# GREGG SHORTHAND

A LIGHT-LINE
PHONOGRAPHY
*for the* MILLION

*By*
JOHN ROBERT GREGG, S.C.D.

*Anniversary Edition*

THE GREGG PUBLISHING COMPANY
NEW YORK CHICAGO BOSTON SAN FRANCISCO TORONTO LONDON SYDNEY

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J-73-D200

PRINTED IN THE UNITED STATES OF AMERICA

# PREFACE

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

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

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

When it became known that a revision of the Manual was in preparation, hundreds of protests were received from teachers. Many of them declared emphatically that the 1916 edition was entirely adequate. A great many said that they "love it" (this expression occurs again and again in their letters) and that they "know it by heart." The sentiments expressed are

thoroughly appreciated, and all these good friends are assured that it will still be possible to obtain the 1916 edition as long as there is any demand for it.

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

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

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

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

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

†"Harvard Studies in Education," Volume IV.

1. The short words of high frequency are introduced in the first chapter in the order of their frequency, even though this means that in a few instances they are given in advance of the principles that govern their writing.

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

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

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

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

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

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

4. The wordsigns (now known as Brief Forms) are distributed equally among the first six chapters, and are introduced in the order of their frequency.

5. The quantity of reading and dictation material has been more than doubled. The scientific distribution of the principles and the introduction of the common words early have so greatly increased writing power that business letters can be introduced as early as the second chapter.

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

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

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

JOHN ROBERT GREGG.

# ABOUT GREGG SHORTHAND

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

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

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

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

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*Mr. Schneider is now a member of the official shorthand reporting staff of the Congress of the United States, winning the position in an examination in which thirty-five well-known reporters competed.

*dictations*, Mr. Schneider gave one of the most remarkable demonstrations of transcribing ability in the history of the shorthand contests.

Writers of Gregg Shorthand won first, second, and third places in the World's Championship Contest of the National Shorthand Reporters' 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 another Gregg writer, Mr. Martin J. Dupraw, with an accuracy of 98.76%. *First place in accuracy in every dictation was won by a writer of Gregg Shorthand.*

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

In the three consecutive years, 1925, 1926, and 1927, the World's Shorthand Championship was won by Mr. Martin J. Dupraw, the greatest shorthand writer the world has yet produced. By winning the championship in 1927, Mr. Dupraw won permanent possession of the World's Shorthand Championship Trophy, first offered in 1909 by the National Shorthand Reporters' Association.

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

282 Words a minute (testimony)

Charles Lee Swem.....accuracy 99.29%

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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. Mr. Swem did not accept an appointment at the time, and took the examination in 1928, again winning first place. He is at present an official shorthand reporter in the Supreme Court of New York.

260 Words a minute (jury charge)
Martin J. Dupraw.....accuracy 99.69%
220 Words a minute (literary matter)
Martin J. Dupraw.....accuracy 99.81%
(Held jointly with two others)
215 Words a minute (literary matter)
Albert Schneider.....accuracy 98.32%
200 Words a minute (literary matter)
Charles Lee Swem .....accuracy 99.0%
(Tied with one other)
Average accuracy .....99.29%

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

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

**Awarded Medal of Honor at Panama-Pacific Exposition.** At the Panama-Pacific International Exposition, in 1915, Gregg Shorthand was awarded the Medal of Honor, the highest award ever granted a system of shorthand by any exposition, and the only award ever granted that was based on the results accomplished by students in a model school conducted under the observation of the International Jury of Awards. Gregg Shorthand also received the highest award, the Medal of Honor, at the Sesqui-Centennial Exposition at Philadelphia, in 1926. The thirteenth International Shorthand Congress, held in Bruxelles, Belgium, in 1927, awarded a *Grand Prix* to The Gregg Publishing Company, and elected the author of Gregg Shorthand as Vice President of the Congress representing the United States.

**Principles of the System.** Needless to say, Gregg Shorthand is a radical departure from the old lines of shorthand construction, for it is only by a radical departure that such marked superiority in results can be accomplished.

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

1. *No compulsory thickening*—may be written either light or heavy.
2. *Written on the slope of longhand*, thus securing a uniform manual movement.
3. *Position-writing abolished*—may be written on unruled paper, and in one straight line.
4. *Vowels and consonants are joined*, and follow each other in their natural order.
5. *Angles are rare*—curves predominate.

} As in ordinary writing

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

## TO SUM UP

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

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

**Easy to Write.** The easy, natural appearance of the writing in Gregg Shorthand appeals to every impartial investigator. The absence of distinctions between light and heavy characters, the continuous run of the writing along one line, as in longhand, instead of constant changes of posi-

tion—now *on* the line, then *above* the line, and then, perhaps, *through* or *below* the line—will be noticed at first glance. Next, the investigator will probably attribute much of the natural, pleasing appearance of the writing to that uniform slant of the writing with which both hand and eye are familiar. Only those who have had previous experience with shorthand, however, will be able to appreciate fully how much elimination of numerous dots and dashes—minute marks that have to be placed with great precision alongside the strokes—contributes to fluent writing.

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

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

# A TALK WITH THE BEGINNER

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

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

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

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

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

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

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

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

**Devote Much Time to Reading Well-Written Shorthand.** By reading a great deal of well-written shorthand you will become not only a fluent reader, but you will enlarge your writing vocabulary. Unconsciously you will imitate in your own work the easy execution

of the forms shown in the printed plates. All expert writers have devoted much time to reading shorthand.

In addition to the work outlined in this Manual, we strongly recommend the use of the supplementary dictation material given in "Gregg Speed Studies," and the exercises presented each month in the Learner's Department of *The Gregg Writer.* These exercises may be used with great advantage from the very first lesson. Each number of *The Gregg Writer* contains many helpful suggestions and a number of shorthand pages that afford valuable exercises in reading and writing for students at all stages of advancement.




*Gregg Shorthand received the highest award at the Panama-Pacific International Exposition, and at the Sesqui-Centennial International Exposition.*

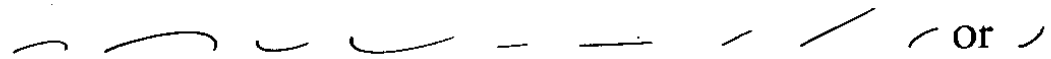


# THE ALPHABET OF GREGG SHORTHAND

## CONSONANTS

Written forward:

K G R L N M T D TH




Written downward:

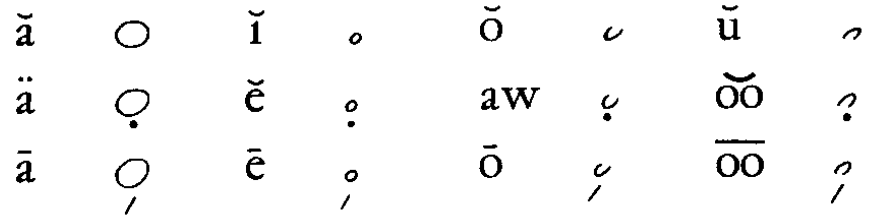
P B F V CH J S SH




H NG NK



## VOWELS




## DIPHTHONGS

| | Composed of | | | Composed of | |
|---|---|---|---|---|---|
| *ū* | ē-o͞o as in *unit* |  | *oi* | aw-ē as in *oil* |  |
| *ow* | ä-o͞o as in *owl* |  | *ī* | ä-ē as in *isle* |  |

## BLENDED CONSONANTS

The consonants are so arranged that two strokes joining with an obtuse or blunt angle may assume the form of a large curve, thus:

ten, den  ent, end  def-v, tive 

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

# CHAPTER I

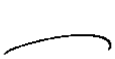
## UNIT 1

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

### CONSONANTS

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

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

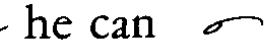
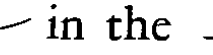
| *Letters* | *Signs* | *Words* | *Letters* | *Signs* | *Words* |
|---|---|---|---|---|---|
| K |  | can | T |  | it, at |
| G |  | go, good | D |  | would |
| R |  | are, our, hour | H |  | a, an |
| L |  | will, well | Th |  | the<br>there, their |
| N |  | in, not | |  | I |
| M |  | am, more | |  | he |

3. All these consonants are written *forward* from left to right; *th* and *t* and *d* are struck *upwards* from the line of writing. The *g* given in this lesson is called *gay*, being the hard sound as in *game*, *get*, and not the soft sound heard in *gem*, *magic*. The aspirate *h* is indicated by a dot placed over the vowel. Many frequently recurring words are represented by simple alphabetic char-

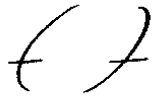
acters. Some of these signs represent two and even three words; for example, the sign for *r* represents *are*, *our*, *hour*. A dot on the line of writing represents the articles *a*, *an*. A dot at the end of a word expresses *ing*. The pronoun *I* is expressed by a large circle; *he*, by a small circle.

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

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

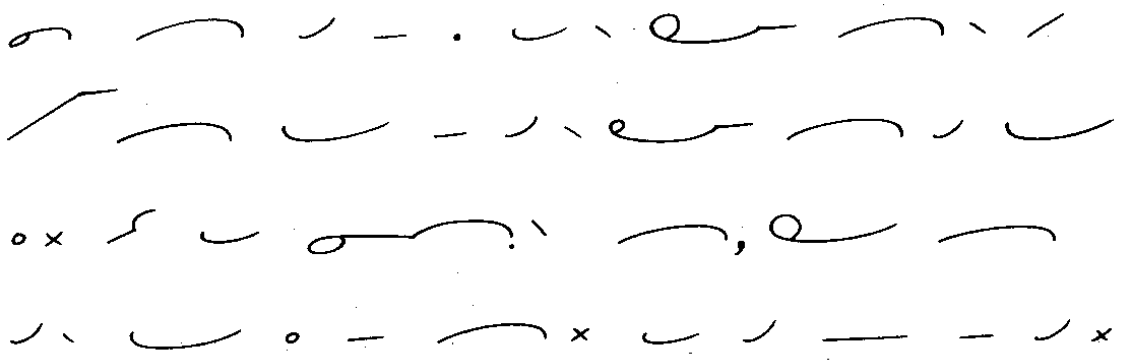
I will  he can  it will  in the 

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

| period | paragraph | interrogation | dash | hyphen | parenthesis |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

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

### 6. SENTENCE DRILL

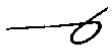
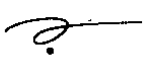


## VOWELS

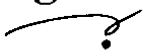
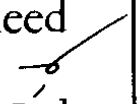
7. In shorthand there are twelve distinct vowel sounds, which are arranged in four groups, and three closely related sounds are placed in each group. In this lesson we have the first two groups, which for convenience are named the A group and the E group.

Memory aid:  = ○  = ∘

THE A GROUP

| ă | ä | ā |
|---|---|---|
| ○ | ○ | ○ |
| *as in* | *as in* | *as in* |
| mat | calm | came |
|  |  |  |
| m ă t | k ä m | k ā m |

THE E GROUP

| ĭ | ĕ | ē |
|---|---|---|
| ∘ | ∘ | ∘ |
| *as in* | *as in* | *as in* |
| kit | get | need |
|  |  |  |
| k ĭ t | g ĕ t | n ē d |

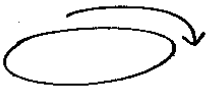
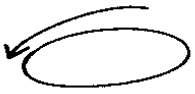
NOTE: The first sound in the E group of vowels is the short *i*, heard in *din*, and should not be confused with long *i*, heard in *dine*, which will be given later.

**8. Marking Vowels.** The vowels are grouped according to similarity in sound. The large circle expresses three sounds of *a*. The short sound is unmarked, the medium sound is marked with a dot, and the long sound with a short dash, as shown on page 3. This system of marking is used in all vowel groups uniformly.

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

## PICTURING WRITING MOTION

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

*Right motion:*  *Left motion:* 

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

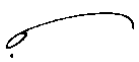
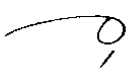
*K-G are right-motion strokes*  *R-L are left-motion strokes* 

The terms "left motion" and "right motion" refer to the *rotation* in movement, and not to the *direction*.

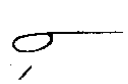
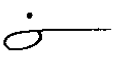
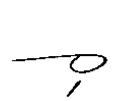
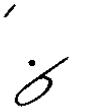
## HOW CIRCLES ARE JOINED

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

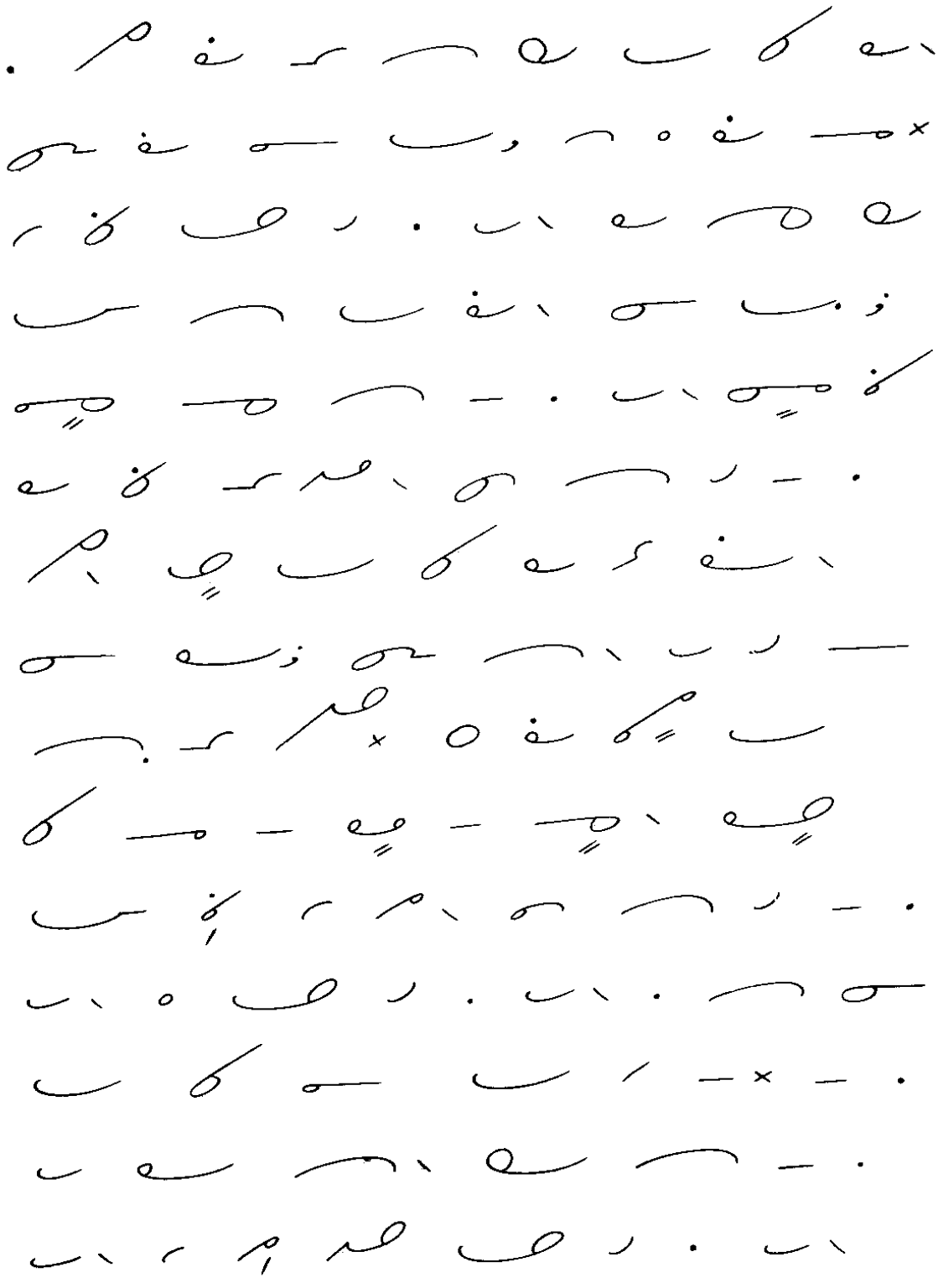
11. **Circles Joined to Single Strokes.** At the beginning or end of a single curve, the circle is placed *inside* the curve:

| | | | | | |
|---|---|---|---|---|---|
| eke |  | ear |  | array |  |
| egg |  | ill |  | airy |  |
| ache |  | air |  | alley |  |
| key |  | ail |  | hack |  |
| gay |  | ray |  | hag |  |

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

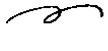
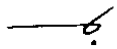
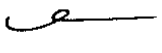
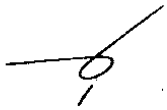
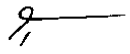
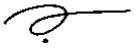
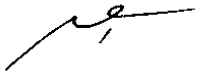
| | | | | | |
|---|---|---|---|---|---|
| aim |  | tea |  | ham |  |
| ate |  | day |  | heat |  |
| add |  | may |  | head |  |
| eat |  | me |  | heed |  |
| hid |  | eddy |  | hate |  |

## 13. READING AND DICTATION PRACTICE

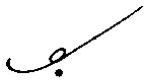


# UNIT 2

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

| | | | | | |
|---|---|---|---|---|---|
| kick |  | make |  | rain |  |
| cake |  | met |  | rim |  |
| get |  | maid |  | tale |  |
| gate |  | team |  | rainy |  |
| calm |  | rear |  | dream |  |

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

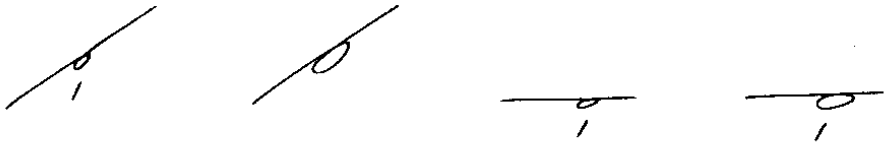
| | | | | | |
|---|---|---|---|---|---|
| writ |  | raid |  | dig |  |
| rid |  | ticket |  | tag |  |
| red |  | tack |  | taken |  |
| read |  | take |  | rattle |  |
| rate |  | deck |  | riddle |  |

16. Some vowels are so obscure or neutral that they are omitted when they do not contribute to speed or legibility. For example, the *e* in the words

*taken* and *maker* is absolutely useless, and is omitted. Any vowel which does not contribute to the legibility of an outline may be omitted if its omission gives a more facile outline.

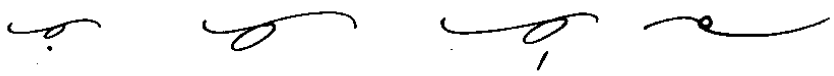
17. Between straight strokes in the same direction the circle is written with *right* motion:

deed dad mean main



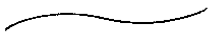
18. Between opposite curves the circle is turned back on the first curve:

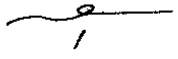
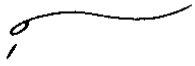
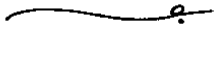
wreck rag lake kill

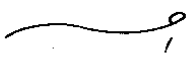
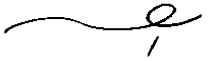


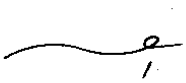
## CONSONANT COMBINATIONS

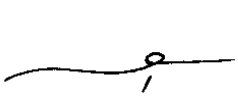
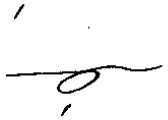
19. **Kr and Gl Combinations.** *K* and *r*, and *g* and *l*, are equal curves and are made a little flatter than usual when joined. thus:

kr  gl 

cream  eagle  glen 

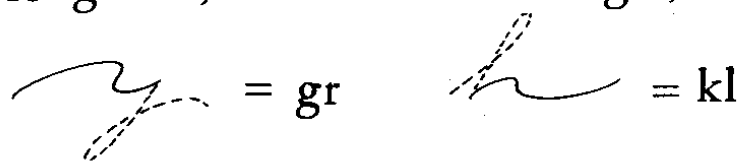
crane  glee  glare 

creed  glean  acre 

crate  gleam  maker 

**20. Gr and Kl Combinations.** Where curves of unequal length join without an angle, as in the following, note how a distinction in length is positively shown.

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




gray green eager

grain greet clay

greed grim clan

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

ark dark mark milk



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

tick thick hat hath



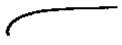
rat wrath met myth



## BRIEF FORMS FOR COMMON WORDS

23. A comparatively small number of frequently recurring words make up a large part of the English language. As an illustration, ten words—*the*, *of*, *and*, *to*, *a*, *in*, *that*, *it*, *is*, *I*—form one-fourth of the entire written and spoken language.

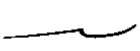
The forms for these frequent words are based on a very common method of abbreviation in longhand writing. For example, *amt.* is written for *amount*; *Rev.* for *Reverend*; *gym.* for *gymnasium*; *ans.* for *answer*; *math.* for *mathematics*, and so on. By taking advantage of this method of abbreviation,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

| | | | | | |
|---|---|---|---|---|---|
| of (*o*) |  | and, end (*nd*) |  | them (*thm*) |  |
| that (*tha*) |  | to, too, two (*too*) |  | is, his (*s*) |  |
| was (*os*) |  | be, by, but (*b*) |  | great (*gr*) |  |
| they* (*the*) |  | you, your (*oo*) |  | with (*ith*) |  |
| this (*ths*) |  | than, then (*thn*) |  | without (*itht*) |  |

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

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

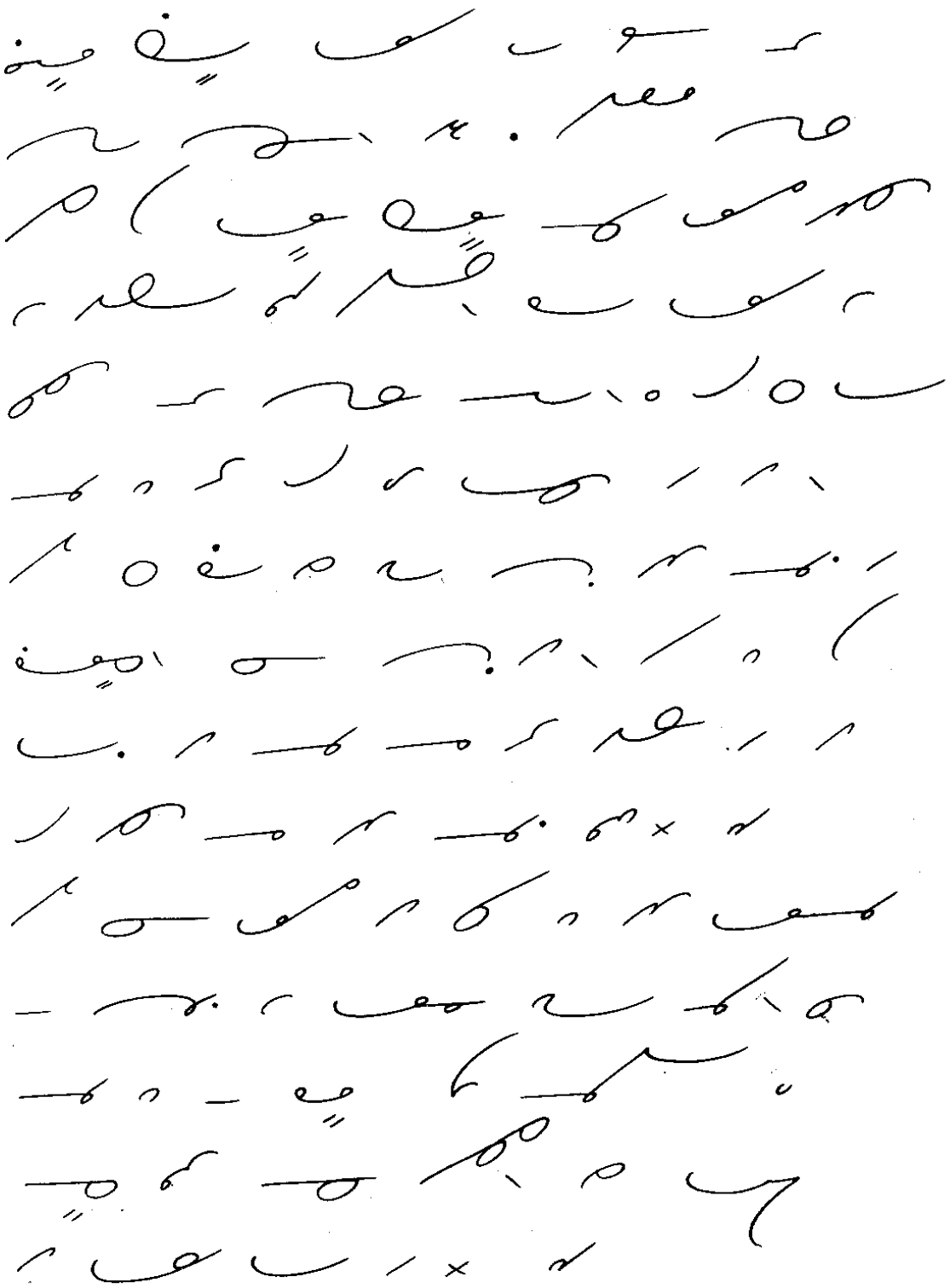
## 24. BUSINESS ABBREVIATIONS

Mr., market 

Yours truly, 

Dear Sir:, desire 

## 25. READING AND DICTATION PRACTICE

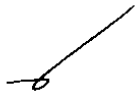
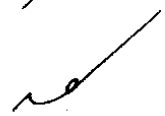


# UNIT 3

## BLENDED CONSONANTS

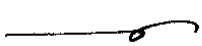
26. By blending *d* and *t* into one long stroke the syllables *ted*, *ded*, *det* are expressed:

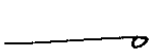
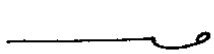
added  rated  today 

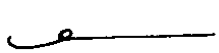
hated  needed  treated 

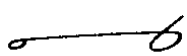
NOTE: The combination *det* usually occurs at the beginning of words, as in *detect*, *detach*, while *ted* or *ded* usually occurs at the end of a word.

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

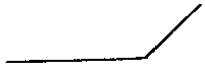
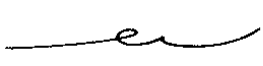
men  mimic 

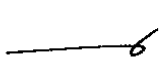
many  memory 

month  remain 

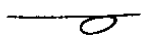
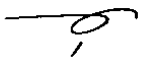
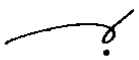
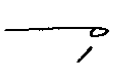
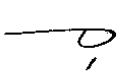
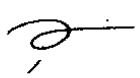
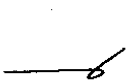
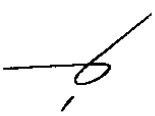
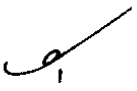
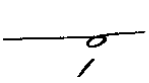
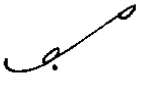
money  emanate 

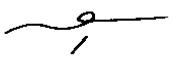
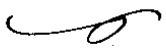
meant  mental 

mend  mineral 

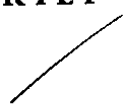
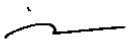
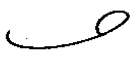
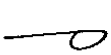
minute  minimum 

## 28. FREQUENT-WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| eight | ā t |  | man | m ă n |  |
| had | h ă d |  | make | m ā k |  |
| him | h ĭ m |  | tin | t ĭ n |  |
| add | ă d |  | tan | t ă n |  |
| aid | ā d |  | cat | k ă t |  |
| tea | t ē |  | kid | k ĭ d |  |
| day | d ā |  | get | g ĕ t |  |
| me | m ē |  | take | t ā k |  |
| may | m ā |  | came | k ā m |  |
| net | n ĕ t |  | her | h ĕ r |  |
| need | n ē d |  | here | h ē r |  |
| met | m ĕ t |  | air | ā r |  |
| meet | m ē t |  | head | h ĕ d |  |
| made | m ā d |  | read | r ē d |  |
| mean | m ē n |  | ready | r ĕ d ĭ |  |

| | | | | | |
|---|---|---|---|---|---|
| led | l ĕ d |  | cream | k r ē m |  |
| rate | r ā t |  | clean | k l ē n |  |
| late | l ā t |  | milk | m ĭ l k |  |
| laid | l ā d |  | lack | l ă k |  |
| mill | m ĭ l |  | leg | l ĕ g |  |
| tree | t r ē |  | attack | ă t ă k |  |
| train | t r ā n |  | headache | h ĕ d ā k |  |

## 29. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|---|---|---|---|---|---|
| did, date |  | when |  | into |  |
| other |  | any |  | come |  |
| all |  | could |  | like |  |
| were |  | what |  | little |  |
| where, aware |  | truth |  | those |  |
| my |  | time |  | country |  |

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

## GENERAL PHRASING PRINCIPLES

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

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

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

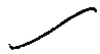
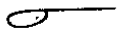
3. Pronouns generally are joined to the words they precede, as *I can*, *you are*, *you can*, *I would*.

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

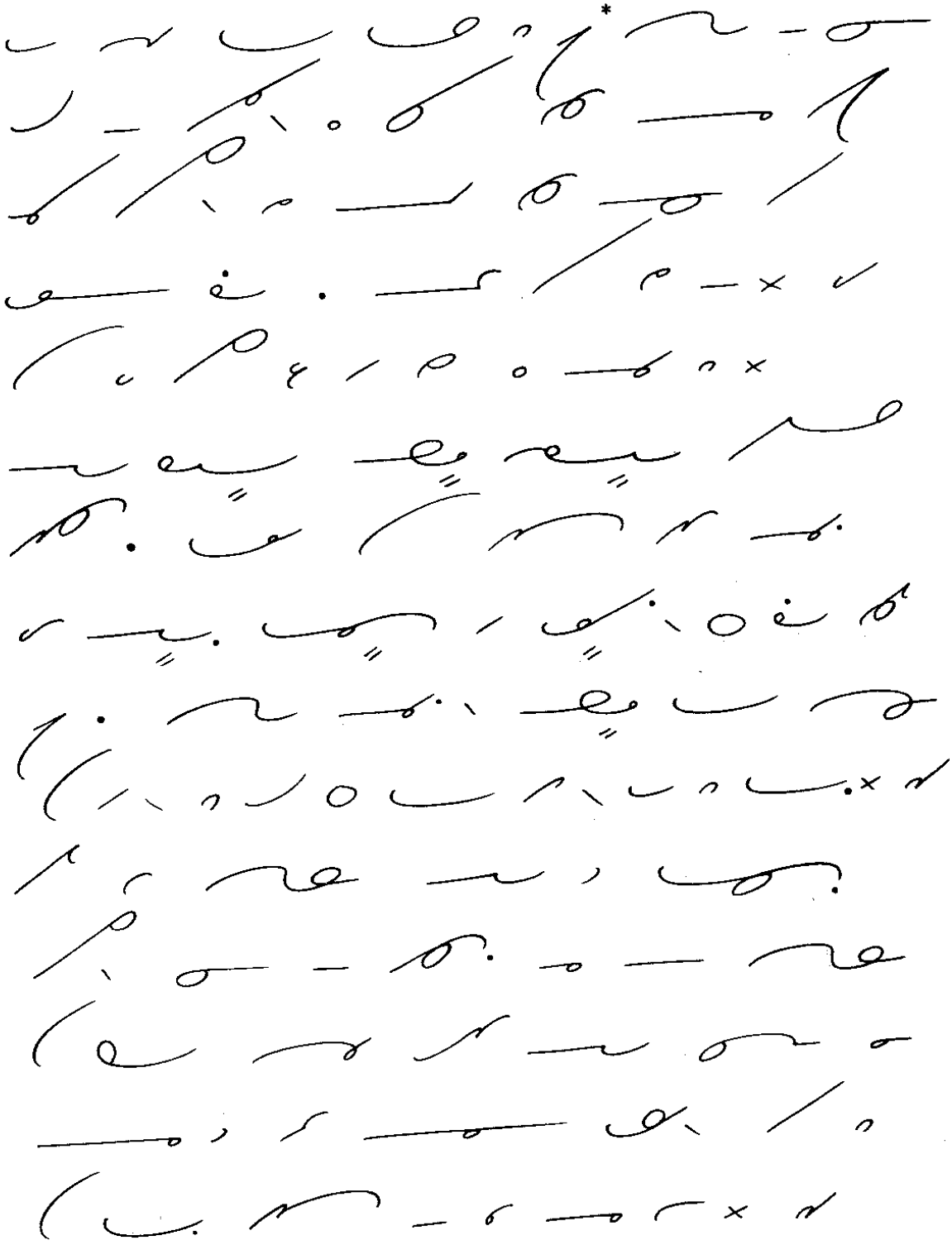
5. The words *to*, *of*, *in*, *with*, *and* generally are joined to the word following, as *to the*, *of which*, *in that*, *with that*, *and will*.

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

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

| | | | | | |
|---|---|---|---|---|---|
| of the |  | and the |  | will be |  |
| to the |  | that the |  | of you |  |
| it is |  | by the |  | it was |  |
| I am |  | you can |  | he was |  |
| to you |  | at the |  | is the |  |

## 32. READING AND DICTATION PRACTICE



*Before a downstroke, *to* is expressed by *t*.

### 33. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

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

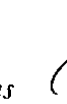
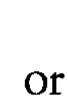
Dear Sir: I am eager to eliminate without any more delay the error made in the minimum grain rate to Erie. I can meet you at Erie any day you desire. My time is limited and I cannot be there more than a day. It would be well to get all the data in hand by the time you are ready to go. I will meet you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

# CHAPTER II

## UNIT 4

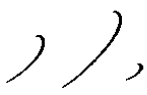
### THE DOWNWARD CHARACTERS

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

| *Letters* | P | B | F | V | CH | J | SH | S |
|---|---|---|---|---|---|---|---|---|
| *Signs* |  |  |  |  |  |  |  | or  |

| *Words* | put | be<br>by<br>but | for | have | which<br>change | shall<br>ship | is<br>his |
|---|---|---|---|---|---|---|---|

*Left motion:* P B S 

*Right motion:* F V S 

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

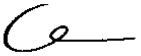


## CONSONANT COMBINATIONS

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

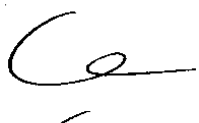
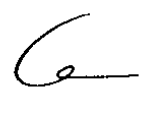
37. **Pr and Pl.** In writing *pr* and *pl*, start to the left:

pr  pl 

| | | | | | |
|---|---|---|---|---|---|
| pray |  | play |  | pledge |  |
| prayer |  | plate |  | wrapper |  |
| prim |  | plea |  | pepper |  |
| preach |  | plead |  | apple |  |

38. **Br and Bl.** In writing *br* and *bl*, start down, thus:

br  bl 

| | | | | | |
|---|---|---|---|---|---|
| brain |  | breach |  | blame |  |
| braid |  | bridge |  | bled |  |
| braided |  | brief |  | blade |  |
| brim |  | brave |  | blare |  |

39. **Fr and Fl.** In writing the combinations *fr* and *fl*, the angle is rounded to give fluency. The motion is just the same as in writing a part of the longhand *y*:



fr = 

fl = 

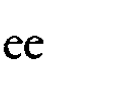
fray 

fresh 

flame 

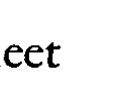
frail 

flee 

flap 

fret 

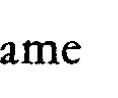
fleet 

flash 

## 40. FREQUENT-WORD DRILL

if 

frame 

page 

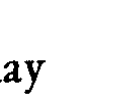
half 

flat 

able 

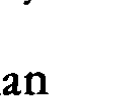
age 

play 

break 

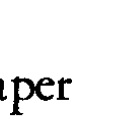
each 

plan 

cash 

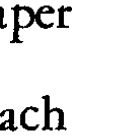
she 

paper 

range 

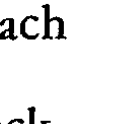
fear 

reach 

happy 

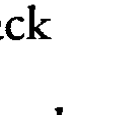
feel 

back 

black 

felt 

check 

trip 

free 

live 

happen 

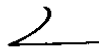
fair  bear  help 

affair  bread  labor 

fail  shape  pretty 

chief  leave  even 

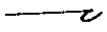
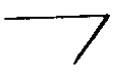
## 41. BRIEF FORMS FOR COMMON WORDS

one, won  from, form  never 

after  been, bound  should 

people  very  over* 

about  before  ever 

most  much  every 

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

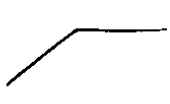
42. As a prefix, *after* is expressed by *af*. In compounds, *every* is expressed by *ev*.

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

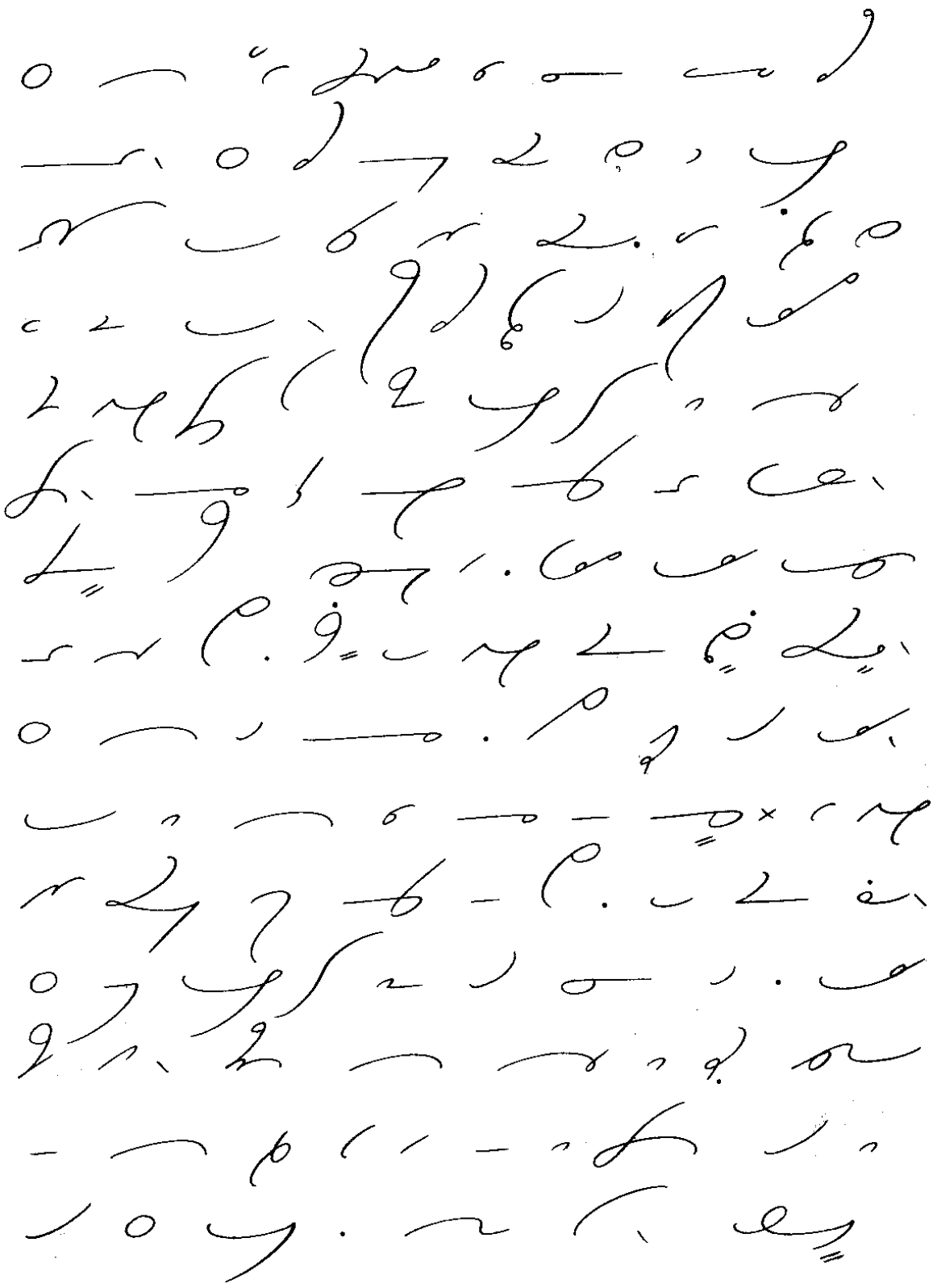
have been  has been  had been 

## 44 BUSINESS ABBREVIATIONS

Dear Madam: Very truly yours, Yours very truly,

## 45. READING AND DICTATION PRACTICE



# UNIT 5

## THE SIGNS FOR S

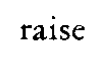
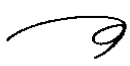
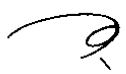
46. The signs for *s*, written downward, are taken from a small elliptical figure, thus: 

Memory aid: 

The right-motion *s* is called "right *s*" 
The left-motion *s* is called "left *s*" 

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

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

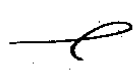
race  raise  gas  gaze 

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

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

sips  phrase  daze 

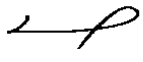
sables  slim  knees 

series  tease  mass 

2. In all other cases the right *s* is used:

saves  seeds  sashes 

seeks  snap  sketches 

staff  smash  sages 

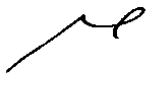
A circle placed outside the angle in any of these joinings does not change the motion.

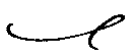
### 50. FREQUENT-WORD DRILL

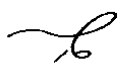
sell  spell  salary 

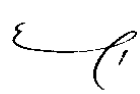
sale  spread  self 

piece  spare  trace 

pass  space  dress 

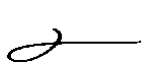
base  less  class 

busy  slip  crazy 

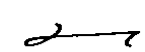
press  sleep  see 

praise  asleep  say 

place  sales  as 

has 
same 
steel 

these 
sense 
steam 

easy 
seems 
stage 

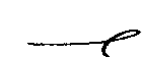
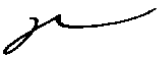
season 
sit 
stiff 

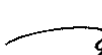
affairs 
seat 
stay 

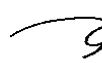
safe 
said 
stick 

save 
sad 
set 

case 
niece 
sat 

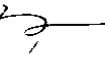
kiss 
miss 
settle 

guess 
days 
silk 

gas 
dance 
needs 

sick 
since 
ladies 

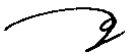
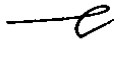
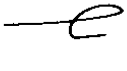
sake 
hence 
chance 

scheme 
minutes 
ages 

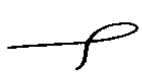
seen 
step 
sketch 

seem 
steps 
study 

**51. S Between Strokes.** When a circle vowel immediately precedes *s* between strokes, treat the *s* as belonging to the preceding consonant; if the circle follows the *s*, the *s* should be treated as if it belonged to the following consonant; when *s* occurs between strokes and is not joined to a circle, write the *s* with the syllable to which it belongs:

| | | | | | |
|---|---|---|---|---|---|
| cast |  | mask |  | least |  |
| guest |  | grasp |  | risk |  |
| taste |  | accede |  | pressed |  |
| task |  | chest |  | raised |  |
| desk |  | vast |  | ransack |  |
| mist |  | visit |  | mason |  |

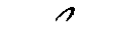
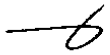
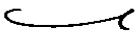
**52. The Ses Sign.** The *ses* sound as heard in *faces* is expressed by joining the two *s* signs as a blend:

| | | | | | |
|---|---|---|---|---|---|
| senses |  | ceases |  | basis |  |
| cases |  | thesis |  | census |  |
| masses |  | traces |  | analysis |  |

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

face  faces  lease  leases 

### 53. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|---|---|---|---|---|---|
| under* |  | cause, because |  | work |  |
| must |  | thorough-ly, three |  | part |  |
| some |  | think, thing |  | matter |  |
| such |  | system, says |  | again |  |
| first |  | public, publish |  | against |  |
| business |  | far, favor |  | always |  |

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

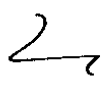
54. The suffix *thing* is expressed by a dot in the following words:

anything  something  everything 

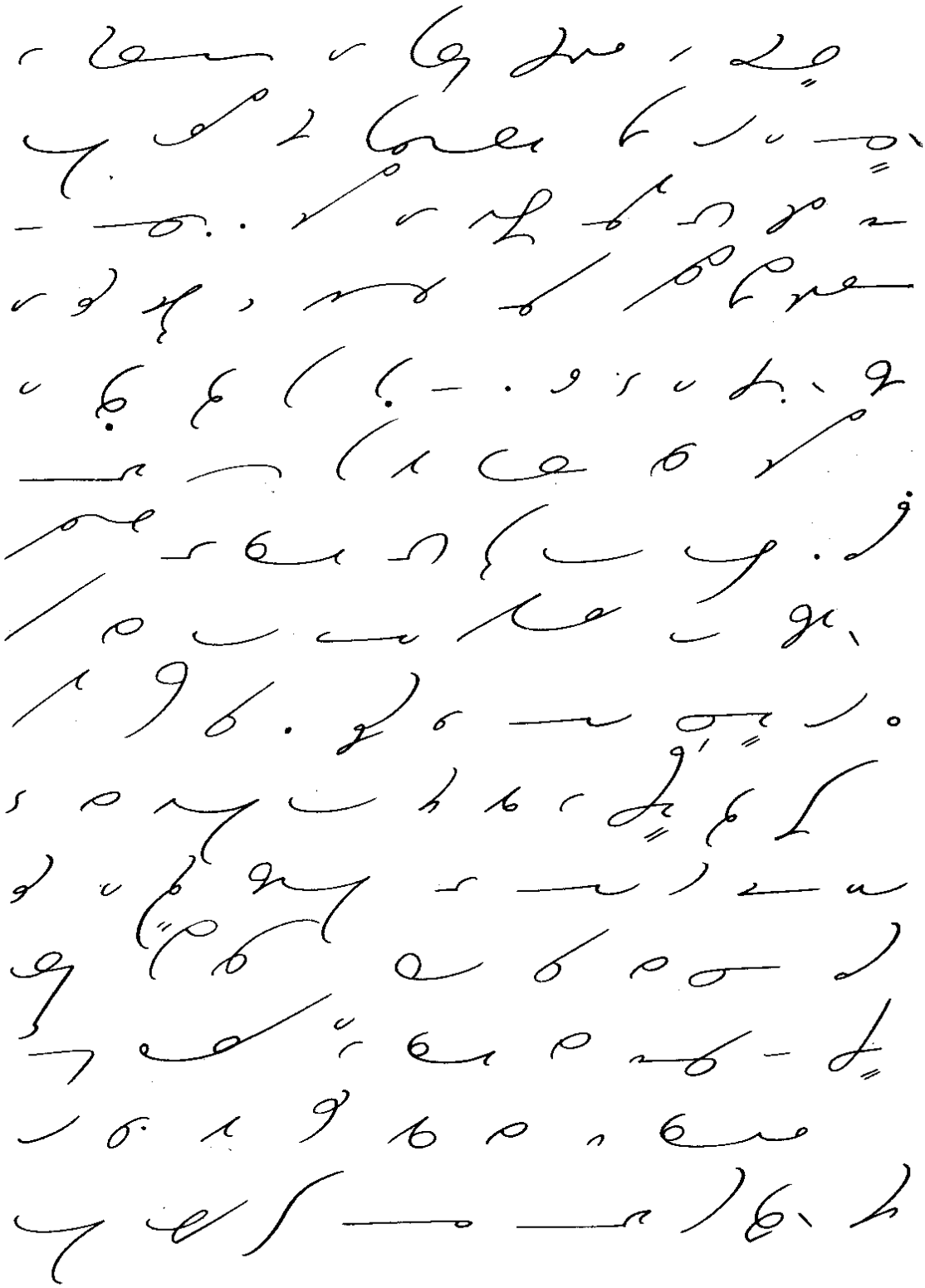
**55. Plurals of Brief Forms.** The plurals of brief forms ending in *s* are formed by adding another *s* of the same motion, thus:

cause  causes  business  businesses 

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

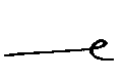
parts  changes  ships  forms 

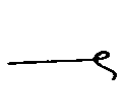
## 56. READING AND DICTATION PRACTICE



## UNIT 6

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

mix  fix  tax 

mixes  fixes  taxes 

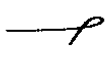
NOTE: The plural is formed by adding *s* as shown in *mixes*, *taxes*.

### SIMPLE SUFFIXES

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

mention  fashion  vision 

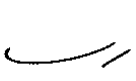
nation  action  session 

mission  faction  evasion 

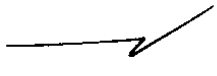
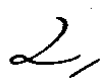
diction  affection  section 

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

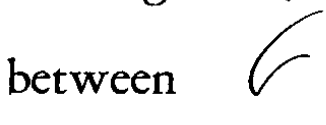
1. After most abbreviated words a disjoined *t* placed close to the preceding character is used to express the past tense, thus:

changed  timed  liked  willed 

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

| | | | | | |
|---|---|---|---|---|---|
| passed |  | raced |  | shaped |  |
| praised |  | mentioned |  | reached |  |
| visited |  | risked |  | checked |  |
| labored |  | glared |  | tapered |  |
| traced |  | fixed |  | feared |  |

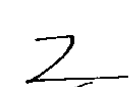
## 60. BRIEF FORMS FOR COMMON WORDS

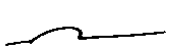
| | | | | | |
|---|---|---|---|---|---|
| also |  | letter, let |  | until |  |
| nothing |  | present, presence |  | got |  |
| between |  | big, beg |  | gave |  |
| another |  | give, given |  | next |  |
| woman |  | tell,* till |  | soon |  |
| morning |  | still |  | name |  |

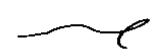
*The *s* is added to *tell* by changing the circle into a loop, thus: *tells* 

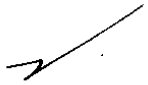
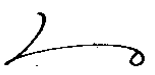
### BRIEF FORMS AS PREFIXES

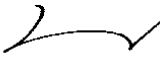
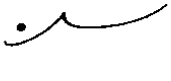
61. A brief form is frequently used as a prefix or as part of another word, as illustrated in the following:

almost  inform  formal 

income  begin  anyone 

increase  began  overwork 

instead  forgive  undergo 

ago  forgot  handle 

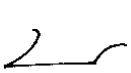
### 62. FREQUENT PHRASES

for the  you have  would be 

to be*  there is  can be 

with the  of his  may be 

I have  for you  and that 

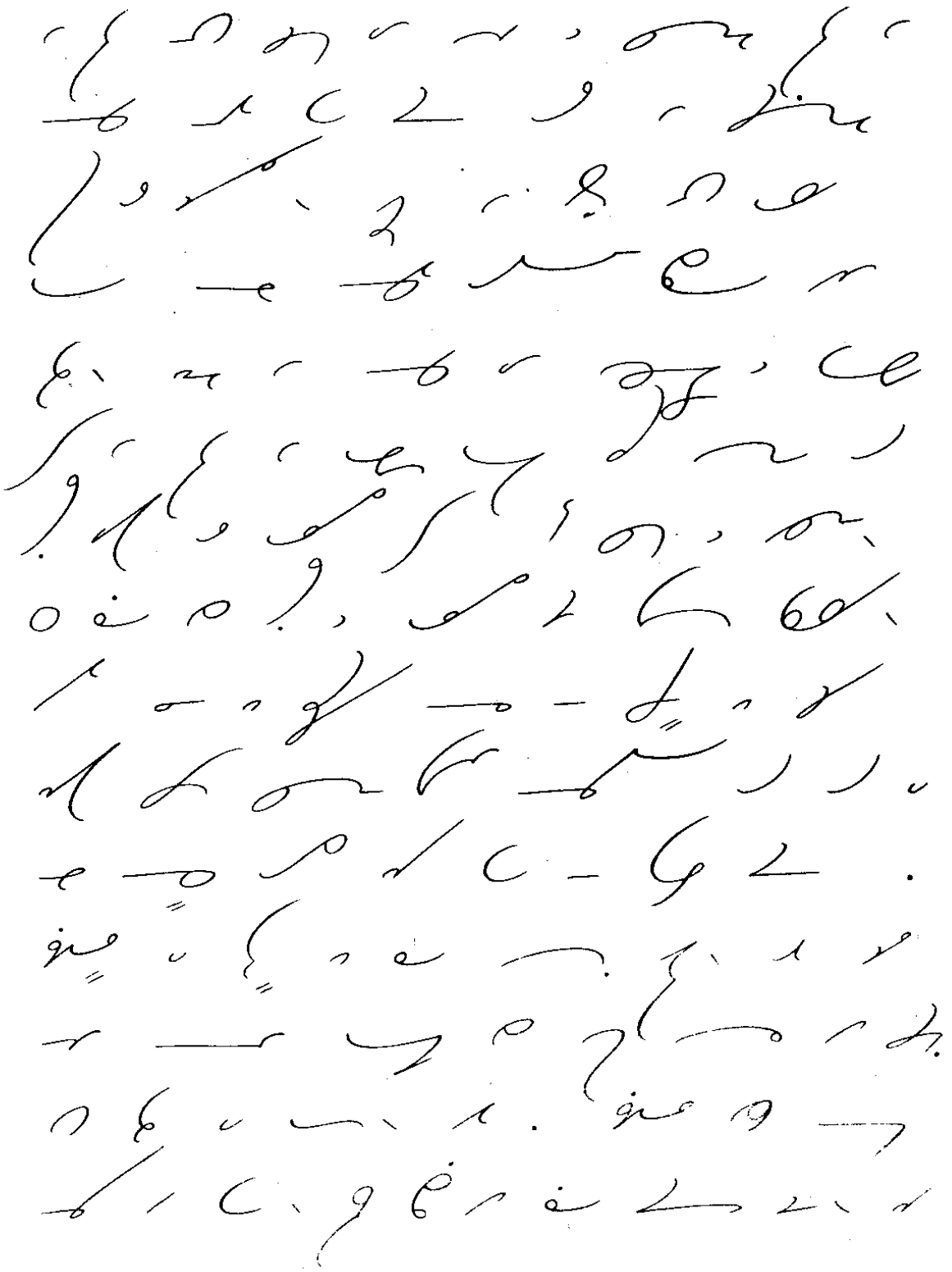
from the  if you  as the 

of this  of your  in our 

there are  in this  of all 

*Before a downstroke, *to* is expressed by *t*.

## 63. READING AND DICTATION PRACTICE



### 64. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

# CHAPTER III

## UNIT 7

### THE Ō-HOOK

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

| ŏ | aw | ō |
|---|---|---|
| *as in* | *as in* | *as in* |
| rot | raw | wrote |
| r ŏ t | r aw | r ō t |

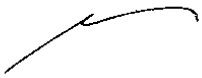
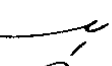
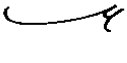
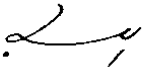
*Key to Vowel Sounds:* John Paul Jones.

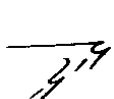
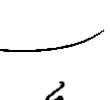
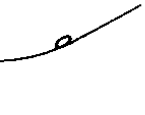


NOTE: The sound *aw* is spelled in various ways, as in *fall, bought, taught, raw.* The same method of marking vowels is employed in this chapter as in the first.

### 66. FREQUENT-WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| know | n ō | | lot | l ŏ t | |
| law | l aw | | road | r ō d | |
| low | l ō | | load | l ō d | |
| wrote | r ō t | | ought | aw t | |

| | | | | | |
|---|---|---|---|---|---|
| auto | aw t ō |  | hope | h ō p |  |
| note | n ō t |  | show | sh ō |  |
| bought | b aw t |  | shop | sh ŏ p |  |
| brought | b r aw t |  | folks | f ō k s |  |
| blow | b l ō |  | taught | t aw t |  |
| ball | b aw l |  | caught | k aw t |  |
| box | b ŏ x |  | coffee | k ŏ f ē |  |
| job | j ŏ b |  | hog | h ŏ g |  |
| talk | t aw k |  | occur | ŏ k 'r |  |
| dog | d ŏ g |  | hotel | h ō t ĕ l |  |
| noted | n ō ted |  | slow | s l ō |  |
| notes | n ō t s |  | abroad | a b r aw d |  |
| notice | n ō t ĭ s |  | broken | b r ō k 'n |  |
| raw | r aw |  | open | ō p 'n |  |
| loss | l ŏ s |  | off | ŏ f |  |
| fellow | f ĕ l ō |  | often | ŏ f 'n |  |

| | | | | | |
|---|---|---|---|---|---|
| so | s ō |  | phone | f ō n |  |
| saw | s aw |  | notion | n ō shun |  |
| sought | s aw t |  | motion | m ō shun |  |
| sorry | s ŏ r ĭ |  | sober | s ō b 'r |  |
| sorrow | s ŏ r ō |  | close | k l ō z |  |
| soul | s ō l |  | model | m ŏ d'l |  |
| soft | s ŏ f t |  | solemn | s ŏ l ĕ m |  |
| snow | s n ō |  | solid | s ŏ l ĭ d |  |

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

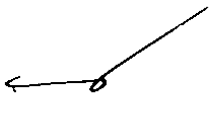
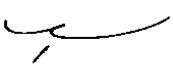
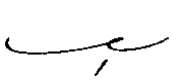
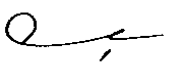
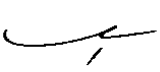


When a downstroke comes before the *o*-hook, this rule does not apply, since the *o*-hook joins to downstrokes without an angle, as in:

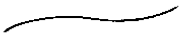
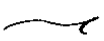
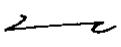
pour  shown  bone  pole 

68. FREQUENT-WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| on | ŏ n |  | home | h ō m |  |
| own | ō n |  | known | n ō n |  |

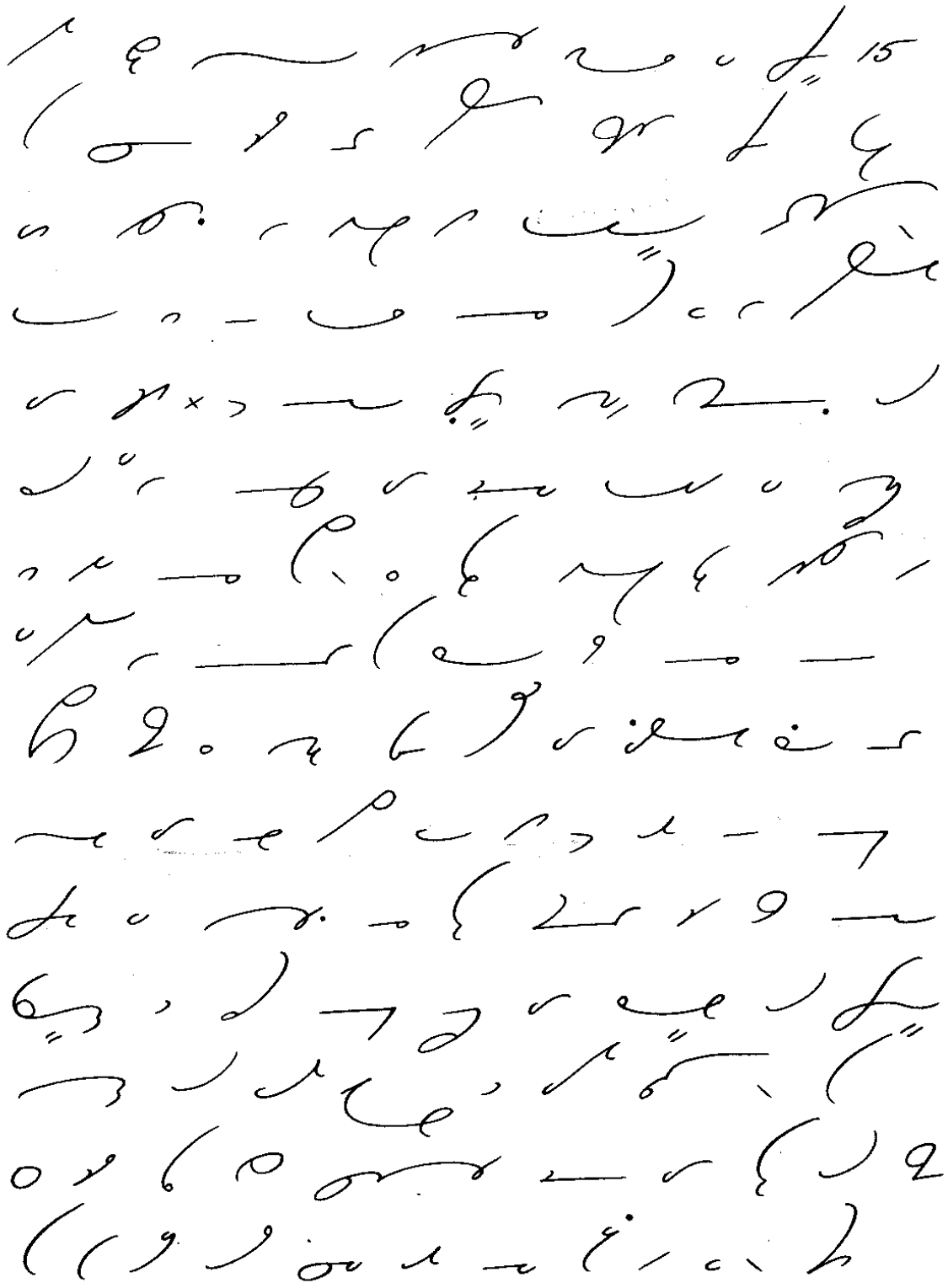
| | | | | | |
|---|---|---|---|---|---|
| or | aw r |  | nor | n aw r |  |
| roar | r ō r |  | omitted | ō m ĭ ted |  |
| roll | r ō l |  | drawn | d r aw n |  |
| lower | l ō 'r |  | horse | h aw r s |  |
| whole | h ō l |  | alone | a l ō n |  |
| loan | l ō n |  | store | s t ō r |  |
| coal | k ō l |  | story | s t ō r ĭ |  |
| tone | t ō n |  | college | k ŏ l ĕ j |  |
| door | d ō r |  | grown | g r ō n |  |

### 69. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|---|---|---|---|---|---|
| want* |  | glad, girl |  | call |  |
| went* |  | during, Dr. |  | situation |  |
| told |  | believe, belief |  | course |  |
| order |  | possible |  | general |  |
| small |  | purpose |  | several |  |
| upon |  | receive |  | state |  |

*The *w* is omitted in *want* and *went*.

## 70. READING AND DICTATION PRACTICE

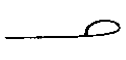


# UNIT 8

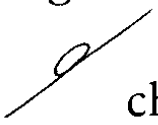
## METHOD OF EXPRESSING R

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

1. Before and after straight strokes:

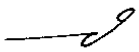
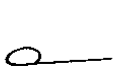
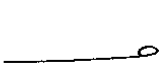
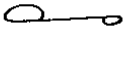
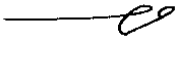
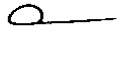
art  mar  arch  share 

2. Between straight strokes in the same direction:

tart  dared  church  murmur 

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

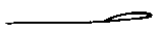
## 73. FREQUENT-WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| heart |  | urge |  | better |  |
| hard |  | tear |  | later |  |
| hurt |  | dare |  | sister |  |
| heard |  | near |  | chapter |  |
| earn |  | mere |  | motor |  |
| arm |  | manner |  | cashier |  |
| army |  | chair |  | minister |  |
| harm |  | jar |  | teacher |  |

### S FOLLOWING A LEFT-MOTION CIRCLE

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

tears  shares  stairs 

dares  nears  manners 

### 75. BRIEF FORMS FOR COMMON WORDS

either  deal, dear  yesterday 

above  real, regard  together 

rather  company, keep  children 

love  become, book  prepare 

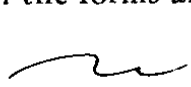
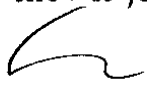
collect  importance, important  subject 

capital  necessary  opinion 

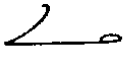
76. After abbreviated words and words ending in a left-motion circle on straight strokes, a disjoined *r* expresses *er*, *or*, thus:

keeper  dearer  worker 

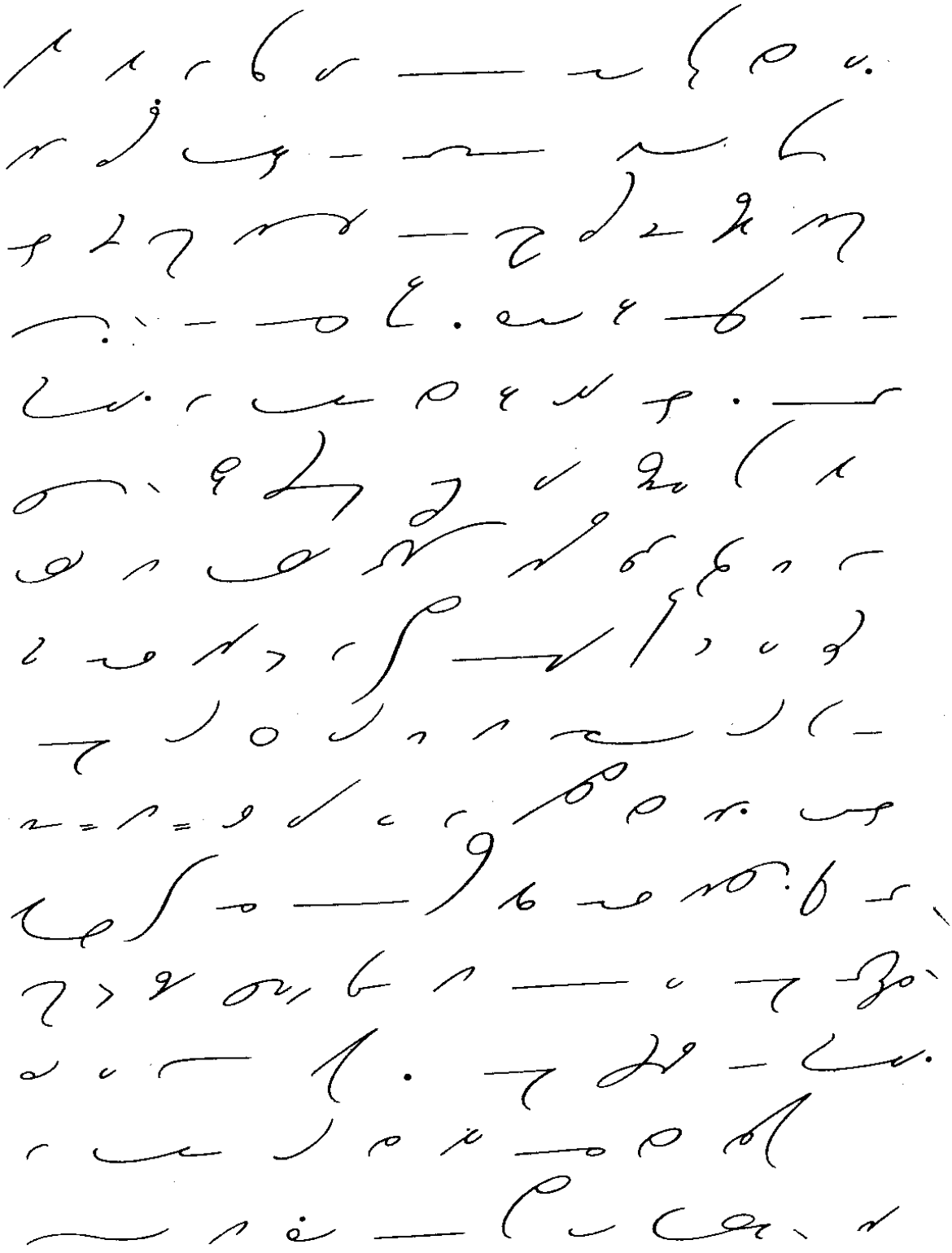
When the forms are distinctive, the *r* is joined, thus:

greater  bigger  smaller 

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

sooner  former 

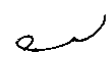
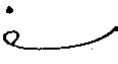
## 77. READING AND DICTATION PRACTICE



# UNIT 9

## THE TH JOININGS

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

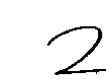
| | | | | | |
|---|---|---|---|---|---|
| though |  | author |  | bath |  |
| although* |  | earth |  | teeth |  |
| thought |  | health |  | thief |  |
| throw |  | both |  | theater |  |
| throat |  | birth |  | thin |  |
| thrown |  | path |  | cloth |  |

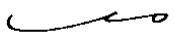
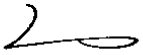
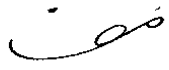
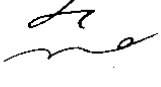
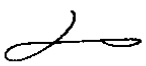
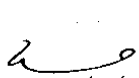
*The word *although* is a combination of *all* and *though*.

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

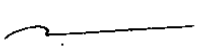
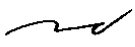
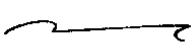
## FREQUENT PREFIXES AND SUFFIXES

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

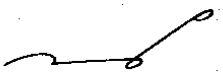
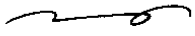
| | | | | | |
|---|---|---|---|---|---|
| confess |  | council |  | conform |  |
| confer |  | compel |  | county |  |

| | | | | | |
|---|---|---|---|---|---|
| convention |  | lonely |  | formally |  |
| convey |  | lately |  | easily |  |
| convince |  | early |  | hastily |  |
| concrete |  | fairly |  | readily |  |
| safely |  | wholly |  | family |  |
| solely |  | hardly |  | totally |  |
| only |  | heartily |  | socially |  |

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

common  connote  commence 

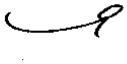
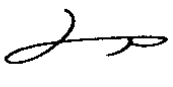
When *con* or *com* is followed by a vowel or by *r* or *l*, write *kn* for *con* and *km* for *com*, thus:

comedy  comrade  comic 

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

dearly  daily  nearly 

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

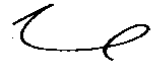
names  letters  families 

### PHRASING PRINCIPLES

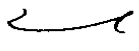
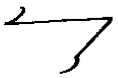
**84.** Before words beginning with a downward character or *o*, *r*, *l*, the word *to* is expressed by *t*:

to see  to say  to pay 

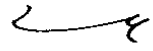
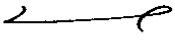
to which  to honor  to work 

to ship  to our  to place 

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

as well as  as much as 

as good as  as great as 

as low as  as many as 

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

have been able  should be able 

would be able  will be able 

### 87. FREQUENT PHRASES

on the  with you  about the 

you are  if the  to give 

must be  as to  you know 

should be  at that  of it 

that is  of their  which is 

in which  is not  on you-r 

of these  of which  with that 

more than  to get  from you 

your letter  to take  of its 

this is  in his  he will 

you may  if you will  you would 

he is  that this  to this 

## 88. BRIEF FORMS FOR COMMON WORDS

send  special, speak, speech  represent 

agree*  week, weak  already 

ask  floor, flour  value 

office  complete,† complain-t  employ 

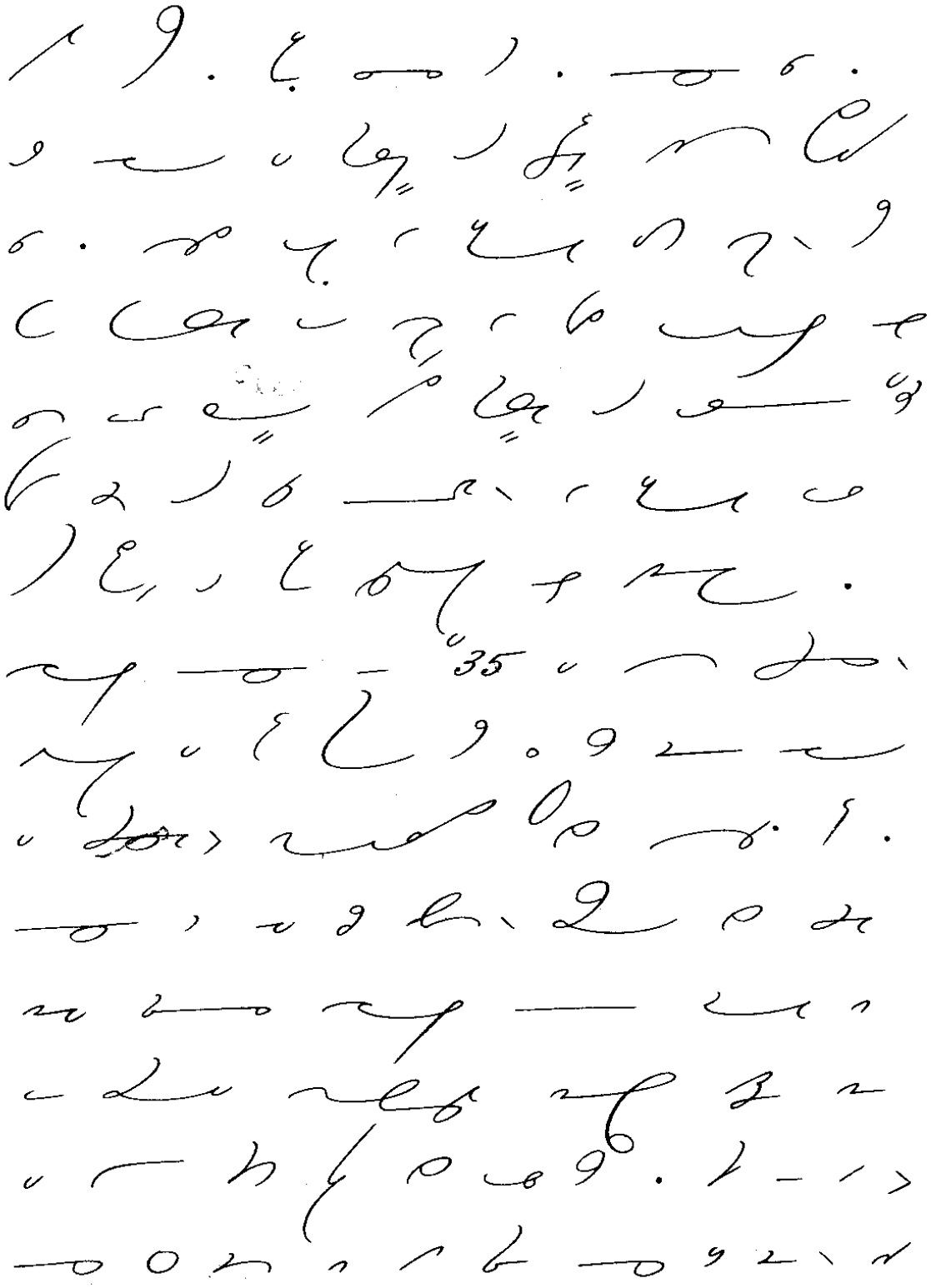
official  immediate, immediately  express 

future  committee  knowledge 

*The prefix form for *agr-e-i*, a loop written above the following character, is used to express the word *agree*.

†The angle between *k* and *p* is maintained in the word *complete* to make a distinction between *complete* and *keep*.

## 89. READING AND DICTATION PRACTICE



### 90. WRITING PRACTICE

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

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

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

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

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

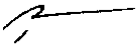
Dear Sir: It will be necessary for me to stay here till about the end of January, as there are many matters of importance still to be finished. I am really glad that you were able to see Mr. Hartman and close that business with him. Such matters may easily cause hard feeling. There is nothing at present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

# CHAPTER IV

## UNIT 10

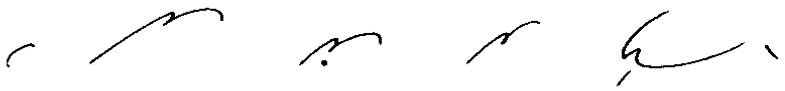
### THE $\overline{oo}$-HOOK

**91.** The upper part of the small elliptical figure  , which is called the *$\overline{oo}$-hook*, is used to express the following sounds:

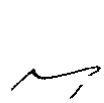
| ŭ | o͝o | o͞o |
|---|---|---|
|  |  |  |
| *as in* tuck | *as in* took | *as in* tomb |
|  |  |  |
| t ŭ k | t o͝o k | t o͞o m |

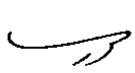
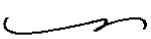
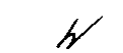
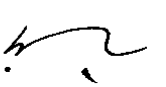
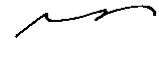
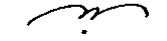
*Key to Vowel Sounds:*

The duck took to the pool.



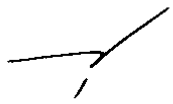
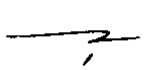
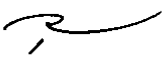
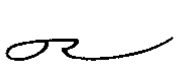
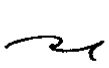
### 92. FREQUENT-WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| who | h o͞o |  | hug | h ŭ g |  |
| do | d o͞o |  | does | d ŭ z |  |
| took | t o͝o k |  | up | ŭ p |  |
| true | t r o͞o |  | upper | ŭ p 'r |  |
| whom | h o͞o m |  | blue | b l o͞o |  |

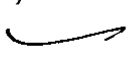
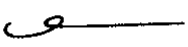
| | | | | | |
|---|---|---|---|---|---|
| plus | p l ŭ s |  | fruit | f r o͞o t |  |
| pull | p o͝o l |  | roof | r o͞o f |  |
| lose | l o͞o z |  | luck | l ŭ k |  |
| rug | r ŭ g |  | rub | r ŭ b |  |
| rough | r ŭ f |  | foot | f o͝o t |  |
| food | f o͞o d |  | shut | sh ŭ t |  |
| fur | f ŭ r |  | sugar | sh o͝o g 'r |  |
| supper | s ŭ p 'r |  | fool | f o͞o l |  |
| dozen | d ŭ z 'n |  | tough | t ŭ f |  |
| group | g r o͞o p |  | stuff | s t ŭ f |  |
| cut | k ŭ t |  | truck | t r ŭ k |  |
| cook | k o͝o k |  | us | ŭ s |  |
| cup | k ŭ p |  | thus | th ŭ s |  |
| oven | ŭ v 'n |  | sullen | s ŭ l ĕ n |  |
| cousin | k ŭ z 'n |  | through | thr o͞o |  |

93. The combination *us* is written without an angle at the beginning of words, or when it follows a downstroke or *k*, *g*, as in *us*, *shoes*, *campus*, *cousin*, etc.

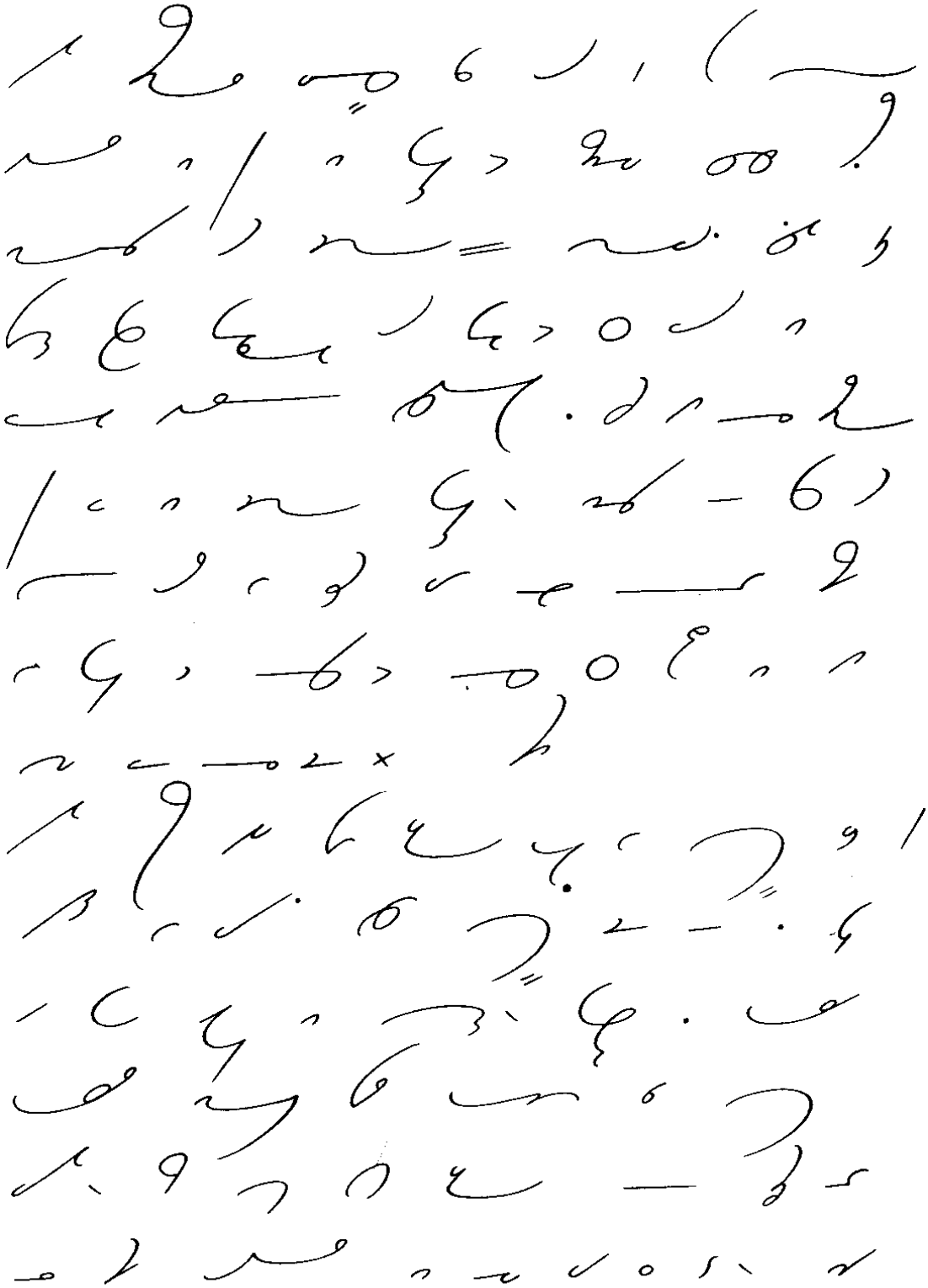
**94. The oo-hook Modified.** To avoid an unnecessary angle, the *oo*-hook is turned under after *n*, *m*. It is also turned under after *k* or *g* if followed by *r* or *l*:

| | | | | | |
|---|---|---|---|---|---|
| mood | m o͞o d |  | canoe | k ă n o͞o |  |
| none | n ŭ n |  | muff | m ŭ f |  |
| noon | n o͞o n |  | nook | n o͝o k |  |
| moon | m o͞o n |  | null | n ŭ l |  |
| nut | n ŭ t |  | cool | k o͞o l |  |
| numb | n ŭ m |  | cur | k ŭ r |  |
| annul | ă n ŭ l |  | curse | k ŭ r s |  |

### 95. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|---|---|---|---|---|---|
| care |  | skill, school |  | number |  |
| carry |  | usual, wish |  | enough |  |
| force |  | govern, -ment |  | position |  |
| charge |  | expect, especial |  | question |  |
| look |  | full |  | purchase |  |
| clear |  | sure |  | remember |  |

## 96. READING AND DICTATION PRACTICE



# UNIT 11

## METHOD OF EXPRESSING W

97. By pronouncing the following words slowly it will be found that *w* has the sound of *o͞o*; therefore *w* is expressed by the *o͞o*-hook:

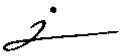
we = o͞o-ē

wave = o͞o-ā-v

wall = o͞o-aw-l

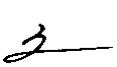
### 98. WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| way | w ā | | win | w ĭ n | |
| wet | w ĕ t | | wane | w ā n | |
| wait | w ā t | | women | w ĭ men | |
| weighed | w ā d | | wake | w ā k | |
| wed | w ĕ d | | wicked | w ĭ k ĕ d | |
| wedded | w ĕ ded | | walk | w aw k | |
| width | w ĭ d th | | weave | w ē v | |
| widow | w ĭ d ō | | waste | w ā s t | |

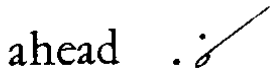
| | | | | | |
|---|---|---|---|---|---|
| wash | w ŏ sh |  | weep | w ē p |  |
| watch | w ŏ ch |  | web | w ĕ b |  |
| wages | w ā j 's |  | wheat* | hw ē t |  |
| wedge | w ĕ j |  | wheel | hw ē l |  |
| wear | w ā r |  | whim | hw ĭ m |  |
| weary | w ē r ĭ |  | whip | hw ĭ p |  |
| wool | w o͝o l |  | whale | hw ā l |  |
| water | w aw ter |  | whirl | hw ĕ r l |  |

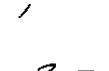
*In the combination *wh*, as in *wheel*, the *h* is sounded first.

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

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

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

ahead  awake  await 

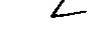
away  awoke  awaken 

### 101. FREQUENT PHRASES

we are  we are not  we shall be 

we will  we will not  we have 

we shall  we shall not  we have been 

we can  we cannot  we have not 

### 102. BRIEF FORMS FOR COMMON WORDS

world  house, whose  suppose 

reply  remark, room  whether 

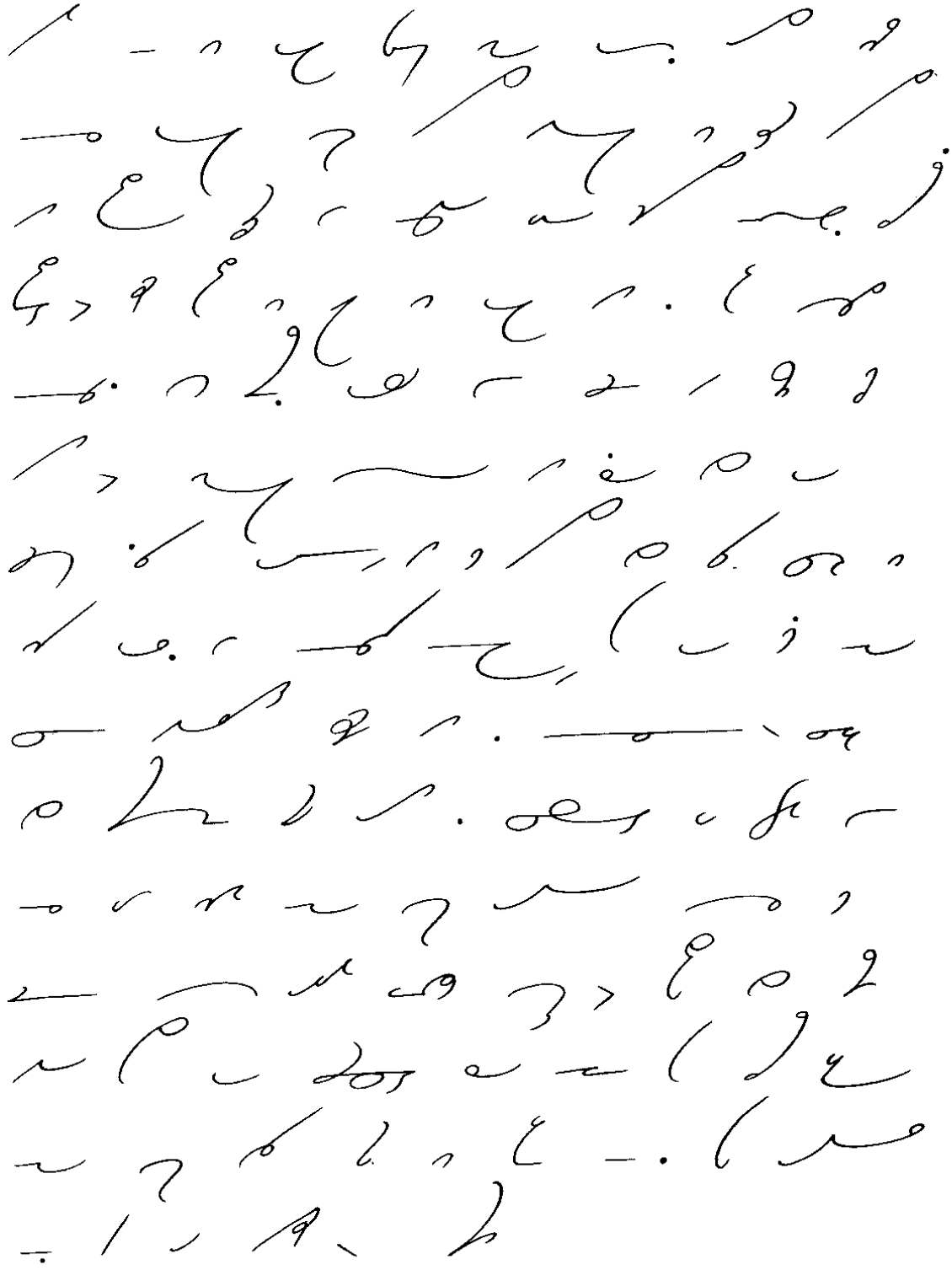
word  follow, fall  further 

body  accept, -ance  explain 

duty  gone  particular 

bring  nature  report 

## 103. READING AND DICTATION PRACTICE



# UNIT 12

## METHOD OF EXPRESSING Y

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

yacht  yellow  youth 

yawn  yoke  yarn 

year  yet  yard 

## THE SIGNS FOR NG AND NK

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

ring  drink  bank 

rang  sank  blank 

rank  wing  king 

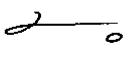
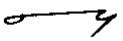
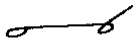
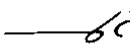
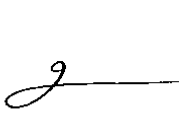
sing  frank  wrong 

songs  banquet  spring 

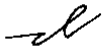
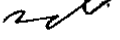
### PREFIXES AND SUFFIXES

**106.** The vowel is omitted in the prefixes *en*, *in*, *un*, *em*, *im* when the prefix is followed by a consonant; when a written vowel follows the prefix, the initial vowel is retained. *Ex* is expressed by *es*.

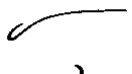
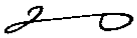
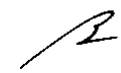
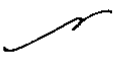
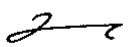
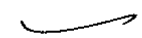
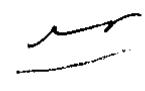
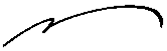
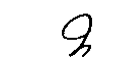
The suffix *ings* is expressed by a left *s* and *ingly* by a small circle substituted for the *ing*-dot:

| | | | | | |
|---|---|---|---|---|---|
| infer |  | unseen |  | expense |  |
| envy |  | engine |  | lovingly |  |
| impel |  | innate |  | seem-ingly |  |
| impres-sion |  | emotion |  | exceed-ingly |  |
| embrace |  | emit |  | meetings |  |
| emphasis |  | examine |  | savings |  |
| indeed |  | excess |  | evenings |  |

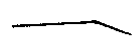
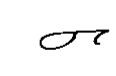
**107.** Negative words beginning with *in*, *un*, *im* in which the *n* or *m* is doubled are distinguished from the positive forms by omitting one of the doubled consonants and inserting the initial vowel:

| | | | |
|---|---|---|---|
| known |  | unknown |  |
| noticed |  | unnoticed |  |
| necessary |  | unnecessary |  |

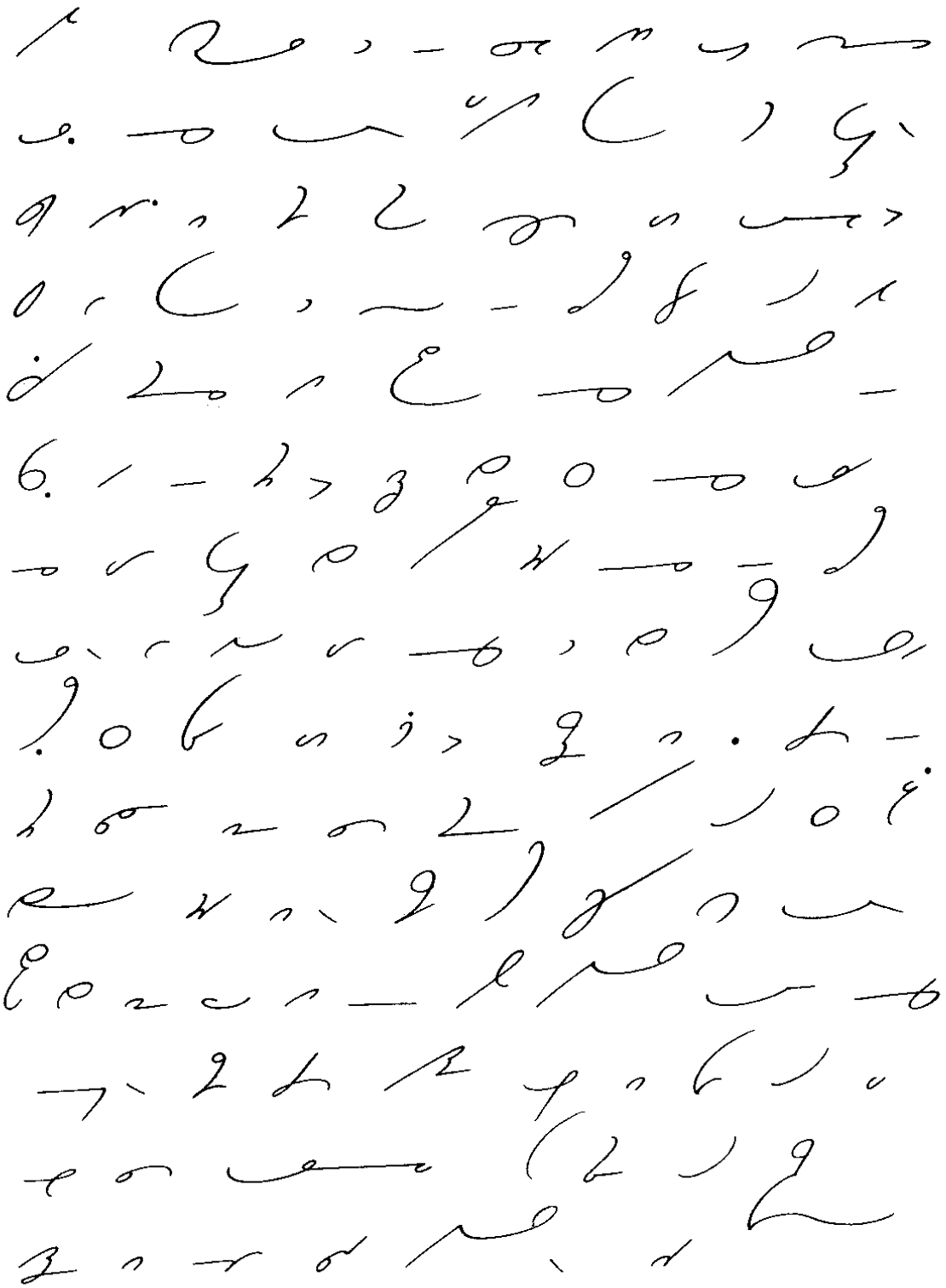
### 108. FREQUENT PHRASES

| | | | | | |
|---|---|---|---|---|---|
| of them |  | to ask |  | if you are |  |
| very much |  | we would |  | are not |  |
| when the |  | we should |  | we may |  |
| at all |  | does not |  | with us |  |
| into the |  | we must |  | will you |  |
| in reply |  | that they |  | through the |  |
| on our |  | to keep |  | for us |  |
| to go |  | which have |  | over the |  |
| did not |  | who have |  | as you |  |

### 109. BRIEF FORMS FOR COMMON WORDS

| | | | | | |
|---|---|---|---|---|---|
| long |  | strength, strong |  | character |  |
| among |  | communi-cate,-tion |  | effect |  |
| young |  | bill, built |  | return |  |
| yes |  | friend, friendly |  | answer |  |
| thank |  | else, list |  | experience |  |
| effort |  | car, correct |  | recent |  |

## 110. READING AND DICTATION PRACTICE



### 111. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

# CHAPTER V

## UNIT 13

### THE DIPHTHONGS

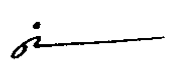
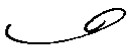
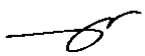
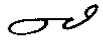
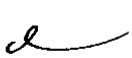
112. A pure diphthong is the union in one syllable of two simple vowel sounds uttered in rapid succession. The diphthongs are therefore expressed by joining the circles and hooks representing the vowel sounds of which the diphthongs are composed:

| | | | | |
|---|---|---|---|---|
| ū | | *as in* fume | f ū m | |
| ow | | *as in* now | n ow | |
| oi | | *as in* oil | oi l | |
| ī | | *as in* die | d ī | |

NOTE: The diphthong *u* is a combination of $\bar{e}$ and $\bar{oo}$; *ow*, of *ä* and $\bar{oo}$; *oi*, of *aw* and $\bar{e}$. The sign for the diphthong *i* is a large circle with an indentation—resembling a combination of *ä* and $\bar{e}$, which, if uttered in rapid succession, yield a sound almost equivalent to $\bar{i}$. This sign is generally called "the broken circle."

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

### 113. WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| human |  | enjoy |  | white |  |
| cute |  | join |  | wise |  |
| few |  | boy |  | wide |  |
| view |  | toy |  | ride |  |
| now |  | voice |  | lie |  |
| cow |  | high |  | price |  |
| mouth |  | size |  | prices |  |
| ounce |  | rise |  | prize |  |
| vow |  | fight |  | apply |  |
| bough |  | fine |  | supply |  |
| annoy |  | file |  | comply |  |
| noise |  | sign |  | cry |  |
| oil |  | fire |  | nice |  |
| soil |  | fly |  | mine |  |
| choice |  | sight |  | realize |  |

type try dining

pipe tried twice

final dry excited

smile* drive tie

died design tire

*See *mile* in the brief forms below.

114. For convenience, long *i* is expressed by the large circle in the following words:

life line quite might

### 115. BRIEF FORMS FOR COMMON WORDS

use how, out side

power right, write wire

why while kind

night behind inquire

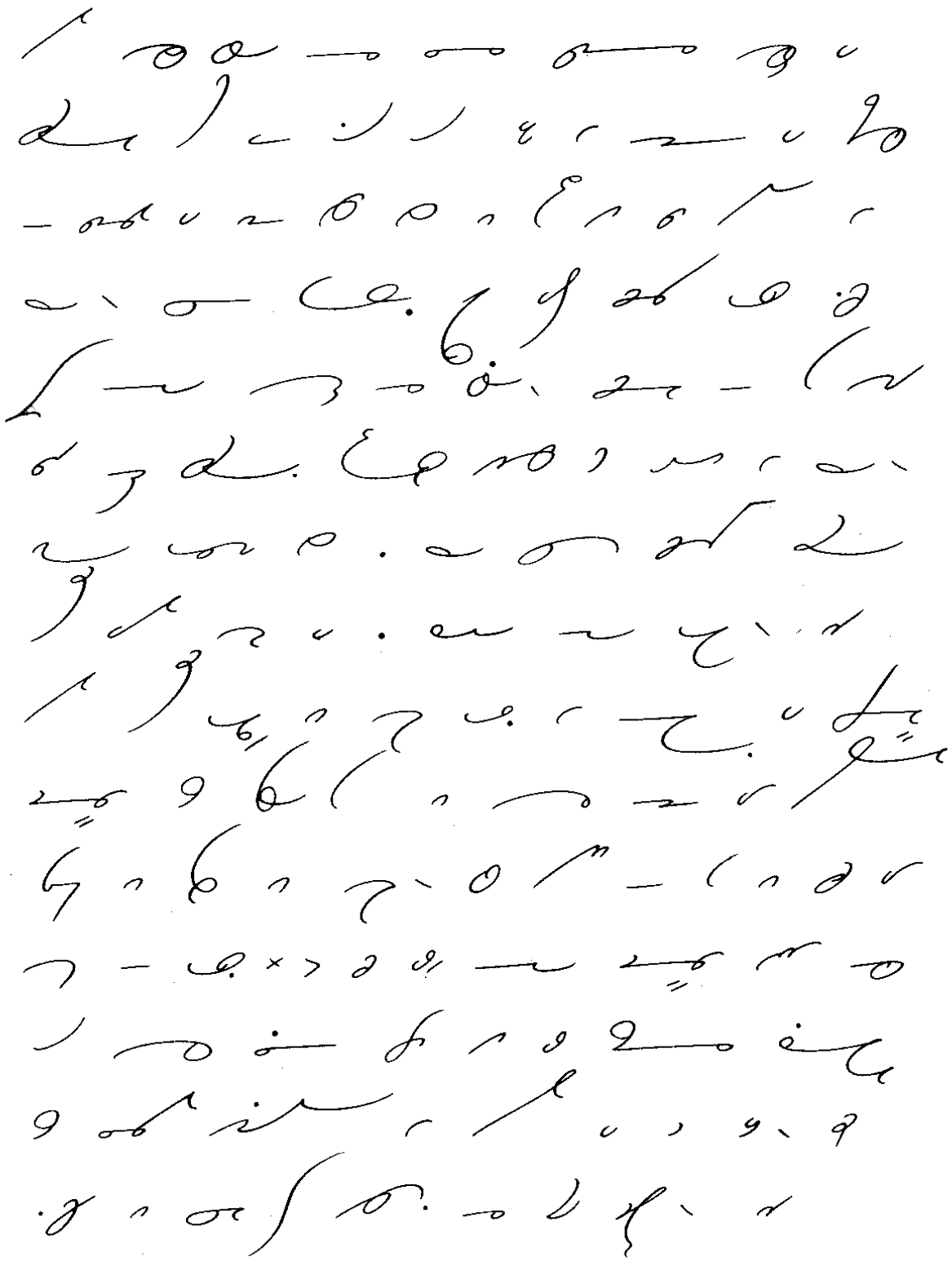
find point, appoint mile

light thousand require

116. When word forms end with the diphthong *i*, the double circle is used to express the diphthong and the termination *ly*:

lightly kindly rightly nightly

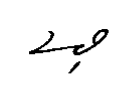
## 117. READING AND DICTATION PRACTICE



# UNIT 14

## OTHER VOWEL COMBINATIONS

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

poet  snowy*  radio 

poem  showy  folio 

*When necessary, the long sound of *o* in *oe* is marked to distinguish it from the diphthong *oi*.

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

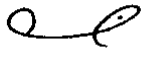
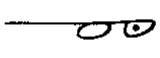
via  science  riot 

fiat  diet  prior 

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

aria  cereal  piano 

area  serial  create 

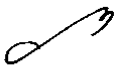
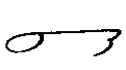
alias  mania  creation 

### OMISSION OF MINOR VOWELS

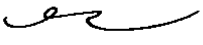
**121.** When two vowels not forming a pure diphthong come together, the minor vowel may be omitted. For convenience in writing many common words, the circle may be omitted in the diphthong *u*, as in *new*, *due*, *music*:

theory  due  idea* 

genius  music  ideal* 

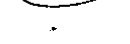
arduous  amuse  genuine 

tedious  reduce  renew 

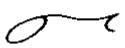
new  avenue  renewal 

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

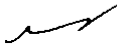
### 122. BRIEF FORMS FOR COMMON WORDS

dollar*  respect, respectful-ly  please 

object  arrange, arrangement  progress 

strange  consider, consideration  across 

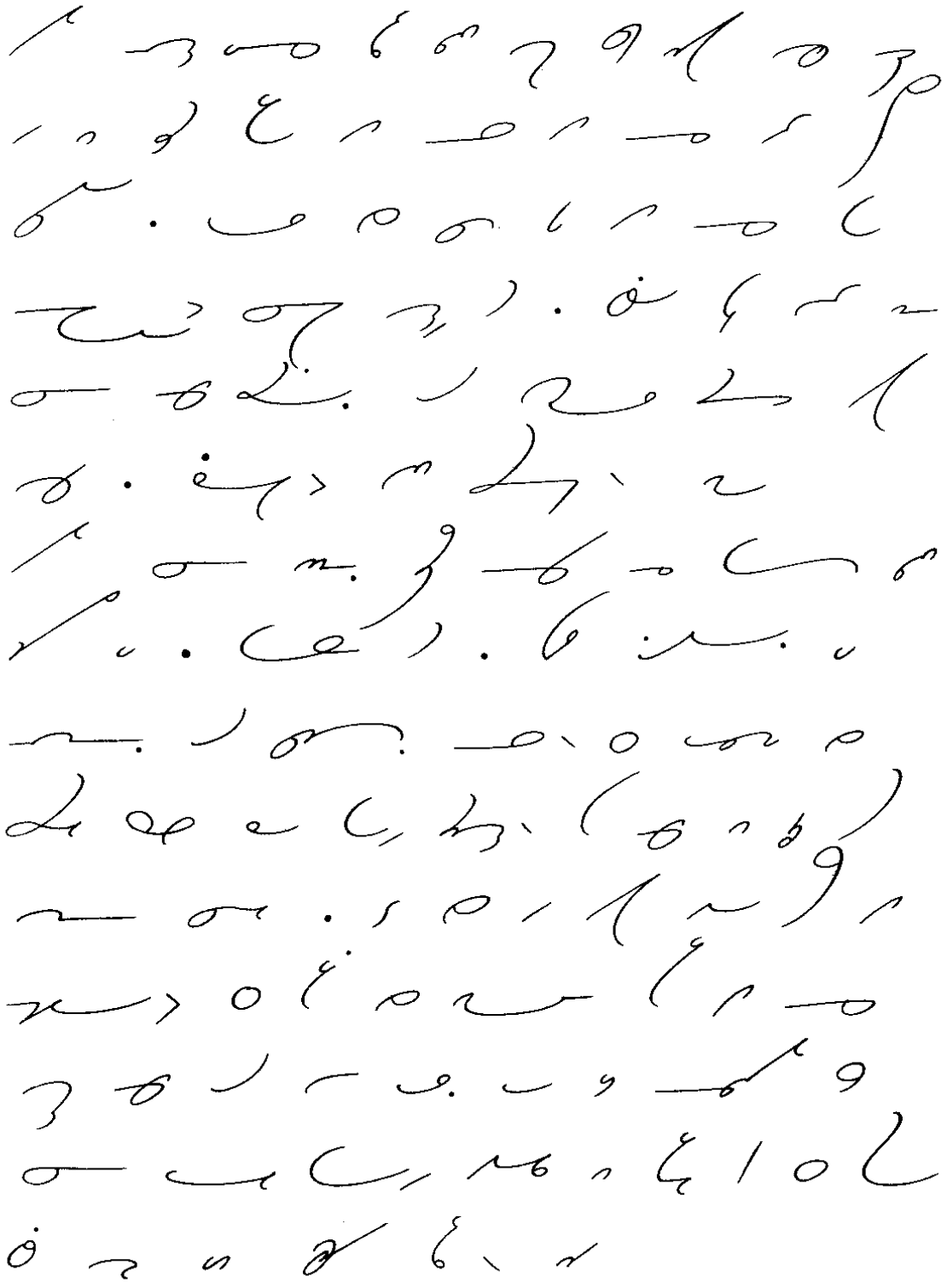
trust  opportunity  various 

mail  throughout  enclose 

address  advantage  wonder 

*After numerals, *dollars* is expressed by *d*.

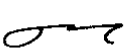
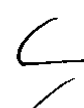
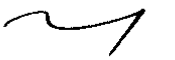
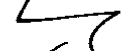
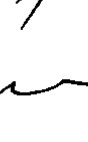
## 123. READING AND DICTATION PRACTICE



# UNIT 15

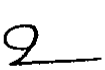
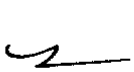
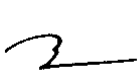
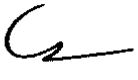
## OMISSION OF SHORT U AND OW

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

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

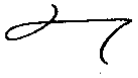
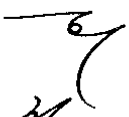
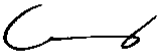
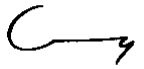
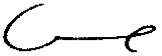
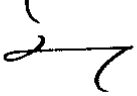
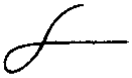
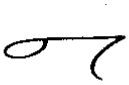
**125.** Between *n-n*, *ow* is indicated by a jog, as in *announce*, short *u* is inserted between *n-n*, *n-m*, as in *nun* and *numb*; *moun* is expressed by the *men* blend, as in *mountain*.

**126.** The *u* is omitted in the termination *sume*:

| assume | resume | consume | presume |
|---|---|---|---|
|  |  |  |  |

### JOINED PREFIXES AND SUFFIXES

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

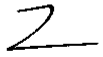
| | | | | | |
|---|---|---|---|---|---|
| proper |  | trouble |  | sample |  |
| process |  | sensible |  | example |  |
| perhaps |  | miser-able |  | apart-ment |  |
| permit |  | suitable |  | compli-ment |  |
| promo-tion |  | avail-able |  | moment |  |
| pursue |  | terrible |  | equip-ment |  |
| promise |  | reliable |  | treat-ment |  |
| prove |  | noble |  | element |  |
| perform |  | payable |  | excite-ment |  |
| profit |  | simple |  | payment |  |
| valuable |  | ample |  | settle-ment |  |

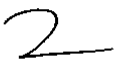
128. When *pro* occurs before an upward character or *k*, it is more convenient to insert the vowel, as in:

protection  produce  produced 

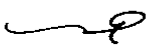
### COMPOUND JOINED PREFIXES

129. Two or more simple prefixes may be joined:

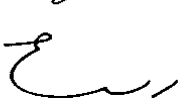
inform 

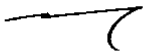
conform 

reconcile 

recognize 

unforeseen 

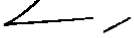
unexplored* 

unimportant 

unexpected* 

uncomfortable 

unaccountable* 

uninformed 

unemployed 

incomplete 

unconscious 

*The initial vowel is not required in compound prefixes.

### 130. BRIEF FORMS FOR COMMON WORDS

problem 

success 

probable 

except 

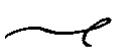
stop 

accord 

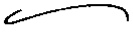
person, personal 

regret, regular 

confident, confidence 

correspond, -ence 

excel-lent, excellence 

organize, organization 

perfect, proof 

satisfy, -factory 

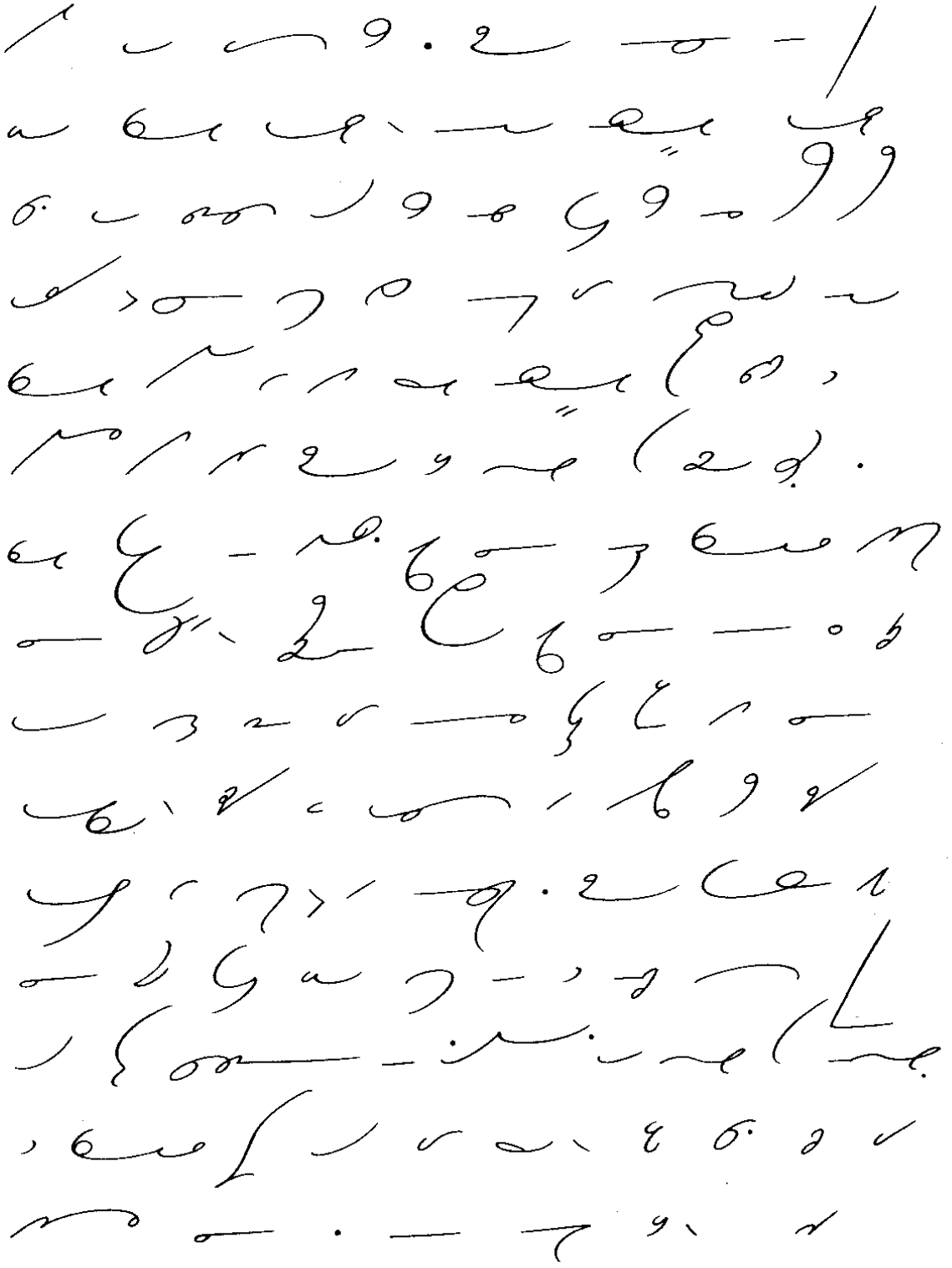
bed, bad 

cover 

serious 

direct 

## 131. READING AND DICTATION PRACTICE



### 132. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

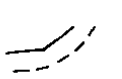
Will you not join with us in helping to arrange something of an unusually high character this year? Yours truly,

# CHAPTER VI

## UNIT 16

### BLENDED CONSONANTS

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

 blended becomes  and expresses *-nt, -nd*

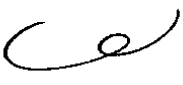
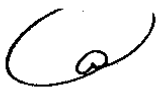
 blended becomes  and expresses *-mt, -md*

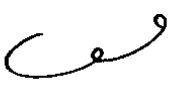
134. The *-nt*, *-nd* blend is an *upward* curve, corresponding in length to the sign for *f*; the *-mt*, *-md* blend is an *upward* curve, corresponding in length to *v*. The *n* or *m* governs the length of the curve; the curve containing *m* naturally is longer. At the beginning of words, short *e*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

### 135. WORD DRILL

bond  band  prevent 

print  prompt  owned 

planned  blind  rent 

plenty  apparent  land 

around seemed grant

entry second convent

Indian fastened ground

empty signed trimmed

refund event strained

laundry front winter

joint framed inventory

sound exempt moaned

found count doomed

sent gained ashamed

**136. The Ld Combination.** The combination *ld* is expressed by giving *l* a swinging upward turn at the finish:

old fold gold

older field killed

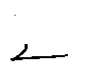
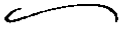
yield failed filed

held wild child

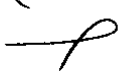
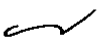
hold  cold  sealed 

sold  colder  appealed 

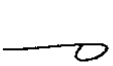
### 137. DAYS AND MONTHS

Sunday  January  August 

Monday  February  September 

Tuesday  March  October 

Wednesday  April  November 

Thursday  May  December 

Friday  June 

Saturday  July 

### 138. BRIEF FORMS FOR COMMON WORDS

entire 

copy 

stock 

stand 

allow 

draft 

refer, reference 

remit, remittance 

suggest, suggestion 

individual 

attention 

acknowledge 

receipt 

unable 

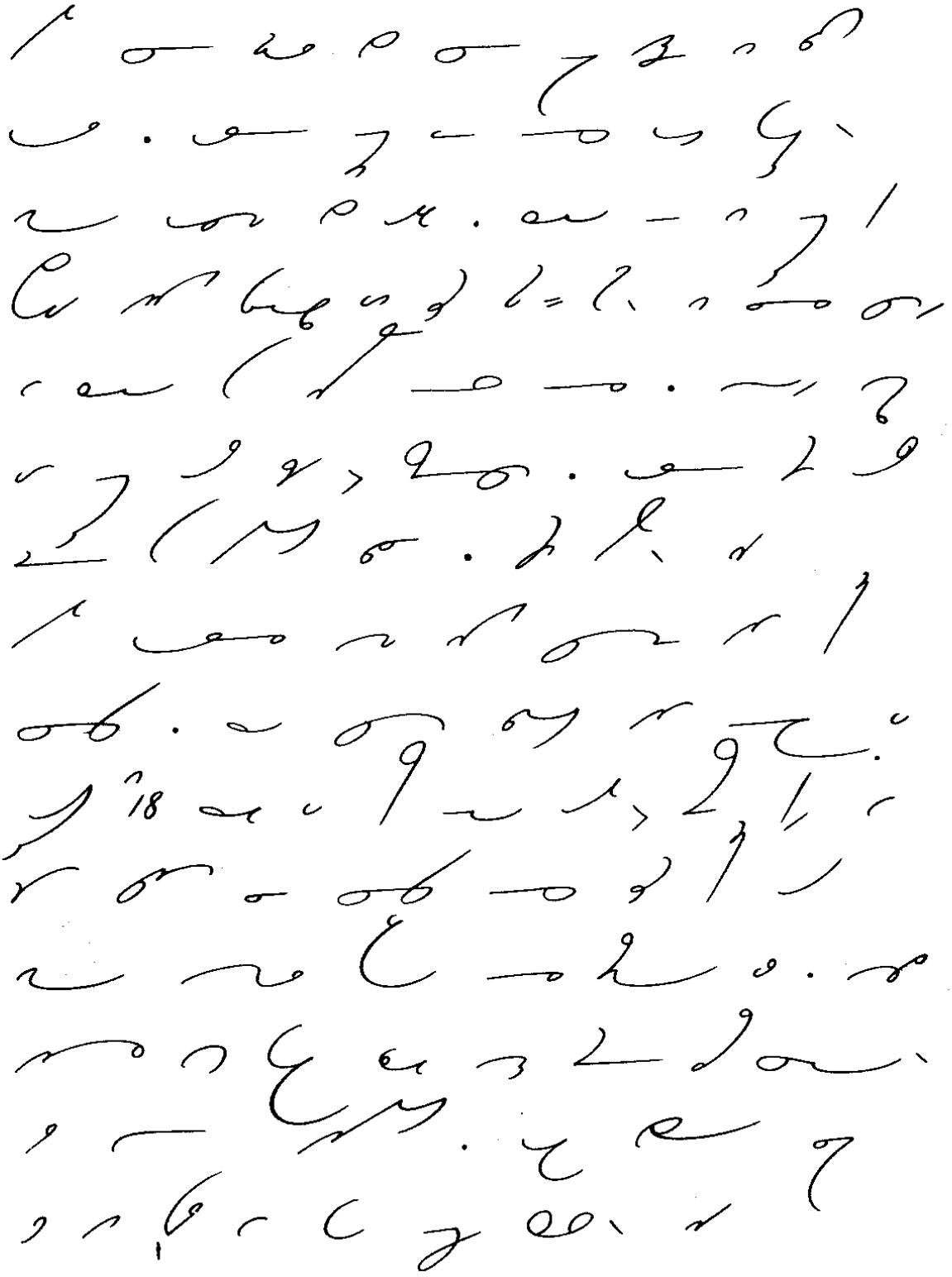
enable 

invoice 

industry 

oblige 

### 139. READING AND DICTATION PRACTICE



# UNIT 17

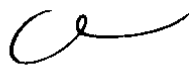
## JENT-PENT, DEF-TIVE BLENDS

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

 blended becomes  and expresses *jent-d, pent-d*

 blended becomes  and expresses *def-v, -tive*

### 141. WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| spend |  | cheapened |  | defeat |  |
| expend |  | carpenter |  | defer |  |
| happened |  | pageant |  | defy |  |
| opened |  | impending |  | divine |  |
| cogent |  | native |  | deficit |  |
| legend |  | devout |  | division |  |
| ripened |  | divided |  | device |  |
| gentle |  | defraud |  | defend |  |
| genteel |  | defray |  | defense |  |
| Gentile |  | endeavor |  | define |  |

sensitive positive motive

restive creative captive

## 42. SPECIAL BUSINESS FORMS

Gentlemen

Dear Mr.

Messrs.

Yours sincerely

Sincerely yours

Very sincerely

Yours very sincerely

Yours respectfully

Respectfully yours

Very respectfully

Cordially yours

Yours cordially

## 143. BRIEF FORMS FOR COMMON WORDS

move

agent

spirit

credit

appear

beauty

differ-ent, difference

approximate

deliver, delivery

instant, instance

response, responsible

railway, rule

quality

definite

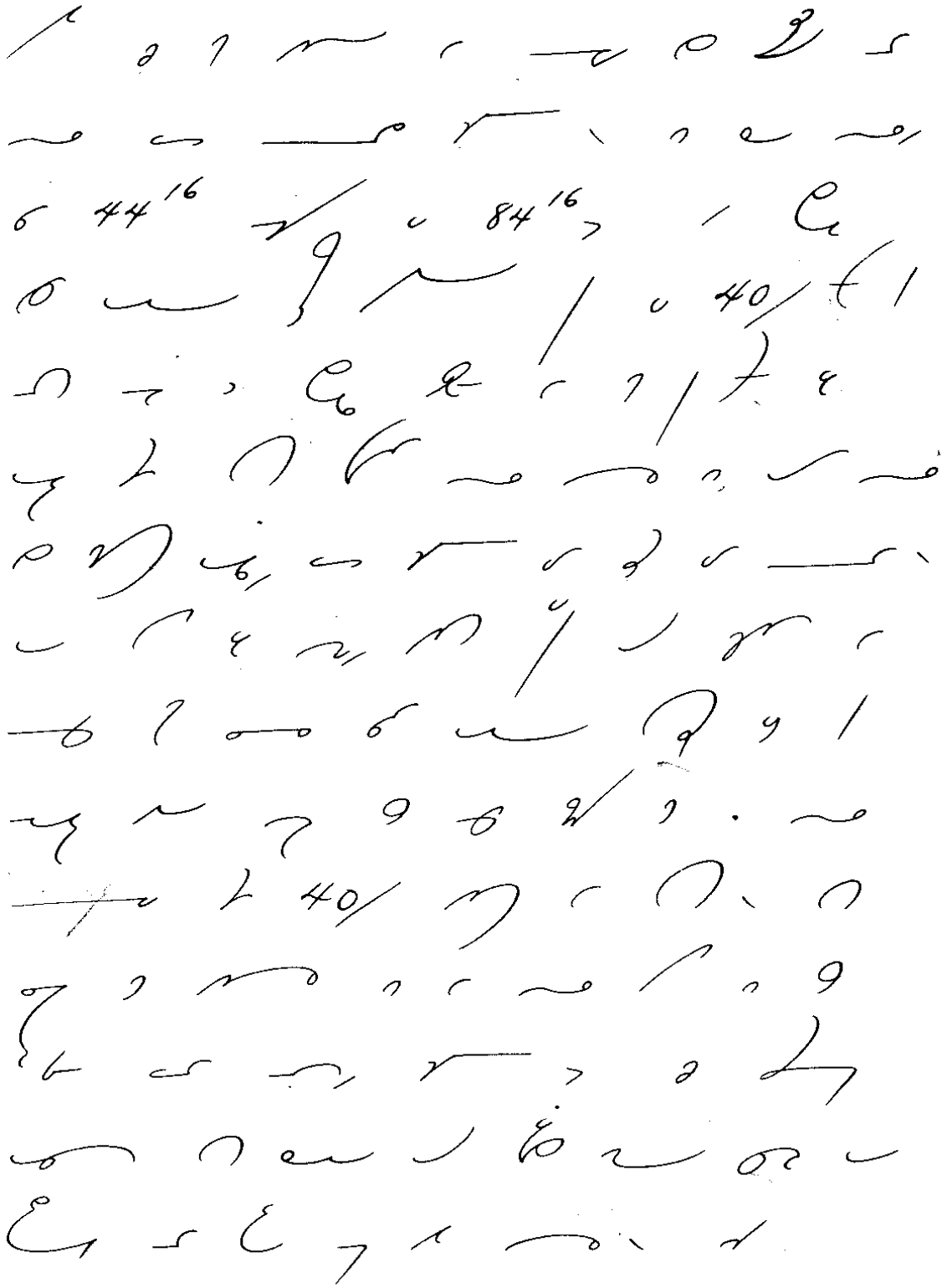
tomorrow

influence

mistake-n

altogether

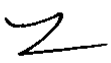
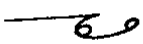
## 144. READING AND DICTATION PRACTICE



# UNIT 18

## FREQUENT WORD-BEGINNINGS

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

| | | | | | |
|---|---|---|---|---|---|
| below |  | discover |  | reason |  |
| beneath |  | dispel |  | reasonable |  |
| besides |  | dispatch |  | reception |  |
| delay |  | display |  | review |  |
| debate |  | dislike |  | revise |  |
| deceit |  | disgrace |  | replace |  |
| decision |  | dismiss |  | repent |  |
| depress |  | repair |  | mislaid |  |
| depart |  | resign |  | mishap |  |
| depend |  | reform |  | misery |  |

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

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

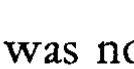
## PHRASING PRINCIPLES

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

I had he had they had we had you had



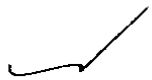
149. The phrases *was-not* and *is-not* are expressed easily and legibly by using the blending principle:

was not  he was not  it is not 

it was not  there was not  there is not 

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

## 150. BRIEF FORMS FOR COMMON WORDS

record 

advertise 

previous 

occasion 

quantity 

hundred 

improve, -ment 

acquaint, -ance 

nevertheless, envelope 

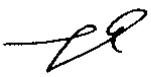
insure, insurance 

educate, education 

difficult, difficulty 

newspaper, inspect 

sufficient 

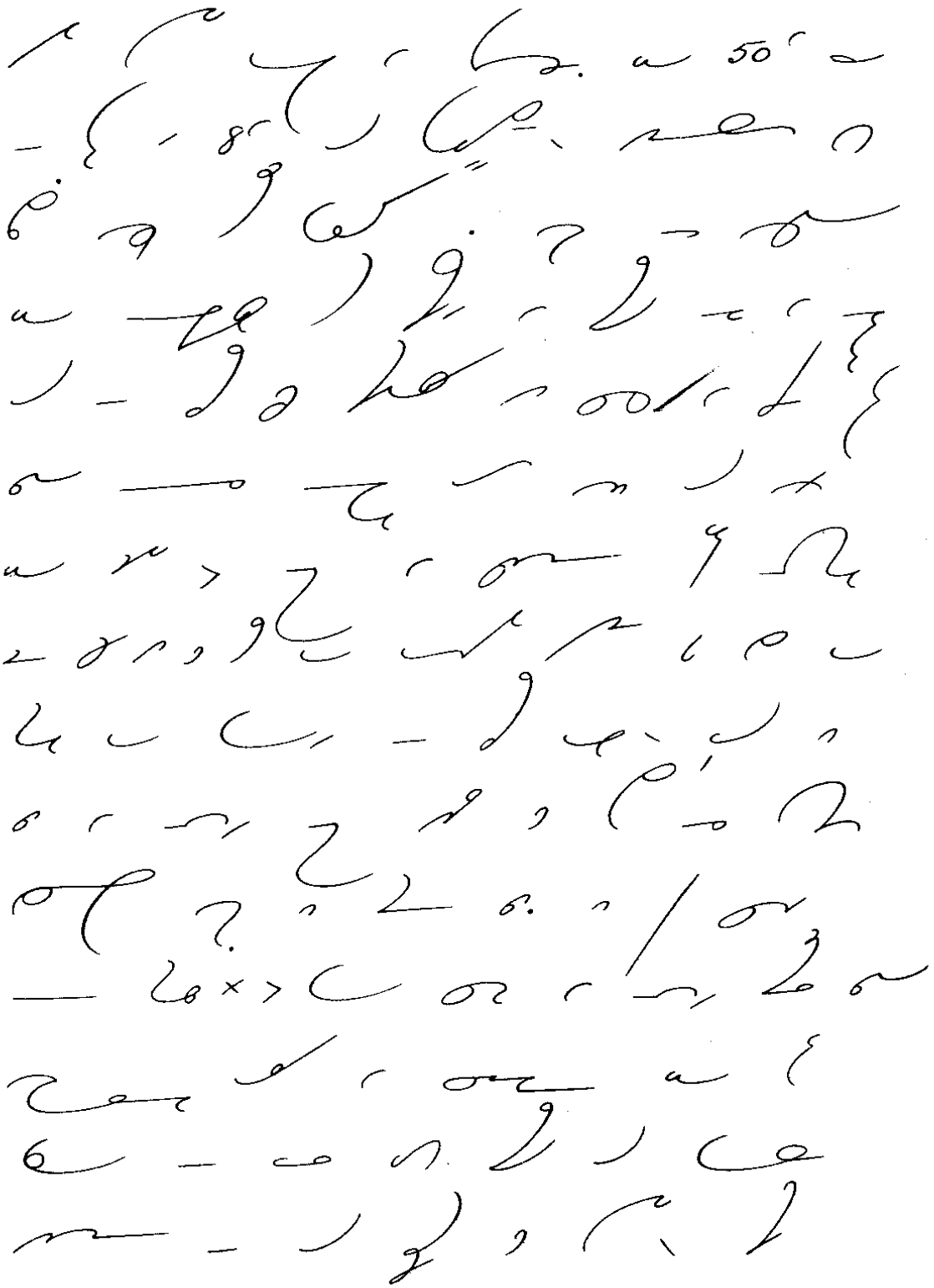
merchan-dise 

determine 

pleasure 

catalogue 

### 151. READING AND DICTATION PRACTICE



### 152. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

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

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

# CHAPTER VII

## UNIT 19

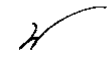
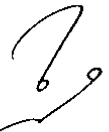
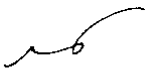
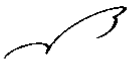
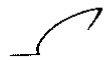
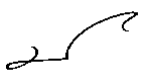
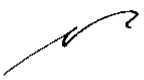
### TEN-DEN, TEM-DEM BLENDS

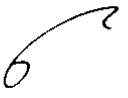
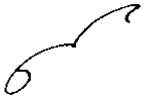
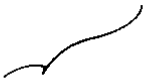
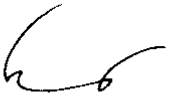
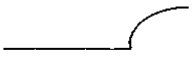
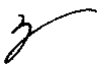
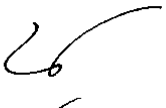
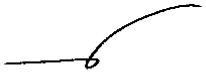
153. By blending *t* or *d* with *n* or *m* facile blends result, which make possible the writing of many syllables with but one movement of the pen:

 blended becomes  and expresses *ten, den*

 blended becomes  and expresses *tem, dem*

### 154. WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| sudden |  | continue |  | broaden |  |
| written |  | continued |  | danger |  |
| threaten |  | continues |  | tender |  |
| hidden |  | continuous |  | denote |  |
| extension |  | intention |  | dinner |  |
| evidence |  | deny |  | tonight |  |
| sentence |  | distance |  | tennis |  |
| condense |  | residence |  | contain |  |

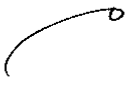
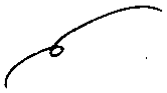
| | | |
|---|---|---|
| cotton  | retain  | timber  |
| tenant  | item  | victim  |
| sustain  | items  | attendance  |
| captain  | itemize  | continent  |
| obtain  | academy  | bulletin  |
| attain  | autumn  | tendency  |
| dense  | random  | attainable  |
| button  | attempt  | maintain  |
| sweeten  | freedom  | estimate  |
| audience  | bottom  | medium  |
| detain  | wisdom  | temple  |
| timid  | temper  | seldom  |

155. The blend is not employed when a strongly accented vowel or diphthong occurs in the syllable. Such words as *dean*, *dine*, *team*, *tame*, *dome*, *dime*, and other words of one syllable are written in full. The syllable *tain*, as in *maintain*, *attain*, however, is expressed by *ten*.

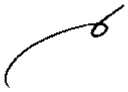
156. Where it is possible to use either *ten-den* or *ent-end*, as in *intention*, the right-motion blend is given preference.

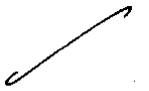
## PHRASING PRINCIPLES

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

to me 
to make 
at any time 

to my 
at once 
in due course 

to meet 
it must be 
in due time 

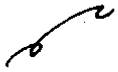
to mean 
it may be 
what to do 

to know 
at any 
to draw 

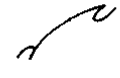
**158.** When *do-not* is preceded by a pronoun, it is expressed by the sign *den*:

I do not 
we do not believe 

I do not see 
they do not 

I do not know 
they do not know 

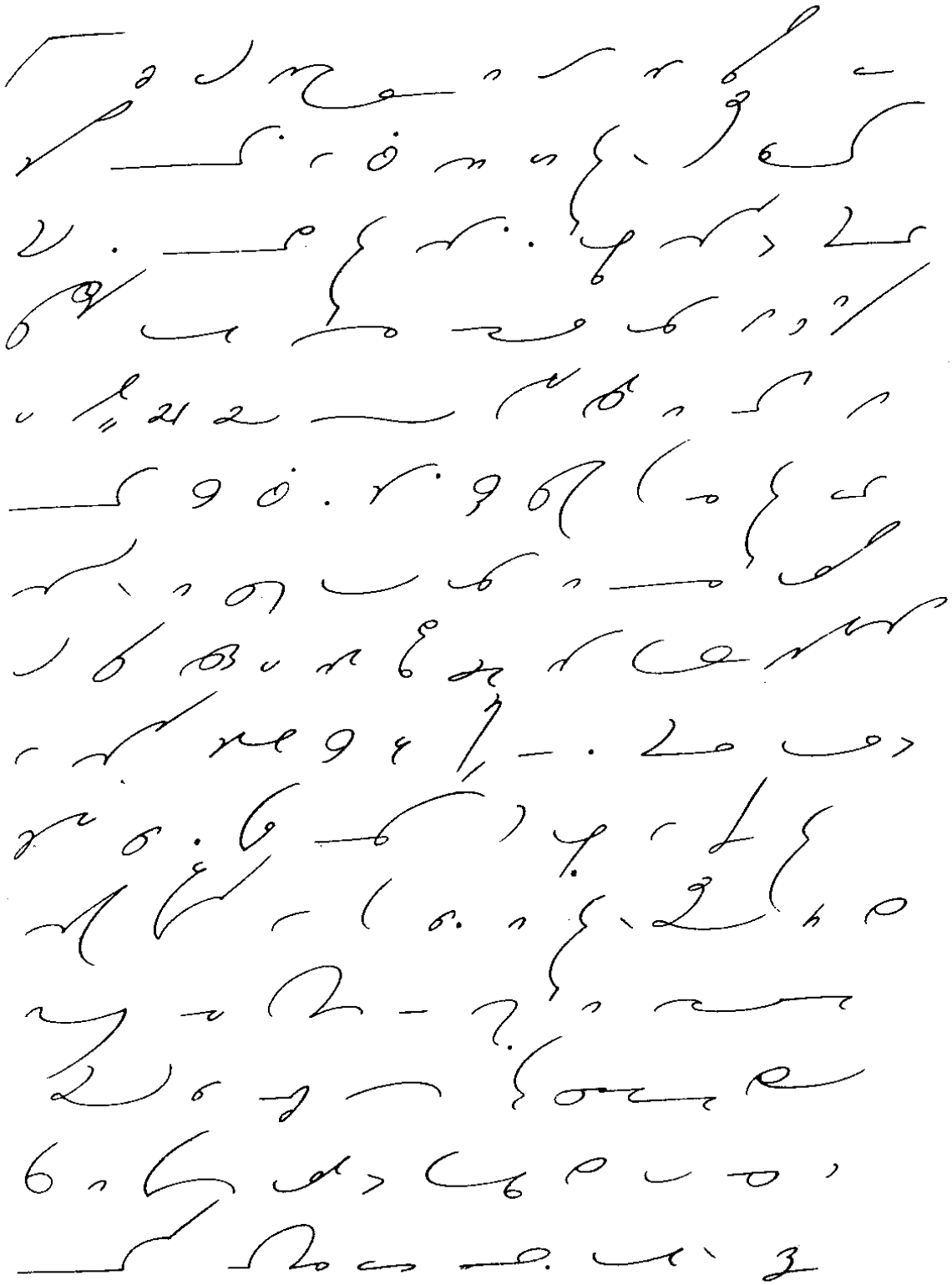
I do not believe 
you do not 

we do not 
you do not know 

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

I don't 
we don't 
they don't 

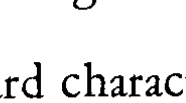
## 160. READING AND DICTATION PRACTICE

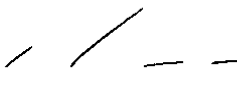


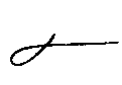
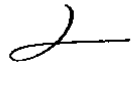
# UNIT 20

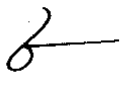
## METHOD OF EXPRESSING R

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

Between a downward character, 

and a forward straight stroke,  ; compare the following forms:

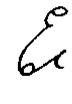
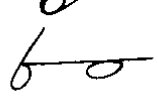
*Right-motion:* chat  sham  bin  fame 

*Left-motion:* chart  charm  burn  farm 

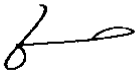
NOTE: The circle is placed *above* the next stroke after *p*, *b*, as in *burn*, *bird*, and below the next stroke in all others, as in *charm*, *farm*.

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

### 162. WORD DRILL

| | | | | | |
|---|---|---|---|---|---|
| barn |  | spurt |  | cheered |  |
| bird |  | spared |  | shared |  |
| period |  | experts |  | repaired |  |
| barter |  | shirt |  | chairman |  |
| burner |  | charter |  | germ |  |

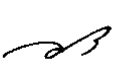
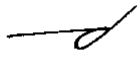
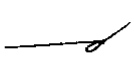
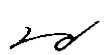
convert 
avert 
adjourn 
adjourned 

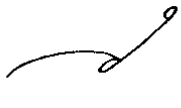
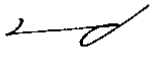
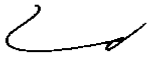
farmer 
farmers 
fern 
fertile 

varnish 
pertain 
burden 
pertinent 

163. Between a horizontal and an upward stroke the circle is turned with a left motion on the upward stroke to express *r* following the vowel:

cart 
card 
curt 
guard 
guard-ian 
garden 

courtesy 
courteous 
mart 
merit 
skirt 
inert 

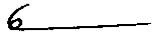
guarantee 
girder 
smart 
lard 
flirt 
alert 

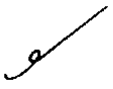
164. Before straight lines, *s* in *ser*, *cer*, *sar*, and *th* in *ther*, *thir*, may be written contrary to the usual method of joining to express *r*:

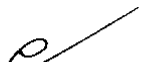
desert 
discern 

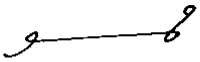
concert 
concern 

insert 
inserted 

insertion  search  sermon 

assert  serge  third 

asserted  surgeon  thirty 

assertion  surmise  thermom-eter 

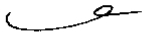
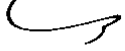
**165. R Omitted.** In many words containing *ar*, *er*, *or*, *ir*, as in the words *large*, *serve*, *warm*, *sort*, *firm*, *circle*, *corner*, the *r* is omitted.

In applying this principle advantage is simply taken of dropping a sound that ordinarily is not stressed in speaking.

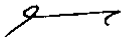
166. WORD DRILL

large  reverse  endorse 

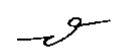
larger  reserve  surprise 

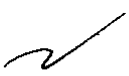
learn  toward  surplus 

turn  towards  orchestra 

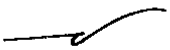
terms  sport  quarter 

north  born  war 

northern  board  warn 

cord  border  warmth 

warrant 
court 
western 

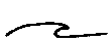
serve 
source 
modern* 

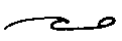
service 
storm 
southern 

services 
firm 
assortment 

surface 
circle 
nervous 

sort 
certain 
worry 

corn 
ascertain 
worth 

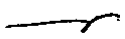
corner 
eastern* 
worthy 

*The syllables *tern*, *dern* are expressed by *ten*.

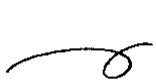
167. The termination *worthy*, as in *noteworthy*, *trustworthy*, is expressed by *thĭ*, and *worth* by *ŭth*, thus:

noteworthy 
trustworthy 
Ainsworth 

**168. The Syllable Ther.** The syllable *ther*, as in *either*, *other*, is conveniently expressed by the sign for *th*:

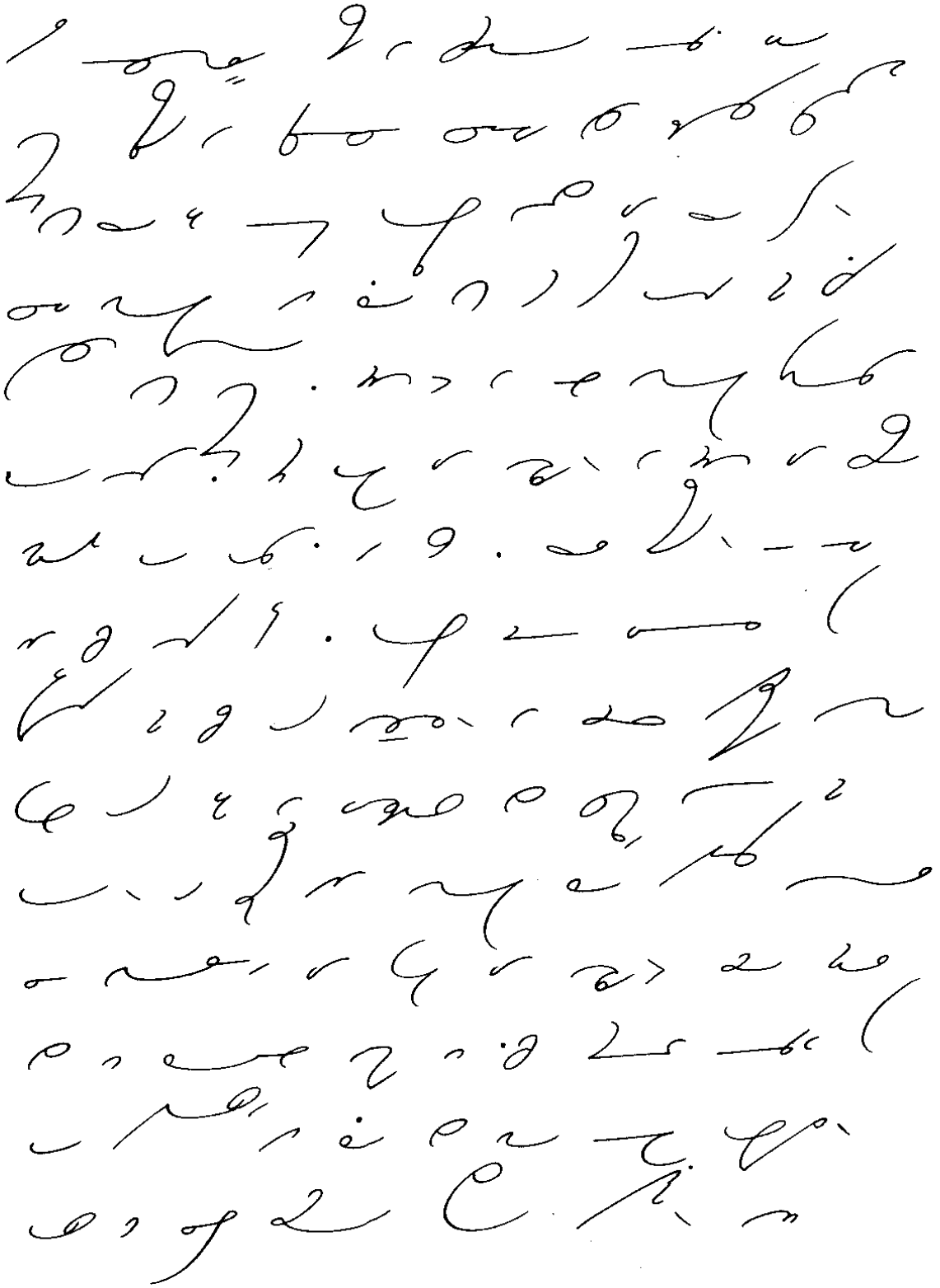
mother 
bother 
father* 

neither 
brother 
leather 

gather 
weather 
hitherto 

*The left-motion *th* is used in *father* to distinguish this word from *faith*, which otherwise would have the same form.

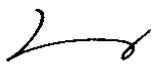
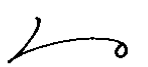
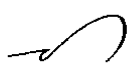
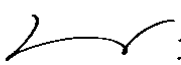
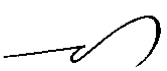
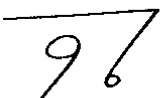
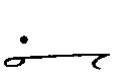
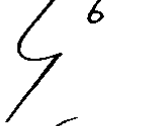
### 169. READING AND DICTATION PRACTICE



# UNIT 21

## COMMON PREFIXES AND SUFFIXES

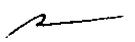
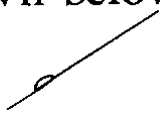
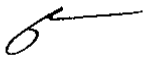
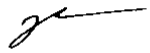
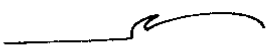
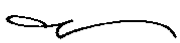
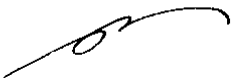
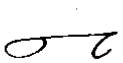
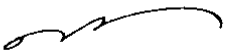
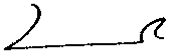
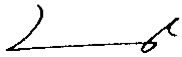
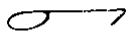
**170.** The prefixes *for*, *fore*, *fur* are expressed by *f*. The suffixes *ful* and *ify* are expressed by *f*; *self* by *s*; *selves* by *ses*; and *age* by *j*:

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

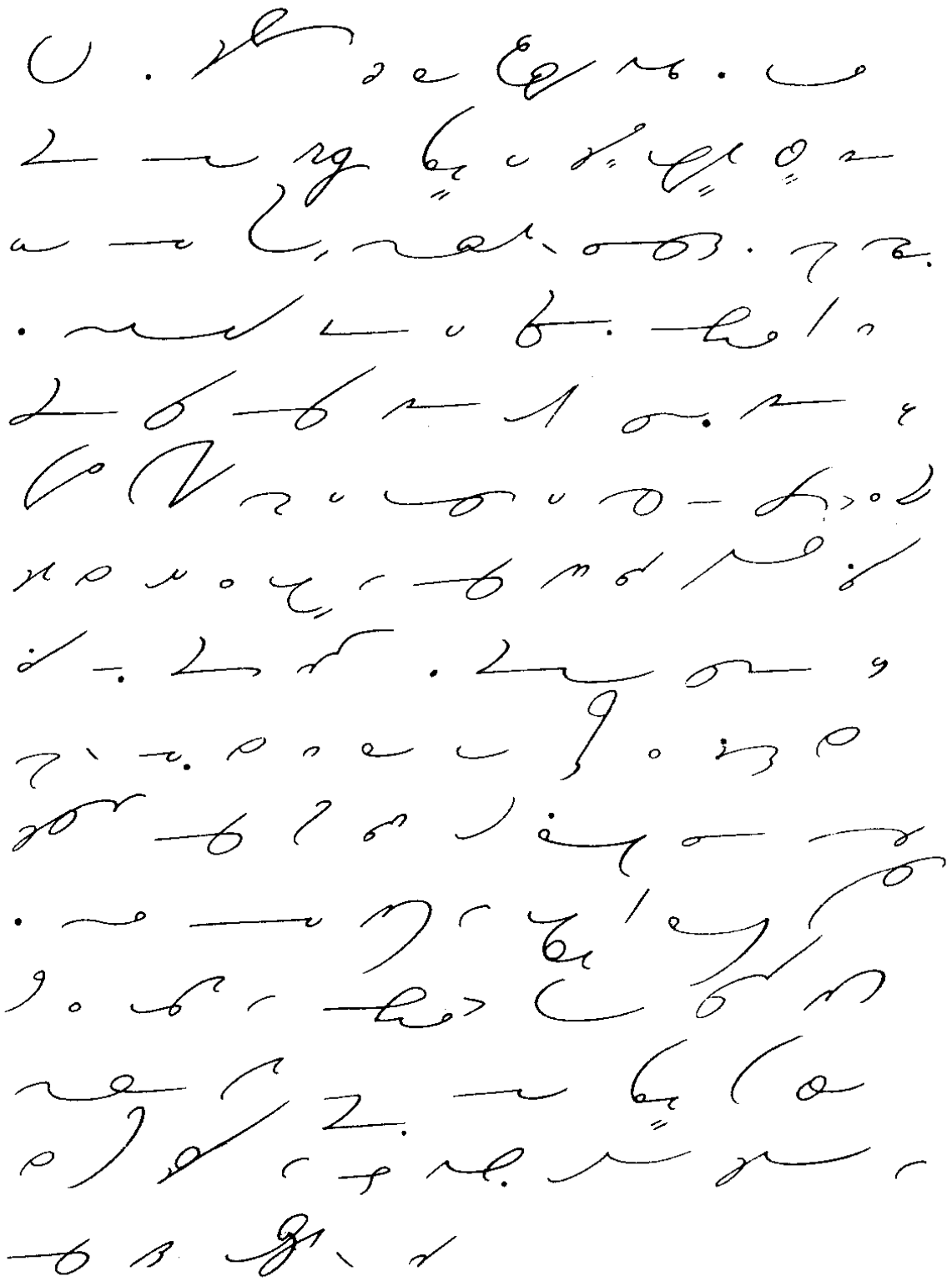
NOTES: (1) The syllable *ture* is written *tr*. (2) The vowel in *baggage* is omitted to distinguish the form from *package*. (3) When *for* or *fore* is followed by a vowel, disjoin *f* close to the next character, as in *forearm*. When *for* or *fore* is followed by *r* or *l*, form an angle after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

### PHRASING PRINCIPLES

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

| | | | |
|---|---|---|---|
| to *him* |  | at an early date |  |
| I told him |  | days *ago* |  |
| we told him |  | weeks ago |  |
| I *hope* |  | months ago |  |
| we hope |  | years ago |  |
| I hope to hear |  | day or two ago |  |
| I am *sorry* |  | week or two ago |  |
| we are sorry |  | as near as *possible* |  |
| I *want* |  | *few* days |  |
| you want |  | few months |  |
| we want |  | few minutes |  |
| if you want |  | be *sure* |  |
| do you want |  | we are sure |  |
| *early* reply |  | I am sure |  |

## 172. READING AND DICTATION PRACTICE



### 173. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

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

11. The paper has been properly signed by the joint owners and sent to the land office.

# CHAPTER VIII

## UNIT 22

### OMISSION OF FINAL T

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

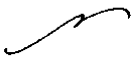
#### WORD DRILL

(*t* omitted after *s*)

| | | | | | |
|---|---|---|---|---|---|
| best |  | largest |  | adjust |  |
| rest |  | modest |  | adjustment |  |
| west |  | hardest |  | disgust |  |
| test |  | earnest |  | insist |  |
| latest |  | honest |  | consist |  |
| contest |  | request |  | persist |  |
| protest |  | finest |  | resist |  |
| detest |  | past |  | exist |  |
| invest |  | last |  | artist |  |
| oldest |  | just |  | exhaust |  |
| forest |  | justice |  | cost |  |

### 175. WORD DRILL

(*t* omitted after *k*, *p*, *den*)

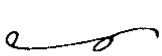
act 
project 
induct 

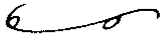
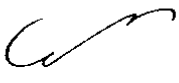
enact 
affect 
adapt 

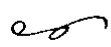
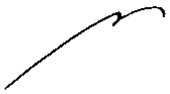
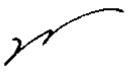
fact 
defect 
adopt 

exact 
detect 
abrupt 

contact 
strict 
president 

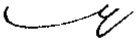
elect 
conduct 
evident 

select 
product 
resident 

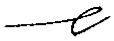
erect 
deduct 
student 

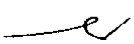
### 176. WORD DRILL

(*t* is written in the following words)

lost 
dust 
worst 

east 
taste 
distant 

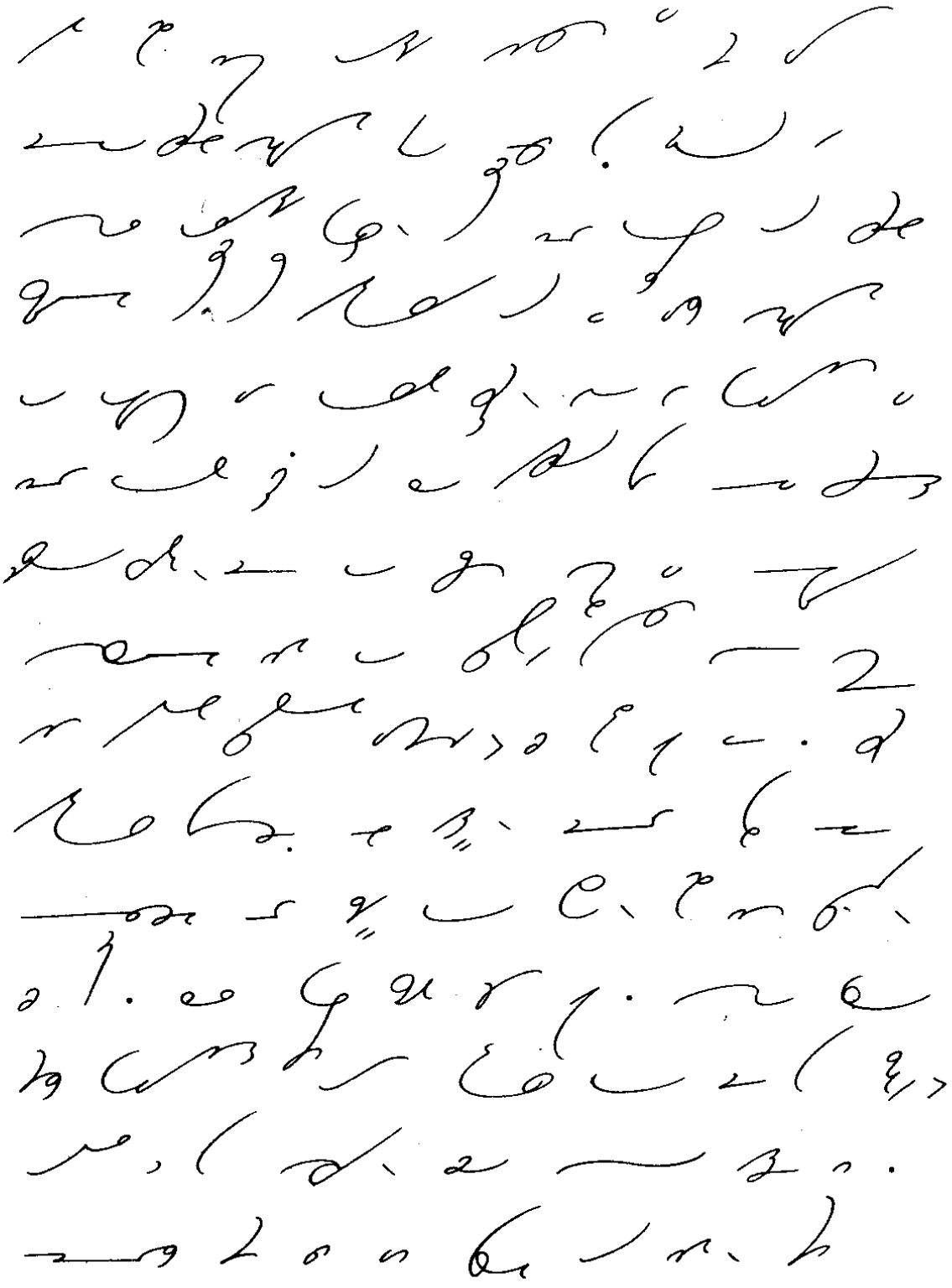
fast 
missed 
intent 

cast 
mixed 
content 

vast 
post 
extent 

least 
coast 
patent 

### 177. READING AND DICTATION PRACTICE



# UNIT 23

## OMISSION OF D

178. When slightly enunciated, *d* is often omitted:

mind dividend expound

remind intend compound

command extend compounds

demand extends abound

diamond pound beyond

179. The *d* is written in the following words:

commend contend attend

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

admit admir-able admon-ish

admit-tance advent adverb

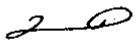
admitted adventure admire

advocate adverse advance

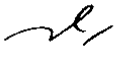
admira-tion adversary advise(ce)

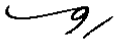
181. In the words *admire*, *advice*, *advise*, *advance*, coming under this rule, the initial vowel also is omitted to facilitate phrasing, as illustrated in the

following useful phrases:

we admire  in advance  we advise 

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

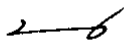
contested  insisted  extended 

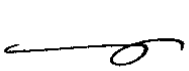
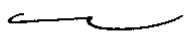
requested  demanded  compounded 

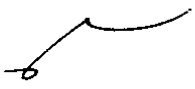
## PREFIXES AND SUFFIXES

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

ulster  alterna-tive  subway 

ultima-tum  submit  thought-less 

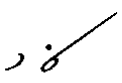
almanac  substance  home-less 

alternate*  subside  needless 

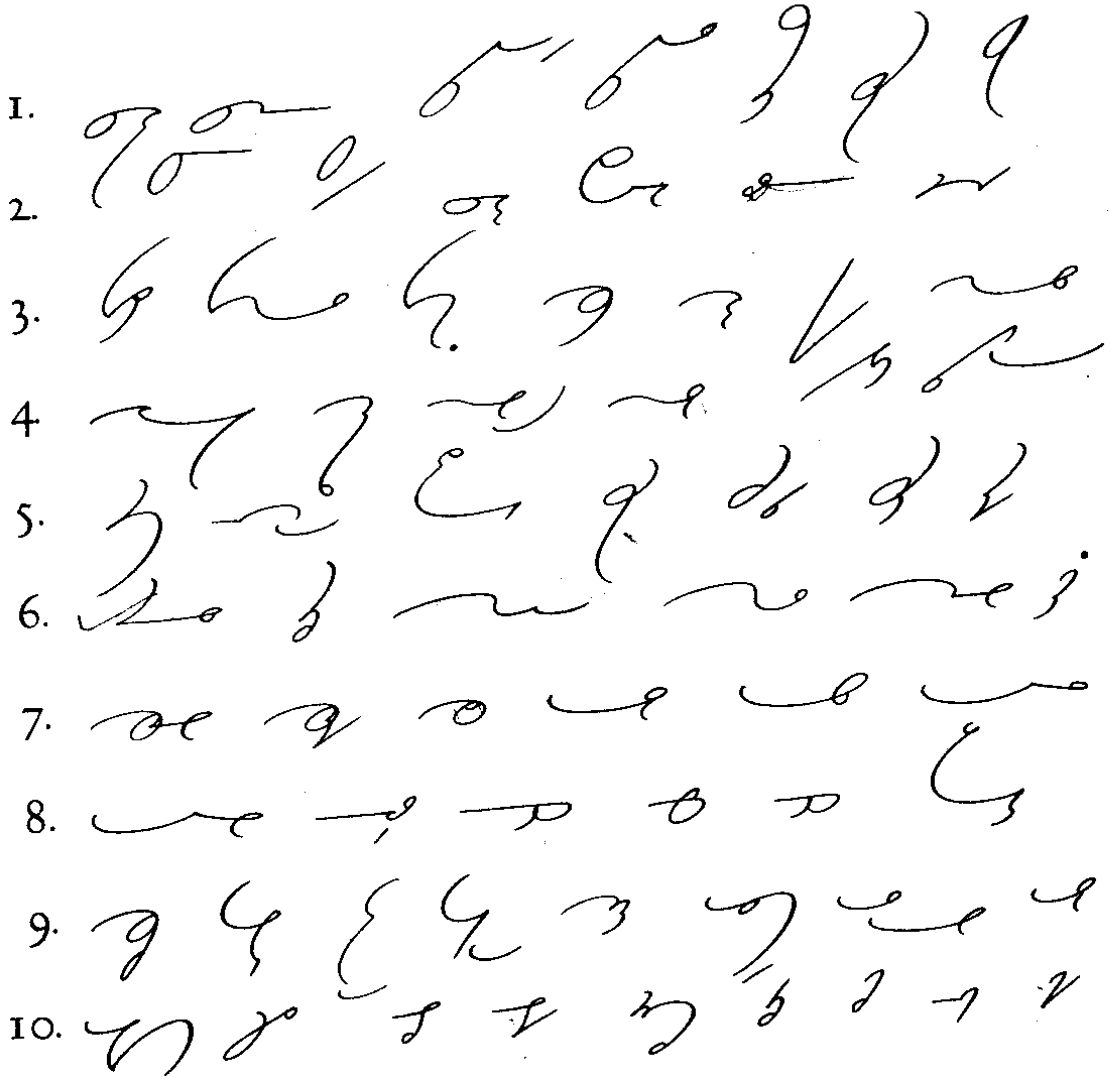
*For convenience, the root form of the word *alter* is retained in derivative forms, although the pronunciation changes.

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

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

subeditor  subhead 

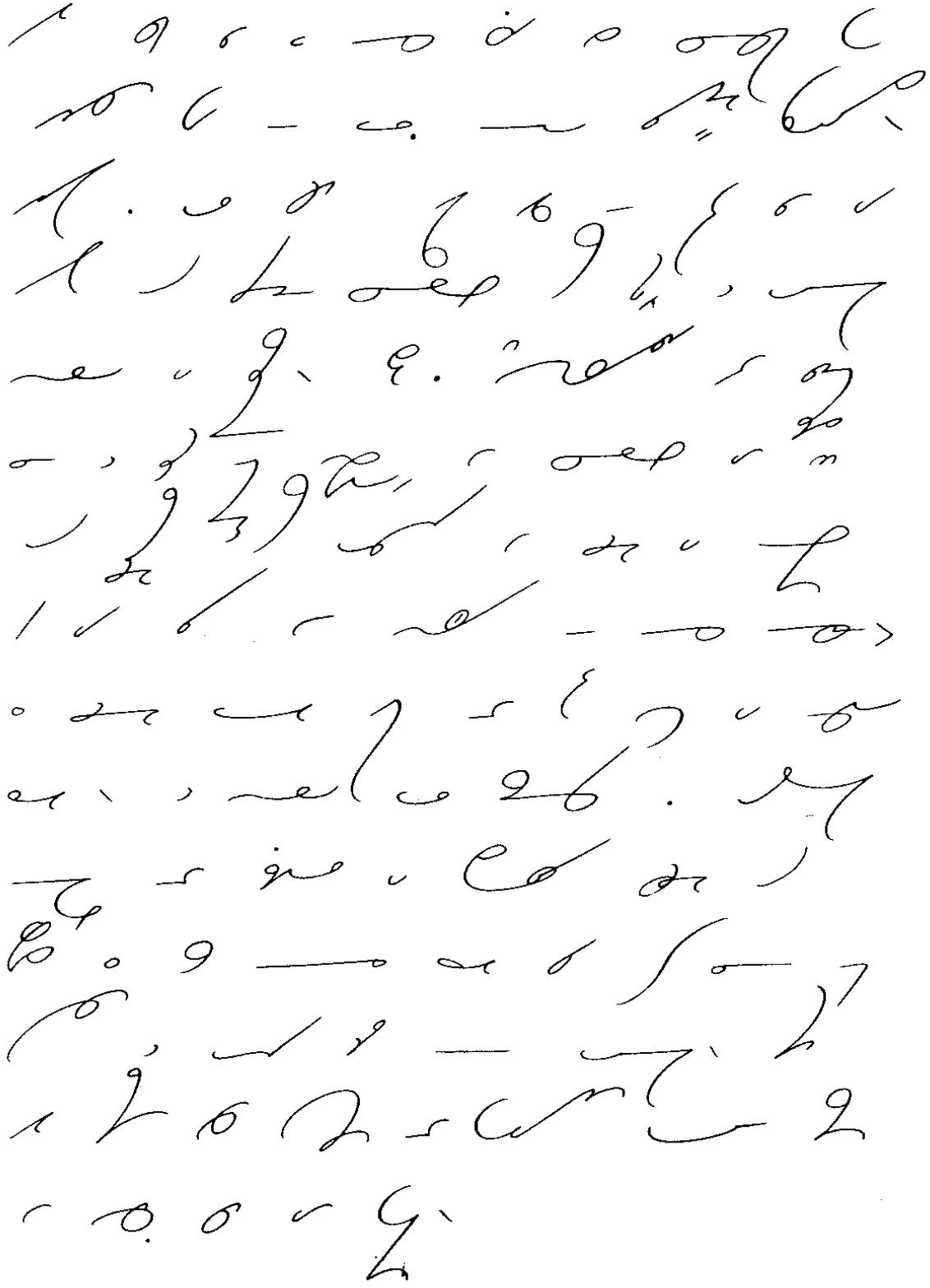
### 186. BRIEF-FORM DERIVATIVE DRILL



### 187. KEY TO BRIEF-FORM DRILL

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

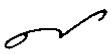
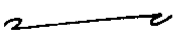
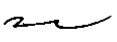
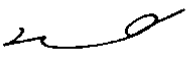
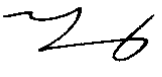
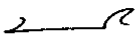
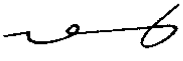
### 188. READING AND DICTATION PRACTICE



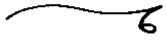
# UNIT 24

## PHRASING PRINCIPLES

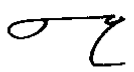
**189. Words Omitted.** Any unimportant word may be omitted where the sense requires its restoration in transcribing:

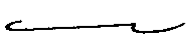
| | | | |
|---|---|---|---|
| in the world |  | here and there |  |
| ought to be |  | ought to have |  |
| day or two | | ought to receive |  |
| more or less |  | in reply to your |  |
| little or no |  | for the time being |  |
| one or two |  | question of time |  |
| week or two |  | out of the question |  |
| son-in-law |  | one of the most |  |
| one of our |  | sooner or later |  |
| in order to see |  | in a week or two |  |
| some of them |  | in reference to the matter |  |
| some of those |  | in regard to the matter |  |

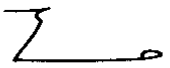
up to the time 

glad to see 

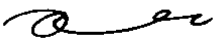
by the way 

I am of the opinion 

on the market 

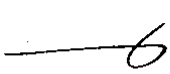
in such a manner 

on the subject 

kindly let us know 

on the question 

in order to prepare 

in the matter 

little or nothing 

in the market 

one of the best 

hand in hand 

in a day or two 

that is to say 

on account of the way 

able to say 

I should like to have 

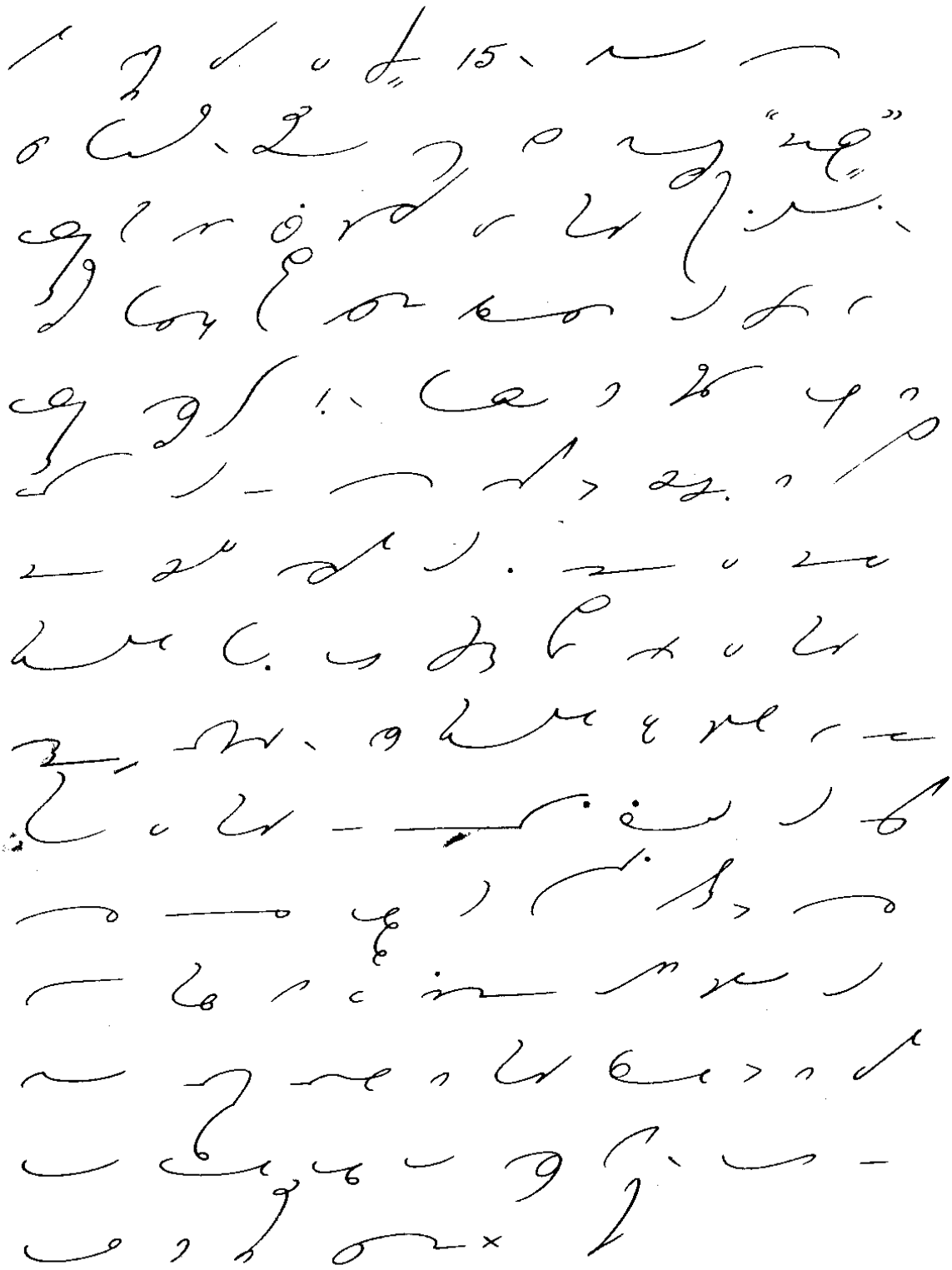
more and more 

I should like to know 

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

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

### 190. READING AND DICTATION PRACTICE



### 191. WRITING PRACTICE

1. We feel that the extension of the project will not in any way affect the operating costs.

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

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

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

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

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

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

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

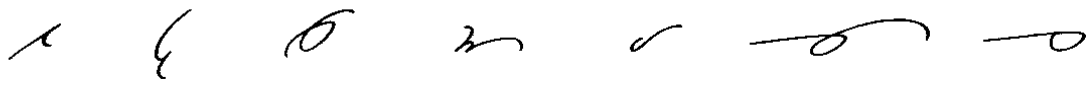
# CHAPTER IX

## UNIT 25

### THE ABBREVIATING PRINCIPLE

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

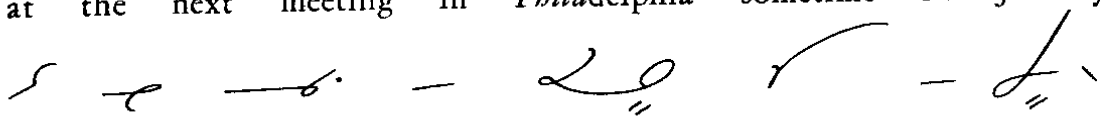
It is *pos*sible that the *suc*cess of the *mag*azine may



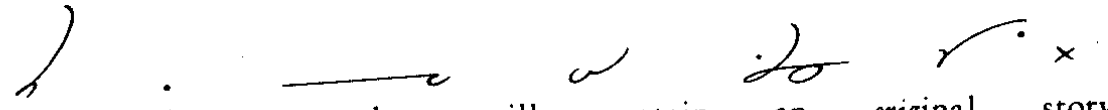
make it *neces*sary to change the *pol*icy of the *assoc*iation



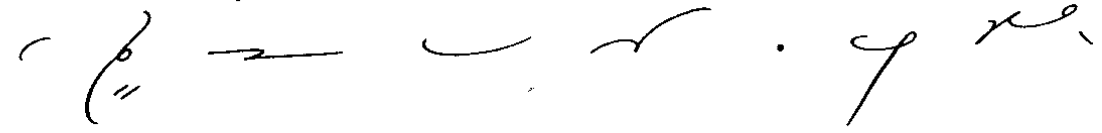
at the next meeting in *Phila*delphia sometime in *Jan*uary.



Have you a *memo*randum of their *finan*cial standing?

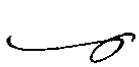


The *Feb*ruary *num*ber will contain an *orig*inal story.

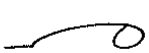
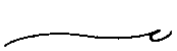


The abbreviating principle is not employed when advantage may be taken of analogical or definite word-building rules, and it should not be employed when easily written word forms are possible without it. A good rule to apply to any word is: When in doubt, write it out.

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

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

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

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

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

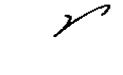
gra(de)  cu(re)  provi(de) 

tra(de)  pecu(liar)  procee(d) 

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

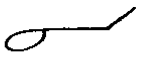
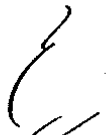
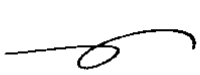
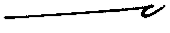
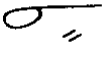
crow(d)  excu(se)  preva(il) 

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

stoo(d)  beca(me)  opera(te) 

**194. Long Words.** An analysis of hundreds of words shows that the abbreviations of long words fall into three classes, from which the following rules have been established:

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

| | | | |
|---|---|---|---|
| amount (amt.) |  | R.R. |  |
| balance (bal.) |  | O.K. |  |
| boulevard (blvd.) |  | free on board (f.o.b.) |  |
| discount (dis.) | | paid (pd.) | |
| magazine (mag.) |  | Street* (St.) |  |
| England (Eng.) |  | horse power (h.p.) |  |
| memorandum* (memo.) |  | U. S. |  |
| post office (P.O.) |  | U. S. A. |  |
| equivalent (equiv.) |  | ultimo (ult.) |  |
| America (Am.) |  | etc. |  |

**Memoranda* is written *mema*; *street* is written *st* only with a street name otherwise *str*.

196. Write through the accented syllable if the outline is distinctive. Illustrations: *abbrev* for *abbréviate*; *lang* for *language*; *elab* for *elaborate*, etc.:

authent(ic) 

cap(able) 

certif(icate) 

conven(ience), conven(ient) 

coop(erate) 

cus(tom) 

depos(it) 

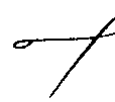
devel(op) 

dup(licate) 

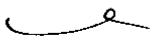
estab(lish) 

finan(cial) 

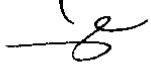
illus(tration), illus(trate) 

imag(ination), imag(ine) 

lang(uage) 

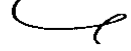
leng(th) 

lib(erty) 

mater(ial) 

of(fer) 

orig(inal) 

pleas(ant) 

pop(ular) 

pol(icy) 

prej(udice) 

prin(ciple), prin(cipal) 

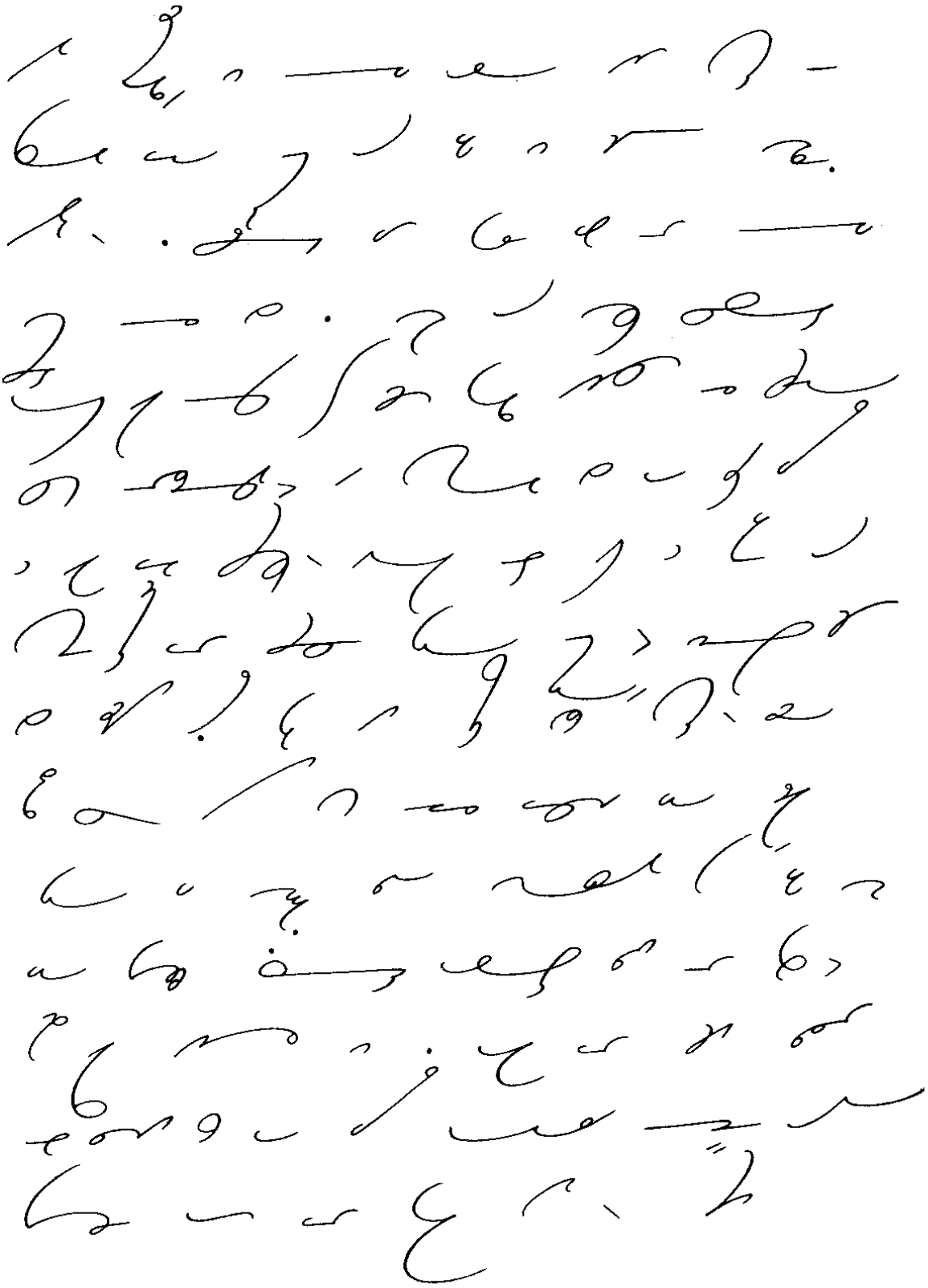
rel(ative) 

priv(ilege) 

trav(el) 

un(ion) 

## 197. READING AND DICTATION PRACTICE



# UNIT 26

## THE ABBREVIATING PRINCIPLE

(Continued)

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

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

abs(ent), abs(ence) 

abso(lute) 

accomp(lish) 

appreciate, -tion (appresh) 

associa(tion) (asosh) 

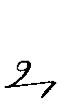
attit(ude) 

benef(it) 

canc(el) 

corp(oration) 

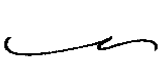
enthus(iasm) 

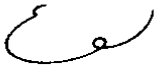
essential (esensh) 

freq(uent) 

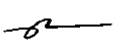
indic(ate) 

journ(al) 

loc(al) 

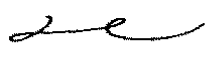
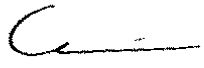
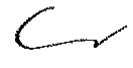
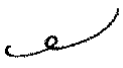
splend(id) 

recipr(ocate) 

num(erous) 

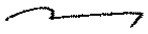
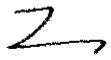
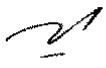
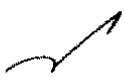
ordin(ary) 

spec(ify) 

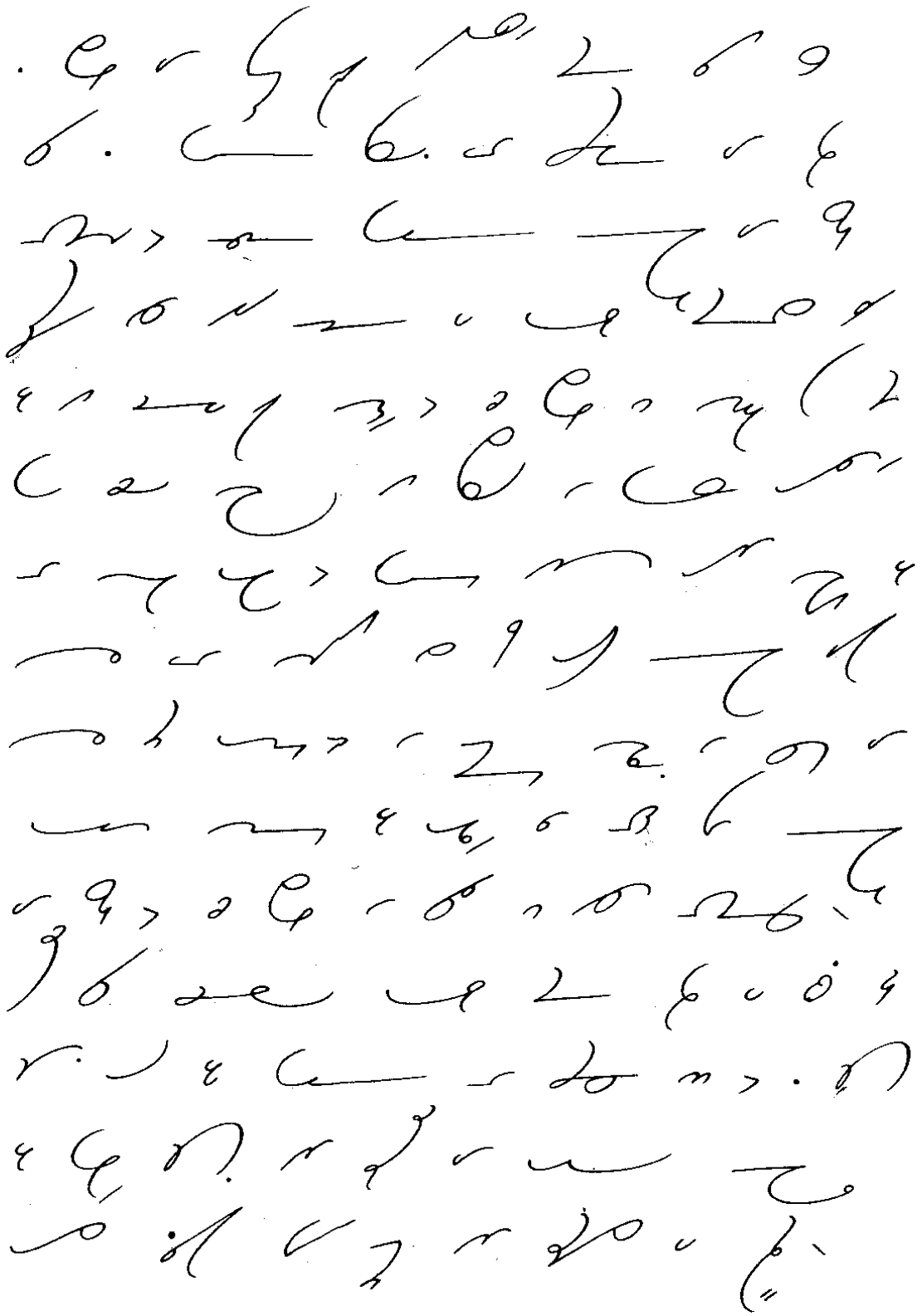
| | | | |
|---|---|---|---|
| perman(ent) |  | simil(ar) |  |
| promin(ent) |  | social (sosh) |  |
| pract(ice) |  | tit(le) |  |
| rend(er) |  | tot(al) |  |
| separ(ate) |  | territ(ory) |  |

### OMISSION OF VOWEL BEFORE "SHUN"

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

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

## 200. READING AND DICTATION PRACTICE



# UNIT 27

## COMPOUND WORDS

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

any:

be:

ever-y:

here:

there:

where:

soever:

some:

with:

### 202. KEY TO COMPOUND WORDS

*any:* anybody, anyone, anywhere, anyhow, anyway.

*be:* before, beforehand, behindhand, belong, beside, besides.

*ever-y:* whatever, whenever, whichever, however, whoever, everybody, everyone, everywhere.

*here:* hereafter, herein, hereinafter, hereinbefore, hereon, hereto, heretofore, hereunto, herewith.

*there:* thereafter, therein, therefore, therefrom, thereon, thereto, thereupon, therewith.

*where:* whereabouts, whereas, wherever, wherefore, wherein, whereof, whereon, elsewhere.

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

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

*with:* within, withstand, forthwith, notwithstanding.

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

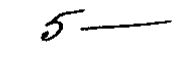
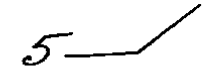
### 203. IRREGULAR COMPOUNDS

meanwhile otherwise thanksgiving

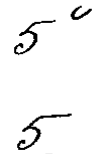
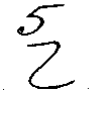


### FIGURES, ETC.

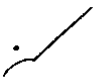
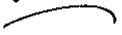
204. After numerals the word *dollars* is expressed by *d*; *hundred* by *n* placed under the numeral; *thousand* by *th*; *million* by *m* placed on the line close to the numeral; *billion* by *b*; *pounds* (weight or money) by *p*; *gallons* by *g*; *barrels* by *br*; *bushels* by *bsh*; *feet* by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

| | | | | | |
|---|---|---|---|---|---|
| $5 |  | 5,000 |  | 5,000,000* |  |
| 500* |  | $5,000 |  | $5,000,000 |  |
| $500 |  | 500,000 |  | 5 lbs. (or £5) |  |

*The sign for *hundred* is placed beneath the figure to distinguish it positively from *million*, which is written beside the figure.

| | | | | | |
|---|---|---|---|---|---|
| 500 lbs. (or £500) |  | 5 barrels |  | 5 o'clock |  |
| £5,000 |  | 5 bushels |  | 500 feet |  |
| £500,000 |  | 5 feet |  | 5 francs |  |
| 5 gallons |  | 5 cwt. |  | 500 francs |  |

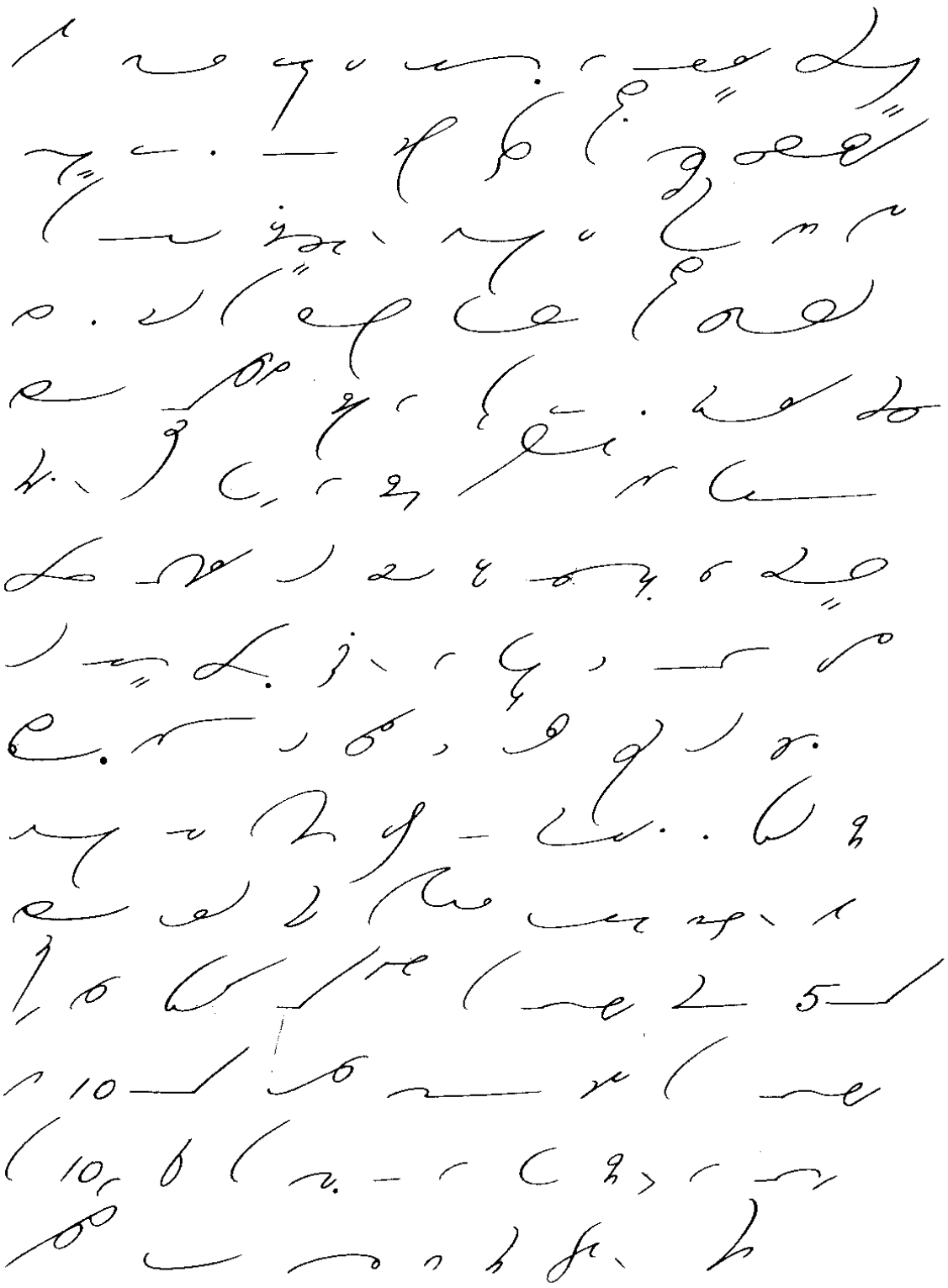
205. The above signs may be used after the article *a* and such words as *per, few, several*:

| | | | |
|---|---|---|---|
| a dollar |  | several hundred |  |
| a pound |  | several hundred dollars |  |
| a million |  | a thousand dollars |  |
| a gallon |  | few thousand dollars |  |
| per hundred |  | a hundred thousand |  |

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

| $8.50 | five cents | five per cent | five per cent per annum |
|---|---|---|---|
|  |  |  |  |

## 207. READING AND DICTATION PRACTICE



### 208. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

# CHAPTER X

## UNIT 28

### ANALOGICAL WORD-BEGINNINGS—DISJOINED

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

centr-, center

contr-, counter

constr-

detr-, deter

distr-, destr-

electr-, (*or* electric)

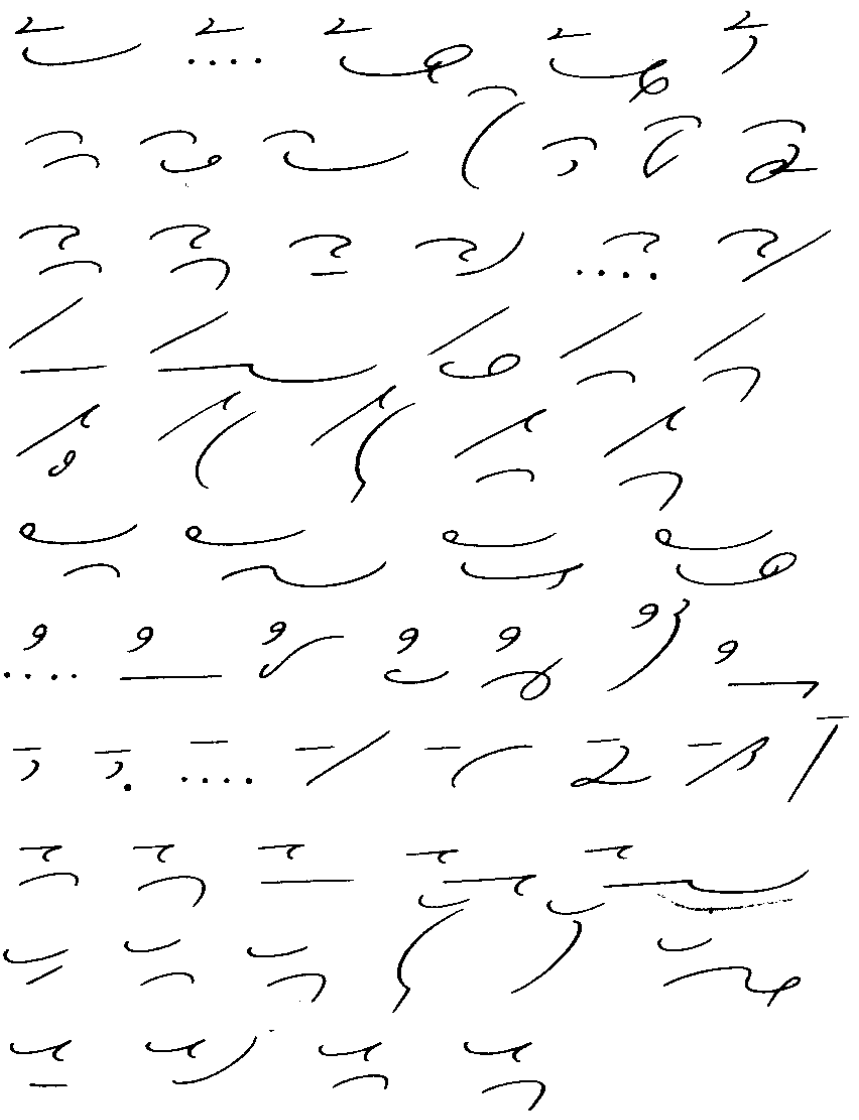
extr-, exter, (*or* excl-)

intr-, inter, enter, (*or* intel)

instr-

retr-

restr-



### 210. KEY TO ANALOGICAL WORD-BEGINNINGS

1. central, center, centralize, centralization, centrifugal.

2. contract, contrary, control, contribute, contrast, counterpart, countersign.

3. construct, construction, constrain, constraint, construe, construed.

4. detriment, detrimental, deteriorate, detract, detraction.

5. destroy, distribute, distribution, distract, distraction.

6. electric, electrical, electrolysis, electric light.

7. extra, extreme, extraordinary, exterior, extricate, exclusive, exclamation.

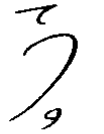
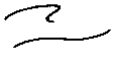
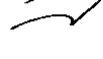
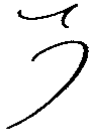
8. interest, interesting, enter, entered, entertain, interfere, introduce, intelligence.

9. instruct, instruction, instrument, instruments, instrumental.

10. retreat, retract, retraction, retribution, retrieve, retrogression.

11. restrain, restraint, restrict, restriction.

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

| | | | |
|---|---|---|---|
| contracted |  | instructed |  |
| contractor |  | instructor |  |
| constructed |  | instructive |  |
| constructor |  | extracted |  |
| constructive |  | restrictive |  |

detracted  affected 

active  defective 

effected  detected

effective  detective 

## ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

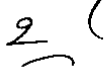
212. Some very useful forms are obtained by joining simple syllable characters, such as *in*, *un*, *dis*, *re*, *non*, to the signs for disjoined word-beginnings:

uncontrolled  redistribute 

unrestrained  disinterested 

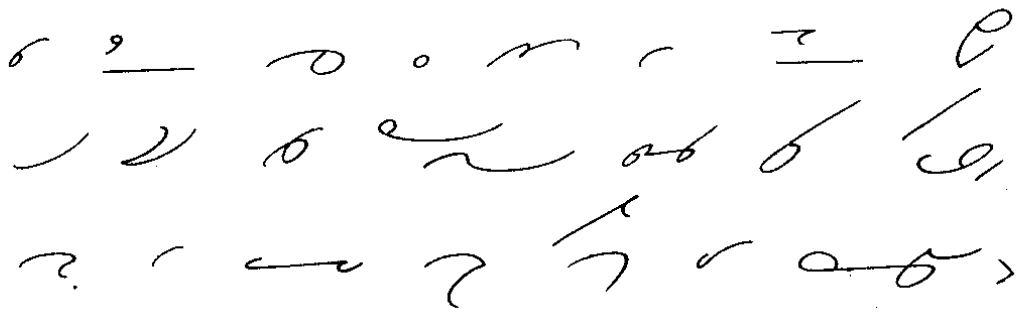
uninteresting  indestructible 

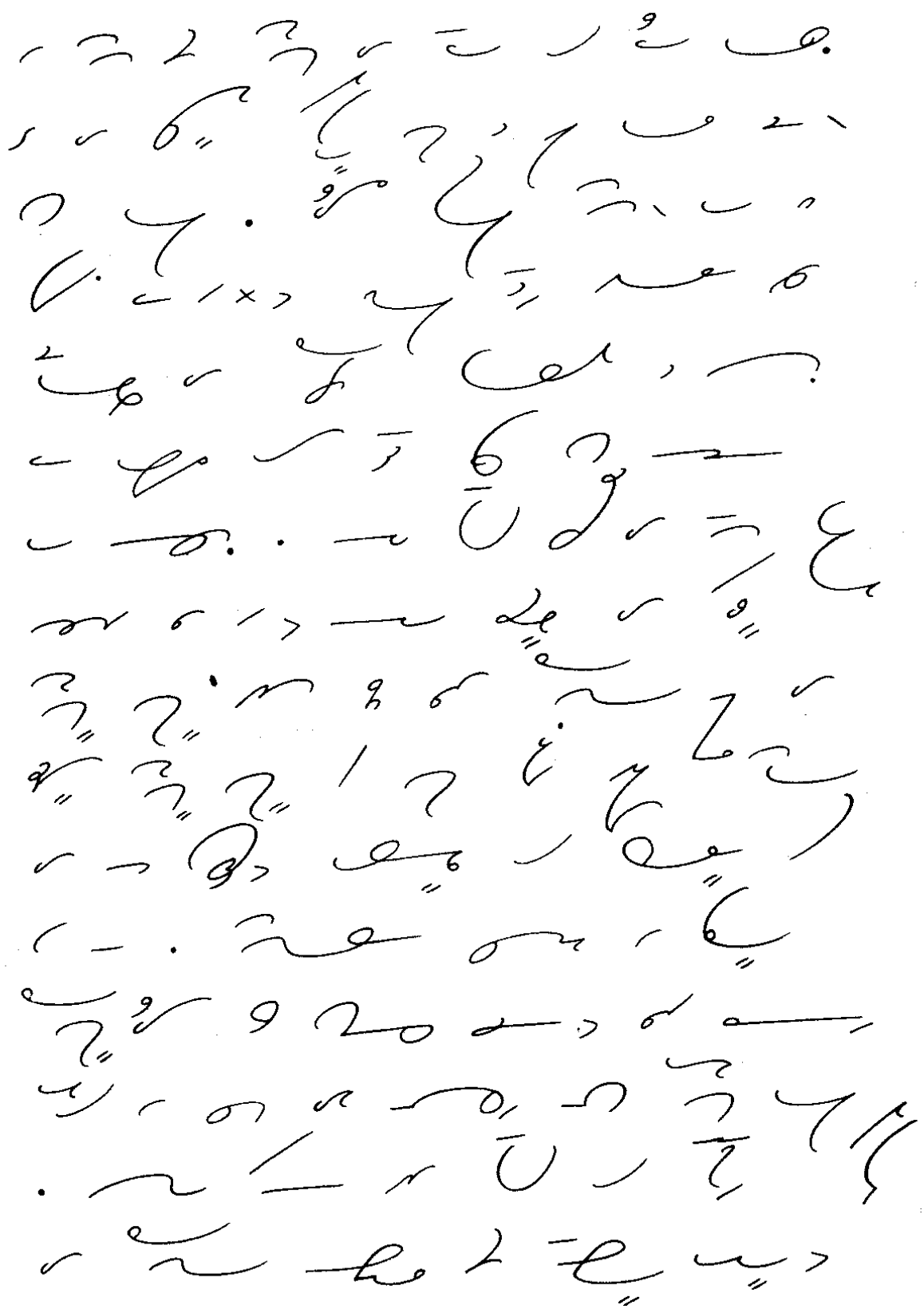
uninstructed  inextricable 

concentration  eccentric 

reconstruction  misinterpret 

## 213. READING AND DICTATION PRACTICE



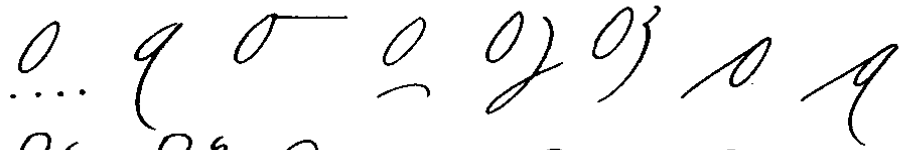


# UNIT 29

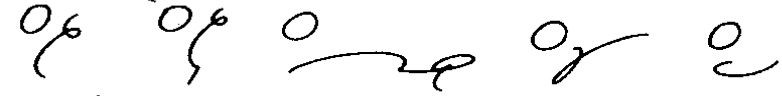
## 214. ANALOGICAL WORD-BEGINNINGS—DISJOINED

(Continued)

agr-
aggr-



ant-



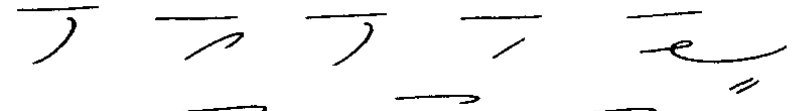
decl-



incl-



magn-
(*or* Mc)



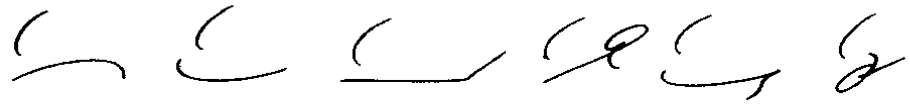
multi



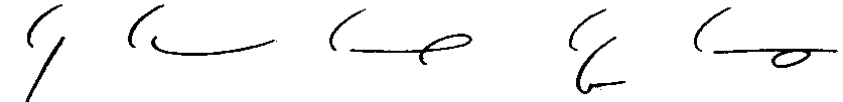
over



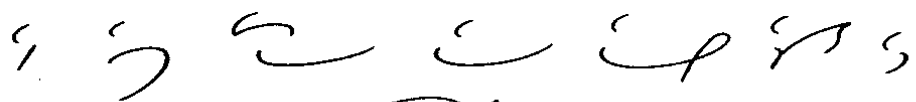
para*



post*



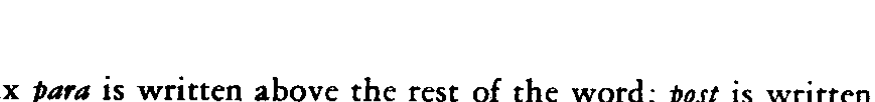
recl-



self, circu,
circum



grand



*The prefix *para* is written above the rest of the word; *post* is written on the line close before the following character.

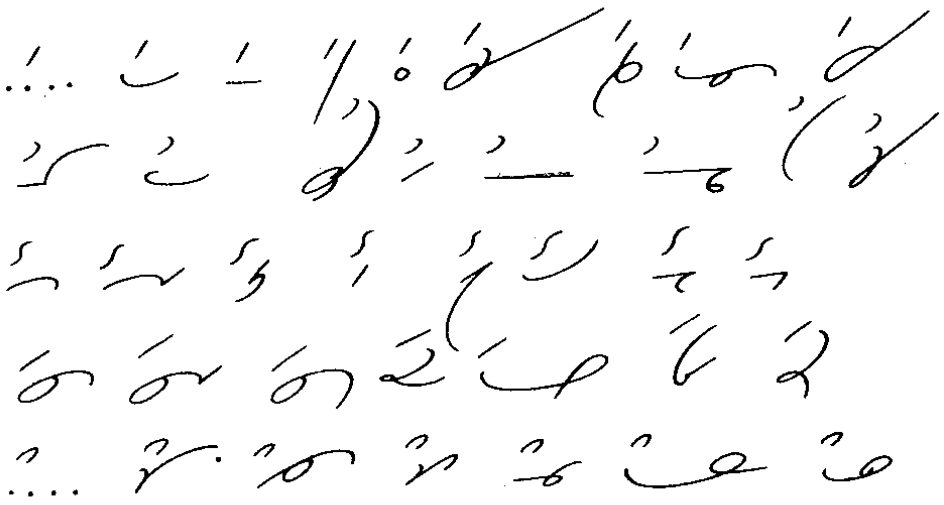
short, ship

super, supre

susp-, suscep

trans

under



## 215. KEY TO ANALOGICAL WORD-BEGINNINGS

1. agree, agreeable, agreement, agriculture, aggravate, aggressive, disagree, disagreeable.

2. anticipate, anticipation, antagonize, antecedent, anterior.

3. declare, declaration, decline, declined, declaim, declamation.

4. include, incline, inclination, inclined, inclusion, inclusive, inclement.

5. magnify, magnitude, magnificent, magnet, McNeil.

6. multitude, multiple, multiply, multiplication.

7. over, overlook, overtake, overcoat, overthrow, overcome.

8. paragraph, parallel, paramount, paradise, paralysis, parasite.

9. postage, postal, postmaster, postpone, postman.

10. recline, reclined, reclaim, reclamation, recluse.

11. selfish, self-confident, self-control, circular, circulation, circumstances, circus.

12. grand, grandson, granddaughter, grandmother, grandfather.

13. short, shorter, shorten, shortage, shortly, shortsighted, shipshape, shipwreck, shipyard.

14. superintend, superior, supervise, support, supreme, supremacy, superb, supersede.

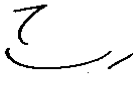
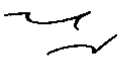
15. suspect, suspected, suspicious, suspicion, susceptible, suspend, suspense, suspension.

16. transact, transacted, transaction, transfer, translation, transport, transfix.

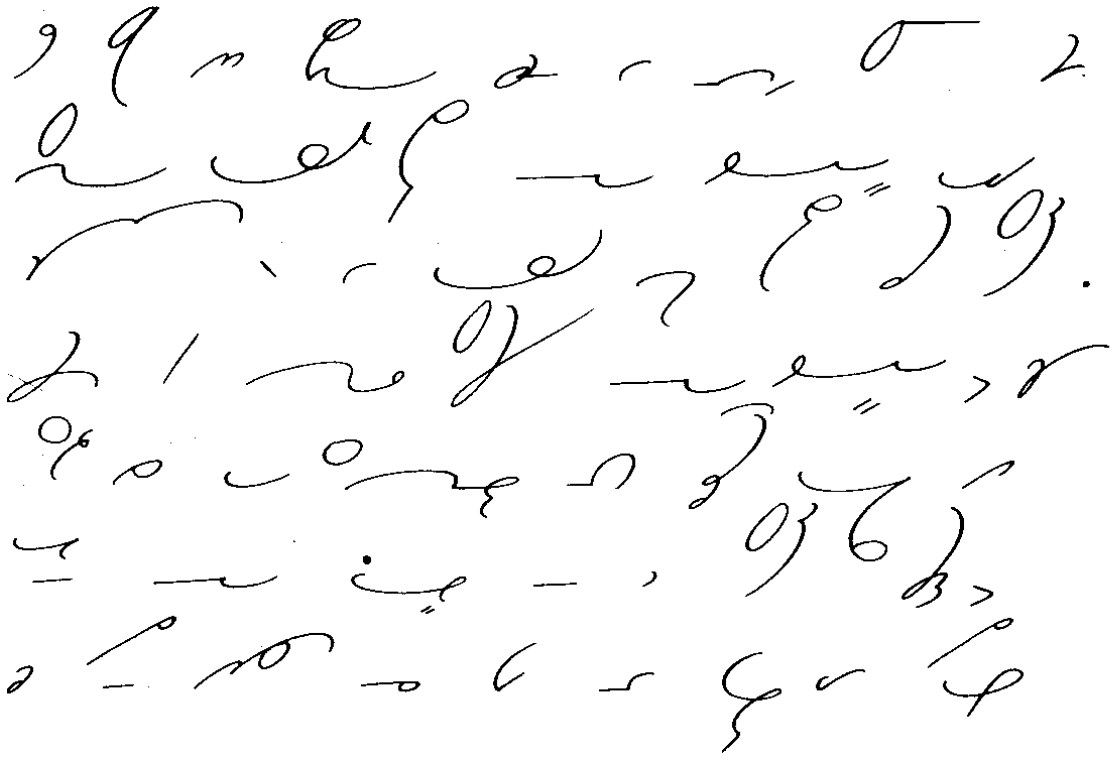
17. under, understanding, undertake, understood, underneath, underline, underwrite.

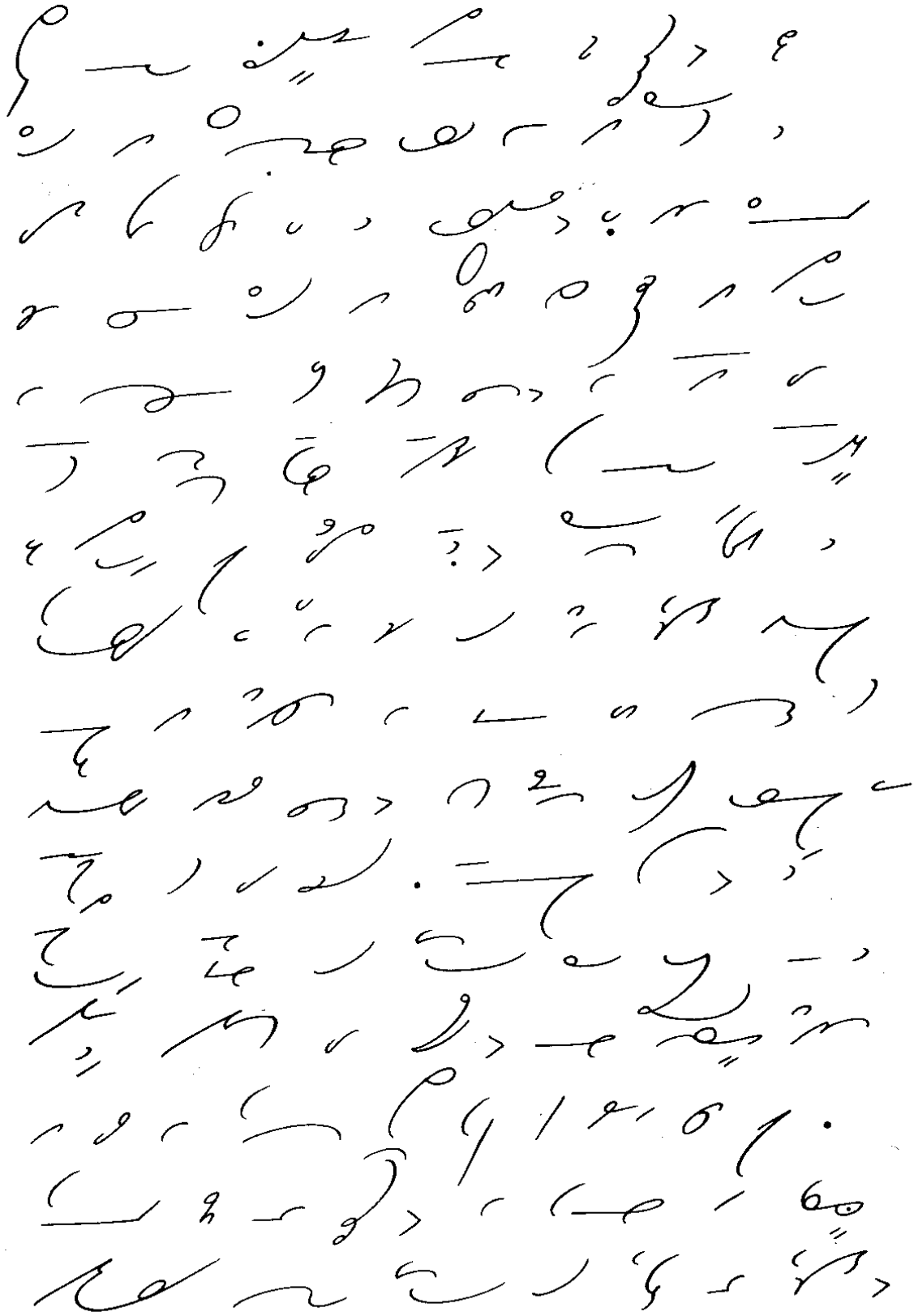
## 216. ANALOGICAL WORD-BEGINNINGS—COMPOUNDS

(Continued)

| | | | |
|---|---|---|---|
| self-interest |  | disinclined |  |
| unselfish |  | disinclination |  |
| unparalleled |  | self-contradiction |  |
| unsuspected |  | unsusceptible |  |
| self-control |  | untransacted |  |
| unsuspicious |  | unrestricted |  |

## 217. READING AND DICTATION PRACTICE

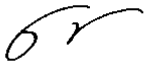




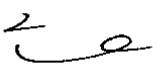
# UNIT 30

## PHRASING PRINCIPLES

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

| | | | |
|---|---|---|---|
| misunderstand |  | I understand |  |
| misunderstood |  | I do not understand |  |
| I understood |  | I cannot understand |  |
| we understood |  | thoroughly understood |  |

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

| | | | |
|---|---|---|---|
| extra discount |  | under consideration |  |
| enter the |  | extra fare |  |
| enter into |  | short time |  |
| over the |  | center line |  |
| under any |  | agree with you |  |

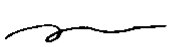
220. The word *done* is expressed by the *den* blend in many phrases:

have done 
will be done 

has been done 
would be done 

has done 
should be done 

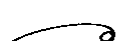
221. In many phrases the word *than* is expressed by *n*.

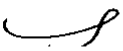
quicker than 
rather than 

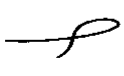
better than 
nearer than 

sooner than 
greater than 

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

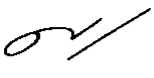
give us 
to us 

tell us 
let us 

write us 
mail us 

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

credit department 
purchasing department 

shipping department 
accounting department 

224. In a number of phrases the word forms are modified or a word is omitted where the grammatical construction of the sentence would compel its restoration when transcribing:

of course 

at once 

at any rate 

great deal 

I always 

on hand 

as follows 

whole lot 

one another 

day's sight 

do you know 

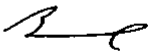
great pleasure 

your order 

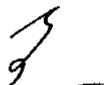
first class 

whether or not 

at all events 

to some extent 

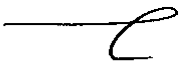
to a great extent 

to such an extent 

at the same time 

in other words 

once in a while 

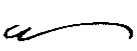
in my opinion 

in the first place 

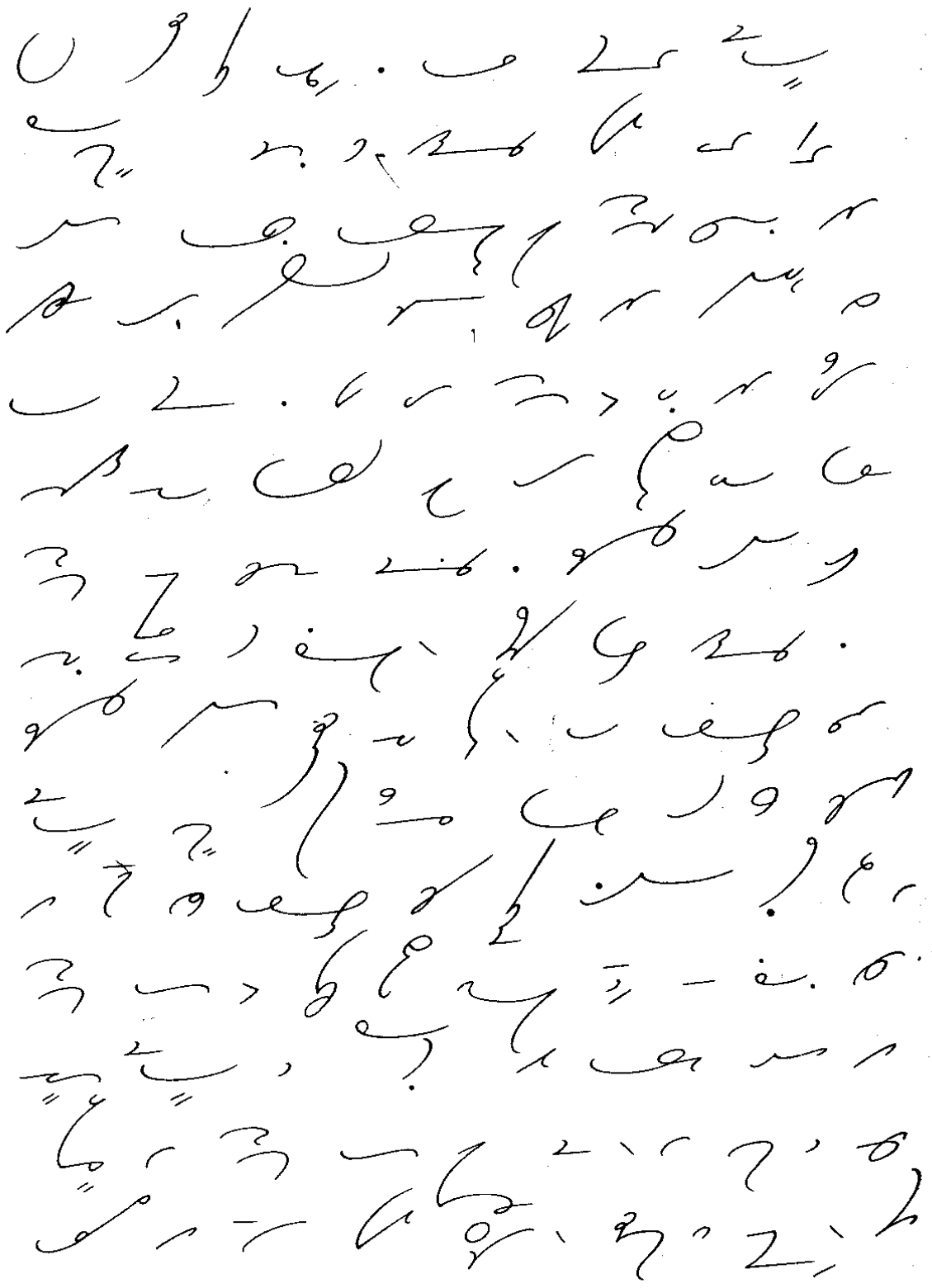
as soon as possible 

as a matter of fact 

on account of the fact 

over and over again 

## 225. READING AND DICTATION PRACTICE



### 226. WRITING PRACTICE

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

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

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

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

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

6. His disinterested attitude led to an unparalleled controversy.

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

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

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

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

# CHAPTER XI

## UNIT 31

### 227. ANALOGICAL WORD-ENDINGS—JOINED

-scribe, -scription

-cient, -tient, -ciency

-pose, -position

-pute, -putation

-ure, -ture

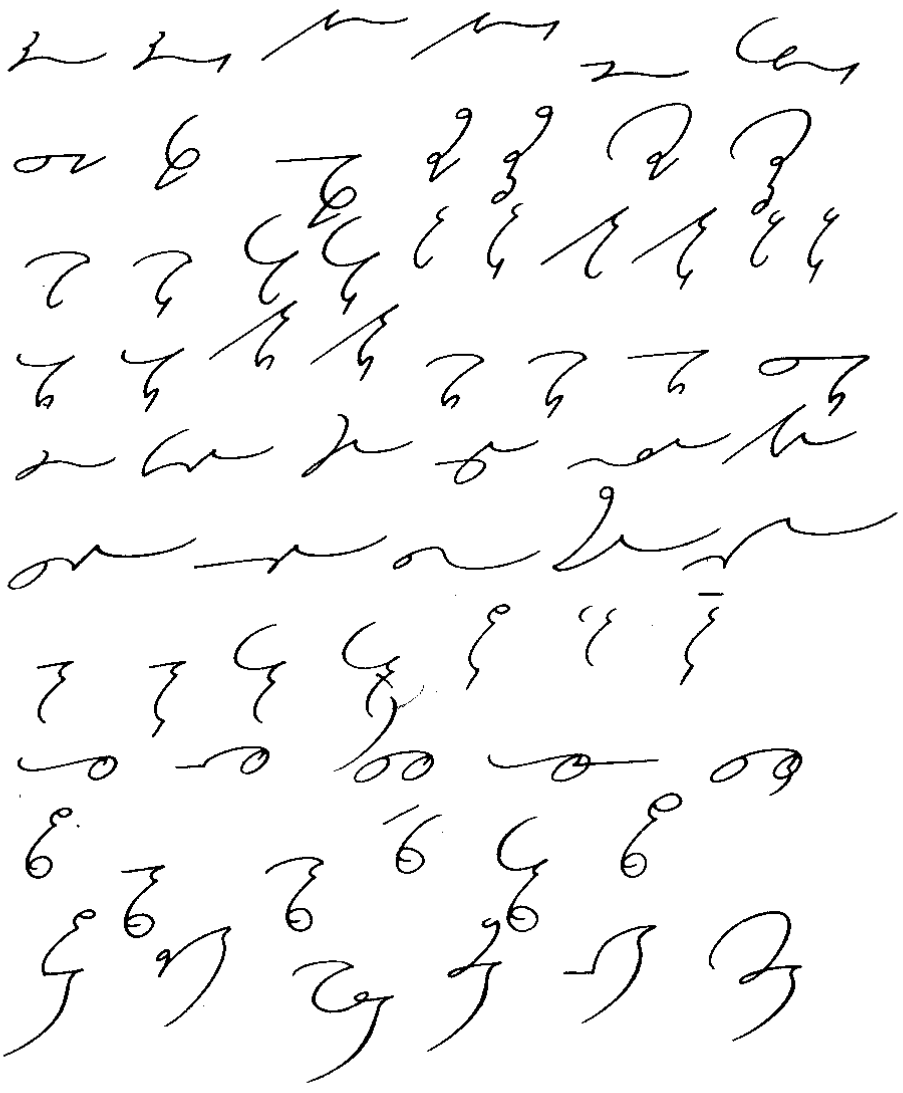
-ual, -tual

-spect, -spection

-quire

-pire

-nsive



NOTE: Occasionally a disjoined prefix precedes a joined suffix, as in *circumspect*, *introspect*, in which case the disjoined sign is written above.

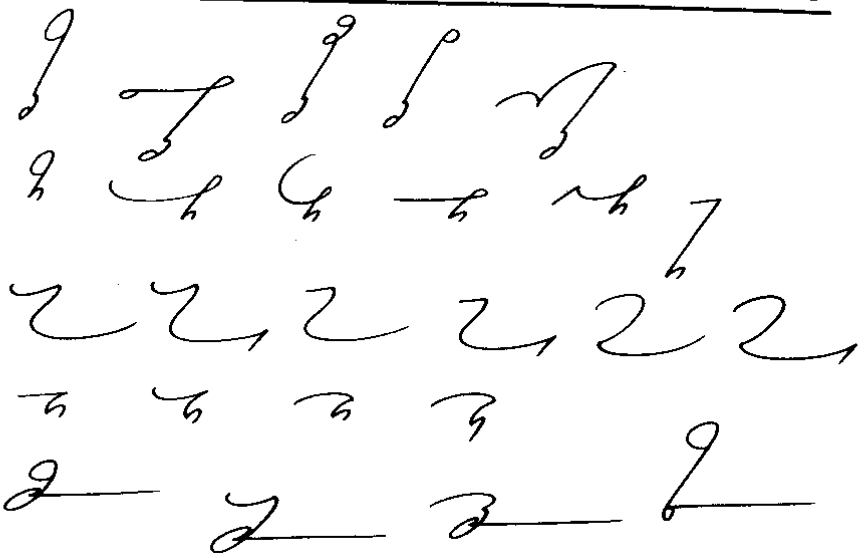
-gency

-sure, -jury, -jure

-flect, -flection, -flict, -fliction

-sult

-nment*



*The "jog" is omitted in the termination *-nment*.

## 228. KEY TO ANALOGICAL WORD-ENDINGS

1. subscribe, subscription, describe, description, inscribe, prescription.

2. ancient, patient, impatient, efficient, efficiency, deficient, deficiency.

3. compose, composition, propose, proposition, suppose, supposition, dispose, disposition, oppose, opposition.

4. repute, reputation, dispute, disputation, compute, computation, impute, amputation.

5. secure, picture, feature, nature, creature, departure.

6. actual, mutual, equal, eventual, continual.

7. inspect, inspection, prospect, prospective, expectation, circumspect, introspection.

8. require, inquire, acquire, requirement, acquires.

9. expire, inspire, conspire, transpire, perspire, aspire.

10. expensive, extensive, comprehensive, offensive, intensive, defensive.

11. agency, emergency, exigency, urgency, contingency.

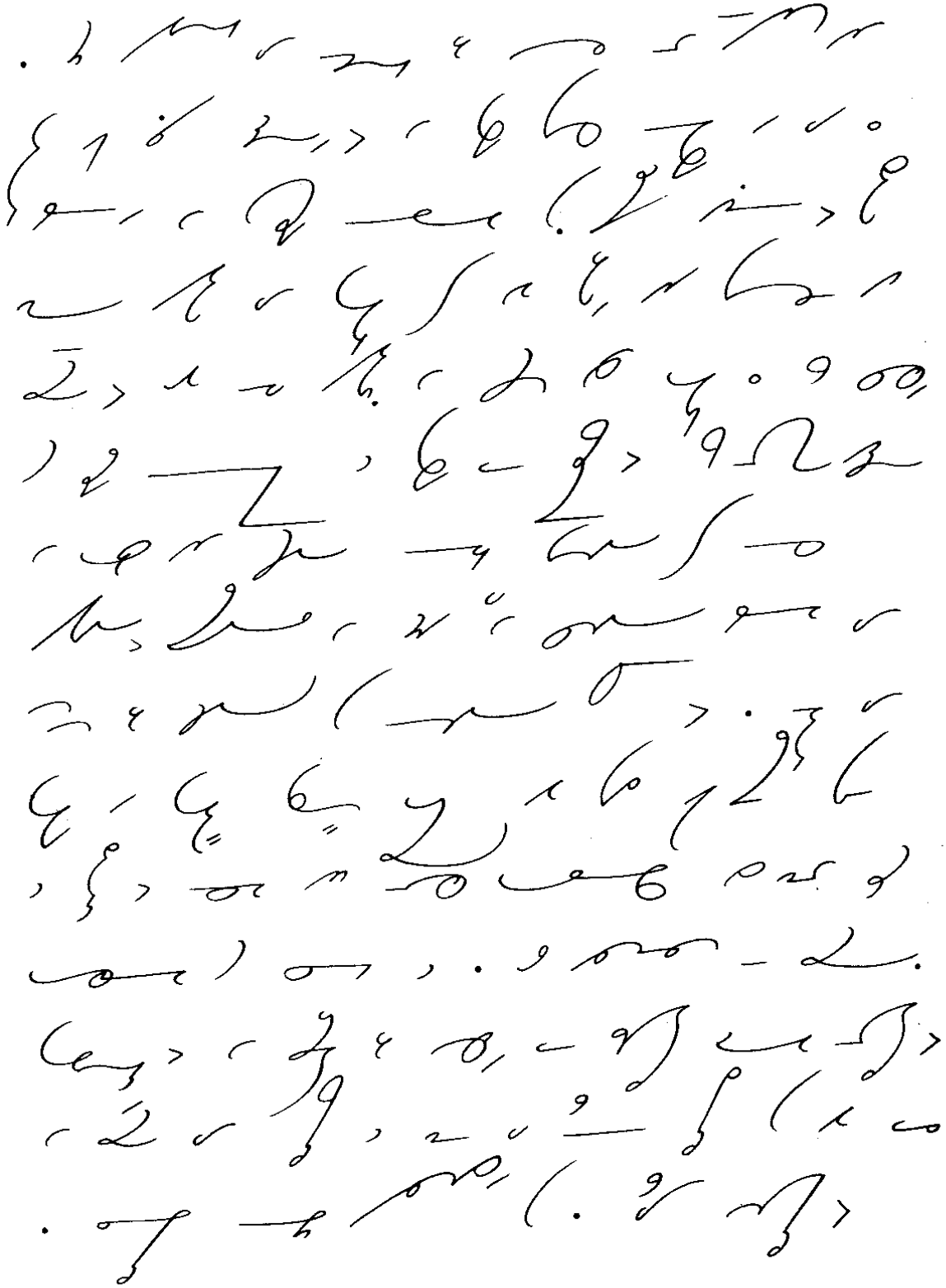
12. assure, leisure, pressure, measure, treasure, injure.

13. reflect, reflection, inflict, infliction, conflict, confliction.

14. insult, result, consult, consultation.

15. assignment, refinement, consignment, adjournment.

## 229. READING AND DICTATION PRACTICE



# UNIT 32

## ANALOGICAL WORD-ENDINGS—DISJOINED

230. In most of the disjoined word-endings the vowel preceding the ending is understood, as in *art(i)cle, barn(a)cle, dom(e)stic, cal(a)mity, extr(e)mity, auth(o)rity, sec(u)rity*:

-ical, -icle, -acle

-tic, -tical, -tically

-lity

-ulate, -ulation

-bility

-city

-logy, -logical

-rity

-fication

-ograph-y

-egraph-y

-gram, -grim

-ward,*
-hood

-ship

-mental

-mity,
-nity

-stic

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

## 231. KEY TO ANALOGICAL WORD-ENDINGS

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

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

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

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

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

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

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

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

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

10. phonograph, photography, geography, lithography, stenography, typography, typographic.

11. telegraph, telegraphy, telegrapher, telegraphic, calligraphy.

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

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

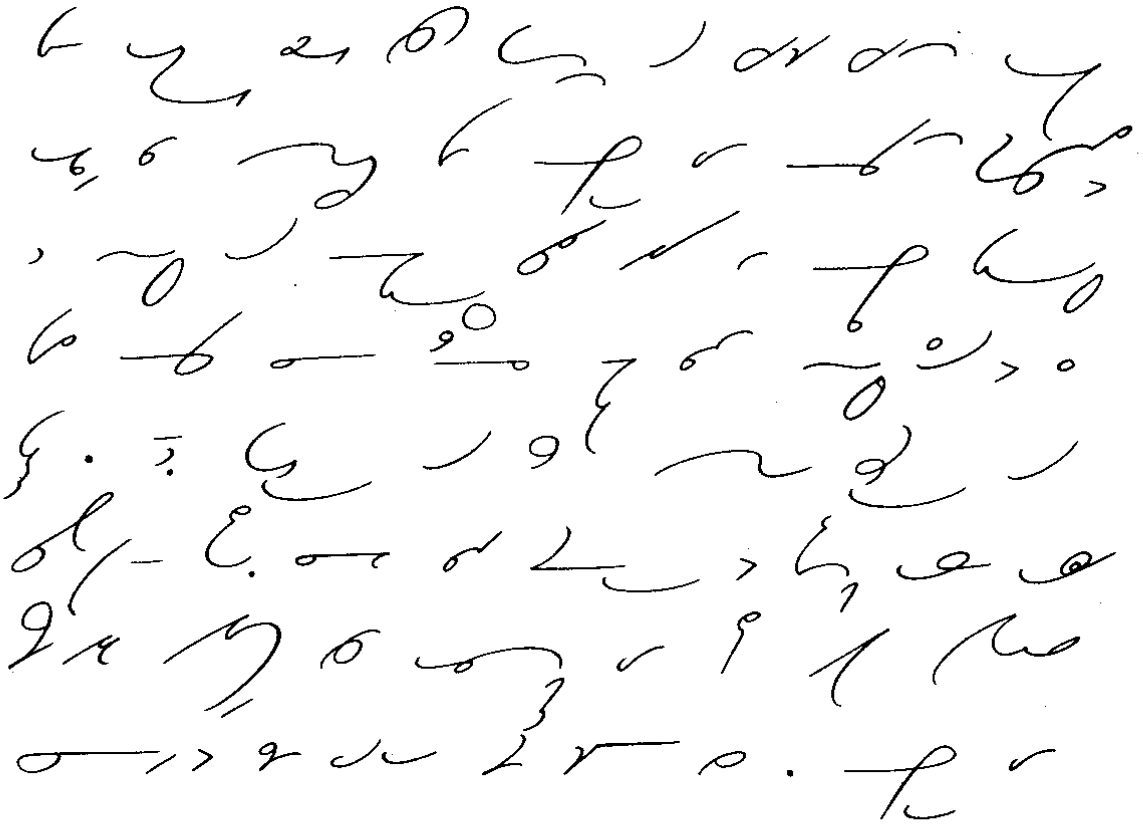
14. friendship, kinship, worship, courtship, hardship, township, partnership.

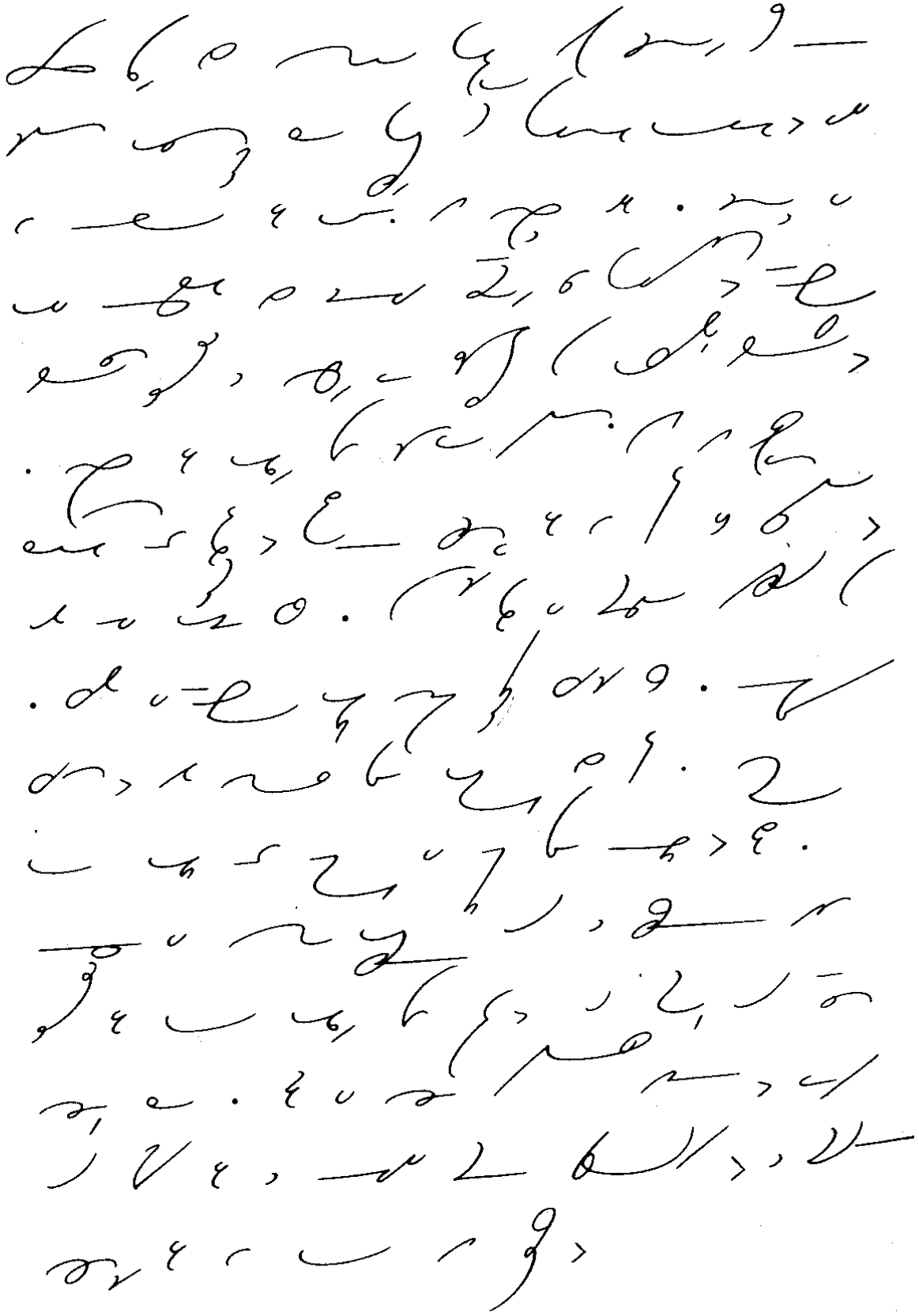
15. fundamental, ornamental, supplemental, experimental, temperamental.

16. calamity, extremity, serenity, divinity.

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

## 232. READING AND DICTATION PRACTICE

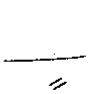




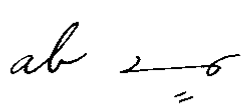
# UNIT 33

## INITIALS

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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 |  | | |

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

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

## INTERSECTION

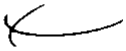
235. The expedient known as intersection, or the writing of one character through another, is sometimes useful for special phrases. In applying this expedient the writer must rely very largely upon his own judgment. In his daily work as stenographer or reporter he may find some terms peculiar to the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

A. D. 

A. M. 

P. M. 

C. O. D. 

price list 

list price 

vice versa 

bank draft 

order blank 

Associated Press 

Democratic party 

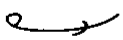
Republican party 

political party 

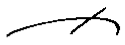
Baltimore & Ohio (B. & O.) 

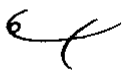
New York Central 

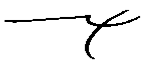
Michigan Central 

Illinois Central 

endowment policy 

Grand Trunk 

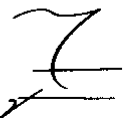
selling price 

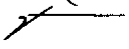
market price 

Union Pacific 

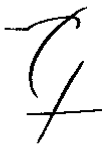
School Board 

member banks 

curb market 

stock market 

Great Britain 

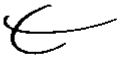
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General Manager 

Assistant General Manager 

bills payable 

bills receivable 

profit and loss 

Board of Trade 

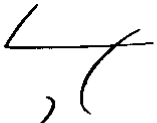
indemnity policy 

Canadian Pacific 

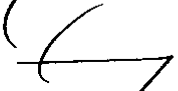
Northern Pacific 

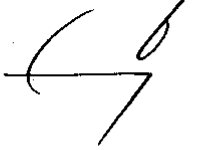
application blank 

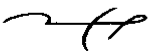
bond and mortgage 

chairman of the board 

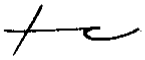
Federal Reserve Board 

Board of Managers 

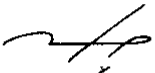
Board of Management 

commercial paper 

account current 

chattel mortgage 

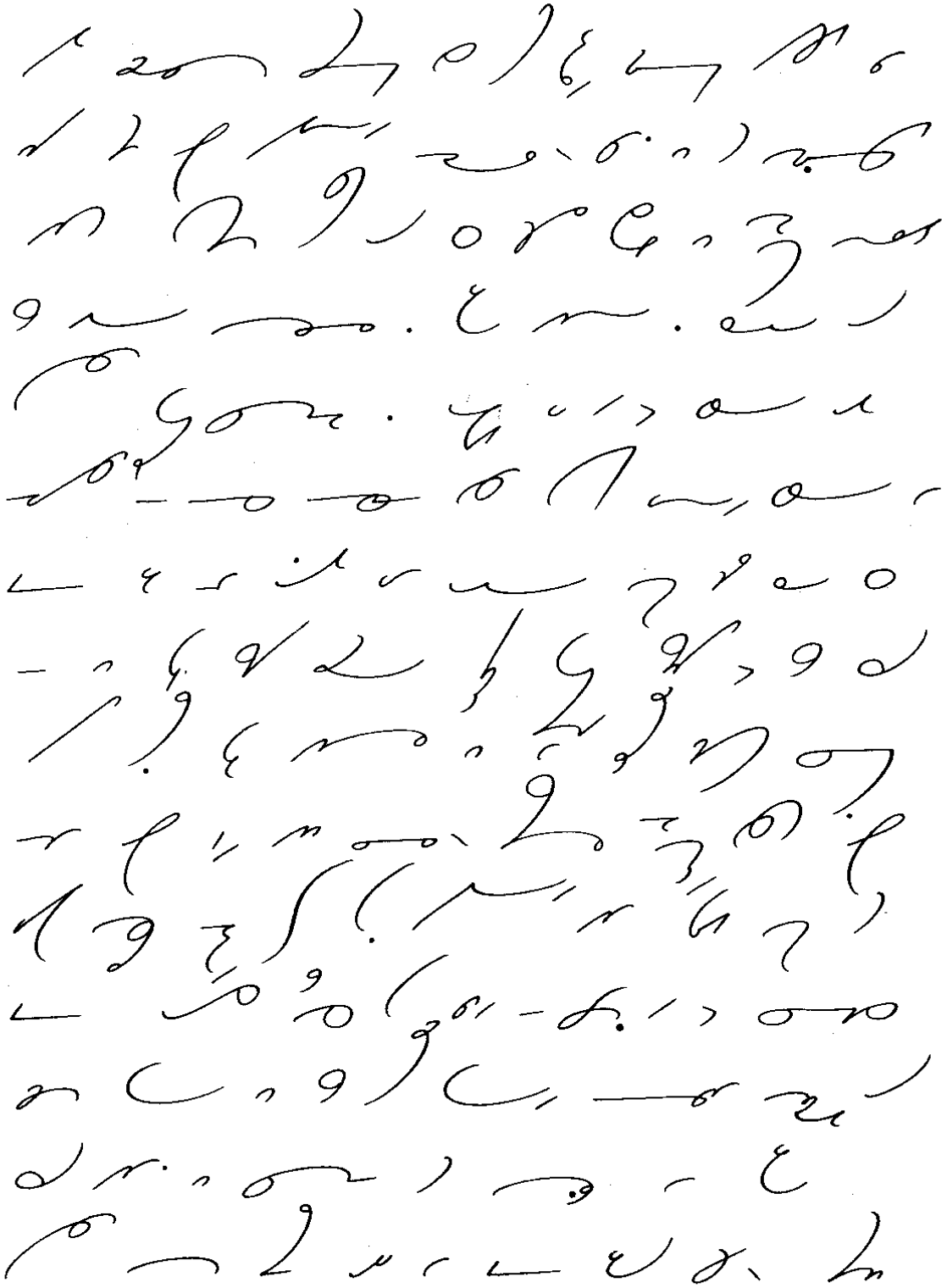
certificate of deposit 

commercial draft 

Board of Education 

Chamber of Commerce 

## 236. READING AND DICTATION PRACTICE



### 237. WRITING PRACTICE

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

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

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

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

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

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

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

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

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

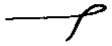
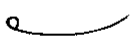
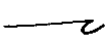
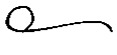
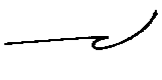
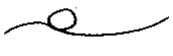
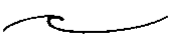
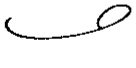
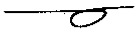
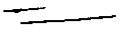
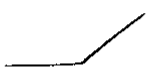
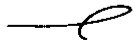
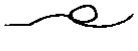
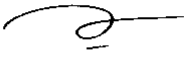
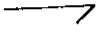
10. He employed all his great ability in writing an interesting article on the politics of this locality. As he wrote with authority, and had every justification for what he said, his article had a certain degree of popularity with the majority.

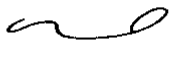
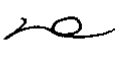
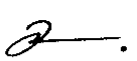
# CHAPTER XII

## UNIT 34

### STATES AND TERRITORIES

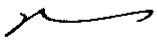
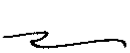
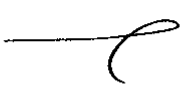
238. The abbreviations used in the following list are those adopted by the Post Office Department:

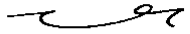
| | | | | | |
|---|---|---|---|---|---|
| Ala. |  | Hawaii |  | Minn. |  |
| Alaska |  | Idaho |  | Miss. |  |
| Ariz. |  | Ill. |  | Mo. |  |
| Ark. |  | Ind. |  | Mont. |  |
| Calif. |  | Iowa |  | Nebr. |  |
| Colo. |  | Kans. |  | Nev. |  |
| Conn. |  | Ky. |  | N. H. |  |
| Del. |  | La. |  | N. J. |  |
| D. C. |  | Maine |  | N. Mex. |  |
| Fla. |  | Md. |  | N. Y. |  |
| Ga. |  | Mass. |  | N. C. |  |
| Guam |  | Mich. |  | N. Dak. |  |

| | | | | | |
|---|---|---|---|---|---|
| Ohio |  | R. I. |  | Vt. |  |
| Okla. |  | S. C. |  | Va. |  |
| Oreg. |  | S. Dak. |  | Wash. |  |
| Pa. |  | Tenn. |  | W. Va. |  |
| P. I. |  | Tex. |  | Wis. |  |
| P. R. |  | Utah |  | Wyo. |  |

### PRINCIPAL CITIES OF THE UNITED STATES

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

| | | | |
|---|---|---|---|
| New York |  | Boston |  |
| Chicago |  | Pittsburgh |  |
| Philadelphia |  | San Francisco |  |
| Los Angeles |  | Buffalo |  |
| Detroit |  | Washington |  |
| Cleveland |  | Milwaukee |  |
| St. Louis |  | Newark |  |
| Baltimore |  | Minneapolis |  |

New Orleans 

Cincinnati 

Kansas City 

Seattle 

Indianapolis 

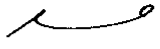
St. Paul 

Portland 

Louisville 

Jersey City 

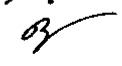
Rochester 

Toledo 

Columbus 

Denver 

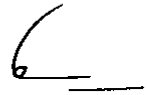
Providence 

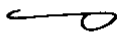
Houston 

Oakland 

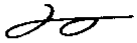
Atlanta 

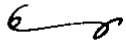
Akron 

Birmingham 

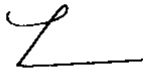
Omaha 

Dallas 

San Antonio 

Syracuse 

Worcester 

Richmond 

Memphis 

New Haven 

Dayton

Norfolk 

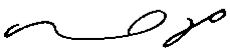
Youngstown 

Hartford 

Ft. Worth 

Tulsa 

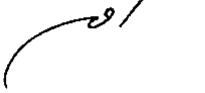
Grand Rapids 

Oklahoma City 

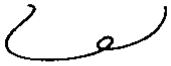
Bridgeport 

Miami 

Long Beach 

Des Moines 

Springfield 

Flint 

Paterson 

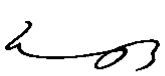
Scranton 

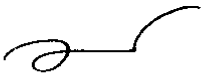
Erie 

Jacksonville 

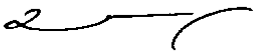
Nashville 

Trenton 

Salt Lake City 

Camden 

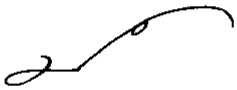
Fall River 

Wilmington 

Cambridge 

Yonkers 

Albany 

San Diego 

New Bedford 

Lowell 

Reading 

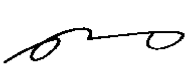
Duluth 

Elizabeth 

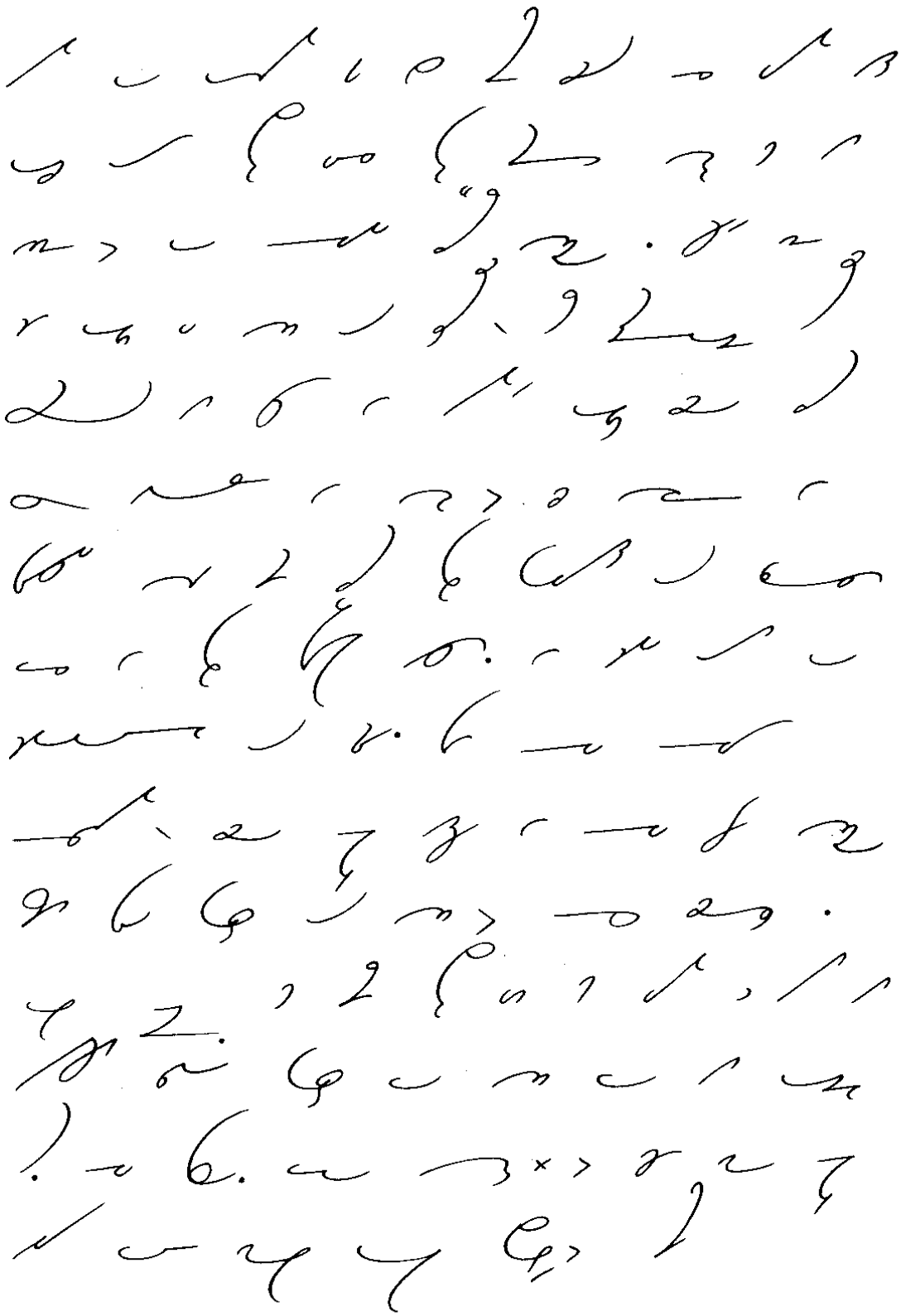
Canton 

El Paso 

Spokane 

Tacoma 

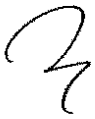
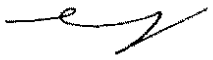
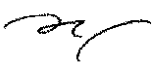
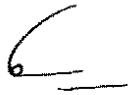
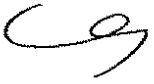
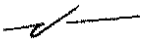
## 240. READING AND DICTATION PRACTICE



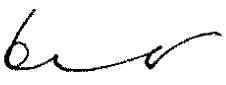
# UNIT 35

## NAME TERMINATIONS

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

| | | | |
|---|---|---|---|
| Harrisburg |  | Davenport |  |
| Petersburg |  | Newport |  |
| Fitchburg |  | Shreveport |  |
| Newburgh |  | Oxford |  |
| Danville |  | Rockford |  |
| Zanesville |  | Milford |  |
| Evansville |  | Kensington |  |
| Knoxville |  | Arlington |  |
| Pittsfield |  | Birmingham |  |
| Plainfield |  | Nottingham |  |

NOTE: A distinction between *ton* and *town* is made as follows:

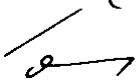
| Johnston | Johnstown | Charleston | Charlestown |
|---|---|---|---|
|  |  |  |  |

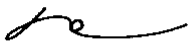
242. The names of cities and states often may be joined:

Buffalo, N. Y. 

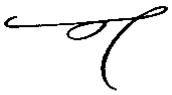
St. Paul, Minn. 

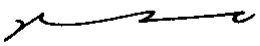
Boston, Mass. 

Detroit, Mich. 

Chicago, Ill. 

Denver, Colo. 

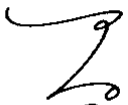
Omaha, Nebr. 

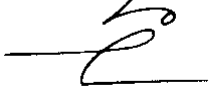
St. Louis, Mo. 

Rochester, N. Y. 

Baltimore, Md. 

Memphis, Tenn. 

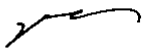
Louisville, Ky. 

Minneapolis, Minn. 

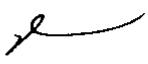
Washington, D. C. 

## "STATE OF" JOINED

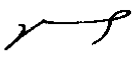
243. When the words "State of" precede the name of a state, omit *of* and join the words, if convenient:

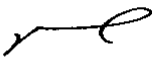
State of N. Y. 

State of Nebr. 

State of Ill. 

State of N. J. 

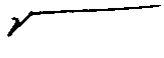
State of Miss. 

State of Mass. 

State of Pa. 

State of La. 

State of Ga. 

State of Minn. 

## 244. CANADIAN PROVINCES AND CITIES

(Including Newfoundland and Labrador)

Prince Edward Island 

Nova Scotia 

New Brunswick 

Quebec 

Ontario 

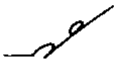
Manitoba 

Saskatchewan 

Alberta 

British Columbia 

Yukon 

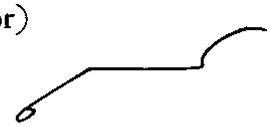
N. W. Territories 

Labrador 

Newfoundland 

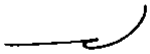
Brantford 

Calgary 

Edmonton 

Hamilton 

London 

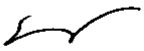
Montreal 

Ottawa 

Peterboro 

Regina 

St. John 

Saskatoon 

Toronto 

Vancouver 

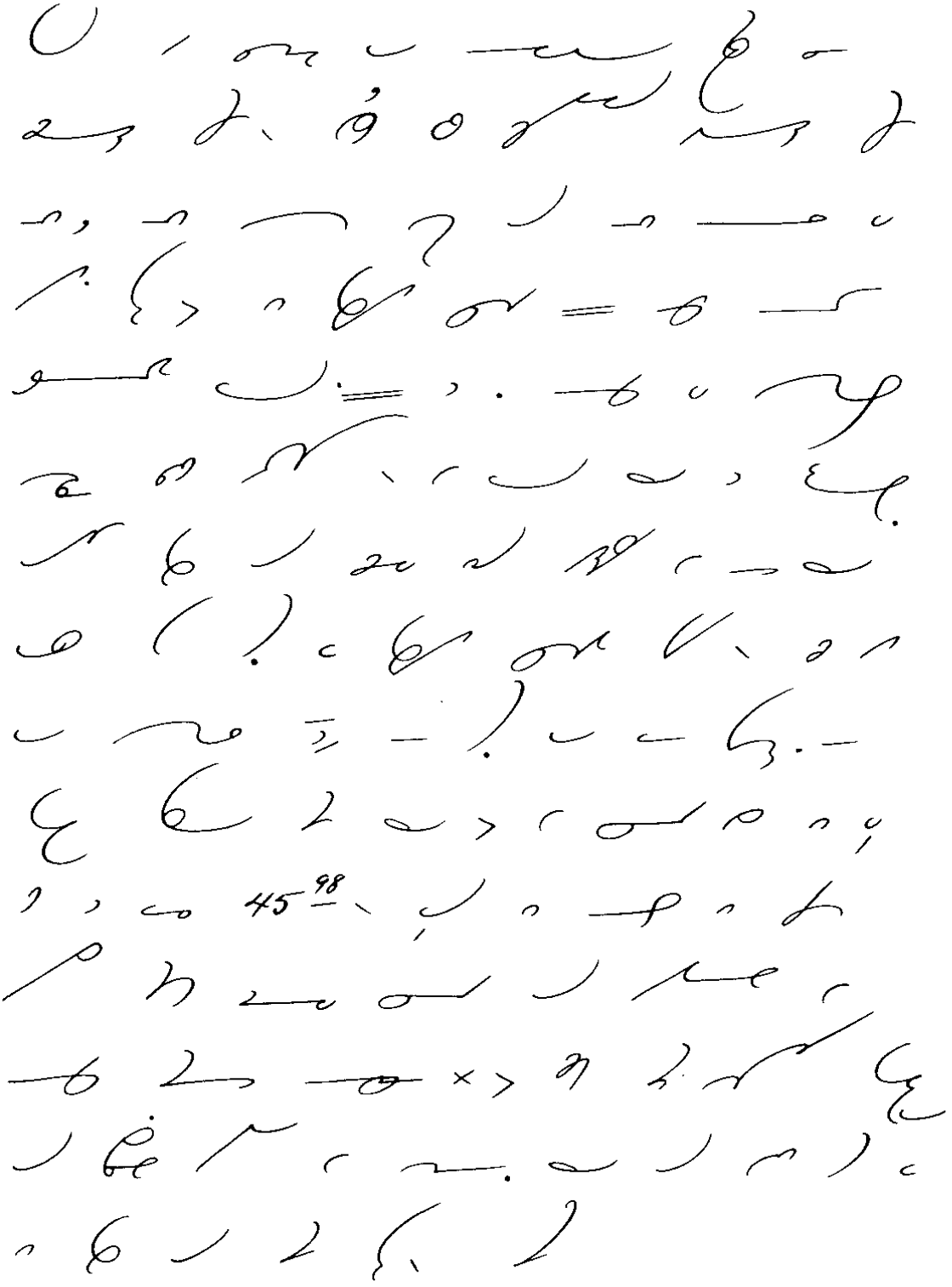
Victoria 

Windsor 

Winnipeg 

Saint John's 

### 245. READING AND DICTATION PRACTICE

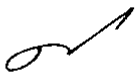


# UNIT 36

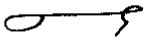
## A SHORT VOCABULARY

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

A abstract 

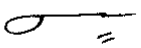
accommodation 

accompany 

administration 

affidavit 

afraid 

American 

application 

approval 

architect 

argument 

assist 

Atlantic 

attach 

attorney 

attract 

authoritative 

automobile 

avoid 

B bankrupt 

bookkeeper 

bureau 

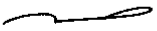
**C**

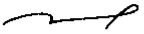
Christmas 

citizen 

civil 

clerk 

commerce 

commercial 

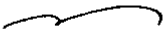
compare 

comparative 

consequent, consequence 

conclude 

conclusion 

congress 

connect 

conspicuous 

constitution 

conversation 

corporation 

coupon 

crop 

cultivate 

curious 

**D**

deceive 

default 

defendant 

democrat 

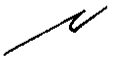
designate 

disagreement 

disappoint 

discuss 

distinct 

distinguish 

disturb 

doctrine 

**E** emphasize 

energy 

English 

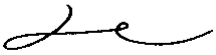
entitle 

estate 

exchange 

execute 

exercise 

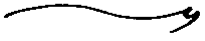
**F** familiar 

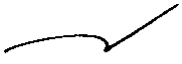
fault 

fortune 

freight 

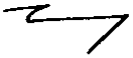
fulfill 

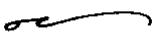
**G** glorious 

God 

**H** headquarters 

husband 

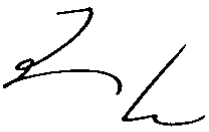
**I** inasmuch 

inaugurate 

independent, independence 

indispensable 

institute 

investigate 

**J** junior 

jury 

**L** legislate 

legislation 

legislative 

legislator 

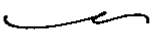
legislature 

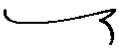
likewise 

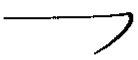
literary 

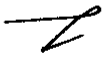
literature 

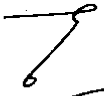
litigation 

locate 

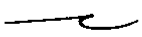
luxury 

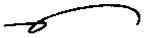
**M** manufacture 

merchant 

messenger 

misdemeanor 

mortgage 

**N** neglect 

negligence 

negligent 

negotiate 

novelty 

**O** observe 

obstruct 

obvious 

occupy, occupation 

**P** Pacific 

parcel 

partial 

passenger 

patron 

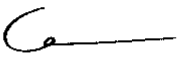
pattern 

persecute 

plaintiff 

practical 

practice 

premium 

probability 

property 

prosecute 

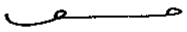
publication 

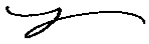
punctual

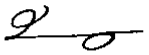
pupil 

push 

**Q** qualify 

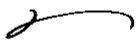
**R** remainder 

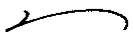
resignation 

**S** salesman 

scarce 

secretary 

signature 

significant, significance 

silence 

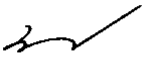
specify 

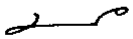
specific 

society 

subsequent 

substitute 

succeed 

sympathy 

**T** testimonial 

testimony 

text 

**U** unavoidable 

universal

**V** variety 

verdict 

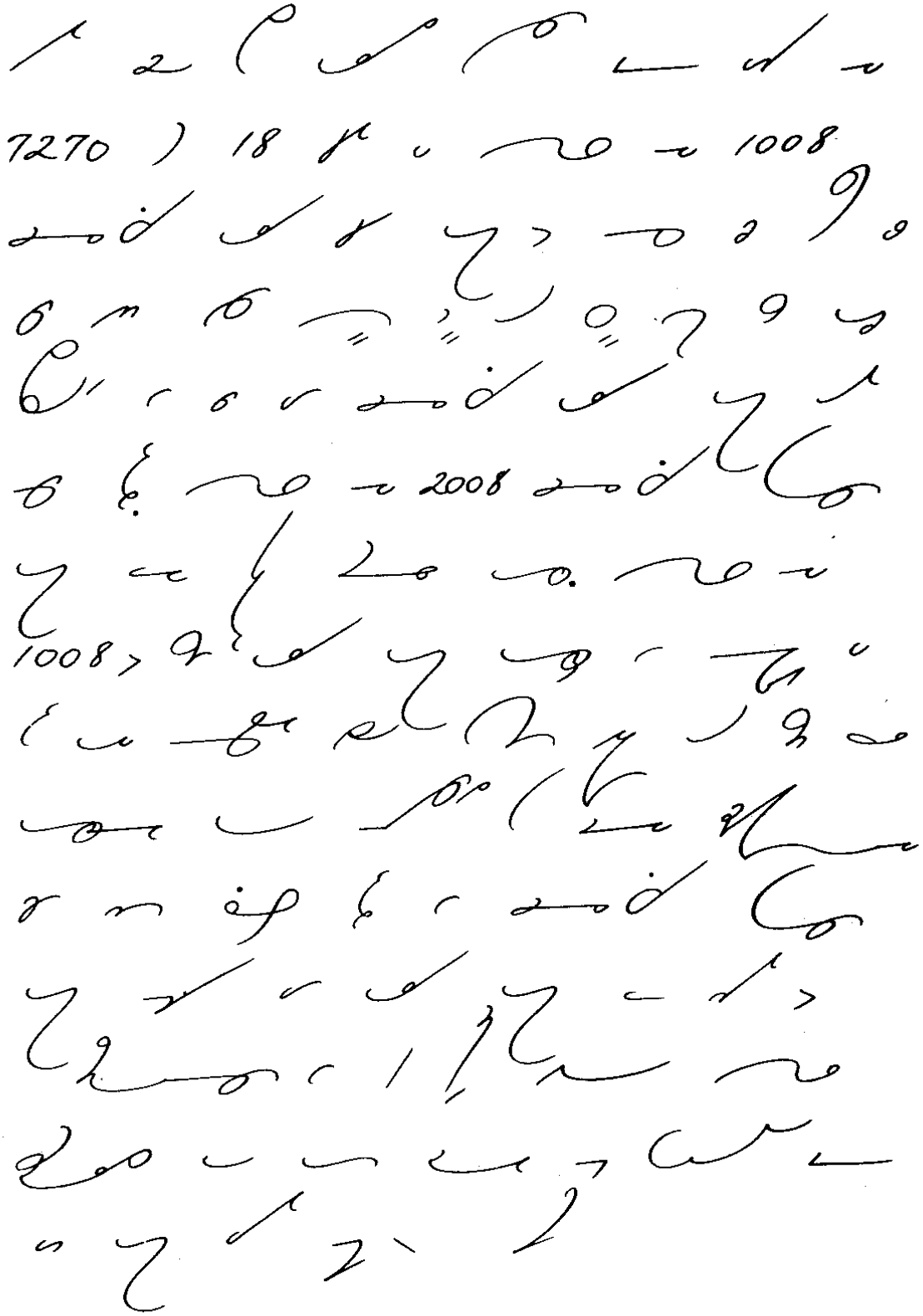
vote 

**W** warehouse 

wholesale 

wife 

### 247. READING AND DICTATION PRACTICE



### 248. WRITING PRACTICE

1. Of the 61 aircraft-production establishments reporting to the U. S. Department of Commerce in 1927, 15 were located in New York; 9 each in California and Michigan; 4 each in Illinois, Missouri, and Ohio; 3 each in New Jersey and Pennsylvania; 2 in Maryland and 1 each in Colorado, Connecticut, Iowa, Kansas, Nebraska, Virginia, Washington, and Wisconsin.

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

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

4. The average rise and fall of tide at the important American seaports is as follows: Baltimore, 1 foot, 2 inches; Boston, 9 feet, 7 inches; Galveston, 1 foot;

New Orleans, none; New York, 4 feet, 5 inches; Philadelphia, 5 feet, 2 inches; San Francisco, 3 feet, 11 inches; and Washington, D. C., 2 feet, 11 inches.

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

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

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

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

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

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

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

12. The messenger made a frantic effort to locate the parcel containing the testimonials regarding the texts.

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