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SHORTHAND IN TEN EASY LESSONS.

LESSON VII.


The Halving Principle (Continued).




As a thorough knowledge of the alphabet is essential to the student the same should be written out from twenty-five to fifty times every day until the student is perfectly familiar with the various signs.



The four heavy letters *mp, ng, lr, rr*, do not admit of being halved for the addition of *t* or *d* because they would clash respective'y with half-

sized *m, n, l, r*, are seen in  *in-*
tend,  *failed.*

The rule we have given for the halving of thin consonants to express *t*, and thick ones to express *d*, only applies when the letter is written by itself. When, however, a word consists of more than one syllable, or is only one syllable, but contains a final hook, or circle added to final hook, then either *t* or *d* is expressed by halving

it: thus,  *repeat,*  *repeated.*

A full-sized consonant may either precede or follow a half-sized one when it presents no difficulty in joining: thus,  *timed,*  *madam;* or a halved consonant may occur medially, as  *military.*




The past tense of a verb ending in *t* or *d* is written thus:  *part,*  *parted.*


The pupil should study attentively the order shown in the "Teacher," page 33, which is to be uniformly observed in the consonantal elements of all words in which the halving principle is applied.

The way to master this arrangement is to go through Exercises 53 and 54 of the "Teacher."



and reduce each phonographic sign to its consonantal elements as above shown.



No doubt you will find some difficulty at first in understanding and applying the halving principle and vocalising correctly; but a careful attention to the order of the consonants will guide you as to the vowels. It may, however, be of further assistance to you to consider the following rules:



Where a single consonant—that is, a consonant that has neither hook, circle nor loop—is halved for either *t* or *d*, the vowels are written and read exactly as though the letter were a full-sized one: thus,  *at,*  *apt,*  *pat:*

 *pet*; in other words, there are first, second and third vowel places in half-length, as well as in full length consonants.

Where a half-length consonant precedes or follows a full-length consonant, the vowels are reckoned as though both were of full size.

A half-sized letter with an initial hook is vocalized the same as a full-sized letter with an initial hook: as  *pray,*  *prate.*

A half-sized consonant with initial circle *s* or *st* loop is vocalized the same as a corresponding full-sized consonant: thus,  *pot,*  *spot* (read thus: 1. initial circle *s*; 2. consonant *p*; 3. the vowel; and 4. the added *t*).

These regulations apply, of course, equally to halved consonants with final hooks, circles, or loop: thus,  *pain,*  *paint.*

In writing out the exercises on pages 31 to 34 of the "Teacher," great care must be taken to distinguish the difference in the respective sizes of the half and full length consonants. They should be written a little larger than in the above examples; and with reference more to correctness of form than speed of execution.

Work for this month to end of Exercise 57.