

Pitman's

Shorter

**MODERN
COURSE**

Shorthand

MODERN COURSE IN PITMAN'S SHORTHAND

A Complete Handbook, Using the More Frequently
Used and Important Words of the English Language as the
Material for Learning the Rules of Pitman's Shorthand

When the student has worked carefully through the SHORTER MODERN COURSE, he will find it extremely helpful in obtaining a fuller grasp of Pitman's Shorthand system if he now studies MODERN COURSE IN PITMAN'S SHORTHAND. In this book, the rules are explained at greater length, bringing the student to complete mastery of the system. The principles of the SHORTER MODERN COURSE are maintained throughout, and while the method is new and direct, this does not entail any sacrifice of thoroughness in the study of theory.

MODERN COURSE, 4s.

KEY TO MODERN COURSE, 4s.

It is necessary to use, with the MODERN COURSE, the

MODERN COURSE EXERCISE AND DRILL NOTEBOOKS

These contain the shorthand and longhand material for learning shorthand from the MODERN COURSE. It is *essential* to have these two "Exercise and Drill Notebooks," since they are in fact an integral part of the book. They are, however, printed separately for three good reasons: 1. The paper is specially selected as the best for writing with pen and ink. 2. The learner is able to make his shorthand outlines in the space provided immediately below the printed examples of the best shorthand writing. 3. The learner is able to work the exercises with two pages of his MODERN COURSE open before him, which is an important help in grasping the sense of the exercises. Part II of the Exercise and Drill Notebook takes the student to a more advanced stage. Sold separately. Part I, 1s 6d. (+ P.T.); Part II, 2s. (+ P.T.).

PITMAN, PARKER STREET, KINGSWAY, W.C.2

SHORTER MODERN COURSE

in

Pitman's Shorthand

(WITHOUT EXERCISES)

NEW ERA EDITION



LONDON

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SHORTER MODERN COURSE



CHAPTER ONE


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1. Writing shorthand is like writing longhand, but it is a very much quicker way of writing. The two forms of writing are like one another because they make use of signs to put on record words which are said or which come to the mind of the writer. Again, in shorthand, as in longhand, we have later to be able in turn to put the signs back into words, and this reading back has to be possible even after a long time.





2. In shorthand, as in longhand, there are four different sorts of signs:

(i) **SIGNS USED AS PART OF A SYSTEM.** In longhand words are made up of different parts: the sign PAID, for example, is made up of four parts—P-A-I-D—but we quickly get used to reading and writing the complete sign. In the same way, in shorthand the signs for words are made up of different parts: the shorthand form for the word PAID, for example, is made up of three parts , and we quickly get used to reading and writing the complete outline  (*Outline* is the name for a shorthand form.)

(ii) **SIGNS USED NOT AS PART OF A SYSTEM, BUT AS REPRESENTATIVES OF COMPLETE WORDS.** In longhand the special sign "&" is sometimes used for the quick writing of the word AND. In the same way, in shorthand we have the special sign  for this word. In shorthand there are a number of words of this kind, and *Grammatologue* is the name given to them.

(iii) **SIGNS WHICH ARE A SHORT FORM OF THE COMPLETE SIGN.** In longhand, FEB. is used as a quick way of writing the word FEBRUARY. In the same way, in shorthand the short outline  (which is shorthand for F-B) is used for this word.

Shorthand outlines of this sort are given the name *Contractions*.

(iv) **SIGNS JOINED TOGETHER FOR THE WRITING AT ONE TIME OF TWO OR MORE WORDS.** In longhand, 'TISN'T is a short way of writing IT IS NOT. In the same way, in shorthand two or more outlines may be joined together to make one sign for two or more words. For example,  (IT IS NOT) is used for  (IT)  (IS)  (NOT). In shorthand these joined outlines are given the name *Phrases*.

The purpose of this book is to give the learner a knowledge of all these ways of writing from the start, and, by going over the different words again and again, to make him or her so used to them that the reading and writing of the outlines comes quickly and readily.

3. CONSONANTS AND VOWELS

(i) SYSTEM. To be certain of writing in shorthand any word in the English language it is necessary to have signs for the sounds of 24 Consonants. Six of these signs are given in this first Chapter, and they are used in these words—

Pee PAY	PAID	PAGE	UP	Bee BE
Tee TOUCH	DATE	Dee DAY	DATE	PAID

CHay TOUCH	Jay AGE	PAGE	JUDGE
-------------------	----------------	-------------	--------------

In addition, it is necessary to have signs for 12 Vowel signs and 4 Diphthong signs. Two of the vowel signs are used in these words—

AY PAY	DATE	Û TOUCH
PAID	AGE	JUDGE
PAGE		UP
DAY		

(ii) GRAMMALOGUES. Words that are used frequently are given special signs and are given the name *Grammalogues*. Ten such grammalogues are used so frequently that they make up 25 per cent of all the outlines which a shorthand writer has to "take down" when writing normal English. (On page 48 these words have been marked so that you can see that they come very frequently—making one quarter of normal English.) The ten Grammalogues are—

A }	THAT <
AN }	IN }
THE (when by itself)	ANY }
THE (a small tick when joined to an outline)	AND (made with an up motion)
OF \	BE \
TO \	IT \
	IS }
	HIS }

The outlines for BE and IT are the signs for Bee and Tee used on this page.

(iii) CONTRACTIONS. In a number of common words it is not necessary to make use of the full outline, and only some of the consonants are given. The two strokes P-B, for instance, are used for the words—

PUBLIC	} \
PUBLISH	
PUBLISHED	

(iv) PHRASES. Most of the grammalogues and outlines given in this Chapter may readily be joined together to make phrases—

TO THE	>	IT IS THE	IN THAT
OF THE	>	IS IT	OF IT
THAT THE	5	IS THAT	OF THAT
IN THE	5	IS THAT THE	TO-DAY
IS THE		THAT IS	
IT IS (ITS)	m b	THAT IS THE	

4. WRITING SHORTHAND. The way to become an expert shorthand writer is by reading, copying, and taking down from dictation shorthand that is not only rightly formed by the rules of the system, but also a good example of shorthand writing in itself. Take your copy of the *Exercise and Drill Notebook*, which is specially designed for use with this book, and give special attention to the suggestions for using it given at the front of the book. Then take Exercise 1 and, from the outlines given in this Chapter, first go over the shorthand, reading it a number of times, till the reading of the outlines comes readily and quickly to you.

Then do Exercises 2 and 3 of the *Exercise and Drill Notebook*, keeping in mind these points—

(a) The six straight signs for the consonants which are given in this Chapter all go down: \





(b) The Grammalogue IN or ANY is formed by moving the pen from left to right (that is, in the direction of normal longhand writing), and the Grammalogue AND goes up. The small circle for the Grammalogue IS (HIS) is made by writing in this direction:

(c) The outlines are to be made about the same size as the printed shorthand, and the writing done without putting weight on the pen, very little more force being needed for the thicker lines. If for any reason your outlines are smaller or greater than those in the notebook it is important to keep the right relation between parts of outlines. All *Pee's*, *Bee's*, *Tee's*, etc., are to be the same size.

(d) You ought to have a pen with a thin, but at the same time easy and smooth moving point. A pen with a thick point is not at any time to be used, and a pencil used only if you have not a good pen. A pencil, if used, ought to have an H.B. lead, and you ought to keep it sharp.

(e) The pen is to be held easily in the fingers, as near to the point as possible. The chief weight of the hand ought to be taken by the muscles of the arm, the rest of the weight being taken on the little finger so that the hand is free to go from side to side of the page.

(f) Put the consonant and vowel signs in the same place in relation to the line and to one another as in the printed shorthand.







(g) If an outline is made up of two or more parts (as in PAID  PAGE ) its parts are to be made WITHOUT LIFTING THE POINT OF THE PEN FROM THE PAPER. An outline is only one sign, and no time is to be wasted over the joining of the parts of the outline. The writing of the consonant signs COMES FIRST, and the vowel signs are put in afterwards. In the outline for PAGE, for example, the consonants are first put down: , and the vowel sign is then put in: .

(h) It will be a great help to you later if in these early stages you get into the way of writing your shorthand outlines with care. But you are to make your shorthand outlines sharply, writing quickly and smoothly.





















(i) Make use of Phrases where you are able to do so, because they take much less time in writing. In the longhand exercises of the *Exercise and Drill Notebook* the parts where phrases may be used are marked in the first half of every exercise, but in the second half you ought to be able to make use of the right phrases without help.










(j) You ought to make a point of reading back—or getting another learner to do so—every outline of your shorthand.





Summary

1. The six shorthand signs used for the six English consonant sounds Pee, Bee, Tee, Dee, CHay, Jay are      

They are at all times formed by moving the pen down.




Sign	Letter	Name	As in		
	P	pee	PAY 	PAID 	PAGE 
	B	bee	BE 		
	T	tee	IT 	TOUCH 	DATE 
	D	dee	DAY 	DATE 	PAID 
	CH	chay	TOUCH 		
	J	jay	AGE 	PAGE 	JUDGE 


2. A thick point or "dot" in the middle place is used for the vowel-sound in PAY , PAID , DAY , PAGE , DATE, , AGE . A short thin line or "dash" in the middle place is used for the vowel-sound in UP , TOUCH , JUDGE .





3. When the vowel comes before the consonant, the vowel-sign is placed to the left, as in AGE  and UP ; when the vowel comes after the consonant, the vowel-sign is placed to the right, as in PAY  and TOUCH .

4. In making shorthand signs for all words (other than some Grammalogues) the shorthand signs to be used are those of the sounds of the word in speech, not of the longhand signs in writing. The shorthand writer goes by sound, and not by the letters that may be used in longhand.*

5. Outlines for common words are joined to make phrases.

6. The "tick" for THE is used only when there is another sign before it to which it can be joined. At other times the dot is used. The tick is made at a sharp angle, and may go up or down to make the angle: PAID THE , THAT THE , IN THE , etc.

7. The Grammalogue  (AND) goes up.







8. In phrases the first outline of the phrase takes its right place in relation to the line, and the rest of the outlines are placed where they come naturally: IT IS , IS IT , THAT IS , IS THAT .


From the rules given in the Summary do Exercise 4.

CHAPTER TWO

5. CONSONANTS AND VOWELS

(i) SYSTEM. These words give you five more consonants—

Kay TAKE  CAME 
 MAKE  BECAME  CHECK 
 Gay GET 

* This is true not only of consonants but of vowels. In the longhand form of the two words page and judge, the one consonant sound of j is given in three ways: G, J, DG, but in shorthand there is only one sign for the sound of j . Again, in the longhand form of the three words, PAY, PAID, and PAGE, the vowel sound of AY is given in three ways—AY, AI, and A: but in shorthand there is only one sign for the sound of AY—the thick dot. Pitman's Shorthand makes a point of using signs for sounds without ever using the same sign for different sounds, that is, it is a "Phonetic system," based on the sounds of the words and not on the letters of the longhand. In other words, the shorthand writer goes by the sounds of words, and not by the longhand letters that make its "spelling."

eM MAY MONDAY
 MAKE NAME
 eN No NAME
 Know MONDAY CHANGE
 iNG JUDGING MAKING CHANGING
 BEING NAMING TAKING

Two more vowels are used in these words—

Ē GET CHECK
 OE NO KNOW

(ii) GRAMMALOGUES

I v YOU
 EYE *NOT THING
 AS o HE
 HAS ON

(iii) CONTRACTIONS

ANYTHING NOTHING

(iv) PHRASES

CHANGING THE IS HE
 MAKING THE I KNOW THAT HE
 TO GET THE I KNOW THAT HE IS (HAS)
 TO TAKE THE AS TO
 ON MONDAY AS (HAS) THE
 MAY BE AND THAT
 I TAKE AND THE
 I PAID ON THAT
 YOU MAY IS NOT
 I MAY HAS NOT
 THAT HE IS (HAS) IT IS (HAS) NOT
 AS HE IS (HAS) THAT HE IS (HAS) NOT

6. From the outlines given in this Chapter do Exercises 5, 6, and 7 in the *Exercise and Drill Notebook*. Go over the outlines in Exercises 5 and 6 again and again till your eye takes them in nearly as quickly as it takes in longhand. In Exercise 6 the vowel-signs have not been put in the outlines which came into Chapter I. The reading of these outlines, even without the signs for vowels, will come

* As will be seen from Chapter 14, this outline is not in fact a Grammalogue, but is given as early as this because it comes so frequently in English.

Go by Sound, not by Longhand

quite readily to you. This is because in English the consonants are much more important than the vowels * If all the consonants are given in an outline, the reading of nearly every word, without the help of the signs for the vowels, is quite simple. In all the shorthand exercises after Exercise 5 signs for vowels will not be put in outlines which have been given before, when it is safe not to put them in. Do as is done in the *Notebook*, either not putting in the vowels at all or putting them in as in the Examples.

Summary

1. The five shorthand signs and are used for the five English consonant sounds Kay, Gay, eM, eN, and iNG. They are at all times made by moving the pen FROM LEFT TO RIGHT, that is, in the direction of normal longhand writing—

Sign	Letter	Name	As in
	K	kay	CAME TAKE MAKE
	G	gay	GET
	M	em	MAY MONDAY
	N	en	KNOW NAME CHANGE
	NG	ing	JUDGING BEING

2. A thin "dot" at the middle of a stroke is used for the vowel-sound in GET, CHECK

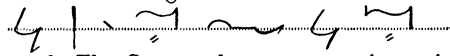
3. A thick "dash" at the middle of a stroke is used for the vowel-sound in KNOW, NO

4. If the vowel comes before the consonant, the vowel-sign is placed over a left-to-right sign: AIM, ACHE, OAK; if the vowel comes after the consonant in the longhand, the vowel-sign is placed under the sign: MAY, GAY, COE

* When a payment has been made the sign Pd. is used in longhand. In the same way, in shorthand the consonant signs are enough. In Telephone Books vowels are looked upon as being of no great importance. For example, Rd. is used for Road, Bishpsgt and Templ Br for the Bishopsgate and Temple Bar Telephone Exchanges.

Page = PayJ = Judge = JüJ =

5. Vowel-signs do not have to be used in all outlines:



6. The Grammalogue HE is used only when it is possible for it to be joined to an outline coming before it: THAT HE, AS HE

7. Only the first part of the Grammalogue I is used when it comes before eM: I MAY

8. In outlines like MONDAY and GET, where the first part of the outline is made from left to right and the later part goes down, the first part is put over the line in such a way that the down sign may take its right place: MONDAY, GET

9. Two short lines are placed under an outline when the word is a name or important word: MAY, MONDAY
From the rules given in the Summary do Exercise 8.

CHAPTER THREE

7. CIRCLE eSS

(i) SYSTEM. The consonant eSS (or Zee) is one of the most important of all the consonants because it comes into English words so frequently. Take the following words and outlines—

AGES	PAYS	SUNDAY
PAGES	DAYS	SUNDAYS
TOUCHES	MONDAYS	SET
JUDGES	BASE	SETS
CHANGES	DOES	SAID
DATES	CASE	SUCH
GETS	CUSTOM	THINGS
CHECKS	CUSTOMS	PUBLISHES
TAKES	KNOWS	
TAKINGS	SAME	
MAKES	SOME	
NAMES	SENSE	

(ii) GRAMMALOGUES

TWO	SPECIAL	OUR
TOO	SPECIALLY	HOUR
ALL		(up motion)
BUT	SPEAK	ARE
		(up motion)

English Shorthand is based on English Sounds

(iii) CONTRACTIONS

EXCHANGE	EXPECT	SOMETHING
EXCHANGED	EXPECTED	
EXCHANGES	EXPECTS	

(iv) PHRASES

ALL THE	THAT HE MAY
DOES THE	OF SUCH
TO EXCHANGE THE	TO SET
PAYS THE	TWO HOURS
ON SUNDAY	I EXCHANGE
YOU ARE	I EXCHANGED
ARE NOT	I EXPECT
YOU ARE NOT	I EXPECTED

8. UNIMPORTANT VOWELS. See page 8, Par. 6. In all the shorthand from now on the vowel-signs will not be given in outlines in which they are not important if the outlines have frequently been given before.

From the outlines given in this Chapter do Exercises 9, 10, and 11.

Summary

1. For the consonant eSS (or Zee), which comes into English so frequently, a small circle is used in shorthand. It is put—





(a) INSIDE CURVES: KNOWS, NAMES, SAME, SOME, SENSE



(b) ON THE RIGHT SIDE OF STRAIGHT SIGNS WHICH GO DOWN: PAYS, PAGES, TOUCHES, DAYS, GETS, SET, SAID

(c) ON THE TOP SIDE OF STRAIGHT LEFT-TO-RIGHT SIGNS AND ON THE LEFT OF STRAIGHT SIGNS WHICH GO UP: TAKES, MAKES, CASE, HOURS

(d) OUTSIDE THE ANGLE FORMED BY TWO STRAIGHT SIGNS: CUSTOM, CUSTOMS, EXCHANGE-D, EXPECT-ED

Know = Noe = Came = KayM =

2. The writing of circle eSS at the end of a Grammalogue or Contraction is the same as with other shorthand outlines: THINGS , SPEAKS , EXCHANGES , EXPECTS .

3. Only the first part of the Grammalogue I ^v is used before Kay and Gay: I EXPECT-ED , I EXCHANGE-D .

4. It is possibly wise to go over again what was said about writing shorthand on pages 5 and 6.






In the same way that there are bad writers of longhand there are bad writers of shorthand, and it is important that every student makes an attempt to get a good writing behaviour, and a tendency automatically to make good shorthand outlines. If this tendency is formed early in the learning of shorthand it will be kept, but if bad writing behaviour and tendencies are formed it is very hard to overcome them later. Go carefully through the suggestions made on pages 5 and 6 of the *Modern Course* and on pages i, ii and iii of the *Exercise and Drill Notebook*.

From the rules given in the Summary do Exercise 12.




CHAPTER FOUR

9. CONSONANTS




(i) SYSTEM. Nine of the other consonants are used in these outlines—





eF	FACE FACING 	SAFE SAFES 	Vee	SAVE SAVES 
	EFFECT ENOUGH (enuF) 			SAVING 

iTH (light sound)		THee (heavy sound)
MONTH MONTHS 	BOTH 	THEY 







eSS	SAY SAYS 	So US 	Zee	WAS (woz) 
-----	---	--	-----	---

Let your Ear tell you the Shorthand Outline, not your Eye




ISH	SHOW SHOWS 	SHOVED 	ZHee	USUAL USUALLY } (uzhual) 
-----	---	--	------	---

aR	aiR SiR 	*DOOR DOORs 	CUSTOMER CUSTOMERs 
	SiRS FORCE 		









(ii) GRAMMALOGUES

FOR HAVE 	USUAL USUALLY } 	THOSE THIS 
WAS 	THEM 	†FROM 

(iii) CONTRACTIONS


MANUFACTURE MANUFACTURED } 	MANUFACTURER MANUFACTURERS 
FEBRUARY 	

(iv) PHRASES

THAT IT WAS THAT HE WAS } 	OF SOME OF THOSE 	TO FACE THE I HAVE 
THAT THEY OF THEM } 	FOR THEM FOR THIS 	I WAS FROM THE 
OF THIS 	FOR YOU TO SAVE 	

From the outlines given in this Chapter do Exercises 13, 14, and 15.

* This selection from the possible vowel-sounds for this word may seem wrong to some, but it will seem quite right to others. There are two points to be had in mind:

(1) The sound "Daw" is not pleasing to many people; (2) the sign "" is not only the best for those who are able to make the sound of the "R," but gives a better sign for shorthand reading purposes.

It is possibly interesting that it is chiefly in cases where an "R" is present that there are different opinions about the sound on which the shorthand sign is to be based

† The reason for this form is made clear on page 40.

Check = CHéK =  Monday = MüNDay = 

Summary

1. The English consonant sounds eF, Vee, iTH, THee, eSS, Zee, iSH, ZHee, and aR, have curved shorthand signs, as under—

Sign	Letter	Name	As in		
	F	ef	FACE	SAFE	ENOUGH
	V	vee	SAVE	SAVES	
	TH	ith	MONTH	BOTH	
	TH	thee	THEY	THEM	
	S	ess	SAY	SO	US
	Z	zee	WAS		
	SH	ish	SHOW	SHOWED	
	ZH	zhee	USUAL	USUALLY	
	R	ar	AIR	DOOR	FORCE

2. There are two shorthand signs for the sounds of eSS and Zee—

- (i) The small circle
- (ii) The curves eSS and Zee

The circle eSS is generally used, but the curve is used—

(a) At the start of an outline when a vowel comes before the eSS or Zee: us

(b) At the end of an outline when a vowel comes after the eSS or Zee: SAY, so

(c) If the curve is used in the root word, it is kept in other like words that come from that root: SAY, SAYS

From the rules given in the Summary do Exercise 16.

Shorthand gives Signs for Sounds, not for Letters of Longhand

CHAPTER FIVE

10. VOWELS

(i) SYSTEM. These words give you four other vowels. Make a note of the place of the vowel in relation to the sign and of the place of the outline in relation to the line.

Ä	AT		*ASKING		*PASSING	
	ADD		BACK		*MASS	
	ADDS		BACKS		TAX	
	ADDING		BANK		TAXING	
	SAT		BANKS		AGO	
	AM		FACT		AMONG	
	*ASK		FACTS			
	*ASKS		*PASS			
AH	ARM		CAR		FAR	
	ARMS		CARS		FARM	
Ö	*OFF		*OR		FARMS	
	GOT		*FORM		*FORMS	
AU	TALK		CAUSE		CAUSED	
	TALKS		CAUSING		SAW	

(ii) GRAMMALOGUES

PUT		HAD		DIFFERENT	
TO BE		DO		DIFFERENCE	
BEEN		SHOULD		(up motion)	

* Readers who say these words (ASK, OFF, etc.) with the long vowels, as in the words ARMS, TALK, etc., should keep in mind two things—

1. That those in the North of England, in Scotland, in Canada, and in the U.S.A., say ÄSK, not AHSK, ÖFF not AUFF.

2. That, because Isaac Pitman used an ordered system in listing his signs for vowels, no trouble is caused by the fact that some say the words differently from

others. Those who say ÄSK may use in writing shorthand, those who say AHSK may use

Whichever is said, there will be no error in reading the sign

In the same way, those who say a long AU in OFF and those who say a short Ö in OFF will readily be able to put what they say into writing, without there being any doubt about what they are writing. The same is true of FORM and OR, though here it is the R that makes one person say the words differently from another.

Change = CHayNJ = Custom = KüSTüM =

(iii) CONTRACTIONS

INSURANCE JANUARY

(iv) PHRASES

I PUT PASS THE I SAW THE
 I BOUGHT AT THE SHOULD HAVE
 I HAD ON THE YOU SHOULD
 I AM BUT THE DO YOU

From the outlines given in this Chapter do Exercises 17, 18, and 19.

Summary

1. An outline is placed over the line if the first vowel-sign in the outline is a first-place vowel. In the outlines ADD, ARM, OFF, TALKING, the first vowel-sign is placed at the start of the outline—that is, in the FIRST place, and the outlines are put in the FIRST place, that is, OVER the line. For example, the outlines TALK, SAW, FACT are placed over the line and are first-place outlines. The outlines TAKE, SAY, EFFECT are on the line and are second-place outlines.

2. A first-place outline ought to be so formed that the end of the first down sign of the outline is over and clear of the line. For example

GOT TAX OR
 but GET TAKES AIR

3. If in a first-place outline there are left-to-right signs only, the outline is put well over the line: AMONG, AGO

4. Whatever the vowels that come after, if the first vowel-sound in a word is a first-place vowel the outline for that word is put in the first place—that is, OVER the line. In the outlines AMONG and AGO, for example, the first vowel is put in the first place and the outline is placed over the line.

5. The outlines which came into Chapters 1 to 4 are all ON the line—that is, in the second place—because the first vowel-sign in the outlines comes at the middle of the stroke—that is, in the second place: PAID, TOUCH, ENOUGH, BOTH

Pay attention to the Sounds of the English Language, not to the Letters of Longhand

6. By writing outlines in their proper places in relation to the line it is possible for the place of the first vowel in an outline to be made clear without any vowel being put in. For example, if you see the two outlines and, and someone says to you that one is the outline for FACT and the other for EFFECT, then, because the first outline is over the line and the second outline is on the line, the reader is able to say that the vowel in the first outline is a first-place vowel and that is FACT and is EFFECT.

7. A grammalogue is sometimes put a little higher or a little lower so that an outline coming after it may take its right place: IN THOSE, IN THIS, IN THESE (See Chapter 6.)

8. The outlines for the phrases ON THE and BUT THE are made a little sloping.

From the rules given in the Summary do Exercise 20.

CHAPTER SIX

11. VOWELS

(i) SYSTEM. These words give you four other vowels. Make a note of the place of the outline in relation to the line and of the place of the vowel sign in relation to the outline.

Ï IF	ĒĒ EACH	ŌŌ BOOK
BUSINESS	EASE	BOOKS
SIT	EASY	BOOKING
SITS	SHE	BOOKINGS
CITY	SEE	TOOK
MINUTE	SEA	INTO
BIG	PEACE	ŌŌ FOOD
SHIP	PIECE	MOVE
SHIPS	CHEAP	MOVES
SIXTY	DEEP	MOVING
	KEEP	POOR
	TEACH	ROOM
	FEAR	
	THESE	ROOMS

Some = SüM = Age = ayJ =

12. Here are some more examples. Because there are clear reasons against writing an outline completely under the line, these outlines are put on the line—

Ī SINCE EĒ SEEM OŌ SOON
 MISS SEEMS
 SIX
 KING SEEN

13. It is the first-sounded vowel in a word that gives the place of the outline in relation to the line of writing; the later vowels are not taken into account for the placing of the outline—

BODY ARMY MONEY
 COPY BABY PENNY
 COPIES SAFETY APPEAR
 OFFICE MANY APPEARS

(ii) GRAMMALOGUES

CAN MUCH SHALL
 COME WHICH WISH
 *THEIR }
 THERE }

(iii) CONTRACTIONS

INFORM } BECOME }
 INFORMED } INCOME } KNOWLEDGE }

(iv) PHRASES

SHE IS (HAS) THAT YOU CAN
 SHE SAYS IN WHICH
 IF YOU I SHALL HAVE
 IF YOU ARE OF THEIR
 I SHALL BE TO THEIR
 TO MOVE FOR THEIR
 OF WHICH THAT THERE WAS
 IT SHOULD BE THAT THERE WAS NOT
 AND HAS (IS)
 IT SEEMS

From the outlines given in this Chapter do Exercises 21, 22, and 23.

* The reason for this form is made clear on page 40.

Shorthand is based on Sound, not on the Appearance of Longhand

TABLE OF GRAMMALOGUES AND CONTRACTIONS
GIVEN IN CHAPTERS 1, 2, 3, 4, 5, AND 6

A (AN)	IN	USUAL
THE	ANY	USUALLY
(when by itself)	THING	THERE
(when in a phrase)	ARE (up)	THEIR
OF	OUR } (up)	FROM
TO	HOOR } (up)	EXPECT
ALL	SHOULD (up)	EXPECTED
TWO } TOO }	PUT	EXCHANGE
ON	TO BE	EXCHANGED
BUT	BEEN	PUBLISH
HE	HAD	PUBLISHED
AND (up)	DO	PUBLIC
THAT	DIFFERENT } DIFFERENCE }	ANYTHING
I } EYE }	MUCH	NOTHING
YOU	WHICH	SOMETHING
AS } HAS }	CAN	BECOME
IS } HIS }	COME	INCOME
SPECIAL } SPECIALLY }	FOR	INFORM
SPEAK	HAVE	INFORMED
BE	THEM	INSURANCE
IT	THOSE } THIS }	KNOWLEDGE
	SHALL	FEBRUARY
	WISH	MANUFACTURE
	WAS	MANUFACTURED
		MANUFACTURER
		JANUARY

Enough = ěNŭF = Effect = ěFĕKT =

Summary

1. An outline (other than one made of left-to-right signs only) is put through the line of writing (that is, in the third place) if the first vowel-sound in the word is a third-place vowel.

2. The use of the three places is of special value in making the sense clear if there are three words having the same consonants but different vowels—

TALK		SAT	
TAKE		SET	
TOOK		SIT	

3. A third-place outline is to be so placed that the first sign of the outline which goes down is put THROUGH the line: BIG , SIXTY , FEAR

4. Outlines in which there are only left-to-right signs have no third place. Such outlines, even though the first vowel-sound is a third-place vowel, are put in the second place: KING , MISS , SINCE

5. When a third-place vowel comes between two signs it is put in the third place BEFORE the sign which comes after it: BIG , SHIP , DEEP , CHEAP , TOOK , BOOKS , ROOM

From the rules given in the Summary do Exercise 24.

CHAPTER SEVEN

14. STROKE eL

(i) SYSTEM. Here are some examples of another consonant. The second list, however, gives examples of outlines in which the eL takes the same form, but is made in the opposite direction.

eL (up)

LAW		LIVE		LEAD	
LAWS		LIVING		LEADING	
LOW		LIVES		LONG	
LOVE		LEAVE		LOOK	
LOVING		LEAVING		LOOKED	
LOVES		LEAVES		LOOKING	

The Method of Writing the English Language ought clearly to be Based on the Sounds of that language and not on the Forms of another Kind of Sign

LOSS		FOLLOW		EARLY	
LESS		FOLLOWED		NAMELY	
ALSO		FOLLOWS		MONTHLY	
COAL		FULLY		EASILY	
MEAL		SELL		SALE	
MEALS		SELLING		SAIL	
COLOUR		SMALL		SALES	
COLOURS		FAMILY		SAILS	
ANIMAL		FAMILIES		SELF	
ANIMALS		DETAIL		SELVES	
PULL		DETAILS		SAFELY	
PULLS		MILK			

eL (down)

FALL		FEELING		ONLY	
FALLING		FEELS		KINGLY	
FALLS		FULL		LOVINGLY	
FEEL		ALONG		LESSEN	
				SENSELESS	

15. DIPHTHONG IE

(i) SYSTEM. The sign for the diphthong-sound IE is put in the first place—

BY		TIMES		MILES	
BUY		FIRE		SIDE	
BUYER		FIRES		SIGN	
BUYING		JULY		SIGNS	
DIE		LIFE		SIZE	
DYING		LIKE		SCIENCE	
MY		LIKELY		DESIRE	
TIME		MILE			

(ii) GRAMMALOGUES

WHY		GO		ME	
WITH		GIVE		HIM	
WHEN		GIVEN			

(iii) CONTRACTIONS

ELECTRIC		ELECTRICITY	
----------	--	-------------	--

Tax = TāKS = Talks = TauKS =

(iv) PHRASES

I WILL ✓ WHEN THEY ✓ TO ME ✓
 THAT YOU WILL WHEN HE IS WHY DO YOU
 I LIKE THE ✓ TO GO ✓
 WITH IT TO GIVE I FEEL ✓

From the outlines given in this Chapter do Exercises 25, 26, and 27.

Summary

1. The sign is used for the sound of eL and is formed sometimes by an up motion and sometimes by a down motion of the pen. It generally goes up: LEAVE LEAD LONG ALAS ALPS Down motion is, however used:

(a) To make the writing of eL simpler when it comes after eN or iNG: ONLY KINGLY

(b) To make it more clear where the vowels come in a word—

(i) When eL comes after a vowel and before a left-to-right sign. For example—

ALONG ALIKE } but { LONG LIKE

The outlines and make it clear to the shorthand writer that there is a vowel at the start of the word before the eL, and that the words are for that reason ALONG and ALIKE.

(ii) When eL comes at the end of a word after eF Vee SKay and no vowel comes after it. For example—

FULL FALL } but { FULLY FOLLOW
 VALE SCALE } VALLEY SCALY

The outlines and make it clear to the shorthand writer that there is a vowel at the end of the word after the eL.

(c) To make a more readily formed sign so that the pen may go in the right direction. When eL goes before or comes after a circle eSS and a curve, the eL takes the direction of the circle and curve: LESSEN SENSELESS

2. The form of eL used in the root outline is kept in outlines from the same root: FEEL FEELING PULL PULLING

3. The sign is used for the diphthong-sound IE, and is put in the first place: BY TIME FIRE

4. If a vowel-sound comes after a diphthong, a small tick is put on to the diphthong: BUY BUYER BUYING DIE DYING SCIENCE (These signs are named Triphones.)

5. The stroke form of eSS is used at the start of an outline when a triphone comes after the eSS: SCIENCE SCIATICA

6. When a word starts with eSS-vowel-eSS, the stroke form of eSS is generally used first in the shorthand outline: SIZE SAUCER

7. An upstroke eL is used for the word WILL in phrases: I WILL YOU WILL IT WILL BE

8. Only the first half of the Grammalogue I is used before eL: I WILL I LIKE

9. Make a note of the special outline ALSO and of the phrase TO GO The vowel is put in this phrase to keep it clear from TO GIVE

From the rules given in the Summary do Exercise 28.

CHAPTER EIGHT

16. CONSONANTS Way AND Yay

(i) SYSTEM. Two more consonants—straight signs formed with an up motion—are used in these outlines.

Way (up)

WAY WEIGH } WATCH WATCHES ALWAYS WIDE
 WAYS WEIGHS } WINDOW WISE
 AWAY WEDNESDAY } WISELY

Yay (up)

USE USING USEFUL USEFULLY USELESS YES

17. DIPHTHONG OI

(i) SYSTEM. The sign for the diphthong-sound OI is put in the first place:

BOY BOYS BOYISH OIL VOICE

(ii) GRAMMALOGUES

WHAT WOULD YOUR YEAR WE

(iii) CONTRACTIONS

NEVER NOVEMBER YESTERDAY

(iv) PHRASES

WE CAN WE ARE WE ARE NOT WE FEEL WHAT WAS IT WOULD BE TOO MUCH SO MUCH

From the outlines given in this Chapter do Exercises 29, 30, and 31.

Summary

1. The two up signs and are used for the English consonant sounds Way and Yay—

Sign	Letter	Name	As in
	W	way	WAY WEDNESDAY
	Y	yay	USE YESTERDAY

2. The sign is used for the diphthong-sound OI and is put in the first place: BOY , VOICE . The triphone sign is used, as in the word BOYISH .

3. The diphthong-sign is joined in the word OIL .

4. The full outline for MUCH is sometimes used to make the reading of a phrase clearer: SO MUCH , TOO MUCH .

From the rules given in the Summary do Exercise 32.

CHAPTER NINE

18. CONSONANT Ray

(i) SYSTEM. Another form for consonant R is used in these outlines—

RIGHT }	REASON	AUTHORITY
WRITE }	REASONS	AUTHORITIES
ALL RIGHT	RECEIVE	CHARGE
WROTE	RECEIVING	CHARGES
RATE	RULE	MARCH
RATES	RULING	MARCHES
READ	RAILWAY	TO-MORROW
READING	RAILWAYS	MARK
RED }	CARRY	PARTY
READ }	CARRIED	PURPOSE
READY	MARRY	SATURDAY
ALREADY	MEMORY	SERVICE
ROAD	ANSWER	EARTH
ROADS	ANSWERS	DISAPPEAR
WRONG	OFFICER	USER
REACH	OFFICERS	WISER

19. DIPHTHONG OW

(i) SYSTEM. The sign for the diphthong-sound OW is put in the third place.

OUT ANNOUNCE ANNOUNCING POWER
SOUTH NOW POWERLESS

(ii) GRAMMALOGUES

HOW *MORE
WHO *MR.

* The reason for these forms is made clear on page 40.

(iii) CONTRACTIONS

REGULAR SATISFACTORY
 REGULARLY SATISFACTORILY

(iv) PHRASES

WHO WAS WE CAN SEE I WROTE
 WHO WOULD ON SATURDAY HOW THE

From the outlines given in this Chapter do Exercises 33, 34, and 35.

Summary

1. There are two forms for consonant R—

an *up* sign, named Ray: RATE, REACH, CARRY

a *down* sign, named aR: AIR, CAR, DOOR

The down form aR is used—

(a) When it is the first consonant in a word and a vowel comes before it: OR, AIR

(b) Generally when aR comes at the end of a word: DOOR, FIRE, APPEAR

(c) Before eM: ARM, ROOM

3. The up form Ray is used—

(a) When it is the first consonant in a word and no vowel comes before it: WRONG, RECEIVE, REASON

(b) When it is the last consonant in the word and a vowel comes after it: CARRY, MARRY, MEMORY

(c) After the curves eN-eSS and eF-eSS: ANSWER, OFFICER

(d) Generally in the middle of a word: MARCH, MARK, AUTHORITY, CHARGE

(e) Before // and (as in ARRAYED, ARCH, URGE, EARTH, to make the writing of the outline simpler.

(f) After two signs going down, as in DISAPPEAR, DOWNSTAIRS

(g) After a straight up sign, as in ROAR, CAREER, USER, WISER

4. After the up form Ray the sign for eL goes down if there is no vowel after it. (In this Ray is like (see 1. (ii) in the Summary on page 22).

For example—

RAIL	}	but	{	RALLY
FULL				FULLY
VALE				VALLEY
SCALE				SCALY

5. The sign Δ is used for the diphthong-sound OW, and is put in the third place: OUT, ANNOUNCE, SOUTH. The OW diphthong is sometimes joined to a consonant, as in NOW

6. If a vowel-sound comes after OW (making a triphong), a small tick is put on to it, as with the first-place diphthongs: POWER, POWERLESS

From the rules given in the Summary do Exercise 36.

CHAPTER TEN

20. CONSONANT Hay

(i) SYSTEM. Three forms of sign are used in these outlines—

Hay (up)

HAPPY	HEAVY	HOUSE
HAPPINESS	HOPE	
HEAD	HOPES	HISTORY
AHEAD	HISTORY	

Hay (down)

HE	HIGHER	HIGHWAY
HIGH	HIGHLY	
		HIGHROAD

Hay (tick)

HOME		HORSE		WHOLE	}	
HOMES		HELP		HOLE		
WHOM		HELPS		HEALTH		
HER		HOLD		HEALTHY		
HEAR	}	HOLDING				
HERE			HELD			

21. DIPHTHONG UE

(i) SYSTEM. The sign for the diphthong-sound UE is put in the third place—

ISSUE		FEW		VALUE	
ISSUES		FEWER		VALUER	
NEW	}	VIEW		NEWS	
KNEW			VIEWS		TUESDAY

(ii) GRAMMALOGUES

THANK	}	THINK	
THANKED			

(iii) CONTRACTIONS

REPRESENT	}	RESPECT	}
REPRESENTED			

(iv) PHRASES

WITH YOU	ε	TO HEAR		THAT YOU WERE	
WHEN YOU	ε	FOR HER		THAT WE WERE	
WHAT YOU	3	TO WHOM		HE CAN	
WOULD YOU	3	FOR WHOM		WE THINK	
GIVE YOU		THEY WERE			
CAN YOU		HE IS (HAS)			

From the outlines given in this Chapter do Exercises 37, 38, and 39.

Summary

1. In order to make outlines as simple as possible, three* forms are used for the consonant Hay—

(a) The up form Hay is generally used: HAPPY , HOPE , HEAD , AHEAD , HISTORY

* In certain other words a small dot is used for the sound of H, and in certain others no sign is necessary.

(b) The down form Hay is used when Hay is the only consonant in the word, or when it comes before Kay or Gay: HIGH , HE , HIKE , HOG ; and in words that come from the root HIGH: HIGHER , HIGHLY , HIGHWAY

(c) The small tick for Hay is used before eM, eL, and the down sign aR: HOME , HOMES , WHOLE , HELP , HOLD , HORSE , HER , HEAR

The word HoMeLieR is of value as a help to the memory for the use of tick Hay, because it has in it the three consonants eM, eL, and aR before which tick Hay is used.

2. The grammalogue HE is used only when it is joined to a stroke coming before it. THAT HE , THAT HE IS . At other times the stroke form is used: HE IS , HE CAN

3. The diphthong-sign for UE is put in the third place: TUESDAY , VIEWS , NEWS . The UE diphthong is sometimes joined to a stroke coming before it: FEW , VIEW , KNEW . The triphone sign is used as in VALUER

4. The grammalogue YOU is sometimes put on its side when joined to other outlines: GIVE YOU , WITH YOU , WHEN YOU , WHAT YOU , WOULD YOU , ARE YOU

5. In phrasing, the down sign aR or the joined signs are used for the word WERE. YOU WERE , IF YOU WERE , WE WERE , THEY WERE

6. If in longhand there is a line joining two words, two small lines are used in shorthand: MAKE-UP . The sign is used in shorthand where a line is used in longhand. For example—

From the rules given in the Summary do Exercise 40.

CHAPTER ELEVEN

22. TABLE OF CONSONANTS—

Sign	Letter	Name	As in	
	P	pee	PAID	UP
	B	bee	BODY	BACK
	T	tee	TAKE	TOUCH
	D	dee	DEEP	FOLLOWED
	CH	chay	CHEAP	TOUCH
	J	jay	JUDGE	AGE
	K	kay	KEEP	CAME
	G	gay	GOT	BIG
	M	em	MAKE	CAME
	N	en	CHANGE	KNOW
	NG	ing	CHANGING	BEING
	F	eff	FOOD	SAFE
	V	vee	VIEW	SAVE
	TH	ith	BOTH	THINK
	TH	thee	THEY	THEM
	S	ess	SO	SEE CASE
	Z	zee	EASE	WAS VIEWS
	SH	ish	SHOW	SHALL
	ZH	zhee	USUAL	USUALLY
	R	ar	ARM	FEAR
	R	ray	RATE	CARRY
	L	el	LONG	FULLY
	L	el	ALONG	FULL
	W	way	WEIGH	WIDE
	Y	yay	YES	USE
	H	hay	HAPPY	HEAD
	H	hay	HIGH	HE
	H	hay	HOME	HOLD HERE

23. VOWEL SIGNS

The 12 vowel sounds to which signs are given in Pitman's Shorthand all come into the two groups of words—

THAT PEN IS NOT MUCH GOOD. PA MAY WE ALL GO TOO?

There are three places in which these vowels are put, and three places in which outlines are put—

1st place: TAX ARM GOT TALK

2nd place: CHECKS AIR UP SHOW

3rd place: BIG HEAR BOOK ROOM

It is not necessary to put in all the vowel signs in every outline. The consonants of the outline and the sense of the story usually make the outlines easy in reading back: CHANGE FOLLOWED If the form of sign used shows where vowels come there is even less need to put in every vowel sign:

LIKE FULL
ALIKE FULLY CAR
CARRY

24. DIPHTHONGS AND TRIPHONES

The four diphthongs used in Pitman's Shorthand all come into the sentence: I NOW ENJOY MUSIC.

The diphthongs IE and OI are put in the first place: BY BOY:

The diphthongs OW and UE are put in the third place: OUT BEAUTY

If a vowel comes after a diphthong, a small tick is put on to the diphthong sign: BUYER BOYISH POWER FEWER

Pitman's Shorthand gives a sign for every sound in the English language: longhand does not. Therefore make use of the shorthand signs in representing English words, and take care not to let the letters of the longhand sign make you go wrong. Examples are given at the foot of pages 9 to 21 (odd numbers), and this point is put before you in different ways at the foot of pages 8 to 20 (even numbers).

From the rules given in this Chapter do Exercises 41 and 42.

CHAPTER TWELVE

25. CIRCLES SWay AND SeZ

(i) SYSTEM. Circles are used as signs for the sounds of SWay and SeZ (and SeSS or ZeZ) in these words—

SWay SWEET
SWEETLY p p p
SWEETS

SeSS, SeZ or ZeZ

CAUSES	LOSSES	NECESSARY
CASES	BUSINESSES	EXIST
PASSES	FACES	EXISTS
TAXES	OFFICES	BASIS
USES	MASSES	
PURPOSES	SUCCESS	
ANNOUNCES	SUCCESSFUL	
HOUSES	SUCCESSFULLY	

A vowel, other than the short e vowel, coming between the two consonants, is put inside the circle: EXIST, BASIS, EXERCISE

(ii) GRAMMALOGUES

MYSELF	OURSELVES	
HIMSELF	THEMSELVES	VERY

(iii) CONTRACTIONS

OBJECT }
OBJECTED } →

(iv) PHRASES

VERY MUCH	AS WELL AS
VERY MANY	AS SOON AS
AS WE HAVE	THIS IS
AS WE ARE	IN THIS CITY
	IT IS NECESSARY

From the rules you are able to make for yourself in working these Exercises do Exercises 43, 44, 45, and 46.

If you have difficulty in making rules for yourself, or if you have become a keen student, you will possibly want to have the rules set out for you. If so, you will find them in the *Modern Course*.

CHAPTER THIRTEEN

26. LOOPS STee AND STeR: CON- OR COM- DOT

(i) SYSTEM. Loops, like circles, are used in Pitman's Shorthand as a very quick way of writing two or more consonants—

STee

STOP	BEST	REST
STEP	COST	WEST
STEPS	COSTS	WASTE
STATE	JUST	WASTES
STATES	MUST	PASSED
STORY	TEST	PAST
STORE	TESTS	USED
STORES	LAST	TAXED
STILL	LIST	ANNOUNCED
STEEL	LEAST	
STONE	SUGGEST	
AUGUST	SUGGESTING	

STeR

MASTER	MASTERPIECE	WASTER
MASTERS	MASTERPIECES	WASTERS

27. CON- OR COM- DOT

(i) SYSTEM. A small and light point or dot is used for the syllable CON-, COM- when it comes first in a word—

CONTINUE	CONTINUOUS	COMMON
CONTINUES	COMMIT	COMPANY
CONTINUAL	COMMITTEE	COMPANIES
CONTINUALLY	COMMITTEES	

(ii) GRAMMALOGUES

FIRST	MOST	
NEXT	SEVERAL	BECAUSE

(iii) CONTRACTION

ENGLISH

(iv) PHRASES

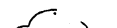
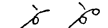





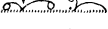


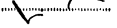
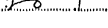







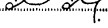










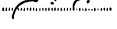
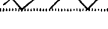
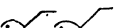
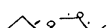








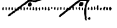
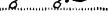
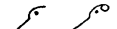

YOU MUST	YOUR COMPANY
I MUST	FOR THIS COMPANY
JUST NOW	IN COMMON
LAST YEAR	ARE CONTINUING

From the rules you are able to make for yourself in working these Exercises do Exercises 47, 48, 49, and 50. Exercises 48 to 125 will be found in the *Modern Course Exercise and Drill Notebook, Part Two*.

CHAPTER FOURTEEN

28. SIGNS HALF AS LONG FOR THE ADDITION OF TEE

(i) SYSTEM. Syllables ending in the sound of -T come very frequently in the English language. Here are some examples—

ACT	—	LATELY		RESULT	
CUT	— T	EAST		RESULTS	
CONNECT	—	NIGHT		SOMETIMES	
CONNECTS	—	NIGHTS		SYSTEM	
WEIGHT	}	BUILT		SYSTEMS	
WAIT		LEFT		UNTIL	
YET		ASKED		WRITTEN	
MIGHT		TOUCHED		WRITING	
MEAT	}	REACHED		CERTAIN	
MEET		HOPED		CERTAINLY	
NOT		ABOUT		CERTAINTY	
NOTE		DOUBT		SORT	
THOUGHT		CAPITAL		PART	
FOOT		EXCEPT		START	
FEET		LIMIT		SUPPORT	
ART		LITTLE		REPORT	
HEART		MARKET		REPORTS	
HEARTS		MARKED		EXPERT	
LIGHT		OPERATE		EXPERTS	
LIGHTLY		OPERATING		HEAT	
LET		RECENT		HEATS	
LATE		RECENTLY		HEATING	
		RELATE			
		RELATES			






(ii) GRAMMALOGUES

QUITE	—	SENT	
COULD	—	WITHOUT	

(iii) CONTRACTIONS

TOGETHER		ALTOGETHER	
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(iv) PHRASES
























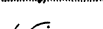
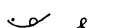
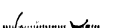
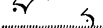

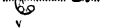




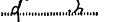


IF IT IS		I WOULD			
IF IT WERE NOT		THAT THIS WOULD		WHAT IS	

From the rules you are able to make for yourself in working these Exercises do Exercises 51, 52, 53, and 54.

CHAPTER FIFTEEN

29. SIGNS HALF AS LONG FOR THE ADDITION OF DEE


(i) SYSTEM. Syllables ending in -D also come very frequently in the English language. Here are some examples—

BAD		METHOD		MADE	
BADLY		METHODS		SEEMED	
BED		DATED		NAMED	
BEDS		STATED		OLD	
DID		END		FIELD	
GOOD		SEND		DETAILED	
GOODS		SOUNDS		APPEARED	
INDEED		THOUSAND		HARD	
ANSWERED		THOUSANDS		HARDLY	
RECEIVED		NEED		HEARD	
SUGGESTED		SIGNED		BOARD	
ISSUED		NEEDS		DESIRED	



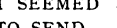

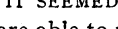
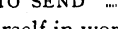
(ii) GRAMMALOGUES

HAND		YARD	
UNDER		WORD	

(iii) CONTRACTIONS

IMMEDIATE		IMMEDIATELY	
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(iv) PHRASES


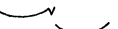

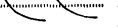

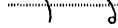
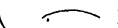




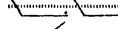



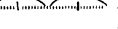
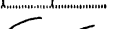



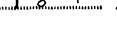
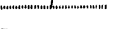
AT THE END		IN HAND		I SEEMED	
I NEED		IT SEEMED		TO SEND	

From the rules you are able to make for yourself in working these Exercises do Exercises 55, 56, 57, and 58.

CHAPTER SIXTEEN

30. SIGNS TWICE AS LONG FOR THE ADDITION OF -TeR, -DeR, -TheR, -TURE

(i) SYSTEM. These syllables are common. Here are some examples—

AFTER		NEITHER		ORDER	
FATHER		NATURE		ORDERS	
FUTURE		NATURAL		PICTURE	
MATTER		NATURALLY		PICTURES	
MOTHER		LETTER		OPERATOR	
MOTOR		LETTERS		OPERATORS	
MOTORS		LIGHTER			
ANOTHER		LATER			

(ii) GRAMMALOGUES

RATHER } / INFLUENCE ~~~~~ INFLUENCED ~~~~~
 WRITER } ~~~~~

(iii) CONTRACTIONS

INTEREST ~~~~~ INTERESTED ~~~~~

(iv) PHRASES

WHO ARE INTERESTED ~~~~~ IN THEIR VIEW
 IN THEIR (THERE) ~~~~~ AS A MATTER OF FACT ~~~~~

From the rules you are able to make for yourself in working these Exercises do Exercises 59, 60, 61, and 62.

CHAPTER SEVENTEEN

31. HOOK aR TO STRAIGHT SIGNS

(i) SYSTEM. A very common form of syllable in English is that in which aR is joined with another consonant to make one sound.

AGREE	~	DRESS	~	COURSE	~
APRIL	~	DRESSES	~	COARSE	~
BREAK	~	PRODUCT	~	COURSES	~
BRAKE	~	PRODUCTS	~	OCTOBER	~
BREAKING	~	PROPERTY	~	RECORD	~
BRAKING	~	TRUST	~	RECORDS	~
BROKE	~	TRUSTS	~	DIRECT	~
BRING	~	TRY	~	DIRECTS	~
BROUGHT	~	INCREASE	~	DIRECTING	~
BRINK	~	INCREASED	~	DIRECTOR	~
BROWN	~	BETTER	~	DIRECTORS	~
BROW	~	WATER	~	REGARD	~
TRUE	~	LABOUR	~	REGARDING	~
TRULY	~	LEADER	~	PICTURED	~
ACROSS	~	READER	~	NEWSPAPER	~
BREAD	~	READERS	~	BIGGER	~
CONTROL	~	PAPER	~	PERHAPS	~
CONTROLS	~	ORDERED	~	PRICE	~
CRY	~	FIGURE	~	PRICES	~
CRIS	~	FIGURES	~	MOTORED	~
CREDIT	~	REGRET	~	DEGREE	~
PERSON	~	REGRETS	~	CHEAPER	~
PRESENT	~	GIRL	~	TEACHER	~
		GIRLS	~	TEACHERS	~

In a small group of words, in order to make the outlines as short as possible, the hooked strokes are used even though a vowel other than e (as in PER) comes between the consonant and the aR. It is not generally necessary to put in the vowel in such outlines, but, if desired, it may be made clear that a dot vowel is present by writing a small circle in place of the dot, before or after the hooked consonant, and that a dash vowel or diphthong is present may be marked by writing the vowel or diphthong sign through the consonant sign in

the first, second, or third place: DIRECT ~~~~~, REGARD ~~~~~, COURSE ~~~~~, COURSES ~~~~~, RECORD ~~~~~, RECORDS ~~~~~, PICTURED ~~~~~

(ii) GRAMMALOGUES

OWE } ! ACCORDING ~~~~~ TOWARD } ~~~~~
 OH } ~~~~~ CARE ~~~~~ GREAT ~~~~~ TRADE } ~~~~~

(iii) CONTRACTIONS

PROBABLE } ~~~~~ IMPROBABLE ~~~~~
 PROBABLY } ~~~~~
 PROBABILITY } ~~~~~

(iv) PHRASES

YOU WILL AGREE ~~~~~ ACCORDING TO ~~~~~
 IN THE COURSE ~~~~~ WITH REGARD TO ~~~~~
 OF COURSE ~~~~~
 IN ALL PROBABILITY ~~~~~

From the rules you are able to make for yourself in working these Exercises do Exercises 63, 64, 65, and 66.

CHAPTER EIGHTEEN

32. HOOK eL TO STRAIGHT SIGNS

(i) SYSTEM. Consonant eL is also frequently joined with other consonants to make one sound. Here are some examples—

ABLE	~	PLEASE	~	EMPLOYER	~
BLACK	~	PLEASED	~	EMPLOYERS	~
BLUE	~	PLEASING	~	EXAMPLE	~
PLAY	~	TABLE	~	TROUBLE	~
		TABLES	~	TROUBLES	~
PLAYS	~	EMPLOY	~	SIMPLE	~
PLACE	~	EMPLOYEE	~	POLITICAL	~
CLEAR	~	EMPLOYEES	~	POLITICALLY	~
CLEARED	~				
COMPLETE	~				
COMPLETES	~				

(ii) GRAMMALOGUES

DEAR PARTICULAR BUILD } BELIEVED }
 DURING OPPORTUNITY BUILDING } BELIEF }
 GENERALLY } BELIEVE }

(iii) CONTRACTIONS

CHARACTER DANGER DANGEROUS

(iv) PHRASES

WE BELIEVE ABLE TO I AM PLEASED
 I BELIEVE TO BE ABLE TO AT ALL

From the rules you are able to make for yourself in working these Exercises do Exercises 67, 68, 69, and 70.

CHAPTER NINETEEN

33. HOOK eN TO STRAIGHT SIGNS

(i) SYSTEM. Syllables formed of consonants and eN are very common in English. In addition, common word endings such as -NED, -NT(s), -NING(s), -NTER(s), -NTERING(s), -NDER(s), -NDERING(s) are very often formed from a root word or syllable ending with the sound of eN.

HAPPEN	AIRPLANE	PAINT
HAPPENING	TOWN	PAINTER
HAPPENED	TRAIN	PAINTING
BEGIN	TRAINING	PAINTINGS
BEGINNING	TRAINED	POINT
AGAIN	CHILDREN	POINTING
PLANT	RUN	POUND
PLANTER	RAN	STAND
PLANTING	BURN	STANDING
ENGINE	BURNT	UNDERSTAND
JUNE	LEARN	WANT
ONE	LEARNT	WENT
OPEN	MODERN	ROUND
OPENING	ACCOUNT	SECOND
UPON	BEHIND	SPEND
BETWEEN	DEPEND	SPENT
CLEAN	DEPENDING	WINTER
CLEANING	GROUND	COUNTRY
CLEANED	PLAYGROUND	HUNDRED
DOWN	KIND	TURN
PLAN	KINDER	TURNED
PLANNING	KINDLY	RETURN
PLAIN		
PLANE		

(ii) GRAMMALOGUES

GENTLEMEN MEMBER } NUMBER }
 GENERAL REMEMBER } NUMBERED }
 GENERALLY } REMEMBERED } CALL }
 CALLED }

(iii) CONTRACTIONS

WHATEVER WHENEVER

(iv) PHRASES

DO NOT I CANNOT
 DID NOT I UNDERSTAND I WENT
 I DO NOT THINK BETTER THAN
 I DO NOT WISH RATHER THAN

From the rules you are able to make for yourself in working these Exercises do Exercises 71, 72, 73, and 74.

CHAPTER TWENTY

34. HOOK eF/Vee TO STRAIGHT SIGNS

(i) SYSTEM. eF and Vee are other consonants that are frequently used in English at the end of a word or syllable. Here are some examples—

ABOVE	PROFIT	PROVIDE
CHIEF	PROFITS	PROVIDING
DRIVE	HALF	PROVIDED
DRIVING	HALVED	PROVIDES
PERFECT	SERVE	GAVE
PERFECTLY	SERVED	

(ii) GRAMMALOGUES

DIFFICULT PEOPLE } OUGHT }
 GOLD TELL } AWE }

(iii) CONTRACTIONS

DIFFICULTY DIFFICULTIES

(iv) PHRASES

TO TELL NUMBER OF WHO HAVE
 OUT OF KNOWLEDGE OF OUGHT TO BE
 WHICH HAVE
 WHICH HAVE BEEN

From the rules you are able to make for yourself in working these Exercises do Exercises 75, 76, 77, and 78.

CHAPTER TWENTY-ONE

35. aR AND eL HOOKS TO CURVES

(i) SYSTEM. While straight signs may be hooked on both sides, curves may be hooked only inside the curves. A curve may, however, for the purpose of making a sign for eL as well as aR, have hooks of different sizes, as in these examples—

aR HOOK

EVER		MEASURE		THROUGH	
EVERY		MEASURING		BROTHER	
OFFER		NORTH		BROTHERS	
OFFERED		ENGINEER		WEATHER	
EITHER		ENGINEERING		WEATHERING	
OTHER		FREE		RIVER	
COMFORT		FREELY		RIVERS	
COMFORTING		COVER		BEFORE	
FURTHER		COVERED		THURSDAY	
FRIDAY		DISCOVER		FISHER	

36. eL HOOK

FLY		BEAUTIFUL		OFFICIAL	
FLYING		BEAUTIFULLY		OFFICIALS	
DEVELOP		POWERFUL		SHILLING	
DEVELOPED		POWERFULLY		SHILLINGS	
FINAL					
FINALLY					

The hooked forms may be turned the other way: . The first group are named the "left" forms and the second group are named the "right" forms. The "right" forms are used—

(a) In words of one syllable, when no vowel comes before the hooked consonant—

FREE		} but {	OFFER	
THROUGH			EVER	
THREE			EITHER	

(b) Generally when joined to consonant sign going from left to right—

COVER		} but {	DIFFER	
BROTHER			FRIDAY	
RIVER			AVERAGE	

The "left" forms are generally used: FLY , FLYING , BEAUTIFUL , POWERFUL , DEVELOP . The "right" forms are used only after and straight up signs: GRAVEL , RIFLE .

(ii) GRAMMALOGUES

SHORT		REMARK		MR.	
SHORTHAND		REMARKED		MERE	
PLEASURE		MORE		MERELY	

(iii) CONTRACTIONS

REMARKABLE		EVERYTHING	
REMARKABLY			

(iv) PHRASES

THEY ARE IN OUR VIEW YOURS RESPECTFULLY

From the rules you are able to make for yourself in working these Exercises do Exercises 79, 80, 81, and 82.

CHAPTER TWENTY-TWO

37. HOOK eN TO CURVES

(i) SYSTEM. These words give still more examples of the way in which eN is an important part of English syllables.

OFTEN		LINE		EVENT	
EVEN		SHOWN		LAND	
EVENING		AFTERNOON		FRONT	
THAN		SITUATION		FRIEND	
THEN		MACHINE		MOMENT	
MINE		AMOUNT		DEVELOPMENT	
MAN		MIND		PAYMENT	
MEN		DEMAND		STATEMENT	
MEAN		FIND			
IRON		FOUND			

(ii) GRAMMALOGUES

OPINION		NEAR		OVER	
NOR				HOWEVER	

(iii) CONTRACTIONS

ADVERTISE	
ADVERTISED	
ADVERTISEMENT	

(iv) PHRASES

WE HAVE BEEN	IN OUR OPINION
HAVING BEEN	PROFIT AND LOSS ACCOUNT
MORE THAN	YEARS AGO
THEY ARE NOT	I AM NOT

From the rules you are able to make for yourself in working these Exercises do Exercises 83, 84, 85, and 86.

CHAPTER TWENTY-THREE

38. SHUN HOOK

(i) SYSTEM. The syllable -SHUN is very common in English.

ATTENTION	RELATION	STATION
NATION	ACTION	OPERATION
NATIONAL	CONNECTION	EDUCATION
DIVISION	COMPETITION	EDUCATIONAL
DIVISIONAL	CONDITION	COMPLETION
OBSERVATION	CONDITIONED	PERFECTION
		DIRECTION

39. eSS-SHUN

(i) SYSTEM. The syllable -SHUN often comes after consonant eSS. For example—

POSITION TAXATION

(ii) GRAMMALOGUES

PRINCIPAL	THEREFORE	LARGE
PRINCIPALLY	INFORMATION	LARGELY
PRINCIPLE		LARGER

(iii) CONTRACTIONS

ORGANIZE	ORGANIZATION
ORGANIZED	OBJECTION

(iv) PHRASES

TO MEET COMPETITION	IN THIS CONNECTION
NEW COMPETITION	IN CONNECTION WITH
ANY CONDITION	
IN ADDITION	

From the rules you are able to make for yourself in working these Exercises do Exercises 87, 88, 89, and 90.

CHAPTER TWENTY-FOUR

40. ADDITION OF CIRCLE eSS TO HOOKS

(i) SYSTEM. Circle eSS may be used with hooked signs, as in these examples—

SUPPLY	SUMMER	AMOUNTS
SUPPLIES	SOONER	FINDS
POSSIBLE	PERSONAL	EVENTS
POSSIBLY	PERSONALLY	NATIONS
EXPRESS	PERSONALITY	DIVISIONS
EXPRESSED	CHIEFS	RELATIONS
EXPRESSES	DRIVES	OBSERVATIONS
INDUSTRY	MEANS	CONDITIONS
DISTRIBUTE	LINES	DIRECTIONS
DISTRIBUTION	MACHINES	POSITIONS

(ii) GRAMMALOGUES

LANGUAGE	EQUAL	EQUALLED
OWING	EQUALLY	COLD

TILL
TOLD

(iii) CONTRACTIONS

GOVERN }
GOVERNED }

(iv) PHRASES

TRADE CONDITIONS	TO EXPRESS
POOR CONDITIONS	AND INDUSTRY

From the rules you are able to make for yourself in working these Exercises do Exercises 91, 92, 93, and 94.

CHAPTER TWENTY-FIVE

41. ADDITION OF A CIRCLE OR A LOOP TO HOOKS aR AND eN TO STRAIGHT SIGNS

(i) SYSTEM. The addition of a circle or a loop to hooks aR and eN to straight signs is made by writing the circle or loop on the hook side of the sign. For example—

STRANGE	STRONGLY	CONSIDERABLY
STRANGEST	STRONGER	CONSIDERATION
STRANGELY	CONSIDER	STRAIGHT
STRONG	CONSIDERABLE	STREET

SWEETER		CLEANS		DEPENDS	
STOPPER		CLEANSED		GROUNDS	
ONCE		LEARNS		SPENDS	
DISTANCE		TRAINS		PLANTS	
DISTANCES		TOWNS		POINTS	
ENGINES		ACCOUNTS		PAINTS	
				PAINTERS	

(ii) GRAMMALOGUES

SURPRISE		ITSELF		BALANCED	
SURPRISED		BALANCE		SCHOOL	

(iii) CONTRACTIONS

RESPONSIBLE	}	
RESPONSIBILITY		

(iv) PHRASES

THAT WE CONSIDER		UPON CONSIDERATION	
OFFICIALS CONSIDER		YOURS TRULY	

From the rules you are able to make for yourself in working these Exercises do Exercises 95, 96, and 97.

The rules for writing aR, eL, eN, eF/Vee, and -SHUN and of adding eSS to them are a most important point in writing shorthand more quickly.

From the rules you are able to make for yourself from working Exercises 63-97 do Exercise 98 to make certain that you are able to make a right use of the hooked signs.

CHAPTER TWENTY-SIX

42. COMPOUND CONSONANTS

(i) SYSTEM. Here are some more words giving examples of syllables formed with two consonants joined together. A single sign for these syllables is an easy way of saving time in writing them.

KWay	QUARTER	
QUICK	QUARTERS	
QUICKLY	QUARTERLY	
QUICKER	REQUIRE	
QUICKEST	REQUIRED	
	REQUIREMENTS	

LeR	WeL
FULLER	WELL
RULER	WILL
	WILLING
ReR	WHeL
POORER	WHILE
CLEARER	WHILST
iMP/iMB	WHay
IMPORTANT	WHERE
IMPROVEMENT	WHEREAS
SEPTEMBER	WHITE
DECEMBER	

(ii) GRAMMALOGUES

IMPORTANT	}	IMPOSSIBLE	}	IMPROVEMENT
IMPORTANCE		WHETHER		IMPROVE
				IMPROVED

(iii) PHRASES

DECEMBER LAST		LET ME KNOW	
HAVING REGARD TO THE		TOOK PLACE	
WILL YOU			
WILL NOT BE			

From the rules you are able to make for yourself in working these Exercises do Exercises 99, 100, 101, and 102.

CHAPTER TWENTY-SEVEN

43. Way HALF-CIRCLE

(i) SYSTEM. A small half-circle is sometimes used for the consonant Way. For example—

WALK		WARM		WORK	
WALKING		WERE		WORLD	
WEEK	}	WIRE		WORTH	
WEAK		WIRELESS		QUALITY	
WEEKLY		WOMAN		FREQUENT	
WAR		WOMEN		FREQUENTLY	

(ii) GRAMMALOGUES

SUBJECT	}	TRIED	
SUBJECTED		TRUTH	

(iii) PHRASES

100 £100 £100,000
 500,000 £1,000 £375,000
 50,000,000 £10,000

From the rules you are able to make for yourself in working these Exercises do Exercises 103, 104, 105, and 106.

CHAPTER TWENTY-EIGHT

44. DIPHONES

(i) SYSTEM. Sometimes in English words two vowel sounds come one after another with no consonant between them. For example—

EARLIER	REALLY	LOWER
HAPPIER	SERIOUS	LOWEST
HEAVIER	SERIOUSLY	SHOWING
CARRIER	SUGGESTION	KNOWING
IDEA	MILLION	FOLLOWING
IDEAS	MILLIONS	TRUER
MATERIAL	QUESTION	TRUEST
EXPERIENCE	QUESTIONS	
EXPERIENCES	WEIGHING	
REAL	SAYING	

(ii) GRAMMALOGUES

BEYOND	OWN	DELIVER
ADVANTAGE	OWNER	DELIVERED
		DELIVERY

(iii) PHRASES

SERIOUS CONSIDERATION SERIOUSLY CONSIDERING

From the rules you are able to make for yourself in working these Exercises do Exercises 107, 108, 109, and 110.

CHAPTER TWENTY-NINE

45. PREFIXES AND SUFFIXES

(i) SYSTEM. Some parts of words are very common in the English language at the start and at the end of words, and special shorthand signs are used for them. Those at the start are given the name Prefixes, those at the end Suffixes. For example—

PREFIXES

CONTROL
 CONTINUE
 CONNECTION
 SELF-CONTROL

SELF-CONTROLLED
 SELF-IMPORTANT
 SELF-MADE
 UNNECESSARY

SUFFIXES

PAYING
 TEACHING
 SHIPPING
 HELPING
 HELPINGS
 TRYING
 COVERING
 COVERINGS
 ORDERING
 HEARING
 ATTEMPTING
 MORNING
 MORNINGS
 RUNNING
 WANTING
 SERVING
 MASTERING
 COSTING
 COMING
 COMINGS
 GIVING
 PUTTING
 TRADING
 ORGANIZING

PUBLISHING
 THOUGHTFULNESS
 THOUGHTLESSNESS
 HOPEFULNESS
 HOPELESSNESS
 CAREFULNESS
 CARELESSNESS
 FRIENDSHIP
 HARDSHIP
 MEMBERSHIP
 OWNERSHIP
 POSSIBILITY
 FORMALITY
 REGULARITY
 DESIRABILITY
 FORWARD
 FORWARDING
 BACKWARD
 FRIENDLY
 PARTICULARLY
 DIFFERENTLY
 RESPECTIVELY
 ANNOUNCEMENT
 ANNOUNCEMENTS

(ii) GRAMMALOGUES

INSTRUCTION	SURE
YOUNG	THIRD
	SURELY

(iii) CONTRACTION

GOVERNMENT

(iv) PHRASES

I AM SURE IN THE ACCOUNTS

From the rules you are able to make for yourself in working these Exercises do Exercises 111, 112, 113, and 114.

The King's English

If you have worked through this book and have done all the Exercises you will have a good knowledge of the 700 Common Words of the English language (including derivatives), as the lists of words in each Chapter have been taken from these 700 Common Words. You have also been learning how to use the rules of the system in writing many other words.

The passage below has been taken from the Royal Society of Arts May Examination, 1939, at 100 words a minute. The words in ordinary type are those in the list; those in lighter type are the only words which are not in the list.

2 Gentlemen, In reviewing the balance sheet before you I would
4 draw your attention to the revised form in which the accounts are
4 presented.* This gives | a clear and bird's eye view of the company's
3 financial position. In previous balance sheets it has been the custom
3 to show the dividends paid | as a gross figure, without explaining
5 that the sum was gross, and, of course, without showing the tax
3 deducted. I think you will agree that | the way we present the
3 accounts to-day is much better, as it clearly shows what contribution
4 the company makes to income and other taxes, || and also gives
4 the actual amount of cash paid to the share-holders.*
5 I am glad to be able to tell you that our position in America |
2 has now been entirely cleaned up. In dealing with America it has
4 been a very long and tiresome matter, and I was probably of some |
6 assistance to the company in helping to clear it up. We had to go
4 very carefully so as to comply with the laws of America, | and so
3 that this company should leave the country with a good character;
2 and this we have done. We were not able to trade direct || with
3 customers in America during the period of litigation for obvious
2 reasons, but we have now commenced to execute orders direct to
3 customers in America, | which only shows that they still desire to
3 have our goods, and we hope that our trade in this direction will
- increase.
4 In a business | like this we have to maintain our standard in
2 redecorations and renovations, and this year we have spent some
2 thousands of pounds in doing this, | which has been written off. I
4 should also tell you that we have had a very big item, which is a
2 non-recurring expense, || in connection with transfer of our chocolate
3 manufacture from here to other quarters. Owing to the increased
2 demands for our confectionery articles we felt* it | wise to transfer
4 the whole to a newly equipped chocolate factory so as to release
2 valuable space in this building. This has been done during | the
- current year at considerable cost.
1 Your directors are constantly improving departments so as to
3 maintain the high character of this business. I should say | that
11 it is not a store, but a shop, and unique of its kind, and it is the
2 directors' duty to maintain its high traditions. ||
114 (Percentage of Common Words: 84.25%) 286

* These words (presented, holders and felt) are formed from the root words (present, hold and feel) but they are not listed in this form in the 700 common words because in shorthand the signs for them are made by making greater changes from the root sign than in the case of all the other words in the list.

The figures in the left-hand margin show the number of words in each line for which the 10 Grammalogue signs were given in Chapter One of this book, and the figures in the right-hand margin show the number of other words in each line.

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