

ROWE SHORTHAND

Being an adaptation of the principles and rules of New Rapid Shorthand which provides a complete course of study and training in the art of shorthand writing by the use of a system of abbreviated characters, that is easily learned, as legible as print, and that can be written as rapidly as language is spoken

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"Let there be a system of writing discovered that is as legible and may be learned as easily as longhand, and that may be written as rapidly as the language is spoken, and the greatest invention of the age is accomplished"

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PREFACE

Rowe Shorthand has been known since its first publication in 1888 as New Rapid Shorthand. The title was changed as it appears in this book for the following reasons: (a) the agreement at the time the title to the copyright was purchased by the present publisher does not permit the use of the author's name (Mr. McKee) in the title, (b) the word "New" in the title is no longer appropriate in connection with a system that has been in constant use for considerably more than a quarter of a century, and (c) it is obvious that since rapidity is claimed for all systems, the word "Rapid" in the old title now has no special significance. For these reasons it seemed preferable to identify the present text with the name of the house publishing it.

In his preface written in 1889 the author says, "No apology need be offered for the appearance of the present work. The history of the past proves that a system of brief writing has been the demand of the ages. That this demand still exists is too obvious to need assertion. When we realize what a small percentage of the multitudes who yearly take up the study of shorthand make a success of it, we begin to see the need of improvement in this line of human achievement. This recognized necessity for a simple, practical system of brief writing—one that can be learned and put into daily use by the masses, without devoting years of study and practice to this one study alone—is what inspired the author in his efforts to develop the present system."

In his Introduction in the same text he says, "What the world is demanding today is a system that can be *easily learned*, is as *legible as print*, and can be *written rapidly*. Illegibility has been the most glaring defect of all systems of shorthand writing. This great deficiency together with others, so painfully realized by the author in past years, accounts for the existence of New Rapid Shorthand."

These statements show how clearly the author understood what he wished to accomplish in inventing a system of shorthand.

But he wrought better than he knew. It was not permitted that he should see or perhaps realize the wonderful possibilities of the system he created—a system so perfect in the basic elements of its construction that its alphabet and principles stand today substantially as he left them. Copyright difficulties, which in no way reflected upon his originality or integrity as an author, caused him to abandon this system for another which occupied his attention thereafter.

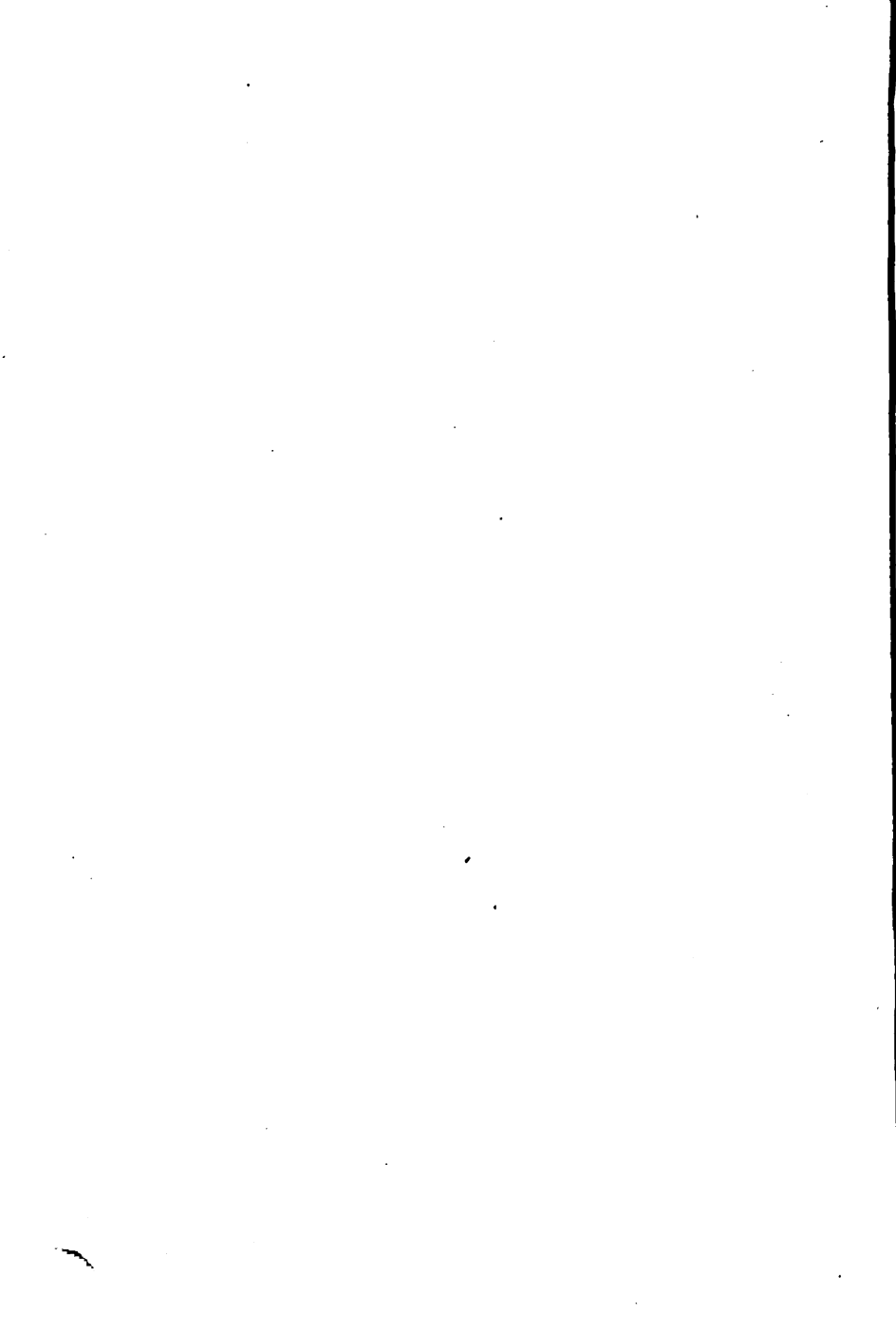
It was left to others to discover the latent possibilities of the system. These discoveries finally led to some distinctly original applications of the principles of the system, particularly in utilizing their unusual powers for giving expression to the phonic elements of language structure.

Perhaps the most gifted exponent of these discoveries, as well as of the entire system as it is herein set forth, is Mr. B. W. Parker, who originated most of the changes to which reference has been made. His long experience, beginning as a student of Mr. McKee and continuing for a period of something over twenty-five years as a teacher and writer of the system, as well as his familiarity with other shorthand systems, gives him an authoritative position in the shorthand world. Perhaps some of the pedagogic treatment in the arrangement of the text and particularly the simplicity of the language used in describing and differentiating between the associated sound elements of consonants may be properly accredited to the editor, who is the writer of this preface.

Teachers and writers of shorthand cannot peruse the following pages very far without discovering many features dealing with the structural sounds of our language which have not heretofore been considered in connection with any shorthand system, that are bound to have far reaching effects in all future efforts that are directed towards perfecting the art of shorthand writing. These features cannot fail to command the attention of thoughtful teach-

ers, particularly those who have given some study to word structure and the essential sound elements necessary in giving utterance to human speech.

It should be remembered that Rowe Shorthand is no experiment. Originally the work of a remarkable genius in shorthand creation, it has been refined in the crucible of experience at the hands of those who are masters of the subject. Since its first publication the system has been continually under the hammer of a searching criticism that was intended to finally produce the best and most nearly perfect system of shorthand that could be invented. Its quality which, we believe, fully justifies the strong claims we make for it, will be quickly discovered by any one who will take the trouble to investigate it.



ROWE SHORTHAND

A STATEMENT OF WHAT ROWE SHORTHAND IS,

WHICH SHOULD BE READ AND STUDIED BEFORE PROCEEDING WITH LESSON ONE

Rowe shorthand is composed of an alphabet of forty-three characters, with two principles and forty rules which direct their use in the art of shorthand writing. The first principle is that of *vowelization*; the second is that of *syllable extension*. This alphabet and these principles and rules combine with such perfect harmony and accuracy in recording sounds and their combinations as they occur in their natural order in words, phrases, etc., as to constitute a system of shorthand that is scientific in its construction and application, is as legible as print and that can be written as rapidly as the language can be spoken.

The system is so complete in its alphabetic expression of elemental sounds and so adequate in its expression of combinations of sounds under the rules based upon its principles, that the same words are always written with the same outlines by all writers of the system with no exception to principles and no variation in rules.

The alphabet of Rowe Shorthand is composed of simple characters that are easily joined and capable of being written at great speed, with a separate character for each elemental sound in the language. Those characters that may be written and joined with the greatest ease are used to represent the most frequently occurring sounds in order to secure the greatest speed and legibility in writing combinations of sounds using connected outlines, whether found in words, phrases or sentences. The characters of the alphabet are so arranged as to lend themselves readily in forming outlines that represent *syllables*, so that every stroke that is made

is one of *complete syllabic expression*, thus establishing the system as purely *phonetic*.

The complete alphabet is shown on page 57, but since its characters are introduced in their order in the various lessons in connection with the principles and rules involved in their application, reference to it at this time is unnecessary.

The principles and rules of Rowe Shorthand are simple and clear in statement, direct and absolute in their application, free from exceptions and always produce like outlines. Their applications are amply illustrated in exercises throughout the text.

Such a series of principles and rules is possible only when the alphabet of the system is facile, complete and scientific in its representation of the elemental sounds of speech. The principles are so scientifically developed in the rules that the extension of outlines following primary syllables, for additional syllables, words or phrases, are always written according to principle and without any departure from the rules laid down. There is never any departure from these principles and rules. For this reason there is little use for arbitrary word signs, of which there are less than one hundred in the entire system.

Vowelization. In Rowe Shorthand vowels are indicated in two ways: (1), *in those words beginning with a consonant*, by writing the character representing the beginning consonant sound on the position assigned to the first sounded vowel following the consonant, and (2), by writing vowel characters for initial vowels, prefixes, suffixes, and vowel words, i.e., words in which the only sounded vowel is the initial vowel.

Since the value of any shorthand system *is largely determined by the extent to which it definitely expresses vowel sounds*, some fuller consideration of this important feature seems appropriate at this point.

Vowelization, or the representation of the sounds of vowels in words, has been one of the greatest difficulties with which authors of shorthand systems have had to contend.

Vowels are usually indicated by the "vowel position" method or by the "connective vowel" method. The method used in Rowe Shorthand is indicated in the third paragraph above, although its position method is materially and radically different from that method as exemplified in other systems.

Rowe Shorthand was the first known system to adopt an efficient method of arranging the vowels in their *natural alphabetic order*, i.e., as they occur in the English alphabet. Each vowel is assigned but one position, and the principle of vowelization definitely and certainly reveals the place it occupies in the word. There is no opportunity for confusion. Both in theory and practice this method works out definitely and with absolute certainty.

It is this method of vowelization, combined with the scientific assignment of the alphabetic characters to represent the various sounds used in speech, that makes possible the powerful contracting principles through which such a remarkable degree of brevity in outlining is secured without sacrifice of legibility.

The position method of vowelization as exemplified in Rowe Shorthand is the only known method that does not compel illogical abbreviations and the dropping of vowels in the later efforts to develop speed and efficiency in writing. As word outlines are first learned by the student, so are they retained throughout his course of study, and his final writing effort is in exact harmony, and in strict accordance with his initial effort.

Much prejudice and unjust criticism exists in the minds of some shorthand teachers and writers with regard to indicating vowels by position, caused, no doubt, by the complex and uncertain manner of using this method in some of the best known systems of phonography, which assign from four to six different vowel sounds to the same position. For example, a consonant stroke, written on what is called the "first position" in these systems, might express "broad a," "long e," "short i," "short o," "long i," or "oi," hence, in writing, the context must necessarily determine which one of these five or six different vowel sounds is to be used,

and further, the context must determine the position the vowel occupies in the word, for in most instances there is nothing to show whether the word begins with a vowel or a consonant, or where the vowel is to be located. Another result of such indefinite and uncertain methods of indicating vowels is that a half dozen words are frequently expressed by the same outline on the same position.

There can be no question of the superiority of the position method over the connective vowel method, for the reason that to express all vowels by circles and loops requires outlines too long to be written with sufficient speed to meet the requirements of practical shorthand writing. This is proven by the fact that all connective vowel systems are replete with later instructions to omit vowels and to make arbitrary contractions that leave the student practically without direction and resolves such systems into little more than systems of word signs.

In Rowe Shorthand that which the student learns in the beginning he carries into practice throughout his course. Not a single word form is taught in any part of his work that is changed later on and this arrangement has been made possible by a perfect method of vowelization.

Thus it will be seen that the high efficiency of Rowe Shorthand is the result of its scientific construction as exhibited—

(a) In the assignment of sound values to the characters of its alphabet,

(b) In its method of vowelization, and

(c) In the formulation of its rules so that they conform in every particular with the requirements of the language written, and provide adequately for every contingency that would interfere with recording speech at great speed and with perfect accuracy and entire legibility.

THE STRUCTURAL BASIS OF THE ALPHABET

The characters of the alphabet are formed from straight and curved lines, which are written in three main directions; namely, horizontally, slanting upward and slanting downward, as illustrated in the following:

ILLUSTRATION 1.



From the following illustration it will be seen that the lines in the preceding illustration are taken from an ellipse; that is, the curved lines are, as *in longhand*, parts of ellipses, and the straight lines conform in length and direction to a single straight line cutting the ellipses in half, vertically and lengthwise:

ILLUSTRATION 2.



In illustration 3 on the next page it will be seen that the straight lines have been divided into three lengths designated as *short*, *medium* and *long* and that in illustration 4 the curved lines have been divided into two lengths designated as *medium* and *long*, while in illustration 5 both straight and curved lines have been used in forming small loops and circles. It is from these straight and curved lines, loops and circles that the alphabet is constructed by designating each one of them to represent a certain elemental sound of the language. It is only through a scientific assignment of elemental sounds that like structural formations of characters can be covered by like principles.

Rowe Shorthand is the only system that can lay claim to a scientific assignment of sound values to its alphabetic characters that results in easy joinings and brief legible outlines which embody all the important sounds of words. Some of these assignments of sounds are indicated in the third illustration. The sound assigned to each of the straight and curved lines in the first two illustrations will be indicated to the student as he proceeds further in his study of the system. They are shown in the alphabet on page 57.

ILLUSTRATION 3—STRAIGHT LINES.

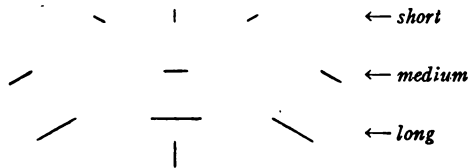


ILLUSTRATION 4—CURVED LINES.

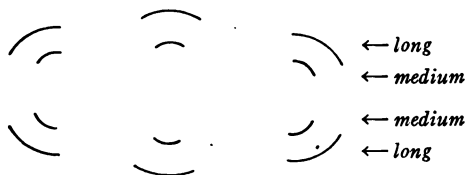


ILLUSTRATION 5—LOOP CHARACTERS.



LESSON ONE—PRELIMINARY INSTRUCTION

SOME IMPORTANT INFORMATION AND A BRIEF ANALYSIS OF CONSONANT SOUNDS AND THEIR USES IN SHORTHAND WRITING, FOR THE CONSIDERATION OF THE STUDENT BEGINNING THE STUDY OF ROWE SHORTHAND.

1. **Shorthand differs from longhand.** Writing words in shorthand, using the characters of the shorthand alphabet, is different in many respects from writing words in longhand, using the letters of the English alphabet. Some understanding of *these differences* should be had before taking up a study of the principles of Rowe Shorthand.

2. **Sounds used singly and sounds used in groups.** In longhand each consonant and vowel sound of which a word is composed is represented by a letter or a combination of letters taken from the alphabet, each sound being expressed *singly*. From these letters, syllables and words are formed. In shorthand writing these sounds *are not expressed singly*, but in groups, forming syllables and words, which are expressed in shorthand characters of great brevity and legibility—a single character frequently expressing all the sounds in the entire word.

3. **The reason for shorthand.** In longhand the writer is compelled to write *every letter of a word* while the speaker pronounces only the *syllables* of a word which are often composed of a number of letters, therefore, while the speaker as a rule makes but *one* effort in uttering a single syllable, the longhand writer is forced to make *as many efforts as there are letters in the syllable*. To make this difference clear, for example, in uttering the syllable “preach,” the speaker makes but *one* effort for the entire syllable, while the longhand writer is required to make *six* efforts, one for each letter. Shorthand was invented to make it possible for the writer to keep

pace with the utterances of the speaker. This can be accomplished only by a perfect co-ordination of the mental and manual processes, and the possibilities for such a co-ordination must be provided for in the system of shorthand itself.

4. **Shorthand is not a system of spelling.** For the reason stated above, in no instance does a shorthand writer *spell* while forming his shorthand outlines, but instead he uses his shorthand characters to express the *unity of sounds contained in distinct syllables*, and expresses the sounds entering into each syllable by a minimum effort of stroke. This requires a shorthand alphabet in which each elemental unit of sound is represented and it also requires an intimate knowledge of *phonics*, i. e., the science of sound.

5. **Consonant sounds.** In shorthand writing it is necessary to acquire an intimate knowledge of phonics by a careful analysis of each consonant, so that the different elements of sound contained in it may be clearly ascertained and understood. In consonants we have *two associated sound elements*, one being the vowel, or *voice sound* of a consonant, and the other being *that portion of sound that remains* after taking away the vowel sound. That portion of sound that remains after taking away the vowel sound is an *obstructed sound* that cannot be given complete utterance in naming the consonant, without the use of the voice sound. It is this remaining portion of sound in a given consonant that is the *true consonant sound made use of in speech and in shorthand writing*, and that is represented by the alphabetic character to which it is assigned—it is the *used sound element* of the consonant, the voice element being dropped. These used elemental sounds of consonants, therefore, are factors of the utmost importance in applying the principles of this system of shorthand.

6. **Elemental sounds of consonants.** Since it is of first importance to distinguish between the two associated sound elements of consonants, so that the used element may be *separated* from the unused, it is necessary to analyze each consonant separately. Let us consider the consonant *f*. In speaking the letter *f* we begin

with the voice sound *eh* which is equivalent to the short sound of *e* (é). This sound is followed by the *whispered* sound formed by expelling the breath between the upper teeth and lower lip. This whispered sound is the equivalent of the sound of *fh* uttered without any voice element. It is that sound of *f* which is expressed before the vowel *a* in *fate*. This whispered sound is the *used sound element* of the consonant *f* in shorthand writing, and is represented by the character *f* of the alphabet. On the other hand, in such letters as *k* and *v*, the whispered sound *precedes* the voice sound. Lists of those consonants in which the voice sound follows the used consonant sound, and those consonants in which the voice sound precedes the used consonant sound, are given in ¶6c.

6a. From this it will be seen that when we speak of "elemental sounds of consonants" we refer (a) to the unvoiced sounds of consonants that are left after the vowel sounds that precede or follow them are eliminated, and (b) that these unvoiced sounds are the *used sounds* of consonants employed in speech and in writing shorthand, and (c) that these used sounds, and not the voiced sounds, are the sounds represented by the consonants of the shorthand alphabet. It is by associating these used consonant sounds with the vowel sounds indicated by position, that we obtain "the unity of sounds contained in distinct syllables," as stated in ¶4, and from which are formed those groups of "sounds that result in syllables," as stated in ¶2. Consequently, in ascertaining the *used* sounds of consonants, the student also acquires material *for the construction of syllables*, so that in his outlines the shorthand characters finally represent syllable formations; i.e., syllables or words.

6b. To accurately ascertain *that portion* of sound that remains after taking away the vowel sound, the student should, in pronouncing consonants, note distinctly the unvoiced element of sound *which is useful to him*, and disregard the useless vowel sound that, separated from the useful sound, ceases to be of value from a shorthand standpoint. This will give him command of those elemental consonant sounds necessary to form the distinct syllables referred to in ¶4.

6c. It will be observed that in letters like *f* and *h* the voice sound *precedes* the used consonant sound, while in letters like *v* and *k* the voice sound *follows* the used consonant sound. Those consonants in which the voice sound follows the used consonant sound are *b, c, d, g, j, k, p, q, t, v* and *z*. Those consonants in which the voice sound precedes the used consonant sound are *f, h, l, m, n, r, s* and *x*. Of these, some small portion of the voice sound is retained in expressing the used consonant sound in *r, l, m,* and *n*. *X* when used as an initial consonant sound always retains its voice sound element; when medial or final, the voice element is eliminated the same as in other used consonant sounds.

6d. **Importance of consonants in word construction.** The words of our language are composed, largely, of consonants—in fact, the consonants are the *prime factors of speech*. The chief function of the vowels is to assist articulation by bridging between consonant sounds. A knowledge of the *used sounds of consonants* enables one to readily determine the word represented by their correct combinations, even when no vowel is present. The student should know the *used sound element* of each consonant, and he should think in syllables composed of these sound elements. A thorough mastery of the used sounds of consonants is of the utmost importance to the learner and the writer of shorthand.





A valuable exercise for learning the used sounds of consonants is found on page 156.

LESSON ONE

ASSIGNMENT OF USED CONSONANT SOUNDS TO THE SHORT CHARACTERS

7. The characters of the alphabet, as shown in illustrations 3, 4 and 5, page 10, are arranged in four classes, known as *short*, *medium*, *long* and *loop* characters. In this lesson the *short* characters will be considered.

8. **Short characters.** These are the shortest strokes of the alphabet. They are usually written downward, but may be written upward when necessary to effect an easy joining. The characters and the sounds assigned to them are as follows:

r	ch	t	tr
			

Before practicing these characters, carefully read paragraphs 5 to 6*d* inclusive, pages 12, 13 and 14, and ascertain the *used consonant sound* of each.

(a) The used sound of *r* closely resembles the sound of *er* as heard in the word flower, flow-*er*.

(b) The used sound of *ch* (pronounced *cha*), is the sound of *ch* in the word church, *ch*-ur-*ch*.

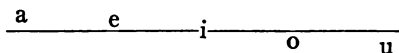
(c) The used sound of *t* is the sound of *t* in the words, teach, *t*-each, and hat, ha-*t*.

(d) The used sound of *tr* (pronounced *ter*), is the sound of *tr* in the word train, *tr*-ain. The *tr* is a shaded stroke.

EXERCISE 1. Practice these characters one at a time, filling at least one page of your note-book with your practice of each. Make them as short as possible, and be careful to fix in mind *the direction* in which each character is made. Pronounce the *used sound* of the character as you write it. Hold your pencil loosely,

and form the habit of writing each character accurately, positively and rapidly. Continue to do this throughout your course.

9. Vowelization. A majority of the words of our language begin with a consonant sound which is immediately followed by a vowel sound. Therefore, in this system, this vowel sound is indicated *by the position on which the consonant is written*. As there are five vowels, *a, e, i, o, and u*, there are five vowel positions, as shown in their alphabetic order in the following illustration:



Observe that the *i* position is the line, while the positions of the other vowels are the spaces indicated *above* and *below* the line.

10. In this system of shorthand the first duty assigned to every *alphabetic* consonant is to require a vowel sound to follow immediately after it for the purpose of forming a *primary syllable*, i.e., primary syllables are formed by writing alphabetic consonants on the vowel positions. It follows, therefore, that the vowel indicated by the position of the first alphabetically written consonant is *always read immediately after that consonant*.

“Primary syllable” is a term used to designate the most important syllable in the construction of a shorthand outline. The term is only applied to those syllables that are formed by writing alphabetic consonants on vowel positions.

11. From the statements in paragraphs 9 and 10, we derive the following rule:

Rule 1. In those words beginning with a consonant sound that is represented by a character of the alphabet, write the character representing the beginning consonant sound on the position assigned to the first sounded vowel following the consonant.

12. **Extension of primary syllables.** In many instances the primary syllable is a complete word—in others it constitutes only the first sound of a word. In either case, the addition of other sounds to the primary syllable, outline results in other syllables or words. *This is known as the extension of the primary syllable.*

There are two methods of extending primary syllables. Under the first method, some character (either alphabetic or expedient) is joined to the primary syllable outline. The second method is explained later in ¶36.

EXERCISE 3. Practice exercises 3 and 4 until you can write each word readily, filling at least one-fourth page of your notebook with the practice of each word. Then cover the shorthand outlines and write the words from your knowledge of the principles. Always read and reread everything you write. Do not spell while outlining, but pronounce the words as you write them, employing the *used sounds* of the consonants composing the outlines. Note that the outline for the primary syllable, as practiced in the previous exercise, is retained.

rate, rat	—>-----	tare	-----<
write, writ	—>-----	tire	-----<
wrote, rot	----->	tore	-----<
reach	----->	tour	-----<
rich	----->	teach	-----<
roach	----->	touch	-----<

Rule 2. Write the *t* and *tr* upward after *t*, *tr*, and *ch*.

EXERCISE 4. Practice as instructed in exercise 3.

tight	-----↗-----	trite	-----↘-----
trait	-----↗-----	cheat	-----↘-----
treat	-----↗-----	chat	-----↘-----

13. **Word-signs.** Any shorthand outline from which one or more of the important sounds of the word are omitted, or any symbol that is arbitrarily used to suggest a word, is a word-sign. So brief are the outlines formed by an application of the rules of this system that very few word-signs are used. The ones that are given, however, are essential to rapid writing and must be thoroughly memorized.

It will be observed that where two or more words are represented by one sign, they are such words as cannot be used interchangeably in a sentence. The symbol employed for the word-sign is usually the one that represents the *prime consonant factor* of the word; for instance, *t* is the prime consonant factor of *at* and *it*, therefore, the *t* stroke is used as a sign for these words. Read paragraph 6*d*, page 14.

EXERCISE 5. Memorize the following word-signs. Practice the phrases until you can make them accurately and rapidly. Throughout your course you must devote some time each day to the practice of word-signs and phrases.

are	-----\-----	owe, owed, owing	-----.
on, own, only	-----∞-----	each	-----l-----
the	-----°-----	which	-----+-----
I	-----•-----	such	----- -----

at -----/-----

it -----/-----

14. **Phrasing.** Phrasing means the representation of two or more words *by one outline*. This may be done by merely joining the outlines, or by the use of modifying rules. Thoroughly memorize and put into practice such phrases as are given.

EXERCISE 6.

which are

-----\-----

at it

-----/-----

such are

-----\-----

to it

-----/-----

on it, on to

----->-----

owing to

-----/-----

LESSON TWO

ASSIGNMENT OF SOUNDS TO THE MEDIUM CHARACTERS

15. **Medium characters.** The medium characters are double the length of the short characters, as shown in illustrations 3, 4 and 5, page 10. The medium characters and the sounds assigned to them are as follows:

f	fr	m	k	kr	a	i	au	d	dr	j	u	o	e
—	—	—	—	—	—	—	—	/	/		\	\	\
Horizontal					Up			Downward					

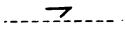

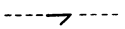
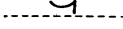
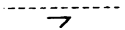

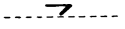

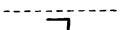
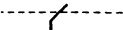
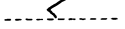
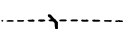
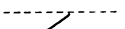

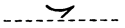
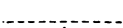
These characters are written in the directions indicated in the illustration. Before practicing them, determine the *used sound* of each consonant in this group, as instructed in paragraphs 5 to 6*d* inclusive. The *fr*, *kr* and *dr* are shaded strokes.

Vowel characters are employed (a) in writing words that begin or end with a vowel, (b) in writing vowel words, i.e., words in which the only sounded vowel is initial, and (c) to express prefixes and suffixes. These characters are written independent of vowel position. Those introduced in this lesson are *a*, *i*, *au*, *u*, *o* and *e*. When joining them to other characters the *a*, *i*, *au*, and *o* may be written either upward or downward, but the *e* and *u* are always written downward.

EXERCISE 7. Practice these characters one at a time, filling at least one page of your note-book with the practice of each one. After memorizing them, practice writing on the vowel positions those characters representing consonant sounds, thus forming primary syllables in accordance with Rule 1. (Read and study carefully ¶9 and 10).

16. **Extension of primary syllables.** These syllables are extended by joining other consonants to the characters that form the primary syllables. In this connection, it will be observed that the *d*, *dr*, *j* and *o* are identical in form with *t*, *tr*, *ch* and *r*, the only distinction being that of length, which distinction must always be observed.

EXERCISE 8. Practice this exercise and exercise 9 by writing each outline a sufficient number of times to fill at least one-fourth page of your note-book. Be careful to observe the *difference in the lengths* of the short and medium characters when joining them. After completing your practice, test your knowledge by covering the shorthand characters in the exercise and writing the outline for each word. Compare your outlines with those shown in the exercise. If you have written any of them incorrectly, study the rules that govern their formation, and again practice them until those rules are thoroughly fixed in your mind.

mate, mat		crate	
might, mit		catch	
mute		creed	
matter		crude	
much		ditch	
dare		ridge	
door		dredge	
cat		drudge	

Rule 3. Like the *t* and *tr*, the *d* and *dr* are written upward after *t*, *tr*, *ch* and *j*. *J* is written upward after *e*.

EXERCISE 9. Practice as instructed in exercise 8.

tied	----- ↗ -----	trod	----- ↗ -----
toad	----- ↘ -----	chide	----- ↗ -----
trade	----- ↙ -----	jot	----- ↓ -----
tread	----- ↙ -----	edge	----- ↘ -----

17. Other vowel sounds. In the preceding exercises only the long and short sounds of the vowels have been illustrated. There are other sounds of the vowels, however, which must be learned and used in your practice of shorthand, as any sound of a vowel may be expressed by writing a consonant on the position of that vowel.

It is not necessary to make use of any mark to distinguish between the simple vowel sounds of a given position, as the context will readily determine which sound is called for. However, the diphthongal, or combined vowel sounds, are marked as shown in the exercise following Rule 4.

The sounds given to the different positions are as follows:

<i>A position:</i>	<i>E position:</i>	<i>I position:</i>
ā as in cāme	ē as in mēat	ī as in file
ǎ as in cǎm	ě as in mět	ÿ as in fÿll
ah as in calm		oi as in foil
au as in cause		
<i>O position:</i>	<i>U position:</i>	
ō as in lōad	ew as in new	
ǒ as in lǒt	ű as in nűt	
ou as in loud	őő as in nook	
	ōō as in noon	

Rule 4. The *au*, *oi* and *ou* sounds of the *a*, *i* and *o* positions are distinguished from the other sounds of these positions by placing a dot near the body of the word. The dot may be written at any point relative to the outline that is convenient for the writer, except immediately before or after the outline.

EXERCISE 10. Commit to memory the different sounds of each vowel, as given in ¶17. Practice writing on the vowel positions all the consonants of the alphabet that have been given, forming and pronouncing as many syllables as there are vowel sounds, as per the following illustration:

fā fǎ fah faw, fē fēh, fī fih foi,
 fōe fō föu, few fū fōō fōō

Continue this practice until you can write any syllable thus formed without the slightest hesitation. Then practice the following exercise according to instructions given in previous exercises.

taught		joy	
fought		coy	
caught		tower	
wrought		cower	
toy		trout	

18. **Word-signs.** The circle and loop, used for *as*, *all*, etc., are *expedients*; that is, they do not belong to the alphabet, but sounds are assigned to them according to the way they are used. At this point, they should be learned for the words they symbolize and joined to other characters as indicated by the illustrations.

EXERCISE 11. Practice the following word-signs according to instructions given in Lesson 1. You must thoroughly memorize the word-signs in order to use them to the best advantage.

a, an, and <i>up or down</i>		any, end <i>e, shortened</i>	
half		ever, every <i>e, shaded</i>	
if		after <i>a, down, shaded</i>	
for <i>shaded</i>		you, your	
character		upon <i>u, shortened</i>	
one		as	
order-ed <i>shaded</i>		i s, his	
change-ed		us	
charge-ed <i>shaded</i>		all	
judge-ed		will	
church <i>shaded</i>		will you	
of, off		ask-ed	
or <i>shaded</i>		Dear Sir	

19. **Phrases.** The slight retracing used on the under side of characters to express *the* is explained in Lesson 10.

EXERCISE 12. Practice as previously instructed. A phrase outline is written on the position of the first word in the phrase that requires a position for its identity.

each of		as you	
each of us, his		as you will	
each of which		as you do	
which is		as if	
such as, is		to do	
such as are		today	
any of		every day <i>a position</i>	
one of		any day <i>a position</i>	
one or		every one <i>e position</i>	
or to		any one <i>e position</i>	
all of		on the	
all of his, us		or the	
all is		to the	
all will		any of the	
all are		owing to the	

after the ----- *f* ----- and it ----- *f* -----
 upon the ----- *y* ----- and if ----- *f* -----

20. **Punctuation.** The period is the only punctuation mark that is used to any extent in shorthand writing. The others should be learned, however, as there may be times when their use would be of great assistance. Form the habit of using the period after each sentence. Its use is essential to accurate transcription.

21. The period is expressed by *x* ; the comma, by *y* ; the colon, by *x^x* ; the semicolon, by *y^x* ; the question mark, by *z* ; the parenthesis, by *()* ; the dash, by *---* . Capitalization of single words is indicated by *u* written underneath the outline. It is indicated in a series of words by underscoring the series. Write all numerals as in longhand.

SENTENCES

EXERCISE 13. Practice the following sentences until you can write them at the rate of fifty words per minute. Hold your pencil loosely, permitting it to glide in an easy, continuous manner from one outline to another. Your ability to *read* shorthand *readily* is second only to that of *writing it rapidly*, hence, you must always read what you write. The hyphen is used between words in these sentences merely to show that those words should be phrased.

Will-you teach me to write as-you-do?

o *f* *---* *u* *y* *y* *z*

The judge will charge-us to change-the order.

o *d* *,* *t* *l* *x*

The cat caught-a rat at-the tower door.

· 7 4 > 1 < 2 x

Dear-Sir: It-is-only-a matter-of which-one you-will order.

d d 2 1 6 1 x

The freight rate on-the crate-of fruit is too-much.

· 7 > 2 3 0 4 x

Each-of-us will-meet you at-the church after-the trade-is-made.

6 7 1 1 1 1 1 x

Will-you ride to-the ridge for me every-day?

0 > 1 1 1 1 2 2

Such-a trait-of character is-a matter-of much joy.

1 1 1 1 1 1 1 x

I asked Joe for half-of-his fruit.

· e 1 1 1 1 x

Will-you trade-off-the cow, as I asked you?

0 1 1 1 1 1 2

Owing-to-the charge-made, you-will order-the mate to change-his crew.

2 1 1 1 1 1 1 x

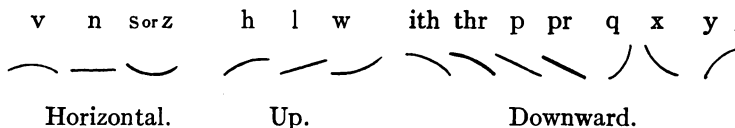
The tread-of-the tire is too-rough on-the edge.

· 1 1 1 1 1 1 x

LESSON THREE

ASSIGNMENT OF SOUNDS TO THE LONG CHARACTERS

22. **Long characters.** The long characters are double the length of the medium characters. Refer to illustrations, page 10, for the relative *lengths* of long, medium and short characters. The long characters and the consonant sounds assigned to them are as follows:



These characters are written in the directions indicated. Learn the *used* sound of each, as instructed in paragraphs 5 to 6*d* inclusive, page 12. The *thr* and *pr* are shaded strokes. When *z* begins a word it may be distinguished from *s* by placing a horizontal dash above the outline (see page 175).

EXERCISE 14. Practice these characters, one at a time, as directed in previous lessons, and pronounce the *used* sound of each consonant as you write it. Fill at least one page of your notebook with the practice of each character. Do not make the inclined strokes too upright and avoid making any of them too long. Practice writing the consonants on the vowel positions, pronouncing their *used* sounds and the vowel sounds as syllables. Read ¶9, 10 and 17 and Rules 1 and 4. These syllables should be practiced until you can make them without the slightest hesitation.

23. **Extension of primary syllables.** Like the primary syllables formed by the short and medium characters, the long character primaries are extended by joining other consonants to them.






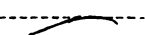
EXERCISE 15. Every movement in shorthand writing counts for something, therefore, make every stroke as rapidly as you can with accuracy. Study the movement of your pencil in making the different joinings. Practice each word of an exercise until you can write it easily and until you know every principle involved in its structure.

vat		drive	
void		ran	
vouch		chain	
save		round	
theft		however	
thrive		*tell	
paid		*till	
pride		*child	
preach		*rail	
prove		*real	
proof		*dale	
excite, exit		*deal	
exceed		*drill	
exude		*trail	

*Always use the alphabetic *l* to extend words beginning with *t*, *tr*, *d*, *dr*, *ch* and *r*.

Rule 5. In order to effect a better joining, slightly retrace the *w* and *l* when they are followed by *f* or *v*.

EXERCISE 16.

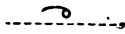

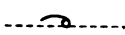

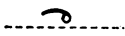





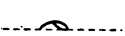



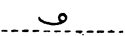





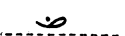









waive		laugh	
weave		live	
wife		love	

24. **Expedient characters.** An *expedient* character is one that is not expressed in the alphabet. It does not, therefore, represent a fixed sound, as does an alphabetic character, but is named according to the way it is used in connection with other characters. *An expedient consonant is never written on position to indicate a following vowel.*

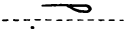

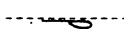

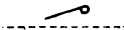
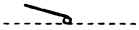

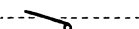
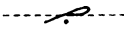



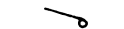
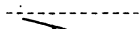
25. **Briefer outlines and easier joinings** can be secured by using expedient symbols for some of the sounds that most frequently occur as syllable extending sounds. As a small circle and a large loop are not alphabetic characters, they are variously used as expedients.

Rule 6. A small circle is given the sound of *s*, and a large loop the sound of *l*, when they are turned on the regular side of other characters. The *regular* side is the *inner side* of curved strokes, and *forward*, in the direction a clock's hands move, on all straight lines.

EXERCISE 17. Follow the method of practice outlined in previous lessons. The joining of the circle and loop to other characters requires your special attention. Do not make the circle large. To facilitate legibility and speed, make the loop very narrow.




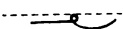
face		vice	
fees		vessel	
phrase		evil	
fail		veil	
fall		says	
feel		sale	
foil		sell	
case		soil	
cases		has	
craze		hose	
call		house	
kill		houses	
coil		hail	
vase		haul	
vases		hill	

was		choice	
wise		chosen	
well		ties	
these		trace	
this		tries	
those		miss	
thousand		mail	
excess		mill	
excel		missile	
exile		mouse	
yes		days	
yell		does	
quizz		dries	
quill		knees	
raise		nice	
rise		nozzle	
reason		null	

nail		pose	
knoll		poison	
lace		press	
lies		prize	
loyal		possess	
lull		pale	
pays		pull	

Rule 7. When connecting two characters that form an angle in joining, the circle or loop is written on the outside of the angle.

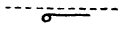

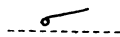

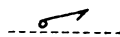
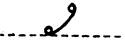
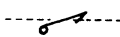


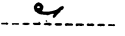



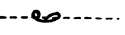
EXERCISE 18.

lesson		misses	
loosen		noses	

26. **As the circle form of *s* is not an alphabetic consonant and cannot require a vowel to follow, it naturally blends with another consonant when joined to it initially. In such cases, both consonants are read before the vowel. In other words, the vowel is always read *immediately after the first alphabetically written consonant*.**


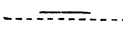

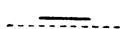
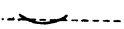



Rule 8. The expedient *s* is joined initially to *f, k, kr, m, n, l, p, pr, q* and *w*, forming the combinations *sf, sk, skr, sm, sn, sl, sp, spr, sq* and *sw*.






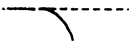





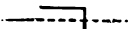
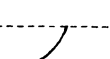
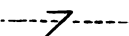
EXERCISE 19. While the initial joining of the circle may offer some difficulty at first, remember that you need *hand-training* to become expert, after which difficulties disappear. Do not draw this circle, but form it by giving the pencil a very slight, quick turn.

snow		sway	
slay		sweet	
slate		squeeze	
slight		smile	
spade		skate	
spice		Scotch	
spill		skill	

Word-signs.

EXERCISE 20. Anything short of the absolute mastery of word-signs is a hindrance to your acquiring speed. Memorize these word-signs. Practice all word-signs and phrases daily. When a hyphen is used between parts of words, it indicates that each form of the word given is represented by the outline.




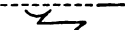

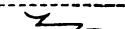

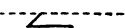
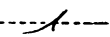
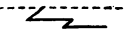

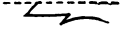

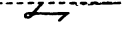


have		necessity	
satisfy-ied		necessary	
circumstance-s		with	
success, succeed		particular	

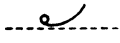
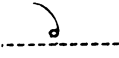
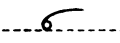


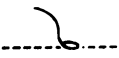

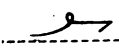

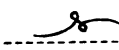

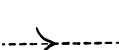



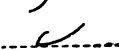





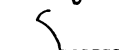







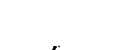

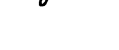
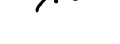

practical-practice		*word	
opportune-ity		*that	
appropriate		*thought	
equal		receive-ed-ing	
*had		deliver-ed-ing-y	
*heard		arrange-ed	
*would		immediate-ly	

*These words are written downward and more nearly upright.

Phrases.

EXERCISE 21.

have a, an		could have	
have had		could not	
had a, an		could not have	
had he		do not	
with a, an		do not know	
with this		do not have	
with that		does not	
with which		to do so	

as we		that is	
as he		that you	
as has		that you will	
he had		was not	
he would		was received	
he would have		you had	
he is		you would	
he will		and we	
he will not		and he	
we would		and this	
we would not		and that	
we received		at that	
we will		at this	
we have		at once	
we had		it will	
how is		it would	
how will		it has	

SENTENCES

EXERCISE 22. Practice each sentence over and over until your knowledge of every word and joining is thorough before taking up the next. After you have completed your practice, have some one dictate the sentences to you until you can write them at the rate of fifty words per minute. In phrase-writing, the words *of the* and *on the* are omitted before a date or its equivalent. Words that may be omitted are placed in brackets. Are you holding your pencil loosely? Do you read everything you write?

The schoolhouse is on-the hill.

We-will succeed if-we-use every-thought that-is-necessary to excel.

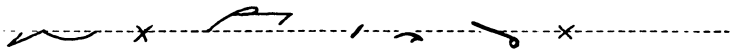
How-will-the Scotch exile scale the prison wall?

His speech, though-not appropriate, was-equal-to that-of

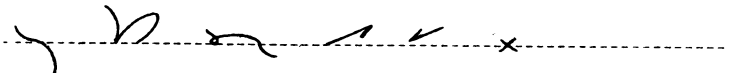
Caesar's. Will-you satisfy-us on that-particular?

He-would-have delivered-the lace had-he thought it-was-neces-

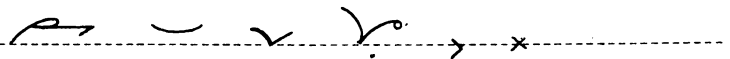
sary to-do-so. He-will-not try for-the prize.



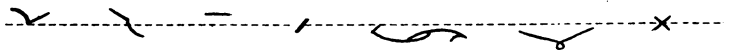
You-thought that-he-would receive-your letter today.



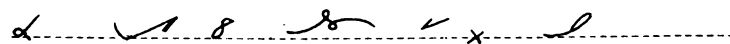
He-will-not satisfy every-one that-he-is right.



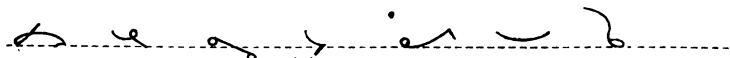
Every-one of-you may try to-solve-the puzzle.



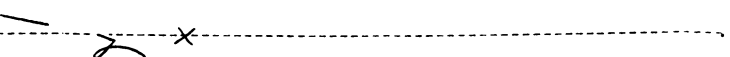
Dear-Sir: Your-letter (of the) 8th was-received today. We-will



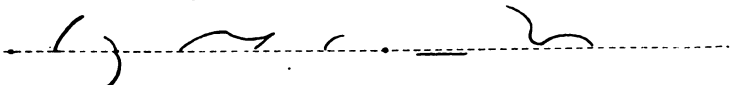
deliver-the case-of spice you-ordered, as-we-are satisfied that-you-



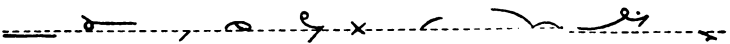
will pay on-delivery.



I heard every-word he-said, and I know that-you-have



no reason to feel as-you-do. A thief was-caught on-the



roof of one-of those-houses, however, I do-not-know which-one.



LESSON FOUR

ASSIGNMENT OF SOUNDS TO THE LOOP CHARACTERS

27. **Loop characters.** This is the third group of alphabetic characters, as shown in illustration 5, page 10. The loop characters and the sounds assigned to them are as follows:

b	br	g	gr	ish	shr	wha	sta	str	oi	ou
∩	∩	∪	∪	C	C	∩	O	O	∨	^

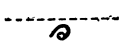
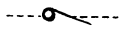

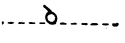
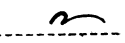
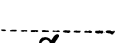
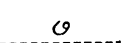

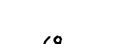



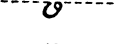
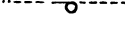

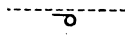
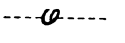
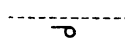
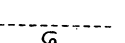
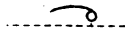
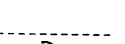
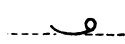
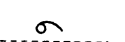



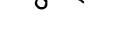

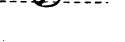

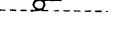
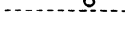
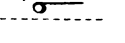

As instructed in previous lessons, determine upon the *used sound* represented by each consonant. When in doubt read and study paragraphs 5 to 6*d* inclusive. Remember that each character is pronounced as a single sound. The characters themselves will suggest the directions in which they are written. The *br*, *gr*, *shr* and *str* are shaded strokes.





EXERCISE 23. Write the consonants of this group on the different vowel positions, as directed in Rule 1, and in the instructions preceding Exercise 1. Fill at least one-half page of your notebook with the practice of each character.

Rule 9. The *sta* and *str* are turned on the *regular* side of other characters, as directed in Rules 6 and 7.

EXERCISE 24. Follow previous instructions as to practice. The sides of these open forms should be parallel and not permitted to spread apart when turning a circle or loop in them. Do not make the *sta* and *str* oblong, but make them round. Study to develop a movement of the hand that will enable you to form every character with ease and rapidity.

base	∩	bill	∩
bale	∩	brass	∩










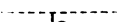







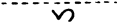


bruise		strip	
brief		rest	
brave		trust	
gas		fast	
guess		cost	
gross		mist	
gale		most	
grill		must	
shoes		vast	
whose		ceased	
staff		host	
stove		last	
strike		waste	
steam		past	
strain		priced	
stroll		fish	
stop		push	

cash		measure	
wash		leisure	

28. **Extension of primary syllables by adding b, p and g, k.** As *b* and *p* are cognate (kindred) sounds, they are expressed alike when used to extend a primary syllable. They are never expressed alike under any other condition.

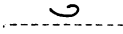




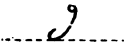
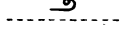
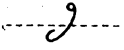
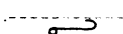
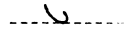
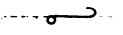
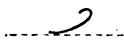
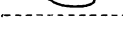
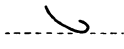
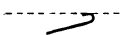
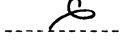
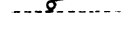
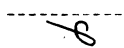

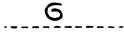

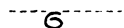
Rule 10. *B* and *p* are expressed by the *alphabetic b* after *b, br, g, gr, t, tr, d, dr, cha, j, r, f,* and *v.* (Read ¶ 12.)

EXERCISE 25. To become an efficient writer of shorthand, your knowledge must be definite. You must definitely learn, by memorizing Rule 10 and by your practice of the following exercises, which characters require the alphabetic form of *b*.

babe		drop	
grab, grape		chap	
tap		cheap	
type		chop	
typewriter		job	
trap		wrap	
trip		rip	
troop		robe, rope	
dope		rub	
drab, drape		fiber	

Rule 11. *B* and *p* are expressed *after* the *k, kr, m, n, s, l, h, p, pr, q, u, w,* and *x* by a hook on the *upper* side. A hook is never used as a beginning stroke for *b* or *p*.

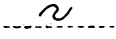
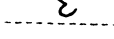
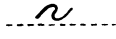
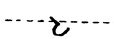

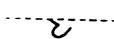

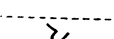
EXERCISE 26. While practicing the following exercise, fix in mind the characters after which *b* and *p* are expressed by a *hook*, as given in Rule 11. Your knowledge of this rule and Rule 10 must be so thorough that you will not hesitate to join to any character whichever form of *b* the character requires. Do not close up the hook, thereby forming a loop. The widest portion of the hook should be at its finish.

cab, cap		pipe	
crab, crepe		proper	
scribe, scrip		squab	
maps		squib	
snub		up	
snipe		web, weep	
sap		except	
lobe, lope		help	
slab, slap		pulp	
hope		shape	
peep		shop	

29. As **g** and **k** are cognate (kindred) sounds, they are also expressed alike when used to extend a primary syllable.

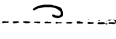

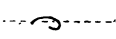
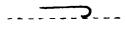
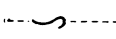
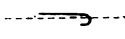
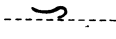
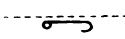
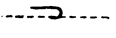
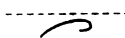
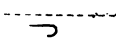
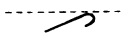
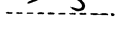
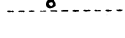
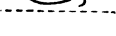

Rule 12. When *g* and *k* follow *b*, *br* and *r*, use the alphabetic *g*, reading it for either *g* or *k*.














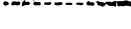
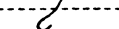
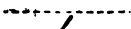
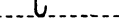

EXERCISE 27.

bag, back		rag, rack	
break		rig	
brig, brick		rock	
broke		rug	

Rule 13. *G* and *k* are expressed by a hook on the *under* side after all other characters.

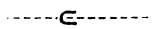
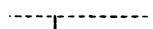










EXERCISE 28. Follow the instructions for practice given under exercises 25 and 26.

fag, fake		soak	
fig		nag, knack	
kick		neck	
crag, crack		snug	
meek		hug	
mug		log, lock	
vague		slag, slack	
sag, sack		slug	

like		took	
week		track	
wig		trick	
thick		deck	
pack		dog	
pick		drag	
quick		drug	
check		milk	
take, tag		silk	

Word-signs.

EXERCISE 29. Before practicing these word-signs and phrases, study all previous instructions relative to word-signs.

wish-ed-ing		subject	
behalf		request	
behave		requisite <small>(shaded)</small>	
gave		agent	
give-en		under <small>u, shortened, shaded</small>	
object		enter-ed <small>e, shortened, shaded</small>	

entire-ly-ity	----- r	idle	----- d
address <i>shaded</i>	----- c	perhaps	----- v

Phrases.

Rule 14. When *be* follows *will*, it is expressed by extending the loop for *will* into a hook, regardless of the direction in which it is turned.

EXERCISE 30.

will be	----- r	subject to	----- t
will you be	----- o	subject to change	----- t
he will be	----- e	take it	----- t
they will be	----- e	to go	----- c
you will be	----- o	to go to, took it	----- t
that will be	----- p	to go after	----- t
it will be	----- s	make up	----- p
we will be	----- l	take up	----- w
we wish	----- s	to be	----- h
we gave the	----- u	must be	----- o
we object	----- b	could be	----- h
subject of	----- h	could not be	----- h

SENTENCES

EXERCISE 31. Be guided in your practice of these sentences by instructions given in previous lessons. In shorthand notation a *d* is written to the right of and above a numeral to express *days*; to the right of and below, to express *dollars*.

Will-you-be at-the picnic which-we-will give next week?

W *l* *b* *a* *t* *t* *h* *e* *p* *i* *c* *n* *i* *c* *w* *h* *i* *c* *h* *w* *e* *w* *i* *l* *l* *g* *i* *v* *e* *n* *e* *x* *t* *w* *e* *e* *k*

We-would-know why-you-do-not behave at church.

W *e* *w* *o* *u* *l* *d* *k* *n* *o* *w* *w* *h* *y* *y* *o* *u* *d* *o* *n* *o* *t* *b* *e* *h* *a* *v* *e* *a* *t* *c* *h* *u* *r* *c* *h*

Dear-Sir: If-we-do-not receive-your-check today, we-will draw

d *e* *a* *r* *s* *i* *r* *i* *f* *w* *e* *d* *o* *n* *o* *t* *r* *e* *c* *e* *i* *v* *e* *y* *o* *u* *r* *c* *h* *e* *c* *k* *t* *o* *d* *a* *y* *w* *e* *w* *i* *l* *l* *d* *r* *a* *w*

on-you at five-days' sight.

o *n* *y* *o* *u* *a* *t* *f* *i* *v* *e* *d* *a* *y* *s* *'* *s* *i* *g* *h* *t*

The prices we-made-you are subject-to-change any-day.

t *h* *e* *p* *r* *i* *c* *e* *s* *w* *e* *m* *a* *d* *e* *y* *o* *u* *a* *r* *e* *s* *u* *b* *j* *e* *c* *t* *t* *o* *c* *h* *a* *n* *g* *e* *a* *n* *y* *d* *a* *y*

Your-check for \$10 00 was-received today.

y *o* *u* *r* *c* *h* *e* *c* *k* *f* *o* *r* *1* *0* *0* *0* *w* *a* *s* *r* *e* *c* *e* *i* *v* *e* *d* *t* *o* *d* *a* *y*

Will-you-be at-the office to take-care of-this business?

W *l* *l* *y* *o* *u* *b* *e* *a* *t* *t* *h* *e* *o* *f* *f* *i* *c* *e* *t* *o* *t* *a* *k* *e* *c* *a* *r* *e* *o* *f* *t* *h* *i* *s* *b* *u* *s* *i*

It-will-be-necessary for me to take-charge-of-the business, if-he-

wishes to-go-to-the coast.

We-will-be-at-the silk-sale and will-buy-you-a dress like-the one

we-priced at Saks.

We-must-have your-order by next week, if-you-wish a quick-

delivery. Perhaps you-do-not-know that-a peasant wove

this rug from waste material.

To rest, one does not-have to-be idle.

Pack my grip and leave-it at-the address I gave-you.

LESSON FIVE

30. **The l combination of alphabetic consonants.** While the following characters are similar in form to some of the loop characters, they are not classed with them, as the principles of modification applicable to the loop characters do not apply to the *l* combination. These characters are distinguished by their very minute sizes, and are not permitted to undergo any changes except in their manner of joining. They are to be considered as *alphabetic*, however, and as such require a vowel to follow them. See ¶ 10.

bl or pl

gl or kl

fl

o

o

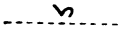
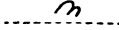
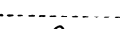
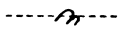
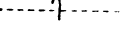
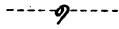

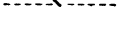




o

Pronounce *bl* as in *fa-ble*; *pl* as in *ma-ple*; *gl* as in *sin-gle*; *kl* as in *vo-cal*; *fl* as in *raf-ple*. Make these characters very small. Form primary syllables as directed under ¶ 5, 6 and 10.

Rule 15. The *bl* or *pl* retains its alphabetic form before and after the *t, tr, d, dr, ch, j, r, f, v, b, g, h* and *ith*.

EXERCISE 32. The following exercise, and exercise 33 fully illustrate the joining of *bl* or *pl* to other characters. In order to use these factors with facility, you must learn which characters require their alphabetic forms, and those on which they are turned as hooks.

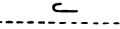

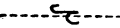

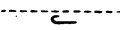
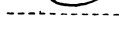

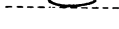








blight	----- γ	plate	----- ?
blot	----- γ	plight	----- γ
table	----- γ	topple	----- γ
trouble	----- γ	bleach	----- γ
blood	----- γ	blotch	----- γ
double	----- γ	chapel	----- h





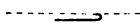
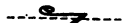




rabble		babble	
blur		bible	
pledge		*split	
belief		*splatter	
believe		*splutter	
feeble		*troubles	

*Make the *s* slightly oblong when combining with *bl* or *pl*. This will not conflict with *l* and *fl*, as these sounds never combine with *bl* or *pl*.

Rule 16. The *bl* or *pl* is turned as a hook on the upper side, both initially and finally, of all other characters, and on the inside of the *p* and *k* hooks.

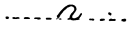
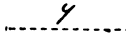

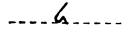
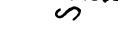

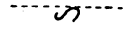
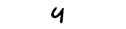
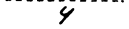

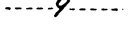
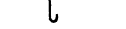
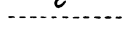
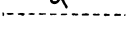
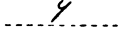
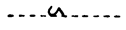
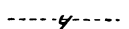
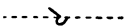
EXERCISE 33.

blame		pluck	
blemish		couple	
bloom		blaze, place	
Mabel, maple		bless, please	
black		sable	
cable		plain	
block		explain	
cobble		blind	

nibble		pupil	
blonde		spleen	
noble		splendor	
label		measurable	
liable		capable	




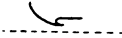










Rule 17. The *gl* or *kl* retains its alphabetic form before and after the *b, g, t, tr, d, dr, ch, j* and *r*.

EXERCISE 34. The instructions for practice preceding Exercise 32 apply with equal force to your study and practice of this exercise and Exercise 35.

beagle		clad	
bugle		declare	
club		decline	
globe		clutch	
glut		chuckle	
cleat		juggle	
tackle		glare	
glad		clear	
glide		regal	

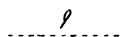

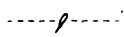

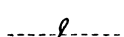
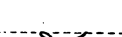
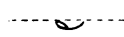

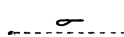

Rule 18. The *gl* or *kl* is turned as a hook on the *under* side, both initially and finally, of all other characters.

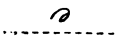
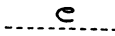
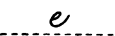
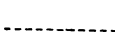
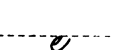
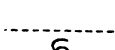
EXERCISE 35.

cliff		sickle	
claim		exclaim	
climb		cling	
cleave		clean, glean	
glove		knuckle	
class, glass		legal	
close, gloss		local	

Rule 19. *Fl* is turned on the *regular* side of other characters. See rules 6 and 7.

EXERCISE 36. Be careful to make this loop about one-half the size of the *l* loop—small, neat, distinctive outlines are conducive to legibility and speed.

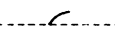
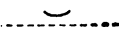
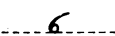









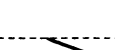
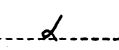
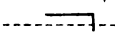
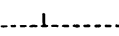
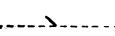
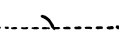
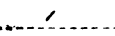
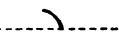
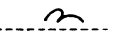


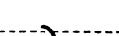
flat		muffle	
flight		fleece	
fled		flows	
flock		flannel	
flame		sniffle	


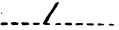
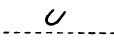

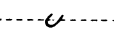
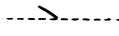
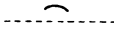
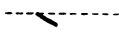


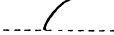
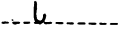

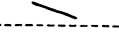
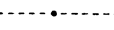

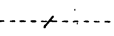



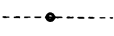
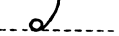
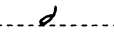

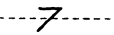
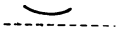
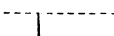
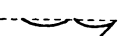
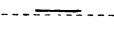
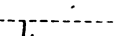
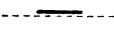
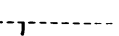
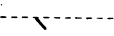
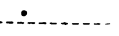


baffle		flash	
flag		flush	
flog		shuffle	













COMPLETE LIST OF WORD-SIGNS

31. The following list comprises all the word-signs of the system. They are alphabetically arranged for ready reference.

EXERCISE 37.

a, an, and		character	
address		change-ed	
after		charge-ed	
agent		church	
all		circumstance-s	
any		deliver-ed-ing-y	
appropriate		Dear Sir	
arrange-ed		each	
are		end	
at		ever, every	
behalf		enter-ed-ing	
behave		entire-ly-ity	

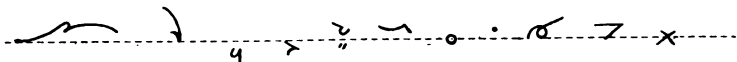
equal		one	
gave		order-ed-ing	
give-en		of, off	
half		or	
have		opportune-ity	
had		object	
heard		particular	
I		practical-practice	
it		perhaps	
if		receive-ed-ing	
is		request	
idle		requisite	
immediate-ly		satisfy-ed	
judge-ed		success, succeed	
necessity		subject	
necessary		such	
on, own, only		the	
owe-ed-ing		that	

thought		which		would	
upon		will		word	
under		will you		wish-ed-ing	
us		with		you, your	

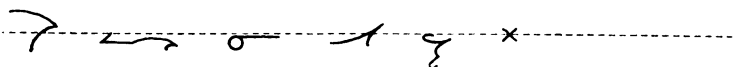
SENTENCES

EXERCISE 38. Practice these sentences until you can write them at the rate of fifty words per minute.

We-believe that-the clutch on-the Regal car is the best-one made.



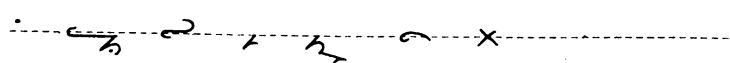
They-had to-move-the stone with-a block-and-tackle.



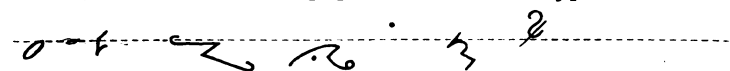
He-could-not-be satisfied under-the circumstances.



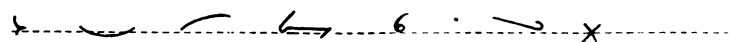
The blind-boy climbed to-the top-of-the cliff.



Will-you teach-the-blind pupil how-to-use the typewriter?



Under-the circumstances he declined-to address the people.



A REVIEW WITH QUESTIONS

32. In the preceding lessons there has been presented (a) all the characters of the complete alphabet shown on the next page; (b) the principle and rules of vowelization, which direct the use of the alphabetic consonants in the formation of primary syllables, and (c) the extension of primary syllables by the use of alphabetic and expedient forms.

33. Two important facts in the outlining of words have been fully established. They are—

(a) *All words beginning with a consonant sound which is immediately followed by a vowel sound, begin their shorthand outlines with an alphabetic consonant written on position.*

(b) *Expedient forms of consonants are never written on position to indicate following vowels, hence, cannot begin such words.*































34. How are the sounds of words expressed in writing longhand? (§ 1, 2.) How are they expressed in writing shorthand? (§ 1, 2.) For what purpose was shorthand devised? (§ 3.) Is it permissible to spell while writing shorthand? (§ 4.) What is meant by phonics? (§ 4.) Into how many classes are the characters of the alphabet divided? (§ 7.) Name those of each class. (§ 8, 15, 22, 27.) What is the first duty of every alphabetic consonant? (§ 10.) How many alphabetic consonants are there? Name the *h* combinations, or those in which the sound of *h* combines with other sounds. The *r* combinations.

35. What is meant by syllable extension? (§ 12.) How many methods are there of extending a primary syllable? (§ 12.) What is the first method? (§ 12.) Does an expedient consonant ever require a vowel to follow it? (§ 24.) When does a circle become *s*? (§ 25, Rule 6.) When does a loop become *l*? (§ 25, Rule 6.) Which is the *regular* side of characters? Name the different vowel sounds. (§ 17.) After which characters are the extending sounds of *b* and *p* indicated by the alphabetic *b*? (Rule 10.) After which are they represented by a *hook*? (Rule 11.) On which side is the *b* and *p* hook turned? (Rule 11.) When is alphabetic *g* used for either *g*











or *k*? (Rule 12.) On which side is the *g* and *k* hook turned? (Rule 13.) Name the *l* combinations. (§ 30.) Why are these characters not classed as *loop* characters? (§ 30.) State how they are joined to other characters. (Rules 15, 16, 17, 18.)

THE COMPLETE ALPHABET





Containing all the different characters used in Rowe Shorthand, and arranged according to its simple and combined consonant sounds.

<i>a</i>	<i>b</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>
									
<i>l</i>	<i>m</i>	<i>n</i>	<i>o</i>	<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>u</i>
									
<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>au</i>	<i>oi</i>	<i>ou</i>	<i>sta</i>	
									




R Combinations

<i>br</i>	<i>pr</i>	<i>gr</i>	<i>kr</i>	<i>tr</i>	<i>dr</i>	<i>fr</i>	<i>shr</i>	<i>str</i>	<i>thr</i>
									

H Combinations

<i>cha</i>	<i>ish</i>	<i>wha</i>	<i>ith</i>
			

L Combinations

<i>bl</i> or <i>pl</i>	<i>gl</i> or <i>kl</i>	<i>fl</i>
		

LESSON SIX

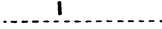

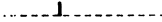

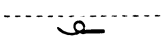

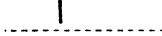

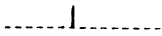








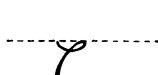
36. **The second method of syllable extension** deals with definite *rules of contraction*, by means of which the alphabetic character forming the primary syllable is modified so that it indicates in its outline the desired extension of sound. (Read ¶12.)

37. **The Extension of primary syllables by adding r.** Shading a character always expresses the sound of *r*. The *r* combinations of *alphabetic* consonants, which have been given in the preceding lessons, are formed by shading *b, p, t, d, g, k, f, sta, ish* and *ith*. The *r* character is joined to a primary syllable formed of one of these combinations, when an *r* extension is desired, as illustrated in Exercise 41. The following rule applies to all other characters:







Rule 20. The sound of *r* that extends the syllable, i. e., the sound of *r* following the vowel indicated by position, is expressed by shading the character that forms the primary syllable.

EXERCISE 39. Do not make the strokes too heavy. If you have learned to hold your pencil loosely, you can easily shade a stroke by slightly gripping the pencil while writing it.

mar	----- -----	higher	----- -----
mere	----- -----	were	----- -----
more	----- -----	wire	----- -----
here	----- -----	wore	----- -----
herewith	----- -----	near	----- -----
hereto	----- -----	nor	----- -----

chair		rear	
cheer		roar	
customer		dearer	
jar		nearer	
jeer		bearer	
sere		carrier, career	
soar		our	
sour		lawyer	
rare		collier	

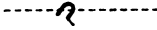




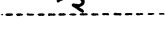


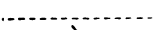




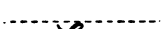
EXERCISE 40. The *f*, *p* and *ith* are shaded at their extreme ends to express the extension sound of *r*. This distinguishes them from the alphabetic *fr*, *pr* and *thr*.

far		par	
fear		poor	
fire		there	

38. Following any primary syllable beginning with one of the *r* combinations of alphabetic consonants, such as *bri*, *pri*, etc., or any syllable that has been extended, we naturally pronounce the *r* as the syllables *ar*, *er*, *or*, hence *r* is used to express these syllables.


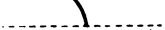




Rule 21. The *r* character is struck backward after the *f*, *fr*, *p* and *pr*.

EXERCISE 41. Practice carefully:

briar		prior	
crier		purier	
grower		faker	
fairer		figure	
furor		vicar	
freer		caller	
prayer		color	

39. The *r* is the prime factor of *are* hence the shading principle provides a means of phrasing *are* to preceding words. (See ¶6d.)

EXERCISE 42. Practice the phrases and sentences in the following lists, as you have been instructed in previous lessons.

we are		that are	
you are		now are	
they are		how are	

EXERCISE 43. There are a number of words that are written on the *u* position to express a following *you* or *your*. The following is a partial list. A complete list is given in a later exercise.

to you, or your		for you, or your	
do you, or your		from you, or your	
if you, or your		if you have	
have you, or your		if you will	
after you, or your		after you have	
and you, or your		and you must	

SENTENCES

EXERCISE 44. Practice these sentences according to previous instructions, until you can write them at the rate of seventy-five words per minute.

Please wire-us all-particulars-of-the sale. Dear-Sir: Your-favor

was-received today. We-are-glad to-note that-we-are-to receive-a

visit from-your Mr. Phillips.

If-you-will-favor-us with-a bill for-the chairs we purchased this-

week, we-will-be pleased-to mail-you our check.

After-you-have looked-over-the papers, please wire-us, if-you-

believe our claim to-be-legal.

Do-you-believe that-these people will-cause trouble for-us, if-

we-use their-label on-our boxes?

We-trust that-you-are free to explain-the matter to-the people.

Dear-Sir: We-enclose herewith our check for \$125.00.

The bearer will-give-you- a note which-will explain why-we-wish

to rent our flat.

You-could-hear-the clamor of-the crowd as it drew near to-his

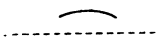
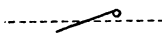

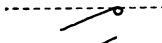
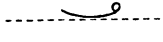



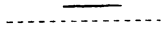

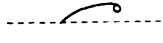
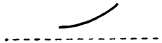
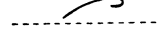
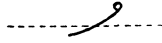
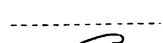

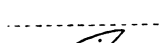
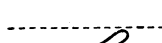
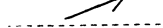

place-of-business.

LESSON SEVEN




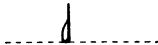
40. Syllable extension by adding *m* and *n*.

Rule 22. The long characters, and the *b*, *br*, *g*, *gr*, *ish*, *shr*, *wha* and *j*, are lengthened to express the extension sounds of *m* and *n*. (§12.)

EXERCISE 45. Do not make these characters too long. About one-third longer than their normal length is sufficient. If you have not formed the habit of distinguishing the relative lengths of characters, you must practice the alphabet with this object in view before practicing the following exercises. Do not widen such characters as the *b* when lengthening them.

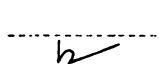
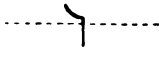
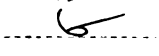
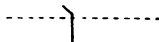
vain		lines	
vines		loans	
seems		slain	
since		slumber	
name		slang	
hence		wane	
hang		wins	
hung		swing	
hound		swung	
land		them, then	

thence		bring	
thine, thin		game	
pint		gone	
sprain		gamble	
sprung		grain	
print		gong	
sprint		ground	
exhume		shame	
eczema		shown	
young		shrink	
promise		shingle	
prompt		when	
open		whom	
pinion		Jane	
million		giant	
baneful		join	
bank		joint	





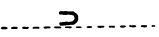



*panel		*numeral	
*venal		*general	

*NOTE: Since *l* is naturally pronounced as a syllable after an extended primary, the *loop* is used for the final syllables *al, el, il, ol, ul* and *ual*.







EXERCISE 46. The final syllables *lant, lent, nent, gen* and *gent* are formed by lengthening the *l, n* and *j*. It is not necessary to add the *t* to these syllables.

jubilant		urgent	
excellent		region, regent	

EXERCISE 47. The lengthening rule (*rule 22*) applied to *here, where, there* and *with*, gives the compounds *herein, wherein, therein*, and *within*.

here		there	
herein		therein	
where		with	
wherein		within	

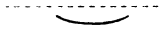
EXERCISE 48. Under the same rule the auxiliaries *have, has* and *had* are lengthened to express *been*.

have		has been	
have been		had	
has		had been	

Rule 23. Superlengthen the long characters to secure the combinations *mn, nm, mm* and *nn*. These combinations form separate syllables; that is, the character modified forms the first syllable, and the combination, the second syllable.

EXERCISE 49. Watch your stroke. Do not develop the habit of making too much distinction between a long character and its modifications. The outlines in the following exercises are just double the normal length of the characters.

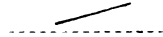
summon



gentlemen



layman



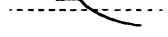
examine



human, humane



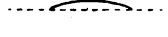
maximum



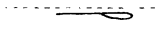
woman



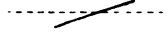
venom



nominal

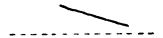


linen

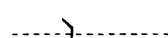


EXERCISE 50. When the terminal syllable *ment* follows a long character, it is expressed by superlengthening the character.

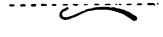
payment



regiment



government



lodgment



SENTENCES

EXERCISE 51. Watch your stroke. Do not permit your outlines to become too long and straggling. Practice these sentences until you can write them at the rate of 75 words per minute.

Our-need-of finances is urgent, so we-ask-you to-mail us-a-check

for-the payment of-your bill.

Would-you like to-make-an arrangement with-us to-look after-

your claims against the government?

Within-the next week the Regent will-examine your papers.

The general summoned-the young soldier and sent-him on urgent

business. Wherein do-you think these women excel?

We-will-be-glad for-you to examine all-the papers, for therein

you-will-note that-the lawyer charged only-a nominal fee for-his services.

LESSON EIGHT

41. M and n extensions continued.

Rule 24. The medium characters, *f, fr, m, k, kr, a, e, i* and *u*, are shortened to express the extension sounds of *m* and *n*.

EXERCISE 52. In applying this principle, be careful to reduce the medium character to the length of a short character.

fame		mankind	
famish		meant	
fine		minor	
finish		count	
*form		can	
*former		come	
*furnish		kind	
frame		canvass	
frames		vacant	
friend		common	
main		crane	
mend		crime	

*Omit the shade in these words.

crumple ----- in -----

aim, am ----- answer (ans.) -----

EXERCISE 53. The shortened *m—mn—* is employed for the terminal syllable *ment*, except after long characters. (See Exercise 50.)

augment ----- supplement -----

argument ----- treatment -----

Rule 25. The *t*, *tr*, *d* and *dr* are written upward to secure the extension sounds of *m* and *n*. This rule does not conflict with the striking of *t* and *d* upward to effect a joining with *t*, *tr*, *d*, *dr*, *cha* and *j*, as there are but two words in the language that require an *m* or *n* after such combinations—*tighten* and *trodden*, and the context will guide you in reading these words.

EXERCISE 54. As you naturally make an upward stroke longer than a downward stroke, you must use care not to make these characters too long.

tame ----- autumn -----

time ----- maintain -----









tense ----- meantime -----

tint ----- deem -----





tenor ----- donor -----

train ----- dinner -----









trample ----- dent -----

damask		pardon	
damson		drain	
danger		drown	
audience		identical	

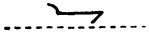
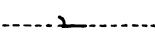












EXERCISE 55. The *t* and *d* written upward—*tn* and *dn*—are employed for the terminal syllables *ten*, *tent*, *den* and *dent*.

written		president	
fatten		resident	

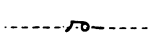
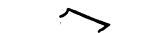

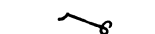
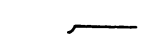



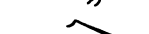





EXERCISE 56. The shortened *a* is used for the prefixes *am*, *an*, and *ani*. This prefix may be written either upward or downward to effect a joining. As prefixes are written regardless of vowel positions, continue to observe the rule of vowelization when writing the primary syllable following the prefix. Learn when to write this prefix upward and when to write it downward. This feature of joining is amply illustrated in the following exercise. Learn its full syllabic value. Practice joining all prefixes to every character in the alphabet.














































anchor		animal	
ancestor		animate	
angel		animus	
annual		antique	

EXERCISE 57. The shortened *e* is used for the prefixes *em* and *en*. This prefix is always written downward. Be sure that you make it the length of a short character.







emanate		enemy	
embarrass		enhance	
embark		enlarge	
embezzle		enlist	
emblem		envelope	
encircle		envy	
encroach		empower	










EXERCISE 58. The shortened *i* is used for the prefixes *im*, *immi*, *in*, and *inti*. This prefix is written either upward or downward to effect an easy joining. Learn the characters before which it is written upward and those before which it is written downward. Practice joining it to all the characters of the alphabet.

immense		impart	
immerse		impassable	
imminent		impeach	
immutable		impel	
impair		impede	
impalpable		imperial	
impanel		impose	

impugn		inseparable		infest	
impulse		inspire		inferior	
import		instance		inflame	
incase		instil		inform	
incapable		instinct		infuse	
include		into		inhale	
incline		intrude		inherent	
income		intrigue		invade	
induce		influx		inveigh	
inmate		inscribe		inveigle	
intimate		intent		invent	
inquire		intense		invest	
insert		indent		invoice	
inside		indenture		invoke	
insist		infer		invite	


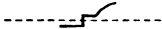
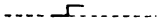


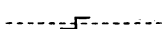

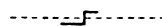
EXERCISE 59. The shortened *u* is used for *um*, *un* and *uni*.

umpire		undo		unfit	
unbelief		unfair		undue	

unfurl		unjust		unto	
uniform		until		untrue	
universe		unrest		untried	










Rule 26. When *mn* follows *m*, or *m* follows *mn*, the second form is separated from the first by a slight upward movement of the pen.













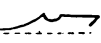








EXERCISE 60. The following exercise constitutes almost a complete list of words coming under this rule of joining. Practice them until you are thoroughly familiar with them.

minim		momenta	
minimum		momentum	
mammon		monument	
memento		moment	

Phrases.

EXERCISE 61. Practice the following phrases and sentences according to instructions given in previous lessons. As the phrases, in most instances, retain the original outlines of the words, you may be inclined to overlook the importance of practicing them. This practice serves to strengthen the knowledge you have already gained, as well as to familiarize you with the combinations that should be formed.

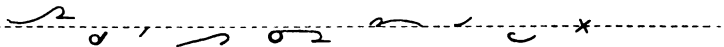
can be		can it be		can the	
can be seen		can not		can you	
can it		can not be		can use	

we can		in a		in such a	
we can use		in his		inasmuch as	
we can be		in his own		in answer	
we can take		in all		in every	
we can not		in order		in any	
in the		in order to		in that	
in which		in such		in this	

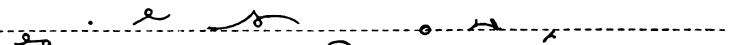
SENTENCES

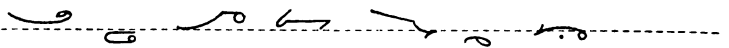
EXERCISE 62. Practice these sentences until you can write them at the rate of seventy-five words per minute. Always read what you write.

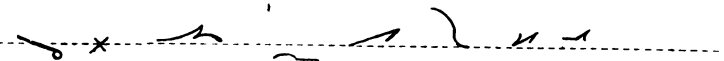
Weak-men trust to luck; strong-men believe in pluck.

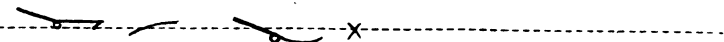


Inasmuch-as the damask we-received from-you is inferior to-the


 samples shown-us, we-must decline-to pay-you-the full invoice


 price. We-infer from-your letter that-you intend to-maintain-the


 present high prices.



We-can-not see how-it-would-be unjust or unfair to decline-to

influence-him in-this-matter.

We-have-your several speeches, in-each-of-which you-make-

reference to-the Income Tax Law and say-that, in-your-opinion,

it-will tend-to impede-the present development-of big business.

In-every instance you-must furnish-the customer with-an invoice.

A universal-use-of-the principles-of-the Rowe system can-be-





































made by-any-student.







LESSON NINE

42. Syllable extension to add *t* and *d*.

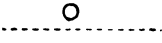
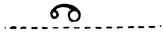
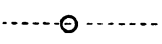
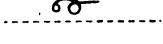
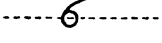
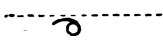
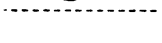
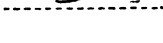
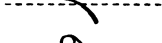







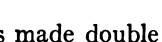
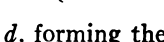
Rule 27. The loop characters are enlarged to express the extending sounds of *t* and *d*.

EXERCISE 63. Do not make these characters too long and do not spread them out into indefinite forms. Keep the two sides of such characters as *b* parallel. Continue to practice as previously instructed.

bait, bad		gate		short	
better		great		shorten	
bite, bid		greater		state	
but		greatness		states	
bright		got		statesman	
brightness		good		stout	
brighten		gateway		stoutness	
separate		gradual		out	
trapped		what		without	
tripped		white		outwear	
habit		whiten		outline	
habitual		should		outside	







outlast		held		mild	
outbid		sold		veiled	

EXERCISE 64. The enlarging rule (*rule 27*) is applied to *as*, *is* and *us*, and all words ending with the circle *s*, to phrase a following *at*, *it*, or *to*. Follow previous instructions regarding the practice of phrases.

as at, it, to		as far as it	
is at, it, to		as far as it may	
is at hand		for us to	
as to what		was at, it, to	
as to whether		has it, to	
as to that		as well as it, to	
as to this		which is at, it, to	
so as to		which is to say	
as soon as it		such as it, to	

Rule 28. *D* is made double length to add *t* or *d*, forming the syllables *ted*, *ded*, and *det*.

EXERCISE 65. Learn the syllables represented by this stroke. Do not make it too long.

did		debt		doubt	
deed		date		dread	

indeed	<u>1</u>	wandered	<u>1</u>
loaded	<u>1</u>	laundered	<u>1</u>
noted	<u>7</u>	determine, detriment	<u>L</u>
wanted	<u>1</u>	credit	<u>7</u>

Phrases.

EXERCISE 66. Follow previous instructions regarding the practice of phrases.

but have	<u>2</u>	as great as	<u>0</u>	what will be	<u>3</u>
but not	<u>2</u>	as good as	<u>0</u>	should be	<u>6</u>
but we	<u>2</u>	what is	<u>2</u>	should have	<u>5</u>
but will	<u>2</u>	what is this	<u>2</u>	should know	<u>1</u>
but will be	<u>2</u>	what it	<u>2</u>	should not	<u>5</u>
about how	<u>2</u>	what have	<u>2</u>	please state	<u>6</u>
about as much as	<u>2</u>	what may	<u>2</u>	will state	<u>2</u>
about this	<u>2</u>	what will	<u>2</u>	will state that	<u>2</u>

SENTENCES

EXERCISE 67. Practice these sentences until you can write them at the rate of 75 words per minute. Omit the words in brackets.

In-this-world, it-is-not what-we-take-up but what-we-give-up

[Handwritten shorthand for "In-this-world, it-is-not what-we-take-up but what-we-give-up"]

that-makes us rich.

[Handwritten shorthand for "that-makes us rich."]

We-enclose herewith a sample-of our-goods and-trust that-you

[Handwritten shorthand for "We-enclose herewith a sample-of our-goods and-trust that-you"]

will favor-us with-an order. It will-be shipped immediately.

[Handwritten shorthand for "will favor-us with-an order. It will-be shipped immediately."]

The gentleman about-whom you inquire was employed by-us

[Handwritten shorthand for "The gentleman about-whom you inquire was employed by-us"]

as-a salesman for more-than ten years. We-found-him to-be

[Handwritten shorthand for "as-a salesman for more-than ten years. We-found-him to-be"]

honest and capable, and-wish him every-possible success in-his

[Handwritten shorthand for "honest and capable, and-wish him every-possible success in-his"]

future career.

[Handwritten shorthand for "future career."]

We-have determined to close out our-line-of flannels immediate-

ly, therefore, we can quote you minimum prices on these goods.

Dear-Sir: We-wish you-would determine just-what you-will-need

in-the line of white goods and let-us-have your-order immediately.

You-should-have this entire lot-of-goods laundered and-placed-































on sale. Your-favor (of the) 10th inst. is-at-hand and-noted.

LESSON TEN

43. Miscellaneous extensions and combinations.

Rule 29. The small circle is turned on the irregular side of other characters to express the combinations *ts* and *ds*.

EXERCISE 68. Remember that the circle is an *expedient* character, and is given a value, or name, according to its use, hence this use of the circle and the values of sound given it are entirely independent of its former functions. Learn and practice it accordingly.

cheats		creeds		lights	
traits		jets		loads	
fates		jots		letters	
fits		votes		limits	
freights		sets, seeds		weights	
mates		sends		ports	
meets		participate		imports	
modes		hates		exerts	
codes		heights		excites	
crates		lets		notes, notice	
















EXERCISE 69. As *t* is used to express *it*, *ts* is employed to express *its* and *it is*. This is an important phrase method, which enters very largely into your work and will enable you to avoid many pen-liftings. Give careful attention and practice to the exercise.

and its, and it is		how its, how it is	
and it is not		how it is possible	
and it is for us to		know its, know it is	
and it is possible		know it is not	
and it is time		that its, that it is	
if its, if it is		that it is necessary	
if it is possible		after its, after it is	
see its, see it is		here its, here it is	



















Rule 30. The circle is turned on the *irregular* side *initially* for the prefixes *dis* and *des*.

EXERCISE 70. Your knowledge of which is the *regular* and which is the *irregular* side of a character should be so thorough that you will never hesitate in applying the rule. Develop this knowledge through the practice of this, and all other exercises illustrating the joinings of circles and loops.

distant		distend		dismiss	
distance		destroy		dismissal	






















dismount		disappoint		discern	
dispel		indispensable		disciple	
dispatch		desolate		disguise	
despot		disloyal		disgust	
disappear		dislodge		dismayed	

EXERCISE 71. When *dis* precedes *a, e, i, u, k, h, pl,* and *kl,* it may be turned on the *regular* side. It is optional whether you turn *dis* on the regular or irregular side of these characters. Turning it on the regular side does not conflict with any other use of the circle and greatly facilitates your writing.

disaster		disuse		dishonor	
disagree		disinherit		dishonest	
disagreeable		discount		display	
disease		discord		disclose	
disentangle		discuss		displease	
disincline		discover		discipline	



















Rule 31. The loop is turned on the irregular side of characters to express the combined sounds of *tl* and *dl*.

EXERCISE 72. The instructions for practice given under exercise 70 apply with equal force to this exercise. Pronounce the combinations as the syllables "tul" and "dul."

gentle		model		title	
fatal		vital		peddle	
fiddle		needle		spindle	
cattle		settle		little	
scuttle		settler		handle	
metal, medal		settlement		hotel	
middle		total		detail	

Rule 32. When *ith* follows a character to which it will not join easily, it is expressed by a slight retracing on the under side of the character.

EXERCISE 73. You have become familiar with this form by your phrasing of "the." Remember that the alphabetic form of *ith* is always used *initially*.

faith		father		weather	
faithful		north		other	
myth		south		otherwise	
moth		lath		path	
mother		lather		neither	
smother		leather		method	

Rule 33. Slope the *b, br, bl* or *pl, g, gr, gl* or *kl*, in the opposite direction to that of their normal slant to add the sound of *ish*.

EXERCISE 74. The following list comprises nearly all the words that are written according to this rule. Practice the exercise until you are thoroughly familiar with the application of the rule.

bush	----- u	brutish	----- u	clash	----- u
brush	----- u	splash	----- o	English	----- u
banish	----- u	plush, blush	----- u	establish	----- o
bashful	----- o	gash	----- u	establishment	----- o
burnish	----- u	gush	----- u	publish	----- u
British	----- u	gracious	----- o	garish	----- u













Rule 34. The *ish, wha, oi* and *ou* are diminished to add *l*.

EXERCISE 75. In diminishing these characters be careful to preserve their distinct forms.

shall	----- c	while	----- o	oil	----- v
shell	----- c	wheel	----- a	owl	----- ^
shrill	----- e	whole	----- o	special	----- o
shallow	----- o	wholesale	----- o	financial	----- o
shelter	----- o	wholesome	----- o	social	----- o

























Rule 35. Since the *w* is never used as an extending factor, it naturally blends with the *t* and *d*, forming the coalescents *tw* and *dw*, both consonants being read before the vowel.

EXERCISE 76. This list contains all the common words in which *w* coalesces with *t* and *d*. Practice according to instructions given in previous lessons.

twist		twinge		dwindle	
twitch		twit		dwarf	
twill		twinkle		tweezers	
twine		dwelt		tweed	

Phrases.

EXERCISE 77. Practice these phrases according to instructions given in previous lessons.

shall it		any other		it shall	
shall do		every other		it shall not	
shall not		he shall		it shall have	
shall have		he shall not		we shall	
shall be		he shall have		we shall not	
shall be there		they shall		we shall have	
one other		they shall not		you shall	
some other		they shall have		you shall have	

SENTENCES

EXERCISE 78. Practice these sentences until you can write them at the rate of 75 words per minute. Omit the words in brackets.]

Gentlemen: Your-favor (of the) 26th ult. has-been-received.

Handwritten shorthand for "Gentlemen: Your-favor (of the) 26th ult. has-been-received." with an asterisk at the end.

We dislike to disappoint you, but-we-do-not see how-it-is-possible

Handwritten shorthand for "We dislike to disappoint you, but-we-do-not see how-it-is-possible"

for-us-to-make settlement as-you-request.

Handwritten shorthand for "for-us-to-make settlement as-you-request." with an asterisk at the end.

Sometime-ago we-placed-an order with-your Mr. Smith for ten

Handwritten shorthand for "Sometime-ago we-placed-an order with-your Mr. Smith for ten"

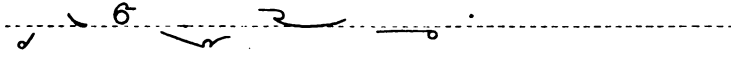
gross-of special twine and three twist drills. He promised to-make

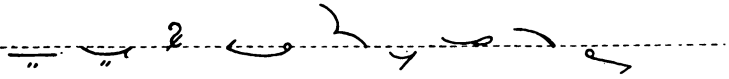
Handwritten shorthand for "gross-of special twine and three twist drills. He promised to-make"

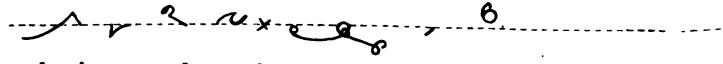
prompt shipment, and-it-is-time-the goods-were here.

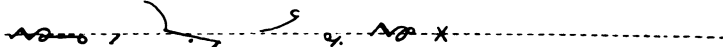
Handwritten shorthand for "prompt shipment, and-it-is-time-the goods-were here." with an asterisk at the end.

Does your establishment publish-a magazine known-as "The


New South?" It-seems that-they could settle their dispute with-


out such-a display-of anger. As-soon-as-it-is-possible to establish



































our-business to that-point, we-shall discount our-bills.











LESSON ELEVEN

44. **Omission of initial syllables.** The initial syllable of certain words may be dropped, thereby adding much to speed and ease in writing without impairing the legibility of the outline. The omission of the initial syllable may be indicated by writing the remaining part of the word close to the preceding outline. This, however, is not essential, and may be disregarded.


































EXERCISE 79. Practice the exercise until you have memorized it.

account		adjustment		again	
accountant		adjacent		against	
accountable		abundant		another	
acknowledge		abundance		annoy	
among		away		annoyance	
about		aware		apology	
adopt		amount		apologize	
adapt		arrive		enclose } inclose }	
amend		above		inclosure	
amendment		achieve		entitle	
adjust		achievement		enjoin	

engage		opinion		responsible	
engagement		require		respect	
endeavor		requirement			

Vowel words.

EXERCISE 80. In the following list of words the only sounded vowels are initial and are expressed by vowel characters. Write these words just above the base line.

aid		angle		oak	
ail		ill		oath	
air		inch		odd	
arm		ease		orb	
art		east		ooze	
article		ebb		old	
ash		edge		ought	
*able		egg		use	
*ample		eel		useful	
axe		earn		usual	
ice, eyes		eat, eaten		usher	

*In the words *able* and *ample*, the *bl* hook is arbitrarily turned on the under side to facilitate the writing.

45. **Phrasing.** The following exercises illustrate the phrasing of numerals and the expressions that are frequently used in connection with them.

EXERCISE 81. The *d* is written *below* and to the right of a figure to express *dollars*; *above* and to the right of a figure to express *days*.

five dollars 5_d five days 5^d

EXERCISE 82. The *p* is joined to a figure to express *per cent*. It is written to the *right* of a figure to express *pounds*.

ten per cent 10_p twenty pounds 20_p

fifteen per cent 15_p fifty pounds 50_p

EXERCISE 83. *Hundreds, thousands and millions* are expressed by joining their initial letters to numerals.

three hundred 3_h six hundred thousand 6_h

fifteen hundred 15_h nine hundred dollars 9_h

four hundred 4_h ten million 10_m

ten thousand 10_t three million 3_m

EXERCISE 84. The *m* is written *below* and to the right of a figure to express *months*; *above* and to the right to express *minutes*.

six months 6_m fifteen minutes 15^m

five months and seven days 5_m 7^d ten minutes 10^m

Your order for three-million-feet (of) Ash calls for the shipment-

Y 2' 3/4 5 6

of five-hundred-thousand-feet every three-months.

5' 2 3 x

The usual discount-on jobbers' orders is 15 per cent, when-the

6 4 10 15 2

order-is for fifty-pounds or less; 10 per cent, when-it amounts-to

1 50 10 7

more-than 100-pounds. We-shall endeavor-to arrange matters so-

1 x 5 7 0



as-to-make-a payment on this bill.

1 10 x



LESSON TWELVE



46. There are a great many verbs having as a termination the sound of *kt*. These verbs are inflected by adding the syllables *ed*, *ing*, *ion* and *ive*, as *select*, *selected*, *selecting*, *selection* and *selective*. There are so many such words that it is desirable to have a rule for expressing the terminal sounds of their inflected forms, as well as the sound of *kt* which terminates the verb.



Rule 36. Write the first syllable of *kt* words according to previously given rules; detach the character representing the beginning sound of the syllable that terminates in *kt*, and write it underneath the first syllable to express the *kt*.



Example: In the word *select*, the first syllable is formed by writing *s* on the *e* position, *se* ; *l*, the beginning sound of the *kt* syllable, is detached and written underneath *se*, in the *kt* position, thereby indicating the *kt* sound, thus, *se-lect* . The outline for *select* is also written and read for *selected*, *selecting*, *selection* and *selective*, as the context will readily determine which form of the word is used.



EXERCISE 87. The value of this principle and your ability to apply it will be determined by the way you practice. You must associate each termination with the outline both in writing and reading the following exercise.















connect -ed-ing-ion-ive  detract -ed-ing-ion-ive 

contract -ed-ing-ion-ive  deduct -ed-ing-ion-ive 







conduct -ed-ing-ion-ive  deflect -ed-ing-ion-ive 

construct -ed-ing-ion-ive  direct -ed-ing-ion-ive 


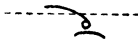

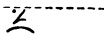

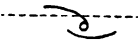

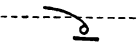

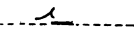
detect -ed-ing-ion-ive  elect -ed-ing-ion-ive 

erect	-ed-ing-ion-ive		protect	-ed-ing-ion-ive	
eject	-ed-ing-ion-ive		protract	-ed-ing-ion-ive	
induct	-ed-ing-ion-ive		predict	-ed-ing-ion-ive	
inflict	-ed-ing-ion-ive		reject	-ed-ing-ion-ive	
instruct	-ed-ing-ion-ive		retract	-ed-ing-ion-ive	
inspect	-ed-ing-ion-ive		reflect	-ed-ing-ion-ive	
inject	-ed-ing-ion-ive		restrict	-ed-ing-ion-ive	

EXERCISE 88. Other letters or syllables following the terminal *kt* sound are expressed by joining them to the detached syllable.

selections		director		connections	
electrical		directness		malefactors	

EXERCISE 89. The *kt* rule may be applied to words of one syllable, such as *act*, *fact*, etc., by writing the first letter of the word underneath the preceding word, as illustrated in the following phrases.

we will act		this fact	
we have acted		owing to the fact	
he acts		this section	
he is acting		this market	
their acting		in the market	

please execute

we are able to execute

we will execute

we are in the market

SENTENCES

EXERCISE 90. Practice these sentences until you can write them at the rate of 80 words per minute.

Dear-Sir: We-are-in-the-market for-a special twill cloth, as-per

sample shown herewith. We-will-execute your-order immediately.

If-the investment is-a failure, we shall-be responsible, as-we-

have-acted on-our-own judgment in-the-matter.

Owing-to-the-fact that-we-are-unable to-form-the proper con-

nections with foreign houses, we-must decline to-book-orders for

future delivery. Our-failure to-make prompt shipment is due to-

the-fact that-we-are-unable-to-execute your entire order.

[Handwritten shorthand for "the-fact that-we-are-unable-to-execute your entire order."]

Gentlemen: This is-to inform-you that-we-do-not care-to-enter

[Handwritten shorthand for "Gentlemen: This is-to inform-you that-we-do-not care-to-enter"]

into-a contract with-your house for electrical fixtures.

[Handwritten shorthand for "into-a contract with-your house for electrical fixtures."]

He-was elected as-a director of-the bank by-a direct-vote-of-the

[Handwritten shorthand for "He-was elected as-a director of-the bank by-a direct-vote-of-the"]

stockholders. The manufacturers-of this-section object-to-the re-




[Handwritten shorthand for "stockholders. The manufacturers-of this-section object-to-the re-"]


strictions placed upon them by-the Government.

[Handwritten shorthand for "strictions placed upon them by-the Government."]

WORD STRUCTURE AND RULE FOR OUTLINING


47. **The preceding lessons** have fully directed the student in the first two steps of shorthand writing; namely, (a) that of forming primary syllables by writing alphabetic consonants on the vowel positions, and (b) the extension of these syllables by the methods illustrated.

The rules for syllable extension have operated, not only in forming brief, legible outlines, but in expressing all the sounds of syllables by forms that clearly indicate syllable completeness; that is, correctly formed outlines always show where one syllable ends and another begins. This feature is illustrated in the words *traps* and *trapeze*. Both of these words have as a base the primary syllable *tra* ; the extension of *tra* into another *complete* syllable terminating in the sounds *ps* is shown by using the extension forms of *p* and *s*, thus, *traps* ; whereas, if the alphabetic *p* and the expedient *s* were used, the outline would indicate a two syllable word, the first syllable being *tra*, and the second syllable beginning with *p* followed by a vowel and terminated by *s*, thus, *tra-pes* . *trapeze*. This feature illustrates the strength and naturalness of the system, and how thoroughly every situation is provided for. It results in a natural differentiation of words having the same combinations of consonants, but differing as to their syllabication. In other systems, such words are either written alike, or arbitrarily distinguished.

Another important result: The primary syllables, and those that are formed by the different extension methods, constitute *root*, or *stem outlines*. The same combination of sounds is always represented by the same *stem outline*, and outlines for derivative words having the same *stem* sound are formed by building to the stem outline. This is illustrated by the syllable *seed* , which is the stem outline for such words as *recede*, *intercede*, *concede*, *proceed*, *exceed*, etc.

The following section of this text gives instructions for prefix and suffix representation, but the student needs to bear in mind that the more important features of his work have been given, and that he should be able to instantly outline the stems of any word. To that end you should put into practice the following rule for outlining.

Rule: Write the word in longhand, spelling it as it should be spelled; determine which *vowel* is to be *expressed by position* and the *consonant* that is to be *written on position* to indicate the vowel. Cancel all other vowels and silent consonants. This leaves the sounds that are to be expressed by the shorthand outline. Rewrite the word in longhand, using only the letters that were not cancelled, and then outline it in shorthand by writing the *vowel-indicating consonant* on position, and combining the consonant sounds that follow by applying the rules of contraction that are indicated, or, if the combination is expressed in an alphabetic form, by using it.

Example: *Principle*—the first *i* in this word is expressed by position, the *pr* is the consonant that is written on position to indicate *i*, hence the remaining *i* and *e* are cancelled, leaving the following combination, *princpl*. Note that the *i* is followed by *n*; *pr*, being a long character, is lengthened for this *n* sound. Then follows the sound of *s*, which in turn is followed by *pl*, hence, we have the following: *pr* written on the *i* position, *pri*; lengthened for *n*, *prin*; further extended by the expedient *s*, *prins*; the final sound of *pl* is expressed by the alphabetic *pl*, *prinspl* . This rule for outlining will apply to all root words, and its observance will always result in simple, legible, analogous outlines.

LESSON THIRTEEN
















48. **Attached prefixes.** This lesson introduces the third and last step in shorthand writing; namely, that of *prefix* and *suffix* representation.













From an English viewpoint, the suggestion of *prefix* or *suffix* presupposes an already existing *root*, or *stem* word. The same is true in this system of shorthand. By an application of the preceding principles, the root, or stem outlines of all the words of the language are formed, and by the use of prefixes and suffixes, these stem outlines are preserved.

Prefixes are not written with reference to vowel positions, but relative to the stem outline. A prefix may be the result of an application of some principle, such as the shortening of *medium* characters to express the sounds of *m* or *n*, forming such prefixes as *am*, *an*, etc., or it may be arbitrarily expressed. There are two kinds of prefixes—*attached* and *detached*.

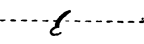
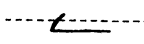
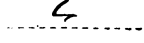

An *attached* prefix is one that is connected to the stem outline without lifting the pen. A *detached* prefix is one that is written relative to the stem outline, either before or through it, the prefix and stem outline being separate strokes.

EXERCISE 91. *A*, *ad*, *af*, and *at*—expressed by *a*, attached, written either upward or downward.

























abate		avail		affair	
abide		adhere		affable	
agree		admire		affiliable	
ago		admirable		affirm	
across		admit		afford	

Atlantic		attend		attribute	
atmosphere		attends, at- tendance		attach-ed	
attain		attest		attachment	
attainable		attire		attempt	






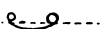





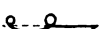















EXERCISE 92. *After*—expressed by the word-sign.

afterglow		afternoon	
aftermath		afterthought	

EXERCISE 93. *Al, el and il*—expressed by the large loop.
















albino		allude		element	
album		almost		elevate	
albumen		alphabet		illegal	
allege		also		illegible	
allegiance		always		illicit	
alliance		although		illogical	
allot		elbow		illimitable	
allow		elegant		illumine	

EXERCISE 94. *As*—expressed by the word-sign.

















































asbestos		assert		*assimilable	
ascend		assess		assist	
ascertain		assessment		assistance	
ascribe		*assessable		assistant	
assail		assessor		assort	
assault		assign		assorted	
assay		assignment		assortment	
assemble		assignable		assume	
assent		assignor		assure	










*See Rule 7.

EXERCISE 95. *Be*—expressed by the *b* written in a more slanting manner.













because		begun		between	
befall		behind		beneath	
before		behoove		beside	
begin		belittle		beseech	
began		belong		beheld	

EXERCISE 96. *Com, con, co* and *cor*—expressed by *k*, shortened, attached.



















combine		compel		concern	
comfort		complain		concert	
comfortable		complacent		concise	
committal		complex		consider	
command		compromise		considerable	
commend		compute		consign	
comment		concord		consist	
commit		concrete		consistent	
commonplace		concur		consult	
commercial		confess		consume	
commune		confine		consumer	
commute		conform		constant	
compress		confront		constrain	
compare		confuse		contrive	
comprise		consent		control	
compete		conceal		converse	

convert		coma		corrupt	
cohere		corrode		corrigible	
cohort		correspond		corpuscle	





EXERCISE 97. *De*—expressed by *d* written in a more slanting manner.

debar		defer		delay	
debase		decide		denote	
detach		define		deposit	
denounce		detain		depleted	


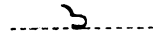
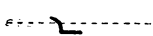

EXERCISE 98. *E, ed* and *ef*—expressed by *e*.

elapse		evade		edifice	
elicit		event		edible	
elope		even		efface	
elude		evince		effeminate	
emerge		evolve		effort	
emit		evoke		effuse	


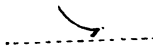
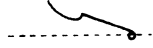

EXERCISE 99. *Enter*—expressed by the word-sign.

enterprise		entertained	
entertain		entertainment	
















EXERCISE 100. *Ever, every and effer*—expressed by the word-sign.

everlasting		everywhere	
evermore		effervesce	













EXERCISE 101. *Ex*—expressed by *x*.

express		extra	
expense		expire	











































EXERCISE 102. *Inter, intel and intro*—expressed by *i*, shortened, shaded and written downward.

interfere		interior		interspersed	
intermingle		interminable		intellect	
intervene		interim		intellectual	
interest		intermit		intelligence	
interpose		interval		introduce	

EXERCISE 103. *O and of*—expressed by *o*.

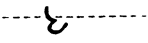
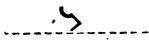

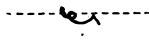
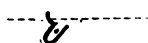
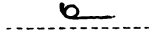
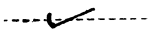
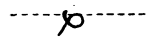
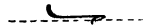
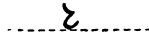
omen		office		offset	
omit		official		offtake	
offense		officer		offshoot	
offer		officious		offhand	

EXERCISE 104. *Re*—expressed by *r*, shaded.

rebate		relate		*repent	
rebel		relieve		*result	
rebound		remain		*reserve	
*recall		realize		*resort	
*recant		remark		*resent	
*receipt		remiss		*resemble	
*record		remit		*resist	
*recede		remittance		*recess	
redeem		remote		*resolve	
refuse		renounce		*resume	
refund		renew		respond	
regain		*repel		return	
regard		*repeat		retail	
regret		*reproach		review	

*Strike *re* backward before *k*, *s*, and *p*.

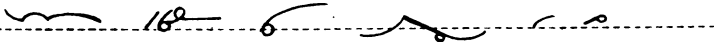
EXERCISE 105. *Under*—expressed by the *word-sign*.

undergo		under-rate	
underhand		underscore	
underground		understand	
underlie		understood	
underneath		undertake	

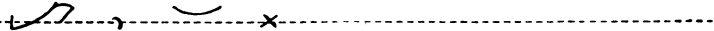
SENTENCES

EXERCISE 106. Practice these sentences until you can write them at the rate of 90 words per minute.

Your-favor (of the) 16th inst. is-at-hand, with-prices and terms,



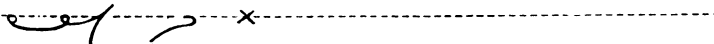
which-we-find entirely satisfactory.



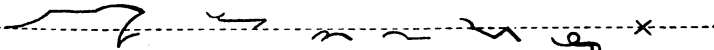
We-regret-to-find that-we-are-unable to close-your consignment



as-soon-as-we-had hoped.



We-never-had-a complaint before from any-of-our customers.



We-are-unable to manufacture-the goods fast-enough to satisfy

the demand of-our customers.

We-respectfully-call to-your notice statement-of-account ren-

dered, and request-you to-make-us a remittance at-your earliest

convenience. Are we-to understand by-your silence that-you

refuse-to-abide by-the rules, as adopted by-the official board?

We always wish-to-be-on-the side-of justice, therefore, we-shall

resist any attempt on-his part to effect-a compromise.

His success may-be attributed more to-an indomitable spirit

and-a desire to excel than to-any assistance he-received from-

others.

LESSON FOURTEEN

49. **Attached suffixes.** In the following exercises it will be observed that the character which represents the important sound of the suffix is used to express the entire syllable.

(a) *Y, ty* and *dy*, pronounced *ɪ, ʏ*, and *dɪ*, are expressed by the *i*.

(b) When *y* follows a circle or loop, it is expressed by extending the circle or loop very slightly across the stem.

(c) The suffix *ward* is expressed by the *w*, shaded and written downward.

(d) *Shun* is expressed by slightly straightening the *ish* or *wha*. The *ish* is used for this suffix, except after *hooks* and the *t* and *d*, when *wha* is used.

(e) Following a circle or loop, the *shun* may be written either upward or downward.

(f) *Ration* is expressed by shading the *shun*.

(g) *Shuns* is formed by adding *s*, and *shun-al* by adding *l*, to *shun*.

(h) *Shiate*, *shiated*, *shiating*, *shiation* and *shiative* are expressed by writing *shun* upward.

(i) *Ish* is expressed by the *ish* character.

(j) *Ism* and *asm* are expressed by the *expedient s* joined to *m*.

Do not spell these suffixes, but pronounce them, and when one sign is given several syllable values, learn it for each syllable.

EXERCISE 107. *Y, ty* and *dy*—expressed by the *i*, written either upward or downward.

tawny	..i	artificially	..3	ready	-->---
sunny	----- ~	officially	..3	seedy	..~
sorry	----- ~	needy	----- ~	happy	----- ~
enmity	..~	scanty	..2	copy	..3

EXERCISE 108. *Ry, try* and *dry*—shade the *y* ending.

dreary		hungry		glory	
weary		tarry		wintry	
flattery		sentry		jury	

























EXERCISE 109. *By*—join the *y* ending to *b*.

baby		whereby		anybody	
hereby		nobody		everybody	










EXERCISE 110. *Bly, ply, bility* and *pality*—join the *y* ending to *bl* or *pl*.

favorably		principally, prin- cipality	
forcibly		peaceably	
horribly		adaptability	
reply		affably, affability	
imply		advisably, advis- ability	
simply		notably, nota- bility	
multiply		impenetrability	
passably, passi- bility		plausibility	

EXERCISE 111. *Ly, sty* and *cy*—expressed by extending the circle or loop very slightly across the stem.



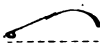











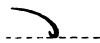
bravely		manfully		intensity	
early		faithfully		scarcity	
excellently		thankfully		capacity	
extremely		wilfully		adversity	
kindly		truthfully		immensity	
lately		rusty		industry	
likely		dusty		fancy	
cheerfully		curiosity		hesitancy	

EXERCISE 112. *Cy* is also used for *zy* and *sly*.

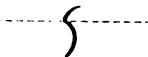
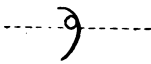
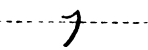


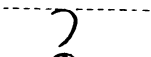
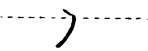
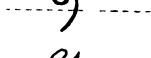

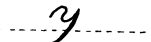
hazy		fiercely		harmoniously	
lazy		vigorously		inversely	
clumsy, clumsily		generously		conversely	

EXERCISE 113. *Fy, vy* and *thy*—expressed by making the *f, v* and *ith* more curving.



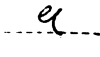


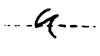


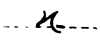


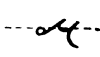



fortify		qualify		glorify	
---------	---	---------	---	---------	---

certify		silvery		slavery	
justify		very		wealthy	
specify		bravery		sympathy	
ratify		divinity		theory	
navy		wavy		theoretical	

EXERCISE 114. *Ward*—expressed by *w*, written downward and shaded.

afterward		Eastward	
inward		Southward	
onward		forward	
reward		straightforward	
wayward		backward	

EXERCISE 115. *Shun*—expressed by slightly straightening the *ish* and *wha*.

nation		addition		allegation	
mention		edition		attention	
evasion		explanation		intention	
division		exclamation		distinction	
question		elevation		fiction	

petition		*dispensation		physician	
condition		*position		remission	
sedition		*imposition		auction	
rendition		impulsion		auctioneer	

*See Rule 7.

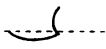
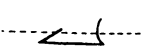
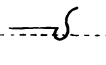
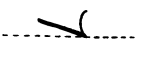
EXERCISE 116. *Shuns* and *shunal*—expressed by adding *s* and *l* to *shun*.

emotions		cautions		factions	
intimations		rational		traditions	
missions		additional		exceptional	
stations		sectional		international	
discussions		national		devotional	
resolutions		suctions		emotional	







EXERCISE 117. *Ration*—expressed by shading *shun*.

admiration		exploration		vibration	
toleration		separation		inspiration	

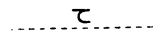
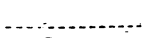

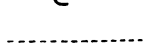
EXERCISE 118. *Shiate, shiated, shiating, shiation, shiative*—expressed by writing the *shun* upward.

associate-ed-ing- tion		denunciation	
negotiate-ed-ing- tion		appreciation	

EXERCISE 119. *Self and selves*—expressed by joining the circle angularly.

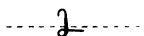

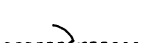



himself		myself		thyself	
herself		ourselves		themselves	

EXERCISE 120. *Ish*—expressed by the *ish* character.

mannish		*foolish	
Irish		*polish	

*See Rule 7.

EXERCISE 121. *Ism and asm*—expressed by *sm*.

plagiarism		conservatism	
egotism		atheism	
officialism		enthusiasm	

A COMPLETE LIST OF YOU AND YOUR PHRASES

EXERCISE 122. The following is a complete list of words that are written on the *u* position to suggest a following *you* or *your*. A partial list was given in Lesson 6.

to you, your	----- / -----	and you, your	----- / -----
do you, your	----- / -----	after you, your	----- / -----
did you, your	----- / -----	will you, your	----- 0 -----
if you, your	----- (-----	replying to you, your	----- y -----
have you, your	----- (-----	in reply to you, your	----- y -----
for you, your	----- (-----	answering you, your	----- a -----
from you, your	----- ~ -----	in answer to you, your	----- a -----

SENTENCES

EXERCISE 123. Practice these sentences until you can write them at the rate of 90 words per minute.

If-you-will faithfully and intelligently follow-the study-of short-

----- a / f r e c -----
 hand you-will ultimately become expert.

----- 2 x -----
 We-are-not at-all pleased with-your evident evasion of-this

----- d e n v i n g -----

question, and insist-upon-a straightforward statement-of-your in-

tentions. His position, to-say-the least, is rather dangerous.

Replying-to-your-favor (of) recent-date, will-state-that we-can-

not allow-you-the line-of credit you-request. We-are-sorry to-learn

that-we made-a-mistake in shipping your-goods.

Owing-to-your-failure to specify sizes-of-the various items in-

your-order, we-were compelled to delay shipment until this infor-

mation was given. The goods-have-been forwarded to-you to-








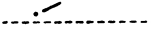
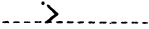

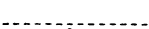













day per American Express.

LESSON FIFTEEN


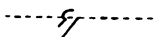

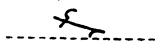

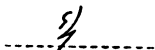

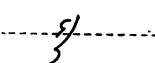
50. Detached prefixes. As stated in a previous lesson, a detached prefix is one that is written relative to the stem outline either before or through it, the prefix and the stem outline constituting separate strokes.

Unless a prefix results from an application of one of the rules of contraction, it is expressed by an arbitrary sign, and as such must be memorized for the syllable or syllables it represents.






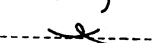


EXERCISE 124. *Ac, oc, ab, ob, ap, op*—expressed by a dot placed immediately before the stem outline.

accede		absurd	
accept		obscure	
acceptable		observe	
accord		obtain	
accurate		obviate	
accuse		obvious	
occur		appear	
occupy		appease	
abhor		appliance	
abrogate		appoint	
absolute		oppose	
abscond		oppress	


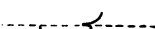
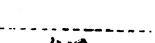
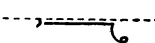
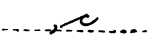
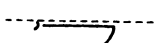
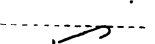
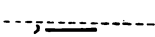

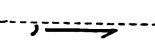
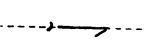
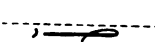
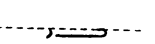
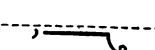
EXERCISE 125. *Ante, anti*—expressed by *ant*.

antecedent		antidote	
antedate		antipathy	
ante mortem		antiquated	
anterior		antiquity	



















EXERCISE 126. *Circu, circum*—expressed by the *s*.

circular		circumference	
circularity		circumlocution	
circulate		circumflex	
circulation		circumscribe	










EXERCISE 127. *Ec, ep, epi* and *ig*—expressed by a *comma*.

eccentric		ignobly	
epicure		ignominious	
epidemic		ignominy	
epilogue		ignore	
episode		ignorant	
ignite		ignorantly	
ignoble		ignoramus	
















EXERCISE 128. *Equa, equi and equiv.*—expressed by the *q*.




























equable		equidistant		equitable	
equableness		equiform		equity	
equability		equilateral		equivalent	
equanimity		equinox		equivocal	
equation		equipage		equivocate	
equator		equipoise		equivocation	

EXERCISE 129. *Om and omni*—expressed by the *o*.
















omelet		omnibus		omniscient	
omniform		omnipotent		omnium	
omnific		omnipresent		omnivorous	

EXERCISE 130. *Per, pur and pre*—expressed by the *b*.




perceive		permanent		purloin	
perceptible		permit		purport	
perchance		pernicious		purpose	
persuade		perpetual		purposeful	
perform		purlieu		pursue	

pursuit		precocious		prescribe	
purvey		predetermine		present	
purview		prelude		preserve	
precarious		premium		preside	
precautious		prepare		presume	
precede		prepay		pretend	
precedence		prepossess		pretext	
precise		preposterous		prevent	
preclude		prerequisite		previous	

EXERCISE 131. *Pro*—expressed by the *br*.

proceed		procure		prolong	
procedure		produce		promote	
proclaim		proficient		pronounce	
proclivity		profound		provide	
procrastinate		profuse		provisional	

EXERCISE 131a. *Quad-ri*—expressed by *qd*.

quadrilateral		quadrangle		quadruple	
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EXERCISE 132. *Sub, sup, suc, suf, sur* and *sus*—expressed by the *sta*.



















subdivide		supplant		suffuse	
subdue		supplement		surpass	
sublime		support		surprise	
submit		suppose		survey	
subordinate		succinct		survive	
subsequent		succor		susceptible	
subscribe		succumb		suspend	
*substance		suffer		suspicion	
*substantial		suffice		sustain	

*This prefix may be *joined* to a stem outline that begins with *sta* or the circle *s*.

EXERCISE 133. *Super* and *subter*—expressed by the *str*.

supercilious		supersede	
superficial		supervene	
superimpose		supervisor	
superinduce		subterfuge	
superintend		subterranean	



















EXERCISE 134. *Tran* and *trans*—expressed by the *tr*.

























tranquil		transfer		translate	
tranquility		transferable		transmit	
transaction		transform		transparent	
transcend		transformation		transpire	
transcribe		transgress		transport	
transcription		transit		transpose	

51. **The negative sign.** Some of the negative prefixes will not join readily to the outlines of a few positive words, and in order to preserve the analogy of these outlines a negative sign is employed.

Rule 37. Write the *r* through the latter part of an outline, either a word or phrase, to express its negative meaning.

EXERCISE 135.

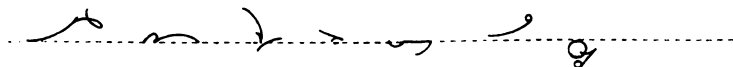
lawful		trust		essential	
unlawful		mistrust		non-essential	
certain		approve		payment	
uncertain		disapprove		non-payment	
wise		fortune		adequate	
unwise		misfortune		inadequate	

admissible		regular		intentional	
inadmissible		irregular		unintentional	
advertence		refutable		have been	
inadvertence		irrefutable		have not been	
animate		rational		has been	
inanimate		irrational		has not been	
efficient		reparable		had been	
inefficient		irreparable		had not been	

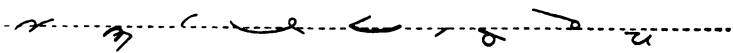
SENTENCES

EXERCISE 136. Practice these sentences until you can write them at the rate of 90 words per minute.

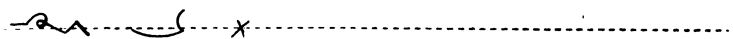
We-fully believe that-the-action of-the committee was super-



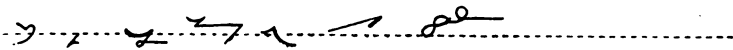
induced by-a profound and sincere desire to restore peace among-



the members-of-our association.



Replying to-the criticism contained in-your letter (of the) 8th



inst., we will state that had you read the subsequent issue of our

journal you would have seen the following correction: "In last

month's magazine the printer made us appear ridiculous by using

the word "omniscient" instead of "omnipotent."

As we have not been able to secure a sufficient number of

skilled workmen, we shall suspend operations until further notice.

The financial report for the fiscal year, as compared with those

of previous years, shows a substantial increase of profits.

His previous admissions preclude recovery by suit.

LESSON SIXTEEN

52. **Compound prefixes.** The prefix *com*, and its euphonic forms, *con*, *col*, *co*, *cor* and *cog*, are frequently preceded by the syllables *ad*, *dis*, *e*, *in*, *mis*, *non*, *pre*, *re*, *self* and *un*, forming such compound prefixes as *ac-com*, *dis-com*, *re-cog*, etc., which are expressed according to the following rule:

Rule 38. Detach the *first* letter of the *initial* syllable, and write it close to or through the stem outline to express the compound prefix. *Do not modify* the detached character, but write it as it appears in the alphabet. The prefix is written first.

EXERCISE 137. *Accom*, *accum*—detached *a*.

accommodate	↑	accomplishment	a
accompany	↗	accumulate	a
accomplish	a	accumulation	a

























EXERCISE 138. *Discom-con*, *decom*—detached *d*.

discomfort	↘	disconsolate	x
disconcert	x	discontinue	d
discontent	d	decompose	d





EXERCISE 139. *Econ*, *enco* and *encom*—detached *e*.

economy	↗	economical	↗
economize	e	encomium	e
economist	e	encompass	e





EXERCISE 140. *Incom, incon, inco, incor and incog*—detached *i*.

incombustible		incontrovertible	
incommensurate		inconvenient	
incommode		incoherence	
incomparable		incohesion	
incompatible		incogent	
incompetent		incorporal	
incompetency		incorrigible	
inconceivable		incorrupt	
incongruity		incorruptible	
inconsistent		incorruption	
inconstant		incognito	
incontestable		incognizant	


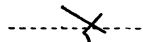


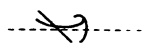
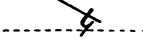


EXERCISE 141. *Miscom and miscon*—detached *m*.

misconceive		misconstrue	
misconception		misconstruct	

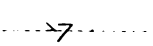

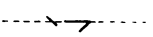
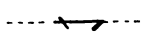
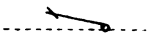
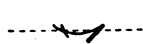
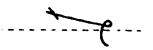
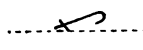

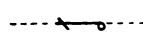

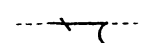
EXERCISE 142. *Noncom and noncon*—detached *n*.

noncontagious		nonconformist	
non compos men- tis		nonconformity	

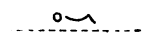

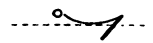
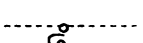
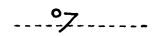
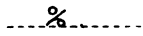
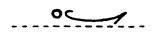
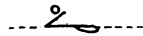

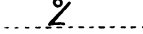
EXERCISE 143. *Precon*—detached *p*.

preconceit		precondition	
preconceive		preconquest	
preconception		precontract	
preconcert		precontrive	

EXERCISE 144. *Recom, recon, recol* and *recog*—detached *r*.

recommend		reconciliation	
recommit		reconnoiter	
recompense		reconsider	
recompensation		recollect	
reconcile		recognize	
reconcilable		recognition	

EXERCISE 145. *Self* or *selfcom, selfcon*—detached *circle*.

self-care		self-confidence	
self-centered		self-conscious	
self-command		self-defense	
self-complacent		self-denial	
self-conceit		self-determined	

self-examination		selfish	
self-esteem		selfishness	
EXERCISE 146. <i>Uncom</i> and <i>uncon</i> —detached <i>u</i> .			
uncomfortable		unconcern	
uncommitted		unconditional	
uncommon		unconscious	
uncompromising		unconventional	

53. The prefixes *co*, *pre*, *re*, *un* and *in* combine with the *ac*, *oc*, *ab*, *ob*, *ap* and *op*, forming such compounds as *co-op*, *inac*, etc., which are expressed according to the following rule:







Rule 39. The compound prefix is expressed by a detached, *modified* form of the *first* letter of the initial prefix, which is written relative to the stem outline.

EXERCISE 147. <i>Coöp</i> —shortened, detached <i>k</i> .			
cooperate		cooperation	

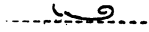

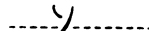
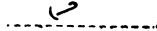






EXERCISE 148. <i>Inac</i> , <i>-oc</i> , etc.—shortened, detached <i>i</i> .			
inaccessible		inobservant	
inaccurate		inappreciable	
inaugurate			
inoculate		inopportune	

EXERCISE 149. <i>Preac</i> , <i>-oc</i> , etc.—shaded, detached <i>p</i> .			
preaccusation		preoccupy	
preacquaint		preoccupancy	

EXERCISE 150. *Reac, -oc, etc.*—shaded, detached *r*.

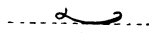
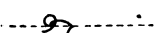








reoccupy		reappoint	
reobtain		reapportion	
reappear		reapproach	

EXERCISE 151. *Unac, -oc, etc.*—shortened, detached *u*.

unacceptable		unabsorbed	
unacquired		unobtainable	
unaccountable		unapproachable	
unoccupied		unopposed	
unabrogated		unoperated	

54. **Other compounds** are formed by joining the characters that represent the prefixes.

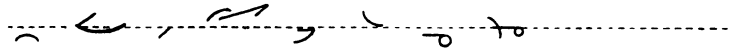
EXERCISE 152.

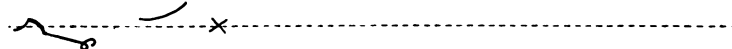
indiscernible		insufficient	
indiscreet		irreconcilable	
indisputable		represent	
insubordination		reproduce	
insufferable		unprepared	

SENTENCES

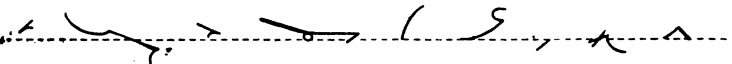
EXERCISE 153. Practice these sentences until you can write them at the rate of 90 words per minute.

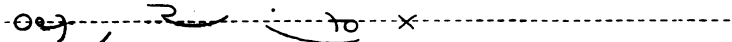
If-you desire to accumulate money, you must economize in-


every-possible way.

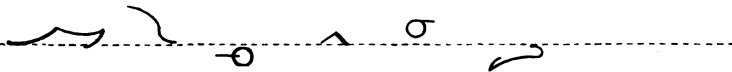


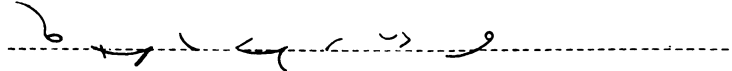
At-the expiration of-the present year we-wish to discontinue our

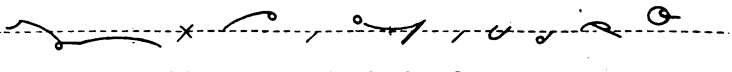

subscription to-your magazine, The Economist.

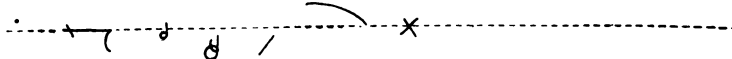


We-are-sorry that-you misconstrued our statement, and-hope


that-you-will reconsider your decision and cooperate with-us in-


this-movement. He-is too self-centered to give to-his fellow states-


men the recognition which-is justly due them.



His position is-not-only inconsistent, but incompatible with

every-principle to-which he-has heretofore subscribed.

He-is-not-only indiscreet, but inaccurate in-his statements.

We-expect to reoccupy our-former quarters on-or-about Sep-

tember 15th.



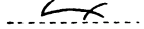

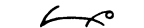

We-expect to reoccupy our-former quarters on-or-about Sep-

tember 15th.




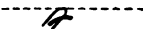
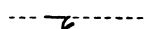

LESSON SEVENTEEN

55. **Detached suffixes.** This is, perhaps, the simplest lesson in this section of the text. The suffixes that follow are expressed by detaching the characters representing the important sounds of the syllables, and always writing them through the latter part of the stem outline.


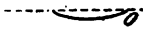



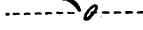
EXERCISE 154. *Age*—expressed by *a*.

village	----- 	disadvantage	----- 
advantage	----- 	postage	----- 
advantageous	----- 	message	----- 

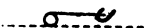



EXERCISE 155. *Ary*—expressed by *a*, shaded.

summary	----- 	dispensary	----- 
primary	----- 	boundary	----- 
missionary	----- 	pecuniary	----- 





EXERCISE 156. *Else*—expressed by the *fl*.

where else	----- 	something else	----- 
anybody else	----- 	anything else	----- 
somebody else	----- 	everything else	----- 



EXERCISE 157. *Graph, graphy and graphic*—expressed by *gr*.

stenography-		phonograph-	
<i>graphic</i>		<i>graphic</i>	
paragraph		geography-	
		<i>graphic</i>	


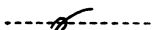


EXERCISE 158. *Graphical and graphically*—expressed by *gl*.

stenographical-ly		lithographical	
biographical		photographical	





EXERCISE 159. *Gram*—expressed by the *g*, *lengthened*.

telegram		program	
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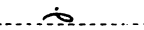

EXERCISE 160. *Hood*—expressed by *h*.

manhood		boyhood	
childhood		girlhood	


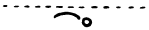
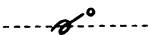
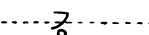
EXERCISE 161. *Ize*—expressed by *i*.

fertilize		paralyze	
equalize		specialize	




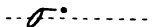
EXERCISE 162. *Ing or thing*—expressed by a *dot*.

seeing		something	
feeling		anything	


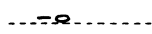


EXERCISE 163. *Ings* or *things*—expressed by the *circle*.

lodgings		few things	
buildings		many things	




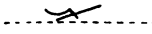
EXERCISE 164. *Ington*—expressed by a *heavy dot*.

Wellington		Lexington	
Covington		Wilmington	

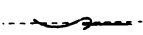
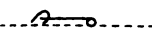
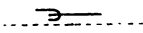

EXERCISE 165. *Ingly*—expressed by the *loop*, written horizontally.

willingly		meaningly	
chidingly		seemingly	

EXERCISE 166. *Less*, *lessly* and *lessness*—expressed by *l*.





fearless-lessly- lessness		thoughtless- lessly-lessness	
heedless-lessly- lessness		careless-lessly- lessness	

EXERCISE 167. *Nificent* and *nificent*—expressed by *n*.





significant		*beneficence	
magnificent		*significance	

*Suffixes may be extended by adding the letters that convey the required sounds.



EXERCISE 168. *Ology* and *ological*—expressed by *o*.

physiology	-----  -----	psychology	-----  -----
mythology	-----  -----	psychological	-----  -----





EXERCISE 169. *Guish, quish* and *guage*—expressed by *q*.

vanquish	-----  -----	distinguish	-----  -----
linguish, language	-----  -----	relinquish	-----  -----







EXERCISE 170. *Sive, sively* and *siveness*—expressed by *s*.

offensive-ly-ness	-----  -----	expensive-ly-ness	-----  -----
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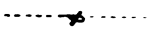
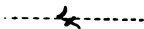




EXERCISE 171. *Ship, shipped* and *shipment*—expressed by *ish*.

hardship	-----  -----	courtship	-----  -----
worship	-----  -----	scholarship	-----  -----



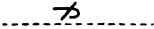

EXERCISE 172. *Tive, tively* and *tiveness*—expressed by the *t*.

relative-ly	-----  -----	comparative	-----  -----
affirmative	-----  -----	primitive-ness	-----  -----
declarative	-----  -----	attentive-ly-ness	-----  -----

EXERCISE 173. *Tary, tory* and *trary*—expressed by *tr*.

military		interrogatory	
secretary		explanatory	
dedicatory		contrary	


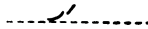


EXERCISE 174. *Tude* and *tute*—expressed by *d*.

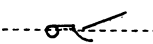
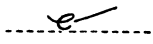

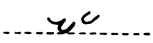
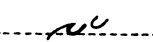
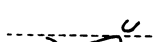

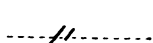
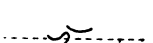



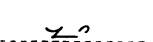
solitude		institute	
magnitude		constitute	

56. **The suffix *ate*.** The majority of words ending with *ate* are verbs that are inflected by adding the syllables *ed*, *ing*, *tion* and *tive*. Unlike other suffixes, *ate* is seldom a separate syllable, but is generally pronounced in connection with the sound preceding it, therefore, *ate* is assigned a position above the stem outline, and is expressed according to the following rule:

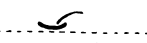
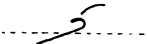
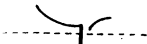
Rule 40. Write the character that represents the sound immediately preceding the *ate* above and to the right of the stem outline to express *ate*, *ated*, *ating*, *ation* and *ative*.


EXERCISE 175.


celebrate	ated-ating-ation-ative	
imitate	ated-ating-ation-ative	
concentrate	ated-ating-ation-ative	
palpitate	ated-ating-ation-ative	


stimulate	ated-ating-ation-ative	
calculate	ated-ating-ation-ative	
speculate	ated-ating-ation-ative	
congregate	ated-ating-ation-ative	
aggregate	ated-ating-ation-ative	
elongate	ated-ating-ation-ative	
investigate	ated-ating-ation-ative	
dictate	ated-ating-ation-ative	
complicate	ated-ating-ation-ative	
dedicate	ated-ating-ation-ative	
indicate	ated-ating-ation-ative	
reciprocate	ated-ating-ation-ative	
contemplate	ated-ating-ation-ative	

EXERCISE 176. When *ate* is a distinct syllable, the *a* is written on position according to Rule 40.

create	ated-ating-ation-ative	
liberate	ated-ating-ation-ative	
exaggerate	ated-ating-ation-ative	

refrigerate ated-ating-ation-ative 

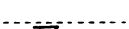
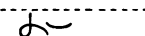
invigorate ated-ating-ation-ative 

remunerate ated-ating-ation-ative 


EXERCISE 177. The *ate* rule applies to those nouns ending in *cation*, which are derived from verbs that usually end in *y*, as *notification*, derived from *notify*.

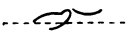

pacification  versification 

specifications  gratification 

modification  justification 

qualifications  notification 

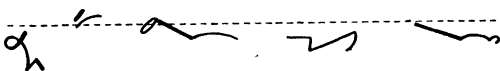
signification  amplification 

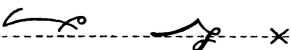
application  multiplication 

SENTENCES

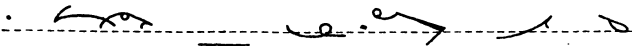
EXERCISE 178. Practice these sentences until you can write them at the rate of 90 words per minute.

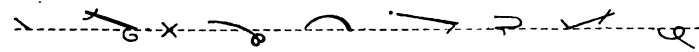
Trusting-that-our transaction will-prove mutually profitable and

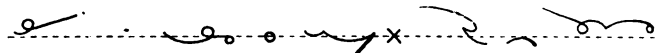

 advantageous, we-are-Yours-truly.



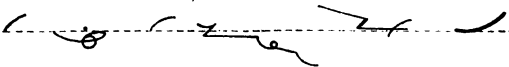
The advantages-of-the new system, as compared with-the old,


 are inappreciable. This-is very apparent when-the relative cost-



 of installing the systems is considered. Thanking-you for past-



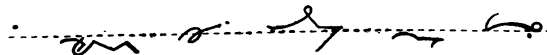
favours, and soliciting a continuance-of-your patronage, we-are-



Very-truly-yours. Through-the inadvertence-of-our stenographer,



the photograph-of-our building was-omitted from-the advertising



matter we sent you. His statement was very significant and calculated to cause considerable uneasiness in certain quarters.

After a thorough investigation of this case we have concluded

that somebody else, besides the accused, is responsible for the prevailing condition of things.

vailing condition of things.




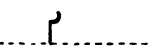

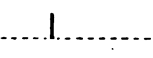
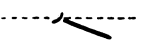
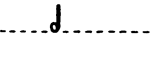
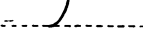
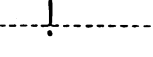
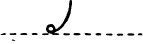
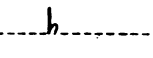
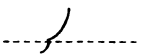
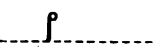
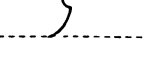
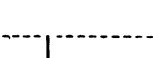
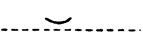
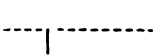
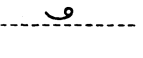
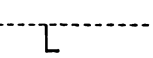

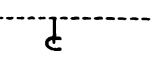
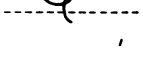
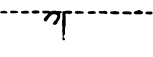
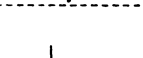
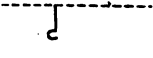
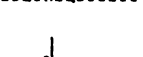

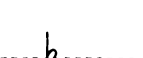
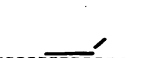




vailing condition of things.













LESSON EIGHTEEN

57. **Word sign derivatives.** The derivatives of a word that is represented by a word-sign are formed by adding the necessary sounds to the primitive sign.

EXERCISE 179.



















arrange-ed		successful	
arrangement		succession	
arranging		successive	
disarrange		particular	
prearrange		particulars-ize	
satisfy-ied		particularly	
satisfaction		practical, practice	
satisfactory		practicable	
dissatisfied		practicability	
circumstance-s		impractical	
circumstantial		opportune-ity	
circumstantially		opportunely	
success		inopportune	
succeed		appropriate	



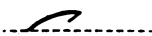









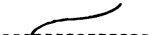






















appropriated		exchange	
appropriating		interchange	
appropriation		charge-ed	
inappropriate		charges	
equal		charging	
equals-equalize		chargeable	
equality		discharge	
unequal		judge-ed	
character		judging	
characters-ize		judgment	
characteristic		judgeship	
characterization		prejudge	
caricature		judicial	
change-ed		necessity	
changes		necessities	
changeable		necessitate-ed- ing	
changing		necessary	






































necessaries		subjecting	
necessarily		subjection	
unnecessarily		subjective	
object-ed-ing		requisite	
objection-able		requisition	
subject		non requisite	

58. **Pronominal and adverbial compounds.** The following compound pronouns and adverbs are frequently misused by the stenographer, and are given at this point so that you may become familiar with their orthography, as well as their shorthand outlines.

EXERCISE 180.

anybody		everywhere	
anyhow		hereat	
anything		hereabout	
anyway		hereafter	
anywhere		hereby	
everlasting		herefrom	
evermore		herein	
everybody		hereinafter	
everything		hereinbefore	

hereinto		somewhat	
hereto		somewhere	
heretofore		thenceforth	
hereunto		thereat	
hereunder		thereabout	
hereupon		thereafter	
herewith		thereby	
meanwhile		therefor	
moreover		therefore	
nevertheless		therefrom	
nobody		therein	
nowhere		thereinafter	
notwithstanding		thereinbefore	
somebody		thereinto	
somehow		thereof	
sometime		thereon	
someway		thereout	
		thereto	

thereunto		whereby	
thereupon		wherever	
therewith		wherefor	
therewithal		wherefore	
withal		wherefrom	
withdraw		wherein	
withhold		whereinsoever	
withheld		whereunto	
within		whereof	
without		whereon	
withstand		wheresoever	
whatever		whereto	
whatsoever		whereupon	
whenever		wherewith	
whensoever		wherewithal	
whereabouts		whichever	
whereas		whichever	
whereat		whichsoever	
		whoever	

EXERCISE 181. The shorthand key to this exercise appears on the following page. Practice it until you can write it at the rate of 100 words per minute.

THE SEA OF LIFE.

However smooth and calm-the sea-of life may seem to-you-now, when-you-once-are fairly upon-it you-will-find-it frequently²⁵ roughened by fierce storms, and-these storms will-master-you unless you-can bear-up against the wind or run before-it. Your studies have⁵⁰-been but-the play-of business-life; soon-you-will-be among its realities. Your swords now-are in-their-scabbards; out-there they must⁷⁵-be-drawn and prove their-metal.

The man who has-no grit in-his disposition, no-pluck in-his heart, will-be-trampled to death¹⁰⁰ in-the march and collisions-of business complications. No accident-of birth, plethoric bank-account, no education, no human friendship, can stand-the strain that¹²⁵ shall-be put upon-you. Clear-the difficulties that shall-rise, master the opposition that shall muster. Your-hand upon affairs must-be strong. There¹⁵⁰-must-be bones in-your body, or-you-will-be crushed into-the pulp-of-an overwhelming failure.¹⁶⁸

Handwritten shorthand notes on ten horizontal lines. The notes consist of various symbols, including circles, lines, and crosses, arranged in a structured manner across the lines. Some symbols are placed above or below the lines, while others are placed directly on them. The symbols appear to be a form of shorthand or shorthand notation, possibly representing letters or words. The symbols are arranged in a way that suggests they are part of a larger system or code. The symbols are arranged in a way that suggests they are part of a larger system or code.




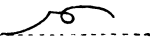
LESSON NINETEEN

59. Suggestions for phrasing. The lists of phrases in previous lessons have been given for a threefold purpose, (a) that the student would early form the habit of phrasing; (b) that by example he would learn the character of words that are phrased; (c) that he would learn to apply the general rules of the system in phrasing, as well as in forming abstract words.



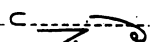


After this lesson you will be required to construct your own phrases, and as it is necessary for you to know what to phrase, it is the purpose of this lesson to instruct you in the selection of proper phrase elements.

A shorthand phrase should be a grammatical phrase. However convenient and easy outlines may be to join, they should not be connected unless the words they represent constitute a grammatical phrase, or if joining them would impair their legibility. In this connection, you should remember that properly constructed phrases are more legible than abstract outlines, and, if you will heed the following suggestions, you will have no difficulty in writing and reading phrases.


EXERCISE 182. As a general rule, the *pronominal* subject is immediately followed by its verb or verbal modifier, and is, therefore, an *initial* phrase element requiring the verb or adverb to be joined to it, thus:

he-is		we-certainly-will-be	
they-say		we-must-have	







EXERCISE 183. An expression, other than an adverb, coming between the pronoun and its verb, is parenthetical, and though the expression may constitute a separate phrase, it should not be joined to the pronoun.

we, of-course, will		they, perhaps,	
she, no doubt,		have	
thinks		we, therefore,	
		do-not	





EXERCISE 184. *Defining, limiting or modifying* words are joined, when practicable, to the words they modify, as:

our-men		direct-vote	
every-thought		very-much	







EXERCISE 185. An *auxiliary verb* is usually joined to the principal word, consequently is an *initial* phrase element:

shall-have		may-take	
shall-be		must-be	
ought-not		must-not-be	







EXERCISE 186. *Transitive verbs* are *initial* phrase elements, and are usually joined to their objects, or the elements preceding their objects, as:

has-it		see-this-man	
makes-it		take-this-case	













EXERCISE 187. All the *prepositions*, except *of*, *off*, and *up*, are *initial* phrase elements, hence, a preposition is joined to its object, or the word that immediately follows the preposition, as:

on-time		in-this-matter	
on-hand		in-his-own-home	
in-hand		in-his-own-time	







EXERCISE 188. As a rule, *of*, *off* and *up* follow immediately after the word whose relation they show to the object. They are, therefore, *final* phrase elements, and are joined to the *preceding* word, thus:

think-of		now-off	
man-of		go-up	
report-of		sail-up	

EXERCISE 189. As *conjunctions* and *relative pronouns* are introductory words, they naturally form *initial* phrase elements, as:

but-he		which-he	
but-this		who-will	
and-we		who-was	
and-that		that-he	
which-is		that-is-necessary	
which-may		that-was	

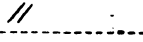

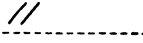
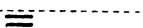
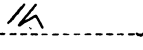
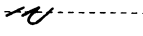
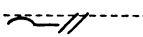
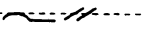
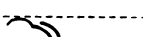


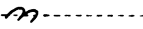

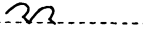
EXERCISE 190. A *common adverb* is usually joined to the following word, as:

when-will		there-can	
there-are		when-may	
there-is		where-is	

To apply this instruction to matter you wish to outline, first read the matter, underscoring the phrases. Then outline and practice them, after which you may outline and practice the entire article.

60. **Conjunctive and prepositional phrases.** There is a class of phrases consisting of three or more words, two of which are alike and connected by a preposition or conjunction, as *by* and *by*, *day* by *day*, etc. The connecting words are omitted in writing these phrases, and the omission shown by the relative positions of the two like words.

EXERCISE 191. The following list should be memorized.

day by day		over and above	
day after day		more and more	
day in and day out		time and time again	
from day to day		from time to time	
forever and ever		higher and higher	
over and over		by and by	
over and over again		better and better	

nearer and nearer		year after year	
again and again		years and years ago	
hour by hour		year in and year out	
place to place		more or less	
out and out		sooner or later	
hand in hand		greater or less	
hand over hand		one or the other	
year by year		party of the first part	
year to year		party of the second part	



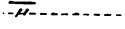



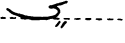
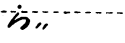

61. The *contractions* of such expressions as *has not*, *can not*, etc., are distinguished by placing an apostrophe above the outline.

EXERCISE 192.

has not		can not	
hasn't		can't	
was not		does not	
wasn't		doesn't	

DAYS AND MONTHS

EXERCISE 193.

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

EXERCISE 194. The key to this letter appears on the following page. Practice it until you can write it at the rate of 100 words per minute.

Buffalo Box Factory,
365 Babcock St.,
Buffalo, N. Y.

Gentlemen:

Your-communication (of the) 4th-inst. has-received our careful-attention, and-we²⁵-are very-much interested in-the carton shown in illustration on page 8-of-your catalogue, which-is described as "box with partitions for glassware.⁵⁰"

It strikes us that these-partitions will-be sufficient to guard against breakage and-enable us to-do-away with-the corrugated wrapper we-are⁷⁵ now-using on-our bottles.

We-have-sent-you by prepaid express one-of-our bottles, which holds seven liquid-ounces, commonly known-as-a¹⁰⁰ seven-ounce soda




















































Kindly quote us-a price per thousand on these cartons of-a depth sufficient to hold these-bottles, allowing $\frac{1}{8}$ " for¹²⁵-the crown, or cap, the carton to hold six bottles. We-want-a price both on-the plain carton and with two color printed matter¹⁵⁰ on-the four sides. Please-make-your quotation f. o. b. Baltimore, wiring us same at-our expense.




















































Very-truly-yours,¹⁷¹














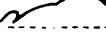






































EXERCISE FOR LEARNING THE USED SOUNDS OF CONSONANTS




















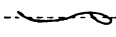





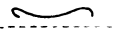


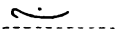


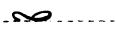


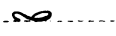


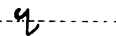


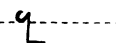


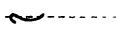


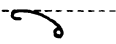


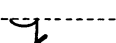



<i>Consonant</i>	<i>Word pronounced</i>	<i>Position of Lips, Tongue and Teeth</i>
B	Ca(b)	Light explosion of lips on <i>inner</i> side.
C	Fa(c)e	Hissing of breath through <i>closed</i> teeth.
D	Ha(d)	Light pressure of tip of tongue back of teeth on hard palate, and puff of breath.
F	Li(f)e	Upper teeth on outer edge of lower lip. Puff of breath.
G	Lo(g)	Tip of tongue against lower teeth, while middle of tongue touches highest point of hard palate in center. Light expulsion of breath with the consonant.
H	(H)ad	(Jaw relaxed.) Tip of tongue against lower teeth, breath expelled slightly.
J	(J)ug	(Jaw movement.) Lips slightly out from teeth. Tip of tongue on hard palate back of teeth with teeth together. Vigorous expulsion of breath with the consonant.
K	Ma(k)e	Tip of tongue against lower teeth, while middle of tongue touches highest point of hard palate in center.
L	Mai(l)	Tip of tongue resting against lower teeth, while saying the vowel. Finish by raising tip of tongue to hard palate back of upper teeth; no emission of sound <i>before</i> downward movement of tongue.
M	Na(m)e	Lips together on center edge. Vowel followed by puff of breath.
N	Fa(n)	Tip of tongue somewhat further back than in L. Motion the same.
P	Ma(p)	Lips closing on outer edge, opening with puff of breath.
Q	(Q)ueer	Combination of K & U spoken simultaneously.
R	Hai(r)	Slight roll of tip of tongue if at end of word. At beginning of word, lips out as in W, followed by quick roll of the tongue.
S	Ba(s)e	Same as C.
T	Fa(t)	Tip of tongue a little back of teeth. Puff of breath.
V	Ha(v)e	Upper teeth on center edge of lower lips. Breath slightly pressed at teeth until consonant is spoken.
W	(W)as	Combination of D, B, L and U spoken quickly. B & D almost together.
Y	(Y)acht	Lips pursed out as in "u," and releasing them as they go into the vowel. Combination of oo-i.
Z	(Z)ephyr	Like C, but coming with sound more buzzing through teeth. Less of the hiss.




















































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













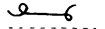


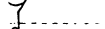


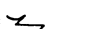


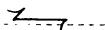























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


















































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












































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avowal		beneficiary		calculation	
awkward		beneficial		calendar	
baggage		benefited		cancel	
balance		benevolent		canceled	
		benevolence			
bankruptcy		bicycle		cancelation	
banquet		blamable		candid	
bargain		bonus		candidate	
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


















































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cashier		civility		collector	
catalog		classify		college	
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caution		clerk		column	
cautious		clerical		combining	
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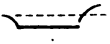
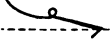

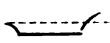

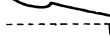

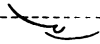



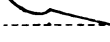



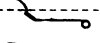

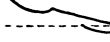


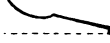
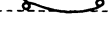

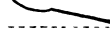
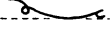

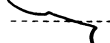


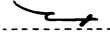


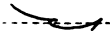


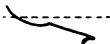
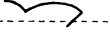

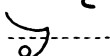
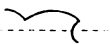


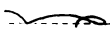




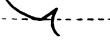


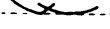
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comparison		concentrate		confirm	
compensation		concession		Congress	
competent		conciliate		Congressional	
competition		conclusion		Congruous	
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














































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conspiracy		conversation		curious	
constancy		convertible		current	
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contents		convincing		customary	
contingency		credentials		customer	
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















































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delegate		decency		delightful	
deficit		decent		delinquent	
definite		deception		demise	
delicate		deciding		demoralize	
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demonstrate		decisive		demurrage	
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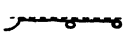


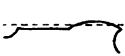


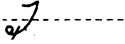


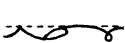





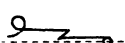











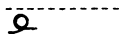


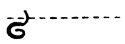


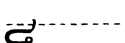


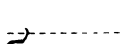








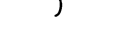



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derivation		deteriorate		dilemma	
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


















































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dispense		document		either	
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dissimilar		dubious		emergency	
dissolution		duly		emphasis- emphasize	
dissolve		durable		emphatic	
dissuade		duration		encourage	
distinct		duty		endorse	
distinctly		earliest		energetic	
distinction		early		energy	
distribute		earn		England	
disturbance		earnest		enough	
divide		editor		enthusiastic	
dividend		education		entitled	

enumerate		exasperate		exorbitant	
enumeration		exception		expansion	
erasure		exclusive		expedient	
errand		excuse		expenditure	
error		excusable		expense	
erroneous		executor		expensive	
especial		exemplar		experience	
essence		exemplary		experiment	
essential		exempt		expiration	
establish		exercise		explanatory	
estimate		exertion		explicit	
etc.		exhaust		exposure	
evade		exhaustion		exquisite	
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


















































extenuating		favor		forbidden	
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extravagant		favoritism		forfeiture	
extremely		feasible		forgery	
facilitate		feature		forgetting	
facilities		felicity		forgotten	
facsimile		fictitious		formally	
factor		figurative		formerly	
factories		finally		formidable	
faculty		financial		fortunate	
failure		flexible		franchise	
familiar		flour		fraudulent	
familiarize		fluctuate		frequency	
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

















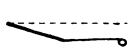
















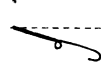














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future		handicap		identity	
gallon		harmonize		illiterate	
garnishee		hastily		illustrate	
gasoline		hazardous		illustration	
generosity		headquarters		imaginary	
generation		heavily		image	
generous		hesitancy		imagine	
genuine		hesitate		imagination	
gratis		hinder		imitate	
gratitude		hindrance		imitators	
gratuitous		holiday		immaterial	
grievance		hostile		imperative	
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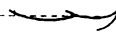

















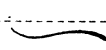































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impunity		indolence		innovation	
incessant		indorsement		inquisitive	
incident		inducement		insolvency	
incidental		industrial		installment	
include		industrious		instantaneous	
inclusion		industry		instead	
inclusive		ineligible		instigate	
incredible		inexcusable		instrument	
incredulous		inexhaustible		insurable	
incumbent		infallible		insurance	
incumbrance		infringement		insure	
indemnify		ingenious		interlineation	
indemnity		ingenuous		interpretation	
indestructible		inherent		interrupt	
indifference		inheritance		interruption	
indistinct		initiative		interurban	











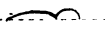


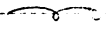


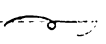


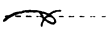








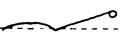

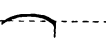

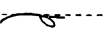

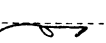

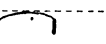






intimidate		laborious		manufacture	
intolerable		legitimate		manufacturer	
intuition		lenient		manufacturing	
invalid		literally		material	
inventory		literature		maturity	
involve		litigation		mechanism	
involution		local		medium	
irritable		locally		memoranda	
irritate		locality		memorandum	
issue		logic		mercantile	
itemize		lucrative		mercenary	
jealousy		luncheon		merchandise	
jobber		luscious		merchant	
journal		luxury		merit	
justifiable		machine		meritorious	
juxtaposition		magazine		Messrs.	
knockdown		maintenance		method	

methodical		naturally		observance	
miscellaneous		neglect		obstacle	
misinterpret		negligence		obstinate	
missent		neutral		obviate	
misunderstanding		noticeable		obvious	
mistake		nucleus		occasionally	
moderate moderation		numerous		occurred	
momentous		number		occurrence	
monopoly		oar, ore		opposite	
monotonous		obedient		opposition	
mortgage		obedience		option	
mortgagee		obeisance		o'clock	
mortgagor		oblige		offensive	
mountain		obligation		omit	
mutually		obligatory		omitted	
nature		oblige		opening	
natural		obliterate		ordinary	
		observant			

ordinarily		pecuniary		prestige	
organize		peremptory		precipitate	
organization		perpendicular		precision	
origin		personally		predecessor	
originate		personalty		predicament	
ornamental		personality		persuade	
ostensible		persuasive		prefer	
ostentatious		physical		preferable	
ought		plaintiff		preference	
parallel		plausible		preferred	
partially		policy		prejudicial	
partiality		political		preliminary	
passenger		postpone		preparatory	
patience		poverty		pretense	
patriot		precious		prevailing	
patriotic		prejudice		prevalent	
patriotism		presence		private	
patronage		pressure		privilege	
patronize					

program		public		recurrence	
progress		publicity		reference	
progressive		punctual		register	
proportion		quantity		regular	
propose		quarter		reimburse	
proposition		queer		reiterate	
proprietor		query		relevant	
prominence		quiet		reluctant	
		quite		remarkable	
promise		quotation		remember	
promissory		ratify		remembrance	
property		readily		remonstrate	
prophecy		really			
		reality			
prospect		realize		remunerate	
prospectus		recipient		reparable	
prosper		reciprocate		replenish	
prosperous		recollect		resignation	
prudent		rectify		retaliate	

reticent		simplicity		structure	
revolution		singular		subsequent	
ridiculous		social		symmetry	
sacrifice		socialism		sympathy	
sanguine		society		syndicate	
sarcasm		solicit		temple	
scrupulous		souvenir		testimony	
scrutinize		speculation		testimonial	
seldom		statistic		thankful	
series		statistics		thwart	
serious		statistical		theory	
serviceable		statistician		theoretical	
sever		stationary		tolerable	
severe		steady		transaction	
several		steadily		treasurer	
shrinkage		strengthen		trustworthy	
signature		struggle		tuition	
simplest					

ultimate		vehicle		welfare	
ultimo		veracity		widespread	
unanimous		verbatim		withdraw	
unavoidable		verify		withdrew	
union		vice versa		wholesale	
unit		vicinity		yesterday	
unite		village		zeal	
unity		vindicate		zealous	
vacant		violate		zephyr	
vacancy		violence			
valuable		virtue			
valuation		volume			
vary		volunteer			
variable		voucher			
variance		vulgar			
variety		warrant			
various		welcome			
vehemence	