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.

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

SHORTER MODERN COURSE

in

Pitman's Shorthand

(WITHOUT EXERCISES)

NEW ERA EDITION

Isaac Pitman

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SHORTER MODERN COURSE

CHAPTER ONE

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 \textit{\textasciitilde\textasciitilde\textasciitilde\textasciitilde}, and we quickly get used to reading and writing the complete outline \textit{\textasciitilde\textasciitilde\textasciitilde} (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 \textit{\textasciitilde\textasciitilde\textasciitilde\textasciitilde} for this word. In shorthand there are a number of words of this kind, and \textit{Grammologue} is the name given to them.

(iii) SIGNS WHICH ARE A SHORT FORM OF THE COMPLETE SIGN. In longhand, \textit{Feb.} is used as a quick way of writing the word \textit{February}. In the same way, in shorthand the short outline \textit{\textasciitilde\textasciitilde\textasciitilde} (which is shorthand for \textit{F-B}) is used for this word. Shorthand outlines of this sort are given the name \textit{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 \textit{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, \textit{\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde} (\textit{IT IS NOT}) is used for \textit{\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde\textasciitilde} (NOT). In shorthand these joined outlines are given the name \textit{Phrases}.  

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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*     **Page** *PAID*
**Bee** *BE*     **Page** *PAID*

**Tee** *TOUCH*    **Dee** *DAY*    **Page** *PAID*

**Chay** *TOUCH*    **Jay** *AGE*    **Page** *PAID*

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—

**A** *PAY*     **U** *TOUCH*
**Page** *PAID*    **JUDGE** *UP*

(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 |  
**AN** | THAT
**THE** (when by itself) | IN
**THE** (a small tick when joined to an outline) | (made with an up motion)

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

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 shorthand 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 \( \text{P} \) PAGE \( \text{T} \)) 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: \( \text{PAGe} \), and the vowel sign is then put in: \( \text{T} \).

(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 \( \text{P} \), \( \text{T} \), \( \text{D} \), \( \text{CH} \), \( \text{J} \).

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

<table>
<thead>
<tr>
<th>Sign</th>
<th>Letter</th>
<th>Name</th>
<th>As in</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \text{P} )</td>
<td>P</td>
<td>pee</td>
<td>( \text{PAY} ), ( \text{PAID} ), ( \text{PAGE} )</td>
</tr>
<tr>
<td>( \text{T} )</td>
<td>B</td>
<td>bee</td>
<td>( \text{BE} )</td>
</tr>
<tr>
<td>( \text{T} )</td>
<td>T</td>
<td>tee</td>
<td>( \text{IT} ), ( \text{TOUCH} ), ( \text{DATE} )</td>
</tr>
<tr>
<td>( \text{D} )</td>
<td>D</td>
<td>dee</td>
<td>( \text{DAY} ), ( \text{DATE} ), ( \text{PAID} )</td>
</tr>
<tr>
<td>( \text{CH} )</td>
<td>CH</td>
<td>chay</td>
<td>( \text{TOUCH} )</td>
</tr>
<tr>
<td>( \text{J} )</td>
<td>J</td>
<td>jay</td>
<td>( \text{AGE} ), ( \text{PAGE} ), ( \text{JUDGE} )</td>
</tr>
</tbody>
</table>

2. A thick point or “dot” in the middle place is used for the vowel-sound in \( \text{PAY} \), \( \text{PAID} \), \( \text{DAY} \), \( \text{PAGE} \), \( \text{DATE} \), \( \text{AGE} \). A short thin line or “dash” in the middle place is used for the vowel-sound in \( \text{UP} \), \( \text{TCH} \), \( \text{JUDGE} \).

3. When the vowel comes before the consonant, the vowel-sign is placed to the left, as in \( \text{AGE} \) and \( \text{UP} \); when the vowel comes after the consonant, the vowel-sign is placed to the right, as in \( \text{PAY} \) and \( \text{TCH} \).

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 \( \text{W} \) 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: \( \text{PAID THE} \), \( \text{THAT THE} \), \( \text{IN THE} \), etc.

7. The Grammologue \( \text{...} \) (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: \( \text{IT IS} \), \( \text{IS IT} \), \( \text{THAT IS} \), \( \text{IS THAT} \).

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 \( \text{TAKE} \) \( \text{CAME} \) \( \text{MAKE} \) \( \text{BECAOME} \) \( \text{CHECK} \).

Gay \( \text{GET} \).

\(*\) 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 \( j \) is given in three ways: g, j, dj, 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, al, 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.”
Two more vowels are used in these words—

\( \ddot{E} \) gEt

\( \ddot{O} \) NO

\( \ddot{E} \) gEt

\( \ddot{O} \) NO

(ii) GRAMMALOGUES

\( \dddot{E} \) EYE

\( \dddot{O} \) YOU

\( \dddot{O} \) THING

\( \dddot{E} \) AS

\( \dddot{O} \) HE

\( \dddot{E} \) HAS

(iii) CONTRACTIONS

\( \dddot{E} \) NOTHING

(iv) PHRASES

CHANGING THE

MAKING THE

TO GET THE

TO TAKE THE

ON MONDAY

MAY BE

I TAKE

I PAID

YOU MAY

I MAY

THAT HE IS (HAS)

AS HE IS (HAS)

IS HE

I KNOW THAT HE

I KNOW THAT HE IS (HAS)

AS TO

AS (HAS) THE

AND THAT

AND THE

ON THAT

IS NOT

HAS NOT

IT IS (HAS) NOT

THAT HE IS (HAS) NOT

5. 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 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 \( \dddot{E} \), \( \dddot{O} \), \( \dddot{E} \), \( \dddot{O} \), and \( \dddot{E} \) 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.

<table>
<thead>
<tr>
<th>Sign</th>
<th>Letter</th>
<th>Name</th>
<th>As in</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>k</td>
<td>CAME</td>
<td>( \dddot{E} ) |</td>
</tr>
<tr>
<td>G</td>
<td>g</td>
<td>GET</td>
<td>( \dddot{O} ) |</td>
</tr>
<tr>
<td>M</td>
<td>m</td>
<td>MAY</td>
<td>( \dddot{E} ) |</td>
</tr>
<tr>
<td>N</td>
<td>n</td>
<td>KNOW</td>
<td>( \dddot{O} ) |</td>
</tr>
<tr>
<td>NG</td>
<td>ing</td>
<td>JUDGING ( \dddot{E} ) BEING ( \dddot{O} ) |</td>
<td></td>
</tr>
</tbody>
</table>

2. A thin “dot” at the middle of a stroke is used for the vowel-sound in GET \( \dddot{O} \), CHECK \( \dddot{O} \).

3. A thick “dash” at the middle of a stroke is used for the vowel-sound in KNOW, NO \( \dddot{E} \).

4. If the vowel comes before the consonant, the vowel-sign is placed over a left-to-right sign: AIM \( \dddot{E} \), ACHE \( \dddot{O} \), OAK \( \dddot{E} \); if the vowel comes after the consonant in the longhand, the vowel-sign is placed under the sign: MAY \( \dddot{E} \), GAY \( \dddot{O} \), COE \( \dddot{E} \).

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

Go by Sound, not by Longhand
5. Vowel-signs do not have to be used in all outlines:

6. The Grammologue 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 Grammologue 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 …..    SUNDAYS …..
PAGES …..      DAYS …..    SET …..        SETS …..
TOUCHES …..    JUDGES …..  BASE …..       SAID …..
CHANGES …..    DATES …..   CASE …..       SUCH …..
GETS …..       CUSTOMS …..  CUSTOM …..     PUBLISHES …..
CHECKS …..     CHECK …..   PUBLISHES …...
TAKES …..      KNOWS …..   SAME …..
TAKINGS …..    SAME …..    SOME …..
MAKES …..      SENSE …..   SENSE …..
NAMES …..      NAMES …..   SAME …..

(ii) GRAMMALOGUES

TOO …..       SPECIAL …..  OUR …..        HOUR …..                     (up motion)
ALL …..       SPEAK …..    ARE …..                     (up motion)

English Shorthand is based on English Sounds

IN PITMAN'S SHORTHAND

(iii) CONTRACTIONS

EXCHANGE      EXPECT     SOMETHING
EXCHANGED     EXPECTED   SOMETHING
EXCHANGES     EXPECTS    SOMETHING

(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 EXPECT
ARE NOT        I EXPECT
YOU ARE NOT

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 ... 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—

<table>
<thead>
<tr>
<th>ef</th>
<th>Face</th>
<th>SAFE</th>
<th>Vee</th>
<th>SAVE</th>
<th>saFe</th>
<th>SAFe</th>
<th>SAves</th>
<th>SAVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>facing</td>
<td>SAFES</td>
<td>Vees</td>
<td>SAVEs</td>
<td>SAVING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iTH (light sound)</th>
<th>THee (heavy sound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTH</td>
<td>MONTHS</td>
</tr>
<tr>
<td>THEY</td>
<td>BOTH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>eSS</th>
<th>SAY</th>
<th>So</th>
<th>Zee</th>
<th>WAS (WOZ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAYS</td>
<td>US</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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 = CHèK = \( \) Monday = MüNDay = \( \).
Summary

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

<table>
<thead>
<tr>
<th>Sign</th>
<th>Letter</th>
<th>Name</th>
<th>As in</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>ef</td>
<td>FACE</td>
<td>SAFE</td>
</tr>
<tr>
<td>V</td>
<td>vee</td>
<td>SAVE</td>
<td>SAVES</td>
</tr>
<tr>
<td>TH</td>
<td>iTH</td>
<td>MONTH</td>
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<td>THEM</td>
</tr>
<tr>
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<td>ess</td>
<td>SAY</td>
<td>SO</td>
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<tr>
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<td>zee</td>
<td>WAS</td>
<td></td>
</tr>
<tr>
<td>SH</td>
<td>ish</td>
<td>SHOW</td>
<td>SHOWED</td>
</tr>
<tr>
<td>ZH</td>
<td>zhee</td>
<td>USUAL</td>
<td>USUALLY</td>
</tr>
<tr>
<td>R</td>
<td>ar</td>
<td>AIR</td>
<td>DOOR</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Æ</th>
<th>AT</th>
<th>1</th>
<th>*ASKING</th>
<th>2</th>
<th>*PASSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>AĐĎ</td>
<td>ADD</td>
<td>Back</td>
<td></td>
<td></td>
<td>MASS</td>
</tr>
<tr>
<td>AĐĐ</td>
<td>ADDS</td>
<td>BACKS</td>
<td></td>
<td></td>
<td>TAX</td>
</tr>
<tr>
<td>sAT</td>
<td>SAT</td>
<td>BANK</td>
<td></td>
<td></td>
<td>AGO</td>
</tr>
<tr>
<td>Am</td>
<td>AM</td>
<td>FACT</td>
<td></td>
<td></td>
<td>AMONG</td>
</tr>
<tr>
<td>*ASK</td>
<td>*ASK</td>
<td>FACTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ask</td>
<td>*Ask</td>
<td>PASS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ah</th>
<th>ARM</th>
<th>CAR</th>
<th>FAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AH</td>
<td>ARMS</td>
<td>CARs</td>
<td>FAR</td>
<td></td>
</tr>
<tr>
<td>Ò</td>
<td>*OFF</td>
<td>OR</td>
<td>FORM</td>
<td></td>
</tr>
<tr>
<td>Ò</td>
<td>GÔT</td>
<td>*Or</td>
<td>*FOrM</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>TALK</td>
<td>CAUSE</td>
<td>CAUSEd</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>TALKS</td>
<td>CAUSING</td>
<td>CAUSEd</td>
<td></td>
</tr>
</tbody>
</table>

(ii) GRAMMALOGUES

<table>
<thead>
<tr>
<th>PUT TO BE</th>
<th>HAD</th>
<th>DIFFERENT</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHOULd</td>
<td>(up motion)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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 ASK, not AHSH, ÒFF 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 ASK may use in writing shorthand, those who say AHŠK 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 ŏ 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 = C. Custom = KUSTUM = KUSTUM.
CONTRACTIONS
INSURANCE \(\) January \(\)

PHRASES
I put \(\) pass the \(\) \(\) I saw the \(\)
I bought \(\) at the \(\) \(\) you should \(\)
I had \(\) on the \(\) \(\) she you \(\)
I am \(\) but the \(\) \(\) 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

\[
\text{got} \quad \text{tax} \quad \text{or} \quad \text{\textbar{}}
\]

but get \(\) takes \(\)

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

CHAPTER SIX

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.

<table>
<thead>
<tr>
<th>(\text{If} )</th>
<th>(\text{EE} )</th>
<th>(\text{\textbar{}} )</th>
<th>(\text{BOOK} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\text{busi-ness} )</td>
<td>(\text{ease} )</td>
<td>(\text{books} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{sit} )</td>
<td>(\text{easy} )</td>
<td>(\text{booking} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{sits} )</td>
<td>(\text{she} )</td>
<td>(\text{bookings} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{city} )</td>
<td>(\text{see} )</td>
<td>(\text{took} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{minute} )</td>
<td>(\text{sea} )</td>
<td>(\text{into} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{big} )</td>
<td>(\text{peace} )</td>
<td>(\text{oo} )</td>
<td>(\text{food} )</td>
</tr>
<tr>
<td>(\text{ship} )</td>
<td>(\text{piece} )</td>
<td>(\text{move} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{ships} )</td>
<td>(\text{cheap} )</td>
<td>(\text{moves} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{six-t} )</td>
<td>(\text{deep} )</td>
<td>(\text{moving} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{ الشيخ} )</td>
<td>(\text{keep} )</td>
<td>(\text{poor} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{these} )</td>
<td>(\text{teach} )</td>
<td>(\text{room} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
<tr>
<td>(\text{these} )</td>
<td>(\text{oo} )</td>
<td>(\text{rooms} )</td>
<td>(\text{\textbar{}} )</td>
</tr>
</tbody>
</table>

Some \(\) SuM \(\) Age \(\) ayJ \(\) 17

2—(S.355)
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—

I sīne  ēE sEEm  ūO sOON
MISs  ēEEMS  sEEENS
sīx
Kīng
sĒEN

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
COPY
COPIES
OFFICE

ARMY
BABY
SAFETY
MANY

MONEY
PENNY
APPEAR
APPEARS

(iii) CONTRACTIONS
INFORM  INCOME
INFORMED

BECOME  KNOWLEDGE

(iv) PHRASES
SHE IS (HAS)
SHE SAYS
IF YOU
IF YOU ARE
I SHALL BE
TO MOVE
OF WHICH
IT SHOULD BE
AND HAS (IS)
IT SEEMS

THAT YOU CAN
IN WHICH
I SHALL HAVE
OF THEIR
TO THEIR
FOR THEIR
THAT THERE WAS
THAT THERE WAS NOT

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
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  TAKE  SAT  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.

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

   eL (down)
   FALL  FEELING  ONLY
   FALLING  FEELS  LOVELY
   FALLS  FULL  LESS
   FEEL  ALONG  LESSEN

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 = TāuKS
PHRASES

I WILL \(\checkmark\) WHEN THEY \(\checkmark\) TO ME

THAT YOU WILL \(\checkmark\) WHEN HE IS \(\checkmark\) WHY DO YOU \(\checkmark\)

I LIKE THE \(\checkmark\) TO GO \(\checkmark\) TO GIVE \(\checkmark\) I FEEL \(\checkmark\)

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

Summary

1. The sign \(\checkmark\) 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 \(\checkmark\), LEAD \(\checkmark\), LONG \(\checkmark\), ALAS \(\checkmark\), ALPS \(\checkmark\). Down motion is, however used:

   (a) To make the writing of eL simpler when it comes after eN or iNG: ONLY \(\checkmark\), KINGLEY \(\checkmark\).

   (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—

         \[ \text{ALONG} \begin{array}{c} \checkmark \checkmark \\ \checkmark \end{array} \text{ but } \begin{array}{c} \text{LIKE} \checkmark \checkmark \end{array} \]

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

         \[ \text{FULL} \begin{array}{c} \checkmark \checkmark \\ \checkmark \end{array} \text{ but } \begin{array}{c} \text{FUALLY} \checkmark \checkmark \end{array} \]

         \[ \text{FALL} \begin{array}{c} \checkmark \checkmark \\ \checkmark \end{array} \text{ but } \begin{array}{c} \text{FOLLOW} \checkmark \checkmark \end{array} \]

         \[ \text{VALE} \begin{array}{c} \checkmark \checkmark \\ \checkmark \end{array} \text{ but } \begin{array}{c} \text{VALLEY} \checkmark \checkmark \end{array} \]

         \[ \text{SCALE} \begin{array}{c} \checkmark \checkmark \\ \checkmark \end{array} \text{ but } \begin{array}{c} \text{SCALY} \checkmark \checkmark \end{array} \]

   (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: LESS \(\checkmark\), SENSELESS \(\checkmark\).

1. The form of eL used in the root outline is kept in outlines from the same root: FEEL \(\checkmark\), FEELING \(\checkmark\), FULL \(\checkmark\), PULLING \(\checkmark\).

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

4. If a vowel-sound comes after a diphthong, a small tick is put on to the diphthong: BUY \(\checkmark\), BUY, \(\checkmark\), BUYING \(\checkmark\), DIE \(\checkmark\), DYING \(\checkmark\), SCIENCE \(\checkmark\) (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 \(\checkmark\), SCIATICA \(\checkmark\).

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

7. An upstroke eL is used for the word WILL in phrases:

   I WILL \(\checkmark\), YOU WILL \(\checkmark\), IT WILL \(\checkmark\).

8. Only the first half of the Grammalogue I \(\checkmark\) is used before eL:

   I WILL \(\checkmark\), I LIKE \(\checkmark\).

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

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)

   \begin{align*}
   \text{WAY} & \quad \text{WATCH} \quad \checkmark \\
   \text{WEIGH} & \quad \text{WACHES} \quad \checkmark \\
   \text{WAYS} & \quad \text{WINOWD} \\
   \text{WEIGHS} & \quad \text{WEDNESDAY} \\
   \text{AWAY} & \\
   \end{align*}

   23
Yay (up)

USE USEFUL USELESS USING

17. DIPHTHONG OI

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

BOY BOYS

(ii) GRAMMALOGUES

WHAT WOULD YOUR YEAR WE

(iii) CONTRACTIONS

NEVER November YESTERDAY

(iv) PHRASES

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

<table>
<thead>
<tr>
<th>Sign</th>
<th>Letter</th>
<th>Name</th>
<th>As in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W</td>
<td>way</td>
<td>way / Wednesday</td>
</tr>
<tr>
<td></td>
<td>Y</td>
<td>yay</td>
<td>use / yesterday</td>
</tr>
</tbody>
</table>

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.

18. CONSONANT Ray

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

FROM OUT IN

RIGHT WRITE REASON REASONS AUTHORITY COUNCIL

ALL RIGHT WROTE RECEIVE RECEIVING CHARGE CHARGES

RATE RATES RULING March MARCHES

READ READING RAILWAY TO-MORROW MARK

RED CARRY CARRIED PARTY PURPOSE

READY ALREADY MARRY MEMORY SATURDAY SERVICE

ROAD ROADS ANSWER ANSWERS EARTH DISAPPEAR

WRONG OFFICER WISER

19. DIPHTHONG OW

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

OUT OUT OUT OUT

SOUTH SOUTH ANNOUNCING POWER POWERLESS

NOW NOW

(ii) GRAMMALOGUES

HOW WHO *MORE

*Mr.

* The reason for these forms is made clear on page 40.
(iii) CONTRACTIONS

REGULAR  SPECTATOR
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 k, REACH æ.
   CARRY
   ——, a down sign, named aR: AIR æ, CAR #, DOOR T
   The down form aR is used—
   (a) When it is the first consonant in a word and a vowel comes before it: OR æ, AIR æ
   (b) Generally when aR comes at the end of a word: DOOR T
   FIRE T, APPEAR
   (c) Before eM: ARM æ, 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 æ, RECEIVE æ, REASON æ
   (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 æ and eF-eSS æ: ANSWER
   OFFICER
   (d) Generally in the middle of a word: MARCH æ, MARK
   ——, AUTHORITY æ, CHARGE
   (e) Before /l/ and /r/ as in ARRAYED æ, ARCH æ, URGE æ, EARTH æ, to make the writing of the outline simpler.

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

   For example—
   RAIL
   FULL æ, VALLEY
   SCALY
   but { RALLY
   FULL æ, VALEY
   SCALY

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

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

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
HAPPINESS  HOPE  HOUSE
HEAD
AHEAD

Hay (down)

HE
HIGH  HIGHER
HEAVY  HIGHWAY

27
21. DIPHTHONG UE

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ISSUE</td>
<td>FEW</td>
</tr>
<tr>
<td>ISSUES</td>
<td>FEWER</td>
</tr>
<tr>
<td>NEW</td>
<td>VIEW</td>
</tr>
<tr>
<td>KNEW</td>
<td>VIEWS</td>
</tr>
</tbody>
</table>

(ii) GRAMMALOGUES

THANK 
THANKED 

(iii) CONTRACTIONS

REPRESENT 
REPRESENTED 

(iv) PHRASES

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

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 \( \ell \) is generally used: HAPPY \( \ell \), HOPE \( \ell \), HEAD \( \ell \), AHEAD \( \ell \), HISTORY \( \ell \)

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

2. The down form Hay \( \ell \) is used when Hay is the only consonant in the word, or when it comes before Kay or Gay:

HIGH \( \ell \), HE \( \ell \), HIKE \( \ell \), HOG \( \ell \) \( \ell \); and in words that come from the root HIGH: HIGHER \( \ell \), HIGHLY \( \ell \), HIGHWAY \( \ell \)

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

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.

4. The grammologue HE \( \ell \) is used only when it is joined to a stroke coming before it: THAT HE \( \ell \), THAT HE IS \( \ell \). At other times the stroke form \( \ell \) is used: HE IS \( \ell \), HE CAN \( \ell \).

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

6. The grammologue YOU \( \ell \) is sometimes put on its side when joined to other outlines: GIVE YOU \( \ell \), WITH YOU \( \ell \), WHEN YOU \( \ell \), WHAT YOU \( \ell \), WOULD YOU \( \ell \), ARE YOU \( \ell \).

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

6. If in longhand there is a line joining two words, two small lines are used in shorthand: MAKE-UP \( \ell \). The sign \( \ell \) 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—

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

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
            SWEETS
      SeSS, SeZ or ZeZ
      CAUSES  LOSSES
      CASES  BUSINESSES
      PASSES  FACES
      TAXES  OFFICES
      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) GRAMMARGUES
      MYSELF  OURSELVES
      HIMSELF  THEMSELVES  VERY
   (iii) CONTRACTIONS
      OBJECT  OBJECTED
   (iv) PHRASES
      VERY MUCH  AS SOON AS
      VERY MANY  THIS IS
      AS WE HAVE  IN THIS CITY
      AS WE ARE  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 Short-
      hand as a very quick way of writing two or more consonants—

STee
STOP  BEST  REST
STEP  COST  WEST
STEPS  COSTS  HASTE
STATE  JUST  WASTE
STATES  MUST  WASTES
STORY  TEST  PAST
STORE  TESTS  PAST
STORES  LAST  USED
STILL  LIST  TAXED
STEEL  LEAST  ANNONCED
STONE  SUGGEST  SUGGESTING
August  ...  ...

STeR
MASTER  MASTERPIECE  MASTERWASTERS
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
      CONTINUALLY  COMMITTEE  COMPANIES
      (ii) GRAMMARGUES
      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 ........................................... EAST ................................................................
CONNECT ..................................... NIGHT .................................................. SOMETIMES
CONNECTS ...................................... NIGHTS .................................................. SYSTEM
WEIGHT ......................................... LEFT .................................................. ASKED
WAIT ........................................... LEFT .................................................. ASKED
YET ................................................ Touched .................................................. WRITING
IGHT ........................................... REACHED .................................................. CERTAIN
MEAT ........................................... MEET .................................................. CERTAINLY
NOT ............................................... NOTE .................................................. CAPITAL
THOUGHT ....................................... FOOT .................................................. EXCEPT
FEET ........................................... ART .................................................. MARKET
HEART .......................................... HEARTS ............................................... OPERATE
LIGHT ........................................... LIGHTLY ............................................... RELATE
LET ............................................... LATE .................................................. RELATE

(ii) GRAMMALOGUES

QUITE .......................................... SENT .................................................. WITHOUT
COULD .......................................... T ................................................................

(iii) CONTRACTIONS

TOGETHER .................................... ALTOGETHER ................................

(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 ........................................... BADLY ........................................... METHOD
BED ........................................... BEDS ........................................... DATED
DID ........................................... DID ........................................... END
GOOD .......................................... GOOD ........................................... SEND
GOODS ......................................... INDEED ........................................... THOUSAND
ANSWERED ................................... ANSWERED .................................. THOUSANDS
RECEIVED .................................... RECEIVED .................................. NEED
SUGGESTED ................................... ISSUED ........................................... WORD

(ii) GRAMMALOGUES

HAND ........................................... UNDER ........................................... YARD

(iii) CONTRACTIONS

IMMEDIATE .................................. IMMEDIATE ................................

(iv) PHRASES

AT THE END .................................. IN HAND ........................................
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 .......................................... FATHER .......................................... NEITHER
FUTURE .......................................... NATURAL .......................................... NATURE
FUTURE .......................................... MATTER .......................................... NATURALLY
MOTHER .......................................... LETTER .......................................... LETTERS
MOTOR .......................................... OPERATOR .......................................... OPERATORS
LIGHT .......................................... LIGHTER .......................................... MARK
ANOTHER ...................................... LATER ........................................... MARKS
(ii) GRAMMALLOCUES
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 ——— COURSES ———

BREAK ——— PRODUCT ——— COURSES ———
BRAKE ——— PRODUCTS ———

BREAKING ——— PROPERTY ——— RECORD ———
BRAKING ——— TRUST ——— RECORDS ———

BROKE ——— TRY ——— DIRECT ———
BROKE ——— DIRECTS ———

BROUGHT ——— INCREASE ——— DIRECTING ———
BRING ——— INCREASING ——— DIRECTORS ———

DRINK ——— BETTER ——— DIRECT ———
GROW ——— WATER ——— REGARD ———

TRUE ——— LABOUR ——— REGARDING ———
TRULY ——— LEADER ——— PICTUREED ———

ACROSS ——— READER ——— NEWSPAPER ———
BREAD ——— READERS ——— BIGGER ———

CONTROL ——— PAPER ——— PERHAPS ———
CONTROLS ——— ORDERED ——— PRICE ———

CRY ——— FIGURE ——— PRICES ———
CRIES ——— FIGURES ———

CREDIT ——— REGRET ——— DEGREE ———
PERSON ——— REGRETS ——— CHEAPER ———
PRESENT ——— GIRL ——— TEACHER ———

36

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 ———

(ii) GRAMMALLOCUES
OWE ——— ACCORDING ——— GREAT ———
OH ——— CARE ——— TRADE ———

(iii) CONTRACTIONS
PROBABLE ——— IMPROBABLE ———
PROBABLY ———

(iv) PHRASES
YOU WILL AGREE ———
IN THE COURSE ———
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 often joined with
other consonants to make one sound. Here are some examples

ABLE ——— PLEASE ——— EMPLOYER
BLACK ——— PLEASED ——— EMPLOYERS ———
BLUE
PLAY ——— PLEASING ——— EXAMPLE

PLAYS ——— TABLE ——— TROUBLE ———

PLAYS ——— TABLES ——— TROUBLES ———
PLACE ——— EMPLOY ——— SIMPLE ———

CLEAR ——— EMPLOYEE ——— POLITICAL
CLEARED ——— EMPLOYEES ——— POLITICALLY ———

COMPLETE ———

COMPLETES ———
(ii) GRAMMAGUES

DEAR
PARTICULAR
BUILD
BELEIVED

DURING
OPPORTUNITY
BUILDING
BELIEF

(iii) CONTRACTIONS

CHARACTER
DANGER
DANGEROUS
BELIEVE

(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
HAPPENED
BEGIN
BEGINNING
AGAIN
PLANT
PLANTER
PLANTING
ENGINE
JUNE
ONE
OPEN
OPENING
UPON
BEFORE
BETWEEN
CLEAN
CLEANING
CLEANED
DOWN
PLAN
PLAIN

AIRPLANE
TOWN
TRAIN
TRAINED
RUN
RAN
BURN
BURNT
LEARN
MODERN
ACCOUNT
BEHIND
DEPEND
DEPT
PLAYGROUND
KINDER
KINDLY

PAINT
PAINTER
PAINTING
PAINTINGS
POINT
POINTING
POUND
STAND
STANDING
UNDERSTAND
WANT
WENT
ROUND
SECOND

HAPPENING
BEGINNING
BEGIN
BEGINNING
BEGIN
BEGINNING
AGAIN
PLANT
PLANTER
PLANTING
ENGINE
JUNE
ONE
OPEN
OPENING
UPON
BEFORE
BETWEEN
CLEAN
CLEANING
CLEANED
DOWN
PLAN
PLAIN

(iii) CONTRACTIONS

GENTLEMEN
MEMBER
GENERAL
GENERALLY

NUMBER
NUMBERED
CALL
CALLED

WHATEVER
WHENEVER

(iv) PHRASES

DO NOT
NOT
I CANNOT
I UNDERSTAND
I WENT

I DO NOT THINK
I WENT
I DO NOT WISH
I WENT

I DO NOT THINK
I WENT
I DO NOT WISH
I WENT

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

PERFECTLY
SERVED
GAVE

(ii) GRAMMAGUES

DIFFICULT
PEOPLE
OUGHT

GOLD
TELL

(iii) CONTRACTIONS

DIFFICULTY
DIFFICULTIES

(iv) PHRASES

TO TELL
NUMBER OF
WHO HAVE

OUT OF
KNOWLEDGE OF
OUGHT TO BE

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.

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

FREE
THROUGH
THREE

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

COVER
BROTHER
RIVER

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
NOR
NEAR
OVER

(iii) CONTRACTIONS

ADVERTISE
ADVERTISED
ADVERTISEMENT

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

38. SHUN HOOK

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

ATTENTION ACTION STATION
NATION RELATION OPERATION

NATIONAL CONNECTION EDUCATION
DIVISION COMPETITION EDUCATIONAL

DIVISIONAL CONDITION COMPLETION
OBSERVATION CONDITIONED PERFECTION

(ii) GRAMMAGOGUES

POSITION TAXATION
PRINCIPAL THEREFORE LARGE
PRINCIPALLY INFORMATION LARGELY
PRINCIPLE

(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 83, 84, 85, and 86.

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) GRAMMAGOGUES

LANGUAGE Owing EQUAL EQUALLY
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 STRONG STRONGLY CONSIDERABLY
STRANGEST STRONGER CONSIDERATION
STRANGELY STRONG CONSIDER STRAIGHT
STRONG CONSIDERABLE STREET
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
QUick
QUICKLY
QUICKER
QUICKEST

QUARTER
QUARTERS
QUARTERLY
REQUIRE
REQUIRED
REQUEST
REQUESTED
REQUESTS

IN PITMAN'S SHorthand

LeR
FUlleR
RULeR
ReR
pooReR
cleARER

IMP/IMB
IMPORtant
IMPROVEMENT

septeMBER
decEMBER

WeL
WeLL
WILL
WILLING
WHel
WHILE
WHILST
WHay
WHERE
WHEREAS
WHITE

(iii) PHRASES

IMPORTANT
IMPOSSIBLE
IMPROVE
IMPROVED

(ii) GRAMMaloGUES

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

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-SEVEN

43. WAY HALF-CIRCLE

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

WALK
WALKING
WARM
WERE
WORK

WORLD

WEEK
WEEKLY
WIRE
WIRELESS
WORTH

QUALITY

WEAK
WAR

FREQUENT

FREQUENTLY

(ii) GRAMMaloGUES

SUBJECT
SUBJECTED
TRIED

TRUTH
(iii) PHRASES

100 $100 $100,000 $100
50,000 $1,000 $375,000 $250
50,000,000 $10,000 $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
HAPPIER
HEAVIER
CARRIER
IDEA
IDEAS
MATERIAL
EXPERIENCE
EXPERIENCES
REAL

(ii) GRAMMAGOUGUES

BEYOND
ADVANTAGE
OWN
OWNER

DELIVER
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—

(ii) GRAMMAGOUGUES

INSTRUCTION
YOUNG

THIRD
SURE
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 material 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.

Gentlemen, In reviewing the balance sheet before you I would draw your attention to the revised form in which the accounts are presented.* This gives a clear and bird’s eye view of the company’s financial position. In previous balance sheets it has been the custom to show the dividends paid as a gross figure, without explaining that the sum was gross, and, of course, without showing the tax deducted. I think you will agree that the way we present the accounts to-day is much better, as it clearly shows what contribution the company makes to income and other taxes, || and also gives the actual amount of cash paid to the shareholders.*

I am glad to be able to tell you that our position in America has now been entirely cleaned up. In dealing with America it has been a very long and tiresome matter, and I was probably of some assistance to the company in helping to clear it up. We had to go very carefully so as to comply with the laws of America, | and so that this company should leave the country with a good character; and this we have done. We were not able to trade direct with customers in America during the period of litigation for obvious reasons, but we have now commenced to execute orders direct to customers in America, | which only shows that they still desire to have our goods, and we hope that our trade in this direction will increase.

In a business like this we have to maintain our standard in redécorations and renovations, and this year we have spent some thousands of pounds in doing this, | which has been written off. I should also tell you that we have had a very big item, which is a non-recurring expense, || in connection with transfer of our chocolate manufacture from here to other quarters. Owing to the increased demands for our confectionery articles we felt* it | wise to transfer the whole to a newly equipped chocolate factory so as to release valuable space in this building. This has been done during the current year at considerable cost.

Your directors are constantly improving departments so as to maintain the high character of this business. I should say | that it is not a store, but a shop, and unique of its kind, and it is the directors’ duty to maintain its high traditions. ||

* These words (presented, holders and fell) 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 Grammologue 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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