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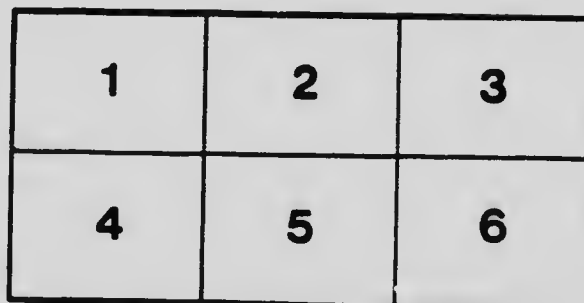
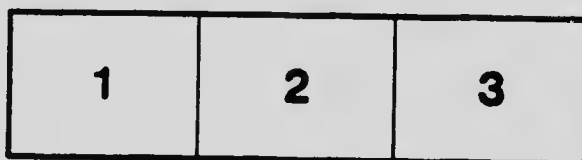
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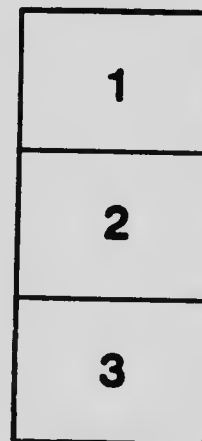
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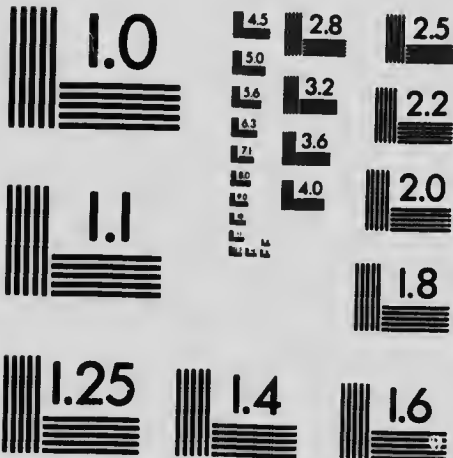
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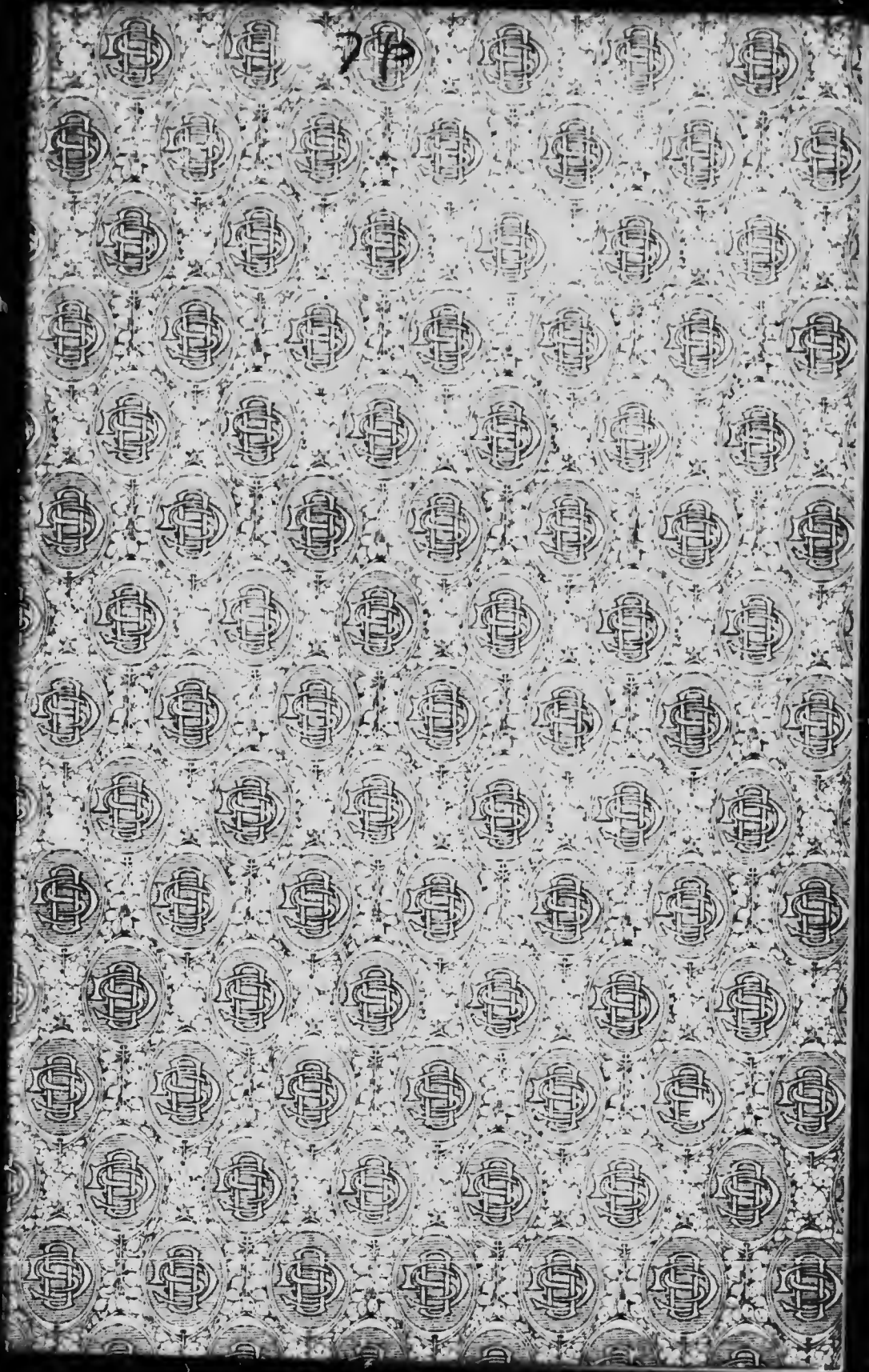


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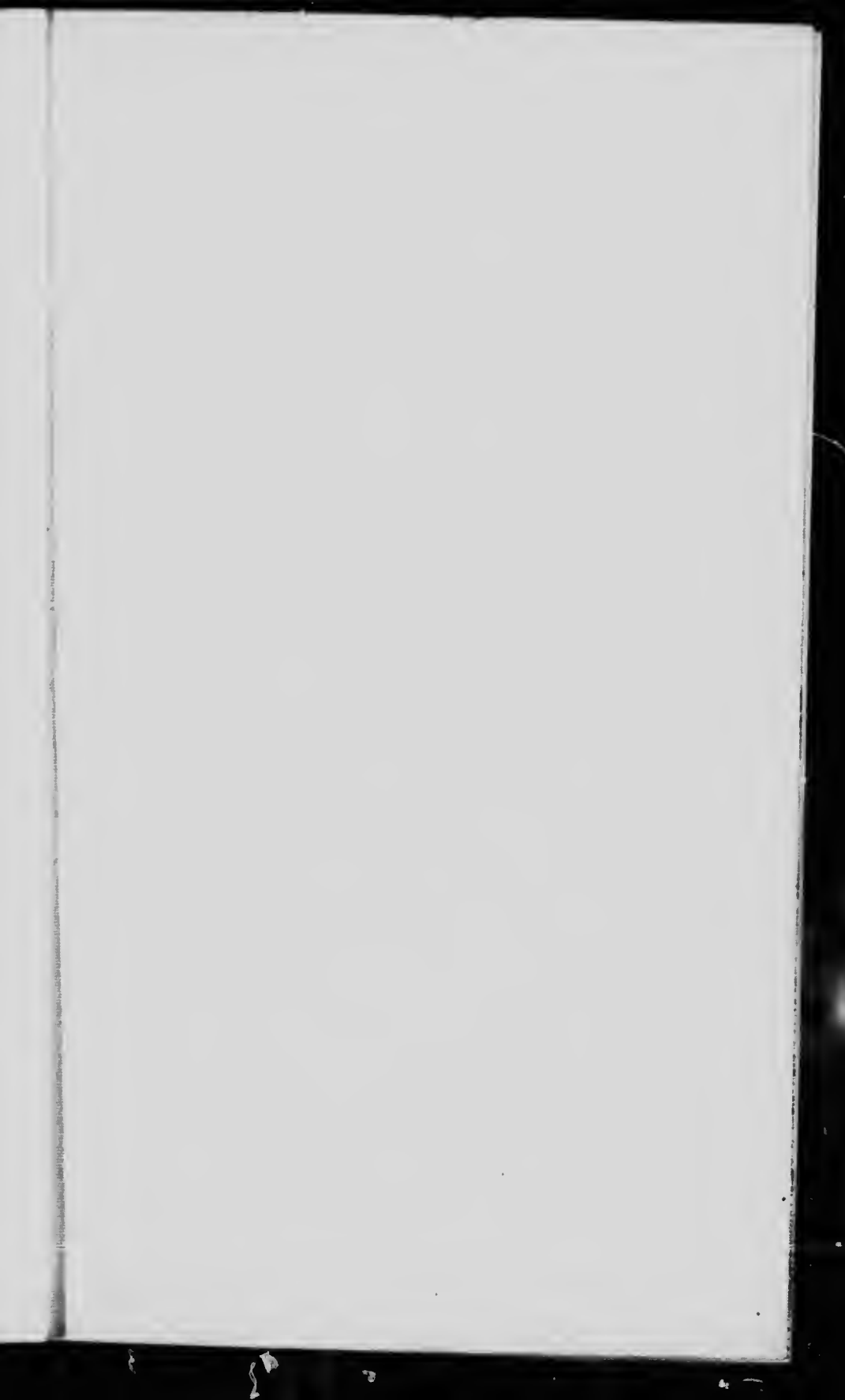


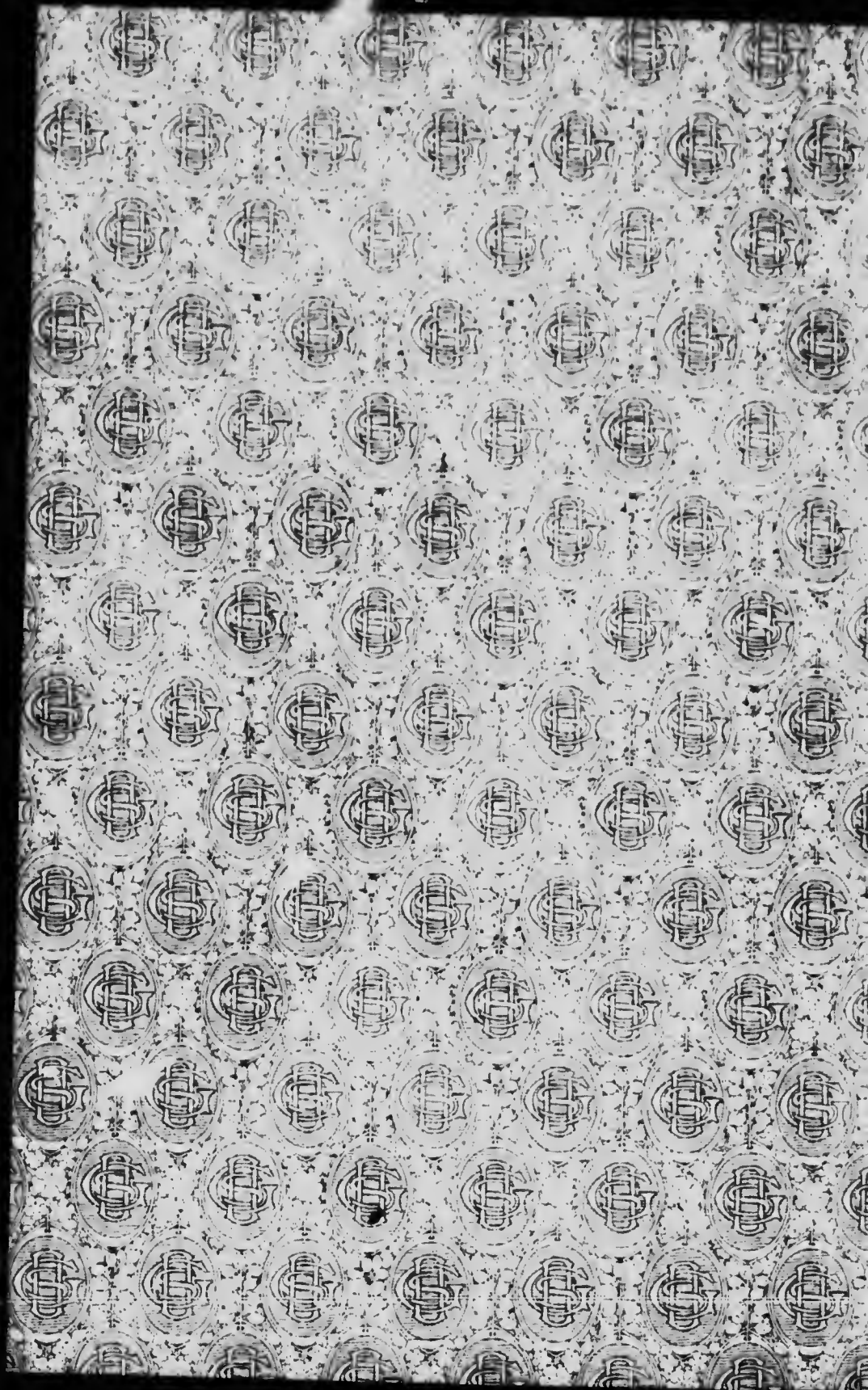
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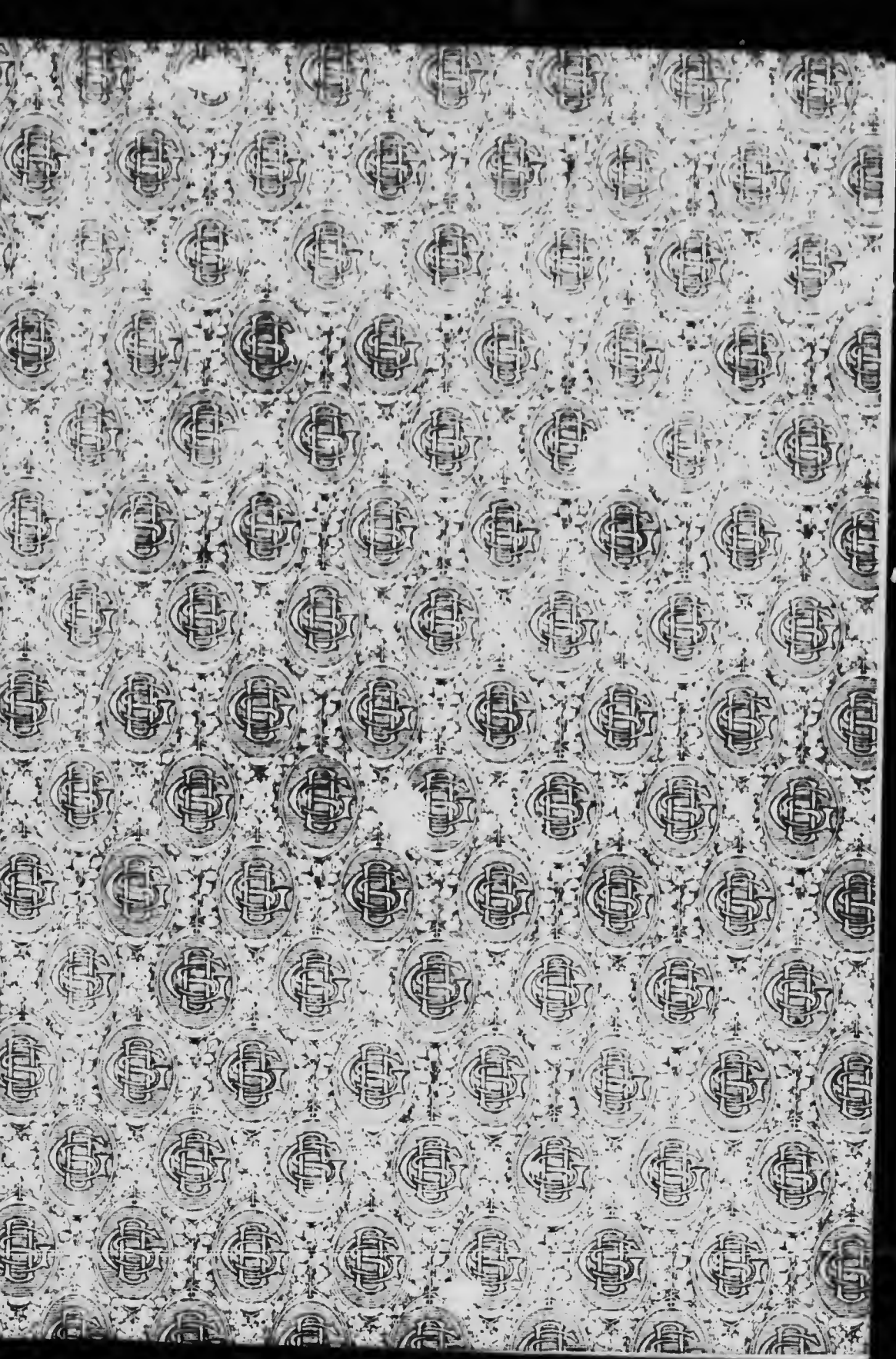
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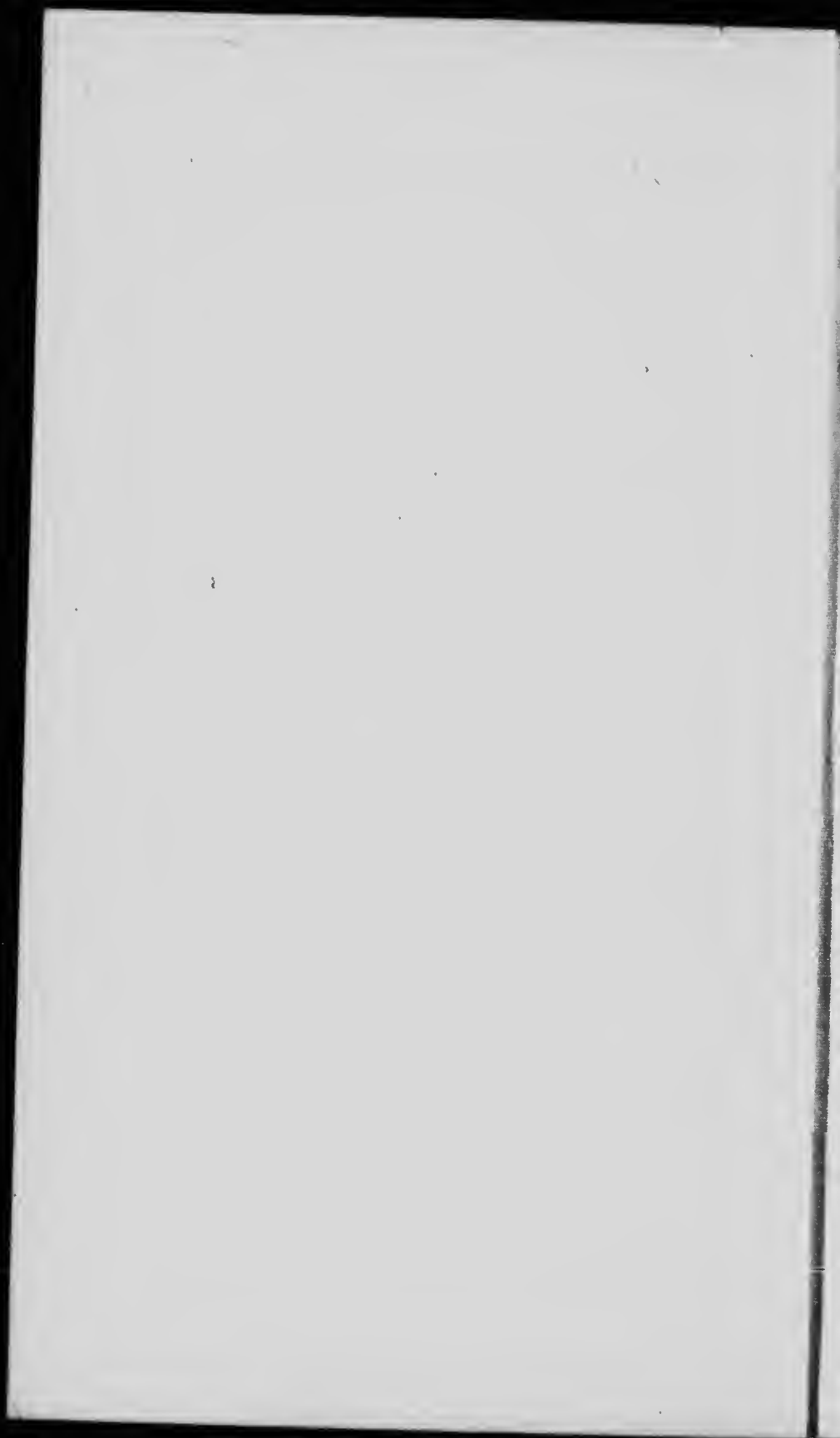












# Daniel's Practical Shorthand

By  
FRANKLIN M. DANIEL



Designed for Class  
or Self-Instruction



FIRST EDITION, PRICE \$2.00  
THE SHORTHAND SYSTEM THAT WILL EVENTUALLY BECOME  
UNIVERSAL

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## Table of Contents

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<b>Lesson 1</b>	<b>PAGE</b>
Consonant Strokes, Position and Shading.....	10
Consonant Strokes, Phonetic Spelling.....	12
Word-signs and Phrases, Sentence Writing.....	14
Consonant Strokes, Up and Down Strokes.....	17
<b>Lesson 2</b>	
Words of more than one syllable.....	18
The Expression of N or M.....	19
The Short Vowels.....	20
The Small Circle for S or Z.....	22
Word-signs, Sentence Writing, How to Practice.....	23
<b>Lesson 3</b>	
R and L Hooks and How Written.....	24
Final Hooks for KAY, GAY, F and V.....	26
"Juxtaposition" to Express an Initial Vowel.....	27
Word-signs, Rules for Phrasing, Phrases.....	28
Sentence Writing.....	30
<b>Lesson 4</b>	
The Hook Stroke Consonants.....	32
To add L to Hook Stroke Consonants.....	32
Hooks Changed to Loops to add R.....	33
The Initial Loop for SR.....	34
The Final Loop for CHAY or JAY.....	35
The Suffix for ING and TED.....	35
<b>Lesson 5</b>	
The Circle and Hook for SES or SEZ.....	37
The Large Circle for ST, SD or ZD.....	37
The Lengthening Stroke for T or D.....	37
The addition of T or D to N or M in the first syllable..	38
Shading for R, Circle and Hook for SR.....	39
The Shortening and Lengthening principle used in phrases.....	40
The expression of I in phrases, Initially.....	41
Advanced Phrases and Business Letters.....	42

<b>Lesson 6</b>		<b>PAGE</b>
R and L in the first syllable .....		45
The Enlarged Final Loop .....		45
The Continuation of the CHAY and JAY Loop to add S, ST and KT .....		46
The P and B Hook, Compound Words .....		46
The Joining of Strokes, the Connecting Hook .....		48
Context, Special Phrasing, ST for XT .....		49
Practice Matter, Advanced Phrasing, Business Letters .....		51

<b>Lesson 7</b>		
The Addition of WAY to the Strokes S, HAY, T, D, KAY and GAY .....		54
The Indication of TO, Consecutive Vowels .....		56
Accent, Special Word-signs, Business Letters .....		56

<b>Lesson 8</b>		
Prefixes, Suffixes and Omissions .....		61
Business Letters Continued .....		67

<b>Lesson 9</b>		
Syllabication, The Contraction of Syllables .....		68
The Contraction of Phrases .....		70
The Study of Contracted Words and Phrases .....		72
Business Letters Continued .....		73

<b>Lesson 10</b>		
The Expression of THEIR, THERE and THEY-ARE .....		74
The Circle STER, MENT and NENT Interchangeable .....		75
The Extra Length for SHUN .....		75
Punctuation, etc., Figures, Business Letters .....		77

<b>Lesson 11</b>		
The Rule for Contractions and Contractions .....		80
Special Exercises for the Contractions .....		84
Similar Outlines, General Remarks .....		86

## Preface

After many years of study, experiment, and inquiry among Business College Professors, Court Reporters and Shorthand Teachers, this system of shorthand has been written with the following basic principles:

A system of shorthand to be perfect should be syllabic. Daniel's shorthand is more than ninety-nine per cent syllabic.

It must have only one consonant stroke and that must be made always in one direction, which is the method used in this system.

It must show when a vowel precedes in the first syllable, which is done in this system of shorthand.

The rules should be simple and without exceptions. The rules in this shorthand are as simple as it is possible to make them, with practically no exceptions.

All angles should be acute angles, not obtuse or rounded, and no back hooks under the guise of rounded turns. Nearly all strokes should make an angle when joined together so as to distinguish where one begins and the other leaves off. This shorthand makes perfect connections by means of a connecting hook; but the consonant strokes are so selected that the connecting hook is seldom needed.

There should be no disjoining or intersecting. There is none needed in this system, because all words may be written without it and the system is so brief that disjoining is useless.

There should have the hooks, circles and loops made on either side at the final end of straight strokes. They may be placed opposite to the hook, circle or loop at the initial end, to preserve the straightness of the stroke; otherwise the stroke will become curved when writing with speed. This system of shorthand allows the student to use the hooks, circles and loops at the final end on either side of straight strokes, the most convenient way for him; also it allows the circle at the initial end to be made on either side and is optional with the student as to which way he moves his hand in making the circle.

There should be no hooks following shaded strokes, as they are extremely hard to make correctly and with speed. There are no hooks following shaded strokes in the practical writing of Daniel's shorthand, because the shade is omitted in practical work, being used for learning purposes only.

There should be few word-signs, contractions, prefixes, suffixes or omissions, and they should be made without any disjoining or intersecting. There are about sixty-four word-signs in this shorthand and one rule covers all the contractions; but very few contractions are needed for ordinary work. The prefixes, suffixes and omissions are as simple and as few as possible, and there is no disjoining to add the most difficult prefix or suffix. There are four particular indications for prefixes and suffixes.

There should be few similar outlines. The method of writing near the preceding outline to indicate that the word begins with a vowel practically does away with similar outlines, and the few that remain may be distinguished in the most simple manner.

A system of shorthand to be perfect should not have more than three positions in any one direction. Many will claim there should be no position whatever; but is there any shorthand without it? The systems of shorthand that claim to be non-position systems are all found to use intersection, writing under a word and disjoining, which are positions. Intersection and writing under words for particular indications are the most difficult positions to execute with speed, as they stop the forward movement necessary to speedy writing.

A system of shorthand to be perfect should be so arranged that the shade and position may be omitted in speedy writing and yet be easily read. This system most nearly fulfills this essential as the shade may be omitted, as may be all the positions except "juxtaposition," and yet be more easily read than other systems.

A system to be perfect should be easily written, easily read and easily learned. There is no practical system on the market that can compete with this in getting results quickly.

The Daniel's system of shorthand comes very near filling all the preceding requirements—far nearer than any other system of shorthand at the present time.

The reason for making a system of shorthand syllabic is to make it easy to read and write. It is far more easy

to write by the syllabic method than any other, as it makes it easy to write new words, for all words are made up of a few syllables; therefore, it is easier to learn these few syllables than it is to learn an outline for every word in the English language. Writing a stroke for a syllable is the most important vowel implier that we have at our command in shorthand writing, and the implication of vowels is necessary for the reason that the outlines would become too long if the vowels were written in full. The syllable is the unit of word analysis representing one stroke for one syllable, making it an easy mental operation. A doubtful gain in speed does not compensate for an involved mental operation. The syllabic method of writing does away with the greater portion of the mental work usually expended in shorthand writing. A shorthand syllable to be written by the syllabic method should be composed of only one stroke and its appendages. The appendages may be defined as the hooks, circles and loops, or the alteration of the stroke by length or shade, and a syllable may be made up of a combination of these; but the tick strokes and briefs should never be used as appendages.

The reason there should be but one consonant stroke made in one direction only, is that more involves an extra mental operation which is quite unnecessary. It is also impractical to use the first up or down stroke in an outline to determine position; for when an outline begins with one or more horizontal strokes and is followed by a stroke that is to be made either up or down, as the connection may dictate, it is impossible to write that word in position until it has become familiar to the student; this is impracticable because the student does not have the time to spare to learn all that class of words in order to become a practical stenographer. Furthermore to allow the accented syllable to denote the vowel sound as expressed in position by some other syllable, that happens to be the first syllable in the outline to be upright, is rather inconsistent and very troublesome to the advanced writer as well as the student. By allowing the accented syllable to determine the position it hinders the student in reading his notes, as he cannot tell which syllable the sound is supposed to be read in, but if the position always indicated the vowel sound in the first syllable, which is the most important syllable, with few exceptions, he would have less trouble in reading his notes.

The preceding bad features just mentioned have

created a prejudice against position writing with many teachers; but position writing as taught in this system of shorthand is practically without those bad features. The remedy for the preceding defects in position is very simple, that is: let the first syllable determine the vowel sound to be written in position and the first stroke determine the position, which is done in this shorthand.

The first syllable in a word, with few exceptions, is the most important, and each following syllable becomes of less importance. The first part of a syllable is of far more importance than the latter part, that is, the part before the vowel is of more importance than the part after the vowel. Each consonant stroke in Daniel's shorthand is without a shade in its original form and the shade in the first syllable is used to indicate extra vowels. In the following syllables it is used to add T or D after a shortened stroke for N or M, or it is used for R after the vowel in other instances. Each of those particulars are important in learning; but of little importance after the system is learned, for many eastern and southern people fail to sound the R after the vowel. After shortening for N or M it makes little difference whether the T or D is expressed or not after the first syllable. From the preceding it can be easily seen that the shade may be dispensed with after the system is learned and yet made valuable while learning.

As this system of shorthand is simple, systematic and nearly syllabic the student can write new words with almost equal ease as words with which he is familiar. The shorthand systems of the present time teach the student an outline at a time, while we teach him the rules to make syllables; after he has learned to connect those syllables he can write any word in the English language, whether it is new to him or not, while the student that is learning outlines can only write the outlines he has mastered.

From the preceding it may be easily seen that the best method of teaching this shorthand will be to teach the student to write shorthand by the rules and to read his own notes, instead of teaching him outlines by reading engraved shorthand, which is so extensively used at the present time. The point here presented is, that it requires more time for the mind to call up a special picture of an isolated contraction than it requires to apply familiar rules.

FRANKLIN M. DANIEL.

LOS ANGELES, CAL., February, 1912.

## Method of Study

---

'The student in order to learn shorthand must learn to spell phonographically; that is, by sound. In spelling by sound all silent letters are omitted.

BEAU is spelt B-Ō	HEIGHT is spelt H-Ī-T
DOUGH is spelt D-Ō	ROUGH is spelt R-Ū-F
CHASM is spelt K-Ā-S-M	WROUGHT is spelt R-AW-T
CITE is spelt S-Ī-T	PHOTO is spelt F-Ō-T-Ō
GEORGE is spelt J-Ū-R-J	WEIGH is spelt W-Ā
GORGE is spelt G-Ō-R-J	GNAW is spelt N-AW
CAUGHT is spelt K-AW-T	KNEE is spelt N-Ē
EIGHT is spelt Ā-T	TAX is spelt T-Ā-KS
NICE is spelt N-Ī-S	FUSE is spelt F-Ū-Z
QUICK is spelt KW-Ī-K	WHY is spelt HW-Ī

From the preceding it may be seen that there is no C, X or Q needed in shorthand characters. The soft sound of C is represented by S and the hard sound by K. X is expressed by KS. Q is represented by the sound KW. The soft sound of G is expressed by J.

After the student has learned to resolve words into their phonographic sounds he then learns the geometrical lines to express those sounds. The lines used in this shorthand are the most simple known and can be made with the greatest speed.

The student should practice each lesson faithfully, repeatedly making the characters until they are correct in every detail. Never make a character without pronouncing the

sound. Never write anything without reading it afterwards. Always review the work done previously, before beginning new work. If the notes are preserved each day and repeatedly read it will be very valuable to the student. Make haste slowly, speed will come when the rules are learned thoroughly. Do not get ahead of your lessons, nor outside of your lessons until you have passed lesson five or six.

### LESSON 1.

This system of shorthand is a method of sound writing by means of simple characters instead of the complicated characters used in longhand; and for the purpose of recording speech with ease. When writing by sound all silent letters are omitted.

#### Consonant Strokes

- DOWN {  
 T named TE as heard in TEA, EAT, TOOT.  
 P named PE as heard in PEA, APE, PEEP.  
 V named VE as heard in VIE, EVE, VALVE.  
 K named KAY as heard in CAB, BACK, CRACK.

#### Strokes

**Strokes** are straight and curved lines used to express consonant sounds. The position of the stroke in respect to the line of writing and its shade expresses the principal vowels and diphthongs.

t-ā	t-ē	t-ī	t-ō	t-ū	t-ou	k-ā	k-ē	k-ī	k-ō	k-ū	k-ou
tay	tea	tie	toe	too	tow	key	chi	coe	cue	cow	



p-ā p-ē p-l p-ō p-ū p-ou v-ā v-ē v-l v-ō v-ū v-ou  
pa. pea pie Poe pew Pow veigh vee vie vo view vow

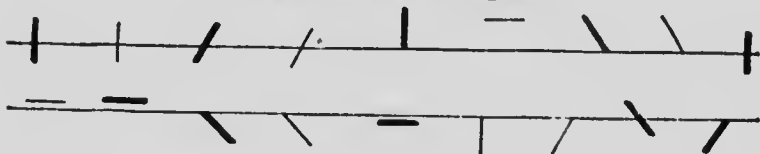
### Position

**NOTICE** the consonant strokes are written in three different positions with respect to the line to express three vowels and shaded for three more. The upright strokes are written with their middle part at the line when in the second position; but their middle part is above the line when in the first position and below the line when in the third position. The horizontal strokes are made above the line  $\frac{1}{8}$  inch for first position, immediately above the line for second position and immediately below the line for third position. The first stroke determines the position, the following strokes are connected to it regardless of position. Strokes are made  $\frac{1}{6}$  inch in length.

**LEARN** the preceding consonants, the words and syllables that they make, when written in the different positions and with different shades. Cover the longhand and read the shorthand several times, then cover the shorthand and write the words and compare with the printed shorthand, repeating until correct.

### Exercise 1

To be read and copied



## Exercise 2

## To be written in shorthand

Pow, pie, cow, tie, vow, vie, pew, cue, key, two, tea, view, vee, toe, key, Poe, pay, too.

**CAUTION.** Make the strokes with a very light touch and a quick movement,  $\frac{1}{8}$  inch in length. The shaded strokes to be made with slightly more pressure than the unshaded, just enough to distinguish between them. Whenever you write a stroke always pronounce the sounds. Use ruled paper and a No. 2 lead pencil in learning this system of shorthand; afterwards use a pen if preferable.

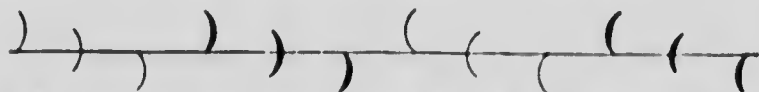
## Consonant Strokes—Continued

DOWN {  
 D named DE as heard in DATE, AID, DEED.  
 S named ES as heard in CITE, RICE, CEASE.  
 B named BE as heard in BAY, ABE, BABE.  
 F named EF as heard in FAY, RIFE, FIFE.  
 G named GAY as heard in GO, EGG, GIG.  
 SH named ISH or SHAY as heard in SHAY, ASH.

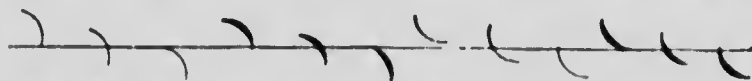
## Phonetic Spelling

The hard sound of G is called GAY and the soft sound is called JAY. SH is pronounced ISH or SHAY not ES-AICH, TH is called ITH or THAY not TE-AICH. Learn to resolve a word into its elementary sounds and write the sounds only; ignore the spelling entirely, for it will confuse beginners if they are not careful.

There is no C in shorthand characters, the hard sound is represented by KAY and the soft sound by ES. X is expressed by KAY-S.



d-ā d-ē d-i d-ō d-ū d-ou s-ā s-ē s-i s-ō s-ū s-ou  
day dee die doe dew dow say see sigh so sue sow



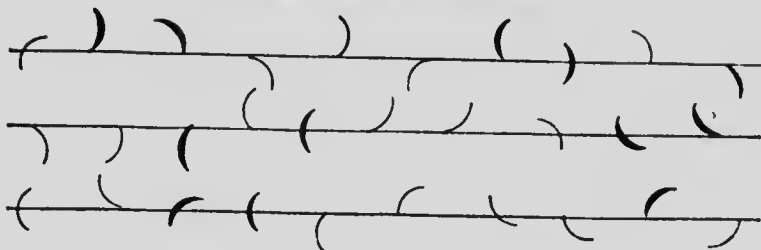
b-ā b-ē b-i b-ō b-ū b-ou f-ā f-ē f-i f-ō f-ū f-ou  
bay bee by bow buce bow fay fee fie foe few fow



g-ā g-ē g-i g-ō g-ū g-ou sh-ā sh-ē sh-i sh-ō sh-ū sh-ou  
gay gee guy go goo gow shay she shy show shoo

**Learn to read** the preceding shorthand when the longhand is covered, and write the words when the printed shorthand is covered. Make a comparison of the phonetic spelling and the regular spelling, that is between the first line of printed matter and the second line under each engraving.

**READ EVERYTHING YOU WRITE,** not only for the necessary practice in reading, but to ascertain if the stroke is properly written with respect to its slant, position, straightness or curvature. Be careful to keep the perpendicular or horizontal strokes from slanting and the slanting strokes from becoming perpendicular or horizontal.

**Exercise 3****To be read and copied****Exercise 4****To be written in shorthand**

Bow, bay, by, be, few, foe, fay, fee, fie, doe, day, dew,  
die, go, gay, guy, shoo, shay, show, she, shy, so, sow, say,  
sew, see, Sue, sigh.

**Remarks**

From the preceding examples it may be seen that to express A or O the stroke must be in the first position; and to express E or U the stroke must be in the second position; and to express I or OW the stroke must be in the third position. The A, E and I are unshaded; O, U and OW are shaded.

**STUDY** the preceding exercises until you have learned them thoroughly and can write the characters correctly.

**WORD-SIGNS**

A word-sign is an abbreviation or an exception to the general rule. Words are abbreviated because they frequently recur and have too long an outline when written by the regular rules.

The following word-signs are some of the more important:

the, to, to-the, I, he (a, an, and), you, would

Wish, shall, for, have, it (be, to-be)

**WORD-SIGNS** may be joined together and to other words to make one outline called a phrase. A, AN, AND and I may be connected to the initial end only, all the other preceding word-signs may be connected initially, medially and finally. AND and THE are struck either up or down.

An **OUTLINE** in this shorthand is a picture of the consonant sounds in a word or phrase, indicating the long vowel or diphthong in the first syllable, and is made without lifting the pen.

### PHRASES

to-the, I-wish-you, see-the, go-to-the, I-shall

see-you, say-you, by-the, tie-the, do-you

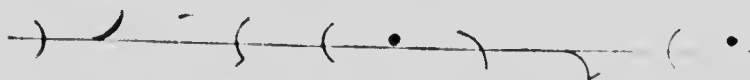
**Read and write** the following exercises by covering the longhand and the shorthand alternately.



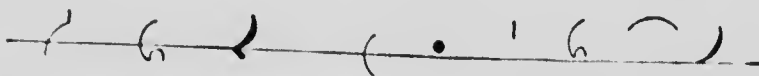
Tie-the cow-to-the shay. Do go-to-the show.



I-wish-you would go and tie-the cow. For I-shall.



Do go and see-the sea. To-be by-the sea.








I-shall see-you go-to-the sea. I say-you may go.

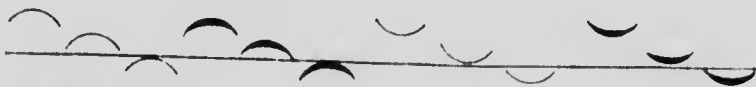
### Remarks

The small signs are called *brieves*. The first stroke or first *brieve* is written in its own position and the following stroke or *brieve* is connected to it regardless of position. TO when shaded reads TO-THE. The hyphen is used to show that the words are connected together to make a phrase, and will be used in that sense throughout this book.

Consonant Strokes—Continued

-  M named EM as heard in ME, AIM, MUM.  
 N named EN as heard in KNEE, IN, KNOWN.  
 R named ARE as heard in RAY, ARE, RARE.  
 L named EL as heard in LOW, EEL, LOWEL.  
 TH named ITH THAY as heard in THY, EARTH.

KAY, M and N are made from left to right, R, L and ITH are made from bottom up slanting more toward the horizontal than the downward strokes V, SHAY and GAY, which are nearer the perpendicular and are made down. V, SHAY and GAY are like R, L and ITH, but may be easily distinguished in sentences by their connections to other strokes, briefs, hooks, circles and loops.



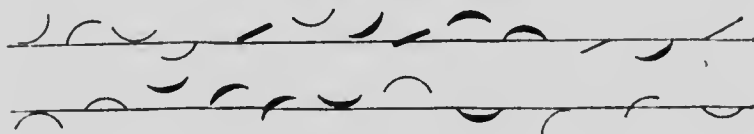
m-ā m-ē m-i m-ō m-ū m-ou n-ā n-ē n-i n-ō n-ū n-ou  
 may me my mow mew now nay knee nigh no new now



r-ā r-ē r-i r-ō r-ū r-ou l-ā l-ē l-i l-ō l-ū l-ou  
 ray rea rye row rue row lay lee lie low lieu low



th-ā th-ē th-i th-ō th-ū th-ou  
 they the thy though thew thou

**Exercise 5****To be read and copied****Exercise 6****To be written in shorthand**


They, thy, though, thou, low, lieu, lie, Lee, lay, row,  
 rue, rye, ray, know, new, now, nigh, knee, nay, mow, mew,  
 my, me, may.

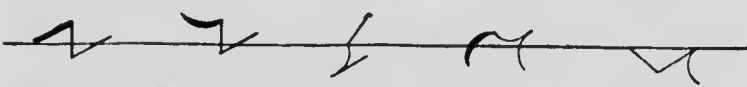
**LESSON 2**

This system of shorthand expresses only one vowel or diphthong in a word and that is in the first syllable. In words of more than one syllable a vowel is indicated; but as to what it is, is a guess. From the following examples it will be seen that the vowel E is assumed to follow all consonant strokes except the first stroke in an outline. By using the vowel E as a substitute the outline is filled out and the student soon becomes accustomed to omitting the vowels after the first syllable.



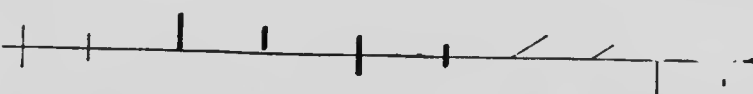
m-ā-me	k-ā-te	l-ā-de	d-ū-le	k-ā-re	p-ō-ne	b-ū-te
Mamie	Catie	lady	duly	Carie	pony	beauty

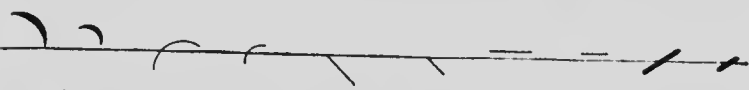
  
 r-ou-de n-ē-de sh-ā-de t-ō-de m-ā-re s-ā-de b-ō-ne  
 rowdy needy shady toady Mary Sadie bony


  
 r-ō-te-re n-ō-te-re v-ā-ge-re l-ū-ne-se p-ī-re-se  
 rotary notary vagary lunacy piracy


### The Shortening Principle

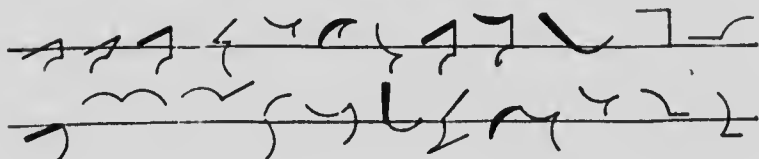
Making a stroke half its usual length adds N or M to that syllable and is to be read after the vowel.

  
 t-ē t-ē-m t-ō t-ō-n t-ū t-ū-n r-ā r-ā-n t-ī t-ī-m  
 tea team toe tone too tune ray rain tie time

  
 b-ō b-ō-n l-ē l-ē-n p-ī p-ī-n k-ē k-ē-n r-ū r-ū-m  
 bow bone Lee lean pie pine key keen rue room

  
 d-ē-ken b-ā-ken n-ā-shen f-ū-zhen l-ō-shen n-ō-shen  
 deacon bacon nation fusion lotion notion

  
 r-e-ten-shen r-e-ve-zhen r-ō-te-shen v-ā-ken-e  
 retention revision rotation vacaney

**Exercise 7****To be read and copied****Exercise 8****To be written in shorthand**


- 1 Vacancy, rotation, revision, retention, notion,
- 2 lotion, fusion, nation, Macon, bacon, deacon, rotary,
- 3 notary, vagary, lunacy, lady, duty, Carie, pony,
- 4 Katie, Mamie, Mary, shady, needy, Tony, tidy,
- 5 Keely, rowdy.

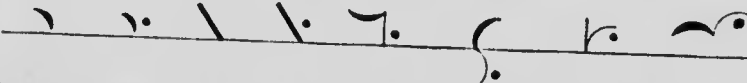
**The Short Vowels**

The vowels A, E, I, O and U each have a short sound and are expressed by writing in position for the long vowel and placing to the right of the outline a dot to indicate that it is the short instead of the long sound. The short sound of I is nearly like the short sound of E, therefore, place a dot to the right of the E position stroke to indicate the short sounds of E and I. The dot is placed by the side of I position stroke to be read OI, as in BOY, FOIL, TOIL, ROY and JOY. The dot is placed by the side of an O position stroke to indicate a variety of sounds of different shades, like the vowels in the words NOT, CAUGHT, ROT, WROUGHT, WAR, FOR, FAR, AH, YARD, PARK, OX, CAW, LOT, KNOCK, and ALL. Shorthand is only an approximate method of writing longhand and


the vowels are not so completely expressed as in the longer method; but sufficient for all practical purposes. The following examples will make plain to the student the use of the short vowel:

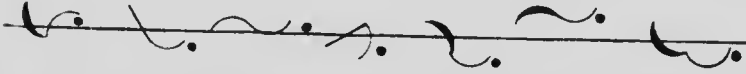
### First Position Vowels

  
 f-ā-n f-ă-n m-ā-n m-ă-n p-ā-n p-ă-n p-ō-n p-aw-n  
 fane fan main man pain pan pone pawn

  
 b-ō-n b-ō-n o-ō p-aw n-aw-te sh-ō-de t-ă-le m-ō-le  
 bone bon Foe paw naughty shoddy tally Molly

### Second Position Vowels

  
 t-ū-n t-ŭ-n b-ū-n b-ŭ-n m-ē-n m-ĕ-n s-ē-n s-ĭ-n  
 tune ton boon bun mean men seen sin

  
 f-ŭ-le p-ĕ-ne m-ĕ-ne r-ĕ-de b-ŭ-ne m-ŭ-ne f-ŭ-ne  
 fully penny many ready bunny money funny

### Third Position Vowels

  
 bī b-oi l-ī-n l-oi-n t-ī t-oi r-ī r-oi k-oi-n  
 by boy line loin tie toy rye Roy coin

**Exercise 9**

**To be read and copied**



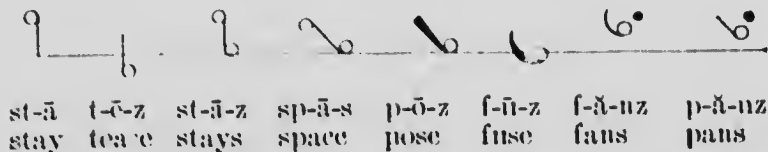
**Exercise 10**

**To be written in shorthand**

- 1 Murry, surrey, ferry, fellow, fully, many, bunny,
- 2 tobacco, deputy, monopoly, money, penny, runny,
- 3 sunny, rowdy, Rooney, tally, shoddy, Sunday, Monday,
- 4 Polly, Molly, paddy, funny, dummy, ready, bonny,
- 5 tay, Roy, boy, coin, loin, royal, really, line.


**The Circle S and Z**

A small circle adds S to the initial end and S or Z to the final end of a stroke to be read first or last accordingly.





**The Circle Between Strokes**


The circle S between strokes is usually written on the inside of the first curve. The circle S between straight strokes that make an angle, is written outside of the angle.

  
 d-fl-ste   g-fl-ste   n-fl-ste   r-fl-ste   r-l-ske   n-fl-zel  
 dusty   gusty   nasty   rusty   risky   nasal


Word-signs - Continued

  
 your   went   want   what   would   of   of-the   he   he-is

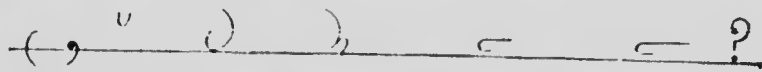
  
 first   which   were   when   where   (is, his)   (as, has)

  
 yes   yesterday   had   advantage   gentlemen   general

To be read and written

  
 He wants a monopoly of-the business by-the first.

  
 He-is ready to go Monday and see-the notary.

  
 Yes, what advantage had-you gentlemen generally?

**Exercise 11****To be written in shorthand**

- 1 He went to-the show by-the nasty, muddy lane.
- 2 What-would-you do-to see-the show by Tuesday?
- 3 When and-where were-the boys yesterday?
- 4 The-gentlemen generally have-the advantage.
- 5 For-the first-day. Which-is your fence?

**Advice**

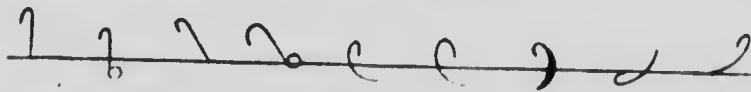
OF is connected initially in phrases only. Write the exercises carefully and read them over and over, then write again. Do not hesitate when making a stroke, but if made wrong repeat until it is correct. Keep your wrist slightly elevated and write with a light touch and as small characters as convenient. Never retrace a stroke, but make new strokes instead. Write the consonant strokes and the word-signs all on one piece of paper for a handy reference, until they are thoroughly learned. Study the shorthand characters, paying strict attention to the phonetic spelling, then cover up the printed matter and analyze the sounds expressed by the shorthand and write them in longhand, comparing with the original. Write the printed words in shorthand while the shorthand characters are covered up and compare with the original, all the while pronouncing the sounds.

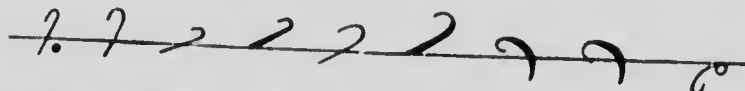
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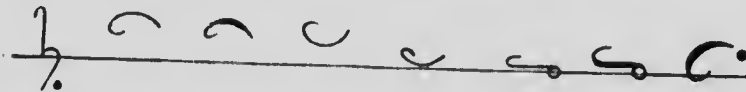
**LESSON 3****R and L Hooks**

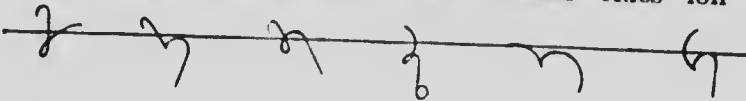
A small hook on the initial end of a stroke adds R and a large hook adds L to the stroke and

is read after the stroke. On the stroke R the hooks are placed at the final end.

  
 tray trees pray plays free flee drew three grey

  
 very veal rear roar real role brew blue liars

  
 travel mail more nail near crease clues loll

  
 trestle prevail principle distress Bible settle

### How to Make R and L Hooks

R and L hooks are made on the left hand side of slanting and perpendicular straight strokes, the inside of curves and the upper side of KAY.

### Writing Exercise 12

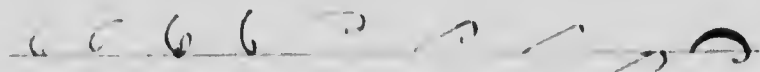
- 1 Clay, rear, real, roar, role, prays, crews, free, trees,
- 2 very, vile, vale, breeze, drays, blow, flew, true, mere,
- 3 mule, kneel, tries, slay, near, ply, dries, close, drew,
- 4 flays, shrew, gray, three, glaze, grease, cavi, level,
- 5 traduce, kettle, mettle, sundries, final, cradle, lull,
- 6 learn, lore, leer.

## Final Hooks

A small hook adds KAY or GAY and a large hook adds F or V when made on the final end of a stroke and is read after the vowel in a syllable.



take takes teek poke peaks paves staves fake beak



shaves shake saves sake caves raves rake rife move



knave nook leaves laugh vogue cracks craves cleave



missive retake bailing moving making trampling tax

## How to Use the Final Hooks

Hooks on the final end of straight strokes may be turned either way except on R, which is turned on the right hand side for KAY, GAY, F and V. Usually the hook or circle at the final end of straight strokes is turned in the opposite direction to the hook or circle at the initial end, to preserve the straightness of the stroke.

### Writing Exercise 13

- 1 Brakes, dregs, plagues, takes, cakes, smokes, smokes,
- 2 graves, gloves, braves, brief, neck, lake, shake, make,
- 3 seek, speak, spoke, steak, knife, raven, reek,
- 4 rear, rail, real, move, shove, love, life, thief, vex,
- 5 tax, leaves, tripping, passive, taking, shaking, making,
- 6 plastic, balancing, seeming, moving, trumping, baling.

### Final Hooks and Circles

All hooks are turned on the inside of curves. KAY and GAY have similar sounds, so have F and V.

F and V hooks are made with a very short hook.

The small circle when turned inside of hooks usually takes a loop shape.

### The Reversal of the Vowel

In writing from left to right the space between outlines is about  $\frac{1}{8}$  inch usually. To indicate when a word begins with a vowel, write the outline very near to the preceding outline, called "juxtaposition," to reverse the reading of the vowel; that is, to indicate that the vowel is read first. The position and the shade of the first stroke indicates the vowel.

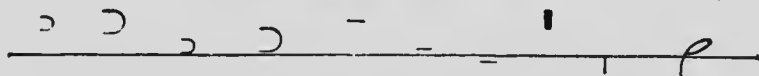


They were at-the tree when you-came in-to-see-me.

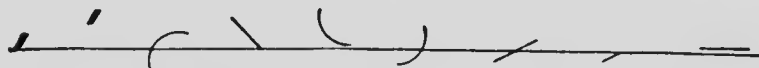
From the preceding sentence it is seen that AT and IN are written with their outlines very close to the preceding outlines to indicate that

the vowel is read first. IN-TO-SEE-ME makes a phrase of common words in the preceding sentence and should be used as a model for the joining of simple words.

#### Word-signs—Continued



with was word world how who whom eyes him large
















































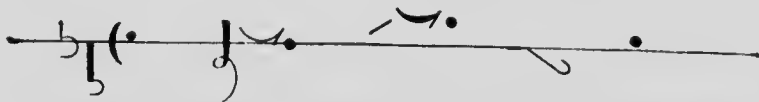
E (O, awe) will hope half give-n year should think-g

#### Rules for Phrasing

In this system of shorthand the first word of a phrase is written in position, and those words which follow, that are joined to it, are connected without regard to position. Do not allow the outline to extend too far above or below the line of writing. Make good connections and phrase nothing except that which is naturally connected in thought. Never connect words that have a punctuation mark between them. Words that have an important vowel or diphthong in the first or second syllable should not be connected, only to the initial end of a phrase. A great many unimportant words may be omitted from common phrases. Phrases should be made principally from word-signs and the most common words. YOU and YOUR can be turned the most convenient way to join in phrases. AND and THE are struck both up and down in phrases. Make acute angles for good connections.

Phrases

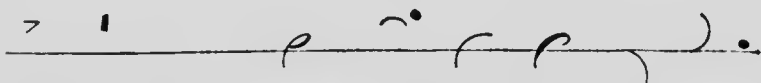
	he-was		to-see-me
	out-with		hope-you-will-go
	on-the		go-with-me
	of-the-many		will-give-me
	was-known		if-you-will-be
	how-the		what-would-you
	and-the		it-will-give-me
	will-you-go		he-is or he-has
	saw-me		who-is or who-has
	was-with		of-our
	near-the		it-was-to
	I-was-to		it is-the
	to-see-the		it-has-been
	to-be-the		you-should-see
	we-think		you-should-do
	you-think		you-should-take
	he-thinks		you-should-be
	he-should		you-should-think
	w -should		I-think-you-are
	it-should-be		I-think-you-will
	it-was-given		how-has or how-his
	they-think		in-reply-to-you
	we will		



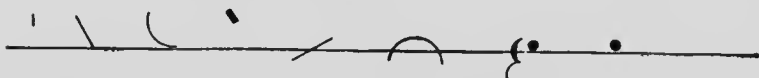
He-was out-with us Tuesday in-the rain on-the pike.



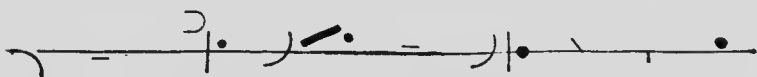
The word of-the man was-known all over-the world.



How-the eyes of-the large man will look by day.



**I hope half of-the year will-be sunshine.**



By whom was it given, or who gave it to him?

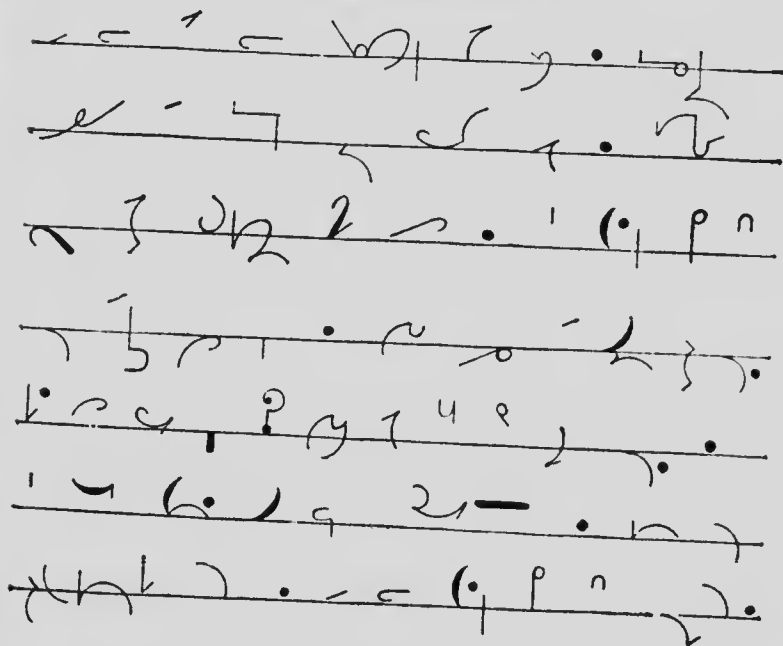
### Writing Exercise 14

- 1 Will-you-go and-see what-he has-to give-the boy?  
2 I know-he saw-me go when-he was-in-the oak.  
3 He-may be to-see if it-will-be at-the bay.  
4 The-gentleman saw it as-it went by-the bay.  
5 I-will be by-the oak if-the general wants me.  
6 With-the first hour of-the day he-is off-to play.  
7 What-would-you say if I-was-to go to-see-the sea?  
8 I will-be true to-you, if-you-will-be true to-me.  
9 Take a look at-the blue sky and-see-the glow.  
10 He-will go up-the tree by-the cave to-make noise.  
11 Now-how do-you know when I will go to the show?

- 12 When do-you want to-see-me and-what-for?
- 13 Will-you rise and go-with-me to-see-the boy at-the lake near-the town?
- 14 I saw it as it went by and it-was like him.
- 15 I-will-take-the plow and-see-the advantage it-will-give-me over-the rake.
- 16 The gentleman and-the general hope-you-will-give it a-show row.
- 17 He-thinks .ould-be this-way, and I-think-it should-be nearly the-same.

**Practice** nothing only what is given in these lessons until you have passed lesson 5; then practice any kind of printed matter. Common words like IT, AT, IN and ON need not have the short sound indicated by means of the dot, as "juxtaposition" is sufficient indication for such words.

**Writing Exercise 15**



## LESSON 4

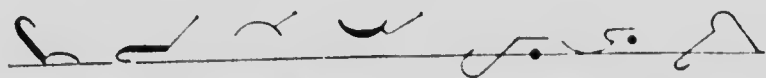
## The Hook Stroke Consonants

The following are hook stroke consonants; the hooks are turned on the right hand and under side of straight strokes, and both sides of R at the initial end for Z, H, Y, J, CH and W.

- DOWN {  
 / Z named ZE as heard in ZOO, USE.  
 f H named HAY as heard in HEAT, ADHERE.  
 S Y named YAY as heard in YET, BEYOND.  
 — J named JAY as heard in GEM, PAGE, GEORGE.  
 3/4 {  
 / CH named CHAY as heard in CHAIN, RETCH.  
 / W named WAY as heard in WET, WAYWARD.



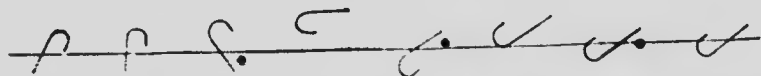
Zeke haze yea Joe chain we way zero highly Jane



yeoman jury machine noway welcome engine cheaply

## To Add L to Hook Strokes

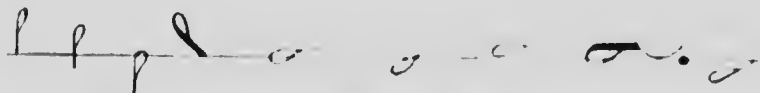
All the hook stroke consonants may have the hook enlarged to add L, to be read after the vowel.



zeal heal yell jail chill wail well we-will

### Hooks Changed to Loops to add R

A loop may be made on the hook stroke consonants, in place of the hook to add R to the stroke, to be read after the vowel.



hare hero hire yore jeer cheer ware journey wire

### Writing Exercise 16

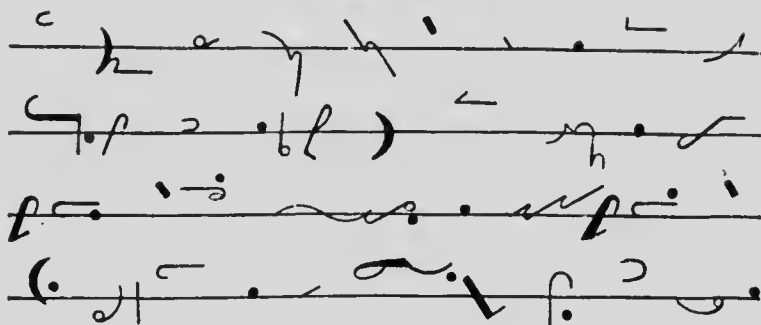
- 1 Check, wire, joke, wore, hove, ease, house, use,
- 2 hay, ware, weave, ways, wise, hole, easel, wail, zeal,
- 3 well, hewer, yale, year, cheer, jeer, jail, chill, hole,
- 4 hale, hill, yell, jole, howl, jew, joy, chew, chug, zoo,
- 5 hug, chore, chise, highly, zebra, hero, angel, jetty,
- 6 choppy, chilly, Wiley, wity, anyway, welcome,
- 7 hailing, zero, lazy, edgeways, Rachel, journey, justice,
- 8 Johnson.

**CAUTION.** Call each stroke by its name: H is called HAY not AICH; Y is called YAY not WI; J is called JAY not GEE; CH is called CHAY not SE-AITCH; W is called WAY not DOUBLE-UU.

### Writing Exercise 17

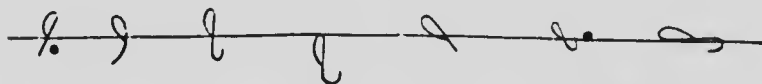
- 1 We-can use-the edge of-the saw many-ways.
- 2 The-way-we use-the edge of-the ax gives it age.
- 3 James, John and Jake were all three at-the lake.
- 4 The journey up-the hill was-to hire a chaise.
- 5 It-is easier-to do a-thing than-to-tell-you.
- 6 I-think they-should call-it easy work.
- 7 Which do-you-think is-the better paper of-the two?

## Reading Exercise 18

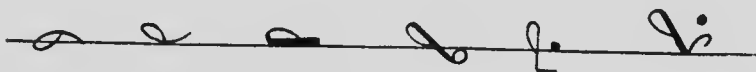


## The Initial Loop

The R-hook may be changed into a loop at the initial end of a stroke to add SR, the S to be read before and the R after the stroke. The loop to be made on the left hand side of perpendicular or slanting straight strokes the upper side of KAY and the inside of curves. Do not confound the R-hook with the hook consonant strokes.



sever cedar streak strive spree spring scream




smear sneer screw spruce stricken sprawling

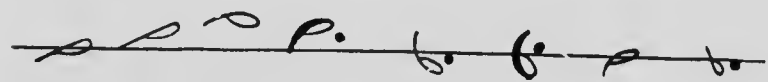
**NOTICE** that the hook stroke consonants have the loop made on the right and under side of straight strokes only, to add R. Be careful

to get the loops on the side which they are supposed to be, to express your meaning. The test is to read everything you write.

### The Final Loop

A small loop on the final end of a stroke adds CHAY or JAY and is read after the vowel.

  
teach stretch preach approach page attach patch

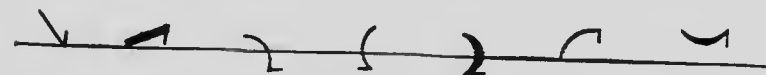
  
reach rage Madge lodge fetch such leech pinch

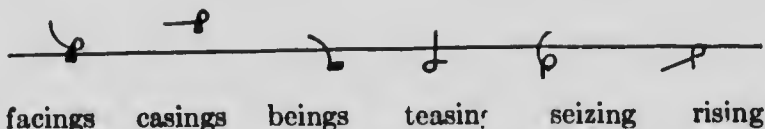
### Writing Exercise 19

- 1 Streak, such, string, catch, strive, stretch, reach,
- 2 rage, Madge, notch, preach, blotch, brooch, scream,
- 3 lodge, thatch, teach, sage, leech, vouch, approach,
- 4 attach, ditch, dodge, strong, sneer, snore, smear,
- 5 smudge, snatch, college, courage.

### The Suffix ING

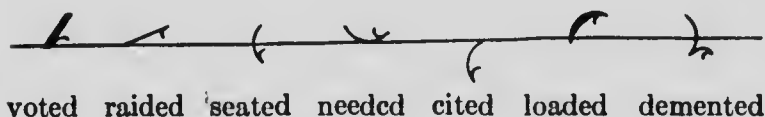
A small perpendicular or horizontal straight stroke very short in length adds ING and shaded adds INGS to the final end of a stroke.

  
paying rowing being seeing doing laying knowing



### The Suffix TET, TED or DED

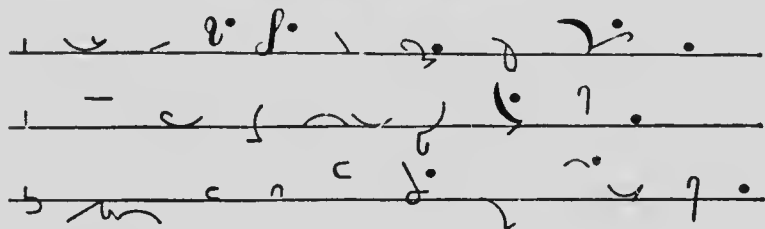
A small half circle very small in diameter, made by starting back on the stroke, adds TET, TED or DED at the final end.



### Writing Exercise 20

- 1 Noted, knowing, doing, petted, beings, dated,
- 2 aiding, rowing, rated, airing, ailing, needed, seeing,
- 3 bowing, shading, offing, mowing, loaded, oiling, fetid,
- 4 outing, faded, eating, acted, ended, neighing, leaded,
- 5 deeded, mated, potted, fecing, owing, patted, indented,
- 6 selected, inveighing, invaded, denuded, delaying,
- 7 lovingly, concluded, conveying, viewing, conniving,
- 8 jawing, hoeing, itching, gnawing, wooing, chewing,
- 9 oiling, aging.
- 10 He was writing to me when you were passing by.
- 11 He came near seeing me in getting off the train.
- 12 He needed the strong horse to bring the beech bark.

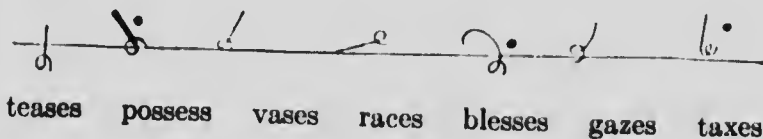
### Reading Exercise 21



## LESSON 5

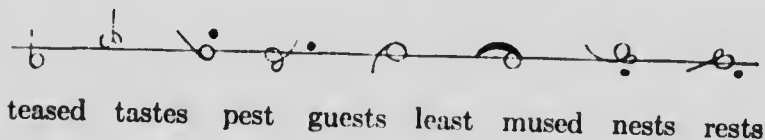
## How to add SES, SEZ or ZES

If a small circle at the final end of a stroke is continued through to the opposite side to form a small hook, it adds the syllable SES, SEZ or ZES.



## The Large Circle

A large circle on the end of a stroke adds ST, SD or ZD and is read after the vowel.

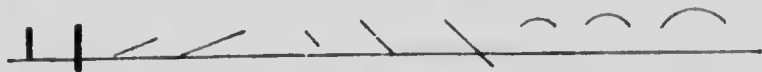


## Writing Exercise 22

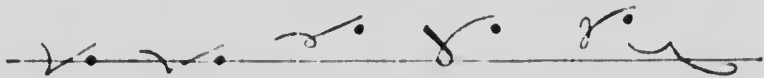
- 1 Moses, accused, praises, blest, traces, least, creases,
- 2 test, guests, greases, brazes, dust, moist, leases,
- 3 teases, roused, sauces, vest, raises, thrust, cast, noses,
- 4 amazes, seized, vases, praised, dresses, pressed, cases,
- 5 faced, access, gazes, fleeced, frosts, priests, coasts,
- 6 tests, tastes, Mississippi, necessary, postal, dusting,
- 7 rusting, casting, lasting, adjusting.

## The Lengthened Stroke

A stroke may be lengthened to half as long again to add T or D to the syllable, or nearly twice as long as the usual length. T and D have similar sounds.



toe toad ray rate pane pay pate Maine may mate

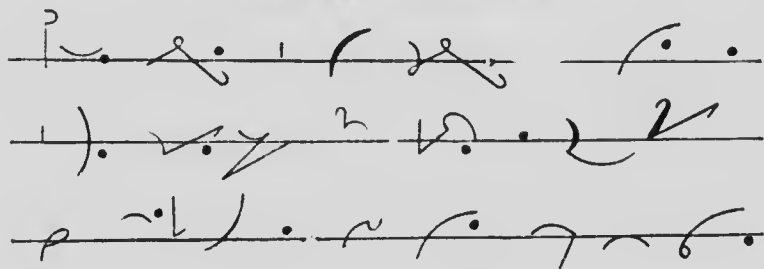


deride berate macerate postulate translate infect

### Writing Exercise 23

- 1 Tirade, direct, infect, disrespect, inspect, respect,
- 2 vacating, inviting, deriding, debating, retaining,
- 3 invade, expiate, expatiate, vacate, formulate, debate
- 4 recede, macerate, occupied, berate, insulate, deride,
- 5 invite, postulate, translate, overate, renewed, inveter-
- 6 ate, slate, fate, pet, let, bite, night, rate, float, get,
- 7 not, bought, caught, sought, bet, but, did.
- 8 I-will vacate-the house on-the date set.
- 9 Do-not overate-the 'arge man at-the gate.
- 10 He did berate-the inveterate trainman terribly
- 11 Without any respect he showed disrespect to-the lad.

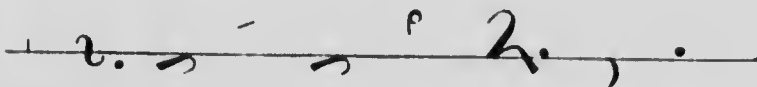
### Reading Exercise 24



### To Add T or D to N or M

When the first stroke in an outline has been shortened for N or M and T or D follows it in the same syllable, the T or D may be indicated by

using the F or V hook, as F or V never follow N or M in the after part of a syllable. After the first stroke in an outline the shortened stroke may be shaded to add T or D to the N or M to be read NT, ND, MT or MD.



He turned round and round as he volplaned down.



bend mend trimmed contained behind latent depend

### Writing Exercise 25

- 1 Trained, sprained, send, tent, ironed, bound, lend,
- 2 rent, joined, chained, hound, beyond, wind, wound,
- 3 maimed, shamed, blamed, kind, ( ' , haunt, move-
- 4 ment, demand, command, invent, retained, fond.
- 5 The diamond mine is confined to a limited output.
- 6 They left-the moment-the infant was-found alive.
- 7 He tramped on-the ground in-the last round.

### Shading for R

After the first stroke in an outline any stroke may be shaded to add R, except the shortened stroke. When shading for R it is read after the vowel usually.

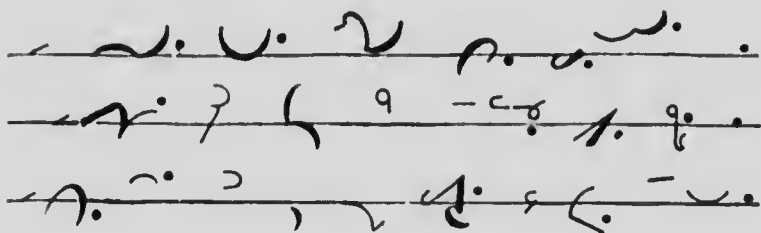


reader racer lever never cater agitator fluster

## Writing Exercise 26

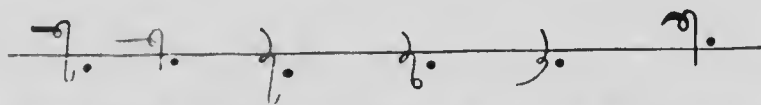
- 1 Waiter, platter, scatter, slaughter, rather, feather,
- 2 mother, brother, lather, nature, later, rouser, mouser,
- 3 maker, never, placer, curvature, intruder, upholder,
- 4 defrauder, consider, leather.
- 5 The ready reader was entirely plastic in the hands of  
the nerry cattle rustler.
- 6 The elder man was down by-the water-front.
- 7 The orderly was-very sober as-he came across.
- 8 The mother, father and-brother love one another.

## Reading Exercise 27



## The SR Loop

The loop for SR after the first syllable may be changed into a circle and hook to add SR, thus:



construct extra distract distress disagree monster

## The Shortening Principle for Phrases

After the first stroke or word-sign any stroke connected may be shortened and shaded to add NOT in a phrase.

I-may-not      he-may-not      it-cannot      they-have-not

they-do-not      you-cannot      and-if-not      you-may-not

### Lengthening and Shortening in Phrases

The lengthening and shortening principle may be used in making phrases, thus:

it-is-not      it-was-not      it-is-then      you-must-not

you-must-come      you-must-go      you-do-that      in-that

he-could-not      by-that      he-was-caught      by-them

### I in Phrases

Write in the lower position and near the preceding word, called "juxtaposition," to indicate I in phrases.

am      am-in      will      hope      shall      have      see  
I-am      I-am-in      I-will      I-hope      I-shall      I-have      I-see

## Advanced Phrases

	in reply to your favor
	would state that
	we do not carry
	in stock the
	and forward
	as soon as received
	arrive in due time
	for your relief
	we solicit
	your further orders
	yours very truly
	we are in receipt of your letter
	with orders enclosed
	you have our thanks
	we note what you say
	and the same shall
	be careful
	your orders
	very truly yours

## BUSINESS LETTERS

The following business letters should be practiced until they can be read and written with speed, and the characters made correctly:

## Letter No. 1

MESSRS. JAMES L. COOPER & Co., St. Louis, Mo.

Gentlemen:—In-reply-to-your-favor of-the 10th inst., would-state-that we-do-not-carry in-stock-the article that-you mention, but-will order it at-once and-forward to-you as-soon-as-received. Hoping it-will arrive-in-due-time for-your-relief, we-solicit your-further-orders,

Yours-very-truly,

## Letter No. 2

MESSRS. JOHN NEWTON & Co., Kansas-City, Mo.

Gentlemen: — We-are in-receipt-of-your-letter of-the 18th inst., with-orders-enclosed, for-which you-have-our-thanks. We-note-what-you-say about-the method of-delivery and-the-same-shall have-careful attention.

Trusting we may-be favored with your-orders, we remain,

Very-truly-yours,

## Letter No. 3

The image shows the shorthand version of Letter No. 3, written in cursive on five lines of ruled paper. The first line begins with a large 'S' and ends with '22-1'. The subsequent lines contain various shorthand symbols and flourishes, including what appear to be 'V', 'A', 'N', 'C', 'O', 'P', 'E', 'R', 'A', 'N', 'D', 'C', 'O', 'M', 'P', 'A', 'N', 'Y', 'I', 'N', 'C', 'O', 'R', 'P', 'O', 'R', 'A', 'T', 'E', 'D', 'I', 'N', '1', '8', '8', '2', 'A', 'T', 'S', 'T', 'O', 'U', 'T', 'L', 'O', 'U', 'I', 'S', 'M', 'O', '.' at the end of the fifth line.

## Letter No. 3

MR. FRANK HARTLEY, Chicago, Illinois.

Dear-Sir:—We-are-in-receipt-of-your-favor-of-the 22nd inst., but have delayed replying to-you until we-can-get definite prices for-the-market at-that-time. It would-seem to-us-that the color you-mention would-not-be light enough for-that climate, at-least we-have-very few calls-for-that-color in-your district. We-are, however, in a position to-take-your-orders for future delivery.

Respectfully-yours,

## Writing Exercise 28

- |                   |                        |
|-------------------|------------------------|
| 1 he was caught   | 26 you are sorry       |
| 2 by them         | 27 you must be certain |
| 3 he could not    | 28 you will perceive   |
| 4 by that         | 29 you must try        |
| 5 do you think    | 30 you are prepared    |
| 6 in that         | 31 we will try         |
| 7 you must come   | 32 we shall do         |
| 8 you must go     | 33 they have been      |
| 9 it is then      | 34 we did not          |
| 10 it was not     | 35 we do not           |
| 11 you must not   | 36 we will do so       |
| 12 it is not      | 37 my dear             |
| 13 you may not    | 38 my dear sir         |
| 14 they have not  | 39 my dear friend      |
| 15 and if not     | 40 my dear madam       |
| 16 it cannot      | 41 please let us know  |
| 17 you cannot     | 42 are you ready       |
| 18 he may not     | 43 which have been     |
| 19 they do not    | 44 which have not been |
| 20 I may not      | 45 which have done     |
| 21 you can have   | 46 which have not done |
| 22 you may go     | 47 it will have been   |
| 23 we must be     | 48 rather than         |
| 24 we must do     | 49 more than           |
| 25 of your letter | 50 higher than the     |

**REMEMBER** that IS, HIS, AS and HAS may be added to HOW, WHO and HE by shading. THE may be added to OF and TO by

shading. THE, AND and SHOULD may be struck both up and down in phrases.

## LESSON 6

### R and L in the First Syllable

R and L following a long vowel or diphthong in the first syllable of a word, after the strokes T, P, KAY, ISH, S, GAY, D, B, and F should not be written with a hook; but the stroke for R or L should connect on finally.

tower bower shower flower boils bowel dowel toil

fail sail boll tore small tail rail snail rail

### Writing Exercise 29

- 1 Tail, tower, tore, boll, dowel, roar, bole, roll, bowel,
- 2 snail, boils, bower, small, toils, shower, fall, Howel,
- 3 flower, fewer, Joel, steal, rail, pale, bale, towel, fail,
- 4 spoil, trowel, scale, hale, liar, mail, floor, door, gore.

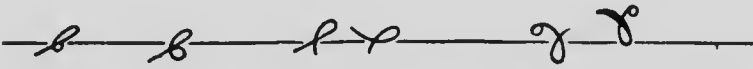
### The Enlarged Final Loop

A loop on the final end of a stroke may be enlarged to add R.

richer preacher teacher dredger hatcher lodger

**S, ST and KT after CHAY and JAY Loops**

A loop on the final end of a stroke may be extended on through to the opposite side to add S, ST, and KT, thus:

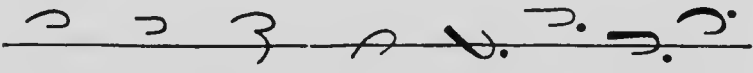
  
 riches    richest    reject    inject    subject    objects

**Writing Exercise 30**

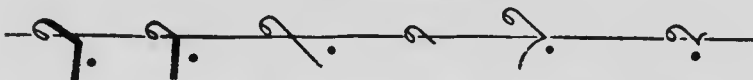
- 1 Lodges, gouges, pages, eschews, attaches, gages,
- 2 fetches, patches, rages, inches, preaches, teaches
- 3 digest, inject, deject, injects, object, reject, riches,
- 4 richest, judges, wages, hedges, changes, cages, drenches,
- 5 pinches, ranches, plunges.

**The P and B Hook**

The F and V hook may have the hook made longer to be read P or B. The P and B hook is not universally used; principally in phrases and to make good connections. P and B have similar sounds.

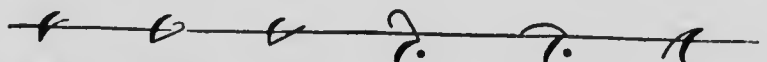
  
 may-be    can-be    embody    will-be    pup    cab    cub    mop

**SPL Initially**

  
 splutter    splinter    split    spleen    splash    splendid

### SHAY Used for ZHAY

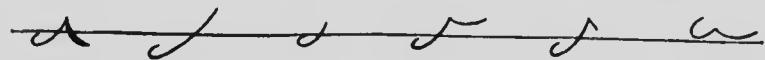
It may be seen from the following examples that SHAY may be used for ZHAY, as the sounds are similar.

  
usual    usurer    usury    pleasure    measure    leisure


**NOTICE** that **USUAL**, **USURER** and **USURY** are not written in "juxtaposition" in the above engraving, but should be in "juxtaposition" when in a sentence.

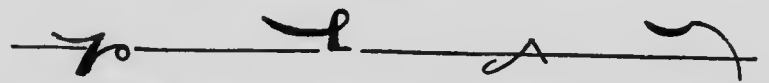
### Compound Words

Word-signs may be connected together and to other words to form compound words.

  
therefore    thereat    therein    thereon    thereto    wherein

  
herewith    herein    hereat    heretofore    wherefore    anyone

  
however    whatever    whereas    wheresoever    whomsoever

  
nevertheless    notwithstanding    thereupon    nobody

### Writing Exercise 31

1 Whenever, whatever, somehow, thereupon, hereafter,  
 2 however, anybody, notwithstanding, meantime,  
 3 nobody, nevertheless, elsewhere, anyone, before-  
 4 hand, everyone, whereupon, therefrom, wherefore,  
 5 wherein, thereto, whereas, whatsoever, thereon,  
 6 therefore, somewhere, whomsoever, whensoever,  
 7 therein, whereof, hereat, herein, hereto, heretofore,  
 8 herewith.

### The Joining of Strokes

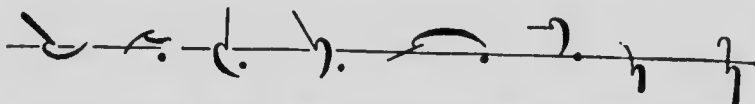
In joining strokes together they should make acute angles instead of rounding turns, so as to distinguish where one begins and the other leaves off. It also allows of greater speed in writing. Sometimes it is not possible to make acute angles by the usual methods; but by using the R-hook as a connecting hook we may always make good connections. Whenever the R-hook is used for a connecting hook the stroke should be shaded to indicate that it is used for a connecting hook instead of R. Using the R-hook for a connecting hook will not clash with its use as an R-hook for several reasons: first, the two strokes should have nearly the same direction at the point of junction to have had need of a connecting hook; second, the context will usually distinguish their meaning; third, the outlines will soon become familiar to the student.



pony Lincoln taffy paddy remit candy beaten treaty

The above line is not correct; the following line of words is the correction for the above line of

words, made so by using the connecting hook:



pony Lincoln taffy paddy remit candy beaten treaty

### Context

Context is defined as woven together or connected in thought; therefore, when an outline in a sentence could be interpreted two different ways, the one that sounds the best in the sentence will be the one to use generally; that is called reading by context. The context will make it easy to distinguish between the long and the short vowel in the first syllable; therefore, the dot may be omitted from now on.

### Special Phrasing


The F or V hook may be used for OF or HAVE in a few instances only.



they-have each-of out-of we-have both-of are-of


### The Small Circle Finally

The small circle may be used for US at the final end of words, thus:


  
 for-us    from-us    give-us    let-us    take-us    have-us

### IS, HIS, AS and HAS

The small circle expressing IS, HIS, AS and HAS may be connected in phrases initially, medially and finally, thus:

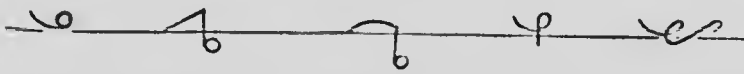

  
 so-as-the    and-his-name    and-as-the    as-many-as

### Writing Exercise 32

- |                |               |              |
|----------------|---------------|--------------|
| 1 it is wrong  | 12 near us    | 23 are of    |
| 2 it is said   | 13 let us     | 24 both of   |
| 3 as long as   | 14 for us     | 25 we have   |
| 4 as soon as   | 15 through us | 26 out of    |
| 5 as good as   | 16 backs us   | 27 each of   |
| 6 as far as    | 17 induces us | 28 they have |
| 7 in his own   | 18 amuses us  | 29 all of    |
| 8 do as the    | 19 against us | 30 all have  |
| 9 it is one    | 20 from us    | 31 as to the |
| 10 it has been | 21 give us    | 32 have us   |
| 11 it is true  | 22 takes us   | 33 under us  |

### Write ST for XT

Write the large circle ST for XT, in a few special words and phrases, thus:


  
 next    our-text    my-text    next-time    next-week

## Advanced Phrasing—Cont'nued

	I am in receipt of your letter
	regret to state
	are unable
	at this time
	that you require
	we assure you that
	be pleased to
	as soon as possible
	we are surprised to
	hear from you
	is in such
	always considered you
	your situation
	your obedient servant
	we are in receipt of your favor
	we can get
	for the market
	at that time
	that your account
	as soon as we receive them

183883

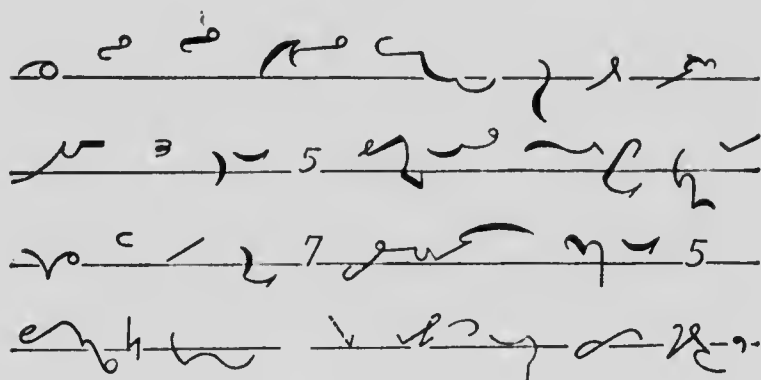
## Letter No. 4

MR. MORRIS BENTLEY, Cleveland. Ohio.

Dear Sir:—I am in receipt of your letter of the 15th inst. and regret to state that we are unable at this time to forward the information that you require. We assure you that we will be pleased to do so as soon as possible. We are surprised to hear from you that your business is in such a deplorable condition. I have always considered you an intelligent business man, and can hardly realize your situation.

Your obedient servant,

## Letter No. 5



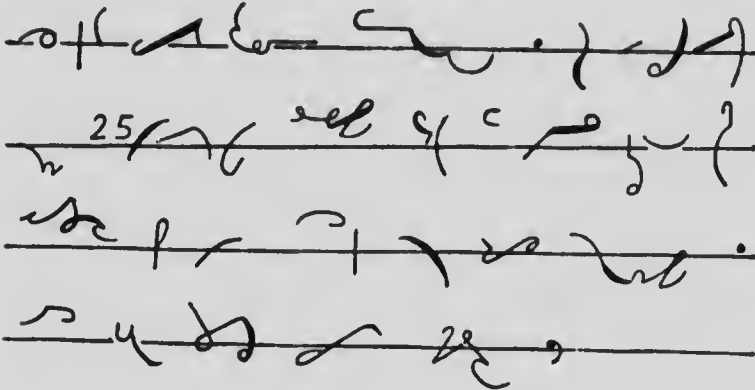
## Letter No. 5

MR. JAMES JONES, Los Angeles, California.

Dear Sir:—This is to remind you that your account with us is due on the 5th, and as we are depending on this money to use in the settlement of our bills which are due on the 7th, we ask you to remit promptly on the 5th as we will be pressed at the time for money.

Hoping to receive the amount in due time, we remain,  
Very respectfully,

## Letter No. 6



## Letter No. 6

MR. T. S. WATSON, San Francisco, California.

Dear-Sir:—The goods ordered by-you-the 25th ultimo are-to-be shipped as-soon-as-we-receive-them from-the-east, which requires ten-days in transit, and-three-days-more-from here will make it about two-weeks before-you-receive-them.

Thanking you-for past-orders, we-remain,  
Very-respectfully,

## Writing Exercise 33

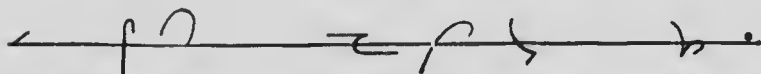
The student should write the following phrases very carefully, making all the strokes the proper length. They should then be studied closely, rewritten and re-read often.

- |                       |                        |
|-----------------------|------------------------|
| 1 many times          | 24 do you recall       |
| 2 many more           | 25 do you go           |
| 3 many such           | 26 for you are         |
| 4 as many as possible | 27 did you receive     |
| 5 by many ways        | 28 and such may        |
| 6 by many persons     | 29 did you come        |
| 7 it was many times   | 30 for such as         |
| 8 it was never        | 31 give you my reasons |
| 9 it was unnecessary  | 32 had you reasons     |

10	it is not so	33	for which it
11	it was not	34	for which he
12	it is necessary	35	in which it
13	it is no use	36	and which it
14	it seems	37	they will
15	it is one	38	you will be sorry
16	it is many	39	you might not be
17	this people	40	you may never
18	this one thing	41	you are never
19	this period	42	you are supposed
20	this reason	43	you must accept
21	give you my	44	you must become
22	did you go	45	you must also
	or you may	46	you may receive

## LESSON 7

**WAY** may be added to the sounds of strokes S, HAY, T, D, KAY and GAY by leaving a greater space between outlines than the regular distance—about  $\frac{1}{2}$  inch. The characters are named SWAY, HWAY, TWAY, DWAY, KWAY and GWAY. HWAY is equivalent to WH. KWAY is sounded like QU.



The white lady quickly left for the dwelling.

**NOTICE** that **WHITE**, **QUICKLY** and **DWELLING** are each placed farther from the preceding strokes than the usual distance, to add the sound of **WAY** to the strokes.

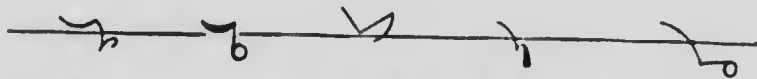


She sweetly swore-the squire would squeal.



But twice he said guano and guava.

KWAY, GWAY, TWAY, DWAY and HWAY need be indicated only in the first syllable, as KAY, GAY, T, D, and HAY will indicate it sufficiently after the first syllable. Whenever a vowel precedes KWAY the KAY may be written in "juxtaposition" if preferable, as KAY is a good substitute for Q.



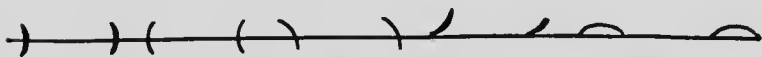
indwelling untwist Paraguay between betwixt

### Writing Exercise 34

1. Be quick or the quail will fly away to its quarry.
2. The earthquake shook the squire quite roughly.
3. He was seen to quake with fear, as the queer looking animal came towards him.
4. He dwells in the house on the hill opposite the new dwelling.
5. We require that your request be in a written form.
6. Guano and guava are two uncommon words.
7. We request that you go in quest of the query.
8. His face twitched queerly and with agony of pain.
9. Give the twigs a twist.
10. Mr. Dwyer does not dwell in Quebec.
11. The language which he spoke could not be distinguished from the twang of the linguist.
12. He was betwixt and between Paraguay and Uruguay.
13. The boy may sweep, swing and switch.
14. The man swore the swede was swift.
15. The usurer, as usual, had no pleasure or leisure.
16. When he split his finger he cried with anguish.
17. He vent his spleen and began to splutter and splash.
18. He was swearing as he was swerving to the right.
19. The rich preacher and teacher was a lodger at the hotel, when the dredger went by.
20. The object of the subject was not known.
21. It can be, may be, and will be, embodied in the cab.
22. Run the pup out.

### The Indication of TO

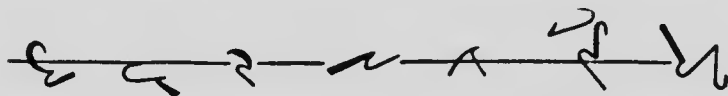
TO may be indicated by leaving a greater space between outlines than the regular distance—about  $\frac{1}{2}$  inch. The indication of TO is the same as the indication for SWAY, HWAY, TWAY, DWAY, KWAY, and GWAY, but will not clash with them. TO when indicated by the above method is read first.



do to-do see to-see be to-be go to-go me to-me

### Consecutive Vowels

Where vowels predominate and follow one another consecutively, WAY and YAY strokes may be substituted in place of some of the vowels, in all words similar to the following:



fluent client bunion ruin Leo aerial Ohio poetic

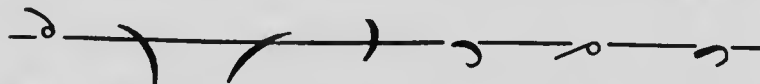
### Writing Exercise 35

- 1 Roseate, ruined, fluent, client, lenient, bunion,
- 2 onion, Iowa, Ohio, Noah, idea, deity, gaiety, ruin,
- 3 cameo, area, deviate, Leo, bayou, iota, duello, poetic,
- 4 aerial, Ionic, ideal.

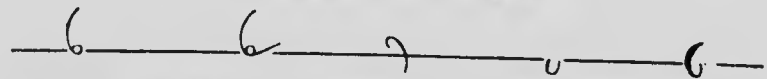
### Accent


Words that have their accent on the second syllable, containing a long vowel or diphthong with a short initial vowel, need not be written

near the preceding word to show the initial vowel, but written in the regular way to indicate the more important syllable; that is, omit the first syllable in a few words like the following:

  
 abase    about    aloud    ado    abound    arise    around

### Special Word-Signs

  
 satisfied    satisfactory    remember-ed    somewhat    suggest

  
 forthwith    anguish    company    immediately    satisfaction

### Writing Exercise 36

1. He was satisfied that it would not be satisfactory, when he remembered that it was somewhat small for the company's purposes, and immediately suggested a change.
2. He cried with anguish and forthwith left his home.
3. Their satisfaction was not immediately satisfactory to the company. 4. He did remember, somewhat as the other man.

**PARAGRAPHS.** In starting a paragraph the writer usually has a particular place to start from; therefore, if the first word commences with a vowel begin your writing farther to the left than usual, and if the first word commences with TO or TWAY, DWAY, SWAY, HWAY, KWAY and GWAY commence your writing further to the right.

a s b v l z . z n u r  
 16 p m y u i r n e r  
 n ) . a g v  
 b h r . z f j o u  
 m f n r . n o

## Letter No. 7

MRS. FRANCIS WILKINS, Philadelphia, Pennsylvania.

Dear-Madam:—Your-favor of July 16th is-at-hand, and-in-reply would-say-that if-you had mentioned your arrangement with-our agent, we should-not-have-written as-we did.

We-sent to-your-address by-this mail, a-package of-sample copies of-the magazine and-shall-be pleased-to-send such further-numbers as-you-may from-time-to-time be able to-use to-advantage.

Yours-truly,

a s b v l z . z n u r  
 2 m y u i r n e r  
 n ) . a g v  
 b h r . z f j o u

## Letter No. 8

MR. CALVIN DENNIS, Savannah, Georgia.

Dear-Sir:—Your-favor of-the 26th ult. is-received. As-our mortgages and-notes are-payable at-this-office, it-is against our rules to-forward-them to-banks for-collection. Upon-receipt of a-check for-the-amount mentioned in-the statement, we-will forward all-papers, including release and-check-to pay for filing-the-same.

Yours-truly,

oc 7 4 ~ 9 . j e r 3 p r e  
s g u a r y v e  
w f ~ s e f t ~ r u  
y a ~ a ~ u ~ s  
h t a ~ s ~ b ~ s ~ r e .

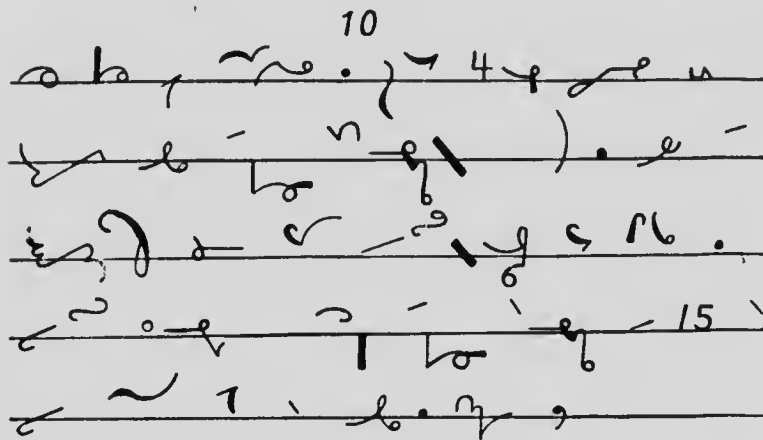
## Letter No. 9

MR. HENRY MANNING, Toronto, Canada.

Dear-Sir:—In-reply-to-your-favor of-the 3rd inst., with-reference-to-the clock, we-desire to-say-that-the company-makes-no allowance-for-such-purposes, and, as-we pay-you-more-than-the usual commission on-all-business, it-was intended that-such commission would-pay-all incidental expenses, and-therefore, we-are constrained to-say-that-we-cannot allow-the charge to-be-made for-the mending of-the-clock.

Hoping this-will-be satisfactory, we-remain.

Very-respectfully,



### Letter No. 10

MR. THOMAS RENSHAW, Moline, Illinois.

Dear Sir:—On the 4th inst., we requested you to forward to this office an itemized account of your expenditures up to date. This is a form which we have been obliged to ask from all our agents upon instructions from the home office. Each agent is expected to make out an itemized account of expenditures on the 15th of each month, and send to this office.

Yours truly,

### Practice Matter

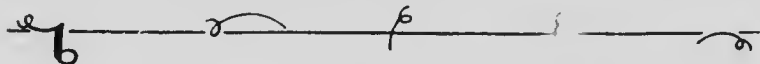
The student is now far enough advanced to practice all kinds of printed matter. Don't forget to use the R-hook for a connecting hook when needed to make good connections; but do not use the connecting hook unless really needed. Sometimes by changing from a stroke to a hook, circle or loop, or from a hook, circle or loop to a stroke, the necessity for the connecting hook is obviated. Take a few sentences and write them out carefully, then revise them until they are correct in every detail, and by practicing those

sentences repeatedly the outline will soon become familiar to the student. After the student has become familiar with any particular matter, he should then write it from dictation over and over until the speed of sixty or seventy words per minute is reached; then pass on to new matter and repeat the operation. Editorials in the newspapers make good practice matter. We know of no better way of learning the rules than for the student to begin at the first of the book and write the rules in this shorthand. The rules in this system of shorthand are practically without exceptions, therefore, if the student learns them thoroughly he will have very little trouble in writing after any speaker, whether the words are familiar or not.

## LESSON 8

### Prefixes, Suffixes and Omissions

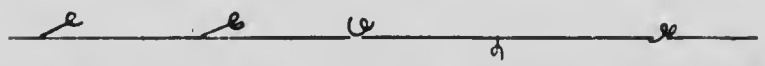
The prefixes SELF, CIRCUM OR CIRCUMS may be expressed by using the circle and hook SEZ initially on strokes. The circle and hook SEZ is used finally for SELF and SELVES.



self-interest    self-made    selfish    self-same    myself



circumstances    circumscribe    circumspect    circumjacent

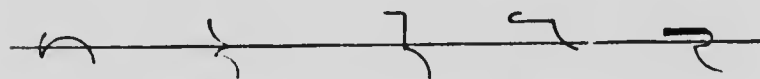
  
 our-self    our-selves    yourself    himself    them-selves

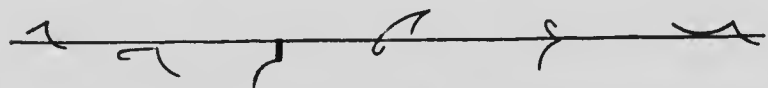
### Writing Exercise 37

- 1 Circumference, circumscribe, circumstances, cir-
- 2 cumvent, circumscription, circumspect, circumvolution,
- 3 circumnavigate, circumstantial, circumjacent, uncir-
- 4 cumscribed, circumvolve, uncircumspectly, uncir-
- 5 cumstantial, self-esteem, selfish, self-reproach,
- 6 self-centered, himself, thyself, yourselves, themselves,
- 7 self-knowing, ourselves, self-same, self-made, herself.

### The Suffixes BLE, FUL and SHIP

B may be written for BLE, F for FUL and SHAY for SHIP at the final end of long words.

  
 syllable    fashionable    accountable    careful    cupful

  
 armful    joyful    township    Lordship    friendship    needful


### Writing Exercise 38


- 1 Fellowship, friendship, hardship, township, heedful,
- 2 armful, joyful, cupful, careful, attainable, fashionably,
- 3 accountable, Lordship, invincible, lawful, syllable,
- 4 playful.

### ANTI, UNDER, INTER, ENTER and AFTER

When ANTE, UNDER, INTER, INTRO and AFTER are prefixes they may be written

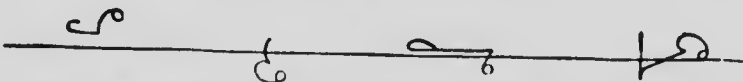
UND, INT, ENT and AFT, instead of writing in full, by means of the lengthening principle, thus:

  
undertake understand interfere afternoon introduce

  
afterwhile entertainment international antiseptic


### LESSNESS, IVENESS, FULNESS and BLENESS

The suffixes LESSNESS, IVENESS, FULNESS and BLENESS may be expressed by writing LENS, VENS, FLENS and BLENS, by means of the shortening principle, thus:

  
carelessness sinfulness secretiveness teachableness

### ILITY, ALITY, ERITY and ARITY





The suffixes ILITY, ALITY, ERITY and ARITY may be expressed by the lengthening principle, thus:

  
inability infidelity respectability prosperity

### TIVE and TIVELY





The V-hook or stroke may be used for TIVE,

and the V stroke with L-hook for TIVELY, thus:

			
inventive	inventively	objective	defectively





### Omit KAY

A great many words may be contracted by omitting KAY when it is in the latter part of a syllable, before the following syllables: TED, TION, ING, IVE and LY, thus:

			
directly	instructive	contracted	contracting

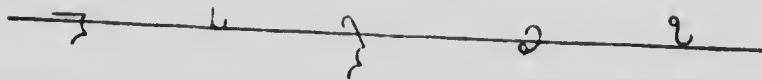
### LOGY and LOGICAL

LOGY and LOGICAL may be expressed by writing Lej and Lej-KAY, thus:

			
theology	zoology	theological	physiological

### Omit P

Omit P after M at the final end of a syllable usually, thus:



exemption attempt presumption glimpse stamped

### The Omission of R

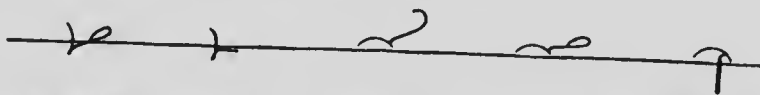
There are a great many words where R may be omitted. Many people in the southern part of the United States of America use the R very little, except when it precedes a vowel in a syllable, thus:



foresee foreman foretell onward backward forward

### Omit S in MIS and DIS

S may be omitted in the prefixes MIS and DIS where they do not make good connections, thus:



discharge disjoin mischief misjudge mishear

### HAY Omitted

HAY may be omitted in a great many words. When HAY is omitted at the initial end of a word it must be written in juxtaposition.

HAPPY would be written A-PE  
HAPPEN would be written A-PEN  
HANDY would be written AN-DE

APPREHEND would be written A-PREND  
 HABIT would be written A-BET  
 COMPREHEND would be written KOM-PREND  
 HALF would be written AF  
 HAND would be written AND  
 HOUSE would be written OUS  
 HALF-DIME would be written AF-DEM  
 HAND-HAG would be written AND-BEG

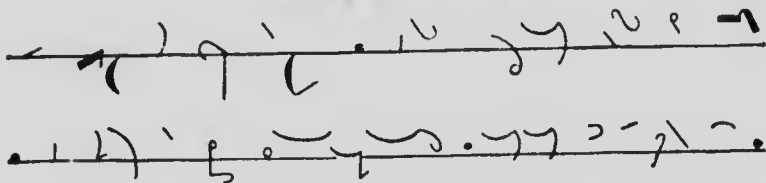


The half negro found a half-dime and was happy.

### Written Exercise 39

- 1 Foreman, foresee, foretop, foretell, misjudge,
- 2 mischief, mishear, dishorn, disjoin, discharge,
- 3 introspective, interloper, interaction, interna-
- 4 tionnl, interfere, intercourse, afterward, after-
- 5 while, afternoon, introduce, understand, under-
- 6 take, enterprise, antiseptic, antecedent, enter-
- 7 tainment, construction, contraction, contractive,
- 8 directing, infective, contracting, contracted, dis-
- 9 tracted, infection, direction, presumption, glimpse,
- 10 stamped, attempt, exemption, redemption, secretive-
- 11 ness, teachableness, sinfulness, carelessness, defec-
- 12 tively, objectively, inventively, inventive, nobility,
- 13 ability, prosperity, infidelity, popularity, inability,
- 14 irritability, physiological, theological, zoology,
- 15 theology, biology.
- 16 He-had-the habit of sticking his hand into-the  
hand-bag.
- 17 He happened to-be-as handy to apprehend as-to  
comprehend.
- 18 The rooming house had plenty of house-room.

### Reading Exercise 40



Mr. L. S. SHUMAN, Spokane, Washington.  
 Dear Sir:—In-answer-to-your-letter as-to whether  
 we-will-send goods in advance of payment we-will-state-  
 that, the most convenient-way will-be for-you to-send-the  
 entire-amount in advance. If-you-wish, however, you-  
 may-send half and-the-other half will-be collected by-the  
 express-company. Trusting this will-please you,  
 we-remain,

## Letter No. 11

Mr. L. S. SHUMAN, Spokane, Washington.

Dear Sir:—In-answer-to-your-letter as-to whether  
 we-will-send goods in advance of payment we-will-state-  
 that, the most convenient-way will-be for-you to-send-the  
 entire-amount in advance. If-you-wish, however, you-  
 may-send half and-the-other half will-be collected by-the  
 express-company. Trusting this will-please you,  
 we-remain,

Yours-truly,

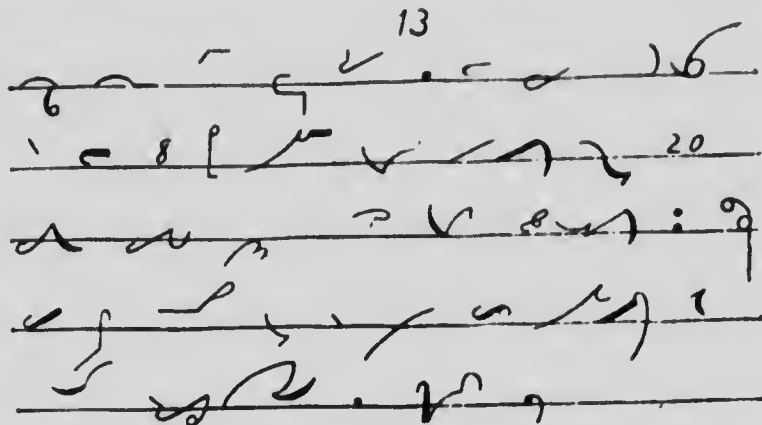
Mr. HENRY MORISSON, Kansas City, Kansas.  
 Dear-Sir:—I-am-in-receipt-of-your-letter of-the 24th  
 inst., and-we-wish to-state-that when you-are-ready  
 we-will-be glad to-receive an order-from-you at-the  
 earliest-possible moment. We-fill orders the-same day-  
 that-they-are received.

## Letter No. 12

Mr. HENRY MORISSON, Kansas City, Kansas.

Dear-Sir:—I-am-in-receipt-of-your-letter of-the 24th  
 inst., and-we-wish to-state-that when you-are-ready  
 we-will-be glad to-receive an order-from-you at-the  
 earliest-possible moment. We-fill orders the-same day-  
 that-they-are received.

Yours-truly,



## Letter No. 13

MESSRS MEAKIN & Co., Clinton, Iowa.

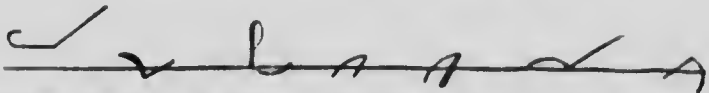
Gentlemen:—We are to-day in-receipt-of-your-letter of June 8th, stating that-you-cannot fill our order before-the 20th, therefore, we-would like-you to-make-the following changes in-the-order: substitute one heavy carriage for-the two light ones that-were ordered and-send only two-wagons altogether

Truly-yours,

## LESSON 9

## SYLLABICATION


The English language is divided into syllables; therefore, as this system of shorthand is nearly syllabic we may divide the words into syllables to aid in writing. The syllabic method in shorthand is often quite different from the regular method and should be known as the shorthand syllable. In this system divide the words so as to indicate that a vowel follows the consonant, where possible. The following exercises show both methods of syllabication, thus:



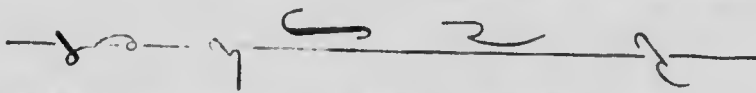
cla-ret bu-ry hor-ny lea-ven le-ver me-rit rea-dy  
clar-et bur-y horn-y leav-en lev-er mer-it read-y

### The Contraction of Syllables

A great many words may be contracted from two, three, four and five to one, two and three syllables, making it speedier and easier to write, thus:



blev av-nu las-tud in-vet-ret ref-re cont-nent  
be-lieve las-si-tude ref-er-ee  
av-e-nue in-vet-er-ate con-ti-nent



pu-slan-mus prem-try klekt kab-net pri-fry  
per-em-to-ry cab-in-et  
pu-sil-lan-i-mous col-lect pe-ri-ph-e-ry

### Writing Exercise 41

- 1 Postulate, fortitude, fortified, character, community.
- 2 believe, avenue, pusillanimous, multiple, cabinet.
- 3 porate, inveterate, lassitude, cabinet, continent.
- 4 referee, periphery, mediate, pardoning, periphery.
- 5 pastorate, severity, experiment, sanctification, popularity.
- 6 larity, familiarity, criminal, preliminary, analogy.
- 7 embody, nobody.

### The Study of Words

The student should make a study of words, as to their division by syllables as well as the shortening of the number of syllables in a word, for it will aid in getting speed; also aid in the contraction of phrases.

### The Contraction of Phrases

The syllabic method of contracting words may be extended to phrases by a slight stretching of the imagination, thus:

smat-krs		as a matter of course
a-sns		as soon as
to-grt-stnt		to a great extent
mor-ls		more or less
wev-nt		we have not
sfors-psbl		as far as possible
Imn-st-ltr		I am in receipt of your letter
you-knt		you cannot
wel		we will
and-fts		and if it is
fakt-mtr		fact of the matter
Im-dr-stt		I am directed to state
smat-fkt		as a matter of fact
Ib-knl-st-ltr		I beg to acknowledge receipt of your letter
wern-ps-shn		we are in position
your-lbr		you are at liberty
wern-st-fv		we are in receipt of your favor
fas-fs		face to face
bak-bk		back to back

## Writing Exercise 42

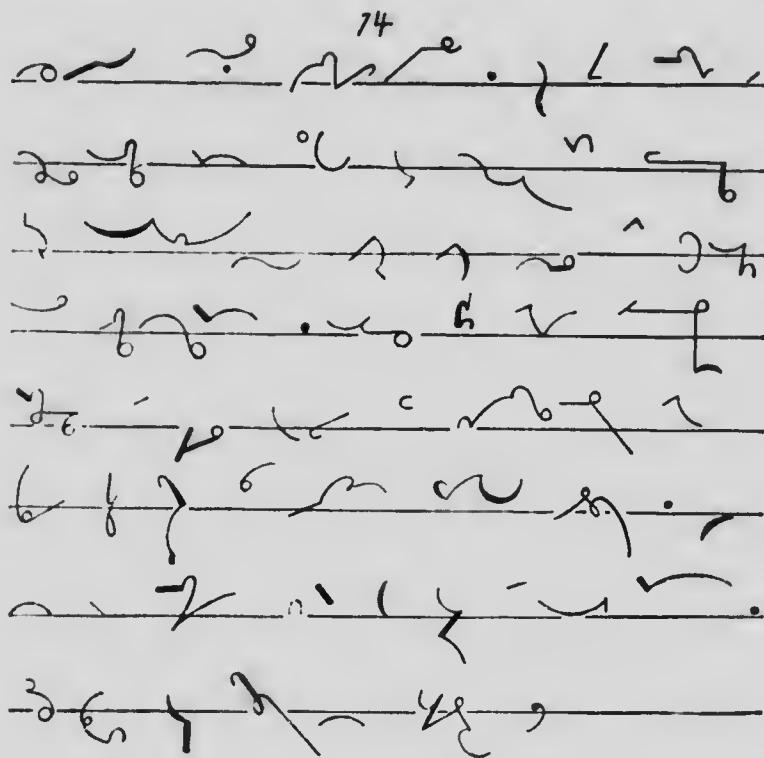
The following phrases are to be contracted as indicated below. The capital letters express the strokes and the small letters express the hooks, circles, loops and vowels. The right-hand column is the key to the left-hand column, thus:

less and less	Lcs Ls
more and more	Mor Mr
again and again	aGn Gn
two or three	to THr
for the present	Fo PrSnt
it may as well	iT M Wl
from first to last	first Lst
longer and longer	Longr Lngr
over and over	oVr Vr
from city to city	sT sT
from day to day	Da D
from man to man	Man Mn
from end to end	eNd Nd
in respect to these	eNr sP THs
in respect to his	eNr sPs
in respect to one	eNr sP Wn
in reply to their	eN Pl THr
in reply to yours	eN Pl your
in reply to that	eN Pl THt
in regard to that	eN Gd THt
in regard to them	eN Gd THm
at the same time	aT Sm Tm
and in reply	and N Pl
in which it has appeared	eN which Ts Pr
of which it has been	of which Ts Bn
at all events	aT L Vnts
I will consider the matter	iL sDr Mtr
with respect	We sP
with regard to which	We Gd which
with reference to which	We Fns which
I am inclined to think	iM Kln to THnk
I wish there were	ISH THr were
I know there is	iN THrs
I am sure there is	iM SHr THrs
I regard the matter	iR Gd Mtr

I beg to state	iBg st
I am directed to state	iM Drst T
I am directed to inform you	iM Dr Fm you
I beg to call attention	iBg Kl Tn
I enclose account	iN Kls Knt
I enclose invoice	iN Kls Vs
I enclose statement	iN Kls Tt
I have to call attention	iV Kl Tn
I have to inform you	iV Fm you
referring to yours	Re Fr your
referring to your letter	Re Fr your Ltr
by return of post	Bi R Trn Pst
by parcel post	Bi Pr sL Pst
by wire at once	Bi Wr Tns
my attention has been called	Mi Tn sBn Kld

### The Study of Phrases

The student should study the preceding phrases carefully, then learn to make contracted phrases and list them for future use: likewise with the contracting of words. The training that the student receives from the study of contracted words and phrases is of great value to him in getting speed. Speed is a result of careful practice after learning the rules thoroughly. Practicing for speed, on matter with which you are not acquainted, before the rules are learned, retards the progress.



## Letter No. 14

MR. ARTHUR MATTHEWS, Little Rock, Arkansas.

Dear-Sir:—Having completed the business intrusted to-me as assignee for-the benefit of-your creditors, I-beg-to notify-you-that I-am-now ready-to render my-accounts, and-to deliver into-your hands the-trust imposed upon-me.

Enclosed I-hand-you a-full and-correct-statement of-the-transactions, and vouchers for each, which you-will-please accept, and-if satisfactory, take-such proceedings as-will relieve-me from-all-further responsibility. Allow me to congratulate you upon so favorable an ending of-the matter.

With-best wishes-for-your future prosperity, I-am,  
Yours-very-respectfully

**Letter No. 15**

**MR. J. A. KENT, Cairo, Illinois.**

Dear-Sir:—We-beg-leave to-call attention to-the enclosed which appears on-our books to-be past maturity. Presuming that-you-have had ample time to-make your-collections and-forward us-the-money, we-hope-to-be favored with an early remittance.

Unless we-get a remittance by-return-mail, we-shall-place-the account with-our attorney for-collection. We-want our money.

Yours-respectfully,

**Letter No. 16**

**MR. WALTER FASSETT, Newton, Kansas.**

Dear-Sir:—We-have for sale in Henry County the Northwest Quarter of Section Seventeen, Township four, Range Nine. This land is-very fertile and-is two-miles east and-one mile south of-your-land, and-we write to-ask if-you-can-send-us a buyer by-the-first of next month? If-so we-will-give a liberal commission to-the-salesman.




We-are offering-the land for fifty dollars per acre, and-will allow liberal terms of payment to-the purchaser. If-you know of anyone who-wishes to-buy it, or-if-you-will buy it yourself, you-can-save the commission.

Truly-yours,

---

**LESSON 10****THEIR, THERE and THEY ARE**







**THEIR, THERE and THEY-ARE** may be expressed in a phrase by lengthening a stroke and shading it, where the stroke is connected to another stroke or word-sign, but not in the first stroke of an outline, thus:

in-another                  and-in-their                  and-if-they-are

### The Circle for STER






Increase the size of circle ST to express STER where convenient.

Mister    Mistress    master    luster    post-master    cluster

### MENT and NENT

MENT and NENT are interchangeable, at the final end of words, to make good connections, thus:

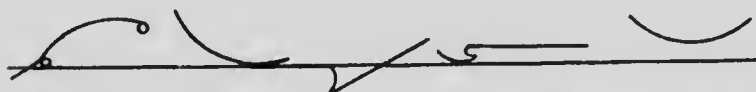
lodgement   prominent   parchment   permanent   derangement

### The Extra Length for SHUN

The syllables SHION, SION, CIAN, TIAN and TION may be expressed by adding an extra length to the lengthened stroke, or making a stroke 5-12 inches in length, to be used where it does not extend too far below the line of writing, thus:



motion      action      collection      exclusion      vaccination



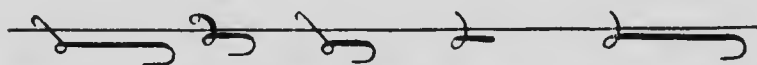
resolutions      faction      direction      injection      nation

### Writing Exercise 43

- 1 And-for-their, and-at-their, and-through-their,
- 2 and-in-their, and-if-they-are, and-another, sub-
- 3 mission, delusion, duration, remission, regulation,
- 4 veneration, extermination, seclusion, subsection,
- 5 international, occasion, injunction, resolutions,
- 6 fiction, exclusion, emotion, action, permanent, parch-
- 7 ment, prominent, lodgement, Mister, post-master,
- 8 investor, cluster, Custer, Luster, fester, pester,
- 9 muster, impostor, pastor, next-week, next-time,
- 10 my-text, our-text, next.

### The Shading for R

When shading for R it is usually supposed that the R is to be read after the vowel, but exceptions may be made in words like the following:



prescription      subscribe      prescribe      descry      description

### PUNCTUATION, ETC.







The punctuation in shorthand is the same as in longhand, except in a few cases; the dash is represented by a wave line drawn horizontal; the parenthesis is made with two dots on a horizontal line. Emphasis is marked by the underscore. Capitals are indicated by drawing a short straight stroke across the first stroke. The hyphen is represented by the mark of equality. A perpendicular wave line indicates that the preceding sentence is taken humorously. Initials had better be written in longhand where very important, especially W, Y and H. Sometimes foreign words are used like ICH in German and LOCH in Scotch; the CH sound is represented by a small half circle drawn across the stroke K. When you are uncertain about a word, whether you understand it correctly or not, draw a circle around it and when you fail to hear a word altogether make a cross mark for every word left out. Foreign vowels may be expressed by dots and dashes placed by the sides of the strokes. Make your own system for foreign vowels.






### Applause, Dissent, etc.










When there is applause, write the word APPLAUSE in shorthand and if continued applause write several times in proportion to the amount of applause; the same with hisses, laughter and other approbation or dissent of the audience.

## Figures, etc.

Small numbers should be written in figures, except the figure ONE when standing alone. Large numbers should be written with their outline in connection with the small figures; also, with the dollars, cents and pounds, thus:







  
 700    \$400    \$200    \$6,000    \$7,000,000    \$100,000






  
 3 lbs.    8 lbs.    100,000 lbs.    4,000,000 lbs.    8,000










  
 20    30    40    50    60    70    80    90    8 feet 3 inches




  
 \$123.42    \$28.91    7654    3 book 4 chap. 27th v.

## Letter No. 17

MR. G. J. TERRELL, Dayton, Ohio.

Dear-Sir:—We have your letter of recent date, asking our opinion of Mr. T. H. Jayson.

We are pleased to say that Mr. Jayson was in our employ five years and we consider him a man of excellent character, possessed of good executive ability and

able-to handle difficult matters diplomatically. He-has a pleasing personality and enough magnetism to hold-the attention of-the prospective customer, qualities which are-so essential in-the-make-up of a good commercial traveler. We-believe you-will make-no-mistake in adding him to-your force of salesmen.

Yours-truly,

#### Letter No. 18

MR. JOHN K. BLUE, Ogden, Utah.

Dear-Sir:—Your-letter-telegram of-the 28th was-duly received and-we answered as per-confirmation herewith.

We-regret exceedingly the delay in filling-your-order but assure-you it-was due-to circumstances entirely beyond our control. We-trust, however, that-no-time-will-be lost in transit and-that-the implements will reach you-in-time for-your exhibit at-the State Fair.

Trusting we may continue to enjoy-your patronage, we-remain,

Yours-very-truly,

#### Letter No. 19

MR. J. A. TURNER, Nome, Alaska Territory.

Dear-Sir:—We-are-sorry-to advise you-that-we-do-not manufacture regularly a machine of-the size called for-in your-letter of-the 12th. We-could, however, make one-to-order for-you-that-would-be practically the-same in every-respect, providing you-send-the proper measurements.


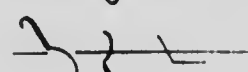
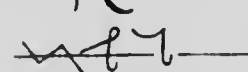

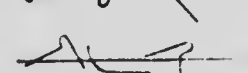
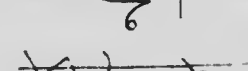





If-you desire-us-to proceed with-the manufacture of this machine, kindly send-us your specifications by-first mail, as-it would-in all probability require two-or-three-weeks to fill-the order.

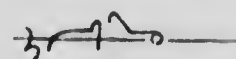
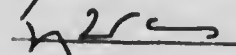


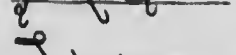











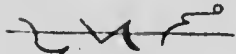
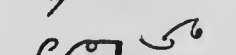










Yours-very-truly,

## LESSON 11

## Contractions

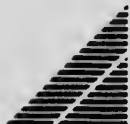
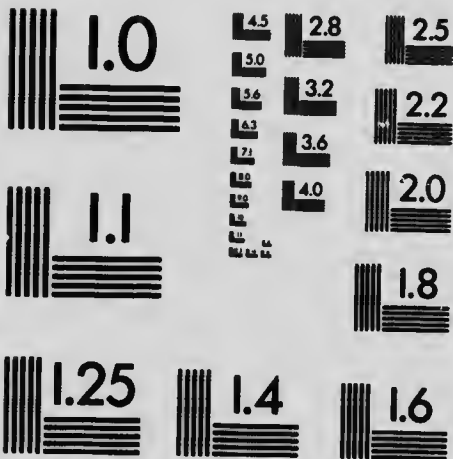
The outlines of hundreds of words in the English language would be too long and would take too much time to write if they were written in full, which is unnecessary in this system of shorthand, as one rule makes hundreds of words conveniently short. The rule is this: Write as much of the initial end of long words as necessary to indicate what they are, omitting the final end. Usually it takes three syllables in the longest words, but many times one and two syllables will indicate it fully, as the long vowels and diphthongs are shown in the first syllable of each word. Most of the following words are contracted by this rule, but some are not contracted at all, others irregularly.

	practice-d-al-ly
	impossible-ility
	remark-ed-able-y
	probable-v-ility
	differ-ed-ence-ent
	peculiar-ly-ity
	perpetual-ly-ated-tion
	aristocrat-ic-al-ly-cy
	antagonize-d-ist-ism
	discriminate-d-ly-tion
	indignant-ly-ity-tion
	hospital-able-y-ity
	represent-tation-tive
	efficacious-ly-ness
	architect-ure-al-ly
	perpendicular-ly-ity
	democrat-ic-al-ly-cy
	public-ly-ity-sh-ed
	regeneration
	replenish-ed
	mistaken

	develop-ed-ment-al
	electric-al-ly-ity
	approximate-ly-ity
	dilapidate-d-tion
	agriculture-al-ly
	correct-ed-ly-ness
	despicable-ly-ness
	extemporaneous-ly
	irresponsible-y-ity
	distinct-ly-ness
	expect-ed-ation
	instinct-ive-ly
	conspicuous-ly-ness
	episcopal-ly-ian
	infinite-simal-ly
	designate-ed-tion
	individual-ly-ity
	intimidate-d-tion
	fastidious-ly-ness
	astonish-ed-ment
	arithmetical-ly
	facetious-ly-ness
	infinite-ly-ity
	emphatic-al-ly
	microscope-ic-al-ly
	omnipotent-ly-ee
	omnipresent-ly-ee
	decapitate-d-tion
	omniscient-ly-ee
	auspicious-ly-ness
	baptize-d-ist-ism
	independ-ent-ee
	accord-ing-ly
	navigate-d-or-lon
	catholic-ism-ity
	orthodox-y-ly
	benevolent-ly-ee
	perform-ed-ance
	legislative-d-ure
	relinquish-ed
	Alaska Territory
	Anglo-Saxon
	postage-stamp
	postal-clerk
	postal-note



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	familiar-ly-ity popular-ly-ity benignant-ity
	barbaric-ian substantial-ly inferential-ly
	dignity-ty-led subserviency justification
	manufacture-d influence-tial improve-d-ment
	regular-ly-ity magignant-ly-cy constitution-ality
	perspicuous-ly-ity prospect-ed-ive plenipotentary
	repugnant-ly-ce magnetic-al-ly diplomatic-al-ly
	delinquent-ly-ce liberal-ly-ity distinguish-ed
	deform-ed-ity parliament-ary irrespec-ive-ly
	characteristic capable-ility commercial-ly
	particular-ly administratrix indiscriminate
	discrepant-ce jurisprudence for-the-first-time
	United States United States of America District of Columbia
	jurisdiction irrevocable-y et-cetera

	acknowledge important-ce number-ed character
	disadvantage difficulty surprise magnify
	intelligible-y magnanimity republic executor
	magnificence opportunity executrix example
	moderate-ly discrepancy magnetism misfortune
	instructive constructive scoundrel prudential
	destructive obstructive emergency privilege-d
	proper-ly-ty preliminary archbishop eccentric-ity
	congregate advancement productive legislation
	discover-ed-y contingent-cy universally university
	publication economical-ly regenerative party

**Special Writing Exercise 44**

The following exercise has many of the preceding contractions woven into sentences and should be written carefully over and over and read repeatedly until all the contractions are familiar to the student.

1. He acknowledged the matter was of grave importance.
2. Numbered among the guests were the aristocracy of Boston and men prominent in national affairs.
3. We were surprised to learn that the man who had made such magnificent gifts was of foreign birth and unable to speak our language intelligibly.
4. The widow was appointed executrix.
5. The magnanimity of the ruler was an example to his subjects and was influential in bettering conditions throughout the republic.
6. Notwithstanding the many disadvantages under which the Archbishop labored, he embraced every opportunity to advance the cause of the Episcopalian church.
7. We magnify our troubles when we allow our mind to dwell upon them.
8. The scoundrel was unable to explain the discrepancy in his accounts and thus proved himself irresponsible.
9. By living moderately we may avoid many so called misfortunes.
10. After a careful perusal we found the publication contained much that was instructive regarding the origin of the Anglo-saxon race.
11. The railroad is universally recognized as one of the constructive forces in the development of a new country.
12. A crowd congregated around the eccentric old gentleman, who showed no signs of intimidation as he auspiciously began his extemporaneous speech in which he told of the wonderful possibilities of the Alaskan Territory.
13. They were loath to relinquish their property holdings, which had been acquired through years of sacrifice.
14. In the disaster which visited San Francisco in 1906, the fire proved to be more of a destructive agency than the earthquake.
15. The farm proved to be very productive after all constructive features had been removed and the land properly cultivated.
16. He who cultivates self-control and equanimity stores up a reserve force which will carry him through any emergency.
17. After the preliminary proceedings were over the business of the meeting was soon attended to, after which

we were privileged to meet those present, among whom we found many familiar faces. 18. Having completed his course in the university, advancement came rapidly. 19. The question as to whether property located in the territory would be a good investment is contingent upon the legislation. 20. It was discovered that merchandise could be handled more economically by navigation, and instructions were given to act accordingly. 21. When he learned that his friend was delinquent in his payments he emphatically refused to become a party in the litigation. 22. Despicable as the life of a man may have been, when he shows a regenerative spirit his friends instinctively and very liberally renew their confidence in him. 23. Upon receipt of the postal note they replenished their wardrobes and went to their new home in the District of Columbia. 24. Through his capabilities and the faithful performance of the duties assigned to him, he advanced in five years from the position of a postal clerk to that of district superintendent, where he had jurisdiction over a large territory, and commanded a salary approximately three times that which he received at the beginning of his career.

25. The popularity which the department of agriculture in our universities has gained, indicates that the people are beginning to realize the benefits to be derived from scientific farming, as well as the independence of those who follow that vocation; all of which will doubtless result in many dilapidated farms and undesirable rural districts taking on an air of thrift and prosperity and showing a marked improvement in social conditions. 26. The house was beautiful in architecture and in all of its appointments exemplified the individuality of the owner. 27. The postage stamp as a bearer of good and bad news has no rival, and once started on its mission it is irrevocable. 28. The fastidious Frenchman was regarded an authority on correctness of dress. 29. It was with great expectation we planned to visit the electrical display. 30. The new post office is located ten blocks from the business center of the city. 31. It will be necessary to make the calculations arithmetically in order to be accurate; otherwise our figures would be only approximate.

32. If you will designate which of your pupils are doing the best work, and possess those peculiar characteristics which we require in our office force we will place them in the first openings we have, irrespective of outside influences.

33. He told them that if he accepted the position it would be with the distinct understanding that sufficient capital be furnished to put the institution on a paying basis. 34. They were filled with astonishment at the barbaric manner of the natives. 35. Our natural instincts teach us the difference between right and wrong. 36. It was very obvious that the deformity of the tree was due to the roots not being allowed to take their natural course. 37. The large department store carries a full line of suits, shoes, millinery, et cetera. 38. They were called before the Board of Examiners individually. 39. The orchard was infested with microscopic insects which caused its decay.

40. Where there is an abiding faith in the omnipotence of God there is no worry. 41. The barbaric practice of capital punishment by decapitation is no longer permitted. 42. Although the man had a very dignified bearing and a most benignant manner, his actions at times were such as to cause his fellow workers to be suspicious of him. 43. The benevolent millionaire always held himself in subservience to the needs of those with whom he came in contact who had been less fortunate than he. 44. When they visited the United States for the first time they were particularly impressed with the remarkable beauty of the natural scenery which they found it almost impossible to describe to their friends.

#### Similar Outlines—Remarks

In shortening a stroke to add N or M or lengthening a stroke for T or D some of the outlines will be alike, but writing in "Juxtaposition" to show when a vowel precedes distinguishes between most of the similar outlines. Context will separate most of what is left; but where the context fails a small straight brief stroke may be written near the final end of the last stroke in an outline to represent the word least used. Where a vowel follows a word that cannot be expressed by the preceding stroke it may be expressed by a dot written in line with the last stroke and near it. In writing

proper names sometimes we will meet words that have the accent on the second syllable and more than one vowel to the stroke; in cases of that kind use the YAY or WAY stroke as a substitute for the excessive vowels. "Juxtaposition" may be used to indicate OF, OF-THE and the prefixes CON, COM and COG, by advanced writers. The shade may be omitted in this system of shorthand, after the student has become advanced in his studies. "Juxtaposition" is the most important position in this shorthand, and the position for the indication of WAY may be dispensed with generally.



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