PREFACE

Anyone who examines the Shorthand textbooks of the last three centuries will be impressed with the fact that they have reflected the uses to which shorthand was put at the time the books were written.

The pedagogy of shorthand has changed as radically as the content of the textbooks. Up to the time Gregg Shorthand was introduced, the conventional pedagogy was to teach the theory of a system as a whole before attempting to apply the theory in the actual writing of connected matter. While the system would undoubtedly have made its way into public favor by its own inherent strength, we believe that its success and progress throughout the world have been hastened enormously by the teachability of its textbooks.

In keeping with the progress in business and in education, the Gregg Manual was revised in 1893, 1901, and 1916, this latter edition being the one used at present. Each revision marked a step forward in simplifying and popularizing the study of shorthand. Each revision has placed increasing emphasis upon the desirability of teaching shorthand as a skill subject from the beginning and throughout the entire course. This method enables the teacher to direct the maximum of effort toward the training of the student in actual facility in writing and the minimum of effort to expositions of rules and principles.

When it became known that a revision of the Manual was in preparation, hundreds of protests were received from teachers. Many of them declared emphatically that the 1916 edition was entirely adequate. A great many said that they "love it" (this expression occurs again and again in their letters) and that they "know it by heart." The sentiments expressed are
thoroughly appreciated, and all these good friends are assured that it will still be possible to obtain the 1916 edition as long as there is any demand for it.

In this new edition no changes have been made in the *basic principles of the system*. Long experience in the classroom, in the office, in general and court reporting, and the results of speed contests of the National Shorthand Reporters' Association have proved conclusively that changes in the basic principles of Gregg Shorthand are neither necessary nor desirable.

Much has been learned in the last few years concerning the basic content of the vocabulary in common use. The scientific data now available have made it possible to arrange the principles and practice content of the Manual so that the efforts of teacher and student may be more economically and profitably directed, and the development of a writing vocabulary rendered more rapid.

One of the first steps in planning the Anniversary Edition, therefore, was an exhaustive analysis of the words contained in the Horn* and the Harvard† studies of the comparative frequency of words. As one example of what this analysis showed, it was found that the learning of the twenty most common words in our language was spread through seven lessons in the 1916 Manual. In the Anniversary Edition these twenty words are presented in the first chapter. Moreover, the matter presented in this chapter gives the student a writing power that will enable him to write 42 per cent of the running words in non-technical English, as well as many hundreds of other words.

In this edition three devices have been used to hasten the building of a useful vocabulary and to assist the teacher in using the correct method of developing a skill subject:

---

*"Basic Writing Vocabulary," Ernest Horn, Ph.D., University of Iowa Monograph in Education.

†"Harvard Studies in Education," Volume IV.
The short words of high frequency are introduced in the first chapter in the order of their frequency, even though this means that in a few instances they are given in advance of the principles that govern their writing.

2. Some of the principles have been developed earlier than they were in the old text. Examples of this are: the letter s has been introduced in the second chapter and included with the other downward characters; some of the rules for expressing r have been introduced in the third chapter; the frequently recurring prefixes and suffixes have been introduced in the order of frequency.

3. Analogy, one of the most helpful of teaching devices, has been employed to a greater extent than it was in the 1916 Manual. Examples: the useful *ted-ded, men-mem* blends are presented in Chapter I, after the student has learned t, d, n, m, the letters of which the blends are composed; the *ses* blend is taught along with the s in Chapter II.

Other salient features of the Anniversary Edition may be described as follows:

1. In order that the student may be impressed at the outset with the importance of phrase writing and have a longer period in which to acquire the habit of joining words, many of the phrasing principles have been moved forward to Chapters I and II.

2. The rules have been simplified and stated more clearly, and minor changes have been made in a few outlines for the purpose of facilitating rapid and accurate transcription.

3. The principles are presented in twelve chapters, instead of the twenty lessons in the 1916 Manual. Each of these chapters has been subdivided into three short teaching units, with a page of graded dictation material written in shorthand at the end of each unit. This short-unit plan encourages immediate practical application of the theory and simplifies the assignment of work by the teacher.

4. The wordsigns (now known as Brief Forms) are distributed equally among the first six chapters, and are introduced in the order of their frequency.
5. The quantity of reading and dictation material has been more than doubled. The scientific distribution of the principles and the introduction of the common words early have so greatly increased writing power that business letters can be introduced as early as the second chapter.

6. The pedagogical value of the Manual is greatly enhanced by the use of larger type and a bolder style of shorthand than was employed in the 1916 edition.

It was the intention of the author to have the Anniversary Edition of the system published last year—the fortieth anniversary of the publication of the system—but, unfortunately, many things contributed to delay its appearance.

In sending forth this book he desires to express his warm appreciation of the many suggestions received from writers, from reporters, and from teachers who are using the system in all parts of the world. In particular, he wishes to record his deep sense of gratitude to Mr. Rupert P. SoRelle and to the executive, managerial, and editorial staffs of The Gregg Publishing Company for the many valuable services they have rendered in the preparation of this edition.

JOHN ROBERT GREGG.
ABOUT GREGG SHORTHAND

History. Gregg Shorthand was first published in 1888, in two little paper-covered pamphlets, under the title, "Light-Line Phonography." Five years later, a revised and greatly improved edition was published under the title, "Gregg Shorthand." It was not until 1897, however, that the author was able to publish the system in book form.

To the student or writer of shorthand, there are few more interesting or inspiring stories of success than the story of the career of Gregg Shorthand in the thirty-two years that have elapsed since its publication in book form; but a textbook is not a place for such a story. Today, Gregg Shorthand is the standard system of America. It has been adopted exclusively in the public schools of 6,519 cities and towns—more than ninety-seven per cent of the public schools that teach shorthand. It has superseded the older systems, in the large majority of these cases, by formal action of the Boards of Education after careful investigation of the merit of the system. Its leadership in all other kinds of educational institutions is equally pronounced. This constitutes the highest educational indorsement a shorthand system has ever received.

Wins World Championship Six Times. The history of Gregg Shorthand is a record of public triumphs. In the 1921 World's Championship Contest of the National Shorthand Reporters' Association, Mr. Albert Schneider* won first place, defeated three former champions, and established two world's records. He transcribed the 215-words-a-minute literary dictation with a net speed of 211.2 words a minute; accuracy, 98.32%. On the 200-words-a-minute dictation his accuracy percentage was 98.80; on the 240-words-a-minute dictation, 98.17; on the 280-words-a-minute dictation, 96.84.

In transcribing five five-minute highest speed dictations—175, 200, 215, 240, and 280 words a minute—in the time allotted for the three championship

*Mr. Schneider is now a member of the official shorthand reporting staff of the Congress of the United States, winning the position in an examination in which thirty-five well-known reporters competed.
dictations, Mr. Schneider gave one of the most remarkable demonstrations
of transcribing ability in the history of the shorthand contests.

Writers of Gregg Shorthand won first, second, and third places in the
World's Championship Contest of the National Shorthand Reporters' Asso-
ciation in 1922. Mr. Charles L. Swem,* winner, established a world's
record on the 200-words-a-minute dictation, making but two errors; accuracy,
99.79%. On the 240-words-a-minute dictation, his accuracy was 98.49%;
on the 280 dictation, 99.36%. Second place was won by Mr. Albert Schneider,
a Gregg writer, the 1921 champion. His average accuracy was 98.85%.
Third place was won by another Gregg writer, Mr. Martin J. Dupraw, with
an accuracy of 98.76%. First place in accuracy in every dictation was won by a
writer of Gregg Shorthand.

In the 1924 World's Championship, Mr. Swem was again the victor.
Mr. Swem's accuracy on the three dictations was 99.23%.

In the three consecutive years, 1924, 1925, and 1927, the World's Short-
hand Championship was won by Mr. Martin J. Dupraw, the greatest short-
hand writer the world has yet produced. By winning the championship
in 1927, Mr. Dupraw won permanent possession of the World's Shorthand
Championship Trophy, first offered in 1909 by the National Shorthand Re-
porters' Association.

Highest Shorthand Speed Records. The following are the world's
highest shorthand speed records—all held by writers of Gregg Shorthand
and made in the Championship Contests of the National Shorthand Reporters'
Association:

282 Words a minute (testimony)

Charles Lee Swem.................accuracy 99.29%
260 Words a minute (jury charge)
  Martin J. Dupraw .............. accuracy 99.69%

220 Words a minute (literary matter)
  Martin J. Dupraw .............. accuracy 99.81%
  (Held jointly with two others)

215 Words a minute (literary matter)
  Albert Schneider .............. accuracy 98.32%

200 Words a minute (literary matter)
  Charles Lee Swem .............. accuracy 99.0%
  (Tied with one other)
  Average accuracy .............. 99.29%

Gregg Shorthand is the only system that has produced three different writers to win the World Championship in the contests of the National Shorthand Reporters' Association. The contests were discontinued in 1927, and Mr. Dupraw was given permanent possession of the World's Championship Trophy.

Wins New York State Shorthand Championship. In the contest of the New York State Shorthand Reporters' Association, 1924, Mr. Martin J. Dupraw won first place with an accuracy record of 99.5%; Mr. Nathan Behrin, Supreme Court reporter, New York City, second; and Mr. Harvey Forbes, Supreme Court reporter, Buffalo, New York, third. By winning the New York State Shorthand Championship again in 1925, and also in 1926, Mr. Dupraw gained permanent possession of the Bottleome Cup, the State championship trophy.

Awarded Medal of Honor at Panama-Pacific Exposition. At the Panama-Pacific International Exposition, in 1915, Gregg Shorthand was awarded the Medal of Honor, the highest award ever granted a system of shorthand by any exposition, and the only award ever granted that was based on the results accomplished by students in a model school conducted under the observation of the International Jury of Awards. Gregg Shorthand also received the highest award, the Medal of Honor, at the Sesqui-Centennial Exposition at Philadelphia, in 1926. The thirteenth International Shorthand Congress, held in Bruxelles, Belgium, in 1927, awarded a Grand Prix to The Gregg Publishing Company, and elected the author of Gregg Shorthand as Vice President of the Congress representing the United States.
Principles of the System. Needless to say, Gregg Shorthand is a radical departure from the old lines of shorthand construction, for it is only by a radical departure that such marked superiority in results can be accomplished.

The following is a synopsis of the leading features of the system:

1. No compulsory thickening—may be written either light or heavy.

2. Written on the slope of longhand, thus securing a uniform manual movement.

3. Position-writing abolished—may be written on unruled paper, and in one straight line.

4. Vowels and consonants are joined, and follow each other in their natural order.

5. Angles are rare—curves predominate.

This brief synopsis will suffice to show that the aim of the author has been to adhere to those natural principles that govern ordinary writing. By a practical combination of these elements as a foundation, the system secures to the writer, with very little practice, that perfect command of the characters that is productive of the best results, and is obtained only by years of persistent, painstaking practice with the older systems.

TO SUM UP

Easy to Learn. Gregg Shorthand may be learned in from one-third to one-half the time required by the old systems. The records made by its writers prove this beyond all question.

Easy to Read. Gregg Shorthand is the most legible shorthand in existence. In the public shorthand speed contests, writers of the system have established the highest official world's records for accuracy of transcripts on difficult matter. These records were made in competition with experienced reporters who used the older systems, and in contests conducted by reporters and teachers who wrote such systems. Manifestly, the insertion of the vowels, the absence of shading, the elimination of position-writing, and the elimination of the minute distinctions of form, all contribute to legibility.

Easy to Write. The easy, natural appearance of the writing in Gregg Shorthand appeals to every impartial investigator. The absence of distinctions between light and heavy characters, the continuous run of the writing along one line, as in longhand, instead of constant changes of posi-
tion—now on the line, then above the line, and then, perhaps, through or below the line—will be noticed at first glance. Next, the investigator will probably attribute much of the natural, pleasing appearance of the writing to that uniform slant of the writing with which both hand and eye are familiar. Only those who have had previous experience with shorthand, however, will be able to appreciate fully how much elimination of numerous dots and dashes—minute marks that have to be placed with great precision alongside the strokes—contributes to fluent writing.

Superior in Speed Possibilities. As has already been set forth in greater detail, writers of Gregg Shorthand have demonstrated in public speed contests, under the most trying conditions, that the system has greater speed possibilities than any other system.

Adapted to Other Languages. The simple and logical writing basis of Gregg Shorthand enables a writer of it to use it in any language with which he is familiar. Special adaptations of the system have been published for Spanish, French, German, Italian, Portuguese, Polish, Gaelic, and Esperanto. Adaptations to other languages are in preparation. The Spanish adaptation of the system is used in more than 300 schools in Spanish-speaking countries, and there is a quarterly magazine devoted to it.
A TALK WITH THE BEGINNER

Success in any study depends largely upon the interest taken in that particular subject by the student. This being the case, we earnestly hope that you will realize at the very outset that shorthand can be made an intensely fascinating study. Cultivate a love for it. Think of it as the highest form of writing, which is itself the greatest invention of man. Be proud that you can record the language in graceful lines and curves. Aim constantly to acquire artistic skill in executing those lines and curves. You can, if you will, make the study of shorthand a perfect joy instead of a task. Skill in the use of shorthand is a possession that has been coveted by the wisest of men and women, for it is not only a practical instrument in commercial work, but a much-prized and valuable accomplishment and a means of mental culture.

Be Thorough. Skill in anything is attained by repetition with interest; therefore do not shirk the careful, painstaking practice on the elementary forms given in the Manual. Write each outline many times, and aim always at the attainment of fluency and exactness in execution.

Your future success depends to a very large extent on the way you do your work now. In order that your progress may be sure and rapid, master each lesson before you proceed with the next.

In your practice, write as rapidly as you can while keeping the hand under complete control; aim at accuracy rather than speed, but do not draw the characters. You must understand at the outset that shorthand must be written; but you must also impress upon your mind that whatever you write you must read, hence the necessity for good penmanship. As skill in executing the movements is obtained, the speed may be increased until the forms can be written accurately at a high rate of speed. Some attention should be given to acquiring a capacity for writing individual outlines rapidly without hesitation, and with a free movement of the hand.

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A TALK WITH THE BEGINNER

Aim to acquire a smooth style of writing; execute each character with an easy, continuous motion of the pen, and pass directly to the next without unnecessary movements. A halting, jerky movement is fatal to speed, and may be almost always traced to indecision, caused by unfamiliarity with the forms. At first carefully analyze the words. To do this it is, of course, necessary for you to think of them in detail; but after you have determined the correct outline, practice it and think of it as a whole.

Facility in the practical use of shorthand depends largely upon the stock of outlines you have at your ready command. Note the use of that word “ready.” This means that you should master all the forms given in the Manual by writing them many times. This will not only impress the forms on your mind, so that you will not have any hesitation in recalling them, but will give you facility in writing them. In shorthand it is not sufficient to know how to write a word—you must not only know the form but be able to write it quickly. Hence the necessity for much repetition practice in writing the forms.

Most of this repetition practice should be on the forms as they occur naturally in connected matter. The repetition of isolated forms for more than five times consecutively is not in accord with modern pedagogy. Scientifically graded connected matter has supplanted the isolated form.

If, in addition to the words given in the Manual, you can add to your stock of outlines other words written under the same principles, you will have gained a great deal—will have laid a broader foundation for advanced work which will lessen the time required to attain efficiency.

Devote Much Time to Reading Well-Written Shorthand. By reading a great deal of well-written shorthand you will become not only a fluent reader, but you will enlarge your writing vocabulary. Unconsciously you will imitate in your own work the easy execution
of the forms shown in the printed plates. All expert writers have
devoted much time to reading shorthand.

In addition to the work outlined in this Manual, we strongly
recommend the use of the supplementary dictation material given
in "Gregg Speed Studies," and the exercises presented each month in
the Learner’s Department of The Gregg Writer. These exercises may
be used with great advantage from the very first lesson. Each
number of The Gregg Writer contains many helpful suggestions and
a number of shorthand pages that afford valuable exercises in reading
and writing for students at all stages of advancement.
Gregg Shorthand received the highest award at the Panama-Pacific International Exposition, and at the Sesqui-Centennial International Exposition.
THE ALPHABET OF GREGG SHORTHAND

CONSONANTS

Written forward:
K G R L N M T D TH

Written downward:
P B F V CH J S SH
H NG NK

VOWELS

ä o ī ĩ ŏ ū
ā ō ē ē aw ē ō ō

DIPTHONGS

\( \ddot{u} \) \( \ddot{e} \)-oo as in unit ə oi aw-ē as in oil ə
\( \ddot{ow} \) \( \ddot{a} \)-oo as in owl ə ī ā-ē as in isle ə

BLENDDED CONSONANTS

The consonants are so arranged that two strokes joining with an obtuse or blunt angle may assume the form of a large curve, thus:
ten, den .ent, end  def-v, tive

tem, dem  emt, emd  jent-d, pent-d
CHAPTER I

UNIT 1

1. Shorthand is written by sound; thus aim is written am (long sound of a), cat is written kat, knee is written ne.

CONSONANTS

2. The consonants are arranged in pairs, according to their affinity of sound, and are distinguished by a difference in length.

The characters for the consonants in this lesson are derived from an elliptical figure, thus: ⌂

<table>
<thead>
<tr>
<th>Letters</th>
<th>Signs</th>
<th>Words</th>
<th>Letters</th>
<th>Signs</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>─</td>
<td>can</td>
<td>T</td>
<td>─</td>
<td>it, at</td>
</tr>
<tr>
<td>G</td>
<td>─</td>
<td>go, good</td>
<td>D</td>
<td>/</td>
<td>would</td>
</tr>
<tr>
<td>R</td>
<td>─</td>
<td>are, our, hour</td>
<td>H</td>
<td>.</td>
<td>a, an</td>
</tr>
<tr>
<td>L</td>
<td>─</td>
<td>will, well</td>
<td>Th</td>
<td>/</td>
<td>the there, their</td>
</tr>
<tr>
<td>N</td>
<td>─</td>
<td>in, not</td>
<td>o</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>M</td>
<td>─</td>
<td>am, more</td>
<td>.</td>
<td>he</td>
<td></td>
</tr>
</tbody>
</table>

3. All these consonants are written forward from left to right; th and t and d are struck upwards from the line of writing. The g given in this lesson is called gay, being the hard sound as in game, get, and not the soft sound heard in gem, magic. The aspirate h is indicated by a dot placed over the vowel. Many frequently recurring words are represented by simple alphabetic char-
acters. Some of these signs represent two and even three words; for example, the sign for *r* represents *are, our, hour*. A dot on the line of writing represents the articles *a, an*. A dot at the end of a word expresses *ing*. The pronoun *I* is expressed by a large circle; *he*, by a small circle.

The student should practice all these characters until he can write them without the slightest hesitation. The size of the characters given in this manual will be a safe standard to adopt.

4. Phrasing. The joining of simple words is a great help to accuracy and speed in writing shorthand, and its acquirement should not be deferred until the habit of writing common words separately has been formed.

I will — he can — it will — in the —

5. Punctuation, etc. In shorthand the following marks are used:

period paragraph interrogation dash hyphen parenthesis

\_ > x = = ( )

Capitals and proper names are indicated by two short dashes beneath the word.

6. SENTENCE DRILL
7. In shorthand there are twelve distinct vowel sounds, which are arranged in four groups, and three closely related sounds are placed in each group. In this lesson we have the first two groups, which for convenience are named the A group and the E group.

Memory aid: $\alpha = \circ \quad \xi = \cdot$

### The A Group

<table>
<thead>
<tr>
<th>$\ddot{\mathrm{a}}$</th>
<th>$\dddot{\mathrm{a}}$</th>
<th>$\dddot{\mathrm{a}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\circ$</td>
<td>$\circ$</td>
<td>$\circ$</td>
</tr>
<tr>
<td>as in</td>
<td>as in</td>
<td>as in</td>
</tr>
<tr>
<td>mat</td>
<td>calm</td>
<td>came</td>
</tr>
<tr>
<td>$\tilde{\mathrm{m}} \ddot{\mathrm{a}} \mathrm{t}$</td>
<td>$\ddot{\mathrm{k}} \ddot{\mathrm{a}} \mathrm{m}$</td>
<td>$\ddot{\mathrm{k}} \ddot{\mathrm{a}} \mathrm{m}$</td>
</tr>
</tbody>
</table>

### The E Group

<table>
<thead>
<tr>
<th>$\dot{\mathrm{i}}$</th>
<th>$\ddot{\mathrm{e}}$</th>
<th>$\dddot{\mathrm{e}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\circ$</td>
<td>$\circ$</td>
<td>$\circ$</td>
</tr>
<tr>
<td>as in</td>
<td>as in</td>
<td>as in</td>
</tr>
<tr>
<td>kit</td>
<td>get</td>
<td>need</td>
</tr>
<tr>
<td>$\dot{\mathrm{k}} \ddot{\mathrm{i}} \mathrm{t}$</td>
<td>$\ddot{\mathrm{g}} \ddot{\mathrm{e}} \mathrm{t}$</td>
<td>$\ddot{\mathrm{n}} \ddot{\mathrm{e}} \mathrm{d}$</td>
</tr>
</tbody>
</table>

**Note:** The first sound in the E group of vowels is the short $i$, heard in *dine*, and should not be confused with long $i$, heard in *dine*, which will be given later.
8. Marking Vowels. The vowels are grouped according to similarity in sound. The large circle expresses three sounds of \( a \). The short sound is unmarked, the medium sound is marked with a dot, and the long sound with a short dash, as shown on page 3. This system of marking is used in all vowel groups uniformly.

The dot and dash are occasionally needed to indicate the exact sounds in unfamiliar or isolated words, but otherwise they are seldom used.

**Picturing Writing Motion**

9. Frequently we shall have to refer to writing motion. The curved characters in this lesson are taken from horizontal ovals, one written with *right* motion, the other with *left*.

\[ \text{Right motion: } \circ \rightarrow \circ \quad \text{Left motion: } \circ \leftarrow \circ \]

10. Characters taken from the left-motion oval are called *left-motion*, because the rotation is *from left to right*; characters taken from the right-motion oval are called *right-motion* for a like reason; thus:

\[ \text{K-G are right-motion strokes} \quad \text{R-L are left-motion strokes} \]

The terms “left motion” and “right motion” refer to the *rotation* in movement, and not to the *direction.*
HOW CIRCLES ARE JOINED

The following movement drills are intended to develop skill in the joining of circles.

11. Circles Joined to Single Strokes. At the beginning or end of a single curve, the circle is placed inside the curve:

<table>
<thead>
<tr>
<th>eke</th>
<th>ear</th>
<th>array</th>
</tr>
</thead>
<tbody>
<tr>
<td>egg</td>
<td>ill</td>
<td>airy</td>
</tr>
<tr>
<td>ache</td>
<td>air</td>
<td>alley</td>
</tr>
<tr>
<td>key</td>
<td>ail</td>
<td>hack</td>
</tr>
<tr>
<td>gay</td>
<td>ray</td>
<td>hag</td>
</tr>
</tbody>
</table>

12. At the beginning or end of a single straight stroke, the circle is written with right motion:

<table>
<thead>
<tr>
<th>aim</th>
<th>tea</th>
<th>ham</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>day</td>
<td>heat</td>
</tr>
<tr>
<td>add</td>
<td>may</td>
<td>head</td>
</tr>
<tr>
<td>eat</td>
<td>me</td>
<td>heed</td>
</tr>
<tr>
<td>hid</td>
<td>eddy</td>
<td>hate</td>
</tr>
</tbody>
</table>
13. READING AND DICTATION PRACTICE
UNIT 2

14. Circles Between Strokes. Where an angle, or a point, is formed at the junction of consonants, the circle goes outside the angle:

kick  
make  
rain

cake  
met  
rim

get  
maid  
tale

gate  
team  
rainy

calm  
rear  
dream

15. Where straight strokes and curves join without an angle, or where two similar-motion curves join without an angle, the circle is placed inside the curve:

writ  
raid  
dig

rid  
ticket  
tag

red  
tack  
taken

read  
take  
rattle

rate  
deck  
riddle

16. Some vowels are so obscure or neutral that they are omitted when they do not contribute to speed or legibility. For example, the e in the words
taken and maker is absolutely useless, and is omitted. Any vowel which does not contribute to the legibility of an outline may be omitted if its omission gives a more facile outline.

17. Between straight strokes in the same direction the circle is written with right motion:

\[
\begin{align*}
\text{deed} & \quad \text{dad} & \quad \text{mean} & \quad \text{main} \\
\text{circle} & & & \\
\end{align*}
\]

18. Between opposite curves the circle is turned back on the first curve:

\[
\begin{align*}
\text{wreck} & \quad \text{rag} & \quad \text{lake} & \quad \text{kill} \\
\text{circle} & & & \\
\end{align*}
\]

**CONSONANT COMBINATIONS**

19. Kr and Gl Combinations. K and r, and g and l, are equal curves and are made a little flatter than usual when joined. thus:

\[
\begin{align*}
\text{kr} & \quad \text{gl} \\
\text{cream} & \quad \text{eagle} & \quad \text{glen} \\
\text{crane} & \quad \text{glee} & \quad \text{glare} \\
\text{creed} & \quad \text{glean} & \quad \text{acre} \\
\text{crate} & \quad \text{gleam} & \quad \text{maker} \\
\end{align*}
\]
20. **Gr and Kl Combinations.** Where curves of unequal length join without an angle, as in the following, note how a distinction in length is positively shown.

The movement in writing gr is similar to that in writing y in longhand; kl to that in writing b, thus:

\[ \text{gray} \quad \text{green} \quad \text{eager} \]
\[ \text{grain} \quad \text{greet} \quad \text{clay} \]
\[ \text{greed} \quad \text{grim} \quad \text{clan} \]

21. **Rk and Lk Combinations.** Since r and k are of equal length, the curves are somewhat flatter, as with kr and gl. Lk is very infrequent.

\[ \text{ark} \quad \text{dark} \quad \text{mark} \quad \text{milk} \]

22. **The Signs for Th.** The sign for t is curved to express th, thus: or

\[ \text{tick} \quad \text{thick} \quad \text{hat} \quad \text{hath} \]
\[ \text{rat} \quad \text{wrath} \quad \text{met} \quad \text{myth} \]
23. A comparatively small number of frequently recurring words make up a large part of the English language. As an illustration, ten words—*the, of, and, to, a, in, that, it, is, I*—form one-fourth of the entire written and spoken language.

The forms for these frequent words are based on a very common method of abbreviation in longhand writing. For example, *amt.* is written for *amount; Rev.* for *Reverend; gym.* for *gymnasium; ans.* for *answer; math.* for *mathematics,* and so on. By taking advantage of this method of abbreviation, brief and easily remembered shorthand forms are obtained for the most common words in the language.

\[
\begin{align*}
\text{of} & \quad \circ \quad \text{and, end} \quad \circ \quad \text{them} \quad \circ \\
(and) & \quad \circ \quad \text{them} \quad \circ \\
\text{that} & \quad \circ \quad \text{to, too, two} \quad \circ \quad \text{is, his} \quad \circ \\
(stha) & \quad \circ \quad \text{to, too, two} \quad \circ \quad \text{is, his} \quad \circ \\
\text{was} & \quad \circ \quad \text{be, by, but} \quad \circ \quad \text{great} \quad \circ \\
(os) & \quad \circ \quad \text{be, by, but} \quad \circ \quad \text{great} \quad \circ \\
\text{they*} & \quad \circ \quad \text{you, your} \quad \circ \quad \text{with} \quad \circ \\
(tbe) & \quad \circ \quad \text{you, your} \quad \circ \quad \text{with} \quad \circ \\
\text{this} & \quad \circ \quad \text{than, then} \quad \circ \quad \text{without} \quad \circ \\
(tbs) & \quad \circ \quad \text{than, then} \quad \circ \quad \text{without} \quad \circ \\
\end{align*}
\]

*In some phrases *they* is written the same as *the,* as in *they will.*

Note: Refer to alphabet facing page 1 for explanation of characters.

24. **BUSINESS ABBREVIATIONS**

Mr., market \quad Yours truly, \quad Dear Sir:\ desire
25. READING AND DICTATION PRACTICE
UNIT 3

BLENDED CONSONANTS

26. By blending $d$ and $t$ into one long stroke the syllables *ted*, *ded*, *det* are expressed:

<table>
<thead>
<tr>
<th>added</th>
<th>rated</th>
<th>today</th>
</tr>
</thead>
<tbody>
<tr>
<td>hated</td>
<td>needed</td>
<td>treated</td>
</tr>
</tbody>
</table>

Note: The combination *det* usually occurs at the beginning of words, as in *detect*, *detach*, while *ted* or *ded* usually occurs at the end of a word.

27. By blending *m* and *n* into one long stroke the syllables *men*, *mem* are expressed. In addition to *men*, *mem* this blend represents similar sounds, such as *min* in *minute*, *mun* in *money*:

<table>
<thead>
<tr>
<th>men</th>
<th>mimic</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>memory</td>
</tr>
<tr>
<td>month</td>
<td>remain</td>
</tr>
<tr>
<td>money</td>
<td>emanate</td>
</tr>
<tr>
<td>meant</td>
<td>mental</td>
</tr>
<tr>
<td>mend</td>
<td>mineral</td>
</tr>
<tr>
<td>minute</td>
<td>minimum</td>
</tr>
</tbody>
</table>
28. Frequent-Word Drill

Eight  ā t  man  mān
Had  ĕ d  make  māk
Him  ĕ m  tin  tin
Add  ĕ d  tan  tān
Aid  ĕ d  cat  kāt
Tea  ĕ ē  kid  kīd
Day  dā  get  ēt
Me  mē  take  tāk
May  mā  came  kām
Net  nēt  her  ēr
Need  nēd  here  ēr
Met  mēt  air  ēr
Meet  mēt  head  hēd
Made  mād  read  rēd
Mean  mēn  ready  rēdi
29. **BRIEF FORMS FOR COMMON WORDS**

<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>did, date</td>
<td>/</td>
</tr>
<tr>
<td>when</td>
<td>—</td>
</tr>
<tr>
<td>into</td>
<td>/</td>
</tr>
<tr>
<td>other</td>
<td>/</td>
</tr>
<tr>
<td>any</td>
<td>—</td>
</tr>
<tr>
<td>come</td>
<td>/</td>
</tr>
<tr>
<td>all</td>
<td>/</td>
</tr>
<tr>
<td>could</td>
<td>/</td>
</tr>
<tr>
<td>like</td>
<td>/</td>
</tr>
<tr>
<td>were</td>
<td>/</td>
</tr>
<tr>
<td>what</td>
<td>/</td>
</tr>
<tr>
<td>little</td>
<td>/</td>
</tr>
<tr>
<td>where, aware</td>
<td>°</td>
</tr>
<tr>
<td>truth</td>
<td>/</td>
</tr>
<tr>
<td>those</td>
<td>/</td>
</tr>
<tr>
<td>my</td>
<td>—</td>
</tr>
<tr>
<td>time</td>
<td>(</td>
</tr>
<tr>
<td>country</td>
<td>(</td>
</tr>
</tbody>
</table>

Note: *W* is omitted in the word *were*, and *wh* in *where, when, what*; *other* is expressed by *uth*—see alphabet; *all*, by *aw* placed on its side; *time*, by the *tem* blend; *into*, by blending *in* and *to*. For convenience, the long *i* in *my* is expressed by a large circle.
GENERAL PHRASING PRINCIPLES

30. The following suggestions will be helpful to an understanding of the general principles of phrasing:

1. Short and common words only should be joined, as of the, in the, etc.

2. The words should make good sense if standing alone, as it will be.

3. Pronouns generally are joined to the words they precede, as I can, you are, you can, I would.

4. A qualifying word is usually joined to the word it qualifies, as good man.

5. The words to, of, in, with, and generally are joined to the word following, as to the, of which, in that, with that, and will.

6. Words that do not make an easily written, distinctive joining should not be phrased.

31. Phrase Drill. The simple phrases given in the drill below are of very high frequency and will serve as models for other phrases:

of the — and the — will be —
to the — that the — of you —
it is — by the — it was —
I am — you can — he was —
to you — at the — is the —
32. READING AND DICTATION PRACTICE

*Before a downstroke, to is expressed by t.
33. **WRITING PRACTICE**

1. You will need a keen memory when you go to the market today.

2. When you take the grain to the mill you can get your money.

3. Many of our men will go to the train in the rain to greet the team.

4. I am not any more eager to be in debt to you than you are.

5. I am ready to go the limit in getting you the money you need.

6. He had a great desire to read, but he had little time and his reading was limited.

7. I am not willing to go by train, but you can make me a minimum rate by air and rail.

8. The data you need will be ready by the middle of the month.

9. The mill was then making a good metal tag at the rate of eighty a minute.

10. In his dream he was being attacked in the dark by an enemy.

Dear Sir: I am eager to eliminate without any more delay the error made in the minimum grain rate to Erie. I can meet you at Erie any day you desire. My time is limited and I cannot be there more than a day. It would be well to get all the data in hand by the time you are ready to go. I will meet you any day you can be there. Yours truly,
CHAPTER II
UNIT 4
THE DOWNWARD CHARACTERS

34. The characters for the consonants in this chapter are derived from another elliptical figure:

<table>
<thead>
<tr>
<th>Letters</th>
<th>P</th>
<th>B</th>
<th>F</th>
<th>V</th>
<th>CH</th>
<th>J</th>
<th>SH</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signs</td>
<td></td>
<td></td>
<td>(</td>
<td></td>
<td>/</td>
<td>/</td>
<td>,</td>
<td>/</td>
</tr>
</tbody>
</table>

Words put be for have which shall is
but for have which shall ship his

Left motion: P B S  Right motion: F V S

35. All these characters are written downward. Ch is named chay, and sh is named ish. The signs for sh and s are very small. As s is one of the most frequent sounds in the language, two signs are provided for it to facilitate joining in various combinations. The following memory aids will be useful:
CONSONANT COMBINATIONS

36. Many of the consonants follow each other consecutively; for example, \( r \) and \( l \) frequently follow \( p \), \( b \), as in \textit{play}, \textit{brave}. As skill in writing such combinations is essential to speed and accuracy, the following movement drills should be practiced until fluency is secured.

37. \textbf{Pr and Pl}. In writing \textit{pr} and \textit{pl}, start to the left:

\[
\begin{array}{llll}
\text{pr} & \text{pl} \\
\text{pray} & \text{play} & \text{pledge} \\
\text{prayer} & \text{plate} & \text{wrapper} \\
\text{prim} & \text{plea} & \text{pepper} \\
\text{preach} & \text{plead} & \text{apple} \\
\end{array}
\]

38. \textbf{Br and Bl}. In writing \textit{br} and \textit{bl}, start down, thus:

\[
\begin{array}{llll}
\text{br} & \text{bl} \\
\text{brain} & \text{breach} & \text{blame} \\
\text{braid} & \text{bridge} & \text{bled} \\
\text{braided} & \text{brief} & \text{blade} \\
\text{brim} & \text{brave} & \text{blare} \\
\end{array}
\]
39. Fr and Fl. In writing the combinations fr and fl, the angle is rounded to give fluency. The motion is just the same as in writing a part of the longhand y:

\[
\begin{align*}
fr &= \quad \ell \\
fray &= \quad \ell \\
fresh &= \quad \ell \\
f\ell e &= \quad \ell \\
f\ell a &= \quad \ell \\
f\ell et &= \quad \ell \\
flame &= \quad \ell \\
flap &= \quad \ell \\
flash &= \quad \ell
\end{align*}
\]

40. Frequent-word drill

\[
\begin{align*}
if &= \quad \ell \\
frame &= \quad \ell \\
page &= \quad \ell \\
half &= \quad \ell \\
flat &= \quad \ell \\
able &= \quad \ell \\
age &= \quad \ell \\
play &= \quad \ell \\
break &= \quad \ell \\
each &= \quad \ell \\
plan &= \quad \ell \\
cash &= \quad \ell \\
she &= \quad \ell \\
paper &= \quad \ell \\
range &= \quad \ell \\
fear &= \quad \ell \\
reach &= \quad \ell \\
happy &= \quad \ell \\
feel &= \quad \ell \\
back &= \quad \ell \\
black &= \quad \ell \\
felt &= \quad \ell \\
check &= \quad \ell \\
trip &= \quad \ell \\
free &= \quad \ell \\
live &= \quad \ell \\
happen &= \quad \ell
\end{align*}
\]
fair  2  bear  6  help  7
affair  2  bread  6  labor  7
fail  2  shape  6  pretty  7
chief  7  leave  9  even  2

41. BRIEF FORMS FOR COMMON WORDS

one, won  2  from, form  2  never  7
after  2  been, bound  7  should  7
people  6  very  2  over*  7
about  6  before  7  ever  9
most  6  much  7  every  9

*The sign for the prefix over written above a following character is used to express the word over.

42. As a prefix, after is expressed by af. In compounds, every is expressed by ev.

43. The word been following have, has, had is phrased and is expressed by h:

have been  7  has been  8  had been  9

44 BUSINESS ABBREVIATIONS

Dear Madam:  Very truly yours,  Yours very truly,
45. READING AND DICTATION PRACTICE

[Handwritten text in Gregg shorthand]
UNIT 5

THE SIGNS FOR S

46. The signs for s, written downward, are taken from a small elliptical figure, thus: \\

\[ \overline{s} \overline{z} \]

Memory aid: \[ S Z \]

The right-motion s is called “right s”.
The left-motion s is called “left s”.

47. In practical writing the sound of z is expressed by the sign for s, since no confusion arises from using the same character for both sounds in connected writing. We already are accustomed to writing and reading s for z in English, as in rays, praise.

It is seldom necessary to make a distinction between s and z, but when it is, a short dash is struck at a right angle to the sign for s to show that it has the sound of z, thus:

race \[ \overline{r} \]
raise \[ \overline{r} \]
gas \[ \overline{g} \]
gaze \[ \overline{g} \]

48. The base of the first consonant of a word rests on the line of writing, but when s precedes another consonant, the base of the consonant following the s is placed on the line.

49. Initial and Final S. 1. Before and after p, b, r, and l, and after t, d, n, m, and o, the left s is used:

sips \[ \overline{c} \]
phrase \[ \overline{c} \]
daze \[ \overline{c} \]
sables \[ \overline{c} \]
slim \[ \overline{c} \]
knees \[ \overline{c} \]
series \[ \overline{c} \]
tease \[ \overline{c} \]

mass \[ \overline{c} \]
2. In all other cases the right s is used:

saves \[ \text{}\]
seeks \[ \text{}\]
staff \[ \text{}\]
seeds \[ \text{}\]
snap \[ \text{}\]
smash \[ \text{}\]
sashes \[ \text{}\]
sketches \[ \text{}\]
sages \[ \text{}\]

A circle placed outside the angle in any of these joinings does not change the motion.

50. F R E Q U E N T - W O R D D R I L L

sell \[ \text{}\]
sale \[ \text{}\]
spread \[ \text{}\]
spare \[ \text{}\]
trace \[ \text{}\]
space \[ \text{}\]
dress \[ \text{}\]
less \[ \text{}\]
class \[ \text{}\]
slip \[ \text{}\]
sleep \[ \text{}\]
asleep \[ \text{}\]
say \[ \text{}\]
sales \[ \text{}\]
as \[ \text{}\]
<table>
<thead>
<tr>
<th>Unit 5]</th>
<th><strong>GREGG SHORTHAND</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>has</td>
<td>i same steel</td>
</tr>
<tr>
<td>these</td>
<td>9 sense steam</td>
</tr>
<tr>
<td>easy</td>
<td>2 seems stage</td>
</tr>
<tr>
<td>season</td>
<td>2 sit stiff</td>
</tr>
<tr>
<td>affairs</td>
<td>2 seat stay</td>
</tr>
<tr>
<td>safe</td>
<td>9 said stick</td>
</tr>
<tr>
<td>save</td>
<td>9 sad set</td>
</tr>
<tr>
<td>case</td>
<td>9 niece sat</td>
</tr>
<tr>
<td>kiss</td>
<td>9 miss settle</td>
</tr>
<tr>
<td>guess</td>
<td>9 days silk</td>
</tr>
<tr>
<td>gas</td>
<td>9 dance needs</td>
</tr>
<tr>
<td>sick</td>
<td>2 since ladies</td>
</tr>
<tr>
<td>sake</td>
<td>9 hence chance</td>
</tr>
<tr>
<td>scheme</td>
<td>9 minutes ages</td>
</tr>
<tr>
<td>seen</td>
<td>7 step sketch</td>
</tr>
<tr>
<td>seem</td>
<td>2 steps study</td>
</tr>
</tbody>
</table>
51. S Between Strokes. When a circle vowel immediately precedes s between strokes, treat the s as belonging to the preceding consonant; if the circle follows the s, the s should be treated as if it belonged to the following consonant; when s occurs between strokes and is not joined to a circle, write the s with the syllable to which it belongs:

- cast
- guest
- taste
- task
- desk
- mist

- mask
- grasp
- accede
- chest
- vast
- visit

- least
- risk
- pressed
- raised
- ransack
- mason

52. The Ses Sign. The ses sound as heard in faces is expressed by joining the two s signs as a blend:

- senses
- cases
- masses

- ceases
- thesis
- traces

- basis
- census
- analysis

Note: In rapid writing, the first s in ses may become obscure, and yet the second s, being written contrary to the rule for writing a single s, clearly indicates the plural form. Compare the following:

- face
- lease

- faces
- leases
53. BRIEF FORMS FOR COMMON WORDS

under* cause,
because
work

must thoroughly,
three
part

some think,
thing
matter

such system,
says
again

first public,
publish
against

business far,
favor
always

*The sign for the prefix under written above a following character is used for the word under.

54. The suffix thing is expressed by a dot in the following words:

anything something everything

55. Plurals of Brief Forms. The plurals of brief forms ending in s are formed by adding another s of the same motion, thus:

cause causes business businesses

In other brief forms the plurals are formed by adding s to the singular forms, thus:

parts changes ships forms
56. READING AND DICTATION PRACTICE
UNIT 6

57. The Letter X. When x occurs at the end of or within words, it is expressed by s slightly modified in slant, thus:

mix — e fix — tax —
mixes — s fixes — taxes —

Note: The plural is formed by adding s as shown in mixes, taxes.

SIMPLE SUFFIXES

58. The suffix shun (sion, tion) is expressed by sh:

mention —— fashion — vision —
nation — action — session —
mission —— faction — evasion —
diction — affection — section —

59. The Past Tense. The past tense is expressed by t or d:

1. After most abbreviated words a disjoined t placed close to the preceding character is used to express the past tense, thus:

changed —— timed — liked — willed —
2. In all other cases join $t$ or $d$ if a distinctive and facile joining is possible; otherwise, disjoin $t$ (as in glared, tapered) to express the past tense, thus:

passed  $\text{e}$  raced  $\text{e}$  shaped  $\text{e}$
praised  $\text{e}$  mentioned  $\text{e}$  reached  $\text{e}$
visited  $\text{e}$  risked  $\text{e}$  checked  $\text{e}$
labored  $\text{e}$  glared  $\text{e}$  tapered  $\text{e}$
traced  $\text{e}$  fixed  $\text{e}$  feared  $\text{e}$

60. **BRIEF FORMS FOR COMMON WORDS**

also  $\text{e}$  letter,  let  $\text{-}$  until  $\text{e}$
nothing  $\text{-}$  present,  presence  $\text{e}$  got  $\text{-}$
between  $\text{e}$  big,  beg  $\text{e}$  gave  $\text{-}$
another  $\text{-}$  give,  given  $\text{e}$  next  $\text{e}$
woman  $\text{-}$  tell,*  till  $\text{e}$  soon  $\text{e}$
morning  $\text{-}$  still  $\text{e}$  name  $\text{-}$

*The $s$ is added to *tell* by changing the circle into a loop, thus: *tells* $\text{e}$
61. A brief form is frequently used as a prefix or as part of another word, as illustrated in the following:

almost  — inform  — formal
income  — begin  — anyone
increase  — began  — overwork
instead  — forgive  — undergo
ago  — forgot  — handle

62. FREQUENT PHRASES

for the  — you have  — would be

to be*  — there is  — can be

with the  of his  — may be

I have  — for you  — and that

from the  if you  — as the

of this  of your  — in our

there are  — in this  — of all

*Before a downstroke, to is expressed by t.
63. READING AND DICTATION PRACTICE
64. WRITING PRACTICE

1. I shall not leave here today for my trip to France, as I am too busy, but I shall finish everything soon.

2. It may be that such a change in the history classes will help to settle the matter for you.

3. He will cash the pay check if you will present it at his desk.

4. Since she is changing her plans to stay here some time before going to the city, I think it will be well to leave the matter as it is for the present.

5. Because the business in that part of the country is not good, he will remain there another month to go thoroughly into the planning of a sales campaign.

6. It is plain that if any action is to be taken it must take place before the session ends today.

7. He fixed the time at six and said that the men were asleep.

8. I shall not fail to mention that the basis of his claim is very flimsy and that I feel that his figures should be thoroughly studied and checked before any decision is reached.

Dear Sir: The sale of the goods you shipped me in January is not going at all well. For one thing, the season has been very late, causing business to be slack. Can you think of anything that will help our sales? It may be that business in other parts of the country is much the same as it is here and you have made some sales plans that will be of help to me. I should like to go over this matter with one of your men the first time one of them is in the city. Yours truly,
CHAPTER III

UNIT 7

THE ō-HOOK

65. The lower half of the elliptical figure ￼ is called the o-hook. It is used to express the following sounds:

<table>
<thead>
<tr>
<th>ō</th>
<th>aw</th>
<th>ō</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in</td>
<td>as in</td>
<td>as in</td>
</tr>
<tr>
<td>rot</td>
<td>raw</td>
<td>wrote</td>
</tr>
<tr>
<td>r ō t</td>
<td>r aw</td>
<td>r ō t</td>
</tr>
</tbody>
</table>

Key to Vowel Sounds: John  Paul  Jones.

Note: The sound aw is spelled in various ways, as in fall, bought, taught, raw. The same method of marking vowels is employed in this chapter as in the first.

66. F R E Q U E N T - W O R D D R I L L

<table>
<thead>
<tr>
<th>know</th>
<th>n ō</th>
<th>lot</th>
<th>l ō t</th>
</tr>
</thead>
<tbody>
<tr>
<td>law</td>
<td>l aw</td>
<td>road</td>
<td>r ō d</td>
</tr>
<tr>
<td>low</td>
<td>l ō</td>
<td>load</td>
<td>l ō d</td>
</tr>
<tr>
<td>wrote</td>
<td>r ō t</td>
<td>ought</td>
<td>aw t</td>
</tr>
</tbody>
</table>
auto  aw tō
note  nōt
bought bōt
brought brōt
blow  bōt
ball  bōl
talk  tōk
job  jōb
hob  hōg
noted nōted
slow  sōl
notes nōt
notice nōtēs
raw  rōw
loss lōs
fellow fēlō
36  GREGG SHORTHAND  [Chap. III

so  sō  ꞌ  phone  fōn  ꞌ
saw  saw  ꞌ  notion  nō shun  ꞌ
sought  saw t  ꞌ  motion  mō shun  ꞌ
sorry  sōrī  ꞌ  sober  sōb‘r
sorrow  sōro  ꞌ  close  klōz
soul  sōl  ꞌ  model  mōd‘l
soft  sōf t  ꞌ  solemn  sōlēm
snow  sōn  ꞌ  solid  sōlĭd

67. O-Hook Modified. To avoid an unnecessary angle, the slant of the o-hook is modified slightly before n, m, r, and l, thus:

When a downstroke comes before the o-hook, this rule does not apply, since the o-hook joins to downstrokes without an angle, as in:
pour ꞌ  shown ꞌ  bone ꞌ  pole ꞌ

68. FREQUENT-WORD DRILL

on  ōn  ꞌ  home  hōm  ꞌ
own  ōn  ꞌ  known  nōn  ꞌ
or    aw r    nor    n aw r
roar  r ō r    omitted  ō m ī ted
roll  r ō l    drawn  d r a w n
lower l ō r    horse  h a w r s
whole h ō l    alone  a l ō n
loan l ō n    store  s t ō r
coal k ō l    story  s t ō r ĭ
tone t ō n    college  k ō l ĭ j
door d ō r    grown  g r ō n

69. BRIEF FORMS FOR COMMON WORDS

want*    glad,  girl    call
went*    during,  Dr.    situation

told    believe,  belief  course
order    possible  general
small    purpose  several
upon    receive  state

*The w is omitted in want and went.
70. **READING AND DICTATION PRACTICE**

[Handwritten text]
UNIT 8

METHOD OF EXPRESSING R

71. The circle is written with left motion to express r following the vowel:

1. Before and after straight strokes:

art  o  mar  —  arch  p  share  b

2. Between straight strokes in the same direction:

tart  o  dared  /  church  /  murmur  —

72. It is generally more facile to use the circle for the obscure vowel sound heard in ur as in church, murmur, urge, hurt.

73. FREQUENT-WORD DRILL

heart  o  urge  /  better  b

hard  o  tear  m  later  —

hurt  m  dare  /  sister  —

heard  m  near  —  chapter  b

earn  —  mere  —  motor  —

arm  —  manner  —  cashier  ?

army  —  chair  b  minister  —

harm  —  jar  b  teacher  ?
S FOLLOWING A LEFT-MOTION CIRCLE

74. The letter 𝑠 is added to a final left-motion circle on straight strokes by changing the circle to a loop:

tears shares stairs

dares nears manners

75. BRIEF FORMS FOR COMMON WORDS

either deal, dear yesterday

above real, regard together

rather company, keep children

love become, book prepare

collect importance, important subject

capital necessary opinion

76. After abbreviated words and words ending in a left-motion circle on straight strokes, a disjoined 𝑟 expresses 𝑒𝑟, 𝑡𝑜, thus:

keeper dearer worker

When the forms are distinctive, the 𝑟 is joined, thus:

greater bigger smaller

When a brief form ends with the last consonant of a word, the left motion circle is used to express 𝑒𝑟, 𝑒𝑡 after straight strokes:

sooner former
77. READING AND DICTATION PRACTICE

[Handwritten text]
UNIT 9
THE TH JOININGS

78. The left-motion *th* is used before and after *a, r, l.* In other cases the right-motion *th* is used:

though — author — bath
although* — earth — teeth
thought — health — thief
throw — both — theater
throat — birth — thin
thrown — path — cloth

*The word although is a combination of all and though.*

79. When *th* is the only consonant stroke, as in the brief forms for *that* or *they,* or is in combination with *s,* the right-motion *th* is used, as in *these* and *seethe.*

FREQUENT PREFIXES AND SUFFIXES

80. The prefixes *con,* *com,* *coun,* *cog,* followed by a consonant, are expressed by *k.* The suffix *ly* is expressed by a small circle; *ily* and *ally,* by a loop:

confess — council — conform
confer — compel — county
convention    lonely            formally
convey        lately            easily
convince      early             hastily
concrete      fairly             readily
safely        wholly             family
solely        hardly             totally
only          heartily           socially

81. In words beginning with *con* or *conn*, the second *m* or *n* is written, thus:

common        connote          commence

When *con* or *conn* is followed by a vowel or by *r* or *l*, write *kn* for *con* and *km* for *conn*, thus:

comedy         comrade          comic

82. After a circle vowel, *ly* is written on the opposite side from the vowel, thus:

dearly          daily             nearly

83. To express the plural of some brief forms ending in a circle and of some words ending in a loop, a slight change is made in the manner of joining *s*, thus:

names           letters           families
84. Before words beginning with a downward character or o, r, l, the word to is expressed by t:

to see  

to say  

to pay  

to which  

to honor  

to work  

to ship  

to our  

to place  

85. When repeated in a phrase, as is expressed by s:

as well as  
as much as  
as good as  
as great as  
as low as  
as many as  

86. After be or been, the word able is expressed by a:

have been able  

would be able  

should be able  

will be able  

87. F R E Q U E N T P H R A S E S

on the  

with you  

about the  

you are  

if the  

to give  

must be  

as to  

you know  

should be  

at that  

of it  
that is of their which is
in which is not on you-
of these of which with that
more than to get from you
your letter to take of its
this is in his he will
you may if you you would
you will he is that this to this

88. BRIEF FORMS FOR COMMON WORDS

send special, speak, speech represent
agree* week, weak already
ask floor, flour value
office complete,† employ
official immediate, immediately express
future committee knowledge

*The prefix form for agr-e-i, a loop written above the following character, is used to express the word agree.
†The angle between k and p is maintained in the word complete to make a distinction between complete and keep.
89. READING AND DICTATION PRACTICE

1. ( . . ) .
2. ( . . ) .
3. ( . . ) .
4. ( . . ) .
5. ( . . ) .
6. ( . . ) .
7. ( . . ) .
8. ( . . ) .
9. ( . . ) .
10. ( . . ) .
11. ( . . ) .
12. ( . . ) .
13. ( . . ) .
14. ( . . ) .
15. ( . . ) .
16. ( . . ) .
17. ( . . ) .
18. ( . . ) .
19. ( . . ) .
20. ( . . ) .
21. ( . . ) .
22. ( . . ) .
23. ( . . ) .
24. ( . . ) .
25. ( . . ) .
26. ( . . ) .
27. ( . . ) .
28. ( . . ) .
29. ( . . ) .
30. ( . . ) .
31. ( . . ) .
32. ( . . ) .
33. ( . . ) .
34. ( . . ) .
35. ( . . ) .
90. WRITING PRACTICE

1. It is hard to say what is known about the model of the motor on which Horace Holliday is working. Several people have seen it and praise it.

2. After Bob bought the boat he noticed that the motor would stall often. After much analysis and pottering over it, he spotted the cause of grief. It was a little thing, and easy to fix.

3. The history of this country shows that a hardy, hard-working people, gifted with vision, can achieve what they fix as a goal if the goal has a meaning to the people in general.

4. It was a shock to her to hear that John Jones, after joking about it, really had started alone on an airplane trip to Havana and was nearing his goal.

5. The "Lone Eagle" did not cross the ocean merely by dreaming of it. He made ready for a great trip by planning every detail. Study, hard work, and the bravery to face peril without flinching helped him to achieve his aim and to place his name on the scroll of the great men of history.

Dear Sir: It will be necessary for me to stay here till about the end of January, as there are many matters of importance still to be finished. I am really glad that you were able to see Mr. Hartman and close that business with him. Such matters may easily cause hard feeling. There is nothing at present that needs your presence here. The general situation seems to be as good as it is in the East. I have my heart set on making big gains for the company here this month. I am working hard to achieve all possible. Yours truly,
CHAPTER IV

UNIT 10

THE ĀO-HOOK

91. The upper part of the small elliptical figure ⟨⟩, which is called the āo-hook, is used to express the following sounds:

<table>
<thead>
<tr>
<th>ū</th>
<th>āo</th>
<th>āō</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in tuck</td>
<td>as in took</td>
<td>as in tomb</td>
</tr>
<tr>
<td>t ū k</td>
<td>t āō k</td>
<td>t āō m</td>
</tr>
</tbody>
</table>

Key to Vowel Sounds:
The duck took to the pool.

92. FREQUENT-WORD DRILL

who  āō hug h ūg
do   d āō does d ūz
took t āō k up ū p
true t r āō upper ū p 'r
whom h āō m blue b l āō
<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>plus</td>
<td>plūs</td>
</tr>
<tr>
<td>pull</td>
<td>pōol</td>
</tr>
<tr>
<td>lose</td>
<td>lōoz</td>
</tr>
<tr>
<td>rug</td>
<td>rūg</td>
</tr>
<tr>
<td>rough</td>
<td>rūf</td>
</tr>
<tr>
<td>food</td>
<td>fōod</td>
</tr>
<tr>
<td>fur</td>
<td>fūr</td>
</tr>
<tr>
<td>supper</td>
<td>sūp′r</td>
</tr>
<tr>
<td>dozen</td>
<td>dūz′n</td>
</tr>
<tr>
<td>group</td>
<td>g rōo p</td>
</tr>
<tr>
<td>cut</td>
<td>kūt</td>
</tr>
<tr>
<td>cook</td>
<td>kōok</td>
</tr>
<tr>
<td>cup</td>
<td>kūp</td>
</tr>
<tr>
<td>oven</td>
<td>ūv′n</td>
</tr>
<tr>
<td>cousin</td>
<td>kūz′n</td>
</tr>
</tbody>
</table>

93. The combination *us* is written without an angle at the beginning of words, or when it follows a downstroke or *k*, *g*, as in *us, shoes, campus, cousin,* etc.
94. The oo-hook Modified. To avoid an unnecessary angle, the oo-hook is turned under after n, m. It is also turned under after k or g if followed by r or l:

mood  m ōōd  canoe  k ān ōō  
none  n ūn  muff  m ūf  
noon  n ōōn  nook  n ōōk  
moon  m ōōn  null  n ūl  
nut  n ūt  cool  k ōōl  
numb  n ūm  cur  k ūr  
annul  ān ūl  curse  k ūrs  

95. BRIEF FORMS FOR COMMON WORDS

care  ๑ skill, school  ๑ number  ๑
carry  ๑ usual, wish  ๒ enough  ๒
force  ๒ govern, -ment  ๒ position  ๒
charge  ๒ expect, especial  ๒ question  ๒
look  ๒ full  ๒ purchase  ๒
clear  ๒ sure  ๒ remember  ๒
96. READING AND DICTATION PRACTICE
UNIT 11

METHOD OF EXPRESSING W

97. By pronouncing the following words slowly it will be found that \( w \) has the sound of \( \ddot{o} \); therefore \( w \) is expressed by the \( \ddot{o} \)-hook:

\[
\begin{align*}
\text{we} &= \ddot{o}-\ddot{e} \\
\text{wave} &= \ddot{o}-\ddot{a}-v \\
\text{wall} &= \ddot{o}-\ddot{a}-w-l
\end{align*}
\]

98. WORD DRILL

\[
\begin{align*}
\text{way} &= \text{wā} \\
\text{wet} &= \text{wēt} \\
\text{wait} &= \text{wāt} \\
\text{weighed} &= \text{wād} \\
\text{wed} &= \text{wēd} \\
\text{wedded} &= \text{wēded} \\
\text{width} &= \text{wīd th} \\
\text{widow} &= \text{wīdō}
\end{align*}
\]
Unit 11] GREGG SHORTHAND 53

wash  wōsh  9  weep  wēp  
watch  wōch  9  web  wēb  
wages  wāj's  9  wheat*  hwēt  
wedge  wēj  9  wheel  hwēl  
wear  wār  2  whim  hwīm  
weary  wērī  2  whip  hwīp  
wool  wōōl  3  whale  hwāl  
water  wawter  9  whirl  hwērīl  

*In the combination wh, as in wheel, the h is sounded first.

99. W Within Words. In the body of a word it is more convenient to express w by a dash placed beneath the vowel following. In writing sw and a circle vowel, as in sweet, swim, swell, the hook for w is preferable to the dash:

quick  9  equity  9  squall  
queen  9  queer  9  swim  
quit  9  twin  9  swell  
quote  9  dwell  9  swift  
acquit  9  sweet  9  doorway  

100. A Before W or H. In words beginning with a-b or a-w the dot, placed on the line close to the next character, is used to express a:

ahead ./ awake ./ await ./
away ./ awoke ./ awaken ./

101. FREQUENT PHRASES

we are 2 we are not 2 we shall be 9
we will 2 we will not 2 we have 9
we shall 9 we shall not 2 we have been 9
we can 2 we cannot 2 we have not 2

102. BRIEF FORMS FOR COMMON WORDS

world 2 house, whose 5 suppose 6
reply 2 remark, room 2 whether 2
word 2 follow, fall 2 further 2
body 2 accept, -ance 2 explain 9
duty 2 gone 2 particular 9
bring 2 nature 5 report 2
103. READING AND DICTATION PRACTICE
UNIT 12

METHOD OF EXPRESSING Y

104. Y has the sound of long e, as in yacht, yoke, and when followed by a hook vowel is expressed by the small circle. Ye, as in year, yet, is expressed by a small loop; ya, by a large loop.

yacht e yellow e youth o
yawn e yoke e yarn o
year e yet o yard o

THE SIGNS FOR NG AND NK

105. The sound ng, as in ring, rang, is expressed by n written at a slightly downward slant; nk (sounded ngk), as in bank, rank, is expressed by a longer stroke on the same slant:

ring e drink e bank e
rang e sank e blank e
rank e wing o king o
sing e frank e wrong e
songs e banquet e spring e
106. The vowel is omitted in the prefixes _en_, _in_, _un_, _em_, _im_ when the prefix is followed by a consonant; when a written vowel follows the prefix, the initial vowel is retained. _Ex_ is expressed by _es_.

The suffix _ings_ is expressed by a left _s_ and _ingly_ by a small circle substituted for the _ing-dot:

infer  _    unseen  _  expense  
envy   _  engine    _  lovingly
impel  _  innate     _  seemingly
impression  _ emotion  _  exceedingly
embrace _  emit       _  meetings
emphasis _  examine    _  savings
indeed _  excess     _  evenings

107. Negative words beginning with _in_, _un_, _im_ in which the _n_ or _m_ is doubled are distinguished from the positive forms by omitting one of the doubled consonants and inserting the initial vowel:

known    _  unknown  _
noticed _  unnoticed _
necessary _  unnecessary _
108. FREQUENT PHRASES

of them to ask if you
very much we would are not
when the we should we may
at all does not with us
into the we must will you
in reply that they through
on our to keep for us

to go which have over the
did not who have as you

109. BRIEF FORMS FOR COMMON WORDS

long strength, strong character
among communicate, effect
young bill, built return
yes friend, friendly answer
thank else, list experience
effort car, correct recent
110. READING AND DICTATION PRACTICE
III. WRITING PRACTICE

1. The couple were waiting at the club to meet the other members of the party.

2. For years we have been following this particular method of making reports at our bank.

3. His answer to the unusual communication was, in effect, that his income was too small for him to think of such a purchase.

4. The girl was wearing a new pale yellow sweater of soft angora wool and a dashing green scarf at the skating rink.

5. The men were weary from the long swim in the rough water of the bay.

6. After the wedding reception her uncle gave the couple and their friends a banquet at the Hotel Tours.

My dear Sir: The orders that we gave you in our letter of May 1 about all purchases were clearly stated and very important, and we are glad that you have so regarded them. In the future we hope that we shall not have to question any of the purchases that you may make for our company.

You must remember that your position with us is based mainly on your skill in choosing clothing that is up to the minute in fashion and still cheap. We feel that we should caution you to study every day the changing fashions and at the same time keep your eye on the economic situation in the textile world.

We hope you can reach here soon enough Saturday, so that we may have a long chat. We want you to tell us all about your recent trip and to help you plan your next trip to Paris. Yours truly;
CHAPTER V

UNIT 13

THE DIPHTHONGS

112. A pure diphthong is the union in one syllable of two simple vowel sounds uttered in rapid succession. The diphthongs are therefore expressed by joining the circles and hooks representing the vowel sounds of which the diphthongs are composed:

\[
\begin{align*}
\text{ū} & \quad \text{as in fume} & \text{fūm} \\
\text{ow} & \quad \text{as in now} & \text{nōw} \\
\text{oi} & \quad \text{as in oil} & \text{oi l} \\
\text{i} & \quad \text{as in die} & \text{dī}
\end{align*}
\]

Note: The diphthong ū is a combination of ē and ō; ow, of ə and ō; oi, of aw and i. The sign for the diphthong i is a large circle with an indentation—resembling a combination of ə and ē, which, if uttered in rapid succession, yield a sound almost equivalent to i. This sign is generally called "the broken circle."

The signs are written in their sounded order. The sign for the diphthong i is treated as a circle, and conforms to the rules for joining circles. Note how the diphthong i is written in the words size, nice, price, mine, which appear in the following word drill.
113. WORD DRILL

human  enjoy  white

cute  join  wise

gew  boy  wide

view  toy  ride

now  voice  lie

cow  high  price

mouth  size  prices

ounce  rise  prize

vow  fight  apply

bough  fine  supply

annoy  file  comply

noise  sign  cry

oil  fire  nice

soil  fly  mine

choice  sight  realize
type  try  dining  
pipe  tried  twice  
final  dry  excited  
smile*  drive  tie  
died  design  tire  

*See mile in the brief forms below.

114. For convenience, long i is expressed by the large circle in the following words:
life  line  quite  might  

115. BRIEF FORMS FOR COMMON WORDS
use  how, out  side  
power  right, write  wire  
why  while  kind  
night  behind  inquire  
find  point, appoint  mile  
light  thousand  require  

116. When word forms end with the diphthong i, the double circle is used to express the diphthong and the termination ly:
lightly  kindly  rightly  nightly  
117. READING AND DICTATION PRACTICE

[Handwritten text not legible]
UNIT 14

OTHER VOWEL COMBINATIONS

118. In a few words, vowels follow one another consecutively without forming diphthongs, as in poem, radio, showy. In such words the signs for the sounds are written in the order in which the sounds occur:

poet       snowy*       radio
poem       showy         folio

*When necessary, the long sound of a in ae is marked to distinguish it from the diphthong ai.

119. Any vowel following the diphthong i is expressed by a small circle within the large circle:

via          science       riot
fiat         diet          prior

120. Short i followed by a, as in mania, is expressed by a large circle with a dot placed within it; e followed by the large circle vowel, as in create, is expressed by a large circle with a dash within it. These distinctions are seldom necessary, however:

aria         cereal        piano
area         serial        create
alias        mania         creation
OMISSION OF MINOR VOWELS

121. When two vowels not forming a pure diphthong come together, the minor vowel may be omitted. For convenience in writing many common words, the circle may be omitted in the diphthong /u/, as in new, due, music:

theory  due  idea*

genius  music  ideal*

arduous  amuse  genuine

tedious  reduce  renew

new  avenue  renewal

*The long /i/ in idea and ideal is expressed by the large circle.

122. BRIEF FORMS FOR COMMON WORDS

dollar*  respect, respectfully  please

object  arrange, arrangement  progress

strange  consider, consideration  across

trust  opportunity  various

mail  throughout  enclose

address  advantage  wonder

*After numerals, dollars is expressed by 'd.'
123. READING AND DICTATION PRACTICE
UNIT 15

OMISSION OF SHORT U AND OW

124. In the body of a word short u and ow are omitted before n and m, and short u before straight downstrokes:

sun column announce
sunk lumber million
fun pump crush
funny bunch clutch
town jump touch
down brown trunk
ton begun rush
done summer judge
run sunshine brush
rung luncheon drown

125. Between n-n, ow is indicated by a jog, as in announce, short u is inserted between n-n, n-m, as in run and numb; noun is expressed by the mum blend, as in mountain.

126. The u is omitted in the termination sume:
assume resume consume presume
JOINED PREFIXES AND SUFFIXES

127. The syllables per, pro, pur are expressed by pr; the syllable ble, by b, ple, by p (in the words given below only); ment, by m:

proper trouble sample
process sensible example
perhaps miserable apartment
permit suitable compliment
promotion available moment
pursue terrible equipment
promise reliable treatment
prove noble element
perform payable excitement
profit simple payment
valuable ample settlement

128. When pro occurs before an upward character or k, it is more convenient to insert the vowel, as in:

protection produce produced
COMPOUND JOINED PREFIXES

129. Two or more simple prefixes may be joined:

inform  
conform  
reconcile  
recognize  
unforeseen  
unexplored*  
unimportant

unexpected*  
uncomfortable  
unaccountable*  
uninformed  
unemployed  
incomplete  
unconscious

*The initial vowel is not required in compound prefixes.

130. BRIEF FORMS FOR COMMON WORDS

problem  
success  
probable  
extcept  
stop  
accord

person, 
regret, 
confident, 
correspond, 
excel-lent, 
organize,

personal, 
regular, 
confidence, 
-ence, 
excellence, 
organization

perfect, 
satisfy, 
-factory, 
bed, 
serious, 
direct
132. WRITING PRACTICE

1. You are quite right in saying that the price was too high and that the whole order of cereals should be returned. I should think that they could quote lower prices, owing to their greater purchasing power.

2. An ounce or so of light motor oil spread on the leaves of the springs of your car will banish all squeaks.

3. The boy's singing was enjoyed by his many friends who came to hear him in the huge hall of the Armory.

4. His office was equipped with several filing cases and a new type of filing desk.

5. The news of his appointment was announced over the radio at a special coast-to-coast hook-up.

6. He reduced the output of his mill to a million feet of lumber per day during the dull season.

7. His profits in oil were higher this month than they were in the month before.

Dear Sir: I should like to enlist your aid in preparing an evening of music to be given early in January on behalf of our Home Welfare Organization.

I think we should have a generous number of arias from the leading operas and a few piano and violin solos. Perhaps we could also get Mr. Hoyle to give his talk on the poetry of music. We must not forget also to present some numbers for the enjoyment of the children who will be present.

Will you not join with us in helping to arrange something of an unusually high character this year? Yours truly,
CHAPTER VI

UNIT 16

BLENDED CONSONANTS

133. When two straight lines form an obtuse or blunt angle, the natural tendency of the hand is to "slur" the angle and allow the lines to form a curve, thus:

\[ \begin{align*}
\text{blended becomes } & \text{ and expresses } -nt, -nd \\
\text{blended becomes } & \text{ and expresses } -mt, -md
\end{align*} \]

134. The -nt, -nd blend is an upward curve, corresponding in length to the sign for f; the -mt, -md blend is an upward curve, corresponding in length to v. The n or m governs the length of the curve; the curve containing m naturally is longer. At the beginning of words, short e and short i are omitted before these blends, as in entry, empty, induce, etc.

135. WORD DRILL

bond \hspace{1cm} band \hspace{1cm} prevent \\
print \hspace{1cm} prompt \hspace{1cm} owned \\
planned \hspace{1cm} blind \hspace{1cm} rent \\
plenty \hspace{1cm} apparent \hspace{1cm} land
136. The Ld Combination. The combination \textit{ld} is expressed by giving \textit{l} a swinging upward turn at the finish:

- old
- older
- yield
- held
- fold
- field
- failed
- wild
- gold
- killed
- filed
- child
hold — cold — sealed
sold — colder — appealed

137. DAYS AND MONTHS

Sunday — January — August
Monday — February — September
Tuesday — March — October
Wednesday — April — November
Thursday — May — December
Friday — June
Saturday — July

138. BRIEF FORMS FOR COMMON WORDS

entire — refer, reference
          receipt
copy — remit, remittance
       unable
stock — suggest, suggestion
       enable
stand — individual
       invoice
allow — attention
       industry
draft — acknowledge
       oblige
139. READING AND DICTATION PRACTICE
UNIT 17

JENT-PENT, DEFINITIVE BLENDS

140. By rounding off the angle, as shown in the previous blends, the following useful signs for syllables are obtained:

uously blended becomes \( O \) and expresses jent-d, pent-d

uously blended becomes \( O \) and expresses def-v, -tive

141. WORD DRILL

spend \( E \) cheapened \( E \) defeat \( I \)
expend \( E \) carpenter \( U \) defer \( N \)
happened \( E \) pageant \( E \) defy \( O \)
opened \( E \) impending \( U \) divine \( O \)
cogent \( V \) native \( A \) deficit \( I \)
legend \( V \) devout \( I \) division \( I \)
ripened \( V \) divided \( V \) device \( O \)
gentle \( V \) defraud \( V \) defend \( V \)
genteel \( V \) defray \( V \) defense \( O \)
Gentile \( C \) endeavor \( N \) define \( 2 \)
sensitive  sensitive  positive  motive  motive  restive  creative  captive  captive

42. SPECIAL BUSINESS FORMS

Gentlemen  Yours very sincerely  
Dear Mr.  Yours respectfully  
Messrs.  Respectfully yours  
Yours sincerely  Very respectfully  
Sincerely yours  Cordially yours  
Very sincerely  Yours cordially  

143. BRIEF FORMS FOR COMMON WORDS

move  differ-ent, difference  quality  
  
agent  approximate  definite  
  
spirit  deliver, delivery  tomorrow  
  
credit  instant, instance  influence  
  
appear  response, responsible  mistake-n  
  
beauty  railway, rule  altogether  

144. READING AND DICTATION PRACTICE
UNIT 18

FREQUENT WORD-BEGINNINGS

145. The vowel is omitted in the syllables be, de, re, dis, and mis:

below  below  discover  reason  

beneath  beneath  dispel  reasonable  

besides  besides  dispatch  reception  

delay  delay  display  review  

debate  debate  dislike  revise  

deceit  deceit  disgrace  replace  

decision  decision  dismiss  repent  

deress  depress  repair  mislaid  

derart  depart  resign  mishap  

depend  depend  reform  misery  

146. The vowel is retained when de precedes k, g, as in decay, degrade.

147. The vowel in re is omitted only before a downward character, as in replace, repent, review, repair, resign, reception.
PHRASING PRINCIPLES

148. The word *had* when following a pronoun is expressed as shown in the following illustrations:

I had he had they had we had you had

149. The phrases *was-not* and *is-not* are expressed easily and legibly by using the blending principle:

was not he was not it is not
it was not there was not there is not

Note: If the contractions *wasn't*, *isn't*, etc. need to be positively indicated, the apostrophe is placed above the forms.

150. BRIEF FORMS FOR COMMON WORDS

| Record | Improve, -ment | Newspaper, inspect |
| Advertise | Acquaint, -ance | Sufficient |
| Previous | Nevertheless, envelope | Merchandise |
| Occasion | Insure, insurance | Determine |
| Quantity | Educate, education | Pleasure |
| Hundred | Difficult, difficulty | Catalogue |
151. READING AND DICTATION PRACTICE
152. WRITING PRACTICE

1. Apparently, this new house is endeavoring to underwrite the entire issue of the ship-canal bonds without calling upon any of the stronger and better-known houses.

2. Were you present yesterday evening at the reception to the new minister from France?

3. We have failed to find in the inventory any record of the number of batteries on hand December 31.

4. They discovered that the dispatch had not been delivered until after the stock market had opened.

5. The factory promptly made the consignee a satisfactory refund on the carload of goods.

6. It would be easier to replace those old buildings than to repair them.

7. I want you to change your window display every other day after closing hours.

8. The collection agency moved cautiously in the matter of collecting the old accounts that had been referred to it by the Retail Dealers' organization.

9. The Committee will hold its second session at the White House tomorrow morning.

Dear Madam: In the hope that we may be of some help to you in completing your shopping list for the summer season, we wish to call your attention to our mesh bags. Our complete line gives you a wealth of unusually pretty styles at very reasonable prices.

A visit to our Jewelry Department to look at these bags will prove profitable to you. Very truly yours,
CHAPTER VII

UNIT 19

TEN-DEN, TEM-DEM BLENDS

153. By blending \( t \) or \( d \) with \( n \) or \( m \) facile blends result, which make possible the writing of many syllables with but one movement of the pen:

blended becomes \( \text{ten, den} \)

blended becomes \( \text{tem, dem} \)

154. WORD DRILL

sudden \( \rightarrow \) continue \( \rightarrow \) broaden \( \rightarrow \)
written \( \rightarrow \) continued \( \rightarrow \) danger \( \rightarrow \)
threaten \( \rightarrow \) continues \( \rightarrow \) tender \( \rightarrow \)
hidden \( \rightarrow \) continuous \( \rightarrow \) denote \( \rightarrow \)
extension \( \rightarrow \) intention \( \rightarrow \) dinner \( \rightarrow \)
evidence \( \rightarrow \) deny \( \rightarrow \) tonight \( \rightarrow \)
sentence \( \rightarrow \) distance \( \rightarrow \) tennis \( \rightarrow \)
condense \( \rightarrow \) residence \( \rightarrow \) contain
155. The blend is not employed when a strongly accented vowel or diphthong occurs in the syllable. Such words as *dean, dine, team, tame, dome, dime,* and other words of one syllable are written in full. The syllable *tain,* as in *maintain, attain,* however, is expressed by *ten.*

156. Where it is possible to use either *ten-den* or *ent-end,* as in *intention,* the right-motion blend is given preference.
PHRASING PRINCIPLES

157. The blending principle makes possible some interesting and valuable phrases:

- to me to make at any time
- to my at once in due course
- to meet it must be in due time
- to mean it may be what to do
- to know at any to draw

158. When do-not is preceded by a pronoun, it is expressed by the sign den:

I do not we do not believe
I do not see they do not
I do not know they do not know
I do not believe you do not
we do not you do not know

159. When necessary, don’t may be distinguished from do not by writing don for don’t, thus:

I don’t we don’t they don’t
160. READING AND DICTATION PRACTICE
UNIT 20

METHOD OF EXPRESSING R

161. A circle or loop is written with the left motion to express r following the vowel:

Between a downward character,  ( ), and a forward straight stroke,  / - - , compare the following forms:

Right-motion: chat  \  sham  \  bin  \  fame  \\
Left-motion: chart  /  charm  /  burn  /  farm  \\

Note: The circle is placed above the next stroke after p, b, as in burn, bird, and below the next stroke in all others, as in charm, farm.

There is a tendency in rapid writing to curve a straight line when it is followed by a circle. Therefore the distinctive method of joining the circle when it is written with left motion after straight strokes is adopted to prevent any possibility of misreading. Compare germ and bird in the following drill:

162. WORD DRILL

barn  6  spurt  6  cheered  6
bird  6  spared  6  shared  6
period  6  experts  6  repaired  6
barter  6  shirt  6  chairman  6 0
burner  6  charter  6  germ  6
convert 29 farmer 20 varnish 6
avert 29 farmers 20 pertain 6
adjourn 2 fern 2 burden 6
adjourned 2 fertile 2 pertinent 6

163. Between a horizontal and an upward stroke the circle is turned with a left motion on the upward stroke to express r following the vowel:
cart 2 courtesy 2 guarantee 29
card 2 courteous 2 girder 29
curt 2 mart 20 smart 20
guard 2 merit 2 lard 2
guard-ian 2 skirt 2 flirt 20
garden 2 inert 2 alert 2

164. Before straight lines, s in ser, cer, sar, and th in ther, thir, may be written contrary to the usual method of joining to express r:
desert 6 concert 6 insert 6
discern 6 concern 6 inserted 6
insertion  search  sermon
assert  serge  third
asserted  surgeon  thirty
assertion  surmise  thermom-

eter

165. R Omitted. In many words containing ar, er, or, ir, as in the words large, serve, warm, sort, firm, circle, corner, the r is omitted.
In applying this principle advantage is simply taken of dropping a sound that ordinarily is not stressed in speaking.

166. WORD DRILL

large  reverse  endorse
larger  reserve  surprise
learn  toward  surplus
turn  towards  orchestra
terms  sport  quarter
north  born  war
northern  board  warn
cord  border  warmth
warrant  court  western
serve  source  modern*
service  storm  southern
services  firm  assortment
surface  circle  nervous
sort  certain  worry
corn  ascertain  worth
corner  eastern*  worthy

*The syllables tern, dern are expressed by ten.

167. The termination worthy, as in noteworthy, trustworthy, is expressed by thi, and worth by üth, thus:
noteworthy  trustworthy  Ainsworth

168. The Syllable Ther. The syllable ther, as in either, other, is conveniently expressed by the sign for th:
mother  bother  father*
neither  brother  leather
gather  weather  hitherto

*The left-motion th is used in father to distinguish this word from faith, which otherwise would have the same form.
169. READING AND DICTATION PRACTICE
UNIT 21

COMMON PREFIXES AND SUFFIXES

170. The prefixes for, fore, fur are expressed by f. The suffixes ful and ify are expressed by f; self by s; selves by ses; and age by j:

forget useful itself
forgive notify themselves
forgotten modify ourselves
foresee certify yourselves
furniture dignify courage
furnish simplify storage
awful myself baggage
wonderful yourself manager
helpful himself average
thoughtful herself package

Notes: (1) The syllable sure is written tr. (2) The vowel in baggage is omitted to distinguish the form from package. (3) When for or fore is followed by a vowel, disjoin f close to the next character, as in forearm. When for or fore is followed by r or l, form an angle after f, as in forerunner, furlong.
PHRASING PRINCIPLES

171. In phrases, the words ago, early, few, him, hope, sorry, want, sure, possible, are modified as shown below:

to him  at an early date
I told him  days ago
we told him  weeks ago
I hope  months ago
we hope  years ago
I hope to hear  day or two ago
I am sorry  week or two ago
we are sorry  as near as possible
I want  few days
you want  few months
we want  few minutes
if you want  be sure
do you want  we are sure
early reply  I am sure
172. READING AND DICTATION PRACTICE
173. Writing Practice

1. This land is apparently owned by a group that received it as a grant from the Government, and I believe it is tax exempt.

2. The trend is to employ better-trained people in the printing industries, to prevent the losses entailed by errors in judgment.

3. We look for a cold winter, which will have a pronounced effect on the lumber market in this section.

4. We are sorry that the catalogue did not reach you in time to be of service in this particular instance.

5. If you want to see him in regard to the matter about which we talked yesterday, phone him, and if he is unable to see you, then he will arrange for a meeting at a later date.

6. We have looked over the carbon copy of the letter in question and are unable to find any reference to previous prices.

7. Sufficient improvement has been noted in the trend of the market to suggest that you buy now.

8. The vowel is inserted in the word “package” to enable the writer instantly to tell the difference between the forms for “package” and “baggage.”

9. While at the village, I received a message from my employer asking me to send the package to his foreign address.

10. I have forgotten his name, but I suppose the hotel people will remember him.

11. The paper has been properly signed by the joint owners and sent to the land office.
CHAPTER VIII
UNIT 22
OMISSION OF FINAL T

174. When slightly enunciated, t is omitted at the end of many words.

WORD DRILL
(t omitted after s)

best  
rest  
west  
test  
latest  
contest  
protest  
detest  
invest  
oldest  
forest  

largest  
modest  
hardest  
earnest  
honest  
request  
finest  
past  
last  
just  
justice  

adjust  
adjustment  
disgust  
inist  
consist  
persist  
resist  
exist  
artist  

97
175. **Word Drill**

(t omitted after k, p, den)

- act
- enact
- fact
- exact
- contact
- elect
- select
- erect

- project
- affect
- defect
- detect
- strict
- conduct
- product
- deduct

- induct
- adapt
- adopt
- abrupt
- president
- evident
- resident
- student

176. **Word Drill**

(t is written in the following words)

- lost
- east
- fast
- cast
- vast
- least

- dust
- taste
- missed
- mixed
- post
- coast

- worst
- distant
- intent
- content
- extent
- patent
UNIT 23
OMISSION OF D

178. When slightly enunciated, d is often omitted:

mind dividend expound
remind intend compound
command extend compounds
demand extends abound
diamond pound beyond

179. The d is written in the following words:

commend contend attend

180. D is omitted when it immediately precedes m or v:

admit admirable admonish
admitted advent adverb
advocate adverse advance
admir- contemplation admiration
advise advances advice advices
d

181. In the words admire, advice, advise, advance, coming under this rule, the initial vowel also is omitted to facilitate phrasing, as illustrated in the
following useful phrases:

we admire  in advance  we advise

182. Where the last letter of a primitive form is omitted, the past tense is indicated by a disjoined r, thus:

contested  insisted  extended

requested  demanded  compounded

PREFIXES AND SUFFIXES

183. The syllable ul is expressed by the oo-hook; al (pronounced aw-l), by the o-hook. The sign al has already been given in the words also, almost. Sub is expressed by a joined s; less, by l:

ulster  alternative  subway

ultimatum  submit  thoughtless

almanac  substance  homeless

alternate*  subside  needless

*For convenience, the root form of the word alter is retained in derivative forms, although the pronunciation changes.

184. Before r, l, ch, j, or a hook, s is written contrary to rule to express sub, as in suburb, sublime, subchief, subjoin.

185. When sub is followed by a circle vowel, s is disjoined and placed on the line close to the following character, thus:

subeditor  subhead
186. **BRIEF-FORM DERIVATIVE DRILL**

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

187. **KEY TO BRIEF-FORM DRILL**

1. acceptable, acknowledgment, addressed, addressee, advantageous, advisable, agreeable; 2. agreement, agreed, answers, appearance, appointment, asked; 3. beautiful, booklet, bookkeeping, careful, causes, charged, clearly; 4. collectible, considerably, correspondent, credits, desirous, educational; 5. effective, enclosure, explanation, favorable, favorite, favors, forced; 6. formerly, fully, greater, greatly, goodness, houses; 7. kindness, kindest, kindly, letters, likely, longer; 8. longest, mostly, myself, namely, names, obligations; 9. occasionally, preparation, publisher, purchaser, qualities, recovered, regardless, regards; 10. representative, satisfactorily, necessarily, necessity, successfully, surely, usually, unusual, wished.
UNIT 24

PHRASING PRINCIPLES

189. Words Omitted. Any unimportant word may be omitted where the sense requires its restoration in transcribing:

in the world  here and there
ought to be  ought to have
day or two    ought to receive
more or less  in reply to your
little or no  for the time being
one or two   question of time
week or two  out of the question
son-in-law  one of the most
one of our  sooner or later
in order to see  in a week or two
some of them  in reference to the matter
some of those  in regard to the matter
up to the time  
by the way  
on the market  
on the subject  
on the question  
in the matter  
in the market  
hand in hand  
that is to say  
able to say  
more and more

Notes: 1. To secure facility in execution, split up long phrases and practice progressively, as, for example, *I should, I should like, I should like to know.*

2. The use of such expressions as *in reply to your, for the time being, in regard to the matter,* etc. is to be discouraged. They are not sanctioned by careful writers of English. Nevertheless they are still widely in use in business correspondence, and to prepare students for the kind of dictation they will receive, it is necessary to draw attention to these phrases.
190. READING AND DICTATION PRACTICE

[Handwritten text]

[Handwritten text continued]
1. We feel that the extension of the project will not in any way affect the operating costs.

2. The demand for the compound is beyond our power to handle, as the supply of raw products is very limited.

3. I admit that we must admire the way in which he managed his company through a desperate period in its history.

4. We shall attempt to adjust the price of the product to the figure you name, but it is evident that the existing cost of raw products will make this very difficult.

5. Just how the act will affect the sales is hard to predict, but I am almost sure that an adjustment is necessary. The worst feature of the arrangement for the extension of the coast line is that it will greatly reduce, if not exhaust, our present surplus.

6. It is evident from your latest request that you are against the extension of the bond issue, but it is hoped that as a student of finance you will realize that the extension of our operating capital is consistent with modern methods.

7. Stocks and bonds are the two forms of investment most often chosen by the young man or young woman who has heeded the saying we have all heard nearly every day since we were born, that is, "The wise man spends less than he receives."

8. Therefore, when you are ready to start investing, it is much the best plan to rely on an investment bank to recommend the type of investment exactly suited to your needs. It will save you a lot of worry and will cost you nothing.
CHAPTER IX

UNIT 25

THE ABBREVIATING PRINCIPLE

192. The application of the abbreviating principle discussed in Chapter I, paragraph 23, many illustrations of which previously have been given, is more or less flexible and depends to a large extent upon the familiarity of the writer with the words and subject matter in the dictation. Note how the principle is applied in the following illustration:

It is possible that the success of the magazine may make it necessary to change the policy of the association at the next meeting in Philadelphia sometime in January. Have you a memorandum of their financial standing? The February number will contain an original story.
The abbreviating principle is not employed when advantage may be taken of analogical or definite word-building rules, and it should not be employed when easily written word forms are possible without it. A good rule to apply to any word is: When in doubt, write it out.

193. Short Words. In a small but useful group of common words—many illustrations of which have been given throughout this manual in "Brief Forms for Common Words"—the form stops with a diphthong or a strongly accented vowel:

arri(ve)  lou(d)  li(ght)  

deri(ve)  sou(th)  pri(vate)  

enga(ge)  poo(r)  glo(ry)  

stri(ke)  pu(re)  invi(te)  

gra(de)  cu(re)  provi(de)  

tra(de)  pecu(liar)  proce(d)  

dou(bt)  confu(se)  deci(de)  

crow(d)  excu(se)  preva(il)  

prou(d)  refu(se)  repe(at)  

stoo(d)  beca(me)  opera(te)
194. Long Words. An analysis of hundreds of words shows that the abbreviations of long words fall into three classes, from which the following rules have been established:

195. If there is a longhand abbreviation, it is generally used, if it furnishes a distinctive outline, as in the words amount (amt.), April (Apr.), balance (bal.), memorandum (memo.):

<table>
<thead>
<tr>
<th>Word</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>amount</td>
<td>R.R.</td>
</tr>
<tr>
<td>balance</td>
<td>O.K.</td>
</tr>
<tr>
<td>boulevard</td>
<td>free on board (f.o.b.)</td>
</tr>
<tr>
<td>discount</td>
<td>paid (pd.)</td>
</tr>
<tr>
<td>magazine</td>
<td>Street* (St.)</td>
</tr>
<tr>
<td>England</td>
<td>horse power (h.p.)</td>
</tr>
<tr>
<td>memorandum*</td>
<td>U. S.</td>
</tr>
<tr>
<td>post office</td>
<td>U. S. A.</td>
</tr>
<tr>
<td>equivalent</td>
<td>ultimo (ult.)</td>
</tr>
<tr>
<td>America</td>
<td>etc.</td>
</tr>
</tbody>
</table>

*Memoranda is written memo; street is written st only with a street name otherwise str.
196. Write through the accented syllable if the outline is distinctive. Illustrations: *abbrev* for *abbreviate*; *lang* for *language*; *elab* for *elaborate*, etc.:

authent(ic)  

 cap(able)  

certif(icate)  

conven(ience), conven(ient)  

coop(erate)  

cus(tom)  

depos(it)  

devel(op)  

dup(licate)  

estab(lish)  

finan(cial)  

illus(tration), illus(trate)  

imag(ination), imag(ince)  

lang(uage)  

leng(th)  

lib(erty)  

mater(ial)  

of(fer)  

orig(inal)  

pleas(ant)  

pop(ular)  

pol(icy)  

prej(udice)  

prin(inciple), prin(cipal)  

rel(ative)  

priv(ilege)  

trav(el)  

un(ion)
197. READING AND DICTATION PRACTICE
UNIT 26
THE ABBREVIATING PRINCIPLE
(Continued)

198. Write through the consonant following the accented syllable, if writing through the accented syllable does not give a sufficiently distinctive form.

To illustrate, writing *ab* for the word *absent* would not be sufficiently distinctive, but by writing *abs*, the word is immediately suggested. In context, *at* would not suggest *attitude* or *attribute*, but *atit* and *attrib* would furnish perfectly legible forms:

\[
\begin{align*}
\text{abs(} & \text{ent),} \\
\text{abs(} & \text{ence)} \\
\text{abso(} & \text{lute)} \\
\text{accom(} & \text{lish)} \\
\text{appreciat} & \text{e,} \\
\text{-tion (} & \text{appresh)} \\
\text{associa(} & \text{tion)} \\
\text{attit(} & \text{ude)} \\
\text{benef(} & \text{it)} \\
\text{canc(} & \text{el)} \\
\text{corp(} & \text{oration)} \\
\text{enthush(} & \text{iasm)} \\
\text{essential} & \text{ (esesh)} \\
\text{freq(} & \text{uent)} \\
\text{indic(} & \text{ate)} \\
\text{journ(} & \text{al)} \\
\text{loc(} & \text{al)} \\
\text{splend(} & \text{id)} \\
\text{recipr(} & \text{ocate)} \\
\text{num(} & \text{erous)} \\
\text{ordin(} & \text{ary)} \\
\text{spec(} & \text{ify)} \\
\end{align*}
\]
permanent \(\text{ent}\) simil\(\text{ar}\)  
prominent \(\text{ent}\) social \(\text{sosh}\)  
practic\(\text{i}ce\) tit\(\text{le}\)  
render\(\text{er}\) tot\(\text{al}\)  
separ\(\text{ate}\) territ\(\text{ory}\)  

**Omission of Vowel Before "Shun"**

199. The vowel is omitted in the terminations *tion, tation, dition, dation, nition, nation, mission, mation*:

repetition  
competition  
station  
quotation  
notation  
edition  
addition  
condition  
foundation  
consolidation  
commission  
information  
permission  
intimation  
definition  
combination  
recognition  
destination
UNIT 27

COMPOUND WORDS

201. A number of compounds may be obtained by joining brief forms:

any:  
be:  
ever-y:  
here:  
there:  
where:  
soever:  
some:  
with:  

202. KEY TO COMPOUND WORDS

any: anybody, anyone, anywhere, anyhow, anyway.
be: before, beforehand, behindhand, belong, beside, besides.
ever-y: whatever, whenever, whichever, however, whoever, everybody, everyone, everywhere.
here: hereafter, herein, hereinafter, hereinbefore, hereon, hereto, heretofore, hereunto, herewith.
there: thereafter, therein, therefore, therefrom, thereon, thereto, thereupon, therewith.
where: whereabouts, whereas, wherever, wherefore, wherein, whereof, whereon, elsewhere.

soever: whatsoever, wheresoever, whensoever, whosoever, whomsoever.

some: somebody, somehow, someone, sometime, somewhat, somewhere.

with: within, withstand, forthwith, notwithstanding.

Note: Slight modifications or omissions are made in the forms for anywhere, anyhow, hereinafter, herewith, however, sometime, somewhere, and the compounds beginning with every. These should receive special attention. The form for notwithstanding is not-with-s.

203. IRREGULAR COMPOUNDS

meanwhile otherwise thanksgiving

---

FIGURES, ETC.

204. After numerals the word dollars is expressed by d; hundred by n placed under the numeral; thousand by th; million by m placed on the line close to the numeral; billion by b; pounds (weight or money) by p; gallons by g; barrels by br; bushels by bsb; feet by f; francs by fr; cwt. by nw; o'clock by o placed over the numeral:

$5 5 5,000 5 5,000,000* 5—

500* 5 5 5,000 5 5,000,000 5—

$500 5 500,000 5 5 lbs. (or £5) 5

*The sign for hundred is placed beneath the figure to distinguish it positively from million, which is written beside the figure.
205. The above signs may be used after the article a and such words as per, few, several:

- A dollar
- A pound
- A million
- A gallon
- Per hundred

several hundred
several hundred dollars
a thousand dollars
few thousand dollars
A hundred thousand

206. Cents when preceded by dollars may be expressed by writing the figures representing them very small and above the numerals for the dollars; when not preceded by dollars, the sign for s is placed above the figures. Per cent is expressed by s written below the figures; per cent per annum by adding n to per cent.
207. READING AND DICTATION PRACTICE

[Handwritten text not legible]
208. WRITING PRACTICE

1. A few thousand dollars will be needed to begin the repairs on the bridge at Omaha. It is estimated that the total cost will be about $50,000.

2. Owing to the strike, the goods are coming through in very poor condition, and many of the shipments must be refused.

3. A trial of the peculiar device showed that it was not capable of developing even approximately the power claimed for it.

4. We are anxious to be invited to the private view of this new establishment, and especially of its elaborate and (conspicuously) beautiful decorations.

5. We are somewhat accustomed to abbreviating words in writing the English language in longhand. This expedient is especially applicable and convenient in writing rapidly. The principle is capable of great development and offers a ready means of providing easy forms for many long words that would otherwise require more elaborate and (consequently) less fluent outlines.

6. In the Post Office Guide it is suggested that in addressing (envelopes) the name of the state, written on a line by itself, is more convenient in handling the mail.

7. A peculiar situation has (arisen) that is likely to (prejudice) the development and policy of this financial institution.

8. The Reverend Mr. Smith took a (conspicuously benevolent attitude toward a policy that was not likely to be successful.

9. A regular feature of the establishment was the (inauguration) of a fashion show each month.
CHAPTER X

UNIT 28

ANALOGICAL WORD-BEGINNINGS—DISJOINED

209. Certain prefixes or letters are disjoined to express tr and a following vowel. The prefix is placed above the line, very close to the remainder of the word:

centr-, center
contr-, counter
constr-
detr-, deter
distr-, destr-
electr-,
(or electric)
extr-, exter,
(or excl-)
intr-, inter,
center, (or intel)
instr-
retr-
restr-
210. **KEY TO ANALOGICAL WORD-BEGINNINGS**

1. central, center, centralize, centralization, centrifugal.
2. contract, contrary, control, contribute, contrast, counterpart, counter-
   sign.
3. construct, construction, constrain, constraint, construe, construed.
4. detriment, detrimental, deteriorate, detract, detraction.
5. destroy, distribute, distribution, distract, distraction.
6. electric, electrical, electrolysis, electric light.
7. extra, extreme, extraordinary, exterior, extricate, exclusive, exclama-
   tion.
8. interest, interesting, enter, entered, entertain, interfere, introduce, in-
   telligence.
9. instruct, instruction, instrument, instruments, instrumental.
10. retreat, retract, retraction, retribution, retrieve, retrogression.
11. restrain, restraint, restrict, restriction.

211. In forming the derivatives of words ending in *ct*, as in *contract*, it is not necessary to disjoin to express *ed*, *er*, or *ive*. The *t* is omitted in the primitive form (under the rules given in Chapter VIII), and also in its derivatives:

- contracted
- contractor
- constructed
- constructor
- constructive
- instructed
- instructor
- instructive
- extracted
- restrictive
detRACTed  
active  
effectED  
effectIve

A N A L O G I C A L W O R D - B E G I N N I N G S - C O M P O U N D S

212. Some very useful forms are obtained by joining simple syllable characters, such as in, un, dis, re, non, to the signs for disjoined word-beginnings:

uncontRolled  
unrestrained  
uninteresting  
uninstructed  
concentration  
reconstruction

redistribute  
disinterested  
indestructible  
inextricable  
eccentric  
misinterpret

UNIT 29

214. ANALOGICAL WORD-BEGINNINGS—DISJOINED

(Continued)

agr-.aggr-
ant-
decl-
incl-
magn-(or Mc)
multi
over
para*
post*
recl-
self, circu, circum
grand

*The prefix para is written above the rest of the word; post is written on the line close before the following character.
215. **KEY TO ANALOGICAL WORD-BEGINNINGS**

1. agree, agreeable, agreement, agriculture, aggravate, aggressive, disagree, disagreeable.
2. anticipate, anticipation, antagonize, antecedent, anterior.
3. declare, declaration, decline, declined, declaim, declamation.
4. include, incline, inclination, inclined, inclusion, inclusive, inclement.
5. magnify, magnitude, magnificent, magnet, McNeil.
6. multitude, multiple, multiply, multiplication.
7. over, overlook, overtake, overcoat, overthrow, overcome.
8. paragraph, parallel, paramount, paradise, paralysis, parasite.
9. postage, postal, postmaster, postpone, postman.
10. recline, reclined, reclain, reclamation, recluse.
11. selfish, self-confident, self-control, circular, circulation, circumstances, circus.
12. grand, grandson, granddaughter, grandmother, grandfather.
13. short, shorter, shorten, shortage, shortly, shortsighted, shipshape, shipwreck, shipyard.
14. superintend, superior, supervise, support, supreme, supremacy, superb, supersede.
15. suspect, suspected, suspicious, suspicion, susceptible, suspend, suspense, suspension.
16. transact, transacted, transaction, transfer, translation, transport, transfix.
17. under, understanding, undertake, understood, underneath, underline, underwrite.
216. ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

(Continued)

self-interest 5 disinclined
unselfish 7 disinclination
unparalleled 2 self-contradiction
unsuspected 7 unsusceptible
self-control 2 untransacted
unsuspicious 3 unrestricted

217. READING AND DICTATION PRACTICE
UNIT 30

PHRASING PRINCIPLES

218. The words misunderstand and misunderstood are expressed by stand and stood placed under mis, with mis placed on the line of writing. This rule is extended to the words understand and understood when they are preceded by a pronoun, a brief form, or a short phrase form:

misunderstand — I understand 0
misunderstood — I do not understand 0
I understood 0 I cannot understand 0
we understood 2 thoroughly understood 2

219. The words extra, enter, over, under, short, center, counter, agree, grand are expressed by the prefixal forms placed over the next word:

extra discount 2 under consideration 2
enter the 2 extra fare 2
enter into 2 short time 2
over the 2 center line 2
under any 2 agree with you 2
220. The word done is expressed by the den blend in many phrases:

have done \[\text{have done}\]
will be done \[\text{will be done}\]
has been done \[\text{has been done}\]
would be done \[\text{would be done}\]
has done \[\text{has done}\]
should be done \[\text{should be done}\]

221. In many phrases the word than is expressed by n.

quicker than \[\text{quicker than}\]
rather than \[\text{rather than}\]
better than \[\text{better than}\]
nearer than \[\text{nearer than}\]
sooner than \[\text{sooner than}\]
greater than \[\text{greater than}\]

222. Many useful business phrases may be secured by slightly modifying the form for us:

give us \[\text{give us}\]
to us \[\text{to us}\]
tell us \[\text{tell us}\]
let us \[\text{let us}\]
write us \[\text{write us}\]
mail us \[\text{mail us}\]

223. In many phrases department is expressed by a disjoined d:

credit department \[\text{credit department}\]
purchasing department \[\text{purchasing department}\]
shipping department \[\text{shipping department}\]
accounting department \[\text{accounting department}\]
224. In a number of phrases the word forms are modified or a word is omitted where the grammatical construction of the sentence would compel its restoration when transcribing:

- of course
- at once
- at any rate
- great deal
- I always
- on hand
- as follows
- whole lot
- one another
- day's sight
- do you know
- great pleasure
- your order
- first class

- whether or not
- at all events
- to some extent
- to a great extent
- to such an extent
- at the same time
- in other words
- once in a while
- in my opinion
- in the first place
- as soon as possible
- as a matter of fact
- on account of the fact
- over and over again
225. READING AND DICTATION PRACTICE

[Handwritten text]
226. writing practice

1. The supreme test of his intelligent understanding of the transaction was revealed in his superior statement regarding it.

2. A shortage in the shipment was discovered by the superintendent, who immediately took the matter up with his superior.

3. We suspect that the error in judgment was due entirely to his susceptible and suspicious nature, as well as to his shortsightedness.

4. We shall not overlook his tendency to overcharge our batteries, something that will be overcome by the simple expedient of giving the undertaking to McLain.

5. The instructor attempted to restrain his students from further controversy about the peculiar effects of electrolysis, to say nothing of the heated discussion about centrifugal and centripetal forces.

6. His disinterested attitude led to an unparalleled controversy.

7. Mr. McFadden seemed disinclined to enter into the agreement owing to the aggressive policy and the superior air of the gentleman representing the Paramount Overcoat Corporation.

8. The transfer of the contract may be easily effected, but I am inclined to think that it will be disadvantageous.

9. Both the interior and exterior finishes were designed by Mr. McLaren, of McLaren, McNamara & McIntyre.

10. The reconstruction of the dam was resisted by a multitude of citizens because of the extraordinary declivity of the adjacent walls of the cliff, which would necessitate much extra construction.
CHAPTER XI

UNIT 31

227. ANALOGICAL WORD-ENDINGS—JOINED

-scribe, -scription

-cient, -tient, -ciency

-pose, -position

-pute, -putation

-ure, -ture

-ual, -tual

-spect, -pection

-quire

-pirc

-nsive

Note: Occasionally a disjoined prefix precedes a joined suffix, as in circumspect, introspect, in which case the disjoined sign is written above.
228. KEY TO ANALOGICAL WORD-ENDINGS

1. subscribe, subscription, describe, description, inscribe, prescription.
2. ancient, patient, impatient, efficient, efficiency, deficient, deficiency.
3. compose, composition, propose, proposition, suppose, supposition, dispose, disposition, oppose, opposition.
4. repute, reputation, dispute, disputation, compute, computation, impute, amputation.
5. secure, picture, feature, nature, creature, departure.
6. actual, mutual, equal, eventual, continual.
7. inspect, inspection, prospect, prospective, expectation, circumspect, introspection.
8. require, inquire, acquire, requirement, acquires.
9. expire, inspire, conspire, transpire, perspire, aspire.
10. expensive, extensive, comprehensive, offensive, intensive, defensive.
11. agency, emergency, exigency, urgency, contingency.
12. assure, leisure, pressure, measure, treasure, injure.
13. reflect, reflection, inflict, infliction, conflict, confliction.
14. insult, result, consult, consultation.
15. assignment, refinement, consignment, adjournment.
229. READING AND DICTATION PRACTICE
230. In most of the disjoined word-endings the vowel preceding the ending is understood, as in *article, barnacle, domestic, calamity, extremity, authority, security*:

-ical, -icle, -acle
-ic, -ical, -ically
-ity
-ulate, -ulation
-ility
-city
-ogy, -logical
-ity
-fication
-graphy
-graphy
-gram, -grim
ward,*
-ship
-mental
-mity,
-nity
-stic

*In the words forward, afterward, upward, backward the suffix is joined; in other words, it is disjoined.

231. KEY TO ANALOGICAL WORD-ENDINGS

1. article, practical, physical, musical, medical, technical.

2. politic, political, politically, critic, critical, critically.

3. personality, locality, formality, facility, utility.

4. formulate, formulation, speculate, speculation, regulate, regulation.

5. possibility, ability, sensibility, nobility, reliability, adaptability, visibility.

6. capacity, simplicity, ferocity, tenacity, scarcity, sagacity, electricity.

7. psychology, apology, analogy, physiology, theology, zoölogy, genealogy, mineralogy.

8. authority, majority, prosperity, security, sincerity, popularity, minority.

9. classification, specification, modification, notification, qualification, justification.

10. phonograph, photography, geography, lithography, stenography, typography, typographic.
11. telegraph, telegraphy, telegrapher, telegraphic, calligraphy.

12. telegram, cablegram, radiogram, pilgrim, program.

13. forward, afterward, upward, backward, reward, boyhood, neighborhood, childhood.

14. friendship, kinship, worship, courtship, hardship, township, partnership.

15. fundamental, ornamental, supplemental, experimental, temperamental.

16. calamity, extremity, serenity, divinity.

17. domestic, artistic, drastic, elastic, fantastic.

232. READING AND DICTATION PRACTICE
UNIT 33

INITIALS

233. As there is no context to initials, accuracy in writing them is of prime importance:

\[\text{A} \quad \text{H} \quad \text{O} \quad \text{V} \quad \text{J} \quad \text{P} \quad \text{W} \quad \text{X} \quad \text{Y} \quad \text{Z}\]

234. Many writers prefer to write initials in longhand, and if this is done, a great saving in time may be effected by writing them in small letters and joining the letters, thus:

A. B. Smith    C. D. Brown    E. F. Jones

\[\text{ab} \quad \text{cd} \quad \text{ef}\]
235. The expedient known as intersection, or the writing of one character through another, is sometimes useful for special phrases. In applying this expedient the writer must rely very largely upon his own judgment. In his daily work as stenographer or reporter he may find some terms peculiar to the business in which he is engaged occurring so frequently that special forms may be adopted for them that will be brief and yet absolutely distinctive. Very often the writing of one character through another will meet the exigency. The following are useful examples:

<table>
<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. D.</td>
<td>Associated Press</td>
</tr>
<tr>
<td>A. M.</td>
<td>Democratic party</td>
</tr>
<tr>
<td>P. M.</td>
<td>Republican party</td>
</tr>
<tr>
<td>C. O. D.</td>
<td>political party</td>
</tr>
<tr>
<td>price list</td>
<td>Baltimore &amp; Ohio (B. &amp; O.)</td>
</tr>
<tr>
<td>list price</td>
<td>New York Central</td>
</tr>
<tr>
<td>vice versa</td>
<td>Michigan Central</td>
</tr>
<tr>
<td>bank draft</td>
<td>Illinois Central</td>
</tr>
<tr>
<td>order blank</td>
<td>endowment policy</td>
</tr>
</tbody>
</table>
Grand Trunk
selling price
market price
Union Pacific
School Board
member banks
curb market
stock market
Great Britain
enclosed blank
General Manager
Assistant General Manager
bills payable
bills receivable
profit and loss
Board of Trade

indemnity policy
Canadian Pacific
Northern Pacific
application blank
bond and mortgage
chairman of the board
Federal Reserve Board
Board of Managers
Board of Management
commercial paper
account current
chattel mortgage
certificate of deposit
commercial draft
Board of Education
Chamber of Commerce
236. READING AND DICTATION PRACTICE
237. Writing Practice

1. It transpired that he did not aspire to the office himself but was conspiring to overthrow the incumbent.

2. Intensive study of the actual conditions of the conflict ought to make it possible to prevent the recurrence of this emergency.

3. Without a considerable body of experimental data it is impossible to formulate physiological rules with reliability.

4. In the extremity, the sublimity and nobility of his character were revealed with inspiring clarity.

5. The floods were a national calamity in which thousands were injured, to say nothing of the financial losses inflicted on all the people in that territory.

6. It will probably require the services of many stenographers to answer all the inquiries about the branches of this extensive business, and I myself shall take care of those of great urgency.

7. One of the finest things a teacher can do is to inspire the student to make proper use of his leisure time, to give some time to reflection and thought.

8. Nobility of thought, adaptability of ideas, and generosity of nature—these are the fundamental requisites for those who would have the real rewards of life.

9. His phraseology seems to call for an apology on his part; the other members of the partnership were not backward in sending him a notification to that effect.

10. He employed all his great ability in writing an interesting article on the politics of this locality. As he wrote with authority, and had every justification for what he said, his article had a certain degree of popularity with the majority.
CHAPTER XII

UNIT 34

STATES AND TERRITORIES

238. The abbreviations used in the following list are those adopted by the Post Office Department:

<table>
<thead>
<tr>
<th>State</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ala.</td>
<td></td>
</tr>
<tr>
<td>Hawaii</td>
<td></td>
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<tr>
<td>Minn.</td>
<td></td>
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<tr>
<td>Alaska</td>
<td></td>
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<tr>
<td>Idaho</td>
<td></td>
</tr>
<tr>
<td>Miss.</td>
<td></td>
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<tr>
<td>Ariz.</td>
<td></td>
</tr>
<tr>
<td>Ill.</td>
<td></td>
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<tr>
<td>Mo.</td>
<td></td>
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<tr>
<td>Ark.</td>
<td></td>
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<tr>
<td>Ind.</td>
<td></td>
</tr>
<tr>
<td>Mont.</td>
<td></td>
</tr>
<tr>
<td>Calif.</td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
</tr>
<tr>
<td>Nebr.</td>
<td></td>
</tr>
<tr>
<td>Colo.</td>
<td></td>
</tr>
<tr>
<td>Kans.</td>
<td></td>
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<tr>
<td>Nev.</td>
<td></td>
</tr>
<tr>
<td>Conn.</td>
<td></td>
</tr>
<tr>
<td>Ky.</td>
<td></td>
</tr>
<tr>
<td>N. H.</td>
<td></td>
</tr>
<tr>
<td>Del.</td>
<td></td>
</tr>
<tr>
<td>La.</td>
<td></td>
</tr>
<tr>
<td>N. J.</td>
<td></td>
</tr>
<tr>
<td>D. C.</td>
<td></td>
</tr>
<tr>
<td>Maine</td>
<td></td>
</tr>
<tr>
<td>N. Mex.</td>
<td></td>
</tr>
<tr>
<td>Fla.</td>
<td></td>
</tr>
<tr>
<td>Md.</td>
<td></td>
</tr>
<tr>
<td>N. Y.</td>
<td></td>
</tr>
<tr>
<td>Ga.</td>
<td></td>
</tr>
<tr>
<td>Mass.</td>
<td></td>
</tr>
<tr>
<td>N. C.</td>
<td></td>
</tr>
<tr>
<td>Guam</td>
<td></td>
</tr>
<tr>
<td>Mich.</td>
<td></td>
</tr>
<tr>
<td>N. Dak.</td>
<td></td>
</tr>
</tbody>
</table>
PRINCIPAL CITIES OF THE UNITED STATES

239. The following names of cities are arranged in the order of their population:

New York
Chicago
Philadelphia
Los Angeles
Detroit
Cleveland
St. Louis
Baltimore
Boston
Pittsburgh
San Francisco
Buffalo
Washington
Milwaukee
Newark
Minneapolis
<table>
<thead>
<tr>
<th>City</th>
<th>Shortest Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Orleans</td>
<td></td>
</tr>
<tr>
<td>Cincinnati</td>
<td></td>
</tr>
<tr>
<td>Kansas City</td>
<td></td>
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<tr>
<td>Seattle</td>
<td></td>
</tr>
<tr>
<td>Indianapolis</td>
<td></td>
</tr>
<tr>
<td>St. Paul</td>
<td></td>
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<tr>
<td>Portland</td>
<td></td>
</tr>
<tr>
<td>Louisville</td>
<td></td>
</tr>
<tr>
<td>Jersey City</td>
<td></td>
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<tr>
<td>Rochester</td>
<td></td>
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<tr>
<td>Toledo</td>
<td></td>
</tr>
<tr>
<td>Columbus</td>
<td></td>
</tr>
<tr>
<td>Denver</td>
<td></td>
</tr>
<tr>
<td>Providence</td>
<td></td>
</tr>
<tr>
<td>Houston</td>
<td></td>
</tr>
<tr>
<td>Oakland</td>
<td></td>
</tr>
<tr>
<td>Atlanta</td>
<td></td>
</tr>
<tr>
<td>Akron</td>
<td></td>
</tr>
<tr>
<td>Birmingham</td>
<td></td>
</tr>
<tr>
<td>Omaha</td>
<td></td>
</tr>
<tr>
<td>Dallas</td>
<td></td>
</tr>
<tr>
<td>San Antonio</td>
<td></td>
</tr>
<tr>
<td>Syracuse</td>
<td></td>
</tr>
<tr>
<td>Worcester</td>
<td></td>
</tr>
<tr>
<td>Richmond</td>
<td></td>
</tr>
<tr>
<td>Memphis</td>
<td></td>
</tr>
<tr>
<td>New Haven</td>
<td></td>
</tr>
<tr>
<td>Dayton</td>
<td></td>
</tr>
<tr>
<td>Norfolk</td>
<td></td>
</tr>
<tr>
<td>Youngstown</td>
<td></td>
</tr>
<tr>
<td>Hartford</td>
<td></td>
</tr>
<tr>
<td>Ft. Worth</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>Shorthand</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Tulsa</td>
<td>Camden</td>
</tr>
<tr>
<td>Grand Rapids</td>
<td>Fall River</td>
</tr>
<tr>
<td>Oklahoma City</td>
<td>Wilmington</td>
</tr>
<tr>
<td>Bridgeport</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Miami</td>
<td>Yonkers</td>
</tr>
<tr>
<td>Long Beach</td>
<td>Albany</td>
</tr>
<tr>
<td>Des Moines</td>
<td>San Diego</td>
</tr>
<tr>
<td>Springfield</td>
<td>New Bedford</td>
</tr>
<tr>
<td>Flint</td>
<td>Lowell</td>
</tr>
<tr>
<td>Paterson</td>
<td>Reading</td>
</tr>
<tr>
<td>Scranton</td>
<td>Duluth</td>
</tr>
<tr>
<td>Erie</td>
<td>Elizabeth</td>
</tr>
<tr>
<td>Jacksonville</td>
<td>Canton</td>
</tr>
<tr>
<td>Nashville</td>
<td>El Paso</td>
</tr>
<tr>
<td>Trenton</td>
<td>Spokane</td>
</tr>
<tr>
<td>Salt Lake City</td>
<td>Tacoma</td>
</tr>
</tbody>
</table>
240. READING AND DICTATION PRACTICE

\[ \text{Handwritten text in Gregg shorthand} \]
UNIT 35

NAME TERMINATIONS

241. The terminations \textit{burg}, \textit{ville}, \textit{field}, \textit{port} may generally be expressed by the first letter, joined or disjoined as convenient; \textit{ford}, by \textit{fd}; \textit{ington}, by a disjoined \textit{tn}; and \textit{ingham}, by a disjoined \textit{m}:

\begin{align*}
\text{Harrisburg} & \quad \circ e \quad \text{Davenport} & \quad \circ f \\
\text{Petersburg} & \quad \circ r \quad \text{Newport} & \quad \circ f \\
\text{Fitchburg} & \quad \circ r \quad \text{Shreveport} & \quad \circ r \\
\text{Newburgh} & \quad \circ r \quad \text{Oxford} & \quad \circ r \\
\text{Danville} & \quad \circ r \quad \text{Rockford} & \quad \circ r \\
\text{Zanesville} & \quad \circ r \quad \text{Milford} & \quad \circ r \\
\text{Evansville} & \quad \circ r \quad \text{Kensington} & \quad \circ r \\
\text{Knoxville} & \quad \circ r \quad \text{Arlington} & \quad \circ r \\
\text{Pittsfield} & \quad \circ r \quad \text{Birmingham} & \quad \circ r \\
\text{Plainfield} & \quad \circ r \quad \text{Nottingham} & \quad \circ r \\
\end{align*}

\textbf{Note:} A distinction between \textit{ton} and \textit{town} is made as follows:

\begin{align*}
\text{Johnston} & \quad \ell v \\
\text{Johnstown} & \quad \ell v \\
\text{Charleston} & \quad \ell v \\
\text{Charlestown} & \quad \ell v 
\end{align*}
242. The names of cities and states often may be joined:

Buffalo, N. Y.  
St. Louis, Mo.

St. Paul, Minn.  
Rochester, N. Y.

Boston, Mass.  
Baltimore, Md.

Detroit, Mich.  
Memphis, Tenn.

Chicago, Ill.  
Louisville, Ky.

Denver, Colo.  
Minneapolis, Minn.

Omaha, Nebr.  
Washington, D. C.

"State of" joined

243. When the words "State of" precede the name of a state, omit of and join the words, if convenient:

State of N. Y.  
State of Mass.

State of Nebr.  
State of Pa.

State of Ill.  
State of La.

State of N. J.  
State of Ga.

State of Miss.  
State of Minn.
## Canadian Provinces and Cities

(Including Newfoundland and Labrador)

<table>
<thead>
<tr>
<th>Province</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Edward Island</td>
<td>Edmonton</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Hamilton</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>London</td>
</tr>
<tr>
<td>Quebec</td>
<td>Montreal</td>
</tr>
<tr>
<td>Ontario</td>
<td>Ottawa</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Peterboro</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Regina</td>
</tr>
<tr>
<td>Alberta</td>
<td>St. John</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Saskatoon</td>
</tr>
<tr>
<td>Yukon</td>
<td>Toronto</td>
</tr>
<tr>
<td>N. W. Territories</td>
<td>Vancouver</td>
</tr>
<tr>
<td>Labrador</td>
<td>Victoria</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>Windsor</td>
</tr>
<tr>
<td>Brantford</td>
<td>Winnipeg</td>
</tr>
<tr>
<td>Calgary</td>
<td>Saint John's</td>
</tr>
</tbody>
</table>
245. READING AND DICTATION PRACTICE

[Handwritten text]
UNIT 36

A SHORT VOCABULARY

246. This short vocabulary will be a valuable addition to the equipment of every shorthand writer. Though many of these words are not of high frequency, it will be seen at a glance that they are of sufficient importance to warrant study. Many of them are written according to the abbreviating principle:

<table>
<thead>
<tr>
<th>A</th>
<th>abstract</th>
<th>assist</th>
</tr>
</thead>
<tbody>
<tr>
<td>accommodation</td>
<td>Atlantic</td>
<td></td>
</tr>
<tr>
<td>accompany</td>
<td>attach</td>
<td></td>
</tr>
<tr>
<td>administration</td>
<td>attorney</td>
<td></td>
</tr>
<tr>
<td>affidavit</td>
<td>attract</td>
<td></td>
</tr>
<tr>
<td>afraid</td>
<td>authoritative</td>
<td></td>
</tr>
<tr>
<td>American</td>
<td>automobile</td>
<td></td>
</tr>
<tr>
<td>application</td>
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1. Of the 61 aircraft-production establishments reporting to the U.S. Department of Commerce in 1927, 15 were located in New York; 9 each in California and Michigan; 4 each in Illinois, Missouri, and Ohio; 3 each in New Jersey and Pennsylvania; 2 in Maryland and 1 each in Colorado, Connecticut, Iowa, Kansas, Nebraska, Virginia, Washington, and Wisconsin.

2. There were 4,134 civilian-owned aircraft, including balloons, airplanes, and airships. California led with more than 600; New York second with 387; Illinois, 350; Michigan, 291; Texas, 261; Ohio, 231; Missouri, 216; and Pennsylvania, 212.

3. Air mail is rapidly securing the business that always goes to the fastest method of transportation. Illustrative of the difference in transportation time between train and air-mail planes is the following schedule: New York to San Francisco, train 83 hours, air mail 31 hours; Chicago to New York, train 20 hours, air mail 9 hours; St. Paul to Dallas, train 37 hours, air mail 17 hours; Boston to Cleveland, train 16 hours, air mail 8 hours; Los Angeles to St. Louis, train 60 hours, air mail 26 hours.

4. The average rise and fall of tide at the important American seaports is as follows: Baltimore, 1 foot, 2 inches; Boston, 9 feet, 7 inches; Galveston, 1 foot;
New Orleans, none; New York, 4 feet, 5 inches; Philadelphia, 5 feet, 2 inches; San Francisco, 3 feet, 11 inches; and Washington, D. C., 2 feet, 11 inches.

5. The English lady was obliged to abandon her plan to celebrate Christmas on this side of the Atlantic with her son, who was a Junior at college.

6. It is obvious that failure to observe the terms of the mortgage constitutes a default in the agreement.

7. The well-nigh universal and wholesale use of the automobile has added greatly to the comfort and luxury of living.

8. The merchant notified his salesmen that all the goods stored in the warehouse were to be put on sale.

9. Three classes of employees were affected by the notice—secretaries, bookkeepers, and general clerks.

10. In consequence of the disagreement between the plaintiff and his attorney, the jury heard no testimony that day.

11. It was a distinct disappointment to the distinguished literary light not to be included on the program.

12. The messenger made a frantic effort to locate the parcel containing the testimonials regarding the texts.
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<td>followed by r, l, ch, j or a hook</td>
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<tr>
<td>s, added to final reversed circle</td>
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<tr>
<td>in ser, sar</td>
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<tr>
<td>th in ther, thir</td>
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<td>-city</td>
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<tr>
<td>combination us</td>
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<td>distinguished from z</td>
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<tr>
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## SHORTHAND (BASIC BOOKS)

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<td>Gregg Shorthand Manual</td>
<td>Gregg</td>
<td>A companion to the Manual</td>
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<tr>
<td>Gregg Speed Studies</td>
<td>Gregg</td>
<td>A combined textbook and dictation course</td>
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<tr>
<td>Graded Readings in Gregg Shorthand</td>
<td>Hunter</td>
<td>A reading book adapted to early dictation</td>
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<tr>
<td>Gregg Speed Studies—Graded Readings in Gregg Shorthand, Combined Edition</td>
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<td>Gregg Speed Building</td>
<td>Gregg</td>
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<tr>
<td>Transcription Drills</td>
<td>Ross</td>
<td>An aid to the teacher of transcription</td>
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<tr>
<td>Rational Dictation</td>
<td>McNamara and Markett</td>
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<tr>
<td>Direct-Method Materials for Gregg Shorthand</td>
<td>Brewington and Soutter</td>
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<td>Gregg Shorthand Dictionary</td>
<td>Containing the outlines of nearly 17,000 words</td>
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<tr>
<td>The Gregg Shorthand Phrase Book</td>
<td>Contains about 3,000 useful phrases. A great aid in attaining speed</td>
<td>1.00</td>
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<tr>
<td>Progressive Exercises in Gregg Shorthand</td>
<td>Tests students' knowledge of each lesson</td>
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<tr>
<td>Word and Sentence Drills in Gregg Shorthand</td>
<td>Contains list of words, sentences, and letters illustrating the principles as set forth in the Manual. All in type</td>
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<tr>
<td>Dictation for Beginners</td>
<td>Contains sentences and letters based on the principles of the Manual. Graded by units instead of by chapters. All in type</td>
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<tr>
<td>Five Thousand Most-Used Shorthand Forms</td>
<td>Arranged according to paragraphs in the Manual</td>
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<tr>
<td>Progressive Dictation</td>
<td>Sentences and letters graded according to the thirty-six units of the Manual</td>
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<tr>
<td>Short Business Letters for Dictation</td>
<td>Contains 580 short letters, none of which is over sixty words in length. All in type</td>
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<td>Intensive Exercises in Shorthand Vocabulary Building</td>
<td>Twenty scientifically constructed dictation exercises employing the 1,000 most-used words</td>
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<tr>
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<td>Sentences, paragraphs, letters, and articles in shorthand graded according to the units in the Gregg Shorthand Manual</td>
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<tr>
<td>Gregg Reporting Shortcuts</td>
<td>A collection of reporting phrases and shortcuts compiled from the work of expert writers</td>
<td>2.00</td>
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<td>The Stenographic Expert (Gregg Edition)</td>
<td>Adapted to Gregg Shorthand by John Robert Gregg</td>
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<tr>
<td>Gregg Medical Shorthand Manual for Stenographers, Secretaries, and Reporters</td>
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## SHORTHAND (FOREIGN LANGUAGE ADAPTATIONS)

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<tr>
<th>Publication</th>
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<tr>
<td>Gregg Stenografie</td>
<td>(Gregg Shorthand adapted to Afrikaans)</td>
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<tr>
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<tr>
<th>Book Title</th>
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<tr>
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<td>source book for the teacher of Gregg Shorthand</td>
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<td>for elementary shorthand.</td>
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<td>on pedagogy and classroom methods</td>
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<td>Alice in Wonderland. Carroll</td>
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<td>Letters of a Self-Made Merchant to His Son. Lorimer</td>
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<td>Creeds of Great Business Men</td>
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<th>Book Title</th>
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<th>Book Title</th>
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<tr>
<td>shorthand, business English, and correspondence</td>
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