

Pitman PITMAN'S
SHORTHAND
INSTRUCTOR

TWENTIETH CENTURY EDITION

A large, ornate decorative border with intricate floral and scrollwork patterns, framing the central text.

PITMAN'S
SHORTHAND

Isaac Pitman

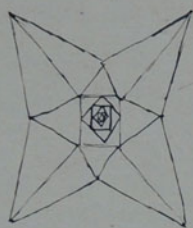
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LONDON

PRICE 3/6

Pitman's Shorthand
Instructor

Pitman's Shorthand
Instructor



J. Q. N. ~~Person~~

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Gregg's Shorthand.

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Pitman's System of shorthand.

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humps - small + large.
hooking prunings:
double prunings.

Volume 6 2nd ed. 21

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PITMAN'S

SHORTHAND INSTRUCTOR

Handwritten shorthand symbols: a series of connected loops and lines.

A COMPLETE EXPOSITION OF

SIR ISAAC PITMAN'S

SYSTEM OF PHONOGRAPHY

TWENTIETH CENTURY EDITION.

LONDON:

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Isaac Pitman
PREFACE.

THE system of shorthand writing presented in the following pages was invented by Sir Isaac Pitman, who in 1837 published his first treatise on the art. In 1840 the second edition of his work appeared, under the title "Phonography, or Writing by Sound, being also a New and Natural System of Shorthand." Many improvements were from time to time introduced in the numerous editions of Phonography published in succeeding years. These were the fruit of long and widely extended stenographic experiments, and of the valuable criticism and experience of phonographers—as those who use this method of writing are styled. No other system of shorthand designed for the English language has had the advantage of being subjected to so large an amount of experiment and of practical tests in work of every conceivable description as that invented by Sir Isaac Pitman; and, as a result, writing by sound—as inculcated in Phonography—has been most successfully adapted to the practical requirements of all classes of shorthand writers.

In the Twentieth Century Edition of PITMAN'S SHORTHAND—the title by which the system is now generally known—the method is presented as it has been perfected after over sixty years of use. A number of improvements have been for the first time introduced in the rules of the system, and in the method of presenting it to the student, which will greatly assist the learner in the acquirement of the art. The general plan adopted in the presentation of the various parts is designed to

render the work equally serviceable for self-tuition, or for individual or class instruction under a teacher. No effort has been spared to explain and illustrate the rules in the clearest and simplest manner possible. Although students, as a rule, experience no difficulty in understanding the method here set forth of "writing by sound," it is desirable that they should have, at the commencement of their study, an intelligent grasp of all that is conveyed by that term. Therefore, before the mastery of the first chapter is attempted, it is important that the Introduction which follows this Preface should be thoroughly understood.

The advantage of practical ability in the art of shorthand writing is so universally acknowledged in the present day that it is unnecessary to enforce it. It is obvious, however, that the value of shorthand, either as a vehicle for private communications or for use in various ways in business or professional life, would be largely diminished if the same system—and that the best—were not generally employed. This important fact has at last been thoroughly recognised, and statistics, the testimony of public men, and general observation, concur in demonstrating that the system which Sir Isaac Pitman invented is taught and used as the shorthand *par excellence* for all who speak the English language.

The Publishers desire to take this opportunity to tender their hearty thanks to the large number of expert writers and teachers of Phonography, who have offered valuable suggestions for the improvement of this work.



Pitman

INTRODUCTION.

PHONOGRAPHY, the name originally given to Pitman's Shorthand, has been briefly but accurately defined as "the art of representing spoken sounds by character, a system of shorthand." It is obvious that the usual or Romanic alphabet, of twenty-six letters, cannot represent by distinct characters the thirty-six typical sounds of the English language. As a consequence, many of the symbols of that alphabet are of necessity used with several significations. If, therefore, a system of shorthand were founded on the common alphabet, it is manifest that it would prove a very imperfect and cumbrous instrument for recording spoken utterances with certainty and speed—the chief objects of shorthand. With this alphabet either a single sign standing for one of the letters would be required to do duty for several sounds, or more than one character would need to be used to represent a single sound, as is done in ordinary spelling. Both methods are open to serious objections. Two simple illustrations will demonstrate the difference between the ordinary spelling and the phonetic method, which is the distinctive feature of Pitman's Shorthand.

Our first illustration deals with consonants, and is concerned with the ordinary spelling of the words *gaol* and *gale*. If the common spelling were followed in shorthand, we should have symbols for both words containing the characters *g-a-l*. But Phonography provides different symbols for the first consonant in the above two words, which are accordingly represented thus:

g *gaol* (*j-eh-l*) and *g* *gale* (*g-eh-l*). Our second illustration deals with vowels, and we take as examples the ordinary spelling of the two words *tub* and *tube*. If the shorthand symbols were the equivalents of the

letters of the common alphabet, the stenographer would be obliged to write both words by two precisely similar sets of characters, namely, *t-u-b*. Phonography, however, provides for the representation of the different sounds *ũ* and *ū* heard in the respective words, and these are indicated by different symbols, thus:  *tub*, and  *tube*. It may be pointed out that, in two of the words used above as illustrations, there is a final silent *e*, but silent letters, whether vowels or consonants, are, of course, unrepresented in shorthand.

The phonetic notation of the system of shorthand developed in the present work has been found, after widely extended use, to possess important practical advantages. By the employment of what has been termed the "alphabet of nature," spoken language can be recorded with one-sixth of the trouble and time longhand requires, by those who use Pitman's Shorthand simply as a substitute for the ordinary longhand writing. With the adoption of the systematized methods of abbreviation developed in the briefest or Reporting style, this method of shorthand can be written with the speed of the most rapid distinct articulation, while it may be read with the certainty and ease of ordinary longhand writing. Badly written shorthand is, of course, neither more nor less legible than badly written longhand.

An explanation on one point is, however, desirable. In studying and using Phonography, it should be distinctly borne in mind that the art is not designed to represent or record minute shades of pronunciation. The Pitmanic alphabet, in the words of Max-Müller, "comprehends the thirty-six broad, typical sounds of the English language, and assigns to each a definite sign." It does not seek to mark, for example, the thirty or more variations of sound which have been found to exist in the utterance of the twelve simple

vowels. Experience shows that the pronunciation of the vowels varies greatly in different localities and in the various countries of the world in which the English language is spoken, and Phonography taught and used. The standard of pronunciation, as exhibited in printed shorthand, cannot, therefore, be expected to minutely coincide with the pronunciation of English in all parts. For this reason the observations of Max-Müller deserve the careful notice of students and teachers. He calls attention to the vocal *a*, and points out that it can easily be perceived that its original pure pronunciation, like Italian *a*, has undergone different modifications in different parts of the country.

"Yet in writing," he continues, "it may be treated as one, because it has but one and the same grammatical intention, and does not convey a new meaning till it exceeds its widest limits. Good speakers pronounce the *a* in *last* like the pure Italian *a*; with others it becomes broad; with others thin. But though it may thus oscillate considerably, it must not encroach on the province of *e*, which would change its meaning to *lest*; nor on the province of *o*, which would change it to *lost*; nor on the province of *u*, which would change it to *lust*."

With the accurate employment of the phonographic signs, there need be no uncertainty as to what those employed for a particular word are intended to represent, and, to again quote Max-Müller, "English can be written rationally and read easily" with the Pitmanic alphabet. To successfully use Phonography, however, the rules of the system must be mastered, and applied. By the employment of the various abbreviating devices according to rule, the most important benefit to be derived from shorthand will be attained, namely, the maximum of brevity with legibility. In the present work these rules are fully set forth.

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PITMAN'S SHORTHAND

(PHONOGRAPHY).

CHAPTER I.

DIRECTIONS TO THE STUDENT.

1. The system of shorthand set forth in the following pages was given the name of Phonography (a term derived from two Greek words meaning "sound writing") because it affords the means of accurately recording the sounds of spoken language. From the outset, therefore, the student should remember that he is learning to write by SOUND; that each character represents one definite sound and no other; and that the ordinary spelling—with its many irregularities and inconsistencies—as exhibited in printing and in longhand writing, is not to be followed, or imitated.

2. When he has mastered the signification of the phonographic signs, the student should use those which represent the equivalent sounds in forming the characters for the words he desires to write. For example, if he wishes to write in Phonography the word *knee* (commonly spelt with four letters, though made up of only two sounds), he needs to use but two phonographic signs, namely, that for the consonant \smile *n* and that for the vowel $\cdot \bar{e}$, thus, $\smile \cdot \bar{e}$ *knee*. To spell in this fashion a

mental analysis of the sounds of words must be made, but this process is very easily acquired, and is soon exercised without conscious effort.

3. For working the exercises and for ordinary phonographic writing, a pen and ruled paper should be used. Speaking generally, it is not so easy to acquire a neat style of writing by the use of a pencil instead of a pen. In reporting, no doubt, the pencil is frequently employed; in some cases, indeed, it is impossible to use a pen for note-taking. The student would do well, therefore, to accustom himself to write with either a pen or a pencil in the more advanced stages of his progress, though for writing the exercises in this book the pen only is recommended.

4. The student should hold his pen as for longhand writing, but the elbow should be turned out, so that the letter $\backslash b$ can be struck with ease. He should also hold the pen lightly. The wrist must not be allowed to rest upon the note-book or desk. In order to secure the greatest freedom of movement, the middle of the fore-arm should rest on the edge of the desk. The writer should sit in front of his work, and should have the paper or note-book parallel with the edge of the desk or table. For shorthand writing the nib employed should not be too stiff, but, as the thick and thin characters of Phonography need to be made quite distinctive, it must have a sufficiently fine point for this purpose. Paper with a smooth surface is absolutely essential. Particulars of stationery, etc., suitable for shorthand purposes, will be found in the catalogue at the end of this work.

5. At the outset the student should not attempt rapid writing. It is of the utmost importance that he should train his hand to write all the signs employed in the system with accuracy and neatness, before he endeavours to write with speed. If he accustoms himself to do this

in the earlier portion of his shorthand studies, he will never have occasion to lament the illegibility of his writing when, at the proper time, he practises for speed.

6. The course of procedure recommended to the student of Phonography is that he should thoroughly master the explanations and rules which precede the respective exercises, and write out the illustrative words, afterwards working the exercises. As the secret of success in shorthand is PRACTICE, it is advisable that the various exercises should be written and re-written until they can be done with perfect accuracy. The perusal of progressive reading lessons in printed shorthand will also be found helpful to the student in forming a correct style of writing.

7. The system is fully explained in the following pages, and can be acquired from the instruction books alone by anyone who is prepared to devote ordinary perseverance and application to the study. With the assistance of a teacher, however, more rapid and satisfactory advance will be made in the mastery of the art. Should any difficulty be experienced in finding one, the publishers will be pleased to furnish any student with the names and addresses of the nearest teachers of Pitman's Shorthand, on his forwarding a stamped and addressed envelope for a reply. It should be pointed out that adequate progress in the acquirement of the art of shorthand will only be made if a certain portion of time is regularly devoted to the study EVERY DAY; or, in the case of school or class instruction, by a thorough and punctual performance of the allotted portions of work forming the course. Study at irregular intervals of time is of little value, but an hour, or a longer period, devoted daily to the task will, in a comparatively short time, allow of a complete knowledge of the system being gained, while assiduous practice will bring speed.

21 / ~~8 curves + 4 + 5 st + h~~

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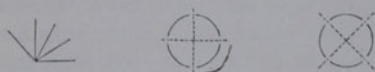
TABLE OF CONSONANTS.

	Letter.	Character.	Name.	As in	
Explosives.	P	↘	pee	rope	post
	B	↘	bee	robe	boast
	T	|	tee	fate	tip
	D	|	dee	fade	dip
	CH	/	chay	etch	chest
	J	/	jay	edge	jest
	K	—	kay	leek	cane
Continuants.	G	—	gay	league	gain
	F	↘	ef	safe	fat
	V	↘	vee	save	vat
	TH	(	ith	wreath	thigh
	TH	(	thee	wreath	thy
	S	)	ess	hiss	seal
	Z	)	zee	his	zeal
Nasals.	SH	↘	ish	vicious	she
	ZH	↘	zhce	vision	treasure
	M	—	em	seem	met
	N	—	en	seen	net
Liquids.	NG	↘	ing	long	anger
	L	↘ up	el	fall	light
	R	↘ up	ar, ray	for	right
	W	↘ up	way	away	wet
	Y	↘ up	yay	ayah	yet
Aspirate.	H	↘ up down	hay	adhere	high

th
dh

THE CONSONANTS.

8. For the representation of all the consonant sounds, (except *w*, *y*, and aspirate *h*), the simplest geometrical forms are used, namely, straight lines or curves, as shown in the following diagrams :



9. The order of the arrangement of each group of consonants, as exhibited in the table on the opposite page, follows the order of the oral movements from the lips backwards in the utterance of their respective sounds. The first two consonants, *p*, *b*, are pronounced between the lips, and the remaining six at the several barriers further back in the mouth, in the succession indicated in the phonographic alphabet.

10. The first group of eight consonants, represented by straight strokes, is called "explodents," because, in pronouncing them, the outgoing breath is forced in a sudden gust through barriers previously closed.

11. The next group of eight, represented by upright or sloping curves, is called "continuants," because in these the outgoing breath, instead of being expelled suddenly, is allowed to escape in a continuous stream through similar barriers partially open.

12. The "nasals," represented by horizontal curves, are produced by closing the successive barriers in the mouth against the outgoing air-stream, so that it has to escape through the nose. The "liquids," represented by arched curves, flow into union with other consonants, and thus make double consonants or consonantal diphthongs. The "coalescents" precede vowels and coalesce with them. The "aspirate" is a breathing upon the following vowel.

13. The first sixteen consonants form pairs; thus, *p* and *b*; *t* and *d*; *ch* and *j*; *k* and *g*; *f* and *v*; *th* and *th*; *s* and *z*; *sh* and *zh*. The articulations in these pairs are the same, but the sound is light in the first, and heavy in the second consonant of each pair. Each pair of consonants is represented by similar strokes, but that chosen for the second is written *thick*, instead of *thin*; as $\backslash p$, $\backslash b$, $| t$, $| d$, $\curvearrowright f$, $\curvearrowright v$, etc. We have, therefore, a *light sign* for the *light sound*, and a *heavy sign* for the *heavy sound*. In this, as in the fact that each group of consonants is represented by kindred signs, a natural relation is preserved between the sound *heard* and the sign *written*. Throughout this book whatever relates to the light consonants relates also to the corresponding heavy ones (unless otherwise stated).

14. The consonants should be written about one-sixth of an inch long, as in these pages. Care should be taken to form the curved thick letters, when standing alone, thus $\curvearrowright v$, $) z$. If made heavy throughout they look clumsy: they should be thick in the middle only, and taper off at each end, except when a joining such as $\curvearrowright v g$ is made. Thick strokes are never written upward.

15. As an aid to remember the strokes for *th* and *s*, note that $) s$ is the curve on the right side of \curvearrowright . The consonants *l* and *r* form the left and right sides of an arch \curvearrowright .

16. All the Exercises that follow must be carefully written out, *the name of each shorthand letter being pronounced aloud as it is written*. The consonants must always be called by their phonetic names: thus, "ch" is to be named *chay*, not *see aitch*; "g" *gay*, not *jee*; "ng" *ing*, not *en jee*. The reason for this is that the letters of the phonetic alphabet stand on such an entirely new basis of constancy and fixity of value, as compared with the letters of the ordinary alphabet, that they require to be designated by new names.

EXERCISE 1.

(To be written by the student. The arrow \Rightarrow shows the direction in which the consonant is to be struck.)

P, B

T, D

CH, J [down]

K, G \Rightarrow \Rightarrow

F, V

TH, TH

S, Z

SH, ZH

M \Rightarrow

N \Rightarrow

NG \Rightarrow

L [up]

R [down]

W [up] \Rightarrow

Y [up] \Rightarrow

H [down]

17. The consonants / *chay* and / *ray* are somewhat similar in appearance. It is impossible, however, to mistake one for the other, inasmuch as *chay* is always written DOWN, while *ray* is always written UP; thus, \int / *chay*, \int^x / *ray*.

18. If the pupil cannot produce a fair copy of the letters in Exercise 1 at the first trial, he should write the page several times, and vary the practice by writing the letters in irregular order; thus, — / — \ — /

EXERCISE 2.

Copy the shorthand letters and write the longhand letter after or on the line below each.

1. \ p, \ b, | | / / — — ✓ ✓ 9 9 /
2. \ \ 9 | 9 \ ✓ | / / — / —
3. \ \ (()) \ \ — — \ \ (\)
4. / — \ \ (\) — (\ \)
5. \ (/ — | / /) — \) | —
6. \ — 9 \ ✓ / 9 — ✓ — \ |
7. \ \) (— \ \ \) () \ \)
8. | — | — \ / \ / 9 9 ✓ ✓ /

EXERCISE 3.

Write the longhand letters, and place the shorthand letter after each. The letter (named "ith," is represented by "th"; and (named "thee," by "th."

1. d |, h (up), h (down), y, w, r (up), r (down), l, ng, n, m.
2. zh, sh, z, s, th, *th*, v, f, g, k, j, ch, d, t, b, p, y, r (down).
3. ng, m, s, *th*, g, d, h (up), w, l, r (up), ch, b, g, l, w, f.
4. th, r (down), *th*, v, m, ch, g, y, j, t, b, s, d, zh, sh, p, n, v.

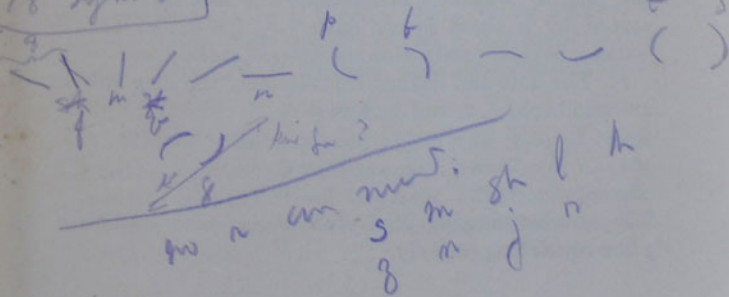
REVIEW.

1. Into how many groups are the consonants of the alphabet of Phonography divided? Name them.
2. Why is it wrong to call them by their ordinary instead of their phonetic names?
3. Give some words in which the following sounds occur:—*ith, thee; kay, gay; way, yay; chay, jay.*
4. How is *ray* distinguished from *ch*?
5. Write the shorthand letters for *w, y, b, j, k, f, s, l, sh.*
6. Name the sixteen letters which form pairs.

p	t	k	f	s	sh	m	d
b	d	g	v	z	zh (j)	n	(th)
	l		a				
	bh		m				

(number in vowel)

18 signs



CHAPTER II.

LONG VOWELS.

19. There are six simple long vowels in the English language, namely,—

<i>Lingual.</i>			<i>Labial.</i>		
AH,	EH,	EE;	AW,	OH,	OO,
as heard in the words					
Alms,	Ale,	Eel;	All,	Oak,	Ooze.

They should be pronounced as single sounds; thus, *ah* as in *alms* [not *a-itch*]; *eh* as in *ape*; *ee* as in *eel*; *aw* as *awe* [not *a-double-you*]; *oh* as *owe*; *oo* as in *ooze*. They may be remembered by repeating the following sentence :




Pa may we all go too.
ah, eh, ee, aw, oh, oo.

20. They are sounded in the larynx or voice-box by the play of the vocal cords on the outgoing stream of air, with simultaneous adaptation of the position of the tongue and lips. The order of the vowels in each group corresponds with the order of their utterance by the vocal organs, each series commencing with the most open and ending with the most closed sound. The first three vowels, represented in Phonography by a heavy dot (•), are called Lingual, because in their production the tongue is mainly concerned; the last three, represented by a short heavy dash (—), are called Labial, because in their production the lips are mainly concerned.

21. The dots and dashes, representing the long vowels, are numbered 1, 2, and 3, thus :

1. <i>ah</i>	•	1. <i>aw</i>	—	X
2. <i>eh</i>	•	2. <i>oh</i>	—	O
3. <i>ee</i>	•	3. <i>oo</i>	—	X

They are hence called *first-place*, *second-place*, and *third-place vowels* respectively.

22. There are three distinct positions at the side of each consonant where the respective vowel signs may be placed, namely, at the beginning, the middle, and the end. These places are also numbered 1, 2, and 3. They are counted from the point where the consonant begins. In the case of down-strokes, the vowel places count from the top downwards, thus ; in the case of up-strokes, the vowel places count from the bottom upwards, thus ; in the case of horizontal strokes from left to right, thus 

23. The vowel signs are put in the places which correspond with their numbers; thus, | *tah*⁽¹⁾, | *teh*⁽²⁾, | *tea*⁽³⁾, | *taw*⁽¹⁾, | *toe*⁽²⁾, | *too*⁽³⁾; / *lah*⁽¹⁾, / *lay*⁽²⁾, / *lee*⁽³⁾, / *law*⁽¹⁾, / *low*⁽²⁾, / *loo*⁽³⁾.

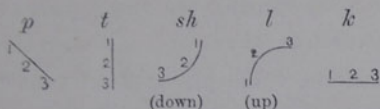
24. The vowel signs must be written at a little distance from the consonant. If allowed to touch (except in a few cases which will be mentioned hereafter), they would give rise to mistakes. A dash vowel may be written at any angle that is distinct, the right angle being generally most convenient; thus, | *two*; / *foe*; / *Joe*.

25. When a vowel is placed on the left-hand side of a perpendicular or sloping consonant, it is read *before* the consonant, as \ *ape*, · *ate*, / *age*. When a vowel is placed on the right-hand side of a perpendicular or sloping consonant, it is read *after* the consonant, as \ *pay*, | *Tay*, / *jay*.

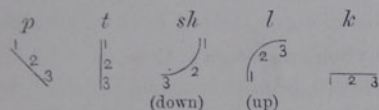
26. When a vowel is placed above a horizontal consonant, it is read *before* the consonant, as · *ache*, — *eke*, ∪ *own*. When a vowel is placed below a horizontal consonant it is read *after* the consonant, as — *kay*, — *key*, ∪ *no*.

27. The following Diagrams further illustrate the positions of the vowels, as explained in paragraphs 21-26:

A VOWEL BEFORE A CONSONANT.



A VOWEL AFTER A CONSONANT.



28. In writing Phonography the student should strike the consonant first, and then fill in the vowel in its proper place.

EXERCISE 4.

Write the longhand word after the shorthand, as in line 1.

1. † aid, † day, ˆ aim, ˆ may, ˆ show.
2. ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ
3. † † -()-))) \
4. \ ˆ () ˆ) ˆ ˆ † / →
5. ˆ \ ˆ \ ˆ) ˆ ˆ ˆ ˆ ˆ
6. † ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ

EXERCISE 5.

Write the shorthand word after the longhand.

1. Bah \diagdown ha (*h* down) ; raw (*r* up), awæd, daw.
2. Yea \diagup ale, fay ; roe (*r* up), though.
3. Eat \downarrow pea, thee, we ; Zoo, moo, boo, rue (*r* up).
4. Paw, woo, maw, aught, jaw, shay, haw (*h* down).
5. They, chew, Ayr (*r* down), re (*r* up), awn, Co.
6. Caw, e'en, auk, yew, awl.

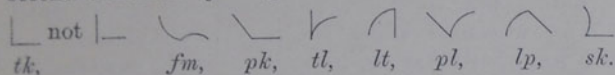
REVIEW.

1. How many long vowels are there ?
2. Name the two groups into which they are divided, and explain the reason for this division.
3. By what signs are they represented ?
4. How are they distinguished ?
5. How are the places of the vowels counted with regard to an upstroke ; and how with regard to a downstroke ?
6. In what positions or places should the vowel signs *ah*, *oh*, *oo*, *eh*, *aw*, *ee* be written ?
7. Write the consonants *p* and *l*, and show the vowel places before and after them.

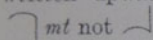
CHAPTER III.

JOINED CONSONANTS.

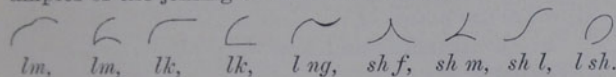
29. Consonants when joined should be written without taking the pen from the paper, the beginning of the second consonant joining the end of the first; thus,



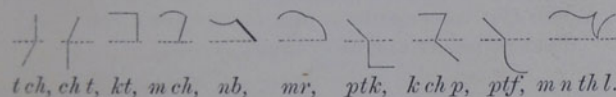
30. Consonants when joined are written in the same direction as when standing alone, up strokes being always written upward, and down strokes downward; thus,



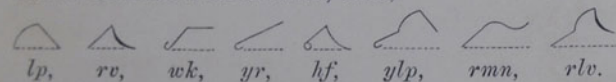
31. *L* and *sh*, however, when joined to other strokes, may be written either upward or downward, under rules which will be explained later. The following are examples of the joining of these consonants:



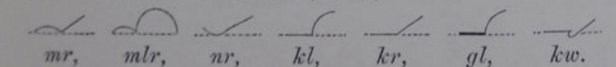
32. In a combination of consonants, the first *descending* stroke usually rests on the line; thus,



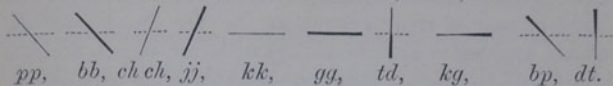
33. An *ascending* stroke beginning a combination should commence on the line; thus,



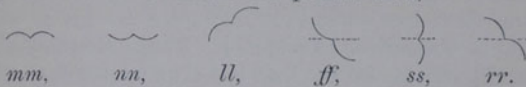
34. A horizontal stroke followed by an ascending stroke is written on the line; thus,



35. When a straight consonant is repeated, there must be no break between the two letters; thus,



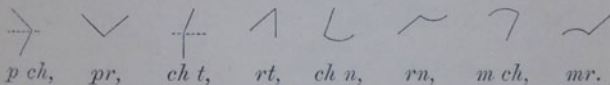
36. A curved consonant is repeated thus,



CH AND UPWARD R.

37. As already pointed out, *chay* is always a downstroke, and *ray* always an upstroke; moreover, when *ch* and *r* stand alone, *ch* slopes a little from the perpendicular, and *r* slopes a little from the horizontal; thus, / *ch*, / *r*. The stroke naturally takes these slopes when struck downward and upward respectively.

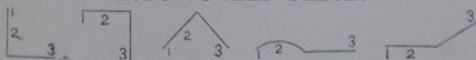
38. When *ch* and *r* are joined to other strokes, they are distinguished by the direction of the stroke, and the amount of slope is of no importance; thus,



LONG VOWELS BETWEEN TWO CONSONANTS.

39. FIRST and SECOND-PLACE long vowels, when occurring between two consonants, are written *after the first stroke*; as \square *talk*, \square *gate*. But in order to avoid an awkward position for the sign, THIRD-PLACE vowels are written *before the second stroke*; as \lfloor *team*, \lrcorner *teach*, \lrcorner *read*. The vowel is still in the third-place, as indicated in the following diagram:—

LONG VOWELS' PLACES.



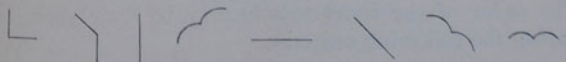
EXERCISE 7.

In this and following Exercises (until the rules on the subject are reached), the student is directed by a small capital letter when to write the letters L, R, and H downward. Grammalogues are printed in italic.

1. Balm, laugh, palm; ball, yawL, maul, cawed.
2. Shape, bake, maRe, fame, Hague; polo, boat, joke, foaL.
3. PeER, deer, veaL, leap, kneeL; boot, booth, rude, tooth.
4. Pope, coal, chalk, fair, zeal, Hawk, vogue, cage, nail.
5. Feed, liege, beam, laud, poach, both, boom, shore.
6. Wreathe, lore, ream, weep, ware, thief, zero, sheep.
7. *The page may see the mail.* 8. *They saw the thief who tore the robe.* 9. *Though he jeer, they may name the knave.* 10. *Folk all say he may be the rogue.* 11. *They know the doom he may loathe.* 12. *He may be no hero.*

REVIEW.

1. How are joined consonants written?
2. Show by examples how *l* and *sh* are written when joined to other consonants.
3. What is usually the position of the first descending stroke in a combination?
4. State the position of an ascending stroke commencing a combination.
5. Show how a horizontal stroke is written when followed by a descending stroke, and when followed by an ascending stroke.
6. How are straight strokes repeated? Give examples.
7. State the distinction between *ch* and upward *r* (*a*) when standing alone; (*b*) when joined to other consonants.
8. Indicate by figures the respective positions of the first, second, and third-place long vowels between the following consonants,



9. Define a grammalogue and a logogram.

CHAPTER IV.

SHORT VOWELS.

42. In addition to the six long vowel sounds, there are six corresponding short vowel sounds in English, which are heard respectively in the words *păt, pět, pît; nôt, nût, fööť*. The vocal organs occupy nearly the same positions in the production of these sounds as in the utterance of the long vowels in *pālm, pāte, pēāt; nōught, nōte, fōöd*, but the short vowels are pronounced more rapidly, thus :

The short sound of *ah* in *palm* is *a* (say *ah* quickly) in *pat*.

The short sound of *eh* in *pate* is *e* (say *eh* quickly) in *pet*.

The short sound of *ee* in *peat* is *i* (say *ee* quickly) in *pît*.

The short sound of *aw* in *nought* is *o* (say *aw* quickly) in *not*.

The short sound of *oh* in *note* is nearly *u* (*uh*) in *nut*.

The short sound of *oo* in *food* (say *oo* quickly) is *ö* in *foot*.

By *drawling* a word containing a short vowel, the corresponding long vowel will be heard. Compare *pick, peek; cot, caught*.

43. Similar signs are employed for the short as for the long vowels, namely, dots and dashes; but the signs for the short vowels are written lightly, in order to indicate their short and lighter sound, thus :

Sound	as in	Sign	Sound	as in	Sign
ă	that	·	ö	not	·
ĕ	pen	·	ŭ	much	·
ĭ	is	·	öŏ	good	·

The order of the short vowels may be remembered by saying the following sentence :—

That pen is not much good.

44. The student will find the exact value of the short vowels by pronouncing each in conjunction with a following consonant. In order to gain familiarity with them, he should write them before the different consonants, and pronounce the combination, thus,

at	et	it	ot	ut	ööt	ad	ed	id	od	ud	ööd

and so on with other consonants from *p* to *r* (down). When he has done this, he should contrast each short vowel with its corresponding long vowel; thus,

·		·		·				·	·	·	
aht	at,	eht	et,	eet	it,	aħd	ađ,	eħd	eđ,	eed	id,
		-	-	-	-			-	-	-	-
awt	ot,	oht	ut,	ööt	ööt,	awđ	ođ,	oħđ	uđ,	ööđ	ööđ.

ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
aħm	am,	eħm	em,	eed	im,
ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
awm	om,	oħm	um,	ööm	ööm.

45. As a result of this practice, many common words will be made, of which the following are examples:—







| at,) ash, | add, ˆ am, ˆ Ann.







\ ebb, / etch, ˆ egg, / edge, (ell.

| it, / itch, \ if, (ill, | odd.

ˆ off, ˆ or, \ up, ˆ us.

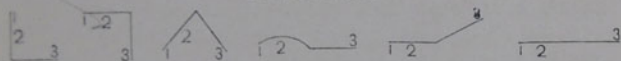
SHORT VOWELS BETWEEN TWO CONSONANTS.

46. FIRST and THIRD-PLACE short vowels are written in the same position as their corresponding long vowels; as  *tack*,  *tick*,  *pap*,  *pip*,  *rock*,  *rook*.

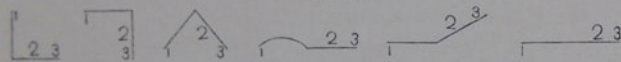
47. SECOND-PLACE short vowels are written *before* the second consonant; as  *get*,  *wreck*,  *butt*,  *tub*,  *gull*,  *lug*.











48. Compare the places of second-place long and short vowels in the following diagrams and words:—

SECOND-PLACE LONG VOWELS AFTER THE FIRST CONSONANT.



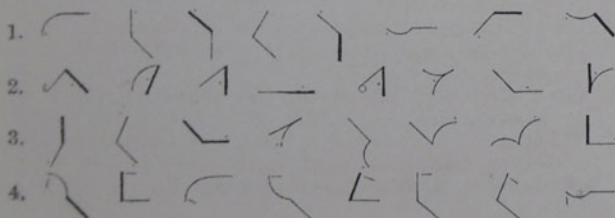
SECOND-PLACE SHORT VOWELS BEFORE THE SECOND CONSONANT.



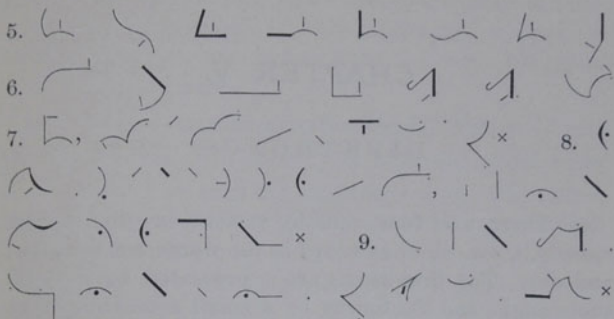
 *pale*,  *pell*,  *cope*,  *cup*,  *robe*,  *rub*,
 *take*,  *Teck*,  *roam*,  *rum*.

EXERCISE 8.

..... *a*, *an* (¹), *and* (¹up), *are*, *but*, *it*,
..... *of* (¹), *to*.



EXERCISE 8 (continued).



EXERCISE 9.

1. Dab, lad, ARab, bab, canaL, attack, Hack, ark, bark.
2. Check, leg, earth, fell, bell, shed, yell, wretch.
3. FiLL, gid-dy, tinge, hick, pig, rich, kill, thick, gill.
4. Cod, rob, dot, knob, lodge, foRM, shock, HoCK, notch.
5. Pug, hutch, touch, mug, bunch, Hug, month, punch.
6. Book, HoOK, shook, push, pull, pulley, nook, bull, bully.
7. Johnny saw *the bay cob and the filly eat hay in the meadow.* 8. *A lamb and a bullock are in the meadow, but they feed a long way off.* 9. *Each animal may go to the hay; all may take of it.* 10. *The farm, though bare and chalky, Jim and Bob hope may pay in March.*

REVIEW.

1. How many short vowels are there?
2. How do the short vowels differ from the long vowels?
3. Give the sounds of the six short vowels followed by the consonant *t*.
4. Give the signs by which they are represented.
5. How do the signs of the short vowels differ from those of the long vowels?
6. Give six words illustrating the powers of the short vowels.
7. What is the position of a first-place short vowel between two consonants? A second-place short vowel? A third-place short vowel?

CHAPTER V.

DIPHTHONGS.

49. There are four double vowels, or diphthongs, namely, *ī*, *ow*, *oi*, *ū*, as heard in the words *vie*, *vow*, *boy*, and *due*. The first three are represented by a small acute angle, and the fourth by a small semicircle, thus

The component vowels in each case may be supposed to be :

ei *ou* *oi* *iu*

50. The triphthong *wī*, as heard in *wife*, is represented by a small right angle, thus *WI*

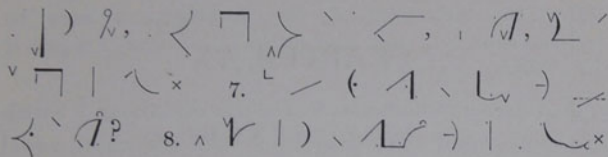
51. The diphthong *oi* is written in the first-place, and therefore always at the beginning of a stroke, as *toy*, *coy*, *Roy*. The diphthong *ū* is written in the third-place, and therefore always at the end of a stroke, as *cue*, *your*.

52. The diphthongs *ī* and *ow* and the triphthong *wī* may be written either in first, second, or third-place, as is most convenient, as *isle*, *tile*; *fowl*, *vowel*; *twibill*.

53. Both *ī* and *wī* may be joined initially to a down-stroke, as *item*, *ivy*, *ice*, *ire*; *white*, *wife*.

54. Both *ow* and *oi* may be joined initially to upward *l*, as *owl*, *oil*.

EXERCISE 10 (continued).



EXERCISE 11.

1. Guy, rye, vie, guile, mighty; row (*n.*), thou, loud, cowry.
2. Alloy, hoy, envoy; Kew, hew, feud; wider, wifely, fewer.
3. Though *the* dike may *be* a mile away at *the* mouth of *the* valley, we *can* move *it* by dynamite. 4. *Why* have you allowed *the* enemy to take a refuge so valued?
5. We *can* manage to annoy *and* terrify *the* foe ere I go to China. 6. We *can* argue *how* we may occupy *the* tower. 7. *He* was loyal we knew, so we may enjoy *the* aid we value to renew *the* attack *and* assail *the* huge foe.
8. We hope we may lure *our* enemy to downfall.


REVIEW.







1. How many diphthongs are there?
2. Give words in which the diphthongs and triphthong are used.
3. How may *i*, *ow*, and *wi* be written as to place?
4. State the positions for *oi* and *ū*.
5. What signs may be joined initially to consonants?
6. What diphthongs may be joined finally to consonants?
7. Give examples of (*a*) joined initial and final diphthongs and triphthong; (*b*) show how the diphthongs *u* and *i* are written to the consonant *n*.







CHAPTER VI.


CIRCLE S AND Z.






58. *S* (together with its heavy sound *z*, for which *s* is generally written) is one of the most frequently occurring consonants in the English language. The consonant *s* is represented, not only by the stroke *),* but also by a small circle [*o*], which forms an easy means of joining one consonant to another.



59. When the circle stands alone, or is joined to straight consonants not forming an angle, it is written with the backward or LEFT motion, thus 








 *sp*,  *st*,  *sch*,  *sk*,  *sr*,  *ksk*;






 *ps*,  *ts*,  *chs*,  *ks*,  *rs*,  *tst*.






60. Between two straight lines forming an angle, the circle *s* is written on the OUTSIDE of the angle; thus,  *kst*,






 *tsk*,  *pst*,  *chsp*,  *rsp*,  *rsk*.

61. When the circle *s* is joined to curves, it is written inside the curve, and when it occurs between two curves, it is usually written inside the first; as,  *sf*,  *fs*,

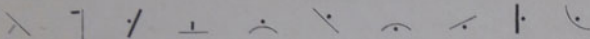
 *ss*,  *ms*,  *ns*,  *sl*,  *ls*,  *ssh*,  *shs*,

 *sms*,  *msm*,  *lsl*,  *msv*,  *fsl*,

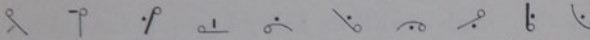
 *msn*,  *nsm*,  *fsk*,  *tsn*,  *lsm*,

 *msls*,  *nsng*,  *ssts*,  *slsts*,  *lsr*.

62. The circle *s* is always read *first* at the beginning of a word, and *last* at the end, the vowel or vowels being read according to their positions with regard to the stroke consonant, and not with reference to the circle, as,

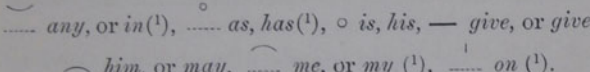


up, ought, age, oak, aim, pay, may, ray, day, fay;

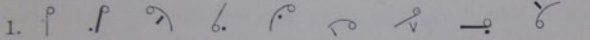
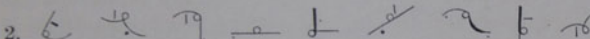
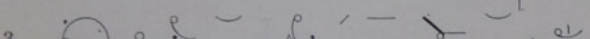
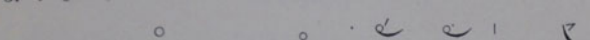
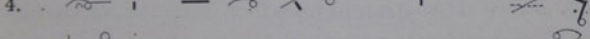
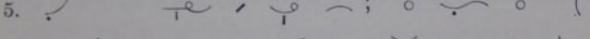
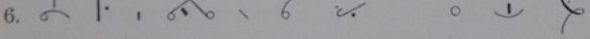
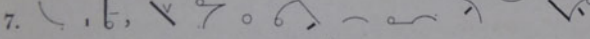


sup, sought, sage, soak, same, pace, mace, race, days, face.

EXERCISE 12.



*any, or in⁽¹⁾, as, has⁽¹⁾, is, his, — give, or given,
 — him, or may, me, or my⁽¹⁾, on⁽¹⁾.*













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


EXERCISE 13.








- Soup, snow, ears, keys, psalm, seed, bees, alms, thaws.
- Upset, musk, deceit, opossum, tears, beseech, oxide.
- Sam is full of dismay in passing the Bay of Biscay.





4. *But my Scotch gillie shows he has no fears, and my Sepoy has no scaRE as to his safety.* 5. *Can you say how I may pacify Sam on this score?* 6. *Why you may assure him he has no cause to give way to any alarms, OR speak to him in such ways as seem likely to allay his sorrows.* 7. *But he is worse if he feels the ship rise on the sea.* 8. *The reason is the gusty aiRS now rising, but we have no heavy gales.*

LOOPS ST AND STR.

63. The frequently occurring combination *st* at the beginning of a word, as *stem*, and *st* and *zd* at the end of a word, as in *mist*, *mused*, are represented by a loop made half the length of the stroke to which it is attached. This *st* (*stee*) loop follows the same rule as the circle *s*, that is, it is always read *first* at the beginning of a word, and *last* at the end; like the circle *s* it is written *backward* to straight letters and inside curves; thus  *ache*,  *sake*,  *stake*;  *Kay*,  *case*,  *cased*;  *mew*,  *muse*,  *mused*;  *ale*,  *sale*,  *stale*.

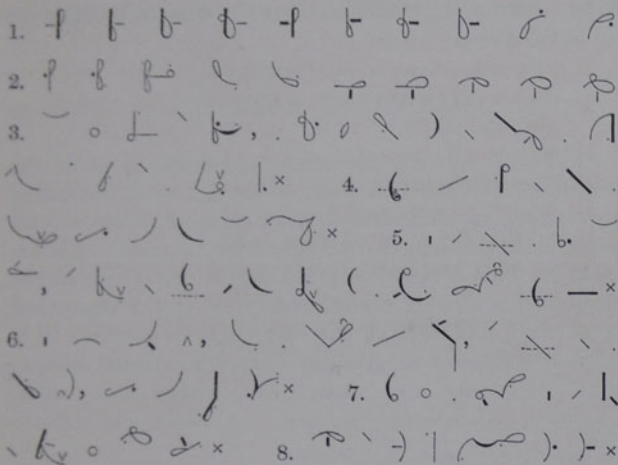
64. When convenient the *st* loop may be employed medially, thus  *vestry*,  *testing*,  *jesting*.

65. A large loop, extending two-thirds of the length of the stroke to which it is attached, represents *str*. This *str* (*ster*) loop is not written at the beginning of a word. At the end of a word it is invariably read *last*. The same rules for writing apply to it as to the circle *s* and the loop *st*, and it is written *backward* to straight letters and inside curves, thus  *pass*,  *past*,  *pastor*;  *mass*,  *mast*,  *master*. This loop may be used medially, as in  *masterpiece*.

66. The circle *s* is added to a final loop, as in the following examples,  *taste*,  *tastes*,  *lustre*,  *lustres*.

EXERCISE 14.

o first, x put (3),) shall, / should, (them,
 -f these (3), 6 this, 6 those (1).



EXERCISE 15.

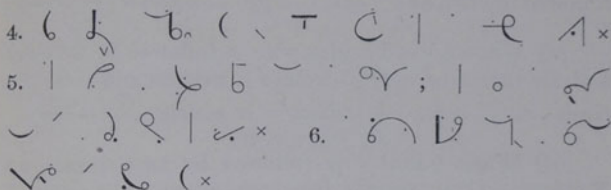
1. Steep, pest, stick, kissed, stuff, foist, statue, statute.
 2. Jest, jester, jesters, elastic, pastors, foster, Chester.
 3. A king's ministers occupy high posts; they can speak first, and they may make or mar the peace of the rest. 4. If chosen by vote, those who have the power to register such a vote should use it to put in office just advisers and those honest in counsel. 5. By these the head of the state may be safely advised, and in this way his rule may be fixed. 6. Ministers who fail, go out of office if they shall have lost power in the house; in early times kings dismissed them. 7. Many are

the jests on the way some kings bolster up dishonest ministers. 8. In early days staid officers have many times lost power, as they refused to be unjust.

REVIEW.

1. In addition to the consonant *s*, what other sign is used to represent *s*?
2. How is the circle *s* written between two straight strokes (1) when at an angle; (2) when running in the same direction?
3. How between curves?
4. How is *st* indicated?
5. How is *str* represented?
6. Is the sign for *str* used initially?
7. When may the signs for *st* and *str* be written in the middle of a word? Give some examples.
8. Show by examples how a final *s* may be added to *st* and *str*.

EXERCISE 16 (continued).



EXERCISE 17.

1. Switch, Swedish (*sh* up), swing, swill, swiftest, swivel.
2. Possessor, accessory, unsuccessful; roses, analysis.
3. At the desire of Lord Swanage, they wrote essays on Genesis.
4. The successful essay bore the name of Thomas Davis.
5. Many were full of errors, but the master seems to think highly of Davis's as possessing many excellences.
6. A thing given by many was a synopsis of the book.

VOWELS AND S AND T.

70. As an initial circle or loop must always be read *first*, and a final circle or loop must always be read *last* (see paragraphs 62, 63), it is necessary, when a word begins or ends with a vowel, that stroke consonants be employed, and not circle *s* or loop *st*, to which vowels cannot be placed. Compare, for example, *asleep*, and *sleep*; *puss*, and *pussy*; *dust*, and *dusty*. Therefore,

71. The **STROKE** consonant must be used—

(a) When *s* or *z* is the only consonant in a word, as *saw*, *sigh*, *easy*. The stroke is also employed in derivatives from such words, as *saw-mill*, *sighing*, *easiness*.

EXERCISE 18 (continued).

5. i ° ʃ . ʒ \ / ; i ° — . ʃ \ / ×
 6. ... ʃ — (? / \ (\ / \ / ?

EXERCISE 19.

1. Ace, essay, says, espouse, schism, assize, assignee.
2. Dizzy, cosy, rosy, russet, suicide, scissors, easel, zenith.
3. Cecil can now see it is of no use to assail the lessee who is honest, and to whose honesty all of us can testify.
4. If we may say so, he ought to be less zealous to abuse in so fussy a way such an unassuming fellow.
5. To use him thus is to show a sauciness which is wrong.
6. ONLY a ninny can pursue it in so testy a style.

REVIEW.

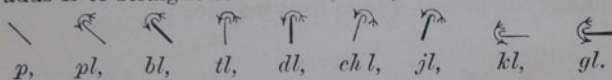
1. How is initial *sw* represented?
2. Write several words in which initial *sw* occurs.
3. How is *ss* represented, and how is it distinguished from *sw*?
4. Illustrate by examples the way in which the vowel is shown in *ss*.
5. Give examples of each of the classes of words in which stroke *s* is employed.
6. When is stroke *z* used?
7. Write *deceit*, *sewer* (a drain).

L AND R HOOKS.

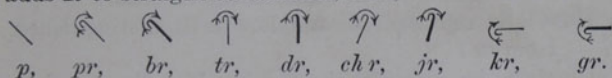
73. The liquids *l* and *r* are often found following and closely united or blended with other consonants, forming a double consonant or consonantal diphthong; as in the words *plough*, *brow*, *glare*, *drink*, *fly*, *fry*, *maker*, *double*, etc. In pronouncing these words, the combination of the *l* or *r* with the preceding consonant is uttered by a single effort of the organs of speech. These consonant combinations are represented by adding an initial hook to the simple characters to indicate their union with a following *l* or *r*.

INITIAL HOOK ADDING *L* AND *R* TO STRAIGHT LETTERS.

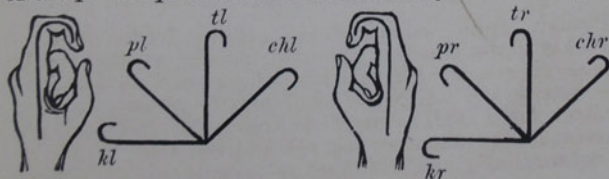
74. A small initial hook written *towards the LEFT*, adds *L* to straight consonants, thus,





75. A small initial hook written *towards the RIGHT*, adds *R* to straight consonants, thus,


















The following mnemonic aid will be useful for remembering the *pl* and *pr* series. If the *Left* hand be held up, with the first finger bent, the outline of *tl* will be seen; and if the *Right* hand be held up, in the same way, the outline of *tr* will be seen. By turning the hand round to the following positions, all the straight double consonants of the *pl* and *pr* series will be formed by the first finger.
























INITIAL HOOK TO CURVES.

80. An initial hook can only be added to curved consonants in one position, namely, inside the curve, thus   The hook, however, may be made either large or small, as in the examples.









81. The consonants  *l*,  *r*, and  *s* are not hooked to indicate the addition of *l* or *r*. The signs   are, therefore, used as extra forms for *fl*, *fr*, and   as extra signs for *thl*, *thr*, which with the corresponding heavy consonants, have duplicate forms, thus,

 *fl*,  *vl*,  *thl*,  *thl*.
 *fr*,  *vr*,  *thr*,  *thr*.






L HOOK.





82. A LARGE initial hook adds *l* to the curves     ; thus,  *fly*,  *evil*,  *Ethel*,  *official*,  *camel*,  *penal*. The double consonant *shl* may be written either upward or downward; it is, however, generally written upward. The right curves     must only be used AFTER another consonant; they are most conveniently written after *k*, *g*, *n*, or a straight up-stroke, as  *cavalry*,  *gruffly*,  *inflame*,  *reflex*; and  *Bethel*,  *lethal*.



R HOOK.



83. A SMALL initial hook adds *r* to curves; thus,  *offer*,  *every*,  *author*,  *either*,  *usher*,  *measure*,  *calmer*,  *dinner*. The double consonant *shr* is written downward only.



84. The alternative forms for *fr*, *vr*, *thr*, are employed as follows:—

(a) When not joined to another stroke consonant, the LEFT curves   are used when the word begins with a vowel, as  *ever*,  *affray*,  *ether*.








(b) The RIGHT curves   are used when a vowel does not precede the consonant, as  *fray*,  *three*.

(c) When joined to a stroke consonant which is written *towards the right*, the RIGHT curves should be used whenever possible, as in  *throb*,  *proffer*.































































(d) When joined to a stroke consonant written *towards the left*, the LEFT curves should be used whenever possible, as in  *average*,  *Jeffrey*.

(e) But in preference to an awkward joining, either form can be used, as in  *Frank*,  *froth*.

NG HOOKED.

85. In accordance with rule, the sign  would represent the sound *ng-r*, as in *singer*. There are, however, so few words in which *ng* is followed by *r*, that this hooked outline is used to represent the frequently occurring sounds of *ng-kr* and *ng-gr*, as heard in  *banker*,  *tinker*;  *finger*,  *linger*. Words such as *singer* and *wringer* must, therefore, be written in full, thus,  

EXERCISE 22.

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-           

EXERCISE 23.

1. ARRival, rival, cavil, flap, muffle, fennel, kennel, shuffle.
2. Athol, flog, floor, flurry, ruffle, flinch, gravely, flask.
3. Fever, leather, ARthur, knuckle, freak, friar, locker.
4. Canker, malingeR, adveRse, packer, loafer, docker.
5. Fisher, rider, owner, taper, bugler, treacle, rumour.
6. Dover, river, giver, manner, tether, thrust, freely.

EXERCISE 24.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

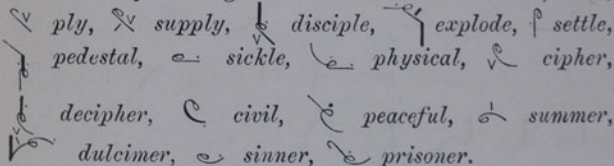
for, from, Mr, or mere, more, or re-
 mark-ed⁽¹⁾, near, nor⁽¹⁾, their, or there, very.

EXERCISE 25.

1. *My dear Ethel,—From tropical Africa there arises a call for more labourers to raise the black people from their very low scale of life.* 2. *As Lord Bythell and Mr Thackeray both remarked, this people has a rightful claim on all who care for the progress of the race, and the removal of brutal rule.* 3. *Slavery, drink, the evils of rubber gathering, the rivalry of the leaders, and the horrible cannibal customs cause fearful sorrow, nor is it a mere form of speech to say many tribes must die out.* 4. *May we all try to take away the fearful yoke is the prayer of,*










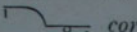
Yours sincerely, GRACE FLETCHER.

CIRCLES AND LOOPS PREFIXED TO
INITIAL HOOKS.








86. The circle *s* is prefixed to straight consonants which are hooked for *l*, and to curves which are hooked for *l* or *r* by writing the circle inside the hook; thus,  *ply*, *supply*, *disciple*, *explode*, *settle*, *pedestal*, *sickle*, *physical*, *cipher*, *decipher*, *civil*, *peaceful*, *summer*, *dulcimer*, *sinner*, *prisoner*.

87. In cases where the hook cannot be clearly shown (which are comparatively few), the separate consonants should be written, as in *forcible*, *unsaddle*.







88. The circles *s* and *sw* and the loop *st* are prefixed to the straight consonants which are hooked for *r*, by writing the circle or loop on the same side as the hook, thus turning the hook into a circle or loop, as *pry*, *spry*, *prosper*, *sweeper*, *steeper*,

 tray,  stray,  destroy,  distress,  eater,  sweeter,
 stouter,  crew,  screw,  corkscrew.























































89. When the circle and hook occur medially at an angle, both circle and hook must be shown, thus,

 pastry,  abstruse,  extra,  gastric,
 mystery,  lisper,  reciter.

The method of writing *skr* and *sgr* after the consonants *t* and *d* is shown in the following examples :

 tacker,  tasker,  degree,  disagree,
 digress,  disgrace.

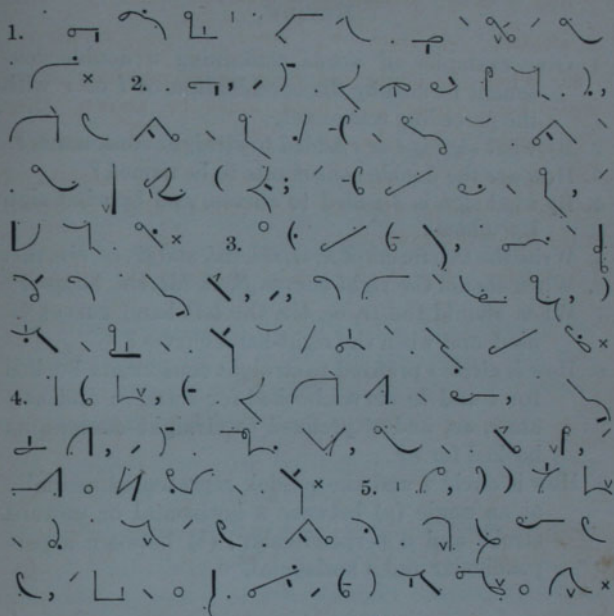
EXERCISE 26.

1.         
2.         
3.         
4.         
5.         
6.         

EXERCISE 27.

1. Satchel, sidle, peaceable, exclusive, seclude, tricycle.
2. Feasible, noticeable, visible, traceable, plausible.
3. Simmer, chastener, Listener, passover, lucifer, scrap.
4. Spread, jack-screw, stripe, sprung, suitor, stretcher.
5. Stater, cider, stalker, stager, stabber, scrub, scrupulous.
6. Exeter, lustrous, rostrum, rascal, crusader, decrease.

EXERCISE 28.



EXERCISE 29.

1. *My dear Tom,*—We fear *the nostrum* you now take *may possibly cause you to suffer afresh.* 2. *This is distressful to us all.* 3. *If it disagrees, pray stop it, and have no scruples, or it may destroy your powers.* 4. *We strongly advise you to eat no more of the sweeter pastry.* 5. *Sacrifice your taste to your sense.* 6. *Arthur says you are stouter.* 7. *Do you cycle as freely as on your stay at Tring?* 8. *We hope to call on you this summer.* 9. *Is the cider they supply serviceable for you?* 10. *If you mistrust it, you should supersede the stuff, which may only disable you.* 11. *This is the sensible path to follow.*


Yours truly, LUTHER BROOKER.







REVIEW.



1. Give examples of words containing a double consonant formed by the combination of *l* or *r* with the preceding consonant.
2. By what sign is *l* or *r* added to straight consonants ?
3. How are the double consonants to be named ?
4. By what sign is *l* added to curves, and by what sign is *r* added ?
5. Write the two forms of *fl*, *vl*, *thl*, *thl*, and *fr*, *vr*, *thr*, *thr*.
6. When should the right curves *fl*, *vl*, *thl*, *thl*, be used ?
7. When should the *fr*, *vr*, *thr*, *thr* left-hand curves be used, and when the right-hand curves ?
8. How is circle *s* prefixed to straight consonants hooked for *l* and to curves hooked for *l* and *r*; and how are *s*, *sw*, and *st* prefixed to straight consonants hooked for *r* ?
9. How is circle *s* and the *r* hook represented medially at an angle (*a*) between a horizontal or upward stroke and a perpendicular; (*b*) between a perpendicular and a horizontal.

CHAPTER IX.







N AND F HOOKS.

90. A small final hook, struck by the RIGHT or forward motion , adds *n* to straight consonants; thus,







 *Ben*,  *tone*,  *chain*,  *coin*,  *rain*,  *hone*.

91. It will be noticed that the hook which represents *r* at the beginning of a straight consonant, and that which represents *n* at the end are both struck towards the RIGHT, thus,  *brain*,  *train*.



92. A small final hook, written inside the curve, adds *n* to all curved consonants; thus,









 *fain*,  *thin*,  *assign*,  *shine*,  *moon*,  *lean*.







93. A small final hook, struck by the LEFT or backward motion, adds *f* or *v* to straight consonants; thus,









 *buff*,  *tough*,  *chafe*,  *cave*,  *rave*,  *hive*.

There is no *f* or *v* hook to curves.






















































94. The hook which represents *l* at the beginning of a straight consonant represents *f* or *v* at the end, and both hooks are struck towards the LEFT; thus,  *bluff*,  *cliff*.

95. The *n* and *f* hooks may be employed medially when they join easily and clearly with the following stroke; thus,  *punish*,  *dining*,  *cleaning*,  *fancy*,  *toughish*,  *diving*,  *graphic*,  *excellency*.

96. A hook at the end of a word is always read LAST ; as,  *pen*,  *puff*,  *fun* ; therefore, when a word ends with *n*, or *f* or *v*, followed by a vowel, the stroke consonant must be written and not the hook, as  *penny*,  *puffy*,  *funny*.

97. The forms  *shl*,  *shn*, when written upward, and  *ln*, when written downward, must never stand ALONE, because it might be supposed that  *sh* had been written downward, and  *l* upward. These forms are distinct when joined to others ; as,  *official*,  *valuation*,  *fallen*.

EXERCISE 30.

1.  *J*  *l*  *v*  *n*  *sh*  *h*  *s*  *s*
2.  *t*  *l*  *b*  *v*  *t*  *b*  *l*  *v*  *t*
3.  *r*  *r*  *r*  *r*  *r*  *r*  *r*  *r*  *r*
4.  *v*  *v*  *n*  *v*  *n*  *v*  *n*  *v*  *n*
5.  *s*  *s*  *s*  *s*  *s*  *s*  *s*  *s*  *s*
6.  *s*  *s*  *s*  *s*  *s*  *s*  *s*  *s*  *s*

EXERCISE 31.

1. Ten, John, bun, ozone, Dane, then, plain, drain.
2. Doff, Jeff, pave, chough, Duff, hoof, brave, proof.
3. Wean, weave, wine, woof, run, roof, turn, turf.
4. Fen, fenny, Avon, venue, mine, Minnie, nun, ninny.
5. Banish, plenty, organic, mechanic, paving, cuff, coffee.
6. David, gun, agony, martial, travel, chiefly, aniline.

CIRCLES AND LOOPS ADDED TO FINAL HOOKS.

98. A circle or loop is added to the hook *n* attached to a straight consonant by writing the circle or loop *on the same side* as the hook, and thus turning the hook into a circle or loop, as \int *Dan*, \int *dance*, \int *dances*, \int *danced*, \int *Dunster*; \searrow *pen*, \searrow *pens*, \searrow *expense*, \searrow *expenses*; \searrow *spin*, \searrow *spins*, \searrow *spinster*, \searrow *spinsters*; \searrow *glen*, \searrow *glens*, \searrow *glances*, \searrow *glanced*.

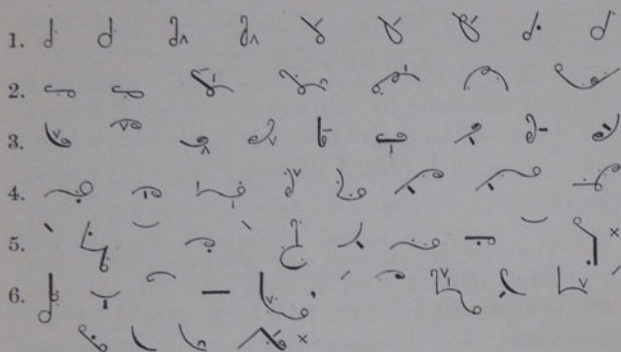
99. The circle represents *s* only between two consonants, thus \searrow is not *pns-m* but *p-s-m*, as in the word \searrow *opossum*. Therefore, when *ns* occurs medially both letters must be shown, as \searrow *ransom*, \searrow *density*.

100. The circle *s* is added to the hook *n* attached to curved consonants and to the hook *f* attached to straight consonants by writing the circle inside the hook; thus, \searrow *fine*, \searrow *finer*, \searrow *frowns*; \searrow *puffs*, \searrow *drives*, \searrow *grieves*, \searrow *weaves*.

101. In order to distinguish between *nz* and *ns*, etc., after a *curved* consonant, as in *vans(z)* and *Vance(s)*, the stroke *n* must be used for *anse*, *ense*, *inse*, or *ance*, *ence*, *ince*, thus, \searrow *vans* but \searrow *Vance*; \searrow *men's(z)* but \searrow *mince(s)*. This distinction does not apply to *l* when coming *after another consonant*, and the hook is used in such outlines for *ns*; thus, \searrow *balance*.

102. The large circle *ses* and the loops *st* and *str* cannot be written inside the small *n* and *f* hooks; therefore, *nsez*, *nst*, and *nster*, following a *curved* consonant, must be expressed by the stroke *n* with the large circle or loop attached; thus, \searrow *fences*, \searrow *fenced*, \searrow *lances*, \searrow *lanced*, \searrow *Leinster*.

EXERCISE 32.



EXERCISE 33.








1. Pins, spoons, bounced, brains, tuns, trains, grains.
2. Jones, dunce, dunces, pounce, pounces, winsome.
3. Fens, offence, lens, lance, nines, ninnies, derives, Buffs.
4. Prudence, opulence, summons, science, lines, violence.
5. Men brave *the perils of the sky in balloons, and of the waves in skiffs, if they may perchance gain eminence as scientists.*
6. *The archives of many societies give instances of vigilance and endurance in the pursuit of truth on the meanest allowance.*






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







1. By what sign is *n* added to a straight consonant and a curved consonant respectively?
2. By what sign is *f* or *v* added to a straight consonant?
3. How is a circle or loop added to *n* on a straight consonant; and how in the case of curved consonants?
4. How is the circle *s* added to *f* or *v* in the case of straight consonants?
5. Write *offences, feigns, fence.*











CHAPTER X.





-TION HOOK.

103. The termination *-tion*, also variously written *-sion*, *-cian*, *-tian*, *-sian*, etc., which ends over 2,000 English words, is expressed by a large final hook; thus,  *edition*,  *fashion*,  *mission*,  *caution*,  *Persian*. The circle *s* is added thus,  *nations*,  *additions*.

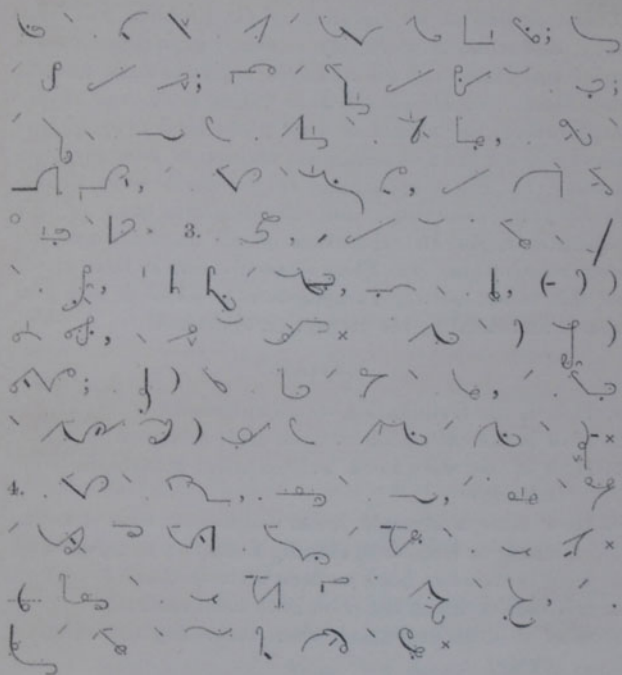
104. When *-tion* hook follows a curved consonant it is written inside the curve, like the final *n* hook; thus,  *fusion*,  *vision*,  *session*,  *motion*,  *notion*.

105. When *-tion* follows a simple straight consonant, the hook is written on the side opposite to the LAST vowel; thus,  *passion*,  *option*,  *occasion*,  *auction*,  *diction*,  *education*,  *aberration*,  *duration*.

106. When *-tion* follows a straight letter which begins with a hook, circle, or loop, or springs from the curves   ([up] the *-tion* hook is written on the opposite side, to preserve the straightness of the letter; thus,  *abrasion*,  *repletion*,  *attrition*,  *citation*,  *Grecian*,  *section*,  *affection*,  *location*.

107. After *t*, *d*, or *j*, not beginning with a hook, circle, or loop, the *-tion* hook is written on the RIGHT side, irrespective of the vowel; thus,  *dictation*,  *rotation*,  *degradation*,  *magician*.

EXERCISE 34 (continued).



EXERCISE 35.

1. Ovation, omission, illusion; lotions, orations, sessions.
2. Potion, cushion, ration, apparition, elocution.
3. Expression, fiction, navigation; Prussians, accretions.
4. Tactician, adaptation, cogitation; notions, imitations.
5. Cremation, salvation, remission; donations, collisions.
6. Exceptional, occasional, sessional, missionary.
7. Cessation, precision, vexation; annexations, pulsations.
8. Accessional, recessional; superannuation (*shn* up).

EXERCISE 35 (continued).









9. *His elation at the solution of the problem was illusory, and as soon as he saw it was a mere delusion, his grief was keen, and his relations began to fear mental dejection.* 10. *He should have taken more care in his explorations, nor should he have given heed to exaggerations which a brief examination showed to have no solid basis.* 11. *The propositions he put forth were shown to be pure assertions, and illustrations only of his aspirations, for his relaxation of all tests brought its own retribution.* 12. *There is no division in their views on this thing, and the exasperation to which it may give rise is increased by the disruption it caused.*







REVIEW.
















1. How is the termination *-tion* expressed?
2. How is the *-tion* hook written after a curve?
3. How is the *-tion* hook written after a straight consonant?
4. How after a straight letter beginning with a hook, circle or loop, or springing from *f*, *v*, or upward *l*?
5. How is the *-tion* hook written after *t*, *d*, or *j*?
6. Give examples of the *-tion* hook used medially.
7. How is *-tion* expressed when following the circle *s* or *ns*?
8. How far can this hook be vocalized?
9. How is *-tion* written when two vowel signs occur immediately before it? Write *accentuation*.

ADDITIONAL DOUBLE CONSONANTS.

112. In addition to the general method of doubling consonants by the use of hooks, the following eight double consonants are represented as shown below :






<i>Letters.</i>	<i>Sign.</i>	<i>Name.</i>	<i>As in</i>
KW		kway	<i>quick, request</i>
GW		gway	<i>guava, anguish</i>
WL	 (up)	wel	<i>wail, unwell</i>
WHL	 (up)	whel	<i>whale, whelp</i>
LR	 (down)	ler	<i>feeler, nailer</i>
RR	 (down)	rer	<i>poorer, sharer</i>
MP, MB		{ emp } { emb }	<i>camp, embalm</i>
WH		whay	<i>where, whig</i>

113. The initial hook in *wl* and *whl* is read FIRST; thus,  *ill*,  *will*,  *willow*,  *whale*,  *Whaley*. If a vowel precedes *w* or *wh*, write the stroke and not the hook, thus  *awhile*.

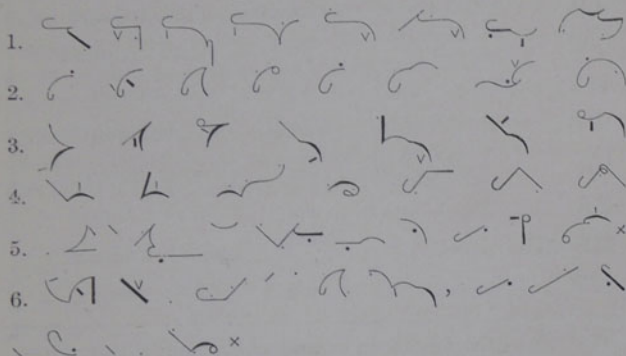
114. The remaining six characters are vocalized like the single consonants; thus,  *calm*,  *qualm*,  *squeamish*;  *keen*,  *queen*;  *gulf*,  *Guelph*;  *fowl*,  *fowler*,  *kneel*,  *kneeler*;  *bear*,  *bearer*,  *jeer*,  *jeerer*; *tram*, *tramp*, *mire*, *empire*; *way*, *wey*; *weasel*, *whistle*.

115. The double consonants LR and RR are employed only to indicate the terminations *ler* and *rer*; separate letters must be written when another vowel occurs in the termination, or when a vowel follows; thus,

foiler, failure; railer, rallery;
 fairer, furor; usurer, orrery.

116. The double consonant  with a small initial hook becomes *mpr* or *mbr*; thus,  *scamp*,  *scamper*,  *clamber*,  *limber*.


EXERCISE 36.



EXERCISE 37.

1. Quack, quaker, quince, quiver; linguist, languor.
2. Welsh, welfare, wool, Willie; whilst, whalebone.
3. Caviller, ruler, scholar; adorer, assurer, sneerer.
4. Damp, pomp, Jumbo, Sambo; whey, anywhere, whipper.
5. While on his voyage of discovery, the sailors of Columbus began to whimper and whine, and he was led to employ whimsical excuses.
6. Distress and all sorer feelings passed away, and there was no desire to show anger as soon as he knew day must be the revealer of the unknown shore.

REVIEW.

1. Write the signs for the double consonants *lv*, *gw*, *mp*, *wl*, *kw*, *rr*, *wh*, *whl*.
2. In which two double consonants is the initial hook read first?
3. Write two words illustrating the vocalization of some of the other consonants.
4. What does  when hooked represent?

CHAPTER XII.

THE ASPIRATE.



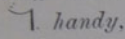




117. The aspirate is represented, in addition to the downward \int and upward σ , by a downward tick, thus, \int (a contraction of the lower half of the sign \int), and by a dot.

118. The downward stroke \int is used when *h* stands ALONE, or is followed by — or —; thus, \int^v *high*, \int *Hugh*; \int *hawk*, \int *hog*; also when it gives a better outline than the upward stroke, as \int *hawser*.

119. The upward stroke σ is generally used when *h* is followed by a downstroke, a straight upstroke, the curves *n* and *ng*, or by a hook, circle, or loop; thus, σ *hop*, σ *hobby*, σ *haughty*, σ *hid*, σ *hatch*, σ *hedge*, σ *huffy*, σ *heath*, σ *heathen*, σ *hush*, σ *harrow*, σ *hero*, σ *hurry*, σ *honey*, σ *hung*, σ *hewn*, σ *hove*, σ *hews*, σ *hackle*.

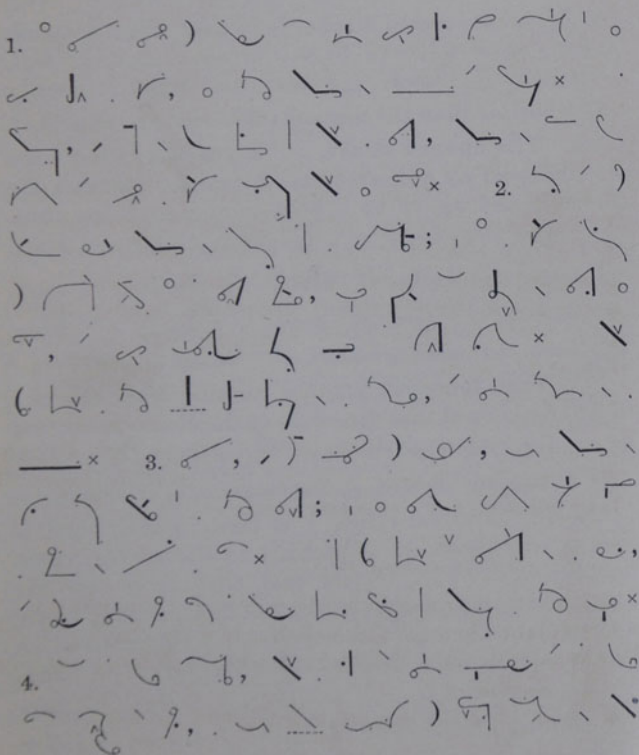
120. When following another consonant, the stroke *h* must be so joined that the circle of the character cannot be read as the circle *s*; as, \int *cohere*, \int *mohair*, \int *Soho*; σ *behave*, σ *outhouse*, σ *unholy*.

121. The downward tick *h* is used initially, and is always read *first*. It is prefixed to the stroke consonants \int σ \int σ (the fact that these are the four consonants in the word SMALLER forms a useful mnemonic) or to any of the double consonants to which it will easily join; thus, \int *hiss*, \int *hazy*, \int *ham*, \int *hem*, \int *hemp*, \int *hall*, \int *holly*, \int *hear*, \int *hearer*, \int *Hebrew*, \int *hydra*, \int *hedger*, \int *hither*.

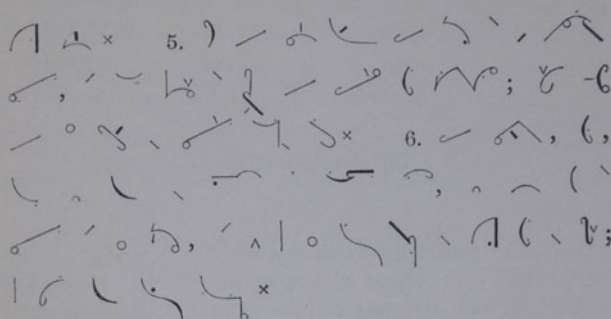
122. The dot *h* is placed before the vowel which is to be aspirated. It is used as an alternative to the stroke *h*, usually in order to avoid an awkward or long outline; thus,  *happiness*,  *happening*,  *handy*,  *apprehend*,  *perhaps*,  *manhood*,  *loophole*.

EXERCISE 38.

 *had*,  *happy*.



EXERCISE 38. (continued).



EXERCISE 39.

1. Hicks, hock, Hawkins, haggis, hackney, huckster.
2. hoop, hod, hitch, hoary, heap, heady, haddock.
3. hone, hive, housed, haggle, hammer, hairy, hardy.
4. Unhook, Sahara, cohesion; abhor, unhinge, unhitch.
5. hymn, hilly, horn, horror, haze, hump, hasty.
6. Gingham, happily, uphill, household, handy, Redhill.
7. *In the isle which is his home, he says the herring fishery is among the occupations of the honest, homely people, and is far from unhealthy; on their behoof he hastens to say this to Hugo.* 8. *There is no hotel there, but you may stay at a coffee-house; I hear from Huxley the name of the owner is Hogg.* 9. *I shall be happy to hear you have had a pleasing holiday there.*





REVIEW.





1. Give the four signs used to represent the aspirate.
2. Explain when the stroke forms of *h* are employed.
3. What rule must be observed when *h* follows another consonant?
4. Show when the two other forms of *h* are used.






CHAPTER XIII.





UPWARD AND DOWNWARD *L* AND *R*.



















123. The following rules govern the writing of the consonant *l* in either the upward or the downward direction, and the use of the upward or downward forms of *r* :—



124. INITIAL *L* is generally written upward, thus  *loud*,  *aloud*,  *life*,  *alive*. In the following cases it is written downward,








(a) When *l* is preceded by a vowel and is followed by a horizontal letter not hooked initially; as,  *elk*,  *elm*,  *Ellen*,  *almoner*.




(b) When *l* precedes  and ; as,  *illusive*,  *lesson*,  *Lessing*.




125. FINAL *L* is generally written upward, thus,  *Paul*,  *Polly*,  *tale*,  *Italy*. In the following cases it is written downward,

(a) After the letters     and any straight upstroke, if no vowel follows the *l*; thus,  *full*,  *vile*,  *scale*,  *quail*,  *sequel*,  *rail*,  *yell*,  *Howell*. But if a vowel follows, *l* is written upward, as  *fully*,  *villa*,  *scaly*,  *Aquila*,  *rally*,  *yellow*.

(b) After a straight downstroke if two vowel-signs come between; as,  *duel*,  *trial*.






















(c) After a curve and circle, final *l* follows the same direction as the circle; thus;  *fossil*,  *vessel*,
 *thistle*,  *nasal*,  *Kingsley*,  *Cecil*,
 *muscle*.










(d) After the consonants *n* and *ng*, *l* is also always written downward; as,  *kneel*,  *only*,  *strongly*.























(e) The double consonant *lr* is used for the sound of *ler* where a final downward *l* would be written; as,  *fowler*,  *kneeler*,  *roller*.














EXERCISE 40.



1. laugh, olive, lead (*verb*), allowed, leach, allege, loth.
2. limb, long, loyal, lunch, lugger, legal, loudly, location.
3. Alack, Alma, allocation, alcove, almanac, Elgin, alkali.
4. Alum, Allan, Olga, alchemy, align, along, alcade.
5. Lawson, lacing, lozenge, listener, looseness, license.
6. Pill, pillow; bell, below; dell, delay; gale, galley; chilly.
7. Fell, fill, vale, vowel, skill, quill, roll, rill, file, avail.
8. Fellow, filly, value, volley, skilly, quilly, Rollo, relay.
9. Yawl, Yale, Powell, dial, bowel, dowel, trowel.
10. Facile, vassal, saucily, missal, Nile, Bingley, filer.

126. INITIAL *R* is written upward; thus,  *ray*,
 *roe*,  *rob*,  *rag*,  *rim*,  *rife*,  *rain*,
 *rose*,  *ration*,  *rail*. But when *r* is preceded by a vowel it is written downward, thus  *air*,
 *oar*,  *Arab*,  *argue*,  *arm*,  *arrive*,
 *arraign*,  *arose*,  *oration*,  *early*,  *arena*.

127. When *r* precedes *t*, *d*, *ch*, *j*, *th*, *kl*, *gl*, *w*, it is written upward, whether a vowel precedes or not; thus,  *irritation*,  *aridity*,  *arch*,  *original*,
 *orthography*,  *oracle*,  *argal*,  *ornamental*,  *Irwin*.

128. FINAL *R*, in short words, is written downward when it ends a word, and upward when it is followed by a vowel; thus,  pair,  perry;  tare,  Terry;  jeer,  jury;  car,  carry;  share,  sherry;  Nore,  Norah;  leer,  Laura;  sore,  Surrey;  store,  story;  swear,  soirée;  stern,  siren.

129. When *r* is preceded by two descending strokes, it is generally written upward, so as to preserve the lineality of the writing; thus,  prepare,  debar,  Shakspeare. Write upward *r*, irrespective of vowels, rather than an awkward outline; thus,  officer,  reviser,  answer,  rear,  wore,  yore,  where. When *r* follows another stroke and is hooked finally, it is generally written upward; thus,  born,  morn,  portion.

130. The double consonant *rr* is used for the sound of *rer* where a final downward *r* would be written; thus,  adorer,  borer.

EXERCISE 41.

1. raw, roan, rough, reign, rice, ram, rill, royal.
2. rum, renew, room, review, wreath, racy, rush.
3. Ear, ire, urban, arrack, Arran, Argyll, orphan.
4. Arise, ark, irk, arm, organ, urn, Armada, Arthur.
5. Errata, arrayed, Archie, orgie, Erith, earthy, auricle.
6. Boar, borrow; tore, tory; jar, Jarrow; cur, curry.
7. Shower, showery; moor, Murray; newer, Newry.
8. Sear, Sarah; star, starry; swore, swarthy; steer, Sterry.
9. Aspire, transpire, deplore, dabbler, babblers, bugbear.
10. Viscera, razor, sincere, Spencer; roar, wire, ewer.
11. Tarn, barn, corn, adorn, churn, fern, learn, turn.
12. Duration, immersion, enumeration, jeerer.

EXERCISE 43.

1. We may fairly say *the novel is the popular shape in which all manner of erudition is now given to the reader.*
 2. *The discoveries of the man of science, the researches of the scholar, the lore of the past, all are widely known through romances.* 3. *In these the actions of imaginary people give occasion for narrations of discoveries relative to men and things.* 4. *By means of solid treatise, by oral lessons, or by the exercise of elocutionary powers such things can rarely be brought to the tyro, or to any but those whose duty it is to learn them.*

REVIEW.

1. How is initial *l* usually written ?
2. Give an illustration of each of the classes of outlines in which it is written differently.
3. How is final *l* usually written ?
4. Give an illustration of each of the classes of outlines in which it is written differently.
5. Which form of *r* is employed initially ?
6. Which form when a vowel precedes ?
7. Write *erudition, orgie, Erclès.*
8. How is final *r* written (a) when ending a word; (b) when followed by a vowel ?
9. How is *r* written when two descending strokes come before ?
10. Write *visor, bouncer, roar, burn, derision, bearer.*

CHAPTER XIV.

THE HALVING PRINCIPLE.

131. Light consonants are made half their usual length to indicate the addition of *t*; thus, $_$ *ache*, $_$ *ached*, $_$ *sect*; $_$ *Kay*, $_$ *Kate*, $_$ *skate*; $_$ *pay*, $_$ *pate*, $_$ *plate*, $_$ *prate*, $_$ *pout*; $_$ *bowl*, $_$ *bolt*, $_$ *bolts*, $_$ *bullet*, $_$ *mow*, $_$ *moat*.

132. Heavy consonants are made half their usual length to indicate the addition of *d*; thus, $_$ *ebb*, $_$ *ebbed*; $_$ *bow*, $_$ *bowed*; $_$ *guy*, $_$ *guide*, $_$ *guided*; $_$ *glide*, $_$ *Gride*; $_$ *grey*, $_$ *grade*, $_$ *grades*; $_$ *live*, $_$ *lived*, $_$ *livid*; $_$ *ease*, $_$ *cased*.

133. It will be noticed from the foregoing examples that a vowel coming before a half-length character is read first, the same as before a full-length consonant; as, $_$ *oft*, $_$ *act*. A vowel coming after a half-length consonant is read NEXT to the primary letter; thus, $_$ *tie*, $_$ *tight*, $_$ *no*, $_$ *note*.

134. When a consonant is hooked *finally*, it may be halved to express the addition of EITHER *t* OR *d*; thus, $_$ *paint* or *pained*; $_$ *plant* or *planned*; $_$ *tint* or *tinned*; $_$ *tents* or *tends*; $_$ *rent* or *rend*; $_$ *mounts* or *mounds*; $_$ *rent* or *rend*; $_$ *puffed*, $_$ *paved*.

135. In words of *more than one syllable*, with certain exceptions, a letter may be halved to express the addition of EITHER *t* OR *d*; thus, $_$ *betueen*, $_$ *Bedwin*; $_$ *rabbit*, $_$ *rabid*; $_$ *credit*, $_$ *crowded*; $_$ *colaret*, $_$ *coloured*; $_$ *disappoint*, $_$ *despond*; $_$ *backward*, $_$ *forward* ($_$ *wd* contraction for *-ward*); $_$ *dockyard* ($_$ *yd* contraction for *-yard*); $_$ *seated*, $_$ *suitd*, $_$ *stated*.

136. The four consonants \frown \smile \frown \smile , in addition to being halved to express the addition of *t*, are also halved and thickened to represent the addition of *d*; thus, \frown *mate*, \frown *made*, \frown *aimed*, \frown *mode*, \frown *tempt*, \frown *timid*, \frown *deemed*, \frown *neat*, \frown *need*, \frown *sent*, \frown *send*, \frown *felt*, \frown *felled*, \frown *heart*, \frown *hard*, \frown *moored*.

137. The forms \frown *ld* and \frown *rd*, are, however, used only when these consonants immediately succeed each other, as \frown *paled*, \frown *paired*, \frown *mailed*, \frown *marred*. When a vowel comes between *l-d*, or *r-d*, these consonants must be written in full; thus, \frown *pallid*, \frown *parade*, \frown *mellowed*, \frown *married*.

138. *Lt* is written upward; as, \frown *belt*, except after *n*, *ng*, *w*, *kw*, when it is written downward; as, \frown *knelt*, \frown *ringlet*, \frown *dwelt*, \frown *quilt*.

139. The consonants \frown *mp*, \frown *ng*, cannot be halved to express the addition of either *t* or *d*, unless they are hooked, initially or finally; thus, \frown *impugn*, \frown *impugned*, \frown *impend*, \frown *slumbered*, \frown *rampart*, \frown *anger*, \frown *angered* or *anchored*. The double consonants \frown *lr*, \frown *rr*, cannot be halved for the addition of *t* or *d* under any circumstances. In par. 136 it will be seen that the heavy half-length signs \frown \smile \frown \smile are allotted to *md*, *nd*, *ld*, and *rd*.

EXERCISE 44.

1. Pet, pit, Tate, taught, kit, aft, east, shot, omit, hot.
2. Wit, await, light, alight, yet, plot, crate, treat, plight.
3. Bed, aided, edged, jade, goad, egged, mead, annoyed.
4. Old, erred, blade, bread, glade, broad, dread, greed.
5. Pound, fined, accident, unbent, inward, brickyard.
6. Meat, mud, night, Ned, admit, doomed, fillet, failed.
7. Bailed, ballad; showered, charade; tarred, tirade.
8. Pelt, polite, kilt, melt, omelet, inlet, runlet, quillet.
9. Impound, dampened, lingered, hungered, drunkard.

140. The upward *h* must be written in words that contain *h* halved, with or without final circle or hook; as, \curvearrowright *hat*, \curvearrowright *hats*, \curvearrowright *heat*, \curvearrowright *hunt*, \curvearrowright *hints*, \curvearrowright *haft*, \curvearrowright *heaved*.

141. After the *-tion* hook, the stroke *st* may be written upward when it cannot be written downward; thus, \curvearrowright *excursionist*, \curvearrowright *liberationist*, \curvearrowright *salvationist*.

142. The half-length *r* [\curvearrowright] should never be written alone, nor with *s* only [\curvearrowright] added. Write \curvearrowright [not \curvearrowright] *rate*, \curvearrowright [not \curvearrowright] *write*, \curvearrowright [not \curvearrowright] *writes*. It should generally be used finally for *rt*, and for *rd* when it is not convenient to write \curvearrowright ; thus, \downarrow *dart*, \curvearrowright *fort*, \curvearrowright *lard*.











143. Two half-length strokes, or two strokes of unequal length, must not be joined together UNLESS THEY MAKE AN ANGLE; thus, \downarrow *cht* must not be joined to \downarrow *cht* for *chit-chat*; nor \curvearrowright *pr* to \curvearrowright *pt* in *propped*; nor — *k* to — *kt* in *tactics*, nor \curvearrowright *m* to \curvearrowright *nt* for *minute*. Detach the signs, or write the letters in full; thus, \downarrow or \curvearrowright *chit-chat*, \curvearrowright *propped*, \downarrow *tactics*, \curvearrowright *minute*. In \curvearrowright *ford*, \curvearrowright *named*, etc., the junction, being evident, is allowed.







144. Half-sized *t* or *d* immediately following the consonants *t* or *d* is always disjoined; thus, \downarrow *tided*, \downarrow *dated*, \downarrow *treated*, \downarrow *dreaded*, \downarrow *hesitated*.

145. Verbs written with the half-length principle form their past tense thus, \curvearrowright *fate*, \curvearrowright *fated*; \downarrow *chat*, \downarrow *chatted*; \curvearrowright *nod*, \curvearrowright *nodded*; \downarrow *part*, \downarrow *parted*.

146. Verbs written by a half-length letter ending with a hook form their past tense thus, \curvearrowright *print*, \curvearrowright *printed*, \curvearrowright *plant*, \curvearrowright (to preserve the straightness of the stroke) *planted*, \downarrow *stint*, \downarrow *stinted*, \curvearrowright *acquaint*, \curvearrowright *acquainted*, \curvearrowright *grant*, \curvearrowright *granted*, \downarrow *rant*, \downarrow *ranted*.

147. When a word ends with *t* or *d* followed by a vowel, the letter must be written in full, and not








indicated by the halving principle; thus,  *guilt*,
 *guilty*;  *dirt*,  *dirty*;  *loft*,  *lofty*;
 *fault*,  *faulty*;  *mould*,  *mouldy*.






































































148. The circle *s*, as already explained (par. 62), is always read *last* when it is written at the end of a word; thus,  *pun*,  *punt*,  *punts*; *J* *join*, *J* *joint*, *J* *joints*;  *frown*,  *front*,  *fronts*.

EXERCISE 45.

1. hate, height, hit, hits, hind, huffed, hounds, hunts.
2. Fashionist, elocutionist; evolutionist, revolutionist.
3. Wrote, writ, rite, rout, port, tart, lured, leered.
4. Pit-a-pat, bribed, tick-tack, emanate, numbed, feared.
5. Attitude, audited, vegetated, doubted, obtruded.
6. Fitted, potted, jotted, netted, rooted, polluted, pirated.
7. Branded, grounded, stunted, rounded, unacquainted.
8. Fort, forty; malt, malty; neat, natty; loved, love-day.
9. Tin, tint, tints; pine, pint, pints; shunt, shunts.

EXERCISE 46.

 *called*⁽¹⁾,  *cannot*⁽¹⁾, *- could*, *- great*,  *not*⁽¹⁾,
 *short*⁽¹⁾,  *told*,  *toward*,  *that*⁽¹⁾, *(without*.

1.         
           
           
           
           
           

EXERCISE 47.

1. One kind of thrift is that of not spending money on that which is not needed; by this means an amount is kept ready for any needs that arise. 2. The thrifty man differs from the miser, for the one husband his resources so that he may spend in the best method he can, while the other is a wretched fellow who covets and hoards riches, so that he may gloat over his wealth. 3. Money gained by honest means, and saved without stinting those who may depend on the earner, or niggardly refusing to give that which is claimed by society, is wealth earned and added to one's resources. 4. Both the progressionist and the protectionist assent to this. 5. We shall not be so impertinent as to assert that certain views on current events prevent any man who has studied the fortunes of his fellow men from feeling sympathetically disposed toward their efforts to make good use of funds obtained by skilled labour. 6. But without a secure State a man might be robbed of his goods, and to have such a State all must pay their part. 7. It was in the reign of the first Edward that taxes for a fixed amount were first levied in England.

REVIEW.

1. What description of consonants are halved for *t* only, and what for *d* only?
2. How is a vowel read before a half-sized consonant? How after?
3. What may a consonant hooked finally, and words of more than one syllable, be halved to express?
4. How is the addition of *t* and *d* to *m*, *n*, *l*, *r*, represented?
5. When are the halved forms *ld* and *rd* not employed?
6. How is *lt* usually written, and what are the exceptions?
7. What are the limitations to the halving of *mp* and *ng*?
8. When should the half-length upward *rt* not be used, and when is it usually employed?
9. Under what circumstances must a full size and a half size consonant not be joined?
10. Illustrate the rule by writing *cooked*, *midnight*, *fact*.

× × ×

TABLE OF SINGLE AND DOUBLE CONSONANTS. 67

	<i>L hook.</i>	<i>R hook.</i>	<i>N hook</i>	<i>F and V hook.</i>	<i>Half Length.</i>		
P	pl ↘	pr ↘	pn ↘	pf ↘	pt ↘		
B	bl ↘	br ↘	bn ↘	bf ↘	bd ↘		
T	tl |	tr |	tn |	tf |	tt |		
D	dl |	dr |	dn |	df |	dd |		
CH	chl /	chr /	chn /	chf /	cht /		
J	jl /	jr /	jn /	jf /	jd /		
K	kl —	kr —	kn —	kf —	kt —		
G	gl —	gr —	gn —	gf —	gd —		
F	fl ↷	fr ↷	fn ↷	...	ft ↷		
V	vl ↷	vr ↷	vn ↷	...	vd ↷		
TH	thl ()	thr ()	thn ()	...	tht ()		
TH	thl ()	thr ()	thn ()	...	thd ()		
S, Z	.....	.....	sn) zn )	.....	st) zd)
SH	shl ↷ <small>up, down</small>	shr ↷ <small>down</small>	shn ↷ <small>down up</small>	.....	sht ↷	
ZH	.....	zhr ↷	zhn ↷	.....	zhd ↷
M	ml ↷	mr ↷	mn ↷	.....	{ mt ↷ md ↷	
N	nl ↷	nr ↷	nn ↷	.....	{ nt ↷ nd ↷	
NG	.....	ng ^k r ↷	ngn ↷	.....	.....
L	.....	.....	ln ↷ <small>up, down</small>	.....	{ lt ↷ ld ↷ <small>down</small>
R	..... <small>up</small>	.....	rn ↷ <small>up</small>	rf ↷	rt ↷
R	.....	.....	rn ↷	.....	rt ↷ rd ↷
W	.....	.....	wn ↷	wf ↷	wt ↷
Y	.....	.....	yn ↷	yf ↷	yt ↷
H	.....	.....	hn ↷	hf ↷	ht ↷
KW	GW	WL	WHL	LR	RR	MP or MB	WH
↷	↷	↷ <small>up</small>	↷ <small>up</small>	↷ <small>down</small>	↷ <small>down</small>	↷	↷

tr, dr, thr

CHAPTER XV.

THE DOUBLE-LENGTH PRINCIPLE.

149. Curved consonants are made twice their usual length to indicate the addition of *tr*, *dr*, or *thr*; thus,

flow, *floater*, *laugh*, *laughter*,
father, *vain*, *vendor*, *thunder*,
oyster, *shatter*, *mother*, *smoother*,
centre or sender, *lighter*, *slighter*,
builder, *boarder*.

150. When *dr* or *thr* follow an initial *l*, they are expressed by \updownarrow and not by doubling the *l*; thus,

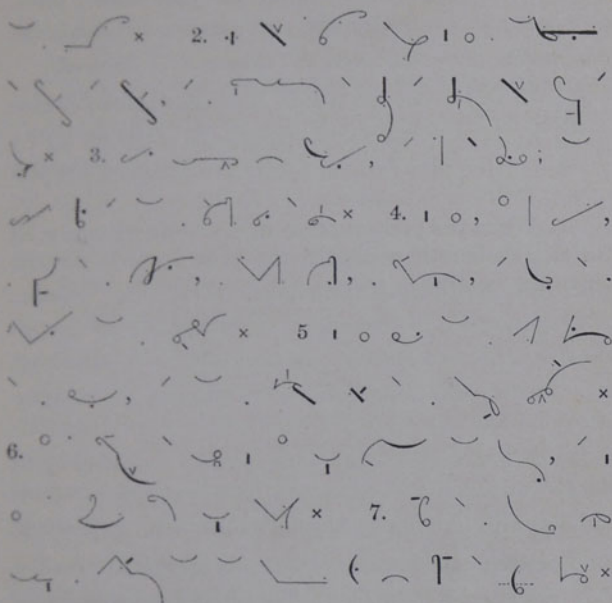
older, *leader*, *leather*. After *f*, *sh*, *m* also, *dr* is expressed by \updownarrow and not by doubling; thus, *fodder*, *shudder*, *Modder*.

151. Straight consonants hooked finally, or which follow *another stroke*, are made twice their usual length to indicate the addition of *tr* or *dr*; thus,

pain, *painter*, *ten*, *tender*, *wren*, *render*,
won, *wonder*, *yon*, *yonder*, *Hun*,
hunter, *rafter*, *neck*, *nectar*,
rector, *detractor*, *disputer*, *debater*.

152. The character \frown *mp* is doubled to express *mpr* or *mbr*; thus, *temper*, *chamber*. The character *ng* is doubled to express *ngkr* or *nggr*; thus, *shrinker*, *longer*.

EXERCISE 48 (continued).



EXERCISE 49.

1. Enter, Easter, loiter, shutter, matter, mattered.
2. Founder, asunder, smatter, cylinder, Walter, mentor.
3. Palter, porter, folder, charter, chartered, herder.
4. Letter, louder; latter, ladder; fetter, feeder; evader.
5. Shouter, shedder; mutter, madder; fitter, federal.
6. Pointer, tinder, ranter, wander, wandered, haunter.
7. Elector, gunpowder, dissector, pretender, bookbinder.
8. Vamper, Humber, jumper, timber, belonger.
9. Slumber, slumbered; anger, angered; entered.
10. Flounder, flounded; director, directory; futures.

EXERCISE 50.









1. Most of the typewriters at present in use had American inventors and originators, and the early promoters of these valuable aids to authors of letters and documents were of American nationality. 2. Many an inventor and thinker has added first one and then another new device to the older models. 3. These have included a tabulator for tabular matter, and a duplicator for producing many copies of the same writing. 4. The manipulator, who is known as a typist, uses a lubricator, in other phrase an oil can, to keep his machine in proper order. 5. To measure gas we use a meter; to learn the distance we travel, we refer to a pedometer or cyclo-meter. 6. A tube of quicksilver is an indicator of changes of weather.



REVIEW.




1. What additions are expressed when a curved consonant is written double its usual length?
2. Under what restrictions are the same additions expressed when a straight consonant is doubled?
3. What do \frown and \smile express when doubled?
4. For what class of words are \frown and \smile most convenient; explain why?
5. What syllable is added in a few common words when a consonant is doubled?
6. In the case of a verb written with the double-length principle, how is the past tense expressed?
7. Write *territory*, *votary*.
8. When circle *s* is added to a double-length character how is it read?


CHAPTER XVI.






VOCALIZATION OF *PL* AND *PR*.





157. The *pl* and *pr* series may sometimes be used to obtain a good outline, even though an accented vowel comes between the two consonants. In such a case the LONG dot vowels BETWEEN the two letters are expressed by a small circle BEFORE or ABOVE the consonant stroke; thus,  *chairman*,  *careless*,  *cashiered*,  *souvenir*. The SHORT dot vowels are indicated by a small circle placed AFTER or UNDER the consonant; thus,  *dark*,  *gnarl*,  *German*,  *girl*.

158. In cases where it is inconvenient to observe this rule, the circle may be written on EITHER side, for either a LONG or a SHORT vowel; thus,  *regard*,  *engineer*.

159. A stroke vowel or diphthong is struck THROUGH the consonant; thus,  *school*,  *record*,  *tinature*.

160. Single stroke words vocalized in the above ways are halved for either *t* or *d*; thus,  *court*.

161. When an initial hook or circle would interfere with a first-place vowel or diphthong, or a final hook or circle with a third-place vowel, the vowel-sign may be written at the BEGINNING or END of the consonant; as,  *child*,  *dormouse*,  *corporation*,  *figuration*,  *figures*.

162. It is seldom necessary to vocalize the *pl* and *pr* series to mark an unaccented vowel; thus,  *permit*,  *vocal*; but accented vowels may be inserted; thus,  *pervért*,  *pérvert*.

REVIEW.

1. How may the long dot vowels be indicated between the two letters of the *pl* and *pr* series of consonants?
2. How are the short vowels expressed in the same case?
3. When the position of the consonants renders it inconvenient to observe this rule, how may the vowel then be written?
4. How are the stroke vowels written, when occurring between the letters of the *pl* or *pr* series of consonants?
5. When a first-place vowel occurs between an initial hook or circle and the consonant to which the hook or circle is annexed; and when a third-place vowel occurs between a final hook or circle and the preceding consonant, how may these vowels be written?

CHAPTER XVII.

W AND Y DIPHTHONGS.

163. When *w* or *y* is followed by any simple vowel, a diphthong is formed, which is represented by a semi-circle written in the same position as the simple vowel; thus,

<i>ah</i>	⋮	<i>aw</i>	<i>wah</i>	⋮	<i>waw</i>	<i>yah</i>	⋮	<i>yaw</i>
<i>eh</i>	⋮	<i>oh</i>	<i>weh</i>	⋮	<i>woh</i>	<i>yeh</i>	⋮	<i>yoh</i>
<i>ee</i>	⋮	<i>oo</i>	<i>wee</i>	⋮	<i>woo</i>	<i>yee</i>	⋮	<i>yoo</i>

The following are examples of the use of the above signs: *zouave*, *railway*, *seaweed*, *chamois*, *misquote*, *Indiana*, *associate*, *yearly*, *folio*, *youth*.










164. The same signs written LIGHT represent diphthongs formed of *w* and *y* and the SHORT vowels; thus,









<i>ă</i>	⋮	<i>ăw</i>	⋮	<i>wă</i>	⋮	<i>wă</i>	<i>yă</i>	⋮	<i>yă</i>
<i>ĕ</i>	⋮	<i>ĕw</i>	⋮	<i>wĕ</i>	⋮	<i>wĕ</i>	<i>yĕ</i>	⋮	<i>yĕ</i>
<i>ĭ</i>	⋮	<i>ĭw</i>	⋮	<i>wĭ</i>	⋮	<i>wĭ</i>	<i>yĭ</i>	⋮	<i>yĭ</i>

The following are examples of the use of the above signs: *thwack*, *twenty*, *twinge*, *memoir*, *password*, *lamb's-wool*, *serial*, *alien*, *atheist*, *patriot*, *piteous*.

165. It is in practice rarely necessary to make any distinction between light and heavy signs. It will be seen that the SIDES of the circle represent the *w* diphthongs, while the lower and upper halves represent the *y* diphthongs.

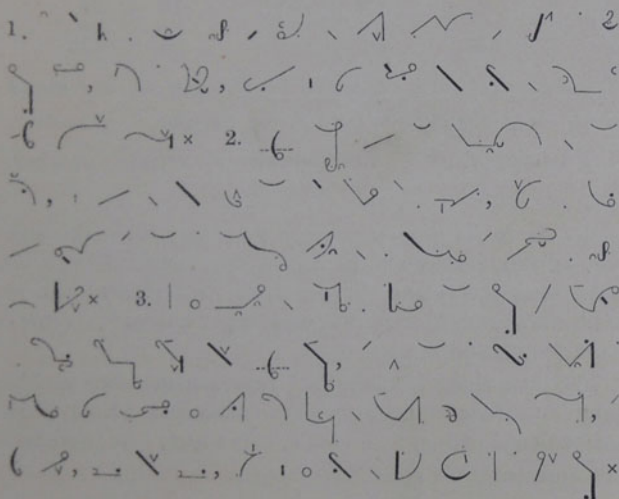
166. The right semicircle representing *waw* or *wă* may be prefixed to a stroke consonant where it is convenient; thus, *walk*, *water*, *watcher*, *washer*, *war*, *warp*.

167. The left semicircle ^c is prefixed to downward *l*, and the right semicircle ^o is prefixed to *k*, *g*, *m*, *mp*, to represent *w* only; thus,  *William*,  *Wilson*,  *wake*,  *wig*,  *woman*,  *wampum*. This sign is always read *first*, so that when a vowel precedes *w* the stroke  must be written, and not the abbreviation, thus,  *awake*,  *wake*.

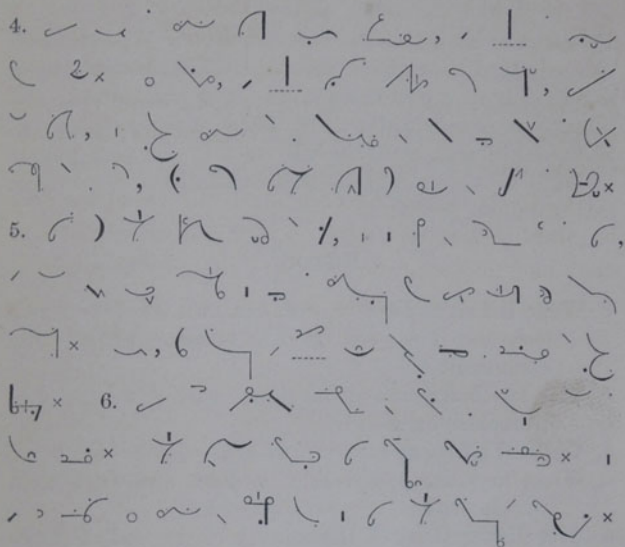
168. At the beginning of a word, the vowel *aw* may be joined to upward *l*, as  *awl*,  *alter*,  *alteration*; and the logogram  *aw* (*all*) may be joined in compound words commencing with *all-* or *al-*; thus,  *Almighty*,  *already*,  *almost*,  *all-wise*.

EXERCISE 53.

^o *beyond*⁽¹⁾, ^c *with*⁽¹⁾, ^c *when*, ^o *what*⁽¹⁾, ^o *would*, ^c *will*.



EXERCISE 53 (continued).



EXERCISE 54.

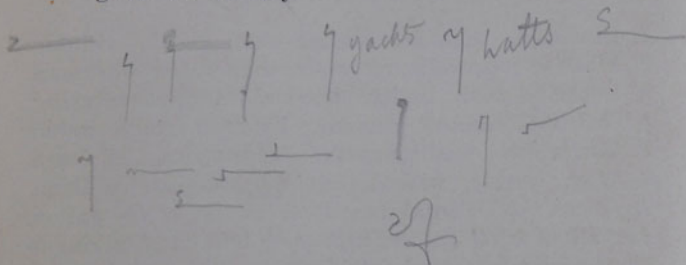
1. Eastward, assuage, sealing-wax, tweak, twinkle.
2. Walker, rope-walk, reservoir, soda-water, workman.
3. Fuchsia, yard, hosier, currier, varying, carrying.
4. Superior, cameo, glorious, hideous, fume, value.
5. Wardrobe, washerwoman, waterspout, all-fours.
6. Wag, weekly, wicked, wimple, wombat, Wilkins.
7. *When the Oriental heard the twang of the guitar, he walked to the palace, with the intention of talking to the musician who stood outside it.*
8. *He found the artist was not a strolling Syrian, but an Italian, who had made his way from Asia, and played appropriate music before audiences in the streets.*
9. *He seemed very youthful, although he had gained great experience when walking through many beautiful parts of Europe, and of Asia.*

EXERCISE 54 (continued).

10. *He was at one time associated with William, and was engaged in chariot races. 11. Then he practised assiduously in a gymnasium, was very abstemious, and became a noted athlete. 12. From some Belgians he learned billiards, and the brilliance of his play placed his skill at a premium; it will be admitted the Italian was a unique genius.*

REVIEW.







1. Write the signs for *wah, weh, wee, waw, woh, woo; yah, yeh, yee, yaw, yoh, yoo*, in position against the consonant *t*.
2. Give an illustration of the sign \supset *waw* or \checkmark joined to a stroke consonant.
3. Write *Wilkins* and *women* with the joined signs \subset \supset .
4. When may the joined sign be used, and when must the consonant \checkmark be employed?
5. Give illustrations of the joining of *aw* and the logogram *all* initially.





























CHAPTER XVIII.








DISYLLABIC DIPHTHONGS.

169. In addition to the signs used for diphthongs given in Chapters V. and XVII., most of which are monosyllabic (or one syllable), the following series of angular characters is employed for the representation of disyllabic (or two syllable) diphthongs:—

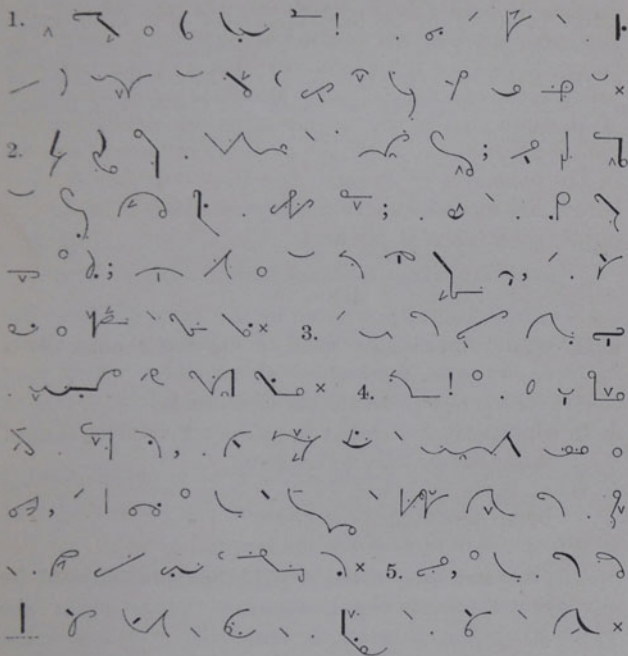
↓	↓	↓	↑	↓	↓
ah-i,	eh-i,	ee-i,	aw-i,	oh-i,	oo-i.
as in 					
<i>sol-fa'ist,</i>	<i>la'ity,</i>	<i>howbe'it,</i>	<i>flaw'y,</i>	<i>sto'ic,</i>	<i>bru'in.</i>

170. These signs are written in the same places as the long vowels, and may be used to express a long vowel followed by ANY *unaccented* short vowel which may occur; thus, ↓ represents the diphthong in  *clay'ey* or in  *bay'onet*; ↓ that in  *re'al*,  *re'instate*, or  *muse'um*; ↑ that in  *draw'er* or  *flaw'y*; ↓ that in  *No'ah*,  *No'el*, or  *o'olite*; ↓ that in  *jew'el* or  *Jew'ish*.

171. Where a long vowel or diphthong is followed by an *accen'ed* short vowel, separate vowel signs are written, or the *y* series is employed. Compare the following words:  *poet*,  *poétic*;  *re-elect*,  *re-éligible*;  *reinforce*,  *re-énter*;  *geological*,  *géology*;  *theatre*,  *théátrical*;  *realty*,  *réality*;  *pean*,  *piáno*.

172. When two vowels occur in succession, not thus provided for, write the separate vowel signs; thus,  *Leo*,  *Louisa*,  *Ohio*,  *Messiah*,  *Isaiah*,  *royal*,  *dewy*.

EXERCISE 55.



EXERCISE 56.

1. Naïve; obeyer, sayest, prosaic; deity, Beatrice.
2. Withdrawer; boa, Chloe, mower; Lewis, ruin, cruet.
3. Gayest, idea, theory, Owen, deist, snowy, Galatea.
4. Cruel, creosote, druid, payable, sower, mausoleum.
5. Coincide, coincident; shower (one who shows), showér
(of rain).
6. Diary, lion, riot, bower, pious, empower, iota, tower.

EXERCISE 57.

1. *The Athenæum was the name given originally to a famous Roman school, which was the pioneer of many European institutions devoted to science, art, and literature.* 2. *In not a few places the liberal arts would have fallen into ruin, but for such associations, in which men of ingenuity acted in co-operation or coalition with valued coadjutors.* 3. *Minerva was the goddess of wisdom in the pantheon of Roman divinities, and her bust in heroic size figures on structures erected in the Ionic style for the promotion of the arts.*

REVIEW.

1. In what respect do the disyllabic diphthongs differ from the monosyllabic diphthongs?
2. Give the series of disyllabic diphthongs.
3. In what position are the disyllabics written, and what may they be used to express?
4. What signs are used when a long vowel is followed by an accented short vowel?
5. When two vowels occur in succession which are not provided for by the diphthongal signs, how are they represented?

CHAPTER XIX.

PREFIXES.

173. The syllable *com-* or *con-* occurring at the beginning of a word is expressed by a light dot written before the first consonant; thus, \dot{c} *commit*, \dot{c} *community*; \dot{c} *convey*, \dot{c} *contribute*.

174. When the syllable *cog-*, *com-*, *con-*, or *cum-* comes between two consonants, either in the same or in a preceding word, it is indicated by writing the syllable or word that follows UNDER or CLOSE TO the consonant or word that precedes; thus, $\underset{c}{r}$ *recognise*; $\underset{c}{o}$ *compose*, $\underset{c}{d}$ *decompose*; $\underset{c}{v}$ *confined*, $\underset{c}{v}$ *unconfined*; $\underset{c}{i}$ *incumbent*; $\underset{c}{i}$ *in compliance*.

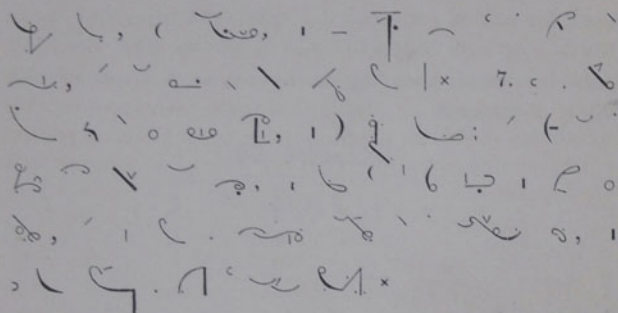
175. *Inter-*, *intro-*, or *enter-* is generally expressed by \sim *nt*; thus, \sim *interlock*, \sim *introspect*, \sim *enterprise*. The prefix may be joined when this course does not occasion ambiguity; thus, \lrcorner *interdict*, \lrcorner *entertain*.

176. *Magna-*, *magne-*, or *magni-* is expressed by a disjoined \sim ; thus, \sim *magnanimity*, \sim *magnetize*, \sim *magnify*.

177. *Self-* is represented by a disjoined circle *s*; thus, \circ *self-possessed*, \circ *self-defence*, \circ *self-conscious*.

178. *In-* before the circled letters \circ η σ ρ γ , is expressed by a small hook, written in the same direction as the circle; thus, \circ *inspiration*, \circ *instrument*, \circ *inscribe*, \circ *inherent*, \circ *inhuman*.

EXERCISE 58 (continued).



EXERCISE 59.

1. Competent, complete, compass, compute, compromise.
2. Convince, condemn, condense, congratulate, Congress.
3. Recognition, recognisor; incompetent, incomplete.
4. Disconsolate, misconceive, reconsider, reconcile.
5. Interlude, intermeddle, interplead, intercede, intersect.
6. Introvert, introspective, introversion; enterprised.
7. Introduce, interweave, interrupted, interchange.
8. Magnanimity, magnificence, magnified, magnetized.
9. Self-love, self-righteous, self-confident; inhibit.

EXERCISE 60.

1. "Self-praise is no recommendation," runs a well-known proverb. 2. We feel that such praise is incongruous and incompatible to him who feels with Tennyson that self-reverence and self-control lead life to sovereign power. 3. We do not enjoy intercourse with those whose self-conceit is irreconcilable with their inconspicuous abilities. 4. But we love to converse with him who has enough modesty in his composition to spare us constant references to what he considers are his own magnificent

EXERCISE 60 (continued).

enterprises. 5. We do *not* admire self-esteem *when* associated *with* self-will, *and when he who* shows it exhibits no circumspection or common sense *in his* communications, *is not* gifted *with* introspection, *but* manifests *a* stilted magniloquence. 6. *Such a* person *is* likely *to* provoke interruption, *should he* address any conference.

REVIEW.

1. How is the prefix *com-* or *con-* expressed?
2. In what position should two consonants be placed to express *com-* or *con-* intermediate? What other syllables are also expressed in the same way?
3. How are the prefixes *inter-*, *magna-*, *self-*, etc., represented?
4. By what sign is the prefix *in-* represented, and to what consonants is it prefixed?
5. When *in-* has a negative signification, how is it written?

CHAPTER XX.

SUFFIXES.

180. The suffix *-ing* is expressed by the stroke \smile , and *-ings* by \smile ; thus, \smile *facing*, \smile *facings*, \smile *evening*, \smile *musings*, \smile *robing*, \smile *borrowing*, \smile *partings*, \smile *feeling*, \smile *paving*, \smile *printing*, \smile *counting*.

181. When the stroke is not convenient, *-ing* is expressed by a light dot at the end of the word, and *-ings* by a light dash; thus, \smile *hoping*, \smile *plotting*, \smile *plottings*, \smile *tying*, \smile *turning*, \smile *turnings*, \smile *ad-journing*, \smile *morning*, \smile *mornings*, \smile *engraving*, \smile *engravings*, \smile *cleansing*, \smile *dancing*, \smile *airing*, \smile *hatching*, \smile *hoeing*.

182. The suffixes *-ality*, *-ility*, *-arity*, etc., are expressed by disjoining the preceding stroke; thus, \smile *formality*, \smile *carnality*, \smile *geniality*, \smile *venality*; \smile *durability*, \smile *stability*; \smile *barbarity*, \smile *popularity*, \smile *regularity*; \smile *majority*, \smile *minorities*.

183. The sign \smile is employed as a contraction for *-ment*, when following \smile *n*, \smile *ns*, or a hook, when it will join easily; thus, \smile *imprisonment*, \smile *resentment*, \smile *commencement*, \smile *pavement*, \smile *refinement*, \smile *achievements*.

184. The suffix *-mental*, or *-mentality* is expressed by *mnt*; thus, *fundamental*, *regimental*; *instrumental* or *instrumentality*, *instrumentalities*.

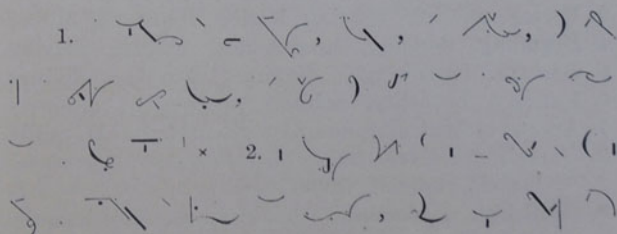
185. Generally *-ly* is expressed by ; thus, *poorly*, *heavily*, *coarsely*, *nicely*, *greatly*. Where it is inconvenient to join the it may be disjoined; thus, *friendly*, *confidently*, *distantly*. It is sometimes easier to combine the *l* with the preceding stroke by means of the initial hook; thus, *deeply*, *actively*.

186. The circle *s* is used to express *-self* and the large circle to denote *-selves*; thus, *thyself*; it is sometimes joined, as in *myself*, *himself*, *themselves*.

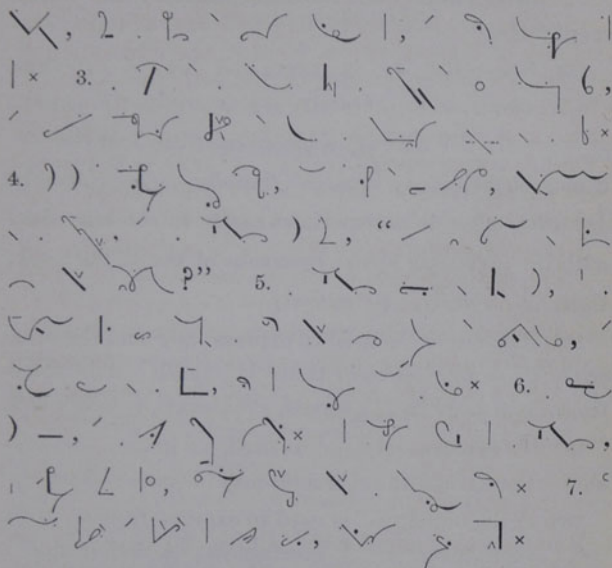
187. To express *-ship* is used, as in *stewardship*. Sometimes the character may be joined; thus, *ship*.

188. A disjoined is used to express *-fulness*; thus, *restfulness*, *carefulness*. A disjoined is used for *-lessness*; thus, *listlessness*, *lawlessness*.

EXERCISE 61.



EXERCISE 61 (continued).



EXERCISE 62.

1. Weeping, webbing, eating, reading, etching, edging.
2. Hacking, juggling, thawing, terrifying, vying, thieving.
3. Erring, missing, noosing, letting, following, failing.
4. Branding, tending, accounting, puffing, driving.
5. Borings, borrowings, diggings, longings, livings.
6. Finality, brutality, nobility, singularity, minority.
7. Announcement, alignment, rudimental, sternly, vainly.
8. Oneself, ourselves. *Write the full consonant forms in:*
herself, yourself, yourselves.
9. Hardship, leadership, thankfulness, hopelessness.

EXERCISE 63.

1. A swaggering manner, coarse jocularly, and forced conviviality are not compatible with real affability and geniality of disposition. 2. Neither can admiration be felt for him who impudently or insolently forces himself and his views on our notice. 3. "Know thyself," was the advice of a wise man, but how few of us are discerning enough to see ourselves as others see us? 4. Did we but possess this valuable learning, we could censure the shortcomings of others without any show of resentment. 5. But such censorship would not be agreeable to all, and few would care to fearlessly exercise it. 6. "Self-deceit is the easiest of any," runs the proverb, and it is an indication of extreme youthfulness to boast effusively of one's championship in scholarship or in workmanship over others. 7. The uselessness of such boasting may appear apparent when tested. 8. Thus the heedlessness shown in indulging in it is exposed.

REVIEW.





1. What are the signs for the suffixes *-ing*, *-ings*?
2. When is the stroke and when the dot employed?
3. How are the suffixes *-ality*, *-ility*, *-arity*, etc., expressed?
4. What sign is employed for *-ment*, and how are *-mental* and *-mentality* indicated?
5. What are the suffixes for *-ly*, *-self*, *-selves*, and *-ship*?
6. How are *-fulness* and *-lessness* expressed?

CHAPTER XXI.



GRAMMALOGUES.

189. The list of grammalogues in pages 92-95, contains a number of logograms additional to those already given in connection with the exercises. By means of the first table in pages 92 and 93, in which the signs are grouped phonetically, and the directions furnished below, they may be readily committed to memory. Alphabetic characters are used to represent all the grammalogues except *and*, *he*, and *therefore*, for which convenient signs are allocated.

190. The POSITIONS of the logograms, ABOVE, ON, and THROUGH the line, are in general determined by the vowels contained in the words; and if a word has more than one syllable, by its accented vowel. For perpendicular and sloping strokes, standing alone, the positions are:—

1. *ah*, *aw*, *ă*, *ö*, *ī*, *oi*, *wī*, ABOVE the line; thus,  *at*.
2. *eh*, *oh*, *ě*, *ů*, ON the line; thus,  *up*,  *whether*.
3. *ee*, *oo*, *ĩ*, *öő*, *ow*, *ũ*, THROUGH the line; thus,  *each*.

191. Vowel logograms, and horizontal and half-sized consonants, have but TWO positions:—

1. *ah*, *aw*, *ă*, *ö*, *ī*, *oi*, *ay*, *wī*, ABOVE the line; as,  *ah*.
2. *eh*, *oh*, *ě*, *ů*, *ee*, *oo*, *ĩ*, *öő*, *ũ*, *ow*, ON the line; as,  *too*.

These rules do not apply to the irregular grammalogues set out in the table on the opposite page.

192. It will be noticed that in the tables of grammalogues some words are indicated with a hyphen, (as, *give-n*); or, with a double termination, (as, *importan^{ts}*).

The corresponding logograms represent both *give* and *given*, *important* and *importance*.

193. In order to mark the plural number, the possessive case of a noun, or the third person singular of a verb, *s* may be added to a logogram; thus, $_$ *good*, $_s$ *goods*; $_$ *God*, $_s$ *God's*; $_$ *come*, $_s$ *comes*.

194. A logogram may be used either as a prefix or suffix; thus, $_$ *afternoon*, $_$ *undertake*, $_$ *hereafter*, $_$ *indifferent*.

195. Irregular grammalogues are of two descriptions, namely,

1. Those of frequent occurrence, written ON THE LINE for convenience. These are

$_$ advantage	$_$ from	$_$ upon
$_$ are	$_$ have	$_$ usual
$_$ be	$_$ if	$_$ was
$_$ been	$_$ it	$_$ we
$_$ dear	$_$ Lord	$_$ which
$_$ deliver	$_$ Phonography	$_$ will
$_$ do	$_$ shall	$_$ your
$_$ for	$_$ think	

2. Those which, in their proper position, would clash with (*i.e.*, be mistaken for) some others. These are

$_$ any 1	$_$ much 1	$_$ this
$_$ ago, go 1	$_$ number-ed 3	$_$ those 1
$_$ in 1	$_$ O! oh! owe	$_$ though 1
$_$ me 1	$_$ over 1	$_$ truth
$_$ more 1	$_$ particular 1	$_$ with 1

GRAMMALOGUES

PHONETICALLY ARRANGED.

Grammalogues marked "1" (first position) are written *above* the line.
 Those marked "3" (third position) are written *through* the line.
 Those not marked (second position) are written *on* the line.

CONSONANTS.

P	happy 1; up; put 3	ks	—	because 1
pn	upon	kl	—	call 1; equal-ly called, 1
pr	principally 3	kr	—	care
p ^r t	particular 1; oppor- tunity 3	krt	—	according 1
B	by, buy 1; be; to be 3	G	—	go, ago 1; give-n
bv	above	gd	—	God 1; good
bn	been	grt	—	great
br	remember-ed, mem- ber; number-ed 3	F	—	if
T	at 1; it; out 3	ft	—	after 1
tl ^t	told	fr	—	for
tr	truth; true 3	fr	—	from
trt	toward	fn	—	Phonography
D	had 1; do; different-ce 3	v	—	have
dl	deliver-ed-y	vr	—	over 1; ever-y
df	advantage; difficult 3	vr	—	very; however 3
dn	done; down 3	TH	—	thank-ed 1; think
dr	Dr 1; dear; during 3	thr	—	through, threw 3
CH	much 1; which; each 3	TH	—	though 1; them
J	large 1	tht	—	that 1; without
jn	general	ths	—	those 1; this; these, 3
jnt	gentleman 1; gen- tlemen 3	thr	—	other
K	can 1; come	thr	—	their, there
kt	quite 1; could	thr	—	therefore 3 ^(at) (double length)
knt	cannot 1; account	S	—	so, us; see, use (noun) 3
		s	—	as, has 1; is, his

GRAMMALOGUES PHONETICALLY ARRANGED.

st	o	first					
sprt	∞	spirit		Dash	∕	and (up)	
sv	e	several		ä	.....	a, an [a-an-ane]	
Z	)	was; use (<i>verb</i>) 3, [whose 3]		ah	.....	ah!	
SH	∩	shall, shalt		ě	.....	the [to, in]	
shrt	2	short 1		eh	.....	eh? x	
ZH	∩	usual		ö	.....	of	
zhr	∩	pleasure		i	.....	on	
M	—	me, my 1; him, may		aw	.....	all	
mt	∩	might 1		ä	.....	awe x	
ms	∞	myself 1; himself		ü	.....	but	
mp	—	important ^t 1; im- [prove-d-ment]		oh	.....	O! oh! owe	
mr	∩	more, remark-ed 1; [Mr, mere]		Dash	.....	he	
N	—	in, any 1; no, know (N)		öö	.....	to	
nt	∩	not 1; nature		oo	.....	should (up)	
nd	∩	hand 1; under			.....	two, too	
nn	∩	opinion			.....	who	
nr	∩	nor 1; near					
NG	∩	language 1; thing					
L	∩	Lord					
R	∩	or 1; your; year 3		wě	.....	when	
r	∩	are; hour, our 3		wĩ	.....	with	
rd	∩	word		wö	.....	what	
W	∩	we		wöö	.....	would	
wn	∩	one		yö	.....	beyond	
wl	∩	will		yöö	.....	you	
Wh	∩	whether		ĩ	.....	I, eye	
whl	∩	while 1		ai	.....	ay, aye (broad ai, yes)	
Yt	∩	yet		ow	.....	how	
				wĩ	.....	why	

VOWELS.

DIPHTHONGS.

GRAMMALOGUES
 ALPHABETICALLY ARRANGED.

∩	A, an ✓	—	could	∩	have (v)
∩	above	∩	dear	.	he (e)
∩	according	∩	deliver-ed-y	∩	him
∩	account	∩	differen ^t _{ce}	∩	himself
∩	advantage	∩	difficult	∩	hour
∩	after	∩	do	∩	how (sw)
∩	ago	∩	Doctor	∩	however
∩	ah!	∩	done	∩	I, eye (r)
∩	all	∩	down	∩	if
∩	and (up)	∩	during	∩	important ^t _{ce}
∩	any (N)	∩	each	∩	improve-d-ment
∩	are	.	eh?	∩	in
∩	as, has	∩	equal-ly	∩	is, his
∩	at	∩	ever-y	∩	it
∩	awe	∩	first	∩	know
∩	ay, aye(yes)	∩	for	∩	language
∩	be	∩	from	∩	large
∩	because	∩	general	∩	Lord
∩	been	∩	gentleman	∩	may
∩	beyond	∩	gentlemen	∩	me, my
∩	but	∩	give-n	∩	member
∩	by, buy	∩	go	∩	might
∩	call	∩	God	∩	more
∩	called	∩	good	∩	Mr, mere
∩	can	∩	great	∩	much
∩	cannot	∩	had	∩	myself
∩	care	∩	hand	∩	nature
∩	come	∩	happy	∩	

(	near (nR)	2	short	\	upon
)	no (N)	/	should (up)	)	us
)	nor (Nn)	)	so	-)	use (verb)
)	not	∞	spirit	-)	use (noun)
-)	number-ed	(	thank-ed	)	usual
.	O! oh! owe	(	that (k)	\	very
.	of	.	the ✓	)	was
-	on	)	their, there	✓	we
S	one	(	them	2	what x
)	opinion	-)	therefore	-	when
-)	opportunity	-6	these	c	whether
)	or	-)	thing	✓	which
(	other	(	think	/	while
-)	our	6	this (k)	6	who
-	out	6	those	/	whose
)	over	(	though	-)	why (2)
-)	particular	-)	through, threw	-	will
)	Phonography	\	to	c	with
)	pleasure	-)	to be	-	without
-)	principally	∩	told	(	word
-)	put	∩	toward	\	would
-)	quite	∩	true	2	year
-)	remark-ed	-)	truth	-)	yet
-)	remember-ed	∩	two, too	✓	you
-)	see	\	under	2	your
)	several	-)	up	\	
)	shall, shalt	\		\	

tage or no. 7. Ah! how different might things be; what differences could be quite put out by a more happy spirit, and through the use of words or language which should give no care. 8. Why, if we have the will to deliver it, in the awe of God, this may yet be so! 9. Aye, of a truth, he himself is of this opinion; for myself, I shall use this very language with your doctor. 10. As usual, I shall put down every word delivered in Phonography, which is of great use in my hand. 11. It is quite usual, too, for me to see not several but a very large number of those who use it, and whose principal pleasure it is to do all toward the improvement of others in it when near them, according to their opportunity. 12. It should be remembered that much was done during the first year, ay and beyond, for it is over two years ago that he told you to come or go to them when you had any difficult thing. 13. Under them our members, in a short while, I think, after the above, will equally improve much. 14. I know all will go up with us to thank him, at or from whose hands has principally been given so much, and therefore it is of importance that he should be called upon and thanked.









REVIEW.




1. How are the positions of grammalogues generally determined?
2. When perpendicular and sloping strokes, standing alone, are used as grammalogues, how are their positions determined?
3. How many, and what positions have vowel logograms and horizontal consonants?
4. Why are the Irregular Grammalogues of the 1st Class not written in position according to their vowels?
5. Why are the Irregular Grammalogues of the 2nd Class not placed in their proper position?
6. Give some examples in which *s* may be added to a logogram to express the plural, the third person of a verb, or the possessive case.
7. Give examples of logograms used as prefixes and suffixes.















CHAPTER XXII.







CONTRACTIONS.











196. In order to give more facile outlines, certain medial consonants are omitted, as indicated below. In some words of this class, letters which find a place in the ordinary spelling are silent, and are not, therefore, represented phonographically.

P is omitted between *m* and *t*; thus,  *pumped*,  *plumped*,  *bumped*,  *trapped*,  *damped*,  *stamped*,  *thumped*,  *camped*.

P between *m* and *sh*; thus,  *presumption*,  *redemption*,  *assumption*.

T between *s* and another consonant; thus,  *post*,  *postage*,  *postage stamps*,  *post office*,  *postpone*,  *postponement*,  *most*,  *mostly*,  *honest*,  *honestly*,  *test*,  *testimony*,  *testimonial*,  *testament*.

K or *G* between *ng* and *t* or *sh*; thus,  *distinct*,  *distinction*,  *distinguish*,  *anxious*,  *sanction*,  *sanctity*.

197. TICK *The*.—A slanting tick, joined to the preceding character, and usually written downward, is employed to represent *the*; thus,  *for the*,  *in the*,  *is the*,  *make the*,  *both the*. When it is more convenient, the tick is written upward; thus,  *from the*,  *above the*,  *before the*,  *said the*,  *on the*. In order to keep *on the* distinct from *I*, the first stroke must be written sloping. The tick *the* must never be used initially.

198. PHRASE *Of the*.—The phrase *of the* may be expressed by writing the two words which it connects CLOSE TO EACH OTHER, and in this way indicating that one is "of the" other; thus, plan of the work, some of the indications, result of the measure, a statement of the actual condition of the country. The method of intimating *of the* cannot be mistaken, in practice, for this mode of expressing *con-* or *com-* When *of the* is followed by *con-*, write the dot for *con-*; thus, close of the contest. These methods must not be employed after a dot or dash vowel sign, as a condensed account, two of the principal men, would not be distinct.

EXERCISE 66.

1.

2.

3.

4.

5.

EXERCISE 67.

1. Clumped, jumped, dumped, stumped, lumped.
2. Consumption, exemption, coemption, pre-emption.
3. Lastly, wistful, waistcoat, postman, restless, tasteful.
4. Tincture, instinct, defunct, punctual, adjunct.
5. When-the rights of men are considered, we are prompted to ask, What is-the nature (of the) rule that men live under? 6. For-the adjustment of affairs, laws of some kind exist, even among-the most savage nations (of the) world. 7. From-the operation of these the inhabitants cannot claim to be exempt. 8. But-the rights (of the) man are judged by-the privilege (of the) average man to share in-the making (of the) laws. 9. Some favoured countries enjoy a suffrage (of the) broadest kind, and all have a voice in-the election (of the) head (of the) state, and in-the framing (of the) constitution. 10. In other countries, such as-the Celestial Empire, the people have no voice in-the management (of the) state. 11. Under a despot there is a temptation to sweep away the power (of the) state if things go ill. 12. But under elective conditions all that happens is that-the ministry (of the) day is deprived of its functions.


REVIEW.


1. When may *p, t, k, g*, be omitted?
2. Write *in the, for the, on the, with the, to the, at the, and the, from the, or the, but the, is the, as the.*
3. How is the connective phrase *of the* indicated?


CHAPTER XXIII.


CONTRACTIONS (CONTINUED).

199. Certain words of frequent occurrence are contracted by the omission of a portion of the outline:—

(a) By employing the first two or three strokes of the outline only; thus,  *expect, expected.*

(b) In most words ending in *-action, -ection, etc.*, *k* may be omitted; thus,  *objection.*































(c) In a few instances the medial consonant or syllable is omitted; thus,  *passenger.*

(d) The hook *n* may be attached to words, where practicable, as a contraction for the following word *than*; thus,  *better than.*

200. In the following list, contractions of a similar character and related words are grouped together; they can thus be conveniently learned in sections.

CONTRACTIONS.—ARRANGED FOR LEARNING.

Words marked () are written above the line.*

Altogether *		subject		rather or writer	
together		expect-ed		Catholic	
anything *		unexpected-ly		character *	
nothing		respect-ed		characteristic *	
something		destruction		danger-ous	
everything		instruction		messenger	
architect-ure-al		objection		stranger	
neglect-ed *		better than		manuscript	
prospect		more than *		transcript	
object		rather than		transfer	

transgress	regular	improbable-bly-
transgression	kingdom *	ility
difficulty	knowledge	public-sh-ed
doctrine	acknowledge-d	publication
domestic	magazine	republic
enlarge-d	mistake-n *	republican
especial-ly	natural-ly	remarkable-y
essential-ly	never	represent-ed
establish-ed-ment	nevertheless	representation
govern-ed-ment	next	representative
immediate-ly	notwithstanding	reverend
impossible *	parliament-ary	satisfaction
inconsistent	peculiar-ity	satisfactory
inconsistency	perform-ed	unsatisfactory
influence *	performance	subscribe
influenced *	performer	subscription
influential *	reform-ed	surprise *
uninfluential *	reformation	temperance
information *	reformer	thankful *
interest-ed	phonographer	unanimity or
disinterested-ness	phonographic	unanimous
uninteresting	practice-d-cal-ly	uniform-ity
understand	practicable	whatever
understood	impracticable *	whenever
irregular	probable-bly-ility	yesterday

Transaction should be written at length, because the contracted form might clash with *transgression*.

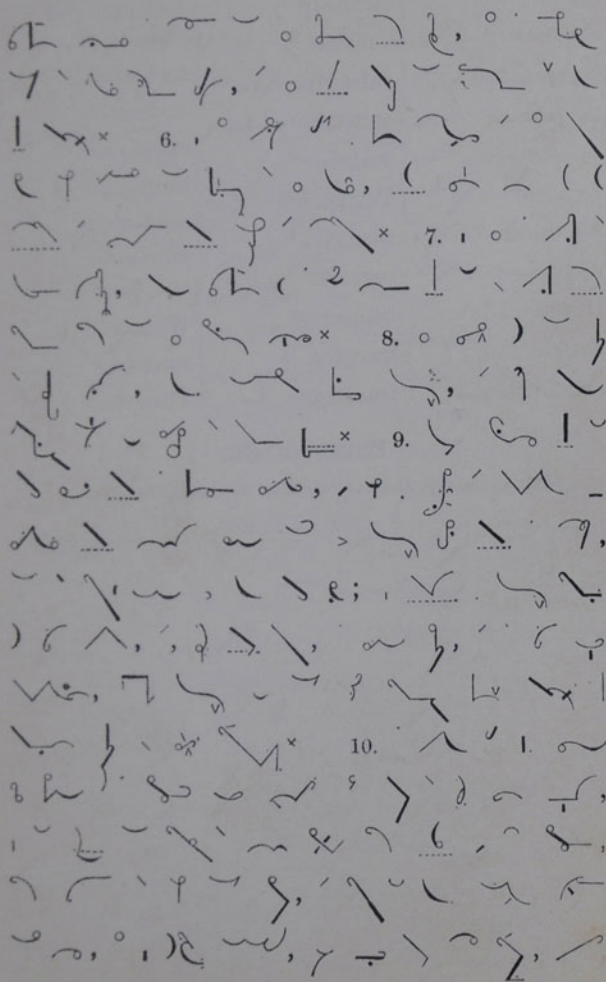
CONTRACTIONS.

ALPHABETICALLY ARRANGED.

Words marked (*) are written above the line.

Acknowledge-d	impossible *	nevertheless
altogether *	impracticable *	next
anything *	improbable-ly	nothing
architect-ure-al	ility	notwithstanding
Better than	inconsistent	Object
Catholic	inconsistency	objection
character *	influence *	Parliament-ary
characteristic *	influenced *	peculiar-ity
Danger	influential *	perform-ed
dangerous	information *	performance
destruction	instruction	performer
difficulty	interest-ed	phonographer
disinterested-ness	irregular	phonographic
doctrine	Kingdom *	practice-d-cal-ly
domestic	knowledge	practicable
Enlarge-d	Magazine	probable-ly or
especial-ly	manuscript	probability
essential-ly	messenger	prospect
establish-ed-ment	mistake-n *	public-sh-ed
everything	more than *	publication
expect-ed	Natural-ly	Rather or
Govern-ed-ment	neglect-ed *	writer
Immediate	never	rather than
immediately		reform-ed
		reformation

EXERCISE 68 (continued).



EXERCISE 68 (continued).

11.

12.

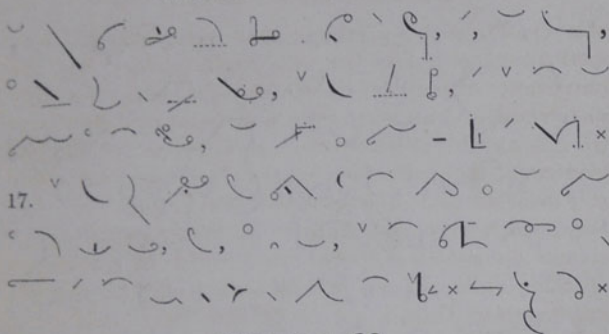
13.

14.

15.

16.

EXERCISE 68 (continued).



EXERCISE 69.

The following Exercise contains all the Contractions.

1. "Knowledge is power" is not a proverb we are in danger of forgetting, especially when it is represented how remarkably wide is its application to everything we do.
2. Knowledge which is essential to our highest welfare should never be neglected; nevertheless it is essentially true that the instruction of reverend teachers, and the doctrine they publish, do not with uniformity influence irregular lives so greatly as those interested could wish.
3. Reform in this respect, and the reformation (of the) evil, is the natural, we may say the characteristic and especial desire of every sincere reformer.
4. We need not think it impossible in the domestic sphere, however uninfluential, to exercise a peculiar influence for good.
5. This may be found to have influenced the character of some mistaken one, and led him to see the mistake (of the) life he was leading, and to decide to do nothing for the future to which objection could be taken that it was inconsistent with what is expected; such conduct would not be unexpected, nor show inconsistency.
6. We acknowledge the truth (of the) proverb in respect to the Government, and whether the established constitution is that

EXERCISE 69 (continued).

of a *republic*, with a president at the head and *republican* institutions, or a *kingdom* with *parliamentary* rule, the importance of political *knowledge* to the elector is readily *understood*, and all parties are *unanimous* in their efforts (if not entirely *disinterested*) to *establish* it. 7. The leaders (of the) party forming the *Government* are *naturally* desirous that *information* (of the) actions they *perform*, which may contribute to its firmer *establishment*, should be *published*, but the *publication* of particulars of their policy in the official organs may be thought *uninteresting*, though not *improbable*. 8. It may have, indeed, a different reception from that anticipated, or *rather*, than seemed *probable*. 9. Though this may, not *improbably*, give the reverse of *satisfaction*, and be considered *unsatisfactory* by *Parliament*, still one *object* of *representative* institutions is that those elected to rule should give to those they *represent* the most authentic *information* on *public* events, and this is not *impracticable*. 10. If not done *immediately*, there must be good reasons for *neglecting* the *immediate* and *regular* *publication* of *interesting* news. 11. Any *inconsistency*, or any *difficulty* whatever in this *respect*, will *probably* result in *dangerous* disputes, or the *destruction* altogether (of the) *Government*. 12. The break up might not be *immediate*, but it is not an *improbability* that loss of confidence in their *representation* might lead supporters to *transfer* their allegiance *unexpectedly* at the *next* opportunity to *representatives* promising more *satisfactory* things. 13. It is a *peculiarity* of popular *representation*, as we *understand* it, for which we may be *thankful*, that the desire (of the) country, when expressed with *temperance* and *unanimity*, must be *respected*. 14. *Government* in accordance with *public* feeling is *better* than the attempt to *govern* in other ways. 15. *Notwithstanding* that this is *more* than ever *understood*, yet it is remark-

EXERCISE 69 (*continued*).

able that some *influential* rulers, rather than make concessions, have faced the *prospect* of loss of power. 16. Those who thus *transgress* feel the results of their *transgression*; they have *performed* badly; they have had *knowledge* with power, but, it must be *acknowledged*, have not allowed it to *practically enlarge*, nor has it *enlarged* their minds, and the *immediate* result has been *anything* but pleasant, though *something* at which even a *stranger* might not feel *surprise*. 17. "*Knowledge is power*" is a *practical* truth which an *architect* or the *performer* of any act of skill recognises in his *performance*, and the *phonographer* or shorthand *writer* *acknowledges* in his *phonographic* pursuits. 18. The latter knows, too, the importance of proper *instruction* and *practice*. 19. He knows that the *uniform* accuracy of his *transcript* depends on his own ability. 20. If the *manuscript* is a *magazine* article dealing with *disinterestedness* upon such a *subject* as the *Catholic* faith, or with religious *architecture*, he may need works of reference in any *difficulty*. 21. If he were to *subscribe*—and a small *subscription* would suffice—a *messenger* would bring them, *whenever* he desired them, *together* with *architectural* drawings; *yesterday*, I am told, he was *expected* to do so. 22. This is a more *practicable* way than he would, in all *probability*, have adopted.

REVIEW.

1. What general principle of contraction may be employed in words of frequent occurrence?
2. In words ending in *-action* what consonant may be omitted?
3. Give an illustration of the omission of the medial consonant.
4. What does the hook *n* represent as a contraction?

CHAPTER XXIV.

PHRASEOGRAPHY.

201. The phonographic characters for a common phrase, consisting of several words naturally related to each other, are joined together and written without lifting the pen; for example, $\frown \searrow$ *may be* is written thus, \frown and $\vee \searrow \searrow$ *I have been*, thus, \searrow . These groups of joined characters are known as phraseograms, and the employment of this method of writing is styled phraseography. Phraseograms should not be made of words that can only be joined with difficulty, nor should they be too long, or carry the pen too far from the line.

202. In phraseography *I* is frequently abbreviated by writing the first stroke only, for example, \frown represents *I am*, and $\dots\dots$ *I can*.

203. Generally, the first logogram in a phrase must occupy its proper position, thus $\dots\dots \searrow$ *can be*, \frown *you can*; but a logogram written in the first position may be raised or lowered to accommodate it to the following character, thus \uparrow *I had*, \vee *I see*.

204. A logogram or phraseogram may be written over or close to a word to express *con* or *com*; thus, \searrow *you will comply*, \uparrow *I am content*, \uparrow *and contrive*, \circ *has commenced*, \uparrow *and is content*.

205. *There* or *their* may be added to a curved full-length logogram by doubling it; thus, \searrow *for there*, \searrow *from their*, \searrow *in their*, \searrow *if there*.

PHRASEOGRAMS.

\vee	<i>I</i>	\uparrow	<i>I did not</i>	\vee	<i>I was</i>
\uparrow	<i>I do</i>	\searrow	<i>I have</i>	\searrow	<i>I shall</i>
\uparrow {	<i>I do not</i>	\vee	<i>I think</i>	\searrow	<i>I shall be</i>
$\dots\dots$ {	<i>I had not</i>				

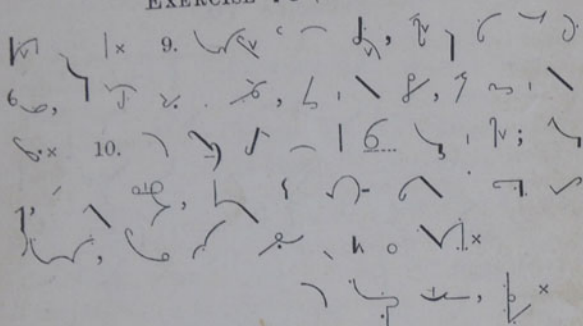
..... I am	..... of	..... that you
..... I will	..... of course	..... that you are
..... you	..... of course it is	..... which
..... you can	..... to	..... which you may
..... you cannot	..... to you	..... which you will
..... you may	..... to him	..... which cannot
..... you must	..... to me	..... with
..... you must not	..... to them	..... with it
..... you will	..... and	..... with which
..... you will be	..... and have	..... with them
..... you will do	..... and it is	..... when
..... you are	..... and the	..... when he was
..... he	..... should	..... when it
..... he thinks	..... should be	..... would
..... he was	..... should do	..... would it
..... he may	..... as, has	..... would be
..... he will	..... as it is	.....
..... he would	..... as it should be	..... could not
..... we	..... as well as	..... do not
..... we are	..... has not	..... had not
..... we have	..... is	..... did not
..... we have not	..... is it	..... for you
..... we have seen	..... is not	..... for this
..... it	..... who	..... for this reason
..... it is	..... who have	..... in which
..... it is not	..... who would	..... in this way
..... it is said	..... who would not	..... our own
..... it should be	..... who would be	..... so that
..... it would be	..... that	..... they will
	..... that is	..... this is

Handwritten signature

EXERCISE 70.

1. *[Handwritten cursive letters and symbols]*
 2. *[Handwritten cursive letters and symbols]*
 3. *[Handwritten cursive letters and symbols]*
 4. *[Handwritten cursive letters and symbols]*
 5. *[Handwritten cursive letters and symbols]*
 6. *[Handwritten cursive letters and symbols]*
 7. *[Handwritten cursive letters and symbols]*
 8. *[Handwritten cursive letters and symbols]*

EXERCISE 70 (continued).



EXERCISE 71.

1. You-will-be interested when I-tell-you we-have-seen some (of the) finest sights here, though you-must-not suppose we-have-seen them all. 2. It-is-said, and-we-think it-is-not improbable, that-they-will, arrange excursions, so-that we-can climb at our-own convenience several (of the) mountain peaks. 3. This-is, of-course, very satisfactory, and-we hope to see them in-their beauty. 4. You-will-do well to-come, if-you-can; it-is an opportunity for climbing which-you-will hardly have again. 5. We-can arrange for-you, while you-are here, to-stay in our hotel; we-have abundant room. 6. In-this-way no-time will-be lost in going to-you, and-we-will see that-you-are pleasantly lodged. 7. If-you have a friend who-would-be willing to-come with you, and who-would-not object to climbing, you-cannot-do better-than bring him; it-would-be a great delight to us to-have his company; we-are pleased to see your friends. 8. I-have-seen-the guide, and-have sought his opinion about-the excursions. 9. He-thinks-the time chosen is most suitable, and for-this-reason alone, that-the atmosphere is very clear; he-says that-the trip is one which-cannot fail to-be pleasant. 10. Of-course-it-is a great satisfaction to hear this, as-it-is-the fact, I-think, indeed, it-

EXERCISE 71 (*continued*).






must-be admitted, that fogs and clouds do-not add to-the pleasures of-such a trip, and-the risk, as-well-as-the toil, is greater. 11. Is-it not-so; and has-not-the guide spoken correctly? 12. He-is one who-would-not consciously mislead, and would-be-the last to-do-so; we-have-not-the slightest doubt he-would. 13. I-shall-be greatly surprised, and I-think many of us would-be so too, if guides for-their-own ends, or in-their-own interest, gave bad advice. 14. This-is as-it-should-be; they-have a reputation they-must maintain, and-I-think I-shall-be justified in-the confidence I-have in what-is told-me. 15. You-may think otherwise, but you-cannot deny—you-must admit—that-he-was right in-the readiness with-which he-has acted when any of-those in-his party have-been in danger; to-him they owe their safety. 16. I-did-not-think I should-be called on to defend him, though I-shall always do this, for I-feel it-is a duty I should-do, when-it-seems needful. 17. I-do hope that-you-will see that, as-it-is my duty, the task is one which-you-may assist, and with-which, or in-which, you-can feel sympathy. 18. I-shall, and I-am-certain he-will-be, gratified if it-should-be so; I-did-not suppose it-would-be. 19. To-them and to all who-have to-do with-it, as-well-as to-him, would-it prove a great delight when-it happened, and-it-is-certain to-do-so very soon.

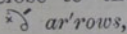


REVIEW.


1. What is Phraseography?
2. State the characteristics of a good phraseogram, and give a few illustrations.
3. How is *I*, in some cases, employed in a phraseogram?
4. When logograms are united, which determines the position of the outline?
5. How may a logogram be written in relation to another word so as to indicate *con* or *com*?
6. In what way can *there* or *their* be added to a curved logogram?



CHAPTER XXV.

PUNCTUATION, ETC.

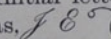




206. STOPS are written as usual, except the PERIOD, for which, as already explained, a small cross is used; thus, × The HYPHEN is written thus,  well-spoken; the DASH thus,  The PARENTHESIS stroke should be made a little larger than a double-length upright consonant. In shorthand correspondence the sign  may be used to indicate that the preceding sentence is to be taken humorously; and the NOTE OF INTERROGATION is better represented thus  and the NOTE OF EXCLAMATION thus .

207. ACCENT may be shown by writing a small cross close to the vowel of the accented syllable; thus,  ar'rows,  arose',  renew'.

208. EMPHASIS is marked by drawing one or more lines underneath; a single line under a single word must be made wave-like, , to distinguish it from — k.

209. TO MARK AN INITIAL CAPITAL draw two short lines under the word; thus,  The Times,  Abel.

210. FIGURES are written as usual. When one and six are written by themselves, form them thus, 1, 6, that they may not be mistaken for shorthand characters.

211. NOMINAL CONSONANT.—Initial letters should in all cases be written in longhand; as,  J. E. Smith. For certain purposes, however, the phonographic vowels can be written without consonants, by using  as outlines having no specific values; thus  ah-i (yes). The stroke-vowels may be struck horizontally THROUGH the nominal consonant, as  ũ,  öö.

212. FOREIGN CONSONANTS AND VOWELS.—The Scotch guttural *ch*, Irish *gh*, (heard also in German,

Dutch, Welsh, and other languages,) is written thus, *ch*: as in *loch* (Scotch, lake), *Loughrea*, *Clogher*, *ich* (German, I), *dach* (German, roof). The Welsh *ll*, (the whispered or breath form of the English *l*, like *f* and *v*, *wh* and *w*.) by *ll*; thus, *Llan*. French nasal *ch* French and German vowels *jeune*, *Goethe*, *dû*.

✻ EXERCISE 72. ✻

Write the following sentences in shorthand and punctuate, introducing all the above signs. Express emphasis with regard to words in italic, and indicate accent in the word printed in SMALL CAPITALS.

The characters employed in longhand writing are too lengthy and complicated to admit of their being written with neatness and *expedition* and most of us have felt the need for some means of bringing the operations of the mind and hand into closer correspondence. As the English Review once truly observed "Who that is much in the habit of writing has not often wished for some means of expressing by *two or three dashes of the pen* that which as things are it requires such an outlay of time and labour to commit to paper" It is indeed most strange that we who excel our progenitors so far in science literature and commerce should continue to use the mode of *writing* which they have handed down to us with but very slight changes in the forms of the letters though by its complexity it makes handwriting so tedious What can be spoken in one hour can only be written in six but the expert shorthand writer is able by the use of the wingèd forms of Phonography to keep pace with the tongue In letter writing there is a very great saving of time when communications can be written in Phonography instead of in longhand and in various forms of composition from lengthy articles to *PRÉCIS* writing the system saves time and effort May it prove its excellence to the reader

CHAPTER XXVI.

METHOD OF PRACTICE.

213. The student, having made himself familiar with the principles of the system as presented in the preceding pages, should take every opportunity to practise writing. As much time, however, should be spent in reading as in writing Phonography. Printed Phonography is better for this purpose than manuscript. One or two shorthand volumes should be read before a rapid style of writing is cultivated, so that it may be formed on a correct model. The following is a good method of practice:— Take a specimen of printed shorthand, and read it over two or three times. Then write it in shorthand from the shorthand copy, pronouncing every word aloud while writing it. Next take the key in the common print, and write the passage in shorthand without looking at the printed shorthand. Then compare the written and printed shorthand, and correct any errors. Write the correct outline for every word wrongly written at first several times on a separate sheet, or in a notebook, filling a line with each word, and pronouncing it aloud while writing it. This practice should be continued until a correct style is obtained.

214. Various books and periodicals are published containing shorthand reading matter printed in the Corresponding Style of Pitman's Shorthand, as developed in the preceding pages of this book. This style of writing is chiefly employed in correspondence between phonographers, in making extracts from books, and for other

purposes for which longhand is generally used. The Corresponding Style can be written two or three times as fast as longhand. It is to the practised reader more legible than quickly written longhand. The following is a list of periodicals and books suitable for the purpose mentioned above :—

PITMAN'S PHONETIC JOURNAL. Published every Saturday, price 1d. Each number contains twelve columns of engraved shorthand, with key in ordinary print at the foot.

PITMAN'S SHORTHAND WEEKLY. Published every Saturday, price 1d. Each number contains eight pages of shorthand, with illustrations. Stories appear in every issue, for which editions in ordinary print are readily obtainable for use as a key.

THE PHONOGRAPHIC READER, price 6d., contains a course of shorthand reading exercises, with the key in ordinary print on the opposite page.

TALES AND SKETCHES, by Washington Irving, price 1s., cloth binding 1s. 6d., with key in ordinary print at the foot of each page.

GLEANINGS FROM POPULAR AUTHORS, price 1s. 6d., cloth 2s., with key in ordinary print at the foot of each page.

SELF-CULTURE, by John Stuart Blackie, price 1s., cloth 1s. 6d. Edition in ordinary print, which may be used as a key, price 2s. 6d.





ROBINSON CRUSOE, by Daniel Defoe, price 2s., cloth 2s. 6d. **THE VICAR OF WAKEFIELD,** by Oliver Goldsmith, price 2s., cloth 2s. 6d. **GULLIVER'S VOYAGE TO LILLIPUT,** by Jonathan Swift, price 1s., cloth 1s. 6d. **THE BATTLE OF LIFE,** by Charles Dickens, price 1s., cloth 1s. 6d. Any of the editions of these works in ordinary print may be used as keys.

THE BOOK OF PSALMS, price 1s., cloth 1s. 6d. The text followed is that of the "Authorised Version."

In ordering any of these works through a bookseller, "Pitman's Shorthand edition" should be asked for.

In addition to the method of exercise suggested in par. 213, considerable advantage will be derived by the student from reading practice in shorthand, by means of the above works. If possible, the student should provide a friend with a longhand edition of any work

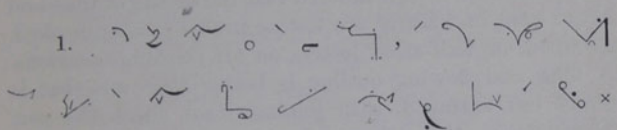
selected, and get him to check his own reading from the shorthand volume. Thus, a considerable insight will be obtained into the formation of phonographic outlines and phrases, and he will also receive valuable training in the reading of shorthand notes.

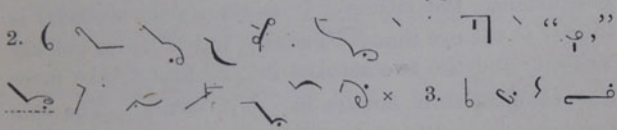
215. It must be remembered that the saving of time and great ease in writing are not secured by using hooked, grouped, or half-sized letters on all possible occasions. A long and flowing outline is better than one that is short but cramped, with joinings that check the pen. For instance, the outline  *minute* (sixty seconds) is briefer to the eye than  *minute*, but is not so quickly written: and the two strokes in  *mental* take more time than the three strokes in  *mental*. The rule for choosing outlines should be SHARP ANGLES, FORWARD; and, if possible, avoid cross curves and obtuse angles.

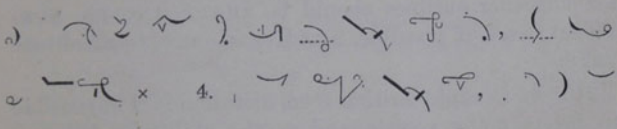
216. As in rapid writing from dictation it is impossible to insert many vowels, and as the ability to follow a public speaker is the goal to which every phonographer should aspire, the student, as soon as he can write with accuracy, should accustom himself to write only the outlines or consonants of words, and go over his work a second time to insert vowels. This will train his hand to reporting, and accustom him to read unvocalized Phonography. When he can write with accuracy and fluency, he should proceed to the study of the Reporting Style of Pitman's Shorthand.

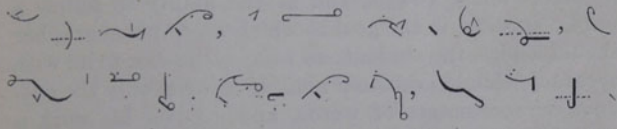
SHORTHAND.

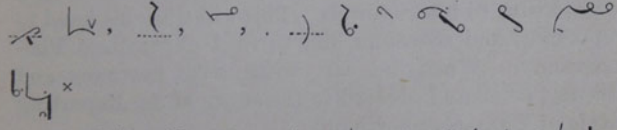
EXERCISE 74.

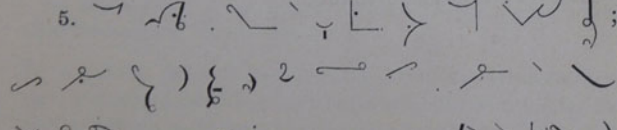
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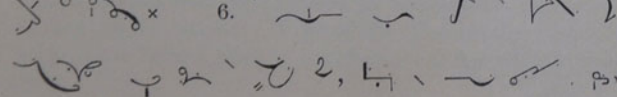
2. 

3. 

4. 

5. 

6. 

7. 

' A, ' / \ . t ' ' r p v y < k p

' v > u \ b c A ' b < L ' /

b x 17. ' r v w / z v u

q r ' / \ , ' - / ' / - b -

(2 2 c y - u x 18. ' v w e , ' /

y , z , - ' s x 19. (h , b > s

- y ' w u , i b x o . z k a

y , z c y e e , e f s - u e .

r x

20. h ' p , q v) z - u c +

w o , ' b i e r t ' v y z

> w z u , ' r - s , c d e .

' c () b e y ' - r u v w x y z ,

q r s t u v w x 21. ' y z - u

) c t p ' r x 22. 1588 . o / z -

u z , ' y , b v , ' . w x y z

Wavy lines and symbols, including a large bracketed symbol containing "L" and "x".

23. Symbols including a star, a circle, and various wavy lines and strokes.

24. Symbols including a vertical line, a circle, and various wavy lines and strokes.

60 x 25. Symbols including a circle, a vertical line, and various wavy lines and strokes.

26. Symbols including a circle, a vertical line, and various wavy lines and strokes.

27. Symbols including a circle, a vertical line, and various wavy lines and strokes.

28. Symbols including a circle, a vertical line, and various wavy lines and strokes.

29. Symbols including a circle, a vertical line, and various wavy lines and strokes.

From the 17th century onwards there was a considerable use of Shans for taking notes of speeches in the British Parliament. At the outset, however, the members were the most jealous, but the House of Commons was extremely jealous of any attempt to be allowed to find its way outside the walls of Saint Stephen's.

troublesome times of Charles the 1st, at the height of that ill-fated monarch's disputes with the

Commons, a member named Rushworth, who was in the habit of taking notes, under certain restrictions, reported Charles's famous speech on endeavouring to arrester the members

30. The King becoming acquainted with this, sent Rushworth & asked him to transcribe his notes but the latter did not comply, & carried that Parliament went into private

31. many years past however before any thing approaching to a faithful report of what was actually said by members was permitted to be taken and published Early Parls - reporters being unable to take notes,

32. had to rely on their memories in the British Parliament was organized by James Peck, the 1st of still reporters employed

33. 1783 1783 x 34. As the present by there are in round numbers one hundred writers in the reporter's gallery including the

35. A considerable staff engaged in publishing "Parliamentary Debates" in the Parls - of Canada & Australia

36. of official reporters have been engaged for many years, comprised entirely, or almost so, of

Thengraphic note-takers.

The first recorded instance of the use of shorthand for writing in a
 English lawcourt was at the trial of John Dillburne who was indicted for treason
 at the London Guildhall in the early days of the Commonwealth.
~~At~~ the title page of the report it is stated that it was as
 "exactly penned & taken in SHORTHAND as it was possible to be done in such
 a loud and noise."
 127

37.

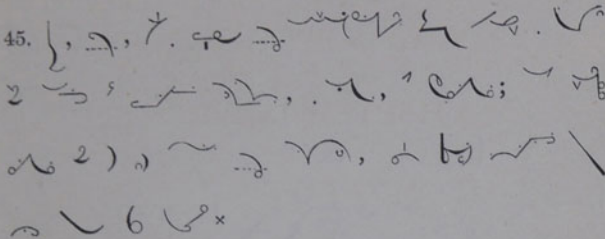
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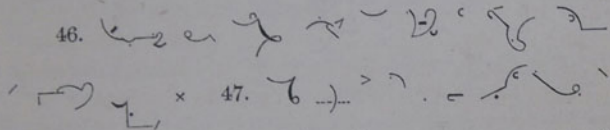
A contemporary writer states that ^{the} Government ^{took} care to have the trial of the negroes ^{take} in
 39. shorthand & faithfully printed." The earliest experiment of an official
 40. in the Law Courts was that of Thomas Funnell of the Old Bailey in the early part of the 18th
 century

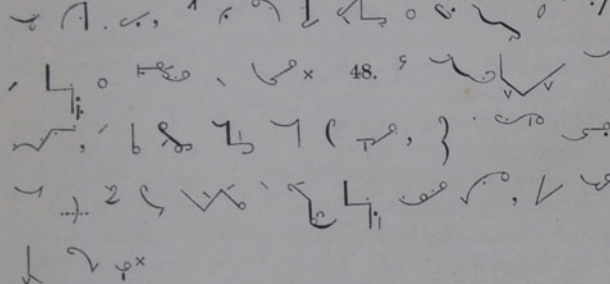
Chas. Dickens began his career as a shorthand
 41. in the London lawcourt, before he was able to secure a place in the gallery
 At the present time the principal courts of England are regularly attended by shorthand
 42. writers many of whose antecedents were old established firms but accept on
 special occasions & in some particular courts official notes are now general as it is in the
 courts of Scotland & of the W. Indies

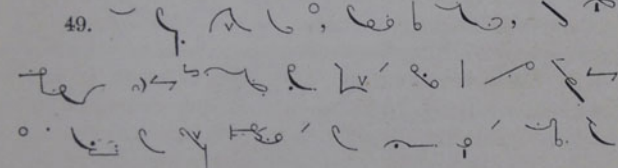
It should be noted however that in the case of the famous
 43. Parrell
 omission phonographic mistakes

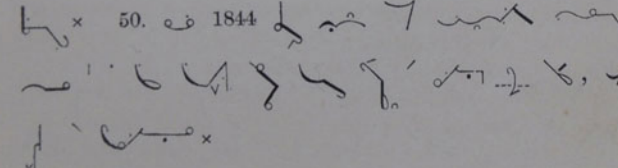
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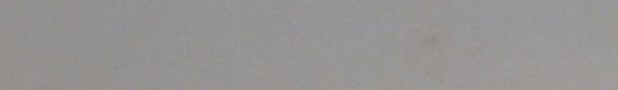
45. 

46. 

47. 

48. 

49. 

50. 1844 

Chapter XXVII
CHAPTER XXVII.

NOTE-TAKING.

217. In the succeeding chapters the art of Phonography is adapted to the practical needs of the note-taker through the employment of four principal methods of abbreviation, by which the Corresponding Style is converted into the Reporting Style, the latter being that employed by shorthand writers for recording verbatim the utterances of speakers or dictators. The methods just referred to may be briefly enumerated and described as under; they are dealt with fully in the order mentioned in the following pages:—

i. **WRITING IN POSITION.** By the writing of a consonant outline without vowels, in one of the three positions, above, on, or through the line, the presence of the vowel, or leading vowel in the word is indicated.

ii. **CONTRACTIONS.** The principle employed in the Corresponding Style is extended to many words of comparatively frequent occurrence, which would otherwise require long outlines for their expression.

iii. **PHRASEOGRAPHY.** By a development of this principle, a number of phraseograms are contracted by the employment of the same method for similar phrases.

iv. **INTERSECTION.** An outline or a portion of an outline written through another is termed an intersection, and by this means distinctive forms of great brevity are obtained for long titles, etc.

218. The employment of the methods just described, indispensable as they are, will not alone enable the

student to attain to the speed needful in order to report an average speaker. In the acquirement of shorthand speed, the most important factor is PRACTICE. This should at the outset take the form of note-taking from the reading of another person at a rate which will enable the writer to record every word that is uttered. As the note-taker becomes more dexterous, or, in other words, increases his speed, the reader can quicken his rate of utterance, and the note-taker will thus gradually attain to a higher speed of writing.

219. Speed practice should be taken up concurrently with the study of the following chapters, and, as each is mastered, the exercises should be written from dictation and corrected by the aid of the Key. The exercises should be taken down several times from dictation, until they can be written with absolute accuracy. A difficulty is at times experienced in finding a friend willing to devote an hour daily to dictation, which is the amount of practice that the note-taker should endeavour to obtain. But an intelligent school-boy or girl may, without much difficulty, be induced to undertake the duty for a suitable remuneration, or several students may arrange to avail themselves of the services of a reader. In many places either a school of shorthand, advanced shorthand classes, or a shorthand writers' association will be found, at which there are suitable facilities for dictation practice at various rates of speed.

220. In choosing matter for dictation practice, regard should be paid to the particular purpose for which the art is being acquired. A book of commercial letters and business forms will provide the most advantageous practice for the young shorthand correspondent; the private secretary should select such works as are likely to prove useful in his daily work; and the embryo reporter should follow the dictation of speeches, lectures, and parliamentary debates. In this way the beginner

will accustom himself to the language he will hear when professionally engaged; but, outside these particular requirements, he would do well to make his practice as varied as possible.

221. In note-taking, the writing should not be too large; and outlines that check the hand, and therefore lead to loss of time, should be avoided. No exact size of the shorthand characters can be prescribed for all. No one style of writing suits all alike; some find it easier to write the characters small and neatly, while others, with a freer hand, are more at ease in writing large, and with less regard to exactness of outline. There is a general tendency among beginners to increase the size of their outlines as they increase their speed, and to run into an awkward and "sprawling" style. This tendency should be resisted. The writer, if he is careful, will soon ascertain what size suits his style best, but, as a general rule, it may be said that the lines of a note-book 5 inches wide, should not contain less than an average of twelve words, or more than an average of twenty.

222. The mind and the hand of the student should be constantly engaged in forming and writing outlines, and as they are mentally conceived the hand can trace them on imaginary paper. The following plan has been recommended for this kind of practice:—Take any interesting book, and with a blunt-pointed piece of wood, or the end of a penholder, trace the shorthand outlines for the words as they are read, under them or on the opposite page. A better plan is to take a book, the pages of which have a wide margin, and, while reading, write the words in shorthand on the margin of either side, or under the lines, placing a tick in the margin whenever a difficult word occurs, and consulting the Shorthand Dictionary afterwards. Books with widely spaced print, and lines between to write on, can be obtained, and are a considerable help in acquiring speed.

150 words

150

223. From the beginning of his speed practice, the student should strictly avoid a careless and inaccurate style of writing; slovenliness in note-taking will result in either illegibility or inaccuracy, which cannot but prove a serious drawback to the successful use of shorthand. In longhand writing, if a scrawling, careless style is adopted, the result is illegible writing, and the same result follows in shorthand. The student should cultivate the ability to read his notes with readiness and accuracy. It is a good practice to read over systematically to the dictator a considerable portion of the notes which have been written a day or two before, taking careful note of any divergencies from the dictated text, and their cause. Occasionally, portions of the notes should be written out in longhand, or typewritten, in order to test the student's ability in accuracy and facility in transcription. The reading of shorthand printed in the Reporting Style is most essential, in order that the student may gain a wide familiarity with outlines.

224. The average rate of speed of public speakers is 120 words per minute, but some speeches, especially those delivered to large audiences, do not greatly exceed throughout an average of 100 or 110 words per minute. On the other hand, a speed from 160 to 180 words per minute is not unusual in public speaking, and a written address is occasionally uttered very rapidly. When a note-taker is able to write from dictation at the rate of from 80 to 100 words per minute, he should avail himself of all opportunities possible of taking notes of the utterances of deliberate speakers. He cannot expect nor should he attempt to take a full note of an address delivered at a rate beyond his powers. He should, however, carefully note down as many complete sentences of what he hears as he can, taking care to write legibly, so that he may be able without difficulty to read his notes afterwards. He should, from the outset of his reporting

practice, be careful to follow the speaker's train of thought while recording his words, remembering that the taking of notes in an unintelligent and mechanical fashion cannot but result in unsatisfactory, and it may be unintelligible reports. In his early reporting practice, when endeavouring to take down as much as he can of the speaker's words, the note-taker should endeavour, as far as possible, to secure the more important passages in the discourse, such as would be required if he were preparing for the press a condensation of the speech or address. He will find himself at the beginning of his practice frequently unable to take down all the words in a very long sentence. He should endeavour, in such a case, to secure the essential parts of it, so that he may have a note of the general drift of the speaker's remarks. Beginners in note-taking are apt to be disconcerted at finding themselves writing many sentences behind the speaker. This is inevitable; but by practice the mind of the expert note-taker will retain and the hand record accurately some fifteen or twenty words behind the speaker. This is a very common emergency in the case of irregular or rapid speakers, and the note-taker must train himself to deal with it. If his first efforts are not particularly successful, he should not be discouraged. By perseverance difficulties of various kinds will be overcome, and the phonographer will soon find that the task of reporting a speaker is a stimulating and agreeable intellectual effort.

WRITING MATERIALS.

225. The importance of proper writing materials for note-taking cannot be over-estimated. No shorthand writer should ever trust to chance supplies of pencils, pens, ink, or paper, but should make a careful selection, and take care to be well equipped for any professional work he may undertake. For all descriptions of note-taking, the pen is more suitable than the pencil, on

account of the permanence and superior legibility of the notes, both important considerations when the transcript is undertaken. A suitable pen is also far less fatiguing to the note-taker than a pencil, a great advantage when writing for a lengthened period. But, as it sometimes happens that the use of a pen is undesirable or impossible, the note-taker should accustom himself occasionally to report with a pencil. In order to be prepared for any unforeseen difficulty or accident, the phonographer should never be without a case of thoroughly good lead pencils, sharpened ready for immediate use. The pencil should be used in preference to the pen for note-taking in the open air in wet weather, or when writing in semi-darkness, as at illustrated lectures. These remarks apply chiefly to public note-taking; for office note-taking, which is not done under such exacting conditions, the shorthand writer will find that ordinary pens and ink furnish satisfactory writing materials.

226. Fountain pens have come into general use among shorthand writers in the law courts and reporters for the press. Several excellent kinds are manufactured by well-known firms, but the shorthand writer needs to be cautioned against the many cheap fountain pens and other contrivances, which are worse than useless for note-taking purposes. The fountain pen should be provided with a thoroughly strong and flexible nib. During rapid note-taking the strain on a nib is very considerable. If it is stiff and unyielding, the labour of note-taking is seriously increased, and, on the other hand, if it is not a strong pen, it may speedily become useless. For these reasons a fountain pen with a gold nib is strongly recommended, and the shorthand writer who has one thoroughly suited to his hand will possess the best writing instrument it is possible to have. Some shorthand writers prefer an ordinary penholder with gold nib, and a pocket inkstand, and, where they are always certain of the ac-

225 words.

300 words.

100

225

60

80

130

140

commodation of a table, the arrangement is a good one. Here again a word of caution may be given as to inkstands, many pocket inkstands being entirely unsuited for constant use. For note-taking, paper with a smooth, hard surface, not too highly glazed, will be found most suitable. The elastic bound books which open flat on the desk are the best, though the note-books bound in the customary way are suitable for ordinary work. The phonographer may write steadily on the knee by placing a board about sixteen or eighteen inches long, five inches broad, and $\frac{3}{8}$ inch thick, under his reporting book. This portable writing desk supports the weight of the upper half of the note-book when open, which, otherwise, drops inconveniently over the knee.

227. Difficulty and loss of time are sometimes experienced in turning over the leaves of note-books. The following method may be usefully adopted:—“While writing on the upper half of the leaf, introduce the second finger of the left hand between it and the next leaf, keeping the leaf which is being written on steady by the first finger and thumb. While writing on the lower part of the page shift the leaf by degrees, till it is about half way up the book: when it is convenient, lift up the first finger and thumb, and the leaf will turn over almost by itself. This is the best plan when writing on a desk or table. When writing on the knee, the first finger should be introduced instead of the second, and the leaf be shifted up only about two inches. The finger should be introduced at the first pause the speaker makes, or at any other convenient opportunity that presents itself.” Other shorthand writers adopt another method of turning the leaves. They take hold of the bottom left-hand corner of the leaf with the finger and thumb, and on reaching the bottom line the leaf is lifted and turned over. Some reporters prefer a reporting book that opens like a printed book, when

there is less difficulty in turning over the leaves with the left hand. Whichever form of book is used, the writer should confine himself to *one side* of the paper till the end of the book is reached, and then, turning it over, begin at the other end, and write in the same manner on the blank pages.

TRANSCRIPTION.






228. A shorthand writer should be able to make a verbatim transcript of his notes at the rate of from 20 to 30 words per minute. The secret of writing longhand rapidly and legibly is to move the whole hand with each stroke of the pen. Nearly all persons use the little finger as a fixed prop, and in forming the letters move only the first two fingers and thumb; when the fingers will stretch no further the hand is shifted over a space of from half-an-inch to an inch, three or four letters are written, and the hand is again moved. The hand thus makes a series of jumps, and, unless slowly executed, the writing generally shows great irregularity in the distance and inclination of the letters. To write rapidly, and at the same time well, the arm, hand, and fingers should move simultaneously. The middle of the forearm should rest lightly on the table or desk; and the hand, resting lightly on the end of the outside edge of the little finger, should glide over the surface of the paper as each letter is formed. The wrist must not touch either the paper or the desk. The pen should not be held firmly, nor be lifted until each word is finished, and the writer should seek to acquire such a command of hand that he could, if needful, write a whole line of words (except the dotting of *i, j*.) without taking the pen off the paper. By using a typewriter, a shorthand writer, provided that he is an expert operator, can produce his transcript at a much more rapid rate than by the pen. Still better results may be attained by dictating notes to an expert operator.





CHAPTER XXVIII.






WRITING IN POSITION.















229. When writing rapidly it is impossible to insert many vowels. This has been recognised throughout, and the rules of the system have been formulated, as far as possible, with a view to the *indication* of the vowels when they are omitted. Thus, for example, it is provided that where there is an initial vowel there must be an initial stroke consonant, as in the words ask, espy, assail, etc. And, in the same way, where there is a final vowel there must also be a final stroke consonant, as in the words racy, money, etc. In these and similar words the presence of an initial or final vowel is *indicated* by the outline of the word, without actually writing the vowel sign. Further instances of a like nature will readily occur to the student, in connection with the rules for the writing of upward and downward *l* and *r*.













230. In addition to the foregoing methods of vowel signification, there is the writing of consonantal outlines in *position*, by which it is possible to indicate the vowel or the principal vowel in a word. As there are three positions in which to place the vowels when inserted, so there are three positions in which to place the consonantal outlines when the vowels are omitted. The positions are named respectively *first position*, *second position*, and *third position*; the first being *above* the line, the second *on* the line, and the third *through* the line; thus, 1, 2, 3,



231. When the vowel or principal vowel in a word is a *first-place* vowel, the outline for the word is written in the *first position*, above the line; thus,  *gaudy*,  *dock*,  *daughter*,  *carry*,  *laugh*.


232. When the vowel or principal vowel in a word is a *second-place* vowel, the outline for the word is written in the *second position*, on the line; thus,  *code*,  *fairy*,  *debtor*,  *loaf*.















233. When the vowel or principal vowel in a word is a *third-place* vowel, the outline for the word is written in the *third position*, through the line; thus,  *keyed*,  *fury*,  *feeder*,  *curious*,  *leaf*.














234. In words consisting of a horizontal letter preceded or followed by an upright or sloping letter, the latter determines the position of the outline, the horizontal letter being raised or lowered as required; thus,  *pack*,  *peck*,  *pick*;  *cap*,  *cape*,  *keep*. Derivative words should commence in the same position as the primary word; thus,  *care*,  *careful*,  *anyone*,  *anywhere*,  *anybody*,  *no one*,  *nowhere*,  *nobody*.

235. There is no *third position* for words whose outlines consist of horizontal letters only, or of half-sized letters only, or of horizontal letters joined to half-sized letters. When the vowel or principal vowel in such words is a *third-place* vowel, the outline is written in the *second position*, on the line; thus,  *sank*,  *sunk*,  *sink*;  *standing*,  *tendered*,  *splintered*;  *gallant*,  *colt*,  *kilt*;  *matted*,  *mated*,  *meted*.

236. Words in which the diphthong *i* is accented are written in the *first position*; as,  *higher*,  *guid-*

ance. Where the diphthong *ow* is accented, the outline of the word is written in the *third position*; as,  *prowl*.

237. Double-length PERPENDICULAR strokes and straight SLOPING downstrokes take only the third position, THROUGH the line; as,  *ponder*,  *plunder*,  *pounder*,  *tender*,  *asunder*. A double-length CURVED sloping stroke, or a straight upstroke, can be written in the three positions; as,  *father*,  *fetter*,  *future*;  *latter*,  *letter*,  *litter*;  *wander*,  *wonder*,  *winter*.

238. In words which commence with a *first-place* vowel, the insertion of the initial vowel will usually afford the greatest facility in reading. But the initial vowel need not be written in words like  *arise*,  *orderly*,  *ask*, where it is indicated by the first consonant. It should, however, be written in such words as  *ap-
posite* (to distinguish the outline from  *opposite*),  *ad-
dress* (to distinguish it from  *dress*),  *ad-
min-
istration* (to distinguish it from  *demonstration*). It is sometimes necessary also, for the sake of distinction, to insert a final vowel in words where the vowel cannot be indicated by the form of the last consonant; as,  *lad-
y* (to distinguish from *lad*),  *mon-
archy* (to distinguish from *monarch*),  *en-
emy* (to dis-
tinguish from *name*),  *extri-
cate* (to distinguish from *extract*). The student will meet with other instances where there is a liability of clashing, unless a vowel is inserted. Experience only will guide him in this matter, but he should rather vocalize more freely than needful than run the risk of illegibility. In addition to the examples mentioned above, and those given in Exercise 76, the following are some of the more common words in

which vowels, indicated by italics, should be inserted to avoid clashing :

aliment, element	farrier, <i>farrier</i>
anomaly, animal	immigration, emigration
anterior, interior	liar, lawyer
apportion, portion	lost, last
appraise, praise	monkey, monk
approbation, probation	note, nature (gram.)
army, arm	snow, sun

239. The rules as to position are not applicable to such words as have *outlines of their own*, (which are readily recognised by their distinctive form,) because the inconvenience in writing words like *dogmatic*, *Trafalgar*, etc., in the first position, and *discipline*, *Peterborough*, etc., in the third position, in accordance with their accented vowels, would not be compensated by greater ease in reading.

EXERCISE 75.

The words in italic are to be written in position, above, on, or through the line ; words not in italic are Grammalogues (Corresponding Style). This and the following Exercises should be practised until they can be written at 90 or 100 words per minute. The mark | in this and succeeding Exercises indicates a division of thirty words, and will be found helpful to the dictator when reading at a given rate per minute.

If you wish to write at a high rate, you must read and master the rules so as to follow them fully, and be able to apply them on all | occasions. I feel that you cannot fail to fall in the true and right way if you will only try. The race is to the sure and not to the | strong. Do not tarry by the way. Remember the fable of the feeble tortoise that outstripped the hare. Master one thing at a time, and you are sure to win. | Set apart for study a small portion of each day. ; Have patience ; "Rome was not built in a day." High hills grow less as we ascend them. That which is | lightly got is little valued. If you would get gold, you must

EXERCISE 75 (continued).

dig deeply: it is not *got* on the *surface*. Neither can you *enter* on the *possession* of *learning* | without *some opposition*. If you would *obtain* a *high position*, you must not be *beaten* by what is difficult. Let your *letters* be *neat* and *light*; a large and *heavy* | *style* wastes *time*. Still you must not *write* too *small*. The *best plan* is to *copy* the *plain models* in *print*. Take care that your *outlines* are *well spaced*. *Crowded* | *writing* is not *easy* to *read*. Take *possession* of these *hints* without *opposition*. They are *meant* for you. It is my *intention* to *make* you a good *writer*. *Keep* your | *outlines* near the *line*. Do not *lean* too *heavily* on the *desk*. *Keep* your *wrist* up and *rest* on the *middle* of the *arm*. This is a *matter* upon which | you will do *well* to *ponder* with *care*. The *line* upon which you *write* is a *royal road* along which *even* a *steel pen* can travel in *fine style*. It | is *pleasing* to *watch* a *pen fly* after a good *speaker*. See how it *keeps pace* with the *steady flow* of words, and *stops* at a *momentary pause*. Mark how | the *light step* *increases* to a *trot*, *breaks* to a *canter*, *loiters*, *makes another pause*; and then, as if *suddenly taking leave* of *reason*, goes *racing away* in a *mad* | *mood*, with *leaps* and *bounds*, for *sweet life*, like a *hunted deer* before the *hounds*. I *daresay* that you will *smile* at my *choice* of *simile*, but *some day* you | will, if you *choose*, *know* the *joys* of the *chase*. (400 words.)

EXERCISE 76.

To be written in position. The vowels marked in italic should be inserted.

We should neither accept any theories nor adopt any views, however *valuable* the *advocates* of such may be, except we are convinced that they are *authorized*, and have been tested | and attested by those upon whose *veracity* we can rely, or unless our own *reason* approves of them and we have *ample proof* that though they may have some *defects*, | their *adoption* will be *valuable* to us in the *main*, that we may employ them to the *benefit* of ourselves and others, and that they will be *readily available* on | *occasions* of *necessity*. No *matter* how *apposite* the *arguments* may appear which are *adduced* to *move* us from

EXERCISE 76 (continued).

an opposite opinion, we should be as adamant in the face of | any demand upon the feelings, which our reason does not sanction. Thus, any attempt to tempt us to foolish actions will only end in the failure of the tempter. We | have been endowed with mental faculties far and away above those with which the lower animals are endued, in order that we may protect ourselves from our enemies, and may | add to our happiness. It is a fact, however, that such is the effect of persuasion upon some persons of weak will that they become as mere wax in the | hands of those who would lure them to ruin. With such people it seems only necessary for a fluent rogue to advance an alluring prospect of an affluent position at | little cost, and they fall at once, without a defence, into the trap set for them. Is not this the secret of almost every successful fraud we have heard or | read of in any nation? There are, alas, too many persons who make it their vocation or avocation in life to dupe others less able than themselves. They have no | feelings of honour, or else would not prey on the failings of those around. They despise veracity, and their greed for gold amounts almost to voracity. To obtain possession of | wealth they make light of every opposition, and are slow to admit themselves beaten. They are averse to honest labour, and yet they spare no pains to become versed in | the cunning arts necessary to extract money from their victims, and to extricate themselves from the consequences of their illegal actions. They devise a plot, and, under the semblance of | advice, they operate on the greed and credulity of ignorant persons, and having thrown them off their guard, lead them into foolish adventures. Truly "A fool and his money are | easily parted." We should not attach too much importance to a scheme because it is introduced with a flourish of fair words, nor should we touch any speculative affair without | first subjecting it to an accurate examination. If we could only examine the annual returns of failures and analyze their causes, we should find that many are attributable to an | utter absence of judgment in the conduct of business, and an overconfidence in the nicety and honesty of others. (500)

CHAPTER XXIX.

SIGNIFICANT MARKS.

240. In taking notes of a speaker, the employment of certain significant marks will be found necessary or desirable, in order to facilitate the production of a correct verbatim transcript or a good condensed report; or to prevent misunderstanding. The use of these signs is described below :












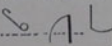
MISHEARINGS, ETC.—When a word has not been heard distinctly, and the shorthand writer is uncertain whether he has written the right one or not, a circle should be drawn round the character, or a cross (×) placed under it. When the note-taker has failed to hear a word, the omission should be indicated by a caret (.....) placed *under* the line. Should a portion of a sentence be so lost, the same sign should be employed, and a space left blank corresponding to the amount omitted. Or the long-hand letters *n h* (*not heard*) may be written.

ERRORS.—In cases where a reporter has failed to secure a correct note of a sentence, this may be indicated by an inclined oval, thus *o* (*nought* or *nothing*). When it is noticed that the speaker has fallen into an error, the mark *X* should be made on the left-hand margin of the note-book.

REFERENCE MARKS.—When verbatim notes of a speech are taken, but only a condensed report is required, a perpendicular stroke should be made in the left-hand margin of the note-book to indicate an important sentence or passage which it is desirable to incorporate in the summary. The end of a speech or the completion of a portion of a discourse may be indicated by two strokes, thus *//* When the reporter suspends note-taking, but the speaker proceeds, the longhand letters *h s* (*continued speaking*) may be written.

QUOTATIONS, ETC.—Quotations from well-known sources, such as the Bible or Shakspeare, familiar to the reporter, need not be written fully if time presses. It will suffice to write the commencing and concluding words with quotation marks and a long dash between, thus “*The quality of mercy ——— seasons justice.*” A long dash may be used to denote the repetition of certain words by a speaker, instead of writing them each time, as in the familiar passage, “*Whatsoever things are true, ——— honest, ——— just,*” etc.

EXAMINATION OF WITNESSES.—In reporting the examination of witnesses in questions and answers, the name of each witness should be written in longhand. The name of the examiner may be written in shorthand before the first question. If the judge, or other person, intervenes with questions during the examination, his name must be written before the first question; it need not be repeated, but care must be taken to write the name of the original examiner when he resumes his questions. Various methods may be employed for dividing questions from answers, and the answer from the succeeding question, but, whatever plan is employed, it should be one which is absolutely distinctive. When a document is put in, write *document* between large parentheses, thus (L) When a document is put in and read, write (L A)

APPLAUSE, DISSENT, ETC.—The following words, descriptive of the approbation or dissent of an audience, should be enclosed by the reporter between large parentheses:— hear,  hear, hear,  no,  no, no, no,  sensation,  applause,  chair,  cheers,  laughter,  uproar,  hisses. The adjective, or adjectives, descriptive of the kind of applause must be written after the first word. For example, what would be described as *loud and continued applause* would be written  in reporting, for the note-taker would not know that the applause was continued till it had lasted for some time.

FIGURES.

241. Figures occurring in speeches or matter dictated should be represented by the note-taker in the ordinary Arabic numerals, in preference to shorthand characters, for although the latter may, in some cases, represent the numbers more briefly, the great distinctiveness of figures in a mass of shorthand notes is extremely helpful when reading them, or when searching for a particular passage. But in taking down round figures, the proper shorthand sign, or an abbreviation, may be employed with advantage to record the notation.

242. Instead of writing a string of noughts, the number represented by them should be expressed in shorthand. In reporting, the following shorthand letters, written in the second or third position close to the figures, will be found useful: \smile *hundred* or *hundredth*, $($ *thousand*, \smile *hundred thousand*, \smile *million*, \smile *hundred million*, \smile *billion*; as, 4 \smile 400; 3 $($ 3,000; 5 \smile 500,000; 3 \smile 3,000,000; 7 \smile 700,000,000; 1 \smile *one billion*.

243. In round numbers, the principal monetary units may be expressed by the addition of a shorthand character for *dollars*, *francs*, *pounds*, *rupees*, etc., either joined or close to that used to represent *hundred*, *thousand*, *million*, etc. For example, 150 $\{$ represents \$150,000; 250 $\{$, 250,000 fr.; 170 $\{$, £170,000; 190 $\{$, Rs. 190,000.

244. In sermon reporting the Book or Epistle; the Chapter; and the Verse in quotations from the Bible may be indicated as follows:—Place the figure for the Book or Epistle in the first position; for the Chapter in the second position; and for the Verse in the third position; thus, $\overset{2}{\dots} \smile \overset{5}{\dots} \smile \overset{1}{\dots}$. By this method the book, chapter, and verse may be written in any order by means of figures only, without danger of ambiguity.

COMPOUNDS OF *HERE*, *THERE*, *WHERE*.

245. Write the compound words *here*, *there*, *where*, joined to

	<i>at</i> ,	<i>to</i> ,	<i>of</i> ,	<i>with</i> ,	<i>in</i> ,	<i>on</i> ,	thus:
<i>Here</i>							
<i>There</i>							
<i>Where</i>							

EXERCISE 77.

The area of Europe is in round figures nearly *4 million* (4,000,000) square miles; that of Asia *17 million* (17,000,000); of Africa *12 million* (12,000,000); of North and South America *15 million* (15,000,000); and of Australia and the oceanic isles between *3 million* (3,000,000) and *4 million* (4,000,000). There are between *1 hundred* (100) and *2 hundred* (200) countries in the world, either independent or tributary. The largest country in Europe is Russia, with an area of about *2,1 hundred thousand* (2,100,000) square miles. In Asia the Russian possessions cover an area of between *6 million* (6,000,000) and *7 million* square miles. In America the total area of the United States approaches *4 million* (4,000,000) square miles. It is estimated that there are now in the world *170 thousand* (170,000) miles of ocean telegraphic cables, and *662 thousand* (662,000) miles of land lines. The year's expenditure of the United States Government ranges between *\$6 hundred million* (\$600,000,000) and *\$7 hundred million* (\$700,000,000). India has a public debt of *Rs. 113 million* (Rs. 113,000,000) in that country and *£125 million* (£125,000,000) in England. The principal English law officer has a salary of *£10 thousand* (£10,000). France has the heaviest National Debt in the world, in round figures *1,025 million fr.* (1,025,000,000 fr.).







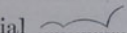







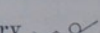
The preacher's text was taken from 1 St. John, 1, 9, 10. *Thereon* he preached an eloquent sermon, *wherewith* all were pleased, and *whereat* our friends were edified. In the course *thereof* he referred to the following passages:—Isaiah 49, 6; 1 John 2, 8; Luke 19, 14; Acts 13, 46; and Romans 8, 15; *wherein* he saw suitable illustrations, and *whereon*, he said, we might all meditate with advantage. Meditation, he declared, was much too rare; yet the use *thereof* would certainly be followed by improvement, and *thereto* we should constantly aim.

EXERCISE 77 (continued).



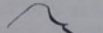





He knew *whereof* he spoke, and *whereto* his counsel led. *Hereon* he was very earnest; *hereto* and *herein* his exhortation was frequent. *Hereat* some were surprised, and *hereof* often spoke; *herewith* a few were impressed, but *therewith* or *thereat* others were indifferent. Hitherto, it was said, he had not succeeded as a preacher, *whereat* all were surprised, for *therein*, it seemed, lay his great power.





NEGATIVE PREFIXES.

246. Negatives of words that begin with *l*, *m*, *n*, are distinguished from the positive by repeating the first consonant; for example,

legal illegal legible illegible logical illogical material immaterial moral immoral mortal immortal noxious innocuous necessary unnecessary 

Negatives of words commencing with *r* generally follow the rule for upward and downward *r*, without repeating the first consonant; as,

resolute irresolute removable irremovable resistible irresistible relevant irrelevant 

When this rule cannot be observed, repeat *r*; as,  *rational*,  *irrational*. The same method may be adopted to distinguish words like  *radiance*,  *irradiance*.

EXERCISE 78.

It has been justly said that if the English language were a perfect one, every positive term would have a negative term exactly corresponding to it, so that all adjectives | and nouns would be in pairs. Just as *liberal* has its negative *illiberal*; *mature*, *immature*; *named*, *unnamed*; *nerved*, *unnerved*; *repressible*, *irrepressible*; *reducible*, *irreducible*; and so on, with *innumerable* other words; | so *blue* should have its negative *non-blue*; *paper*, *non-paper*; and so on. The absence of such negatives, however, is quite *immaterial*, and has probably been *unnoticed* by most | people, because the words would be rarely used. Hence, the dictionaries contain only the common pairs, such as *limitable*, *illimitable*; *legitimate*, *illegitimate*; *measurable*, *immeasurable*; *movable*, *immovable*; *natural*, *unnatural*; *religious*, *irreligious*; | *refutable*, *irrefutable*; and so forth. Its imperfections notwithstanding, the English language is a noble one, and its growth, and the changes it has undergone, with the particular periods of their | introduction, are worthy of study by all, and indeed *necessary* to some professions. It is, perhaps, *unnecessary* to dwell on the necessity of such a study to the reporter, if | he would escape the *reproach* of sometimes making a faulty transcript, and would aspire to the reputation of being an *irreproachable* writer. Very little reflection will show how *necessary* it | is that the shorthand writer should possess a good vocabulary. He is, *morally*, if not *legally*, *answerable* to the speaker whose words he is taking down, as well as to | the reader for whom they are to be transcribed, and it might easily be pronounced *immoral* and, perhaps, *illegal* for him to misrepresent the language used. The *irradiant* words of | the eloquent speaker are reflected, as it were, by the pen of the writer, and their *radiance* should not be dimmed through any fault of his. Such a statement, indeed, | is quite *unanswerable*. Sometimes the reporter has to *reconcile* the apparently *irreconcilable*, by rightly *interpreting* the meaning of the speaker, when his words do not make that meaning clear. How | often would a speaker's mind remain *uninterpreted* were it not for the reporter! It is a *necessary* fiction of the law that every subject, *literate* and *illiterate*, is aware of | what is *legal* and what *illegal*, and though it is *morally* impossible that all should know this, yet ignorance will not excuse an *illegal* or *immoral* act. The conclusion, therefore, | is *irresistible* that apart from its inherent *interest*—and it cannot be *uninteresting* to anyone—the study of his native language is essential to the reporter. He should devote *mature* | thought to the *methodical* treatment of negative words, since an *immethodical* representation of such words would infallibly end in mistakes which would be set down to ignorance or *immature* judgment. | (450)

CHAPTER XXX.

REPORTING GRAMMALOGUES.

247. The extended list of grammalogues given in the tables on the four following pages, includes all those employed in the Corresponding Style, which have been already mastered by the student. The majority of the additional grammalogues consist of unvocalized single stroke outlines, that express all the consonants of the word, WRITTEN IN POSITION. There are, however, twenty-eight signs which need to be memorized; ten of these are irregular. Of the last-named the following are placed OUT OF POSITION as regards their accented vowels, namely, *approve*, *met*, *most*, *owing*, *sent*, and *thus*, in order to prevent their clashing with *prove*, *meet*, *must*, *thing*, *send*, and *this*. The grammalogues *house* and *ye* are written on the line for convenience, and *own* and *young* are written under the line (the ends of the letters touching it) to distinguish them from *no* and *thing*. The remaining eighteen having contracted forms are *belief-ve*, *Christian-ity*, *generation*, *glory-ify-fied*, *holy*, *itself*, *larger*, *liberty*, *ought*, *religion*, *religious*, *Saviour*, *Scripture*, *signify*, *speak*, *special*, *strength*, *whither*. A list of the above is set out on page 154, and must be learned by the student, who should make himself thoroughly familiar with the full list of Reporting Grammmalogues by writing several times.

248. The past tense of a verb expressed by a logogram, or by a contracted outline, may usually be written in the same way as the present tense; thus, the logogram \searrow *br*, may represent both *remember* and *remembered*. But when it is necessary to specially represent the past tense, *d* may be added separately, or the word may be written in full; thus, \searrow | or \searrow *glori-fied*. Logograms that represent the *whole* of the consonants in a word, are shortened for the past tense; as, | *tell*, | *told*.

REPORTING GRAMMALOGUES

ARRANGED PHONETICALLY.

CONSONANTS.

/ 1 happy, 2 up, 3 put
 / 1 happen, 2 upon
 / 1 happened
 / 1 apply
 / 3 principle, principal-ly
 / 1 particular, 2 opportu-
 / 1 approve [nity]

/ 1 by, buy, 2 be, 3 to be
 / 2 above
 / 2 been
 / 2 able, 3 belief, believe-d
 / 2 build-ing, able to
 / 1 liberty, 2 member, re-
 member-ed, 3 number-ed

/ 1 at, 2 it, 3 out
 / 3 itself
 / 1 at all, 2 tell, 3 till
 / 2 told, till it
 / 2 truth, 3 true
 / 1 tried, 2 toward, trade
 / 3 out of

/ 1 had, 2 do, 3 different-
 / 2 did [-ence]
 / 2 advantage, 3 difficult
 / 2 done, 3 down
 / 1 had not, do not, don't,
 / 2 deliver-ed-y [2 did not
 / 1 Dr, 2 dear, 3 during

/ 1 much, 2 which, 3 each
 / 2 which have
 / 1 child
 / 2 chair, 3 cheer

/ 1 large
 / 3 religious
 / 2 general-ly, 3 religion
 / 1 gentleman, 2 gentlemen
 / 1 larger
 / 2 generation

- 1 can, 2 come
 - 1 quite, 2 could
 - 1 because
 - 1 cannot, 2 account
 - 1 call, 2 equal-ly
 - 1 called, 2 cold, equalled
 - 1 Christian, Christianity,
 2 care
 - 1 according, according to,
 cart, 2 cared

- 1 go, ago, 2 give-n
 - 1 God, 2 good
 - 2 glory, glorify-ied
 - 2 gold
 - 1 guard, 2 great

/ 1 half, 2 if
 / 1 after, 2 if it
 / 1 often, 2 Phonography
 / 2 for
 / 2 from

/ 2 have
 / 2 heaven
 / 1 over, 2 ever-y
 / 2 very, 3 however
 / 3 evil

(1 thank-ed, 2 think,
 (1 thought [3 youth
 / 3 through, threw
 / 2 third

(1 though, thy, 2 them,
 they
 (1 that, 2 without
 (1 those, thyself, 2 this,
 3 thus, these, youths
 (2 themselves
 (3 within ✓
 (2 other ✓
 / 2 there, their, they are ✓
 / 3 therefore

- o 1 has, as, 2 his, is
) 2 so, us, 3 see, use (*noun*)
 o 1 as is (his, or has), has
 his, 2 is as (or his), his is
 o 2 first
 / 2 special-ly, 3 speak
 / 2 spirit
 / 2 strength
 / 1 Scripture
 / 2 secret
 / 1 signify-ied-ificant
 / 1 significance
 / 2 several, Saviour
 / 1 sent
 / 2 send
 / 2 somewhat

) 2 was, 3 whose, use (*verb*)

- / 2 shall, shalt, 3 wish
 / 3 sure
 / 1 short

/ 2 usual-ly; / 2 pleasure

- ^ 1 me, my, 2 him, may
 ^ 1 might, met, 2 meet-ing
 ^ 1 myself, 2 himself
 ^ 1 most, 2 must
 ^ 1 important-ance, 2 im-
 prove-ed-ment
 ^ 2 improvements
 ^ 2 may not, amount
 ^ 1 more, remark-ed,
 2 Mr, mere

- ^ 1 in, any, 2 no, know, 3 own
 ^ 1 not, 2 nature
 ^ 1 hand, 2 under
 ^ 2 nation
 ^ 2 opinion
 ^ 1 nor, 2 near

^ 1 language, owing,
 2 thing, 3 young

^ 2 Lord
 ^ 1 light, 2 let

- ^ 2 are, 3 our, hour
 ^ 1 or, 2 your, 3 year
 ^ 1 art
 ^ 1 yard, 2 word

- ^ 2 we, way, away
 ^ 2 wait, weight
 ^ 2 one
 ^ 1 want, 2 went, won't
 ^ 2 will, well

^ 2 whether, 3 whither
 ^ 1 while

- ^ 2 ye
 ^ 2 yet
 ^ 2 yes

- ^ 1 high
 ^ 2 holy
 ^ 2 house

VOWELS.

DOTS. a, an, . the, ah! . eh?

DASHES. \ of, | on, / and

\ all, | O, oh! owe, awe, ought

\ to, | but, / should

\ two, too, | he, / who

DIPHTHONGS.

^ I, eye, ^ aye (yes), ^ how, ^ why,

^ with, ^ when, ^ what, ^ would,

^ beyond, ^ you.

REPORTING GRAMMALOGUES.

ARRANGED ALPHABETICALLY.

A or an 1 -
 able 2
 able to 2
 above 2
 according 1
 according to 1
 account 2
 advantage 2
 after 1
 ago 1
 ah! 1
 all 1
 amount 2
 an 1
 and 1
 any 1
 apply 1
 approve 1
 art 1
 are 2
 as 1
 as has 1
 as his 1
 as is 1
 at 1
 at all 1
 away 2
 awe 1
 aye (yes) 1
 Be 2
 because 1
 been 2
 belief 3
 believe 3
 believed 3
 beyond 1
 build 2
 building 2
 but 2
 by, buy 1
 Call 1
 called 1
 can 1
 cannot 1
 care 2
 cared 2
 cart 1
 chair 2

cheer 3
 child 1
 Christian 1
 Christianity 1
 cold 2
 come 2
 could 2
 Dear 2
 deliver-ed-y 2
 did 2
 did not 2
 difference 3
 different 3
 difficult 3
 do 2
 do not 1
 Doctor 1
 done 2
 down 3
 during 3
 Each 3
 eh? 2
 equal-ly 2
 equalled 2
 ever-y 2
 evil 3
 eye 1
 First 2
 for 2
 from 2
 General 2
 generally 2
 generation 2
 gentleman 1
 gentlemen 2
 give-n 2
 glorified 2
 glorify 2
 glory 2
 go 1
 God 1
 gold 2
 good 2
 great 2
 guard 1
 Had 1
 had not 1
 half 1

hand 1
 happen 1
 happened 1
 happy 1
 has 1
 has his 1
 have 2
 he 2
 heaven 2
 high 1
 him 2
 himself 2
 his 2
 his is 2
 holy 2
 hour 3
 house 2
 how 2
 however 3
 I 1
 if 2
 if it 2
 importance 1
 important 1
 improve 2
 improved 2
 improvement 2
 improvements 2
 in 1
 is 2
 is as 2
 is his 2
 it 2
 itself 3
 Know 2
 Language 1
 large 1
 larger 1
 let 2
 liberty 1
 light 1
 Lord 2
 May 2
 may not 2
 me 1
 meet 2
 meeting 2
 member 2

mere \curvearrowright 2
 met \dots 1
 might \dots 1
 more \dots 1
 most \dots 1
 Mr \curvearrowright 2
 much \dots 1
 must \dots 2
 my \dots 1
 myself \dots 1
 Nation \curvearrowright 2
 nature \curvearrowright 2
 near \curvearrowright 2
 no \curvearrowright 2
 nor \dots 1
 not \dots 1
 number-ed \dots 3
 O \dots 1
 of \dots 1
 often \curvearrowright 1
 oh \dots 1
 on \dots 1
 one \curvearrowright 2
 opinion \curvearrowright 2
 opportunity \curvearrowright 2
 or \dots 1
 other \curvearrowright 2
 ought \dots 1
 our \dots 3
 out \dots 3
 out of \dots 3
 over \curvearrowright 1
 owe \dots 1
 owing \dots 1
 own \dots 3
 Particular \dots 1
 Phonography \dots 2
 pleasure \curvearrowright 2
 principal-ly \dots 3
 principle \dots 3
 put \dots 3
 Quite \dots 1
 Religion \dots 3
 religious \dots 3
 remark-ed \dots 1
 remember \curvearrowright 2
 remembered \curvearrowright 2
 Saviour \curvearrowright 2
 Scripture \dots 1

secret \curvearrowright 2
 see \dots 3
 send \curvearrowright 2
 sent \dots 1
 several \curvearrowright 2
 shall \curvearrowright 2
 shalt \curvearrowright 2
 short \curvearrowright 1
 should \curvearrowright 2
 significant \dots 1
 significance \dots 1
 signify-ied \dots 1
 so \dots 2
 somewhat \curvearrowright 2
 speak \dots 3
 special-ly \curvearrowright 2
 spirit \curvearrowright 2
 strength \dots 2
 sure \dots 3
 Tell \dots 2
 thank-ed \dots 1
 that \dots 1
 the \dots 2
 their \curvearrowright 2
 them \curvearrowright 2
 themselves \dots 6 2
 there \dots 2
 therefore \dots 3
 these \dots 3
 they \dots 2
 they are \curvearrowright 2
 thing \dots 2
 think \curvearrowright 2
 third \curvearrowright 2
 this \dots 2
 those \dots 1
 though \dots 1
 thought \dots 1
 through, threw \dots 3
 thus \dots 3
 thy \dots 1
 thyself \dots 1
 till \dots 3
 till it \dots 2
 to \dots 2
 to be \dots 3
 told \dots 2
 too \dots 2
 toward \curvearrowright 2

trade \curvearrowright 2
 tried \dots 1
 true \dots 3
 truth \dots 2
 two \dots 2
 Under \curvearrowright 2
 up \curvearrowright 2
 upon \curvearrowright 2
 us \dots 2
 use (noun) \dots 3
 use (verb) \dots 3
 usual-ly \curvearrowright 2
 Very \curvearrowright 2
 Wait \curvearrowright 2
 want \dots 1
 was \dots 2
 way \curvearrowright 2
 we \curvearrowright 2
 weight \curvearrowright 2
 well \curvearrowright 2
 went \dots 2
 what \dots 1
 when \dots 2
 whether \curvearrowright 2
 which \dots 2
 which have \dots 2
 while \dots 1
 whither \dots 3
 who \dots 2
 whose \dots 3
 why \dots 1
 will \curvearrowright 2
 wish \dots 3
 with \dots 1
 within \dots 3
 without \curvearrowright 2
 won't \dots 2
 word \curvearrowright 2
 would \dots 2
 Yard \dots 1
 ye \curvearrowright 2
 year \dots 3
 yes \curvearrowright 2
 yet \curvearrowright 2
 you \dots 2
 young \dots 3
 your \curvearrowright 2
 youth \dots 3
 youths \dots 3

(To be memorized; see par. 247.)

∩ approve	∩ met	∩ sent
∩ belief-ve-d	∩ most	∩ signify-ied
∩ Christian-ity	∩ ought	∩ speak
∩ generation	∩ owing	∩ special
∩ glory-ify-fied	∩ own	∩ strength
∩ holy	∩ religion	∩ thus
∩ house	∩ religious	∩ whither
∩ itself	∩ Saviour	∩ ye
∩ larger	∩ Scripture	∩ young
∩ liberty		

EXERCISE 79.

Including all the Grammalogues given in the above list.

If you wish to prove to others your *belief* in the things which you *approve*, whether they be of a *religious*, political, or scientific nature, it is *most* essential that | you *speak* distinctly, and with a true apprehension of the meaning of what you say; otherwise, your argument will be wanting in *strength*, and your words will fail to *signify* | all that you intend them to convey. You will readily *own* that you should endeavour to express your thoughts so that you may be understood without *special* effort on the | part of your listeners. This is a duty *owing* to those whom you invite to hear you. How many a good and *holy* cause is lost through faulty presentation! How | often has the cause of *liberty* been weakened by the bad delivery of those who were *sent* to strengthen it! The *Christian religion itself* sometimes loses where it *ought* to | gain, through the speaker's inability to clothe his thoughts in suitable language, and to *speak* on *Christianity* with clearness, *strength*, and grace. Who has not occasionally heard a beautiful passage | of *Holy Scripture*, perhaps the words of the *Saviour* himself, distorted from what they *signified* by incorrect reading? Have we not all admired the elocutionist, who *speaks* so that his | words are carried over a *larger* area than an untrained speaker could hope to reach? Who has not heard the speaker whose voice *itself* added *strength* to his logic, and | enabled him to lead his audience *whither* he would? *Thus* it is *believed* to have been with Lord Chatham, the *glory*

of his *generation* and the champion of *liberty*, whose | voice had such *strength* that when he desired to *speak* with *special* effect he had only to raise the tone, and the *House* shook with its peal. And do you | imagine, *ye young* students, that Chatham obtained his power of oratory without trouble or pains? Can you *believe* that he *met* with no difficulty in acquiring the ability which brought | him fame and *glorified* him? Not so. He studied long and hard to acquire that command of language which enabled him to *signify* his *own* thoughts with precision, and afterwards | contributed to *glorify* his name. It is *most* likely that few men ever went through a *larger* amount of drudgery than he did to fit himself as a public speaker. | The leading principles of *liberty*, *religion*, government, etc., were all studied to this end. Thus was he able "list'ning Senates to command." So it *ought* to be your *special* aim | to cultivate the *strength* of will to imitate him in this particular respect, that you may become, if not a brilliant, at least an effective speaker and an elegant reader. | (450)

EXERCISE 80.



*The following Exercise consists entirely of Reporting Gramma-
logues, the whole list being introduced.*


The General was of opinion that in our generation—aye, during this year—there had been no true liberty to think as one would wish, to deliver or use the | mere language of truth, or, in short, to do what thought and word signified. But the Doctor had quite a different belief, and was able to speak out according as | he thought he ought. Therefore, he did not wait, nor think that he was under any care not to speak, happen what might. He thanked the other for the opportunity ; | he was sure that we had not an equal but a larger liberty ; yes, and that we generally use it well. So, according to his opinion, the other did not | remember, or give half the importance he ought, to an important particular. Every nation, though not all equally, tried to do what was good for the young, and the child | was cared for as in no generation of which we have any account. He remarked, too, that it was very significant that our young have the opportunity of improvement which | it cannot but be a pleasure to think of, because by it we build, or are building, a great nation. Through improvements which have come in use, we number our | youths, or they are able to be numbered, with those who themselves are given this advantage ; in itself a most important thing for our youth. If so much has been | done, though in a different way somewhat to that we should specially glory in or have glorified, the Doctor thought we should see in it a true wish for more | light, so that this generation might







generally be remembered for the good done in it beyond, out of, and above any other, till it, in short, was not equalled or improved on by any. As for liberty to speak as one would wish, he believed that usually no meeting of gentlemen would believe it to be at all difficult when they met to signify their opinion on any principle of importance, or on Christianity, or religion generally, in language of awe that a gentleman may or should apply. Mr B. was in the chair at a large meeting a short while ago, and himself delivered a very happy remark on trade and on gold, the nature of which must have weight with any or all who would see the trade of his or their own nation improve over that of any other, to the general advantage. An account of this delivery we owe to Phonography. His is a happy way; as is usual, he put every one there in good spirit, and all would give him a cheer; though it was thought the meeting was a cold one, all went well. — As has been remarked, he did not at first think it of weight or significance, that several of those who thought evil of him—it may have been a third of them—often tried in secret with much art, out of an evil wish, to put in quite a different light (and that no good one) all he happened to tell them to believe. But I know myself that within or near a year from that meeting, he had to be on his guard toward them, owing to their want of truth when they had the opportunity to meet and speak in a special way of his religious opinion, and of all that he was believed to know of what Scripture has told us of God, of the Saviour, the Holy Spirit, the Christian religion, and of heaven. We do not approve of those who thus speak, and however high the amount of weight these gentlemen themselves may, as a usual thing, happen to have, we cannot ever let their want of truth go without a word to signify our difference. Oh! that each had the strength to do according to this. Ah! is it true he had not? Eh? If so, he is as evil as they are themselves, and therefore while he is thus it is his will, or by his own wish, and we must send him down to him. He shall be sent away upon the first opportunity, whether he will or no, and whither thyself shalt not or may not know, or be able to meet him till he has his cart, and is called on to go from the yard. As his has not been a happy nature, or one which improved, ye must not glorify him to me. After what has happened, your spirit should thank the hand by whose strength it is that you may not go to or call on him. How can you do other at all? Yet if it had not been so, and he could come up to you, why should I think that my eye would in that hour, and in my house, see you two, till it had happened. Aye, as thy principal, out of a wish to improve every member, and in particular these dear to me, I won't think so, my Lord. (850)



CHAPTER XXXI.

REPORTING CONTRACTIONS.—SECTION 1.

249. The contractions which follow have been arranged in classes, as far as possible, for convenience in learning. Thus, all words with a similar ending have been grouped together, as  perspective,  productive, etc.






250. As already stated (par. 199), words ending in *-action*, *-ection*, etc., are contracted by omitting the *k* and adding the hook *-tion* to the preceding stroke; thus,  *abstraction*.






251. Words ending in *-active*, *-ective*, etc., are contracted by omitting the *k* and *t*, and adding the hook *v* to the preceding stroke; thus,  *abstractive*. In a few words the *t* only is omitted, as  *executive*. It will be seen that, as a rule, the consonants forming the contraction occupy the position, with regard to the line, they would occupy if the word were written in full; thus  () *antagonist*,  () *indignation*.
























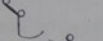

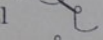

























252. When *str* follows *mn*, it may be written thus,  *administrate*,  *remonstrate*.

CONTRACTIONS.—ARRANGED FOR LEARNING.

Words marked (*) are written above the line.

Perspective 
 productive 
 prospective 
 obstructive 
 objective 

subjective 
 instructive 
 destructive 
 respective 
 respectively 

irrespective		efficient-cy-ly	
retrospective		inefficient-cy-ly	
defective		sufficient-cy-ly	
executive*		insufficient-cy-ly	
prerogative		observation	
abstraction		preservation	
obstruction		constitution-al-ly	
subjection		unconstitutional-ly	
construction		professional	
jurisdiction		cross-examine-d	
jurisprudence		cross-examination	
prejudice-cial		degeneration	
substantial		regeneration	
unsubstantial		description	
controversy-sial		generalization	
commercial*		organize-d	
financial		organization	
circumstance		imperfect-ion	
circumstantial		indigna ^{nt} _{tion}	
passenger		inscribe-d*	
transcribe		inscription*	
transcription		insignificance*	
transmission		insignificant*	
transubstantiation		signification*	
proficient ^t _{cy} -ly		inspect-ed-tion	
deficient ^t _{cy}		insubordinate-tion	

EXERCISE 81.








































To produce a modern newspaper requires very great powers of *organization*, *observation*, *description*, and *generalization*, if it is to be *productive* of that measure of *commercial* and *financial* success which | those who *organize* and finance it naturally expect it to be, and which is, so to speak, the *objective* to be kept constantly in view by the management or *executive*. | Indeed, merely *subjective* notions must be kept in complete *subjection*, and it should be the *prerogative* of the *executive* to insist upon this. It is not *sufficient*, therefore, for the | editor or manager to be *proficient* in *professional* skill; he must not be *deficient*, *defective*, or in any way *imperfect* in the power of governing those subject to him. Any | *imperfection* or *deficiency* in this respect would render impossible the *preservation* of discipline and the prompt removal of an *inefficient* or *insubordinate* member of the staff, whose influence, though *insignificant* | in itself and *insufficient* to do much harm, might yet be *sufficient* to mar the *efficiency* of others and to incite them to *insubordination*. *Degeneration* among officials is not unfrequently | the result of an act, the *signification* of which has been entirely mistaken, and the apparent *insignificance* of which has led to its total neglect. *Regeneration* in such *circumstances* is | always more difficult than *construction* or reconstruction. One feels *indignant*, and there is reason for the *indignation*, when one considers that a periodical *inspection*, with, perhaps, a *circumstantial cross-examination*, | would have discovered the *obstructive* person whose actions have led to *obstruction* by others and the introduction of a possibly *destructive* misunderstanding. *Retro-spective* wisdom, however, is much more common than | *prospective* or *perspective* wisdom. It is interesting and *instructive* to notice how many people are wise after the event, and what genius is sometimes displayed on *retrospective* plans. These statements | may appear *controversial*, but they are not so in reality; they are intended to show that while the literary side of the newspaper must have adequate attention, so that nothing | shall be *transcribed* and printed, the *transcription* and printing of which would be *prejudicial* to the interests which the paper

EXERCISE 81 (continued).

represents, yet, at the same time, *commercial* and *financial* considerations | must not be considered mere *abstractions*, since, if there is not a *substantial* return in these respects, the production of the paper must soon cease. The newspaper should not be | simply a medium for the *transmission* of *commercial*, *financial*, and *professional* news, however *circumstantial* the *respective* accounts may be. That would be an *insignificant* part to play, restricting the high | ends for which the journal was established. Such a restriction would mean a *degeneration* of the influence of the press, as a very brief retrospection would show. No, the newspaper | must be *instructive*; it must educate public opinion on all questions affecting the *constitution*; it must condemn any *unconstitutional organization* which might be *prejudicial* to the peace of the state, | and it must express *indignation* at any attempt toward the restriction of the *constitutional* privileges of the people. Questions of *jurisdiction*, *jurisprudence*, *controversy* on various subjects, the rights of *passengers*, | and similar topics must *respectively* be treated, *irrespective* of all personal *prejudice*. Doctrines of religion, however, such as *transubstantiation*, are not always desirable subjects for *controversy*, as the result may | be illusive or *unsubstantial*. As a final *observation*, correspondents should *inscribe* their names and addresses on their communications, and the *inscription* should be readily read by those who *inspect* it. | (570)

REPORTING CONTRACTIONS.—SECTION 2.

ARRANGED FOR LEARNING.

Archbishop		metropolitan	
bapti ^{ze-d} _{st-sm}		misdemeanour	
Calvinism		orthodox-y	
ecclesiastic-al		philanthropy-ic	
episcopal-ian		philanthropist	
evangelical		resignation	
Methodism*		resurrection	
nonconformist		selfish-ness	
nonconformity		unselfish-ness	
Presbyterian-ism		tabernacle	
benevolen ^t _{ce}		thanksgiving	
benig ^{nant} _{nity}		cabinet	
celestial		capable	
covenant		incapable	
dignity ^{ty} -fied		Captain*	
example*		lieutenancy	
unexampled*		Lieutenant-Col.	
henceforth		non-commis- sioned officer	
holiness		majesty	
melancholy			

plenipotentiary		at ^{one} tain ^{ment}	
administrator		entertainment	
administratrix		contentment	
executor		January	
executrix		February	
demonstrate		September	
remonstrate		November	
ministry		December	
mortgage-d*		discharge-d	
arbitration		displeasure	
plaintiff		dissimilar	
defendant		distinguish-ed	
tribunal		extinguish-ed	
appointment*		relinquish-ed	
disappointment			

EXERCISE 82.

Ecclesiastical matters cannot be ignored in a newspaper. Mention must be made, for *example*, of the death of an *Episcopalian* dignitary, such as an *archbishop*, and the claims to the | vacant *appointment* of a *dignified ecclesiastic*, *distinguished* for his *benevolence*, *benignity*, and *dignity*, and likely, therefore, to *dignify* the office and to act in a *benignant* manner, are sometimes urged. | *Controversial* subjects, however, such as the differences between *Episcopalian*, *Presbyterian*, *Baptist*, and other *Nonconformist* or *Evangelical* denominations, on such points as *baptism*, *transubstantiation*, the *atonement*, the *resurrection* of the body, | *regeneration* and the best means for its *attainment*, what is or is not *antagonistic* to *orthodoxy* and *holiness*, the *transmission* of sin, national *degeneration*, the nature of the *celestial* spirits, | and similar subjects, are usually

EXERCISE 82 (*continued*).























avoided in newspapers, for the *sufficient* reason that they would not be treated with *efficiency*. It would be *melancholy* to see *Presbyterianism* or *Calvinism*, *Methodism*, | or various forms of *Nonconformity*, because in certain respects *dissimilar*, engaged in newspaper warfare. *Philanthropy* would not be encouraged by it, and *philanthropic* work would certainly suffer, if it were | not altogether *extinguished*. Many an *unselfish philanthropist* would *remonstrate* and express his *disappointment* and *displeasure* at such *selfish* conduct, which he would regard as almost a *misdemeanour*, and to *demonstrate* | his dissatisfaction he might insist upon a *resignation* from many charitable committees, and *henceforth* refuse to *discharge*, or *relinquish* duties which had previously given him much satisfaction and *contentment*. The | London newspaper press invariably notices a high-class *entertainment*, or a trial in which either the *plaintiff* or *defendant* is a well-known member of society. Military *appointments* also receive | a full share of attention, especially in the case of a *non-commissioned officer* being promoted to a *lieutenancy*, or receiving a decoration at the hands of the *lieutenant-colonel* or | *captain* of his regiment, for conspicuous or *unexampled* bravery. The movements of rulers, whether of His *Majesty* the King, or the President, and of the members of the *Ministry* or | *Cabinet*, and the *plenipotentiaries* abroad, are notified daily in the *metropolitan* press. It is sometimes asserted that newspaper reporters seem to have entered into an *organized covenant* not to report, | or but *inefficiently* to notice services and sermons. But surely the religious press is *capable* of dealing with these, and not *incapable* of recording a *thanksgiving* service or sermon at | a *tabernacle*! The legal reports include notices of cases involving the *appointment* of an *administrator* or *administratrix*; settlements by *arbitration*; actions brought by an *executor* or *executrix* for the recovery | of debts owing to the estate; *mortgage* disputes, and appeals to the highest *tribunal* in the land. The circulation of some newspapers varies considerably at times, and may be larger | in *January* and *February* than in *September*, *November*, or *December*. (460)

REPORTING CONTRACTIONS.—SECTION 3.

ARRANGED FOR LEARNING.

Advertise-d-ment ↓
 agriculture-al* —
 antagonist-ic-ism* —
 applicab^{le}ility ↘
 aristocratic-acy ↘
 assembl^e-y ↘
 esquire ↘
 astonish-ed-ment* —
 certificate ∩
 contingency ↘
 democra^{cy}tic ↘
 enthusiasm-ast-astic }
 exchequer ↗
 expenditure —
 expensive —
 extemporaneous ↗
 extraordinary ↗
 extravagant-ance ↗
 familiar-ity ↘
 friendship ↗
 impregnable ↘

imperturbable ↗
 inconsiderate ↗
 indefatigable ↗
 indenture ~
 independent-ce* —
 indescribable ↗
 indispensabl^ey ↗
 indiscriminate ↗
 individual* —
 inform-ed ~
 informer ~
 intelligence ↗
 intelligent ↗
 intelligible ↗
 intemperance ↗
 investment ↗
 journalism ↗
 magnet^{ic}ism* —
 manufacture-d ~
 manufacturer ~
 mathematic-s-al ↗

mathematician	} 	responsible-ility	
mechanic-al		revenue	
obscurity		sensible-ility	
original		singular	
perpendicular		subservient	
perpetual-ly		substitute	
preliminary		superscribe-d	
proportion-ed		superscription	
proportionate-ly		suspect-ed	} 
recognizance		suspicious	
repugnant-ce		unquestionable-y	
		wonderful-ly	

EXERCISE 83.

It may appear *singular* and even *extraordinary* to the *individual* unacquainted with *journalism*, but it is *unquestionably* true that the circulation of a newspaper depends almost as much upon the *advertisements* it obtains as upon the *intelligence* it gives. On the other hand, the *advertisements* are the result of good circulation. In fact, they are *indispensable* to each other, and *it* may be said that each is *subservient* to the other. The *expenditure* must, of course, be *proportionate* to the *revenue*, and those *responsible* for the *commercial* department are *sensible* *that* a *perpetual* watch must be kept upon this, to prevent *extravagance* and an *indiscriminate* or unnecessary outlay of any kind, or the paper, instead of being a profitable *investment*, *would* become a source of pecuniary loss. Such a *contingency* must be avoided by all possible means. It is *familiar* knowledge to everyone acquainted with newspapers that many *original* articles *appear* which are the work of authors who have, in many instances, a *wonderful familiarity* with their subjects. Though not *aristocratic* in the ordinary sense, they belong to the *aristocracy* *of* letters, and their *superscription* is *sufficient* guarantee that the articles are above suspicion. The *influence* of these men is quite *magnetic*, and even their *extemporaneous* utterances frequently excite the *astonishment* and *enthusiasm*

EXERCISE 83 (continued).

of the most *intelligent assemblies*; they are more *intelligible* and more generally *applicable* to every-day *circumstances* than the laboured harangues of less gifted speakers. It is not | easy to find *substitutes* for men of such *distinguished* ability. *Familiarity* with a *subject*, however, only comes from long *preliminary* training and laborious study, and eminent writers, no matter how | *enthusiastic* they may be in the pursuit of *knowledge*, and however *repugnant* to the idea of associating learning with mere trade, have yet *sufficient* *commercial* instinct to require payment in | *proportion* to the value of their work, and they decline to *superscribe* an article without the *prospect* of payment. They *unquestionably* impress their *independence* upon their work, and no *intelligent* | *individual* will assert that payment for such services is an *extravagant expenditure*. *Notwithstanding* the improvements made by *manufacturers* of printing presses, both in the *mechanical construction* of the machines themselves | and in their *manufacture*, the process of printing a newspaper is an *expensive* one. A *mathematician* would *probably* be able to *inform* us with *mathematical* exactitude what would be the | cost of producing a single issue, but he would have to include the *expenditure* incurred in *advertising* the paper in all places where men *assemble together*, whether for *friendship* or | *business*; the expense of obtaining *intelligence* on such varied topics as *agriculture* and *agricultural* implements; *mathematics*; *magnetism*; *Exchequer Bills*; *indentures*; *intemperance* and its cure; *democracy* and the *democratic* party; the | *extraordinary proportions* of a leaning tower, which inclines greatly from the *perpendicular*; and the almost *indescribable antagonism* which is constantly displayed by persons of an *antagonistic* nature, or of extreme | *sensibility*, conducing to *inconsiderate* or *suspicious* actions, better left to sink into *obscurity*. The result of such an inquiry would probably *astonish* the inquirer, who would no longer be *astonished* | that such *indefatigable* efforts are made by newspaper agents to increase the number of their subscribers and to induce them to *advertise* as well as *subscribe*. The agent is sometimes | *suspected* of being an *informer*, and in spite of his *repugnance* he has to preserve an *imperturbable* good humour which must be almost *impregnable*. Last *December* a *manufacturer* was summoned | for assaulting a *mechanic*, and though he produced a *certificate* as to *character*, the magistrate, William Brown, *Esq.*, bound him over in his own *recognizances* to appear when called upon. | (600)

ARRANGED ALPHABETICALLY.

The following list contains all the Contracted Words employed in the Corresponding and Reporting Styles:—

Abstraction	certificate
acknowledge-d	character
administrator	characteristic
administratrix	circumstance
advertise-d-ment	circumstantial
agriculture-al	commercial
altogether	constitution-al-ly
antagonist-ic-ism	construction
anything	contentment
applicable-ility	contingency
appointment	controversy-sial
arbitration	covenant
architect-ure-al	cross-examine-d
aristocratic-acy	cross-examination
archbishop	danger
assemble-d-y	dangerous
astonish-ed-ment	December
at ^{one} _{tain} ment	defective
baptize-d-st-sm	defendant
benevolent-ce	deficient-cy
benig ^{nant} _{nity}	degeneration
better than	democra ^{cy} _{tic}
cabinet	demonstrate
Calvinism	description
capable	destruction
captain	destructive
catholic	difficulty
celestial	digni ^{ty} _f -fied

disappointment *l*₂
 discharge-d *b*
 disinterested-ness *l*_p
 displeasure *b*
 dissimilar *d*
 distinguish-ed *t*
 doctrine *b*
 domestic *l*₂
 ecclesiastic-al *o*
 efficient-cy-ly *u*
 enlarge-d *t*₊
 entertainment *t*₂
 enthusiasm-ast-astic *o*
 episcopal-ian *o*
 especial-ly *o*
 esquire *l*
 essential-ly *l*
 establish-ed-ment *l*
 evangelical *u*
 everything *u*
 example
 exchequer *f*
 executive
 executor *o*
 executrix
 expect-ed *o*
 expenditure *o*
 expensive *o*
 extemporaneous *t*
 extinguish-ed *t*
 extraordinary *t*₂

extravagant-ance *o*
 familiar-ity *u*
 February *u*
 financial *u*
 friendship *o*
 generalization *d*
 govern-ed-ment *u*
 henceforth *o*
 holiness *o*
 immediate *u*
 immediately *u*
 imperfect-ion *o*
 impossible
 impracticable
 impregnable *u*
 imperturbable *u*
 improbable-bly-ility *u*
 incapable *u*
 inconsiderate *t*
 inconsistent *o*
 inconsistency *o*
 indefatigable *o*
 indenture *u*
 independent-ce
 indescribable *o*
 indigna^{nt}tion *u*
 indiscriminate *t*
 indispensabl^ey *o*
 individual
 inefficient-cy-ly *u*
 influence

influenced ~~~~~
 influential ~~~~~
 inform-ed ~~~~~
 informer ~~~~~
 information ~~~~~
 inscribe-d ~~~~~
 inscription ~~~~~
 insignificance ~~~~~
 insignificant ~~~~~
 inspect-ed-tion ~~~~~
 instruction ~~~~~
 instructive ~~~~~
 insubordinate-tion ~~~~~
 insufficient-cy-ly ~~~~~
 intelligence ~~~~~
 intelligent ~~~~~
 intelligible ~~~~~
 intemperance ~~~~~
 interest-ed ~~~~~
 investment ~~~~~
 irregular ~~~~~
 irrespective ~~~~~
 January ~~~~~
 journalism ~~~~~
 jurisdiction ~~~~~
 jurisprudence ~~~~~
 kingdom ~~~~~
 knowledge ~~~~~
 lieutenantancy ~~~~~
 lieutenant-col. ~~~~~
 magazine ~~~~~

magnet^{ic}_{ism} ~~~~~
 majesty ~~~~~
 manufacture-d ~~~~~
 manufacturer ~~~~~
 manuscript ~~~~~
 mathematic-s-al ~~~~~
 mathematician ~~~~~
 mechanic-al ~~~~~
 melancholy ~~~~~
 messenger ~~~~~
 Methodism ~~~~~
 metropolitan ~~~~~
 ministry ~~~~~
 misdemeanour ~~~~~
 mistake ~~~~~
 mistaken ~~~~~
 more than ~~~~~
 mortgage-d ~~~~~
 natural-ly ~~~~~
 neglect-ed ~~~~~
 never ~~~~~
 nevertheless ~~~~~
 next ~~~~~
 non-commis-
 sioned officer ~~~~~
 nonconformist ~~~~~
 nonconformity ~~~~~
 nothing ~~~~~
 notwithstanding ~~~~~
 November ~~~~~
 object >

objection ✓
 objective ✓
 obscurity ✓
 observation ✓
 obstruction ✓
 obstructive ✓
 organize-d ✓
 organization ✓
 original ✓
 orthodox-y ✓
 Parliament-ary ✓
 passenger ✓
 peculiar-ity ✓
 perform-ed ✓
 performs-ance ✓
 performer ✓
 perpendicular ✓
 perpetual-ly ✓
 perspective ✓
 philanthropy-ic ✓
 philanthropist ✓
 phonographer ✓
 phonographic ✓
 plaintiff ✓
 plenipotentiary ✓
 practice-d-cal-ly ✓
 practicable ✓
 prejudice-cial ✓
 preliminary ✓
 prerogative ✓
 Presbyterian-ism ✓

preservation ✓
 probable-bly-ility ✓
 productive ✓
 professional ✓
 proficient-cy-ly ✓
 proportion-ed ✓
 proportionate-ly ✓
 prospect ✓
 prospective ✓
 public-sh-ed ✓
 publication ✓
 rather ✓
 rather than ✓
 recognizance ✓
 reform-ed ✓
 reformation ✓
 reformer ✓
 regeneration ✓
 regular ✓
 relinquish-ed ✓
 remarkable-ly ✓
 remonstrate ✓
 represent-ed ✓
 representation ✓
 representative ✓
 republic ✓
 republican ✓
 repugnant-ce ✓
 resignation ✓
 respect-ed ✓
 respective ✓

respectively	↗	thankful	↘
responsible-ility	↗	thanksgiving	↘
resurrection	↗	together	↘
retrospective	↗	transcribe	↘
revenue	↗	transcript	↘
reverend	↗	transcription	↘
satisfaction	↘	transfer	↘
satisfactory	↘	transgress	↘
selfish-ness	↘	transgression	↘
sensib ^{le} _{ility}	↘	transmission	↘
September	↗	transubstantiation	↘
signification	↘	tribunal	↘
singular	↘	unanimity or	↘
something	↘	unanimous	↘
stranger	↘	unconstitutional-ly	↘
subject	↘	understand	↘
subjection	↘	understood	↘
subjective	↘	unexampled	↘
subscribe	↘	unexpected-ly	↘
subscription	↘	uniform-ity-ly	↘
subservient	↘	uninfluential	↘
substantial-ly	↘	uninteresting	↘
substitute	↘	unquestionable-ly	↘
sufficient-cy-ly	↘	unsatisfactory	↘
superscribe-d	↘	unselfish-ness	↘
superscription	↘	unsubstantial	↘
surprise	↘	whatever	↘
suspect-ed	↘	whenever	↘
suspicious	↘	wonderful-ly	↘
tabernacle	↘	writer	↘
temperance	↘	yesterday	↘

CHAPTER XXXII.




ADVANCED PHRASEOGRAPHY.—SECTION 1.




253. The student has already been introduced to simple phraseography in Chapter XXIV., and, if he has followed the instructions there given, he will have acquired a knowledge of many useful phraseograms. He may now, therefore, proceed with the study of more advanced phrasing, and in doing so it will be better for him to master the principles employed in the construction of the phraseograms, rather than attempt to commit the lists to memory. Indeed, the following lists are merely suggestive of hundreds of similar phrases which may be written in accordance with the principles here given. Special attention will, of course, be paid to those phrases which will be specially useful to the student.





254. The halving principle is employed in phraseography to express the addition of *not* or *it*; thus, \checkmark *I will*, \checkmark *I will not*; \surd *you are*, \surd *you are not*; \setminus *if*, \setminus *if it is*; \setminus *if it be*, \setminus *if it be not*.






255. The double-length principle is similarly employed to express the addition of *there* or *their*; thus, \surd *I think*, \surd *I think there is*; \surd *and in*, \surd *and in their opinion*.





256. The large initial circle is prefixed to logograms as a contraction for *as we*; thus, \bigcirc *as we think*. The large circle is also used *initially* to express the word *as* and the *s* with which a following word may commence;

thus,  *as soon as possible*; and *medially* and *finally* to represent the two *s*'s in such phrases as  *in this subject*,  *this is*.

257. The hook *n* is frequently employed in phrases to express *than*; thus,  *rather than*,  *sooner than*,  *longer than*.



















































258. The letter *r* is omitted in a number of phrases of frequent occurrence; as  *in (r)egard (to)*,  *in (r)espect (to)*. Other consonants are sometimes omitted, especially when the last consonant of the first word is the same as the first consonant of the next; as in  *Pri(m)ie Minister*,  *in the same (m)anner*.

259. Unimportant words such as *the*, *of*, *or*, etc., may be omitted from many phraseograms. Such words are generally necessary to the sense of the phrase, and where they *must* be read they need not be written, if their omission renders the phraseogram more facile; thus,  *for (the) sake (of)*,  *in (the) way (of)*,  *two (or) three*,  *side (by) side*,  *face (to) face*.

260. A large number of phrases are abbreviated by intersection, that is, the writing of some prominent consonant in the phrase through a preceding or following stroke. This principle is especially applicable to common business phrases and to titles. For example, | (*t*) is used to represent among others the word *attention*, and | (*d*) the word *department*; thus,  *early atten-*
tion,  *special attention*,  *life department*,  *silk*
department.

261. In the following lists the phraseograms have been arranged, as far as possible, in classes, according to the principles upon which they have been formed. The exercises which follow should be written from dictation until they can be taken down with ease and rapidity:—

PHRASES (HALVING PRINCIPLE).

 I am	 you must not
 I am not	 you should not
 I can	 you should not be
 I cannot	 you were
 I cannot be	 you were not
 I cannot do	 you will
 { I cannot say	 you will not
 { I cannot see	 as if
 I had	 as if it were
 { I had not	 by which
 { I do not	 by which it was
 I did not	 if it does
 I hope you will	 if it is
 I hope you will not	 if it is not
 I may be	 in which it has appeared
 I may not be	 of which it has been
 I shall not	 of which it must be
 I shall not be	 at any rate
 I trust	 at all events
 I trust not	 at all times
 I was	 at some time
 I was not	 at the same time
 you can	 for some time
 you cannot	 from time to time
 you may	
 you may not	



























EXERCISE 84.
































My-dear-Sir,—For-some-time past I-have-been unable to-write to-you as I-have desired and-as I-promised you when you-were here. I-hope- | you-will-not-be annoyed at-my apparent neglect. You-should-not-be, and-I-am-sure you-will-not-be when you-are aware (of the) reason for-my | silence. I-have-no-doubt you-will-remember that I-was-not well previous to-your visit, but I-am-sorry to-tell-you I-have-been under-the care | of Dr Brown ever-since-the day you left. Indeed, you-were-not gone more-than an hour when I-had to-send for-the physician. I-do-not-know | what caused my illness; I-cannot-say that I-am aware of anything to-which-it-may-be due. I-know of nothing to-which-it-can-be traced. At- | all-events, it-has-been very severe, and, for-some-time, my recovery was considered hopeless. Of-course, I-am-not yet out-of-the wood, and I-must-not | boast, but I-think I-am fairly on-the road to complete recovery. You-will-be-sorry to-learn that I-am-not yet strong enough to-leave my room, | but-you-must-not suppose that I-am in danger. I-trust I-shall-be-able-to-make an effort to visit you some-time during-the coming month. At- | any-rate, I-am hoping so. I-have heard that-you-were injured slightly in-the railway accident last Friday. Is-this true? I-trust-not. If-it-is, you- | are-not likely to be improved by-my-letter. If-it-is-not you-will pardon my mentioning the report. In-any-case, you-might send me word, and-if- | you-can spare-the time, perhaps you-will come over on-Monday. If-you-cannot arrange this, please inform me from-time-to-time how you-are getting on with- | the new business, to-which-it-appears you-are devoting yourself. If-it-be as successful as you-were inclined-to-think you-will-be very fortunate, and-if-it- | be-not quite so profitable as you hoped, it-will still have proved an interesting experiment. At-all-events, it-was well worth a trial. At-the-same-time, you- | should-not work too hard. If-you do you-must-not-be surprised to-find your health giving way. I-have-no-doubt (of the) ultimate success of-your patent, | and-if-it-were necessary, I-could arrange to invest a considerable amount in-the business. I-cannot-do anything in-the-matter (of the) shares you spoke about until | I-have-seen you again. I-cannot-see that-there-is any hurry about-the affair. If-it-does happen that-the shares are all taken-up before I-make | application I-shall-not mind very-much. I-am-trusting, however, that-you-will-be-able-to pay me a visit on-Monday and explain matters. Yours-truly,

THOMAS MAKIN. | (510)

ADVANCED PHRASEOGRAPHY.—SECTION 2.

PHRASES (DOUBLE-LENGTH AND "SW.")


















































 I have 
 I have their 
 I think 
  I think there will be
 I see
 I see there is
 I wish
 I wish there were
 I am sure 
 I am sure there is
1  I know
 I know there is ('or has)
 I know there is not
 I know there will be
2  we have their
 before there (or their)
2  for there 
 for their own
 for their sake
 from their

 if there
 if there is
 if there is to be
 in their 
 in their opinion 
 in their case 
 in their statement
 though there is 
 whenever there (or their)
 as soon as 
 as soon as possible 
 as soon as we can 
 as soon as they
 on this subject 
 as we can 
 as we cannot 
 as we have 
 as well as can be
 as well as possible
 as well as usual

Exercise 85
 EXERCISE 85.

I-know-there-has-been a great-deal said, as-well-as written, about-the interest attaching to-the study of phrase and fable, but I-know-there-has-not- | been sufficient said, in-view (of the) importance (of the) matter, and-I-know-there-will-be a great-deal-more" both said and written before-the subject is exhausted." | Whenever-there-is a subject of interest to-the general reader, and a desire expressed for information upon-it, there-will-be-found someone ready and willing to obtain the | necessary knowledge and impart it to-others. As-we-have-seen, too, the work is generally executed as-well-as-possible, that-is, as-well-as-it-can-be, and- | the results made known as-soon-as-possible. This-is a great convenience to-most of us, as-we-have-not time to devote to research in-these-subjects. I- | think-there-is room, indeed, I-am-sure-there-is room for-something-more on-the-subject I-have-mentioned before it-can-be-said that-the public is tired | of-it. There-are-some people, however, who know very-little (of the) origin and meaning of-many peculiar expressions of frequent occurrence. For-their-sake, for-their-satisfaction and- | -pleasure, as-well-as for-the educational advantage it-would-be to-them, I-wish-there-were-some means of-bringing before-their notice some (of the) books already published | on-this-subject. I-know-there-is a difference of opinion, however, on almost all-questions, and-if-there-be any of-my readers who doubt the benefit to be | derived from such a study as I-have referred to, and-if-they assert that, in-their-opinion, it-would-be a waste of-time as-well-as money to | procure such books, I-ask-them, for-their-own-sake and for-the-sake-of others in-their-position, who-may look at-(the)-matter from-their point-(of)-view, | to-consider-the following-points as carefully and as-soon-as-possible:— How often do we come across such phrases as "toad eater," "salted accounts," etc., and-though-their meaning, | from-their position in-the sentence, may-be pretty clear, should-we not-have some difficulty in saying how they came to-have-their present signification? Have-we not all | occasionally read some phrase, or heard some allusion which-we-did-not-understand, and-have-we not sometimes lost the beauty of a passage through our want of knowledge? I- | think-there-will-be few who-will dissent. If-there-were no other reason, therefore, than this, it-should-be sufficient to-prove-the necessity for-such a study as | I-have recommended. But, as-we-can readily see, these phrases are interesting for-their-own-sake, and-in-their-case, the time devoted to study will-be well spent. | (480)










































ADVANCED PHRASEOGRAPHY.—SECTION 3.

 I am glad	 every circumstance
 I am very glad	 under the circumstances 201
 I am certain that you are	 peculiar circumstances
 I am confident	 peculiar circum- stances of the case
 I am inclined to think	 I have concluded
 I will consider	 we have concluded
 I will consider the matter	 that conclusion
 it is considered	 satisfactory conclusion
 fully considered	 unsatisfactory conclusion
 further considered	 having regard to
 further consideration	 with regard to
 must be considered	 with respect to
 shall be considered	 in relation to
 shall be taken into consideration	 with relation to
 which will be considered	 in reference to
 which will be taken into consideration	 with reference to
 into consideration	 with reference to which
 take (taken) into consideration	 in reply to HfffN
 after due consideration	 I have received HfffN
 in consequence of	 we have received HfffN
 necessary consequence of	 and in this manner
 on the contrary	 and in like manner
 and the contrary	 and in the same manner
 in connection with	 in such a manner as
 all circumstances	

EXERCISE 86.

Money has-been defined to be desire capitalized, and-as-far-as I-am-concerned, I-am-content to accept this definition. I-have thought of-it in-all-manner- | of-ways, and-I-have come to-the conclusion, after-due-consideration of-every-circumstance in-con-
 -nection-with the subject, that-the definition is satisfactory. I-
 -am-confident that if- | you-will-consider-the matter you-will, as
 a necessary-consequence, come to-the-same-conclusion. In a
 genuine inquiry, the conclusion is-not arrived at without some-
 -consideration of | opposite views. On-the-contrary, those views
 must-be-considered if-we-are to-come to a satisfactory-conclusion
 on-the-subject. Having-regard, therefore, to-the interesting
 nature (of | the) question before us, it-will-be agreed that-it
 deserves to be fully-considered and looked at from every point-
 -(of)-view. It demands that everything that can-be- | said in-
 -relation-to it shall-be-considered, and-that anything which-may,
 in-any-way, help us to an opinion shall-be-taken-into-considera-
 -tion, indeed, must-be-taken- | into-consideration. Limited
 space, however, forbids my enlarging upon-the question in-such-
 -a-manner-as might be-done under ordinary-circumstances, so-
 -that, under-the-circumstances, I-must-be- | content to-leave out
 some-considerations, with-regard-to-which a great-deal might
 be-said, and-in-respect-to which there-might, perhaps, be a
 difference of opinion. Let- | us-consider a few points, and-I-
 -shall-be-content to-leave-the further-consideration (of the) ques-
 -tion to-the reader. A great writer, speaking with-reference-to-
 -this-subject | of-money, points out that with-regard-to a future
 exchange money is, as-it-were, our security. || For, he-says, it-is-
 -necessary that-he who brings it should- | be-able-to get what-he
 wants. If-the reader will-take-into-consideration the full mean-
 -ing (of the) last sentence, he-will-see that "what-he wants" is
 but | another-way of saying "what-he desires." Again, with-
 -respect-to coined money, another authority declares that-it-is a
 kind of bill or order payable at-the will (of | the) bearer. In-
 -like-manner, still another writer states that a coin may-be-con-
 -sidered as a bill upon all-the tradesmen in-the neighbourhood.
 That-is, if I-have- | received a coin for-services rendered to
 somebody else I-can-have, in return, anything I-desire which-
 -is equal in value to-it. In-relation-to this-point, a | fourth
 authority says money is a warrant which gives-the bearer the
 right to draw from society when-he desires services according-to-
 -the value (of the) coin. In-reply- | to similar questions in-
 -regard-to-the nature of-money various other writers have
 answered in-the-same-manner, so-that, I-have-concluded that-the
 definition referred to is | tolerably accurate, and-having-regard-
 -to-the evidence it-cannot-be-said that I-have come to an un-
 -satisfactory-conclusion. (500)

ADVANCED PHRASEOGRAPHY.—SECTION 4.

 again and again	 in the last place
 deeper and deeper	 in the next place
 less and less	 on the one hand
 more and more	 on the other hand
 more or less	 on the other side
 north and south	 on the part of
 right or wrong	 as a matter of course
 sooner or later	 as a matter of fact
 at the present day	 in fact |
 all the way	 in point of fact } ?
 by the way	 facts of the case
 all over the world	 fact of the matter
 all parts of the world	 able to make
 what is the matter	 I shall be glad to know
 for the first time	 we shall be glad to hear
 short space of time	 do you mean to say
 from first to last	 to a great extent
 in the first instance	 in a great measure
 in the first place	 one another
 in the second place	 between them
 in the third place	(Omit hook <i>n</i> in similar phrases).

EXERCISE 87.

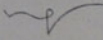

























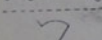












At-the-present-time great attention is paid to-the exploration (of the) North-and-South poles (of the) earth by explorers of all nations; between-them they-have added | much to geographical knowledge, and-in-a-great-measure investigators at-the-present-day know as-much about these regions in-point-of-fact as-is of



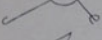

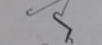

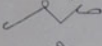



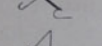

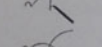

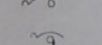

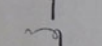

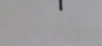


scientific value. But | sooner-or-later sentiment rather-than science will-be gratified by-the discovery and publication all-over-the-world of-every secret of-these untrodden regions. All-parts-of-the- | world are becoming, in-fact, more-and-more well-known, so-that we-shall-soon regard it as-a-matter-of-course that blanks on-our maps will grow less- | and-less, till in a short-space-of-time they-will disappear altogether. Some may exclaim, "Do-you-mean-to-say that at-the-present-time we-may, as-a- | -matter-of-fact, look to-the time when discoveries will no-longer add to-our knowledge (of the) geography (of the) world, in-which from-first-to-last, we-have- | been so-much interested? We-shall-be-glad-to-hear when-such may-be looked for." In-reply, attention may-be-called to-the facts-of-the-case, and, by- | way-of-illustration, Africa may-be pointed to. For-many-years past explorers have plunged deeper-and-deeper into-the hidden recesses (of the) Dark Continent, and, whether right-or- | wrong, they subjugate the savage inhabitants in a more-or-less complete fashion. Africa is-now divided among-the European powers, and exploration was carried out to-a-great-extent | in-the-last-years (of the) Nineteenth century, so-that we-are-able-to-make a very complete map (of the) whole continent. Someone may say "I-shall-be-glad- | to-know if-the recent action (of the) Powers has-been beneficial; again-and-again we hear of-much done on-the-part-of-many (of the) civilized nations between- | which Africa is divided, and at which humanity is horrified." But when-we ask what-is-the-matter complained of, and inquire into it, it-must-be borne in mind | that-it-is-not worse-than what savage tribes practise among-themselves, or towards-one-another; though, by-the-way, we-do-not for a moment defend wanton barbarity on- | the-part-of civilized man towards savages who for-the-first-time come under his control. Unhappily, this-is always more-or-less an incident (of the) contact of civilized | and savage man. If-we-cannot-see all-the-way to a better state of things, we-may at-least anticipate some (of the) advantages which civilization should in-the | end be-able-to bestow, on-the-one-hand on-the native population, and on-the-other-hand, or on-the-other-side, on itself. In-the-first-place, or | in-the-first-instance, exploration affords a healthy subject of interest for-the more adventurous spirits of all nations, and adds additional chapters of interest to-the story (of the) | world. In-the-second-place, new markets are opened for commerce, and-new fields for-the-exercise of philanthropy. In-the-third-place, regions are opened up which-may-become | of-much value as an outlet for-the overgrown population of-other regions. In-the-next-place, or in-the-last-place, colonization is a hopeful part of-that onward | march of humanity, in-which all have-the deepest interest. (580)

CHAPTER XXXIII.

BUSINESS PHRASES AND CONTRACTIONS.

SECTION 1.

	I am in receipt of your letter		I beg to enclose herewith
	I am in receipt of your favour		I beg to inform you
	I am in receipt of your esteemed favour		I enclose account
	I am directed		I enclose cheque
	I am directed to state		I enclose invoice
	I am directed to inform you		I enclose herewith
	I am instructed		I enclose statement
	I am instructed to state		enclosed letter
	I am instructed to inform you		enclosed please find
	I am requested		I can assure you
	I am requested to state		I do not understand
	I am requested to inform you		I have to acknowledge receipt of your letter
	I am surprised		I have to call attention (or your attention)
	I am rather surprised		I have to inform you
	I am much obliged		I have the honour
	I beg to acknowledge receipt of your letter		I have the pleasure
	I beg to acknowledge receipt of your favour		I hope you will
	I beg to call attention (or your attention)		I hope you are satisfied
	I beg to enclose		I regard
			I regret

	I regret to state		you will be surprised
	we are in a position		you will be glad to know
	we are much obliged to you		your consideration
	we respectfully request		your favour
	we are surprised		your esteemed favour
	we beg to quote		yours faithfully
	you are at liberty		faithfully yours
	you may as well		yours obediently
	you may consider		your obedient servant
	you must consider		yours respectfully
			yours truly

EXERCISE 88.

Dear-Sir,—I-am-in-receipt-of-your-letter (of the) 24th, and I-regret-to-state that I-am-unable to-give you-the information you-require. I- | can-assure-you I should-be-pleased to-do-so if-it-were-possible. I-am-surprised to-hear from-you that-the funds-of-your society are in-such | a bad way. I-regard-the objects (of the) society as most praiseworthy, and I-cannot-understand how it-is that public support should-be withheld. I-enclose-cheque for | ten-pounds as a subscription, and-shall-be-glad to-give-the-same-amount next year. I-am-much-obliged-to-you for-the copy (of the) report. Yours-faithfully. | (120)

EXERCISE 89.

Dear-Sir,—I-am-instructed by-my-Board to ask-you when-the-amount owing to-them by-your Company is likely to be paid. I-am-requested also to | point-out to-you that-this-account is considerably overdue, and-I-am-directed-to-inform-you that if payment is-not made on or before Saturday next, proceedings will- | be taken without further delay. I-enclose-statement-of-account once-more, and-I-hope-you-will-do all in-your power to-render legal measures unnecessary. Your-obedient-servant. |

EXERCISE 90.







































Dear-Sir,—I-beg-to-acknowledge-receipt-of-your-letter (of the) 4th inst., and-in-accordance-with your-request I-have-the-pleasure to enclose-herewith copy (of the) | paper referred to. I-am-glad-to-hear that-you-were at-the meeting, and-I-hope-you-are-satisfied with-the result. I-am-rather-surprised that-the local- | press did not give more prominence to-one-or-two speeches which-were, in-my-opinion, valuable contributions to a question of vital interest at-(the)-present-time. With-regard- | to my-own paper, I-beg-to-call-your-attention to-the fact that though a good-deal was said upon-it no-one ventured to contradict the statements made | with-reference-to-the duties of accountants and auditors. You-will-see from-the enclosed-letter that I-had ample reasons for-my assertions. You-are-at-liberty to-make | any use you think proper (of the) paper. You-may-consider it-is-worth publishing. If so, I-think-you-might send a copy to all-the-members. Faithfully-yours. | (180)


























EXERCISE 91.

Gentlemen,—We-are-much-obliged-to-you for-your inquiry, and-have-the-pleasure to enclose-herewith patterns and prices (of the) cloths referred to. We-respectfully-request an examination | and-comparison of-our goods with-those of any other makers, and-we-have-no-doubt (of the) result, knowing, as-we-do, that-we-are-in-a-position to- | manufacture cloths (of the) highest quality and to-quote terms at-least as favourable as anyone. We-are-surprised-to-learn that our representative has-not called-upon you, and- | we-will instruct him to-do-so in-the future. With-regard-to-the special cloth you-require for-the-Government contract, we-beg-to-quote you 3s. | 6d. per yard, and-we-can guarantee absolute satisfaction if-you place-the order with us in due course. We-beg-to-call-your-attention, also, to-the enclosed | samples of fancy linings, which-we-are manufacturing for-the coming season, and-which-we-are-able-to offer at-the exceedingly low-prices marked on-the patterns. If-you- | are-in-the-market for-this-class of-goods, we-feel sure that-you-cannot-do better-than give these samples your-consideration. We-have a large stock (of the) | goods ready for delivery, and-we-hope-you-will-be-able-to favour us with an order. Your-esteemed-favours will at-all-times command our prompt attention. Yours-respectfully. | (240)

BUSINESS PHRASES AND CONTRACTIONS.

SECTION 2.

		in reply (to)		referring to your letter
		in reply to your letter		referring to your favour
		in reply to your favour		referring to our letter
		in reply to your esteemed favour		referring to our invoice
		in your reply		by first post
		in your reply to my letter		by next post
		in my letter		by this post
		copy of my last letter		by return of post
		your last letter		by parcel post
		registered letter		postal order
		early reply		by wire at once
		early consideration		by goods train
		early attention		by passenger train
		early convenience		my attention has been called
		at your earliest convenience		necessary attention
		as soon as convenient		necessary ar- rangements
		as soon as ready		we will arrange the matter
		referring to yours		

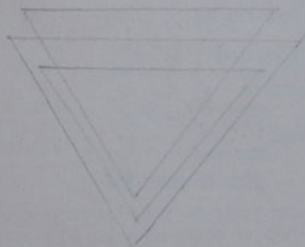
	best attention		balance sheet
	best of my ability		balance (of) your account
	best of our ability		payment of account
	best of your ability		statement of account
	best of their ability		account sales
	best quality		bill of exchange
	best price		stock exchange
	best terms		in exchange
	lowest terms		bill of lading
	best finish		under bill of sale
	best thanks		underwriters
	balance due		ordinary rates
			special rates

EXERCISE 92.

Dear-Sirs,—In-reply-to-your-letter of yesterday, we-beg-to-state that-the bill-of-lading and-the bill-of-exchange were forwarded to-you by-first-post | on Tuesday-morning last, in registered-letter, addressed as-usual, and-we-are-surprised that-they have-not reached you. We-will make inquiries here, and-in-the-meantime, if- | you-receive-the letter kindly inform us by-wire-at-once. Referring-to-our-letter (of the) 27th ult., and your-reply to same, we-have written-the works | pressing them to-give early-attention to-the-matter and to-make-the necessary-arrangements for forwarding-the goods to-the finishers as-soon-as-ready. We-have-instructed the | latter to-give-the material the best-finish, and-we-have-no-doubt they-will-do-so. We-have-also mentioned your complaint as-to-the finish (of the) last | consignment, and-we-are-assured that special care will-be taken to-prevent a repetition (of the) mistake in-the future. In-accordance-with your-request, we-have-the-pleasure | to enclose-statement-of-account up to-the 30th ult., and-we-trust you-will-find this quite in-order. Our Mr Ralphs will-be in-your town on-Wednesday | next, and-will give you a call. We-have-sent you by-parcel-post a copy of-our new pattern book, and-we-shall-be-ghd to-receive-your kind | orders for any (of the) materials named therein. Yours-faithfully. (250)











































EXERCISE 93.

Dear-Sir,—In-reply-to-your-favour (of the) 16th inst., we-regret that-we-cannot undertake-the responsibility of adopting your suggestions with-regard-to-the machine. We-are | willing to-execute the repairs to-the best-of-our-ability, and-on-the lowest-terms possible, but as we stated in our last-letter, the methods you propose would- | be attended with great risk to-the rider. If-you decide to-leave-the-matter to us you-might inform us by-return-of-post, and-we-will put-the | work in-hand at-once, so-as-to-be-able-to despatch the machine by-goods-train on -Saturday. We need hardly say that-we pay the best-price for | all-the-materials we use, and-we guarantee them to be (of the) best-quality obtainable. Referring-to-your-letter (of the) 9th inst., we-have-done our best to | induce-the carriers to-quote special-rates for-the-goods consigned to-you, but-they decline to-make any reduction on-the ordinary-rates unless-the traffic is considerably increased. | With-reference-to-our statement-of-account for last quarter, we-beg-to-call-your-attention to-the fact that-the balance-due has-not yet been received, and-we- | -will-thank-you for a cheque or postal-order for-the-amount at-your-earliest convenience. We-shall give early-consideration to-your inquiries for-the special tandem, and-will- | forward the specification desired as-soon-as-convenient. Yours-faithfully.(250)



BUSINESS PHRASES AND CONTRACTIONS.

SECTION 3.

	first cost		additional ex- pense
	at first cost		additional cost
	first-class		board of directors
	first quality		directors' meeting
	first instant		directors' report
	first notice		declare a dividend
	first instalment		deliver imme- diately
	last week		discount for cash
	this week		financial affairs
	next week		from the last re- port
	last month		further particulars
	Monday morning		goods not to hand
	Tuesday afternoon		not yet to hand
	Wednesday evening		just possible
	please quote us		just received
	please let us know		make an appointment
	please let me know		makers up
	please note		trade price
	please inform us		trade mark
	please forward		trades union
	according to agreement		
	according to their statement		

EXERCISE 94.

Gentlemen,—Please quote us your lowest-price, f.o.r. Manchester, for forty tons of soda crystals, first-quality, in casks

about 4 cwt. each, and say if these could- | be delivered to our order at Liverpool Road Station by Tuesday-evening or Wednesday-afternoon at the latest. Referring-to-your-invoice (of the) first-instant, please-note that-these- | goods are-not-yet-to-hand. We-have inquired (of the) railway officials here, and according-to-their-statement the goods have-not-been handed to-them. Please-let-us- | know by-return-of-post when and by-which railway line these-goods were forwarded. We-expected to-receive-them at-the-end of-last-week. According-to-agreement we- | are-obliged to-make delivery (of the) first-instalment some day this-week, so-that you-will-see that-the delay is likely to-cause some trouble, and-we-trust | you-will give-the-matter your immediate-attention. Yours-truly. (160)





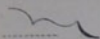








































EXERCISE 95.









Dear-Sir,—I brought your-letter before-the Board-of-Directors at-their meeting yesterday, but after some discussion they-were-obliged to postpone further-consideration (of the) matter until | the next Directors'-meeting, which-will-be held on-the last Tuesday-afternoon of-this month. I-think-the Directors would-be-glad if-you would kindly set forth your- | proposals more fully than is done in-your-letter. The-first cost (of the) material is very low, but-the question (of the) additional-cost-of-preparing it for-sale, | and-the additional-expense which-will-probably be incurred in advertising it is sure to-be taken-into-consideration by-the-Directors, and-if-they-had your estimate of what- | the total expenditure is likely to amount to, it-would-no-doubt help them in coming to a decision. If-you-will make-an-appointment for-some day next-week | I-shall-be-glad-to see-you, and it-is just-possible that I-may-be-able-to-give you some further-particulars. Meanwhile, I-have-the-pleasure to enclose | copy (of the) Directors'-Report published last-month. Yours-faithfully. (190)

EXERCISE 96.

Dear-Sir,—We-have-pleasure in enclosing-herewith price-list of-our Felt Hats, and-we-shall-be-pleased to-receive-your kind orders for any (of the) lines mentioned. | We specially desire to-call-your-attention to-the fact that not-only do all-our hats bear our well-known trade-mark as a guarantee of-quality, but that | in-addition-to-this the label (of the) "Hatters' Trades'-Union" is placed inside-the band, as proof that-we pay the full trade-price for-the labour we employ. | We-may add that, in-view (of the) approaching holiday season, orders should-be-placed not later than-the middle of next month, so-as-to avoid possible delay. We | allow an extra $2\frac{1}{2}\%$ discount-for-cash. Trusting to-receive-the-favour of-your esteemed commands, which shall-have our best-attention, we-are, yours-respectfully. |

POLITICAL PHRASES.

	Act of Parliament		right hon. member
	Acts of Parliament		my hon. friend
	Army and Navy		my hon. and gallant friend
	at the first reading		Member of Parliament
	at the second reading		House of Commons
	at the third reading		House of Lords
	British Empire		Houses of Parliament
	Cabinet meeting		in the House
	Chancellor of the Exchequer		in the House of Commons
	Lord of the Treasury		in the House of Lords
	Lord of the Admiralty		in this House
	free trade		of the House
	free trader		to the House
	freedom of trade		Prime Minister
	freedom of election		Leader of the Party
	freedom of the people		Party leaders
	freedom of the press		Leader of the Opposition
	hon. member		Leader of the House
	hon. member for Preston		Parliamentary Committee
	hon. and learned member		in committee
	hon. gentleman		in committee of supply
	right honourable		Chairman of Committee
	right hon. gentleman		

	Postmaster-General		Secretary of State for the Home Department
	President of the Board of Trade		Secretary for War
	Secretary of State		United Kingdom
	Secretary of State for the Colonies		United States









































See also Intersected Words, page 201.


















































EXERCISE 97.

The right-hon.-gentleman, the member-for-Preston, speaking in-the-House-of-Commons, on Tuesday-evening, on-the-proposal to increase-the numerical strength (of the) army-and-navy, | referred to-the extraordinary growth (of the) British-Empire during-the-last fifty years. He asserted that freedom-of-trade, freedom-of-the-people, freedom-of-the-press, and-freedom- | of- election were-the rule in every-part of-His-Majesty's dominions, and he declared that every free-trader was bound to-give-the measure his support. His Majesty's-Government | had given most careful consideration to-this matter, and Ministers in both Houses-of-Parliament were quite unanimous in-the-conviction that-such a measure was-necessary for-the safeguarding | (of the) vast interests committed to-their care. His right-honourable- friend, the Secretary-for-War, had shown exactly how-the proposed increase would-be distributed, and-the Chancellor-of- | -the-Exchequer, the First Lord-of-the-Treasury, and-the First Lord-of-the-Admiralty had each advanced weighty reasons for- the adoption (of the) proposal. It-was-not a | party-question, and he trusted that-the right-honourable-gentleman, the leader- of-the-Opposition, would-not attempt to-make party-capital out- of-it. It-was true, as-the | President-of-the-Board-of-Trade and-the Secretary-of-State-for-the-Home-Department had both candidly admitted, there-were several minor details (of the) measure open to amendment, | but-they would, no-doubt, be amended in-committee, when-the Chairman-of-Committee would give honourable-members, and especially the honourable-and- gallant-member for Bath an opportunity of | debating these- points. The Leader-of-the-Opposition took exception to-the- manner in-which-the proposal had-been brought before-the House, and declared that sound reasons had-not- | been advanced for-its adoption. As Leader-of-the-Party in Opposition he claimed that fuller discussion should-be given to-the measure before-the Government pressed it forward to | a division. The Secretary-for-War replied for-the-Government, and-the-motion was carried by a very large majority. (350)

CHAPTER XXXV.

LAW PHRASES.

	articles of association		deed of trust
	beneficial interest		Divisional Court
	beneficial estate		documentary evidence
	beneficial owner		Ecclesiastical Court
	bill of sale		employers' liability
	breach of promise of marriage		equity of redemption
	Central Criminal Court		examination in chief
	Chancery Division		gentlemen of the jury
	circumstantial evidence		grand jury
	commercial summons		Habeas Corpus
	common jury		heirs, executors, admin- istrators, and assigns
	common law		heirs, executors, admin- istrators, or assigns
	County Court		High Court of Justice
	counsel for the defence		joint stock
	„ for the defendant		joint stock company
	„ for the plaintiff		judgment summons
	„ for the prisoner		justice of the peace
	„ for the prosecu- tion		King's Bench
	Court of Appeal		K.B. Division
	court of justice		
	deed of settlement		

	King's Counsel		originating summons
	land certificate		personal estate
	land registry		police court
	learned counsel		possessory title
	learned counsel for the defence		power of attorney
	learned counsel for the defendant		prisoner at the bar
	learned counsel for the plaintiff		Probate, Divorce, and Admiralty Division
	learned counsel for the prisoner		quinquennial valuation
	learned counsel for the prisoner at the bar		real estate
	learned counsel for the prosecution		reversionary bonus
	learned judge		reversionary interest
	legal estate		special jury
	legal personal representative		special license
	Lord Chancellor		Supreme Court
	Lord Chief Justice		trust funds
	may it please your Honour		verdict for the defendant
	may it please your Lordship		verdict for the plaintiff
	may it please your Worship		verdict of the jury
	memorandum of association		warrant of attorney
	my learned friend		will and testament
	no, my lord		Workmen's Com- pensation Act
	notary public		yes, my lord
	official receiver		yes, sir
			your Honour
			your Lordship
			your Worship

The above are English law phrases.

EXERCISE 98.

LAWYER'S LETTERS.

Re SMITH, a Bankrupt.

T. B. GILL, Esq.

Dear-Sir,—The action brought by-the Official-Receiver to-test the validity (of the) Bill-of-Sale given to-you by | Mr-Smith, came on for trial to-day in-the King's-Bench-Division (of the) High-Court-of-Justice, before Mr Justice Bright. I-regret to say that-the learned-judge, | after hearing the arguments on both-sides, decided against you on-the ground that-the document is-not in-accordance-with-the form prescribed by-the Act-of-Parliament relating | to Bills-of-Sale. You-will-remember that I-have many-times pointed out to-you that-the Bills-of-Sale Act is so obscurely worded that great-numbers of | Bills-of-Sale prepared by-the-most eminent conveyancers have-been set aside on-the-same ground. It-is open to-you to-carry the matter to-the Court-of- | Appeal, but I-do-not advise that course. Yours-truly. (160)

CAPTAIN H. GOODMAN, R.N.

Dear-Sir,—Your share (of the) Trust-funds comprised in-the Deed-of-Settlement executed on-the marriage of-your late father and mother having | been paid into-the Supreme-Court, it-will-be-necessary to-make an application to-the Chancery-Division for payment (of the) amount to-you. You-will-have to-make | an affidavit that your beneficial-interest is unencumbered. As you do-not wish to-come to-London to-receive-the money, you-must let me have-the name and address | of-some person whom you desire to-receive-the-amount for-you; and as-soon-as-the order is made, I-will bespeak-the requisite power-of-attorney. Yours-truly. | (120)

Re CANNON STREET HOUSES.

G. H. PATTERSON, Esq.

My-dear-Sir,—Your father having by-the Deed-of-Trust assigned to Mr James-Smith and Mr William-Brown the equity- | of-redemption in-these houses in-trust for-you in-the event of-your surviving your late mother, you-are-now entitled to-the beneficial-estate in-the-property. A | small sum only remains owing on-the mortgage, and-if-you-are willing to pay this, the property can-be assigned to-you at-once. Mr Thompson, the legal-personal- | representative (of the) mortgagee, will-have to-join with-the trustees (of the) settlement in-the deed, so-that-the legal-estate may-be properly vested in you. Yours-truly. | (120)

MAJOR J. WILLIAMS.

Dear-Sir,—The originating-summons, which-we issued to-test the question whether Mr-Smith, in whom the reversionary-interest in-the-property is | vested, should convey as beneficial-owner, was heard yesterday. The judge upheld our view. We-have-now agreed the form (of the) purchase deed and arranged an appointment for completion | on-Thursday next, at 12 o'clock, at Messrs Grainger's office, 200 Cheapside. We-cannot hand you-the deeds then, as-they-have-to-be left at-the Land-Registry. | You-will receive them subsequently, together with a land-certificate declaring you-the owner with a possessory-title. Yours-truly. (110)

EXERCISE 99.

REPORT OF A TRIAL.

William Wilson was brought up at-the Central-Criminal-Court before-the Lord-Chief-Justice, on an indictment for fraud in-connection-with a Joint-Stock- | Company, of-which he-was for-some-years one (of the) directors. Wilson, it-will-be-remembered, figured lately in-the King's-Bench, where he-was severely examined with-regard- | to-the transactions in-question, the result being-the police-court proceedings which-are fresh in-the memory of-our readers. The Grand-Jury brought in a true bill, but- | the prisoner-at-the-bar pleaded not guilty. Sir John Brown, K.-C., the leading counsel-for-the-prosecution, opened-the case very briefly. After-the customary "May-it-please- | your-Lordship, gentlemen-of-the-jury," he narrated the charges against the prisoner, reserving comments until a later stage. He intimated that-though-the circumstantial-evidence was strong, the documentary- | evidence was stronger. The first witness, Mr James Porter, one (of the) promoters (of the) Company, gave some damaging evidence against the prisoner concerning a reversionary-bonus, but as-soon- | as-his examination-in-chief was concluded, Mr Jones, counsel-for-the-prisoner, rose, and asked a few questions which-the witness was evidently not prepared for. Mr Porter had | to confess to sundry appearances before-the County-Court on judgment-summonses in-respect of unpaid debts. The cross-examination displeased the witness, and-more-than once he turned to- | the Judge and-said, "I-must implore your-Lordship's protection." The learned-counsel-for-the-prosecution intervened, but-without effect. In-the end the learned-counsel-for-the-prisoner-at- | the-bar succeeded in throwing great discredit upon Mr Porter's testimony. "Is-it a fact," asked-the Lord-Chief-Justice, "that when you took-part in promoting this Company you- | were an undischarged bankrupt?" "Yes, my-Lord," replied-the witness. "Were your fellow-promoters aware (of the) fact?" pursued his Lordship. "No, my-Lord," said Mr Porter. The next witness | was Mr James McPherson, the Secretary (of the) Company, and-when cross-examined by-the















































counsel-for-the-prisoner, he appeared to-less advantage than-the-last witness. He | admitted that-his affairs were in-the hands (of the) Official-Receiver, and it-was also elicited that-he had on-one-occasion misappropriated some trust-funds and been manager | of-several Joint-Stock-Companies that had-been wound up. The impression made on-the gentlemen-of-the-jury by-these revelations was easily seen, and-the Lord-Chief-Justice | remarked that-he had seldom heard more disgraceful revelations even in a Court-of-Justice. At-the conclusion of-this witness's cross-examination, the Court adjourned till to-morrow. Wilson was | one (of the) signatories to-the memorandum-of-association (of the) Company, and it-was mentioned by counsel that-the articles-of-association contain an extraordinary stipulation appointing him (Wilson) | Director for ten years at £500 per-annum ! (490)


























































A BARRISTER'S CAREER.













Mr Walter Morton's progress at-the Bar has-been unusually rapid. He-was-called in 1887. Before he had-been two-years at-the Bar | he had-been counsel-for-the-plaintiff in an action for breach-of-promise-of-marriage, counsel-for-the-defendant in an action in-the Probate,-Divorce,-and-Admiralty-Division, | had appeared once in-the Ecclesiastical-Court, and-once before-the Lord-Chancellor in a Habeas-Corpus case. In every-instance he-was successful. If-he represented-the plaintiff the | result was a verdict-for-the-plaintiff, and-if-he represented-the defendant the result was a verdict-for-the-defendant. He-is respected in-the High-Court-of-Justice | for-his thorough knowledge (of the) Common-Law, and-is always heard with marked attention in-the Divisional-Court. He argued with great ability a novel point raised on a | commercial-summons in-the King's-Bench last-week. He-has-been retained in an important action on a bill-of-lading, and also in-several assessment appeals arising out-of- | the recent quinquennial-valuation. He-is an authority on-the vexed questions of employers' liability under-the Workmen's-Compensation-Act, and-is as successful with a Common-Jury as with- | the Judges. Those-who heard his arguments the other-day as-to-the difference between-the meaning of-the two phrases, "heirs,-executors,-administrators,-and-assigns," and "heirs,-executors,-administrators,- | or-assigns," will-not soon forget his keenness. He-was equally brilliant lately when-the notary-public was sued on a warrant-of-attorney. As-he refuted the arguments (of | the) learned-counsel-for-the-defendant, "my-learned-friend" must-have felt overwhelmed. In-consequence-of the death of-his father, under whose will-and-testament he inherits considerable personal- | estate and real-estate, he-is-not dependent upon his profession. People are already speculating as to when-he-will-be-made a King's-Counsel. He-has-been nominated as | a Justice-of-the-Peace for Surrey, his father's county. (340)

CHAPTER XXXVI.

THEOLOGICAL PHRASES.

 Almighty God	 everlasting God
 Apostle Paul	 everlasting life
 at the right hand of God	 Feast of Tabernacles
 Catholic faith	 fellow-creature
 child of God	 foreign missions
 children of God	 for ever
 children of Israel	 for ever and ever
 Christ Jesus	 forgiveness of sins
 Christian church	 Free Church
 Christian faith	 fruits of the Spirit
 Church and State	 future state
 Church of Christ	 glad tidings
 Church of England	 goodness of God
 Church of Ireland	 gospel of peace
 Church of Rome	 grace of God
 Elder of the Church	 Greek Church
 Episcopal Church	 grow in grace
 Epistle of Paul	 head of the Church
 Epistle to the Corinthians	 heaven and earth
 Epistle to the Romans	 Heavenly Father
 Established Church	 Holy Ghost
 Established Church of Scotland	 Holy Spirit
	 Holy Word
	 home missions

	house of Israel		my beloved brethren
	in Christ		my brethren
	in Church		my dear friends
	in Jesus Christ		my text
	in the Church		nations of the earth
	in the heart		New Testament
	in the presence of God		Scriptures [2] on the line
	in the providence of God		of Christ
	in the sight of God		of Christianity
	in the words of the text		of God 
	Jesus Christ		Old Testament
	Jewish dispensation		our Lord
	justification by faith		our Lord Jesus Christ
	kingdom of Christ		our Saviour
	kingdom of God		passage of Scripture
	kingdom of heaven		providence of God
	knowledge of Christ		resurrection of Christ
	Lamb of God		resurrection of the body
	Lord and Saviour		resurrection of the dead
	Lord and Saviour		Revised Version
	Jesus Christ		right hand of God
	Lord Jesus		Right Reverend
	Lord Jesus Christ		Right Rev. Bishop
	Lord's prayer		rise again
	Lord's supper		Roman Catholic
	minister of the gospel		Roman Catholic Church
	Mosaic law		Sabbath day
	Most Reverend		

	Sermon on the Mount		Sunday school
	Son of God		United Free Church of Scotland
	St Andrew		Virgin Mary
	St James St John		Wesleyan Methodist
	St Paul's epistle		Word of God
	St Peter		world without end

EXERCISE 100.

Christianity as represented in-the-Christian-Church is-the religion (of the) European race, the principal bodies engaged in-its maintenance or dissemination being-the Roman-Catholic-Church, the Greek- | Church, the various national Established-Churches, the Free-Churches, and many other organizations which find their faith and practice in-the New-Testament-Scriptures. There-are, at-the-same-time, | scattered among-the nations-of-the-earth, descendants (of the) Children-of-Israel who obey the Mosaic-law, observe-the Sabbath-day, the Feast of-Tabernacles, and-the Festival (of | the) Passover, and-find spiritual guidance in-the Old-Testament.

Our-Lord-Jesus-Christ was born under-the Jewish-dispensation, and-with-his parents visited Jerusalem in-his twelfth year. | Here he-was found by Joseph and-his mother, the Virgin-Mary, among-the-great ones (of the) House-of-Israel, hearing and asking questions. At Jordan, John the Baptist | bore testimony that-the Lord-Jesus-Christ was-the Lamb-of-God, and at-the first call (of the) disciples, testimony was borne that-the Lord-Jesus was-the Son- | of-God. At-the second call, St-Peter, St-Andrew, St-James, and St-John were chosen the first four in-the Apostolic College. Among-the words (of the) Lord- | and-Saviour recorded in-the Gospels, the Lord's-Prayer is unquestionably the most widely known and used ; and-of our-Saviour's teaching, the Sermon-on-the-Mount is perhaps most | generally quoted. The institution (of the) Lord's-Supper is recorded by three (of the) Evangelists, and-the-last discourses (of the) Lord-and-Saviour-Jesus-Christ by St-John. The | angel's glad message (of the) resurrection-of-Christ was-received with incredulity, though our-Lord had told His Apostles He-should rise-again. They showed fear and doubt when our- | Lord revealed to-them the resurrection-of-the-body, the resurrection-of-the-dead, and-the future-state, before ascending to-the right-hand-of-God. The Apostle-Paul deals | with-the resurrection of-Christ-Jesus in-his second Epistle-to-the-Corinthians, and-the Epistle-of-Paul in-

-which he treats of forgiveness-of-sins and justification-by-faith, | is-the Epistle-to-the-Romans. The passage-of-Scripture in-which St-Peter exhorts the brethren to grow-in-grace will-be-found at-the-end of-his second | epistle. By-the-grace-of-God the glad-tidings of-everlasting-life in-Jesus-Christ are revealed to-man in-the New-Testament.

Humanity owes much to-the Church-of- | Christ, in-which-the true children-of-God have-been animated-by-the Holy-Spirit to Christian-faith and practice, and to-the advocacy (of the) gospel-of-peace and- | the promotion of a love of-our fellow-creatures in every child-of-God. Though-the relations of Church-and-State in various lands have-not-been always what could- | be desired, yet in-the-providence-of-God the fruits-of-the-Spirit have-been revealed, so-that in-the-Church the knowledge-of-Christ has increased, and-in-the- | world in-the-providence-of-God there-has-been an extension (of the) kingdom-of-Christ. The blessing (of the) divine Head-of-the-Church, and-the outpouring (of the) | Holy-Ghost, have-been often asked on foreign-missions and home-missions, as-well-as on Sunday-school work, and other methods in-which Christian activity has manifested itself to- | bring into-the kingdom-of-God the ignorant and indifferent, by taking to-them a knowledge-of-Christ and-of-the Holy-Word, by bringing to-them the glad-tidings | (of the) goodness-of-God and a knowledge (of the) kingdom-of-heaven, and of-Him who-is at-the-right-hand-of-God.

The minister-of-the-Gospel selected | a passage in-the-word-of-God from-the Revised-Version, and-said that in-the-words-of-the-text, or in "my-text," taken from St-Paul's-epistle to-the Colossians, they would find authority for-his addressing them not as my-beloved-brethren, my-brethren, or my-dear-friends, but as-he proposed to-do in-the-sight- | of-God, and feeling that-they-were in-the-presence-of-God, as faithful brethren in-Christ, accepting the Catholic-faith, looking to-the-same Heavenly-Father, having the same | trust in Almighty-God, and believing in an everlasting-God, world-without-end, the ruler over heaven-and-earth for-ever-and-ever. He exhorted them to cherish in-the- | heart at-all-times, and-not simply in-church, the words of-Christ, the principles of-Christianity, and-the love of-God.











At-the congress on intemperance there-was a | representative gathering, including a Most-Rev. Archbishop (of the) Church-of-Rome, Prelates (of the) Church-of-England and Church-of-Ireland, the Moderator (of the) Established-Church-of-Scotland, | an elected delegate from-the United-Free-Church-of-Scotland, an Elder-of-the-Church from a Presbyterian synod, an official from-the Wesleyan-Methodist conference, a missionary from Africa, | and a Right-Rev.-Bishop (of the) American Episcopal-Church. (850)

CHAPTER XXXVII.











INTERSECTED WORDS.

262. The practice of intersection, or the writing of one stroke consonant through another, is of great utility in providing the writer with brief, distinctive, and easily written forms for the titles of public companies, officials, the names of political parties, frequently occurring colloquial phrases, etc., all of which are usually uttered with more than ordinary rapidity by dictators or public speakers. A knowledge of the principle of intersection as set forth in the following phrases will enable the student to devise similar contractions for any very long or otherwise awkward phrase which is common to the profession or business in which he may be engaged. When the direction of the strokes will not allow of intersection, the second letter may be written close to or under the first.



P is employed to represent *party* in such phrases as :

 political party	 Liberal Unionist
 parliamentary party	 „ „ party
 balance of parties	 Home Rule party
 Conservative party	 party government
 Liberal party	 party question

B represents *bank*; thus,

 Bank of England	 Lanc. and York. Bank
 Bank bills	 Mercantile Bank
 Bank post bill	 City Bank
 Bank rate	 Savings Bank
 Parr's Bank	 Joint Stock Bank

Embankment is also indicated by intersection, thus,

 *sea embankment*,  *Thames embankment*.

T is employed to represent *attention*, as,

+	call your attention		my attention has been
			directed
4	careful attention		special attention

D is employed to represent *department* in phrases like:

	Government Department		life department
6+	silk		engineering ..
	shipping		highways ..
	foreign		paving ..

J is employed to represent *Journal*, as,

	Phonetic Journal		Textile Journal
	Weekly		Journal of Commerce

K is employed to represent *Company* in titles like the following:

	Barber and Co.		Malleable Iron Co., Ltd.
	Carriage Co.		Steam Ship Co., Ltd.
	Delivery Co.		Weaving Co., Ltd.
	Joint Stock Co.		Gas Co., Ltd.







G is employed to represent *government* in such phrases as:

	Local Government Board		Municipal Government
	English Government		Government official
	French Government		




Th may be used to represent *authority*, as,

	local authority		sanitary authority
	legal		military authorities





S is used to represent *society*, as,

 temperance society	|	Society for the Propagation of the Gospel
 dramatic	..	 Society of Antiquaries
 agricultural	..	 .. Musicians





Association may be represented in phrases by the circle *s* and *-tion* hook; thus,

 Shorthand Writers' Association	|	Tenants' Association
 Temperance Association		




















R (down) may be used to represent *arrange-d-ment* in colloquial phrases like the following:

 I shall arrange	|	we have arranged
 if you can arrange	|	please make arrangements

R (up) may be used to represent *railway*; thus,

 railway company	|	Great Western Railway Co.
 .. officials	|	Lanc. and York. Railway

Other words may be expressed by intersection as follows:—

 capital punishment	|	Earl Granville
 Capt. Caxton	|	General Insurance Co.
 Capt. Reynolds	|	Life Assurance Co.
 Col. Dixon	|	General Omnibus Co.
 Major Jones	|	high water mark
 Privy Council	|	Managing Director
 Cabinet Council	|	matter of form
 County Council	|	Professor Morgan
 Town Council	|	Prof. Thompson
 Parish Council		

EXERCISE 101.

The various political-parties in this country are represented in almost every district by local clubs, where party-questions are discussed, and all matters affecting the balance-of-parties receive | considerable-attention. Well known leaders of the Conservative-Party, the Liberal-Party, or the Liberal-Unionist-Party, visit the districts periodically and deliver important speeches on such questions as party- | government, party-organization, the relative strength of the several Parliamentary-parties, etc. The rivalry between the political-parties serves to maintain a high standard of excellence among them all.

The | Bank-of-Amsterdam was founded in 1609, and the Bank-of-Hamburg ten years later. The Bank-of-England was founded in 1694, | and is the most important national-bank in the world. It was the first Joint-Stock-Bank established in this country, but there are now many Joint-Stock-Banks, such | as the London-Joint-Stock-Bank, the Union-Bank, the City-Bank, and others. The Bank-of-England issues Bank-Bills, sometimes called Bank-Post-Bills, drawn on itself for | any amount between ten pounds and one thousand pounds.

Bankruptcy disqualifies the bankrupt from membership of a Town-Council, Sanitary-Authority, School Board, or Vestry. These disqualifications may cease if | the bankrupt can prove that his bankruptcy was caused by misfortune. The embankment known as the Thames-Embankment is, next to some sea-embankments, the finest in the world.

I | should like to-call-your-attention to the fact that special-attention must now be given by book-keepers to the system which enables the merchant to ascertain whether, say, the | silk-department, the shipping-department, or the foreign-department of his business is making a profit or a loss. Many excellent positions in the highways-department, the paving-department, or | the cleansing-department of our corporations are open to those who have a good knowledge of book-keeping. My-attention has been called to a youth who gave special-attention | to book-keeping when at school, and who is now reaping the reward of his zeal. Advertisements appear regularly in the

EXERCISE 101 (continued).

Accountants'-Journal, the *Journal-of-Commerce*, and other weekly-journals | for persons qualified to act as book-keepers.

Messrs Barber-and-Co., the New Carriage-Company, and the Dorset-Supply-Company, are to be converted into limited-companies. The annual reports | of the Malleable-Iron-Co.,-Ltd., Smith,-Brown-and-Co.,-Ltd., and the Weaving-Co.,-Ltd., all bear testimony to the prosperity of trade during the past year. A Government- | official, engaged under the Local-Government-Board, a well known railway-official, and a clerk in another Government-department have all advised me to take shares in Lee's-Brewery-Company, | but, as a member of a temperance-society, I do not like the idea. The local-authorities have invited the committee of the Agricultural-Society to arrange a show here, | and the local Society-of-Musicians has undertaken the charge of the musical-arrangements. It is hoped the committee will-arrange-the-matter. If it suits your-arrangements, you will, | perhaps, come over? Please-make-arrangements if possible.

The Great-Western-Railway, the Lancashire-and-Yorkshire-Railway, and several other railway-debentures show an upward tendency, and business is very | brisk. The conferences of the Young-Men's Christian-Association, the Northern Temperance-Association, and the National-Teachers'-Association, were held last week and proved highly successful. Professor-Morgan presided at | the meeting on Saturday, when the Managing-Director of the General-Insurance-Company opened a debate on capital-punishment. The interest of the discussion was well maintained throughout, the cashier | of the Life-Assurance-Company, and the Manager of the General-Omnibus-Company being opposed to the death penalty, while the Chairman of the County-Council (Professor-Thompson) was for | its retention. It was stated that the late Earl-Granville, who was a member of the Privy-Council, was in opposition to the Tory-party on this matter. Captain-Reynolds, | Colonel-Dixon, and Major-Jones also joined in the debate. (670)

CHAPTER XXXVIII.

LIST OF SIMILAR WORDS,

DISTINGUISHED BY A DIFFERENCE OF OUTLINE.

When two or three words appear under one outline, they are distinguished by position, marked by figures. Vowels, and the prefix com or con, marked in *Italic*, should be inserted, even in Reporting.

- ptbl* 1 compatible; 2 potable; 3 *computable*;
 pitiable
- ptk* optic; poetic
- ptns* 1 aptness; pettiness
- ptrf* petrify; putrefy
- ptrfkskn* petrification; putrefaction
- ptrn* patron; pattern
- pk* 1 packer; 2 pecker; epicure
- pstr* 1 *compositor*; 2 pastry; pasture, posture
- pshnt* passionate; patient
- pnr* 2 opener; pioneer; penury
- pljr* pledger; plagiarist; pillager
- plsd* 1 placid; 1 palsied; 2 palisade; 3 pellucid
- plsmn* placeman; policeman
- prps* 1 porpoise; 2 purpose; perhaps, propose
- prprt* appropriate; property; propriety;
 purport
- prprshn* appropriation; preparation
- prtk* partake; 1 operatic; 2 portico
- prtv* comparative; operative
- prtnd* pretend; portend
- prtr* aperture; portray; operator;
 porter; parterre

prch } 2 approach; 3 preach; \ 1 parch; 2 perch,
porch

prfr } proffer; \ prefer; \ porphyry, periphery

prvd } provide; \ pervade

prst } poorest; \ 3 purest; \ pursuit

prskt } prosecute; \ persecute

prskshn } prosecution; \ persecution

prsr } oppressor; \ piercer; \ peruser;
pursuer

prsn } 2 person; 3 prison; \ 1 parson; 2 compari-
son; 3 Parisian

prnt } present, personate; \ pursuant

prsl } parcel, parsley; \ parasol, perusal

prsh } Prussia; \ perish, Persia

prshn } oppression, Prussian; \ portion, appor-
tion, Persian

prmnt } 1 prominent; 3 (rather than 2, to pre-
vent clashing with the previous word) perman-
ent; \ pre-eminent

prns } 3 pooriness; \ 3 pureness

prns } princes; } princess

prls } 1 paralyze; 2 perilous

btf } beautify; \ beatify

blsm } blossom; \ balsam

brb } bribe; \ barb

brbr } briber; \ bribery; \ Barbary

brk } 2 break, broke; 3 brick, brook; \ bark,

brkr } breaker, broker; \ barker [barrack

brth } 1 broth; 2 breath; \ birth

brl ✓ barley; ✓ barrel, burial; ✓ barely;

✓ barilla

(*tr* ↓ 1 tanner; 2 tenor; 3 tuner; } tenure }

trtr } 2 traitor; 3 treater; } Tartar; } torture; }

✓ territory, Tartary

trst } 1 contrast; 2 traced, trust; } 3 truest.

trshn } attrition, contrition; } contortion, tertian;

↳ iteration

dtr } 1 daughter, auditor; 2 debtor; 3 doubter; } editor;

↓ 1 auditory dietary; 2 deter; 3 detour

dtrmnt } detriment-al; } determined

dfns } advance, defence, deafness; } defiance,

diaphanous

dfr ↓ 2 defray; 3 differ; } 2 defer; 3 devour; } defier

dvr } divers, adverse; } diverse, divorce

dstn } destine; } destiny; } destination; } distinction

dss } disease, disuse (v.); } disuse (n.); } 1 diocese;

dsst } diseased; } deceased; } desist [3 decease

dltr ✓ adultery; ✓ idolatry; ✓ idolater;

✓ adulator, diluter

jnt } giant; } agent; } *jnts* } giants; } giantess

jntl } genteel, gentle, gently; } Gentile

ktrs } actors, actress; } cateress; } cauterize

kvlr } 1 caviller; } cavalier

kskrt } execrate; } excoriate

kskrshn } excursion, execration; } excoriation

klps } eclipse; } collapse

kltr } clatter; } culture

- klk* — 1 clock; 2 cloak, *click*; — colic, calico
klm — 1 climb; 2 claim, *acclaim*; — column, culm
klmt — 1 climate; — calumet; — calamity
klmnt — culminate; — calumniate
krprl — corporal; — corporeal
krt — 1 accord, cart; 2 court; — 1 carat, accurate;
 2 curate; — charta; — cruet
krtr — 1 carter; 2 Creator, crater; — curator;
 — creature, courtier; — criteria
krdns — credence; — 1 accordance
krj — courage; — carriage
grdn — 1 garden; — 1 guardian, Gordian; 2 guerdon
grnt — 1 granite; — garnet
fktr — factor; — factory
ford — favoured; — favourite
fnrl — funereal; — funeral
frtn — fortune; — frighten; — fourteen
frm — 1 farm, form, *conform*; 2 firm, *confirm*, *affirm*;
 — forum
frns — ferns, *conference*; — fairness
frwd — forward; — froward
vlshn — 1 violation; 2 volition, *evolution*; — convulsion
vlns — 1 violence; — vileness [2 verity
vr — *convert*; — avert; — virtue; — 1 variety;
sprt — spirit; — support, *suppurate*; — separate
std — 2 stead, staid; 3 steed, stood; — steady, study;
 — 1 sighted; 2 seated, suited
stshn — 1 citation; 2 station; — situation

- str*) oyster, Easter; } austere, astir; } astray,
 Austria; } estuary
- sdr̄t* [considerate; 9 considered
- sst*) assist; 9 consist; } essayist; } society, siesta
- snt* ~ 1 sent (to distinguish it from the present tense
 send, written on the line)
- sntr* ~ sentry; } century
- sltr* ~ solitary, conciliatory; } sultry;
 psaltery, salutary
- mpshnt(d)* ~ impassioned; ~ impatient
- mn* ~ 1 many, my own; 2 money
- mnstr* ~ 1 monster; 2 minster, minister; } min-
 istry; } monastery
- mrdr* ~ murder; } marauder
- mrdrs* ~ murders; } murderous, murderess
- ndfnt* ~ indefinite; ~ undefined
- njns* ~ ingenious; } ingenuous
- nvd(t)bl* ~ unavoidable; } inevitable
- lbrt* ~ laboured; ~ elaborate
- lkl* ~ local; } 1 likely; 2 luckily
- lrnd* ~ learned (*verb*); } learned (*adj.*)
- rtsns* ~ 1 righteousness, riotousness; 2 reticence
- rgrt* ~ regard; } regret
- rsm* ~ 3 resume; } 3 reassume
- rsrs* ~ racers, resource; } racehorse
- rnst* ~ 3 rinsed; } earnest
- hnn* ~ 1 Hymen, human; 2 humane
- hlnd* ~ Holland; } Highland; } Holy Land
- hrn* ~ 1 horn; 3 hereon; } 1 horny; 3 herein;
 heron; } heroine

EXERCISE 102.

[Introducing words in the preceding list from *compatible* to *parterre* (p. 206).]

It is not *compatible* with reason that men should make themselves *pitiabile* by indulgence in *potable* poisons, for the sake of passing pleasure, yet the number who thus err is | not *computable*. The results of such a habit are deplorable. The *optic* nerve is weakened, and the once *pellucid* eye is dimmed; all *poetic* sensibility is deadened; the face, formerly | *placid*, is wrinkled and worn; the hand, which used to be strong enough to tear down a *palisade*, is now *palsied* and nerveless; there is an *aptness* to exhibit *pettiness* | of temper, with *passionate* outbursts of anger, where *patient* forbearance had previously been the rule. The whole *pattern* of life is changed when a man becomes a *patron* of the | places where the poison is retailed. All appetite for ordinary food is lost, and the victim (*perhaps* a *packer* in a store, or a *compositor* on the daily press) becomes | a mere *pecker*, a kind of *epicure*, whose palate must be tickled with *pastry*, whose very *posture* at table must be studied, and for whom no *pasture* could produce meat | of sufficient tenderness. He may, *perhaps*, become a *pledger*, a *plagiary*, or even the *pillager* of a *porpoise* skin from some *placeman* or *policeman*, for the *purpose* of obtaining means | to purchase the poison he desires. True, he may *propose* to return the *property* upon an *appropriate* occasion, when he comes back to the paths of *propriety*, but his *preparation* | for the *appropriation* of another's *property* would belie the *purport* of his words, and none would believe him. It is of *comparative* insignificance whether a man be an *operative* in | a factory, a *porter* on the railway, an *operator* in a telegraph office, the designer of a *parterre* in the park, or of a beautiful *portico* in the city—he | cannot *partake* of the poisons referred to without danger. He may be the principal in an *operatic* company, or an artist able to *portray* nature with the utmost fidelity—indulgence | is equally dangerous for him. It is useless to *pretend* that the beginning of the habit does not *portend* the end. It is, as it were, an *aperture* that soon | expands, and it is frequently the *opener*, or *pioneer* of the road that leads to *penury*. Worst of all, it may *petrify* the heart, and there will be *petrification* where | there should be benefaction. Universal excess would undoubtedly destroy or *putrefy* society, and general *putrefaction* would end in total annihilation.

EXERCISE 103.

[Introducing words in the preceding list from *approach* to *birth* (p. 207).]

Any story may *preach* a lesson if we *approach* its *perusal* properly, but we only *perch* up our minds if we *perch* ourselves upon a high horse at what may | be called the *porch* or entrance to the story, and *prefer* to gallop through it without pausing to accept the lessons which the author may *proffer*. Thus we miss the | beauty of the *porphyry* while we measure the *periphery* of the figure drawn upon it. In the *pursuit* of recreation or knowledge we should *provide* ourselves with a plan and | should decline to allow the interest which may *pervade* even the *poorest* story to draw us from the *prosecution* of our plan, which we should *prosecute* with the ambition—the | *purest* of all ambitions—of making ourselves better men and women. Whether it be a story of *oppression* and *persecution* by a *Prussian* or a *Persian*, or an attempt by | some *person* to *personate* or *persecute* a *Parisian* parson and cast him into *prison*; whether the narrative be remarkable for excellence or *poorness*; whether a *portion* of the scene be | laid in *Prussia* or in *Persia*—it matters not; we should have the object of our reading ever *present*, and, as *pursuant* with this object, we should *apportion* some time | to a *comparison* of the characters and the *pureness* of their motives of action. Otherwise, our reading is *perilous* and we may *paralyze* our good taste, if, indeed, it does | not *perish* entirely. With the object of self-improvement ever *prominent* in his mind, the *peruser* of books becomes a *pursuer* of knowledge, and the history of the *oppressor* and | *piercer* of human hearts may thus be read with *permanent* and *pre-eminent* advantage. We *beatify* the hero who would *brook* no opposition; who would even *beautify* virtue; who refused the | *bribe* of the *briber* and despised his *bribery*; and we condemn the villain from *Barbary*, whose heart was like a *brick* or a stone; who broke faith with the *princess* | and sold the *princes* to their enemies; who would *break* his word as lightly as he would blow upon a cup of *parsley* broth; who regarded a promise as mere | *breath*, which died in the moment of its *birth*. Whether he be a *broker* or a *parcel* carrier; whether he live in a *barrack* or a palace, the reader may | gather a *blossom* from every story, and obtain a *balsam* for the wounds caused, it may be, by the *barb* of jealousy. But he must strip off the outer *bark* | if he would find the kernel; he must open the *parasol* if he would learn its construction. Not every *barker* is a good watcher, nor every talker a wise man. | (450)

EXERCISE 104.

[Introducing words in the preceding list from *barley* to *culture* (p. 208).]

Poor Brown, the *tenor* vocalist and piano *tuner*, who had the *tenure* of the shop in Long Avenue, died to-day. Last Wednesday week he was passing with his uncle, the | *tanner*, between a sack of *barley* and a *barrel* of *barilla* outside a store, and cut his hand on a screw in the *barrel*. The wound was *barely* visible at | first, and he thought it would be no *detriment* to him, so he resisted every *advance* made by his friends that he should see Dr Jackson, urging the doctor's *deafness* | as a *defence*. The pain, however, broke down his *defiance*, and he *determined* to wait no longer. Meanwhile, a kind of *diaphanous* skin had formed, the flesh was *diseased* and | the doctor had to *excoriate* the wound. The pain of the *excoriation* caused Brown to make fearful *contortions*. It appears the friction or *attrition* of his glove had inflamed the | wound and caused blood poisoning. He now expressed his *contrition*, with much *iteration*, for his neglect. The doctor did his best to arrest the *disease*, and Brown tried to use | the hand, but the pain forced him to *desist*, and he was obliged to *disuse* the limb, which, from *disuse*, became quite powerless. A sort of *tertian* fever set in, | and the poor fellow died to-day. The news of his *decease* has been sent all over the *diocese*. Alas! who knows what fate may *destine* for one? Who can foretell | his own *destiny*? But, at least, we know our *destination*, and should strive to reach it. The *burial* takes place on Wednesday, and will be attended by myself and my | *daughter*; the city *auditor*, who was a *debtor* of Brown's, and, by the bye, a *doubter* of his musical ability; the *editor* of the local newspaper, a man whose *auditory* | senses are not keen, and who is obliged to follow a *dietary* to *deter* the increase of the trouble; the leading *actress* and all the *actors* from the local theatre; | Mrs Gray, the *cateress*, who wanted Brown to *cauterize* the wound which caused his death; and others of the most *diverse* opinions, holding *divers* views on all questions except the | merits of Brown, and having in some instances expressed *adverse* judgments upon each other's work. But Brown was such a *gentle*, good fellow, with so *genteel* an air, and he | dealt so *gently* with the failings of others, that he was a favourite with all, Hebrew or *Gentile*, *Tartar* from *Tartary*, or Indian from the native *territory*. He was no | *adulator* or *diluter* of truth, but he distinguished between the *idolater* and his *idolatry*, and could be kind to the one while he would *execrate* the other. His *execration* of | what he

thought *idolatry* would not prevent him accompanying the *idolater* on an *excursion*. The idle *clatter* of bigots could not disturb a man of his *culture*, and I have | seen him chatting as heartily with the *gianness* and *giants* in a show as he would with the *agent* of a powerful company. Poor fellow! he was no *caviller*. He | was not a *traitor* or a common *treater*, and he would have suffered *torture* rather than betray a *trust*. A *contrast* has been *traced* by a *giant* between his *distinction* | and nobility, and the *adultery* of the *cavalier* which led to a *divorce*. The sad accident caused an *eclipse* of his powers, followed too soon by an utter *collapse*. The | *truest* estimate of the character of the *deceased* may be formed from the fact that however men might *differ* from one another and be ready almost to *devour* one another | in argument, they would always *defer* to him, for he was a *defier* of bad temper. It is proposed to *defray* the funeral expenses by public subscription. The procession will | have to make a *detour* to avoid the busiest streets. (640)

EXERCISE 105.

[Introducing words in the preceding list from *clock* to *situation* (p. 209).]

At four *o'clock* the officer took his *cloak*, and the *click* of his revolver showed that he expected opposition if not a *calamity* on the *climb* up the hill before | his *column* could *claim* victory, or *acclaim* their triumph over the *calico* dressed warriors on the crest of the eminence. *Accurate* preparations had been made at a *conference* the night | before, so that the attack might *accord* with that made at other points, and it was only after all was arranged that he threw himself among the *ferns* in the | *ammunition cart* that served as a tent and thought he might in *fairness* *court* a little sleep. In *accordance* with his orders he was aroused at four by the *corporal*, | who was *guardian* over the *garden* where the *cart* stood, and he prepared for his attempt to cut the *Gordian* knot which faced him, and for which he hoped to | receive promotion as a *guerdon*. The *climate* had told on the troops. Food was scarce, and the men often chewed the *culm* from the grass to save them from *colic*. | They hoped the coming fight would *culminate* in victory, and that they might smoke the *calumet* of peace again. They did not *calumniate* their foes, whose *courage* was undoubted and | whose *carriage* was noble. Nor did they give *credence* to the charges of *vileness* and *violence* made against the enemy. As *Corporal* Blake said, they did not mind *corporeal* foes, | and why should they fear immaterial things? It was useless to wear *funereal* faces even

at many a *funeral*; they knew the *fortune* of war, and why *frighten* themselves with | mere rumours? He had gone through *fourteen* engagements unharmed, and he *affirmed* his *firm* conviction that this would *form* no exception. His dream the night before seemed to *confirm* his | belief that he would yet retire to a *farm* and *conform* to the civil law as he had to the military. He might even be heard in the national *forum*, | and who knew but what he might become a *factor* and own a *factory*? In no way *forward* or *froward*, Blake was *favoured* by the officers and a *favourite* of | the men. He was *steady*, fond of *study*, and had a *spirit* that would *support* him in any *station* or *situation*. He read an order as if it were a | *citation*. When Private Wood's wound began to *suppurate*, and they had to *separate* him from the rest, it was *staid* Blake who *stood* by him and acted in the *stead* | of a nurse. A man of *verity*, he showed his *virtue* in a *variety* of ways, and if he could not *convert* a bad tempered man he could always *avert* | his wrath. Keen *sighted* and a fine rider, he was best *sited* when *seated* on his *steed*, where he sat firm as a *granite* rock. He wore an eighteen *carat* | gold ring, set with a *garnet*, which, with a silver *cruet*, had been given him by his cousin, a *curate*. Blake's opinions were the *criteria* to which the men appealed. | They recognised in him a *creature* above themselves. They had heard him talk of *evolution*, personal *volition*, the attributes of the *Creator*, and the effects of a *violation* of His | laws; of the *convulsion* of the *crater* of Vesuvius, and *Magna Charta*. He seemed to know the duties of a *curator*, a *courtier*, and even those of a *carter*. Such | was *Corporal* Blake, the first to *climb* the hill, and, alas! the first to fall. The victory was won, but his *spirit* had fled ere the *column* paused for rest. | (6c0)

EXERCISE 106.

[Introducing words in the preceding list from *oyster* to *heroine* (p. 210).]

Dear Walter,—I *sent* you this morning a copy of our *local* paper containing an *elaborate* but not *laboured* article on "*Society* in the Twelfth *Century*." Please *send* it to | Mr Brown when you have read it. The *essayist*, who is both *ingenious* and *ingenuous*, was *luckily* engaged by the proprietors as *likely* to increase the circulation of the paper, | and I *learned* yesterday that since his series of *learned* articles commenced the circulation has trebled. It is *inevitable* that some readers should express dissatisfaction with the articles. That is | *unavoidable*. There are some who would prefer an article on a favourite

racehorse, or on the great *racers* of the past ; or a life of some *marauder* who was hanged | for *murder*, with a detailed list of the *murders* he committed during his *murderous* career ; and if the article dealt with a *murderess* such readers would enjoy it all the | more. But those who *regard* the newspaper as a *resource* which will help them to sound knowledge would *regret* the discontinuance of articles such as the one I have *sent* | you. The author appears to be an *austere*, *impatient* man, and certainly his style is occasionally quite *impassioned* ; but his manner is very *conciliatory*. He is *astir* every morning at | six, and, cold or *sultry*, he takes a *solitary* walk, like a *sentry*, down by the *estuary*, which has, he says, a *salutary* effect upon him and makes him enjoy | his *siesta* at noon. He has travelled a good deal in the *Holy Land*, and would not go *astray* in any country in the world. He boasts the possession of | an ancient *psaltery*, given him by some friends in *Austria*, whom he visits every *Easter*. His duties on the paper are somewhat *indefinite* and *undefined*, but they *consist* mainly of | contributing essays on history and literature, though he is expected to *assist* the editor when required. He is a very *considerate* man, and his style is *considered* excellent. He is | very *humane*, with strong *human* feelings, and endeavours to advance in *righteousness* every day. He is remarkable for his *reticence* and his abhorrence of *riotousness* of every kind. It is | *my own* opinion, and the opinion of *many* others, that he will make both *money* and fame in the profession he has chosen. I hear he is to take up | the yoke of *Hymen* next week. The lady is a Miss *Holland*, daughter of a *horny* handed son of toil, and he met her during a *Highland tour* last summer. | She was, by the way, the *heroine* of quite a romantic adventure in a search for *herons' eggs*. But *herein* lies a story which I will *resume* when I see | you. Suffice it to say that *hereon* rests the beginning of the affection which is to be finally cemented next week. I think the finest thing in the article I | have *sent* you is the description of the departure of the pilgrims for the *Holy Land*. They all wear the pilgrim's badge—a shell, not unlike the shell of an | *oyster*—and there are representatives of every class. There is the old *minister* from some famed *minster*, anxious to crown his *ministry* by a visit to the holy places ; and | there too, it may be, is one who has been a veritable *monster*, but is now *earnest* in his repentance and eager to *reassume* his position in the world, with | his conscience freed, cleansed, or *rinsed*, as it were, from the stains of his past life. A *horn* is sounded, and the pilgrims' ship passes slowly away past the *monastery*. | I commend the whole article to your *earnest* study, my dear Walter, and I shall be glad to *resume* the subject when I see you. Yours very truly, PHILIP SHAW. | (630)

CHAPTER XXXIX.

SHORTHAND IN PRACTICE.

263. The student who has worked through the preceding instruction and exercises with diligence and care, and has at the same time practised note-taking from dictation, will now have attained to a correct style, together with a certain proficiency in speed, which he should have no difficulty in increasing by further practice.

264. As the art of shorthand is generally acquired for use in some special occupation, various books have been prepared by the publishers of the present work with a view to furnishing assistance to the phonographer when entering on a particular course of practical employment. Shorthand is largely used in the commercial, the railway, or the lawyer's office; it is indispensable to the majority of journalists, and a *sine quâ non* in the office of the professional shorthand writer. For appointments as secretaries to politicians, military men, scientists, authors, and others, shorthand ability is usually expected, and many similar fields of labour, in which the art is in daily employment, might be mentioned. Skill in the kindred art of typewriting is also very generally required in connection with the occupations mentioned above; this is, indeed, now so generally recognised, that it is unnecessary to do more than allude to it here.

265. The following descriptive notes on the special features of the books, etc., referred to above will, we think, prove useful:

READING PRACTICE. In addition to *Pitman's Phonetic Journal* and *Pitman's Shorthand Weekly*, which contain every week reading matter in the Reporting Style, there are a variety of works issued in this style in engraved shorthand, particulars of which will be found in the catalogue at the end of this volume.

WRITING PRACTICE. For use for dictation practice, REPORTING EXERCISES, price 6d., an additional set of exercises on the lists in this book; GRADUATED DICTATION BOOKS, with counted matter, price 4d. each; PITMAN'S REPORTING PRAC-

TICE, price 2s., with other works described in the catalogue, are recommended.

PHONOGRAPHIC PHRASE BOOK, price 1s., cloth 1s. 6d. The principles of phraseography are fully treated, and about two thousand examples of general phrases are given, with guidance for making an unlimited number.

LEGAL PHRASE BOOK, price 6d. Contains a large collection of legal phrases, in addition to those given in this work.

RAILWAY PHRASE BOOK, price 6d. A valuable collection of phrases used in railway correspondence, and of phrases for the names of railway and steamship companies.

MILITARY PHRASE BOOK, price 1s. Furnishes an introduction to military correspondence, and gives phrases for ranks, titles, technical terms, names of corps, etc.

PHONOGRAPHIC OUTLINES OF MEDICAL TERMS, price 2s. Comprises a large collection of shorthand forms for medical terms, and is of especial value to all engaged in medical or similar work.

TECHNICAL REPORTING, price 1s., cloth 1s. 6d. Includes instruction on technical reporting, with forms for mechanical, medical, and other terms; a system of contractions in connection with figure reporting; Latin quotations, and French phrases.

REPORTER'S ASSISTANT, price 1s., cloth 1s. 6d. Contains all unvocalized outlines which represent more than one word, together with guidance for discovering the correct word represented by any given outline in shorthand notes; and shows the different outlines employed for similar words.

PITMAN'S SHORTHAND DICTIONARY, cloth 4s., roan 5s. Contains the approved shorthand forms for 55,000 words and 5,000 proper names.

PHONOGRAPHY IN THE OFFICE, price 1s. 6d., cloth, 2s. Forms a complete guide for the shorthand clerk in the commercial office. For those desiring practice in commercial, legal, and professional correspondence, a number of works have been prepared, including COMMERCIAL CORRESPONDENCE, price 2s. 6d.; the SHORTHAND COMMERCIAL LETTER WRITER, price 1s., cloth, 1s. 6d.; OFFICE WORK IN SHORTHAND, price 1s., cloth, 1s. 6d.; BUSINESS CORRESPONDENCE IN SHORTHAND, price 1s., cloth, 1s. 6d.

THE SHORTHAND WRITER, cloth, price 3s. 6d., furnishes guidance as to commercial, secretarial, dictation, legal, and other work; taking notes of meetings and trials; descriptive, telegraphic, and parliamentary reporting; professional shorthand writing, longhand press contractions, correcting proofs, etc.; with a chapter on Phonography and Pronunciation.

PITMAN'S POPULAR GUIDE TO JOURNALISM, price, cloth, 1s. 6d. A practical handbook for the beginner and for all seeking to qualify for work on the Newspaper Press ; gives list of longhand press contractions, the method of correcting proofs, and a large amount of technical information.

HANDBOOK FOR SHORTHAND TEACHERS, price 2s. Furnishes guidance for all who propose to take up shorthand teaching.

PITMAN'S TYPEWRITER MANUAL, cloth, 3s., with numerous plates illustrative of every description of typewriting. This book can be used with any machine, and furnishes guidance to commercial, literary, legal, dramatic, and other kinds of work. Longhand legal contractions, abbreviations, and punctuation are fully treated.

SHORTHAND NOTE-BOOKS. It is essential, whether writing for practice or in actual work, that note-books containing paper of a suitable character be used. The Fono series of note-books, ranging in price from one penny upwards, and in size from a page 4 in. \times 6½ in. to 5½ in. \times 9 in., contain paper of the best quality for shorthand work, with superior ruling ; for full list see catalogue.

266. In most offices where the shorthand writer is engaged, he will probably find some reference books. But he will soon discover that it is needful to have on his own bookshelf, or in his desk, certain books of reference for his individual use. The most indispensable work is undoubtedly a good English Dictionary. Next in importance, if his work is of a literary character, will be a guide to all proper names in biography, geography, mythology, etc. For the shorthand writer's purpose, "The Century Cyclopedia of Names" will prove more serviceable than an encyclopædia. In place of this comprehensive work, a good biographical dictionary and a gazetteer are necessary.

267. Many phonographers finish their course of study with a speed examination, and various bodies furnish facilities to students who desire to obtain such a test of efficiency. In order to give an idea of the character of a speed examination, we reproduce in the following pages a series of shorthand examination papers of the Society of Arts (reprinted by permission).

d, 28(1901x
 "p" 6"
 b,
 29(
 "A1" b,
 A1 b,
 2 1/2
 "c"

The page contains a series of shorthand symbols and characters, including numbers like 28, 29, and 2 1/2, and letters like d, b, c, x, and A1. Some symbols are enclosed in brackets or have other markings. The symbols are arranged in approximately 15 horizontal lines, with some lines containing multiple characters and others containing single characters or groups. The symbols are highly stylized and characteristic of shorthand systems.

SHORTHAND SPEED EXAMINATIONS.

SOCIETY OF ARTS PAPERS.

(For Shorthand see opposite page.)

The mark | indicates quarter minute divisions; the minutes are indicated by figures.

3rd Class.—560 WORDS TO BE READ IN SEVEN MINUTES.

Water Street, Liverpool, 28th March, 1901.

Gentlemen,—In reply to your cable, we have pleasure in | informing you that the “City of Athens” has arrived safely at Valparaiso after a somewhat rough and stormy passage of | seventy-two days, without any damage. The cargo, which was landed without delay, proved to be in excellent condition and | found a very ready market. It will be a few days before we are able to send you a more (1) detailed report, as the accounts of the transaction cannot be made up owing to the temporary absence of one of | our clerks; but we did not like to delay apprising you at once of the success of the venture. | With regard to the instructions contained in your letter of the 29th ult., we are glad to inform you of | our having succeeded in chartering the brig “Dolphin,” on your own conditions, a vessel not more than six years old (2), classed A1 at Lloyd’s, and under a master whose character for seamanship and rapid dealing with freight is beyond reproach. | The brig was not to be had at a lower rate, but you will see from the enclosed that | we have been able to procure thirty working days for loading and unloading. We ask you, therefore, to be so | kind as to credit us with the usual commission of 2½ per cent. on the freight, informing us (3), of course, of your exchange. With regard to the “Storm Queen,” we hear that she has become a total wreck, | with no chance of salvage; but as your interest in this ship was only nominal the loss, if any, must | be small. We learn that, fortunately, all hands were saved, but the second mate sustained a serious injury to his | knee-cap which will necessitate his remaining in hospital for at least a couple of months. The underwriters inform us (4) that as soon as they receive the captain’s certificate and the documents required they will at once pay us the | amount for which our own packages were insured, so that we do not anticipate suffering any very great loss ourselves. |

Coming now to the question of repairs, referred to in your last letter, we have consulted our solicitor on the subject, and find that where repairs have been done or necessaries supplied to a ship, the legal owners are *primâ* (5) *facie* presumed to be liable. But this presumption may be rebutted by proof that they were done or supplied under the authority and upon the credit of another. The question, therefore, to be decided, in order to determine the liability, is upon whose credit the work was done or the necessaries supplied. If a ship is let out on charter, it seems to us that the owners are no more liable for the work done at the order of the (6) charterer, than a landlord of a house would be for work done by the order of his tenant. Where there is an actual letting of the whole ship, and the lessee has entire control and management, the master and mariners being subject to his orders, the lessee becomes for the time invested with the character of owner. We have gone somewhat fully into the matter, and trust we have made ourselves clear.

We are, gentlemen, yours faithfully,

MACKENZIE AND SHARPE. (7)

3rd Class.—560 WORDS TO BE READ IN SEVEN MINUTES.

49 Bedford Row, London, July 4th, 1897.

Dear Sir,—We beg to acknowledge the receipt of your letter of the 14th inst., enclosing draft for £1,500, which, as requested, we have placed to your credit. The balance now standing in your favour is £3,600. This will suffice to meet payments that will become due next month in connection with the new drainage works on your Devonshire estate, unless the contractor's estimates (1) have been exceeded. We have been informed that some unexpected differences have arisen with the

local authorities, and that these | may possibly entail some additional expenditure ; but from our latest advices it seems probable that by a slight diversion of | the course of one of the drains the difficulties will be overcome without any extra cost. You will be glad | to hear that one or two good gravel pits have been opened up, which will, of course, be very useful (2) in the development of the estate. Most of the main roads are completed, and the artificial lake is now abundantly | supplied with water. Your instructions with regard to the trout stream have been strictly followed, and a satisfactory arrangement has | been made with the adjoining proprietors. We have had some photographs taken of the works as far as they have gone, | and enclose copies herewith. We also send you plans, specifications, and estimates for the new mansion. You will see (3) that the tenders, five in number, vary very considerably in amount. The lowest is that of Messrs Jones and Smith, | of Exeter, who offer to do the work for £9,260. The firm is a very | substantial one, and has been recently employed by the Corporations of Exeter and of Plymouth to undertake work of an | important character ; so that there would seem no reason why their tender should not be accepted. You will observe they (4) suggest a slight modification of one of the wings, and the architect is disposed to think that it might | be adopted with advantage. Will you kindly give the subject your early consideration, and let us know your wishes in | the matter ? The tenant of the Holly Farm has given notice of his intention to leave at Michaelmas, and his | eldest son is desirous of taking the farm in his stead. As we gathered from you at our last interview (5) that you were rather expecting this proposal, and that you had no objection to it, we have informed the son | that, subject to your confirmation, he will be accepted as tenant. We have also told him that the arrears of | rent, two quarters, must be paid before any further arrangement can be made. We have

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 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45
 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75
 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100

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

declined on your behalf to | consider any proposal for a reduction of the rent, feeling sure that owing to the recent advance in the price (6) of wheat you would not give your assent. There have been several applicants for the farm during the last week, | one of whom has offered a slightly increased rental, but we do not think he would be a desirable tenant. | The sale of timber on the estate has been fixed for the 15th of this month, and we are forwarding | you the auctioneer's announcement.

Awaiting the favour of an early reply,

We are, dear sir, yours obediently,

WILSON AND ROGERS. (7)

2nd Class.—770 WORDS TO BE READ IN SEVEN MINUTES.

I pass on to the state of things in India. We are carrying on in India great military operations under difficulties which probably it is hardly possible | for any layman to appreciate, and which I believe are such as have not been undergone by any other army in modern times. These operations have been forced | upon us by attacks deliberately made with provocation upon our posts, and upon our soldiers. I do not think our opponents dispute for a moment that under | the circumstances and after these attacks it was possible for us to do anything but to undertake this expedition. Although we were forced to undertake it, I readily (1) admit that it was a most regrettable necessity. There is very little which is satisfactory about a campaign of this kind against a brave mountain people in | a territory which is worth nothing from a commercial point of view. The only thing upon which we can look with absolute content is the bravery of our | troops, the loyalty of the Indian Army, and the evidence of great resource of the Indian Government; but in the midst of these operations, in the very | thick of the difficulties which came upon us, our opponents accused us before the world of a deliberate breach of faith with the tribes,

to which they attributed (2) the insurrection. That, of course, is a charge which was taken up, as anyone might have known it would be taken up, by our enemies abroad; but, as a matter of fact, it had absolutely no foundation at all. This idea of breach of faith was never raised by the late Government during the months of consideration when they had this question before them. The only allusion to it which occurs in any of the correspondence is in a private letter from the late Secretary of State for India to the Governor-General, in which he suggested to the Governor-General that somebody, not themselves, not the Government, not (3) the Secretary of State, but that somebody unknown might raise this question, and they wanted to know from the Governor-General what the answer was. The Governor-General gave them the most complete answer dealing with the facts in detail, and giving them a reply which would be satisfactory, I should think, to any ordinary man. As far as I know, there was no answer to that on the part of the late Government, and when they decided, as they did, to retire from Chitral, they put it upon other grounds, and they did not put it on any question of good faith with the tribes. The charge ought never (4) to have been made. I believe we shall not hear much more about it. But I would prefer, rather than dwell upon this, to go to the merits of the question. Our opponents say—and it is a contention which is fairly to be argued—that we ought to have retired from Chitral, and that if we had done so these troubles would never have occurred. Now, in the first place, nothing is easier than to say what might, could, or would have happened if something which was not done had been done. But it is a matter of the purest speculation, and, for my part, speaking of course (5) without expert authority upon such a subject, it appears to me that to have retired from Chitral immediately after a wanton attack had been made upon that place by the tribes in the neighbourhood,

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

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and had been repelled by us by the exhibition of great force, would certainly have led to greater dangers than any | of those with which we are now confronted. Would it not have been to suggest to all these fierce and semi-barbarous peoples, who know no argument | except the argument of force, that they had only got to put sufficient pressure upon the British Government and that they would then scuttle? A more dangerous doctrine (6) I cannot conceive to be taught in the case of our great dependency of India. For what is our position there? We hold authority over a vast | population of 250 millions of people, and the only force that we have at our own disposal and of our own blood is an army | of 80,000 men. If millions of the population were unanimously opposed to our rule a mere breath would disperse that army. We hold our own there | now because they know the firm resolution and determination of Great Britain to give its whole resources to the defence of any position which may there be threatened. (7)

2nd Class.—770 WORDS TO BE READ IN SEVEN MINUTES.

The subject of the education of children in the agricultural districts is one of remarkable difficulty, not with reference to principle but in respect to methods and details. | The want of the agricultural children is not so much a better education as that a longer period should be devoted to it. Many persons of experience | have known children very well taught up to seven or eight years of age, then called away to daily labour, and, in consequence, so unmindful of their | former studies as, by the time they are sixteen or seventeen, to have wholly forgotten almost the very letters of the alphabet. The introduction here of the half (1) time system is neither

necessary nor practicable. It is not necessary in the sense of over-toil and unhealthy occupation, or danger to life and limb, and | it is not practicable, for children do not work, as in manufactories, congregated in large masses; they are separated in twos and threes, at considerable distances from each | other; the places of labour are far remote from their schools and their dwellings, so that the whole day would be expended in effecting the exchange of the | students and the workers. The evening classes, with some exceptions, are hardly a supplement to this defect, for during the fine months the lads prefer the open (2) air, and when the winter has set in, the heavy rains, the bad roads, the long distances, the dark nights, and, where a separation cannot be effected, | the dislike of the adults to be found with the youths in the same place of study, all back up and aid the general indifference to books and learning. | The question cannot be wrought out. I have myself a plan which I admit will require trouble, will cost a little money, and may, after all, | prove a failure. I may be exposed to criticism, but it is worth a trial. I should propose two sets of lads, each to work and study on (3) alternate days. I propose it as a principle to be subjected to many modifications in practice. At any rate, while we keep this class in view, let us | go forward with the other, and not listen to the resolution, as illogical as it is cruel, that nothing shall be done to relieve the misery of | the children in trades because there is a defective education for the children in agriculture. Essential, and indeed indispensable, as is the section of Public Health in | any meeting of our Congress, it need not be dwelt upon in an opening address. The subject has caused a deep and general interest. Almost all the causes (4) of mischief have been dived into and brought to the surface, and remedies of various kinds have been suggested for their cure.

The Legislature, too, by the Act | of last Session has declared that a wider activity must be exercised by the Government, and larger powers confided to it. But there are yet two points | on which the Executive is nearly impotent, and those of the greatest consequence to the labouring poor—the wretched supply of water, and, in the widest sense | that can be given to the term, the adulteration of food. Let us hope and let us work in this very Congress that another year may not elapse (5) without an effectual abatement of these monstrous inflictions. But the master evil which nullifies every effort for the benefit of the working people, which leaves us no | rest—and on which, let us take good care that the public has no rest—the evil that embraces and intensifies all the others, the hot-bed of | pauperism, immorality, disease, and drunkenness—drunkenness alternately the cause and consequence of disease—the evil that is negative in preventing every improvement and positive in maturing every mischief | that lies at the root of nineteen-twentieths of the corruptions that beset our social state, and forms the crowning abomination of the whole, is the domiciliary (6) condition of many thousands of our people. But we must look not only to the pestilential character of the actual dwellings, but to the unventilated fever-breeding localities | in which they stand—the dark, dim, and narrow alleys, never visited by a ray of sun or a breath of fresh air. To describe these things | is impossible. They must be seen, smelt, tasted, in person. Dirt and degradation, such as ordinary folks can form no notion of, darkness that may be felt, | odours that can be handled, hold despotic rule in these dens of despair. There are hundreds where there should be tens, and thousands where there should be hundreds. (7)

1st Class.—980 WORDS TO BE READ IN SEVEN MINUTES.

We mean by conscience that faculty of our minds which renders possible remorse or satisfaction for past conduct, which has been respectively beneficial or injurious to others. This, at least, is what I conceive conscience to be in its last resort. No doubt as we find it in actual operation the faculty in question has reference to ideas of a higher abstraction than that of the fellow man whom we have injured or benefited. In most cases the moral sense has reference to the volitions of a deity, and in others to the human race considered as a whole. But if the moral sense has been developed in the way here supposed, its root principle must be that which has reference to ideas of no higher abstraction than those of parent, neighbour, or tribe. Now, even in this, its most (1) rudimentary phase of development, conscience presupposes a comparatively high order of intelligence as the prime condition of its possibility. For not only does the faculty as above defined require a good memory as a condition essential to its existence, but, what is of much greater importance, it also requires the power of reflecting upon past conduct, and this, it is needless to say, appears to be a much rarer quality in the psychology of animals than is mere memory. Thus if Darwin's theory concerning the origin and development of the moral sense is true, we should not expect to find any indications of this faculty in any animals that are too low in the psychological scale to be capable of reflecting upon their past conduct. Whether this limitation does not exclude all animals whatever is a question with which I (2) am not here concerned. I merely assert that if the theory in question is a true one, and if no animals are capable of reflecting upon their past conduct, then no animals can possess a moral sense, properly so called. And from this, of course, it follows that if any

animals can be shown to possess a moral sense, they are thereby also shown to be capable of reflecting upon | their past conduct. Again, if Darwin's theory concerning the origin and development of the moral sense is true, it is self-evident that we should not expect to find any indication of this faculty in animals | that are either unsocial or unsympathetic. Supposing the theory true, therefore, our search for animals in which we may expect to find any indication of a moral sense is thus seen to be very restricted (3) in its range, and we can only expect to find such indications in animals that are highly intelligent, social, and sympathetic. Since, by the hypothesis, conscience requires a comparatively rare collocation of conditions for its | development, we must expect to find it a comparatively rare product. Lastly, as it is quite certain that no animal is capable of reflecting upon past conduct in any high degree, and as we have | just seen that the moral sense depends upon the faculty of so reflecting, it follows that we cannot expect to find any animal in which the moral sense attains any high degree of development. | We are now in a position to draw some important distinctions. There are several instincts and feelings which, when expressed in outward action, more or less simulate conscience, but which it would be erroneous to call (4) by that name. For instance, the maternal instinct, although it leads in many cases to severe and sustained self-denial for the benefit of the offspring, is nevertheless clearly distinct from conscience. The mother in tending | her young does so in obedience to an inherited instinct and not from any fear of subsequent self-reproach if she leaves her family to perish. She follows the maternal instinct so long as it continues | in operation just as she would follow any other instinct, and it is,

as it were, a mere accident of the case that in this particular instance the course of action which instinct prompts is | a course of action which is conducive to the welfare of others. An illustration will render this distinction more clear. In his chapter on the "Moral Sense," Darwin alludes to the conflict of instincts which (5) sometimes occurs in swallows when the migratory season overtakes a late brood of young birds. At such times "swallows, house-martins, and swifts frequently desert their tender young, leaving them to perish miserably in their nests." | And further on he remarks—"When arrived at the end of their long journey and the migratory instinct has ceased to act, what an agony of remorse the bird would feel if from being | endowed with great mental activity she could not prevent the image constantly passing through her mind of her young ones perishing in the bleak north from cold and hunger." In other words, if we could | suppose the mother bird under such circumstances to be capable of reflecting upon her past conduct, and, as a consequence, suffering an "agony of remorse" then the bird might properly be said to be conscience stricken. (6) And if we could suppose the bird, while still brooding over her young ones, to foresee the agony of remorse she would subsequently feel if she now yields to the stronger instinct by deserting | her young, then the bird might properly be said to be acting conscientiously. Again, mere fear of punishment must not be confused with conscience, it being of the essence of conscientious action that it should | be prompted by feelings distinct from fear of retaliation by the object of injury whether by way of punishment or revenge. Conscience must be capable of effecting its own punishment if violated, otherwise the principle | of action, whatever it may be, must be called by some other name. It is evident that conscience as we find it in ourselves is distinct from love of approbation and from fear of disapprobation. (7)

EXAMINATIONS.

There is nothing, perhaps, more remarkable in the progress of the country than the advance which of late years has been made in the diffusion and in the quality of education. The advance in population, in wealth, in everything that constitutes in common opinion the greatness of a country, is well-known and most extraordinary. But we should, indeed, have been wanting in our duties as a nation if we had not accompanied that progress in wealth and population by a corresponding progress in the development of the intellectual faculties of the people. There was a time, now long gone (100) by, when envious critics, who wanted to run down the Universities of the land, said they might be likened to hulks moored in a rapid current, where they served only to mark the rapidity of the stream. That has long since ceased to be a true representation of our Universities. They have improved the course, the object, and the direction of their studies, and they may now fearlessly vie with the academical institutions of any country in the world. Certain objections have been made to the system of competitive examinations. Some people say it leads to cramming. It often happens (200) that when mankind seize upon a word they imagine that word to be an argument, and go about repeating it, thinking they have arrived at some great and irresistible conclusion. So, when they pronounce the word "cramming," they think they have utterly discredited the system to which that word is by them applied. Some people seem to imagine that the human mind is like a bottle, and that when you have filled it with anything you pour it out again and it becomes as empty as it was before. That is not the nature of the human mind. The boy (300) who has been crammed, to use the popular word, has, in point of fact, learned a great deal, and that learning has accomplished two objects. In the first place the boy has exercised the faculties of his mind in

being crammed, and in the next place there remains in his mind a great portion of the knowledge so acquired, and which probably forms the basis of future attainment in different branches of education. Depend upon it that the boy who is crammed, if he is crammed successfully, not only may succeed in the examination for which he is preparing, but (400) is from that time forward more intellectual, better informed, and more disposed to push forward the knowledge which by that cramming he has acquired. It is also said that you are teaching young men a great variety of things which will be of no use to them in the career which they are destined to pursue, and that you are pandering to their vanity by making them believe they are wiser than they really are. These objections, also, are in my opinion utterly futile. As to vanity and conceit, those are most vain and conceited who know the least. The (500) more a man knows, the more he acquires a conviction of the extent of that which he does not know. A man ought to know a great deal to acquire a knowledge of the immensity of his ignorance. If competitive examination is not liable to objection upon the score that it tends to raise undue notions of superiority on the part of those who go through it, so also it is a great mistake to imagine that a range of knowledge disqualifies a man for the particular career and profession to which he is destined. Nothing can be more proper (600) than that a young man, having selected a particular profession, should devote the utmost vigour of his mind to qualify himself for it by acquiring the knowledge which is necessary for distinction in that line of life; but it would be a great mistake for him to confine himself to that study alone, and you may be sure that the more a young man knows of a great variety of subjects, and the more he exercises his faculties in acquiring a great range of knowledge, the better he will perform the duties of his particular profession, whatever it may be. (700)

—*Palmerston.*

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