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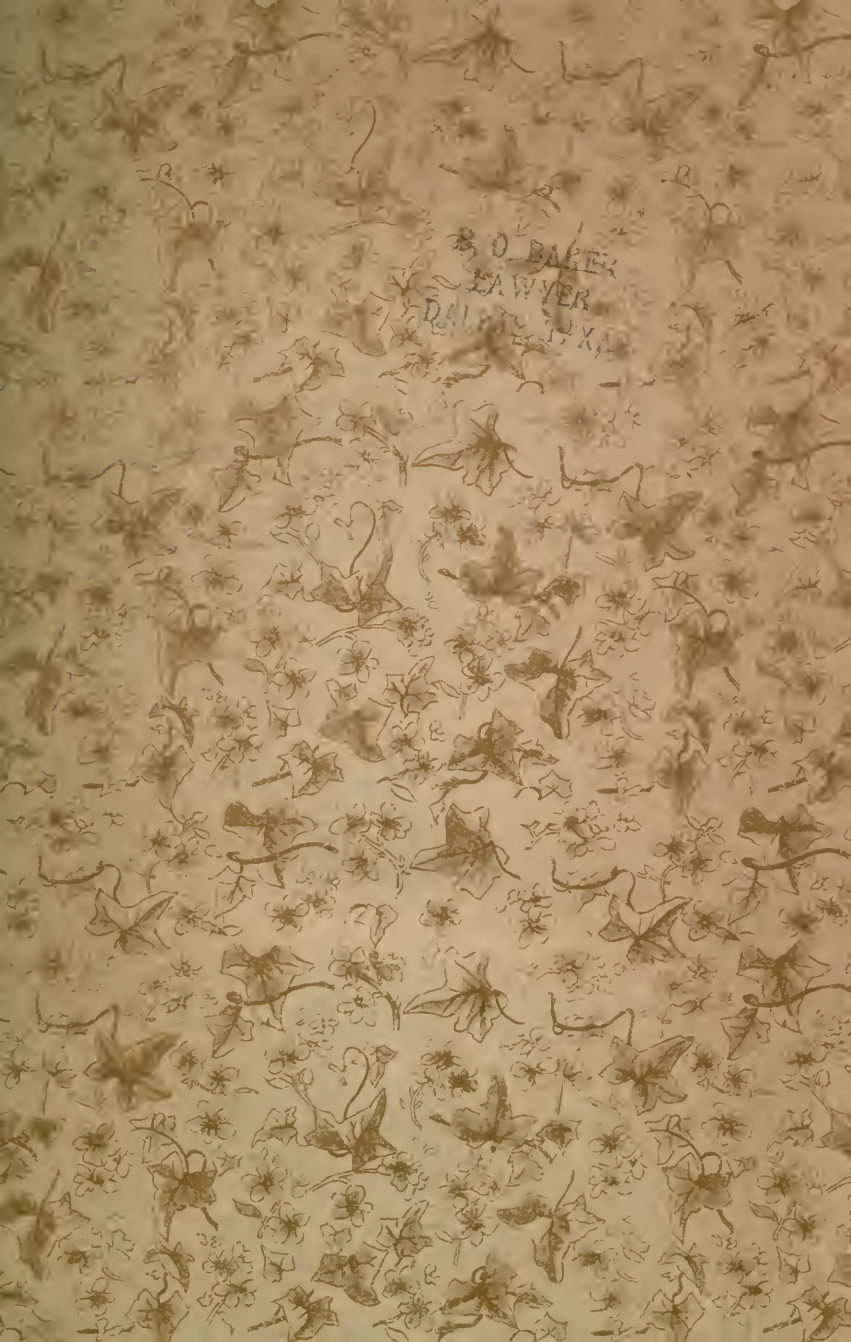


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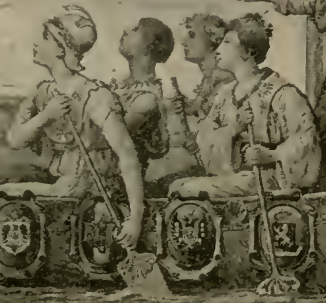
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TWENTY-FIRST EDITION

PUBLISHED BY THE AUTHOR, H. M. PERNIN,

DETROIT, MICH.

1903.

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IN TEN LESSONS.

THE SIMPLEST, MOST LEGIBLE AND RAPID SHORT-
HAND METHOD IN THE WORLD,

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THE ONLY STRICTLY PHONETIC, LIGHT-LINE, NON-POSITION
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PREFACE TO THE TWENTY-FIRST EDITION

We again have the pleasure of publishing another large edition of the Pernin Universal Phonography and can only reiterate our thanks to the public for its very generous appreciation of the merits of the Pernin Shorthand, which they have unqualifiedly endorsed as the most popular of all shorthand methods, the method best adapted for the schools, the amateur and the expert.

H. M. PERNIN, Author.

DETROIT, MICH., SEPT., 1903.

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PREFACE TO THE FOURTH EDITION.

It is a little more than three years since the last edition of several thousand copies of the Pernin shorthand method was given to the public. Previous to that time, although two small editions of the work had been printed, there were few if any practical writers of the system. This was due principally to the fact that no effort had been made to teach or introduce it. Now the Pernin stenographers are to be found in every State in the Union, and all are active and enthusiastic agents in making its unrivalled merits known to their friends and acquaintances. The very remarkable success which the system has attained in this brief period of time, while yet in its earliest infancy, has proved that the public demand for a simple, legible and practical method has been fully met. This success is all the more noticeable, as owing to the author's continued ill-health since the publication of the Third Edition, but comparatively little could be done to place the work before the public. It was not even given to the booksellers, the great bulk of the orders coming direct to the author. In spite of the drawback above cited, and in the face of misrepresentation and prejudice from rival interests, on the strength of its superior merits alone, it has steadily worked its way into public favor, finding its way unsolicited into many of the leading Schools and Colleges of the country, and winning golden opinions from writers of the old-time complicated systems who were fair enough to give it a candid investigation. In many instances they have become its most ardent supporters.

The firm hold the Pernin phonography has obtained upon the shorthand public is due to its great simplicity and legibility, which places it, not in the hands of a few as with difficult systems, but within easy reach of the masses, to whom shorthand in the near future will be one of the necessary acquirements of a

common education ; thus justifying its title, the Universal Phonography.

The Third Edition of our work differed radically from the original Duployan method as well as from the two preceding editions. A portion only of the original alphabet was retained, the changes therefrom and the complete reporting style being entirely the author's invention, as well as the arrangement and classification of the method. A still greater deviation from the original alphabet is made in the present work, so that in reality but little resemblance can now be traced between the two systems except in their admirable simplicity and legibility, the Pernin method being much better adapted for rapid reporting work. The system as presented in the Fourth Edition, places it at the head of the brief reporting styles, while it holds, as before, the foremost rank for ease of acquirement and the facility with which the notes can be read, and is the result of several years' study and experience by the author. No special age or education is needed to gain a knowledge of this pleasing and useful art by the Pernin method. It can be learned by the child of seven or the man or woman of sixty years. The ability to read is all that is necessary for its acquirement, and a knowledge of spelling and punctuation the only further requisites to put it into practical use for note-taking or amanuensis work. For the more advanced line of newspaper and court reporting, a higher education and a special adaptability is of course required.

Our plan of dividing the alphabet into graded lessons and not introducing contracted forms until the student is able to spell phonetically and to write words in full, instead of giving the entire alphabet at once and using contractions from the start, as is done in other shorthand methods, enables any one to readily undertake the study, even without the assistance of a teacher. The present work retains the simple arrangement of former editions ; a mode of presenting the art to be found only in our books. The instructions are ample, the illustrations profuse, and the reading and writing exercises embrace all departments of shorthand work. The author and publisher has spared no expense in phonographic

engravings for this book. This department has been executed by the leading engraving establishment in the country, and for the number, variety and quality of the engraved illustrations and exercises, it is unequalled by any other shorthand text-book in use.

A knowledge of the superior merits of the system has prompted unscrupulous persons to take advantage of the author's inventions by fraudulently appropriating them to their own use. A notable instance of this kind is found in the case of a former agent, Sloan, who copied our work literally, including all the author's improvements upon the Duployan Shorthand, and, under the name of the Sloan-Duployan Phonography, took a most unmanly advantage of his residence in England to have our book copyrighted there. The system was subsequently mutilated to show a little deviation from the original, but the Pernin inventions are still retained in Sloan's pamphlets. Others have also endeavored to use our improvements without due credit to us, and notice is hereby given that in future all plagiarists will be dealt with to the utmost limits of the law for infringement of copyright.

Since the publication of the last edition some improvements, resulting from further practice, study and teaching, as before stated, have suggested themselves. These improvements, with the necessary changes in the method, are embodied in the present volume, and can be readily adopted by all Pernin writers with advantage and without difficulty where greater rapidity is desirable. While these changes produce a gain of at least 25 per cent. in brevity, the other leading points of superiority of this system, its great *simplicity* and *legibility*, have been in all cases preserved, indeed, in many respects equally improved. One of the most important changes is the new method of vowel contraction, whereby one general position takes the place of several as heretofore, thus bringing the writing into almost uniform lineality, making the contraction much simpler and the writing more brief, while the production of the vowel or combination upon which the abbreviation is made, instead of the mere suggestion of it, adds greatly to the legibility of the writing. The short *r* sign, and the

method of frequently indicating it without writing, are other steps toward greater brevity, as *r* is one of the most frequently recurring letters, and in most shorthand systems is indicated by shading and by various changes for the one character. The new sign for *ũ*, and the set positions for *oo*, *u*, *ē*, *ě*, *ĩ*, and the combinations *an*, *en in*, *on un* also tend to greater legibility, while the adoption of the new combinations, *am*, *im em*, *om um*, as they are of such frequent occurrence, adds a good deal to the brevity of the words in which they occur. The new signs for the combined consonants *st*, *str*, *sp*, *spr*, *sk*, *skr*, *krs*, *grs*, *kw*, *gw*; the double length consonant signs; the simplification of, and additions to the prefixes and affixes; the indication of *the* before words; the indication of final *s*; the greater amount of phrasing, and the larger number of illustrations, etc., etc., in this edition, are all improvements in the matter either of simplicity, legibility, brevity, rapidity, or ease of acquisition. These changes are all so simple and practical, that any writer of the system can readily adopt them into his writing with much advantage to himself.

And just here I would earnestly advise those who take up the study of the Pernin shorthand, to adhere closely to the text-books and not to patch it up with crude devices of their own, originating in their inexperience, or to borrow contrivances from other methods foreign to it in construction. Use this system in its purity and you will be successful stenographers; select some other system if you prefer, but at any rate be a follower of one system or the other, not a mixture of both and a success in neither, at the same time calling yourself a Pernin stenographer, as has sometimes been done.

The present work has been prepared for the press under the most trying circumstances, owing to the author's ill health. Publishers of shorthand books know that it requires, under the most favorable conditions, the utmost care and vigilance, to prevent mistakes; so, if a few errata are found herein, it is hoped they will be kindly excused on the above ground.

To the public, who so generously showed their appreciation of my former work, and to my friends and former students in the shorthand profession, this book is respectfully dedicated by

THE AUTHOR.

DETROIT, MICH., September, 1886.

INTRODUCTION.

Phonography is derived from two Greek words, and signifies the art of writing by sound. Though this accomplishment has attained its present excellence only of late years, the idea of obviating the inconvenience of cumbrous long-hand writing is a very old one. The origin of the Egyptian hieroglyphics, a system of figures and symbols, is lost in the mists of antiquity. The ancient Hebrews used a system of contractions; the Greeks adopted a like method, and the Romans followed their example. Shorthand writing is said to have been practiced 3,000 years ago. The celebrated Tiro, born a slave on the estate of Cicero, 103 B. C., acted in the capacity of stenographer and secretary to the great orator, and invented a set of characters which have come down to us, and by means of which much of his patron's eloquence has been recorded. Tiro's system was further developed after his death, and many of these "note-written" manuscripts were examined in the twelfth and sixteenth centuries. They possess many curious and interesting features to lovers of shorthand lore. The laborious students of the Middle Ages employed this useful art in various ways. Its obvious advantages were always held in high esteem, and at no period of authentic history do we find its existence entirely ignored.

Modern English shorthand may be said to date from a treatise of arbitrary signs for words, published by Dr. Bright during the time of Queen Elizabeth, in the year 1588. He was in turn followed, during the next two hundred years, by Willis, Mason, Rich, Taylor, Gurney, Byron, Mayors, Lewis, and in 1837 by Isaac Pitman, from whose works are adapted the Benn Pitman, Graham, Munson, Longley, Burns, Marsh, and other systems at present in use in this country.

In the year 1847, Phonography was introduced into the United

States, nearly forty years ago ; but it is only within the past five or six years that the art has made such rapid strides.

The Duployan, or Standard French Phonography, was first published about the year 1867, and on account of its great simplicity and legibility, has practically revolutionized the art of shorthand wherever the French language is spoken. It numbers more adherents in Europe than any other method, and has been translated into the Spanish, Italian, German, Russian, Arabian and other languages. The French people, since the introduction of the Duployan phonography, have become a nation of shorthand writers, but the art is not so generally applied to practical purposes as with us. The system was brought to this country by Prof. Pernin, in 1877, and two small editions of the English adaptation were subsequently published, but no effort was made to introduce it up to 1882, when a third edition, varying widely from the original, was issued, retaining, however, the leading points of superiority which has made this system so justly famous.

The great aim held in view by the author is SIMPLICITY—to keep the mind free from embarrassment by employing the smallest number of characters and contractions consistent with legibility and rapidity, and dividing the work equally between the head and the hand. What are termed *shading* and *change of position* in other methods are entirely dispensed with in this system. By shading is meant the thickening of cognate signs to distinguish one from the other, instead of making them of different lengths, as in this method. Leading stenographers admit that this alone detracts at least 25 per cent. from rapidity; besides, in rapid writing it is impossible to shade accurately, and consequently great illegibility is the result. This is done in the Pitman method and the various modifications of it, which also employ three positions, the signification varying as the word is formed upon the line, above it or beneath it. The consonants of words only are combined, the vowels, when used, which is very rarely, being indicated by dots and dashes placed in certain positions *outside* the word, necessitating in both cases a constant shifting of the

hand in writing which hinders speed, while the omission of the vowels greatly impairs the legibility of the writing. Again, the body of the contractions in all systems but the Pernin are arbitrary, requiring a constant effort of the memory to keep them in practice.

One system—the Graham—has a dictionary of 60,000 word-signs, to be committed to memory, besides the great variety of other arbitrary contractions upon which the method is based. The Cross shorthand employs characters to represent letters instead of sounds as in phonography, and uses *seven* positions in writing. It also shades the following letter to indicate *r*, which, as *r* is the most frequently recurring consonant, causes a general shading of the writing. Lindsley's Tachigraphy is also a shaded system, differing somewhat from the Pitman method, on which it is based. It has a partial connective vowel scale, but the vowels occasion so many angles in combining with the consonants that although there is a gain in legibility over the Pitman, there is a decrease in speed. The Pernin shorthand possesses none of these disadvantages. No shading whatever is employed; the vowels are represented by small circles and half circles, written *in the body of the word* in the natural order in which they occur, their formation enabling them to be quickly united with the consonants while causing few angles. Nothing can be more simple or more legible than the principal manner of contracting in the reporting style, by which the leading part of the word is written and the first sign of the next word placed in proximity to indicate the balance. A few of the most familiar and frequently recurring words only are formed into word-signs, and these are so full and so suggestive that they can scarcely be termed arbitrary. The writing is entirely lineal in the simple style, and almost entirely so in the reporting, this alone adding greatly to speed of writing, as the use of position requiring the constant raising or dropping of the pen or pencil is in itself a serious drawback to rapid execution. It must not be understood here that the simple and reporting styles are two distinct forms of writing. What is called the reporting style is only a continuation of the first five lessons,

termed, for convenience, the simple style, and which is the basis of the system.

These advantages give to the Pernin Phonography a superiority over all other methods of shorthand ; and the fact that it can be learned and used practically in less time than it usually takes to acquire the principles of other methods, is working a revolution in the study of the art. As is well said by the President of one of our leading Business Colleges : " We teach the Pernin shorthand in our college because our students learn it in one-fourth of the time they would be obliged to devote to the study of other methods to accomplish a like result. We know this from our experience in teaching other systems."

PHONETIC OR SOUND SPELLING.

This is the natural mode of spelling, and can be readily used by a little child unable to spell by letter, but, to the self-taught student of phonography, it usually proves a stumbling-block. It is one, however, that is easily overcome by the help of a little instruction. The English language is not phonetic. It contains a great many silent and doubled letters, and a system of shorthand claiming to represent them would be too long for practical use. Phonography dispenses with these useless letters by recording the *sounds* of words only.

Phonetic spelling is simply resolving a word into its elements, and is accomplished by pronouncing the word slowly. This should be done aloud, and as each sound is emitted, the student should trace a corresponding shorthand character on his writing pad.

The word *beau*, which occurs in Lesson First, has *four* letters, but when uttered it will be found to have but *two* sounds, *b* *ō*, and these are represented in shorthand by the characters *b* and *ō*. *Thought* has *seven* letters and but *three* sounds, *th*, *au*, *t*, and is written by the three corresponding signs in shorthand.

Ought has but two sounds, *aw*, *t*; *laugh* but three sounds, *l*, *ah*, *f*, etc., etc.

In the ordinary mode of spelling, the same letter is frequently used to represent very dissimilar sounds. Not so with phonography, which gives a distinct representation for each separate sound. When the difference between two sounds is very slight, however, one sign may be used for both. For example, in works treating on orthography, *a* represents six sounds. In this system of phonography but three signs are used to represent it, as the introduction of a greater number into the shorthand alphabet would only serve to confuse the student and hinder his progress. The object to be attained is the rapid recording of speech, and slight differences may be disregarded; thus, the sounds of *a* in *fate* and *fair* are not exactly alike, yet the latter word is easily recognized when written with the approximate vowel sound \bar{a} .

In practice you should endeavor to forget the ordinary spelling of the words, and think only of the sounds of which they are composed. Remember always to write *what you hear* and not *what you see*. The plan of pronouncing each word aloud, slowly, and tracing a corresponding shorthand character for each sound, is the quickest and best means of learning to spell phonetically. In this way the mind and hand are trained to work simultaneously. The ear catches the sound; the hand at the same time gives it form, and the eye recognizes the impression received by the

ear and expressed by the hand. The first five lessons of the present work contain what is usually termed the simple style, and are arranged with complete phonetic analyses for the assistance of the learner. With the help of these, and the suggestions herewith given, the dullest mind cannot fail of easily comprehending the mode of spelling and writing by sound.

HINTS TO LEARNERS.

On beginning the study of phonography, the student, after first possessing himself of the necessary text-books, must next provide himself with the tools for working, viz., the proper kind of paper and pencil. Reporters' pads, consisting of unglazed paper with wide spaces between lines, and a slender No. 3 lead pencil with rubber tip, are the best materials for practice. A list of phonographic requirements for the use of students will be found appended to the present work. Pen and ink should not be used in learning, as they are not so convenient as pencils; besides, in the Pernin system, where no shading is employed, no necessity exists for their use.

Stenographers, as a rule, hold the pencil between the first and second fingers, keeping it in place with the thumb; this need not be considered an arbitrary

position, however, the convenience of the writer being consulted in that respect. The hand should be held in a position more nearly upright than when writing longhand, in order that the vertical signs may be correctly formed.

Trace the signs accurately, slowly, and with the same degree of precision that you would exercise in drawing. Do not try to write rapidly in the first lessons, or until you can make your signs readily and of proper size and form. Rapidity will come by practice and repetition, but if a careless habit of making the characters is formed at the beginning, it will hinder your progress all through the study. Accuracy is the first essential, as the correct rendering of your notes depends entirely upon it. It is worse than useless to spend time in attempting to write shorthand rapidly, if through carelessness in tracing the signs, you are unable to translate your notes readily. "Make haste slowly" is a good motto for beginners in shorthand. With this idea firmly fixed in your mind, and in accordance with the instruction given herein, you will now take up the first lesson in phonography, which, as you will notice, contains only a portion of the signs.

The alphabet is divided into five graded lessons, thus rendering the acquisition of the art so easy that the learner finds the work a real pleasure from the beginning.

By thoroughly fixing in the mind the signs of one

lesson and their combination in words before taking up another, you will find at the end of the fifth lesson that you have thoroughly mastered the fundamental principles with a few hours, or a few days, study, according to your mental aptitude.

After the alphabet is learned in this way, continue to practice upon it at least thirty minutes each day during the entire term of study. This is one of the best means of gaining speed. The more quickly you can write shorthand characters separately, the more quickly can words containing these characters be written. X Instead of going over the entire alphabet at once, write each character contained in it as many times as you can in one minute, and continue this for thirty minutes. X You will find your speed perceptibly increased in a short time by this practice. Exercises should be first written, then carefully reviewed, and the errors corrected; after that they should be rewritten several times until each word can be formed without hesitation.) Read over each exercise from your own notes until the characters become familiar and are easily deciphered. The writing of each day should be carefully reviewed and read on the following one, and again some days later. X The learner will thus acquire a ready familiarity with his notes obtained in no other way, and will be able in subsequent lessons to avoid errors made in preceding ones. Knowing the difficulty that self-taught students usually encounter in learning to write phonetically, the

lessons have been arranged with a view of overcoming this obstacle, and in the instruction for each lesson the mode of doing this is so fully explained that any one can easily understand it.

The entire principles of the Pernin Shorthand are given in ten graded lessons, which are subdivided for more easy acquisition and to enable the learner to become thoroughly grounded in one principle before passing to the next. It is the desire of the author that Pernin writers should attain a high degree of rapidity, and to do this, it is very important that a thorough acquirement of the principles of the system be had before speed practice begins. When the mind hesitates to recall a sign, a contraction, or a phrase, the fingers halt, and time is lost that would have been gained for speed had each principle been on the finger tips, so to speak. To this end, study, read, write, and review again and again, until shorthand, like longhand writing, becomes largely a mechanical process. Instruction in the best and quickest mode of obtaining speed, when this is accomplished, will be found in this text-book following the completion of the principles, also in the pages of the "Pernin Shorthand Journal." By following the foregoing advice, the aspirant to phonographic honors may justly hope for the highest success.

PERNIN'S PHONOGRAPHIC ALPHABET.

CONSONANT SIGNS.

p | as in *pay*.

b | as in *bay*.

k / as in *key*.

g / -as in *go*.

t - as in *to*.

d — as in *do*.

f \ as in *fat*.

v \ as in *vat*.

r (up) / as in *row*.

l “ / as in *low*.

h • as in *hat*.

th ⚭ as in *that*.

s ∪ as in *see*.

z ∪ as in *Zee*.

sh ∩ as in *she*.

zh ∩ as in *azure*.

j ∩ as in *joke*.

ch ∩ as in *choke*.

m (as in *may*.

n) as in *nay*.

ng, ing) as in *sing*.

VOWEL SIGNS AND DIPHTHONGS.

ah o as in *ah*.

aw o as in *aught*.

o O as in *oak*.

oo, w (as in *ooze, will*.

ū ∩ as in *youth*.

uh \ as in *up*.

ā c as in *aid*.

ē ∪ as in *eat*.

ě ∩ as in *ebb*.

ī ∩ as in *ill*.

ī / as in *ire*.

ow ⊙ as in *owl*.

oi ⊙ as in *oil*.

COMBINATIONS.

an / (down) as in *man*.

en, in \ (down) as in *men*.

on } / (up) as in { *gone*.

un } / (up) as in { *fun*.



















am / (down) as in *ample*.

em, im \ (down) as in *em-ber*.

om } / (up) as in { *omber*.

um } / (up) as in { *umpire*.

COMBINED CONSONANTS.

st, sd	∪	(down)	as in	last		fast		
str	∪	"	as in	stream		faster		
sp	∩	"	as in	lisp		speak		
spr	∩	'	as in	lisper		Casper		
sk	∩	(up)	as in	ask		scare		
skr	∩	"	as in	scream		masker		
krs	∩	"	as in	crest		acres		
grs	∩	"	as in	egress		hungers.		
kw	∩	gw	∩	as in	quick		anguish	

These combinations materially shorten the words in which they occur, and may be employed with advantage even by the note-taker who desires to go no further than the first five lessons or simple style of shorthand.

The plurals *sts*, *sds*, *sps*, *sprs*, *sks*, *skrs*, *krs-s*, *grs-s* may be indicated in the combined consonants by a dot at the end of the sign.

INSTRUCTION FOR LESSON I.

CONSONANTS: *p* |, *b* |, *k* /, *g* /

VOWELS: *ah* o, *aw* O, *o* O, *ū* c, *oo*, *w* (, *uh* \

Practice upon the signs given in this and each succeeding lesson until they can be made without hesitation. At least six lines of each sign should be written for drill. Trace the consonants *p*, *b*, *k*, *g* downwards. *P* and *b* are vertical, *k* and *g* oblique lines. The short signs *p* and *k* should be made one-half as long as *b* and *g*, and *vice versa*. The length of stems should not be greater than the engraved character. This proportion of size between cognate signs is carried throughout the entire Pernin alphabet, taking the place of shading in other systems, the latter tending to illegibility. When the consonants here given can be readily written and recognized, then practice in a similar manner on the vowel signs. These are also graded in size, the sign for *ah* being but little larger than a dot; *aw* is made about the size of the small printed letter *o*, and the *o* sign bears the same proportion to the printed capital *O*. These signs should be made either elliptical or circular, according to convenience, but they are generally termed circle vowels. *ū* is represented by a character almost like the small printed letter of the same name, only it is slanted instead of vertical; *oo*, *w* is a half ellipse sign traced downward from right to left; *uh* is a quarter ellipse drawn from left to right, and faced upward or downward according to convenience, and to avoid angles, which are a detriment to speed; *ū* and *oo*, *w* are not reversible.

Trace the circle vowels to the LEFT of stems *p*, *b*, *k*, *g*:

At the beginning and ending of words as in *oak*, *go*.

When they occur between the two vertical or the two oblique consonant stems, as in *pop*, *gag*; also when preceded by an oblique and followed by a vertical as *cap*, *cope*.

Trace the circle vowels to the RIGHT of stems *p*, *b*, *k*, *g*:

When they occur in the middle of words preceded by the verticals and followed by the obliques, as in *bag*, *pack*; also when they precede or follow *w* at the beginning and end of words, and in its joinings with these stems.

The general rule to be observed in writing circle vowels is to trace them on the side of stem most convenient for joining to the next character.

After practicing separately upon the vowels and consonants, unite each consonant in turn with the vowels in the manner indicated in the following exercise, first covering the printed shorthand characters with a slip of paper and afterwards comparing and correcting.

LESSON I.

p |, b |, k /, g /, combined singly with vowels
ah o, aw o, o O, u u, oo, w /, and uh \

pah	paw	pō	pū	poo	puh
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
bah	baw	bō	bū	boo	buh
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
kah	kaw	kō	kū	koo	kuh
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
gah	gaw	gō	gū	goo	guh
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
ahp	awp	ōp	ūp	oop	uhp
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
ahb	awb	ōb	ūb	oob	uhb
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
ahk	awk	ōk	ūk	ook	uhk
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
ahg	awg	ōg	ūg	oog	uhg
Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ

Vowel sounds united with p |, b |, k /, g /
in words.

pa
p ah

ᵈ

paw
p aw

ᵈ

Poę
p 0

ᵈ

coo
k oo

ʃ

cue
k ū

ʃ

up
uh p

ʃ

pooh
p oo

ʃ

pap
p ah p

ᵈ

pop
p aw p

ᵈ

Pope
p 0 p

ᵈ

boo
b oo

ʃ

cube
k ū b

ʃ

cup
k uh p

ʃ

gawk
g aw k

ʃ

bag
b ah g

ʃ

caw
k aw

ʃ

poke
p 0 k

ʃ

coop
k oo p

ʃ

pew
p ū

ʃ

cub
k uh b

ʃ

bob
b aw b

ᵈ

cap
k ah p

ʃ

bog
b aw g

ʃ

cope
k 0 p

ᵈ

woe
w 0

ʃ

you
ū













ʃ

pug
p uh g

ʃ

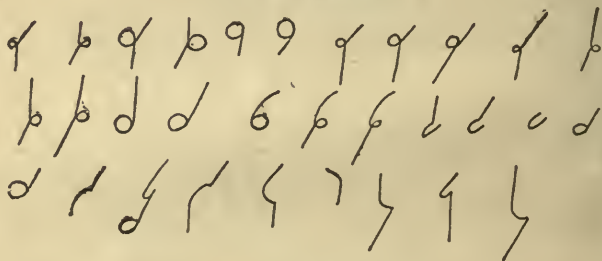
cog
k aw g

ʃ

go	balk	wag	walk
g ō	b aw k	w ah ġ	w aw k
			
cocoa	papa	gew gaw	Cuba
k ō k ō	p aw p aw	g ū g aw	k ū b ah
			
gag	cap	cab	coke
g ah g	k ah p	k ah b	k ō k
			

Ah, aw, o, represent not only these letters, but other combinations having the same sounds, as in *laugh—l ah f, though—th ō, ought—aw t*; the short *a*, as in *at*, is represented by *ah*, and the short *o*, as in *lot*, by *aw*.

READING LESSON I.



WRITING LESSON I.

Cap, pack, cope, poke, ope, oak, cab, cob, cog, gap, pack, balk, bog, beau, go, woe, walk, wag, pew, cue, caw, co, coo, gew-gaw, cup, up, pug, cube, bug, Cuba

INSTRUCTION FOR LESSON II.

ADDITIONAL CONSONANT SIGNS: t —, d —, f \, v \,
 r /, l /, h ., th —

T and d are horizontals, traced from left to right. F and v are obliques traced downward from left to right. H , an aspirate sound, is represented by a dot, but when h occurs in the middle of a word, the dot is omitted. Th is represented by the t sign with the h dot above it. When final r follows s or another r , it is made with a backward movement to insure greater legibility. As r is one of the most frequently occurring consonants, great brevity may be secured by omitting it *generally* after circle vowels, the omission being shown by reversing the position the vowel would naturally occupy. (See page 25.) The r sign must be supplied, however, between two circle vowels, and occasionally at other times, wherever uncertainty might result from its omission. When l follows r , a slight tick separates the two signs.

Trace the circle vowels *below* the horizontals t , d , th , at the beginning of words, and *above* at the ending of words, as in *odd*, *dough*. Trace them *inside* of curved signs on beginning and ending words, as in *ash*, *so*.





























Trace them to the *right* of up strokes l , r , on beginning words, and to the *left* on ending as in *all*, *row*. Trace them to the *left* of f , v , on beginning words, and to the *left* on ending, as in *of*; *foe*. (For illustrations of above rules, see page 25.) The position of the circle vowels in the middle of words depends on the sign *preceding* or *following*, and is governed by convenience in avoiding angles and awkward joinings. Angles are a detriment to speed, and may be largely avoided by the variable positions allowed these circle vowels.

When an intermediate sound occurs, having no distinct representation of its own, the sign which approximates the most closely to it is employed; thus, uh is used for oo in *foot*, and for u in *put*; oo is used for u in *rude*. See article on "Phonetic Spelling," page 12.

The article a is represented by the ah sign; the by the t sign; and , an by the an sign. Proper names are underscored. The period mark is indicated by an oblique cross \times . (For other punctuation marks, see page 140.)

Position not being employed in the Pernin phonography, ruled lines are not a necessity. The learner, however, will find them useful in enabling him to write the characters in better proportion. To observe lineality, initial horizontals and up strokes should *begin* on line, initial curves and down strokes should *rest* on line, the remainder of the word assuming the position it would naturally follow. Initial vowels and combinations are *joined* to stems so as to retain above positions. When the vowels and combinations are written alone they rest on line.

LESSON II.

t — as in	tall	taught	tow	too
	t aw l	t aw t	t ō	t oo
				
d — as in	odd	dough	do	due
	aw d	d ō	d oo	d ū
				
f \ as in	fat	fall	fool	fur
	f ah t	f aw l	f oo l	f uh r
				
v \ as in	vat	of	view	cover
	v ah t	aw v	v ū	k uh v r
				
r (up) / as in	are	rob	cur	your
	ah r	r aw b	k uh r	ū r
				
l (up) / as in	lad	load	lure	love
	l ah d	l ō d	l ū r	l uh v
				
h . th _ as in	hat	that	though	who
	h ah t	th ah t	th ō	h oo
				

READING EXERCISE II.

1 1 v o o 4 v z
 q c d s L e z f x
 o - b x w - y x f e
 - d x - q q p x - e
 h e q o L d x - o
 h L d o z e x f h -
 o q - d x o e q d o x
 o b q d d x d 7 - o
 o b q x o e e 7 -
 b x e - b c d x -
 e q - e e o h x -
 h v q - p x s e -
 e 7 p x g d o q d
 b s x c d 7 - e x

WRITING EXERCISE II.

lap	rap	talk	cloak	fla
l ah p	r ah p	t aw k	k l ō k	f l ah t
taught	fort	hold	ought	gull
t aw t	f ō r t	h ō l d	aw t	g uh l
dull	over	rover	furl	
d uh l	ō v r	r ō v r	f uh r l	k aw l
fault	cough	laugh	flag	curl
f aw l t	k aw f	l ah f	f l ah g	k uh r l
cure	Robert	poor	four	door
k ū r	r aw b r t	p oo r	f ō r	d ō r
rowed	tore	caught	grow	wall
r ō d	t ō r	k aw t	g r ō	w aw l
waft	boat	water	wore	bald
w ah f t	b ō t	w aw t r	w ō r	b aw l d
burr	cove	bureau	upper	rubber
b uh r	k ō v	b ū r ō	uh p r	r uh b r
bad	tube	gold	daughter	bought
b ah d	t ū b	g ō l d	d aw t r	b aw t

Hold the fort. Furl the flag. Robert rowed the boat. The cove of Cork. The doctor cured Clara of a bad cough. The old black cat caught a fat rat. Robert broke the oar of the boat. A lode of pure gold ore. Draw a barrel of cold water. Go to the hall at four o'clock. A lad rode to the fort. Load the car with coal. The daughter of the orator wrote a book. The brook flowed over the rock. Paul taught the parrot to talk. Papa bought a rubber coat for Walter. Ruth, go to the lot.

INSTRUCTION FOR LESSON III.

ā c, ē u, ě n, ĭ ɔ, ī /, ow ⊙, oi ⊙

The present lesson consists of five additional vowel signs and the diphthongs *oi, ow*.

ā ē ě ĭ, are formed of small half circles traced in different directions.

ā is always written with a motion to the left. Initial ā is traced to the *right* of stems *p, b, k, g, f, v, l, r, s, sh, ch, m, n, ng*; and written *above* the horizontals *t, th, d*, opening to the *right*. Final ā is traced to the *left* of stems *p, b, k, g, f, v, l, r, s, sh, ch, m, n, ng, w*; and *above* the horizontals *t, th, d*, opening to the *left*. (For illustration, see page 28.) In the middle of words ā is traced in the most convenient manner to avoid angles, the motion to the left being always observed. Short ĭ is traced downward, the opening facing the *left*. This being an unaccented vowel sign, it may frequently be omitted when the sound is not essential to the correct rendering of the word. ē ě are traced horizontally from left to right in reverse positions, ē opening upwards and ě downwards. When the syllable in which ē occurs is not accented, the sign is sometimes omitted in order to avoid angles. ě being an unaccented vowel is also frequently omitted, and usually so before final *l, r*, or, if represented before these characters, only half the sign or a tick is used.

The long *i* sign is written almost like the printed character of the same name, except that it is formed by a single stroke of the pen. This sign is always traced down from *right* to *left*, except where it precedes or follows *k, g*, when it is written from *left* to *right*. An exception is here made when it comes between *l, r* and *k, g*. At such times it takes its natural position, as it is then quite legible and more quickly written.

Long *i* and *r* are of equal length, but traced in opposite directions. *L* should be made twice as long as *r*, and of equal length with *k, p*, etc.

The diphthong *ow* follows the same rule in its junction with the consonants as do the vowel circles *ah, aw, o*; *oi* should be reversed whenever an angle may be avoided by so doing.

Y, as a vowel, is represented by the long or short *i*, according to the sound. When *y* final has the sound of short *i*, and is preceded by a down stroke, it takes the same form as ē to avoid angles. In monosyllables or accented syllables *y* has the long sound of ā; in unaccented syllables the short sound, thus: *cry, kri; try, tri; tying, tiing; lady, ladī; duty, dutī*. As a consonant, *y* is represented by the long *e*, which gives an approximate sound, thus: *yes, ē ě s; yield, ē ē l d; yet, ē ě t; yard, ē ah r d; yacht, ē aw t*.

READING EXERCISE III.

ā — r r r r r r r r r r r r r r r r
 e — e e e e e e e e e e e e e e e e
 s — s s s s s s s s s s s s s s s s
 d — d d d d d d d d d d d d d d d d
 t — t t t t t t t t t t t t t t t t
 n — n n n n n n n n n n n n n n n n
 k — k k k k k k k k k k k k k k k k
 g — g g g g g g g g g g g g g g g g
 x — x x x x x x x x x x x x x x x x

ē — e e e e e e e e e e e e e e e e
 y — y y y y y y y y y y y y y y y y
 w — w w w w w w w w w w w w w w w w
 r — r
 v — v
 f — f
 z — z
 l — l
 h — h

WRITING EXERCISE III.

On the vowels ā, ē, ě, ĭ, ī, and the Diphthongs oi, ow.

LONG A.

ape	ache	ague	ave	ale	air		
ā p	ā k	ā g ū	ā v	ā l	ā r		
away	gay	cape	paper	pay	bay		
ah w ā	g ā	k ā p	p ā p r	p ā	b ā		
eight	aid	fade	fate	late	rate	date	
ā t	ā d	f ā d	f ā t	l ā t	r ā t	d ā t	
tail	tare	dare	pear	fair	rail	freight	gave
t ā l	t ā r	d ā r	p ā r	f ā r	r ā l	f r ā t	g ā v
rave	trade	dale	faith	hate	lay	lair	
r ā v	t r ā d	d ā l	f ā th	h ā t	l ā	l ā r	
gale	lave	laid	grave	pray	babe	rare	
g ā l	l ā v	l ā d	g r ā v	p r ā	b ā b	r ā r	
cake	take	bear	bare	Dave	ray	opaque	
k ā k	t ā k	b ā r	b ā r	d ā v	r ā	ō p ā k	
rake	flake	grate	lake	crape	cradle	plague	
r ā k	f l ā k	g r ā t	l ā k	k r ā p	k r ā d l	p l ā g	

LONG E.

eat	lead	feed	feet	peep	feel	beat
ē t	l ē d	f ē d	f ē t	p ē p	f ē l	b ē t

READING EXERCISE III—*Continued.*

h — w r r l v w v w w
 w w w w r e x

i — a a a a a a a a
 w — b — c — d — e — f — g

h — i — j — k — l — m — n — o — p — q — r — s — t — u — v — w — x

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

oi, ow — 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

SENTENCES.

h — l — x — v — o — o — x — r — e — h — e
 r — x — s — r — o — l — ? — e — l — b — . — 2

beet	thief	leaf	leave	tree	league	Peter
b ē t	th ē f	l ē f	l ē v	t r ē	l ē g	p ē t r
treat	free	glee	deep	reap	reel	teeth
t r ē t	f r ē	g l ē	d ē p	r ē p	r ē l	t ē th
bead	bleak	tear	fear	veer.	leer	gear
b ē d	bl ē k	t ē r	f ē r	v ē r	l ē r	g ē r
peer	rear	peak	keep	fee	tea	beak
p ē r	r ē r	p ē k	k ē p	f ē	t ē	b ē k
keel	leap	leak	heat	heed	hear	lea
k ē l	l ē p	l ē k	h ē t	h ē d	h ē r	l ē
heath	heal	greet	reef	we	weep	pea
h ē th	h ē l	g r ē t	r ē f	w ē	w ē p	p ē
grieve	deal	feel	veal	eel		
g r ē v	d ē l	f ē l	v ē l	ē l		

SHORT E.

led	fed	pet	bet	theft	left	
l ě d	f ě d	p ě t	b ě t	th ě ft	l ě ft	
bereft	ebb	echo	leg	fret	depth	
b ě r ě ft	ě b	ě k ō	l ě g	f r ě t	d ě p th	
rep	bed	terror	ferret	peck	tell	
r ě p	b ě d	t ě r r	f ě r ě t	p ě k	t ě l	
wreck	egg	wept	fled	fleck	her	
r ě k	ě g	w ě p t	fl ě d	fl ě k	h ě r	
let	letter	dealt	felt	pelt	Ella	were
l ě t	l ě t r	d ě l t	f ě l t	p ě l t	ě l ah	w ě r

SENTENCES.

- 6 6 - 6 x u 2 s o n - ,
 < - 6 9 - 6 7 - 6 x 6 -
 - 6 0 6 9 6 ~ x 2 8 6
 - 7 6 7 - 7 9 - 6 x
 - 6 0 6 7 - 6 x
 6 - 7 9 - 6 6 6 ; 2
 6 6 - 6 x - 6 6 -
 6 6 ? 6 6 6 x
 - 6 6 0 7 x - 6 6 6 x
 6 6 7 6 - 6 x 6 6 -
 6 6 6 7 - 6 x 0 6 6
 6 x 0 6 6 6 6 - 6 9 -
 9 x - 6 6 6 - 7 9 - 6 x
 6 6 0 6 6 6 - 7 x

SHORT I.

it	fit	id	pit	fib	bid	bidder
ĩ t	f ĩ t	l ĩ d	p ĩ t	f ĩ b	b ĩ d	b ĩ d r
lift	fritter	ditty	pillar	till	give	
l ĩ f t	f r ĩ t r	d ĩ t ĩ	p ĩ l r	t ĩ l	g ĩ v	
dill	fill	lily	dig	tip	dipper	
d ĩ l	f ĩ l	l ĩ l ĩ	d ĩ g	t ĩ p	d ĩ p r	
pithy	Harry	folly	did	billet	cliff	
p ĩ t h ĩ	h a h r ĩ	f a u l ĩ	d ĩ d	b ĩ l ě t	k l ĩ f	
rill	flit	bitter	brittle	with	will	
r ĩ l	f l ĩ t	b ĩ t r	b r ĩ t l	w ĩ t h	w ĩ l	
ditto	kill					
d ĩ t o	k ĩ l					

LONG I.

pile	aisle	fight	vight	trite	dire	
p ĩ l	ĩ l e	f ĩ t	r ĩ t	t r ĩ t	d ĩ r	
lyre	tight	rite	bite	Ida	Fido	
l ĩ r	t ĩ t	r ĩ t	b ĩ t	ĩ d a h	f ĩ d o	
light	kite	fire	by	file	bile	tiber
l ĩ t	k ĩ t	f ĩ r	b ĩ	f ĩ l	b ĩ l	t ĩ b r
tithe	dive	pike	like	bide	tire	
t ĩ t h	d ĩ v	p ĩ k	l ĩ k	b ĩ d	t ĩ r	
pirate	tile	wipe	hire	why		
p ĩ r a h t	t ĩ l	w ĩ p	h ĩ r	h o o ĩ		

DIPHTHONGS OI, OW.

toy	soy	avoid	oil	boy	boil
t oi	k oi	ah v oi d	oi l	b oi	b oi l
cowl	row	owl	fowl	howl	loud
k ow l	r ow	ow l	f ow l	h ow l	l ow d
about	doubt	pout	allow	loiter	toiler
ah b ow t	d ow t	p ow t	ah l ow	l oi t r	t oi l r

SHORT SENTENCES.

Love God. Fly all folly. Look well before you leap. Why do you weep? That bad boy hit the owl with the towel. He rode away at early day. Give the key of the door to the waiter. Get the doctor a cup of black tea. What folly for David to go to the top of the cliff. The editor gave a paper daily to the people. Lave the top of the head with cold water; it will allay the fever. Did the cap fit the little fellow? Claude read very well. The boy walked a league. The babe laughed aloud. Tell Peter to feed the cow. Harry feared the boat would veer to the left. A letter for Kate. A red leaf fell at the foot of the oak. The tree grew at the top of the hill. Ella picked a white water-lily at the lake.

INSTRUCTION FOR LESSON IV.

The sounds of *s*, *z*, are so nearly alike, and the difference so easily determined by the context, that but one sign is needed for both in actual practice. Should any case arise, however, where illegibility might result, the respective signs given in the alphabet should be employed. This rule also holds good with the *sh zh*, *j ch* signs.

S z, sh zh, j ch, are horizontal curves traced from left to right, in the manner indicated on page 36. *M, n*, are half circles written downward, the concave of *m* facing the right and the concave of *n* the left. Care should be taken in making the *m* sign a distinct half circle, so as not to confuse it with the half-ellipse sign of *oo w*. *Ng ing*, is a larger half circle written in the same manner as *n*.































Write the circle vowels and diphthong *ow* outside of *sh zh*, *j ch*, when followed by *p, b, k, g, m*, and inside these curves when followed by all other signs. Write the circle vowels and diphthong *ow* inside the curve of *m* when followed by *p, b, k, g, f, v, s, z, m*, and outside when followed by the other consonant signs. Write them inside of *s* in all cases, except when followed by *sh, ch*.

Circle vowels and *ow* are always written inside curve signs at the beginning and ending of words.

The sound of *x* is a combination of the sounds *k s*, and is so written, as in *lax, tax*, etc.

LESSON IV.

Remainder of the alphabet, s z, sh zh, j ch, m, n, ng.

s, z		as in	seal	easy	pease	zither
			s ē l	ē s ī	p ē z	z ī th r
sh, zh		as in	 sh a ^{ll}	 rash	 azure	 erasure
			sh ah l	r ah sh	ā zh r	e r ā zh r
j ch		as in	 joke	 choose	 age	 teach
			j ō k	ch oo z	ā j	t ē ch
m		as in	 me	 more	 mad	 major
			m ē	m ō r	m ah d	m ā j r
n		as in	 know	 tone	 nay	 need
			n ō	t ō n	n ā	n ē d
ng		as in	 sing	 king	 fling	 long
			s ng	k ng	f l ng	l aw ng
						

In joining the *ng ing* sign to the preceding consonant, it is sometimes necessary to make a slight separating mark for the sake of legibility

READING EXERCISE IV.

a ~ y ~ m ~ n ~
 f e g h i k l
 t u v w x y z
 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
 ~ ~ ~ ~ ~
 ~ ~ ~ ~ ~

SENTENCES.

- f y o y x u i e d k
 u z i x a k z y u
 m l x n k u t h
 m x u b e e e i e e
 . ~ x - ~ ~ ~ ~ ~
 z l k - g i - ~ ~ ~ ~ ~

WRITING EXERCISE IV.

show	she	sing	leisure	pleasure	
sh ō	sh ē	s ng	l ě zh r	p l ě zh r	
sword	make	might	moan	mind	
s ō r d	m ā k	m ī t	m ō n	m ī n d	
miser	milk	midget	middle	dime	
m ī z r	m ĩ l k	m ĩ j ě t	m ĩ d l	d ĩ m	
mellow	mean	meat	mate	madam	
m ě l ō	m ē n	m ě t	m ā t	m ah d m	
may	size	pitcher	nose	moss	
m ā	s ī z	p ĩ ch r	n ō z	m aw s	
measure	sadly	oppose	match	watch	
m ě zh r	s ah d l ĩ	aw p ō s	m ah ch	w aw ch	
catch	sweep	sweet	sweat	swash	
k ah ch	s oo ē p	s oo ē t	s oo ě t	s oo aw sh	
assuage	wax	share	shield	reach	
ah s oo ā j	w ah ks	sh ā r	sh ě l d	r ě ch	
leach	long	lurch	leash	teaches	
l ě ch	l aw ng	l uh r ch	l ě sh	t ě ch s	
six	cheap	knave	mail	knell	knoll
s ĩ ks	ch ē p	n ā v	m ā l	n ě l	n ō l

SENTENCES.

The king sang a song. He who has no business is not happy. After life's fitful fever he sleeps well. Health gives zest to every pleasure. He bore his heart as high as his head. The shades of night were falling fast. Never be cast down by trifles. Make haste slowly. Years do not make sages. Be just and fear nothing. Mourn not for the past—it returns no more. Yesterday is as to-morrow in the forever. You may yet yearn to yield up your yacht. The zeal of the zealot was the cause of her taking a zig-zag course. Vainly they sought to assuage his sorrow. The idle knave knew that the knell was heard at the knotty knoll. Let the dead past bury its dead. 'Tis late before the brave despair. He that dies pays all debts. The place of charity, like that of God, is everywhere. They talk best who have the least to say. Sorrows are our best teachers. Display no false colors. Look at those you are talking to; never at those you are talking of. The owl makes a loud noise in the woods at night.

This and subsequent Writing Exercises contain additional matter to that given in Reading Exercises, in order to test the student's knowledge of each lesson. The balance of the Writing Exercises may be corrected by the teacher, or by mail, if lessons are taken in that way.

When *rr* or *ll* follow each other in the the body of a word, they are separated by a slight tick.

Wherever combined consonants occur in words, they are written as given in List of Combined Consonants on page 18.

LESSON V.

Instruction on the Use of the Combination Signs.

AN, EN IN, ON UN, AM, EM IM, OM UM.

These combinations are employed whenever *n* and *m* are preceded by the short vowels *a, e, i, o, u*, but not when preceded by the long vowels *a, e, i, o, u*. In the latter case the two signs are written separately. For instance, *fāne* is written } , *fan* } , *rāin* } , *ran* } , *pāin* } , *pan* } , *vāin* } , *van* } , *āim* (, *am* (, *lāme* (, *lamb* (, *sāme* (, *Sam* (, etc.

AN } is a quarter of a small circle traced *down* from right to left, the opening facing the left, as in *pan*, p an } , *sandal*, s an d l } , *pander*, p an d r }

EN IN \ is a quarter of a small circle traced *down* from left to right, the opening facing the right, as *pen*, p en (, *lend*, l en d } , *open*, o p en)

ON UN / is a quarter of a small circle traced *up* from left to right, opening to the right, thus: *upon*, u p on } , *fondle*, f on d l } , *done*, d un } , *sun*, s un } , *fun*, f un }

AM /, EM IM \, OM UM ˘, are written in reverse positions to those of *an* ˘, *en*, *in* \, *on*, *un* /, thus:
ample, am p l /, *Emma*, em ah ˘, *humble*, um b l ˘

The combinations should be about one-half the length of the short signs *p*, *k*, etc.

As in the majority of words ending in *on*, the last combination is pronounced *un*, it is not necessary to make a distinction between these two combinations. The distinction between *en in*, *em im*, *om um*, is so slight, that the one sign for each pair is sufficient. (The nasal *ng* is not separated to form a combination of the *n* with any short vowel which may precede it, except in the case of short *u* (*uh*), when, for the sake of brevity it may be done.) Thus: *hang*, h ah ng ˘), *sing*, s i ng ˘),
sung, s un g ˘), *young*, ē un g ˘), *tongue*, t un g ˘)

Where double consonants occur, but one of them is written; as, *mammon*, m am on; *tanner*, t an r, etc.

READING EXERCISE V.

an

en, in

on, un

WRITING EXERCISE V.

AN, as in :

Land, sand, fan, fancy, Fanny, fantasy, fanatic, can, man, candy, pander, gander, pan, pansy, lance, Roman, ran, errand, dance, tan, tanned, tanner, stand, van, vanity, began, pean, chance, chancery, jangle, than, foreman, banter.

EN IN, as in :

Lend, send, fence, men, fen, pen, pencil, open, repent, again, against, relent, scent, defend, revenge, even, silent, tenant, mend, then, enter, hinder, attend, happen, thinks, tinkle, intend, incline, intone, sin, since, intense, tender, dinner, vintage, finish, gin, gentle, gender, tin, tinner, when, enslave, into.

ON UN, as in :

Gone, done, son, fun, funny, selection, phonetic, upon, Sunday, Monday, bundle, fund, funnel, none, London, bond, million, nation, notion, coronets, once, under, understand, onset, unable, unmanly, untie, unbought, unctuous, unfit, unfold, unhappy, urtc, Mormon, hunt, hunter, sung, hung, flung, young, rung, tongue.

AM, as in :

Am, Sam, ramble, trample, lamb, sample, tamper, vampire, famish, lamp, clamp, champion, chamois, mammon, mammoth, pamphlet, ample, camel, hamper, shamble, stamp, stammer, jam, camp, Hamlet, preamble, amputate, pamper, ambition, ambulance.

READING EXERCISE V—Continued.

f m n r s t u v

w x y z

am m n r s t u v

w x y z

em im m n r s t u v

w x y z

om um m n r s t u v

w x y z

om um m n r s t u v

w x y z

om um m n r s t u v

w x y z

om um m n r s t u v

w x y z

WRITING EXERCISE V—*Continued.*

EM IM, as in :

Emblem, ember, embers, embody, eminent, empire, resemble, pimple, simple, dimple, gimlet, nimble, whimper, simper, limbo, thimble, brim, grimly, trim, limb, rim, stem, symbol, poem, tempest, him, them, timid, dim, glimmer, grim, Emmet.

OM UM, as in :

Pomp, Pompey, bomb, gum, dumb, some, come, rum, rumble, fumble, thum, drum, welcome, income, sum, chum, Tom, atom, plum, column, humble, lumber, hum, plumber, pummel, handsome, mumps, summer, clumsy, comfort, numb, stump, stumble, jumble, grum, grumble, company, comet, compete.

MISCELLANEOUS.

Anna, manna, band, banish, banjo, anchor, angle, antler, grant, prance, branch, alliance, trance, annex, essence, innocence, linger, attend, urgent, inner, entrance, entrap, entreat, invite, engrave, pensive, infuse, instant, any, penny, many, menace, pin, pinch, standard, banana, pink, onion, ponder, bondage, ebony, deacon, lesson, pension, tension, action, pinion, money, astonish, undone, dunce, unbend, unclasp, enamel, gamble, damper, encamp, scamper, impish, impart, import, impress, impulse, impute, embellish, emanate, empty, empanel, employ, impudent, embrace, tremble, timber, hymn, omnibus, umber, umbrella, umpire, plump, pump, crumble, tumble, number.

ALPHABETIC WORD SIGNS.

at °	do (would, phrased) —
all ○	fore, for, full \
out, how ⊙	very \
owing ○	less (wi.l, phrased) /
who /	railway and sign of repe-
of \	tition /
you /	so, such)
we /	soon, some)
is ∩	should, sure)
his ∩	which, just)
one /	judge, church)
when \ went \	much, more, meant (
in \	no, know, not)
on /	knowing, known)
only ∩	yet, yes ∩
put	answer /
be, but	question /
could, quite /	agent <
good, go (ago, phrased) /	error ∩
the, to (it, phrased) —	

The short forms of writing simple words of frequent occurrence, as given above, may be used in note taking. These signs are not arbitrary, the characters representing the most important sound in the word. Some of the simplest words may also be joined with advantage, such as: *in-the* \, *for-the* \, *of-the* \, *to-the* —, *on-the* ∩, *to-do* —, etc., etc.

When *deā* or *ted* occur, *ē* may be omitted and a double *d* or *td* written, as in *succeeded* in Reading Exercise VII, p. 49.

READING EXERCISE VI.

(- 6 1) : z w s x n r
 - i l u z u s d e r r
 e n g x) s r v y | u r
 g i n x) s r v y | u r
 e n f x t w o i k 7
 w r y , - s e a | - y
 e - x . z . e o (÷ s r ,
 y z ÷ z k x n e - k l
 w . n . r . z - t l e x
 - n z i n e r | < - s o
 e l e e s e x o o e s r
 l e e z y u z . / -
 \ . o z k x k - o - l \ l \
 i n o - z u r x

WRITING EXERCISE VI.

On the Use of Combinations and Alphabetic Word Signs.

Westward the course of empire takes its way. We understand death for the first time when he puts his hand on one that we love. No man can safely speak but he who loves silence. No man can safely command but he who has learned to obey. Passions are likened best to floods and streams; the shallow murmur, but the deep are dumb. Kind hearts are more than coronets, and simple faith than Norman blood. We lose the peace of years when we hunt after the rapture of moments. The three highest titles that can be given to man are those of martyr, hero, saint. How far that little candle throws its beam; so shines a good deed in a naughty world. Blessed are the poor in spirit, for theirs is the kingdom of heaven. Blessed are they that mourn, for they shall be comforted. Seest thou a man diligent in his business, he shall stand before kings; he shall not stand before mean men. It is no honor or profit merely to appear in the arena; the wreath is for those who contend. There are three kinds of people in the world, the Wills, the Wonts, and the Cants. The first accomplish everything; the second oppose everything; the third fail in everything.

Nothing fails of its end. Out of sight sinks the stone
In the deep sea of time; but the circles sweep on,
'Till the low rippled murmurs along the shores run,
And the dark and dead waters leap glad in the sun.

READING EXERCISE VII.

o d g y o l l m m i o n
 , n z i n j x o y y n
 z z w l m i o f
 l n x " o z d - d " n
 z " l b l n q , - y l n
 h n ! o z n d l r y - n
 b . n * n | - h y l b !
 i n l e s | - d h z
 - w d z n d l i o f
 d , l - m x - y h l z
 i , i o n - d : " s | d
 v d d o † y | v l d h " x

* See p. 66.
 † See p. 63.

WRITING EXERCISE VII.

THE FOX AND THE CROW.

A Crow, having stolen a piece of flesh, perched in a tree and held it in her beak. A Fox seeing her, desired to possess himself of the flesh, and by a wily stratagem succeeded. "How handsome is the Crow," he exclaimed, "in the beauty of her shape, and in the fairness of her complexion. O, if her voice were only equal to her beauty, she would justly be called the Queen of Birds!" This he said artfully; but the Crow, anxious to refute the reflection cast upon her voice, set up a loud caw, and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is well enough, but your wit is wanting."

THE BRAZIER AND HIS DOG.

A brazier had a little dog, which was a great favorite with his master, and his constant companion. While he hammered away at his metals the dog slept; but when, on the other hand, he went to dinner, and began to eat, the dog woke up and wagged his tail, as if he would ask for a share of his meal. His master one day, pretending to be angry, said: "You wretched little sluggard! what shall I do to you? While I am hammering on the anvil, you sleep on the mat; and when I begin to eat after my toil, you wake up and wag your tail for food. Do you not know that labor is the source of every blessing, and that none but those who work are entitled to eat?"

APPENDIX TO PART I.

This completes the Simple or Literary Style, which may be used by clergymen, authors, physicians, lawyers, and, in fact, by all who desire to save time in taking notes, and who do not care to spend the time necessary to complete the art for verbatim reporting. No special study is required. A knowledge of a Phonographic Alphabet composed of the simplest known forms and representing the sounds of words by these signs—the vowels and consonants following each other in the natural order in which they occur, and being inserted without raising the pen, as in longhand—is all that is necessary. This gives us a form of writing as legible as ordinary print, while in simplicity of acquirement and brevity of outline, it far surpasses it. Rapid longhand writers, after years of daily practice, do not exceed 30 words per minute, the average speed being 20 words. A week's practice, and even less in some cases, as may be seen by our circulars, will enable the student to attain that speed in the Pernin shorthand. As the Simple Style of this shorthand is fully three times as brief as longhand, its great advantage as a time and labor saver is therefore obvious, and will amply repay the learner for the few hours expended upon its study.

PHONOGRAPHY SHOULD BE MADE A SCHOOL STUDY.

Before the introduction of the Pernin shorthand this could not be done, as all other methods, on account of shading, position, memorizing of so many arbitrary contractions, etc., are entirely too difficult for the comprehension of children. On the contrary, the Pernin

shorthand is so simple and easy of acquisition, that the manner of writing presented in Part I. may be learned by a child of seven. A little boy in this city, ten years old, mastered the Reporting Style and wrote nearly one hundred words per minute, in less than a year, on days he could not attend school on account of unpleasant weather. The simple style could be made of use in various ways in the early days of school life; in taking notes, writing compositions, etc.; and as the child advanced in years and knowledge, the reporting method could be gradually introduced, so that by the time he left school or entered college, he would be in possession of an art fitting him either for earning an excellent livelihood, which the ordinary branches taught in schools do not do, or enabling him to take down, word for word, the lectures of his professors in college, and preserving them for future use when recollection has failed. The art is an immense aid to business in all departments. Every well-equipped business office has now its stenographer and type-writer, and no young man or young woman—for it is a branch particularly suited to the quick ear and nimble fingers of the latter, and thousands of women are using it practically all over the country—need lack for remunerative employment who is thoroughly proficient in its use. In fine, its advantages as an aid to advancement in business, or as an educator, cannot be over-estimated. In this connection, a few quotations from eminent educators on the subject of “Phonography in Schools” may be of interest:

John Howard Tice, Superintendent of the St. Louis public schools, says: “An education that does not

embrace a knowledge of Phonography must be regarded as incomplete and short of the wants of the age, and I would therefore recommend its early introduction into the schools as one of the regular branches of study."

Jno. S. Hart, Principal of the Philadelphia High School, writes: "Former pupils of this school not yet turned of 20 are making more money by phonographic reporting than the principal of the high school, after having given twenty years to his profession."

Prof. T. C. Bittle, formerly President of Roanoke College, Salem, W. Va., says: "Since comparing the Pernin shorthand with other systems most in use, and practicing it myself in order to teach it to others, I have become thoroughly convinced of its superiority in regard to rapidity of acquisition, phonetic accuracy and legibility, when used for reporting. I have always freely expressed the wish that this method might be generally studied."

Prof. Agassiz said that phonography had enabled him to do more in one year than he could have done in three without it. As is well known, Charles Dickens used phonography as a means of earning a livelihood until he secured fame and fortune as a writer. Did space permit, innumerable instances might be cited where phonography has proved a stepping stone to reputation and wealth. Dennis Murphy, the able reporter of the U. S. Senate, learned shorthand when a poor boy, and now earns \$25,000 a year through its use, being paid the highest government salary next to the President. All may not do as well, but to all it offers a sure means of independence. Putting this consideration aside, it is besides a most valuable accomplishment, and its great practical utility should recommend its general adoption into all institutions of learning as a regular study.

PART II.

PRINCIPLES AND APPLICATION OF THE REPORTING STYLE.

INSTRUCTION FOR LESSON VI.

The remainder of the instruction in this work is devoted to the method of brief writing, generally termed the Reporting Style, the principles of which are given in Five Lessons, the same as the Simple Style. The student will find the rules brief, explicit and few in number; he will find the examples copious, fully illustrating every point, so that the whole system may be mastered with the same ease as Part I.

The difficulty which arises in writing two or more successive consonant signs is obviated by the use of characters for combined consonants, as illustrated in the present lesson, and greater brevity secured.

In using the combined consonants, the unaccented vowels *ě*, *ĩ*, *uh* are frequently suppressed between them, as in *supreme*, *spr ě m*, *spirit spr ě t*, *scourge*, *scr je*, etc., etc. In this as well as in all other cases, however, where ambiguity might result from the omission of a vowel, the student is requested to insert it, and to write each consonant separately instead of combining them.

The may be contracted before consonants and vowel signs for *oo*, *uh* and *ũ* by a slight dot in the beginning of the next word; before other vowels and combinations, and in phrasing, medially and finally, *the* is represented by the *t* sign.

Final *s*, *z* and *es* may be indicated by making a slight dot on the end of the preceding sign, except when the preceding sign is a circle or half-circle vowel; *t* and *d* may be omitted at this stage after *n* or *en*.

LESSON VI.

Combined Consonants.

st, sd	∪	(down)	as in	last	ℓ	fast	ℓ	
str	∪	“	as in	stream	ℓ	faster	ℓ	
sp	∪	“	as in	lisp	∩	speak	∩	
spr	∪	“	as in	lisper	∩	Casper	∩	
sk	∩	(up)	as in	ask	∩	scare	∩	
skr	∩	“	as in	scream	∩	masker	∩	
krs	∩	“	as in	crest	∩	acres	∩	
grs	∩	“	as in	egress	∩	hungers.	∩	
kw	∩	gw	∩	as in	quick	∩	anguish	∩

These combinations materially shorten the words in which they occur, and may be employed with advantage even by the note-taker who desires to go no further than the first five lessons or simple style of shorthand.

The plurals *sts, sds, sps, sprs, sks, skrs, krs-s, grs-s* may be indicated in the combined consonants by a dot at the end of the sign.

Occasional contracted forms are now employed in advance of instruction. Reference may be made to lessons following.

READING EXERCISE VIII.

st, sd _____

Handwritten cursive variations of 'st' and 'sd'.

Handwritten cursive variations of 'st' and 'sd'.

Handwritten cursive variations of 'st' and 'sd'.

Handwritten cursive variations of 'st' and 'sd'.

Handwritten cursive variations of 'st' and 'sd'.

str _____

Handwritten cursive variations of 'str'.

SP _____

Handwritten cursive variations of 'SP'.

Handwritten cursive variations of 'SP'.

spr _____

Handwritten cursive variations of 'spr'.

WRITING EXERCISE VIII.

Combined Consonants.

ST, SD.—Still, steel, stale, style, stall, store, stow, stage, staid, stew, stack, stalk, stagger, stove, taxed, relaxed, guest, encased, crossed, repast, fast, mast, list, nest, jest, fist, feast, test, post, coast, waste, last, cast, cost, best, first, thirst, aghast, burst, abreast, addressed, stab, stick, stand, staple, star, starry, starch, starve, state, statue, stay, step, staff, stump, forced, mixed, fasts, fists, vest, toast, toasts, beast, beasts, infest, jests, rust, rusts.

STR.—Castor, coaster, impostor, boaster, master, oyster, punster, pester, Nestor, Easter, strap, strive, stray, straight, strain, streak, stream, stratum, straw, teamster, teamsters, castors, masters, clusters, Easters, duster, dusters, boaster, boasters, jester, jesters, bluster, blusters, songster, songsters, monster, monsters, pastor, pastors, minister, ministers.

SP.—Space, spice, speech, spin, spend, span, spite, speed, spade, spoke, suppose, speak, spake, speck, spike, spider, spender, respire, respite, inspect, aspect, inspire, spout, sponge, sparkle, spell, split, spigot, spine, specter, sparrow, superior, supple, spire, sparse.

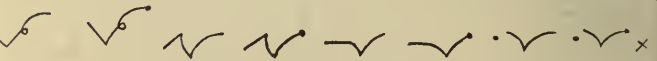
SPR.—Spirit, spray, spread, spry, sprite, supreme, suppress, aspirate, inspirit, jasper, jaspers, whisper, whispers, lisper, lispers, vesper, vespers, sprain, spring, sprang, spur, spurn, spree, sprig, sprout, sprawl, superb, asperse, spruce.


READING EXERCISE VIII.—Continued.

SK 



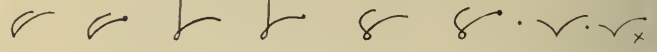




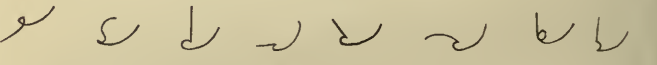
SKr 





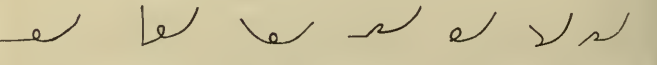


Krs 





grs 





WRITING EXERCISE VIII.—*Continued.*

SK.—Scuffle, school, score, scalp, sky, frisky, Alaska, musk, scale, skill, scald, escape, scoff, scare, disk, disks, risk, risks, desk, desks, ask, asks, flask, flasks, rusk, rusks, tusk, tusks, husk, husks, scamp, landscape, scarlet, scheme, scatter, scarce, scholar, scold, scorn, scot, scout, scum, scuttle.

SKR.—Scrawl, scroll, scratch, scourge, scribble, scrip, scrawny, screech, scrape, scream, screw, scribe, scrub, scurry, inscribe, succor, scramble, asker, askers, whisker, whiskers, basker, baskers, masker, maskers, husker, huskers, scruple, descry, scrap, scraps, scrimmage, describe, scrimp.

KRS.—Acres, occurs, crested, Christian, Christopher, crescent, lacquers, makers, bakers, takers, fakirs, Shakers, packers, pickers, flickers, jokers, rockers, crackers, talkers, euchers, brokers, Christmas, rakers, stalkers, walkers, knockers, mockers, croakers, sacristy, crisp, crispy, crusade.

GRS.—Egress, ogress, ingress, diggers, negress, tigers, daggers, braggers, staggers, triggers, augers, figures, rigors, gristle, fingers, lingers, hungers, grist, grisly, grizzled, beggars.

KW, & W.—Quick, queer, quack, query, quota, quote, equine, inquire, acquire, cuirass, liquid, equity, quit, quire, quarry, quoth, qualm, sequel, squeal, squash, squeeze, squelch, aquatic, bequeath, linguist, languid, quarrel, quorum, queen, quiz, quietus, quaff, quartz, quell, quaver, quiver, quarter, iniquity, quiet, equip, square, squib, quibbler.

READING EXERCISE VIII.—Continued.

<w, 8w *u* by w y ws . Os O y zi
 Qu be bu bs bu li bs O q .

W W to tu tu by W W
 Pu bu bu by bu tu q w x

SENTENCES

* *id id m / r - 3 e*
u u u
 / - > \) - x e { / f
 e c d r i e d u i o
 h l d , v w u u
 L x m se b r r
 c c s , l w x b w
 w { d d x o v o
 r u k , n f w -
 p u w d v e u x






































* See p. 69.






















Sentences on the use of St, Sd, Str, Sp, Spr, Sk, Skr, Krs, Grs, Kw, Gw.








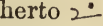












Theophilus Thistle, the successful thistle sifter, thrust three thousand thistles through the thick of his thumb. Amidst the mists and coldest frosts, with barest wrists and stoutest boasts, he thrusts his fists against the posts, and still insists he sees the ghosts. The trusty taskmaster wielded the supple sickle with much skill and great strength. The sturdy squire sternly spurned the base impostor. The scrawny scribbler, at the direst risk of life and limb, sprang quickly to the rescue of the stately scholar from Alaska. The skillful schemer being outwitted at last speedily forsook the town and went in quest of fresher fields, where he would be unknown. The steed sprang over the stream and struck into a shady path. The skipper scanned the lowering sky with anxious glance. The Speaker of the House won the esteem and respect of all by his quiet dignity. By the use of simple means, the doctor quickly cured the puny infant. The stranger quietly quaffed a glass of sparkling water and left the place. The poor man's fingers stiffen as he lingers in the cold air. On his way to the mill with a grist, the teamster suddenly came upon an immense grizzly bear. The spry young sprig of the law, with many a quib and much bluster, vainly strove to vanquish his languid opponent. The sparkling beauty of a winter landscape, as seen beneath the splendor of the starry sky, inspired the songster to inscribe an ode to the West.

LESSON VII.

LIST OF FAMILIAR WORD-SIGNS.

after		amount	
afterwards		because	
about		become	
above		became	
ability		besides	
again, against		beyond	
another		began	
already		behind	
almost		before	
always		backward	
also		between	
altogether		business	
among		book	
amanuensis		came	
afternoon		children	
advertise		circumstance	
acquaint, acquaintance		cover	
advantage		circular	
acknowledge			

change 
 eorrespondence 
 eatalogue 
 character 
 eertainly 
 defer 
 differ, difference 
 difficult, difficulty 
 ever 
 every 
 everyone 
 everywhere 
 either 
 elsewhere 
 equal 
 enough 
 early 
 economy, economical 
 from 
 further 
 forward 

gave 
 give, given 
 great 
 gentleman 
 general, gentlemen 
 govern, government 
 however 
 hitherto 
 herewith 
 into 
 impossible 
 immediate, immediately 
 knowledge 
 longhand 
 lefthand 
 letter 
 language 
 meanwhile 
 must 
 most 

might C

member C

moreover G

neither 2

never R

nevertheless }
}near, nearly }
}

number d

notwithstanding }
}

newspaper 2

other C

perhaps d

phonography V

possible L

peculiar h

prompt h

punctual h

purpose h

present h

principle h

reply ^

report 1

reporter 1

righthand S

recover Z

request 1

receive, receipt ~ i

refer ^

require 1

remember 1

stood L

same C

several h

shall C

shorthand S

satisfaction C

satisfactory S

this, 'tis -

that -

these ~

those ˙○

together 7

through ˘

throughout 9

upon ˘

until ˘

unless ˘

upward ˘

unequal 7

unto ˘

whom ˘

woman ˘

without ˙○

was ˘

whereas 6

what 6

whatever 6

whoever ˘

whichever ˘

whenever ˘

wherever ˘

wheresoever ˘

whosoever ˘

whomsoever ˘

whatsoever ˘

whichsoever ˘

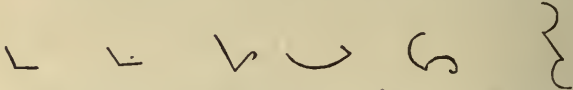
yesterday ˘

young 7

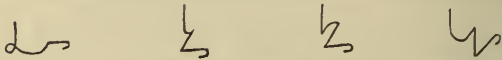
The S dot may be used to make any word-sign plural, or to add S, Z; and the D sign to indicate the past tense when formed by adding *d* or *ed*.

When words which are represented by alphabetic and familiar word-signs enter into the composition of longer words, these word-signs may be used as a part of the longer words, as *forward*, *unequal*, etc. A few examples are here appended :

Forth, forthwith, verily, sooner, membership, never-



more, possibility, peculiarity, punctuality, purposely,



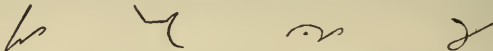
presently, principality, sameness, severally, accountant,



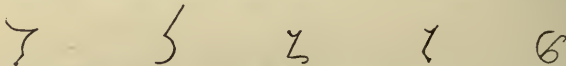
fullness, surely, mental, unknown, uncovered, charac-



terize, greatly, furthermore, gentlemanly, numberless,



otherwise, goodness, equality, equalize, mostly,



greatness, quality, former, remembrance, reference,

forwarding, inability, advertisement, goodness, some-

time, surety, forestall, younger, judgment, justly,

churchyard, once, answered.

OMISSION OF SIGNS.

The unaccented short vowels, *ë, ÿ, uh*, are omitted before final *r*; and generally when following down strokes except *m, f, v*.

T and *d*, when final, are always omitted after *n*, and are generally omitted, medially or finally, after *l, n, k, p*, and before *m, f* and *v*.

G is omitted before *th*.

R is omitted, medially, when not included in a combined consonant, before *f* and *v*; *r* is generally omitted after circle vowels, and the omission shown by tracing the vowel in an opposite direction from that indicated in rules for vowels. See Lesson II.

R is frequently omitted before *t, d, m*, as in *earthly, term, etc.*

READING EXERCISE IX.

Omission of Signs.

ï ——— 2 L V U J S x

ë ——— 2 L C D S x

ü ——— 2 L C x

t, d ——— 2 e — 2 g. 6 6

g ——— 2 L x

r ——— 2 2 2 2 2 6 6 6









v ——— 2 2 2 2 2 6 6 6 x

WRITING EXERCISE IX.

Omission of Signs.

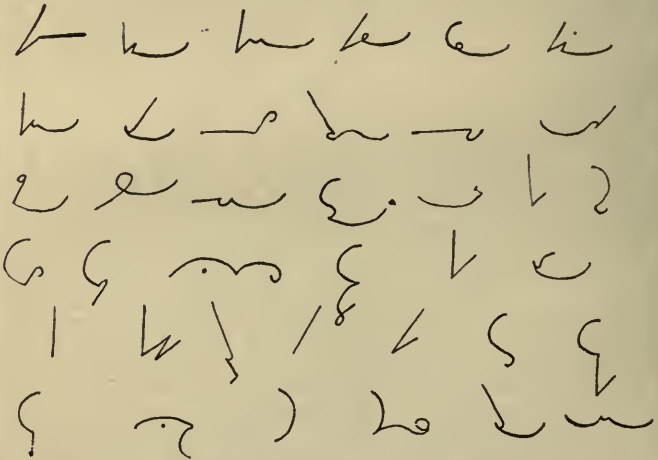
Spilt, bit, fit, sir, pick, satyr; get, net, pet, weather, patter, father; burr, fur, cur, purr, myrrh; depend, amend, dreadful; advice, world, old; length, strength; therefore, nerve, serve, curve, swerve; bore, lower, roar, short, chart, flour, farm, nor, martyr, far, heart, corn, bower, lard, poured, shower.

When two similar consonant signs representing *bb*, *gg*, *dd*, *vv*, *ss*, *chch*, *jj*, *mm*, *nn*, are separated by the short vowels, *ē*, *ī*, *uh*, the vowel is omitted, and a single sign of double length represents

both consonants, thus: *bibber* , *giggle* , *did* . *vivid*
, *system* , *zest* , *memory* , *ninny* 

When *ses*, *sis* or *sus* precede *p*, *k*, the double-length sign is not employed, the final *s* of the syllable forming a part of the combined consonant *sp* or *sk*. The double-length sign is used, however, before *t*, *d*.

READING EXERCISE X.

Double-Length Signs.

WRITING EXERCISE X.

Double-Length Signs.

Giggled, prizes, breezes, grasses, masses, crisis, braces, gazes, deadly, vivacious, deduce, sizzle, access, losses, teases, misses, scissors, bibber, ninny, memory, mimic, judgship, memoir, bubble, amazes, bib, biblical, vivify, gig, giggle, mummy, mumble, mumps, judgment, nun, nuncio, vases, seizes.

REPETITIONS, WRITING OF NUMBERS, OMISSION OF DOTS, Etc.

When a word or phrase is repeated in the same sentence and sufficiently close to the first affirmation so as not to be misunderstood in reading, the repetition may be suppressed, and the sign

／ substituted in place of the repeated expression, thus:

"A place for everything, and everything in its place."

2\ v' / \ 2. / x

As figures may be written rapidly, no signs are given for them. The ordinals, *first, second, third*, etc., may be written 1, 2, 3, etc.; and the adverbs, *once, twice, thrice*, 1, 2, 3.

The cipher is represented by the dot, thus: 200, 2 . . . ; 3000, 3 When large numbers are to be written however, such as tens or hundreds of thousands, millions, etc., it is better to indicate the number of thousands or millions by figures and use a corresponding shorthand contraction for *thous.*, *mill.*, etc.

The dots for *i*, *h*, *th* and *ch* are generally omitted from words in the reporting style; the signs may be as easily distinguished as the undotted *i* in longhand, or the unspoken *h*. They should, however, be supplied in proper names, and in other cases where legibility demands their use.

As a complement to the Double-Length Signs may be added that of joining words together by dropping one sign when the final of the first is a similar or cognate sound to the initial of the second. This mode of joining words together may be pursued to a large extent with great advantage, as it combines both legibility and rapidity. The following examples are but an illustration of what may be done in this way:

READING EXERCISE XI.

Joined Words.

7 4 k h y b c d
 o i o o o o o o
 . e e e e e e e e
 y z e w u r s
 t h r l
 . o . o . o . o . o . o . e . e
 . e y a e e e e e
 o o n p n p n p n
 p o n o n o n o n o n
 h l e l l h l l l l
 c c c c c c c c
 o o o o o o o o
 w w w w w w w w
 o o o o o o o o

WRITING EXERCISE XI.

Joined Words.

Scrap-book, grab-bag, up-braid, up-bring, up-borne, with-draw, spend-thrift, hold-them, hold-this, hold-that, hold-those, told-them, told-their, told-that, has-said, is-said, said-they, said-their, said-that, is-so, is-sent, is-seen, is-still, is-sad, his-sphere, he-is-so, it-is-so, last-day, last-sad, last-still, last-sigh, last-summer, had-the, had-they, had-those, had-these, had-this, had-that, had-their, had-done, has-she, has-some, has-so, has-sat, has-still, has-shut, as-some, as-sad, as-said, as-should, as-shall, as-she, let-this, let-that, let-these, let-those, let-their, let-them, let-down, sit-down, get-down, write-down, short-time, right-time, bad-time, first-time, best-time, bed-time, good-time, lost-time, good-day, bad-day, bright-day, good-deal, bad-deal, with-them, with-their, with-that, with-those, with-these, yes-sir, please-sir, please-say, please-send, send-them, which-shall, which-should, her-rosy, or-rather, eat-them, eat-their, write-them, should-they, should-their, should-that, should-these, should-those, should-this, apt-to, ought-to, ought-they, ought-their, ought-that, ought-this, ought-those, ought-these, have-found, are-wrapped, will-live, will-let, will-lose, will-long, fought-them, fought-their, brought-their, brought-them, bought-this, bought-that, bought-these, bought-those, were-right, their-right, her-right, are-right, are-wrong, were-wrong, are-wrought, silk-cloak, told-this, told-those.

READING EXERCISE XII.

THE DEATH OF LITTLE NELL.

~ d — x) m u h r e
 u w v — u l g u v — r t x
 ~ u . h . w . v . i . l . t .
 g l h l a) r r o —
 r u — x . n d d — e . v .
 — u l h r h y r t d
 t n o l a — x " i — |
 G) u j e e r t r o r
 q e p " x — b . n d l e x n d
 — x — u n h q z d —
 n r l o f u j w b
 } l h d y } 1 2 d t
 g . e l e n l d e r g v
 x

WRITING EXERCISE XII.

THE DEATH OF LITTLE NELL.

She was dead. No sleep so beautiful and calm, so free from trace of pain, so fair to look upon. She seemed a creature fresh from the hand of God, and waiting for the breath of life; not one who had lived, and suffered death. Her couch was dressed with here and there some winter berries and green leaves gathered in a spot she had been used to favor. "When I die, put me near something that has loved the light, and had the sky above it always." These were her last words. She was dead; dear, gentle, patient, noble Nell was dead. Her little bird, a poor, slight thing the pressure of a finger would have crushed, was stirring nimbly in its cage, and the strong heart of its child-mistress was mute and motionless forever. Where were the traces of her early cares, her sufferings and fatigues? All gone. Sorrow was dead, indeed, in her, but peace and perfect happiness were born, imaged in her beauty and repose. The old fireside had smiled upon that same sweet face; it had passed, like a dream, through haunts of misery and care, at the door of the poor schoolmaster on the summer evening, at the still bedside of the dying boy, there had been that same mild, lovely look. So shall we know the angels in their majesty, after death.

She was dead, and past all help, or need of it. The ancient rooms she had seemed to fill with life, even while her own was waning fast—the garden she had tended—the eyes she had gladdened—the noiseless haunts of many a thoughtful hour—the paths she had trodden as it were but yesterday—could know her nevermore.

"It is not," said the schoolmaster, as he bent down to kiss her on the cheek, and gave his tears free vent, "It is not on earth that Heaven's justice ends. Think what earth is, compared with the world to which her young spirit has winged its early flight; and say, if one deliberate wish expressed in solemn terms above this bed could call her back to life, which of us would utter it?"

LESSON VIII.

PREFIXES.

As a large number of words commence with the prefixes given in the present lesson, the contracted method of writing them will be of great assistance in acquiring speed.

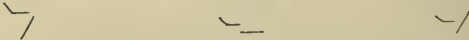
CON, COM, CUM, COUN, COG, \, are indicated by the grave accent written from left to right above the sign which follows, and to the left of it; thus:

conceal, commit, cumber, countenance, cognizant.



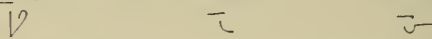
CONTRA, CONTRO, CONTRI, COUNTER, \, are indicated by a sign composed of the *con* prefix and a short *t* sign, written in the *con* position, thus making it very suggestive of the prefixes for which it is employed; thus:

contract, contrite, control.



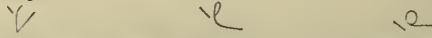
DIS, DES, DEC, —, are represented by a short dash written immediately above the sign following; thus:

display, descend, deceit.



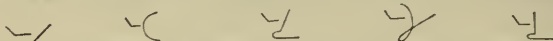
EX, \, is represented by an accent similar to that of *con*, but placed immediately *below* the sign following instead of *above* it; thus:

example, exhaust, exhort.



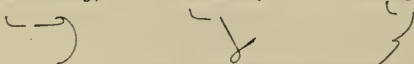
EXTRA, EXTRE, EXTRI, EXTER, \, are formed of the *ex* prefix and the *t* sign, and written in the *ex* position; thus:

extract, extreme, extricate, external, extirpate.






ENTER, INTER, INTRO, INTRU, \, are indicated by *ent* written parallel with and in close proximity to the beginning of the sign following; thus:




entertaining, interval, introspect.





MIS, MES, —, are represented by a short horizontal dash placed in a reverse position to *dis*, *des*, immediately *under* the beginning of the following sign; thus:

<i>mistake,</i>	<i>message,</i>	<i>Messiah.</i>
		




NOM, NON, NUM,) This prefix is indicated by placing the *n* sign close to the remainder of the word; thus:

<i>nominal,</i>	<i>nonsense,</i>	<i>numeral.</i>
		



MAGNA, MAGNE, MAGNI, (, are indicated by the *m* sign, written in close proximity to the remainder of the word; thus:

<i>magnet,</i>	<i>magnify.</i>
	



POR, PRO, PRU, /, are indicated by an acute accent written from *right to left* in a reverse position to the *con* prefix, *above* and to the *right* of the next sign; thus:

<i>protect,</i>	<i>portion,</i>	<i>proceed.</i>
		



MULTI, (, with the next sign written *through* the prefix; thus:

<i>multiply,</i>	<i>multitude.</i>
	

SUB, SUR, /, are represented by an acute accent written from *right to left*, *above* and to the *left* of the sign following; thus:

<i>subsist,</i>	<i>surround.</i>
	

SUF, SUG, /, are represented by an acute accent written *under* and to the *right* of the next sign following; thus:

<i>suggest,</i>	<i>sufficient.</i>
	

TRAN, TRANS, — are represented by the *t* sign written *through* the sign following; thus:

translate,

transitory,



transform.




Should *t* or *d* follow this prefix, it is passed over and the prefix written through the next convenient sign.

DOUBLE PREFIXES.







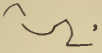


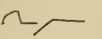






































These prefixes are formed by joining two single prefixes together in the order in which they occur. They are also formed by adding any of the combinations or vowels to the prefix following.

















The learner will find the classification of prefixes of very great advantage for ready reference. A complete list is appended, which will save the student much trouble in compiling for himself. By writing them over a number of times they will readily fix themselves in the mind, and can be recognized at sight. Should a hesitancy occur in joining prefixes, which practice may not overcome, it is better to write them separately in the order in which they occur, or use but one, and unite the other with the remainder of the word. Good sense and judgment must be the learner's guide on such occasions. Joining prefixes together adds much to brevity and increases rapidity if quickly done. But if this brevity and rapidity be again counterbalanced by a hesitancy of the mind or fingers in uniting them, it is better to do as suggested above. Seconds fly quickly, and "he who hesitates (in shorthand) is lost," or left far behind the speaker. Three prefixes should rarely be joined together. Unite the first two and write the third in the body of the word. The combinations, circle and half-circle vowels may, however, be joined to double prefixes. All prefixes should be thoroughly practiced upon before their use is attempted in words.

ACCOM, ACON, ACCOUN, ACCUM, , as in *accomplish* 

aconite , *account* , *accumulate*  CONCOM " as in


concomitant "  ENCOM, ENCOUN, ENCON, INCON, INCOE  as

in *encomium* , *encompassed* , *encumber* , *in-*
plete , *incognito*  UNCON, UNCOM, , as in
unconcerned , *uncommon*  UNCONTRO  as in
*uncontrolled**  UNENCUM  as in *unencumber* 
 UNACCOUN  as in *unaccounted*  UNPRO  as in
unprofessional , *unprofitable*  RECON, RECOM,
 RECOUN, RECOG, , as in *reconcile* , *recom-*
mend , *recounter* , *recognize*  COMPOR, COM-
 PRO, , written directly above the sign following, as in
comport , *compromise*  DISCON, DISCOM, DISCOUN, ,
 as in *disconnect* , *discommode* , *discount*  DISMIS =,
 as in *dismiss* =, *dismissal*  DISPOR, DISPRO, , written
 above and a little to the right of the following sign, as in
disport , *disprove*  DISPROPOR , as in *dispropor-*
tion , *disproportional*  MISEX , under the next
 sign, as in *misexpound*  NONCON, NONCOM , written in
 the *con* position, as in *noncommittal*  *noncompliance* 
nonconductor  NONSUB  as in *nonsubmission* 
 PROCON, PROCUM, , is written directly above the next sign,
 as in *proconsulate* , *procumbent*  PROPOR // is
 written in the position of the *pro* sign, as in *proportion* , *propor-*


tionate "  SUBCOM / is written in the *con* position, to the left, as *subcommittee*  SUBCONTRA  as *subcontraction*  UNEX ^ as in *unexact* , *unexpected*  ENUN, ENUM, INNUM  as in *enunciate* , *enumerate*  innumerable  INSUB  as in *insubmission*  IRRECON  as in *irreconcilable*  ACS a, AUX a, as in *accept* , *oxalic* 


JOINED PREFIXES.


*PER, PRE, PUR, | (joined) as in *perfect*, *permit*.


RETRA, RETRE, RETRI, RETRO,  " " *retrograde, retribution.*


CIRCUM  " " *circumcent, circumflex.*

EVER  " " *evermore.*






EVERY  " " *everywhere, everyone.*





FOR, FORE  " " *forbid, foretell.*






JUST  " " *justice, justify.*

OUT  " " *outlet, outpour.*

* When the *p* or *b* sign follows the *per* prefix, a slight separating mark should be made between them.

UPPER		(joined)	as in	<i>uppermost, upperhand.</i>
AFTER		"	"	<i>afternoon, afterthought.</i>
GOOD		"	"	<i>goodness, good-deal.</i>
UNDER		"	"	<i>undergo, underhand.</i>
OVER		"	"	<i>overdone, overcome.</i>

OVER, when a separate word, is indicated by a short dash about the length of the *d* sign, written at some distance *above* the next word; as, *over all*  ABOVE, is indicated by a similar dash written close above the next word; as, *above them* ; or it may be indicated by the word sign *above*. UNDER, when a separate word, is indicated by a corresponding dash to *over*, written some distance *below* the next word; as, *under it*  BELOW, is indicated by a similar dash close under the following word; as, *below them* 

The words ENTER, EXTRA, ENCOUNTER, NONE, COME, CONTRA, MISS, etc., may be used in the form of prefixes in their respective positions before the first sign of the following word; as, *enter upon*  *come home* , *miss him* , *extra good* , *encounter them* 

In the Reading Exercises on Prefixes, an occasional affix termination is employed, the meaning of which may be determined by referring to next lesson.

READING EXERCISE XIII.—*Prefixes.*

u u u u u u u u

v v v v v v v v v v

w w w w w w w w w w

x x x x x x x x x x

y y y y y y y y y y

z z z z z z z z z z

aa aa aa aa aa aa aa aa

ab ab ab ab ab ab ab ab

ac ac ac ac ac ac ac ac

ad ad ad ad ad ad ad ad

ae ae ae ae ae ae ae ae

af af af af af af af af

ag ag ag ag ag ag ag ag

ah ah ah ah ah ah ah ah

WRITING EXERCISE XIII.

PREFIXES.

Conceal, concede, conceit, concise, condense, condole, conflict. Control, contrary, contrast, contradict, contrite, contrive, counterpart, counterfeit, counteract. Disarm, disaster, disclose, discord, displace, descend, desire, destine, desert, despair, decimal. Explain, extend, excess, exact, excite, exhort, excel, excellent, exempt, excuse, exude. Extraction, extreme, extradition, extraordinary. Mistake, message, mishap, misuse, mischief. Nominal, nominee, nominate, nonage. Protect, proclaim, profess, profane, proffer, profit, project. Subject, subdue, sublime, submit, subscribe, substance, suburb, surface, surcease, surfeit, suffice, suffer, suffocate, suffuse, suffrage. Transact, translate, transfer, transgress, transcend, transform, transmute. Accident, acceptance. Occident, oxalic. Pertain, perplex, perjure, precede, predict, prefix. Retrograde, retroflex, retrovert. Fortune, forestall. Misfortune. Foreign, forbade, forget, forgive, forego, forecast. Overcast, overcoat, overdo, overrun, overtake, overdrawn. Injustice. Underlay, underrate, understand, undersign, undertake, undersell, undermine. Somehow, somewhat, something, sometime, somebody. Goodness, good-day, good-night. Everlasting, evermore, everglade, everyone, everyday. Outcome, outline, outside, outlook, outshine. Confide, congeal, consent, common, comfort. Disable, dyspepsia. Exhaust, exhibit, example, extol, export, exist. Miserable, Messiah, mesmerist. Non payment, nonpareil. Surgeon, surmise, surmount, surplice, surpass. Retract, retroact, retrieve. Forbear, forsake, foretell, forethought. Overhear, overboard, overland, overthrown. Good-bye. Everybody. Outlaw, outgrow, outline, outrage, outward, outward, outwear. Interest, intercept, intercede, interdict, interfere, interject, interview, extricate, extravagant. Transcribe, transport, transparent. Progress, project, prolong, probate, prospect, pruning, prove. Prepare, prepay, precise, precede, prudent. Subtract, subsequent, substance.

LESSON IX.

AFFIXES.

Contracted affixes, to which this lesson is devoted, will be found to be, at certain times, very useful in shortening the writing. After the method for abbreviating on the vowels and combinations has been learned, the contracted affixes will not be employed to any great extent, as, in a majority of cases, the word will be abbreviated before the affix is reached. Still, the affixes are especially useful in writing words of two syllables, and it is well for the student to become thoroughly familiar with their forms, so that he can apply them readily when occasion demands their use.

CONTRACTED AFFIXES—JOINED.

AFFIX.	SIGN.	EXAMPLE.	Applicat'n.
Ness,)	goodness,	
Full,	\	useful,	
Fully,	∨	usefully,	
Fullness,	∪	awfulness,	
Less, lous,	/	heedless,	
Lessly, lously,	∕	artlessly,	
Lessness,	∩	thoughtlessness,	
Ble, able, ible,		notable,	
Bly, ably, ibly,	∪	terribly,	
Cian, cion, sion, tion,	∩	Grecian,	
Ime,	I (up)	time,	
Imely,	∩ "	timely,	
Ine,	I (down,	fine,	
Inely,	∪	finely,	
Ineness,	∪	fineness,	

AFFIX.	SIGN.	EXAMPLE.	Applicat'n.
Ment,	(judgment,	
Ing, ings, *	;	willing,	
Ingly,	;	willingly,	
Ingness,)	charmingness,	
Ning, nding, nging,)	pounding,	
Some.	⌒	handsome,	
With,	⌒	herewith,	
Ship,	⌒	worship,	
After,	⌒	hereafter,	
Ality, clity, ility, } Arity, crity, irity, }	⌒	celebrity,	
Sciousness, tiousness, } Deousness, gcousness, }	⌒	consciousness,	
Etive, itive, ative,	\	talkative,	
Graph,	/	photograph,	
Graphy,	/	photography,	
Graphic,	/	photographic,	
Self, selves,	⌒	himself, themselves.	
Bleness, ibleness,)	sociableness,	

The last syllable of words ending in *oun*, *own*, *ōn* may be indicated, respectively, by the signs for *ow* and *ō*.

* See page 88.

READING EXERCISE XIV.—Affixes.

ky d y . y k r ~ o

q k z k . y a s e

. e q y e . e a z

s z d y k y 1 2 z d

k y p z y m d n k k

- r / / z / / - r - z k \ /

v d z z e e k k k k

L . - i . u . x . x . p . f

y k p k z z z - z z

e z m r k k k k

a - a z y e k z d d

e s s s s s s s

z k d y k y 1 2 3

y y y p p p p r r . z . z . x

WRITING EXERCISE XIV.

Affixes.

Greatness, coldness, softness, hardness. Graceful, skillful, doleful. Hopefully, peacefully. Fullness, spitefulness, cheerfulness. Useless, faultless, shameless, heartless, hopeless, seamless. Faithlessly, thoughtlessly, mercilessly. Thanklessness, lawlessness. Notable, passable, peaceable, feasible, miserable, laudable. Notably, passably, peaceably, horribly. Desirableness, sociableness. Impression, position, optician, pension. Time, lime, grime, crime, sublime. Timely. Fine, spine, tine, nine, brine, vine, line. Finely, supinely. Fineness, supineness. Garment, torment, document, statement, parchment, refreshment. Biting, trying, seeing, laughing, scoffing, aspiring, throwing. Smilingly, willingly, jokingly. Willingness. Finding, shining, staining, drowning, feigning. Handsome, lonesome, tiresome. Herewith, wherewith. Worship, friendship, kinship. Hereafter, thereafter. Legality, stability, mutability, mentality, facility, docility, rascality, celerity, hilarity, severity, temerity. Consciousness, gorgeousness, facetiousness. Meditative, superlative, recitative, relative. Stenograph, stenography, stenographic, photograph, photography, photographic, lithograph, lithographic. Himself, themselves, herself, itself. Hopeful, lawful, faithful, trustful, soulful. Fully, gratefully, skillfully. Peacefulness, painfulness, spitefulness, cheerfulness. Artlessness, heartlessness, unreasonableness. Physician, sanction, ration, nation. Chime, rhyme, dime. Sign, assign, dine, wine. Burning, turning, discerning, earning, learning, binding, winding, raining, gaining, sustaining, draining, toning, signing, singing, mining, sounding, rounding, winging, bringing, clinging, thronging, longing, hanging, wringing, flinging. Apartment, enchantment, discernment, worriment, merriment, allurement. Oneself, yourself, yourselves, ourselves. Representative, demonstrative, sedative, laxative, comparative, vocative, positive. Durability, fidelity, agility, versatility, vulgarity, disparity, barbarity, asperity. charity, alacrity, familiarity, phonography, phonographic, caligraph, calligraphy, calligraphic, biography, biographic, chronograph, chronography, chronographic.

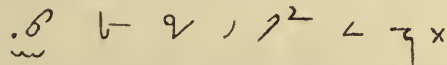
LESSON X.

Contraction on the Vowel, Diphthong and Combination Signs.

In former editions of the Pernin Method, the basis of the contractions in the Reporting style rested on abbreviations by means of vowel or combination position; that is, by placing the word following the contracted one, above, beneath, through the last sign of the incomplete word or in close proximity to it, to indicate which vowel, diphthong or combination was suppressed. With other systems of shorthand, the position of a word when placed upon the line, above or beneath it, alters the value; but position, in the Pernin system, has no such signification, as a sign or word retains the same meaning in whatever position it may be found. The only objection to the former mode of contracting was the necessity of so frequently raising or lowering the pencil. This tired the hand, caused a momentary hesitation as to which position was to be occupied by the succeeding word, and did not allow of the same rapidity of execution as lineal writing. For several years the author sought for some way to obviate this difficulty, but, until recently, found no satisfactory solution of the problem. After much thought and study, the following plan, which dispenses with all but one general position, was evolved. This, as may be seen at a glance by the illustrations which follow, renders the mode of contracting very simple, and, while dispensing with so many changes of position, adds greatly to legibility, as the vowels, diphthongs and combinations are now produced instead of being sug-

gested as formerly, while the increased lineality of the writing must add *at least* 25 per cent. to rapidity.


The mode of operation is as follows: Write the beginning of a word until a vowel, diphthong or combination is reached, insert it, and then place the beginning of the first sign of the next word immediately above the last sign written, to indicate that the word is incomplete. This gives us the leading portion of the word, which, with the general context, readily determines the remainder. For example: "*Harry peeled the apple and laid it on the table,*"


is written thus: 

or, as it would be in print, "*Harry pē—the apple and lā—it on the table,*" which is very easily understood.

No arbitrary rule can be given as to the sign to be contracted upon, but it is generally on the first vowel, diphthong or combination following a consonant in words of one syllable, and on the second in words of two or more. Of course, this rule admits of exceptions, as familiar dissyllables or monosyllables will bear contracting on the first vowel sound, and, again, technical terms of one syllable may need to be written in full. *Always write as briefly as is consistent with legibility.* This manner of contraction enables the student to write with great brevity, and at the same time to read his notes with the ease of print, provided the characters are accurately made, something which should always be the first consideration with the learner.

The signs for *oc w, uh,* are not always conveniently joined to the preceding consonant sign, and, as

they are not of very frequent occurrence, they may be omitted and the next word placed immediately below the last written sign to indicate their suppression: "*Look not upon the wine.*" 

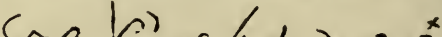
*Final *ing* may be contracted by placing the word following about one-quarter of an inch above the end and a trifle to the right of the last sign of the incomplete word: "*Thinking is the talking of the soul with itself.*" 

When the sign *s* occurs immediately before the contraction on *oo*, *uh* or *ing*, it may be indicated by a dot, the same as on a final. *D* and *t* may be also omitted medially after *n* before contracting.

Should occasions arise where the position of the next word in contracting would cause inconvenience or delay, insert a dot in the place the position word would occupy and write the next word on the line.

It is not advisable to use more than *three* consecutive words in position, and never more than *two* when the signs run vertically. Two is the average in all cases.

Words separated by a comma may be employed in position, but not generally when separated by other marks of punctuation.

At the end of a sentence, the period, or other final punctuation mark, serves to indicate position on the last word, as: "*Mercy blesseth him that gives and him that takes.*" 

* The dot is only used for *ing* when position is not convenient.

READING EXERCISE XV.—Business Letters.

186x

1. *[Handwritten cursive letters]*

2. *[Handwritten cursive letters]*

[Handwritten cursive letters]

[Handwritten cursive letters]

[Handwritten cursive letters]

[Handwritten cursive letters]

[Handwritten cursive letters]

186x

[Handwritten cursive letters]

[Handwritten cursive letters]

[Handwritten cursive letters]

[Handwritten cursive letters]

[Handwritten cursive letters]

WRITING EXERCISE XV.

MILWAUKEE, Wis., April 30, 1886.

V. H. ANDERSON, ESQ.,

Pittsburg, Pa.

DEAR-SIR,—Replying-to-your-favor-of-the 20th inst., we-have pleasure in inclosing circulars and price lists of bells and bolts. These quotations will hold-good only for ten days. The-tendency of-the market points to-these goods being much higher, and-we-would advise you to-make purchases within the-next ten days.

Our-make of bells must-not-be confounded with-that of makers who use cast iron, which-has a-bad tone and cracks easily. Our-goods are made from best quality of bell metal, and-for tone, durability and finish are unequaled.

Trusting to-be favored with your esteemed order, we-are,

Yours-truly,

JAMES RICH & CO.

NEW YORK CITY, N. Y., Aug. 5, 1886.

ROBERT BRENNAN & Co.,

Albany, N. Y.

GENTLEMEN,—Yours-of-the 3d inst. to-hand, requesting us to-quote prices on Sheet Silver.

We-hiave-gone out-of-this line of goods, and henceforth will-not keep any-of-it in stock. You-will probably be-able-to procure supplies of-this description of Messrs. Hunter & Co., Pittsburg, Pa.

Very-truly-yours,

A. B. MANNING.

The words connected by hyphens are to be written together. For the phrases used in these letters the student is referred to list of phrases following.

PHRASING.

The method of joining simple words together is called phrasing, and may, in the Pernin system, be carried to a considerable extent with great advantage, as writing several words without raising the pencil adds much to rapidity. As this phrasing is done by simply connecting words in their original or contracted forms without employing any arbitrary signs to represent them, the phrases are as easily read as if the words were disconnected. They do not need memorizing; writing them a number of times will be sufficient to fix them in the mind so that they can be both written and read without hesitation. This, of course, the student should be able to do before adopting them into his regular work. Phrasing is of little value when the writer is obliged to hesitate in the middle of a phrase to recall its proper form.

∨ Long experience in teaching has shown the author that the majority of students on beginning to phrase are inclined to carry it to extremes. They, not infrequently, join words together which have no connection, either naturally, logically, or through custom, and, from the difficulty of deciphering, lose the benefit of the rapidity which was gained in writing. The folly of such a course is strongly urged upon the learner. Rapidity of writing is valuable only when associated with ease and accuracy of reading; when the latter are wanting, phrasing loses its value, and had better be entirely dispensed with.

Phrases should be simple, naturally formed and not too numerous, and composed principally of words made from horizontal lines and curves.

The Pernin system, as has been frequently said, is the only one which, on account of its great simplicity of construction, and natural and easy forms of contraction, leaves the mind unhampered and free to co-operate with the dexterity of the hand, acquired by daily and systematic practice. Shorthand amateurs and beginners of the study unacquainted with the workings of any method but their own, are sometimes struck with the apparent brevity of an outline written according to a system differing from the one they use, and, without waiting for further knowledge, jump at the conclusion that they must adopt some arbitrary contraction, or makeshift, to have their writing conformable to it in appearance. Here, as elsewhere, is verified the truth of the old saying, "A little learning is a dangerous thing." Let the learner beware of trusting too much to appearances; they are even more deceptive in shorthand phrasing than anywhere else. He will find as he advances in knowledge of the winged art, and compares his own simple, legible method with others, that the briefest outline to the eye is often far from being the most rapid of execution; that shading detracts greatly from speed in writing, and that arbitrary contractions and a voluminous vocabulary of word-signs will burden his memory, and consequently impede the activity of his fingers. The

highest degree of speed in the shortest space of time (and time is a very valuable desideratum in this hurried age of ours) can be obtained only when the mind and fingers act in harmony and bear the burden of the work equally between them.

Again, the great legibility of the Pernin shorthand is one of its strongest claims to superiority, and this must not be lost sight of in phrasing. It is the twin sister of rapidity of execution, and both should go hand in hand; one is valueless without the other. In the matter of legibility, our light-line, non-position, connective vowel system shows to special advantage in phrasing.

Apropos of the subject of simplicity in phrasing, we quote a few lines from an article in Browne's text-book of Phonography:

“Mechanics and mechanical inventors have an axiom that the more complicated the machinery the greater will be the friction. In machines, as in Phonography, simplicity is aimed at in getting power and speed; there, as in Phonography, a wheel within a wheel is often found to be an incumbrance rather than the help for which it was intended. Levers compounded to a certain extent are good; beyond the limit they are a drawback, the gain in power or speed being more than counterbalanced by the distance lost or the force exerted to attain it. A rapid longhand penman can make over four hundred strokes or inflections of the pen in a minute, because the strokes and turns are familiar—are free movements—and require scarcely any action from the mind, or time for thought. A like familiarity with Phonography, if it is a flowing style, will, undoubtedly, give as a result a speed of

from two hundred to two hundred and fifty words per minute. From the longhand computation we can see that it is not brevity that is necessary for a high rate of speed. Too many arbitrary characters and too many diverse ways of writing words are hindrances rather than helps. It is a common error promulgated by an author who has no other claim to originality, that the shortest outline is the most rapid. He forgets that swift writing is quite as much a mental as a manual process, and that by his principles of brevity he hampers both the mind and the hand. * * * * Each plays an equal part in the dexterity of writing, and each must have full freedom to secure the best results."

This is exactly what we claim in the Pernin shorthand; and we here find writers whose cry of superiority was formerly based on brevity of outline, now coming forward with a plea for greater simplicity in the art by the use of less arbitrary forms of contraction. The point is so well sustained that we cannot refrain from making a further quotation:

"In considering mental law, the process of thinking must be analyzed. Our most rapid thoughts are expressed on subjects not complicated in their nature; that is, if we think rapidly, we must think simply. Complicated thought is destructive to rapid thinking. If an invention like the development of the complicated structure of a very fine watch could be thought out in one instant of time, it would prove that complicated action is as quickly executed mentally as any other action; but all evidence is against the development or invention of any great machine of numerous parts in an instant of time. Such inventions are accomplished by long and slow thinking, by improvement being made upon improvement, by thought working

upon a part of the machine at a time till the whole is completed. This being a fact, the system of phonography must be adapted to simplicity of mental action in order to contribute speed."

The phrases in the present volume have been compiled with the view of giving the learner an idea of the kind and quality of words that should be phrased, and not for the purpose of memorizing. They are not arbitrary, as will be seen. The majority of them are words written in full and connected for convenience only. As before stated, however, they should be practiced upon until the learner can form an idea of the words suitable for phrasing which occur in his writing, and can make them naturally and without effort as they appear in his practice.

As a general rule, two or three words joined should be the length of a phrase, although in special cases more are allowable. In writing business letters such expressions as "Your favor just at hand," "Replying to yours of recent date," and others of a similar nature, could be written very briefly. So, also, in law and other departments of shorthand work, technical or frequently recurring phrases may be written in a very condensed form. Stenographers will very naturally form phrases for themselves suitable to the special work in which they are engaged, and in this they must be guided by good judgment. In all new matter there will be material for new phrasing, from which, with the numerous examples appended as a guide, it will be easy for the stenographer to form phrases

of his own. Words composed of horizontal lines and curves are the most advantageous for joining; when written vertically not more than two words should be joined, as the phrase would interfere with the following line.)

A small phrase-book for ready reference will probably be compiled and published by the author in the near future, should sufficient demand for such a work arise.

PHRASES.

Words usually Joined to Others in Phrasing.

And, to, do, in, on, an, for, from, of, a, all, I, you, we, he, she, it, his, us, they, their, them, as, so, any, no, not, after, with, very, this, that, these, those, just, than, if, what, some, because, how, by, about, good, great, go, up, where, ever, every, which, out, our, who, could, shall, should, before, be, been, has, have, had, are, were.

A LIST OF SOME OF THE MOST COMMON PHRASES.

Corresponding words to those beginning each line of engraved pages are capitalized.

And-they, and-their, and-will, and-he-should, he-and-she, you-and-they, and-so. And-so-forth, in-the, in-this, in-these, in-those, in-their, in-to-the, go-in. Go-in-there, in-so-far-as, inasmuch-as, on-the, on-which, on-it, on-them, on-that. On-that-day, on-this, for-an, on-an, to-an, do-an, from-an, of-it. Of-them, of-you, of-our, of-his, of-this, of-their, of-any, tell-of. Heard-of, told-of-it, a-good, a-great, a-boy, a-man, a-book, do-a,

PHRASES.

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PHRASES—*Continued.*

Corresponding words to those beginning each line of engraved pages are capitalized,

could-a. (Should-a, at-all, at-times, at-once, at-them, at-last, at-present, go-at, all-should. All-could, all-would, all-did, had-all, for-all, for-all-that, for-all-the, for-all-their. Do-for, do-for-them, do-for-their, I-am, I-might, I-should-be, I-could-have. I-ought-to-be, I-did, I-did-so, I-did-not, I-do-not, I-know. I-was-so, I-will, I-can, I-can-say, you-could, you-should, you-would, you-did. Could-you, do-you, your-own, to-your, do-your, for-your, we-will, we-can. We-have, we-could, we-should, we-are, we-were, we-will-be, did-we-go, were-we-to-say. Could-we do-so, had-we-not, he-is, he-will, he-can, he-could-be, he-should-have. To-the, to-do-it, to-him, to-her, to-you, to-them, to-this. To-that, to-their, to-it, to-hold, to-go, to-be, to-any, to-own, to-your. To-be-more, to-be-able, to-have-been, to-have-done, to-have-gone, to-do-so, to-do-this, to-say. To-put-out, to-put-down, to-use, do-you, do-we, do-they, do-her. Do-them, do-it, do-not, do-not-go, I-do, you-do, we-do. Can-do-as-well, can-do-as-much, do-all-their, who-will, who-was, who-is, who-with, who-would. From-the, from-him, from-her, from-them, from-which, as-much, as-much-as, as-could. As-this, as-much-as-they, as-soon-as, as-long-as, as-she-could, just-as-well, as-well-as. As-good-as, as-great-as, such-as, such-as-the, such-as-not, be-so, so-far, so-will-they. So-will-he, no-good, no-one, no-more, any-more, any-one, not-any, more-than, that-is. That-are, will-that, be-that, has-to, he-has-been, it-has-been,

PHRASES—Continued.

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PHRASES—*Continued.*

Corresponding words to those beginning each line of engraved pages are capitalized.

should-be, should-have-been. Could-be, could-have-been, will-have-to-say, this-is, is-this-so, this-will-do, very-little, very-much. Very-well, very-great, those-are, these-are, where-are, where-will, after-that, go-after, just-as. Just-as-good, than-this, than-that, if-so, if-he-will, if-she-would, if-possible, if-they-did-so. Will-he-be, ought-he-to-go, she-will, she-was, she-has, she-has-so. She-has-not, has-she, has-she-done, to-his, with-his, for-his-sake, for-us. They-are, they-will, they-had, they-can, they-could, they-shall, they-should, they-would. They-would-be, so-they-may, as-they-go, for-they-are, for-their-own, should-they. With-them, after-them, have-them, there-is, there-are, there-will-be, there-could-not, shall-then. Will-then be, ought-there, at-their, did-their, for-their, gone-there, can-there-be. Of-their, what-is-it, what-it-is, what-was-it, what-they-do, what-is-done, some-of. Some-of-the, some-of-which, some-of-that, some-of-these, some-of-those. Some-day, some-hour, some-time, because-it-is, because-of-it, because-of-her, because-of-his. Because-it-would, why-is-there, why-are-we, why-do-you, why-should-it-be, why-is-it-not, why-did-you. With-which, with-all, with-any, with-him, with-it, with-whom, which-with, do-with. Do-with-it, go-with-them, be-with-her, along-with, along-with-them, join-with, join-with-their. How-is-it, how-goes-the, how-long-will, how-well-did-you, how-soon-is, how-should-you, how-could-you. How-are-they, by-all, by-them, by-the, by-that-means, about-it, about-that, about-which, about-her.

PHRASES—Continued.

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MISCELLANEOUS PHRASING.

The corresponding phrase beginning each line of engraved page is numbered.

(1) Dear-Sir, Dear-Madam, My-dear-Sir, Mr.-President, Mr.-Chairman, Mr.-Speaker, Ladies-and-Gentlemen, (2) My-dear-brethren, Beloved-brethren, Dearly-beloved, Fellow-Citizens, Your-favor-of-recent-date-at-hand, Inclosed - please - find, I-herewith-inclose-you, (3) In-reply-to-yours, In-response-to-your-recent-favor, Your-favor-just-at-hand, We-beg-leave-to-state, Please-state-in-your-reply, Yours - truly, Yours - very - truly, Yours-respectfully, (4) Yours-very-respectfully, Yours-and-so-forth, Your - obedient - servant, I-remain-very-truly-yours. Police-court, Police-justice, Supreme-Court United-States-Court, County-Clerk, (5) County-Commissioner, Notary-public, Counsel-for-Complainant, Counsel-for-Defendant, Gentlemen-of-the-jury, Cross-examination, Errors-excepted. Lord-and-Saviour, Jesus-Christ, (6) Almighty-God. United-States-of-America, President - of - the - United - States, Vice - President, Chief - Justice, Member - of - Congress, House-of-Representatives, United-States-Senate. (7) In-order, In-order-that, out-of-order, out-of-the-way, out-and-out, out-of-it, quite-as-well, quite-as-

MISCELLANEOUS PHRASING—*Continued.*

much, quite-likely, (8) just-as-well-as-not, as-follows, for-example, together-with, some-time-ago, by-all-means, by-no-means, by-this-means, (9) by-some-means, of-course-it-is, on-account, on-account-of, on-that-account, on-no-account, on-the-contrary, I-do-not-think-so, present-day. (10) What-do-you-say, at-all-events, in-a-word, get-rid-of, get-it-all, get-out-of, keep-it-up, let-us-see, let-us-say, (11) not-long-ago, now-and-then, not-a-bit-of-it, ought-to-be-able, so-much-good, set-it-down, seems-to-go, let-it-be, (12) I-have-no-doubt, as-fast-as, few-days-ago, as-soon-as-possible, as-long-as. Month-to-month, hand-to-hand, (13) bye-and-bye, little-by-little, from-time-to-time, day-to-day, again-and-again, over-and-over, over-and-over-again, often-and-often, day-after-day, (14) many-more, forever-and-ever, on-the-other-hand, any-of-them, in-regard-to-that, are-you-sure, for-the-sake-of, for-instance, for-a-moment, in-accordance-with.

WRITING EXERCISE XVI.

DETROIT, MICH., Jan. 21, 1886.

MESSRS. TURNER & BROWN,
Boston, Mass.

GENTLEMEN,—I have your favor of the 1st inst., with cash check for \$2,000, as full payment for privilege of trade discount of 17 per-cent. from your purchases of Association Goods for the year ending June 30th, 1885, subject to conditions of agreement. I will mail you certificate as further acknowledgment in a few days. In the meantime I remain—

Yours-very-truly,
ROBINSON & CO.

ST. PAUL; MINN., May 20, 1886.

SAM. ANDREWS, ESQ.,
New York City, N. Y.

DEAR-SIR,—Your favor of 13th inst., in reference to delay of saddle clips and king bolts, to hand.

Delay has been caused by breakage of our largest hammer, and through no negligence on our part, as you supposed.

We always give our customers' orders prompt and careful attention, and no one regrets the accident more than ourselves at this time, as we are under a press of orders. We hope to be able to ship the balance of your order by the first of the coming week.

Trusting this will be satisfactory, we remain—

Yours-truly,
J. WARREN & CO

READING EXERCISE XVII.—Business Letters.

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WRITING EXERCISE XVII.

PHILADELPHIA, PA., Feb. 23, 1886.

MESSRS. ROBERTS & CURRIE,
Boston, Mass.

GENTLEMEN,—Goods went forward yesterday, excepting four bales of cotton, which, we regret to say, we are entirely out of. Owing to floods in the South it is almost impossible to get a single bale at present here.

We will forward as soon as we receive the first shipment, unless order is countermanded.

Trusting this will be satisfactory, we remain—

Yours truly,
WRIGHT BROS. & CO.

NEWARK, N. J., Sept. 2, 1886.

ANDREW JENKINS, ESQ.,
Bordentown, N. J.

DEAR-SIR,—Your esteemed favor of the 7th ult. to hand, inclosing sum of \$40.00, in settlement for Invoices Nos. 7, 8, 9, less 4 per-cent., for which accept thanks.

Yours truly,
J. G. HARRISON.

WHEELING, W. VA., July 14, 1886.

MR. J. BROWN,
Chicago, Ill.

DEAR-SIR,—We will waive top of column for Rheumatic Syrup display, but you must not fail to put it next to reading matter, and we will expect you

READING EXERCISE XVIII.—Business Letters.

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WRITING EXERCISE XVIII.

to-give it top of column and next to-reading matter whenever you-can. We-inclose another sheet of locals. We-will-send cut to-day, and we kindly ask-you to-insert this week. Please-send paper to-our office to-prove insertion.

Very-truly-yours,
HENRY JAMES.

PHILADELPHIA, PA., March 16, 1886.

MR. JAS. JOHNSTON,
Rochester, N. Y.

DEAR-SIR,—As we-are informed that a-party in-your city has-been offering for sale to-the trade, ready cut election “stickers,” we-beg-leave to-notify you that our-client, Mr. Thomas Young, of-this place, is the-patentee of-the-same, and-that-any sale or use thereof is-an infringement of-his patent, except where such sale or use is made by Mr. Young’s license or of goods obtained from him or his authorized agents. Mr. Young’s patent was obtained and-is dated April 23, 1878. His rights of patent have-been acquiesced in by-the public and trade generally, and-he sends this as-a friendly caution to-you against infringement of-the-same.

Very-truly-yours,
G. H. SHAFER,
Attorney for Thomas Young.

DETROIT, MICH., Dec. 14, 1885.

MR. JAMES DICK,
Cleveland, Ohio.

DEAR-SIR,—Your-esteemed-order of 10th inst. duly

READING EXERCISE XIX.—Business Letters.

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WRITING EXERCISE XIX.

to-hand, and-shall-have-our prompt and careful attention.

New cords have just arrived, and we-take pleasure in inclosing samples. We predict large sales for Nos. 881 and 970. They-have-been in-the market but a-short-time and are selling rapidly.

Our traveler, Mr. Lorden, has requested us to-forward samples of plush also, on arrival; we-are sorry to-say we-have-not received them as yet, but we-will send as-soon-as they-reach us. Trusting to-receive further orders, we-remain-

Yours-truly,
HARWOOD & CO.

SAN FRANCISCO, CAL., Oct. 2, 1885.

MR. CHAS. GREEN,

Grand Rapids, Mich.

DEAR-SIR,—Your-favor-of Sept. 28 at-hand and contents noted. We-are extremely sorry to-be obliged to-say that it-will-be impossible for us to-negotiate renewal of-your paper maturing Dec. 23, 1885, owing to-the fact that-it-has passed out-of-our hands, being now held by-the National Bank of-this place, and-must-be paid at maturity or costs of protest will-be incurred

Trusting you-will-be put-to-no inconvenience to-lift the-paper, we-are

Yours-truly,
IRVING & CO.

WRITING EXERCISE XX.

118 WASHINGTON AVE.,
DETROIT, MICH., June 4, 1886.

MR. J. F. BARRON,
Detroit,

DEAR-SIR,—In-reply to-your adv. in to-day's Free Press for-a stenographer, I-beg to-offer you my services. I-have-had-an experience of two years in-this line of work, with Robinson & Co. of-this-city, and would refer-you to-them for-any testimony of character or ability you-may require.

Should my application meet your approval, I-shall endeavor to-faithfully and promptly fulfill the-duties required of-me.

By notifying me at above address I-shall-be happy to-call at-your office at-any-time you-may designate.

In-the-meantime, I-remain-

Yours-very-respectfully,
H. W. WORKMAN.

HAMBURG, N. Y., Sept. 30, 1886.

S. S. MCKAY, Esq.,

DEAR-SIR,—I-notice that-the ties on-the hill just east of Keller's have-not-been piled up and-burned, but are thrown down the-side of-the bank. This makes the-road look very untidy. Please see-to-it that-they-are burned as-soon-as-possible. Also see-that the old fence that stands in-front of-the new fence, just east of-the rock cut beyond Keller's, is torn down and piled up by the section men.

Yours-truly,
W. J. KITCHEN,
Supt. N. Y. C. & St. L. Ry.

WRITING EXERCISE XXI.

CHICAGO, MILWAUKEE & ST. PAUL RY.

MILWAUKEE, Wis., Jan. 7, 1886.

MR. W. F. JOHNSON,

DEAR-SIR,—The-crossing watchman at Miami street, Indianapolis, Ind., is-not giving good satisfaction to-the public, and-some very serious complaints have-been made to-me in-regard to-his inattention to-duty. This watchman is paid five dollars per-month more-than the-others, with the understanding that he-is-to-stay on-duty until 9 p. m., or until Train 49 passes.

I-think it-would-be policy to make a-change there and let the-new watchman understand that-he-is to-stay at-his post every-night until No. 49 passes.

Yours-truly,

I. I. BROWN, Supt.

CHICAGO, ILL., July 8, 1886.

D. E. BRANCH, Esq.

St. Louis, Mo.

DEAR-SIR,—The inclosed claim 16574, for shortage of-a-lot of-apples in-shipment from St. Louis to Chicago, is respectfully referred to-you. Please-take this case to-the conductor handling the freight and inquire from-him if-the car met with-any rough usage en route. Return all-papers with result of-your investigation at-the earliest practicable moment.

Yours-truly,

G. H. LAKEMAN,

Supt. Wab., St. L. & P. Ry.

WRITING EXERCISE XXII.

PORT HURON, MICH., Apr. 10, 1886.

G. W. SPRAGUE, Esq.,
 Detroit, Mich.

DEAR-SIR,—Please-send at-once by Merchants' Despatch to Thibbets & Co., Pt. Huron, Mich., 300 lbs. Brevier type No. 14 with italics; 120 lbs. Nonpareil No. 14 with italics; 12 lbs. Small Pica and 2 fonts Nonpareil fullface No. 1. This-is only a-part of order. I-will-send the-balance to-morrow or Wednesday. Some parties have just come from Chicago, and I-have-had to-make very close figures in-order to-secure the-trade.

Please-send as-soon-as-possible, as-the type is needed for next week's paper.

Very-truly-yours,
 C. M. LAIDLAW.

SIoux CITY & PACIFIC AND FREMONT, ELKHORN & MISSOURI VALLEY RYS.

OMAHA, NEB., Jan. 30, 1886.

T. J. BROWN, Esq.,
 Bedford, Iowa.

DEAR-SIR,—Replying-to-your-favor-of 29th inst., would-say that passenger rates are as-follows: Council Bluffs to Chadron \$16.40; round trip explorer's rate Council Bluffs to Valentine \$13.90—none are sold to Chadron.

Rate on emigrant movables, Council Bluffs to Chadron, \$70 per-car.

Yours-truly,
 S. HASTINGS,
 Southwestern Pass. Agent.

WRITING EXERCISE XXIII.

DENVER, COL., July 12, 1886.

P. J. LEWIS, Esq.,

Boston, Mass.

DEAR-SIR,—Replying-to-yours-of 10th inst., would say that-I-have pleasure in-sending you by mail a-supply of-matter descriptive of-the Elkhorn Valley. I-cannot advise you as-to-any particular location west of Antelope county, but think, if-you-can arrange it so, it-would-be better for-you to-purchase a-land exploring ticket for Valentine, Neb., and visit the-country. I-think you-will probably find these on-sale in Boston; if-not, it-would-be your best plan to-purchase a-ticket to-Chicago and from-there you-can purchase a-land exploring ticket via the-Chicago & Northwestern and Fremont, Elkhorn & Missouri Valley Rys. to Valentine, Neb., which-will cost-you \$31.45. This ticket will-allow stop-over privileges at-any point west of-the Missouri river and-will-be good 40 days from date of issue. The-ticket office is at 62 Clark street. Should-you desire any additional information I-shall-be pleased to-furnish it.

Yours-truly,

E. A. HESS,

Southwestern Pass. Agent.

NOTE.—Each of these letters should be written over from 10 to 15 times. If preferred, the combined consonants may be employed in the contractions of months and places.

When *r* precedes final *ly* in a word, it is usually omitted, as in *merely*, *nearly*, *scarcely*, etc.

Every student should supply himself with a small note-book for the purpose of jotting down any phrase or contracted word not given in list. Insert dots wherever greater legibility requires their use.

WRITING EXERCISE XXIV.

DES MOINES, IA., May 6, 1886.

J. W. SNYDER,

Springfield, Ill.,

DEAR-SIR,—Replying-to-your-favor-of Jan. 25th, would-say that-I-do-not think it-would-be advisable for-you to-think of-going west fōr-some-time yet, especially if-you wish to-locate at Fort Fetterman. As yet there-is-no town there, and probably will-not-be until our-line is completed to-that point, which I understand will-be late in-the summer or in-the early fall. If-you-will write me later or about the-first of July, at-that-time I-may-be-able to-give-you more satisfactory information.

Yours-truly,

D. D. HELLER,

MINNEAPOLIS, MINN., Sept. 12, 1886.

GEO. L. SMITH, Esq.,

Iowa City, Ia.

DEAR-SIR,—Can-you use a-car of Hoffman & Sons' flour? We-have on-hand nearly a-full car of "Supreme." The-same was shipped to us by mistake; we-would-be willing to dispose of-it at-a low figure and fill up the-car with "H. S." I-believe the-Jones Grocery Co. has-a large trade established on-this brand in-your territory. Will-you-be in position to-handle this? Please answer at-once.

Yours-truly,

E. A. HALL.

WRITING EXERCISE XXV.

OMAHA, NEB., Dec. 13, 1886.

JOHNSON CRACKER FACTORY,
Waterloo, Iowa.

GENTLEMEN,—We quote you Kansas Winter Wheat, straight patents f. o. b. cars Atchison, at \$4.20 per barrel in sacks; straight patents at \$3.60 per barrel, f. o. b. Omaha; Kansas "Baker's" at \$3.60 per barrel, f. o. b. Omaha; Colorado patent at \$4.10 f. o. b. Omaha. We make a specialty of supplying cracker factories, and are well acquainted with the grades of flour desired for their work. We should be pleased to have a trial order.

Very truly,

C. F. DALY.

KANSAS CITY, Mo., March 29, 1886.

T. J. JOHNSON, Esq.,
Blair, Neb.

DEAR-SIR—We inclose check for \$14.90, payment for abstracts. Please give us latest assessed value for taxation on the following property: N. W. quarter, section 7, township 7, range 11 east, of R. M. Burns; also S. W. quarter, section 2, township 17, range 11, Sophia Goodman, Kennard, Neb. Please prepare abstract on Sophia Goodman's property and forward same at once; also give us assessed value for taxation and amount of taxes on north half, S. E. quarter, section 12, township 12, range 10 east, property of Samuel Brinkerhoff.

Yours truly,

E. A. DUVAL.

WRITING EXERCISE XXVI

NEW YORK CITY, N. Y., Jan. 10, 1886.

T. J. STEVENS,

Blair, Neb.

DEAR-SIR,—We have notice that parties will accept payment for their loan, and we will prepare your papers at once. Please send us a little description of your land, showing on what portion of the farm the hay and corn are raised; also locate the house.

Yours-truly,

W. A. WHITE.

ADRIAN, MICH., Aug. 12, 1886.

MESSRS. METCALF BROS. & Co.,

Detroit, Mich.

DEAR-SIRS,—Having recently commenced business for myself with fair prospects of success, I shall be pleased to open an account with your house, and trust it will be to our mutual advantage. Should you think favorably of the matter, you will please fill the accompanying order with the least possible delay and on your best terms. For testimonials, I refer you to Newcomb, Endicott & Co., of your city, by whom I have been until recently employed; but as this is my first transaction with your house, upon forwarding me an invoice of goods and deducting your usual discount for cash, I will remit a sight draft on the First National Bank of your city, for the amount, by return mail. Expecting your usual prompt attention, I am,

Yours-respectfully,

S. C. BROOKS.

WRITING EXERCISE XXVII.

DETROIT, MICH., August 13, 1886.

MR. S. C. BROOKS,
Adrian, Mich.

DEAR-SIR,—We take pleasure in sending this-day, as per your order, the inclosed invoice of-goods, amounting to \$1,500, subject to 5 per-cent. discount for cash.

Your-reference being entirely satisfactory, we have-no hesitation in opening an-account and allowing you our-best terms. Trusting that-the goods, which-are shipped by express, will arrive safely and meet your-favor, we-are

Very-truly-yours,
METCALF BROS. & CO.

MADISON, WIS., Jan. 10, 1886.

GEO. TOWNSEND, Esq.,
Milwaukee, Wis.

DEAR-SIR,—On-the 14th of March we-made shipment to Dick Feeler, of Chicago, Ill., as-follows :

- 2 Cases Hardware.
- 1 Box Leather.
- 1 Roll Top Leather (12 Hides).

Consignee reports Top Leather arriving in very bad condition, and four hides missing.

Kindly put tracer out as-soon-as-possible, and-oblige,

Yours-truly,

A. B. KILEY.

WRITING EXERCISE XXVIII.

PARTNERSHIP AGREEMENT.

This agreement, made this fifth day of August, 1886, between Thomas H. Smith, of Charleston, S. C., of-the one part, and Charles T. Cullen, of-the-same place, of-the other part, witnesseth :

The-said parties agree to-associate themselves as copartners, for-a period of five years from-this date, in-the business of buying and selling hardware and-such other goods and commodities as belong in-that line of trade ; the-name and style of-the firm to-be Smith & Cullen.

For-the purpose of conducting the-business of-the above named partnership, Thomas H. Smith has, at-the date of-this writing, invested Five Thousand Dollars as capital stock, and-the said Charles T. Cullen has paid in the-like sum of Five Thousand Dollars, both of-which amounts are to-be expended and used in common for-the mutual advantage of-the parties hereto in-the management of-their business.

It-is hereby also agreed by both parties hereto, that-they-will-not, while associated as copartners, follow any avocation or trade to-their-own private advantage, but wil, throughout the-entire period of copartnership, put-forth-their utmost and best efforts for-their mutual advantage and-the increase of-the capital stock.

That-the details of-the business may-be thoroughly understood by each, it-is agreed that, during the afore-said period, accurate and full book accounts shall-be

READING EXERCISE XXI.

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kept, wherein each partner shall record, or cause to be entered and recorded, full mention of all money received and expended, as well as every article purchased and sold belonging to, or in anywise appertaining to such partnership; the gains, profits, expenditures and losses being equally divided between them. It is further agreed that once every year or oftener, should either party desire, a full, just and accurate exhibit shall be made to each other, or to their executors, administrators, or representatives, of the losses, receipts, profits and increase made by reason of, or arising from, such copartnership. And, after such exhibit is made, the surplus profit, if such there be, resulting from the business, shall be divided between the subscribing partners, share and share alike.

Either party hereto shall be allowed to draw a sum, the first year, not exceeding six hundred dollars per annum, from the capital stock of the firm, in monthly installments of fifty dollars each, which amount may be increased by subsequent agreement.

And further, should either party desire, or should death of either of the parties, or other reasons, make it necessary, they, the said copartners, will each to the other, or, in case of death of either, the surviving party to the executors or administrators of the party deceased, make a full, accurate and final account of the condition of the partnership as aforesaid, and will fairly and accurately adjust the same. And also, upon taking an inventory of said capital stock, with increase

READING EXERCISE XXII

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and profit thereon, which shall appear or is found-to-be remaining, all-such remainder shall-be equally apportioned and divided between-them, the-said copartners, their executors or administrators, share and share alike.

It-is also agreed, that in-case of-a misunderstanding arising with the partners hereto, which-cannot-be settled between-themselves, such difference of opinion shall-be settled by arbitration, upon the-following conditions, to-wit: Each party to-choose one arbitrator, which two thus elected shall choose a third; the three thus chosen to-determine the-merits of-the case, and arrange the-basis of-a settlement.

In witness whereof, the undersigned hereto set-
their hands, the-day and year first above written.

THOMAS H. SMITH.
CHARLES T. CULLEN.

Signed in presence of

D. L. SILLERS,
E. A. KENNEDY.

READING EXERCISE XXIII.

Handwritten phonographic symbols arranged in approximately 15 rows. The symbols are stylized, cursive-like characters, some with horizontal lines underneath. The text is written in a cursive style within a decorative border.

WRITING EXERCISE XXIX.

FORM OF WILL.

The last will of-me, John Jones, of-the-town of Oxford, in-the county of Oakland, and State of Michigan, being of sound mind at-the-time of making and publishing this my last will and testament.

I-give and devise all-my estate, real and personal, whereof I-may-die seized or possessed, to James Brown, of-the said town of Oxford, and Thomas Green, of-the-same place, to-have and-to-hold the-same to-themselves, their heirs and assigns forever, upon the-uses and trusts following, namely:

In-trust, first, to-pay all-my debts and funeral expenses;

Second, to-pay to-my wife, Mary, upon her sole and separate receipts, the-interest, income, and revenue of-all my said estate, during the-term of-her natural life;

And, third, upon the-decease of my said wife, to convert all-my said estate into money, if such-a course shall-be thought best by my said trustees, and to-pay to-my daughter, Ellen, the one-third part thereof, it seeming to-me best to-give her so large a-share on-account-of her inability to provide for herself; and-the remaining two-thirds to-be equally divided between my four sons, Frederick, Stephen, James and John.

If either of-my children shall, before such division, have died, leaving lawful issue, such issue to-receive the-parent's share, but, if-there-be no issue, then such

READING EXERCISE XXIV.

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WRITING EXERCISE XXIX.—*Continued.*

share to-fall into-the general fund, to-be divided among the-survivors in-the manner before directed.

And I-hereby give to-my said trustees full power and authority to-sell any or all-of-my real estate at private or public sale, and invest the proceeds, or lease the-same, as-they-may deem best for-the interest of-my family.

And if my daughter Ellen shall-not-have attained the age of twenty-one upon-the decease of-her mother, I-hereby nominate, constitute, and appoint my said trustees guardians of-the person and estate of-my said daughter, Ellen, during the-remainder of-her minority, commending her to-their fatherly care and protection.

And I-hereby constitute James Brown and Thomas Green my executors of-this my last will and testament.

In-witness whereof, I-have hereunto set my hand and seal, this third day of April, in-the year 1886.

JOHN JONES.

Signed, sealed, published, and declared by John Jones, the testator above named, as and-for his last will and testament, in-the presence of us, who, in-his presence, at-his request, and-in-the presence of-each other, have hereunto set-our names as witnesses.

Witnesses : N. H

F. S.

WRITING EXERCISE XXX.

LANDLORD'S AGREEMENT.

This certifies that I have let and rented, this first day of January, 1886, unto James Ashton, my house and lot No. 68 Farrar St., in the city of Detroit, and State of Michigan, and its appurtenances; he to have the free and uninterrupted occupation thereof for one year from this date, at the yearly rental of Eight Hundred dollars, to be paid monthly in advance; rent to cease if destroyed by fire or otherwise made untenable.

CHARLES A. CHAPMAN.

TENANT'S AGREEMENT.

This certifies that I have hired and taken from Charles A. Chapman, his house and lot, No. 68 Farrar St., in the city of Detroit, State of Michigan, with appurtenances thereto belonging, for one year, to commence this day, at a yearly rental of Eight Hundred dollars, to be paid monthly in advance, unless said house becomes untenable from fire or other causes, in which case rent ceases; and I further agree to give and yield said premises one year from this first day of January, 1886, in as good condition as now, ordinary wear and damage by the elements excepted.

Given under my hand this day

JAMES ASHTON.

WRITING EXERCISE XXXI.

FORM OF LEASE.

This agreement or lease, made this third day of April, between Abner Smith, of Greenfield, Ohio, party of the first part, and Chas. Daniels, of Dearborn, Ohio, party of the second part, witnesseth :

That the said party of the first part does by these presents lease to the said party of the second part the following described property, to-wit: [Describe property.]

To have and to hold the same to the said party of the second part, from the fifth day of April, 1886, to the fifth day of April, 1887.

And the said party of the second part covenants and agrees with the party of the first part to pay the said party of the first part, as rent for the same, the sum of \$800, payable as follows, to-wit: [State the times and terms of payment.]

The said party of the second part further covenants with the said party of the first part, that, at the expiration of the time mentioned in this lease, peaceable possession of the said premises shall be given to the said party of the first part, in as good condition as they now are, the usual wear, inevitable accidents, loss by fire excepted; and that upon the non-payment of the whole or any portion of the said rent at the time when the same is promised to be paid, the said party of the first part may, at his election, either distrain for said rent due, or declare this lease at an end,

WRITING EXERCISE XXXI.—*Continued.*

and recover possession of said premises as if the same were held by forcible detainer, the said party of the second part waiving any notice of such election, or any demand for the possession of said premises.

The covenants herein shall extend to and be binding upon the heirs, executors, and administrators of the parties to this lease.

Witness said parties' hands and seals.

(Signature of Lessor.) [SEAL.]

(Signature of Lessee.) [SEAL.]

WRITING EXERCISE XXXII.

FORM OF POWER OF ATTORNEY.

Know all men by these presents :

That I, Thomas Gardiner of Detroit, Mich., have, by these presents, constituted, made, and ordained, and in my place and stead substituted Elmer Allen to be my lawful, sufficient and true attorney, and in my name, place and stead to [Set forth the purpose or purposes for which the power is given].

That I hereby grant unto my said attorney full authority and power in and about said premises, and to use all due course, means and process of law for the complete, effectual, and full execution of the business above described, and for said premises to appear and me represent before governors, justices, and min-

WRITING EXERCISE XXXII.—*Continued.*

isters of law whomsoever, in any court or courts of judicature, and there, on my behalf, defend and prosecute all actions, causes, matters and things whatsoever relating to the premises, and in all premises make and execute all due acquittances, discharges, and releases.

That said attorney shall have full authority and power to accomplish, act, determine, do, finish and transact all matters and things whatsoever relating to the premises, and in all said premises make and execute all due acquittances as amply, effectually, and fully, to all intents and purposes, as I, his said constituent and principal, if present, might or ought, although said matters and things should require more special authority than is herein comprised and included.

That I hereby ratify and hold firm and valid all matters and things whatsoever my said attorney or his substitutes may lawfully do or cause to be done in and about said premises, by virtue of these presents.

In testimony whereof, I have hereunto set my hand on this 20th day of March, 1886.

THOMAS GARDINER.

WRITING EXERCISE XXXIIL.

FORM OF ASSIGNMENT.

This assignment, made this fifth day of March, 1886, witnesseth :

That Caleb Johnston, of Adrian, Mich., in consideration of the sum of \$1,000 (the receipt of which is hereby acknowledged), assigns, transfers, and sets over to Eben Fox, of Lansing, Mich. (his executors, administrators and assigns), all his titles and interests in and rights under, accounts, debts, demands, goods, merchandise, notes, wares, etc., etc. (according to the nature of the property scheduled), set forth in the schedules marked A, B, C, etc., attached to and made a part of this assignment.

That said Caleb Johnston gives said Eben Fox (his executors, administrators, and assigns) the full power to ask, demand, collect, receive, receipt for, compound and give acquittance for the same or any part thereof, and in said assignor's name, or otherwise, but at his or their costs, to prosecute any and withdraw any suits at law or in equity thereof.

Given under my hand and seal, at Adrian, Mich., the day and year first above mentioned.

CALEB JOHNSTON.

WRITING EXERCISE XXXIV.

OFFICE OF THE CONSOLIDATED STEEL SPRING Co.

YOUNGSTOWN, OHIO, Oct. 11, 1886.

JACKSON LOCOMOTIVE WORKS,
Jackson, Mich.

GENTLEMEN—Owing to the growing disposition on the part of consumers to procure material of all kinds at lower prices, manufacturers have been compelled to look for cheaper grades of material. In view of this fact we have decided to manufacture springs from two qualities of steel.

While we have always used and advocated crucible cast steel in the manufacture of railway, locomotive and car springs, and experience proves that in the end it is the most durable, and hence the most economical, some railway companies, however, have adopted an analytical as well as a physical standard of their own for the guidance of manufacturers, and which permits the use of steel manufactured in bulk, and therefore much cheaper than that quality of steel known as crucible.

These railroad companies ask no guaranty, and assume no responsibility for the springs giving good service, insisting only that the springs pass the physical and analytical tests to which they are subjected at the time they are furnished.

But, as a comparison of value, it may be stated that crucible cast-steel springs are now in service and in good condition that have been in constant use for over sixteen years, to our knowledge.

WRITING EXERCISE XXXIV.—*Continued.*

It is our aim, now as ever, to produce the best and most serviceable springs at a fair and reasonable price. We shall use the highest quality of crucible cast steel, as heretofore, and the best grade of special steel, and our patrons can depend upon always obtaining from us just what they order, and the best of its kind, leaving it optional with them as to what quality they desire to use.

The difference in the cost of the springs will be only the difference in the cost of the material used, as our method of manufacture will be exactly the same in both cases.

We shall use nothing but the best quality of crucible cast steel in the manufacture of our locomotive springs.

We are very truly yours,

THE CONSOLIDATED STEEL SPRING CO.

WRITING EXERCISE XXXV.

THE TABER ROOFING SLATE COMPANY OFFICE,
205 BROADWAY, NEW YORK, Oct. 11, 1886.

D. I. WAGAR, Esq.,

Gen. Mgr. Can. Pac. Ry., Montreal, P. Q.

DEAR SIR,—If your company is erecting, or contemplating the erection of any buildings, we should be pleased to quote you prices of roofing slate delivered at any point.

WRITING EXERCISE XXXV.—*Continued.*

The roofing slate manufactured by us is of dark blue-black color, of superior strength and durability. For depots, round houses, machine shops or any buildings where a fire-proof material is desired, this slate has no superior, as it is absolutely fire-proof.

We are now supplying **large** quantities of our roofing slate to railroad companies, and have received a number of letters from those who have used it, testifying to its merits.

We will make you bottom trade prices. By purchasing your slate direct from the manufacturers you not only get it at first cost, but you are insured as to quality, and, as we only make one quality, the best, it never varies. We also manufacture black slate floor tile.

We are making a specialty of best grade of slate nails and roofing felt, which we would supply you with at manufacturers' prices.

Your correspondence is kindly solicited, and, should you favor us with your order, it will receive our best attention.

Hoping to hear from you in the near future, we are,

Very truly yours,

THE TABER ROOFING SLATE CO.



COMMON ABBREVIATIONS.


Further contractions may be made by employing the common abbreviations used in printing. Write the shorthand characters for the abbreviations only; these will include the ordinary commercial terms, titles, names of months, days of the week, points of the compass, geographical and other proper names, and a large number of other words that are usually abbreviated. The following will serve for illustration :

Debtor, . . .	Dr.	Capital, . . .	cap.
Creditor, . . .	Cr.	January, . . .	Jan.
Company, . . .	Co.	April, . . .	Apr.
Dozen, . . .	doz.	Sunday, . . .	Sun.
Account, . . .	acct.	Friday, . . .	Fri.
Balance, . . .	bal.	Ohio, . . .	O.
Colonel, . . .	Col.	Michigan, . . .	Mich.
Professor, . . .	Prof.	Pennsylvania, . . .	Pa.
Esquire, . . .	Esq.	James, . . .	Jas.
Honorable, . . .	Hon.	Samuel, . . .	Sam.
Republic, . . .	} Rep.	Interest, . . .	int.
Republican, . . .		Division, . . .	div.
Democrat, . . .	} Dem.	Citizen, . . .	cit.
Democratic, . . .		Attorney, . . .	atty.
Quart, . . .	qt.	Publish, . . .	} pub.
Quantity, . . .	quan.	Public, . . .	
Revenue, . . .	rev.	Degree, . . .	deg.
Manufacturer, . . .	manf.	Instant, . . .	inst.
Ultimo, . . .	ult.	Pages, . . .	pp.

PUNCTUATION, PROPER NAMES, ETC.

The dot being utilized for other purposes in shorthand, a period is indicated by an oblique cross \times , or a long oblique stroke $/$ written through the line. The dash is indicated by a horizontal waved line, thus:

; laughter by a vertical waved line, ; applause

by an oblique waved line,  Other punctuation marks than those mentioned are seldom used in shorthand, but, if any others are desired, use the same as in longhand.

Proper names should be written in longhand if time permit; if not, write in the simple style with a waved line beneath; they should never be abbreviated except when very familiar, or frequently repeated, when the first sign indicated, or some suggestive contraction, may be employed. Technical terms and phrases often repeated may be contracted in a somewhat similar manner.

In this system every word is written, it being the only shorthand method which follows such a course. Words cannot be always exactly supplied by the context, the substitution of *a* for *the* sometimes causing a serious error. The Pernin shorthand is sufficiently rapid to allow of every word being written, and this is the only safe plan.

USE OF PUNCTUATION MARKS.

A knowledge of punctuation is of the utmost importance to the stenographer, and yet few students of the art possess that knowledge. To overcome this difficulty, we have subjoined a few simple rules, which we would advise learners to thoroughly commit to memory. The best way to fix them in the mind, is to use the article as a shorthand writing exercise, and to practice upon it in that way, until the rules can be remembered and applied without hesitation.

The COMMA (,) divides qualifying words and also clauses of sentences. It is used where "and" is omitted; as: "*A tall, dark, foreign-looking man.*" "*He intended going, but changed his mind.*" "*If I were you, however, I would go, as they will expect you.*" It divides figures into groups of three, or thousands, as: "*93,000,000 miles to the sun.*" It is used before *brief* quotations, as: "*The prisoner shouted, 'Hold up your hands.'*"

The SEMICOLON (;) is used to separate different parts of a sentence not closely connected, or long clauses having commas in them.

The COLON (:) signifies that something is to follow—generally a quotation, as: "*The ancients had this maxim: 'Know thyself.'*" "*An earnest student will act as follows: He will procure a note-book, etc.*" "*To the Editor of the New York Times:*"

The PERIOD, or *full stop* (.), closes complete sentences, no matter of what brevity or length, as: "*Fear God. Let all your aims be pure. Dare to*

do right." It follows abbreviations, as: "*M. D.*" "*Rt. Rev. Dr.*" "*A bundle of MSS.*" It separates dollars and cents and other decimals, as: "*\$20.00.*" "*\$17.25.*" "*The ratio is .79 to 7.15.*" Where classes or groups are designated by *A, B, C*, etc., no period is used, as these are not abbreviations, as: "*He enlisted in Co. C, but soon afterwards deserted.*"

The DASH (—) follows a broken sentence, as: "*Will you not declare—but I appeal in vain.*" It supplies omitted letters in names, as: "*The town of B—.*" "*Susie L—'s diary.*" It connects clauses with a common predicate, as: "*To live, to die, to be buried—this is the common lot.*"

The INTERROGATION (?) signifies a question asked, as: "*How?*" "*What say you?*" "*Can one expect progress without application?*"

The EXCLAMATION (!) follows ejaculations, as: "*Ah!*" "*Dear me!*" "*Alas, that I was so blinded!*" "*Hurrah for Cleveland!*"

The HYPHEN (-) joins compounded words, as: "*Deer-stalker.*" "*A rose-colored view.*" "*Pan-Handle Railroad.*" "*A what-care-I air.*"

PARENTHESES () inclose words or clauses which might have been omitted without destroying the sense, as: "*Poor people (and they are numerous) were objects of pity to him.*" "*He wore a bright (though ragged) jacket.*"

BRACKETS [] are to be distinguished from parentheses. They signify that something *outside* of the

author's words is added, as: "*The following premises, to-wit: [Here describe the property.]*" "*His authority [Cooley] is silent on this point.*"

CAPITAL LETTERS.

The following should begin with a capital letter:

Names of persons and places, as: "*John, New York.*"

Adjectives from proper names, as: "*Christian, Roman, American.*"

The first word of a direct quotation, as: "*He exclaimed: 'This man has wounded me.'*" If the quotation is indirect, a capital is not used, as: "*He cried out 'that the man had wounded him.'*"

The first word of every sentence; and of every line of verse, *except* where one measure is run over to the next line.

All addresses, as "*Mr. President,*" "*My dear Sir,*" "*Dear Sirs,*" "*Gentlemen.*"

Official titles before the person's name, as: "*Gov. Andrew, President Cleveland, Dictator Lopez, Ald. Smith.*"

The important words in titles of books, as: "*A Symposium of Comic Cullings, from the French of M. Phunni, by a Lover of Laughter.*"

Names of memorial days, as: "*Independence Day.*" "*Freedmen's Day.*" "*Decoration Day.*"

The pronoun "I" and the invocation sign "O" are written in capital letters.

NOTE.—Many writers confound "O" with the interjection "Oh." The former is never properly used except as a sign of invocation, as: "*O Lord!*" "*O King, live forever!*" "*O gracious Providence.*" The latter is an exclamation of emotion or passion, as: "*Oh, do not leave me!*" "*Oh, could I see you!*"

HOW TO GAIN SPEED.

After a thorough acquirement of the principles of Phonography, how to gain speed for practical work, in the quickest and best way, is the next subject for consideration.

If you are not attending a shorthand school, engage some one to read to you, for dictation. Do not depend upon friends to help you out in this matter; for, except in rare cases, this course will not be found satisfactory. To obtain the best results, the dictation must be regular, systematic, and of sufficient duration to be of value to the writer. Three hours a day is not too much for dictation, but it should be divided by intervals. The writer should always cease practice just short of fatigue, for nothing will be gained when brain and hand are alike exhausted. The reader should be possessed of a clear and distinct utterance, and should adapt his dictation to your speed, reading slowly but continuously, at first, and increasing his rate of speaking to keep pace with your increased speed in writing. Read back what you have written every fifteen minutes while the dictation is in progress, and the next day, on beginning work, read the entire matter of the previous day's dictation. Amateur stenographers are frequently in such haste to become rapid writers that they are inclined to neglect what is really of the most importance, viz., the ability to translate accurately every word that has been dictated.

If you intend to follow office work, practice on business letters bearing upon the kind of work in which you expect to engage, should your position be already secured ; if not, practice upon general business letters. In addition to those given in the Text-book, excellent material of this kind may be found in Pernin's Business Letter Book. Make each letter or other article a separate study until it is written absolutely correct as to formation of characters, proper contractions, phrasing, etc.; then rewrite it ten, fifteen or twenty times, as the case may require, until every character, contraction and phrase falls readily from the pen. Always bear in mind that it is repetition of the same article that brings up the speed, not unlimited wandering over a wide range of new matter. Do not overlook the daily practice on the alphabet recommended in "Hints to Learners," and go over each phrase and simple word-sign again and again until you can write them mechanically, and without thought as to their formation.

After this preparatory practice upon speeches, letters, newspaper articles, etc., and when a speed of 75 to 100 words per minute has been gained, you may plume your wings for a higher flight, by attempting to report a speech or sermon. Select a slow, distinct speaker to begin with, and put yourself in a position to hear every syllable. Do not start with the expectation of taking a verbatim report, or you will be disappointed and discouraged over your first attempt. Endeavor to take as much as possible of

one complete sentence before attempting another. Do not mind if the speaker gets ahead of you. Be calm and deliberate. Remember you are writing for practice only, not for pay. Start with him again when he begins another sentence, and take down as much of it as you can, so that when you come to transcribe your notes the result will be in some degree satisfactory. Repeat this for a month or two, keeping up other practice if you can in the meantime, and you will be surprised at the progress you have made, and the increased facility with which you can then follow the speaker. Embrace every opportunity afforded you for further improvement by attending lectures, taking sermons in church, visiting the courts, etc., still keeping up private practice on newspaper articles, court reports, and whatever else is at hand.

Keep all your notes, private memoranda and daily accounts in shorthand. For this purpose, the literary style, with the addition of the simpler contractions, is preferable. Carry a note-book and pencil constantly in your pocket, and jot down conversations, or as much of them as you can, extracts from books you read, and the like. The familiarity with the art thus gained will be invaluable to you in future work, for, of course, if you have the ability, you are not going to stop half-way up the ladder that leads to the top of the profession.

Too much stress cannot be laid upon the necessity of reading shorthand as quickly as you are able to write it. This can only be done by reading and

re-reading everything that is written, until the shorthand characters become as familiar to you as the printed letters. A stenographer who does not exceed 75 to 100 words per minute, but who can transcribe his notes rapidly and accurately, is much more valuable to his employer than he who takes rapidly from dictation but is unable to transcribe quickly; for the reason that the former can turn off much the greater amount of work during the day—the object in employing a stenographer.

Much assistance can be gained by shorthand students meeting together for practice whenever possible. Ideas and suggestions are thus interchanged, and mutual benefit is derived.

It is also an excellent plan for each stenographer in turn to read back from his notes while the others write; also to exchange books and read from each other's notes. This gives a ready familiarity in reading obtained in no other way. Whenever you meet a word or phrase that is not easily or quickly written, encircle it for reference, and at the end of the dictation go back and re-write it until it gives you no further trouble.

When ready for any department of shorthand work, do not sit down and wait for a position with a large salary attached, but take advantage of the first opening that presents itself for the sake of the actual experience it will give you. To gain this experience, it is even advisable to offer your services free for a

time, until you feel sure that your work is entirely satisfactory. You will find that experience is the golden key that will open many doors otherwise closed to you, and this, with the confidence in your own ability thus acquired, will contribute greatly to your future success. Remember always, that you cannot expect to receive the wages of skilled labor for unskilled effort, and that in shorthand, as well as in all other departments of work, you must expect to serve your *apprenticeship*.

Want of space will not allow of the insertion of many practical hints to stenographers. The student, as well as the amanuensis and reporter, will, however, derive great benefit from PERNIN'S MONTHLY STENOGRAPHER, which is designed to supplement the instruction given in the text book. Each number contains several pages of engraved shorthand prepared by the author, articles for dictation, advice by the author, experienced teachers and practical stenographers. Besides these, each volume contains a full course of lessons arranged differently from the text book, thus presenting new illustrations of the principles. The shorthand business letters in the STENOGRAPHER are taken from Pernin's Business Dictation Book, and afford valuable matter for reading and writing practice. A series of shorthand pamphlets in the corresponding and reporting styles of the Pernin system are now for sale at prices which place them within the reach of even the most economical. Every live stenographer who wishes to rise in his profession will embrace these opportunities for advancement.

TYPE-WRITING, SPELLING, ETC.

A knowledge of how to operate a type-writer is a necessary qualification for a stenographer, as the majority of business houses prefer to have their correspondence type-written, it being not only much more legible than ordinary longhand, but also much more rapidly executed. Type-writers have now become so common that if the student cannot attend a shorthand school he will in all probability be able to rent one for practice, or perhaps will be allowed the privilege of using one in an office, for a slight consideration.

It is also essential for a stenographer to know how to spell and punctuate correctly. Comparatively few people are really good spellers, a fact due in a great measure to the absurd construction of the language and partly to early neglect of this important branch of education. However this may be, if the defect exists, shorthand students should endeavor to remedy it at once, or their services will not be satisfactory to employers. During the time they are learning the art the spelling-book should be carefully studied, and a small pocket dictionary carried constantly for reference, until the difficulty is overcome. Punctuation should receive equal attention from the stenographer who hopes for success.

Every shorthand writer should become a subscriber to one or more Phonographic Journals, as the value received will be worth many times the price of subscription. Much useful information and valuable

knowledge may be gained through the related experience of other writers. The shorthand pages will give a supply of new reading matter, and the interchange of ideas among members of the profession will serve to deepen the interest which every intelligent stenographer should feel in the advancement of the art. Of course preference should be given to the journal representing the system he himself follows; but the stenographer who would keep abreast of the times should also be acquainted with the shorthand literature in general.

THE LORD'S PRAYER.

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The word *us* has been inadvertently omitted from the Lord's Prayer

READING EXERCISE XXV.

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l e l k r s r e z l x
r l z r l n e l z l l
l o l k x l e d y i e n l
e l / l ? y e (e o s
e y y (e y) e l x e v l l
l l z x e r y o a
z o l z l s e x y z
l l k e l l e j l l z
z l l . e l l l z e i i
z r l . * e l l l s

WRITING EXERCISE XXXVI.

THE PEN AND THE INKSTAND.

In-a poet's room, where his inkstand stood on-the-table, the remark was once made, "It is wonderful what can-be brought out-of-an inkstand. What-will come next? It-is indeed wonderful."

"Yes, certainly," said the inkstand to-the pen and-to-the other articles that stood on-the-table; "that's-what I always-say. It-is wonderful and extraordinary what a-number of-things come out-of-me. It's quite incredible, and I really don't-know what is coming next when that man dips his pen into-me. One drop out of-me is enough for half a-page of paper, and-what cannot half a-page contain? From-me all-the works of-the poet are produced; all-those imaginary characters whom people fancy they-have known or met. All-the-deep feeling, the-humor, and the vivid pictures of nature. I-myself don't understand how-it-is, for I am-not acquainted with nature, but-it-is certainly in me. From-me have-gone forth to-the world those wonderful descriptions of troops of charming maidens, and of brave knights on prancing steeds; of-the halt and-the blind, and I-know-not what-more, for, I assure you, I-never think of-these things."

"There you are-right," said the pen, "for you-don't-think at-all; if you-did, you-would-see that you only provide the means. You-give the-fluid that I may place upon the paper what dwells in me, and what I wish to-bring to-light. It-is the-pen that writes; no man doubts that; and, indeed, most people understand as-much about poetry as an old inkstand."

"You have-had very-little experience" replied the-inkstand.

READING EXERCISE XXV.—Continued.

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 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

WRITING EXERCISE XXXVI.—*Continued.*

“You have hardly been in service a week, and are already half worn-out. Do you imagine you are a poet? You are only a servant, and before you came I had many like you, some of the goose family, and others of English make. I know a quill pen as well as I know a steel one. I have had both sorts in my service, and I shall have many more when *he* comes—the man who performs the mechanical part and writes down what he obtains from me. I should like to know what will be the next thing he gets out of me.”

“Ink-pot!” exclaimed the pen, contemptuously.

Late in the evening the poet came home. He had been to a concert and had been quite enchanted with the admirable performance of a famous violin player whom he had heard there. The performer had produced from his instrument a richness of tone that sometimes sounded like tinkling water-drops or rolling pearls; sometimes like the birds twittering in chorus, and then rising and swelling in sound like the wind through the fir-trees. The poet felt as if his own heart was weeping, but in tones of melody, like the sound of a woman's voice. It seemed not only the strings, but every part of the instrument from which these sounds were produced. It was a wonderful performance and a difficult piece, and yet the bow seemed to glide across the strings so easily that it was as if any one could do it who tried. Even the violin and the bow appeared to perform independently of their master who guided them; it was as if soul and spirit had been breathed into the instrument, so the audience forgot the performer in the beautiful sounds he produced. Not so the poet; he remem-

READING EXERCISE XXV.—Continued.

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 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120
 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140
 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160
 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180
 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200

WRITING EXERCISE XXXVI.—*Continued.*

bered him and named him and wrote-down his thoughts on-the subject. "How-foolish it-would-be for-the violin and-the bow to-boast of their performance, and yet we men often commit that folly. The-poet, the artist, the man of science in-his laboratory, the general—we all-do it; and yet we-are only the-instruments-which the Almighty uses; to-Him alone the honor is-due. We-have nothing of ourselves of which we should be proud." Yes, this-is what the-poet wrote-down. He-wrote it in-the form of a parable, and called it "The-Master and the Instruments."

"That-is-what you-have got, Madam," said the-pen to the ink-stand, when the two were alone again. "Did-you hear-him read aloud what-I-had written down?"

"Yes, what I-gave you to-write," retorted the inkstand. "That was a cut at-you because-of-your` conceit. To-think-that you-could-not understand that you-were being quizzed. I gave you a cut from within-me. Surely I-must-know my own satire."

"Ink-pitcher!" cried the pen.

"Writing-stick!" retorted the inkstand. And each-of them felt satisfied that-he-had given a-good answer. It is pleasing to be convinced that you-have settled a-matter by your-reply; it-is something to-make you-sleep well; and-they both slept upon it. But-the poet did-not sleep. Thoughts rose up within-him like the-tones of-the violin, falling like pearls or rushing like the-strong wind through the-forest. He understood his own heart in-these thoughts; they-were as-a ray from-the mind of-the Great Master of-all minds.

"To Him be all-the honor."

WRITING EXERCISE XXXVII.

DETACHED SELECTIONS.

Every man naturally desireth to know ; but what doth knowledge avail without the fear of God ? Truly, a lowly rustic that serveth God is better than a proud philosopher who pondereth the courses of the stars and neglecteth himself.

If I knew all things that are in the world, and were not in charity, what would it profit one in the sight of God, who will judge according to deeds ?

Many words do not satisfy the soul ; but a good life giveth ease to the mind, and a pure conscience affordeth great confidence toward God. Knowledge is not to be blamed, nor simple acquaintance with things, good in itself and ordained by God ; but a good conscience and a virtuous life are always to be preferred.

He is truly great who hath great charity. He is truly great who is little in his own eyes and counteth for nothing all the heights of honor. And he is truly most learned who doth the will of God and forsaketh his own will.

Without charity the outward work profiteth nothing ; but whatever is done out of charity, be it ever so little and contemptible, it is all made fruitful ; inasmuch as God regardeth more out of how much love a man doth a work than how much he doth. He doth much who loveth much. He doth much who doth well what he hath to do. He doth well who regardeth the common good rather than his own will.

No man can safely speak but he who loves silence No man
can safely command but he who has learned to obey. No man

READING EXERCISE XXVI.—Continued.

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 十一、 十二、 十三、 十四、 十五、 十六、 十七、 十八、 十九、 二十、
 二十一、 二十二、 二十三、 二十四、 二十五、 二十六、 二十七、 二十八、 二十九、 三十、
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 八十一、 八十二、 八十三、 八十四、 八十五、 八十六、 八十七、 八十八、 八十九、 九十、
 九十一、 九十二、 九十三、 九十四、 九十五、 九十六、 九十七、 九十八、 九十九、 一百、

WRITING EXERCISE XXXVII.—*Continued.*

can rejoice securely but he who hath the testimony of a good conscience within.

Weak minded and inconstant people often say, "See what a happy life that man leadeth! how rich he is, how great, how powerful and exalted!" But take heed to heavenly riches, and thou wilt see that all these temporal ones are nothing; yea, most uncertain, and rather a heavy burden, since they never are possessed without solicitude and fear.

By two wings is man lifted above earthly things, viz: by simplicity and purity. Simplicity must be in the intention, purity in the affection. A pure heart penetrates Heaven and Hell.

Have a good conscience and thou shalt always have joy. Never rejoice except when thou hast done well.

Great tranquillity of heart hath he who careth neither for praise nor blame.

Easily will he be content and at peace whose conscience is undefiled.

What thou art, that thou art; nor canst thou be said to be greater than God seeth thee to be.

Man looketh into the face, but God seeth into the heart.

Dispose and order all things according as thou wilt, and as it seems best to thee, and thou wilt still find something to suffer, either willingly or unwillingly; and so thou shalt always find the cross.

Suffer me not to judge according to the sight of the outward eyes, nor to give sentence according to the hearing of the ears of ignorant men; but to determine upon matters both visible and

WRITING EXERCISE XXXVII.—*Continued.*

spiritual with true judgment ; and, above all things, ever to seek Thy good will and pleasure.

When we have read and searched all things, let it be the final conclusion that through many tribulations we must enter into the Kingdom of God.

All things pass away and thou, too, along with them. See to it how it stands with thee in the next life. Man to-day is, and to-morrow is seen no more.—*Thomas à Kempis.*

WRITING EXERCISE XXXVIII

DICKENS AS A SHORTHAND WRITER.

I did not allow my resolution with respect to Parliamentary Debates to cool. It was one of the irons I began to heat immediately, and one of the irons I kept hot and hammered at with a perseverance I may honestly admire. I bought an approved scheme of the noble art and mystery of Stenography (which cost me ten and sixpence), and plunged into a sea of perplexity that brought me in a few weeks to the confines of distraction. The changes that were rung upon dots, which in such a position meant such a thing, and in such another position meant something else entirely different, the wonderful vagaries that were played by circles, the unaccountable consequences that resulted from marks like flies' legs, the tremendous effects of a curve in the wrong place, not only troubled my waking hours but reappeared before me in my sleep. When I groped my way blindly through these difficulties, and had mastered the alphabet, which was an Egyp-

WRITING EXERCISE XXXVIII.—*Continued.*

tian temple in itself, there then appeared a procession of new horrors called arbitrary characters, the most despotic characters I have ever known, who insisted, for instance, that a thing like the beginning of a cobweb meant expectation, and that a pen and ink sky-rocket stood for disadvantageous. When I had fixed these articles in my mind, I found that they had driven everything else out of it; then, beginning again, I forgot them; while picking them up I dropped the other fragments of the system; in short, it was almost heart-breaking.

It might have been quite heart-breaking but for Dora, who was the stay and the anchor of my tempest-driven bark. Every scratch in the scheme was a gnarled oak in the forest of difficulty, and I went on cutting them down one after the other with such vigor that in three or four months I was in a condition to make an experiment on one of our crack speakers in the Commons. Shall I ever forget how the crack speaker walked off from me before I began, and left my imbecile pencil staggering about the paper as if it were in a fit? This would not do, it was quite clear. I was flying too high and should not get on so. I resorted to Traddles for advice, who suggested that he should dictate speeches to me, at a pace and with occasional stoppages adapted to my weakness. Very grateful for this friendly aid, I accepted the proposal, and night after night, almost every night and for a long time, we had a sort of a private Parliament in Buckingham Street, after I came home from the Doctor's.

I should like to see such a Parliament anywhere else. My aunt and Mr. Dick represented the Government or the Opposition (as

WRITING EXERCISE XXXVIII.—*Continued.*

the case might be), and Traddles, with the assistance of "Enfield's Speaker," or a volume of parliamentary orations, thundered astonishing invectives against them. Standing by the table, with his finger in the page to keep the place, and his right arm flourishing above his head, Traddles as Mr. Pitt, Mr. Fox, Mr. Sheridan, Mr. Burke, Lord Castlereagh, Viscount Sidmouth, or Mr. Canning, would work himself into the most violent heats, and delivered the most withering denunciations of the profligacy and corruption of my aunt and Mr. Dick, while I used to sit at a little distance with my note-book on my knee, fagging after him with all my might and main.

The inconsistency and recklessness of Traddles was not to be exceeded by any real politician. He was for any description of policy within the compass of a week, and nailed all sorts of colors to every denomination of mast. My aunt, looking very like an immovable Chancellor of the Exchequer, would occasionally throw in an interruption or two, as "Hear!" or "No!" or "Oh!" when the text seemed to require it, which was always a signal to Mr. Dick (a perfect country gentleman), to follow lustily with the same cry. But Mr. Dick got taxed with such things in the course of his Parliamentary career, and was made responsible for such awful consequences, that he became uncomfortable in his mind sometimes. I believe he actually began to be afraid he really had been doing something tending to the annihilation of the British constitution and the ruin of the country. Often and often we pursued these debates until the clock pointed to midnight and the candles were burning low. The result of so

WRITING EXERCISE XXXVIII.—*Continued.*

much good practice was that by-and-by I began to keep pace with Traddles pretty well, and should have been quite triumphant if I had the least idea what my notes were about. But as to reading them after I got them, I might as well have copied the Chinese inscriptions on an immense collection of tea-chests or the golden characters on all the great red and green bottles in the chemists' shops. There was nothing for it but to turn back and begin all over again. It was very hard, but I turned back, though with a heavy heart, and began laboriously and methodically to plod over the same tedious ground at a snail's pace; stopping to examine minutely every speck in the way on all sides, and making the most desperate efforts to know these elusive characters by sight wherever I met them. I was always punctual at the office; at the Doctor's too; and I really did work, as the common expression is, like a cart-horse.—*David Copperfield.*

WRITING EXERCISE XXXIX.

THE VILLAGE BELL.

High up in the tower of the old moss-covered church, which the winds and storms of many years have beaten against, hangs the village bell. How many times it has been rung in merriment and rejoicing, in sadness and mourning! And yet it is as faithful as if it had not stood sentinel over the little country town for half a century.

Fifty years! How long, and yet how short! In that time the little churchyard has been filled. The sleepers listened to the

WRITING EXERCISE XXXIX.—*Continued.*

sound of the old bell in the days that are gone ; and when they passed away it tolled sadly and solemnly, as they were carried—lovingly, regretfully—through the old gate-way, and silently laid down to their calm, sweet rest.

What a long, undisturbed rest it is! They hear not the tones of the old bell as it tells that still another is being brought out to sleep with them, under the green mounds that mark their resting-place. Is it sounding an invitation from those already there, saying with its hollow voice, "Come, rest with us?" Is it sending up to the Great White Throne a deep-toned, agonized prayer for those who stand weeping by the open grave, supplicating "God—help—us?" Is it the voice of the departed calling from the other shore, "Come home?" Which is it? Who can tell?

We all know its solemn tolling sends a sorrowful thrill to our hearts. Are we laughing? The laugh goes out on our lips at the thought of the anguished father, or mother, or sister, or brother—the lonely-hearted, desolate husband or wife. God help them at such a time! It may be that He sends such terrible dispensations to show us how infinite is His power. As we listen we cannot help thinking in our hearts, and the words form themselves slowly with each deep sound of the old bell,—“Will—it—be—my—turn—next?” Sometimes its tones seem almost human, so readily do we assimilate them with our own emotions.

It is a calm, beautiful morning—a lovely, sunshiny Sabbath morning—and our hearts are filled with solemn gratitude to the Great Giver. It is inviting us to come and worship. We fancy its loud, regular double strokes say, "Praise God! praise God!"

WRITING EXERCISE XXXIX.—*Continued.*

its tones seem to be inspired with the sacredness of its holy mission.

It is evening ; and just while twilight is stealing over us the bell's mellow tones come floating down and thrill through our hearts, wandering in and out, till they grow faint and low, like the sweet, soft music of an Æolian harp. How merrily it is ringing a welcome to the happy young bride and bridegroom ! They are just coming up the aisle, the admired of all the simple, honest villagers assembled to witness their joy. His frank, manly face is bent down above her, and her eyes are raised trustfully to his. What a perfect shower of music the bell is making ! What a glad, joyous ring !

The day fades away. It is night, and then day again. Hark ! what sound is that ? What has so changed the tones of the old bell ? Last night it was ringing in loud rejoicing ; to-day it is slowly tolling, tolling, like great, deep, half-suppressed sobs. What a dreary sadness steals over us as we listen to its muffled sound ! Another friend has passed away. The form, lately so full of life and gaiety, is now cold and still in death ; and now, in the beautiful spring-time, the setting sun casts a golden, warm and mellow light on the heavy sod that covers her breast, and the villagers sorrowfully mourn a loved one.

Every inhabitant of the village will tell you what the old bell is to him. Every peal awakens a responsive heartbeat in our breasts, for the events of half a century are sweetened by hallowed memories.—*Anonymous.*

READING EXERCISE XXVII—*Declaration of Independence.*

1. In the year 1776, the thirteen united States of America, do hereby
 solemnly declare their independence and absolute freedom from all
 dependence on Great Britain, and that they are free, sovereign and
 independent States, united into one Nation under the same
 Confederation and Government.

2. That the United States of America, do hereby declare their
 independence and absolute freedom from all dependence on Great
 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
 ment.

3. That the United States of America, do hereby declare their
 independence and absolute freedom from all dependence on Great
 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
 ment.

4. That the United States of America, do hereby declare their
 independence and absolute freedom from all dependence on Great
 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
 ment.

5. That the United States of America, do hereby declare their
 independence and absolute freedom from all dependence on Great
 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
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6. That the United States of America, do hereby declare their
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 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
 ment.

7. That the United States of America, do hereby declare their
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8. That the United States of America, do hereby declare their
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 united into one Nation under the same Confederation and Govern-
 ment.

9. That the United States of America, do hereby declare their
 independence and absolute freedom from all dependence on Great
 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
 ment.

10. That the United States of America, do hereby declare their
 independence and absolute freedom from all dependence on Great
 Britain, and that they are free, sovereign and independent States,
 united into one Nation under the same Confederation and Govern-
 ment.

WRITING EXERCISE XL.

DECLARATION OF INDEPENDENCE.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed: that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves, by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their

READING EXERCISE XXVII—Continued.

Handwritten phonographic symbols and characters, including various letters, numbers, and symbols, arranged in approximately 15 lines. The symbols are stylized and appear to be a form of shorthand or phonetic notation. Some symbols include numbers like '1', '2', '3', '4', '5', '6', '7', '8', '9', '0' and various letters like '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'. There are also symbols that look like 'x', 'y', 'z' and some that look like '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'. The symbols are arranged in a somewhat regular pattern, with some lines having more symbols than others. The symbols are written in a dark ink on a light-colored paper.

WRITING EXERCISE XL.—*Continued.*

future security. Such has been the patient sufferance of these colonies, and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world :

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained ; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature—a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the repository of the public records, for the sole purpose of fatiguing them into complying with his measures.

He has dissolved representative houses repeatedly for opposing, with manly firmness, his invasions on the rights of the people.

He has refused, for a long time after such dissolution, to cause others to be elected ; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exer-

READING EXERCISE XXVII—Continued.

1. ۱۰۰۰ / ۱۰۰۰
 ۲. ۱۰۰۰ / ۱۰۰۰
 ۳. ۱۰۰۰ / ۱۰۰۰
 ۴. ۱۰۰۰ / ۱۰۰۰
 ۵. ۱۰۰۰ / ۱۰۰۰
 ۶. ۱۰۰۰ / ۱۰۰۰
 ۷. ۱۰۰۰ / ۱۰۰۰
 ۸. ۱۰۰۰ / ۱۰۰۰
 ۹. ۱۰۰۰ / ۱۰۰۰
 ۱۰. ۱۰۰۰ / ۱۰۰۰
 ۱۱. ۱۰۰۰ / ۱۰۰۰
 ۱۲. ۱۰۰۰ / ۱۰۰۰
 ۱۳. ۱۰۰۰ / ۱۰۰۰
 ۱۴. ۱۰۰۰ / ۱۰۰۰
 ۱۵. ۱۰۰۰ / ۱۰۰۰

WRITING EXERCISE XL.—*Continued.*

cise, the state remaining, in the meantime, exposed to all the dangers of invasion from without and convulsions from within.

He has endeavored to prevent the population of these States : for that purpose obstructing the laws of naturalization of foreigners ; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us in times of peace, standing armies, without the consent of our legislatures.

He has effected to render the military independent of, and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our Constitution, and unacknowledged by our laws ; giving his assent to their pretended acts of legislation :

For quartering large bodies of armed troops among us :

For protecting them by a mock trial from punishment for any murders which they should commit on the inhabitants of these States :

For cutting off our trade with all parts of the world :

For imposing taxes on us without our consent :

For depriving us, in many cases, of the benefits of trial by jury :

READING EXERCISE XXVII-Continued.

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

WRITING EXERCISE XL.—*Continued.*

For transporting us beyond seas to be tried for pretended offenses :

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies :

For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our government :

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here by declaring us out of his protection, and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun, with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes and conditions.

WRITING EXERCISE XL.—*Continued.*

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, con-

WRITING EXERCISE XL.—*Continued*

clude peace, contract alliances, establish commerce, and do all other acts and things which independent States may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honour.

SPECIMEN OF LAW REPORTING.

PORTION OF TESTIMONY GIVEN IN A PATENT CASE.

NORTHERN DISTRICT OF NEW YORK, } ss.
 'County of Seneca.

Deposition taken at Seneca Falls, Seneca County, in said district, on the 9th of August, 1876, at Hoag's Hotel.

Present: W. W. LEGGETT, of counsel for complainants.

E. W. PAIGE, of counsel for defendants.

Mr. E. W. Paige, on part of defendants, introduced, by consent of counsel for complainants, the testimony of Jacob Bachman, from the printed Ohio records, in the case of John C. Birdsall against Angus McDonald and others, pages 246 to 250 inclusive.

Jacob Bachman, being duly sworn, says:

Q. Are you the same Jacob Bachman whose deposition has just been read? A. Yes, sir.

Q. In your answer to Question 11 in that deposition, you stated that you saw Mr. Feazler operating his combined machine at Mr. Hoster's barn, in Fayette, and you thought it was in 1857. Can you now fix that date exactly? A. To the best of my knowledge, it was in 1856.

READING EXERCISE XXVIII—Testimony in Patent Case.

/ 8 0 2 3 4 5 6 7 8 9 10 11 12
 w x / 2 3 4 5 6 7 8 9 10 11 12
 a e i o u 1857 x / 10 11 12 13 14 15 16 17 18 19 20
 c — L { 2 3 4 5 6 x
 / e 1/56 c 4 1 2
 / 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 d 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 u x 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 / 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 a e i o u 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 c 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 c i 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
 f a e i o u 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Q. At what time in the year of 1856 ? A. I think in December.

Q. State how you know it was in 1856 ? A. I moved from Clifton Springs back to Fayette in the fall of 1856, and Mr. Feazler had built his machine that summer. I was somewhat anxious to see it work. I went there to see it.

Q. Where did you live before you went to live at Clifton Springs ? A. I lived in the town of Fayette.

Q. When did you move to Clifton Springs ? A. In the spring of 1855.

Q. Where did you live after you left Clifton Springs ? A. I lived in the town of Fayette.

Q. And when you moved from Clifton Springs you saw the machine working as described ? A. Yes, sir.

Q. What was the machine threshing on that occasion ? A. Clover.

Q. How well did it do it ? A. Very well.

Q. Have you known anything of the history of this machine since that time ? A. I have as a wheat thresher only.

Q. Have you known of its use as a clover thresher since that time ? A. By hearsay only

Cross-examined by Counsel for complainants :

Q. Since you saw that machine at work in Hoster's barn, have you seen it thresh or hull clover ? A. I could not say positively I have, but I think I have; I cannot give the place.

Q. Nor the time ? A. No, sir ; I couldn't say the time.

Q. And at the time you saw it at work in Hoster's barn it was threshing clover seed, was it ? A. Yes, sir.

READING EXERCISE XXVIII—Continued.

60x 4x 0
 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

4 1 2
 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100
 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120
 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140
 141 142 143 144 145 146 147 148 149 150

Q. Are you sure it was not doing something else? A. Yes, I am sure it was not doing anything else.

Q. You swear positively, then, do you, that it was doing nothing else but threshing clover seed? A. Yes, sir, and hulling it at the same time.

Q. Then it was doing something more than threshing? A. Threshing and hulling and cleaning.

Q. Please state if you know how clover was gathered at that time preparatory to being threshed or hulled? A. Generally cut by a reaper machine, and drawn in by wagon and put into barn.

Q. When you gave your testimony in the Ohio cases, who asked you to give your testimony? A. Mr. Corwin, here in town, came up after me.

Q. Did Mr. George Westinghouse call upon you for that purpose at that time, or at any time prior to giving your testimony? A. No, sir; I never saw the man to my knowledge in my life until after I was subpoenaed.

Q. Did you, after you were subpoenaed and before testifying, converse with him in relation to the Feazler machine and what you knew about it? A. Very little, sir, if anything; I couldn't say that we had any conversation relative to the case before testifying.

Q. Since testifying in the Ohio cases have you conversed with Mr. George Westinghouse relative to the said date of seeing the Feazler machine at work? A. No, sir, I think not.

Q. Do I understand you to mean that you have not? A. I have not seen the man since the trial at Rochester before to-day.

Q. What caused you to change your mind as to the time you

saw the Feazler machine work. State fully. A. It was either in December, 1856, I think I said at the other trial, or in January, 1857; I do not think I have changed my mind as to the date.

Q. Then your former testimony was correct? A. I believe so; yes, sir.

Q. I understand you that after you moved to Fayette you saw the Feazler machine at work in Hoster's barn; about how long after you moved to Fayette was it that you went to see the machine? A. I couldn't say positively, sir; probably three months.

Q. Do you recollect the month when you went to Fayette? A. It was in October, the first part of it.

Re-direct by Mr. Paige, counsel for defendants:

Q. Have you now any doubt of the time when you saw that machine work, as you described it? A. No, sir.

Q. When was it? A. It was either in the month of December, 1856, or in the first part of 1857, in January.

Q. How long is the straw when clover is cut by a reaper machine? A. That depends upon clover; if cut close to ground, pretty much the whole length of the clover.

Re-cross-examined:

Q. Did you pay particular attention at the time you saw the Feazler machine working to see how long the straw was? A. I did not measure any of it; it was of the usual length raised on that farm.

Q. Will you say positively that it was two inches long on an average, or will you swear positively that it would average any other length? A. My best judgment would be that it would average from twelve to fifteen inches.

FRAGMENT OF A TRIAL.

Joseph Cook, cross-examined by Mr. Speed :

Q. When were you appointed Inspector ? A. In 1877.

Q. When were these rules adopted ? A. I don't know exactly. I can tell by looking at our proceedings.

Q. Were you present at their adoption ? A. No, sir.

MR. SPEED—Then I object on the ground that Mr. Cook was not present at their adoption—you know personally nothing about their adoption, do you ? A. No, sir.

COURT—Do you know who adopted those rules ? A. They were adopted by the Board of Supervising Inspectors of steam vessels, at the city of Washington.

Q. Were you a member of that board ? A. Not at that time.

Q. You are now, are you ? A. Yes, sir.

Q. How did you get possession of those rules ? A. They were sent me by the Treasury Department. They are printed from year to year as amendments may be made to them.

Q. They purport to be printed by authority of the Government ?

MR. SPEED—No, sir ; they are marked and approved by the Secretary of the Treasury and printed at the Government printing office ; that is all.

COURT—Have you any further questions to ask, Mr. Russell ?

MR. RUSSELL—No, your honor.

COURT—Were these sent to you for your official guidance by the Treasury Department ? A. Yes, sir.

MR. RUSSELL—Are they in force now and in actual use upon the lakes ? A. Yes, sir.

Q. And have been ever since you have been in office? A. They were changed in some parts.

Q. Were they in force on the 22d of July? A. Yes, sir.

Q. Were they in use on the lakes on the 22d of last July? A. Yes, sir.

Objected to.

Q. Were they in actual use and posted up in every steam vessel on the lakes, to your knowledge? A. They were supposed to be.

Q. You are Supervising Inspector of the District in which the Detroit river is located? A. Yes, sir.

Q. State whether so far as in you lay you enforced the law at that time, that these rules should be set up in every steamboat? A. We endeavored to. We have generally distributed two copies of the rules of the Board of Supervising Inspectors in regard to lakes and seaboard, to every master of a vessel sailing out of this port. They sometimes neglect to put them up; sometimes they are lost or destroyed. But we endeavor to have two copies aboard of each boat.

Q. State whether they are printed on a large sheet of paper, with a wooden frame covered with a glass front and put in a conspicuous place in each steamboat? A. No, sir; the law does not specify that they must put them under glass. But it has been the custom of smaller boats to put those printed rules up, and they sometimes just tack a piece of wood as a frame all around it and it is set up in the pilot house.

Q. Well, we will not stand on the glass, if it is there. A. The law does not specify that it shall be under glass.

COURT—The law specifies that it must be put up in a conspicuous place? A. Yes, sir.

Q. And those were the rules which it was your duty to distribute last season? A. It is not exactly my duty, but it is my duty to see that they are distributed; the local Inspectors do that.

Q. Were those rules the rules which governed you officially at the time of the collision between the Garland and the Mamie? A. Yes, sir.

Q. You investigated it afterwards? A. No, sir; the local Inspectors.

Q. You remember the event? A. Yes, sir.

Q. And these rules were then in force? A. Yes, sir.

Q. Governing you as well as the local Inspectors and the steam-boat people? A. Yes, sir.

MR. SPEED—Are the notes in fine type considered any part of the rules? A. No, sir; they are simply explanatory of the rules.

Q. They are not part of the rules? A. No, sir; they are explanatory of the rules, however.

Q. Are those the rules that are applicable to the lakes—those rules for western rivers? A. Western rivers are rivers flowing into the Gulf of Mexico.

Q. And do not apply to Detroit river at all? A. Do not apply to Detroit river.

COURT—Does anyone else desire to object to the rules?

MR. MOORE—We do not.

MR. SPEED—I have made an objection.

COURT—Rule three will be admitted, giving Mr. Speed an exception.

Now, is there anything you wish to put in, in connection with it? You said, Mr. Canfield, there might be something that you would wish to put in as bearing upon it.

MR. CANFIELD—No, your honor.

MR. RUSSELL—So far as I am concerned I am entirely willing that all the rules and laws and statutes in the world in reference to navigation of vessels may go in. I use that in a figurative sense; I mean all that these gentlemen want to see.

COURT—Mr. Canfield, you can look them over, and if there is anything you wish to offer bearing upon the subject, it will be admitted.

And thereupon the plaintiff rested his case.

MR. SPEED—Your honor, I desire to renew the motion I made yesterday.

COURT—Do you mean in regard to the Garland?

MR. SPEED—Yes, sir.

COURT—It will be overruled as it was yesterday.

MR. SPEED—I would suggest this course for the purpose of your honor considering it, that these gentlemen go on with their defense. It would be obviously unjust to them that I should put in part of my defense if your honor should conclude that I should not go on.

MR. CANFIELD—I wish to state, for the purpose of explaining our views in regard to that, and also for the purpose of saving the point upon the record, that we shall object to any evidence offered on the part of the Garland which has any tendency to implicate the Mamie.

The Garland has a plea of the general issue. Your honor will

see the danger to the other defendants in allowing the defendants represented by Mr. Speed to go into the general issue, for the purpose of proving faults which are not alleged, of which we are not apprised in any way, against the other defendants. It would be equally unfair, may it please your honor, I suggest, and dangerous to the other defendants, to call upon them to go forward. Their witnesses are in court, I will suppose, and are put upon the stand. Now, all that could be required would be to make the case made by the plaintiff.

If your honor shall hold that Mr. Speed's objection is not well taken, and that he must stand his trial here, then these witnesses should have already been sworn, and sworn to another point than what we are now legally bound to meet. I say we shall either be compelled to recall those witnesses, or compelled to go on and try an entirely different case from what is made here; and therefore we think it is our duty to object to the proceeding in order that we may save our legal rights in the case.

After considerable discussion by counsel Mr. Dickinson moves to strike out all the testimony, as not tending to show any responsibility of the owners of the Mamie; as not showing that she was a common carrier, and bound to exercise the degree of diligence required; that she is not charged as a common carrier; that it is not shown that she was guilty of any negligence; and that none of the evidence tends to establish the case made by the declaration.

Mr. Dickinson also asks the Court to direct a verdict in favor of the Mamie.

In case this request be not granted, and the motion to strike out the testimony be overruled, Mr. Dickinson claims the right to go to the jury upon the testimony already in and before any further testimony shall have been offered.



















Pending the consideration of the questions raised by counsel the Court adjourns.







NEW WORD SIGNS.

[The majority of the following signs are formed by rule given on page 66, Universal Phonography, and by using shorthand forms for abbreviated words. They are for the convenience of the student.]

| | | | |
|--------------------------|-----|------------------------|-----|
| agency | S | credit }
creditor } | L L |
| account | 2 | correspond-ence | g |
| acquire | / | custom }
customer } | < < |
| anxious | / | defer }
deference } | — |
| advertise-ment | — | differ-ent-ence | — |
| acquaint-ed-ance | / | down | o |
| anywhere | v | dollar }
dollars } | — |
| acknowledge-ment | z | evening | — |
| alone | o | follow | x |
| begin-begun | L L | forenoon | } |
| behind | | form | ~ |
| bequest }
bequeath } | | foremost | o |
| beside }
besides } | L | furnish | } |
| behave }
behavior } | b | governor | { |
| capital }
capitol } | r | generally | 3 |
| certain | ~ | idea | L |
| citizen }
situation } | ~ | indeed | |

| | | | |
|--------------------------------|-------|----------------------------|-----|
| infer }
inference } | 7 | popular }
population } | d |
| inquire }
inquiry-inquest } | 7 7 7 | popularity | d |
| impossibility | 2 | possibly }
positive } | 2 |
| inequality | 2 | punctuality | h |
| irregular | 7 | phonography | v |
| irregularity | 7 | please-ed | v v |
| legislature | ~ | prefer-ence | h |
| little | h | president | h |
| literature | ~ | privilege | h |
| literary | ~ | principal }
principle } | h |
| manufacture-r | h h | promptly }
promptness } | h h |
| manufactory | h | quality }
quantity } | h h |
| nothing | 2 | quart-er | h h |
| nowhere | 2 | reply }
replied } | h |
| none | 2 | railway | 2 |
| our | o | rapid }
rapidly } | h h |
| over | 9 | rather | 2 |
| ordinary | h | refer }
reference } | 7 |

return-ed 
 regular-ly-arity 
 reverend }
 reverence } 
 revenue }
 respect }
 respectfully } 
 received }
 receiver } 
 satisfactory }
 satisfactorily } 
 self 
 ship-ment 
 some-sum 
 somewhere 
 sooner 
 substitute 
 stenographer 
 telegraph-gram 
 telephone 
 therefore 
 threw 
 uncertain 

universal
 phonography } 
 unequal-ed 
 won 
 women 
 value-d 
 valuable 

TESTIMONIALS.

FROM EDUCATORS.

After a careful examination of several shorthand methods, I find that for *simplicity, rapidity, and legibility*, the Pernin is THE shorthand. My clerk assures me he can do better work with the Pernin after *six weeks' study* than he could with the Benn Pitman after *one year's use*.

HON. W. D. MAYFIELD,
State Supt. Public Instruction, Columbia, S. C.

Anyone, even without a teacher, can master Pernin's Universal Phonography. It is simple and intensely practicable, and I see no reason why it should not be taught in our public schools, particularly in all High Schools, as some knowledge of Phonography is now a necessity to all educated young men and women. The Pernin has my full endorsement, and I wish it a large circulation.

LOUIS N. B. ANDERSON,
State Supt. Public Instruction, Boise City, Idaho.

I will recommend the adoption of Pernin's Universal Phonography.

PLACIDE SANDOVAL,
Territorial Supt. Public Instruction, Sante Fe, N. M.

I have been a practical stenographer and shorthand teacher for a number of years, and consequently think I know something of the subject. My first experience in the stenographic line was with the Graham system, which I was finally persuaded to discard. I then adopted the Pernin, which I have since used in nearly every line in which shorthand is practiced. It can be written with the

greatest speed possible to any system. During the winter of 1897 I reported and published the entire course of medical lectures delivered at the Long Island College Hospital of this city. Medical work is the most difficult of all; my notes, however, were as easy to read as ordinary print. There is more science and less memoriter work with the Pernin system than any other I have yet been able to discover.

As Instructor in the Boys' High School of this city, I can speak from the teacher's standpoint. During the *two years* the Pernin has been used in the Public High School of Brooklyn, we have placed in paying positions more of our Pernin graduates than all of the public schools of New York and Brooklyn teaching Pitman have placed in the *fifteen years* that method has been taught. The truth is, the Pitman never has been, and cannot be, successfully taught in any public school. It is too long and too difficult for the public school pupil to acquire, hence the failure to attain practical results in any institution where the Pitman, or Pitmanic systems are used. The Pernin is simple, purely scientific, and comparatively easy to learn. For all purposes I consider the Pernin the most practicable, the most readily acquired, the most easily learned and the most rapid system before the public. If you want the *only* system suitable for public school work, ADOPT THE PERNIN.

PROF. P. B. GIBSON,

Shorthand Instructor Boys' High School, Brooklyn, N. Y.

After using the Benn Pitman system of shorthand in our school for nearly ten years, and after giving the Pernin system of shorthand a thorough and impartial trial, we are convinced at this writing that the Pernin system is better adapted to meet the practical requirements of the student than the Benn Pitman, or any other Pitmanic system. We find that our pupils can take dictation at 100 to 125 words per minute, after three months' time, and we find also that they have the advantage of being able to read

their notes rapidly and readily. The system is, in our opinion, all that is claimed for it, being legible, and easily learned, capable of producing as high rate of speed as any system on the market. Experience teaches us that the speed of the stenographer depends very much upon the make-up of the individual, as does machine speed. *We have trebled the number of our shorthand students since introducing the Pernin system of shorthand, and can truthfully say that we are satisfied with the results.*

PROF. B. B. JONES,
Pres. Lexington Bus. Coll., Lexington, Ky.

The Pernin Shorthand has been in use in this institution for the past four years. I am so well pleased with it that I would not for any consideration see it replaced by any other. It is short and easy to teach, legible and rapid. The progress achieved by our pupils surpasses all our expectations. No other system now known could give such satisfaction in the time we have at our disposal, and afford practical results.

PROF. F. X. P. DEMERS,
Principal, Academie Commerciale, Montreal, P. Q.

Our entire class is very enthusiastic over the study of the Pernin Shorthand, and are now using it for note taking after *eight weeks'* practice in connection with their daily work. I consider the Pernin very simple, and preferable to any other shorthand for High School use.

PROF. S. S. PURDY,
Supt. High School, Saginaw, Mich., E. S.

After a careful study of the Pernin Shorthand, it gives me pleasure to testify to its merits. It embraces all the essentials of practicability, viz.: simplicity, legibility, and rapidity. After studying other systems, it is astonishing with what remarkable ease it can be acquired and the

amount of speed that can be attained in a short time. Our students are delighted with it.

PROF. C. M. LESHER,
Shorthand Instructor, High School, Carbondale, Pa.

I have been a teacher and writer of the Pitman system for 15 years; have examined a number of systems previous to and after I had adopted the Pernin, but found none that could *consistently* compare with the Pernin in *simplicity, rapidity, legibility, and briefness of outline*. One fact alone that should induce any one to learn the Pernin instead of any other is that *four* out of every *five* who have studied it under my instructions have succeeded, while it was hard work to turn out *one* out of *five* in the Pitman. I consider it (Pernin), without exception, to be the *best system of shorthand ever invented*.

PROF. H. O. BERNHARDT,
Boys' High School, Brooklyn, N. Y.

During the number of years that we have taught the Pernin system of shorthand in our school there has been a great and constantly growing demand upon us for competent stenographers. That demand we have supplied, and are now supplying with young people who remain with us but *three months*. As a result our students are found in all the leading offices in the city, doing as much work and as well as it can be done with any system. The record of these young people speaks volumes in favor of the Pernin.

PROF. P. HAMMEL,
Prin. Hammel's Bus. College, Akron, Ohio.

For twenty years I was a professional teacher and superintendent in the public schools of Indiana, and for the last four years I have been teaching, privately, the Pernin Phonography, in this city. From this experience, I am positive that the Pernin Shorthand can be successfully and

easily taught in the public schools. Its introduction would prove a great blessing to those who toil, the class for whom the public schools are provided.

PROF. JOHN R. WEATHERS,
Pension Office, Washington, D. C.

Not one of our pupils who has taken up the study of the Pernin Shorthand has failed. A graduate of last year is doing court reporting with every success, and is said to be the best reporter in the city. Other graduates in various places are doing equally well.

S. H. PICKERELL,
Teacher of Shorthand, High School, Petersburg, Va.

In my judgment the Pernin is *far superior* to any of the old systems. As to its practical use, I know whereof I speak, and can say that as good work as any I ever saw is done by this system, both reporting and amanuensis. We have a boy now in school twelve years old who writes 125 words per minute, and some of our graduates write 140 on difficult new matter.

PROF. J. W. GILES,
President Stuart Normal College, Lynchburg, Va.

Regarding my opinion of the Pernin Phonography, would say that I believe it to be superior to all other systems, taking everything into consideration. We have used it in our institution with very satisfactory results.

PROF. B. A. DAVIS,
Prop. Virginia Bus. College, Richmond, Va.

I give your system my unqualified endorsement and consider it the *best* I have seen. I have spoken of its merits to as many of our teachers as I could, and will continue to exhibit your book to teachers during my annual tour of inspection.

PROF. WM. M. DAVIS,
County Supt., Lost River, W. Va.

I am greatly pleased with the simplicity and brevity of your shorthand system. As soon as I have a little leisure I will endeavor to master it and have my children learn it.

PROF. A. A. SUPPINGER,
County Supt., Edwardsville, Ill.

I studied Munson's system *a year* and could not write as well as I could in yours *after one month's study*. I studied Munson's, Isaac Pitman's, Benn Pitman's and, when I got your book, I had been trying to learn the Burnz method for nearly a year. My children could not get any start in Burnz, but are doing finely in your system. I do not see how your method could be bettered; no position, no shading, no disconnected vowels, at the same time combining the highest degree of brevity and legibility. I have been a teacher for twenty-five years and unhesitatingly say that your method excels all others.

A. M. BENNETT,
West Spring Creek, Pa.

Your system is O. K. We would not change for any Pitman modification. Business men all compliment our graduates.

PROF. C. E. BECK,
Prin. Comm. College, Piqua, O.

Twelve years ago we introduced into our college the Pernin Universal Phonography and with each succeeding year become more and more pronounced in its favor. Side by side with it have been taught different branches of Pitmanic shorthand, and in *every instance the Pernin has been found superior*. In our opinion, its greatest point of superiority is that it can be read like print, while with the other systems the errors are oftentimes ludicrous in the extreme. That it is admirably adapted to every sphere of stenographic work, is best evidenced by the fact that it is

used with signal success, not only in amanuensis work, but in both the lower and higher Courts of our Western States. We believe, therefore, that our experience justifies us in making the assertion that the *Pernin is by far the best system of shorthand extant.*

H. T. ENGLEHORN, M. A.,
Prop. Helena Business College, Helena, Mont.

My experience with the Pernin Phonography, in the capacity of teacher, amanuensis and reporter, has satisfied me that it is equal to every requirement incident to the varied uses to be made of shorthand, and I unhesitatingly recommend it to prospective students of stenography as preferable to other systems of shorthand of which I have knowledge.

J. W. COOK, M. A., M. S.,
Prin. Danville Comm. College, Danville, Va.

The Pernin system of stenography has been in use among us for the past two years, and we find that *an eight weeks' course*, with an average application of three hours per day, has enabled several of our students to gain a thorough knowledge of it. Its methods are clear and concise. Apart from these excellent points in your book, we highly appreciate its tone of morality and the elevating thoughts contained in the context.

SISTERS OF PROVIDENCE,
St. John's Academy, Indianapolis, Ind.

About one year ago we introduced the Pernin system into our schools. Our pupils acquire it with rapidity. Its legibility, rapidity and ease of mastering, places it in the lead of all other systems. We, therefore, earnestly recommend it to all desiring to learn the simplest, the most practical and best system of shorthand. Wishing the Pernin Phonography the success it so fully deserves, we are,

SISTERS OF ST. BENEDICT,
Uniontown, Washington.

We are pleased to say that the Pernin Phonography has been taught in this academy since October, 1891. Pupils and teachers express entire satisfaction with the system.

SISTERS OF PROVIDENCE,
St. Augustine's Academy, Fort Wayne, Ind.

Two years ago we introduced the Pernin system of shorthand into our schools, and we take pleasure in stating that it has given the *very best* satisfaction in every respect. Our pupils acquire it with ease and read notes readily with little practice.

SISTERS OF PROVIDENCE,
St. Mary's of the Woods, Vigo Co., Ind.

We can say without hesitation, that for simplicity, and consequent facility of acquisition, the Pernin is incomparably superior to the several systems which we have tested practically or examined; all of which are more or less complicated by shading, position and the use of arbitrary characters.

The ages of the pupils range from 14 to 18. The study of phonography, in itself attractive, is rendered still more interesting from the ease with which it is learned by your system.

SISTERS OF CHARITY,
St. Joseph's Academy, Emmitsburg, Md.

FROM COURT AND RAILROAD REPORTERS.

I acquired a knowledge of the Pernin shorthand system in *two months* that enabled me to do regular office work. I continued that work for nearly a year when I was appointed to the office of court stenographer for the judicial district in which I live. Since that time your shorthand has stood me in good stead. One great point in favor of the Pernin Phonography is the ease with which it can be

read. This, in court work, is an indispensable condition of success. I may add that I write entirely with my left hand, and—that it serves me as well as a “strong right arm.”

TILLIE ROSENBAUM,
Missoula, Mont., Official Stenographer
Fourth Judicial District of Montana.

I have used the Pernin shorthand with great satisfaction and success in law offices and court reporting. I have found no trouble in taking testimony, or in reading my notes months after they were written.

D. R. ASBURY,
Bozeman, Mont., Official Stenographer
Ninth District, Montana.

In regard to the speed I have attained by your system, permit me to say (though in no boasting spirit) that I have, under stop watch and with experts to judge, made a record of 222 for five consecutive minutes on new matter, my notes being legible enough to be read by another member of the shorthand fraternity.

THOMAS R. GRESS,
Investigation Reporter E. T. V. & Ga. Ry., Atlanta, Ga.

Mr. W. P. Williams, whom I mentioned in a former letter as being a court reporter in Texas, while studying under me, attained a speed of 225 words per minute, and I hear from a friend of his that he greatly increased this already high rate of speed after leaving me. In him you have a staunch and enthusiastic advocate of the Pernin shorthand.

JOHN LEWIS,
Sewanee, Tenn.

(Mr. Williams is at present reporter on the Int. & G. N. Investigation, Fort Worth, Texas.)

I have used the Pernin system for some time for amanuensis, court work, etc., with results highly creditable to the system and gratifying to myself. I have examined most of the shorthand systems now before the public, but for rapidity, simplicity and legibility, would recommend yours in preference to all others. It is so simple that any one of ordinary ability can master it in a short time.

HOWARD THOMPSON,
Attorney, Seneca, Kansas.

I cannot say too much in praise of the Pernin shorthand. When I returned home after being at your school in Detroit for less than three months, I used it in doing regular court work without the least trouble in the world. The lawyers were greatly surprised at my work in comparison with what other stenographers had done.

LAURA SMITH PIATT,
Miles City, Mont.

For court reporting the Pernin has *no equal*. It employs neither shading nor position to detract from speed, and even when written at a very high rate of speed, I find that it retains its legibility to a marked degree. I unhesitatingly recommend the Pernin to all.

G. F. WYVELL,
*Morris, Minn., Official Court Reporter,
Sixteenth Judicial District.*

(Mr. Wyvell held this position before he was 19 years old, earning \$2,000 a year.)

My personal experience with it convinces me that the Pernin Shorthand meets *every* requirement for rapid work. I have taken testimony of all sorts of people and at varying rates of speed in customs investigations and other government work, and have "gotten it all down." The characteristic *legibility* of the system unflinchingly aided me when I came to "writing it out."

COL. NAT L. MARKS,
*Dep. Col. of Customs and Ex-Pres. N. O.
Sten. Assoc'n, New Orleans, La.*

FROM STENOGRAPHERS.**Selected for a Government Position Out of 480 Applicants.**

The entire time I spent in learning the Pernin shorthand would average less than three months, at the end of which I wrote 150 words per minute. I immediately entered the office of Messrs. Wheeler, McKnight & Grant, attorneys, at Saginaw, Mich., where I remained for four years, giving perfect satisfaction. I am now working side by side and drawing the same salary as writers of other systems who have studied so many years instead of months. I have used the Pernin system in taking testimony, lectures, and in all kinds of office work, and find it entirely adequate. For simplicity, and the ease with which it can be read, the system is unequaled.

CARRIE A. KING,

Sten. Office of Indian Affairs, Washington, D. C.

(Miss King was selected for this position out of 480 applicants. Her salary to begin with was \$900 a year.)

I have often taken dictation in the Pernin system at the rate of 150 words per minute, and will say that I am very well satisfied with my present position in the Patent Office, at Washington.

ALICE SIMMONS,

(Formerly Stenog. for D. M. Ferry Seed House, Detroit.)

(Miss Simmons' salary is \$1,000 a year.)

Wrote 100 Words Per Minute After Three Months' Mail Instruction.

I desire to say to those intending to take up the study of shorthand that I have acquired the Pernin system through a course of lessons by mail in *three months*, writing 100 words per minute, and have used it practically for some time. I am more than pleased with the careful corrections of my lessons, and the promptness with which

they were returned to me. In regard to the system it far surpasses any that I have had an opportunity to examine.

CHARLES W. STIVERS,

Sten. to Congressman F. W. Wheeler, Bay City, Mich.

Enclosed find P. O. order for \$6.00, for which you will please send me three copies of the Universal Phonography. I have used the Graham and Pitman methods for years, but I have now discarded the old systems and am using yours, having picked up the principles at odd times from observing our office stenographer. These books are for three young friends of mine who are about to study shorthand.

D. HERYER,

Hutchinson, Kan.

(A Graham writer for 28 years.)

A Self-Taught Beginner Displaces a Pitman Writer of 18 Months' Experience.

I have one of the best positions in the State and am giving entire satisfaction. I displaced a Pitman writer of 18 months' experience, who could not read his notes. I have no trouble in that direction whatever and, as you know, I am entirely self-taught. I think this is a strong recommendation for the system.

GEORGE D. CLOUGH,

Dallas, Texas.

After *two months'* study of the Pernin shorthand system I took my present position, and know that any diligent student can acquire it for practical work in that time.

BIENNA BLUCK,

Sten. Beatty & Co., Tiffin, Ohio.

The Pernin system is certainly the easiest and shortest of all in use.

FANNIE C. SHORE,

Sten. to Gen. R. A. Alger, Detroit, Mich.

One Hundred Words Per Minute in Two Months.

I find the Pernin system all you claim it to be and more. After *two months' study* at the Pernin Institute I acquired a speed of 100 words per minute. I have no trouble in writing from dictation or in reading my notes readily, and I think it is the only shorthand with which one can, with so little expenditure of time and money, realize such a large return.

JOSEPHINE LESTER,
Sten. to Dr. Palmer, Editor "Medical Age,"
with Parke, Davis & Co., Detroit, Mich.

Confident Can Increase Speed to 300 Words Per Minute.

Upon the completion of a *three months' course* at the Pernin Shorthand Institute, Detroit, Mich., I was able to write 252 words per minute on new letter matter and read my notes accurately. Having studied the system about three weeks before entering the Institute, the entire time thus spent was less than four months. I firmly believe that with a little application *I can increase this speed to 300 words per minute.* For fast writing, the Pernin is, undoubtedly, the best shorthand in use. I was surprised at the simpleness of the system, after having labored with the Benn Pitman and the Munson; it was from the beginning, a delightful study. To those who have studied the Benn Pitman and Munson the Pernin is as refreshing as the appearance of an inn to a weary traveler.

JOHN F. CROWL, JR.,
Sten. Germain Piano Co., Saginaw, Mich.

After a careful investigation of several shorthand systems, I dropped Benn Pitman's which I had been using for over a year, and took up Pernin's. In *six weeks* I could do better work with Pernin's than with Pitman's after *one year's use.* I am delighted with it and think there is no comparison between the two. I always recommend it to

friends asking my opinion of the different methods and it takes but a few words to convince them that Pernin's is the best. It is superior to any other I have seen.

S. C. CARTER,

Secretary State Board of Education, South Carolina.

Learned in One-Third the Time of Others.

I am well satisfied with the Pernin system of shorthand and have been very successful in using it in several different lines of work. The time required in learning it for practical work is but about one-third that required in learning other systems. I would recommend it to anyone desiring a rapid system of shorthand.

SIDNEY B. PRATT,

Sten. W. S. Miller, Bay City, Mich.

(Mr. Pratt attended the Pernin Institute six weeks.)

It affords me pleasure to confirm the many laudatory expressions in regard to Pernin's Universal Phonography. I am warranted in saying I "know whereof I speak," having employed this system practically for a number of years, and always found it qualified to fulfil every requirement. As regards simplicity, legibility, brevity and ease of acquirement, *it stands to-day unquestionably without a peer in the phonographic field.*

J. A. KELMAN,

*General Manager Educational Publishing Co.,
Detroit, Mich., formerly Sten. James E. Davis & Co.*

(Mr. Kelman wrote 100 words a minute in six weeks, 125 in two months at the Pernin Institute.)

A \$1,200.00 Position After Twelve Weeks' Study.

Mr. W. Dixon, of Florence, S. C., attended the Pernin Institute for three months, after which we placed him with the Beaumont Lumber Company, Beaumont, Texas, at a salary of \$1,200.00 a year. He says: "My services here

are entirely satisfactory, but I do not attribute this so much to my own efforts as the system I use. I am sure that the move I made in learning the Pernin shorthand was in the right direction and will never be regretted."

W. DIXON,
Beaumont, Texas.

FROM EMPLOYERS.

We have pleasure in stating that among the different systems used by stenographers in our office we find *yours* the *best*. It has the advantage of being adapted to use by pencil, and we think it *more correct* and *faster* than others we have had experience with. Wishing you success with it.

BERRY BROS.,
Detroit, Mich.

(Berry Bros. are the largest Varnish Manufacturers in the world.)

We take pleasure in informing you that our Pernin stenographer has been with us upwards of six years, giving us entire satisfaction. Although experienced with the Pitman and Graham, we are inclined to favor the Pernin system.

HENRY C. HART MANUFACTURING Co.,
Detroit, Mich.

We have had in our employ one of your students for some time, and it gives us pleasure to state that we are satisfied in every particular; sufficiently so, that should we at any time require additional help in that branch, we will communicate with you before making any arrangements.

EAGLE IRON WORKS,
Detroit, Mich.

I am pleased to say Mrs. C. T. Mesick, one of your pupils, was stenographer and typewriter in this office for nearly five years, and gave most excellent satisfaction. She was not only quick as stenographer, but rapid in execution on the machine. She is still with us, but has been promoted to the position of cashier and bookkeeper.

EDUCATIONAL ENDOWMENT ASS'N,

Minneapolis, Minn.

(Mrs. Mesick took only three weeks' instruction from the author.)

I am glad to be able to inform you that Miss W——, who used the Pernin system of shorthand, and whom I had in my office for a number of years, always gave good satisfaction. She seemed to have no difficulty whatever in taking down what was given her and in reading her notes rapidly.

F. VOGEL,

Car Accountant C. & G. T. R. R., Detroit, Mich.

Replying to your recent inquiry as to our personal experience with our employees who use the Pernin system of shorthand, we are pleased to note that their work is satisfactory in every particular; that they are correct and "speedy" and seem to do their work with little effort.

SCHOFIELD BUGGY Co.,

Ovid, Mich.

From personal experience with stenographers, I consider the Pernin system of shorthand perfectly satisfactory in every respect.

H. B. SCOTT, MNGR.

For Newcomb, Endicott & Co., Detroit, Mich.

It gives me pleasure to inform you that the representative of your system in our establishment is one of the most satisfactory experts in phonography we have ever had in our employ. Therefore, we cannot do otherwise than commend your system.

J. D. KERGAN, M. D.,

Med. Dir. I. M. C. Ass'n, Detroit, Mich.

If all your writers do as good work for their employers as Miss R——, we should consider the Pernin system the best in the world.

HAZELTINE & PERKINS,
Wholesale Druggists, Grand Rapids, Mich.

Miss ——— has been in our employ for some time, and we have pleasure in saying that her work has always been satisfactory.

D. M. FERRY & Co.,
Detroit, Mich.

Our stenographer, Mr.——, who uses your system of shorthand, will take on an average probably 120 words per minute. The system is entirely satisfactory, and his translations are absolutely correct.

DELANO & CARLETON,
Brokers, Detroit, Mich.

In reply to your inquiry as to what our experience has been with your system of shorthand, would say that we have had a Pernin stenographer in our employ for the past six years, and have been entirely satisfied with the work done.

PARKER, WEBB & Co.,
Detroit, Mich.

Your system of shorthand has given us absolute satisfaction in every particular.

FLOYD & FOSTER,
Manufacturers, Detroit, Mich.

(Miss M. Foster, their present stenographer, studied shorthand when fourteen years of age.)

Our stenographer is giving the best of satisfaction.

EX-CONGRESSMAN F. W. WHEELER,
Ship Builder, Bay City, Mich.

The Pernin system of shorthand gives us complete satisfaction.

TRAUGOTT SCHMIDT & SONS,
Wholesale Furriers, Detroit, Mich.

(The stenographer referred to accepted the position after seven weeks' study at the Institute.)

The system of shorthand (Pernin) which is used by our stenographer is perfectly satisfactory to us.

BEECHER, PECK & LEWIS,
Wholesale Paper Dealers, Detroit, Mich.

We have had in the past ten years an excess of 100 stenographers, using nearly every system of shorthand in vogue. We would say that we have never had as perfect work done by anyone as by our present stenographer with the use of the Pernin method.

COONLEY MEDICAL INSTITUTE,
Per D. M. Coonley, Pres., Detroit.

FROM THE CLERGY.

The Pernin system of phonography has been in use in many of our academies and schools. On investigation we find that it has given universal satisfaction; teachers and pupils are unanimous in its praise.

RT. REV. JOHN S. FOLEY,
Bishop of Detroit.

After a careful examination by a competent phonographer, I am able to add my testimony to the many who have written in favor of the Pernin shorthand system.

Those who have introduced it into the schools speak warmly in its favor.

We hope that those who are engaged in so useful a branch of education may be induced to examine the Pernin system, and its claims will secure its adoption.

RT. REV. JAMES MCGOLRICK,
Bishop of Duluth, Minn.

As we are trying to provide for our pupils what is best, I shall ask some of our teachers to familiarize themselves with your system, which is the most *simple* and *natural* of those published. Wishing you all success,

RT. REV. BISHOP MARTY,
Sioux Falls, S. D.

At the beginning of last year we introduced the Pernin system of shorthand, and have since taught it in all our classes. The respective professors tell me that it gives great satisfaction. All those who have had anything to do with the system are so well satisfied with the results that we intend to continue teaching it.

REV. M. P. DOWLING, S. J.,
Pres. Detroit College, Detroit, Mich.

Pernin's Universal Phonography is proving a revelation to those of our students who had begun the study of the Pitman system. I am myself engaged in studying your manual, and although I can spend very little time upon it, I have perfect assurance that I shall attain sufficient rapidity for my purpose—a thing beyond my power with the old system. *I am extremely sorry that I did not know of your method when we introduced shorthand three years ago.*

REV. J. SCHALLER,
Pres. Luther College, New Ulm, Minn.

I went through, very carefully and thoroughly, Munson's complete course, and after trying to make it work while in school, reporting lectures read slowly, I had to give it up. I could make better speed in longhand, as I found the Munson system so hard to put into practical use. I was wonderfully taken with it, and was as sadly disappointed in trying to use it. It is beautiful in theory, but trying to practice. I then took a turn at Cross' system, the "Eclectic," and with better success. Yet, after using it for about five years, I gave it up for the Pernin some six

months ago. I have only been using the Pernin system for a short time, *less than three months*, in my work, yet I can now use it to better advantage than I could the "Eclectic," after using it *about five years*. For my work it is the best of all systems in use, I think.

REV. N. H. LEE,

Pastor First M. E. Church, Laramie, Wyoming.

I am delighted with your system of Universal Phonography. In reference to its superior merits over other systems I have studied and taught, I can unhesitatingly say that yours, for simplicity and brevity, surpasses my most sanguine expectations. It is also the most legible of all methods I have used. At a recent faculty meeting the adoption of your system into our schools January 1st, 1892, was unanimously recommended.

REV. W. H. McRIDLEY, A. M., D. D.,

Pres. Cadiz Normal and Theological College, Cadiz, Ky.

The advantage which my shorthand pupils of the last year possessed over their companions, especially in taking notes during school lectures, was so conspicuously evident to the others that the majority of the graduating class have decided to take the course in the present session.

I wish you the laurels which your indefatigable zeal in bringing your valuable system of shorthand to prominence merits.

REV. JOHN WOLF,

Vice-President St. Louis College, San Antonio, Texas.

I think your system the best I have seen.

REV. A. D. McINTOSH,

Presbyterian Manse, Red Creek, N. Y.

For eight years Pernin's Universal Phonography has given such genuine satisfaction to both professors and pupils that we have never entertained the thought of abandoning it for any other system. Our graduates have no

trouble to get positions. In our estimation *Pernin is the best and will prevail.*

RT. REV. CHAS. H. MORE,
Pres. St. Leo's Military College, St. Leo, Fla.

I have taught your system of shorthand these last seven years. I am happy to state that it gives complete satisfaction to both professors and students.

REV. C. E. DUROCHER,
Pres. Bourget College, Rigaud, P. Q.

The most of my reporting has been in the line of church work, and while I do not lay any claim to speed, yet I have reported sermons that could have been little less than 175 words per minute in delivery, and were satisfactory.

REV. R. F. BEASLEY,
San Francisco, Cal.

I am greatly in love with your system and enjoy writing it. I intend to pursue it for my own convenience and advantage in writing sermons.

REV. GEO. BAKER,
Baldoon, Ont.

FROM THE PRESS.

It is a sort of shorthand that can be *read* after it is written. Nothing depends on shading or position. As in the ordinary alphabet, so in the Pernin alphabet, a letter is recognized by its form, whether it is above the line, on the line or below the line, or whether it is light or heavy. To one who has labored through the labyrinthian mazes of Graham and some of the others, the Pernin system is as easy as a copy of *m's* and *n's* to a child.—*Chicago Sun.*

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The *Cleveland Press* contained the following: "On Wednesday afternoon Mr. E. Eugene Alton, of Michigan, was awarded first prize on the *neatness, briefness and legibility* of his extracts of shorthand, his system being the Pernin, of Detroit, Mich. Mr. Alton is a noble young newspaper reporter and writer, and is at present connected with the *Recorder* of that city. He is a member of the American Press Union and corresponding secretary of the Michigan Press Union."

(Mr. Alton is now editor of the *News Letter*, Colton, Wash.)

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F. ARMSTRONG,

City Editor Guelph Herald, Guelph, Ont.

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I am still in love with your simply *grand* system of shorthand, and use it in taking notes, etc.

F. A. FILSON,

Editor Concordia Times, Concordia, Kas.

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