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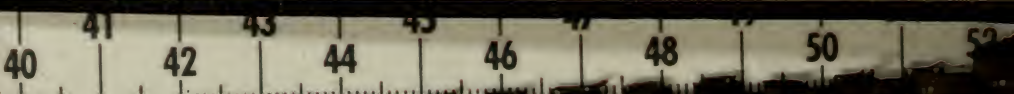


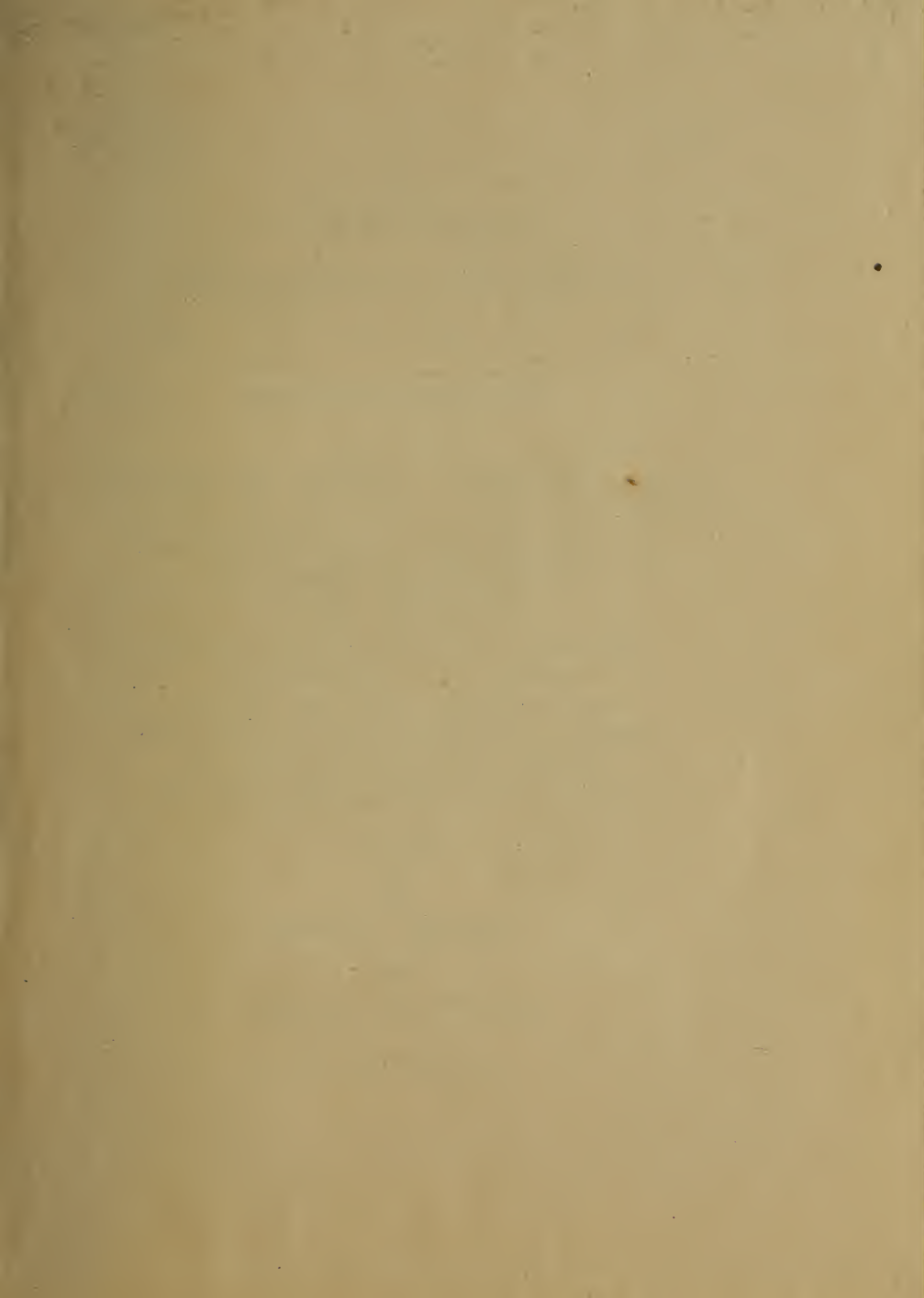
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*Lindsay's
Simplified Shorthand.*

FOURTH EDITION

A SYSTEM OF WRITING WITHOUT SHADING

In which the vowel and diphthongal sounds
are expressed by the inclinations
of lines called strokes
to a real or an imaginary horizontal line,
the inclinations of the strokes,
as they vary from a horizontal line,
being called vowel and diphthongal positions,
the consonant sounds being expressed
by the lengths and shapes of the strokes.

By

HUGH P. LINDSAY

and

AMELIA H. LINDSAY

PITTSBURGH, PA.

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PREFACE



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

to apply in actual practice.

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

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

Having these shortcomings in view, SIMPLIFIED SHORTHAND has been produced with the intention of giving the public a system of shorthand that will embody simplicity in principles, ease in writing, and legibility in reading. As it is not the professional man or the scholar that studies shorthand, only those principles have been used that can be easily comprehended by the young man or young woman of limited education who desires to advance himself or herself in the business world; and as there is no shading of any kind, it may be written with facility with either pen or pencil—a fact that is of vast importance. Although it is not claimed for SIMPLIFIED SHORTHAND that there are no word signs, as no set of principles can be combined in any

one system of phonography by which every word in the English language can be easily and rapidly written without abbreviation or contraction, the claims for other systems notwithstanding, yet it is claimed that it contains fewer abbreviations and word signs than any other system in existence.

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

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

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

Respectfully,

HUGH P. LINDSAY,
AMELIA H. LINDSAY.

LINDSAYS' SIMPLIFIED SHORTHAND

O U T L I N E

Phonetic writing, commonly called shorthand, is the art of writing characters to represent the sounds of the human voice and writing them in a manner that is brief enough to record those sounds while they are being uttered.

In LINDSAYS' SIMPLIFIED SHORTHAND, the sounds of the human voice, as expressed in the English language, are divided into three classes, called vowels, diphthongs, and consonants. The vowel and diphthongal sounds are expressed by the inclinations of lines called strokes; and the positions these strokes occupy, as they vary from a horizontal position, are called vowel and diphthongal positions. The consonant sounds are chiefly expressed by making the strokes of different lengths and shapes.

A vowel is a sound produced with the lips and throat open, such as the vowel EE in the word EAT. The vowel sounds are twelve in number (six long sounds and six short sounds) and are expressed in six vowel positions (or slants), each position expressing either a long or a short sound, as illustrated in the charts on the following page. As all future reference to the vowel sounds will be either by the position numbers or the letter combinations given in the vowel charts, study those charts closely, carefully noting the particular vowel sound that each position number and letter combination indicates.

CHART OF LONG VOWELS













- 1st position () expresses EE, as in the word EAT
- 2nd position () expresses AY, as in the word ATE
- 3rd position () expresses AH, as in the word ART
- 4th position () expresses AW, as in the word ALL
- 5th position () expresses O, as in the word OWE
- 6th position () expresses OO, as in the word WHO
U, as in the word USE

CHART OF SHORT VOWELS

- 1st position () expresses IH, as in the word IT
- 2nd position () expresses EH, as in the word ED
- 3rd position () expresses AH, as in the word AT
- 4th position () expresses AW, as in the word ODD
- 5th position () expresses UH, as in the word UP
- 6th position () expresses OOH, as the word PUT


NOTE—The long sound of the sixth position has two pronunciations (OO and YEW), while the short sound has but one. The short sound of the sixth position (OOH) is to be found in such words as PUT, COULD, WOULD, SHOULD, etc.

A diphthongal sound is a combination of two vowels, such as the combination of the vowels AH and EE in the word I (AHEE). These diphthongal sounds are three in number and are expressed by three positions, as illustrated in the following chart. Note carefully the diphthongal sound indicated by each position number and letter combination

CHART OF DIPHTHONGS

1st position () expresses IY, as in the word BUY

2nd position () expresses OI, as in the word BOY

3rd Position () expresses OU, as in the word COW

A consonant sound is produced with the lips or throat closed, such as the consonant B in the word BY. The consonant sounds of the English language are nineteen in number, and, with the exception of H, they are expressed in "SIMPLIFIED SHORTHAND" by the length and shape of lines called consonant strokes. The illustration following is a list of the consonant strokes. These strokes are written vertically across the line in the illustration because that is the only position in which a stroke can be written, when standing alone, to express a consonant without a vowel; when joined to preceding strokes, they are joined vertically for the same purpose. It will be noticed in regard to the length of the strokes in the following list that the strokes are expressed in pairs, T being the same length as D, B the same as P, etc. The difference in length between each of these pairs and the nearest to it in size is one-half of the T and D strokes. It will be further noticed in regard to straight strokes that a little circumflex is placed on the left or right side of the stroke to distinguish T from D and P from B. That little circumflex is only used in the absence of any other distinguishing mark that would answer the same purpose; and, in fact, it is seldom used at all in practical work, as there is invariably some hook or circle at the end of strokes, which is written to the left or right as the case may be.

noted with regard to the words DOOR and POOR, BOWL and HOWL, BUT and PUT, etc. Still another class of words are those in which two or more words are spelled with entirely different English letters, but which have the same phonetic sound, such as the words AWED and ODD, AIR and HEIR, NAY and NEIGH, etc. It is evident, therefore, that in English spelling the same vowel sound may be expressed with entirely different letters; while the same letters, at times, express different vowels.

In view of the foregoing, it is important that the following exercises be studied carefully:

Pick out the vowel or diphthongal sounds of each of the words in the following lists, and write the vowel stroke in the vowel or diphthongal position to which it belongs:-

LONG VOWELS

Ear, Air, Are, Tar, Team, Beech, Taste, Seene, Yard, Hair, Harsh, Sane, Seam, Pier, Bare, Bar, Charge, Sown, Bought, Cough, Though, Booze, Door, Poor, Prude, Tom, Coon, Boss, Tool, Sore, Caught, Bawl, Mule, Fool, Lease, Cue.

SHORT VOWELS

Calf, Guess, Sift, Check, Ten, Sin, Keg, Sang, Sag, Slid, Lend, Kiss, Kit, Yet, Inn, Guest, Tis, Jelly, Tongue, Rush, Shuttle, Could, Cur, Bull, Hull, Put, But, Aught, Hut, Book, Hot, Botch, Such, Joss.

DIPHTHONGS

Sough, Sigh, Owl, Oil, Eyes, Proud, Oyster, Howl, Count, Poise, Ice, Bough, Pride, Sign, Boil, Buy, Soil, House, High, Hour, Roy.

MIXED VOWELS AND DIPHTHONGS

Pitch, Boast, Wrong, Laugh, Rough, Fought, Pie, Pal, Rush, Price, Pale, Red, Broil, Head, Reed, Heed, Tough, Push, Cow, Hush, Yes, Yet, Eat, Pill, Pile, Huse, Laugh, Aught,

COMMENTS ON LESSON I

When a consonant stroke is written in a vowel position, the consonant sound indicated by the length and shape of the stroke combines with the vowel sound indicated by the slant of the stroke, and the combined sounds form a syllable.

There are two distinct classes of syllables to be considered. The first class comprises all syllables in which the strokes used are introduced by the vowel sound. All such syllables are expressed by writing the strokes on the under side of the line of writing, which is called the vowel place. The other class of syllables are those in which the strokes used are introduced by the consonant sound, and the strokes expressing such syllables are written on the upper side of the line of writing, called the consonant place. As strokes expressing the diphthongs OI and OU can be written in but one place with regard to the line of writing, all syllables using strokes introduced by those diphthongs are expressed by writing at the beginning of the stroke the small circumflex previously mentioned.

Lesson I introduces the use of a system of expedients called Prefixes and Affixes. These expedients consist of circles, semicircles, and loops, joined to the beginning or end of strokes as the case may be; and they are used to express certain consonants, double consonants, and syllables which occur too frequently to be expressed by individual strokes. As these Prefixes and Affixes are always joined to the side of strokes, on straight strokes they take the place of the small circumflex that is used to distinguish between consonants, and for that reason great care should be used to get them on that side of the stroke to which the consonant belongs; but on curved strokes they are always written on the inside of the curve.

In lesson I and all succeeding Lessons where charts of strokes are given, the numbers just above the first line of strokes are the numbers of the vowel and diphthongal positions in their order, and the letter combinations under them represent the sounds expressed by those positions. All strokes under each one of the positions on each succeeding line express the vowel or diphthongal sound indicated at the top of the page. As all strokes of

each line are of the same consonant shape and length, the consonant sound expressed is indicated by the capital letter at the beginning of the line; but as the vowel sound differs with each position, a hyphen is placed where the vowel sound would occur in connection with the consonant, which is either immediately preceding it or following it. The sounds expressed by the Prefixes or Affixes are indicated by small letters, placed first or last as they happen to occur in the syllable expressed, and the same sound applies to the Prefix or Affix on each stroke of the line.

As all consonant strokes may be written either above, below, or across the line of writing, and as they take any of the Prefixes or Affixes, the principles of each lesson in the book are applicable to all strokes alike, except where it is stated to the contrary.

The strokes in Lesson I are written in the vowel place only. Practice the chart of strokes at least ten times before attempting to write the exercise at the bottom of the page, being careful, while writing each stroke, to pronounce each vowel position and consonant length, as well as the Prefix or Affix. For example: The first line of strokes should be pronounced EEL, AYT, AHT, AWT, OT, OOT, IYT, OIT, OUT. The second line should be pronounced EETL, AYTL, AHTL, AWTL, OTL, OOTL, IYTL, OITL, OUTL. Occasionally vary the vowels by using the short sound with all the strokes of a line, which would make the third line pronounce IHTR, EHTR, AHTR, AWTR, UHTR, OOHTR, IYTR, OITR, OUTR.

On the two following pages will be found charts or all the Prefixes and Affixes of LINDSAYS' SIMPLIFIED SHORTHAND. As these charts are intended chiefly for future reference, the student is not expected to memorize at one time all the characters illustrated; yet at the same time, enough practice should be put on them to facilitate the study of subsequent lessons, the principal object being to acquire a facility in forming the characters, depending upon future lessons to emphasize their significance.

NOTE—In regard to the syllables CON and COM and their modifications, two facts should be noted. First: The syllables CON and COM are expressed by the same character, and the same fact is true of their modifications. Second: The addition of S may be expressed at the end of CON or COM and their modifications by writing the various characters one-half their natural size. (See chart of Prefixes)

AFFIXES, (WRITTEN ON THE P STROKE)

S ST TH L R REL or LER SH
 Pahs, Pahst, Pahth, Pahl, Pahr, Pahlr or Pahlr, Pahsh,

..b.....L.....L.....b.....b.....b.....b.....

TION N M TIONT NT MENT STR
 Pahtion, Pahn, Pahn, Patient, Pahnt, Pahment, Pahstr,

..b.....b.....b.....b.....b.....b.....b.....

LS SL RS SR NS SS STS
 Pahls, Pahsl, Pahrs, Pahsr, Pahns, Pahses, Pahsts,

..b.....b.....b.....b.....b.....b.....b.....

NK or NG or ING TING or DING NKING
 Pahnk or Pahnng, or Pahnng, Pahting or Pahding, Pahnking

.....b.....b.....b.....

LTING or LDING RTING or RDING NKLING
 Pahiting or Pahlding, Pahrting or Pahrding, Pahnking

.....b.....b.....b.....

LT or LD RT or RD T or D TIVE
 PahlT or PahlD, PahlrT or PahlrD, Paht or Pahd, Pahtive

.....b.....b.....b.....b.....

K or G KTION KSH LEE REE RK
 Pahk or Pahg, Pahktion, Pahksh, Pahlee, Pahree, Pahrk

.....b.....b.....b.....b.....b.....

Lesson 1

EXERCISE ON THE T STROKE

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU

Handwriting practice for the T stroke on a four-line grid. Each row shows a sequence of strokes for a specific sound or syllable, with a small 'b' or 'p' at the end of the row indicating the next sound to be written.

- T**: Shows the basic T stroke with a tilde (~) above it.
- Tl**: Shows the T stroke with a lowercase 'l' below it.
- Tr**: Shows the T stroke with a lowercase 'r' below it.
- Trl,lr**: Shows the T stroke with lowercase 'l' and 'r' below it.
- Ts**: Shows the T stroke with a lowercase 's' below it.
- Tst**: Shows the T stroke with a lowercase 'st' below it.
- Tth**: Shows the T stroke with a lowercase 'th' below it.
- l-T**: Shows the lowercase 'l' followed by the T stroke.
- r-T**: Shows the lowercase 'r' followed by the T stroke.
- rl,lr-T**: Shows the lowercase 'rl' or 'lr' followed by the T stroke.

WRITING EXERCISE

Eat (eeT-, Oat (oT), Outer (ouTr), Its (ihTs),
 Eighth (ayTth), Relate (rlayT-, Light (liyT), Rout,
 (rouT), Root (root), Write (riyT), Rut (ruhT), Lit,
 (lihT), Rattle (rahTl), Latest (layTst), Lot (lawT)

Lesson 2

EXERCISE ON THE D STRCKE

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU

D-

D-l

D-r

D-rl,lr

D-s

D-sh

D-st

D-str

D-th

WRITING EXERCISE

Days, Dire (Dyr), Dealer (Deer), Dust (Dust),
 Both (Duith), Dies (Diys), Dish (Dihsh), Dash (Dahsh),
 Doyle (Doil), Dower (Dour), Dale (Dayl), Doll (Dawl),
 Duel (Dool), Death (Dehth), Dollar (Dawlr), Do (Doo),
 Dough (Do), Duller (Duhlr), Dost (Duhst), Dust (Duhst)
 Deuce (Doos).

Lesson 3

EXERCISE ON THE P STROKE

	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
	EE	AY	AH	AW	O	OO	IY	OI	OU
	IH	EH	AH	AW	UH	OCH	IY	OI	OU
P-tion									
r-n									
P-m									
F-nt,nd									
P-ment									
P-lt,ld									
-rt,rd									
P-ns									
sP-l									

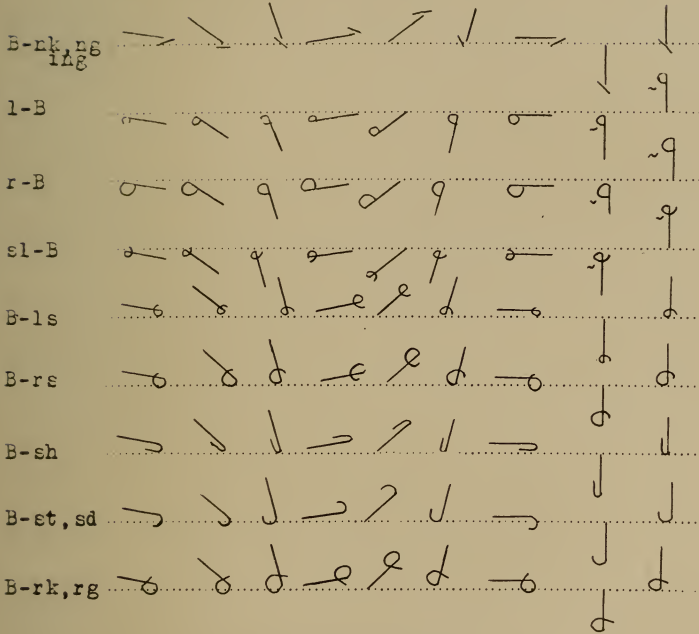
WRITING EXERCISE

Passion (Pahtion), Pine (Piyn), Spill (sPihl),
 Payment, Piled (Piyl'd), Poured (Pord), Pared (Payrd)
 Part (Pahrt), Pines (Piyns), Pence (Pens), Potion,
 Spell (sPehl), Paint (Paynt), Pinned (Pihnd), Spoil,
 (sPoi), Spoiler (sPoi'r), Spiral (sPiyr'l), Pillar
 (Fihlr), Slip (slihF),

Lesson 4

EXERCISE ON THE B STROKE

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU



WRITING EXERCISE

Rob (rawB), Bills (Bihls), Bores (Bors), Slob,
 (slawB), Bosh (Bawsh), Bossed (Bawst), Bark (Bahrk)
 Bears (Bayrs), Best (Behst), Rib (rihB), Being, Buy
 (Bi), Buying (Biying), Bank (Bahnk), Bung (Buhng),
 Buyers (BiyrB), Slab (SlahB), Buzzed (Buhsd), Bars,
 (Bahrs), Bowers (Bours), Burg (Buhrg).

Lesson 5

EXERCISE ON THE KAY STROKE

	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
	EE	AY	AH	AW	O	OO	IY	OI	OU
	IH	EH	AH	AW	UH	OOH	IY	OI	OU
sk-r									
s-hr									
l-K ing									
k-k, g									
k-lee									
h-ree									
ree k-r									
w-h									
ex k-s									

WRITING EXERCISE

Scar (sKahr), Sacker (sahKr), Score (sKor),
 Sucker (suhKr), Looking (looKing), Kick (Kihk),
 Cooily (Koolee), Carry (Kahree), Recur (reeKuhR),
 Week (weeK), Excuse (axKus), Liking (liyKing), Keg
 (Kehg), Kelly (Kehlee), Currie (Kuhree), Wake
 (wayK), Cook (Koohk), Cock (Kawk),

Lesson 6

EXERCISE ON THE GAY STROKE

	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
	EE	AY	AH	AW	O	OO	IY	OI	OU
	IH	EH	AH	AW	UH	OOH	IY	OI	OU
lee G-									
l-G									
G-m									
G-ms									
w-Gn									
r-G									
str-G l									
G-sling									
G-sp									

WRITING EXERCISE

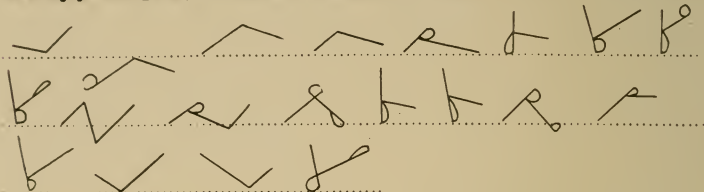
Legation (lee Gay tion), Gum, Games, Wagon, Rug
 Struggle, Gosling, Gasp, Lug, Game, Wig, Rig, Gasp-
 ing, Straggle, Going, Gosip, Gone, Gash, Gown, Stag
 Goose, Gosh, Gush, League (leeG), Gaze, (Gays), Gas
 Rugby, Rigging, Ugly (uh G lee), Gun, Gunning, Leg,
 Roguish (roGsh).

Lesson 7

WRITING EXERCISE ON COMBINED STROKES

(see shorthand notes below)

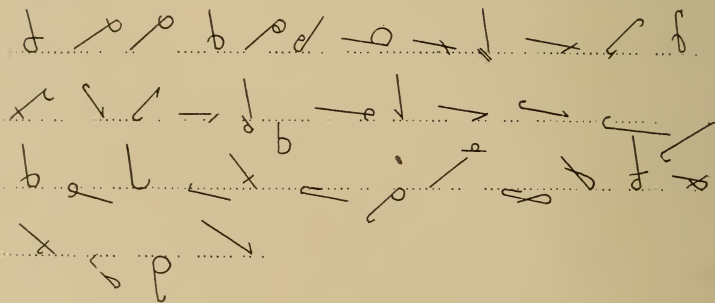
Depot, Rugby, Puppy, Toby, Turkey, Bounty, Cargo
 Pounder, Carbon, Tobacco, Torpedo, Bourbon, County,
 Candy, Purple, Polite, Calico, Dago, Cato, Bargain.



WRITING EXERCISE ON MISCELLANEOUS STROKES

(see shorthand notes below)

Bark, Pork, Purse, Parag, Portion, Bushel,
 Pillar, Pillow, Banking, Billy, Expose, Expanse,
 Report, Speck, Spoke, Dying, Bangor, Toiler, Kills,
 Back, Big, Speak, Stick, Stuck, Park, Sleep, Path,
 Weep, Berry, Sheep, Supper, Bungling, Shipment, Pay-
 ment, Gallery, Dimly, Berries, Weapon, Relapse, Keg-



Lesson 8

WORD SIGNS AND PHRASE SIGNS

Way, Where or Were, Well, What, Want,

- \ | / -

.....We, On, When, One. And, Went, Would, Order,.....

- \ / \ | / -

.....As, Has, Was, So, Is, His, In, Into, In a, On a.....

- - - - - - -

The.To the,In the.On the,With,With the,With a,Withit,

(())

Much,Some,Same,Seem,Such,Such a,Then,Than,Them,Whom

- - - - - - -

Which, With which, With which the. Will, Our, Shall

- - - - - - -

Lesson 9

MISCELLANEOUS FREQUENTLY RECURRING WORDS

THE VOWEL STROKE								
1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU

WORDS WRITTEN WITH THE VOWEL STROKE
 He. She, A, Are, Ask. Awe. All, Also, Or. Who, How, I

VARIATIONS OF THE WORD SIGNS
 Whereas, Inasmuch as, Sometime or Sometimes, Same time

Wait, Away, Await, Waiting, Awaiting, Always, Railway,

Whenever, When our, Wherever, Where our, Whatever.

What our, Whatsoever, Wheresoever, Whensoever, What else

Lesson 10

SPECIAL WORDS AND EXPRESSIONS

NOTE—The exercise in this lesson consists of words and expressions taken from future lessons. Though these words and expressions contain principles that have not been explained up to this point, they should be practiced carefully, as they will be used in the letter in the following lesson.

Dear Sir	At once	We Shall
In reply	Relative	What
You	The	In the
Your	In which	When
We	Is	After
Upon	Was	This
Of	Not	On the
Receipt	Lost	And
To us	One	Have
If	Received	Yours truly

Lesson 11

LETTER

Dear Sir:-

In reply to your letter we beg to state that upon receipt of the cargo of Coal Tar which you shipped to us on the 10th of August we at once wrote to you relative to the shape in which it was received, and if you have not received that letter it is because it was lost on the road. Write to us at once if the letter does not come by the time you receive this one, and we shall at once write telling you what ought to be done in the case.

Yours truly,

Handwritten practice on ruled lines, showing cursive lettering and flourishes.

Lesson 12

EXERCISE ON THE F STROKE

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU

st-F

h-F

con-com
con-F-

F-ble

bleness
F- ()

F-full

fulness
F- ()

F-ness

sk-F

WRITING EXERCISE

Stiff, Staff, Stuff, Confine, Feeble, Fearful, Confuse, Feebleness, Skiff, Fashion, Fury, Folly, Fearfulness, Scoff, Fable, Fish, Paster, Foster (F aw str), Wife, Faith, Filler (F ih lr), Laugh, If, Awful, Heifer, Safe, Rough, Roof, Rife, Strife, Staff, Leaf, Strife (str iy F).

COMMENTS ON LESSON 13

Lesson 13 illustrates the principle of expressing R and L in connection with certain consonant strokes to form double consonant sounds, such as the sound TR in the word TREE. The strokes illustrated are the only ones expressing R and L in this manner, with the exception of TH, which expresses R only. The sound THR will be taken up in the lesson on the CH and TH strokes.

If any one of the strokes in this lesson crosses the line of writing at the center of the stroke, it expresses R after the consonant and before the vowel, as in the word TREE.

If either B, P, KAY, GAY, or F cuts the line of writing with the beginning of the stroke, it expresses L after the consonant and before the vowel, as in the word BLOW. It should be noted that when a stroke in either the 4th or 5th position cuts the line with the beginning of the stroke, the stroke is naturally thrown above the line, as the beginning of the stroke in that case happens to be its lower end.

When any other strokes than those given in this lesson are written across the line of writing, they express the R or L after the vowel instead of before it, as in the words NEAR and KNEEL. This manner of expressing R and L will be illustrated in subsequent lessons.

Lesson 13 is a very important one, and the chart of strokes should be practiced many times, carefully pronouncing each stroke as it is written in the following manner:-

(first line of strokes)

TREES TRAYS TRASH TRAWS TROS TROOS TRIES TROIS TROUS

(second line of strokes)

DRIHS DREHS DRAHS DRAWHS DRUS DROOS DRIES DROIS DROUS

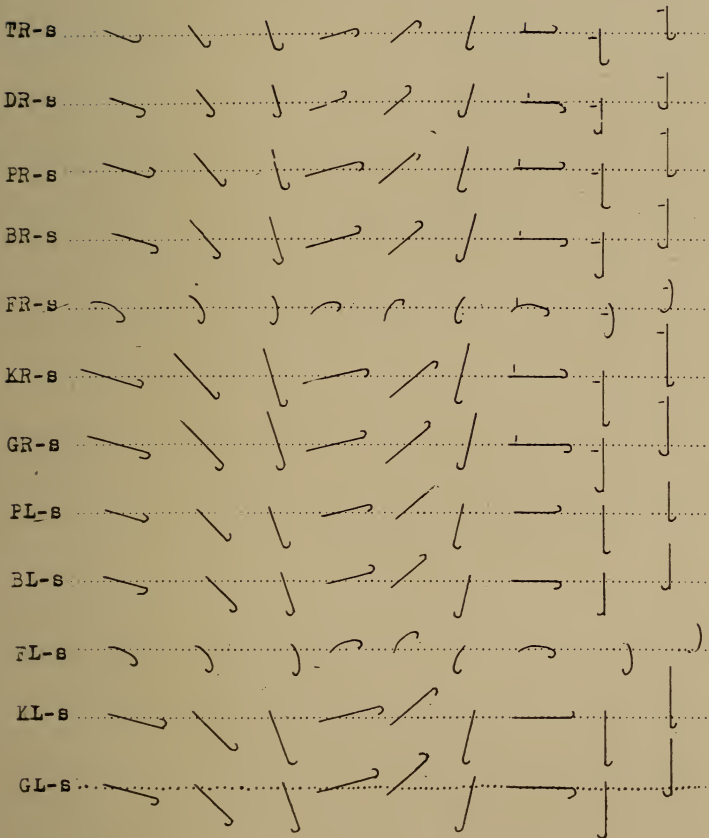
After practicing the chart as above, practice writing the following words:-

Trees, Blows, Cross, Glass, Ploughs, Phrase, Crews, Brass, Flies, Freeze, Froze, Price, Plus, Bless, Flies, Blouse, Grouse, Dress, Dross, Cries, Bliss, Praise, Dries, Press, Truce, Plays.

Lesson 13

EXPRESSING R AND L BY CROSSING THE LINE

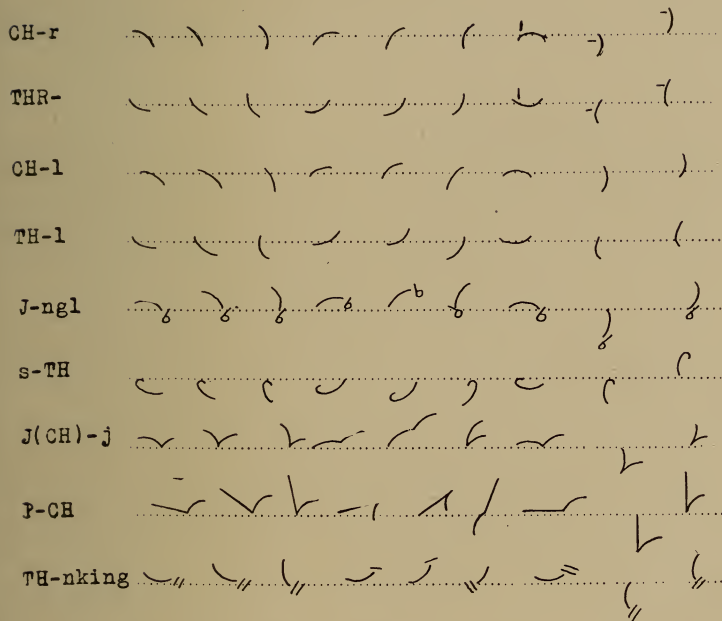
1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UR	OOH	IY	OI	OU



Lesson 14

EXERCISE ON THE CH AND TH STROKES

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU



WRITING EXERCISE

Cheer, Three, Jingle, Thinks, Just, Soothe, Judge, Chase, Chore, Jungle, Thanks, Thinking, Jar, Judgment, Jest, Seethe, Chill, Through, Judging, Thanking, Chair, Throw, Jew, Cheese, Joss, Etch, Edge, Jangle, Thinker, Just, Each, Ouch, Itch, Patch, Hedge, Cherry, Pitch, Theory, Jewish, Charm, Journey, Chastise, Justice (Juhsts), They will (THayl).

Lesson 15 introduces the use of the vertical stroke. This stroke is used in all cases where it is necessary to express a consonant sound without a vowel, such as words or syllables having an initial and final consonant with but one vowel between, as in the following words:-

Pave... } .Mop... } .Throb... } .Pope... } .Pap... } .Pup... }

As all words or syllables like the above express but one vowel between the two consonant strokes, it is immaterial which stroke is used to express the vowel; and whenever it would allow the strokes to join more conveniently, the first stroke may be written vertically, which would necessitate writing the second one in the necessary vowel position, as in the following words:-

Feb. } ...February. } ...

From the foregoing it will be noted that a first stroke, when written vertically, is invariably written directly across the line; but a second stroke that is written vertically is joined to the end of a previous stroke in the usual manner, irrespective of its position with reference to the line of writing.

Though the vertical stroke is so written as to cross the line at the center of the stroke, it does not express the R that would be expressed by a stroke crossing the line in the same manner in a vowel position.

In some words, the vertical stroke is used in connection with the R circle to express the double consonant sound, instead of writing the same stroke directly across the line in a vowel position, the object being to avoid an awkward junction of strokes

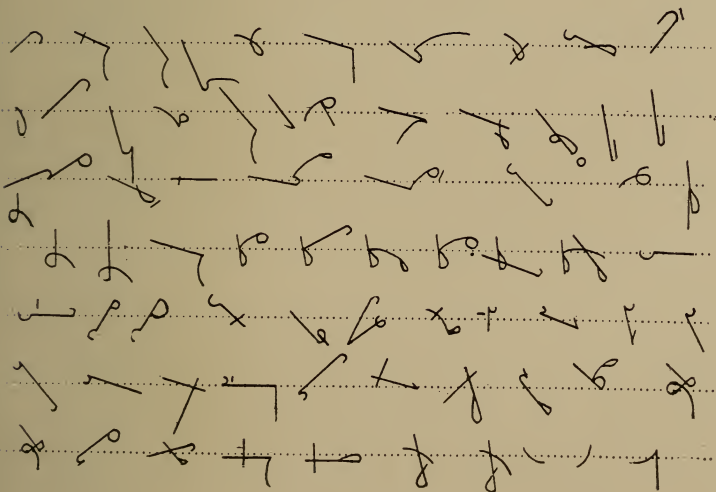
The initial syllable TRANS is abbreviated by omitting the S hook, in order to permit the joining of succeeding strokes written from left to right.

LESSON 15

MISCELLANEOUS STROKES ACROSS THE LINE

(see shorthand notes below)

Trust, Retrieve, Brave, Classify, French, Grip
 Pleasure, Freshly, Comprehend, Blustering, Flash,
 Closed, Clasp, Flicker, Grave, Break, Florida, Pres-
 sume, Cleveland, Cleanliness, Clash, Crash, Prosper
 Glinting, Reply, Presumption, Preferring, Compress,
 Florist, Cramp, Draft, Brief, Grief, Grieve, Trans-
 fer, Transpose, Transmission, Transferable, Trans-
 gress, Transmigration, Comply, Comprise, Control,
 Controller, Contrary, Pleasant, Scrupulous, Reflec-
 tion, Destroy, District, Distract, Display, Dis-
 grace, Disagree, Preclude, Describe, Disclose, Du-
 plicate, Programe, Explain, Telephone, Telegram,
 Telegraph, Explore, Prostration, Deprive, Decline,
 Fragrant, Flagrant, Three, Through, Throb,



Lesson 16

SPECIAL WORDS AND EXPRESSIONS

Gentlemen	.....	We shall be	.....	Month	.....
Recently	.....	Your order	.....	Standard	.....
Gave you	.....	We have	.....	Mistake	.....
This	.....	Estimate	.....	As it	.....
Now	.....	We regret	.....	You will	.....
Same	.....	Made this	.....	amount	.....
We can	.....	Has been	.....	In a	.....
Understand	.....	Bad light	.....	Assure you	.....
You need	.....	Would	.....	Of the,	.....
Namely	.....	Correct	.....	Will have	.....
Each	.....	Much	.....	state that,	.....
Weighing	.....	Stone	.....	At a	.....
Confirm	.....	And the	.....	Received your	.....

Lesson 17

LETTER

(see shorthand notes below)

Gentlemen:-

We have received your letter of the 10th, and in reply would state that your estimate of the paving we have done in the period stated is not correct. We have done much Block Stone paving this month, and the amount of paving done each previous month has been fully up to the standard. We regret you have made this mistake, as it places us in a bad light, which mistake, we trust, you will correct at once.

Yours truly,

Handwritten shorthand notes on ruled lines, including the number 10 and various symbols.

Lesson 18

LETTER

Gentlemen:-

We recently gave you a price on Trinidad Asphalt, which price we would now confirm by stating that we can ship same f.o.b. cars Cleveland at \$4.50 per barrel in the amounts which we understand you need; namely, twenty barrels, each barrel weighing 300 pounds. This price is figured at a base price of \$30.00 per ton. We shall be pleased to receive your order.

Yours truly.

Handwritten text on ruled lines:

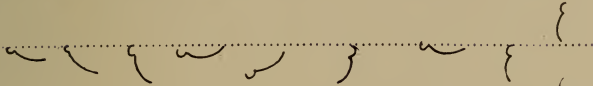
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 (p - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 21 - 22 - 23 - 24 - 25 - 26 - 27 - 28 - 29 - 30 - 31 - 32 - 33 - 34 - 35 - 36 - 37 - 38 - 39 - 40 - 41 - 42 - 43 - 44 - 45 - 46 - 47 - 48 - 49 - 50 - 51 - 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 - 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Lesson 19

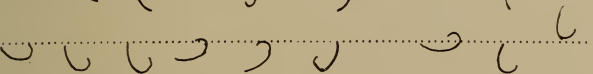
EXERCISE ON THE V STROKE

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU

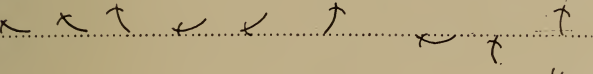
cons-V



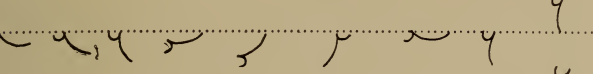
-V th



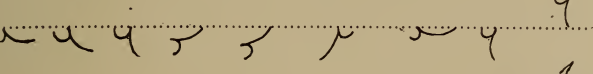
controV-



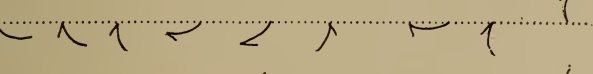
dis-V



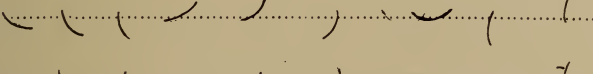
res-V



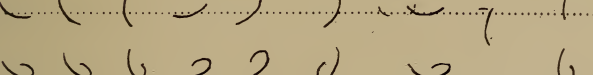
g-V



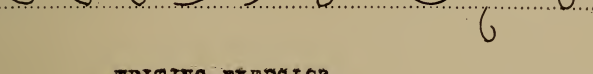
V-l



V-r



V-str



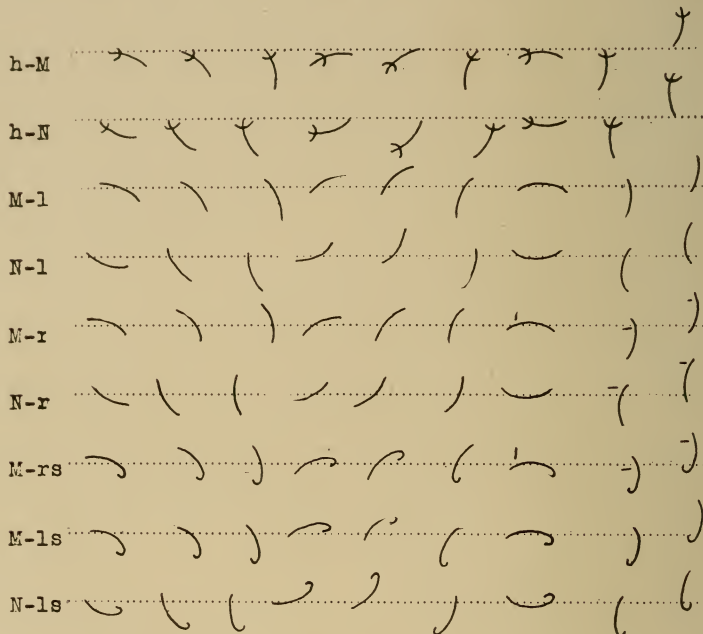
WRITING EXERCISE

Conceive, Of the (awVth), Controvens, Deceive,
 Receive, Give, Gave, Veal, Vile, Veer, Vale, Volley,
 Vision, Visitor (Vihstr), Sleeve, Vent, Ravel,
 Shovel, Leave, Love, Live, (lihV), Live (liyV), Gav-
 el, Oven, Relieve, Vanity (VahnTee), Vaunt, View, In-
 vent, Vice, Vast, Even, Liven, Invoice (nVois) Vile

Lesson 20

EXERCISE ON THE M AND N STROKES

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
FE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU



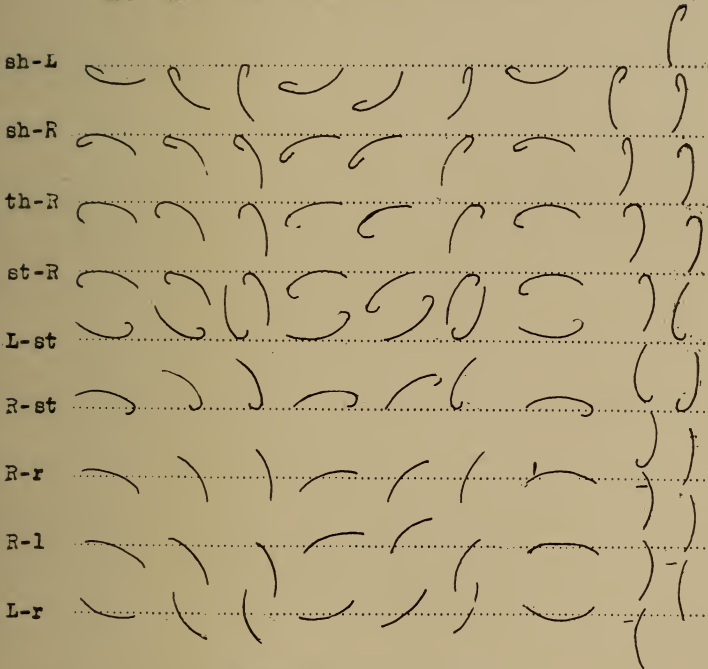
WRITING EXERCISE

Ham, Own, Meal, Mess, Sham, Strain, Mares, Hum
 Ounce, Shame, Strewn, Moors, Hem, In, Mole, Newel,
 Shine, Stram, Meals, Home, More, Near, Shin, Stream,
 Nails, Nor, Mile, Mills, Mars, Moment, Kneels, Knoll
 Moles, Merry, Schenley (shehNlee), McKinley (McihNlee)
 (see chart of Prefixes for the syllable Mc).

Lesson 21

EXERCISE ON THE R AND L STROKES

1st	2nd	3rd	4th	5th	6th	1st	2nd	
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU



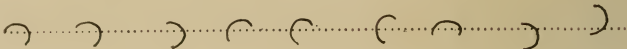
WRITING EXERCISE

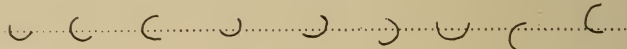
Shoal, Steer, Their, Less, Rust, Share, Stall
 Real, Lower, Shall, Store, List, Rest, Shore, Steal
 Roll, Liar, Shawl, Stare, Lose, Wrist, Shear, Style
 Really (R stroke, lee affix), Desire (dis prefix, R
 stroke), Roar, Rear, Layer, Rare, Lawyer (Loir), Royal
 al (Roll), Riley, Shilling, Stealing, Lass, Loss,
 Lies, List.

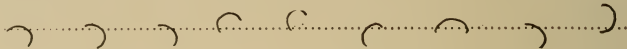
Lesson 22

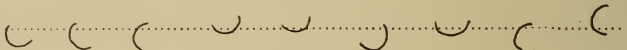
EXERCISE ON THE Y AND S STROKES

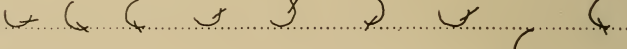
1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU


Y-r 


S-r 


Y-l 


S-l 

S-lee 

S-ree 

S-s, s 

S-n 

S-m 

WRITING EXERCISE

Sore, Year, Sail, Yes, Sally, Sorry, Sauces, Son, Sam, Sire, Your, Silly, Serious, Soon, Sim, Sister, Yes Sir (Yehsr), Sully, Souces, Sane, Yearly, Cellar, Ceiling, Yelling, Yellow (YehlO), Sewer. Disease (dis ee S), Recess (res eh S), Session, Cession, Hustle, Hiss, Whose, House, Haze. Hose, Hessian, Hussar,

Lesson 23

EXERCISE ON THE SH AND W STROKES

1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd
EE	AY	AH	AW	O	OO	IY	OI	OU
IH	EH	AH	AW	UH	OOH	IY	OI	OU

SH-

W-

w-SH

w-st

SHR-l

W-r

SHR-nk

SH-ngl

W-l

WRITING EXERCISE

She, Woo, Wash, Wire, West, Shrew, Shrine,
 Shoe, Way, Washing, Show, Wear, Whist, Shrill, Sure
 Shriek, Washington (W aw sh ingn), Shaw, Shrunken,
 Shrank, War, Wall, Wail, Wool, Wore, While.

THE INDEFINITE VOWEL TICK

Many words begin or end with what is called the indefinite vowel. As this vowel consists of an unaccented syllable and therefore has no definite pronunciation, it is indicated by a short curved tick, joined to the beginning or end of the stroke.

It is a rule in shorthand writing when forming words of two or more syllables to express clearly the accented portions of the word, leaving out the unaccented portions when ever it is necessary to omit any part of the word for purposes of speed. But when writing such words as APPEAR and NOAH, which begin or end with an unaccented vowel-syllable, it makes the word both brief and legible to express the accented syllable by a consonant stroke in a vowel position, at the same time indicating the presence of an unaccented vowel by the short curved tick above-mentioned.

The indefinite vowel tick is also extremely useful for phrasing the words A and AN with other words, as in the phrases A CASE, A FACT, AN APPLE, KNOW A, etc. By phrasing is meant the joining of words to gain speed in writing.

THE SYLLABLES EM, AN, ETC.

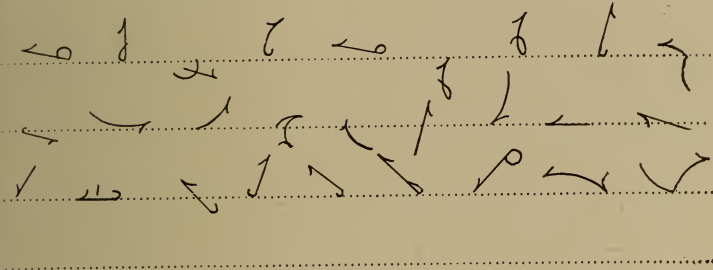
The M and N loops are frequently used as prefixes to express initial syllables beginning with a vowel and ending with M or N, such as the initial syllable in the word IMPLY.

The majority of the words expressed in this manner are those in which the consonant sound introduces the word; and the M or N loop, preceding a consonant sound, would of necessity be given a syllabic pronunciation. In the word IMPLY, for example, unless the M loop were pronounced as a syllable, the character would express the combination of sounds MPLY, a perfectly meaningless expression.

Lesson 24

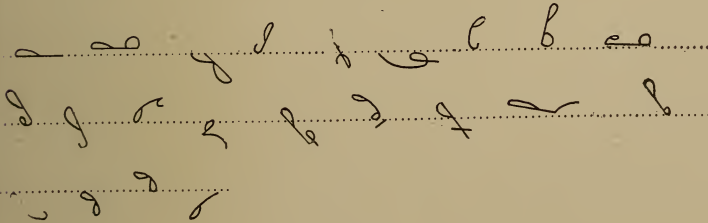
EXERCISE ON THE INDEFINITE VOWEL TICK

Appear, Abound, Austria, Amuse, Appeal, An-
noint, Announce, Accuse, Achieve, City, Leah,
Noah, Joshua, Avail. Accrue, Louie, Apply, Agree
Dewy, Apprise, Oppress, Abuse, Abase, Occasion,
Occur, Cere, Naomi.



EXERCISE ON THE INITIAL SYLLABLES EM, AN, ETC.

Imply, Umpire, Emblem, Induce, Entrance, In-
stant, Infuse, Impure, Inspire, Embezzle, Embrace,
Enfold, Engage, Unpleasant, Unfailing, Umbrella,
Impeach, Impel, Immense, Imagine, Engine, Enough.



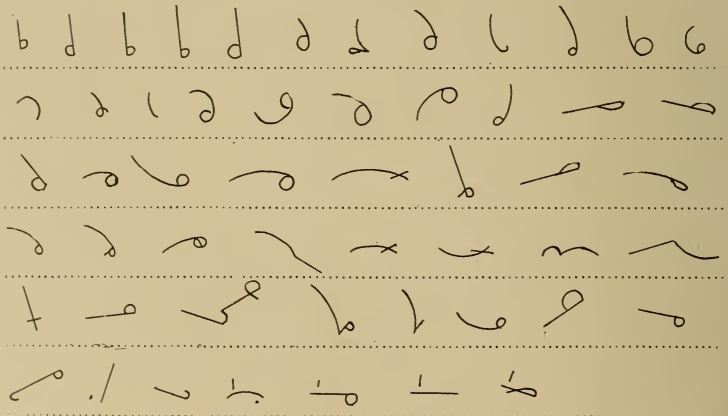
Lesson 25

THE T AND D PLACE

Writing a stroke above the line of writing expresses T or D immediately following the vowel sound and before any affix that may be at the end of stroke. If the T stroke, for example, is written on the line of writing in the third vowel position, with the L circle at the end, it expresses TAHL; but if the same stroke is written above the line in the 3rd vowel position and with the same affix, it expresses T-AH-T-L, or TATTLE. See first word of notes below.

WRITING EXERCISE

Tattle, Battle, Paddle, Cattle, Gadder, Fatter, Vatican, Matter, Gnats, Rattle, Lateral, Saddle, Yet, Chattles, That, Shatter, Water, Material, Moter, Noodle, Cotton, Kitten, Better, Fighter, Letter, Writer, Rightly, Catalog, Gotten, Written, Metal, Metallic, Modern, Meditate, Mightily, Nightly, Confide Botany, Battery, Bottle, Pittsburgh, Radical, Mattock Needle, Butler, Beadel, Scuttle, Beautiful, Tedious, Frightful, Brighter, Pride, Treatment.



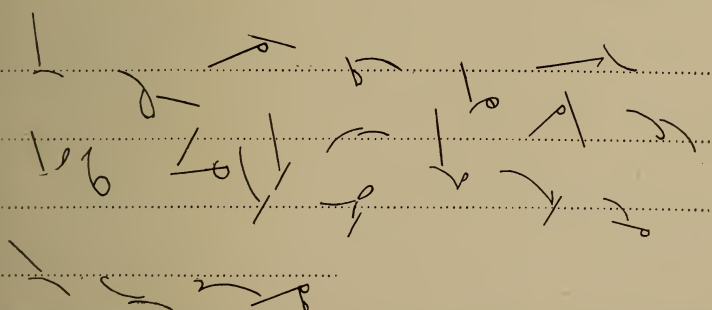
Lesson 26

T & D EXPRESSED BY DISJOINING STROKES

In words or expressions composed of two or more strokes, T or D may be expressed by disjoining any one of the strokes and writing it slightly above the preceding or following one; in which case, the stroke written above expresses the T or D in the same manner as when a stroke is written in the T and D place above the line of writing. This principle is especially advantageous in cases where strokes cannot be written in the T and D place because of their position across or beneath the line.

WRITING EXERCISE

Gratify, Armpit, Coalpit, Transmit, Platform, Cognate, Platinum, Plutocracy, Gratitude, Mortify, Gratification, Polecat, Messmate, Collateral, Latitude, Longitude, Rectitude, Freight-Bill, Pay to me. Sent to me. Desire to call attention,



NOTE—The expressions "Pay to me", "Sent to me", and "Desire to call attention" given in the above writing exercise are what are called Phrases; that is, words joined together for the purpose of gaining speed in writing. In the above phrases, the word TO is indicated by the T that is expressed by writing the second character beneath the first.

Lesson 27

LT or LD

Built, Pulled, Fooled, Called, Doled, Felt, Failed,

l b o c r n

RT or RD

Part, Cerd, Beard, Port. Fired. Towered, Coward,

h r e r c h h

RDR or HTR, and LRD or LTR

Filter, Porter, Builder. Milder, Barter, Boarder,

r o r o d e

T-ing or D-ing

Peuting, Plotting, Bleeding, Voiding, Threading,

l r c

rt-ing or rd-ing

Parting, Boarding, Fording, Courting, Thwarting,

l r c

lt-ing or ld-ing

Building, Scolding. Bolting, Tilting, Rebuilding.

l r c

T & D DOT (PREFIX AND AFFIX)

Apt, Rubbed, Oft, Deny, Top, Depose, Dimes, Demise.

l r c

Lesson 28

ADDING T OR D BEFORE AN AFFIX

If an affix is written directly on the end of a stroke, it indicates the addition of T or D before the affix. In the case of curved strokes, if the affix is a circle or loop, it is written on the back of the curve. Note the following:-
 Brutal, Brittain, Fleeter, Volatile, Fritter, Flatter



MISCELLANEOUS

(review of this and previous lesson)

Killed, Pared, Newter, Clouting, According,
 Melting, Dope, Chilled, Card, Blotter, Pelter, Flood
 ing, Recruiting, Fielding, Deride, Mildest.

SPECIAL WORDS AND EXPRESSIONS

We are, All. In duplicate, Oblige or Obliging, On.

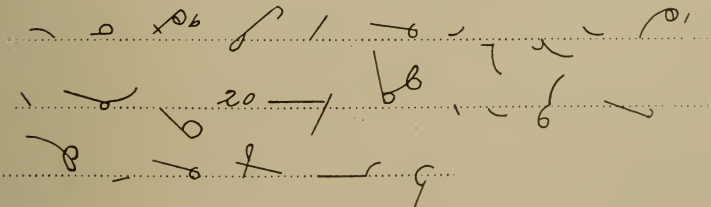


LETTER

Gentlemen:-

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

Yours truly



 COMMENTS ON LESSON 29

 WRITING IN THE T PLACE STROKES INTRODUCED BY A VOWEL
 (Exercise No.1)

Though all strokes written in the T and D place are supposed to express the vowel after the consonant, strokes introduced by a vowel may be written above the line to express a final T or D, especially if the words occur frequently enough to cause their shorthand equivalents to be familiar to the eye.

 EXPRESSING T AFTER PREFIXES
 (Exercise No.2)

The phrases AS TO, IS TO, etc., and the syllables ULT and ART, may be expressed at the beginning of curved strokes by writing the S hook or the L and R circles on the reverse side of the stroke.

 THE INITIAL SYLLABLES INT, IND, END, AND MENT
 (Exercise No.3)

The Affixes ND and MENT may be written as prefixes to express the initial syllables INT, END, MENT.

As TION is a final syllable only, the N loop as a Prefix is written as small as the TION and the M as small as the N, so as to shorten the characters.

 THE FINAL SYLLABLES KTION AND KATION
 (Exercise No.4)

As it would be well nigh impossible to write the TION loop at the end of the K tick without actually forming the syllable YOU, the final syllables KTION and KATION are expressed by writing the SH hook on the end of the K tick instead of the TION loop. In order to make a difference between KTION and KSH, the SH hook is written on opposite sides of the tick; (see the words FRICTION and FREAKISH in the shorthand notes of Exercise No.4

COMMENTS ON LESSON 30

THE FINAL SYLLABLE TIVE AND ITS MODIFICATIONS

The final syllable TIVE is expressed at the end of strokes by a V-shaped character. This character may be joined to the end of the stroke with which it is being expressed if there be no other affix on the stroke; otherwise it must be disjoined and written a short distance from the end of the stroke.

The final syllable TIVENESS is expressed by joining the S hook on the outside of the right-hand stem of the TIVE character.

The final syllable TIVELY is expressed by joining the L circle on the outside of the right-hand stem of the TIVE character.

MODIFICATIONS OF THE SYLLABLES CON, COM, AND EX

As noted in "COMMENTS ON LESSON I", the syllables CON and COM are expressed by the same character, either as regards the syllables themselves or their modifications, and S may be added at the end of any of the syllables by writing the various characters one-half their natural size.

The syllable ACCOM is expressed by prefixing the indefinite vowel tick to the COM hook.

The syllable DECOM is expressed by prefixing the D dot to the COM hook.

The syllable DISCOM is expressed by prefixing the DIS hook to the beginning of the COM hook.

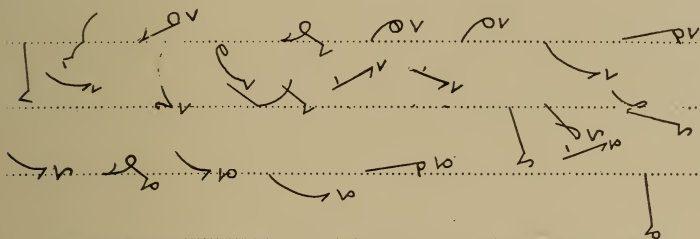
The exercises in this lesson should be practiced until the words can be written without hesitation, especially those in the CON & COM Exercise.

The words PRODUCTIVE and PROTECTIVE in the exercise on the syllable TIVE are representative of a class of words in which it is desirable for purposes of speed to express two syllables with one stroke. In such cases, the syllable that is accented is taken to indicate the vowel position.

Lesson 30

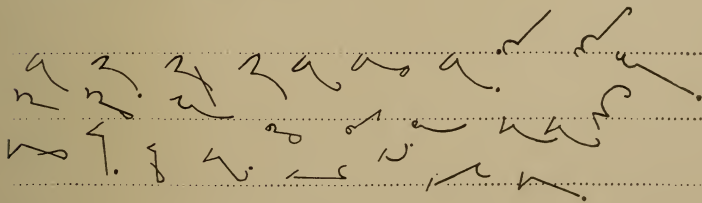
THE FINAL SYLLABLE TIVE AND ITS MODIFICATIONS

Active, Fugitive, Abortive, Incentive, Authoritative, Formative, Furtive, Elective, Collective, Indicative, Laxative, Penetrative, Productive, Protective, Activeness, Plaintiveness, Vindicativeness, Negativeness, Authoritatively, Negatively, Electively, Collectively, Productively, Actively.



MODIFICATIONS OF THE SYLLABLES CON COM AND EX

Contain, Contempt, Contemplate, Condemn, Condense, Continue, Contained, Decompose, Discompose, Disconnect, Accommodate, Accommodation, Accompany, Reconsider, Reconstruct, Reconsign, Uncommon, Uncommonness, Unconscious, Incompetent, Incompatible, Inconstant, Incontestable, Unexpired, Inexhaustible, Inexpert, Incomplete,



COMMENTS ON LESSON 31

THE L AND R CIRCLES AS SYLLABIC PREFIXES

Lesson 31 illustrates a class of words of which the initial syllables are introduced by a vowel and followed by L or R, as in the word ARAB. In writing such words, the initial syllable is expressed by simply prefixing the L or R circle to the stroke expressing the main body of the word.

While that manner of expressing such words would seem to cause considerable confusion in reading, as a matter of fact there are but few words in which there would be more than one English word expressed by the character. In the word ARAB, for example, while the character would express both RAB and ARAB, only the latter word would convey any meaning.

There are a few words which apparently come under this class that are expressed by prefixing the indefinite vowel tick to the L or R strokes, as in the words ARISE and ALLUDE. The word ARISE is expressed by writing the R stroke in the first diphthongal position, prefixing the indefinite vowel tick and affixing the S hook.

The principals of this lesson are extended so as to phrase the words WILL, ALL, ARE, and WERE with other words, both as prefixes and affixes, as in the phrases WILL BE, WILL MAKE, ALL OF THE, ARE MAKING, WERE MAKING, MAY OUR, IT WILL, THEY ARE, etc.

Attention is called to the word HELP and its derivatives in the exercise on the L CIRCLE. As the word HELP contains but one vowel, that one being expressed in the prefix, the following consonant P is expressed by writing the P stroke vertically across the line, to which is prefixed the circle expressing the syllable EL, which forms the word ELP.

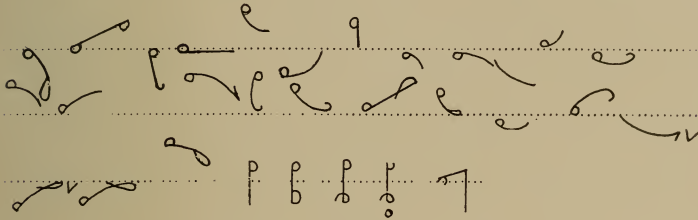
The same comment applies to the word ARBITRATE and its derivatives in the exercise on the R circle. The word ARBITRATE is formed by prefixing the R circle to the vertical B stroke and following with the rest of the word, which forms the word ARBTRATE.

Both of the exercises in this lesson contain some words introduced by the syllables ULT, ART, etc. explained in the Comments on Lesson 29. It is well to again practice Exercise 2 of Lesson 29 before starting on this lesson.

Lesson 31

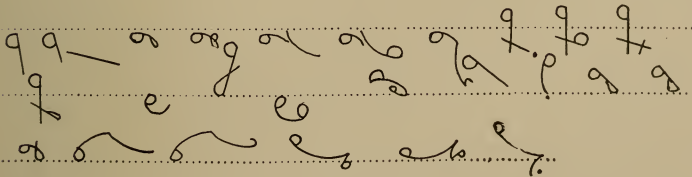
THE L CIRCLE AS A SYLLABIC PREFIX

Alarm, Alcohol, Elapse, Alike, Elevate, Alone, Aloud, Allege, Eliminate, Although, Alliance, Ultimate, Ultimo, Already, Allowance, Illness, Elegant, Elevation? Alive, Almost, Elective, Alternative, Alternate, Ultimatum, Help, Helper, Helpless, Helplessness, Hilltop,



THE R CIRCLE AS A SYLLABIC PREFIX

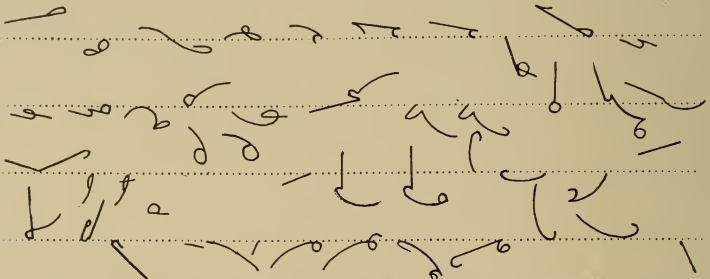
Arab, Eradicate, Origin, Original, Originate, Originator, Originality, Arbitrate, Arbitrator, Arbitrary, Arbitration, Erase, Argument, Erasure, Artificial, Irrigate, Around, Ordain, Ordination, Urgent, Harmony, Harmonious, Illegal, Illogical, Illegible,



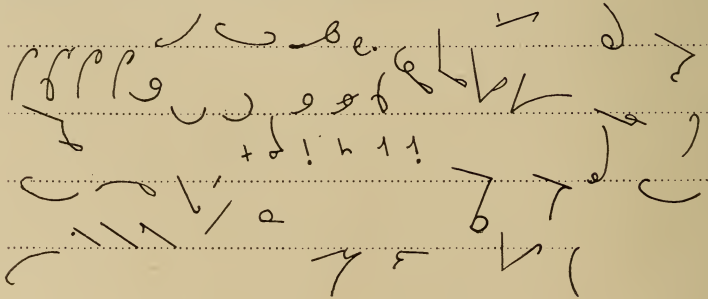
Lesson 32

FREQUENTLY RECURRING WORDS

Cotten, Another, Finish, Final, Field, Ability
 Build, Apparent, Occasion, Easy, Easily, Easier,
 Issue, Ultimo, Instant, Proximo, Contain, Contents,
 Powder, Passenger, Behind, Because, Move, Remove,
 Matter, Material, Ought, Person, Personally, Sound,
 Signed, Reason, Bought, Gallon, Bushel, Sake, Rail
 way, He, Here, Who, Early, Earliest, Shareholder.
 Stockholder, Last, Least, Had.



Assure, Assurance, Insure, Sure, Slow, Solicit,
 Lumber, Insert, Ascertain, Pertain, Captain, Pro-
 duct, Rather, Prejudice, Prevent, Water, While, Wall
 Angle, Thorough, Thoroughly, Announce, Bureau, Pleas
 ant, Soon, Steel, Iron, Glass, Wood, Worry, Word,
 World, Aware, Award, Peculiar, Presume, Ourselves,
 Still, Store, Today, Pay, Obey, Put, Railway. Ob-
 scure, Aside, Purpose, Oil,



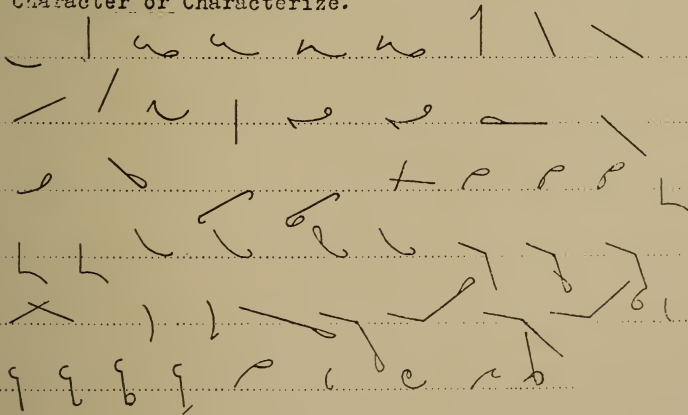
Lesson 33

ABBREVIATIONS

In shorthand writing, to abbreviate a word means to omit some of its sounds. Most words are abbreviated by expressing the first or second syllables, or even, in some cases, by expressing merely the first consonant sound and the following vowel, as in the word FIND, which is abbreviated FI; for if the first sound of a word be clearly indicated, the rest will suggest itself, especially if it has been otherwise accurately written.

—

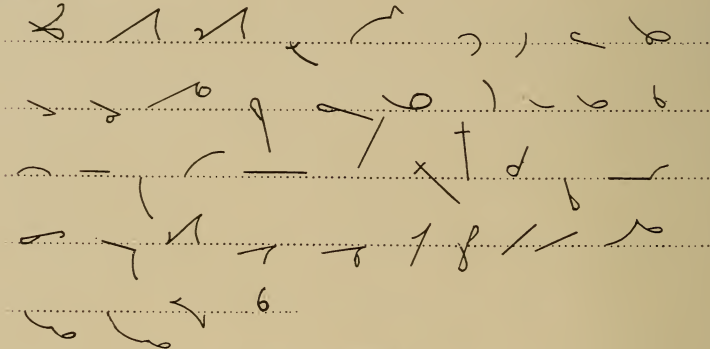
Even, Pound, Convince, Convenience, Inconvenience, Unconvinced, Account, Can, Came, Come, Could, Quick, Been or Per, Acknowledge, Acknowledgment, Inclined Claim, Volume, Pennsylvania, Success or Successful, Unsuccessful, Duplicate, Form, Inform, Information, Differ, Different, Difference, Necessarily, Necessary, Unnecessarily, Necessitate, Depart, Department Departure, Public, Mark, Market, Begin, Began, Begun Became, Become, That, Contract, Contracts, Contractor. Contracting. Month, Thousand, Insist, Forward, Character or Characterize.



Lesson 34

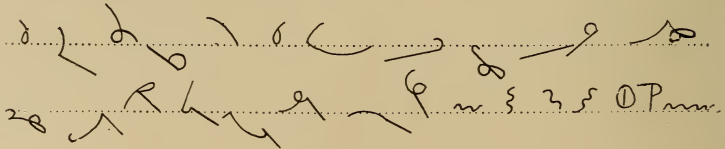
ABBREVIATIONS

Tendency, Cover or Covering, Discover, Heavy, Motive, Yard, Through, Street, Anyone else, Direct, Directly, Quarter, England, English, Nearly, Fact, This or These, Think or Thing, Thank or Thanking, Find, Time, Hand, Must or Most, Kind or Kindly, Good or Could, Regret, Regard or Regarding, During Attention, Oblige, Impossible, Believe, Above, Object, or Objection, Opportunity, Approve, Improvement Below, Belong, Nothing, Everything, Anything, America. However.



MONTHS, DAYS, AND MARKS OF PUNCTUATION

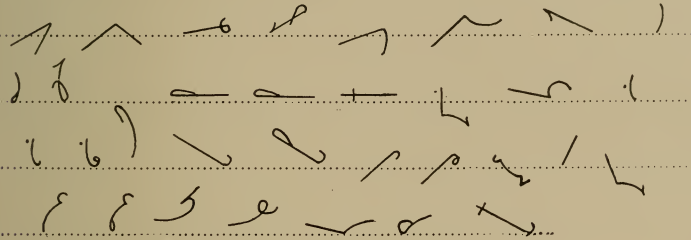
January, February, March, April, May, June, July, August, September, October, November, December, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, PERIOD, COLON, SEMICOLON, COMMA, INTERROGATION, PARRAGRAPH MARK, DASH.



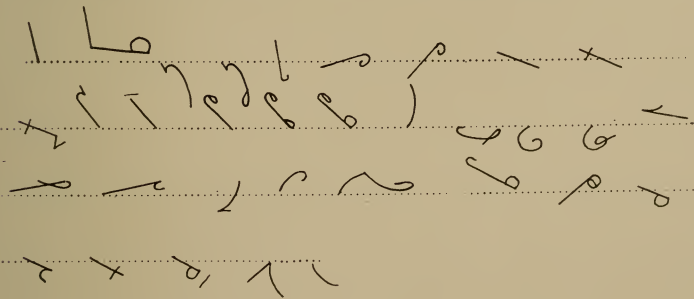
Lesson 35

ABBREVIATIONS

Produce, Protest, Policy, Abundant, Profit,
 Provide, Again, Found, Foundation, Announce, Sharp
 Inquire, Inquiry, Require, Difficult or Difficulty,
 Beyond, Advantage, Advantageous, Advantageously,
 Question, Unquestionable, Propose, Proposal, Con-
 servative, Do or doing, Traffic, Confused, Confusion
 Understood, Understand, Before, Heretofore, Request.



Part, Particular, Example, Examine, Perhaps,
 Process, Proposes, Present, Represent, Representa-
 tive, Expect, Unexpectedly, Inspect, Inspection, In-
 spector, Amount or Amounting, Assignment, Assist,
 Assistant, Appear, Quantity, Quality, New York,
 First, Furnish, Square, Proportion, Deliver, Deliv-
 ered, Delivery, Delivering, Advance, Ever or Every.



Lesson 36

P H R A S E S

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

Which is or Which has, Which was, Which were, Which are

.....

Which will, Can we, Could we, As we will, As we shall,

.....

Will this, Will it, Will he, Will not, Do so or Doing so

.....

To his, To us, On his, On us, What is, What was, Is his

.....

Was so, As has, Some such, In much, When the, And the,

.....

And we, Have been, I have, I have been, We will, We shall

We were, We have, We seem, We should, We wish, We may,

We must, We could, We do not, We had, We had been, We are

We would say that, We would state that, We beg to,

We beg to state that, We shall be, We will be, We will,

We shall not, Will we, When we, Are we, Would we, Were we

Have we, And we, We will have, We shall have, Shall we,

We are unable, I am unable, I am fully, We are not able

You are able, You are fully, We were fully, As we are,

As we would, As we have, As we can, As we do not, As a,

As we have been, As I have been, As when we, As our.

As a, As to, As to the, As to that, As well as, Is in.

As with the, Is the, As in the, As this, As any, As is,

So as to, As though, As soon as possible, As it was,

As it has, As it is, As early as possible, As many as,

That is, That was, With his, With us, To that, For that,

From that, Find that, Know that, Hope that, If our, In it

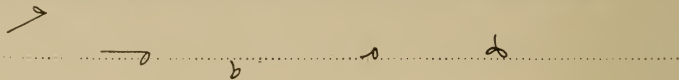
For our, Of our, In our, May our, In that, In this, In it,

In case, In every, In regard, in every respect, You will

You are, You would, You were, You have, Will you, Are you

Would you, Were you, Have you, To you, Of you, If you,

But you, By you, With you, Which you, Thanking you,



Have them, From them, For them, As follows, To be able,



In view, In fact, In order to, If any, If this is, If you



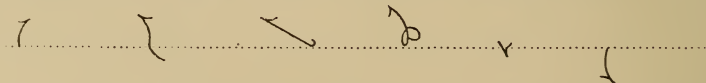
If your, For your, Of your Have your, From your, At your



On your, To your, With your, If you will, For have we,



A few, A fact that, A case, A manner, And a, Have a,



To a, Would a, I send you, I remain, We send you, As per



At least, At last, Call your attention, f.o.b., Our own,

In duplicate, Railroad Company, Manufacturing Company.

Understood that, Understand that, They have been, I will

There have been, Should not have been, Your order.

This will be, We remain, In about, There is no, All of

In reply to, In replying to, In reply to yours, I shall

In reply to your letter, Replying to yours, All of the

Replying to your letter, In connection, I shall be.

+ o *↖* *↗*

They will be, Shall we, Shall be, Shall this, Shall have

e *o* *o* *e* *e*

We should, They should, You should, I should, Should we,

7 *7* *9* *7* *2*

Should I, Should you, Should they, It will be, Can a,

2 *2* *2* *o* *o*

In fact a, We are in receipt, I am able, I have been able

9 *v* *s* *7*

We have been able, State that, Request that, Fact that,

c *x* *l*

This city, Amounting to, According, Dear Sir, Very truly

7 *!* *↖* *o* *7*

Very truly yours, Yours very truly, Yours respectfully

Your favor, Yours truly, Respectfully yours, Yours etc.

FINAL INSTRUCTIONS

As the ability to read shorthand readily depends largely upon the accuracy of the writing, it is well before leaving the study of the principles to note a few facts in regard to accurate shorthand writing.

In the first place, as the consonant sounds are the frame work of all words, it is important to know without a peradventure just which consonant sound or sounds each word is supposed to represent; and in order to preclude all doubt, it is well to make as great difference as possible between the lengths of the strokes, which may be done by making the difference between the first and third lengths of each class of strokes as wide as the space between the lines of writing will permit and writing the second length strictly according to standard.

Although the sizes of the prefixes and affixes are governed solely by the size of the strokes upon which they are written, yet their proportion of size should be carefully preserved. For example: The REL circle is written much smaller on the T stroke than on the KAY stroke; yet even on the T stroke the REL circle is written twice as large as the R and R twice as large as L.

It should be further noticed in regard to the sizes of strokes and prefixes and affixes that in shorthand as in longhand there is an individuality in each person's writing that renders it wellnigh impossible to establish a standard of size that will suit everyone. In longhand, for instance, while one person will write a very tall small letter "l", another person will write a very short one; and yet the "l" must be made enough taller than the small letter "2" to be distinguishable. While writing shorthand, therefore, although the standard of size may differ according to the individuality of the writer, it is imperative that a uniformity be preserved throughout.

Another important factor in accurate shorthand writing is that familiarity which permits of great speed. The experience of stenographers in the past points to the fact that the greater the speed limit of the writer the more accurate and legible are the notes. It will be readily understood that, all else being equal, the stenographer capable of writing 150 words per minute will write 100 words per minute with so much more ease than the one whose speed limit is but 100 words that the former's notes will be much more accurate than the latter's and, consequently, more legible.

Speed in writing, however, should be the natural result of familiarity, and it should be attained without a conscious effort on the part of the writer; for the writer that is constantly striving for speed without regard to accuracy soon develops a style of writing that is extremely difficult to read, and the habit thus acquired is hard to brake. Longhand writing, when carelessly written is just as illegible as the shorthand notes of the most inexperienced stenographer, an example of which is the famous handwriting of Horace Greely, which could only be read by his proof reader and that only because of the proof reader's great familiarity with it. It is therefore absurd to expect a greater degree of legibility from carelessly written shorthand than that of longhand, or to expect within the short space of five or six months to read shorthand with the same facility that we read longhand, which we have been studying, practicing, and using for many years and with which we are as familiar as with the words we speak.

BUSINESS LETTERS

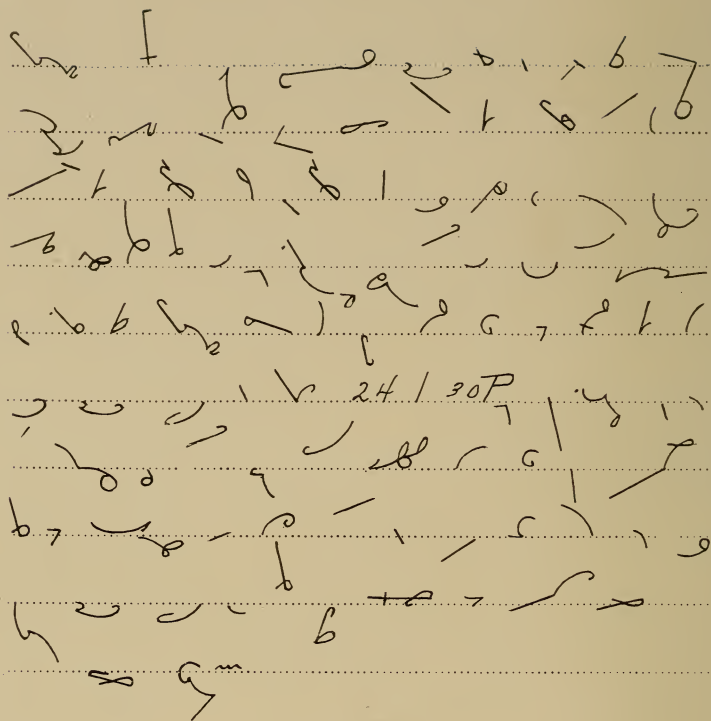
W.H. Mullens Co.,
 Harbison Bldg, Salem, Ohio.
 Gentlemen:

Your favor of the 14th instant, with specifications for boat, received; and in reply will say we could not build a boat precisely to your specifications. We carry a large stock of our designs on hand, and owing to our peculiar methods of construction it would be impossible to get out a special boat without going to a large expense, in fact an expense out of all proportion to the real value of the boat to you. We think our catalogue, which we are today sending you, will contain boats which, while not corresponding in every detail to your specifications will be found satisfactory for your use. We would refer you to a few of the designs shown on pages 24 to 30.

We are glad to see that you are somewhat familiar with our boats, as we have sold a number of them for use at Oakmont Park. We would like to fill your order for this boat and hope you can make some of our handsome designs shown in catalogue suit your requirements. We can promise prompt shipment.

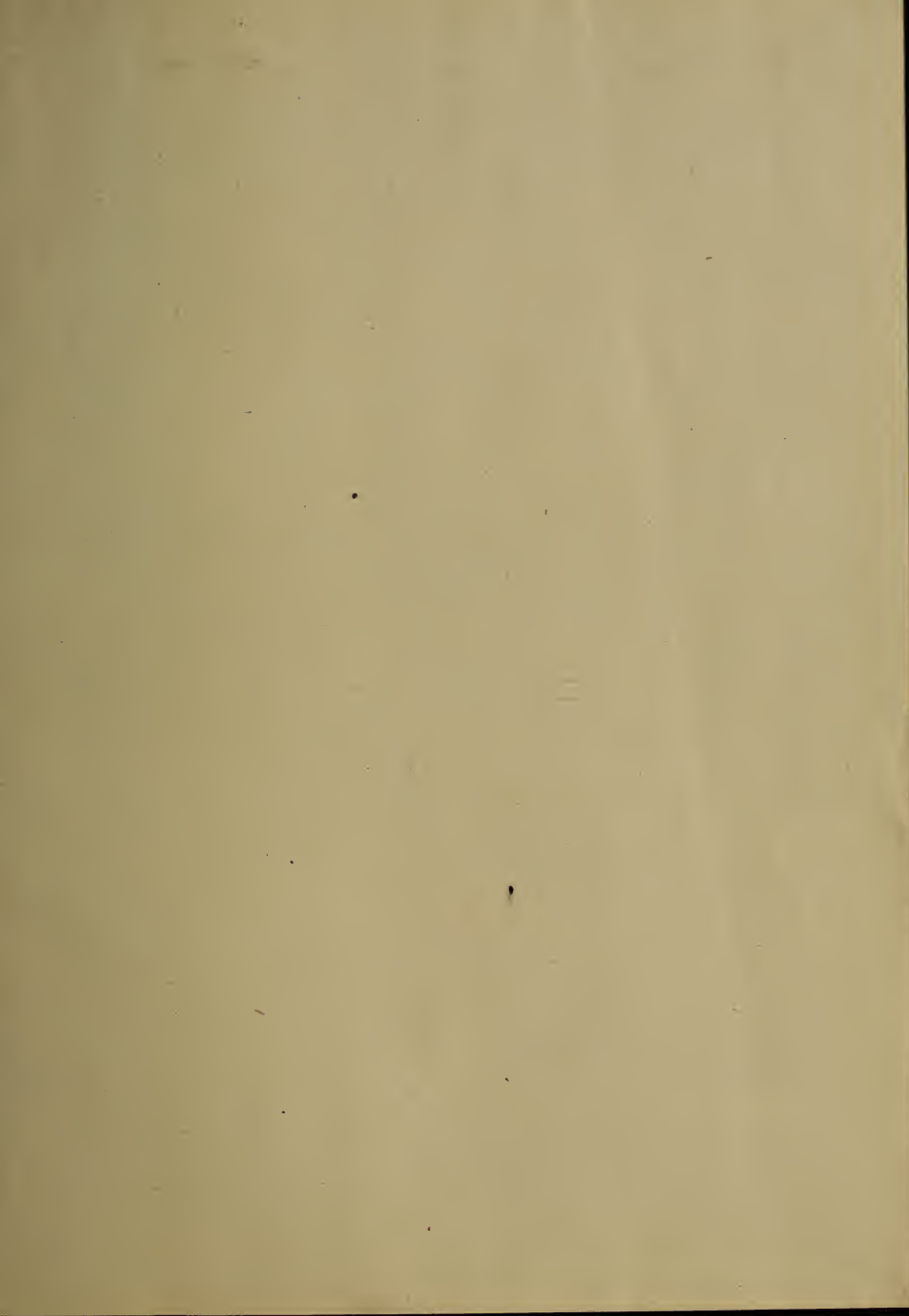
Yours very truly,

W. H. Mullens Co.
Salem, Ohio



Colonial Supply Co.
135 Broadway, New York, N.Y.
Gentlemen:

A representative of the A.T. & T. Co. called on us today and advised that the contract with them for discount on the long distance coupons has been extended to cover local tolls as well as long distance tolls, but that the local tolls must be paid with coupons in the name of the Central District & Printing Telegraph Company, which operates in this territory. These C.D. & P.T. Coupons can be obtained by you in the same way as the A.T. & T. coupons and at the same rate; they are simply required to be in the name of the local company for convenience in book-



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