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STATE OF IOWA
1932

Courses of Study for
High Schools

SHORTHAND

Issued by the Department of Public Instruction
AGNES SAMUELSON, *Superintendent*

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Published by
THE STATE OF IOWA
Des Moines

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FOREWORD

This course of study is one of a series of curriculum publications to be presented the high schools of the state from time to time by the Department of Public Instruction. It has been prepared by a subject committee of the Iowa High School Course of Study Commission working under the immediate direction of an Executive Committee. If it is of concrete guidance to the teachers of the state in improving the outcomes of instruction, the major objective of all who have contributed to its construction will have been realized.

From the start the need of preparing working materials based upon cardinal objectives and adaptable to classroom situations was emphasized. The use of the course of study in the development of proper pupil attitudes, ideals, habits, and skills was the criterion for selecting and evaluating subject matter material. At the same time it was important to consider the relation of the single course of study unit to the variety of textbooks used in the high schools of the state. The problem before the committees was that of preparing suitable courses of study in such a way as to guide the teachers in using the textbook to greater advantage in reaching specified outcomes of instruction.

The selection of texts in this state is a function of the local school boards. The Department of Public Instruction and the committees do not recommend any particular text as essential to the working success of this course of study. The titles listed on the following pages are not to be interpreted as having official endorsement as against other and newer publications of value. They were found upon investigation to be in most common use in the high schools of the state at the time the units were being prepared; a follow-up survey might show changes.

Although many valuable studies have been made in the effort to determine what to teach and how to teach it, and to discover how children learn, these problems have not been solved with finality. For that reason and because no fixed curriculum can be responsive to changing needs, this course of study is to be considered as a report of progress. Its revision in accordance with the enriched content and improved procedures constantly being developed is a continuous program of the Department of Public Instruction. Your appraisal and evaluation of the material as the result of your experience with it are sincerely requested.

ACKNOWLEDGMENTS

The Department of Public Instruction takes this opportunity of thanking the many college specialists, school administrators, and classroom teachers who have helped with this program. Without the active coöperation of the educational forces of the state it could not have even been attempted. It has had the coöperation both in general and specific ways. The support given by the Iowa State Teachers Association and the High School Principals' Section has enabled the Executive Committee to meet and also to hold meetings with the Commission as a whole and with the chairman of subject committees.

Special acknowledgment is given the Executive Committee for its significant leadership in organizing the program and to Dr. T. J. Kirby for his valuable services in directing its development. Sincere gratitude is also expressed to the various committees for their faithful and skillful work in completing the subject matter reports assigned them and to Dr. C. L. Robbins for his careful and painstaking work in editing the manuscripts. The state is deeply indebted to the High School Course of Study Commission for its expert and gratuitous service in this enterprise. Credit is due the publishers for making their materials accessible to the committees and to all who served in advisory or appraisal capacities. Many of their names may not have been reported to us, but we acknowledge our appreciation to every one who has shown an interest in this significant program.

In the following committee list, the positions held by members are given as of the school year 1928-1929.

IOWA HIGH SCHOOL COURSE OF STUDY COMMISSION

Executive Committee

Thomas J. Kirby, Professor of Education, State University of Iowa, Iowa City,
Executive Chairman

A. J. Burton, Principal, East High School, Des Moines

H. M. Gage, President, Coe College, Cedar Rapids

M. S. Hallman, Principal, Washington Senior High School, Cedar Rapids

O. R. Latham, President, Iowa State Teachers College, Cedar Falls

E. E. Menefee*, Superintendent, Public Schools, Hawarden

Theodore Saam**, Superintendent, Public Schools, Council Bluffs

F. H. Chandler*, Superintendent, Public Schools, Sheldon

* Superintendent Chandler appointed in 1929 to fill the vacancy created by the resignation of Superintendent Menefee.

** Resigned.

IOWA COURSE OF STUDY

COMMERCIAL STUDIES

Clay D. Slinker, Director Business Education, Des Moines Public Schools, Chairman

E. G. Blackstone, Associate in Commerce & Commercial Education, State University of Iowa, Iowa City

Clyde M. Jungbluth*, Teacher of Commercial Subjects, Thomas Jefferson High School, Council Bluffs

George R. Mach, Professor of Commercial Education, Iowa State Teachers College, Cedar Falls

R. E. Nyquist, Commercial Department, Mason City High School

Bina Mae Traxler, Head Commercial Department, Sioux City High School

* Orval F. Barnes appointed in 1929 to fill the vacancy created by the resignation of Mr. Jungbluth.

SHORTHAND

Clay D. Slinker, Director Business Education, Des Moines Public Schools, Chairman

Mrs. Ruth T. Reich, Roosevelt High School, Des Moines

Helen Hill, Lincoln High School, Des Moines

Helen Hallersleben, North High School, Des Moines

Dwight R. Easter, East High School, Des Moines

Bina Mae Traxler, Head Commercial Department, Sioux City High School

GENERAL INTRODUCTION

At the first general meeting of the various subject committees a suggestive pattern for the courses of study, embodying the fundamental needs for teaching, was projected. Four crucial factors that should be emphasized in any course of study to make it an instrument that would cause teachers to consult it for guidance in the performance of their daily work were set forth as follows: objectives, teacher procedures, pupil activities, and evidences of mastery.

Objectives—The meaning of objectives as here used is those concepts which are set up for pupils to achieve. As used in current practice, there is a hierarchy of objectives as shown by the fact that we have objectives of general education, objectives for various units of our educational system such as those proposed by the Committee on Cardinal Principles, objectives for subjects, objectives for a unit of instruction, and objectives for a single lesson. In each level of this hierarchy of objectives a constant element is expressed or implied in the form of knowledge, a habit, an attitude, or a skill which the pupils are expected to acquire.

In the entire field of secondary education no greater problem confronts us than that of determining what these fundamental achievements are to be. What shall be the source of those objectives, is a problem of too great proportions for discussion here, but it is a problem that each committee must face in the construction of a course of study. A varying consideration of objectives by the various committees is evident in the courses of study they have prepared. The value of the courses varies in terms of the objectives that have been set up, according to the value of the objective in social life, according to the type of mental techniques which they stimulate and exercise, and according to the objectivity of their statement.

Pupil Activities—In our educational science we are attaching increasing significance to self-activity on the part of the learner. Recognition is made of the fundamental principle that only through their own activity pupils learn and that the teacher's rôle is to stimulate and direct this activity. No more important problem faces the curriculum-maker than that of discovering those fundamental activities by which pupils learn. In a well-organized course of study, that series of activities, in doing which pupils will attain the objectives set up, must be provided. These activities must not be chosen in a random fashion, but care must be taken that appropriate activities for the attainment of each objective are provided.

Teacher Procedures—With the objectives determined and the activities by which pupils learn agreed upon, the function of the teacher in the pupil's learning process must be considered. In a course of study there should appear those teacher procedures of known value which make learning desirable, economical, and permanent. Here our educational science has much to offer. Where research has demonstrated with a high degree of certitude that a given technique is more effective in the learning process than others, this technique should be included in a course of study. Common teaching errors with sug-

gested procedures to replace them may be included. Pupil difficulties which have been discovered through research should be mentioned and methods of proven value for meeting these difficulties should be included. Suggested ways of utilizing pupils' experiences should be made. And as important as any other feature is the problem of motivating learning. Whatever our educational research has revealed that stimulates the desires of pupils to learn should be made available in a course of study. Valuable types of testing should be incorporated as well as effective type assignment. The significance of verbal illustrations as evidence of comprehending the principle at issue should be featured as a procedure. Where there is a controlling procedure of recognized value such as is recognized in general science—bringing the pupil into direct contact with the phenomena studied—forceful effort for the operation of this procedure should be made.

Evidences of Mastery—What are to be the evidences of mastery of the objectives set up? There are all degrees of mastery from the memoriter repetition of meaningless terms up to a rationalized comprehension that shows grasp of both the controlling principles involved and the basic facts necessary to a clear presentation of the principles. These evidences of mastery may be in the form of *dates to be known*, *formulae to be able to use*, *types of problems to be able to solve*, *quality of composition to produce*, *organization of materials to be made*, *floor talks to be able to give*, *papers to be able to write*.

In no part of educational procedure is there need for more effort than in a clear determination of those evidences, by which a well-informed teaching staff can determine whether a pupil has a mastery of the fundamental objectives that comprise a given course. As we clarify our judgments as to what comprises the essential knowledge, habits, attitudes, and modes of thinking involved in a certain course, we can set forth with more confidence the evidences of mastery. Teachers are asking for the evidences of mastery that are expected of pupils, and courses of study should reveal them.

While these four elements constitute the basic pattern, the principle of continuity from objective to pupil activity, to teacher procedure, to evidence of mastery was stressed. The maker of a course of study must bear in mind that what is needed is an objective having accepted value; a pupil activity, in performing which, pupils gain a comprehension of the objective that is now being considered; that a teacher procedure is needed which evidence has shown is best adapted to stimulating pupils to acquire this objective for which they are striving; and that evidences of mastery must be incorporated into the course by which to test the degree of comprehension of the objective now being considered.

The courses of study vary in the degree to which these four fundamental features have been objectified and in the degree to which the principle of continuity from objective to evidence of mastery has been cared for. On the whole they will provide effective guides which teachers will use.

Realizing that these courses of study were prepared by school men and women doing full time work in their respective positions, one fully appreciates the professional zeal with which they worked and the splendid contribution to high school education which they made.

THOMAS J. KIRBY,
Chairman of the Executive Committee

STATE HIGH SCHOOL COMMERCIAL COURSES OF STUDY

No curriculum plan presented here could be claimed as the one best suited to the needs of commercial training everywhere, nor even for any city from now on indefinitely. About once in every ten years new doctrines or new customs force the revamping of old curricula, or the introduction of new ones to suit new needs.

Commercial education strives to fill a specific need by providing special education and special training for commercial workers and for the better management of one's own business affairs. In consideration of these needs the subcommittee for commercial education recommends that commercial curriculums be constructed in recognition of local needs and of probable future needs elsewhere.

Efficient service in business occupations is the outstanding objective of business education. A second objective of business education in secondary schools is an understanding and appreciation of business and of business relationships from the standpoint of the user of business service. To determine what sort of education and training is needed to accomplish these objectives is the duty assumed by those who undertake the construction of a commercial curriculum. Furthermore, if the best interests of society are to be served, the general purposes of education and the objectives of business must be understood and heeded.

No general discussion of the objectives of public education is necessary here. Many volumes have been written on this subject and it remains for each educator to make his own interpretations. Two points, however, seem worthy of mention; first, the discovery that there is little difference in the mind training values of different high school subjects; and second, that education should strive to enable the learner to do better the worth-while things he will do anyway.

The objectives of commerce are peculiarly social. A study of the slogans of the larger and more successful business institutions reveals conclusively the social tendencies of business service. One can be a producer of raw materials, an inventor, a chemist, or an electrician, without being much concerned about the feelings of others. In their work they are dealing with things and are guided largely by natural or physical laws. But one who would succeed in commerce must be guided by many kinds of laws, rules, and social customs in his more intimate relations with people. In fact, a familiarity with the social tendencies, or social reactions of people is responsible for many commercial successes. Among the specific objectives of business to-day are greater efficiency in production, more economy and justice in distribution, and better judgment in consumption.

We must assume then that commerce is largely a social service and that a training for commercial service should be largely a social training. A study of local commercial employments and of surveys will be convincing of the accuracy of these assumptions.

The curriculum outlined in the following pages provides for the training of boys and girls in certain clerical and commercial techniques, but the teacher who uses the subject matter of the courses outlined only for a training in technique falls far short of the performance of his full duty to the pupil and to society.

The pupil whose whole objective is to get ready to earn a living has only a narrow and selfish attitude of mind and may become a menace rather than a benefit to society. The standing of a business institution is affected by the attitudes of the workers toward employers, toward coworkers, toward creditors, toward customers, toward the general public, as well as by their business conduct, and by their conduct outside of working hours.

Commercial training then has to do with the training for right social attitudes and right social conduct. This implies that not only the subject matter but also the collateral material used in commercial training must be such as to develop attitudes of thoughtfulness of one's obligations as to accuracy, responsibility, dependability, courtesy, initiative, tact, personal pleasantness, interest in work, poise, self-confidence, honesty, industriousness, loyalty, orderliness, alertness, ambition, foresight, thoughtfulness, thoroughness, willingness, modesty, patience, resourcefulness, self-control, fairness, and many other virtues which contribute to efficiency.

It is conceivable that one could teach the subject matter of shorthand without being able to train a stenographer; could teach the principles of debit and credit and not even introduce the pupil to the duties of the accounting department of a modern business institution; could discuss the philosophy of salesmanship and yet not be of much practical help to the boy or girl who must become a member of a sales organization; but such a person is not an efficient teacher of these subjects. Business training is vocational training, and efficient teaching in a modern commercial department implies training for efficient business service and efficient living.

• ORVAL F. BARNES

E. G. BLACKSTONE

GEORGE R. MACH

R. E. NYQUIST

BINA MAE TRAXLER

CLAY D. SLINKER, Chairman

COURSE OF STUDY IN GREGG SHORTHAND

In recent years the stenographic department has become numerically the most important in the average commercial school or department. This is due to the indispensability of the stenographer in the modern business office. For young women, stenography is one of the most agreeable and most remunerative occupations and offers abundant opportunity for promotion to secretarial and executive positions. Young men stenographers work in close touch with managers and department heads, and thus gain ready promotion.

The stenographer should aspire to the handling of increasing portions of the correspondence without the necessity of having each letter dictated. The mere ability to write shorthand is not sufficient recommendation in these days of highly organized business. Business needs intelligent young people with a general knowledge of business and a good command of English to do the stenographic work. There is also work for people possessing a stenographic training, in certain types of offices where a person is needed to answer the telephone, keep simple records, type occasional letters, and run the office in the absence of the proprietor or manager.

For highly trained or specially gifted stenographers, court reporting and general reporting are attractive professional fields where the remuneration is fairly comparable to that in other professions.

The above is presented here to suggest that there are different levels of stenographic employment and that the requirements are different for the various levels. Teachers should study the aptitudes and capacities of individual pupils and aim to fit them for the type of vocation for which they seem best adapted.

Unless a pupil can learn to spell correctly, it is useless to look toward stenography as a vocation. A study of the pupil's past record of achievement in connection with his I. Q. will tell a story of his industry and earnestness.

In considering the I. Q. it must be remembered that this is an indication of the pupil's ability to make grades, whereas the real question is whether individuals under consideration may hope to succeed as stenographers. Special attention should be paid to grades in English and in foreign language, for a thorough groundwork in the former is indispensable and the same level of intelligence and industry as are necessary for the latter are necessary for shorthand.

No employer can use a 75 per cent or an 85 per cent perfect stenographer. Since stenography is essentially a vocational subject, special care should be taken to diagnose the case of each prospective pupil by a part or all of the following means: one of the many intelligence tests, a prognostic test of stenographic ability, spelling tests, inspection of the pupil's permanent record, personal interview.

A. Aims

1. Vocational

- a. To prepare the pupil to perform the duties of stenographer and secretary in the business office
- b. To inculcate correct habits and high standards of service

- c. To develop ability to perform to a satisfactory degree, the duties rightfully required of the office assistant
2. Educational: The educational values of the subjects are realized
 - a. By teaching of phonetic analysis of the language and a thorough knowledge of the principles of shorthand
 - b. By teaching the student to criticise his own transcript as to sentence structure, spelling, punctuation, paragraphing, grammar, and appearance
 - c. By the selection and dictation of such matter as will train the student to discriminate in the better use of words and to appreciate good English and good style in the content of business letters
3. Disciplinary and social: These values are obtained
 - a. Through the development of the power of concentration; through the quick response of the hand to the command of the brain; through the formation of habits of accuracy and neatness; through teaching the pupil to be his "own supervisor", i.e. to check his own work, no matter what kind of work it may be; and through teaching the necessity for following directions exactly and punctually
 - b. Through the teaching of courtesy as a distinct business asset and the cultivation of a sense of honor in regard to the private business affairs of the employer
 - c. Through the cultivation of a spirit of service—that of giving ability, attention, interest, enthusiasm, and devotion plus personality
4. Guidance:
 - a. A development of an understanding of the value of stenographic training and a fair and honest appreciation of the advantages and disadvantages of stenographic work for young women and young men

B. Methods

No one set of procedures will produce the same results in the hands of all teachers or when used with all groups of pupils. Neither will a given procedure always produce equal results for any one teacher, nor for any one group of pupils. The procedures forming a part of the course are offered as sample ways of effectively using the subject matter. They are recommended for use where by practical demonstration, better methods have not been found.

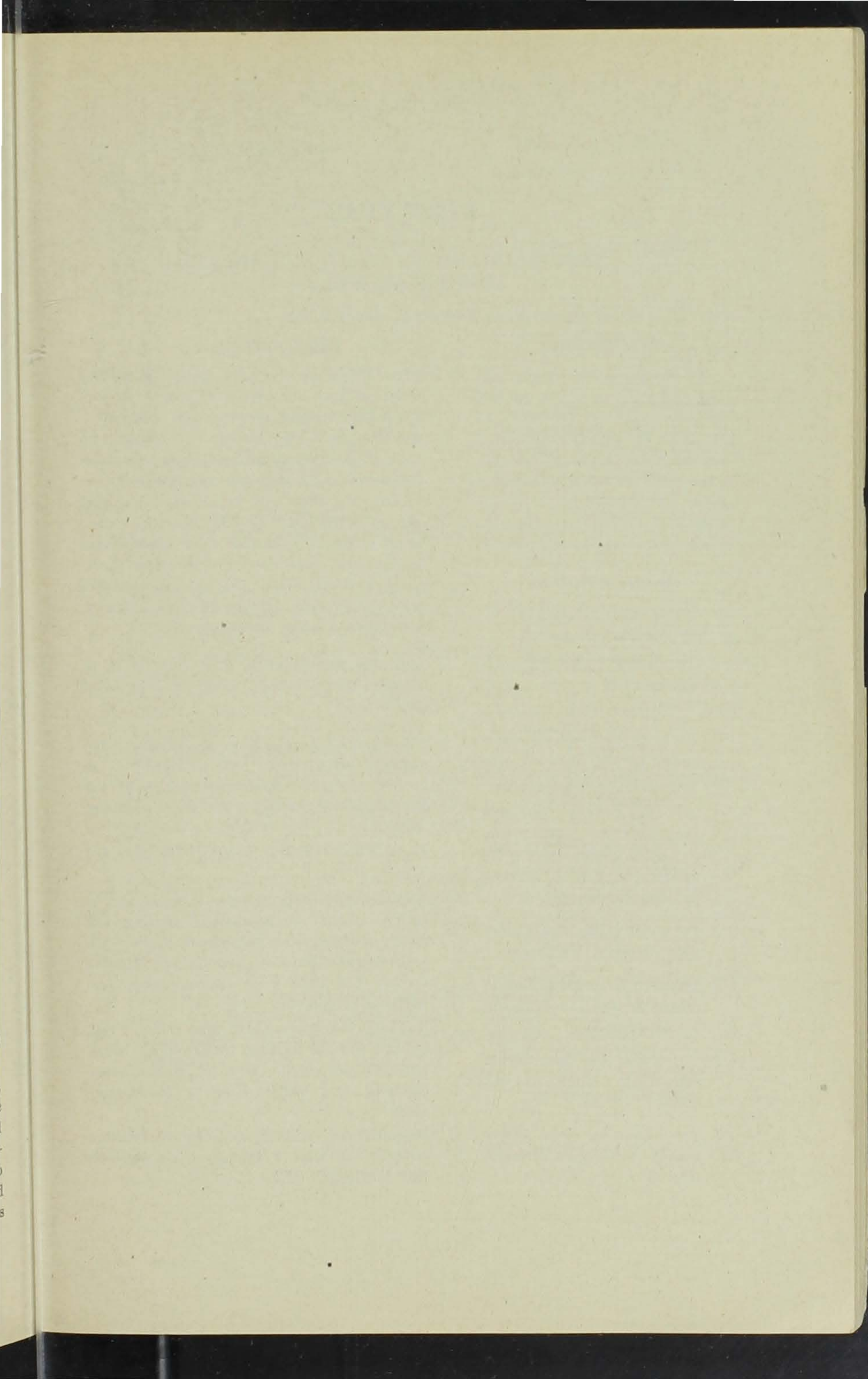
C. Time Allotment

One period a day, five days a week, should be devoted to the subject of shorthand through four semesters.

D. Standards

The standards mentioned for reading, writing, and transcribing are group medians (not individual requirements) established through research studies.

The course for the first year of shorthand was written by Mrs. Ruth T. Reich, Miss Helen Hill, Miss Helen Halbersleben, and Mr. Dwight R. Easter with the coöperation of the chairman of the sub-committee. The course for the second year was written by Miss Bina Mae Traxler and the chairman of the sub-committee. Acknowledgment is due to the other members of the sub-committee, to the chairmen of the shorthand departments of the Des Moines high schools, and to Dr. Thomas J. Kirby, all of whom contributed materially through criticisms or constructive suggestions.



FIRST YEAR

I. THE FORWARD CHARACTERS AND THE CIRCLE VOWELS

Time Allotment: about 9 days

Unit Objective

To recognize the sounds represented by *k, g, r, l, n, m, t, d* and the character for each; to recognize the sounds represented by the *a* and *e* groups and the characters for each; to combine these characters in word formation and to memorize specific outlines for certain fixed words

Specific Objectives

1. To acquire an interest in shorthand
2. To learn the phonetic sounds of *k, g, r, l, n, m, t, d*
3. To learn to write the characters for the forward consonants *k, g, r, l, n, m, t, d*
4. To learn the phonetic sounds of the vowels in the *a* and *e* groups, i.e., short *a*, broad *a*, long *a*, short *i*, short *e*, and long *e*
5. To acquire the "preparedness for work" attitude
6. To learn to write the characters for the vowels in the *a* and *e* groups
7. To learn to join circle vowels to single curved strokes
8. To learn to join circle vowels to single straight strokes

Teacher Procedures

1. Give talk on novelty of a system of writing which enables one to record speech as fast as the most rapid speaker will talk. Mention the great men, Caesar and others, who have written shorthand and discuss its practical uses. Mention the vocational opportunities for those who can make intelligent use of shorthand. Explain that this study is as difficult to master as a modern language, and recommend the study of shorthand to those only who can study more than the average amount of time and with more than average persistence

2. Give the sounds of *k, g, r, l, n, m, t, d*. Explain that the hard sound of *g* is called *gay*

3. Explain and demonstrate the forms of the forward consonants (left to right) *k, g, r, l, n, m, t, d*. Show the relation of the shorthand characters to the longhand letters

Explain the "line of writing" is the ruled line

Explain and demonstrate that *k* and *g* begin and end on the line of writing, are never straight, and curve most at the end. Demonstrate that *k* and *g* are similar strokes but that *k* is approximately one half the length of *g*

Explain and demonstrate that *r* and *l* rest on the line of writing though they begin and end above the line, they are never straight, and curve most at the beginning

Demonstrate that *r* and *l* are similar strokes but that *r* is approximately one half the length of *l*

Pupil Activities

Pupils will:

1. Tell of positions held by friends and acquaintances. Give reasons for selecting this course. Ask for advice as to need for other preparation for business use of shorthand, such as business knowledge and the use of English
2. Sound *k, g, r, l, n, m, t, d*
3. Write the forward consonants *k, g, r, l, n, m, t, d*.
Write the forward consonants in pairs; *k* and *g*, *r* and *l*, *n* and *m*, *t* and *d*, to distinguish the difference in length.
Practice shorthand penmanship drills
4. Sound the vowels in the *a* and *e* groups, i.e., short *a*, broad *a*, long *a*, short *i*, short *e*, and long *e*
5. Practice good posture until it becomes habitual. Use fine pointed fountain pen and notebook made for pen use. Clear top of desk for shorthand writing without interference
6. Write the characters for the circle vowels distinguishing carefully between the size of the *a* group and the *e* group
7. Practice the joining of both *a* and *e* circle vowels to single curved strokes. Form the habit of completely closing the circles when joining to single curved strokes
8. Practice the joining of both *a* and *e* circle vowels to single straight strokes. Forming the habit of completely closing circles when joined to single straight strokes. Practice shorthand penmanship drills
9. Write and read familiar and unfamiliar words containing circle vowels joined to single curved strokes and single straight strokes
10. Memorize brief forms
11. Write and read shorthand marks for the period, paragraph, interrogation mark, dash, hyphen, and parenthesis

Evidences of Mastery

1. Enthusiasm and response
Ability to:
2. Recognize and reproduce the sounds of *k, g, r, l, n, m, t, d*
3. Recognize and write the forward consonants *k, g, r, l, n, m, t, d*
4. Recognize and reproduce phonetically the short *a*, broad *a*, long *a* short *i*, short *e*, and long *e*
5. Select suitable materials and tools. Maintain healthful posture
6. Recognize and write the characters for the vowels in the *a* and *e* groups
7. Join circle vowels to single curved strokes
8. Join circle vowels to single straight strokes
9. Write and read familiar and unfamiliar words containing circle vowels joined to single curved strokes and single straight strokes
10. Write and read *brief forms*
11. Use shorthand marks for the period, paragraph, interrogation mark, dash, hyphen, and parenthesis
12. Write and read simple phrases

Specific Objectives

9. To learn to write and read words containing circle vowels joined to single curved strokes and single straight strokes
10. To learn brief forms (specific outlines for certain fixed words)
11. To learn shorthand marks for punctuation, i.e., period, paragraph, interrogation mark, dash, hyphen, and parenthesis
12. To learn to phrase or join simple words
13. Test on Unit I

Teacher Procedures

- Explain and demonstrate that *n* and *m* are horizontal strokes and rest on the line of writing
- Demonstrate that *n* and *m* are similar strokes but that *n* is approximately one half the length of *m*
- Explain and demonstrate that *t* and *d* are straight strokes and are written upward and forward from the line of writing. Demonstrate that *t* and *d* are similar strokes but that *t* is approximately one half the length of *d*
4. Give the phonetic vowel sounds in the *a* group, i.e., short *a*, broad *a*, and long *a*. Give the phonetic vowel sounds in the *e* group, i.e., short *i*, short *e*, and long *e*
 5. Teach correct posture; correct position of hand and notebook; necessity of using good tools and materials
 6. Explain and demonstrate that the vowels in the *a* and *e* groups are represented by circles but that the *a* circle is approximately three times the size of the *e* circle. Show the relation of the shorthand characters to the longhand letters. Insist that the vowels be marked to express the different sounds.* Short *a* and short *i* represented by unmarked circles; broad *a* and short *e* are represented by a dot below the circles; long *a* and long *e* are represented by an oblique dash below the circles
 7. Explain and demonstrate that circles are always written inside single curved strokes. Show that the inside of a single curved stroke is the space between or inside the ends of the curve. Explain and demonstrate that circle vowels must meet single curved strokes squarely and that the circles must be completely closed
 8. Explain and demonstrate that circles are written with a right motion (clockwise) when joined to single straight strokes. Explain and demonstrate that circle vowels must meet single strokes squarely
- * Pupils should be able to omit vowel markings after completing Chapter IV

Pupil Activities

12. Write and read simple phrases
13. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

13. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

add	heed	hen
air	ray	henna
ear	eddy	ache
hat	aid	Anna
him	any	ail
me	egg	hack
Emma	heat	aim
ham	hate	day
hilly	Harry	had
hag	knee	hill
lay	hymn	ill
tea	eke	gay
cat	airy	key
hay	may	era
hair	ate	dray
alley	eight	array
heel	her	

Teacher Procedures

9. Drill on familiar and unfamiliar words containing circle vowels joined to single curved strokes and to single straight strokes. For example, *key, egg, airy, lay, aid, may*
10. Explain and demonstrate that *brief forms* are high frequency words not necessarily written according to rule and constituting over fifty per cent of ordinary dictation and about seventy per cent of commercial dictation
Drill on brief forms
Insist on accuracy
11. Show the shorthand marks for the period, paragraph, interrogation mark, dash, by-phen, and the parenthesis
12. Explain and demonstrate that a pronoun is generally joined to the word it precedes
13. Dictate test
Following are suggested standards (based on shorthand ability only) for grading fifty and one hundred word tests.
14. Mark tests according to the following suggested plan

Plan No. 1 ONE HUNDRED WORD TEST

Errors	Grade
0 to 3	1 or A or 100 to 94%
4 " 6	2 " B " 92 " 88%
7 " 9	3 " C " 86 " 82%
10 " 12	4 " D " 80 " 76%
13 or more	5 " E " 74 " 0%

Plan No. 2 FIFTY WORD TEST

Errors	Grade
0 to 1	1 or A
2 " 3	2 " B
4	3 " C
5 " 6	4 " D
7	5 " E

The suggested class median in tests is a grade of 2 or A. It is further suggested that pupils falling below the class median should be given a second test for the purpose of raising their grades.

SHORTHAND

21

Notes by Teacher

II. CIRCLE VOWELS WRITTEN BETWEEN STROKES AND THE SIGN FOR *TH*

Time Allotment: about 6 days

Unit Objective

To learn to write circles between forward consonant combinations, to write consonant combinations of equal and unequal length, and the sign for *th*

Specific Objectives

1. To learn what consonant combinations make an angle or a point
2. To learn to write words containing circle vowels and the forward consonant combinations that make an angle
3. To learn what consonant combinations do not make an angle
4. To learn to write words containing circle vowels and the forward consonant combinations that do not make an angle
5. To learn to write words in which the circle vowels are written with the right motion (clockwise) between straight strokes in the same direction
6. To learn what consonant combinations form reverse curves and how reverse curves are written
7. To learn the sign for *th*
8. To learn *brief forms*
9. Test on Unit II

Teacher Procedures

1. Explain and demonstrate how an angle or point is made when *k* or *g* join *k, g, n, m, t, d*; when *r* or *l* join *r, l, n, m*; when *n* or *m* join *k, g, r, l, t, d*; when *t* or *d* join *r, l, n, m*
2. Dictate words containing circle vowels and the forward consonant combinations that make an angle
3. Explain and demonstrate how a curve is made when *r* or *l* join *t* or *d*; when *t* or *d* join *k* or *g*
4. Dictate words containing circle vowels and the forward consonant combinations that do not make an angle
5. Recall circle vowel joinings to single straight strokes. Show the relation of *me* to *mean*, *day* to *dad*
Dictate words containing circle vowels between straight strokes in the same direction
6. Explain and demonstrate that the reverse curves are *kr, kl, gl, rk, lg, gr, rg, lk*. Show that the equal curves *kr, gl, rk, lg*, are flattened slightly (smoothed out) when joined. Show that the unequal curves *k* and *l, g* and *r*, are written with a "distinct hump." Drill on penmanship
7. Explain and demonstrate that the sound of *th* (*ith*) is expressed by a slightly curved *t*
8. Drill on *brief forms*
9. Dictate test

Pupil Activities

Pupils will:

1. Write the different consonant combinations that make angles
2. Write and read words containing circle vowels and the forward consonant combination that make angles
3. Write the different consonant combinations that do not make angles
4. Write and read words containing circle vowels and the forward consonant combinations that do not make angles
5. Practice words in which circle vowels are written before and after single straight strokes and between straight strokes in the same direction
6. Write consonant combinations of equal and unequal length that form reverse curves
7. Write the sign for *th*
8. Memorize brief forms
9. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe into longhand

Evidences of Mastery

Ability to:

1. Recognize when consonant combinations make angles
2. Write and read words containing circle vowels and the forward consonant combinations that make angles
3. Recognize when consonant combinations do not make angles
4. Write and read words containing circle vowels and the forward consonant combinations that do not make angles
5. Write and read words in which circle vowels are written before and after single straight strokes and between straight strokes in the same direction
6. Recognize and write the consonant combinations of equal and unequal length that form reverse curves
7. Recognize and reproduce the sign for *th*
8. Write and read *brief forms*

Evidences of Mastery

9. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

cake	laid	game
came	take	made
cat	lake	thin
mean	neck	thick
meal	dead	main
gray	need	make
rear	deed	get
green	rag	rate
crate	tan	read
headache	team	grain
cattle	late	reel
meat	mad	cream
clean	train	track
milk	dream	kill
Daddy	ran	earache
lady	rain	nick
red	gain	

III. BLENDED CONSONANTS

Time Allotment: about 3 days

Unit Objective

To learn the syllables expressed by blending *t* and *d* into one long stroke, the syllables expressed by blending *m* and *n* into one long stroke, and the simple phrasing principles

Specific Objectives

1. To learn that the blending or joining of *t* and *d* into one long stroke forms the syllables *ted*, *ded*, *det*
2. To learn to write words containing the syllables *ted*, *ded*, *det*
3. To learn that the blending or joining of *m* and *n* into one long stroke forms the syllables *men*, *mem*, *min*, *mum*, and *mun*
4. To learn to write words containing the syllables *men*, *mem*, *min*, *mum*, and *mun*
5. To learn *brief forms*
6. To learn that only short and common words should be joined in phrasing
7. Tests on Units I, II, and III

Teacher Procedures

1. Explain that the obscure vowel sounds in the syllables *ted*, *ded*, *det* are omitted to secure speed in writing
Show the difference between the strokes for *t*, *d*, and the *t* and *d* blend
2. Dictate words containing syllables *ted*, *ded*, *det*
3. Explain that the *m* and *n* blend always expresses *m* plus *n* or *m* plus *m* but never expresses *n* plus *m*
Show the difference between the strokes for *m*, *n*, and the *m* and *n* blend
4. Dictate words containing the syllables *men*, *mem*, *min*, *mum*, and *mun*
5. Drill on *brief forms*. Point out that for convenience the long *i* in *my* and *like* is expressed by the *a* circle
6. Explain that phrases are formed by:
 - a. Joining short and common words
 - b. Joining forms easy to read and write
 - c. Joining words that are naturally related
 - d. Joining pronouns to words they precede
 - e. Joining a qualifying word to the word it qualifies
 - f. Joining prepositions, conjunctions, and auxiliary verbs to the words they precedeDictate phrases. Drill on phrases with particular emphasis on rules d, e, and f
7. Dictate a set of three review tests:
 - a. *Brief form* test to be passed without error
 - b. Phrase test to be passed without error
 - c. Vocabulary test

Pupil Activities

Evidences of Mastery

Pupils will:

Ability to:

1. Practice again the strokes for *t*, *d*, and compare them with the *t* and *d* blend
2. Write and read words containing the syllables *ted*, *ded*, *det*
3. Practice again the strokes for *m*, *n*, and compare them with *m* and *n* blend. Practice penmanship drills
4. Write and read words containing the syllables *men*, *mem*, *min*, *mum*, *mun*
5. Memorize brief forms
6. Practice simple phrases in which the pronoun is joined to the word it precedes. Write phrases in which prepositions, conjunctions, qualifying words, and auxiliary verbs are joined to the words they precede
7. Review. Write in shorthand from dictation brief forms then transcribe in longhand. Write in shorthand from dictation phrases then transcribe in longhand. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

1. Distinguish between *t*, *d*, and the *t* and *d* blend
2. Write and read words containing the syllables *ted*, *ded*, *det*
3. Distinguish between *m*, *n*, and the *m* and *n* blend
4. Write and read words containing the syllables *men*, *mem*, *min*, *mum*, *mun*
5. Write and read *brief forms*
6. Write and read simple phrases. Write and read phrases in which pronouns, prepositions, conjunction, qualifying words, and auxiliary verbs are joined to the words they precede

Evidences of Mastery

7. Write *brief form* test without error. Write phrase test without error. Write and transcribe in longhand correctly forty-four words from a list of fifty. This may be supplemented by sentences if desired. The inclusion of *brief forms* in general word lists tests pupils' ability in recall. Fifty words may be selected from the following teacher-made test of seventy-five words

added	hen	milk
data	hill	middle
hated	hail	was
meant	many	dreary
heated	to-day	is
any	related	neck
treated	money	take
ate	deal	of
deed	aided	ready
cat	month	not
dark	leg	ragged
clean	lake	teeth
Daddy	lay	tree
cream	late	that
amen	main	their
eliminate	minute	lad
limited	men	caddy
memory	minimum	myth
maintain	mend	acre
mimic	traded	mental
eight	needed	wreck
heat	remain	came
grain	rated	eager
hair	mineral	rainy
green	may	taken

IV. THE DOWNWARD CHARACTERS

Time Allotment: about 5 days

Unit Objective

To recognize the sounds represented by *p, b, f, v, sh, ch, j* and the character for each and to memorize brief forms

Teacher Procedures

1. Give the sounds for *p, b, f, v, sh, ch, j*. Explain that the sound of *sh* is called *ish* and *ch* is called *chay*

Specific Objectives

1. To learn the phonetic sounds of *p, b, f, v, sh, ch, j*
2. To learn to write the characters for the downward consonants, *p, b, f, v, sh, ch, j*
3. To learn to join circle vowels to single downward consonants
4. To learn to write *p, b*, in combinations with *r* and *l*
5. To learn to write *f, v*, in combinations with *r* and *l* and circle vowel
6. To understand the joining that each of the downward strokes makes with other known consonant strokes (a curve or an angle)
7. To understand what stroke rests on the line of writing
8. To learn that in certain high-frequency words a stroke for every sound is not necessarily used
9. Test on Unit IV

2. Explain and demonstrate the forms of the downward consonants, *p, b, f, v, sh, ch, j*, and the relation of the shorthand characters to the longhand letters *p, b, f, v, j*. Explain and demonstrate that *p* and *b* are oblique curves, begin above the line of writing and rest on the line of writing, are never straight and curve most at the end of the stroke. Demonstrate that *p* and *b* are similar strokes but that *p* is approximately one-half the length of *b*. Explain and demonstrate that *f* and *v* are oblique curves, begin above the line of writing and end on the line of writing, are never straight and curve most at the beginning. Demonstrate that *f* and *v* are approximately one-half the length of *v*. Explain and demonstrate that *sh, ch, j* are straight lines, begin above the line of writing, are written downward and backward and rest on the line of writing. Demonstrate that *sh, ch, j* are similar strokes but that *ch* is approximately one-half the length of *j* and *sh* is approximately one-half the length of *ch*
3. Dictate such words as: *ape, pay, bay, fee, Eve, age, each, she*; ask for reasons of circle vowel joinings. Use these in applying the principles of Units I, II, and III
4. Show that the joining of *p* or *b* with *r* or *l* is a continuous curve
Explain *per* is always *p* plus *r*.
Drill on penmanship

Pupil Activities

Pupils will:

1. Sound *p, b, f, v, sh, ch, j*
2. Write the downward consonants *p, b, f, v, sh, ch, j*. Write the downward consonants in pairs, *p* and *b*, *f* and *v* to distinguish the difference in length. Use a little finger movement as the downward strokes are written, so that they will take a natural swing. Practice the penmanship ovals, then disjoin the separate strokes
3. Experiment with new words in which only a downward consonant and a vowel occur and explain the joining. Find that all the rules learned in units I, II, III are true always for circle vowels joining consonants
4. Practice the consonant combinations, *pr, pl, br, bl*, with special care as to curve, size, and legibility
5. Practice on the rapid writing of a vowel between *f* or *v* with *r* or *l*. Practice on the slurred angle joining. Write at the board frequently. Practice the penmanship drills
6. Practice again the circle vowel joinings of Units I, II, III. Bring to class a list of words selected from current reading illustrating consonant joinings. Practice penmanship drills
7. Write a list of ten new words having two or more consonant strokes and explaining what stroke rests on the line of writing
8. Memorize the new list of brief forms. Write unfamiliar sentences, to be supplied by the teacher, which will give practice in the writing of word forms and phrasing ability
9. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Recognize and reproduce the sounds of *p, b, f, v, sh, ch, j*
2. Recognize and write the downward consonants *p, b, f, v, sh, ch, j*
3. Join correctly a circle vowel to any one of the downward strokes
4. Write and read consonant combinations *p* or *b* with *r* or *l* in words or sentences
5. Write and read the consonant combinations *f* or *v* with *r* or *l* and a circle vowel
6. Recognize each consonant joining as an angle or a curve. Insert correctly a circle vowel between consonant strokes
7. State definitely the stroke that rests on the line of writing
8. Write and read perfectly each brief form in isolation or in sentences

Teacher Procedures

5. Have class write the figure two (2). Show that by eliminating the tip of the figure the joining of *f* or *v* to *r* or *l* is given, as in writing *fair*, *vale*, *fail*, *fear*, etc. Explain that the circle may assume the form of a loop for convenience in writing as in *ditch*, *fade*. Explain that when *f* or *v* join *r* or *l* without a vowel the angle becomes rounded or slurred as *free*, *frail*, *flare*.
6. Dictate words that will review joinings in Units I, II, III; as *ache* *add*, *me*, *gate*, *rate*, *deck*, *deed*, *mean*, *rag*, *kill*. Demonstrate that between an oblique curve (*p*, *b*, *f*, *v*) and a straight line the circle is placed on the outside. For example, *pen*, *pad*, *badge*, *dip*, *fan*, *vat*, *vain*, *fish*. Explain that *k* or *g* joined to *f* or *v* is a continuous curve. Write on the board *k* or *g* joined to *p* or *b*, explain the angle. Explain that *sh*, *ch*, *j* join *r* or *l* without an angle. Have class write *gage* in notebooks, reverse notebooks and the resulting word is *jail*.
7. Cite again the line of writing by using such words as *paper*, *range*, *trip*, etc. Explain that the base of the first consonant of a word rests on the line of writing.
8. Demonstrate that the prefix *over* is expressed by the *o* hook. Explain that it is a hook and is written midway between the ruled lines, must be kept narrow and deep, follow the slant of *ch* and with the beginning and end of the hook equally distant from the line of writing. Explain that *been* after *has*, *had*, or *have* is written *b*. This has been simplified for ease in writing. Explain that *one* and *most* are the two words in this group which will contain new strokes. Do not try to explain the sounds, simply say that these are to be memorized without considering the constituent parts of the word. Drill daily, as a short review, on all brief form lists.
9. Dictate test

Evidences of Mastery

9. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

pay	fringe	par
heave	etch	flannel
bray	shade	gauge
play	baby	jail
fray	peach	shack
pepper	live	bait
fish	fell	gnash
each	lava	trench
braid	reef	fib
prayer	gem	appeal
reach	valid	cave
cash	flake	bark
brave	hash	pinch
sheen	bar	wrap
dish	peal	lamp
pretty	calf	able
fret	beef	

V. THE SIGN FOR S

Time Allotment: about 8 days

Unit Objective

To learn the two methods of writing *s* or *z* as a part of a word; the two methods of forming the plural, and the method of writing the suffix *ing* or *thing*

Specific Objectives

1. To learn the sound of *s*
2. To learn the strokes for *s*
3. To learn the relation of *s* to the line of writing
4. To learn that *s* as a first or last stroke in a word joins any curve so as to produce a continuous motion
5. To learn to write words containing *s*, a curved consonant, and a circle vowel
6. To learn to write *s* joined to the straight lines *n*, *m*, *t*, *d*, *sh*, *ch*, *j*
7. To learn the mark of differentiation for *z*
8. To learn to write *s* between strokes
9. To acquire facility in writing the *ses* sign and to know when to use this sign
10. To learn to express the suffix *ing* or *thing*
11. To learn to add *s* to a brief form that ends in *s*
12. To learn brief forms
13. Test on Unit V

Teacher Procedures

1. Sound the *s* from a group of words, taken at random from the dictionary
2. Explain that *s* is always written downward and may be either right (like a comma) or left, depending on the character to which it is joined
3. Explain again that the base of the first consonant rests on the line of writing; use *pay*, *pass* to illustrate. Demonstrate that when *s* is followed by a downward stroke the downward stroke is placed on the line. Illustrate using *sap*. Demonstrate that when two *s*'s occur together the second "*s*" is placed on the line; as *sausage*, *sauce*. Demonstrate that when only *s* and a vowel occur in a word the *s* is placed on the line; as, *easy*
4. Demonstrate that *s* is written with the same movement as the curve to which it is joined. Show that all the curved consonants, *p*, *b*, *f*, *v*, *r*, *l*, *k*, *g*, are of two sorts, right or left motion. This may be determined by continuing the stroke until the circle is nearly completed. Assign board work of *s* joined to (both before and after the stroke) every curve; call attention to the fact that the same *s* is used in both cases
5. Explain again the placement of circle vowels; outside angles; inside curves. Compare *sale* and *slay*, in each case asking what is the joining of *s* and *l*? Discuss. If all these can be seen as angle joinings it will simplify the explanation. (The following illustration might be used: write the word *sacks* on the board and explain that the second *s* makes an angle with *k*, in order to be read; then write the word *case* on the board, the angle is still there and the circle vowel is written outside)

Pupil Activities

Evidences of Mastery

Pupils will:

Ability to:

1. Sound *s* from list of words supplied by the teacher
2. Practice *s* as a single stroke and call *right* or *left s* as it is written
3. Explain what stroke is written on the line of writing from the list of words given in the text, paying no attention to which *s* is used but working only for placement accuracy
4. Divide the curved consonants *p, b, f, v, k, g, r, l*, in separate lists of right and left motion curves. Write each of the curved strokes and add *s* both as a first and last stroke
5. Cover the longhand words and read from the shorthand outlines the words in the text. Practice writing of the words previously studied. Write and read unfamiliar words which have been dictated by the teacher
6. Write and read words in which *s* is the initial or final stroke
7. Make a list of ten words containing *z*. Write the shorthand outlines for this same group
8. Write a list of words in which a choice of *s* must be made
9. Practice penmanship drills to get an easy, free movement. Make a plural list of words ending in *s* which are not brief forms
10. Practice writing words to which the suffix *ing* or *thing* is added
11. Make a complete list from the manual of known brief forms ending in *s* adding the plural in each case. Explain how *s* is added to brief form ending in *s*
12. Memorize new brief form list. Practice penmanship drills on all new brief forms, especially working with *under* and *always*
13. Write in shorthand a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

1. Recognize and reproduce the *s* sound
2. Write the *right* and *left s*
3. Know that stroke is written on the line of writing in any word containing *s*
4. Join the initial or final *s* to any curve
5. Write and read words in which *s* and a circle vowel join a curve
6. Write and read words in which *s* is joined to any of the straight stroke consonants
7. Write and read words containing *z*
8. Write and read the following suggested words:

Right <i>s</i>	Left <i>s</i>
chasm	paste
vast	classed
calcium	taste
	nest
	flask
9. Recognize and reproduce the *ses* outline.
10. Add the suffix *ing* or *thing* to a word
11. Add *s* to any brief form ending in *s*
12. Write and transcribe in longhand without error the new brief forms

Teacher Procedures

6. Explain that right *s* is used joined to *sh*, *ch*, *j*, also before *n*, *m*, *t*, *d*. Left *s* is used after *n*, *m*, *t*, *d* (the *s* forming the sharpest angle with *n*, *m*, *t*, *d*). Illustrate with words as *stay*, *sits*, *mace*, *same*, *sage*, *sashes*, etc. Discuss what the joining is—an angle
7. Write the word *gas* on the board. Explain that shorthand has no separate stroke for *z* but we may write *z* by striking an oblique dash to side of *s* which makes the above word *gaze*. Explain the *z* dash is struck on the outside of the word
8. Explain that in the body of a word if a circle vowel immediately precedes the *s*, treat the *s* as belonging to the preceding consonant; if the circle follows the *s*, the *s* should be treated as belonging to the following consonant. Demonstrate that in *mask* *s* preceded by a vowel is written left to agree with *m*, and in *ransack* the *s* is followed by a vowel so *s* is written right to agree with *k*
9. Explain that to add *s* to any word ending in *s* (except a brief form) use the *ses* stroke. Dictate unfamiliar words
10. Explain that *thing* as a suffix (added to an otherwise complete word) is expressed by a dot written close to the last character
11. Explain that to add *s* to any brief form ending in *s* an angle is made and the second *s* is written the same as the first. Dictate a mixed list of words ending in *s*—brief forms and others
12. State that *under*, *thorough*, *always* are the new signs which are not suggestive. Drill in class and dictate unfamiliar sentences in which the new brief forms are used
13. Dictate test

Evidences of Mastery

13. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. The following list of words is suggested as review or test material

race	checks	keys
space	basket	cabs
chance	erases	bricks
sick	systems	task
gas	season	aims
gases	matches	acid
lace	France	seen
sleds	slash	asp
sense	these	businesses
senses	basis	goods
steel	ends	works
stages	leased	ceases
sell	has	lambs
salary	ships	guesses
causes	beams	spell
sketch	cheese	busy
teases	self	

VI. THE SIGNS FOR *x*, *shun*, PAST TENSE, AND BRIEF FORM AS PART OF THE WORD

Time Allotment: about 4 days

Unit Objective

To learn the method of expressing *x*; the method of expressing *shun* (*sion*, *tion*); the method of writing past tense; the use of brief forms as parts of words; and certain specific outlines for certain definite words

Specific Objectives

1. To learn to write *x* and to form plurals in *x* words
2. To learn to write and read *tion*, *sion*
3. To learn to form the past tense of any word
4. To learn fixed specific outlines for certain words
5. To learn to form words in which one or more brief forms occur
6. To acquire simple phrasing ability
7. Review
Test

Teacher Procedures

1. Show that *x* in shorthand is written as a modified *s*, to which it is so closely related in sound. Demonstrate that a modified *s* means a slight pull to the right of the *s* stroke. Explain that to form the plural of *x* words a reverse *s* is added making a modified *ses* stroke
2. Explain that in shorthand the entire suffix *shun* is expressed by one stroke *sh*. Dictate a group of words containing *tion* or *sion* as study preparation words
3. Explain that there are three methods of forming past tense, depending on shorthand form and the sound heard
 - a. Disjoin *t*: after abbreviated words as *changed*, or when a distinctive joining is impossible, as *feared*
 - b. Join *t*: when that is the sound heard, as in *passed*
 - c. Join *d* or *ted* when that is the sound heard and an easy joining is possible, as, *mentioned*, or *visited*
4. Explain the brief form list with particular mention of *also*, *another*, *woman*, *tell*, *still*, and *until*. In *also* the *s* rests on the line and is a left *s* because it is joined to *o*
5. Explain that a brief form is frequently used as a prefix, or as a part of another word; as, *ago* is made up of the vowel *a* and the brief form *go*, *income* is made up of two brief forms *n* for *in* and *km* for *come*
6. Show that by a careful study of the phrases given in each case the combination is formed from short easy-to-read words. Explain that in phrasing *to* may be contracted to *t* when followed by a downstroke

Pupil Activities

Pupils will:

1. Practice writing and reading of words ending in *x*, also their plurals
2. Read the outlines as well as the words in the list given in the text book. Write the new list dictated by the teacher and circle the suffix in each of the longhand words. Exchange notebooks and read the words from their neighbors books
3. Practice forming past tense by studying the list of words given in the text. Bring to class a list of ten unfamiliar words to which the past tense has been added. Discuss the unfamiliar words, both criticizing and defending the outlines given
4. Memorize brief form list. Write sentences given by the teacher in which those new brief forms occur with high frequency
5. Break into their constituent parts the group of words in the text. Practice with familiar and unfamiliar material words which are in part made by the use of studied brief forms
6. Practice the joining of short, easy, high-frequency words to form phrases. Practice the writing of *to* as *t* when followed by a downward stroke; as, *to change*, *to ship*, *to praise*, etc.
7. Write the brief forms and phrases as dictated and later transcribe in longhand. Since this must be passed perfectly it may need to be written more than once. Write the sentences or words from dictation and later transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read words ending in *x* and their plurals
2. Write and read *tion*, *sion*
3. Form, with some degree of certainty, the past tense of words
4. Write and read the new brief forms quickly and accurately
5. Use a brief form compound with other strokes to form new words
6. Form and use short easy phrases

Teacher Procedures

7. Dictate a set of three tests:
 - a. Brief form—to be passed without error
 - b. Phrases—to be passed without error
 - c. Vocabulary—not more than six errors

Evidences of Mastery

7. Use readily the principles and signs studied. The following short teacher-made test is suggested

tax	ago	almost
vision	section	labored
timed	fixed	begin
raced	visited	session
diction	glared	praised
permit	information	mission
instead	handle	

The following teacher-made review test is suggested:

fix	affair
relation	appeal
shipped	impression
liked	scarce
shaped	fence
informed	risked
fit	saved
shape	scheme
pave	income
silly	forgive
mention	salary
taxes	increase
forgot	basis
overcharge	ages
undersell	laughed
asleep	overhear
as	checked
sheets	avored
also	leave
see	fish
feared	filling
helped	cash
mixed	shall
each	chickens
action	pity

VII. THE O HOOK

Time Allotment: about 5 days

Unit Objective

To recognize sounds represented by the *o* hook and the character for each; to combine these characters into word formation; to learn brief forms

Specific Objectives

1. To learn the phonetic sounds of the vowels in the *o* hook group (short *o*, *aw*, and long *o*)
2. To learn to write the characters for the vowels in the *o* hook group
3. To learn to write words containing the *o* hook
4. To learn brief forms
5. Test on unit VII

Teacher Procedures

1. Give the sounds of the vowels in the *o* hook group (short *o*, *aw*, and long *o*)
2. Explain and demonstrate the form of the *o* hook and the relation of the shorthand character to the longhand *o*. Explain and demonstrate that the *o* hook is small, narrow, deep, open at the top, and should have the slant of *ch* with the beginning and end of the hook equally distant from the line of writing. Insist that the *o* hook be marked to express the different vowel sounds. Short *o* is represented by an unmarked *o* hook, *aw* is represented by a dot below the *o* hook, and long *o* is represented by an oblique dash below the *o* hook
3. Explain and demonstrate that the *o* hook is written with a continuous motion after *k* and *g*; motion similar to writing *gr*. Explain and demonstrate that the *o* hook follows downward characters without an angle. For example, *bow*, *phone*. Explain and demonstrate that the *o* hook is written without an angle between *f*, *v*, *p*, *b*, and *k* or *g*. For example, *poke*, *vogue*, *bog*. Explain and demonstrate that the *o* hook is placed on its side before *n*, *m*, *r*, *l*, unless preceded by a downward stroke. For example, *own*, *bone*, *home*, *phone*
4. Drill on brief forms. Insist on accuracy
5. Dictate test

Pupil Activities

Pupils will:

1. Sound the vowels in the *o* hook group (short *o*, *aw*, and long *o*)
2. Write the characters for the *o* hook vowels. Practice penmanship drills
3. Write and read words containing the *o* hook. Read outlines from notebooks of other members of the class
4. Memorize brief forms
5. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Recognize and reproduce phonetically short *o*, *aw*, and long *o*
2. Recognize and write the *o* hook
3. Write and read words containing the *o* hook
4. Write and read brief forms correctly in isolation or in sentences
5. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

rob	broken	borrowed
bought	pony	drawn
notes	law	bone
alone	solemn	hot
jolly	whole	brought
door	omitted	sauce
sober	taught	foam
often	blocks	roar
fellow	own	job
home	shore	hope
talked	rolling	veto
shown	story	coal
college	loans	auto
solo	lot	oh
open	volley	shop
known	tall	ought
ball	loss	

VIII. METHOD OF EXPRESSING *R*

Time Allotment: about 5 days

Unit Objective

To learn to express *r* by a reverse circle before, after, and between straight strokes in the same direction, to add *s* to words ending in reverse circles, to add *er*, *or* to brief forms, and to learn brief forms

Specific Objectives

1. To review circle vowel joining before, after, and between straight strokes in the same direction
2. To learn to express *r* by a reverse circle before, after, and between straight strokes in the same direction
3. To learn to add *s* to words ending in reverse circles
4. To learn to add *er*, *or*, to brief forms
5. To learn brief forms
6. Test on Unit VIII

Teacher Procedures

1. Dictate familiar words containing straight strokes and right motion circle vowels as *may*, *hat*, *ham*, etc., units I and II
2. Write and compare words containing right motion circles (*had*, *aim*, *day*) and words containing reverse circles (*hard*, *arm*, *dare*). Explain that if the circle is reversed to express *r*, *r* must follow the vowel, not precede it. Compare the words *dare* and *dray*. In the word *dare* the circle is reversed to express *r* because *r* follows the vowel *a*. In the word *dray* the circle cannot be reversed to express *r* because *r* precedes the vowel *a*
3. Explain and demonstrate that *s* is added to words ending in reverse circles by changing the form of the circle to a loop. For example, *chair*, *chairs*; *dare*, *dares*; *sister*, *sisters*
4. Explain that in words ending in reverse circles, *er*, *or* are expressed by disjoining *r*. For example, *nearer*, *dearer*. Explain that when the last heard sound in a brief form is a straight stroke and when it appears in the shorthand outline, *er*, *or* are expressed by a reverse circle. For example, *stranger*, *roomer*, *recorder*, in which *er* is expressed by a reverse circle. *Changer* in which *er* is expressed by a disjoined *r* because though the last heard sound is a straight stroke it does not appear in the shorthand outline. *Purchaser* in which *er* is expressed by a disjoiner *r* because the last heard sound is not a straight stroke. Explain that in all other cases *er*, *or* are expressed by a joined *r*. For example, *reporter*, *officer*

Pupil Activities

Pupils will:

1. Write familiar words containing right motion circles from a review list dictated by the teacher
2. Bring to class a list of ten words selected from outside reading in which *r* follows a circle vowel. Discuss the above list of words. Write and read words in which the circle vowel is reversed to express *r*
3. Write words in which the *s* is added to words ending in a reverse circle. Add *s* to all words in frequent word drill (73)
4. Write and read words in which *er*, *or*, are expressed by a disjoined *r*, reverse circle, and a joined *r*. Read from some standard supplementary text
5. Write and read teacher-made brief form sentences. Fold paper as directed then write and transcribe dictated brief forms with ease and speed
6. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read with dexterity and speed words containing right motion circles joined to straight strokes
2. Recognize when to reverse the circle to express *r*. Write and read words in which the circle is reversed to express *r* before, after, and between straight strokes in the same direction
3. Add *s* to words ending in reverse circles
4. Recognize and write brief forms ending in *er*, *or*
5. Write and read sentences containing brief forms. Write and read brief forms
6. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

heard	owner	cheer
keeper	publisher	latter
church	shares	motor
teachers	urged	arched
greater	dealer	receiver
hear	sister	daughter
army	hearty	former
debtor	manners	hardly
ledgers	hermit	cashier
hurdle	startle	Easter
employer	believer	dared
heater	summer	chapter
ermine	harness	harmony
sooner	collector	tardy
stairs	dreamers	worker
caller	murmur	minister
turtle	shipper	

Teacher Procedures

5. Dictate sentences especially compiled containing only brief forms. For example, *In my opinion it is necessary to prepare a book about that important subject.* Direct the following method for class work: Fold lengthwise a sheet of ruled paper into four equal parts. Open the paper and in the first column write from dictation brief forms, in second column transcribe. Fold first column under and in the third column write the shorthand then fold in the second column under and in the fourth column transcribe again
6. Dictate test

Notes by Teacher

IX. THE TH JOININGS

Time Allotment: about 5 days

Unit Objective

To learn to use the *th* sign, the prefixes *con*, *com*, *cog*, *coun*, the suffixes *ly*, *ily*, *ally*, to express the plural of brief forms ending in a circle, to phrase the words *to*, *as*, *able*, and to learn brief forms

Specific Objectives

1. To review right motion *th*. Unit II
2. To learn to use the left motion *th*
3. To learn to express the prefixes *con*, *com*, *coun*, *cog*
4. To learn the suffix *ly*
5. To learn suffixes *ily* and *ally*
6. To learn to express the plural of brief forms ending in a circle and of some words ending in a loop
7. To learn to phrase *to*, *as*, *able*
8. To learn frequent phrases
9. To learn brief forms
10. Tests on units VII, VIII, and IX

Teacher Procedures

1. Emphasize that *th* (curved *t*) is written upward. Dictate review words containing right-motion *th* (over *th*), as *thin*, *thick*, *math*
2. Explain that the left-motion *th* (under *th*) is used when joined to *o*, *r*, *l*. All other times the right-motion *th* is used. Demonstrate by writing on the board some words in which *th* is joined to *o*, *r*, *l*, as, *throw*, *lath*, *oath*, etc. Direct penmanship drills for writing left-motion *th*. Dictate familiar and unfamiliar material (words, sentences, short letters) in which left-motion *th* is used
3. Explain that a prefix in shorthand is an initial syllable. Explain and demonstrate that *con* is expressed by *k* unless followed by *n*, *r*, *l*, or a vowel in which case it is expressed by *kn*. Explain and demonstrate that *com* is expressed by *k* unless followed by *m*, *r*, *l*, or a vowel, in which case it is expressed by *km*. Explain and demonstrate that *coun*, and *cog* are always expressed by *k*
4. Explain and demonstrate that *ly* is always expressed by *e* circle. After words ending in a circle vowel *ly* is written on the back of the circle vowel. In all other cases *ly* will obey circle vowel rules
5. Explain and demonstrate that *ily* and *ally* are expressed by a loop. Explain that the *ally* loop is not used in words of only one stroke and the loop. For example, *silly*, which is written *s-e-l-e*
6. Explain and demonstrate that the plural of brief forms ending in a circle and of some words ending in a loop is expressed by the abnormal *s*. Either the *s* contrary to rule is used as in *names* and *cares* (right *s*) or an angle is made as in *letters* (left *s*)

Pupil Activities

Pupils will:

1. Write from dictation a review list of words in which the right-motion *th* is used
2. Write and read familiar and unfamiliar words containing left-motion *th*. Practice penmanship drills
3. Write words containing prefixes *con*, *com*, *coun*, *cog*. Bring to class a list of twenty-five words selected from outside reading containing prefixes, *con*, *com*, *coun*, *cog*. Exchange word lists and write lists on board in shorthand
4. Write and read suffix *ly*
5. Write and read words containing *ily* and *ally*
6. Bring into class all known brief forms ending in a circle to which *s* may be added. Discuss and add *s* to above lists. Write and read plural of brief forms ending in a circle and of some words ending in a loop
7. Write and read phrase combinations in which *to*, *as*, and *able* occur. Write from dictation and read supplementary material including sentences and short letters. Practice penmanship drills
8. Write from dictation frequent phrases and read during the next class period
9. Memorize brief forms
10. Review. Write in shorthand from dictation brief forms then transcribe in longhand. Write in shorthand from dictation phrases then transcribe in longhand. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read words containing right-motion *th*
2. Use correctly left-motion *th*
3. Write and read familiar and unfamiliar words containing *con*, *com*, *coun*, *cog*
4. Write and read the suffix *ly*
5. Write and read words containing *ily* and *ally*
6. Write and read plural of brief forms ending in a circle and of some words ending in a loop
7. Write and read phrases containing *to*, *as*, and *able*
8. Write and read frequent phrases
9. Write and read brief forms

Teacher Procedures

7. Show that the preposition *to* is written *t* before *o*, *r*, *l*, or a downward stroke. Show that *as* when repeated in a phrase is written *s*. In every case the *s* is used that forms a sharp angle, *as well as*, (right *s* .. *l* .. left *s*). Show that *able* is expressed by *a* after *be* or *been*, *have been able* (*v--b--a*)
8. Dictate frequent phrases which have not been studied. Drill on frequent phrases
9. Drill rhythmically on brief forms by the use of either the metronome or victrola
10. Dictate a set of three tests:
 - a. Brief form test to be passed without error
 - b. Phrase test to be passed without error
 - c. Vocabulary test

Evidences of Mastery

10. Write brief form test without error. Write phrase test without error. Write and transcribe in longhand correctly forty-four words from a list of fifty. This may be supplemented by sentences if desired. Fifty words may be chosen from the following teacher-made test of seventy-five words

clock	greatly
likes	both
talking	family
drove	comrade
dared	although
soul	merely
omit	letters
stars	thief
honestly	cognition
stone	readily
harm	to be able
motor	throat
store	cannot
dirty	earth
employers	totally
authors	theme
dreamers	healthy
concrete	commissioner
as soon as	greatly
holiday	to work
art	comic
namely	regards
should be able	formally
snow	to which
jobbers	sorrows
honor	editor
crops	safely
council	as little as
heartily	dropped
death	soldiers
comedy	early
throw	favors
smaller	as many as
conform	condole
sowing	healthy
coffee	theater
thicket	socially
compress	

X. THE OO HOOK

Time Allotment: about 5 days

Unit Objective

To recognize the three sounds of the *oo* hook and the single character which stands for all of them; to combine this character with other characters to form words; to learn brief forms

Specific Objectives

1. To learn the phonetic sounds of the vowels in the *oo* hook group (short *u*, short *oo*, and long *oo*)
2. To learn to write the character for the *oo* hook
3. To learn to write words containing *oo* hook in normal position
4. To learn that *oo s* is written without an angle at the beginning of words, when it follows a downward stroke or *k* or *g*
5. To learn that the *oo* hook is placed on its side after *n* and *m* and after *k* or *g* when followed by *r* or *l*
6. To learn brief forms
7. Test on Unit X

Teacher Procedures

1. Give the sounds of the vowels in the *oo* hook group (short *u*, short *oo*, and long *oo*)
2. Explain and demonstrate the form of the *oo* hook, the upper half of the small loop. Explain and demonstrate that the *oo* hook is small, narrow, deep, open at the bottom, and should have the slant of *ch* with the beginning and end of the hook parallel to the line of writing. Insist that the *oo* hook be marked to designate the different vowel sounds. Short *u* is designated by an unmarked *oo* hook, short *oo* is designated by a dot below the *oo* hook, and long *oo* is designated by an oblique dash below the *oo* hook
3. Explain and demonstrate that the *oo* hook is written with a continuous motion after *t*, *d*, *r*, and *l*
4. Demonstrate *us* combinations in such words as: *shoes*, *us*, *cousin*
5. Demonstrate the elimination of an angle by placing the *oo* hook on its side after *n* and *m*, and show that the movement is continuous as in *moon*, *noon*. Demonstrate the elimination of the angle when *k* or *g* is followed by *r* or *l* and show that the movement is continuous in such words as *cur*, *cool*
6. Drill on brief forms. Insist on accuracy
7. Dictate test

Pupil Activities

Pupils will:

1. Sound the vowels in the oo hook group (short u, short oo, and long oo)
2. Write the character for the oo hook vowels, using a little finger movement to make the hook narrow and deep, marking or omitting marking as the sound indicates. Practice penmanship drills
3. Write and sound words containing oo hook in normal position
4. Write new words containing us combination when written without an angle
5. Write words in which the oo hook is placed on its side
6. Memorize brief forms
7. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Recognize and reproduce phonetically short u, short oo, and long oo
2. Recognize and write the oo hook with correct marking under each sound
3. Write and sound words containing oo hook in normal position
4. Write and read words containing us combination
5. Write words containing oo hook, placing the hook on its side or not as the word demands
6. Write and read brief forms correctly in isolation or in sentences
7. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

duck	fuss	campus
up	smooth	us
pool	blue	muff
carry	took	full
bonus	foot	dozen
cool	thus	true
annul	clear	canoe
expect	shoe	cup
supper	nut	usual
issues	curse	status
whom	noon	cautious
cut	sure	does
tough	rub	purchase
charge	moon	renewal
coupe	cousin	remember
oven	question	null
position	bluff	

XI. METHOD OF EXPRESSING W

Time Allotment: about 5 days

Unit Objective

To learn the two ways of expressing *w*; to learn to express *w* when *sw* is followed by a vowel; to express *a* at beginning of a word before *h* or *w*; to learn brief forms

Specific Objectives

1. To learn that *w* at the beginning of a word, followed by a vowel, is expressed by the *oo* hook
2. To learn the position of the vowel when it follows the *oo* hook
3. To write words beginning with *w* followed by a vowel
4. To learn that *w* in the body of a word is expressed by a horizontal dash beneath the following vowel
5. To learn to use *oo* hook for *w* when *sw* is followed by a circle vowel
6. To learn that words beginning with *wh* and followed by a vowel are written as though spelled *h w*
7. To learn to express *a* at the beginning of a word when followed by *h* or *w*
8. To learn frequent phrases
9. To learn brief forms
10. Test on Unit XI

Teacher Procedures

1. Place words *we, way, woe, woo* on board in phonetic spelling, followed by shorthand outlines so that the pupils discover *oo* hook represents *w* at the beginning of a word when it is followed by a vowel
2. Demonstrate that the *oo* hook is distinct, and that the circle vowel is always placed outside the hook. Demonstrate joining of *oo* hook to a following *oo* or *o* hook. Emphasize the importance of keeping the hook small
3. Review the rule for the line of writing, p. 23, art. 48. Emphasize the fact that *w* is a vowel. Review sounds of *o* hook, emphasizing the *aw* sound so that in words such as *water* the *o* hook will be used. Emphasize form of *oo e* before *p* and *b* in such words as *weep* and *webb*
4. Demonstrate the lack of ease in writing *oo* hook for *w* in the body of a word, thereby preparing pupil for second means of expressing *w*. Demonstrate the facility of expressing *w* by the horizontal dash, stress the fact that the vowel follows the dash. Dictate words
5. Explain the use of the *oo* hook for *w* in the *sw* combination when followed by a circle vowel. Dictate such words as *swim, swell, swift, switch*
6. Demonstrate that *h* is sounded before the *w* by placing hand in front of mouth when saying words beginning with *wh* as in *wheel* and *whim*. Show that the incorrect pronunciation of such words as *what, when, where, which* is due to the fact that the *h* is not sounded

Pupil Activities

Pupils will:

1. Spell words from board thereby discovering that the *oo* hook stands for *w* at the beginning of a word
2. Write *oo* hook followed by *e*, *a*, *o*, and *oo*
3. Write words beginning with *w* followed by a vowel
4. Experiment. Write and read unfamiliar words containing *w* in the body of the word
5. Write the words dictated
6. Say *when*, *where*, *what* with hand in front of mouth to get the force of the *h* before the *w*
7. Write and read words beginning with *a* followed by *h* or *w*
8. Write phrases as teacher demonstrates the building
9. Memorize brief forms
10. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Discover that the *oo* hook stands for *w* by reading the words on board
2. Write *oo* hook followed by *e*, *a*, *o*, and *oo* accurately and in good form
3. Write and read words beginning with *w* followed by a vowel
4. Write and read new words dictated
5. Write and read words containing *sw* followed by a vowel
6. Realize that the *h* is sounded first in words beginning with "wh"
7. Write and read words beginning with *a* followed by *h* or *w*
8. Build own phrases
9. Write and read brief forms correctly in isolation, or in sentences

Teacher Procedures

7. Explain use of brief form *a* for *a* when it precedes *w* or *h*. Explain that the *a* is placed on the line close to the next character
8. Build up a phrase by adding verb to pronoun and then adding the negative to this form
9. Drill on brief forms. Insist on accuracy
10. Dictate test

Evidences of Mastery

10. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

we	weave	we are
wake	acquit	word
wheel	swim	sweater
ahead	width	hardware
square	walk	away
woke	equity	duty
world	equipped	water
win	dwell	wear
quit	awoke	wore
awake	suppose	further
wave	wait	we will not
women	weary	gone
quick	swift	washing
quoted	wedge	await
remark	whale	replies
awaken	quarrel	gateway
wall	body	

XII. METHOD OF EXPRESSING Y

Time Allotment: about 5 days

Unit Objective

To learn to express *y*, to express *ng* and *ngk*, to use the prefixes *in*, *en*, *un*, *em*, *im*, and *ex*, the suffixes *ings* and *ingly*, the negative forms of words beginning with *n* or *m*, and to learn frequent phrases, and brief forms

Specific Objectives

1. To learn to express *y*
2. To learn to express *ng* and *ngk*
3. To learn to express the prefixes *in*, *en*, *un*, *im*, *em*, *ex*
4. To learn to express the suffixes *ings* and *ingly*
5. To learn to distinguish negative forms of words beginning with *n* or *m* from positive forms
6. To learn frequent phrases
7. To learn brief forms
8. Tests on units X, XI, and XII

Teacher Procedures

1. Place the phonetic spelling of such words as *yet*, *Yale*, *yawn*, *yacht* on board so that the pupils discover *y* has the sound of long *e*. Demonstrate that *ye* is expressed by a small loop, *ya* by a large loop; *yo* by the small circle plus the *o* hook, *yoo* by the small circle plus the *oo* hook. Dictate words containing *y*.
2. Demonstrate the lowering of *n* for *ng*. Explain that *ngk* is *ng* plus *k*, therefore it is a longer lowered stroke; that *ng* corresponds in length to *n* and *ngk* to *m*; that instead of being parallel to the line of writing as are *n* and *m* they cut it and form an acute angle with it. Dictate words containing *ng* and *ngk*.
3. Recall significance of a shorthand prefix. Explain and demonstrate that *in*, *en*, *un* are expressed by *n*, and *im* and *em* are expressed by *m* except when followed by a vowel in which case the initial vowel is inserted in the prefix. Explain and demonstrate that *ex* is expressed by *es*.
4. Demonstrate and explain that *ings* is always expressed by a left *s* in the *ing* position. Explain and demonstrate that *ingly* is always expressed by the *e* circle in the *ing* position.
5. Show that unless the initial vowel is inserted the negative form is not distinguishable from the positive form.
6. Dictate frequent phrases which have not been studied. Drill on frequent phrases.
7. Drill on brief forms. Insist on accuracy.

Pupil Activities

Pupils will:

1. Sound the words on the board thereby discovering that *y* has the sound of long *e*. Write *ye*, *ya*, *yo*, and *yoo*. Write and read words containing *y*
2. Cover longhand and read shorthand words in manual to distinguish difference in length of *ng* and *ngk*. Write and read words containing *ng* and *ngk*
3. Write and read words containing the prefixes *in*, *en*, *un*, *im*, *em*, *ex* when followed by a consonant or a vowel
4. Write and read words containing the suffixes *ings* and *ingly*
5. Experiment with positive and negative forms to show the necessity of inserting the initial vowel in negative forms
6. Write from dictation frequent phrases and read during the next class period
7. Memorize brief forms
8. Review. Write in shorthand from dictation brief forms, then transcribe in longhand. Write in shorthand from dictation phrases then transcribe in longhand. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Discover that *y* has sound of long *e*; write forms for *ye*, *ya*, *yo*, and *yoo*; read and write words containing *y*
2. Distinguish between *ng* and *ngk*. Write and read words containing *ng* and *ngk*
3. Write and read familiar and unfamiliar words containing *in*, *en*, *un*, *im*, *em*, *ex*
4. Write and read words containing *ings* and *ingly*
5. Write and read positive and negative forms
6. Write and read frequent phrases
7. Write and read brief forms

Teacher Procedures

8. Dictate a set of three review tests:
 - a. Brief form test to be passed without error
 - b. Phrase test to be passed without error
 - c. Vocabulary test

Evidences of Mastery

8. Write brief form test without error. Write phrase test without error. Write and transcribe in longhand correctly forty-four words from a list of fifty. This may be supplemented by sentences if desired. Fifty words may be chosen from the following teacher-made test

do	frankly
unlike	engine
suppose	enough
awake	cur
wet	rough
king	drug
queer	yet
rang	communicate
necessary	government
group	exceedingly
doorway	indeed
widow	yawn
swell	yacht
envy	year
twin	ring
correct	infer
emotion	innate
long	hungry
quickly	lovingly
evenings	fingers
number	openings
utterly	known
nature	excess
yearly	women
banquet	among
whirl	yellow
unseen	answer
through	yards
unknown	blank
mood	impel
skill	expense
whether	savings
roof	unfair
await	swim
whistle	unnoticed
examine	list
seemingly	emphasis
rank	

XIII. THE DIPHTHONGS

Time Allotment: about 5 days

Unit Objective

To recognize the sounds of the four diphthongs *u*, *ow*, *oi*, *i* and the character for each; to memorize brief forms; and to learn to express *ly* at end of word following the diphthong *i*

Teacher Procedures

1. Explain that a diphthong is a union in one syllable of two simple vowel sounds uttered in rapid succession. Demonstrate the formation of the diphthongs by saying each diphthong slowly.

u = *e* plus *oo*

ow = *a* plus *oo*

oi = *o* plus *e*

i = *a* plus *e*

Stress writing of *u*, *ow*, *oi*, emphasizing the position of the circle with relation to the hook. Point out that the broken circle for the diphthong *i* is the union of *e* with *a*

Specific Objectives

1. To learn the sounds of the four diphthongs *u*, *ow*, *oi*, *i* and their forms
2. To learn to read words containing diphthongs
3. To learn to write diphthongs in words
4. To learn the four words in which long *i* is expressed by a large circle
5. To learn brief forms
6. To learn to express *ly* following the diphthong *i*
7. Test on Unit XIII
2. Direct the phonetic spelling of the shorthand outlines
3. Demonstrate on board words containing diphthongs. Point out that the characters forming the diphthongs are written in their sounded order. Drill especially on *u*, *ow*, *oi*
4. Show that the substitution of the large circle for the broken circle in *life*, *line*, *quite*, and *might* facilitates writing and does not make the outlines less readable
5. Drill on brief forms
6. Explain and demonstrate the manner of writing suffix *ly*. When a word form ends with the diphthong *i*, a small circle is written within the large circle. Emphasize
7. Dictate test

Pupil Activities

Pupils will:

1. Sound the diphthongs slowly to discover that each is composed of two vowel sounds. Write the four diphthongs
2. Cover longhand and spell the shorthand words in the manual pointing out the diphthongs
3. Write and read words containing diphthongs
4. Memorize *life, line, quite, and might*
5. Memorize brief forms
6. Write and read words ending in *ly* following the diphthong *i*
7. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Sound the diphthongs and to write them correctly
2. Read shorthand with longhand covered
3. Write and read words containing diphthongs
4. Write and read *life, line, quite* and *might*
5. Write and read brief forms
6. Read and write words ending in diphthong *i* followed by *ly*
7. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

apply	pipe	nine
boy	ride	noise
choice	rise	oil
cow	wife	outline
crowd	wide	outfit
cry	realize	soil
cute	file	style
dining	fire	tie
die	fly	twice
drive	high	view
design	ice	toy
dry	join	voice
enjoy	lie	sign
excite	life	wise
few	light	supply
white	line	mile
pie	nice	

XIV. OTHER VOWEL COMBINATIONS

Time Allotment: about 3 days

Unit Objective

To learn the vowel combinations *oe*, *eo*, diphthong *i* followed by any vowel, short *i* followed by *a*, *e* followed by the large circle vowel and the character for each; to learn to omit minor vowels; to learn brief forms

Specific Objectives

1. To learn the characters for the vowel combinations *oe*, *eo*, and to write words containing them
2. To learn the character for the vowel combination, the diphthong *i* followed by any vowel, and to write words containing it
3. To learn the character for short *i* followed by *a*, and *e* followed by the large circle vowel and to write words containing them
4. To learn to omit minor vowels
5. To learn brief forms
6. Test on Unit XIV

Teacher Procedures

1. Explain the difference between diphthongs and other vowel combinations. Compare the two vowel combinations *oe* and *eo*. Explain that they are written in the order in which the vowels are sounded; that since the forms are the same, the long sound of *o* is marked in *oe* to distinguish it from the diphthong *oi*
2. Demonstrate that the vowel combination, the diphthong *i* followed by any vowel, is a small circle written within the large circle
3. Compare the two vowel combinations, short *i* followed by *a*, expressed by a large circle with a dot within it, and *e* followed by the large circle vowel, expressed by a large circle with a dash within it; both combinations have the *a* circle, the difference lies in the dot and the dash, the strong sound being expressed by the dash, the obscure sound by the dot
4. Demonstrate that when two vowels not forming a pure diphthong come together the minor vowel may be omitted without loss of readability as in *theory*, *th-e-r-e*, and *genius*, *j-e-n-u-s*. Demonstrate the omission of the circle in the diphthong *u* as in *new*, *n-oo*, *due*, *d-oo*. Mention that in the ordinary pronunciation of such words as *due*, *reduce*, *renewal* the *e* is not sounded. Call attention to the use of the *a* circle for *i* in *ideal* and *idea*
5. Emphasize the importance of the brief forms in the writing vocabulary of a stenographer
6. Dictate test

Pupil Activities

Pupils will:

1. Write and read words containing *eo* and *oe* combinations
2. Write and read words containing long *i* followed by any vowel
3. Write and read words containing short *i* followed by *a* or *e* followed by *a*
4. Experiment with words omitting the minor of two vowels which come together but do not form a pure diphthong
5. Memorize brief forms
6. Write in shorthand from dictation a list of fifty words of which at least ten per cent should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Distinguish between a diphthong and other vowel combinations. Read and write words containing *eo* and *oe* combinations
2. Write and read words containing long *i* followed by any vowel
3. Write and read words containing short *i* followed by *a* or *e* followed by *a*
4. Omit the minor of two vowels which come together but do not form a pure diphthong and to write the strong vowel
5. Write and read brief forms
6. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by a list of sentences if desired. The following teacher-made test is suggested

idea	poem	peony
ideals	science	diary
piano	amuse	mail
due	tedious	music
quiet	senior	reduce
radio	Romeo	avenue
create	dial	renewal
burial	dollar	various
cereal	prior	across
cameo	theory	shadowy
folio	genius	address
duly	genuine	progress
serial	new	violence
trial	due	area
realize	respectfully	enclose
poet	please	pneumonia
poetry	trust	

XV. OMISSION OF SHORT *U* AND *OW*

Time Allotment: about 4 days

Unit Objective

To learn to omit short *u* and *ow*; to learn to use the prefixes *per*, *pro*, *pur*, and the suffixes *sume*, *ble*, *ple*, and *ment*; and to learn brief forms

Specific Objectives

1. To learn to omit short *u* in the body of a word before *n* and *m* and also before straight downward strokes; also to omit *ow* in the body of the word before *n* and *m*
2. To learn to express the omission of a vowel between two horizontal straight strokes by a jog
3. To learn that *u* is omitted in the termination *sume*
4. To learn that the syllables *per*, *pro*, *pur*, are expressed by *pr*; the syllable *ble* by *b*; the syllable *ple* by *p* in certain words; and the syllable *ment* by *m*
5. To learn to join two or more simple prefixes
6. To read fluently from good shorthand notes
7. To write with readiness dictated matter
8. To learn brief forms
9. Tests on Units XIII, XIV, and XV

Teacher Procedures

1. Demonstrate that the omission of the vowel still leaves a distinct readable outline for the word. Drill on the sounds to be omitted, short *u* and *ow*, and when they may be omitted, in the body of a word before *n* and *m*, and also short *u* in the body of a word before straight down strokes
2. Demonstrate the jog, emphasize that it is just a jog so that it will not be confused with a hook
3. Drill on *s-m* as form for termination *sume*. Demonstrate readability of words containing the termination *sume*. Explain that the form of *sume* is always the same, comma *s-m*
4. Explain that the syllables *per*, *pro*, and *pur* occur at the beginning of the word. Demonstrate that it is easier to write the outline by inserting the *o* in *pro* when it is followed by an upward character or *k*. Explain that the syllables *ble* expressed by *b*, *ple* expressed by *p* in certain words, and *ment* expressed by *m* occur at the end of a word
5. Build words using simple prefixes as *form*, *con-form*; *form*, *in-form*; *seen*, *for*, *un-for-seen*. Explain that in compound prefixes when the first prefix is followed by a vowel the initial vowel is not required; as, *un-accountable*, written *n-a-coun-t-ble*. Explain that two consecutive horizontal prefixes join with a jog; as *unemployed*, *un-jog-em-pl-disjoined t*
6. Direct reading and practice of reading and dictation practice. From time to time have students read from longhand, matter similar in intensity to dictated matter in order to compare reading rate

Pupil Activities

Pupils will:

1. Cover longhand and read shorthand words in manual supplying short *u* and *ow*, which ever might be omitted. Write and read words in which short *u* and *ow* are omitted
2. Write and read words which employ the jog to show the omission of a vowel
3. Recognize that *s-m* stands for termination *sume*. Write and read words containing termination *sume*
4. Bring to class a list of fifteen words from outside reading containing the prefixes *per*, *pro*, and *pur* and the suffixes *ble* and *ment*. Write and read words containing prefixes *per*, *pur*, *pro* and suffixes *ble*, *ple*, *ment*. Insert the *o* in prefix *pro* before an upward character or *k*
5. Build words using two or more simple word prefixes. Write and read words containing two or more simple joined prefixes
6. Read and re-read shorthand plates and own notes to develop reading rate comparable to longhand printed matter
7. Write with confidence and understanding the matter dictated
8. Memorize brief forms
9. Write in shorthand from dictation brief forms then transcribe in longhand. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Recognize when to omit short *u* and *ow*. Write and read words in which short *u* and *ow* are omitted before *n* and *m* in the body of a word. Omit short *u* in body of word before straight downstrokes
2. Write and read words employing jog to show the omission of a vowel
3. Recognize termination *sume*. Write and read words containing termination *sume*
4. Read and write words containing the prefixes *per*, *pro*, *pur*, and the suffixes *ble*, *ple*, *ment*. Recognize when to insert the *o* in the prefix *pro*
5. Build words containing two or more simple joined prefixes
6. Read from shorthand notes at a rate approximating that of reading from longhand printed matter of similar intensity; class median eighty words a minute
7. Take dictation at the following rates: class median repeated matter, forty words a minute. Class median, new matter, twenty words a minute; sentences and continuous matter, thirty words a minute; syllable intensity, 1.40
8. Write and transcribe without error the new brief forms

Teacher Procedures

7. Dictate and re-dictate matter until pupils can write it fluently. Dictate original or selected matter making use of words contained in repeated dictation
8. Drill on brief forms
9. Dictate a set of two tests:
 - a. Brief form test to be passed without error
 - b. Vocabulary test

Evidences of Mastery

9. Write brief form test without error. Write and transcribe in longhand correctly forty-four words from a list of fifty. This may be supplemented by sentences if desired. Fifty words may be chosen from the following teacher-made test of one hundred words

assume	element
fun	bunch
perhaps	jump
profit	person
protection	promise
run	pump
valuable	sample
town	sum
luncheon	lumber
judge	begun
sensible	permission
reliable	inform
unexpected	apartment
announce	excitement
favorable	million
permit	produce
profitable	proper
prove	reasonable
rush	suitable
son	summer
column	lunch
brown	touch
presume	trouble
miserable	terrible
down	improbable
mine	stop
right	price
size	fight
sight	might
excited	outside
smile	bright
human	climate
reduced	mouth
running	personal
simple	available
moment	process
settlement	treatment

Notes by Teacher

Evidences of Mastery

properly	recognize
comply	prize
died	height
quite	try
side	kindly
appoint	final
buying	higher
now	news
funny	produced
noble	payable
example	compliment
equipment	payment
suitable	recommend

XVI. BLENDED CONSONANTS

Time Allotment: about 3 days

Unit Objective

To learn the *nt*, *nd* and *mt*, *md* blends; to express *ld*; to learn days of the week, months of the year and brief forms

Specific Objectives

1. To learn to use *nt*, *nd* blend
2. To learn to use the *mt*, *md* blend
3. To learn to use the *ld* combination
4. To learn the days of the week and months of the year
5. To learn to transcribe on the typewriter
6. To learn brief forms
7. Test on Unit XVI

Teacher Procedures

1. Join *n* to *t*. Demonstrate how much easier and quicker it is to join *n* to *t* without an angle. Explain that *n* controls the length of the blend whether joined to *t* or *d*, the same blend stands for both *nt* and *nd*. The *nt*, *nd* blend corresponds in length to *f*. Point out that as this blend is a curve the rule for writing circles inside curves applies. Explain that at the beginning of words short *e* and short *i* are omitted before these blends, as in *entry*, *Indian*, *induce*. Point out that the rule for omitting short *u* and *ow* in the body of a word before *n* and *m* also applies to the *nt*, *nd* blend. Point out that the *s* which makes the sharpest point joins the blends
2. Demonstrate the joining of *m* to *t*, then show how much easier and quicker it would be to join them without an angle, forming a blend. Explain that the *m* controls the length of the blend; that this blend corresponds in length to *v*. Explain that at the beginning of words short *e* and short *i* are omitted before these blends as in *empty*. Point out that as this blend is a curve circles would be written inside the blend
3. Demonstrate how much time it takes to write *d* following *l* together. Show how much easier it is to express *ld* by giving the *l* a swinging upward turn at the finish
4. Show that these are similar to brief forms, not necessarily written according to rule

Pupil Activities

Pupils will:

1. Write and read words containing *nt*, *nd* blend

2. Write and read words containing *mt*, *md* blend

3. Practice giving the *l* a swinging upward turn at the finish. Write and read words containing *ld*

4. Memorize days of the week and months of the year

5. Read understandingly and fluently the selected shorthand plate, spelling any words and inserting punctuation as the sentence is read. Write accurately and rapidly as straight copy on the typewriter from the selected shorthand plate for ten minutes

6. Memorize brief forms

7. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Use the *nt*, *nd* blend in words

2. Use the *mt*, *md* blend in words

3. Write and read words containing *ld*

4. Write and read days of the week and months of the year

5. Transcribe accurately and rapidly on the typewriter the selected shorthand plate

6. Write and read brief forms

Teacher Procedures

5. Direct pupils' reading in class of easy shorthand plate in manual or reader, explaining the meaning of any sentences, taking up the spelling of any words which might be misspelled, and directing the insertion of the necessary punctuation marks. Drill on the reading, spelling, and insertion of punctuation marks sufficiently so that the pupils' difficulties or problems are cleared up. Drill on the most common punctuation rules such as placing a comma between words in a series, and between two parts of a compound sentence. A ten minute transcription period, in the typewriting class, twice a week, is suggested.
6. Drill on brief forms
7. Dictate test

Evidences of Mastery

7. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

apparently	round
entire	event
sand	candy
promptly	acknowledge
remittance	funds
laundry	filled
golden	wild
aunt	February
individual	planned
failed	outlined
buildings	compelled
windows	joint
sold	current
printing	receipt
owned	gained
second	granted
suggestion	Thursday
shamed	rained
attention	parents
empty	older
consent	around
winter	inventory
settled	count
prevent	unable
outstanding	Wednesday

XVII. JENT-PENT, DEF-TIVE BLENDS

Time Allotment: about 4 days

Unit Objective

To learn to use the *jent*, *pent* and *def*, *tive* blends; to learn special business phrases and brief forms

Specific Objectives

1. To learn the *jent-d*, *pent-d* blend
2. To learn the *def-v*, *tive* blend
3. To learn special business phrases
4. To learn brief forms
5. Test on Unit XVII

Teacher Procedures

1. Demonstrate that in joining *j* and *p* to the *nt*, *nd* blend the *j* is joined without an angle to form a large open hook similar to the hook formed by *p* and *nt*, *nd*. Point out that the ends are pulled together and not spread out
2. Demonstrate the joining of *t* and *d* to *f* or *v*. Show how much easier and quicker it is to write it without the angle. Compare this with the *jent-d*, *pent-d*, blend; the two are the same size; the *def-v* is the *jent-d* turned up-side-down. Explain that the blend never stands for *tive* at the beginning of a word but at the end
3. Explain the one unfamiliar character in the list, *Dear Mr.*
4. Call attention to the form for *to-morrow*
Drill on brief forms
5. Dictate test

Pupil Activities

Pupils will:

1. Practice the *jent-d*, *pent-d* blend and recognize every syllable for which it may stand. Write and read words containing the *jent-d*, *pent-d* blend

2. Practice the *def-v*, *-tive* blend and recognize every syllable for which it may stand. Write and read words containing the *def-v*, *-tive* blend

3. Memorize special business phrases

4. Memorize brief forms

5. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Use the *jent-d*, *pent-d* blend in words
2. Use the *def-v*, *-tive* blend in words
3. Write and read special business phrases in isolation or in sentences
4. Write and read brief forms correctly in isolation or in sentences
5. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

devil	influence
move	cleaned
agent	bond
devoted	seemed
difference	sounds
definite	credit
around	beauty
fond	position
holding	defray
enable	rule
divided	mistaken
endeavor	child
different	grounds
delivery	sent
tomorrow	allow
assigned	appear
cold	division
prompt	approximate
land	response
quality	altogether
spirit	band
happened	held
opened	invoice
instant	events
railway	cents

XVIII. FREQUENT WORD BEGINNINGS

Time Allotment: about 4 days

Unit Objective

To learn the word beginnings: *be, de, re, dis, mis*; to learn the *had not* and *is not* phrases; to learn brief forms

Teacher Procedures

1. Explain and demonstrate that *de* is expressed by *d* unless followed by *k* or *g*, in which case it is written in full, *d-e*. Explain and demonstrate that *re* is expressed by *r* unless followed by *k, g, r, l, n, m, t, d*, in which case it is written in full, *r-e*. Explain and demonstrate that *be, dis, and mis* are always expressed by *b, d-s, and m-s*, respectively

Specific Objectives

1. To learn to express the prefixes *be, de, re, dis, mis*

2. Explain that to distinguish the *had* phrases from the *would* phrases the circle is cut in the pronouns in the phrases *I had, they had, we had*; the *h* is inserted in the phrases *you had, he had*

2. To learn that *had following* a pronoun has a distinctive joining

3. Explain and demonstrate the use of the *nt, nd* blend in the *was-not* phrases. Explain and demonstrate the use of the *left-s* and the *nt, nd* blend in the *is-not* phrases. Explain the use of the apostrophe in distinguishing the *wasn't* phrases and *isn't* phrases from the *was-not* and *is-not* phrases

3. To learn the *was-not* and *is-not* phrases

4. Drill on brief forms

4. To learn brief forms

5. Dictate a set of three review tests:

a. Brief form test to be passed without error

b. Phrase test to be passed without error

c. Vocabulary test

5. Tests on Units XVI, XVII, and XVIII

Pupil Activities

Pupils will:

1. Write words containing prefixes *be, de, re, dis, mis*. Bring to class a list of twenty-five words selected from outside reading containing the prefixes *be, de, re, dis, mis*. Exchange word list and write lists in shorthand on the board

2. Write and read *had* and *would* phrases

3. Write and read *was-not, is-not, wasn't, isn't* phrases

4. Memorize brief forms

5. Review. Write in shorthand from dictation brief forms then transcribe in longhand. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read familiar and unfamiliar words containing *be, de, re, dis, mis*

2. Write and read *had* and *would* phrases

3. Write and read *was-not, is-not, wasn't, isn't* phrases

4. Write and read brief forms

Notes by Teacher

Evidences of Mastery

5. Write brief form test without error. Write phrase test without error. Write and transcribe in longhand correctly forty-four words from a list of fifty. This may be supplement by sentences if desired. Fifty words may be selected from the following teacher-made test of seventy-five words

August	besides
motive	joined
merchandise	found
releases	display
delayed	sensitive
Tuesday	relation
killed	record
reason	hundred
display	envelope
advertise	acquaintance
decision	depend
reasonable	replace
dispatch	depart
event	catalogue
filed	refund
diligent	stock
gently	front
devotion	gold
develop	beginning
begun	improvement
quantity	hadn't
relief	repair
below	review
insurance	newspaper
determine	previous
nevertheless	
education	inspection
pleasure	occasion
reception	difficulty
sufficient	resign
October	revised
misaid	sound
delayed	wasn't
reception	discovered
discharge	hasn't
won't	apparent
determine	reasons
discretion	windows

XIX. TEN-DEN, TEM-DEM BLENDS

Time Allotment: about 3 days

Unit Objective

To learn to express *t* and *d* with *n* and *m* by blending the strokes, and to phrase by use of the blend

Teacher Procedures

1. Explain and demonstrate that the natural tendency of the hand is to slur an angle in rapid writing. Explain that the direction of the blend is governed by the first consonant and the length of the blend is determined by the *n* and *m*; the blends containing *n* are shorter than the blends containing *m*. Insist on calling the blends syllabically. Explain that an unaccented vowel is included in the blend but that the strongly accented vowels and diphthongs are written with the exception of *tain* which is written *ten*. Explain that when either the right or left motion blend may be used, the right blend is preferred; as, *potent*, is written *p* plus *o* plus *ten* plus *t*

Specific Objectives

1. To learn to express *ten*, *den*, *tem*, *dem* (right motion blends)
2. To learn to phrase by applying the blending principle
3. To learn to write and to distinguish the phrases *do not* and *don't*
4. Test over Unit XIX

2. Show how simple phrases may be developed by the blending principle, for example, *it must be*, is written *tem* plus *s* plus *b*; *what to do* is written *o* plus *ted* plus *oo*
3. Explain that when *do not* is preceded by a pronoun it is expressed by the *den* blend, for example, *I do not* (*a* plus *dn*) Explain that the contraction *don't* is written in full, for example, *I don't* (*a* plus *d* plus *o* plus *n*)
4. Dictate test

Pupil Activities

Pupils will:

1. Sound the blends *ten, den, tem, dem*. Write the blends noting particularly slant and curve. Spell phonetically lists of words containing blends. Underline the right motion blends found in a selected list of words given by the teacher. Practice penmanship drills

2. Write and read sentences containing simple blended phrases

3. Write from dictation sentences containing phrases *do not* and *don't*

4. Memorize new brief form list. Practice penmanship drills on all new brief forms, especially working with *under* and *always*. Write in shorthand from dictation a list of fifty words of which at least ten per cent should be unfamiliar, and then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read words containing *ten, den, tem, dem*

2. Write and read sentences containing simple blended phrases

3. Write and read phrases *do not* and *don't*

4. Write and transcribe in longhand without error the new brief forms. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. The following list of words is suggested as review or test material

sudden	tennis
threaten	wooden
evidence	maintain
retain	medium
victim	seldom
dinner	straighten
to-night	attorney
distance	audience
estimate	extension
danger	instance
continue	sentence
intention	student
stomach	contents
timid	timber
contain	kingdom
cotton	random
captain	attainable
obtain	autumn
temper	sweeten
attempt	academy
freedom	sustain
bottom	tender
temporary	continues
attendance	written
bulletin	broaden

XX. METHOD OF EXPRESSING *R*

Time Allotment: about 5 days

Unit Objective

To learn to express *r* following a vowel by a reverse circle between a downward character and a forward straight stroke, between a horizontal and an upward stroke, by reversing *s* before straight lines in *ser*, *cer*, *sar*, and by reversing *th* before straight lines in *ther*, *thir*; to omit *r* in many words containing *ar*, *er*, *ir*, *or*; to express terminations worthy by *thi* and worth by *uth*; to express *ther* by sign for *th*.

Specific Objectives

1. To recall by practice and study the circle joinings between oblique curves, straight lines and straight line blends
2. To learn to express *r* following a vowel by a reverse circle between a downward character and a forward straight stroke
3. To learn to express *r* following a vowel by a reverse circle between a horizontal and an upward stroke
4. To learn to reverse *s* before straight lines to express *r* in *ser*, *cer*, *sar*, and to reverse *th* before straight lines, to express *r* in *ther*, *thir*
5. To learn to omit *r* in many words containing *ar*, *er*, *or*, *ir*

Teacher Procedures

1. Dictate words that will provide additional practice on the circle vowel joinings of unit IV. For example *bat*, *pen*, *gem*, *chat*
2. Explain and demonstrate that when the circle is reversed to express *r* it must be preceded or followed by a straight stroke or a straight stroke blend. Explain and demonstrate that *r* following a vowel is expressed by a reverse circle between a downward character and a forward straight stroke. Compare *chin*, *churn*; *sham*, *charm*; *Jennie*, *journey*. Explain that in each of these cases the vowel is written outside the angle even though it is written with a left motion. This is sometimes called the "sack" loop. Compare *pet*, *pert*; *batter*, *barter*; *bid*, *bird*. Explain that in each case the vowel is written inside the angle. Explain that any modification of *t*, *d*, *n*, *m* (*ten*, *den*, *mt*, *nd* blends) may be treated as straight strokes or curved lines at the beginning but must always be treated as curved lines at the end of a stroke. Compare *harden* and *dinner*. In *harden* the blend is treated as a straight stroke. In *dinner* the blend is treated as a curved stroke. The reversing principle may be used when the vowel and *r* precede the blend but never when they follow it
3. Explain and demonstrate that to express *r* following a vowel between a horizontal and an upward stroke the circle is written with a left motion and outside the angle. Compare *cat*, *cart*; *mitten*, *Merton*; *gained*, *guarantee*; *lad*, *lard*

Pupil Activities

Pupils will:

1. Write and read words containing circle vowels between oblique curves, straight lines, and straight line blends
2. Write and read words containing reverse circles between downward characters and forward straight strokes. Read short letters and paragraphs from some standard supplementary material
3. Compile groups of words illustrating right and left motion circle vowels. Write and read words containing reverse circle vowels between horizontal and upward strokes
4. Write and read words containing *ser*, *cer*, *sar* in which *r* is expressed by reversed *s*. Write and read words containing *ther*, *thir* in which *r* is expressed by reversed *th*
5. Write and read words in which the *r* is omitted. Write short letters (not more than fifty words) from dictation at the rate of twenty-five words per minute
6. Write and read words containing the terminations *worth*, and *worthy*
7. Write and read words containing *ther*
8. Memorize new brief form list. Practice penmanship drills on all new brief forms, especially working with *under* and *always*. Write in shorthand from dictation a list of fifty words, ten per cent of which should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read words containing circle vowels between oblique curves, straight lines, and straight line blends
2. Recognize and use reverse circles to express *r* between downward characters and forward straight strokes
3. Write and read words containing reverse circle vowels between horizontal and upward strokes
4. Write and read words containing *ser*, *cer*, *sar* in which *r* is expressed by reversed *s*. Write and read words containing *ther*, *thir* in which *r* is expressed by reversed *th*
5. Write and read words in which *r* is omitted in *ar*, *er*, *or*, *ir*, combination
6. Write and reads words having the terminations *worth*, and *worthy*
7. Write and read words containing *ther*

Specific Objectives

6. To learn the terminations
worth and *worthy*

7. To learn that the syllable
ther is expressed by *th*

8. Test over Unit XX

Teacher Procedures

4. Explain and demonstrate that before straight lines *s* is written contrary to rule to express *r* in *ser*, *cer*, *sar*. Compare *deceit*, *desert*; *concert*, *incision*, *insertion*; *seige*, *serge*. Explain and demonstrate that before straight lines *th* is written contrary to rule to express *r*. (Under *th*). Compare *theme*, *therm*
5. Explain that in words containing *ar*, *er*, *ir*, or the *r* sound is more or less indistinct or obscure. This may be referred to as the "Southern Accent Principle." Dictate words containing *ar*, *er*, *or*, *ir* in which the *r* is omitted. Dictate short letters of not more than fifty words at the rate of twenty-five words a minute. Explain that the syllables *tern*, *dern* are expressed by *ten*
6. Explain that the termination *worthy* is expressed by *the* and the termination *worth* is expressed by *uth*
7. Explain and demonstrate that for convenience the syllable *ther* is expressed by *th* written according to rule. Explain that the left motion *th* is used in *father* to distinguish from *faith*
8. Dictate test

Evidences of Mastery

8. Write and transcribe in longhand without error the new brief forms. Write in shorthand and transcribe in longhand at least forty-four words from a list of fifty. The following teacher-made test is suggested as a review list or for test material

period	warmth	journey
shared	court	trustworthy
chairman	corner	neither
former	worry	board
courtesy	certain	born
current	sport	towards
merit	firm	reserve
concert	mother	reverse
concern	brother	guard
search	north	guarantee
sermon	cheered	daughter
large	charter	standard
learn	pardon	warrant
serve	charm	water
urge	card	export
turn	skirt	later
was	bird	

XXI. COMMON PREFIXES AND SUFFIXES

Time Allotment: about 3 days

Unit Objective

To learn to express the prefixes *for*, *fore*, *fur*, the suffixes *ful*, *ify*, *self*, *selves*, *age*; and to phrase *ago*, *early*, *few*, *him*, *hope*, *sorry*, *want*, *sure*, *possible*

Specific Objectives

1. To learn to express the prefixes *for*, *fore*, and *fur* by *f*
2. To learn to express the suffixes *ful* and *ify* by *f*; *self* by *s*; *selves* by *ses*; *age* by *j*
3. To learn to phrase the words *ago*, *early*, *few*, *him*, *hope*, *sorry*, *want*, *sure*, *possible*

4. Test on Unit XXI

Teacher Procedures

1. Explain and demonstrate that *for*, *fore*, *fur* are expressed by *f*, as *forfeit* is written *f* plus *fet*. Explain that when *for*, or *fore* is followed by any vowel the *f* must be disjoined. Compare *forehead* and *feed*; *form* and *forearm* which will explain the need for disjoining *f*, when followed by a vowel. Explain that joined prefixes and suffixes must join with an angle as *furnace*. Explain that the prefix must be written in full if outline is not legible, for example *forest* is written *f* plus *o* plus *r* plus *e* plus *s*
2. Explain and demonstrate that the suffixes *ful* and *ify* are expressed by *f* for example *lawful* is written *l* plus *o* plus *f*. Explain and demonstrate that *self* is expressed by *s* written according to rule, for example *yourself* is written *oo* plus right *s* and *herself* is written *h* plus *e* plus *r* plus left *s*. Explain and demonstrate that *selves* is expressed by *ses* written according to rule, for example, *themselves* is written *th* plus *m* by left *ses* and *yourselves* is written *oo* plus right *ses*. Explain that *age* is written *j*, for example, *storage* is written *s* plus *t* plus *o* plus *r* plus *j*. Explain that the first vowel is written in *package* to distinguish it from *baggage*. Insist that these two outlines be memorized
3. Explain and demonstrate that in phrasing certain words are expressed as follows: *ago* by *g*, *early* by reverse circle, *few* by *f*, *him* by *m*, *hope* by *p*, *sorry* by *so*, *want* by *nt*, *sure* by *sh*, *possible* by *p*

4. Dictate test

Pupil Activities

Pupils will:

1. Write and read words containing prefixes *for, fore, fur*

2. Write and read words containing suffixes *ful, ify, self, selves, age*. Bring to class a list of ten new words containing prefixes *for, fore, fur* and suffixes *ful, ify, self, selves, age*. Discuss and write all the new words submitted

3. Write and read phrases containing *ago, early, few, him, hope, sorry, want, sure, possible*

4. Write in shorthand from dictation a list of fifty words of which ten per cent at least should be unfamiliar, and later transcribing in longhand

Evidences of Mastery

Ability to:

1. Write and read words containing prefixes *for, fore, fur*

2. Write and read words containing suffixes *ful, ify, self, selves, age*

3. Write and read phrases containing *ago, early, few, him, hope, sorry, want, sure, possible*

Evidences of Mastery

4. Write and transcribe in longhand without error the new brief forms. Write and transcribe in longhand correctly at least forty-four from a list of fifty words or phrases. The following teacher-made test is suggested as a review list or for test material

forget	passage
forgive	fern
furniture	Germany
furnish	Albert
itself	alert
courage	insert
average	surgeon
awful	march
myself	surface
useful	barn
package	ascertain
certify	gather
themselves	praiseworthy
helpful	forenoon
hopeful	foresee
message	furnace
I hope	bashful
we are sorry	harmful
if you want	ratify
to meet	storage
months ago	cottage
few days	herself
be sure	ourselves
early reply	baggage
foreground	manager
hidden	at an early
evidence	date
sentence	it must be
kitten	in due time
suddenly	I do not
temper	we don't
condemn	they do not
obtain	know
continues	do you want
danger	years ago
intention	as near as
early informa-	possible
tion	I am sure
detain	forever
simplify	

XXII. FINAL *T*

Time Allotment: about 2 days

Unit Objective

To learn when to omit and when to retain final *t*

Teacher Procedures

1. Explain that when final *t* follows *s*, *k*, *p*, or *den* it is slightly enunciated and therefore is generally omitted. Explain that by omitting final *t* after *s*, *k*, *p*, or *den* derivatives may be readily formed; for example, *act* is written *a* plus *k*, *acted* is written *a* plus *k* plus *t*, *active* is written *a* plus *k* plus *v*

Specific Objectives

1. To learn final *t* is omitted after *s*, *k*, *p*, *den*

2. To learn when final *t* is retained

3. Test on Unit XXII

2. Explain that final *t* is sometimes written after *s* and *ten* when confusion would result with another outline, for example, *vase* is written *v* plus *a* plus *s*, *vast* is written *v* plus *a* plus *s* plus *t*. Send a group to the board for class dictation. Keep a list of all words or outlines missed by this group. This may serve as a special drill for the next recitation. Write words in special drill on board and have class give rule governing each

3. Dictate test

Pupil Activities

Pupils will:

1. Write and read words in which final *t* is omitted after *s*, *k*, *p*, *den*

2. Write and read words in which final *t* is written. Write at the board from dictation. Write words in special drill, giving governing rules

3. Write from dictation at least forty-four words without error of which ten per cent at least are unfamiliar, and later transcribe

Evidences of Mastery

Ability to:

1. Write and read words in which final *t* is omitted
2. Write and read words in which final *t* is written. Recognize when to omit and when to retain final
3. Write and transcribe in longhand correctly at least forty-four from a list of fifty words. The following list of fifty words is suggested as review or test material

insist	students	evident
cast	briefest	extent
protest	sweetest	faster
longest	past	fact
just	modest	contract
persist	first	conducts
dentist	act	strict
mixed	distant	deficit
request	exist	east
exhaust	adoption	elect
latest	finish	molest
project	abrupt	reduce
content	harvest	induct
coast	earnest	affect
exact	adjustment	largest
least	biggest	deduct
youngest	worship	

XXIII. OMISSION OF *D*, PREFIXES AND SUFFIXES

Time Allotment: about 6 days

Unit Objective

To learn when to omit *d*, to express the prefixes *ul*, *al*, *sub* and suffix *less* and to form derivatives from brief forms

Teacher Procedures

1. Explain that when final *d* follows *n* it is slightly enunciated and is therefore omitted; for example, *propound* is written *pr* plus *p* plus *n*. Explain that the past tense of words in which final *t* or *d* is omitted is expressed by the disjoined *t*. Explain that the final *d* is written in *commend* to distinguish it from *common*, in *contend* to distinguish it from *contain*, and in *attend* to distinguish it from *attain*

Specific Objectives

1. To learn when final *d* is omitted

2. Explain that *d* is omitted before *m* or *v* to clarify the outline, if the *d* appeared in either case a blend would result. Explain that in the words, *admire*, *advice*, *advise*, *advance* the initial vowel is dropped to facilitate phrasing, as *to advise* is written *t* plus *v* plus *i* plus *s*

2. To learn that *d* is omitted when it immediately precedes *m* or *v*

3. To learn the prefix *ul* is expressed by *oo* hook, *al* by the *o* hook and *sub* by *s*

3. Explain that the prefix *ul* is expressed by the *oo* hook, for example, *ulcer* is written *oo* plus right *s* plus *e* plus *r*. Show the relationship between the brief form *all* and prefix *al*, in both cases the outline is the *o* hook; for example, *alter* is *o* plus *t* plus reverse *e*. Explain that the prefix *sub* is expressed by *s*. *Sub* is expressed by a disjoined *s* written on the line of writing close to the rest of the word when prefix is followed by a circle vowel; for example, *sub-agent* is written disjoined right *s* plus *aj*. *Sub* is expressed by a reversed *s* before *r*, *l*, *ch*, *j* and *a* hook vowel; for example, *sublease* is written right *s* plus *l* plus *e* plus *s*; *subordinate* is written left *s* plus *o* plus *den* plus *a* plus *t*. Explain that in all other cases (before *m*, *n*, *t*, *d*, *s*, *k*, *g*, *p*, *b*, *f*, *v*) *sub* is expressed by normal *s*; for example, *subdue* is written right *s* plus *d* plus *oo*

4. To learn to express the suffix *less* by *l*

5. To learn to form derivatives from brief forms

6. Test on Unit XXIII

Pupil Activities

Pupils will:

1. Write and read words in which final *d* is omitted. Memorize the three exceptions to the above rule; *commend*, *contend*, *attend*
2. Read old assignments from notebooks and state rules for omissions. Write and read words in which *d* is omitted before *m* or *v*
3. Write and read words containing prefixes *ul*, *al*, *sub*. Bring to class for discussion and write a list of twenty-five words containing the prefix *sub*
4. Write and read words containing the suffix *less*
5. Review brief forms. Write in columns the brief forms used in the derivative drill, then opposite each brief form write all possible derivatives. Write derivatives from list of brief forms assigned by the teacher
6. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read words in which final *d* is omitted
2. Write and read words in which *d* is omitted before *m* or *v*
3. Write and read words containing prefixes *ul*, *al*, *sub*
4. Write and read words containing the suffix *less*
5. Write and read brief form derivatives
6. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

command	successful
adverb	requested
admittance	greatly
clearly	subhead
subway	appointment
fully	acquainted
advance	forces
myself	persuade
in advance	mostly
usually	attend
almanac	asked
considerably	intend
substance	advises
answers	thoughtless
worthless	kindly
formerly	pound
allowance	qualities
acknowledgment	we advise
address	representative
careful	needless
insisted	changed
goodness	advancement
admire	agreed
longer	submitted
beyond	recovered

Teacher Procedures

4. Explain that the suffix *less* is *l*. Explain and demonstrate that *less* is written in full after a vowel, for example, *regardless* is written *re* plus disjoined *less* to distinguish it from *reality* (*ality*). Explain that when another word would result *less* may be written disjoined *l*, for example, *speechless* is written *sp* plus disjoined *l* to distinguish it from *spell*.
5. Explain and demonstrate that the derivatives of brief forms are made as are the derivatives of other words, for example, *acceptable* is written *a* plus *k* plus *s* plus *b*. Assign two columns of brief forms, from the chart in the Manual, to each pupil from which derivatives are to be formed.
6. Dictate test

Notes by Teacher

XXIV. PHRASING PRINCIPLES

Time Allotment: about 2 days

Unit Objective

To learn any unimportant word may be omitted in phrase writing

Specific Objectives

1. To learn to omit unimportant words in phrase writing
2. Test on Unit XXIV

Teacher Procedures

1. Explain and demonstrate that *the, or, of, to* are omitted in phrase writing. Dictate progressively some frequent phrases; for example, *I will, I will be, I will be able, I should, I should be, I should be able*
2. Dictate test

Pupil Activities

Pupils will:

1. Write and read phrases in which *the*, *or*, *of*, *to* are omitted. Write progressively frequent phrases as dictated. Compile and bring to class a list of progressive phrases

2. Write in shorthand from dictation a list of fifty words or phrases of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Omit unimportant words in phrasing
2. Write and transcribe in longhand correctly at least forty-four words or phrases from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

ought to have
 week or two
 able to say
 on the market
 one of our
 in order to prepare
 ought to receive
 in such a manner
 in answer to our
 persist
 worst
 adapt
 contest
 resident
 advent
 needless
 subway
 answered
 greatly
 in the matter
 out of the question
 on account of the way
 adversely
 competent
 formerly
 ought to be
 sooner or later
 some of them
 in a day or two
 incident
 for the time being
 in order to see
 that is to say
 in reply to your
 I am of the opinion
 one or two

Evidences of Mastery

ought to be able
rest
adjust
extent
mixed
earnest
compound
extended
although
credits
appearance
obligations
names
alternate
asked
considerably
letters
publisher
question of time
bill of sale
more and more
subsidy
repeat
one of the best
some of them
up to the time
here and there
in a week or two
glad to see
in the matter
in such a condition
honest
defect
potent
elect
enact
demand
submit
diamond

XXV. THE ABBREVIATING PRINCIPLE

Time Allotment: about 5 days

Unit Objective

To learn to abbreviate words by writing through the diphthong or strongly accented vowel; by using the longhand abbreviation; by writing through the accented syllable

Teacher Procedures

1. Explain and demonstrate that an abbreviation is a word-form in which the termination is dropped and that it is not a brief form. Explain that abbreviations are brief, suggestive, and form the beginning of the word. Explain that some words may be abbreviated by writing through the diphthong (especially long *i*) or the strongly accented vowel. Explain that unless a distinctive outline results the abbreviating principle must not be used. Explain that words ending in *out* (excepting *doubt*) retain the final *t*; for example, *trout*. Dictate unfamiliar short words which are abbreviated by writing through the diphthong or strongly accented vowel

Specific Objectives

1. To learn to abbreviate short words by writing through the diphthong or strongly accented vowel

2. Explain and demonstrate that if there is a longhand abbreviation it generally furnishes a distinctive shorthand outline; for example, *balance* is written *bal*. Explain that *street* is written *str* except with a street name at which time it is abbreviated to *st*. Call attention to *memoranda* (*mem* plus *a*) and *memorandum* (*mem* plus *o*). The second day place in columns on the board the longhand of words that have been studied

2. To learn to abbreviate long words by using longhand abbreviations

3. Explain that writing through the accented syllable is really the guiding principle of abbreviation and is used unless there is not enough given to keep the outline distinctive. For example, *deposit* is written *d* plus *p* plus *o* plus *s*

3. To learn to abbreviate long words by writing through the accented syllable

4. Test on Unit XXV

4. Dictate test

Pupil Activities

Pupils will:

1. Write abbreviated words from the manual in notebooks then exchange and read. Write and read unfamiliar short words which are abbreviated by writing through the diphthong or strongly accented vowel

2. Write and read the familiar list of abbreviated words. Write the shorthand outlines for the list of abbreviated words on the board, erasing the longhand and then transcribing, then erasing the shorthand and again transcribing

3. Use the dictionary and mark the syllabication and accent of the list of words given in the manual, drawing a line through the termination and writing the words in shorthand. Write and read long words that have been abbreviated by writing through the accented syllable

4. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read short words which are abbreviated by writing through the diphthong or strongly accented vowel
2. Write and read abbreviated long words by using the longhand abbreviation
3. Write and read long words that have been abbreviated by writing through the accented syllable
4. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test is suggested

engagement	miscellaneous
balances	financial
operate	poverty
provide	duplicate
deposited	accustomed
private	magazine
proceedings	length
America	decidedly
Reverend	freight
arrives	collateral
equivalent	union
relative	crowded
certificates	peculiar
U. S. A.	railroads
applicant	grade
material	developments
custom	derive
strikes	doubtful
unanimous	doubt
boulevard	elaborate
coöperation	February
principle	discounts
travel	memorandum
excuse	became
powerful	confuse

XXVI. ABBREVIATIONS (CONTINUED)

Time Allotment: about 3 days

Unit Objective

To learn to abbreviate long words by writing through the consonant following the accented syllables; to omit the vowel before *shun* in terminations

Specific Objectives

1. To learn to abbreviate long words by writing through the consonant following the accented syllable
2. To learn to omit the vowel before *shun* in the terminations *tition*, *tation*, *dition*, *dation*, *niton*, *nation*, *mission*, *mation*
3. Test on Unit XXVI

Teacher Procedures

1. Explain and demonstrate that when writing through the accented syllable does not make a clear or distinctive outline (*absent*, *ab* is not sufficiently clear) writing through the following consonant clarifies as in the above illustration, *abs* suggests the word *absent*
2. Explain and demonstrate what vowel is omitted in the terminations *tition*, *tation*, *dition*, *dation*, *niton*, *nation*, *mission*, *mation*. Explain and demonstrate when *t* is omitted in the root word and when *shun* is added; for example, *expect* is written *e* plus *s* plus *p*, *expectation* is written *e* plus *s* plus *p* plus *shun*
3. Dictate test

Pupil Activities

Pupils will:

1. Use the dictionary and mark each of the words given in the manual for accent and syllabication. Write outline for each by writing through the consonant following the accented syllable. Read the words from outlines written on the board by teacher. Make an abbreviated word dictionary in which space is left after each word so that new and difficult words may be added

2. Memorize the six terminations *titton, tation, dition, dation, nition, nation, mission, mation* in which the vowel is omitted before *shun*. Write and read words in which the vowel is omitted before *shun* in the terminations, *titton, tation, dition, dation, nition, nation, mission, mation*. Write and read sentences and short letters containing abbreviated words and words in which the vowel is omitted before *shun* in terminations *titton, tation, dition, dation, nition, nation, mission, mation*

3. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read long words that have been abbreviated by writing through the consonant following the accented syllable
2. Write and read words in which the vowel is omitted before *shun* in the terminations *titton, tation, dition, dation, nition, nation, mission, mation*
3. Write and transcribe in longhand correctly at least forty-four words from a list of fifty. This may be supplemented by sentences if desired. The following teacher-made test of fifty words is suggested

associations	apologize
canceling	imitation
consolidation	indicator
locally	originally
temptations	condition
gratitude	invitations
socially	foundation
omission	totally
innocence	melancholy
permanently	recognition
adequate	destination
separately	information
ambitious	pamphlets
tradition	title
celebrate	territory
combination	practice
ridiculous	prominent
absolute	similar
accomplish	journal
attitude	local
benefit	numerous
canvass	ordinary
competition	indicate
frequently	enthusiasm
notation	splendid

XXVII. COMPOUND WORDS

Time Allotment: about 5 days

Unit Objective

To learn to form compounds by joining brief forms; to express various quantities after numerals and after *a, per, few, several*; to write *cents, per cent, per cent per annum*

Specific Objectives

1. To learn to form compounds by joining, as prefixes, the brief forms *any, be, ever-y, here, there, where, some, with*, with other brief forms
2. To learn to express quantities after numerals
3. To learn to use abbreviated forms for quantities after *a, per, several, few*
4. To learn to write *cents, per cent, per cent per annum* with numerals

5. Test on Unit XXVII

Teacher Procedures

1. Explain and demonstrate that the brief forms *any, be, ever-y, here, there, where, some, with*, are treated as prefixes and joined to other brief forms to form compounds, for example, *anybody* is written *any* plus *body*, the vowel being written outside the angle.

Point out the modified forms:

anywhere, the *e* in *any* is dropped

anyhow, the *e* in *any* is dropped and use the *h* dot

however, the *e* in *ever* is dropped

whoever, the *e* in *ever* is dropped

whereas, the *a* in *as* is dropped and use the right *s*

whatsoever, the *e* in *ever* is dropped

whosoever, the *e* in *ever* is dropped

sometime, the *m* in *some* is dropped

somewhere, the *r* in *where* is dropped, and the circle is reversed

within, the *i* is inserted in *in* for legibility

withstand, the *s* is reversed in *stand* to join *th* with an angle

Call attention to the *here* group and explain that when *here* joins a straight line the reversed circle and an *h* dot are used. The reversing principle is also used in *wherein*. Dictate compound words

Pupil Activities

Pupils will:

1. Memorize the outlines for the modified words and the words involving the reverse circle principle. Write and read the brief form compounds
2. Write and read abbreviated forms for quantities; *dollars, hundred, thousand, million, hundred dollars, thousand dollars, hundred thousand, hundred thousand dollars, million dollars, pounds, hundred pounds, thousand pounds, hundred thousand pounds, gallons, barrels, bushels, feet, francs, o'clock*
3. Write and read the above abbreviated forms after *a, per, several, few*
4. Write and read related context, such as letters and articles containing the words *cents, per cent, per cent per annum* for which the abbreviated forms may be used
5. Write in shorthand from dictation a list of fifty words or phrases of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read compounds in which *any, be, ever, every, here, there, where, some, with*, occur at the beginning of the word
 2. Write and read some abbreviated forms for quantities written after numerals
 3. Write and read some abbreviated forms for quantities after *a, per, several, few*
 4. Write and read the abbreviated forms for *cents, per cent, per cent per annum* with numerals
 5. Write and transcribe in longhand correctly forty-four words or phrases from a list of fifty. This may be supplemented by sentences if desired. Fifty words may be selected from the following teacher-made test of seventy-five words
- meanwhile
within the
everybody else
outfit
whereabouts
several thousand dollars
sometime
therefore
abandon
absent
therefore
accusation
association
appreciate
2% per annum
balance
hereafter
celebrate
children

Teacher Procedures

2. Explain and demonstrate that after numerals:

dollars is expressed by a *d* written close to the numeral and cutting the line of writing

hundred is expressed by an *n* written under the numeral

thousand is expressed by an *th* close to the numeral and cutting the line of writing

million is expressed by an *m* written on the line close to the numeral

hundred dollars is expressed by an *nd* cutting the line

million dollars is expressed by an *md* written with an angle

pounds is expressed by a *p* cutting the line

gallons is expressed by a *g* written under the numeral

barrels is expressed by a *br* written beneath and to the right of the numeral

bushels is expressed by a joined *b* and *sh* written beneath and to the right of the numeral

hundred weight is expressed by a joined *n* and *oo* written beneath the numeral

feet is expressed by an *f* written beneath and to the right of the numeral

frances is expressed by a joined *f* and *r* written beneath and to the right of the numeral

o'clock is expressed by an *o* written above and to the right of the number

Explain that compounds of these are made by joining, for example, *hundred thousand dollars* is written *n* under the number *th* joined then *d* joined

3. Point out that these same contractions are used with *a* (a dot), *per* (*pr*), *several* (*sev*), *few* (*f* diphthong *u*)

4. Explain and demonstrate that cents when preceded by dollars is written in numerals, very small, above the numeral representing the dollars; when *cents* is alone it is written as a right *s* above and to the right of the number; *per cent* is right *s* below the figures, and by adding *n* to *per cent* you have *per cent per annum*

5. Dictate test

Evidences of Mastery

few thousand
 consequence
 invitation
 knowledge
 hereto
 definition
 otherwise
 somewhere
 12 per cent
 3 o'clock
 few hundred dollars
 notwithstanding
 92c
 \$10.92
 \$100,000
 language
 45 bu.
 illustration
 combination
 a million dollars
 policy
 pleasant
 sometime
 addition
 capable
 convenience
 develop
 paid
 someone
 answer
 apologize
 per gallon
 300 feet
 thanksgiving
 elsewhere
 whereas
 herewith
 fourteen hundred brilliant
 dollars dictation
 \$3,000,000 cancel
 500 lbs. 500 francs
 five gallons recognition
 coöperate anyhow
 900,000 catalog
 absolute station
 a hundred dollars 6,000,000,000
 ambassador calendar

XXVIII. ANALOGICAL WORD-BEGINNINGS

Time Allotment: about 6 days

Unit Objective

To learn that certain prefixes are disjoined to express *tr* and a following vowel; that derivatives of words in *ct* do not disjoin *cd*, *or*, *er*, *ive*; and that simple syllables such as *in*, *un*, *dis*, *re*, *non*, may be joined to word beginnings to form compounds

Specific Objectives

1. To learn to recognize that certain prefixes followed by *tr* and a vowel are disjoined to show omission of *tr* and the vowel.
2. To learn to place the disjoined prefix above the line of writing near the remainder of the character
3. To learn to recognize and read fluently words involving "tr" principle
4. To learn that derivatives of words ending in *ct*, drop the final *t* and join the endings *ed*, *or*, *er*, *ive*, and that *ed* is expressed by *t*
5. To learn that simple prefixes such as *in*, *un*, *dis*, *re*, now may be joined to prefixes for disjoined word beginning to form compounds
6. To write and read fluently from good shorthand plates
7. Test on Unit XXVIII

Teacher Procedures

1. Explain that the prefix is disjoined and placed above the line of writing to show omission of *tr* and following vowel. Place long hand words on board and inclose *tr* and vowel in parenthesis to show omission, then write the prefix and the remainder of the word in shorthand thus connecting the omission in longhand with the shortened shorthand outline. Illustrate that *centr*, *counter* is expressed by *k*; *constr* is expressed by *ks*; *detr*, *deter* is expressed by *d*; *distr*, *destr* is expressed by *ds*; *electr*, *electric* is expressed by *el*; *extr*, *exter*, *excl* is expressed by *ex*; *intr*, *inter*, *enter*, *intel* is expressed by *n*; *instr*, is expressed by *ns*; *retr* is expressed by *r*; *restr* is expressed by *rs*
2. Demonstrate that the remainder of the word follows the rule for the line of writing and that the prefix is written above and close to it
3. Additional practice of words into prefix *tr* and vowel, and remainder of words
4. Demonstrate the readability of the outline omitting the final *t*; then add *t* for *ed*, *r* for *or*, or *er*, and *v* for *ive* and point out that the outline is easily readable. Illustrate by use of such words as *contract*, *contracted*, *contractor*, *constructed*
5. Explain that the joinings of *in*, *un*, *dis*, *re*, *non* to the prefix to form a compound does not change the position of prefix, nor make the character less readable
6. Direct reading and practice of "Reading and Dictation Practice"
7. Dictate test

Pupil Activities

Pupils will:

1. Point out the first syllable, the *tr* and following vowels, and the remainder of word from words on board and from teachers dictation
2. Write and read words involving the "*tr*" principle
3. Cover the longhand prefix and read the shorthand outlines for words in the text
4. Take primitive forms and add *tr* and vowel to form derivatives
5. Cover longhand and read from shorthand. Memorize the joining of these simple syllables to disjoined prefixes
6. Read and write dictation practice
7. Write in shorthand from dictation a list of fifty words and phrases, of which at least ten per cent are unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Analyze the words recognizing the prefix and the omitted *tr* and following vowel
2. Recognize the prefixes and place them above the line of writing and close to the remainder of the word
3. Sound the prefix and omitted syllable, and read the entire outline rapidly
4. Recognize and write the derivatives of primitive forms
5. Write and read words containing compound disjoined word-beginnings
6. Read fluently from shorthand plates and from own notes
7. Write and transcribe in longhand correctly at least forty-four words or phrases from a list of fifty

active	interested
central	interesting
center	interests
construction	interfere
contract	interview
contrary	introduced
control	contractor
destroy	countersign
distribution	construe
district	deteriorate
effective	distrust
electric	electricity
enter	extraordinary
entered	extravagant
entering	exterior
entertain	intrude
exclusive	internal
extra	introduction
extremely	entrance
instruct	interrupt
instructed	instrument
instructions	retreat
instruction	restriction
intelligent	productive
interest	erected

XXIX. ANALOGICAL WORD-BEGINNINGS

Time Allotment: about 6 days

Unit Objective

To learn that certain disjoined characters represent analogical word-beginnings, and that these may be compounded with other prefixes

Specific Objectives

1. To learn to recognize the disjoined prefixes, and their correct positions; also that some may be joined when outline is distinctive
2. To learn the meaning and spelling of words having disjoined prefixes
3. Write and read words having disjoined analogical word-beginnings
4. To learn that these word-beginnings may be compounded with other prefixes
5. To read fluently from good shorthand plates
6. Test on Unit XXIX

Teacher Procedures

1. Demonstrate that with the exception of *post* the prefixes are placed above the line of writing near the remainder of the word. Explain that the *s*'s for the prefixes *self*, *circu*, *circum* are written as they would be if the prefixes were spelled in full. Demonstrate that *agr*, *aggr* are expressed by *agr* loop; *ant* is expressed by a circle; *decl* is expressed by *de*; *incl* is expressed by *e* circle; *magn* or *mc* are expressed by *m*; *multi* is expressed by *mu*; *over* is expressed by *o*; *recl* is expressed by *re*; *grand* is expressed by *gay*; *super*, *supre* are expressed by right *s*; *short* and *ship* are expressed by *sh*; *susp*, *suscep* are expressed by *ses*; *trans* is expressed by *t*; *under* is expressed by *oo*
2. Point out that words compounded with *over* and *under* are not hyphenated. Develop the meaning of these words
3. Dictate words and sentences containing analogical word-beginnings
4. Demonstrate that the joining of these prefixes to other prefixes gives a distinctive, readable form
5. Direct reading and practice of "Reading and Dictation Practice"
6. Dictate test

Pupil Activities

Pupils will:

1. Point out the part of the word which is the prefix and state which character represents it
2. Define and spell words having disjoined prefixes
3. Write and read words dictated, also read from text with the longhand prefix covered
4. Distinguish the compound disjoined prefixes and write and read them
5. Read and write dictation practice
6. Write in shorthand from dictation a list of fifty words of which ten per cent, at least, should be unfamiliar, then transcribe in longhand

Evidences of Mastery

Ability to:

1. Recognize the prefixes and character of each
2. Spell and give the meanings of words dictated
3. Read and write accurately words containing analogical disjoined word beginnings
4. Recognize and read and write words involving these compound disjoined prefixes
5. Read fluently from shorthand plates and from own notes
6. Write and transcribe in longhand correctly at least forty-four words from a list of fifty

agree	short
agreement	superintendent
circular	supreme
grandma	transfer
included	transportation
inclusive	understanding
overdue	antagonize
paragraph	antic
post office	magnify
shortly	agreed
support	anticipate
transaction	grand
transit	include
understand	including
aggrevation	overcharge
antecedent	oversight
decline	postal
agreeable	shortage
agriculture	superior
circumstances	suspect
inclined	transferred
includes	under
over	understood
overlooked	anticipation
postage	declare

XXX. PHRASING PRINCIPLES

Time Allotment: about 4 days

Unit Objective

To learn that in *misunderstand* and *misunderstood* words and phrases that the first syllable, word or phrase is placed on the line of writing with *stand* or *stood* beneath to express *under*; that such words as *extra*, *enter*, *over*, *under*, *short*, *center*, *counter*, and *agree* are expressed by prefixal forms over next word; that *done* is expressed by *den* in phrases; that *than* is expressed by *n* in phrases; *s* may be used for *us* in phrases; *d* is used for *depart* in phrases; and that words are omitted in phrases where grammatical construction necessitates their restoration

Specific Objectives

1. To learn that in *misunderstood* and *misunderstand* that the first syllable, word, or phrase is placed on the line of writing with *stood* or *stand* beneath to express *under*
2. To learn that *extra*, *enter*, *over*, *under*, *short*, *center*, *counter*, *agree* are expressed by prefixal forms placed over next word
3. To learn to express *done* by the *den* blend in phrases
4. To learn that *than* may be expressed by *n* in phrases
5. To learn that *us* in phrases may be expressed by *s*

Teacher Procedures

1. Demonstrate on board *misunderstand*, *I understand*, *I do not understand* the readability of this principle
2. Place phrases on the board illustrating use of these prefixes as words in phrases and point out the position of these prefixes in relation to rest of the phrase
3. Explain that *den* blend saves time by eliminating the angle, and is easily read in phrases
4. Demonstrate that *n* may be substituted for *thn* (*than*) in phrases to increase speed without loss of readability
5. Show the readability of *s* for *us*, and demonstrate that it is often joined contrary to rule to distinguish from other possible words
6. Explain that the *d* is placed in the *ing*-position
7. Analyze phrases on board pointing out modifications or omissions which must be restored to make phrase grammatically correct

Pupil Activities

Pupils will:

1. Write and read words and phrases containing *understand* and *understood*
2. Experiment with phrases containing these prefixal words, thereby learning the use of them in phrase writing
3. Write and read phrases containing the word *done*
4. Practice phrases which use *n* for *than*
5. Practice phrases in which *us* is expressed by *s*
6. Suggest names of departments with which they are familiar, thus developing the use of disjoined *d* in phrases
7. Write and read these phrases until thoroughly fixed in memory
8. Read "Dictation Practice"
9. Write this exercise
10. Write in shorthand from dictation a list of thirty-five phrases and later transcribe in longhand

Evidences of Mastery

Ability to:

1. Write and read these phrases
2. Make use of these prefixal forms in phrase writing
3. Apply the *den* blend to phrase containing the word *done*
4. Write and read fluently phrases in which *n* is used for *than*
5. Write and read phrases in which *s* is used for *us*
6. Write and read phrases in which *d* is used for department
7. Write and read these phrases without hesitation
8. Read fluently from shorthand plates and from own notes
9. Write with high degree of accuracy on this new material

Specific Objectives

6. To learn to express *department* by disjoined *d*
7. To learn that word forms are modified or a word is omitted where grammatical construction of sentence makes its restoration necessary for clear meaning
8. To read fluently from good shorthand plates
9. To apply the phrasing principles to the "Writing Practice"
10. Test on Unit XXX

Teacher Procedures

8. Direct reading of "Reading and Dictation Practice"
9. Assign this practice for study
10. Dictate test

Evidences of Mastery

10. Write thirty-five phrases from the following list and later transcribe in long-hand correctly at least thirty one

NOTE: The following is suggested as a practical plan for grading this test and similar ones

34 or 35 correct	= 1 or A
33 "	= 2 or B
32 "	= 3 or C
31 "	= 4 or D
30 or less "	= 5 or E

I do not understand
under any
short time
agree with you
has been done
greater than
better than
give us
write us
shipping department
of course
at once
day's sight
great deal
your order
first class
to a great extent
at the same time
once in a while
in my opinion
in the first place
as soon as possible
as a matter of fact
over and over again
on hand
I cannot understand
should be done
nearer than
let us
shipping department
as follows
on account of the fact
whether or not
at all events
do you know

XXXI. ANALOGICAL WORD-ENDINGS

Time Allotment: about 6 days

Unit Objective

To learn certain analogical word-endings which are joined

Teacher Procedures

1. Place the word-endings on the board, showing that their outlines represent the long-hand syllable or syllables. Demonstrate by writing shorthand outlines that joining these word-endings makes a distinct, readable outline

Specific Objectives

1. To learn that the joined word-ending represents a definite syllable or combination of syllables

2. To learn to write joined analogical word-endings

3. To learn to read words containing analogical word-endings

4. To learn the meaning and spelling of words in the manual

5. To read fluently from good shorthand plates

6. Test on Unit XXXI

2. Drill on words containing joined word-endings. Point out in such words as, *circumspect* and *introspect* that the disjoined prefix is written above the rest of the outline; that the jog is omitted in termination *nment*. In the termination *flect*, *flict* joined to consonants at angle the suffix is written without an angle, and when joined to consonants without an angle the *l* of the suffix is joined with an angle. Demonstrate that the endings *scribe*, *pute*, *flect*, *flict* are abbreviated, and that *shun* is added to give the *tion* ending; *sient* and *tient* are expressed by *sht* and that *ciency* adds *se*; *ure* is expressed by *r*; *ture* is expressed by *tr*; *ual* and *tual* are expressed by *l*; *quire* expressed by *ki*; *pire* is expressed by *pi*; *nsive* is expressed by *nsv* and that the *n* may be blended with *t* in a *ten* blend; *sure*, *jure* are expressed by *shu* and *ju*

3. Work through the words in manual emphasizing the readability of the joined suffixes

4. Develop through oral spelling and definition the correct spelling and meaning of words in the manual

5. Direct reading and practice of "Reading and Dictation Practice"

6. Dictate test

Pupil Activities

Pupils will:

1. Memorize joined word-endings. Read words from shorthand outlines on the board
2. Write and read words studied from the manual. Experiment with the joined word-endings on new words to develop the ability to recognize the word-ending in unfamiliar words
3. Cover longhand suffixes and key and read the shorthand words involving word-endings without hesitation
4. Spell and define these words. Write sentences containing these words
5. Read and write "Dictation Practice"
6. Write in shorthand from dictation a list of fifty words and transcribe later in longhand

Evidences of Mastery

Ability to:

1. Recall word-endings, and read from outlines on the board
2. Use the joined word-endings in familiar and unfamiliar words
3. Read shorthand outlines fluently
4. Spell and define the words and to use them correctly in sentences
5. Read fluently from shorthand plates and from own notes
6. Write and transcribe in longhand correctly at least forty-four words from a list of fifty

subscription	urgency
ancient	measure
proposed	result
secure	assuring
picture	inspect
equal	assurance
prospect	patience
inquire	supposed
agency	required
assure	description
treasure	disposed
assignment	reputation
expectation	lecture
disposal	mutual
inquiring	inspection
proposition	requirement
secured	expensive
describe	leisure
patient	pressure
disposition	adjournment
nature	prospective
feature	eventual
actual	expected
expect	pictures
require	results

XXXII. ANALOGICAL WORD-ENDINGS

Time Allotment: about 6 days

Unit Objective

To learn certain analogical word-endings which are disjoined

Teacher Procedures

1. Demonstrate on the board the division of the words into the beginning syllable, the omitted vowel, and the disjoined analogical word-ending
2. Explain that the vowel must be supplied in reading words containing the disjoined analogical word-endings

Specific Objectives

1. To learn that certain word-endings are disjoined and it is understood that the preceding vowel is omitted
 2. To learn to read words containing disjoined analogical word-endings
 3. To learn to write words containing disjoined analogical word-endings
 4. To learn the meaning and spelling of words in the manual
 5. To read fluently from good shorthand plates
 6. Test on Unit XXXII
3. Assign words in the manual pointing out the positions of the endings, showing that they are written close to and after the last character with the exception of *egraphy* and its derivatives which are placed above the last character. Explain that *ward* is joined in *forward*, *afterward*, *upward* and *backward*. Point out the two positions for *logy*, *logical*, and in normal position for *ograph* and its derivatives. Show that *ical*, *icle*, *acle* are expressed by *k*; *tic* is expressed by *a* circle, *tical* by *a* loop, *tically* by *a* loop with *e* loop inside like the longhand *o*; *lity* is expressed by *l*; *ulate* is expressed by *u* and *ulation* adds *shun*; *bility* is expressed by *b*; *city* is expressed with right *s* as though *city* were written out; *fiction* is expressed by *f*; *gram* is expressed by *gay*; *ship* is expressed by *sh*; *mental* is expressed by *m*; *mity* is expressed by *mt* blend and *nity* by *nt* blend; *stic* is expressed by *st*
 4. Dictate words to be spelled orally and defined
 5. Direct reading and practice of "Reading and Dictation Practice"
 6. Dictate test

Pupil Activities

Pupils will:

1. Recognize the three divisions of words containing disjoined word-endings; analyze the words which are placed on the board into the three divisions
2. Cover longhand endings and key and read phonetically shorthand outlines
3. Read and write words studied from the manual. Recognize and write the disjoined word endings in unfamiliar words
4. Spell and define these words and use them correctly in sentences
5. Read and write "Dictation Practice"
6. Write in shorthand from dictation a list of fifty words at least ten per cent of which are unfamiliar and transcribe later in longhand

Evidences of Mastery

Ability to:

1. Recognize the disjoined analogical word-endings and to divide words into the three divisions
2. Read shorthand outlines phonetically. Supply the omitted vowel and recognize the suffixes
3. Write and read words involving the disjoined analogical word-endings
4. Spell, define and use correctly words involving analogical word-endings in manual
5. Read fluently from shorthand plates and from own notes
6. Write and transcribe correctly at least forty-four words from a list of fifty

article	authority
politic	sincerity
political	specification
personality	photograph
formulate	desirability
regulation	telegraphy
sensibility	program
simplicity	friendship
theoretical	domestic
security	musical
classification	medical
justification	critical
photography	formality
telegraph	regulate
telegram	ability
afterwards	capacity
fraternity	electricity
practical	majority
physical	popularity
critic	notification
locality	typography
formulation	telegrapher
possibility	telegraphic
reliability	forward
scarcity	courtship

XXXIII. INITIALS

Time Allotment: about 3 days

Unit Objective

To understand that initials have no context, and when written the characters must be very accurate. To learn that small longhand letters are given preference in writing initials and to learn that certain phrases make use of the expedient of intersection

Specific Objectives

1. To learn that accuracy is of prime importance in writing shorthand initials
2. To learn that legible longhand is essential in writing initials
3. To learn to shorten oft-repeated phrases peculiar to the business by means of intersecting, without loss of readability
4. To learn intersected phrases in the manual
5. To read fluently from good shorthand plates
6. To fix rules and methods of writing words in the last three units
7. Test on Unit XXXIII

Teacher Procedures

1. Demonstrate that the character representing the sound is used for the initial
2. Explain the vast amount of time and money wasted in trying to figure out incorrect names
3. Explain that the writer must use his own initiative in making up and writing intersected outlines, and that the intersection must be rapidly and easily written in order to be a time saver
4. Explain that these are oft-repeated phrases common to many businesses, and they will serve as models for their own initiative in intersecting
5. Direct reading and practice of "Reading and Dictation Practice"
6. Dictate and have pupils transcribe new words for additional practice. Analyze these for class to show application of rules
7. Dictate test

Pupil Activities

Pupils will:

1. Memorize the outlines for initials
2. Write names containing initials and exchange notebooks to see if names are easily read by another
3. Coin new intersections from pupil's knowledge of terms used in different organizations
4. Write and read intersected phrases in manual
5. Read and write "Dictation Practice"
6. Write and transcribe new words
7. Write additional practice test

Evidences of Mastery

Ability to:

1. Write the outlines for initials accurately
 2. Take names accurately and speedily
 3. Apply intersecting principle to oft-repeated phrases
 4. Write and read intersected phrases with as much freedom as other phrases
 5. Read fluently from shorthand plates and from own notes
 6. Write and transcribe in longhand the new words given for additional practice
 7. Write and transcribe test with usual efficiency
- price list selling price
list price market price
bank draft School Board
order blank member banks
political party stock market
enclosed blank
General Manager
Assistant General Manager
bills payable
bills receivable
profit and loss
Board of Trade
application blank
bond and mortgage
chairman of the board
commercial paper
account current
certificate of deposit
commercial draft
Federal Reserve Board
torture
ascribe
transcription
proficient

Evidences of Mastery

expose
 exposition
 computation
 dispute
 departure
 capture
 eventual
 ritual
 umpire
 expire
 stringency
 radical
 logical
 surgical
 athletic
 emphatic
 poetic
 fatality
 frivolity
 facility
 stimulate
 insulation
 stipulate
 stipulation
 impartial
 feasibility
 possibility
 respectability
 durability
 veracity
 scarcity
 tenacity
 geologist
 biology
 apology
 popularity
 sincerity
 security
 identification
 classification
 curb market
 Chamber of Commerce
 Board of Education
 endowment policy
 vice versa
 idemnity policy

XXXIV. STATES, TERRITORIES AND PRINCIPAL CITIES OF THE U. S.

Time Allotment: about 4 days

Unit Objective

To learn the outlines for states and territories and principal cities of the United States

Specific Objectives

1. To learn the outlines for states and territories
2. To learn the adopted long-hand abbreviation
3. To learn the outlines for principal cities of the United States
4. To read fluently from good shorthand plates
5. Test on Unit XXXIV

Teacher Procedures

1. Stress the similarity between longhand abbreviations and shorthand outlines in many of the states
2. Point out that the abbreviations in long-hand are those adopted by the Post Office Department
3. Explain that few cities are spelled out, and that most of them make use of the abbreviating principles
4. Direct reading and practice of "Reading and Dictation Practice"
5. Dictate test

Pupil Activities

Pupils will:

1. Practice outlines for states and territories
2. Memorize the correct longhand abbreviations
3. Memorize the outlines for the principal cities by writing and reading
4. Read and write "Dictation Practice"
5. Write in shorthand from dictation a list of fifty names of states and cities and later transcribe in longhand

Evidences of Mastery

Ability to:

1. Automatically write and read outlines for states and territories
2. Transcribe accurately and rapidly an abbreviation
3. Transcribe accurately and rapidly the outlines for these cities
4. Read fluently from shorthand plates and from own notes
5. Write and transcribe in longhand correctly at least forty-four of a list of fifty names of states and cities

Calif.	Omaha
D. C.	San Antonio
Guam	Richmond
Iowa	Norfolk
Maine	Bridgeport
Mont.	Miami
N. Y.	Des Moines
Pa.	Jacksonville
R. H.	Salt Lake City
Utah	Wilmington
Vt.	Albany
Wyo.	Lowell
Chicago	Duluth
Philadelphia	El Pasco
Los Angeles	Spokane
St. Louis	Alabama
San Francisco	Conn.
Minneapolis	Idaho
Kansas City	Md.
St. Paul	Texas
Louisville	Pittsburgh
Rochester	Indianapolis
Denver	Memphis
Houston	Dayton
Akron	Fall River

XXXV. NAME TERMINATIONS, "STATE OF" JOINED, CANADIAN PROVINCES AND CITIES

Time Allotment: about 5 days

Unit Objective

To learn name terminations, *burg*, *ville*, *field*, *port*, *ford*, *ington*, *ingham*, *ton*, and *town*; certain cities and states may be phrased; *of* is omitted in phrase "state of"; also learn Canadian provinces and cities

Specific Objectives

1. To learn the terminations *burg*, *ville*, *port*, *ford*, *field*, *ington*, *ingham*, *ton*, and *town*
2. To learn to join states to cities when possible
3. To learn to omit *of* in phrase "state of"
4. To learn outlines for Canadian provinces and cities
5. To read fluently from good shorthand notes
6. Test on Unit XXXV

Teacher Procedures

1. Explain that the terminations *burg*, *ville*, *field*, and *port* are generally expressed by the first letter of the termination joined or disjoined; that *ford* is expressed by *fd*; *ington* by the *ten* blend in the "ing" position, *ingham* by *m* in the "ing" position; that *ton* is expressed by *ten* blend and the termination *town* is written according to rule
2. Demonstrate that the joining of states to cities saves time and speeds up transcription because the city and state is read as a unit
3. Demonstrate that by omitting *of* and joining the word *state* to the name of the state, (with the exception of over curves) the outline is very legible
4. Demonstrate that many of these outlines also make use of the abbreviating principles. Drill on these outlines
5. Direct reading and writing of "Reading and Dictation Practice"
6. Dictate test

Pupil Activities

Pupils will:

1. Memorize names of cities using their word terminations to unfamiliar towns brought up by class
2. Practice writing names of cities in unit XXXIV joining states to them wherever practical
3. Experiment with the joining of the word state to the outlines of the states and territories
4. Write and read the outlines for the Canadian provinces and cities
5. Read and write "Dictation Practice"
6. Write in shorthand from dictation a list of fifty names of cities and countries, and transcribe later in longhand

Evidences of Mastery

Ability to:

1. Write and read outlines of familiar and unfamiliar cities
2. Connect city and state outlines into an easily readable unit
3. Make use of this time saving device in dictation
4. Write and read with reasonable fluency the outlines in the manual
5. Read fluently from shorthand plates and from own notes
6. Write and transcribe in longhand correctly at least forty-four of a list of fifty names of states and cities

Harrisburg
 Fitchburg
 Zanesville
 Knoxville
 Plainfield
 Johnston
 Davenport
 Rockford
 Kensington
 Birmingham
 Charlestown
 Buffalo, N. Y.
 Boston, Mass.
 Detroit, Mich.
 State of Nebr.
 State of N. J.
 Baltimore, Md.
 Memphis, Tenn.
 Minneapolis, Minn.
 State of Mass.
 State of La.
 State of Minn.
 Nova Scotia
 Quebec
 Ontario

Notes by Teacher

Evidences of Mastery

Saskatchewan
 Alberta
 British Columbia
 N. W. Territories
 Newfoundland
 Calgary
 Hamilton
 London
 Montreal
 Peterboro
 Regina
 Toronto
 Vancouver
 Windsor
 Saint John's
 Belleville
 Covington
 Easton
 Freeport
 Galesburg
 Laporte
 Morristown
 Pittsfield
 Vicksburg
 Nottingham

XXXVI. A SHORT VOCABULARY

Time Allotment: about 6 days

Unit Objective

To learn the words of short vocabulary

Specific Objectives

1. To learn there are many words not of high frequency which are necessary to make a workable vocabulary
2. To learn the words in the short vocabulary
3. To learn spelling and definition of these words
4. To read fluently from good shorthand notes
5. To write with readiness dictated matter
6. To transcribe understandingly matter dictated during a five minute period
7. Test on Unit XXXVI

Teacher Procedures

1. Point out that the words in the short vocabulary are common to practically all businesses. Show that many make use of the abbreviating principles and they also make use of the analogical word-endings and word-beginnings
2. Drill on the words in the short vocabulary
3. Dictate words in vocabulary to be spelled orally and defined
4. Direct reading and practice of "Reading and Dictation Practice". From time to time have pupils read from longhand matter similar in intensity to dictated matter in order to compare reading rate
5. Dictate and redictate matter until pupils can write it fluently. Dictate original or selected matter making use of words contained in repeated dictation
6. Dictate uniformly and with meaning original and selected matter. Permit pupils to make use of dictionaries and other authorities, including the shorthand dictionary
7. Dictate unit test

Pupil Activities

Pupils will:

1. Realize the importance of these words as part of a basic vocabulary for a stenographer
2. Write and read the words in the vocabulary
3. Use these words correctly in sentences dictated to class
4. Read and reread shorthand plates and own notes to develop reading rate comparable to longhand printed matter
5. Write with confidence and understanding the matter dictated
6. Prepare for transcription by making use of dictionary and other authorities. Read notes rapidly once before transcribing, thus avoiding dilatory habits in transcribing
7. Write suggested unit test

Evidences of Mastery

Ability to:

1. Appreciate the value of these words in one's vocabulary
2. Recognize and write all short vocabulary words
3. Transcribe material containing the words in the short vocabulary
4. Read from shorthand notes at a rate approximating that of reading from longhand printed matter of same intensity. Class median is 120 words a minute
5. Take dictation at the following rates:

Class Medians

Repeated matter 80 words a minute

New matter 60 words a minute

Syllable intensity approximately 1.40

6. Transcribe from shorthand notes according to the following standards:

Class Medians

Rate 20 words a minute

Accuracy 98%

Syllable intensity approximately 1.40

These standards do not contemplate an artistic arrangement of business letters

7. Write unit test with usual efficiency

abandon	likewise
accurately	messenger
alphabet	mortgage
American	observe
argument	parcel
attorney	plaintiff
benevolent	prosecute
clerk	punctual
conclude	qualify
fault	salesman
headquarters	specific
jurisdiction	succeed
legislate	

SECOND YEAR

Specific Objectives

1. To understand the aims and values of stenographic training
2. To know the facts as to vocational opportunities for young women and young men with stenographic training
3. To know of the promotional possibilities for young women and young men in stenographic positions
4. To appreciate the value of personal hygiene, cleanliness, and pleasing personal appearance, good manners
5. To develop desirable business traits
6. To improve reading ability
7. To improve writing ability
8. To build a large vocabulary and make it automatic
9. To understand and appreciate the value to the stenographer of exact use of the mechanics of English
10. To develop ability to detect errors in English and typing
11. To acquire speed in taking dictation
12. To transcribe according to a commercial standard

Teacher Procedures

1. Explain that research studies by leading psychologists and educators have proved that the mind training derived from shorthand study is equally as valuable as that provided through pursuit of the traditional academic studies. Explain that the major aim of stenographic study is gainful employment and that the best jobs usually go to those who are most fit. Explain that culture in the history of individuals and nations has never preceded industry and economic success. Explain that out of stenographic training should come a readiness to serve not only in taking dictation and transcribing but in the multitudinous activities of the business office.
2. Give talks on advantages and disadvantages of shorthand as a vocation. Arrange for talks by graduates and others familiar with the business and professional uses of shorthand. Suggest books and articles to be read on this subject. Bring out the fact that in many instances young people are employed because of their stenographic training, where a major portion of the work has to do with duties other than stenographic. This suggests the fact that stenographic training should be accompanied with other commercial training
3. Explain that certain businesses offer employment to young men with stenographic ability because of the policy of advancing those who show capacity, to secretarial and administrative positions. Explain that many young women gain promotion through successful handling of stenographic and clerical work. Secure talks by graduates who have gained promotion through stenographic service

4. Give talks on health, suggesting value of sleep, recreation, and other ways of keeping personally fit. Talk of advantages of courtesy, deference to elders and to superiors, consideration of others. Have pupils rate themselves on matters pertaining to personal appearance, physical fitness, and courtesy
5. Discuss the ten most desirable traits of the secretary. Set up projects to develop desirable business traits. Call attention to literature that gives suggestions for developing superior personal qualities, such as manners, conduct, and appearance. Stress the value of physical fitness
6. Time the reading of the daily assignment in *Speed Studies*, *Intensive Exercises*, and other supplementary material. Establish a minimum rate of 120 words a minute. Assign matter in shorthand plates to be read in one-minute relays. Have pupils attempt to read shorthand notes at rate equal to their reading rate of printed matter. Note rate as well as accuracy in all recitation work from pupil's own notes. Discuss meaning of unusual words or selections
7. Dictate the same letter or article at an increasing rate of speed in order to develop fluency of outlines. Note errors in reading notes and find the causes. Was it due to proportion, similar outlines, incorrect phrasing? Conduct penmanship drills on characters, words phrases and sentences
8. Test on 25 words and phrases daily in third semester; test frequently in fourth semester. Give frequent reviews of text material. Emphasize wide, general reading. Discuss magazine articles which should prove of value for self-improvement. Correlate this work with that of the English department to gain assistance in mastery of vocabularies for specific lines of business thus deriving benefits from intensive study
9. Using shorthand reading matter as a basis decide the spelling, punctuation, capitalization, sentence structure, paragraphing, etc. Where signs for quotations and parentheses appear decide on the correct use of other punctuation marks in connection with them. Report to English teachers the problems most difficult for stenographic pupils. Dictate for transcription exercises which give practice in discriminating use of punctuation marks
10. Help pupils to develop habits of critically reading all typed matter before handing it in as a finished piece of work. Have pupils exchange typed matter including transcripts for the purpose of providing practice in detecting and correcting errors
11. Emphasize that a good memory is a great aid to one taking dictation. Repetition practice of prepared matter. In third semester dictate about one-fourth new matter; at the beginning 95% familiar matter; in the fourth semester from one-fourth to three-fourths new matter. Sustain interest through competition. Dictate memory sentences
12. See that pupils have a thorough understanding of the rules of punctuation, capitalization, and sentence structure

Note: There should be a close correlation and coöperative spirit between this department and the Business English department

Present and discuss letter forms in correlation with typewriting practice. Stress spelling. Stress neatness, placement, and arrangement of letter. Time the transcription work. Develop initiative and independence. Provide for practical work of actual commercial value. Direct the editing of

letters brought in by members of the class. Select dictation material for its practical value and ethical and social content

Pupil Activities

Pupils will:

1. Keep desks in order, file papers, get papers from files, clean and cover machines. Do work at desk and machine in quiet, unobtrusive ways. Observe things that need to be attended to and coöperate in attending to them. Be ready to assist matters of class and school administration routine. Volunteer to do stenographic and clerical service for teachers and principal's office
2. Interview business men and women. Talk with graduates who successfully completed stenographic courses. Read articles on vocational opportunities
3. Listen to talks on promotional opportunities in business. Interview graduates, business and professional men and women. Read biographies of successful people
4. Discuss ways of cleaning hands, faces, teeth, finger nails, and bodies; how to keep garments fresh and attractive; shoes in repair and polished. Discuss the true meanings of courtesy and deference. Evaluate personal appearance, physical fitness and courtesy according to some scale, or plan worked out by class
5. Observe desirable traits of office workers. Make an analysis of day's work, attempting to evaluate one's efficiency. Report on readings that suggest the development of outstanding personal qualities. Learn and apply health principles
6. Time the reading of the daily assignment. Underscore difficult words and phrases; practice writing these in shorthand. Read five times and determine increase in rate
7. After reading the daily assignment, practice difficult outlines, new words, and phrases. Write a minimum of 2000 words daily of practice work at the mid-year, and 4000 words daily of practice work at the end of the year. Criticize notes and mark the best copy. Exchange these copies and criticize for one specific thing—slant, proportion, artistic outlines. Use penmanship drills found in *The Gregg Writer*
8. Master the vocabulary given in all texts used—*Manual*, *Speed Studies*, *Intensive Exercises*, and *General Reading*. Master new words found in supplementary reading in the *Gregg Writer*, etc. Learn to write and to use the new words heard or read anywhere. Cultivate a dictionary habit. Write in shorthand lectures, sermons, speeches, heard direct, over the radio, or from the phonograph. Always complete every sentence begun
9. When reading shorthand plates decide problems of spelling, punctuation, capitalization, paragraphing, etc. Using typed exercises, insert punctuation marks, capitals, etc., giving reasons
10. Read all typed matter and make all needed corrections in order that completed work may be perfect or at least free from errors in grammar, punctuation, form, and typing. See that blotches, finger marks, etc. are removed and that all errors are neatly corrected or that the paper is rewritten
11. Develop manual dexterity by the use of digits or of a memorized sentence composed largely of brief forms. Note and practice phrasing. Increase

the memory span by gradually lengthening writing, and longer phrases and sentences. Use initiative in devising ways and means of getting supplementary dictation

12. Hand in mailable letters daily. Learn to punctuate notes by listening to the inflections that the dictator uses to convey the meaning. Take dictation for the principal, department heads, and other teachers having committee work pertaining to school work. Seek part-time work in a business office. Make a list of firms for whom members of the class would like to work; let each member select one whom he interviews and from whom he obtains one or more letters. Participation in such interviews strengthens the pupil's vocational interest, builds up his vocabulary, and also affords a means of contact between the commercial department and the business man. Discuss, and, if necessary, edit the letters brought in by the class. Transcribe new material at the rate of 25-30 words a minute or better. Pay attention to details

Evidences of Mastery

Ability to:

1. Be apt in giving service. Attend to details and gain accurate results
2. Realize that there are many exaggerated notions as to the opportunities open to stenographers with no other commercial preparation or fitness
3. Serve willingly and do extras. Do the assigned work cheerfully and better than necessary. Be alert in discovering things that need to be done and doing them
4. Grow in politeness to pupils, teachers, and visitors. Improve in personal traits desirable in business
5. Carry out directions without immediate supervision. Develop an increasingly pleasing personality. Be present and to do effectively each day's work
6. Get the meaning from a page of shorthand at a rate approximating that of a page of longhand. *Class medians* for reading shorthand notes: 3rd semester, 120 words a minute; 4th semester, 120 words a minute; syllable intensity, 1.40
7. Habitually write shorthand notes legibly and rapidly
8. Take familiar matter at a rate limited only by manual dexterity
9. Improve correctness in English construction in transcript
10. Improve correctness and neatness of all work handed in for approval
11. Take dictation at rates indicated: 3rd semester, repeated matter, 100 words a minute and new matter, 80 words a minute, syllable intensity, 1.40; 4th semester, repeated matter, 120 words a minute, new matter, 100 words a minute
12. Transcribe on the typewriter at rates and skills indicated below:*

Class Medians

Third semester	Fourth semester
Transcribing rates, 25 words a minute	Transcribing rates, 30 words a minute
Transcribing accuracy, 98%	Transcribing accuracy, 98%

* Rules for grading transcripts are given in the *Gregg Writer* "Shorthand-Typing Awards" booklet.

Another way of grading transcripts is offered here as a suggestion. The advantage of this method is that while adhering to high requirements the penalties for mistakes are so loaded as to bring the resultant grade down to that common in most school systems

Suggested Plan for Grading Transcripts

1. Deduct 5% for each wrong word
2. " 5% " " word inserted
3. " 5% " " word omitted
4. " 5% " " word misspelled
5. " 1% " " typing error
6. " 1% " " error in capitalization
7. " 1% " " error in use of major punctuation marks
8. " $\frac{1}{2}\%$ " " error erased and acceptably corrected

Sample Letter

Gentlemen:

The circumstances that have made it impossible for you to settle your account when due are fully appreciated and as an evidence of this appreciation we are going to grant you a reasonable extension.

What amount can you arrange to send us monthly on this account? It is to your interest to make regular payments. If you do so, we can furnish you the goods you require, to a reasonable amount, to be paid for on the tenth of each month according to our regular terms.

It is our desire to cooperate in any way possible.

Very truly yours,

Total words	100
Syllable intensity	1.51
Stroke intensity	5.2

Let us assume that the above letter has been dictated by the teacher and transcribed by a pupil at an acceptable rate with these errors:

1. Wrote "possible" instead of "impossible" in the first sentence—(Penalty 5%)
2. Inserted "not" before "going" in first sentence—(Penalty 5%)
3. Omitted "regular" in third sentence—(Penalty 5%)
4. Misspelled "reasonable" in fourth sentence—(Penalty 5%)
5. Skipped space in writing "according" in fourth sentence—(Penalty 1%)
6. Began complimentary closing with a small letter—(Penalty 1%)
7. Ended second sentence with a period instead of interrogation point—(Penalty 1%)
8. Two erasures neatly done and corrections acceptably made—(Penalty $\frac{1}{2}\%$ for each = 1%)

Total number of errors 9

Total penalty 24%

Net grade 76% = "D" or "4" according to the particular system of grading in use

If this pupil had made only errors 5 and 8 the grade would have been 98% or "A" or "1" and the pupil's work would be satisfactory. If error number 1 had been made and the paper were otherwise correct the grade would be 95%, but on account of the character of the error the letter is unsatisfactory and a pupil who could not submit a sufficient number of satisfactory letters to overcome the deficiency should not be passed. In the case just cited two other letters of equal difficulty and length transcribed without error would bring the average up to 98%, the suggested standard for transcripts

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