

## 1<sup>st</sup> Lesson.

1. Write a small circle, the smallest you can: "o". That is the sound "oh", or "a", as in fat, father, ask.

2° Write now a circle, much larger than the first: "O". That will answer for "oh", and will figure "o", as in *not*, *note*, *form*, or "a", in *talk*, *all*.

3<sup>d</sup> The same size circle, with a tail inside, "O", will stand for "oo", in *moon*, *wool*, or "u", in *rude*, *bull*.

4: The fourth sign is a short perpendicular, about one eighth of an inch long "1," invariably written downwards: it is the letter "p."

5- A perpendicular, two or three times longer is the sign used for the consonant "6".

ah oh oo p b

With these five elements, we can already figure a number of words.

Draw the sign used for "p", ending it in a small circle as used for "ah".

b. You have the word "pa": b.  
It would be wrong to make an angle between the  $p$  and the  $\alpha$ , by placing the circle straight under the perpendicular: "p". That would make two strokes of the pen instead of one. The angle is avoided by turning the circle either side of the perpendicular: "b or d".

Our great rule is to avoid angles, whenever it is possible.

Now, draw the  $p$  as before, and terminate by a large circle, as for  $an$ : " $\text{p}$ ". You have the word: paw.

Draw again the same as for paw, entering in a tail, from the point where the circle closes: "b". You have paw.

Write now, first the letter "ah", beginning at the bottom, so as to connect it without angle, with the following letter p. You have: "q or p," ap. In the same manner: q or p, ap, p or q, oop.

Write now a long perpendicular, as for 8, terminating into a small circle. You have: "j, 6a". In the same manner: b, 6eau, p, 6oo.

Write again the monogram "b, p," but, before lifting the pen, draw another short perpendicular downwards: it makes: "d or b, papo." In the same manner: "d or b, popo"; d or b, papo."

H to the monogram "d," you add another "o," you will have: "d, papa."







Exercises. o o m l l b b i p p

Exercises.

*Note.* It will be very useful to study this lesson two or three times over, copying all signs and monograms, before passing to the next. We also suggest attention to avoid making the "a" too large, or the "o" too small. Beginners are also liable to make the *p* too long or the *b* too short, so as to confound the one letter with the other.

## II<sup>nd</sup> Lesson.

The second lesson adds only two more elements to the ones already given. Like *p* and *b*, the sounds *t* and *d* are similar, the one being sharp and short, and the other, long and soft. The letter "t" will be represented by an horizontal line, very short, always written *from left to right*: "—". The letter "d," the same sign, much longer: "—";

Now, write an horizontal line, very short, terminating without angle, into a very small circle turned above or below the line: "  or , &c. In the same manner: " , , &c.; , , &c."

Then, write first the vowel, followed by the consonant, without making an angle:  
 "a or at: a or ought: a, or, eat.

Write again *o*, and before lifting the pen, draw another *l*.: *o*, *lot*; *o*, *taught*; *o*, *toot*.

A number of other words can be written with the help of the two consonants learned in the first lesson: -o, -p, top. -p -p, top. -p, p top. Here the circle is turned above the line, so as to connect without angle with the following consonant without the pen running the same course twice.

Exercises. 