GREGG SHORTHAND

A LIGHT-LINE PHONOGRAPHY for the MILLION

By

JOHN ROBERT GREGG

New and Revised Edition

The Gregg Publishing Company

NEW YORK  CHICAGO  BOSTON  SAN FRANCISCO  LONDON
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PREFACE

In the Preface to the first edition of this system, I said:

The endeavor of the author has been to compile a system so simple as to be readily acquired by the humblest capacity and those possessed of little leisure, and yet rapid enough to reproduce verbatim the fastest oratory. In presenting his work to the public he asks for nothing beyond an impartial investigation, and with perfect confidence awaits the result.

The subsequent history of the system has justified the confidence expressed at that time. Gregg Shorthand has demonstrated its superiority to the older systems in simplicity, legibility and speed—and there are to-day nearly a million writers of the system. In beginning the preparation of this edition it was my intention to make some radical changes in the manner of presenting the principles; but in proceeding with the revision I was forced to the conclusion that it would be a mistake to depart materially from the general plan and form of the previous edition. No better evidence of the popularity and success of the previous edition could be given than the fact that, although nearly a million copies of it have been sold, there has been very little demand for revision except requests for the inclusion of those changes and improvements that have been made in the course of the past few years.
This edition, then, retains the general plan and form of the previous edition, but much of the material contained in it is arranged in more logical sequence, and the illustrations are chosen with greater care, with a view to developing quickness in the application of its rules and principles. An attempt has been made to state some of the rules more clearly than was done in the old book, and to put them into language better adapted to the comprehension of young students.

In the system itself few changes have been found necessary or desirable. Some new word-signs and extensions of advanced principles have been introduced, but all of these are in harmony with the fundamental principles of the system. All of them have been subjected to very careful trial in practical work before they have been adopted.

In sending forth this book I desire to express my heartfelt appreciation of the suggestions that have come to me from writers, from reporters and from teachers who are using the system in all parts of the world. These suggestions have been of great service to me in the preparation of this presentation of the system.

JOHN ROBERT GREGG.

New York, June 17, 1916.
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 twenty-seven 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 4633 cities and towns—more than ninety-two 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 endorsement a shorthand system has ever received.

WINS WORLD CHAMPIONSHIP THREE 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 dictations, Mr. Schneider gave the most remarkable demonstration of his transcribing ability in the history of the shorthand contests, and proved again the wonderful legibility of Gregg Shorthand.

*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.
ABOUT GREGG SHORTHAND

Writers of Gregg Shorthand won first, second, and third places in the World's Championship Contest of the National Shorthand Reporters' Association in 1923. 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 98.80%. Third place was won by a seventeen-year-old Gregg writer, Mr. Martin 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, defeating, among others, Mr. Nathan Behrin, Supreme Court stenographer of New York City, winner of many championships. Third place was won by Mr. Dupraw. Mr. Swem's accuracy on the three dictations was 99.23%.

Gregg Shorthand is the only system that has produced two different writers to win the world championship in the contests of the National Shorthand Reporters' Association.

WINS NEW YORK STATE SHORTHAND CHAMPIONSHIP.—In the contest of the New York State Shorthand Reporters' Association, December, 1924, Mr. Martin J. Dupraw won first place and the Bottome Cup; Mr. Nathan Behrin, Supreme Court reporter, New York City, second; and Mr. Harvey Forbes, Supreme Court reporter, Buffalo, New York, third. Mr. Dupraw made twelve errors in transcribing the five-minute dictations at 200 and 280 words a minute; average accuracy, 99.5%. Mr. Behrin made twenty-eight errors; average accuracy, 98.8%.

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

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*Governor Woodrow Wilson selected Mr. Swem as his official reporter in his campaign for the Presidency. Mr. Swem was Personal Secretary and Official Reporter to President Wilson for eight years. Mr. Swem began the study of Gregg Shorthand in a night school in September, 1908, when working as an office boy. He was twenty years of age when he received the appointment at the White House. In the 1924 examination for the position of Supreme Court stenographer in the State of New York, Mr. Swem won first place in a field of 150 candidates.
ever granted a system of shorthand by any Exposition and the only award ever granted which was based on the results accomplished by students in a model school conducted under the observation of the International Jury of Awards.

**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 synopsis will enable the reader to understand 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 which 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 which is productive of the best results, and is only obtained by years of persistent, painstaking practice if the old geometric systems are employed.

**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 solid, 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. (Full particulars of these contests will be sent by the publishers on application.) Manifestly, the insertion of the vowels, the absence of shading, the elimination of position-writing and the elimination of the minute distinctions of form necessary in the old systems, 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 position—now on the line, then above the line, and then, perhaps, through or below the line—will be noticed at a 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 easy, continuous, effortless writing.

Superior in Speed Possibilities.—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. A boy of nineteen (who began the study of Gregg Shorthand in a night school less than four years previously) established a record of 268 words a minute net for five minutes, defeating three former champions and eighteen other experienced and capable reporters. The contest committee consisted of seven shorthand reporters, all of whom were writers of other systems. When a mere boy can do this, after such a brief experience, there can be no question that this system of shorthand possesses greater speed possibilities than any of the older systems.
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. Its possession 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; 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 ease 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.

At first, write slowly and carefully; 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 are written rapidly. Some attention should be given to acquiring a capacity for writing individual outlines rapidly without hesitation, and with a free movement of the hand.

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 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.

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 doing this 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 exercises given each month in the Learners' Department of the Gregg Writer. These exercises can be used with great advantage from the very first lesson. Each number 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.

DON'T GET DISCOURAGED.—The complete mastery of shorthand and typewriting is worthy of your best efforts, and if you devote yourself earnestly to that work there can be no such thing as failure.
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

(A dot)

VOWELS

A-group

Short  å as in cat O
Medium  ä " " calm O
Long    å " " came O

E-group

Short  i as in din O
Medium  è " " den O
Long    è " " dean O

O-group

Short  ö as in hot O
Medium  aw " " audit O
Long    ö " " ode O

OO-group

Short  ü as in tuck O
Medium  øø " " took O
Long    ò ø ò ø " " doom O

DIPHTHONGS

Composed of

ü æ-oo as in unit O
ow æ-oo " " owl O

Composed of

oi aw-è as in oil O
i ä-è " " isle O
FIRST LESSON

1. Shorthand is written by sound; thus aim is written ām (long sound of a), cat is written kāt, knee is written nē.

CONSONANTS

2. The alphabet should be mastered in sections, as given in these lessons. It will be noticed that the consonants are arranged in pairs, according to their affinity of sound, and are distinguished by a difference in length. There is no absolute standard as to length, as the characters, being founded on ordinary writing, vary in size, slant, etc., according to the personal habits of the writer. The size of the characters given in this manual will be a safe standard to adopt. The characters for the consonants in this lesson are derived from an elliptical figure, thus:

K G R L N M T D H

Note: All these characters are written forward from left to right, and T, D struck upwards from the line of writing. The G given in this lesson is called gay, being the hard sound as in game, gel, and not the soft sound heard in gem, magic. The aspirate H is indicated by a dot placed over the vowel. The student should practice all these characters until he can write them without the slightest hesitation.
VOWELS

3. In writing by sound there are twelve distinct vowels, 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.

4. The short sound of a, as heard in cat, ran, is expressed by the large circle; the medium sound, as heard in calm, ark, is expressed by the large circle with a dot beneath the circle; the long sound, as heard in ate, may, is expressed by the large circle with a dash beneath the circle.

\[
\begin{align*}
\text{ä} & \circ \text{ as in mat mät} \\
\text{ä} & \circ \text{ as in calm kām} \\
\text{ā} & \circ \text{ as in gate gāt}
\end{align*}
\]

5. The short sound of i, as heard in din, rid (not the long sound of i, heard in dine, ride), is expressed by the small circle; the sound of e, as heard in get, net, is expressed by the small circle with a dot beneath the circle; the long sound of e, as heard in me, eat, is expressed by the small circle with a dash beneath the circle.

\[
\begin{align*}
\text{i} & \circ \text{ as in knit nīt} \\
\text{e} & \circ \text{ as in net nēt} \\
\text{ē} & \circ \text{ as in neat nēt}
\end{align*}
\]

Note: The dot and dash are useful to indicate the exact vowel sounds in unfamiliar or in isolated words, but otherwise they are seldom used.
FIRST LESSON

RULES FOR JOINING CIRCLES

6. The circle is written on the inside of curves, and on the outside of angles.

*Inside Curves*

<table>
<thead>
<tr>
<th>eke</th>
<th>ē k</th>
<th>era</th>
<th>ē r a</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>k ē</td>
<td>rat</td>
<td>r ā t</td>
</tr>
<tr>
<td>ale</td>
<td>ā l</td>
<td>take</td>
<td>t ā k</td>
</tr>
</tbody>
</table>

*Outside Angles*

<table>
<thead>
<tr>
<th>team</th>
<th>t ē m</th>
<th>rail</th>
<th>r ā l</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet</td>
<td>m ē t</td>
<td>gain</td>
<td>g ā n</td>
</tr>
</tbody>
</table>

7. Before or after straight lines, or between two straight lines running in the same direction, the circle is written forward—as the hands of a clock move.

*Before*                      *After*

<table>
<thead>
<tr>
<th>aim</th>
<th>ā m</th>
<th>me</th>
<th>m ē</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>h ā t</td>
<td>day</td>
<td>d ā</td>
</tr>
</tbody>
</table>

*Between*

| mean  | m ē n | deed | d ē d |

8. Between two reverse curves the circle is turned on the back of the first curve.

<table>
<thead>
<tr>
<th>kill</th>
<th>k ī l</th>
<th>gear</th>
<th>g ē r</th>
</tr>
</thead>
<tbody>
<tr>
<td>wreck</td>
<td>r ē k</td>
<td>lake</td>
<td>l ā k</td>
</tr>
</tbody>
</table>
9. The following list of words should now be copied. In doing this, particular attention must be paid to the sounds of each word. If the student will repeat the sounds as he writes the word, it will help to impress the forms upon his memory and at the same time familiarize him with the process of note-taking.

**GENERAL EXERCISE**

<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>knee</td>
<td>nē</td>
<td>tact</td>
<td>tākt</td>
</tr>
<tr>
<td>keen</td>
<td>kēn</td>
<td>tray</td>
<td>trā</td>
</tr>
<tr>
<td>kick</td>
<td>kīk</td>
<td>train</td>
<td>trān</td>
</tr>
<tr>
<td>ache</td>
<td>āk</td>
<td>treat</td>
<td>trēt</td>
</tr>
<tr>
<td>acre</td>
<td>ākr</td>
<td>nail</td>
<td>nāl</td>
</tr>
<tr>
<td>acme</td>
<td>akmē</td>
<td>tale</td>
<td>tāl</td>
</tr>
<tr>
<td>neck</td>
<td>nēk</td>
<td>lay</td>
<td>lā</td>
</tr>
<tr>
<td>cake</td>
<td>kāk</td>
<td>deem</td>
<td>dēm</td>
</tr>
<tr>
<td>ark</td>
<td>ārk</td>
<td>rim</td>
<td>rīm</td>
</tr>
<tr>
<td>eat</td>
<td>ēt</td>
<td>reed</td>
<td>rēd</td>
</tr>
<tr>
<td>kit</td>
<td>kīt</td>
<td>arid</td>
<td>arīd</td>
</tr>
<tr>
<td>hit</td>
<td>hīt</td>
<td>rainy</td>
<td>rāni</td>
</tr>
<tr>
<td>had</td>
<td>hád</td>
<td>hack</td>
<td>hāk</td>
</tr>
</tbody>
</table>
eddy ē d ē i  ill  i l
writ r ē t  hill  h ē l
came k ā m  mill  m ē l
creed k r ē d  attic  ā t ē k
cream k r ē m  tickle  t ī k ē l
merry m ē r ē  ticket  t ī k ē t
lane l ā n  trick  t ē k
lamb l ā m  deck  d ē k
lady l ā d ē i  deacon  d ē k ē n
rack r ē k  decay  d ē k ā
ready r ē d ē i  reel  r ē l
maim m ē m  gray  g r ē
grim g r ē m  eagle  ē g l
rally r ē l ē i  arena  a r ē n ē a
get g ē t  narrate  n ā r ē t
rig r ē g  marine  m ā r ē n
linen l ī n ē n  hatred  h ā t ē r ē d
drama d ō m ē a  camera  k ā m ĕ r ē a
rag r ē g  tyranny  t ē r ē n ē
lick l ē k  etiquette  ē t ī k ē t
GREGG SHORTHAND

SIMPLE WORD-SIGNS

10. A large proportion of all written and spoken language is made up of a few simple words. For such words brief forms called word-signs are provided. Those given here should be memorized immediately:

- can
- go, good
- are, our
- well, will
- in, not
- am, more
- at, it
- would
- he
- I
- a, an (dot)
- the (th)

PHRASE-WRITING

11. The joining of simple words is a great help to speed in writing shorthand, but it is a difficult art to acquire if its acquirement be deferred until the habit has been formed of writing common words separately. The student should, therefore, practice it diligently from the very beginning of his study. For such practice the simple phrases here given will serve as models:

- in the
- I can
- I will
- would not
- I would
- I am
- at the
- it will
- it will not
- I can not
- in our
- can
- the
PUNCTUATION, ETC.

12. The *period* is expressed by <, the end of a *paragraph* by >, the *dash* by —, the *hyphen* by ‐ (two short dashes struck upward), and the *interrogation* by ×. Capitals and proper names may be indicated by two short dashes under the outline. The parentheses may be expressed by the ordinary marks with short dashes through them ( ). Other punctuation marks are written in the usual way.

---

READING EXERCISE

---

WRITING EXERCISE

1. Ellen Terry read the drama well.
2. Helen Keller can read in-the dark.
3. The rain will make the day dreary.
4. The enemy may make an attack in-the *rear*.
5. The League team will meet at-the Arena.
SECOND LESSON

THE DOWNWARD CHARACTERS

13. The characters for the consonants in this lesson are derived from another elliptical figure; thus

\[ \bigcirc \]

<table>
<thead>
<tr>
<th>P</th>
<th>B</th>
<th>F</th>
<th>V</th>
<th>CH</th>
<th>J</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: All these characters are written downwards. CH is pronounced *chay*, not *see-aitch*; and SH is called *ish*, not *es-aitch*. SH is a mere tick.

The following memory aids will be helpful:

\[ \bigcirc = ( \bigcirc ) \]

14. In the writing of F, V, a rather vertical inclination is desirable in order that the curve may join easily with other characters. In forming the combinations *fr*, *fl*, it is not necessary to make an angle. The motion is just the same as in writing a part of *Y* in longhand; thus

\[ \bigcirc \]

<table>
<thead>
<tr>
<th>fig</th>
<th>free</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vain</td>
<td>frame</td>
<td></td>
</tr>
<tr>
<td>fail</td>
<td>flash</td>
<td></td>
</tr>
</tbody>
</table>
15. The circle may assume the form of a loop where more convenient.

- dash  d ā sh
- fame  f ā m
- cheat  ch ē t
- lap  l ā p

16. Between an oblique curve—such as P, B, F, V—and a straight line, the circle is placed on the outside.

- palm  p ā m
- Dave  d ā v
- beat  b ē t
- knave  n ā v

17. The base of the first consonant of a word rests on the line of writing.

- map  m ā p
- fetch  f ē ch
- cave  k ā v
- chief  ch ē f

18. The following words illustrate the application of the rules for joining circles to the consonants given in this lesson:

Inside Curves (Par. 6).

Outside Angles (Par. 6).

Joined to Straight Lines (Par. 7).

Between Reverse Curves (Par. 8).

Between Oblique Curves and Straight Lines (Par. 16).
GENERAL EXERCISE

edge ē j / j i g j i g \\
able ā b l ē apple ā p l ē \\
fear f ē r ē peal p ē l ē \\
beer b ē r ē appeal ā p ē l ē \\
fish f ī sh ē cheap ch ē p ē \\
feed f ē d ē chap ch ā p ē \\
play p l ā ē beak b ē k ē \\
cheek ch ē k ē back b ā k ē \\
reap r ē p ē beam b ē m ē \\
peep p ē p ē balm b ā m ē \\
Jap j ā p ē chain ch ā n ē \\
nap n ā p ē catch k ā ch ē \\
cab k ā b ē shake sh ā k ē \\
peach p ē ch ē shame sh ā m ē \\
preach p r ē ch ē bread b r ē d ē \\
tab t ā b ē bridge b r ī j ē \\
gem j ē m ē shave sh ā v ē \\
pale p ā l ē fray f r ā ē \\
sherry sh ē r ī ē feel f ē l ē
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Arabic</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ledge</td>
<td>lē j</td>
<td>Arab</td>
<td>ā r a b</td>
</tr>
<tr>
<td>allege</td>
<td>ā lē j</td>
<td>chill</td>
<td>ch ī l</td>
</tr>
<tr>
<td>pledge</td>
<td>p lē j</td>
<td>Jack</td>
<td>j ā k</td>
</tr>
<tr>
<td>nib</td>
<td>n į b</td>
<td>rage</td>
<td>r ā j</td>
</tr>
<tr>
<td>brief</td>
<td>b r ē f</td>
<td>page</td>
<td>p ā j</td>
</tr>
<tr>
<td>chin</td>
<td>ch ī n</td>
<td>vague</td>
<td>v ā g</td>
</tr>
<tr>
<td>calf</td>
<td>k ā f</td>
<td>dip</td>
<td>d ī p</td>
</tr>
<tr>
<td>rave</td>
<td>r ā v</td>
<td>rich</td>
<td>r ī ch</td>
</tr>
<tr>
<td>grave</td>
<td>g r ā v</td>
<td>navy</td>
<td>n ā v ī</td>
</tr>
<tr>
<td>shade</td>
<td>sh ā d</td>
<td>cliff</td>
<td>k ī ū f</td>
</tr>
<tr>
<td>half</td>
<td>h ā f</td>
<td>shaggy</td>
<td>sh ā g ī</td>
</tr>
<tr>
<td>badge</td>
<td>b ā j</td>
<td>vim</td>
<td>v ī m</td>
</tr>
<tr>
<td>brain</td>
<td>b r ā n</td>
<td>abate</td>
<td>a b ā t</td>
</tr>
<tr>
<td>valid</td>
<td>v ā l ī d</td>
<td>heavy</td>
<td>h ī v ī</td>
</tr>
<tr>
<td>trap</td>
<td>t r ā p</td>
<td>Java</td>
<td>j ā v ā</td>
</tr>
<tr>
<td>crash</td>
<td>k r ā s h</td>
<td>parish</td>
<td>p ā r ī s h</td>
</tr>
<tr>
<td>trash</td>
<td>t r ā s h</td>
<td>palate</td>
<td>p ā l a t</td>
</tr>
<tr>
<td>beef</td>
<td>b ē f</td>
<td>flinch</td>
<td>f l i n ch</td>
</tr>
<tr>
<td>brave</td>
<td>b r ā v</td>
<td>beetle</td>
<td>b ē t l</td>
</tr>
<tr>
<td>hitch</td>
<td>h ī ch</td>
<td>avail</td>
<td>ā v ā l</td>
</tr>
</tbody>
</table>
## Word-Signs and Phrases

<table>
<thead>
<tr>
<th>Word-Signs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td>let, letter</td>
</tr>
<tr>
<td>be, but, by</td>
<td>little</td>
</tr>
<tr>
<td>been, bound</td>
<td>market, Mr.</td>
</tr>
<tr>
<td>before, behalf</td>
<td>reply</td>
</tr>
<tr>
<td>belief, believe</td>
<td>represent</td>
</tr>
<tr>
<td>for</td>
<td>teach</td>
</tr>
<tr>
<td>form, from</td>
<td>check</td>
</tr>
<tr>
<td>have</td>
<td>for the</td>
</tr>
<tr>
<td>change, which</td>
<td>I have</td>
</tr>
<tr>
<td>shall, ship</td>
<td>I have not</td>
</tr>
<tr>
<td>about</td>
<td>in which</td>
</tr>
<tr>
<td>after</td>
<td>I shall</td>
</tr>
<tr>
<td>ever</td>
<td>I shall not</td>
</tr>
<tr>
<td>any</td>
<td>I shall have</td>
</tr>
<tr>
<td>name</td>
<td>from the</td>
</tr>
<tr>
<td>give-n</td>
<td>would be</td>
</tr>
<tr>
<td>gave</td>
<td>in reply</td>
</tr>
<tr>
<td>please</td>
<td>please ship</td>
</tr>
</tbody>
</table>

**Note:** The rule given in Par. 17 applies to phrases.
SECOND LESSON

READING EXERCISE

WRITING EXERCISE

1. The maid will be at the market every day.
2. Phoebe Cary will teach her French.
3. The team will be ready for the match game.
4. Henry came back from the navy after he had achieved fame.
5. The range in the kitchen will bake good bread.
6. Jennie will have the meal ready in about an hour.
7. Please pay for the ticket in cash for I cannot take a check.
THIRD LESSON

THE O-HOOK

19. The lower part of the elliptical figure $\partial$ (called the o-hook) represents the short sound of o, as heard in hot, top; the hook with a dot beneath it expresses the sound of aw, as in awe, law; the hook with a short dash beneath it expresses the long sound of o, as in owe, no.

\[\begin{align*}
\text{o} & \text{ as in rot rot} \\
\text{aw} & \text{ as in raw raw} \\
\tilde{\text{o}} & \text{ as in wrote rot}
\end{align*}\]

GENERAL EXERCISE

\[\begin{align*}
\text{hot} & \quad \text{hōt} \\
\text{ought} & \quad \text{awt} \\
\text{taught} & \quad \text{tawt} \\
\text{odd} & \quad \text{ōd} \\
\text{nod} & \quad \text{nōd} \\
\text{Maud} & \quad \text{mawd} \\
\text{mode} & \quad \text{mōd}
\end{align*}\]

\[\begin{align*}
\text{Shaw} & \quad \text{shaw} \\
\text{shawl} & \quad \text{shawl} \\
\text{show} & \quad \text{shō} \\
\text{shoal} & \quad \text{shōl} \\
\text{toad} & \quad \text{tōd} \\
\text{foe} & \quad \text{fō} \\
\text{foam} & \quad \text{fōm}
\end{align*}\]
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>loaf</td>
<td>1 ə f</td>
</tr>
<tr>
<td>cope</td>
<td>k ə p</td>
</tr>
<tr>
<td>coach</td>
<td>k ə ch</td>
</tr>
<tr>
<td>rod</td>
<td>r ö d</td>
</tr>
<tr>
<td>blow</td>
<td>b l ə</td>
</tr>
<tr>
<td>botch</td>
<td>b ə ch</td>
</tr>
<tr>
<td>hobby</td>
<td>h ə b ɨ</td>
</tr>
<tr>
<td>fraud</td>
<td>f r ə w d</td>
</tr>
<tr>
<td>wrought</td>
<td>r aw t</td>
</tr>
<tr>
<td>dot</td>
<td>d ə t</td>
</tr>
<tr>
<td>ball</td>
<td>b a w l</td>
</tr>
<tr>
<td>hog</td>
<td>h ə g</td>
</tr>
<tr>
<td>blot</td>
<td>b l ə t</td>
</tr>
<tr>
<td>rogue</td>
<td>r ö g</td>
</tr>
<tr>
<td>pillow</td>
<td>p ɪ l ə</td>
</tr>
<tr>
<td>shallow</td>
<td>sh ə l ə</td>
</tr>
<tr>
<td>elbow</td>
<td>e l b ə</td>
</tr>
<tr>
<td>rope</td>
<td>r ö p</td>
</tr>
<tr>
<td>polo</td>
<td>p ə l ə</td>
</tr>
<tr>
<td>bore</td>
<td>b ə r</td>
</tr>
<tr>
<td>motto</td>
<td>m ə t ə</td>
</tr>
</tbody>
</table>
20. The O-hook is placed on its side before N, M, R, L, except when preceded by a downward character, as in bore, bone, pole, foam, John.

on  ón — hall  hawl
or  awr — dome  dom
moan  mōn — Nome  nōm

**GENERAL EXERCISE**

nor  n awr — home  hōm
orb  awrb — flown  flōn
own  ón — knoll  nōl
whole  hōl — drawn  drawn
hollow  hōlō — blown  bōn
aroma  arōma — tone  tōn
core  kōr — atone  atōn
known  nōn — door  dōr
roam  rōm — adore  adōr
roll  rōl — loan  lōn
comb  kōm — alone  alōn
coal  kōl — mole  mōl
omit  ōmīt — dawn  dawn
THIRD LESSON

goal  göl  ——  holy  hōli  ——
tall  tawl  ——  Nora  nōra  ——
brawny  brawni  ——  Cora  kōra  ——

WORD-SIGNS AND PHRASES

all  ——  told  ——
beyond  ——  very  ——
body  ——  of the  ——
call  ——  of all  ——
care  ——  of which  ——
company, keep  ——  of our  ——
fall, follow  ——  in favor  ——
far, favor  ——  in our favor  ——
friends-ly  ——  on the  ——
glad  ——  on our  ——
judge  ——  on which  ——
most  ——  on which the  ——
of  ——  in regard  ——
public, publish  ——  I told  ——
real, regard  ——  on behalf  ——
READING EXERCISE

Writing Exercise

1. The team will haul the heavy load of coal.
2. Judge Lodge would-not keep the letter from-the public.
3. He will-pay for-the lot if Mr. Cone will take a check drawn in-our-favor.
4. I-can-not very well follow the form given in-the letter.
5. After the ball game Laura came home in-the launch.
6. The good ship Jane dashed on a rock, but all the people reached the shore.
FOURTH LESSON

THE OO-HOOK

21. The upper part of the small elliptical figure ə (called the oo-hook) represents the short sound of u, heard in hum, dumb (not the long u heard in use, which will be given later); the hook with a dot beneath it expresses the sound of oo, as in took, foot; the hook with a short dash beneath it expresses the long oo, as in doom, boom.

ũ ə as in tuck  tũk

ǭ ə as in took  tôōk

ǭ ə as in tomb  tôōm

GENERAL EXERCISE

hut  hũt  ⍟  doom  d ǭō m

tug  tũg  ⍟  shove  shũv

shut  shũt  ⍟  hug  hũg

shoot  shǭō t  ⍟  rut  rũt

to  tǭō  ⍟  shoe  shǭō

do  dǭō  ⍟  shook  shǭō k
22. The OO-hook is always placed on its side after N or M; it is also placed on its side after K or G when followed by R or L.

nun n ü n  
mud m ü d  
muff m ü f  
moon m öö n  

tattoo t ä t öö  

mug m ü g  
mood m öö d  
cool k öö l  
gull g ü l  

chuckle ch ü k l  
boom b öö m  
lucky l ü k i  

huddle h ü d l  
whom h öö m  
who h öö  
puddle p ü f  
whom h öö m  
puddle p ü f  

FOURTH LESSON

REVIEW EXERCISE ON BOTH HOOKS

<table>
<thead>
<tr>
<th>Word</th>
<th>hook</th>
<th>Word</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>ʻot</td>
<td>loam</td>
<td>ō m</td>
</tr>
<tr>
<td>hut</td>
<td>ʻut</td>
<td>ľoom</td>
<td>ō ō m</td>
</tr>
<tr>
<td>home</td>
<td>ʻōm</td>
<td>rot</td>
<td>ōt</td>
</tr>
<tr>
<td>hum</td>
<td>ūm</td>
<td>rut</td>
<td>ūt</td>
</tr>
<tr>
<td>moan</td>
<td>ōn</td>
<td>bone</td>
<td>ŏn</td>
</tr>
<tr>
<td>moon</td>
<td>ō ō n</td>
<td>boon</td>
<td>ō ō n</td>
</tr>
<tr>
<td>mode</td>
<td>ōd</td>
<td>coach</td>
<td>ō ch</td>
</tr>
<tr>
<td>mood</td>
<td>ō ō d</td>
<td>gush</td>
<td>ŏ şh</td>
</tr>
<tr>
<td>dome</td>
<td>ōm</td>
<td>coal</td>
<td>ŏ l</td>
</tr>
<tr>
<td>doom</td>
<td>ō ō m</td>
<td>cull</td>
<td>ŏ l</td>
</tr>
</tbody>
</table>

---

W AND Y

23. When followed by a vowel, W has the sound of ōō, as ōō-ā-t—wait. W is therefore expressed by the oo-hook.

<table>
<thead>
<tr>
<th>Word</th>
<th>hook</th>
<th>Word</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>ō</td>
<td>wall</td>
<td>ō l</td>
</tr>
<tr>
<td>weave</td>
<td>ō v</td>
<td>woe</td>
<td>ō</td>
</tr>
<tr>
<td>wait</td>
<td>ō t</td>
<td>wool</td>
<td>ō ō l</td>
</tr>
</tbody>
</table>

24. In the body of a word it is generally more convenient to express w by a horizontal dash under the
vowel, but this dash may often be omitted.

\[
\begin{align*}
twig & \quad t w i g \quad \swarrow & \quad \text{equity} & \quad \check{e} k w i t \check{t} i \\
twin & \quad t w i n \quad \swarrow & \quad \text{dwell} & \quad d w \check{e} l \\
quick & \quad k w \check{i} k \quad \swarrow & \quad \text{headway} & \quad h \check{e} d w \check{a} \\
\end{align*}
\]

25. In words beginning with \(a-h\) or \(a-w\), followed by a vowel, \(a\) is expressed by a dot placed on the line close to the next character.

\[
\begin{align*}
ahead & \quad a \check{h} \check{e} d \quad \swarrow & \quad \text{awake} & \quad a w \check{a} k \quad \swarrow \\
away & \quad a \check{w} \check{a} \quad \swarrow & \quad \text{ahem} & \quad a \check{h} \check{e} m \quad \swarrow \\
\end{align*}
\]

26. Wh is pronounced \(hw\), as \(h-w\-\check{e}\-l\) — \textit{wheel}, hence the dot for \(h\) should be written first.

\[
\begin{align*}
\text{whit} & \quad h w \check{i} t \quad \swarrow & \quad \text{whack} & \quad h w \check{a} k \quad \swarrow \\
\text{whig} & \quad h w \check{i} g \quad \swarrow & \quad \text{whim} & \quad h w \check{i} m \quad \swarrow \\
\end{align*}
\]

27. \(Y\) is equivalent to \(\check{e}\), as \(\check{e}\-\check{o}\-r\) — \textit{yore}, and is therefore represented by the small circle.

\[
\begin{align*}
yacht & \quad y \check{o} t \quad \swarrow & \quad \text{yore} & \quad y \check{o} r \quad \swarrow \\
yawn & \quad y \check{a} w n \quad \swarrow & \quad \text{yawl} & \quad y \check{a} w l \quad \swarrow \\
\end{align*}
\]

\textbf{Note:} When the combination \(yo\) or \(yaw\) precedes \(R\) or \(L\), the hook is not placed on its side.

28. At the beginning of a word \(y\check{\text{i}}\) or \(y\check{e}\) is expressed by a small loop, and \(ya\) by a large loop. When neces-
FOURTH LESSON

Sary to denote the exact shade of vowel sound, the dot or dash is placed beneath the loop.

<table>
<thead>
<tr>
<th>ye</th>
<th>ye</th>
<th>yet</th>
<th>ye t</th>
</tr>
</thead>
<tbody>
<tr>
<td>yea</td>
<td>yə</td>
<td>yellow</td>
<td>yə l ə</td>
</tr>
<tr>
<td>year</td>
<td>yə r</td>
<td>Yale</td>
<td>yə l</td>
</tr>
</tbody>
</table>

---

**General Exercise**

<table>
<thead>
<tr>
<th>way</th>
<th>wə</th>
<th>acquit</th>
<th>ak wət</th>
</tr>
</thead>
<tbody>
<tr>
<td>wave</td>
<td>wəv</td>
<td>quail</td>
<td>kwəl</td>
</tr>
<tr>
<td>wade</td>
<td>wəd</td>
<td>Broadway</td>
<td>brawdwa</td>
</tr>
<tr>
<td>wake</td>
<td>wək</td>
<td>roadway</td>
<td>rədwa</td>
</tr>
<tr>
<td>wage</td>
<td>wəj</td>
<td>await</td>
<td>awət</td>
</tr>
<tr>
<td>weed</td>
<td>wəd</td>
<td>arose</td>
<td>awək</td>
</tr>
<tr>
<td>widow</td>
<td>wədə</td>
<td>wheel</td>
<td>hwəl</td>
</tr>
<tr>
<td>weep</td>
<td>wəp</td>
<td>wheat</td>
<td>hwət</td>
</tr>
<tr>
<td>walk</td>
<td>wəwk</td>
<td>whip</td>
<td>hwəp</td>
</tr>
<tr>
<td>wash</td>
<td>wəsh</td>
<td>whiff</td>
<td>hwəf</td>
</tr>
<tr>
<td>watch</td>
<td>wəch</td>
<td>yam</td>
<td>yəm</td>
</tr>
<tr>
<td>wove</td>
<td>wəv</td>
<td>Yarrow</td>
<td>yərə</td>
</tr>
<tr>
<td>quack</td>
<td>kwək</td>
<td>yoke</td>
<td>yək</td>
</tr>
</tbody>
</table>
### Word-Signs and Phrases

<table>
<thead>
<tr>
<th>Word</th>
<th>Gregg Sign</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>✓</td>
<td>of your</td>
</tr>
<tr>
<td>become, book</td>
<td>✓</td>
<td>to you</td>
</tr>
<tr>
<td>could</td>
<td>✓</td>
<td>do you</td>
</tr>
<tr>
<td>full-y</td>
<td>✓</td>
<td>you have</td>
</tr>
<tr>
<td>great</td>
<td>✓</td>
<td>you have not</td>
</tr>
<tr>
<td>look</td>
<td>✓</td>
<td>we have</td>
</tr>
<tr>
<td>move</td>
<td>✓</td>
<td>we have not</td>
</tr>
<tr>
<td>much</td>
<td>✓</td>
<td>you can not</td>
</tr>
<tr>
<td>should</td>
<td>✓</td>
<td>we can not</td>
</tr>
<tr>
<td>sure-ly</td>
<td>✓</td>
<td>we will</td>
</tr>
<tr>
<td>upon</td>
<td>✓</td>
<td>from you</td>
</tr>
<tr>
<td>work</td>
<td>✓</td>
<td>your letter</td>
</tr>
<tr>
<td>world</td>
<td>✓</td>
<td>if you have</td>
</tr>
<tr>
<td>yes</td>
<td>✓</td>
<td>if you will</td>
</tr>
<tr>
<td>you, your</td>
<td>✓</td>
<td>if you can</td>
</tr>
</tbody>
</table>

W is omitted in the following words:

- week
- were
- where

when
what
won-one
FOURTH LESSON

READING EXERCISE

WRITING EXERCISE

1. The wheel of-the wagon caught in a rut of-the rough road.
2. The pony ran away but the groom caught him.
3. Edwin should-have told you about-the affair before the letter reached you.
4. You-may do the work in your own way if-you are sure you-can do it well.
5. The mud in-the road will-reach up to-the hub of-the wagon wheel.
FIFTH LESSON

S AND TH

29. From the small elliptical figure given in the last lesson $\phi$ two small curves are obtained which are written downwards to express the very common letter S, and upwards to express Th.

\[
\begin{align*}
S & \quad \text{TH} \\
\text{or} & \quad \text{or} \\
\text{down} & \quad \text{up}
\end{align*}
\]

Note: It is very important to keep steadily in mind that the curves for S are written downwards, while those for TH are written upwards and at a greater inclination. The following is a useful memory aid:

\[\phi \delta\]

RULES FOR JOINING S AND TH

30. When S is joined to a curve, the S is written in the same direction as the curve to which it is joined, thus securing a uniform movement. A circle vowel occurring at the joining does not affect the application of this rule.

- spray $\epsilon$  
- safe $\iota$  
- makes $\phi$

- reaps $\eta$  
- face $\iota$  
- case $\phi$

- pass $\kappa$  
- skate $\gamma$  
- slay $\epsilon$

- sphere $\lambda$  
- sick $\iota$  
- sales $\epsilon$

Note: When S precedes a down stroke, the base of the down stroke rests on the line.

26
31. When S is joined to T, D, N, M, the S is used which forms a sharp angle. A circle vowel occurring at the joining does not affect the application of this rule.

stay 
set
nets
said

odds 

days

snow

seen

smack

same

leans

knees

32. When S is joined to Sh, Ch, J, the S is used which is written with the clockwise movement—called the "comma S."

sash

sage

chess

33. In words consisting of S or Th, or both, and a circle vowel, S or Th should be written with the clockwise movement.

<table>
<thead>
<tr>
<th>Circle and S</th>
<th>Circle and Th</th>
<th>Combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>as</td>
<td>heath</td>
<td>these</td>
</tr>
<tr>
<td>see</td>
<td>hath</td>
<td>sees</td>
</tr>
<tr>
<td>essay</td>
<td>thee</td>
<td>Seth</td>
</tr>
</tbody>
</table>

34. The clockwise Th is given the preference, but when joined to O, R, L, the other form is used.

thick

theme

doth

though

throw

athlete

moth

earth

health
35. In words beginning with *so*, the "comma S" is used.

so  soul  soap  

sorrow  sofa  sod

36. The combination *us* is written without an angle at the beginning of words, or when it follows a down stroke or K, G.

us  fuss  gracious

bus  gust  vicious

37. *Z* is represented by the sign for *S*, but an oblique dash marks the distinction in isolated words. If necessary, the Th heard in *breathe* may be distinguished from the sound heard in *breath* in the same manner.

gas  face  breath

gaze  phase  breathe

Note: The sound of *sh*, heard in *azure*, *rouge*, *garage*, may be distinguished from *sh* by the oblique dash, but this is necessary only where it is desired to mark the precise sounds of foreign words.

38. The letter *X* may be expressed at the end, or in the body of words, (but not at the beginning), by a slight modification of the curve for *S*, as shown in the following examples:

mix  coax  tax  

box  fix  lax
39. The sound of Ng, heard in long, is expressed by N written in a slightly downward direction; and Nk (which is sounded ngk, as rang-k—rank) by a longer sign.

rang  sing  king
rank  sink  kink

Simple Prefixes and Suffixes

40. The prefixes con, com, coun are expressed by K, and the vowel is omitted in the prefixes en, in, un, em, im when the prefix is followed by a consonant. The prefix ex is expressed by es.

condole  infancy  impress
convey  envy  extol
compass  emboss  explode

41. The suffix ing or thing is expressed by a dot placed beneath or close to the preceding letter; ings is expressed by S in the same place, the S being written contrary to the hands-of-a-clock movement.

being  singing  anything
doing  making  sayings
ringing  everything  readings
42. The suffix *ly* is expressed by the small circle, and *ily, ally* by a loop.

only — calmly — prettily
early — readily — totally

43. The suffix *tion, sion (shun)* is expressed by SH.

nation — session — action
oration — motion — fashion

**General Exercise**

say — guess — link
seem — chase — throat
save — sleepy — both
sap — serene — booth
solemn — steel — gang
scratch — stray — thief
scream — city — death
scrip — snake — swear
score — smash — switch
hymns — smith — sweet
miss — fasten — swim

**Note:** When *sw* is followed by T, D, N, or M, the *w* is expressed by the *book.*
<table>
<thead>
<tr>
<th>Word-Signs and Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
</tr>
<tr>
<td>business</td>
</tr>
<tr>
<td>cause, because</td>
</tr>
<tr>
<td>course</td>
</tr>
<tr>
<td>desire</td>
</tr>
<tr>
<td>else, list</td>
</tr>
<tr>
<td>inclose</td>
</tr>
<tr>
<td>instan-cre</td>
</tr>
<tr>
<td>is, his</td>
</tr>
<tr>
<td>long</td>
</tr>
<tr>
<td>must</td>
</tr>
<tr>
<td>next</td>
</tr>
<tr>
<td>other</td>
</tr>
<tr>
<td>receive</td>
</tr>
<tr>
<td>some</td>
</tr>
<tr>
<td>soon</td>
</tr>
<tr>
<td>speak, speech</td>
</tr>
<tr>
<td>state</td>
</tr>
<tr>
<td>such</td>
</tr>
<tr>
<td>than, then</td>
</tr>
<tr>
<td>that</td>
</tr>
<tr>
<td>their, there</td>
</tr>
<tr>
<td>them</td>
</tr>
<tr>
<td>they</td>
</tr>
<tr>
<td>thing, think</td>
</tr>
<tr>
<td>this</td>
</tr>
<tr>
<td>those</td>
</tr>
<tr>
<td>was</td>
</tr>
<tr>
<td>is the</td>
</tr>
<tr>
<td>is this</td>
</tr>
<tr>
<td>is there</td>
</tr>
<tr>
<td>there is</td>
</tr>
<tr>
<td>this is</td>
</tr>
<tr>
<td>in these</td>
</tr>
<tr>
<td>for that</td>
</tr>
<tr>
<td>he was</td>
</tr>
<tr>
<td>there was</td>
</tr>
<tr>
<td>in such</td>
</tr>
</tbody>
</table>
FIFTH LESSON

READING EXERCISE

WRITING EXERCISE

1. The book of essays by John Burroughs was given a long notice in the papers.
2. I think that such a motion was made early in the session.
3. I shall not wait for a letter from Mr. King as the book is on the press.
4. We inclose a list of things which we shall need very soon.
5. The speech by Nicholas Murray Butler was on the ethics of teaching.
SIXTH LESSON

DIPHTHONGS

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

\[
\begin{align*}
\text{ů} & \quad \text{as in} \quad \text{fume} \quad \text{fūm} \quad \circlearrowleft \\
\text{ow} & \quad \text{as in} \quad \text{now} \quad \text{now} \quad \circlearrowleft \\
\text{oi} & \quad \text{as in} \quad \text{oil} \quad \text{oil} \quad \circlearrowleft \\
\text{i} & \quad \text{as in} \quad \text{die} \quad \text{di} \quad \circlearrowleft
\end{align*}
\]

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

GENERAL EXERCISE

\[
\begin{align*}
\text{hue} & \quad \text{hū} \quad \circlearrowleft \quad \text{fine} \quad \text{fīn} \quad \circlearrowleft \\
\text{feud} & \quad \text{fūd} \quad \circlearrowright \quad \text{huge} \quad \text{hūj} \quad \circlearrowright \\
\text{cow} & \quad \text{kow} \quad \circlearrowright \quad \text{mute} \quad \text{mūt} \quad \circlearrowright \\
\text{toy} & \quad \text{toi} \quad \circlearrowleft \quad \text{bough} \quad \text{bow} \quad \circlearrowleft \\
\text{annoy} & \quad \text{anoi} \quad \circlearrowright \quad \text{Hoyle} \quad \text{hōl} \quad \circlearrowright \\
\text{sky} & \quad \text{ski} \quad \circlearrowright \quad \text{try} \quad \text{trī} \quad \circlearrowright
\end{align*}
\]
SIXTH LESSON

unique û n é k  ê th thy th i  ê
ounce ow n s  ê humid h ü m i d  ê
foil t oi l  ê sigh s i  ê
ripe r i p  ê scout s k ow t  ê
youth ü th  ê Nile n i l  ê
thou th ow  ê vow v ow  ê
mine m i n  ê price p r i s  ê
Roy r oi  ê rhyme r i m  ê
cue k ü  ê apply á pl i  ê
guide g i d  ê tile t i l  ê
alloy à l oi  ê comply com pl i  ê
chime ch ı m  i invites in v i t  ê
adjoin a j oi n  ê enjoy en j oi  ê
fight f i t  ê impugn i m p ü n  ê
mouth m ow th  ê exude ex ü d  ê
noise n oi s  ê mightily m i t  i l y  ê

Notes: (a) The rules governing the joining of the circles apply to the diphthong i. In the words Nile, tile, for instance, the sign is placed outside the angle, as is done in nail, tale.

(b) In some words it will be found unnecessary to write the line through the large circle to express the diphthong. For example, it is sufficient to write mat for might, as "it mat (might) be," and ma for my, as "in ma (my) opinion," etc. Other common examples are: life, quite, lively.
Vowel Combinations

45. Consecutive vowels which do not form a pure diphthong are joined in their natural order.

Leo  lēō  olio  ōlīō
Owen  ōēn  cameo  kāmēō
Noah  nōa  snowy  sōy

Note: When long ō is followed by a small circle, as in Owen, (ōēn), the dash is usually placed beneath the hook.

46. Any vowel following the diphthong i is expressed by the small circle within the large circle.

via  vīa  lion  līān
fiat  fīāt  science  sīēns
dial  dīāl  iota  ĭōta

Note: When io begins a word it is written (as in iota, given above) with the same movement as o in longhand, which it resembles in appearance.

47. Where necessary, short i followed by a as in mania, is expressed by the large circle with a dot placed within it; and e followed by any large circle vowel sound by the large circle with a dash within it. These distinctions are seldom necessary.

mania  mānīa  Olympia  olīmpīa
medial  mēdīal  ammonia  āmōnīa
create  krēāt  Lydia  līdīa
48. There are a few words in which there are no consonants. In such words the dot for the aspirate, or the marks distinguishing the vowel sounds, should be used.

<table>
<thead>
<tr>
<th>word</th>
<th>sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>ah!</td>
<td>o</td>
</tr>
<tr>
<td>awe</td>
<td>i</td>
</tr>
<tr>
<td>owe, oh!</td>
<td>i</td>
</tr>
<tr>
<td>hoe</td>
<td>i</td>
</tr>
<tr>
<td>who</td>
<td>i</td>
</tr>
<tr>
<td>ye</td>
<td>i</td>
</tr>
<tr>
<td>hue, hew</td>
<td>i</td>
</tr>
<tr>
<td>yea</td>
<td>i</td>
</tr>
<tr>
<td>hay</td>
<td>o</td>
</tr>
<tr>
<td>woe</td>
<td>o</td>
</tr>
<tr>
<td>high</td>
<td>o</td>
</tr>
<tr>
<td>woo</td>
<td>o</td>
</tr>
</tbody>
</table>

**Word-Signs and Phrases**

- allow - point, appoint
- behind - right, write
- find - side
- how, out - use
- kind - usual-ly, wish
- light - while
- like - why
- new - wife
- I find
- wire
- please write
- write me
- your kind letter
- on this side
- I would like

**Special Business Phrases**

- Dear Sir
- Yours truly
- Yours very truly
- Dear Madam
- Very truly yours
- Yours respectfully
READING EXERCISE

WRITING EXERCISE

1. Julia Marlowe will-not play Ophelia this year.
2. If-you-find that Mr. Boyd is out-of-the city, please-wire-me so that I-can get other help for you.
3. Please-write-me fully as-to what you do about increasing the price on-the lots in Butte.
4. Before we publish the book we-must find out about the size of type which you-wish us to use.
5. The chimes will ring in the new year.
SEVENTH LESSON

BLENDED CONSONANTS

49. 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:

\[ \_\_\_ \_\_\_\_ \_\_\_ \]

The characters have been so arranged that many frequent combinations form an obtuse angle, and this angle not being observed, the lines blend naturally in the form of a curve.

50. All of the following blended consonants are written upwards from the line of writing:

- TEN, DEN / as in tenor / denote \\
- TEM, DEM / as in temper / demolish \\
- ENT, END / as in paint / bond \\
- EMT, EMD / as in prompt / deemed \\

Notes: (a) As the combinations are pronounced as syllables, minor vowels occurring between the consonants are omitted, but diphthongs and strongly accented vowels are inserted. For instance, dean, dine, team, tame, dome, dime, are written in full. The blend is used, however, in words ending in tain as detain.

(b) Although the blends ent, end, em, emd are pronounced as syllables, just as sh is pronounced ish, the vowel preceding the blend is seldom omitted, except at the beginning of a word, as in entry, entail.
GENERAL EXERCISE

tenets  detain  temple
tenant  threaten  attempt
tenacious (a)  tendency  demur
dense  attendance  wisdom
condense  timid  entry
condensation  freedom  entail
continent  kingdom  plenty
condemn  contemplation  moaned
intention (b)  anatomy  dawned
extension  phantom  fastened
contention  autumn  lamed
sweeten  sanctum  seemed
latent (b)  brand  steamed
mutiny  lined  exempt
stencil  signed  shamed
mutton  faint  Indian
obtain  gained  addenda (b)

Notes: (a) The rule given in Paragraph 16 applies to the circle between the blended consonants and straight lines as in the word tenacious.
(b) Where it is possible to use either ten, den, or ent, end, the ten, den blend is given the preference.
51. In joining d to f or v, and j to ent, end, the angle is obscured in rapid writing, and the combination is written with one impulse of the pen.

DEF-V, TIVE  O as in defeat  native  O
JENT-D, PENT-D O as in gentle happened O

Note: It will be found that tide generally occurs at the end of words, as in native, and cannot be confused with def, dev, which generally occur at the beginning of words, as in defame.

GENERAL EXERCISE

defy  O deficit  O genteel  O
edify  O restive  O Gentile  O
edifice  O festive  O legend  O
deface  O motive  regent  O
defame  O attentive  O contingent  O
defense  O tentative  tangent  O
devout  O cheapened  O pageant  O
divine  O ripened  O depend  O
divide  O rampant  spent  O
diffidence  O opened expend  O
devise  O cogent  impending  O.
52. The syllables *men, mem* are expressed by lengthening *m*, that is, by joining *m* and *n*; *ted, ded, det*, by a long stroke upwards, equal to *t* and *d* joined; *ses or sus*, by joining the two signs for *s*; *xes*, by joining *x* and *s*.

\[ \text{MEN, MEM} \quad \text{as in} \quad \text{mention} \quad \text{memory.} \]

\[ \text{TED, DED, DET} \quad \text{as in} \quad \text{heated} \quad \text{seated} \]

\[ \text{SES} \quad \text{as in} \quad \text{passes} \quad \text{faces} \]

\[ \text{XES} \quad \text{as in} \quad \text{boxes} \quad \text{mixes} \]

Notes: The combination *det* usually occurs at the beginning of words, as in *detach, detect*, while *ded, ted*, usually occur at the end of words.

The stroke is used to express *ted, ded* after short words only, a disjoined dash being more convenient in most words as explained in Par. 53.

---

**GENERAL EXERCISE**

\[ \text{man} \quad \text{effeminate} \quad \text{Roman} \]

\[ \text{many} \quad \text{nominate} \quad \text{romance} \]

\[ \text{menace} \quad \text{examine} \quad \text{Ottoman} \]

\[ \text{minute} \quad \text{maintain} \quad \text{famine} \]

\[ \text{month} \quad \text{minimum} \quad \text{human} \]

\[ \text{amen} \quad \text{stamina} \quad \text{Manhattan} \]

\[ \text{acumen} \quad \text{women} \quad \text{commonly} \]

\[ \text{immense} \quad \text{omen} \quad \text{detach} \]

\[ \text{emanate} \quad \text{ominous} \quad \text{detection} \]

\[ \text{memoir} \quad \text{remain} \quad \text{waited} \]
masses — teases — sustain —
guesses — possess — cessation —
races — leases — annexes —
basis — fences — taxes —

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 face, faces, case, cases, pass, passes.

53. At the end of many words ted, ded, and sometimes ed, may be expressed by t placed beneath or close to the preceding character.

invited — divided — demanded — printed

54. Advantage may be taken of the blending principle in phrase writing, thus: t-me for to me, t-do for to do.

to-day — to meet — ought to know

to do — to make — at any time

to draw — to my — what to do

to mean — to know — in due time

Word-Signs and Phrases

and, end — assist — date, did

hand — attention — definite

agent — between — devote
differ*ent\-ence  
society  
and I am  
difficult-y  
time  
at hand  
duty  
to-morrow  
all my time  
endure  
want  
at that time  
exist-ence  
went  
for the time  
gentlemen  
in time  
your attention  
Messrs.  
and there  
kind attention  
says, system  
and there is  
every attention  
season  
and am  
my attention  

READING EXERCISE
WRITING EXERCISE

1. The society asks for different working conditions and a minimum wage law.
2. The memoirs of this famous man read like a romance; such a book will be an inspiration to me.
3. Andrew Temple will study printing and book binding in the evening classes at the Manhattan Academy.
4. Your letter reached me, but I have had no time to make the definite reply demanded.
5. That you are in business means that you are doing something for which mankind is willing to give you money.
6. We cannot grant the extension of time you wish, and if the money does not reach us by the date mentioned, we shall draw on you through our bank.
7. The auditor who was sent to examine the books for the season had to devote a month to the work.
EIGHTH LESSON

RULES FOR EXPRESSING R

55. The circle or loop is written with a reverse movement to express R:
   (a) Before or after straight lines, or between two straight lines in the same direction.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
<th>Between</th>
</tr>
</thead>
<tbody>
<tr>
<td>art</td>
<td>tar</td>
<td>tart</td>
</tr>
<tr>
<td>arm</td>
<td>mar</td>
<td>marmot</td>
</tr>
<tr>
<td>harsh</td>
<td>share</td>
<td>tardy</td>
</tr>
</tbody>
</table>

   (b) Between a horizontal and an upward character.

<table>
<thead>
<tr>
<th>mart</th>
<th>cart</th>
<th>lard</th>
<th>garden</th>
</tr>
</thead>
</table>

   (c) Between a downward character and T, D, N, M.

<table>
<thead>
<tr>
<th>pert</th>
<th>barn</th>
<th>chart</th>
<th>farm</th>
</tr>
</thead>
</table>

   NOTE: As there is a tendency in rapid writing to curve a straight line when it is followed by a circle, the distinctive method of joining the circle when reversed after Ch, J, illustrated in chart (compare with pert), is adopted to prevent any possibility of misreading.
EIGHTH LESSON

(d) Between SH, CH, J, and L.

churl Charles charlatan Jarley

56. By changing the form of the reversed circle to a loop at the end of a straight line, the letter S is added.

dares manners stars tires

readers preachers cheers ledgers

57. 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.

sermon assert serge sardine

concern concert exert insert

desert third thirty Thermos

GENERAL EXERCISE

heart army harness

hearty hard Armenia

heartily harm earn
yearn oyster guarantee
yard barter courtesy
Yarmouth dirty Hibbard
harmony Tartar pardon
Armada tender bird
arch cashier burden
hermit mermaid spared
hurt* murmur shepherd
urge* murder shirt
near martyr charter
mere marten journey
jeer girder sojourn
dear alert adjourn
domineer billiard germ
anger Hilliard Charlotte
tire poniard hammers
attire card farmers
dart carter soldiers
mutter cartridge surname

*It is generally more facile to use the circle for the obscure vowel sound heard in ur.
58. The letter R is omitted without reversing:

(a) In many words containing *ar, er*:

starch     cargo     perverse
large      clergy     perversity
margin     certain    learn
alarm      serve      term
tarnish    surface    turn
argue      surprise   lantern
starvation surplus   northern
 gargle     traverse   southern

(b) In many words containing *or*:

ordain     ornate     sort     retort
extort     indorse     border   absorb

(c) In words beginning with *war, wor*:

war        warn       ward     worse
59. The reversing principle is used to express L in the following words:

till, tell deal mail mile
detail

smile still style
detail

deals mails styles details

---

**WORD-SIGNS**

certificate † merchandise ¬ particular f
determine — order — territory —
firm — organize-organization trust —
first — question — until —
merchant — reference — word —

**READING EXERCISE**
EIGHTH LESSON

WRITING EXERCISE

1. The poems of Robert Burns portray his love for mankind as shown in the line "A man's a man for all that."
2. We can not fill your first order until we have heard from your references.
3. In the northern territory this organization sells only to certain firms, but in the southern cities it does a large mail order business.
4. The firm in question deals in hardware and sells all style of churns, hammers and other tools to the farmers in this and bordering counties.
NINTH LESSON

WORD-SIGNS

60. The forms on this page should be transcribed without referring to the key. Afterwards the student should compare his transcript with the key, and make corrections.

REVIEW EXERCISE ON WORD-SIGNS

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

52
KEY TO REVIEW EXERCISE ON WORD-SIGNS

61. The student should test his knowledge of the word-signs by writing the following words in shorthand, afterwards comparing the forms he has written with those given on the opposite page. In doing this it is a good plan to place a ring around any word incorrectly written, and afterwards write several lines of the correct form.

1. a-an, about, above, after, agent, all, allow, am-more, and-end, any, are-our, ask, assist.

2. at-it, attention, be-but-by, become-book, been-bound, before-behalf, behind, belief-believe, between, beyond, body, business, call, can.

3. care, cause-because, certificate, change-which, check, company-keep, could, course, date-did, definite, desire, determine.

4. devote, differ-ent-ence, difficult-y, duty, else-list, endure, ever, exist-ence, fall-follow, far-favor, find, firm, first.

5. for, form-from, friend-ly, full-y, gave, gentlemen, give-n, glad, go-good, great, hand.

6. have, he, how-out, I, in-not, inclose, instant-instance, is-his. judge, kind, let-letter, light, like.

7. little, long, look, market-Mr., Messrs., most, move, much, must.

8. name, new, next, of, one, order, organize-organization, other, particular, please, point-appoint, public-publish, put.

9. question, real-regard, receive, refer-ence, reply, represent, right-write, says-system, season, shall-ship, should, side, society, some.

10. soon, speak-speech, state, such, sure-ly, teach, territory, than-then, that, the, their-there, them, they, thing-think, this, those.

11. time, told, to-morrow, trust, until, upon, use, usual-ly-wish, very, want, was, week, well-will, went.

12. were, what, when, where, while, why, wife, wire, word, work, world, would, yes, you-your.
LIST OF ADDITIONAL WORD-SIGNS

62. Many of these words are written in accordance with rules given at a later stage of the study, but are presented now so that the student may begin dictation on connected matter. As these words are of frequent occurrence, the forms should be diligently practiced, in order to gain facility in writing them.

accept-ance  
accord  
accordance  
acknowledge  
acquaint-ance  
avantage  
advertise  
again  
agree  
always  
arrange-ment  
avoid  
beauty  
better  
bill  
bring  
capital  
car, correct  
carry  
character  
charge  
clear-ly  
clerk  
collect  
consider-ation  
copy  
corporation  
correspond-ence  
cover  
credit
custom
deliver
direct
dollar
draft
duplicate
during, Dr.
educate
effect
either
enough
experience
fault (see fall)
future
God
gone

got
government
house
immediately
important
importance
improvement
industry
influence
insurance
invoice
jury
mortgage
never
newspaper
object
oblige
occasion
occupation
office
official
opinion
part
principal
publication
<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>pupil</td>
<td>e</td>
<td>spirit</td>
<td>e</td>
</tr>
<tr>
<td>quality</td>
<td>r</td>
<td>stand</td>
<td>r</td>
</tr>
<tr>
<td>quantity</td>
<td>r</td>
<td>stock</td>
<td>r</td>
</tr>
<tr>
<td>railroad</td>
<td>l</td>
<td>strange</td>
<td>l</td>
</tr>
<tr>
<td>railway</td>
<td>l</td>
<td>strong, strength</td>
<td>l</td>
</tr>
<tr>
<td>recent</td>
<td>r</td>
<td>suggest-ion</td>
<td>r</td>
</tr>
<tr>
<td>record</td>
<td>r</td>
<td>thank</td>
<td>r</td>
</tr>
<tr>
<td>regret</td>
<td>r</td>
<td>thoroughly, three</td>
<td>r</td>
</tr>
<tr>
<td>remark</td>
<td>r</td>
<td>throughout</td>
<td>r</td>
</tr>
<tr>
<td>remittance</td>
<td>r</td>
<td>truth</td>
<td>r</td>
</tr>
<tr>
<td>report</td>
<td>c</td>
<td>typewriter</td>
<td>c</td>
</tr>
<tr>
<td>respectful</td>
<td>r</td>
<td>value</td>
<td>r</td>
</tr>
<tr>
<td>return</td>
<td>r</td>
<td>vowel</td>
<td>r</td>
</tr>
<tr>
<td>satisfactory</td>
<td>r</td>
<td>wealth (see well)</td>
<td>r</td>
</tr>
<tr>
<td>satisfaction</td>
<td>r</td>
<td>with</td>
<td>r</td>
</tr>
<tr>
<td>send</td>
<td>r</td>
<td>without</td>
<td>r</td>
</tr>
<tr>
<td>significant</td>
<td>r</td>
<td>wonder</td>
<td>r</td>
</tr>
<tr>
<td>sir</td>
<td>s</td>
<td>yesterday</td>
<td>s</td>
</tr>
<tr>
<td>small</td>
<td>s</td>
<td>young</td>
<td>s</td>
</tr>
</tbody>
</table>
NINTH LESSON

Notes: (a) The plural of word-signs ending in S is formed as follows:

<table>
<thead>
<tr>
<th>causes</th>
<th>instances</th>
<th>respects</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

(b) To express the plural of word-signs ending in a circle and of some words ending in a loop, a slight change is made in the manner of joining S.

<table>
<thead>
<tr>
<th>names</th>
<th>cares</th>
<th>carries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>families</th>
<th>homilies</th>
<th>anomalies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) After a circle vowel, ly is written outside the preceding consonant, thus:

<table>
<thead>
<tr>
<th>namely</th>
<th>dearly</th>
<th>likely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>daily</th>
<th>nearly</th>
<th>merely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(d) Ly is added to words ending in the diphthong i by the double circle.

<table>
<thead>
<tr>
<th>lightly</th>
<th>kindly</th>
<th>rightly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

READING EXERCISE
Writing Exercise

1. The government will insure the goods against loss.
2. Your acceptance of our order is in accordance with the arrangement, a copy of which I gave to your clerk.
3. His long experience in writing advertising copy will be an advantage to the new official in his work with the insurance corporation.
4. Quality is more important than quantity. Your motto should be “Not how much, but how well.”
5. The charge of the judge will oblige the jury to consider the character and occupation of the victim.
6. The agent reports that he could not send the book yesterday but that he will deliver it to-morrow without fail.
7. The typewriter is of great value in the business office. In truth it is difficult to do business without one.
8. He says that most of his pupils wish to take the full course and that he is planning the organization of a new class at the beginning of next month.
9. We suggest that the society arrange to take some action on this report and that such action be made a part of the record.
10. Please send a check with your next order or we cannot accord it immediate attention.
11. The report of this season’s business is thoroughly satisfactory.
12. The object of this publication is to place before the public the truth about the recent report on the railway stock.
TENTH LESSON

COMPOUND WORDS

63. A number of compounds may be obtained by joining simple word-signs, as illustrated in the second lesson by the word "before." The following words are formed on the same principle:

any:

be:

ever-y:

here:

there:

where:

soever:

some:

with:

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

nobody nevertheless otherwise
meanwhile standpoint thanksgiving

KEY TO COMPOUND WORDS

any: anybody, anyone, anywhere, anyhow.
be: before, beforehand, behindhand, belong, beside.
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.

DERIVATIVES, ETC.

64. After abbreviated words and words ending in a reversed circle, a short dash struck upward is used to express the past tense; the disjoined r expresses the terminations er, or, and the disjoined ri, expresses ary, ory.
TENTH LESSON

wanted director caller
experienced directory customary
dearer nearer murderer

Note: When the forms are distinctive, er, or, ary, ory, may be joined, as in greater, boundary, receiver, stronger, writer, reporter.

65. When a word-sign ends with the last consonant of the word, the reversing principle may be used to express er after straight lines.

sooner longer firmer teacher

66. The word-signs after (af) and out (ow) may be used as prefix forms.

aftertimes afternoon outstanding outside

cared collected creditor
favored corrected fuller
returned insured giver
believed insurer kinder
caused advertiser recorder
inclosed clearer speaker
THE ABBREVIATING PRINCIPLE

67. Many long words may be abbreviated by dropping the terminations. It would be a waste of time and effort to write more of a word than is necessary to suggest it when transcribing. This principle is already familiar in longhand, as Rev. for Reverend, ans. for answer, Jan. for January, Phila. for Philadelphia, etc.

The extent to which the principle may be applied depends upon the familiarity of the writer with the words and subject matter. Every writer can apply it easily and naturally to familiar words, and adapt it to the special requirements of the line of work in which he may be engaged.

The words given in this lesson are among the most common and useful illustrations of the application of this principle. When these have been studied, it will be easy to apply the principle in general practice. Many of the words given in subsequent lessons are abbreviated in this way. It is important to bear in mind that all the words so abbreviated will usually occur in sentences. For instance in the sentence “He was received with great enthusiasm,” it would be sufficient to write enthus for enthusiasm; and the same form might be used for enthusiastic in “He met with a most enthusiastic reception.”
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?

We cannot cancel the balance. The February number will contain an original story by a very prominent writer.

Please answer this letter before September first. We remember your co-operation at that time and we shall show our appreciation when there is an opportunity to do so.
EXERCISE ON ABBREVIATING PRINCIPLE

The following words are to be written in shorthand, and afterwards compared with the forms given on the opposite page:

1. aband(on), abbrev(iate), abs(ent), abso(lute), accus(tom), alph(abet), ambass(ador), anim(al), anon(ymous), ans(wer).

2. apol(ogize), appre(ciate), assoc(iation), attit(ude), attrib(ute), bal(ance), brill(iant), cal(culate), canc(el).

3. cap(able), Cath(olic), celeb(rate), chil(dren), collat(eral), conseq(uence), co-op(erate), deg(rec).

4. delib(erate), demons(trate), dict(ate), dilap(idade), dilig(ence), dis(count), eloq(uent), emin(ent).

5. Eng(land), enthusi(asm), entit(le), estab(lish), exam(ination), fam(iliar), finan(cial), freq(uent), gen(eral).

6. grat(itude), hund(red), inaug(urate), indic(ate), innoc(ence), invol(ve), irresis(tible), journ(al).

7. knowl(edge), lang(uage), leg(al), leng(th), lb(erty), loc(al), mag(azine).

8. mat(ter), melan(choly), memo(randum), mod(erate), neg(lect), negoti(ate), num(ber).

9. num(eros), obsc(rve), obv(ious), oppor(tunity), ordin(ar), orig(inal), pamph(let), pecu(liar), pecun(iary), perman(ent).

10. perpend(icular), pleas(ant), pol(icy), pop(ular), possible, pov(erty), predece(sor), pref(er), prej(udice), prelim(inary).

11. prep(are), pres(ent), presi(de), priv(ilege), promin(ent), rath(er), relin(quish), remem(ber).

12. remons(trate), rev(erend), ridic(ulous), scrup(ulous), separ(ate), sev(eral), simil(ar), simul(taneous), singu(lar).

13. splendid(id), suc(cess), suf(ficient), synon(ymous), temp(erance), trav(el), unan(imous), un(ion), vul(gar).
EXERCISE ON ABBREVIATING PRINCIPLE

The following words are to be transcribed without referring to the key on the opposite page until the work has been completed.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
68. The Abbreviating Principle may be applied to a short word when a distinctive outline is secured. Usually this is done after a diphthong or strongly sounded vowel, as illustrated in the word-signs right-write, find, light, side. The following are useful examples:

<table>
<thead>
<tr>
<th>bright</th>
<th>client</th>
<th>trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>delight</td>
<td>private</td>
<td>grade</td>
</tr>
<tr>
<td>arrive</td>
<td>trial</td>
<td>freight</td>
</tr>
<tr>
<td>derive</td>
<td>doubt</td>
<td>claim</td>
</tr>
<tr>
<td>decide</td>
<td>loyal-ty</td>
<td>poor</td>
</tr>
<tr>
<td>unite</td>
<td>power</td>
<td>cure</td>
</tr>
<tr>
<td>strike</td>
<td>proud</td>
<td>night</td>
</tr>
<tr>
<td>entire</td>
<td>thousand</td>
<td>to-night</td>
</tr>
</tbody>
</table>

### DAYS AND MONTHS

<table>
<thead>
<tr>
<th>Sunday</th>
<th>January</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>February</td>
<td>September</td>
</tr>
<tr>
<td>Tuesday</td>
<td>March</td>
<td>October</td>
</tr>
<tr>
<td>Wednesday</td>
<td>April</td>
<td>November</td>
</tr>
<tr>
<td>Thursday</td>
<td>May</td>
<td>December</td>
</tr>
<tr>
<td>Friday</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>July</td>
<td></td>
</tr>
</tbody>
</table>
TENTH LESSON

FIGURES, ETC.

69. 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 $bsh$; feet by $f$; francs by $fr$; cwt by $nw$; o’clock by $o$ placed over the numeral:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$5$</td>
<td>5</td>
<td>£5,000</td>
</tr>
<tr>
<td>500</td>
<td>5</td>
<td>£500,000</td>
</tr>
<tr>
<td>$500$</td>
<td>5</td>
<td>five gallons</td>
</tr>
<tr>
<td>5,000</td>
<td>5</td>
<td>five barrels</td>
</tr>
<tr>
<td>$5,000$</td>
<td>5</td>
<td>five bushels</td>
</tr>
<tr>
<td>500,000</td>
<td>5</td>
<td>five feet</td>
</tr>
<tr>
<td>5,000,000</td>
<td>5</td>
<td>five cwt.</td>
</tr>
<tr>
<td>$5,000,000$</td>
<td>5</td>
<td>five o’clock</td>
</tr>
<tr>
<td>5 lbs. (or $5$)</td>
<td>5</td>
<td>500 feet</td>
</tr>
<tr>
<td>500 lbs. (or £500)</td>
<td>5</td>
<td>five francs</td>
</tr>
</tbody>
</table>

70. These signs may be used after the article a and such words as per, few, several:

- a dollar / few thousand dollars /
- a thousand dollars / a pound /
a hundred thousand  
per hundred  

several hundred  
a million  

several hundred dollars  
a gallon  

71. *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.

$8.50$  five cents  five per cent  five per cent per annum

---

**READING EXERCISE**

---
WRITING EXERCISE

1. Elsewhere in this issue you will find a notice which should be read by everyone who desires general knowledge about the legal rights of women in the different states in the union.

2. He advertised in the afternoon papers for an experienced collector and by 10 o'clock that night a hundred replies were received.

3. The eloquent speaker was greeted with enthusiastic applause which indicated that his views were popular.

4. If the quality of this merchandise is not as represented you may return the goods to us and we will give you credit for them, but we cannot possibly allow you any discount on the balance.

5. The creditor will not relinquish the claim which his first mortgage gives him, and therefore we cannot sell the entire stock at auction as the other creditors suggested.

6. We allow a discount of 5% on cash sales.

7. Some customers take advantage of this even when they find it necessary to borrow the money.
ELEVENTH LESSON

PHRASE-WRITING

72. The student should cultivate the practice of joining small words, for without it great proficiency can never be attained. All the common phrases consisting of two or three words should be written with the same facility as an ordinary word-form, but nothing is gained by straining after special forms for uncommon phrases, or where the outline requires more than five efforts of the pen. While experience must ever be the supreme teacher in phrase-writing, the following suggestions will be useful.

(a) At the outset short and common words only should be joined.

(b) The words should make good sense if standing alone, as I am glad.

(c) The outlines for the words should be capable of being easily joined.

(d) Phrases that carry the hand away from the line of writing should be avoided; in other words, the writer should aim at onward movement.

(e) Pronouns are generally joined to the words they precede, as I am, I shall, you can, we have.

(f) A qualifying word may be joined to the word it qualifies, as good men.

(g) The prepositions to, of, in and with, and the conjunction and
are generally joined to the words they precede, as to have, of which, in case, with this, and there.

(h) The auxiliary verbs should, would, could are generally joined to the words they precede, as should be, would be, could be.

In practicing the phrases given in this manual, the student should keep steadily in mind that they are given as examples, and that he is to form his own phrases on similar lines in general practice. He should study the phrases here given with a view of noting not only the nature of the joinings, but also the nature of the words that are joined.

**General Exercise**

<table>
<thead>
<tr>
<th>it is</th>
<th>of our</th>
<th>I am</th>
</tr>
</thead>
<tbody>
<tr>
<td>of the</td>
<td>of all</td>
<td>I can</td>
</tr>
<tr>
<td>to the</td>
<td>we are</td>
<td>I have</td>
</tr>
<tr>
<td>to this</td>
<td>from the</td>
<td>you have</td>
</tr>
<tr>
<td>in the</td>
<td>from you</td>
<td>I would</td>
</tr>
<tr>
<td>on the</td>
<td>which the</td>
<td>I will</td>
</tr>
<tr>
<td>of his</td>
<td>which is</td>
<td>you can</td>
</tr>
<tr>
<td>of their</td>
<td>which can</td>
<td>you will</td>
</tr>
<tr>
<td>of your</td>
<td>that the</td>
<td>of which</td>
</tr>
<tr>
<td>is the</td>
<td>there is</td>
<td>it was</td>
</tr>
<tr>
<td>in our</td>
<td>there are</td>
<td>in which</td>
</tr>
</tbody>
</table>
by the all right in this
by which there were in these

to you there will in those

for the may be in thus

for this will be I inclose

with the would be we inclose

with this at hand in regard

WORD MODIFICATIONS

Very useful and distinctive phrase-forms are obtained by modifying the forms for certain words.

73. Before words beginning with a downward character or O, R, L, to is expressed by t.

    to be to favor to honor
    to have to please to receive
    to pay to believe to look

74. When repeated in a phrase, the word as is expressed by s:

    as well as as great as as many as
    as good as as much as as long as
75. In phrases *been* is expressed by *b*:

- have been  
- I have been

- has been  
- had been  
- I have not been

76. After *be* or *been* the word *able* is expressed by *a*:

- to be able
- have been able
- would be able
- should be able

- shall be able
- has not been able
- will be able
- have not been able

77. The following method of expressing *had* after pronouns should be carefully noted:

- I had  
- they had  
- we had  
- you had

78. When *do not* is preceded by a pronoun, it is expressed by the sign for *dn*.

- I do not
- you do not
- they do not

- we do not
- I do not think
- you do not know

79. *Don't* is distinguished from *do not* by writing *dōn*.

- I don't think
- you don't know
- I don't believe
80. The phrase was not may be easily and legibly expressed by writing wasn’t, that is, by joining s to nt without an angle. For the same reason, it is not is written it isn’t and there is not is written there isn’t. If the contractions wasn’t, isn’t need to be clearly indicated, an apostrophe is placed over the forms.

   it is not  it was not  he was not  it wasn’t
   \       \      \       \   

81. The words ago, early, few, him, hope, sorry, want, are modified as shown in the following phrase-forms:

weeks ago to him
months ago I told him
years ago we told him
at an early date I hope
at an early day we hope
early reply I am sorry
few days we are sorry
few days ago I want
few months you want
few months ago we want
few minutes if you want
few minutes ago do you want
OMISSION OF WORDS

82. The phrase of the may be omitted and its omission implied by writing the words it connects close together.

Your letter of the 4th inst.  time of the day

end of the week  state of the market

credit of the firm  list of the people

83. The words from and to are omitted in such phrases as from time to time.

from time to time  from month to month

from day to day  from year to year

from week to week  from season to season

84. The word after is omitted in such phrases as day after day, but the words are not joined.

time after time  week after week

day after day  month after month

hour after hour  year after year

85. The word by is omitted in such phrases as day by day, the last word being written a little below the first word.

day by day  line by line

week by week  little by little
86. The word *to* is omitted after the words *able, according, glad, like, order, please, reference, regard, regret, relative, respect, wish.*

\[
\begin{align*}
\text{able to say} & \quad \underline{\text{C}} & \text{in reference to the matter} \quad \underline{\text{ZB}} \\
\text{in respect to the} & \quad \underline{\text{Z}} & \text{glad to see} \\
\text{in regard to the matter} & \quad \underline{\text{Z}} & \text{I regret to say} \\
\text{in reference to the} & \quad \underline{\text{Z}} & \text{wish to say} \quad \underline{\text{Z}}
\end{align*}
\]

87. Any unimportant word may be omitted where the grammatical construction of the sentence would compel its restoration when transcribing.

\[
\begin{align*}
\text{in the world} & \quad \underline{\text{Z}} & \text{some of them} \\
\text{here and there} & \quad \underline{\text{Z}} & \text{week or two} \\
\text{more and more} & \quad \underline{\text{Z}} & \text{son-in-law}
\end{align*}
\]

**GENERAL EXERCISE**

\[
\begin{align*}
\text{to see} & \quad \underline{\text{Z}} & \text{as near as} \\
\text{to ship} & \quad \underline{\text{Z}} & \text{as low as} \\
\text{to which} & \quad \underline{\text{Z}} & \text{as soon as} \\
\text{to reach} & \quad \underline{\text{Z}} & \text{you have been} \\
\text{to like} & \quad \underline{\text{Z}} & \text{there has been} \\
\text{to represent} & \quad \underline{\text{Z}} & \text{what has been} \\
\text{to sell} & \quad \underline{\text{Z}} & \text{had been able}
\end{align*}
\]
ELEVENTH LESSON

will not be able day or two
have you not been able in a day or two
I had been in reply to your
they had been ought to receive
I do not see out of the question
I do not know in a week or two
we do not know to-day or to-morrow
I do not like some of those
I don’t see by the way
there was not hand in hand
days ago that is to say
ten days ago system of government
for a few days form of government
I hope to hear one of our
I am sorry to say one or two
if you want any one of the best
particulars of the work ought to be
cheer after cheer ought to have
side by side more or less
on the question one of the most
GREGG SHORTHAND

SPECIAL BUSINESS PHRASES
(See Also Page 37)

Dear Sirs
Dear Mr.
My dear Sir
Yours sincerely
Yours very sincerely
Very sincerely
Very sincerely yours
Sincerely yours

Very respectfully
Cordially yours
Very cordially yours
I am in receipt
We are in receipt
I am in receipt of your favor
We are in receipt of your favor
I am in receipt of your letter

READING EXERCISE
DELEVENTH LESSON

WRITING EXERCISE

1

Dear Madam:

We learn from your letter of May 10 that you are returning the books which we sent you a few months ago. You will be credited with these books when they reach us and the charge for them will be canceled. We are glad to know that you appreciate our courtesy in accepting their return. When you need anything more in our line, you will find us ever ready to serve you.

Very sincerely yours,

2

Dear Sir:

We have your recent letter asking us to take advertising space in your newspaper. Our advertising plans for the next few months will not allow us to take any more newspaper space at this time. If you will bring this matter to our attention again in about three months, we may be able to arrange for a full page in the holiday issue to which you refer.

Very cordially yours,
TWELFTH LESSON

OMISSION OF VOWELS

88. When two vowels not forming a pure diphthong come together, the minor or unaccented vowel may be omitted, and for convenience in writing many words the circle may be omitted in the diphthong u.

\[
\begin{array}{llll}
\text{deity} & \text{ratio} & \text{royal} & \text{radius} \\
\text{due} & \text{tune} & \text{music} & \text{continue}
\end{array}
\]

89. In the body of a word short u and ow are omitted before n, m, ng, nk, nt, nd.

\[
\begin{array}{llll}
\text{run} & \text{come} & \text{sun} & \text{round} \\
\text{found} & \text{rung} & \text{sunk} & \text{pungent}
\end{array}
\]

NOTES: (a) The short u is not omitted when it occurs between two horizontal straight strokes, as in run, numb.

(b) The omission of ow between two horizontal straight strokes is indicated by the “jog” or broken line, as in renown, announce.
TWELFTH LESSON

90. The vowel is omitted in the prefixes be, de, re, dis, mis.

beneath depend revise distance

c    u    ʃ    o

misgivings begun debar disease

Notes: (a) The vowel is retained when de precedes K, G, as in decay, degrade.
(b) The vowel is retained when re precedes the forward characters, K, G, R, L, N, M, T, D, as in recast, regain, rewrite, relate, renown, remiss, retail, redound.

91. The vowel is omitted in per, pur, pro, and in the termination age.

permit pursuit profound profess

c    ʃ    ʃ    ʃ

manage message cartage bondage

Note: When pro occurs before an upward character or K — as in protest, procrastinate — it is more convenient to insert the vowel; when per occurs before an upward character — as in perturb, pertain, perdition — the reversing principle expresses R.

92. The vowels ū, ʊ are omitted after R or L when followed by Sh, Ch, J.

rush flush solution drudge

c    ʃ    ʃ    ʃ
93. The vowel is omitted in the terminations *tion*, *ation*, *dation*, *nation*, *mission*, *mation*.

repetition addition ignition omission

station gradation stagnation formation

---

GENERAL PRINCIPLES

94. While the omission of vowels in general is left to a very large extent to the judgment of the writer, the following suggestions will be of assistance:

(a) A vowel is often omitted between two reverse curves.

maker struck skill scarce

attract eager secure gulf

(b) A hook vowel is often omitted between T, D, R, L, and P, B.

stop drop Dublin adoption
(c) A circle vowel is often omitted between P, B, and a horizontal or upward character.

pity rapid open bad

---

Omission of Consonants

95. D is omitted when it immediately precedes M or V.

admit administer adverb advocate

---

Note: In the words admire, advise, advance, coming under this rule, the initial vowel may be omitted. This enables the writer to form such useful phrases as I admire, we admire, to advise, I advise, we advise, to advance, in advance.

96. When slightly enunciated, T or D is omitted at the end of a word.

fact best detect mind

defect insist resist desist

97. The combination ld is expressed by raising the end of L.

old field killed Arnold

building bewilder golden Reynolds
## General Exercise

<table>
<thead>
<tr>
<th>arduous</th>
<th>astound</th>
<th>deserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>genius</td>
<td>redound</td>
<td>debase</td>
</tr>
<tr>
<td>genuine</td>
<td>mountainous</td>
<td>debate</td>
</tr>
<tr>
<td>astute</td>
<td>surmount</td>
<td>decision</td>
</tr>
<tr>
<td>musician</td>
<td>renounce</td>
<td>discharge</td>
</tr>
<tr>
<td>virtue</td>
<td>announce</td>
<td>disarm</td>
</tr>
<tr>
<td>theory</td>
<td>legion</td>
<td>discern</td>
</tr>
<tr>
<td>museum</td>
<td>rejoice</td>
<td>distort</td>
</tr>
<tr>
<td>harmonious</td>
<td>review</td>
<td>discard</td>
</tr>
<tr>
<td>ceremonious</td>
<td>repent</td>
<td>misprint</td>
</tr>
<tr>
<td>fun</td>
<td>respond</td>
<td>misquote</td>
</tr>
<tr>
<td>lunch</td>
<td>replace</td>
<td>misguide</td>
</tr>
<tr>
<td>column</td>
<td>reside</td>
<td>perhaps</td>
</tr>
<tr>
<td>front</td>
<td>resort</td>
<td>permission</td>
</tr>
<tr>
<td>brown</td>
<td>resource</td>
<td>promotion</td>
</tr>
<tr>
<td>drown</td>
<td>begrudge</td>
<td>prolong</td>
</tr>
<tr>
<td>sound</td>
<td>bequeath</td>
<td>propel</td>
</tr>
<tr>
<td>surround</td>
<td>betray</td>
<td>provide</td>
</tr>
<tr>
<td>foundry</td>
<td>beseech</td>
<td>proper</td>
</tr>
</tbody>
</table>
TWELFTH LESSON

sausage tradition pithy

dotage foundation apathy

passage ammunition carpet

damage fascination homeopathy

baggage nomination happen

package assassination facile

average determination normal

crush domination formal

blush animation vernal

resolution estimation mental

dissolution occur dental

visitation currency mortal

citation sugar actual

dictation career mutual

agitation massacre habitual

ostentation equal perpetual

hesitation accuracy amateur

recitation carbon torture

imitation augur picture

edition epithet creature
98. The following words coming under the rules given in this lesson are also useful illustrations of the Abbreviating Principle.

Note: In disagree, disappoint and their derivatives, it is found convenient to write d for dis.
TWELFTH LESSON

READING EXERCISE

Writing Exercise

1. The theory was advanced that a solution of the bewildering mystery could be found only by following up every clue.
2. A special meeting was announced for the purpose of discussing the formation of a society for the benefit of the metal workers in the foundry.
3. Much damage was done to the baggage through rough handling and one package was entirely crushed.
4. Silence about the details of your office work is a virtue. The repetition of an innocent remark has often caused the failure of an important business deal.
5. The manager soon found there were profound misgivings about the outcome of the expedition.
THIRTEENTH LESSON

JOINED PREFIXES

99. Most of the joined prefixes are already familiar to the student. They are repeated at this time for the purpose of furnishing sufficient practice to eliminate hesitation in using them in actual work.

100. Al, expressed by aw; and Ul, by u.

almost also ultimo (ult.) ulcer

101. Com, Con, Coun, Cog, expressed by k.

competition confess counsel cognomen

cantaloupe candidate candor candle

Notes: (a) Before t or d the prefix form may express can.

(b) When Com or Con is followed by a vowel or by r or l, write km for com and kn for con.

comedy comrade conic Conroy

88
102. Em, Im, expressed by m; and En, In, Un, by n.

embers       imprint       enjoin       unjust

103. (a) The prefix forms for em, im, en, in, un are used only when a consonant follows the prefix. When a vowel follows em, im, en, in, un, the initial vowel is written.

emit       innate       inner       inept

enact       unequal       imagine       inaccessible

(b) Negative words beginning with im, un are distinguished from the positive forms by the insertion of the initial vowel.

Positive
mortal       modest       known       necessary

Negative
immortal       immodest       unknown       unnecessary

104. Ex. expressed by es; Aux and Ox, by os.
exceed       expel       auxiliary       oxygen
105. For, Fore, Fur, expressed by \( f \).

\[
\begin{array}{cccc}
\text{forgive} & \text{foresight} & \text{furnish} & \text{forearm} \\
\end{array}
\]

\[
\begin{array}{c}
\end{array}
\]

\textbf{Note:} When \textit{For} or \textit{Fore} is followed by a vowel, disjoin \( f \) and write the next character close to it, as in \textit{forearm}. When \textit{For} or \textit{Fore} is followed by \( r \) or \( l \), form an angle after \( f \), as in \textit{forerunner, furlong}, page 92.

106. Sub, expressed by \( s \).

\[
\begin{array}{cccc}
\text{subdue} & \text{subpoena} & \text{submit} & \text{substance} \\
\end{array}
\]

\[
\begin{array}{c}
\end{array}
\]

\textbf{Notes:} (a) Before R, L, Ch, J, or a hook, \( s \) is written contrary to rule to express \textit{sub}.

\[
\begin{array}{cccc}
\text{sublime} & \text{subjoin} & \text{subway} & \text{subordinate} \\
\end{array}
\]

\[
\begin{array}{c}
\end{array}
\]

(b) When \textit{Sub} is followed by a circle vowel, \( s \) is disjoined and the next character is written close to it.

\[
\begin{array}{cccc}
\text{subeditor} & \text{subagent} & \text{subhead} & \text{subequal} \\
\end{array}
\]

\[
\begin{array}{c}
\end{array}
\]

\textbf{General Exercise}

\[
\begin{array}{cccc}
\text{almanac} & \text{ulster} & \\
\text{although} & \text{compel} & \\
\text{ulterior} & \text{common} & \\
\text{ultimate} & \text{comprehend} & \\
\text{ultimatum} & \text{combine} & \\
\end{array}
\]
### Thirteenth Lesson

<table>
<thead>
<tr>
<th>commence</th>
<th>convene</th>
</tr>
</thead>
<tbody>
<tr>
<td>commission</td>
<td>consul</td>
</tr>
<tr>
<td>commotion</td>
<td>conscious</td>
</tr>
<tr>
<td>commutation</td>
<td>cognate</td>
</tr>
<tr>
<td>comity</td>
<td>embrace</td>
</tr>
<tr>
<td>comatose</td>
<td>emperor</td>
</tr>
<tr>
<td>conceit</td>
<td>impartial</td>
</tr>
<tr>
<td>contest</td>
<td>imperfect</td>
</tr>
<tr>
<td>concur</td>
<td>impossible</td>
</tr>
<tr>
<td>concussion</td>
<td>impulse</td>
</tr>
<tr>
<td>conditionally</td>
<td>impoverish</td>
</tr>
<tr>
<td>confirm</td>
<td>impression</td>
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<tr>
<td>consign</td>
<td>engine</td>
</tr>
<tr>
<td>confound</td>
<td>encourage</td>
</tr>
<tr>
<td>consolation</td>
<td>ensign</td>
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<td>consolidation</td>
<td>enchant</td>
</tr>
<tr>
<td>consternation</td>
<td>infirm</td>
</tr>
<tr>
<td>conduct</td>
<td>invent</td>
</tr>
<tr>
<td>consummate</td>
<td>invest</td>
</tr>
<tr>
<td>convince</td>
<td>investigate</td>
</tr>
<tr>
<td>Word</td>
<td>Shorthand</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>unkind</td>
<td></td>
</tr>
<tr>
<td>uncouth</td>
<td></td>
</tr>
<tr>
<td>unlearned</td>
<td></td>
</tr>
<tr>
<td>emerge</td>
<td></td>
</tr>
<tr>
<td>emotion</td>
<td></td>
</tr>
<tr>
<td>inhabit</td>
<td></td>
</tr>
<tr>
<td>immersion</td>
<td></td>
</tr>
<tr>
<td>inaction</td>
<td></td>
</tr>
<tr>
<td>uneasy</td>
<td></td>
</tr>
<tr>
<td>unnoticed</td>
<td></td>
</tr>
<tr>
<td>expert</td>
<td></td>
</tr>
<tr>
<td>excess</td>
<td></td>
</tr>
<tr>
<td>exaggerate</td>
<td></td>
</tr>
<tr>
<td>excite</td>
<td></td>
</tr>
<tr>
<td>excursion</td>
<td></td>
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<tr>
<td>exhaust</td>
<td></td>
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<tr>
<td>explosion</td>
<td></td>
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<tr>
<td>exhibit</td>
<td></td>
</tr>
<tr>
<td>oxalic</td>
<td></td>
</tr>
<tr>
<td>oxidize</td>
<td></td>
</tr>
</tbody>
</table>
THIRTEENTH LESSON

COMPOUND JOINED PREFIXES

107. Two or more simple prefixes may be joined to form compounds. A few compounds may be formed by joining re, dis, mis, or non to the prefix forms:

- incontestable
- unconquerable
- unaccounted*
- incognito
- incandescent
- unimpaired*
- uninitiated*
- inexpensive*
- insubordinate
- inform
- conform
- comfort
- unfortunate
- unforeseen
- encompass

- inexpedient*
- inexplicable*
- excommunicate
- inconvenient
- inconsistent
- disconcert
- discontinue
- preconcerted
- misconduct
- recompense
- reconcile
- recognize
- recommend
- noncontent
- subconscious

*The initial vowel is not required because the word begins with a compound prefix.
### Prefixal Abbreviations

108. The following are useful abbreviations under rules given in this and in previous lessons:

<table>
<thead>
<tr>
<th>Term</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>accomplish</td>
<td>❌</td>
</tr>
<tr>
<td>afford</td>
<td>❌</td>
</tr>
<tr>
<td>already</td>
<td>❌</td>
</tr>
<tr>
<td>altogether</td>
<td>❌</td>
</tr>
<tr>
<td>command</td>
<td>❌</td>
</tr>
<tr>
<td>commerce</td>
<td>❌</td>
</tr>
<tr>
<td>commercial</td>
<td>❌</td>
</tr>
<tr>
<td>committee</td>
<td>❌</td>
</tr>
<tr>
<td>communication</td>
<td>❌</td>
</tr>
<tr>
<td>compare</td>
<td>❌</td>
</tr>
<tr>
<td>complete</td>
<td>❌</td>
</tr>
<tr>
<td>conclude</td>
<td>❌</td>
</tr>
<tr>
<td>conclusion</td>
<td>❌</td>
</tr>
<tr>
<td>confidence</td>
<td>❌</td>
</tr>
<tr>
<td>congress</td>
<td>❌</td>
</tr>
<tr>
<td>connect</td>
<td>❌</td>
</tr>
<tr>
<td>country</td>
<td>❌</td>
</tr>
<tr>
<td>economy</td>
<td>❌</td>
</tr>
<tr>
<td>effort</td>
<td>❌</td>
</tr>
<tr>
<td>enable*</td>
<td>❌</td>
</tr>
<tr>
<td>unable*</td>
<td>❌</td>
</tr>
<tr>
<td>energy</td>
<td>❌</td>
</tr>
<tr>
<td>excellence</td>
<td>❌</td>
</tr>
<tr>
<td>except</td>
<td>❌</td>
</tr>
<tr>
<td>exchange</td>
<td>❌</td>
</tr>
<tr>
<td>exercise</td>
<td>❌</td>
</tr>
<tr>
<td>expect</td>
<td>❌</td>
</tr>
<tr>
<td>explain</td>
<td>❌</td>
</tr>
<tr>
<td>express</td>
<td>❌</td>
</tr>
<tr>
<td>force</td>
<td>❌</td>
</tr>
<tr>
<td>indeed</td>
<td>❌</td>
</tr>
<tr>
<td>independence</td>
<td>❌</td>
</tr>
<tr>
<td>individual</td>
<td>❌</td>
</tr>
<tr>
<td>subject</td>
<td>❌</td>
</tr>
</tbody>
</table>

*See suffix *able*, page 109.
THIRTEENTH LESSON

READING EXERCISE

WRITING EXERCISE

1. "The world will little note nor long remember what we say here, but it can never forget what they did here."

2. It needs no prophet to tell us that those who live up to their means without any thought of a reverse in life can never attain pecuniary independence.

3. To the cost of manufacturing and shipping add the profit of the manufacturer and that of the shipper—these items make up the price paid by the ultimate purchaser.
FOURTEENTH LESSON

THE TR PRINCIPLE

109. Certain prefixes or letters are disjoined to express \textit{tr} and a following vowel. The prefix is placed above the line and very close to the remainder of the word, which rests on the line of writing.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contr-</td>
<td>contract</td>
<td>counteract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constr-</td>
<td>construct</td>
<td>constraint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extr-</td>
<td>extract</td>
<td>exclamation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excl-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intr-</td>
<td>intricate</td>
<td>intellect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instr-</td>
<td>instruct</td>
<td>instrument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retr-</td>
<td>retract</td>
<td>retrograde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restr-</td>
<td>restrict</td>
<td>restraint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detr-</td>
<td>detract</td>
<td>detriment</td>
<td></td>
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</tr>
<tr>
<td>Distr-</td>
<td>distract</td>
<td>distribute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electr-</td>
<td>electric</td>
<td>electric car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alter</td>
<td>altermate</td>
<td>alternative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ultra</td>
<td>ultra-violet</td>
<td>ultramarine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOURTEENTH LESSON

Centr- central centralize
Later lateral latter-day
Letter, Liter literary literal
Matr- (or mater) matri- mony material
Metr- metric metropolis
Nitr- nitrate nitrogen
Nutr- neutral nutrition
Patr- (or pater) patriot paternal
Petr- (or peter) petrol petrify
Austr-, ostr- Australia ostracism

Note: This principle may be extended to abstr-, etc., obstr-, the s being omitted:
abstract abstruse obstruct obstreperous

GENERAL EXERCISE

contraction contravene
control contrivance
contribute counterfeit
contradict countermand
contraband construction
contrary extravagant
contrast extremely
<table>
<thead>
<tr>
<th>Term</th>
<th>Gregg Shorthand</th>
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<tr>
<td>extraordinary</td>
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<td>external</td>
<td>2/7</td>
</tr>
<tr>
<td>exclude</td>
<td>2/9</td>
</tr>
<tr>
<td>exclusive</td>
<td>3/1</td>
</tr>
<tr>
<td>internal</td>
<td>3/3</td>
</tr>
<tr>
<td>interest</td>
<td>5/2</td>
</tr>
<tr>
<td>introduce</td>
<td>5/8</td>
</tr>
<tr>
<td>intervene</td>
<td>5/10</td>
</tr>
<tr>
<td>intelligent</td>
<td>7/0</td>
</tr>
<tr>
<td>intelligence</td>
<td>7/7</td>
</tr>
<tr>
<td>entertain</td>
<td>7/1</td>
</tr>
<tr>
<td>enterprise</td>
<td>7/9</td>
</tr>
<tr>
<td>international</td>
<td>9/9</td>
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<tr>
<td>interpret</td>
<td>9/11</td>
</tr>
<tr>
<td>intersect</td>
<td>9/13</td>
</tr>
<tr>
<td>interrupt</td>
<td>9/15</td>
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<td>interview</td>
<td>9/17</td>
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<tr>
<td>instruction</td>
<td>9/19</td>
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<tr>
<td>retrieve</td>
<td>1/1</td>
</tr>
<tr>
<td>retrospect</td>
<td>1/3</td>
</tr>
<tr>
<td>retraction</td>
<td>1/5</td>
</tr>
<tr>
<td>retribution</td>
<td>1/7</td>
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<tr>
<td>restrain</td>
<td>1/9</td>
</tr>
<tr>
<td>restriction</td>
<td>1/11</td>
</tr>
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<td>deterioration</td>
<td>1/13</td>
</tr>
<tr>
<td>distraction</td>
<td>2/0</td>
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<td>distress</td>
<td>2/2</td>
</tr>
<tr>
<td>distrust</td>
<td>2/4</td>
</tr>
<tr>
<td>electricity</td>
<td>2/6</td>
</tr>
<tr>
<td>electrician</td>
<td>2/8</td>
</tr>
<tr>
<td>electrotape</td>
<td>2/10</td>
</tr>
<tr>
<td>electric light</td>
<td>2/12</td>
</tr>
<tr>
<td>alteration</td>
<td>2/14</td>
</tr>
<tr>
<td>alternation</td>
<td>2/16</td>
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<td>centrifugal</td>
<td>2/18</td>
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<tr>
<td>literature</td>
<td>2/20</td>
</tr>
<tr>
<td>liturgy</td>
<td>2/22</td>
</tr>
<tr>
<td>letterpress</td>
<td>2/24</td>
</tr>
</tbody>
</table>
FOURTEENTH LESSON

maternal pattern
metropolitan patron
nitric petroleum
nutriment Austria
patrician ostrich

COMPOUND DISJOINED PREFIXES

110. Some very useful compounds are obtained by joining simple syllables, such as *un*, *in*, *dis*, *re*, *non*, to disjoined prefixes.

uncontradicted unconstrained
uncontrolled inextricable
incontrovertible uninteresting
unrestrained reconstruction
redistribute misinterpret
disinterested illiterate
uninterrupted eccentric
unintelligent concentration
unintellectual nonintervention
indestructible unalterable
immaterial compatriot
DERIVATIVES OF WORDS ENDING IN CT

111. In forming the derivatives of words ending in *ct*, as *contract*, it is not necessary to disjoin to express *ed*, *or*, *er*, or *ive*. The *t* is omitted in the primitive form (under the rule given in Par. 96), and also its derivatives.

- contracted
- contractor
- contractive
- constructed
- constructor
- constructive
- instructed
- instructor
- instructive
- extracted

restrictive  
unretracted  
detracted  
active  
effected  
effective  
affected  
defective  
detected

detective

READING EXERCISE
WRITING EXERCISE

1. The enterprise is international in its appeal and should be of extraordinary interest to the intelligent people of every land.

2. At the close of the interview the president countersigned the order for new electric motors to equip all the high power machines.

3. We do not interpret the contract as permitting our customers to countermand their orders.

4. The international society will not intervene to restrict the working of the new extradition laws.

5. The trust will contribute a fund for the distribution of literature on the interpretation and construction of the laws regarding restraint of trade.
FIFTEENTH LESSON

DISJOINED PREFIXES—continued

112. Aggra-e-i, expressed by loop a; and Anta-e-i, by circle a.

aggravate aggregate antagonist antipathy

113. Incli-e-u, expressed by  (small circle).

incline inclemency include inclusive

114. Decla-i, expressed by de; and Recla-i, by re.

declare decline reclaim recline

Note: On account of the distinctive character of the form, Decla-i may be expressed without disjoining; thus

declare decline declaration declaim

115. Hydra-o, expressed by i (diphthong i).

hydrant hydraulic hydropathy hydrophobia

102
116. Magna-e-i (or Mc), expressed by m; and Multi, by mu.

magnanimous magnificent McDonagh multiform

Note: When a distinction is required between Mc and Mac, write the stroke double length for Mac.

117. Over, expressed by o; and Under, by u.

overdue overthrow understand underneath

118. Para, expressed by p; and Post, by p (on the line, close to the next character).

parasite parallel postman postal

119. Self, Circu-m, expressed by s (to the left).

selfish self-esteem circulation circumvent

120. Super, Supre, expressed by s ("comma S").

superlative supreme superficial supervise

121. Short or Ship, expressed by sh; and Trans, by t.

shorthand shipwreck transaction translation
122. **Suspi, Suspe, Suscep, expressed by **ses.**

<table>
<thead>
<tr>
<th>suspicion</th>
<th>suspense</th>
<th>susceptible</th>
<th>suspect</th>
</tr>
</thead>
</table>

**GENERAL EXERCISE**

<table>
<thead>
<tr>
<th>aggrieve</th>
<th>hydrogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggregation</td>
<td>hydrocarbon</td>
</tr>
<tr>
<td>agriculture</td>
<td>magnet</td>
</tr>
<tr>
<td>aggression</td>
<td>magnesia</td>
</tr>
<tr>
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<td>magnify</td>
</tr>
<tr>
<td>antidote</td>
<td>McKenzie</td>
</tr>
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<td>anticipate</td>
<td>MacIntosh</td>
</tr>
<tr>
<td>antecedent</td>
<td>McDougall</td>
</tr>
<tr>
<td>antediluvian</td>
<td>multitude</td>
</tr>
<tr>
<td>antithesis</td>
<td>multiply</td>
</tr>
<tr>
<td>declamation</td>
<td>overtake</td>
</tr>
<tr>
<td>declined</td>
<td>overbalance</td>
</tr>
<tr>
<td>reclined</td>
<td>overcharge</td>
</tr>
<tr>
<td>inclined</td>
<td>overlook</td>
</tr>
<tr>
<td>inclination</td>
<td>overcome</td>
</tr>
<tr>
<td>inclusion</td>
<td>overestimate</td>
</tr>
</tbody>
</table>
underscore  undertake  underwrite  undercurrent  paramount  paraphrase  paragraph  paradise  paragon  parapet  postage  postpone  post-office  postal card  self-evident  self-conscious  self-sufficient  self-improvement  circular  circumference

circumstance  superabundant  supercilious  superfine  supremacy  superfluous  superior  superintend  suppress  superb  shortcomings  shipshape  suspension  suspend  transfer  transition  transitory  transformation  transcend  transport
COMPOUND DISJOINED PREFIXES

untransacted  ᵃ  untransferable  ᵉ
untransparent  ᵄ  self-control  ᵇ
untranslatable  ᵉ  self-contradiction  ᵋ
disinclination  ᵃ  unsuspected  ᵇ
self-interest  ᵃ  unsuspicuous  ᵇ
unsselfish  ᵇ  unsusceptible  ᵇ
unparalleled  ᵅ  electromagnet  ᵇ

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

misunderstand  ᵃ  I do not understand  ᵇ
misunderstood  ᵇ  I cannot understand  ᵇ
we understood  ᵇ  thoroughly understood  ᵇ

124. The words extra, enter, over, under, short, alter, center, counter, construe, agree, deter, are expressed by the prefixal forms placed over the next word.

extra discount  ᵇ  center rail  ᵇ
enter into  ᵇ  counter claim  ᵇ
over the
under any
short time
alter this
construe the
Senator Cummings

READING EXERCISE
WRITING EXERCISE

1. Self-knowledge, self-reverence, self-control, these three alone lead men to supreme power.—Emerson.

2. It was our understanding that Doctor MacChesney was to translate that discussion on the transplanting of magnolia trees for the next issue of the Agricultural Review.

3. The extra discount allowed on the bill for goods purchased at the regular counter was not according to the new contract in which we agree to make a special price only on sales amounting to more than $200.

4. The circulation of the magazine is over fifty thousand without taking into account the extra copies sent out as exchanges.

5. It was self-evident that coal would be recognized as a contraband of war.

6. There was a general suspicion that his antagonist was a man of great intelligence and magnetism.

7. This system of shorthand is the very antithesis of the antiquated methods, and it is easy to demonstrate that it is vastly superior to any of them because there is a superabundance of evidence in its favor.
SIXTEENTH LESSON

JOINED SUFFIXES

125. Able, Ible, Ble, expressed by b; and Ple, by p.
   notable    audible    noble    ample
   η          ι           ι         ι

126. Crible, expressed by kr; and Cription, by kr-shun.
   describe    description    prescribe    prescription
   η           η             η             η

127. Flect, Flicht, expressed by fl; and Flection, Fliotion, by fl-shun.
   afflict    affliction    reflect    reflection
   η          η             η             η

128. Ful, expressed by f; Less, by l; Ment, by m; and Ness, by n.
   thoughtful    artless    amusement    lateness
   η            η            η              η

   Notes: (a) When ment is preceded by a vowel, it is generally advisable to write the word in full.
   cement    raiment    lament    foment
   η            η            η             η
(b) Where the root word is abbreviated to one character, *ness* is written in full, as in the word *goodness*, which is written *g-n-e-s*. If the primitive word, although a word-sign, is more fully suggested, the suffix form is used.

<table>
<thead>
<tr>
<th>fullness</th>
<th>littleness</th>
<th>gladness</th>
<th>friendless</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

(c) An angle is formed in joining *ness* where the absence of an angle would give the form of a different word.

<table>
<thead>
<tr>
<th>hardness</th>
<th>sadness</th>
<th>madness</th>
<th>lowness</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>harden</th>
<th>sadden</th>
<th>madden</th>
<th>loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

129. **Pose**, expressed by *po*; **Position**, by *po-shun*; **Pute**, by *pu*; and **Putation**, by *pu-shun*.

<table>
<thead>
<tr>
<th>impose</th>
<th>imposition</th>
<th>impute</th>
<th>imputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

130. **Pire**, expressed by *pǐ*; and **Quire**, by *kǐ*.

<table>
<thead>
<tr>
<th>aspire</th>
<th>inspire</th>
<th>conspire</th>
<th>respire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>acquire</th>
<th>inquire</th>
<th>require</th>
<th>esquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

131. **Quest**, expressed by *kes*; and **Quisite**, by *kest*.

<table>
<thead>
<tr>
<th>request</th>
<th>conquest</th>
<th>requisite</th>
<th>exquisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
132. Self, expressed by s; and Selves, by ses.

133. Sult, expressed by su; and Sume, by sm.

134. Sure, expressed by shu; and Jure, by ju.

135. Tion, Sion (shun); Tient, Cient, by shun-t; and Ciency, by shun-si.

136. Worth; expressed by uth; and Worthy, by thi.

GENERAL EXERCISE

suitable
peaceable
horrible
salable
eatable
irritable
payable
humble
<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>nimble</td>
<td></td>
<td>simple</td>
<td></td>
</tr>
<tr>
<td>readable</td>
<td></td>
<td>transcribe</td>
<td></td>
</tr>
<tr>
<td>seasonable</td>
<td></td>
<td>transcription</td>
<td></td>
</tr>
<tr>
<td>admissible</td>
<td></td>
<td>inscribe</td>
<td></td>
</tr>
<tr>
<td>admirable</td>
<td></td>
<td>inscription</td>
<td></td>
</tr>
<tr>
<td>laudable</td>
<td></td>
<td>conflict</td>
<td></td>
</tr>
<tr>
<td>assignable</td>
<td></td>
<td>confliction</td>
<td></td>
</tr>
<tr>
<td>attainable</td>
<td></td>
<td>inflict</td>
<td></td>
</tr>
<tr>
<td>terrible</td>
<td></td>
<td>infliction</td>
<td></td>
</tr>
<tr>
<td>pliable</td>
<td></td>
<td>handful</td>
<td></td>
</tr>
<tr>
<td>interminable</td>
<td></td>
<td>bashful</td>
<td></td>
</tr>
<tr>
<td>tangible</td>
<td></td>
<td>useful</td>
<td></td>
</tr>
<tr>
<td>formidable</td>
<td></td>
<td>watchful</td>
<td></td>
</tr>
<tr>
<td>incomparable</td>
<td></td>
<td>wonderful</td>
<td></td>
</tr>
<tr>
<td>endurable</td>
<td></td>
<td>successful</td>
<td></td>
</tr>
<tr>
<td>traceable</td>
<td></td>
<td>aimless</td>
<td></td>
</tr>
<tr>
<td>credible</td>
<td></td>
<td>fearless</td>
<td></td>
</tr>
<tr>
<td>trouble</td>
<td></td>
<td>homeless</td>
<td></td>
</tr>
<tr>
<td>sample</td>
<td></td>
<td>breathless</td>
<td></td>
</tr>
<tr>
<td>example</td>
<td></td>
<td>thoughtless</td>
<td></td>
</tr>
</tbody>
</table>
yourselves  7  conjure  7
consult  7  efficient  7
desultory  50  deficient  7
consume  7  deficiency  7
leisure  7  proficient  7
treasure  7  proficiency  7
censure  7  Ellsworth  7
pressure  69  blameworthy  7
adjure  7  noteworthy  7

COMPOUND JOINED SUFFIXES

feebleness  7  fearlessness  7
hopefulness  7  breathlessness  7
thoughtfulness  7  hopelessness  7
playfulness  7  fearlessly  7
carefulness  7  hopelessly  7
hopefully  7  impatiently  7
thoughtfully  7  actionable  7
playfully  7  fashionable  7
heedlessness  7  missionary  7
thoughtlessness  7  consultation  7
SIXTEENTH LESSON

indescribable  
measurable  
immeasurable  
requirement  
acquirement  
momentary  
 supplementary  
elementary  
complimentary  
trustworthiness  

READING EXERCISE

...
WRITING EXERCISE

1. His reading was desultory and therefore without result.

2. The achievement is so remarkable that it is almost incredible, but the truth of the report is vouched for by several reliable people.

3. After careful investigation they came to a decision that the additional loans would be too large an investment for the company to undertake with the capital at its disposal at that time.

4. The shorthand notes are legible, but the transcription is not acceptable because of the lack of neatness in the work.

5. The missionary underwent indescribable torture with a fearlessness which evoked the admiration of the savages.

6. The contribution is praiseworthy for its direct treatment of the subject, but it is not suitable for use in our publication and we are therefore returning it to you.
SEVENTEENTH LESSON

DISJOINED SUFFIXES

137. **Igly**, expressed by *ly*, placed in the *ing* position; **Igton**, expressed by *ton*, placed in the *ing* position; **Igham**, expressed by *m*, placed in the *ing* position.

- knowingly
- Washington
- Kensington
- Dillingham

138. **Ili**, expressed by *b*; **Iication**, by *f*; **Gram**, **Irim**, by *g*; **Mental, Mentality**, by *m*; **Ship**, by *sh*.

- ability
- feasibility
- specification
- monogram

- experimental
- fundamental
- partnership
- ownership

Notes: (a) After *t* and *d*, *ication* may be joined, as the absence of the blend clearly shows that *f* is a suffix sign.

- modification
- notification
- edification
- ratification

(b) In many words **ship** may be joined.

- friendship
- workmanship
- hardship
- authorship

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139. Hood or Ward, expressed by d.

childhood     likelihood     homeward     downward

Note: In many words ward may be joined.

forward     afterwards     towards     backward

140. Acle, Ical, Icle, expressed by k.

tentacle     medical     classical     chronicle

141. Itis, expressed by ts.

appendicitis    meningitis    peritonitis    tonsillitis

142. Ulate, expressed by u. In forming derivatives, the other letters are added.

modulate     modulated     insulate     insulator

insulation     formulate     emulate     emulative

Note: In most words ulate and its derivatives may be joined with perfect safety.

speculated     speculation     speculator     speculative
GENERAL EXERCISE

willingly  nobility
appallingly  sensibility
strikingly  advisability
meaningly  legibility
soothingly  desirability
warningly  affability
pleadingly  qualification
cheeringly  gratification
iongingly  signification
exceedingly  classification
grudgingly  mortification
Millington indemnification
Farmington identification
Warrington certification
Wellington lettergram
Harrington phraseogram
Rockingham epigram
Cunningham cablegram
plausibility pilgrim
<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>anagram</td>
<td></td>
</tr>
<tr>
<td>sentimental</td>
<td></td>
</tr>
<tr>
<td>ornamental</td>
<td></td>
</tr>
<tr>
<td>monumental</td>
<td></td>
</tr>
<tr>
<td>clerkship</td>
<td></td>
</tr>
<tr>
<td>apprenticeship</td>
<td></td>
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<tr>
<td>airship</td>
<td></td>
</tr>
<tr>
<td>township</td>
<td></td>
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<tr>
<td>steamship</td>
<td></td>
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<tr>
<td>kinship</td>
<td></td>
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<tr>
<td>warship</td>
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<tr>
<td>worship</td>
<td></td>
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<tr>
<td>womanhood</td>
<td></td>
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<tr>
<td>manhood</td>
<td></td>
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<tr>
<td>girlhood</td>
<td></td>
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<tr>
<td>boyhood</td>
<td></td>
</tr>
<tr>
<td>hardihood</td>
<td></td>
</tr>
<tr>
<td>motherhood</td>
<td></td>
</tr>
<tr>
<td>brotherhood</td>
<td></td>
</tr>
<tr>
<td>neighborhood</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Shorthand</th>
</tr>
</thead>
<tbody>
<tr>
<td>livelihood</td>
<td></td>
</tr>
<tr>
<td>knighthood</td>
<td></td>
</tr>
<tr>
<td>statehood</td>
<td></td>
</tr>
<tr>
<td>onward</td>
<td></td>
</tr>
<tr>
<td>upward</td>
<td></td>
</tr>
<tr>
<td>northward</td>
<td></td>
</tr>
<tr>
<td>southward</td>
<td></td>
</tr>
<tr>
<td>eastward</td>
<td></td>
</tr>
<tr>
<td>westward</td>
<td></td>
</tr>
<tr>
<td>awkward</td>
<td></td>
</tr>
<tr>
<td>reward</td>
<td></td>
</tr>
<tr>
<td>article</td>
<td></td>
</tr>
<tr>
<td>clerical</td>
<td></td>
</tr>
<tr>
<td>physical</td>
<td></td>
</tr>
<tr>
<td>psychical</td>
<td></td>
</tr>
<tr>
<td>musical</td>
<td></td>
</tr>
<tr>
<td>icicle</td>
<td></td>
</tr>
<tr>
<td>radical</td>
<td></td>
</tr>
<tr>
<td>technical</td>
<td></td>
</tr>
<tr>
<td>cuticle</td>
<td></td>
</tr>
</tbody>
</table>
SEVENTEENTH LESSON

ethical
magical
nautical
bicycle
periodical
gastritis
stimulate
stimulated
stipulate
stipulation
cumulative
manipulate

manipulation
populated
articulate
articulation
inarticulate
formulated
adulation
expostulate
regulate
matriculate
perambulate
speculate

READING EXERCISE


**WRITING EXERCISE**

1. The classification and identification of the candidates proved to be an exceedingly difficult task.

2. If you have the essential educational qualifications, we can easily arrange for the certification.

3. The technical nature of the matter makes the work of the medical reporter very difficult.

4. An article on psychical research appeared in a recent issue of the periodical.

5. Every girl, when she reaches womanhood, should be prepared to earn her own livelihood even though there is no likelihood of her being called upon to do so.

6. You may matriculate in the college when you receive a notification of your eligibility.

7. The articles of co-partnership were drawn up according to the specifications.

8. The law stipulated that the statement of ownership should be published every six months.
**EIGHTEENTH LESSON**

**DISJOINED SUFFIXES—CONTINUED**

143. -Rity, -Lity, -City, -Vity, -Nity, -Mity, with or without a preceding vowel, expressed by \( r, l, s, v, nt, mt \), respectively.

<table>
<thead>
<tr>
<th>Arity, Etc.</th>
<th>Avity, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>popularity</td>
<td>depravity</td>
</tr>
<tr>
<td>prosperity</td>
<td>nativity</td>
</tr>
<tr>
<td>majority</td>
<td>brevity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ality, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>brutality</td>
</tr>
<tr>
<td>utility</td>
</tr>
<tr>
<td>frivolity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acity, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tenacity</td>
</tr>
<tr>
<td>felicity</td>
</tr>
<tr>
<td>pomposity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amity, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>calamity</td>
</tr>
<tr>
<td>sublimity</td>
</tr>
<tr>
<td>proximity</td>
</tr>
</tbody>
</table>
NOTE: In words ending with *ernity*, the reversed circle is used to express *er* before the suffix sign:

fraternity  eternity  taciturnity

144. -Stic, with a preceding vowel, expressed by *st*.

elastic  domestic  artistic  atheistic

145. -Tic, with a preceding vowel, expressed by *large circle*; -Tical, with a preceding vowel, expressed by a *loop*. In forming derivatives, the other letters are added.

politic  politics  energetic  energetically

hypnotic  systematic  systematical  systematically

NOTE: In many cases the *loop* may be joined.

political  theoretical  grammatical  automatical

146. -Ntic, with a preceding vowel, expressed by *n*. In forming derivatives, the other letters are added.

gigantic  authentic  frantic  frantically
147. **Egraph, Igraph**, expressed by *small circle* placed over the last character. A *loop* expresses *egraphy, igrathy*. In forming derivatives, the other letters are added.

<table>
<thead>
<tr>
<th>telegraph</th>
<th>calligraph</th>
<th>telegraphy</th>
<th>telegrapher</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
</tr>
</tbody>
</table>

148. **Ograph**, expressed by "o. In forming derivatives the other letters are added.

<table>
<thead>
<tr>
<th>lithograph</th>
<th>autograph</th>
<th>photograph</th>
<th>phonograph</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>lithography</th>
<th>lithographer</th>
<th>lithographic</th>
<th>typography</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
</tr>
</tbody>
</table>

**Note:** In most words *ograph* and its derivatives may be joined:

<table>
<thead>
<tr>
<th>photography</th>
<th>stenography</th>
<th>stenographer</th>
<th>phonographer</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
</tr>
</tbody>
</table>

149. **-Logy, -Logical**, with a preceding vowel, expressed by "o (on its side, as in writing "ol"). The letter *e* is added to express *-logically, s to express -logist, n to express -logian.*

<table>
<thead>
<tr>
<th>analogy</th>
<th>genealogically</th>
<th>geologist</th>
<th>pathologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>theology</th>
<th>theologically</th>
<th>theologian</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>✂️</td>
<td>✂️</td>
</tr>
</tbody>
</table>
GENERAL EXERCISE

singularity
solidarity
hilarity
regularity
familiarity
sincerity
temperity
priority
minority
authority
futurity
security
alacrity
integrity
reality
nationality
rascality
punctuality
criminality

technicality
vitality
mortality
morality
fidelity
docility
versatility
facility
futility
garrulity
incredulity
capacity
mendacity
veracity
loquacity
complicity
publicity
elasticity
passivity
<table>
<thead>
<tr>
<th>Term</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>vicinity</td>
<td>romantically</td>
</tr>
<tr>
<td>divinity</td>
<td>Atlantic</td>
</tr>
<tr>
<td>femininity</td>
<td>calligraphy</td>
</tr>
<tr>
<td>humanity</td>
<td>telegraphic</td>
</tr>
<tr>
<td>Christianity</td>
<td>photographic</td>
</tr>
<tr>
<td>extremity</td>
<td>photographer</td>
</tr>
<tr>
<td>dignity</td>
<td>phonography</td>
</tr>
<tr>
<td>journalistic</td>
<td>stenographic</td>
</tr>
<tr>
<td>majestic</td>
<td>autographed</td>
</tr>
<tr>
<td>statistics</td>
<td>biography</td>
</tr>
<tr>
<td>automatic</td>
<td>mimeograph</td>
</tr>
<tr>
<td>erratic</td>
<td>geography</td>
</tr>
<tr>
<td>critic</td>
<td>geographical</td>
</tr>
<tr>
<td>critical</td>
<td>hectograph</td>
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<tr>
<td>critically</td>
<td>physiological</td>
</tr>
<tr>
<td>pneumatic</td>
<td>physiologically</td>
</tr>
<tr>
<td>phonetic</td>
<td>psychological</td>
</tr>
<tr>
<td>despotic</td>
<td>biology</td>
</tr>
<tr>
<td>theoretically</td>
<td>ornithology</td>
</tr>
<tr>
<td>romantic</td>
<td>chronological</td>
</tr>
</tbody>
</table>
doxology  

entomologist 


tautology  

phrenologist 

analogically  

mythology 

entomology  

philology 

---

READING EXERCISE
WRITING EXERCISE

1. The importance of punctuality and veracity cannot be overestimated.

2. Tenacity of purpose and fidelity to the interests of the business were qualities which led to his rapid advancement.

3. In making a mimeographed copy of the tabulated report be sure to arrange the statistics in chronological order.

4. The professor of biology sent me an autograph copy of his book.

5. A knowledge of phonetics is an aid to the student of phonography.

6. In the capacity of athletic director the instructor of stenography showed great business ability.

7. We do not question his veracity, but it is necessary for him to go through the formality of filing a bond for security.

8. The stenographer should have a thorough familiarity with the spelling of important geographical names.
NINETEENTH LESSON

ADVANCED PHRASE WRITING

150. Omission of Words. The rules for the omission of words in phrase writing are of great importance, and should be carefully studied. We now give a few more illustrations.

- in order to judge
- in order to prepare
- in order to see
- on the subject
- question of time
- sooner or later
- little or no
- little or nothing
- in the matter
- in the market
- on the market
- up to the time

for the time being
I would like to know
I would like to have
I am of the opinion
kindly let us know
bill of particulars
thanking you for your attention
do you mean to say
in such a manner
on account of the way
some time or other
151. Intersection. 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 which will be brief and yet absolutely distinctive. Very often the intersection of one character through another will meet the exigency. The following are useful examples:

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. D.</td>
<td>Democratic party</td>
</tr>
<tr>
<td>A. M.</td>
<td>Republican party</td>
</tr>
<tr>
<td>P. M.</td>
<td>Progressive 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>selling price</td>
<td>Michigan Central</td>
</tr>
<tr>
<td>market price</td>
<td>Illinois Central</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>Union Pacific</td>
</tr>
<tr>
<td>Board of Trade</td>
<td>Canadian Pacific</td>
</tr>
<tr>
<td>Board of Education</td>
<td>Northern Pacific</td>
</tr>
<tr>
<td>Board of Managers</td>
<td>Grand Trunk</td>
</tr>
</tbody>
</table>
General Manager inclosed blank
Assistant General Manager application blank
endowment policy order blank
indemnity policy Great Britain
bank draft bond and mortgage
vice versa Associated Press

152. Indication of “Ing.” Ing-the, ing-that, ing-you, ing-your, ing-his, ing-their, ing-and, ing-this, ing-us, is expressed by writing the word following ing in the ing position—just as inglon is expressed by writing ton in the ing position.

doing the knowing the
doing his knowing their
doing your knowing this
doing their working and
doing this having the
giving the having their
giving their having your
giving you coming and
giving us seeing this
mailing you wishing that
153. Modification of Word Forms. As previously explained, the forms for certain words are modified to permit of phrase writing. The following are useful illustrations:

<table>
<thead>
<tr>
<th>Week</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>past week</td>
<td>as soon as possible</td>
</tr>
<tr>
<td>last week</td>
<td>as near as possible</td>
</tr>
<tr>
<td>this week</td>
<td>least possible delay</td>
</tr>
<tr>
<td>next week</td>
<td>Early</td>
</tr>
<tr>
<td>for the past week</td>
<td>at as early a date as possible</td>
</tr>
<tr>
<td>for last week</td>
<td>at your early convenience</td>
</tr>
<tr>
<td>for this week</td>
<td>at your earliest convenience</td>
</tr>
<tr>
<td>for next week</td>
<td>at your earliest possible convenience</td>
</tr>
</tbody>
</table>

**Few**

| for a few weeks             | I am sorry to hear                           |
| for a few months            | I am sorry to learn                           |
| few weeks ago               | we are sorry to hear                          |
| few hours ago               | we are sorry to report                        |
| **Ago**                     | we are sorry to say                           |
| year or two ago             | I am very sorry                               |
| many years ago              | you will be sorry                             |
Esteemed

esteemed favor

your esteemed favor

esteemed letter

your esteemed letter

I am in receipt of your esteemed letter

I am in receipt of your esteemed favor

we are in receipt of your esteemed favor

we are in receipt of your esteemed letter

Beg

I beg to acknowledge receipt

I beg to inclose

I beg to thank you

we beg to acknowledge

we beg to acknowledge receipt

Mail

by this mail

by to-day's mail

by this day's mail

by return mail

by mail

by same mail

by early mail

Course

of course

of course it is

as a matter of course

Fact

as a matter of fact

call your attention to the fact

in point of fact

you are aware of the fact

I am aware of the fact

well-known fact

Sure

be sure

to be sure

you may be sure
we are sure
you will be sure
Please
please find inclosed
inclosed please find
please let us hear from you
I would be pleased
we will be pleased
Present
present time
at the present time
at the present moment
on the present occasion
Class
first-class
first-class manner
first-class-condition
Again
over and over again
again and again
Account
on account of that
on account of this
on account of my
on account of the fact
Thank
thank you
class
City
city of Chicago
city of Boston
<table>
<thead>
<tr>
<th>Department</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>treasury department</td>
<td>and company</td>
</tr>
<tr>
<td>war department</td>
<td>railroad company</td>
</tr>
<tr>
<td>navy department</td>
<td>express company</td>
</tr>
<tr>
<td>post-office department</td>
<td>insurance company</td>
</tr>
<tr>
<td>state department</td>
<td>transportation company</td>
</tr>
<tr>
<td>police department</td>
<td>telephone company</td>
</tr>
<tr>
<td>fire department</td>
<td>electric company</td>
</tr>
<tr>
<td>legal department</td>
<td>electrical company</td>
</tr>
<tr>
<td>inquiry department</td>
<td>trust company</td>
</tr>
<tr>
<td>credit department</td>
<td>Us</td>
</tr>
<tr>
<td>shoe department</td>
<td>to us</td>
</tr>
<tr>
<td>furniture department</td>
<td>write us</td>
</tr>
<tr>
<td>purchasing department</td>
<td>please write us</td>
</tr>
<tr>
<td>shipping department</td>
<td>please wire us</td>
</tr>
<tr>
<td>mail order department</td>
<td>kindly give us</td>
</tr>
</tbody>
</table>

**Avenue**
- Washington Avenue
- Wabash Avenue
- Massachusetts Avenue

**Holder**
- stockholder
- shareholder
- policyholder
WRITING EXERCISE

1. Gentlemen: As requested we are sending you a copy of our price list giving illustrations and full descriptions of all the articles we now handle. If you are in the market for anything in our line we should like to have our representative call on you with samples.

Thanking you for the inquiry and hoping to be favored with your order, we are Very truly yours, (66)

2. Dear Sir: A few days ago we received a letter from you in which you asked us to furnish you with information about a firm in this city. We are sorry to report that this firm has never done business with us, and that therefore we have no data in our files about it. We have heard again and again that these people are doing a good business and so far as we know their affairs are in first-class condition at the present time. We regret to state that we cannot give you further details.

Yours very truly, (99)

3. Gentlemen: Thank you for the order which has just been received. This order will be filled immediately with the exception of the second item. As our supply of this article is completely exhausted we shall be unable to ship for a few days. We trust that this arrangement will be entirely satisfactory to you and that you will not be inconvenienced by the delay.

Assuring you of our prompt attention at all times, we are Very respectfully yours, (78) 243
TWENTIETH LESSON

INITIALS

A  H  O  V
B  I  P  W
C  J  Q  X
D  K  R  Y
E  L  S  Z
F  M  T
G  N  U

154. It should be borne in mind that there is no context to initials. They should therefore be written with unusual care. 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

\[ \text{signature images} \]
## STATES AND TERRITORIES

(The contractions used are those adopted by the Post-Office Department.)

<table>
<thead>
<tr>
<th>State</th>
<th>State</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ala.</td>
<td>Ky.</td>
<td>Ohio</td>
</tr>
<tr>
<td>Alaska</td>
<td>La.</td>
<td>Okla.</td>
</tr>
<tr>
<td>Ariz.</td>
<td>Me.</td>
<td>Oreg.</td>
</tr>
<tr>
<td>Colo.</td>
<td>Mich.</td>
<td>P. R.</td>
</tr>
<tr>
<td>Conn.</td>
<td>Minn.</td>
<td>R. I.</td>
</tr>
<tr>
<td>Del.</td>
<td>Miss.</td>
<td>S. C.</td>
</tr>
<tr>
<td>D. C.</td>
<td>Mo.</td>
<td>S. Dak.</td>
</tr>
<tr>
<td>Fla.</td>
<td>Mont.</td>
<td>Tenn.</td>
</tr>
<tr>
<td>Guam</td>
<td>Nev.</td>
<td>Utah</td>
</tr>
<tr>
<td>Hawaii</td>
<td>N. H.</td>
<td>Vt.</td>
</tr>
<tr>
<td>Idaho</td>
<td>N. J.</td>
<td>Va.</td>
</tr>
<tr>
<td>Ill.</td>
<td>N. Mex.</td>
<td>Wash.</td>
</tr>
<tr>
<td>Ind.</td>
<td>N. Y.</td>
<td>W. Va.</td>
</tr>
<tr>
<td>Iowa</td>
<td>N. C.</td>
<td>Wis.</td>
</tr>
</tbody>
</table>
# Principal Cities

<table>
<thead>
<tr>
<th>New York</th>
<th>Jersey City</th>
<th>Memphis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago</td>
<td>Kansas City</td>
<td>Scranton</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>Seattle</td>
<td>Richmond</td>
</tr>
<tr>
<td>St. Louis</td>
<td>Indianapolis</td>
<td>Paterson</td>
</tr>
<tr>
<td>Boston</td>
<td>Providence</td>
<td>Omaha</td>
</tr>
<tr>
<td>Cleveland</td>
<td>Louisville</td>
<td>Fall River</td>
</tr>
<tr>
<td>Baltimore</td>
<td>Rochester</td>
<td>Dayton</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>St. Paul</td>
<td>Grand Rapids</td>
</tr>
<tr>
<td>Detroit</td>
<td>Denver</td>
<td>Nashville</td>
</tr>
<tr>
<td>Buffalo</td>
<td>Portland</td>
<td>Lowell</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Columbus</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Milwaukee</td>
<td>Toledo</td>
<td>Spokane</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>Atlanta</td>
<td>Bridgeport</td>
</tr>
<tr>
<td>Newark</td>
<td>Oakland</td>
<td>Albany</td>
</tr>
<tr>
<td>New Orleans</td>
<td>Worcester</td>
<td>Hartford</td>
</tr>
<tr>
<td>Washington</td>
<td>Syracuse</td>
<td>Trenton</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>New Haven</td>
<td>New Bedford</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>Birmingham</td>
<td>San Antonio</td>
</tr>
</tbody>
</table>
155. The terminations *burg, ville, field, port* may generally be expressed by the first letter, joined or disjoined as convenient; and *ford*, by *fd*.

Harrisburg    Evansville    Williamsport
Fitchburg     Knoxville     Oxford
Danville      Springfield   Rockford
Zanesville    Davenport     Hanford
Jacksonville  Newport      Milford

156. A clear distinction should be made between *ton* and *town*.

Johnston      Johnstown     Charleston    Charlestown

157. The names of cities and states may often be joined.

Buffalo, N. Y.    Detroit, Mich.
Rochester, N. Y.   Baltimore, Md.
St. Louis, Mo.     Chicago, Ill.
Minneapolis, Minn. Denver, Colo.
St. Paul, Minn.    Memphis, Tenn.
Washington, D. C.  Omaha, Nebr.
Boston, Mass.      Louisville, Ky.
158. When the words "State of" precede the name of a state, omit of and join the words, if convenient.

State of New York  
State of Massachusetts  
State of Nebraska  
State of Pennsylvania  
State of Illinois  
State of Louisiana  

---

POINTS OF THE COMPASS, ETC.

159. In certain lines of business the following forms will be found very useful.

north  
northeast  
south  
southeast  
est  
northern  
west  
southern  
eastern  
western  
northwest  
northeast  
southwest  
southeast  

northwest quarter  
southwest quarter  
northeast quarter  
southeast quarter
GENERAL RULES

160. When the distinctive appearance of the primitive word-form can be preserved, it is allowable to join to form the derivatives.

favorable | careless | nameless

\[ \)\]

fable | kill | nail

\[ \beta\]

161. If it should be found desirable to indicate with precision the short sound of any vowel, a small curve can be placed beneath the vowel.

minion | immigrate | onion | writ

\[ \)\]

Note: This expedient is seldom necessary. It is useful, occasionally, to make a clear distinction between words like return and writ, emigrate and immigrate, and between the diphthong ə and ɪə, as in minion.

162. The following words are given to illustrate the importance of placing the second circle outside the line when two circles are joined.

namely | daily | payee | carry

\[ \)\]

nigh | die | pie | kind

\[ \)\]
163. There are a few infrequent words, consisting of several vowels in succession — usually Indian names — in which it is more convenient to write the letters separately, and to indicate their connection by drawing a line underneath.

Lehigh  ayah  yahoo

164. In the termination "n-ment" the jog between the N and M may be omitted.

assignment  consignment  refinement

discernment  adjournment  atonement

165. In the termination gency, the N may be omitted.

agency  contingency  emergency

exigency  urgency  cogency
166. A very easy and graceful blend may be secured by joining S to V without an angle in the termination sive.

expensive  expansive  offensive
\[ \begin{array}{ccc}
& \mathbf{S} & \\
& \mathbf{S} & \\
& \mathbf{S} & \\
\end{array} \]

extensive  defensive  intensive
\[ \begin{array}{ccc}
& \mathbf{S} & \\
& \mathbf{S} & \\
& \mathbf{S} & \\
\end{array} \]

167. The Scotch or German ch, the Irish gh, and the Welsh ll may be expressed by a dot over k, g, and l, respectively.

Loch  Ach  Lough  Llan
\[ \begin{array}{cccc}
\mathbf{c} & \mathbf{c} & \mathbf{c} & \mathbf{c} \\
\mathbf{c} & \mathbf{c} & \mathbf{c} & \mathbf{c} \\
\mathbf{c} & \mathbf{c} & \mathbf{c} & \mathbf{c} \\
\end{array} \]

168. The contracted forms for hundred and thousand are employed only where these words are preceded by numerals, the article a or some such word, as few, many, several. Note the following.

\[ \begin{array}{cccc}
\mathbf{h} & \mathbf{h} & \mathbf{h} & \mathbf{h} \\
\mathbf{h} & \mathbf{h} & \mathbf{h} & \mathbf{h} \\
\mathbf{h} & \mathbf{h} & \mathbf{h} & \mathbf{h} \\
\end{array} \]

\[ \begin{array}{cccc}
\mathbf{t} & \mathbf{t} & \mathbf{t} & \mathbf{t} \\
\mathbf{t} & \mathbf{t} & \mathbf{t} & \mathbf{t} \\
\mathbf{t} & \mathbf{t} & \mathbf{t} & \mathbf{t} \\
\end{array} \]

**KEY:** Thousands of people visited the Exposition and it was said that hundreds were turned away.

Several hundred came to the convention. I have disposed of a thousand copies of the magazine.
TWENTIETH LESSON

READING EXERCISE

---

The text appears to be handwritten and is not legible. It seems to include a series of numbers or annotations, possibly related to a reading exercise or lesson plan.
WRITING EXERCISE

1. In the United States, immigration always greatly exceeds emigration.
2. The election writs were correctly made out but the returns were far in excess of all expectations.
3. The laws in the state of New York differ from those in the state of Nebraska in this respect.
4. Almost daily many people are killed through the carelessness of agents of the electric railway companies.
5. The payee of this draft, Mr. J. M. Johnstown, is unknown to us and it will be necessary for him to be identified before we can give him the money.
6. The firm positively declined to accept the consignment of oranges from Florida. They claimed that this shipment had been damaged on account of the carelessness in nailing the boxes as well as by the unfavorable climatic condition during transit.
7. The urgency of the case called for emergency measures and the manager, Mr. R. K. Johnson, after an exhaustive study of the matter decided that the plan proposed by one of the agents, Mr. D. E. Hanford, is the only way out of the difficulty.
# TWENTIETH LESSON

## A SHORT VOCABULARY

<table>
<thead>
<tr>
<th>A</th>
<th>approval</th>
<th>casual-ly</th>
</tr>
</thead>
<tbody>
<tr>
<td>abundant</td>
<td>approve</td>
<td>catalog</td>
</tr>
<tr>
<td>accident</td>
<td>approximate</td>
<td>century</td>
</tr>
<tr>
<td>accommodation</td>
<td>arbitrary</td>
<td>church</td>
</tr>
<tr>
<td>address</td>
<td>architect</td>
<td>citizen</td>
</tr>
<tr>
<td>administrator</td>
<td>assemblage</td>
<td>civil</td>
</tr>
<tr>
<td>affidavit</td>
<td>attach</td>
<td>civilization</td>
</tr>
<tr>
<td>amalgamate</td>
<td>attorney</td>
<td>coincide</td>
</tr>
<tr>
<td>amalgamation</td>
<td>authenticity</td>
<td>comparative</td>
</tr>
<tr>
<td>America</td>
<td>authoritative</td>
<td>conclusive</td>
</tr>
<tr>
<td>among</td>
<td>automobile</td>
<td>congregation</td>
</tr>
<tr>
<td>amount</td>
<td></td>
<td>consonant</td>
</tr>
<tr>
<td>annual</td>
<td>bankrupt</td>
<td>conspicuous</td>
</tr>
<tr>
<td>another</td>
<td>behold</td>
<td>constant</td>
</tr>
<tr>
<td>anxious</td>
<td>benevolent</td>
<td>cordial</td>
</tr>
<tr>
<td>appear</td>
<td>benignant</td>
<td>corroborate</td>
</tr>
<tr>
<td>appearance</td>
<td>boulevard</td>
<td>cosmopolitan</td>
</tr>
<tr>
<td>application</td>
<td></td>
<td>count</td>
</tr>
<tr>
<td>apprehend</td>
<td>cabinet</td>
<td>coupon</td>
</tr>
<tr>
<td>Covenant</td>
<td>Discover</td>
<td>Executive</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Crucible</td>
<td>Disproportionate</td>
<td>Exorbitant</td>
</tr>
<tr>
<td>Cultivation</td>
<td>Dissatisfaction</td>
<td>Expedient</td>
</tr>
<tr>
<td>Curious</td>
<td>Dividend</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Doctrine</td>
<td>Flour</td>
</tr>
<tr>
<td>Danger</td>
<td>Duration</td>
<td>Fulfill</td>
</tr>
<tr>
<td>Dangerous</td>
<td>E</td>
<td>G</td>
</tr>
<tr>
<td>Deceive</td>
<td>Earnest</td>
<td>Generation</td>
</tr>
<tr>
<td>Default</td>
<td>Economical</td>
<td>Glorious</td>
</tr>
<tr>
<td>Defendant</td>
<td>Election</td>
<td>Glory</td>
</tr>
<tr>
<td>Degenerate</td>
<td>Engage</td>
<td></td>
</tr>
<tr>
<td>Delegate</td>
<td>English</td>
<td>Handkerchief</td>
</tr>
<tr>
<td>Delegation</td>
<td>Employer</td>
<td>Headquarters</td>
</tr>
<tr>
<td>Democrat-ic</td>
<td>Enormous</td>
<td>Hieroglyphic</td>
</tr>
<tr>
<td>Demoralize</td>
<td>Envelope</td>
<td>Hitherto</td>
</tr>
<tr>
<td>Deponent</td>
<td>Equality</td>
<td>Horizontal</td>
</tr>
<tr>
<td>Designate</td>
<td>Equivalent</td>
<td>Husband</td>
</tr>
<tr>
<td>Develop</td>
<td>Etc.</td>
<td></td>
</tr>
<tr>
<td>Disadvantage</td>
<td>Evaporate</td>
<td>Ignorance</td>
</tr>
<tr>
<td>Disaster</td>
<td>Execute</td>
<td>Illustrate</td>
</tr>
</tbody>
</table>
provoke situation United States
punctuation social United States of America
Q specific 
qualify specify universe
quarter steady, study unusual
R strengthen V
really struggle variety
reason stupidity various
reciprocate subaltern verdict
refuse support versatile
remunerate sympathy versus
repugnant testimonial vocabulary
resignation testimonial vocation
revolution testimony volunteer
revolutionize thankful vote
righteous thermometer W
rule thwart warrant
S thwart warehouse
salesman U wholesale
secretary unavoidable withdrew
TWENTIETH LESSON

SHORTHAND AS A MEANS OF MENTAL CULTURE

(For key, see page 154.)
SHORTHAND AS A MEANS OF MENTAL CULTURE

(Key to Shorthand Plate on page 153)

With shorthand every person may form his own books of reference according to his own requirements, and that in the same space as though they were printed; and no selection of printed books would contain and only contain what he wanted. Any person who will collect only for a brief time such facts into shorthand as appear likely to be useful in life, and sometimes read over what is so collected, will find the ideas secured again and again recurring in future reading. If this selecting be continued, it will come to be recognized that every newspaper or magazine article, and not a few of the so-called new books, are but a more or less ingeniously contrived patch-work of old ideas, though doubtless the writer in many cases believed them to be original; and the reader will end in knowing ideas apart from words, and will recognize them in whatever dress they may be presented, just as we know our friends by their features, however they may be attired. For ideas, as seen in print, heard in words, or felt in the mind, are much like the stars—many reflections of a few originals.—C. R. Needham.