** represents the sound of **th**, as in **thin**, **thigh**, **lath**, **wrath**.

6. **The** represents the sound of **th**, as in **them**, **that**, **bathe**, **though**, **breathe**. It is exactly like **Ith** except that it is shaded.

7. **Es** represents the usual sound of **s**, and also the soft sound of **c**, as in **assume**, **also**, **Lucy**, **policy**.

8. **Ze** represents the sound of **z** and also **s** when it has the sound of **z**, as in **buzz**, **phase**, **raise**, **zone**, **Arizona**. It is the same as **Es** except that it is shaded.

9. **Ish** represents the usual sound of **sh**, as in **ship**, **lash**, **dash**, **shame**, **cash**, **shop**.

10. **Zhe** represents the sound of **s** or **z** in such words as **measure**, **pleasure**, **treasure**, **seizure**. It is the same as **Ish** except that it is shaded.

11. **Lay** represents the usual sound of **l**, as in **lame**, **lake**, **lady**, **fellow**, **pillow**, **daily**.

12. **Yea** represents the consonant sound of **y**, as in **yellow**, **yes**, **yankee**, **your**. It has the same slant and curve as **Lay**, but **Yea** is shaded while **Lay** is light.

13. **Ar** (as well as **Ray**) represents the usual sound of **r**, **Ar** being used in certain connections and **Ray** in others. The different uses will be explained in a subsequent lesson. **Ar** is used in such words as **ark**, **arm**, **fair**, **pair**, **dare**.

14. **Way** represents the consonant sound of **w**, as in

wake, wade, wage, wag. It is exactly like **Ar** except that it is shaded.

15. **Em** represents the usual sound of **m**, as in many, fame, dame, mug, gum, game, mail.

16. **En** represents the usual sound of **n**, as in name, unite, nick, knave.

17. **Ing** represents the sound of **ng**, as in going, doing, saving, and of **n** when that letter immediately precedes **k**, and in some instances **g**, as in tank, bank, rank, ankle, angle, tangle, wrangle. It is exactly like **En** except that it is shaded.

18. **Ef**, **Ve**, **Ith**, **The**, **Es**, **Ze**, **Ish**, **Zhe**, **Way**, **Yea**, and **Ar** are always written with a downward stroke. **Em**, **En**, and **Ing**, from left to right. **Lay**, upwards.

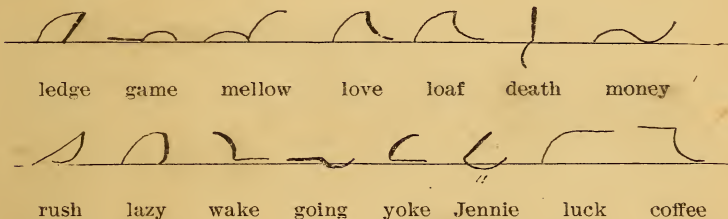
19. A period in Shorthand is usually written by a small cross. There are two other methods of indicating a full pause. These will be explained later.

20. We desire to repeat in this lesson that the student should be careful to make sufficient distinction between the light and shaded letters in order to avoid trouble in distinguishing the one from the other when transcribing his notes. Care should be taken also to give the slanting letters sufficient slant and to write the perpendicular letters, **Ith**, **The**, **Es** and **Ze**, so that they will be as nearly vertical as possible.

21. The tendency among students is not to make enough distinction between slanting and perpendicular letters, and trouble results when an attempt is made to read what has been written.

22. We deem it advisable to repeat in this lesson the statement that in writing an outline it should be begun so that the first upright letter, whether written upward or downward, will rest on the line. Thus, **lake**, writ-

ten **Lay-Kay**, should begin on the line, since **Lay**, the first upright letter, is struck upwards and should rest on the line. Likewise, **coffee**, written **Kay-Ef**, should begin above the line, so that **Ef**, the first upright letter and which is struck downwards, will rest on the line. The use of curved and straight letters is shown in the following words:



23. When a proper name is written in Shorthand it should have two small ticks written beneath it to indicate that fact, as in **Jennie**. When a proper name is fully vocalized this underscore, as it is called, is unnecessary. Proper names, for which there are **Word-signs**, never require the underscore or vowels.

EXERCISE 2.

24. List Words. (37—1:30.)

Using **Ar** or **Ray**, as indicated, for **r** write the following:

1 Fame, 2 many, 3 lame, 4 may, 5 shape, 6 death, 7 pay, 8 easy, 9 bunk, 10 lathe, 11 yoke, 12 wake, 13 argue (**Ar**), 14 into, 15 escape, 16 raving (**Ray**), 17 neck, 18 gum, 19 tame, 20 tidy, 21 daily, 22 pillow, 23 Murray (**Ray**), 24 delay, 25 Jacob, 26 buggy, 27 beg, 28 mope, 29 rush (**Ray**), 30 veto, 31 revoke (**Ray**), 32 enough, 33 oar (**Ar**), 34 rope (**Ray**), 35 both, 36 four (**Ar**), 37 money.

25. As in the first lesson, when the student is able to write these words correctly, he should then write them a sufficient number of times to enable him to write the entire thirty-seven words in a minute and a half. He should also read the Shorthand outlines over and over again until he can read the list in the same length of time.

LESSON III.

SHAY AND EL.

1. **Ish**, representing the sound of **sh**, as explained in lesson two, is always written with a downward stroke. The sound of **sh**, however, is sometimes represented by a letter exactly like **Ish**, except that it is written with an upward stroke. For convenience in referring to this letter it is called **Shay**. **Ish** is the letter generally used to represent the sound of **sh**. **Shay** is used only in exceptional cases, as follows:

(1) When the outline for a word containing the sound of **sh** may be more quickly written by the use of **Shay**, as in **lavish**, written **Lay-Ve-Shay**, and **ravish**, written **Ray-Ve-Shay**.

(2) When an outline may be kept from going the length of two or more letters below the line on which one is writing, as in **bishop**, written **Be-Shay-Pe**. This keeps the outline entirely above the line on which one is writing, when, if **Ish** were used, **Pe**, the last letter in the word, would end the length of two letters below

the line.

2. **Lay**, representing the sound of l, is written upward. The sound of l is sometimes represented by a letter exactly like **Lay** except that it is written with a downward stroke. This letter is called **El**.

3. The following rules govern the use of **Lay** and **El**:

(1) When l is the first consonant in a word, **Lay** is used if no vowel precedes, and **El** is used if a vowel precedes. Thus *lame* is written **Lay-Em**; *elm*, **El-Em**; *lake*, **Lay-Kay**; *alike*, **El-Kay**.

(2) When l is the last consonant in a word, **Lay** is used if a sounded vowel follows, and **El** is used if l is the last letter or if a silent vowel follows. Thus *jaíl* is written **Jay-El**; *jelly*, **Jay-Lay**; *tale*, **Te-El**; *tally*, **Te-Lay**.

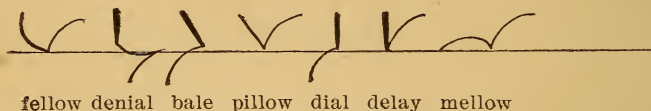
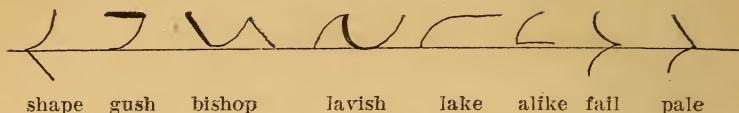
(3) When l occurs between two other consonants in a word, use the one which forms the most distinct angle. If either forms a good angle, then select the one which will bring your outline more nearly upon the line on which you are writing.

4. There is one exception to these rules. It is, always use **El** when it follows and is joined to **En** or **Ing**. The reason for this exception is that **El** forms a more easily and quickly made junction with a preceding **Ing** or **En**. Thus *inlay* is written **En-El**; *kingly*, **Kay-Ing-El**.

5. When l is the only consonant stroke in a word **Lay** is always used. This is done so that in case it becomes necessary to use a vowel with the letter (which use will be explained later) the student will know when he comes to read his notes which is the beginning and which the end of the letter, this being necessary, as will plainly appear when the vowels are understood.

6. The following words illustrate the use of **Ish**, **Shay**,

El and Lay.



EXERCISE 3.

7. List Words. (43—1:15.)

1 Bishop, 2 shape, 3 lavish, 4 shapely, 5 shame, 6 knavish, 7 fishing, 8 ravish (**Ray**), 9 alum, 10 elk, 11 alimony, 12 elegy, 13 elm, 14 Elsie, 15 Duluth, 16 mail, 17 bail, 18 tail, 19 mole, 20 fail, 21 herring (**Ray**), 22 coal, 23 entail, 24 gale, 25 pole, 26 pull, 27 ledge, 28 fell, 29 Cora (**Ray**), 30 bale, 31 toll, 32 unlike, 33 nailing, 34 Nellie, 35 renewal (**Ray**), 36 kneeling, 37 denial, 38 Toledo, 39 dale, 40 revenge (**Ray**), 41 name, 42 hay, 43 layer (**Ar**).

8. The student should in all his practice bear in mind, that correctness is of first importance. Speed, while very desirable, must not take the place of legible writing, for of what use is matter written at high speed if it cannot afterwards be read?

LESSON IV.

RAY AND AR.

1. The sound of *r* is represented by both **Ar** and **Ray**. The following are the rules governing the use of **Ar** and **Ray**:

(1) When *r* is the first consonant in a word and is also the first letter, **Ray** is used, as in *rake*, written **Ray-Kay**; *ring*, **Ray-Ing**; *rash*, **Ray-Ish**. When *r* is the first consonant in a word and a vowel precedes, **Ar** is used, as in *Ark*, written **Ar-Kay**; *argue*, **Ar-Gay**.

(2) When *r* is the last consonant in a word and a sounded vowel follows, **Ray** is used, as in *dairy*, written **De-Ray**; *fairly*, **Ef-Ray**. When *r* is the last consonant in a word and a silent vowel follows or the last letter in the word, **Ar** is used, as in *bore*, written **Be-Ar**; *chair*, **Chay-Ar**; *unfair*, **En-Ef-Ar**.

(3) When *r* occurs between two other consonants in a word, use whichever sign for *r* makes the better angle. When either makes an equally good angle then select the one which will keep the outline of the word more nearly upon the line, as in *pouring*, written **Pe-Ray-Ing**; *bark*, **Be-Ray-Kay**; *cork*, **Kay-Ray-Kay**; *lyric*, **Lay-Ar-Kay**; *forge*, **Ef-Ray-Jay**.

2. The above are the general rules. There are a number of exceptions made necessary in order to secure (a) better angles between the different letters of an outline, or (b) for the purpose of securing outlines which may be written more quickly. These exceptions are:

(1) Always use **Ray** when *r* immediately precedes **Ef**, **Ve**, **Ith**, **The**, **Te**, **De**, **Chay**, **Jay**, **Ish** or **Zhe**, and when *r* immediately follows **Em** or **Hay**, as in *arrive*, written **Ray-Ve**; *earth*, **Ray-Ith**; *Irish*, **Ray-Ish**; *arch*,

Ray-Chay; urge, Ray-Jay; mire, Em-Ray; cohere, Kay-Hay-Ray.

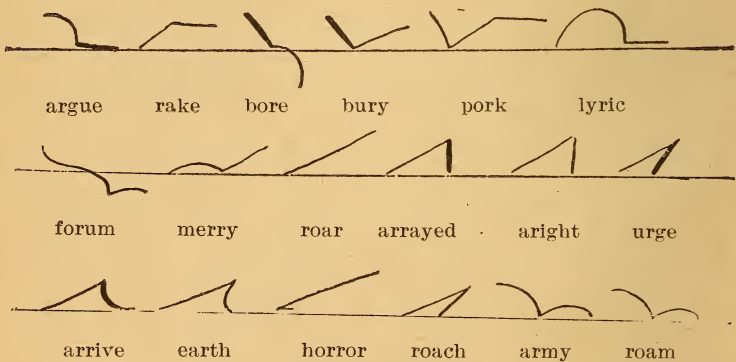
(2) When two separately pronounced *r*'s occur without an intervening consonant, a double length Ray is used, as in *rare*, written Ray-Ray; *horror*, Hay-Ray-Ray.

(3) When *r* occurs immediately before *Em*, always use *Ar*, as in *room*, written Ar-Em; *farm*, Ef-Ar-Em.

3. The student will occasionally encounter words where it will be clearly evident that speed may be gained by slightly varying some one of these rules. In *answer*, for example, Ray is used though the rule calls for Ar. The student should make exceptions of this sort only when it is clearly apparent that a decided gain in speed may be made.

4. When the stroke Hay is preceded by another consonant in a word the hook is formed by slightly retracing the preceding letter, as in *adhere*.

5. The uses of Ar and Ray are illustrated as follows:



EXERCISE 4.

6. List Words. (62—1:30.)

1 Rung, 2 tore, 3 ferry, 4 rug, 5 carry, 6 marrow,

7 road, 8 ready, 9 wreck, 10 urge, 11 tarry, 12 fore, 13 argue, 14 err, 15 bug, 16 army, 17 berry, 18 fairy, 19 repair, 20 cherry, 21 Toledo, 22 roach, 23 review, 24 red, 25 gory, 26 jury, 27 pug, 28 rape, 29 rub, 30 ergo, 31 fur, 32 pour, 33 door, 34 burr, 35 fame, 36 chore, 37 carrying, 38 bury, 39 pork, 40 dole, 41 arrive, 42 earth, 43 orate, 44 arid, 45 Irish, 46 curry, 47 rush, 48 merry, 49 adhere, 50 rarify, 51 mirror, 52 bowl, 53 robe, 54 inform, 55 away, 56 enough, 57 us, 58 hurry, 59 Tillie, 60 along, 61 heavy, 62 tool.

7. The student should write the exercises slowly at first being especially careful to form each outline correctly. When he is able to write the exercises correctly, he should write them over and over again with constantly increasing speed until he becomes able to write them within the time specified.

8. Until the student has completed all the lessons in the book, he should, in his practice, confine himself to the exercises given herein. By so doing he will not form the habit of writing words incorrectly as he necessarily would, if he were to attempt to write miscellaneous matter before all the principles are learned.

LESSON V.

REVIEW.

1. QUESTIONS:

- (1) Name all the straight letters.
- (2) Give two words illustrating the use of each.
- (3) Which straight letters are always written

downward?

(4) Which with upward strokes?

(5) Which with horizontal strokes?

(6) Which should have the greater slant, **Ray** or **Chay**?

(7) Which part of a word is written and which part usually omitted in Shorthand writing?

(8) In writing the Shorthand outline for a word what is the rule which specifies at what point the outline should begin?

(9) In writing the outline for a word where should the second and each following stroke begin?

(10) Why is it important that all consonant strokes should be written of uniform length?

(11) How should the pen or pencil be held when writing Shorthand?

(12) In reading Shorthand writing how can one distinguish which is the proper word when an outline is the same for two or more words?

(13) How many curved letters are there?

(14) Name them.

(15) Give two words illustrating the use of each.

(16) Which curved letters are written downward, which upward, and which with a horizontal stroke?

(17) What is the significance of the numbers in parentheses immediately preceding the exercises in each lesson?

(18) By what two letters is the sound of **sh** represented?

(19) Which of these two letters is more commonly used?

(20) How are these letters distinguished from each other?

(21) Give the rules governing the use of **Shay**.

(22) If the sound of **sh** is the only consonant in a word, which should be used, **Ish** or **Shay**?

(23) By what two letters is the sound of **l** represented?

(24) How do these letters differ from each other?

(25) When **l** is the first consonant in a word when should one use **Lay** and when **El**?

(26) When **l** is the last consonant, when is **Lay** and when is **El** used?

(27) After what letters is **El** always used?

(28) When **l** is the only consonant stroke in a word is **Lay** or **El** used?

(29) By what two letters is the sound of **r** represented?

(30) When **r** is the first consonant in a word when should **Ar** and when should **Ray** be used? Give examples.

(31) When **r** is the last consonant in a word when should **Ray** and when should **Ar** be used? Give examples.

(32) When **r** occurs between two other consonants in an outline when should you use **Ray** and when **Ar**?

(33) Give the exceptions to the above rules.

2. The following words should be written at dictation again and again until they may be written legibly within the time specified.

EXERCISE 5.

3. List Words. (143—2:55.)

Duck peck cake check rake poet ditto page rage
body deputy go bake gage bedeck touch copy budge
judge pity tuck wreck poke edit keg tub carry fame

roach wrote hedge rug wreck peg many lame shape
 death easy bunk lathe yoke wake argue escape neck
 raving gum tame tidy daily pillow shapely knavish
 fishing ravish alum elk alimony elegy elm Elsie mail
 bail tail coal gale pole pull ledge fell Cora unlike
 Nellie renewal denial dale name rung ferry rug road
 marrow ready urge tarry err bug army berry repair
 review gory jury rape rub pour pork arrive earth
 arid Irish adhere rarify mirror bowl.

LESSON VI.

WORDSIGNS.

1. A scheme of abbreviation somewhat similar to that used for certain words in Longhand is made use of in writing Shorthand. There are two important differences between Longhand and Shorthand abbreviations.

(1) Only the very commonly occurring words are represented in Shorthand by abbreviated outlines, such as, *of, to, for, as, will, him, the, your, shall, is, has, have, think, which*, etc. In Longhand, the words which are abbreviated are words which seldom occur in ordinary use. One may, for example, read a whole column of ordinary newspaper matter and not find half a dozen abbreviated words. The same matter written in Shorthand would require abbreviations, or **Wordsigns**, as they are called, for at least one word in every three or four. In Shorthand there are, however, only about five hundred of these contracted word forms and about one hundred and fifty phrase abbreviations. In Long-

hand we have several thousand.

(2) In Longhand, words for which we have abbreviations, such as **doctor**, **attorney**, **Missouri**, **ounce**, **pound**, etc., are quite as frequently written out in full as they are represented by the abbreviated forms. In Shorthand every word for which there is an abbreviation, or **Wordsign**, is always written with the sign and never in any case represented by the complete consonant outline.

2. Words derived from primitives for which there are **Wordsigns**, are written with the sign for the primitive and the necessary consonants to complete the derivative. For example, **come** is written with **Kay** only instead of the full outline **Kay-Em**. **Coming**, therefore, is written **Kay-Ing**, while **income** is written **En-Kay**.

3. With very few exceptions **Wordsigns** are composed of some one or more of the consonant parts of the complete consonant outline for the word represented by the sign.

4. There is given in this and each of the following lessons a short list of **Wordsigns** which the student should thoroughly commit to memory.



























EXERCISE 6.

5. List Words. (50—1:15.)

1 Make, 2 picnic, 3 copy, 4 cub, 5 gage, 6 puck, 7 bay, 8 tape, 9 Mattie, 10 lady, 11 folly, 12 jug, 13 comic, 14 navy, 15 heavy, 16 many, 17 honey, 18 assign, 19 edge, 20 keg, 21 gay, 22 lave, 23 loaf, 24 pity, 25 comedy, 26 poke, 27 deck, 28 rote, 29 making, 30 rub, 31 guinea, 32 luck, 33 cope, 34 choke, 35 joke, 36 cage, 37 rage, 38 army, 39 ferry, 40 bathe, 41 delay, 42 doing, 43 jury, 44 hurry, 45 power, 46 pug,

47 beck, 48 Jerry, 49 rogue, 50 jockey.

6. Wordsigns.

									
them	was	shall	have	for	which	come	usual usually	think	essential essentially
									
together	never	your	he	especial especially	are	regular	irregular		
									
become	you	notwith- standing	peculiar peculiarity	New-York	will	him			

7. The student of Shorthand should not confine himself in practice either to a pen or pencil. He should accustom himself to the use of both. When using a pen he should select one that is adapted to his touch. It should be a short-nibbed pen, not a stub, and yet not one with too fine a point. The pen with which the student can readily shade letters and yet not so flexible that he will shade letters unintentionally, is the pen to use. Each one must be his own judge in this matter since people vary so greatly in their touch in writing.

8. Usually much better and more satisfactory work may be done with a good short-nibbed gold pen. When writing with a pencil, a rather soft and fine-grained lead should be selected. Both pen and pencil should be held more nearly upright than in writing Longhand. With the pen or pencil so held, one is least apt to shade letters unintentionally.

LESSON VII.

PHRASING.

1. In Shorthand the outlines for words are frequently joined: that is, the outlines for two or more words are written without lifting the pen or pencil from the paper. A considerable degree of speed is gained in this way. For example, in the sentence, **you-never-will come-back**, **En** in **never** should be joined to the **Wordsign** for **you**. **Lay**, which is the **Wordsign** for **will**, should begin at the end of **Ve**, the last letter in the **Wordsign** for **never**, all three words joined by hyphens being written without lifting the pen from the paper. The **Be** in **back** should begin at the end of **Kay**, the **Wordsign** for **come**. Thus, in writing the sentence above, while all the words might be written separately, the pen need be lifted from the paper but once in writing the outlines for the five words. It will be noticed that the words **never**, **will** and **back**, when joined as above, are written below, or through the line. This is inevitable where words are phrased. Had they been written separately, it would have been necessary to have begun each outline so that the first upright letter in each word would rest on the line.

2. The following rules should be observed in the use of the principle of **Phrasing**:

(1) The first word in a phrase should be written in the same position in which it would be placed were it written without joining. All the other words joined after the initial word, or **Leader**, as it is called, are written without any reference to the line upon which the writing is being done.

(2) Words should never be joined when the last



illegible legible perform rather represent-ed reform that ye
 representative year

7. In order to make use of a number of common words in the preparation of the exercises, before the principles by which they are written could be introduced, they are, with their proper outlines, given as **Wordsigns**. The word **that** is an illustration. The sign given is really a full outline, as will appear in lesson 41.

8. **The, a, an, and** and **he**, have another set of signs in addition to the signs already given. They are the only words each of which has two signs. The reason for this may be explained thus: These are the most frequently occurring words in the language, hence they are usually represented by what are called **Ticks**, the simplest and most quickly written characters which can be formed. Additional speed is also gained by always joining these ticks to other outlines. It sometimes occurs that these ticks cannot be phrased, (and they are never used unless they are joined to some other word), hence the necessity of the signs already given for these words, which may be used without joining. They are sometimes called **Emergency Signs** because they are used only in emergencies where, for any reason, the tick signs cannot be easily and readily formed.

9. Since these words occur so very frequently, especial care should be given to firmly fix in the mind each set of these signs. The tick signs are explained as follows:

(1) When joined the sign for **the** is the same as either one of the halves of the sign for **I**. The half of

the sign for **I** used for **the** may be written either upward or downward, always selecting the one which makes a distinct angle with the word to which it is joined. Where either tick of the sign for **I** will make a distinct angle with the letter to which it is joined, the one which may be the more quickly written should be used. Thus: **the-day**, **the-money**, **the-name**, are written as shown in the illustration in section 15 in this lesson. In **the-day**, for example, either half of the sign for **I**, written in either direction, would have made a distinct angle with **De**. The last half of the sign for **I**, written upwards, is used because it is the most quickly written.

(2) **A**, **an** and **and**, are represented, when joined, by a horizontal or vertical tick, the sense always clearly indicating which one of the three words is meant. One should always select the tick which forms the better angle with the word to which it is phrased. Thus: **a-day**, **and-go**, **and-will**, **an-enemy**, are written as illustrated below. When either the perpendicular or the horizontal tick makes a distinct angle, the latter is, in most cases, preferable, since it is made in the direction in which one is writing. As will be seen from the illustrations, the vertical tick is written downwards and the horizontal tick from left to right.

(3) **He**, when joined, is represented by a slanting tick the same as the last half of the sign for **I**. It is always written with a downward stroke. Thus: **he-will** and **he-may** are written as shown below.

10. The joined signs of **a**, **an**, **and**, **the** and **he** have no position of their own. Their position is governed by the words to which they are phrased. Hence, when a phrase begins with any one of these words, the sec-

end of the joined words is the **Leader** and is written in the same position in which it would be placed if it were standing alone.

11. **The**, **a** and **an** usually begin a phrase and are joined to the following word rather than to the preceding word at the end of a phrase, since these words belong, grammatically, to the following words. This rule, however, is not strictly observed. **He**, also, is usually joined to the following word. **And** is joined to either the preceding or following word since it belongs, grammatically, to both.

12. When for any reason it is not convenient or any of the rules for **Phrasing** make it impossible to use the ticks for these words, then the signs given in the list of **Wordsigns** are used and must be written in the position in which they are there given. It should be kept in mind, however, that the joined signs for these five words should always be used when it is possible to join them because speed is gained by their use.

13. It is customary to use only one of the two ticks in the **Wordsign** for **I** when this word is phrased, that half which will make the better angle with the word to which it is joined being selected. When the first half is joined, it must always be written downwards, and the last half, when used, is written upwards. The only other tick with which it is identical is that for the word **the** and the sense will always make it perfectly clear whether **I** or **the** is meant. The tick sign for **he** is always written downwards hence cannot possibly conflict with the last half of the sign for **I** when joined as the latter is always written upwards.

14. The stroke **Hay** for **he** is sometimes phrased. This is permissible only when both of the following

conditions exist: (1) When the tick sign for **he** does not make a good angle and (2), when **Hay**, the other sign for **he** does, as in **he-that**. It is only rarely, however, that the **Wordsign Hay** for **he** is phrased with other words.

15. The following will illustrate the examples of **Phrasing** mentioned above:



the- day the- money the- name a- day and- go and- will an- enemy he- will he- may he- that

16. Phrases. (69—1:05.)

1 Will-you-come, 2 he-may-go, 3 may-you-come, 4 have-you-many, 5 a-day-may-come, 6 I-think-you-will, 7 I-will, 8 he-will-make,²⁵ 9 the-advantage, 10 you-may-help, 11 the-day, 12 the-change, 13 help-him, 14 I-object, 15 an-illegible, 16 perform-your, 17 the-chapter, 18 your-health, 19 and-rather, 20 will-think,⁵⁰ 21 you-reform-them, 22 the-legible-copy, 23 you-represent, 24 the-language, 25 the-popular, 26 take-him, 27 they-may-go, 28 I-perform.⁶⁹

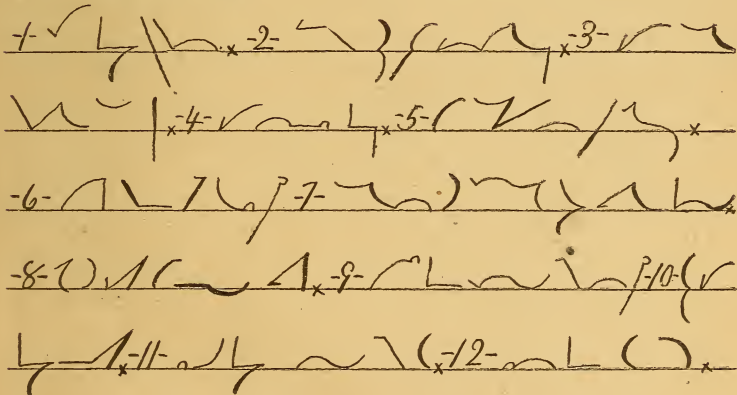
17. Sentences. (65—1:05.)

1 I-will go-and take-your-money. 2 You-say you-know he-will go away? 3 The-copy was-so illegible he-will take-it away.²⁵ 4 He-will-take your heavy-team. 5 He-came in November and-will perform in New-York. 6 I-know you-will-have money-enough for-your⁵⁰ November pay-day. 7 You-may take him along for I-think he-will-be popular.⁶⁵

18. It is especially important that the student when

phrasing should keep constantly in mind rule two, given in section 2 of this lesson. This refers to angles which may be formed distinctly and at the same time written rapidly. It frequently happens that two words may be joined and a sufficiently clear angle made between them if written slowly, while, if written rapidly, it could not be distinctly formed. For example, **pay-enough** might be joined and a fairly distinct angle formed between **Pe** and **En**, if the outline were written slowly. Such distinction could not possibly be clearly made when writing at a high rate of speed. A little care and observation on the part of the student in such cases will prevent his attempting to join words which should not be phrased.

19. Translation.



20. After the student is sure that he has the proper reading of the Shorthand exercise to be translated, it is an excellent plan for him to copy it many times. This will afford splendid drill in the rapid formation of Shorthand characters. Such practice should always

be upon matter which the student knows to be correct. The student should write these exercises over and over again until he is able to form the characters neatly and correctly at a rate of sixty words per minute: If he is able to attain a higher rate and at the same time form his characters distinctly, giving them the proper **Curve**, **Slant** and **Shade**, so much the better.

LESSON VIII.

THE S-CIRCLE.

1. The sounds, represented by the strokes **Es** and **Ze**, are also frequently represented by a small circle called the **S-Circle**. This form of writing **s** and **z** is used only in connection with some other consonant stroke. It may be joined to the beginning or end of any stroke either curved or straight, except at the beginning of **Hay**. When written upon curved strokes it is formed within the curve. When written upon straight letters it must be placed upon the right side of downward strokes, upon the left side of upward strokes and on the upper side of horizontal letters. To illustrate, the following words are written thus:



case face safe base stay mace same sung race days

2. When the **S-Circle** is written between two straight letters which form an angle at their junction, it is written on the outside of the angle, as in **desk**; when it comes between a straight and a curved letter it follows

the curve, as in **passive**, and when it occurs between two curved letters it follows both curves, if both curve in the same direction, as in **nuisance**. When it cannot follow both curves, it may come within either the one or the other, as in **mason** and **facility**, thus:



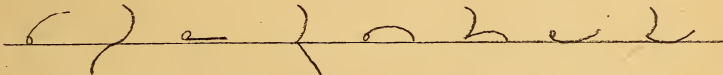
rusty desk passive nuisance fasten mason facility cousin

3. For convenience in referring to **s** or **z** when the circle is used it is pronounced as if it were spelled **Iss**.

4. When **s** or **z** comes between a sound represented by a curved stroke and an **l**, an exception may be made to the rules for the use of **El** or **Lay**, if thereby the **S-Circle**, coming between the strokes, may be made to come within both curves. For example, **missile** is written **Em-Iss-Lay** although the rule calls for the use of **El**, **lesson** is written **El-Iss-En**.

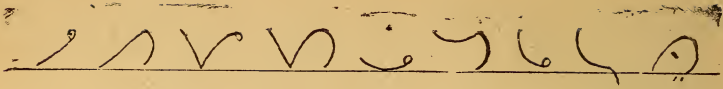
5. The rules governing the use of the stroke **Es** or **Ze** and the circle **Iss** for **s** or **z** are as follows:

(1) When **s** or **z** is the first consonant in a word and is not preceded by a vowel the circle is used, and when a vowel precedes, the stroke **Es** or **Ze** is written, thus:



sale assail sake espy some assume sun assign

(2) When **s** or **z** is the last consonant in a word and a sounded vowel follows, or when two separately pronounced vowels immediately precede, the stroke is used; when not followed by a sounded vowel or when a silent vowel follows, the circle is used, thus:



race racy police policy nose noisy fuss fussy Lois

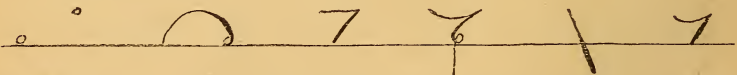
(3) When *s* or *z* occurs between two consonant strokes in a word the circle is used, except when it is not possible or easy to write the circle. In such cases the stroke *Es* or *Ze* is used.

EXERCISE 8.

6. List Words. (60—1:15.)

1 case, 2 face, 3 safe, 4 slave, 5 vase, 6 pace, 7 soap, 8 muss, 9 knows, 10 mason, 11 vessel, 12 mislay, 13 slope, 14 fizzle, 15 speck, 16 some, 17 snow, 18 casing, 19 guessing, 20 base, 21 goes, 22 toes, 23 gaze, 24 race, 25 reason, 26 stay, 27 foes, 28 ways, 29 yes, 30 losing, 31 facing, 32, museum, 33 insane, 34 muzzle, 35 casual, 36 resign, 37 chosen, 38 basin, 39 unseat, 40 noisome, 41 gossip, 42 recipe, 43 nuisance, 44 Mexico, 45 desk, 46 discuss, 47 dismay, 48 disown, 49 missing, 50 inside, 51 chosing, 52 disobey, 53 insanity, 54 Minnesota, 55 loosen, 56 Thomas, 57 surface, 58 swung, 59 suppose, 60 slow.

7. Wordsigns.



as, has is, his always acknowledge New-York-City public knowledge
publish published



several special subject something sufficient advantageous
Savior spoke sufficiently



electric for-the-purpose-of February for-sake January
 electricity for-the-sake-of

8. Phrases. (60—1.)

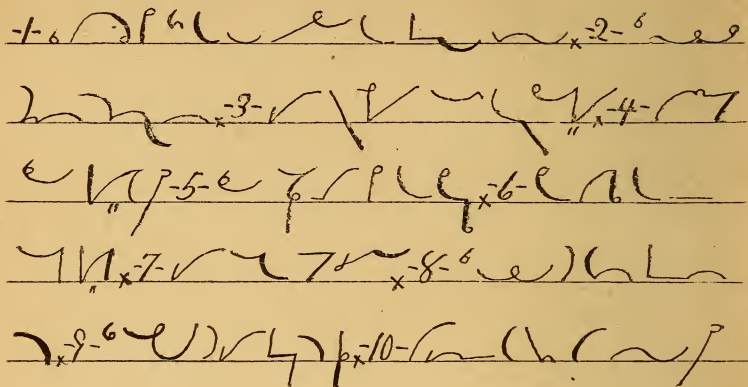
1 Has-he-come, 2 he-is-away, 3 is-that-yours, 4 he-may-acknowledge, 5 several-days, 6 special-case, 7 will-take-something, 8 has-no-knowledge, 9 will-be-sufficient,²⁵ 10 will-forsake-him, 11 may-always-be, 12 make-him-stay, 13 in-the-museum, 14 will-disown-him, 15 was-some-reason, 16 a-high-desk, 17 discuss-the-case-now,⁵⁰ 18 he-was-insane, 19 will-stay-away, 20 disobey-him, 21 many-foes.⁶⁰

9. Sentences. (103—1:40.)

1 The-slave will-take-your music-box into-the-city, 2 Will-you-acknowledge he-has some-rights in-such a-case? 3 He-will forsake-you.²⁵ 4 He-has-no knowledge that will help us in-this-case. 5 The-police will arrive Saturday, and-take Thomas Jackson into custody. 6 In January James⁵⁰ will-arrive in New-York-City, and-will-take passage for Cuba. 7 That-is sufficient so-you-may go-ahead. 8 Several public officers will-take⁷⁵ the-electric road in Jackson. 9 Somebody may-carry Nellie Johnson's music-book away. 10 He-will always stay in Chicago, Illinois, and-will-be a-subject¹⁰⁰ for the-asylum.¹⁰³

10. In translating Shorthand writing, the student will be able to make more rapid progress, if, when he comes to an outline which troubles him, he will not stop and puzzle over it, but will drop it for the time and go on until he gets the connection. By doing this the difficult word or phrase will in almost every instance come to him without further effort.

11. Translation.



LESSON IX.

LONG VOWELS.

1. As has already been stated, the vowels are not usually inserted in Shorthand outlines. It is seldom necessary to actually insert or indicate the vowels except (1) In cases where a word is used in some unusual way, (2) Where an unusual word occurs, (3) In the very few instances where the consonant outline is the same for two or more words any one of which would make sense. In such cases a word may be made perfectly clear by inserting or indicating the principal or accented vowel in the word. In order to insert or indicate vowels readily in the rare instances where legibility requires their use, they must be learned thoroughly. The vowels are represented by light and heavy dots and

dashes placed beside the consonant strokes.

2. They are designated as first, second and third place vowels, that is, a dot or a dash placed beside the **Beginning** of a stroke is called a **First Place** vowel. A dot or a dash placed beside the **Middle** of a stroke is called a **Second Place** vowel and a dot or a dash placed beside the **End** of a stroke is called a **Third Place** vowel.

3. **Long Vowels** are represented by **Heavy Dots** and **Dashes**.

4. The **Long Vowels** given in this lesson are as follows:

E, as in *see*, **First Place Dot**; **A**, as in *dame*, **Second Place Dot**; **A**, as in *park*, **Third Place Dot**; **Aw**, as in *saw*, **First Place Dash**; **O**, as in *low*, **Second Place Dash**; **OO**, as in *cool*, **Third Place Dash**.

5. The student should note particularly that a first place vowel, if written beside letters formed with an upward stroke as **Hay**, **Lay** or **Ray**, is written at the bottom of these letters since first place vowels are placed at the beginning of strokes and not necessarily at the top of upright letters.

6. The following words will show the different positions of the **Long Vowels**:



See peek dame aid barge palm saw paw low poke cool coop

7. It will be seen that the dashes are written at right angles to the strokes with which they occur. They should always be so placed. When a vowel comes before an upright consonant it should be written to the left and when it follows, to the right of the consonant stroke. When a vowel precedes a horizontal

letter it is written above and when it follows, it is placed below the consonant stroke.

8. When a vowel occurs between two consonants it becomes possible to write it either following and beside the first stroke or preceding and beside the second stroke. The following rules should be observed in writing **Long Vowels**, when they occur between two consonants and it becomes necessary to insert them:

(1) When a **First Place** or **Second Place Long Vowel** is used between two consonants it should be placed beside and after the first of the two strokes as in **peek**, **dame**, **poke**.

(2) When a **Third Place Long Vowel** is used between two consonants it should be placed beside and before the second of the strokes between which it occurs as in **barge**, **cool**.

9. These rules should be thoroughly committed to memory since the vowels are so seldom used that the rules relating to them will easily be forgotten unless firmly fixed in the mind.

10. The reason for always placing all **First Place** vowels beside the first and all **Third Place** vowels beside the second stroke when used between two consonants is to avoid having vowels occur in angles. In such a position it would be impossible to tell whether a vowel is intended as a third place vowel beside the first stroke or a first place vowel beside the second.

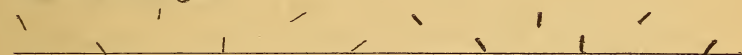
11. For exercise in the use of the vowels the list words in this lesson are to be written from fifty to one hundred times, if need be, to enable the student to write them readily and accurately in the time specified. They should then be read as often as written.

EXERCISE 9.

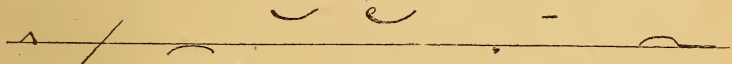
12. List Words. (40—2:15.)

1 Jaw, 2 sue, 3 tomb, 4 pay, 5 no, 6 may, 7 heap, 8 gape, 9 peep, 10 league, 11 team, 12 ream, 13 tar, 14 tool, 15 peak, 16 poke, 17 rope, 18 bar, 19 rogue, 20 reek, 21 cape, 22 roam, 23 calm, 24 lark, 25 pale, 26 gale, 27 pour, 28 knoll, 29 joke, 30 Paul, 31 porch, 32 make, 33 vale, 34 oat, 35 sheep, 36 kneel, 37 coke, 38 vague, 39 bore, 40 tame.

13. The signs for **on** and **should**, in the following list of **Wordsigns**, are written with upward strokes. All the other tick signs are written with downward strokes.

14. **Wordsigns**.

of to or but on should all too al- before ought who
two ready oh, owe



how much whom thing single ah awe magazine
 home English

15. The word **much** is sometimes written in full (**Em-Chay**). This is done when it is desired to phrase it and the **Wordsign**, **Chay**, will not form a distinct angle with the preceding letter. For example, the phrase **so-much** may be written more quickly by joining the words and writing **much Em-Chay** than to use **Chay** alone for **much** and disjoining it as would be necessary if **Chay**, the **Wordsign** for **much**, were used.

16. **Phrases**. (60—1.)

1 Of-my, 2 of-that, 3 all-my-money, 4 to-make, 5 to-think, 6 to-choose, 7 to-arrive, 8 two-checks, 9 too-much-money, 10 or-go, 11 already-going-back,²⁵

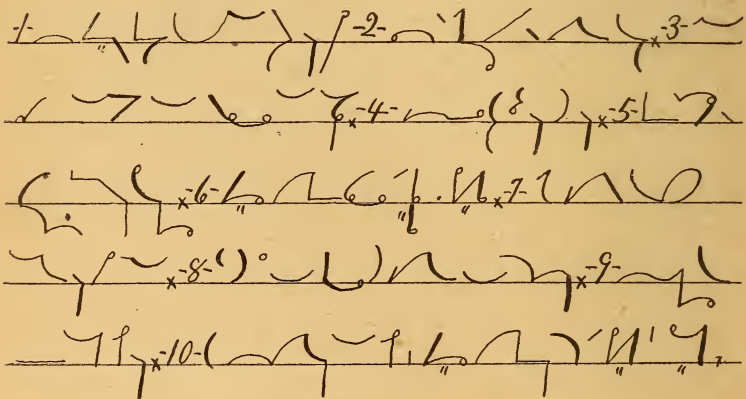
12 come-or-go, 13 before-going, 14 on-that, 15 on-that-day, 16 on-top, 17 you-should-take, 18 before-that, 19 should-think, 20 who-came, 21 much-money, 22 how-many,⁵⁰ 23 single-thing, 24 should-take-it, 25 who-came, 26 who-may-come.⁶⁰

17. Whenever possible the student should have some one read the exercises to him when he practices upon them, since it is better for one to learn to write from dictation than by copying.

18. Sentences. (104—1:45.)

1 He-will sell all of-his potatoes in-the-city. 2 I-will receive many-times as-much for-my poem as James will for-his.²⁵ 3 Is-he-coming and-how-many will he take? 4 They should-think of all things before they-leave. 5 I-suppose he-will-never go. 6 They⁵⁰ pay a-low rate for coal. 7 You ought to-go and-take-your lesson in-this subject. 8 I-will-inform them of-the-rate. 9 Joseph⁷⁵ should-talk less or he ought-to-leave the-society. 10 I-am-going so you-will-have to-come away. 11 I rarely take-your carriage¹⁰⁰ as I-dislike-it.¹⁰⁴

19. Translation.



LESSON X.

REVIEW.

1. QUESTIONS:

(1) What class of words are represented in Shorthand by abbreviated outlines, or **Wordsigns**?

(2) Are the Longhand abbreviations commonly used?

(3) About how many words are represented by abbreviated outlines, or **Wordsigns**, in Shorthand?

(4) Are the outlines for words, for which there are **Wordsigns**, ever written in full?

(5) How do you write outlines for words derived from primitives represented by **Wordsigns**? Give four illustrations.

(6) What part of the outline for a word, for which there is a **Wordsign**, usually constitutes the sign?

(7) What is the purpose of **Phrasing** in Shorthand?

(8) When several words are joined by **Phrasing** which word governs the position of the phrase?

(9) What is the word which governs the position of a word called?

(10) Can the second and following words of a phrase be given any special position in reference to the line?

(11) What is the rule in regard to the angle which must be made between the words in a phrase?

(12) Is it proper to phrase the last word in a sentence with the first word in the following sentence?

(13) Should proper names ever be phrased with other words?

(14) What is the usual tendency with beginners in the use of the principle of **Phrasing**?

(15) What method has been adopted in this book to give students proper practice in **Phrasing**?

(16) Name the five words for which there are two sets of **Wordsigns**.

(17) What is the object of having two sets of signs for each of these words?

(18) What effect does it have upon the position of a phrase to have it begin with one of the words which has two signs?

(19) Which of these two sets of signs is the more commonly used?

(20) Describe each of the two signs for the words which have two signs.

(21) When both of the tick signs for **a**, **an** or **and** make a distinct angle with a word which should be given the preference?

(22) In what direction is the tick sign for **he** always written?

(23) Why should the joined signs, or ticks, always be used when it is possible to use them?

(24) When the **Wordsign** for **I** is phrased how is it usually written?

(25) Under what conditions is it allowable to use the stroke **Hay** for the word **he** in **Phrasing**? Give an example.

(26) In what way besides the use of the strokes **Es** and **Ze** may the sounds of **s** and **z** be represented?

(27) Is the **S-Circle** ever used to represent **s** or **z** except when written in connection with some stroke?

(28) When used with straight letters upon which side of the letters must it be written?

(29) Upon which side of curved letters?

(30) When the **S-Circle** comes between two straight

letters which form an angle where is it written?

(31) When between a straight and a curved letter?

(32) When between two curved letters?

(33) In referring to the **S-Circle** sign for **s** or **z** how do we distinguish it from **Es** or **Ze**, the names of the strokes?

(34) When **s** or **z** is the first consonant in a word when must the stroke and when must the circle be used?

(35) When **s** or **z** is the last consonant in a word when must the stroke and when must the circle be used?

(36) When **s** or **z** comes between two other consonants in a word which sign is usually used?

(37) When **Iss** comes between two curved letters one of which represents the sound of **L**, which is used **El** or **Lay**?

(38) In what cases is it necessary for vowels to be inserted?

(39) Name all the long vowels and describe the character by which each is represented.

(40) What is meant by **First Place**, **Second Place** and **Third Place** vowels?

(41) Is a **First Place** vowel always written at the top of upright consonants beside which it may be placed?

(42) How are the dash vowels written in reference to the strokes beside which they are placed?

(43) When a vowel is to be read before a consonant on which side of upright and on which side of horizontal letters must it be placed?

(44) Where must a vowel be placed when it is to be read after a consonant?

(45) When a **First Place Long Vowel** is written between two consonants beside which must it be placed?

(46) When a **Second Place Long Vowel** is written between two consonants where must it be placed?

(47) When a **Third Place Long Vowel** is written between two consonants beside which stroke must it be written.

(48) Why is it necessary to place **Third Place** long vowels beside the second of the two consonants between which they occur?

EXERCISE 10.

2. List Words. (48—50.)

Picnic lady comic heavy honey assign edge keg
 comedy poke guinea joke army ferry delay hurry
 power rogue face slave knows mason fizzle guessing
 yes²⁵ muzzle resign chosen basin noisome nuisance
 disown Minnesota suppose gape poke rope rogue
 roam gale pour knoll joke porch vale coke bore
 tame⁴⁸

3. Wordsigns.

()) (/ —) ()

them was shall have for which come usual usually think essential essentially

— ~ (/ } / / ~

together never your he especial especially are regular irregular

∟ 0 + ∟ · ∟ ()

become you notwithstanding peculiar New-York will him
 peculiarity

LESSON X.

41

I, high, the a, an, advan- lan- help popular familiar efficient
 eye, eye and tage guage

November health chapter object change dignity faithful in
 faithfully any

illegible legible perform rather represent-ed reform that ye
 representative year

as, has is, his always acknowledge New-York-City public knowledge
 publish published

several special subject something sufficient advantageous
 Savior spoke sufficiently

electric for-the-purpose-of February for-sake January
 electricity for-the-sake-of

of to or but on should all too al- before ought who
 two ready oh, owe

how much whom thing single ah awe magazine
 home English

4. Phrases. (50--55.)

Will-you-come, he-may-go, may-you-come, have-you-many, a-day-may-come, I-think-you-will, I-will, he-will-make²⁵ the-advantage, you-may-help, the-day, the-change, help-him, I-object, an-illegible, perform-your, the-chapter, your-health, and-rather, may-go.⁵⁰

5. Sentences. (139--2:20.)

1 I-will go-and take-your-money. 2 You-say you-know that he-will go away. 3 The-copy was-so illegible he-will take-it.²⁵ 4 He-will-take your heavy-team. 5 The-slave will-take-your music-box into-the-city. 6 Will-you-acknowledge he-has some-rights in-such⁵⁰ a-case? 7 He-will forsake-you. 8 He-has-no knowledge that will help us in-this-case. 9 He-will sell-his potatoes in-the-city.⁷⁵ 10 I-will receive many-times as-much for-my poem as James will for-his. 11 Is-he-coming and-how-many will he take? 12 They¹⁰⁰ should-think of all things before they leave. 13 I-suppose he-will-never go. 14 They pay a-low rate for coal. 15 You ought to-go¹²⁵ and-take-your lesson in-this subject. 16 I-will-inform them of-the-rate.¹³⁹

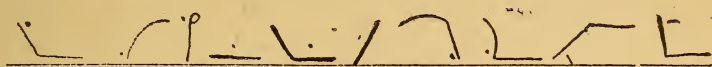
LESSON XI.

SHORT VOWELS.

1. The Short Vowels are represented by Light Dots and Dashes in the same positions as the Long Vowels. They are as follows: I as in sit, First Place Dot; E as in net, Second Place Dot; A as in sat, Third Place Dot; O as in lot, First Place Dash; U as in cut, Second Place Dash; OO

as in *look*, **Third Place Dash**.

2. The following illustrations show the use of the **Short Vowels**:



pick ill sit egg beg edge map ask rock bok



tuck luck hug look hook book

3. With one exception, the rules for placing the **Short Vowels** beside the strokes, when occurring between two consonants, are exactly the same as those for the **Long Vowels**.

4. The exception is in the rule governing **Second Place Short Vowels** when used. A **Second Place Short Vowel**, when written between two strokes, is put beside and before the second consonant. The following is a summary of the rules for placing both **Long** and **Short Vowels** when used between two consonant strokes:

(1) All **First Place Vowels**, long or short, and **Long Second Place Vowels** are written beside the first consonant.

(2) All **Third Place Vowels**, long or short, and **Second Place Short Vowels** are written beside the second consonant.

5. When two separately pronounced vowels are written between two consonants, as in *Lewis*, or when two separately pronounced vowels either precede or follow a single consonant, as in *Leo*, the vowel occurring first in the order of pronunciation is written near the consonant and the second vowel slightly removed from

the consonant. For example in **Lewis** the **Long Vowel oo** coming first is written beside and near the **Es** and the **Short Vowel i** is written beside the **Lay** but fully an eighth of an inch from it.

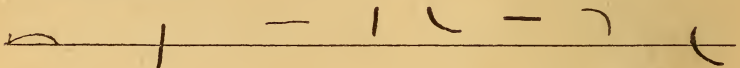
EXERCISE 11.

Using both **Long** and **Short Vowels** write the following words:

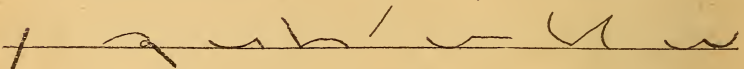
6. List Words. (41—1:30.)

1 Marrow, 2 sell, 3 mob, 4 lap, 5 essay, 6 lip, 7 pony, 8 funny, 9 Leon, 10 dairy, 11 big, 12 putty, 13 lazy, 14 bag, 15 dig, 16 rug, 17 tare, 18 petty, 19 dare, 20 tick, 21 pitch, 22 catch, 23 egg, 24 edge, 25 smudge, 26 budge, 27 engage, 28 dumb, 29 allay, 30 fellow, 31 pith, 32 ledge, 33 look, 34 rock, 35 lock, 36 tuck, 37 knock, 38 nook, 39 smack, 40 rack, 41 deck.

7. Wordsigns.



A. M. advertising common dollar ever give hear however
 advertisement
 advertise-d, had given here her



large must-be now P. M. watch income forthwith nothing

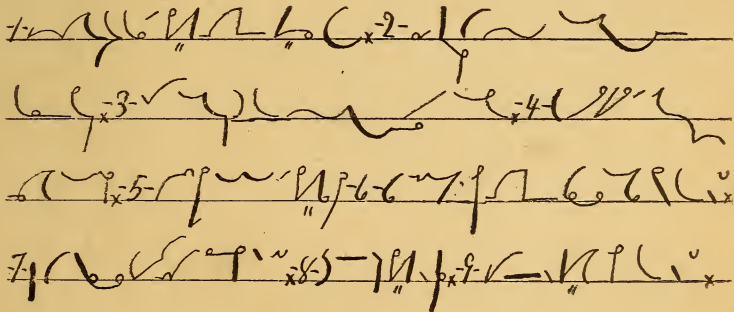
8. Phrases. (45—40.)

1 An-edge, 2 will-engage-them, 3 however-much, 4 in-the-buggy, 5 will-sell-it, 6 a-funny-sight, 7 a-lively-pony, 8 a-large-egg, 9 on-the-ledge,²⁵ 10 a-petty-case, 11 in-the-rack, 12 a-large-rock, 13 anything-may-do, 14 you-may-think, 15 that-must-be, 16 go-forthwith.⁴⁵

9. Sentences. (148—2:25.)

1 James may-leave for-the-city on the-fourth of July.
 2 You-should take-advantage of-his-knowledge. 3 They
 advertize oats and-hay for sale.²⁵ 4 Come here before
 two P. M. and-take all-your-money. 5 Study-the Eng-
 lish-language thoroughly and-you-will succeed in-this
 subject. 6 Thomas Smith⁵⁰ will-take the-carriage and-
 keep-it for-two-weeks. 7 So it-must-be that-you are-
 going to-take your oats to the-depot.⁷⁵ 8 Will any-of
 the-officers take-advantage of the-error? 9 Nothing
 was-said of the-change of-time for-his office duties.
 10 They raise many¹⁰⁰ Guinea pigs for sale. 11 Take
 away your-stock Tuesday for I-shall occupy all-the-
 room. 12 That was a-common-thing for Ezra to-go¹²⁵
 away and-stay a-day or-two. 13 He-never says before
 he-goes that-he-will-stay away for so-long-a-time.¹⁴⁸

10. Translation.

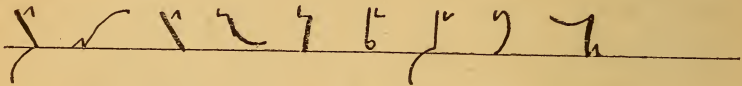


LESSON XII.

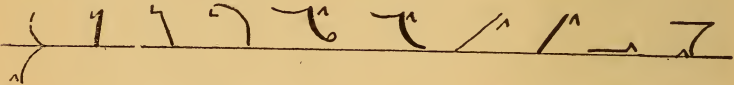
DIPHTHONGS.

1. In addition to the simple vowels already explained, we have the following **Diphthongs**:

2. **Oi**, as in **toil**; **Wi**, as in **wife**, written in the first position; and **Ow** as in **vow**, written in the third position. Long **I** is treated as a **Diphthong** and is represented by a character like the **Wordsign** for the pronoun **I**. It takes the first position. The **Diphthongs** are illustrated as follows:



boil oil boy wife wide twice tile ice endow



fowl idea wipe wire invoice envoy row joy cow cowl

3. When any one of the **First Place Diphthongs** precedes and forms an angle with the first consonant in an outline, or the **Third Place Diphthong** follows and forms an angle with the last consonant in an outline, it should be joined, as shown in the illustrations above. In no other instance are the **Diphthongs** ever joined.

4. The rules governing the long and short vowels when used between two consonant strokes apply to the **Diphthongs** given in this lesson.

5. The student should write and rewrite the words given in this and the preceding lesson many times, inserting the **Vowels** and **Diphthongs**, wherever they occur, in each word, until he is thoroughly familiar with their use.

6. The **Diphthongs**, like the simple vowels, are sel-

dom inserted. It is however important that they be thoroughly committed to memory in order that, in the few cases in which they must be written, they may be inserted readily. The fact that a character is seldom used is apt to lead the student to slight it. He should, rather, give it especial attention. If he does not do so he is certain to be unable to recall it readily when he has urgent need to use it quickly.

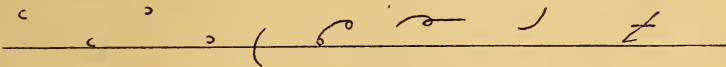
EXERCISE 12.

Using the **Diphthongs** write the following words:

7. List Words. (40—1:15.)

1 Pipe, 2 pike, 3 dime, 4 chime, 5 rhyme, 6 boy, 7 toy, 8 coy, 9 alloy, 10 boil, 11 coil, 12 tile, 13 guile, 14 mile, 15 soil, 16 revile, 17 loyal, 18 row, 19 vow, 20 cow, 21 envoy, 22 fowl, 23 thigh, 24 dire, 25 hie, 26 towel, 27 wipe, 28 wide, 29 wife, 30 wire, 31 dye, 32 pile, 33 toil, 34 cowl, 35 royal, 36 invoice, 37 joy, 38 voyage, 39 vouch, 40 type.

8. Wordsigns.



we were what would hath as-well-as mistake wish Ohio
with thank youth

9. Phrases. (67—1:05.)

1 That-dike, 2 an-envoy, 3 a-towel, 4 make-them, 5 they-may-go, 6 I-have-enough, 7 you-enjoy, 8 you-will-endow, 9 take-the-cow, 10 he-may-come,²⁵ 11 you-revile-him, 12 and-say-you-will, 13 I-see-how, 14 on-the-pike, 15 hear-the-chime, 16 he-will-die, 17 had-a-toy, 18 a-heavy-invoice,⁵⁰ 19 a-funny-fellow, 20 what-do-you-say, 21 a-heavy-stock, 22 will-you-come-up, 23 he-goes-away.⁶⁷

10. Sentences. (186—3.)

1 The-two will-take the-pole and-carry the-pail along.
 2 They both think that two-hours' study a-day is enough for-this subject.²⁵ 3 In-this they-make a-mistake for-all should-give eight-hours a-day to-this study.
 4 They both go to Duluth, Minnesota, and-will⁵⁰ engage in-business in-that large city. 5 Take-time enough today and-never-leave a-thing for tomorrow which-it-is your duty to-do⁷⁵ today. 6 He-always-goes on Saturdays to-the-city for some oat-meal and-eggs to-eat.
 7 The-electric road may-reach-here in-four¹⁰⁰ months and-all will take-a-ride to-the-city. 8 Should you-sell your cow you-will have to go for-milk to Joseph Thompson's¹²⁵ dairy and-pay a-high rate. 9 Your-son took the-pail and-jug to-the-farm and-will hurry and-come-back home. 10 Any-boy¹⁵⁰ who-will-stick to-his-task faithfully will succeed in-his-business in-time.
 11 You-may fetch us a-case of herring today. 12 Have same¹⁷⁵ come via the-electric road as-the-rate is much lower.¹⁸⁶

11. Translation.

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

LESSON XIII.

CONSONANT POSITION.

1. As has been explained before, the vowels are very seldom inserted in actual reporting. Usually the **Consonant outline** and the **Context** are all that are required to secure legibility. However, constructions sometimes occur where in addition to the outline and context the **Accented Vowel** is necessary in order to obtain the exact meaning. To actually insert this vowel would often require too much time. In such cases where legibility requires that the **Accented Vowel** be known, it is seldom necessary to actually insert it. By the use of what is called **Consonant Position**, the accented vowel may be **Indicated**, thus saving the time which would be required to insert it.

2. There are **Three Positions** for consonant outlines; 1, above; 2, on; and 3, through or below the line. These correspond to the **Three Vowel Positions**. By means of these three positions it is possible to indicate whether the **Accented Vowel** in a word is **First, Second** or **Third** place.

3. In reference to position, outlines are divided into two classes.

(1) Those which contain one or more upright letters. These are called **Upright Outlines**.

(2) Those which are composed entirely of horizontal letters. These are called **Horizontal Outlines**.

4. An **Upright Outline** is in the **First Position** when the first upright letter rests one-half the length of **Te** above the line upon which the writing is being done. **Horizontal Outlines** in the **First Position** are placed a full length of **Te** above the line. An **Upright Outline** is in

the **Second Position** when its first upright letter rests on the line. **Horizontal Outlines** in the **Second Position** are just above the line. An **Upright Outline** is in the **Third Position** when its first upright letter rests one-half a space below the line. **Horizontal Outlines** in the **Third Position** are immediately below the line.

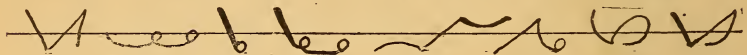
5. The purpose of position is to enable the reporter to indicate the principal or accented vowel in a word thus saving the time it would take to insert it. If a word is used in such a connection that it is necessary to show what its principal vowel is in order to make it clear, it may be done more quickly by the use of position than by actually inserting the vowel.

6. If the **Accented Vowel** is **First, Second** or **Third Place**, it may be indicated by writing the outline in the **First, Second** or **Third Consonant Position**. Thus the sentence, **He was living on the farm** might, when written in Shorthand, be translated, **He was levyng on the farm**. Such danger of ambiguity would readily be overcome by writing the outline for **living**, if that were the word desired, in the **First Position**. **They are taking too much**, and **They are talking too much** would be another case where ambiguity might result. All danger would be avoided by placing the word **talking**, the accented vowel of which is first place, in the **First Position**, if the sentence with that word were used.

7. Examples of first and third position outlines:



miring meekness museum apology pealing falsity fealty



purity nuisance abuse absence mooring refuse foolish boorish

8. The scheme of position is used to save the time which would be required for the insertion of accented vowels where necessary to avoid ambiguity. This is most apt to occur where one of the three following conditions exists.

- (a) Where an outline is the same for two different words, either of which would make sense where used.
- (b) When some unusual word is used.
- (c) When a common word is used in an unusual manner.

Just where these conditions would lead to ambiguity by writing outlines of words, with first or third position accented vowels, on the line is a question each one must settle for himself. Even in the illustrations given above, what precedes would in most cases make it perfectly clear whether **Lay-Ve-Ing** meant **living** or **levying**, or whether **Te-Kay-Ing** meant **taking** or **talking**. Consequently the following general rule only can be given:

If it is evident that a word with either a **First** or **Third Place Accented Vowel**, would in some particular connection be ambiguous if written on the line, it should be written in the position of its accented vowel.

9. Stenographers will find, as they write more and more, they will need to make less and less use of consonant position.

10. Outlines for **Single Syllable Words** are always the most difficult to read because of the fact that they contain but few consonants. It is coming to be the custom, therefore, with many writers to give outlines for such words the position of their vowel. This is an excellent rule to follow. When outlines are actually vocalized they should always be written in the second position.

11. With **Wordsigns** the rule is always to give them the position shown in the text when they are written alone or when they begin a phrase.

EXERCISE 13.

The following are a few of the words which the reporter will find it necessary most frequently to place in position:

12. List Words. (52—1.20)

1 Occupy, 2 abide, 3 joyous, 4 deity, 5 assign, 6 talking, 7 lively, 8 icy, 9 meekness, 10 boiling, 11 ally, 12 sighing, 13 living, 14 filing, 15 enjoy, 16 seating, 17 unseat, 18 easily, 19 rocking, 20 ticking, 21 bower, 22 untie, 23 poisoning, 24 July, 25 purity, 26 allow, 27 purify, 28 envoy, 29 invoice, 30 incite, 31 eulogy, 32 issue, 33 nuisance, 34 music, 35 entomb, 36 endow, 37 endue, 38 tower, 39 power, 40 imbue, 41 carouse, 42 espouse, 43 atom, 44 museum, 45 unloose, 46 honesty, 47 slightly, 48 aloud, 49 aloof, 50 poorly, 51 nuisance, 52 unseen.

13. Wordsigns.

acquit because be- catho- etc. continue domestic disadvantage
acute yond lic

Decem- expect ex- en- Europe false- failure hope howsoever
ber expected change large hood happy

holy holiness happiness highly highway hence height higher company

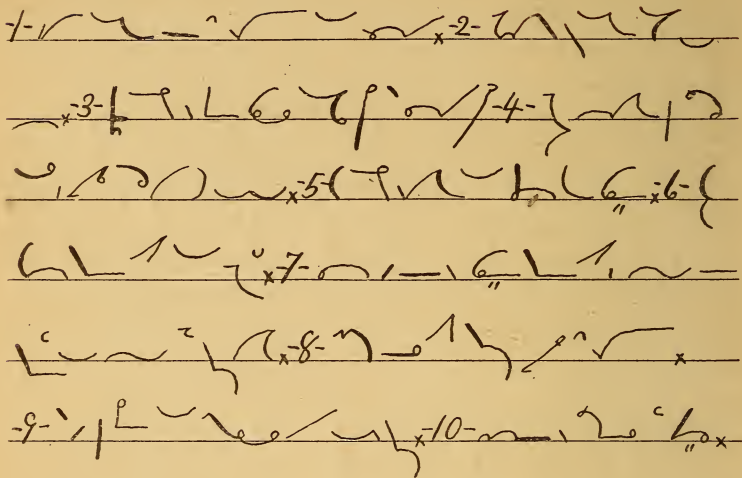
14. Phrases. (64—1.)

1 I-will, 2 he-is, 3 my-life, 4 is-he, 5 he-said, 6 due-you, 7 by-that, 8 by-which-many, 9 by-doing-so, 10 a-poor-reason, 11 give-me,²⁵ 12 give-his, 13 keep-cool, 14 if-they, 15 I-like, 16 I-feel-nothing, 17 I-have-nothing, 18 it-is-long, 19 due-many-months, 20 will-you-come, 21 you-come,⁵⁰ 22 he-may-go-up, 23 as-that-is, 24 has-he-come-back, 25 will-take-him.⁶⁴

15. Sentences. (214—3:30.)

1 If-you-will come-back he-will give-up all-your books and-money. 2 I-think I-will come-back in December and-I-may²⁵ come in November. 3 The-jury will acquit-him. 4 Because-of the-loss he-will never come-back. He-goes-to Europe in-company with-his⁵⁰ cousin who-lives beyond the-lake. 6 I-expect to exchange my house or enlarge it in-the-summer. 7 She-is a-domestic at Ezra Thompson's.⁷⁵ 8 He-is-at a-disadvantage so he-will soon leave with a-new-company. 9 He-will make a-failure if-he stays in-the-city.¹⁰⁰ 10 Hence I-think he-would-be much happier if-he-would-make a-change. 11 The-chimney is so high it-may fall. 12 I-hope-you¹²⁵ will-have much happiness in-your new-home. 13 Howsoever much-you may wish to you-should never give-your cousin cause to feel that-he¹⁵⁰ has-to look to-you for a-living. 14 You-should look him right in the-eye and-say to-him that-you deny the-falsehood.¹⁷⁵ 15 I-think you-will never make a-success if-you give but four hours to the-study each day. 16 Ship to-me to-day eight²⁰⁰ reams of-fair stock for-my office use and-six reams for our factory.²¹⁴

16. Translation.

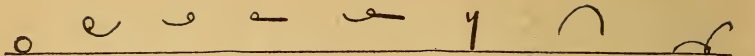


LESSON XIV.

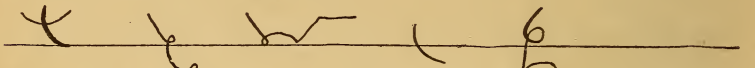
THE SEZ-CIRCLE.

1. The consonant sounds of **Es** and **Ze**, or some combination of these two sounds, frequently occur in succession in the same syllable. When these two consonants so occur they are represented by what is called the **Sez-Circle**. This is a circle made several times larger than the **S-Circle**. The **Sez-Circle** is written upon the same side of strokes as the **S-Circle**.

2. It is permissible if two syllables are sounded very closely together as in **races** to use the **Sez-Circle**



as-is is-seen influence signify insignifi- idea lawyer mostly
as-has signature cant may-as-
has-his significant well



neverthe- postoffice postmark half this-system
less

7. Phrases. (75—1:15.)

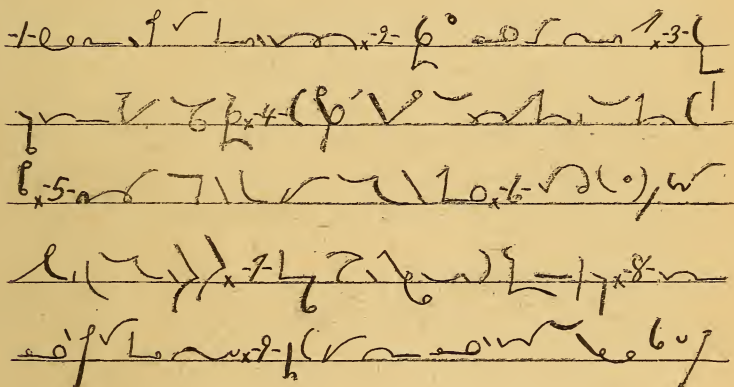
1 He-leases, 2 you-may-exist, 3 my-fuses, 4 it-is-necessary, 5 many-successes, 6 your-successor, 7 they-subsist, 8 I-may-desist, 9 a-necessity, 10 I-insist, 11 my-exercises,²⁵ 12 are-suspicious, 13 our-exercises, 14 took-the-axis, 15 pick-the-roses. 16 took-an-excess, 17 you-are-suspicious, 18 in-my-success, 19 take-some-laces, 20 will-you-desist,⁵⁰ 21 he-exists, 22 he-will-desist, 23 will-take-the-masses, 24 he-gives-us, 25 this-is-time, 26 this-system-goes, 27 is-such-a-thing, 28 his-has-come.⁷⁵

8. Sentences. (175—2:50.)

1 Those faces are-familiar to-me. 2 His influence on-this-system is-such that-you-will have to-acknowledge it. 3 I-will go-back-to²⁵ the-depot and-take the-lawyer's cases to the-postoffice in-time for the-mail. 4 It-is-said that-he-will go-to Iowa⁵⁰ this fall and-stay six weeks. 5 He-may-as-well come-back, nevertheless, for-all of-his influence will-avail nothing. 6 It-is⁷⁵ significant that-his ideas on-postoffice affairs are always wrong, notwithstanding his long and-thorough study of-that business. 7 He-loves-us¹⁰⁰ though we-do-make many mistakes in-our easy lessons. 8 As-soon-as you take up the-study of the-new oil business I-will¹²⁵ help-

you by taking some stock in-it and-by giving-you all the-advice which-you-may desire. 9 The-youth will-make a-success¹⁵⁰ of-his study of-this-system of-book-keeping as-soon-as you give-him a-job to-help with the-books in-your office.¹⁷⁵

9. Translation.



LESSON XV.

REVIEW.

1. QUESTIONS:

(1) How are the short vowel signs distinguished from the long vowels?

(2) When a short first place vowel is written between two consonant strokes, beside which must it be placed?

(3) When a short second place vowel is written between two strokes beside which must it be written?

(4) When a short third place vowel is written between two strokes where must it be placed?

(5) How do these rules differ from those given for placing the long vowels between two consonant strokes?

(6) When two separately sounded vowels must be written between two consonant strokes where must each of them be placed? Give example.

(7) What is the rule when two separately pronounced vowels must be written beside a single consonant? Give example.

(8) Name the diphthongs given in the lesson on diphthongs.

(9) Give position of each.

(10) May any of these diphthongs ever be joined to the stroke before or after which it occurs?

(11) If so, give an example of each diphthong so placed.

(12) What is the rule for placing diphthongs beside the consonants when occurring between two consonant strokes?

(13) How may vowels sometimes be indicated thus making it unnecessary to write them?

(14) How many consonant positions are there?

(15) Name them.

(16) Where is an outline written when placed in the first position?

(17) When in the second position?

(18) When in the third position?

(19) Are horizontal outlines when in the first or third position written the same distance from the line upon which the writing is being done as upright out-

lines?

(20) What is the purpose of position?

(21) What vowel in a word is indicated by the consonant position of the outline?

(22) Does the reporter use position more or less as he becomes more experienced as a stenographer?

(23) What is the invariable rule in reference to position in writing Wordsigns?

(24) What does the **Sez-Circle** represent?

(25) How much larger than the **S-Circle** is the **Sez-Circle**?

(26) Is it ever permissible to use the **Sez-Circle** to represent two sounds of **Es** or **Ze** in two different syllables?

(27) On which side of the stroke to which it is joined should the **Sez-Circle** be written?

EXERCISE 15.

2. List Words. (43—55.)

Essay Leon putty pitch edge smudge engage allay
pith smack pipe dime rhyme alloy revile loyal envoy
occupy joyous assign enjoy purity allow carouse es-
pouse²⁵ aloud Texas races doses houses molasses
success nuisances exercise accessory masses emphasis
pieces suspicious amuses analysis desist refuses.⁴³

3. Wordsigns.



| | | | | | | | |
|-------|------------------|--------|--------|------|-------|------|---------|
| A. M. | advertising | common | dollar | ever | give | hear | however |
| | advertisement | | | | given | here | |
| | advertise-d, had | | | | | her | |



large must-be now P. M. watch income forthwith nothing

we were what would hath as-well-as mistake wish Ohio
with thank youth

acquit because be- catho- etc. continue domestic disadvantage
acute beyond lic hood happy

Decem- expect ex- en- Europe false- failure hope howsoever
ber expected change large hood happy

holy holiness happiness highly highway hence height higher company

this-is gives-us is-such is-said loves-us takes-us as-soon-as is-as, is-
his, his- has, his-is

as-is is-seen influence signify insignifi- idea lawyer mostly
as-has signature cant may-as-
has-his significant well

neverthe- postoffice postmark half this-system
less

4. Phrases. (75--1:15.)

- [1 Will-sell-it, 2 a-large-egg, 3 you-may-think, 4 that-
- must-be, 5 an-envoy, 6 they-may-go, 7 I-have-enough,
- 8 you-enjoy, 9 he-may-come,²⁵ 10 I-see-how, 11 he-will-

die, 12 a-heavy-stock, 13 he-goes-away, 14 he-is, 15 he-said, 16 by-that, 17 a-poor-reason, 18 give-me, 19 if-they,⁵⁰ 20 I-have-nothing, 21 you-came, 22 as-that-is, 23 will-take-him, 24 he-leases, 25 it-is-necessary, 26 I-insist, 27 took-an-excess, 28 is-such-a-thing.⁷⁵

5. Sentences. (177—3:00.)

1 James may-leave for-the-city on the-fourth of July. 2 You-should take-advantage of-his-knowledge. 3 Will any-of the-officers take-advantage²⁵ of the-error? 4 They raise many Guinea-pigs for sale. 5 Any-boy who-will-stick to-his task faithfully will succeed in-his-business in⁵⁰ due time. 6 You-may fetch us a-case of herring to-day. 7 Have same come via the-electric road as-the-rate is much lower.⁷⁵ 8 Hence I-think he-would-be much happier if-he-would-make a-change. 9 The-chimney is so high it-may fall. 10 Howsoever much-you¹⁰⁰ may wish to you-should never give-your cousin cause to feel that-he has-to look to-you for a-living. 11 It-is significant¹²⁵ that-his ideas on-postoffice affairs are always wrong, notwithstanding his long and-thorough study of-that business. 12 As-soon-as you take up¹⁵⁰ the-study of the-new oil business I-will help-you by taking some stock in-it and-giving-you all the-advice which-you¹⁷⁵ may desire.¹⁷⁷

LESSON XVI.

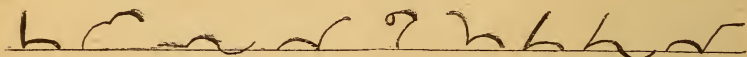
THE EMP SIGN.

1. When **p** or **b** follows and is in the same syllable with an **m**, it is not written, but is indicated by shading

Em. **Em** thus shaded is called **Emp**.

2. **Emp** may be used to indicate a **p** or **b** in a following syllable when the two syllables are sounded closely together, as in **Embark**. The use of **Emp** to indicate a **p** or **b** in a following syllable is permissible only in words where the **p** and **b** coalesces more closely with the preceding **Em** than with the following consonant. In **imply** for example, **Em** would not be used for the reason that the **p** coalesces more closely with the following **l** than with the preceding **m**.

3. The use of **Emp** is shown by the following illustrations:



dump lump campaign amply symbol rump jump champ embark

EXERCISE 16.

Write the following words using **Emp**.

4. List Words. (33—45.)


1 Bump, 2 amply, 3 jump, 4 camp, 5 damp, 6 ambitious, 7 temple, 8 campaign, 9 thump, 10 gimp, 11 romp, 12 dump, 13 tumble, 14 pomp, 15 ambiguous, 16 lump, 17 embezzle, 18 fumble, 19 sympathy, 20 gamble, 21 ample, 22 encamp, 23 pimple, 24 camping, 25 thumping, 26 jumping, 27 dumping, 28 limp, 29 pumping, 30 champ, 31 embellish, 32 imbecile, 33 scamp.

5. Too often students neglect to give the exercises sufficient practice to enable them to write the outlines legibly and readily within the given time. The student will obtain the best results if he will not leave an exercise until he is able to write it easily within the re-

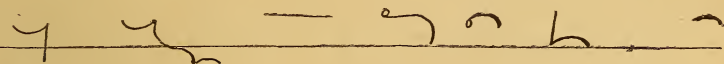
quired time. He should also make it a point to read each exercise every time he writes it, and oftener, if necessary, to enable him to read it easily in the time that it takes to write it. Be sure that you know how to write the correct outline for each word in an exercise and then keep at it until the prescribed time is reached.

6. Wordsigns.

special or fake



| | | | | | | |
|---------|------------|-----------------|----------|------------|--------------------------|-------------------|
| similar | similarity | speak
speech | yourself | impossible | improve-d
improvement | United-
States |
|---------|------------|-----------------|----------|------------|--------------------------|-------------------|



| | | | | | | |
|----------------|---------|-------|--------|------------------|--|-------------------------|
| unite
unity | uniform | quick | square | simple
simply | temperate
temperance
temperament | important
importance |
|----------------|---------|-------|--------|------------------|--|-------------------------|

7. Phrases. (40—35.)

1 Similar-cases, 2 some-similar-things, 3 much-similarity, 4 I-spoke, 5 a-speech, 6 a-significant, 7 saw-the-savior, 8 sought-the-savior, 9 the-senior-came, 10 a-simple-thing,²⁵ 11 a-square-case, 12 temperate-day, 13 will-unite-them, 14 uniform-reasons, 15 may-unite, 16 will-be-temperate.⁴⁰

8. Sentences. (230—3:45.)

1 They sell oats and-hay in-the-camp of-the-army. 2 They dump the-coal at the-depot for the-mill of the-new company.²⁵ 3 The-two armies are soon to unite and-will quickly rout the-enemy and-take the-city. 4 If-they succeed, such an-important victory will⁵⁰ so reduce the-enemy's forces that I-think they may soon

leave the-vicinity. 5 James Morrison, of Iowa, will go to Missouri in January or⁷⁵ February and-will-take all of-his stock along if-the-roads are such as-to allow him to-do so. 6 Take your oats to¹⁰⁰ the-mill at the-depot and-leave-them for Thomas Mills who-will pay-you for-them on the-fourth day of May and-will¹²⁵ give-you a-fair rate for-them. 7 If-you-will take-my advice and-do-this I-know you-will help all-those who-are¹⁵⁰ in-the-business with-you as-well-as receive a-fair income for-yourself on-such a-deal. 8 He took the-logs to the-company's¹⁷⁵ ships. 9 All the-ships will now go to Chicago, Illinois, to the-immense saw-mills of-that-city. 10 The-new-company will buy up all²⁰⁰ the-tallow in Massachusetts, Illinois, Minnesota and Iowa and-raise the-rate as-soon-as they receive all the-stock so that retail dealers will²²⁵ have to buy of-them.²³⁰

9. Translation.

LESSON XVII.

COALESCENTS.

1. **Way** and **Yea** when followed by **Te** or **De** and in various other combinations do not form distinct angles. It has been deemed desirable in such cases to adopt different signs for these letters. The signs made use of represent the **Way** or **Yea** and also the following vowel which usually coalesces with the preceding **Way** or **Yea**.

2. These signs are called **Coalescents**. They consist of half circles the size of the **S-Circle**. They are shaded when used for a **y** or **w** with a following long vowel and not shaded when combined with a following short vowel. To represent a **w** and a following vowel the right and left halves are used, the left half for **w** and dot vowels and the right half for **w** and dash vowels. To represent **y** and a following vowel the upper and lower halves are used, the lower half for **y** and a dot vowel, and the upper half for **y** and a dash vowel.

3. The **Coalescents** are treated as vowels, being placed beside the consonant strokes and given the first, second and third vowel position according as the coalescing vowel is first, second or third place. The **y** **Coalescents** always curve either up or down, and the **w** **Coalescents** curve to the right or left; none of them varying to correspond with the slant of any strokes, as the dash vowels do.

4. When a **Coalescent** is written between two consonant strokes it follows the same rule which would govern its long or short vowel, were the simple vowel written.

5. The fact that the **Coalescents** are so seldom used

makes it all the more necessary that they should be thoroughly memorized. Unless they are the characters will soon be forgotten.

6. The student will be enabled to recall the **Coalescent** signs more readily by remembering that the word-sign **You** is the **y** with the dash vowel **oo**, hence all **Coalescents** of **y** and dash vowels bow up. Therefore **y** with the dot vowels must necessarily bow down. Likewise the Wordsign **We** is the **w** with the long **e**. As this bows to the left, all **Coalescents** of **w** and dot vowels bow in that direction, and conversely all **Coalescents** of **w** and a dash vowel bow to the right.

7. While many of the following words are not written with the **Coalescents** always inserted they illustrate the sounds represented by the **Coalescents** and the manner in which these characters are made as well as the position in which they are written when used.

Y With Vowels.



yearly Yale yacht yawn yoke yule



Yeddo yam yon young

W With Vowels.



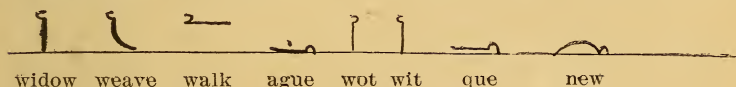
weed wade wad walk wore womb



wit wedge wag wot won wood

8. The **Coalescents** which would naturally appear in the places above represented by stars are not used for the reason that there are no words in the language in which these particular combinations of **y** and short **i** or short **oo** occur.

9. When a first place **Coalescent** precedes the first consonant stroke in an outline and makes an angle with it, or a third place one follows the last consonant and forms an angle with it, it may be joined to the consonant stroke thus:



10. It will now appear from whence the signs for such words as **year, yet, you, we, with, what, beyond**, etc., are derived.

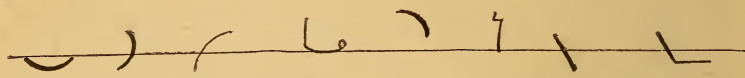
11. The important question for the beginner is: When shall he use the **Coalescent** signs representing the consonants **y** or **w** and the coalescing vowels, or instead of these signs, when shall he use the consonant strokes **Yea** or **Way** and omit the vowels as all other vowels are usually omitted? The rule is; whenever the stroke **Yea** or **Way** makes a distinct and easily formed junction with what precedes or follows, it should be used. In other cases the **Coalescents** must be written, if they are necessary to make the meaning of the outline clear. It frequently happens that the **Coalescents** may be omitted just as simple vowels are omitted and no ambiguity result. In such cases it is useless to insert them. They are very rarely used since it is but seldom that the stroke **Yea** and **Way** cannot be made use of.

Using the **Coalescents** write the following words:


12. List Words. (29—1:00.)

1 Yacht, 2 weave, 3 wit, 4 witch, 5 duel, 6 weed, 7 cue, 8 cube, 9 widow, 10 hew, 11 Jew, 12 Dubuque, 13 Buel, 14 ruin, 15 fuel, 16 beauty, 17 wage, 18 wedge, 19 wed, 20 wad, 21 wet, 22 wot, 23 few, 24 rue, 25 chew, 26 dew, 27 stew, 28 pew, 29 wood.

13. Wordsigns.



young whose whole wholly witness why white to-be to-become



testimony junior senior justice-of-the-peace yet salvation

14. Phrases. (45—40.)

1 Whose-came, 2 the-whole-day, 3 a-year-ago, 4 a-new-witness, 5 it-may-be-wrong, 6 to-become-famous, 7 in-his-testimony, 8 it-may-be-important,²⁵ 9 an-important-case, 10 will-take-them, 11 the-senior-came, 12 was-a-witness, 13 will-take-his-testimony, 14 and-take, 15 your-money.⁴⁵

15. Sentences. (258—4:15.)

1 He-is-too young to take up the-study of the-testimony in-such an-important-case. 2 He-ought to-become efficient in-this subject²⁵ if-he-keeps on for-a-whole year. 3 It-may-be that both will come as witnesses in-such an-important-case if the-lawyers⁵⁰ will pay the-fare for both of-them. 4 The-junior justice-of-the-peace will hear all the-witnesses in-the-case and-will review⁷⁵ the-testimony with-his senior before deciding to-which asylum the-insane youth shall-go. 5 They

go to the-city by-way-of the-avenue¹⁰⁰ along the-lake because it-is usually in-fair shape for heavy teams. 6 It-was muddy all-day Saturday and Sunday but on Tuesday it¹²⁵ became so dusty that it-was injurious to our eyes. 7 It-is-wholly insufficient and-will have-to-go back to the-depot to-day¹⁵⁰ so that-they may ship it tomorrow. 8 They wish to-receive the-bureau at-the-same time the-team takes the-smaller things which¹⁷⁵ they expect to use in the-new house. 9 What-do-you think has become of all-the-money and-why do-the-police give-up²⁰⁰ the-search for the-thieves? 10 The-side-walks on-this side of the-city are so-poor that before we-know-it somebody will receive²²⁵ an-injury and-sue the-city for heavy damages. 11 The-packages came to the-factory in Toledo by-way-of Cincinnati, Ohio, and-will give²⁵⁰ the-company enough to-do for several weeks.²⁵⁸

16. Translation.

[Handwritten cursive practice on ruled lines, containing numbers 1 through 9 and various symbols.]

LESSON XVIII.

THE L-HOOK.

1. When **Pe, Be, Te, De, Chay, Jay, Kay, Gay, Ef, Ve, Ith, The, Shay** are followed by the sound of **l**, the **l** is, in certain cases, indicated by a slight modification of these letters, thus saving the time which otherwise would be required to write the stroke **El** or **Lay**.

2. The modification of these letters consists in the formation of a small hook on the S-Circle side and at the beginning of these letters. This hook is called the **L-Hook**.

3. The formation of this hook on the letters and the names by which these modified characters are designated are shown as follows:



Pel Bel Tel Del Chel Jel Kel Gel Fel Vel Thl Thel Shel

4. For convenience in referring to these modified letters they are always spoken of by the above names.

5. The beginner should bear in mind that the so-called **L-Hook** does not itself stand for the sound of **l**. If it did, the **l** would be read before the stroke. The hook is simply a scheme of modifying or changing certain consonant stems in certain cases to show that the sound of **l** is to be understood after each letter so modified. The use of this principle is illustrated by the following words:

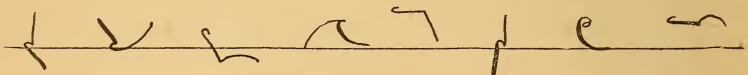
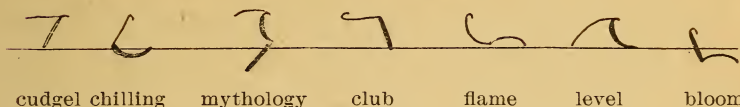


table bushel plume lawful clip tidal civil gleam



cudgel chilling mythology club flame level bloom

6. The rules governing the use of the **L-Hook** are as follows:

(1) In words where the sound of **l** immediately follows one of these strokes in the same syllable, as in **clip**, **club**, **gleam**, **plumz**, the **L-Hook** is used.

(2) In words of more than one syllable, where a short vowel intervenes between one of these strokes and a following **l**, as in **civil**, **bushel**, **lawful**, the hook is used.

(3) When a long vowel comes between one of these letters and a following **l**, as in **coal**, **bowl**, **cajole**, the stroke **El** or **Lay** is used.

(4) When a short vowel intervenes between one of these letters and a following **l** in words of a single syllable, as in **fill**, **bill**, **gill**, **dell**, **fell**, the stroke is used.

(5) When a short vowel intervenes between one of these letters and an **l** which is a final consonant in a word of more than one syllable and the **l** is followed by a sounded vowel, as in **pillow**, the stroke is used.

7. The student should remember that these rules apply only to the use of **l** when it follows one of the consonant strokes mentioned at the beginning of this lesson. He should also remember that in the hundreds of thousands of combinations of letters there will sometimes occur words where the writer will readily see that in order to secure a more easily formed or clearer outline some rule must be disregarded. It is impossible to formulate a set of rules which will apply to every possible combination of letters in the English language.

It is therefore perfectly allowable to occasionally vary a rule in cases where to follow it an awkward or ambiguous outline would result.

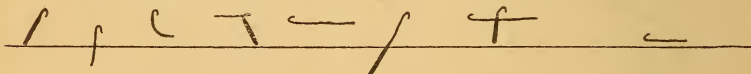
EXERCISE 18.

Using the L-Hook write:

8. List Words. (61—1:20.)

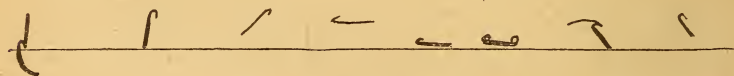
1 Label, 2 table, 3 blame, 4 flame, 5 gleam, 6 glaze, 7 glass, 8 glow, 9 gloss, 10 flow, 11 pluck, 12 plume, 13 angle, 14 tangle, 15 wrangle, 16 flog, 17 flag, 18 flock, 19 inflame, 20 influx, 21 uncle, 22 inflammable, 23 local, 24 total, 25 black, 26 available, 27 smuggle, 28 tipple, 29 pliable, 30 click, 31 desirable, 32 flog, 33 rival, 34 ripple, 35 glue, 36 official, 37 pupil, 38 Mabel, 39 foretell, 40 dissemble, 41 plank, 42 tickle, 43 flows, 44 paddle, 45 tackle, 46 flash, 47 blush, 48 climb, 49 clip, 50 sublime, 51 declare, 52 evil, 53 legal, 54 dapple, 55 logical, 56 novelty, 57 illegal, 58 faculty, 59 pledge, 60 bloom, 61 Flora.

9. Wordsigns.



angel at-all follow capable collect challenge C. O. D.

difficult
difficulty



develop
developed
development

deliver
delivered
delivery

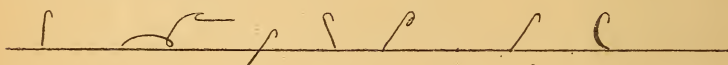
each-will

equal
call

glory glorious

humble

comply



it-will
tell

most-likely

much-will

people
such-will

which-will they-will
children

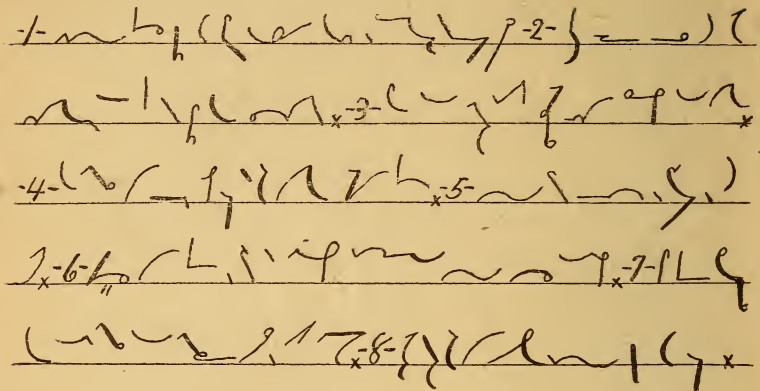
10. Phrases. (71—1:10.)

1 An-angel, 2 at-all-places, 3 the-children, 4 which-will-go, 5 until-you-come, 6 they-will-make, 7 such-will-come, 8 comply-with-it, 9 he-is-capable,²⁵ 10 collect-the-bill, 11 challenge-him, 12 he-will-collect-on-delivery, 13 a-difficult-thing, 14 he-is-in-difficulty, 15 develop-the-case, 16 deliver-some-coal, 17 tell-him⁵⁰ 18 equal-to-the-case, 19 call-for-his-money, 20 each-will-go, 21 in-his-glory, 22 a-glorious-day, 23 it-is-most-likely.⁷¹

11. Sentences. (178—2:55.)

1 Like angels' visits they-will be blessings to all. 2 Each-will refuse to-leave until all-are ready to-go. 3 It-was-a-glorious-day²⁵ for-all humble people and-I-hope they-will enjoy-many similar days in-times to-come. 4 Look closely to-your tackle if-you expect⁵⁰ to-catch a-single fish. 5 Most-likely each-will wait for some developments before following such a-poor course. 6 He-will challenge his enemy to⁷⁵ a-duel and-will likely go to-his death in-such foolish business. 7 The-business is-in such a-tangle that-it-will be-difficult¹⁰⁰ to-make any head or tail to-it. 8 He collects the-bills daily and-pleases all whom he deals with. 9 Please to wait a-few¹²⁵ hours and-I-think he-will raise the-money. 10 I-live on the-south side of-the-city, a-mile-and a-half south of¹⁵⁰ the-postoffice. 11 Write as-much-as possible in-this way if-you-would make a-suc-cess. 12 The-blowing snow will keep going into all places¹⁷⁵ for-several hours.¹⁷⁸

12. Translation.



LESSON XIX.

THE R-HOOK, SEC. I.

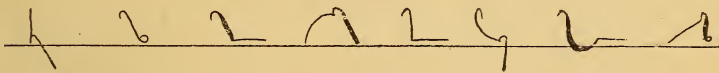
1. The **R-Hook** is a hook used in much the same way as the **L-Hook**. On straight letters it is the modification of **Pe, Be, Te, De, Chay, Jay, Kay,** and **Gay,** to represent a following **r**. The **R-Hook** is formed exactly like the **L-Hook** except that it is placed on the opposite side of the stroke, that is, on the left side of the upright strokes, and on the lower side of horizontal letters. The following illustrations will show the proper formation of the **R-Hook** upon the straight letters, and the names of the characters when so modified:



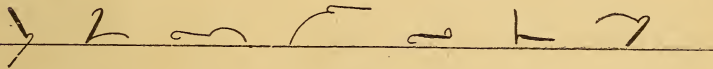
Per Ber Ter Der Cher Jer Ker Ger

2. The rules governing the use of the **R-Hook** on the above letters are the same as those which govern the use of the **L-Hook**.

3. The use of the **R-Hook** is shown by the following illustrations:



toper praise brake labor trick filter drunk redress



butcher germ crumb liquor gross tiger major

4. Especial care should be taken to fix in the mind the distinction between the **L-Hook** and the **R-Hook**. Much confusion will result unless the student has this distinction indelibly impressed upon the mind so that he will be able to use the proper hook without the least hesitation. No student should think of passing this and the preceding lesson until he is able to write all the words, phrases and sentences in each lesson using both the **L-Hook** and **R-Hook** correctly in every instance.

EXERCISE 19.

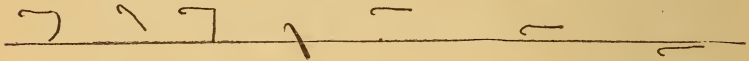
Using the **R-Hook** write the following words:

5. List Words. (68—1:45.)

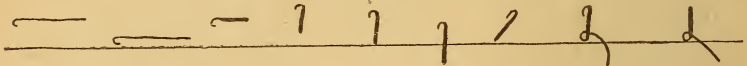
1 Gray, 2 grace, 3 grim, 4 Greek, 5 grub, 6 grog,
7 brass, 8 breech, 9 toper, 10 ledger, 11 extra, 12 pry,
13 creeper, 14 baker, 15 fakir, 16 educator, 17 courtesy,
18 monogram, 19 preface, 20 deter, 21 cruel, 22 Ne-

braska, 23 crop, 24 trigger, 25 poker, 26 grasp,
 27 brusk, 28 trunk, 29 crape, 30 grape, 31 groom,
 32 cry, 33 treason, 34 crusade, 35 dream, 36 drake,
 37 drum, 38 drug, 39 grip, 40 meagre, 41 maker,
 42 cablegram, 43 telegram, 44 wager, 45 cross, 46 trifle,
 47 breaker, 48 bramble, 49 triangle, 50 neighbor,
 51 copper, 52 taper, 53 greedy, 54 gravy, 55 gruesome,
 56 group, 57 prop, 58 drop, 59 press, 60 clapper, 61 ma-
 jor, 62 Edgar, 63 intrigue, 64 encourage, 65 digress,
 66 grumble, 67 cranny, 68 drunk.

6. Wordsigns.



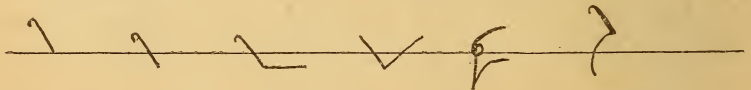
accuracy appear accurate brother Christian care cure
 number Christianity occur



correct character degree doctor dear danger Dear-Sir disappear
 dark



disagree inaccurate larger liberty member neglect negligent
 remember



principle practice practicable pure Yours-truly liberal
 principal practical

7. Phrases. (59—1:00.)

1 Much-accuracy, 2 it-appears, 3 they-appear, 4 you-
 will-appear, 5 will-neglect, 6 my-brother, 7 your-brother-
 came, 8 our-brother, 9 the-Christian, 10 in-a-Christian,
 11 our-Christianity,²⁵ 12 in-care-of, 13 no-care, 14 incur-

able-case, 15 in-any-degree, 16 during-mass, 17 you-will-neglect, 18 it-is-inaccurate, 19 our-liberty, 20 large-number, 21 a-new-principle,⁵⁰ 22 your-practice, 23 a-character, 24 it-will-occur, 25 take-care.⁵⁹

8. In writing numbers and dates round numbers as 5, 10, 30, 50, 100, 400, 1000, etc. are usually written in Shorthand while mixed numbers as 37. 73, 105, 369 etc. are expressed by the common numerals.

9. Letter. (310—5:05.)

New-York-City, N.-Y., July 12, 1901.

James L. Patterson,

Jacksonville, Florida.

Dear-Sir:-

Yours of-the-sixth came today.²⁵ I-was looking for some news and-am happy to know that-your affairs are moving along as-you desire. I-think-that in-time⁵⁰ several of-those who look into the-celery business thoroughly will accept your ideas. This would-give-you sufficient backing so that-you may do⁷⁵ as-you-like in carrying on-your celery farm. I-know that-your knowledge of-celery growing, the-valuable farm you have and-your proximity¹⁰⁰ to so large a-city as Jacksonville will-bring-you success in-a-few-years. I-expect that inside of-four years you-will have¹²⁵ enough clear cash ahead to buy out the-whole business and-I-hope you-will do-so. You-will have any-number of-people try¹⁵⁰ to persuade you to-take stock in-some-thing outside of the-celery business. If-you accept any such-proposals and-neglect your regular business¹⁷⁵ at-all, you-will see-the-day in-which you-will rue it. This-is an-age in-which success comes-to-him who gives²⁰⁰ his whole time to a-single-thing and-studies all its many

phases so thoroughly that nobody will know how to take any undue advantage²²⁵ of him.

But it is useless to talk of these things. Your knowledge of business affairs is sufficient to enable you to appreciate the force²⁵⁰ of what I have said.

I may possibly be in Jacksonville this fall. If I do you may expect me to call at your home²⁷⁵ and make you a nice long visit.

I expect to hear soon that you have a crop of celery ready to ship. I notice that³⁰⁰ the price keeps up. I am.

Yours truly,

Thomas Phillips.³¹⁰

10. Translation.

LESSON XX.

REVIEW.

1. QUESTIONS:

- (1) How is **Em** modified to represent a following p or b?

(2) What is this modified character called?

(3) Is it ever allowable to use the **Emp** sign to represent a **p** or **b** in a syllable following the one in which the **Em** occurs?

(4) What letters in the longhand alphabet sometimes represent vowels and sometimes consonants?

(5) By what characters are these consonants and the following coalescing vowels sometimes represented?

(6) In what way are the long vowels distinguished from the short vowels in the **Coalescent** signs?

(7) How are the dash distinguished from the dot vowels with the **W-Coalescents**?

(8) How are the dash distinguished from the dot vowels with the **Y-Coalescents**.

(9) What governs the position of the **Coalescents** beside the consonant strokes.

(10) What is the rule for placing a **Coalescent** when it occurs between two consonants?

(11) When may the **Coalescent** signs be joined to consonant strokes?

(12) Give six or more **Wordsigns** derived from **Coalescents**.

(13) When should the **Coalescent** signs be used and when should the simple strokes **Way** and **Yea** be used for the consonant sounds of **w** and **y**?

(14) How may the sound of **l** be indicated when it follows certain strokes?

(15) What strokes may be thus modified to show that the sound of **l** follows?

(16) What is this modification to indicate a following **l** called?

(17) Does the **L-Hook** stand for the sound of **l**?

(18) What is the rule for representing an **l** when

it immediately follows a stroke which may be modified by an **L-Hook**?

(19) When a short vowel intervenes between a stroke and a following **l**?

(20) When a long vowel intervenes between a stroke and a following **l**?

(21) What hook is written at the beginning of straight letters and on the side opposite the **L-Hook**?

(22) On which side of straight letters is this hook used?

(23) When an **r** immediately follows a straight letter which may be modified by the **R-Hook** and is in the same syllable with the stroke, which is used, the hook or the stroke?

(24) If a short vowel intervenes between a stroke and a following **r**, when is the hook and when is the stroke used?

(25) When a long vowel intervenes which is used for **r**, the hook or the stroke?

EXERCISE 20.

2. List Words. (65—1:30.)

Jump damp ambitious embezzle fumble sympathy
 encamp dumping champ imbecile scamp weave witch
 duel cue cube widow hew Jew Dubuque ruin beauty
 rue stew label²⁵ angle flag influx total black available
 pliable click desirable rival Mabel foretell tickle blush
 legal logical illegal faculty pledge extra courtesy
 monogram cruel crop trigger⁵⁰ grasp treason meagre
 telegram trifle bramble triangle neighbor greedy
 group Edgar intrigue encourage digress grumble.⁶⁵

3. Wordsigns.

o m l e o

similar similarity speak yourself impossible improve-d improvement may-be United-States

y u _ g o h _

unite unity uniform quick square simple temperate important simply temperance importance temperament

u) r l _ l _ l

young whose whole wholly witness why white to-be to-become

h g y k _ r

testimony junior senior justice-of-the-peace yet salvation

l p c T _ / + _

angel at-all until follow capable collect challenge C. O. D. difficult difficulty

l l / _ _ e T l

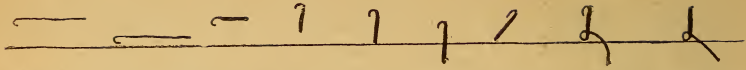
develop developed development deliver delivered delivery each-will equal glory glorious humble comply call

l f r s p ; l c

it-will tell most-likely much-will people such-will which-will they-will children

g r r _ _ _

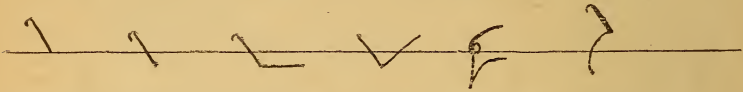
accuracy appear accurate brother Christian number Christianity care occur cure



correct character degree doctor dear during danger Dear-Sir disappear
dark



disagree inaccurate larger liberty member neglect negligent
remember



principle practice practicable pure Yours-truly liberal
principal practical

4. Phrases. (51—45.)

1 Similar-cases, 2 some-similar-things, 3 much-similarity, 4 I-spoke, 5 a-speech, 6 a-significant, 7 saw-the-savior, 8 the-senior-came, 9 a-simple-thing, 10 a-square-case,²⁵ 11 temperate-day, 12 will-unite-them, 13 will-be-temperate, 14 an-angel, 15 at-all-places, 16 the-children, 17 which-will-go, 18 comply-with-it, 19 collect-the-bill, 20 it-appears.⁵¹

5. Sentences. (144—2:25.)

1 James Morrison, of Iowa-City, Iowa, will go to Missouri in January or February and-will-take all of his stock along if-the-roads²⁵ are such as-to allow him to-do so. 2 If-you-will take-my advice and-do-this I-know you-will help all-those⁵⁰ who-are in-the-business with-you as-well-as receive a-fair income for-yourself on the-deal. 3 The-junior justice-of-the-peace⁷⁵ will hear all the-witnesses in-this-case and-will review all the-testimony with-his senior before deciding to-which asylum the-insane youth¹⁰⁰ shall-go. 4 It-is-wholly in-

sufficient and-will have-to-go back to the-depot to-day so that-they may ship it tomorrow.¹²⁵ 5 He-will challenge his enemy to a-duel and-will likely go to-his death in-such foolish business.¹⁴⁴

LESSON XXI.

THE R-HOOK, SEC. II.

1. In addition to the eight straight letters which are modified by the **R-Hook**, as shown in lesson nineteen, the curved letters **Ef**, **Ve**, **Ith**, **The**, **Ish**, **Zhe**, **Em**, and **En** are also modified by this hook.

2. Since the **R-Hook** is written at the beginning of strokes upon which it is used and since all hooks written on curved letters must come within the curve, it was necessary to adopt some method to distinguish between the **L-Hook** and **R-Hook** on **Ef**, **Ve**, **Ith** and **The**, the only curved letters on which both the **L-Hook** and **R-Hook** are used. This is done by reversing these four letters in addition to modifying them by the **R-Hook**. It is possible to do this without danger of confusion since **Ar**, **Way**, **Es** and **Ze**, which **Ef**, **Ve**, **Ith** and **The** form when reversed, are not modified by an initial hook.

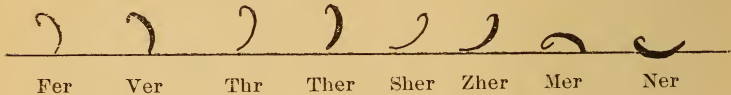
3. **Ish** and **Zhe** are not modified by the **L-Hook** hence it is possible to use the **R-Hook** modification at the beginning of these letters and on the curved side without any further change.

4. **Em** and **En** have an initial hook for **w** the same size as the **R-Hook**. This hook will be explained later.

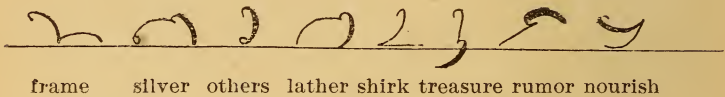
It is necessary, therefore, in order to distinguish the **R-Hook** from the **W-Hook**, to modify these two letters in some manner in addition to the hook. This is done by shading **Em** and **En** when modified by the **R-Hook**. No confusion with **Emp** or **Ing** arises by shading **Em** and **En** when modified by the **R-Hook** since neither **Emp** nor **Ing** are ever modified by an initial hook.

The rules which govern the use of the **L-Hook** apply to the use of the **R-Hook** on the curved letters.

5. The **R-Hook** on the curved letters and the names of the letters so modified are shown as follows:



6. Illustrations of the use of the curved letters modified by the **R-Hook** are as follows:



EXERCISE 21.

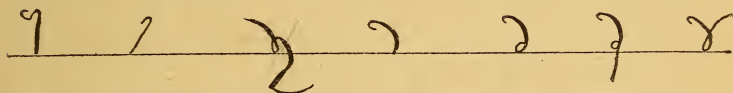
Using the **R-Hook** write the following:

7. List Words. (60—1:25.)

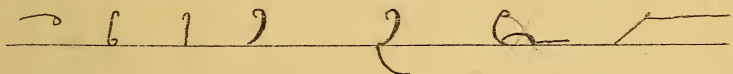
1 Merge, 2 energy, 3 lunar, 4 tremor, 5 femur, 6 banner, 7 donor, 8 leisure, 9 fisher, 10 verb, 11 verbal, 12 fracas, 13 three, 14 frock, 15 gopher, 16 liver, 17 leverage, 18 average, 19 Virginia, 20 dinner, 21 Denver, 22 numerous, 23 sheriff, 24 sugar, 25 favorite, 26 liquor, 27 freeze, 28 cover, 29 thrush, 30 lethargy, 31 bother, 32 pressure, 33 fissure, 34 rover, 35 Homer, 36 nourish, 37 divers, 38 frame, 39 proverb, 40 verbena, 41 lever, 42 reversal, 43 favor, 44 farmer, 45 Francis,

46 frankincense, 47 former, 48 dormer, 49 camphor,
50 philosopher, 51 throng, 52 Andover, 53 machinery,
54 dishonor, 55 verse, 56 venerable, 57 lover, 58 nurse,
59 reverse, 60 moveable.

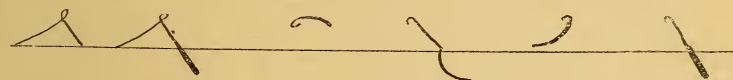
8. Wordsigns.



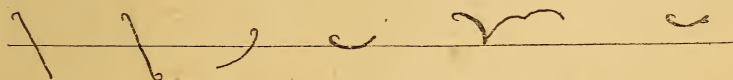
withdraw which-are West-Virginia very universe university universal
every



myself tell-us truth there, their therefore South-America recollect
they-are



respect respectable remark proficiency pleasure probable
respectability remarkable proficient measure probably
mere, Mr.



proper property perhaps sure owner overwhelm near, nor
honor



neighborhood New-Hampshire North-America from forgive

9. Phraszs. (38—30.)

1 An-average-case, 2 a-rumor-came, 3 freeze-up, 4 in-
trouble, 5 in-favor, 6 numerous-things, 7 saw-a-thrush,
8 a-new-frock, 9 high-pressure, 10 in-the-fracas,²⁵
11 broke-his-femur, 12 nourish-him, 13 a-fisher, 14 with-
much-energy, 15 in-his-dishonor.³⁸

10. Letter. (287—4:45.)

Dubuque, Iowa, April 2, 1901.

Charles P. Dawson,
Minneapolis, Minn.

My-Dear-Sir:—

I-take the-liberty of-writing you for some²⁵ advice and-help. Two weeks ago I-wrote to J. P. Glover & Co., of-your city asking that firm to ship me a-dozen⁵⁰ cars of hay as-soon-as possible. Expecting to-receive this hay in-two-weeks, the-usual time for-hay to-come through, I-took⁷⁵ advantage of the-steady rise in price here to-dispose of the-dozen cars for-delivery in-three-weeks from the-time it was-to¹⁰⁰ arrive. To-day I-have a-message from Glover & Co., which by mistake had the-wrong address thus causing a-week's delay in its-arrival,¹⁵⁰ saying in answer to a-telegram that-their supply has given out and-that-they-are unable to ship a-single car to-me. Am¹⁵⁰ at a loss what to-do so-write-you. Do-you think it-is at-all possible for-you to-help-me out by shipping¹⁷⁵ me some of the-hay you have in-stock for summer use?

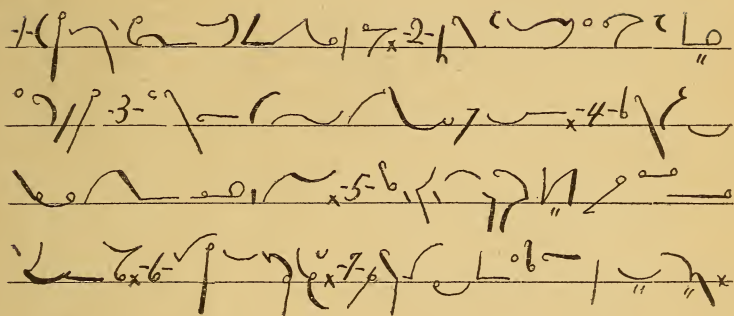
I-know that the-price will-drop sufficiently to-enable me to-replace²⁰⁰ the-same in ample time for-your use and-at no loss to myself. Otherwise I-fear I-shall lose heavily for the-price of²²⁵ hay in-this city is very high. If-you-will help-me out I-assure you that I-will thoroughly appreciate the-favor.

Please-to²⁵⁰ answer by wire as-soon-as you-receive this. I-await your-reply with-much anxiety, and-hope that-you-will spare enough of-your²⁷⁵ supply to save-me from heavy-loss.

Yours-truly,

T. B. Johnson.²⁸⁷

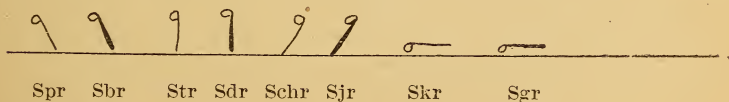
11. Translation.



LESSON XXII.

1. It frequently happens that the letter *s* precedes one of the straight letters modified to represent a following *r*. In such cases the **R-Hook** need not be written as it may be indicated by placing the **S-Circle** on the **R-Hook** side. The **S-Circle** at the beginning and on the **R-Hook** side of **Pe**, for example, would represent **Iss-Pe-Ar**, thus representing three consonants, hence the name, **Triple Consonants**.

2. The **Triple Consonants** are as follows:



3. The use of the **Triple Consonants** is shown in the following words:



spring sober stream cedar scrape such-are segregate sojourner sister

4. As appears in the illustrations either a long or short vowel may occur between the **S-Circle** and a following stroke with which an **R-Hook** is understood.

5. There is no word in which the combination **Schr** occurs. The character is used, however, for the phrase signs **Such-Are, Such-Were**, etc.

6. It will be evident to the student of Shorthand that the combination of the three consonants explained above cannot be used with any of the curved letters.

7. The **Sez-Circle** may also be placed upon the **R-Hook** side of straight letters to indicate the **R-Hook** as in the word **sister**.

8. In such words as **discourage, subscribe, describe**, and others with similar outlines, the **R-Hook** cannot be indicated, the context being depended upon to show that the **r** is to be understood.

9. The large majority of cases in which the **Triple Consonants** are used are in the combinations **Spr, Str,** and **Skr**.

EXERCISE 22.

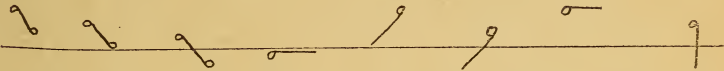
Using the **Triple Consonants** write :

10. **List Words.** (45—60.)

1 Scrap, 2 scraper, 3 scruple, 4 soaker, 5 seeker, 6 scrub, 7 strap, 8 scourge, 9 skirmish, 10 sober, 11 cider, 12 solder, 13 strip, 14 scream, 15 scrim, 16 scratch, 17 spring, 18 sperm, 19 spurs, 20 stroke, 21 stream, 22 superstitious, 23 sabre, 24 stretch, 25 stress, 26 strew, 27 streak, 28 strow, 29 succor,

30 discourage, 31 supper, 32 prescribe, 33 strop, 34 subscribe, 35 proscribe, 36 scrawny, 37 super, 38 sacrifice, 39 strike, 40 superb, 41 striker, 42 screech, 43 secrecy, 44 stripe, 45 suitor.

11. Wordsigns.



surprise express suppress secure such-are such-were scripture as-it-were describe



America belong belonged commercial external humor honorable more mercy



manner merciful mortgage must-have satisfy-ied in-re-satisfactory ply-to satisfaction

12. Phrases. (56—:50.)

1 A-spring-day, 2 secure-a-copy, 3 such-are-here, 4 a-scripture-topic, 5 have-no-mercy, 6 pay-the-mortgage, 7 will-forgive-them, 8 more-money, 9 commercial-dealings,²⁵ 10 in-such-manner, 11 have-mercy, 12 honor-all-people, 13 may-forgive-them, 14 large-measure, 15 every-case, 16 scripture-lesson, 17 give-them-honor, 18 express-the-case, 19 honorable-life,⁵⁰ 20 will-honor-them, 21 they-receive-more.⁵⁶

13. Letter. (185—3:00.)

New-York-City, N.-Y., Feb. 4, 1901.

Mr. Thomas B. Boyle,
Duluth, Minn.

Dear-Sir:—Your notice to Mr. Titus Bailey telling²⁵ him that-you must-have your pay before-you-would ship-

him the-coal he should-have on March fourth, was a-surprise to me.⁵⁰ I-know you-must-have a-wrong idea as-to Mr. Bailey's ability to pay his bills. I-have for some years had business dealings with⁷⁵ Mr. Bailey and-I-have never-had a-bill due from-him but which he-has given the-proper-care. I-hope this assurance will¹⁰⁰ cause you to-take a-more favorable view-of-the-case and-ship this week the-coal Mr. Bailey desires for his factory. If-you¹²⁵ refuse to-do so I-am-sure you-will lose a-customer who, otherwise, would I-think, continue to buy of-you for-many years¹⁵⁰ to-come. I-hope you-will take-my advice in-this for I-know Mr. Bailey will do what-is right and-fair in-his¹⁷⁵ dealings with-you. I-am

Sincerely-yours,

J. W. Gilmer.¹⁸⁵

14. Letter. (130—2:10.)

Toledo, Ohio, July 2, 1901.

Ezra J. Weeks,
Chicago, Ill.

My-Dear-Sir:—I-have your favor of May 30th. I-have²⁵ looked for a-job for-you as clerk in fully forty business houses in-this city but so far it-is impossible for me to⁵⁰ write-you very encouraging news. Hence my long-de-lay in answering-you. There-are several-places in-which I-was given some hope and-at⁷⁵ the-bazaar I-may yet succeed in-inducing the-proprietor to-give-you a-trial. If I-succeed I-will write-you forthwith. Will-you¹⁰⁰ be-ready to-come in-a-few days in-case I secure a-place for-you? Please write-me as-soon-as you-receive this.¹²⁵

Truly-yours.

P. T. Culver.¹³⁰

15. Letter. (143-2:15.)

Cincinnati, Ohio, March 6, 1901.

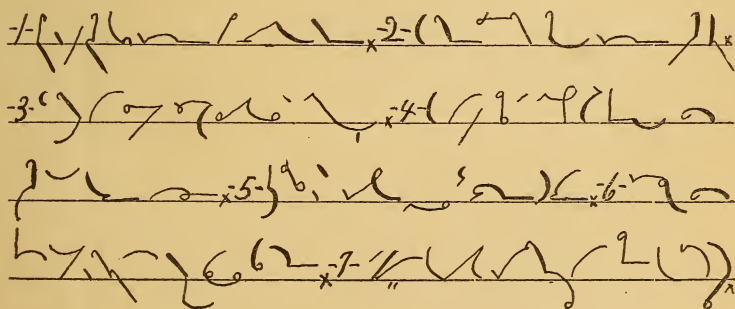
Messrs. Cady & Co.,
Jacksonville, Fla.

Dear-Sirs:—Hearing that-you were thinking of-employing some-more²⁵ help in-your grocery I-take the-liberty of-applying for-the-place. I-know something of the-grocery business having given nearly eight years⁵⁰ of-my-life to-it. As I-am-very anxious to-go south I-hope you-will favor me in the-choice of a-clerk.⁷⁵ I-know I-would suit-you. My-reason for desiring to-leave here is to secure a-change for-my-health. The-doctor advises me¹⁰⁰ to-do this as-soon-as possible. I-would-be satisfied with very low wages for a-few months during which time I-will satisfy¹²⁵ you of-my ability. Please to-reply at an-early day and-oblige.

Truly-yours,

F. B. Keller.¹⁴³

16. Translation.



LESSON XXIII.

THE W-HOOK, SEC. I.

1. The consonant sound of *w*, when it precedes and is in the same syllable with **Em**, **En**, **Ray** or **Lay**, is represented by a small initial hook, called the **W-Hook**. This hook is the same size as the **L-Hook**, but differs from it in that the hook itself is a modified **Coalescent** and represents the sound of *w*. It must, therefore, be read before the stroke upon which it is formed. Either a long or short vowel or diphthong may intervene between the *w* represented by the **W-Hook** and a following **Em**, **En**, **Ray** or **Lay**.

2. The formation of the **W-Hook** and its use is illustrated in the following words:



won window womb welfare unwell work wear swear

3. The **W-Hook** on **Em** and **En** cannot be confused with the **R-Hook** on these letters since with the latter hook these two letters are shaded.

4. When this hook precedes the sound of *l*, **Lay** is used even though the general rule calls for **El**, as in *wail*, *well*, etc.

EXERCISE 23.

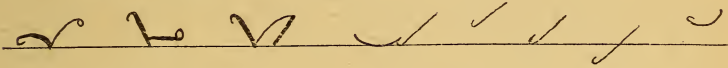
Using the **W-Hook** write the following words:

5. List Words. (36—40.)

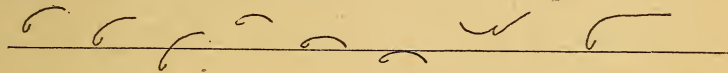
1 Edwin, 2 window, 3 swim, 4 work, 5 worth, 6 William, 7 swear, 8 Walter, 9 Welch, 10 willing, 11 win, 12 worthy, 13 welfare, 14 Wilsey, 15 beware, 16 wen, 17 worker, 18 willingness, 19 wine, 20 wear, 21 warble, 22 wallow, 23 Wilkes, 24 Wilson, 25 wail, 26 wool,

27 weal, 28 wile, 29 winsome, 30 winning, 31 wench, 32 worse, 33 swell, 34 wince, 35 wean, 36 unworthy.

6. Wordsigns.



more-or-less member-of-congress member-of-the-legislature nowhere we-are where aware when



while well awhile with-me with-him with-whom inquiry welcome
we-will with-my we-may anywhere

7. Phrases. (62—1:00.)

1 See-the-window, 2 in-the-window, 3 in-the-river, 4 beware-of-wine, 5 a-worthy-case, 6 pure-wool, 7 an-angle-worm, 8 winsome-lass, 9 the-sparrow-warbles,²⁵ 10 a-worse-case, 11 make-more-worry, 12 was-a-member-of-congress, 13 he-is-aware, 14 he-is-worthy, 15 unworthy-youth, 16 was-a-worker, 17 in-the-wilderness,⁵⁰ 18 where-was-it, 19 any-one, 20 willing-to, 21 worth-much, 22 in-the-commonwealth.⁶²

8. Letter. (281—4:40.)

Columbus, Ohio, April 10, 1901.

Professor William T. Wilson,

Sioux City, Iowa,

My-Dear Professor:—

Replying to-your welcome favor of²⁵ March 31. It was very pleasing to-me to-hear how much you-are doing to secure me the-place in the-college at⁵⁰ Sioux City. I-feel that if-the-place is given to-me I-will please the-trustees. I-think from my long and-thorough drill⁷⁵ in-teaching the-subject of biology I-would-have no-difficulty in-satisfying the-trustees as-to my-ability

as teacher of-this subject. All¹⁰⁰ I-desire is-a-fair trial. If-my work suits I-would be willing to-take the-place at the-same-salary which-was given¹²⁵ the-former professor. I-think-that the-class of-work which the-college should-have and-such-as the-faculty expects, judging from what you¹⁵⁰ have-said to-me, is well worth that-much.

I-think it-is impossible for the-college to secure for a-smaller salary a-teacher¹⁷⁵ who-has sufficient ability to-fill the-place and-please all the-officials of the-school.

If-there is any-thing-more that I should²⁰⁰ do to enable the-trustees to settle the-business, I-wish you-would wire me what-it-is, also the-proper way-to take-it²²⁵ up with the-officials.

I-hope some day to-fully repay-you for the-help-you have given-me in-trying to secure this place²⁵⁰ for-me. I-feel that I-shall succeed and-am well-aware to-whom I-shall owe my-success in-case the-trustees select me.²⁷⁵ I-am

Yours-truly,

Walter Wilbur.²⁸¹

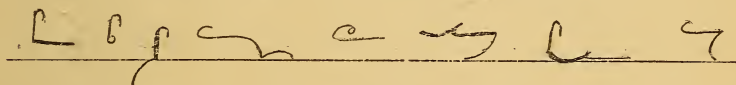
9. Translation.

[Handwritten shorthand notes on four lines, including numbers 1-8 and various symbols.]

LESSON XXIV.

THE W-HOOK, SEC. II.

1. In addition to the small **W-Hook** used on **Em**, **En**, **Lay** and **Ray** and representing the **w** preceding the stroke to which it is joined, we have what is called the large **W-Hook**, formed at the beginning and on the **S-Circle** side of **Te**, **De**, **Kay** and **Gay**. This hook is a modification of these four straight letters to indicate that a **w** immediately follows these letters. The form and use of this hook are shown in the following words:



twig twice dwell quorum squaw anguish twinkle quoth

2. This **W-Hook**, like the **L-Hook** and the **R-Hook**, does not stand for a letter preceding the stroke but is, instead, a modification of the strokes **Te**, **De**, **Kay** and **Gay**, to indicate a following **w**. The **W-Hook** on **Te**, **De**, **Kay** and **Gay** is used for **w** only when it immediately follows one of these letters and is in the same syllable with it.

3. This hook should be made sufficiently large to avoid any danger of confusion with the **L-Hook**, which is used on these same strokes. The letters modified with the large **W-Hook** are called **Twa**, **Dwa**, **Kwa** and **Gwa**.

4. It should be noted that the hooks are divided, in regard to size, into two classes, 1st, small hooks, like the **L-Hook**, **R-Hook** and small **W-Hook**; 2nd, large hooks, like the **W-Hook** explained above.













EXERCISE 24.

Using the large **W-Hook** write the following:

5. List Words. (39—1:00.)

1 Quip, 2 quibble, 3 quash, 4 quarry, 5 Guelph, 6 guano, 7 twill, 8 dwell, 9 liquid, 10 quiver, 11 squeak, 12 square, 13 quad, 14 vanquish, 15 queer, 16 equip, 17 requite, 18 squabble, 19 squatter, 20 squaw, 21 squeal, 22 squawk, 23 squawker, 24 equator, 25 lingual, 26 sequel, 27 require, 28 requisite, 29 bequeath, 30 quake, 31 loquacious, 32 exquisite, 33 quarter, 34 quoth, 35 queerly, 36 query, 37 twinkle, 38 quote, 39 quail.

6. Wordsigns.

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| liberty-of-
the-press | liberty-of-
the-people | messenger | this-
will | in-reference-to | influential |
|  |  |  |  |  |  |
| ownership | in-respect-to | behalf | Jesus-
Christ | Lord-Jesus-
Christ | just-had |

7. Phrases. (50—:45.)

1 Many-quip, 2 in-their-quibble, 3 quash-it, 4 such-squibs, 5 require-such, 6 liquid-mass, 7 a-squatter, 8 use-a-quill, 9 loquacious-fellow, 10 may-requite-him, 11 such-twinkles,²⁵ 12 many-queer-things, 13 they-equalize-it, 14 they-vanquish, 15 a-queer-thing, 16 the-earth-quake, 17 very-loquacious, 18 quoth-the-doctor, 19 quote-him, 20 your-dwelling, 21 bequeath-money.⁵⁰

8. Letter. (321—5:20.)

Toledo, Ohio, March 1, 1901.

Professor Edison,
Chicago, Ill.

Dear-Sir:—

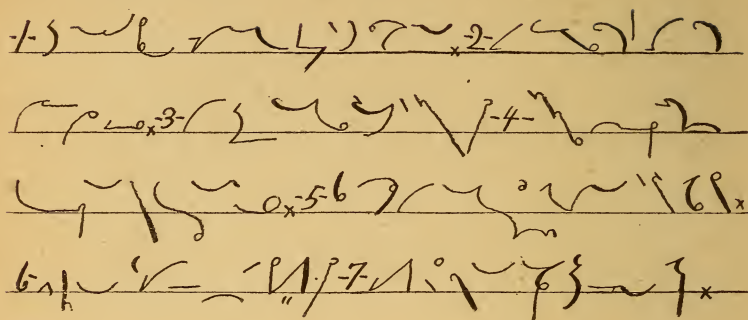
Replying to-yours of the-6th, I-think you-must-be²⁵

very-much in-error in-reference-to the-editor of-the Times. I-am sure he-has no-such ideas as-you seem to-suppose⁵⁰ judging from the-speech which-you delivered at the-jubilee dinner in Cincinnati, Ohio. I-know Mr. Watson, the-editor of-the Times, very well⁷⁵ and-call at his office every day or two and-discuss with-him the-social topics of the-day. While he-is always very-liberal¹⁰⁰ in-his-views he-thinks-it unwise to-give any-more-liberty to-the-press. He-is well-aware that usually no-danger would-arise¹²⁵ if the-press were given all the-liberty possible. At the-same time he-says that-it-is possible for some person who-has-no¹⁵⁰ sympathy with our-system of-laws to acquire the-ownership of-some large and-influential city paper. In-this-day with the-press having so¹⁷⁵ wide an-influence, would-it be-wise, therefore, he-asks, to annul all-laws which in-any-manner lessen the-liberty-of-the-press? Hence²⁰⁰ he-thinks-that the-press is already sufficiently free for all-practical purposes. I-think Mr. Watson is right and-shall, as presiding officer of²²⁵ the-senate, veto the-bill now before that body in-case it-passes the-house and-comes before me. I-am sure that-when you²⁵⁰ think-this subject-over more thoroughly you-will agree-with Mr. Watson as-to the-proper course to-pursue. I-am aware it-is unlikely²⁷⁵ that any-such-dangers will-ever arise, yet it-is the-wise thing to-prepare for-all possible evils which-may arise, and which-are³⁰⁰ the-more-likely to-come if-we leave the-doors swinging wide to-them. I-am

Sincerely-yours,

J. S. Irwin.³²¹

9. Translation.



LESSON XXV.

REVIEW.

1. QUESTIONS:

- (1) Which curved letters are modified by the **R-Hook**?
- (2) Which of the curved letters with which the **R-Hook** is used have no other modifications except the addition of the **R-Hook**?
- (3) In what way are **Ef**, **Ve**, **Ith** and **The** modified, besides adding the hook, to indicate a following **r**?
- (4) In what way are **Em** and **En** modified, besides adding the hook, to show a following **r**?
- (5) Are the letters **Ar**, **Way**, **Es**, or **Ze** ever modified with any initial hook?
- (6) Why is it necessary to shade or reverse some

curved letters and not others when an **R-Hook** is added?

- (7) Does **Emp** or **Ing** ever have an initial hook?
- (8) What are the **Triple-Consonants**?
- (9) How are they formed?
- (10) With what strokes are the **Triple-Consonants** used?
- (11) Give a few illustrations in which **Triple-Consonants** are used.
- (12) Can the **Triple-Consonant** principle be used with curved strokes?
- (13) Are there any words in which the combination **schr** may be used?
- (14) For what purpose is this combination of Shorthand characters used?
- (15) May the **Sez-Circle** ever be placed on the **R-Hook** side of straight letters the same as the **S-Circle** is in **Triple-Consonants**?
- (16) In what class of words is the **R-Hook** understood?
- (17) With what strokes do the **Triple-Consonants** most frequently occur?
- (18) What is the small **W-Hook**?
- (19) What letters are modified by it?
- (20) In what way does it differ from the **L-Hook**?
- (21) May any vowel occur between a **W-Hook** and the following stroke?
- (22) How is all danger of confusion avoided between the **W-Hook** on **Em** and **En** and the **R-Hook** on these letters?
- (23) On what letters besides **Lay**, **Ray**, **Em** and **En** may a **W-Hook** be used?
- (24) In what three ways does the **W-Hook** on **Te**, **De**, **Kay** and **Gay** differ from the **W-Hook** on **Lay**, **Ray**,

Em and En?

(25) On which side of the stroke is the large W-Hook written?

EXERCISE 25.

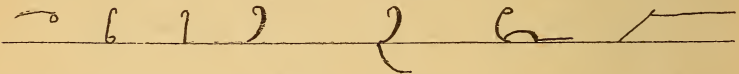
2. List Words. (60—1:20.)

Energy banner fracas frock Virginia thrush lethargy pressure nourish Luther Francis frankincense Andover machinery reverse scraper soaker scrub strap skirmish scratch stress strew discourage prescribe²⁵ scrawny striker screech secrecy suitor Edwin work William Welch win worker willingness wine warble Wilson wool wile wench worse wince quibble unworthy quip Guelph guano⁵⁰ twill dwell liquid squeak squaw squeal bequeath loquacious exquisite twinkle.⁶⁰

3. Wordsigns.



withdraw which-are West-Virginia very universe university universal



myself tell-us truth there, their therefore South-America recollect
they-are



respect respectable remark proficiency pleasure probable
respectability remarkable proficient measure probably
mere, Mr. probability



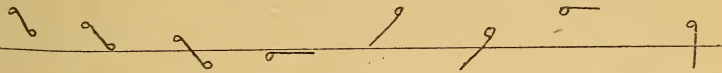
proper property perhaps sure owner overwhelm near, nor honor

LESSON XXV.

101



neighborhood New-Hampshire North-America from forgive



surprise express suppress secure such-are such-were scripture as-it-were describe



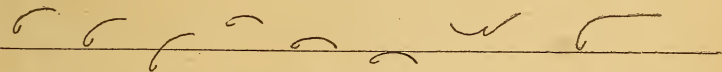
America belong commercial external humor honorable more mercy
belonged



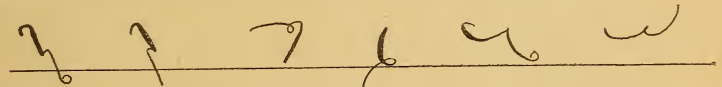
manner merciful mortgage must-have satisfy-ied in-re-ply-to
satisfactory satisfaction



more-or-less member-of-congress member-of-the-legislature nowhere we-are where aware when



while well awhile with-me with-him with-inquiry welcome
we-will with-my we-may whom anywhere



liberty-of-the-press liberty-of-the-people messenger this-will in-reference-to influential



ownership in-respect-to behalf Jesus-Christ Lord-Jesus-Christ just-had

4. Phrases. (83—1:20.)

1 A-rumor-came, 2 in-trouble, 3 in-favor, 4 numer-
ous-things, 5 high-pressure, 6 nourish-him, 7 a-fisher,
8 with-much-energy, 9 a-spring-day, 10 more-money,
11 have-mercy,²⁵ 12 honor-all-people, 13 large-measure,
14 every-case, 15 give-them-honor, 16 express-the-case,
17 will-honor-them, 18 they-receive-more, 19 in-the-
window, 20 in-the-river,⁵⁰ 21 beware-of-wine, 22 a-
worthy-case, 23 a-worse-case, 24 he-is-aware, 25 he-is-
worthy, 26 was-a-worker, 27 where-was-it, 28 any-one,
29 worth-much,⁷⁵ 30 many-quips, 31 quash-it, 32 require-
such, 33 very-loquacious.⁸³

5. Letter. (321—5:20.)

Toledo, Ohio, March 1, 1901.

Professor Edison,
Chicago, Ill.

Dear-Sir:—

Replying to-yours of the-6th, I-think you-must-be²⁵
very-much in-error in-reference-to the-editor of-the
Times. I-am sure he-has no-such ideas as-you seem to-
suppose⁵⁰ judging from the-speech which-you delivered
at the-jubilee dinner in Cincinnati, Ohio. I-know Mr.
Watson, the-editor of-the Times, very well⁷⁵ and-call at
his office every day or two and-discuss with-him the-
social topics of the-day. While he-is always very-
liberal¹⁰⁰ in-his-views he-thinks-it unwise to-give any-
more-liberty to-the-press. He-is well-aware that usu-
ally no-danger would-arise¹²⁵ if the-press were given
all the-liberty possible. At the-same time he-says
that-it-is possible for some person who-has-no¹⁵⁰ sym-
pathy with our-system of-laws to acquire the-owner-
ship of-some large and-influential city paper. In-this-

day with the press having so¹⁷⁵ wide an influence, would it be wise, therefore, he asks, to annul all laws which in any manner lessen the liberty of the press? Hence²⁰⁰ he thinks that the press is already sufficiently free for all practical purposes. I think Mr. Watson is right and shall, as presiding officer of²²⁵ the senate, veto the bill now before that body in case it passes the house and comes before me. I am sure that when you²⁵⁰ think this subject over more thoroughly you will agree with Mr. Watson as to the proper course to pursue. I am aware it is unlikely²⁷⁵ that any such dangers will ever arise, yet it is the wise thing to prepare for all possible evils which may arise, and which are³⁰⁰ the more likely to come if we leave the doors swinging wide to them. I am

Sincerely yours,

J. S. Irwin.³²¹

LESSON XXVI.

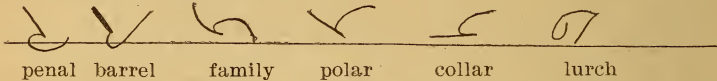
THE REL-HOOK AND LER-HOOK.

1. The sound of *l* very frequently follows the sound of *m*, *n* or *r* and usually coalesces very closely with it. In such cases the **En**, **Em** or **Ray** is modified by a large initial hook called the **Rel-Hook** to indicate that an *l* follows. This hook is several times larger than the **W-Hook** on these letters.

2. Similar to this hook is a large initial hook on **Lay**

to indicate a following *r*. This is called the **Ler-Hook**.

3. The use of the **Rel-Hook** and **Ler-Hook** is shown in the following words:



penal barrel family polar collar lurch

4. These two hooks may be used when either a long or short vowel intervenes between the stroke and the *l* or *r* indicated by the **Rel-Hook** or the **Ler-Hook**. The *l* or *r* indicated is usually in the same syllable with the stroke, but not necessarily so.

5. These characters are spoken of as **Me**, **Ne**, **Re** and **Ler**.

EXERCISE 26.

Using the **Rel-Hook** and the **Ler-Hook** write the following words:

6. List Words. (57—1:25.)

1 Enroll, 2 relic, 3 rule, 4 final, 5 penal, 6 journal, 7 railway, 8 tunnel, 9 signal, 10 analyze, 11 female, 12 spinal, 13 relish, 14 chronology, 15 analogy, 16 barrel, 17 scholar, 18 polar, 19 secular, 20 cholera, 21 jocular, 22 camel, 23 sentinel, 24 release, 25 penalty, 26 original, 27 Nelson, 28 millenium, 29 plural, 30 relate, 31 rural, 32 spiral, 33 temporal, 34 autumnal, 35 lurch, 36 larva, 37 larynx, 38 larceny, 39 larch, 40 signalize, 41 canal, 42 analagous, 43 Daniel, 44 kernel, 45 calomel, 46 malfeasance, 47 malfactor, 48 Malcolm, 49 animal, 50 pommel, 51 nominal, 52 realize, 53 realm, 54 rutable, 55 rolling, 56 color, 57 squirrel.

7. Wordsigns.



only unless reliable railway-car relinquish laws-of-life



laws-of- everlasting everlasting- ever-and- for-ever- must-like
 health life ever and-ever and-ever

8. Phrases. (58—1:00.)

1 Release-them, 2 their-penalty, 3 all-their-camels,
 4 they-relate, 5 you-will-realize, 6 a-malefactor, 7 a-
 large-funnel, 8 tell-the-colonel, 9 railway-track, 10 an-
 autumnal-day,²⁵ 11 the-king's-realm, 12 saw-a-signal,
 13 the-original-canal, 14 very-many-colors, 15 a-jocular-
 fellow, 16 he-will-relate, 17 rolling-stock, 18 a-relic,
 19 a-final-case,⁵⁰ 20 a-new-signal, 21 they-relish, 22 in-a-
 tunnel.⁵⁸

9. Letter. (200—3:20.)

Sandusky, Ohio, July 4, 1901.

Mr. Edgar Thomas, Jr.,
 Denver, Colorado.

My-Dear-Sir:—

I-am this-day in-receipt of-your²⁵ final-notice. The-
 sum of-money which-you-will realize from the-business
 is, I-am-sorry to say, very-much below what I-was⁵⁰ ex-
 pecting. I-was sure that-you would secure enough to
 pay off all-that you were owing and-have enough be-
 sides to-set you up⁷⁵ in-business in Denver. Was-there
 a-fall in-prices, or what-was the-trouble? I-am unable
 to see why your property would sell¹⁰⁰ for so-small a-
 sum unless there-was fear that the-supply of-ore would
 soon give-out. I-scarcely think, however, that-this
 was¹²⁵ the-cause. I-shall await with-much anxiety more
 details from-you. I-hope, however, that-you realize
 the-necessity of-keeping up your courage¹⁵⁰ notwith-
 standing your heavy-losses. I-know that-you-will

come-out all-right in-time if-you-will-only keep-up-your courage. I-hope¹⁷⁵ to-have a-reply from-you inside of a-week with-details in-reference-to the-sale of-your property.

Very-truly-yours,
Jacob Nelson.²⁰⁰

10. Letter. (100—1:40.)

Minneapolis, Minn., May 9, 1901.

Sears, Roebuck & Co.,
Chicago, Ill.

Sirs:—

I-enclose eight dollars for-which please-to ship me²⁵ the-following by-express as-soon-as possible:

| | | | |
|------------------------------|---|---|--------------------|
| 1 No. 6 baby cab | - | - | \$3.00 |
| 2 doz. No. 4 tooth brushes | - | - | 2.25 ⁵⁰ |
| 1 " 2 oz. tooth powder | - | - | 2.25 |
| 1 pair No. 2 lady's scissors | - | - | .50 |

Total - \$8.00

I-shall look-for⁷⁵ these on Thursday. It-will-be necessary, therefore, for-you to ship them the-same day you-receive this.

Very-truly-yours,
B. B. Benson.¹⁰⁰

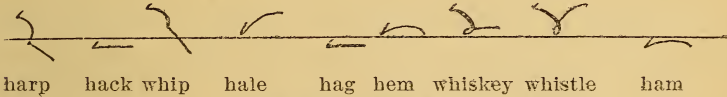
11. Translation.

[Handwritten shorthand notes on four lines, including numbers 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 XXVII.

THE H-TICK.

1. The stroke **Hay** when followed by **Kay, Gay, Em, Lay, Way** or **Ar**, does not form an angle that is easily or quickly made. In such cases, therefore, a **Tick** is used to represent the aspirate **h** when it is followed by one of these letters. The tick made use of is like the last half of the sign for **I**. Like the Wordsign for **He**, this tick when used for the aspirate before **Kay, Gay, Lay, Em, Way** or **Ar** must always be written with a downward stroke. Written thus it forms a distinct angle with the letter to which it is joined. This tick takes the position of the stroke to which it is joined. The following words will illustrate the use of the **H-Tick**:



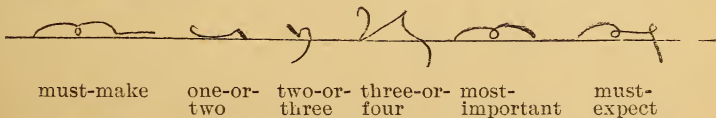
EXERCISE 27.

Using the **H-Tick** write the following:

2. List Words. (36—:50.)

1 Horse, 2 harp, 3 hark, 4 hem, 5 Hector, 6 harsh, 7 ham, 8 Hume, 9 hum, 10 wheel, 11 whip, 12 whack, 13 whistle, 14 wheedle, 15 whale, 16 whig, 17 hecatomb, 18 hoax, 19 hack, 20 horsewhip, 21 whipple, 22 Higley, 23 hook, 24 hug, 25 hame, 26 hare, 27 hale, 28 howl, 29 hill, 30 hickory, 31 harmouy, 32 hymn, 33 whisper, 34 holiday, 35 hymnal, 36 hexagonal.

3. Wordsigns.



4. Phrases. (50—45.)

1 Many-horses, 2 a-new-harp, 3 a-long-time, 4 a-hectic-glow, 5 two-hames, 6 humming-noises, 7 in-harm's-way, 8 new-hymnal, 9 many-whales, 10 a-long-horse-whip,²⁵ 11 a-funny-hoax, 12 several-hacks-came, 13 no-harmony, 14 all-holidays, 15 several-hooks, 16 the-hill-top, 17 raise-a-howl, 18 take-the-money, 19 one-or-two-more.⁵⁰

5. Letter. (136—2:15.)

Wheeling, West-Virginia, July 6, 1901.

Messrs. Craig Bros.,
Syracuse, N. Y.

Dear-Sirs:—

I-have your telegram to J. B. Hayes²⁵ and-hasten to reply. I-mail you to-day circular which-will give-you the-sizes of all the-wheels I-make. I-hope that⁵⁵ my-prices, which-are very-low, will-induce-you to-give my new make of car wheels which I-design especially for heavy passenger coaches⁷⁵ a-fair trial. I-am sure that-they-will bear up as-well and-wear as-long-as any-wheels now in-use. They-have¹⁰⁰ an-exceedingly smooth bore, while the-dressing on the-outer rim is unusually true, thus-causing the-wheels to-revolve very-smoothly on the-axle.¹²⁵

I-hope to-receive a-favorable reply.

Yours,

J. B. Mechem.¹³⁶

6. Letter. (137—2:15.)

Newburg, New-York, March 10, 1901.

Cole Bros.,
Sioux Falls, S. D.

Dear-Sirs:—

Replying to-your favor of March 8.²⁵ We-are sorry

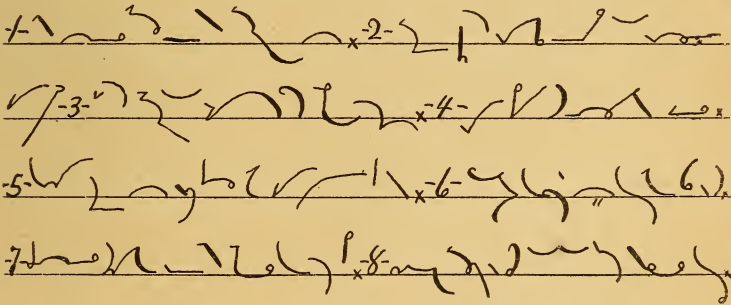
to inform-you that-it-will-be impossible for us to ship-you any-of the-smaller sizes of shoes inside of⁵⁰ two-weeks. Since the-fourth of the-month calls have come from jobbers for-several unusually large supplies, mostly of-children's shoes, hence our-stock⁷⁵ of-small shoes is exceedingly low. We-will rush the-work on-these sizes and-hope to-help-you out in-time to-supply your¹⁰⁰ customers. Please to inform us what sizes you-require right-away and-we-will make a-rush job of the-special sizes you-must-have.¹²⁵

Thanking-you for-your favor, we-are,

Yours-truly,

Higley & Co.¹³⁷

7. Translation.



LESSON XXVIII.

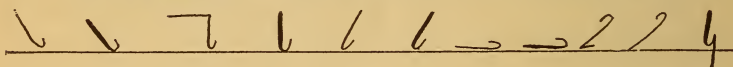
THE F-HOOK.

1. The **F-Hook** is a small final hook written upon the **S-Circle** side of all straight letters. A letter thus

modified indicates a following **f** or **v**. The context will in every case indicate whether **f** or **v** is meant. The letters modified by the **F-Hook** are called **Pef, Pev, Bef, Bev, Tef, Tev**, etc.

2. Any vowel, diphthong or coalescent may intervene between a stroke and an **f** or **v** indicated by an **F-Hook**.

3. The **F-Hook** is shown in the following words:

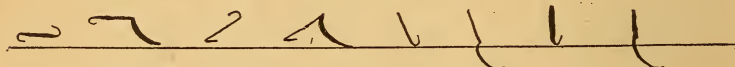


pave buff caitiff dove chafe Jove cave gave hove rave devote

4. When **f** or **v** follows a straight letter and comes before another consonant in the same word the writer must use his own judgment whether to use the hook or the stroke for **f** or **v**, always selecting the one which forms the better angle with what follows. In case each forms an equally good angle, preference should be given to the hook as it is more quickly written. Usually, when medial, a hook, following one of the straight letters, makes fully as good an angle as the stroke and hence is the more frequently written.

5. As a rule the **F-Hook** is used only for an **f** or **v** in the same syllable with the stroke upon which it is formed. When a better angle or a more easily formed outline may be made it is allowable to use the **F-Hook** for an **f** or **v** in a following syllable, as in **devote**.

6. When an **f** or **v** is the last consonant in an outline and is followed by a sounded vowel, the stroke is used. If not followed by a sounded vowel, the **F-Hook** is used as shown in the following words:



grave gravy huff heavy puff puffy deaf defy

7. When an **I**ss follows the **F**-Hook it is written within the hook.
















EXERCISE 28.

Using the **F**-Hook, when proper, write the following words:

8. List Words. (60—1:35.)

1 Cave, 2 grave, 3 rave, 4 dove, 5 glove, 6 grove, 7 pave, 8 gave, 9 traffic, 10 devote, 11 havoc, 12 graphic, 13 cough, 14 gravely, 15 bivouac, 16 bluff, 17 brief, 18 chief, 19 cliff, 20 cuff, 21 chaff, 22 skiff, 23 behave, 24 reef, 25 David, 26 gruff, 27 groove, 28 cleave, 29 engrave, 30 reprove, 31 bereave, 32 hive, 33 hove, 34 deserve, 35 serve, 36 observe, 37 rove, 38 braves, 39 heaves, 40 cloves, 41 deafen, 42 lithograph, 43 surf, 44 province, 45 clef, 46 trough, 47 rough, 48 defense, 49 rive, 50 toughen, 51 Jove, 52 cavi, 53 graven, 54 strive, 55 drive, 56 above, 57 huff, 58 crave, 59 beef, 60 provincial.

9. Wordsigns.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| ought-to-have
it-ought-to-have | which-have
whichever | out-of
it-would-have | which-ought-
to-have | whatever |
|  |  |  |  |  |
| belief
believe | perfect | poverty | careful
carefully | differ-ed
different
difference |
|  |  |  |  |  |
| derive | each-will-have | which-will-have | much-will-
have | govern-ed
governor
government |

10. Phrases. (72—1:10.)

1 In-a-cave, 2 a-grave-case, 3 see-the-dove, 4 a-pretty-grove, 5 in-the-grove, 6 pave-the-way, 7 gave-money, 8 heavy-traffic, 9 has-a-cough,²⁵ 10 over-the-bluff, 11 brief-case, 12 a-new-cuff, 13 in-the-skiff, 14 on-the-reef, 15 drive-them-away, 16 the-hive, 17 he-will-en-grave, 18 they-reprove-him,⁵⁰ 19 the-noise-deafens, 20 some-lithographs-came, 21 a-long-trough, 22 in-his-defense, 23 a-new-incentive, 24 strive-to-succeed, 25 each-will-have-enough.⁷²

11. Letter. (257—4:15.)

Savannah, Georgia, Nov. 28, 1900.

Miss Jessie Ladue,

Dallas, Texas,

Dear Miss Ladue:—

Replying to-yours of a-week ago Saturday²⁵ I-mail you to-day a-circular which-will infórm-you when our-term closes. The-new law, in-reference-to the-length-of-terms⁵⁰ at schools of-our class, will go-into effect at the-close of-this year.

As-soon-as you decide what work you-will take up⁷⁵ write-me fully and-I-will take-pleasure in-having every-thing ready for-you when-you-come.

Our school is very thorough in every course.¹⁰⁰ We give especial drill in-piano and-vocal music. We also have an-unusually capable teacher for the-harp. Our large choral-class of eighty¹²⁵ ladies gives ample drill in-vocal-work.

Our scholars, as-a-rule, have-no-difficulty in secur-ing all the-pupils it-is possible for-them¹⁵⁰ to teach as-soon-as they locate and-people come to know from what school they have a-diploma. If-you-will take our

course¹⁷⁵ and-do the-work thoroughly, you-will-have every-reason to-look for-success.

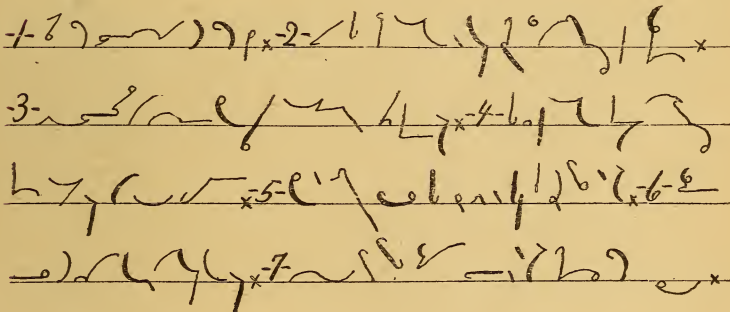
I-shall expect to hear from-you fully a-week or²⁰⁰ more in-advance of-your leaving home for Memphis.

When-you arrive in-this city, take a-hack and-tell the-driver to take-you²²⁵ to-my home where you-will-be welcome to-stay until you-are ready to-move into the-quarters, which we shall engage for-you²⁵⁰ in-advance.

Sincerely-yours,

T. S. Matteson.²⁵⁷

12. Translation.



LESSON XXIX.

THE N-HOOK, SEC. I.

1. The sound of **n** is, in certain cases, indicated by a small final hook called the **N-Hook**. It is similar to the **F-Hook**. This hook is used on all straight letters. It is written opposite the **S-Circle** side. The straight

letters with the **N-Hook** modification are called **Pen, Ben, Ten, Den, Ken, Gen,** etc. This hook may be used for an **n** when it follows a straight stroke immediately or when a long or short vowel, diphthong or coalescent intervenes. A medial **n** following a straight letter may be represented by an **N-Hook** even though it may be in the syllable following the stroke which the **N-Hook** modifies, as in **denote**.

2. The use of the **N-Hook** on straight letters is illustrated by the following words:



pain bone drain train Jane cone gain rain hen denote

3. The rules governing the use of the **N-Hook** on straight strokes are as follows:

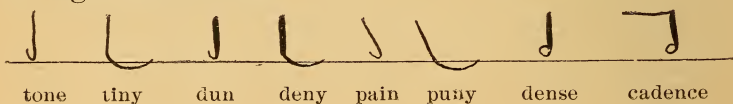
(1) A medial **n** following a straight letter is represented by the **N-Hook** unless the stroke **En** may be more quickly or easily written.

(2) When it is the last consonant in a word an **n** following a straight letter is represented by the **N-Hook**, if it is the last letter in the word, or is followed by a silent vowel, as in **drain** and **cone**.

(3) When **n** is the last consonant in a word and a sounded vowel follows, the stroke **En** is used, as in **tiny** and **deny**.

(4) The **N-Hook** may be indicated by placing an **S-Circle** or a **Sez-Circle** on the **N-Hook** side of straight letters as in **cadence**.

4. The application of these rules is shown in the following illustrations:



tone tiny dun deny pain pusy dense cadence

EXERCISE 29.

5. List Words. (62—1:40.)

1 Pain, 2 bin, 3 town, 4 down, 5 satin, 6 deepen, 7 cane, 8 chaplain, 9 grain, 10 boon, 11 kine, 12 plain, 13 blown, 14 plan, 15 glean, 16 clean, 17 clan, 18 cone, 19 gin, 20 decline, 21 pagan, 22 candy, 23 dandy, 24 denote, 25 taken, 26 Logan, 27 strain, 28 sudden, 29 legion, 30 kitchen, 31 beacon, 32 unclean, 33 shaken, 34 pinch, 35 punch, 36 gainer, 37 glance, 38 bunch, 39 guns, 40 dines, 41 gains, 42 dunes, 43 chance, 44 chains, 45 joins, 46 quince, 47 trance, 48 bounce, 49 bones, 50 curtain, 51 twins, 52 spleen, 53 obtain, 54 pretense, 55 prudence, 56 retains, 57 Hortense, 58 disdain, 59 residence, 60 brown, 61 green, 62 greens.

6. Wordsigns.

at-once at-length again-and-again benevolent benevolence begin beneficial begun

began darkens denominate darkness denomination darken doctrine determine experience European

for-in-stance question general generally happen twelve it-will-have is-said-to-have in-his-situation imagine

must-do must-come must-give more-than magnificent magnificence Northwestern

7. Phrases. (59—1:00.)

1 Come-at-once, 2 at-length-it-came, 3 he-was-benev-

olent, 4 begin-it, 5 it-was-begun, 6 the-day-darkens, 7 such-doctrine, 8 will-determine, 9 the-people's-government,²⁵ 10 when-it-happens, 11 he-will-imagine, 12 both-must-come, 13 you-must-give-up, 14 a-magnificent-day, 15 how-many-dances, 16 he-can-come. 17 a-large-cone,⁵⁰ 18 take-his-chances, 19 a-mere-pretense, 20 took-a-quince.⁵⁹

8. Letter. (125—2:00.)

Adams, Mass., April 6, 1901.

Mrs. Lillie Miley,
Decatur, Ill.

Dear Mrs. Miley:—

Replying to-your questions in-reference-to the-Ladies'²⁵ Aid Society branches. It-is-impossible for me to-give-you any help. Since I-have-never belonged to the-society I-know nothing of⁵⁰ the-society's plan of-work. I-think-that if-you-would write Mrs. Ella Beach, of Denver, Colorado, you-will obtain answers to all-your⁷⁵ questions and-from a-source that-is-reliable as Mrs. Beach is one-of the-chief workers in-this society. I-am sorry that-my¹⁰⁰ inability to answer-your questions will-make-it necessary for-you to wait until-you-can write to Mrs. Beach.

Very-truly-yours,

Jennie Bolton¹²⁵

9. Letter. (134—2:10.)

Clear Lake, Iowa, June 8, 1901.

Mr. J. V. Dixon,
Earlville, Mo.

Dear-Sir:

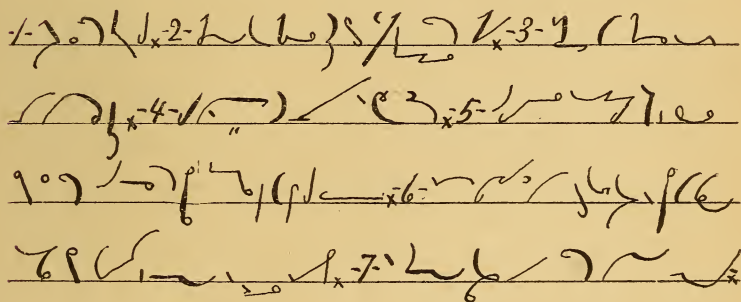
I-see from-your advertisement in-the Earlville²⁵ Globe, that-you have-for sale a-number of-heavy work-

horses. I expect soon to begin work upon a railroad job near Earlville. As⁵⁰ I now have but one team, it will be necessary for me to purchase several more. If I can secure them in Missouri as cheaply⁷⁵ as they may be had here, I would much prefer to buy them there and thus save the expense of shipping them from this city.¹⁰⁰ Will you, therefore, please to write me at once and give age, weight and prices which you ask for your heavy teams. Your early reply¹²⁵ will be an especial favor.

Very truly,

Enos Jackson.¹³⁴

10. Translation.



LESSON XXX.

REVIEW.

1. QUESTIONS:

- (1) What sound, when it follows **En**, **Em** and **Ray**, is sometimes indicated by a large initial hook?
- (2) How does this hook compare in size with the

W-Hook on these letters?

- (3) What is this hook called?
- (4) Give five words showing use of this hook.
- (5) What vowels may occur between **Em**, **En** and **Ray** and the following **l** indicated by the **Rel-Hook**?
- (6) What large hook is used on **Lay**?
- (7) What is this hook called?
- (8) Give three words in which this hook is used.
- (9) By what names are the strokes modified by these hooks called?
- (10) Name the letters with which **Hay** does not make a distinct and easily formed angle?
- (11) When the aspirate sound of **h** precedes these letters by what character is it represented?
- (12) How is this character written?
- (13) In what direction must this tick for **h** always be written?
- (14) Give five words illustrating the use of this tick.
- (15) What sounds are represented by a small final hook on the **S-Circle** side of straight letters.
- (16) Is this hook merely a modification of the stroke or does it stand for the letter itself?
- (17) What vowels may intervene between a straight letter and a following **f** or **v** represented by the **F-Hook**?
- (18) Is it ever allowable to use the **F-Hook** to indicate an **f** or **v** in a syllable following that which contains the stroke modified by the **F-Hook**?
- (19) When **f** or **v** comes between a straight letter and a following stroke in the same word, when should the hook and when should the stroke be used?
- (20) When an **f** or **v** is the last consonant in a wor

when should the stroke and when should the hook be used?

(21) Give three words where **f** is the last consonant and the hook should be used.

(22) Give three words where **f** is the last consonant and the stroke should be used.

(23) Give three words where **v** is the last consonant and the hook should be used.

(24) Give three words where **v** is the last consonant and the stroke should be used.

(25) What hook, similar to the **F-Hook**, is used at the end of straight letters, but on the side opposite the **F-Hook**?

(26) What vowels may occur between a stroke and a following **N-Hook**?

(27) May the **N-Hook** ever be used to represent an **n** in a syllable following the one containing the stroke modified by the **N-Hook**?

(28) When **n** comes between two strokes in a word, when should the **N-Hook** and when should the stroke **En** be used?

(29) When **n** is the last consonant in a word when should the stroke and when should the hook be used?

(30) What is the effect of placing the **S-Circle** or **Szz-Circle** on the **N-Hook** side of straight letters?

(3) Give five words in which the **S-Circle** or **Szz-Circle** is used on the **N-Hook** side of straight letters.

EXERCISE 30.


2. List Words. (58—1:30.)

Journal railway analyze chronology barrel secular
jocular penalty Nelson millenium plural relate larynx
Daniel Malcolm rolling whistle wheedle hecatomb

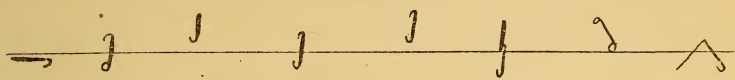
whipple Higley howl harmony holiday hexagonal²⁵
 graphic cough David groove deserve braves heaves
 lithograph clef trough defense toughen cavil crave
 provincial satin blown decline pagan denote taken
 strain legion gainer glance⁵⁰ chance joins quince
 trance Hortense residence brown greens.⁵⁸

3. Wordsigns.

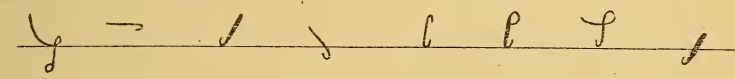
| | | | | | |
|-----------------------------------|-------------------------|-------------------------|-------------------------|--------------------------------------|--------------|
| | | | | | |
| only | unless | reliable | railway-car | relinquish | laws-of-life |
| | | | | | |
| laws-of-health | everlasting | everlasting-life | ever-and-ever | for-ever-and-ever | must-like |
| | | | | | |
| must-make | one-or-two | two-or-three | three-or-four | most-important | must-expect |
| | | | | | |
| ought-to-have
it-ought-to-have | which-have
whichever | out-of
it-would-have | which-ought-
to-have | whatever | |
| | | | | | |
| belief
believe | perfect | poverty | careful
carefully | differ-ed
different
difference | |
| | | | | | |
| derive | each-will-have | which-will-have | much-will-
have | govern-ed
governor
government | |



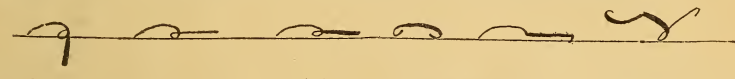
 at-once at-length again-and-again benevolent begin beneficial began



 began darkens denominate darken doctrine determine experience European



 for-in-stance question general happen it-will-have is-said-in-his-to-have imagine



 must-do must-come must-give more-than magnificent Northwestern

4. Phrases. (90—1:30.)

Release-them, their-camels, they-relate, you-will-realize, autumnal-day, the-king's-realm, many-horses, two-hames, humming-noises, in-harm's-way, several-hacks,²⁵ all-holidays, the-hill-top, raise-a-howl, pave-the-way, heavy-traffic, on-the-reef, in-the-hive, some-lithographs-came, a-long-trough,⁵⁰ a-new-incentive, strive-to-succeed, each-will-have-enough, come-at-once, at-length-it-came, he-was-benevolent, the-day-darkens, will-determine,⁷⁵ he-will-imagine, a-magnificent-day, take-his-chances, a-mere-pretense, took-a-quince.⁹⁰

5. Letter. (100—1:40)

Minneapolis, Minn., May 9, 1901.

Sears, Roebuck & Co.,
Chicago, Ill.

Sirs:—

I-enclose eight dollars for-which please-to ship

me²⁵ the-following by-express as-soon-as possible:

| | | |
|------------------------------|-------|--------------------|
| 1 No. 6 baby cab | - - - | \$3.00 |
| 2 doz. No. 4 tooth brushes | - - - | 2.25 ⁵⁰ |
| 1 " 2 oz. tooth powder | - - - | 2.25 |
| 1 pair No. 2 lady's scissors | - - - | .50 |
| | Total | <u>\$8.00</u> |

I-shall look-for⁷⁵ these on Thursday. It-will-be necessary, therefore, for-you to ship them the-same day you-receive this.

Very-truly-yours,

B. B. Benson.¹⁰⁰

6. Letter. (137—2:15)

Newburgh, New York, March 10, 1901.

Cole Bros..

Sioux Falls, S. D.

Dear-Sirs:—

Replying to-your favor of March 8.²⁵ We-are sorry to inform-you that-it-will-be impossible for us to ship-you any-of the-smaller sizes of shoes inside of⁵⁰ two-weeks. Since the-fourth of the-month calls have come from jobbers for-several unusually large supplies, mostly of-children's shoes, hence our-stock⁷⁵ of-small shoes is exceedingly low. We-will rush the-work on-these sizes and-hope to-help-you out in-time to-supply your¹⁰⁰ customers. Please-to inform us what sizes you-require right-away and-we-will make a-rush job of the-special sizes you-must-have.¹²⁵

Thanking-you for-your favor, we-are,

Yours-truly,

Higley & Co.¹³⁷

LESSON XXXI.

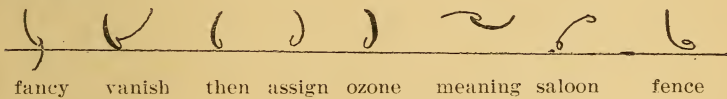
THE N-HOOK; SEC. II.

1. In addition to the straight letters, the **N-Hook** is also used on all the curved letters, excepting **Zhe, Way, Yea** and **Ing**. With the curved letters the **N-Hook** is necessarily written within the curve, the only side of curved letters upon which a hook may be easily and quickly formed.

2. The curved letters with the **N-Hook** modification are designated as **Fen, Ven, Men, Nen**, etc.

3. When an **S-Circle** follows an **N-Hook** on a curved letter the circle must be written within the hook, as in **fence**, illustrated below.

4. The use of the **N-Hook** is shown in the following words:



5. When **n** occurs in an outline between two consonant strokes, either straight or curved, and the preceding is one to which an **N-Hook** may be attached, the hook is used in all cases excepting where its use will not give an easily or quickly formed outline or distinct angle with what follows. In the word **finch**, for example, the stroke **En** is used. Though requiring a longer outline, it is more quickly and easily written than if the **N-Hook** were used on the stroke **Ef**. Likewise in **nonsense** the **N-Hook** should not be used.

6. The rules governing the use of an **N-Hook** and the stroke **En** in words where **n** is the last consonant, and also the use of the **N-Hook** to occasionally represent a medial **n** in a syllable following the stroke

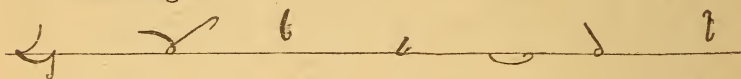
modified by an **N-Hook** are the same for curved letters as those given in the preceding lesson for the use of the **N-Hook** on straight letters except that an **N-Hook** cannot be indicated as is done on the straight letters by putting the **S-Circle** on the **N-Hook** side.

EXERCISE 31.

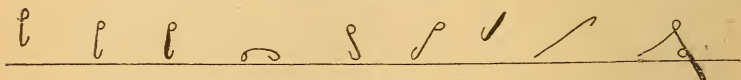
7. List Words. (60-1:20)

1 Famine, 2 vain, 3 main, 4 fine, 5 ransom, 6 dining, 7 renown, 8 venom, 9 sunshine, 10 vanish, 11 finish, 12 van, 13 bean, 14 noun, 15 moon, 16 thinness, 17 leaner, 18 nunnery, 19 fencing, 20 lance, 21 earn, 22 finance, 23 lining, 24 ravine, 25 earthen, 26 machine, 27 Michigan, 28 Monday, 29 workman, 30 raven, 31 bench, 32 French, 33 almanac, 34 infancy, 35 noon, 36 examine, 37 violin, 38 Nathan, 39 dominion, 40 throne, 41 muslin, 42 lonesome, 43 Spanish, 44 specimen, 45 malign, 46 minute, 47 leaven, 48 lunch, 49 learn, 50 permanence, 51 Roman, 52 Benjamin, 53 dispense, 54 dense, 55 resistance, 56 guidance, 57 omen, 58 clemency, 59 chances, 60 finances.

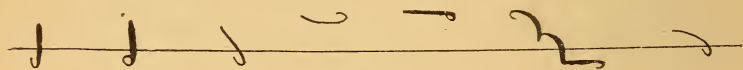
8. Wordsigns.



Washington Western within who-have Union upon-his try-to
heathen whoever have



set-off set-forth said-to-have some-one spoken such-a-one religion rather-than responsible



provi- providence punish-ed opinion organize over-and- our-own
dential punishment over-again

larger-than human human-life heaven every-one cross-examine

9. Phrases. (57-1)

1 A-heathen, 2 within-hearing, 3 encroach-upon-his, 4 whatever-came, 5 will-try-to-have, 6 twelve-cases, 7 in-his-religion, 8 rather-than-do-so, 9 a-responsible-man,²⁵ 10 he-will-punish-them, 11 in-his-own-opinion, 12 they-may-organize, 13 they-may-come-back, 14 larger-than-ever, 15 he-will-cross-examine, 16 he-was-human,⁵⁰ 17 every-one-saw-him, 18 in-heaven-above.⁵⁷

10. Letter. (160-2:40)

“When-you write to-your cousin in Kansas be-sure to-tell-him to-take up the-study of-this very-brief way of-taking²⁵ down what a-person says. I-know that-he would enjoy the-study and-if-he learns the-subject very thoroughly it-will-be possible⁵⁰ for-him to-earn fully twice as-much-as he-is receiving as a-book-keeper where he-is-now at-work. Young-people who know⁷⁵ how to-keep books and-also know how to-run a-writing machine and-do amanuensis work are always sure of-plenty to-do at¹⁰⁰ a-large salary. It-will please-me to learn that-you have-been successful in-persuading your cousin to-take up the-study of-this¹²⁵ subject. If-he becomes a-pupil at-our school we-will do-everything possible to assist him to-make a-success of-the-study.¹⁵⁰ I-believe he-will have-no-difficulty in-doing so.¹⁶⁰”

11. Letter. (130-2:10)

Akron, Ohio, July 7, 1901.

Mr. John Robinson,
Jackson, Michigan.

My-Dear-Sir:—

Since-thinking over what you said to-me Tuesday²⁵

I-wrote to-my cousin James in Salina, Kansas, giving-him the-substance of-your remarks. I-am very-sure they-will impress-him favorably.⁵⁰ As-soon-as he-has-had sufficient time to-think the-subject over you-will very-likely hear-from-him as-he-is exceedingly anxious⁷⁵ to-make some change looking to an-increase in salary. He believes that-he-is capable of-earning more and-is willing to-do whatever¹⁰⁰ may-be necessary to-prepare for a-place that-will bring-him a-larger income. I-am very-sure you-will hear-from-him soon.¹²⁵

Sincerely-yours,

James F. Webb.¹³⁰

12. Translation.

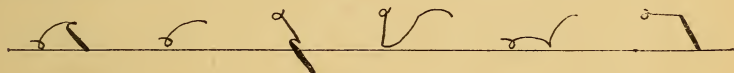
I-wrote to my cousin James in Salina, Kansas, giving him the substance of your remarks. I am very sure they will impress him favorably. As soon as he has had sufficient time to think the subject over you will very likely hear from him as he is exceedingly anxious to make some change looking to an increase in salary. He believes that he is capable of earning more and is willing to do whatever may be necessary to prepare for a place that will bring him a larger income. I am very sure you will hear from him soon.

LESSON XXXII.

THE INITIAL N-HOOK.

1. When **n** is the first consonant in a word and it is immediately followed by one of the **Triple Consonants**, **Iss-Em** or **Iss-Lay** and in a few other instances, as **Iss-**

Fer, in **insufferable**, the stroke **En** does not form a good angle or is not easily joined to what follows. In such cases, what is called the **Initial-N-Hook** is made use of. The words in which it is necessary to apply this principle are not very numerous. The student should, however, thoroughly familiarize himself with this hook in order that he may write it without hesitation in the few instances in which it is necessary to use it. The **Initial-N-Hook** is shown in the following words:



insoluble insole insuperable nasturtium unseemly inscribe

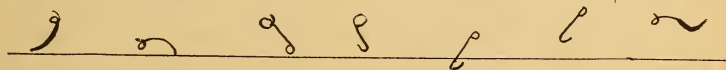
2. It should be noted that in such words as **unseal**, **insole** etc., a final **Lay** is used although the general rule would require **Ei**.

EXERCISE 32.







3. **List Words.** (31-50)

1 Enslave, 2 insoluble, 3 inscribe. 4 enslaving, 5 nasturtium, 6 insuperable, 7 inscribing, 8 unscrupulousness, 9 insoles, 10 insufferable, 11 enslaver, 12 unscrupulous, 13 unscrew, 14 unseal, 15 unsealing, 16 unscrupulously, 17 inscribing, 18 unscrewing, 19 unsalable, 20 unsparing, 21 unsparingly, 22 insole, 23 insolvency, 24 unsolvable, 25 insomnia, 26 insolence, 27 insolidity, 28 enslavable, 29 unseemly, 30 unseemliness, 31 ensilage.

4. **Wordsigns.**



in-his-usual in-some in-his-experience suspicion such-would-have such-ought-to-have in-seeming

| | | | | | | |
|------------|---|---|---|---|---|---|
| |  |  |  |  |  |  |
| in-as-many | which-are-to-have | which-were-to-have | which-would-have | such-are-to-have | such-were-to-have | |

5. Phrases. (61-1:00.)

1 In-his-usual-way, 2 in-his-usual-manner, 3 in-some-manner, 4 in-some-way, 5 in-some-cases, 6 such-would-have-come, 7 unseal-it, 8 enslave-them,²⁵ 9 in-some-difficulty, 10 unseemly-doings, 11 inscribe-his-name, 12 unseal-the-package, 13 unsealing-the-stock, 14 insolence-of-the-man, 15 unseemly-appearance, 16 unscrew-the-case, 17 insoluble-substance,⁵⁰ 18 ensilage-cases, 19 inscribing-a-name, 20 enslave-many-people, 21 insoles-had-come.⁶¹

6. Letter. (155-2:30)

Kalamazoo, Mich., June 21, 1901.

Messrs. Thompson Bros.,
Lincoln, Neb.

Sirs:—

We take the liberty to write you in reference to²⁵ J. K. Southworth, of Lincoln. He asks us to ship him a-ton of our twine on thirty days-time. We are unable from Dun's⁵⁰ or any other commercial firm with which we have dealings, to learn anything of his financial rating. We therefore write to you. We would like⁷⁵ very much to sell this quantity of stock to Mr. Southworth, but feel that we should have some assurance that he is able and would¹⁰⁰ be likely to pay for same as soon as it becomes due. Your early reply, with the knowledge you surely have of his rating, will¹²⁵ help us out of our difficulty. We thank you in

advance for the favor we are sure to receive from you.
We are

Yours truly¹⁵⁰

J. M. Belden & Son.¹⁵⁵

7. Letter. (136-2:15)

Lincoln, Neb., June 24, 1901.

J. M. Belden & Son,
Kalamazoo, Mich.

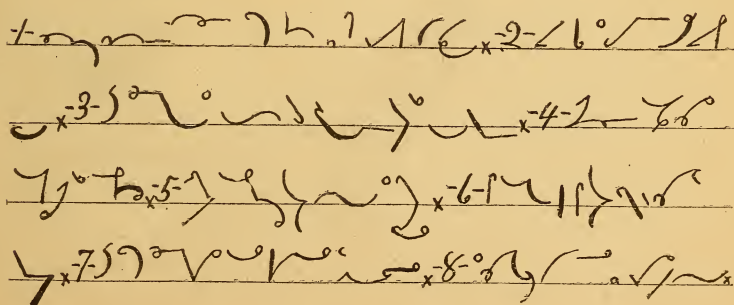
Gentlemen:—

Replying to your favor of June 21.²⁵ Will say that we know Mr. J. K. Southworth very well. We are doing business with him every few days so that we know something⁵⁰ of his financial ability. We believe you will run no risk whatever in shipping him the stock of twine which Mr. Southworth desires, and on⁷⁵ the terms he proposes. It is our opinion that when the thirty days are up you will have the cash for your stock. It is¹⁰⁰ a pleasure for us to do you this favor for we know Mr. Southworth is worthy of the high financial rating which we are sure¹²⁵ you will now give him. We are

Sincerely yours,

Thompson Bros.¹³⁶

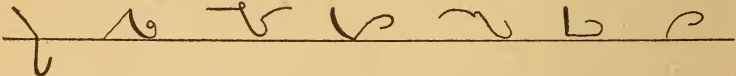
8. Translation.



LESSON XXXIII.

THE SHUN-HOOK.

1. The syllables represented by **tion**, **sion**, **cion** and sometimes **cian**, usually coming at the end of words and always at the end of syllables, are represented by a large final hook called the **Shun-Hook**. This hook is used on both straight and curved letters. Like all hooks with the curved letters it is written within the curve. With the straight letters it is written on the **S-Circle** side. The **Shun-Hook** may be used when either a long or short vowel, diphthong or coalescent comes between the hook and the preceding stroke. Care should be taken to make this hook fully as large as the **Rel-Hook** so that it will not be confused with the **F** or **N-Hook**. When the **S-Circle** follows the **Shun-Hook** it should be written within the hook. The use of the **Shun-Hook** is shown as follows:



petition revisions exceptional violation impression education lotion

EXERCISE 33.

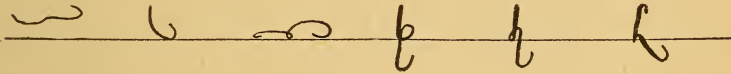
Using the **Shun-Hook** write:

2. List words. (60-1:25)

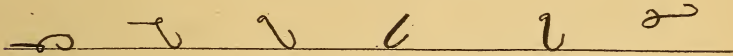
1 Nation, 2 relation, 3 animation, 4 portion, 5 dissen-
sion, 6 emigration, 7 invocation, 8 intimation, 9 excep-
tion, 10 occupation, 11 allusion, 12 probation, 13 option,
14 caution, 15 logician, 16 diction, 17 reaction, 18 station,
19 sedition, 20 section, 21 fiction, 22 legation, 23 pas-
sionate, 24 rational, 25 dictionary, 26 sectional, 27 oc-
cupations, 28 locations, 29 implications, 30 adoption,
31 dissolution, 32 submission, 33 mission, 34 amunition,

35 creation, 36 dimension, 37 restoration, 38 division, 39 evolution, 40 progression, 41 inflammation, 42 prevention, 43 isolation, 44 nutrition, 45 assertion, 47 attention, 47 plantation, 48 definition, 49 induction, 50 elevation, 51 execution, 52 intimation, 53 reputation, 54 omission, 55 edition, 56 digression, 57 invasion, 58 emulation, 59 persecution, 60 erection.

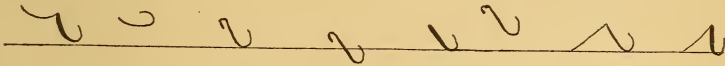
3. Wordsigns.



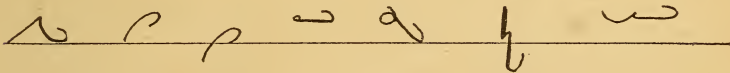
connection confession cross-examination dissatisfaction destruction deliberation



examination explanation expression generation consideration in-his-description



invention information operation oppression objection perfection representation reduction



reformation revelation revolution signification in-his-expression determination inclination

4. Phrases. (59-1)

1. In-this-connection, 2 hear-his-confession, 3 a-long-cross-examination, 4 in-his-generation, 5 a-terrible-revelation, 6 in-his-inclination, 7 secure-his-invention, 8 make-some-reduction,²⁵ 9 will-make-objection, 10 the-wrong-dimension, 11 no-signification, 12 make-no-admission, 13 take-no-action, 14 on-the-occasion, 15 give-you-attention, 16 an-elevation, 17 a-

poor-representation,⁵⁰ 18 in-our-mission, 19 in-that-section, 20 a-new-dictionary.⁵⁹

5. Letter. (130-2:10)

Franklin, Kansas, Feb. 11, 1901.

Ferry Seed Co.,

Wayne, Michigan.

Sirs:—

Your Mr. Nichols was-in-this city a-week-ago²⁵ and-I-gave-him notice that I-must-have a-much-larger supply of-seed than I-had a-year-ago. I-spoke to him⁵⁰ in-reference-to the-extras to ship with the-usual supply. I-now see that-it-will-be necessary for-me to increase the-supply⁷⁵ very largely, therefore please to-delay shipping until-you hear from-me again at which time I-will enumerate all the-supplies I-will use¹⁰⁰ this-year. I-hope this-will reach-you in-plenty of-time, that-is before you ship the-seed for-which-you already have instructions.¹²⁵

Very-truly-yours,

Thomas Kane.¹³⁵

6. Letter. (75-1:15)

Des Moines, Iowa, March 1, 1901.

W. F. Ball,

Delhi Mills, Michigan.

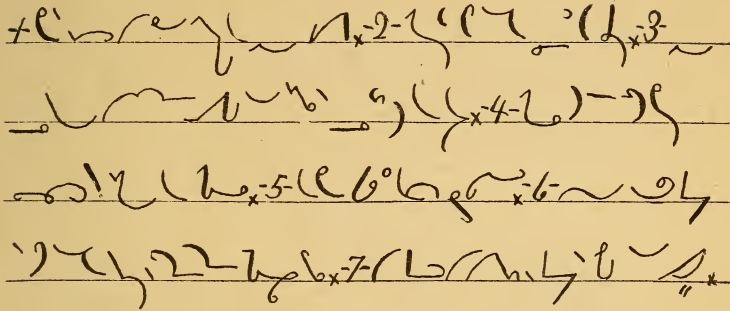
Dear-Sir:—

Will-you please to-mail to-my address²⁵ at-once whatever circulars you-may have giving a-description of-your fine wool sheep. I-am expecting to purchase a-large number of-that⁵⁰ variety of sheep this spring. If-your sheep are alright and-the-price reasonably low, you-will hear-from-me again soon.

Yours,

Samuel Ellsworth.⁷⁵

7. Translation.



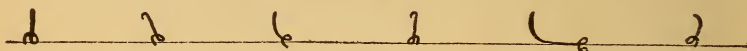
LESSON XXXIV.

THE S-SHUN HOOK.

1. When the syllable represented by the **Shun-Hook** is preceded by the sound of **s** or **z**, it would be necessary to use the stroke **Es** or **Ze** if the usual form of the **Shun-Hook** were used. By making use of what is called the **S-Shun-Hook** it is possible to use the circle **Iss** for **s** or **z** and also use a hook to represent the syllables **tion**, **cion**, **sion** etc. This hook is formed, after writing the **S-Circle**, by crossing the stroke to which the **S-Circle** is joined and forming a small hook on the opposite side. When an **s** or **z** follows the **S-Shun-Hook** it is represented by an **S-Circle** written within this hook. The **S-Shun-Hook** may be written on the **S-Circle** side when the

circle is written on the **N-Hook** side of straight letters to indicate an **n**.

The use of the **S-Shun-Hook** is illustrated in the following words:



decision procession physician transition vexations cessation

EXERCISE 34.

2. List Words. (30-0:50)

1 Position, 2 proposition, 3 decision, 4 possession, 5 incision, 6 pulsation, 7 exposition, 8 deposition, 9 vexation, 10 succession, 11 acquisition, 12 cessation, 13 imposition, 14 supposition, 15 disposition, 16 procession, 17 positions, 18 transitions, 19 expositions, 20 sensation, 21 propositions, 22 decisions, 23 physicians, 24 pulsations, 25 depositions, 26 acquisitions, 27 sensations, 28 causation, 29 musician, 30 suppositions.

3. Wordsigns.



circumstances-
of-the-case in-response-to just-what just-been just-come

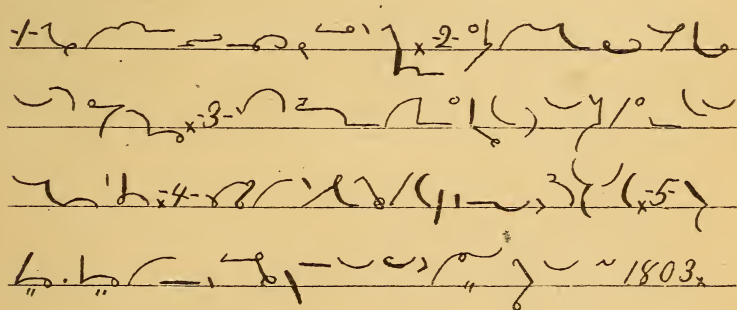
4. Phrases. (57-0:55.)

1 In-his-position, 2 they-sanction, 3 what-does-it-signify, 4 a-vague-proposition, 5 a-wrong-decision, 6 cause-vexation, 7 many-vexations, 8 such-a-supposition, 9 saw-the-exposition,²⁵ 10 family-physician, 11 you-like-his-deposition, 12 a-miserable-sensation, 13 he-was-a-musician, 14 on-that-supposition, 15 gave-many-decisions, 16 will-take-a-position, 17 several-positions,⁵⁰ 18 it-was-an-imposition, 19 a-peculiar-position.⁵⁷

5. Letter. (163—2:35)

“When the-pupil has-come to-this lesson he or she should-feel that-this subject is really very-much easier than he-had expected²⁵ when-he-began. All-that-is really necessary for any-boy or girl with the-average capacity is-a-determination to-keep at the-study⁵⁰ and-he-will succeed in-due time. Too-many beginners seem to-overlook the-special-importance of learning every principle thoroughly. Especially is-this true⁷⁵ in-the-very beginning of the-study of-this important subject. It-is too often the-case that the-pupil desires to-go ahead before¹⁰⁰ he-has given-anything like enough time and-careful study to the-early lessons of-this-book. Everything which follows these early lessons embodies¹²⁵, in-some-way or-other, the-use of the-simple characters which-are-given in the-early lessons of the-book. If-you study them¹⁵⁰ very thoroughly you-will in-time derive much advantage from having done-so.”¹⁶³

6. Translation.



LESSON XXXV.

REVIEW.

1. QUESTIONS:

- (1) On which curved letters is the **N-Hook** used?
- (2) Where is the **S-Circle** written when it follows an **N-Hook** upon a curved letter?
- (3) What is the **Initial-N-Hook**?
- (4) When should this hook be used?
- (5) Before what combinations of consonants is this hook most frequently used?
- (6) Is this hook of frequent use?
- (7) What final syllables are represented by a large final hook within curves and on the **S-Circle** side of straight strokes?
- (8) May any vowel occur between a stroke and a following **Shun-Hook**?
- (9) Where is the **S-Circle** written when it follows the **Shun-Hook**?
- (10) When an **S-Circle** immediately precedes a syllable represented by a **Shun-Hook**, how is this hook written?
- (11) When an **s** follows a syllable represented by the **S-Shun-Hook**, how is the **s** written?

EXERCISE 35.

2. List Words. (47-1:10)

Ransom sunshine van nunnery earthen machine
 Michigan workman raven French infancy enslave
 inscribe enslaver unscrupulous unseal inscribing un-
 sparing insole insolvency insomnia enslavable un-
 seemliness relation occupation²⁵ allusion reaction
 legation submission restoration elevation digres-

sion erection position possession vexation suc-
 cession cessation supposition transitions expositions
 physicians pulsations depositions acquisitions sensa-
 tions musician.⁴⁷

3. Wordsigns.

Washington Western within who-have Union upon-his try-to-
 heathen whoever have

set-off set- said- some- spoken such- religion rather- responsible
 forth to-have one a-one than

provi- providence punish-ed opinion organize over-and- our-own
 dental punishment over-again

larger-than human human-life heaven every-one cross-examine

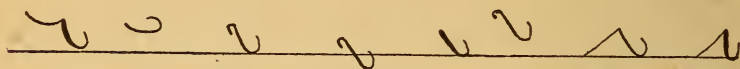
in-his- in-some in-his- suspicion such- such- in-seeming
 usual some experience have would- ought-
 to-have to-have

in-as- which- which- which- such- such-
 many are-to- were-to- would- are-to- were-to-
 have have have have have have

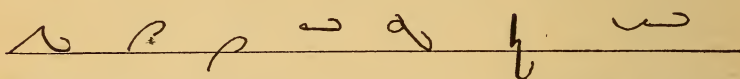
connection confession cross- dissatis- destruction deliberation
 examination faction



examination explanation expression generation consideration in-his-
description



invention information operation oppression objection perfec- represen- reduction
tion tion tation tion



reformation revela- revolution signifi- in-his- determination inclination
tion tion cation expression



circumstances- in-response-to just-what just-been just-come
of-the-case

4. Phrases. (126—2:00)

Encroach-upon-his rather-than-do-so he-will-punish-
them in-his-own-opinion they-may-come-back he-was-
human in-heaven-above²⁵ in-his-usual-way in-some-
manner in-some-way enslave-them unsealing-the-
stock unseemly-appearance insolence-of-the-man in-
soluble-substance ensilage-cases⁵⁰ inscribing-a-name
insoles-had-come in-connection a-long-cross-examina-
tion will-make-objection wrong-dimension no-signifi-
cation make-no-admission take-no-action⁷⁵ on-the-oc-
casion give-you-attention an-elevation a-poor-repre-
sentation in-our-mission in-that-section a-new-diction-
ary in-his-position they-sanction¹⁰⁰ what-does-it-signify
many-vexations such-a-supposition a-miserable-sensa-
tion he-was-a-musician gave-many-decisions will-take-
a-position a-peculiar-position.¹²⁶

5. Letter. (160—2:40)

“When you write to your cousin in Kansas be sure to tell him to take up the study of this very brief way of taking²⁵ down what a person says. I know that he would enjoy the study and if he learns the subject very thoroughly it will be possible⁵⁰ for him to earn fully twice as much as he is receiving as a book-keeper where he is now at work. Young people who know⁷⁵ how to keep books and also know how to run a writing machine and do amanuensis work are always sure of plenty to do at¹⁰⁰ a large salary. It will please me to learn that you have been successful in persuading your cousin to take up the study of this¹²⁵ subject. If he becomes a pupil at our school we will do everything possible to assist him to make a success of the study.¹⁵⁰ I believe he will have no difficulty in doing so.”¹⁶⁰

6. Letter. (136—2:15)

Lincoln, Neb., June 24, 1901.

J. M. Belden & Son,
Kalamazoo, Mich.

Gentlemen:—

-Replying to your favor of June 21.²⁵ Will say that we know Mr. J. K. Southworth very well. We are doing business with him every few days so that we know something⁵⁰ of his financial ability. We believe you will run no risk whatever in shipping him the stock of twine which Mr. Southworth desires, and on⁷⁵ the terms he proposes. It is our opinion that when the thirty days are up you will have the cash for your stock. It is¹⁰⁰ a pleasure for us to do you this favor for we know Mr. Southworth is worthy of the high financial rating which we are sure¹²⁵ you will now give him. We are

Sincerely yours,
Thompson Bros.¹³⁶

7. Letter. (75—1:15)

Des Moines, Iowa, March 1, 1901.

W. F. Ball,

Delhi Mills, Michigan.

Dear-Sir:—

Will-you please to-mail to-my address²⁵ at-once what-ever circulars you-may have giving a-description of-your fine wool sheep. I-am expecting to purchase a-large number of-that⁵⁰ variety of sheep this spring. If-your sheep are alright and-the-price reasonably low, you-will hear-from-me again soon.

Yours,

Samuel Ellsworth.⁷⁵

5. Letter. (163—2:35)

“When the-pupil has-come to-this lesson he or she should-feel that-this subject is really very-much easier than he-had expected²⁵ when-he-began. All-that-is really necessary for any-boy or girl with the-average capacity is-a-determination to-keep at the-study⁵⁰ and-he-will succeed in-due time. Too-many beginners seem to-overlook the-special-importance of learning every principle thoroughly. Especially is-this true⁷⁵ in-the-very beginning of the-study of-this important subject. It-is too often the-case that the-pupil desires to-go ahead before¹⁰⁰ he-has given-anything like enough time and-careful study to the-early lessons of-this-book. Everything which follows these early lessons embodies¹²⁵, in-some-way or-other, the-use of the-simple characters which-are-given in the-early lessons of the-book. If-you study them¹⁵⁰ very thoroughly you-will in-time derive much advantage from having done-so.”¹⁶³

LESSON XXXVI.

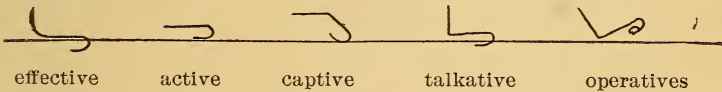
THE TIV-HOOK.

1. A large final hook called the **Tiv-Hook**, written on the **N-Hook** side of straight letters, represents the frequently occurring syllable *tive*, as in **active**, **captive**, **talkative**. A long or short vowel or diphthong may intervene between the **Tiv-Hook** and the stroke to which it is joined.

2. This hook is, as a rule, used only when the sounds of the letters *tive* are in the same syllable. It is, however, sometimes allowable to use the **Tiv-Hook** for a *t* in a syllable preceding the one in which the *ive* occurs. This is permissible where the two syllables closely mingle, as in **active**, divided thus, **act-ive**, but written **Kay-Tiv**. When an *s* follows the **Tiv-Hook**, it is written within the hook, as in **operatives**.

3. Care should be exercised to make this hook fully as large as the **Shun-Hook** in order to avoid its being confused with the **N-Hook**.

The use of the **Tiv-Hook** is shown in the following words:



EXERCISE 36.

4. List Words. (30—45)

Using the **Tiv-Hook** write:

- 1 Dative, 2 detective, 3 active, 4 talkative, 5 actively, 6 operative, 7 adjective, 8 receptive, 9 receptively, 10 captivity, 11 expletive, 12 corrective, 13 ineffective, 14 fugitive, 15 indicative, 16 respectively, 17 creative,

18 elective, 19 executive, 20 imitative, 21 negative, 22 illustrative, 23 instructive, 24 negatives, 25 operatives, 26 prerogative, 27 curative, 28 protective, 29 detectives, 30 deceptive.

5. Wordsigns.



subjective descriptive connective

collective reflectively figurative
collectively reflectively figuratively



legislative

consecutive
consecutively

inductive
inductively

objective
objectively

herein

6. Phrases. (50—45)

1 He-was-subjective, 2 a-descriptive-case, 3 collective-assembly, 4 reflective-powers, 5 spoke-figuratively, 6 legislative-affairs, 7 a-consecutive-case, 8 reason-is-inductive, 9 in-the-dative, 10 such-talkativeness,²⁵ 11 a-new-adjective, 12 it-is-indicative, 13 creative-power, 14 executive-days, 15 elective-officers, 16 he-is-elective, 17 very-imitative, 18 in-his-active-way, 19 he-was-an-operative.⁵⁰

7. Letter. (94—1:30)

Dayton, Ohio, May 7, 1901.

J. Loomis,

Milan, Mich.

Dear-Sir:—

Friday I-delivered to the-express company for-you six-cases²⁵ of paper. It-should have-been in Milan on Saturday. I-am-sure there-is something wrong. The-de-

lay may-be due to-carelessness of⁵⁰ the-express-men. I presume it-will take several-days to-trace the-package. However, I-will hurry-it up all I-can. If-you⁷⁵ fail to-receive-it within a-week be-sure to-write me-again.

Very-truly-yours,
Moore & Co.⁹⁴

8. Letter. (125—2)

Tecumseh, Mich., May 11, 1902.

Boston Hotel Co.,
Boston, Mass.

Dear-Sirs:—

When-I-was at-your Ocean Beach Hotel near²⁵ Boston two-weeks ago I-came away in-a-hurry in-response to a-telegram to-look up a-very-important-sale at-this place.⁵⁰ I-have-been too busy to-write-you before this. I-have-been fearful that you would begin to-think I-was trying to jump⁷⁵ my bill at-your house. I-hope the-check herein will relieve you of any-such feeling, if-you have-been harboring such an-idea.¹⁰⁰ I-rather expect to-be with you-again in-a-few months. Please to-acknowledge receipt of the-check I-enclose.

Truly-yours,
Peter Cooper.¹²⁵

9. Letter. (125—2)

Chelsea, Mich., April 12, 1901.

Digby Harness Co.,
Chicago, Ill.

Sirs:—

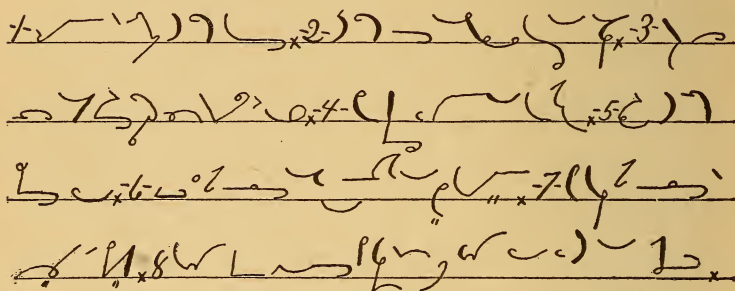
Will-you please-to explain why I-fail to-receive²⁵ the-four sets of-carriage harness and-the-set of-heavy farm harness for-which I-gave you my check in-person when-in Chicago⁵⁰ on March 27? You said-that-

you would-require but two-days to-have all of-them ready and-that you-would ship same⁷⁵ by-express. It has-now been over-two-weeks and-my customers are-in an-especial hurry for-them. I-will lose all-five sales¹⁰⁰ unless the-harness reach-here within a-very few days. Please to-give this-your early attention. I-am,

Very-truly-yours,

I. M. Blake.¹²⁵

10. Translation.



LESSON XXXVII.

THE ST-LOOP.

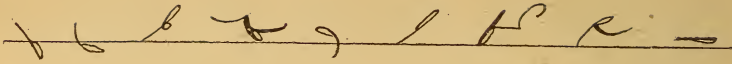
1. The consonant sounds of **st**, **sd** and **zd** very frequently occur at the beginning or end of a syllable without an intervening sounded vowel. In such cases the two are generally represented by elongating the **S-Circle**, forming what is called the **St-Loop**. It is the

same width as the **S-Circle** and about one-half the length of the stroke to which it is joined. Sometimes, though rarely, the **St-Loop** is used to represent an **s** or **z** at the end of one syllable and a **t** or **d** at the beginning of the following syllable, as in **gesticulation**. When used on straight letters the **St-Loop** is written on the **S-Circle** side, except in cases where it is desired to indicate the **N-Hook** by placing the loop on the **N-Hook** side of straight letters, as in **against**. On curved letters the loop is written within the curve.

2. When an **s** or **z** follows the loop it is written across the stroke at the end of the **St-Loop**, as in **rests**.

3. The **St-Loop** cannot be used when **st**, **sd** or **zd** occur at the end of the first or of a medial syllable and the following syllable would require one to cross the stroke to which the **St-Loop** is attached and make a stroke on the opposite side. For example the word **vestige** is not written **Ve-St-Jay**, but rather **Ve-Iss-Te-Jay**. The reason for this is that in rapid writing the tendency would be to broaden the **St-Loop** so much, if thus used, that it would be mistaken for a **Sez-Circle** and thus lead to confusion in reading. This tendency has in a measure been overcome by shortening the **St-Loop** into an **S-Circle** and forming Wordsigns of the more commonly occurring words where the **St-Loop** would naturally come and would be followed by a stroke on the opposite side. This is shown in such Wordsigns as **mostly**, **postoffice**, etc. The **St-Loop** cannot be used when the **t** or **d** is the last consonant in a word and has a sounded vowel following it, as in **tasty**, written **Te-Iss-Te**.

The use of the **St-Loop** is shown by the following words:



past fast rests investing star razed gesticula- lasting against
tion

EXERCISE 37.

Using the **St-Loop** write:

4. List Words. (58—1:15)

1 Best, 2 breast, 3 blast, 4 blasting, 5 cast, 6 crest, 7 dust, 8 fast, 9 infest, 10 feasting, 11 chaste, 12 roast, 13 ghost, 14 zest, 15 mist, 16 protest, 17 honest, 18 forced, 19 druggist, 20 forest, 21 justify, 22 investigation, 23 text, 24 vexed, 25 manifest, 26 chastised, 27 abused, 28 steel, 29 hosts, 30 mists, 31 raised, 32 staff, 33 utmost, 34 majestic, 35 elastic, 36 reposed, 37 danced, 38 advised, 39 professed, 40 voiced, 41 destiny, 42 pleased, 43 waste, 44 glazed, 45 accused, 46 perused, 47 foist, 48 west, 49 mast, 50 against, 51 bounced, 52 proposed, 53 noised, 54 yeast, 55 rejoiced, 56 boasting, 57 incrust, 58 statistics.

5. Wordsigns.



we-must six-or- tempta- stenography one-of- one-of- first next next-
seven tion stenographer the-best the-most time
stenographic

6. Phrases. (62—1)

1 We-must-do, 2 take-one-or-two, 3 he-will-take-one-or-two, 4 two-or-three-cases, 5 six-or-seven-machines, 6 five-or-six-days,²⁵ 7 resist-the-temptation, 8 stenographic-work, 9 they-receive-money, 10 one-of-the-best-cases, 11 took-one-of-the-most, 12 he-has-just-come, 13 the-next-time,⁵⁰ 14 must-expect-such-cases,

15 you-come-next, 16 he-was-accused, 17 they-rejoiced.⁶²

7. Letter. (177—3)

Lansing, Mich., May 11, 1901.

Hon. Wm. McKinley,
Executive Mansion,
Washington, D. C.

My-Dear-Sir:—

I am in receipt of²⁵ information from Hon. J. C. Burroughs, member of-the U. S. senate from-this state, to the-effect that the-petition in-favor of Thomas⁵⁰ Burke, as consul to Rome, has your approval. It-pleases me very-much to hear-this for I-know-that Mr. Burke has ample ability⁷⁵ to fulfil the-duties of-such an-office. I-feel pleased at the-outcome of-my work for Mr. Burke, for, as-you-know,¹⁰⁰ I-was the-first one to-propose his name for that-place. I-was very well-aware that if-your spare time would allow you¹²⁵ to-look-into the-question of Mr. Burke's qualifications for-the-place you-would have-no hesitation in selecting him for so-important a-station.¹⁵⁰ I-desire to-assure-you that-he-will do honor to the-high-position in-which you have placed him. I-am,

Sincerely-yours,

Wm.¹⁷⁵ Alden Smith.¹⁷⁷

8. Letter. (121—2)

Lexington, Ky., Nov. 22, 1901.

Col. James Otis,
Nashville, Tenn.

My-Dear-Colonel:—

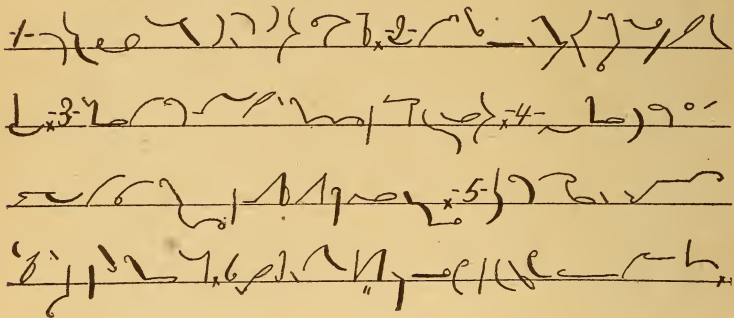
I-have your favor of the-tenth. Your²⁵ plan to push vigorously the-petition in-favor of General Ashton for the-office of U. S. Marshall for the-next term

has my approval.⁵⁰ The-general deserves the-honor and-it-is-my sincere hope that both-members of the-senate from-your state will-do everything possible to⁷⁵ induce Mr. McKinley to-select Gen. Ashton. I-am at-your service if-there is anything I-can-do to-aid you in-his-behalf.¹⁰⁰ Be-sure to-write-me if-you see wherein I-can assist-you in-any-manner-whatever.

Sincerely-yours,

Thomas Eaton.¹²¹

9. Translation.



LESSON XXXVIII.

THE STR-LOOP.

1. A loop the same length as the **St-Loop**, but fully twice as wide at the center, is used to represent the consonants **str** and is called the **Str-Loop**. Usually all three of the sounds represented by the **Str-Loop** occur in one syllable, either at the beginning or end. How-

ever, **s** may occur at the end of one syllable and **tr** at the beginning of the next as in **register**, or **st** may come at the end of one and **r** at the beginning of the next as in **poster**.

2. The **Str-Loop** is used on both straight and curved letters. If the letters **str** are the last consonants in a word and a sounded vowel follows, as in **vestry**, the **Str-Loop** is not used. If an **s** follows the **Str-Loop** it is represented by crossing the stroke at the end of the loop and writing an **S-Circle** on the opposite side of the letter from the **Str-Loop**, as in **ministers**, shown below. If one of the endings **tion**, **sion**, or **cion** follows the **Str-Loop**, it is represented by crossing the stroke at the end of the **Str-Loop** and forming the **S-Shun-Hook**, as in **demonstration**, shown below.

3. The **Str-Loop** may be written on the **N-Hook** side of straight letters to indicate a following **n** as in the word **punster**.

4. Some teachers believe that neither the **St-Loop** nor the **Str-Loop** should be used at the beginning of a stroke, as in the word **stale**, written **St-Loop-Lay**, or in **strong**, written **Str-Loop-Ing**. It is claimed that it is awkward and retards one's speed to so use these loops. We cannot agree with this idea and recommend the use of both hooks at the beginning as well as at the end of consonant strokes.

5. Care should be taken to form this loop fully twice as wide, or even wider, at the middle, than the **St-Loop** so that it will not be confused with that loop.

The use of the **Str-Loop** is shown in the following words:



boaster plaster ministers punster demonstration strength

EXERCISE 38.

Using the **Str-Loop** write the following words:

6. List Words. (45—1)

1 Master, 2 faster, 3 luster, 4 roaster, 5 bluster, 6 duster, 7 spinster, 8 poster, 9 bolster, 10 dexter, 11 rooster, 12 sinister, 13 cluster, 14 posters, 15 register, 16 strangle, 17 strong, 18 administer, 19 strange, 20 stranger, 21 illustration, 22 songster, 23 fosters, 24 tester, 25 gamester, 26 obstruction, 27 administers, 28 casters, 29 feasters, 30 jester, 31 pastor, 32 blister, 33 fester, 34 coaster, 35 dusters, 36 clusters, 37 strung, 38 strings, 39 demonstration, 40 disaster, 41 disasters, 42 coasters, 43 toaster, 44 Brewster, 45 twister.

7. Wordsigns.



at-first at-the-first Baptist by-the-first by-way-of-illustration constitution-of-the-United-States circumstance-circumstances



denominational delivery extraordinary for-the-first-time from-first-to-last mystery Northwest

8. Phrases. (61—1)

1 A-new-tester, 2 a-Baptist-minister, 3 purchase-toasters, 4 he-was-pastor, 5 broke-the-caster, 6 several-disasters, 7 pick-a-cluster, 8 use-the-duster, 9 your-plaster,²⁵ 10 cause-a-blister, 11 he-will-administer, 12 he-was-a-gamester, 13 examine-the-register, 14 a-large-

rooster, 15 he-was-master, 16 will-add-luster, 17 make-a-bluster,⁵⁰ 18 a-large-poster, 19 the-obstruction, 20 a-Methodist-minister, 21 was-a-jester.⁶¹

9. Letter. (189—3:05)

Ann Arbor, Mich., June 1, 1901.

Mr. B. L. Freeman,
Mason, Michigan.

Dear-Sir:—

I-hear that-you-expect soon to-employ²⁵ one-or-two more stenographers in-your factory. If-I-am correct in-this I-desire to-make application for a-position with-your company.⁵⁰ I-have taken a-course at the-school here and-can-now take dictation at a-rate which-would enable-me to-do your work⁷⁵ in-a-manner satisfactory to-you. I-am willing to begin at a-low rate and-continue at a-small salary until I-shall prove¹⁰⁰ to-you that-my services are worth more. I-can come at any-time. I-enclose a-number of-testimonials and-can furnish as-many¹²⁵ more as-you-may desire as-to-character and-ability as-an-amanuensis. All-that I-wish to-begin with is-a-chance to-show¹⁵⁰ what I-can-do and-what I-am worth to an-employer. I-hope that-you may have a-place for-me in a-very¹⁷⁵ few-days. I-shall await your reply with-much anxiety.

Sincerely-yours,

Thomas Worden.¹⁸⁹

10. Letter. (188—3:05)

Homer, Mich., April 22, 1901.

W. B. Dickerson,
Dayton, Ohio.

Dear-Sir:—

This morning I-noticed your-advertisement in-the

Toledo²⁵ Bee stating that-you desire to-employ a-traveling man for-this section of Michigan. I-write for-more information on the-subject. I-desire⁵⁰ such a-position and-am sure that-my experience has-been such that I-can give you perfect satisfaction in case the-work is-such⁷⁵ that I-can manage it. I-judge from the-brief mention in the-advertisement that-you desire someone to-take general charge of-your¹⁰⁰ agencies in-this vicinity. It-is because I-have ability to-do just this-class of-work that I-write you to-make application for¹²⁵ the-job. I-shall be-pleased to answer any-questions you-may wish to ask or to-furnish any references you desire. I-am sure¹⁵⁰ that if-you will-only give-me a-trial you-will be well-pleased with the-manner in-which I-shall do my-work. Please¹⁷⁵ to-reply at an-early day and-oblige.

Very-truly-yours,

Linus Galpin.¹⁸⁸

11. Translation.

LESSON XXXIX.

DOUBLE LENGTH LETTERS.

1. Any curved letter may be written double length for the purpose of indicating certain following sounds.

(1) **Emp**, written double length, adds an **r**, as in **damper**.

(2) **Ing** lengthened adds **kr** or **gr**, as in **anchor** or **anger**.

(3) Any other curved letter written double length adds either **tr**, **dr** or **thr**.

2. These added letters may be in the same syllable with the stroke that is lengthened or in a following syllable.

3. It is advisable for the beginner to write lengthened letters a little more than double the usual length so as to avoid all danger of confusing them with medium length letters.

4. It is not allowable to use the lengthened stroke when the letters indicated by lengthening are the last consonants in the word and a sounded vowel follows, as in the word **angry**, which should be written **Ing-Ger**. The application of the double length letters is shown in the following words:



damper leather anchor further another flutter order murder

5. Any curved letter may be made double length to indicate a following **there**, **their**, or **other**.

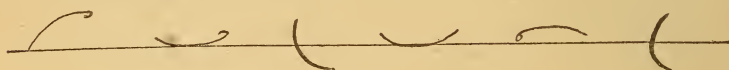
EXERCISE 39.

Applying the double length principle, write the following:

6. List Words. (60—1:15)

1 Lumber, 2 thunder, 3 blunder, 4 anger, 5 tamper, 6 cylinder, 7 banker, 8 hunger, 9 surrender, 10 legislator, 11 another, 12 literal, 13 re-enter, 14 murder, 15 reporter, 16 slander, 17 slumber, 18 encumber, 19 finger, 20 maternal, 21 eccentric, 22 diameter, 23 render, 24 wonder, 25 central, 26 thermometer, 27 yonder, 28 entirely, 29 Anderson, 30 scamper, 31 eastern, 32 stronger, 33 swifter, 34 swelter, 35 hanker, 36 timbers, 37 letter, 38 tender, 39 sender, 40 lender, 41 Alexander, 42 promoter, 43 smother, 44 neither, 45 calender, 46 flinders, 47 welter, 48 ladder, 49 smatter, 50 meter, 51 motor, 52 feather, 53 hinder, 54 tinker, 55 cimeter, 56 letters, 57 amber, 58 chamber, 59 linger, 60 clinker.

7. Wordsigns.



later-than another-one of-their no-other some-other the-other



the-other-one longer-than any-other some-other-one

8. Phrases. (59—1)

1 Was-later-than, 2 you-were-later-than, 3 have-another-one, 4 it-is-longer-than, 5 there-was-no-other, 6 take-another-one, 7 all-of-their-money,²⁵ 8 take-some-other, 9 you-render, 10 you-surrender-it, 11 never-surrender-it, 12 see-him-scamper, 13 encumber-the-place, 14 was-a-banker, 15 eccentric-people, 16 a-finger-brush,⁵⁰ 17 stop-the-meter, 18 in-neither-case, 19 they-wrote-letters.⁵⁰

9. Letter. (338—5:30)

Saginaw, Michigan, August 1, 1901.

Hon. James B. Angell,
University of Michigan,
Ann Arbor, Michigan.

Dear-Sir:—

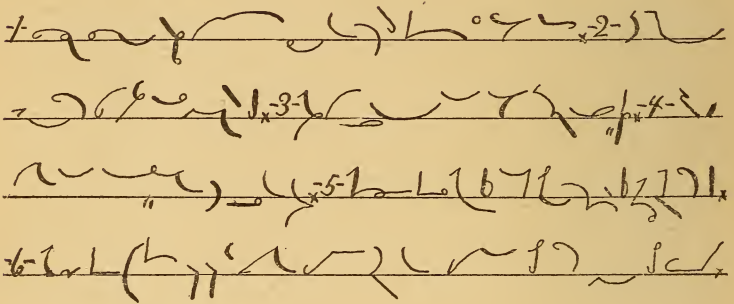
I-am-expecting to enter²⁵ the-University this fall. It-is-my desire to-first take the-literary course and-then enter the-law school. I-would like-very-much⁵⁰ to-take both-courses in-five years. Will-it be possible for-me to-do this? I-have been in a-law-office for-two⁷⁵ years and-I-had supposed that the-work done during this-time would-help materially to-reduce the-course at the-University. I-hear, however,¹⁰⁰ that-you never-al-low work-done in a-law-office to-apply on the-law course at the-University. Is this true? I-hope that¹²⁵ what I-hear is incorrect for I-feel that the-thorough work I-have done in-the-study of-law should-be allowed to-apply¹⁵⁰ on my-course so that I-may finish both courses in-the-five years. In-case it-is against your rules to-make any allowance¹⁷⁵ for-this work I-shall probably go to-some-other school since my business affairs are such that I-must finish my education within five²⁰⁰ years. I-hope, if-you have-such a-regulation at the-University, you-will make-an-exception in-my case. I-know that I-can²²⁵ satisfy-you by-just as thorough a-test as-you care to-apply in-the-form of an-examination that I-have-done first-class²⁵⁰ work so far as I-have gone in-the-study of-the-law and-that of the-two years I-gave to the-subject none²⁷⁵ of the-time was-allowed to-go-to waste.

Will-you therefore please to inform-me just-what your rules are, and-if-they-are-against³⁰⁰ allowing any-

thing for-work-done in a-law-office before entering the University, is there any-chance of-your making an-exception in-my-case?³²⁵ Your-early attention will-oblige-me very-much. Sincerely-yours,

James J. Mulligan.³³⁸

10. Translation.



LESSON XL.

REVIEW.

1. QUESTIONS:

(1) What large final hook is used with straight letters on the side opposite the **S-Circle**?

(2) May the **Tiv-Hook** be written on curved letters?

(3) May the **Tiv-Hook** ever be used when the letters represented by the hook are divided between two syllables?

(4) What vowels may intervene between the stroke and a following **Tiv-Hook**?

(5) When an **S-Circle** occurs immediately after a **Tiv-Hook** where is it written?

(6) Give three words illustrating the use of the **Tiv-Hook**.

(7) How are the sounds of **st** represented when they occur together at the beginning or end of a syllable?

(8) What is this loop called?

(9) May it be used for any other sounds except that of **st**?

(10) Is it ever allowable to use the **St-Loop** to represent **st** when **s** is at the end of one syllable and **t** at the beginning of the next?

(11) Give an illustration.

(12) On which side of straight letters must the **St-Loop** be written?

(13) May it ever be used on the **N-Hook** side of straight letters?

(14) When the sounds of **s** and **t** are the last consonant sounds in a word and a sounded vowel follows, may the **St-Loop** be used?

(15) When an **S-Circle** follows a **St-Loop** where is it written?

(16) May the **St-Loop** be used when, because of its use, a following stroke in the same word would necessarily be struck across the letter to which the **St-Loop** is attached?

(17) How are the letters **str** usually represented when they occur together in a syllable or when they occur in succession part at the end of a syllable and part at the beginning of the following syllable?

- (18) On what letters may the **Str-Loop** be used?
- (19) On which side of straight letters is this loop used?
- (20) How does this loop compare in size with the **St-Loop**?
- (21) If the letters **str** are the last consonants in a word and a sounded vowel follows may the **Str-Loop** be used?
- (22) How is an **S-Circle** written when it immediately follows the **Str-Loop**?
- (23) May the **S-Shun-Hook** be used immediately following the **Str-Loop**?
- (24) How much wider is the **Str-Loop** than the **St-Loop**?
- (25) What letter is added by making **Emp** double length?
- (26) What are the two endings either of which may be added by making **Ing** double length?
- (27) What are the three endings any one of which is added by making any other curved letter double length?
- (28) Are the endings added by the lengthening of curved letters necessarily in the same syllables with the letters made double length?

EXERCISE 40.

2. List Words. (67—1:15)

Dative active talkative actively corrective executive negative illustrative instructive protective breast blasting ghost zest druggist investigation manifest chastized hosts staff utmost majestic pleased against bounced²⁵ noised yeast rejoiced incrust roaster poster bolster dexter strong strangle register administer strange illustration songster gamester casters pastor

feasters blister fester dusters lumber anger tamper⁵⁰
 cylinder central entirely Anderson eastern swifter
 swelter hanker lender Alexander welter meter tinker
 feather cimeter amber chamber⁶⁷

3. Wordsigns.

subjective descriptive connective collective reflective figurative
 collectively reflectively figuratively

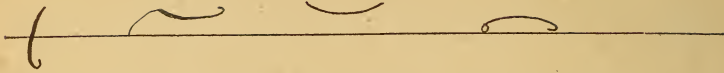
legislative consecutive inductive objective herein
 consecutively inductively objectively

we-must six-or- tempta- stenography one-of- one-of- first next next-
 seven tion stenographer the-best the-most time
 stenographic

at- at-the- Baptist by-the- by-way-of- constitution-of- circumstance
 first first first illustration the-United- the-United- circumstances
 States

denomina- deliver- extra- for-the- from-first- mystery Northwest
 tional ance ordinary first-time to-last

later-than another-one of-their no-other some-other the-other



the-other-one longer-than any-other some-other-one

4. Phrases. (81—1:20)

He-was-subjective a-descriptive-case legislative-affairs in-the-dative such-talkativeness executive-days he-is-elective we-must-do take-one-or-two²⁵ two-or-three-cases stenographic-work must-expect-such-cases he-was-accused a-Baptist-minister purchase-a-toaster use-the-duster examine-the-register⁵⁰ will-add-luster a-large-poster the-obstruction a-Methodist-minister was-later-than there-was-no-other you-render encumber-the-place eccentric-people⁷⁵ a-finger-brush stop-the-meter.⁸¹

5. Letter. (94—1:30)

Dayton, Ohio, May 7, 1901.

J. Loomis,
Milan, Mich.

Dear-Sir:—

Friday I-delivered to the-express company for-you six-cases²⁵ of paper. It-should have-been in Milan on Saturday. I-am-sure there-is something wrong. The-delay may-be due to-carelessness of⁵⁰ the-express-men. I-presume it-will take several-days to-trace the-package. However, I-will hurry-it up all I-can. If-you⁷⁵ fail to-receive-it within a-week be-sure to-write me-again.

Very-truly-yours,

Moore & Co.⁹⁴

6. Letter. (121—2)

Lexington, Ky., Nov. 22, 1901.

Col. James Otis,
Nashville, Tenn.

My-Dear-Colonel:—

I-have your favor of the-tenth. Your²⁵ plan to push vigorously the-petition in-favor of General Ashton for the-office of U. S. Marshall for the-next term has my-approval.⁵⁰ The-general deserves the-honor and-it-is-my sincere hope that both-members of the-senate from-your state will-do everything possible to⁷⁵ induce Mr. McKinley to-select Gen. Ashton. I-am at-your service if-there is anything I-can-do to-aid you in-his-behalf.¹⁰⁰ Be-sure to-write-me if-you see wherein I-can assist-you in-any-manner-whatever.

Sincerely-yours,

Thomas Eaton.¹²¹

7. Letter. (189—3:05)

Ann Arbor, Mich., June 1, 1901.

Mr. B. L. Freeman,
Mason, Michigan.

Dear-Sir:—

I-hear that-you-expect soon to-employ²⁵ one-or-two more stenographers in-your factory. If-I-am correct in-this I-desire to-make application for a-position with-your company.⁵⁰ I-have taken a-course at the-school here and-can-now take dictation at a-rate which-would enable-me to-do your work⁷⁵ in-a-manner satisfactory to-you. I-am willing to begin at a-low rate and-continue at a-small salary until I-shall prove¹⁰⁰ to-you that-my services are worth more. I-can come at any-time. I-enclose a-number of-testimonials and-can furnish as-

many¹²⁵ more as-you-may desire as-to-character and-ability as-an-amanuensis. All-that I-wish to-begin with is-a-chance to-show¹⁵⁰ what I-can-do and-what I-am worth to an-employer. I-hope that-you may have a-place for-me in a-very¹⁷⁵ few-days. I-shall await your reply with-much anxiety.

Sincerely-yours,

Thomas Worden.¹⁸⁹

LESSON XLI.

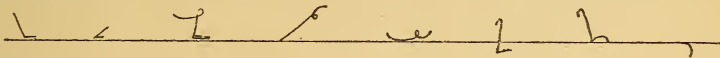
THE HALVING PRINCIPLE, SEC I.

1. Of the various methods of contraction in Shorthand the most important is that introduced in this lesson, i. e. the **Halving Principle**. It is that of indicating a **t** or **d** in certain cases by writing the preceding stroke half the usual length.

2. The general rule is that the **t** or **d** indicated by this method must be in the same syllable with the stroke shortened to indicate it. When it is clearly evident that considerable speed may be gained, or much more distinct angles secured without decreasing the legibility this rule may be varied, as in **pocket**, shown below. There are probably more exceptions to this rule than to any other in the entire system of shorthand. In order to prevent the student from unintentionally going to the extremes in this respect, the list words in this lesson are, in the main, confined to words which follow the rule somewhat closely. When the student becomes more familiar with the use of the

Halving Principle he will be able to distinguish readily when he may vary the general rule without danger to legibility.

3. The following illustrations show the use of the **Halving Principle** applied to letters without hooks.



pocket hate instigate result innocent tract promote art

4. For the sake of convenience in referring to half length characters they are spoken of as follows: Half length **Be** to indicate a **t** is called **Bet**; to indicate a **d**, **Bed**. A half length **Kay** to indicate a **t** is called **Ket**; to indicate a **d**, **Ked**, etc.

5. When **t** or **d** is the last consonant in a word and a sounded vowel follows, the full stroke **Te** or **De** must be used, as in *needy*, *body* and *pity*, written **En-De**, **Be-De**, and **Pe-Te**.

6. To secure greater legibility a single unhooked stroke is never written half length to represent a word of more than one syllable. For example *abate*, *abide* etc., are written **Be-Te**, **Be-De**, while the word *bait* is written **Bet**, and *bide* is written **Bed**.

7. It has become the custom, though with no good reason, for Pitmanic writers, including the Graham and other slightly modified Pitman systems, not to write **Ray** half length when it is the only stroke in a word besides a **t** or **d**. Hence *rate*, for example, is written **Ray-Te** and not **Ret**; and *road* is written **Ray-De** and not **Red**, etc.

8. It has been advised that the double length letters be made a little longer than twice the length of the ordinary letters. Likewise the half length letters

should be made a little less than half length so that no confusion between the letters of different lengths may result.


EXERCISE 41.

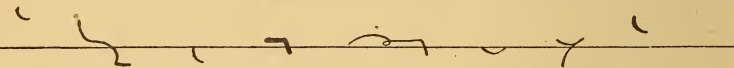
Using the Halving-Principle write the following words:

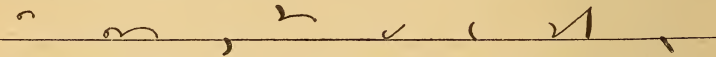
9. List Words. (60—1:15)

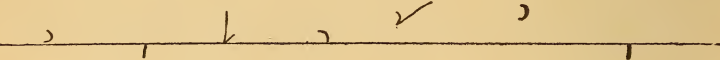
1 Boat, 2 coat, 3 date, 4 fate, 5 gate, 6 hate, 7 jot, 8 kite, 9 late, 10 mate, 11 note, 12 paid, 13 operate, 14 east, 15 tote, 16 vote, 17 berate, 18 theft, 19 legislate, 20 bracelet, 21 adopt, 22 dictate, 23 estate, 24 espied, 25 elect, 26 eject, 27 erect, 28 rotate, 29 invade, 30 reviewed, 31 repeat, 32 recent, 33 fade, 34 good, 35 picket, 36 absent, 37 decent, 38 peasant, 39 pleasant, 40 present, 41 pheasant, 42 accent, 43 execute, 44 sent, 45 crescent, 46 sentence, 47 chestnut, 48 basket, 49 receded, 50 refute, 51 invite, 52 implicate, 53 circuit, 54 remit, 55 capital, 56 ratify, 57 rectify, 58 notify, 59 certain, 60 jacket.

10. Wordsigns.


 Almighty after afternoon as-it ass- all-the do-it east-and- emphatic
 for-it ciate world west


 feature fear-of- future good-and- manuscript nature natural of-it
 if-it God fact bad


 some-what some-time use-it wisdom world without yesterday about


 establish at-it territory heart history is-it had-it
 established it-had
 establishment it-would

11. Phrases. (65—1)

1 A-rainy-afternoon, 2 after-six-days, 3 was-absent, 4 in-an-afternoon, 5 as-it-was-coming, 6 associate-cases, 7 in-all-the-world, 8 stay-and-do-it,²⁵ 9 east-and-west, 10 an-emphatic-story, 11 a-new-feature, 12 in-future-times, 13 the-good-and-bad, 14 took-his-manuscript, 15 nature-of-the-case, 16 several-facts,⁵⁰ 17 it-some-times-came, 18 it-will-implicate-him, 19 at-the-capitol, 20 recent-action, 21 they-may-ratify.⁶⁵

12. Letter. (689—11)

Saginaw, Mich., August 7, 1901.

Mrs. Jane D. Frost,
Marine City, Michigan.
My-Dear Mrs. Frost:-

It-has-been so-long since²⁵ I-have received a letter from-you that I-fear you have left Marine City. I-trust. however, if-you have, this letter will-be⁵⁰ sent on to-you. I-have just received a-nice long letter from Etta Stover. As-you have asked about her so often, I-decided⁷⁵ to-write-you at-once and-tell-you what news I-have just received from-her. I-am-sure you-will be-pleased to-hear¹⁰⁰ of-her experience. You-will recollect that while she-was at-school she-took up the-study of Spanish and-became very proficient in-that¹²⁵ language. She-could both write and-speak it fluently. Then, you-will-remember, she-had another hobby. When-she was at-the University of Michigan,¹⁵⁰ she-took up the-study of stenography in-addition to-her regular-college work. You-know her-people were wealthy and-she was not obliged¹⁷⁵ to-work, but she always said that-we never could-tell what-might happen to us and-she proposed to-be-ready for-any emergency.²⁰⁰ Well,

in-her-case, the-emergency came all too-soon. Within a-year after-she left-college her father met-with several reverses in-business²²⁵ and-lost every dollar he-had. Then it-was that Etta's special-work, both in stenography-and Spanish, was-a-boon to-her. Her-mother²⁵⁰ had died sometime before this and-her father's reverses broke-down his health. This left him helpless with no-one to-support him but-his²⁷⁵ daughter. As-it was too-late in the-year to-secure a-school Etta began to-look about to see-what could be-done. Luckily³⁰⁰ she-had become so-taken up with the-beautiful art of stenography that-she had-kept up her practice and-was a-rapid writer. She³²⁵ at-once began to-look-for a-position as an-amanuensis. She writes-me that every day for-over a-week she-did nothing but³⁵⁰ go to one office after another in New-York-City seeking a-position, but-without-success. But she never thought of failure. Finally she came³⁷⁵ to the-office of-the West India Transportation Company. "Yes," the-manager said, in-reply-to her application, "I-desire-a stenographer and-desire one⁴⁰⁰ right-away, but," he said. "I-doubt if-you-can do the-work I-must-have done. I-have, since-the Spanish war, established agencies⁴²⁵ throughout Cuba and Porto Rico, and-must-have-a stenographer who knows Spanish thoroughly. I-have been unable so far, to-secure such-a-one⁴⁵⁰ in-this city or anywhere else. I-must-have just such an-amanuensis and-am willing to pay liberally for-such-a-one." "You-may⁴⁷⁵ imagine," Etta writes, "how-my heart throbbed while the-manager was-specifying what he-must-have in-a stenographer for I-just knew I-could⁵⁰⁰ do the-work." To-tell a-long-story in-a-few sentences, Etta began work that-very day at-a-large salary. She-says she⁵²⁵

has no-trouble in-doing the-work.

She-writes that-from what she-sees there-will-be, for-years to-come, a-large-number of⁵⁵⁰ openings for stenographers who-can write and-translate Spanish. Since the-opening up of-the West Indies to American commerce there-is, as-a result⁵⁷⁵ a-rapid increase in the-business relations between these-new territories and-the United-States.

She-is very-happy in-her new-position since-she⁶⁰⁰ enjoys the-work itself and-at the-same-time can also help her father so-much. She-says that-her knowledge of stenography has-been⁶²⁵ and-is of-more practical value to-her, especially when-it-comes-to-making a-living, than-her entire-college education. Etta's present address is⁶⁵⁰ 407 Union Square, New-York-City. I-am sure she-would-be very-much pleased to-hear from-you. I-know you-will⁶⁷⁵ write-her at-once now that-you have her-address.

Sincerely-yours,

Ethel Welch⁶⁸⁰

13. Translation.

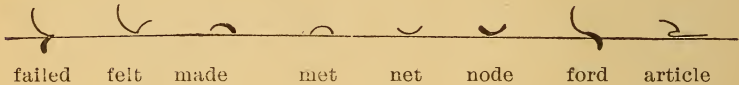
Handwritten shorthand notes on four lines, likely representing the translation of the text above. The notes are written in a cursive shorthand style with various symbols and numbers (e.g., 2, 3, 4, 5, 6, 7, 8) interspersed throughout the lines.

LESSON XLII.

THE HALVING PRINCIPLE, SEC. II.

1. **Way, Yea, Emp** and **Ing** are rarely halved. It is therefore possible with the four corresponding light strokes, **Ar, El, Em** and **En**, to make a distinction between the adding of **t** and **d**. **D** is added by halving these letters and also shading them. **T** is added by merely writing these light letters half length. This increases the legibility of these letters when halved. As it is impossible when using a pen to shade an upward stroke, **El** and not **Lay** must be used when it is halved and shaded to add **d**.

2. This principle is illustrated in the following words:



3. **Em, En, El** and **Ar** are not shaded to add a following **d** when these letters are modified by a hook. If this rule were not observed when halving these letters an **En** with a **W-Hook**, if shaded to add **d**, would conflict with an **En** which is shaded when modified with an **R-Hook**, etc.

4. In such cases as **cored**, **gored** and similar words, the shaded downward **Ar** does not form a sufficiently clear angle. Therefore in words where **r** follows **Kay** or **Gay** and is to be halved it is better to represent a following **t** or **d** by a halved **Ray**.

5. A **Kay** or **Gay** following **Lay, Ef** or **Ve** is not halved to represent **t** or **d** for the reason that the half length letters, not forming an angle with what precedes would be lost sight of. Therefore such words as **looked**,

effect, vacate, etc. must be written is full, thus: vacate, **Ve-Kay-Te**, and not **Ve-Ket**; effect, **Ef-Kay-Te**, and not **Ef-Ket**; and looked, **Lay-Kay-Te**, and not **Lay-Ket**. For the same reason a half length **Ish** cannot be used after **Lay**, and similar outlines which will be evident to the student. Occasionally it is not convenient to use an **Ei** shaded when halved to add **d**, as in **mislaid** and **embezzled**. In such cases the half length **Lay** is used since with it the outline may be formed more easily and quickly.

6. Although it is the general rule that the **t** or **d** represented by a half length letter should occur in the same syllable with the letter made half length, the past tense of regular verbs, formed by adding **ed**, is usually represented by the **Halving Principle**, as in **plated**, written **PeI-Ted**, and **gloated**; written **GeI-Ted**.

EXERCISE 42.

Using the proper halved characters, write the following words:

7. List Words. (60—1:15)

1 Made, 2 nude, 3 bored, 4 load, 5 old, 6 yard, 7 model, 8 end, 9 note, 10 deplored, 11 blamed, 12 reasoned, 13 index, 14 needle, 15 Leonard, 16 knit, 17 sent, 18 fight, 19 slit, 20 modify, 21 light, 22 fault, 23 salt, 24 slating, 25 gored, 26 need, 27 needless, 28 sand, 29 night, 30 mead, 31 mute, 32 meddle, 33 middle, 34 mailed, 35 indolence, 36 neat, 37 manifold, 38 medium, 39 toiled, 40 mood, 41 renewed, 42 modulation, 43 field, 44 unfold, 45 absurd, 46 unsold, 47 delayed, 48 poured, 49 pervade, 50 ascend, 51 blossomed, 52 assumed, 53 mould, 54 descendant, 55 indivisible, 56 lewd, 57 doled, 58 endless, 59 finite, 60 imminent.

9. Wordsigns.

| | | | | | | | |
|--------------|------|---------------|-----------------|------------------|------------------|--------------------------|----------|
| | | | | | | | |
| downward | hand | handsome | before-
hand | behold
beheld | hand-
in-hand | immediate
immediately | under |
| | | | | | | | |
| hold
held | lord | heard
word | hard
it | have-
had | hand-writing | hazard | hardware |

9. Phrases. (56—55)

1 Goes-downward, 2 going-downward, 3 will-have-it, 4 a-handsome-case, 5 many-handsome-cases, 6 behold-you-come, 7 you-will-behold, 8 many-beheld, 9 will-have-immediate-trial,²⁵ 10 in-such-history, 11 must-have-it, 12 have-it-taken, 13 such-hazards, 14 is-it-com-ing, 15 have-had-it, 16 pray-the-Lord, 17 they-had-it, 18 immediate-effect,⁵⁰ 19 will-have-it, 20 never-have-it.⁵⁶

10. Letter. (196—3:15)

Nashville, Tenn., August 9, 1901.

L. J. Sampson,
Bay City, Mich.

My-dear-Sir:-

I-was very-much pleased to-receive-your²⁵ letter last night with the-information that I-was to have that-old matter off-my hands so soon. I-think you did very well⁵⁰ to dispose of all-those lots, especially those-with the-old houses upon-them, so-readily and-at-such very-good prices. As-it-has⁷⁵ now come-out I-will lose very-little on the-deal. If-you-will send me your bill I-will send-you-check to-balance¹⁰⁰ same. I-have signed all the-deeds to the-various pieces of-property and-same have gone by today's mail. I-hope that-they-will¹²⁵ reach-you safely.

It-is a-relief to-me to have that entire estate business

closed up. I-desire to-assure you that I-fully¹⁵⁰ appreciate your work in-bringing the-business to-such an-early-close.

Whenever I-have anything in the-line of-real-estate to-look after¹⁷⁵ in the-future you-may-be-sure that I-will send-it to-you. I-am

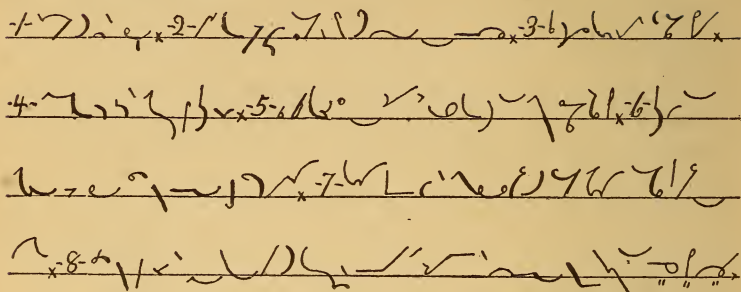
Yours-truly,

B. T. Lathrop.¹⁹⁶

11. Suggestion. (185—3)

Those who-have reached this-lesson may feel that-they-are very nearly through with the-study of the-principles of stenography, and-that all²⁵ they need after finishing the-few remaining lessons is plenty of-practice on miscellaneous matter, especially practice on letters, to-work up speed. One should⁵⁰ make a-specialty of-studying the-wordsigns, writing them over-and-over-again many-times. That-is one-thing so-many beginners neglect. Every Wordsign⁷⁵ in the-book should be-written over at-least once-a-day for-several weeks. When the-pupil can write the-whole list of Wordsigns¹⁰⁰ in the-book without stopping at the-rate of say sixty or seventy words per minute he-may then begin to-feel that-he knows¹²⁵ the-Wordsigns fairly well. The-young stenographer who can write his Wordsigns with no-more thought than is necessary for-one to-make use-of¹⁵⁰ when he dots his i's and-crosses his t's, is in-a-fair way to-succeed as-a stenographer. Remember-this and-practice on your¹⁷⁵ Word-signs daily. You-never can-give them too-much practice."¹⁸⁵

12. Translation.



LESSON XLIII.

THE HALVING PRINCIPLE, SEC III.

1. Any consonant stroke modified by either an initial or final small hook or by both an initial and final small hook, may, like the simple letters, be halved to indicate a following **t** or **d**. When a hooked letter is halved it is treated as a single letter and the **t** or **d** added must occur after both the stroke and the letter or letters indicated by the hook or hooks. For example, the word **faïnt** is composed of the consonants **f-n-t**. The **N-Hook** is used to indicate a following **n** and the character **Fen** is made half length and both the **f** and **n** are read before the added **t**. The word **fatten**, with the **t** coming before the **n**, would not therefore permit of the use of the half length hooked letter, **Fen**, the word **fatten** being written **Fet-En**. Likewise in the word **cleaned**, for example, the double hooked letter **Klen** is

halved to represent a **d** after the letters represented by both the hooks and the stroke.

2. The half length hooked letters are spoken of as follows: A half length **Fel** is called **Flet** if **t** is indicated, and **Fled**, if **d** is indicated. A half length **Plen** is called **Plent**, if **t** is indicated, and **Plend**, if **d** is indicated, etc.

3. Although some reporters occasionally shorten a stroke upon which the **Shun-Hook**, **Tive-Hook**, large **W-Hook**, **Ler-Hook**, **Rel-Hook**, **St-Loop** or **Str-Loop** is used, it is best not to use the **Halving-Principle** with a letter modified by one of these large hooks or loops, unless it is very inconvenient to add the stroke **Te** or **De**.

4. The use of the **Halving Principle** with hooked letters is shown in the following words:



rambled migrate coughed mounting insolvent inclined demand gratify

EXERCISE 43.

Using the proper shortened hooked consonants write:

5. List words. (56—1:05)

1 Flagrant, 2 brittle, 3 depend, 4 found, 5 bound, 6 lament, 7 patent, 8 retained, 9 expend, 10 extend, 11 indent, 12 spending, 13 plantain, 14 suspend, 15 tendency, 16 fountain, 17 incident, 18 mountain, 19 grant, 20 front, 21 puffed, 22 craft, 23 drained, 24 cleaned, 25 friend, 26 enchained, 27 clamored, 28 shirt, 29 silvered, 30 papered, 31 crowded, 32 glut, 33 Richard, 34 hypocrite, 35 prevent, 36 celebrate, 37 refund, 38 violent, 39 random, 40 husband, 41 deplete, 42 talent, 43 degrade, 44 mankind, 45 democrat, 46 country, 47 rebound, 48 repent, 49 betrayed, 50 infant, 51 virt-

ual, 52 applicant, 53 freedom, 54 supplicant, 55 glutton, 56 tangent.

6. Wordsigns.

s *s* *f* *v* *v* *v* *r* *r*

we-are not were-not with-regard-to which-ought-not which-not which-had not wch-wd-nt cannot-told till-it-told

v *v* *v* *v* *v* *v* *v* *v*

why-not will-not virtue upon-it undersand under-go until-it unconcerned

v *v* *v* *v* *v* *v* *v* *v*

testament toward towards they-are-not such-are-not such-were-not shorthand spirit

v *v* *v* *v* *v* *v* *v* *v*

quite may-not minority majority hundred manufacture manufacturing manufactured respectful respectfully

7. Phrases. (60—1)

1 Why-not-do-so, 2 we-are-not-coming, 3 with-regard-to-it, 4 will-not-say-so, 5 by-virtue-of, 6 depend-upon-it, 7 he-will-understand,²⁵ 8 undergo-similar-treatment, 9 until-it-comes, 10 they-will-tell-it, 11 in-his-territory, 12 take-Shorthand, 13 drained-the-canal, 14 they-repent, 15 all-mankind, 16 celebrate-the-occasion,⁵⁰ 17 they-made-a-grave, 18 violent-case, 19 a-very-rich-man.⁶⁰

8. Letter. (167—2:45)

Grand Rapids, Mich., June 10, 1901.

Mr. Edward Weeks,
Port Huron, Mich.

My-Dear-Sir:—

We-have finally decided to-accept²⁵ your proposi-

tion on the coal land near Saginaw, that is to pay you ten cents per-ton on all coal taken from beneath your farm⁵⁰ of six-hundred and forty acres, in section seven-teen. We have drawn lease to this effect to go into force July first and to continue⁷⁵ fourteen years with privilege of five years more upon same terms should we so desire. We have mailed instructions to our representative in Port Huron,¹⁰⁰ to whom we will forward lease ready for you to execute. Please to give this matter your early attention as it is our desire to¹²⁵ begin work not later than July first. This will necessitate our ordering machinery without delay. We cannot place our order until we receive the lease¹⁵⁰ duly executed. We hope this matter will have your prompt attention.

Respectfully yours,

T. M. LeGrand Co.¹⁶⁷

9. Letter. (159—2:40)

Port Huron, Mich., June 14, 1901.

T. M. LeGrand Co.,
Grand Rapids, Mich.

Sirs:—

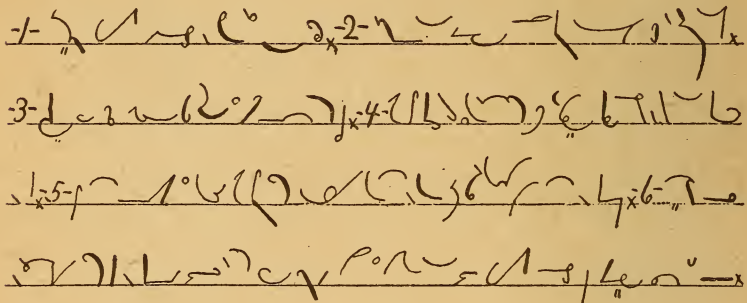
Your letter of the 10 inst.²⁵ was received Monday. Your representative in this city, Mr. J. B. Dickinson, called the same day with lease for my signature. Examining it I discovered⁵⁰ that you had left out one item which was agreed upon when we talked the business over last week. I refer to the matter of⁷⁵ excavations for the proposed mine. The understanding was that you were to have but one opening and that said opening with the necessary machinery was¹⁰⁰ to occupy only three acres, said three acres to be wherever you desired them adjoining the railroad track.

I-put this-clause in the-lease¹²⁵ before-signing. If this-is satisfactory, and-of-course it-will-be, since-it was agreed-upon, you-can file the-lease and-go-ahead¹⁵⁰ with the-purchase of-machinery.

Yours-truly

Edward Weeks.¹⁵⁹

10. Translation.



LESSON XLIV.

THE HALVING PRINCIPLE, SEC IV.

1. When an **S-Circle** occurs at the end of a shortened consonant, either simple or modified by one or more hooks, the **s** is read after the added **t** or **d**. This difference of the **S-Circle** from the hooks representing letters which must be read before the **t** or **d**, should be carefully noted by the student. This principle is shown in the words **gloats** and **kinds** given below.

2. It sometimes happens that a final half length **Te** or **De** does not make an angle, or makes a very poor

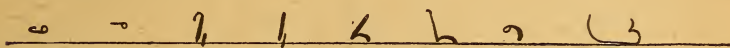
angle, with the preceding letter. In such cases the half length letter may be disjoined from the preceding stroke. This is called the **Disjoined Ted**. Its use is shown in such words as **dated, dreaded, opinionated** and **omitted**. If it were not disjoined the half length letter would be lost sight of. The **Disjoined Ted**, when used, should be written beside and very close to the end of the letter from which it is disjoined, as shown below.

3. The strokes **Way** and **Emp** are sometimes, though rarely, shortened. The exception is in such words as **jumped, swayed**, etc.

4. Occasionally it is found convenient to write a half length **Es** with an upward stroke, as in **factionist**.

5. When a final **t** or **d** is preceded by two separately pronounced vowels as in **poet, duet, quiet**, etc., the **Halving Principle** cannot be made use of.

6. The above principles are illustrated by the following words:



floats kinds dreaded dated jumped pumped swayed factionist

EXERCISE 44.

Using the proper outlines write the following words:

7. List Words. (53—1)

1 Floats, 2 cuts, 3 inflates, 4 cadets, 5 indents, 6 refutes, 7 amusements, 8 treated, 9 doted, 10 dreaded, 11 institute, 12 omitted, 13 attitude, 14 opinionated, 15 annotated, 16 waited, 17 edited, 18 dated, 19 situated, 20 awaited, 21 audited, 22 instituted, 23 deeded, 24 prompted, 25 attempted, 26 exempted, 27 preempted, 28 indicated, 29 freighted, 30 tooted, 31 effected, 32 admitted, 33 mated, 34 meted, 35 emptied, 36 mooted,

37 strutted, 38 trotted, 39 traded, 40 matted, 41 entreated, 42 studded, 43 credited, 44 indicated, 45 imitated, 46 limited, 47 submitted, 48 resubmitted, 49 animated, 50 intimated, 51 redeeded, 52 reindicated, 53 unattempted.

8. Wordsigns.

| | | | | | | | | | | | | | |
|--------------|--|----------|--|-------------|--|--------------|--|---------|--|---------|--|-----------|--|
|) | | s | | h | | - | | s | | r | | ✓ | |
| astonish-ed | | act-of | | at-all- | | according | | behind | | child | | circulate | |
| astonishment | | Congress | | events | | according-to | | be-not | | | | | |
| - | | - | | f | | z | | r | | u | | o | |
| co-operate | | can-it | | circum- | | construc- | | delight | | deriva- | | did-not | |
| | | | | stantial | | tion | | | | tive | | do-not | |
| dare-not | | | | | | | | | | | | | |
| for-the- | | from-it | | forward | | guilt | | gentle- | | gentle- | | give-it | |
| most-part | | | | | | guilty | | men | | man | | gave-it | |
| ✓ | | v | | ✓ | | | | | | | | | |
| historian | | have-not | | better-than | | | | | | | | | |

9. Phrases. (60—1)

1 Astonish-him, 2 much-astonishment, 3 be-at-it, 4 an-act-of-Congress, 5 take-the-child, 6 behind-it, 7 was-better-than, 8 a-new-creature, 9 you-must-co-operate,²⁵ 10 cannot-do-so, 11 a-delightful-day, 12 dare-not-come, 13 many-gentlemen, 14 will-not-give, 15 he-was-historian, 16 seven-hundred, 17 have-not-come, 18 hear-from-it,⁵⁰ 19 a-grand-occasion, 20 will-you-co-operate, 21 he-was-a-gentleman.⁶⁰

10. Letter. (168—2:45)

New Albany, Ind., May 11, 1901.

Messrs. Johnson & West,
St. Louis, Mo.

My-Dear-Sirs:—

Your agent was-here yesterday²⁵ and-I-gave-him

an-order. I find that the-foreman in-one of-our departments neglected to enter-upon the-order book certain material⁵⁰ that I-must-have at-once. Will-you, therefore, add the-following to our order:

1 Gr. Pt. Tin Cups,
 $\frac{3}{4}$ " Qt. " ⁷⁵ "
 4 doz. 4 Qt Tin Pails,
 2 " 6 Qt. " "
 $\frac{1}{2}$ Gr. Qt. " Dippers
 $\frac{1}{2}$ Gr. Pt. " " ¹⁰⁰
 $\frac{1}{4}$ Gr. 2 Qt. Granite Stew Pans,
 $\frac{1}{2}$ Gr. 3 Qt. " " "
 3 doz. Challenge Egg Beaters.

I-hope this letter¹²⁵ will reach-you in-time for-you to send the-above items with the-goods ordered through your agent and-thus avoid an-extra shipment.¹⁵⁰

To make-sure of-it I-send this with special-delivery stamp. I-am

Yours-truly,

Thomas Benton.¹⁶⁸

11. Letter. (139—2:15)

New Orleans, La., July 5, 1901.

Alaska Refrigerator Co.,

Duluth, Minn.

Gentlemen:—

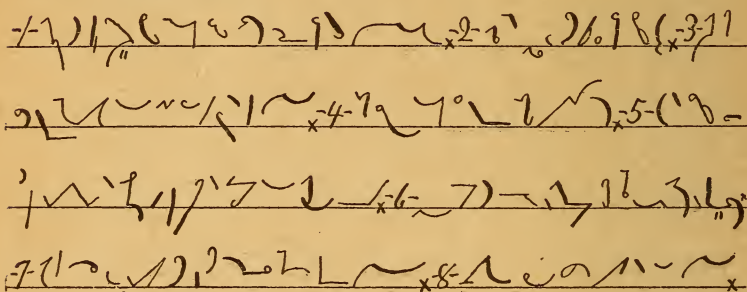
We-beg to inform-you that the-last car of²⁵ refrigerators you billed on June 20 has-not-yet arrived in-this city. We-are beginning to get uneasy about it for our supply⁵⁰ is running very-low. Will-you please trace-it by wire at-once. It-is probably side-tracked somewhere and-will no-doubt lie there⁷⁵ until a-tracer reaches-it. Do-not fail to keep the-tracer moving until-you succeed in locating-it as-our supply is about

exhausted¹⁰⁰ and-then, too, we would-be obliged to carry the-entire shipment over to the-next season, a-thing we-desire to avoid, if-possible.¹²⁵

Hoping that-this-will receive-your immediate atten-tion, I-am,

Respectfully-yours,
Theodore Parker.¹³⁹

12. Translation.



LESSON XLV.

REVIEW.

1. QUESTIONS:

(1) What letters are indicated by writing certain letters half length?

(2) As a rule must the t or d indicated by writing a letter half length, be in the same syllable with the shortened letter?

(3) Is this rule always strictly observed?

(4) What two exceptions to this rule and why are they made?

(5) When **t** or **d** is the last consonant in a word and a sounded vowel follows, may a preceding stroke be halved to indicate the **t** or **d**?

(6) By what names are the half length letters designated?

(7) Give several examples.

(8) Would it be proper to write a half length **b** for the word **abode**?

(9) Is it allowable to write **Ray** half length to represent a following **t** or **d** when the **t** or **d** is the only other consonant in the word?

(10) Are **Yea**, **Way**, **Emp** and **Ing** frequently halved?

(11) How are **Ar**, **Lay**, **Em** and **En** modified in addition to being halved when a **d** is to be indicated?

(12) When **Ar**, **Lay**, **Em** and **En** are modified by a hook are they shaded as well as halved to indicate a **d**?

(13) How is a **d** indicated when it is inconvenient to use a half length shaded **EI**?

(14) Where an **r** follows **Kay** or **Gay** and is to be halved to indicate a **t** or **d** how should it be written and why?

(15) Is it proper to use a half length **Kay** or **Gay** after an **Ef**, **Ve** or **Lay**?

(16) May a half length **Ish** be used after **Lay**?

(17) Is it ever allowable to use a half length **Lay** to represent a following **d**? If so, give example.

(18) How is the past tense of regular verbs indicated?

(19) May letters with initial or final hooks be halved to add a following **t** or **d**?

(20) If a hooked letter is written half length does the **t** or **d** indicated come before or after the letters indicated by the hook or hooks ?

(21) When a half length letter has an **S-Circle** at its end is the **s** represented by the circle read before or after the **t** or **d** indicated by halving ?

(22) Is it advisable to halve letters containing the **Shun-Hook** and the other large hooks ?

(23) What is meant by the character called the **Disjoined Ted** and why is it used ?

(24) Where should the **Disjoined Ted** always be written ?

(25) Is the halved **Es** ever written upwards ? If so, give an example.


(26) May a final **t** or **d**, though not followed by a sounded vowel, be indicated by halving, if two separately pronounced vowels immediately precede it ?

EXERCISE 45.

2. List words. (60—1:15)

Boat hate late mate note operate theft reviewed sentence chestnut receded implicate remit capital certain made nude bored old index Leonard fault gored indolence absurd²⁵ unsold ascend assumed indivisible imminent flagrant found indent spending mountain puffed clamored crowed Richard celebrate random democrat country applicant tangent floats cadets indents treated opinionated⁵⁰ instituted indicated meted effected traded imitated submitted animated redeeded unattempted.⁶⁰

3. Wordsigns.



| | | | | | | | | |
|----------|-------|-----------|-------|-------|---------|-------|-----------|----------|
| Almighty | after | afternoon | as-it | asso- | all-the | do-it | east-and- | emphatic |
| for-it | | | | ciate | world | | west | |

(Handwritten shorthand symbols on a line)

feature fear-of- future good-and- manuscript nature natural of-it
 if-it God fact bad

(Handwritten shorthand symbols on a line)

some-what some-time use-it wisdom world without yesterday about

(Handwritten shorthand symbols on a line)

establish at-it territory heart history is-it had-it
 established it-had
 establishment it-would

(Handwritten shorthand symbols on a line)

downward hand handsome before- behold hand- immediate under
 hand beheld in-hand immediately

(Handwritten shorthand symbols on a line)

hold lord heard hard have- have- hand-writing hazard hardware
 held word it had in-hand

(Handwritten shorthand symbols on a line)

we-are were-not with- which- which- which- cannot till-it tell-it
 not regard-to ought- not had-not told
 not wch-wd-nt

(Handwritten shorthand symbols on a line)

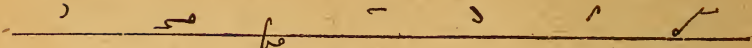
why-not will-not virtue upon it understand under-gountil-it unconcerned

(Handwritten shorthand symbols on a line)


testament toward towards they- such- such-were- shorthand spirit
 are-not are-not not

(Handwritten shorthand symbols on a line)

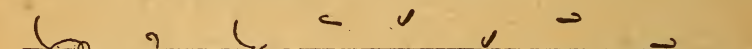
quite may-not minority majority hundred manufacture respectful
 manufacturing respectfully
 manufactured




 astonish-ed act-of at-all according behind child circulate
 astonishment Congress events according-to be-not



 co-operate can-it circum- construc- delight deriva- did-not do-not dare-not
 stantial tion tive



 for-the- from-it forward guilt gentle- gentle- give-it gave-it
 most-part guilty men man



 historian have-not better-than

4. Phrases. (99—1:40)

In-all-the-world east-and-west an-emphatic-story a-
 new-feature in-future-times took-his-manuscript it-
 will-implicate-him several-individuals²⁵ going-down-
 ward many-handsome-cases you-will-behold will-have-
 immediate-trial you-will-have-it have-it-taken they-
 had-it never-have-it⁵⁰ with-regard-to-it by-virtue-of
 he-will-understand until-it-comes in-his-territory drain-
 ed-the-canal celebrate-the-occasion be-at-it⁷⁵ an-act-of-
 Congress was-better-than a-new-creature cannot-do-so
 many-gentlemen he-was-historian have-not-come a-
 grand-occasion.⁹⁹

5. Letter. (196—3:15)

Nashville, Tenn., August 9, 1901.

L. J. Sampson,
 Bay City, Mich.

My-dear-Sir:-

I-was very-much pleased to-receive-your²⁵ let-
 ter last night with the-information that I-was to have
 that-old matter off-my hands so soon. I-think you did
 very well⁵⁰ to dispose of all-those lots, especially those-

with the-old houses upon-them, so-readily and-at-such very-good prices. As-it-has⁷⁵ now come-out I-will lose very-little on the-deal. If-you-will send me your bill I-will send-you-check to-balance¹⁰⁰ same. I-have signed all the-deeds to the-various pieces of-property and-same have gone by today's mail. I-hope that-they-will¹²⁵ reach-you safely.

It-is a-relief to-me to have that entire estate business closed up. I-desire to-assure you that I-fully¹⁵⁰ appreciate your work in-bringing the-business to-such an-early-close.

Whenever I-have anything in the-line of-real-estate to-look after¹⁷⁵ in the-future you-may-be-sure that I-will send-it to-you. I-am

Yours-truly,

B. T. Lathrop.¹⁹

6. Letter. (159—2:40)

Port Huron, Mich., June 14, 1901.

T. M. LeGrand Co.,

Grand Rapids, Mich.

Sirs:—

Your-letter of-the 10 inst.²⁵ was received Monday. Your representative in-this city, Mr. J. B. Dickinson, called the-same day with lease for-my signature. Examining-it I-discovered⁵⁰ that-you had left out one-item which-was agreed-upon when we-talked the-busi-ness over last week. I-refer to the-matter of⁷⁵ excava-tions for the-proposed mine. The-understanding was that-you were to have but-one opening and-that said-opening with the-necessary machinery was¹⁰⁰ to-occupy only three acres, said-three acres to-be wherever you desired them adjoining the-railroad-track.

I-put this-clause in the-lease¹²⁵ before-signing. If-
this-is satisfactory, and-of-course it-will-be, since-it
was agreed-upon, you-can file the-lease and-go-ahead¹⁵⁰
with the-purchase of-machinery.

Yours-truly

Edward Weeks.¹⁵⁹

LESSON XLVI.

PREFIXES.

1. The more frequently occurring **Prefixes** are represented by brief signs. Some of these are disjoined from the following letter. The others are joined.

2. The **Disjoined Prefixes** are:

(1) A dot to represent **Con**, **Com** or **Cog**, as in **con-**
done, **comprise**, **cognate**.

(2) An **S-Circle** to represent **Self** or **Circum**, as in
self-respect, **circumlocution**.

(3) A **Slanting Tick**, like the tick for **he**, to represent **Counter**, **Contro**, and **Contra**, as in **controvert**, **counter-**
march, **contraband**.

(4) **Em** to represent **Magni**, as in **magnitude**.

3. These **Disjoined Prefixes** should always be written before writing the outlines which they precede. The habit of doing this should be cultivated from the very start or the student will find himself going back to insert these prefix signs after the outlines are written,

thus consuming more time than if the full outline for the prefix were used.


















4. The **Joined Prefixes** are:

(1) A **Half Length En** to represent the prefixes **Intro, Inter, Ante,** and **Anti,** as in **introduce, interrupt, antidote, antedate.**

(2) **Pe-Iss** to represent the prefix **Post,** as in **postman.**

5. When the syllables **Con, Com** or **Cog** occur between two consonant strokes in a word, the two strokes are disjoined to indicate that either **Con, Com** or **Cog** is to be supplied, as in **inconstant, incomplete, incognito.**

It is the custom with many reporters and teachers to omit the dot for the prefixes **Con, Com** and **Cog** in the large majority of cases. This is not advisable for the beginner who should write these signs in every instance, at least until he has had considerable experience as a reporter. Even then he should not omit them unless actually crowded for time. These prefixes and the parts of an outline disjoined to indicate **Com, Con** and **Cog** are illustrated by the following outlines:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |
| condone | com-
prise | cognate | self-re-
spect | circumlo-
cution | counter-
act | contro-
vert | contra-
band | magni-
tude |
|  |  |  |  |  |  |  |  | |
| introduce | interrupt | antidote | postman | Inconstant | incomplete | incognito | | |

EXERCISE 46.

Using the proper **Prefixes** and disjoined parts write the following words:

6. **List Words.** (59—1:30)

1 Contemplate, 2 construe, 3 interdiction, 4 confine,

5 preconceive, 6 conceal, 7 countersign, 8 anticipation, 9 intersect, 10 enterprise, 11 circumference, 12 recommend, 13 conserve, 14 compalible, 15 recompense, 16 accomplish, 17 concede, 18 antiquary, 19 companion, 20 constable, 21 compile, 22 conduce, 23 countermarch, 24 compound, 25 combine, 26 convene, 27 selfish, 28 circumvent, 29 counterpoise, 30 controversy, 31 contribute, 32 contraband, 33 antediluvian, 34 antedate, 35 postman, 36 interval, 37 interurban, 38 inconsolable, 39 recognize, 40 interrogate, 41 inconsistent, 42 concern, 43 anticipate, 44 convert, 45 interest, 46 unconscious, 47 conspiracy, 48 conception, 49 congestion, 50 incompatible, 51 conversion, 52 interpose, 53 compensation, 54 conduct, 55 comparison, 56 contemplation, 57 misconceive, 58 concur, 59 content.

7. Wordsigns.

| | | | | | | | |
|-------------|--------------|-------------|----------|---------|-----------|------------|------------|
| | | | | | | | |
| as-great-as | able- | at-any- | able-to- | at-all- | construc- | conse- | consequent |
| | to | rate | give-it | its | tive | quence | |
| | | | | | | | |
| consequen- | comprehend | comprehen- | consider | consid- | confiden- | calculate | |
| tial | | sion | | eration | tial | | |
| | | | | | | | |
| great- | greater- | Great- | here-to- | fore | hesitate | human- | |
| extent | than | Britain | | | | nature | |
| | | | | | | | |
| intellect | intelligence | incompetent | | part | party | individual | |

8. Phrases. (60—1)

1 As-great-as-can-be, 2 will-take-interest, 3 able-to-

call, 4 able-to-equal, 5 able-to-go, 6 go-at-any-rate, 7 was-at-all-its,²⁵ 8 was-constructive, 9 they-calculate-it, 10 a-great-event, 11 greater-than-any, 12 a-large-heart, 13 was-human-nature, 14 conceal-them, 15 a-strong-intellect, 16 he-was-incompetent,⁵⁰ 17 very-great-extent, 18 he-was-introduced, 19 receive-interest, 20 compound-it.⁶⁰

9. Letter. (167—2:45)

Iowa City, Iowa, May 11, 1901.

Mr. John Young,
Springfield, Ills.

My-Dear-Sir:—

Are-you still engaged in the-manufacture²⁵ of rotary churns? A-gentleman in-this city has recently purchased a-large dairy-farm near here and-intends to-go into the-butter-making⁵⁰ business very largely.

Since learning of-this yesterday it-has occurred to-me that the-rotary churn which-you were manufacturing when I-was in⁷⁵ Springfield would-be just the-thing for-him. If-you are still interested in-this business send me your descriptive catalogue and-I-will place¹⁰⁰ it in the-hands of the-aforesaid gentleman and-at the-same time personally urge-him to adopt the-churn you-are making. Knowing what¹²⁵ I-do of-it, I-am sure it-would please-him. If-you-like you-might also write the-gentleman direct. His name is Henry¹⁵⁰ Patterson, and-mail will reach-him addressed simply, Iowa City, Iowa. I-am,

Sincerely-yours,
John Elfring.¹⁶⁷

10. Letter. (238—3:55)

Springfield, Ill., May 14, 1901.

Mr. John Elfring,
Iowa City, Iowa.

Dear-Sir:—

I-was-much pleased to-receive your-letter²⁵ of-re-cent-date. I-am still in the-same business in-which I-was engaged when-you were here. The-only change in the-business⁵⁰ is-that I-am now sole proprietor, hav-ing recently bought out the-parties formerly interested with-me.

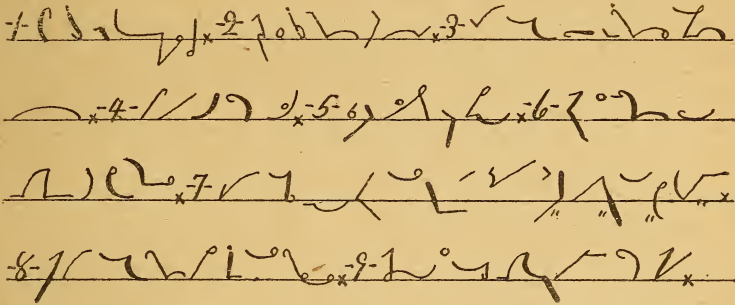
I-send-you to-day our new catalogue.⁷⁵ I-beg to-call your attention to-several very important improve-ments we-have made in our churns. These are all fully explained in the-catalogue.¹⁰⁰ I-am sure our churn would please Mr. Patterson. I-shall wait until I hear from-you again before-writing him direct. I-hope-you¹²⁵ may-be able-to-persuade him to-place an-order with us. In-case-you succeed, I-shall, of-course, be-pleased to allow-you¹⁵⁰ the-regular twenty per cent. commission which we allow our agents.

If-you-are in the-hardware business, as your letter-head indicates, would-it¹⁷⁵ not be possible for-you to-take the-agency for our churns in Iowa City, Iowa? We-are now making a-small churn especially for²⁰⁰ fam-ily use among farmers. They-are taking wonderfully well. I-would ask your attention to-this churn, num-ber 12, in the-catalogue sent-you to-day.²²⁵ I-am sure there-is money in-it for-you.

Respectfully,

John Young.²³⁸

11. Translation.



LESSON XLVII.

AFFIXES.

1. There are a number of endings, or **affixes**, of frequent occurrence which, like the **prefixes**, are represented by abbreviated signs. They are as follows:

(1) The endings **Ful**, **Bel**, **Bal** and **Ble** are represented by the simple letters **Ef** and **Be**, when it is inconvenient to modify these letters with the **L-Hook**, as in **forcible**, **dístasteful**, **wasteful**, **osténsible**.

(2) The ending **Ship** is represented by either **Ish** or **Shay** as in **township**, **governorship**. It is allowable to disjoin the **Ish** or **Shay** used for the ending **Ship** when neither will make a distinct angle with the preceding letter. Since either the upward or downward stroke

may be written, it is seldom necessary to disjoin the letter used for this ending.

(3) A **Dot** for **Ing** is used when it is inconvenient to join the stroke **Ing** at the end of words as in **resting**, **hoisting**.

(4) In similar outlines the ending **Ings** is likewise difficult to join. In such cases a **Dash** is used, as in **castings**. The **Dash** used for this purpose is written at right angles to the stroke at the end of which it is placed. The student should bear in mind that the **Dot** and **Dash** for the endings **Ing** and **Ings** should never be used except when it is not convenient to use the stroke **Ing** since a joined letter is always more quickly written than one that is disjoined.

(5) An **S-Circle** is used to represent the ending **Self** and a **Ses-Circle** for **Selves**, as in **myself**, **yourself**, **themselves**.

(6) A **De** is used at the end of words for the ending **Hood**, as in **manhood**, **childhood**.

(7) The **Wordsign** for **ever**, is used for the ending **ever** in such words as **whenever**.

(8) The **S-Circle** is used for **so** when it occurs before the ending **Ever** in such words as **whenever**.

(9) The endings **Ility**, **Ality** and **Arity** are *not written* but are *indicated* by disjoining from the first part of the outline the letter immediately preceding the endings, as in **hospitality**, **excitability**, **disparity**.

2. These affixes are illustrated in the following words:



forcible distasteful township governorship resting casting myself

5. Phrases. (60—1)

1 Such-a-temperament, 2 in-his-posterity, 3 in-a-post-script, 4 was-very-particular, 5 a-new-part, 6 in-that-part, 7 will-partake, 8 political-influence, 9 he-keeps-onward,²⁵ 10 a-great-opportunity, 11 a-poor-casting, 12 was-accessible, 13 saw-a-cannibal, 14 offered-the-deanship, 15 worship-the-king, 16 over-the-township, 17 take-it-himself, 18 go-themselves,⁵⁰ 19 the-warden-ship-cases, 20 will-take-it-myself, 21 will-worship-him.⁶⁰

6. Letter (84—1:20)

Lexington, Ky., Jan. 1, 1901.

John Phillips,
Detroit, Mich.

My-Dear-Sir:-

Will-you please send to-me at-once a-catalogue²⁵ of-your various styles of show-cases. I-am-preparing to open a-jewelry store in-this city in-a-short-time and-shall want^{5c} several cases especially for-this line of business.

With-your catalogue be-sure to name discounts for cash with order. A-prompt reply will confer⁷⁵ a-favor. I-am

Very-truly-yours,

Thomas Ackerson.⁸⁴

7. Letter (125—2)

Denver, Colorado, Dec. 31, 1901.

Pingree & Smith,
Detroit, Mich.

Gentlemen:-

Your Western representative called yesterday. Unfortunately I-was out-of^{f25} the-city and-hence was-

unable-to give-him a-small order I-had decided to-place with-your house. As-your agent may-not⁵⁰ be-here again in-time for-you to-get the-order through-him and-have the-stock shipped not later-than February 1st, I-have⁷⁵ decided to-send the-order direct.

You-may ship-me on or before February 1st ten cases of-your composite shoe, assorted sizes from No.¹⁰⁰ three to six, divided as-you usually do as-to widths. I-desire these sent with draft, March 1st, thirty days.

Respectfully-yours,
John Morton.¹²⁵

8. Lettcr. (106—1:45)

Detroit, Mich., Jan. 5, 1901.

Mr. John Morton,
Denver, Colorado.

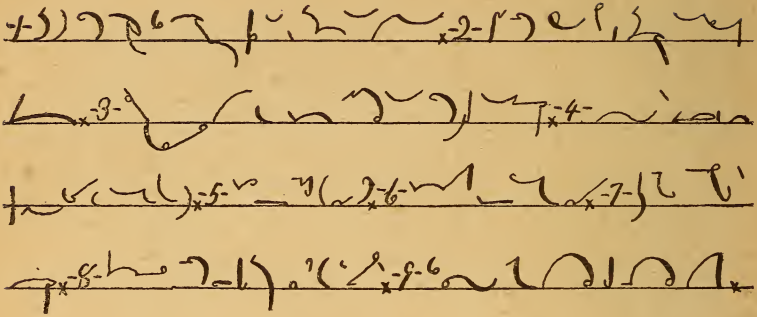
My-Dear-Sir:-

We-have your valued order of Dec. 31.²⁵ The-same shall-have our most careful attention. The-terms you-mention are-entirely satisfactory to us.

We regret that-you were-not at-home⁵⁰ when-our Mr. Sanders called. He-had a-number of new styles of shoes which we-were very anxious for-you to see. We-think⁷⁵ they-are especially fine. We-are sure you would have-been pleased with-them and-would have-placed at-least a-small order with Mr.¹⁰⁰ Sanders.

Yours-truly,
Pingree & Smith.¹⁰⁶

9. Translation.



LESSON XLVIII.

PUNCTUATION.

1. As a rule very few, if any, marks of punctuation are used in Shorthand work, especially in rapid reporting.

2. When, however, time permits the insertion of the more important ones, it is best to write them, since it makes the transcription easier.

3. The punctuation marks made use of in reporting are as follows:

(1) The **period** is represented (a) by a **small cross**, (b) by a **double length chay** written more nearly perpendicular than **chay** usually is. A period may also be indicated (c) by leaving a **blank space** of fully an inch or more.

(2) The **comma**, **colon**, and **semicolon** are the same as in longhand.

(3) A **dash** is indicated by a **waving line** from a quarter to a half inch long.

(4) **Parentheses** and **brackets** are the same as in longhand except that double dashes are struck through them.

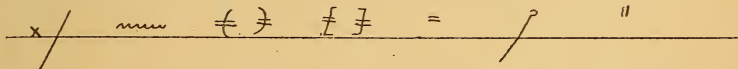
(5) A **Hyphen** is represented by a double instead of a single dash as in longhand.

(6) An **Interrogation** is best represented by the sign for **what** joined to and followed by a **Double Length Chay**.

(7) A **Quotation** is represented by two signs for **Or** written side by side and closely together.

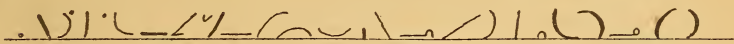
4. **Italicized** and **Capitalized Words** and **expressions** are indicated by a **single line** beneath words to be italicized and a **double line** beneath words to be written in capitals.

5. The following illustrations show the marks of punctuation described above:



period dash parentheses brackets hyphen interrogation quotation

6. **Initial letters** are written as follows:



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

7. The outline for **After** is omitted when the word occurs between repeated words as **day after day**, **week after week**, **year after year**, **man after man**. In such cases the word **After** is indicated by writing the outlines for the words preceding and following it near together,

the second being placed a little below the first.

8. In expressions from one thing to another as, **from place to place, from time to time, from door to door,** etc., the outlines for the words **From** and **To** are usually omitted, they being indicated by placing the outlines for the repeated words side by side and near to each other.

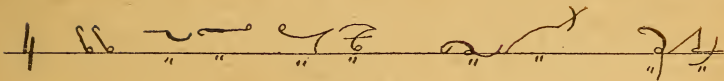
9. The words, **Of The,** are usually omitted in very rapid reporting, they being indicated by placing the outlines for the preceding and following words near to each other, as in **king of-the-Greeks.**

10. No confusion need arise by the same method being adopted to represent both **From-To** and **Of-The,** since with **From-To** a repeated word is used while with **Of-The** two different words must be used.

11. The word **Company,** when used immediately following the name of the company, is indicated by writing the letter **Kay** across the last letter in the outline immediately preceding as in **Central Mills-Company.** The words **Association** and **Society** are expressed in a similar way, the former by writing **Ish** and the latter by writing **Es** through the last letter of the preceding word, as in **University Oratorical-Association** and **Emerson Literary-Society.**

12. When the letter immediately preceding the **Kay, Ish** or **Es** is made in the same direction as the letter which must be struck across it, the first preceding letter made in a different direction must be the one selected across which to write the **Ish, Kay** or **Es.**


13. These general methods of abbreviations are illustrated as follows:



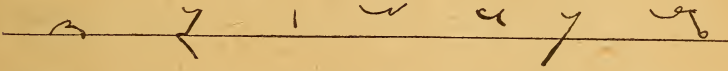
 day-after- from- King-of- Central Mills- Emerson Literary- University
 day place- the-Greeks Co. Society Oratoricar-
 to-place Association

EXERCISE 48.

14. Wordsigns.



 at-all-times afterwards advance- Word- prosperity profit malpractice
 ment of-God prophet



 landlord intelligible it-ought in-the- in-order- inter- in-the-
 world that change second-place

15. Phrases. (60—1)

1 From-city-to-city, 2 from-house-to-house, 3 tree-after-tree, 4 book-after-book, 5 window-after-window, 6 from-room-to-room, 7 from-lamp-to-lamp,²⁵ 8 from-chair-to-chair, 9 day-of-the-week, 10 hour-after-hour, 11 result-of-the-action, 12 desk-after-desk, 13 policy-of-the-governor, 14 Detroit-Publishing-Company,⁵⁰ 15 National Engraving-Association, 16 National Shorthand-Society, 17 New-York Carbon-Company.⁶⁰

16. Letter. (150—2:30)

New Albany, Ind., May 15, 1901.

Mr. John Phillips,
 Detroit, Mich.

Dear-Sir:-

In-reply-to your letter of May 12.²⁵ We cannot-possibly ship-you before June 1, the-special size bevel-edge glass for show-cases you-are making. We-have a-very large⁵⁰ rush order of-special sizes for-a New-

York dealer who-is a-heavy purchaser. We cannot therefore drop this and-take-up your order⁷⁵ before May 26. This-will enable us-to forward-same by June 1. We-hope this-will be-satisfactory. It does not-often happen¹⁰⁰ that-we-are unable-to give-your special orders our immediate attention. Please-to-let us know at-once whether you-can wait that-long¹²⁵ and-if so, we-will make-special arrangements to-get the-order out on the-date mentioned. We-are

Yours-truly,
Indiana Plate-Glass-Co.¹⁵⁰

17. Letter. (179—3)

Detroit., Mich., May 16, 1901.

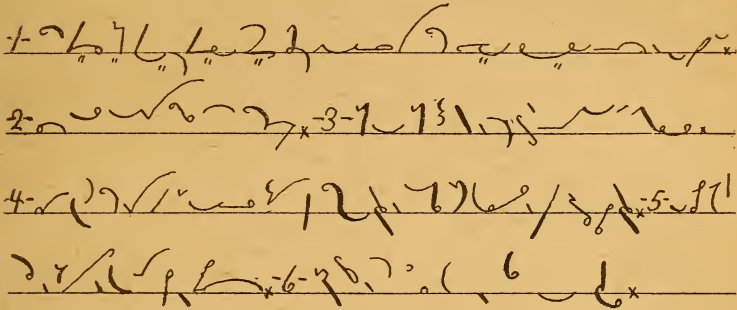
Indiana Plate-Glass-Co.,
New Albany, Ind.
Gentlemen:—

I-have just received your letter of yesterday.²⁵ I-have wired party for-whom I-have the-order for cases, special size glass for-which you-have my order under-date of May⁵⁰ 12. He-replies that-he-has advertised quite extensively and-at great expense, to open on June 15, and-that he-must-have⁷⁵ cases by June 10. Now, if-you-can fill my order, shipping same by-ex-pres on June 1, it-will give-me six-days¹⁰⁰ to-fit-up the-cases after the-plate arrives and-allow three-days for-delivery. This gives but-very narrow margin. You-may, however, go¹²⁵ on-with the-work. I-shall expect to-receive the-plate by-express on June 2 without fail. I-would much-rather lose on-this¹⁵⁰ job than-to disap-point this patron who-is one-of-my best customers.

Please to-have your manager give-this special order his personal attention.¹⁷⁵

Respectfully-yours,
John Phillips.¹⁷⁹

18. Translation.



LESSON XLIX.

MINOR PRINCIPLES.

1. In derived words, the general rule is to add such strokes, hooks or circles to the outline for the primitive as may be necessary to represent the derivative. For example the derived word **saying** is written by adding **Ing** to **Es**, the outline for the primitive **say**. The reporter usually makes many exceptions to this rule when by so doing speed may be gained and the shorter outline is legible. This is especially true where the primitive has a somewhat modified form and pronunciation in the derivative as in **Written** which has the outline **Ret-En** instead of **Ray-Te-En**, which would be the full outline for **write** with the **En** added.

2. Where a primitive is represented by a **Wordsign**

the derivative is formed by prefixing or affixing the necessary characters to the **Wordsign**. For example, **endanger** would be written **En-Jer**.

3. In **Compound Words** the proper outlines for each word are usually united without modification. In case a poor angle results they may be disjoined, in which case the outlines for the two parts are written near each other.

4. It may be necessary to vary any rule relative to the formation of outlines: (1) When clearness makes it necessary to secure distinct angles; (2) When it is clearly evident that more easily written outlines may thereby be secured without loss of angularity or without causing ambiguity.

5. Ordinarily, outlines for words which should be capitalized are not underscored when fully vocalized. Instances may occur, however, when both a proper and a common noun are written and pronounced alike and where, in a sentence, either would make complete sense, as for example: "He was living in the **Brown** (brown) house." In such a case an underscore beneath the outline for **brown** would indicate that the name **Brown** was meant, if such were the case; while if merely the color **brown** were meant, no underscore would be needed. The full vocalization of the outline would not obviate the difficulty.

6. In all kinds of reporting, the first time a proper name occurs, unless it is a very common one, it should be spelled out in longhand. After that, when it occurs in the same letter or report, it may be written in Shorthand. The longhand will give the proper spelling and the Shorthand the correct pronunciation. For example, in the name **Beauchamp**, (pronounced **Beecham**), the

Shorthand would give no intimation of the unusual spelling, while the spelling would not indicate the pronunciation.















7. In such words as **moral** and **immoral**, **mortal** and **immortal**, etc., where the outline and the accented vowel are the same for both the positive and negative forms it is necessary to insert an initial vowel in the outline for the negative word.

8. In writing **Proper Names** in Shorthand it is advisable not to write the outlines too briefly. In such words the outlines should always be full enough so that, if need be, the word may be completely vocalized.

9. Experienced reporters frequently adopt abbreviated outlines for words and phrases of common occurrence in the business in which they are engaged. Beginners should not attempt anything of this sort. Such special abbreviations may be learned to advantage only after one becomes familiar with the peculiar terms common to the business in which he may be employed. As very few Shorthand students have any idea what line of work they will take up, one cannot familiarize himself with the specially contracted words and phrases which he will need later on.

EXERCISE 49.

10. Wordsigns.

| | | | | | | |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
| <hr/> | | | | | | |
| in-order-to | in-regard-to | infinite | intelligent | it-ought-not | it-had-not | it-ought-to |
| | | | | to-night | it-would-not | have-had |
| | | | | | at-hand | |
|  |  |  |  |  |  |  |
| <hr/> | | | | | | |
| it-would-have-had | it-will-not | it-will-have-had | in-polnt-of-fact | in-his-secret | imag-ined | ladies-and-gentle-men |
| | | | | | | which-were-not |
| | | | | | | which-will-not |

11. Phrases. (60—1)

1 In-order-to-go-there, 2 in-regard-to-my-opinion, 3 he-was-intelligent, 4 in-his-infinite-love, 5 an-infinite-being, 6 it-will-have-had-enough,²⁵ 7 it-will-have-had-ten, 8 it-will-not-do-so, 9 it-will-not-take-any-time, 10 it-will-not-take-notice, 11 in-his-secret-doings,⁵⁰ 12 in-his-secret-influence, 13 it-ought-to-have-had-occasion.⁶⁰

12. Letter. (400—6:30)

Manistee, Mich., August 11, 1901.

Miss Mattie Allison,
Ann Arbor, Michigan.

Dear Miss Allison:—

I-had the-pleasure of a-visit²⁵ from-your brother last evening. Henry told-me that-he-had just heard from-you and-you had written him how-you were getting along⁵⁰ at-the Stenographic Institute. From what he-said I-judge that-you have-just-had the-last lesson in-your text-book and-would begin⁷⁵ a-review next week. I-think you-have done remarkably well to-have completed the-lessons so soon. I-know your text-book is much¹⁰⁰ simpler than the-one I-studied. This no-doubt makes the-work considerably easier.

What I-had especially in mind when I-began this letter¹²⁵ was to-impress upon you the-necessity of committing the Wordsigns very thoroughly. Although our teacher told-us over-and-over-again to-do this,¹⁵⁰ we students did-not realize of how much-importance this was until after-we-had taken-positions. Then I-found that I-had thoughtlessly neglected¹⁷⁵ one-of the-important-parts of Shorthand. Another-thing to-which I-did-not give-enough-attention was practice. There

were-several girls in-our²⁰⁰ class and-we often wasted in-gossip hours which should-have-been given to-earn-est practice. I-know-that I-might have completed the-work²²⁵ several weeks sooner had-it not-been for-this. I-know you-have an-excellent teacher, but no matter how-good-the instruction you-cannot²⁵⁰ hope to-make a-success unless you, yourself, do some-hard work. You-will pardon me for-being so-very plain. I-only wish someone²⁷⁵ in-whom I-had confidence had-written me thus while I-was in-school. Having-taken the-course at-which you-are now at work³⁰⁰ and-then having-gone directly to-work as-an-amanuensis, I-feel that I-am in-a-position to-talk to-you in-a-manner³²⁵ that-will-be of benefit to-you. Still I-probably should-not write-thus plainly if I-did-not know-you to-be a-sensible³⁵⁰ girl and-would take-this in-the-right spirit. I-would be-pleased to-hear from-you from-time-to-time as-your work progresses.³⁷⁵ When-you finish-the-course I-think I-can be of-some assistance to-you in securing you a-position.

Very-truly-yours,
 Florence Jennings.⁴⁰⁰

13. Translation.

[Handwritten shorthand notes on four lines, representing the text above in shorthand form.]

LESSON L.

REVIEW.

I. QUESTIONS:

- (1) What prefixes are represented by **Dots** ?
- (2) Give two examples of each.
- (3) What prefixes are represented by the **S-Circle** ?
- (4) Give two examples of each.
- (5) What prefixes are represented by a **Slanting Tick** ?
- (6) Is the tick joined to what follows ?
- (7) In what direction does the tick slant ?
- (8) What prefix does the **Disjoined Em** represent ?
- (9) Give two examples.
- (10) What prefixes are represented by a joined half length **En** ?
- (11) Give an example of each.
- (12) How is the prefix **Post** written ?
- (13) How are **Con**, **Com** or **Cog** represented when they occur between two other consonants in a word ?
- (14) Is it wise for a beginner to sometimes omit the prefix for **Con**, **Com** and **Cog** ?
- (15) When a word ends in **Ble**, **Bel**, **Bal** or **Ful** and it is not convenient to use the **L-Hook**, how are these endings written ?
- (16) How is the ending **Ship** represented ?
- (17) Is it ever allowable to disjoin the character used to represent this ending ?
- (18) How is the ending **Ing** sometimes written ?
- (19) In what cases only is it allowable to use the **Dot** for the ending **Ing** ?
- (20) In similar cases, where we have the ending **Ings**, how is it written ?

(21) Give examples of the proper use of the special signs for the endings **Ing** and **Ings**.

(22) How are the endings **Self** and **Selves** written ?

(23) Give two examples of each.

(24) How is the ending **Hood** written ?

(25) Give two illustrations.

(26) How is the ending **Ever** written ?

(27) When the syllable **So** precedes the ending **Ever** how is it written ?

(28) Give two examples each of the use of the ending **Ever** and the use of the **S-Circle** for **So**.

(29) How are the endings **Ility**, **Arity** and **Ality** represented ?

(30) Are the marks of punctuation generally written in reporting ?

(31) In what three ways may the **Period** be represented in Shorthand ?

(32) When used, how are the **Comma**, **Semicolon** and **Colon** written ?

(33) How is the **Dash** written in Shorthand ?

(34) In what way do **Parentheses** and **Brackets** in Shorthand differ from those in longhand ?

(35) How is the Shorthand **Hyphen** written ?

(36) How is a **Question** indicated in Shorthand ?

(37) How are **Capitalized** and **Italicized** words indicated ?

(38) Give the **Alphabet** in Shorthand.

(39) How are **From** and **To** indicated when used in an expression **from one thing to another** ?

(40) How is **Of The** indicated in certain cases ?

(41) How are the words **Company**, **Association** and **Society** sometimes written ?

(42) How are the outlines for **Derived Words**

formed?

(43) If a **Primitive** is represented by a **Wordsign**, how is a word derived from the primitive written?

(44) Is it ever necessary to underscore proper names when fully vocalized?

(45) When should a proper name be written out in longhand?

(46) Where an **Affirmative** and **Negative** have the same outline how is the **Negative** distinguished?

(47) Should every possible contraction be used in outlines for proper names?

(48) It is advisable for the student to learn abbreviations used only in special lines of business?

EXERCISE 50.

2. List words. (30—:45)

Contemplate construe anticipation circumference recompense companion counterpoise postman interval recognize inconsistent concern unconscious conversion contemplation permissible cannibal wardenship rusting himself yourselves reliability instrumentality mentality brutality²⁵ popularity familiarity admissibility inhospitality instability.³⁰

3. Wordsigns.

| | | | | | | | | |
|----------------|--------------|----------------|--------------|-----------------|---------------|---------------|--------------|------------|
| | | | | | | | | |
| as-great-as | able-to | at-all | any-give-it | able-to-give-it | at-all-its | construc-tive | consequ-ence | consequent |
| | | | | | | | | |
| consequen-tial | comprehend | comprehen-sion | consider | consid-eration | confiden-tial | calculate | | |
| | | | | | | | | |
| great-er | greater-than | Great-Britain | here-to-fore | hesitate | human-nature | | | |

z z y r

intellect intelligence incompetent part party individual

o o o o o o

there-would-not which-ought-to-have-had which-have-had which-would-have-had which-are-not such-ought-to-have-had

e e e e e e

such-have-had such-would-have-had posterity postscript people-of-God particular partake

s s s s s s

political or-not onward opportunity on-the-one-hand on-either-hand on-the-other-hand

h h h h h h

at-all-times afterwards advancement of-God prosperity profit malpractice prophet

a a a a a a

landlord intelligible it-ought-in-the-world in-order-that interchange in-the-second-place

c c c c c c

in-order-to in-regard-to infinite intelligent it-ought-not it-had-not it-ought-to-not it-would-not have-had to-night at-hand

t t t t t t

it-would-have-had it-will-not it-will-have-had in-polnt-of-fact in-his-secret imaged ladies-and-gentle were-not will-not men

4. Phrases. (111—1:50)

As-great-as-can-be able-to-call was-able-to-go was-at-all-its they-calculate-it greater-than-any was-human-nature²⁵ strong-intellect very-great-extent such-a-temperament in-a-poscript a-new-party will-partake he-keeps-onward a-poor-casting saw-a-cannibal⁵⁰ worship-the-king take-it-himself I-will-take-it-myself from-city-to-city tree-after-tree window-after-window from-room-to-room⁷⁵ from-chair-to-chair hour-after-hour National-Engraving-Association in-order-to-go-there he-was-intelligent an-infinite-being it-will-have-had¹⁰⁰ it-will-not-take-any it-ought-to-have-had-occasion.¹¹¹

5. Letter. (167—2:45)

Iowa City, Iowa, May 11, 1901.

Mr. John Young,
Springfield, Ills.

My-Dear-Sir:—

Are-you still engaged in the-manufacture²⁵ of rotary churns? A-gentleman in-this city has recently purchased a-large dairy-farm near here and-intends to-go into the-butter-making⁵⁰ business very largely.

Since learning of-this yesterday it-has occurred to-me that the-rotary churn which-you were manufacturing when I-was in⁷⁵ Springfield would-be just the-thing for-him. If-you are still interested in-this business send me your descriptive catalogue and-I-will place¹⁰⁰ it in the-hands of the-aforesaid gentleman and-at the-same time personally urge-him to adopt the-churn you-are making. Knowing what¹²⁵ I-do of-it, I-am sure it-would please-him. If-you-like you-might also write the-gentleman direct. His name is Henry¹⁵⁰

Patterson, and-mail will reach-him addressed simply,
Iowa City, Iowa. I-am,

Sincerely-yours,
John Elfring.¹⁶⁷

6. Letter (84—1:20)

Lexington, Ky., Jan. 1, 1901.

John Phillips,
Detroit, Mich.

My-Dear-Sir:—

Will-you please send to-me at-once a-catalogue²⁵
of-your various styles of show-cases. I-am-preparing
to open a-jewelry store in-this city in-a-short-time and-
shall want⁵⁰ several cases especially for-this line of
business.

With-your catalogue be-sure to name discounts for
cash with order. A-prompt reply will confer⁷⁵ a-favor.
I-am

Very-truly-yours,
Thomas Ackerson.⁸⁴

7. Letter. (150—2:30)

New Albany, Ind., May 15, 1901.

Mr. John Phillips,
Detroit, Mich.

Dear-Sir:—

In-reply-to your letter of May 12.²⁵ We cannot-
possibly ship-you before June 1, the-special size bevel-
edge glass for show-cases you-are making. We-have
a-very large⁵⁰ rush order of-special sizes for-a New-
York dealer who-is a-heavy purchaser. We cannot
therefore drop this and-take-up your order⁷⁵ before
May 26. This-will enable us-to forward-same by June
1. We-hope this-will be-satisfactory. It does not-

often happen¹⁰⁰ that-we-are unable-to give-your special orders our immediate attention. Please-to-let us know at-once whether you-can wait that-long¹²⁵ and-if so, we-will make-special arrangements to-get the-order out on the-date mentioned. We-are

Yours-truly,
Indiana Plate-Glass-Co.¹⁵⁰

8. Letter. (179—3)

Detroit., Mich., May 16, 1901.

Indiana Plate-Glass-Co.,
New Albany, Ind.

Gentlemen:-

I-have just received your letter of yesterday.²⁵ I-have wired party for-whom I-have the-order for cases, special size glass for-which you-have my order under-date of May⁵⁰ 12. He-replies that-he-has advertised quite extensively and-at great expense, to open on June 15, and-that he-must-have⁷⁵ cases by June 10. Now, if-you-can fill my order, shipping same by-express on June 1, it-will give-me six-days¹⁰⁰ to-fit-up the-cases after the-plate arrives and-allow three-days for-delivery. This gives but-very narrow margin. You-may, however, go¹²⁵ on-with the-work. I-shall expect to-receive the-plate by-express on June 2 without fail. I-would much-rather lose on-this¹⁵⁰ job than-to disap-point this patron who-is one-of-my best customers.

Please to-have your manager give-this special order his personal attention.¹⁷⁵

Respectfully-yours,
John Phillips.¹⁷⁹

WORDSIGNS.

A

A B C

a
able-to
able-to-give-it t.....

about
according
according-to

accuracy
accurate
acknowledge 7 7 7

acquit
Act-of-congress
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advancement
advantage
advantageous 1 6

advertise
advertised
advertisement | | |

advertising
after
afternoon |

afterwards
again-and-again
ah

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all-the-world
almighty

already
always
A. M. 1 0 n

America
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angel
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any 7 . . .

any-other
anywhere
appear 9

are
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as-soon-as 9 . . . e

astonish
astonished
astonishment

as-well-as
at-all
at-all-events 6 1

at-all-its
at-all-times
at-any-rate

at-first
at-hand
at-it

at-length
at-once
at-the-first

aware
awe
awhile

aye
Baptist
because —

become
before
before-hand L

began
begin
begun

behalf
beheld
behind

behold
belief
believe

belong
belonged
beneficial 9 9

benevolence
benevolent
be-not

better-than
beyond
brother 9

but
by-the-first
by-way-of-illustration..... 1

calculate
call
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C D

cannot
 capable
 care

careful
 carefully
 Catholic

challenge
 change
 chapter

character
 child
 children

Christian
 Christianity
 circulate

circumstance
 circumstances
 circumstantial

circumstances-of-the-case
 C. O. D. *C. O. D.*
 collect

collective
 collectively
 come

commercial
 common
 company

comply
 comprehend
 comprehension

confession
 confidential
 connection

connective
 consecutive
 consecutively

consequence
 consequent
 consequential

consider
 consideration
 Constitution-of-the-United-States

construction
 constructive
 continue

co-operate
 correct
 cross-examination

cross-examine
 cure
 danger

dare-not
 dark
 darken

D E

darkens
 darkness
 dear
 Dear-Sir
 December
 degree
 deliberation
 delight
 deliver
 deliverance
 delivered
 delivery
 denominate
 denomination
 denominational
 derivative
 derive
 describe
 descriptive
 destruction
 determination
 determine
 develop
 developed
 development
 did-not
 differ
 differed
 difference
 different
 difficult
 difficulty
 dignity
 disadvantage
 disagree
 disappear
 dissatisfaction
 doctor
 doctrine
 do-it
 dollar
 domestic
 do-not
 downward
 during
 each-will
 each-will-have
 east-and-west
 efficient
 electric
 electricity
 emphatic
 English
 enlarge

E F

F G H

| | | | |
|--------------------|-------|--------------------|-------|
| equal | ..... | from-first-to-last | ..... |
| especial | ..... | from-it | ..... |
| especially | ..... | future | ..... |
| essential | ..... | gave-it | ..... |
| essentially | ..... | general | ..... |
| establish | ..... | generally | ..... |
| established | ..... | generation | ..... |
| establishment | ..... | gentleman | ..... |
| etc. | ..... | gentlemen | ..... |
| Europe | ..... | give | ..... |
| European | ..... | give-it | ..... |
| ever | ..... | given | ..... |
| ever-and-ever | ..... | gives-us | ..... |
| everlasting | ..... | glory | ..... |
| everlasting-life | ..... | glorious | ..... |
| every | ..... | good-and-bad | ..... |
| every-one | ..... | govern | ..... |
| examination | ..... | governed | ..... |
| exchange | ..... | government | ..... |
| expect | ..... | governor | ..... |
| expected | ..... | Great-Britain | ..... |
| experience | ..... | greater-than | ..... |
| explanation | ..... | great-extent | ..... |
| express | ..... | guilt | ..... |
| expression | ..... | guilty | ..... |
| external | ..... | had | ..... |
| extraordinary | ..... | had-it | ..... |
| eye | ..... | half | ..... |
| fact | ..... | hand | ..... |
| failure | ..... | hand-in-hand | ..... |
| faithful | ..... | handsome | ..... |
| faithfully | ..... | hand-writing | ..... |
| falsehood | ..... | happen | ..... |
| familiar | ..... | happiness | ..... |
| fear-of-God | ..... | happy | ..... |
| feature | ..... | hard | ..... |
| February | ..... | hardware | ..... |
| figurative | ..... | has | ..... |
| figuratively | ..... | has-his | ..... |
| first | ..... | hath | ..... |
| follow | ..... | have | ..... |
| for | ..... | have-had | ..... |
| for-ever-and-ever | ..... | have-it | ..... |
| forgive | ..... | have-not | ..... |
| for-instance | ..... | hazard | ..... |
| for-it | ..... | he | ..... |
| forsake | ..... | health | ..... |
| for-the-first-time | ..... | hear | ..... |
| for-the-most-part | ..... | heard | ..... |
| for-the-purpose-of | ..... | heart | ..... |
| for-the-sake-of | ..... | heathen | ..... |
| forthwith | ..... | Heaven | ..... |
| forward | ..... | height | ..... |
| from | ..... | held | ..... |

H I

I

| | | | |
|--------------|--------------------|----------------------|--------------------------|
| help | | inductive | |
| hence | | inductively | |
| her | <i>her</i> | infinite | <i>infinite</i> |
| here | | influence | |
| herein | <i>herein</i> | influential | <i>influential</i> |
| here-to-fore | | information | |
| hesitate | | in-his-description | |
| high | <i>high</i> | in-his-experience | <i>in-his-experience</i> |
| higher | | in-his-expression | |
| highly | | in-his-secret | |
| highway | <i>highway</i> | in-his-situation | |
| him | | in-his-usual | |
| his | | in-order-that | |
| his-has | <i>his-has</i> | in-order-to | |
| his-is | | in-point-of-fact | |
| historian | | inquiry | |
| history | <i>history</i> | in-reference-to | |
| hold | | in-regard-to | |
| holiness | | in-reply-to | |
| holy | <i>holy</i> | in-respect-to | |
| home | | in-response-to | |
| honor | | in-seeming | |
| honorable | <i>honorable</i> | insignificant | |
| hope | | in-some | |
| how | | intellect | |
| however | <i>however</i> | intelligible | |
| howsoever | | intelligence | |
| human | | intelligent | |
| human-life | <i>human-life</i> | interchange | |
| human-nature | | in-the-second-place | |
| humble | | in-the-world | |
| humor | <i>humor</i> | invention | |
| hundred | | irregular | |
| i | | is | |
| idea | <i>idea</i> | is-as | |
| if-it | | is-his | |
| illegible | | is-it | |
| imagine | <i>imagine</i> | is-said | |
| imagined | | is-said-to-have | |
| immediate | | is-seen | |
| immediately | <i>immediately</i> | is-such | |
| importance | | it-had | |
| important | | it-had-not | |
| impossible | <i>impossible</i> | it-ought | |
| improve | | it-ought-not | |
| improved | | it-ought-to-have | |
| improvement | <i>improvement</i> | it-ought-to-have-had | |
| in | | it-will | |
| inaccurate | | it-will-have | |
| in-as-many | <i>in-as-many</i> | it-will-have-had | |
| inclination | | it-will-not | |
| income | | it-would | |
| incompetent | <i>incompetent</i> | it-would-have | |
| individual | | it-would-have-had | |

I J K L M

M N O

| | | | |
|---------------------------|-------|-----------------|-------|
| it-would-not | | more-or-less | |
| January | | more-than | |
| Jesus-Christ | ..... | mortgage | ..... |
| junior | | most-important | |
| just-been | | most-likely | |
| just-come | ..... | mostly | ..... |
| just-had | | Mr. | |
| justice-of-the-peace | | much | |
| just-what | ..... | much-will | ..... |
| knowledge | | much-will-have | |
| ladies-and-gentlemen | | must-be | |
| landlord | ..... | must-come | ..... |
| language | | must-do | |
| large | | must-expect | |
| larger | ..... | must-give | ..... |
| larger-than | | must-have | |
| later-than | | must-like | |
| laws-of-health | ..... | must-make | ..... |
| laws-of-life | | myself | |
| lawyer | | mystery | |
| legible | ..... | natural | ..... |
| legislative | | nature | |
| liberal | | near | |
| liberty | ..... | neglect | ..... |
| liberty-of-the-people | | negligent | |
| liberty-of-the-press | | neighborhood | |
| longer-than | ..... | never | ..... |
| Lord | | never-the-less | |
| Lord-Jesus-Christ | | New-Hampshire | |
| loves-us | ..... | New-York | ..... |
| magazine | | New-York-City | |
| magnificence | | next | |
| magnificent | ..... | next-time | ..... |
| majority | | no-other | |
| malpractice | | nor | |
| manner | ..... | North-America | ..... |
| manufacture | | Northwest | |
| manufactured | | Northwestern | |
| manufacturing | ..... | nothing | ..... |
| manuscript | | notwithstanding | |
| may-as-well | | November | |
| may-be | ..... | now | ..... |
| may-not | | nowhere | |
| measure | | number | |
| member | ..... | object | ..... |
| member-of-congress | | objection | |
| member-of-the-legislature | | objective | |
| merciful | ..... | objectively | ..... |
| mercy | | occur | |
| mere | | of | |
| messenger | ..... | of-it | ..... |
| minority | | of-their | |
| mistake | | oh | |
| more | ..... | Ohio | ..... |

O P

P Q R S

on
on-either-hand
one-of-the-best

on

one-of-the-most
one-or-two
only

one-of-the-most

on-the-one-hand
on-the-other-hand
onward

on-the-one-hand

operation
opinion
opportunity

operation

oppression
or
organize

oppression

or-not
ought
ought-to-have

or-not

our-own
out-of
over-and-over-again

our-own

overwhelm
owe
owner

overwhelm

ownership
part
partake

ownership

particular
party
peculiar

particular

peculiarity
people
people-of-God

peculiarity

perfect
perfection
perform

perfect

perhaps
pleasure
P. M.

perhaps

political
popular
posterity

political

postmark
postoffice
postscript

postmark

poverty
practicable
practical

poverty

practice
principal
principle

practice

probability
probable
probably

probability

proficiency
proficient
profit

proficiency

proper
property
prophet

proper

prosperity
providence
providential

prosperity

public
publish
published

public

punish
punished
punishment

punish

pure
question
quick

pure

quite
railway-car
rather

quite

rather-than
recollect
reduction

rather-than

reflective
reflectively
reform

reflective

reformation
regular
reliable

reformation

religion
relinquish
remark

religion

remarkable
remember
represent

remarkable

representation
representative
represented

representation

respect
respectability
respectable

respect

respectful
respectfully
responsible

respectful

revelation
revolution
said-to-have

revelation

salvation
satisfaction
satisfactory

salvation

satisfied
satisfy
Savior

satisfied

S

scripture
 secure
 senior

 set-forth
 set-off
 several

 shall
 shorthand
 should

 signature
 significant
 signification

 signify
 similar
 similarity

 simple
 simply
 single

 six-or-seven
 some-one
 some-other

 some-other-one
 something
 some-time

 somewhat
 South-America
 speak

 special
 speech
 spirit

 spoke
 spoken
 square

 stenographer
 stenographic
 stenography

 subject
 subjective
 such-a-one

 such-are
 such-are-not
 such-are-to-have

 such-have-had
 such-ought-to-have
 such-ought-to-have-had

 such-were
 such-were-not
 such-were-to-have

 such-will
 such-would-have
 such-would-have-had

 sufficient
 sufficiently
 suppress

S T U

sure
 surprise
 suspicion

 takes-us
 tell
 tell-it

 tell-us
 temperament
 temperance

 temperate
 temptation
 territory

 testament
 testimony
 thank

 that
 the
 their

 them
 the-other
 the-other-one

 there
 therefore
 there-would-not

 they-are
 they-are-not
 they-will

 thing
 think
 this-is

 this-system
 this-will
 three-or-four

 till-it
 to
 to-be

 to-become
 together
 told

 to-night
 too
 toward

 towards
 truth
 try-to-have

 twelve
 two
 two-or-three

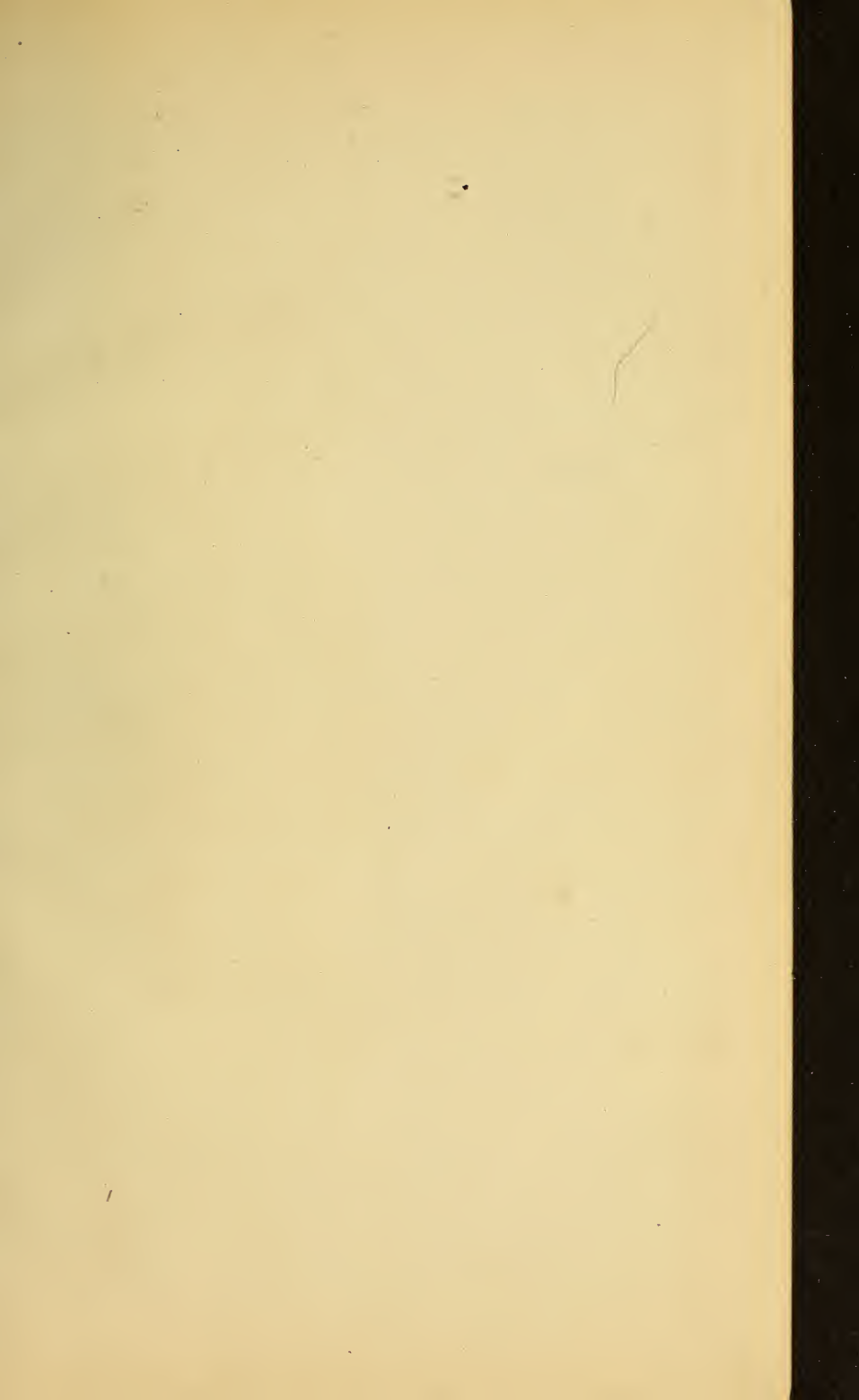
 unconcerned
 under
 undergo

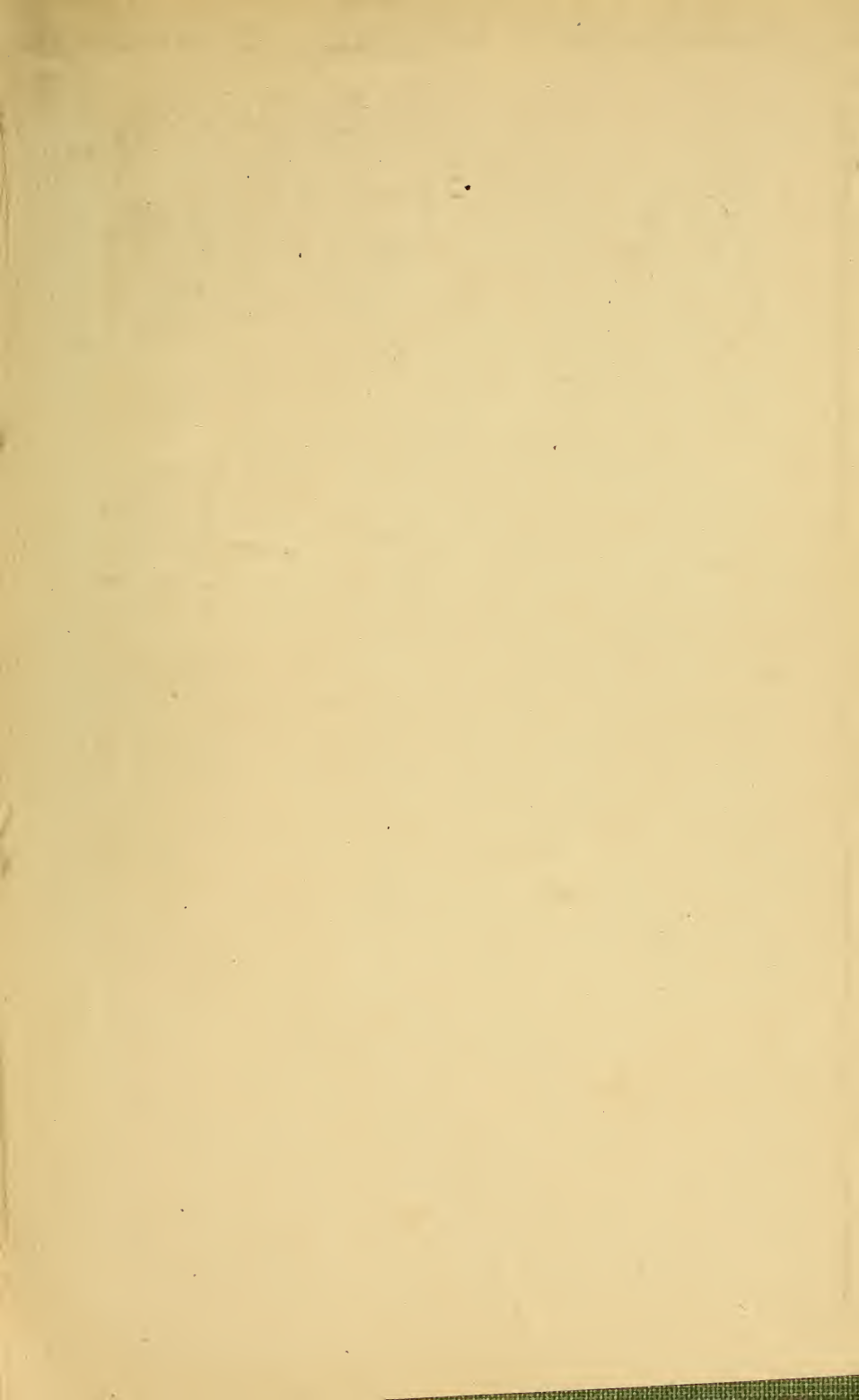
 understand
 uniform
 union

U V W

W Y

| | | | |
|-------------------------|-------|----------------------|-------|
| unite | | which-were-to-have | |
| United-States | | which-will | |
| unity | ..... | which-will-have | ..... |
| universal | | which-will-not | |
| universe | | which-would-have | |
| university | ..... | which-would-have-had | ..... |
| unless | | which-would-not | |
| until | | while | |
| until-it | ..... | white | ..... |
| upon-his | | who | |
| upon-it | | who-ever | |
| use-it | ..... | who-have | ..... |
| usual | | whole | |
| usually | | wholly | |
| very | ..... | whom | ..... |
| virtue | | whose | |
| was | | why | |
| Washington | ..... | why-not | ..... |
| watch | | will | |
| we | | will-not | |
| we-are | ..... | wisdom | ..... |
| we-are-not | | wish | |
| welcome | | with | |
| well | ..... | withdraw | ..... |
| we-may | | with-him | |
| we-must | | within | |
| were | ..... | with-me | ..... |
| were-not | | with-my | |
| Western | | without | |
| West-Virginia | ..... | with-regard-to | ..... |
| we-will | | with-whom | |
| what | | witness | |
| whatever | ..... | word | ..... |
| when | | word-of-God | |
| where | | world | |
| which | ..... | would | ..... |
| which-are | | ye | |
| which-are-not | | year | |
| which-are-to-have | ..... | yesterday | ..... |
| whichever | | yet | |
| which-had-not | | you | |
| which-have | ..... | young | ..... |
| which-have-had | | your | |
| which-not | | yourself | |
| which-ought-not | | yours-truly | |
| which-ought-to-have | | | |
| which-ought-to-have-had | | youth | |
| which-were-not | | | |





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