

MUNSON'S  
ART OF  
PHONOGRAPHY













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# ART OF PHONOGRAPHY

BY  
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*Eugene 1835-1906*



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## PREFACE.

In this new instruction book I have endeavored to set forth, with accuracy and great completeness of detail, the exact style of phonography that is used by me in my work as court and general stenographer. The system of shorthand here presented is substantially the same as that which was devised and published by me many years ago; but it includes also certain modifications and additions which experience and the changes that in recent times have occurred in the requirements of shorthand reporting have made desirable. During the thirty-five years since the beginning was made of employing stenographers in our courts by statutory appointment, at no time have the duties of those officials been so exacting as they now are. The vast increase in the business of the courts, which has come with the enormous growth of our great cities in population and wealth, and the consequent expansion of all business interests, has compelled the courts to seek to expedite their work in every possible way. One of the results is that trials are now conducted much more rapidly than they ever were before, especially as regards the examination of witnesses; thus making it necessary for the stenographer to write with greater speed than was formerly required of him. Another result is that both judges and counsel have learned to depend upon the stenographer for aid in facilitating the trial of cases, which

is manifested by their frequently calling upon him to read his shorthand minutes in open court; a practice which tests his powers and makes it highly essential that, while taking the notes, he shall form the characters with such care and precision, as well as completeness of outline, that they will be readily legible, notwithstanding the greater speed at which they are written. Therefore, in order to meet this increased demand upon the shorthand writer's skill, both in writing and in the prompt deciphering of his notes, and to make his labor as light as possible, and at the same time to add to its efficiency, I have listened willingly to suggestions of improvement by others, and have adopted new things if upon trial in actual reporting they have been found to have merit.

I claim that the system of phonography taught in this book is better adapted than any other for general use, and especially with reference to one shorthand writer's being able to read the notes of another, for the reason that in all of its features, from the most comprehensive general rules to the smallest details, it is entirely rational and practicable. It contains nothing that is based upon mere theory, because everything has been fully tested in thorough and ample practice. It has always been a matter of surprise to those not versed in shorthand that so few phonographers should be able to decipher the notes of other writers. And yet one does not need to look far for the cause of this common inability to read one another's notes. It does not, as a rule, come from any radical deviations from the broad, general principles of phonography, but, rather, from certain slight differences in the mode of carrying out the minor details

— variations from the author's original instruction ; which peculiarities the reporter is accustomed to speak of as "little changes of my own." Nothing, however, is more common than to hear Munson writers say, "I write phonography exactly as it is taught in the books." But, in my many years of practice, I have never yet seen one writer of another system, of much experience in reporting, who claimed that he followed with anything like implicitness the teachings of his text-book. The reason for this is quite obvious. In my books of instruction phonography has been presented exactly as I write it myself. It has, therefore, always been a practical, working system, and those who have learned it from the books have been able, without making any changes, to do good work from the start. On the other hand, as none of the authors of any of the other leading works on phonography, either American or English, have followed the profession of reporting, but have been to a great extent mere theorists, their books teach systems of shorthand which in many important respects are not practicable. The consequence has been that learners from those books, when they have come to put their knowledge in practice in actual work, have been obliged to make many changes in their mode of writing, to depart from the systems as learned, to discard some things as not usable, and to take in expedients from outside sources to make up for the loss. The natural result that has come from this tinkering of systems is that no two followers of any one of them write phonography exactly alike ; and so, without special instruction, they are not able to read each other's notes. In saying this, however, I do not mean to state or even intimate that there are no first-

rate stenographers among the writers of other systems, for there are many of them. But I do say that, as a rule, those who have become expert and efficient in the art have done so through their own individual efforts, and their ability, guided by experience and further study of the art, to discover the defects of their systems as learned, and to find means to remedy them.

ART OF PHONOGRAPHY is, without doubt, the most complete book of instruction in shorthand, both in respect to rules and details for the beginner, and also for practical suggestions to the advanced student, that was ever published. For this reason it will surely be welcomed by all unprejudiced lovers of phonography as being exactly the book that is needed. Every true student of phonography is, of course, anxious to become an expert shorthand writer, and every conscientious teacher of the art is desirous of seeing good fruits come from his instruction. That this publication will contribute more towards securing successful results in both of these respects than any of its predecessors is predicted with great confidence. One important object that I have had in view in its preparation has been to give a personal interpretation of my own system, so that both teachers and pupils will be relieved of the labor of investigation and construction, and can direct all their energies to the study proper of that which has been already worked out for them by the author.

The reading exercises of classified words scattered through the book, and given in connection with the rules of phonography which they illustrate, are the fullest and most complete that have ever been pre-



sented in an elementary instruction book, and cannot fail to give the student such a familiarity with word-outlines of all sorts and varieties, and such a grounding in the principles upon which they are formed, that he will be prepared to correctly write any other outlines with which he is liable to be confronted. In the early days of phonography the pioneers in the field of phonographic reporting in America were helped onward to decided and most gratifying success by the old phonographic WORD BOOKS of Andrews and Boyle, in which was given, in ordinary type, the great body of the words of the English language, arranged in a succession of exercises, according to the method in which each class has to be written in phonography. The reading and writing exercises contained in this book will afford the same kind of assistance to the learners of to-day, only in a much more efficient way, because the classified words are given not only in common print but in phonographic signs as well.

**Phonographic Reading Matter.**—One of the most important aids to advanced learners of phonography, in teaching them to write both correctly and with facility, is a suitable supply of phonographic reading material, properly prepared and printed in shorthand characters. Taken in connection with regular daily practice in writing, the reading of phonographic matter is useful in that it extends one's knowledge of outlines, both of words and of phrases, just as they are met with in writing the language. The engraved reading exercises of continuous matter near the end of the book will supply the demand for such phonographic reading as far as it is feasible to do so in a book of this kind. There will, however, soon be issued a se-

ries of phonographic readers, printed in the revised phonography, containing carefully selected matter, and covering every subject which the phonographic reporter will be liable to encounter in the most diversified practice.

**New Order of Presentation.** — On turning over the leaves of this book, one of the first things that will attract the attention of an old-time phonographer will be the new arrangement of the four chief subdivisions of phonography. Instead of adopting the ancient stereotyped order of presentation, which is followed substantially in every other text-book, by which the circles and loops are taught before introducing the hooks or the halving and lengthening principles, the circles and loops are presented last of all, the order being as follows: — (1) Simple-stems, (2) Hooked-stems, (3) Modified-stems (i. e., shortened or lengthened stems), (4) Circles and Loops. This change in arrangement, putting the circles and loops after all the others, sweeps away several apparent exceptions to general rules, which have heretofore annoyed teachers and perplexed learners. The exceptions are spoken of as “apparent,” because they disappear entirely when the proper order of instruction is applied.

**En-curl and Ishun-hook.** — The use of the final “curl” after breve-s (the s-circle), etc., for *n* instead of *shun*, is new to this system, though not original with me. I had long desired, however, to make this change in the use of the curl, but did not see the way clear to do so until I had devised the new Ishun-hook, to take the place of the old device for writing the final syllables of such words as *decision*, *recision*, *physician*, in-

*cision, musician, sensation, possession, etc.* These two expedients taken together, the curl for *n* and the new Ishun-hook, constitute a great phonographic improvement. See pages 210 to 216.

**New System of Breves.** — But the most important addition that has been made to the system is the provision for writing several of the most frequent words of the language by means of small signs called “breves,” an exposition of which will be found under “The Breves in Phrase-writing,” at pages 249–276. For this valuable contribution I am indebted to Mr. Edwin N. Robbins, an experienced writer of the system, and one of the official stenographers of the New York Supreme Court. It should be noted that it is the peculiar manner in which the breve-signs are employed, and not the shorthand characters themselves, that is new. The “tick” or “dash” word-signs of the old phonography (corresponding with our straight breves), as presented in the text-books of other authors, were originally selected in a very unskillful, haphazard way. And, besides, the assignment of the characters so chosen to the various words which they respectively represent was made with so little regard for any consideration of the order of sequence or the comparative frequency of those words as they ordinarily occur, or for the natural requirements and conditions of correct penmanship, that in practice they have always proved to be very unsatisfactory. For this reason, after having used them myself in reporting for several years, when I came to make my revision and reformation of Pitmanic phonography, I was impelled to discard them altogether, and use stem-signs in their stead. And so, from that time down to the

present, one of the marked features of my phonography has been its freedom from tick word-signs. But several years ago Mr. Robbins, who is a very enthusiastic student of the stenographic art, thinking that possibly there might be some good use to which these unemployed characters could be put, set himself to the task of working out that problem. After spending much time in investigation and experiment, all the time testing everything in the crucible of actual reporting, he finally succeeded in developing this scheme of breve-signs, which he has kindly allowed me to use. I did not, however, decide to incorporate it into the system until I had given it a long and thorough trial in my own reporting, and found that it worked exceedingly well in practice. These breve-signs are adapted to the forming of a great many excellent phrase-signs which, as will be found, not only increase the speed of one's writing but also add to its legibility. Other improvements of minor importance, such as the use of the "independent loops" in word-outlines, the "curl" for "en," "in," etc., in initial hooks, were also suggestions of Mr. Robbins.

**Phraseography.**—The material of the old PHRASE BOOK—a work that at one time was a most excellent assistant to students of the system, but which, owing to the destruction at the printer's some years ago of most of its original drawings, has been out of print for some time—has been carefully revised and the substance of it reproduced herein; so that it is safe to say that no text-book ever gave such complete and thorough instruction on the important subject of Phraseography as this.

Special attention is also called to the new rules for the use of downward and upward stems in writing words containing the consonants *sh*, *l*, and *r* (74-90); the extended employment of the breves for *w*, *y*, and *h* (217-224); the chapter entitled "How to write unaccented vowels" (228-232); rules for the formation of past-tense outlines (281-288); ditto of outlines of plurals and possessives (288-292), and the chapter in reference to outlines of words and phrases specially distinguished, with list (350-400).

The illustrations and reading matter of this book, given in shorthand characters, are printed from plates that were reproduced by the process of photo-engraving from original drawings, nearly all of which were made by the veteran and acknowledged chief of phonographic engravers and draftsmen, Mr. Chauncey B. Thorne.

JAMES E. MUNSON.

NEW YORK, June, 1896.





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# ART

## OF

# PHONOGRAPHY.

### INTRODUCTION.

1. **Language** is the expression of ideas by means of words, either spoken or written.

2. **A Word** consists of one or more sounds of the voice, used by custom to express an idea; as *a, the, for*, etc.

3. The term *word* also means the collection of letters or characters which represent those sounds; as *t-h-e, f-o-r*, etc.

4. **Writing Defined.**—Writing is the art of tracing, on paper or other material, the letters, signs, or characters of words.

5. A written word presents to the mind, through the eye, the same idea that its spoken counterpart communicates through the ear.

6. There are two methods of writing English in use,—namely, *Longhand* and *Shorthand*.

7. **Longhand Defined.**—The ordinary mode of writing by the use of script letters is called *Longhand*.

8. **Shorthand Defined.**—Shorthand is the art of writing words by means of signs or letters which are much more simple, and, therefore, briefer and more quickly made, than the signs or letters of longhand, for which they are substituted.

9. **Phonography Defined.—General Definition.**—In its broad sense, the word “phonography” (from two Greek words, *phonos*, signifying “sound,” and *graphein*, “to write”) means a mode of writing, whether long or short, in which each speech-sound of the voice is represented by a letter or sign of its own. It is also known by the name *phonetic writing*.

10. **Special Definition.**—In the more restricted sense, however, in which the word “phonography” is commonly employed, it means that style of phonetic shorthand which, for purposes of verbatim reporting, business correspondence, etc., has come into such general use in the United States and other English-speaking countries during recent years.

11. **Stenography Defined.**—Stenography (from Greek *stenos*, meaning “contracted,” and *graphein*) signifies exactly the same as the word “shorthand,” and, therefore, may be defined in the same language. (See 8.)

12. At one time, in the early history of phonography, the term “stenography,” was used quite commonly to designate the older styles of shorthand, with their alphabets arranged on the a-b-c plan, in contradistinction to the new phonetic system then coming into use. But that limitation upon the meaning of the word has become obsolete, and all systems of shorthand, phonography with the others, now come under the general designation of “stenography.”

13. **“Stenographer” and “Phonographer” Defined.**—The writers of every description of shorthand are, at the present time, usually called “stenographers.” A writer of phonography is, of course, a “phonographer.” But a “stenographer” is one who writes any of the systems of shorthand, phonography being one of them. A “phonographer” is a “stenographer,” while a writer of any other shorthand than phonography—as, for instance, Gurney’s—is a “stenographer” but not a “phonographer.”

## SOUNDS OF THE ENGLISH LANGUAGE.

14. **Number of Sounds.**—In the English Language there are forty different distinct elementary sounds which are used in forming words.

15. **Kinds of Sounds.**—Of these forty elementary sounds, sixteen are called Vowels and twenty-four are called Consonants.

16. **Vowel-Sounds.**—Vowels are those sounds of the voice which are pronounced without being obstructed by the organs of speech. The words *ah*, *owe*, *awe*, are pure, simple vowel-sounds; so are the names of the letters *a*, *e*, and *o*. It is this ease or freedom of utterance that distinguishes the vowels from the consonants.

17. **Consonant-Sounds.**—Every Consonant is to a greater or less extent an obstructed sound. This obstruction varies in degree from complete interruption, as in the sounds of *p* in *pipe* and *b* in *bib*; to less interruption, as in the sounds of *f* in *fife* and *s* in *says*; down to an almost entire absence of interruption, as in the sounds of *w* in *was*, *y* in *yet*, and *h* in *has*.

18. **The Vowel Letters** of the common alphabet are *a*, *e*, *i*, *o*, and *u*.

19. **The Consonant Letters.**—All of the others—namely, *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, and *z*—are Consonant Letters; except that *w* and *y*, besides being employed for consonant sounds, as in *was*, *you*, etc., are also used to represent vowel-sounds, as in *now*, *few*, *by*, *city*, etc.

20. **The Common Alphabet**, used in printing and in longhand writing, has but twenty-six letters with which to represent the forty elementary sounds of our language. For that reason it is said to be *not phonetic*.

21. **The Alphabet of Phonography** differs from the common alphabet not only in being composed of briefer signs, but in the fact that it has a character or letter for each of the elementary sounds of the language; thus making it *phonetic*.

22. **Consonants Written First.**—Phonography also differs from Longhand in that all the consonant-signs of a word are written, one after the other, before writing any of the vowel-signs, no matter what may be the order of the occurrence of the two kinds of sounds in a word.

23. Even if the word begins with a vowel-sound—as in *aid, oak, or, orb, above, arm, enough, ink, elk, Albany, infect, abolishing*, etc.,—no vowel-sign is made until all the consonant-signs have been written down. Therefore, the subject of the consonant-stems will properly be presented first.

#### THE CONSONANT-SIGNS OF PHONOGRAPHY.

24. In Phonography the consonants are written with simple signs, each of which is made with a single stroke of the pen. These signs are called “consonant-stems,” or, briefly, “stems.”

25. **How Distinguished.**—The consonant-stems are distinguished one from another in three ways; namely, by being made—

1.—Both straight and curved; thus, |    )

2.—Either upright, slanting, or horizontal; thus,

|    (    /    \    \    \

3.—Both light and heavy; thus,

\    \    )    )    /    /    —    —



## NUMBER AND ORIGIN OF THE CONSONANT-STEMS.

26. **Number of Stems.**—The number of simple stems provided by nature, each differing from every other in one or more of the ways stated in paragraph 25, and for that reason being sufficiently distinguished to prevent any stem from being mistaken for another, is twenty-four; which just corresponds with the number of consonant-sounds in the language requiring to be represented by those stems.

27. **Origin of the Stems.**—The source from which all these signs are derived is the circle, with diametrical lines drawn as shown in the following cuts:



The first cut gives us two straight stems, a perpendicular and a horizontal, and four slanting curves; and the second gives us two slanting straight stems and four curves, two of which are perpendicular and two horizontal—the two diagrams thus furnishing twelve distinct signs. Then by making each of the stems shaded as well as light, we get twelve additional signs—making twenty-four simple consonant-signs in all (15).

## CLASSIFICATION OF THE PHONOGRAPHIC SIGNS.

28. In presenting the signs used in phonography, it is customary to classify them with reference to the nature and characteristics of the sounds themselves, and not to arrange them to correspond with the order of the letters in the common alphabet.

29. **Consonants and Vowels.**—Thus, for instance, all the consonants are given in one group by themselves, and all the vowels in another group by themselves. See the phonographic alphabet on page 18.

30. **Consonant-Groups.**—Then again, the consonants, considered by themselves, are separated into groups, each having some marked peculiarity of its own. Thus, with reference to the

nature of the sounds, they are divided into *Abrupts*, *Continuants*, *Nasals*, *Liquids*, *Coalescents*, and *The Aspirate*. And, referring to the place of articulation in the vocal organs, they are called *Labials*, *Dentals*, *Labio-dentals*, *Lingua-dentals*, *Palatals*, and *Gutturals*.

31. **Abrupts.**—The sounds of Pee, Bee, Tee, Dee, Chay, Jay, Kay, and Gay are called *Abrupts*, because they begin and end abruptly, and are momentary in duration. They are sometimes called *Mutes*. All the *Abrupts* are written with unyielding straight stems.

32. **Continuants.**—The sounds of Ef, Vee, Ith, Thee, Ess, Zee, Ish, and Zhee are termed *Continuants*, because, unlike the *Abrupts*, they are susceptible of being indefinitely prolonged. The consonants Em, En, Ing, Lee, Er, Way, and Yay are also continuants, but they are here classified with reference to other and more important characteristics. All the *Continuants* are written with flowing curved stems.

33. **Nasals.**—In pronouncing the nasal consonants, Em, En, and Ing, the passage through the nose is open, by depression of the soft palate, thus allowing the stream of vocalized breath to pass, while the way through the mouth is cut off.

34. **Liquids.**—The sounds of Lee, Ree, and Er are called *Liquids* because they flow into other consonants and other consonants flow into them, they serving as intermediates between such other consonants and the sounds of vowels. Ree, for the purposes of this classification, is employed to represent trilled *r*, which is usually dental, and Er to represent untrilled *r*, which is more frequently palatal. In practice, however, no such distinction is made in the use of Ree and Er.

35. **Coalescents.**—The sounds of Way and Yay are so closely allied to the vowels *ôô* and *ê* respectively that they are sometimes called *semi-vowels*. Their vowel nature enables them readily to blend or *coalesce* with all of the vowel-sounds and with several of the consonants; hence their name.

36. **Aspirate.**—The sound of Hay is called *The Aspirate*, because it consists entirely of breath, expressed with such force as to become audible. The name itself is derived from a Latin verb meaning “to breathe toward or upon.”

37. **Labials.**—The sounds of Pee, Bee, Em, and Way are called *Labials*, because they are formed at the lips.



38. **Labio-dentals.**—The sounds of Ef and Vee are formed at the upper teeth and lower lip, and are therefore called *Labio-dentals*.

39. **Lingua-dentals.**—The sounds of Tee, Dee, Ith, Dhee, Ess, Zee, En, Lee, and Ree are made while the tip of the tongue is at or near the upper teeth, and so they are called *Lingua-dentals*.

40. **Palatals.**—The sounds of Chay, Jay, Ish, Zhee, Er, and Yay are formed between the tongue and hard palate (back), and hence they are called *Palatals*.

41. **Gutturals.**—The sounds of Kay, Gay, Ing, and Hay are formed between the tongue and soft palate,—that is, at the throat,—and are therefore called *Gutturals*. Hay is properly classed as a guttural only when it is sounded alone or precedes a throat-vowel.

42. The foregoing remarks on the divisions of the consonants have a value that is more theoretical than practical. But the classification explained in the four next succeeding paragraphs should be thoroughly mastered, as it will aid the learner in his progress.

#### SIMILAR SIGNS FOR SIMILAR SOUNDS.

43. It will be observed that the first sixteen stems are arranged in eight pairs, each pair consisting of a light and a heavy stem, both of which have the same form and direction. This arrangement has been adopted because the sounds of any two signs so paired are very similar in character; being, indeed, exactly alike in all respects except one—namely, that in each case the consonant represented by the light sign is a mere breath-sound, while that represented by the heavy sign has in addition an undertone, or sub-vocal, as it is usually termed. The consonants represented by the light signs are sometimes called *Surds*, and those represented by the heavy signs, *Sonants*.

44. By pronouncing aloud the following couplets of words the points of resemblance between the consonant-sounds of each pair, as well as the one point of difference (the sub-vocal), will be apparent: *pup, bub; tight, died; choke, joke; kick, gig; fief* (feef), *vive* (veev); *thigh, thy; sown, zone; sure, jour* (French for "day"), or the last syllable of *azure*.

45. Six of the remaining consonants—namely, Em, En, Ing, Lee, Er, and Yay—are sonants which have no breath or surd mates in our language. The sounds of *wh* and *w*, as in *which* and *wich*, are proper mates as surd and sonant, but in practice it is usual to write both sounds with the same sign; at the same time, means for making a distinction in their representation is provided in the system.

46. The fact that any two of the last eight consonant-signs of the alphabet are similar in appearance, as Em and Hay, En and Ing, Lee and Yay, Er and Way, does not indicate that there is any resemblance between the sounds of the consonants of each pair, as the similarity of the signs is merely accidental (43).

47. In the following table are shown all the various modes of classifying the consonants which have just been explained.

#### CLASSIFIED ARRANGEMENT OF THE CONSONANTS.

		<i>Labials.</i>	<i>Labio-dentals.</i>	<i>Lingua-dentals.</i>	<i>Palatals.</i>	<i>Gut-turals.</i>
<i>Abrupts.</i> . . . .	{	Surd . . . . Pee		Tee	Chay	Kay
	{	Sonant . . Bee		Dee	Jay	Gay
<i>Continuants.</i> {	{	Surd . . . .		Ef	Ith Ess	Ish
		Sonant . . .		Vee	Dhee Zee	Zhee
<i>Nasals</i> . . . . .	Sonant . . .	Em		En		Ing
<i>Liquids</i> . . . . .	Sonant . . .			Lee Ree	Er	
<i>Coalescents</i> . .	Sonant . .	Way			Yay	
<i>Aspirate</i> . . . .	Breathed.					Hay

## THE VOWEL-SIGNS OF PHONOGRAPHY.

48. The vowels are written with dots and short dashes, placed at the sides of the consonant-stems.

49. **How Distinguished.**—The manner in which the vowel-signs are distinguished one from another, in respect to the sounds they stand for, is as follows:

1. By writing some of the vowel-sounds with a dot, and others with a short dash.

2. By putting the dot or dash in different places along the side of the consonant-stem.

3. By making the dot or dash light for some vowels, and heavy for others.

## VOWEL CLASSIFICATION.

50. **Quality and Quantity.**—Vowel-sounds may be classified with reference to both *quality* and *quantity* (or *length*) of sound.

51. The sound *ah* is the one perfect vowel from which all other vowel-sounds are derived by modulation (16).

52. **Lingual Vowels.**—Some of the vowel-sounds are formed by modulation with the tongue, as the vowels heard in the words *sat, sate, set, seat, sit*, and are therefore called *Lingual Vowels*.

53. **Labial Vowels.**—Other vowel-sounds are made by modulation with the lips, as the vowels heard in the words *bought, bot, boat, but, boot, foot*, and hence are called *Labial Vowels*.

54. **Like Signs for Similar Sounds.**—The Lingual Vowels are all written with *dot signs*, and the Labial Vowels with *dash signs*.

55. **Like Places for Similar Sounds.**—The open vowel-sounds and diphthongs, heard in *arm, at, all, on, ice, oil, out*, are all written in the *first* vowel-place; the medial vowel-sounds, heard in *date, debt, foam, fun*, are written in the *second* vowel-place; and the close vowel-sounds and diphthong, heard in *eat, it, pool, pull, few*, are written in the *third* vowel-place. The meaning of the term “vowel-place” will be explained presently.

56. **Heavy Signs for Long Vowels.**—The long vowel-sounds, heard in *far, fate, feel, call, coal, cool*, are written with heavy dots and dashes.

57. **Light Signs for Short Vowels.**—The short vowel-sounds, heard in *pat, pet, pit, dot, dull, full*, are written with light dots and dashes.

#### CLASSIFICATION OF VOWELS AS LONG AND SHORT.

58. The phonographic arrangement of the long and short vowels in pairs is different in principle from the one in ordinary use. This is a very important matter, and the learner should at once thoroughly master the distinction between the two methods of vowel classification.

59. **Ordinary Classification.**—The ordinary method is to arrange the long and short vowels with sole reference to the printed or written *letters*, without regard to the *sounds* that are actually heard, or to any similarity or difference between those sounds. That is, the vowel-sounds heard in *fate, beet, pine, note*, and *cute* are called the long sounds of the letters *a, e, i, o*, and *u* respectively, while the vowel-sounds in *fat, bet, pin, not*, and *cut* are called the short sounds of the same letters; although the so-called “long” and “short” sounds of any one of these letters do not bear any resemblance to each other. And besides, the sounds of *i* in *pine*, and of *u* in *cute*, are not simple vowels at all, but are in reality diphthongs.

60. **Phonographic Classification.**—The phonographic plan is to arrange the vowels entirely with reference to similarity of sound, without regard to the letters with which they are written. Thus, the vowel-sounds heard in *cart, pate, feet, caught, boat*, and *boot* are long vowel-sounds, of which the vowel-sounds heard in *cat, pet, fit, cot, but*, and *foot* are the respective short-sound mates. The two sounds of *ay* heard in the words *say* and *says* are proper examples of the mating of long and short vowels in the phonographic sense of the expression.

61. The two methods of classification are fully illustrated by the words in the following tables:

## TABLE OF CLASSIFICATION.

ORDINARY METHOD.		PHONOGRAPHIC METHOD.	
<i>Long vowels.</i>	<i>Short vowels.</i>	<i>Long vowels.</i>	<i>Short vowels.</i>
came	cam	calm	cam
cel	ell	ale	ell
isle	ill	eel	ill
ode	odd	awed	odd
cute	cut	coat	cut
		pool	pull

62. In the following table all of the distinct vowel-sounds, and most of the so-called "shade" vowels, are presented in illustrative words, which are arranged in the form of a pyramid. It will be noticed that at  $\bar{e}$  the palatal vowels meet and almost unite with the consonants at the palatal coalescent  $y$ ; and that, in a similar manner, at  $\bar{o}$ , the labial vowels meet and almost unite with the consonants at the labial coalescent  $w$ . The use below of  $\bar{o}$  to represent the sound of  $o$  in *dog* is taken from Phye's *How Should I Pronounce?* Webster gives "*dög*" as the pronunciation.

## CLASSIFIED ARRANGEMENT OF THE VOWELS.

	(ä)	
	äms all, ôrb	
	ask dög	
	äm odd	
	cäre ürge, fern, dirge	
	ënd üp	
	äle old	
	ill foot	
	ëve ooze	
(y)		(w)

## HOW TO USE THE DICTIONARY.

63. It is surprising to find how few people there are who can properly use the dictionary. Every teacher of phonography who has had considerable experience in instructing pupils in that art is aware of the fact that most beginners are very deficient in knowledge on this point. Possibly they may be able to find out from the dictionary, with some little trouble, how words are spelled, and they may have a vague idea that the book also teaches how they should be pronounced; but by what particular means that is accomplished they seem to know nothing.

64. Now, as writing in phonography is done with signs which represent the sounds of words, and do not stand merely as substitutes for the letters of orthographic spelling, frequent reference to the dictionary on questions of pronunciation becomes a matter of necessity with the learner. It is therefore essential, when he does consult the dictionary in regard to a word, to ascertain its component sounds, that he shall be able, first, to find the word quickly, and then to determine its pronunciation with promptness and certainty.

65. The following hints and directions are, therefore, offered with the hope that they may prove of value to those whose education in the science of phonetics, especially as it is presented in dictionaries, has been neglected.

66. For the purposes of illustration and guidance in this line of instruction, WEBSTER'S INTERNATIONAL DICTIONARY has been adopted by the author, as that work is more generally used than any other comprehensive dictionary, and is everywhere recognized, especially in the public schools, as the standard authority.

67. **How to Find a Word.**—Most people, when they turn to a dictionary to look for a word, are apt to consume too much time in finding it. They open the book at random; and then, without system or method, and in a confused condition of mind, turn first in one direction and then in the other, back and forth, until finally, after beating the bush a good deal, the hiding-place of the word is discovered. To illustrate, if the word begins with "m," and the dictionary happens to open itself or to be opened at "Q," the searcher clumsily turns the leaves, at first, quite likely, toward "Z," and then toward "A," until



"**M**" is found. After that, then, within the limits of "**M**" the same uncertain course is further pursued, until words having the same second letter as the word in question are found; and so on with the third letter, the fourth, etc., to the end.

68. Now, one and perhaps the chief cause of all this uncertainty and stumbling in looking for a word is want of familiarity with the order of the letters of the alphabet, except, possibly, when they are taken straight through, in the accustomed order, from **A** to **Z**.

69. The remedy which is recommended for this difficulty is to practise on the alphabet, naming the letters in the reverse direction,—that is, from **Z** to **A**,—at the same time always keeping in the mind's eye the regular **A** to **Z** arrangement. Here is the alphabet: **A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z**. Now, call the names **Z** to **A**, looking at each letter as you go along. Then repeat them without looking at the letters. Continue this practice until the **Z** to **A** order of the alphabet is as well fixed in the memory as is the **A** to **Z** order. It will also be well to practise in this manner on detached sections of the alphabet, as **M** to **D**, **C** to **G**, **H** to **B**, **X** to **S**, and so on.

#### HOW TO ASCERTAIN THE PRONUNCIATION OF WORDS.

70. If our common alphabet, instead of having only its twenty-six letters, contained enough additional ones so that it provided each of the sounds of the language with a letter of its own, and if, in practice, each sound was invariably represented by its one proper letter, there would hardly be any need of ever consulting a dictionary for the correct pronunciation of a word; because the written word, or the printed word as seen in newspapers and books, would be a perfect key to the spoken word—that is, every word would, as it were, pronounce itself. Neither would it be necessary to frequently look in a dictionary even to ascertain the proper spelling of a word, for the reason that the sounds would suggest the letters with which they should be written. Learning to spell and read, and to pronounce the language correctly, would then be a much

easier accomplishment than it now is with our present irrational orthography.

71. But, since things are as they are, and as there seems to be no prospect of reforming our method of writing for a long time to come, we must continue to look to the dictionary for both spelling and pronunciation.

72. In determining the pronunciation of a word two things are to be considered: first, the sounds of its letters, both consonant and vowel, and second, its accentuation. But, as the subject of Accent will be treated of further on, only that of the *sounds of letters* will be mentioned here.

73. That which would be taught us through the eye by any matter properly printed or written, if we only had a letter for each sound, namely, the true sounds of words, is imparted to us in the dictionary by virtually extending the alphabet so that the number of characters equals the number of sounds. This is done, not by adding new letters, but by employing only the old twenty-six letters, first in their simple or normal state, to represent a like number of sounds, and then using most of them over again one or more times, but with certain marks added, to represent still other sounds, until every sound in the language is provided with a letter of its own either simple or marked. These additional signs of distinction are commonly called "diacritical marks," or "diacritics." A letter with its diacritic always stands for one and the same sound. For example, *a* with a straight horizontal mark over it (*ā*) always represents the vowel-sound heard in *ale*, *aid*, *eight*, *day*, etc.; with two dots over it (*ä*) the vowel-sound in *ah*, *pa*, *alms*, etc.; with two dots under it (*ǣ*) the vowel-sound in *all*, *awe*, *orb*, etc.; with a mark over it like a short phonographic *En* (*ā̃*) the vowel-sound in *at*, *have*, *plaid*, etc. So, the letter *g* with a straight horizontal mark over it (*ḡ*) stands for the hard sound of *g* in *game*, *get*, *gimp*, etc.; with a dot over it (*ḡ̇*) the sound of *j* (soft sound of *g*), as in *gem*, *gist*, etc.

74. **How to Use the "Pattern Words."**—At the foot of any two opposite pages of the dictionary is given a set of pattern words, for use in determining the pronunciation of any word printed in the alphabetic columns above. These pattern words, which are always the same, being repeated over and over again through the book together with their diacritics, are the following:



“*āle*, *senāte*, *cāre*, *ām*, *ārm*, *āsk*, *final*, *all*; *ēve*, *ēvent*, *ēnd*, *fērn*, *recent*; *ice*, *idea*, *ill*; *ōld*, *ōbey*, *ōrb*, *ōdd*; *ūse*, *ūnite*, *rūde*, *full*, *ūp*, *ūrn*; *pity*; *food*, *foot*; *out*, *oil*; *chair*; *go*; *sing*, *ink*, *then*, *thin*, *bon*; *zh*=*z* in *azure*.”

75. The manner in which these words, with their marked letters, are used in determining pronunciation will now be explained. In the body of the dictionary, where the words of the language are arranged alphabetically, with their definitions, the pronunciation of each word is indicated by respelling it phonetically with the letters, marked and unmarked, of the Webster system, and placing the result in parentheses immediately after the word itself. The pronunciation of such respelling, and so of the word itself, may be ascertained by referring to the pattern words below, and finding the particular word or words which contain the same letters, and then pronouncing the respelling with the same sounds. Now, to make the explanation clear, let us turn to a few words in the dictionary, and go through the process of ascertaining their correct pronunciation. **Aught** (at).—Looking below we find that in the word “*all*” the *a* is marked the same as in the respelling. Then by substituting *t* for the *l*'s in the pattern word, but retaining the *a* with two dots under it, we get “*at*” as the sound of *ought*. **Aunt** (änt).—In the pattern word “*arm*” the *a* is marked the same as in the respelling, and by putting *nt* in place of the *rm*, and keeping the *a* with two dots over it, we have ‘*änt*’ as the sound of *aunt*. **Quay** (kē).—Pattern word “*ēve*” indicates that this word is pronounced “*key*.” **Bade** (bād).—Pattern word “*ām*” shows that this word is pronounced the same as in “*bad boy*.” **Pretty** (prittŷ).—Pattern words “*ill*” and “*pity*” indicate that the word rhymes with *city*, and not with *petty*. **Bicycle** (bī’si-k’l).—In the words “*ice*” and “*ill*” below we have the two sounds of *i* found in this word. Note that it is not (bī’si-k’l). **Squalor** (skwā’lör).—Pattern word “*āle*” shows that the first syllable rhymes with *bay*, and not with *bah*. **Again** (ä-gēn).—Pattern words “*ask*” and “*end*” give the pronunciation of this word as “*ägēn*,” not “*agān*.” **Matron** (mā’trün).—See “*āle*” and “*ūp*.” It is not (māt-rūn). **Tiny** (tīnŷ).—See “*ice*” and “*pity*.” **Booth** (booth) rhymes with *smooth*, and not with *tooth*. (See pattern words “*food*” and “*then*.”) And so on.

## PRELIMINARY DIRECTIONS TO THE LEARNER.

## STATIONERY AND IMPLEMENTS REQUIRED.

76. **Ruled Paper.**—Phonography should always be written on ruled paper; and paper that has wide ruling is preferred. Most legal-cap and ruled sermon-paper is very suitable. But if only narrow-ruled paper can conveniently be obtained, it may be used by writing on every other line.

77. **Use Either Pen or Pencil.**—Either pen or pencil may be used in writing phonography. Learners should accustom themselves to writing with both. The author takes notes with a gold pen of ordinary make; but many experienced shorthand writers prefer the pencil. Some writers use fountain-pens, and others write with a steel pen. By using a wide-mouthed ink-stand, and keeping it always filled to near the top, the occasional dipping of the pen that is required, is found to interfere but little with speed, and it is less annoying than the sharpening and frequent changing of pencils. Besides that, long-continued writing with pencils is more fatiguing to the muscles of the hand and arm, than is writing with a pen for an equal length of time.

## HINTS ABOUT WRITING.

78. **How to Hold Pen or Pencil.**—In writing phonography, the pen or pencil may be held between the thumb and fingers, with the upper end at the left of the first finger, or between that and the second finger, according to what one's habit is in writing longhand. If a pen is used, it should be turned so that the left nib will rest a little lower on the paper than the right nib; that being the position of pen that best facilitates the shading of the stems Bee, Ing, Gay, and Hay.

79. **Accuracy before Speed.**—The beginner should write all the outlines very slowly, aiming only at accuracy and precision. A deliberate, "drawing" style of writing is much better than a quick and dashing one. No attempt should ever be made to attain speed until a thorough, practical, working knowledge of all the principles of phonography has been acquired. If a learner's *work* is all right, in due time *speed* will come of itself.

**80. Length of the Stems.**—Phonographers vary considerably in the average length of stem which they adopt in their writing; but learners will generally find that a sixth of an inch is about the right length to give the best practical results.

**81. Length Should be Uniform.**—But whatever length of stem is preferred and adopted by the learner, it should be strictly adhered to, and the stems made of equal length. Want of uniformity in this respect will give an inartistic appearance to the writing, and sometimes may lead to illegibility.

**82.** This requirement in regard to uniformity of length of stem is not, however, inconsistent with a phonographer's varying the general size of his phonography at will. He may at one time write very small phonography; at another time, very large phonography; and at still another time, medium-sized phonography. But whatever the size may be, it should be uniform.

## DEFINITIONS.

**PHO'NO-GRAM.** A single phonographic stem, either simple or compound.

**PHRASE, *v.*** To join or combine two or more words in one stenographic sign.

**PHRASE, *n.*** Words that are written by a phrase-sign.

**PHRA'SE-O-GRAM.** A phrase-sign.

**PHRA-SE-OG'RA-PHY.** The mode of writing phonography by which two or more words are joined or combined in a single outline.

**PHRASE-SIGN.** A single stenographic sign or outline standing for two or more words. A phraseogram.

**PHRA'SING.** The joining or combining of words in phrase-signs.

**STEN'O-GRAPH, *n.*** A character used in writing shorthand.

**STEN'O-TYPE.** An ordinary letter or group of letters standing for a stenograph.

**STEN-OT'Y-PY.** A system of shorthand representation by ordinary letters, capitals standing for stem-signs and lower-case letters for adjuncts of stems, such as hooks, circles, loops, etc.

**WORD-SIGN.** A single sign used to represent a word; being usually an abbreviation. A logogram.

# ALPHABET OF MUNSON PHONOGRAPHY.

CONSONANTS.				VOWELS.					
				SIMPLE VOWELS.					
<i>Sign.</i>	<i>Power.</i>	<i>Name.</i>	<i>Type.</i>	<i>Sign.</i>	<i>Power.</i>	<i>Name.</i>	<i>Type.</i>		
<i>Abrupts.</i>	\	p in pay	Pee P	<i>Long.</i>	· ·	a in alms	ah	ā	
	↘	b " bay	Bee B		· ·	a " ale	a	ā	
		t " tie	Tee T		· · ·	e " eve	e	ē	
		d " die	Dee D		- ·	a " all	awe	a	
	/	ch " choke	Chay CH		- ·	o " ore	o	ō	
	/	j " joke	Jay J		- ·	oo " ooze	oo	o	
	—	c " came	Kay K		<i>Short.</i>	· ·	a " am	at	ǎ
	—	g " game	Gay G			· ·	e " ell	et	ě
<i>Continuants.</i>	(	f " fan	Ef F	· ·		i " if	it	ĩ	
	(	v " van	Vee V	- ·		o " on	ot	ǒ	
	(	th " thigh	Ith TH	- ·		u " but	ut	ũ	
	(	th " thy	Thee DH	- ·		oo " foot	oot	o	
	)	s " seal	Ess S	DIPHTHONGS.					
	)	z " zeal	Zee Z	<i>Sign.</i>		<i>Power.</i>	<i>Name.</i>	<i>Type.</i>	
	)	sh " shore	Ish SH	· ·	i in pine	i	I		
	)	z " azure	Zhee ZH	<i>Glides.</i>	· ·	oi " toil	oi	OI	
<i>Nasals.</i>	(	m " may	Em M		· ·	ow " now	ow	OW	
	(	n " no	En N		· ·	ew " few	ew	EW	
	(	ng " sing	Ing NG		CONSONANT-BREVES.				
	(			<i>Sign.</i>	<i>Power.</i>	<i>Type.</i>			
<i>Liquids.</i>	↘	l " lay	Lee L	<i>Substitutes.</i>	·	s in suppose	s		
	↘	r " oar	Er R		·	w " wade, walk	w		
	↘	r " roe	Ree R		·	y " yam, youth	y		
	↘	w " woe	Way W		·	h " hook, hedge	h		
	↘	y " you	Yay Y						
<i>Aspi- rate, cents.</i>	↘	h " high	Hay H						

# PART FIRST.

## SIMPLE STEMS.

### PREFATORY.

83. The learner has already been taught in the Introduction (24, 48) that in phonographic writing the consonant-sounds of words are written with simple signs, usually called "stems," and that the vowel-sounds are written with dots and dashes, placed at the sides of the consonant-stems.

84. But now the entire subject of Phonography is about to be taken up and presented, one thing at a time and in its natural order, and fully explained by means of explicit rules and graphic illustrations; so that when the student has reached the end of the book, and has mastered its contents, both theoretically and practically, he or she will be able to write Phonography with correctness, and will have learned nothing that must be unlearned (a thing which cannot often be said of shorthand text-books), and will need to add nothing except diligent practice, in order to become an expert and trustworthy phonographer.

### LESSON I.

#### RULES FOR WRITING THE STEMS.

85. The horizontal stems are written from left to right.

86. The stems Lee, Ree, and Shee are written from left to right and upward.

87. All the other stems (including El and Ish) are written downward.



## FIRST READING EXERCISE.

88. The reading of this exercise consists in calling each of the stems by name. It contains all of the straight stems except Chay and Ree.



## FIRST WRITING EXERCISE.

89. Copy the first reading exercise, carefully reproducing its stems, with pen or pencil; taking great pains, in writing Pee and Bee, to move the pen downward and to the right with a slant of forty-five degrees; in writing Jay, to move it downward and to the left also with a slant of forty-five degrees; and in writing Tee and Dee, to move it plumb down. Beginners are apt to unconsciously slant all of the perpendicular stems a little to the right. This tendency should be guarded against with great care.

90. Complete the writing exercise by writing the stems indicated by the following names:

Tee, Bee, Dee, Pee, Kay, Jay, Tee, Pee, Dee, Tee, Jay, Bee,  
 Kay, Tee, Pee, Dee, Kay, Bee, Jay, Dee, Bee, Jay, Kay, Jay,  
 Dee, Kay, Bee, Tee, Gay, Kay, Tee, Gay, Pee, Bee, Pee, Dee,  
 Jay, Bee, Gay, Jay, Kay, Tee, Pee, Bee, Tee, Bee, Gay, Kay,  
 Gay, Pee, Tee, Jay, Pee, Kay, Jay, Pee, Dee, Jay, Bee, Dee,  
 Kay, Dee, Bee, Jay, Kay, Pee, Bee, Dee, Pee, Tee, Dee, Jay,  
 Kay, Tee, Bee, Kay, Dee, Bee, Jay, Pee, Dee, Gay, Dee, Kay,  
 Bee, Pee, Dee, Jay, Kay, Tee, Pee, Bee.

## LESSON II.

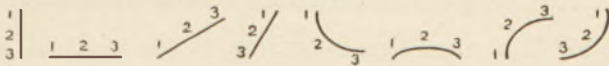
## THE VOWEL-PLACES.

91. There are three places in which vowel-signs are written to the consonant-stems — namely, at the side of the *beginning*, at the side of the *middle*, and at the side of the *finish*.

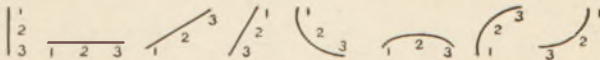
92. **Names of the Vowel-Places.**— The vowel-places are called respectively, “First-place,” “Second-place,” and “Third-place.” The numbers of the vowel-places are always reckoned — one, two, three — from the beginning to the finish of the stem, as it is written, no matter in what direction it may be struck, whether downward, to the right horizontally, or to the right upward.

93. **Diagrams of Vowel-Places.**— The three vowel-places may be readily learned from the following diagrams:

Before consonant-stems —



After consonant-stems —



94. **Long and Short Vowels Distinguished.**— The Heavy vowel-signs represent Long vowel-sounds, and the Light vowel-signs represent Short vowel-sounds.



## TABLE OF VOWEL-SIGNS.






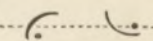










DOT-SIGNS.		DASH-SIGNS.	
<i>Long.</i>	<i>Short.</i>	<i>Long.</i>	<i>Short.</i>
· a in arm	· a in at	- a in all	- o in on
· a " age	· e " ebb	- o " ode	- u " us
· e " eve	· i " it	- oo " ooze	- oo " foot

95. **Same Sound Either Side of Stem.**—A vowel-sign represents the same vowel-sound whichever side of the stem it is written, so long as it does not change its "place." It is only when the sign changes its location lengthwise of the stem that it varies and represents different vowel-sounds.

96. **Outlines not on the Line.**—It will be observed that the phonographic outlines of some of the words found among the illustrations and in the reading exercises are not placed on the line, but are written either above, below, or through it. The reason for so writing them will be fully explained presently. However, such words need not cause the learner any trouble in reading, as their consonant and vowel signs are sounded just the same, no matter where the outlines may be written.

## RULES FOR READING PHONOGRAPHY.

97. If a vowel-sign is written at the *right* of an upright or slanting consonant-stem, or *below* a horizontal stem, the consonant is read *first* and the vowel next; thus,—

							
pay	pa	day	she	show	ye	fee	way
							
ray	low	gay	key	may	gnaw	no	hay

98. If a vowel-sign is written at the *left* of an upright or slanting consonant-stem, or *above* a horizontal stem, the vowel is read *first* and the consonant next; thus,—

/	·	⤿	-(	⤿	·	⤿	·
age	aid	oar	oath	eve	at	ear	it

\	\	⤿	/	⤿	⤿	/	⤿
up	ebb	if	edge	air	off	each	all

·	·	·	·	⤿	⤿	⤿	⤿
ache	egg	aim	ohm	Ann	on	am	in

### SECOND READING EXERCISE.

99. In reading this exercise, pronounce the names of the phonographic signs, consonant and vowel, of each word, and then the word itself; thus, Pee-ah, *pa*; Pee-a, *pay*; Bee-o, *beau*; o-Pee, *ope*; a-Dee, *aid*; o-Kay, *oak*, etc.

·	·	·	·	·	·	·	·	·
\	\							
/	/	/	/	·	·	·	·	·
·	·	·	·	·	·	·	·	·
	/	·	·	·				

## RULES FOR WRITING PHONOGRAPHY.

100. **One Consonant and Vowel.**—When a word is composed of one consonant and one vowel, it is written as follows:

1. Write the proper consonant-stem.

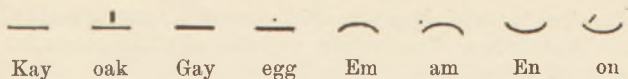
2. Write the sign of the vowel at the side of the consonant-stem in the following manner:

I. If the vowel is heard *after* the consonant, place its sign to the *right* of a down-stroke or up-stroke, and *below* a horizontal stem; thus,—

Pee	pay	Dee	day	Ess	so	Thee	they
Jay	jaw	Way	woe	Ith	thaw	Ish	she
Yay	you	Ef	foe	Ree	roe	Lee	lay
En	knee	Em	ma	Em	may	Hay	hoe

II. If the vowel is heard *before* the consonant, place its sign to the *left* of a down-stroke or up-stroke, and *above* a horizontal stem; thus,—

Jay	age	Tee	at	Dee	odd	Pee	ape
Ith	oath	Ess	us	Ef	if	Lee	ell



101. The vowel signs, both dots and dashes, should be written at a little distance from the consonant-stems. Beginners are apt to place them too close.

102. The dash vowel-signs should be struck at right angles to the stems near which they are written.

### SECOND WRITING EXERCISE.

103. At present, in writing the words of this lesson, if ruled paper is used, let each consonant-stem rest on the line.

Pay, pa, paw, pea, pooh, Po, bow (as in "rainbow"), bay, bah, be, too, tea, toe, Dee, day, do, daw, dough, gee, jay, Joe, jaw, key, kay, caw, coo, go, gay.

Ope, Abe, ape, eat, ate, oat, ought, aid, owed, awed, age, eke, ache, oak.

## LESSON III.

### CHAY AND REE STANDING ALONE.

104. **Chay and Ree Distinguished.**—Chay and Ree (both being light straight stems slanting to the right), when not joined to other stems, are distinguished one from the other by a decided difference of slant; Chay being struck downward at an angle of sixty degrees, and Ree upward at an angle of thirty degrees; thus,—

/ Chay    / Ree.

### THIRD READING EXERCISE.

105. This exercise is read in the same manner as the first — namely, by calling each of the stems by its phonographic name.

The signs for *l* and *sh*, as here used, are called Lee and Ish, and not El and Shee. The exercise contains all of the consonant-stems of the alphabet.



### THIRD WRITING EXERCISE.

106. Copy the third reading exercise. Write each of the stems Ef, Vee, Er, and Way so that a line drawn from tip to tip will slant to the left at an angle of forty-five degrees. Write each of the stems Lee, Yay, Ish, and Zhee so that a line drawn from tip to tip will slant to the right at an angle of forty-five degrees. Write each of the stems Ess, Zee, Ith, and Thee so that a line drawn from tip to tip will be exactly perpendicular. Write each of the stems Em, Hay, Eu, and Ing so that a line drawn from tip to tip will be horizontal.

107. Write the stems indicated by the following names:

Chay, Ree, Ef, Ith, Ess, Vee, Thee, Zee, Zhee, Ish, Em, Lee, Er, Ing, En, Yay, Way, Hay, Zhee, Ish, Yay, Lee, Vee, Thee, Ess, Ef, Chay, Ree, Zhee, Thee, Ish, Zee, Vee, Ess, Ef, Chay, Ree, Ree, Chay, Yay, Em, Way, Hay, En, Vee, Ef, Thee, Ith, Zee, Ess, Zhee, Ish, Er, Em, Lee, Ef, En, Ing, Vee, Pee, Bee, Chay, Jay, Tee, Dee, Kay, Gay.

## MNEMONIC AIDS TO THE LEARNER.

108. Beginners will be aided in fixing the consonant-signs of the phonographic alphabet in the memory, so that they may be readily recalled with little effort, by making themselves thoroughly familiar with the following mnemonic sentences and pictures, and their associations with phonographic stems.

109. Pee is a Pump-handle down to the right.



110. Tee is the Trunk of a Tree.



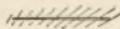
111. Chay is a Chair tipped to the right.



112. Ree is the Roof of a shed that faces to the Right.



113. Kay is a Cane (kane) lying on the floor.



114. Ith and Ess are like

p a r e n **TH** e **S** e s.

(      )

115. Lee and Er are the Left and Right halves of an arch.



116. Em is a mound.



117. En is a nest.



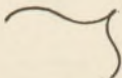
118. The word **FLOURISH** contains the sounds of all the slanting light curves; thus,

**F L** ou **R i** **SH**



119. The word **MONTHS** contains the sounds of all the horizontal and upright light curves; thus,

**M o** **N** **TH** **S**



120. The shaded stems, which are mates respectively of the first eight light stems of the phonographic alphabet, will readily suggest themselves, because of the similarity of sound; thus, Pee — Bee, Tee — Dee, Chay — Jay, Kay — Gay, Ef — Vee, Ith — Thee, Ess — Zee, Ish — Zhee.

121. N in the word Ink has the sound of the stem Ing.

122. Way and Yay joined make a Y; thus,

W Y



123. Hay is a Hat's curled brim.





## LESSON IV.

## DIFFERENT ARRANGEMENT OF THE STEMS.

124. In the phonographic alphabet (p. 18), the consonant-signs are arranged so as to classify their sounds in a phonetic or scientific manner. But to facilitate the memorizing and correct writing of the stems, and to aid in learning the various rules of phonography relating to the same, it is found better to arrange them with reference to the direction in which they are struck in writing, and to present them in the following order: 1. Stems written from right to left downward. 2. Stems written perpendicularly downward. 3. Stems written from left to right downward. 4. Stems written from left to right horizontally. 5. Stems written from left to right upward.

## TABLE OF CONSONANT-STEMS.

<i>Down-strokes :</i>	{ / Chay / Jay ( El ( Yay ) Ish ) Zhee
	{   Tee   Dee ( Ith ( Thee ) Ess ) Zee
	{ \ Pee \ Bee \ Ef \ Vee \ Er \ Way
<i>Horizontals :</i>	— Kay — Gay — En — Ing — Em — Hay
<i>Up-strokes :</i>	/ Ree ) Shee ( Lee

125. The learner will notice that the names El and Lee in the table stand for one and the same *l* stem, and that the name Ish and Shee stand for one and the same *sh* stem. The distinction in each of these cases is in the direction in which the stem is struck, and not in its form; El and Ish being their names when they are written downward, and Lee and Shee, when they are written upward.

126. In words of only one stem, which contain these consonants, as *law*, *ail*, *she*, *ash*, etc., the consonant *l* is written with the up-stroke Lee, and the consonant *sh*, with the down-stroke Ish. The down-stroke El and the up-stroke Shee as a rule are used only in conjunction with other stems.

127. **Naming the Stems.**—From the very commencement the learner should call all the consonant-stems by the names placed opposite them in the alphabet on page 18, and not by the names to which he has been accustomed, when the latter differ from the new or phonographic names. Thus the name of / is Chay, not See-Aitch; the name of — is Gay, not Jee; the names of ( ( are Ith and Thee respectively, not Tee-Aitch; the name of ) is Ish, not Ess-Aitch; the name of ) is Zhee, not Zee-Aitch; the name of ( (standing alone) is Lee, not El; the names of \ / are Er and Ree respectively, not Ar; the name of ) is Ing, not Em-Jee; the name of \ is Way, not Double-you; the name of ( is Yay, not Wy; and the name of — is Hay, not Aitch.

128. **Consonant-Stems and Letters.**—Most of the consonant-stems stand for the same sounds that are represented by the corresponding consonant-letters of the ordinary alphabet; as Pee and *p*, Dee and *d*, Ef and *f*, Way and *w*, Em and *m*, etc. But there are several of the stems which require explanation in regard to their correct use. The stems thus referred to represent sounds as follows:

Chay,—always the sound of *ch* as in *chain*, *charm*, *reach*; and never the sounds of *ch* either in *chaise*, *chagrin* (*sh*), or in *choral*, *chronic* (*k*).

Jay,—always the sound of *j*, and also the sound of *g* soft, as in *gem*, *gibe*.

Kay,—always the sound of *k*, and also the sound of *c* hard, as *can*, *came*; of *ch* in *chemist*, *christian*, and of *q*, as in *quail*, *pique*.

Gay,—always the sound of *g* hard, as in *game*, *gun*; and never the sound of *g* soft, as in *gem*, *gesture* (*j*).

Ith,—the light sound of *th*, as in *thigh*, *thin*, *both*.

Thee,—the heavy sound of *th*, as in *thy*, *then*, *bathe*.

Ish,—the sound of *sh* in *she*, of *s* in *sure*, and of *ch* in *chaise*.

Zhee,—the sound of *s* in *pleasure*, and of *z* in *seizure*. This sound is identical with that of *j* and *g* soft in the French language. It is heard in a number of words that we have adopted from that language, as *rouge* (*roozh*), *bijou* (*be-zhoo*), *régime* (*ra-zheem*), etc.

Ing,—the sound of *ng* in *long*, *sing*, and of *n* in *ink*, *bank* (*bangk*), *longer* (*long-ger*).



Er and Ree both represent the sound of *r* ; but Ree is generally used at the beginning of words, as in *ray*, *raw*, *rue* ; and Er at the end of words, as in *or*, *ore*, *car*.

129. **Partial Keys of Exercises.**—In most of the LESSONS of this work, the two reading and writing exercises which correspond with each other, and illustrate the same rules of phonography, are composed of precisely the same words, but arranged differently ; so that, although one exercise is not a perfect key of the other, yet, knowledge of the fact that one contains exactly the same material as the other, will enable the learner, by a little examination, to determine whether he has read the one, or written the other, with entire correctness.

## FOURTH READING EXERCISE.

ˆ ˆ ˆ ( ˆ ( ˆ ) ˆ )  
 ) )- ) ˆ ) ˆ- ˆ ˆ ˆ ˆ ˆ ˆ  
 ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ ˆ  
 ˆ ˆ- ˆ ˆ ˆ ˆ ˆ / / / /  
 ˆ ˆ -( ˆ ) ˆ ) ˆ ˆ ˆ  
 ˆ ˆ ˆ- ˆ ˆ ˆ ˆ  
 \ \ | | | | / / / —  
 ˆ ˆ- ) ˆ ˆ ˆ ˆ ˆ ˆ ˆ

## FOURTH WRITING EXERCISE.

130. Fee, Fay, foe, though, they, thee, thaw, so, see, saw, say, she, shoe, show, Shaw, Shah, may, ma, me, mow (to cut grass), knee, nay, no, gnaw, lea, low, lay, law, we, way, woo, woe, you, ye, yea, hoe, hay, ray, roe, raw, chaw.

Ace, oaf, ease, eve, oath, ooze, ohm, aim, ale, own, all, eel, oar, ear, or.

Etch, up, it, ebb, at, edge, add, itch, odd, if, egg, off, on, in, Ann, us, am, ill, ash, ell.

## LESSON V.

## THE DIPHTHONGS.

131. Besides the twelve simple-vowels, which are written with the dot and dash signs, there are in our language also four glide-vowels, commonly called "Diphthongs."

132. **Diphthong Defined.**—A diphthong, in the only sense in which the term is used in this book, is a sound of the voice which is made while the organs of speech are moving from the position that belongs to one simple-vowel to the position that belongs to another simple-vowel.

133. The name "Vowel" is generally used indiscriminately as applicable to the diphthongs and to the simple-vowels.

134. The diphthongs are the sounds of —

1. I in *bite* or *y* in *by*.
2. OI in *oil* or *oy* in *boy*.
3. OW in *owl* or *ough* in *bough*.
4. EW in *few* or *u* in *tube*.

135. **Described as "Glides."**—Diphthongs are sometimes called "Glides." The diphthong I is a glide from *â* (*a* in *ask*) to *ĩ*; OI is a glide from *ô* (*o* in *lost*) to *ĩ*; OW is a glide from *ô* to *oo*; and EW is a glide from *ĩ* to *oo*. When the fourth or

last glide commences a syllable, its starting point changes from the vowel-sound *i* to the consonant-sound *y* (*y-oo*), as in *use*, *ewer*, etc.

**136. Signs for the Diphthongs.**—The diphthongs are written with small angle-points, placed at the sides of the consonant-stems. The signs of three of the diphthongs are acute angles, pointing in three different directions—that for *I* pointing downward; that for *OI*, to the left; and that for *EW*, to the right. The sign for *OW* is a small right angle, formed by a downward perpendicular and a horizontal to the right.

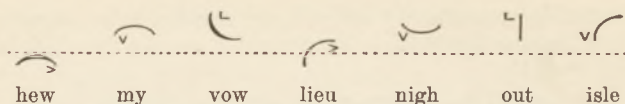
**137. Places of the Diphthongs.**—Three of the diphthong-signs are written in the first place, and one in the third place; as shown in the following—

TABLE OF DIPHTHONG-SIGNS.

$\vee$   I	$<$   OI	$\perp$   OW	$>$   EW
------------	----------	--------------	----------

**138. Signs Always Point the Same Way.**—The angle-points of the diphthong-signs are always turned in the directions shown in the above table, no matter what may be the inclination of the stems to which they are written. In this respect they differ from the dash vowel-signs, which change their direction to accommodate themselves to the inclination of the particular stem to which they are placed, so as to be at right angles to it (102). Examples:

$\vee$	$<$	$\perp$	$\vee$	$<$	$>$	$\vee$
tie	toy	bough	pie	joy	due	by
$\perp$	$\vee$	$\vee$	$\vee$	$\vee$	$\vee$	$<$
cow	cue	rye	how	shy	few	boy



139. **Names of the Diphthongs.**—The diphthongs are named by simply giving their sounds. Thus, the name of *i* is the sound of the pronoun “I”; of *oi*, the sound of the word *oil* with the *l* omitted; of *ow*, the sound of the word *out* with the *t* omitted; and of *ew*, the sound of the word *due* with the *d* omitted. In naming the diphthongs *oi*, *ow*, and *ew*, be careful not to say “o-i,” “o-double-you,” “e-double-you.”

## LESSON VI.

### WORD-POSITION.

140. There are three different positions, with reference to the line of writing, in which the consonant-outlines of words are placed; some being written on a median line, which corresponds substantially with the ruling of the paper, while others are either raised or lowered a little from that line. These positions, beginning with the upper one and going downward, are called respectively “First-Position,” “Second-Position,” and “Third-Position.”

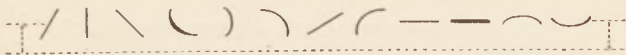
141. **Meaning of the Dot-line.**—The dot-line, shown in connection with the phonographic illustrations, represents the line or ruling. When an outline appears without the dot-line, it is to be understood that the word belongs to the second-position.

142. **Word of One Stem in Position.**—A word of only one stem-sign is said to occupy a particular position when its consonant-stem is written in that position.

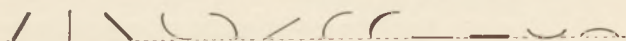
143. **Three Consonant-Positions.**—Every consonant-stem may be written, with respect to the line, in three different positions.



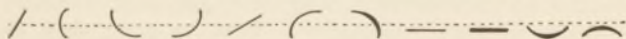
144. **First Consonant-Position.**—The first position for every consonant-stem is above the line or ruling, at such a height that an imaginary horizontal line running along the length of a Tee above the ruling, will cut the stem through its middle; thus,—



145. **Second Consonant-Position.**—The second position for every consonant-stem is on the line; thus,—



146. **Third Consonant-Position.**—The third position for every upright or slanting consonant-stem is across the line, being divided by it into equal parts; and for every horizontal-stem, just below but not touching the line; thus,—



147. **Positions of One-Vowel Words.**—When a word contains but one vowel-sound, as *be*, *pay*, *ma*, *show*, *paw*, *too*, etc., the position in which its consonant-stem should be written (whether in the first, second, or third position) is determined by the vowel-place (first, second, or third place) to which that vowel-sound belongs.

148. In the following table are exhibited the signs of all the vowels, so grouped and arranged as to present the simple vowels in pairs of long and short mates, and also to show at a glance, separately, all the vowels that belong to each of the vowel-places.



## COMPLETE TABLE OF VOWEL-SIGNS.

ah	ă	aw	ǒ	ı	oi	ow
ā	ē	ō	ū			
ē	ī	oo	oo	ew		

## THE VOWEL-SOUNDS AND THEIR "PLACES."

149. All of the long vowel-sounds are heard, in their proper order by "places" (that is, lengthwise of the consonant-stem), in the sentence: "Pa gave me all those shoes."

150. All of the short vowel-sounds are heard, in their proper order by "places," in the sentence: "Pat went in on one foot."

151. All of the diphthong-sounds are heard in their proper order in the sentence: "My joys, how few!"

152. **Sounding the Vowels Across.**—The usual order in which the vowels are sounded is lengthwise of the consonant-stem, from its beginning to its finish; the six long vowels being given first, next the six short vowels, and then the four diphthongs; thus, ah, ā, ē; aw, ō, oo; â, ê, ĭ; ô, ŭ, ôö; ı, oi, ow, ew. The learner, however, should make a practice of occasionally sounding them across the consonant-stem, from left to right, and in that way learning all the sounds of each of the three vowel-places by themselves. Thus, first-place, ah, ā, aw, ô, ı, oi, ow; second-place, â, ê, ô, ŭ; third-place, ē, ĭ, oo, ôö, ew. This kind of practice will help one in determining quickly the proper position in which to write the outline of any word.

153. All of the first-place vowel-sounds are heard in the sentence: "Laugh at all of my toys now."

154. All of the second-place vowel-sounds are heard in the sentence: "They get no cup."

155. All of the third-place vowel-sounds are heard in the sentence: "We bring you good news."

## VOWEL-PLACES SUGGEST WORD-POSITIONS.

156. **First Vowel-Place.**—The first vowel-place is associated with and suggests the first word-position—that is, above the line.

157. **Second Vowel-Place.**—The second vowel-place is associated with and suggests the second word-position—that is, on the line.

158. **Third Vowel-Place.**—The third vowel-place is associated with and suggests the third word-position—that is, through or below the line.

#### WORDS OF ONE STEM AND ONE VOWEL.

159. When a word has but one consonant-stem and one vowel-sound, it is written in *position* by putting the stem in the *position* indicated by the *place* of the vowel, in accordance with the principles laid down in the last three paragraphs.

160. Thus, the stems Tee, Kay, Thee, and Em of the words *at*, *caw*, *thou* and *my*, are written in the first-position, because their vowels, *a*, *aw*, *ow*, and *i*, are first-place vowels; the stems Pee, Way, Ree, and Hay of the words *pay*, *way*, *roe*, and *hoe*, are written in the second-position, because their vowels, *e* and *o*, are second-place vowels; and the stems Tee, Yay, Kay, Ef, and Kay, respectively, of the words *too*, *you*, *key*, *few* and *cue*, are written in the third-position, because their vowels, *oo*, *e*, and *ew*, are third-place vowels.

#### READING EXERCISES TRANSCRIBED INTO LONGHAND.

161. After reading each of the phonographic reading exercises, in the manner described, all of the words should be carefully written out in longhand, or translated into typewriting, in the ordinary spelling. This practice will gradually qualify the learner for a very important part of the work of a stenographer—namely, the making of accurate transcripts of shorthand notes.

162. In connection with the reading of the following exercise the learner is referred to paragraphs 97–99.

## FIFTH READING EXERCISE.



163. **Figures in Parentheses.**—The figures in parentheses in the writing exercises refer to paragraphs which should be reviewed before writing the examples.

## FIFTH WRITING EXERCISE.

164. (101-103, 156-159.) Bay, pa, be, paw, bow (of a ribbon), pay, day, tea, they, too, thee, saw, though, say, so, see, coo, caw, Joe, jaw, show, knee, she, me, fee, mow (to cut grass), ma, gnaw, foe, nay, know, shoe, lay, lea, low, thaw, at, raw, ate, ray, ape, rue, it, aid, aught, odd, add, eel, ail, ill, in, on, up, edge, etch, egg, ebb, ear, air, or, oath, ease, oak, ache, eve, ooze, itch, each, ash, am, tow, ode, dough, oat, eke, key, aim, all, may, law, age, oar, row, jay.

## SIXTH READING EXERCISE.

165. Before reading this exercise the learner should again read over the whole of Lesson V.



## SIXTH WRITING EXERCISE.

166. (136.) Pie, tie, by (buy), die (dye), sigh, rye, shy, guy, high, thigh, lie (lye), my, vie, thy, nigh, fie, isle, ire, ice, eyed, eyes. Coy, toy, joy, boy, oil, soy. Bough, bow (to bend), row (disturbance), cow, Dow, how, sow, thou, mow (pile of hay), owl, vow, out. Due (dew), chew, pew, jew, sue, hew (Hugh), few, mew, cue, view. Tie, chew, joy, jew, die, due, Dow, toy, pew, boy, by, pie, cow, bow, cue, coy, rye, guy, row. Sow, sigh, soy, shy, my, mew, mow, sue, hew, high, lie, how, fie, thigh, thy, thou, vie, nigh, few, view, vow.

## SPECIAL LESSONS.

167. The next three Lessons (VII, VIII, IX) are given for the purpose of firmly fixing in the mind of the learner the basic idea of all phonographic instruction, and to overcome any influence that may still be exerted upon him by the peculiarities of the common orthography.

## LESSON VII.

## NAMES AND SOUNDS OF THE CHARACTERS.

## OF THE CONSONANT-STEMS.

168. The syllables Pee, Bee, Tee, Dee, Chay, Jay, Ith, Thee, etc., which are assigned to the various phonographic consonant-stems in the Alphabet, are not given as the *sounds* of such stems, but are intended merely as their respective *names*. Still, it will be noticed that each name contains the sound of its stem, but coupled with a vowel-sound, to aid in the pronunciation.

169. Practice in what is sometimes termed "sound analysis," in which the *sounds* and not the *names* of the stems are uttered, is recommended to learners, provided they have a competent instructor to guide them.

## OF THE VOWEL-SIGNS.

170. The names of all the vowel-signs, both of the simple vowels and of the diphthongs, are most appropriately provided

by the sounds themselves, disconnected from any other. But, while it is not difficult for any one to succeed in giving the sounds of the long-vowels and of the diphthongs separately in this way, as *ah*, *ā*, *ē*, *aw*, *ō*, *ōō*, *ī*, *oi*, *ow*, and *ew*, yet, to learn to utter correctly, without the aid of a consonant, the short-vowel-sounds, *ă*, *ē*, *ī*, *ō*, *ŭ*, *ōŏ*, usually requires considerable care and practice. Therefore, it will be well for most learners, and especially those who have not the assistance of a teacher, to at first name the short-vowel-signs by means of their sounds, pronounced with the consonant *t*; thus, *ăt*, *ēt*, *īt*, *ôt*, *ūt*, *ōôt*. Then, afterward, when the ability to give the sounds with accuracy has been acquired, the *t* should be dropped, and the vowels sounded alone.

171. A good method to follow, for the purpose of learning to sound the short-vowels without the aid of a consonant, is the following:

I. FIRST-PLACE LIGHT DOT.—To get this sound, pronounce aloud and rapidly, several times, the word “*păt*”; then drop the *p*, and in the same way pronounce the syllable “*ăt*” several times; then drop the *t*, and sound the vowel “*ă*” alone a number of times. Be very careful not to change the sound from *ă* to *ā*, which latter is the same sound as the name of the letter. Thus, say *păt*, *păt*, *păt*, *păt*, *păt*, *păt*; *ăt*, *ăt*, *ăt*, *ăt*, *ăt*, *ăt*; *ă*, *ă*, *ă*, *ă*, *ă*.

II. SECOND-PLACE LIGHT DOT.—To get this sound, pronounce aloud and rapidly, several times, the word “*mēt*”; then drop the *m*, and in the same way pronounce the syllable “*ēt*”; then, as before, drop the *t*, and sound the vowel “*ē*.” Thus, say *mēt*, *mēt*, *mēt*, *mēt*, *mēt*, *mēt*; *ēt*, *ēt*, *ēt*, *ēt*, *ēt*, *ēt*; *ē*, *ē*, *ē*, *ē*, *ē*, *ē*.

III. THIRD-PLACE LIGHT DOT.—To get this sound, in the manner described, say *pīt*, *pīt*, *pīt*, *pīt*, *pīt*, *pīt*; *īt*, *īt*, *īt*, *īt*, *īt*, *īt*; *ī*, *ī*, *ī*, *ī*, *ī*, *ī*.

IV. FIRST-PLACE LIGHT DASH.—To get this sound, say *côt*, *côt*, *côt*, *côt*, *côt*; *ôt*, *ôt*, *ôt*, *ôt*, *ôt*; *ō*, *ō*, *ō*, *ō*, *ō*.

V. SECOND-PLACE LIGHT DASH.—To get this sound, say *cūt*, *cūt*, *cūt*, *cūt*, *cūt*; *ūt*, *ūt*, *ūt*, *ūt*, *ūt*; *ŭ*, *ŭ*, *ŭ*, *ŭ*, *ŭ*.

VI. THIRD-PLACE LIGHT DASH. To get this sound, say *fōôt*, *fōôt*, *fōôt*, *fōôt*, *fōôt*; *ōôt*, *ōôt*, *ōôt*, *ōôt*, *ōôt*; *ōō*, *ōō*, *ōō*, *ōō*, *ōō*.



## VOWEL-SOUNDS DISTINGUISHED FROM VOWEL-LETTERS.

172. The beginner will be assisted in learning to recognize the vowel-sounds, as distinguished from the ordinary letters with which they are written, by pronouncing aloud successively and repeatedly the words in the groups given below. The vowel-sound is the same in all of the words in each of the following sets :

## HEAVY DOT-SIGN VOWEL-SOUNDS.

1. (ah) Ah, pa, ma, bah, car, far, arm, balm, calm, alms, aunt, gaunt.
2. (ā) Ape, ate, day, lace, aid, bake, gate, pain, they, gray, eight, neigh.
3. (ē) Eve, eat, be, tea, eel, need, read, teeth, heath, breeze, cheat, sleep.

## HEAVY DASH-SIGN VOWEL-SOUNDS.

1. (aw) All, or, call, law, aught, talk, salt, warm, bawl, ball, north, bought.
2. (ō) Ore, joke, known, loaf, those, rogue, though, hope, more, door, beau, dough.
3. (oo) Ooze, do, move, group, lose, who, prove, troop, roof, two, you, too.

## LIGHT DOT-SIGN VOWEL-SOUNDS.

1. (ä) At, rap, bag, pan, jam, damp, tank, slab, had, ash, pack, latch.
2. (ē) Pen, met, beg, vex, belt, bend, test, tent, etch, said, head, fed.
3. (ī) It, is, lip, did, pick, milk, dish, gift, wick, print, finch, limp.

## LIGHT DASH-SIGN VOWEL-SOUNDS.

1. (ō) On, of, not, fog, hop, was, rod, what, lock, pomp, notch, from.
2. (ū) Up, us, but, pump, hung, drug, duck, son, rough, much, month, does.
3. (oo) Foot, full, put, pull, book, good, could, bush, wool, wolf, took, would.

DIPHTHONG VOWEL-SOUNDS.

1. (I) Ice, mice, by, bite, tie, type, fly, flight, cry, crime, hie, height.

2. (OI) Oil, toil, boy, boil, void, moist, joint, Troy, cloy, loin, noise, coil.

3. (OW) Owl, out, town, our, trout, bough, foul, stout, brown, couch, frown, rouse.

4. (EW) Dew, cue, view, blue, slew, mule, duke, tube, feud, muse, news, sue.

PHONOGRAPHIC SPELLING.

173. All the words of the reading exercises should be spelled out by the beginner, by pronouncing the phonographic names of their consonant and vowel sounds, in the order of their occurrence. Thus, the words *pay*, *pa*, *paw*, *foe*, *tea*, *two*, *oath*, *each* should be spelled as follows: Pee-ā, *pay*; Pee-ah, *pa*; Pee-aw, *paw*; Ef-ō, *foe*; Tee-ē, *tea*; Tee-ōō, *two*; ō-Ith, *oath*; ē-chay, *each*. This mode of spelling is called "phonographic spelling," to distinguish it from the ordinary method in use in schools.

174. In the common way of spelling words, the names of the *letters* are pronounced, and not the names of their sounds; thus, pe-a-wy, *pay*; pe-a, *pa*; pe-a-double-u, *paw*, etc. There are but four words in the language the common spelling of which exactly corresponds with the phonographic—namely, *be* (spelled be-e), *me* (spelled em-e), *so* (spelled es-o), and *no* (spelled en-o).

LESSON VIII.

READING THE VOWEL-SIGNS.

OF THE SIMPLE VOWEL-SIGNS.

175. **A Heavy Dot**, written on either side of the consonant-stem, is read as follows:

1. **FIRST-PLACE.**—If it is placed at the side of the *beginning* of the stem, give it the vowel-sound heard in each of the words:—ah, pa, ma, bah, car, far, balm, calm, alms, aunt, gaunt.

2. **SECOND-PLACE.**—If it is placed at the side of the *middle* of the stem, give it the vowel-sound heard in each of the words:—ape, ate, day, lace, aid, bake, gate, pain, they, gray, eight, neigh.

3. **THIRD-PLACE.**—If it is placed at the side of the *finish* of the stem, give it the vowel-sound heard in each of the words:—eve, eat, be, tea, eel, need, read, teeth, heath, breeze, cheat, sleep.

176. **A Heavy Short Dash**, written on either side of a consonant-stem, is read as follows:

1. **FIRST-PLACE.**—If it is placed at the side of the *beginning* of the stem, give it the vowel-sound heard in each of the words:—all, or, call, law, aught, talk, salt, warm, bawl, ball, north, bought.

2. **SECOND-PLACE.**—If it is placed at the side of the *middle* of the stem, give it the vowel-sound heard in each of the words:—ore, joke, known, loaf, those, rogue, though, hope, more, door, beau, dough.

3. **THIRD-PLACE.**—If it is placed at the side of the *finish* of the stem, give it the vowel-sound heard in each of the words:—ooze, do, move, group, lose, who, prove, troop, roof, two, you, too.

177. **A Light Dot**, written on either side of a consonant-stem, is read as follows:

1. **FIRST-PLACE.**—If it is placed at the side of the *beginning* of the stem, give it the vowel-sound heard in each of the words: at, rap, bag, pan, jam, damp, tank, slab, had, ash, pack, latch.

2. **SECOND-PLACE.**—If it is placed at the side of the *middle* of the stem, give it the vowel-sound heard in each of the words: pen, met, beg, vex, belt, bend, test, tent, etch, said, head, fed.

3. **THIRD-PLACE.**—If it is placed at the side of the *finish* of the stem, give it the vowel-sound heard in each of the words:—it, is, lip, did, pick, milk, dish, gift, wick, print, finch, limp.

178. **A Light Short Dash**, written on either side of a consonant-stem, is read as follows:

1. **FIRST-PLACE.**—If it is placed at the side of the *beginning* of the stem, give it the vowel-sound heard in each of the words:—on, of, not, fog, hop, was, rod, what, lock, pomp, notch, from.

2. **SECOND-PLACE.**—If it is placed at the side of the *middle* of

the stem, give it the vowel-sound heard in each of the words:—up, us, but, pump, hung, drug, duck, son, rough, much, month, does.

3. THIRD-PLACE.—If it is placed at the side of the *finish* of the stem, give it the vowel-sound heard in each of the words:—foot, full, put, pull, book, good, could, bush, wool, wolf, took, would.

#### OF THE DIPHTHONG SIGNS.

179. FIRST-PLACE.—A small acute-angle, with point downward, placed on either side of a consonant-stem, at its beginning, is read by pronouncing the vowel-sound heard in each of the words:—ice, mice, by, bite, tie, type, fly, flight, cry, crime, hie, height.

180. FIRST-PLACE.—A small acute-angle, with point directly to the left, placed on either side of a consonant-stem, at its beginning, is read by pronouncing the vowel-sound heard in each of the words:—oil, toil, boy, boil, void, moist, joint, Troy, cloy, loin, noise, coil.

181. FIRST-PLACE.—A small right-angle, formed by a perpendicular and a horizontal to the right, placed on either side of a consonant-stem, at its beginning, is read by pronouncing the vowel-sound heard in each of the words:—owl, out, town, our, trout, bough, fowl, stout, brown, couch, frown, rouse.

182. THIRD-PLACE.—A small acute-angle, with point directly to the right, placed on either side of a consonant-stem, at its finish, is read by pronouncing the vowel-sound heard in each of the words:—dew, cue, view, blue, slew, mule, duke, tube, feud, muse, news, sue.

### WRITING THE VOWEL-SIGNS.

#### OF THE SIMPLE VOWEL-SIGNS.

183. The vowel-sound heard in each of the words:—ah, pa, ma, bah, car, far, arm, balm, calm, alms, aunt, gaunt, is written with the heavy dot placed at the side of the *beginning* of the consonant-stem.

184. The vowel-sound heard in each of the words:—ape, ate, day, lace, aid, bake, gate, pain, they, gray, eight, neigh, is

written with the heavy dot placed at the side of the *middle* of the consonant-stem.

185. The vowel-sound heard in each of the words:—eve, eat, be, tea, eel, need, read, teeth, heath, breeze, cheat, sleep, is written with the heavy dot placed at the side of the *finish* of the consonant-stem.

186. The vowel-sound heard in each of the words:—all, or, call, law, aught, talk, salt, warm, bawl, ball, north, bought, is written with the heavy dash placed at the side of the *beginning* of the consonant-stem.

187. The vowel-sound heard in each of the words:—ore, joke, known, loaf, those, rogue, though, hope, more, door, beau, dough, is written with the heavy dash placed at the side of the *middle* of the consonant-stem.

188. The vowel-sound heard in each of the words:—ooze, do, move, group, lose, who, prove, troop, roof, two, you, too, is written with the heavy dash placed by the side of the *finish* of the consonant-stem.

189. The vowel-sound heard in each of the words:—at, rap, bag, pan, jam, damp, tank, slab, had, ash, pack, latch, is written with the light dot placed at the side of the *beginning* of the consonant-stem.

190. The vowel-sound heard in each of the words:—pen, met, beg, vex, belt, bend, test, tent, etch, said, head, fed, is written with the light dot placed at the side of the *middle* of the consonant-stem.

191. The vowel-sound heard in each of the words:—it, is, lip, did, pick, milk, dish, gift, wick, print, flinch, limp, is written with the light dot placed at the side of the *finish* of the consonant-stem.

192. The vowel-sound heard in each of the words:—on, of, not, fog, hop, was, rod, what, lock, pomp, notch, from, is written with the light dash placed at the side of the *beginning* of the consonant-stem.

193. The vowel-sound heard in each of the words:—up, us, but, pump, hung, drug, duck, son, rough, much, month, does, is written with the light dash placed at the side of the *middle* of the consonant-stem.

194. The vowel-sound heard in each of the words:—foot, full, put, pull, book, good, could, bush, wool, wolf, took, would, is

written with the light dash placed at the side of the *finish* of the consonant-stem.

#### OF THE DIPHTHONG-SIGNS.

195. The vowel-sound heard in each of the words:—ice, mice, by, bite, tie, type, fly, flight, cry, crime, hie, height, is written with the sign  $\vee$  placed at the side of the *beginning* of the consonant-stem.

196. The vowel-sound heard in each of the words:—oil, toil, boy, boil, void, moist, joint, Troy, cloy, loin, noise, coil, is written with the sign  $<$  placed at the side of the *beginning* of the consonant-stem.

197. The vowel-sound heard in each of the words:—owl, out, town, our, trout, bough, fowl, stout, brown, couch, frown, rouse, is written with the sign  $\lrcorner$  placed at the side of the *beginning* of the consonant-stem.

198. The vowel-sound heard in each of the words:—dew, cue, view, blue, slew, mule, duke, tube, feud, muse, news, sue, is written with the sign  $>$  placed at the side of the *finish* of the consonant-stem.

### LESSON IX.

#### SPECIFIC DIRECTIONS ABOUT WRITING.

##### OF THE CONSONANT-STEMS.

199. **Light Stems.**—Each of the light stems, as Chay, Tee, Pee, Ef, Em, etc., should be made in a clear and even light line, entirely free from shading or any irregularities of thickness from the beginning to the end.

200. **Heavy Stems.**—The heavy stems, as Jay, Bee, Zee, Ing, etc., should be sufficiently shaded to be readily distinguished from their corresponding light lines, Chay, Pee, Ess, En, etc. Any considerably greater amount of shading is unnecessary, and tends to impair the beauty of the writing, as well as to check one's speed.

201. **Heavy Straight Stems.**—The heavy straight stems, Jay, Dee, Bee, and Gay, should be evenly shaded from beginning to end.



**202. Heavy Curved Stems.**—The heavy curved stems, Vee, Zee, Hay, etc., should begin with a sharp point, increase in shading gradually to the middle of the stem, and then decrease gradually to the end, ending with a sharp point. The writer should aim to do the shading correctly the first time the stem is gone over, avoiding any retouching for any purpose. When compared one with another, the heavy curved stems should all have the same degree of shading in their widest part.

**203. Uniformity of Thickness.**—And, generally, there should be uniformity of thickness of stem—that is, all light stems should be alike in thickness; and all heavy stems should have the same general amount of shading.

**204. Upright Stems Exactly Perpendicular.**—As has already been stated (90, 91), care should be taken to make the upright stems, Tee, Dee, Ess, Zee, Ith, and Thee, exactly perpendicular. A line drawn from tip to tip of each of the stems Ess, Zee, Ith, and Thee should be perpendicular. Learners should frequently test their work by placing a straight edge, as of a card, to these and other stems, as written by them, to determine whether or not they are perpendicular, horizontal, or are properly slanted, as the case may be.

#### OF THE SLANTING CURVES.

**205.** The slanting curves are the most difficult of all the consonant-stems to learn to make correctly, and for that reason should receive special attention. Beginners almost invariably make them too straight and stiff. This comes mainly from starting the stems improperly. The following directions, if carefully observed, will correct that tendency.

**206.** *Ef* and *Vee* start with a perpendicular movement downward, then immediately but gradually turn to the right, and end with a horizontal tip.

**207.** *Ish* and *Zhee* start with a perpendicular movement downward, then immediately but gradually turn to the left, and end with a horizontal tip.

**208.** *Er* and *Way* start with a horizontal movement to the right, then immediately but gradually turn downward, and end with a perpendicular tip.

209. *El* and *Yay* start with a horizontal movement to the left, then immediately but gradually turn downward, and end with a perpendicular tip.

210. *Lee* starts with a perpendicular movement upward, then immediately but gradually turns to the right, and ends with a horizontal tip.

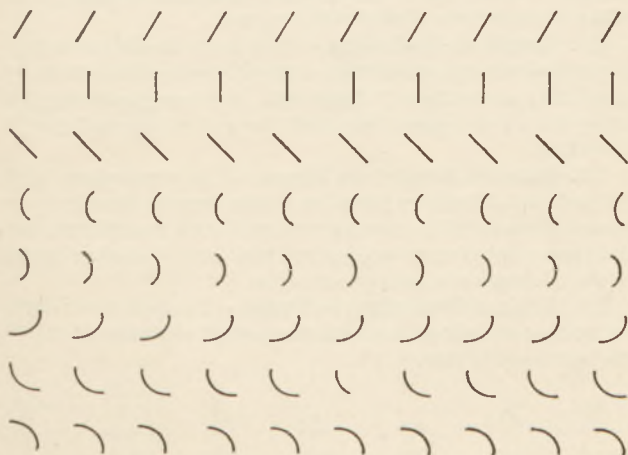
211. *Shee* starts with a horizontal movement to the right, then immediately but gradually turns upward, and ends with a perpendicular tip.

#### PRACTICE FOR DISCIPLINING THE HAND.

212. The beginner will be aided in training the hand to give the stems their proper forms and directions by taking a stylus, or other simple smooth pointer of some kind (not a pencil, nor a pen unless without ink), and, holding it as a pen, moving it slowly over the printed consonant-outlines given in the table below. Great care should be taken to follow each outline from beginning to end without leaving it; touching the paper very lightly, so as to avoid scratching or in any way disfiguring the book.

213. Move the pointer over these characters as follows:

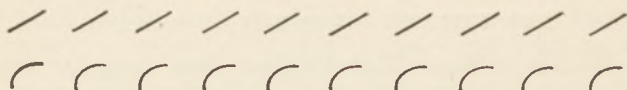
#### FROM THE TOP DOWNWARD.



## FROM LEFT TO RIGHT.



## FROM LEFT TO RIGHT AND UPWARD.



## OF THE VOWEL-SIGNS.

214. **Care in Making the Vowel-signs** is important both as respects the appearance of the writing and the ease with which it is read.

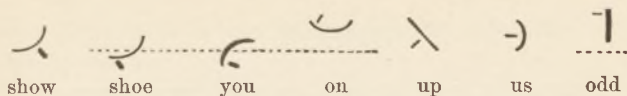
215. **Thickness of Vowel-signs.**—The light vowel-signs, both dot and dash, should be made of the thickness of a light consonant-stem; and the heavy vowel-signs, both dot and dash, of the thickness of a shaded straight stem.

216. **Length of Dash-signs.**—The dash vowel-signs should be made about one quarter the average length of the stems to which they are written. A large style of phonography requires longer dash-vowel-signs than should be used with a smaller style of writing.

217. **Distance Away from Stems.**—The vowel-signs, both dot and dash, should be placed at a little distance from the consonant-stems to which they are written. As a general rule, the clear space between vowel-sign and stem should be about equal to the thickness of a heavy vowel-sign.

218. **Angle of Dash-signs to Stems.**—The dash vowel-signs are written at right-angles with the part of the stem to which they are placed; thus,—

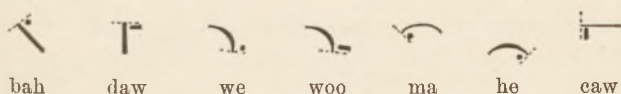




219. **Direction in which Dashes are Struck.**—Each of the dash vowel-signs, as they are written to the various consonant-signs, is made by a movement in the direction of some one of the stems Chay, Tee, Pee, Kay, and Ree.

220. **Dashes which Slant Rightward.**—Dash vowel-signs which slant to the right may be written either downward, like Chay, Jay, or upward, like Ree. Usually the light dashes are best written upward, and the heavy dashes downward. But when a heavy dash follows a stem, in such words as *woe*, *foe*, *paw*, it may be struck upward.



221. **Caution about First and Third Place Signs.**—As has been already stated, the vowel-signs are always placed at the sides, and never on the ends, of the stems to which they are written. Care should be taken, therefore, to write the vowel-signs of the first and third places so that they will not extend beyond the end of the stem. They should be kept inside of a line drawn at right angles with and against the end of the stem to which they are written; thus,—



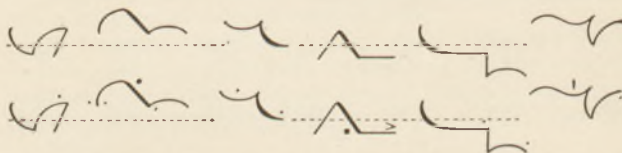
## LESSON X.

## WORDS OF MORE THAN ONE STEM.

222. **Consonant-outline Written Before Vowels.**—As has been already stated, all the consonant-stems of a word are written before writing any of the vowel-signs. The entire outline is first completed by joining the stems, one after another, in proper succession, without any break or lifting of the pen or pencil from the paper. The vowel-signs are then written to the outline, in the order of their occurrence in the word.

223. To illustrate, in writing the word *taking*, we first make the outline,  (Tee-Kay-Ing), and then write in the vowels, so that the completed word will appear thus:  *taking*. Other Examples:

filch    Alabama    envy    rebuke    victim    monthly

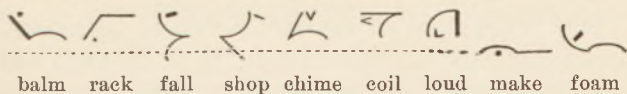


## WHICH STEM TO WRITE THE VOWEL TO.

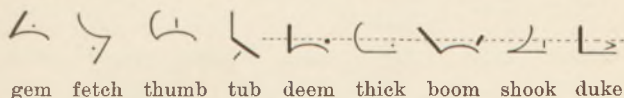
224. **One Vowel between Stems.**—When one vowel only occurs between consonants, its sign is sometimes written to the first stem and sometimes to the second. The general rule that governs in such cases is as follows:

I. The signs of *all* the first-place vowels, whether long or short, or diphthong, and of the two long sec-

ond-place vowels, are written to and after the first stem; thus,—



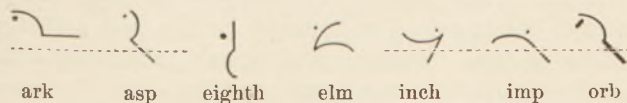
II. The signs of the two short second-place vowels, and of *all* the third-place vowels, whether long or short or diphthong, are written to and before the second stem; thus,—



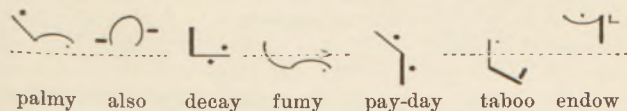
225. All vowels which, according to the foregoing rule, are written to the first stem, are heard in the sentence: "Ma and all of my boys now may go."

226. All vowels that, by the same rule, are written to the second stem, are heard in the sentence: "Let us see if you could mew."

227. **Vowel at the Beginning.**—If a vowel-sound *begins* a word, its sign is placed before the first stem of the outline; thus,—



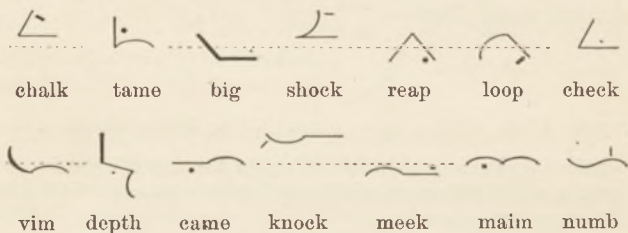
228. **Vowel at the End.**—If a vowel-sound *ends* a word, its sign is placed after the last stem of the outline; thus,—



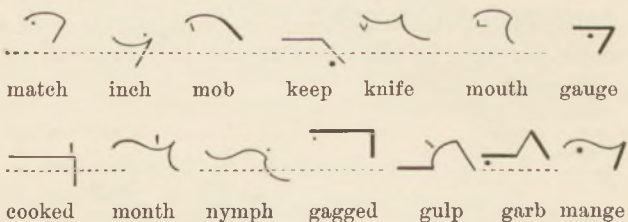


POSITIONS OF WORDS OF TWO OR MORE STEMS  
AND ONE VOWEL.

229. When a word has two or more consonant-stems and but one vowel-sound, it is, in the great majority of cases, put in its proper position by writing its first stem in the *position* indicated by the *place* of the vowel, and adding the following stems on, one after the other, as they occur; thus,—

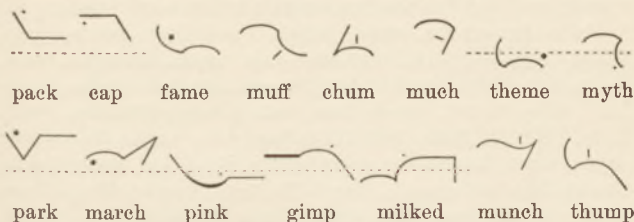


230. **Horizontals followed by Other Stems.**—When, however, a word-outline begins with a horizontal stem, but also has coming after it one or more upright or slanting stems, the initial horizontal stem is not put in the position indicated by the place of the vowel, but is raised or lowered, as the case may require, so as to bring the *first upright or slanting stem* of the outline into that position; thus,—



231. **The Object** of the foregoing rule is to bring all outlines, composed of both horizontal and upright or slanting stems, as nearly as possible into the same general horizontal line, for each of the positions, irrespective of the order of the stems in such words.

Examples:

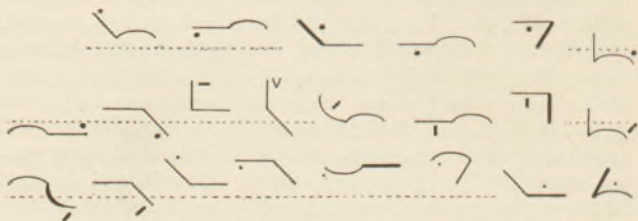


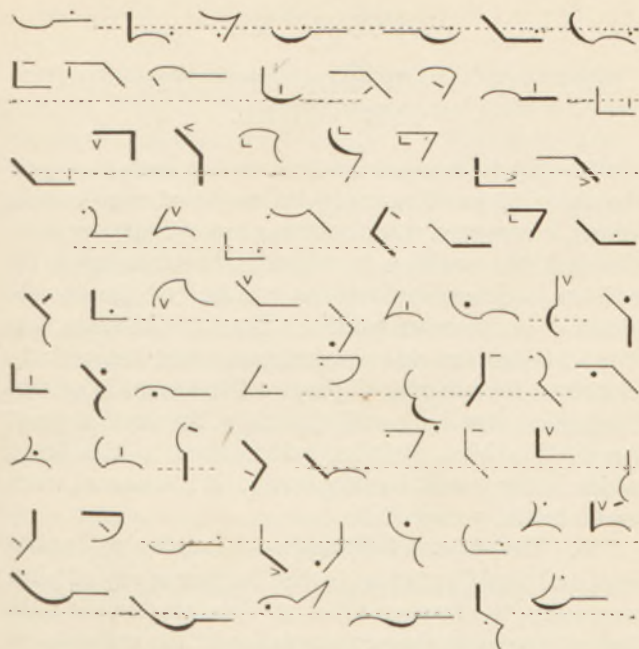
232. **A Misleading Rule.**—There are some phonographers, and among them one or two authors, who, failing evidently to discern the intent of the rule, as stated above, advocate the substitution for it of the rule that the first consonant-stem of an outline *in all cases* be written in position, no matter whether it is a horizontal or other stem. Such rule, however, is very misleading, and has nothing to recommend it except that it is a little *easier to learn*. Its effect, if adopted, would be to do much to destroy the symmetry of phonographic writing, and to detract from the benefits to be derived from writing words in position. To be specific, the proposed rule would elevate some words of the first position, as *carry, march, narrow, malady*, etc., too far above the line, while, at the same time, it would lower other words of the first position, as *copy, mouth, enjoy, magic*, etc., down onto the line, into the company of, and exactly level with, the outlines of such words of the second position as *merry, mirth, gaily, mellow*, etc. Many words of the second position, as *much, enough, cape, coach, invoke, notary*, etc., would be dropped so as to only hang with their tops across the line, entirely away from such other similar words of the second position as *take, check, revoke, territory*, etc. And quite a number of words of the third position, as *move, keep, image, cubic*, etc., instead of being written across the line, would fall entirely below it, and thus get in the way of first-position words in the next line below.

**233. Practice in Phonographic Spelling.**—The learner is recommended to read aloud distinctly several times all of the words given below, together with the phonographic spelling which accompanies them. This spelling should be done by pronouncing the syllables separated by hyphens. The combination “ah” is sounded as the interjection *ah*, “aw” as the word “awe,” and “oo” as the first syllable in the word “oo-long.”

Palm, Pee-ah-Em, *palm*; peach, Pee-ē-Chay, *peach*; page, Pee-ā-Jay, *page*; poke, Pee-ō-Kay, *poke*; beam, Bee-ē-Em, *beam*; boom, Bee-oo-Em, *boom*; balk, Bee-aw-Kay, *balk*; bake, Bee-ā-Kay, *bake*; bathe, Bee-ā-Thee, *bathe*; fame, Ef-ā-Em, *fame*; faith, Ef-ā-Ith, *faith*; folk, Ef-ō-Kay, *folk*; vague, Vee-ā-Gay, *vague*; move, Em-oo-Vee, *move*; maim, Em-ā-Em, *maim*; tomb, Tee-oo-Em, *tomb*; teeth, Tee-ē-Ith, *teeth*; teethe, Tee-ē-Thee, *teethe*; teach, Tee-ē-Chay, *teach*; deep, Dee-ē-Pee, *deep*; daub, Dee-aw-Bee, *daub*; doom, Dee-oo-Em, *doom*; thief, Ith-ē-Ef, *thief*; name, En-ā-Em, *name*; cheap, Chay-ē-Pee, *cheap*; chalk, Chay-aw-Kay, *chalk*; shape, Ish-ā-Pee, *shape*; coop, Kay-oo-Pee, *coop*; coupé, Kay-oo-Pee-ā, *coupé*; comb, Kay-ō-Em, *comb*; coach, Kay-ō-Chay, *coach*; cage, Kay-ā-Jay, *cage*; gauge, Gay-ā-Jay, *gauge*; Paul, Pee-aw-El, *Paul*; bowl, Bee-ō-El, *bowl*; jail, Jay-ā-El, *jail*; peep, Pee-ē-Pee, *peep*; babe, Bee-ā-Bee, *babe*; coke, Kay-ō-Kay, *coke*; cocoa, Kay-ō-Kay-ō, *cocoa*; gawk, Gay-aw-Kay, *gawk*; cab, Kay-ā-Bee, *cab*; fetch, Ef-ē-Chay, *fetch*; king, Kay-ī-Ing, *king*; lock, Lee-ō-Kay, *lock*; tongue, Tee-ā-Ing, *tongue*; book, Bee-oo-Kay, *book*; sham, Ish-ā-Em, *sham*; much, Em-ū-Chay, *much*; thick, Ith-ī-Kay, *thick*; bath, Bee-ā-Ith, *bath*; file, Ef-ī-El, *file*; fill, Ef-ī-El, *fill*; boil, Bee-oi-El, *boil*; mouth, Em-ow-Ith, *mouth*; fume, Ef-ew-Em, *fume*.

#### SEVENTH READING EXERCISE.





## SEVENTH WRITING EXERCISE.

Came, palm, bake, calm, cage, meek, team (teem), keep, foam, talk, comb, type, tomb, coop, move, code, match, pack, nag, cap, peck, neck, gem, dim, king, niche, big, ink, dock, mock, cop, vim, mug, tongue, much, cup, took, book, guide, vouch, Boyd, couch, mouth, cube, duke.

Tick, ask, nap (Knapp), chime, peg, beg, gouge, job, pike, both, life, deck, peach, fame, chum, tithe, bathe, paid, make, dug, cash, dodge, thief, check, thumb, asp, shame, cape, thawed, beam, budge, catch, tooth, top, Dutch, dike, nick, teach, tube, gush, sham, thick, faith, dime, pink, bang, march, shank, mink, depth.

## LESSON XI.

POSITION OF WORDS OF MORE THAN  
ONE VOWEL.

234. Up to this point reference has been made, in the rules of position, only to words of one vowel. When, however, a word contains more than one vowel-sound, the position in which its outline must be written is determined by the "place" of the vowel-sound of the *accented syllable*. Thus, to illustrate, the word *ado* has two vowel-sounds, the first being first-place and the other third-place. The accent is on the third-place vowel, *oo*, and, therefore, the word is written in the third position, rather than in the first; which latter would be its position if the accent were on its initial vowel, *a*.

235. **The Accented Syllable.**—In order to make sure and rapid progress in the further study of phonography, the learner must at once master the subject of Accent in the pronunciation of the syllables of words.

236. **"Syllable" Defined.**—A syllable is composed either of a vowel-sound standing alone, as the first sound in each of the words *a-lone*, *e-vent*, *i-dle*, *o-ver*, etc., or of a vowel-sound pronounced in conjunction with one or more consonant-sounds, all uttered with one impulse of the voice, as the various parts separated by hyphens in the words, *trans-plant*, *con-junc-tion*, *in-struct*, *coun-ter*, *court-ly*, *dis-arm*, *stamp-ing*, etc.

237. **Contains but One Vowel-Sound.**—Usually a syllable contains one, and it never has more than one, vowel-sound.



238. Each vowel-sound in a word always belongs to some syllable.

239. **Accented Syllable or Vowel.**—From the foregoing it follows that there are as many syllables in a word as there are vowel-sounds. It is proper, therefore, to speak either of the “accented syllable” or of the “accented vowel” as meaning the same thing.

240. **Syllables without Vowels.**—Sometimes a syllable is formed by the union of two consonant-sounds, without the aid of any distinct vowel-sound; as the final syllables in *ta-ble*, *rip-ple*, *sho-vel*, *ca-per*, *tun-nel*, etc. And, in a few instances, a single consonant-sound constitutes a syllable; as the final syllables in *lis-ten* (lis’n), *often* (of’n). Such syllables, however, are never accented, and so cannot control the positions of words.

241. **Accented Syllable Defined.**—The syllable in a word which is pronounced with the greatest force is called the “accented syllable.”

242. **English Accent.**—In English the accent may be placed upon :

I. The last syllable, as in *above*, *profuse*, *nevertheless*, *entertain*.

II. The last syllable but one, as in *fancy*, *Tuesday*, *excitement*, *correspondent*.

III. The last syllable but two, as in *benefit*, *emphasis*, *intelligent*, *materiality*.

IV. The last syllable but three, as in *operative*, *dictionary*, *imaginary*, *subserviency*.

243. But the tendency is to put the accent as near the beginning of the word as possible.

244. **How Accent is Marked.**—The usual mark with which the accented syllables of words are indicated in dictionaries and spelling-books, is the acute accent, as shown in the following examples: *deceive’*, *stead’y*, *el’ephant*, *Pennsylva’nia*.

245. **How Syllables are Separated.**—In our larger dictionaries, the syllables of words are usually separated by hy-



phens; except that after accented syllables the only separator used is the accent-mark itself, thus: an-te'rior, bash'ful-ness, estab'lish-ment, etc.

**246. Accent in English Surnames.**—Most English surnames are accented on the first syllable, as in Allen, Armitage, Bancroft, Breckenridge, Crosby, Cunningham, Dalton, Delafield, Fuller, Forrester, Gilson, Gregory, Harding, Hamilton, Irving, Ingraham, Jackson, Jefferson, Kellogg, Kingsbury, Lawrence, Lippincott, Munson, Mattison, Newman, Osborn, Packard, Patterson, Redfield, Richardson, Sedgwick, Stevenson, Terry, Tiffany, Ullman, Underwood, Vinton, Walker, Worthington, etc.

**247. Accent on Last Syllable.**—In each of the following words the accent is on the last syllable:

I. WORDS OF TWO SYLLABLES.—Abate, create, reject, severe, submit, beside, retort, alone, above, repose, amuse, import (verb), attempt, express, consent, award, befall.

II. WORDS OF THREE SYLLABLES.—Appertain, supervene, importune, insecure, interfere, reinstate, disapprove, overlook, reimburse, undersell, indirect, interrupt, engineer, disobey.

**248. Accent on Last Syllable but One.**—In each of the following words the accent is on the last syllable but one:

I. WORDS OF TWO SYLLABLES.—Able, angel, danger, crazy, easy, bacon, treaty, idol, being, dotage, dairy, cater, eagle, nation, import (noun), lady, motion.

II. WORDS OF THREE SYLLABLES.—Metallic, splenetic, sarcastic, specific, despotic, didactic, terrific, domestic, dramatic, chaotic, fanatic, spasmodic, phonetic, historic, romantic, mechanic, fantastic, forensic.

III. WORDS OF FOUR SYLLABLES.—Antecedent, indecisive, supervisor, desperado, apparatus, affidavit, manufacture, inuendo, predecessor, mathematics, disinherit, accidental.

**249. Accent on Last Syllable but Two.**—In each of the following words the accent is on the last syllable but two:

I. WORDS OF THREE SYLLABLES.—Easterly, pilotage, brewery, pauperism, cowardice, vigilance, auditor, odorous, polarize, tapering, dangerous, exercise, publisher, ownership.

II. WORDS OF FOUR SYLLABLES.—Exemplify, indemnify, personify, disqualify, electrify, solidify, apologize, geology, continuous, perpetual, equivocal, incompetent, monopoly.

III. WORDS OF FIVE SYLLABLES.—Intermediate, testimonial, pusillanimous, anniversary, disobedient, impropriety, ambiguity, contrariety, opportunity, insecurity, possibility, liberality, uniformity.

IV. WORDS OF SIX SYLLABLES.—Materiality, heterogeneous, improbability, mediatorial, particularity, inferiority, impetuosity, disciplinarian, antediluvian.

V. WORDS OF SEVEN SYLLABLES.—Individuality, valetudinarian, indivisibility, impenetrability, ineligibility, perpendicularity, antitrinitarian.

250. **Accent on Last Syllable but Three.**—In each of the following words the accent is on the last syllable but three:

I. WORDS OF FOUR SYLLABLES.—Judicature, speculative, operative, nominative, imitative, spiritual, visionary, dictionary, stationary, temperature, literature, missionary, figurative.

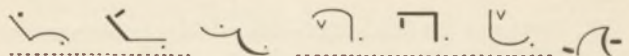
II. WORDS OF FIVE SYLLABLES.—Extemporary, derogatory, consolatory, inflammatory, preparatory, subsidiary, vocabulary, preliminary, imaginary, observatory, accompaniment.

251. **Two Accented Syllables.**—Sometimes a word has two accented syllables—that is, besides its syllable with a strongly marked accent, it has another syllable which is slightly accented, as the words “an’atom’ical, de’via’tion, lu’mina’ry,” etc. In such cases the heavier is called the “primary accent,” and the lighter the “secondary accent.” In dictionaries they are distinguished respectively by heavy and light acute accent marks. In some words there are two secondary or subordinate accents, as in “incom’prehen’sibil’ity.”

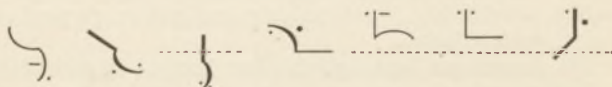
252. **Positions of Such Words.**—In writing phonographically a word which has more than one accent, the position of the outline is determined by the “place” of the vowel-sound of the syllable that receives the *primary* accent. Thus, the word “an’tecedent” is written in the third-position and not in the first, and the word “in’deci’sive,” in the first-position and not in the third.

253. **How to Read Phonography.**—At paragraphs 99, 173, and 233 directions were given in regard to spelling or reading words printed or written in phonography which were adapted to the learner’s experience at that stage of the instruction. But, from this time on, until one is able to read words at a glance, the following will be found a good method to adopt: Read each

stem separately with all its vowel-signs. If a stem has no vowel-sign placed to it, give either the name of the stem or its sound.

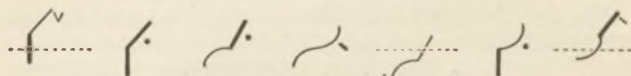


pā-mī    ba-kī    ěn-vī    mī-tī    ga-dī    tī-nī    āl-thō



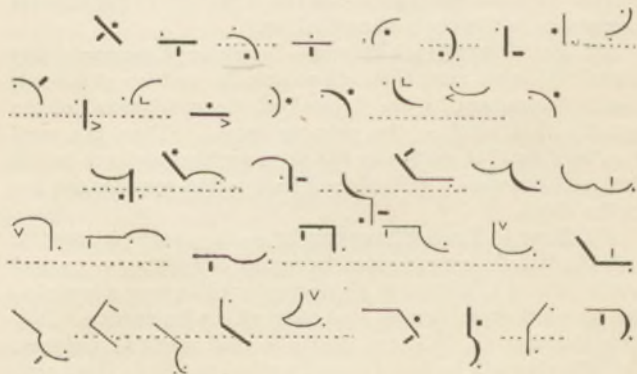
Ef-āssī    Bee-ēvī    Dee-īzzī    āwā-Kay    ātō-Em    ātā-Kay    ādā-Jay

254. **Order of Reading Stems.**—The consonant-stems of an outline are always read in the order in which they are written. This sometimes, though rarely, requires that of two stems the one that is farthest to the right be read first; thus,—



chide    jade    jail    shoal    chill    shade    Josh

#### EIGHTH READING EXERCISE.





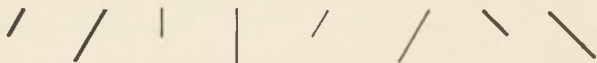
## EIGHTH WRITING EXERCISE.

255. Echo, ago, obey, era, easy, ado, eighty, allay, adieu, ashy, allow, arrow (Er), avow, essay, ague, away, array (Er), annoy. Veto, balmy, needy, meadow, funny, balky, mighty, envy, gaudy, comma, coffee, cony, buggy, choppy, puffy, tiny, coupé, tabby, pithy, shiny, cozy, daisy, gummy, chatty, gouty, fussy, voyage, poet, baggage, chubby, towage, bevy, dizzy, pay-day, awning, jockey, zany, body, goatee, toga, beauty, caddy, epoch, ensue, awake, pica, noisy, chalky, above, attack, inning, decoy, aback, atom, unto, eating, apathy, image, untie, assume, offing, enjoy, uneasy, oozing, enough, espy, piety, petty, Monday, unduc, escape, assignee, tunic, carriage (Kay-Rec-Jay), necktie, asking, dynamite, veranda.

## LESSON XII.

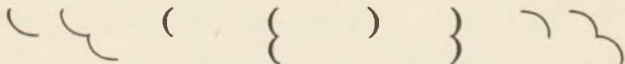
## ABOUT CERTAIN STEM-JOININGS.

256. **A Straight Stem is Repeated** by making it double its ordinary length; thus,—



Jay Jay-Jay Tee Tee-Tee Chay Chay-Chay Bee Bee-Bee

257. **A Curved Stem is Repeated** by writing it twice without taking off the pen, making a sharp angle between the stems; thus,—



Ef Ef-Ef Dhee Dhee-Dhee Zee Zee-Zee Er Er-Er

258. **Joinings Without Angles.**—When stems are joined between which there is naturally little or no angle, no attempt should be made to make one, not even for the purpose of indicating where the first stem leaves off and the other begins; thus,—



KEY: (1. 1) Chay-Ith, Tee-Ish, Tee-Ef, Pee-Ess, Pee-En, Kay-Er, Kay-Shee, Ree-Em, Ess-Chay, (2) Er-Tee, El-Tee, Em-Pee,

Ith-Pee, Lee-Kay, Ef-Kay, En-Ree, El-Ish, (3) El-Ef, El-En, El-Shee, Ith-Ess, Ith-En, Ith-Shee, Ef-Er, Ef-Shee, (4) En-Em, Shee-Lee, Ish-El, Ess-Ith, Ess-El, Er-Ef, Er-Ish, Em-En, (5) Em-Ish, Em-Ess, Lee-Shee, Lee-Ish, Lee-Ess, Lee-Er.

259. **One Light and one Heavy Stem.**—If one of such stems is light and the other heavy, the shading should be so blended about the joining, that there will be no perceptible point of division; thus,—



KEY: (1. 1) Chay-Jay, Jay-Chay, Tee-Dee, Dee-Tee, Pee-Bee, Bee-Pee, Kay-Gay, Gay-Kay, Chay-Thee, Jay-Ith, (2) Tee-Zhee, Tee-Vee, Dee-Ish, Dee-Ef, Pee-Zee, Pee-Ing, Bee-Ess, Bee-En, Kay-Way, Gay-Er, (3) Gay-Shee, Ree-Hay, El-Dee, Yay-Tee, Ith-Bee, Thee-Pee, Ef-Gay, Vee-Kay, Ing-Ree, (4) Ess-Jay, Zee-Chay, Er-Dee, Way-Tee, Em-Bee, Hay-Pee, Lee-Gay, El-Vee, El-Ing, (5) Yay-Ef, Yay-En, Ith-Ing, Ef-Way, Vee-Er, Vee-Shee, En-Hay, Ing-Em, (6) Ish-Yay, Zhee-El, Ess-Yay, Zee-El, Er-Zhee, Er-Vee, Way-Ish, Way-Ef, Em-Zhee, Em-Zee, (7) Em-Ing, Hay-Ish, Hay-En, Lee-Zhee, Lee-Zee, Lee-Way.

260. **Hay-Ess and Thee-En Exceptions.**—In the outlines Hay-Ess and Thee-En, because of the liability of the shading

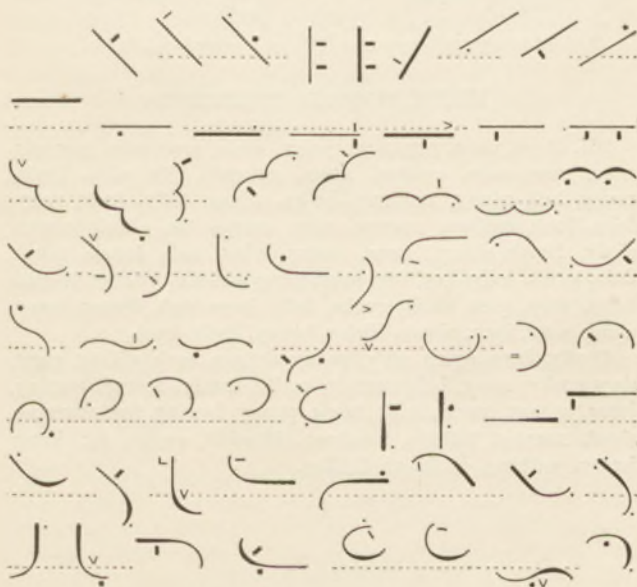


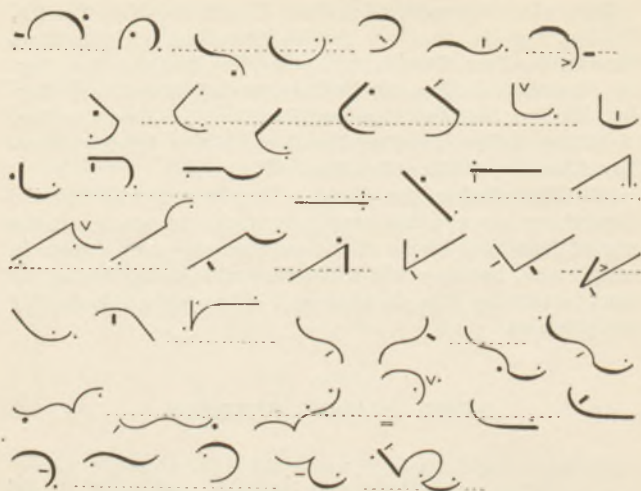


KEY: (1. 1) Chay-Ef, Chay-Vee, Jay-Ef, Jay-Vee, Tee-En, Tee-Ing, Dee-En, Dee-Ing, Pee-Ish, Pee-Zhee, (2) Pee-Shee, Bee-Ish, Bee-Zhee, Bee-Shee, Kay-Ess, Kay-Zee, Gay-Ess, Gay-Zee, Ree-Er, Ree-Way, (3) Er-Chay, Er-Jay, Way-Chay, Way-Jay, Em-Tec, Em-Dee, Hay-Tee, Hay-Dee, Lee-Pee, Lec-Bee, (4) El-Pee, El-Bee, Yay-Pee, Yay-Bee, Ith-Kay, Ith-Gay, Thee-Kay, Thee-Gay, Ef-Ree, Vee-Ree.

263. **Disciplining the Hand.**—The learner will find the illustrations given in this lesson very useful for practice in the way of imitation. Some of the outlines may never occur in actual work, but they will afford admirable discipline for the hand in training it to do what work it has to do with facility and precision.

#### NINTH READING EXERCISE.





## NINTH WRITING EXERCISE.

264. Pope, papa, pop, toto, judge, dodo, roar, rare, gag, gig, cake, rear, coke, cuckoo, cocoa, gewgaw, fife, vive, lowly, sauey, lull, ninny, mummy, ha-ha, pious, taffy, tush, pony, fake, lock, eschew, narrow, map, name, far, sheol, money, shyly, Ersch, fishy, lower, mossy, ulna, lash, lessee, mash, data, gawk, tody, keg, fog, posy, pang, out-vie, abbacy, league, bony, mob, gore, dash, evoke, defy, knee-high, thong, mazy, along, veer, lazy, alway, Vichy, honey, hush, huso.

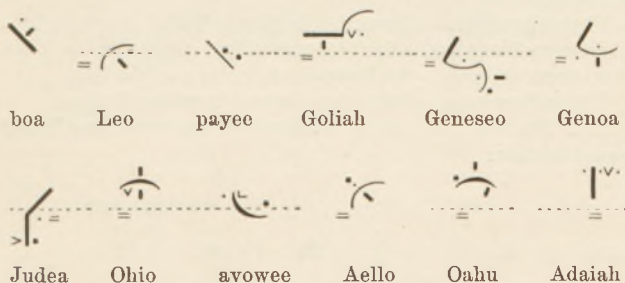
Chaffy, Java, apish, jiffy, gauzy, tongue, bosh, aiding, gang, tiny, cooky, agog, baby, rarely, rarity, rarefy, reared, roaring, juror, uproar, terror, italie, mope, penny, fearing, fur, averring, shoal, namely, militia, nominee, Messiah, vogue, fig, hang, hussy, nothing, hash, abolishing.

## LESSON XIII.

## HOW TO WRITE CONCURRENT-VOWELS.

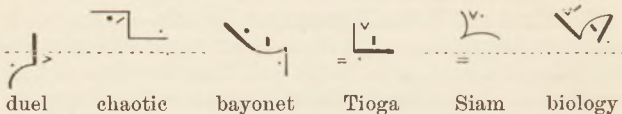
265. **Final and Initial Concurrent-Vowels.**—When two or more vowel-sounds occur together, either at the end or at the beginning of a word, as in *Gilboa* and *aerial*, the signs of both vowels must of necessity be placed at the same side of one consonant-sign; that is, placed either after the final or before the initial stem of the outline, as the case may be.

266. This cumulative vocalization may be done, in a way that will avoid confusion and show the order in which the vowels are to be read, by writing the vowel-signs at different distances from the stem; the sign of the vowel that is heard farthest from the consonant being placed at the greatest distance away, and the sign of the vowel that is heard nearest to the consonant being placed nearest to the stem. If there are more than two vowel-sounds in the group of concurrent-vowels, the signs of the intermediate vowels should be written between the inner and outer vowel-signs, in their proper order. Each vowel-sign must at the same time be kept in its proper vowel-place lengthwise of the stem. Examples:



267. **Medial Concurrent Vowels.**—When two vowel-sounds occur together in the middle of a word, the sign of the first vowel may be written to the stem which precedes them, and the sign of the second vowel to the stem that follows them. Or else both vowel-signs may be written to one or the other of the

stems, in the manner described in the last paragraph, according to the convenience of the writer. In vocalizing the outlines of such words, the ordinary rule for writing single vowels between stems (224) does not apply. Examples:



268. **Words Composed of Vowels Only.**—There are a few words in the language, and a number of proper names, which have no consonant-sounds at all, being composed entirely of vowels, as *a*, *ah*, *awe*, *owe*, *Io*, etc. Of course, the sounds in such words can only be written with vowel-signs.

269. **One-Vowel Words and Initials.**—When a word consists of but one vowel-sound it is usually written by simply making the sign of that vowel in its proper position with reference to the line, and in accordance with the rule given in the next paragraph. Vowel-initials of proper names are also written in this way.

270. **Positions of Vowels Without Consonants.**—The three positions for vowel-signs written without consonant-stems are as follows:

FIRST POSITION.—Above the line the height of the stem Tee.

SECOND POSITION.—For Dot-signs, just above and a little away from the line;—for Dash-signs, resting on the line.

THIRD POSITION.—Just below but not touching the line.

271. The following are illustrations of one-vowel words and vowel-initials:



272. **Nominal-Consonant.**—But words which consist of two or more vowel-sounds without a consonant, and all proper names that are composed of one or any number of vowel-sounds without consonant, are best indicated by writing their vowel-signs at the side of a character called the “Nominal-Consonant.”

273. This sign, which is merely a canceled consonant-stem, represents no sound at all, but simply provides vowel-places for vowel-signs.

274. When there is but one vowel-sound to be written, its sign may be placed on either side of the nominal-consonant; but if there are two vowel-sounds, their signs should be written one before and the other after the stem, in the order of their occurrence.

275. The nominal-consonant is almost invariably used standing alone, and is made perpendicular, like a canceled Tee. But it is allowable to join it to another and a real consonant-stem, and then it may be inclined in any direction, at the option or convenience of the writer. It is seldom necessary to resort to the nominal-consonant in ordinary stenographic reporting.

276. The cross-mark of cancellation may be located at any part of the stem; care should be taken to place it at a point where it will not be in the way of any of the vowel-signs. If the vowel is first-place or second-place, the cancellation-mark may be at the finish; if there are two vowels, one in the first-place and the other in the third, the cancellation may be at the middle of the stem.

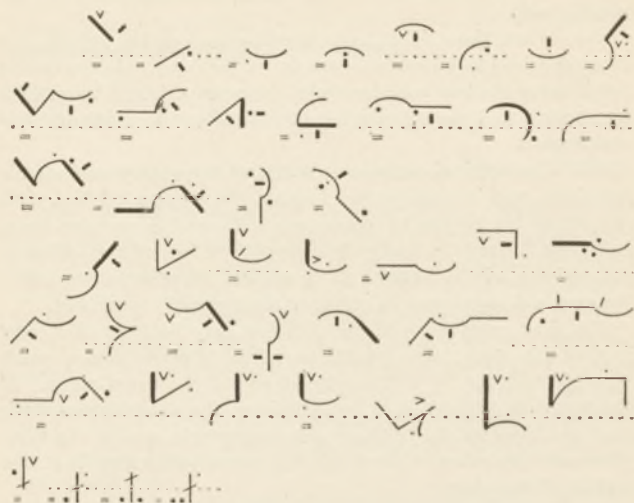
277. The nominal-consonant may also be employed to mark the places of single vowel-signs, not only when they are used as initials, but, whenever for any reason it is desired to consider the vowels separately; as, for instance, when speaking of a vowel-sound, without regard to the letter with which it is usually represented.

Examples:

Nominal-consonant	Aa	eau	Aue	Eah	Io		
ă	ě	aw	ö	öö	oi	ew	



## TENTH READING EXERCISE.



## TENTH WRITING EXERCISE.

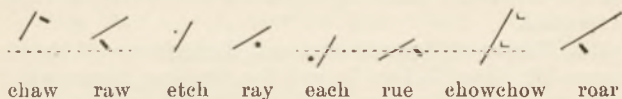
278. Noah, Bayou, Mayo, Rio, Leah, Borneo, Owen, rodeo, Josiah, Callao, Hozea, Bilbao, Macao, Lycoa, Gilboa, Aerope, Algoa, Aosta. Diana, tiara, duenna, Joash, Dion, Guiana, Cayenne, Rowan, coyote, Niobe, Moab, Fayal, Scioto, Roanoke, Calliope, diary, Laocoon, diadem, dialect, dial, puerile. Aeae, Ai, Aeaea, Aea.

## LESSON XIV.

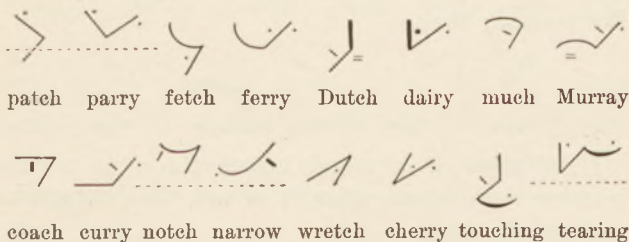
## DOWNWARD AND UPWARD CONSONANTS.

## CHAY AND REE.

279. **Chay and Ree Isolated.**—The stems Chay and Ree, when standing alone, whether single length or repeated (256), are distinguished by difference of slant, Chay or Chay-Chay being written downward at an angle of about sixty degrees, and Ree or Ree-Ree being written upward at an angle of about thirty degrees (104); thus,—









280. **Chay and Ree Joined.**—But when joined each with any other consonant-stem than itself, it is not necessary to so distinguish these stems, as the direction of the stroke, either upward (indicating Ree) or downward (indicating Chay), is apparent from the outline itself. Examples:





281. **Mnemonic Sentence.**—The outlines of the words *reach* and *cherry* illustrate the foregoing rule. The first is projected *upward*, and the latter, *downward*. They may be remembered, therefore, by means of the sentence, “*Reach up and take a cherry down.*”

### ISH, SHEE, EL, LEE, ER, AND REE.

282. The learner will recall the fact that each of the stems  and  has two names, Ish or Shee and El or Lee, respectively; and that the consonant *r* has assigned to it two stems,  Er and  Ree, each having a name of its own.

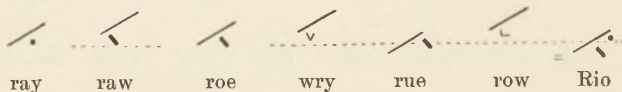
283. It will also be remembered that when standing alone, the stem  is always written downward, and the stem  always upward.

284. **Joined Sh and L Stems.**—When joined to other stems, however, both the stems  and  may be written either upward or downward, according to certain rules which are about to be given.

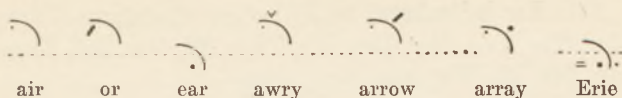
285. **Names of Downstrokes and Upstrokes.**—Of the six names, Ish, Shee, El, Lee, Er, and Ree, the three names which *begin* with a vowel and end each with its own particular consonant-sound, as iSH, eL, and eR, belong to the *downstrokes*; and the three names which *begin* each with its own particular consonant-sound, and *end* with a vowel-sound, as SHee, Lee, and Ree, belong to the *upstrokes* (299).

286. **Use of Ree and Er when Isolated.**—When an *r* stem is the only one in a word, either Ree or Er is used, in accordance with the following rules:

I. If there is no vowel before the *r*, the upstroke Ree is used; thus,—



II. If there is a vowel before the *r*, no matter whether there is one after it or not, the downstroke Er is used; thus,—

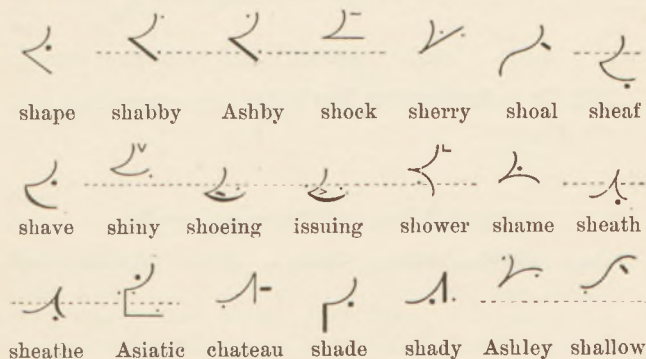


287. **Use of Joined Downstrokes and Upstrokes.**— The following directions in regard to the proper employment of the downstrokes and upstrokes, whether they occur at the beginning, in the middle, or at the end of word-outlines, are based upon the requirements of speed and legibility of phonographic penmanship, in the respect of securing the easiest stem-joinings and the most facile phonographic forms.

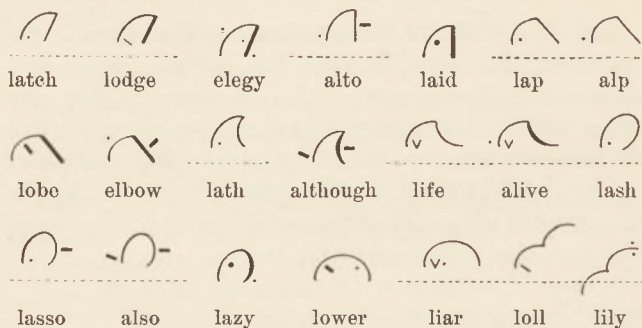
#### AT THE BEGINNING OF OUTLINES.

288. Taking up, first in order, their use at the beginning of outlines, the following practice is found to give the best results:

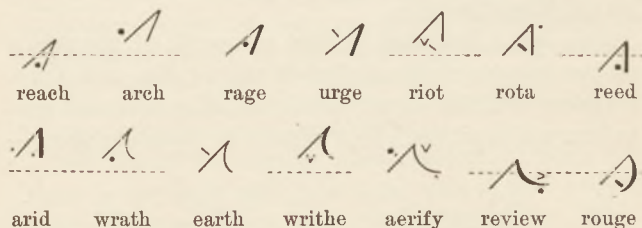
289. **Ish is Preferred to Shee** before all of the stems of the phonographic alphabet, except Ith and Thee, before which Shee is preferred, and Tee, Dee and Lee, before which either Ish or Sliee may be used; thus,—



290. **Lee is Preferred to El** before the stems Chay, Jay, Tee, Dee, Pee, Bee, Ith, Thee, Ef, Vee, Ish, Zhee, Es, Zee, Er, Way, and Lee; thus,—



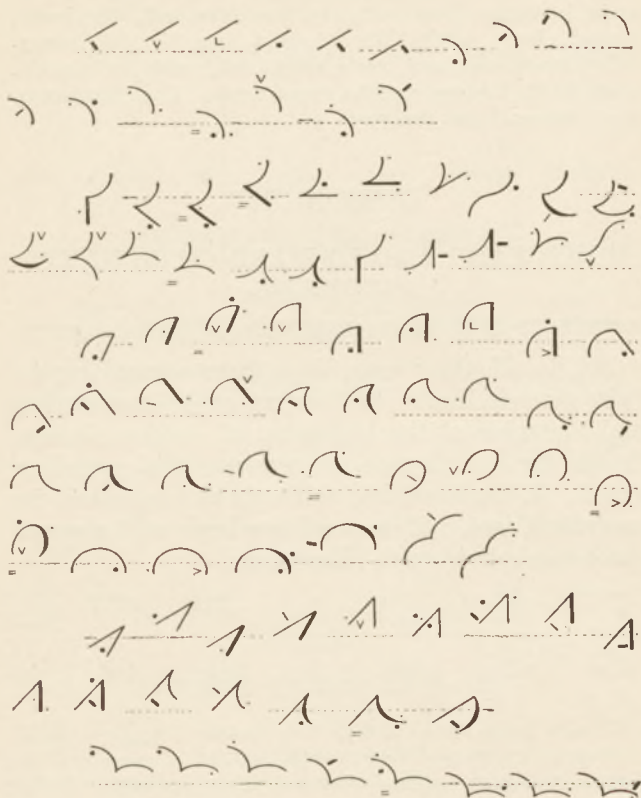
291. **Ree is Preferred to Er** before the stems Chay, Jay, Tee, Dee, Ith, Thee, Ef, Vee, and Zhee; thus,—



292. **Er is Preferred to Ree** before the stems Em and Hay; thus,—



## ELEVENTH READING EXERCISE.



## ELEVENTH WRITING EXERCISE.

293. (286) Rye, or, ray, ear, raw, ore, roe, air, row (disturbance), Erie, err, array, arrow, rue, awry, era, airy. Sheep, Ashby, shaggy, shed, Sheba, shake, shale, shawnee, sherry, shying, shove, sheath, sham, shire, Shem, sheathe, shadow,



shad, Ashley, chateau, shily. Ledge, lead, Elijah, leech, alight, allowed, lady, elude, loop, lobby, leap, elope, alibi, laugh, loth, alpha, lathe, aloof, leafy, elf, levy, love, Alva, lush, olive, lassie, eyelash, Lucy, allure, Eliza, leeway, leer, lily, lull, alway. Ridge, reach, urge, arch, aorta, aright, rod, aerate, rude, erode, ready, earth, Reavey, wreathe, rouge, wroth. Ram, arm, roam, army, roomy, Aram, rim, ream.

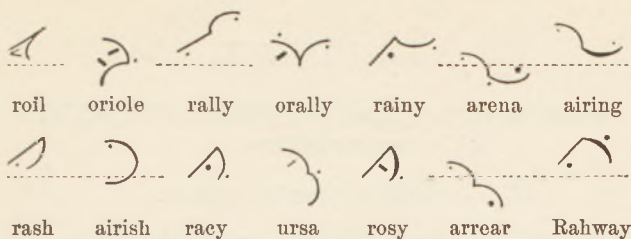
## LESSON XV.

### DOWNWARD AND UPWARD CONSONANTS (CONTINUED).

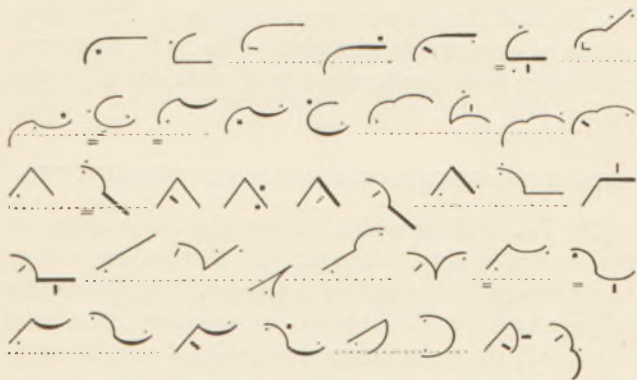
EFFECT OF ABSENCE OR PRESENCE OF INITIAL VOWEL.

294. In all other cases than those covered by the rules given in Lesson XIV the use of the downstrokes and upstrokes at the beginning of outlines is controlled by the absence or presence of a preceding vowel. If the word *does not* begin with a vowel, the *upstroke* is used. If the word *does* begin with a vowel, the *downstroke* is used. Examples:

like	alike	lick	ilk	lucky	lag	alga
Leroy	Ellery	luna	ulna	lung	along	laying
lamb	elm	lame	Lehigh	Elihu	ripe	orb
rack	ark	wreck	rogue	argue	roar	aurora



## TWELFTH READING EXERCISE.



## TWELFTH WRITING EXERCISE.

295. Lock, logy, lowery, elk, league, Algoa, lake, Lena, ailing, Lang, Illinois, laying, loamy, alum, limb, lamb, rope, herb, repay, Arab, wrap, rabbi, rub, arrack, ergo, rug, orrery, rally, rare, early, rill, Ranney, rang, Arno, rowing, rash, airing, ursa, airish, arraying, Rousseau.

## LESSON XVI.

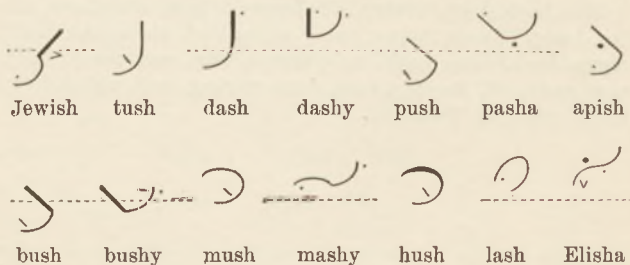
DOWNWARD AND UPWARD CONSONANTS  
(CONTINUED.)

## AT THE END OF OUTLINES.

296. Turning our attention now to the proper use of the downstrokes and upstrokes at the end of word-outlines, we find that each of the stems Ish, Shee, El, Lee, Er, and Ree may be joined after any of the stems of the phonographic alphabet. The rule, therefore, governing their employment is of quite general application.

## EFFECT OF ABSENCE OR PRESENCE OF FINAL VOWEL.

297. In deciding which to use, the downstroke or the upstroke sign, when one of these three consonants occurs at the end of a word-outline, the writer is governed by the absence or presence of a final vowel. If the word *does not* end with a vowel-sound, the *downstroke* is used; if it *does* end with a vowel sound, the *upstroke* is used. Examples:

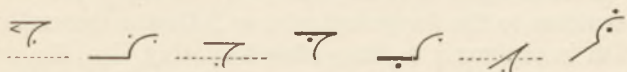




chill chilly jewel July tall tally toil



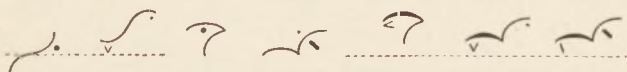
dull duly pole pulley pile bell below



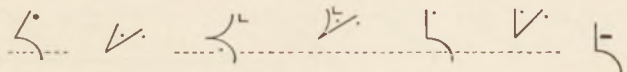
coil Kelly kill gale gaily rill relay



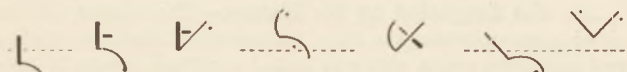
fall follow feel vale valley nail Nelly



shale shyly mail mellow Hoyle highly hollow



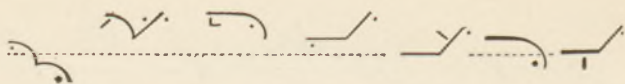
char cherry shower showery tear tarry tore



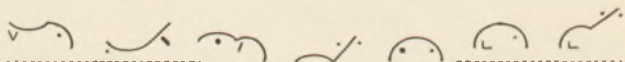
deer door dory Thayer thorough poor parry



bar burr burrow fear fury veer vary

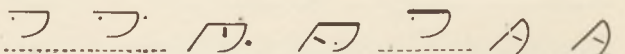


arrear orrery cower carry curry geer gory

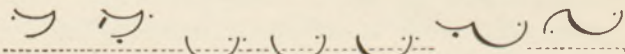


nigher narrow mayor merry layer lower lowery

298. **Exceptions to the Rule.**—There are a few exceptions to the foregoing rule, as follows: Generally Ish is preferred to Shee after Kay, Gay, Ree, En, or Ing; Shee is preferred to Ish after Ef or Vee; Lee is preferred to El after Lee, and Ree is preferred to Er after Ree; thus,—



cash cassia ricochet roguish gash rush rushy



gnash nausea fishy fish Vichy knavish lavish

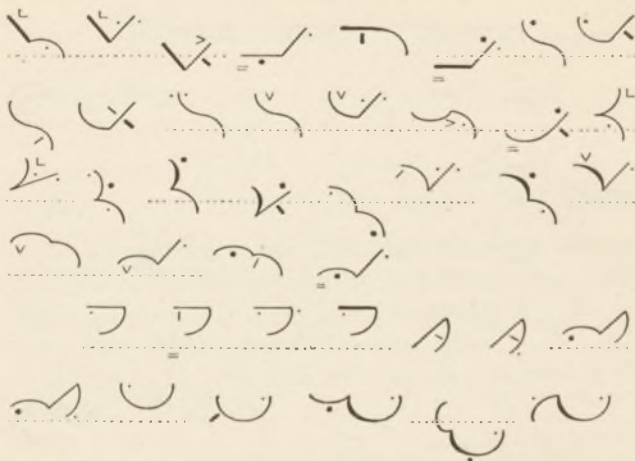


lowly Lowell lull rara rear rare Ryer

299. **Use Suggested by the Names.**—The learner will be aided in remembering the rules for the use of the downstrokes and upstrokes, which relate to initial and final vowels, by noting the fact that their very *names* are illustrations of their proper use. That is to say, the names Ish, El and Er *begin* with vowels, and their signs are generally associated with *preceding* or *initial* vowels; as in *bush, bail, bar, elk, orb*, etc. And the names Shee, Lee, and Ree *end* with vowels, and their signs are associated with *following* or *final* vowels, as in *tissue, pillow, Bowery, lake, rob*, etc. (285).

## THIRTEENTH READING EXERCISE.





## THIRTEENTH WRITING EXERCISE.

300. (297) Bush, Josh, bushy, toyish, abash, mash, dish, lush, Elisha, mushy, mesh, leash, toll, jolly, tile, Italy, toil, jail, tallow, agile, towel, dale, dolly, doll, daily, poll (a parrot), duel, oddly, polly, Odell, dilatory, Paul, appeal, pail, appall, pole, peal, appellee, bill, bailee, bail, Bailey, billow, by-law, keel, gulley, bile, kill, kilo, gull, cowl, gall, Cowley, relay, royal, roil, royally, roily, fill, thill, felly, file, fell, filly, foul, vile, foil, afoul, volley, fallow, vial, vill, viol, villa, Nile, Sewell, newly, Sheol, oriole, Shiloh, hourly, waylay, aural, early, orally, maul, Milo, Mollie, mile, highly, Hoyle.

Tire, chary, jeer, chair, jury, tyro, attire, tore, ajar, dare, tory, dower, dairy, pare, dowry, parry, adore, peer, Peru, poor, opera, peri, bear, power, berry, bower, barrow, Bowery, gore, Carey, Geary, bureau, fur, farrow, furrow, far, affair, fiery, newer, fire, Nero, showery, Czar, shower, zero, assayer, arrear, weigher, miry, orrery, mire, wiry, Mary, mayor. (298) Cosh, gash, rush, cash, rushy, cassia, marsh, fash, knavish, marshy, elvish, oafish.

## LESSON XVII.

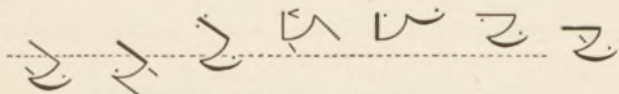
DOWNWARD AND UPWARD CONSONANTS  
(CONTINUED).

## IN THE MIDDLE OF OUTLINES.

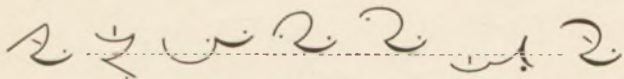
301. When a sign of the *sh*, *l*, and *r* series is the second stem in a word-outline of three or more stems, either the down or the up stroke may be used, according to which will give the best-formed outline; and in a great majority of instances the stems *Ish*, *Lee*, and *Ree* will be found preferable to *Shee*, *El*, and *Er*.

302. But, as the learner will be aided by having more specific directions than this general statement, a thorough examination and analysis of a vast number of outlines has been made, and the following new rules educed from them:

303. **Ish Preferred to Shee.**—After any consonant-stem, except *Tee*, *Dee*, *Ef*, and *Vee*, *Ish* is generally preferred to *Shee*. In the outline of *unsheathe*, the third stem (*Thee*) determines the direction of the *sh* stem. Examples:



pushing bishop abashing toy-shop dashing cashing gushing



rushing unship fishing lashing mashing unsheathe hushing

304. **Lee and Ree Preferred after Straight Stems.**—After any of the nine straight stems, *Lee* and *Ree* are generally preferred to *El* and *Er*. The exceptions are in the outlines of words derived from words whose outlines end in *El*, as *tilling* from *till*. But in the case of outlines of words that are derived from words whose outlines end in *Er*, as *boring* from *bore*, the *Er* is changed to *Ree*. Examples:

jollity deluge tillage delve pulp polity polish

bulge bailiff bellowing colleague gulch guilty royalty

charity torch turkey terrify derrick perch party

purify barge borrowing dirge carriage career rarity

pull pulling toil toiling jeer jeering bearing

## FOURTEENTH READING EXERCISE.

W Z Z Z Z  
 Z Z Z Z Z Z  
 Z Z Z Z Z Z  
 Z Z Z Z Z Z  
 Z Z Z Z Z Z



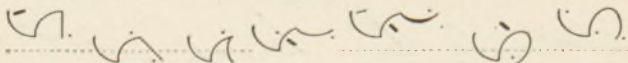
## FOURTEENTH WRITING EXERCISE.

305. (303) Cashing, rushing, pushing, bishop, dashing, gushing, unsheathe, fishing, hushing, mashing, lashing, gnashing. (304) Tulip, agility, toiling, italic, chilling, jollily, tallying, toweling, deluge, delaying, dialogue, delta, dealing, dilemma, apology, pelf, Pollock, pulpy, pillage, epilogue, pillory, piling, pillowing, appalling, bailiff, appealing, bulb, peeling, belch, Bellevue, bilge, bulky, ability, abolish, billet-doux, billing, Caleb, oblong, belaying, billowing, boiling, caliph, calico, calash, colleague, cholera, coiling, colic, gallop, gallery, gulp, Gilboa, Galena, Gallilee, Cherokee, cherub, Gaelic, rallying, charily, roiling, torch, tardy, juror, Turk, terror, jeering, tyranny, doric, dearth, tiring, dirge, tearing, dearer, dirty, porch, dirk, uproar, daring, purge, adoring, peerage, appearing, barb, perish, peering, parrying, park, Persia, bearer, barony, barge, birth, Borneo, borrower, birch, barouche, burgh, bark, bearing, Burke, barrack, barring, carriage, gorge, roarer, borrowing, carp, currying, garb, rarefy, rearing, career, rarity.

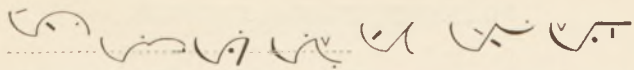
## LESSON XVIII.

DOWNWARD AND UPWARD CONSONANTS  
(CONCLUDED).

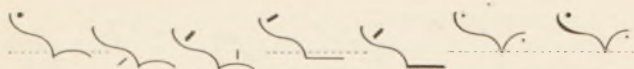
306. **After Ef or Vee** the stems Lee and Ree are generally preferred, although Er is used instead of Ree if the third stem of the outline is Kay, Gay, Em, Hay, or Lee. But in the case of derivatives from words whose outlines end in either El or Er, as *falling* from *fall*, and *fearing* from *fear*, the outlines of such derivatives, except in *failure* and *foolery*, retain the original form, and do not take Lee or Ree. Examples :



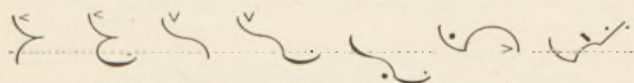
faulty Philip filth felony following foolish fallacy



follower film village vilify forth furrowing virago

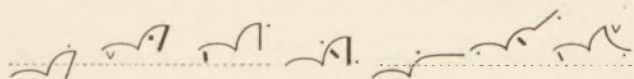


farm firm forum fork forego fairly Varley

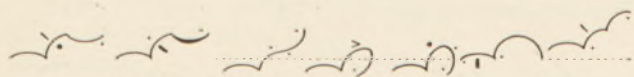


foil foiling fire firing veering failure foolery

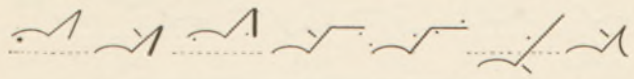
307. After **Em** the stems **Lee** and **Ree** are almost invariably used, without regard to the forms of primitive words. Examples :



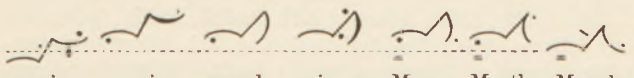
milch mileage Malta melody milk Mallory mollify



Mullaney mellowing militia mulish Melissa molar Mullaly



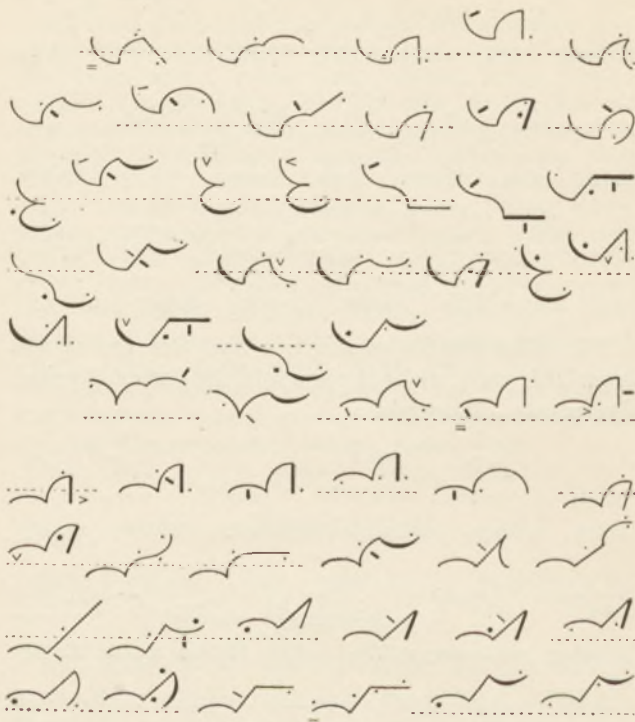
march merge married murky America mirror mirth



merino marring marsh mirage Marcy Martha Murphy



## FIFTEENTH READING EXERCISE.



## FIFTEENTH WRITING EXERCISE.

308. Fealty, filthy, follower, filch, foolish, Philip, faulty, felony, foliage, foolery, film, feeling, foiling, fork, following, forego, filing, farrago, vilify, village, variety, fearing, villainy, heirloom, availing, verity, veering, furrowing, virago, varying, erelong. Mollify, mulatto, Malaga, Malta, mildew, Malacca, moldy, molar, melody, milch, malady, mileage, mirth, milky, merrily, militia, mellowing, mirror, March, emerge, merino, marriage, marshy, merge, mirage, marring, America, marrying, murky.

## LESSON XIX.

## DIPHTHONG-SIGNS JOINED TO STEMS.

309. The diphthong-signs are sometimes joined to consonant-stems, both at the beginning and at the end of word-outlines.

310. The sign "I" is frequently joined at the beginning of outlines.

311. The signs "OW" and "OI" may also be joined in the same way in a few words.

312. An initially joined diphthong-sign has the same effect upon the form of the rest of the outline, and upon its vocalization, as if it were a consonant-stem, in the following respects:

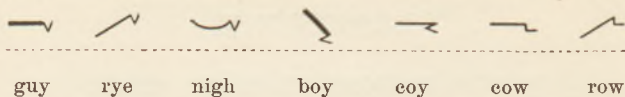
I. The rule for final upstrokes and downstrokes at 297 applies, instead of the rules at 86 and 286. See examples *fire*, *ire*, *fiery*, *Ira*, *oil*, etc.

II. A vowel-sign written before a stem which has an initially joined diphthong-sign, is read between the diphthong and the stem. See examples *iota*, *eying*, *iodic*, etc.

313. Any of the diphthong-signs may be joined finally to stems with which they make good junctions. The reporter, however, should not form the habit of joining the signs of the diphthongs to stems. Except in the case of the diphthong I joined initially, it is seldom done.

Examples:

item	eyed	Ike	ivy	ice	eyes	outlay
fire	ire	fiery	Ira	irony	oil	owl
iota	Ione	eying	Iowa	iodic	Ionic	Ianthé



### WORDS AND PROPER NAMES WRITTEN AS PRONOUNCED.

314. There are three things in regard to phonographic writing which it is important to always keep in mind. They are—

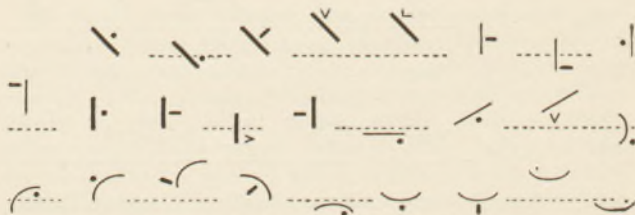
I. All words and proper names that are pronounced alike, although they may be spelled differently in the common orthography, are written alike in phonography.

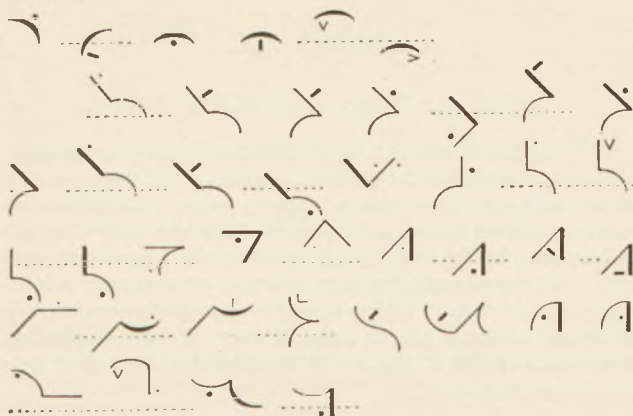
II. All words and proper names that are spelled alike in the common orthography, but are pronounced differently, are written differently in phonography.

III. Silent letters—by which is meant letters that must be indicated in the ordinary mode of spelling words, but which letters do not actually represent any sounds, as *k* in *know*, *h* in *hour*, one of the *b*'s in *ebb*, final *e* in *make*, *these*, *ire*, *home*, etc.—are never written in phonography.

315. **“R” never Silent.**—The consonant *r* is never silent; therefore it should always be written, and especially in such words as *par*, *mar*, *bar*, etc. Some phonographers have fallen into the error of supposing that *r* after *a* in such words need not be indicated; or, in other words, that the words *par* and *mar* are sounded the same as the words *pa* and *ma*.

### SIXTEENTH READING EXERCISE.





### SIXTEENTH WRITING EXERCISE.

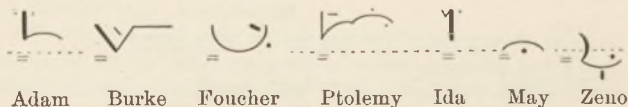
316. Beau, bow; bay, bey; bow, bough; be, bee; by, bye, buy; two, too, to; ought, aught; tow, toe; ate, eight; ode, owed; dough, doe; key, quay; day, dey; due, dew; ray, wray; lea, lee; rye, wry; ail, ale; see, sea; all, awl; me, mi; no, know; oar, ore, o'er; nay, neigh; in, inn; you, yew, ewe; Ann, Anne; way, weigh; hay, hey; hew, hue, Hugh; high, hie; hoe, Ho!

Pour, pore; pail, pale; pair, pare, pear; pole, poll (the head); ball, bawl; bell, belle; beach, beech; bail, bale; bare, bear; berry, bury; bier, beer; bore, boar; tare, tear; dear, deer; tire, Tyre; tier, tear; tale, tail; kill, kiln; rap, wrap; reed, read, Reid; gauge, gage; red, read (réd); rood, rude, rued; wreck, reck; rode, road, Rhode, rowed; foul, fowl; ring, wring; fore, four; rung, wrung; forth, fourth; ark, arc; laid, lade; mighty, mity; need, knead, kneed; led, lead (a metal); knave, nave.

## LESSON XX.

## CAPITAL LETTERS AND PROPER NAMES.

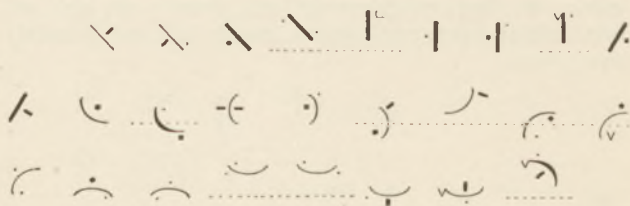
317. As there is only one set of characters in the phonographic alphabet to represent the different consonant and vowel sounds of the language, there can, of course, be no such distinction made, in respect to size and shape of characters, as is observed in longhand, by the use of small or lower-case letters and capitals. But whenever it becomes desirable or necessary to indicate that a shorthand outline stands for a word that begins with a capital, or for a proper name, it may be done by placing, underneath or just at the left of the first stem, two short parallel lines; thus,—

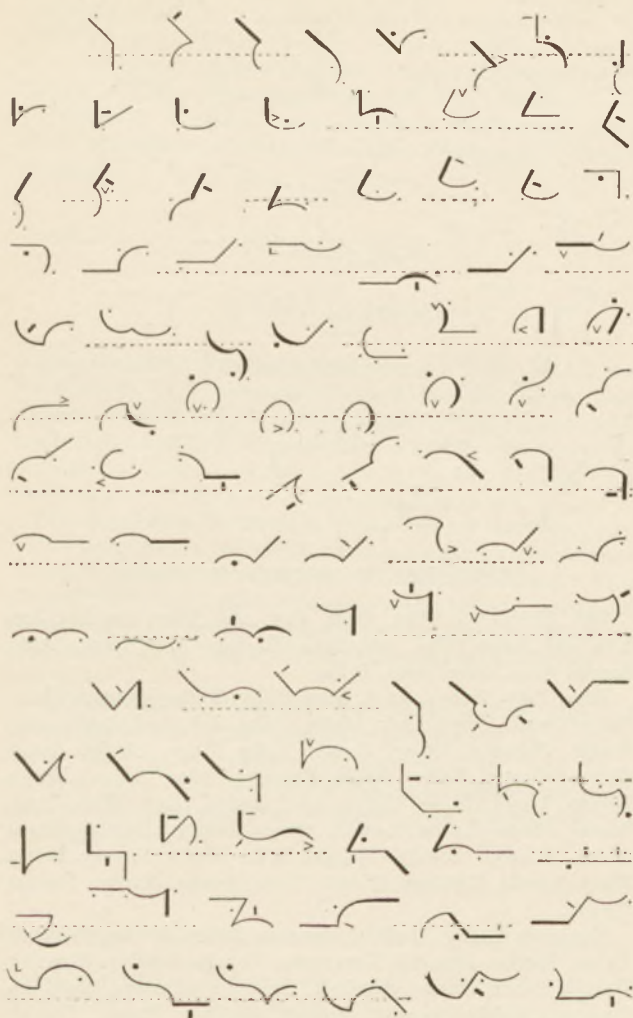


318. The learner, however, is recommended not to use these marks of capitalization habitually, as it is better to acquire the ability to read proper names, in their ordinary connections in sentences, without the aid of anything to indicate that their outlines are different from those of other words.

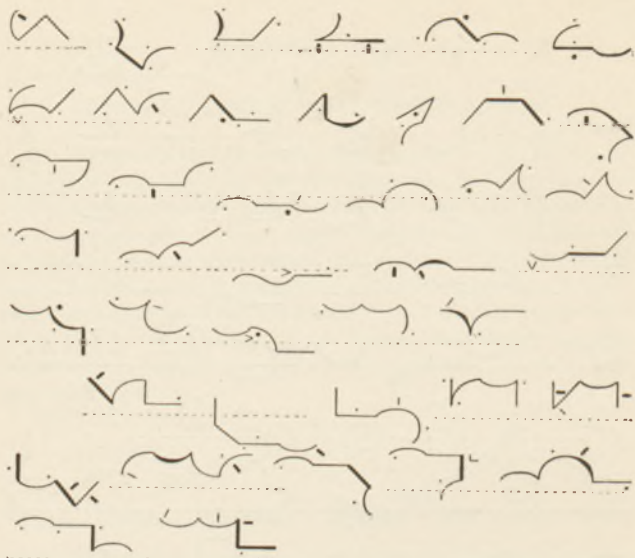
319. The following reading and writing exercises are made up entirely of proper names, and the marks of capitalization are, therefore, omitted.

## SEVENTEENTH READING EXERCISE.









## SEVENTEENTH WRITING EXERCISE.

320. Abe, Poe, Abby, Opie, Jay, Ada, Dow, Ida, Ed, Joe, Eva, Fay, Esau, Otho, Asa, Shaw, Eli, Leah, Ella, Emma, Amy, Annie, Anna, Ione, Noah, Iowa.

Bath, Patti, Bessie, Paul, Buel, Edith, Bailey, Ottawa, Dana, Daily, Duane, Dora, Jack, Idaho, China, Job, Joel, Jessie, Jim, Josiah, Johnnie, Jenny, Jonah, Kelly, Katy, Carrie, Casey, Cowen, Gerry, Kehoe, Guion, Fannie, Foley, Avery, Vesey, Ithaca, Lloyd, Isaac, Elijah, Levi, Luke, Lucy, Elias, Eliza, Lizzie, Elisha, Laura, Lowell, Arago, Illinois, Raleigh, Ruth, Maud, Amboy, Moody, Maggie, Mike, Maria, Murray, Emily, Mary, Mamie, Matthew, Minnie, Ned, Omaha, Nassau, Oneida, Nyack.

Pomeroy, Purdy, Buffalo, Panama, Betsy, Burke, Bombay, Tyler, Bertha, Bennett, Tennessee, Topeka, Dudley, Timothy, Dakota, Jacob, Dorsey, Keokuk, Donohue, Jamaica, Ketchum, Cushing, Liebig, Canada, Gurney, Kellogg, Fargo, Fowler,

Philip, Farley, Esquimaux, Verona, Thorpe, Zachary, Isabella, Alleghany, Chicago, Elmira, Alabama, Rebecca, Rachel, Rappallo, Reading, Mobile, Rugby, McKeon, McKosh, Murphy, Miller, Macaulay, Martha, Mohawk, Amanda, Mallory, Niagara, Munich, Anthony, Nancy, Nevada, Newark, Wallack.

Tecumseh, Toronto, Baltic, Atlanta, Tippecanoe, Longfellow, Milwaukee, Macbeth, Onondaga, Edinburgh, McDowell, McAdam.

## LESSON XXI.

### ABBREVIATIONS.

321. **Words of Frequent Occurrence.**—From careful estimates which have been made it is found that of the large number of words used in speaking and writing English, fully one half is made up by the repetition of certain common words such as *the, and, of, to, in, a, for, it, be, but, at, they,* etc., numbering less than one hundred and fifty in all.

322. **Generally Written in Full.**—Most of these words are so briefly written in this system of phonography by their regular full outlines that no other provision is required for them. They are sufficiently brief, and can be written with the requisite speed, to enable the skilled and practised phonographer to follow the most rapid speaker and take down his words with accuracy and precision.

323. But there are several of these frequent words which, if the shorthand writer were obliged to always write them in full, would cause an unnecessary consumption of time and labor. For that reason they are provided with shortened phonographic forms, or outlines which are incomplete; as illustrated by the following examples:

	↘	↙	—	⤿	⤿	⤿	·	⤿
had	part	but	can	shall	was	her	and	I

324. Outlines of this sort are called "Abbreviations"; and they are like, and in some instances are exact counterparts of,

the abbreviations used in longhand, such as "Wm." for "William," "Jan." for "January," "Sept." for "September," "Dr." for "Doctor," "Mr." for "Mister," "etc." for "et cetera," "N. Y." for "New York," "Parl." for "Parliament," "Rev." for "Reverend," "U. S." for "United States," etc.

325. All other words than those for which abbreviations are provided in this book, should always be written in full. The learner should not devise any abbreviations of his own, and he should avoid adopting any at the suggestion of other phonographers.

326. **"Wordsigns" or "Contractions."**—Abbreviations are sometimes called "Wordsigns" or "Contractions" by writers on phonography.

327. **Not Vocalized.**—The abbreviations of phonography as a rule should not be vocalized; not even by the beginner.

328. At page 101 will be found a list of simple-stem abbreviations. Others will be introduced as fast as the principles involved in their forms are explained. They should all be thoroughly learned by the student as he reaches them in his progress through the book.

329. **Abbreviations out of Position.**—It will be noticed that the abbreviations for a few words, as *which*, *where*, *were*, etc., are written in other positions than those required by their vowels. This is done so that in unvocalized phonography, which the learner will eventually use, they will not be mistaken for the outlines of other words; a thing which would sometimes occur if they were written in the positions to which the general rule would assign them.

330. **Other Outlines out of Position.**—There are also a few other simple-stem words, whose outlines are not abbreviated at all, but yet, for the reason stated in the last paragraph, are written out of their proper positions, as the words *do*, *go*, *any*, etc. Although the outlines of these words are not abbreviations, still, for the sake of convenience of reference they are included in the list. So also are words which are written entirely with vowel-signs.

331. **Composition of Abbreviations.**—Most of the abbreviations are composed entirely of consonant-stems. But there are a few words which are written with dot or dash sign abbreviations, as the following:

332. "**An**" and "**And**."—The words *an* and *and* are both written with a light dot in the first-position (270).

333. No mistakes can be occasioned from writing these two words with the same sign, as the context or meaning will always show which is intended.

334. "**A**."—The word *a* is written with a light dot in the second-position (270).

335. "**The**."—The word *the* is written with a light dot in the third-position (270).

336. The dot-signs for *a* and *the* are made light instead of heavy, because a light dot can be made much more quickly than a heavy dot.

337. Care should be taken to place the dots for both of these words so that they will not touch the line. By always keeping the *a* dot distinctly above the line and the *the* dot distinctly below the line, errors from conflict will be avoided.

338. "**I**."—The pronoun *I* is written with a short light dash in the first-position, struck upward in the direction of Ree.

339. "**Of**."—The word *of* is written with a short light dash in the second-position (on the line), struck upward in the direction of Ree.

340. *Of* is removed from its proper position above the line, and placed on the line, in order to avoid conflict with the signs of *I* and *have*.

341. "**Have**."—The verb *have* is sometimes written with a short heavy dash in the first-position, struck downward in the direction of Jay. It is also written with the stem Vee.

342. "**Who**" and "**Whom**."—The words *who* and *whom* are both written with a short heavy dash in the third-position (below the line), struck downward in the direction of Jay.

343. As *who* and *whom* are respectively nominative and objective, the context will always tell which is intended; therefore no mistakes can arise from writing both words with the same sign. In case, however, the writer should wish to distinguish between these words, the dash may be used for *who* only, and the stem Em may be added to the dash in writing the word *whom*.

344. "**He.**"—The pronoun *he* is commonly written with a short light dash, placed on the line, and struck downward in the direction of Tee. *He* may also be written with the stem Hay on the line.

345. "**Him.**"—*Him* is generally written with a short heavy dash, placed on the line, and struck in the direction of Dee. Like *he*, *him* may also be written with the stem Hay on the line. When written with the stem-sign, *he* and *him* do not conflict, for the same reason that *who* and *whom* do not, when written alike (343).

346. "**Breves.**"—The dash-signs for the words *I*, *of*, *have*, *who-m*, *he*, and *him*, are called "Breves" or "Breve-signs." Farther on they will be treated of very fully, in connection with other breve-signs.





















































347. "**New,**" "**Knew**" and "**Now.**"—The words *new*, *knew*, and *now* are written with the stem En, with abbreviated forms for their final elements joined at the end.

348. **One Sign for Two Words.**—Whenever in the List of Abbreviations there occurs an outline with a key opposite it containing a hyphen, it means that the abbreviation is used for two words. Thus, "Give-n" indicates that both *give* and *given* are written with the same sign, namely, the stem Gay in the third position. In all such cases of double representation of words by single signs, they are words that will not conflict although written alike, the context invariably showing which word is intended.

## LIST OF SIMPLE-STEM ABBREVIATIONS.

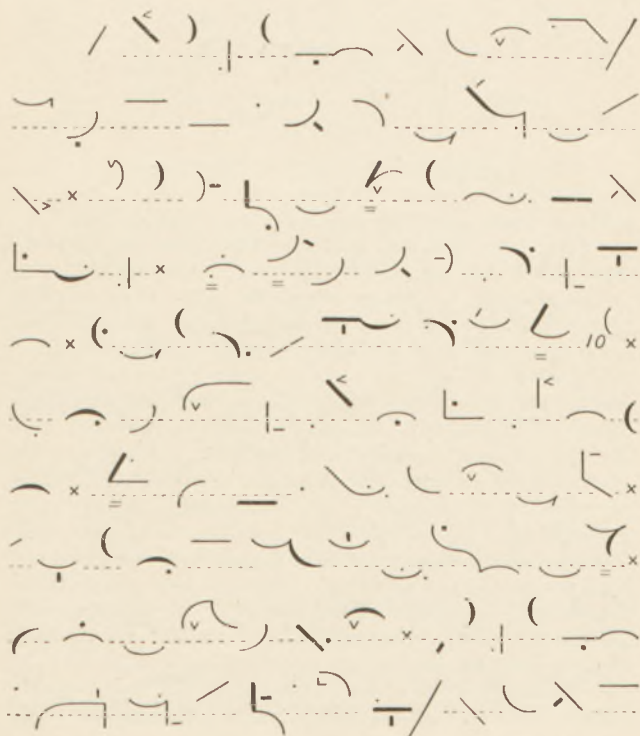
	a		February
	acknowledge		for
	advantage		forever
	ah		from
	among		gave
	an		give-n
	and		go
	any		Governor
	anything		had
	are		half
	awe		he
	aye (ever)		health-y
	become		hear
	beyond		help
	but		her
	can		here
	charge		him
	change		home
	come		hope
	could		I
	did		January
	do		knew
	effect		knowledge
	especial-ly		legislature
	ever		length-y

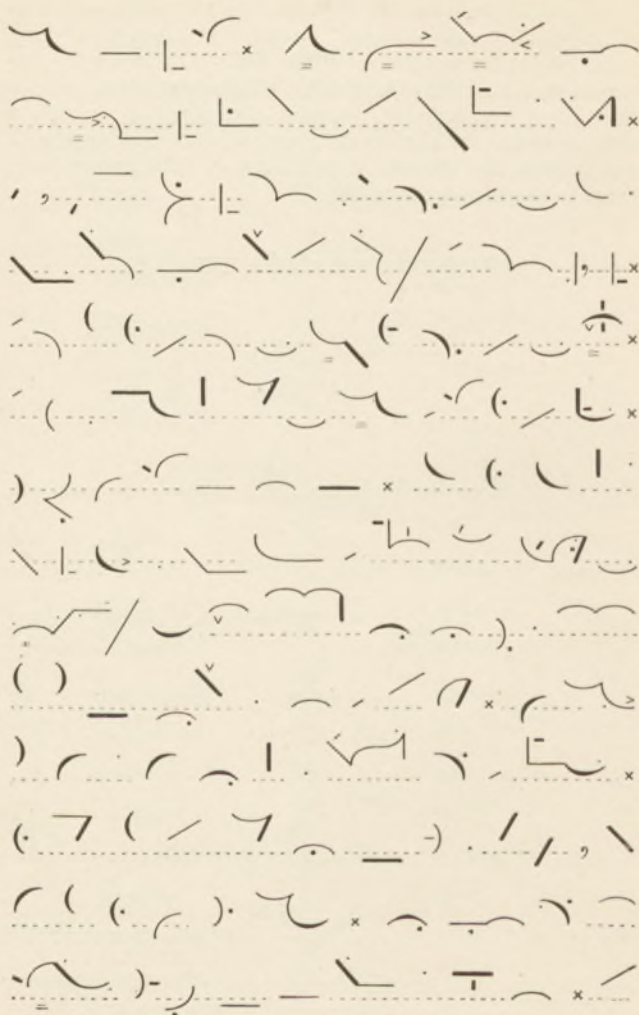


	long		Rev (reverend)
	member		shall
	memoranda		should
	memorandum		thank
	neglect		that
	never		the
	new		them
	New York		these
	November		thing
	now		think
	O, oh, owe		time
	of		together
	opportunity		usual-ly
	our		was
	own		were
	part		where
	peculiar		which
	peculiarity		who-m
	public-sh		will
	recollect		with
	regular		worth
	regularity		would
	remark		year
	remember		yet
	represent		young
	republic-sh		your

349. **Period, Dash and Interrogation.**—As the period and dash of long-hand ( . and — ) would be liable in phonographic writing to be mistaken, one for a vowel-sign and the other for the consonant stem Kay, it is the practice of phonographers to write the period with a small x-shaped character (x), or with a cursive modification of it (x); and to write the dash with double lines, like the sign of equation (=). The sign of interrogation is made like Chay-Chay.

## EIGHTEENTH READING EXERCISE.







## EIGHTEENTH WRITING EXERCISE.

Ice was so dear in July that many gave up taking it. They knew that we were going away on January 10th. Jack will give a penny for my new top. Which boy was it that came up for my cap? If he should like to, the boy may take the toy home with him. Now she can come and show her new bonnet in our pew. Emma Shaw should show us the way to go home. I know that he can never own any farm in New York. Who was it that came and looked into our door an hour ago? Rev. Luke Pomeroy came from Newark to take part in our public talk and parade. Your aim in life should be high. Oh, who can fail to remember the awe we were in, for a big bear came by our path? I remember it, too. Opportunity for hope can never come to all. I hear that they were here in February, though we were in Ohio. Among my memoranda he may see a memorandum that was given me by a member of our legislature. I think the Governor had knowledge in November of all they were doing. They acknowledge that our knowledge may give us a large advantage, but beyond that they will say nothing. Are they going where we were in March a year ago? Why shall that thing become an affair of much remark?

These sheep will all come home together. Do they represent the Republic especially ill, and do they usually half the time neglect duty? Have they ever had an opportunity to view the peculiar effect of autumn on foliage in America? I think he should thank them for the help they gave him in time of need. Your nephew was young, and yet he had a polished way of talking. He came away from Albany so she could come back and go home. May you ever have health and have a long life in which to enjoy it.

## LESSON XXII.

### PHRASEOGRAPHY.

350. In writing sentences phonographically, oftentimes two or more words are joined together in one sign, without taking off the pen; very much as some rapid penmen connect words together in writing long-hand. This method of grouping words together into single shorthand outlines is called "Phraseography," and is of great practical utility to any phonographer, but more especially to the verbatim reporter.

351. The simplest kind of phrase is that in which the phonographic outlines of two or more words are joined together, without changing the form that each would take if disconnected and written by itself. It must not be supposed, however, from the foregoing general definition, that Phraseography means an indiscriminate stringing together of phonographic word outlines, without regard to principles or guiding rules; for such is far from being the case. There are two faults which cannot be too carefully guarded against, namely, *improper phrasing* and *too much phrasing*. Therefore the rules respecting phrase writing, as well as the shorthand illustrations of the same, found in this book should receive most attentive study.

352. With a view to bringing the learner gradually to a knowledge of this feature of phonography, a few simple phrase-signs will be given now; and hereafter, from time to time, as we pro-

ceed, other phrase-signs, involving more advanced principles, will be introduced. And then, finally, the entire subject will be presented by itself.

**353. Rule of Position.**—When the outlines of words are joined together in this way, it is, of course, impossible that all of them should occupy their normal positions, as determined by the places of the accented vowels. The general rule, however, is that the outline of the first word of the phrase-sign shall be written in its proper position, and the outlines of the other words joined on after, in the order of their occurrence.

**354. Breve-sign for "A."**—In order that the word *a* may sometimes be joined in phrases, in addition to its dot-sign (334) it is also provided with a breve-sign, which consists of a short light dash, which always has the slant of the stem Pee. This sign may be joined initially as well as finally; but it is most frequently used finally. It is sometimes struck upward to the left.

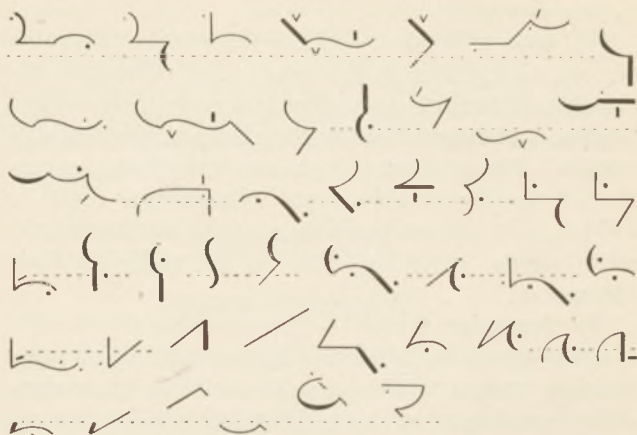
**355. When Dot-sign Should be Used.**—But whenever, owing to the form or direction of the adjacent outline, the breve-sign for *a* cannot be joined with advantage, the dot-sign for *a* should be used.

**356. "I" in Phrases.**—In phrases the breve for *I* is sometimes struck downward, in the direction of Chay. It is always written downward before the simple stems Ish, Ess, Zee, Er, Way, Em, and Hay. But it should never be struck downward if when written upward it will make a suitable junction with the succeeding stem. Therefore *I* should always be written upward, in the direction of Ree, before the simple stems Chay, Jay, Tee, Dee, Pee, Bee, Kay, Gay, Ith, Thee, Ef, Vee, En, and Ing.

**357. Other Breve-signs** will be presented farther on, when their use can be better shown than at present.



358. The following are a few examples of the simplest form of phrase-signs of which mention is made in paragraph 351:



KEY:—(1. 1) Ask-me, ask-them, at-home, by-my-own, by-which, carry-on, ever-had, (2) for-many, for-my-own-part, for-which, had-they, on-which, in-my, long-ago, (3) long-enough, look-at, may-be, shall-be, shall-go, shall-say, take-them, take-charge, (4) to-me, that-day, they-had, that-was, that-which, they-may-be, were-they, it-may-be, they-may, (5) too-many, it-were, where-had, where-were, which-can-be, which-may, which-were-they, will-they, will-do, (6) who-may, who-were, are-a, in-a, along-a, cash-a.

## PART SECOND.

### COMPOUND-STEMS.

#### INTRODUCTORY.

359. Up to this point of the learner's advancement the only principles of Phonography which have been presented are such as are used in writing words whose outlines are composed entirely of the simple stems of the phonographic alphabet.

360. Now, while it is possible to write phonetically, and with considerable speed, the consonants of all words in this way, that is, with the simple stems alone; yet, in order to attain the remarkable brevity and facileness of outline, and consequent great speed of writing, which distinguish Phonography from every other kind of shorthand, it is necessary to employ a series of compound-stems with which to write certain groups of consonant-sounds that abound in the language, and which in speaking are uttered with great rapidity.

361. **Forming of Compound-stems.**—Compound-stems are formed from the simple-stems in three different ways, as follows:

I. By the Addition of Hooks to Stems.

II. By Variations in the Length of Stems.

III. By both the Addition of Hooks and Variations in the Length of Stems Combined.

## LESSON XXIII.

## HOOKED-STEMS.



362. **Hooks, Initial and Final.**— Hooks may be made at either end of any of the consonant-signs of the alphabet. When made at the *finish* of a stem, they are called “Final-hooks”; and when made at the *beginning*, they are called “Initial-hooks.”

363. Sometimes a stem has two hooks, one at each end.

364. Stems with hooks attached are called “Hooked-stems.”

365. **How to Write Hooked-stems.**— A hooked-stem is always made with one continuous movement of the pen from the beginning of the stroke to its end. That is, if the hook is final, the stem is made first, and the hook is then turned on to the end of it, without any halting in the writing. If the hook is initial, the hook is made first, and the stem then flows out of it, without break or stoppage. It is not proper to first make the stem, and then afterwards add on the hook by a separate operation of the pen.

366. **Two Sizes of Hooks.**— There are two sizes of hooks used on stems, being called “Large-hooks” and “Small-hooks.” The learner should form the habit of making the large-hooks of a uniform and quite large size, and the small-hooks of a uniform and quite small size; so that there will never be any doubt

as to which size is intended. The examples given in the reading lessons may be taken as models in this regard.

**367. Hooks on Straight Stems.**— There are eight different hooks that may be added to any straight stem, being formed and located as follows: Four of them are made large and four small; four are final hooks and four are initial hooks; four are turned on one side of the stem and four on the other side. See the left-hand diagram on the preceding page.

**368. Hooks on Curved Stems.**— There are four different hooks that may be written on any curved stem, all of which are turned on the inner or concave side of the stem. The hooks on curved stems are distinguished as follows: Two are made large and two small; two are final, and two are initial. See the right-hand diagram on the preceding page.

**369. How Hooked-stems are Used.**— Any hooked-stem may be used either alone or joined to other stems, and may be placed in any part of an outline, at the close, in the middle, or at the beginning.

## FINAL-HOOKS.

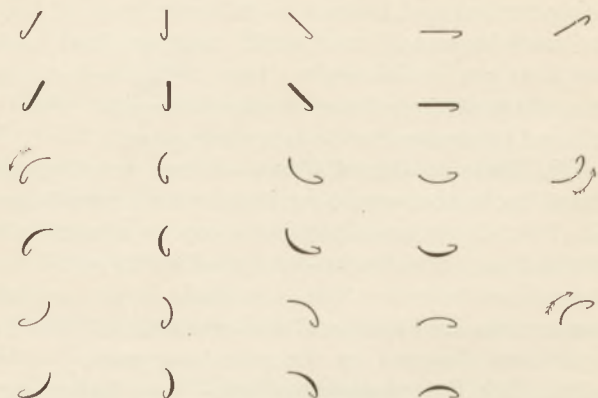
**370.** As has just been stated, every straight stem has four final-hooks, and every curved stem has two.

**371. Vowel read before Final-hook.**— Any vowel-sign written to a stem with final-hook, whether it be put before the stem or after it, must always be read before the hook.

**372.** Hence it follows that when a word terminates with a vowel-sound, its outline cannot end with a final-hook. In such case a stem-sign must be used, in order to provide a vowel-place for the vowel-sign.

## LESSON XXIV.

## THE EN-HOOK.



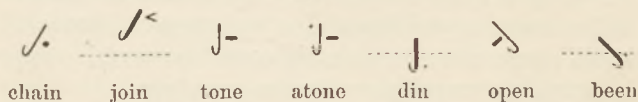
373. *N* may be added to all of the consonant-stems, both straight and curved, by a small final-hook, turned in the following manner :








I. On the left side of any down-stroke straight stem, as Chay, Tee, Bee, etc.








II. On the under side of any right-stroke straight stem, as Kay, Ree, etc.








III. On the inner side of any curved stem, whatever its direction may be, as Ith, Ef, Ing, Ish, Ess, Way, Em, Lee, etc.








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















  
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























































  
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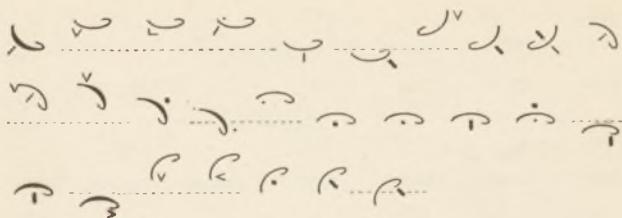







  
 coachman      unshaken      punish      vanish      evening      remaining

374. **Hooked-stem words, How read.**—The directions at 253, in regard to reading words written in phonography, apply with special force to the reading of words whose outlines contain hooked-stems. Thus, referring to the last line of the foregoing examples, we have *kō-Chay-mān* (coachman), *pūn-īsh* (punish), *Er-ēmān-īng* (remaining), etc.

## NINETEENTH READING EXERCISE.





### NAMES OF COMPOUND-STEMS.

375. The names of compound-stems are usually formed by combining the short vowel-sound *e* with the consonant-sounds represented by the compound-stems, in such a way that in each case it will best facilitate the pronunciation of the entire group. There are a few exceptions to this rule which should be carefully noted. They are the names of the downward and upward stems, Ish, Shee, El, Lee, Er, Ree, and of Ith, Ing, and Ess, each having the en-hook attached.

376. **Names of En-hook Stems.**—The names of the En-hook stems, respectively, are as follows: Chen, Jen, Ten, Den, Pen, Ben, Ken, Gen (*g* hard as in “again”), Ren, El’n (downstroke), Yen, Ith’n, Then, Fen, Ven, Nen, Ing’n, Sheen (upstroke), Ish’n (downstroke), Zhen, Ess’n, Zen, Ern, Wen, Men, Hen, and Leen (upstroke).

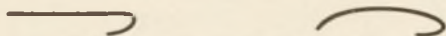
377. **“Simple-end” and “Hook-end.”**—The simple-end of a stem is the end which has no hook or other attachment. Both ends of any of the stems of the Phonographic Alphabet are simple. The stem of the word *chain* has its upper end simple and its lower end hooked.

### HOW TO MAKE A PHONOGRAPHIC HOOK.

378. The hook-end of a stem with an En-hook is made by two principal motions of the pen; one being in the direction and in continuation of the stem itself, and the other, after a slight lateral movement, being in a return or almost directly opposite direction. These movements are more like those required in forming the end of an ellipse than in striking a half-circle. With a straight stem they are slightly different from what they are with a curve. The tip of a hook on a straight stem should

point a little out from the stem; while, on a curved stem, the tip should point very nearly at the other end of the stem. The motion with which a hook is formed is more reciprocating than rotary. A circular movement is always to be avoided in making a hook.

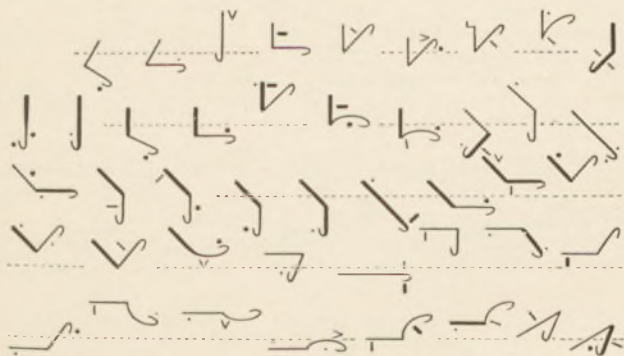
379. **Models for the En-hooks.**—The following cuts give the proper forms for the En-hook on straight and curved stems, and, in fact, for all the small hooks, both final and initial:

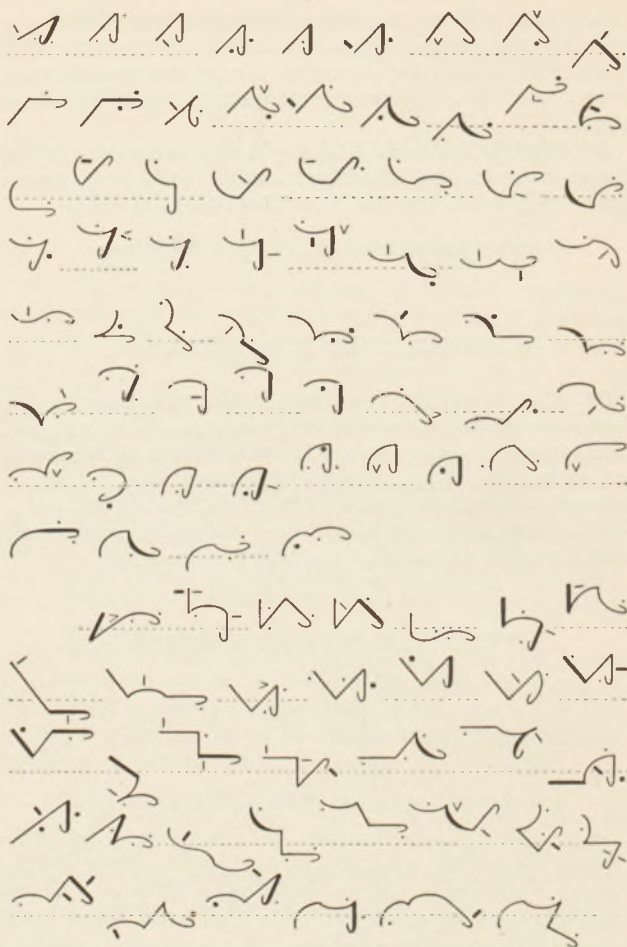


### NINETEENTH WRITING EXERCISE.

380. Tan, tone, dine, June, atone, chin, tine, tune, eaten, dawn, done, down, pawn, pain, ban, pen, pine, iodine, pin, pan, boon, cone, bone, gown, ebon, kine, akin, cane, gone, keen, ran, run, again, rain. Yawn, fan, feign, vine, than, fawn, fun, thine, van, noun, noon, oven, anon, nine, ocean, shine, earn, none, shown, wane, iron, men, man, wine, win, main, moon, bone, amen, hewn, moan (mown), loon, lain, line, loan, loin.

### TWENTIETH READING EXERCISE.



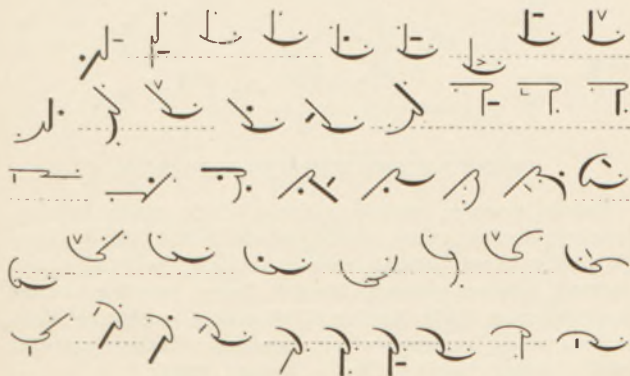


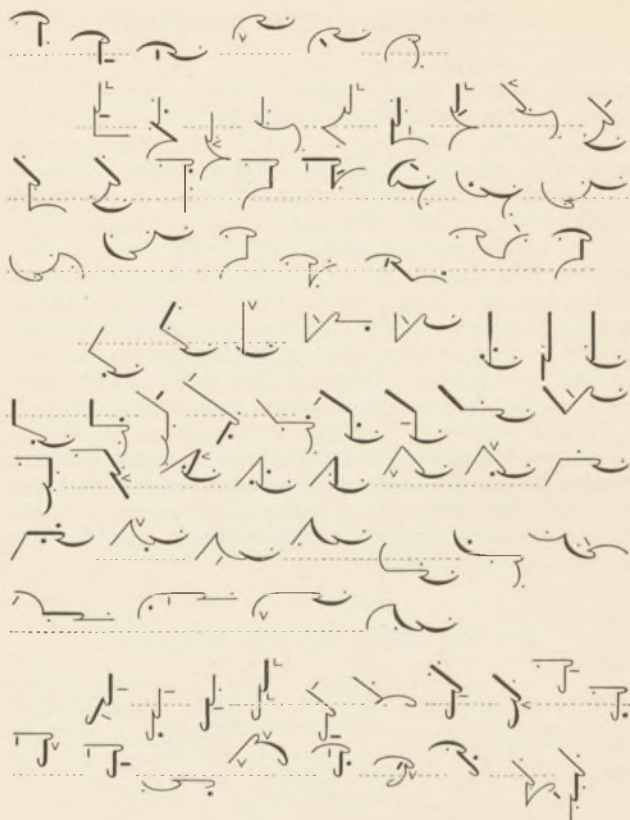
## TWENTIETH WRITING EXERCISE.

Token, cheapen, tureen, talon, turn, tighten, dungeon, chicken, outrun, detain, deepen, domain, pigeon, pippin, demon, deaden, adorn, deacon, patten, button, baboon, pagan, bygone, bidden, obtain, beacon, barn, beaten, kitchen, cotton, corn, cabin, barren, benign, cocoon, burn, canine, careen, cologne, urchin, coffin, region, acumen, gallon, origin, retain, ordain, rattan, redden, ribbon, repine, rotten, ripen, reckon, earthen, orphan, yeoman, ravine, regain, renown, raven, refine, thicken, fern, famine, villain, foreign, thorn, felon, fatten, engine, enchain, inurn, uneven, enjoin, anodyne, unknown, undone, aspen, remain, women, Roman, unman, urban, shaken, awaken, woolen, mutton, impugn, muffin, maiden, imagine, madden, marine, lichen, Latin, machine, legion, malign, liken, laden, Alpine, lighten, layman, leggin, linen, leven.

Turban, automaton, demijohn, juryman, terrapin, dolphin, tinman, popgun, puritan, barytone, pardon, appertain, pumpkin, Persian, bargain, octagon, cañon, octoroon, caravan, Bushman, guillotine, forenoon, napkin, escutcheon, environ, reordain, Vatican, chaperon, regimen, morphine, linden, linchpin, marrowbone, lampoon, margin.

## TWENTY-FIRST READING EXERCISE.





### TWENTY-FIRST WRITING EXERCISE.

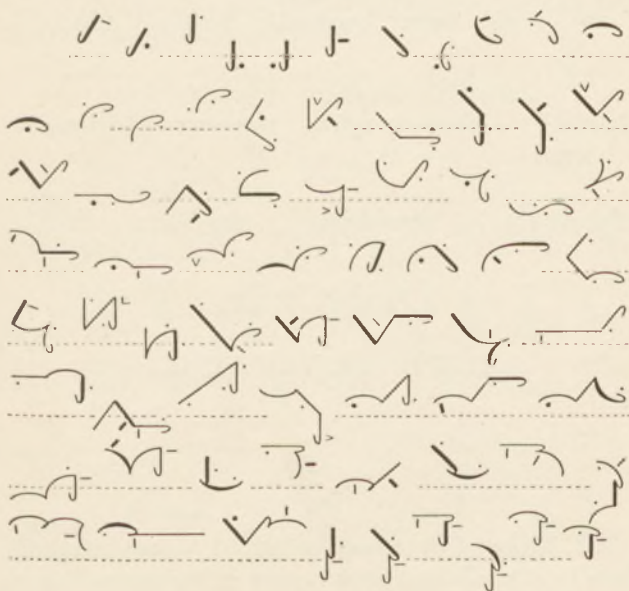
Tannin, tonnage, attaining, dining, tuning, tanto, tanning, dawning, atoning, pansy, opening, candy, banish, county, Danish, pining, canto, paining, canary, rainbow, yawning, conic, runaway, raining, gainsay, Rhenish, finery, feigning, venom, fancy, thinning, finely, fanning, finish, orange, earning, window, minute, windy, nunnery, winch, moaning, winning, arrange, handy, honing, loaning, Hindoo, lining, linsey.

Tenancy, town-talk, downfall, punishing, addendum, tinfoil, poignancy, township, attainable, bantam, candle, finishing, yawningly, gondola, banishing, feigningly, cantata, finisher, mantilla, manfully, vanishing, moonbeam, mantle.

Tightening, turning, deadening, detaining, cheapening, turn-key, deadened, japanning, deepening, poppinjay, obtaining, burning, deaconess, beckoning, piquancy, potency, buttoning, cadenza, rejoining, ripening, reckoning, reddening, cabin-boy, repining, retaining, roughening, regaining, thickening, evenom, ravening, vacancy, refining, leavening, laconic, organic, likening.

Down-town, tontine, dungeon, tendon, penman, benzine, canteen, abandon, pontoon, canton, condone, Rhein-wine, henbane, mundane, nankeen, moonshine, condign, pendente, pantaloon.

#### TWENTY-SECOND READING EXERCISE.




















## TWENTY-SECOND WRITING EXERCISE.

Dan, Doane, Ben, John, Dean, Jane, Eden, Vaughan, Hahn, Ethan, Aaron, Allen, Hayne, Linn, Ellen, Tyrone, Baden, Byron, Pekin, Bowdoin, Chapin, Sharon, Farren, Ruben, Auburn, Elgin (*g* hard), Inman, Canaan, Nathan, Newton, Oregon, Milan, Elgin (*g* soft), Logan, Malone, Macon, Laban, Chapman, Tilden, Cochran, Bergen, Jonathan, Bolton, Bunyan, Tarrytown, Babylon, Marvin, Neptune, Morgan, Camden, Raritan, Rubicon, Martin, Walton, Canso, Milton, Monroe, Arundel, Banning, Denning, Connor, Manton, Condon, Denton, Monmouth, Barnum, Mendon, Hancock, Benton, Winton.

381. **En-hook Abbreviations.**—The following abbreviations contain the en-hook :

					
began	begin	begun	beneficial-ly	between	financial-ly
					
generally	heaven	opinion	pecuniary	phonographer	
					
phonographic	phonography	republican	within		

## LESSON XXV.

## THE EF OR VEE HOOK.

382. Either *f* or *v* may be added to any straight stem by a small final hook turned on the opposite side

from the En-hook. No ambiguity will arise from this double use of the hook, as the context may be relied upon to show which consonant is intended. Examples:

chief deaf pave puff cave rough turf

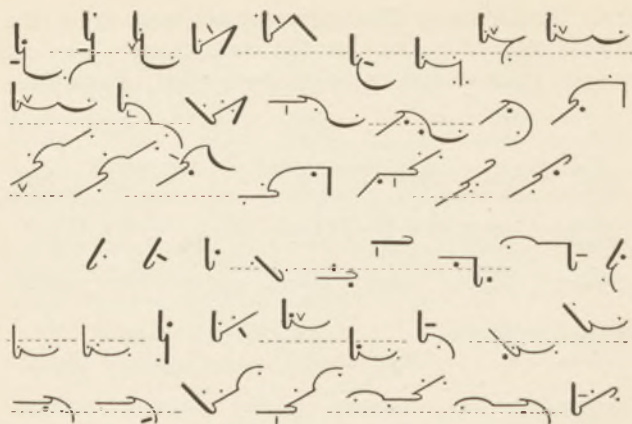
chaffing toughen devote define paver cover referee

deform, poverty bivouac cavalry periphery cavern

383. **Names of F or V Hook Stems.**—The names of the Ef or Vee Hook stems are as follows: Chef, Jef, Tef, Def, Pef, Bef, Kef, Gef (*G* hard, as in *gaff*), Ref.

#### TWENTY-THIRD READING EXERCISE.



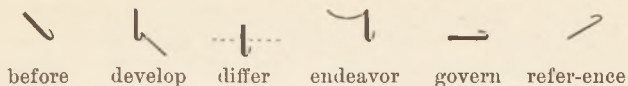


### TWENTY-THIRD WRITING EXERCISE.

384. Puff, chafe, cough, rife, achieve, beef, dive, cove, rave, gaff, tough, arrive, reef, roof, derive, caitiff, rebuff, tariff, be-reave, carafe, outfit, devout, edified, achieving, typhoon, de-votee, divide, deafen, typhoid, tougher, divine, devisee, devour, paving, defer, coffer, diving, puffery, devise, gopher, caving, giver, river, revery, reefer, coughing, rover, refer, roughly, re-veal, raffle, revile, ruffle, defeating, juvenile, devoting, dove-tail, diverge, daffodil, adverb, defining, divinity, dividing, di-vinely, diphthong, beverage, refresh, divining, reflect, covering, devourer, revering, revelry, cavalcade, riffraff, rivalry, refrain, recovery, revolve.

Dave, Jeff, Abiff, Gough, Jove, O'Keefe, Macduff, Tiffin, Khedive, Japheth, Tiffany, Devereaux, De Vinne, Epiphany, Dover, Baffin, David, Devine, Keifer, Dufferin, McCaffery, Coverley, Cavour, Beverley, McKeever.

385. **Ef or Vee Hook Abbreviations.**—The following are abbreviations that contain the Ef or Vee Hook :



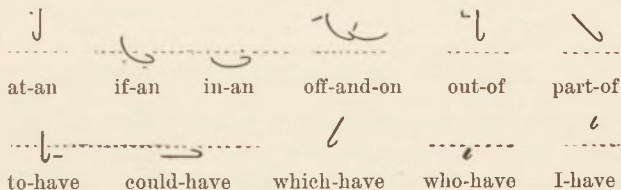
## HOOKS IN PHRASE-WRITING.

386. Besides the use of the hooks to represent consonant-sounds in writing words standing alone, they are also sometimes employed in phrase-writing, to indicate one or more entire words.

387. **N Hook in Phrases.**—The words *an*, *and*, and *own* may be written with the En-Hook.

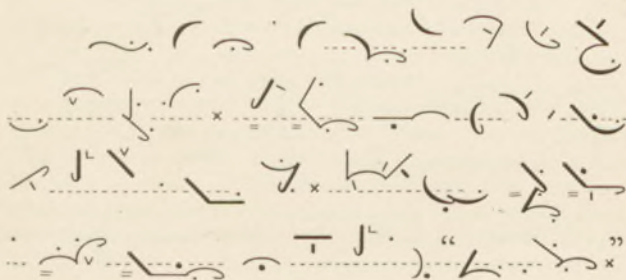
388. **F or V Hook in Phrases.**—The words *of* and *have* may be written with the Vee-Hook.

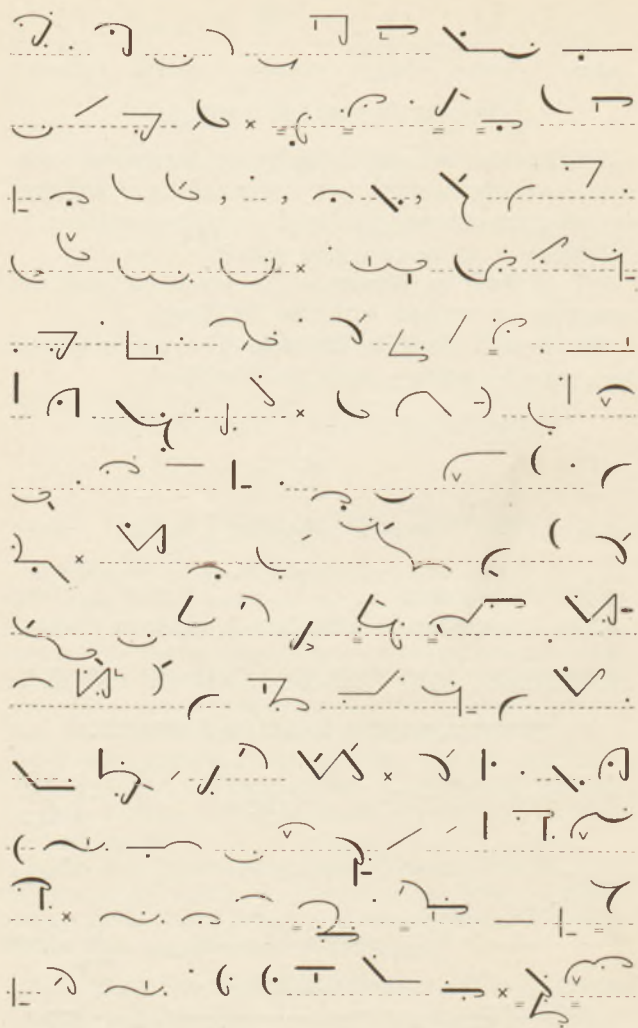
## EXAMPLES OF N AND V HOOK PHRASES.

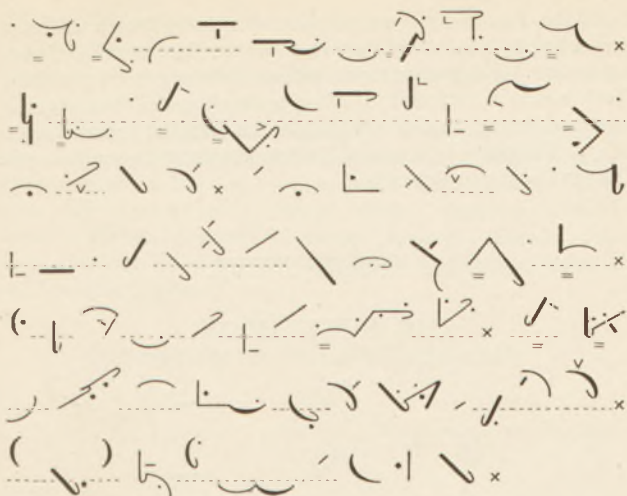


## EXERCISES ON THE EN AND EF HOOKS.

## TWENTY-FOURTH READING EXERCISE.







#### TWENTY-FOURTH WRITING EXERCISE.

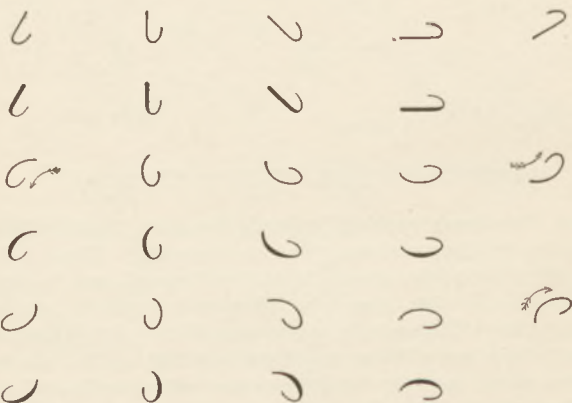
389. To-morrow evening Benjamin Bacon and Emeline Beekman may go down and see "Jim the Penman." Ethan Allen and John Kane have gone to Maine for fun, and, may be, both will catch a few fine, finny fish. Imagine a maiden in her new cotton gown baking cake in our kitchen oven. John Chapman came within one of being run down by a big engine. An unknown villain ran into the kitchen and took a muffin and one chicken which Ellen the cook had laid beneath a tin pan. Heaven help us if at high noon a man can do a mean thing like that and yet escape. One day a bee laden with honey came in my window, where I had candy lying handy. I may take up my pen and endeavor to give a general opinion upon our public men, both Republican and Democratic. They differ much in reference to our American tariff. Pardon me if I inform you that one forenoon in January or June Jonathan Morgan, the barytone from Tarrytown, saw your coachman carry into your barn a big demijohn of gin or Bourbon. John Devereaux should refrain from taking even one beverage of gin or wine. David Tiffany



and John Van Buren have gone down to Long Beach and may arrive before one. That beef was tougher than anything I ever ate before. Many men from Michigan and Oregon come to New York to earn money, and then they go back again. Many young men and young women have much fun bowling in my tenpin alley. Benjamin Lyman and Nathan Chapin will go gunning in Orange County in November.

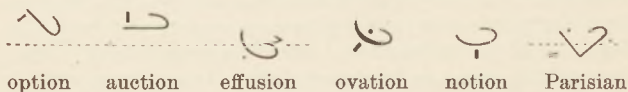
## LESSON XXVI.

## THE SHUN HOOK.



390. The syllable *shun* or *zhun* may be added to any consonant-stem, either straight or curved, by a large final hook, turned on the Ef-hook side of straight stems, and on the inner side of curved stems.

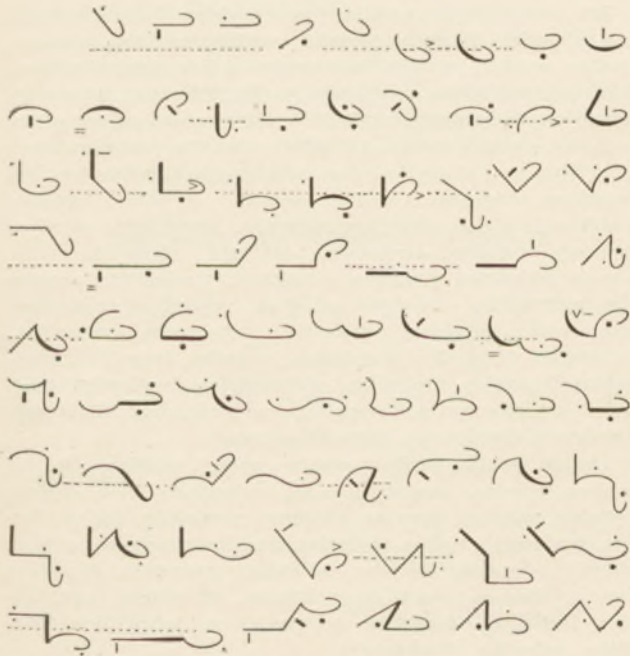
Examples :

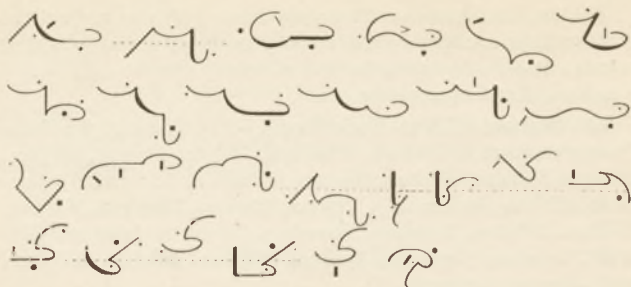


391. In the common orthography these syllables are written with various combinations of letters, as shown in the following words: *na-tion*, *ten-sion*, *fu-sion*, *mi-ssion*, *arte-sian*, *opti-cian*, *cu-shion*, *Pho-cion*, *gen-tian*, etc.

392. **Names of Shun-Hook Stems.**—The names of the Shun-hook stems are as follows: Chëshun, Jëshun, Tëshun, Dëshun, Pëshun, Bëshun, Këshun, Gëshun (*g* hard as in “gash”), Reeshun, Elshun (downward), Yëshun, Ithshun, Dhëshun, Fëshun, Vëshun, Nëshun, Ingshun, Sheeshun (upward), Ishshun, Zhëshun, Es-shun, Zeeshun, Ershun, Wëshun, Mëshun, Hëshun, and Leeshun (upward).

#### TWENTY-FIFTH READING EXERCISE.





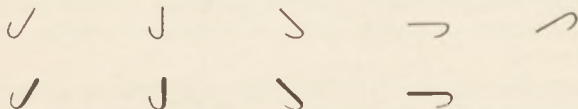
### TWENTY-FIFTH WRITING EXERCISE.

393. Action, fusion, unction, passion, vision, fashion, caution, nation, ration, Hessian, occasion, motion, addition, allusion, oration, evasion, emotion, junction, lotion, adoption, admission, dilution, appellation, petition, adhesion, attention, education, apportion, Caucasian, irritation, ignition, coercion, gumption, collation, caption, revision, affection, vocation, violation, election, Venetian, allegation, function, negation, animation, assumption, irrigation, notation, ascension, erection, invasion, ambition, logician, elevation, emersion, temptation, location, mention, imitation, derivation, population, abduction, dictation, abomination, partition, dimension, academician, coronation, redemption, cognition, rejection, reparation, injunction, illumination, rendition, formation, elongation, revocation, intimation, navigation, inundation, invitation, invention, nomination, limitation, aspiration, arithmetician, locomotion, additionally, auctioneer, additional, optional, visionary, dictionary, emotional, occasionally, national, notional.

[Option, potion, auction, cushion, notion, mission, effusion, ovation, erosion, erosion, irrision, omission, elation, elision, optician, potation, pension, abolition, aberration, fiction, faction, evolution, eviction, mutation, mansion, magician, tension, diffusion, division, devotion, adulation, adoration, donation, diction, libation, elocution, politician, affectation, machination, tactician, adaptation, accumulation, coagulation, denatation, defection, diversion.]

## LESSON XXVII.

## THE TER OR THER HOOK.



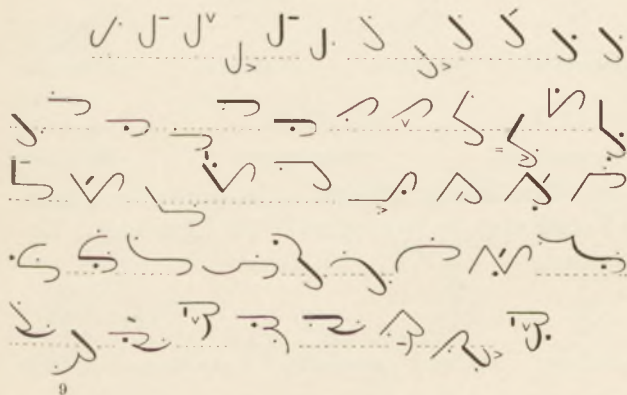
394. Either of the syllables *ter*, *tor*, *ture*, or *ther* may be added to any straight stem, by a large final hook, turned on the En-hook side.

395. **Name.**—This hook is usually called the “Ter-hook.”

396. There is no Ter-hook on curved stems.

397. **Names of Ter-hook Stems.**—The names of the Ter-hook stems are as follows: Chetter, Jetter, Tetter or Tether, Detter, Petter or Pëther, Better or Bëther, Ketter, Getter or Gëther, and Retter or Rëther.

## TWENTY-SIXTH READING EXERCISE.






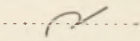



## TWENTY-SIXTH WRITING EXERCISE.






398. Totter, tutor, debtor, batter, bather, chatter, tighter, daughter, patter, bother, better, pewter, bitter, cater, gaiter, writer, gather, actor, accouter, rather, tartar, chapter, debater, Jupiter, doctor, barter, porter, capture, rupture, rector, curator, rebutter, picture, elector, nectar, lecture, navigator, alligator, arbiter, reporter, factor, embitter, pattering, caterer, gathering, retribution, bitterish, cauterize, rapturous, catering, cauterization.

399. The general rule for the position of words consisting of horizontals followed by other stems (230)—which requires that when an outline begins with a horizontal, but is followed by an upright or slanting stem, it must be so written that the upright or slanting stem, rather than the horizontal, shall stand in position—is not always followed if the horizontal has a large final hook. Especially is this the case in writing certain derivatives, which are allowed to follow the positions of their primitives. See the words *occasional*, *national*, *notional*, *emotional*, *caterer*, etc., in the last two reading exercises. A strict observance of the rule as to such outlines would hinder the writer.

400. **Shun and Ter Hook Abbreviations.**—The following are abbreviations which contain the Shun and Ter hooks:

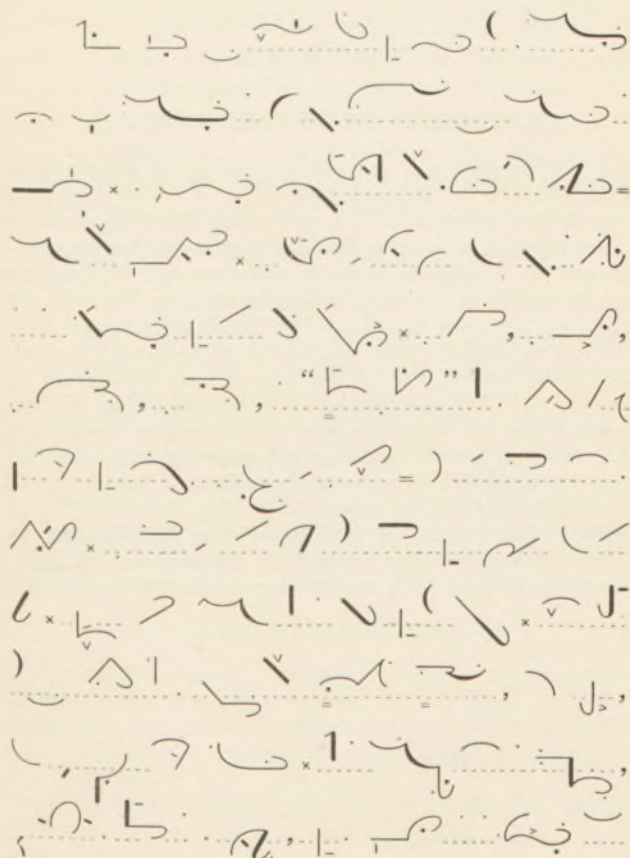
			
generation	objection	recollection	publication
			
representation	revolutionary	altogether	

401. **Ther-Hook in Phrases.**—The words *there*, *their*, and *other* may be written with the Ther-hook. Examples:

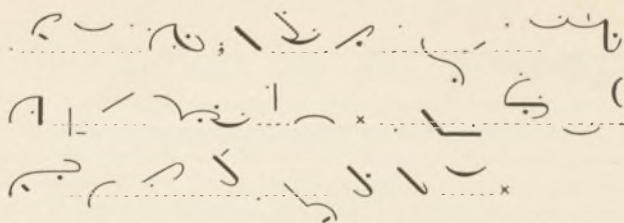
				
but-there	at-their	each-other	can-there	by-their

EXERCISES ON THE SHUN AND TER HOOKS.

TWENTY-SEVENTH READING EXERCISE.







### TWENTY-SEVENTH WRITING EXERCISE.

402. The violation of law will ever be an irritation and an abomination to our better population. To my recollection I never had an objection to that publication. I take occasion in my own fashion to mention that a navigator may know navigation and yet be lacking in invention and gumption. My daughter was in rapture at a picture by Martha Canning, her tutor, for whom she had much affection. The big alligator in that location will rather bother the poor bather before long. A nomination may be followed by election or rejection — never by coronation. I had an invitation from an academician, who was also a doctor and a logician, to a collation and an illumination on a lawn up on an elevation; but pattering rain and fear of an inundation led to our remaining at home. The rector, the curator, the lecturer, the caterer, and “Tom the Tartar” had a rupture which I think did much to embitter the feeling of the writer — so I gather from a reporter. The action of our Legislature was altogether too revolutionary for our generation.

## LESSON XXVIII.

## INITIAL HOOKS.

403. As we already know, every straight stem has four initial hooks, and every curved stem has two.

404. **Vowels and Initial-Hook Stems.**—Vowel-signs written to initial-hook stems are read the same as if the stems were simple. That is, if placed before the stem, the vowel is read before both stem and hook; if placed after the stem, it is read after both stem and hook. Note that this rule is different from the one for vowels following final-hook stems (371).

## THE LIQUIDS “L” AND “R.”

405. When the consonant *l* or *r* is pronounced directly after, and in the same syllable with, another consonant, it unites or blends with that preceding consonant in such a way that the two form a sort of double-consonant, the elements of which are uttered, as it were, by a single effort of the voice; as in the words *play*, *pry*, *tree*, *claw*, *crow*, *blow*, *brow*, *glow*, *grew*, *flay*, *fry*, *throw*, *shrew*, *caper*, *feeble*, *rumor*, *favor*, *evil*, *tunnel*, etc.

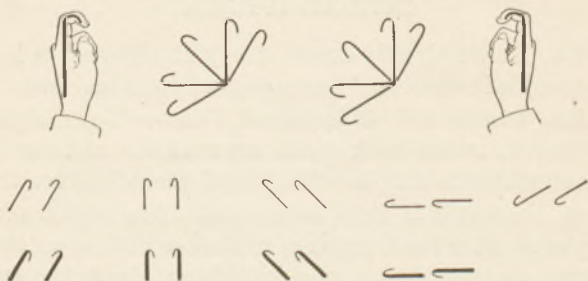
406. **Why called Liquids.**—Owing to the fact that these consonants possess this peculiar flowing character, they are commonly called “Liquids.”

## INITIAL HOOKS FOR EL AND ER.

407. Now, Phonography provides a suitable and very brief way of writing these quickly uttered double-sounds, by means of compound characters, composed in each case of the stem of the first consonant of the pair and a hook joined at the beginning of the stem. Hence the following:

408. **General Rule.**—Either *l* or *r* may be added after any consonant-stem by commencing such stem with a hook.

## EL AND ER HOOKS ON STRAIGHT STEMS.



409. **Specific Rule.**—Either *l* or *r* may be added to any straight stem, to be read after it, by a small initial hook, written as follows:

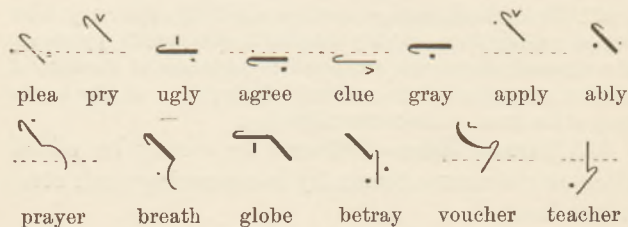
I. For *l*, turned on the same side as the Ef-hook.

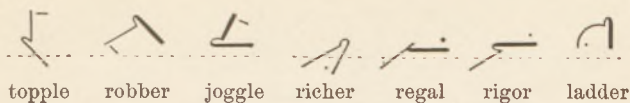
II. For *r*, turned on the same side as the En-hook.

410. **Mnemonic Phrases.**—This rule may be recalled, in two respects, by the mnemonic phrases “LauGH and RuN,” “gLoVe and eRowN.” The latter phrase is also illustrative.

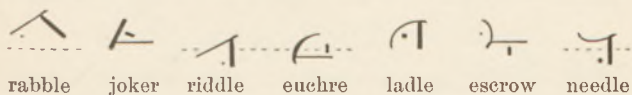
411.—**The Diagrams of the Hands.**—By holding up the Left hand before us, and bending the end of the first finger, we get the L hook. By holding up the Right hand, and bending the first finger in the same way, we get the R hook.

412. The following examples illustrate the use of the El and Er hooks, and show them in contrast with each other:

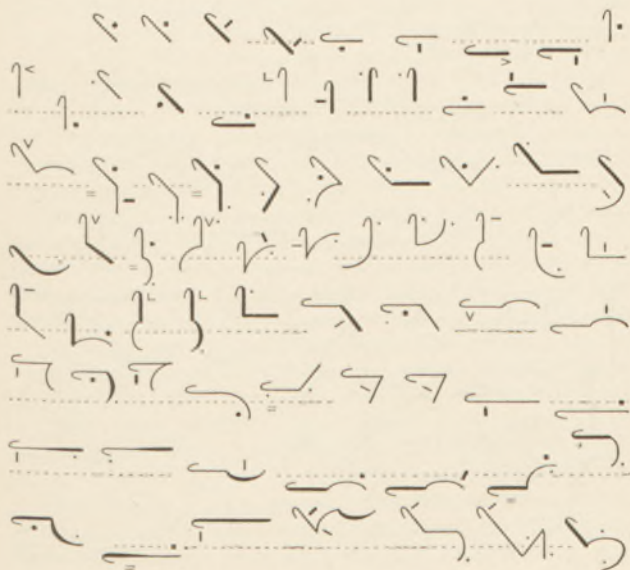


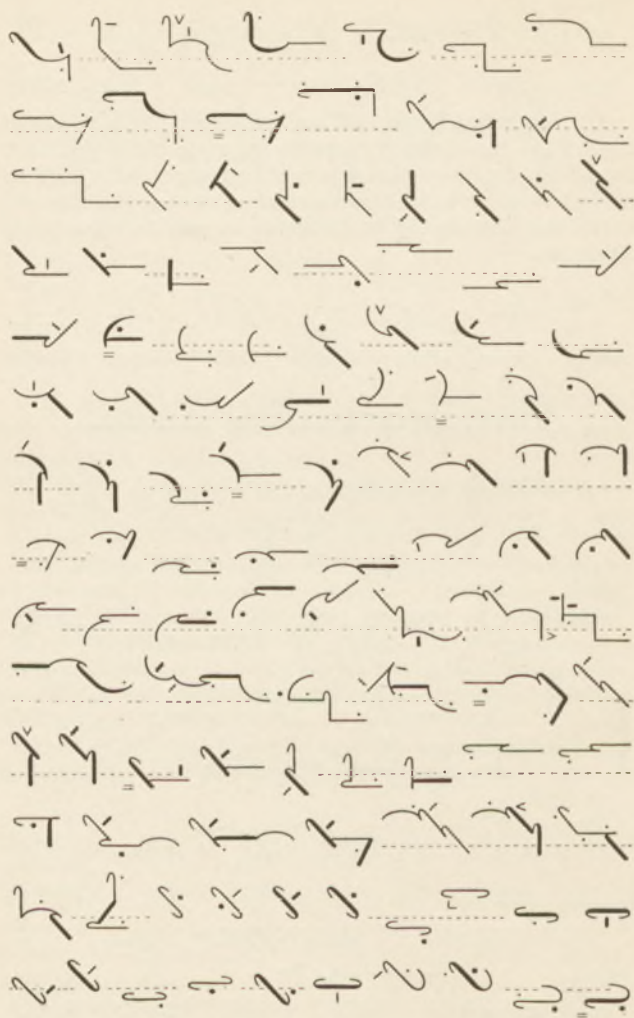


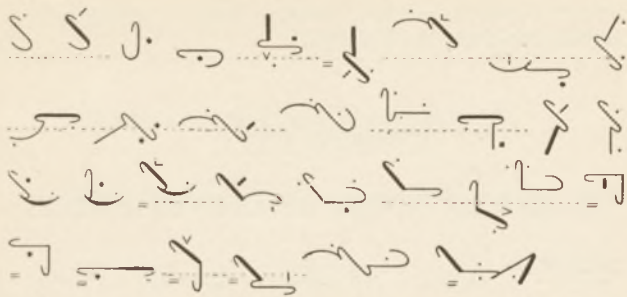
413. **Imperfect Hooks.**—When hooks occur in the middle of outlines, it is not always possible to shape them perfectly. Sometimes the tip of one stem will form a part of a hook on another stem; and at other times a mere offset or shoulder will be all that can readily be indicated as constituting a hook. Examples:



#### TWENTY-EIGHTH READING EXERCISE.







### TWENTY-EIGHTH WRITING EXERCISE.

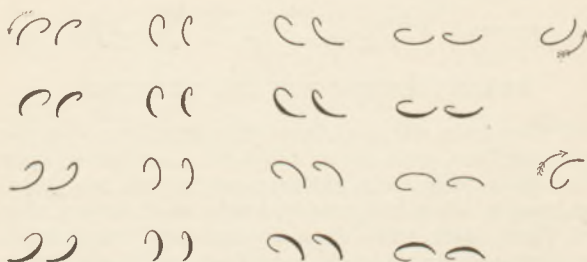
414. Blow, pray, clay, play, brew, crow, grew, tree, able, glue, tray, eagle, Troy, apple, outer, addle, acre, odor, adder, auger, prime, Brady, plum, Plato, pledge, pretty, plague, brag, April, blush, prairie, bring, trial, utterly, trashy, trash, trophy, truly, truck, Tracy, troth, tribe, drop, drowsy, crape, crumb, dream, drag, climb, club, drouth, cloth, crawl, Clara, crutch, creek, cloak, clutch, clear, crazy, clog, glassy, crag, gleam, Greeley, clung, groom, gravy, grog, Greek, blemish, proxy, prolong, property, tropic, drank, critic, clothing, Clark, triumph, brunette, clinch, prolific, aggregate, gravity, promenade, Greenwich, electric, jobber, Bible, pebble, toper, chapel, table, paper, double, baker, couple, cackle, curl, kicker, buckle, dicker, keeper, girl, thicker, vocal, fiber, vicar, fable, thickly, Yeager, unable, sugar, neighbor, shackle, arbor, Oscar, gnarl, arable, wader, Walker, employ, model, waddle, weekly, wager, madder, ember, Mitchell, maker, label, major, moral, meekly, meager, labor, liquor, laurel, legal, local, lager, patrimony, autocratic, impromptu, phonography, orthography, proper, gambling, Cambridge, electric, broader, bridal, trouble, broker, trickle, cracker, trigger, crackle, Blucher, proclaim, brokerage, applicable, improper, program, embroider, tragical, cradle, tremble, brain, plain, clean, apron, crown, blown, groan, prove, glen, bluff, brief, cliff, glove, crave, abrasion, Grecian, oppression, accretion, traitor, platter, crater, blotter, Dublin, unclean, decline, Chaplain, embrown, reproof, chagrin, improve, traffic, impression, plunge, grantee, plenty, Browning, blacken, bromine, planing, tribune, training, appli-



cation, Croton, attraction, Brooklyn, Cragin, Breckenridge, Clayton, Brighton, imperfection.

## LESSON XXIX.

### EL AND ER HOOKS ON CURVED STEMS.

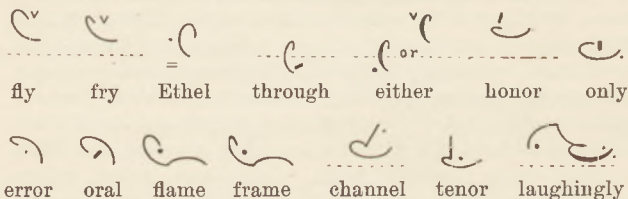


415. **Rule for El and Er Hooks.**—Either *l* or *r* may be added by initial-hooks to any curved stem, to be read after it, in the following manner:

I. For *l*, a large initial-hook.

II. For *r*, a small initial-hook.

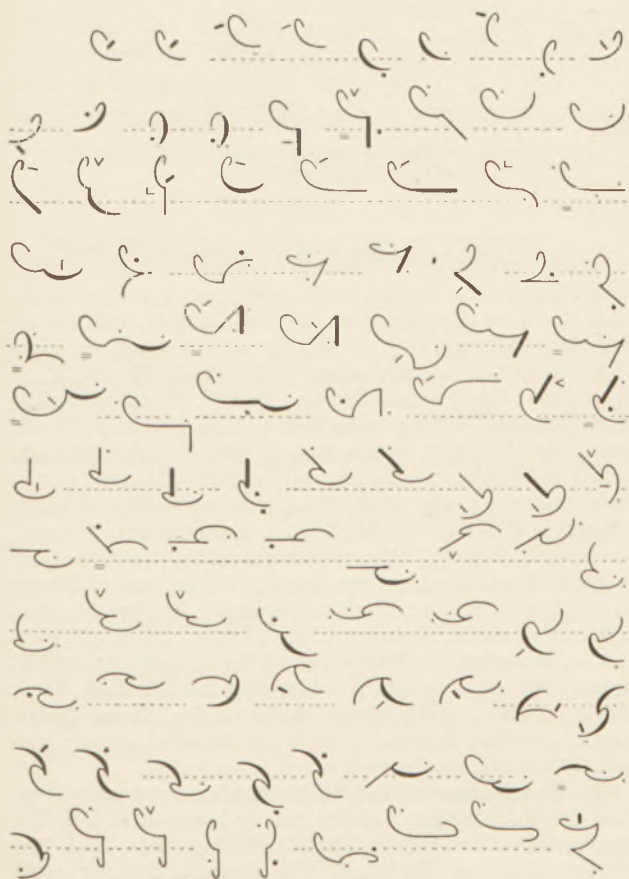
Examples:

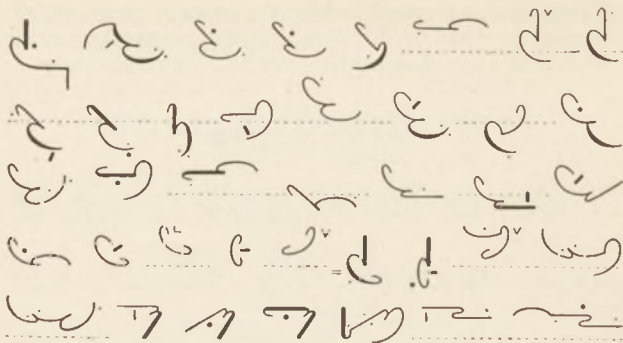


416. **Hooks Joined Together.**—In a few instances it is found convenient to join two hooks together, as shown in the last six outlines of the following reading exercise. When the hooks are joined without an angle, as in writing the word *con-*

*cal*, more care is required to form the hooks properly, and the pen must move less rapidly, than in writing a word like *ranger*, in which there is a sharp angle at the junction of the hooks.

# TWENTY-NINTH READING EXERCISE.





### TWENTY NINTH WRITING EXERCISE.

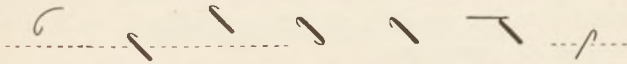
417. Flow, offer, fro, evil, awful, every, usher, author, shrew, ether, easel, azure, easily, fresh, flap, flood, Friday, flash, thrive, flock, throb, throng, frog, Africa, throughout, flower, frail, energy, shriek, flung, freely, asleep, enrich, shrub, Florida, Islam, flange, Fleming, French, flourish, flurried, Flushing, frailty, joyful, flagging, Jaffray, frolic, afflict, tunnel, banner, dinner, panel, bushel, defray, tanner, pusher, piously, kingly, Palmer, kennel, calmer, rhymers, thinly, calmly, rashly, thinner, shovel, finer, enamel, shiver, favor, final, enamor, mainly, measure, manner, lawful, lonely, lover, winner, woeful, usury, humor (if pronounced 'ū'mor'; but when pronounced 'hū'mor,' it belongs to a future exercise), waiver, weevil, flatten, wafer, flinger, wisher, Henry, threaten, freeman, ownership, fraction, frighten, fracture, ascertain, deflect, plainly, clamor, travel, pleasure, plainer, lovingly, trifle, briefly, crucial, flavor, flowingly, drizzly, shrivel, flannel, approval, freshly, grammar, freckle, floral, primer, frugal, glacial, framer, frown, shrine, flown, throne, Devlin, enshrine, financially, dethrone, financial, ranger, conjure, differential, mechanical, granger, conical.

418. **The Names of the El-Hook Stems** are as follows: Chel, Jel, Tel, Del, Pel, Bel, Kel, Gel (g hard), Reel, El'l, Yel, Thel or Ith'l, Dhel, Fel, Vel, Nel, Ing'l, Sheel, Ish'l, Zhel, Es'l, Zel, Erl, Wel, Mel, Hel, Leel. The names of El-hook stems,

which also have final hooks, as the outlines of *clean*, *blown*, *bluff*, *blotter*, *flown*, etc., are formed thus: Klēn, Blēn, Blēf, Blētter, Flēn, etc.

419. **The Names of the Er-Hook Stems** are as follows: Cher, Jer, Ter, Der, Per, Ber, Ker, Ger (*g* hard), Reer, El'r, Yer, Ther or Ith'r, Dher, Fer, Ver, Ner, Ing'r, Sheer, Ish'r, Zher, Es'r, Zer, Er'r, Wer, Mer, Her, Leer. The names of Er-hook stems, which also have final hooks, as the outlines of *brain*, *brief*, *crave*, *Grecian*, *traitor*, etc., are formed thus: Brēn, Brēf, Krēv, Grēshun, Trētter, etc.

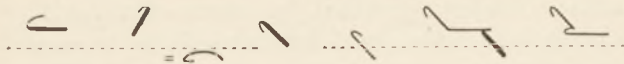
420. **Initial Hook Abbreviations.** Each of the following abbreviations contains an initial hook:



already belief-ve belong brethren brother capable children



collect correct degree deliver Dr. during dwell Jr.



language larger Mr. number people practicable practical

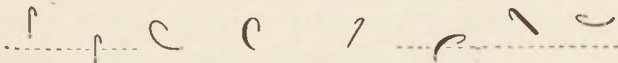


practice principal-le privilege probable-y qualify religion

421. **El-Hook in Phrases.**—The words *all* and *will* may be written with the El-hook.

422. **Er-Hook in Phrases.**—The words *are*, *our*, and *or* may be written with the Er-hook.

Examples:



at-all it-will for-all they-will which-are you-are by-our on-or

## LESSON XXX.

## SPECIAL VOCALIZATION.

423. An ordinary vowel-sign — a dot, dash, or diphthong-angle — placed after a stem with an initial hook, is read after both stem and hook (403). Hence it follows that in writing such words as *toil*, *tire*, *pail*, *power*, *fail*, *fire*, etc., in which there is a distinct vowel-sound between the consonants, and immediately preceding the liquid, the hook cannot be used, and the outline, to be capable of being vocalized, must be formed of stem-signs.

424. And yet it has been found so convenient to sometimes deviate from this rule, and to occasionally resort to initial hooks, even when there is an intervening vowel-sound, that a scheme of "Special Vocalization" has been provided, by means of which it is possible to indicate vowel-sounds which are to be read between a stem and its initial hook. It is as follows:

I. **Dot-vowels** are written with very small circles, placed in their proper positions, first, second, and third, at the side of the initial-hook stem. It is immaterial on which side of the stem the circle is placed, as it can be read nowhere else than between the stem and its hook. But it will add to legibility to observe the following rule: Place the vowel-circle before the stem to denote the long vowels *ah*, *ā*, *ē*, and after the stem for the short vowels *ă*, *ĕ*, *ĭ*. When, however, it is not convenient to make this distinction, the circle may be placed at either side of the stem, indiscriminately, to indicate either a long or a short vowel. See the word *cheerful*.





## THIRTIETH WRITING EXERCISE.

425. Term, cherish, shell, church, more, charcoal, adjourn, mere, George, share, wall, sheriff, yawl, York, shore, work, marshal, asylum, shelf, mark, harm, sure, mourn, full, morning, attorney, hark, valve, roller, lurch, curb, warm, furnish, volume, college, mortgage, colonel, torture, carbon, endure, murmur, harbor, normal, galvanic, tolerable, Harlem, termination, journal, impair, Delaware, empire, telegraph, sharpen, New Jersey, paragraph, railroad, rollecall, marble, charmingly, relish, nourishing, warble, Harper, Norway, Fulton, Norwich.

## LESSON XXXI.

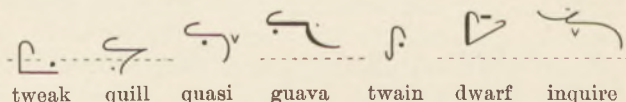
## WAY AND YAY HOOKS ON STRAIGHT STEMS.

426. The sound of either Way or Yay may be added to any straight stem, so as to be read after it, by a large initial hook, written as follows:

I. For Way, turned on the same side as the El-hook.

II. For Yay, turned on the same side as the Er-hook.

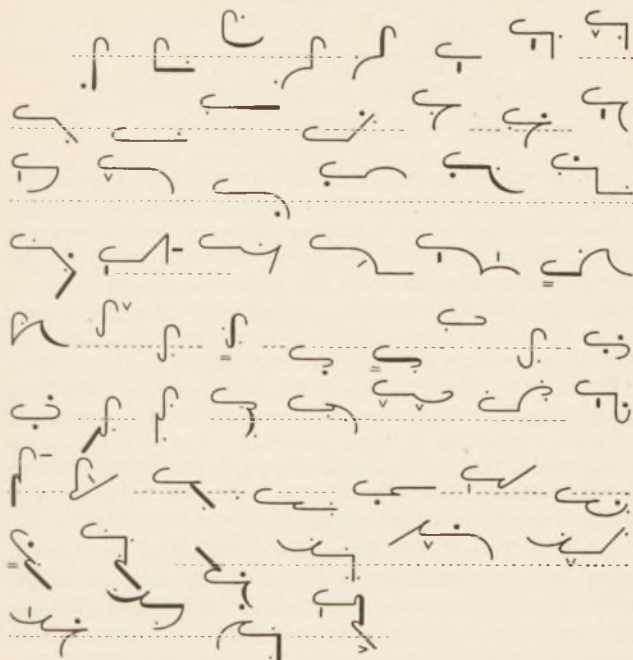
Examples :



427. The Yay-hook is only used in phrase-writing; and then not as an elementary sign, like the Yay-stem, but to represent entire words. Its use will be explained under *Phraseography*.

428. **Names of Way-hook Stems.**—These stems may be named by inserting the sound of Way into the names of the respective simple stems, thus, Twee, Dwee, Pwee, Bwee, Kway, Gway, etc.

## THIRTY-FIRST READING EXERCISE.



## THIRTY-FIRST WRITING EXERCISE.

429. Twill, twig, dwell, quo, quiet, tweed, quota, twang, quip, query, quoth, quell, quag, equal, quick, quash, queer, guava, quire (choir), aquatic, qualm, quarto, quirk, guelph, quench, quorum, equipage, twelve, Edwin, Gwynn, equator, twine, quaff, queen, twitter, twin, equation, twenty, quiver, quotation, quinine, quinsy, aquiline, twinge, twaddle, quibble, quaker, queenly, quickly, quarrel, twirl, Puebla, iniquity, inquiry, equitable, require, bequeath, anguish, quadruple, unequal, liquid.

## LESSON XXXII.

## PLURAL-VOWEL SIGNS.

430. In a previous lesson (XIII) directions were given for writing the signs of Concurrent-Vowels, by placing their separate or individual signs at different distances from consonant-stems. There are, however, certain groups of vowels, of quite frequent occurrence, in which one element is always the short vowel *ĭ*, for which special signs are provided, each of which represents a single group. Some of these signs stand for two vowels, and others for three vowels; hence they are called "Plural-Vowel Signs." The double-vowel sounds differ from the sounds of the diphthongs, *ī*, *oi*, *ow*, and *ew*, in having a less intimate connection of their elements. A diphthong, like a simple vowel, is always sounded in one syllable; while a double-vowel is divided into two syllables. Compare *na-ive-tē* with *knife-edge*, and *jaw-ing* with *joy*.

431. **The Two-Vowel Signs** are composed of two breves, joined so as to form acute angles, similar to the signs of the diphthongs *ī*, *oi*, and *ew*, as shown in the table below. That is, double-sign No. 1 (*ā-ĭ*) is the mate in form and in sound of elements of the diphthong *ī*; No. 10 (*ā-ĭ*), of the diphthong *oi*; while Nos. 14 and 15 (*ĭ-ō* and *ĭ-ū*) are like the diphthong-sign *ew* (*ĭ-ōō*), except that they are not put in the same vowel-position. Nos. 2 and 3 are like No. 1, except also as to position; and Nos. 4, 5, and 6 are the reverse in the order of sounds and in form of sign of Nos. 1, 2, and 3. Nos. 7, 8, and 9 are the same as 4, 5, and 6, except that the second element of each is short, for which reason the second breve of the signs is made light. Signs that represent all dot-vowel sounds open either upward or downward (see signs 1 to 9 inclusive in first line of table); and signs which stand for groups one element of which is a dash-vowel, open either rightward or leftward (see signs 10 to 15 in second line of table).

432. **The Three-Vowel Signs** are formed by joining a light breve, either finally or initially, to the diphthong-signs, to represent the short vowel *ĭ* (see signs 16 to 22 in third line of table).

TABLE OF PLURAL VOWEL SIGNS.

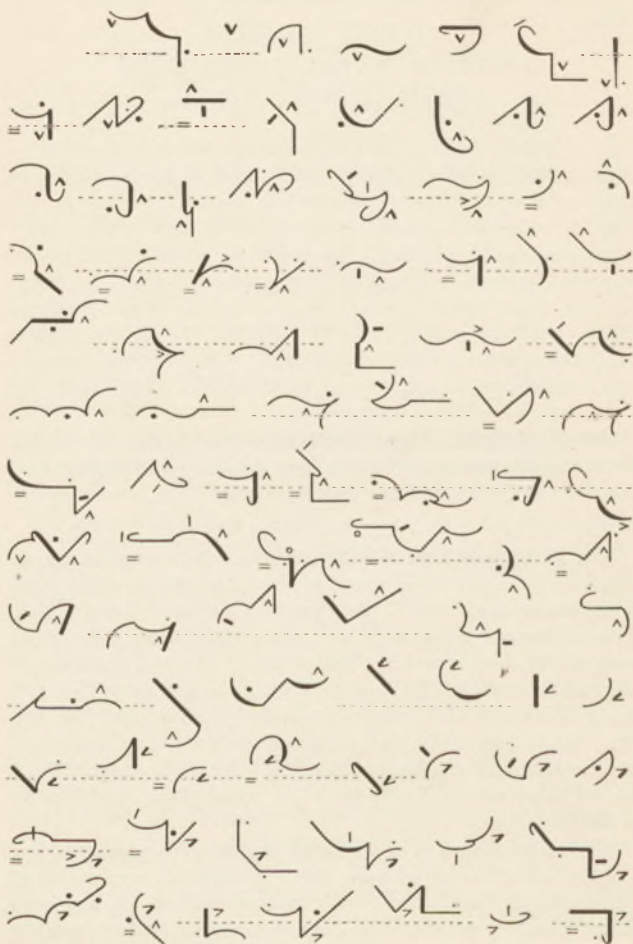
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15			
16	17	18	19	20	21	22		

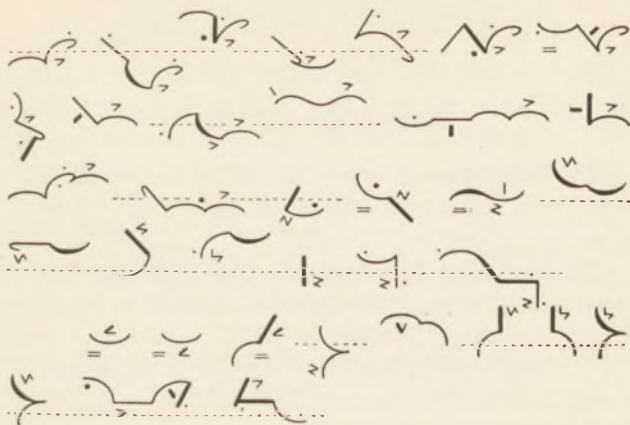
433. **Horizontal Signs Inclined.**—The horizontal plural-signs, for greater ease in writing, may be inclined a little towards the slant of the stems *Chay* and *Ree*; thus *drawing*, *showy*, *folio*, *boyish*.

434. **License in Use of Plural Signs.**—As a rule the plural-signs are intended to represent groups of vowels in which there is the constant element *ĭ*. And yet they may sometimes be used with safety and advantage for groups which have some other unaccented short vowel in place of the *ĭ*; as in the words *mayor* (No. 2), *theater* (No. 3), *Iago* (No. 4), *Noah* and *Owen* (No. 11), *vial* and *viol* (No. 16), *vowel* and *arowal* (No. 18), *fuel* (No. 19), etc. So, too, in a plural sign, the breve for *i* may also stand for the long vowel *ē*, as in using No. 5 for *ē-ā* in *creator*, No. 7 for *ē-ā* in *theatrical*, No. 13 for *ē-ō* in *geometrical*, No. 14 for *ē-ō* in *theology*, etc.

435. **Usefulness of the Plural Signs.**—The phonographer will find all of the plural signs given in the table very useful at times, and so should thoroughly memorize them all, and keep them in daily practice. No. 7 is especially valuable in writing many words derived or adapted from the Latin.

## THIRTY-SECOND READING EXERCISE.





## THIRTY-SECOND WRITING EXERCISE.

436. Laity, naiveté, grayish, aye (yes), deity, haying, voltaic, reiteration, opiate, deviation, radiator, Æneid, Iago, radiation, aviary, mediation, retaliation, mediator, pronunciation, Asia, minutæ, area, deviate, Arabia, Julia, ammonia, piano, India, Assyria, Amelia, piazza, alluvia, zodiac, Bolivia, myriad, pneumonia, regalia, mammalia, menial, Persia, Oceanic, lineal, maniac, Victoria, Indian, effluvia, Armenian, ruffian, collegian, Pontiac, librarian, Philadelphia, easier, California, Marietta, Columbia, foliage, laureate, assiento, barrier, acquiesce, lineage, requiem, buoy, doughy, babyish, showy, thawing, varying, billowy, Louis, bruin, shadowy, ratio, olio, Louisiana, folio, Mercurio, tapioca, nuncio, punctilio, braggadocio, Ontario, amelioration, anterior, onion, idiom, Gideon, periodic, Ethiopia, million, medallion, rebellion, pinion, Napoleon, champion, pavilion, espionage, alluvium, odium, omnium, opium, encomium, millennium, genii, premium, Honeoye, Fabii, vying, boyish, dewy, ambiguity, crying, annuity, allowing, Noah, fuel, Owen, dial, vowel, mayor, Joel, dower, viol, geography, archæology.



## LESSON XXXIII.

## MODIFIED STEMS.

437. **Definition.**—A stem is said to be “modified” when it is made either one-half its ordinary length or twice its ordinary length.

438. **Shortening Principle.**—Halving the length of a stem to add something to its signification, is called the “Shortening Principle.”

439. **Lengthening Principle.**—Doubling the length of a stem to add something to its signification, is called the “Lengthening Principle.”

440. **Order of Reading.**—Consonant sounds that are added to any stem by means of either principle of modification, Shortening or Lengthening, are always read after the stem and its vowel-signs, and after its final-hook, if it have one. It is the very last part of the word to be sounded.

441. Hence, if a word ends with a vowel-sound, its outline cannot terminate with a modified stem. (See 372.) For the sake of brevity, a few exceptions to this rule are allowed, as, for instance, in the outlines of the words *liberty*, *quality*, *equality*, etc., and occasionally in writing the termination *bility*.

442. **Vowel-Places on Modified Stems.**—Three places are assumed for the vowel-signs in connection with modified stems, in the same manner as when they are of the ordinary length (91); that is, (1) at the side of the beginning, (2) at the side of the middle, and (3) at the side of the finish. Therefore, it follows that with shortened stems the vowel-places are only half the usual distance apart; while with lengthened stems they are twice that distance apart.

# SHORTENING PRINCIPLE.

443. **T or D Added by Halving.**—Either *t* or *d* may be added to any stem, straight or curved, simple or hooked, by making it half its ordinary length.

444. **The Names of the Shortened Stems** are Chet or Ched, Jet or Jed, Tet or Ted, Det or Ded, Pet or Ped, Bet or Bed, Ket or Ked, Get or Ged, Ret or Red, Elt or Eld, Yet or Yed, Thet, Thed, or Ifht, Dhet or Dhed, Fet or Fed, Vet or Ved, Net or Ned, Ingt, Sheet, Isht, Zhed, Est, Zed, Ert or Erd, Wet or Wed, Met or Med, Het or Hed, and Leet or Leed; Chent, Tend, Bent, Rent, Fend, Vent, Nent, Essent, Ernd, Mend, Lent, Pëshunt, Fëshund, Enshunt, Chetterd, Bètherd, Plet, Gled, Tred, Bred, Flet, Fred, Nerd, Lerd, Plent, Trend, Frend, etc.

Examples:

		—	—	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿
Tee	Tet	Kay	Ket	Ef	Fet	Ing	Ingt	Den	Dent	Ven	Vent		
⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿
Per	Pret	Vel	Velt	Plen	Plent	Tren	Trent	Fren	Frent				

445. **Order of Reading Vowel-Sign.**—A vowel-sign placed after a shortened stem is read before the added *t* or *d* (441).

Examples:

⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿
coat	fight	oft	hut	gaunt	dived	fund	cautioned	gathered	blood				
⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿
braid	float	fret	shirt	twit	planed	drained	bluffed	drift	clattered				

446. **Hooks made Smaller.**—All of the hooks, both large and small, when added to shortened stems, should be made

considerably smaller than the corresponding hooks on full length stems (471). But the general proportion between the two sizes should still be retained (366).

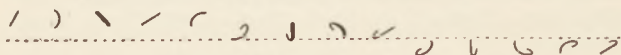
**447.—Positions of Shortened Stems.**—The positions of half-length horizontal stems are the same as the positions of full-length horizontals (144–146).

**448.** The positions of half-length upright or slanting stems are shown in the cut below, and are as follows:

**FIRST POSITION.**—Half the length of a Tee above the line.

**SECOND POSITION.**—On the line.

**THIRD POSITION.**—Entirely below the line.



### THIRTY-THIRD READING EXERCISE.



## THIRTY-THIRD WRITING EXERCISE.

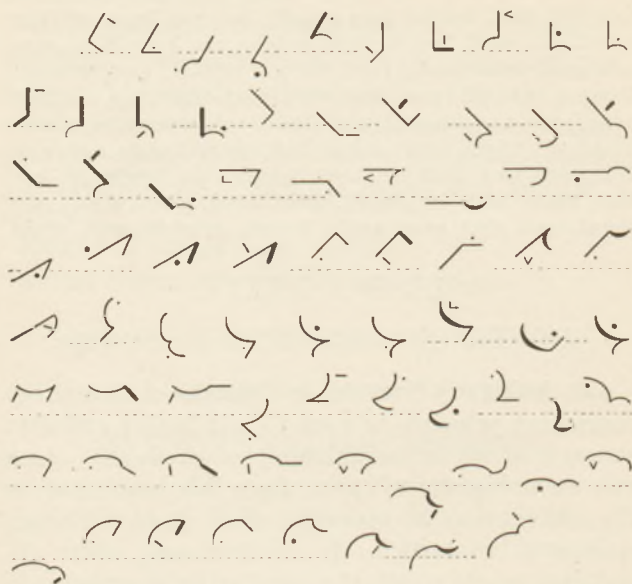
449. Chide, etched, chat, jot, Choate, tight, doubt, debt, died, date, jet, deed, taught, pate *or* paid, bat, put, boat, cat, kite, ached, act, aped, beet *or* bead, caught, cut, boat, Kate, cute, get, good, rate, yacht, fate, fat, got *or* God, goat, wrought, thought, root, aft, gout, feet, vied, gnat, night, ant, net, foot, vowed, vat, naught, aunt, ain't, end, not, viewed, note, shut, oozed, wit, might, aimed, inked, East, art, mat, mate, met, wait, Mott, neat, iced, meat, hot, heat, light, let, hat, height, hit, late, hate, mute, heat (hēt), aged, abbot, abed, added, about, edit, ahead, omit, abut, asset, await, Emmet, eyesight, emit, evade.

## LESSON XXXIV.

## SHORTENING PRINCIPLE (CONTINUED).

450. **Ambiguity Prevented by Context.**—Although the shortening principle is used to add both *t* and *d* to stems, it is not indiscriminately so employed. As a rule no ambiguity will arise from this double use, as the context may be generally relied on to tell which consonant is intended. In the few cases where uncertainty might result, it is avoided by shortening to add *t* only, and writing *d* with its stem-sign. The following are examples of words that are distinguished in this way: *goat* and *goad*, *thought* and *thawed*, *feet* and *feed*, *foot* and *food*, etc. Half-length Kay standing alone is seldom used for *kd*, the stems Kay-Dee being preferred. Half-length simple Ree standing alone is used always for *rt*—never for *rd*; but when joined to other stems, and also when hooked, it may represent *rd* as well as *rt*; as in *fired*, *ruled*, etc. Half-length Er, either simple or hooked, may be employed for both *rt* and *rd*; as in *art*, *erred*, *arrant*, *errand*, etc.

## THIRTY-FOURTH READING EXERCISE.



## THIRTY-FOURTH WRITING EXERCISE.

451. Checked, cheered, touched, toiled, tempt, chopped, jammed, chilled, pushed, picked, pulled, tamed, tugged, poured, port, dodged, dirt, patched, deemed, dealt, backed, couched, kinked, calm, bald, cashed, kept, beamed, coiled, reached, urged, wrecked, ranked, arched, writhed, wrapped, raged, robbed, rushed, theft, veered, felt, fetched, veiled, failed, vouched, thatched, notched, shipped, shaved, armed, asked, shaft, knocked, zincked, shocked, nabbed, matched, mocked, moved, mobbed, mild, mapped, mired, mashed, moored, maimed, latched, lapped, lulled, laughed, linked, lodged, loved.

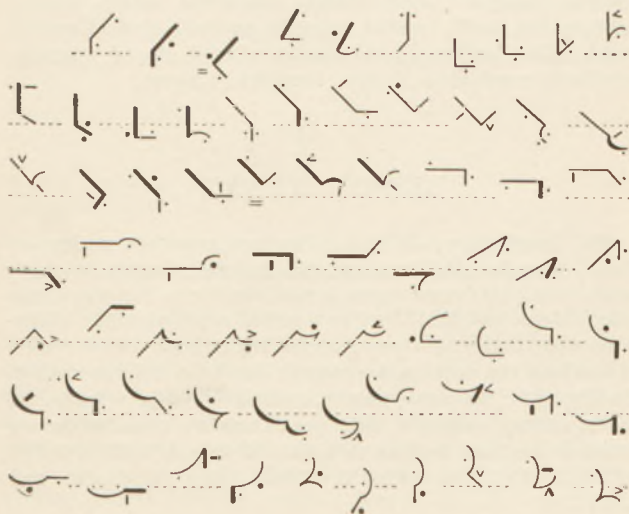
## LESSON XXXV.

## SHORTENING PRINCIPLE (CONTINUED).

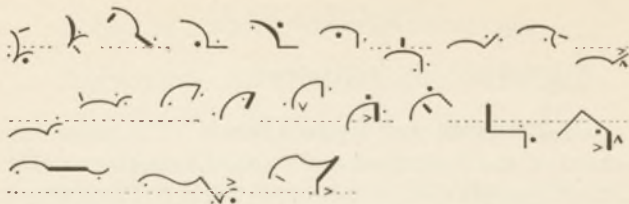
452. **Downward and Upward Stems.** The rules for the use of the downward and upward consonant stems (282-308) apply also, as a general thing, to those stems when they are made half-length. See the outlines of the words *cheered*, *toiled*, *toilet*, *pulled*, *pilot*, *coiled*, *collate*, *veiled*, *valet*, etc.

453. **"Pet" and "Bet" after Em, etc.**—In writing the words *mapped*, *mobbed*, and *escheat*, a slight angle should be made at the junction of the half-lengths with the preceding stems. This is done by bending in the tips of the curved stems a little, so as to allow the halved stems to start with a perceptible angle. See these words in the reading exercise.

## THIRTY-FIFTH READING EXERCISE.







## THIRTY-FIFTH WRITING EXERCISE.

454.—Egypt, agent, ticket, toilet, chatted, turret, jaded, etiquette, attached, jacket, adopt, admit, pocket, upright, pivot, apart, padded, edict, epithet, petted, debate, pilot, bucket, budget, copied, acted, abated, boyhood, cadet, Barrett, ballot, cubit, goaded, ratchet, rated, comet, garret, rigid, collate, guilt, repute, rivet, elect, renewed, faded, thicket, ragged, refute, fatted, ruined, voted, vapid, vivid, valet, noted, vitiate, indeed, availed, enjoyed, avoided, naked, ashamed, estate, associate, escheat, assumed, ingot, shaded, shadowed, espied, isolate, orbit, mated, merit, awaked, muriate, omitted, method, zealot, erect, millet, latchet, eluded, omelet, alleged, eloped, alighted, repudiate, manipulate, dictate, longitude, magnet.

## LESSON XXXVI.

455. **Cautionary.**—While reading these exercises, the learner should keep in mind constantly the fact that every half-length stem, with all its vowel-signs, is read exactly as if it was a full-length stem, and that the *t* or *d* sound is put on last. Otherwise, when half-lengths occur at the beginning or in the middle of outlines, the vocalization may at first be a little confusing. To illustrate, the words *potato*, *epitaph*, *beautify*, *actually*, *Indiana*, *oratory*, *catalogue*, *vitality*, and *artillery*, given in the exercise below, are read as follows: Pöt-ätÖ, ēPīt-āF, Būt-īFī, äKt-nāLi, īNd-īāNā ōRāt-ōRī, Kāt-āLō-Gay, Vīt-āL-īTī, and äRt-īL-ēRī.

## THIRTY-SIXTH READING EXERCISE.



## THIRTY-SIXTH WRITING EXERCISE.

456. Total, pottage, optie, epitaph, beautify, chattel, dotage, potato, pottery, potash, bottom, detach, battle, badly, active, cattle, footing, vitally, cottage, actually, rattle, fatal, avidity, godly, rightly, vital, antique, native, nightly, oratorio, entity, natal, Indiana, esteem, until, noting, oratory, weightier, medium, hotly, litany, artery, motive, mutual, lottery, Madam, headache, hotel, lately, Potomac, catalogue, artillery, little, butler, vitality, cutlery, bonded, tenant, punished, pattern,

return, astern, private, opponent, finished, modern, playmate, eastern, prompt, breathed, climate, claret, granite, obliged, tribute, cravat, client, attract, approached.

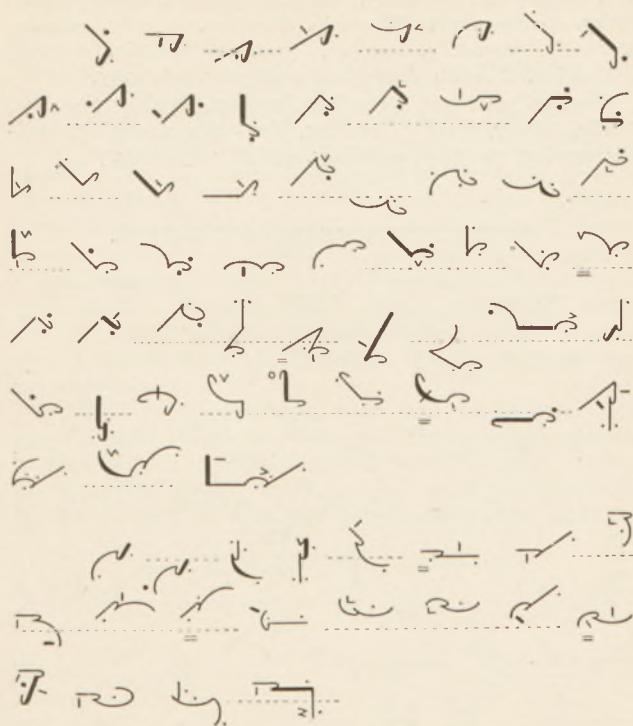
### THIRTY-SEVENTH READING EXERCISE.



### THIRTY-SEVENTH WRITING EXERCISE.

457. Jaunt, tent, don't, pint, chained, pant, tanned, dined, joint, dint, tinned, point, paint, band, pained, bound, kind, dinned, bent, coined, cant, pound, pent, bond, penned, bend, canned, gained, find, round, vaunt, want, shunned, fiend, thinned, earned, yawned, fond, vent, faint, font, feigned, vend, shunt, wind (turn), went, moaned, hand, hint, loaned, wound (turned), lent, hunt, mend, wind (air), hind, mint, mind, wend, meant, lend, chafed, coughed, roofed, tuft, caved, paved, raft, patient, fashioned, bothered, cushioned, battered, motioned, catered, opened, event, achieved, errand, around, attained, abound, amend, assigned, arraigned, ascent, amount, ascend, abaft, efficient, arrived, accoutred, occasioned, ancient.

## THIRTY-EIGHTH READING EXERCISE.



## THIRTY-EIGHTH WRITING EXERCISE.

458. Regent, enjoined, obtained, legend, pageant, urgent, patent, cogent, ardent, depend, rebound, elegant, radiant, regained, ordained, unkind, repent, turned, current, elephant, renowned, apparent, refined, invent, burnt, infant, diamond, moment, payment, Ireland, latent, lament, remained, appellant, behind, repaved, Richmond, rebuffed, judgment, argument, refashioned, shipment, tangent, attachment, pavement, merchant, frightened,

agreement, applicant, dividend, darkened, Vermont, document-  
ary, elementary, rotundity, violently, genteel, identity, Ken-  
tucky, countess, pontiff, gentle, attentive, country, random,  
authentic, mountain, London, contour, fountain, laundry,  
contention, Randall, contagion, contiguity, tendency.

[Pent-up, poundage, appendage, bandage, bondage, phantom,  
fondle, faintly, fiendish, funding, Montague, assenting, land-  
ing, renting, quantum, quandary, quantity, quaintly.]

### THIRTY-NINTH READING EXERCISE.

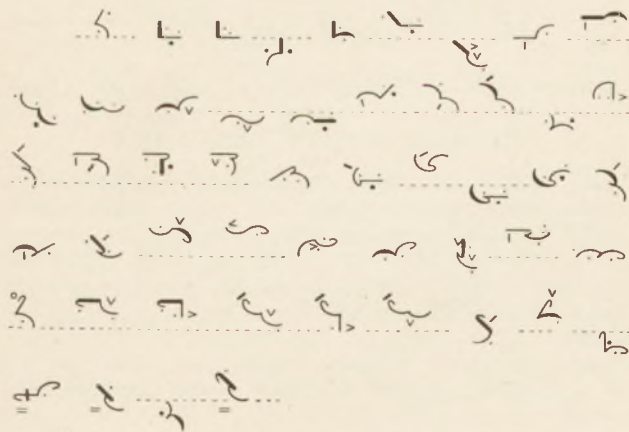


## THIRTY-NINTH WRITING EXERCISE.

459. Plot, bread, crowd, great, plate, pride, prate, glad, cried, blot, clad, bred, grate, grade, trot, trait, threat, flight, fruit, shrewd, fraught, fleet, tried, dread, quote, freight, trod, trade, trite, thread, fraud, child, toward, rolled, yield, ward, word, told, cold, yard, short, cord, wild, hurt, applaud, agreed, wield, lard, applied, adroit, honored, assault, abroad, heard, offered, assert, herd, award, injured, migrate, tabled, ordered, Richard, tapered, entreat, anchored, Detroit, cabled, cupboard, Albert, Packard, jabbered, labored, incurred, chuckled, Robert, record, regret, sugared, immigrate, emigrate, insured, beveled, regard, generate, reward, measured, enumerate, Edward, onward, partake, rumored, partly, British, Broadway, coldly, gratuity, brightly, brutal, cartage, gladly, courtly, breadth, greatly, relative, mortal, lordly, golden, throttle, hardly, freightage, garden.

[Plied, blood, brought, braid, cleat, crate, glued, grit, trout, treat, drought (Dret), flit, fret, quoit; court, ruled; tickled, dappled, peopled, pickled, puckered, baffled, capered, colored, gabbled, goblet, rippled, ribald, recruit, euchred, fabled, vibrate, ingrate, unheard, shackled, wavered, wayward, impart, altered.]

## FORTIETH READING EXERCISE.

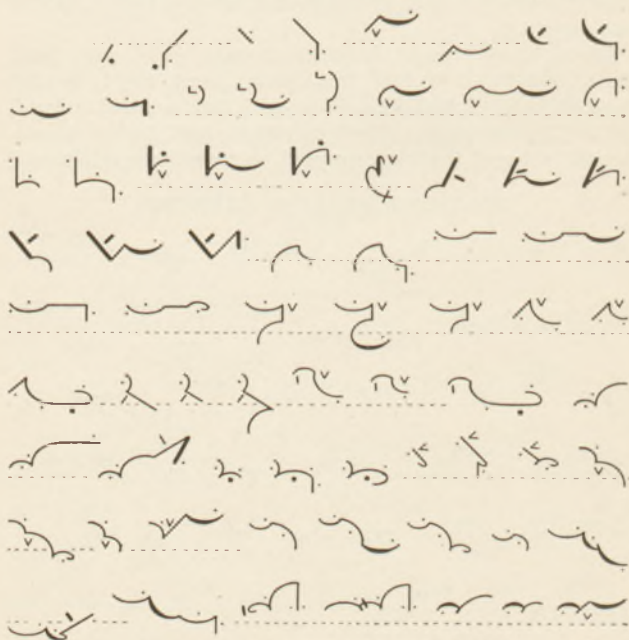


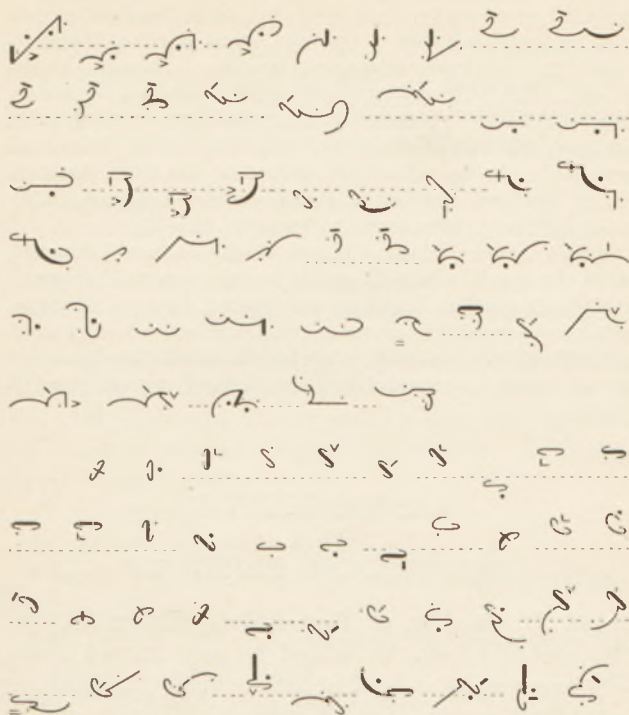


## FORTIETH WRITING EXERCISE.

460. Detect, deadhead, beautified, godhead, chattered, cutlet, dedicate, abdicate, detailed, affidavit, midnight, retort, latitude, evident, mitigate, watered, moderate, esteemed, headlight, pondered, candidate, rendered, fondled, ventilate, authenticate, wondered, vindicate, contort, kindest, hundred, entwined, lieutenant, identified, amendment, abundant, ointment, continent, headland, chartered, fortified, bloodshed, Cortland, Bradford, gratified, fortitude, childhood, Bedford, gratitude, eastward, treatment, fortnight.

## FORTY-FIRST READING EXERCISE.





## FORTY-FIRST WRITING EXERCISE.

461. Cheated, petted, voted, cheat, pet, vote, written, writing, ended, ousted, lighted, oust, ending, ousting, lightning, lighting, attempted, delighted, jolted, jolt, delight, attempt, delightful, jolting, delighting, board, lift, enact, bored, boarding, enacting, lifted, boarded, enacted, entitling, ratified, enactment, entitled, entitle, ratify, ratification, estopped, modified, estoppel, modification, modify, estop, metal, metallurgy, estimate, metallic, estimation, retire, appointed, estimated, appointment, appoint, retired, interment, inventive, retirement, retiring, inter, interred, interring, inventory, mortality, handled,

invented, immortality, handwriting, handle, deteriorated, mutilation, dentist, shortening, mutilate, dental, shorten, mutilated, dentistry, shorthand, shortened, provident, shortest, improvident, indicated, providential, indicate, indication, contusion, printed, cultivated, contused, printing, cultivate, contuse, print, cultivation, rental, assortment, rent, assort, rented, ultimatum, ultimate, meditate, ultimately, meditation, intention, grandest, intent, Medford, rectified, intended, plundered, intend, multitude, legitimate, incandescence, fantastic, immoderate.

Trained, plant, blunt, cleaned, gland, churned, drowned, blind, browned, crowned, grant, braved, grooved, frowned, draft, cleft, quaffed, flaunt, ground, craved, yearned, mourned, adjourned, acquaint, approved, warned, affront, learned, grieved, plaintiff, Clinton, blindly, effrontery, brandish, declined, reformed, imprint, eloquent, friendly, dethroned, vagrant, planned, grand.

## LESSON XXXVII.

### LENGTHENING PRINCIPLE.

462. **Tr, Dr, Thr, or Ture Added.**—Either *ter*, *der*, *ther*, or *ture* may be added to any curved stem, whether simple or hooked (either finally, initially, or both), and to any straight stem with final-hook, by making it twice its ordinary length.

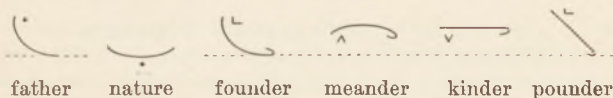
463.—**The Names of the Lengthened Stems** are Ishter, Zhetter, Ester or Esther, Zeeter, Erter or Erther, Wetter or Wether, Metter or Mether, Hetter or Hether, Leeter or Leether, Elter, Yetter, Ihter, Theeter, Fetter or Fether, Vetter, Enter or Enther, Ingter, Sheeter, Fender, Fletter, Fretter, Chenter, Kenter, Renter or Render, etc.

Examples :

					
En	Enter	Fen	Fender	Ken	Kender

**464. Order of Reading Vowel.**—A vowel-sign placed to and after a lengthened stem is read immediately following the consonant represented by the stem, the same as if it were not modified, and consequently it is read before the *tr*, *dr*, or *thr* added by the lengthening.

Examples :



**465. Positions of Lengthened Stems.**—The positions of Lengthened Stems are as follows :

I. Of Horizontal lengthened stems, the same as the positions of single-length horizontals. See paragraphs 144 to 146.

II. Of downward lengthened stems :

FIRST POSITION.—On the line.

SECOND POSITION.—Half of the stem above the line and half below.

THIRD POSITION.—One-third of the stem above the line and two-thirds below.

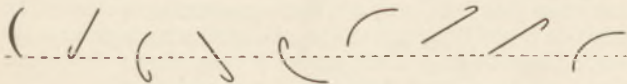
III. Of upward lengthened stems :

FIRST POSITION.—Commencing half a Tee-length above the line.

SECOND POSITION.—Commencing at the line.

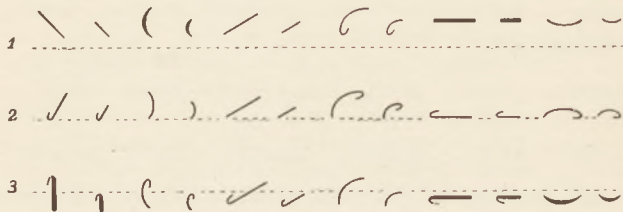
THIRD POSITION.—Commencing half a Tee-length below the line.

Examples of downward and upward lengthened stems standing in the three different positions :

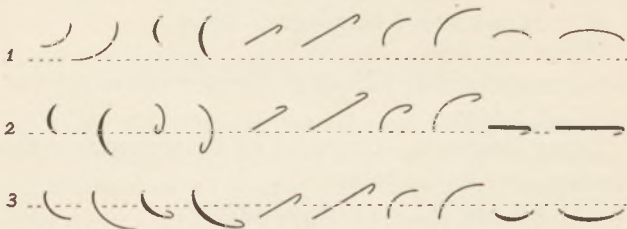


## SHORT RULES FOR POSITIONS.

466. **Shortened Stems.**—For the three positions a shortened stem always rests on the same level as its full length; thus,—



467. **Lengthened Stems.**—For the three positions a lengthened stem always begins at the same level that its single length does; thus,—



This rule does not interfere with the direction at 465, II., that downward lengthened stems rest on the line. Both rules should be observed.

468. **Ambiguity Prevented by Context.**—As is the case with the Shortening Principle, ambiguities that might arise from the employment of the Lengthening Principle for more than one purpose, are usually avoided by reference to the context. And when that fails, resort is had to restricting the use of the principle to one thing and writing the conflicting in some other way. The following words are so distinguished: *father* and *fodder*, *shutter* and *shudder*, *waiter* and *wader*, etc.

469. **Cognate Sounds.**—The learner must not fail to observe that the plural use of each of the principles of modification — Shortening and Lengthening — is confined to what are known as Cognate Sounds; that is, to sounds of a similar nature. Thus, the consonants *t* and *d* are cognate; so are *t* and *th*, *d* and *dh*; and, consequently, *tr*, *dr*, *thr*, and *dhr* may be said to belong to the same family. It is this quality of close similarity that makes it safe to sometimes indicate two sounds in the same way.

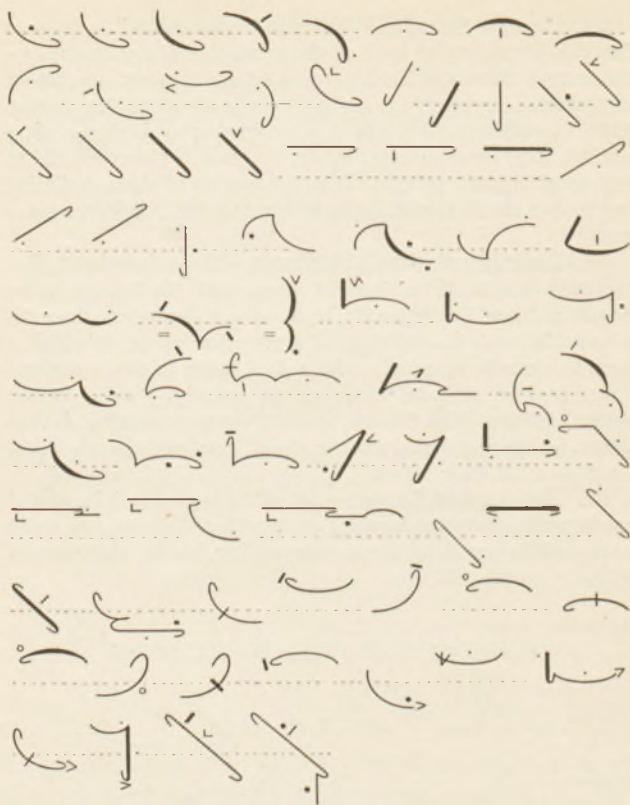
470. **Lengthened Straight Stems.**—The principle of phonography which allows straight stems with final-hooks to be lengthened to add *tr*, *dr*, or *thr*, leads to an unimportant theoretical conflict with the outlines of a very few words, in which a straight stem is repeated, with a final-hook on the last stem. There are ten of these latter words, namely, *pippin*, *bobbin*, *baboon*, *tighten*, *titan*, *Teuton*, *deaden*, *jeune*, *cocoon*, and *Caucasian*. But practically the words of the two classes never interfere with each other.

471. **Hooks made Larger.**—All of the hooks, both large and small (particularly the former), on lengthened stems, are made somewhat larger than the corresponding hooks on stems of ordinary length (446).

#### FORTY-SECOND READING EXERCISE.

























## FORTY-SECOND WRITING EXERCISE.

472.—Father, future, fighter, voter, fetter, neuter, nature, niter or neither, feather, shatter, waiter, matter, water, weather, shutter, wetter, neater or neither, motor, hatter, mother, lather, meter, hither, lighter, hotter, latter, mutter, later, Luther, under, oyster, ardor, Astor, Easter, letter, theater, leather, after, order, alter, flatter, orator, yonder, fritter, fonder, flutter, thun-







der, fainter, vendor, winter, hunter, fender, hinder, mender, wonder, mentor, lender, anointer, flounder, offender, asunder, chanter, tender, pointer, gender, painter, pander, binder, render, candor, banter, gander, ponder, ranter, attainder, canter, rafter, laughter, juncture, elevator, entering, filter, Waterloo, defender, Zuyder Zee, entertain, alderman, geometrical, wanderer, intervene, thermometer, thunderer, inventor, tormentor, engender, remainder, carpenter, rejoinder, decanter, counterfeiter, printer, counteract, counterclaim, grander, blunder, frequenter, planter, blunter, grantor, shorter, further, martyr, norther, murder, shoulder, harder, mortar, shelter, feature, propounder, entire, furniture, preponderate, adventure.

“MODIFICATIONS” IN ABBREVIATIONS AND PHRASES.

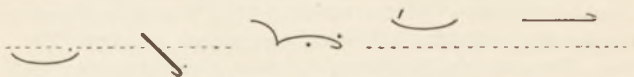
**473. Shortened Stems in Abbreviations.**—Each of the following abbreviations contains at least one shortened stem:

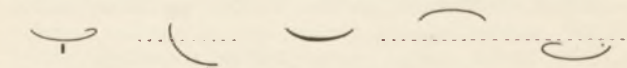
					
-----	-----	-----	-----	-----	-----
according	astonish-ed	captain	difficult-y	establish	fact
					
-----	-----	-----	-----	-----	-----
frequent	gentleman	gentlemen	history	immediate	
					
-----	-----	-----	-----	-----	-----
important	intelligent	particular	e-quality	world	

**474. Shortening Principle in Phrases.**—The words *it*, *the*, *to*, and *had* may be added by Shortening; thus,

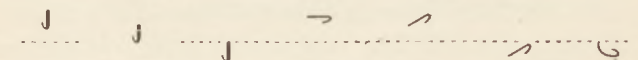
								
by-it	on-it	to-the	in-the	among-the	ought-to	able-to	we-had	

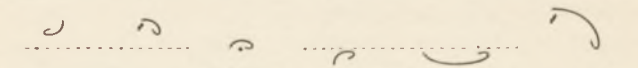
475. **Lengthening Principle in Phrases.**—The words *there*, *their*, *they-are*, and *other* may be added by Lengthening; thus,—

  
in-there   been-there   remain-there   on-their   can-have-their

  
known-their   if-they-are   among-other   from-other   in-all-other

476. **“Not” and “Another.”**—The word *not* may be added by the En-hook and Shortening; and the word *another*, by the En-hook and Lengthening; thus,—

  
had-not   do-not   did-not   can-not   are-not   were-not   if-not

  
shall-not   or-not   may-not   will-not   in-another   or-another

## PART THIRD.

### CIRCLES AND LOOPS.



### INTRODUCTORY.

477. In addition to the simple stems of the alphabet, and the hooked-stems which have just been presented, Phonography also brings into its service the circle and the loop, as briefer modes of representing certain consonants and groups of consonants which are of very frequent recurrence in our language.

478. **Two Sizes of Circles and Loops.**—There are two sizes of circles and two of loops, making four in all of these auxiliary attachments to stems. They are called respectively “Small Circle,” “Large Circle,” “Small Loop,” and “Large Loop.”

479. **Where Circles and Loops May be Used.**—Each of the circles and loops may be joined to stems both finally and initially; except that, for practical reasons, the large loop is never used at the beginning of a word.

480. **Order of Reading with Vowels.**—With reference to vowels written to a stem so equipped, the circle or loop is treated as if it were a stem, or an independent sign. That is, if it is joined at the end, it is read

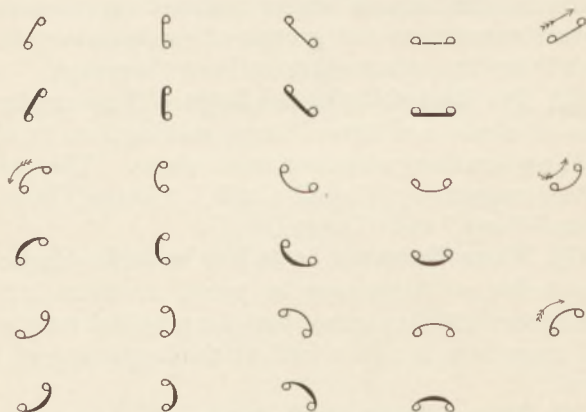
after the stem and all of its vowel-signs; and if it is joined at the beginning, it is read before the stem and all of its vowel-signs.

**481. Where Circles and Loops Cannot be Used.**—It follows, therefore, that a circle or loop cannot be used at the termination of the outline of a word that ends with a vowel sound, or at the beginning of the outline of a word that commences with a vowel-sound.

**482. Vocalization.**—Vowel-signs are written to a stem which has circles or loops in the same way that they would be written if the stem had simple ends (480).

## LESSON XXXVIII.

### SMALL CIRCLE ON SIMPLE STEMS.



**483. Circle for S or Z.**—Either *s* or *z* may be added by a small circle to any consonant-stem, whether simple, hooked, or modified. When the ends are simple,






















it is turned on the side and in place of the Ef or El hook on straight stems, and on the inner side of curved stems. But it is not used for *z* at the beginning of words, except in the case of a few proper names (775, III.)

484. **The Name of the Small Circle** for *s* or *z* is "Breve-s." Whenever it is necessary to distinguish by name the *z* sound from the *s*, the circle may be called "Breve-z."

485. **The Names of Stems with Breve-s** are as follows: Chess, Jess, Tess, Dess, Pess, Bess, Kess, Gess, Rees, Els, Yess, Thess, Dhess, Fess, Vess, Ness, Ingz, Shees, Ishes, Zhess, Eses, Zees, Ers, Wess, Mess, Hess, Lees; Sech, Sej, Set, Sed, Sep, Seb, Sek, Seg, Seree, Sel, Seyay, Seth, Sedh, Sef, Sev, Sen, Seng, Seshee, Sesh, Sez, Sessie, Sezee, Ser, Sway, Sem, Sehay, Slee; Seches, Sejes, Stess, Sefs, Sevs, Sens, Sengs, Sers, Swes, Sems, Sles, etc.

486. **Context Prevents Ambiguity.**—As has been stated in regard to the employment of hooks and "modifications" with plural powers or meanings (382, 450, 468, 469), the use of the small circle for both *s* and *z* can occasion no confusion in reading, as the context will tell which sound is meant. And, besides, we are accustomed to the same thing in the common spelling, the letter *s* being quite generally employed for both of these consonant sounds; as in the words *yes, has, gas, was, thus, is, baseness, business*, etc.

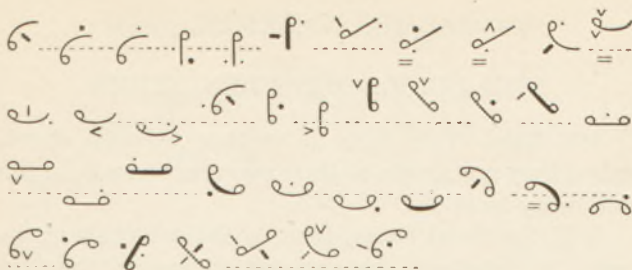
Examples:

						
chose	side	source	debts	sweets	spout	salt
						
enters	scimeter	trots	gloats	fruits	flutters	puffs.
						
fines	faints	lenders	sputters	cycle	sinner	squeal



## FORTY-THIRD READING EXERCISE.





## FORTY-THIRD WRITING EXERCISE.

487. Chase, toss, toes, eats, dice, choice, choose, tease, its, jaws, ties, dies, Tice, days, dues, pays, peace, aids, odds, apes, pus, does, pose, poise, piece, daze, duce, pace, peas, puss, ebbs, cows, ekes, guess, case, cause, base, gaze, ox, bays, eggs, rouse, rose, rise, rays, ruse, rice, race, Rouse, yes, thaws, oaths, use, those, ewes, thus, face, vice, vase, nice, this, ounce, fuss, voice, eaves, fuse, phase, fuzz, vies, nose, shoes, cease, ears, ways, news, sauce, sues, wise, chaise, says, oars, knows, saws, seize, ores, seas, mass, mace, haze, else, alms, miss, lace, loose, mice, house, less, lose, lays, maze; ages, abbess, echoes, efface, etches, oppose, abuse, office, adduce, accuse, abyss, avows, arise, amaze, alas, annoys, arouse, amuse, Alice, allows, ashes, arose.

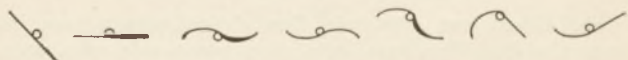
Sat, set, sit, sawed, such, sought, stay, suit, seige, sight, seat, site, sad, cite, said, sip, sob, sake, sued, sick, soup, sub, soap, spy, sack, sky, south, safe, sieve, sign, scow, scythe, salve, sawn, sag, soothe, sown, seen, song, sash, snow, sour, sun, soon, sung, seize, sang, seine, son, sewn, sore, Sam, seem, soul, sway, same, soil, slay, psalm, some, sale, sole, seam, sleigh, soar, sail, sill, slow, sum, seal; city, sorry, sofa, settee, Sarah, Sinai, soda, Sierra, sunny, sinew, snowy, swallow; sides, sobs, stays, spice, sex, suits, skies, space, six, spies, sags, sneeze, source, seems, saves, sings, Swiss, sense, sores, sales, seams, alice, sails, sages, sorrows, solace, suppose, suffice.

## LESSON XXXIX.

## THE CIRCLE BETWEEN STEMS.

488. **Rule.**—The circle is written between stems, when they are simple at their contiguous ends, in the following manner :

I. If the stems *do not* form a distinct angle at the point of junction, the circle is written to the first stem just as if it stood alone, and then the second stem is continued on after it; thus,

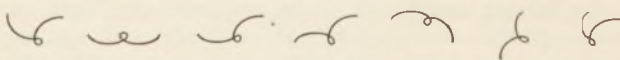


Pes-Pee Kess-Gay Mess-Ing Ens-Em Mess-Vee Lees-Pee Ness-Ree

II. But if the stems *do* form a distinct angle at the point of junction, the circle is turned on that side of the first stem which will throw it on the outside of the angle; thus,



Tess-Kay Pess-Jay Dess-Bee Rees-Kay Tess-El Tess-Lee Vess-El



Fess-Lee Ness-En Ness-Lee Mess-Lee Mess-Er Thess-El Thess-Lee

489. **Vocalization.**—When the outline of a word contains a circle between two stems, all vowels that are sounded before the circle must be written to the first stem, and all vowels that are sounded after the circle must be written to the second stem. Examples :



disk gusset choosing besom disown unsought

## FORTY-FOURTH READING EXERCISE.

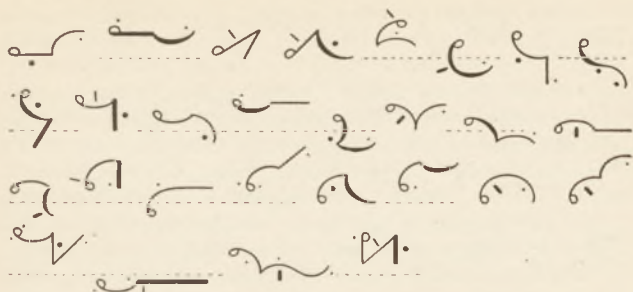


## FORTY-FOURTH WRITING EXERCISE.

490. Cask, desk, beseech, Tuesday, task, decide, opposite, disobey, bestow, gasp, rescue, receipt, bask, reside, excite, thistle, fossil, using, vessel, unsafe, saucer, facing, resume, evasive, unseen, miser, hawser, loosely, massive, Wesley, muscle, officer, lesser, mussel, amazing, losing, facility, usage, unsullied, ulcer, illusive, offset, vista, nicety, answer, physie, viceroy, nosegay, visage, sausage, musty, hasp, wasp, music, husk, Missouri, message, lawsuit, illusory, chasing, jostle, lucid, chisel, chaser, chosen, lisp, Joseph, deceive, disease, dismay, tussle, dosing, desire, tossing, design, dozing, apostle, passing, opossum, abusive, passive, poser, bustle, poisoning, basing, baser, castle, bosom, axle, abusing, basely, easing, causeway, gazelle, gaseous, chasm, gazing, accuser, rustle, Racine, racer, receive, rising.

## FORTY-FIFTH READING EXERCISE.

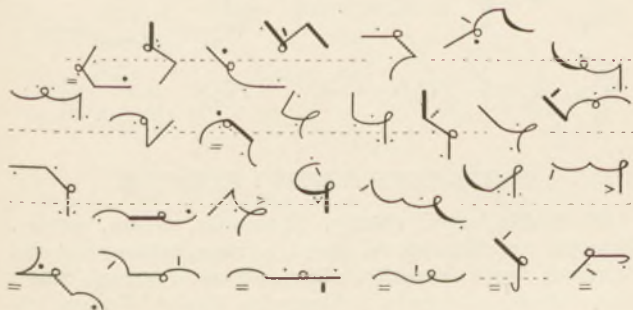




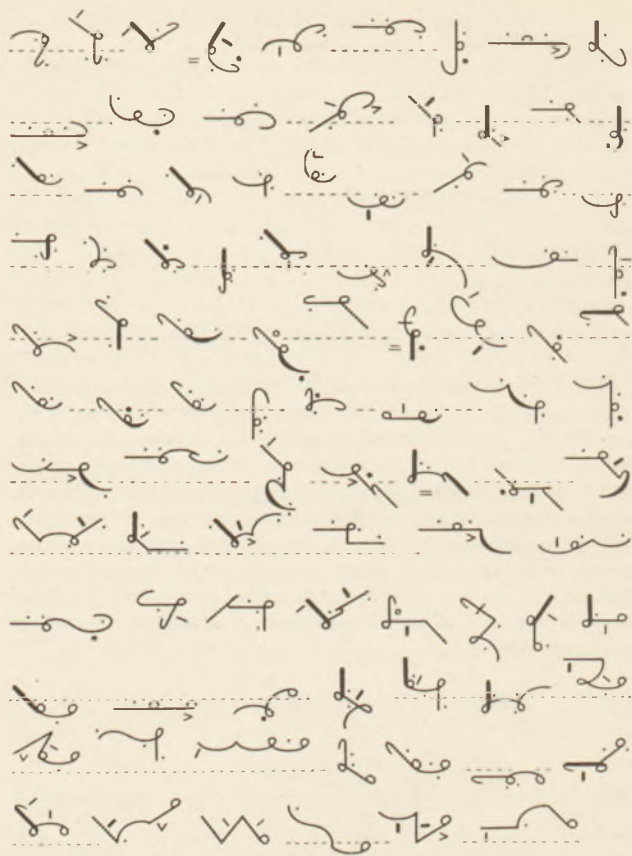
## FORTY-FIFTH WRITING EXERCISE.

491. Rejoice, reduce, tax, righteous, depose, notice, emboss, ethics, bags, Paris, box, peruse, fox, lugs, various, false, obvious, Morris, pathos, revise, refuse, pulse, invoice, allowance, illness, Chinese, tongs, tissues, genius, lungs, cautious, ensues, force, chimes, Thomas, anxious, James, parse, byways, famous, follows, speech, sagely, siding, Cohoes, sachem, Sidney, sparrow, spire, skill, speak, Sabbath, sketch, spell, scheme, sagging, survey, soothing, severe, solemn, safety, scaly, search, Sunday, sank, sorely, smoke, sneer, seizing, swim, savage, solid, salary, slang, slowly, silk, slave, slower, smooth, synagogue, Saturday, sanitary, ceremony.

## FORTY-SIXTH READING EXERCISE.







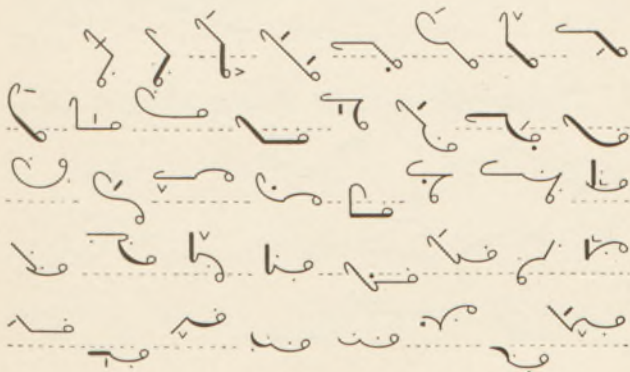
#### FORTY-SIXTH WRITING EXERCISE.

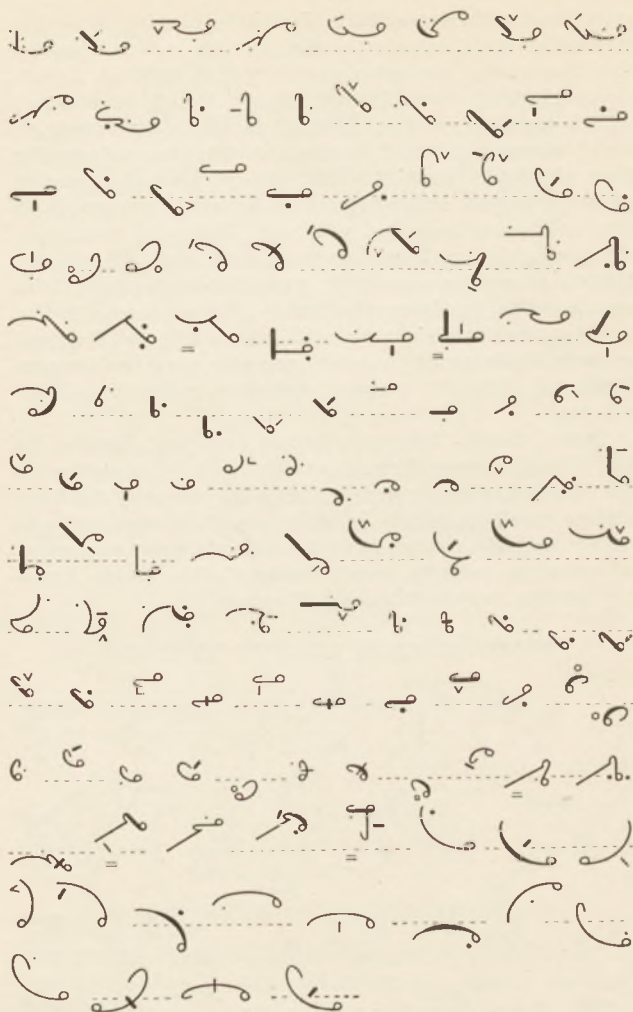
492. Pacific, expel, vicinity, Chesapeake, absorb, resolve, dispatch, insanity, chancel, pencil, mystery, balsam, tenacity, Elizabeth, deposit, capacity, refusal, offensive, nonsuit, magazine, veracity, alongside, Shakespeare, Mexico, Boston, irk-

some, Ruskin, Munson, positive, Josephine, examine, deception, mischief, observe, executor, muslin, testator, execution, exemption, fascination, resolution, except, posted, diseased, dispute, exempt, instead, result, instant, absent, absurd, innocent, excellent, thousand, accident, distant, incipient, assessment, abscend, basement, intersect, trustee, disorder, presume, pressing, clasp, philosophy, grasped, placid, precept, Thursday, perceive, present, pleasant, twisted, precinct, invested, succinct, intestate, tradesman, inclusive, positively, Episcopal, newspaper, exposure, examiner, December, promissory, ecstatic, uncertain, despotic, executive, absolutely, examination, requisite, telescope, question, purchaser, observatory, discuss, excuse, justice, business, measles, dishonesty, cautiousness, disposal, dismissal, amnesty, righteousness, nonsense, presence, groceries, trespass, Christmas, blossoms, purpose, notorious, polarize, collapse, fairness.

[Testily, despoil, disappear, despair, disavowal, dissolve, dislike, disarm, decency, bismuth, custom, custody, exceeding, resold, restore, usurp, vicinage, insignia, cesspool, Oriskany, wisdom, mucilage, hastily, lucidity; topsail, damask, palisade, obelisk, coincide, refusal, fancied, vouchsafe, animosity, espousal, arabesque, majesty, lancet, Tuscan, disdain, buskin, Augustine, restive, festoon, Nazarene, Wesleyan.]

#### FORTY-SEVENTH READING EXERCISE.

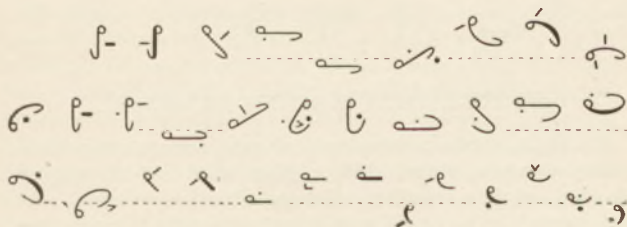


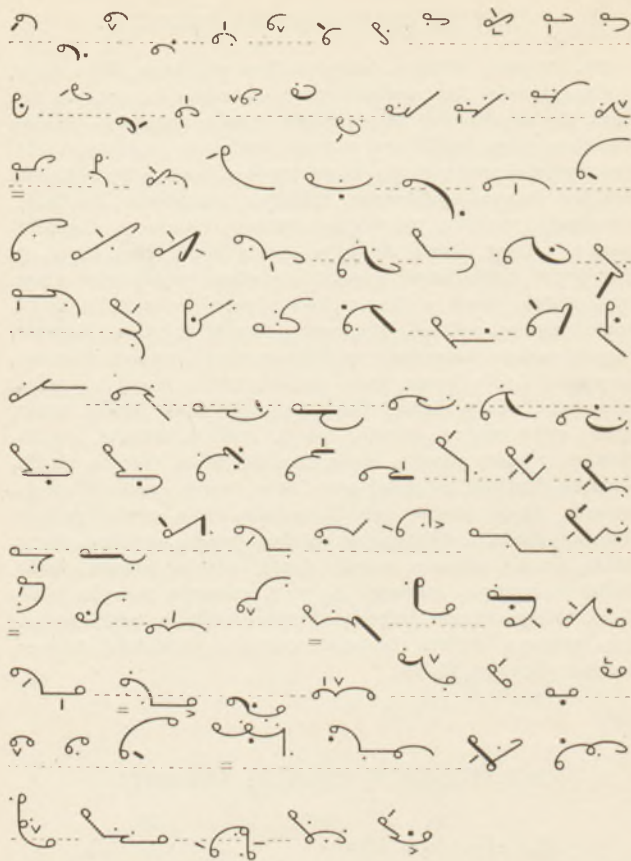


## FORTY-SEVENTH WRITING EXERCISE.

493. Propose, pledges, creeps, tribes, purchase, clubs, flops, produce, throbs, flax, clothes, grievous, trucks, brings, profess, brigs, flashes, climbs, twigs, floors, quails, denounce, frames, quenches, penance, divers, canvas, deafness, province, doubtless, prefix, chattels, goodness, evidence, artless, optics, witness, writings, intense, politeness, kindness, attendance, fondness, abundance, vandals, providence, rentals, blindness, acquaintance, relentless. Dress, appraise, cross, trace, price, acres, utters, bruise, prize, brews, gross, blues, glaze, place, twice, class, froze, release, fleece, authorize, flees, shears, errors, walls, shells, worse, unless, actress, libelous, redress, injuries, impress, Naples, enclose, manners, replace, generous, Douglas, decrease, measures, deeds, boats, gets, yachts, rates, thoughts, dates, puts, acts, chats, fights, notes, shouts, wits, heads, votes, lights, ends, mates, adopts, assets, repeats, ballots, merits, violates, viands, admits, birds, invites, folds, tickets, shafts, elevates, ignites, methods, associates, traits, prates, brutes, towards, pleats, trades, broods, crowds, clots, grates, relates, blights, courts, colds, glides, blades, yards, threats, efforts, yields, frauds, shields, words, floats, wiends, asserts, lords, Richards, imports, retreats, Roberts, rewards, records, Gladstone, voters, oysters, fathers, shutters, waiters, mothers, letters, matters, orders, heaters, mutters, shoulders, fritters, murders, flatters, flitters.

## FORTY-EIGHTH READING EXERCISE.





## FORTY-EIGHTH WRITING EXERCISE.

494. Spun, stove, sicken, sudden, scan, serene, swan, slain, soften, summon, stove, skiff, station, surf, set-off, scepter, sanction, section, scatter, solution, situation, suasion, seet, spot, sagged, soft, signed, seized, sobbed, soothed, saved, sen-

ate, scout, sort, smite, summit, sold, sweet, seemed, slight, spent, surround, scattered, scoffed, scant, spend, scanned, stationed, swooned, silent, sufficient, softened, summoned, sanctioned, secondary, scandal, central, certified, standard, Scotland, surrendered, senator, smother, softer, slaughter, sweeter, slender, sermon, surrender, sylvan, surgeon, salvation, specter, spinage, sectional, sputterer, scoffer, stationery, speaker, staple, salable, soldier, simple, signal, silver, circle, seemingly, seminary, schooner, speculation, celebrate, speculator, smuggled, support, sluggard, submit, spotted, signet, circuit, solitude, skilled, subordinate, smart, skeptic, sordid, Scottish, symptom, saintly, slightly, sadness, surface, September, sagacious, Syracuse, circus, sometimes, sweetness, sanctifies, sounds, spots, smites, skates, slats, sarcasm, slaughters, subserve, Cincinnati, salesman, spectacles, spontaneous, solicitous, satisfies, specimen.

[Satin, sadden, spine, Spain, supine, skein, syren, siphon, seven, swain, swoon, salmon, Simon, sullen, saloon, sedition, summation, spatter, sputter, sipped, Scott, skate, soaked, seethed, sift, salved, sand, saint, sonnet, sized, seared, soured, summed, slate, salt, stained, slander, cylinder, swollen, spavin, stationer, stable, sample, sliver, sufficiently, simplicity, symmetrical, cylindrical, subservient, subornation, subordination, semblance.]

## LESSON XL.

**495. Breve-s Added to Hooks.**—Breve-s may be added to any hook, final or initial, by simply turning it on the inside of the hook.

**496. Shape of Breve-s in Hooks.**—When breve-s is joined in this way to a hook, it should not be made perfectly round, but should be elongated a little. Thus, when added to a final hook, it should end with a motion nearly in the direction of and parallel with the termination of the stem; and when prefixed to an initial hook, it should commence with a motion nearly in the direction of and parallel with the beginning of the stem. In other words, the shape of the circle is modified by the movements required in forming the hook (378, 379).



## FORTY-NINTH READING EXERCISE.



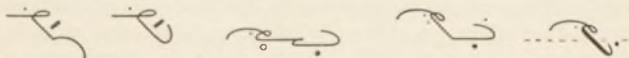
## FORTY-NINTH WRITING EXERCISE.

497. Doves, beeves, roves, chafes, paves, cuffs, gaffs, achieves, caves, roofs, proves, gloves, fence, drives, bluffs, evince, cliffs, Athens, proofs, yawns, announce, loans, assigns, lance, arraigns, mines, shuns, zones, once, hence, hens, flounce, ones, France, bitters, actors, gathers, patters, gaiters, debtors,

bothers, chatters, writers, platters, glitters, trotters, clatters, additions, patience, cushions, passions, occasions, rations, orations, allusions, fashions, nations, motions, visions, omissions, tufts, rafts, gifts, crafts, events, ascends, drifts, wants, mounds, funds, winds, wands, wants, anoints, mounts, errands, minds, hands, lands, ancients, hunts, lends, flaunts, friends, rafters, hunters, fenders, flounders, thunders, settle, supply, sickle, satchel, saddle, sable, sooner, singer, suffer, summer, sizzle, seizure, social, civil, squaw, squirrel, supplication, spleen, seclude, settled, severed, supplement, splendid, supplant, settlement, splendor, supplied.

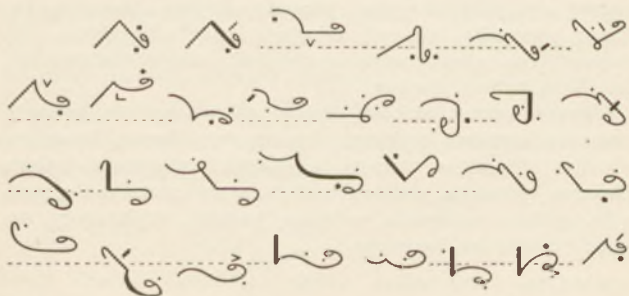
## LESSON XLI.

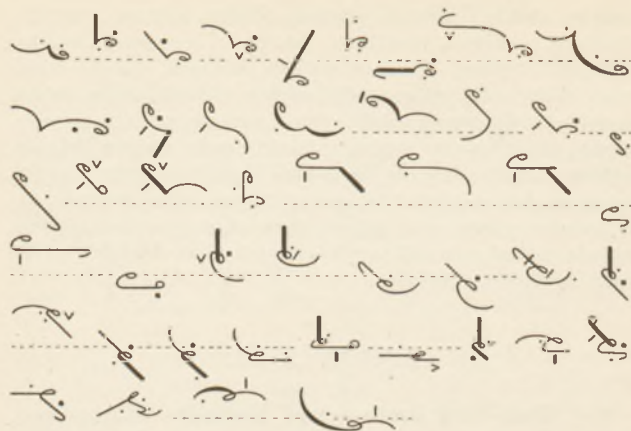
498. **Hook with Breve-s used Medially.**—Sometimes, when occurring together in the middle of outlines, both the hook and breve-s have, of necessity, to be formed somewhat imperfectly. And, in a few instances, the breve must be turned on the back of a curved stem. Examples:



explore explosion miscalculation misapplication misbelief

## FIFTIETH READING EXERCISE.





## FIFTIETH WRITING EXERCISE.

499. Archives, improves, repaves, retrieves, preserves, rebuffs, renounce, ordnance, refines, remains, excellence, creditors, embitters, imitators, importers, barbers, directors, navigators, applications, inspectors, impressions, munitions, delusions, fractions, dimensions, provisions, admissions, intentions, refunds, payments, invents, reminds, talents, demands, acquirements, agreements, remainders, judgments, inventors, splash, splint, suffrage, severing, supplement, swarm, sufferer, splendor, sublime, squab, squint, supplies, settlement, squabble, squeeze, square, squander, decipher, prisoner, display, peaceful, dishonor, personally, misapply, misquote, explain, handsome, subsequent, resplendent, peaceable, physical, exclude, venturesome, feasible, disabled, disclose.

[Braves, breves, cleaves, craves, grieves, graves, grooves, bereaves, engraves, reprieves, deprives, architraves, inventors, slanders, directions, attractions, chapters, alligators, factors, pictures, operators, platters, traitors, attentions, disable, passable, gesture, accusable, poisoner, pasture, explanatory, explicit, expounder, lonesome.]

## LESSON XLII.

## THE LARGE CIRCLE.

500. **Large Circle for ss, sz, etc.**—Two *s* or *z* sounds, when they occur with a single vowel-sound between them, are usually written with a large circle, turned on the same side of a stem as the small circle (483).







501. **The Name of the Large Circle** is “Breve-sez.”

502. **The Names of the Stems with Breve-sez** are formed as follows: Chesses, Pesses, Fesses, Reeses, Erses, Elses, Leeses; Sesstee, Sesskay, etc.

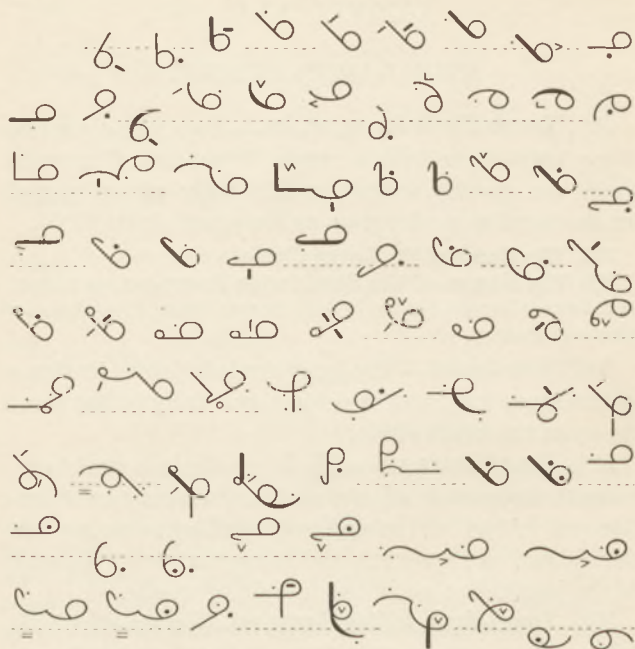
503. **How Joined.**—The large circle is joined to stems in the same way, and is subject generally to the same rules, as the small circle.

504. **Use of Breve-sez.**—The large circle is used to represent the sounds of any of the following combinations of letters of the ordinary spelling: *sas, ses, ces, sis, cis, sos, sus, sys*, etc.; and it may occur at the end, at the beginning, or in the middle of words.

505. **Vowel-signs within Breve-sez.**—In practice it is seldom necessary to write the vowel included in breve-sez. But when it is desirable to do so, it may be done by putting its sign within the circle. The dot or dash may be placed in the upper, middle, or lower part of the circle, according as it represents a first, second, or third place vowel. A diphthong-sign is put in the middle of the circle without regard to the position to which it belongs. Examples:

					
pieces	Moses	Bruce's	system	exhaustive	emphasize

## FIFTY-FIRST READING EXERCISE.



## FIFTY-FIRST WRITING EXERCISE.

506. Passes, teases, possess, abscess, cases, chooses, doses, opposes, abuses, dozes, guesses, vices, masses, laces, raises, noises, arouses, houses, uses, ceases, offices, races, taxes, emphases, traces, molasses, diagnosis, prices, creases, dresses, braces, grasses, blesses, glasses, phrases, places, closes, fleeces, releases, professes, supposes, success, suffices, sources, spaces, sexes, Sorosis, slices, senses, exercise, necessity, excessive, possessed, synopsis, necessary, accessory, paralysis, possessor, sub-sist, sustain, basis, axis, Mississippi, dispossessing, systematic, bases, theses, amanuenses, axes, crisis, amanuensis, thesis,

crises, Francis, exhaust, Frances, emphasized, season, recess, schism, decisive, precisely.

[Chases, Jesus, tosses, educes, adduces, pauses, abysses, accuses, gazes, gases, roses, rises, phases, voices, vases, nieces, chaises, sauces, arises, amuses, muses, losses, loses, pleases, blazes, classis, trusses, tresses, process, praises, bruises, crosses, graces, resist, exist, insist, dispossess, dispossessed, spices, suffuses, presupposes.]

## LESSON XLIII.

### OF THE LOOPS.

#### THE SMALL LOOP.

507. **Loop for *st* or *zd*.**—Either *st* or *zd* may be added to the simple end of any stem by a small loop, turned on the circle side.








508. "**Breve-est**" is the name given to the small loop.

509. **Names of Stems with Breve-est** are formed as follows: Chest, Best, Kest, Reest, Test, Nest, Elst, Leest, Erst, Ishest, Sheest; Stech, Stet, Steree, Ster, Stel, Stelee; Stepest, Stefest, etc.

510. **Size of Small Loop.**—Breve-est should extend about one third the length of the stem on which it is written.

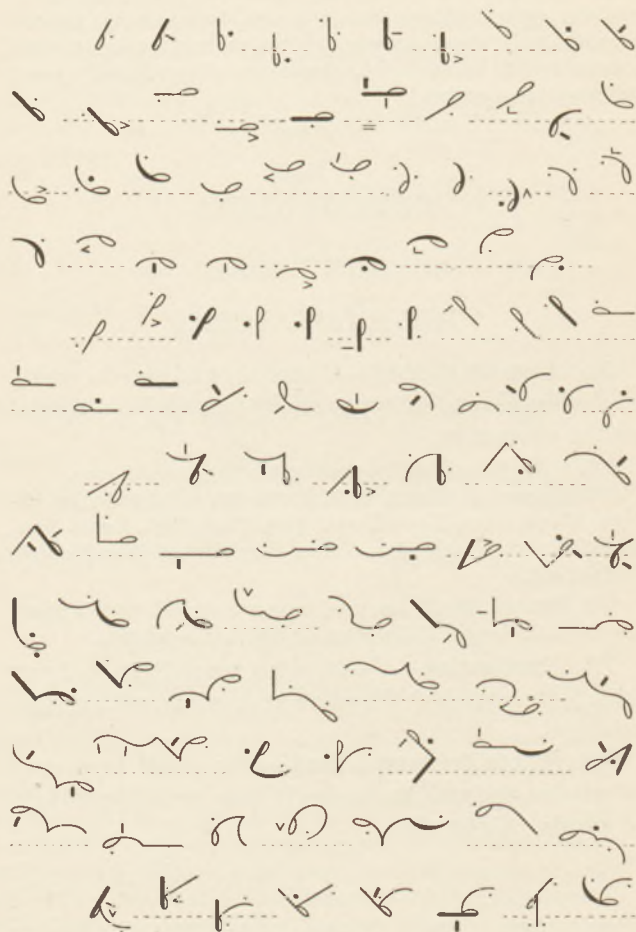
511. **Vocalization.**—Vowel-signs are written to stems with loops attached the same as to stems with circles attached.

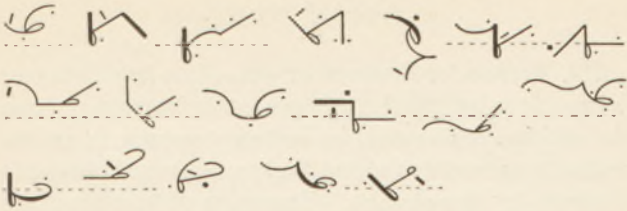
512. **Where Breve-est is Used.**—The small loop may be used at the end, at the beginning, or in the middle of words. Examples:

						
chest	feast	study	steam	infest	stork	vestry



## FIFTY-SECOND READING EXERCISE.





## FIFTY-SECOND WRITING EXERCISE.

513. Taste, dust, past, post, chest, teased, adduced, paste, just, attest, passed, best, cast, guest, roused, fast, abused, accused, rest, used, August, fused, vast, noised, zest, nest, aroused, effaced, arrest, assessed, easiest, honest, west, must, haste, last, moist, housed, least, most, amused.

Stage, stood, stop, stack, stitch, state, step, staid, stab, statue, steady, stock, stag, stuff, stake, story, steel, stall, store, stale, stung, steal, stem.

Noticed, eldest, impost, richest, reduced, repast, unjust, robust, coaxed, incased, perused, taxed, annexed, unused, jurist, invest, finest, burst, chemist, earnest, utmost, defaced, lovest, behest, tempest, enforced, manifest, ballast, machinist, molest, foremost, storage, monopolist, stoppage, staging, stocking, stately, steamer, sterling, stealth, storm, stylish, stamp, stomach.

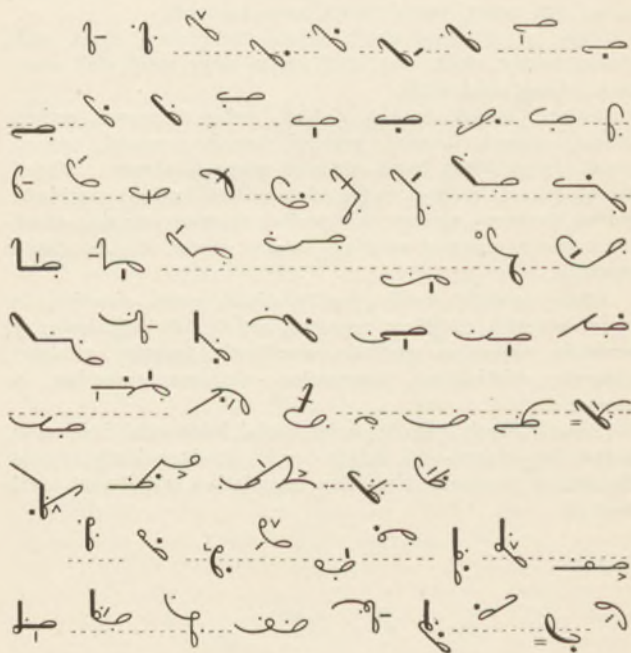
Pastry, ghostly, vastly, justify, distil, postal, chastity, destroy, honestly, distillery, wasteful, artistic, disturb, industry, posterity, orchestra, egotistic, manifestly, tapestry, ministry, earnestly, distinction, illustration, abstruse, extortion, investment.

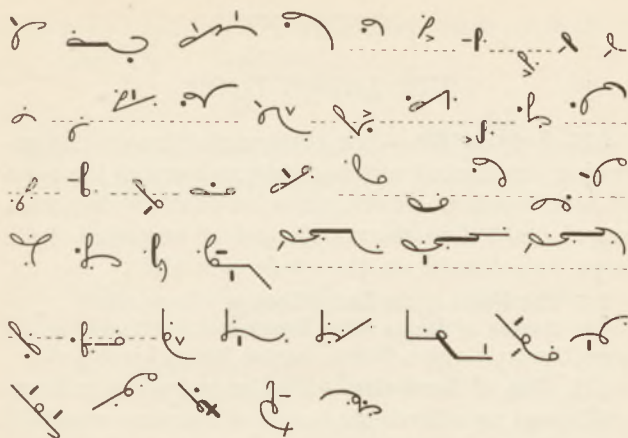
[Beastly, costly, ghastly, festal, vestal, intercostal, boisterous, industrious, postal-card, Bristol-board (-Bred), priestly, crystal, crystalline, forestall, extradition, installation, installment, manifestly.]

## LESSON XLIV.

514. **Breve-s for Breve-est or -sez.**—In a few instances breve-s is substituted for breve-est or breve-sez, when the omitted consonant, in ordinary speech, is an imperfectly enunciated sound, and an improved outline is obtained by the change. Examples of this kind are found in the outlines of *postpaid*, *breastplate*, *tasteful*, *misstate*, etc. See the last eleven words in the following reading exercise:

## FIFTY-THIRD READING EXERCISE.





## FIFTY-THIRD WRITING EXERCISE.

515. Priced, bruised, crossed, trust, priest, abreast, crazed, addressed, appraised, placed, prized, classed, glazed, blest, closed, released, twist, thrust, quest, grist, frost, fleeced, nursed, worst, blackest, purchased, eclipsed, protest, uttermost, anarchist, farthest, druggist, florist, innermost, promised, breakfast, embraced, enclosed, intrust, engrossed, depressed, request, journalist, inquest, reversed, economist, crystal, midst, Bristol, interest, pedestrian, nasturtium, frustrate, extraneous, blistered.

Spaced, suffixed, psalmist, saddest, southeast, soonest, despised, disgust, distaste, excused, fastest, mistrust, dishonest, displaced, insensed, starve, stern, stolen, Stephen, stagnation, steven, sternum, start, stuffed, starter, studded, stubbed, statute, stupid, stilled, stemmed, stultify, started, statement, statutory, stipulate, stalwart, student, startle, stitches, steaks, staffs, stars, stalls, studies, stories, stings, steams, stencil, stethoscope, stenographic, statesman, stenographer, steadfast, stenography, steepest, testify, statistics, testamentary, post-office, testimony, text-book, mostly, restless, trustful, postpone, misstatement, pasteboard.

## LESSON XLV.

## THE LARGE LOOP.

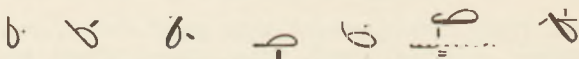
516. **Loop for Str.**—The consonants *str*, with intervening unaccented vowel-sounds, as heard at the close of such words as *master*, *castor*, *moisture*, *texture*, etc., may be added to the simple end of any stem, by a large loop turned on the circle side (483).

517. **The Name of the Large Loop** is “Breve-ster.”

518. **Names of Stems with Breve-ster** are formed as follows: Chester, Reester, Fester, Ingster, Elster, Leester, etc.

519. **Size of Breve-ster.**—The large loop should extend about two-thirds the length of the stem on which it is written.

520. **Breve-ster May be Used** at the end and in the middle of word outlines. Examples:



tester poster adjuster coaster fester Gloucester obstruct

521. **Breve-ster is Never Used** at the beginning of word outlines (479).

522. **Independent Loops.**—Either of the loops, breve-ster or breve-ster, may be made independent of and apart from any consonant-stem. When so written they are generally inclined in the direction of the stem Chay. But in a few phrases it is more convenient to strike the loop in some other direction. Examples of independent loops are found in the signs for the phrases *as the* and *is there* (549).

523. **Independent Loops in Word Outlines.**—By using the independent loops, combined with other consonant signs, in writing word-outlines, we sometimes get

briefers and more legible forms than can be secured in any other way. Examples:

instinct instep obstinate unsteady extinction extract'

## FIFTY-FOURTH READING EXERCISE.

b b b- b- v d p r b d

b b b b d d p r p r b d v d p r

b d v d p r b d v d p r

b d v d p r b d v d p r

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b d v d p r b d v d p r

b d v d p r b d v d p r

b d v d p r b d v d p r

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## FIFTY-FOURTH WRITING EXERCISE.

524. Juster, pastor, castor, Chester, toaster, rooster, boaster, yester, vaster, Nestor, zoster, master, muster, faster, visitor, moister, Worcester, shyster, luster, Hester, Ulster, Leicester, caster, Wooster, Lester, Rochester, lobster, barrister, dabster, Baxter, chorister, teamster, pilaster, Munster, paymaster, bolster, blister, Brewster, cloister, blaster, fluster, Dorchester, administer, Winchester, nor'wester, paternoster, solicitor, sinister, sequester, schoolmaster, distribute, destruction, distribution, abstract, district, obstruction, Amsterdam, postmaster, Chesterfield, registering, Westchester.

525. Extensively, instinctively, extensive, postage, instinctive, bestead, extensor, obstinacy, restitution, institute, footstep, institution, bastinado, restated, vestige, unstudied, indistinct, indistinctly, indistinctness, extirpate, extract, extractor, extirpated, extraction, extirpation, restriction, restraining, extrinsic, restricted, inextricable, restrictive, restrict, indestructible.

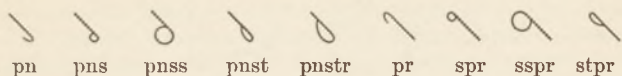
## LESSON XLVI.

## IMPLIED EN AND ER HOOKS ON STRAIGHT STEMS.

526. From the fact that the circles and loops, when joined finally or initially to the simple ends of straight stems, are *invariably* turned on the side and in place of the Ef or El hook (483, 500, 507, 516), we are enabled to utilize the placing of these breves on the other side of straight stems in the following manner:

527. **Rule for Implied Hooks.**—By merely writing a circle or loop on any straight stem, on the side opposite the regular circle side, that is, on the En or Er hook side, either *n* or *r*, according as the circle or

loop is final or initial, is implied, without any hook being actually indicated at all. Examples:



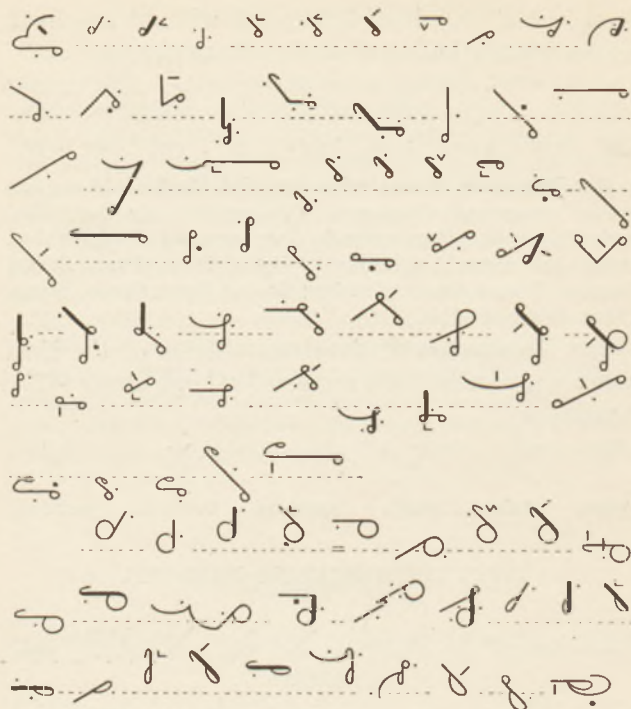
528. **Names of Stems with Implied Hooks.**—These two sets of compound stems are called respectively the “Ens-series” and the “Sper-series.” The names of the individual stems are formed as follows: Chens, Dens, Pens, Reens, Chenses, Benses, Denst, Kenster; Secher, Stree, Spree, Skray, Sëber, Sester, Stetter, etc.

529. **Vocalization of Ens-stems.**—Stems of the Ens-series are vocalized the same as En-hook stems (371). Examples:



#### FIFTY-FIFTH READING EXERCISE.





## FIFTY-FIFTH WRITING EXERCISE.

530. Joins, dines, bones, gains, chains, pence, coins, opens, attains, pens, runs, pittance, cheapens, tokens, turns, engines, coupons, organs, obedience, burdens, inference, appearance, Americans, reverence, abandons, brightens, deference, curtains, blackens, prudence, clearance, darkens, quickens, Watkins, returns, Florence, patterns, entertains, plans, bronze, cleanse, trains, crowns, prince, aprons, groans, twins, glance, adjourns, quince, churns, occurrence, entrance, eloquence, inclines, chants,

pounds, bonds, rents, joints, kinds, attends, appoints, enchants, repents, legends, torrents, patents, dividends, brigands, applicants, painters, renders, tenders, canters, encounters, engenders, prints, brands, grounds, plants, blinds, acquaints, plunderers, printers, glanders, spins, stains, skeins, saddens, sirens, spurns, surgeons, dispense, response, distance, expense, ab-stains, instance, substance, resistance, subsistence, seconds, extends, stands, surrounds, responds, discounts, incidents, under-stands, sequence, surrenders, splints, squanders, squints, splendors.

531. Tenses, pounces, rinses, chances, dances, Kansas, bronzes, cleanses, appliances, occurrences, glances, cadences, residences, inferences, references, chanced, bounced, rinsed, danced, against, trounced, glanced, bronzed, entranced, punster, consternation, standstill, spinster.

[Chintz, jaunts, taunts, tents, daunts, dents, points, paints, appends, bounds, bends, counts, rounds; pounders, binders, counters, rounders, blends, grants, grinds, grunts, relents, strands, sprints, blinders, blunders, stones, splinters, jounces, audiences, remittances, jounced.]








## LESSON XLVII.

### VOCALIZATION OF SPER-STEMS.

532. Stems of the Sper-series are vocalized the same as Er-hook stems (404).

533. **Order of Reading.**—When a vowel-sign stands before a stem of this series, as in the words *suitor*, *cedar*, *saber*, *secrecy*, *stoker*, etc., the circle or loop is sounded first; then the vowel; next the stem; and, following that, the implied hook.

Examples :

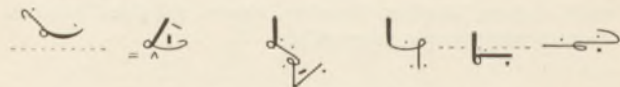
						
strive	street	sprint	sprinter	cider	sabered	stupor

## ENS AND SPER STEMS IN THE MIDDLE OF WORDS.

534. **Rule for Ens-Stems.**—Stems of the Ens-series are never joined before a straight stem, and before curved stems only when the junction will permit the circle to be turned on the back of the curve. In all other cases either both the hook and circle must be distinctly formed, or the consonant *n* must be written with its stem-sign.

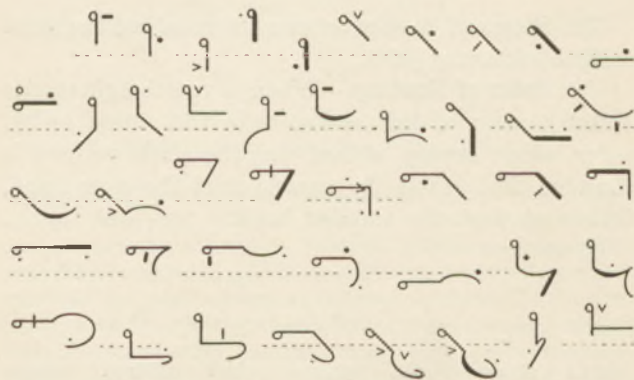
535. **Rule for Sper-Stems.**—Stems of the Sper-series (the Er-hook being implied) may be used after other straight stems. But whenever it is convenient to do so, it is better to indicate both circle and hook.

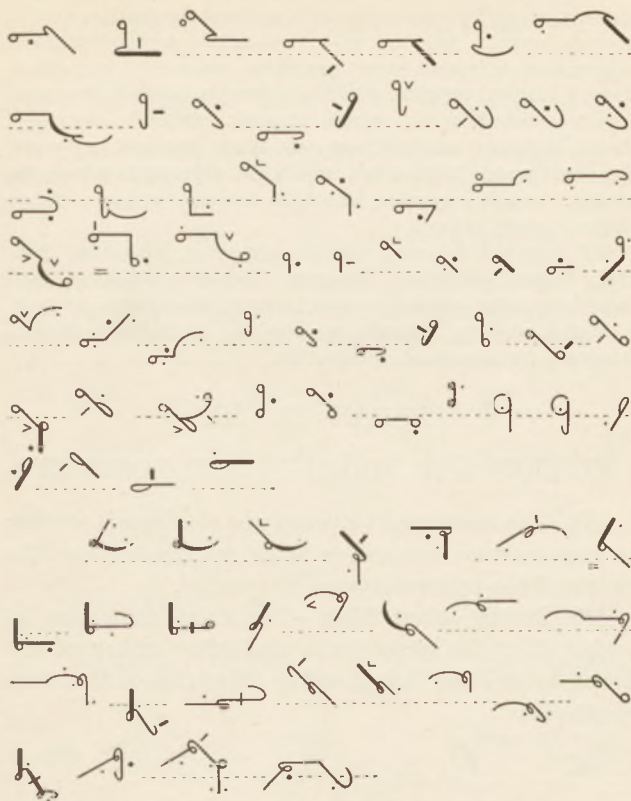
Examples:



prancing Johnsonian dispensatory density disagree execration

## FIFTY-SIXTH READING EXERCISE.





## FIFTY-SIXTH WRITING EXERCISE.

536. Stray, spry, seeker, straw, sadder, spray, saber, suitor, cedar, supper, cigar, strike, stream, sprig, stretch, stroll, spread, soprano, strap, strong, spring, scratch, scrape, supreme, scourge, cigarette, security, scrub, seraggy, serawny, scream, scroll, secrecy, skirmish, strange, stricken, strength, structure, super-fine, stretcher, scripture, striker, supervision, scraper, scruple,



strainer, struggle, scribble, sparkle, scrivener, scramble, sprain, sojourn, strewn, screen, strive, separation, strife, separator, suppression, secretion, strict, separated, sacrament, screeched, striven, scarlet, sprouted, sacrifice, supervise, straight, Socrates, sprout, sobered, strut, sacred, separate, strategy, secretary, strand, sprightly, secretly, screened, stress, sprained, suppress, sojourned, spruce, suppressed, supercede, superstitious, screens, strains, strands, sprains, stitcher, stopper, stagger, sister, stager, stoker, cistern.

537. Dancing, boneset, ransom, chancing, pouncing, gain-said, Jasper, discretion, disagree, discourse, moisture, massacre, chemistry, gesture, vesper, mixture, disapprove, prosper, mastered, express, restrain, rescription, excursion, bowsprit, misprint, disbursement, reciprocity.

## LESSON XLVIII.

### CIRCLES AND LOOPS JOINED TOGETHER.

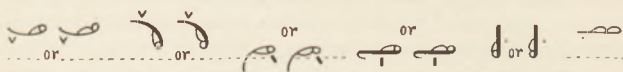
538. The circles and loops may be combined together in various ways, according to the requirements of the case and the convenience of the writer.

539. **Breve-s Joined After.**—The small circle may be added after the large circle, and after either of the loops, by striking it just on the other side of the stem. Examples:



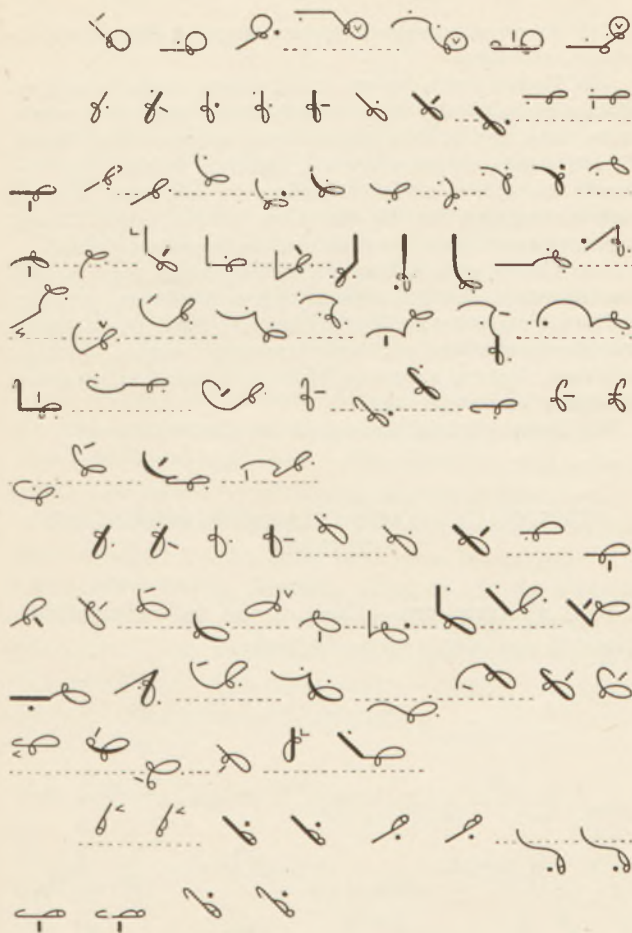
abscesses joists fists posters masters canisters

540. **Breve es or est Followed by a Loop.**—A loop may be added after the small circle or another small loop in the manner here shown:



niciest wisest loosest grossest densest castest

## FIFTY-SEVENTH READING EXERCISE.



## FIFTY-SEVENTH WRITING EXERCISE.

541. Recesses, possesses, capsizes, excesses, emphasizes, exercises, successes.

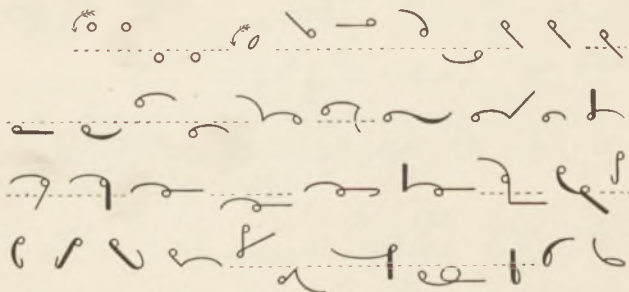
542. Tastes, dusts, boasts, casts, chests, pests, beasts, ac-costs, adjusts, ghosts, wrists, attests, rests, feasts, nests, masts, fasts, vests, wastes, lists, assists, hosts, arrests, texts, digests, divests, artists, outposts, tourists, chemists, detests, royalists, forests, amethysts, methodists, theorists, alarmists, molests, infests, druggists, florists, anarchists, priests, crests, thirsts, trusts, thrusts, blasts, vocalists, enlists, moralists, frosts.

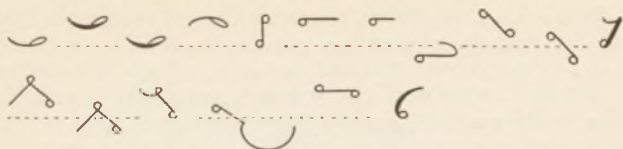
543. Testers, pastors, boasters, jesters, dusters, roasters, cast-ers, adjusters, pastor's, coasters, pastors', pesters, punsters, visitors, musters, fosters, shysters, bolsters, dabsters, gamesters, barristers, teamsters, registers, investors, lobsters, foresters, ministers, flusters, songsters, blusters, cloisters, downstairs, solicitors, back-stairs, upstairs.

544. Basest, fiercest, praisest, choicest, raisest, closest.

## CIRCLES AND LOOPS IN ABBREVIATIONS AND PHRASES.

545. **Abbreviations.**—Each of the following abbreviations contains a circle or loop :





KEY.—(1. 1). As, has, is, his, first (833), possible-y, because, horse, insurance, special, spoke, speak, (2) signify, single, similarity, similar, remembrance, sympathy, something, somewhere, somewhat, December, (3) Massachusetts, misdemeanor, mistake, mistook, mistaken, domestic, aristocracy, savings-bank, circumstantial, (4) southern, suggestion, subjection, September, satisfactory, certificate, understood, San Francisco, distinct, youngest, first (833), (5) next, longest, amongst, almost, circumstance, describe, described, description, surprise, experience, intelligence, (6) responsible, responsibility, indispensable, superficial, consequence, United States.

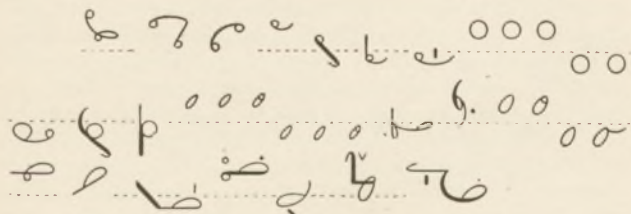
546. **Breve-s in Phrases.**—The words *as*, *has*, *is*, and *his*, and *us* after breves, may be added by breve-s.

547. **Breve-sez in Phrases.**—The words *as*, *has*, *is*, and *his* may be added by changing breve-s to breve-sez.

548. **Breve-est in Phrases.**—The words *the*, *it*, and *to* may be added by changing breve-s to breve-est.

549. **Breve-ster in Phrases.**—The words *there*, *their*, and *they-are* may be added by changing breve-s to breve-ster. The word *store* is also sometimes written with breve-ster. For additional use of this breve, see the word *other* under *Phraseography*.

Examples:

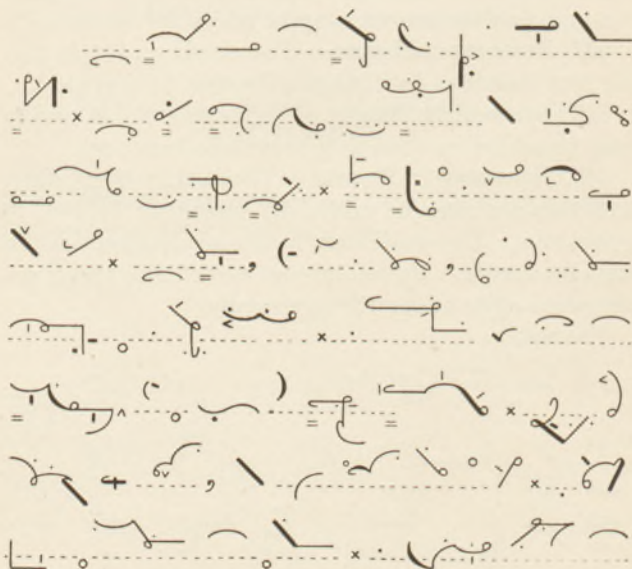


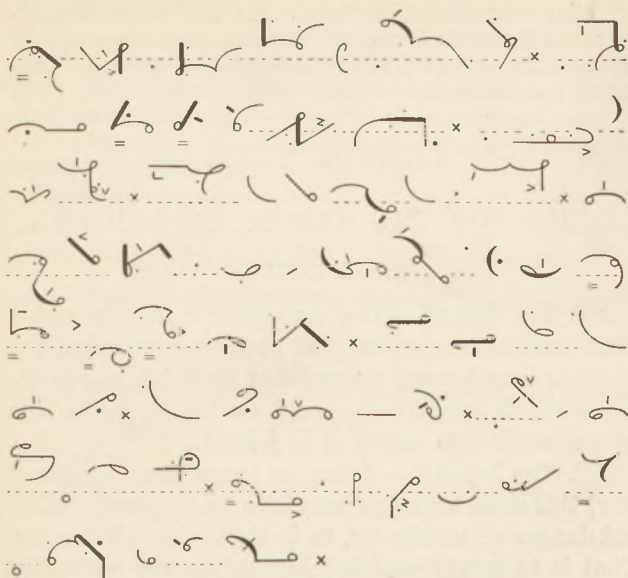
KEY.—(1. 1). As fast as, as much as, as well as, has not, has been, it is not, his own, as has, as is, as his, is as, is his, (2) as soon as, this has been, it is said, as the, as to, as it is, is the, is to, is it as, it is the next, that is to say; as their, as there is, is their, is there not, (3) because there is, where is there; book store, segar store, shoe store, dry goods store, clothing store.

550. **How the Detached Breves are made.**—In writing the detached circle and loop breves, begin at the upper right hand part, and move the pen over to the left. The direction should be opposite to that of the hands of a watch, as you look at it.

## EXERCISES ON THE CIRCLES.

### FIFTY-EIGHTH READING EXERCISE.





## FIFTY-EIGHTH WRITING EXERCISE.

551. A Quixotic old man from Nova Scotia thought his name was Christopher Columbus. Thomas Davis has a nice house close by ours. Mr. Morris comes from Boston every Tuesday and goes back Saturday. Shrewsbury oysters resemble gold slightly but will hardly pass as such. A villainous rascal from Elizabeth pursued the dismal damsel through the swampy pasture. Miss Sarah Smith lives in Cincinnati but occasionally spends six months in Kansas City, Missouri. Syracuse, a city situated in Central New York, is celebrated for its salt works. Some mischievous boys disturbed a nest of venomous wasps, and they stung Mrs. Thomas and the Misses Matthews most terribly. Mr. Pasko, though not a pessimist, thinks and says the pesky mosquito is a positive annoyance. Grass grows fast after summer rains. The supply of summer squash is almost exhausted. The



execution was returned unsatisfied. The soldier took his knapsack from his back. Counsel for plaintiffs moves for a nonsuit. The codicil makes James Jones sole residuary legatee. After rations sometimes come orations.

## LESSON XLIX.

### CURLS FOR THE NASALS EN AND ING.

#### FINAL CURLS.

552. **The En-curl.**—The consonant *n* may be added after final breves *es*, *est*, and *ster*, by continuing the circle or loop beyond the point of its finish, and forming a small semicircular curl on the opposite side of the outline to which it is joined.

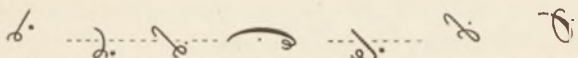
553. **The Ing-curl.**—After the loops (breves *est* and *ster*) this same curl-sign may also be employed, without danger of ambiguity, to indicate the syllable *ing*. That is to say, if care is taken to use the curl after breve-*s* always for *n* — never for *ing* — it may be employed indiscriminately for *n* and *ing* after both the loops; and the results will take care of themselves.

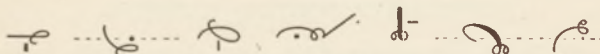
554. **The Reason** of this is the fact that proper names seldom if ever terminate in “s-t-i-n-g,” but occasionally do in “s-t-o-n”; while words that are not proper names, with one exception (piston), never end in “s-t-o-n,” but very frequently do end in “s-t-i-n-g.” Now, as ordinary words and proper names are always easily distinguishable from each other by the context, it follows that this dual use of the curl (for *n* and *ing*) can do no possible harm, and, at the same time, will furnish a large number of greatly improved word-outlines.

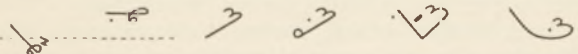
555. **Used Medially and with Final Breve-s.**—The final curl may be used in the middle of outlines, and may take on the breve-*s*, as in the formation of plurals, the possessive case, and the present tense of verbs.

556. **Curl for "ing" in Final Hooks.**—The use of the curl for *ing* is also allowable, in a few cases, in connection with final hooks, even when there is no circle intervening. The curl may be turned either on the outside or on the inside of the tip of the hook. This use of the curl on hooks for final *ing* should only be resorted to when the position of the hook precludes the joining of the stem *Ing*.

Examples:

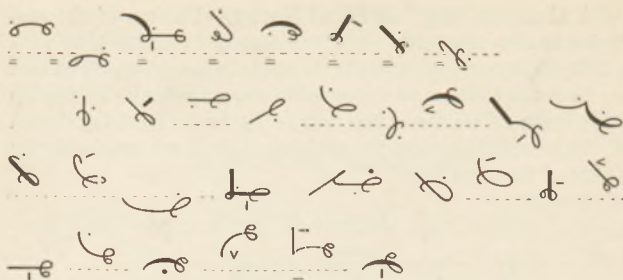
  
chasten seizin prison Henderson Peterson Preston western

  
coasting feasting mustering masonry dozens Wilson's listens

  
puissance castings referring serving apportioning pensioning

#### FIFTY-NINTH READING EXERCISE.





## FIFTY-NINTH WRITING EXERCISE.

557. Dozen, poison, oxen, rosin, risen, chosen, basin, cousin, raisin, Addison, cozen, fasten, Orson, weazen, mason, hyson, loosen, moisten, mizzen, lesson, assassin, arisen, Amazon, Jackson, vixen, Madison, damson, venison, tocsin, moccasin, Remsen, Jamieson, diocesan, person, blazon, Gleason, frozen, treason, Emerson, brazen, christen, glisten, flaxen, imprison, Jefferson, crimson, emblazon, mizzenmast, messenger, arsenic, eleemosynary, Watson, Watterson, medicine, jetson, Wesson, flotsn, Hudson, grandson, Samson, Saxon, Stimson, Johnson, Patterson, Princeton, Hanson, Benson, Wisconsin.

Posting, resting, hoisting, casting, attesting, assisting, bursting, frosting, investing, interesting, blasting, requesting, fostering, disgusting, pestering, dozens, fastens, license, cousins, Thompson's, hustings, hastens, poisons.

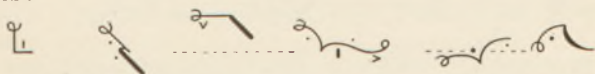
[Atchison, chasten, Jason, Edson, Edison, bison, boatswain (bōs'n), cozen, reason, resin, Anson, arson, hasten, listen, Dobson, Dixon, denizen, bedizen, parson, benison, prison, Nixon, Tennyson, Robinson, Nicholson, Richardson, Robertson, Morrison, Manson, Anderson, Clarkson, Atkinson, Cuthbertson, artisan, nonsense.

Jesting, toasting, dusting, pasting, basting, boasting, accosting, coasting, roasting, roosting, fasting, feasting, arresting, wasting, lasting, listing, ballasting, molesting, outlasting, divesting, infesting, twisting, festering, mustering, bolstering, registering, arsenal.]

# LESSON L.

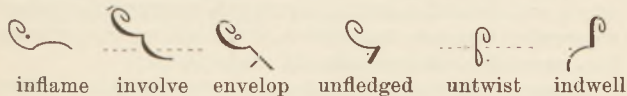
## INITIAL CURLS.

558. **Curl for "in," "en," or "un."**—Before the initial breve-s of any stem of the Sper-series (527, 528), and before an initial breve-s on any curved stem that is formed by a movement corresponding with that of the hands of a clock, as *Ish*, *Es*, *Er*, *Em*, *Lee*, etc. (125), either *in*, *en*, or *un*, may be joined by a curl turned on the opposite side from the circle. Examples:



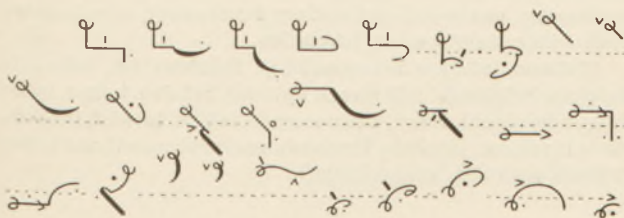
instruct inseparable inscribe unceremonious unseemly enslave

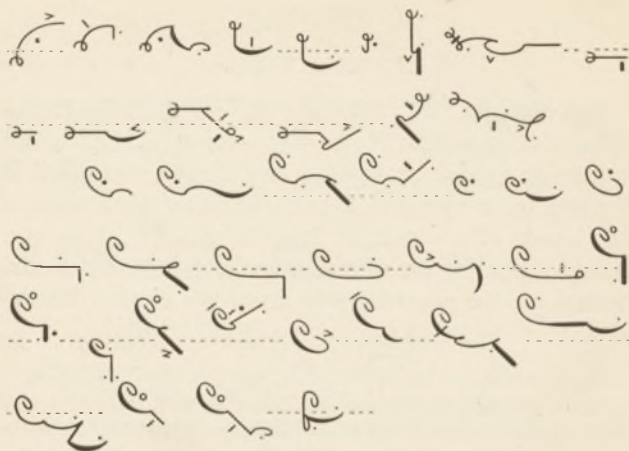
559. **Curl for "in", etc., in Hooks.**—Because of the impossibility of joining the stem *En* before *Fel*, *Vel*, *Twee*, and *Dwee*, it is allowable, in order to secure briefer and better outlines for certain words, to prefix either *in*, *en*, or *un* to those and other stems by means of an initial curl turned on the inside of the hooks (903). Examples:



inflamm involve envelop unfledged untwist indwell

## SIXTIETH READING EXERCISE.





## SIXTIETH WRITING EXERCISE.

560. Instructive, instructor, inspire, instructed, inspiring, instrument, instructing, inspired, instruction, instrumentation, inspirited, inspiration, inscribing, insecure, insuperable, insecurity, inscrutable, insecurely, incise, insomnia, insulation, insulate, insulted, insatiable, insulator, insolence, insular, incised, insolent, enslavement, unstring, unscrewed, unstrung, unstrained, unscrewing, unscrew, unstratified, unscrupulous, unsportsmanlike, unsociable, unceremoniously, unscriptural.

Inflammatory, inflaming, inflate, inflation, inflamed, inflammable, inflected, inflating, inflexible, infliction, influx, inflict, influenza, invalid, invalidity, invaluable, invalidate, involved, unflagging, enveloped, untwisting, involuntary, invulnerable, unflinching, envelopment, involution.

[Inflame, inflamer, inflammability, inflammation, inflatable, inflated, inflationist (-St struck upward), inflatus, inflect, inflection, inflectional, inflex, inflorescence, inflow, invalid, invalidation, involucre, involute, involvedness, involvement, unfledged, unflesh, unfleshly, unassailable.]

## LESSON LI.

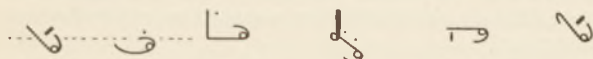
## THE ISHUN HOOK.

561. **Shun-hook and Breve-s.**—A hook joined after a final breve-s, and turned on the same side of the stem as the circle, represents the terminal syllables *ishun*, *izhun*, *āshun*, and *ěshun*, in such words as *position*, *physician*, *recision*, *pulsation*, *possession*, etc.

562. **Name of Hook.**—This hook, thus joined after breve-s, is called the “Ishun-hook.” It is the same as the Shun-hook with a circle included, except that, not being required for *str* (516), it is also used for Ishun on the Ter-hook side of enstems.

563. **Size of the Ishun-hook.**—The Ishun-hook may be made the size of the Shun-hook; but as it can be mistaken for no other hook, it is allowable to reduce its proportions a little, according to the taste or convenience of the writer.

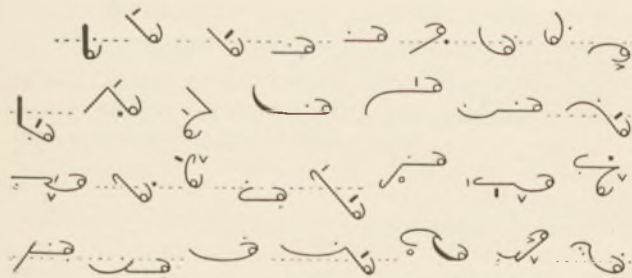
Examples :



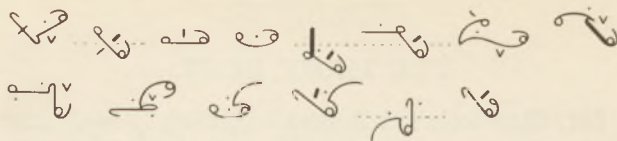
position incision taxation dispensation concession procession

564. **Used Medially.**—The Ishun-hook is sometimes followed, in the same outline, by a stem-sign, and also by breve-s. See last four words in the reading exercise.

## SIXTY-FIRST READING EXERCISE.







## SIXTY-FIRST WRITING EXERCISE.

565. Possession, excision, reision, decision, accession, cessation, position, musician, physician, deposition, pulsation, luxation, imposition, repossession, vexation, annexation, canonization, authorization, relaxation, acquisition, precision, equalization, proposition, colonization, inquisition, interposition, metaphysician, malversation, intercession, pulverization, requisition, naturalization, succession, disposition, supposition, sensation, exposition, symbolization, crystallization, solemnization, cicatrization, processional, sensational, processions, transitional.

[Disquisition, juxtaposition, preposition, apposition, indisposition (Nds-Pzshn<sup>3</sup>), extravasation (sTr<sup>2</sup>-Vssh<sup>n</sup>), inspissation, recession, precession, abscission, laxation, malaxation, fixation, elixation, spiritualization, organization, alcoholization, amortization.]

## PART FOURTH.

### ABBREVIATION, WORD-FORMS, ETC.

#### LESSON LII.

#### BREVE SIGNS FOR WAY, YAY, AND HAY.

566. Besides the heavy stems Way, Yay, and Hay, for the sounds of *w*, *y*, and *h*, breve-signs for writing these consonants are also provided as follows:

567. **Breve-way.**—*W* may be written with a small semicircle, attached to a consonant-stem, and opening either to the right or to the left, according to which position gives the easiest junction with such stem. When used initially, except before horizontals, it is generally made to open rightward. But in the middle of outlines, it is frequently turned the other way. This sign is usually called “Breve-way.”

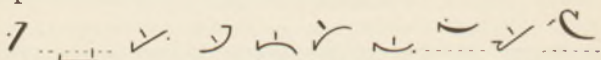
568. **Breve-yay.**—*Y* may be written with a small semicircle, attached to a consonant-stem, but opening either upward or downward, according to which position gives the easiest junction with such stem. This sign is usually called “Breve-yay.”

Examples:



wage wig worry wing wiggle youth yoke yarrow yank

569. **Breve-hay.**—*H* may be written with a short, light tick-sign, attached to a consonant-stem at either end, being made either perpendicular or horizontal, according to which position gives the easiest junction with such stem. Used initially before the stems *En* and *Ing* with simple beginnings, it is struck vertically upward. It is also written upward in the middle of the outlines of a few words, to avoid using the stem *Hay*. This sign is usually called “Breve-hay.” Examples:



hedge hook hurry hush hum hole honey hang hurl hovel

570. **Breve-hay before Initial Hooks.**—While it makes no difference, so far as principle is concerned, which direction (perpendicular or horizontal) is given to breve-hay before stems with initial hooks, in practice it is found that the one which makes the sharpest angle of junction with the hook usually gives the best results. This is invariably true of the small hooks, but not of the large hooks. The downward breve should be used before *Chel*, *Jel*, *Cher*, *Jer*, *Tel*, *Del*, *Ter*, *Der*, *Pel*, *Bel*, *Per*, *Ber*, *Fel*, *Vel*, *Fer*, *Ver*, *Sher*, *Zher*, *Es'r*, *Zer*, *Nel*, *Ing'l*; the rightward breve, before *Kel*, *Gel*, *Ker*, *Ger*, *Reel*, *Mer*, *Ner*, *Ing'r*, *Ish'l*, *Zhel*, *Ess'l*, and *Zel*; and the upward breve before *Mel*.

571. **Stem-signs instead of Breves.**—At the beginning of outlines of words with initial vowels, and at the finish of outlines of words that end with vowel-sounds, as a rule the stem-signs of these consonants must be used and not the breves; as the words *awake*, *Owego*, *Owosso*, *Ayora*, *Ahern*, *Ahab*, *O'Hara*; *Kanawha*, *Himalaya*, *somehow*, *Lehigh*, *Mayhew*, etc.

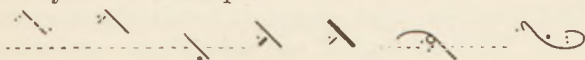
572. **Before s or z Sound.**—So, too, before the consonant *s* or *z*, the stem-signs are generally used, as in the words *wise*, *wasp*, *west*, *yes*, *usage*, *house*, *haze*, *hasp*, *husk*, *Hazlitt*, *hustle*, *hostler*, *huzza*, *hussy*, *hazy*, etc. There are, however, a few exceptions, such as *hospital* and *husband*, with their derivatives, whose outlines begin with downward breve-hay followed by

breve-s, although there is no place in which to write the sign of the intervening vowel.

573. It is optional with writers whether they employ the stem or the breve sign for *h* before En and Ing with simple beginnings, as in writing the words *hinge*, *hang*, etc. But if the breve is used it should be struck vertically upward; or, if it be inclined at all, it should be toward the slant of Pee rather than toward that of Chay.

574. The rule that stem *l*, when standing alone, should be written upward (86), does not apply when it is preceded by breve-hay (312). See outlines of *hall*, *hale*, etc.

575. **Dot-sign for Hay.**—Before the stems Pee and Bee at the beginning of words, and occasionally before those and other stems in the middle of words, *h* may be written with a light dot placed near the succeeding vowel. This sign is called “Dot-hay” or “Hay-dot.” Examples:



happy hop heap hope hub mishap apprehension

576. **Breve-way for Syllable “way.”**—Breve-way, however, notwithstanding the general rule at 571, may sometimes be used to represent the terminal syllable *way*, especially when it will make a better junction with the preceding consonant sign than the stem Way; as in the outlines of the words *gate-way*, *by-way*, *headway*, *Rockaway*, etc.

577. **Breve-yay for Syllable “U.”**—Breve-yay, besides representing the simple consonant *y*, is frequently used for the sound *ū*, when it alone forms a distinct syllable; as in the words *u-tility*, *eu-logy*, *eu-phony*, *em-late*, *er-u-dition*, *U-tica*, *U-lysses*, etc.

578. **“Uation.”**—Breve-yay and the Shun-hook may be blended together, to represent the termination *ua-tion*, in such words as *valuation*, *insinuation*, etc., in the

manner shown in the outlines of those words in the reading exercise.

579. **Breve-s may be Joined** to breves way and yay, both initially and finally, by turning the circle inside of the semi-circle; as shown in the words *switch*, *Sweden*, *by-ways*, *values*, etc., in the reading exercise.

580. **Breve-hay may be Joined initially** to breve-way, in words like *whiff*, *wheaten*, *Whedon*, *whirl*, etc. But generally in such cases the outlines are sufficiently complete for legibility with the aspirate omitted.

581. **Hook-breve for W on Lee.**—A more facile form than Wel (414, 417) for the combination *wl*, in writing such words as *well*, *wealth*, *will* (n.), *welcome*, *Walter*, etc., is provided by using Lee with a large initial hook for *wl*. In form it is identical with Leel (417); but as Leel is seldom used, except in words commencing with *il* (782), no conflict can arise from employing the stem for both *ll* and *wl*. And by so doing we obtain a desirable means of distinguishing by difference of outline as well as of position such opposites as *ill*, *well*—*ill-bred*, *well-bred*—*ill-favored*, *well-favored*, etc.

582. **Name.**—The name for this character is Weel.

583. **"Wh."**—The horizontal breve for *h* may be joined initially to the stem Weel, in the outlines of such words as *whale*, *wheel*, etc.

584. The aspirate may also be prefixed to Weel by shading the hook. In practice, however, the *h* need seldom be indicated.

585. **Dot Sign for "Ing."**—The terminal syllable *ing* is sometimes written with a light dot placed at the end of the preceding consonant-stem.

586. **Name and Use.**—This sign is called "Dot-ing" or "Ing-dot." It is used principally after shortened Tee, Dee, Pee, Bee, El, Yay, Em, and Hay, as in the words *trotting*, *deeding*, *spiting*, *bedding*, *folding*, *yachting*, *meeting*, *hating*; occasionally after shortened Chay, Jay, Kay, and Gay, and after abbrevia-

tions, as in the words *parting*, *coming*, *discharging*, *remarking*, *belonging*, etc.

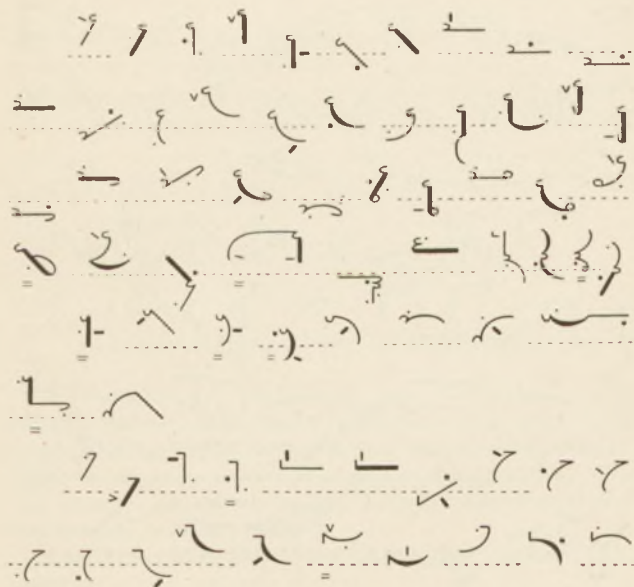
587. The Dot-ing may also be used for the purpose of shortening outlines that would otherwise be inconveniently long; as the outlines of the words *admonishing*, *indemnifying*, etc.

588. The Syllable "Ings," under circumstances like those stated in paragraph 586, may be indicated by substituting breve-s for the Ing-dot; as in the words *meetings*, *partings*, *belongings*, etc.

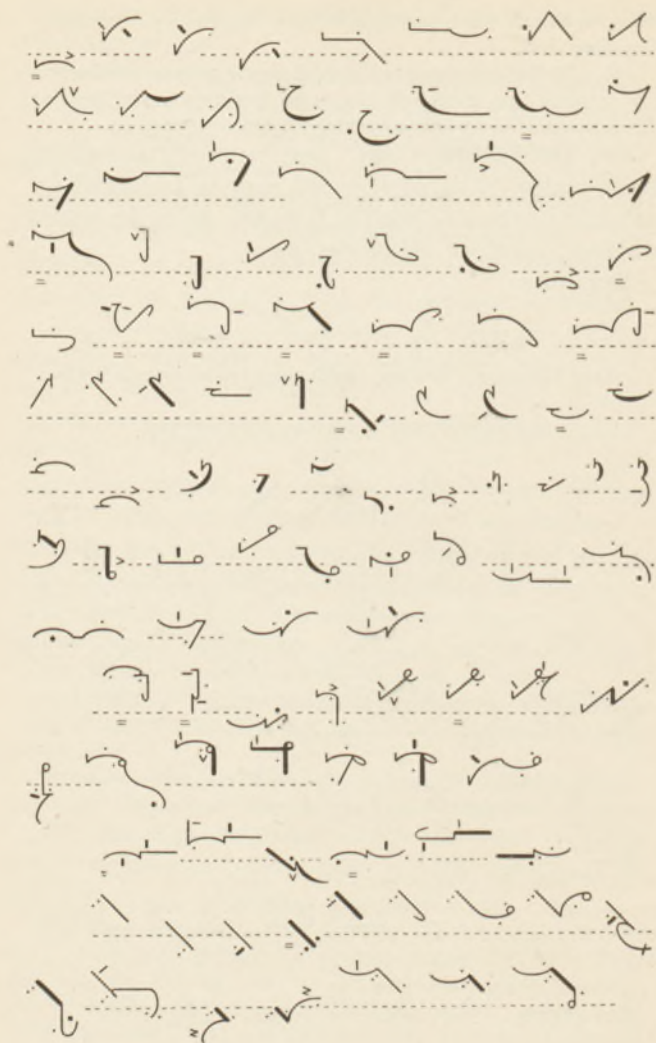
Examples:

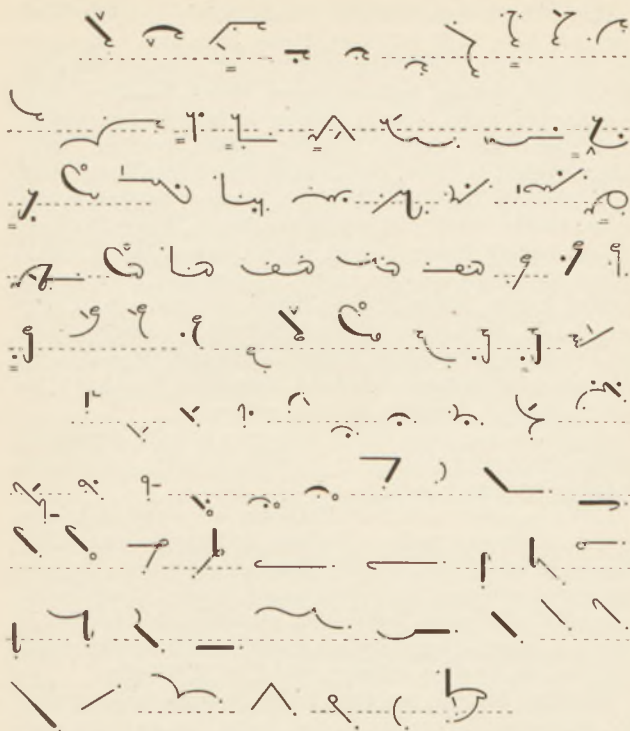
petting bleeding hooting believing beginnings buildings

#### SIXTY-SECOND READING EXERCISE.









## SIXTY-SECOND WRITING EXERCISE.

589. Wedge, wide, weep, walk, wag, watch, week, web, weighty, widow, wake, weak, withe, woof, wish, wave, wife, weary, wedding, warren, width, wooden, wagon, widen, weaken, waive, woven, wages, wax, washes, woman, woods, weaves, Webster, bewitch, Lockwood, waggle, washing, keen-witted, zou-ave, assuage, outwear, Schwartz.

Yesso, Yazoo, yam, yawp, yore, yellow, yelp, yankee, Yeddo, Yadkin.

Huge, Hayti, hog, hall, hull, heath, hatch, haughty, hawk, hero, hill, hale, haul, hail, hive, Heine, hash, ham, hollow, halloo, Hume, holy, whey, hung, hoof, Hovey, hiccough, harp, horrify, heresy, healing, hackney, havoc, hearth, harangue, howling, Havana, hinge, homage, hammock, haunch, homeopathy, hank, hemorrhage, hemp, Hanover, hidden, heathen, haven, Helen, hyphen, heighten, horn, human, Hawthorne, hector, Hannibal, Hamlin, Hampton, Hamilton, hempen, hatchel, hobble, hydra, hackle, haply, Hebrew, hover, heifer, Henry, hammer, hosiery, hanger, humor, hedged, wheat, hanged, humid, herald, hatred, hazardous, hideous, hazard, haberdasher, hoax, heavens, heinous, harass, hearse, unhook, inhere, unbitch, unholy, mayhem, inhale, Manhattan, inherent, Hottentot, humidity, Harrison, hereditary, hemisphere, horizon, horizontal, City-hall, homicide, hemstitch, holiness, hogshead, homestead, Tomahawk, Mahoney, Gehenna, Mohawk, beehive, quahaug.

Hip, Hebe, hap, hoop, hobby, happiness, hopeful, happen, hypocrisy, habitation, habitually, inhabit, habitual, inhabitants, unhappy, hapless, whoop.

Highway, gateway, midway, Hathaway, alley-way, milky-way, by-way, Rockaway, headway, hallway, half-way, pathway, Utah, Europe, unique, Utica, euphony, Eugene, occupation, Eugenia, attenuated, erudition, mortuary, emulate, estuary, Ulysses, value, eulogistic, attenuation, infatuation, valuation, accentuation, insinuation, swage, Sweden, switch, sweaty, swash, swathe, swath, swift, values, by-ways, wheaten, whirl, whiff, Whedon.

Doubting, boating, yachting, hating, putting, trading, meeting, estimating, elaborating, folding, protruding, strutting, meetings, separating, beatings, headings, astonishing, beginning, acknowledging, becoming, belonging, exchanging, belongings, discharging, correcting, developing, differing, establishing, collecting, delivering, describing, endeavoring, giving, neglecting, parting, publishing, remarking, speaking, manufacturing, practicing, recollecting, representing, thinking, objecting, admonishing.

## ORDINARY LETTERS BY PHONOGRAPHIC SIGNS.

590. The phonographic equivalents of the letters of the ordinary English alphabet, as they are variously sounded in words of the language, are shown in the table below. A few instances that are rare or exceptional have been purposely omitted. The table will be found convenient for reference, and a careful study of it will aid learners considerably in determining the correct pronunciation of words, from the way their sounds are indicated in the dictionaries.

591. The regular Phonographic Vowel-Scale of only sixteen signs (see p. 36) falls a little short of providing a sign for every vowel-sound in the language; hence it becomes necessary in a few instances to employ a single vowel-sign to represent more than one vowel-sound. Thus, the light dot in the first-place is used for the three sounds of *a* heard in the words *at*, *ask*, and *air*; the light dash in the second-place, for the sounds of *u* in the words *up* and *fur*; and the heavy dot and heavy dash of the second-place are made to do duty for both long and short vowels (*ā-â, ō-ô*), as heard respectively in the words *ale-senate*, *old-obey*.

592. Then, on the other hand, the sound of *e* in *term* (*ē*) and its precise equivalent, the sound of *i* in *mirth* (*ī*), are provided with two signs, the light dot and light dash of the second-place; it being optional with the writer which shall be used. Neither of the signs, with its ordinary sound, as heard in *met* or *but*, exactly stands for the sound *ē-ī*, but as the dash-sign (*ū*) comes nearer than the dot (*ē*) to representing the true sound of *ē-ī*, the author has leaned towards its use. Still, it is largely a matter of convenience which sign shall be employed. Some words are more easily vocalized with the dash-sign (*ū*) and others with the dot-sign (*ē*).

593. In regard to the sound of the letter *x*, in such words as *exact*, although lexicographers usually give it as *gz*, the author is of the opinion that it is more properly pronounced *kz*. Certain it is that the universal practice of phonographers of all schools is to write *x* with Kess, and never with the heavy stem Gess. For examples of outlines of words beginning with *cx*, see, on page 180, the words *examine*, *executor*, *execution*, *exemption*, *except*, *excellent*, *examiner*, *exposure*, *executive*, etc.

## TABLE OF EQUIVALENTS.

<i>Letter.</i>	<i>Sound.</i>	<i>Word.</i>	<i>Sign.</i>	<i>Letter.</i>	<i>Sound.</i>	<i>Word.</i>	<i>Sign.</i>
a	for ā	in ale	by .	g	for ġ	in game	“ —
a	“ â	“ senate	“ .	g	“ j	“ gem	“ /
a	“ ă	“ at	“ .	g	“ zh	“ rouge	“ )
a	“ ä	“ calm	“ .	gh	“ ġ	“ ghost	“ —
a	“ à	“ ask	“ .	gh	“ f	“ laugh	“ )
a	“ â	“ care	“ .	h	“ h	“ hay	“ )
a	“ ẽ	“ any	“ .	h	“ h	“ hook	“ .
a	“ a	“ all	“ .	h	“ h	“ hedge	“ .
a	“ a	“ wasp	“ .	i	“ ī	“ ice	“ v
b	“ b	“ bay	“ \	i	“ ī	“ idea	“ v
c	“ k	“ came	“ —	i	“ ī	“ it	“ .
c	“ s	“ cease	“ )	i	“ ī	“ mirth	“ .
c	“ sh	“ ocean	“ )	i	“ ī	“ pique	“ .
c	“ s	“ cite	“ o	j	“ j	“ jam	“ /
c	“ ch	“ cello	“ /	k	“ k	“ kick	“ —
ch	“ ch	“ check	“ /	l	“ l	“ lay	“ )
ch	“ k	“ chasm	“ —	m	“ m	“ may	“ )
ch	“ sh	“ chaise	“ )	n	“ n	“ no	“ )
d	“ d	“ day	“	n	“ ng	“ ink	“ )
d	“ t	“ liked	“	ng	“ ng	“ ring	“ )
e	“ ē	“ eve	“ .	o	“ ō	“ note	“ .
e	“ è	“ evict	“ .	o	“ ō	“ obey	“ .
e	“ ẽ	“ met	“ .	o	“ ō	“ not	“ .
e	“ ẽ	“ term	“ .	o	“ ō	“ or	“ .
e	“ ĭ	“ English	“ .	o	“ ō	“ dog	“ .
f	“ f	“ fife	“ )	o	“ ŭ	“ done	“ .

# ORDINARY LETTERS BY PHONOGRAPHIC SIGNS 227

Letter.	Sound.	Word.	Sign.	Letter.	Sound.	Word.	Sign.					
o	for	o	in	move	“	th	for	th	in	then	“	(
o	“	o	“	wolf	“	u	“	ū	“	tube	“	⋈
oo	“	o	“	food	“	u	“	ū	“	tub	“	⋈
oo	“	o	“	foot	“	u	“	û	“	urn	“	⋈
oi	“	oi	“	oil	“	u	“	ī	“	busy	“	⋈
oy	“	oi	“	boy	“	u	“	ū	“	full	“	⋈
ow	“	ow	“	cow	“	u	“	yō	“	use	“	⋈
ou	“	ow	“	out	“	v	“	v	“	view	“	⋈
p	“	p	“	pay	“	w	“	w	“	way	“	⋈
ph	“	f	“	phiz	“	w	“	w	“	watch	“	⋈
q	“	k	“	plaque	“	w	“	w	“	walk	“	⋈
qu	“	kw	“	queen	“	x	“	ks	“	wax	“	⋈
r	“	r	“	roe	“	x	“	kz	“	exact	“	⋈
r	“	r	“	oar	“	x	“	z	“	xyst	“	)
s	“	s	“	say	“	y	“	y	“	you	“	⋈
s	“	s	“	space	“	y	“	y	“	youth	“	⋈
s	“	z	“	ease	“	y	“	y	“	yam	“	⋈
s	“	z	“	rose	“	y	“	ī	“	my	“	⋈
s	“	sh	“	sure	“	y	“	ī	“	sylph	“	⋈
s	“	zh	“	leisure	“	y	“	ē	“	myrrh	“	⋈
t	“	t	“	tone	“	z	“	z	“	zone	“	)
th	“	t	“	thyme	“	z	“	z	“	maze	“	⋈
th	“	th	“	thin	“	z	“	zh	“	azure	“	⋈



## HOW TO WRITE UNACCENTED VOWELS.

594. In copying matter, written or printed in the ordinary way, into fully vocalized phonography, for the purpose of practice, great pains should be taken by the learner, before writing the signs of a word, to make sure that his analysis of its sounds, both consonant and vowel, is entirely accurate. In doing this, reference to the dictionary should be made; and generally it will be found that the instruction there given is amply sufficient. At least, so far as the consonant elements and the accented vowels are concerned, it may always be relied upon.

595. But, in respect to the pronunciation of vowels in unaccented syllables, which are as a rule very lightly spoken, none of the dictionaries is at all times a satisfactory guide. In many instances either the pronunciation of the vowel is not indicated at all, or else its letter is marked as being "obscure"—thus giving no information which will at all aid us in selecting the proper vowel-sign—and sometimes the correctness of the conclusions as to what the sounds really are is a little doubtful. Therefore a few suggestions on the subject of the unaccented vowel-sounds and their proper representation by phonographic characters may be of service to the student. Taking up the vowel-letters in their alphabetic order, and considering them in all their various phases as exhibited in syllables other than those which receive the tonic accent, we reach the following results:

## "A" IN UNACCENTED SYLLABLES.

596. The letter *a* has the sound of *ă* (*a* in *at*), and should be written with the light-dot *ă*, in most initial unaccented syllables ending with a consonant, as in *ăb-hor'*, *ăb-jure'*, *ăc-count'*, *ăd-di'tion*, *ăf-feet'*, *ăg-grieve'*, *ăl-lege'*, *ăm-bi'tion*, *ăn-gel'ic*, *ăp-os-tol'ic*, *ăr-range'*, *ăs-cribe'*, *ăt-tack'*, *ăv-a-ri'cious*, etc. In a few words, before *r*, it has the sound of *ā*, and should then be written with the heavy-dot *ā*, as in *ār-cade'*, *ār-bo're-al*, etc.

597. *A* has the sound of *â* (*a* in *ask*), and should be written with the light-dot *â*, in the following cases:

1. When it either constitutes or ends an unaccented syllable, either initial, medial, or final; as in the words *â-bet'*, *â-bove'*, *â-cad'e-my*, *Bâ-va'ri-an*, *mâ-chine'*, *câ-noe'*, *nâ-tiv'i-ty*, *pâ-*

thol'o-gy, crâ-vat', plâ-ton'ic, sal'à-ry, par'à-graph, mas'sâ-cre, mâ-hog'à-ny, pâ-pil'lâ, sâ-git'tâ, Mâ-don'nâ, al'ge-brâ, eu'po-lâ, quo'tâ, etc.

2. When it occurs in final or medial unaccented syllables ending with *n*, *l*, *nt*, *ncc*, *nd*, *s*, *ss*, *st*, *p* or *ph* or *ff*, *m*, or *d*; as in the words vet'e-ran, ten'an-cy, por'tal, sig'nal, dis'tant, sub'stance, thou'sand, at'las, tres'pass, stead'fast, jal'ap, ser'aph, dis'taff, myr'iad, etc. In the dictionary this sound in such syllables is usually (though not always) indicated by *italic a* instead of *â*.

598. **Exceptions.**—*A* has the sound of *â* (*a* in *senate*), and should be written with the heavy-dot *â*, in unaccented endings *ace*, *age*, and *ate* (terminating nouns), and when it occurs before another vowel; as in the words pal'âce, bond'âge, des'o-lâte, â-e'rial, châ-ot'ic, etc.

599. **Short Sound of "ai" ("ay").**—The regular long sound of *ai* (*ay*) is *â*, as in *bail*, *main*, *lain*, *laid*, *day*, *tray*, etc.; therefore, it would seem that the natural short sound of *ai* (*ay*) must be either *ë* or *â*, according as the syllable is closed with a consonant or is open. And in the words *say*(sâ), *says*(sêz), *said*(sêd), *Monday*(mûn'dâ), etc., we have this theory of the nature of the sound exactly illustrated. And yet, in the dictionary, the sound of *ai* in slightly accented syllables, especially in words ending with *ain*, is usually marked as *ï*, as in *wassail* (-sîl), *porcelain*(-lîn), *villain*, *chaplain*, *chamberlain*, *chieftain*, *fountain*, *mountain*, *captain*, *certain*, *curtain*, etc. The phonographer, however, is recommended to use the second-place dot *ë* for this sound, rather than the third-place dot *ï*.

### "E" IN UNACCENTED SYLLABLES.

600. The letter *e*, unaccented, has the sound of *ë* (*e* in *elude*), and may as a rule be written with the heavy-dot *ë*, (*a*) in most initial or final syllables which either consist of or end with *e* sounded, and (*b*) before another vowel; as in *ë-con'o-my*, *ë-duc'tion*, *ë-las'tic*, *ë-pit'o-më*, *bë-calm'*, *bë-low'*, *dë-mean'*, *së-cure'*, *ac'më*, *vî'cë*, *sys'to-lë*, *ë-o'li-an*.

601. **Exceptions.**—When, however, (*a*) the *ë*-sound is very brief, or (*b*) the word is a derivative from a word in which the sound of the *e* is short (*ë*), or (*c*) if the outline is such that the

third-place *ē*-dot would be thrown into an angle, the second-place light-dot *ē* should be used instead; thus, *pē-ti'tion*, *mē-tāl'ic*, *rē-spect'*, *rē-cept'*, etc.

602. "**E**" in Closed Syllables.—Usually the letter *e*, in unaccented syllables ending with a consonant-sound, has the short sound *ē*, and is written with the light-dot *ē*; as in *ēm-bez'zle*, *ēm-a-na'tion*, *glad'nēss*, *mar'kēt-a-ble*, *lēg-is-la'tion*, etc. The obscure sound of *e* before *n*, in such words as *pru'dent*, *de'cen-cy*, etc., if indicated at all, should be written with the dot *ē*.

603. "**E**" in Medial Open Syllables.—In unaccented medial syllables, consisting of or ending with *e* sounded, the letter has a brief *ē*-sound, but it is better in phonographic writing to indicate it with dot *ē* instead of dot *ē*; as in the words *com'ē-dy*, *di-am'ē-ter*, *in-dig'ē-nous*, *Sen'ē-ca*, *Pen'tē-cost*, etc.; writing them respectively *comēdy*, *diamēter*, *indigēnous*, *Senēca*, *Pentēcost*, etc.

#### "I" IN UNACCENTED SYLLABLES.

604. The letter *i*, unaccented, usually has the sound of *ī* (*i* in *ill*), and should be written with the light-dot *ī*, as in the words *dī-vidē'*, *fī-nance'*, *o'rī-ent*, *e-ter'nī-ty*, *īm-ī-ta'tion*, *īn-dī-vīs-ī-bīl'ī-ty*, *īn-cī-den'tal*, *īn-tīm-ī-da'tion*, *īg-nite'*, *cab'īn*, *pac'ī-fy*, etc.

605. In unaccented initial syllables which either consist of or end with *i*, the letter has the sound of *ī* (*i* in *idea*), and should be written with the sign of the diphthong *i*; as in the words *ī-am'bie*, *ī-de'al*, *ī-on'ic*, *ī-den'ti-ty*, *bī-ol'o-gy*, *tri-bu'nal*, etc. But in *ī-tal'ian* the *i* is short, and should be written with the dot *ī*.

#### "O" IN UNACCENTED SYLLABLES.

606. The letter *o*, unaccented, has the sound of *ō* (*o* in *obey*), and should, as a rule, be written with the heavy-dash *ō*, (*a*) in most syllables, whether initial, medial or final, which either consist of or end with *o*, and (*b*) before another vowel; as in *ō-blige'*, *ō-rī'on*, *ō-ol'ō-gy*, *ō-rig'i-nal*, *cu'pō-la*, etc. But when the *ō* sound is quite brief and not very distinct, it is better to write it with the dash *ō*; as in *e-con'ō-my*, etc.

607. **“O” in Closed Syllables.**—In syllables ending with consonants, unaccented *o* usually has the sound  $\text{ö}$  (*o* in *odd*), and should be written with the light-dash  $\text{ö}$ , as in  $\text{öb-liv'i-on}$ ,  $\text{döm-i-na'tion}$ , etc. Before *r* it has the sound of  $\text{ô}$  (*o* in *orb*), and should be written with the heavy-dash  $\text{â}$  or  $\text{ô}$ , as in  $\text{ôr-dain'}$ ,  $\text{ôr-gan'ic}$ ,  $\text{ôr-thog'ra-phy}$ , etc. Sometimes it has the sound of  $\text{û}$  (*u* in *up*), and then it should be written with the light-dash  $\text{û}$ ; as in *bombard'* ( $\text{bûm-bard'}$ ), etc.

608. In the dictionary this letter, in final syllables (except before *r*), is marked as having the sound of  $\text{û}$ , and before *r*, the sound of  $\text{ê}$ ; as in *method* ( $\text{mêth'ûd}$ ), *hillock* ( $\text{hîl'ûk}$ ), *atom* ( $\text{ăt'ûm}$ ), *felon* ( $\text{fêl'ûn}$ ), *bishop* ( $\text{bîsh'ûp}$ ), *pilot* ( $\text{pî'lût}$ ), *author* ( $\text{â'thêr}$ ), *tailor* ( $\text{tâ'lêr}$ ), etc. It is recommended that the learner do not follow this pronunciation in writing phonography, but that he write these vowels with the light-dash  $\text{ö}$ .

#### “U” IN UNACCENTED SYLLABLES.

609. When the letter *u* of itself constitutes an unaccented syllable, it has the sound of  $\text{yöö}$ , and is written as follows: (*a*) At the beginning of words, always with the stem *Yay* and the light-dash  $\text{öö}$ , as in  $\text{û-nite'}$ , and, (*b*) in the middle of words, sometimes with breve-yay joined in the outline, as in *in-sin'u-ate*, *val'u-a-ble*, etc., and sometimes by the sign for the diphthong *ew* at the side of the outline, as in *pop'u-late*, *stip-u-la'tion*, *ed-u-ca'tion*, etc.

610. In open syllables commencing with a consonant, unaccented *u* has the sound of  $\text{ïöö}$ , and is always written with the *ew*-sign, as in the words *am'pu-tate*, *ar'gu-ment*, etc.

#### “Y” IN UNACCENTED SYLLABLES.

611. The letter *y*, used as a vowel and unaccented, has the sound usually of  $\text{î}$  or  $\text{ÿ}$  (*y* in *pity*), and is written with the light-dot  $\text{î}$ , as in *cop'y*, *cit'y*, *y'cleped* ( $\text{î-klêpt}$ ), *ytter'bie* ( $\text{ÿt-ter'bîk}$ ), *ethyl* ( $\text{êth'îl}$ ), etc. In a few words *y* has the sound of  $\text{î}$ , as *hy'e-na*, *my'ol'o-gy*, etc.

#### WHEN IN DOUBT USE SHORT-VOWEL SIGN.

612. When in doubt as to what the exact sound of a vowel-letter in an unaccented syllable is, it is generally safe to treat

it as the short sound of that letter (that is, as either *ă*, *ĕ*, *ĭ*, *ŏ*, *ŭ*, or *ŷ*), and to write it in phonography with its proper short-vowel sign. The following words will illustrate this rule sufficiently to make it understood: mortāl, metāl, vacāncy, loyāl, guidānce, breakfāst, madām, infānt; dēfer, ēnlarge, endēd, rivēt, infērēnce, prudēt; pacify, dīvide, eternīty, horrible; mirrōr, sailōr, atōm, cōllect; circūs, piōūs, graciōūs.

613. **Primitive Word Controlling.**—Sometimes the primitive word will control as to the derivative; thus, dis-pōs-sess', because of pōs-sess', and dis-pō-si'tion, because of pō-si-tion.

## LESSON LIII.

### COM, CUM, CON, AND COG.

614. "**Kon**," "**kum**," "**kon**," "**kun**," or "**kong**."—When a word commences with one of these syllables—which are here spelled according to sound—its outline is frequently abbreviated by omitting the consonant-signs of this initial syllable, and simply writing the remainder of the outline in the most convenient way. Examples: "**kom**," *COMpel*, Pee-El; "**kum**," *COMPany*, Pee-En; "**kum**," *CUMbersome*, Ber-sem; "**kon**," *CONtain*, Ten; "**kun**," *CONstable*, Stee-Bel; "**kong**," *CONgress*, Gres, etc.

615. **How the Syllable is Indicated.**—The syllable that is thus omitted from the first part of the outline is, however, usually indicated in one of the following ways:

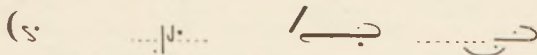
I. By placing a light dot near the beginning and in line with the first stem of the abbreviated outline; thus,—



combination   company   cumbbersome   constable   congress



II. By simply writing the abbreviated form, without the dot, close to the outline of the next preceding word; thus,—



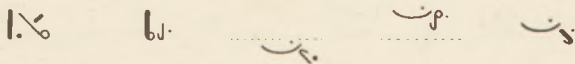
they-complained it-contained large-congregation in-connection  
This latter mode is called "indication by proximity."

616. It is entirely optional with the phonographer which mode of indication he will use; and one may be employed at one time, and at other times the other mode may be adopted, according to which best suits the occasion.

617. But those who prefer to write all of their outlines quite near together, will find it safer to most generally use the dot; as in very close writing "proximity" could hardly be made distinguishable from the ordinary space between words.

618. **Sometimes not Indicated at all.**—Then, again, in many instances the omitted initial syllable need not be indicated at all, either by dot or proximity, the remaining abbreviated outlines of themselves having sufficient individuality to insure perfect legibility. The following words and their derivatives are examples of this kind: *combustion, commercial, compensate* (Pens-Tee), *compliment, compunction, conference, confine, confiscate, confederate, consider, constitution, contemplate, contingent, contradict, distinguish, contrary, conversation*, etc.

619. **In the Middle of Words** any of these syllables, *com, cum, con*, etc., and also the syllable *cog*, may be indicated by proximity; thus,—



decompose discontent incomplete inconstant incumbent

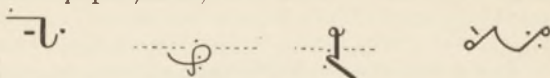


disencumber unconscious recognition reconcile reconvey

620. And sometimes, in the middle of words, even proximity itself is omitted, and the latter part of the



outline joined to the first, without removing the pen from the paper; thus,—



accommodation inconsistent inconsiderable circumference

621. **Order of Writing.**—The dot-sign for *com*, *con*, etc., may be written either before or after writing the abbreviated outline of the word, according to convenience. If the beginning of the first stem is “simple,” or if it commences with a small hook or small circle, as in the words *compose*, *complexion*, *congratulate*, *conspire*, etc., it is usually best to write the dot first. But if the first stem begins with a large hook or large circle, as in the words *conflict*, *conquest*, *consistent*, etc., it is better to write the dot last.

#### SIXTY-THIRD READING EXERCISE.





## SIXTY-THIRD WRITING EXERCISE.

622. Committee, common, commit, comity, convey, compel, confer, condemn, compare, convict, commune, commission, convene, combine, confine, contain, concave, compassion, confusion, condition, commutator, competition, commendation, conjecture, convention, commentator, communication, compunction, companion, conditional, compassionate, confessional, component, commercial, confectioner, conveniently, composure, commissioner, contempt, communicate, confidence, conjugate, commanded, competent, committed, confute, comment, compete, command, commanding, competitor, combative, compatible, commandment, combined, convened, compound, confined, compounder, commander, compose, concise, conduce, confuse, commerce, commencement, convinced, conference, conscience, compasses, compensatory, compensation, combustion, composition, comply, control, converge, conquer, comptroller, contractor, compliment, compromise, contribution, concurrent, complexity, comprehend, conclave, conclusion, completion, conversion, contrivance, congregationalist, complainant, converse, congressional, contrast, conversationalist, concurrence, conversation, contradistinction, conquest, conclude, conflict, completely, concrete, comfortable, comforter, comparatively, complaint, contradict, confront, compartment, consultation, concentration, consolation, constancy, consent, consult, concert, conservatory, consist, consecutive, consols, consistent, constituent, construe, constitutional, conciliation, consider, constrain, conscription, consecration, construction.

Discompose, incompetent, unconsciously, incumbrance, circumvent, reconstruction, unencumbered, uncommon, unconditional, accompany, circumscribe, in-consideration, circumjacent, circumlocution; recommend, incumbrances, recompense, incumbent, consideration, reconvey, unconditionally, discontented, contend, reconcile, incongruous, recognizing, contention.

## LESSON LIV.

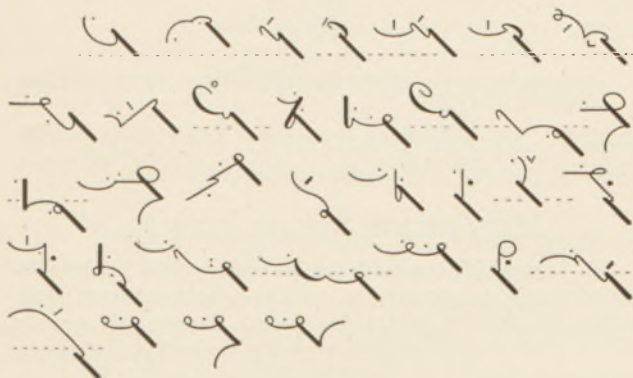
## PREFIXES AND SUFFIXES.

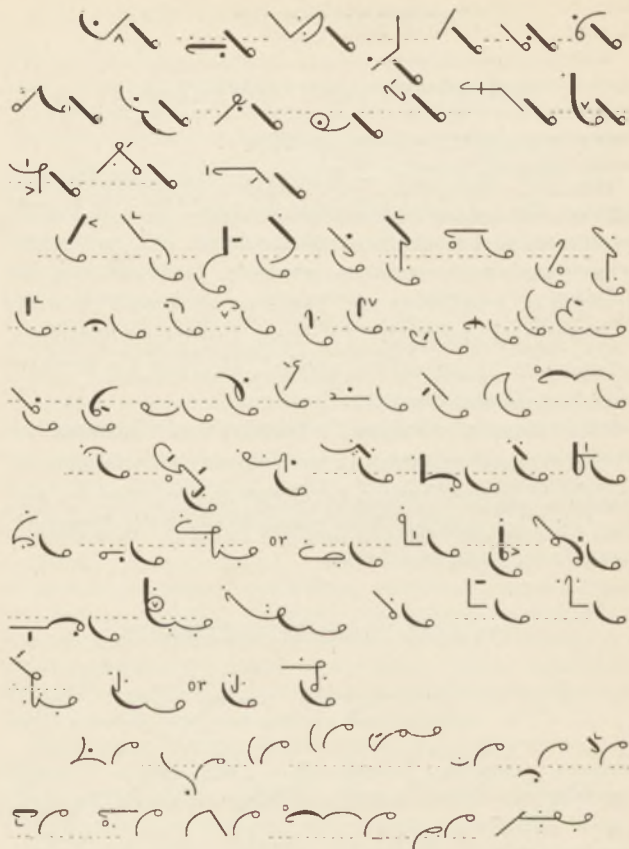
623. "**Alogy**."— See *Ology* (642).

624. "**Ble**" and "**Bly**."—Whenever, in making the outlines of the terminal syllables *ble* and *bly*, it is found inconvenient to use the regular form *Bel*, as occurs in writing such words as *provable*, *fashionable-y*, *lamentable-y*, *sensible-y*, etc., the simple stem *Bee* may be employed instead. In case, however, complete outlines be at any time needed, *ble* may be written with *Bee-El* and *bly* with *Bee-Lee*.

625. "**Bleness**," "**Fulness**," "**Iveness**," and "**Lessness**."—These terminal syllables, in such words as *teachableness*, *usefulness*, *combativeness*, *carelessness*, etc., may be abbreviated by writing them respectively with detached *Bess*, *Fess*, *Vess*, and *Lees*.

## SIXTY-FOURTH READING EXERCISE.





## SIXTY-FOURTH WRITING EXERCISE.

626. Lamentable, warrantable, insurmountable, fashionable, exceptionable, unwarrantable, profitable, returnable, unprofitable-y, valuable, accessible, indigestible, inaccessible, permissible-y, admissible, defensible, reversible, invincible, discernible, explainable, forcible-y, attainable, incomprehensible, unattain-

able, incontestable, assignable, insensible-y, imponderable, sustainable, sensible, improvable, sensibly.

Teachableness, salableness, changeableness, serviceableness, variableness, perishableness, agreeableness, peaceableness, favorableness, corruptibleness, unsuitableness, culpableness, reasonableness, advisableness, profitableness, responsibility, seasonableness.

Dolefulness, bountifulness, doubtfulness, cheerfulness, bashfulness, carefulness, hatefulness, plentifulness, powerfulness, dolefulness, artfulness, dreadfulfulness, hurtfulness, thoughtfulness, thankfulness, harmfulness, hopefulfulness, watchfulness, sinfulfulness, healthfulness, wastefulness, wakefulness, peacefulness, fruitfulness, mindfulness, usefulness, delightfulfulness.

Concentrativeness, adhesiveness, acquisitiveness, amativeness, inhabitiveness, alimentiveness, philoprogenitiveness, combativeness, constructiveness, destructiveness, secretiveness, cohesiveness, comprehensiveness, talkativeness, positiveness, attentiveness, conduciveness, extensiveness, decisiveness, persuasiveness, attractiveness.

Thoughtlessness, thanklessness, shamelessness, worthlessness, endlessness, fearlessness, heedlessness, groundlessness, boundlessness, carelessness, listlessness, harmlessness, recklessness, helplessness.

## LESSON LV.

### PREFIXES AND SUFFIXES (CONTINUED).

627. “**Ever**” and “**Soever**” in Compounds.—These words, when not standing alone, are written as follows:

628. *Ever*, at the beginning of words, as in *everlasting*, *evermore*, etc., is always written in full (Ver).

629. At the end of words, if not immediately preceded by the syllable *so*, the termination *ever* is written with either the Vee-hook or the stem Vee.



630. **Vee-hook on Curved Stems.**—It is allowable to use a large final hook on curved stems for the consonant *v*, to add the termination *ever*. This hook is also employed in phrase-writing. It would not be safe, though, to use it generally in word-outlines, and hence it is not permitted. It is identical in form with the Shun-hook on curves; but, within the limits of the use to which it is put in this system, it never conflicts with that hook.

631. *Soever* is usually written with breve-s and the stem Vee (Sev). But if the primitive word ends with breve-s, stem Ess is used instead of the circle. See outlines of *whencesoever* and *whosoever*.

632. **Position.**—The outline of the first word of every compound ending in *ever* should be written in its proper position, without regard to the location of the primary accent. See outlines of *however*, *howsoever*, *whoever*, *whosoever*, etc.

633. **"For," "Fore," and "Form."**—The syllables *for* and *fore* at the beginning of words, and the syllable *form* at the end and in the middle of words, as in the words *forbid*, *forever*, *foreknowledge*, *foreshadow*, *perform*, *platform*, *uniformity*, etc., are frequently written with the stem Ef.

634. Whenever Ef thus stands for *fore*, it is quite generally disjoined; as in *foreknowledge*, *foreshadow*, *forswear*, etc. But when it stands for *for*, it is only disjoined when it is more convenient to write it in that way than to join it; as in *forgive*, *forget*, *forgot*, *forgotten*, etc.

635. **Position.**—All words whose outlines are formed in this way follow the regular rule of position, the accented vowel being the guide.

636. "**Fulness.**"— See *Bleness.*

637. "**Iveness.**"— See *Bleness.*

638. "**Lessness.**"— See *Bleness.*

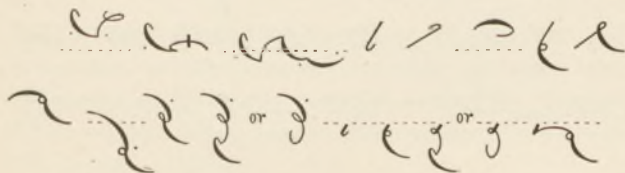
639. "**Magna,**" "**Magne,**" and "**Magni.**"— At the beginning of such words as *magnanimity, magnetic, magnificent,* etc., the first two syllables are usually written with the stem *Em*, disjoined and placed over and near the commencement of the rest of the outline. This latter part of the outline is written in the position required by the accented vowel.

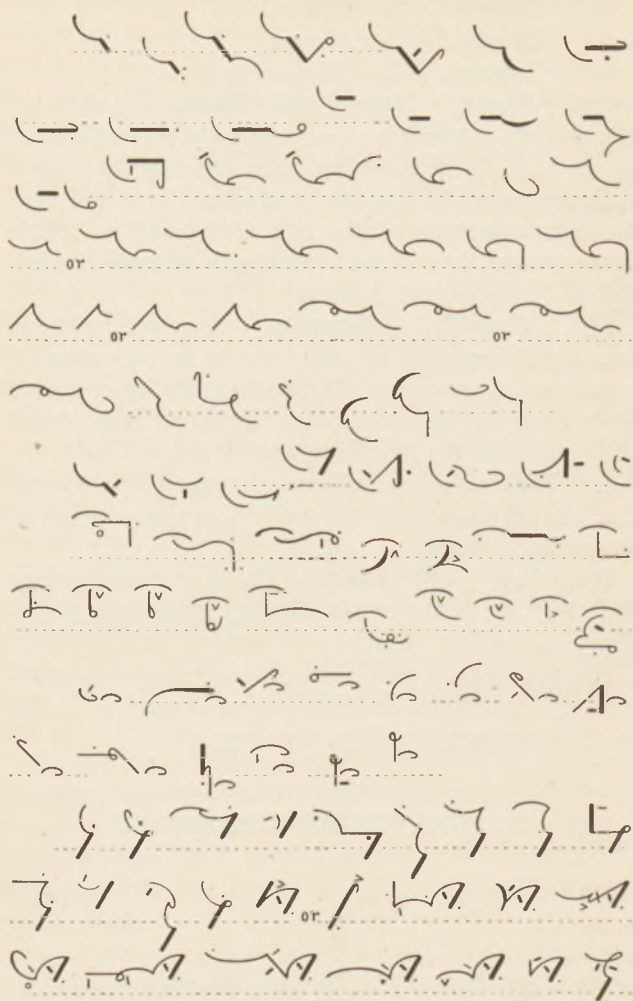
640. "**Mental-ly,**" "**Mentality.**"— The terminations *mental-ly, mentality,* in such words as *sacramental, supplemental, instrumental-ly, instrumentality,* etc., may be written by the stem *Ment*, disjoined and placed after and near the preceding part of the outline.

641. **Position.**— The outlines of these words, except that of *instrumentality*, are written in the position of the primary word.

642. "**Ology**" and "**Alogy.**"— The terminations *ology* and *alogy*, as in the words *theology, pathology, physiology, mineralogy,* etc., may be written with the stem *Jay*, either joined or detached, according to convenience. Sometimes the full outline is used, as in the words *etymology, philology, tautology,* etc.

#### SIXTY-FIFTH READING EXERCISE.





## SIXTY-FIFTH WRITING EXERCISE.

643. Evermore, everlasting, everliving, wherever, however, whichever, whoever, forever, whichsoever, whenever, whence-soever, whosoever, whosoever, whomsoever, howsoever, wheresoever, whithersoever.

Forbear, forborne, forbade, forbearance, forbidding, forever, forgiving, forgave, forgiveness, forgive, forget, forgot, forgotten, forgetful, forgetfulness, forgetting, former, formal-ly, formerly, inform, informer, informed, formation, informing, formality, informal, informality, reform, reformer, reformed, misinform, misinformation, misinformed, transform, perform, platform, uniformity, uniform, nonconformity.

Foreknew, forebode, foreknowledge, foreknow, foreordain, forethought, foreshadow, foreordination.

Magnesia, magnanimity, magnesium, magnetic, Magna-Charta, magnanimous, magnetism, magnet, magnetize, magnetization, magnetized, magnetometer, magnify, magniloquence, magnitude, magnificent, magnified.

Sacramental, ligamental, elemental, fundamental, alimantal, complemental, detrimental, instrumentality, instrumental, experimental, ornamental, supplemental, monumental, rudimental.

Phraseology, archæology, anthology, ichthyology, ontology, osteology, theology, mineralogy, pathology, mythology, ornithology, geology, zoölogy, philology, anthropology, myology, nosology, physiology, etymology, neurology, cosmology, tautology, meteorology, doxology.

## LESSON LVI.

## PREFIXES AND SUFFIXES (CONCLUDED).

644. "Self" at the Beginning of Words.—In such compounds as *self-defense*, *self-esteem*, *self-same*, etc., *self* may be written with breve-s on the line; the rest of the outline being placed close after it, and in its own proper position.

645. "**Selfish.**"— In writing the outlines of *selfish* and its derivatives, *selfishly* and *selfishness*, the *Ish* may be joined to or separated from the breve-s, at the option of the writer. The prefix *un* before *self* may be written with the En-curl.

646. "**Self-com**" or "**Self-con.**"— When the second word commences with *com* or *con*, usually represented by a dot, as in the words *self-command*, *self-conceit*, *self-control*, etc., it is not necessary in practice to write the dot.

647. "**Self**" at the End of Words is written sometimes with the full outline, *Slee-Ef*, sometimes with breve-s joined, and occasionally with breve-s detached and placed close to the preceding part of the outline; as in the words *herself*, *myself*, *oneself*, *yourself*, etc.

648. "**Selves,**" final, is usually written with the large circle (breve-sez) joined; as in the words *themselves* and *ourselves*. In *yourselves* it may be disjoined.

649. But standing alone, as independent words, both *self* and *selves* should not be abbreviated; that is, they should be written with the full outlines *Slee-Ef* and *Slee-Vez*.

650. "**Ship.**"— The suffix *ship*, in such words as *friendship*, *hardship*, *lordship*, *partnership*, etc., may be written with the stem *Ish*, usually disjoined, but occasionally joined. But if final *ship* forms an essential part of a noun or verb, as in *flagship*, *unship*, etc., it should be written in full.

651. "**With.**"— The syllable *with*, whether it occurs at the beginning, at the end, or in the middle of words, as in the words *withdraw*, *withstand*, *wherewith*, *forthwith*, *wherewithal*, etc., is written with the stem *Dhee* or *Ith*, according to which sound is given to the *th*.

652. "**Worthy,**" wherever it occurs in a word, as shown in *worthily*, *praiseworthy*, and *unworthiness*, is written with *Breve-way* and *Dhee*.





## SIXTY-SIXTH WRITING EXERCISE.

653. Self-esteem, self-defense, self-educated, self-destruction, self-evident, self-discipline, self-interest, self-dependent, self-culture, self-examination, self-made, self-reproach, self-same, self-help, self-possessed, self-respect, self-love, self-possession, self-righteousness, self-willed, self-reliance, self-conviction, self-conceited, self-complaisant, self-confidence, self-contradiction, self-conceit, self-conscious, self-supporting, self-sufficient, self-reliance, selfish, unselfish, selfishly, selfishness, unselfishness.

Herself, itself, thyself, ourself, ourselves, yourself, yourselves, myself, himself, oneself, themselves, one's self.

Hardship, lordship, courtship, stewardship, friendship, wardship, partnership, workmanship, co-partnership, worship, township, horsemanship, executorship, unship, flagship.




Withdrew, withal, withdrawal, withdraw, withheld, withstood, forthwith, withdrawn, within, wherewith, withhold, wherewithal, withstand.






Worthiness, worthily, praiseworthy, blameworthy, thank-worthy, noteworthy, unworthy, unseaworthy, seaworthy, unworthiness, unworthily.











































## STENOTYPY.

654. A very convenient way of indicating phonographic characters and outlines, when it is not feasible to show them in actual engraving, is to represent them with the ordinary printing types, in a manner which will now be explained. This mode of representing phonography by letters is called STENOTYPY.










655. **Use of Capitals.**—All stem-signs are represented by Capital Letters, as follows:




1. *Roman Capitals.*—All stem-signs, except those which are struck upward, are represented by ROMAN CAPITALS, thus: CH, J, T, D, P, B, K, G, L  pail), Y, TH, DH, F, V, N, NG, SH  shake), ZH, S, Z, R  army), W, M, H.




2. *Italic Capitals.*—All stem-signs that are struck upward are represented by ITALIC CAPITALS; thus SH  bushy), L  Leo, K  Kelley), R  ray, A  rope).

656. **Use of Lower-case Letters.**—All consonants written with anything else than stems,—that is, with hooks, modifications, circles, loops, curls, and breves,—are represented by lower-case letters; thus, Kn  cane), SHn  shown), Rf  rough), Nshn  nation), Ktr  cater), Rthr  rather), Pr  pray), Gl  glow), Vl  evil), Tws  twice), Fln  flown), Prf  proof), Kwtr  equator), Fshnt  efficient), Plt  plate), Wrđ  word), Trnd  trained), Frnd  friend), Ltr  letter), Ndr  under), Rndr  render), Lndr  lender), Gndhr  gain-their), sPz  suppose), Ksz  cases), Tst  taste), stT  state), Mstr  master), Kssz  excesses), Kstrz  coasters), Kvz  caves), Fshnz  fashions), sBl  sable), sKw  squaw), Dns  dunce), Pnstr  punster), sPr  spray), Kzn  cousin), Fsn  fasten), nsKr-B  inscribe), h-W  whey), w-V  wave), w-K  wake), y-K  yoke), wL  well), etc.

657. **Use of Other Types.**—Other printers' types are used as follows:

1. A *hyphen* [-] between two stenotypes indicates that in writing they are to be joined together; thus, D-M  dumb), M-K  make), Kn-NG  cunning), M-Pr  empire), Kw-L  quail), R-Kwst  request), G-Dd  goaded), R-Pt-Bl  reputable), F-Kshn-St  factionist).

2. An *inverted semicolon* [:] between two stenotypes indicates that in writing the stems are disjoined and written close together;—placed before a stenotype standing alone, it indicates that when written the outline is either to be preceded by the *com* or *con* dot, or else placed close to the stem that precedes it; thus, D:Pz  decompose), Lrd:SH  lordship), DH:Plnd  they complained, etc.

3. A *colon* [:] between two stenotypes indicates that in writing the stems are disjoined, and the second stem written close to and partially or entirely under the first; thus, K:Dshn  accommodation), M:T-K  magnetic), THt:ls  thoughtlessness).

4. An *inverted period* [·] between two stenotypes indicates that in writing the stems are disjoined, and the second stem lapped a little over the first; thus, D·Td |<sub>i</sub> *dated*), W·Td |<sub>i</sub> *awaited*), sB·D |<sub>i</sub> *subjected*).

5. An *inverted period in parentheses* [(·)] indicates the ing-dot; thus, Mt(·) *meeting*). The plural is denoted by substituting for the inverted period the mark for degrees; thus, Mt(°) *meetings*).








6. A *numeral* just after and usually near the upper part of a stenotype, indicates the position of its sign; thus, Pr<sup>1</sup>, *practice*, Pn<sup>2</sup>-SH, *punish*, Br<sup>3</sup>-K, *brook*, etc.

**658. Circles Between Stems.**—In using the hyphen to separate the stenotypes of stems which have a circle between them, the hyphen may be placed either after or before the stenotype of the circle, according as the circle is considered as belonging to the preceding or to the succeeding stem. But the stenotypic representation of such outlines is most suggestive of the mode of writing them, when the following directions as to placing the hyphen are observed:

1. If in writing the outline the circle would be turned on the regular circle-side of the first stem if it were standing alone (483), the hyphen should be placed after the stenotype of the circle; thus, |<sub>i</sub> Ps-B, |<sub>i</sub> Bs-J, |<sub>i</sub> Rs-K, |<sub>i</sub> Ps-V, |<sub>i</sub> Ls-P, |<sub>i</sub> Ms-L, |<sub>i</sub> Fs-R, |<sub>i</sub> Ns-M, |<sub>i</sub> Nss-T.

2. But if in writing the outline the circle would be turned on the side opposite the regular circle side of the first stem if it were standing alone, the hyphen should be placed before the stenotype of the circle; thus, |<sub>i</sub> D-sK, |<sub>i</sub> T-sL, |<sub>i</sub> TH-sL, |<sub>i</sub> N-sL, |<sub>i</sub> K-ssR.













**659. Stenotypes of the Vowel-signs.**—The stenotypes of the vowel-signs are the vowel-letters, with their diacritics, which represent those sounds; thus, (simple) ā, â, ē, ă, ô, ơ or ơ, ă, ẽ, ỉ, ỗ, ư, ư or ỗ; (diphthong) ỉ, ơ, ơ, ơ; (double) ấ, ấ, ấ, ấ, etc. These letters are printed in with the consonant-stenotypes in the order of their occurrence; thus, |<sub>i</sub> SHẽ, |<sub>i</sub> ấT, |<sub>i</sub> ẽB. When a vowel occurs between stems, its stenotype is printed next to the stenotype of the consonant-stem to which its sign is written; thus, |<sub>i</sub> Kấ-M, |<sub>i</sub> K-ỉNG, |<sub>i</sub> Tấ-M-ỉNG. When a vowel sign is to be joined to a stem, that fact is noted

by means of a hyphen; thus, I-W  (*Iowa*). The stenotypes of vowels written by means of "special vocalization" (423) are inclosed in parentheses; thus,  N(*e*)r,  T(*e*)l,  K(*o*)l. Dot-h is indicated by h immediately preceding the vowel and without an intervening hyphen; thus,  hēP,  hūB,  Whit.

## LESSON LVII.

## THE BREVES IN PHRASE-WRITING.

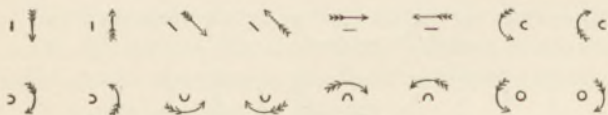
660. **Number of Breve-signs.**—There are twelve principal breve-signs used in phonography, the forms of which are here shown :

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

Of these signs, Nos. 6 and 7 are shaded; all the rest are made light.

661. **How to Write the Breves.**—The breve-signs are struck as follows: Nos. 1, 6, and 7 are always written downward, and No. 5 always upward. Nos. 2, 3, 8, and 9 are usually written downward. No. 12 is usually struck from the right over to the left,—that is, with a movement opposite to that of the hands of a clock.

662. **Striking Breves Backward.**—The learner should practise writing all of the breves, except Nos. 1, 5, 6, and 7, backward as well as forward, so as to become just as expert in striking them in one direction as in the other. The arrow-heads in the following cut show the directions of pen-movement.



**663. Names of the Breves.**—Convenient names for the straight and curved breves may be formed by adding the suffix *oid* (meaning “like”) to the sounds of the consonant-stems which, as regards *form*, *direction*, and *shading*, the breves resemble. Thus, the first eleven breves at 660 are named respectively as follows: Choid, Toid, Poid, Koid, Roid, Joid, Doid, Thoid, Soid, Noid, and Moid.

**664. Names of Back-stroke Breves.**—The back-stroke breves may be called Up-Toid, Up-Poid, Left-Koid, Up-Thoid, Up-Soid, Left-Noid, and Left-Moid.

**665. Positions of Breves.**—Breve-signs may be written above the line, on the line, or just below the line.

**666. A Study in Outlines.**—The following exercise is recommended for occasional practice by phonographers. It may be that only a few of the outlines contained in it will ever occur in actual shorthand work; but the discipline of hand, so indispensable in acquiring the technique of the art of stenography, which will be afforded by the writing of such forms as these, will be found of much value. The STANDARD DICTIONARY definition of *technique* is: “Manner of artistic performance; the details, collectively considered, of mechanical performance in any art, especially in music; also, mechanical skill in artistic work; used especially of the practical details of any fine art.”







667. **Breve-Words in Phrases.**—When joined in phrases certain words are always written with breve-signs; while there are other words which sometimes are written with breve-signs, and at other times, occurring in different relations, are written with stem-signs, in accordance with certain governing rules and principles which will shortly be explained. The following is a list of all words that may be written with breves, being arranged in groups under the particular classes of breve-signs to which they belong:

I. Slanting to the right: *I, of, the, have, who, whom, owe.*

II. Slanting to the left: *a, an, and.*

REMARK.—The vowel-words *O, oh, and awe*, although written with slanting heavy dash-vowel signs (271), are not included among the foregoing so-called breve-words, because, being seldom or never joined in phrases, they do not conform to the rules which apply to the breve-signs proper.

III. Perpendicular and Horizontal: *he, him, how.*

IV. Semicircle, Thoid or Soid: *without, when, with, what, would, way, away, we*; Noid or Moid: *you, your.*

V. Circle: *as, has, is, his, us.*



## BREVES SLANTING TO THE RIGHT.

“I,” “OF,” “THE,” “HAVE,” “WHO,” AND “WHOM.”

668. **The Pronoun “I,”** when standing alone, is written by the breve Roid in the first position (338).

669. Joined in phrases, *I* is sometimes written with Roid and sometimes with Choid, according to which direction of the breve gives the best junction.

670. **Upward “I.”**—Commencing a phrase and before either of the stems Chay, Jay, Tee, Dee, Pee, Bee, Kay, Gay, Ith, Dhee, Ef, Vee, En, Ing, Lee, if the beginning of the stem is simple, *I* is written with Roid.

671. **Downward “I.”**—Commencing a phrase and before either of the stems Ree, Ish, Zhee, Ess, Zee, Er, Way, Em, Hay, *I* is written with Choid.

672. **Either Upward or Downward “I.”**—Before stems with initial hooks or initial breve-s, either Roid or Choid may be used, according to the convenience of the writer.

673. **Position of “I.”**—Standing alone, or commencing a phrase composed entirely of breve-signs, *I* is written in the first position. But when phrased with stem-signs, *I* loses its identity of position, and follows that of the word or phrase outline to which it is joined.

674. **“I-have”** is written with Choid and a Vee-hook (Chevoid).

675. **“I-will”** is written with Roid and an El-hook (Reloid).

676. *I-have* and *I-will*, standing alone, take the first position. In phrases they follow the positions of the words to which they are joined.

677. **Size of Hooks on Breves.**—Hooks on breves should be

made quite small, being proportioned to the length of the bodies of the breves.

678. **The Preposition "Of."**—When standing alone, or at the beginning of a phrase composed entirely of breve-signs, *of* is written by Roid in the second position. (See 339, 340.) The breve-sign for *of* is removed from the first position to the second, in order to make a positive distinction between *of* and *I*; although in practice it is found that these words, even when written exactly alike, seldom, if ever, conflict.

679. **"Of-him" and "Of-whom."**—For purposes of distinction, these two phrases are made exceptions to the foregoing rule; *of-him* being written Choid-Koid, and *of-whom*, Roid-Joid in the third position.

680. **"Of" in Phrases.**—When joined to stems in phrases, *of*, like the word *I*, is sometimes written with Roid and sometimes with Choid, according to convenience.

681. **Position in Phrases.**—When *of* commences a phrase not composed entirely of breves, the first word that has a stem-sign is written in its position and the *of*-breve follows it.

682. **"Of-all"** is written with Roid and an El-hook (Reloid) in the second position.

683. **"Of-all-their"** may be written with the sign for *of-all* and a final hook added on the Ter-hook side of the breve.

684. **Final "The."**—Provision has already been made for representing the word *the* in phrases both by the Shortening Principle (474) and by changing breve-s to breve-est (548). Still another mode of indicating *the* is by a breve-sign, the use of which will now be explained.

685. **Breve for Final "The."**—At the end of phrases, and sometimes in the middle, *but never at the beginning*, *the* may be written with either Choid or Roid.

686. While this form of representation is specially adapted to use with other breve-words, it may also be employed in connection with stem-signs, even when shortening or looping for *the* might properly be used instead. Phonographers who have difficulty in writing with sufficient precision to always make a perfect distinction in length between full-length stems and shortened ones, may sometimes find the breve the safer though longer mode of writing *the*.

687. "**I,**" "**Of,**" and "**The.**"—**Summary.**—Breve Roid (or Choid), joined in phrases, represents these words as follows: (1) Initially, either *I* or *of* only;—(2) Finally, *the* generally and *of* and *thee* occasionally;—(3) Medially, either *I*, *of*, or *the*.

688. "**Ing-the.**"—The breve for *the*, detached and written in the place of the ing-dot, denotes *ing-the*. This mode of indicating *ing-the* may be usefully employed oftentimes even when simple *ing* should not be written with the dot-sign (586).

689. **The Verb "Have."**—As has been already stated (343), *have* may be written with the stem Vee or with the breve Joid. When the breve-sign is used, it is governed by the following rules:

I. When standing alone or joined at the beginning of a phrase composed entirely of breves, *have* is written in the first position.

II. When *have* commences a phrase not composed entirely of breves, the first word-outline that contains a stem-sign is written in position, the breve for *have* being raised or lowered accordingly.

III. Before either of the words *the*, *a*, *an*, *we*, *you*, *your*, *us*, *not*, *have* is written with the breve Roid.

IV. In the middle of phrases *have* may be written with either Roid or Choid.

690. *Have n't* may be distinguished from *have-not* by writing the former with the stem Vent, and the latter with Roid-Net.

691. "Who" or "Whom."—The breve for *who* or *whom* (344, 345), when it will join conveniently, may be used at the beginning of any phrase that does not carry it above the line of writing.

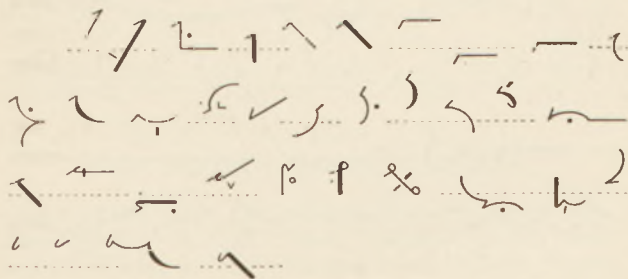
692. When, therefore, this breve is joined initially, it is written in the third position, and controls the position of the phrase in which it is written.

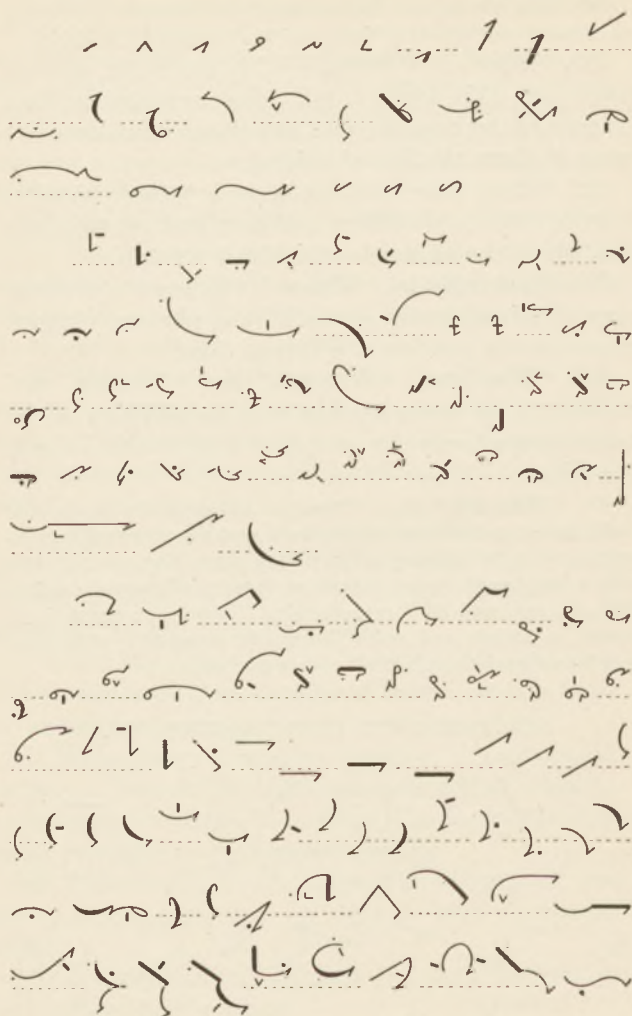
693. **Final or Medial "Who-m."**—Either *who* or *whom* may be joined finally or medially in phrases, without regard to the position it will then take.

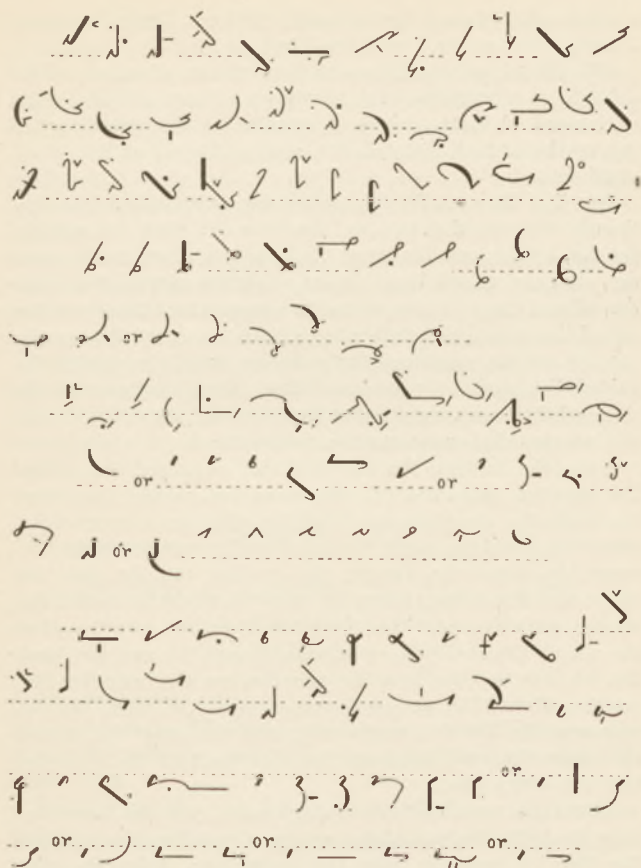
694. "Who-have," "Who-will," and "Who-are," are written by the breve for *who* with the addition of the hooks respectively for *v*, *l*, and *r*, (Jev-oid, Jel-oid, Jer-oid).

695. "**Who-did,**" etc.—Whenever either of the words *did*, *could*, and *should* follows initial *who* in a phrase, it should not be written with its ordinary abbreviation (Dee, Kay, or Ish), but with a half-length stem; otherwise these words would conflict with *do*, *can*, and *shall* respectively. Usually, however, it is better to disjoin and write the words separately with their regular abbreviations in their proper positions.

### SIXTY-SEVENTH READING EXERCISE.







## SIXTY-SEVENTH WRITING EXERCISE.

696. I take, I charge, I did, I think, I could, I object, I judge,  
 I hope, I gave, I can, I fail, I know, I recollect, I make, I hear,  
 I say, I ever, I allow, I want, I should, I was, I believe, I agree,



I tell, I call, if I may, I said, shall I, did I not, I rely, I suppose, I have, I have never, I will, I will be.

697. Of, of you-r, of the, of him, of our, of which, of his (of us), of advantage, of a, of whom, of any, of this, think of, instead of, most of, best of, of them, of her, support of, of my, matter of fact, many of the, some of the, of all the, of all, of all their.

698. Put the, taught the, wrote the, await the, date the, thought the, establish the, end the, vote the, shut the, not the, get the, let the, met the, after the, hate the, whether the, under the, alter the, called the, told the, quote the, toward the, relate the, offered the, yield the, thread the, assert the, throughout the, award the, joined the, flatter the, attend the, count the, appoint the, did not the, combined the, rent the, paved the, chafed the, gained the, anoint the, assigned the, offend the, around the, shunned the, won't the, tender the, hunt the, mind the, loaned the, venture the, encounter the, render the.

Noted the, indicate the, matched the, compelled the, robbed the, sent the, speed the, lift the, saved the, ranked the, seized the, slight the, slaughter the, blind the, slant the, concerned the, spend the, grant the, smote the, smother the, summoned the, surround the, stand the, slander the, do the, can the, give the, where the, thank the, charge the, pay the, ought the, could the, are the, gave the, were the, think the, them the, own the, show the, should the, shall the, usually the, though the, ever the, know the, why the, say the, hear the, saw the, see the, may the, they are the, allowed the, among the most, reach the, these are the, represent the, like the, neglect the, mob the, avail the, narrow the, above the, rush the, name the, also the, both the, deny the, bear the, along the.

Attain the, upon the, run the, again the, join the, been the, done the, refer the, out of the, achieve the, before the, which of the, then the, even the, often the, known the, assign the, shun the, caution the, mean the, arraign the, loan the, better the, fashion the, win the, adjourn the, brave the, contrive the, which are the, plan the, deprive the, try the, deliver the, while the, near the, on all the, tell the, practice the, share the.

Chase the, pass the, which is the, base the, does the, cause the, face the, that is the, this is the, raise the, thinks the, where

is the, knows the, says the, shows the, why is the, lose the, here is the (hears the), amuse the.

699. Doubting the, taking the, reproving the, fashioning the, costing the, meeting the, charging the, moving the, blackening the, mustering the, thinking the, reducing the.

700. Have, have been, have I, have gone, have as (his), have assigned, have so, have weight, have our, have as much, have a, have the, have you-r, do not have, have we, have us, haven't, have not.

701. Who were, who is (has), who said, who told, to whom, who believes, whom I, who go, who may, who is (has) not, by whom, who has been, about whom, for whom, upon whom, one who can, who have not, who have, under whom, in whom, at whom, between whom, each of whom, on whom, who have said, who will make, who are these, who did, who should, who do, who will, who are, who will be, who shall, who are much, who are so, who can, who cannot, who could, who could not.

## LESSON LVIII.

### BREVES SLANTING TO THE LEFT.

#### "A," "AN," OR "AND."

702. The words *a*, *an*, and *and*, like *the*, when standing alone, are written each with a light dot (334-339). But, for the purpose of sometimes joining them in phrases, they are also provided with a breve-sign.

703. **Breve for "A," "An," or "And."** — The breve Poid may be used indiscriminately for either *a*, *an*, or *and*, in any part of a phrase.

704. **Up-Poid or the Dot-sign.** — Whenever the breve-sign for these words, if written downward to the right, will not make a good junction, it may be struck upward to the left, or else the pen may be taken off and the dot-sign made instead of the breve.

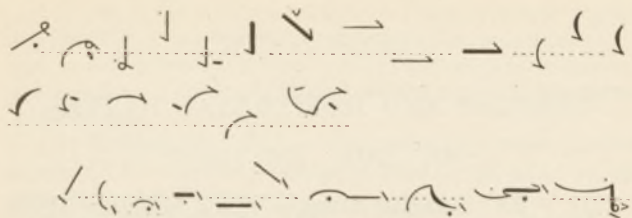
705. Easier forms will be secured by not attempting after certain stems to give Up-Poid the exact slant of Pee. It may be made nearly level with the line after lth and Dhee (see *thank a, that'a*), and struck almost directly upward after Pee, Bee, Em, and Hay (see *by a, from a*).

706. **Position.**—At the beginning of all phrases which contain a stem-sign, the breve for *a*, *an*, or *and* follows the position of the outline to which it is attached. When commencing phrases composed entirely of breve-signs, this breve is written as follows: (a) Before *a*, *an*, *as*, *has*, *have*, *I*, *he*, *the*, *we*, and *you*, in the first position; (b) Before *of*, in the second position; (c) Before *is*, *his*, *who*, *whom*, and *of-whom*, in the third position.

707. "**Ing-a.**"—The breve for *a* may be detached and written in the place of the ing-dot to denote *ing-a*. This sign for *ing-a*, like that for *ing-the* (687), may be used more freely than the dot-sign for *ing*. That is to say, while it is better, for instance, to use the stem Ing at the end of the word *making* standing alone, in the phrase *making-a*, the stem-sign may be replaced by detached Poid.

#### SIXTY-EIGHTH READING EXERCISE.





## SIXTY-EIGHTH WRITING EXERCISE.

708. A check, and which, and each, and our, and yet, and this, and where, and think, and were, and thither, and thou, and from, and all, a man, a most, a little, and will, and may, a thought, an allowance, and the, and have, and then, and as (has), and he, and we, and I, and the, and of, and who, and you, and is (his), and of whom, and as he, and as (has) a, and as I, and as the, and is of, and have I, and is the, and have the, and is a, and have a, and which are, and ascertain, a truth, and have you, a great, and such, share and share, and said, and sell, and seem.

709. Each a, which a, know a, such a, in a, on a, among a, under a, show a, along a, shall a, should a, saw a, usually a, or a, was a, upon a, before a, part of a, than a, raise a, began a, cause a, lose a, at a, do a, it is a, to a, by a, could a, think a, can a, gave a, them a, that a, from a, beyond a, all a, thought a, follow a, will a.

710. Changing a, thinking a, getting a-n, parting a, meeting a-n, giving a-n, making a, engraving a, leaving a, introducing a.

[Charging a-n, doing a, coming a, going a, recollecting a, thanking a, knowing a, showing a-n, seeing a, hearing a, asking a, catching a, enjoying a-n, liking a, following a, acknowledging a, becoming a, calling a, throwing a, delivering a-n, during a, collecting a, deeding a, cutting a, noting a, omitting a, hitting a, letting a, folding a, greeting a, altering a, noticing a, refusing a, purchasing a, sending a, trusting a, mastering a.]

## LESSON LIX.

## UPRIGHT AND HORIZONTAL BREVES.

“HE,” “HIM,” AND “HOW.”

711. **“He” Standing Alone.**—When standing alone, *he* is written either with the stem Hay on the line, or with the breve Toid on the line; preference being given to the latter mode.

712. **“He” in Phrases.**—When joined in phrases *he* is usually written with Toid or Koid, according to which makes the best junction with contiguous signs. Sometimes Doid instead of Toid is used for *he*, either to make a distinction in meaning (as between *he-can* and *how-can*), or for greater precision of writing (as in *he-was*, *was-he*, *that-he*, etc.). And occasionally the stem Hay may be employed with advantage for *he* in phrases (as in *does-he-not*, *was-he-there*, etc.).

713. **Position of Initial Breve “He.”**—At the beginning of phrases the breve for *he*, as a rule, follows the position of the word or phrase to which it is joined.

714. **Exceptions.**—In the phrases, *he-would*, *he-the*, *he-said*, *he-has-begun*, and generally before the stems Ess and Zee, in order to avoid conflict with other outlines, the breve is written on the line.

715. **Position of Initial Stem “He.”**—But when the stem Hay is used for initial *he*, it is always written on the line. See the phrases *he-was*, *he-therefore*.

716. **Caution in using Koid for “He.”**—When the breve Koid is used for *he*, either initially or in the middle of phrases, care should be taken not to slant it upward to the right, as it might then be mistaken for *I*. On the contrary, by giving it a slight downward slant in the direction of Poid all such danger will be avoided and no harm can come.

717. But in the middle of phrases it is not so easy to control the direction of the breve as at the beginning, and unless Toid can be substituted, it is usually safer to disjoin and commence a new outline. For an illustration see the outline of the phrase *which-he-said*.

718. **Up-Toid for "He."**—For a like reason, when Up-Toid is used for *he*, it should be slanted a little to the left. See the phrases *he-know*, *he-never*, etc.

719. **"Him" Standing Alone.**—When standing alone, *him* may be written with either the stem Hay or the breve Doid resting on the line, preference being given to the latter sign. Very rarely *him* is written in full,—that is, with Toid and the stem Em; as in the sentence, "Him that is weak in the faith receive."

720. **"Him" in Phrases.**—The word *him* is never joined initially in phrases. It may, however, be joined finally by either of the breves Doid or Koid, and occasionally by Toid. See the phrases *by-him*, *upon-him*, *charge-him*, *find-him*, etc.

721. **Caution as to Final "Him."**—At the end of phrases *him* should never be written with the stem Hay, for fear of conflict with the word *me*.

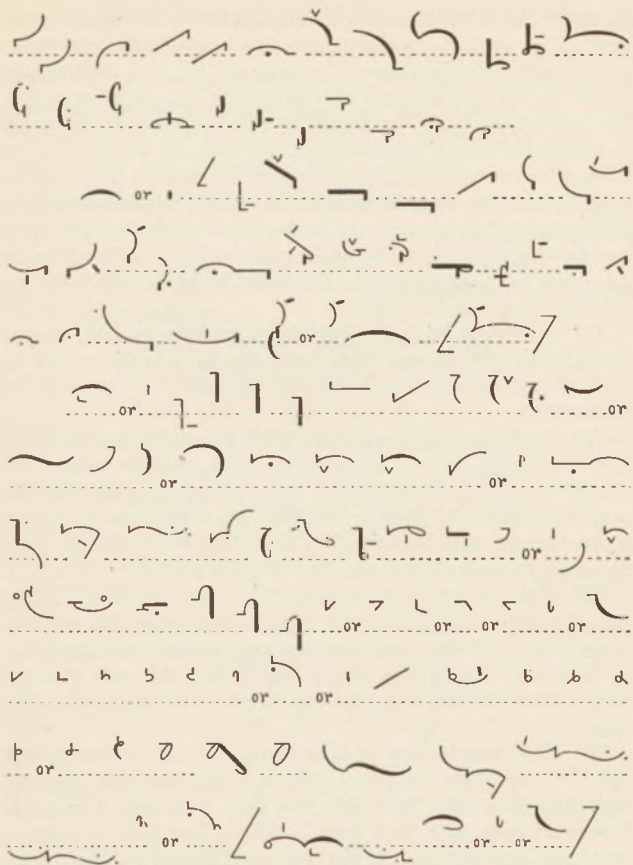
722. **"How" Standing Alone.**—When standing alone, *how* is written with either the stem Hay or the breve Toid in the first position.

723. **"How," Represented by a Breve**, is never joined at the end of a phrase.

724. **"How," Commencing Phrases**, may be written with Toid or Koid, according to which gives the best junction,—and sometimes with the stem Hay. Written with a breve, *how* should never be joined at the beginning of a phrase which will bring its sign below or down to the line. It may, however, sometimes be raised or lowered a little, in order that the rest of the outline may take its own position. See the phrases *how-to*, *how-had*, *how-do*, *how-did*, *how-shall*, *how-dare*, *how-often*, *how-far*, etc.







## SIXTY-NINTH WRITING EXERCISE.

726. He, he charge, he ought, he had, he did, he were, he could, he thank, he gave, he can, he ever, he should, he will, he shall, he may, he came, he began, he generally, he begin, he done, he ran,

he shown, he then, he mean, he often, he won, he can have, he shall have, he loan, he could have, he doubt, he may have, he got, he will have, he thought, he had not, he shut, he don't, he might, he did not, he could not, he find, he cannot, he were not, he may not, he chose, he found, he will not, he does, he gives, he thinks, he comes, he recollects, he shows, he tell, he lost, he belong, he must, he call, he delivered, he rely, he believed, he told, he tried, he brought, he soon, he who, he speak, he spoke, he signed, he has not, he sent, he has, he send, he has never, he has nothing, he has had, he has no, he has long, he has done, he has gone, he has generally, he has been, he is, he is in, he is beginning, he is not, he is only.

727. He would, he the, he has begun, he hear, he said, he say, he says, he was, he was there, he hears, he was not, which he said, he known, he know, he knows, he never, he therefore, he understood.

728. Ought he, had he, did he, could he, which he, think he, can he, though he, was he, that he, if he, shall he, where he, should he, were he, will he, did he not, that he was, why he, may he, whether he, does he not, than he, other than he, was he there, then he, than he, had n't he, did n't he, more than he, don't he, can't he, may not he, could n't he, will not he.

729. Him, charge him, to him, gave him, recollect him, by him, give him, thank him, know him, for him, show him, on him, make him, saw him, upon him, see him, against him, find him, he told him, around him, wrote him, taught him, met him, get him, under him, let him, saw him there (saw me there), after him.

730. How, how to, how had, how can, how do, how were, how did, how they, how hath, how long, how thy, how was, how my, how shall, how may, how high, how dare, how will, how much, how came, how many, how then, how does, how little, how often, how must, how should, how far, how good, how might, how near, how do you, how great, how did you, how had you, how the, how have, how a, how you, how would, how he, how are, how has, how we, how soon, how has the, how has that, how has a, how has (is) it, how has he, how has it been, for how long, how has (is) there, in how many, for how much, on how many, how are you (somehow, anyhow, however).

**731. Straight Breves and Proximity.**—Any of the straight breve-signs may be written close to the beginning of a word-outline from which initial *com* or *con* has been omitted, thereby (1) writing the word represented by the breve-sign, and (2) indicating by proximity the omitted syllable (615, II.).

**732. Has no Position of its Own.**—In such cases the breve-sign does not have any position of its own, but accommodates itself to the position of the outline which it precedes.

**733. The straight-breve words before *com* or *con* are written as follows:**

*A com* (or *con*), always by Poid.

*And com* (or *con*), always by Poid.

*I com* (or *con*), always by Roid.

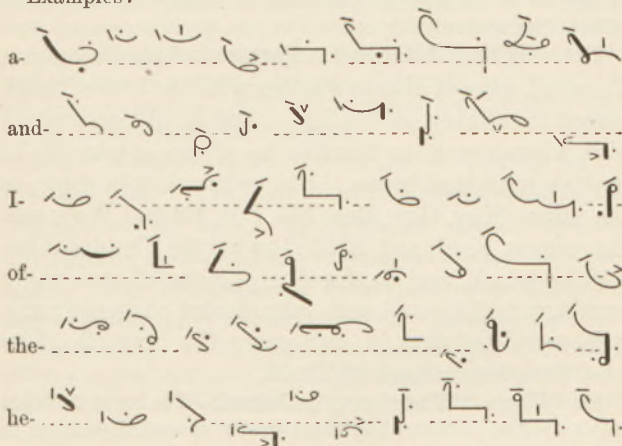
*Of com* (or *con*), always by Roid.

*The com* (or *con*), always by Choid.

*He com* (or *con*), by Toid or Koid.

**734. Breve Written First.**—The breve-sign should always be written before making the outline of the succeeding word.

Examples :



## LESSON LX.

## SEMI-CIRCLE BREVES.

735. "**Without.**"—This word is written with the breve Thoid in the first position. It may, however, when desired, be written in full, that is, with the form Thoid-Dhet.<sup>1</sup>

736. **In Phrases.**—The breve-sign for *without* may be joined in phrases, but it must be invariably at the beginning. And, as a rule, it is only phrased with other breve-signs.

737. **Position.**—The breve for *without* never varies its position in the least to accommodate itself to the position of outlines joined after it.

738. All of these limitations, mentioned in the last two paragraphs, are placed upon the use of the breve for *without*, because of its liability to conflict with *we* (754-757). Hence, before words which are never preceded by *we*, it may be used with safety; as in the phrases *without-which*, *without-it*, *without-they*, *without-this*, *without-such*, etc.

739. "**When**" **Alone and in Phrases.**—Standing alone, the word *when* is always written with the breve Thoid, placed invariably on the line. And in phrase-writing also, whenever it is feasible to do so, it should be written with that breve. But before certain signs, as the stems Kay, Gay, Ree, Ess, Zee, Er and Way, and the breves Koid and Roid, the breve Thoid cannot well be joined, and so, for the purpose of securing a number of additional and quite useful phraseograms, it is permitted that in such cases the breve Soid be used for *when* instead of Thoid.

740. **Where "When" may be Joined.**—The breve for *when* may be joined initially, but never finally or medially except in

phrases composed entirely of breves. And even then it must itself be made to always rest on the line, the positions of all the other breves in the phrase being varied to permit it to be so placed. See outline of *and-when-the*.

741. "**When-will.**"—This phrase may be written with Thoid<sup>2</sup>-El, Up-Thoid<sup>2</sup>-Lee, or with the hook-breve (580) and Lee (Weel) in the second position,—according to the preference of the writer.

742. "**Whenever**" and "**Whensoever**" are written with the breve for *when* and the suffixes for *ever* and *soever* added to it (627–632).

743. "**With**" Alone and in Phrases.—When standing alone, *with* is best written with the breve Thoid in the third position; but it may also be written with the stem Dhee in the third position. In phrase-writing *with* is usually written with the breve Thoid; but in the phrases *with-all*, *with-their*, *with-all-their*, *with-reference*, *with-regard*, etc., the stem Dhee is used. See 651.

744. Position of "**With**" in Phrases.—When joined initially in phrases, *with*, whether written with the breve-sign or with the stem Thee, is always placed in the third position. *With*, written with the breve, is never joined finally or medially, except in phrases composed entirely of breves. And even when the breve for *with* is joined after another breve, it must itself always be kept in the third position.

745. "**What**" is written with the breve Soid in the first position. It may be joined in phrases, but at the commencement only. The phrases *at-what*, *to-what*, *of-what* and *with-what* are exceptions to the rule; and in the latter phrase, *what* is written with Thoid instead of Soid. *What* must not be joined to *can*.

746. Position.—*What*, commencing a phrase, is invariably written in the first position, except that it may sometimes be raised or lowered a little in its position to allow the second word of the phrase to take its own position.



747. In the phrase *what-is-there*, the loop has the slant of Pee instead of Chay.

748. "**Whatever**" and "**Whatsoever**" are written with the breve for *what* and the suffixes for *ever* and *soever* added to it (627-632).

749. **Hook-breve for "What."**—The hook-breve may be used for *what* before Lee, as in the phrases *what-will* (Weel<sup>1</sup>) and *what-else* (Weels<sup>1</sup>).

750. "**Would**" **Alone and in Phrases**—When standing alone, *would* is written with the breve Soid in the third position. In phrases it is also usually written with its breve-sign; but occasionally the stem Way is employed.

751. **Joined Initially.**—At the beginning of phrases *would* is generally written with the breve Soid; but before the stems Em, Hay, and Lee, and in *wouldn't* and *would-there*, the stem Way is used.

752. **Joined Finally and Medially.**—At the end and in the middle of phrases, *would* is almost invariably written with Soid,—never with the stem Way. The exceptions as to the breve are the phrases *when-would*, *where-would*, *that-would*, *they-would*, and *there-would*, in which it is allowable to use Thoid for *would*.

753. **Position.**—When *would* is joined initially, it is always written in the third position. When joined finally or medially it has no position of its own, but follows that of the preceding sign, even if it be another breve. The phrase *I-would* is an exception to this rule, being written below the line, to avoid conflict with *of-what*, which is written with the same outline, but in the first position. It is entirely proper, however, in writing both *I-would* and *I-would-not* to use the stem Way.

754. "**We**" **Alone and in Phrases.**—The pronoun *we*, when standing alone, is written with the stem Way in the third position. But in phrases *we* is generally written with a perpendicular semi-circle breve.

755. "**We**" **Joined Initially.**—At the beginning of phrases Thoid is usually employed for *we*; but sometimes Soid or Way is used. Thoid is preferred when it will join readily to the

sign that follows,—otherwise Soid is used. The stem-sign Way is better than either of the breves (Thoid or Soid) before Em and Hay. See the phrases *we-may*, *we-make*. Way is also preferred in the phrases *we-have* and *we-are*.

756. **"We" Joined Finally and Medially.**—At the end and in the middle of phrases either Thoid or Soid may be used for *we*, preference being given to Thoid when it will join readily.

757. **Position.**—When a breve-sign is used for *we*, it has no position of its own, but invariably follows that of the outline to which it is joined, whether it be a stem-sign or another breve. This rule applies as well when the breve for *we* is initial as when it is final or medial. In the phrase *we-would*, *we* is written with Soid on the line, and *would* with Soid joined on below the line. This distinguishes *we-would* from *would-we*.

758. **Hook-breve for "We."**—The hook-breve may be used for *we* before Lee, as in the phrase *we-will* (Weel<sup>3</sup>).

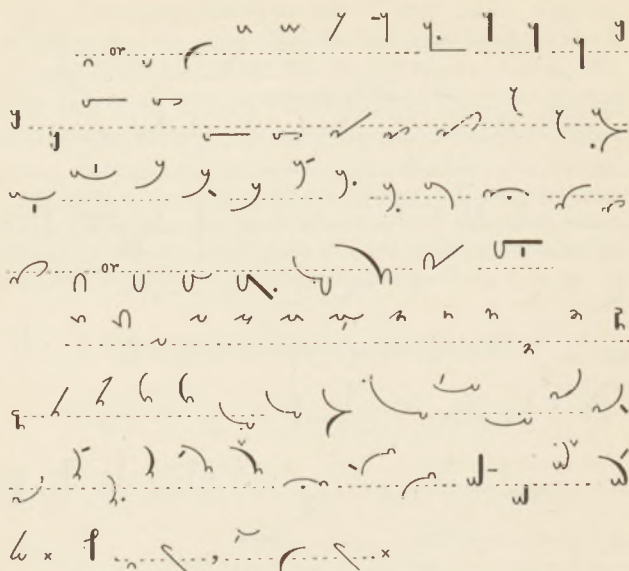
759. **"Way," "Away."**—At the termination of a few phrases ending in *way* or *away*, when the stem Way cannot conveniently be joined to represent the word, the breve Thoid or Soid may be used instead.

760. **"You" and "Your" Alone and in Phrases.**—Standing alone *you* is written with the breve Moid or Noid (preferably Moid), placed below the line, and *your* with the stem Yay, also in the third position. In phrases both of these words are usually written with the breve Moid or Noid; preference in each case usually being given to the form of breve that will make the best junction. They are also sometimes written in phrases with the stem Yay: as in *you-are*, *you-have*, *your-own*. But whenever it will cause no loss in speed to write *you* with the breve and *your* with the stem-sign, it is well to do so.

761. **Position.**—Like the breve-sign for *we*, the breve for *you*, when joined in a phrase, whether it consists entirely of breves or not, has no position of its own, but follows that of the outline to which it is joined.







## SEVENTIETH WRITING EXERCISE.

764. Without, without the, without a, without he, without him, without we, without his (us), without you-r (762), without you would, without it, without they, without which, without this, without its, without them, without such, without those.

765. When, when the, when a, when he, when we, when have, and when the, when is, and when a, and when we, when do, and when he, when he was, when did, when they, when this, when your, when that, when those, when its, when were, when is your, when can, when was, when could, when you would, when are, when you-r (762), when will (741), when you had, when is the, when is (has) his, when is (has) there, when would you-r, whenever, whensoever.

766. With, with the, with a, with him, with his (us), and with a, with whom, and with the, and with him, with it, with advan-

tage, and with his (us), with which, with your, with that, with them, with you-r (762).

767. What, what the (I), what a, what he, what would we (what we would), what is, what would (we), what is the, what is he, what it, what is a, what is there, what is his, what do, what day, what had, what did, what date, what part, what were, what difference, what part of the, what right, what shall, what should, what for, what was, what her, what are, what way, what interest, what not, what next, what business, what about, what is it, what you-r (762), what would you, what you would, what you say, what else, what will, to what, with what, at what, of what, whatever, whatsoever.

768. Would, would the (I), would a, would he, would his, would do, would we, would it, would be, would give, would never, would go, would ever, would not, would take, would he not, would not be, would make, would like, I could, would you (762), I would not, how would, who would, would there, he would, it would, so would, why would, which would, or would, when would, that would, where would, they would.

769. We, we have, we would, we judge, we take, we do, we had not, we charge, we ought, we had, we did, we do not, we can, we could, we did not, we cannot, we could not, we give, we go, we recollect, we gave, we were, we were there, we were not, we thank, we thought, we feel, we think, we own, we show, we know, we shall, we should, we see, we may, we saw, we hear, we may not, we once, we make, we want, we never, we will.

770. And we, and we would, and we have, have we, which we, have we the, ought we, are we, can we, were we, think we, that we, yet we, thought we, though we, if we, shall we, why we, for we, after we, should we, may we, will we, all we, when did we, what do we.

771. Come away, go away, put away, get away, all the way, from the way, in the way, float away, how far away, fritter away.

772. You, your, you and (a), you and I, you ought, you had, you charge, you take, you do, you had not, you did, you did not, you can, you do not, you cannot, you could not, you could, you were not, you thank, you were, you were there, you think, you own, you feel, you shall, you know, you show, you saw, you see, you should, you say, you hear, you will, you will have, you may,



you will not, you would (762), you would be, you would not, if you would, you would recollect, whether you would, you would go.

773. And you-r, of you-r, have you, and you would, have you the, have you not, have you a, I-owe-you, how are you, who are you-r, how you, what is your, when did you, what did you, I charge you, which you, thank you, if you-r, for your, that you-r, for you-r, after you-r, in you-r, show you, on you-r, shall you, should you, see you-r, saw you-r, was your, why you-r, all you-r, or you-r, may you-r, will you-r, done you-r, assign your, which have you, did not you-r, won your, "I said *you* people, not *your* people."

## LESSON LXI.

### BREVE AND STEM SIGNS FOR "S," "Z," "ST," AND "STR."

774. **When to Use Breve-s.**—The breve-sign is used indiscriminately for the sound of either *s* or *z*, at the end and in the middle of words, and for the sound of *s* at the beginning of words; as in the words *chase*, *cause*, *face*, *shows*, *such*, *save*, *seeks*, *suppose*, *source*, *sums*, etc.

775. **When to Use the Stem-sign.**—The stem-sign, Ess or Zee, should be used instead of breve-s, in the following cases:

I. When the only consonant-sound in a word is that of *s* or *z* (except *as* and *is* always, and *us* after breves); as the words *saw*, *ice*, *essay*, *ease*, *eyes*, *zea*, etc.

II. At the finish of the outline of a word that ends with a vowel-sound; as the words *posse*, *Nassau*, *dizzy*, *noisy*, etc.;—and at the beginning of the outline of a word that commences with a vowel-sound; as the words *ask*, *assign*, *east*, *oyster*, *oozing*, etc.

III. Always for a *z*-sound at the beginning of an outline, even when a vowel-sound does not precede it; as in the words *zany*, *xebec*, *zeal*, *zone*, etc. It is permissible, however, in the case of a few proper names commencing with *Z*, as *Zimmerman*, *Zweifel*, etc., in order to secure easier and briefer forms, to use the breve-sign for *z* at the beginning of the outline.

IV. Generally when the sound of *s* or *z* is immediately preceded or immediately followed by two distinct concurrent-vowels, as in the words *pious*, *bias*, *joyous*, *jewess*, *chaos*, *acquiesce*, *Elias*, *Lewis*, *Æneas*, *Boaz*, *science*, *sciatic*, etc.

776. **Exceptions to Rule IV.**—Most words ending in *ē-ūs* or *ī-ūs* take the breve instead of the stem *s*; as *nucleus*, *hideous*, *miscellaneous*, *extraneous*, *instantaneous*, *spontaneous*, *cutaneous*, *igneous*, *erroneous*, *piteous*, *radius*, *dubious*, *tedious*, *perfidious*, *fastidious*, *invidious*, *compendious*, *melodious*, *copious*, *precarious*, *nefarious*, *various*, *salubrious*, *serious*, *delirious*, *glorious*, *notorious*, *curious*, *obvious*, *envious*, etc. But the words *plenteous*, *bounteous*, *courteous*, *beauteous*, *duteous*, *aqueous*, *insidious*, *odious*, and *studious* follow the rule and take the stem *Ess* instead of breve-*s*. Of words ending in *ū-ūs*, *conspicuous*, *promiscuous*, *assiduous*, *ambiguous*, *contiguous*, *mellifluous*, *superfluous*, *strenuous*, *continuous*, take breve-*s*. All words ending in *tuous*, as *unctuous*, *spirituous*, *sumptuous*, *virtuous*, etc., take *Chay* with final breve-*s*; while *vacuous*, *innocuous*, *deciduous*, *arduous*, *ingenuous*, *sinuous*, *congruous*, and *incongruous* follow the rule and take stem *Ess*.

777. **Use of Breves Est and Ster.**—The places in outlines in which the loops may be employed have already been stated (512, 520). Breve-est may be used at the commencement of the outlines of words that begin with *st*, and at the finish of the outlines of words that end with the sounds *st* or *zd*. It is also used for *sd*,

as in the outline of *jurisdiction* (Jrsd<sup>3</sup>-Kshn). And breve-ster may be used at the finish of the outlines of words ending in *ster*, *sture*, *xture*, etc.

**778. When Breve-est Cannot be Used Finally.**—Breve-est cannot be used at the finish of the outline of a word that ends with a vowel-sound, as *tasty*, *dusty*, *bestow*, *Augusta*, *rusty*, *nicety*, *musty*, *hasty*, etc.; or if there is a vowel-sound between the *s-t*, *s-d*, or *z-d* sounds, as in the words *tacit*, *opposite*, *episode*, *beset*, *busied*, *exit*, *accede*, *gusset*, *receipt*, *reside*, *faucet*, *visit*, *onset*, *ensued*, *lawsuit*, *lucid*, *audacity*, *paucity*, *obesity*, *residue*, etc.

**779. When Breve-est Cannot be Used Initially.**—Breve-est cannot be used for *st* at the beginning of the outline of a word that commences with a vowel; as *asthma*, *astound*, *astray*, *astrology*, *estate*, *esteem*, *estimation*, *estop*, *eastern*, *astern*, *isthmus*, *ostensible*, *ostrich*, etc. And before the stem En standing alone breve-est is not used, such words as *stain*, *stone*, *stun*, etc., being written with breve-s and the stem Tee with n-hook. But in longer outlines breve-est is used before stem-En, as in writing *stencil*, *stenography*, *stenographic*, etc.

**780. When Breve-ster Cannot be Used.**—Breve-ster cannot be used at the beginning of any word-outline (521); and it cannot be used at the finish of the outline of a word that ends with a vowel-sound, as *mastery*, *monastery*, *mystery*, *pastry*, *ministry*, *registry*, *sophistry*, *chemistry*, etc.

**781. With Intervening Vowel.**—But it is allowable to use breve-ster even when there is an unaccented vowel between the sounds of the *s* or *z* and the *t*, as in *visitor*, *depositor*, *expositor*, etc. So, too, in writing *canister*, the enster-loop is employed, although there is a vowel-sound between the *n* and the *s*.

WORDS COMMENCING WITH "IN," "EN,"  
"UN," "IL," "IM," "IR."

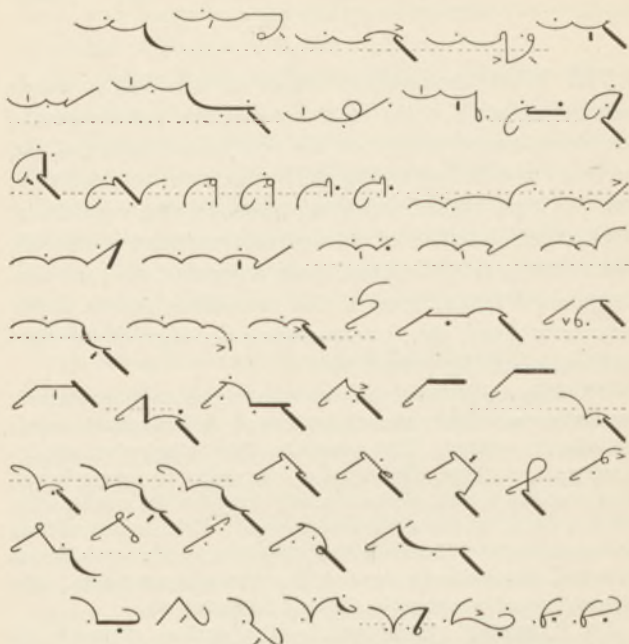
782. When the prefix *in*, *en*, or *un* is added to words beginning with *n* (as in *nerve-innerve*, *noble-ennoble*, *necessary-unnecessary*), or the equivalent prefix *il*, *im*, or *ir*, to words beginning with *l*, *m*, or *r*, respectively, (as in *legal-illegal*, *moderate-immoderate*, *regular-irregular*), the outlines of the derivatives (*innerve*, *ennoble*, *unnecessary*, *illegal*, *immoderate*, *irregular*, etc.) are distinguished from those of the primitives (*nerve*, *noble*, *necessary*, *legal*, etc.) by repeating the sign of the first consonant of the primitives.

783. This repetition of the consonant-sign should be retained, even when in ordinary speech but one of the consonant sounds is distinctly uttered. The reason for this is that when the derivatives are *spoken*, the vowel of the prefix is always heard, thus enabling the *ear* to discriminate between the words, without the aid of the extra consonant-sound; while, in unvocalized phonography, the discrimination, which is for the *eye* alone to perceive, must be made by doubling the consonant-sign. See the outlines of *innumerable*, *illiberal*, *immortal*, etc.

784. "**Innate**," "**Innocent**."—The outline of *innate*, although it has no English primitive in use, is also formed according to this rule, being written En-Net; while the outlines of *innocent* and *innocence* do not double the En, notwithstanding the existence of the rarely used primitive *nocent* (hurtful).

785. Sometimes the rule at 294, for the use of downstrokes and upstrokes at the beginning of outlines, as affected by the absence or presence of an initial vowel, may be applied, thereby obviating the necessity of duplicating the first consonant; as in the outlines of *irrigation*, *illustration*, *illustrate*, *irrelevant*, *irreligious*, etc.

## SEVENTY-FIRST READING EXERCISE.



## SEVENTY-FIRST WRITING EXERCISE.

786. Innocuous, innutritious, innerve, innumerable, ennoble, unnecessary, unnatural, unnoticed, unnavigable, illegal, illaudable, illegible, illiberal, literate, illiterate, licit, illicit, immature, immoderate, immerge, immaterial, immemorial, immoral, immovable, immutable, immortal, immure, irrational, irreconcilable, irrefragable, irregular, irredeemable, irregularity, irreclaimable, irrecoverable, irrefutable, remediable, removable, irremediable, irremovable, irreproachable, irreparable, irresistible, irrepressible, irresolute, irresponsible, irrevocable, irrev-  
erent, irrelative, irreversible. Ruption, irrelevant, illumination, illustration, irrigation, irruption, irreligious, illustrate.



## LESSON LXII.

## RULES FOR THE FORMATION OF PAST-TENSE OUTLINES, ETC.

787. The phonographic outlines of the past tense of regular verbs are generally formed from those of the first person of the present tense, in accordance with the following rules.

## RULE I.—TERMINATIONS IN FULL-LENGTH STEMS.

788. When the form for the present tense consists of or ends with a full-length stem, whether simple or hooked,—usually by halving such stem (see *etched*, *viewed*, *called*, *fined*, *cautioned*, *attached*, etc.); but occasionally by simply adding to it the stem Dee, especially if the word has but one consonant-stem; see *keyed*, *rowed*, *annoyed*, *laid*, etc.

789. When, however, the form of the present tense contains more than one stem, and the last stem cannot properly be halved, sometimes an equivalent stem that may be halved is substituted (see *dash*, *dashed*, *fire*, *fired*); but as a general thing in such cases the final stem is not changed, and either Tee or Dee is added to it. See *evoked*, *looked*, *bobbed*, etc.

## RULE II.—TERMINATIONS IN HALF-LENGTH STEMS.

790. When the form for the present tense consists of or ends with a half-length stem, whether simple or hooked,—by making it full length and then adding Ted or Ded. See *cheated*, *included*, *amounted*, etc.

791. But, in case the present-tense form ends with



a hook so situated that in making the past-tense outline the final Ted or Ded cannot readily be added to it, the stem-form must be substituted for the hook, and the final Ted or Ded joined on to that. See *anointed* and *grafted*.

792. After the stems Tee, Dee, Way, and Yay with simple terminations, the final Ted or Ded of the past-tense outlines must be disjoined. See *doubted*, *awaited*.

793. Sometimes when the stem Way, Yay, or Hay is used in the present-tense forms, its breve-sign equivalent is used in the past-tense forms. See *weigh*, *weighed*; *wait*, *waited*; *heat*, *heated*, etc.

#### RULE III.—TERMINATIONS IN LENGTHENED STEMS WITHOUT FINAL HOOKS.

794. When the form for the present tense consists of or ends with a lengthened stem *without final hook*,—either by simply adding Dee to the present-tense outline, or by changing the double-length to a single-length stem, and then adding Tred, Dred, or Dherd, according to which is required to be added by the particular word in question. See *feathered*, *loitered*, *shattered*, *ordered*, *withered*, etc.

#### RULE IV.—TERMINATIONS IN LENGTHENED STEMS WITH FINAL HOOKS.

795. When the form for the present tense consists of or ends with a lengthened stem *with final hook*,—by changing the double-length to a half-length with the same final hook, and then adding Erd. See *pondered*, *founded*, *blundered*, *slandered*, etc. The outline of *engendered* cannot be written according to the rule.

RULE V.—TERMINATIONS IN BREVE-S NOT INSIDE OF  
A HOOK OR CURL.

796. When the form for the present tense ends with breve-s, not written inside of a final hook or curl,—by changing the circle to a small loop (breve-est). See *passed, used, chanced*, etc.

RULE VI.—TERMINATIONS IN BREVE-S INSIDE OF A  
HOOK OR CURL.

797. When the form for the present tense ends with breve-s, written inside of a final hook or curl,—by writing the hook or curl consonant with its stem-sign, and changing the circle to a small loop (breve-est). See *fence, fenced; license, licensed*, etc.

RULE VII.—TERMINATIONS IN BREVE-SEZ.

798. When the form for the present tense ends with breve-sez,—by simply adding Dee to the large circle. See *emphasized*, etc.

RULE VIII.—TERMINATIONS IN BREVE-EST.

799. When the form for the present tense ends with breve-est,—by changing the loop to breve-s, and then adding Ted. See *adjusted, assisted*, etc.

RULE IX.—TERMINATIONS IN BREVE-STER.

800. When the form for the present tense ends with breve-ster,—by changing the large loop to a small one, and then adding Erd or Red, whenever it is convenient to make the outline in that way; otherwise, it is done by changing the large loop to breve-s, and then adding Tred. See *bolstered, pestered, mastered*, etc.

## RULE X.—TERMINATIONS IN FINAL CURL.

801. When the form for the present-tense ends with a final curl,—by changing the curl to a half-length En. See *chasten, chastened; fasten, fastened*, etc.

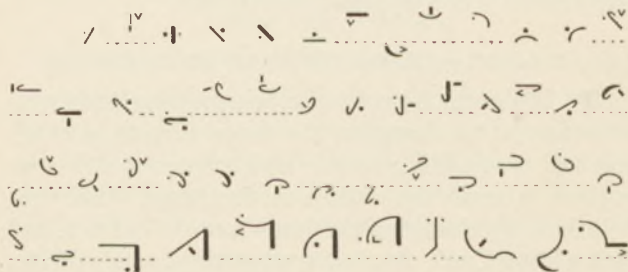
802. **Past Tense of Abbreviations.**—With reference to verbs which in the present tense are usually written with abbreviations, it should be noted that while as to some of them the outlines of the past tense are formed in accordance with the foregoing rules, as *acknowledged, belonged, established, referred, influenced*, etc., yet as to others the past tense is written in full, as *believed, charged, collected*, etc. See 812.

803. In some cases the outlines of the past tense are formed by placing a disjointed Dee or Tee after the forms of the present tense, as in *objected, subjected, published*, etc.

804. The practice which is encouraged by some authors, of using generally the same form of abbreviation for both the present and the past tense, is not recommended, as it often causes confusion and illegibility.

805. There are a few abbreviations for both present and past tense forms, which may be properly and usefully employed when joined in compound words, and occasionally in phrases, but which are not safe to use for the verbs when standing alone; as the outlines of *cover, covered, recover, recovered, discover, discovered, uncovered, irrecoverable, discharged*, etc.

## SEVENTY-SECOND READING EXERCISE.



فَ تَ جَ كَ لَ مَ نَ عَ هَ اَ a

بَ جَ كَ لَ مَ نَ عَ هَ اَ اَ اَ اَ اَ a

بَ جَ كَ لَ M

بَ جَ كَ لَ M

بَ جَ كَ لَ M

بَ جَ K

بَ جَ K

بَ جَ K

بَ جَ K

or بَ جَ K

بَ جَ K or بَ جَ K

بَ جَ K

بَ جَ K or بَ جَ K

بَ جَ K

١. ٢. ٣. ٤. ٥. ٦. ٧. ٨. ٩. ١٠.  
 ١١. ١٢. ١٣. ١٤. ١٥. ١٦. ١٧. ١٨. ١٩. ٢٠.  
 ٢١. ٢٢. ٢٣. ٢٤. ٢٥. ٢٦. ٢٧. ٢٨. ٢٩. ٣٠.  
 ٣١. ٣٢. ٣٣. ٣٤. ٣٥. ٣٦. ٣٧. ٣٨. ٣٩. ٤٠.

٤١. ٤٢. ٤٣. ٤٤. ٤٥. ٤٦. ٤٧. ٤٨. ٤٩. ٥٠.  
 ٥١. ٥٢. ٥٣. ٥٤. ٥٥. ٥٦. ٥٧. ٥٨. ٥٩. ٦٠.  
 ٦١. ٦٢. ٦٣. ٦٤. ٦٥. ٦٦. ٦٧. ٦٨. ٦٩. ٧٠.  
 ٧١. ٧٢. ٧٣. ٧٤. ٧٥. ٧٦. ٧٧. ٧٨. ٧٩. ٨٠.  
 ٨١. ٨٢. ٨٣. ٨٤. ٨٥. ٨٦. ٨٧. ٨٨. ٨٩. ٩٠.  
 ٩١. ٩٢. ٩٣. ٩٤. ٩٥. ٩٦. ٩٧. ٩٨. ٩٩. ١٠٠.  
 ١٠١. ١٠٢. ١٠٣. ١٠٤. ١٠٥. ١٠٦. ١٠٧. ١٠٨. ١٠٩. ١١٠.  
 ١١١. ١١٢. ١١٣. ١١٤. ١١٥. ١١٦. ١١٧. ١١٨. ١١٩. ١٢٠.

SEVENTY-SECOND WRITING EXERCISE.

806. Paid, tied, ebbcd, etched, aided, ached, owned, guyed, aimed, viewed, ailed, aired, called, prayed, applied, glowed, agreed, honored, offered, ushered, dawned, chained, opened, atoned, rained, coined, yawned, fined, waned, thinned, shunned, arraigned, moaned, assigned, leaned, arrived, achieved, cautioned, catered, motioned, fashioned, craved, rowed, planned, laid, keyed, annoyed, allowed, shaved, attached, argued, foamed, wronged, delayed, fired, fire, coiled, dashed, dash, betrayed, peopled, suited, beveled, steamed, saved, stopped, waived, yoked, wedded, walked, heaved, hummed, rebuffed, inclined, imagined, deprived, kicked, evoked, bobbed, looked.

Shout, prompted, cheat, shouted, prompt, cheated, defraud, included, plant, defrauded, include, planted, wield, wielded, amount, bonded, patent, amounted, bond, patented, invent, grafted, draft, anointed, graft, drafted, anoint, invented.

Doubt, trotted, toot, doubted, trot, tooted, await, dreaded, dread, awaited, betide, imitated, award, betided, imitate, awarded, agitate, annotated, annotate, agitated.

Wait, bated, hate, waited, weigh, heated, heat, weighed, yacht, yachted, unyielding, yield, yielded.

Shattered, feathered, loitered, fettered, altered, flattered, ordered, filtered, sheltered, withered, frittered, shouldered, lathered, furthered.

Tendered, rendered, pondered, cantered, bantered, thundered, wondered, foundered, blundered, ventured, hindered, floundered, encountered, engender, engendered, indentured, slandered.

Dosed, raced, raised, faced, voiced, ceased, passed, kissed, educed, used, confused, noised, missed, housed, aroused, leased, amused, forced, rejoiced, taxed, elapsed, witnessed, sufficed, spaced, sneezed, pleased, released, traced, appraised, excused, closed, fleeced, addressed, bruised, graced, crossed, authorized, pounced, chanced, bronzed, condensed, glanced.

Evince, minced, fence, evinced, wince, fenced, mince, winced, convince, flounced, silence, convinced, flounce, silenced, licensed, licenses, license.

Criticised, capsized, ostracised, emphasized, exercised, dispossessed, anglicised.



Posted, roasted, vested, arrested, hasted, adjusted, accosted, attested, fasted, assisted, wasted, lasted, trusted, disgusted, blasted, frosted.

Festered, pestered, bolstered, fostered, registered, administered, blustered, ministered, plastered, cloistered, blistered, flustered, glistened, mustered, mastered.

Poison, chastened, poisoning, chastening, chasten, poisoned, fasten, reasoned, fastening, reason, fastened, reasoning, moisten, hastened, moistening, hasten, moistened, hastening, loosen, lessened, listen, loosened, lessen, listened, lessening.

### LESSON LXIII.

#### RULES FOR THE FORMATION OF OUTLINES OF PLURALS AND POSSESSIVES.

807. The phonographic outlines of nouns in the plural number, ending, according to the general rule, in *s* or *es*, as *stars*, *churches*, and also the outlines of nouns in the possessive case, as *star's*, *church's*, are formed from the outlines of the singular number, in accordance with the following rules:

I. If the outline of the singular number consists of or terminates with a stem having a simple ending (377),—by adding breve-*s*; as in *days*, *Mary's*, *doubts*, *rewards*, etc.

II. If the outline of the singular number consists of or terminates with a straight stem and the en-hook,—by changing the hook to breve-*s*; as in *pins*, *grounds*, *blunders*, etc.

III. If the outline of the singular number consists of or terminates with any stem having a final hook, except it be a straight stem with the en-hook (II.),—by turning breve-*s* within the hook; as in *fans*, *woman's*, *Hunt's*, *caves*, *actions*, *writer's*, *physicians*, etc.

IV. If the outline of the singular number terminates with breve-s, not written within a hook,—by enlarging the circle to breve-sez; as in *cases*, *James's chances*, etc.

V. If the outline of the singular number terminates with breve-s, written within the en-hook,—by changing the hook to the stem En and adding breve-sez; as in *fences*, *lances*, etc.

VI. If the outline of the singular number terminates with breve-sez, or with either of the loops,—by adding breve-s at the conclusion of the circle or loop (539); as in *abscesses*, *frosts*, *bequests*, *posters*, *punsters*, *spinsters*, etc.

VII. If the outline of the singular number ends with the final en-curl,—by turning breve-s within the curl; as in *poisons*, *masons*, *Watson's*, etc.

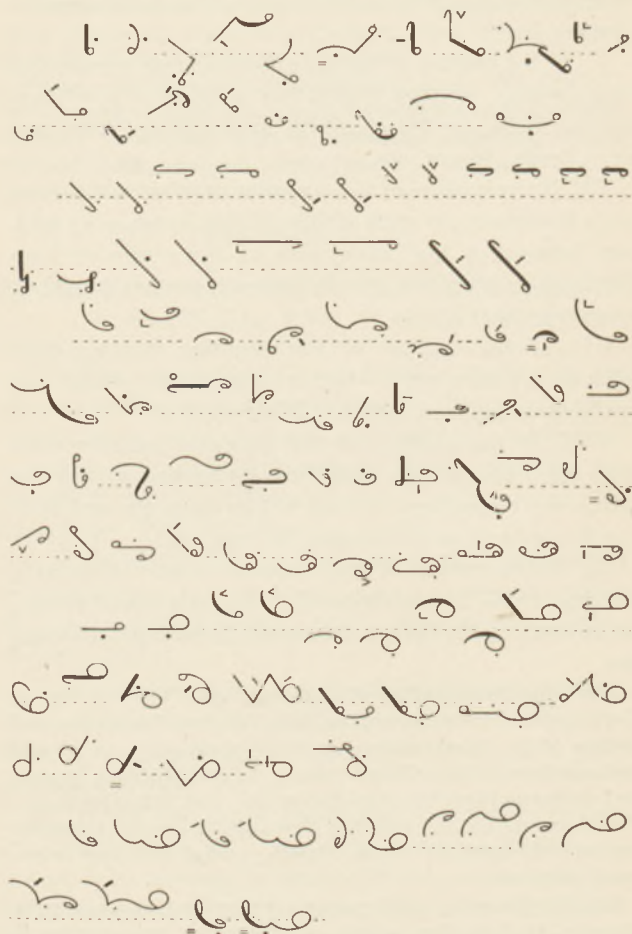
VIII. If the outline of the singular number ends with the final en-curl, with breve-s turned within the curl,—by changing the curl to the stem En and adding breve-sez; as in *absences*, *licenses*, etc.

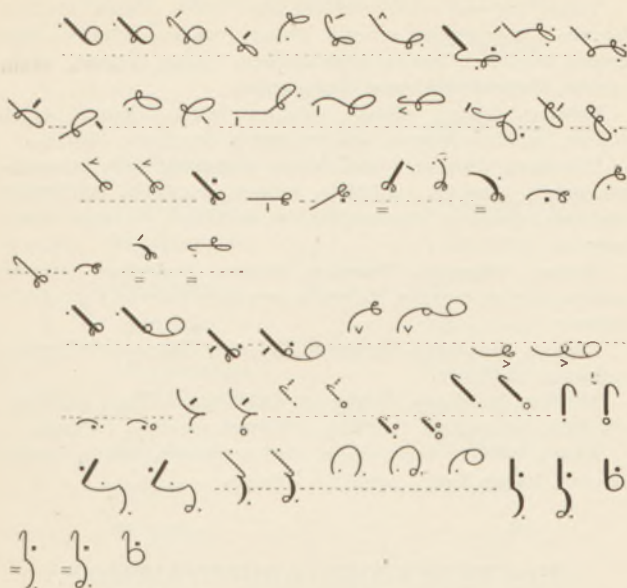
IX. If the outline of the singular number ends with the ing-dot,—by changing the dot to a small circle; as in *meetings*, *buildings*, *belongings*, *dwellings*, *foldings*, etc.

808. **Singulars Ending with Ess or Zee.**—If the outline of the singular number terminates with the stem Ess or Zee, the outline of the plural number, or of the possessive case, should be formed according to Rule I.; that is, by simply adding breve-s, and not by omitting the stem Ess or Zee, and using breve-sez. The observance of this rule will give a distinction in outline between such words as *lassies*, *Casey's*, *posies*, etc., and *lasses*, *cases*, *poses*, etc.

809. When a noun has the same form for the plural as for the singular, as *sheep*, *deer*, *salmon*, of course the same outline is used for both numbers.

## SEVENTY-THIRD READING EXERCISE.





### SEVENTY-THIRD WRITING EXERCISE.

810. Wrongs, days, sheep's, essays, Mary's, peaches, odors, assemblies, rates, tribes, doubts, feats, fruits, pockets, rewards, saints, spots, streets, matters, precincts, senators.

Clan, pins, spoon, clans, pin, spoons, gland, pints, ground, glands, pint, grounds, incidents, dividends, painter, counters, blunder, painters, counter, blunders.

Nouns, fans, men's, woman's, saloons, funds, famines, Hunt's, inventors, founders, talents, pavements, infant's, garments, chiefs, caves, doves, roofs, actions, passions, nations, magicians, aggressions, stations, mansions, patients, discussions, actors, ancients, sectors, Peter's, scepters, abbreviations, tatters, writers, possessions, incisions, acquisitions, sensations, physicians, musicians, concessions, successions.

Voice, misses, case, voices, miss, cases, hisses, clauses, houses, boxes, grasses, sources, fleeces, James's, purposes, businesses, surfaces, business, sicknesses, tenses, Jones's, occurrences, chances, expenses, appearances.

Essence, fences, offence, essences, fence, offences, lance, lenses, romance, lances, lens, romances, Stevenses, Stevens.

Processes, abscess, posts, frosts, abscesses, lasts, bequests, pessimists, pianists, optimists, posters, master's, chorister's, cloisters, spinsters, roosters, lusters, monsters, punsters, north-easters.

Basins, Johnson's, Wesson's, lessons, medicines, poisons, poison, cousins, reasons, Watson's, assassins, masons, Cranston's, prisons.

License, nuisances, obeisance, licenses, absence, obeisances, nuisance, absences.

Plotting, buildings, belonging, dwellings, folding, meetings, dwelling, belongings, building, plottings, meeting, foldings.



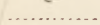

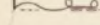
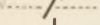




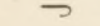



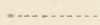

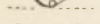




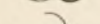

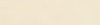
Pansy, daisies, daisy, dazes, lassie, pansies, lasses, lassies, agency, traces, Tracy, agencies, Tracy's.


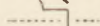

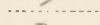





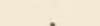

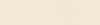
## MISCELLANEOUS ABBREVIATIONS.

811. The following list contains all the miscellaneous phonographic abbreviations that are required by shorthand writers, even in the swiftest verbatim reporting; and learners should not adopt any others. Speed in writing phonography does not come from the use of a great number of contracted forms. And yet it is true that there are times when the reporter, in order to both save time and avoid the labor of repeatedly writing the long outline of some oft-recurring word, will improvise an abbreviation for it, to be used for the time being only. Then again, on the other hand, there is nothing absolutely compulsory about the invariable employment of all these abbreviated outlines. If the reporter chooses, for reasons of his own, to sometimes use the full outline of a word, instead of the abbreviated form, he may do so. But the author recommends that every writer of the system adopt, and, as a rule, use, the list in its entirety.


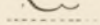

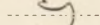
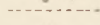
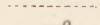

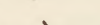
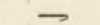
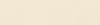
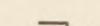
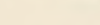
## LIST OF ABBREVIATIONS AND INITIALS.

## A.
























	A.
	a
	according (to)
	acknowledge
	administratrix
	advantage
	advertise
	advertisement
	ah
	almost
	already
	altogether
	among
	amongst
	an
	and
	angel
	anniversary
	another
	antagonistic
	any
	anybody
	anything
	archangel

	archbishop
	architect-ure
	architectural
	are
	aristocracy-tic
	artificial-ly
	as
	assemble-y
	astonish-ed
	awe
	aye (ever)
	aye (yes)




























## B.

	B.
	bank-note
	bankrupt
	bankruptcy
	baptism
	baptist
	because
	become
	before
	began
	begin
	begun

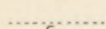


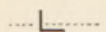
	belief-ve		circumstantial
	belong		citizen
	beneficial		collect
	benignant		come
	between		consequence
	beyond		consequent
	bishopric		contingency
	brethren		controversy
	brother		correct
	brother-in-law		could
	but		county
			cross-examine

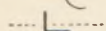
C.

	C.		D.
	cabinet		D.
	can		danger
	capable		December
	captain		defendant
	catholic		degree
	celestial-ly		delinquent
	certificate		deliver
	change		democracy-tic
	characteristic		democrat
	charge		describe
	children		description
	christian		develop
	circumstance		did

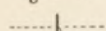
 difference

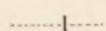
 difficulty

 dignify

 dignity

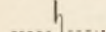
 discriminate


 distinct

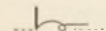
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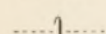
 do

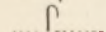
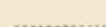
 Dr. (doctor)


 doctrine

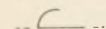
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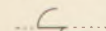
 domestic

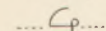
 during

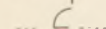
 dwell
**E.**
 E.


 effect

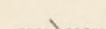
 electric

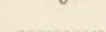
 electrical-ly

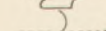
 electricity

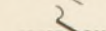
 electro-


 endeavor


 episcopal


 equality


 especial-ly



 establish


 evangelical


 ever


 executrix


 experience


 extraordinary
**F.**
 F.


 fact


 familiar


 familiarity

 February


 financial-ly



 first

 for


 form


 found


 frequent


 from
**G.**
 G.

 gave

 general-ly

 generation

 gentleman

 gentlemen

 give-n

— go  
 — govern  
 — governor  
 — Great Britain

## H.

— H.  
 — had  
 — half  
 — has  
 — have  
 — he  
 — health-y  
 — hear, here  
 — heaven  
 — held  
 — help  
 — her  
 — him  
 — his  
 — history  
 — home  
 — hope  
 — horse

## I.

— I.  
 — I.

— immediate  
 — important-ce  
 — inartificial  
 — indignity  
 — indispensable-y  
 — infer  
 — influence  
 — inscribe  
 — insurance  
 — intelligence  
 — intelligent  
 — interrogatory  
 — is

## J.


















































— J.  
 — January  
 — Jr. (junior)  
 — jurisprudence

## K.

— K.  
 — kingdom  
 — knew  
 — knowledge

## L.

— L.  
 — language

	languish		<b>N.</b>
	large		N.
	larger		neglect
	largely		negligence
	legislature		negligent
	length-y		never
	long (adj.)		nevertheless
	<b>M.</b>		new
	M.		New-York
	malignant		next
	manufactory		nobody
	manufacture		notwithstanding
	manufacturer		November
	manuscript		now
	Massachusetts		number
	member		<b>O.</b>
	memoranda		O. O, oh, owe
	memorandum		ob'ject
	mental		object'
	misdemeanor		objection
	mistake		observation
	Mr. (mister)		observe
	mistook		of
	mortgage		opinion
	mortgagee		opportunity
	movement		other

our  
over  
own

**P.**

P.  
parliament  
part  
particular  
peculiar  
peculiarity  
pecuniary  
people (n.)  
perform  
performance  
perpendicular  
perpendicularity  
phonographer  
phonographic  
phonography  
plaintiff  
plenipotentiary  
popular-ity  
possible-y  
practicable-y  
practical-ly  
practice




















































practised  
preliminary  
prerogative  
preservation  
principal-le  
privilege  
probability  
probable-y  
proportion  
public-sh

**Q.**

Q.  
qualify  
quality  
quarter  
question

**R.**

R.  
recollect  
recollection  
recover  
refer-ence  
regular  
regularity  
religion  
remark

	remember		signify
	remembrance		similar
	represent		similarity
	representative		single
	representation		singular
	republic-sh		singularity
	repugnant		something
	responsibility		somewhat
	responsible-y		somewhere
	resurrection		southern
	Rev. (reverend)		speak
	revolutionary		special-ly
	Roman Catholic		specification
<b>S.</b>			spoke
	S.		subject
	San Francisco		subjection
	satisfaction		subjective
	satisfactory		subscription
	savings-bank		suggestion
	Savior		superintendent
	send		surprise
	September		swear
	several		swore
	shall		sworn
	should		sympathy
	significance		system



## T.

..... T.  
 ( ..... thank  
 ( ..... that  
 ..... the  
 ( ..... their, there  
 ( ..... them  
 ) ..... these  
 ..... thing  
 ( ..... think  
 ( ..... time  
 — ..... together  
 2 ..... transubstantiation  
 1 ..... truth

## U.

h or u ..... U.  
 ..... understood  
 ..... uniform  
 6 ..... United States  
 ..... universe  
 ..... usual-ly  
 ..... usury  
 ..... usurious

## W.

..... W.  
 ) ..... was

..... were  
 ..... what  
 ..... when  
 ..... where  
 ..... which  
 ..... who-m  
 ..... whom (343)  
 ..... width  
 ..... will  
 ..... with  
 ..... without  
 ..... world  
 ..... worth  
 ..... worthy  
 ..... would

## Y.

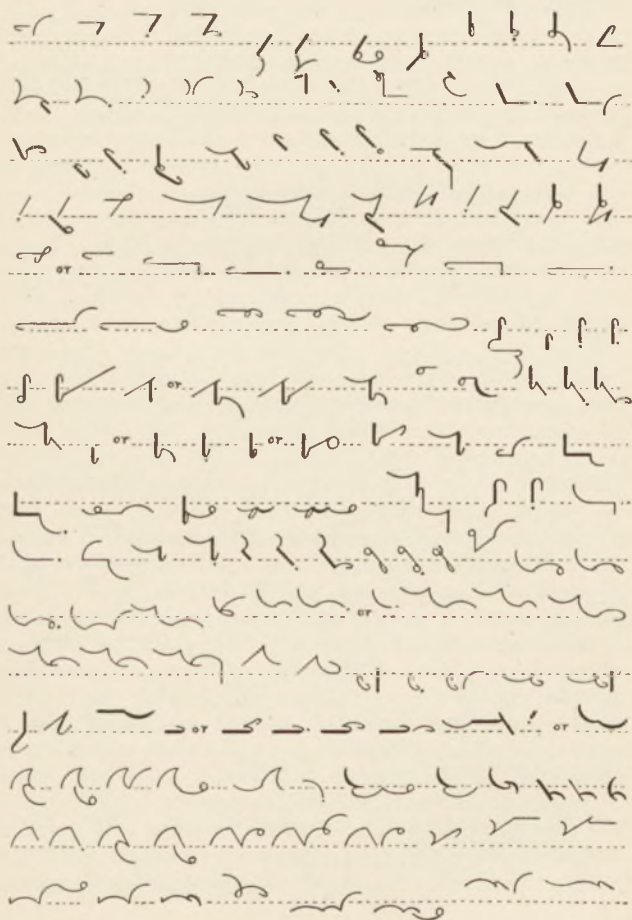
..... Y.  
 ..... year  
 ..... yet  
 ..... young  
 ..... you  
 ..... your

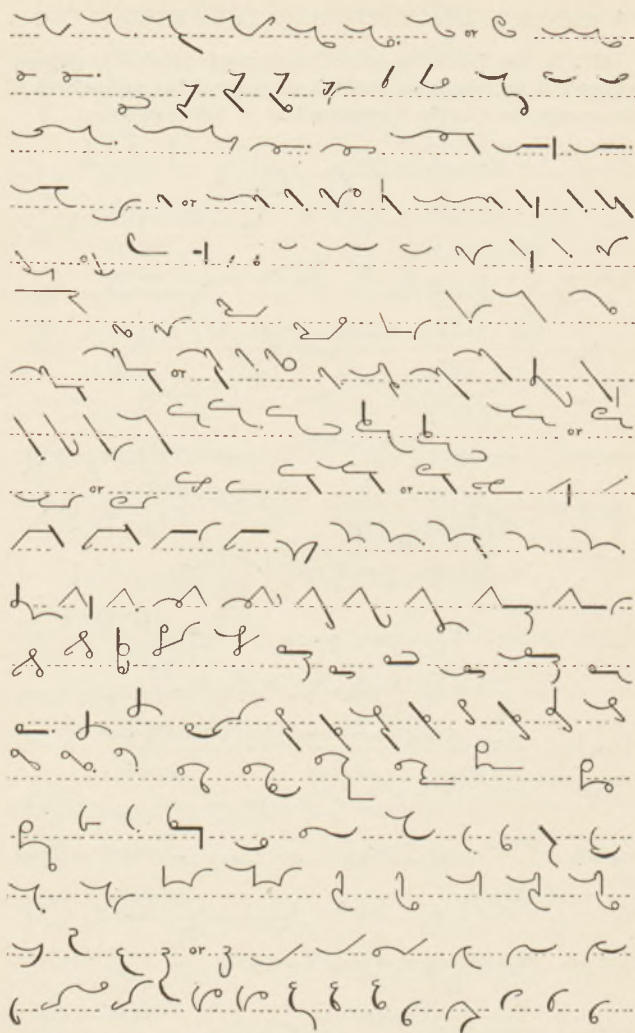
## V. X. Z.

..... V.  
 ..... X.  
 ..... Z.

### OUTLINES OF DERIVATIVES OF THE ABBREVIATIONS.

812. In the following collection of words printed in phonography will be found the outlines of most of the derivatives of the words given in the foregoing List of Abbreviations.





## KEY TO DERIVATIVES OF ABBREVIATIONS.

813. (line 1) Accordingly; acknowledged, acknowledging, acknowledgment; advantageous, advantageously, advantageousness, disadvantage; advertised, advertising, advertiser; angelic; (l. 2) assembled, assembling; astonishing, astonishingly, astonishment; awed, awing, awe-struck, awful-ly; becoming, becomingly; (l. 3) beforehand; believed, believing, disbelief, unbelief; belonged, belonging, belongings; capability, incapable; changed, (l. 4) changing, changeableness, exchange, interchange, interchanged, unchangeable; charged, charging, chargeable, discharge, discharged; (l. 5) christianity; collected, collecting; consequential, consequently; corrected, correcting, (l. 6) correctly, correctness; cross-examined, cross-examining, cross-examination; delinquency; delivered, delivering, delivery, (l. 7) deliverance, deliverer, redeliver, redelivery, undelivered; described, descriptive; developed, developing, development, (l. 8) undeveloped; differed, differing, differences, differential, indifferent; difficultly; dignified, (l. 9) dignifying; indiscriminate; distinctness, indistinct, indistinctness; indoctrinate; dwelt, dwelling; effected, (l. 10) effecting; electrify; endeavored, endeavoring; established, establishing, establishment; experienced, experiencing, inexperienced; extraordinarily; familiarize, familiarized, (l. 11) familiarizing, familiarly, unfamiliar; firstly; formed, forming, inform, informed, information, (l. 12) informer, informal, informality, reform, reformation; frequented, frequenting, frequently, infrequent, unfrequented; (l. 13) degeneration, regeneration; going; governed, governing, government, governmental, ungovernable; having; (l. 14) healthful, healthfulness, healthily, healthiness, unhealthy; hearing; heavenliness, heavenly, heavenward; beheld, upheld, withheld; (l. 15) helped, helping, helpful, helpfulness, helpless, helplessly, helplessness; historian, historic, historical-ly; (l. 16) homeliness, homely, homeward; horseman; immediately, immediateness; importantly, unimportant; (l. 17) inferred, inferring, inferable, inferential; influenced, influencing, influential, uninfluenced; (l. 18) inscribed, inscribing, inscription; intelligibility, intelligible, intelligibleness, intelligently; largest, largeness; lengthwise; longer,

longest; (l. 19) non-manufacturing, unmanufactured; mistaking, mistaken, unmistakable; neglected, neglecting, (l. 20) neglectful; newly; numbered, numbering, numberless, out-number, unnumbered; objected, objecting, objectionable; (l. 21) opinionated, self-opinioned; overcome; owed, owing, owes; owned, owning, owner; parliamentary; parted, parting, partly, (l. 22) counterpart; particulars, particularly, particularity, particularize; peculiarly; popularly, unpopular; impossible-y; (l. 23) impracticability, impracticable, practicing, practices; principally, unprincipled; improbability, improbable-y; disproportion; published, (l. 24) publishing, publication, publicly, unpublished; qualified, qualifying, qualification, disqualify, disqualification, unqualified, (l. 25) inequality; questioned, questioning, questionable, unquestionable-y, cross-question; recollected, recollecting; (l. 26) recoverable, irrecoverable; regularly, irregular; irreligion; remarked, remarking, remarkable; remembered, remembering, (l. 27) disremember; represented, representing, misrepresent, misrepresentation; republican, republication, republicanism; repugnancy, repugnantly; (l. 28) irresponsibility, irresponsible-y; dissatisfaction, satisfactorily, unsatisfactory; significancy, significant, signification, insignificant, insignificance, signified, (l. 29) signifying; dissimilar, dissimilarity; singularly; speakable, bespeak, unspeakable, bespoke, spoken, bespoken, outspoken, unspoken; (l. 30) surprised, surprising; swearing; sympathized, sympathizing, sympathetic, sympathetically; systematic, systemize, (l. 31) systematize; thanked, thanking, thanksgiving-day; things, something, nothing; thinking, thinks, bethink, thinker, (l. 32) unthinking, unthinkingly; timely, untimely; truthful, truthfulness, untruth, untruthful, untruthfulness; (l. 33) unusual-y; whatever; whenever, whenever; anywhere, nowhere, somewhere; wilfully, willing, willingly; (l. 34) within; worldliness, worldly; worthless, worthlessness; worthier, worthiest, worthies; years, leap-year; younger, youngest; yours.

## REMARKS ON THE LIST OF ABBREVIATIONS.

814. **Heavy Consonant Initials.**— While doing rapid work it is not always possible, in writing consonant initials of proper names, to make the signs with sufficient precision to be able to distinguish with absolute certainty between the light and the shaded stems. A Tee made a little too heavy, might be taken for “D;” and a Dee made light, might be taken for “T;” likewise a light Vee for “F,” or a heavy Ef for “V,” etc.; because, as is evident, the context can afford no assistance. Therefore, in order to insure entire security from any such mistakes as these, the stenographer may, perhaps not at all times, but whenever he deems it advisable to do so, arbitrarily mark the shaded stems Bee, Dee, Vee, Way, Hay, Yay, etc., with a tick struck across them somewhere between the middle and the finish, to distinguish them from the respective corresponding light stems Pee, Tee, Ef, Er, Em, Lee, etc., which are written without such tick. See initials “B,” “D,” “G,” etc.

815. The same tick may be used to distinguish such words as *got, get, bags, etc.*, from the respective conflicting words *caught, cut or come, box or boxes, etc.*

816. **Words out of Position.**— *Advantage* (J) is put in the third-position, because of *large* (J) in the first and *age* in the second; *almost* (Mst), in the first, because of *most* in the second; *already* (Lr)<sup>8</sup>, in the first, because of *well* (wL) in the second; *altogether* (Gthr), in the first, because of *again* in the second; *another*, in the first, because of *no other* in the second; *any*, in the third, because of *no* in the second; *do*, in the second, because of *did* (D) in the third; *equality*, in the third, because of *quality* in the first; *for* (F), in the second, because of *after* and *of their* (when written with Vether<sup>1</sup>) in the first; *found*, in the third, because of *find* in the first; *gentleman* (Jnt), in the first, because of *gentlemen* (Jnt) in the second and *man* in the first; *go*, in the first, because of *come* (K) in the second; *he* and *him* (H), in the second, because of *me* in the third — and the breve-signs (Toid and Doid) for *he* and *him* follow the stem-sign (H) to the second-position; *held*, in the third, because of *hold* in the second; *of* (Roid), in the second, because of *I* and *have* in the first; *other*, in the first, because of *there* and *their* in



the second; *there* and *their*, in the second, because of *at-all* (Tl) in the first; *over*, in the first, because of *very* in the second; *own*, in the first, because of *know* in the second; *send*, in the third, because of *sent* in the second; *truth* (Tr), in the second, because of *true*, in the third; *were* (R), in the third, and *where* (R), in the second, because of *are* (R) in the first; and *which*, in the second, because of *each* in the third.

817. **Past-Tense.**—For the past-tense outlines of abbreviations, see 802–805.

### SPECIAL REMARKS ABOUT ABBREVIATIONS.

818. **“A,” “An,” and “The.”**—When standing alone, the articles *a*, *an*, and *the* are written with a light dot, and are distinguished by writing them equi-distant apart, placing *an* the height of the stem Tee above the line, *a* just above the line, and *the* a little below the line.

819. So far as the words *a* and *an* themselves are concerned, there would be no danger of confusion if both were written in the same position; but as *a* always indicates that the next word begins with a consonant-sound, and *an* that it begins with a vowel, it adds to certainty in reading to have the signs distinguished as mentioned above. And, besides, also, the rule of position is observed in respect to them.

820. But, on the other hand, as *the* and *a* would be constantly conflicting if not properly distinguished, care should always be taken to distinctly write *the* below the line and *a* above the line, even if *a* should encroach a little upon the place of *an*, with which it cannot conflict.

821. It is because *a* and *an* are not liable to conflict that we may write both with the same breve-sign (703).

822. **“Accordinging.”**—This word is so generally followed by the preposition *to* that the same sign may be used for both *accordinging* and *according to*; the context being a sufficient guide as to which is intended.

823. **“Artificial-ly.”**—Excepting in the outline of *official-ly*, the termination *ficial-ly* may always be written with F-SH; as in *artificial-ly* and *inartificial-ly*, given in the list, and in *superficial-ly* (sPr<sup>3</sup>-F-SH).

824. "**Brother.**"—This word should, as a rule, be written with the abbreviation, Br<sup>2</sup>. If it is ever written with its full outline, Brdhr<sup>2</sup>, it should be vocalized to prevent its being mistaken for the abbreviation of *brethren* (Brn<sup>2</sup>).

825. "**Christian.**"—In general writing and reporting this word should be written in full (Krs-CHn); but in sermon reporting, and in a few phrases, as *christian-religion*, *christian-world*, etc., the abbreviation may be used.

826. "**Consequent**" — "**Consequently.**"—These words should always be written with their abbreviations, because their full forms are liable to clash with the outlines of *second* and *secondly*.

827. "**Danger.**"—The outlines of *challenger* and *stranger* may be shortened in the same way as that for *danger*; thus, CHl-Jr, sTr-Jr.

828. "**Defendant.**"—See remarks under *Plaintiff*.

829. "**Difference.**"—The hook of this abbreviation should be made quite small to avoid the stem's being mistaken for Dshn, the outline of *condition*. In writing difficult or involved matter, it is sometimes best to use the full form, Df-Rns.

830. "**Distinct.**"—The abbreviation (Dst) should always be employed in writing this word, because the full outline Dst-NGt conflicts with Df-Nt, *definite*.

831. "**Dollar.**"—This word should be written with its full outline, D<sup>1</sup>-L-R, except when used in connection with numbers denoting sums of money; and then D may be employed.

832. "**Electric**" — "**Electro.**"—The abbreviations for the word *electric* and the combining form *electro*, will be found very useful in writing such words and phrases as *electric energy*, *electric fluid*, *electric jar*, *electric-light*, *electric-meter*, *electric-motor*, *electro-deposit*, *electro-motor*, *electro-static*, etc.

833. "**First.**"—The most natural and convenient abbreviation for this word is the old one, Fst; but as some shorthand writers find difficulty in keeping that form distinct from Nst, the abbreviation of the conflicting word *next*, the optional form of detached breve-est is also provided.

834. "**Insurance.**"—The words with which the abbreviation for *insurance* (Ns<sup>3</sup>) is liable to conflict are *things* and *goods*; and sometimes, especially while reporting insurance cases, whenever the word stands by itself, it is better to use the full

outline, N-SHrns<sup>3</sup>. But it is always safe to use the abbreviation in phrases; as *insurance agent*, *insurance company*, etc.

835. "**Kingdom.**"—In taking notes of sermons and other discourses of a religious character, as well as of lectures on natural history, the abbreviation K<sup>3</sup> for *kingdom* is useful; but in general reporting it should be used sparingly.

836. "**Language.**"—This abbreviation should be carefully shaded and the hook made quite large, so that it can never be mistaken for *call*.

837. "**Languish.**"—The terminations *nguish* and *nquish*, in the words *distinguish*, *extinguish*, *vanquish*, and *relinquish*, and their derivatives (except *distinguishing*), may be abbreviated in the same way as in *languish*—that is, written with NG-SH.

838. "**Large.**"—The abbreviation for this word, J<sup>1</sup>, may generally be used with entire safety; but when writing about "bones," it is liable to be mistaken for *jaw*, as *jaw bone* for *large bone*; and then the full form, Lr<sup>1</sup>-J, should be used.

839. "**Liberty**"—"Majority."—While it is the general rule that outlines of words ending with vowel-sounds cannot properly terminate with shortened stems, because they furnish no vowel-place for the signs of such vowels, yet there are several words of that class which occur so frequently in reporting that, for the convenience of the writer, the rule is relaxed as to them, and the Shortening Principle is used instead of the stem-sign, T or D. Thus, the words *liberty* and *majority* may be written with the forms L<sup>3</sup>-Brt and M-Jrt<sup>1</sup>; although the regular, full forms are L<sup>3</sup>-Br-T and M-Jr<sup>1</sup>-T. Other abbreviated outlines of this kind are those of *equality*, *nobody*, etc. See 867.

840. "**Long.**"—The abbreviation NG<sup>1</sup> is employed for *long*, only when the word is used as an adjective or adverb. When used as a verb or noun, *long* is written in full (L<sup>1</sup>-NG).

841. "**New**"—"In the."—If one should prefer to write *in the* always with N<sup>3</sup>-Choid instead of Nt<sup>3</sup>, and should, therefore, wish to distinguish the outline of *new* from it, it may be done by slightly curving the breve of *new* downward. It then becomes a modification of the breve for *ū* instead of a contraction of the diphthong-sign EW (347).

842. "**Oil-y.**"—The words *oil* and *oily*, both standing alone and in some of their derivatives and compounds, may be written with the abbreviation Poid-Lee.

843. "**Ology**" in Abbreviations.—The derivatives of words whose outlines are abbreviated by using J for "ology" or "alogy," may be written by means of the signs of the primitive words, with the additional consonants properly indicated. Examples:—*Theologian*, TH<sup>2</sup>-Jn; *theological*, TH<sup>1</sup>-J-Kl; *physiologist*, Fz<sup>1</sup>-Jst; *mineralogist*, M-Nr-Jst<sup>1</sup>; *mineralogical*, M-Nr-J<sup>1</sup>-Kl; *osteologer*, St<sup>1</sup>-Jr; *osteologist*, St<sup>1</sup>-Jst; *archæologist*, R<sup>1</sup>-K-Jst; *archæological*, R<sup>1</sup>-K-J-Kl; *pathologic*, P<sup>1</sup>-TH-J-K; *pathological*, P<sup>1</sup>-TH-J-Kl; *pathologist*, P<sup>1</sup>-TH-Jst.

844. "**Parliament-ary**."—The abbreviations for these words should only be used in legislative work. Generally the full forms (Pr-L-Mnt, Pr-L-Mut-R) should be employed.

845. "**People**."—The abbreviation, Pl<sup>3</sup>, is only used for the noun; *people* used as a verb being written in full, P<sup>3</sup>-Pl.

846. "**Plaintiff**"—"Defendant."—The abbreviations for these words, P<sup>2</sup> and D<sup>2</sup>, should only be employed in work connected with the law. In general reporting the full forms, Plnt<sup>2</sup>-F and Df<sup>2</sup>-Nd-Nt, are preferable.

847. "**Representative**."—In general work this word is written with the outline given in the list; but in congressional and other legislative reporting, and always in speaking of the members of a representative body, the shorter outline, R<sup>2</sup>-P, may be used.

848. "**Revolutionary**."—The form of this abbreviation naturally suggests that the words *revolution* and *revelation* might be written with Lshn<sup>3</sup> and Lshn<sup>2</sup> respectively, but it would not be safe to do so as a rule. And yet, if these words should occur very frequently in rapid work, they may be abbreviated in that way.

849. "**Well**."—See 1035, under *Phraseography*.

850. "**Will**."—This word standing alone, and used (a) as an auxiliary verb, is almost invariably written with the abbreviation, L<sup>3</sup>;—(b) as an intransitive verb it is sometimes written with L<sup>3</sup>, but generally with the stem Weel;—(c) as a transitive verb it is generally written with Weel;—and (d) as a noun it is generally written with Weel; though in probate proceedings the reporter frequently uses the abbreviation. Examples:—(b) It shall be as you *will* (L<sup>3</sup>). I *will* (Weel<sup>3</sup>) that it be done.—(c) He may *will* (Weel<sup>3</sup>) his estate.—(d) She has a strong *will* (Weel<sup>3</sup>). Make your *will* (Weel or L<sup>3</sup>).

## SOME GENERAL RULES OF ABBREVIATION, ETC.

851. **Omission of Hooks.**— There are a few words, most of which are derivatives, whose outlines naturally suggest the use of a hook, but which hook, owing to some peculiarity of form, cannot readily be made without taking off the pen. In such cases the hook may be omitted. Examples:—I-Dt-Kl *identical*, T-Mnt *attainment* and *atonement*, S-Mnt *assignment*, Ku-S-Mnt *consignment*, sPd-THr-Ft *spendthrift*, Jr-Mnt *adjournment*, sJr-Mnt *sojournment*, Lnd-Ld *landlord*.

852. **Omission of Implied Hooks.**— One of the most valuable principles of abbreviation, affecting quite a large class of words, is that which permits stems of the Ens and Sper series to be connected with other stems, in violation of the rules laid down at 534 and 535, as, for example, the forms of *trans* and *pose*, and *pre* and *scribe*, in writing the words *transpose* and *prescribe* respectively. The outlines, because of the joining, cease, of course, to contain the implied hooks, and only signify the contractions *traspose* and *preskibe*. But the fact that the connected outlines *appear to the eye* to contain the forms of the component parts, makes them quite legible, notwithstanding the omissions.

853. The following are some of the more common of the words that are abbreviated according to this principle: *transposal*, *transpire*, *transport*, *transparent*, *transmit*, *transalpine*, *Transylvania*, *translate*, *translation*, *translucent*, *transship*, *transact*, *transaction*, *chancery* (CH-sR), *chancellor* (CH-sL-R), *counselor* (K-sL-R), *Pennsylvania*, *dispensary* (-P-sR). And in the case of a few words, as *transcribe*, *transcription*, *transgress*, *transgression*, etc., both the implied hooks, *n* and *r*, are lost by reason of the joining. The outlines of *transplant* and *transatlantic* may be abbreviated to Trs-Plnt and Tr-sInt-K. The stem N, instead of the implied hook, should be used in writing the following words and their derivatives: *transfuse* (Tr-Ns-Fz), *transfer*, *transform*, *transfix*, *transfigure*, *transverse* (-V-Rs), *transitive*, *transitory*, *transcend*, *transcendental*, *chancel*, *pencil*, *cancel*, *council*, and *counsel* (except in phrases, when K is sometimes used).

854. **K and P sometimes Omitted.**— When the sound of *k* occurs after the sound of *ng*, and when the sound of *p* occurs after the sound of *m*—and before certain consonant sounds—the *k* or



the *p* sound, as the case may be, is scarcely perceptible, and its signs may, therefore, be omitted from the outline. The following words are examples of such abbreviation: *anxious* (ängk'-shus) NG-SHs<sup>1</sup>, *sanctity* (sängk'tity) sNGt-T<sup>1</sup>, *ranked* (rängkt) R<sup>1</sup>-NGt, *linked* (längkt) L<sup>3</sup>-NGt; *tempt* T<sup>2</sup>-Mt, *assumption* S<sup>2</sup>-Mshn, *assumpsit* S<sup>2</sup>-Ms-T, *sumptuous* sM-CHs<sup>2</sup>, *pumpkin* P<sup>2</sup>-M-Kn, *Tompkins* T<sup>1</sup>-M-Knz, *Thompson* T<sup>1</sup>-Msn, *glimpse* Gl<sup>3</sup>-Ms, etc. Whenever it is necessary to do so, *md* may be distinguished from *mpt* by using the stem-signs, M-D; as in writing *thumped* (TH<sup>2</sup>-Mt) and *thumbed* (TH<sup>2</sup>-M-D). For other abbreviated outlines, similar in character to the foregoing, see 514.

855. **K before "s" or "t."**—There is a number of outlines from which the stem K, occurring before the consonant *s* or *t*, may be omitted with safety, of which those that are regularly so written are given in the List of Abbreviations, as the forms for *extraordinary*, *experience*, *fact*, etc.; while the others, the use of which is optional, are as follows: sJrt<sup>1</sup> *exaggerate*, sJr<sup>1</sup>-Td *exaggerated*, sJrshn<sup>2</sup> *exaggeration*, sKt-L<sup>1</sup> *exactly*, sKt<sup>1</sup>-Ns *exactness*, sTrv<sup>1</sup>-Gns *extravagance*, sTrv<sup>1</sup>-Gnt *extravagant*, sT<sup>2</sup>-Pr-Ns *extemporaneous*, sTr<sup>3</sup>-M-L *extremely*, Rs<sup>2</sup>-Pt-F<sup>1</sup> *respectful-ly*, sPrs<sup>2</sup> *express* (as noun, but not as verb), sPrs<sup>2</sup>-L, *expressly*. The use of this principle must not, however, be extended beyond these examples and a few of their derivatives.

856. **M Omitted from T-M-Pr.**—The stem M may generally be omitted from the outline T-M-Pr. Examples:—T-Prns *temperance*, N-T-Prt *intemperate*, T-Pr-R *temporary*, T-Pr-Rl *temporarily*.

857. **Words ending in "ntial-ly."**—Most words ending in *ntial* or *ntially*, may be abbreviated by omitting from their outlines everything that follows the consonant *n*; and usually that consonant may be written with the En-hook. The following are words in which this principle of abbreviation may be employed: *substantial-ly*, *pestilential-ly*, *deferential*, *differential*, *reverential*, *penitential*, *inferential-ly*, *influential*, *consequential*, etc.

858. **Stem Ing Used for "ng-g."**—Whenever in the common orthography the letters *ng* have the double sound of *ng-g*, as in the words *anger* (äng-ger), *finger* (fing-ger), *dangle* (dänggle), *English* (ing-glish), etc., it is allowable in reporting to write the two sounds (ng-g) with the stem Ing alone, without the addition of the stem Gay.




859. **En-Hook Used for Ing.**—In the ordinary orthography the letter *n*, before a *k*-sound at the end of a syllable, takes the sound of the sign *Ing*; as in *ink*, *monkey*, *wrinkled*. It is, therefore, safe and permissible to apply the converse of that fact and sometimes write the sound of *Ing* before *Kay* with the En-hook; as in the words *thanked* (THn-Kt), *frank* (Frn-K), *Franklin*, *flunk*, *nunc*, etc.

#### REMARKS ABOUT WORD-FORMS.


860. **The Termination "ngly."**—Whenever the form of the outline will permit, the frequent termination *ngly* is written with the stem *Ingl*; as in the words *doubtingly*, *laughingly*, *strongly*, *enticingly*, *exceedingly*, *seemingly*, etc. But if *Ingl* will not join readily, as in the outlines of *mincingly*, *puffingly*, *cunningly*, *fawningly*, *scatteringly*, *amazingly*, etc., the form *Ing-El* is usually employed instead.

861. **The Termination "ington."**—The syllables *ington*, with which so many names of towns and cities terminate, as *Washington*, *Lexington*, *Arlington*, etc., may be written in two ways, either of which is correct, namely, *NG-Tn* and *NGt-N*. The first form is the more distinctive of the two, but the latter is generally more quickly written. But if the stem *NG* does not join at an angle with the preceding stem, the form *NG-Tn* must be used; as in *Wr-DH-NG-Tn* *Worthington*, *F<sup>1</sup>-R-M-NG-Tn* *Farmington*, etc.

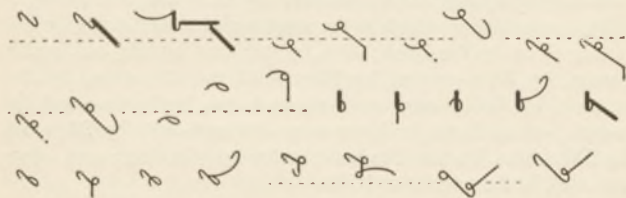
862. **Final L after Shortened En, Ing, Em, and Hay.**—Final *l*, whether followed by a vowel-sound or not, when it comes after half-length *Em* or *Hay*, is written upward, and after half-length *En* or *Ing*, it is generally written downward; as in the words *motley*, *metal*, *mutual*, *hotly*, *hotel*; *definitely*, *until*, *succinctly*, etc. But *neatly* and *nightly* are written with the outline *Nt-L*.

863. **Initial L before M-P or M-B.**, as in the outlines of *lamp*, *limp*, *limbo*, *lumbago*, etc., is better written with *El* than *Lee*; thus,  *lump*.

864. **Stems Struck Vertically Upward.**—In the case of a few outlines ending with *st* preceded by a final-hook, in which it is impracticable to write the *st* either with breve-est, or with

the stem *St* written in the ordinary way, it is allowable to strike the stem upward,—as in writing the words *fusionist*, *fashionist*, *visionist*, *factionist*, *anointest*, etc.; thus,  *elocutionist*. In like manner, in writing the word *affectionate*, the stem *T* may be written upward from the end of the Shun-hook; and in *affectionately*, the stem *L* may be joined on at the top of the upward *T*.

865. **Non-vocalizable Word-forms.**—As phonography is largely a matter of consonant representation, it is allowable for the reporter in writing certain words to use very brief outlines, without regard to whether they can be fully vocalized or not; provided there be no conflicting words, and such outlines are not difficult to form or too complicated. Examples :



KEY.—Profit, profitable, indefatigable, anticipate, anticipated, anticipating, anticipation, partecipate, participated, participating, participation, midst, modest, modesty, detest, detested, detesting, detestation, detestable, protest, protested, protesting, protestation, Protestant, Protestantism, supervisor, professor.

#### INITIAL AND FINAL SYLLABLES.

866. The following statement will show some of the more frequent initial and final syllables of words as they are usually written in phonography :

867. **Initial Syllables.**—The initial syllable *ant-* is usually written by *Nt*; *astro-*, by *Str*; *bene-*, by *Bn*; *cal-*, by *Kl*; *car-*, by *Kr*; *cat-*, by *Kt*; *cent-*, by *sNt*; *chir-*, by *Kr*; *cir-* (except before *Kl*) by *sR*, before *Kl* by *sR*, in *circum-* by *sR* or *sR*; *col-*, by *Kl*; *cor-*, by *Kr*; *counter-*, by *Kntr*; *cut-*, by *Kt*; *del-*, by *Dl*; *enter-*, by *Ntr*; *fer-* and *fur-*, by *Fr*; *hept-*, by *hēPt*; *hydra-*, by *Toid-Dr*; *hydro-*, by *Toid-Dr* or *Hdr*; *hyper-*, by

Toid-Pr; *hypo*-, by hĭP; *int*-, by Nt; *inter*-, by Ntr; *jur*-, by Jr; *Mal*-, by Ml or M-L; *met*-, by Mt; *mult*-, by Mlt or M-Lt; *oct*-, by Kt; *par*- and *per*-, by Pr; *phil*-, by Fl; *poly*-, by P-L or Pl; *qua*-, by Kw; *rel*-, by Rl; *retro*-, by R-Tr or Rtr; *sept*-, by sPt; *sis*-, *sys*-, and *sus*-, by breve-sez; *stereo*-, by stR; *subter*-, by sBtr; *super*- and *supr*-, by Spr; *under*-, by Ndr; *val*-, *rol*-, and *vul*-, by Vl; and *ver*-, by Vr.

868. **Final Syllables.**—The final syllables *-bility* are written by the stems Bl-T or the stem Blt, except in the outlines of *ability*, *inability*, *nobility*, *sensibility*, *insensibility*, and *risibility*, in which they are written by B-L-T (or -Lt); *-ble-y* is written by Bl; *-cal-ly*, by Kl; *-ciously*, by Shs-L; *-cise*, by breve-sez; *-cism*, by breve-sez and M; *-form*, by F or F-M; *-ful-ly*, by Fl; *-grapher*, by Grf-R; *-graphy*, by Gr-F; *-holder*, by Toid-Ldr, Koid-Ldr, or Hldr, according to which is the most convenient; *-hood*, by Hd; *-ive*, by V or the Vee-hook; *-lion*, by Ln; *-mal*, by Ml; *-nal*, by Nl; *-neous*, by Ns; *-ometer*, by Mtr; *-rial*, by Rl; *-rian*, by Rn; *-riously*, by Rs-L; *-san*-, *-sen*-, *-sin*-, and *-son*-, by breve-s and the n-curl; *-sis* and *-sus*, by breve-sez; *-ted* and *-tude*, by Td; *-tial*, by Shl; *-ture*, by the Ter-hook or by lengthening; and *-sture* (-xture), by breve-ster or sCHr.

## PHRASEOGRAPHY.

869. As the learner has been going along through the book, studying the various principles of Phonography as they are applied in writing the outlines of separate words, he has also, at the same time, been made acquainted with most of the rules which relate to the writing of words by means of phrase-signs. But, in order that the subject of Phraseography may be so presented that any part of it can be readily referred to, and also for the purpose of giving additional instruction in respects wherein the teaching has heretofore been somewhat incomplete, it will now be taken up again and given in its entirety.

870. **Definition.**—As applied to Phonography, the term Phraseography is employed to denote the indicating of two or more words by a single shorthand outline.

871. **Two Kinds of Phrases.**—Phrase-signs may be divided into two general classes, namely:

I. Those signs which are formed by simply joining together, without alteration, the ordinary outlines of words as they are written when standing alone. For examples, see under 358.

II. Those signs which by means of the alphabetic characters and the various hooks, modifications, circles, loops, etc., group together the consonants of two or more words, without regard to the individual form of each outline, when standing alone. In phrases of this kind, a portion, and sometimes all, of the words lose their identity of outline; although, as a rule, there is at least one word-form which remains intact, and around which the others gather in a sort of verbal cluster. For examples, see under paragraphs 387, 388, 402, 422, 474, 475, 476 and 549.

872. Phrases of the first class are, of course, the simplest in their construction, the words being joined one after another, very much as some long-hand writers connect the words on each line of the paper.

873. But in the second class of phrases all of the elementary principles of Phonography are brought into service to write the collections of consonant-sounds of phrases, very much as the same principles are used in writing the consonants of single words. That is to say, the briefest method of representing them is adopted that is consistent with both speed and legibility; no particular attention being paid to derivation and meaning, as they are abundantly able to take care of themselves, provided the outlines are sufficiently ample and are phonetically correct.

874. **Rule of Position.**—The general rule for the position of phrase-signs is that the outline of the *first* word be written in the position it would occupy if standing alone. For examples, see under 358.

875. **Exceptions to Rule.**—When the word that commences the phrase belongs to the first position, and is written with a circle, loop, horizontal stem, or any half-length stem, if necessary to secure greater legibility—and especially when the second word *depends* upon its position for distinction—the first word may be raised or lowered, as the case may be, so as to allow the *second* word of the phrase to be written in the position it would occupy if standing alone. Examples:—as good as, as soon as, as lately as, as little as, on this, can this. For other examples, see the 67th, 68th, 69th, and 70th Reading and Writing Exercises.

876. **Difficult Junctions.**—It is generally better to disjoin than to make phrase-outlines that contain difficult junctions. But occasionally speed is gained, and legibility not impaired, by including in a phrase-sign stems whose junctions require a little extra care in the writing. Examples:—Little while after, that will be.

877. Occasionally, when a phrase that contains slanting stems extends an unusual distance below the line, the defect may be partially remedied by giving the inclined part of the outline an unusual slant. Examples: Any part of their, days afterward, depend upon their, took charge of their.

878. Sometimes, when incorporated in phrase-signs, for the purpose of securing easy junctions, words are written with outlines that would not be safe or allowable if they were standing alone. Such changed outlines are generally mere variations of the full consonant word forms; but sometimes they are abbreviations adapted specially to the phrase or phrases in which they occur. Examples:—After business hours, any statement, eternal life, for instance, for the purpose, in full, in March, stand still, mean to be understood.

#### FROM SIGNS TO PHRASES.

879. The various hooks, modifications, circles, etc., are used in phrase-writing to represent words, in the manner shown in the following statement:

#### THE FINAL HOOKS.

880. **En-hook.**—The En-hook is used for *an*, *and*, and *own*, for *than* after comparatives, and rarely for *been* and *one*. For examples, see under 387 and 388, and the following: Their own, more than, other than, every one, some one.

881. **Vee-hook.**—The Vee-hook is used for *of* and *have*. At 630 will be found a description of the Vee-hook on curved-stems. For examples, see under 387 and 388, and the following:—All of, they have, may have.

882. **Shun-hook.**—The Shun-hook is sometimes used for *ocean*. Examples:—Atlantic Ocean, Pacific Ocean.

883. **Ther-hook.**—The Ther-hook is used for *there*, *their*, *other*, and *they-are*. For examples see under 401.



THE INITIAL HOOKS.

884. **El-hook.**—The El-hook is used for *all* and *will*.

885. **Er-hook.**—The Er-hook is used for *are*, *our*, and *or*.

For examples of the El and Er hooks in phrases, see under 421 and 422.

886. **Way-hook.**—The Way-hook is sometimes used for *we*. But generally this word is written with the breve Thoid or Soid.

887. **Yay-hook.**—The Yay-hook is frequently used for *you* or *your*. Examples:—Can you, at your, by your, etc.

THE MODIFICATIONS.

888. **Shortening Principle.**—The Shortening Principle may be used for *it* and *the*, for *had* after all pronouns that are written with a stem-sign, and, in a few phrases, for *to*. For examples, see under 474.

889. The En-hook and Shortening Principle combined may be used for *not*. For examples see under 476.

890. The Ef-hook and Shortening Principle combined may be used for *of the*. Examples:—Day of the, part of the, for the sake of the.

891. Breve-s and the Shortening Principle combined may be used for *its*. Examples:—By its, of its, in its.

892. **Lengthening Principle.**—The Lengthening Principle may be used for *there*, *their*, *they-are*, and *other*. For examples, see under 475.

893. The En-hook and Lengthening Principle combined may be used for *another*. For examples, see under 476.

894. The Ef-hook and Lengthening Principle combined may be used for *after*. Examples:—Day after day, week after week, hour after hour.

THE CIRCLES AND LOOPS.

895. **Breve-s.**—Breve-s is used for *as*, *has*, *is*, and *his*, and, after any other breve, for *us*. For examples, see under 549.

896. **Breve-sez.**—By changing breve-s to breve-sez the words *as*, *has*, *is*, and *his* may be added. For examples, see under 549.



897. Breve-sez is also occasionally employed in connecting the outlines of two words, the first of which ends, and the second begins, with an *s* or *z* sound. Examples:—It is said, this speech, those circumstances, witness stand.

898. **Breve-est.**—By changing breve-s to breve-est, the words *the*, *it*, and *to* may occasionally be added. For examples, see under 549.

899. Breve-est at the end of a word may sometimes be changed to breve-s, in order to secure an easier junction with the succeeding word. Examples:—Must be, must not, Post Master General, most likely.

900. **Breve-ster.**—By changing breve-s to breve-ster, the words *there*, *their*, and *they-are* may be added. And sometimes the word *store* is written in the same way. For examples, see under 549.

#### THE CURLS.

901. **Final En-curl.**—The final En-curl may be used for *than*, *in*, *an*, and *been*. Examples:—Less than, faster than, it is in, that is an, it has been.

902. **Initial En-curl.**—The initial En-curl may be used for *in*. Examples:—In consideration, in some, in separating, in quest.

903. **En-curl in Final Hooks.**—A small En-curl, turned on the inside of the Ter and Vee hooks, may be used for *than*, *own*, or *been*. Examples:—Rather than, by their own, had there been, may have been, there have been.

#### FROM WORDS TO PHRASES.

904. **"A,"** in phrases, is written with the breve Poid or Up-Poid. See 703-706. For Examples, see under 707.

905. **"A" following "Ing."**—See 707.

906. **"A Com."**—See 731-734. Examples:—A combination, a command, a common, a confused, a connected, a complicated, a conflict, a consciousness, a cumbersome. (See under 734.)

907. In a few phrases of distinct individuality the article *a* may be omitted. Examples:—Once in a while, to a certain extent, year and a half.

908. "**After.**"—*After*, in phrases, is usually written with Fetter. But in a few phrases it may be written with the Ef-hook and Lengthening Principle combined. Examples:—Long after, after me, before or after, week after, Saturday afternoon.

909. "**Ain't.**"— See "*Can't.*"

910. "**All,**" in phrases, is written as follows :

Initially—

With the stem Lee. Examples :— All directions, all such.

Finally and medially—

a. With the El-hook. For examples see under 421, 422.

b. With the stem El or Lee. Examples:—After all, that is all, that was all.

911. The El-hook should seldom be used for *all* after words that take the same hook for *will*. Thus, the stem DHl may be used for *they will* and *them all*, but not for *they all*.

912. "**An,**" in phrases, is written as follows :

Initially—

With the breve Poid. Examples :— An alarming, an emergency, an important.

Finally and medially—

a. With the breve Poid or Up-Poid. Examples:— Began an, known an, let an, alter an.

b. With the En-hook. For examples, see under 387, 388.

c. With the final En-curl. Examples:—It is an, that is an, she is an, lose an.

913. "**And,**" in phrases, is written as follows :

Initially—

With the breve Poid. Examples :— And that, and yet, and this. Also under 707.

Medially and finally—

a. With Poid and Up-Poid. Examples :— Now and then, short and clear, that and, by and by.

b. With the En-hook (387). Examples :— Over and above, up and down, sum and substance.

c. Occasionally with the final En-curl after circles and loops and En-curl in final hooks (903). Examples :— Fuss and, cross and, false and, less and, faster and, better and.

914. Usually, however, when *and* occurs between repeated words, its sign may be omitted. Examples :— Again and again, for ever and ever, more and more, years and years.

915. "**And com.**"—See 731-734. Examples:—And compared, and concerned, and consisted, and contained, and combined, and commanded, and contended, and compromised, and concluded. (See under 734).

916. "**Another,**" in phrases, is written as follows:

Initially —

With *Enther* in the first position. Examples:—Another affair, another day, another point.

Finally and medially —

a. With the *En-hook* and *Lengthening Principle* combined. For examples, see under 476, and the following: At another, such another, on another occasion, in another manner.

b. Occasionally with *Enther*. Examples:—Before another, I have another.

917. "**Another**" — "**Any other**" — "**No other.**" — The outlines of *another*, *any other* and *no other* may be distinguished when necessary as follows: *Another* is joined freely in phrases without vocalization; *any other* is disjoined and written in the third position, and *no other* may be joined to a preceding word, but the vowel-sign *ō* should generally be inserted. Examples:—Before another, before any other, before no other.

918. "**Any**" and "**No.**" — When standing alone or commencing a phrase, *any* is written in the third position, instead of the second, so as to avoid conflict with *no*. But when joined to preceding words, of course, no such distinction can be shown. And, although there is no rule covering all the cases, in practice the following course respecting these words seems to be the most natural:

a. After *in* — join *any*, but not *no*. Example:—In any case.

b. After *there is* — join *no*, but not *any*. Examples:—There is no, think there is no, yet there is no.

c. When the context will tell which word is intended, either may be joined. Examples:—More than any, whether or no, yes or no.

919. "**Anybody**" and "**Any one**" should always be disjoined and written in the third position. Examples:—Was there anybody, was there any one.

920. "**Any other.**" — See 917.

921. The phrases *any other* and *no other*, in some respects, do not come under the same rules as *any* and *no*.

922. "**Anything**" may be joined in any part of a phrase. Examples:—Anything about, did you have anything, was there anything said or done.

923. "**Are**," in phrases, is written as follows:

Initially—

Always with the stem Ree. Examples:—Are they, are a, are all.

Finally and medially—

a. With the Er-hook. For examples, see under 421, and the following: they are, we are ready, which are likely.

b. Including preceding *they*, with the Ther-hook, with the Lengthening Principle, and with breve-ster. Examples:—For which they are, think they are, if they are, that they are, since they are, unless they are.

c. With the stem Er. Examples:—There are, those are, what are you, than there are.

924. **Caution.**—Ree is never used for *are* except when the word stands alone or begins a phrase. (See 1041.)

925. "**As**," in phrases, is generally written with breve-s (546). Examples:—As early as, or as, such as.

926. Sometimes *as* is included in breve-sez, or in a loop. For examples, see under 549.

**Position.**—At the beginning of phrases *as* follows the position of the second word, if it has a stem-outline. Examples:—As if, as good as, as great as, as long as, as soon as, as we, as our, as you.

927. But if the phrase has no stem-sign, *as*, following the general rule, is written in the first-position. See 353, 874, and 875. For examples, see under 549.

928. "**Been**," in phrases, is written as follows:

Initially—

With the stem Ben<sup>3</sup>. Examples:—Been the, been there.

Medially and finally—

a. With the stem Ben. Examples:—Had been done, had been there, it has not been.

b. With the En-hook. Examples:—Must have been, that has ever been.

c. Occasionally with final En-curl after circles and loops, and the En-curl in final hooks (903). Examples:—It has been, had there been, may have been, there have been.

929. "**Belong**"—"Believe."—When *belong* is joined to a preceding stem it should be written in full, because its abbreviation (Bel), in such case, would conflict with *believe*. Examples:—Do you belong, do you believe.

930. "**Bill**," in phrases, may be written with either Bee-El or Bee-Lee, according to which makes the most convenient outline. Examples:—Bill of Exchange, bill of particulars, bill of sale.

931. Occasionally *bill* is written with the stem Bel. Example:—True bill.

932. "**Can**"—"Could."—*Can* may be joined freely in any part of a phrase. But *could* written with its abbreviation (Kay) should never be joined except when it commences a phrase, or when it immediately follows a breve-sign, which begins the phrase. If written with the stem Ked, *could* may occasionally be joined with advantage to a preceding stem. Examples:—Can be seen, can there be, he can, I can, you could.

933. "**Can't**"—"Could n't"—"**Did n't**"—"Don't"—"**Had n't**"—"Should n't." *Can't*, *could n't*, *did n't*, *don't*, *had n't*, and *should n't*, abbreviated forms of the expressions *cannot*, *could not*, *did not*, *do not*, *had not*, and *should not*, respectively, though seldom used in dignified and formal delivery, are very frequently met with in colloquial speech, and are heard constantly in the examination of witnesses.

934. In reporting phonographically, it is not convenient to distinguish, by difference of outline, between the full and the contracted forms of these words; and *cannot* and *can't* are both written with the stem Kent<sup>1</sup>; *could not* and *could n't*, with Kent<sup>3</sup>, etc.; it being left to the memory or judgment of the writer to afterwards determine which form of expression shall be employed in the transcript.

935. From careful observation of the usage, in this respect, of public speakers, and especially of witnesses and examining counsel in trials, the following general conclusions have been arrived at:

a. The abbreviations *can't*, *could n't*, etc., are more commonly used in the taking of testimony than in formal speeches.

b. In questions and answers they are generally used at the beginning of sentences, or at least when other words follow in the same sentence.



c. Standing alone, or at the end of sentences, the full forms, *cannot*, *could not*, etc., are more generally heard.

936. The foregoing statement is by no means an infallible guide in regard to the use or non-use of these contracted forms of speech. In very rapid and excited examinations they are almost always employed. Should any one desire to make a distinction between the two forms, it may be done, by using the apostrophe, in connection with the outlines when representing the contractions, but placing it *under* instead of *over* the characters (963). Examples:—Can't, could n't, did n't, don't, had n't, should n't.

937. "**Charge**" — "**Change**."— *Charge*, written with its abbreviation (Chay), may be joined in any part of a phrase. But *change*, when joined to a preceding stem, should be written with its full outline (CH-N-J). Examples:—Charge of anything, took charge of their, no change.

938. "**Company**," standing alone, is written with 'P2-N; but in phrases K is generally used. Example:—Insurance company.

939. "**Could**."— See 932.

940. "**Could n't**."— See "*Can't*."

941. "**Date**" — "**Day**."— The outline for *date* should always be made quite short, so that it will never be mistaken for the word *day*. Examples:—On the date, on the day, this date, this day.

942. "**Did**."— See "*Had*" — "*Do*" — "*Did*."

943. "**Did n't**." — "**Don't**."— See "*Can't*."

944. "**Do**."— See "*Had*" — "*Do*" — "*Did*."

945. "**Else**" — "**Less**."— When standing alone *else* is vocalized to distinguish it from *less*. But in phrases the words are distinguished, when necessary, by writing *else* downward and *less* upward. Examples:—Anything else — anything less, little else — little less, nothing else — nothing less.

946. "**Ever**" — "**Have**."— *Ever*, in phrases, is always written with its abbreviation, the stem Vee. It cannot be written with the Vee-hook without danger of its conflicting with *have*. Examples:—Did you ever, did you have, I ever, I have.

947. "**Extent**," joined to a preceding stem, may generally be abbreviated to Stent. Examples:—Certain extent, very great extent.



948. "**Far.**"—The usual sign for *far*, in phrases, is its full stem form, Ef-Er; but occasionally the stem Fer is used, as being more convenient. Examples:—As far as they, so far as, how far.

949. "**Found**"—"Find."—Except after *have*, found should not be joined to a preceding stem-sign. But it may be joined after a breve-sign, because then it can take its own position, below the line (816). Examples:—I find—I found, we find—you found, I have found.

950. "**From—To.**"—When *from* is followed by a word that is repeated with only the preposition *to* intervening, both *from* and *to* may be omitted, and the two forms of the repeated word written close together to represent the entire phrase. Examples:—From day to day, from hour to hour, from place to place, from week to week.

951. Occasionally the forms of the repeated word are joined together. Examples:—From generation to generation, from time to time.

952. "**Give.**"—When *give* is joined to a preceding stem, it should have its vowel *ĭ* inserted. Examples:—Did you give, to give.

953. "**Had,**" in phrases, may always be written with the stem Dee; but after pronouns written with stem-signs, it is allowable, though not always advisable, to indicate it by the Shortening Principle. Examples:—Had they, they had, had we, we had, had you, you had, she had.

954. "**Had**"—"Do"—"**Did.**"—*Had* and *do* (both written with the stem Dee) may be joined freely in any part of a phrase; though, if any conflict should arise, *do* should be disjoined rather than *had*. But *did*, written with its abbreviation (Dee), should never be joined except at the beginning of a phrase, or when it immediately follows a breve-sign, which commences the phrase. But if written with the stem Ded, *did* may be joined to a preceding stem or breve-sign. Examples:—Had a, had the, what had, do you believe, I can do, it will not do, what do, did you ever, did you have anything, what did you, they did, where did you go.

955. "**Had n't.**"—See "*Can't.*"

956. "**Has,**" is written the same as *as*. See 546 and 925 to 927 inclusive, and the examples there referred to.

957. "**Have**," in phrases, is written as follows :

Initially —

a. With the stem Vee. Examples: — Have seen, have there, have another.

b. With breve Joid or Roid. See 689 and 690. For examples, see 700.

Finally and medially —

a. With the Vee-hook. For examples, see under 388, and the following: may have, they have.

b. With the breve Joid or Roid. For examples, see 700.

958. "**Have been**" — "**Have been there.**" — The phrase *have been*, after curves, is generally best written by the Vee-hook with the En-curl turned inside. But *have been there* should be written, in such cases, by the Vee-hook and the stem Benth. Examples: — May have been, may have been there, they have been, they have been there. Some phonographers write *have been* after straight stems also, by the Vee-hook with the En-curl turned inside; and then add *there* by lengthening the stem; — as in the phrases *could have been*, *could have been there*.

959. But if the stem Benth will not join to the Vee-hook, the hook should be omitted and the words *have been there* added by the stem Venth. Examples: — Shall have been, shall have been there, should have been, should have been there.

960. "**Have n't**" — "**Have not.**" — See 690.

961. "**He**," "**Him**," and "**How**." — For full instructions in regard to writing the words *he*, *him*, and *how*, see Lesson LIX.

962. "**He com.**" — See 731 to 734. Examples: — He combined, he commenced, he compelled, he concluded, he commands, he consumed, he contented, he contracted, he constructed, he comforted. See under 734.

963. "**He 'll**" — "**I 'll**" — "**She 'll**" — "**They 'll**" — "**We 'll**" — "**You 'll**." — These contracted forms for *he will*, *I will*, etc., may be marked, when necessary, by placing the apostrophe over the outlines of the full expressions *he will*, *I will*, *she will*, etc. (936). Examples: — He 'll, I 'll, she 'll, they 'll, we 'll, you 'll.

964. "**Him.**" — See 961.

965. "**His**," in phrases, is written the same as *is*, which see. For examples, see under 549.

966. "**How.**" — See 961.

967. "**I.**"—For full directions in regard to writing the pronoun *I*, see 668—677. For examples, see 696.

968. "**I believe.**"—In making this outline care should be taken not to curve the stem *B*. It should be distinctly shaded, made straight, and given a little extra slant, in order to prevent its conflicting with *I think*.

969. "**I com.**"—See 731—734. Examples:—*I commenced*, *I competed*, *I congratulate*, *I conjure*, *I contracted*, *I confessed*, *I commend*, *I confronted*, *I concede*. (See under 734).

970. "**I think**"—"Until."—See "*Until*" and "*I believe*."

971. "**I'll.**"—See "*He'll.*"

972. "**In.**" in phrases, is generally written with the stem *En*.

973. In a few phrases *in* is written with the *En*-hook, or with the *En*-curl (both final and initial). Examples:—*Bear in mind*, *bearing in mind*, *it is in*, *in some*, *in quest*.

974. "**Ing a-n.**"—See 707.

975. "**Ing the.**"—See 688.

976. "**Is.**" in phrases, is generally written with breve-*s*.

977. Sometimes *is* is included in breve-*sez* or in a loop. For examples, see under 546—549.

978. At the beginning of phrases *is* is always written in the third position.

979. "**It.**" in phrases, is written both with the stem *Tee* and with the Shortening Principle. For examples, see 358 and 474.

980. "**Its.**" in phrases, is sometimes written with the Shortening Principle and breve-*s* combined. Examples:—*At its*, *on its*, *of its*, *for its*, *among its*.

981. "**Lately**"—"Little."—When *lately* is joined to a preceding stem, it should always have the vowel *ā* inserted, to distinguish it from *little*. The writer may choose between joining *lately* vocalized, and disjoining and writing it in position without vocalization. Examples:—*But lately*, *but little*, *very lately*, *very little*.

982. "**Less**"—"Else."—See "*Else*"—"Less."

983. "**Mr.**"—The abbreviation *Mr.* (mister), when joined to another outline, should follow its position. Examples:—*Mr. Smith*, *Mr. Chairman*, *Mr. President*.

984. "**No**" and "**Any.**"—See "*Any and No*."

985. "**No other.**"—See "*Another*"—"Any other"—"*No other.*"

986. "**Not**," in phrases, is written as follows:

Initially—

By the stem Net<sup>1</sup>. Examples:—Not at that time, not the, not to my knowledge.

Finally and medially—

a. By the stem Net. Examples:—Are we not, has it not, that is not, they have not.

b. By the En-hook and Shortening Principle combined. For examples, see under 476.

987. In case, however, the writer wishes to follow *not* with another stem, which in the particular instance cannot be joined to the En-hook, the stem Net may be employed. Examples:—Shall not, shall not be, should not, should not be.

988. "**Not necessary**."—These words should not be joined together if the *not* is itself connected with a preceding stem, because they would then be liable to be mistaken for the outline of the word *unnecessary*. Thus, the phrase *it is not necessary*, if written with a continuous outline, would be liable to be read *it is unnecessary*.

989. But the words *not necessary*, standing by themselves, or beginning a phrase, may, of course, be joined.

990. "**Of**," in phrases, is written as follows:

Initially—

With the breve Roid or Choid. For full directions, see 678–683. For examples, see first three lines of page 256.

Medially and finally—

a. With the breve Roid or Choid. For examples, see second and third lines of page 256.


b. With the Vee-hook. For examples, see under 388, and the following: day of the date, variety of, all of, know of.

991. **Medial "Of" Omitted**.—In a few phrases the sign of medial *of* is omitted, the outlines of the words between which it occurs being joined together. Examples:—Bill of sale, cause of action, causes of action, in point of fact, point of view, best of my recollection.

992. "**Of**" by Proximity.—Since the adoption of the breve sign, Roid or Choid, for *of*, the indication of this word by proximity has been abandoned. Still, there is no necessity for writers of the system, who have long been accustomed to the use of proximity for *of*, giving it up in their own practice.

993. "**Of com.**" — See 731-734. Examples: — Of commanding, of conduct, of conjecture, of considerable, of constant, of consummate, of compensation, of conflict, of confusion. (See under 734.)

994. "**Of the,**" standing by itself, is written with Roid-Choid; joined to other outlines, it is written with either Roid-Choid or Choid-Roid, according to which form makes the best joining. Rarely it is written with Vet. For examples, see first and third lines of page 256, and the following: one of the, most of the time.

995. "**Of the**" by Proximity. — Many phonographers are in the habit of omitting the sign for *of the* altogether, and indicating the phrase by writing the outline of the next following word close to that of the preceding one; thus,  *loss of the money*. The practice is not a safe one, especially in writing technical or difficult matter; but it is well to be possessed of the expedient, as it is sometimes useful in very rapid work.

996. "**On**" — "**In.**" — Because of its liability to conflict with *in*, *on* is never joined in phrases except at the beginning, where, of course, it is distinguished by its position. Examples: — Which were on, which were in.

997. "**Once**" may sometimes be written with the Way-hook and *ens* circle combined. Example: — At once.

998. "**One,**" in phrases, is written as follows:

Initially —

By the stem Wen<sup>2</sup>. Examples: — One after, one evening, one side of the.

Finally and medially —

a. By the stem Wen. Examples: — Any one, no one else, on one occasion.

b. By the Way-hook and En-hook combined. Examples: — At one time, which one.

c. In a few cases only — all of which are to be learned separately as arbitraries — by the En-hook. Examples: — Every one, some one.

999. If it were made a general rule to write *one* with the En-hook, it would frequently conflict with *an*.

1000. "**One or**" is written with the outline Way-Ner. Examples: — One or both, one or more, one or two.



1001. "**Or**," in phrases, is written as follows:

Initially—

By the stem Er. Examples:—Or the, or have been, or some such, or you.

Medially—

a. By either Er or Ree, according to which is most convenient. Examples:—Day or two, eight or ten, four or five, greater or less, had or not, once or twice, said or done, true or not.

b. When two numbers, separated by *or*, are expressed in figures, the *or* may be indicated by writing the figures that come after it above the line,—that is, in the first position. Examples:—Fifteen or twenty, ten or twelve or thirteen.

Finally and medially—

By the *r*-hook. Examples:—At or, in or about, on or before, two or three.

1002. "**Other**," in phrases, is written as follows:

Initially—

By the stem DHr<sup>1</sup>. Examples:—Other than, other than that.

Finally and medially—

a. By the Ther-hook. Examples:—Each other, such other.

b. By the Lengthening Principle. Examples:—Any other, from all other.

1003. "**Other**"—"Their."—If written with the same outline and in the same position, *other* and *their* would frequently conflict. It is for this reason that, when standing alone, or beginning a phrase, *other* is written in a different position from *their*. But when joined to preceding stems that mode of distinction cannot, of course, be applied, and resort must be had to some other.

1004. The rule for the distinguishing of these words, when joined finally and medially, is as follows:

a. The Ther-hook and the Lengthening Principle, without vocalization, may always be used for *their*.

b. They may also be used for *other* in connections where *their* never or seldom is used,—as, for instance, after most adjectives, and nouns and pronouns in the possessive case.

c. In cases where there is liability of conflict, if *other* is written either with the stem Dher, or with the Ther-hook or Lengthening Principle or detached breve-ster, the sign should



always be vocalized with the short-vowel ū of *other*. Examples:  
— By *other*, of *other*, or *other*, as *other*.

1005. "**Our**," in phrases, is written as follows:

Initially —

By the stem Reel<sup>1</sup>. Examples: — Our own, our own business.

Finally and medially —

a. By the Er-hook. Examples: — All our, among our, in our, on our account.

b. Occasionally by the stem Ree. Examples: — As our, or our, words of our text.

1006. "**Own**," in phrases, is written as follows:

Initially —

By the stem En<sup>1</sup>. Examples: — Own a, own the, own use.

Finally and medially —

a. By the En-hook on stems. Examples: — From your own knowledge, our own, their own.

b. Occasionally with final En-curl after circles and loops, and with the En-curl in final hooks (903). Examples: — Its own, at their own, by their own.

1007. "**Own**" — "**Know**." — *Own*, in phrases, should always be vocalized when it is used as a verb, as it is liable to conflict with *know*. Examples: — Do you own, do you know.

1008. But when it is used as an adjective, there is no danger of such conflict, and it need not be vocalized. Examples: — For his own account, my own opinion.

1009. "**Part**," when standing alone, is written with the abbreviation Pee<sup>1</sup>. But when joined to a preceding stem, it is written with either Pee or Pret, according to which makes the easiest junction. Examples: — On my own part, on my part, take part.

1010. "**Remember**" is generally written with the abbreviation Er-Em; but after *did you* and *do you* it is contracted to Em. Examples: — Did you remember, how do you remember.

1011. "**Say**" — "**See**." — The word *see*, when joined as the final word of a phrase, should always be vocalized, to distinguish it from *say*, which need never be vocalized. Examples: — Cannot say, cannot see.

In the middle of phrases, however, this precaution is seldom required. Example: — Did you see me.

1012. "**Sessions**," in phrases, is sometimes written with

breve-s and the Ishun-hook. Examples:—Extra session, legislative session.

1013. The plural of *session*, so written, is formed, of course, by adding breve-s (807, VII.). Examples:—Court of Sessions, Court of General Sessions.

1014. "**Shall**"—"Should."—*Shall* may be joined freely in any part of a phrase. But *should* is never joined except when it commences a phrase, or when it immediately follows a breve-sign which begins the phrase. Examples:—Shall a, shall the, I shall, we shall; should a, should go; he should, I should.

1015. "**Than**," in phrases, is written as follows:

Initially—

By the stem DHen<sup>1</sup>. Examples:—Than a, than it, than otherwise, than the, than the other.

Finally—

a. By the En-hook. Examples:—Larger than, longer than, other than, slower than.

b. Occasionally with final En-curl after circles on loops, and the En-curl in final hooks (903). Examples:—Less than, faster than, rather than.

c. Occasionally with the stem DHn. Examples:—shorter than, softer than.

1016. "**That**," in phrases, is written as follows:

a. The abbreviation DH<sup>1</sup> is used *only* when *that* begins a phrase. Examples:—That day, that has, that have, that a-n, that the, that it, that its, that there is, that therefore.

b. The stem DHt is used *always* when *that* is joined to a preceding word. Examples:—At that, can that, for that, about that, after that, and that, without that, has that, that that.

1017. After an Ess or Zee stem with simple termination, *that* should be made quite short and thick, and with a sharp curve, especially at the point of junction. Examples:—I say that, so that, was that.

1018. "**The**," in phrases, is written as follows:

a. With the Shortening Principle. For examples, see under 474.

b. By changing a preceding breve-s to breve-est (548). For examples, see page 207 and 208.

c. With the breve Choid or Roid. For full directions, see 684-688. For examples, see pages 256 and 257.

1019. "**The com.**"—See 731-734. Examples:—The commandments, the commerce, the complaint, the complainant, the congressman, the contract, the complete, the consideration, the contempt, the confidence. (See under 734.)

1020. "**The other**" is the only phrase in which the word *the* is written with the stem DHee. This phrase-sign may be joined with safety to preceding words. Examples:—Can the other, on the other, as long as the other.

1021. "**Their,**" in phrases, is written the same as *there*, which see. Examples:—Their own, all their, among all their, at their, become of their, charge of their, for their, sanction their, begin their.

1022. "**There,**" in phrases, is written as follows:

Initially—

By the stem DHr<sup>2</sup>; Examples:—There are, there is, there will, there would.

Finally and medially—

a. By the Lengthening Principle. Examples:—Although there is, any one there, doing there, I wish there was, if there be, here and there, down there.

b. By the Ther-hook. Examples:—About which there, be there, could there be, they were there, where there has been.

c. By changing a preceding breve-s to breve-ster. Examples:—Always there, any one else there, is there, since there is, has there been.

1023. "**Therefore,**" in phrases, may frequently be written with some one of the short methods of expressing the consonant-combination *thr*—the Ther-hook, the Lengthening Principle, or breve-ster—followed by either the stem Ef or the stem Fer, according to which makes the best junction. Examples:—Had therefore, it is therefore, is therefore, it therefore, I am therefore, shall therefore.

1024. "**They are.**"—The phrase *they are* is written as follows:

Initially—

By the stem DHr<sup>2</sup>. Examples:—They are able to, they are not, they are said, they are there.

Finally and medially—

a. By the Lengthening Principle. Examples:—If they are, that they are, think they are.

b. By the Ther-hook. Examples:—For which they are, where they are.

c. By changing a preceding breve-s to breve-ster. Examples:—And as they are, as long as they are, I suppose they are.

1025. **Caution.**—While all of these brief modes of writing *they are*, finally and medially, in phrases, are given, and although they are of great assistance in very rapid work, yet, if the reporter does not happen to be pushed for speed; or if he is liable, without warning, to be frequently called upon to read his notes publicly, he had better bisect the phrase-signs, and write *they are* with the stem DHr, as being more certain in its legibility.

1026. **"Time"** — **"Autumn."** — The word *time*, standing alone, should always be written with its abbreviation (Em<sup>1</sup>), to prevent conflict with *autumn* (T<sup>1</sup>-M). But in phrases, following other stems, *time* is generally written in full either with the stems Tee and Em, or with *t* indicated by halving and the stem Em. Examples:—Any other time, long time, this time; some time, day time.

1027. After a stem that is halved to add *the*, *time* is added either by the abbreviation, M, or by the full outline, according to which makes the best junction. Examples:—During the time, at the time, in the time.

1028. **"To"** or **"Too,"** in phrases, is written or indicated as follows:

Initially —

a. By the stem Tee. Examples:—To a, to have, to my recollection, to the, to their.

b. By omitting the *to* and dropping the outline of the succeeding word to the FOURTH POSITION — that is, writing it one half the length of a Tee below the third position of the same outline. Examples:—To be, to it, to make, to reply, too much, to our, to use.

Finally and medially —

a. By the stem Tee. Examples:—Take to, not to my knowledge, ought to have been, seems to have.

b. By halving the stem of the preceding word. Examples:—Able to, honor to be, I decline to say, mean to, so to speak.

c. By changing the preceding breve-s to breve-est. Examples:—As to, that is to say.

1029. **Caution as to "Fourth Position."**—No words of the *third* position, whose outline consists wholly of horizontals, or of shortened stems of any kind, should be written in the Fourth Position to indicate a preceding *to* or *too*; and, as a rule, every similar outline of words, even of the *first* or *second* position, when so written, should be vocalized. Examples:—To go, to nature, to get, too bright.

1030. **Phrases ending with "To."**—Sentences ending with the sign of the infinitive, though common in conversation and in extemporaneous speaking, are not, according to the strict rules of grammar, entirely correct, in that there is an omission of the verb. When in such cases the *to* is written with the stem Tee, it should be vocalized with *ŏ*, to prevent its being mistaken for *it*. Examples:—I want to—I want it.

1031. **"Until"**—**"I think."**—*Until* should always be written with a decided backward slant to the stem El, to prevent its conflicting with *I think*. Example:—Until there is.

1032. **"Us,"** in phrases, is written as follows:

a. After any breve-sign, with breve-s. Examples:—Of us, without us, with us.

b. After any stem-sign, with stem Ess. Examples:—Against us, among us.

**Exceptions:**—The word *us*, if written regularly with breve-s, would be liable to conflict with the termination of the third person singular of regular verbs. And yet, in several stem-sign phrases, especially after prepositions, *us* may safely be written with breve-s. Examples:—Let us, from us, in us, before us, among us.

1033. **"Was,"** in phrases, is written as follows:

Initially—

By the stem Zee. Examples:—Was a, was an, was another, was he, was said, was the, was there.

Finally and medially—

a. By the stem Zee. Examples:—Always was, he was, I was, nothing was said, that was.

b. By the initial Way-hook in combination with a final breve-z. Examples:—It was, where was your.

1034. **"Was not,"** standing alone or beginning a phrase, is written with Zee<sup>1</sup>-Net, because Zent<sup>1</sup>, in rapid writing, would conflict with *had not* (Dent<sup>1</sup>).

1035. But when *was not* is joined to a preceding outline, with which it forms a distinct angle, Zent may be used. Example:— I was not.

1036. "**Was there.**"— When *was there* (Zeether) is added to the stem Hay, it should be extended down quite low, so that it will not conflict with simple *was*. Examples:— He was, he was there.

1037. "**We,**" in phrases, is written as explained at 754–758. For examples, see page 273, lines 7 to 10.

1038. The stem-sign for *we* is generally used in phrases in which it makes a better junction than the breve. Examples:— We believe, such as we were, such as we have.

1039. *We* is also sometimes written with the Way-hook. Examples:— But we, can we, do we, ought we, where we. But the writer has the option of writing *we* in such phrases with the breve-sign.

1040. "**Well.**"— Standing alone, or at the beginning of a phrase, *well* is written with the stem Weel; but in the middle or at the end of phrases, it is frequently written with the abbreviation Lee or El. Examples:— Well done, well known, as well as, it is well known, just as well as, may as well.

1041. "**Were.**"— Written with its abbreviation, Ree, *were* may be joined in any part of a phrase. Examples:— Were a, were the, were they, such were, then there were, there were, they were not, what were you, where were they, which were. See 924.

1042. "**Will,**" in phrases, is written as follows:

Initially—

By the stem Lee<sup>3</sup>. Examples:— Will be, will have, will there not be, will you look.

Finally and medially—

a. By the l-hook. Examples:— It will be, where will, that will.

b. Occasionally by the stem Lee. Examples:— As far as will, there will be.

See 850.

1043. "**Would,**" in phrases, is written as explained at 750–753. For examples, see page 273, lines 3 to 6.

1044. "**You**" and "**Your,**" in phrases, are written as explained at 760–763. For examples, see 772 and page 274.



## LIST OF PHRASES.

## A.














Able to .....	an important .....
about that .....	and as there has .....
about which there .....	and as they are .....
above all .....	and that .....
after all .....	and this .....
after business hours .....	and yet .....
after me .....	another affair .....
again and again .....	another day .....
against us .....	another point .....
all directions .....	any other .....
all of .....	any other time .....
all our .....	any part of their .....
all right .....	any statement .....
all such .....	anyone .....
all the .....	anyone else there .....
all their .....	anyone there .....
alter an .....	anything about .....
although there is .....	anything else .....
always there .....	anything less .....
always was .....	are a .....
among all their .....	are all .....
among its .....	are we not .....
among our .....	as a matter of fact .....
among us .....	as early as .....
an alarming .....	as far as .....
an emergency .....	as far as they .....
	as far as will .....

as good as .....  
 as great as .....  
 as if .....  
 as lately as .....  
 as little as .....  
 as long as .....  
 as long as the other .....  
 as long as they are .....  
 as other .....  
 as our .....  
 as soon as .....  
 as to .....  
 as we .....  
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


















at their own .....  
 at your ..... or .....  
 Atlantic Ocean .....










B.

Baptist Church .....  
 be there .....  
 bear in mind .....  
 bearing in mind .....  
 because they are .....  
 become of their .....  
 been the .....  
 been there .....  
 before and after .....  
 before another .....  
 before any other .....  
 before no other .....  
 before or after .....  
 before us .....  
 began an .....  
 begin their .....  
 best of my recollection .....  
 best of your recollection .....  
 best recollection .....  
 better and (or than) .....  
 between the .....  
 bill of exchange .....  
 bill of particulars .....  
 bill of sale ..... or .....




















but lately  or   
 but little   
 but we  or   
 by and by   
 by its   
 by other   
 by that   
 by the by   
 by their own   
 by your  or 

C.

Can be seen   
 can that   
 can the other   
 can there be   
 can this   
 can we  or   
 can you  or   
 can you tell   
 cannot say   
 cannot see   
 can't   
 cause of action   
 causes of action   
 certain extent   
 charge of anything   
 charge of their   
 circumstances of the case 

common law   
 Constitution of the U. S.   
 could have been   
 could have been there   
 could there be   
 couldn't   
 Court of General Sessions   
 Court of Sessions   
 cross and 

D.

Danger of   
 day after day   
 day of the   
 day of the date   
 day or two   
 day time   
 days afterward   
 dear sir   
 defendant's counsel   
 depend upon their   
 did you ever   
 did you give   
 did you have   
 did you have anything   
 did you remember   
 did you see me   
 didn't   
 do we  or 

do you believe .....  
do you belong .....  
do you ever .....  
do you have .....  
do you know .....  
do you mean to be .....  
do you own .....  
do you recollect .....  
do you remember .....  
does not .....  
doing there .....  
don't .....  
down there .....  
during that time .....  
during the time { .....

E.

Each other .....  
Eastern States .....  
eight or ten .....  
eternal life .....  
every one .....  
extra session .....  
F.

False and .....  
fast or slow .....  
faster and .....  
faster than .....  
fellow citizens .....  
G.

fifteen or twenty. 15<sup>20</sup> .....  
first time .....  
five or six .....  
for ever and ever .....  
for his own account .....  
for instance .....  
for its .....  
for that .....  
for the purpose .....  
for the sake of the .....  
for their .....  
for which they are .....  
four or five .....  
from all other .....  
from day to day .....  
from generation to generation .....  
from hour to hour .....  
from place to place .....  
from time to time .....  
from us .....  
from week to week .....  
from your own knowledge .....  
fuss and .....  
G.

Good deal .....  
great number of .....  
great while ago .....  
greater or less .....  
H.

## H.

Had a .....  
 had been done .....  
 had or not .....  
 had the ..... or .....  
 had there been .....  
 had therefore .....  
 had they .....  
 had we ..... or .....  
 had you ..... or .....  
 hadn't .....  
 half an hour .....  
 has it not .....  
 has that .....  
 has there been .....  
 have another .....  
 have seen .....  
 have there .....  
 he can .....  
 he could .....  
 he should .....  
 he stated .....  
 he was .....  
 he was there .....  
 he'll .....  
 here and there .....  
 honor to be .....  
 hour after hour .....

House of Representatives .....  
 Houses of Congress .....  
 how do you remember .....  
 how long have you .....

## I.

I am therefore .....  
 I can .....  
 I can do .....  
 I could .....  
 I decline to say .....  
 I ever .....  
 I find .....  
 I found .....  
 I have .....  
 I have another .....  
 I have found .....  
 I have not .....  
 I'll .....  
 I mean to be .....  
 I might not .....  
 I say that .....  
 I shall .....  
 I should .....  
 I should not .....  
 I should not be .....  
 I stated .....  
 I suppose they are .....  
 I want it .....

I want to }  
 I was }  
 I was not }  
 I will not }  
 I wish there was }  
 if there be }  
 if they are }  
 in another manner }  
 in any case }  
 in consequence }  
 in consideration }  
 in full } or }  
 in its }  
 in March }  
 in or about }  
 in order that }  
 in other words }  
 in our }  
 in point of fact }  
 in quest }  
 in reference }  
 in regard }  
 in relation }  
 in separating }  
 in some }  
 in the time }  
 in the world }  
 in us } or }

in your opinion }  
 instead of the }  
 insurance company }  
 is it not }  
 is that }  
 is there }  
 is therefore }  
 it has been }  
 it has not been }  
 it is an }  
 it is in } or }  
 it is said }  
 it is therefore }  
 it is well known }  
 it therefore }  
 it was }  
 it will be }  
 it will not do }  
 its own } or }

Just as }  
 just as much as }  
 just as well as }  
 K.

Kingdom of Christ }  
 Kingdom of Heaven }  
 know of }  
 known an }



*L.*

Larger than .....  
 legislative session .....  
 less and .....  
 less than .....  
 let an .....  
 let us .....  
 life estate .....  
 little else .....  
 little less .....  
 little while after .....  
 long after .....  
 long time .....  
 longer than .....  
 lose an .....

*M.*

May as well .....  
 may have .....  
 may have been .....  
 may have been there .....  
 mean to .....  
 mean to be understood .....  
 Methodist Church .....  
 more and more .....  
 more than .....  
 more than any .....  
 most likely .....  
 most of the time .....

Mr. Chairman .....  
 Mr. President .....  
 Mr. Smith .....  
 much more .....  
 much more than .....  
 must be .....  
 must have .....  
 must have been .....  
 must have been there .....  
 must not .....  
 my dear sir .....  
 my own opinion .....

*N.*

New York City .....  
 New York State .....  
 nine or ten .....  
 no change .....  
 no one else .....  
 no, sir .....  
 Northern States .....  
 not at that time .....  
 not the .....  
 not to my knowledge .....  
 nothing else .....  
 nothing less .....  
 nothing was said .....  
 notwithstanding the fact .....  
 now and then .....

O.

Of it .....  
 of its .....  
 of other .....  
 of that .....  
 of their .....  
 of us .....  
 on another occasion .....  
 on its .....  
 on my own part .....  
 on my part .....  
 on one occasion .....  
 on or before .....  
 on our account .....  
 on the contrary .....  
 on the date .....  
 on the day .....  
 on the other .....  
 on this .....  
 on us ..... or .....  
 once in a while .....  
 once or twice .....  
 one after .....  
 one evening .....  
 one of the .....  
 one or both .....  
 one or more .....  
 one or two .....

one side of the .....  
 or as .....  
 or have been .....  
 or not .....  
 or other .....  
 or our .....  
 or some such .....  
 or something like that .....  
 or the ..... or .....  
 or you-r .....  
 other than .....  
 other than that .....  
 ought to have .....  
 ought to have been ..... or .....  
 ought we ..... or .....  
 our own .....  
 our own business .....  
 out of town .....  
 over and above .....  
 own a-n .....  
 own the .....  
 own use .....

P.

Pacific Ocean .....  
 part of a .....  
 part of the .....  
 party of the first part .....  
 party of the second part .....

peculiar cir'ces of the case .....  
 per annum .....  
 per cent. ✓  
 personal estate .....  
 place of business .....  
 plaintiff's counsel .....  
 point of view .....  
 police court .....  
 Postmaster-General .....  
 postage-stamp .....  
 postal card .....  
 Presbyterian Church .....  
 President of the U. S. ....  
 prima facie case .....  
 pro rata .....  
 promissory note .....

Q.

Quite certain .....  
 quite sure they are .....  
 quo warranto .....

R.

Rather than .....  
 read the second time .....  
 read the third time .....  
 real estate .....  
 re-cross examination .....  
 re-direct examination .....  
 res gestæ .....

res judicata .....  
 right and wrong .....  
 right or wrong .....  
 Roman Catholic Church .....

S.

Said and done .....  
 said or done .....  
 sanction their .....  
 Saturday afternoon .....  
 season of the year .....  
 Secretary of State .....  
 Secretary of War .....  
 seems to be .....  
 seems to have .....  
 set forth .....  
 shall a .....  
 shall do .....  
 shall have been .....  
 shall have been there .....  
 shall not .....  
 shall not be .....  
 shall the or .....  
 shall therefore .....  
 she had or .....  
 she is an .....  
 she'll .....  
 short and clear .....  
 short time .....

shorter than...  
 should a...  
 should go...  
 should have been...  
 should have been there...  
 should not...  
 should not be...  
 shouldn't...  
 since there is...  
 since they are...  
 six or eight...  
 six or seven...  
 slower than...  
 so far as...  
 so long ago...  
 so that...  
 so to speak...  
 softer than...  
 some one...  
 some time...  
 some way...  
 Southern States...  
 stand still...  
 state of facts...  
 State of New York...  
 such another...  
 such as...  
 such as we have...

such as we were...  
 such other...  
 such were...  
 sum and substance...  
 Sunday school...  
 surrounding circumstances...

T.

Take care of...  
 take occasion...  
 take part...  
 take to...  
 take your own...  
 takes occasion...  
 tell him...  
 tell how long...  
 tell me...  
 ten or twelve or thirteen<sup>10 12 13</sup>...  
 ten thousand dollars...  
 than a...  
 than it...  
 than otherwise...  
 than the... or...  
 than the other...  
 than their...  
 than there are...  
 thank the...  
 thank you...  
 that a-n...

that and {  
 that day {  
 that had {  
 that has {  
 that has ever been {  
 that have {  
 that is all {  
 that is an { or {  
 that is not {  
 that is the { or {  
 that is to say {  
 that it {  
 that it has not {  
 that its {  
 that that {  
 that the { or {  
 that there is {  
 that therefore {  
 that they are {  
 that was {  
 that was all {  
 that will {  
 that will be {  
 their own {  
 then there were {  
 there are {  
 there have been {  
 there is {

there is no {  
 there the { or {  
 there were {  
 there will {  
 there will be {  
 there would {  
 there you {  
 they are {  
 they are able to {  
 they are not {  
 they are said {  
 they are there {  
 they did {  
 they had {  
 they have {  
 they have been {  
 they have been there {  
 they have not {  
 they were not {  
 they were there {  
 they 'll {  
 think there is no {  
 think they are {  
 this afternoon {  
 this date {  
 this day {  
 this evening {  
 this morning {

this speech .....  
 this time .....  
 those are .....  
 those circumstances .....  
 three or four .....  
 to a .....  
 to a certain extent .....  
 to all .....  
 to all intents .....  
 to an ..... or .....  
 to be .....  
 to get .....  
 to give .....  
 to go .....  
 to have .....  
 to it .....  
 to make .....  
 to my recollection .....  
 to nature .....  
 to our .....  
 to reply .....  
 to sell .....  
 to the ..... or .....  
 to the end .....  
 to the time .....  
 to their .....  
 to use .....  
 to yourself .....

too bright .....  
 too much .....  
 took charge of their .....  
 true bill .....  
 true or not .....  
 twelve or fifteen 12<sup>15</sup> .....  
 two or three .....  
 U.

Under a .....  
 under the circumstances .....  
 U. S. of America .....  
 U. S. Senate .....  
 U. S. Senator .....  
 unless there is .....  
 unless they are .....  
 until there is .....  
 up and down .....  
 up or down .....  
 up to the time .....  
 upon the part of the .....  
 upon the subject of .....

V.  
 Variety of .....  
 very great extent .....  
 very lately ..... or .....  
 very little .....  
 very seldom .....  
 very shortly after .....



very sure

very well

W.

Was a

was an

was another

was he

was he not

was he there

was it or

was or not

was or was not

was said

was that

was the or

was there

was there anybody

was there anyone

was there anything said

Ways and Means

we are

we are ready

we believe

we find

we had or

we have

we regard

we regret

we shall

we will

we 'll

week after

week after week

week or ten days

well done

well known

were a

were it

were it not

were the

were they

were you aware

what are you

what did you

what do

what had

what of it

what of that

what of the

what were you

where did you go

where the

where there has been

where they are

where was

where was a

where was it ...  
 where was the ... or ...  
 where was their ...  
 where was your ... or ...  
 where we ... or ...  
 where were they ...  
 where were you ...  
 where will ...  
 whether or not ...  
 whether you are ...  
 which are likely ...  
 which one ...  
 which were ...  
 which were in ...  
 which were on ...  
 which will not ...  
 which you have ...  
 why is it ...  
 why it is ...  
 why the ... or ...  
 will be ...  
 will have ...  
 will the ... or ...  
 will there not be ...  
 will you look ...  
 with all that ...  
 with all the ... or ...  
 with reference ...

with regard ...  
 with relation ...  
 with respect ...  
 with us ...  
 without that ...  
 without us ...  
 witness-stand ...  
 words of our text ...

Y.

Year after year ...  
 year and a half ...  
 year or two ...  
 years and years ...  
 years of age ...  
 years old ...  
 yes or no ...  
 yes, sir ... or ...  
 yet there is no ...  
 you could ... or ...  
 you found ...  
 you had ... or ...  
 you have ...  
 you knew ...  
 you must satisfy ...  
 you should ...  
 you 'll ...  
 your Honor ...  
 your own ...

## CERTAIN OUTLINES SPECIALLY DISTINGUISHED.

1045. Notwithstanding the usually quite adequate distinction of outline which, in a natural way, so generally exists between the various word and phrase forms of unvocalized phonography, when they are merely written in the ordinary manner, that is, in accordance with the regular rules of the system, there are, nevertheless, certain words and phrases which from experience it has been found necessary, in reporting practice, to distinguish by some further and special means, in order that they may not conflict and cause confusion and illegibility. The different ways in which such special distinction has been secured are the following:

I. When the words (or phrases) contain the same or cognate consonant-sounds, and outlines of dissimilar appearance, but of like or identical significance, are attainable,—by assigning such outlines to the different conflicting words of the particular pair or group, in such a way as to best secure the desired result of distinction. In making such assignment, due regard has been had to the requirements of speed of writing. Everything else being equal, the briefest forms have been given to the shortest or to the most frequently recurring words; and when possible the assignment of outlines has been done in a systematic way. Examples:—Abandoned—abundant, adverse—diverse, operation—portion, auditor—doubter, corn—grain, garden—guardian, marked—market, ministry—monastery, altitude—latitude, Mrs.—misses, broad—bright, inevitable—unavoidable, persecute—prosecute, ashore—shore, birth—breath, capitol—capital, caustic—exotic, concussion—connection, decease—disease, diffract—deflect, princess—princes, purpose—propose, burned—burnt, petrify—putrefy, garnet—granite, flowed—float, Charleston—Charlestown, disturb—distribute, scorch—scratch, defer—defray.

II. When the words (or phrases) do not contain similar consonant-sounds, but their outlines, if written regularly, would too closely resemble each other for safety in writing,—by arbitrarily giving to one of them either (*a*) a full outline different in form from what it would naturally be, or else (*b*) an abbreviated

sign, to represent it. Examples: — Account — amount, at least — at last, consign — sign, minute — month, plaster — blast, pure — poor, possible — passable, bags — boxes, heavy — active, knowledge — analogy, woman — women, bank-note — bank-account, captain — cabin, January — June.

III. When it is not practicable to give different forms to the outlines of the conflicting words (or phrases),— by either (*a*) changing the positions of some of them and not of the others, or else (*b*) inserting vowel-signs to some, and writing the others without vowels. Examples:— Accusation — causation — accession, advantage — age, any — no, held — hold, over — very, send — sent, army — arm, avow — vow, baby — babe, else — less, fully — full, inner — near, leave — live, test — taste, loaned — lent, ruddy — red, premise — promise, germane — German, recognize — recommence, other — there, preëminent — permanent.

IV. By invariably joining in outlines the component parts of certain words and phrases, and always disconnecting those of others. Examples: — By the way — about when, indeed — in doubt, countrymen — countryman, for use — for yourself, unnecessary — not necessary.

V. Sometimes two or more of the foregoing methods of securing distinction of outline are employed in combination, in providing forms for a single group of conflicting words (or phrases). Examples: — Above — before, come — came — go, gentlemen — gentleman — agent, hardly — heartily — mortally, safe — sofa — stove.

1046. The following list of words and phrases specially distinguished is the most complete collection of the kind that has yet been published. It is the product of many years' experience in actual stenographic reporting, having been carefully collated mostly from the author's own shorthand notes. It should be thoroughly studied by all learners, and its forms adopted into their practice. The examples given under the preceding paragraph, 1045, will be found in this list. Whenever two different outlines, separated by *or*, are given for a single word, it means that either form is correct, and that it is optional with the writer which of them shall be used. For examples of this kind see the following words:— Adjoin, affix, anterior, or-not, considerate, first, for-yourself, have, him, however, myself, oldest, product, queer, totally, yes-sir, etc.

# WORDS AND PHRASES SPECIALLY DISTINGUISHED.

## A.

a, an, the  
 abandoned, abundant  
 about when, by the way  
 above, before  
 absence, business  
 absolute, obsolete; absolutely, obsoletely  
 account, amount, cotton, kind  
 accusation, causation, accession  
 acute, cute  
 adamant, diamond, demand  
 or adjoin, join  
 or adjudge, judge  
 administered, administrate, demonstrate, demon-  
 strated  
 administration, demonstration  
 or adultery, or idolatry  
 advantage, joy, age  
 advantageous, joyous  
 adverse, diverse  
 advert, divert  
 affirm, frame, form, conform, confirm

affirmation, formation, conformation, confirmation

or affix, fix

agent (see *gentleman*)

all the time, from the time

almost, most

altitude, latitude

altogether, — together, → again

or amelioration, melioration

an, a, the

anew, new

anomaly, animal

or anterior, or interior

any, no

anybody, nobody

anyone, no one, none

any other, another, no other

anything, nothing

apathetic, pathetic

appertain, pertain

apportion, portion, operation

apposite, opposite,




















































apposition, opposition, composition, position,

possession










approbation, probation, prohibition
























appropriate, purport, property, propriety
































 approximate,  proximate  
 approximation,  proximation  
 are,  where,  were  
 army,  arm  
 or  or not,  around  
 ashore,  shore  
 assure,  sure  
 assured,  or  shrewd;  assuredly,  shrewdly  
 at our,  at your,  at her,  at or  
 atheism,  theism  
 atheist,  theist;  atheistic,  theistic  
 at least,  at last  
 atonement,  attainment,  tenement  
 auditor,  doubter, daughter,  auditory, (see *editor*)  
 avert,  convert  
 avocation,  vocation, vacation  
 avoid,  void;  avoided,  voided  
 avouch,  vouch  
 avow,  vow
























































## B.

 baby,  babe  
 bags,  box,  boxes  
 bank-account,  bank-note  
 barley,  barrel









 beatify,  beautify  
 become,  became  
 before,  above  
 beheld,  behold  
 birth, berth,  breath  
 bribery,  briber, barber  
 broad,  bright  
 brood,  brute, bruit  
 burned,  burnt  
 by a,  or  by the  
 by and by,  by the by


































































C.

 capital,  capitol  
 captain,  cabin  
 caricature,  character  
 causation,  accusation,  accession  
 caustic,  exotic  
 Charleston,  Charlestown  
 chlorate,  chloride  
 coalition, collusion,  collusion,  collision,  
 collapse,  eclipse  
 come,  came,  go;  comes  goes  
 coming,  going  
 communication,  connection



























 comparative,  operative,  cooperative  
 concussion,  connection  
 Connecticut,  Kentucky  
 Connor,  Connelly,  O'Connor,  O'Connell  
 consequent,  second;  consequently,  secondly  
 or  considerate,  considered  
 consign,  assign,  sign;  consigned,  assigned,  
 signed;  consignee,  assignee;  consign-  
 ment,  assignment;  consignor,  assignor  
 construe,  consider  
 content,  contend;  contents,  contends,  
 contention,  continuation,  attention  
 cork,  crack  
 corn,  grain  
 corporal,  corporeal  
 correct,  corrected,  aggregate  
 cost,  caused  
 countryman,  countrymen  
 crammed,  cramped

## D.






















 damnation,  domination,  condemnation  
 daughter, doubter,  auditor  
 dear,  true  
 debtor (see *editor* and *auditor*)

-  dedicate,  deduct, detect  
 dedication,  deduction, detection  
 decease,  disease;  deceased,  diseased  
 defer,  defray  
 delivery,  delivering,  deliver  
 demonstrate,  administered  
 demonstration,  administration  
 dessication,  dissection,  discussion  
 destination,  distinction,  destine  
 devise,  advise, advice  
 diamond,  adamant,  demand  
 did you ever,  do you ever,  had you ever  
 diffract,  deflect;  diffraction,  deflection  
 disease,  decease;  diseased,  deceased  
 disproportioned,  disproportionate  
 dissipation,  deception  
 disturb,  distribute  
 diverse, divorce,  adverse  
 divert,  advert  
 do,  did,  had  
 doctor (Dr.),  conductor  
 domination,  damnation,  condemnation  
 doubter, daughter,  auditor  
 drug-store,  druggist,  drygoods-store  
 duration,  derision,  adoration

## E.

 earnestly,  erroneously  
 easier,  easily  
 editor,  debtor (see *auditor*)  
 effect,  affect,  fact  
 else,  less  
 emigration (see *migration*)  
 ever,  every  
 exorcise,  exercise  
 extensive,  expensive,  expansive  
 extenuation,  extension,  expansion  
 extract,  extricate  
 extraction,  extrication

## F.

 fact,  effect,  affect  
 fairly,  thoroughly  
 falsifier,  philosopher  
 falsity,  falsehood  
 fantasy,  fancy  
 favorite,  favored  
 finely,  finally  
 or o first,  next  
 fiscal,  physical  
 flowed,  float













































fluency, frenzy  
 foot, feet  
 form (see *affirm*)  
 forms, office  
 formal-ly, formerly  
 former, farmer  
 forward, afterward  
 or, for yourself, for use  
 found, find  
 fully, full, full (v)  
 funereal, funeral

G.











garden, guardian  
 garnet, granite  
 gentleman, gentlemen; agent, giant  
 gentlemanly, jointly, gentle-y, genteel,  
 genteelly  
 germane, German  
 go, come, came; goes, comes  
 God, guide  
 going, coming  
 gold, gilt, guilt  
 graduation, gradation  
 guide, God



## H.





 or  have,  halve  
 haven't,  have not  
 heartily,  hardly,  mortally  
 heavy,  active  
 held,  hold (see *beheld*)  
 hereat,  whereat;  herein,  hereon  
 hereof,  hereafter,  whereof  
 hereto,  whereto  
 herewith,  wherewith  
 Highland,  Holland  
 or  him,  me  
 himself,  or  myself  
 history,  mystery  
 Holland,  Highland  
 honestly,  nicely  
 horse-racing,  horse raising  
 or  however,  how far  
 humble,  amiable

## I.







 I cannot,  I am not  
 I could not,  I mean to  
 idleness,  dullness  
 or  idolatry,  or  adultery

immaturely, immaterially  
 immerge, emerge, merge  
 immersion, emersion, mersion (rare)  
 immigrate, emigrate, migrate  
 immigration, emigration, migration  
 impaired, important  
 impassionate, impassioned, impatient  
 indication, induction  
 indicted, undoubted, indebted, undated  
 in effect, in fact  
 or in doubt, indeed, in him  
 in him, indeed, or in doubt  
 inevitable-y, unavoidable-y  
 inform, notify  
 informed, notified  
 information, notification  
 informing, notifying  
 ingenuous, ingenious  
 inner, near  
 innerve, unnerve, nerve  
 innovation, invasion  
 intention, inattention  
 interested, understood  
 irruption, eruption, ruption  
 island, land, highland
















## J.

 January,  June  
 Johnston,  Johnson

















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


























 kindred,  country  
 knowingly,  intentionally  
 knowledge,  analogy

## L.











 latitude,  altitude  
 learned (*v*),  or  learned (*adj*)  
 leave,  live  
 licorice,  liquors  
 literate,  illiterate  
 loaned,  lent  
 luckily,  likely

## M.



















 machine,  mission ;  machinery,  missionary  
 manufactory,  manufacture,  manufacturer  
 marked,  market  
 maturely,  materially  
 memoranda,  memorandum  
 migrate,  emigrate,  immigrate





















































 migration,  emigration,  immigration  
 ministry,  monastery  
 min'ute,  month,  minute  
 mixture,  mixed  
 or  mold,  melt  
 or  molder,  melter  
 mortally,  hardly,  heartily  
 Mrs.,  misses  
 murderess,  murderous,  murders  
 my own,  mine  
 or  myself,  himself

N.









 narrated,  quoted  
 New York,  Newark  
 next,  annexed  
 not necessary,  unnecessary  
 nuisance,  incense

O.

 occupy,  copy,  keep  
 occupied,  copied,  kept  
 O'Connell,  Connelly,  O'Connor,  Connery  
 of,  for,  after  
 old,  late;  older,  elder,  later

 or  oldest,  eldest,  or  latest  
 on the whole,  undoubtedly  
 opposition,  apposition,  composition,  position,  
 possession  
 O'Reilly,  Reilly  
 O'Rourke,  Rourke  
 or  or not,  around  
 other,  there, their,  at all  
 others,  theirs  
 our,  her;  ours,  hers  
 over,  very  
 overdrew,  overdraw  
 overlade,  overload  
 overreach,  overarch  
 overrun,  overran  
 oversee,  oversaw,  oversee  
 overshadow,  overshadow  
 overtook,  overtake (  overtaken)  
 overthrew,  overthrow  
 own,  know;  owns,  knows

## P.

 panic,  bank  
 part,  apart,  party  
 partly,  happily,  haply

- ..... part-owner, ..... partner  
 ..... pasture, ..... pastor, ..... compositor  
 ..... pattern, ..... patron  
 ..... patient, ..... passionate  
 ..... paused, ..... passed, past  
 ..... pellucid, ..... placid  
 ..... penury, ..... pioneer  
 ..... people (*n*), ..... pupil, people (*v*)  
 ..... persecute, ..... prosecute  
 ..... persecution, ..... prosecution  
 ..... Persia, ..... or ..... Prussia  
 ..... Persian, ..... Parisian, ..... Prussian  
 ..... personate, per cent., ..... present, ..... pursuant  
 ..... petrify, ..... putrefy  
 ..... petrified, ..... putrefied  
 ..... petrification, ..... putrefaction  
 ..... Pittsylvania, ..... Pennsylvania  
 ..... plaster, ..... blast; ..... plastered, ..... blasted  
 ..... plasterer, ..... blaster  
 ..... plastering, ..... blasting  
 ..... plenary, ..... plainer  
 ..... portend, ..... pretend  
 ..... porter, ..... operator  
 ..... portion, ..... operation, ..... apportion  
 ..... possible, ..... passable



predict, protect, predicate, or product

prediction, protection, predication, or  
production

preëminent, permanent, prominent

prefer, proffer

premise, promise

prescribe, proscribe

princess, princes

or product, predicate, protect, predict

or production, predication, protection  
prediction

property, appropriate, purport, propriety

proportion, preparation, appropriation

proportioned, proportionate

proscription, prescription

pure, poor; purely, poorly

purser, poorer; pureness, pooriness

purest, poorest

purpose, propose, perhaps

pursuant, personate, per cent., present






















pursuer, oppressor

## Q.



























quality, equity

or queer, clear

R.

 recognize,  recommence  
 recollect,  recall  
 refinery,  refiner  
 registrar,  register,  registry  
 refract,  reflect  
 refraction,  reflection  
 renewed,  ruined  
 representation,  reputation  
 resume,  reassume  
 ruddy,  red

S.

 safely,  safer,  very well  
 school,  skill  
 scorch,  scratch  
 secession,  cessation  
 seize,  cease  
 seized,  ceased  
 send,  sent  
 separate (see *spread*)  
 separation,  suppuration,  suppression  
 settee,  seat, city  
 several,  severally  
 shadow,  or  shade

... shallow, / shoal, shale, / shore, / shell  
 / situation, / station  
 / sofa, / stove, / safe  
 / society, / system  
 / special class, / sub-class  
 / special committee, / sub-committee  
 / special contract, / sub-contract  
 / spread, \ separate, / separated, / support, sport,  
 / spared, / suppurate  
 / staid, / steady  
 / staidness, / steadiness  
 / stated, / said, / state  
 / statesman, / statesmen  
 / stove, / sofa, / safe  
 / supposed, / suppose  
 / suppression, \ separation, / suppuration  
 / suppurate (see *spread*)  
 / suspend, / sustained  
 / system, / society

## T.





















/ tenable, / attainable  
 / test, / taste; / tester, / taster  
 / thank the, / thought, / thanked  
 / thawed, / thought

the, a, an  
 theism, atheism  
 theist, atheist  
 theistic, atheistic  
 there, their, at all, other  
 there are, there were  
 thereat, thereto  
 therein, thereon, thereof  
 thereinto, thereunto  
 these, this, those  
 time, autumn  
 to sell, to use  
 — together, altogether, — again  
 or too young, to you-r  
 or totally, wholly  
 trinity, eternity  
 truth, true  
 turn, train











































U.

ulcerate, lacerate; ulceration, laceration  
 unavoidable-y, inevitable-y  
 unceasing, incessant  
 understood, interested  
 undoubtedly, on the whole (see *indicted*)

## V.

 valiant,  violent;  valiantly,  violently  
 valuable,  available,  voluble  
 valuation,  violation,  or  convulsion  
 Vanderbilt,  Vanderpoel  
 very well,  safely,  safer  
 void,  avoid;  voided,  avoided

## IV.

 wake, woke,  awake, awoke  
 waken,  awaken  
 we are,  we will,  we all, what will  
 well (when will),  ill,  already  
 well-bred,  ill-bred  
 were,  are,  where  
 were not,  were there  
 what was,  which was,  it was  
 when,  why,  whether  
 when did you,  when do you,  when had you  
 whereat,  whereto;  hereat,  hereto  
 whereof,  hereof,  hereafter  
 wherewith,  herewith  
 which,  each  
 wide,  white,  wet  
 woman,  women

## Y.

6 yes, 6 or 6 yes, sir  
 ...6... yourself, ...6... use: ...6... yourselves, ...6... uses  
 ...6... you are, ...6... you will, ...6... you were  
 ...6... you are not, ...6... you will not, ...6... you were not  
 ...6... you were not, ...6... you were there  
 ...6... young man, 6 young men

## SPECIAL REMARKS ON THE LIST, ETC.

1047. "**At some time**" — "**At the same time.**" — It is well to write the word *at*, in the first of these phrases, a little longer than the stem Tee, and *at the* in the second, quite short, so that, in rapid writing, the phrases will never conflict.

1048. "**Bank-note**" — "**Bank-account.**" — The stem Kay is omitted from the outline of *bank-note*, to avoid the possibility of its being mistaken for *bank-account*.

1049. "**Captain**" — "**Cabin.**" — The old form, K-Pn, although it is the most natural abbreviation for *captain*, has been discarded because of its liability to conflict with K-Bn, *cabin*.

1050. "**Cart**" — "**Car**" — "**Cargo.**" — These words are liable to conflict unless care is taken to write *cart* quite short, *car*, of ordinary length, and *cargo*, quite long.

1051. "**Construe**" — "**Consider.**" — Many people mispronounce the word *con'struce* by accenting the last syllable instead of the first. But, no matter how it may be pronounced, the reporter should always write the word in the first position, or else it will conflict with *consider*.

1052. "**Deemed**" — "**Admit.**" — The word *deemed* should always be vocalized to distinguish it from *admit*, not vocalized.

1053. "**Delivery**" — "**Delivering.**" — Care should be taken in writing the dots of the abbreviations for *delivery* and *delivering*, lest the words get confused.

1054. "**Dissection**" — "**Discussion.**" — The circle (breve-*sez*) in the outline of the first of these words should be made quite large, and the circle (breve-*s*) in the outline of the second word made quite small, or else the words will conflict.



1055. "**Doctor**" — "**Conductor.**" — The form *Dr* should be used not alone for the abbreviated title "*Dr.*," but generally for the noun *doctor*; because the full outline, D-Ktr, conflicts with the outline of *conductor*. But the verb *doctor* is always written with the outline D-Ktr.

1056. "**Drugstore**" — "**Druggist.**" — If the termination *store*, in the word *drugstore*, were written with brev-ster, there would be constant danger of conflict with the outline of *druggist*.

1057. "**Fairly**" — "**Thoroughly.**" — The distinction between the outlines of these words, given in the List, is very necessary, because of the danger of conflict between the stems Ef and Ith joined before Reel.

1058. "**Forms**" — "**Office.**" — The word *forms* should always be written with the abbreviation F-Mz, as the old form, Fz, is liable to be mistaken for the word *office*.

1059. "**Forward**" — "**Afterward.**" — The Er-hook should always be used in *forward*, to avoid conflict with *afterward*.

1060. "**Grand-street**" — "**Grant-street.**" — In towns or cities where there is both a *Grant-street* and a *Grand-street*, Grnt may be restricted to the former, and *Grand* written with either Gr-Nd or Grn-D.

1061. "**Humble**" — "**Amiable.**" — The word *humble* is distinguished from *amiable*, by always beginning its outline with the breve Toid, whether the *h* is sounded or not.

1062. "**Inform**" — "**Notify.**" — Written with the old outlines, N-F and N-F'd, the words *inform* and *informed* were constantly clashing with *notify* and *notified*.

1063. "**Lamp-post**" — "**Lamps.**" — The word *lamp-post* should always be vocalized with ò, to distinguish it from *lamps*; thus, L-M-Pöst — L-M-Ps.

1064. "**Loaned**" — "**Lent.**" — The first of these words should always be vocalized, to distinguish it from its synonym, *lent*, with which it would otherwise be constantly conflicting, the context affording no assistance in reading.

1065. "**Minute**" — "**Month.**" — If the word *minute* (sixty seconds) were written with the outline M-N-T, the tendency of the stem Tee, joined after En, to curve toward the form of Ith, would lead to conflict between *minute* and *month* (M-N-TH). Therefore, the former word is written Mn-T.

1066. "**My dear friend**" — "**My true friend.**" — The outlines of these two expressions are distinguished by joining the word forms of the first and disconnecting those of the latter.

1067. "**Nobody**" — "**Anybody.**" — Care must be taken to let the stem *Bd* of *nobody* rest on the line, instead of the *N*, or else it is liable to conflict with *anybody*.

1068. "**Pain**" — "**Bother.**" — If carelessly written, the outlines of these words, as well as the outlines of their derivatives, *paining* and *bothering*, are liable to conflict.

1069. "**O**" sign **Joined.** — The vowel-sign *ō* is joined initially to the outlines of the words *old*, *older*, etc., and may likewise be so joined to the outlines of most proper names commencing with *O'*. And when written in that way the sign may be struck in the most convenient direction. Thus *Doid* is used in writing *O'Conor*, *O'Hara*, *O'Keefe*, *O'Malley*; *Boid*, in writing *old*, *O'Leary*, *O'Sullivan*; and *Goid*, in writing *O'Donnell*, *O'Dowd*, *O'Gorman*, *O'Grady*.

1070. "**Or not**" — "**Around.**" — Once in a great while the phrase *or not*, written with *Rnd*, will conflict with *around*, as in the expressions, "Did the horse turn *or not*?" and "Did the horse turn *around*?" Being thus forewarned, the reporter will always know when to make a distinction by using *R-Nt*.

1071. "**Snow**" — "**Sun;**" — "**Sunny**" — "**Snowy.**" — The word *snow* should always be vocalized, to distinguish it from *sun*, which may be written without its vowel. The final vowel, *ī*, of *sunny* should always be inserted; and *snowy* should be vocalized with the two-vowel sign *ō-ī* (See 431-433).

1072. "**Some**" — "**Same.**" — In business correspondence *same* should be vocalized to distinguish it from *some*.

1073. "**Stated**" — "**Said**" — "**State.**" — The new form for *stated* meets a long-felt want of reporters, to be able to distinguish that word, in rapid writing, from *said* and *state*. The outline is also well adapted to joining in phrases.

1074. "**Stove**" — "**Sofa**" — "**Safe.**" — As the three articles here named are often mentioned as being in the same room, the reporter will find the distinction between their forms given in the List very convenient and desirable.

1075. "**We will**" — "**We are.**" — The stem *Way* with El-hook (*Wel*) must never be used for *we-will*, as it is liable to conflict with *we-are*. (See 758.)

1076. "**When.**"—This abbreviation is new to this system. Written with the old sign,  $W^2$ , *when* sometimes conflicted on the one hand with *why* and on the other with *whether*.

1077. "**You were not**"—"You were there."—If the outline of *you-were-not* is always kept below the line, and that of *you-were-there* is made to always cross the line, these phrases will never conflict,—otherwise, they are liable to do so.

1078. **Words beginning with "Wh" and "W."**—When an outline beginning with a *w*-sign represents two words, one of which commences with aspirated *w* and the other with simple *w*, everything else being equal, the stem *Way* may be used for *wh*, and the breve-way for *w*. Examples:—Whang ( $W^1-NG$ ), wing ( $w-NG^3$ ),—whip ( $W^3-P$ ), weep ( $w-P^3$ ),—whack ( $W^1-K$ ), walk ( $w-K^1$ ),—whig ( $W^3-G$ ), wig ( $w-G^3$ ),—wherry ( $W^2-R$ ), worry ( $w-R^2$ ),—whinny ( $W^3-N$ ), winnow ( $w-N^3$ ). But *wharf* is written with the breve-sign ( $w-Rf$ ). See 580, 583, 584.

1079. **Outlines ending in "tl" and "dl."**—In order to always have a perfect distinction between words whose outlines end with the consonants *tl* and *dl*, when practicable, *tl* should be written with the Shortening Principle and the stem *El* or *Lee*, instead of with the stem *Tel*; and *dl*, with the stem *Del*.

Examples:—Chattel ( $CHt^1-L$ ), title, detail, petal, battle, cattle, rattle, fatal, vital, natal, wattle ( $-L$ ), metal, little, brittle, greatly, twattle, throttle, scuttle; dawdle (*Dee-Del*), paddle, boodle, candle, riddle, fiddle, noddle, waddle, muddle, ladle, bridle, griddle, twaddle.

Exceptions:—*Totally*, which is written *Tee-Tl*, because *Tet-Lee* would conflict with *Toid-Lee*, *wholly*; and *shuttle* of necessity is written *Ish-Tel*.

1080. **How to Avoid Ambiguities.**—In order to avoid ambiguities in short-hand writing, phonographers should at all times endeavor to be as precise and exact in their phonographic penmanship as possible. This they will do by observing the following suggestions:—All upright letters should be made exactly perpendicular, and never inclined either way—especially not to the right. Slanting letters, particularly those with a leftward inclination, should not be allowed to approach the perpendicular. Straight-stems should not be curved at all; and curved stems should be sufficiently bent or rounded to prevent their being mistaken for straight stems. Shortened stems

should be made quite short, and lengthened stems quite long, so that they will not be confused with the ordinary-sized stems, which should be made uniform in length. The distinctions between light and shaded stems, small and large hooks, small and large circles, and small and large loops, should be carefully observed. Furthermore, the rule of word-position should be most implicitly obeyed. And, to make assurance doubly sure, an occasional vowel-sign may be inserted, if the writer feels that it will be needed.

1081. **Illustrative Examples.**—Special care, in several of the particulars mentioned in the last paragraph, is required in writing the outlines of the words of the following groups, lest doubt and consequent errors should arise:—dock, deck;—track, truck, contract;—take, dig, pick;—taking, digging, picking;—evidence, affidavits, papers;—report, reiterate;—reported, reiterated;—reporting, reiterating;—adjudication, allegation;—assignment, demand;—Murphy, Martha; attracted, directed;—every-day, Friday;—elevating, lifting;—open, bent;—implied, employed;—advance, defiance, defense;—appurtenant, pertinent;—clannish, clownish;—infectious, inefficacious;—tenor, tenure (T<sup>2</sup>-N-R);—abolition, ablution;—influence, infuse;—commit, commute;—name, enemy;—duty, deity;—admonition, diminution;—partner, brother-in-law;—most, must;—eyes, eyesight;—endless, needless.

## FORMS OF THE SOLEMN OR POETIC STYLE.

1082. The instruction to the learner in regard to word-forms would be incomplete if nothing were said about the outlines of verbs having the ancient inflections, now obsolete in common usage, but which are still employed in what is called the Solemn or Poetic Style of English—that being the form of the language which has been preserved to us in our translations of the Bible. The particular inflections referred to are the following:

1. *Est* (or *st*) for the second person singular in the present and past tenses of the indicative mood. Examples:—Thou walkest, thou walkedst.

2. *Eth* (or *th*) for the third person, singular, present indicative. Examples:—He walketh, he maketh.

1083. **Verbs Ending in "Est."**—The outlines of verbs ending in *est* (or *st*) are formed as follows:—

1. In the great majority of instances they are composed of the outline of the root-verb unchanged, with breve-est added finally. Examples:—Knowest, seest, mayest, teachest, mockest, movest, lookest, terrifiest, criest, carest, troublest, saidst, seekest, savest, searchest, chooset (540), eastest, increasest, trustest, etc.

2. Sometimes, however, it is necessary to change the form of the outline of the root-word, in order either to make it feasible to join breve-est, or else to bring the outline within certain rules of phonography, especially those relating to the use of upward and downward stems. Examples:—Shinest (SH<sup>1</sup>-Nst), chastenest, delightest, bearest, dealest, desirest, devourest, fall-est, killest, etc.

3. Whenever it is desirable, in the interest of distinctness and legibility, to preserve the form of the outline of the root-verb intact, the final syllable is added by means of the "independent" breve-est (522, 523). This is usually done with words whose outlines consist of or end with shortened stems with simple terminations, as *sendest*, *repeatest*, etc., and with most words that are written with abbreviations, as *givest*, *thinkest*, *speakest*, etc. The "independent-loop," so employed, is usually slanted downward to the left; but it may be struck in other directions when it is more convenient to do so, as upward to the right in *mightest*, *holdest*, etc., downward to the right in *astorishest*, etc. But when the abbreviated outline ends the same as the complete form would end, as is the case with the signs for *hear*, *swear*, etc., the ordinary instead of the "independent" breve-est is used.

1084. **Verbs Ending in "Edst."**—The outlines of verbs ending in *edst* are nearly always formed by adding Dst to the unchanged outlines of the root-words. Examples:—Calledst, buildedst, commandedst, cursedst, executedst, followedst, obeyedst, passedst, promisedst, refusedst, respectedst, sacrificedst, skippedst, strengthenedst, stretchedst, subduedst, testifiedst, walkedst, woundedst.

Exceptions:—In a few instances the outlines of the root-word must be changed before it can take on the added stem, Dst. Examples:—Anointedst (N-Nt-Dst<sup>1</sup>), desiredst (D<sup>1</sup>-sR-



Dst), filledst (F<sup>3</sup>-L-Dst), killedst (K-L<sup>3</sup>-Dst), trustedst (Tr<sup>2</sup>-st-Dst or Trs<sup>2</sup>-Dst), wateredst (Wt<sup>1</sup>-R-Dst).

1085. **Verbs Ending in "Eth."**—The outlines of verbs ending in *eth* are formed by added Ith to the outline of the root-word, which is frequently modified so as to permit a suitable junction to be made with such final stem.

1086. **Position.**—In writing words of this class—verbs ending in *eth*—the outline of the root-word should always be written in its proper position, without regard to the fact that it is to take on another stem. Hence, if such outline be composed entirely of horizontal stems, as *make*, *cause*, *know*, or *sing*, it is written in the same position with reference to the line that it would occupy if the upright stem Ith were not to be added. Examples:—Causeth (Kz<sup>1</sup>-TH), accuseth (Kz<sup>3</sup>-TH), knoweth (N<sup>2</sup>-TH), cutteth (Kt<sup>2</sup>-TH), entereth (Ntr<sup>2</sup>-TH), goeth (G<sup>1</sup>-TH), giveth (G<sup>3</sup>-TH), sinneth (sN<sup>3</sup>-TH), sendeth (sNd<sup>3</sup>-TH), cometh (K<sup>2</sup>-TH), correcteth (Kr<sup>2</sup>-K-TH).

1087. In the outlines of the following words the upstrokes *R*, *L*, and *SH* are substituted for the downward forms, *R*, *L*, and *SH*, of the root-words:—Abhorreth, appeareth, availeth, beareth, befalleth, cheereth, dasheth, dealeth, declareth, deferreth, faileth, falleth, feareth, filleth, foldeth, killeth, poureth, prepareth, requireth, restoreth, spareth, spoileth, teareth, tilleth.

1088. The En-hook and En-curl are changed to the stem *N* in the following:—Convinceth, chanceth, cleanseth (Kl<sup>2</sup>-Ns-TH), chasteneth, hasteneth (Hs<sup>2</sup>-N-TH).

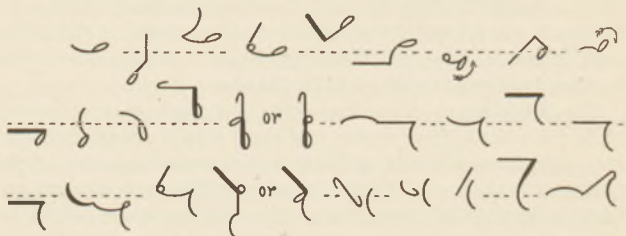
1089. Breve-est is changed to sT in the following words:—Casteth, listeth, resteth, tasteth, thrusteth, trusteth.

1090. The final TH is disjoined and written near the outline of the root-form in the following:—Approveth, cleaveth, deserveth, fainteth, fashioneth, findeth, graveth, grieveth, leaneth, leaveneth, lendeth, ministereth, preserveth, proveth, puffeth, reproveth, reserveth, serveth, uncovereth (N<sup>2</sup>-Kv-TH), vaunteth, changeth (CH<sup>2</sup>-TH).

1091. Care must be taken in joining the TH after CH and J, in such words as—Acknowledgeth, catcheth, cheweth, judgeth;—also after the final hooks in the following:—Burneth, counteth, crowneth, darkeneth, declineth, gathereth, groaneth, hearkeneth, hindereth, hunteth, inclineth, meaneth, mourneth, refraineth (Rf<sup>2</sup>-Rn-TH), reigneth, remaineth, rendereth, returneth,

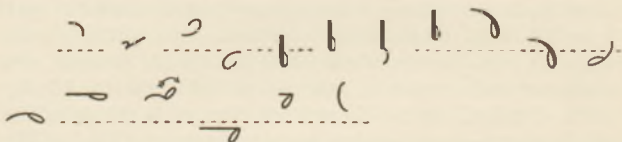


runneth, scattereth, scorneth, slandereth, turneth, wakeneth.  
Examples:—



KEY:— Knowest, teachest, shinest, chastenest, bearest, kill-  
est, sendest, repeatest, madest, givest, thinkest, hearest, call-  
edst, trustedst, maketh, knoweth, goeth, cometh, giveth;  
convinceth, chasteneth, boasteth; approveth, fainteth, changeth,  
acknowledgeth, mourneth.

1092. **Auxiliary Verbs.**—The following are the forms of the  
auxiliary verbs of this old style of English:—

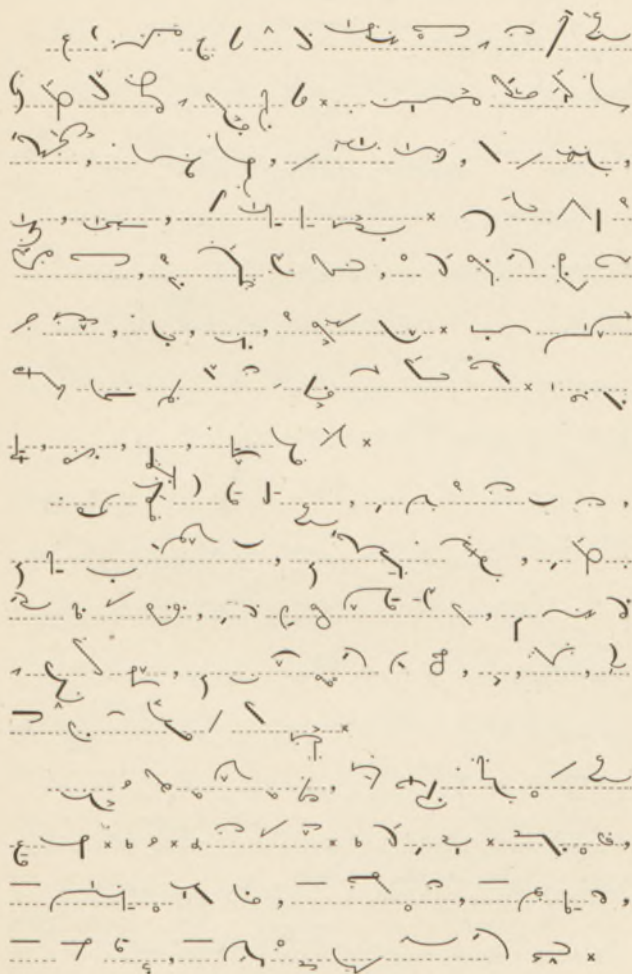


KEY:— Art, wert, shalt, wilt, didst, dost, doest, hadst, wast,  
wouldest (*or* wouldst), shouldst (*or* shouldst), mayest, canst,  
mightest, couldst (*or* couldst), hast, hath.

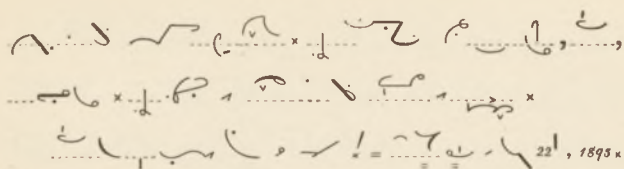
### READING EXERCISES.

1093. The following pages of printed phonography should be  
carefully read many times over, until every outline is entirely  
familiar to the learner, as practice of this kind will greatly  
assist him in applying his knowledge of principles in actual  
phonographic writing. The phonography of the first article is  
fully vocalized, but all subsequent ones are given in the style  
used by reporters, that is, unvocalized phonography.

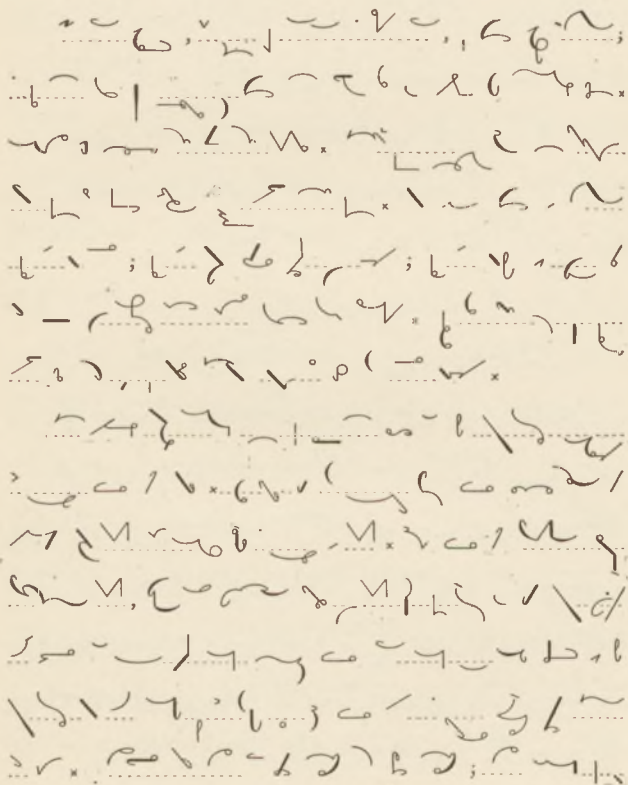
GEORGE WASHINGTON.



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SPEECH BY DANIEL WEBSTER.



Handwritten musical notation on a page from a manuscript. The notation consists of a single melodic line written on a five-line staff. The notes are written in a cursive, handwritten style, typical of early manuscript notation. The page is numbered '1830' in the bottom left corner. The notation is written in dark ink on aged, slightly yellowed paper.

1 x / 5 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
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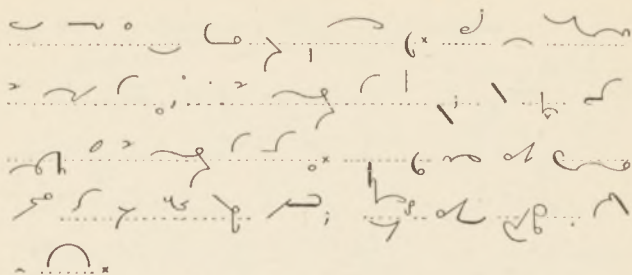
MISERIES OF WAR.

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines. The notation is written in a cursive, handwritten style.

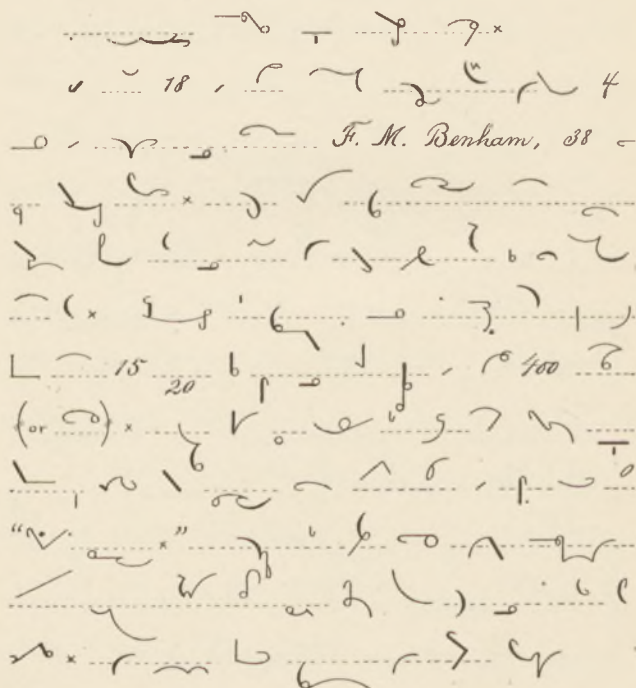
## SOURCES OF LEGAL KNOWLEDGE.

1. The Constitution of the United States.  
 2. The Laws of the United States.  
 3. The Decisions of the Supreme Court.  
 4. The Opinions of the Justices.  
 5. The Reports of the Cases.  
 6. The Treatises on the Law.  
 7. The Commentaries on the Law.  
 8. The Digests of the Law.  
 9. The Statutes of the States.  
 10. The Decisions of the State Courts.  
 11. The Opinions of the State Justices.  
 12. The Reports of the State Cases.  
 13. The Treatises on the Law of the States.  
 14. The Commentaries on the Law of the States.  
 15. The Digests of the Law of the States.  
 16. The Statutes of the Federal Government.  
 17. The Decisions of the Federal Courts.  
 18. The Opinions of the Federal Justices.  
 19. The Reports of the Federal Cases.  
 20. The Treatises on the Law of the Federal Government.  
 21. The Commentaries on the Law of the Federal Government.  
 22. The Digests of the Law of the Federal Government.  
 23. The Statutes of the Foreign Countries.  
 24. The Decisions of the Foreign Courts.  
 25. The Opinions of the Foreign Justices.  
 26. The Reports of the Foreign Cases.  
 27. The Treatises on the Law of the Foreign Countries.  
 28. The Commentaries on the Law of the Foreign Countries.  
 29. The Digests of the Law of the Foreign Countries.  
 30. The Statutes of the International Law.  
 31. The Decisions of the International Courts.  
 32. The Opinions of the International Justices.  
 33. The Reports of the International Cases.  
 34. The Treatises on the Law of the International Law.  
 35. The Commentaries on the Law of the International Law.  
 36. The Digests of the Law of the International Law.  
 37. The Statutes of the International Law.  
 38. The Decisions of the International Courts.  
 39. The Opinions of the International Justices.  
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 46. The Opinions of the International Justices.  
 47. The Reports of the International Cases.  
 48. The Treatises on the Law of the International Law.  
 49. The Commentaries on the Law of the International Law.  
 50. The Digests of the Law of the International Law.





LETTER No. 1.



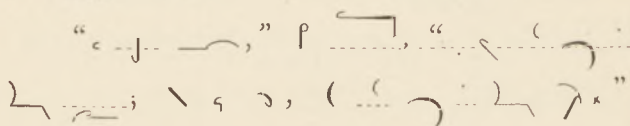
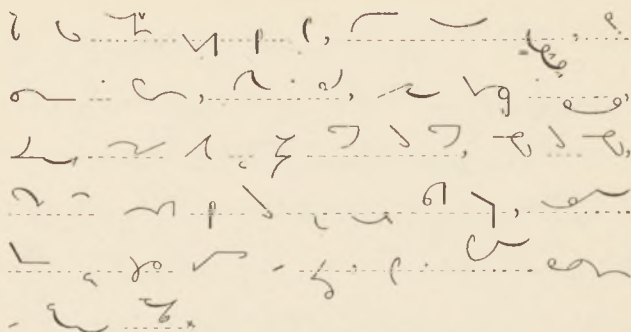
## AN ERRATIC GENIUS.

A page of handwritten musical notation on a five-line staff. The notation includes various note values (quarter, eighth, and sixteenth notes), rests, and clefs. The handwriting is in a cursive style, typical of early 20th-century musical manuscripts. The notation is written in black ink on aged, slightly yellowed paper. The staff lines are clearly visible, and the notes are written with fluid, connected strokes. There are some markings that look like '50' and '5' at the bottom, possibly indicating measure numbers or page numbers.

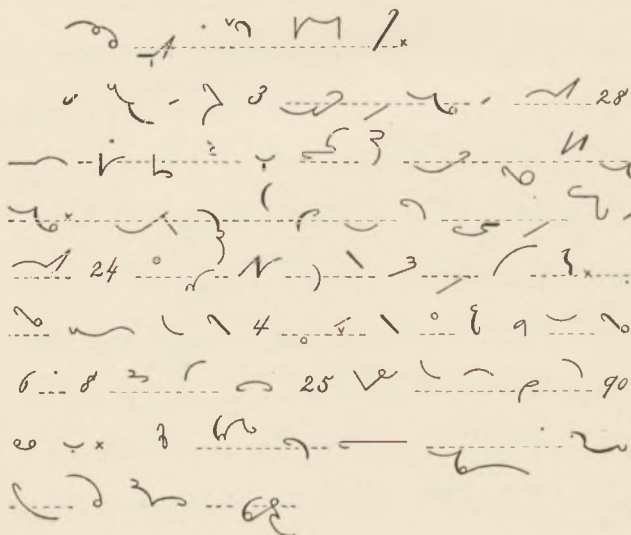




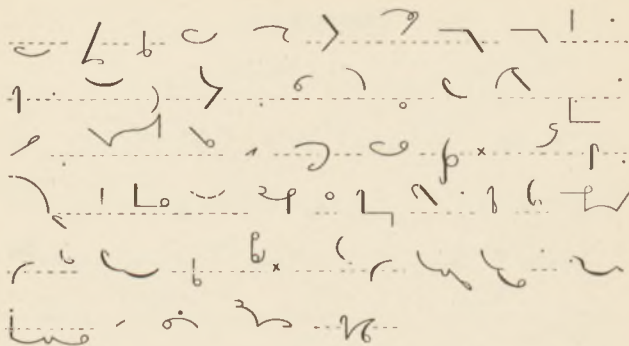




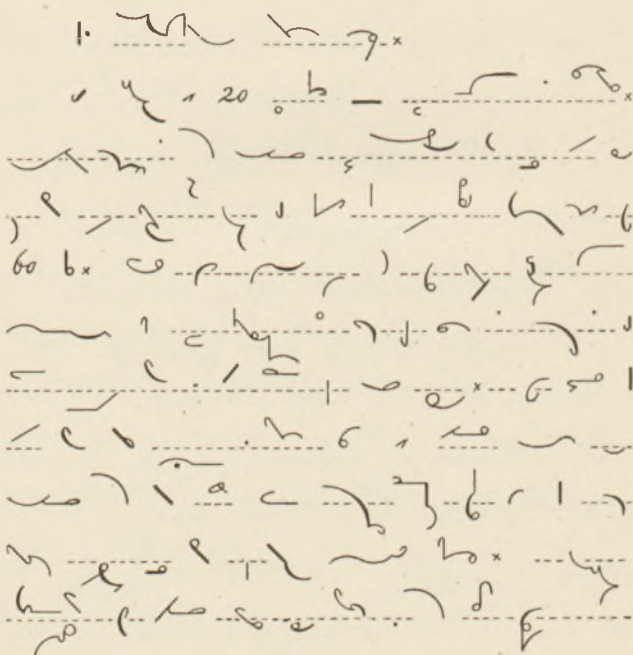
## LETTER NO. 2.



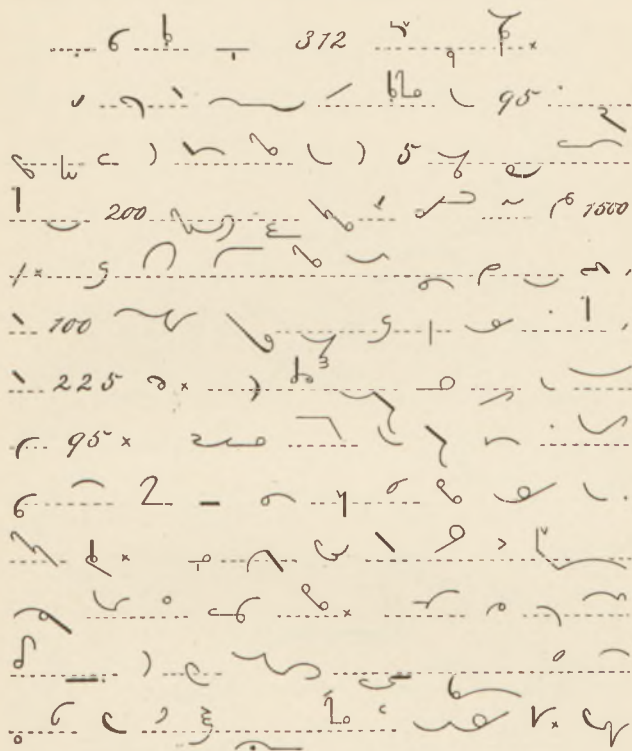




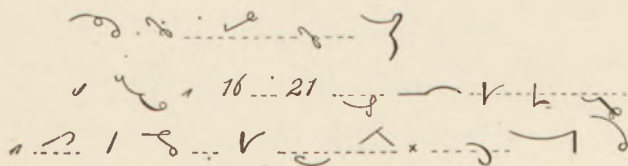
LETTER NO. 5.



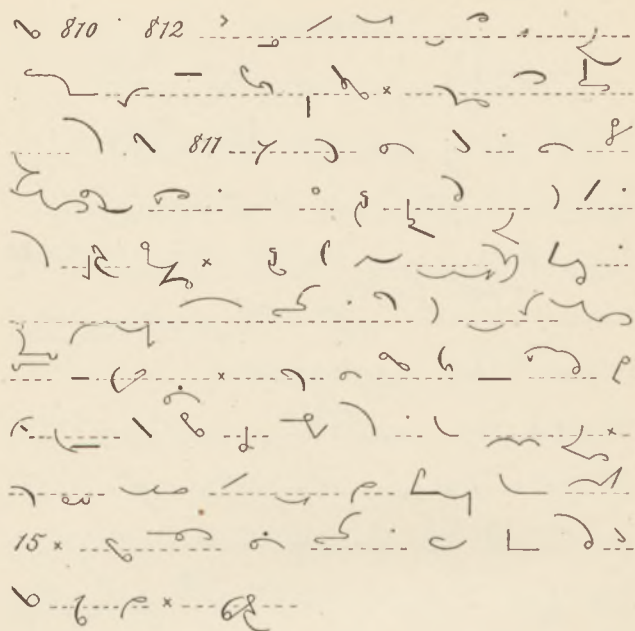
LETTER No. 6.



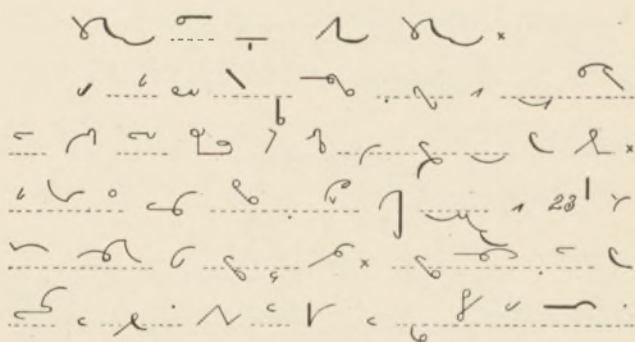
LETTER No. 7.

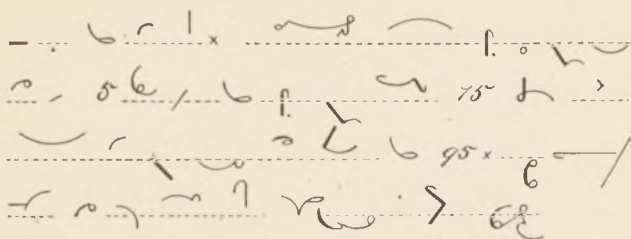




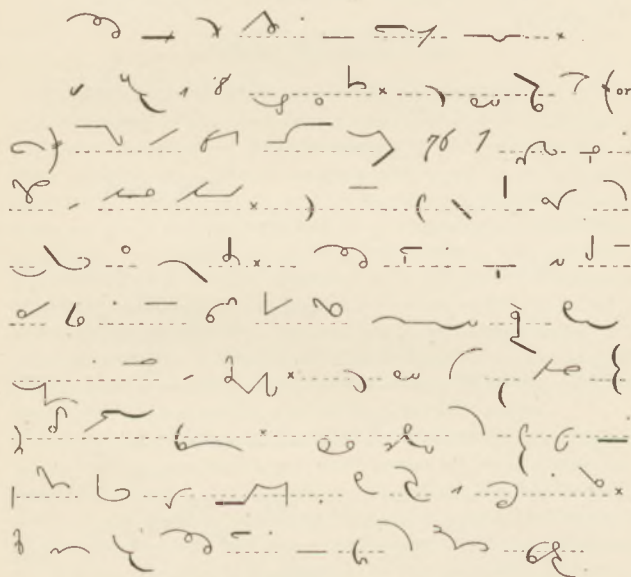


## LETTER No. 8.

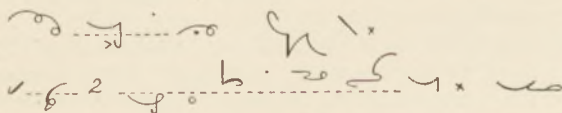


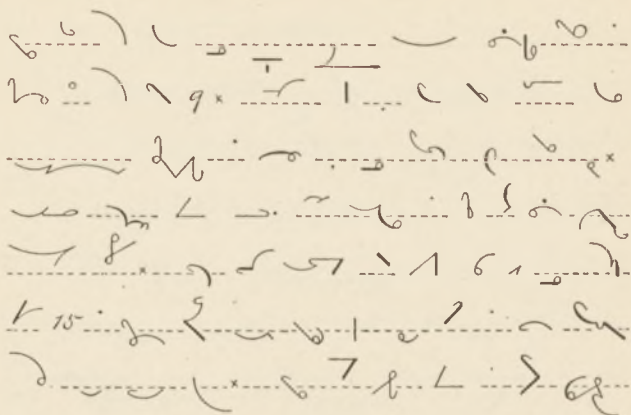


LETTER No. 9.

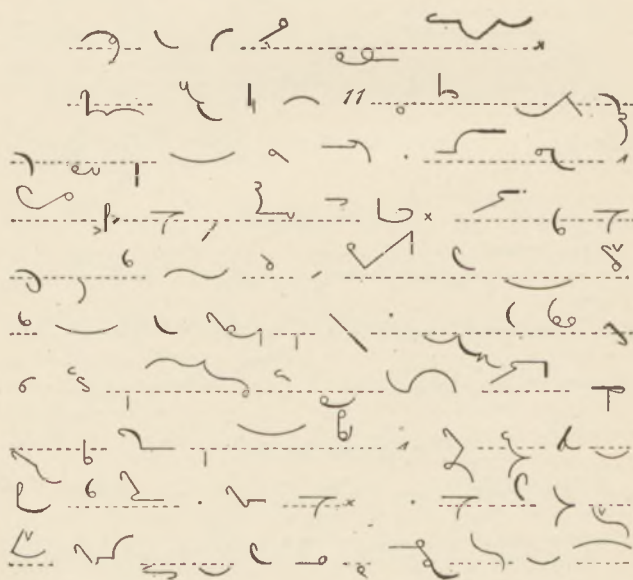


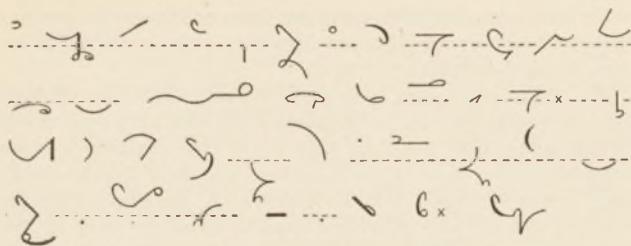
LETTER No. 10.





## LETTER No. 11.





## KEY TO READING EXERCISES.

## GEORGE WASHINGTON.

We think that the Americans of this generation have a better understanding of the character of the man George Washington than was possessed by their ancestors of the previous two or three generations. The encomiums pronounced upon him after the war of the Revolution, and for many years after his death, were not only unmeasured, but were indistinctive, unjudicial, uncritical, and largely untrue to human nature. He was often represented as a flawless character, as a complete embodiment of every perfection, as one separated or set apart from all the rest of mankind, and even, indeed, as a supernatural being. He came to look like a sculptured figure chiselled by the hand of genius from a block of marble. He seemed to be too cold, too serene, too dispassionate, and too high for this earth.

A singular injustice was thus done to Washington, who lived as a man among men, who was true to nature all his life long, who was warm-blooded and impulsive, who possessed the ordinary traits of our species, who went through experiences like those of other people, who had many of the ways of a Virginia planter of his time, who was in high spirits or low according to circumstances, and who, happily, was not altogether free from the foibles which belong to humanity.

In view of his person and his life and his achievements, how much more congenial and attractive is our Washington when thus understood. He is of us. He is a man of our kind. He is one whom we know. We can be his friends, can look into his

noble face, can grasp his hand, can listen to his words, can exchange thoughts with him, can love him as we could not if he were of another order of creation.

We of this generation have come to know Washington better than he was known by our grandsires, though we are so much further away from him than they were. We think he is to us more of a man, more of an American, and less of a demigod, than he was to them. Thus he is exalted in our eyes. Thus he stands higher in our affections than he stood in those of the American youth of fifty or sixty years ago, to whom he was as a statue of Pentelican marble.

We have come to know him the better through the revelations made in his own letters and in the letters of his contemporaries which have been printed; through the reminiscences of his acquaintances; through the perusal of documents and reports that can now be obtained; through the publication of more satisfactory biographies of him; and through a closer study of his personality and deeds from his early days till the close of his life. It is thus possible to get a more satisfactory comprehension of his real nature than it was in other times.

He grows upon his country and the world with the procession of the generations as he is seen the more distinctly and truly. He is the noblest national hero seen in any country of the earth since the creation of man.

The revival in these days of what we may call Washingtonism is most pleasant to contemplate. It means the strengthening of the republic, the renewal of its pristine spirit, the purification of politics, and the animation of patriotism. The name of Washington is synonymous with all that is desirable and glorious in American life.

We are especially well pleased to know that the school children all over the United States will to-day celebrate the birthday of our Washington as they never celebrated it before. It is an excellent idea to furnish a portrait of him to every schoolhouse in this city. The boy or the girl who looks upon that portrait will be a better American through life. It is an engaging lesson in truthfulness, honor, and gracefulness. It is an illustration of the highest and best qualities of the human mind.

Honor ever to the name of the Father of his Country!—From the *N. Y. Sun*, February 22, 1895.

## SPEECH BY DANIEL WEBSTER.

I owe the honor of this occasion, and I esteem it an uncommon and extraordinary honor, to the young men of this city of Albany; and it is my first duty to express to these young men my grateful thanks for the respect they have manifested towards me. Nevertheless, I do not mistake you, or your object, or your purpose. I am proud to take to myself whatever may properly belong to me, as a token of personal and political regard from you to me. But I know, young men of Albany, it is not I, but the cause; it is not I, but your own generous attachments to your country; it is not I, but the constitution of the Union which has bound together your ancestors and mine, and all of us, for more than half a century. It is this that has brought you here to-day to testify your regard towards one who, to the best of his humble ability, has sustained that cause before the country.

I am requested by those who invited me, to signify my sentiments on the state of public affairs in this country, and the interesting questions which are before us. This proves, gentlemen, that in their opinion there are questions sometimes arising which range above all party, and all the influences and considerations and interests of party. What are the questions which are overriding, subduing, and overwhelming party, uniting honest, well-meaning persons to lay party aside, to meet and confer for the general public weal? I shall, of course, not enter at large into many of these questions, nor into any lengthened discussion of the state of public affairs, but shall endeavor to state what that condition is, what these questions are, and to pronounce a conscientious judgment of my own upon the whole. The last Congress passed laws called adjustment measures, or settlement measures; laws intended to put an end to certain internal and domestic controversies which existed in the country, and some of them for a long time. These laws were passed by the constitutional majorities of both Houses of Congress. They received the constitutional approbation of the President. They are the laws of the land. To some or all of them, indeed to all of them, at the time of their passage, there existed warm and violent opposition. None of them passed without heated discussion. Government was established in each of the territories



of New Mexico and Utah, but not without opposition. The boundary of Texas was to be settled by compromise with that State, but not without determined and violent opposition. These laws all passed ; and as they have now become, from the nature of the case, irrevocable, it is not necessary that I should detain you by discussing their merits and demerits. Nevertheless, gentlemen, I desire on this and on all public occasions, in the most emphatic and clear manner, to declare, that I hold some of these laws, and especially that which provided for the adjustment of the controversy with Texas, to have been essential to the preservation of the public peace. I will not now argue that point, nor lay before you at large the circumstances which existed at that time,—the peculiar situation of things in so many of the Southern States; or the fact that many of those States had adopted measures for the separation of the Union; the fact that Texas was preparing to assert her rights to territory which New Mexico thought was hers by right; and that hundreds and thousands of men, tired of the pursuits of private life, were ready to rise and unite in any enterprise that might open itself to them, even at the risk of a direct conflict with the authority of this Government. I say, therefore, without going into the argument with any details, that in March of 1850, when I found it my duty to address Congress on these important topics, it was my conscientious belief, still unshaken, ever since confirmed, that if the controversy with Texas could not be amicably adjusted, there must, in all probability, have been civil war and civil bloodshed. And in the contemplation of such a prospect, it was of little consequence on which standard victory should perch; although in such a contest we took it for granted that no opposition could arise to the authority of the United States that would not be suppressed.

But what of that? I was not anxious about the military consequences of things; I looked to the civil and political state of things and their results; and I inquired what would be the condition of the country if in this agitated state of things, if in this vastly extended though not generally pervading feeling at the South, war should break out, and bloodshed should ensue in that extreme of the Union? That was enough for me to inquire into and regard; and, if the chances had been but one in a thousand that such would have been the result, I should still

have felt that that one-thousandth chance should be guarded against by any reasonable sacrifice; because, gentlemen, sanguine as I am for the future prosperity of the country, strongly as I believe now, after what has passed, and especially after those measures to which I have referred, that it is likely to hold together, I yet believe firmly that this Union, once broken, is utterly incapable, according to all human experience, of being reconstructed in its original character, of being re-cemented by any chemistry or art or effort or skill of man. Now, gentlemen, let us pass from those measures which are now accomplished and settled. California is in the Union, and cannot be got out; the Texas boundary is settled, under provision of law, according to accustomed usage in former cases; and these things may be regarded as settled.

But then there was another subject, equally agitating and equally irritating, which, in its nature, must always be subject to consideration or proposed amendment, and that is the fugitive slave law of 1850, passed at the same Session of Congress. Allow me to advert, very shortly, to what I consider the ground of the law. You know, and I know, that it was very much opposed in the Northern States; sometimes with argument not unfair, often by those whirlwinds of fanaticism that raise a dust and blind the eyes, but produce nothing else. Now, gentlemen, this question of the propriety of the fugitive slave law, or the enactment of some such law, is a question that must be met. Its enemies will not let it sleep or slumber. They will "give neither sleep to their eyes nor slumber to their eyelids" so long as they can agitate it before the people. It is with them a topic, a desirable topic, and all know who have much experience in political affairs, that for party men, and in party times, there is hardly anything so desirable as a topic. Now, gentlemen, I am ready to meet this question. I am ready to say that it was right, proper, expedient, just, that a suitable law should be passed for the restoration of the fugitive slaves found in free States, to their owners in the slave States. I am ready to say that, because I only repeat the words of the Constitution itself, and am not afraid of being considered a plagiarist, nor a feeble imitator of other men's language and sentiments, when I repeat and announce to every part of the country, to you here, and at all times, the language of the Constitution of my country.

Gentlemen, before the Revolution slavery existed in the Southern States, and had existed there for more than a hundred years. We of the North were not guilty of its introduction. That generation of men, even in the South, were not guilty of it. It had been introduced according to the policy of the Mother Country, before there was any independence in the United States; indeed, before there were any authorities in the Colonies competent to resist it. Why, gentlemen, men's opinions have so changed on this subject, and properly, the world has come to so much juster sentiments, we can hardly believe, that which is certainly true, that at the peace of Aix-la-Chapelle, in 1748, the English Government insisted on the fulfilment, to its full extent, of a condition in the treaty of the Assiento, signed at Utrecht, in 1713, by which the Spanish Government had granted the unqualified and exclusive privilege to the British Government of importing slaves into the Spanish Colonies in America. That was not then repugnant to public sentiment; happily, it would be now.

#### MISERIES OF WAR.

Oh! tell me, if there be any relentings of pity in your bosom, how could you endure it to behold the agonies of the dying man as, goaded by pain, he grasps the cold ground in convulsive energy; or faint with the loss of blood, his pulse ebbs low, and the gathering paleness spreads itself over his countenance, or wrapping himself round in despair, he can only mark by a few feeble quiverings that life still lurks and lingers in his lacerated body; or lifting up a faded eye, he casts on you a look of imploring helplessness for that succor which no sympathy can yield him. It may be painful to dwell thus in imagination on the distressing picture of one individual, but multiply it ten thousand times—say how much of all this distress has been heaped together on a single field. Give us the arithmetic of this accumulated wretchedness, and lay it before us with all the accuracy of official computation, and, strange to tell, not one sigh is lifted up among the crowd of eager listeners as they stand on tiptoe and catch every syllable of utterance which is read to them out the registers of death! Oh! say what mystic spell is that which so blinds us to the suffering of our brethren;

which deafens to our ear the voice of bleeding humanity when it is aggravated by the shriek of dying thousands; which makes the very magnitude of the slaughter throw a softening disguise over its cruelties and its horrors; which causes us to eye with indifference the field that is crowded with the most revolting abominations, and arrests that sigh which each individual would singly have drawn from us, by the report of the many that have fallen and breathed their last in agony along with him.—*Chalmers.*

#### SOURCES OF LEGAL KNOWLEDGE.

I shall not here attempt to give you an accurate definition of law. Not less than twenty have been proposed, with each of which hypercriticism might perhaps find some fault. But thus much may be safely said: the term law, though used in a great variety of relations, always means an established rule. Thus, whether we speak of the laws of God or of man, of matter or of mind, we uniformly refer to those established rules of action or operation which belong to the subject matter in question. And it was in this comprehensive sense that Hooker spoke of law when he said: "Her seat is the bosom of God, and her voice the harmony of the world; all things in heaven and earth do her homage; the very least as feeling her care, and the greatest as not exempted from her power." But our inquiries relate only to that class of laws which are denominated municipal, and which comprehend the established regulations of political society. And it was of law in this sense that Burke spoke when he called it "the pride of the human intellect, and the collected wisdom of ages; combining the principles of original justice with the boundless variety of human concerns." Blackstone also describes it as "a science which distinguishes the criterions of right and wrong; which teaches to establish the one, and to prevent, punish, or redress the other; which employs in its theory the noblest faculties of the soul, and exerts in its practice the cardinal virtues of the heart; a science which is universal in its use and extent, accommodated to each individual, yet comprehending the whole community." Nor can such language be deemed extravagant; for municipal law is indeed the grand regulator of human

affairs. Its functions may be appropriately compared to those of gravitation. If you could imagine even a momentary suspension of that great law which regulates the universe of matter, keeping the minutest particle as well as the mightiest mass in its proper condition, the stupendous confusion which would thence result, and which we designate by the fearful name of chaos, furnishes a strong but faithful illustration of that social disorder which would as certainly result from the suspension of municipal law, and which we designate by the hardly less fearful name of anarchy. It is to be remembered, also, that just in proportion as society advances in civilization, the importance of municipal law becomes greater and its functions more complicated. Barbarians need few laws, because they have few interests to be regulated by law; but every step in the progress of improvement gives occasion for adding to the body of law some new provision, until the aggregate becomes formidable to the boldest mind. What could once be written upon ten or twelve tables anon spreads over thousands, until the practice of law becomes a distinct avocation, and a thorough comprehension of all its infinite details requires the labor of a long and industrious life. Moreover, the criterions of law are not like those of other sciences. When the question is, What is the law regulating a given matter? it resolves itself into two others: Who has the law-making power in reference to this matter? and What has this power in fact ordained? Now, you cannot, as in natural science, resolve these questions by analysis or induction. You cannot apply to them the principles of mathematical demonstration. They cannot be reached by reasoning *a priori*. Nor can you, as in ethics, appeal to the monitor within. Conscience may inform you what the moral law is, and what the municipal law ought to be; but it might greatly mislead you as to what the municipal law actually is. To determine this, you must search the voluminous records of law until you find the positive regulation; in which constant searching chiefly consists the labor of a lawyer.

#### AN ERRATIC GENIUS.

Keokuk, a long time ago, was an occasional loafing-place of that erratic genius, Henry Clay Dean. I believe I never saw



him but once, but he was much talked of when I lived there. This is what was said of him:

He began life poor and without education. But he educated himself—on the curb-stones of Keokuk. He would sit down on a curb-stone with his book, careless or unconscious of the clatter of commerce and the tramp of the passing crowds, and bury himself in his studies by the hour, never changing his position except to draw in his knees now and then to let a dray pass unobstructed; and when his book was finished, its contents, however abstruse, had been burnt into his memory, and were his permanent possession. In this way he acquired a vast hoard of all sorts of learning, and had it pigeon-holed in his head where he could put his intellectual hand on it whenever it was wanted. His clothes differed in no respect from a “wharf-rat’s,” except that they were raggeder, more ill-assorted and inharmonious (and therefore more extravagantly picturesque), and several layers dirtier. Nobody could infer the master-mind in the top of that edifice from the edifice itself. He was an orator—by nature in the first place, and later by the training of experience and practice. When he was out on a canvass, his name was a loadstone which drew the farmers to his stump from fifty miles around. His theme was always politics. He used no notes, for a volcano does not need notes. In 1862, a son of Keokuk’s late distinguished citizen, Mr. Claggett, gave me this incident concerning Dean:

The war feeling was running high in Keokuk (in ’61), and a great mass meeting was to be held on a certain day in the new Athenæum. A distinguished stranger was to address the house. After the building had been packed to its utmost capacity with sweltering folk of both sexes, the stage still remained vacant,—the distinguished stranger had failed to connect. The crowd grew impatient, and by and by indignant and rebellious. About this time a distressed manager discovered Dean on a curb-stone, explained the dilemma to him, took his book away from him, rushed him into the building the back way, and told him to make for the stage and save his country.

Presently a sudden silence fell upon the grumbling audience, and everybody’s eyes sought a single point,—the wide, empty, carpetless stage. A figure appeared there whose aspect was familiar to hardly a dozen persons present. It was the scare-



crow Dean,—in foxy shoes, down at the heels; socks of odd colors, also “down”; damaged trousers, relics of antiquity, and a world too short, exposing some inches of naked ankle; an unbuttoned vest, also too short, and exposing a zone of soiled and wrinkled linen between it and the waist-band; shirt bosom open; long black handkerchief, wound round and round the neck like a bandage; bob-tailed blue coat, reaching down to the small of the back, with sleeves which left four inches of forearm unprotected; small, stiff-brimmed soldier-cap hung on a corner of the bump of—whichever bump it was. This figure moved gravely out upon the stage and, with sedate and measured step, down to the front, where it paused, and dreamily inspected the house, saying no word. The silence of surprise held its own for a moment, then was broken by a just audible ripple of merriment which swept the sea of faces like the wash of a wave. The figure remained as before, thoughtfully inspecting. Another wave started,—laughter this time. It was followed by another, then a third, this last one boisterous.

And now the stranger stepped back one pace, took off his soldier-cap, tossed it into the wing, and began to speak with deliberation, nobody listening, everybody laughing and whispering. The speaker talked on unembarrassed, and presently delivered a shot which went home, and silence and attention resulted. He followed it quick and fast with other telling things; warmed to his work, and began to pour his words out, instead of dripping them; grew hotter and hotter, and fell to discharging lightnings and thunder,—and now the house began to break into applause, to which the speaker gave no heed, but went hammering straight on; unwound his black bandage and cast it away, still thundering; presently discarded the bob-tailed coat and flung it aside, firing up higher and higher all the time; finally flung the vest after the coat; and then for an untimed period stood there, like another Vesuvius, spouting smoke and flame, lava and ashes, raining pumice-stone and cinders, shaking the moral earth with intellectual crash upon crash, explosion upon explosion, while the mad multitude stood upon their feet in a solid body, answering back with a ceaseless hurricane of cheers, through a thrashing snow-storm of waving handkerchiefs.

“When Dean came,” said Claggett, “the people thought he

was an escaped lunatic; but when he went, they thought he was an escaped archangel." MARK TWAIN, in "Life on the Mississippi" (by permission).

## LETTER No. 1.

NEW YORK, July 3, 1895.

THE NEW ENGLAND EXPRESS CO., Boston, Mass.

*Gentlemen:* On the 18th of last month we sent, via your company, 4 cases of woollen goods, marked F. M. Benham, 38 Court St., Bennington, Vt. We have a letter this morning from Mr. Benham, stating that the goods have not yet been received and that he has heard nothing from them.

We do not understand how this can be the case, and cannot see why it should take from 15 to 20 days to deliver goods at a distance of less than 400 miles.

If this delay is necessary, however, we should much prefer to go back to the old-fashioned but seemingly more rapid style of delivery known as the "prairie schooner."

We trust, however, that such occurrences will be extremely rare in the future, and that you will at once send a tracer after these goods and find their whereabouts.

Your immediate attention to this matter will oblige,

Very truly,

## LETTER No 2.

NEW YORK, April 6, 1895.

Messrs. GOODRICH &amp; WILD, Atlanta, Ga.

*Gentlemen:* Your favor of April 3d, in relation to our invoice of March 28th, came duly to hand, and we note carefully what you say in reference to prices charged in that invoice.

In reply we would say, that you are in error in regard to our quotation of March 24th, as you will readily see by reference to our letter of that date. The price you name for No. 4 is right, but, as we then stated, on Nos. 6 and 8 we cannot allow more than 25 per cent. off from list, or \$.90 net.

Trusting that you will find we are correct in this matter, and awaiting your further orders, we remain,

Yours respectfully,

## LETTER No. 3.

NEW YORK, September 3d, 1895.

PROVIDENCE BRASS &amp; COPPER Co., Providence, R. I.:

*Gentlemen* : We have on hand in the neighborhood of five thousand pounds scrap copper which we should be glad to sell you if you can make use of same.

This scrap consists entirely of the trimmings of the disks which you have made for us during the past year. It is packed in barrels and boxes, ready for shipment, is free from oil and dirt, and can be recast directly without undergoing any cleansing process whatever.

We send you by express to-day a sample of the scrap, and will guarantee the whole lot to run as good if not better than the sample sent.

Kindly let us know at once what this is worth to you F. O. B. steamer, and oblige

Very truly yours,

## LETTER No. 4.

NEW YORK, April 19, 1895.

Messrs. McKAY &amp; MULL, 281 East Twenty-third St., City.

*Gentlemen* : Your favor of the 17th inst. came duly to hand this morning, and we note very carefully all you say regarding the packing of the goods on your export order inclosed in same.

In reply we beg to assure you that we will carry out your instructions to the letter, and have no reason to believe that the entire shipment will not arrive in as good condition as when packed.

We shall use tin-lined cases, and shall solder the joints, making them practically air-tight. In our judgment it is the only method by which moisture can be kept out, and during a long sea voyage the salt air is very liable to attack and rust the polished parts of the machine, unless this is done.

We shall deliver the order complete at the docks on Wednesday as directed by you, and trust that your customer will find everything to his satisfaction.

Thanking you for your favors in the past, and awaiting a continuance of same, we remain,

Truly yours,

## LETTER No. 5.

NEW YORK, February 26, 1895.

DAY NOVELTY CO., Palmer, Mass.

*Gentlemen* : Your favor of the 20th is at hand, together with catalogue and samples. In reply we hand you an order inclosed with the understanding that the goods are sent to us subject to our approval, and that if they do not turn out to our satisfaction they may be returned within 60 days. Unless you are willing to allow us this privilege we do not feel like making a trade with you at the present time, as we are between summer and winter and do not care to carry over a large stock to next season.

We will, of course, do our very best to make a prompt sale of the articles named in the enclosed order, but, as it is a question whether or not we can do so at this late day, we prefer to receive the goods subject to the above-mentioned terms.

If you feel that you can consistently comply with our request, please send forward the order at once.

Yours truly,

## LETTER No. 6.

CHICAGO, ILL., August 1, 1895.

THE UNITED STATES ADVERTISING Co.,

312 White St., New York City.

*Gentlemen* : We are about making our advertising contracts for 1895, and would be pleased to have you quote us bottom price for say five inches single-column ad., in 200 provincial weekly papers having a circulation of not less than 1500 each.

We should also like price on a similar list in Great Britain, of about 100 monthly publications, in which we would wish to insert an ad. of about 225 words.

These advertisements in both cases to run for the entire year 1895.

We inclose copy for both home and foreign use, from which you can get some idea as to the space necessary for a proper display. Cuts will be furnished by ourselves, and the type matter must be followed as closely as possible.

Kindly let us hear from you at once, giving us full informa-

tion in regard to this matter, as the time is already very short and we wish to make the contracts without unnecessary delay.

Very truly,

LETTER No. 7.

NEW YORK, February 25, 1895.

MESSRS. PRESTON & HARRISON, Princeton, N. J.

*Gentlemen:* Your favors of the 16th and 21st inst. came duly to hand in the absence of the writer, which explains the delay in our reply.

We have entered orders No. 810 and 812, and the goods are now in the hands of the shipping clerk, and will go forward to-day by express.

We must, however, decline to fill order No. 811 until we have some better and more satisfactory information concerning Hynes & Co., as we do not think it would be wise to ship so large an order to a comparatively strange house. We do not find their rating in any of the commercial agencies, and would ask you to look into the matter carefully and wire us any and all information you can get with reference to same.

We are somewhat surprised that you gave Myers such a low figure, but suppose it is an export order and for immediate shipment.

We send you inclosed our new list, which will go into effect March 15. Please examine same carefully and only take orders upon the basis of this list.

Yours respectfully,

LETTER No. 8.

NEW ORLEANS, November 3, 1895.

PENNSYLVANIA CIGAR COMPANY, Reading, Pa.

*Gentlemen:* I have sent you by to-day's express the proof of the new sample card, lettered according to your instructions, and which I trust will please you in every respect.

I have followed as closely as possible the lines laid down in your favor of the 23d ult., and am myself well pleased with the result.

Please examine the card very carefully when received, and report without delay, when, if it is satisfactory, I will go ahead and get the first lot out.

As I understand the matter, delivery is to be made in lots of five thousand each; first delivery to be made on or before December 15, and the entire lot to be in your hands January 1, 1895. Is this correct?

Kindly let us hear from you at your earliest convenience and oblige,

Yours respectfully,

LETTER No. 9.

NEW YORK, January 10, 1895.

MESSRS. G. W. ROBINSON & Co., Greenwich, Conn.

*Gentlemen* : Your favor of the 8th inst. is at hand. We send you by this mail copy of our illustrated catalogue, on page 76 of which you will find cuts and price-list of articles required. These can either be had separately or in combination, as may be desired.

Messrs. Grott & Co., of your town, act as our agents and can sell you at our prices, making you a considerable saving in time and cost of transportation. We have sent your letter to them, requesting that they see you at once regarding this matter. As soon as we receive your order through them we will give it prompt attention and will guarantee the safe arrival of the machines and parts.

Trusting you may favor Messrs. Grott & Co. with your order, we remain,

Yours respectfully,

LETTER No. 10.

NEW YORK, August 19, 1895.

MESSRS. NEWTON & MASON, Philadelphia, Pa.

*Gentlemen* : Yours of the 2d instant is at hand and contents carefully noted.

Inclosed please find order for goods to go to Chicago under same conditions, prices, and terms as order No. 9.



Kindly do the very best you can for us in the matter of transportation and hasten the goods forward with all possible speed.

Inclosed we hand you check covering amount of invoice, and trust that the same will be found entirely satisfactory.

We are greatly encouraged by the ready sale of the goods ordered July 15, and presume we shall be in a position to send larger and more valuable orders in the near future.

Please acknowledge receipt of check and oblige,

Yours respectfully,

LETTER No. 11.

XENIA, OHIO, May 18, 1895.

MRS. F. L. ROSS, San Francisco, Cal.

*Dear Madam* : Your favor dated May 11th is at hand and in reply we would say, we send you to-day, under separate cover, a catalogue descriptive of the "Florence" studio kiln, to which we ask your kind attention.

Regarding this kiln we have to say that it has many points of superiority over any other appliance of its nature ever before presented to the public, and in view of the fact that thousands have been sold without complaint to the manufacturers, without a single failure to perform its work to the entire satisfaction of the purchaser recorded against it, we feel justified in stating that it is practically a perfect kiln.

A kiln that will fail to fire china perfectly in every case is an expensive affair, no matter what inducements are offered to the purchaser, as one kiln full of ruined china means in many cases more than the first cost of the kiln.

It would afford us much pleasure to fill your order, and we can assure you that in purchasing the "Florence" you will get the best there is.

Very truly,

AIDS TO THE ADVANCED LEARNER.

1094. When the student of Phonography, after having gone through the instruction book, makes his first essay at writing phonographically the words of the language, as they actually

occur in sentences, paragraphs, articles, speeches, etc., he is apt,—indeed, he is almost sure,—to become more or less confused in his attempts to apply correctly the rules and principles of the Art, with which, if taken separately, he may be quite familiar. To be able to determine at once, as one goes along, just what words are to be written with isolated outlines, and what groups of words should be included in phrase-signs, requires close attention and some practice. And yet, no one is fully qualified to write phonography as it should be written until he has acquired the ability to do this very thing. Therefore, for the purpose of providing a sort of support or help past this critical point in the phonographer's career, so that he will thereafter be fitted to proceed alone, the following series of exercises have been prepared, which are so marked by means of well-known printers' signs, that the writer will find little or no difficulty in rendering them properly in phonographic forms. The signs of the vowels need not be inserted, as these exercises are intended for training on consonant-outlines of work and phrases.

#### EXPLANATION OF THE USE OF THE SIGNS.

1095. The following is an explanation of the use of the various signs, or punctuation-marks, that are employed in these exercises:

- ( ) — “Marks of Parenthesis” inclose words that are written with a *Phrase-sign*; thus: (at last), (few persons), etc. Although usually by the term “phrase-sign” is meant a connected outline which stands for two or more words, yet there are exceptions to that rule. See paragraphs 906, 950, 962, 969, 993, 1028, *b*.
- † — A “dagger,” placed before and close to a word, denotes *Proximity*. See 615, II. When two outlines are thus brought in proximity, they are treated as belonging to a phonographic phrase, although their signs are not connected; thus, (most †conclusive), (they are †consumed), etc.
- ‡ — An “inverted dagger” denotes *Fourth Position*. See 1028, *b*.

‡ — A “double dagger” denotes both *Fourth Position* and *Proximity*; that is, that an outline is not only written in the “fourth-position” (the *to* being omitted), but is placed close to the preceding outline, thus, (intend‡ to complain), (said ‡to contain), etc.

\* — An “asterisk” marks a word that is not written in the position indicated by its vowel (or accented vowel); as “go,” “any,” “own,” “other,” etc. See 816.

*Italics* — When a word is printed in italic letters, it indicates that it is written with an abbreviated outline. A few words, like *are*, *our*, etc., that are written in an exceptional manner, are also embraced in this class. Words so printed are usually to be found in the List of Abbreviations, pages 293 to 300.

#### FROM “THE SWISS FAMILY ROBINSON.”

(*I cannot tell*) (how glad) (we all) *were* (*when we*) (at last) (saw *a*) *change* (in the) sky, *and* felt once more *the* warm rays (*of the*) sun. (In *a*) (few days) *the* floods sank (in the) earth, (*and left the*) ground (*of a*) bright green hue; *the* air grew warm (*and dry*), *and* (*there\* were*) (no more) dark clouds (‡to be seen) (in the) sky.

(We found\*) *our young* trees *had* (put forth) *new* leaves, (*and the*) seed (we had) sown *had come* up (through the) moist ground. *The* air (*had a*) fresh sweet smell, (*for\** it) (bore *the*) scent (*of the*) bloom *which\** hung like snow-flakes (on the) boughs (*of the*) (fruit trees); *the* songs *and* cries (*of the*) birds *were* (‡to be) heard (on all sides), *and* (we *could*) see *them* fly (from tree to tree) (in search of) twigs (‡to build) their nests. This (in *fact*) (*was the*) (spring *of the year*), *when* all *things* (put forth) *new* life; *and* (we *knew*) (*that the*) *time was now come* *when* (we *could*) once more (range *the*) woods *and* till *the* soil, (*and* this) made *the* boys leap *for\** joy.

Some planks (*had been*) (blown off *the*) roof (*of The*) Nest, (*and the*) rain *had got* in (*here and there*; so *our first job was* (to mend) *our* house, *and* make it fit (‡to sleep) in.

(This done), Jack, Fritz (*and I*) set out to Tent House. (We found\*) it (in *a*) sad state. *The* storm *had* (thrown down *the*)

tent, (blown off) (some *of the*) (sail cloth), (and let) (in the) rain (on our) casks, (some *of which*) held\* a (store *of* food). *Our* boat *was* still safe, (*but* the) raft *of* tubs *had* (broke up), and *what* (there\* *was*) left (of it), lay in splints (on the) shore.

*Our* loss (in the) storm (*had* been) so great *that* (*I* felt) (we ought) (at once) (to seek) (*for*\* some) place (on the) rocks *where*\* (we *could*) put (*what was*) left.

(We went) all round *the* cliffs (in the) hope (*that* we) might find a cave, *but* (in vain).

"(There\* is no way), *but* (to hew) one (out of the) rock," said Fritz, "*for*\* (we must not be) beat."

"(Well said), Fritz," said Jack; "(we have) (each an) ax. (Why not) try this cliff (at once) ?"

#### VIRTUE AND POVERTY.—*Dickens.*

(It is not) easy *for*\* (a man) (to speak of) (*his* own) books. (*I* dare say) *that* (few persons) (*have* been) more interested in mine than *I*, and (if it be) (a general) principle (in nature) (*that* a) lover's love is blind, (and *that* a) (mother's love) is blind, (*I* believe) (it may be said of an) author's attachment (to the) creatures (*of his* own) imagination, (*that* it is a) perfect model (*of* teonstancy) and devotion, (and is *the*) blindest (*of* all).

(*But the*) objects and purposes (*I* have *had*) (in view) are very plain (and simple), (and may be) easily told. (*I* have) (always *had*) (and always) (*shall* have) an earnest (and true) (desire to contribute), (as far as) (in me) lies, (to the teommon) (stock of) *healthful* cheerfulness and enjoyment. (*I* have) (always *had*), (and always) (*shall* have), an invincible repugnance (to *that*) owl-eyed philosophy *which*\* (loves *the*) darkness, and winks and scowls (in the) light.

(*I* believe *that*) virtue shows (quite as well) in rags and patches, as (she does) in purple and fine linen. (*I* believe *that*) she and every beautiful object in external nature claims some sympathy (in the) breast (of the) poorest man *who* breaks his scanty loaf (*of* daily bread). (*I* believe *that*) she goes\* barefoot (as well as) shod. (*I* believe *that*) she dwells oftener in alleys and by-ways than (she does) (in courts) and palaces, (and *that* it is) good and pleasant and profitable (to track) her out and follow her.

*I believe that* (†to lay) one's hand upon (some of those) rejected ones (*whom the world has too long forgotten, and* (†too often) misused, *and* (†to say) (to the) proudest *and* most thoughtless, "These creatures (*have the*) same elements *and* capacities of goodness *as yourselves*, (they are) moulded (in the) same *form*, *and* (made of the) same clay; *and*, though (ten times) worse (than you), may, in *having* retained *anything\** (of their) original nature amidst *the* trials *and* distresses (of their tcondition), be really (ten times) better,"—(*I believe that*) (†to do) this *is* (†to pursue a) worthy *and* not useless vocation.

### THE REFORMER.—Greeley.

Though *the* life (*of the*) reformer (may seem) rugged *and* arduous, (it *were*) hard (†to say tconsiderately) *that* (any\* other) *were worth* living (at all). (*Who can*) thoughtfully affirm (*that* the) career (*of the* tconquering), desolating, subjugating warrior; (*of the*) devotee of gold, or pomp, or sensual joys; *the* monarch (in *his*) purple, *the* miser (by *his*) chest,—(*is not a*) libel (on humanity), (*and an*) offence against God?

(*But the*) earnest, *unselfish* reformer, born (into a) (state of) darkness, evil *and* suffering, *and* honestly striving (†to displace) *these* by light *and* purity *and* happiness, may fall *and* die, *as* (so many) (*have done*) (*before him*), *but* (*he cannot*) fail. *His* vindication *shall* gleam (*from the*) walls (*of his*) hovel, *his* dungeon, *his* tomb; it *shall* shine (in the) radiant eyes of uncorrupted childhood, *and* fall in blessings (*from the*) lips of high-hearted generous youth.

(*As the*) untimely death (*of the*) good (*is our*) strongest moral assurance (*of the*) resurrection, (so *the*) life wearily (worn out) (in a) doubtful *and* (perilous tconflict) *with* wrong *and* woe *is our* (most tconclusive) evidence *that* wrong *and* woe *shall* vanish *forever*.

Life (*is a*) bubble *which\** any\* breath may dissolve; wealth or power a snow-flake, melting momentarily (into *the*) treacherous deep, across *whose* wave (we are) floated on (†to *our*) unseen destiny; *but* (to have) lived (so that) one less orphan *is* called (†to choose) *between* starvation *and* infamy, one less slave (feels



*the* lash applied in mere wantonness or cruelty,—(to have) lived (so that) some eyes (*of those*) *whom fame shall never know are brightened and others\* suffused* (at *the*) name (*of the*) beloved one, (so that *the*) few *who knew him truly shall recognize him (as the) bright, warm, cheering presence, (which was) here (for\* a) season, (and left the) world (no worse) (for\* his) stay (in it);—(this is) surely (to have) really lived, and not wholly (in vain).*

### THE DIGNITY OF LABOR.—*Hall.*

*The dignity of labor! Consider its achievements! Dismayed by no difficulty, shrinking from no exertion, exhausted by no struggle, ever eager for\* renewed efforts (in its) persevering promotion of human happiness, “clamorous Labor knocks (with its) hundred hands (at the) (golden gate) (of the) morning,” obtaining each day, through succeeding centuries, fresh benefactions (for\* the world).*

Labor (*clears the*) forest, *and (drains the) morass, (and makes the) wilderness rejoice (and blossom) (as the) rose.* Labor drives *the* plow, (*scatters the*) seed, (*reaps the*) harvest, grinds *the* corn, (*and converts*) it into bread, *the* staff of life. Labor gathers *the* gossamer web (*of the*) caterpillar, *the* cotton (*from the*) field, (*and the*) fleece (*from the*) flock, *and weaves them* into raiment, soft and warm and beautiful — *the* purple robe (*of the*) prince (*and the*) gray gown (*of the*) peasant being alike its handiwork.

Labor, diving deep (*into the*) solid earth, (*brings up*) its long-hidden stores of coal (*to feed*) (*ten thousand*) furnaces, *and in millions of habitations (to defy the) winter's cold.* Labor hews (*down the*) oak, (*shapes the*) timber, builds the ship, *and guides it (over\* the) deep, plunging (through the) billows, and wrestling (with the) tempest, (to bear) (to our) shores the productions of every clime.* Labor, laughing at *difficulties,* spans majestic rivers, pierces *the* solid mountain (*with its*) dark, undeviating tunnel, blasting rocks *and* filling hollows. Labor (*draws forth*) its delicate iron thread, *and stretching it (from city to city), (from continent to continent), through mountains and (beneath the) sea, realizes (more than) fancy*



*ever* fabled, while (it †constructs) a chariot (on *which*) speech may outstrip *the* wind, compete (*with the*) lightning, and fly as rapidly as thought *itself*.

Labor seizes *the* thoughts of Genius, *the* discoveries of Science, *the* admonitions of Piety, and, (*with its*) magic types, impressing *the* vacant page, renders it pregnant *with* life and power, perpetuating *truth*\* (†to distant) ages, and diffusing it (to all) mankind. (*Who*, †contemplating) such achievements, *will* deny (*that* there is) *dignity* in Labor?

#### A PATRIOT'S LAST SPEECH.—*Emmet.*

Let no man dare, (*when I* am) dead, (†to charge me) *with* dishonor! Let no man attain my memory by *believing that* (*I could* have) engaged (in any) cause (*but that*) (*of my country's*) liberty and independence; (or that) (*I could* have) (*become the*) pliant minion of power (in the) oppression or miseries (*of my*) countrymen.

(*I would* not have) submitted (to a) foreign oppressor (*for*\* the) (same reason) (*that I would*) (resist *the*) domestic tyrant. (In the) *dignity* of freedom (*I would* have) fought (upon the) threshold (*of my country*), and its enemy *should* enter only by passing over\* my lifeless corpse.

(Am I), (*who* lived) *but* (*for*\* my country), (*and who* have) subjected myself (to the) dangers (*of the*) jealous and watchful oppressor (*and the*) bondage (*of the*) grave, only (to give) my countrymen their rights, (*and my*) country *her* independence,—(am I) (†to be) loaded *with* calumny and not suffered (†to resent) it or repel it? No! God forbid!

(If the) spirits (*of the*) illustrious dead participate (in the) †concerns) (*and cares*) (*of those who* are) dear (†to *them*) (in this) transitory life, O *ever* dear and venerated shade (*of my*) departed father, (look down) *with* scrutiny (upon the) †conduct) (*of your*) suffering son, and see (if I have *ever*) (*for*\* a moment) deviated (*from those*) *principles* of morality and patriotism *which* (it was *your*) care (†to instil) (into my) youthful mind, and (*for*\* *which*) (*I am now*) about (†to offer) up (my life).

My lords, (you are) impatient (*for*\* the) sacrifice. *The* blood (*which*\* you) seek (*is* not †congealed) (by the) *artificial* terrors

*which\** (surround *your*) victim; it circulates warmly *and* unruffled (through the) channels *which\** God created *for\** noble purposes, *but which* (you are) bent (to destroy) *for\** purposes so grievous (*that* they) cry (to heaven).

Be *yet* patient; (*I* have) (*but a*) few words (to say). (*I* am going\*) (to my) cold *and* silent grave; my lamp of life is nearly extinguished; my race *is* run; the grave opens (to receive) me, (*and I*) sink into its bosom! (*I* have) (*but one*) request (to ask) (at my) departure (*from this world*),—(*it is the*) charity (of its) silence. Let no man write my epitaph; *for\** *as* no man *who* knows my motives dare *now* vindicate *them*, let not prejudice or ignorance asperse *them*. Let *them and* me repose in obscurity *and* peace, (*and my*) tomb remain uninscribed until other\* *times and* other\* men can do\* justice (to my) character. *When* (my country) takes *her* place (*among the*) nations (*of the*) earth, then, *and* not (till then), let my epitaph be written. (*I* have done).

#### FATE OF THE INDIANS.—*Story.*

*Everywhere*, (at the) approach (*of the*) (white man), the Indians fade away. We *hear the* rustling (of their) footsteps, (like that *of the*) withered leaves of autumn; *and* (they are) gone *forever*. They pass mournfully (by us), (*and they*) return (no more).

Two centuries ago *the* smoke (of their) wigwams (*and the*) fire (of their) councils rose in every valley. *The* shouts of victory (*and the*) war-dance rung (through *the*) mountains (*and the*) glades. *The* thick arrows *and* deadly tomahawk whistled (through *the*) forests; (*and the*) hunter's trace (*and the*) dark encampment startled *the* (wild beasts) (in their) lairs.

*Where now* (*are the*) villages, *and* warriors, *and* youth? *the* sachems (*and the*) tribes? *the* hunters *and* their families? (They have) perished. (They are) consumed. *The* wasting pestilence (*has not*) alone (*done the*) mighty work. No,—nor famine, nor war. (There *has been a*) mightier power, a moral canker, *which\** hath eaten (into their) heart-cores,—a plague (*which\** the) touch (*of the*) (white man) communicated,—a poison *which\** betrayed *them* (into *a*) lingering ruin. *The* winds (*of the*) At-

lantic face (not *a*) single region *which\** (they may) *now* (call their own).

(*Already the*) last feeble remnants (*of the*) race *are* (on their) journey (toward *the*) (setting sun). *The* ashes *are* cold (on their) native hearths. *The* smoke no *longer* curls round their\* lowly cabins. They move on (*with a*) slow, unsteady step. *The* (white man) *is* (upon their) heels *for\** terror or despatch; (*but* they) heed *him* not. They turn (†to take) (*a* last) look (at their) deserted villages. They cast (*a* last) glance (upon the) graves (of their) fathers. They shed no tears; they utter no cries; (they have no) groans.

(There\* *is*) *something* (in their) hearts *which\** passes speech. (There\* *is*) *something* (in their) looks, not (of vengeance) or submission, *but* (*of* hard) necessity, *which\** stifles both, *which\** chokes all utterance. (It *is*) courage, absorbed in despair. They linger *but* (*for\** a moment). Their\* look *is* onward. (They have) passed *the* fatal stream. It *shall* (*never* be) repassed (by them)—no, *never*. They know (*and* feel) (*that there is*) (*for\** them) still one remove farther, not distant nor unseen. (It *is*) (to the) *general* burial-ground (of their) race.

#### MY COUNTRY.—*Legare.*

Sir, (*I* dare not) trust myself (†to *speak* of) my country (*with the*) rapture *which\** *I* always feel *when* (*I* †contemplate) her marvellous *history*. (*What is*) (†to be †compared) (*with it*)? (On my) return (†to it), after an absence *of* only four *years*, (*I was*) filled *with* wonder (at all) (*I saw*) (*and* all) *I* heard. *I* listened (†to accounts) of voyages (*of a*) thousand miles in magnificent steamboats (on the) waters (*of* those) great lakes *which\** *but* (the other day) *I* left sleeping (in the) primeval silence (of nature), (in the) recesses (*of a*) vast wilderness; (*and I* felt) (*that there is a*) grandeur (*and a*) majesty (in this) irresistible onward march (*of a*) race, created (*as I* believe), and elected (†to possess) and people a continent, *which\** belong (†to few) other\* objects, either (*of the*) moral or material world.

(We may) *become* (so much) accustomed (†to such things) (*that they*) (*shall* make) (*as* little) impression upon our minds (*as the*) glories (*of the*) heavens (above us); *but* looking (on them)

lately *as (with the) eye (of the) stranger, (I felt) that, far from being without poetry, as some have vainly alleged, our whole country is one great poem. Sir, (it is) so; and (if there be) (a man) that can (think of) (what is doing\*), (in all parts) (of this) most blessed (of all) lands, (to embellish) and advance it,—(who can to contemplate) that living mass of intelligence, activity (and improvement) (as it) (rolls on), (in its) sure and steady progress, (to the) uttermost extremities (of the) West,—(who can) see scenes of savage desolation transformed, almost (with the) suddenness of enchantment, into those of fruitfulness, and beauty, crowned with flourishing cities, filled (with the) noblest (of all) populations; —(if there be) (a man), (I say), that can witness (all this), passing (under his) very eyes, without feeling his heart beat high, (and his) imagination warmed and transported (by it), (be sure), sir, (that the) raptures of song exist not (for him); (he would) listen (in vain) (to the) poet (telling a) tale (of the) wars (of the) knights and crusaders, (or of the) discovery (and conquest) (of another) hemisphere.*

THEOPHRASTUS SUCH.—*George Eliot.*

Thus, (if I laugh) (at you), O fellow-men! if (I trace) with curious interest *your* labyrinthine self-delusion, (note the) inconsistencies (in your) zealous adhesions, and smile (at your) *helpless endeavors* (in a) rashly chosen part, (it is not that) (I feel) myself aloof (*from you*); the more intimately (I seem) (to discern) *your* weaknesses, the stronger (to me) (is the) proof that (I share) them. How otherwise could I (get the) discernment?—*for\** even (what we are) averse to, (what we) vow not (to entertain), (must have) shaped or shadowed itself (within us) (as a) possibility (before we can) (think of) exorcising it. No man can (know his) brother simply (as a) spectator. Dear blunderers, (I am) (one of you). (I wince) (at the) fact, (but I am not) ignorant (of it), that I, too, am laughable on unsuspected occasions; nay, (in the) very tempest and whirlwind (of my) anger, (I include) myself under (my own) indignation. (If the) (human race) (has a) bad reputation, (I perceive) that (I cannot) escape (being compromised). (And thus), while I carry in myself the key (to other) men's experience, (it is only) by observing

others\* *that (I can)* (so far) *correct* my self-ignorance (*as to*) arrive (at the) certainty (*that I am*) (liable to commit) myself un-  
 awares, *and* (to manifest) some incompetency *which\** (*I know*)  
 (no more of) (than the) blind man knows (*of his*) image (in the)  
 glass.

(*Is it*), then, *possible* to *describe* one's self (at once) faithfully  
 and fully. (In all) autobiography (there\* *is*), nay, (ought to be),  
 an incompleteness (*which\** may have) *the effect of* falsity. (We  
 are) (each of us) bound to reticence (by the) piety (we owe) (to  
 those *who* have been) nearest (to us) (*and have*) (*had a*) mingled  
*influence over\** *our* lives; (by the) fellow-feeling *which\** *should*  
 restrain us *from* turning *our* volunteered and (picked) confes-  
 sions) (into an) act of accusation\* against others,\* (*who* have)  
 (no chance) of vindicating *themselves*; *and*, most (*of* all), (by  
 that) reverence (*for\** the) higher efforts (*of our* common) na-  
 ture, (*which\** commands) us (to bury) its lowest fatalities, its  
 invincible remnants (*of the*) brute, its most agonizing struggles  
 with temptation, in unbroken silence. (*But the*) incompleteness  
*which\** comes of self-ignorance (may be compensated) by self-  
 betrayal. (*A man*) (*who is*) affected (to tears) in dwelling (on  
 the) generosity (*of his own*) sentiments makes me (aware of)  
*several things* not included (under those) terms.

### PRACTICE FOR MASTERY.

1096. All practice by the learner in writing phonography  
 should be for *Mastery* of the Art in its every aspect and bearing,  
 and for no other or any one single purpose. Some authors  
 and teachers of phonography lay great stress on what they are  
 pleased to call "Speed Practice," and in their instruction on the  
 subject give a great number of directions and suggestions, many  
 of which are misleading and hurtful, being based altogether  
 upon theory and not upon the experience of practical shorthand  
 reporters. Such, for instance, are the following recommenda-  
 tions, which are to be found in the books of one author: "By  
 leaving out the endings of all long words (say, after writing  
 three stroke-consonants) the writer will obtain the reporting  
 outline of each word."—"When the student can follow the  
 reader at from 80 to 100 words per minute, he can attempt note



taking in public.”—“In reporting speeches the writer should accustom himself to be several words behind the speaker.” The truth is that no phonographer ever did or could learn to do verbatim reporting by making a practice of cutting off the tails of long outlines in the way here suggested;—no one can, without injury to his phonography, attempt note taking in public until he can write at least 125 words a minute;—and the writer of phonography should at all times keep as close to the speaker as he possibly can. Such instruction as the above quoted, to say nothing of its falseness, works an injury to the learner by causing him to look in the wrong direction for expertness in shorthand writing. Very many ambitious students of phonography have failed of success in the phonographic profession, because, in their efforts to get speed through practice of the wrong kind, they have lost on the one hand correctness of outline, and on the other that sufficient degree of exactness or precision of penmanship which is essential to legibility, and hence to accuracy of transcription.

1097. It should be borne in mind that Speed in phonography does not come from striving after it specially or directly. And, while it is true that no one can attain great speed without much persistent Practice, yet it must be practice of the proper kind,—it must be practice in which the chief aim is *excellence* instead of *swiftness* of execution. Speed will take care of itself. When one has *mastered* phonography completely, he will have all the speed that is required.

1098. All verbatim shorthand writing, whether it is employed in reporting the proceedings of courts of law, of legislative bodies, of public meetings of any kind, or in doing clerical or amanuensis work, as the learner is no doubt already aware, is done with unvocalized phonography. Therefore, every phonographer, before he can be said to have mastered the art, must be able to both read and write phonography from which the signs of the vowels have been omitted.

1099. The following directions in regard to shorthand practice will conduce very greatly to the acquisition of speed, without in the least detracting from accuracy of work, and should therefore be carefully noted by the learner: Always make up your mind what is the correct outline of a word or phrase, before touching pen to paper to write it. Then put the pen on



the paper and make the outline as quickly as possible, consistent with exactness of formation. Do not jump at the outline and dash it off with an uncontrolled movement of the pen; but rather make it with that calm but quick deliberation that an expert draughtsman displays in making lines in free-hand drawing. Avoid all false motions. Some longhand writers of training and skill have a habit, before writing a capital letter, of making two or three preparatory flourishes with the pen above the paper. All such meaningless pen-movements have no place in phonographic writing. When you have finished writing one outline, immediately divest the hand entirely of the motion it acquired while making it. If this is not done before beginning to write the next outline, distortion of form will result. Shorten as much as possible the time occupied between the writing of one character and the beginning of the next. This is more of a mental than a physical process. It involves, principally, the making up of your mind as to what is the proper form and position of the next outline as quickly as possible, and, hence, it lies at the foundation of all phonographic speed. In other words, and to summarize the foregoing directions, make all your outlines with sufficient deliberation to insure careful work, and also cut down as much as possible the time consumed while the pen is off the paper,—that is, the time spent between the phonographic outlines.

1100. After the learner has written and re-written all of the marked exercises commencing on page 416 until he is familiar with all the phonographic outlines contained in them, he may then proceed on his own account to do work of a similar kind, by copying into phonography matter that has not been so marked for him. Suitable material for such practice may be found in newspaper editorials, reports of political speeches, sermons, lectures, etc., and in the ordinary school readers. The following mode of proceeding in this work of practice is recommended as possessing considerable advantages: After making a selection of matter, measure off a section of say three or four hundred words and practise on it first. But, before commencing to write any of it in phonography, go carefully over it all, and decide in your mind upon the outline of every word and phrase and the position that it should occupy; at the same time, and as you proceed, tracing the outlines with a pencil point in the air, the

right hand resting stationary on the table and in position for writing. After having gone through the entire section in this way, then it should be carefully written phonographically either with pen and ink or with pencil. At the commencement of this mode of practice, and for first lessons in it, it will be well to take as the subject matter of the work the printed Key to the advanced unvocalized reading exercises given in this book, commencing at page 401. Then, after the learner has finished a section, in the manner described, he will be able to detect any errors that he may have made, by comparing his own writing with the phonographic outlines of the Reading Exercises themselves.

1101. The line of practice mapped out above, of copying matter into phonography, should be followed by the learner until he is able to apply all of the principles of phonography properly, and to make with considerable facility the outlines of words and phrases in the order in which they actually occur, that are to be found in any ordinary, simple subject matter. After that he should commence practising with some one to read aloud to him. For, after all, no amount of mere copying into phonography will ever qualify a phonographer to follow a rapid speaker; because he is simply learning to write words as they *look* to him. He must learn to write words as they *sound* to him, as well. When we read anything inaudibly and copy it, the line of mental telegraphy is from the visible words on the paper to be copied, — (1) to the eye, (2) to the brain, (3) to the fingers; so that, so far as the head is concerned, the eye, and not the ear, gets all the training. But, when we write after the oral reading of another, the line of communication is from the spoken words, as uttered by the reader, — (1) to the ear, (2) to the brain, (3) to the fingers; and the ear is trained along with the eye.

1102. Hence it is evident that to the student of phonography who proposes to use it in a professional way, either in stenographic reporting or doing dictation work of any kind, it is absolutely essential that he learn to write phonographically from an aural rather than from an ocular acquaintance with words and sentences. Therefore, in order to get the right kind of practice to this end, it is indispensable that he have the services of an oral reader. It is also quite important that such

reader, in performing his part of the work, should be careful to deliver or rather dole out the spoken matter to be written by the student at a rate of speed gauged to the writer's ability to take it properly; which rate should not be too fast for the writer, lest it lead to hurried and slovenly penmanship and consequent illegibility. So, it is not well for the learner to practise writing from the conversation of persons about him, because the conversational style of speaking is generally very rapid and irregular, and is exceedingly difficult to take even by the most experienced and expert stenographers. Where two learners are practising together, of course, by taking turns each may read for the other. And in cities or other large towns, where there are apt to be many students of phonography residing, reading clubs may be formed for mutual aid in shorthand practice.

1103. **Vocalization.**—The correct dotting in of the vowel-signs to the consonant outlines of words, at the time the writing is done, and as it goes along, is called “vocalizing;” and one great fault with many shorthand writers, even among experienced reporters, is that of neglecting to acquire and to retain expertness in doing this part of the work. It would seem that because of the fact that in actual note-taking the signs of the vowels are not often indicated, the mistake is made of assuming that there is really no necessity for learning to write them at all.

1104. Now, on the contrary, it is sometimes quite essential that vowel-signs be inserted at the time of writing, to provide safeguards against mistakes in reading or transcribing afterwards, especially if considerable time has elapsed since the taking of the notes and the subject matter has been partially or wholly forgotten, or if the transcription is to be done by some one other than the writer himself.

1105. Therefore, whenever, in the interest of legibility or certainty of reading, the presence of vowel-signs in connection with the outlines of words is required, then, in order that they may be inserted properly—that is, written with their proper signs, placed to the proper consonant-stems, and on the proper side of the stems, and correctly located as to position—it is indispensable that the phonographer be able to write them in with the same precision and celerity that he traces the consonant-signs of the words.

1106. But to attain the skill necessary to enable one to do this will require considerable effort. It cannot be done without practice. So, it is recommended to all advanced students and writers that they devote a little time regularly to the writing of vocalized phonography. Short exercises, written from dictation and noted in fully vocalized outlines, form the best sort of practice; but copying matter into the same style of phonography will answer the purpose pretty well. In carrying on correspondence in phonography, learners should make a practice of vocalizing rather fully, and not attempt to advance to the use of unvocalized outlines too soon. Letter-writing furnishes a convenient and useful means of practice in writing vocalized phonography.

## PHONOGRAPHIC PUNCTUATION MARKS, ETC.

1107. The phonographic forms of the *Period* or *Full-Point*, the *Dash*, and the sign of *Interrogation*, were given on Page 103. Sometimes, in slow writing, but never in reporting, the form  $\text{?}$  is used for the latter.



1108. The character  $\text{!}$  is the sign of *Exclamation*.

1109. Two parallel ticks, made either horizontal or slanting, as = or //, are used for the *Hyphen*.



1110. The *Paragraph*, ¶, whether used at the beginning or in the middle of a line of phonography, denotes that in transcribing the notes, the matter immediately following the sign should begin a new line, the first word of which should be indented, that is, placed a little to the right of the starting-point of other lines.

1111. The sign " is the mark of *Quotation*, and may be employed both before and after the matter quoted.

1112. *Parentheses* may be written with the forms  $\text{<}$   $\text{>}$ , but made quite large, so as to resemble the outlines Chay-Chay-Kay and Kay-Chay-Chay. If the ordinary forms, ( ), are used, they should be made quite long, and canceled with a Chay-slanting tick struck across the middle, to prevent their being mistaken for lengthened Ith and Ess.

1113. The accented vowel of a word may be indicated by placing a small cross near it; thus,  *arrows*,  *arose*.

1114. The *Comma*, *Semicolon*, *Colon*, and *Apostrophe* are the same in phonography as in longhand.

1115. Some phonographers use the signs  for *Applause*, and  for *Laughter*.

1116. **Punctuation Indicated by Spaces.**—In doing verbatim reporting, because of the rapidity of the work, it is not practicable, as a rule, to write in the punctuation marks; but the reporter may indicate them approximately by means of spaces between words. Thus the *Period* may be denoted by a large space, equal in length, say, to the width of the ruling of the paper, and any minor space, as the *Comma* or *Semicolon*, by one half that space.

1117. **Questions and Answers.**—The reporter, in taking testimony, does not put the mark of *Interrogation* (Chay-Chay) after each question, but makes a distinction between question and answer by bringing each line of the former out to the left-hand margin, and indenting each line of the latter about one third the width of the page or column; thus,—

Did you overhear Mr Delevan say anything about the Magnus Company having a place for the manufacture of metal at Sterling

Yes

What was it that he said

Well Mr Morris said that he used to go over to Sterling to help make the metal that he knew how to make it

## FRENCH AND GERMAN SOUNDS.

1118. Every shorthand reporter, in a varied professional experience, has occasion, once in a while, to write foreign words and names, containing sounds that do not occur in English and are not, therefore, provided with signs in ordinary phonography. The two languages as to which this is especially true are the French and German. Now, in order that the phonographer may not be entirely crippled in his work when such instances arise,



additional provision has been made for the representation of such extra sounds in the manner about to be explained.

1119. There are no consonant-sounds in French that are not heard in English; but there are at least six vowel-sounds with which we have nothing that exactly corresponds. And German has both consonants and vowels that never occur in words of our language.

1120. **French "u."**—This sound, which is quite unlike that of our *u*, can be obtained in the following manner:—Articulate the sound *ê*; continue to hold the tongue in the position required for that sound; at the same time protrude the lips, putting them in position to sound the vowel *oo*; then, while the vocal organs are so fixed, utter vocal sound, and it will be the sound of French *u*, as heard in the word *vu* (seen). It is identical in sound with the German *ü*.

1121. **French "eu."**—In like manner, the sound of *eu*, as heard in the French word *feu* (fire), or of German *ö*, may be produced by sounding *ā* (without the glide or vanish heard in English pronunciation); then, holding the organs rigidly in the position required by that sound, closing the lips to the position for sounding *ö*, and then uttering vocal sound.

1122. These two vowel-sounds (Fr. *u* and *eu*, or Ger. *ü* and *ö*), because of the above-mentioned peculiarity in the positions of the vocal organs, are sometimes called "composite vowels." The most appropriate sign for them, as representing both the dot-vowel and dash-vowel elements, *ê-oo* and *ā-ö*, is the comma; thus: , Fr. *u*; Ger. *ü*, — , Fr. *eu*; Ger. *ö*.

1123. **French Nasal Vowels.**—There are also in French four nasal vowels, usually represented by *an*, *in*, *on*, and *un*, and which are respectively the simple-vowels , *ā* (ah), , *ā*, , *a* (aw), and — , *ū*, each uttered with resonance in the nose. The manner in which these nasal vowels are represented in French is a little peculiar, *ā*-nasal being written by either *an*, *am*, *en*, or *em*; *ā*-nasal, by *in*, *im*, *ain*, *aim*, *ein*, or *eim*; *a*-nasal, by *on* or *om*; and *ū*-nasal, by *un*. The letter *n* or *m* in each of these combinations is silent, its only office being to nasalize the preceding vowel-sound. Thus the words *fin* (end) and *faim* (hunger) are the same in sound, and so are *non* (not) and *nom* (name), each of the words ending with a nasal vowel sound.





It, therefore, follows that the terminal consonant letter should not be indicated in phonography.


1124. The author has adopted, as the most appropriate signs for these nasal vowels, the breves Thoid, Soid, Moid, and Noid ; thus, <sup>c</sup> an (än), <sup>s</sup> in (än), <sup>n</sup> on (an), <sup>v</sup> un (ün).

1125. **How to Sound the Nasal Vowels.**—By a little careful analysis any one can produce these sounds as they are spoken by the French. Pronounce the syllables än (ahn), än, an (awn), ün, at an ordinary rate of speed ; then again, more slowly, and then more slowly still, allowing the voice to dwell on the vowels ä, ä, a, ü, but giving them from the start to the finish a decided nasal twang, through the influence of the *n*. It will be noticed that at the very close of each effort the tip of the tongue rises against the roof of the mouth. Now, by pronouncing each of these syllables in the same way, but stopping before the tip of the tongue rises or moves, we have the four nasal vowel-sounds of the French language.

1126. **French Accent.**—In French prose the accent is always laid upon the last distinctly pronounced syllable of a word ; thus *résumé* (râ-zu-mâ'), *protégé* (prô-tâ-zhâ'), *trousseau* (trôô-sô'). In this respect, French is entirely different from either German or English. (See 242.)

1127. **German "Ch" and "G."**—The peculiar sounds of German *ch* and *g*, as heard in *Dach* and *tag*, are represented by  *ch*,  *g*.

## NUMERALS FOR SHORTHAND WRITERS.

1128. **Whole Numbers.**—For all ordinary purposes, the regular Arabic characters for numerals, 1, 2, 3, 4, etc., are found to be sufficiently brief for the reporting of numbers that are whole. And yet when "1" and "6" stand by themselves, owing to their resemblance to phonographic word-outlines, they had better be written with the forms Wn and sKs. If the figure 1 is used it should be written . The number "10" is sometimes written with the outline Tn.

1129. **Fractions.**—The characters commonly used for fractions, as  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{3}{8}$ ,  $\frac{7}{8}$ , etc., are not adequate to the proper recording of such expressions, if they occur with much fre-

quency or in any great quantities, unless they are spoken more slowly than the usual rate of utterance. A little time may be saved by omitting the line between the numerator and denominator, and merely placing the figures one above the other. But for phonographers who have much figure writing to do, the signs given below are recommended.

## BRIEF FORMS FOR FRACTIONS.

1	2	3	4	5	6	7	8	9
"	1	"	L	5	6	"	"	P
"	)	"	+	5	"	"	"	"
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$
$\frac{4}{5}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{1}{7}$	$\frac{2}{7}$	$\frac{3}{7}$
$\frac{4}{5}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{1}{7}$	$\frac{2}{7}$	$\frac{3}{7}$
$\frac{4}{7}$	$\frac{5}{7}$	$\frac{6}{7}$	$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$
$\frac{4}{7}$	$\frac{5}{7}$	$\frac{6}{7}$	$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$	$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$
$\frac{7}{8}$	$\frac{1}{9}$	$\frac{2}{9}$	$\frac{3}{9}$	$\frac{4}{9}$	$\frac{5}{9}$	$\frac{6}{9}$	$\frac{7}{9}$	$\frac{8}{9}$
$\frac{7}{8}$	$\frac{1}{9}$	$\frac{2}{9}$	$\frac{3}{9}$	$\frac{4}{9}$	$\frac{5}{9}$	$\frac{6}{9}$	$\frac{7}{9}$	$\frac{8}{9}$

1130. Some of the figures in the foregoing table have two or more forms, the use of which will be obvious from the illustrations. Each fraction, except when "4" enters into it, is written without a break. And, in most instances, the numerator is written above the line and the denominator below the line; thus making the ruling of the paper perform the office of the dividing mark of fractions. These abbreviated figures should not, however, be used in writing whole numbers.

1131. **Figures for Mnemonics.**—For use in Mnemonics, to enable one to remember numbers and dates by associating them with the phonographic outlines of words, the consonants of which represent numerical values, the characters of the alphabet have been assigned to the ten digits as follows:—

1	2	3	4	5	6	7	8	9	0
	⌒	⌒	⌒	⌒	/	—	⌒	⌒	)
	⌒	⌒	/	⌒	/	—	⌒	⌒	)
(	"	"	⌒	"	⌒	"	"	"	o
(	"	"	"	"	⌒	"	"	"	"

### MISCELLANEOUS.

1132. **Shaded En-Hook.**—The En-hook on shortened stems may be shaded to indicate that *d* and not *t* is added by the modification; so that, by making the hook light when the added consonant is *t*, and shaded when it is *d*, we are enabled to make a distinction of outline between such words as *paint*, *pained*; *pent*, *penned*; *feint*, *feigned*; *vent*, *vend*; *meant*, *mend*; *mount*, *mound*; *lent*, *lend* or *loaned*; *rent*, *rend*; *went*, *wend*, etc.

1133. **Shaded Hook for Zhun.**—Whenever it is desirable to distinguish between *shun* and *zhun*, it may be done by making the hook light for the former and shaded for the latter; thus, *ovation*, *evasion*.

1134. **Shaded Circles and Loops.**—In like manner the circles and loops may be shaded to denote that a *z*-sound is intended; thus, *laws* instead of *loss*, *raises* instead of *paces*, *raised* instead of *raced*.

1135. The distinctions by shading, mentioned in the last three paragraphs, are seldom used in reporting. Once in a great while they will be found handy, and so the learner should not pass them as entirely useless.

1136. **The "Three I's."**—The very frequent objection to questions, "Objected to as incompetent, immaterial, and irrelevant," which is usually spoken with great rapidity, and often

times is injected into the proceedings without there being any halt whatever in the examination, may be indicated by the reporter by simply writing "3 I-Z," — the second form (I-Z) being identical with the outline of the plural "eyes."

1137. **Suggestions about Outlines.**—It is not always the shortest outline for a word that in practice is the quickest written. If, at the instant of writing the word, the phonographer is struck with a doubt as to the legibility of the form he has used, hesitancy is pretty sure to result and consequent loss of time. Whereas, if the doubt had not arisen, there would have been ample time to have made a longer but more certain form. Of the examples given below, the first fourteen words, from *alien* to *embroglio*, are intended as illustrations of this fact. And yet, if, because of the peculiar character of the subject matter, any of these words should occur quite frequently, in that event shorter forms may be used. Thus, *alien* might be written  $L^2\text{-N}$  or  $Ln^2$ , *alienation*  $L^2\text{-Nshn}$ , etc. Then, on the other hand, it is allowable for the reporter to use the abbreviating expedients of phonography to the greatest extent that is consistent with entire legibility. See the outlines of *penetrate*, *locomotive*, etc. Examples:—*Alien*  $L^2\text{-Yn}$ , *alienability*  $L^3\text{-Yn-B-Lt}$ , *alienable*  $L^2\text{-Yn-B}$ , *alienage*  $L^2\text{-Yn-J}$ , *alienate*  $L^2\text{-Yn-T}$ , *alienated*  $L^2\text{-Yn-Td}$ , *alienation*  $L^2\text{-Yn-SHn}$ , *alienator*  $L^2\text{-Y-Ntr}$ , *aliene*  $L^3\text{-Yn}$ , *alienism*  $L^2\text{-Ynz-M}$  (or  $-Z-M$ ), *alienist*  $L^2\text{-Y-Nst}$ , *alienor*  $L^1\text{-Yn-R}$ , *buoyant*  $B^1\text{-Ynt}$ , *embroglio*  $M\text{-Br}^2\text{-L-Y}$ , *vegetate*  $V^2\text{-Jt-T}$ , *vegetated*  $V^2\text{-Jt-Td}$ , *vegetarian*  $V^2\text{-Jt-Rn}$ , *vegetation*  $V^2\text{-Jt-SHn}$ , *penetrate*  $Pnt^2\text{-Rt}$ , *arbitrate*  $R^1\text{-Bt-Rt}$ , *reciprocity*  $Rs^1\text{-P-Rs-T}$  (after the form of *reciprocal*  $Rs^3\text{-P-R-Kl}$ ), *territory*  $Trt^2\text{-R}$ , *territorial*  $T^2\text{-Rt-Rl}$ , *locomotive*  $L^2\text{-Tv}$ , *locomotion*  $L^2\text{-Shn}$ .



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