

EXERCISE I.

(11) Write as directed in paragraph 10. the following words: Ache, colt, care, cane, crane, cuff, cleft, Kent, clay, craned, coat, crave, cared, cave, clove, cleft, caved, core, echo, cold, crate, cone, cut, oak, account, court, crow, go, groan, gave, gloat, egg, grow, gloved, ground, glen, ogle, ago, gained, grade, gun, glove, grant, gruff, gain, great, gold, goat, glow, grave, grey, gale.

Key—The stems which represent the words in the foregoing exercise are as follows:

Kay, Kelt, Ker, Ken, Kren, Kef, Klef, Kent, Kleh, Krent, Ket, Kref, Kert, Kef, Klef, Kleit, Kest, Ker, Kay, Kelt, Kret, Ken, Ket, Kay, Kent, Kert, Ker, Gay, Gren, Gef, Glet, Gay, Ger, Gleft, Grent, Glen, Gel, Gay, Gent, Gret, Gen, Glef, Grent, Gref, Gen, Gret, Gelt, Get, Gel, Gref, Ger, Gel.

Note.—Observe that the word "cared" is represented by the stem Kert, and that "crave" and "craved" are represented by Kref and Kref. No confusion will result from this representation, as the letters "t" and "d," "i" and "v" are natural pairs, and when they occur in a sentence the context will readily determine which letter is meant. The intelligent student will readily understand that "This is a colt day" is intended for "This is a cold day."

(12) It will be seen that many words entirely dissimilar in meaning are represented by the same phonographic outline. When written by themselves, they cannot be distinguished, but when they appear in a sentence, the connected sense will usually determine which word is intended. For the present, therefore, this similarity of outline is a matter of little consequence. In due course vowel placing will be taught, so that outlines, which otherwise would be similar, may, whenever it is necessary, be distinguished by the insertion of the requisite vowel. The learner must understand, therefore, that no attempt is to be made to read the words he is learning to write until they appear in sentences in his own reporting notes, when the necessary vowels will also appear in the shape of small detached dots and dashes.

(13) The initial hooks are designed to represent the close combination of "l" or "r" with the preceding consonant, and are, therefore, used principally in such words as contain no intervening vowel, as in the words "play" and "pray," but not in the words "pair" and "pale." However, to avoid long and inconvenient outlines, the initial hooks may be employed even when a distinct vowel intervenes between "l" or "r" and the preceding consonant. The final hooks and shortening principle are used respectively to represent the sound of "t" or "v," "n" and "d," when the consonant represented terminates a syllable; as in the words cough, grave, cane, Kate, cloud, but not in such words as coffee, gravy, canoe, Katie or cloudy.