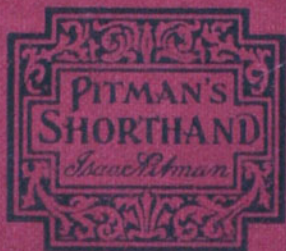


PITMAN'S SHORTHAND
RAPID COURSE



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PITMAN'S SHORTHAND RAPID COURSE

A SERIES OF TWENTY SIMPLE
LESSONS IN SIR ISAAC PITMAN'S
SYSTEM OF PHONOGRAPHY

Isaac Pitman

LONDON
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RAPID COURSE

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INTRODUCTION.

THE beginner in the study of Pitman's Shorthand must realize from the outset that the system is a phonetic one, and that when he is writing words in Shorthand he must write strictly according to the sounds of the words, and not according to the ordinary longhand spelling, which is very seldom phonetic. The system provides a sign for every sound in English, so that the writer has no difficulty in representing any word in the language. The student will see that the shorthand signs are easily written, that they join readily with one another, and that they can, therefore, be written with very great speed when the rules are so familiar to the writer that he is able to apply them without hesitation.









The explanations given in the following pages have been made as brief and as simple as possible, consistent with a belief in the learner's intelligence and common sense, and the exercises have been compiled with the double object of encouraging the student and testing his understanding of the explanations in the text. It is not possible to say how long it will take a person to become a proficient writer of shorthand. Very much depends upon the learner and upon the time he is able and willing to devote to the study and practice of the subject. But success is quite certain to him who will practise and persevere.

Attention is drawn to the meaning given to the terms *right motion* and *left motion* which occur in several of the

lessons. By *right motion* is meant the motion taken by the hands of a clock, thus ; while *left motion* means the contrary motion, thus .

The beginner should endeavour to make the shorthand characters as neatly and accurately as possible, and he should resist the temptation to sacrifice reasonable neatness for speed. Speed in writing will come, as has been suggested above, with familiarity with the rules and practice in their application. A key to the *Rapid Course* has been prepared for those who desire such assistance.

The following illustrations will show the student how he is to spell when writing shorthand. He will see that silent letters are altogether omitted from the spelling—

<i>palm</i>	would be spelt	<i>pahm</i> ,	and would be written	
<i>pale</i>	“ “	<i>pāl</i> ,	“ “ “ “	
<i>key</i>	“ “	<i>kē</i> ,	“ “ “ “	
<i>wrought</i>	“ “	<i>rawt</i> ,	“ “ “ “	
<i>coal</i>	“ “	<i>kōl</i> ,	“ “ “ “	
<i>door</i>	“ “	<i>dōr</i> ,	“ “ “ “	
<i>tomb</i>	“ “	<i>tōōnt</i> ,	“ “ “ “	
<i>knee</i>	“ “	<i>nē</i> ,	“ “ “ “	

CONTENTS.

	PAGE
INTRODUCTION	v
LESSON I.	
The First Eight Consonants—The Long Vowels—Position of Outlines—Vowels Before and After Consonants	1
LESSON II.	
The Second Eight Consonants—Third-place Vowels Between Strokes—The Circle S	5
LESSON III.	
The Remainder of the Consonants—The Use of the Alternative Forms—Grammalogues	8
LESSON IV.	
Short Vowels—Loops for <i>St</i> and <i>Str</i> —Halving Principle—Omission of Obscure Vowels	12
LESSON V.	
Large Circles for <i>Sw</i> and <i>Ss</i> —Tick and Dot <i>H</i>	16
LESSON VI.	
Diphthongs—Joined Diphthongs—Phrasing	20
LESSON VII.	
Circle and Stroke <i>S</i> and the Loops <i>St</i> and <i>Str</i> —Stroke <i>S</i> in Compound Words, and the Syllable <i>-ous</i> —Vowel Indication	26
LESSON VIII.	
Initial Hooks for <i>L</i> and <i>R</i> to Straight Strokes—Vowels between a Stroke and an Initial Hook	31
LESSON IX.	
Initial Hooks for <i>R</i> and <i>L</i> to Curves—Alternative Forms	36
LESSON X.	
Final Hook for <i>N</i> —Final Hook for <i>F-V</i>	40

LESSON XI.

- Final Hook for *shun*—*Shun* following Circle *S* and a Vowel—
Words Ending in *-uation* or *-ution* 44

LESSON XII.

- Compound Consonants—Omission of Consonants 49

LESSON XIII.

- The Halving Principle—Halving Principle in Phrasing 53

LESSON XIV.

- The Doubling Principle—The Doubling Principle in Phrasing 60

LESSON XV.

- Prefixes—Negative Words—Contractions 66

LESSON XVI.

- Suffixes and Word-endings—Compound Words 72

LESSON XVII.

- Consecutive Vowels—*W* and *Y* Diphthongs 77

LESSON XVIII.

- Advanced Phrasing 81

LESSON XIX.

- Intersections—Figures 87

LESSON XX.

- Distinguishing Vowels—Distinguishing Outlines 93

APPENDIX.

- Common Business Phrases 99
List of Useful Contractions 103
Reference Lists of Grammalogues and Contractions 106
Index 115

RAPID COURSE IN SHORTHAND

LESSON I.

The First Eight Consonants.—It is assumed that the student has carefully read the Introduction, and understands that when writing shorthand he is to write strictly according to the sound of words and not according to the ordinary spelling used in longhand writing. For convenience, all the consonants are placed together, and the vowels are arranged in a group by themselves. Here are the first eight consonants—

\	\			/	/	—	—
<i>p</i>	<i>b</i>	<i>t</i>	<i>d</i>	<i>ch</i>	<i>j</i>	<i>k</i>	<i>g</i>

The horizontals *k* and *g* are written from left to right ; the others are downstrokes. The consonant *ch* is called *chay*, and it represents the sound of *ch* as heard in the words *church* and *march*. The consonant *g* is called *gay*, and it represents the sound of *g* as heard in the words *go* and *beg*.

The learner should copy out the first eight consonants several times, so as to become quite familiar with them.

The Long Vowels.—In the English language there are six long vowels as heard in the words—

<i>pa</i>	<i>may</i>	<i>we</i>	<i>all</i>	<i>go</i>	<i>too</i>
-----------	------------	-----------	------------	-----------	------------

If these words are repeated slowly, the six vowels will be heard as follows—

<i>ah</i>	<i>ā</i>	<i>ē</i>	<i>aw</i>	<i>ō</i>	<i>ōō</i>
-----------	----------	----------	-----------	----------	-----------

The first three of these vowels are represented by a heavy dot, the second three by a short, heavy dash. Alongside

of each consonant there are three places in which to put the vowel-signs, and the vowels are called first, second, or third-place vowels according to the place they occupy with regard to the consonant ; thus,

FIRST-PLACE VOWELS—

\diagdown *pa*, \diagdown *bah*, $\overset{|}{|}$ *tah*, $\overset{\wedge}{\wedge}$ *chaw*, $\overset{\wedge}{\wedge}$ *jaw*.

SECOND-PLACE VOWELS—

\diagdown *pay*, \diagdown *bay*, \vdots *Tay*, \vdots *doe*, \vdots *Joe*.

THIRD-PLACE VOWELS—

\diagdown *bee*, \vdots *tea*, \vdots *Dee*, \vdots *chew*, \vdots *Jew*.

FIRST-, SECOND-, AND THIRD-PLACE VOWELS—

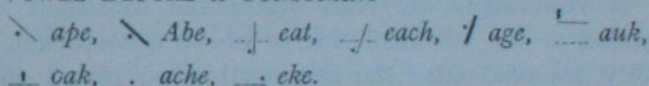
$\overset{_}{_}$ *Kah*, $\overset{_}{_}$ *Kay*, $\overset{_}{_}$ *key*, $\overset{_}{_}$ *caw*, $\overset{_}{_}$ *Coe*, $\overset{_}{_}$ *coo*.

The Position of Outlines.—It will be noticed, from the illustrations just given, that when the word contains a prominently sounded first-place vowel, the outline for the word is written above the ruled line, in what is called the first position. When it is a second-place vowel that is prominently sounded, then the outline for the word is written in the second position, resting on the line ; and, similarly, if the prominently sounded vowel is a third-place vowel, the outline for the word is written in the third position, through the line. There are, therefore, three places for vowel-signs alongside of the consonant strokes and three positions for the outlines of words—above, on, or through the line—according as the strongly sounded vowel is a first, second, or third-place vowel. Since, however, it would not be possible to write horizontal strokes through the line, there are only two positions for such consonants, namely, above the line for words with a prominently sounded first-place vowel, and on the line

for those having a prominently sounded second or third-place vowel. The student should look back at the last group of examples in shorthand, and this will be clear. This rule of position is important, because it will very greatly assist the student when he takes up writing from dictation and the acquisition of speed.

Vowels Before and After Consonants.—There is another point to be noted before concluding this lesson. A vowel may, of course, occur either before or after a consonant. If it occurs before the consonant, the vowel-sign is written at the left-hand side of an upright or sloping stroke or above a horizontal; thus,

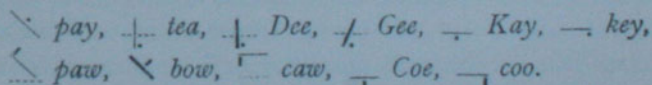
A VOWEL BEFORE A CONSONANT—



 \diagdown *ape*, \diagdown *Abe*, \downarrow *cat*, \diagdown *each*, \diagdown *age*, — *auk*,
 \downarrow *cak*, — *ache*, — *eke*.

If the vowel occurs after the consonant, the vowel-sign is written at the right-hand side of an upright or sloping stroke or below a horizontal; thus,

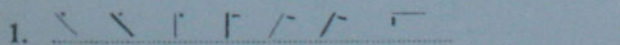
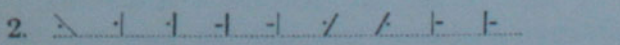
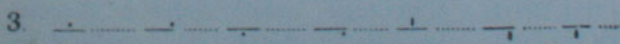
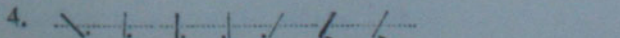
A VOWEL AFTER A CONSONANT—



 \diagdown *pay*, \downarrow *tea*, \downarrow *Dee*, \diagdown *Gee*, — *Kay*, — *key*,
 \diagdown *paw*, \diagdown *bow*, — *caw*, — *Coe*, — *coo*.

Exercise 1.

Read, copy, and transcribe.

- 
- 
- 
- 

Exercise 2.

Write in Shorthand.

1. Daw, jaw, paw, pa, bah, caw.
2. Aid, day, ode, doe, bay, Kay.
3. Each, chew, tea, eat, Dee, coo.
4. Oak, auto, obey.

SUMMARY.

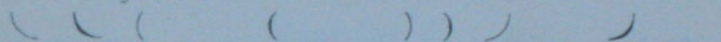
1. In shorthand writing we write strictly according to the *sound* of words.

2. There are three places for vowel-signs and three positions for outlines of words.








3. Vowel-signs are read before the consonant when placed at the left-hand side or above a consonant, and they are read after the consonant when placed on the right-hand side or below a consonant.

LESSON II.

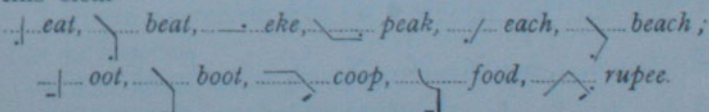
The Second Eight Consonants.—The second group of consonants consists of four pairs of signs, as in the case of the consonants already learned, and they are curved signs easily written and very graceful when properly made. Here they are—




f, *v*, *th*^(named)_{*ish*}, *TH*^(named)_{*thee*}, *s*, *z*, *sh*^(named)_{*ish*}, *zh*^(named)_{*zee*}.

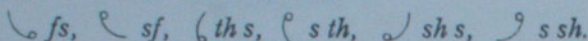
These are all downstrokes, though it is to be noted that *sh* may be written either upward or downward when it is joined to another stroke. It will be found more conveniently written upward when it immediately precedes , ,  or  (a sign which will come into the next and last group of consonants); and also when it immediately follows ,  or . The learner should copy out each of these new shorthand signs several times so as to become thoroughly familiar with them.

Third-place Vowels between Two Strokes.—When a third-place vowel occurs between two strokes, it is written before the second stroke. The following illustrations will make this clear—

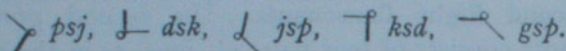


The Circle S.—Besides the curve  for *s*, we have another sign for this very commonly occurring letter, namely, a small circle. This circle *s* is written (a) inside of a curve; (b) outside of an angle; and (c) with a left motion to a straight stroke; thus,

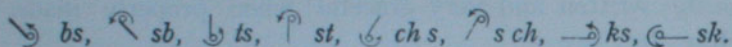
CIRCLE S INSIDE OF A CURVE—

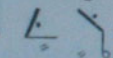

fs, sf, ths, sth, shs, ssh.

CIRCLE S OUTSIDE OF AN ANGLE—


psj, dsk, jsp, ksd, gsp.

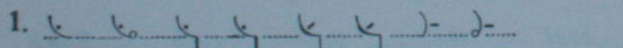
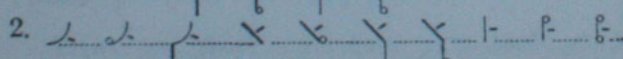
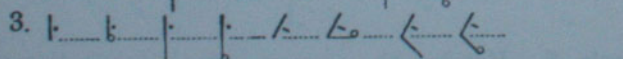
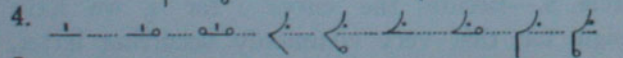
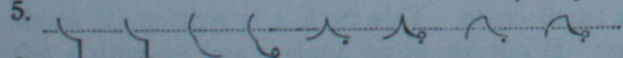
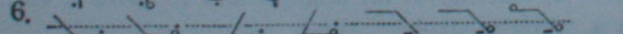
CIRCLE S WITH A LEFT MOTION—


bs, sb, ts, st, chs, sch, ks, sk.

At the beginning of an outline the circle *s* is written first and also, of course, read first in such cases. At the end of an outline the circle *s* is written last and, therefore, it is also read last in such cases. The following exercises will show that the small circle in the middle or at the end of an outline may be employed either for the light or heavy sound of *s*, that is to say, either for *s* or *z*. An initial capital may be indicated by writing two light dashes underneath the outline; thus,  It is seldom necessary to indicate capitals except in correspondence.

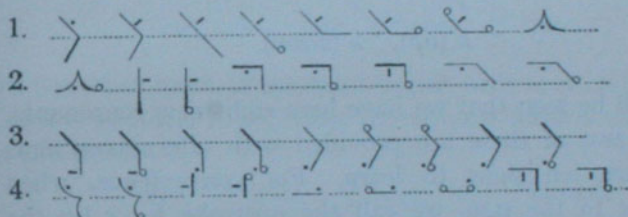
Exercise 3.

Read, copy, and transcribe.

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

Exercise 4.*Write in Shorthand.*

1. Bake, bakes, bait, baits, bathe, bathes, babe, babes.
2. Tape, tapes, take, takes, Tay, stay, stays.
3. Day, days, dote, dotes, choke, chokes, Jake, Jake's.
4. Chew, chews, chewed, Jew, Jews, jute, cope, copes.
5. Goat, goats, pay, paid, spade, spades, spoke.
6. Thaw, thaws, saw, saws, Shaw, Shaw's.

Exercise 5.*Read, copy, and transcribe.***SUMMARY.**

1. The consonant *sh* may be written either upward or downward.
2. Third-place vowels between two strokes are written before the second stroke.
3. Circle *s* is read first at the beginning of an outline and last at the end.
4. The small circle may represent either *s* or *z* in the middle or at the end of an outline.

LESSON III.







The Remainder of the Consonants.—The student has now learned sixteen consonants, in eight pairs, and there remain only a further eight to be mastered. These last eight consonants do not occur in pairs. Here they are—

m , n , ng (^{called}_{ing}), l , r , r (*ray*), w (*way*), y (*yay*),
 h (*up*), h (*down*).





It will be seen that we have here eight new consonants, but as two of these are provided with alternative signs there are ten signs to learn. For convenience, when referring to the sign, we call the upstroke for r by the name of *ray*. It will be fairly obvious that the first three signs for m , n , ng , are written from left to right, and that w and y are upstrokes. The aspirate h is accommodated with two forms, beginning in each case at the circle end; thus, \swarrow (*up*), \nearrow (*down*). The consonant \frown l is always written upward when standing alone. The learner should practise the whole of the consonants until he can reproduce any of them without hesitation.

The Use of the Alternative Forms.—The merest glance at the consonant \frown l will show that it may be written either upward or downward without materially altering its shape. This is a very useful feature because the sign will accommodate itself to a preceding or a following stroke. Thus, when \frown l precedes a circle and curve, or

follows a curve and circle, it is written in the same direction as the circle, as in the words—

 *Lawson*,  *Neilson*,  *loser*,  *vessel*,
 *nasal*,  *measles*.




The object of having alternative signs for *r* is not quite the same as in the case of *l*. The object in the case of *r* is to indicate the presence or absence of a vowel-sound. In words, therefore, beginning with a vowel followed by *r*, or ending with the sound of *r*, the downward form is used, as in the words—

 *air*,  *fair*,  *ore*,  *tore*.

On the other hand, if the word begins with *r*, or ends with *r* and a sounded vowel, then the upward form is used, as in the words—




 *rope*,  *rate*,  *rage*,  *Pharaoh*.

Exception is made in the case of words where initial *r* is immediately followed by *m*, the downward *r* being written because of the greater ease in writing; thus,

 *roam*,  *room*,  *arm*.

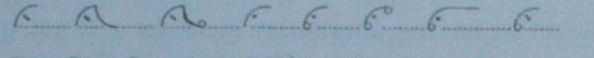
It is always permissible to write the *r* either upward or downward, regardless of vowels, in order to avoid an awkward joining.

The downward form of *h* is used when the letter stands alone, or when it is immediately followed by — or —, as in the words—

 *hay*,  *hake*,  *Hague*.

In most other cases it is better to employ the upward form of *h*.

Exercise 6.*Read, copy, and transcribe.*

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

Exercise 7.*Write in Shorthand.*

1. Tame, tames, dames, James, games, maims.
2. Pale, pales, bales, tales, dales, gaols, gales, males.
3. Lope, slope, slopes, slowed, shame, shames.
4. Dome, domes, tomes, combs, foams, loams.
5. Nave, naves, knee, knees, sneeze, e'en, scene, scenes.
6. Weigh, wade, wades, yea, hay, hake.

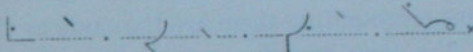
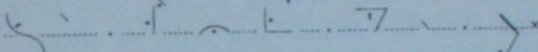
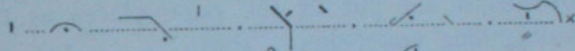
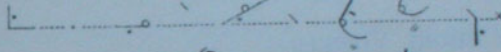
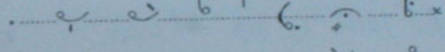
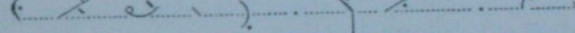
Grammalogues.—Experience in shorthand writing has shown that there are certain words in the language which are regularly being employed over and over again by all writers and speakers. It is necessary, therefore, that the shorthand-writer should be provided with easily-made abbreviated signs for the expression of these very commonly occurring words. Such contracted signs are called *logograms*, while the words they represent are known as *grammalogues*. The logograms should be learned as thoroughly as possible, because they enable the writer to keep pace with the utterance of these extremely common words. In the longhand exercises which follow, the

grammalogues are indicated by italic type. A little cross indicates a full stop.

a or *an*, *the*; *all*, *too* or *two*; *of*, *to*;
owe, *he*; *on*, *but*.

Exercise 8.

Read, copy, and transcribe.

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

Exercise 9.

Write in Shorthand.

1. Take a pair of boots to Paul Lees.
2. Joseph Law may choose to share the cheese.
3. Take the case of soles to James Keith.
4. Show Paul Cope the same scenes to-day.
5. Job Wroe rows to the far shore of the lake each day.
6. Keith Pierce fears the team may lose the game.

SUMMARY.

1. The consonants *r* and *h* have alternative forms.
2. When standing alone *l* is written upward.
3. Stroke *l* preceding or following a curve and circle is written in the direction of the circle.
4. Initial *r* you lower when a vowel comes before.
 Let final *r* ascend when a vowel's at the end.

LESSON IV.

Short Vowels.—Besides the six long vowels that the student has learned, there are six corresponding short vowels in the English language. The sentence *Thăt pěn is nőt mŭch gōōd* shows the exact sounds of these short vowels. The signs representing them are the same as those which represent the long vowels, except that they are light to show that the sounds are light or short. The short vowel-signs are put in the same places as their corresponding long vowel-signs; thus,

FIRST-PLACE SHORT VOWELS—

*p*ad, *t*ack, *J*ack, *t*op, *l*odge, *r*ock.

SECOND-PLACE SHORT VOWELS—

*ch*eck, *r*ed, *f*ed, *t*ub, *r*ug, *l*ove.

THIRD-PLACE SHORT VOWELS—

*b*it, *pi*ll, *ch*ick, *pu*ll, *bu*ll, *bo*ok.

Loops for St and Str.—The student will remember that a small circle is used to represent *s*. If, however, the small circle is turned into a small loop, it represents *st*, while a larger loop represents *str*. These loops are written like circle *s*, inside of curves and with a left motion to straight strokes; thus,

pass, *past*, *pastor*, *pastors*;
mass, *mast*, *master*, *masters*;
soup, *stoop*, *stoops*;
seed, *steed*; *seal*, *steal*.

The *ster* loop cannot be written at the beginning of a stroke, though it may be written in the middle of a word, as in *masterpiece*. The *st* loop may be written at the beginning or end of a stroke, as in the examples given, and in the middle of a word, as in *toasting*, *lastingly*. Just as the small circle at the end of a stroke may represent *s* or *z*, so the small loop at the end of a stroke may represent *st* or *zd*, as in *suppose*, *supposed*.

Halving Principle.—Light strokes are halved for the addition of *t*, and heavy strokes for the addition of *d*; thus *tap*, *tapped*, *web*, *webbed*. In words of more than one syllable, a stroke may be halved for either *t* or *d*; thus, *pity*, *pitied*, *orb*, *orbit*.

Omission of Obscure Vowels.—An obscure or unaccented vowel in the middle of a word may be omitted; thus,

answer, *answered*, *officer*, *officered*,
relay, *relate*, *relates*, *related*.

Exercise 10.

Read, copy, and transcribe.

1. *t t t t t t t t*
2. *t t p p p p r r r r*
3. *r r r r r r r r*
4. *r r r r r r r r*
5. *r r r r r r r r*
6. *r r r r r r r r*
7. *r r r r r r r r*

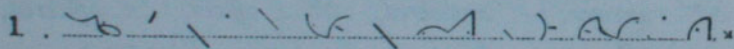
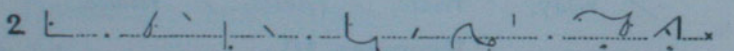
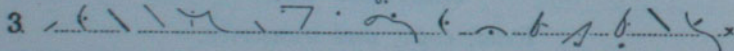
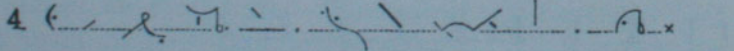
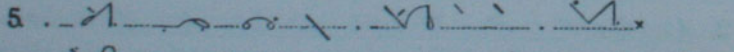
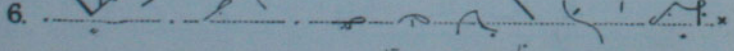
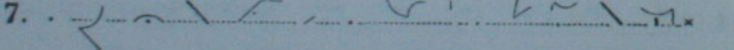
Exercise 11.*Write in Shorthand.*

1. Face, faced, infest, infests, safe, safes, safest, stiffest.
2. Vest, invest, investor, investors, case, cased, encased.
3. Guess, guessed, just, adjust, unjust, maze, amazed.
4. Webb, Webster, Webster's, taste, tastes, taster, coast.
5. Back, backs, Baxter, Baxter's, bowl, bowls, bolster.
6. Seam, steam, sage, stage, bee, bees, beast, beasts.
7. Lay, late, rock, rocked, snub, snubbed, envy, envied.

GRAMMALOGUES.

' (down) ought, / (down) who ; ' (up) and, / (up) should ;
 \ happy, \ up, \ put ; \ by, buy, bye, \ be, \ to be ;
 | at, | it, + out.

Exercise 12.*Read, copy, and transcribe.*

1. 
2. 
3. 
4. 
5. 
6. 
7. 



Exercise 13.*Write in Shorthand.*

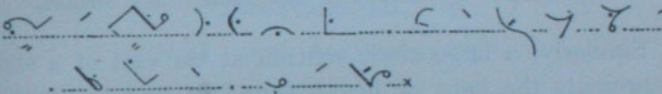
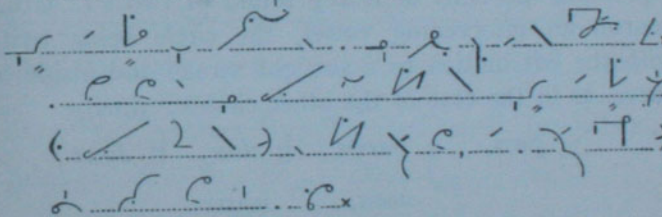
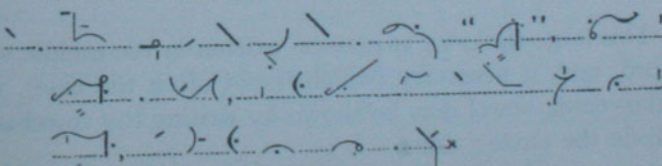
1. They hope to ship the chests by the steamer "Munster," sailing on the 10th of August.

2. They say *the* safest way may be to stop *the* cheque at *the* Chester bank to-day.
3. Make *the* lad Foster pay *the* cost of *the* lists he lost.
4. Moulton and Son's note says *the* four chests were packed to *the* limit, *the* lids were forced off, and so *the* best of *the* vests were badly damaged.

Exercise 14.

Read, copy, and transcribe.

(Note that *caused* is written  to distinguish the word from  *cost*.)





1. 
2. 
3. 

SUMMARY.

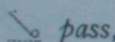
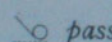
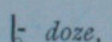
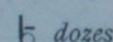
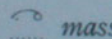
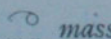
1. Long and short vowels are written in the same places.
2. A small loop represents *st* and a large loop *str*.
3. The *ster* loop cannot be used initially.
4. The sign for an obscure vowel may be omitted.
5. Light strokes are halved for *t*, heavy strokes for *d*; but in words of more than one syllable a stroke may be halved for either *t* or *d*.

LESSON V.

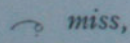
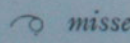


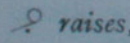




Large Circles for Sw and Ss.—The student knows quite well by this time that a small circle represents *s*. If he writes a large circle at the beginning of a stroke it represents *sw*, the large circle being written, like the small circle *s*, inside of a curve and with the left motion to a straight stroke; thus,

 *soup*,  *swoop*;  *soon*,  *swoon*.

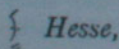
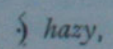
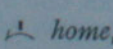
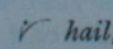
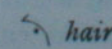
Similarly, a large circle written at the end of a stroke represents the light or heavy sound of two *s*'s, with, of course, an intervening vowel, the circle being written with the left motion to a straight stroke and inside of a curve, as in the case of the other circles; thus,

 *pass*,  *passes*;  *doze*,  *dozes*;
 *mass*,  *masses*.

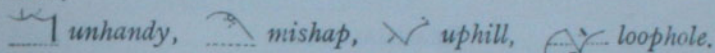
This large circle for *ss* may be written in the middle of a word, and, if necessary (which is not often the case), the intervening vowel may be shown by writing the vowel-sign inside the circle; thus,

 *miss*,  *misses*,  *Mississippi*;  *raise*,
 *raises*,  *resist*;  *sense*,  *senses*,  *census*.

Tick and Dot H.—The downstroke *h* is contracted to a mere tick before the strokes)) (() , as in the words—

 *Hesse*,  *hazy*,  *home*,  *hail*,  *hair*.

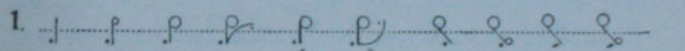
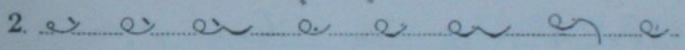
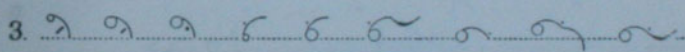
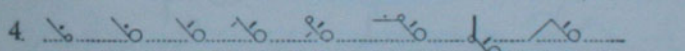
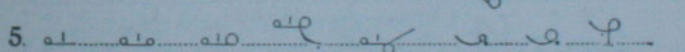
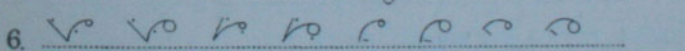
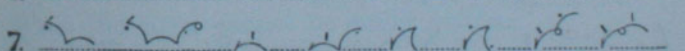
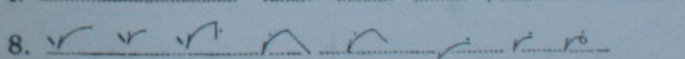
This tick *h* is only used initially, as in the examples just given. If stroke *h*, either upward or downward, should be awkward to write in the middle of a word, the aspirate is expressed by a light dot placed before the vowel-sign; thus,

 *unhandy*, *mishap*, *uphill*, *loophole*.

The dot *h* should be regarded as a mere alternative to the stroke form of *h*, since the abbreviation is only used when the stroke form is inconvenient.

Exercise 15.

Read, copy, and transcribe.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Exercise 16.

Write in Shorthand.

1. Sop, swop, swab, sweat, swayed, switch, switches.
2. Swag, swain, swan, swallow, swallowed, swelled.
3. Tacks, taxes, box, boxes, mix, mixes, face, faces.
4. Rose, roses, ruse, ruses, lass, lasses, gas, gases.

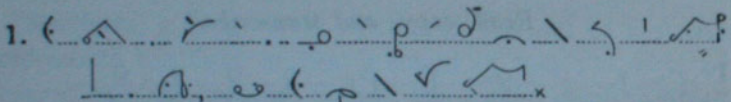
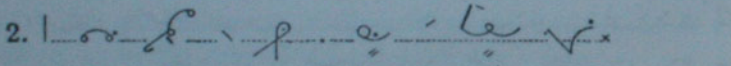
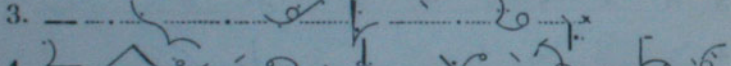
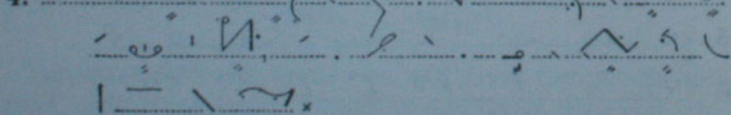
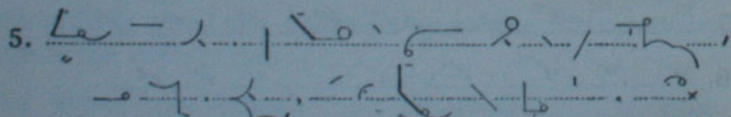
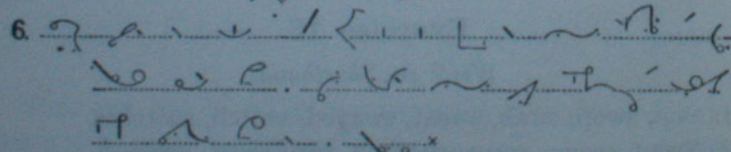
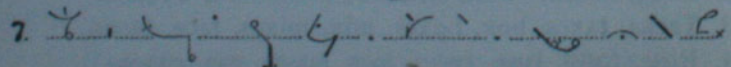
5. Force, forces, pace, paces, lease, leases, releases.
6. Chase, chases, juice, juices, case, cases, gaze, gazes.
7. Hymn, hum, humming, heel, her, herself, harp.
8. Hope, hoped, heed, heeded, hatch, hatched, hash, hashed.

GRAMMALOGUES.

l had, | do, -| different-ce ; | much, / which, ./ each ;
l large ; — can, — come ; — go, ago, — give-n.

Exercise 17.

Read, copy, and transcribe.

1. 
2. 
3. 
4. 
5. 
6. 
7. 

Exercise 18.

Write in Shorthand.


Mason & Russell,
Wholesale Dealers,
Chester Road, Leicester.

Sirs :

The boxes of Swiss laces came at last on Wednesday, but the long and unnecessary delay lost us a big customer. Some of the smaller lace hangings seem to be the wrong shape and it may be necessary to charge these back. These successive errors cause us much loss and worry, and a change seems to be much needed. Were the goods received which were despatched last Monday? The customer still waits to receive the padded vests bought on the tenth, but not yet received here.

Dawson & Bates.

SUMMARY.

1. A large initial circle represents *sw*.
2. A large final circle represents *ss*.
3. The tick *h* is prefixed to)) 
4. The dot *h* is used as an alternative to the stroke *h*, when the latter cannot be easily written.

LESSON VI.

Diphthongs.—The sounds of *ī*, *ow*, *oi*, *ū*, as heard in the sentence *I now enjoy music*, are called diphthongs, because they each consist of two vowels combined into one sound. The sign for the diphthong *ī* is the lower half of a diamond, thus, ∇ ; the sign for the diphthong *ow* is the upper half of a diamond, thus, \wedge . The sign for *oi* is like a small — (*k*) and / (*ch*) joined together, thus, γ ; and the sign for *ū* is the upper half of a circle, thus, \smile . The signs for *ī* and *oi* are written in the first vowel-place, as in the words—


∇ *pie*, ∇ *spy*, ∇ *boy*, γ *toy*;



the signs for *ow* and *ū* are written in the third vowel-place, as in the words—

\wedge *cube*, \wedge *duke*, \smile *loud*, \smile *rout*.

Joined Diphthongs.—It is permissible to join the diphthongs to a stroke consonant where this can be done easily. In order to admit of an easy joining, the semicircle for *ū* may be written sideways, thus, \smile *Kew*, \smile *new*; and the sign for *ow* abbreviated, thus, \wedge *now*. When preceding upward *l*, the diphthong *ī* is contracted, as in the words ∇ *isle* or *I'll*. The short vowel which follows a diphthong in very many words is expressed by a light tick, joined to the diphthong; thus,

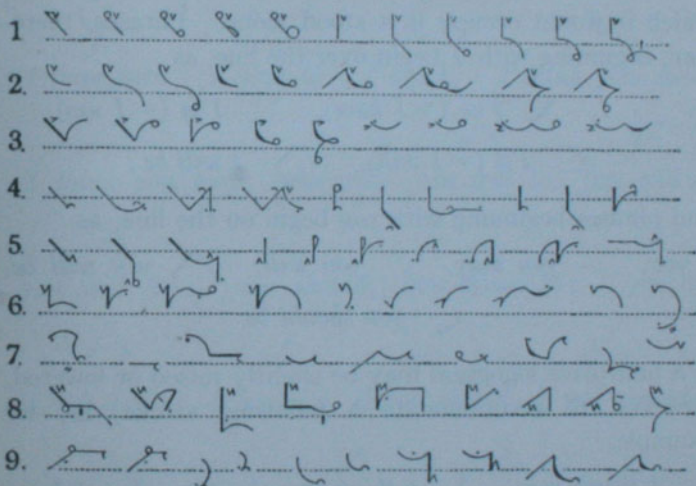
∇ *dial*, ∇ *vowel*, ∇ *manual*.

The sign representing a diphthong and a vowel is called a *triphone*, because it expresses three vowels in one sign. The vowel *aw* may be joined to upward *l*, as in  *all-fours*.

Where a final diphthong is joined, the stroke consonant may be halved for *t* or *d*, as in  *doubt*,  *feud*.

Exercise 19.

Read, write, and transcribe.



Exercise 20.

Write in Shorthand.

1. Mile, smile, smiles, sign, signing, snipe, lie, sly.
2. Slide, slides, vie, vies, revise, reviser, revises.
3. Wye, wise, wisely, hide, hides, dye, dyes, Dyson.
4. Ivy, ivory, idly, pouch, couch, couches, rowdy.
5. Joy, enjoy, enjoys, coil, coiling, coils, Doyle, Doyle's.
6. Bute, beauty, beauties, due, adieu, endue, endues.
7. Sigh, sighs, sighing, pies, spies, despise, despises.
8. Cue, cute, argue, argued, night, night, mew, mute.

Phrasing.—Fluent longhand writers acquire the habit of writing several words without taking the pen from the paper, and in this way they are enabled to write at a considerable speed. The same may be done, but to a much greater extent, in Pitman's Shorthand, and the practice is a great help to speed in writing. The student should, therefore, cultivate the ability to phrase naturally and easily.

The first word in a phrase must occupy the position which it would occupy if it stood alone. Phrases, therefore, beginning with *I* begin over the line, as

$\overset{\vee}{\text{---}}$ *I*, \swarrow *I've* (= *I have*), \sim *I'm* (= *I am*),
 \swarrow *I'll* (= *I will*), $\swarrow \searrow$ *I will be* ;

and phrases beginning with *you* begin on the line, as

\sim *you*, \sim *you may*, \swarrow *you will*, $\swarrow \searrow$ *you will be*,
 \sim *you should be*.

A first-place logogram may be slightly raised or lowered, however, to accommodate a following stroke, as, for example,







$\underset{\sim}{\swarrow}$ *I thank you*, \swarrow *I think you should*, \swarrow *I have*,
 \swarrow *I view*, \uparrow *I had*, \uparrow *I do*.





A small tick attached to a logogram or other form indicates the word *the* ; thus,





\swarrow *I have the*, \downarrow *at the*, $>$ *to the*, \searrow *by the*,
 \swarrow *on the* (slightly turned to distinguish from $\overset{\vee}{\text{---}}$ *I*).





In the following type exercises throughout this book, the use of a hyphen between two words indicates that the words should be written without lifting the pen.





The learner should copy the following phrases to accustom himself to the joining of words.





     
I will, I will be, I will do, I am, I may, I may be;





   
I have, I have seen, I have no, I have such,




   
I have just, I have it, I think, I think you should,





   
I think you may; you will, you will be, you will do,



   
you will have, you should, you should be; if you will,

   
if you will be, if you are, if you should, if you should be,

   
if you should know; we have, we have seen, we know,

  
we think, we think you should, we think you should be;

   
they will they will be; it will be, it may be;

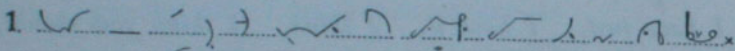
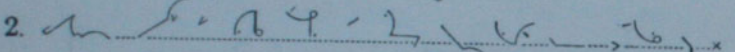
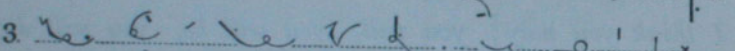
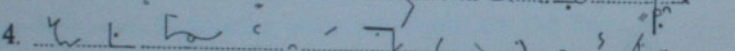
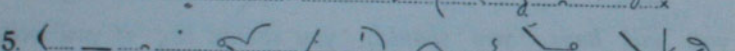

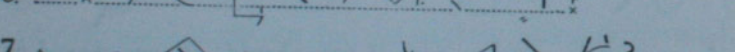
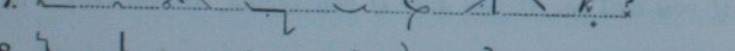
 
and if you should, and if you should be.

GRAMMALOGUES.

\ half, \ if; \ have; (thank-ed, (think, (- youth;
 (though, (they, them; ^ I, eye; ^ how, ^ why;
 ^ beyond, ^ you; ^ with, ^ when; ^ what, ^ would;
 ^ we, way.

Exercise 21.

Read, copy, and transcribe.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Exercise 22.

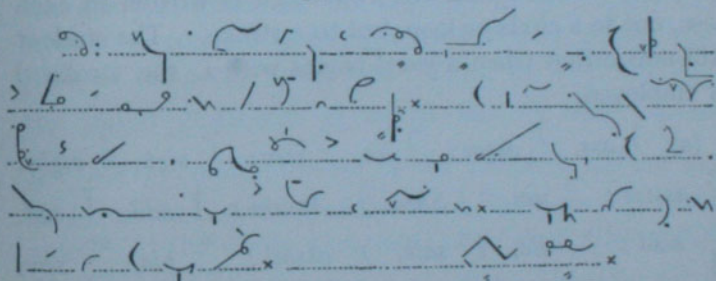
Write in Shorthand.

1. *We-think-you-will like-the new designs, and-we hope to-do a big business with you at-the autumn season.*
2. *We-think-you have scarcely given-the necessary time to-the last batch of invoices of ribbed stockings.*
3. *We-have-seen Roscoe and Paling to-day, and-we-fear it-will-be useless to ask them to share with us the cost of-the new fences, which-were badly needed.*

4. *How-can I manage to induce them to take-the new capes unless I make some allowance on-the business?*
5. *You-should mail all-the invoices by-the same post, and-I-think-you know-the boat leaves on-the tenth.*
6. *I suppose you-will-see James Moseley when you-go to-Manchester on-Monday?*
7. *We-fear the task may-be beyond you, but-you-may succeed if-you have luck.*
8. *We-thought-the goods would-be ready to be shipped by-the "Knight of Egypt," but-they-were too-late.*

Exercise 23.

Read, copy, and transcribe.



SUMMARY.

1. The diphthongs *ī* and *oi* are written in the first-place, and *ow* and *ū* in the third-place.
2. Diphthongs may be joined when convenient.
3. A short vowel following a diphthong is expressed by a light tick joined to the diphthong.
4. The first word of a phrase must be written in its own position and in phrasing a light tick represents *the*.
5. A stroke with a finally-joined diphthong may be halved for either *t* or *d*.

LESSON VII.





Circle and Stroke S and the Loops St and Str.—
 A moment's reflection will show the student that it would not be possible to place a vowel-sign to a circle or a loop. It follows, therefore, that a stroke consonant must always be written whenever it is necessary to place a vowel-sign to a consonant. In other words, a sounded vowel requires the use of a stroke consonant alongside of which the vowel-sign may be placed. The following illustrations will show that the vowel-sign is written in each case, not to a circle or loop, but to a stroke. The student will notice that when a word begins with z, the stroke) is employed.

(a)) ass,) asses;) ice,) ices;) sigh,) sighs,
) assize;) am,) Sam,) Assam; | add, | sad,
 } acid; } ale, } sale, } assail; } pie, } spy,
 } espy; } sue, } sues, } suicide; } see, } sees,
 } Cæsar;) I'm,) Syme,) Siam;) sense,
) essence,) science;) zoo,) zeal,) Zulu.



(b)) bees,) busy; ! Jess, { Jessie;) noise,
) noisy;) rose,) rosy;) less,) lessee.





















(c)) paste,) pasty,) pastime;) best,) bestow,
) beset;) rust,) rusty,) russet;) past,) pasture;
) vest,) vesture;) monster,) monastery.






Stroke S in Compound Words and the Syllable -ous.—
The stroke s is retained in compounds formed from *sea*,
saw, etc. : thus,





 *saw*,  *sawmill*;  *sea*,  *sea-coast*.

The stroke s is also written when the syllable -ous is
immediately preceded by a diphthong, as in—





 *pious*,  *joyous*.



Vowel Indication.—If the student has read the preceding
explanation very carefully, and has copied out the illus-
trations just given, he will see that in very many cases
it is quite possible to indicate an initial or a final vowel
without using the vowel-sign. Thus, he need not insert
the initial vowel-sign in words like  *aside*,  *ask*,
 *asleep*, because the use of the stroke s, instead of a
circle, at the beginning of the word, indicates a preceding
vowel. If the words were *side*, *sack*, *sleep*, the outlines
would be  *side*,  *sack*,  *sleep*. Similarly, there is
no need for the writer to insert the final vowel-sign in words
like  *gusty*,  *policy*,  *jealousy*, because the use
of a stroke for the last consonant in the word indicates a
following vowel. If the words were *gust*, *police*, *jealous*,
the outlines would be  *gust*,  *police*,  *jealous*.
In the same way the use of a downward r initially almost
always suggests a preceding vowel, as in  *argue*,
 *arisen*; while the use of an upward r finally in such
words as  *marry*,  *carry*, indicates a following
vowel. The student will note the difference in outline
between  *argue* and  *rag*,  *arisen* and  *risen*,









 marry and  mar, and  carry and  car. There is just another consonant which we may write upward or downward, in a number of cases, in order to indicate a preceding or following vowel. This is the consonant *l*. When an initial *l* immediately precedes a simple horizontal line —  —, it is written downward if the word begins with a vowel; thus,





 alike,  elm,  alone,  along.

The initial vowel-sign need not, therefore, be inserted in such words, because the use of the downward form of *l* indicates a preceding vowel. If the words were *like*, *lame*, *Luna*, *long*, the shorthand outlines would be—

 like,  lame,  Luna,  long.











Similarly, when final *l* follows   or any straight upstroke, the upward form is used to indicate a following vowel, and the downward form to indicate the absence of a vowel; thus,











 fell, but  fellow;  vale, but  valley;
 scale, but  scaly;  rail, but  rely.

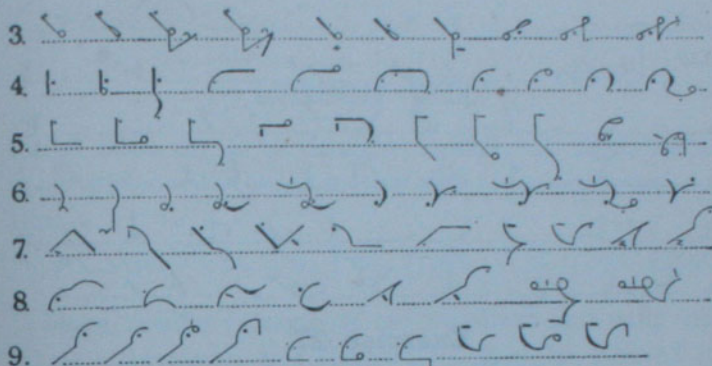
In words like  debar and  Shakespeare, where *r* follows two downstrokes the upward *r* is written, so as to keep the outline close to the line of writing; and for the same reason the downward *r* is used finally in words like  rarer and  wearer.

Exercise 24.

Read, copy, and transcribe.

1)  1)  2)  3)  4)  5)  6)  7)  8)  9)  0)

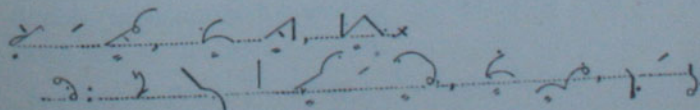
2)  1)  2)  3)  4)  5)  6)  7)  8)  9)  0)

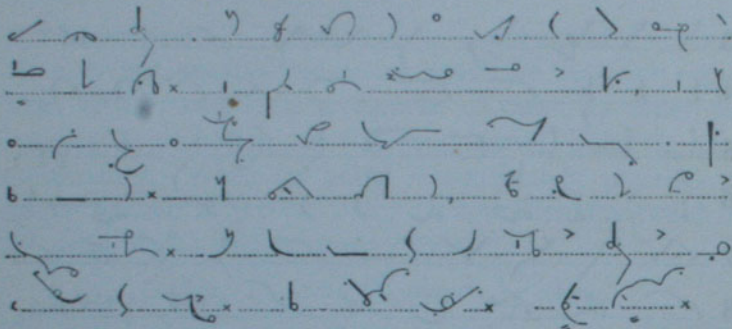
**Exercise 25.***Write in Shorthand.*

1. Sleep, asleep, slope, aslope, spouse, espouse, asylum.
2. Skip, escape, said, essayed, seek, Esk, sago, assagai.
3. Pose, posy, Bess, Bessie, Tess, Tessie, case, Casey.
4. Waste, Westoe, roost, receipt, dust, dusty, deceit.
5. Moore, Morris, poor, Paris, boor, bureau, jeer, jury.
6. Fall, folly, full, fully, veal, villa, skill, sickly.
7. Elk, leak, Alec, lake, Olga, log, Allan, Leno.
8. Assail, assault, assaults, scene, scent, scented.

GRAMMALOGUES.

[] saw, *[]* so, us, *[]* sea, see; *[]* was, *[]* whose;
[] shall, *[]* wish; *[]* usual-ly; *[]* as, has, *[]* is, his;
[] because; *[]* itself.

Exercise 26.*Read, copy, and transcribe.*



Exercise 27.

Write in Shorthand.

Robson & Scholes, Leeds.

Sirs: *I-have-seen* Thomas Lacey *and-I-am* sorry to say he still refuses to-take-the paste, because he-says the stuff itself is worthless now. *I-wish you would* look into this case and see whose error was-the cause of-this annoying business. *I should* advise you to dismiss the fellow. This affair has caused uneasiness both to-you and to Lacey. He resents the style of-the note you posted as an answer to-his, and says you-should-have admitted the fault and so ended the dispute.










James Foley.

SUMMARY.























1. An initial vowel requires the use of an initial stroke and a final vowel requires the use of a final stroke.
2. The stroke *s* is written in compounds and in the syllable *-ous* when this is preceded by a diphthong.
3. The use of the upward and downward forms of *r* and *l* enables the writer to indicate, in many words, the presence or absence of an initial or a final vowel.

LESSON VIII.










Initial Hook for L to Straight Strokes.—A small initial hook written with the left motion adds *l* to straight strokes; thus,




 *p*,  *pl*,  *bl*,  *tl*,  *dl*,  *chl*,  *jl*,  *kl*,  *gl*.







These double consonants are vocalized and read like single consonants, and the circle *s* may be prefixed to them by writing the circle inside the initial hook, as in the illustrations which follow—

 *pie*,  *ply*,  *supply*;  *able*,  *sable*;  *bat*,
 *battle*;  *set*,  *settle*;  *add*,  *addle*,  *saddle*;
 *satchel*;  *cage*,  *cudgel*;  *Kay*,  *clay*;
 *cycle*,  *sickle*;  *egg*,  *eagle*,  *Siegel*.

Initial Hook for R to Straight Strokes.—A small initial hook written with the right motion adds *r* to straight strokes; thus,

 *p*,  *pr*,  *br*,  *tr*,  *dr*,  *chr*,  *jr*,  *kr*,  *gr*.

These double consonants also are vocalized and read like single consonants. The hooked forms may represent syllables in words like  *terminus*,  *delicacy*,  *perplex*. A circle or loop may be prefixed to these double consonants by writing the circle or loop on the same side as the hook *r*; thus,

 *pay*,  *pray*,  *spray*;  *bray*,  *sabre*;  *eat*,

eater, sweeter; out, outer, stouter; eyed,
 cider, cider, outsider; etch, etcher, stretcher;
 edge, edger, stager; oak, ochre, soaker,
 stoker; swagger, stagger.

In words like pastry, extra, lustrous, where the circle and hook occur at an angle, both the circle and hook must be shown as in the examples here given.

A dot vowel may be shown between a stroke and an initial hook by writing a small circle, instead of the dot, after or before the stroke; thus,

parcel, chair-maker, cheerily.

An intervening dash vowel may be shown by writing the dash at the beginning or end of the hooked form for a first or third-place vowel respectively, and through the hooked form for a second-place vowel; thus,

George, church, troubadour.

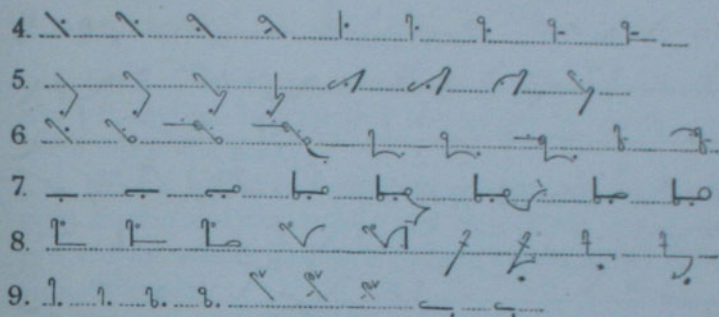
Note also mixture. It is seldom necessary to vocalize in this way. The tick for *h* may be prefixed to a straight downstroke hooked for *r*; thus,

Hooper, hydraulic, hedger.

Exercise 28.

Read, copy, and transcribe.

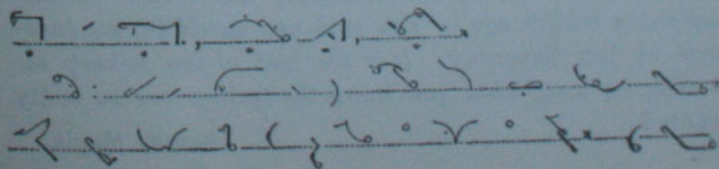
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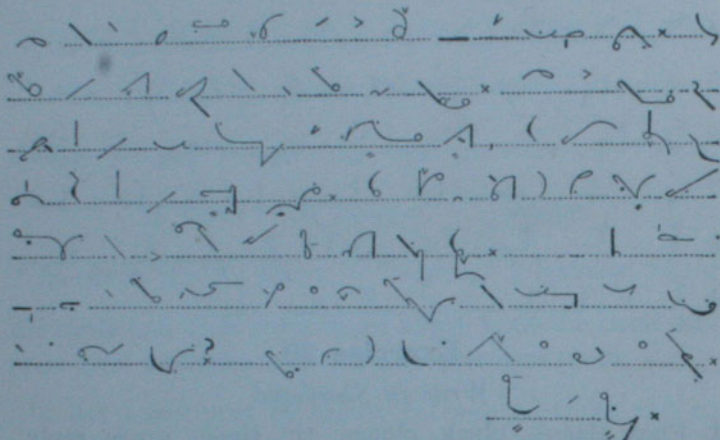
**Exercise 29.***Write in Shorthand.*

1. Play, plague, pluck, plunge, tip, tippie, ripple, reply.
2. Blow, bloat, bloater, Tay, table, stable, caw, claw.
3. Class, classed, classify, tack, tackle, tickle, trickle, glow.
4. Pay, papal, maple, game, gamble, gambler, clay, claim.
5. Pry, pride, up, upper, supper, supreme, strong, strongly.
6. Bray, Brady, broom, bramble, tray, stray, strange.
7. Extra, extreme, extremist, extremely, tress, mistress.
8. Plash, splash, splashing, barley, darling, portray, purchase.
9. Bottle, bottled, title, titled, totter, tottered, smuggle, smuggled.

GRAMMALOGUES.

⌋ those, ⌋ this, ⌋ these, thus, youths; ⌋ myself,
 ⌋ himself; ⌋ my, me, ⌋ him, may; / are,
 / our, hour; ⌋ most, ⌋ must; o first.

Exercise 30.*Read, copy, and transcribe.*



Exercise 31.

Write in Shorthand.

Peter Blake & Sons,
Bristol.

Sirs :

I-am-sorry to-trouble you, but I-must have-the rubber tyres here by five o'clock to-morrow. My manager has promised to-have-the whole of-the "Express" tricycles ready by Saturday and he-will-be unable to-keep this promise unless you help him by passing-the tyres to us to-morrow and-as early as possible. The delay has already displeased my customer, and-I-fear I-shall lose him if-we-fail him on-Saturday. I-saw him myself to-day and he-said he proposed to use the heavy tricycle himself. I-trust you-will-see-the necessity of-the case and do what you-can. When-do-you think you-can supply-the small springs ordered a month ago? You said you would let me have-them by last Saturday. It-is too bad of-you to-keep me waiting so long when you know-the springs are so badly wanted.

Thomas Maple.

SUMMARY.

1. Hook *l*, added to straight strokes, is written with the left motion, and circle *s* is prefixed by writing the circle inside the hook.

2. Hook *r*, added to straight strokes, is written with the right motion and the circles *s* and *sw* and the *st* loop are prefixed by writing the circle or loop on the *r* side of the straight stroke.

3. Strokes initially hooked for *l* or *r* are vocalized and read like single strokes.

4. A circle and hook occurring at an angle must both be shown.

5. A vowel may be indicated between an initial hook and a stroke consonant (*a*) by writing a small circle for a dot vowel, and (*b*) by writing a dash vowel-sign through the stroke consonant.

LESSON IX.

Initial Hook for R to Curves.—A small initial hook, written inside the curve, adds *r* to the curves shown in the following list—

These double consonants are vocalized and read like single consonants, and the circle *s* may be prefixed to them as shown in the following illustrations—

It will be noticed that *shr*, like *sh*, may be written either upward or downward, though it is generally more convenient to write it downward, and that the sign for may represent either *ng-kr* or *ng-gr*. The suffix *-er* is added to words like *sing* and *ring* thus, *singer*, *ringer*.

Initial Hook for L to Curves.—A large initial hook, written inside the curve, adds *l* to the curves shown in the following list—

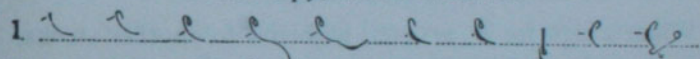
The following words illustrate the use of these double consonants, the circle *s* being prefixed in the manner shown—

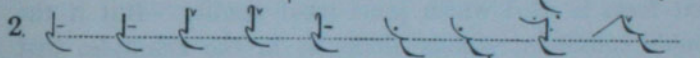
peace, *peaceful*; *eve*, *evil*, *civil*;
oath, *Ethel*; *prime*, *primatial*; *fish*,
official; *Cam*, *camel*; *O'Donnell*.

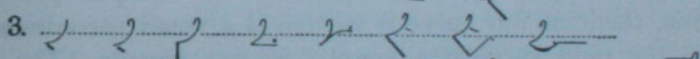
The student will notice that *sh l*, like *sh r*, may be written upward or downward. It is, however, generally found to be more conveniently written upward.

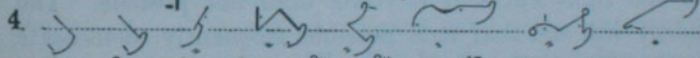
Exercise 32.

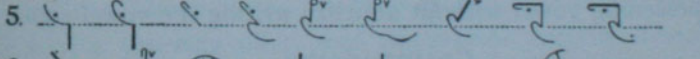
Read, copy, and transcribe.

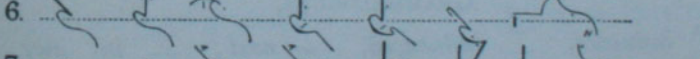
1. 

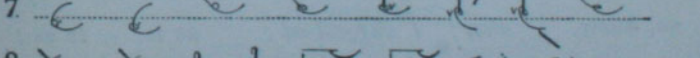
2. 

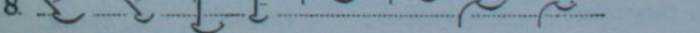
3. 

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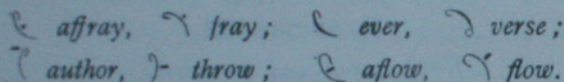
Exercise 33.

Write in shorthand.

1. Flowed, flap, flabby, flank, flanker, flare, flask, fledge.
2. Ash, usher, ushering, shrank, shrub, pressure, dasher.
3. Measure, treasure, closure, enclosure, leisure, leisurely.
4. Cram, crammer, climb, climber, schemer, claim, claimer.

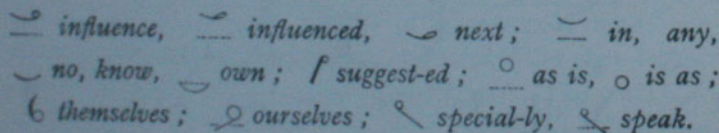
5. Paw, pawner, die, diner, joy, joiner, key, keener, cleaner.
6. Cling, clinker, thinker, canker, pinker, Ann, anchor.
7. Safe, savour, Sim, simmer, soon, sooner, sign, signer.
8. Sieve, civil, civilly, civility, fasten, fastener, chastener.
9. Dishonour, dishonoured, cipher, deciphered, trifle, trifled.

Alternative Forms.—The consonants *s*, *z* and downward *r* cannot usefully be hooked for *r* or *l*. Advantage is taken of this fact to provide the combinations *fr*, *fl*, *thr*, *thl*, and their corresponding heavy sounds with alternative forms as illustrated in the following examples—


affray, *fray*; *ever*, *verse*;
author, *throw*; *aflow*, *flow*.

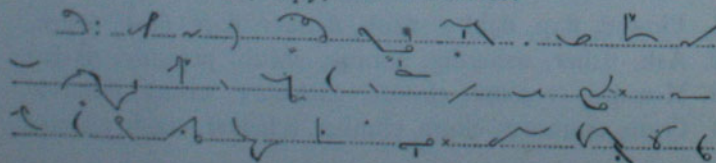
When a sign for *fr*, *vr*, etc., is joined to another stroke, that form is used which joins most readily. But if the double consonant stands alone, as in the examples just given, then the left curve is written if a vowel precedes, and the right curve if a vowel does not precede. The student will see that it is possible frequently to indicate a preceding vowel without actually writing the vowel-sign.

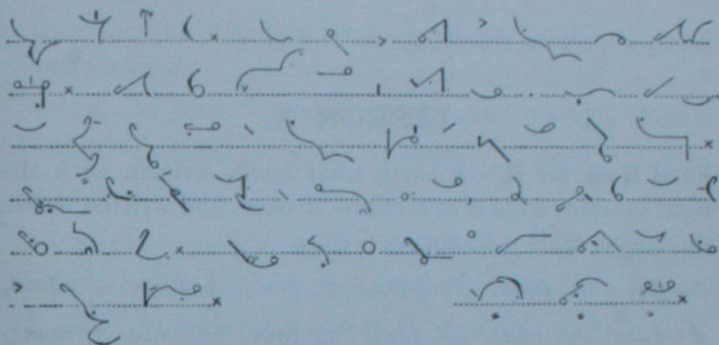
GRAMMALOGUES.


influence, *influenced*, *next*; *in*, *any*,
no, *know*, *own*; *suggest-ed*; *as is*, *is as*;
themselves; *ourselves*; *special-ly*, *speak*.

Exercise 34.

Read, copy, and transcribe.





Exercise 35.

Write in shorthand.

Messrs. Milner & Crowther.

Sirs: *We-are* afraid the samples of leather you offer us are a trifle too thick and heavy. *We-know* you have a much thinner leather in stock, because we ourselves have seen it *in-your* latest book of-samples. Please look into *this*, and-if, as-is likely, you-are able to supply the thinner style we desire, please post samples and prices to us by next Wednesday. *If-you-can* suggest any other styles and colours, please do-so. *We-shall-be-glad* to be helped by any advice you-may offer, and you-may-be certain it-will-be received most gratefully. Driver & Mavor.

SUMMARY.

1. A small initial hook adds *r* to curves; a large initial hook adds *l*.
2. There are alternative forms for *fr*, *thr*, *fl*, *thl*, and their corresponding heavy sounds.
3. *Shr* and *shl* may be written upward or downward.

LESSON X.

Final Hook for N.—A small final hook, written with the right motion, adds *n* to straight strokes, and written inside the curve, adds *n* to curves; thus,

\ pay, \ pain, \ bane, | tone, | done, / chain,
 / Jane, ↗ cane, ↗ gain, \ fain, \ vain, (thane,
 (thine,) assign, | zone, / shown, \ mine, \ nine,
 (line, \ Arran, / Rhine, / wine, \ yawn, / hone.

A circle or loop written on the *n* side of a straight stroke includes the hook *n*; thus,

\ pay, \ pain, \ pains, \ pun, \ puns, \ punster,
 \ punsters, | ten, | tense, | tenses, / chain, / chains,
 / chances, / chanced, \ wince, \ winced, \ winces.

The circle *s* is written inside a hook attached to a curve; thus,

\ fine, \ fines; \ van, \ vans;) assign,
) assigns; \ moan, \ moans; \ line, \ lines.

The light sounds *-ence, -ences, etc.*, after a curved stroke.—The stroke *n*, with the circle or loop added, must be used in words like *fence, fences, fenced; mince, minces, minced, minster.*

Final Hook for F, V.—A small final hook, written with the left motion, adds *f* or *v* to straight strokes, and circle

s may be added to this hook, as shown in the following illustrations—

\ pay, \ pave, \ paves, \ braves, † tough, † deaf,
 † chafe, † chafes, † Jove, † cuff, † cuffs, † gave,
 † rave, † raves, † wave, † waves, † you've, † hove.

A stroke which is finally hooked may be halved for either *t* or *d*; thus, \ pain, \ paint, \ paints; \ fine, \ find, \ finds; † wave, † waft, † wafts.

Exercise 36.

Read, copy, and transcribe.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Exercise 37.

Write in Shorthand.

1. Toe, tone, tones, drones, ten, tens, fattens, battens.
2. Fay, fane, fanes, shun, shuns, oceans, men, men's, moans.
3. Fan, fanning, mean, meaning, tune, tuning, tunes, van.
4. Pooh, puff, puffing, puffs, dove, drove, drive, driving.

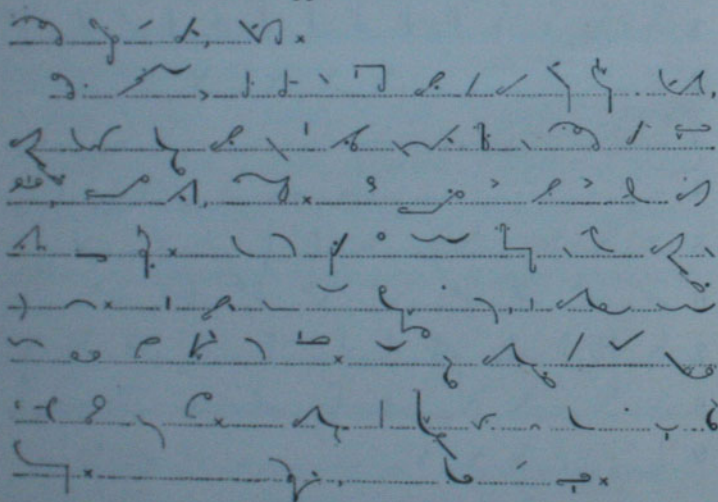
5. Pen, deepen, cheapen, ripen, ripens, lightens, brightens.
6. Nine, canine, Pennine, foemen, draymen, laymen.
7. Proof, proofs, prove, proving, reproving, deaf, devote.
8. Pawn, pawnee, Tyne, tiny, chine, China, fan, Fanny.
9. Win, wind, winds, line, lined, lend, lends, lands.

GRAMMAMOLOGUES AND CONTRACTIONS.

several ; yes ; high ; house ; language,
 owing, thing, young ; anything, nothing,
 something ; or, your, year.

Exercise 38.

Read, copy, and transcribe.

**Exercise 39.**

Write in Shorthand.

Messrs. Nathan Dunster & Sons, Radcliffe.

Sirs :

In answer to-yours of-the sixth, if Messrs. Burns and Dillon would like to view the house again, we should-be happy

to-do anything we-can to arrange this with-the local agents, or if-they would like us to see to-the high fences ourselves, we should-be-pleased to-do so. We-think something should-be done this month or-thè young apple and plum trees may suffer. As-far-as we-know, the agents have-had nothing done to-the fences since last-year. The lawns at-the rear of-the house are full of weeds. Shall we make ready a schedule of-the proposed repairs in case Messrs. Burns and Dillon decide to-make an offer? We-trust you-will-say "yes," as-this would save much valuable time. In-the event of-the-present proposal not proving acceptable to-your friends, we should-be-glad if-you would kindly submit to-them the enclosed details of an extremely good villa in-the Hartley Road, which-might possibly suit them better.

Yours-truly,

Craven & Payne.

SUMMARY.

1. The hook *n* added to straight strokes is written with the right motion, and the hook *f* or *v* with the left motion.
2. The hook *n* is written inside of curves.
3. A final circle or loop written with the right motion to straight strokes includes the hook *n*.
4. Circle *s* is written inside of hooks attached to curves.
5. After a curve the stroke *n* must be employed in the light sounds of *ence*, etc.
6. A stroke which is finally hooked may be halved for either *t* or *d*.

LESSON XI.



Final Hook for SHUN.—A large final hook adds *shun* to curves or straight strokes; thus,

vision, *visionary*; *nation*,
national; *mission*, *missioner*;
passion; *traction*.

The hook is always written inside of curves, but when attached to straight strokes it is written as follows—

(a) On the side opposite to an initial hook or circle; thus,

oppression, *repression*, *repletion*,
Grecian, *station*, *hesitation*, *section*,
dissection, *secretion*, *desecration*.

(b) Away from the curve when added to — or — following the curves  or  (up) as

fiction, *vacation*, *location*, *legation*.

It will be seen that these two rules have a balancing effect on the outlines and tend to preserve the straightness of the straight strokes in such words as are here illustrated.

(c) On the side opposite to the last vowel when added to a straight stroke which has no initial attachment, as

portion, *option*, *caution*,
operation, *portion*.

It will be seen, therefore, that in this class of words the principal vowel may be indicated without actually writing the vowel-sign.

(d) On the right side of the simple strokes | | / as
 A₆ rotation, T₆ notation, J₆ addition, Z₆ magician.

It is found that the last vowel always occurs AFTER | | / in this class of words, and there is accordingly no object to be gained by indicating what is known to be an invariable rule.

Exercise 40.

Read, copy, and transcribe.

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

GRAMMALOGUES.

\ apply, x people; \ by all, \ able, x belief-ve-d;
 | at all, | tell, f till; | deliver-ed-y; = call,
 = equal-ly; | Dr., doctor, | dear, f during.

Exercise 41.

Write in Shorthand.

Messrs. Jones & Smith,
 Commission Agents,
 Spruce Avenue, City.

Dear-Sirs:

Answering yours of-the 6th, Messrs. Joseph Goschen & Sons are the people to-whom you-should apply and-we believe you-will then be-able to secure early delivery of-the

provisions. *If-you-can at-all manage it, you-should call to-day and tell them you-must have-the cases delivered during Friday if-possible. Please mention our name and-the name of Dr.-Brown when you call upon Goschen's. We-shall take no action till we hear how far the application succeeds. We-shall-be happy to pay an equal share of-the cost with you and-if-you-can obtain a reduction of-the total, so-much-the better. Do your best by-all-means to secure this, and let us know-the result of-your efforts.*

Yours-truly, Graves & Clayton.

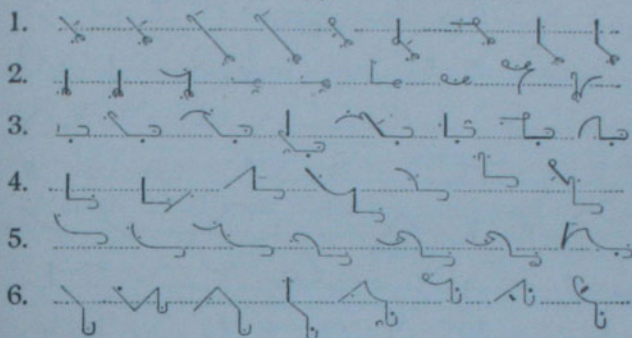
SHUN following Circle S and a Vowel.—In words like *position*, where the sound of *shun* follows the circle s and a vowel, *shun* is expressed by a small hook following the sweep of the circle; thus,

\swarrow pose, \swarrow position, \swarrow sense, \swarrow sensation,
 \downarrow dispense, \downarrow dispensation.

First-place vowels do not occur between circle s and *shun*. Second-place vowels are read between circle s and *shun* when the hook is left unvocalized, as \swarrow procession, \swarrow processional; and third-place vowels are indicated by writing the vowel-sign outside the hook; thus,

\downarrow decision, \downarrow supposition, \downarrow suppositions.

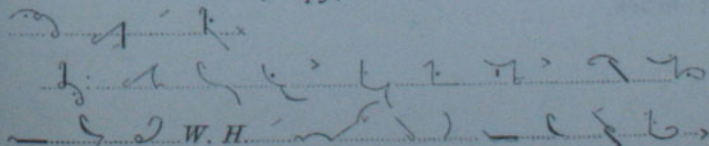
Words ending in -uation or -uition.—The stroke *sh* and hook *n* are generally employed for these terminations, as in the words \swarrow extenuation, \swarrow intuition. It is permissible to use the large hook to represent *-uation* as in \swarrow punctuation and similar words in order to avoid a too lengthy outline. There are comparatively few words of this class.

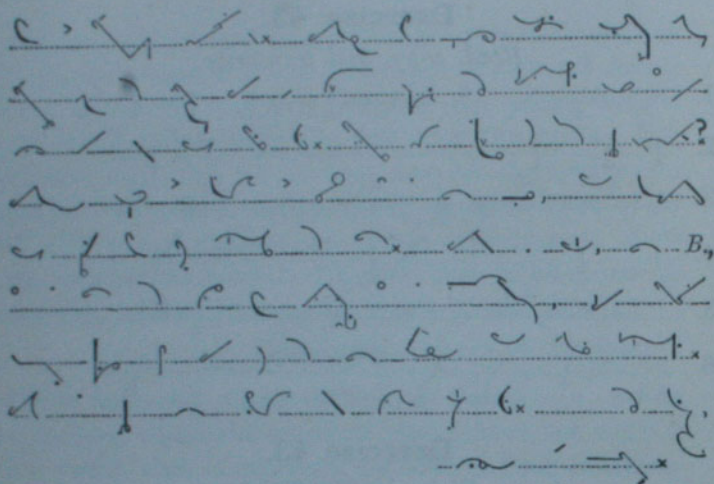
Exercise 42.*Read, copy, and transcribe.***Exercise 43.***Write in Shorthand.*

1. Possession, procession, processional, physician, physicians.
2. Vision, division, provision, provisional, professional.
3. Lotion, repulsion, expulsion, stipulation, stipulations.
4. Ration, aberration, saturation, derision, negation.
5. Attrition, intrusion, intrusions, penetration, cushions.
6. Notation, mutation, exultation, laudation, logician.

GRAMMALOGUES AND CONTRACTIONS.

(for ; (over, (ever-y, (however ; (valuation,
 (evil ; (other ; (more, remark-ed, (remarkable,
 (Mr. or mere ; (nor, in our, (near ; (initial-led-by.

Exercise 44.*Read, copy, and transcribe.*



SUMMARY.

1. A large final hook written inside of curves represents *shun*.

2. The *shun* hook attached to straight strokes is written *away from* an initial attachment, or from the last vowel if there is no initial attachment.

3. The *shun* hook is written on the right side of | | /





4. When following a circle *shun* is expressed by a small hook.

5 A third-place vowel between circle *s* and *shun* is indicated by writing the vowel-sign outside the hook. When left unvocalized a second-place vowel is to be read between the *s* and *shun*.





6. The large hook is sometimes used to represent *-uation* or *-uition*.

LESSON XII.





Compound Consonants.—A large initial hook adds *w* to *k* and *g*; thus,

 calm,  qualm;  quire,  Maguire.













A small initial hook prefixes *w* to upward *l*; thus,

 ell,  well,  unwell,  Stonewall.





A large initial hook adds the aspirate *h* to *w* and *wl*; thus,

 wear,  where;  wail,  whale.

The sound of *r* is added to downward *l* or *r* by thickening, and *p* or *b* is added to *m* by thickening; thus,

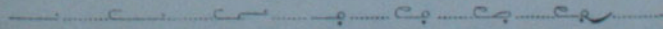
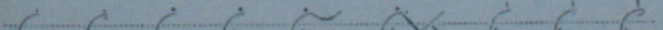
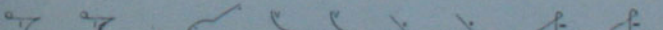

 full,  fuller;  scale,  scaler;
 share,  sharer;  Cam,  camp;
 bamboo,  dampen,  hamper,  slumber.

In words like *em-press*, *em-ploy*, *em-brace*, *em-blem*, where *pr*, *pl*, or their heavy companion sounds immediately follow *m*, it is better to write the *pr*, *pl*, etc., and not the thickened *m*; thus,

 empress,  employ,  embrace,  emblem.

Exercise 45.

Read, copy, and transcribe.

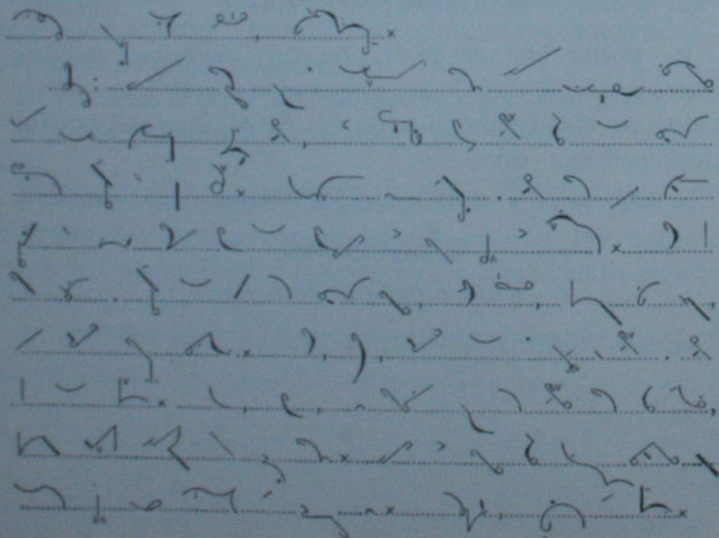
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Exercise 46.*Write in Shorthand.*

1. Cake, quake, quaker, queen, squire, square, squarer.
2. Squeal, squealer, quest, inquest, request, linguist.
3. Ell, well, wealthy, well-known, welfare, unwell, wailed.
4. Wail, whale, whaling, whale-bone, weasel, whistle.
5. Nail, nailer, councillor, councillors, store, storer, storers.
6. Tram, tramp, trombone, dumb, dump, clam, clamber.

GRAMMALOGUES.

) from ;) very ;) they are,) there, their ;
) threw, through ;) therefore ;) principal-ly-le ;
) liberty,) member, remember-ed,) number-ed.










Exercise 47.*Read, copy, and transcribe.*

Omission of Consonants.—The following letters may be omitted—

(a) *p* between *m* and *t* or *sh*;

(b) *k* or *g* between *ng* and *t* or *sh*; and

(c) *t* between circle *s* and another consonant, as in the following words—

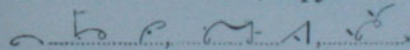
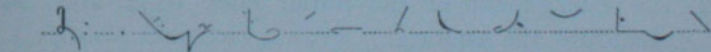
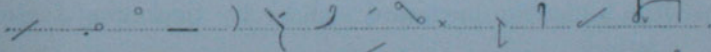
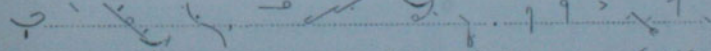
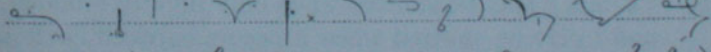
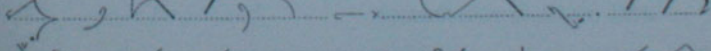
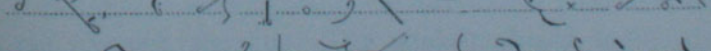
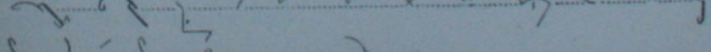
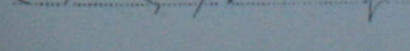
 presumptive,  exemption,  resumption;
 anxious,  sanction,  extinct;
 postpone,  testimony,  postage.

GRAMMALOGUES.

ſ strength; ʃ try, ʒ truth, ʒ true; ʒ chair,
 ʒ cheer; ʒ larger, ʒ journal; ʒ largely;
 ʒ children; — care; ʒ sure; ʒ pleasure;
 ʒ surprise; ʒ surprised.

Exercise 48.

Read, copy, and transcribe.

Exercise 49.

Write in Shorthand.

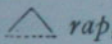
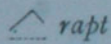
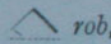
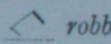









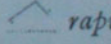
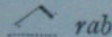
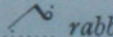


1. Presumption, assumption, distinction, extinction.
2. Junction, injunction, disjunction, postage, postpone.
3. Listless, listlessly, restless, restlessly, wasteful.
4. *It-would* add *largely to-your* chances *if-you* were to reserve space *in-the larger journal* next month.
5. *If-you-are a true chairman you-will-try to cheer the* anxious crowd *with news of-the* men.
6. *Remember my* injunction and beware *of-presumption and* arrogance.
7. *If-you call at-the* post-office *in* Westbourne Road *you-will-see-the chair I* spoke of.
8. *We-are* troubled *by-the* delay *in-the* delivery *of-the* sheets *of-the* "Life of Wellington" *which-we* require *for-the* new binding.

SUMMARY.







1. *W* may be added to *k*, *g*, and prefixed to upward *l* by an initial hook.
2. The enlargement of the initial hook of *w* and *wl* indicates the aspirate.
3. *R* is added to downward *l* and *r* by thickening these letters.
4. *P* or *b* is added to *m* by thickening the letter.
5. *P*, *k*, and *g* may be omitted when only slightly sounded, and *t* may be omitted when it occurs between circle *s* and another consonant.

LESSON XIII.

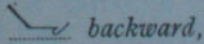
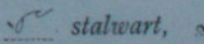
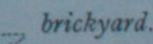
The Halving Principle.—The student has already learned that light strokes are made half their usual length to indicate the addition of *t*, and that heavy strokes are made half their usual length to indicate the addition of *d*. He has also learned that a stroke may be halved for the addition of either *t* or *d* when it occurs in a word of more than one syllable, or when it is finally hooked, or has a joined final diphthong. The following examples illustrate these rules—

 *rap*,  *rapt*;  *rob*,  *robbed*,
 *pain*,  *paint* or *pained*,  *paints*;  *rave*,  *raved*,
 *rift*,  *rifts*;  *vote*,  *voted*;  *rapid*,
 *rabbit*,  *rabbits*;  *proud*,  *doubt*.







Half-length *t* or *d* immediately following stroke *t* or *d* is always disjoined; thus,

 *tree*,  *treat*,  *treated*;  *dray*,  *dread*,  *dreaded*.

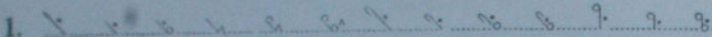
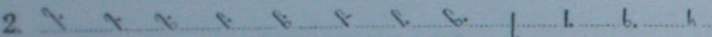
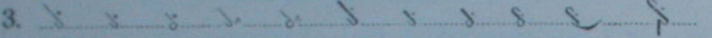
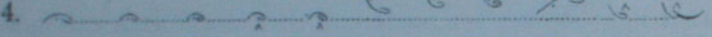
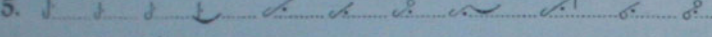
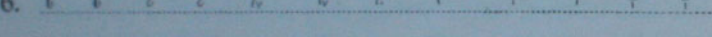
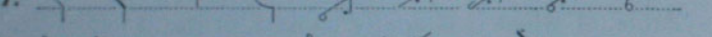
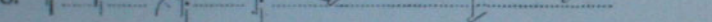
The terminations *-ward*, *-wart*, or *-wort* and *-yard* are expressed by a half-sized *w* and *y* respectively, as in the words—

 *backward*,  *stalwart*,  *brickyard*.

Outlines consisting wholly of half-length forms are not put through the line. The student should notice the position of words like

 *fight*,  *fate*,  *feet*,  *light*,  *late*,  *lit*.

Exercise 50.*Read, copy, and transcribe.*

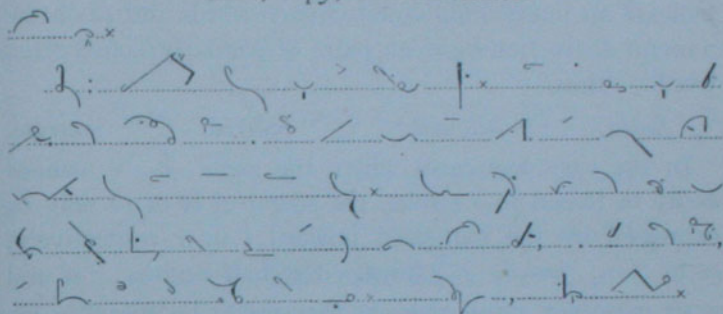
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Exercise 51.*Write in Shorthand.*

1. Tie, tight, trite, caw, caught, Scot, Scots, Scotson.
2. Tree, treat, street, streets, fray, fright, frights, frets.
3. Gray, grade, grades, glade, glades, live, lived, loved.
4. Tap, tapped, capped, scrapped, wrapped, snapped.
5. Dee, deed, indeed, sounded, resounded, raided, waded.
6. Couple, coupled, topped, cable, cabled, labelled.
7. Cane, caned, craned, pan, pant, pants, din, dint, dints.
8. Crave, craved, grave, engraved, drive, drift, drifts.

GRAMMALOGUES.

— quite, — could, — accord-ing, according to, cart,
 — cared; — guard, — great, — greatest; — called,
 — equalled, cold; — gold; — cannot; — gentleman,
 — gentlemen; — happened; — particular, — opportunity;
 — child; — not.

Exercise 52.*Read, copy, and transcribe.***Exercise 53.***Write in Shorthand.*

Peet and Smart, Ltd.

Gentlemen :

We-are-sorry we-cannot agree-with-the view put forward by-the gentleman who called here on-Thursday last, and-we-must repeat our statement of-the claim on account of-the injury to-the child Kate Roberts, so as-to avoid-the quite unnecessary costs of legal proceedings. The case may-be called early next month, but as-the little child has-been suffering from a cold, it-may-have to be postponed, as we-are bound to guard her against a relapse.

Yours-truly,

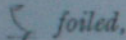



Smart & Moulton.







The Consonants M, N, L, R, and the Halving Principle.—These four light strokes may not only be halved for *t*, but they may be halved and thickened for the addition of *d*: thus,

mate, made; neat, need; tilt,
tilled; heart, hard.










The heavy sign *r* is, of course, always written downward.

When a vowel occurs between *l-d* or *r-d*, the halving principle is not applied. This rule enables the writer to indicate an intervening vowel in such words and to obtain a useful distinction between pairs of similarly constructed words; thus,










 foiled,  followed;  marred,  married.

In the very few cases where the signs   cannot easily be joined to a stroke, the sound of *ld* or *rd* may be expressed by the half-sized upward *l* or *r* respectively, as in  furlled,  lured. The half-lengths *rt* and *rts* must not stand alone as they might be mistaken for *should* or *and is*. Words like  write and  writes are, therefore, written with the stroke *t* as here shown.

The Consonants MP and NG and the Halving Principle.—






















The halving principle may only be applied to the strokes  and  when they are hooked, either initially or finally; thus,  hamper,  hampered,  scampered;  impugn,  impugned,  canker,  cankered.

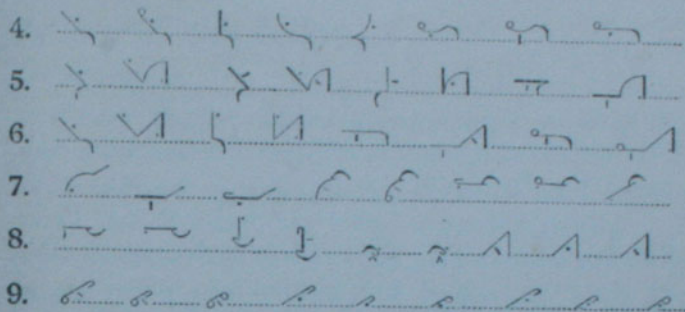
The Halving Principle in Phrasing.—The halving principle may be employed for the expression of the words *it*, *not*, *word*, *would*, in phrasing; thus,

 if it,  if it is,  in which it is,  I am not,
 you are not,  you will not,  you were not,
 in these words,  this would be.

Exercise 54.

Read, copy, and transcribe.

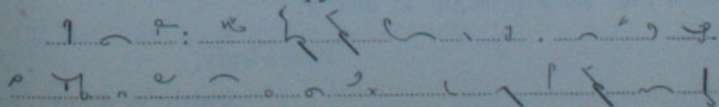
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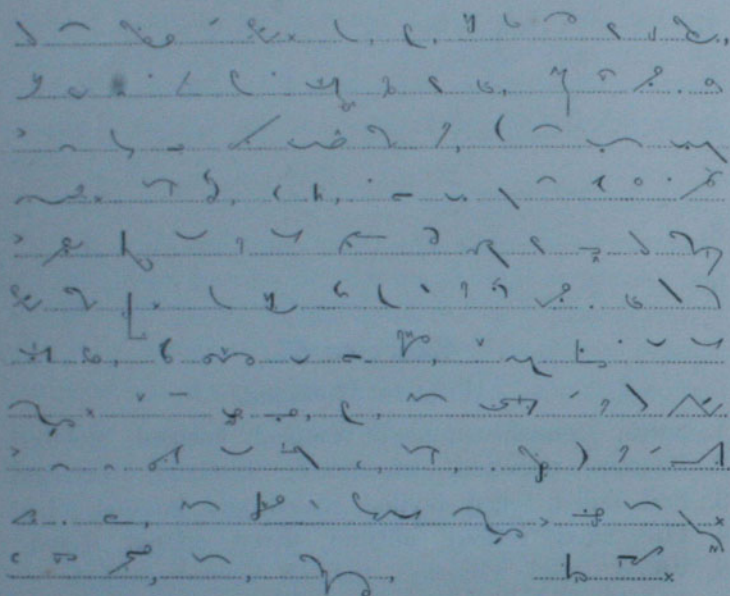
**Exercise 55.***Write in Shorthand.*

1. Seem, seemed, summed, resumed, boomed, bloomed.
2. Reason, reasoned, chastened, fastened, thousand.
3. Fail, failed, foiled, reviled, scaled, gild, kneeled, rolled.
4. Tire, tired, retired, untired, dared, adored, jeered.
5. Veiled, valid, unveiled, invalid, bowled, bullied.
6. Bored, buried, bard, borrowed, stored, storied.
7. Leered, slurred, answered, furred, impend, impending.
8. Write, wrought, root, roots, rat, rats, rot, rots.

GRAMMALOGUES.

∞ build-ing, able to; † told; 7 tried, † trade, † toward;
↓ had not, do not, † did not; 7 chaired, † cheered;
∞ that, ∞ without; † third, ∞ sent; ∞ somewhat;
∞ short, ∞ met, ∞ meeting; ∞ spirit; ∞ hand,
∞ under; ∞ yard, ∞ word; ∞ school, ∞ schooled.

Exercise 56.*Read, copy, and transcribe.*



Exercise 57.

Write in Shorthand.

(a) Messrs. Trent & Fount.

Gentlemen :

We shall be glad to know if you have yet sent the goods ordered on the seventh of October. They have not yet reached us and we are waiting for them to finish a building.

If we had not been told that you could supply the goods at short notice, we should not have sent to your yard for the bricks. Kindly let us have a line from you and say when you will be in a position to deliver.

Yours truly,

Smith & Bent.

(b) Messrs. Smith & Bent.

Gentlemen :

We are greatly obliged for your note received to-day, and must ask you to be kind enough to excuse the delay in the delivery of your goods. We tried hard to get these away last Monday, but found it was not possible. They were, however, sent early to-day, and we were told that they would reach you without fail by the end of the present month. We are very short of hands at present, which accounts for the little delay.

Yours truly,

Trent & Fount.







SUMMARY.





1. Light strokes are halved for the addition of *t* and heavy strokes for the addition of *d*.

2. A stroke may be halved for either *t* or *d*, (a) if it has a final hook or a finally joined diphthong; (b) if it occurs in a word of more than one syllable.

3. Half-length *t* or *d* must be disjoined when immediately following a stroke *t* or *d*.

4. Terminations like *-ward* and *-yard* are expressed by halving the *w* or *y*.





5. The curves     may be halved and thickened for the addition of *d*; but the half-lengths   may not be used if a vowel separates *ld* or *rd*.

6. The half-lengths  *rt*,  *rts* must not stand alone. Neither is it permissible to halve  and  unless they are hooked.




7. The words *it*, *not*, *word* and *would* may be indicated by the halving principle in phrasing.




LESSON XIV.







The Doubling Principle.—A straight stroke which has (a) an initial circle, (b) a final hook or diphthong, or (c) which follows another stroke may be doubled in length for the addition of the sound of *tr*, *dr* or *THr*; thus,



 scatter,  tutor,  counter,  rector.







A curved stroke may be doubled in length for the addition of *tr*, *dr*, or *THr*; thus,








 fetter,  lender,  mother.

The curve  and the hooked forms  and  may be doubled in length for the addition of *-er* only; thus,

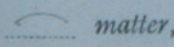
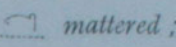
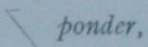
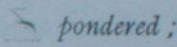
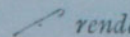
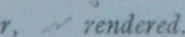
 stamp,  stamper;  lumber,  lumberer;  conquer,  conqueror.

The curve  is doubled in length for *dr*; as  impounder.

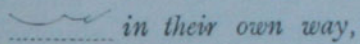
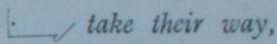
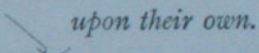
The curve , not initially hooked, may be doubled in length for the addition of *kr* or *gr* only; as,  shrinker,  longer. It is allowable to employ the doubling principle for the addition of *-ture* in common words like  picture,  feature,  signature.

It is best to retain the double-length *l* when standing alone for purely light sounds, as in the words  alter,  letters, and to write words like  louder and  leather as here shown. In words like  entry,  powdery,  feathery, where a vowel follows final *tr*, *dr* or *THr*, the doubling principle cannot be employed.

Past Tenses.—The halving principle is employed in past tenses; thus,

 *matter*,  *mattered*;  *ponder*,  *pondered*;
 *render*,  *rendered*.


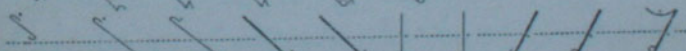
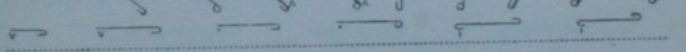
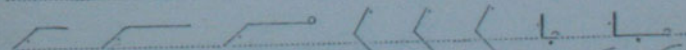
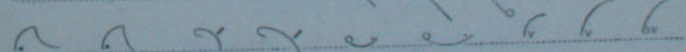

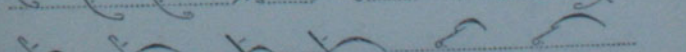
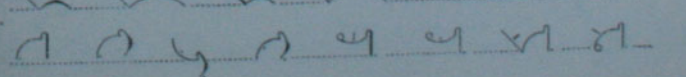
The Doubling Principle in Phrasing.—This principle may be used for the expression of the words *there* and *their* in phrases; thus,

 *in their own way*,  *take their way*,
 *upon their own*.

The student will notice from the illustrations in the present lesson that double-length upstrokes may be written in the three positions, but that there is one position only for double-length downstrokes, namely, through the line.

Exercise 58.

Read, copy, and transcribe.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Exercise 59.*Write in Shorthand.*

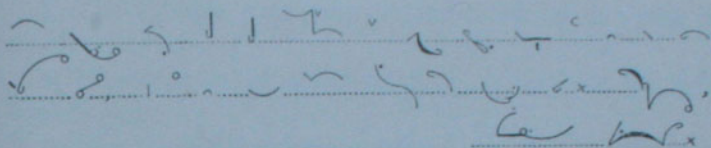
1. Sector, sectors, scatter, scatters, tutor, doubter.
2. Ban, banter, banTERS, bran, brander, branders.
3. Deaf, defter, weave, wafter, crave, crofter, crofters.
4. Track, tractor, extractor, detractor, detractors.
5. New, neuter, mow, motor, lay, later, slater, slaters.
6. Ass, aster, asters, mother, mothers, Saul, psalter.
7. Vain, venture, ventures, mine, minder, minders.
8. Damp, damper, temper, chamber, slumber, slumberer.

GRAMMALOGUES AND CONTRACTIONS.

\ happen, \ upon; \ been; \ had been, \ done, \ down;
 / general-ly; \ often, \ Phonography; \ phonographer,
 \ phonographic; \ have been, heaven; \ within;
 (southern; \ northern.

Exercise 60.*Read, copy, and transcribe.*

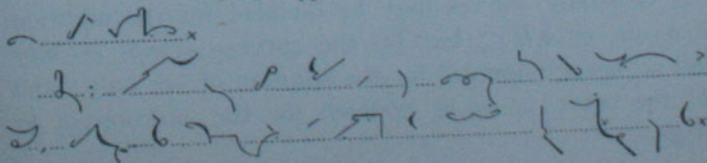
1. The first part of the exercise shows a series of shorthand symbols written on a set of three horizontal lines (top, middle, bottom). The symbols are arranged in a sequence that corresponds to the words in Exercise 59, demonstrating the shorthand notation for each word and its variations.

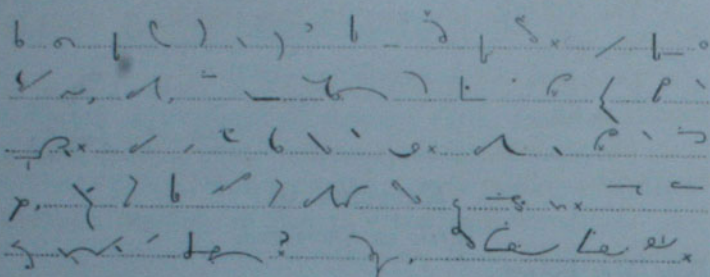
**Exercise 61.***Write in Shorthand.**Dear Mr. Porter :*

Mr. Lawson, the phonographer, has-been down here to-day and-as we-are-satisfied of-his phonographic skill we-have engaged him. If-he had-been a little older and more robust we might have-done still better for-him as regards salary, but chances of-promotion often occur in-this business, and-we-believe Lawson will-do well if-he shows the right kind of talent and displays his northern energy in-the proper way. We-shall-be surprised if-he does-not make a good position for-himself.

*Yours-truly,**James Luther.***GRAMMALOGUES AND CONTRACTIONS.**

*∩ approve, ∩ approved; ∩ behalf, ∩ above; † out of;
 † advantage; † difficult, † difficulty; † which have;
 † suggestion; † suggestive; ∩ one; ∩ opinion;
 ∩ altogether, ∩ together; † insurance.*

Exercise 62.*Read, copy, and transcribe.*



Exercise 63.

Write in Shorthand.

Dear Mr. Leader :

I-am-glad that-you approve of-my action on behalf of-your firm, and-trust you have-now disposed of-the difficulty.

It-is sometimes difficult to-make a suggestion in-these insurance cases, but in-the-present-case there could-be no-doubt that-it-was to-your advantage to-get out-of-the proposed agreement as-early-as-possible. One cannot always give an opinion at-such short notice, and-I-am delighted to know that-the-result has justified my view.

Very-truly-yours,

Thomas Anderson.

SUMMARY.

1. The sound of *tr*, *dr*, or *THr* may be indicated by doubling a straight stroke which has an initial circle, a final hook or diphthong, or which follows another stroke.
2. Generally, curves may be doubled for the addition of *tr*, *dr*, or *THr*; but (a) the curves $\frown mp$, $\frown mpr$ and $\frown ngr$ are doubled for the addition of *-er* only; and (b) the curve $\frown ng$ is doubled for the addition of *kr* or *gr*.

3. The syllable *-ture* may be indicated by doubling in common words.











4. Double-length *l*, standing alone, is retained for light sounds only.

5. The doubling principle cannot be employed when a final vowel follows final *tr*, *dr*, or *THr*.

6. The words *there* and *their* may be indicated by the doubling principle in phrasing.



LESSON XV.

Prefixes.—The prefix *con-* *com-* or *cum-* is indicated by a light dot or by writing two consonants close to each other ; thus,





 *commence*,  *recommence*,  *connected*,
 *disconnected*,  *comply*,  *you will comply*,
 *content*,  *I am content*,  *recognize*,  *recognition*.

The last two illustrations show how *con-* sometimes becomes *cog-* in the middle of a word.







Accom- is expressed by a joined or disjoined *k* ; thus,





 *accommodation*,  *accommodate*.





Inter- *intro-* or *enter-* is expressed by *nt*, the sign being joined where convenient ; thus,

 *interfere*,  *introduce*,  *entertain*,  *interlock*.




Magna- *magni-* or *magne-* is expressed by a disjoined *m*, and *self-* by a disjoined circle *s* ; thus,

 *magnanimous*,  *magnify*,  *magnetize*,
 *self-defence*,  *self-love*,  *self-conceit*.

In-, when preceding the circled letters     is expressed by a small hook written in the direction of the circle which it precedes ; thus,

 *inspiration*,  *instructed*,  *inscriber*,  *inhabit*.

Trans- may be contracted in many words by omitting the *n* ; thus,

 *transfer*,  *translator*,  *transmission*.

Negative Words.—When the prefix *in-* has a negative meaning and signifies *not*, it is always expressed by the stroke *n*, as in *inhuman*. Other negative words are distinguished from the positive by repeating the first consonant, if the distinction is not otherwise clear; thus,

legible, *illegible*; *moderate*, *immoderate*;
necessary, *unnecessary*; *redeemable*,
irredeemable.

Where the outline for the negative word differs from that written for the positive, repetition of the first consonant is, of course, unnecessary. The difference is obvious in the following examples—

resolute, *irresolute*; *limited*, *illimited*.

Exercise 64.

Read, copy and transcribe.

1. *l* *ll* *i* *il* *l* *il* *l* *il* *l* *il*
2. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*
3. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*
4. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*
5. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*
6. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*
7. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*
8. *l* *ll* *l* *ll* *l* *ll* *l* *ll* *l* *ll*

Exercise 65.*Write in Shorthand.*

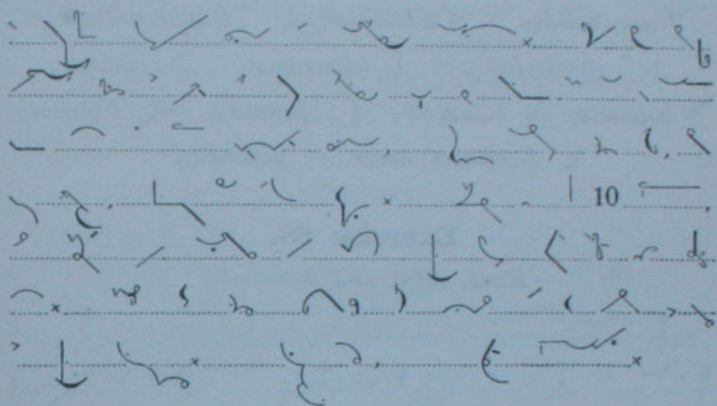
1. Compose, decompose, decomposition, connection, disconnection, continue, discontinue, discontinued.
2. Controllable, uncontrollable, compassed, encompassed, complete, incomplete, compressed, uncompressed.
3. Accomplish, accomplished, interjection, interjected, magnify, magnificence, self-deceit, self-confident.
4. Instructed, instrument, transfer, translation, transport, transpose, legible, illegible.
5. Mobile, immobile, noticed, unnoticed, movable, immovable, noxious, innoxious.
6. (*Write stroke n.*) Insuperable, inseparable, inhuman, inhumanity.
7. *You-will* contrive, *I-am* confident, *we-are* compelled, *I-have* connected.
8. *I-may* consider, *you-will-be* content, *they-will* continue.

CONTRACTIONS.

(The outlines for a number of words in common use are contracted by omitting a medial or a final stroke.)

prospect, *object-ed*, *subject-ed*, *expect-ed*,
unexpected, *respect-ed*, *suspect-ed*,
inspect-ed-ion, *imperfect-ion*, *neglect-ed*,
architect-ure-al.

Exercise 66.*Read, copy, and transcribe.*

**Exercise 67.***Write in Shorthand.*

Mr. Joseph Manning.

Dear-Sir :

In-answer to-your-letter I-believe the architect suspects the new clerk of favouring-the other contractors. If-the-man neglects his duty in-the least, I-expect he-will-be dismissed. He-cannot object as he knows he-is subject to dismissal if-he does-not give the necessary inspection to-the timber and-bricks that arrive for use in-the building. I-do-not-wish to interfere in-the-matter and-I should-not like it to transpire that I-have written to-you on-the subject. If-you-like to-call I-shall-be-glad to introduce you to-the architect. He-is a very straightforward man whom I greatly respect.

Yours-truly,

Henry Jones.

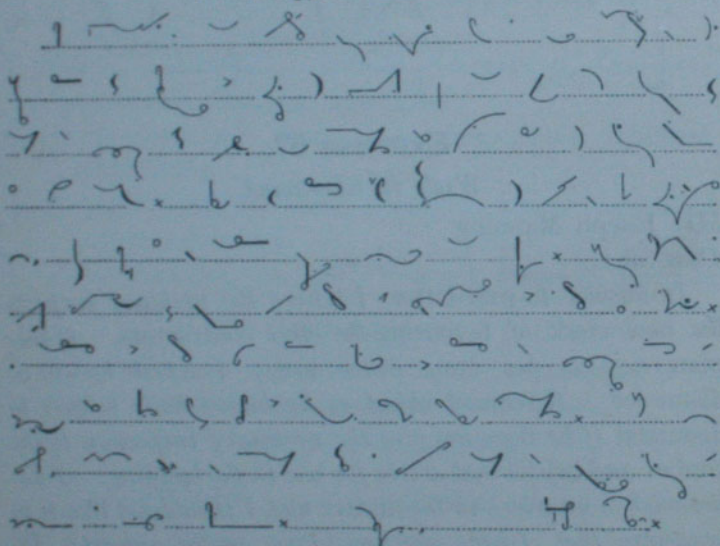
CONTRACTIONS AND GRAMMALOGUES.

— signify-ied-cant, — insignificant; — significance,
 — insignificance; — signification; 7 knowledge,

7 acknowledge, 7 acknowledged, 7 acknowledgment ;
 ✓ wonderful-ly ; § deliverance ; § balance,
 § balances, § balanced ; L January, F February,
 7 November, never, A yesterday.

Exercise 68.

Read, copy, and transcribe.



Exercise 69.

Write in Shorthand.

The insignificant pursuer had-the audacity to dispute the commander's knowledge of-the subject, but he-had speedily to acknowledge his error. The self-confidence of-the-man is amazing, and-his self-complacence is almost insupportable. The insignificance of-the fellow's appearance only adds to-one's annoyance that-he-should-be recognized as

though he were a person of consequence. I-do-not desire to magnify-the matter, but I-shall-be-glad of-my deliverance from-the fellow's company and-I-think-the balance of opinion in-this connection would-be in agreement with mine.

SUMMARY.

1. The prefix *con-*, *com-*, etc., is indicated by a light dot or by writing two consonants close to each other.

2. (a) A joined or disjoined — represents *accom-*.

(b) A joined or disjoined ∪ represents *inter-*, *enter-*, *intro-*.

(c) A disjoined ∩ represents *magna-e-i*.

(d) A disjoined circle represents *self*.

3. A small hook written with the right motion represents *in* before the circled letters ∩ | ∩ ∩

4. The letter *n* may generally be omitted in the prefix *trans*.

5. Where necessary a negative word may be distinguished from a positive by repeating the first consonant.

LESSON XVI.

Suffixes and Word-endings.—Where the stroke \smile cannot be conveniently employed, the suffix *-ing* is expressed by a light dot and the plural *-ings* by a light dash; thus,

$\dot{\smile}$ plotting, $\dot{\smile}$ plottings; $\dot{\smile}$ winning, $\dot{\smile}$ winnings.

The common endings *-ility*, *-ality*, *-arity*, etc., are expressed by disjoining the preceding stroke; thus,

\smile durability, \smile finality, \smile regularity,
 \smile majority; *-logical-ly* is indicated by a disjoined / j, as in the words \smile mythological, \smile biological.

The suffix *-ment* is contracted to \smile nt when the sign \smile cannot be easily joined, and *-mental-ly-ity* is expressed by a disjoined \smile ; thus,

\smile resentment, \smile imprisonment,
 \smile refinement \smile instrumental, \smile documental.




The stroke \smile for the suffix *-ly* is sometimes disjoined, while in some cases the hooked form is more conveniently employed for this ending; thus,





\smile friendly, \smile instantly, \smile deeply, \smile slothfully.




The suffix *-ship* is expressed by a joined or disjoined \smile sh, and *-fulness* and *-lessness* or *-lousness* are respectively expressed by a disjoined \smile and \smile ; thus,





\smile hardship, \smile citizenship, \smile carefulness,
 \smile carelessness, \smile sedulousness.

Compound Words.—The words *to*, *of*, *on*, *with*, in compound words are expressed as follows—

to by the logogram for the word, as in  *hereto*,
 *thereto*,  *whereto*.

































































of by the stroke  as in  *hercof*,  *thercof*,
 *whercof*.

on by the hook *n*, as in  *hereon*,  *thereon*,
 *whereon*.

with by the stroke  as in  *herewith*,  *therewith*,
 *wherewith*.

Exercise 70.

Read, copy, and transcribe.

1.        
2.        
3.        
4.        
5.        
6.        
7.        
8.        

Exercise 71.

Write in Shorthand.

1. Steaming, seeming, sunning, reasoning, braving, diving.
2. Pleating, bleeding, treating, dreading, cheating, raving.
3. Ravings, heaving, heavings, morning, mornings, searching.

Exercise 73.*Write in Shorthand.*

Messrs. Baker & Shipley.














Gentlemen :

Thank-you for-your-letter of-the 6th July and for-the accompanying order. We-will-see that-the complaint about-the suitability of-the packing is looked into. If-you-are wanting any roofing tiles, or scantlings we should-be happy to-quoté. As-to-the bricks, we-can recommend our improved facing bricks which-we-are constantly supplying for-such purposes as yours. You-will-find it impossible to beat these at-the prices. We-are sending-you a sample to-day. Mr.-Brown will-be in-your city on-the sixteenth of-this month, and-if-you-will kindly favour him with an interview he-will show you a new style of common brick, with several improvements, which-we-are putting on-the market.

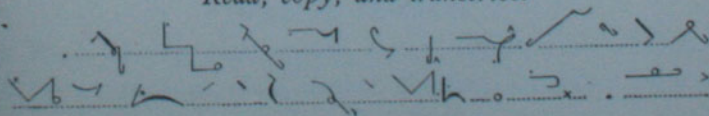
Yours-truly,

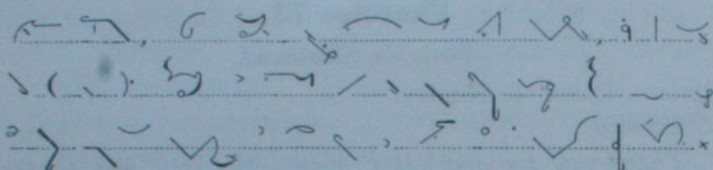
Clayton & Brown.

CONTRACTIONS.

 prospective,
  perspective,
  productive,
 obstructive,
 objective,
 subjective,
 destructive,
 respective,
 irrelative,
 retrospective,
 respectively,
 defective,
 executive.

Exercise 74.*Read, copy, and transcribe.*





Exercise 75.

Write in Shorthand.



The President and Secretary respectively declare that the candidate's statements are defective and whether looked upon from the subjective or the objective standpoint they consider them harmful to a degree. If the candidate would only take a retrospective glance at the local history, he would be likely to alter his views, and change his manner of speaking. He seems to be an unsuitable man for the important position he seeks to occupy.








SUMMARY.

1. A light dot is employed for \smile and a light dash for \surd where the stroke form cannot be easily written.
2. (a) *-ility*, etc., is expressed by a disjoined stroke.
 (b) *-logical-ly* is expressed by a disjoined /
 (c) *-ment* is expressed by a joined \smile
 (d) *-mental-ly-ity* is expressed by a disjoined \smile
 (e) *-ship* is expressed by a joined or disjoined \smile
 (f) *-fulness* and *-lessness* or *-lousness* are expressed by a disjoined \surd and \smile respectively.
3. The suffix *ly* is disjoined in some words and in others the termination is expressed by a hooked form.



LESSON XVII.

Consecutive Vowels.—Two consecutive and separately pronounced vowels are expressed by a small angular sign called a diphone, as follows—

The sign  represents a dot vowel followed by any other vowel, and the sign  represents a dash vowel followed by any other vowel. The diphones are written in the ordinary vowel-places; thus,

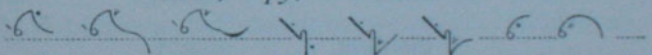
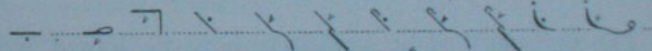
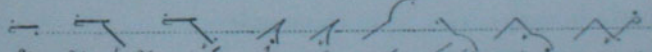
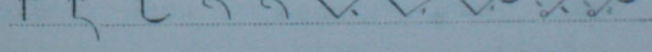
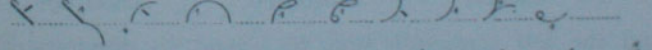

 *Sahib*,  *gaiety*,  *theatre*,  *drawing*,
 *slower*,  *brewery*,  *cruelly*.

In proper names, where the distinction may occasionally be necessary, separate vowel-signs may be employed; thus,

 *Leah*,  *Leo*.

Exercise 76.

Read, copy, and transcribe.

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

Exercise 77.

Write in Shorthand.

1. Clay, clayey, say, saying, sayer, sayest, cray, crayon.
2. Spray, sprayer, obey, obeyer, obeying, lay, layer, laity.

3. Deal, ideal, homely, homeliest, gaudy, gaudier, gaudiest.
4. Gnaw, gnawer, gnawing, draw, drawee, claw, clawing.
5. Meadow, meadowy, billow, billowy, stoke, stoic.
6. Blue, bluey, bluish, grew, gruel, Drood, Druid, Druids.

W and Y Diphthongs.—The diphthong, or single sound, produced by the combination of *w* or *y* (or *i*) with a following vowel is represented by a small semicircle; thus,

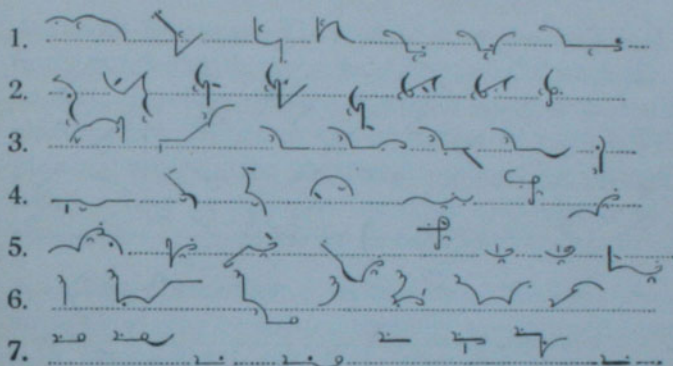
<i>wah</i>	⌢	<i>waw</i>		<i>yāh</i>	⌢	<i>yaw</i>
<i>wā</i>	⌢	<i>wō</i>		<i>yā</i>	⌢	<i>yō</i>
<i>wē</i>	⌢	<i>wōō</i>		<i>yē</i>	⌢	<i>yōō</i>

These semicircles are written in the same places as the simple vowel-signs, and they may express either a long or a short sound, as in the following illustrations—

The first-place right semicircle may be joined to the stroke in some cases, as in the words—

and the left semicircle may be joined to downward *l* in proper names like—

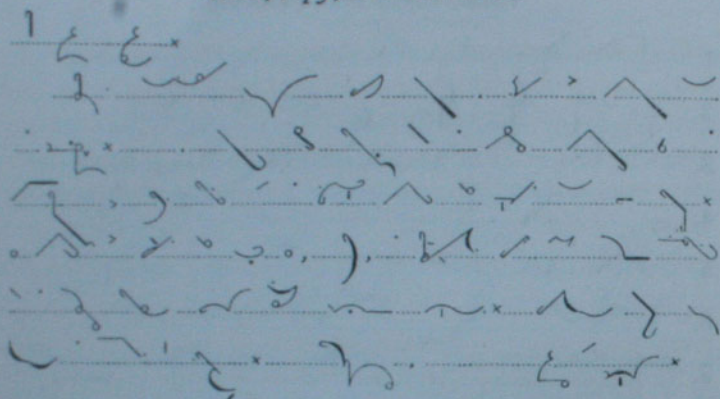
The right semicircle is prefixed to — — — — as an abbreviation for *w*, as in the words—

Exercise 78.*Read, copy, and transcribe.***Exercise 79.***Write in Shorthand.*

1. Frequent, frequents, frequency, twelve, twelfth.
2. Withdrawn, withstanding, withstood, Middlewich.
3. Sea-water, twaddle, twaddler, work, worker, working.
4. Rudyard, yearlings, bullion, medallion, unions.
5. Water, watermill, waterproof, warm, warmed, warmest.
6. Week, weeks, walking, women, Wilkin, Wilks.

CONTRACTIONS.

- > objection, † destruction, / regular, \ irregular.
 o responsible, o irresponsible, \ public-sh-ed,
 \ publication, / republic, / republican,
 / represent-ed, / representative, / representation.

Exercise 80.*Read, copy, and transcribe.***Exercise 81.***Write in Shorthand.*

Messrs. Wilkins & Wimpole.

Gentlemen :

The volume came to hand this morning, and I am greatly pleased with it. I think the incidents connected with the overthrow and destruction of the old monarchy are splendidly related. The binding and general appearance of the volume are worthy of the House which publishes it and worthy, also, of the subject and the author.













Very truly yours,




























William Wilson.


























SUMMARY.





















































1. A diphone represents two separate vowels while a semicircle represents a diphthong.
2. A semicircle may sometimes be joined to a stroke.
3. The right semicircle is used as an abbreviation for *w*.

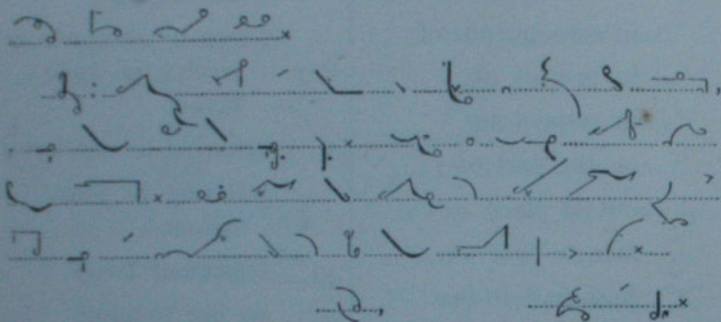
LESSON XVIII.

Advanced Phrasing.—The student is by this time no doubt fairly familiar with the general principles of phrasing, and he may, therefore, venture to employ some of the ordinary abbreviating devices in the formation of more advanced phraseograms, as the shorthand outlines for phrases are called. Thus he may use the circle *s* to express *us* in a phrase like  *please let us know*, and the circle *sw* for *as we* in a phrase like  *as we know*. Similarly the large circle for *ss* may be written medially to express the two *s*'s in a phrase like  *this city*. Then the hook *v* may be written for the word *have* in such phrases as  *who have been*,  *ought to have been*. Sometimes a letter or a syllable may be omitted with perfect safety, as in the phrases  *in this (m)anner*,  *I have (con)cluded*,  *I will (con)sider*; and there are many cases in which one or more words may be dropped without the least detriment to the legibility of the phraseogram. Indeed, it may be said that any word which must be read need not be written if its omission is a gain to the outline; thus,  *again (and) again*,  *there must (have) been*,  *fact (of the) matter*,  *more (or) less*. The student should copy each of the following phraseograms two or three times before attempting to work the exercises upon them and he will be interested to find how very legible the phraseograms are when put to practical use. It is not possible to show here more than a few common forms, but the examples given will suggest many others, and further lists will be found in the Appendix.

 of us
 to us
 please let us know
 as we can
 as we think
 as we shall
 as well as possible
 as soon as possible
 it is said
 in this city
 of this statement
 Wednesday next
 in our view
 it appears
 by all means
 it is only necessary
 more than
 longer than
 I had been
 those who have been
 Thursday afternoon
 Tuesday evening
 at all events
 able to make
 as if it were
 you are not
 you were not

 we would
 at any rate
 from time to time
 I am sure there is
 I have been there
 in which there is
 by some other means
 my dear sir
 my dear madam
 we have received
 most probable
 in fact
 in this manner
 in the same manner
 one another
 I hope
 on the contrary
 satisfactory conclusion
 which will be considered
 shall be taken into consideration
 at a loss
 to a great extent
 all the way
 into the matter
 on the subject

 under the circum- stances	 I am requested to inform you
 in consequence of	 I beg to acknowledge
 in respect of	 receipt of your
 in respect to	 favour
 on the part of	 referring to our letter
 out of place	 referring to your
 face to face	 favour
 from first to last	 registered letter
 with regard to	 we beg to quote
 with respect to	 your favour
 we shall be glad to	 your obedient servant
 know	 yours faithfully
 more and more	 faithfully yours
 bear in mind	 respectfully yours
 borne in mind	 yours respectfully
 fact of the matter	 yours sincerely
 two or three	 deliver immediately
 in reply	 please forward
 in reply to your favour	 lowest terms
 in reply to your letter	 best quality
 I enclose herewith	 balance sheet
 I regret	 account sales
 I regard	 best thanks
 I am instructed	 best finish
 I am instructed to	 make an appointment
 inform you	 additional cost

Exercise 82.*Read, copy, and transcribe.***Exercise 83.***Write in Shorthand.*

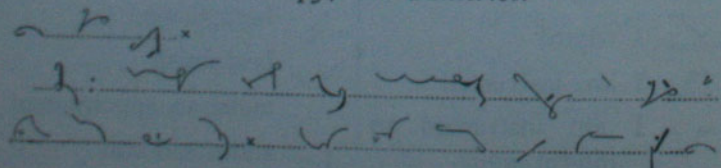
Messrs. Wright & Dawson.

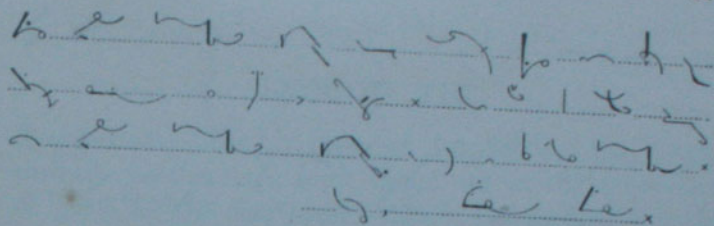
Dear-Sirs :

We thank-you for-your-favour of-the 9th June and enclose-here-with price-list and samples as desired. We are-sorry for-the delay in attending to-this-matter, but pressure of-work in-connection-with several big contracts for-the War-Office has rendered it more-or-less impossible for-us to-go into-the question earlier. If-you decide to place an order with-us, we-shall-be in-a-position to-forward-the goods any-time after Wednesday-next.

With compliments, Yours-faithfully,

Jackson & Knight.

Exercise 84.*Read, copy, and transcribe.*

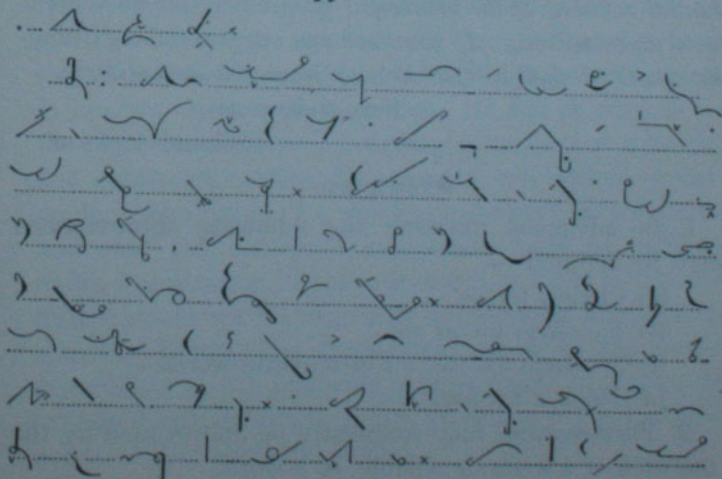


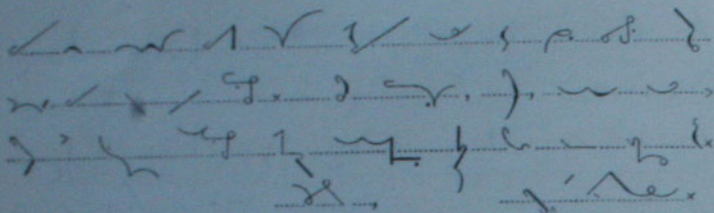
CONTRACTIONS.

commercial, } especial-ly, } influential,
 uninfluential, } substantial, } unsubstantial,
 circumstance, } circumstantial, } immediate,
 immediately, } prejudice-d-ial, } passenger,
 danger, } dangefous, } stranger, } manuscript
 whenever, } whatever.

Exercise 85.

Read, copy, and transcribe.





Exercise 86.

Write in Shorthand.

Mr. Arthur Franks.

Dear Mr.-Franks:

It is especially important that the chairman of our meeting on Wednesday next should be an influential, substantial man, and no stranger, but thoroughly well-known in financial circles. Otherwise the commercial men whom you are inviting to the meeting will be prejudiced at the start. I think that would be dangerous and would in all probability put off a settlement much longer than is desirable. I am forwarding you the manuscript of my proposed speech and you will see that I am entering into a circumstantial account of the wonderful progress of the movement since its inception. If you have any suggestions regarding the speech I shall be glad to hear from you immediately.

Very truly yours,

Edmund Lawson.

SUMMARY.

1. In advanced phrasing the following abbreviations may be adopted:—


- (a) Circle *s* for *us*.
- (b) *Sw* circle for *as we*.
- (c) *SS* circle for two *s*'s in separate words.
- (d) Hook *v* for *have*.


2. Phraseograms may frequently be abbreviated by the omission of a letter, a syllable, or a word.


LESSON XIX.

Intersections.—The practice of intersecting one stroke through another is a most useful aid to the acquisition of speed by the shorthand writer. The method is easily applied to the representation of titles of companies or persons and to the rapid expression of commonly occurring phrases, which are generally uttered with much more than ordinary rapidity by speakers familiar with these titles or phrases. Where intersection is not practicable, the same result may be obtained by writing one stroke close to another. The shorthand student will find that there is something peculiarly striking about an intersection, or the writing of two strokes in close proximity, which enables him to recall immediately the phrase represented by the shorthand sign. Most of the phonographic consonants have been allocated to the expression of certain words when intersected, but it must be understood that the following list is by no means exhaustive, and that the method may be applied with equal advantage to any special requirements which the writer may have to meet in his own business or profession. It will be obvious that the phrases which are of everyday occurrence in a builder's and contractor's office, for example, will seldom or never occur in the office of a wholesale drapery establishment, and that the colloquial expressions used by witnesses under examination in the law courts or by a special committee would not be frequently heard under other circumstances. Hence, the signification given to the various consonants in the following groups might be varied and extended with great advantage, according to the particular needs of the shorthand writer.


P represents *party*—


 political party


 wedding party

 party question


Pr represents *Professor*—


 Professor Jackson


 Professor Robertson

 Professor of Chemistry


B represents *bank*—


 bank rate


 city bank

 central bank


T represents *attention*—


 early attention


 necessary attention

 my attention has been called


D represents *department*—


 science department


 home department

 Indian department


Ch represents *Chancery*—


 Chancery appeal


 Chancery proceedings

 into Chancery


J represents *Journal*—


 Bankers' Journal


 Engineering Journal


 Journal of Commerce


K represents *company* and other words—


 rubber company


 Gas Co., Limited


 Cab Co.

 Town Council


 capital punishment


 share capital


 Captain Thomson

 ship's captain


Kr represents *Colonel* and *Corporation*—


 Colonel Alexander


 Colonel Johnson

 Corporation of Leeds




G represents *Government*—

 Government official




 French Government

 Indian Government





F represents *form*—

-  necessary form
 as a matter of form
 form of the report


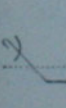

V represents *valuation*—

-  low valuation
 high valuation
 valuation of the factory




Th represents *authority* or *month*—

-  local authority
 sanitary authority
 for a month
 six months ago




S represents *society*—

-  dramatic society
 Society for the Propagation of the Gospel
 society of musicians




M represents *mark* or *Major*—

-  auditor's mark
 high-water mark
 Major Locker


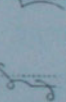

N represents *national*—

-  national defence
 national affairs
 national dividends




L represents *Liberal* or *Limited*—

-  Liberal Party
 Liberal Government
 Monk's, Ltd.




R (down) represents *arrange-d-ment*—

-  I shall arrange the matter
 please make arrangements
 we have arranged

R (up) represents *railway*—

-  Metropolitan Ry.
 Scottish railways
 railway facilities

Sr (up) represents *Conservative*—

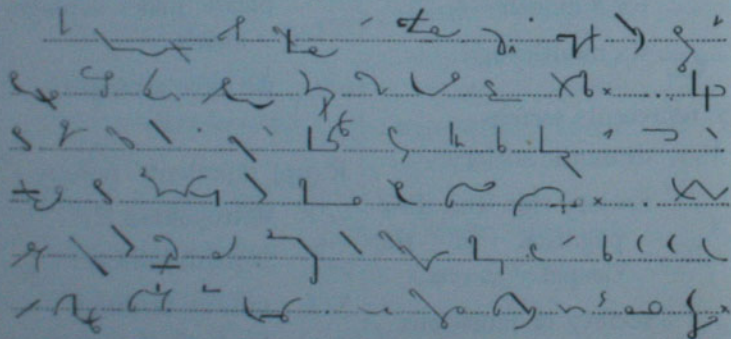
-  Conservative Party
 Conservative policy
 Conservative Govt.

Figures.—The figures *one* to *seven* and the figure *nine* are best represented by shorthand outlines. Other numbers, except round numbers, are expressed by the Arabic numerals. Round numbers may be rapidly expressed as follows—

hundred or *hundredth* by \smile , and *thousand* or *thousandth* by $($; thus, $\underline{4}$ = 400; $4($ = 4,000; $\underline{4}$ = 400,000; $\underline{4}$ = £400,000. *Million* or *millionth* by \frown and *billion* by \backslash ; thus, $\underline{5}$ = 5,000,000; $8 \backslash$ = *eight billion*. *Rupees* are expressed by \int , *dollars* by $\underline{\int}$, and *francs* by \cup ; thus, $\underline{3} \int$ = Rs. 3,000,000; $3 \underline{\int}$ = \$3,000; $\underline{2} \cup$ = 200 fr.

Exercise 87.

Read, copy, and transcribe.



Exercise 88.

Write in Shorthand.

The report of the local musical and dramatic society proves that the society has reached high-water-mark and that the future is extremely promising. The society has done a great deal in aid of local associations, and as the

result of the last concert the Committee were able to hand over a large sum to the funds of the district Volunteers for national-defence. It is hoped that the Committee will be able to make arrangements in the early future for three concerts in aid of the railway-benevolent fund, and the district Conservative-Party have kindly offered the free use of their splendid hall for the occasion. The society's report included the statement that the amount spent on music by the United-States of America reached the enormous yearly total of \$600,000 or about £120,000. Of this sum, church music accounted for \$20,000 or about £4,000, while music teachers received \$220,000 or roughly £44,000.

CONTRACTIONS AND GRAMMALOGUES.

／ rather, ／ rather than, ㄣ better than,

✕ nevertheless, † notwithstanding,

⌋ satisfaction, ⌋ satisfactory, 〰 mistake,

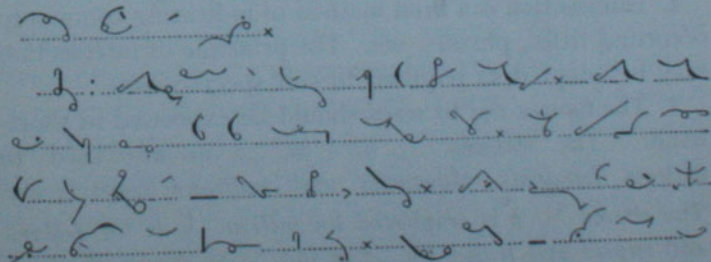
〰 mistaken, ㄣ domestic, ㄣ manufacture,

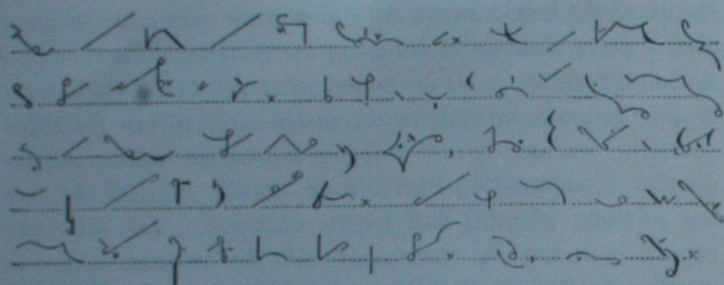
ㄣ manufacturer, † interest, † interested,

ㄣ † uninterested.

Exercise 89.

Read, copy, and transcribe.





Exercise 90.

Write in Shorthand.

Dear-Sir :

Thank-you for-your-letter of-yesterday, which-we-consider a satisfactory answer to-our complaint. The mistake ought never to-have-been made, but it-is interesting to see-the manufacturer's explanation, and-we-are-never inclined to-make matters worse by prolonging a dispute. We should-be willing to put up with considerable inconvenience rather-than adopt such an unsatisfactory attitude. The writer will-be in town in a week's-time and-will call-upon you and-will hope to-give-you a large repeat order notwithstanding-the recent trouble.

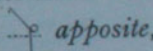
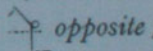
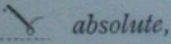
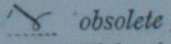
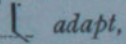
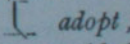
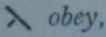
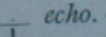
Yours-faithfully, Peters & Barker.

SUMMARY.






































































1. Intersection is a brief method of indicating commonly occurring titles, phrases, etc. The principle of intersection may be adapted as required to suit special cases.

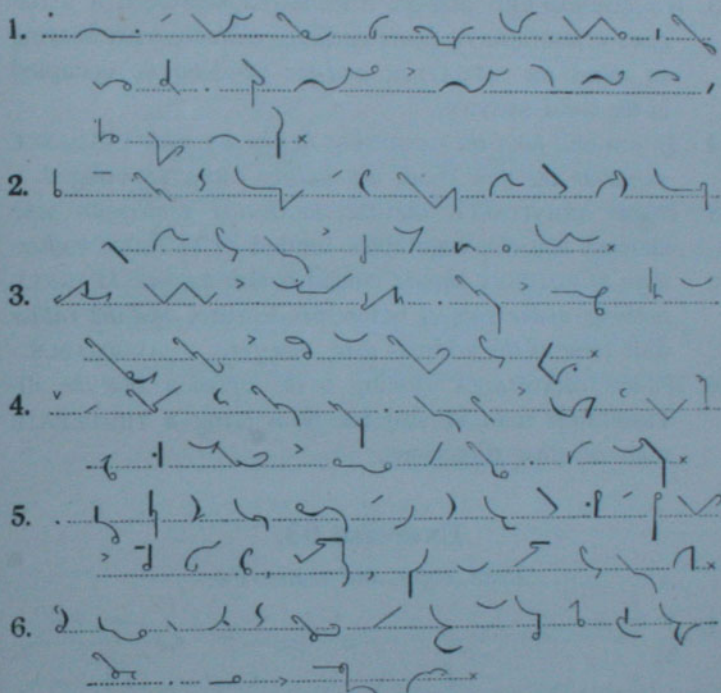
2. The figures *one* to *seven* should be expressed in shorthand. The strokes \smile *n*, (*th*, \smile *m* are used to express *hundreds*, *thousands* and *millions* respectively. The stroke \searrow *b* is employed for *billion*, $\underline{\underline{b}}$ *ds* for *dollars* and *rupees* and *francs* by \nearrow *rs* and \searrow *fs* respectively.

LESSON XX.

Distinguishing Vowels.—The student will find that the consonantal structure of English words is such that the shorthand outlines for them, when left unvocalized, generally suggest the words. Nevertheless, the rules of Pitman's Shorthand have been arranged so that in many cases vowels may be indicated without actually writing the vowel-sign. Thus, the rule as to the position of outlines enables the writer to indicate the accented vowels in the words which he is called upon to write. Then the rules for the employment of the various circles, loops, and hooks, the halving and the doubling principles, the alternative forms for *r* and *l*, etc., have all been carefully arranged with the view of indicating vowels or the absence of vowels, and thus avoiding the necessity of writing the vowel-signs in the great majority of outlines. Where, however, a necessary distinguishing vowel is not indicated either by position or by the shorthand outline, the vowel-sign should be inserted; thus,  *apposite*,  *opposite*;  *absolute*,  *obsolete*;  *adapt*,  *adopt*;  *obey*,  *echo*. With the safeguards thus provided for him, the student will find that vocalization is necessary only to a limited extent.

Distinguishing Outlines.—The wealth of alternative forms provided in the system enables the shorthand writer to make the necessary distinction between different words containing the same consonants and thus avoid the risk of mistranscription which might otherwise arise. The following list will suggest to the student the lines upon which other pairs of words may be distinguished.

 petrify	 carriage	 evidence
 putrefy	 factor	 confidence
 passionate	 factory	 station
 patient	 favoured	 situation
 purpose	 favourite	 patron
 propose	 stead	 pattern
 appropriate	 steady	 proper
 purport	 considerate	 prepare
 property	 considered	 protect
 propriety	 impassioned	 product
 appropriation	 impatient	 comparative
 preparation	 unavoidable	 operative
 proffer	 inevitable	 portend
 prefer	 learned	 pretend
 provide	 learned	 person
 pervade	 regard	 parson
 prosecute	 regret	 parcel
 persecute	 pure	 parasol
 prosecution	 poor	 breath
 persecution	 temperate	 birth, berth
 debtor	 tempered	 tenant
 editor	 goodness	 continent
 differ	 guidance	 trifle
defer	greatly	trivial
courage	gradually	travel

Exercise 91.*Read, copy, and transcribe.***Exercise 92.***Write in Shorthand.*

(The words having distinguishing outlines are printed in SMALL CAPITALS.)

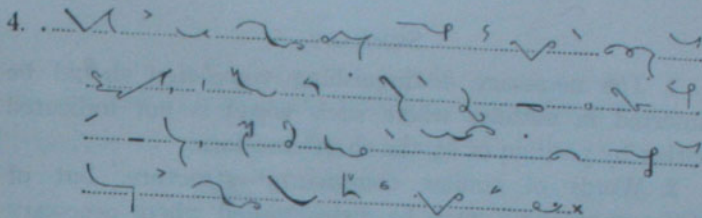
1. *If-you-will* keep up your **COURAGE** *we-may-be-able* to show *that-the* man threatened to **PERSECUTE** you and *undersell* your **TRAVELLERS**, *and-that* because of-the feared **PERSECUTION** you retired *from-the* business and sold-the **CARRIAGE** works to-your nephew.

2. *If-you-will* kindly DEFER the claim until August, *we-shall-be happy to* DEFRA~~Y~~-the cost of storage of-the goods.
3. We CONSIDERED that-the firm might have-been a little-more CONSIDERATE in-its dealings with-the-man bearing in mind the SITUATION and-the position he occupied at-the local STATION.
4. *If-you-will-have-the* GOODNESS to-give us your GUIDANCE as-far-as the new road, *we-shall-be* GREATLY-obliged.
5. It-was INEVITABLE that-the LEARNED gentleman who showed how-the vegetables tended to PETRIFY rather-than to PUTREFY should consider that-we-had LEARNED nothing of-the subject before-his lecture, and-the rather dull tone of-the address was, therefore, UNAVOIDABLE.
6. We-are GRADUALLY coming to-the opinion that-the ill-TEMPERED man is also far from being a TEMPERATE man in other directions.

Exercise 93.

Read, copy, and transcribe.

- 1.
- 2.
- 3.

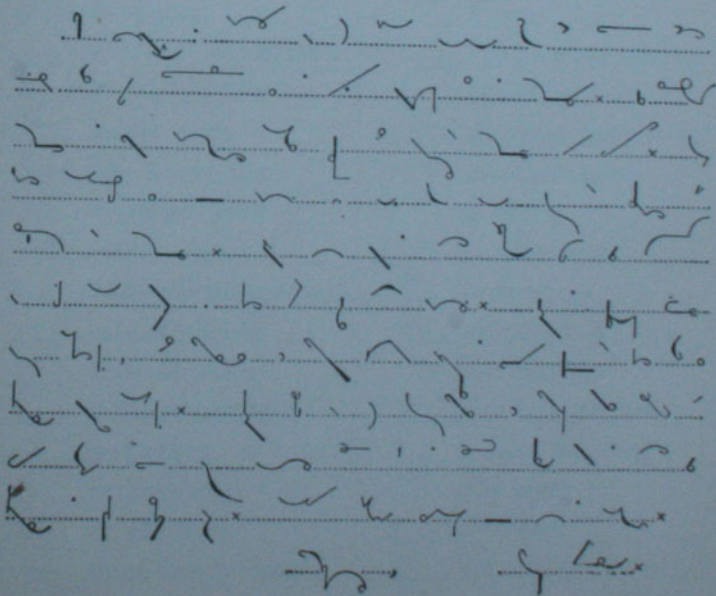


CONTRACTIONS AND GRAMMALOGUES.

character, characteristic, organize-d,
 organizer, organization, appointment.
 disappointment, attainment, atonement,
 entertainment, contentment, inscribe-d,
 inscription, instructive, instruction.

Exercise 94.

Read, copy, and transcribe.

















































SUMMARY.

























































1. The necessary distinguishing vowel-sign should be inserted in outlines where such vowel is not indicated either by position or by the shorthand form.





















































2. Words of similar consonantal structure, but of different meaning, may be distinguished where necessary by a difference of outline.




















































A SELECTION OF COMMON PHRASES.

(Particulars of Phrase Books dealing with various branches of business will be found in the catalogue at the end of this book.)




























































 as it were	 medical association
 as much as possible	 traders' association
 brought forward	 political association
 on either hand	 at some time
 on either side	 at the same time
 on the other hand	 some time ago
 in this statement	 we think there is
 at first cost	 how can there be
 it appears	 I hope
 it is only necessary	 I hope there will be
 it can only be	 I shall be there
 longer than	 we know there is not
 any longer than	 in other words
 no longer than	 in order
 rather than	 in order that
 I have been informed	 in order to
 rate of interest	 in order to know
 state of affairs	 my dear sir
 state of business	 my dear madam
 into effect	 I have received
 at all events	 last week
 at all times	 this week
 from time to time	 next week





























































	last month		in the first place
	last year		in the second place
	this month		on the one hand
	in fact		on the subject
	in point of fact		what is the matter with them
	telegraph office		as a matter of course
	worth while		as a matter of fact
	is it worth while		as a matter of form
	in like manner		in consequence [of
	as far as possible		necessary consequence
	as much as possible		in respect of
	as soon as possible		on the part of
	if it were possible		out of place
	between them		I expect to receive
	one another		face to face
	towards one another		from first to last
	and the contrary		in regard to
	on the contrary		having regard to
	as a rule		with regard to
	in a few days		in reference to
	in a great measure		with reference to
	in such a manner as		in relation to
	to a great extent		with relation to
	all over the world		in reply to
	at the present day		in reply to your letter
	at the present time		in reply to your favour
	by the way		in reply to your es- teemed favour
	for the first time		
	in the first instance		





































































 in respect to	 at your earliest convenience
 with respect to	 best of my ability
 it appears to have been	 best of our ability
 I regret to state	 best of their ability
 I regret to say	 best of your ability
 again and again	 bill of lading
 deeper and deeper	 board of directors
 faster and faster	 passenger train
 more and more	 by return of post
 less and less	 director's report
 more or less	 early convenience
 north and south	 I am in receipt of your favour
 east and west	 I am in receipt of your esteemed favour
 over and over again	 I am in receipt of your letter
 side by side	 I beg to call attention
 all parts of the world	 I have to acknowledge receipt of your letter
 facts of the case	 not yet to hand
 for the purpose of	 postal order
 out of the question	 referring to our invoice
 one or two	 referring to our letter
 two or three	 referring to your favour
 three or four	 referring to your letter
 six or seven	 referring to yours
 sooner or later	
 in accordance with	
 in accordance with the	
 in connection with the	
 account sales	
 additional expense	

	registered letter		Postmaster-General
	respectfully yours		Prime Minister
	yours respectfully		ratepayers
	yours obediently		Secretary of State
	yours sincerely		Secretary of State for the Home Dept.
	to hand		United Kingdom
	we beg to quote you		United States
	Act of Parliament		Joint Stock Bank
	Chairman of Commit- tee		life assurance
	Chancellor of the Ex- chequer		life insurance
	Conservative Party		Insurance Co.
	Liberal Party		fire insurance
	Irish Party		free on board (<i>f.o.b.</i>)
	Home Rule Party		free on rail (<i>f.o.r.</i>)
	Labour Party		Caledonian Railway
	Liberal Unionist Party		Great Central Railway
	honourable gentleman		Great Eastern Railway
	honourable member		Great Northern Rail- way
	House of Commons		Lancashire and York- shire Railway
	Houses of Parliament		L. & N.W. Rly. Co.
	House of Lords		Midland Railway
	Imperial Parliament		North British Railway
	in the House of Com- mons		Articles of Association
	in the House of Lords		counsel for the defence
	member of Parliament		counsel for the plaintiff
			Court of Appeal

LIST OF USEFUL CONTRACTIONS.

	acknowledge		destructive
	acknowledged		destructively
	acknowledgment		difficulty
	administrate		dilapidate-d-ion
	administration		disappointment
	administrative		discharge-d
	administrator		disinterested-ness
	advertise-d-ment		displeasure
	altogether		disrespect
	anything		disrespectful
	appointment		distinguish-ed
	architect-ure-al		efficient-ly-cy
	assignment		electric
	atonement		electrical
	attainment		electricity
	bankruptcy		England
	capable		English
	certificate		Englishman
	character		enlarge
	characteristic		enlarged
	circumstantial		enlargement
	commercial-ly		enlightenment
	contentment		entertainment
	contingency		especial-ly
	danger		esquire
	dangerous		establish-ed-ment
	defective		everything
	deficient-ly-cy		exchange-d
	demonstrate		executive
	demonstration		executor
	depreciate-d		expect-ed
	description		expenditure
	destruction		expensive-ly

	February		irregular
	financial-ly		irremovable
	govern-ed		irrespective
	government		irrespectively
	identical		irresponsible-ility
	immediate		January
	immediately		knowledge
	imperfect-ly-ion		manufacture-d
	impracticable		manufacturer
	improbable-ly-ility		manuscript
	incandescence		maximum
	incandescent		messenger
	incapable		minimum
	inconsiderate		misfortune
	inconvenience-t		misrepresent-ed
	indescribable-ly		neglect-ed
	indispensable		never
	individual		nevertheless
	inefficient-ly-cy		nothing
	influential-ly		notwithstanding
	inform-ed		November
	insignificance		object-ed
	insignificant		objection
	inspect-ed-ion		objectionable
	insufficient-ly-cy		objective
	insurance		obstruction
	intelligence		obstructive
	intelligent-ly		oneself
	intelligible-ly		organization
	interest		organize-d
	interested		organizer
	introduction		passenger
	investigation		peculiar-ity
	investment		perform-ed

	performer		republic
	performs-ance		republican
	perspective		respect-ed
	phonographer		respectful
	phonographic		respective
	practicable		respectively
	practice		responsible-ility
	practise-d		retrospective
	prejudice-d-ial		satisfactory
	preliminary		sensible-ly-ility
	probable-ly-ility		singular
	production		something
	productive		stranger
	proficient-lv-cy		subscribe-d
	project-ed		subscription
	proportion-ed		substantial-ly
	proportionate		sufficient-ly-cy
	prospect		suspect-ed
	prospective		telegram
	prospectus		telegraphic
	public		thankful
	publication		together
	publish-ed		unexpected
	publisher		uniform-ly-ity
	questionable-ly		uninfluential
	recoverable		uninteresting
	regular		unprincipled
	relinquish-ed		unquestionable-ly
	remarkable-ly		unsatisfactory
	represent-ed		unsubstantial
	representative		unsuspected
	representation		whatever
	reproduction		whenever
	reproductive		yesterday

REFERENCE LISTS.—No. 1.

GRAMMALOGUES AND CONTRACTIONS.

Arranged in the order in which they are given in the preceding pages.

LESSON III. $\underline{\quad}$ a or an, \cdot the, $\underline{\quad}$ all, \setminus too or two, \setminus of, \setminus to, $\overset{1}{\underline{\quad}}$ owe, \cdot he, $\underline{\quad}$ on, \cdot but.

LESSON IV. $\overset{1}{\underline{\quad}}$ ought, \setminus who, $\overset{1}{\underline{\quad}}$ (up) and, \setminus (up) should, \setminus happy, \setminus up, \setminus put, \setminus by, buy, bye, \setminus be, \setminus to be, $\underline{\quad}$ at, \mid it, $\underline{\quad}$ out.

LESSON V. $\underline{\quad}$ had, \mid do, $\underline{\quad}$ different-ce, $\underline{\quad}$ much, \setminus which, \setminus each, $\underline{\quad}$ large, --- can, --- come, --- go, ago, --- give-n.

LESSON VI. \setminus half, \setminus if, \setminus have, $\underline{\quad}$ thank-ed, $\underline{\quad}$ think, $\underline{\quad}$ youth, $\underline{\quad}$ though, $\underline{\quad}$ they, them, $\overset{v}{\underline{\quad}}$ I, eye, \setminus how, $\underline{\quad}$ why, $\overset{c}{\underline{\quad}}$ beyond, $\overset{c}{\underline{\quad}}$ you, $\overset{c}{\underline{\quad}}$ with, $\overset{c}{\underline{\quad}}$ when, $\overset{c}{\underline{\quad}}$ what, \setminus would, \setminus we, way.

LESSON VII. $\underline{\quad}$ saw, \setminus so, us, \setminus sea, see, \setminus was, \setminus whose, \setminus shall, \setminus wish, \setminus usual-ly, $\overset{o}{\underline{\quad}}$ as, has, $\overset{o}{\underline{\quad}}$ is, his, --- because, $\underline{\quad}$ itself.

LESSON VIII. $\underline{\quad}$ those, $\underline{\quad}$ this, $\underline{\quad}$ these, thus, youths, $\overset{c}{\underline{\quad}}$ myself, $\overset{c}{\underline{\quad}}$ himself, $\underline{\quad}$ my, me, $\overset{c}{\underline{\quad}}$ him, may, \setminus are, \setminus our, $\underline{\quad}$ most, $\overset{c}{\underline{\quad}}$ must, $\overset{o}{\underline{\quad}}$ first.

LESSON IX. $\overset{c}{\underline{\quad}}$ influence, $\overset{c}{\underline{\quad}}$ influenced, $\overset{c}{\underline{\quad}}$ next, $\overset{c}{\underline{\quad}}$ in, any, \setminus no, know, $\overset{c}{\underline{\quad}}$ own, $\overset{c}{\underline{\quad}}$ suggest-ed, $\overset{o}{\underline{\quad}}$ as is, $\overset{o}{\underline{\quad}}$ is as, $\underline{\quad}$ themselves, \setminus ourselves, \setminus special-ly, \setminus speak.

LESSON X. C several, e yes, I high, e house,
 U language, U owing, U thing, U young, U anything,
 U nothing, S something, U or, U your, U year.

LESSON XI. S apply, S people, S by all, S able,
 S belief-ve-d, I at all, I tell, I till, I deliver-ed-y,
 U call, U equal-ly, I Dr., doctor, I dear, I during,
 C for, U over, C ever-y, U however, C valuation,
 C evil, C other, U more, remark-ed, S remarkable,
 U Mr. or mere, U nor, in our, U near, U initial-led-ly.

LESSON XII. U from, U very, U they are,
 U there, their, I threw, through, U therefore,
 S principal-ly-le, U liberty, S member, remember-ed,
 S number-ed, I strength, I try, I truth, I true, I chair,
 I cheer, I larger, I journal, I largely, I children,
 U care, U sure, U pleasure, S surprise, S surprised.

LESSON XIII. U quite, U could, U accord-ing,
 according to, cart, U cared, U guard, U great, U greatest,
 U called, U equalled, cold, U gold, U cannot, I gentleman,
 I gentlemen, U happened, U particular, U opportunity,
 I child, U not, U build-ing, able to, I told, I tried,
 I trade, I toward, I had not, do not, I did not,
 I chaired, I cheered, C that, C without, U third,
 U sent, U somewhat, U short, U met, U meeting, U spirit,
 U hand, U under, U yard, U word, U school, U schooled.

LESSON XIV. ↘ happen, ↘ upon, ↘ been, ↓ had been,
 ↓ done, ↓ down, ↗ general-ly, ↘ often, ↘ Phonography,
 ↘ phonographer, ↘ phonographic, ↘ have been
 heaven, ↗ within, ↗ southern, ↘ northern, ↘ approve,
 ↘ approved, ↘ behalf, ↘ above, ↓ out of, ↓ advantage,
 ↓ difficult, ↓ difficulty, ↗ which have, ↗ suggestion,
 ↗ suggestive, ↗ one, ↘ opinion, ↘ altogether,
 ↘ together, ↗ insurance.

LESSON XV. ↘ prospect, > object-ed, ↘ subject-ed,
 ↘ expect-ed, ↘ unexpected-ly, ↘ respect-ed,
 ↘ suspect-ed, ↘ inspect-ed-ion, ↘ imperfect-ion,
 ↘ neglect-ed, ↘ architect-ure-al, ↘ signify-ied-cant,
 ↘ insignificant, ↘ significance, ↘ insignificance,
 ↘ signification, ↗ knowledge, ↗ acknowledge,
 ↗ acknowledged, ↗ acknowledgment, ↗ wonderful-ly,
 ↓ deliverance, ↘ balance, ↘ balances, ↘ balanced,
 ↘ January, ↘ February, ↘ November, never,
 ↗ yesterday.

LESSON XVI. ↗ will, ↘ while, ↘ important,
 ↘ improve-d-ment, ↘ impossible, ↘ improves-ments,
 ↘ prospective, ↘ perspective, ↘ productive,
 ↘ obstructive, > objective, ↘ subjective, ↓ destructive,
 ↘ respective, ↘ irrelative, ↘ retrospective,
 ↘ respectively, ↓ defective, ↘ executive.

LESSON XVII. } objection, } destruction, / regular,
 \ irregular, } responsible, } irresponsible,
 \ public-sh-ed, \ publication, / republic,
 / republican, / represent-ed, / representative,
 / representation.

LESSON XVIII. — commercial, } especial-ly,
 \ influential, \ un-in-flu-ent-ial, } substantial,
 } un-sub-stan-tial, } circumstance, } circum-stan-tial,
 \ immediate, \ immedi-ate-ly, } prej-udice-d-ial,
 } pas-sen-ger, } dan-ger, } dan-ger-ous, } stran-ger,
 \ man-u-script, } when-ever, } what-ever.

LESSON XIX. / rather, / rather than,
 \ bet-ter than, \ never-the-less, \ not-with-stand-ing,
 } sat-is-fac-tion, } sat-is-fac-tor-y, \ mis-take, \ mis-taken,
 \ do-mes-tic, \ man-u-fac-ture, \ man-u-fac-tur-er,
 } in-ter-est, } in-ter-est-ed, \ un-in-ter-est-ed.

LESSON XX. — character, — character-istic,
 \ or-gan-ize-d, \ or-gan-izer, \ or-gan-iza-tion,
 \ ap-point-ment, \ dis-ap-point-ment, \ at-tain-ment,
 at-on-ement, \ en-ter-tain-ment, \ con-tent-ment,
 \ in-scribe-d, \ in-scrip-tion, } in-struc-tive, } in-struc-tion.

REFERENCE LISTS.—No. 2.

GRAMMALOGUES.

Arranged Alphabetically.

a or an	.	call	—	equalled	—
able	\	called	—	ever-y	—
above	\	can	—	evil	—
accord-ing	—	cannot	—	eye	—
advantage	|	care	—	first	—
ago	—	cared	—	for	—
ah!	.	cart	—	from	—
all	\	chair	?	general-ly	—
and	/	chaired	?	generaliza- tion	—
any	(	cheer	?	generation	—
applied	/	cheered	?	gentleman	—
apply	/	child	?	gentlemen	—
approve	\	children	—	give-n	—
approved	\	Christian-ity	—	go	—
are	/	circumstance	—	gold	—
as	o	circumstances	—	great	—
at	|	cold	—	greatest	—
aught	/	come	—	guard	—
awe	/	constitutional- ly	—	had	—
ay (yes)	.	could	—	half	—
aye	—	dear	—	hand	—
balance	\	deliver-d-y	—	happen	—
balanced	\	deliverance	—	happened	—
balances	\	difference-t	—	happy	—
be	\	difficult	—	has	—
because	—	do	—	have	—
been	\	doctor, Dr.	—	he	—
behalf	\	done	—	heaven	—
belief-ve-d	\	down	—	high	—
beyond	\	during	—	him	—
build-ing	\	each	—	himself	—
but	—	eh?	—	his	—
buy	\	equal-ly	—	holy	—
by, bye	\				

REFERENCE LISTS.

hour	/	mere	/	principal-ly	/
house	/	met	/	principle	/
how	/	more	/	put	/
however	/	most	/	quite	/
I	/	Mr.	/	rather	/
if [ant]	/	much	/	religion	/
importance-	/	must	/	religious	/
impossible	/	my	/	remark-ed	/
improve-d-	/	myself	/	remember-ed	/
ment	/	near	/	satisfaction	/
improves-	/	next	/	Saviour	/
ments	/	no	/	saw	/
in	/	nor	/	school	/
influence	/	northern	/	schooled	/
influenced	/	not	/	Scripture	/
information	/	number-ed	/	sea	/
initial-ly-ed	/	O! oh!	/	see	/
inscribe-d	/	of	/	selfish-ness	/
inscription	/	often	/	sent	/
instruction	/	on	/	several	/
instructive	/	one	/	shall, shalt	/
is	/	opinion	/	short	/
it	/	opportunity	/	should	/
itself	/	or	/	significance	/
journal	/	other	/	significant	/
justification	/	ought	/	signification	/
know	/	our	/	signify-ied	/
language	/	ourselves	/	so	/
large	/	out	/	somewhat	/
largely	/	over	/	souther,	/
larger	/	owe	/	speak	/
liberty	/	owing	/	special-ly	/
Lord	/	own	/	spirit	/
may	/	particular	/	strength	/
me	/	people	/	subject-ed	/
meeting	/	phonography	/	subjection	/
member	/	pleasure	/	subjective	/

suggest-ed	l	thysel ^f	6	whether	l
suggestion	l	till	f	which	l
suggestive	l	to	2	while	6
sure	2	to be	2	whither	2
surprise	2	told	f	who	2
surprised	2	too	2	whose	2
tell	f	towards	2	why	2
thank-ed	(	trade	2	will	6
that	(	tried	2	wish	2
the	(	true	2	with	2
their	)	truth	2	within	6
them	(	try	2	without	(
themselves	6	two	2	wonderful-ly	2
there	)	under	2	word	2
therefore	)	up	2	would	2
these	6	upon	2	writer	2
they	(	us	)	yard	2
thing	2	usual-ly	2	ye	2
think	(	valuation	2	year	2
third	2	very	2	yes	2
this	6	was	)	you	2
those	6	way	2	young	2
though	(	we	2	your	2
threw	)	what	2	youth	(
through	)	when	2	youths	6
thus	6				

Arranged phonetically.

VOWELS.

DOTS. a, an, the, ah!

aye, eh?

DASHES. of, on, and,

all, O, oh! owe,

he, awe, ought, aught,

to, but, should,

two, too, who.

DIPHTHONGS.

I, eye, ay (yes), how,

with, when, what,

would, beyond, you,

why.

REFERENCE LISTS.—No. 3.

GRAMMALOGUES.

Arranged Phonetically.

- | | |
|-------------------------------|-----------------------------|
| 1 happy, 2 up, 3 put | \| 1 had, 2 do, 3 different- |
| 2 special-ly, 3 speak | [-ence |
| 3 principle, principal-ly | 1 Dr., 2 dear, 3 during |
| 1 apply, 3 people | 2 deliver-ed-y |
| 1 applied | 2 deliverance |
| 1 surprise | 2 done, 3 down |
| 1 surprised | 1 advantage, 3 difficult |
| 1 happen, 2 upon | |
| 1 happened | / 1 much, 2 which, 3 each |
| 1 approve | 2 chair, 3 cheer |
| 1 approved | 1 chaired, 2 cheered |
| 1 particular, 2 opportunity | 3 children |
| 2 spirit | 1 child |
| | |
| 1 by, buy, bye, 2 be, 3 to be | / 1 large |
| 2 subject-ed | 2 larger, 2 journal |
| 2 subjective | 1 largely |
| 2 subjection | 2 suggest-ed |
| 1 liberty, 2 member, | 2 suggestion |
| remember-ed, 3 number-ed | 2 suggestive |
| 2 able, 3 belief, believe-d | 3 religious |
| 1 behalf, 2 above | 2 general-ly, 3 religion |
| 2 been | 2 generalization |
| 1 balance | 2 generation |
| 1 balances | 2 justification |
| 1 balanced | 1 gentleman, 2 gentlemen |
| 2 build-ing | |
| | |
| 1 at, 2 it, 3 out | 1 can, 2 come |
| 3 itself | 1 because |
| 1 try, 2 truth, 3 true | 1 Christian, Christianity, |
| 1 tried, 2 trade | 2 care |
| 2 tell, 3 till | 1 accord-ing, cart, 2 cared |
| 2 told | 1 call, 2 equal-ly |
| 2 strength | 1 called, 2 equalled, cold |
| 2 circumstance | 1 Scripture |
| 2 circumstances | 2 school |
| 2 satisfaction | 2 schooled |
| 2 towards | 1 quite, 2 could |
| 2 instructive | 1 cannot |
| 2 instruction | 1 inscribe-d |
| | 1 inscription |

- 1 go, ago, 2 give-n
 1 1 signify-ied-ficant
 1 1 significance
 1 1 signification
 1 1 guard, 2 great
 1 2 greatest
 1 2 gold
-
- 1 1 half, 2 if
 1 2 for
 1 2 from
 1 1 often, 2 Phonography
-
- 1 2 have
 1 2 several, Saviour
 1 1 over, 2 ever-y, 3 however
 1 1 valuation, 3 evil
 1 2 very
 1 2 heaven
-
- 1 1 thank-ed, 2 think,
 3 youth
 1 3 through, threw
 1 2 third
-
- 1 1 though, 2 them, they
 1 1 those, thyself, 2 this,
 3 these, thus, youths
 1 2 themselves
 1 2 other
 1 2 there, their
 1 3 within
 1 2 southern
 1 1 that, 2 without
 1 3 therefore
-
- 1 1 saw, 2 so, us, 3 see, sea
 1 1 has, as, 2 his, is
 1 2 first
-
- 1 2 was, 3 whose
-
- 1 2 shall, shalt, 3 wish
 1 2 selfish-ness
 1 3 sure
 1 2 initial-ly-ed
 1 1 short
-
- 1 2 usual-ly
 1 2 pleasure
-
- 1 1 me, my, 2 him, may
 1 1 myself, 2 himself
 1 1 most, 2 must
 1 1 more, remark-ed, 2 Mr.,
 mere
 1 1 met, 2 meeting
 1 2 somewhat
-
- 1 1 important-ance,
 2 improve-ed-ment
 1 1 impossible, 2 improves-
 ments
-
- 1 1 in, any, 2 no, know, 3 own
 1 1 influence
 1 1 influenced, 2 next
 1 1 nor, 2 near
 1 2 opinion
 1 1 northern
 1 1 information
 1 1 not
 1 1 hand, 2 under
 1 1 sent
-
- 1 1 language, owing,
 2 thing, 3 young
-
- 1 2 Lord
-
- 1 1 or, 2 your, 3 year
 1 1 yard, 2 word
 1 2 are, 3 our, hour
 1 3 ourselves
 1 2 rather, writer
-
- 1 2 we, way
 1 2 one
 1 2 will
 1 1 while
 1 2 whether, 3 whither
 1 2 wonderful-ly
-
- 1 2 yes
-
- 1 1 high
 1 2 holy
 1 2 house

INDEX.

The figures refer to the pages.

- Alternative forms for *fr*, *vr*, *fi*,
vl, etc., 38
Aspirate, added to *w* and *wl*, 49
B, added to *m*, 49
Capitals, how indicated, 6
Circle, added to final hook, 40
Circle prefixed to double con-
sonants, 31
Circle and hook at an angle, 32
Circle *s*, 5
Circle *s* cannot be vocalized, 26
Common phrases, A selection of,
99
Compound consonants, 49
Compound words, 73
Consonants, First eight, 1; second
eight, 5; remainder of, 8
Consonants, Omission of, 51
Contractions, 68
Contractions, List of useful, 103
Diphones, 77
Diphthongs, 20
Diphthongs, Joined, 20
Diphthongs, Places of, 20
Diphthongs *w* and *y*, 78
Double consonants, 31
Doubling principle, 60
-ence, *-ences*, etc., after curve, 41
Exercises: 1 to 94, pp. 3 to 97
Figures, 90
Full Stop, Sign for, 11
Grammalogues, 10; arranged
alphabetically, 110; arranged
phonetically, 113
Grammalogues and contractions,
arranged in order, 106
H, dot, 16, 17
H, upward and downward, 8, 9
H, tick, 16, 17
Halving principle, 13, 21, 41, 53,
55, 56
Intersections, 87
L, Initial hook for, 31, 36
L, Upward and downward, 8, 28
Logograms, 10
Loop, prefixed to double con-
sonants, 31
Loop added to *n* hook, 40
N, Final hook for, 40
Negative words, 67
Outlines, Distinguishing, 93;
position of, 2
P, added to *m*, 49
Prefixes, 66
Phrasing, 22; halving principle
in, 56; doubling principle in,
61; advanced, 81
Phraseograms, 81; intersected,
88
Phrases, Lists of, 82
R, added to *l* and *r*, 49; initial
hook for, 31, 36; upward and
downward, 8, 9, 22
S, in compound words, 27
Sh, upward and downward, 5
Shl, upward and downward, 37
Shr, upward and downward, 36
Shun hook, 44
Shun, following circle *s* and a
vowel, 46

- Shorthand to be written according to sound of words, 1
- St* loop, 12
- Str* loop, 12, 13
- St* and *Str* loops, cannot be vocalized, 26
- SS* circle, 16
- Suffix *-er*, Addition of, 36
- Suffixes, 72
- Sw* circle, 16
- Syllable *-ous*, represented by stroke *s*, 27
- Tick *the*, 22
- Triphone, 20, 21
- nation*, *-ution*, words ending in, 46
- Vowel *aw* joined to *l*, 21
- Vowel, between a stroke and an initial hook, 32
- Vowel indication, 27
- Vowel-signs, Places of, 1
- Vowel-signs, require stroke consonants, 26
- Vowel-signs, Separate, 77
- Vowels, before and after consonants, 3
- Vowels, Consecutive, 77
- Vowels, Distinguishing, 93
- Vowels, Long, 1
- Vowels, Places of, 12
- Vowels, Omission of obscure, 13
- Vowels, Short, 12
- Vowels, Third-place, between two strokes, 5
- W*, Abbreviation for, 78
- W*, prefixed to *k*, *g*, and *l*, 49
- Ward*, termination, 53
- Wart* or *-wort*, terminations, 53
- Word endings, 72
- W* and *Y* diphthongs, 78
- Yard*, termination, 53
- Y* and *W* diphthongs, 78

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