

GREGG

SHORTHAND FOR COLLEGES

Volume One

Diamond Jubilee Series

Second Edition





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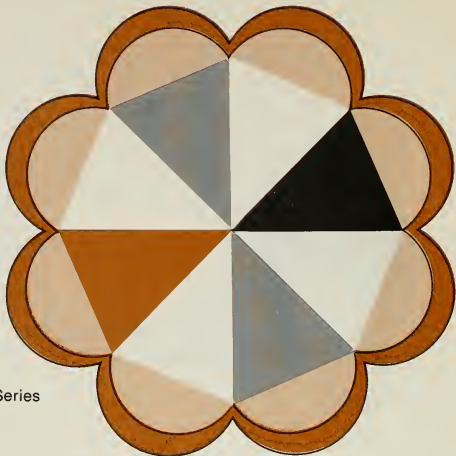
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FOR COLLEGES Volume One

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GREGG SHORTHAND FOR COLLEGES, Volume One

Diamond Jubilee Series

Second Edition

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Preface

Gregg Shorthand, the System of Millions

Gregg Shorthand, which was first published on May 28, 1888, by John Robert Gregg, its inventor, is today the world's most widely used system of shorthand. It is used by millions of writers throughout the world not only in English but in many foreign languages as well. To many people, the terms "shorthand" and "Gregg" are synonymous.

Gregg Shorthand is a vocational tool that hundreds of thousands of stenographers and secretaries use to obtain interesting and lucrative positions in business, in government, and in industry. It is also a personal tool that many business and professional men and women use to relieve them of the burden of writing cumbersome longhand when they make notes, compose important letters and memorandums, and draft speeches and reports.

The success of any system of shorthand rests on the merits of its alphabet. The Gregg alphabet is the most efficient shorthand alphabet ever devised in more than 2,000 years of shorthand history. The fact that the Gregg alphabet, virtually without change, has been the basis of Gregg Shorthand since 1888 is indeed a tribute to the genius of John Robert Gregg.

Gregg Shorthand for Colleges, Diamond Jubilee Series, Second Edition

To meet the needs of private business schools, colleges, junior colleges, community colleges, and other post-high school institutions, *Gregg Shorthand, Diamond Jubilee Series*, has been made available in a college edition. This edition provides shorthand instructional materials that are different from those used in high schools, materials that are more challenging and that are geared to the interests of the more mature college student.

OBJECTIVES

The major objectives of this second edition are these:

- 1 To teach the student to read and write Gregg Shorthand rapidly and accurately in the shortest possible time.
- 2 To develop and improve the student's grasp—concurrently with the teaching of shorthand—of the nonshorthand elements of transcription, which include vocabulary development, spelling, punctuation, grammar, and typing style.

The features of this second edition that are designed to help achieve these objectives are described later in this preface.

Format and Organization

In this second edition, no word-building principles or outlines have been changed. The organization of the lessons and the order of presentation of shorthand principles are the same as those of the first edition.

However, a significant change has been made in the format. The shorthand practice material is presented in two columns that are approximately the width of the columns of the student's shorthand notebook. The shorter lines make reading easier, for the eye does not have to travel so far from the end of one line to the beginning of the next. The new format also makes possible the highlighting of the words from the Reading and Writing Practice that are singled out for spelling attention. These words are placed in the margins rather than in the body of the shorthand.

Like the first edition, the second edition is divided into three parts as follows:

Part 1: Principles—Chapters 1-8 Each chapter contains six lessons. The first five lessons of each chapter are devoted to the presentation of principles, and the sixth lesson is a recall. The last group of new principles is presented in Lesson 47.

Part 2: Reinforcement—Chapter 9 Chapter 9 contains eight lessons, each of which reviews intensively the principles presented in one of the eight chapters in Part 1.

Part 3: Shorthand and Transcription Skill Building—Chapter 10 This chapter consists of fourteen lessons, each of which is designed to strengthen the student's grasp of a major principle of Gregg Shorthand. In addition, each lesson continues to develop the student's vocabulary and to improve his ability to spell, to punctuate, and to apply rules of grammar correctly.

TRANSCRIPTION SKILLS

This second edition continues to place strong emphasis on the nonshorthand elements of transcription, which are taught concurrently with shorthand. It retains all the helpful transcription drills of the first edition, with slight, but effective, modifications. These include:

Business Vocabulary Builders Beginning with Chapter 3, each lesson contains a Business Vocabulary Builder consisting of several words or expressions and their definitions. These words and expressions are selected from the Reading and Writing Practice of the lesson. The Business Vocabulary Builders help to overcome a major transcription problem—a limited vocabulary.

Spelling—Marginal Reminders Beginning with Chapter 4, words are singled out from the Reading and Writing Practice for special spelling attention. These words appear in a second color in the shorthand and in print type in the margin of the shorthand, correctly divided.

Spelling—Families An effective device for improving spelling is the study of words in related groups, or spelling families. Spelling families are provided in a number of lessons, beginning with Lesson 45.

Similar-Words Drills These drills teach the student the differences in meaning between similar words that transcribers often confuse, for example, *their-there*, *accept-except*.

Punctuation Beginning with Lesson 31, nine frequent usages of the comma are introduced. Only one comma usage is presented in a lesson. The commas appear in a circle in the shorthand, and the reason for the use of the comma is printed above the circle.

Common Prefixes An understanding of the meaning of common English prefixes enables students to improve their command of words. Several of the lessons contain common prefixes, beginning with Lesson 56.

Grammar Checkup In a number of lessons, drills are provided on rules of grammar that transcribers often apply incorrectly.

Transcription Quiz Beginning with Lesson 57, each lesson contains a Transcription Quiz consisting of a letter in which the student must supply the internal punctuation. This quiz provides him with the opportunity to test his mastery of the punctuation rules presented in earlier lessons.

OTHER FEATURES

Shorthand Spelling Helps Each time a new shorthand letter or abbreviating device is presented, the shorthand spelling is given. Formerly, this information had to be provided by the teacher.

Chapter Openings Each chapter opens with a beautifully illustrated introduction that not only shows the student a vivid picture of the life and duties of a secretary but also inspires and encourages him in his efforts to acquire the necessary qualifications.

Student Helps The student is given step-by-step suggestions on how to handle each new phase of his shorthand study when it is first introduced.

Reading Scoreboards At various points in the text, the student is given an opportunity to determine his shorthand reading speed by means of a scoreboard. The scoreboard enables him to calculate the number of words a minute he is reading. By comparing his reading speed from scoreboard to scoreboard, he sees some indication of his shorthand reading growth.

Check Lists To keep the student constantly reminded of the importance of good practice procedures, an occasional check list is provided. These check lists deal with writing shorthand, reading shorthand, homework, proportion, etc.

Charts and Lists The last lesson in each of the eight chapters in Part 1 contains a recall chart that reviews all the principles of the chapter as well as the principles of previous chapters.

On the inside back cover of this book is a chart of the brief forms in the order of their presentation in the text, as well as a list of commonly used phrases.

The authors and publishers wish to express their gratitude to the many teachers who shared with them their experiences in teaching the first edition of Gregg Shorthand for Colleges, Diamond Jubilee Series.

This second edition of Gregg Shorthand for Colleges, DJS, Volume One, is presented with the confidence that it will enable college shorthand teachers to do an even more effective job of training rapid and accurate shorthand writers and transcribers.

The Publishers

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Shorthand Practice Procedures

The rate at which your shorthand skill develops will depend largely on two factors: (1) The amount of time you devote to practice. (2) The efficiency with which you practice. The person who practices efficiently will derive more benefit from an hour's practice than another who may spend several hours on his practice but follows no plan.

By following the procedures suggested here, you will derive the maximum benefit from your investment in practice time.

READING WORD LISTS

Each principle of Gregg Shorthand that you study is accompanied by a list of illustrations in shorthand and in type. Practice each list in this way:

1 With the type key to the shorthand exposed, pronounce and spell aloud—if possible—each word and shorthand outline in the list, thus: say, s-a; see, s-e. Reading aloud will help to impress the shorthand outlines on your mind. Read all the shorthand words in the list in this way—with the type exposed—until you feel you can read the shorthand outlines *without* referring to the key.

2 With a card or piece of paper, cover up the type key to the first column of the list. Then read aloud from the shorthand, thus: s-a, say; s-e, see.

3 If the spelling of a shorthand outline does not immediately give you the meaning, move your card or piece of paper aside and refer to the type key. Do not spend more than a few seconds trying to decipher an outline.

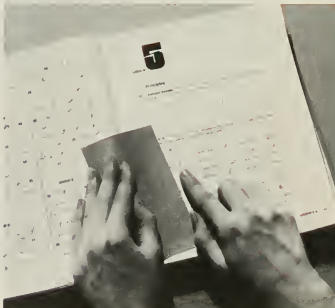
4 Follow this procedure with the remaining columns of words in the list.

5 After you have read all the words in the list from the shorthand, reread the entire list once or twice again.

◆ Note: In reading brief forms and phrases, which first occur in Lesson 3, you need not spell the shorthand outlines.

The student studies the word lists by placing a card or a slip of paper over the type key and reading the shorthand words aloud.

Photographs: Syd Karson



READING SENTENCES, LETTERS, AND ARTICLES

Each lesson contains a Reading Practice (Lessons 1-6) or a Reading and Writing Practice (Lessons 7-70).

Sentences, letters, or articles are written in shorthand. Reading these sentences, letters, and articles will help to impress the shorthand principles on your mind and enable you to develop a large shorthand vocabulary rapidly.

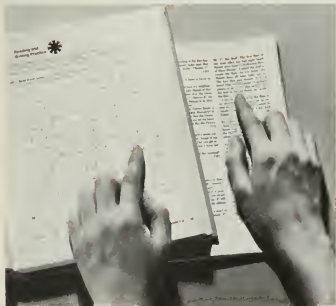
Two procedures for reading shorthand are outlined here—the first for those students who have been supplied with the *Student's Transcript of Gregg Shorthand For Colleges, Volume One*; the second for those students who will work without the *Student's Transcript*.

Procedure 1: With Student's Transcript

1 Place your *Student's Transcript* to the right of your textbook and open it to the transcript of the Reading Practice or Reading and Writing Practice you are about to read.

2 Place your left index finger under the shorthand outline that you are about to read and your right index finger under the corresponding word in the *Student's Transcript*.

Refer to your Transcript whenever you cannot read an outline. Keep your left index finger anchored in the shorthand; the right index finger on the corresponding place in the Transcript.



3 Read the shorthand outlines aloud until you come to an outline that you cannot read. Spell the outline. If the spelling does not immediately give you the meaning, anchor your left index finger on the outline and look in the transcript, where your right index finger is resting near the point at which you are reading.

4 Determine the meaning of the outline you cannot read and place your right index finger on it.

5 Return to the shorthand from which you are reading—your left index finger has kept your place for you—and continue reading.

6 If time permits, reread the material aloud a second time, once again spelling any outline you cannot read and referring to the transcript when the spelling does not immediately give you the meaning.

By following this procedure, you will not lose any time finding your place in the shorthand and in the transcript when you cannot read an outline.

Procedure 2: Without Student's Transcript

1 Before you start your work on a Reading Practice or Reading and Writing Practice, have a blank card or a sheet of paper and a pencil handy.

2 Read the shorthand outlines aloud.

3 When you come to an outline that you cannot read, spell it. If the spelling does not immediately give you the meaning of the outline, write the outline on your card or sheet of paper (or encircle it in your book if it is your personal property) and continue reading. Do not spend more than a few seconds trying to decipher the outline.

4 After you have gone through all the material in this way, repeat the procedure if time permits. On the second reading you may be able to read some of the outlines that escaped you the first time. When that happens, cross those outlines off your sheet or card.

5 Finally—and very important—at the earliest opportunity ask your teacher or a classmate the meaning of the outlines you could not read.

During the early stages of your shorthand study, your reading rate may not be very rapid, but this is only natural as you are, in a sense, learning to read a new language. If you read each lesson faithfully, following the procedures

just suggested, your shorthand reading rate will increase almost from day to day.

WRITING THE READING AND WRITING PRACTICE

After you have read the Reading and Writing Practice of a lesson, you should make a shorthand copy of it. Before you do any writing, however, you should give some thought to the tools of your trade—your notebook and your writing instrument.

Your Notebook The best notebook for shorthand writing is one that measures 6 x 9 inches and has a vertical rule down the middle of each sheet. If the notebook has a spiral binding, so much the better, as the spiral binding enables you to keep the pages flat at all times. The paper, of course, should take ink well.

Your Writing Instrument If it is at all possible use a fountain pen or a good ball-point pen for your shorthand writing. Why use a pen for shorthand writing rather than a pencil? It requires less effort to write with a pen; consequently, you can write for long periods of time without fatigue. On the other hand, the point of a pencil soon be-

comes blunt, and the blunter it gets, the more effort you have to expend as you write with it. Pen-written notes remain readable almost indefinitely; pencil notes soon become blurred and hard to read. Pen-written notes are also easier to read under artificial light.

Having selected your writing tools, you should follow these steps in working with each Reading and Writing Practice:

1 Read the material you are going to copy, following the suggestions given under the heading, "Reading Sentences, Letters, and Articles," on page 11. Always read the Reading and Writing Practice before you copy it.

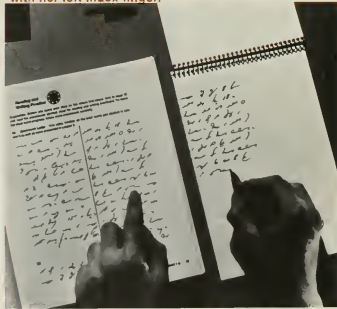
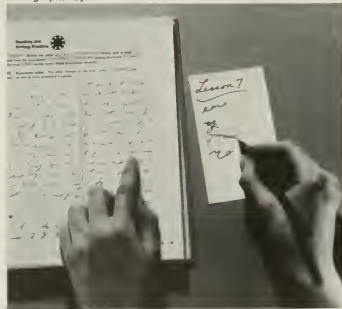
2 Read a convenient group of words from the printed shorthand and then write that group. If possible, say each outline aloud as you write it. Keep your place in the shorthand with your left index finger if you are right-handed; with your right index finger if you are left-handed.

Quite naturally, your early writing efforts may not be very rapid, nor will your shorthand outlines look as pretty as those in your book. With regular practice, however, you will soon become so proud of your shorthand notes that you won't want to write any more longhand!

The student reads the Reading and Writing Practice, writing on the card any outlines that she cannot read after spelling them.

Photographs: Syd Karson

When copying, the student reads a convenient group of words aloud and then writes that group in her notebook. Notice how she keeps her place in the shorthand with her left index finger.





1

PRINCIPLES

Chapter 1

Shorthand—a Skill for Today and Tomorrow

Open to the help-wanted section of almost any newspaper in the country, and you will find help-wanted ads for secretaries. In the Sunday editions of newspapers in some of the larger cities, you will find hundreds of ads that read "Help Wanted—Good Shorthand Skills Required." Employment agencies have thousands of desirable steno-

graphic openings just waiting for competent people to claim them. The demand for well-trained secretaries who can take dictation and transcribe rapidly and accurately is tremendous, and all indications are that this demand will increase in the years ahead.

While automation has eliminated many types of office jobs, it has not affected the demand for persons with stenographic skills. True, the spoken word can be recorded on many different types of electronic devices, but these devices will never replace competent shorthand writers. A major reason for this fact is that shorthand is a convenient tool. All that the shorthand writer requires is a piece of paper and a pen or pencil, and





he can write shorthand anywhere and at any time. He does not need a special machine or recorder that requires batteries or an electric outlet.

Businessmen prefer to dictate to a secretary for a number of reasons. For one thing, they like to dictate to a live person rather than to an inanimate machine. For another, they can easily make changes or corrections in their dictation by simply saying, "Scratch that out" or "Let's change that to . . ."—and the correction or change is quickly made in the secretary's notes. Such changes and corrections are not so simple on mechanical equipment. Moreover, the secretary can be a font of information that is of value to the dictator as he dictates.

Shorthand, of course, is a must in a secretar-

ial position, but it is also valuable as a personal tool. The shorthand writer can use his skill to make notes on lectures and discussions in college classes. Once he has learned Gregg Shorthand well, he will have a lifelong skill. Thousands of mature women who left their jobs years ago to marry and perhaps raise a family are reentering the secretarial field every year. Many of them are doing so without any special retraining; others require simply a brief refresher course to help them regain their former skill.

You have made a wise decision to study shorthand. Not only will it enable you to obtain an interesting and profitable position upon the completion of your course, but it will also be a source of "employment insurance" for you during your entire lifetime.

GREGG SHORTHAND IS EASY TO LEARN

Is there the slightest doubt in your mind whether you can learn to write Gregg Shorthand? If there is, dismiss it! If you can write longhand—and of course you can!—you can learn to write Gregg Shorthand. It is as simple as that. The strokes you will write in Gregg Shorthand are the same strokes that you are accustomed to writing in longhand.

Actually, you will find Gregg Shorthand easier to learn than longhand. If you are skeptical, the following illustration should convince you of the truth of that statement.

In longhand there are many ways to write the sound of *f*. Here are six of them:



What's more, in many words the sound of *f* is expressed by combinations of other letters in the alphabet, for example, *ph*, as in *phase*; *gh*, as in *rough*.

In Gregg Shorthand there is one way—and only one way—to express the sound of *f*, as you will learn later in this lesson.

With Gregg Shorthand you can reach almost any speed goal that you set for yourself. All it takes is faithful, intelligent practice.

Principles

GROUP A

1 **S-Z** The first shorthand stroke you will learn is *s*, one of the most frequently used letters in the English language. The shorthand *s* is a tiny downward curve that resembles the longhand comma in shape.

Because in English *s* often has the sound of *z*, as in *saves*, the same tiny downward curve is used to express *z*.

S-Z) ↓

2 A The next stroke you will learn is the shorthand *a*, which is simply the long-hand *a* with the final connecting stroke omitted. The circle may be written in either direction.


A a+ O

3 Omission of Silent Letters In English, many words contain letters that are not pronounced. In shorthand, these silent letters are omitted; only the sounds that you actually hear are written. *Example:* the word *say* would be written *s-a*; the *y* would not be written because it is not pronounced. The word *face* would be written *f-a-s*; the *e* would be omitted because it is silent, and the *c* would be represented by the shorthand *s* because it is pronounced *s*.

In the following words, what letters would not be written because they are not pronounced?

save	steam	snow	hole
day	dough	main	right




4 S-A Words With the strokes for *s* and *a*, you can form the shorthand outlines for two words:

say, s-a  ace, a-s 




◆ Notice that the *c* in *ace* is represented by the shorthand *s* because it has the *s* sound.

5 F, V The shorthand stroke for *f* is a downward curve the same shape as *s*, but it is somewhat larger—about half the height of the space between the lines of your shorthand notebook.



The shorthand stroke for *v* is also a downward curve the same shape as *s* and *f*, but it is very large—almost the full height of the space between the lines of your shorthand notebook. Notice the difference in the sizes of *s*, *f*, *v*.

S  F  V 

F


safe, s-a-f  face, f-a-s  safes, s-a-f-s 

V



save, s-a-v  vase, v-a-s  saves, s-a-v-s 




◆ Notice that the final *s* in *saves* has the *z* sound, which is represented by the *s* stroke.




6 E The stroke for e is a tiny circle. It is simply the longhand e with the two connecting strokes omitted. The circle may be written in either direction.

E 

◆ Notice the difference in the sizes of a and e.

A  E 

see, s-e  sees, s-e-s  ease, e-s 



fee, f-e  fees, f-e-s  easy, e-s-e 

◆ Notice that the y in easy is pronounced e; therefore, it is represented by the e circle.



Suggestion: At this point take a few minutes to read the procedures outlined for practicing word lists on page 10. To derive the greatest benefit from your practice, follow those procedures carefully.




GROUP B

7 N, M The shorthand stroke for n is a very short forward straight line. The shorthand stroke for m is a longer forward straight line.

N  M 




N




see, s-e  say, s-a  vain, v-a-n 




seen, s-e-n  sane, s-a-n  knee, n-e 

◆ Notice that the k in knee is not written because it is not pronounced.



M

may, m-a  mean, m-e-n  seem, s-e-m 







main, m-a-n  aim, a-m  same, s-a-m 

me, m-e  name, n-a-m  fame, f-a-m 







- 8 **T, D** The shorthand stroke for *t* is a short upward straight line.
The shorthand stroke for *d* is a longer upward straight line.

T  D 







T

eat, e-t  meet, m-e-t  seat, s-e-t 
tea, t-e  neat, n-e-t  stay, s-t-a 

D

aid, a-d  need, n-e-d  date, d-a-t 
day, d-a  made, m-a-d  feed, f-e-d 

9 **Punctuation and Capitalization**

period  paragraph  parentheses 
question mark  dash  hyphen 

The regular longhand forms are used for all other punctuation marks.

Capitalization is indicated by two upward dashes placed underneath the word to be capitalized.

Dave  Fay  Mae 

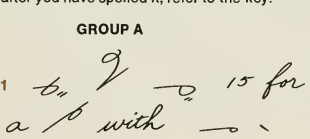






Reading Practice



With the Gregg Shorthand strokes you have already learned, you can, with the help of an occasional longhand word, read complete sentences.

Read the following sentences, spelling each shorthand outline aloud as you read it, thus: *N-a-t, Nate*; *s-a-v-d, saved*; *m-a, May*. If you cannot read a shorthand outline after you have spelled it, refer to the key.

GROUP A

1  2 The  paid 
2  3 
 4 

St. 5
at 8.

GROUP B

6 The f r b a
p. 7 d b not
on our p.
8 f r d f. 9
d heard d d
" 10 f r p
to b . 11 o

GROUP A

1 Nate saved May 15 for a date with me. 2 The
Navy paid me a fee. 3 Can Dave eat meat?
4 Dave's office faced East Main Street. 5 Dean
may meet me at eight.

GROUP B

6 The Navy team made a safety. 7 Fay need
not feed me on our date. 8 Dave's team faced

b o 9 the d.

GROUP C

12 Can f b o
on r o at 5 x
13 d is o and
J. 14 f b is in
d 9. 15 Mr. b
r all p. 16 o
b r for Mr. b [77]

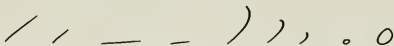
Navy. 9 Fay heard Amy say, "Save me."
10 Dave may stay to aid me. 11 Amy made
me save the fee.

GROUP C

12 Can Dean meet me on East Main at five?
13 Fay is mean and vain. 14 Dave's deed is
in Fay's safe. 15 Mr. Mead stayed all day.
16 Mae made tea for Mr. Mead.

Principles

10 Alphabet Review In Lesson 1 you studied the following nine strokes. How fast can you read them?



11 O, R, L In this paragraph you will learn how to write *o*, *r*, and *l* in shorthand.

The shorthand stroke for *o* is a small deep hook.

The shorthand stroke for *r* is a short forward curve.

The shorthand stroke for *l* is a longer forward curve about three times as long as the stroke for *r*.

◆ Notice how these shorthand strokes are derived from the longhand forms.



O

toe, t-o		so, s-o		own, o-n	
dough, d-o		foe, f-o		tone, t-o-n	
no, n-o		phone, f-o-n		stone, s-t-o-n	
snow, s-n-o		vote, v-o-t		dome, d-o-m	

◆ Notice that in the words in the third column, the *o* is placed on its side. By writing *o* on its side before *n* and *m* in these and similar words, we obtain smoother, more easily written joinings.

R

ear, e-r		mere, m-e-r		fear, f-e-r	
near, n-e-r		dear, d-e-r		fare, f-a-r	

raid, r-a-d		or, o-r		read, r-e-d	
trade, t-r-a-d		store, s-t-o-r		free, f-r-e	

L

ail, a-l		lay, l-a		leave, l-e-v	
mail, m-a-l		late, l-a-t		low, l-o	
deal, d-e-l		feel, f-e-l		stole, s-t-o-l	
steal, s-t-e-l		fail, f-a-l		flame, f-l-a-m	

◆ Notice that *fr*, as in *free*, and *fl*, as in *flame*, are written with one sweep of the pen, with no stop between the *f* and the *r* or *l*.

free flame

12 H, -ing The letter *h* is simply a dot placed above the vowel. With few exceptions, *h* occurs at the beginning of a word.

Ing, which almost always occurs at the end of a word, is also represented by a dot.

H

he, h-e		whole, h-o-l		home, h-o-m	
---------	--	--------------	--	-------------	--

-ing







hearing, h-e-r-ing		heating, h-e-t-ing		heeding, h-e-d-ing	
-----------------------	--	-----------------------	--	-----------------------	--

13 Long ī The shorthand stroke for the long sound of *ī*, as in *high*, is a large broken circle. It may be written in either direction.

ī

high, h-ī		sign, s-ī-n		life, l-ī-f	
my, m-ī		side, s-ī-d		right, (write), r-ī-t	
might, m-ī-t		line, l-ī-n		tire, t-ī-r	


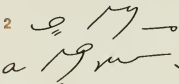
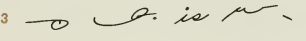
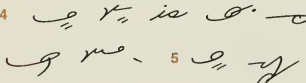
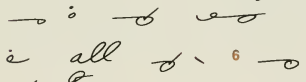
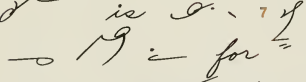
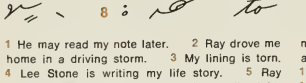
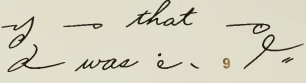
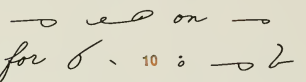
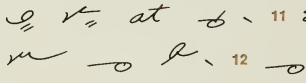
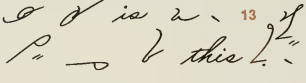
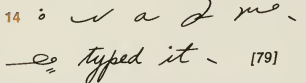
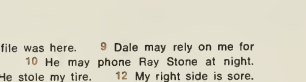
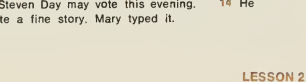
14 Omission of Minor Vowels Many words in the English language contain vowels that are sounded only slightly or are slurred. For example, the word *even* is really pronounced *e-vn*; the word *meter* is pronounced *met-r*. These vowels may be omitted in shorthand.

even, e-v-n  heater, h-e-t-r  season, s-e-s-n 
 meter, m-e-t-r  final, f-ī-n-l  total, t-o-t-l 

Reading Practice



With the aid of a few words in longhand, you can now read the following sentences. Spell each shorthand word aloud as you read it and refer to the key when you cannot read a word.

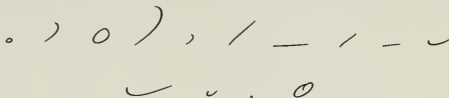
1		2		3		4		5		6		7		8		9		10		11		12		13		14	
---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	----	---	----	---	----	--	----	---	----	---

1 He may read my note later. 2 Ray drove me home in a driving storm. 3 My lining is torn. 4 Lee Stone is writing my life story. 5 Ray notified me he might remain here all night. 6 My sideline is writing. 7 Steven may drive home for Easter. 8 He tried to notify me that my file was here. 9 Dale may rely on me for aid. 10 He may phone Ray Stone at night. 11 He stole my tire. 12 My right side is sore. 13 Steven Day may vote this evening. 14 He wrote a fine story. Mary typed it. [79]

3

Principles

15 Alphabet Review Here are the 14 strokes you studied in Lessons 1 and 2. How rapidly can you identify them?



16 Brief Forms There are many words in the English language that are used over and over again. As an aid to rapid shorthand writing, special abbreviations, called "brief forms," are provided for many of these common words. For example, we write *m-r* for *Mister*; *v*, for *have*.

This process of abbreviation is common practice in longhand, too. You are, of course, familiar with such abbreviations as *Ave.* for *Avenue*; *memo* for *memorandum*; *Sat.* for *Saturday*, etc.










Because the brief forms occur so frequently, make a special effort to learn them well.

am		Mr.		are, our, hour	
l		will, well		in, not	
have		a, an		it, at	

4. Notice that a number of the brief forms have two or more meanings. When you are transcribing material you have taken from dictation, context will help you select the correct meaning of a brief form.


17 Phrasing The use of brief forms for common words enables us to save writing time. Another device for saving writing time is called "phrasing," or the













writing of two or more shorthand outlines together. Here are a number of phrases built with the brief forms you have just studied.

I have  I have not  I am 
 I will  he will  in our 
 I will have  he will not  are not 

18 Left S-Z In Lesson 1 you learned one stroke for s and z. Another stroke for s and z is also used in order to provide an easy joining in any combination of strokes—a backward comma, which is also written downward. For convenience, it is called the “left s.”

At this point you need not try to decide which s stroke to use in any given word; this will become clear to you as your study of shorthand progresses.




S-Z 

days, d-a-s  most, m-o-s-t  writes, r-ī-t-s 
 raise, r-a-s  least, l-e-s-t  mails, m-a-l-s 
 dates, d-a-t-s  ties, t-ī-s  seal, s-e-l 
 homes, h-o-m-s  names, n-a-m-s  sale, s-a-l 












19 P, B The shorthand stroke for *p* is a downward curve the same shape as the left *s*, except that it is larger—approximately half the height of the space between the lines in your shorthand notebook.

The shorthand stroke for *b* is also a downward curve the same shape as the left *s* and *p*, except that it is *much* larger—approximately the full height of the space between the lines in your shorthand notebook.

◆ Notice the difference in the sizes of the left *s*, *p*, and *b*.

S  P  B 

P

pay, p-a  please, p-l-e-s  open, o-p-n 
 pays, p-a-s  plain, p-l-a-n  hope, h-o-p 
 space, s-p-a-s  place, p-l-a-s  prepare,
 spare, s-p-a-r  price, p-r-ī-s  paid, p-a-d 

B

bay, b-a		brief, b-r-e-f		labor, l-a-b-r	
obey, o-b-a		bright, b-r-ī-t		neighbor, n-a-b-r	
base, b-a-s		blame, b-l-a-m		able, a-b-l	
boat, b-o-t		buy, b-ī		label, l-a-b-l	

◆ Notice that the combinations *pr* as in *price*; *pl*, in *please*; *br*, in *bright*; and *bl*, as in *blame*, are written with one sweep of the pen without a pause between the *p* or *b* and the *r* or *l*.

price please bright blame

Reading Practice



You have already reached the point where you can read sentences written entirely in shorthand.

Suggestion: Before you start your work on this Reading Practice, read the practice procedures for reading shorthand on page 11. By following those procedures, you will obtain the most benefit from your reading.

GROUP A

1

2

3

4

5

[41]

GROUP B

6

e. o r n. i
 . p. 7 - f u - b
 e - f. i c e
 - . g c e. 8 - o
 e e f u - . 9
 - b i g c e
 - y i s. m
 - e b i e. 10
 o. e a. e b
 i - - b i a m
 - u e. 11 - - o
 e u e - - o
 e \ [64]

GROUP C

12 o . e u e .
 - v e - e u e .
 13 - b e e u e .
 c e b n e i o - u

e n. 14 u p i d
 e n. 15 2 h g -
 (e u) o s -
 b. 16 - v b - o
 i - u e. 9 -
 i. 17 o - u ;
 9 . o j. [50]

GROUP D

18 e e 4 h u b e
 i c e h u . 19
 e b e - o h e
 - . u u i. 20
 e e 2 b . u
 e o . u - . p
 u i. 21 e e e
 e b b. 22 - o b
 u - o - . u
 23 e e o b

i. 24 e u o
G v 25 e 19
1 6 [60]

GROUP E

26 2 x n t i n
1 0 x n o
27 e u 19
60 a . . .

i 19 / 40 a
28 o t
a d d e h
29 u u c e y
1 8 x n n y
10. o - c e
30 e u o o -
y . i a . d
n - y [56]
e

4

LESSON

Principles

20 Alphabet Review Here are the 17 shorthand strokes you studied in Lessons 1 through 3. How rapidly can you read them?

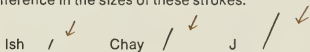


21 Sh, Ch, J The shorthand stroke for *sh* (called “ish”) is a very short downward straight stroke.

The shorthand stroke for *ch* (called “chay”) is a longer downward straight stroke approximately half the height of the space between the lines of your shorthand notebook.

The shorthand stroke for the sound of *j*, as in *jail* and *age*, is a long downward straight stroke almost the full height of the space between the lines in your shorthand notebook.

◆ Note carefully the difference in the sizes of these strokes.



Ish

she, ish-e *sh*

showing, ish-o-ing *sh*

shine, ish-ī-n *sh*

show, ish-o *sh*

shade, ish-a-d *sh*

shaped, ish-a-p-t *sh*

Chay

each, e-chay *ch*







reaching,
r-e-chay-ing *ch*

speech,
s-p-e-chay *ch*

teach, t-e-chay *ch*

chairs, chay-a-r-s *ch*

cheap, chay-e-p *ch*

J
 age, a-j  page, p-a-j  change, 
 stage, s-t-a-j  rage, r-a-j  chay-a-n-j
 jail, j-a-l 













22 OO, K, G The shorthand stroke for the sound of oo, as in *to*, is a tiny upward hook.

The shorthand stroke for *k* is a short forward curve.

The shorthand stroke for the hard sound of *g*, as in *game*, is a much longer forward curve. It is called "gay."










OO  K  Gay 

OO










to, (two, too), t-oo 	fruit, f-r-oo-t 	room, r-oo-m 
do, d-oo 	true, t-r-oo 	ruler, r-oo-l-r 
shoe, ish-oo 	drew, d-r-oo 	noon, n-oo-n 
who, h-oo 	pool, p-oo-l 	moved, m-oo-v-d 

◆ Notice that the oo is placed on its side when it follows *n* or *m*, as in *noon* and *moved*. By placing the oo on its side in these combinations rather than writing it upright, we obtain smooth joinings.





K

ache, a-k 	came, k-a-m 	keeping, k-e-p-ing 
take, t-a-k 	care, k-a-r 	claims, k-l-a-m-s 
make, m-a-k 	like, l-i-k 	maker, m-a-k-r 

Gay

gain, gay-a-n 	go, gay-o 	gale, gay-a-l 
game, gay-a-m 	goal, gay-o-l 	grading, gay-r-a-d-ing 
gave, gay-a-v 	girl, gay-r-l 	legal, l-e-gay-l 

◆ Notice that *k-r*, as in *maker*, and *gay-l*, as in *legal*, are written with a smooth, wavelike motion. But *k-l*, as in *claim*, and *gay-r*, as in *grade*, are written with a hump between the *k* and the *l* and the *gay* and the *r*.

maker  legal  claim  grade 

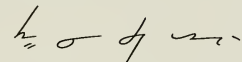
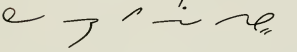
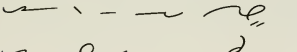


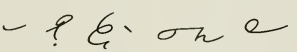
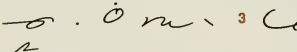
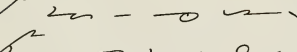
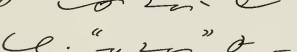
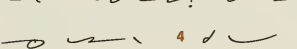
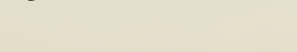
Reading Practice

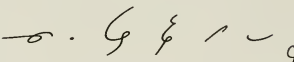

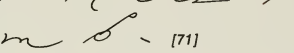


The following sentences contain many illustrations of the new shorthand strokes you studied in Lesson 4. In addition, they review all the shorthand strokes, brief forms, and phrases you studied in Lessons 1 through 3.

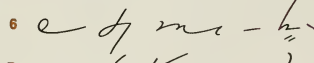
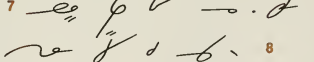
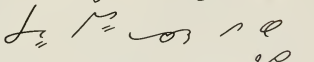
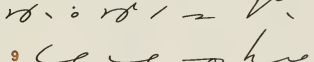


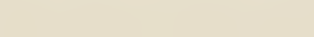
Read the sentences aloud, spelling each shorthand outline that you cannot immediately read.

GROUP A

1 - 



 2 


 3 

 Cl. "win" 
 4 




 [71]

GROUP B

6 
 7 
 8 


 9 
 10 

C r o o s 2. 18 o p r e
o - m y n. [38]

GROUP C

11 e o. d i
o y y d. 12
o o - C
o e d. 13 t
o o. m - o
p i o m. 14
h e d r e r -
e r - h p. 15
o m. i m
h y z. [43]

GROUP D

16 e l - o. g;
p r - i p. 17
p r e r e r -
o. y m

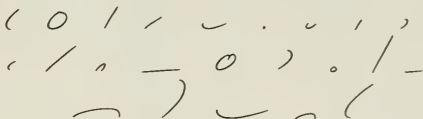
u b u - h o.
19 o p e d. i
u r - o.
o d. C m.
20 e o. o.
e o d p
y d. 21 o d
h e d. C e d o
h. [51]

GROUP E

22 o b - h -
m t m. 23
C u r r i d y
y m. 24 h i l e
m e a o c e i
25 u i o. u
u r p p y x
[29]

Principles

23 Alphabet Review Here are the 23 alphabetic strokes you studied in Lessons 1 through 4. Can you read them in 30 seconds or less?



24 A, Ä The large circle that represents the long sound of *ā*, as in *main*, also represents the vowel sounds heard in *as* and *arm*.

A

as, a-s		facts, f-a-k-t-s		past, p-a-s-t	
has, h-a-s		act, a-k-t		last, l-a-s-t	
had, h-a-d		matter, m-a-t-t-e-r		track, t-r-a-k	
man, m-a-n		fast, f-a-s-t		carry, k-a-r-r-y	

Ä

arm, a-r-m		far, f-a-r		start, s-t-a-r-t	
harm, h-a-r-m		farm, f-a-r-m		park, p-a-r-k	
charge, chay-a-r-j		car, k-a-r		mark, m-a-r-k	
calm, k-a-m		large, l-a-r-j		dark, d-a-r-k	

25 E, I, Obscure Vowel The tiny circle that represents the sound of ē, as in *eat*, also represents the vowel sounds heard in *let* and *if*, as well as the obscure vowel heard in *her*, *church*.

E

let, l-e-t		checked,		test, t-e-s-t	
letter, l-e-t-r		chay-e-k-t		best, b-e-s-t	
any, e-n-e		telling, t-e-l-ing		rest, r-e-s-t	
		selling, s-e-l-ing			

I

if, e-f		gives,		middle,	
him, h-e-m		gay-e-v-s		m-e-d-l	
did, d-e-d		bid, b-e-d		remit,	
		bills, b-e-l-s		r-e-m-e-t-s	
				ship, ish-e-p	

Obscure Vowel

her, h-e-r		earns, e-r-n-s		church,	
hurry, h-e-r-e		hurt, h-e-r-t		chay-e-r-chay	
urge, e-r-j		learn, l-e-r-n		search,	
				s-e-r-chay	
				served, s-e-r-v-d	

26 Th Two tiny curves, written upward, are provided for the sounds of *th*. These curves are called “ith.”

At this time you need not try to decide which *th* stroke to use in any given word; this will become clear to you as your study of Gregg Shorthand progresses.

Over Ith

Under Ith

Over Ith

these, ith-e-s		thick, ith-e-k		teeth, t-e-ith	
then, ith-e-n		bath, b-a-ith		faith, f-a-ith	
theme, ith-e-m		booth, b-oo-ith		smooth, s-m-oo-ith	

Under Ith

throw, ith-r-o		thrown, ith-r-o-n		three, ith-r-e	
----------------	--	-------------------	--	----------------	--

though, ith-o



clothing,



thorough,



health, h-e-l-ith



k-l-o-ith-ing



ith-e-r-o



earth, e-r-ith



both, b-o-ith



27 Brief Forms Here is another group of brief forms for very frequently used words. Learn them well.

is, his



can



of



the



you, your



with



that



Mrs.



but



28 Common Phrases

at the



you are



it is



of the



with you,



with his



with your

in that



I can



in his

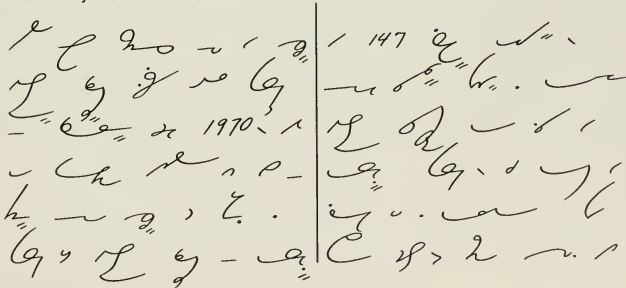


◆ Notice that in the phrases in the third column, the left s is used for *is* and *his*.

Reading Practice



29 Brief-Form Letter This letter contains one or more illustrations of all the brief forms you studied in this lesson.



of the...
[87]

30



...
[64]

31



...

of the...
[60]

32



...

2 > ③. 6 u 3 4 9 2. 9. 2.
 2 > ④. 6 u 4 8 8 n n n
 3 R 6 2 > 26. 6 u 4 u 5 8 8
 . 6 u 3 n 26 2 > 2 n y n n
 2 n n. 6 2 2 9
 6 n n n 26. 6 26 [66]

n o . 2 a . i
 2 2 2 2 n . 6
 u 3 2 . 2 2 2 6
 2 2 n [76]

34



n o : i d 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2 [49]

33



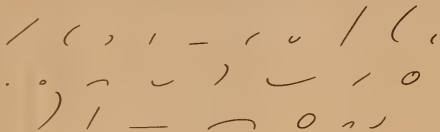
n y : 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2
 2 2 2 2 2

6

RECALL

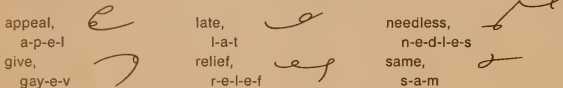
Lesson 6 is a “breather”; it contains no new shorthand principles for you to learn. In this lesson you will find an Alphabet Review, a simple explanation of the principles that govern the joining of the strokes you have studied thus far, a Recall Chart, and a Reading Practice.

- 35 **Alphabet Review** Here are the 25 shorthand strokes you studied in Lessons 1 through 5. Can you read them in 20 seconds or less?

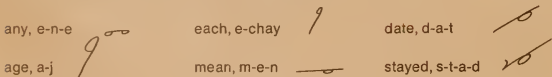
Principles
of Joining

As a matter of interest, you might like to know the principles under which the words you have already learned are written. Notice the groups into which the joinings naturally fall.

- 36 Circles are written inside curves and outside angles.



- 37 Circles are written clockwise (in this direction) on a straight stroke or between two straight strokes in the same direction.



38 Between two curves written in opposite directions, the circle is written on the back of the first curve.

care, k-a-r



gear, gay-e-r



vapor, v-a-p-r



rack, r-a-k



leak, l-e-k



pave, p-a-v



39 The o hook is written on its side before *n*, *m* unless a downward stroke comes before the hook.

own, o-n



stone, s-l-o-n



loan, l-o-n



but

shown, ish-o-n



bone, b-o-n



zone, s-o-n



40 The oo hook is written on its side after *n*, *m*.

noon, n-oo-n



move, m-oo-v



moon, m-oo-n



41 The under *ith* is used when it is joined to *o*, *r*, *l*; in other cases, the over *ith* is used.

though, ith-o



through, ith-r-oo



health- h-e-l-ith



but

these, ith-e-s



thick, ith-e-k



then, ith-e-n



42 Recall Chart The following chart reviews all the shorthand devices you studied in Lessons 1 through 5.

Spell out each word aloud, thus: *ith-r-o*, *throw*. You need not spell the brief forms and phrases.

The chart contains 84 words and phrases. Can you read the entire chart in 9 minutes or less?

WORDS

1



2



3



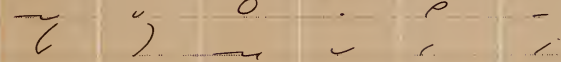
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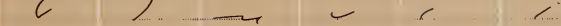



5




6  BRIEF FORMS

7 


8 

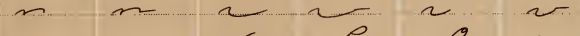
9 


PHRASES

10 

11 

12 






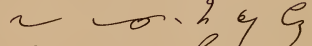

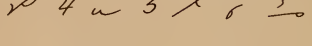


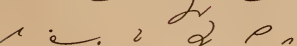



13 

14 

Reading Practice



43

eg a n - o
f u h - o
e u e r 2
c e m l e t
- o / i - 1616-1171-3

[107]



44

u h: o d,
g u b a r e
s h e f o z i
g i d b u r h

b. o n d s
d s 2 u e v g
c e o n o p d f
b. b u c k e

[45]



45

f o 9. g 1 2
u r s f u h
o f f i 1 2

o b y v f n i
m b f f, i.
k e n: i r z i
k e n - o a b
o e r m i y 1 2

u. l e r y
- u e k e x h
u. i b 1 2 n
e u b l e e
o r o n r
o r 1 2, 3 [73]

46



f b - e e v
d. n d o b y u
k e o - h e.
f n o o n a x
r h 15 6 2 6.
o e r m o e v
o x d i e [39]

Chapter 2

Educational Background

When a businessman considers an applicant for a secretarial position, he is naturally interested in her basic skills. However, he is also interested in her educational background. He realizes that the more education and training she has, the more valuable she will be to him. Consequently, he is willing to pay considerably more to a college-educated and trained person than to one who has not continued her studies beyond high school.

Although a college degree is not an absolute necessity for secretarial employment, it gives applicants three decided advantages:

- 1 They command better starting salaries.
- 2 They usually work for higher-level executives.
- 3 They have opportunities for more rapid promotions to positions of greater responsibility.



You must realize, however, that college training in and of itself will not guarantee you success in business. You must prove that you have the ability to perform efficiently the tasks assigned to you by your employer. If you do not have this ability, even the most advanced degrees will be of no value to you.

College is often a proving ground that separates the leaders from the followers. If you are successful in your college work, the chances are excellent that you will be successful in the business world. You will bring to your job a higher level of skill, more maturity, and a more sophisticated attitude than the person with no college training. As a college-trained secretary, you will have a better command of the English language, a larger vocabulary, and a surer grasp of communications skills than will the person with no college training.

In addition, you will probably have a better understanding of business organization, economics, and finance—all of which will make you a more valuable employee and help you succeed in business.

Get as much education and training in college as you can. The time you spend in college is a good investment in your future. Not only will it make you a more valuable person; it will also put money in your pocket.



Principles

47 O, Aw The small deep hook that represents o, as in *low*, also represents the sounds heard in *hot* and *draw*.

O

Spell: h-o-t, hot

hot

drop

sorry

top

job

stock

stop

copy

body

Aw

Spell: d-r-o, draw

draw

ought

all

law

taught

small

cause

brought

call

48 Business-Letter Salutations and Closings

Dear Sir

Yours truly

Yours very truly

Dear Madam

Sincerely yours

Very truly yours

◆ Note: While the expressions *Dear Sir*, *Dear Madam*, and *Yours truly* are considered too impersonal by experts in letter writing, they are still used by many businessmen. Therefore, special abbreviations are provided for them.



Suggestion: Before you begin your work on the letters that follow, turn to page 11 and read the procedures outlined there for reading and writing shorthand. To make the most rapid progress, follow those procedures carefully.

49 Brief-Form Letter This letter reviews all the brief forms you studied in Lesson 5 as well as many presented in Lesson 3.

u u: o u r
 i p e - r
 u u e) h
 y o - e r r
 . . d p l a c e
 p i . e r o . o
 e p e y r e
 - r . e n
 i n y : y
 e e y , 15' u h
 n e o - o . o
 r h y x - u e j

[67]



50

r y: i d e u u
 o y y s b

r e r h 18. h u
 r e r o r
 y r d r u
 r e r l a f
 h e e e r p
 e r l a f
 h e e e r b u
 s e r o m o
 e e h e 18 = r
 p o e r =
 r d r u
 e e p d r u
 r e l o y
 r y e r o r
 r d r u
 r o f r e [90]

T i e n t e r e d o g 2. n g 1 f.
 r u - . t u u r u h e u d e - l a y
 o r 10 = e n e b l e d e r e n e
 e e u f f 2. o u d - e u
 d e - s 15 > i n C h i n e s e } [75]
 r m n e r
 n e d d e s i g
 v h e h e i s s
 u d r e e l
 e r e d e
 u d f r d e
 f e e s t m
 C m n e
 i s s 1 116-1156. s [91]

d o g 2. n g 1 f.
 r u h e u d e - l a y
 e n e b l e d e r e n e
 o u d - e u
 C h i n e s e } [75]



n i : d . y u .
 a o c e r e
 r u h e u d e
 n g e . e o r r

P o h r u p r y s h
 g e n o s s e n g
 C e l u m n i e r
 r o f f i h e r e
 r u e e l o g
 n e i n e o e
 v g y e e b
 r m a c h e n d [53]



T e n d . f u l g
 u f f e h x f o r
 u . d f i n d e r

$h_2 = -u h_1 - u_2$ $-u_2 - 2 C_2$
 $-u_2, f, f_1 u - u_2$ [115]
 $u_2 - C_2$
 u_2

55



$3^1. P_{206}, P_{20} \text{ of } h_2,$
 $3^2: 9 \rightarrow 4: ①$ $C_2, C_2 = C_2 = 16$
 $9 - 30' 2 \text{ ②}$ $9 - 2 \text{ in } u_2 - 0$
 $- 9; 9 \text{ of } u_2$ $u_2, h_2 - u_2$
 $③: 9 \text{ in } - u_2 C_2$ $- P_2, 7:15, -$
 $2 \text{ 9, } f_1 u_2 \text{ ④}$ $C_2, C_2 = C_2 = 16$
 $9 \text{ u. u. } f_1$ $- u_2 - u_2 -$
 $u_2 \text{ 9, } u_2$ $f_1 \times h_2 - C_2$
 $\cdot h_2 - u_2 P_2$ $u_2 - u_2 - u_2$ [57]

8

LESSON

Principles

56 Brief Forms

shall	/	put	/	there (their)	/
which	/	be, by	/	this	/
for)	would	/	good	/

57 Frequent Phrases

for the	/	which is	/	I would	/
for that	/	this is	/	I would not	/
for this	/	there is	/	he would	/
for me	/	by the	/	he would not	/
for my	/	by that	/	I shall	/

58 Word Ending -ly

 The common word ending -ly is represented by the e circle.

Spell: n-e-r-lē, nearly

nearly	e	properly	e	plainly	e
merely	e	briefly	e	totally	e
fairly	e	mainly	e	highly	e
only	e	rarely	e	daily	e

Notice that in *highly* the small circle for -ly is written inside the large circle; that in *daily*, it is added to the other side of the *d* after the *a* has been written.

59 Amounts and Quantities In business you will often take dictation in which amounts and quantities are used. Here are some devices that will enable you to write them rapidly.

300	<u>3</u>	\$12	12/	8 o'clock	8 ^u
6,000	6,	\$3,000	3/	\$4.50	4 ⁵⁰
800,000	8	\$600,000	6	6 percent	6,

◆ Notice that the *n* for *hundred* and the *th* for *thousand* are placed underneath the figure.

Reading and Writing Practice



60 Brief-Form Letter

I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.

I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.

61



I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.
 I am writing to you
 on the 26th of
 the month of
 the year 1900.

u n n e 2 x r
) n o e o d r (u b y n e i - t o
u g . r u o p
i n o i g u n
o . n 9 2 y 9 : 9
i n t e u n r ,
u d n e y y o
25 / , r e e y) . f
(u g y o b n
116-1178- t o [89]

62



f p u e e
C e 26 0 p m 6 v
! y u e e y
u d e n e p n
2 v) v b . e
p r e o . 4 y
e - o y n o
u y e e h r

e - o - u - y
u b y n e i - t o

[59]

63



f 6 o u y 6 r
e p 2 y u
e e p u e y -
p u 1 4 u - o
10 > 0 u e r b
u o n e y y l
10 / 6 . 6 o
r o 8 / 1 20 , e .
1 o o l e r
o 2 . 9 2 y 9
h y : 1 r e l l y ;
30 , r 6 o y ; 40 ,
r e y > r e o .
30 , y e n -
p u i - t o [116]

64

16 - ...
 11 ...
 5 ...
 2 ...
 2 ...
 2 ...
 1 ...
 1 ...
 2 ...

9. ...
 ...
 ...
 ... [74]

66



65



... 20 ...
 ... 250 ...
 ...
 ...
 ...
 ...
 ...
 ...













...
 ...
 ...
 ...
 ...
 ...
 ...
 ...
 ... [95]

9

Principles







67 Word Ending -tion The word ending *-tion* (sometimes spelled *-sion*, *-cian*, or *-shion*) is represented by *ish*.

Spell: a-k-shun, action

action		occasion		nations	
faction		collection		national	
position		physician		nationally	
portion		fashion		cautioned	










68 Word Endings -cient, -ciency The word ending *-cient* is represented by *ish-t*; *-ciency*, by *ish-s-e*.

Spell: p-a-shun-t, patient; e-f-e-shun-s-e, efficiency

patient		efficient		proficient	
patiently		efficiency		proficiency	

69 Word Ending -tial The word ending *-tial* (or *-cial*) is represented by *ish*.

Spell: s-o-shul, social

social		special		initial	
official		specially		initialed	
financial		partial		initially	

70 T for To in Phrases In phrases, to is represented by *t* when it is followed by a downstroke.

to be	<i>t</i>	to change	<i>tʃ</i>	to buy	<i>t</i>
to have	<i>t</i>	to charge	<i>tʃ</i>	to fill	<i>t</i>
to plan	<i>t</i>	to show	<i>ʃ</i>	to see	<i>t</i>
to pay	<i>t</i>	to share	<i>t</i>	to say	<i>t</i>

◆ Notice that the left *s* is used in see and say when these words occur in phrases.

Reading and Writing Practice



71 Brief-Form Review Letter

<i>u r: e e l</i>	<i>ʃ ʒ u e z r</i>
<i>b n r e i d u p</i>	<i>a o r p u</i>
<i>u z v o) . 30 =</i>	<i>b l c a p h</i>
<i>p y u e i b</i>	<i>u f (h 15 f e</i>
<i>g i . d u e</i>	<i>u b z r s e o a</i>
<i>w o o g . d e r u</i>	<i>z u i o e i p i</i>
<i>i d u f z b 2</i>	<i>i y u p n o . y</i>
<i>- i ; i f b</i>	<i>u e x t g o [129]</i>
<i>. e p . i d e i</i>	
<i>p . 30 = p d g -</i>	
<i>p o n e b l ()</i>	<i>i h e o i d o</i>
<i>o > b t f (e .</i>	<i>i d = u l y w o</i>

72



h -) = 6 2 d -
 (m). - o uor
 n do l x 2^u e
 . e_u do_u - o i
 by n uor h > 9
 e_u do_u - o , . 6
 - do_u - o_u i
 p_u . uor ce
 h e e e - o n >
) - do_u o d h
 b . e_u do_u - o -
 n e e u o d - o [97]

no m u e l
 y n e 3 e -
) o r 2 v
 e (4^u o r 2
 b o v - o . 1 .
 e - 1 x {
 - o y e r . 2
 2 . d u u -
 e e . y } . d
 y u e > l e r o
 n e y ' e a '
 o n - o - o

[120]

73



e l m) 4 y u
 e e e d - e_u
 m_u e_u i 26_u i_u
 - e_u (4^u - h_u
 15 x / 5^u o p o
 p_u . n - o . u

74



e e n h_u 25
 , p o e e
 m_u o d . u
 e - o d y .
 v i e y ' e y '
 e l e e , e

u. o d u,
 q b e r
 e) 8 u 10 h,
 o r d r p e y
 r a e u n y
 p s e n y
 n y e h e 10 > o
 w y r a e p e
 p l 2, 6 a u
 o d o d > / n
 e r d e e 2 e
 n o o c e h e
 10 x 2 u i c e . d

o u n y . d [104]

75



r d : o u e y d e
 n p u t r e e y
 d o r 2 u n y
 e e h e 10 . 9 o . n
 o r o d y d i 9 w
 i n e n o , n y
 o y 6 , 4 c o g 2
 u o y o r 2
 r e y y f h .
 f h b e [75]

STUDY-HABIT CHECK LIST

No doubt as a conscientious student you do your home assignments faithfully. Do you, however, derive the greatest benefit from the time you devote to practice?

You do if you practice in a quiet place that enables you to concentrate.



You don't if you practice with one eye on the television and the other on your practice work!

You do if, once you have started your assignment, you do not leave your desk or table until you have completed it.










You don't if you interrupt your practice from time to time to call a friend or raid the refrigerator!

Principles

76 Nd The shorthand strokes for *n-d* are joined without an angle to form the *nd* blend, as in *signed*.










Nd Compare: sign  signed 

Spell: s-ī-end, signed; l-a-end, land





land		trained		kind	
planned		strained		mind	
friend		find		spend	

77 Nt The stroke for *nd* also represents *nt*, as in *sent*.

Spell: s-e-ent, sent; ent-oo, into

sent		rented		agent	
event		painted		into	
prevent		parent		entirely	

78 Ses The sound of *ses*, as in *senses*, is represented by joining the two forms of *s*. The similar sounds of *sis*, as in *sister*, and *sus*, as in *versus*, are represented in the same way.

Compare: sense		senses	
face		faces	

Spell: s-e-n-sez, senses

places		losses		passes	
causes		necessary		sister	
addresses		offices		basis	
promises		cases		versus	

Reading and Writing Practice



79 Brief-Form Review Letter

[Handwritten cursive letters and symbols for review, including numbers 1, 15, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100]

[Handwritten cursive letters and symbols for review, including numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100]

[88]

80



[Handwritten cursive letters and symbols for review, including numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100]

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95.

[95]



81

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95.

[114]



82

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95.

q m. c. d
e u 50, 7 10 p
u y m r
e u h e e r
e y e u 2 u b
e y . e e e
e y . e e e
e r e [107]

q. m. p i e
1) 1 u e b
i e d 1, 1, d
e . e r 1 e e b
2 e y 7 b 1 2
m y b 2 3 x m e y
b i e r s
y . a h s [101]

83



u r e : s e
e y y u
e 2 . e - p
i e l u . d
e 5 e r 2 u
e 1 9) e . i s .
i e d i s
u r e . e d
i . u i j b i
d i e e i n a h P [61]

84



u e : m
e d a n i e
e y e . e
u e e i e i s . a
e i e r u s p z
e 1 8 0 / d
e t e b e
i n o r . h e e
i . e r b i
[61]



LESSON

Principles

85 Brief Forms Here is another set of brief forms for common words.










| | | | | | |
|--------|---|------|---|------|---|
| should | ✓ | was | 4 | and | ✓ |
| could | ✓ | when | o | they | o |
| send | 2 | from | 2 | them | — |

◆ Note: *Them* is a combination of the over *ith* and *m* joined without an angle.

86 Rd The combination *rd* is represented by writing *r* with an upward turn at the finish.

Compare: store  stored 

Spell: s-t-o-ä-rd, stored; h-e-ä-rd, heard

| | | | | | |
|----------|---|--------|---|---------|---|
| stored |  | tired |  | hard |  |
| hired |  | record |  | harder |  |
| appeared |  | toward |  | guarded |  |

87 Ld The combination *ld* is represented by writing the *l* with an upward turn at the finish.

Compare: fail  failed 

Spell: o-eld, old; n-a-eld, nailed

| | | | | | |
|-----|---|--------|---|--------|---|
| old |  | mailed |  | folder |  |
|-----|---|--------|---|--------|---|

| | | | | | |
|---------|--|--------|--|----------|--|
| nailed | | billed | | folded | |
| settled | | child | | children | |

88 Been in Phrases The word *been* is represented by *b* after *have*, *has*, *had*.

| | | | | | |
|---------------|--|-----------------|--|----------------|--|
| have been | | have not been | | had not been | |
| I have been | | I have not been | | it has been | |
| you have been | | had been | | there has been | |

◆ Notice that the left *s* may be used in *has* in phrases.

89 Able in Phrases The word *able* is represented by *a* after *be* or *been*.

| | | | |
|------------------------|--|------------------|--|
| I have been able | | has been able | |
| you have been able | | I should be able | |
| you have not been able | | to be able | |
| had been able | | you will be able | |

Reading and Writing Practice



90 Brief-Form Letter The following letter contains at least one illustration of every brief form in paragraph 85.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

6. z r e e o e r b r e u
: 2 - 1 2
e 15. b, b o d
r o o , r u .
o b e r s t
e l o w g u
1 1 e r o o
b u r z u l e
s t r u
e e . r b e n
z r d r m
e e i a j b [113]

e r b r e u
b e p 1 2 2 1
r r r z i
r z e r
b e r d r m
r e b 1 b . 1
i r u b e r o
z e i r y e
w r r m
e h -) [98]

91



T r o c h
s r b e i n e a
) . b e r e g r o
r b r u l o e
w r r m l e
1 1 e r e s

92



r e z r m
e e e - 1972 :
g o r b t y
e e 1 1 o l e r
e e 18 (h o b
e b e r i b e
z i . o u r o
r e e y o

144 he
- ll. on
i r b / o.

ce f o > o r
- ll. u b /
n - b i x o u il
b b n d [89]

93



f f 9 4. 6 x
u b 20 - 6 o
e r f - y e
he 15 / e 16. o
x. b r f e - d
- y - r e - d
b e e g e u r
2 o r b o m m
). u a i f - o
w o g f r e r f
f 9 - d. d /

62 o - e h e
15 x 2 [78]

94



u r d: o u b
p f b - a i /
26. i b - b / 1 /
o u 1, 2 = e 16
1 o r e e 20.
- 1 a e m h o
(i n e p i o t / 5 2
x e 1 p o t u
o o f f u o o b b
- > o o i 2. p e
r 2 b r o. o
2 o y 1 2, b
r u a 9. e e p
o. p o r p p,
o o i y r e
b 2 p o r i e. e 16
[126]







RECALL

Lesson 12 is a “breather”; it presents no new principles for you to learn. It reviews the shorthand strokes you learned in Lessons 1-11.

Principles
of Joining

The following principles deal with the joinings of the two forms of *s*.

95 At the beginning and ends of words, the comma *s* is used before and after *f, v, k, gay*; the left *s*, before and after *p, b, r, l*.

| | | | | | |
|-------|---|--------|---|--------|---|
| saves |  | sips |  | series |  |
| seeks |  | globes |  | raggs |  |




96 The comma *s* is used before *t, d, n, m, o*; the left *s* is used after those strokes.

| | | | | | |
|--------|---|-------|---|-------|---|
| stones |  | solos |  | needs |  |
|--------|---|-------|---|-------|---|

97 The comma *s* is used before and after *ish, chay, j*.

| | | | | | |
|----------|---|---------|---|--------|---|
| sessions |  | reaches |  | stages |  |
|----------|---|---------|---|--------|---|







98 The comma *s* is used in words consisting of *s* and a circle vowel or *s* and *ith* and a circle vowel.

| | | | | | |
|-----|---|-------|---|--------|---|
| say |  | these |  | seethe |  |
|-----|---|-------|---|--------|---|

99 Gregg Shorthand is equally legible whether it is written on ruled or unruled paper; consequently, you need not worry about the exact placement of your outlines on the printed lines in your notebook. The main purpose that the printed lines in your notebook serve is to keep you from wandering uphill and downhill as you write.

However, so that all outlines may be uniformly placed in the shorthand books from which you study, this general rule has been followed:

The base of the first consonant of a word is placed on the line of writing. When s comes before a downstroke, however, the downstroke is placed on the line of writing.

| | | | | | |
|--------|---|-------|---|-------|---|
| name |  | safe |  | pace |  |
| dealer |  | chief |  | space |  |

100 Recall Chart The following chart contains all the brief forms presented in Chapter 2 and one or more illustrations of all the shorthand devices you studied in Chapters 1 and 2.

Can you read it in 6 minutes or less?















BRIEF FORMS

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |

WORDS

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |

PHRASES AND AMOUNTS

| | | | | | | |
|----|---|---|---|---|---|---|
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |



101 Brief-Form Review Letter

u b: o e - d
 e e 18. n l
 u o 1 v 2 m
 e r n w.
 g u - : 1 0 r -
 o w r . - b v
 l u d - o 12
 2 3 4 5 6
 u r b b o f
 n g 1 l . r v b
 w - o w r l
 p l y o n y e
 h e . r . 2 y b u
 l y . r . 2 o 30
 r x 2 s (e e
 r d y - e - e
 u u 4) -
 { o . c b w [116]

102

r e n o 2 o p
 e f y n r e e o
 1 n b e 9 o o
 e . 1 2 2 4
 - u . 1 . 2 o
 l y 1 9 2 1 8
 e a r 1 e e
 - u y r . e e
 r i n - 4 u 5
 l , o r 1 u
 b e . q l e o 5
 g u) e e . e v y
 e } r e e r o
 e e l e u e e e
 [83]

103



r u p u : o
 e g r e i e
 u r 16 l e

$10^2 \times 10^3 = 10^5$
 $10^4 \times 10^2 = 10^6$
 $10^5 \times 10^3 = 10^8$
 $10^6 \times 10^4 = 10^{10}$
 $10^7 \times 10^5 = 10^{12}$
 $10^8 \times 10^6 = 10^{14}$
 $10^9 \times 10^7 = 10^{16}$
 $10^{10} \times 10^8 = 10^{18}$
 $10^{11} \times 10^9 = 10^{20}$
 $10^{12} \times 10^{10} = 10^{22}$
 $10^{13} \times 10^{11} = 10^{24}$
 $10^{14} \times 10^{12} = 10^{26}$
 $10^{15} \times 10^{13} = 10^{28}$
 $10^{16} \times 10^{14} = 10^{30}$

$10^2 \times 10^3 = 10^5$
 $10^4 \times 10^2 = 10^6$
 $10^5 \times 10^3 = 10^8$
 $10^6 \times 10^4 = 10^{10}$
 $10^7 \times 10^5 = 10^{12}$
 $10^8 \times 10^6 = 10^{14}$
 $10^9 \times 10^7 = 10^{16}$
 $10^{10} \times 10^8 = 10^{18}$
 $10^{11} \times 10^9 = 10^{20}$
 $10^{12} \times 10^{10} = 10^{22}$
 $10^{13} \times 10^{11} = 10^{24}$
 $10^{14} \times 10^{12} = 10^{26}$
 $10^{15} \times 10^{13} = 10^{28}$
 $10^{16} \times 10^{14} = 10^{30}$

[100]

104



$10^2 \times 10^3 = 10^5$
 $10^4 \times 10^2 = 10^6$
 $10^5 \times 10^3 = 10^8$
 $10^6 \times 10^4 = 10^{10}$
 $10^7 \times 10^5 = 10^{12}$
 $10^8 \times 10^6 = 10^{14}$
 $10^9 \times 10^7 = 10^{16}$
 $10^{10} \times 10^8 = 10^{18}$
 $10^{11} \times 10^9 = 10^{20}$
 $10^{12} \times 10^{10} = 10^{22}$
 $10^{13} \times 10^{11} = 10^{24}$
 $10^{14} \times 10^{12} = 10^{26}$
 $10^{15} \times 10^{13} = 10^{28}$
 $10^{16} \times 10^{14} = 10^{30}$

105



$10^2 \times 10^3 = 10^5$
 $10^4 \times 10^2 = 10^6$
 $10^5 \times 10^3 = 10^8$
 $10^6 \times 10^4 = 10^{10}$
 $10^7 \times 10^5 = 10^{12}$
 $10^8 \times 10^6 = 10^{14}$
 $10^9 \times 10^7 = 10^{16}$
 $10^{10} \times 10^8 = 10^{18}$
 $10^{11} \times 10^9 = 10^{20}$
 $10^{12} \times 10^{10} = 10^{22}$
 $10^{13} \times 10^{11} = 10^{24}$
 $10^{14} \times 10^{12} = 10^{26}$
 $10^{15} \times 10^{13} = 10^{28}$
 $10^{16} \times 10^{14} = 10^{30}$

[43]

Chapter 3

Shorthand and Your College Major

People study shorthand for many reasons, but college students do so for very special reasons. The primary reason for many is that they want to obtain desirable, well-paying secretarial positions in business or government, and they know that college-trained secretaries are in great demand.

Others who do not plan to make a career of secretarial work realize that being able to list shorthand skills among their achievements will help them get a foothold in their chosen fields that would otherwise be denied

them. Shorthand provides the “extra” that puts the liberal arts major well ahead of his classmates who have no specific skills to offer when they look for that first job.

If you have chosen journalism as your career, consider how helpful shorthand will be to you in making notes of interviews and in recording important events that you witness. If you have decided to major in history, government, or political science, again shorthand will be of great value to you. Business often prefers shorthand training for those who work in research. But how do you “market” this particular skill in a business or government organization?

Even if your grades are above average, you will not find it easy to obtain the job you want unless you bring an extra skill to it. Shorthand is that skill.

H. Armstrong Roberts





United Press International Photo

The person with talent in art, music, or drama, for example, finds keen competition when he tries to sell that talent to a commercial enterprise. In fact, more people seek jobs in those areas than there are jobs to be filled. Shorthand can be the key that opens the door for you to those hard-to-enter fields.

The English major who wants to work in business often finds it difficult to obtain that first job. But when he adds shorthand to his list of qualifications, the picture immediately brightens.

Each year thousands of women who have liberal arts degrees enroll in business schools to obtain secretarial skills. They know that with such skills, their chances of obtaining that ideal job are much better.

What is *your* major? Regardless of what it is, you have the best possible opportunity of marketing it when you can add shorthand to your qualifications on your data sheet.

Shorthand and liberal arts are a natural combination.












13







LESSON

Principles

106 Brief Forms

| | | | | | |
|-----------|---|------------|---|---------|---|
| yesterday |  | were, year |  | enclose |  |
| work |  | soon |  | order |  |
| glad |  | very |  | thank |  |

107 Brief-Form Derivatives and Phrases










| | | | | | |
|---------|---|-----------|---|---------------|---|
| thanks |  | thank you |  | thank you for |  |
| ordered |  | worker |  | gladly |  |

◆ Notice that *thanks* is written with a disjoined left *s* in the dot position; that the *d* representing the past tense of *order* is joined with a jog; that the dot in *thank* is omitted in phrases.

108 U, OO The hook that represents the sound of oo, as in *to*, also represents the vowel sounds in *does* and *foot*.

U










Spell: d-oo-s, does

| | | | | | |
|-------|---|--------|---|----------|---|
| does |  | none |  | us |  |
| cover |  | number |  | just |  |
| drug |  | enough |  | precious |  |

◆ Notice that the oo in *none*, *number*, *enough* is turned on its side; that oo-s join without an angle in *us*, *just*, *precious*.

OO










Spell: f-oo-t, foot

| | | | | | |
|------|---|--------|---|---------|---|
| foot |  | looked |  | took |  |
| book |  | pulled |  | pushed |  |
| full |  | stood |  | cooking |  |

109 W, Sw At the beginning of words, w is represented by the oo hook; sw, by s-oo.

W

Spell: oo-e, we

| | | | | | |
|------|---|-------------|---|-------|---|
| we |  | week (weak) |  | watch |  |
| way |  | wear |  | wood |  |
| wait |  | wash |  | wool |  |

Sw

Spell: s-oo-e-t, sweet

| | | | | | |
|-------|---|------|---|---------|---|
| sweet |  | swim |  | sweater |  |
|-------|---|------|---|---------|---|

Building Transcription Skills

110 BUSINESS VOCABULARY BUILDER

As a stenographer or secretary you will constantly be dealing with words. Consequently, the larger the vocabulary at your command, the easier will be your task of taking dictation and transcribing.

To help you build your vocabulary at the same time that you are learning shorthand, a Business Vocabulary Builder is provided in Lesson 13 and in many of the lessons that follow. The Business Vocabulary Builder consists of brief definitions of business words and expressions, selected from the Reading and Writing Practice of the lesson, that may be unfamiliar to you.

Be sure to read each Business Vocabulary Builder before you begin your work on the Reading and Writing Practice that follows it.

111

Business
Vocabulary
Builder

wearing apparel Clothing.

canceled Called off.

urgent Calling for immediate action; pressing.

testify Make a statement under oath.

Reading and Writing Practice



112 Brief-Form Letter

Dear Mr. Jones
I am writing to you
regarding the
order of 18-22
which was
placed with
me on 10-15-20
and which was
shipped to you
on 10-20-20. I
am sorry that
the package
did not arrive
at your home
as it was
damaged in
transit. I
will be
replacing the
package for you
at no charge.

✓ 50 y) i > /
n (-) z) p)
b n p k c
20 50 y u n s
p r o f e s s o r [124]

113



I am writing to you
regarding the
order of 18-22
which was
placed with
me on 10-15-20
and which was
shipped to you
on 10-20-20. I
am sorry that
the package
did not arrive
at your home
as it was
damaged in
transit. I
will be
replacing the
package for you
at no charge.

T z ✓) r e n
z e p n g r i c
k e o n 2 1 -
✓ 2 2 x) W)
z e 2 > 2 n . y
o e p u l a
- h e o e d
2. b. 2 n

114
[77]

200, 200, 100
[90]

114



Handwritten notes on page 114, including numbers and symbols.

115



Handwritten notes on page 115, including numbers and symbols.

20 > (") 0 i y
p m z - w
i - o [124]

n p s - ac
[97]

116



u z: 9 h u e l
p e z i 4 = m u
l e y u y i !
w v = h d . o w
r - m i d
l e o m y r e b z
f l e y f - l p
h a p m l e
m d e s f 2
z - e . 1 2
2 . u - e . u
15 / u u > l e
y u - h u u
l e 1 e r 2
p i d . p z e g

117



e h z p r o r v
z i e u s d
u m e l
u m z e . l
z e u . 1 2 b
l e u m y m e
u . r e 40 e i .
v . . 20 = a = =
v . l y h
r e y p h z z
r e u u y
w e 2 b k v
r y i q . 2 .
o y h r
z b > y i . 2
o z . z [101]

Principles










118 Wh *Wh*, as in *white*, is pronounced *hw*—the *h* is pronounced first. Therefore, in shorthand, we write the *h* first.

Spell: h-oo-t, white

white  while  wheat 




119 W in the Body of a Word When the sound of *w* occurs in the body of a word, as in *quick*, it is represented by a short dash underneath the vowel following the *w* sound. The dash is inserted after the rest of the shorthand outline has been written.

Spell: k-oo-e-k, quick










quick  equipped  always 
 quite  twice  roadway 
 quit  liquid  Broadway 

120 Ted The combination *ted*, as in *heated*, is represented by joining *t* and *d* into one long stroke.

Ted 

Compare: heat  heed  heated 

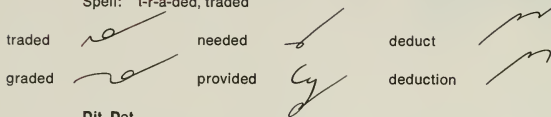
Spell: h-e-ted, heated

acted  tested  dated 
 visited  located  steady 
 rested  listed  today 

121 Ded, Dit, Det The long stroke that represents *ted* also represents *ded*, *dit*, *det*.

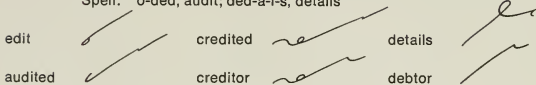
Ded

Spell: t-r-a-ded, traded



Dit, Det

Spell: o-ded, audit; ded-a-l-s, details



◆ Notice that the *d* representing the past tense in *audit* and *credit* is joined with a jog.

Building Transcription Skills

122

Business
Vocabulary
Builder

drafted Outlined in rough form.

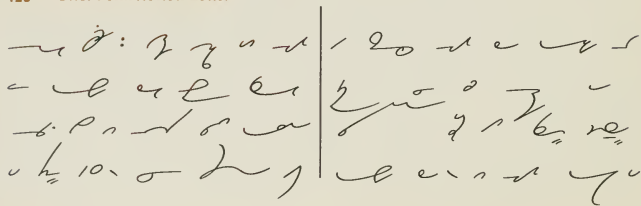
auditors Those who examine accounts for accuracy.

in vain Without success or result.

Reading and Writing Practice



123 Brief-Form Review Letter



123 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18
 19 20 21 22 23 24 25 26
 27 28 29 30 31 32 33 34
 35 36 37 38 39 40 41 42
 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58
 59 60 61 62 63 64 65 66
 67 68 69 70 71 72 73 74
 75 76 77 78 79 80 81 82
 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98
 99 100

[106]

124



123 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18
 19 20 21 22 23 24 25 26
 27 28 29 30 31 32 33 34
 35 36 37 38 39 40 41 42
 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58
 59 60 61 62 63 64 65 66
 67 68 69 70 71 72 73 74
 75 76 77 78 79 80 81 82
 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98
 99 100

123 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18
 19 20 21 22 23 24 25 26
 27 28 29 30 31 32 33 34
 35 36 37 38 39 40 41 42
 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58
 59 60 61 62 63 64 65 66
 67 68 69 70 71 72 73 74
 75 76 77 78 79 80 81 82
 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98
 99 100

[89]

125



123 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18
 19 20 21 22 23 24 25 26
 27 28 29 30 31 32 33 34
 35 36 37 38 39 40 41 42
 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58
 59 60 61 62 63 64 65 66
 67 68 69 70 71 72 73 74
 75 76 77 78 79 80 81 82
 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98
 99 100

1 2 3 4 5 6 7 8 9 10
(10, 7 6 5 4 3 2 1)
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
[125]

126



1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
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1 2 3 4 5 6 7 8 9 10
[127]

127



1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
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1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10

u u l (r e s o
o n e s i n e y
x - 1 0 2 2 2 [81]

128



u i : 2 0 f
o u e f 1 0
o s . f o u
u s . i n : u l
e p , s) e l e
o . s h o
e g - o f) e o

1 0 s h e y :
e r . 2 0 . 1 2
o t u l s z

i 2 0) e l e
o : f o l e

1 0 : o r g e
z r , l e u

p o l o

u s . e l e u

i n y s t

e . l u . j a e [107]

SHORTHAND READING CHECK LIST

When you read shorthand, do you—

- 1 Read aloud so that you know that you are concentrating on each outline that you read?
- 2 Spell each outline that you cannot immediately read?
- 3 Reread each Reading and Writing Practice a second time?
- 4 Occasionally reread the suggestions for reading shorthand given on pages 10 and 11?

Principles

129 Brief Forms

| | | | | | |
|-------|--|----------|--|--------------|--|
| what | | value | | one (won) | |
| about | | why | | thing, think | |
| great | | business | | than | |

◆ Note: *Than* is a combination of the over *ith* and *n* joined without an angle.

130 Brief-Form Derivatives

| | | | | | |
|---------|--|----------------|--|--------------|--|
| once | | things, thinks | | businessman | |
| greater | | thinking | | businesses | |
| greatly | | values | | businesslike | |

◆ Notice that a disjoined left s is used to express *things, thinks*; that the plural of *business* is formed by adding another left s.













131 Word Ending -ble The word ending -ble is represented by *b*.

Spell: p-o-s-ibul, possible

| | | | | | |
|-----------|--|-----------|--|---------|--|
| possible | | terrible | | table | |
| available | | trouble | | tables | |
| reliable | | payable | | cabled | |
| sensible | | honorable | | doubled | |

132 **Word Beginning Re-** The word beginning re- is represented by r.

Spell: re-s-e-v, receive

| | | | | | |
|----------|---|----------|---|-----------|---|
| receive |  | replace |  | reference |  |
| resist |  | revise |  | receipt |  |
| research |  | repeat |  | reopen |  |
| reply |  | repaired |  | rearrange |  |

Building Transcription Skills

133

Business
Vocabulary
Builder

jeopardy Peril; danger.

precisely Exactly.

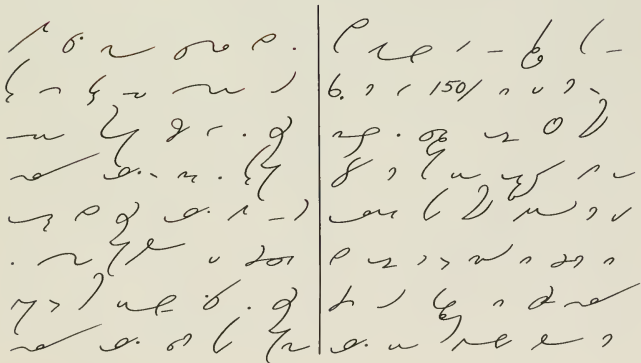
authorization Permission.

amicable Friendly.

**Reading and
Writing Practice**



134 **Brief-Form Letter**



1208 100
w. r. y. y. y.
c. h. o. m. e.
1208 [140]



135

135
o. n. u. n. d.
o. n. u. n. d.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.

143
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r. [143]



136

136
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r.
u. n. d. e. r. [84]

~ P: 20 y . d ~ d e m) o
 2 u r h e d . P . e / o r n o . i . o f : > ①
 e f f i c i e n t e y i e i e r e a u
 s t - e e - h e - i e e 10 y : z . 9 .
 P - u r 4 / y 2 b e s / a i n e
 1 . y s t y e - o o i y : > ② o
 h e e o 9 o r e - r e e 11 e .
 e . u a q - i . p , y u i
 o > o / 1 2 1 / r o p y t y - .
 m . x u l e a r o g t o r u i i
 e ' i y o y r - o 3 > ③ , e
 e i n 9 / o o u e 15 d . p i n g
 z ' e o p > l e e z , l e a > 2 6
 . x u l e a . i i d e r i - u o / - 6
 n 2 2 / r e e x p . l e a l e
 h y . a r i e [125] / e - u z o i
 r - o e m > v
 m . x c a l e , [117]



~ i : o 2 . i













16

LESSON

Principles




139 Oi The sound of *oi*, as in *toy*, is represented by *o*.

Spell: t-oi, toy

| | | | | | |
|------|---|-------|---|---------|---|
| toy |  | annoy |  | appoint |  |
| boy |  | oil |  | voice |  |
| joy |  | spoil |  | choice |  |
| join |  | boil |  | noises |  |










140 Men, Mem The combinations *men*, *mem* are represented by joining *m* and *n* into one long forward stroke.

Men, Mem

Compare: knee  me  many 







Men

Spell: men-t, meant

| | | | | | |
|---------|--|----------|--|-------------|--|
| men |  | mending |  | businessmen |  |
| meant |  | mentally |  | women |  |
| mention |  | salesmen |  | amend |  |

Mem

Spell: mem-r-e, memory

| | | | | | |
|----------|---|---------|---|-----------|---|
| memory |  | member |  | remember |  |
| memorize |  | members |  | memorable |  |

141 Min, Mon, Mun, etc. The long stroke that represents *men*, *mem* also represents the similar sounds of *min*, *mon*, *mun*, etc.

Spell: men-e-t, minute; men-r, manner

| | | | | | |
|-----------|--|---------|--|---------|--|
| minute | | month | | manner | |
| minimum | | monthly | | managed | |
| eliminate | | money | | manager | |

142 Word Beginning Be- The word beginning *be-* is represented by *b*.

Spell: be-k-a-m, became

| | | | | | |
|--------|--|---------|--|--------|--|
| became | | because | | below | |
| begin | | believe | | beyond | |
| began | | belief | | betray | |

Building Transcription Skills

143

Business
Vocabulary
Builder

pointers Hints, tips.

hampered Interfered with.

business machines Typewriters, adding machines, calculators, etc.

Reading and Writing Practice



144 **Brief-Form Review Letter**

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

m) ip 2. p
up up we h d r
C cov. r x > h n
2. 1 n. v l
2: v. no 9 - v
m. no 9 v x i
u u r. v l
b 1 450/ p o
u u -)

u u e i h
b - 9 o e d n
b b - 2 [129]

145



u u : 3 v
y i h e i e ;
d y d - p z -
u u i . o l y
o u y e i
u i h u i g

u u b r
e r e s t , s i h m
e g 2 s . e o)
u i u o s t .
m y i t e p l s t
u y y > h
u y y s
u u u u
/ 116-1117. u b [94]

146



p p b o n e .
e 2 p i n
r . " b " s . s o
e n . e s o n
b s b u p - 9
o u u e v .
b r 19. u r b
i a u . p e
r u v 19. h

1. > u u u u u u
y; 2 y r y h
—
u r n co 40%;
h s u r n co
70%; h —
u n co 210/ > 3'
e. e 9 —;
e l l p e . s

[106]



147

1 x 2 r — u y
y r n e s m o
h v o o . 7 y x v 2
o b t v e h
e s) e h x >
n e s o o . 7
y (! . . p e
e . h y r b l
v f r s h i s

ive , bo i n e .
p e e . u r 2 y
y s o h 9 . Co
u r v > H o
y u i g l p e
e . u n b l d
l e r t e v s

[110]



148

f e o o f e i y
1 . 6) e e e
u y e u h e h
e s y v m e 6 y
v e e e 2 y k
r y) m e f v
— , v o v . y
u e t 6) e r m
e r t e e e e
o b y i b u o o i n e
l e e y r s


[79]





LESSON


Principles


149 Brief Forms When you have learned the following six brief forms, you will have learned more than half the brief forms of Gregg Shorthand.


morning 

gentlemen 

important,
importance 

those 


where 


manufacture 


150 Word Beginnings Per-, Pur- The word beginnings *per-*, *pur-* are represented by *pr*.


Per-


Spell: pur-s-n, person


person 

persisted 

persuade 


permit 

perfect 


personnel 

Pur-

Spell: pur-chay-a-s, purchase

purchase 

purple 


purse 

151 Word Beginnings De-, Di- The word beginnings *de-*, *di-* are represented by *d*.


De-

Spell: de-l-a, delay


delay 

deposit 

derive 

deserve 

delivery 

desired 

Di-

Spell: de-r-e-k-t, direct

direct

direction

diploma

Building Transcription Skills

152 SIMILAR-WORDS DRILL

The English language contains many groups of words that sound or look alike, but each member of the group is spelled differently and has its own meaning.

Example: **sent** (dispatched); **scent** (a smell); **cent** (a coin).

In addition, there are many groups of words that sound or look *almost* alike.

Example: **defer** (to put off); **differ** (to disagree).

The stenographer or secretary who is not alert may, while transcribing, select the wrong member of the group, with the result that her transcript makes no sense.

In this lesson and in a number of others that follow you will find a Similar-Words Drill that will call to your attention common groups of similar words on which the unwary stenographer can stumble.

Study these groups carefully so that when you transcribe, you will be able to select the correct member of the group and thus avoid the embarrassment of having your letters returned for correction.

SIMILAR-WORDS DRILL ■ personal, personnel

personal Individual; private; pertaining to the person or body.

Harry is a *personal* friend of mine.

You should watch your *personal* appearance with care.

personnel The people who work for a firm; the staff.

You can depend on our *personnel* to give you good service.

Mr. Smith is the *personnel* director of our firm.

minimum The least.**decisive** Settling all doubt; definite.**established** (*adjective*) Recognized and accepted without question.Reading and
Writing Practice

154 Brief-Form Letter

L 3 1 0
 re of M L
 - 1 2 3 4
 re e 2 3 4
 L 3 4 5 6
 1 2 3 4 5
 - 1 2 3 4
 2 3 4 5 6
 6 7 8 9 10
 1 2 3 4 5 6
 7 8 9 10 11
 12 13 14 15
 16 17 18 19
 20 21 22 23
 24 25 26 27
 28 29 30 31
 32 33 34 35

2 9 1 12 2 [113]

155



1 2 3 4 5 6
 7 8 9 10 11 12
 13 14 15 16 17 18
 19 20 21 22 23 24
 25 26 27 28 29 30
 31 32 33 34 35 36
 37 38 39 40 41 42
 43 44 45 46 47 48
 49 50 51 52 53 54
 55 56 57 58 59 60
 61 62 63 64 65 66
 67 68 69 70 71 72
 73 74 75 76 77 78
 79 80 81 82 83 84
 85 86 87 88 89 90
 91 92 93 94 95 96
 97 98 99 100

your own
[86]



156

L v / e 2 eq
in my own
— i e p u
n r d o i l e
own of U r.
y - . d x 1 n b
ne c n y l x q
n o b i d i b n
p d > o e n r
y o w o n l e
r - . M b e 9
e n y l e d e
2 2 1 d 2 1
M ; o . B x P
(a .) e . i d
e . o o y 1 2 y

ed r s h e
e e n a l
M b e 9 . o [125]



157

l e e 10 . n
y i o 1 p e 9
e i e 4 4 b
e e 2 n
e . d e 2 9
n u i e u 2 y
i o . y e
h o l b i y .
30 / e > d 2 y i
e r e u 2 . i
e n M b e x
n e b o u f
y - 4 4 b e e >
i n p l y n f
e . e o y e

Handwritten musical notation on a five-line staff, consisting of several measures of music.

[124]

158



Handwritten musical notation on a five-line staff, consisting of several measures of music.

Handwritten musical notation on a five-line staff, consisting of several measures of music.

Handwritten musical notation on a five-line staff, consisting of several measures of music.

[130]

RECALL

Lesson 18 is another “breather” for you; it contains no new shorthand devices for you to learn. Lesson 18 will give you an opportunity to consolidate what you have studied in Lessons 1-17.

Principles
of Joining

159 At the beginning of a word and after *k* and *gay* or a downstroke, the combination *oo-s* is written without an angle.

husky

gust

just

but

loose

does

rust

160 The word beginning *re* is represented by *r* before a downstroke or a vowel.

research

reference

reopen

but

relate

retake

retreat

161 The word beginnings *de-*, *di-* are represented by *d* except before *k* or *gay*.

depressed

deliver

direction







but

declare

decay

degrade

162 As you have perhaps already noticed from your study of Lessons 1 through 17, the past tense of a verb is formed by adding the stroke for the sound that is heard in the past tense. In some words, the past tense has the sound of *t*, as in *baked*; in others, it has the sound of *d*, as in *saved*. In some words, the past tense is incorporated in a blend, as in *planned*, *feared*, *mailed*.

baked  saved  feared 
 missed  planned  mailed 



















163 Recall Chart The following chart reviews all the brief forms of Chapter 3 as well as all the shorthand devices you studied in Chapters 1, 2, and 3.

The chart contains 96 words and phrases. Can you read it in 8 minutes or less?





































BRIEF FORMS

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |

PHRASES AND AMOUNTS

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |

WORDS

| | | | | | | |
|----|---|---|---|---|---|---|
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |



Building Transcription Skills

164

Business
Vocabulary
Builder

grates (*verb*) Causes a harsh sound.

slur (*verb*) To pass over carelessly.

diplomatic Tactful.

Reading and Writing Practice



Reading Scoreboard One of the factors in measuring shorthand growth is the rate at which you can read shorthand. Here is an opportunity for you to measure your reading speed on the *first reading* of the material in Lesson 18. The following table will help you determine how rapidly you can read shorthand.

| Lesson 18 contains 429 words | |
|------------------------------|----------------------|
| If you read Lesson 18 in | your reading rate is |
| 17 minutes | 25 words a minute |
| 19 minutes | 22 words a minute |
| 21 minutes | 20 words a minute |
| 25 minutes | 17 words a minute |
| 29 minutes | 15 words a minute |
| 33 minutes | 13 words a minute |

If you can read Lesson 18 through the first time in less than 17 minutes, you are doing well indeed. If you take considerably longer than 33 minutes, here are some questions you should ask yourself:

- 1 Am I spelling each outline I cannot read immediately?
- 2 Am I spending too much time deciphering an outline that I cannot read even after spelling it?
- 3 Should I perhaps reread the directions for reading shorthand on page 11?

After you have determined your reading rate, make a record of it in some convenient place. You can then watch your reading rate grow as you time yourself on the Reading Scoreboards in later lessons.

165 Voice

. c e k , . h g
 r . s e e . i o l
 (. s r - 2 . l e y
 r - o i e f u n e
 r o n e i o n e i e y
 r " b " v 2 . p k ,
 c e n u l b l
 m u - 2 p i
 p . o . 2 a
 c e n u l b l !

If a

s e e - r e i
 e r " e " l y m e
 b o o n u i l
 o i l r i e f
 l , l y r e
 - 2 m . o
 y l r e e u =
 s p m i d ! o .

o r l l c o t
 r e y) o o r n o r
 r l f h . i s e e
 e r n u i e b
 l m u e o l
 M o s ,

Why not

k r e b l
 o . s o w l e .
 g o w l c e l
 f i n g e y i v n
 i . n o d p .
 e e - 2 p .
 M . o a 2 d .
 n o d p u 1 2
 3 4 s o " o o ")
 " u " = 4 p o o . r
 c h i z , n o d
 u d o r e

Handwritten text in cursive script, likely a sample of the 'Reading' exercise. It includes the number [236] at the end.



166 The Importance of Reading

Handwritten text in cursive script, likely a sample of the 'The Importance of Reading' exercise.

Reading is

Handwritten text in cursive script, likely a sample of the 'Reading is' exercise.

Handwritten text in cursive script, likely a sample of the 'The Secretary's Creed' exercise. It includes the number [117] at the end.



167 The Secretary's Creed

Handwritten text in cursive script, likely a sample of the 'The Secretary's Creed' exercise.

Handwritten text in cursive script, likely a sample of the 'The Secretary's Creed' exercise. It includes the number [76] at the end.

Chapter 4

The Growing Importance of the Secretary

Few professions offer women more opportunities to make a vital contribution to our society than does the secretarial profession. As business expands and the need arises for more and better executives, the demand for more and better secretaries rises accordingly. It is a well-known fact that executives cannot perform their functions effectively without the help of capable secretaries.

Today's secretary is more than a person who answers the telephone and brings coffee to her boss! Besides taking dictation and transcribing communications for her employer,



Photo Courtesy United Air Lines





she keeps track of his appointments, organizes his daily calendar, writes letters and reports, engages in research, follows up on pending business matters, arranges and reports conferences and meetings, and performs various public relations functions for customers and other important members of the organization.

The secretary is, in short, the executive's indispensable specialist in what is perhaps his most important job — communications. He depends on her to put his thoughts into type; to speak to subordinates, executives, top management, and to the public at large; to listen to the suggestions, ideas, and complaints of others; and to read business documents that cross his desk.

The secretary manages an efficient records system, including letter files, so that informa-

tion can be obtained at a moment's notice. The modern secretary is indeed a communications specialist.

Meeting these challenges calls for a special type of person — a professional — who can take her place as an important member of the management team. She works closely with those who direct the activities of a business or government enterprise. She is in on many of the innumerable top-level decisions that are made every day in every American business.

The secretary plays a vital role indeed in American business, government, and industry. To prepare for this role, she must be exceptionally well trained. And shorthand is one of the most important skill subjects that she must master.

Principles

168 Brief Forms Here is another group of nine brief forms for common words.

| | | | | | |
|---------|--|-----------|--|-------------|--|
| present | | advertise | | immediate | |
| part | | company | | must | |
| after | | wish | | opportunity | |

◆ Notice that there is no angle between the *k* and the *p* in the brief form *company*.

169 U The sound of *u*, as in *few*, is represented by

Spell: f-u, few.

| | | | | | |
|----------|--|--------|--|---------|--|
| few | | unit | | cute | |
| refuse | | united | | acutely | |
| reviewed | | unique | | usual | |

170 Word Ending -ment The word ending *-ment* is represented by *m*.

Spell: a-r-a-n-j-ment, arrangement

| | | | | | |
|-------------|--|---------------|--|--------------|--|
| arrangement | | advertisement | | replacements | |
| settlement | | garments | | shipments | |
| payment | | assignment | | elementary | |

◆ Notice that in *assignment* the *m* for *-ment* is joined to the *n* with a jog.

Building Transcription Skills

171 SPELLING

When you look at the letter on page 102, you get a very favorable first impression. The letter is tastefully positioned; the right-hand margin is even; the date, inside address, and closing are all in their proper places. When you scan the letter casually, you will find that it makes good sense and apparently represents what the dictator said.

But that favorable first impression will vanish when you read the letter carefully. In fact, you will quickly realize that it will never be signed and that the director will have some harsh words for the stenographer who transcribed the letter. Why? It contains several misspelled words. No businessman will knowingly sign a letter that contains a misspelled word!

If you are to succeed as a stenographer or secretary, your letters must not only be accurate transcripts of what your employer dictated but they must also be free of spelling errors. A stenographer or secretary who regularly submits letters for her employer's signature that contain spelling errors will not be his stenographer or secretary long!

To make sure that you will be able to spell correctly when you have completed your shorthand course, you will from this point on give special attention to spelling in each Reading and Writing Practice.

As you read the Reading and Writing Practice, you will occasionally find shorthand outlines printed in color. These outlines represent words that stenographers and secretaries often misspell. When you encounter an outline printed in color, finish the sentence in which it occurs; then glance at the margin, where you will find the word in type, properly spelled and syllabicated.

Spell the word aloud if possible, pausing slightly after each word division. (The word divisions indicated are those given in *Webster's Seventh New Collegiate Dictionary*.)

172

Business
Vocabulary
Builder

handing costs Expenses such as postage, envelopes, clerical time, etc.

proof (in printing) A trial sheet of printed material on which corrections are made.

Reading and Writing Practice



173 Brief-Form Letter

SHP

Superior Heating Products Inc.

688 HARRISBURG AVENUE • PITTSBURGH • PENNSYLVANIA • 15217

September 22, 19--

Mr. James H. Graham
533 Second Avenue
Pittsburgh, Pennsylvania 15219

Dear Mr. Graham:

It is a comfortable feeling to know that the heating system in your home does not have to depend on the elements. Snow and ice cannot leave you shivering when you heat with gas. It travels under ground.

The dependability of gas is only one of its many virtues. A gas heat system costs less to instal and less to operate. It needs lots less serviceing, and it lasts longer. It has no odor and makes no filmy deposits that cause extra work.

No wonder more than 400,000 users of other fuels changed to gas last year.

Why not let us show you how easy it is to instal gas heat in your home.

Yours truely,

Charles J. Parker
Sales Manager

CJP:re

Can you find all the errors in this letter?

re-view-ing
han-dling
ap-prov-al
[93]

175



im-me-di-ate-ly
ad-vice
[134]

174



en-clos-ing
chal-leng-ing
[108]

de-ci-sion

re-ceive

ma-jor

right

~ or: e m
 2. l. y v n
 6. i 2 p 2 3 5
 7. u m o k
 6. u h e 10
 a 1 p n - k
 v e n o o e
 e p u. h = p k
 n h n e y
 e o n 9
 e d e - 2 k
 l e e y . e k
 1 2 0 i n h
 o p o o o u
 u y 1 k 2 6 e
 15 7 5 2 e 1
 n e 7 5 7 - 5 e 1 7
 e n h 2 6 [140]

ef-fi-cient-ly

re-paired

~ or: y v A
 u 7 p 2 2
 7 7 y v 7 1
 e y 1 2 p o
 y u c e 7 e
 v o e e e
 u e e . y e
 o e 2 n. k l
 o n 1 2 e 1 .
 y y 2 p n y
 e o o t 7 a n
 o . e o . y
 v o o " o " o e " 7
 1 2 4 e 1 2 o
 n v n e
 v h 7 e l
 v 1 7 y . a b
 2 6 [122]

LESSON 20

Principles

178 Ow The sound of *ow*, as in *now*, is written *o*.

Spell: n-ow, now

| | | | | | |
|-------|----------|--------|----------|---------|----------|
| now | <i>o</i> | sound | <i>o</i> | account | <i>o</i> |
| allow | <i>o</i> | found | <i>o</i> | loud | <i>o</i> |
| doubt | <i>o</i> | pound | <i>o</i> | house | <i>o</i> |
| proud | <i>o</i> | amount | <i>o</i> | ounce | <i>o</i> |

179 Word Ending -ther The word ending *-ther* is represented by *ith*.

Spell: n-e-ith, neither

| | | | | | |
|---------|------------|----------|------------|----------|------------|
| neither | <i>ith</i> | brother | <i>ith</i> | either | <i>ith</i> |
| other | <i>ith</i> | mother | <i>ith</i> | rather | <i>ith</i> |
| another | <i>ith</i> | together | <i>ith</i> | leather | <i>ith</i> |
| gather | <i>ith</i> | whether | <i>ith</i> | bothered | <i>ith</i> |

180 Word Beginnings Con-, Com- The word beginnings *con-*, *com-* are represented by *k*.

Con-

Spell: con-s-e-r-n, concern

| | | | | | |
|---------|----------|--------------|----------|-----------|----------|
| concern | <i>k</i> | considerable | <i>k</i> | confirm | <i>k</i> |
| consist | <i>k</i> | controlled | <i>k</i> | confusing | <i>k</i> |

conference

contract

concrete

Com-

Spell: com-p-o-s, compose

compose

combine

compare

complete

computer

combined

comply

complaint

accomplish

181 Con-, Com- Followed by a Vowel When *con-*, *com-*, are followed by a vowel, these word beginnings are represented by *kn* or *km*.

connect

connote

committee

connection

commerce

accommodate

Building Transcription Skills

182

Business
Vocabulary
Builder

unique The only one of its kind. (It is incorrect, therefore, to say *more unique* or *most unique*.)

component A part.

commenced Started.

Reading and Writing Practice



183 Brief-Form Review Letter

unique

fu-el

com.pet.i.tive
lose
[118]

al-ways
wheth-er

184



re-cent-ly
ac-com-pa-ny-ing

proud
[172]

185



grand-fa-ther's

com-mit-tee

no. 2 3 4 5 6 6. or 2 - oed, >
no. 13 14 15 16. e. o. b. i. e. >
1 no. 17, 18. f. e. b. e. t. >
2 8 no. 19, 20. i. e. - d. n. - oed, >
no. 21 - 22. h. e. l. l. o. >
15 u 16 > 2 y z s. 7 l - oed, >
no 9 y. A. s. d. i. - 1 2 3.

no-li-fied

rep-u-ta-ble

[73]

186



1 no 9 1 2 3 i
1 4 no 9 d
u - - b y u
e j u - oed, >
y z 1 oed, >
o o 1 1 d
o - o u h
N. 1 8 9 o
z o n i >
o o d, i, h, u
e. o. b. i. e. >

leath-er

187



1 no 2 3 4 e.
no 2 3 4
y z i - oed, >
e h 10 > o n. 1
19 2 3 4 o - 1
1 2 i l e y
z - o o e y >
1 no 19 2 3 x
? 2 3 4 5 6 [65]

con-fer-ence

week-end

Principles

188 Brief Forms

| | | | | | |
|---------|--|-----------|--|----------------|--|
| several | | big | | correspond, | |
| such | | advantage | | correspondence | |
| suggest | | use | | how, out | |
| | | | | ever, every | |

189 Den By rounding off the angle between *d-n*, we obtain the fluent blend that represents *den*.

Den

Spell: s-oo-den, sudden; den-r, dinner

| | | | | | |
|--------|--|-----------|--|---------|--|
| sudden | | confident | | dentist | |
| wooden | | evident | | danger | |
| deny | | president | | dinner | |

190 Ten The stroke that represents *den* also represents *t-n*.

Spell: ten-d-r, tender

| | | | | | |
|-----------|--|------------|--|-------------|--|
| tender | | potential | | stand | |
| attend | | competent | | remittances | |
| attention | | consistent | | assistance | |
| sentence | | bulletin | | tonight | |

191 **-tain** The stroke that represents *d-n*, *t-n* also represents *-tain*.

Spell: o-b-tain, obtain

| | | | | | |
|----------|--|---------|--|------------|--|
| obtain | | attain | | certainly | |
| maintain | | detain | | container | |
| contain | | certain | | obtainable | |

Building Transcription Skills

192

Business
Vocabulary
Builder

mail-order house An organization that sells its products through the mails.

correspondents Those who write letters.

jeopardize Place in danger.

Reading and Writing Practice



193 **Brief-Form Letter**

at-ten-tion ac-com-pa-nied

cor-re-spon-dents re-al-ize

sam-ples

(The image shows a large block of cursive handwriting, likely a sample letter, with a vertical line separating the left and right sides. The words 'at-ten-tion', 'cor-re-spon-dents', and 'sam-ples' are written on the left side, and 'ac-com-pa-nied' and 're-al-ize' are written on the right side.)

u p e e u k e h
e o e y o r d d r
l d o j e [153]

plea-sure
p. y u o i
i e l e o s p s
[128]

194



l p u e l o i o

195



al-ways

u e r i d n a t t i e n t r o u e

h o n o r

l o l a g n p h i c u p e

y f l r f t i e o f e o l e u

h o n o r

l o o y . y u j e

v i m a i i t s

h o n o r

o h n r i n g e o n d e y i r u

l u r l e t r e b b i e s o

h o n o r

con-struct

e o o o y > r e l y h i

h o n o r

o n o t h e r e u e l e n

o n n o t . o o y e o y i o

h o n o r

u e l o

h o n o r

Wane 19.
mutant re: [108]

196



re-mit-tance
agen-cy
jeop-ar-dize

re-mit-tance

agen-cy

jeop-ar-dize

Handwritten cursive notes on page 196, including the words 're-mit-tance', 'agen-cy', and 'jeop-ar-dize' written in a stylized script.

[103]

197

bar-gain
con-nects
phy-si-cian
be-lieve

bar-gain

con-nects

phy-si-cian

be-lieve




[144]

22

LESSON

Principles

198 Dem By rounding off the angle between *d-m*, we obtain the fluent *dem* blend.

Dem 
Compare: den  dem 

Spell: dem-a-end, demand; m-e-dem, medium

demand 

random 

domestic 

demonstration 

seldom 

damage 

condemn 

freedom 

medium 

199 Tem The stroke that represents *d-m* also represents *t-m*.

Spell: tem-p-r, temper

temper 

item 

estimate 

temporary 

attempt 

contemplate 

system 


tomorrow 

customers 

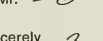
200 Business Abbreviations Here are additional salutations and closings used in business letters.

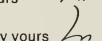
Dear Mr. 

My dear Mr. 

Cordially yours 

Dear Mrs. 

Yours sincerely 








Very cordially yours 

Dear Miss 













201 Useful Phrases The following useful phrases are formed with the *ten-ten* blends:

to know  to me  to make 

202 Days of the Week

Sunday  Wednesday  Friday 
 Monday  Thursday  Saturday 
 Tuesday 

203 Months of the Year You are already familiar with the shorthand outlines for several of the months, as they are written in full.

January  May  September 
 February  June  October 
 March  July  November 
 April  August  December 

Building Transcription Skills

204

Business
Vocabulary
Builder

sturdy Strong.

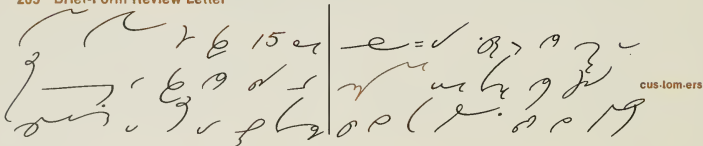
opaque Not transparent; cannot be seen through.

contemplate Consider thoughtfully.

**Reading and
Writing Practice**



205 Brief-Form Review Letter



ef-fi-cient-ly

Handwritten cursive practice for 'efficiently'.

com-put-er

Handwritten cursive practice for 'computer'.

Handwritten cursive practice for 'computer' with numbers: 30, 3, 6, and [140].

208



Handwritten cursive practice for 'urgent'.

ur-gent

Handwritten cursive practice for 'urgent'.

cus-tom-er's

Handwritten cursive practice for 'customer's'.

Handwritten cursive practice for 'customer's'.

Handwritten cursive practice for 'customer's' with numbers: 55, 30, 3, 6, and [149].

Handwritten cursive practice for 'customer's'.

Handwritten cursive practice for 'customer's'.

Handwritten cursive practice for 'customer's'.

agree-ment

sim-i-lar

re-ceived

. d - c o r t / l o n g b r o n
r e y l e - w e s i i . u n y o .
p o o s) m p i e s . v > . z e
i e y > i e w u n f - n d u t e
u b r e v e u e s e v o p i n i s
) (p e) 2 y u l - u r 5 / - e
z } - e u e > e r h y , c e . r e l
/ o l e y u - r e s i o b y . 2 1
w u) e v) m o . p i e s
v e v e o r t e m i s v n d m e a i
[87]

re-pairs au-to-mat-ic
Des Moines
dem-on-strate
[126]










210





e h e . e a

Principles

211 Brief Forms After this group, you have only five more groups to learn.

| | | | | | |
|-------------|---|--------|---|----------|---|
| general |  | gone |  | question |  |
| acknowledge |  | during |  | yet |  |
| time |  | *over |  | worth |  |










*The outline for *over* is written above the following character. It is also used as a prefix form, as in:

| | | | | | |
|----------|---|---------|---|--------|---|
| overcame |  | oversee |  | overdo |  |
|----------|---|---------|---|--------|---|

212 Def, Dif By rounding off the angle between *d-f*, we obtain the fluent *def, dif* blend.







Def, Dif 

Spell: def-ī, defy

| | | | | | |
|--------|---|---------|---|-------------|---|
| defy |  | defeat |  | different |  |
| defied |  | define |  | differences |  |
| defect |  | defined |  | diffident |  |

213 Div, Dev The stroke that represents *def, dif* also represents *div* and *dev*.

Spell: div-ī-d, divide

| | | | | | |
|----------|---|----------|---|-----------|---|
| divide |  | dividend |  | devised |  |
| division |  | devote |  | developed |  |

214 U Represented by OO The oo hook is often used to represent the sound of *u*, as in *new*.

Spell: n-oo, new

new

issue

induce

due

duty

suit

avenue

continue

volume

Building Transcription Skills

215 SIMILAR-WORDS DRILL ■ to, too, two

to (*preposition*) In the direction of. (*To* is also the sign of the infinitive.)

I gave the book **to** him.

He plans **to** go to the theater.

too Also; more than enough.

He, **too**, is a member of the team.

She receives **too** many personal telephone calls in the office.

two One plus one.

It took me **two** weeks to finish the job.

◆ **Note:** The word to watch in this group is *too*; it is so easy to type *to* instead of *too*!

216

Business
Vocabulary
Builder

complicated (*adjective*) Difficult.

tentative Not definite; temporary.

confidentially Secretly.



217 Brief-Form Letter

| | | |
|---|--------------|---|
| <p>ac-knowl-edg-ment.</p> <p>dai-ly</p> <p>at-tempt</p> | <p>[116]</p> | <p>65)</p> <p>of-fered</p> <p>sur-gery</p> <p>an-swer</p> |
|---|--------------|---|

218



| | |
|-----------------------|--------------|
| <p>de-vel-op-ment</p> | <p>[128]</p> |
|-----------------------|--------------|

3000
 2000
 1000
 500
 200
 100
 50
 20
 10
 5
 2
 1

3000
 2000
 1000
 500
 200
 100
 50
 20
 10
 5
 2
 1

con-fi-den-tial-ly

en-tire

week

[108]



2000
 1000
 500
 200
 100
 50
 20
 10
 5
 2
 1

2000
 1000
 500
 200
 100
 50
 20
 10
 5
 2
 1

cloth-ing

[132]



2000
 1000
 500
 200
 100
 50
 20
 10
 5
 2
 1

2000
 1000
 500
 200
 100
 50
 20
 10
 5
 2
 1

| | | | |
|------|------------|----------|------------------|
| | | | ac-knowl-edg-ing |
| rise | re-duc-ing | rais-ing | afraid |
| | | | |
| | | [117] | |
| 222 | | | [110] |

PROPORTION CHECK LIST

The writer who can read his shorthand notes fluently is the one who is careful of his proportions. In your shorthand writing, do you:

- 1 Make the large a circle huge; the small e circle tiny?
- 2 Make the straight strokes very straight and the curves very deep?
- 3 Make the o and oo hooks deep and narrow?
- 4 Make short strokes, such as *t* and *n*, very short and long strokes, such as *ted* and *men*, very long?

24

LESSON

RECALL

In Lesson 24 you will have no new shorthand devices to learn; you will have a little time to “digest” the devices that you have studied in previous lessons. In Lesson 24 you will find a new feature—Accuracy Practice—that will help you improve your shorthand writing style.

Accuracy Practice

The speed and accuracy with which you will be able to transcribe your shorthand notes will depend on how well you write them. If you follow the suggestions given in this lesson when you work with each Accuracy Practice, you will soon find that you can read your own notes with greater ease and facility.

So that you may have a clear picture of the proper shapes of the shorthand strokes that you are studying, enlarged models of the alphabetic characters and of the typical joinings are given, together with a short explanation of the things that you should keep in mind as you practice.

To get the most out of each Accuracy Practice, follow this simple procedure:

- a Read the explanations carefully.
- b Study the model to see the application of each explanation.
- c Write the first outline in the Practice Drill.
- d Compare what you have written with the enlarged model.
- e Write three or four more copies of the outline, trying to improve your outline with each writing.
- f Repeat this procedure with the remaining outlines in the Practice Drill.

223 R



L



K



G



To write these strokes accurately:

- a Start and finish each one on the same level of writing.
- b Make the **beginning** of the curve in **r** and **l** deep. Make the **end** of the curve in **k** and **g** deep.
- c Make the **l** and **g** considerably longer than **r** and **k**.

practice drill



Are-our-hour, will-well, can, good.
Air, lay, ache, gate.

224 Kr

Rk

Gl



To write these combinations accurately:

- Make the curves rather flat.
- Make the combinations **kr** and **rk** somewhat shorter than the combined length of **r** and **k** when written separately.
- Make the combination **gl** somewhat shorter than the combined length of **g** and **l** when written separately.

practice drill

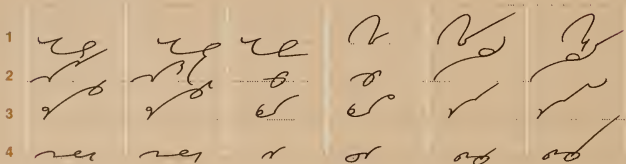


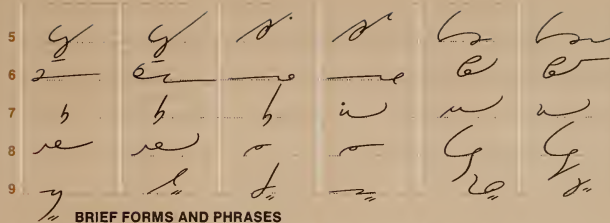
Cream, crate, maker, mark, dark.
Gleam, glean, glare, eagle.

225 Recall Chart This chart contains all the brief forms in Chapter 4 and one or more illustrations of all the shorthand devices you have studied in Chapters 1 through 4.

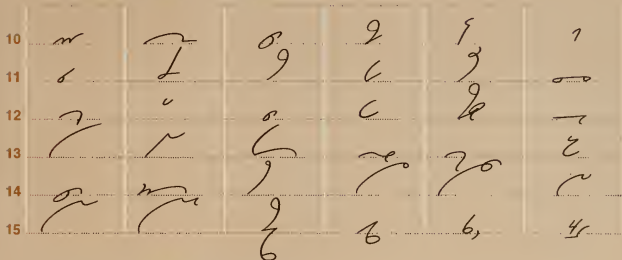
The chart contains 90 words. Can you read the entire chart in 7 minutes or less?

WORDS





BRIEF FORMS AND PHRASES



Building Transcription Skills

226

Business
Vocabulary
Builder

legitimate Reasonable.

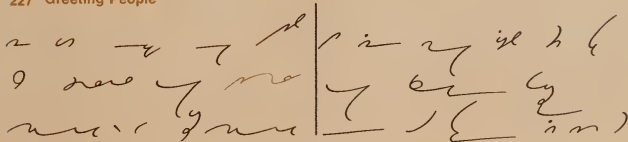
common knowledge Something known to everybody.

resolve Make a firm decision about.

**Reading and
Writing Practice**



227 Greeting People



com-pe-nies

Handwritten cursive text on the left side of the page, corresponding to the first column of the word list.

Visitors are

Handwritten cursive text on the left side of the page, corresponding to the second column of the word list.

le-git-i-mate

Handwritten cursive text on the left side of the page, corresponding to the third column of the word list.

at-tend

de-vise

Handwritten cursive text on the left side of the page, corresponding to the fourth column of the word list.

oc-ca-sion-al-ly

Handwritten cursive text on the left side of the page, corresponding to the fifth column of the word list.

Handwritten cursive text on the right side of the page, corresponding to the first column of the word list.

cal-en-der

You will find

Handwritten cursive text on the right side of the page, corresponding to the second column of the word list.

ad-vis-able

Handwritten cursive text on the right side of the page, corresponding to the third column of the word list.

pleas-ent

Handwritten cursive text on the right side of the page, corresponding to the fourth column of the word list.

tre-men-dous

[273]

228 Strictly Confidential



Handwritten cursive text on the right side of the page, corresponding to the fifth column of the word list.

con-fi-dence

knowl edge
ur.gent

wor.thy

In your

unique

229 Health



be.ware

mus.cles

Chapter 5 The Road to Promotion

The term *stenographer* is rarely heard in the business office today. Today, the title *secretary* is preferred to identify those who perform stenographic duties for an executive. The term *secretary* seems to have more prestige.

Even though the term *secretary* now identifies all those who act as “girl Fridays,” the level of job is usually distinguished by grade—Secretary 1, Secretary 2, Secretary 5, and so on—the higher the number, the higher the grade. Of course, the grade is determined

by the importance of the executive for whom the secretary works.

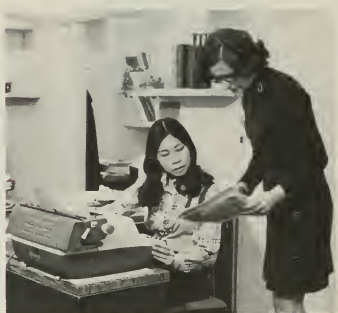
In attempting to distinguish between levels of secretarial jobs, it is difficult to dispense with the term *secretary* because everyone has a pretty clear idea of what is done by the person who holds the title. Thus, the term *secretary* may identify the top executive assistant in a large corporation, or it may identify the newest beginner.

Nowadays the term *stenographer* is used mainly in government job classifications. It is also used by some firms to designate a person who works for several executives, for another secretary, or in a pool (a group of stenographers who are on call to take dictation from any executive). The next step up from the job of stenographer is to *private*



secretary, that is, one who works for only one executive. The secretary who earns the right to work for a high-ranking executive in a business organization is often given the title *executive secretary*. In this case, the word *executive* does not refer to the person for whom the secretary works but implies that the secretary is an executive in her own right, with the privilege of making important decisions and often supervising other secretaries and office employees. A more current term for this high-level position is *administrative assistant*—and it is a job worth working for. Administrative assistants are actually executives, and they command salaries and prestige equal to those of some supervisors and department managers.

Where to from the position of administrative assistant? This depends on your special talents and aspirations. You may become a supervisor of office personnel, an assistant department manager, a department manager, a personnel specialist, and so on. It is not as unusual as you might think for a secretary to advance into the top ranks of management.












But keep this in mind: Most secretaries progress as their bosses progress. If the boss moves up the ladder of management, his secretary moves with him. Her future, then, is very much tied in with her boss's future. The good secretary can shorten the boss's route to advancement by taking from his shoulders every assignment she can successfully handle and by keeping him efficiently organized. When the secretary helps her boss, she helps herself.












Principles

230 Brief Forms







| | | | | | |
|---------|---|-----------|---|--------------------------|---|
| request |  | success |  | progress |  |
| state |  | difficult |  | satisfy,
satisfactory |  |
| next |  | envelope |  | *under |  |

*The outline for *under* is written above the following shorthand character. It is also used as a prefix, as in:







| | | | | | |
|------------|---|------------|---|-------------|---|
| undergo |  | understudy |  | underground |  |
| underneath |  | underpaid |  | understand |  |
| underwrite |  | undermine |  | understood |  |

231 **Cities and States** In your work as a stenographer or secretary, you will frequently have occasion to write geographical expressions. Here are a few important cities and states.

Cities

| | | | | | |
|----------|--|--------------|--|-------------|--|
| New York |  | Boston |  | Los Angeles |  |
| Chicago |  | Philadelphia |  | St. Louis |  |

States

| | | | | | |
|----------|---|---------------|---|------------|---|
| Michigan |  | Massachusetts |  | Missouri |  |
| Illinois |  | Pennsylvania |  | California |  |

232 Useful Business Phrases The following phrases are used in business letters so frequently that special forms have been provided for them. Study these phrases as you would study brief forms.

| | | | | | |
|------------|--|---------------------|--|--------|--|
| I hope | | as soon as | | let us | |
| we hope | | as soon as possible | | to us | |
| your order | | of course | | to do | |

Building Transcription Skills

233

Business
Vocabulary
Builder

marked (*adjective*) Clearly defined.

successor One who comes after.

valises Small pieces of hand luggage.

Reading and Writing Practice



234 Brief-Form Letter

| | | | |
|------------|--|--|--|
| | | | |
| | | | |
| ef-fect | | | |
| of-fi-cers | | | |
| sim-ply | | | |
| lose | | | |

1 2 3 4 5
2 3 4 5 [147]

235

6 7 8 9
10 11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40

Chi-ca-go

41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100

shipped

101 102 103 104 105 106 107 108 109 110
111 112 113 114 115 116 117 118 119 120
121 122 123 124 125 126 127 128 129 130
131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150
151 152 153 154 155 156 157 158 159 160
161 162 163 164 165 166 167 168 169 170
171 172 173 174 175 176 177 178 179 180
181 182 183 184 185 186 187 188 189 190
191 192 193 194 195 196 197 198 199 200

re-ceive

201 202 203 204 205 206 207 208 209 210
211 212 213 214 215 216 217 218 219 220
221 222 223 224 225 226 227 228 229 230
231 232 233 234 235 236 237 238 239 240
241 242 243 244 245 246 247 248 249 250
251 252 253 254 255 256 257 258 259 260
261 262 263 264 265 266 267 268 269 270
271 272 273 274 275 276 277 278 279 280
281 282 283 284 285 286 287 288 289 290
291 292 293 294 295 296 297 298 299 300

oc-ca-sion

301 302 303 304 305 306 307 308 309 310
311 312 313 314 315 316 317 318 319 320
321 322 323 324 325 326 327 328 329 330
331 332 333 334 335 336 337 338 339 340
341 342 343 344 345 346 347 348 349 350
351 352 353 354 355 356 357 358 359 360
361 362 363 364 365 366 367 368 369 370
371 372 373 374 375 376 377 378 379 380
381 382 383 384 385 386 387 388 389 390
391 392 393 394 395 396 397 398 399 400



236

401 402 403 404 405 406 407 408 409 410
411 412 413 414 415 416 417 418 419 420
421 422 423 424 425 426 427 428 429 430
431 432 433 434 435 436 437 438 439 440
441 442 443 444 445 446 447 448 449 450
451 452 453 454 455 456 457 458 459 460
461 462 463 464 465 466 467 468 469 470
471 472 473 474 475 476 477 478 479 480
481 482 483 484 485 486 487 488 489 490
491 492 493 494 495 496 497 498 499 500

350

501 502 503 504 505 506 507 508 509 510
511 512 513 514 515 516 517 518 519 520
521 522 523 524 525 526 527 528 529 530
531 532 533 534 535 536 537 538 539 540
541 542 543 544 545 546 547 548 549 550
551 552 553 554 555 556 557 558 559 560
561 562 563 564 565 566 567 568 569 570
571 572 573 574 575 576 577 578 579 580
581 582 583 584 585 586 587 588 589 590
591 592 593 594 595 596 597 598 599 600

cus-tom-ers

due

en-ve-lope

237

601 602 603 604 605 606 607 608 609 610
611 612 613 614 615 616 617 618 619 620
621 622 623 624 625 626 627 628 629 630
631 632 633 634 635 636 637 638 639 640
641 642 643 644 645 646 647 648 649 650
651 652 653 654 655 656 657 658 659 660
661 662 663 664 665 666 667 668 669 670
671 672 673 674 675 676 677 678 679 680
681 682 683 684 685 686 687 688 689 690
691 692 693 694 695 696 697 698 699 700



[120]

[120]

50/ 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100

over.due

suc.cess

[109]



238

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100



main.ly

quite










[133]

Principles

239 Long I and a Following Vowel Any vowel following long *i* is represented by a small circle within a large circle.










Compare: signs  science 

Spell: t-r-īah-l, trial

| | | | | | |
|-------|---|--------|---|------------|---|
| trial |  | prior |  | reliance |  |
| dial |  | client |  | compliance |  |
| drier |  | quiet |  | appliance |  |

240 Ia, Ea The sounds of *ia*, as in *piano*, and *ea*, as in *create*, are represented by a large circle with a dot placed within it.




Spell: a-r-eah, area

| | | | | | |
|------------|---|-------------|---|---------|---|
| area |  | appropriate |  | radiate |  |
| piano |  | initiate |  | create |  |
| appreciate |  | brilliant |  | created |  |

241 Word Beginnings In-, Un-, En- The word beginnings *in-*, *un-*, *en-* are represented by *n* before a consonant.

In-

Spell: in-k-r-e-s, increase

| | | | | | |
|----------|---|---------|---|--------|---|
| increase |  | instead |  | insist |  |
|----------|---|---------|---|--------|---|

insure *h* invest *z* instance *r*
Un-

Spell: un-t-e-l, until

until *e* unfair *z* unfilled *z*
 unless *re* unpaid *z* uncertain *el*
En-

Spell: en-j-oi, enjoy

enjoy *z* enlarge *eg* endanger *ne*
 encourage *z* enrolled *m* engage *eg*

242 In-, Un-, En- Followed by a Vowel When *in-*, *un-*, *en-* are followed by a vowel, they are written in full.

innovation *oy* unable *re* enact *oo*

Building Transcription Skills

243

Business
 Vocabulary
 Builder

endeavored Tried.

invoices Bills.

apprehensive Fearful; uneasy.

Reading and Writing Practice



244 **Brief-Form Review Letter**

cli-ents

cli-ents | *re-quest-ing*
re-quest-ing | *en-deav-ored*
en-deav-ored

ap-pre-ci-ate ap-proach
un-doubt-ed-ly
show-rooms
lis-tened
[130]

245



pop-u-lar [158]

bril-liant

246



en-cour-ag-ing
 re-ser-vice
 vic-tor-ies
 ar-ea
 un-veil-ed
 [85]

con-vic-tion
 brib-ery

brought
 [134]



248

to-day's
 en-gi-neer-ing
 ini-tia-tive
 40=2

re-ceipt
 [86]



sal-a-ries

27

LESSON

Principles

249 Brief Forms After you have learned the following nine brief forms, you have only three more groups to go!

| | | | | | |
|---------|--|-----------|--|------------|--|
| speak | | upon | | particular | |
| idea | | street | | probable | |
| subject | | newspaper | | regular | |

250 Ng The sound of *ng* is written

Compare: seen sing

Spell: s-e-ing, sing







| | | | | | |
|------|--|--------|--|----------|--|
| sing | | bring | | spring | |
| sang | | wrong | | length | |
| song | | long | | strength | |
| ring | | strong | | single | |

251 Ngk The sound of *ngk* (usually spelled *nk*) is written













Compare: seem sink

Spell: r-a-ink, rank

| | | | | | |
|-------|--|-------|--|--------|--|
| rank | | blank | | drink | |
| frank | | bank | | shrink | |

| | | | | | |
|------|---|---------|---|---------|---|
| tank |  | banquet |  | uncle |  |
| ink |  | link |  | anxious |  |

252 Omission of Vowel Preceding -tion When *t*, *d*, *n*, or *m* is followed by *-tion* or *-ation*, the circle is omitted.

| | | | | | |
|------------|---|---------------|---|------------|---|
| addition |  | commission |  | quotation |  |
| permission |  | reputation |  | estimation |  |
| condition |  | combination |  | station |  |
| admission |  | accommodation |  | stationed |  |

Building Transcription Skills

253

Business
Vocabulary
Builder

role Part.

fluently Effortlessly; flowing easily.

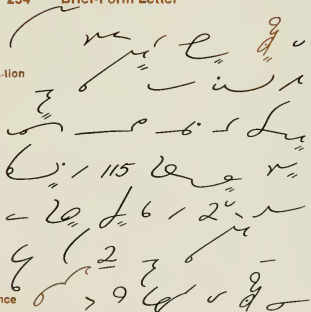
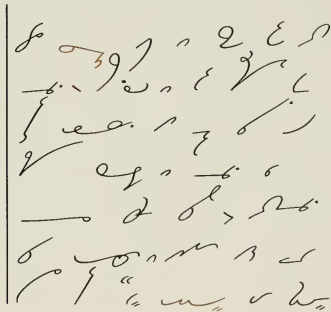
quotations Bids or prices offered.

Reading and Writing Practice



254 Brief-Form Letter

As-so-ci-a-tion

| | |
|---|--|
|  |  |
|---|--|

enx-ious

at-len-dance

Role

ac-cept

u" p n v
p y i o n
z - o [138]

255



z a u e o z
n n l o e
o v n r l i

fi-nan-cial

g u l y u . d o r
o u e p z . o

hu-mor

f o r i o n z
n l o n l o
o . e o b o z

per-mis-sion

v o n r - o v n
n r b - y i o
- y a o b r z

o w n n
h b y - e z p
n z p z o n
b r o n z [114]

256

o e v n z v
n e e r e y b
o o v i b o
z n r b x

o - f b y
e y o r e n z

pop-u-lar

e r a . o e
n e e y "e"

ear

o b u g n e
z b . o . e . g

lis-ten

e t . d i l
e n r l z - i

e r n r ! e y
e d o b r z

con-fi-dent

o r o . z
g . b z o .

h e i n z - z v
p l i e r z
h v . i n z - h e

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[154]

258

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pried

257



Handwritten cursive text on the left side of the page, consisting of several lines of script.

edi-tion
Prin-ci-ples

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mu-ti-lat-ed

piece

Res-tau-ment

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[85]

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pos-ses-sions

[121]

Principles

259 Ah, Aw A dot is used for a in words that begin *ah* and *aw*.

Spell: a-h-e-d, ahead; a-oo-a, away

ahead

awaken

awoke

away

await

award

awake

awaited

aware

260 Y Before *o* and *oo*, *y* is represented by the small *e* circle, as *y* is pronounced *e*. *Ye* is represented by a small loop; *ya*, by a large loop.

Spell: e-oo-ith, youth; wiē-l-o, yellow; wiē-ārd, yard

youth

yellow

yard

yawn

yield

yarn

261 X The letter *x* is represented by an *s* written with a slight backward slant.

Compare: miss

mix

fees

fix

Spell: t-a-ex, tax; t-a-exes, taxes

tax

indexes

box

taxes

relax

boxes







index

relaxes







perplex

262 Omission of Short U In the body of a word, short *u*, as in *fun*, is omitted before *n*, *m*, or a straight downstroke.







Before N

| | | | | | |
|-------|---|-----------|---|-------|---|
| fun |  | done |  | lunch |  |
| begun |  | son (sun) |  | front |  |

Before M

| | | | | | |
|------------|---|--------|---|--------|---|
| sum (some) |  | come |  | income |  |
| summer |  | become |  | column |  |

Before a Straight Downstroke

| | | | | | |
|---------|---|-------|---|--------|---|
| rush |  | touch |  | judged |  |
| brushed |  | much |  | budget |  |

Building Transcription Skills

263






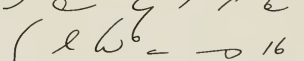
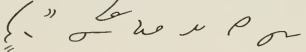
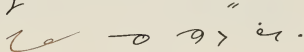
Business
Vocabulary
Builder

concept Idea.
valid Sound.
wither Become dry.

**Reading and
Writing Practice**



264 **Brief-Form Review Letter**

| | | | |
|-----------|--|---|---------|
| lun-cheon |  |  | ac-cept |
| |  |  | |
| |  |  | |
| |  |  | plead |

ben.quet

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Handwritten cursive text on the right side of the page, starting with 'ben.quet'.

rec.om.mend

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Handwritten cursive text on the right side of the page, starting with 'rec.om.mend'.

res.i.dents

265



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Handwritten cursive text on the right side of the page, starting with '265'.

wel.come

[147]

com.mut.ers

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Handwritten cursive text on the right side of the page, starting with 'com.mut.ers'.

266



proud

judg.ment

be.lieve

Handwritten cursive text on the left side of the page, starting with 'judg.ment' and 'be.lieve'.

Handwritten cursive text on the right side of the page, starting with 'judg.ment' and 'be.lieve'.

re - next 2 19: > 0 - te
se 19 3, 10 n no, by 7
re by & s u. o e, 13 q, 7
by & l e ony 2, 17 n 7 u
u no s 2 eq m - e u
u s & > 1. u 1 17 o n e
p n y e u n e e. by 66. y
ce by. o ce o. n
d 1 by & o. h e 2 1 ch. 2 [84]

safe-ty

re-li-able



267

sys-tem


pu - v e b
u - . v u
9 e = 2 19 Loc
b e 2 i h i e
i by 66 u - . v
= 9 W = 2 19
Loc b W 2 i h
i e > u 1 26
9 n s o W =

268

u o r y
i m e n t =
i r n i l
e. i s 1 m. y
e n t o n 1 6
i o e e h n m
s 1 7 - m l
u p u = r e y >
o l y p o 2 / 03

weath-er



| | | | |
|-------------|---|---------------------|-------------|
| | u h n . e r . | { 2 & b r } | bud-get |
| | l l a e u m | n . e - a - . . . | |
| en-gi-neer | 2 y 1 2 . 7 1 | co . s - d r y | en-ve-lope |
| rec-om-mend | h i i l e | . y v 9 2 (0 | ten-ta-tive |
| | o e n i e b o p s 2 , 2 d | | |
| | g . 2 v r u | f , o (10 / | |
| | u p > c e n | e e f - - o | year's |
| | 1 116-1191 | L u o p e | judg-ment |
| | u z o n i s | , h y h u s | |
| | le | e a s y o r i | |
| | [119] | e , 2 h i f | |
| 269 |  | | |
| | n e : a n e | c e e o v i f | |
| | o n y 1 o 2 | l o o d m . a b i y | [114] |
| | o o r e f u e . | | |

29

LESSON

Principles

270 Brief Forms

| | | | | | |
|-------------|--|----------|--|-------------------------|--|
| organize | | ordinary | | public | |
| responsible | | opinion | | publish,
publication | |
| circular | | regard | | purpose | |

271 Word Beginning Ex- The word beginning ex- is represented by e-s.

Spell: ex-t-r-a, extra

| | | | | | |
|---------|--|-------------|--|---------|--|
| extra | | explanation | | excuse | |
| examine | | expression | | exist | |
| example | | expenses | | expect | |
| extend | | except | | expired | |

272 Md By rounding off the angle between m-d, we obtain the fluent *md* blend.

Md

Compare: seem seemed

Spell: s-e-emd, seemed

| | | | | | |
|---------|--|---------|--|--------|--|
| trimmed | | dreamed | | named | |
| framed | | claimed | | deemed | |

273 **Mt** The stroke that represents *md* also represents *mt*.

Spell: p-r-o-empt, prompt

prompt



exempt



empty



274 **Word Ending -ful** The word ending *-ful* is represented by *f*.

Spell: k-a-r-ful, careful

careful



useful



hopeful



doubtful



grateful



helpfully



delightful



powerful



helpful



thoughtful



beautiful



helpfulness

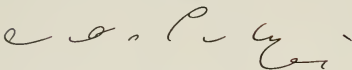


◆ Notice that the *p* and the *f* in *hopeful* and *helpful* join without an angle.

Building Transcription Skills

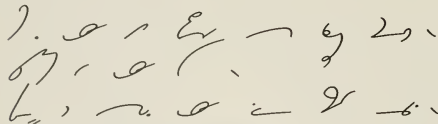
275 **SIMILAR-WORDS DRILL** ■ write, right

write To put words on paper.



I will *write* you about our problems.

right (*noun*) Something to which one has a just claim; (*adjective*) correct; (*adverb*) directly.



You have a *right* to expect good service from us.

I do not have the *right* time.

John is going *right* home after the meeting.

276

Business
Vocabulary
Builder

confirmed Assured the validity of.

acoustics The quality of sound.

curtail To cut short.

excessive Too much.

Reading and
Writing Practice



277 Brief-Form Letter

| | | | |
|--------------|--|--|--------------|
| promptly | <p>Dear Mr. Jones,</p> <p>I have received your letter of the 15th and am sorry to hear that you are over-whelmed with work. I will try to help you in any way I can.</p> <p>Yours truly,</p> <p>John Doe</p> | <p>Dear Mr. Jones,</p> <p>I have received your letter of the 15th and am sorry to hear that you are over-whelmed with work. I will try to help you in any way I can.</p> <p>Yours truly,</p> <p>John Doe</p> | com-plet-ing |
| over-whelmed | <p>I will try to help you in any way I can.</p> <p>Yours truly,</p> <p>John Doe</p> | <p>I will try to help you in any way I can.</p> <p>Yours truly,</p> <p>John Doe</p> | right |
| write | <p>Yours truly,</p> <p>John Doe</p> | <p>Yours truly,</p> <p>John Doe</p> | ad-di-tion |
| | <p>Yours truly,</p> <p>John Doe</p> | <p>Yours truly,</p> <p>John Doe</p> | [161] |
| | <p>Yours truly,</p> <p>John Doe</p> | <p>Yours truly,</p> <p>John Doe</p> | at-ten-dance |
| al-ways | <p>Yours truly,</p> <p>John Doe</p> | <p>Yours truly,</p> <p>John Doe</p> | edi-tion |

278



suf-fi-cient

ex-pense

ex-ten-sion

cur-tail

right

acous-tics

soul

grate-ful

live-ly

[154]

280

279



ly / d r e > o

- r n x i e r

ey n y : > ①

ce - one ey

o n y i e

ere o. - - -

E > ② u n)

it e l r

ac-com-mo-da-tions

ex-ces-sive } > ③

. er n r .

ey n r e r

. h n n > ④

u l r - - -

i e v e > o o

el u n n y

- r u l p -

e c e [158]

e . o o r e

m . ey n r

sp 2, 3 l e i

l u i n i o n e

o b e r i z o e

ey l u o r

y u l o e

i n d - " r) 0 "

r e d " 9 , 0 . r

r q ! " n . l o

n e y e o r e w

i . l p m

o l . 9 / r - n a

z . e r s y s

o r 3 s q i s

f u , w n y l e

l . w o l - . n e

r r q q - o [133]

ex-tension

lin-er-aries

ru-in-ing

kitch-en

ac-com-mo-da-tions

ex-ces-sive

enough

30

LESSON

RECALL

There are no new shorthand strokes or principles in Lesson 30. In this lesson you will find an Accuracy Practice devoted to the curved strokes of *Gregg Shorthand*, a Recall Chart, and a Reading and Writing Practice.

Accuracy Practice

To get the most benefit from the Accuracy Practice, be sure to follow the procedures suggested on page 123.

282 B V P F S



To write these strokes accurately:

- Give them approximately the slant indicated by the dotted lines.
- Make the curve deep at the beginning of v, f, comma s; make the curve deep at the end of b, p, left s.

practice drill



Puts, spare, business, bears, stairs, sphere, leaves, briefs.



To write these combinations accurately:

- Write each without a pause between the first and second letter of each combination.
- Watch your proportions carefully.

practice drill



Press, pray, prim, plan, plate, place.
Brim, brief, bread, blame, blast.



To write these combinations accurately:

Write them with one sweep of the pen, with no stop between the ^f and ^r or ^l.

practice drill



Free, freeze, frame, flee, flame, flap.

285 Recall Chart This chart contains all the brief forms in Chapter 5 and one or more illustrations of the word-building principles you studied in Chapters 1 through 5.

As you read through the words in this chart, be sure to spell each word that you cannot read immediately.

Can you read the 90 words in the chart in 6 minutes or less?

BRIEF FORMS



| | | | | | | |
|---|--|--|--|--|--|--|
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

WORDS

| | | | | | | |
|----|--|--|--|--|--|--|
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Building Transcription Skills

286

Business
Vocabulary
Builder

- brevity** Briefness.
convert Change over.
clarify Make clear.

Reading and Writing Practice



Reading Scoreboard The previous Reading Scoreboard appeared in Lesson 18. If you have been studying each Reading and Writing Practice faithfully, you have no doubt increased your reading speed. Measure that increase on your first reading of the material in Lesson 30. The following table will help you:

Lesson 30 contains 461 words

If you read Lesson 30 in

your reading rate is

| | |
|-------------------|--------------------------|
| 15 minutes | 30 words a minute |
| 16 minutes | 28 words a minute |
| 18 minutes | 26 words a minute |
| 19 minutes | 24 words a minute |
| 21 minutes | 22 words a minute |
| 23 minutes | 20 words a minute |
| 26 minutes | 18 words a minute |

If you can read Lesson 30 in 15 minutes or less, you are doing well. If you take considerably longer than 26 minutes, perhaps you should review your homework procedures. For example, are you:

- 1 Practicing in a quiet place at home?
- 2 Practicing without the radio or television set on?
- 3 Spelling aloud any words that you cannot read immediately?

4 1/2 min

287 Effective Writing



guides in 2 22 21 20 20 20 20 20 20 20

achieve in 3. 2 2 2 2. 2. 2 2 2 2 2 2 2 2

wit 2

few. est 2

com-pleteness 2

2. Say it *ed. 2*

ed. 2

ed. 2

con-vey 2

aloud 2

(M / E 2 - 0
L / 1 / 6 / 2 / 6
P / 2 / 3 / 2 / 2
M - 1 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
6 - 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2

o a . 2 / 2 / 2 / 2
M / 2 / 2 / 2 / 2
6 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
- 2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2

over-all
omit-ted

draft
aware

ac-cept

The thing

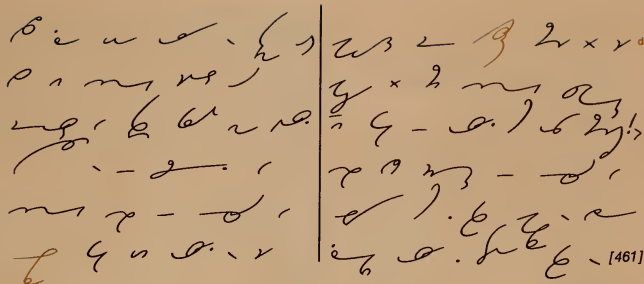
5. Search for

2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
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2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2
2 / 2 / 2 / 2 / 2

oc-ca-sion.al.ly
con-clu-sion

rough








UP-AND-DOWN CHECK LIST

Do you always write the following strokes upward?

- 1 and  their-there 
- 2 it-at  would 

Do you always write the following strokes downward?

- 1 is-his  for  have 
- 2 shall  which 

Chapter 6

The Specialized Secretary

This is an age of specialization, a trite expression. Still, it's true. You know that many professional people specialize. A doctor may be a heart specialist, a lung specialist, a radiologist, or a neurologist. Lawyers specialize in criminal law, corporation law, tax law, or international law. Accountants specialize, too—in tax matters, internal auditing, or public accounting. Engineers have always specialized—electrical, mechanical, civil, chemical, and aeronautical, to mention a few areas.

This age of specialization has also affected secretarial work. Today some secretaries specialize in medicine, law, education, or various other scientific and technical fields. Specialization has become so widespread that there are several national organizations of specialized secretaries.

Why specialize? There are wonderful opportunities for the secretary who goes beyond the general secretarial curriculum to take special courses in vocabulary, procedures, and dictation in a special field. A popular college curriculum is the medical secretarial area. Many private secretarial schools and colleges offer a complete curriculum in medical secretarial training. Courses include laboratory techniques, prin-





ciples of anatomy and physiology, medical vocabulary, and medical dictation and transcription. A growing number of colleges are offering similar programs for legal secretaries.

Perhaps the fastest growing field of secretarial specialization is the scientific and technical field. This includes a wide variety of careers with engineering firms, textile manufacturers, chemical manufacturing enterprises, and various business and government operations that deal in aeronautical engi-

neering, rocket engineering, and electronics.

Obviously, specialization for secretaries has the same appeal as specialization for those in other areas. Specialists do a better job because they bring more training to their work. For the same reason they earn more.










Should you specialize after you have completed your general training? The decision is yours, but the advantages are many—and there is growing prestige in the “specialist” designation.

31

LESSON







Principles

288 Brief Forms Only one more group to learn after this one!

| | | | | | |
|-------------|---|------------|---|-----------|---|
| merchant |  | between |  | situation |  |
| merchandise |  | experience |  | quantity |  |
| recognize |  | never |  | short |  |







289 Word Ending -ure The word ending *-ure* is represented by *r*.

Spell: f-a-i-l-r, failure

| | | | | | |
|---------|---|-----------|---|-----------|---|
| failure |  | lecture |  | nature |  |
| figure |  | procedure |  | naturally |  |

290 Word Ending -ual The word ending *-ual* is represented by *l*.

Spell: a-n-l, annual

| | | | | | |
|----------|---|---------|---|----------|---|
| annual |  | equal |  | actual |  |
| annually |  | gradual |  | eventual |  |

Building Transcription Skills

291 PUNCTUATION PRACTICE

Another “must” for the successful stenographer or secretary is the ability to punctuate correctly. Most businessmen rely on their stenographers or secretaries to supply the proper punctuation when they transcribe. Because the inclusion or omission of a punctuation mark may completely alter the meaning of a sentence, it is important that you know when to use each punctuation mark.

To sharpen your punctuation skill, you will hereafter give special attention to punctuation in each Reading and Writing Practice.

In the lessons ahead you will review nine of the most common uses of the comma. Each time one of these uses of the comma occurs in the Reading and Writing Practice, it will be encircled in the shorthand, thus calling it forcefully to your attention.

PRACTICE SUGGESTIONS

If you follow these simple suggestions in your homework practice hereafter, your ability to punctuate should improve noticeably.

1 Read carefully the explanation of each comma usage (for example, the explanation of the parenthetical comma given below) to be sure that you understand it. You will encounter many illustrations of each comma usage in the Reading and Writing Practice exercises, so that eventually you will acquire the knack of applying it correctly.

2 Continue to read and copy each Reading and Writing Practice as you have done before. However, add these two important steps:

- a Each time you see an encircled comma in the Reading and Writing Practice, note the reason for its use, which is indicated directly above the encircled comma.
- b As you copy the Reading and Writing Practice in your shorthand notebook, insert the commas in your shorthand notes, encircling them as in the textbook.

PUNCTUATION PRACTICE ■ , parenthetical

A word or a phrase or a clause that is used parenthetically (that is, one not necessary to the grammatical completeness of the sentence) should be set off by commas.

If the parenthetical expression occurs at the end of the sentence, only one comma is used.

There is, of course, no charge for this service.

Never hesitate to let us know, Mr. Strong, when our organization can help you.

We actually print your picture on the card, Mr. Short.

Each time a parenthetical expression occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: ^{par}Ⓢ

292

Business
Vocabulary
Builder

miniature A small model of a large object.

departure Leaving.

booked to capacity Filled up; sold out.

Reading and
Writing Practice



293 Brief-Form Letter

Mer-
chan-
dis-
ing
an-nu-
al-ly
sit-u-
a-tion
con-
ven-
tions
rec-
og-nize

car-
tridge
par
com-
plete-
ly
par
Christ-
mas
[184]

294



par
par

1 0 y 2 > ②
V, 200 v 0 u
Q > ③ 0, (e par
y 2 0 1 0 ①
k e u t v u
a u r r 23 (h
p. 0 v ; 2
2. V u u 9 1
12. 0 d a t y 1 5
m u > 3 0 3
h y u u
2 u v k a t v
116-1117-aj ue [136]

filled

prompt-ly

295

man-u-al



u u o o (2
6 e 20 z u
e = re. —
par ① ②
y h y > 0 —

v 4 3 (. ue
u u u u u u u u u u
u u u u u u u u u u
y - re - e
j u e e. 1 h
i u u l u u
1 9 i y a —
m o — 6 1 2
e u 3 > 1 —
e u e y 1 u e
e u i e d
y e re. > . y
0 — d, r

cope

equal-ly


sched-uled

1 { v 2 2 v
e e s. x
2 0 y z > ①
u u u u u u u u u u
y i o 1 u u
y u e m. z
[166]

as-sis-tance

Principles

298 Word Ending -ily The word ending *-ily* is represented by a narrow loop.

Compare: steady 

steadily 

Spell: r-e-d-ily, readily

readily



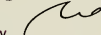
hastily



heartily



temporarily



necessarily



heavily



easily



speedily



family



299 Word Beginning Al- The word beginning *al-* is represented by the shorthand letter *o*.

Spell: all-t-r, alter

alter



alters



almost



altered



although



also



alteration



altogether



already



300 Word Beginning Mis- The word beginning *mis-* is represented by *m-s*.

Spell: mis-t-a-k, mistake

mistake



mistaken



misery



misplace



miscarry



mystery



misprint



mislaid












misunderstood









301 **Word Beginning Dis-** The word beginning *dis-* is represented by *d-s*.

Spell: dis-k-oo-s, discuss

| | | | | | |
|------------|---|------------|---|-------------|---|
| discuss |  | distance |  | discontinue |  |
| discussion |  | discover |  | discount |  |
| dismiss |  | discourage |  | dismay |  |

302 **Word Beginning Des-** The word beginning *des-* is also represented by *d-s*.

Spell: dis-k-r-t-b, describe

| | | | | | |
|-----------|---|-------------|---|---------|---|
| describe |  | description |  | despite |  |
| desperate |  | destiny |  | destroy |  |

Building Transcription Skills

303 **PUNCTUATION PRACTICE ■ , apposition**


An expression in apposition (that is, a word or a phrase or a clause that identifies or explains other terms) should be set off by commas. When the expression in apposition occurs at the end of a sentence, only one comma is necessary.

Her employer, Mr. John H. Smith, is out of town.

I have an appointment for Friday, April 15, at noon.

His book, Accounting Principles and Practice, is out of stock.

I gave the report to Mr. Green, our personnel manager.

Each time an expression in apposition appears in the Reading and Writing Practice, it will be indicated thus in the shorthand: 

304

Business
Vocabulary
Builder

indispensable Absolutely necessary.

dispel To clear away.

dismayed Filled with dread; discouraged.

Reading and
Writing Practice



305 Brief-Form Review Letter

I have the pleasure
 of writing to you
 concerning your
 recent order for
 2000 units of
 product #15742
 at a price of \$1.00
 per unit. The total
 amount of your
 invoice is \$2000.00.
 Payment is due
 within 30 days
 of the date of
 this invoice. If
 you have any
 questions, please
 contact me at
 560-123-4567.
 Thank you for
 your business.

dis-ap-point-ed

re-ceived

tem-po-rar-i-ly

non-pay-ment

owe

[137]

306

I have the pleasure
 of writing to you
 concerning your
 recent order for
 2000 units of
 product #15742
 at a price of \$1.00
 per unit. The total
 amount of your
 invoice is \$2000.00.
 Payment is due
 within 30 days
 of the date of
 this invoice. If
 you have any
 questions, please
 contact me at
 560-123-4567.
 Thank you for
 your business.

in-dis-pens-able

mys-tery

dis-pel

ap

con-cepts

par

func-tions

com-plete-ly

u hne ap 1
ne v p i t v
y h e i d
e s o r k u
b i ap 1
v . a s i
prompt.ly hne u l i par 1 1
o b y n [174]

307



u d: e o e
dis-turb-ing i p n m y l m y
e u e l o ap y 15 1
b l r o e e n
b i ap 1 1 m . v
o p k e n n
u o m i j r
dis-mayed u e a p b o y
3 par 1 1 b o r
r e p o m l e

u ne ro e e t
u t p 9 y o i
2 u l v o i p i
h e e o e r ap 1
d u n e 1 u l l r o
e y . e y e l k
2 y l y z b z
cam-paign e t l i e r
l y e o r o r
m n u d o par 1

as-sis-tant

ap

cam-paign

ar-ea

par

par

308



u e h e v
y t l r i n e
v e p n e z d
w o r . d o . r b i
o f-fered e y o y b b i

of-fered

na? ap
 e na r r
 de-scrip-tive par
 (e i n d m y)
 e ap
 p r) h
 pol-i-cies
 pos-sess ap
 r h e y
 r m h p o m
 [115]

309



(e d) . R
 re-ferred ap
 e s b o a t e
 al-ready
 f o s t e z
 r p r o o d u r
 over-due

or par
) 150/ ap
 e s o d > l e e
 n n t p . (R par
 r o r o
 l f b p t e
 r g a s [98]

310 Thought for the Day









e e e e e
 e e e e e
 e o e "o" e g e
 e e e e e week-end
 e e "o" e m
 e e e e e
 e e e e e cap-li-val ing
 e e e e e
 e e e e e
 e e e e e
 e e e e e
 e e e e e [77]

33

LESSON













Principles

311 Brief Forms This is the last group of brief forms you will learn.

| | | | | | |
|-----------|---|--------|---|------------|---|
| character |  | world |  | object |  |
| railroad |  | govern |  | throughout |  |







312 Word Beginnings For-, Fore- The word beginnings *for-*, *fore-* are represented by *f*. The *f* is joined with an angle to *r* or *l* to indicate that it represents a word beginning. The *f* is disjoined if the following character is a vowel.

Spell: for-gay-e-t, forget






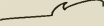
| | | | | | |
|---------|---|----------|---|------------|---|
| forget |  | informed |  | forerunner |  |
| forgive |  | force |  | forlorn |  |
| form |  | forth |  | forever |  |
| foreman |  | effort |  | forewarn |  |

313 Word Beginning Fur- The word beginning *fur-* is also represented by *f*.

Spell: fur-n-ish, furnish

| | | | | | |
|---------|--|-----------|--|-------------|--|
| furnish |  | furniture |  | furthermore |  |
| furnace |  | further |  | furlough |  |

314 Ago in Phrases In expressions of time, ago is expressed by *gay*.

| | | | | | |
|-----------|---|-------------|---|------------|---|
| days ago |  | years ago |  | long ago |  |
| weeks ago |  | minutes ago |  | months ago |  |

Building Transcription Skills

315 PUNCTUATION PRACTICE ■ , series

When the last member of a series of three or more items is preceded by *and* or *or*, place a comma before the conjunction as well as between the other items.

For his birthday he received a shirt, a tie, and a pair of cuff links.

I saw him on July 18, on July 19, and again on July 30.

I need a girl to take dictation, to answer the telephone, and to greet callers.

Each time a series occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: ^{ser} ①

316

Business
Vocabulary
Builder

air pollution Impure air.

commuters People who travel back and forth regularly.

exhibit Show.

Reading and Writing Practice



317 Brief-Form Letter

its
pol-lu-tion
nu-cle-ar
fumes
ar-ea

re-cep-tion
c.-t.-3
ser ①
ser ①
ser ①
ser ①
par ①

sim-i-lar

com-mul-ers

Handwritten cursive text for 'com-mul-ers'.

Handwritten cursive text for 'com-mul-ers'.

oc-curred

tur-ther

Handwritten cursive text for 'tur-ther'.

Handwritten cursive text for 'tur-ther'.

par

par

ap

[178]

210/

ap

318



Handwritten cursive text for '318'.

Handwritten cursive text for '318'.

over-coat
prompt-ly

ser

en-ve-lope

Handwritten cursive text for 'over-coat'.

Handwritten cursive text for 'over-coat'.

[167]

par

319



Handwritten cursive text for '319'.

Handwritten cursive text for '319'.

ap

as-sis-tant

re-ferred

re-ferred
re-ferred
re-ferred
re-ferred
re-ferred
re-ferred

re-ferred
re-ferred
re-ferred
re-ferred
re-ferred
re-ferred

ac-cept

ac-cept
ac-cept
ac-cept

ac-cept
ac-cept
ac-cept

ef-fi-cient

ef-fi-cient
ef-fi-cient
ef-fi-cient

ef-fi-cient
ef-fi-cient
ef-fi-cient

chal-leng-ing

chal-leng-ing
chal-leng-ing
chal-leng-ing

chal-leng-ing
chal-leng-ing
chal-leng-ing

ser

ser
ser
ser
[131]

321 Thought for the Day



Thought for the Day
Thought for the Day
Thought for the Day

320



320
show-room
show-room
show-room

show-room

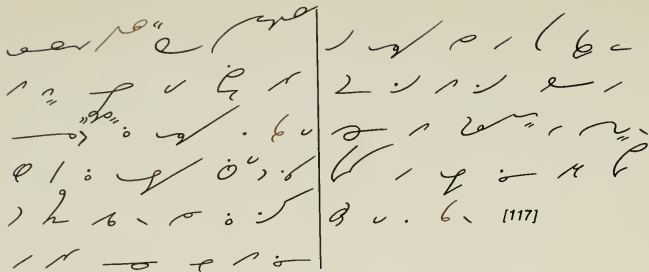
show-room

show-room
show-room
show-room
rais-ing

rais-ing

dry-ly

piece



pea

SHORTHAND NOTEBOOK CHECK LIST

Your shorthand notebook is another important tool of your trade. Do you:

- 1 Use a notebook with a spiral binding so that the pages always lie flat as you write?
- 2 Write on the front cover your name and the first and last dates on which you use the notebook?
- 3 Place a rubber band around the used portion of your notebook so that it opens automatically to the first blank page?
- 4 Date the first page of each day's dictation at the bottom of the page for quick and convenient reference—just as a stenographer in an office would do?
- 5 Check before class to see that there are sufficient pages remaining in your notebook for the day's dictation and, if not, supply yourself with a second notebook so that you will not run out of paper in the middle of dictation?

Principles

322 Want in Phrases In phrases, *want* is represented by the *nt* blend.

| | | | | | |
|----------|--|----------|--|-------------|--|
| I want | | I wanted | | if you want | |
| you want | | he wants | | do you want | |

323 Ort The *r* is omitted in the combination *ort*.

Spell: re-p-o-t, report

| | | | | | |
|--------|--|-----------|--|----------|--|
| report | | quart | | sort | |
| export | | quarterly | | portable | |

324 R Omitted in -ern, -erm The *r* is omitted in the combinations *tern*, *term*, *thern*, *therm*, *dern*, *derm*.

Spell: t-e-n, turn

| | | | | | |
|---------|--|-----------|--|-------------|--|
| turn | | term | | southern | |
| return | | termed | | thermometer | |
| eastern | | determine | | modern | |

325 Word Endings -cal, -cle The word endings *-cal*, *-cle* are represented by a disjoined *k*.

Spell: l-o-j-ical, logical

| | | | | | |
|----------|--|-----------|--|------------|--|
| logical | | technical | | article | |
| chemical | | practical | | physically | |
| medical | | critical | | musically | |

Building Transcription Skills

326

Business
Vocabulary
Builder

misfortunes Troubles.
harassed Annoyed continually; worried.
competent Capable; well qualified.

Reading and Writing Practice



327 Brief-Form Review Letter

| | |
|--|---|
| <p>los-ing</p> <p>so-lu-tion</p> <p>cur-tail</p> <p>ar-ti-cle</p> <p>suf-fered</p> | <p>misfortunes</p> <p>harassed</p> <p>competent</p> <p>de-vel-op-ments</p> <p>par</p> <p>par</p> <p>par</p> <p>be-gin-ning</p> <p>ser</p> <p>328</p> <p>ap</p> <p>Chem-i-cal</p> <p>Bou-le-vard</p> |
|--|---|

[170]

bright

ser
bright

com-mer-cial

com-mer-cial

mod-ern

mod-ern

mod-ern

quar-ters

quar-ters

fur-ther

fur-ther

[102]



329

329

330

330

com-plete-ly

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

ulan ting

[134]

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

con-vinc-ing

ar-ea

en-hance

[130]

35

Principles

332 Word Beginnings Inter-, Intr-, Enter-, Entr- The word beginnings *inter-*, *intr-*, *enter-*, *entr-* are represented by a disjoined *n*. This disjoined word beginning, as well as other disjoined word beginnings that you will study in later lessons, is placed above the line of writing, close to the remainder of the word.

Inter-

Spell: inter-s-t, interest

| | | | | | |
|-----------|--|---------------|--|-----------|--|
| interest | | interfere | | interrupt | |
| interview | | international | | internal | |
| interpret | | interval | | intervene | |

Intr-

Spell: intro-d-oo-s, introduce

| | | | | | |
|--------------|--|--------------|--|-----------|--|
| introduce | | introductory | | intricate | |
| introduction | | intruder | | intrigue | |

Enter-

Spell: enter-ing, entering

| | | | | | |
|----------|--|---------------|--|-------------|--|
| entering | | entertain | | enterprise | |
| entered | | entertainment | | enterprises | |

Entr-

Spell: enter-n-s, entrance

| | | | | | |
|----------|--|-----------|--|---------|--|
| entrance | | entrances | | entrant | |
|----------|--|-----------|--|---------|--|

333 Word Ending -ings The word ending *-ings* is represented by a disjoined left s.

Spell: s-a-v-ings, savings

| | | | | | |
|----------|--|-------------|--|-----------|--|
| savings | | proceedings | | trimmings | |
| openings | | furnishings | | hearings | |
| drawings | | earnings | | evenings | |

334 Omission of Words in Phrases It is often possible to omit one or more unimportant words in a shorthand phrase. In the phrase *one of the*, for example, the word *of* is omitted; we write *one the*. When transcribing, the stenographer would insert *of*, as the phrase would make no sense without that word.

| | | | | | |
|-------------|--|--------------|--|-----------------|--|
| one of the | | some of the | | many of the | |
| one of them | | up to date | | in the future | |
| some of our | | in the world | | during the past | |

Building Transcription Skills

335 SIMILAR-WORDS DRILL ■ hear, here

hear To gain knowledge of by listening; to be informed.

I will *hear* his side of the story later.

here In this place.

Our staff is *here* to serve your needs.

336

Business
Vocabulary
Builder

turnover The number of employees hired by a company to replace those who have left.

recruiters Those who supply a company with new employees.

realize To obtain or achieve, as a gain or profit.



337 Phrase Letter

turn-over re-cruit-ers
rec-om-mend
[150]

re-al-ize par

338



lose ser haven't

coun-try's m₁ ap
re m₁ cy &
re - - - - -
m h e e
e
). h, 2 m: d
e n d e r d
e u z h i
2 h v . o 2
o, 2 s v v
x l e i s . n
re-ceive y n g o u s g
e - - - - -
e d d o r b,
e i z w par
h₁ - s [183]

339

h₁ h v - h
g e i h₁ l . e

e e d - - - - - ap h₁ 15
e e e t . 1 9^u e b cal-en-dar
e h₁ i e h₁ m₁ -
e) n h₁ i h₁
e e) i e . e e
- o y e s
2 20 1 50, - y
e e e e e e re-al-ize
e e e e e e amaze
e e e e e e ser
e e e e e e e e
e e e e e e e e
e e e e e e e e
h₁ m₁ e h₁ 15 -
y . n - - - - - par
h₁ - s [117]

340

e h₁ i s o b e
e) . e y v h₁
g g - e - - - - - ap e 2
2 h₁ . - - - - - e 14 open-ing

per-mit-ted
be-gin-ning
[125]

Rus-sian
Bell
[118]

341
en-ter-pris-ing
[125]



PERSONAL-USE CHECK LIST

Do you put your shorthand knowledge to work for you by:

- 1 Writing all your assignments in shorthand?
- 2 Making drafts of term papers and reports in shorthand?
- 3 Corresponding with friends in shorthand?
- 4 Keeping your diary in shorthand?
- 5 Making notes to yourself on things to do, people to see, and appointments to keep in shorthand?

36













LESSON

RECALL

Lesson 36 is another breather. In Lesson 36 you will find the last principle of joining, a chart that contains a review of the shorthand devices you studied in Lessons 1 through 35, and a Reading and Writing Practice.

Principles of Joining

342 The word endings *-ure* and *-ual* are represented by *r* and *l* except when those endings are preceded by a downstroke.

| | | | | | |
|------------|---|-----------|---|----------|---|
| nature |  | procedure |  | creature |  |
| equal |  | gradual |  | annual |  |
| but | | | | | |
| pressure |  | treasure |  | insure |  |
| casual |  | usual |  | visual |  |

Accuracy Practice

343 O On Sho Non



To write these combinations accurately:

- Keep the **o** hook narrow, being sure that the **beginning** and **end** are on the same level of writing as indicated by the dotted line.
- Keep the **o** in **on** and **sho** parallel with the consonant, as indicated by the dotted line.
- Make the **beginning** of the **o** in **non** retrace the **end** of the first **n**.
- Avoid a point at the **curved** part indicated by the arrows.

practice drill



Of, know, law, own, home, hot, known, moan, shown

344 OO

Noo

Noom



To write these combinations accurately:

- Keep the **oo**hook narrow and deep.
- Keep the **beginning** and **end** of the hook on the same level of writing.
- In **noo** and **noom**, keep the hook parallel with the straight line that precedes it.
- In **noom**, retrace the **beginning** of the **mon** the **bottom** of the **oo**hook.
- Avoid a point at the places indicated by arrows.

practice drill



You-your, Yours truly, you would, to (too-two), do, noon, moon, mood.

345 Hard

Hailed



To write these combinations accurately:

- Give the **end** of the **ra**nd the **end** of the **la** lift upward.
- Do not lift the **end** too soon, or the strokes may resemble the **nd**, **md** combinations.

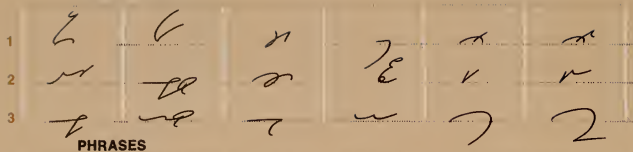
practice drill



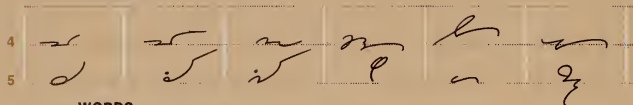
Neared, feared, cheered, dared, hold, sold, bold.

346 Recall Chart This chart contains a review of the shorthand devices you studied in previous lessons. It contains 90 brief forms, words, and phrases. Can you read the entire chart in 5 minutes?

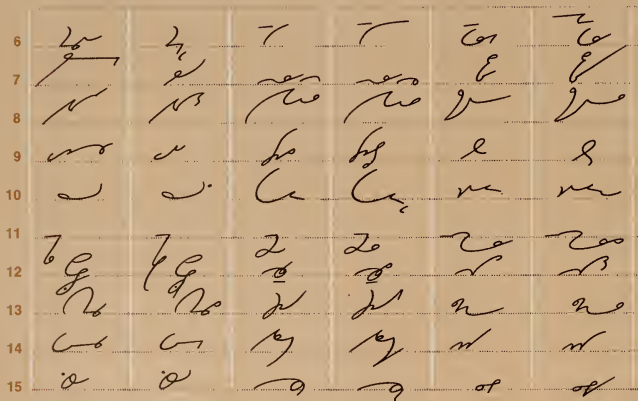
BRIEF FORMS



PHRASES



WORDS



Building Transcription Skills

347

Business
Vocabulary
Builder

versatile Capable of doing many things.

irate Angry.

aspect Phase; view.

voluminous Very big; having great bulk.

*Just
Earlier
Lesson!*



than
wor-ry
busi-ness-man
chat-ting
Skillful.
ac-cu-rate-ly

an-swer-ing
"see" or "no"
"see" in your
weight
ver-sa-tile
sit-u-a-tions
los-ing
Calm.
irate
de-ci-sive

in a ... ap
won i ...)
...
... [270]

...
... vo-lu-mi-nous
... ser
... an-a-lyzed

349 The Complete Treatment



...
per-son-nal
...
... ser
... par
un-fortu-nate-ly
... par
... pol-i-cies
... [250]

Finally, I ...
...
... ser
... tapped
... stir
...
... neigh-bor's
...
... [222]

hu-mor

... a ...
 ...
 ...
 ...
 ...

josh-ing

whole-some

in-no-cent

There are

ac-cept

cru-el

...
 ...
 ...
 ...
 ...

in-tof-er-a-ble

re-frain

dou-bly

re-sent

In your

in-dulge

Chapter 7

What Is an “Adequate” Shorthand Skill?

Some people say that if you can write 80 words a minute, you can hold a secretarial job. Others maintain that you need a speed of 100 words a minute. Still others consider that to be a well-trained secretary, you must write 120 or 140 words a minute.

Actually, the term *words a minute* can be misleading. To understand what it means, we must know what kind of material was dictated and for what length of time. A secretary can take simple, short business let-

ters at much faster speeds than she can long, technical ones. And the rate of 120 words a minute means little if the dictation was for only a minute and on simple material. You can say that you are a 100- or 120-word writer only if you can write for a sustained period of several minutes at that rate on average material that you have never seen before.

Why do we make such a point of *words a minute*? No executive sits with a stopwatch in his hand to time the dictation. He probably couldn't even guess the speed of his dictation. In fact, *words a minute* is only meaningful as a *measurement of progress* while you're in training. If you are writing 60 words a minute, you must have a goal if you are to be spurred on—a goal, say, of 80 words a minute. And the 80-word writer has



a goal of 100. In order to help you achieve greater speed, your shorthand instructor uses a stopwatch to time the dictation.

Does a speed of 80 words a minute mean that 80 actual words are dictated every 60 seconds? Not necessarily. What about short words like *a*, *of*, and *to* and long words like *incomprehensible* and *tintinnabulation* — should they count the same? No. In order to equalize the short and long words, the sounds uttered by the dictator are broken down into syllables and the dictation speed is actually measured in syllables. Studies have shown that for standard dictation a typical word contains 1.4 syllables. Thus 80 words a minute is 112 syllables a minute (80×1.4).

Now, after all this discussion, what is an adequate speed for a shorthand writer? You will hear from time to time that the average dictation speed in the business office is about 80 words a minute. And studies have shown this to be true. But mark the word *average*. If you are going to take the dictation of an executive whose rate averages 80 words a minute, you will need to be able to write about 100 words a minute, because a good part of the dictation will be at more than 80. If you work for an executive whose average speed is 100 words a minute, you will need a speed of about 120 words a minute.

It has been proved that only the secretary who can write for a substantial period at 120 words a minute can be reasonably sure that she can handle the dictation of every executive.

The point is this: Don't be satisfied with a

minimum speed of 80 words a minute just because someone told you that's all you need. Continue to build your skill to the highest degree possible. Aim for a speed of 120 words a minute or more so that you can be sure of handling the dictation of any executive who might become your employer. You will never be sorry that you possess this reserve power for the inevitable emergencies.












37

LESSON

Principles










351 Word Ending -ingly The word ending *-ingly* is represented by a disjoined circle.

Spell: n-o-ingly, knowingly

| | | | | | |
|-------------|---|--------------|---|---------------|---|
| knowingly |  | increasingly |  | appealingly |  |
| exceedingly |  | willingly |  | encouragingly |  |
| accordingly |  | surprisingly |  | decreasingly |  |










352 Word Beginning Im- The word beginning *im-* is represented by *m*.

Spell: im-p-o-s, impose

| | | | | | |
|-----------|---|------------|---|------------|---|
| impose |  | impossible |  | imply |  |
| impressed |  | improve |  | impolite |  |
| import |  | improper |  | improbable |  |

353 Word Beginning Em- The word beginning *em-* is also represented by *m*.










Spell: em-p-l-o-i, employ

| | | | | | |
|------------|---|-----------|---|----------|---|
| employ |  | embarrass |  | emphasis |  |
| employer |  | embrace |  | empower |  |
| employment |  | emphatic |  | empire |  |

354 Im-, Em-, Followed by a Vowel When *im-*, *em-* are followed by a vowel, they are written in full.

| | | | | | |
|----------|---|---------|---|-----------|---|
| immodest |  | immoral |  | emotional |  |
|----------|---|---------|---|-----------|---|

355 Omission of Minor Vowel When two vowel sounds come together, the minor vowel may be omitted.

| | | | | | |
|-----------|---|---------|---|----------|---|
| courteous |  | genuine |  | period |  |
| serious |  | theory |  | ideal |  |
| previous |  | union |  | situated |  |

Building Transcription Skills

356 PUNCTUATION PRACTICE ■, if clause

A frequent error made by the beginning transcriber is the failure to make a complete sentence. In most cases the incomplete sentence is a dependent or subordinate clause introduced by a word such as *if*, *when*, or *as*. The dependent or subordinate clause deceives the transcriber because it would be a complete sentence if it were not introduced by a word such as *if*; therefore, it requires another clause to complete the thought.

The dependent or subordinate clause often signals the coming of the main clause by means of a subordinate conjunction. The commonest subordinating conjunctions are *if*, *as* and *when*. Other subordinating conjunctions are *though*, *although*, *whether*, *unless*, *because*, *since*, *while*, *where*, *after*, *whenever*, *until*, and *before*. In this lesson you will consider clauses introduced by *if*.

A subordinate clause introduced by *if* and followed by a main clause is separated from the main clause by a comma.

If you complete the work before 5 o'clock, you may leave.

If you would like to have more information about our products, please fill out and return the enclosed card.

If you cannot complete the work by February 15, please call me at my home in Washington.

Each time a subordinate clause beginning with *if* occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: *if*

①

357

Business
Vocabulary
Builder

impose Force oneself upon another.

impartial Not favoring one more than the other.

impressive Commanding attention.


implement To carry out.




The
 . 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
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 [137]

The
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 va-ca-tion
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com-pil-ment
ap
par
sim-i-lar
di-rec-to-ry
 [196]

360

ap
ser
 its

com-pil-ment
ap
par
sim-i-lar
di-rec-to-ry
par
ser
writ-ing
 [150]

361

grad-u-a-tion
ide-al
ap

prac-ti-cal

fair-ly
im-par-tial-ly

adop-tion

ap-pre-ci-ate

busy

362



BRIEF-FORM CHECK LIST

Are you making good use of the brief-form chart that appears on the inside back cover of your textbook? Remember, the brief forms represent many of the commonest words in the language and the better you know them, the more rapid progress you will make in developing your shorthand speed.

Are you—

- 1 Spending a few minutes reading from the chart each day?
- 2 Timing yourself and trying to cut a few seconds off your reading time with each reading?
- 3 Reading the brief forms in a different order each time—from left to right, from right to left, from top to bottom, from bottom top?

38

LESSON

Principles

363 Word Ending -ship The word ending *-ship* is represented by a disjoined *ish*.

Spell: s-t-e-m-ship, steamship

steamship

friendship

township

relationship

membership

scholarships

364 Word Beginning Sub- The word beginning *sub-* is represented by *s*.

Spell: sub-m-e-t, submit

submit

substantial

sublease

subscribed

subdivide

suburbs

365 Joining of Hook and Circle Vowels When a hook and a circle vowel come together, they are written in the order in which they are pronounced.

poet

poetry

folio

poem

radio

portfolio


Building Transcription Skills

366 PUNCTUATION PRACTICE ■ , as clause

A subordinate clause introduced by *as* and followed by the main clause is separated from the main clause by a comma.

As you can well imagine, an effective credit letter is not an easy one to write.

As you may have read in the newspapers, Frank Smith was made president of the New York Publishing Company.

Each time a subordinate clause beginning with *as* occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: 

367

Business
Vocabulary
Builder

suburban Relating to a residential area outlying a city.







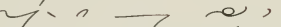
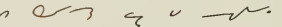
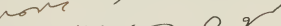



quarterly Four times a year.

sublet To rent (property one holds by lease) to another.

Reading and Writing Practice



368 Brief-Form Review Letter

| | | | |
|-------------|---|---|----------------|
| |  |  | en-ti-ties |
| |  |  | sub-scrip-tion |
| wei-come |  |  | |
| |  |  | ar-ti-cles |
| di-rec-tors |  |  | |
| |  |  | ef-fi-cient-ly |

[167]

2. ^{ap} 15. ¹
 con-vey ²
 com-mit-tee ²
 grate-ful ²
 sub-mit-ting ²
 oc-cu-py ²
 [142]

spon-sor-ship ^{as} ¹
 sub-mit-ted ^{ap} ¹
 sub-ur-ban ^{par} ¹
 sub-ur-ban ^{par} ¹
 par ¹
 par ¹
 en-ve-lope ⁱⁱ ¹
 [147]

en-ter-prise

sub-urbs

sub-lease

prompt-ly

se-nior

an-nu-al

stud-ied










[130]

[115]

Principles










373 Word Ending -rity The word ending *-rity* is represented by a disjoined *r*.

Spell: s-e-n-s-rity, sincerity

| | | | | | |
|-----------|---|------------|---|-------------|---|
| sincerity |  | majority |  | priority |  |
| security |  | minority |  | integrity |  |
| maturity |  | popularity |  | authorities |  |




374 Word Ending -lity The word ending *-lity* is represented by a disjoined *l*.

Spell: a-b-lity, ability

| | | | | | |
|----------|---|-------------|---|----------------|---|
| ability |  | vitality |  | quality |  |
| facility |  | locality |  | responsibility |  |
| utility |  | personality |  | reliability |  |







375 Word Ending -lty The word ending *-lty* is also represented by a disjoined *l*.

Spell: f-a-k-ulty, faculty

| | | | | | |
|---------|--|---------|--|---------|--|
| faculty |  | penalty |  | loyalty |  |
|---------|--|---------|--|---------|--|

376 Word Ending -self The word ending *-self* is represented by *s*.

Spell: h-e-r-self, herself

| | | | | | |
|---------|---|--------|---|----------|---|
| herself |  | myself |  | oneself |  |
| himself |  | itself |  | yourself |  |

377 **Word Ending -selves** The word ending *-selves* is represented by *ses*.

Spell: your-selves, yourselves

yourselves } themselves } ourselves }

Building Transcription Skills

378 PUNCTUATION PRACTICE ■ , when clause

A subordinate clause introduced by *when* and followed by the main clause is separated from the main clause by a comma.

When I was in Chicago last week, I visited your company.

When you delay paying your account after it is due, you endanger your credit standing.

Each time a subordinate clause beginning with *when* occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: ^{when}⓪

379 Business
Vocabulary
Builder

exacting (*adjective*) Demanding a definite standard.

mediocrity The state of being neither good nor bad; ordinary.

precedents Similar events that took place in the past.

Reading and Writing Practice



380 Brief-Form Review Letter

Handwritten cursive text, likely a review letter, with a vertical line separating the left and right columns. The text is written in a cursive style. On the left side, there are labels: "quan-ti-ties" and "fa-cil-i-ties". On the right side, there are labels: "ser", "sched-ules", "ser", and "ex-pe-ri-enced". There are also small circles with numbers inside, possibly indicating specific words or phrases.

u d i c t u
b u) o) u -
15 u r o l p e
r e y o l o m)
r p i n d i d
w o o h o when
w e y u - u o .
u l e y i e y e r
b u n n i s [150]

dif-fi-cul-ty

cus-tom-ers

381

suc-cess

me-di-oc-ri-ty



y 3 x 2 i i
z z b e a p
m i n h e
p o) e i n d
h e - l y i n g
u n i d e
d e r o i d e f
u l e y
b u y i z z
h e - 9 o n d
e d i n g
z i n l o a (i .

de-scribes

fac-ul-ty

as
[163]

382



d u x i a e i n i l e
i n y o . e z z
y r s r e u h i ;
i h e u . r e
u . e t z i d i

r e h y
d a r g
c o l e s t
v o . e . o o
p a r
e - e o n r e .

than



piece

qual-i-ty

in-fe-ri-or-i-ty

Stu-di-os

ex-cel-lence

when

par

prec-e-dents

when

2. Popularity,

when

so-cia-bil-i-ty

af-fect

[158]

| | | | | |
|---------------|-------------------|---|-------------------|--------------|
| | 1. 3' u r e | ⑥ | o r l e i | ev-ery-one |
| | 2. i e r y e | | i n d i y u h | |
| judg-ment | r e o o r > ④ | | 9 i o o . u e / | |
| | 1 o o , h u e r | | r e . ① i y i > ⑦ | |
| im-plic-it-ly | o r e i i q d | | o r l r i e r | |
| | u o . B W / o | | t h u e b . o i | |
| | u . b u i o r i y | | g . e y . h | when |
| | r 2 o r e u > | | i i b y . e | cheer-ful-ly |
| 5. Desire | r e b t | | n .) i > o b . | |
| | r o y / m i o | | u 2 3 6 i o f | pos-sess |
| | y) o r t e > | | o r e . [287] | |

TRANSCRIPTION CHECK LIST

Are you getting the full benefit from the spelling and punctuation helps in the Reading and Writing Practice by—

- 1 Encircling all punctuation in your notes as you copy each Reading and Writing Practice?
- 2 Noting the reason for the use of each punctuation mark to be sure that you understand why it was used?
- 3 Spelling aloud at least once the spelling words given in the margin of the shorthand?

40










LESSON

Principles







384 Abbreviated Words—in Families Many long words may be abbreviated in shorthand by dropping the endings. This device is also used in longhand, as *Jan.* for *January*. The extent to which you use this device will depend on your familiarity with the words and with the subject matter of the dictation. When in doubt, write it out! The ending of a word is not dropped when a special shorthand word ending has been provided, such as *-lity*, in *ability*.

Notice how many of the words written with this abbreviating device fall naturally into families of similar endings.







-tribute

| | | | | | |
|------------|---|--------------|---|--------------|---|
| tribute |  | contribute |  | distribute |  |
| attribute |  | contributed |  | distributor |  |
| attributes |  | contribution |  | distribution |  |







-quent

| | | | | | |
|----------------------------|---|--------------|---|------------------------|---|
| consequent,
consequence |  | subsequent |  | eloquent,
eloquence |  |
| consequently |  | subsequently |  | frequent |  |




-quire

| | | | | | |
|-------------|---|----------|--|-----------|---|
| require |  | inquire |  | inquiries |  |
| requirement |  | inquired |  | acquire |  |







-titude

| | | | | | |
|--------------|---|-------------|---|--------------|---|
| substitute |  | institute |  | constitute |  |
| substitution |  | institution |  | constitution |  |

-titude

aptitude  gratitude  latitude 

-ology

psychology  sociology  apology 
 psychological  sociological  apologies 

Building Transcription Skills**385 PUNCTUATION PRACTICE ■ , introductory**

A comma is used to separate the subordinate clause from a following main clause. You have already studied the application of this rule to subordinate clauses introduced by *if*, *as*, and *when*. Here are examples of subordinate clauses introduced by other subordinating conjunctions.

Although the car cost more than he had planned to pay, he bought it.

Before you sign the contract, you should discuss it with your lawyer.


Unless I hear from you by March 18, I will have to refer your account to a collection agency.

While I am in Chicago on business, I will stop in to see my uncle.

A comma is also used after introductory words or phrases such as *furthermore*, *on the contrary*, and *for instance*.

Furthermore, the report was not prepared in the proper form.

On the contrary, you are the one who made the mistake.

Each time a subordinate (or introductory) word, phrase, or clause other than one beginning with *if*, *as*, or *when* occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: ^{intro}


◆ Note: If the subordinate clause or other introductory expression follows the main clause, the comma is usually not necessary.

I am enclosing a stamped envelope for your convenience in sending me your check.

386

Business
Vocabulary
Builder

comprehend Understand.**subsequently** Later.**constitute** Make up.



387 Brief-Form Review Letter

m o n e l
 e t b e , e b
 l . 2 e l .
 r a i n , " a r e "
 i p o o o y z b
 i n q u i r y
 e y w p o
 o p i n - i o n
 d i r e c t o r
 l i v i n g
 i n t r o
 i n q u i r y
 a s s i s t a n c e
 o u e o o a s
 a c k n o w l e d g e m e n t
 o b l o q u e w
 i n l e t t e r
 a c k n o w l e d g i n g
 l e t t e r
 p l a n e
 i i

o r o r o r o
 r i c o i t s [145]

388



l o o t i n g
 i n q u i r i e s
 l e t t e r
 i n t r o
 i n q u i r y
 a s s i s t a n c e
 o u e o o a s
 a c k n o w l e d g e m e n t
 o b l o q u e w
 i n l e t t e r
 a c k n o w l e d g i n g
 l e t t e r
 p l a n e
 i i

l o o t i n g
 i n q u i r i e s
 l e t t e r
 i n t r o
 i n q u i r y
 a s s i s t a n c e
 o u e o o a s
 a c k n o w l e d g e m e n t
 o b l o q u e w
 i n l e t t e r
 a c k n o w l e d g i n g
 l e t t e r
 p l a n e
 i i

if
ex-pense
it
intro
[154]

plan-ning
intro
avail-able
par



389

re-ferred
intro

wheth-er
[167]



390










ap
par

41

LESSON










Principles

393 Abbreviated Words—Not in Families The ending may be omitted from some long words even though they do not fall into a family.

| | | | | | |
|----------------------------|---|------------------------------|---|------------|---|
| memorandum |  | significant,
significance |  | philosophy |  |
| convenient,
convenience |  | reluctant,
reluctance |  | privilege |  |
| equivalent |  | anniversary |  | privileged |  |










394 Word Beginning Trans- The word beginning *trans-* is represented by a disjointed *t*.

Spell: trans-l-a-t, translate

| | | | | | |
|-----------|---|------------|---|------------|---|
| translate |  | transport |  | transplant |  |
| transact |  | transcribe |  | transit |  |
| transfer |  | transcript |  | transistor |  |

395 Word Ending -ification The word ending *-ification* is represented by a disjointed *f*.

Spell: n-o-t-ification, notification

| | | | | | |
|----------------|---|----------------|---|----------------|---|
| notification |  | ratification |  | modification |  |
| classification |  | verification |  | specifications |  |
| justification |  | identification |  | qualifications |  |

Building Transcription Skills

396 SIMILAR-WORDS DRILL ■ assistance, assistants

assistance Help.

h y u o s t n l e w

If we can be of any *assistance* to you, please let us know.

assistants Helpers.

o s t o b u t m e i f

My *assistants* and I will need more time to complete the job.

397

Business
Vocabulary
Builder

periodically At regular intervals.

transmitted Handed from one person to another.

reluctance Unwillingness.

Reading and Writing Practice



398 Brief-Form Review Letter

as intro
priv.i.lege ser
par intro
con.ve.nient when
hon.ored

as intro
priv.i.lege ser
par intro
con.ve.nient when
hon.ored

rou-tine

o . o o r r e
 h . r y) i m u - r e
 r e b e . v b . y e) m h
 (e , o r , m . h e . y e
 r par u - e - o u (h e d , o
 (153)

o u o u b
 u - r e
 b . y e) m h
 m . h e . y e
 u (h e d , o
 e - r u y

par

ex-pen-sion

as-sis-tants

399



hand-i-capped

r h : h u as) e r
 e o b e u o
 u z b u e u e
 u u b i n t r o
 z i 2) h e r
 b e - r u v r l 15

u r u b e
 u r u b e
 i n e c a s (150)

400



in-con-ve-nienced

o z o e
 r o b y r e
 r r e b y
 (u) h e
 g , e a) e)
 . r y b .
 r r / h e . n

e r e - r e ap d
 15) e r e
 r e u o
 z r h z u e
 r e e e y d e
 r e a . n 2
 . u u r e)
 e y o c y o
 e n t r u

ap

trans-mit-ted

for-mal-ly

re-luc-tance

im-me-di-ate-ly
dis-cussed
as-sis-tance
[172]

ver-sus
par
as
250 p. 14. p. 250/-
230
intro
230/
250/
than

ver-sus
par
as
250/-
230
intro
230/
250/
than

401



sub-mit-ted

con-vec-tion
re-ceive
when
[166]

con-vec-tion
re-ceive

42

LESSON

RECALL

There are no new shorthand devices for you to learn in Lesson 42. However, Lesson 42 does contain an Accuracy Practice, a review of the word beginnings and endings you have studied thus far, and a Reading and Writing Practice.

Accuracy Practice

402 My



Lie



Fight



To write these combinations accurately:

- Join the broken circle in the same way that you would join an *a* circle, but turn the **end** inside the circle.
- Before turning the **end** of the circle inside, be sure that the stroke touches the stroke to which the *i* is joined.
- Avoid making a point at the places indicated by arrows.

practice drill



My, night, sight, line, mile.

403 Ow



Oi



To write these combinations accurately:

- Keep the hooks deep and narrow.
- Place the circles **outside** the hooks as indicated by the dotted lines.

practice drill



How-out, now, doubt, scout; toy, soil, annoy.

404 Ith

Nt, Nd

Mt, Md



To write these combinations accurately:

a Slant the strokes as indicated by the dotted lines.

b Start these strokes to the right and upward.

practice drill



There are, and will, empty, health, lined, ashamed.

Compare:

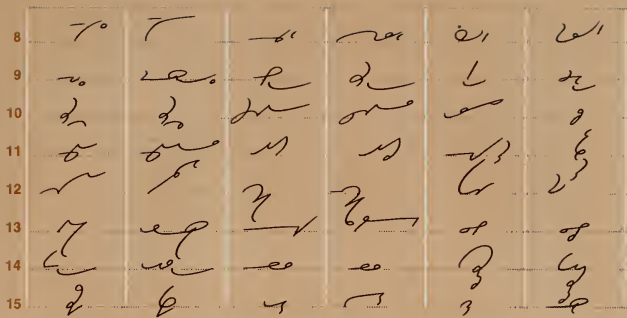


Hint, heard; tamed, detailed.

405 Recall Chart There are 90 word beginnings and endings in the following chart. Can you read them in 5 minutes?

WORD BEGINNINGS AND ENDINGS

| | | | | | | |
|---|--|--|--|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |



Building Transcription Skills

406

Business
Vocabulary
Builder

accelerator The gas pedal of a car.

extended (*adjective*) Long.

generate Produce.

Reading and Writing Practice



Reading Scoreboard Twelve lessons have gone by since you last measured your reading speed. You have, of course, continued to do each Reading and Writing Practice faithfully, and, consequently, your reading speed will reflect this faithfulness! The following table will help you measure your reading speed on the *first* reading of Lesson 42.

| Lesson 42 contains 469 words | |
|------------------------------|----------------------|
| If you read Lesson 42 in | your reading rate is |
| 16 minutes | 30 words a minute |
| 17 minutes | 28 words a minute |
| 18 minutes | 26 words a minute |
| 20 minutes | 24 words a minute |
| 21 minutes | 22 words a minute |
| 24 minutes | 20 words a minute |

If you can read Lesson 42 through the first time in less than 12 minutes, you are doing well. If you take considerably longer than 22 minutes, perhaps you should:

- 1 Pay closer attention in class while the shorthand devices are being presented to you.
- 2 Spend less time trying to decipher outlines that you cannot read.
- 3 Review, occasionally, all the brief forms you have studied by referring to the chart on the inside back cover of your text.

407 Improve Your Mileage

| | | |
|-----------------------------|----------------------------|-------------|
| <p>major</p> <p>squeeze</p> | <p>ped-al</p> <p>waste</p> | <p>mind</p> |
| <p>1. Use</p> | | |
| <p>4. Have your</p> | | |

en-gine

Intro
h r 1 7 0 8 = 1 h
u - 1) or Intro
8 - u 2 1 2

u - o o . now in
r e e o r i o o
. now h i o 8 p o

re-sis-tance

Intro
r 7 - h e 6 (2
h r - n e n 8 2
35 e . u 1 7 0 >

i e y i y n o o
u 1 h m . h r
e y r e a P II
n e e n y o o

bi-cy-cle

If you

II
e . 2 II
u p
u . u - u s e y
u . a 1 4 8
r i b a y i 2 n

1 y r e e n
n e e o e o e
e y 2 o >

em-ploy-er

oc-ca-sion-al

lei-sure-ly

u - u h o - u
h b . b r n y 1 2
e u = h y n o f
m y 8 II y e
b s s o a z
1 2 r o a z)
e o 1 3 2 8 o p .
n o h 1 r o s e y

The person
i i u , y
1 s i b r a i
i y , r e e ,
{ u . i o n o r o
r m s t u e ' s
y b , C 1 n
& r e e d e - i e
{ r e y . 6 i n P
, m , y - u

weight

[354]

[115]

Chapter 8 Choosing a Job

As far as secretarial jobs are concerned, it is still a seller's market. This means that the secretary can *choose* the company or organization for which she would like to work—assuming, of course, that she has the proper skills to bring to the job.

Because your first job may be your most important one, you will be smart to choose it carefully. If you jump at the first opportunity, you may be forced to leave the job soon after because it wasn't what you wanted. And changing jobs is always disagreeable.

How can you find out which is the right job for you? First, determine where your interests are. If you like an academic atmosphere,

you might find a position in a school office or a college dean's office exciting. If the advertising world fascinates you, there are plenty of jobs for secretaries in advertising agencies and in advertising departments of companies. Or you might prefer to work for a doctor, a personnel manager, or a hotel

Photo Courtesy United Air Lines



manager. Perhaps you would like a government job in Washington or on a military base, a position with a major airline, or a job in a newspaper office. Decide in what general surroundings you would probably be happiest, and aim in that direction.

Another factor you need to consider is the reputation of the company. Do people talk favorably about it, and do they think it has a bright future? What do the employees of the company think of it as a place to work? What fringe benefits are offered, such as insurance, vacation, hospitalization, recreation, etc.?

Location is important to some people. You may feel it is more important to live within walking distance of your job than to have the ideal job in another part of town. Or you may prefer working in a big city to working in a small town.

We haven't mentioned money, but of course

it is enormously important. The reason we come to it last is that too many people rank it first.

Secretarial jobs in a given location do not vary greatly in beginning salaries. Find out from your placement counselor what beginning salaries are being paid in your area to people of your background, and don't be afraid to ask for a comparable wage. Don't raise the salary issue, however, unless it is clear that your interviewer does not intend to.

Basically, the three most important questions you should ask yourself before you accept a position are these:

- 1 Will I find the work interesting and challenging?
- 2 Will I enjoy the people I work with and for?
- 3 Will I be given reasonable opportunity for financial and professional advancement?












43

LESSON

Principles







409 Word Ending -ulate The word ending *-ulate* is represented by a disjoined oo hook.

Spell: s-t-e-p-ulate, stipulate

| | | | | | |
|------------|---|--------------|---|------------|---|
| stipulate |  | congratulate |  | formulate |  |
| accumulate |  | stimulate |  | formulates |  |
| circulate |  | calculate |  | formulated |  |







410 Word Ending -ulation The word ending *-ulation* is represented by oo-shun.

Spell: p-o-p-ulation, population

| | | | | | |
|-------------|---|-------------|---|-----------------|---|
| population |  | tabulation |  | congratulations |  |
| circulation |  | stimulation |  | calculations |  |

411 Word Beginning Post- The word beginning *post-* is represented by a disjoined *p*.

Spell: post-j, postage

| | | | | | |
|----------|--|----------|--|-----------|--|
| postage |  | postpaid |  | postpone |  |
| postmark |  | postal |  | postponed |  |

412 Word Beginning Super- The word beginning *super-* is represented by a disjoined comma s.

Spell: super-v-ī-s, supervise

| | | | | | |
|-----------|---|----------------|---|----------|---|
| supervise |  | superintendent |  | superior |  |
|-----------|---|----------------|---|----------|---|

supervision



superhuman



superb



Building Transcription Skills

413 PUNCTUATION PRACTICE ■ , conjunction

A comma is used to separate two independent clauses that are joined by one of the following conjunctions: *and, but, or, for, nor*.

An independent clause (sometimes called a main or a principal clause) is one that has a subject and a predicate and that could stand alone as a complete sentence.

There are twelve men in the department, but only six of them have been with us for more than one year.

The first independent clause is:

There are twelve men in the department

and the second independent clause is:

only six of them have been with us for more than one year.

Both clauses could stand as separate sentences, with a period after each. Because the thoughts of the two clauses are closely related, however, the clauses were joined to form one sentence. Because the two independent clauses are connected by the coordinating conjunction *but*, a comma is used between them, before the conjunction.

Each time this use of the comma occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: ^{conj} (1)

414

Business
Vocabulary
Builder

circulating your report Passing the report from person to person.

simulation Imitation.

superlative Of the highest quality.

superficial Minor.

Reading and Writing Practice



415 Brief-Form Review Letter

Handwritten transcription practice for 'Brief-Form Review Letter'. The text is written in cursive and includes a vertical line separating two columns. The right column contains a circled '1' and the word 'ap' above it. The word 'Ex- plo- sion' is written at the end of the second line.

Ex- plo- sion

4 8
 conj
 ti-tles
 ap
 Cen-tu-ry
 when
 de-scrib-ing
 [127]

conj
 ris-ing
 conj
 judg-ment
 ser
 su-per-vi-so-ry
 con-sid-er-a-bly
 par
 su-perb
 [158]

416



af.fect
 su-pe-ri-or

417



ap
 15

Sim-u-la-tion
 anx-i-ous-ly
 su-per-la-tive
 su-per-fi-cial
 com-ple-tion
 [142]

ce 2 9 re
 ces 0 i t
 (le r s
 o l a r e
 post-al
 e r e - r e
 x se-ri-ous-ly
 if
 if
 weath-er
 if
 par

Handwritten musical notation on the left side of the page, including notes and rests.

[148]



419

Handwritten musical notation for exercise 419, including notes and rests.

intro

intro

right

fu-el

con-trac-tor

Handwritten musical notation for exercise 419, including notes, rests, and dynamic markings like 'ff'.

Handwritten musical notation on the right side of the page, including notes and rests.

conj

when

par

[137]

in-stall



420

Thought for the Day

Handwritten musical notation for exercise 420, including notes, rests, and dynamic markings like 'x' and 'ff'.

[55]










44

LESSON

Principles




421 Word Ending -sume The word ending *-sume* is represented by *s-m*.

Spell: a-s-m, assume

| | | | | | |
|---------|---|------------|---|----------|---|
| assume |  | presume |  | assumed |  |
| resume |  | presumed |  | consumed |  |
| consume |  | presumably |  | consumer |  |










422 Word Ending -sumption The word ending *-sumption* is represented by *s-m-shun*.

Spell: a-s-m-shun, assumption

| | | | | | |
|------------|---|------------|---|-------------|---|
| assumption |  | resumption |  | consumption |  |
|------------|---|------------|---|-------------|---|




423 Word Beginning Self- The word beginning *self-* is represented by a disjoined left s.

Spell: self-m-a-d, self-made

| | | | | | |
|-----------------|--|----------------|--|-----------------|--|
| self-made |  | self-satisfied |  | self-supporting |  |
| self-assurance |  | self-reliant |  | selfish |  |
| self-confidence |  | self-defense |  | selfishness |  |

424 Word Beginning Circum- The word beginning *circum-* is also represented by a disjoined left s.

Spell: circum-s-ten-s, circumstance

| | | | | | |
|--------------|---|---------------|---|----------------|---|
| circumstance |  | circumstances |  | circumnavigate |  |
|--------------|---|---------------|---|----------------|---|

Building Transcription Skills

425 PUNCTUATION PRACTICE ■ , and omitted

When two or more consecutive adjectives modify the same noun, they are separated by commas.

Enclosed is a stamped, addressed envelope.

However, the comma is not used if the first adjective modifies the combined idea of the second adjective plus the noun.

The book was bound in an attractive brown cloth.

◆ Note: You can quickly determine whether to insert a comma between two consecutive adjectives by mentally placing *and* between them. If the sentence makes good sense with *and* inserted between the adjectives, then the comma is used. For example, the first illustration would make good sense if it read:

Enclosed is a stamped and addressed envelope.

Each time this use of the comma occurs in the Reading and Writing Practice, it will be indicated thus in the shorthand: ^{and o} ()

426

Business
Vocabulary
Builder

in excess of More than.

dynamic Having force or energy.

consumer One who buys or uses merchandise or services.

resumed Began again after an interruption.

Reading and Writing Practice



427 Brief-Form Review Letter

wom-en

ser

self-as-sur-ance

conj

Intro
①

as
①

of fer-ings

conj
②

-

en-cour-ag-ing

①

110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200

orig-i-nal-ly

①

Intro
①

ser
①

①

sit-u-a-tions

①

①

①

①

am-bi-tious

and o
①

①

ex-cess

①

①

①

①

par
①

①

[176]

428



①

①

①

①

①

①

and o
①

intro
①

and o
①

①

①

suc-cess

①

①

not par ()
is b. b. u. s. i. n. g. l. e.
is d. u. b. i. o. u. s. g. a. r. l. o. p. e.
[208]

is b. m.
is e. i. d.
is and o 4-8 re it
is 2 s u. i. t. e.



429
wom-an
is b. o. n. e. m.
is i. o. u. s. i. b. l. e.
is m. e. n. n. i. s. i. o.

is m. i. n. u. s. p. a. r.
is u. l. t. i. m. a. t. e.
is l. o. a. (B. s. s. [138]

poise
is b. o. n. e. s. i. m. u. l. a. t. i. o. n. e. r.
is i. n. t. e. r. n. a. t. i. o. n. a. l.
is s. o. o. t. 3 p. a. r.

430
is p. r. i. v. a. t. e.
is b. e. n. e. f. i. c. i. a. n. t.
is ap 15. s. i. n. g. l. e.
is m. i. n. u. s. p. a. r.



ex-press
is u. n. o. b. l. i. g. a. t. e. d.
is u. n. d. e. r. l. i. n. e. d.

is u. n. d. e. r. l. i. n. e. d.
is i. n. t. e. r. r. u. p. t.
is conj 6. i. n. t. e. r. r. u. p. t.
is i. n. t. e. r. r. u. p. t. i. o. n.

gra-cious-ly
is g. r. a. c. i. o. u. s. l. y.
is i. n. h. u. m. a. n. i. t. y.
is and o 1. s. u. b. l. i. m. e. n. t. a. l.
is d. y. n. a. m. i. c.
is 1. s. u. b. l. i. m. e. n. t. a. l.
is 1. s. u. b. l. i. m. e. n. t. a. l.

is u. n. d. e. r. l. i. n. e. d.
is and o 1. s. u. b. l. i. m. e. n. t. a. l.
is 1. s. u. b. l. i. m. e. n. t. a. l.

Ly n a i x
u a > o i
u b G i k
u n u n i s g
s o v r - 2
2 - 2 [123]

431



su-per-vi-sor

e v i d - u
2 w, 'Eve-
as
2 2 } E d v
e v u u u

o - n i z n -
p 2 n 2 . 2 m
c f > n e t n .
u u y i r e g m
j o n n e -
e o h r e y and o skill-ful
2 - e f i e y
u u u u u
r - u - o o z n
o u n e y per-son-al
j e 3 - e n
2 2 [117]

DICTATION CHECK LIST

When you take dictation, do you—

- 1 Make every effort to keep up with the dictator?
- 2 Refer to your textbook whenever you are in doubt about the outline for a word or phrase?
- 3 Insert periods and question marks in your shorthand notes?
- 4 Make a real effort to observe good proportion as you write—making large circles large, small circles small, etc.?
- 5 Do you write down the first column of your notebook and then down the second column?







45

LESSON

Principles







432 Word Ending -hood The word ending *-hood* is represented by a disjoined *d*.

Spell: m-a-n-hood, manhood

| | | | | | |
|--------------|---|------------|---|------------|---|
| manhood |  | childhood |  | boyhood |  |
| neighborhood |  | parenthood |  | motherhood |  |







433 Word Ending -ward The word ending *-ward* is also represented by a disjoined *d*.

Spell: o-n-ward, onward










| | | | | | |
|----------|---|-----------|---|-----------|---|
| onward |  | afterward |  | forward |  |
| backward |  | awkwardly |  | forwarded |  |

434 UI *UI* is represented by *oo* when it precedes a forward or upward stroke.

Spell: re-s-ul-t, result

| | | | | | |
|--------|---|--------------|---|-----------|---|
| result |  | consult |  | adults |  |
| insult |  | consultation |  | culminate |  |

435 Quantities and Amounts Here are a few more helpful devices for expressing quantities and amounts.

| | | | | | |
|-------------|---|---------------|---|-----------------|---|
| \$600 |  | 8,000,000,000 |  | several hundred |  |
| 6,000,000 |  | a dollar |  | 4 pounds |  |
| \$6,000,000 |  | a million |  | 4 feet |  |

◆ Notice that the *m* for *million* is written beside the figure as a positive distinction between *million* and *hundred*, in which the *n* is written *underneath* the figure.

Building Transcription Skills

436 SPELLING FAMILIES

An effective device to improve your ability to spell is to study words in related groups, or spelling families, in which all the words contain the same spelling problem.

To get the most benefit from these spelling families, practice them in this way:

- 1 *Spell each word aloud, pausing slightly after each syllable.*
- 2 *Write the word once in longhand, spelling it aloud as you write it.*

Words in Which Silent E Is Dropped Before -ing

| | | |
|--------------|-------------------|----------------|
| de-sir-ing | guid-ing | pre-par-ing |
| en-clos-ing | hous-ing | sav-ing |
| ex-am-in-ing | in-creas-ing | su-per-vis-ing |
| forc-ing | man-u-fac-tur-ing | typ-ing |

You will find several of the words in this spelling family used in the Reading and Writing Practice of this lesson.

437

Business
Vocabulary
Builder

reservoirs Bodies of water collected and stored in natural or artificial lakes.

ultimately Finally.

incurred Ran into.

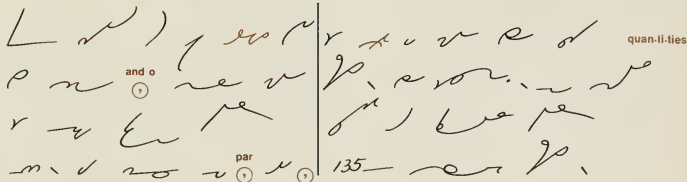
misgivings Doubts.

Reading and Writing Practice



438 Brief-Form Review Letter

thirstily



u n . ne 147
1 2 3 4 5 6 7
1 2 3 4 5 6 7
u 5 3 2 1
2 3 4 5 6 7
de-vice
1 2 3 4 5 6 7
1 2 3 4 5 6 7
1 2 3 4 5 6 7
1 2 3 4 5 6 7
1 2 3 4 5 6 7
1 2 3 4 5 6 7
un-in-ter-rupt-ed
sug-ges-tions
1 2 3 4 5 6 7

when
[158]
443
ap
chil-dren's
[97]







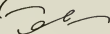

46

LESSON

Principles







444 Word Ending -gram The word ending *-gram* is represented by a disjoined *gay*.

Spell: p-r-o-gram, program

program  cablegram  telegram 
programmed  radiogram  diagrams 




445 Word Beginning Electric The word beginning *electric* is represented by a disjoined *el*.

Spell: electric-l, electrical










electric  electric fan  electrical 
electric light  electric motor  electrically 

446 Word Beginning Electr- The word beginning *electr-* is also represented by a disjoined *el*.

Spell: electro-n-e-k, electronic

electronic  electroplate  electricity 

447 Compounds Most compound words are formed by simply joining the outlines for the words that make up the compound. In some words, however, it is desirable to modify the outline for one of the words in order to obtain an easier joining.

anyhow  someone  within 
anywhere  worthwhile  withstand 
anybody  however  notwithstanding 

448 Intersection Intersection, or the writing of one character through another, is sometimes useful for special phrases. This principle may be used when the constant repetition of certain combinations of words in your dictation makes it clearly worthwhile to form special outlines for them.

a.m.

vice versa

p.m.

Chamber of Commerce

Building Transcription Skills

449 SIMILAR-WORDS DRILL ■ it's; its

it's Contraction for *it is*.

A modern kitchen is not a luxury; *it's* a convenience.

its Possessive form of *it*.

Its operating efficiency will make cooking a delight.

450

Business
Vocabulary
Builder

majority stockholder The person who owns more than 50 percent of a company's stock.

practicable Feasible. (Do not confuse with *practical*, which means *useful*.)

thermostat An instrument used to regulate temperature.

Reading and Writing Practice



451 Brief-Form Review Letter

weath-er

Handwritten notes for 'weath-er' including 'as' and circled numbers.

Handwritten notes on the right side of the page.

clothes

an-nu-al

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

Handwritten notes for 'an-nu-al'.

Handwritten notes on the right side.

elec-tric-i-ty

[178]



prac-ti-ca-ble

Handwritten notes for 'prac-ti-ca-ble'.

Handwritten notes on the right side.

454

some-one

Handwritten notes for 'some-one'.

Handwritten notes on the right side.

Handwritten notes for 'some-one'.

Handwritten notes on the right side.

Handwritten notes for 'some-one'.

Handwritten notes on the right side.

Handwritten notes for 'some-one'.

Handwritten notes on the right side.

Handwritten notes for 'some-one'.

Handwritten notes on the right side.

un-oc-cu-pied

Handwritten notes for 'un-oc-cu-pied'.

Handwritten notes on the right side.

Handwritten notes for 'un-oc-cu-pied'.

Handwritten notes on the right side.

Handwritten notes for 'un-oc-cu-pied'.

Handwritten notes on the right side.

Handwritten notes for 'un-oc-cu-pied'.

Handwritten notes on the right side.

lis-ten-ing

Handwritten notes for 'lis-ten-ing'.

Handwritten notes on the right side.

of-fered

mod.ern . and o
 it's
 its
 show-room par
 for-ward
 [172]

ser
 cal-e-go-ry
 intro
 ad-vice
 intro
 par
 adopt
 conj
 su-pe-ri-or
 [157]



455
 de-vel.op.ing par
 [172]




47

LESSON




Principles

456 Geographical Expressions and Names In geographical expressions and proper names, the ending *-burg* is represented by *b*; the ending *-ville*, by *v*; the ending *-ington*, by a disjoined *ten* blend; the ending *-ingham*, by a disjoined *m*.




-burg Spell: h-a-r-e-s-burg, Harrisburg

| | | | | | |
|------------|---|------------|---|----------|---|
| Harrisburg |  | Pittsburgh |  | Newburgh |  |
|------------|---|------------|---|----------|---|




-ville Spell: n-a-ish-ville, Nashville

| | | | | | |
|-----------|---|--------------|---|------------|---|
| Nashville |  | Jacksonville |  | Evansville |  |
|-----------|---|--------------|---|------------|---|

-ington Spell: oo-o-ish-ington, Washington

| | | | | | |
|------------|---|------------|---|-----------|---|
| Washington |  | Wilmington |  | Lexington |  |
|------------|---|------------|---|-----------|---|

-ingham Spell: f-r-a-m-ingham, Framingham

| | | | | | |
|------------|---|------------|---|------------|---|
| Framingham |  | Buckingham |  | Cunningham |  |
|------------|---|------------|---|------------|---|

Building Transcription Skills

457 GRAMMAR CHECKUP

Most businessmen have a good command of the English language. Some rarely make an error in grammar. There are times, though, when even the best dictators will perhaps use a plural verb with a singular noun or use the objective case when they should have used the nominative. They usually know better, but in concentrating intently on expressing a thought or idea, they occasionally suffer a grammatical lapse.

It will be your job, as a stenographer or secretary, to catch these occasional errors in grammar and to correct them when you transcribe.

From time to time in the lessons ahead, you will be given an opportunity to brush up on some of the rules of grammar that are frequently violated.

GRAMMAR CHECKUP ■ subject and verb

A verb must agree with its subject in number.

Our president is looking forward to the pleasure of serving you.

Your canceled checks are mailed to you each month.

The inclusion of a phrase such as *in addition to*, *as well as*, or *along with* after the subject does not affect the number of the verb. If the subject is singular, use a singular verb; if the subject is plural, use a plural verb.

Our president, as well as the members of the staff, is looking forward to the pleasure of serving you.

Your canceled checks, along with your statement, are mailed to you each month.

458

Business
Vocabulary
Builder

mandatory Not to be avoided; obligatory.

durable Able to last.

availed Made use of.

Reading and Writing Practice



459 Brief-Form Review Letter

The Brief-Form Review Letter is a dis.play.ing
document that is used to record
information about a guest's
stay. It is a brief summary of
the guest's stay and is used
to provide information to the
guest's home office. The
information is used to provide
information to the guest's home
office. The information is used
to provide information to the
guest's home office. [150]

et 16 10 et f
o y no en
oo f 2 et e
L. 9 intro ap
15 2 y 1 u 65

man-da-to-ry

suc-ces-sor

ef-fi-cient-ly

some-time

en-joyed

o m 9
3 2 y t v
i (o s r b
de 1971. i . d C
L 2 conj
2 ii
B 1 1 v v
L 2 conj
1 1 e e d n
1 1 m i
out 9 d . 2 [147]

re - 6 y 2 - 6
i y 2 0 7
2 t . 2 v n r
2 t . 1 4 n 1 n
2 y 6 i > 0

2 m par
2 m 1 2 n he
h o u e 2 6
3 1 2 t 2 . (

1 n o u e i intro
7 d and o
y > h m t o
9 ii
1 d 1 d 2

per-son-al

ap-prov-al

1 e 1 B . n [97]

1 1 e e d n
1 1 m i
2 2 t 6
2 6 2 2 6 m



su-per-in-ten-dents

oe - 6 = 9) - u . u u r e j , 3 j , e
r 40 u f -> u y r - e g - u - t
m e e u e i n . i d i , s e j p 2 j
a ' s e) e d 2 m j e g u i t
E p 6 = 20 r f ' . j r e e o
? " e o , s (m i u i d e l e e u
p m e e o c 3 h r e . v

en-ti-ling
com-pli-men-ta-ry
intro

equip-ment

oe u o d t h o w e n 1 9 6
i d u i v e r u m e y 20, r e j , u e j
20 j = r B . 2 m j . h e h e
E o o m e e e y

when
gen-u-ine
par

prac-ti-cal
du-ra-ble

ser
con o y) M ,
e y i o 6 =
o n o m e e - [117]

intro
trav-el-ing

463




(e y M e u j)
E p r o s i e j
e e 2 m e a t)
" 2 3 0 2 con j
1 j

avail- ed

464



(r = e ' r o .
s r -> u u u
co . h e r y , s
so-ror-i-ty

| | | | |
|---------|------|-------|---|
| | | it | 153 |
| | | |  |
| | 465 | | |
| site | 1800 | intro | |
| sym-bol | | | |
| its | | ser | |
| ar-eas | | | |
| | | when | |
| | | | for-ward |
| | | | [87] |

SPELLING AND PUNCTUATION CHECK LIST

Are you careful to punctuate and spell correctly when—

- 1 You write your compositions in English?
- 2 Prepare papers for other classes?
- 3 Correspond with friends to whom you must write in longhand?

In short, are you making correct spelling and punctuation a habit in all the longhand writing or typing that you do?

48

LESSON

RECALL

In Lesson 47 you studied the last of the new shorthand devices of Gregg Shorthand. In this lesson you will find an Accuracy Practice, a Recall Chart that reviews all the word-building principles of Gregg Shorthand, and a Reading and Writing Practice.

Accuracy Practice

466 Def



To write this stroke accurately:

- Make it large, almost the full height of your notebook line.
- Make it narrow.
- Start and finish the stroke on the same level of writing, as indicated by the dotted line.

practice drill



Divide, definite, defeat, devote, differ, endeavor

467 Ith

Ten

Tem



To write these strokes accurately:

- Slant the strokes as indicated by the dotted lines.
- Make the **beginning** of the curves deep.
- Make the **tem** large, the **ith** small, and the **ten** about half the size of the **tem**.

practice drill



In the, in time, tender, teeth, detain, medium.

468 Recall Chart This chart contains one or more illustrations of every word building and phrasing principle of Gregg Shorthand.

WORDS

| | | | | | | |
|----|--|--|--|--|--|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |

PHRASES

| | | | | | | |
|----|--|--|--|--|--|--|
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |

Building Transcription Skills

469

Business
Vocabulary
Builder

determination The mental power of deciding definitely and firmly.

trivial Of little importance.

apt Likely.

Reading and Writing Practice



470 Your Memory

Handwritten cursive text with a vertical line down the middle. The text is divided into two columns. The left column contains the words: judgment, The first, fur.ther.more, mem.o.rize. The right column contains the words: more, re.quires, in.gre.di.ents, Be sure, ac.com.plish. The words are written in cursive and are annotated with small circles and numbers (1, 2, 3) indicating stroke order or specific features. The words are: judgment, The first, fur.ther.more, mem.o.rize, more, re.quires, in.gre.di.ents, Be sure, ac.com.plish.

4 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

intro

triv-i-al

par

apt

intro

ex-am-ple

Handwritten cursive practice lines on the left side of the page, showing various letter combinations and strokes.

Handwritten cursive practice lines on the right side of the page, including the word 'example' and other cursive forms.

2. Look

like-ly

intro

his-to-ry

conj

conj

5. Practice, look

phys-i-cal

and o

con-sis-tent

intro

ex-er-cise

won't

and o

conj

div-i-dends

[495]



21

REINFORCEMENT

Chapter 9

Status and the Secretary

Today, more than ever, people are status-conscious. They select their clothes, their food, their houses, their recreation, and their friends with the hope that others will look with approval and admiration upon their good taste and their sophistication. Even the work that people do must have status—if not in *what* they do, certainly in what the job is *called*. Janitors want to be called *custodial managers* or *maintenance engineers*. The term *beauty operator* long ago gave way to the more sophisticated *beautician*. Many women object to the old term *housewife* and insist that they are really *homemakers*. Today's salesman is called a *service representative*, *sales consultant*, *product consultant*, or *sales engineer*.

The job of the secretary has increased in status over the years; yet the title has remained virtually unchanged. While the term *administrative assistant* is often used to identify a high-level secretarial position, it has been slow in gaining acceptance. The executive is responsible in large measure for this; he finds it difficult to refer to his assistant by any other name than *secretary*. But he certainly has no difficulty describing her status! The secretary is her boss's right arm. When the executive says "my secretary," he is, in effect, saying "the person who runs my office and my schedule." To find out the status of the secretary to an executive, you need only

eavesdrop on the boss when the secretary is on vacation or at home ill. He is very likely to use such phrases as, "My secretary isn't here this week, and I have no idea where to find..." or "Would you mind calling again next week when my secretary returns? She knows what we decided, but I have forgotten..." or "I think I'll ask that client to wait another week until my secretary returns. She has all the facts."

Business would truly be paralyzed if the secretary were not on the job. The executive is helpless without her. He cannot retrieve needed materials from the files; he cannot get that important report ready because only his secretary knows where to get the facts;





he cannot schedule that meeting because he needs someone completely reliable to report the minutes.

Status is one of the reasons why secretaries enjoy their work so much. They know that they are on the firing line of executive decisions—that important reports, meetings, conferences, and decisions could not take place if they were not there to supply the information needed to “run the show.”

With status, of course, go pleasant surroundings, good pay, security, and all the other

hallmarks of the ideal position. If you want to feel needed, to make a valuable contribution to managerial performance, to sit in the front row of the drama of business—a drama that may affect the well-being and activities of thousands—become a secretary. There is no other job for a woman that has more status and that is more needed in the arena of the American economy.

And you don't have to sugarcoat the job by calling it something more dignified. The term *secretary* is fine just as it stands.

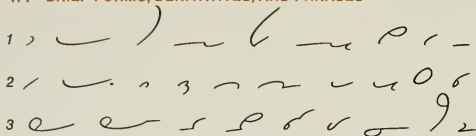


49

LESSON

Lesson 49 provides a thorough review of the shorthand principles you studied in Chapter 1.

471 BRIEF FORMS, DERIVATIVES, AND PHRASES

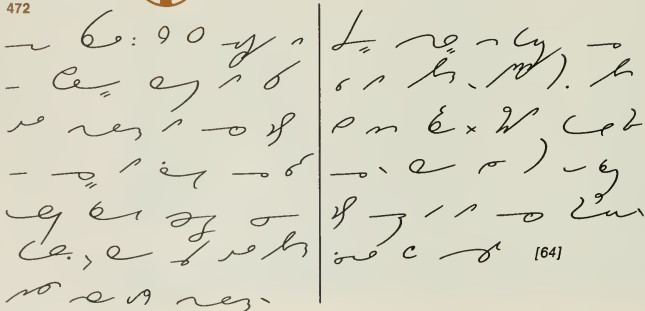


- 1 Is-his, will-well, have, Mr., but, Mrs., that, the, in-not.
- 2 It-at, willing, you-your, yours, can, cannot, are-hour-our, ours, I, with.
- 3 I will, I will not, in the, in that, with the, of the, I am, I have, is not.

Reading Practice



472



473

f b n p n
 g n ev - go
 e e 2 x 9
 ev i z h b i

e - v i e p i
 n b e h b w
 b i e x i i i
 e d n o r i
 o e e h g

[50]

474

f b o n e e
 h h h u g n
 h e - o n c e b
 i n e e h e -
 n e n h o p
 e o r i h e e b
 o u d i 2 e v
 h o e o r 2 i o
 e b i z g e e



475

f b - o e s
 o b e r o n e f i g
 n e g e d i s f u
 55 2 u s t p e
 i g i p u 65 d e

o p i - h e i
 i e a r g r p

n e b e e i o
 m u . o i n o
 o n e c l x n i h u
 o d i h e e
 e o v a r z e

[70]

476

f i e n o g i
 z e h e f g



[61]



o n i t u . , e e e e :
e q - o p d n j r e , o y ,
p - e e e q p e y i o d - p q ;
u - e t . r = 1 o d i e y ,
m e i u u / 1 2 1 b e e l e , r o - u r b e
e - y > e y . l p q i o u e r =
q u b e e e e e r e . i f o o o . b e
i e e o r i e e e c d . h e b e o
e b e y r o t o n i n - e u r o
e o o t e , o b e u - a r e [7 4]
x d e e b - i e r

1. l p q u l e
n > - i l h u
2. n / t . v e e e
q - e x n f [1 1 0]

477



r e e f : t i r e
e l q o u e r = r e
f - h e , h o u r e

, e e e e :
j r e , o y ,
e y i o d - p q ;
1 o d i e y ,
e l e , r o - u r b e
l p q i o u e r =
r e . i f o o o . b e
c d . h e b e o
i n - e u r o
- a r e [7 4]

478



- t i : o r y
o h e u e u
o h u l l m
e q - y m .
l o - e b e e
r - u e l q u e y
m . p m j . e e .
o e - o i f e r -

h₂ 9. 2. 6 f. n o e r y
p m 2 l v u o o t e i 9
e u b h 2 w i e r y o i p
9 i o > l e s h d y m i d s u
e i o e t h u. e y o s t u
v n e m y c e p h₂ t [71]
p r f l o y
n h e y i n o.

480



r e n e i h n e e: e o o g.
o r e l e e o n e e t f. l e
u a r e [110] n g t l l u l l e i r

479



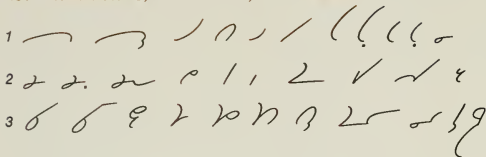
t t e o o o u f "2y" d u f
. e t o e e i l "9" e o o
s. l e b. n. e o r i o n e y
l n t e o o s y u l l e y 261
. f r o s s o s o u t y p 9 e r
o s a u l - o - e l e s e y
m y - h e e o u p i o. b u k h f [77]

50

LESSON

The practice material in Lesson 50 concentrates on the principles you studied in Chapter 2.

481 BRIEF FORMS, DERIVATIVES, AND PHRASES

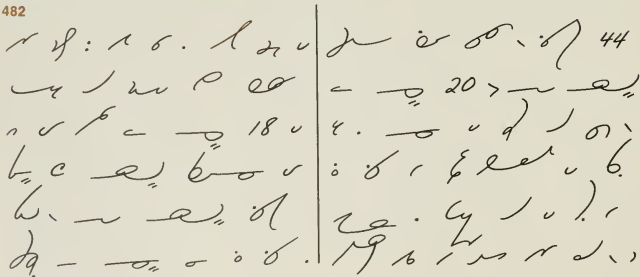


- 1 Good, goods, and, this, there (their), would, be-by, being, put, putting, when.
- 2 Send, sending, sender, they, which, shall, from, should, could, was.
- 3 I would, I would not, I was, for the, for that, for this, this is, from them, when the, which is, I shall be.

Reading and Writing Practice



482



Ura 1 iy 1
y u - o > y 1
u a y 2
Ura - o 20 - 1/4 }
[100]

u r r r r r
u - . e y . 6
e h - . o u
u r e [107]

483



r u r u o
- o 15 0 2
e y 1 . 6 u f r
r . o r e 16
r f y r
} r r 6 u y
} r r r r
r e r r - 1 e
- o r . 2 . 2 u
u r r u
r e . r y u y n
y r - o o e r r p
} . u o n e y -
- o y d e . h v

484



- o : r e b f
u r b e c e i u
e e y y r r
- r e h 16 . e e y
- r e h 15 15 u r
2 . e r e 15 u e
e a . e e e y r b
- 1 19 : r
r r r r r r r
- b . e y r . 6 e
u e r r r r p : 9
e y f r - o . e e o
r e . e y r r
7 e r r r o o

ed in ro ea
or 2. ar 23 [110]

485



12 on che
2 ed ed n p n
52 on t) 160/
2 on b n m e
- ce - n on
he 4 n ce 6 n
6 (he 20 i n
he 30) 0 x 1/2
. t 2 > h 2 -
(160/ re 2. h u
1) 2. p y
n b i e > 0 x e
p n m e v n y
e 2 n on
on 2 [109]

486

1 - 0 2. d u x
ce 6 n 6 t y -
y e n 2 - 2 ce
16) - 187 ce t on
n on. (2. - on t
n on. (n on)
20 (n 2 - 7) 0 y
n t (he 28 e y
n on on. p
o i e 2 n on
re of. 2 [76]

487



re: e h 2 0 8
n 2 ce 7 on
- p, ce 1 2 y
n 2 he 10 n he
24 26 2 y - n -
29: 2 - 7 of y
- (e 5) he 26

24. 3. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145.

[145]



488

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145.

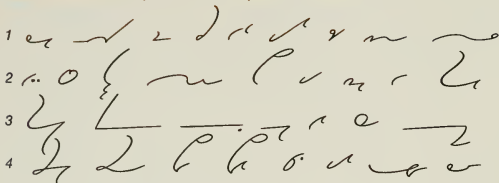
[138]

51

LESSON

In this lesson you will review intensively the shorthand principles that you studied in Chapter 3.

489 BRIEF FORMS, DERIVATIVES, AND PHRASES



- 1 Years, enclosed, soon, very, thanks, orders, yesterday, worker, gladly.
- 2 Thinking, why, businesses, greater, about, what, once, than, values.
- 3 Valuable, gentlemen, morning, important-importance, those, where, manufacturer.
- 4 Very important, very well, about the, about those, I think, what is, less than, were not.

Building Transcription Skills

490

Business
Vocabulary
Builder

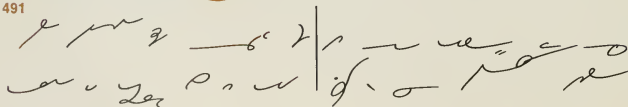
adjourn To end a meeting. (Do not confuse *adjourn* with *adjoin*, which means *to be close to*.)

rectify To correct.

Reading and Writing Practice



491



M. h. u. n. d. e. r. e. n. t.
p. o. e. t. i. c. a. l. e.
i. n. t. e. r. i. o. r. e.
h. o. m. i. n. i. a.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e. [98]

h. o. m. i. n. i. a.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e. [103]

497



L. m. e. l. l. i. o.
p. e. r. m. i. t. t. i. t.
e. a. t. e. x. t. u. r. i. s.

p. r. o. v. i. d. e.
m. e. m. b. r. a. n. a.
(c. 9. 10. 11.)

l. e. g. i. s. l. a. t. i. o.
l. e. g. i. s. l. a. t. i. o.
l. e. g. i. s. l. a. t. i. o.

l. e. g. i. s. l. a. t. i. o.
l. e. g. i. s. l. a. t. i. o.
l. e. g. i. s. l. a. t. i. o.

l. e. g. i. s. l. a. t. i. o.
l. e. g. i. s. l. a. t. i. o.
l. e. g. i. s. l. a. t. i. o. [102]

496



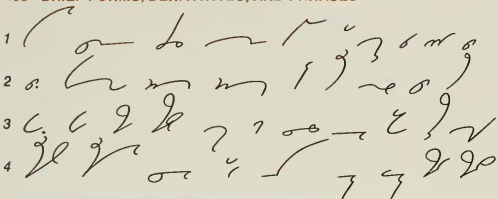
L. o. d. i. c. a.
m. e. m. b. r. a. n. a.
m. e. m. b. r. a. n. a.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.
o. r. i. g. i. n. a. l. e.

52

LESSON

The practice material in this lesson concentrates on the shorthand principles you studied in Chapter 4.

498 BRIEF FORMS, DERIVATIVES, AND PHRASES



- 1 Times, acknowledgment, generally, gone, during, over, questions, yet, worth, use.
- 2 Using, bigger, suggest, suggestion, such, several, correspond-correspondence, how-out, ever-every.
- 3 Presenting, part, after, advertise, company, wish, immediately, must, opportunity, advantages, questioned.
- 4 Several days, several times, I must, over the, in time, in such, on such, after the, after that.

Building Transcription Skills

499 SPELLING FAMILIES ■ silent e dropped before -ment

Most words ending in e retain the e before the ending *-ment*.

ad-ver-tise-ment ar-range-ment man-age-ment

amuse-ment en-cour-age-ment re-quire-ment

an-nounce-ment en-gage-ment state-ment

but

ac-knowl-edg-ment judg-ment ar-gu-ment

consecutive Following one after the other.**conviction** The state of being convinced or persuaded.**considerate** Having a regard for the needs or feelings of others.Reading and
Writing Practice

501

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

an-nounc-ing

con-sec-u-live

raise

502

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

judg-ment

equip-ment

thor-ough-ly

con-vic-tion



brochure

Handwritten cursive text for 'brochure'.

Handwritten cursive text for 'potential'.

po-ten-tial

[109]

503



Handwritten cursive text for 'refreshing'.

re-fer-ring

504



Handwritten cursive text for 'wasting'.

wast-ing

switch-ing

pre-par-ing

sur-prise

sur-vey

Handwritten notes for 'sur-vey' including the number '239-3752' and '[109]'.

Handwritten notes for 'over-due' including the number '109'.

over-due

505



ser-vice

Handwritten notes for 'ser-vice' including the number '109'.

Handwritten notes for 'brought' including the number '109'.

brought

man-age-ment

Handwritten notes for 'man-age-ment' including the number '104'.

Handwritten notes for 'Won't' including the number '104'.

Won't

[104]

ar-range-ments

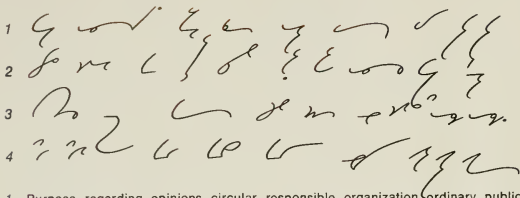
ac-knowl-edg-ment

53

LESSON

In this lesson you will obtain a thorough review of the shorthand principles you studied in Chapter 5.

507 BRIEF FORMS, DERIVATIVES, AND PHRASES



- 1 Purpose, regarding, opinions, circular, responsible, organization, ordinary, public, publication.
- 2 Particularly, streets, upon, subjects, ideas, speaking, speaker, regularly, probably, newspaper.
- 3 Difficulty, envelope, progress, satisfy-satisfactory, success, next, states, under, request, requesting.
- 4 Under the, under those, upon the, upon that, upon them, next time, to speak, to publish, to progress.

Building Transcription Skills

508

Business
Vocabulary
Builder

perplexing Confusing.

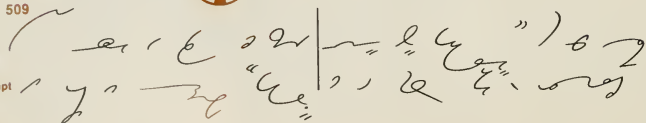
extensively Widely.

lapse Expire.

Reading and Writing Practice



509



manu-script

en-cour-ag-ing

1. 鼓励
 2. 鼓舞
 3. 激励
 4. 勉励
 5. 激励
 6. 勉励
 7. 激励
 8. 勉励
 9. 激励
 10. 勉励

1. 鼓励
 2. 鼓舞
 3. 激励
 4. 勉励
 5. 激励
 6. 勉励
 7. 激励
 8. 勉励
 9. 激励
 10. 勉励

ad-di-tion

ar-ea

511



ap-pre-ci-ate

1. 欣赏
 2. 赏识
 3. 赞赏
 4. 钦佩
 5. 佩服
 6. 敬仰
 7. 崇拜
 8. 敬慕
 9. 景仰
 10. 崇拜

1. 欣赏
 2. 赏识
 3. 赞赏
 4. 钦佩
 5. 佩服
 6. 敬仰
 7. 崇拜
 8. 敬慕
 9. 景仰
 10. 崇拜

prin-ci-ple

suc-cess-ful

[135]

1. 成功
 2. 胜利
 3. 成就
 4. 成功
 5. 胜利
 6. 成就
 7. 成功
 8. 胜利
 9. 成就
 10. 成功

en-gi-neers

510



edi-tion

1. 编辑
 2. 编纂
 3. 编辑
 4. 编纂
 5. 编辑
 6. 编纂
 7. 编辑
 8. 编纂
 9. 编辑
 10. 编纂

1. 编辑
 2. 编纂
 3. 编辑
 4. 编纂
 5. 编辑
 6. 编纂
 7. 编辑
 8. 编纂
 9. 编辑
 10. 编纂

9 2 7 2 8 1 2 0 0 e
3 7 1 e b 2 0 1 6. 2 e 0 1
e e e 2 0 0 1 2 0 0 2
c m . 2 1 2 1 0 e 2
2 w . e 2 2 1 0 e 2
- 1 e 2 2 1 2 1 5 1 . m
e 1 2 2 . m

[127]

8 1 2 0 0 e
1 6 . 2 e 0 1
1 2 0 0 2
1 0 e 2
1 0 e 2
1 5 1 . m
2 1 0 e 2
0 e 2

lapse

[137]



512

1 2 2 2
1 2 9 0 = 2 2
0 2 2 2
2 2 2 2 2 4 .
m 2 0 2) .
2 9 2) 2
5 0 / 2 2 0 0
2 2 2 2 e
1 2 2 2
2 2 2 2
2 2 2 2

en.ve.lope

513

2 2 2 2
2 2 2 2
2 2 2 2 2 4 .
2 2 2 2
2 2 2 2
2 2 2 2
2 2 2 2
2 2 2 2
2 2 2 2
2 2 2 2
2 2 2 2

re.ceive

valu.able

[86]

Handwritten notes on the left side of the page, including the word "education" written vertically.

Handwritten notes on the right side of the page, including the word "traveling" written vertically.

ac.cept.ed

trav.el.ing

ed-u-ca-tion

[103]



prompt

Handwritten notes on the left side of the page, including the word "prompt" written vertically.

Handwritten notes on the right side of the page, including the word "satisfactorily" written vertically.

sat-is-fac-to-ri-ly

[114]



Handwritten notes on the left side of the page, including the word "recently" written vertically.

Handwritten notes on the right side of the page, including the word "effect" written vertically.

ef.fect

re.cent.ly

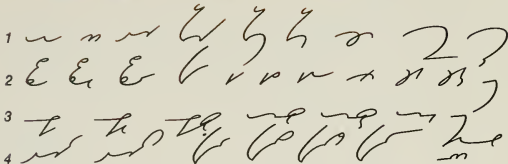
[96]

54

LESSON

The practice material in Lesson 54 provides an intensive review of the principles you studied in Chapter 6.

517 BRIEF FORMS, DERIVATIVES, AND PHRASES

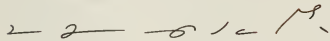


- 1 Railroad, world, throughout, objected, objective, objection, character, government, governs.
- 2 Experience, experiences, experienced, between, short, shortly, shorter, quantity, situation, situations, never.
- 3 Merchant, merchants, merchandising, recognize, recognizes, recognition, nevertheless.
- 4 Throughout the, throughout this, between the, between that, between these, between them, in the world.

Building Transcription Skills

518 SIMILAR-WORDS DRILL ■ their, there, they're

their Possessive form of *they*.



Some women make *their* own dresses.

there In or at that place.



He went *there* at my request.

they're Contraction for they are.

they're

They're always ready to help you.

519

Business
Vocabulary
Builder

intricate Involved; complicated.

foresight The act of looking ahead.

shy away Timidly avoid.

**Reading and
Writing Practice**



520

of-fer-ing

of-fer-ing

of-fer-ing

[143]



521

an-nu-al

in-tri-cate

an-nu-al
in-tri-cate

an-nu-al
in-tri-cate

ap

ad

Tech-ni-cal

ser

20 of my 6. ...
...
... par ...
...
... ser ... char-ac-ter ...
... ser ...
[104] [149]



522

523

de-press-ing

fu-el

judg-ment

par

dec-o-ra-tors

too

fore-sight

there
 odor-less
 con-tract-or
 [150]

am-a-leur
 re-ceive-ing
 par
 x-mod-ern
 [114]

524
 their
 they're
 ser
 par
 [73]

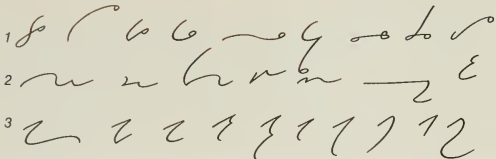
525
 sched-ule
 par
 en-ve-lope
 [73]

55

LESSON

In Lesson 55 you will review intensively the shorthand principles you studied in Chapter 7.

526 BRIEF-FORM DERIVATIVES AND PHRASES



- 1 Particularly, timely, partly, presently, gladly, probably, immediately, generally, ordinarily.
- 2 Greater, sooner, bigger, shorter, worker, manufacturer, speaker.
- 3 To progress, to part, to present, to speak, to publish, to put, to be, to have, to which, to value.

Building Transcription Skills

527 GRAMMAR CHECKUP ■ the infinitive

The infinitive is the form of the verb usually introduced by *to*—*to see*, *to be*, *to have*, *to do*.

Careful writers try to avoid "splitting" an infinitive, that is, inserting a word or phrase between *to* and the following word.

no

To properly do the job, you need better tools.

yes

To do the job properly, you need better tools.

no

He was told to carefully prepare the report.

yes

He was told to prepare the report carefully.

abuse (noun) Improper treatment or use.**inherited** Received from someone at his death.**unwittingly** Unintentionally.**Reading and
Writing Practice**

529

fre-quent

sig-nif-i-cant

em-ploy-ees

aris-en

cope

530

[133]



in-sti-tu-tion

its

ex-pan-sion

o. h. u. r. e. i. d. y. 2
intro
gen-er-ous
[139]

h. y. 9 6 5 2 2
intro
ser
em-ploy-ee's
un.til



as
in-her-it-ed
par
trans-mit-ting
ti-tle
it

intro
[76]



ef-fect
iden-ti-ty-ing
shown

iden-ti-ty-ing
shown

2
 W
 P
 G
 M

if

①

[94]

534



M
 O
 B
 M
 K
 I
 S
 S
 H
 A
 V
 E
 M
 E
 N

intro

①

intro

①

when

①

535



P
 M
 P
 S
 P
 O
 I
 M
 P
 M
 P
 M
 S
 M
 P
 S
 M

intro

①

ser

①

②

as

①

if

①

known

equiv-a-lent

re-quire-ments

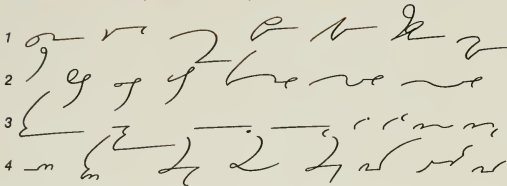
[117]

56

LESSON

The practice material in Lesson 56 concentrates on the principles you studied in Chapter 8.

536 BRIEF FORMS, DERIVATIVES, AND PHRASES



- 1 Acknowledgment, statements, government, apartment, department, advertisement, compartment.
- 2 Ever, wherever, whenever, whatever, bigness, greatness, gladness.
- 3 Businessmen, newspapermen, morning, mornings, thank, thanks, worker, workings.
- 4 In the world, business world, very important, very well, very much, one time, throughout the, one of the.

Building Transcription Skills

537 COMMON PREFIXES

Many words in the English language contain common prefixes. An understanding of the meanings of these prefixes will often give you a clue to the meaning of an unfamiliar word.

Perhaps you never heard of the word *superfluous*. However, if you know that *super* means *more than*, you will probably be able to figure out that *superfluous* means *more than enough*.

In each "Common Prefixes" exercise you will be given a common prefix, its meaning, and a list of words in which the prefix is used.

Read each definition carefully, and then study the illustrations that follow. A number of the illustrations are used in the Reading and Writing Practice.

COMMON PREFIXES ■ super-

super- over; more than

- supervise** To oversee.
- supervisor** One who oversees.
- superior** Over in rank; higher.
- superfluous** More than enough.

538

Business
Vocabulary
Builder

- superb** Supremely good.
- unrewarding** Unsatisfying.
- highlight** An outstanding event.

Reading and
Writing Practice



539

su.per.vi.sor

su.perb

con.sum.er

Handwritten practice for 539: *superior* (su.per.vi.sor), *superb* (su.perb), *consumer* (con.sum.er). Includes a circled '1' at the end of the word 'superb'.

540



Handwritten practice for 540: *forward* (for.ward), *highlight* (high.light), *superb* (su.perb). Includes a circled '1' at the end of the word 'superb'.

con-fi-dent

con-fi-dent

and o

worth-while

and o

[84]

541



cal-cu-la-tors

cal-cu-la-tors

when

when

Intro

Intro

prop-er-ly

prop-er-ly

re-ju-ve-nates

re-ju-ve-nates

re-move

re-move

re-move

it

it

par

par

par

542



542

542

542

542

542

542

542

mod-ern-iz-ing

mod-ern-iz-ing

ser re me
e e o y
n o 2 1 e 1 1
2 n (s) ab 1
when i gal
r n = o v lo a
c b. h [117]

intro h y g
por-ta-ble
u m l y a 1
ser 3 2 3 1 4 0
1 2 (150) 4 9
weighs
2 3 1 4 10
par m u 4 6
h e r e e 6 0
x v r o [136]

cour-te-ous

weighs



543

544

er 2 o v
i n d i c y w h y
ng 3 1 re
e i e m i g e
h y e e
and o
f u r b l i
g u a n i n g
e e n g y h

ap h y - m
h y h y
n i t y c e
l m s o t e n l
e r o n b y
m i o - 6
2 o - b e T
2 u d 10 11
h y m o o

re-lieve

than

an-swer

ap ①
 10 ① u ①
 11 x o r g u
 12 r l e
 13 u n z
 14 i y ①
 15 e n 2 o q
 16 e y s b e i ①
 [122]

545

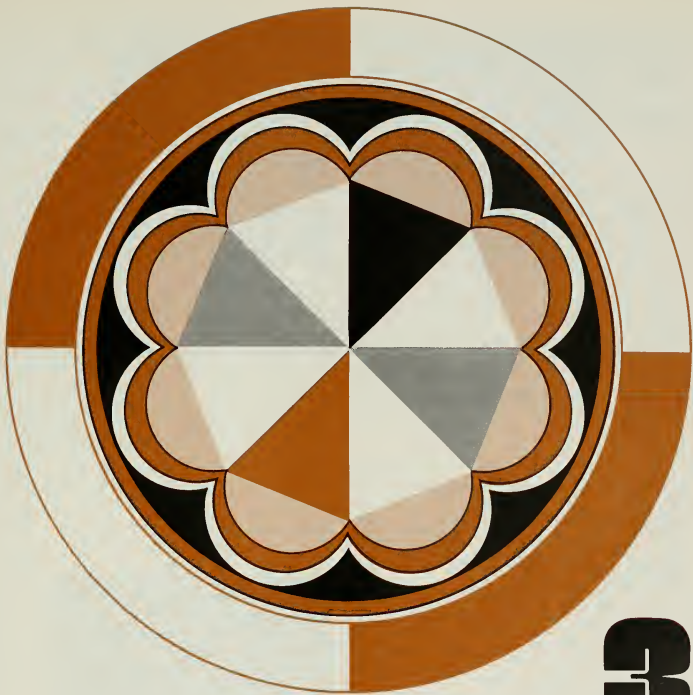
17 e p a n e n o
 18 s r n g
 19 u n e z



ap ①
 20 e - e - e
 21 e 12 9
 22 as ①
 23 l i s - t e n - e r s
 24 p a r ①
 25 w h e t h e r
 26 i f ①
 27 a n d o ①
 28 g r a t e - f u l
 29 e n - v e - l o p e
 [106]

DID YOU KNOW THAT—

- President Woodrow Wilson was an expert shorthand writer and that he drafted all his state papers in shorthand?
- Samuel Pepys wrote his famous diary in shorthand? He wrote so legibly that students of literature had no difficulty making an accurate transcript of his notes.
- George Bernard Shaw did all his composing in shorthand and then had his secretary transcribe his notes?
- James F. Byrnes used his shorthand regularly while he was a Supreme Court justice, a Secretary of State, and the Governor of South Carolina?



**SHORTHAND AND
TRANSCRIPTION
SKILL BUILDING**

Chapter 10

The Ideal Secretary

It is easy to list the qualifications the business employee should possess. He should be honest, dependable, intelligent, hardworking, friendly, cooperative, ambitious... But let's stop right there: *Any* favorable human attribute fits. Employers can reel off many traits they'd like to see in everyone they hire, but not a single boss really expects perfection. There are, however, four qualifications that the typical executive *insists* on for his secretary: excellent stenographic skill, good communication skill, poise, and good grooming.

EXCELLENT STENOGRAPHIC SKILL

"There is absolutely no substitute for good skills," the typical executive will tell you. By *skills* he means mainly shorthand, typewriting, and transcription skills. The secretary must be able to take his dictation at the rate the executive wants to give it without the plea, "You're going too fast for me." He expects her to transcribe her shorthand notes quickly and accurately on the typewriter. To do this, she needs a typing speed of at least 60 words a minute and a good knowledge of letter and report formats.

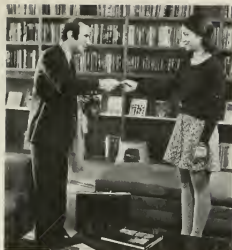
GOOD COMMUNICATION SKILL

It could be said that communication is the secretary's main job, for her duties involve

conveying meaning, both through the written and the spoken word, and through her poise, manners, tact, and facial expressions. All are methods of communicating. As to the written word, the typical executive expects the secretary to be his editor. When he has dictated a letter, he may say, "You fix it up." That is, he wants her to put in the correct punctuation, paragraph the letter properly, correct errors in names, dates, figures, and word usage.

Many secretaries are expected to write simple letters, memorandums, and routine reports for their bosses. Letters include those that make travel or hotel reservations, acknowledge receipt of something, ask for something, follow up on an appointment or schedule, and thank someone for a favor. The secretary writes memorandums and reports to schedule and follow up on meetings, to report on progress, to review activities, and so on.





The secretary's voice is one of her most important assets. She greets callers, gives instructions to her employer's subordinates, communicates with other executives, and talks on the telephone to many people daily, both inside and outside the company. She may even be asked to talk before an audience.

POISE

To most people, poise means always looking cool, calm, and collected. However, poise means more than that. It includes knowing what to say to an irate customer who insists on tongue-lashing the boss (who doesn't want to be disturbed); how to explain tactfully why the executive is an hour late for an appointment with an out-of-town visitor; how to accept negative criticism from the boss even when she doesn't feel it is deserved; how to withhold confidential information from those who are not authorized to obtain it, no matter how persistent they are. Poise is the reflection of a mature personality, of complete confidence in oneself. It is a quality that every top executive ranks high on his list of "musts."

GOOD GROOMING

Every executive has a right to expect that his secretary will always look her best on the job. Her appearance can reflect favorably or unfavorably on him. Of course, she must be immaculately clean from head to toe.

The smart secretary takes pride in herself, her job, and her boss; she never "lets herself go." This means daily attention to hair, nails, and complexion. It means getting sufficient rest so that she looks sharp and alert. And, of course, it means selecting clothing with great care and keeping it spotless and in good repair. Contrary to what some people believe, the secretary doesn't have to wear somber clothing. In fact, bright, tasteful colors are quite acceptable. What she must avoid is the extreme—the extreme in hair style and makeup, in clothing, and in accessories. The secretary who wants to look like the belle of the ball in the office is due for a rude awakening! But the secretary who puts it all together with good taste and good grooming is an asset to her boss and to the company.

57

LESSON

The letters in Lesson 57 contain several hundred brief forms and derivatives. Because you have seen and written these brief forms many, many times, you should be able to read through the letters in this lesson with record speed!

Building Transcription Skills

546 SPELLING FAMILIES ■ -tion, -sion

Words Ending in -tion

| | | |
|----------------|------------------|----------------|
| ac-tion | in-for-ma-tion | ques-tion |
| ap-ply-ca-tion | or-ga-ni-za-tion | rep-u-ta-tion |
| col-lec-tion | pro-tec-tion | sta-tion |
| es-ti-ma-tion | pub-li-ca-tion | sub-scrip-tion |

Words Ending in -sion

| | | |
|-----------------|--------------|--------------|
| ap-pre-hen-sion | di-vi-sion | pro-fes-sion |
| col-li-sion | oc-ca-sion | pro-vi-sion |
| con-clu-sion | per-mis-sion | ses-sion |
| de-ci-sion | per-sua-sion | tele-vi-sion |

547

Business
Vocabulary
Builder

extraordinary Exceptional; remarkable.
cope with Overcome problems and difficulties.
enviable Highly desirable.

Reading and Writing Practice



548

Handwritten practice of the words 'modern' and 'extraordinary' in cursive script. The word 'modern' is written on the left and 'extraordinary' on the right, separated by a vertical line. The letters are connected and fluid. There are small circles with numbers 1 and 2 next to some letters, likely indicating stroke order or specific features. The word 'Modern' is written in a smaller font at the bottom right.

one, so it is
"O." r. (p. 10)
is resting
18, 190

cu-ri-os-ity

ac-knowl-edged

of-fer-ing

ex-traor-di-nary

and o
of
- 1 (rest)
of
of (2. n. f)
re 3/ 12/-
n 4. 6 9 4
on 4. 10 9 0
par
m" 2 6 2 1 1
e 1 1 1 1 1 1
19 4 1. 2 [141]

549



v o / o o o
e v r. n e e m x

re-spon-si-ble
m. 1 1 1 1 1
L, G (30/ . e >
e e e u r l
U s f n e a ? i
e 30/ u u > 9
o p o e o r 9.

re-spon-si-ble

ter-ri-to-ry

ser

com-pa-nies

en-vi-able

Intro

yours
re-quest

U, e y n e l (i 2
n. e e e - i f (n
re 4 m 1 v
y n e r ? m
2. 7 y n 4 > h
- 7. 4 0 1 1
m n a 1 2 2
e n e n e e
n e n n n n
o v i e l e p e y
3 9 n y 1 y . y
e 1 2 } B 110 x n
u u 100 36. 2 [187]

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

ques-tion-able
 when
 [177]

cope

ex-pe-ri-enced



1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

ap
 dif-fi-cul-ties
 sched-uled

thefts

pre-cau-tions

valu-able

intro
 par
 ser
 when

conj
 conj
 intro
 conj

ad-ver-tis-ing

Handwritten cursive text for 'ad-ver-tis-ing' with a circled '124' at the bottom.

553

Handwritten cursive text for '553' with a circled '129' at the bottom.

ab-sence

552



Handwritten cursive text for '552' with a circled '124' at the bottom.

Handwritten cursive text for '552' with a circled '129' at the bottom.

cor-re-spon-dence

when

par

too

intro

ad-van-ta-geous

intro

intro

and o

[129]

[98]

554 Transcription Quiz In Lessons 31-56, you have been learning to apply nine rules for the correct use of the comma. In Lessons 57-69, you will have an opportunity to test your mastery of these rules through a Transcription Quiz—a letter in which no commas are indicated in the shorthand. It will be your job, as you copy the letter in shorthand in your notebook, to insert the commas in the proper places and to give the reasons why the commas are used. The shorthand in your notebook should resemble the following example:

29 Oct, act of Co. 1 - m =
 h₁₈ 18 19 19 t, sent / 20.

At the head of each Transcription Quiz you will find the number and types of commas you should supply.

The correct punctuation of the following letter calls for 7 commas—1 comma as clause, 4 commas apposition, 2 commas parenthetical.

| | |
|-------------------|-------------------|
| L. L. L. L. L. L. | , the "O. J. M." |
| L. L. L. L. L. L. | "O. J. M." |
| L. L. L. L. L. L. | L. L. L. L. L. L. |
| L. L. L. L. L. L. | L. L. L. L. L. L. |
| L. L. L. L. L. L. | L. L. L. L. L. L. |
| L. L. L. L. L. L. | L. L. L. L. L. L. |
| L. L. L. L. L. L. | L. L. L. L. L. L. |

[121]

58

LESSON

Lesson 58 provides you with an opportunity to increase your skill in the use of the frequent phrases of Gregg Shorthand. The following letters are “packed” with phrases. Several illustrations of all the phrasing principles of Gregg Shorthand appear in the letters.

Building Transcription Skills

555 GRAMMAR CHECKUP ■ sentence structure

Parallel ideas should be expressed in parallel form.

no

I hope our relationship will be long, pleasant, and “of profit” to both of us.

yes

I hope our relationship will be long, pleasant, and “profitable” to both of us.

no

As soon as we receive the necessary information, your account will be opened and “we will ship your order.”

yes

As soon as we receive the necessary information, your account will be opened and “your order will be shipped.”

It is especially important to keep parallel all ideas in a tabulation.

no

Her main duties were:

- 1. Taking dictation and transcribing*
- 2. Answering the telephone*
- 3. “To take care” of the files*

yes

Her main duties were:

- 1. Taking dictation and transcribing*
- 2. Answering the telephone*
- 3. “Taking care” of the files*

replenishing Adding a new stock or supply to.

wardrobe All the articles of clothing belonging to one person.

gratifying Pleasing.

Reading and
Writing Practice

557

ward-robe
city's
be-lieve
re-ceive

con-tin-u-ing
as
sub-scrip-tion
ad-vance

when
ap
ser
II
intro
par

[100] 559 [110]

Handwritten cursive practice for the words: replenishing, wardrobe, gratifying, continuing, as, subscription, advance, receive. The text is written in a cursive style with various annotations including small circles and numbers (1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110) indicating stroke order and placement. The words are written in a cursive style with various annotations including small circles and numbers (1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110) indicating stroke order and placement.



558



Handwritten cursive practice for the words: replenishing, wardrobe, gratifying, continuing, as, subscription, advance, receive. The text is written in a cursive style with various annotations including small circles and numbers (1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110) indicating stroke order and placement.

den-tal

6) ^{ser}

ser

col.lege

if

debts

if

par

conj

re-ceive

in-di-vid-u-als

par

[127]

[104]



561

560



ste-reo

conj

mod-el

ac-cept-ing

ex-haust-ed

conj

If any of the joined word beginnings are still a little hazy in your mind, here is a chance to fix them firmly in your mind. The letters in Lesson 59 have many illustrations of the joined word beginnings of Gregg Shorthand.

Building Transcription Skills

564 SPELLING FAMILIES ■ -ible, -able

A troublesome pair of endings for most stenographers and secretaries is *-ible*, *-able*. Unfortunately, there is no rule that enables us to determine when to use *-ible* and when to use *-able*. In most words in the English language the ending is spelled *-able*. However, it is spelled *-ible* in a sufficient number of words that you should think twice before you type an *i* or a before *-ble*.

Words Ending in -able

| | | |
|---------------|-----------------|-------------------|
| avail-able | con-sid-er-able | re-li-able |
| bear-able | de-sir-able | suit-able |
| ca-pa-ble | mem-o-ra-ble | un-for-get-ta-ble |
| com-fort-able | ob-tain-able | un-rea-son-able |

Words Ending in -ible

| | | |
|---------------|---------------|----------------|
| ad-mis-si-ble | im-pos-si-ble | pos-si-ble |
| de-duct-ible | in-cred-i-ble | re-spon-si-ble |
| de-fen-si-ble | leg-i-ble | sen-si-ble |
| flex-i-ble | plau-si-ble | ter-ri-ble |

565

Business
Vocabulary
Builder

survive Live through.

key personnel Employees who are vital to the successful operation of a business.

incredible Difficult to believe.



566

2 4 0 6 e r
 20 20 u . d . l /
 by x - - - - -
 re-open the u d y u . v
 b y intro 50, d
 1 y m 2 6 - -
 i t m - - - - - par
 lose - - - - -
 o b e . r e u s
 m u , r o u h u
 m y p e - - - -
 m w o r d o n
 d l m . e p
 b e e n s t i h
 s o j . y e . i
 9 o y e e n
 i t

567

e n i 3 o z
 2 y e h 4 2 2
 o . o g e o r
 e n h e d v g
 y h o n e e d v re-ceive-ing
 u . u e e u e r
 - - - - -
 - - - - -
 z y e d u p n
 i a 9 v e p o n j
 l e o i e
 c e o . - - -
 m y n z - e y
 n y u v e p
 u . h [97]

de-scrip-tive when
 m e d w o r d s (- m) . z y r b e n
 [144]

568

e h s s o f
) . z y r b e n
 sub-scrip-tion



u n e y o n c e
d ^{ll} 2 2 2 2 u
f h e d u n n y 9 1 0 5
s f h u > n y y
h a e w 2 2 c y . n t y e s
(1 1985 - - - o p 5 5 v e u n y

ar-eas

u b - 1 8 7 7 7
e p p a r t y
1 9 3 - 2 . n
2 6 ? 7 0 7 y

guide-lines

h e c o n j 6 1 - 1 6 .
2 y 1 k - 2 y
i 2 2 . e b o u

de-sir-able

1 3 0 2 2 1 1 e b
1 . 1 2 1 1 1

[127]

P a r t h i c i e d
1 e x n y f . d a s
n y 9 1 0 5
- . 7 n e r e d y
y . n t y e s
5 5 v e u n y

n . n o d e u n e f
h o , o n e 3
v 1 5 - y l
i n e y u . 2

sights

v 5 i o u n t o

heart

2 e 1 4 - 2 u
5 1 0 1 1 2

fur-ther

n y o . u - o . n

[127]

570



569

2 0 1 0 0
G r ^{ser} 2 y
e p d a i k u z

un-for-get-able

2 6 n y 1 2 0
u o r 2 0 y - 1 0
e i p - o b . x n

in-ter-com-mu-ni-ca-tion

3. The first part of the sentence is a complete sentence.

the first part of the sentence is a complete sentence.

ser

over-head

lo-ca-tions

the first part of the sentence is a complete sentence.

the first part of the sentence is a complete sentence.

[104]

571 Transcription Quiz The correct punctuation of the following letters calls for 5 commas—4 commas apposition, 1 comma as clause.

The first part of the sentence is a complete sentence. The second part is a complete sentence. The third part is a complete sentence. The fourth part is a complete sentence. The fifth part is a complete sentence.

The first part of the sentence is a complete sentence. The second part is a complete sentence. The third part is a complete sentence. The fourth part is a complete sentence. The fifth part is a complete sentence.

[118]

60

Lesson 60 gives special attention to the joined word endings of Gregg Shorthand. The letters in the Reading and Writing Practice contain many illustrations of the joined word endings.

Building Transcription Skills

572 COMMON PREFIXES ■ pre-

pre- before; beforehand; in advance

preview An advance showing or viewing.

precaution A measure taken beforehand to prevent harm or to assure good.

preliminary Before the main business or action.

prediction An act of telling beforehand; a forecast.

573

Business
Vocabulary
Builder

potential Possible but not yet realized.

transferable Capable of being conveyed or shifted from one person to another.

via By way of.

Reading and Writing Practice



574

sub.scrip.tions

intro



Christ-mas

ac-tu-al-ly
at-tached

sub-scribe
ser

ef-fi-cient
shop-ping

en-ve-lope
fam-i-ly's
[131]

po-ten-tial
choo-se

576
575
conj
intro
equip-ment

fa-vor-able
g l e h r v m d
g l e h r v m d

filled
h r p d y z
e y f o) 2 7 0
n o v e r - l e

wel-come
g m u s l m
h e ' 2 1 m [131]

an-nu-al
a e u b i z e
h 15 ser 16 17 2 2 2

of-fer-ing
e k r z u f
e f k = o o m r e t
g o t t e a c e
d e p o o k y = o o

pre-ferred
m r s n g z t

o t e h 13 14 y
(o o o . n o o , - i .
o n n o i ; 1 - 2 .
o n n o s y t ,
e o n (o y 7 2 m)
e . n e h 13 u 14 . b [134]

578
260 . y u f
h e e e h
i 2 n h u n -

ex-change
re-cy-cle
f . 3 6 u 2 1 y e
u b y 7 h i c o

di-rec-to-ry
if
n u p o r e n r
y e . s e u d s
d w , 2 r e . 1
y e i e - u
b y o f . n e y

en-vi-ron-ment
l i e y 9 r e 2



I am in intro 26
 I am in intro 26
 [95]

579

pol.ia.tion

I am in intro 26
 I am in intro 26
 [95]

re.gard-less

580 Transcription Quiz The correct punctuation of the following letter calls for 5 commas—1 comma as clause, 2 commas introductory, 2 commas parenthetical.

As you copy the Transcription Quiz in your notebook, be sure to insert the necessary commas at the proper points and to indicate the reason for the punctuation.

I am in intro 26
 I am in intro 26
 [95]

61

Disjoined word beginnings are given intensive treatment in Lesson 61. The letters in the Reading and Writing Practice contain many illustrations of the disjoined word beginnings in Gregg Shorthand.

Building Transcription Skills

581 GRAMMAR CHECKUP ■ comparisons

The comparative degree of an adjective or adverb is used when reference is made to two objects; the superlative degree is used when reference is made to more than two objects.

comparative

Of the two boys, Jim is the taller.

Which boy is more efficient, Jim or Harry?

Is Mr. Smith or Mr. Green better qualified to do the job?

superlative

Of the three boys, Jim is the tallest.

Which of the boys is the most efficient, Jim, Harry, or John?

Is Mr. Smith, Mr. Green, or Mr. Brown best qualified to do the job?

582

Business
Vocabulary
Builder

diligent Industrious; done with painstaking effort.

interior appointments The furnishings and equipment on the inside of a car.

transatlantic Across the Atlantic Ocean.

Reading and Writing Practice



583

How many... | ...

ed.i.tor

trans.par.ta.tion
conj
Intro
par
en.ve.lope
and o

su.per.vi.sor
ar.ea
trans.ferred
conj
[124]
[168]

584



ap.plied
ap
conj

585



Ro.mance
ap

Handwritten cursive text, top left section.

hon-ored

than

[89]

Handwritten cursive text, middle left section.

Intro

587



re-ac-tion

Handwritten cursive text, middle left section.

[112]

Handwritten cursive text, middle right section.

ser

Intro

ar-ti-cles

586



Handwritten cursive text, bottom left section.

par

in-ter-state

Handwritten cursive text, bottom right section.

and o

de-scribes

ad-vance-ments

ser

han.dies

to a - - - -
was - - - -
or - - - -
if
[142]

than
and o
calm
over-seas
peace
and o
[113] com-pe-tent

588



(- - -)
- - - -
- - - -

589 Transcription Quiz To punctuate the following letter correctly, you must supply 4 commas—1 comma if clause, 2 commas parenthetical, 1 comma and omitted.

The
subject
of
the
book

is
a
book
by
[76]

62

LESSON

In this lesson you will brush up on the disjoined word endings of Gregg Shorthand. All the disjoined word endings are used several times in the Reading and Writing Practice.

Building Transcription Skills

590 SIMILAR-WORDS DRILL ■ loss, lose, loose

loss (*noun*) That which one is deprived of.

He suffered a *loss* through theft.

lose (*verb*) To be deprived of.

I know that you do not want to *lose* your paintings.

loose Unattached; not fastened.

We are forwarding to you our *loose-leaf* booklet.

591

Business
Vocabulary
Builder

excerpt A passage copied from something, such as a book, record, or letter.

diminishing Lessening.

facility Ease.

conserved Saved.



592

when 12
 Tech-ni-cal
 1960
 par
 150
 com-mit-tee
 if
 coun-sel-or
 [138]

593

ex-cerpt
 de-vel-op-ing
 and o
 par
 [138]

self-con-fi-dence

self-con-fi-dence
[157]

like-li-hood

like-li-hood
[162]

594



fu-el

fu-el
conj

595



di-min-ish-ing

di-min-ish-ing
intro

di-min-ish-ing

com-mer-cial

com-mer-cial
ser

com-mer-cial

re-mod-el-ing

re-mod-el-ing
intro

graph-ic
ser
tu-ition
screen
wom-en

63

One of the major reasons why Gregg Shorthand can be written so rapidly and fluently is its blends—single strokes that represent two or more sounds. In the Reading and Writing Practice of this lesson you will find many words and phrases that employ these blends.

Building Transcription Skills

598 COMMON PREFIXES ■ co-

co- with, together, jointly

cooperative Working together.

cooperation The act of working together.

coordinate To bring together.

coeducation Joint education, especially the education of boys and girls at the same school.

599 Business
Vocabulary
Builder

commitments Promises to do something.

primary First in order of importance.

honorarium A payment given to a professional person for services for which fees are not required.

Reading and Writing Practice



600

em-ploy-ees'

ap

when

Reading and Writing Practice

The image shows a handwriting practice section with a vertical line. To the left of the line are several cursive words and phrases, some with small circles and arrows indicating stroke direction. To the right of the line are more cursive words and phrases, including the word 'em-ploy-ees' at the top right. A circular logo with a starburst pattern is positioned above the vertical line.

ac-cept as
com-mit-ments
oc-curred
Intro

Intro
[97]

shown
par
[125]

602
and o
suc-cess-ful
ad-he-sive

601
ecol-o-gy
lis-tened
yours
Intro
conj
Intro

drug-store

As you learned during the early stages of your study of Gregg Shorthand, unnecessary vowels are omitted in some words to help us gain fluency in writing without sacrificing legibility. In the Reading and Writing Practice of this lesson you will find many illustrations of words from which unnecessary vowels are omitted.

Building Transcription Skills

607 SPELLING FAMILIES ■ -ary, -ery, -ory

Words Ending in -ary

| | | |
|-------------------|----------------|---------------|
| an-ni-ver-sa-ry | el-e-men-ta-ry | pri-ma-ry |
| com-pli-men-ta-ry | glos-sa-ry | sec-ond-ary |
| con-trary | itin-er-ary | sec-re-tary |
| cus-tom-ary | li-brary | tem-po-rary |
| dic-tio-nary | nec-es-sary | vo-cab-u-lary |

Words Ending in -ery

| | | |
|-------------|-------------|---------------|
| bind-ery | ma-chine-ry | re-cov-ery |
| de-liv-ery | mas-tery | re-fin-ery |
| dis-cov-ery | mys-tery | sce-ner-y |
| gro-cery | que-ry | sta-tio-ner-y |

Words Ending in -ory

| | | |
|-----------------|------------------|------------------|
| de-pos-i-to-ry | fac-to-ry | man-da-to-ry |
| di-rec-to-ry | his-to-ry | sat-is-fac-to-ry |
| ex-ec-u-to-ry | in-tro-duc-to-ry | ter-ri-to-ry |
| ex-plan-a-to-ry | in-ven-to-ry | vic-to-ry |

hearty Expressed with warm feeling. (Do not confuse hearty with *hardy*, which means *rugged, strong*.)

induce To persuade.

middleman An agent between the producer of goods and a retailer or consumer.

Reading and Writing Practice



609

ac-com-mo-da-tions
par
shiv-er
hearty
[139]



610

bask

ser
sub-scrip-tion
as
intro
Christ-mas
and o
cour-te-ous
than
intro
intro
4⁵⁰

✓ u o n 6 u 6 / 7
pe-ri-od-i-cal. u o r i o d i c a l
u z i 1 g o n y
h a h 3 2 2
i n 7 u n (u e
i e n r - z . 1)
Intro ①
ide-al o . f . g . . 6
r e e d 2 , 1
h y > 6 3 ① - 6 ①)
D e r e e r s [155]

z y r i e u 1970 r
i g) l u e r e - t
e n . ① e e C
i n s i m f r
e t b i n g
e n r ① u y
u r a s f i e
s o n r y 2
[106]

in-duce

612
T o . o r e
u d s b z x ① i o
n s ① o n g y
a t u - u i n t e
B u - w e - e - p o l u
i x u e d r e l
e r y = r u
- b r o > i b z n i
? ① 32 m e - d i e



cu-ri-ous

611
P o b i l i t
w e l - c o m - i n g h e u m . u
e f f r d r e v o
a p ① h e e s - f i
h u s t y
c h 1 7 2 y
o u p s i e - b y o f

Intro ①

mys-tery

cour-te-ous
 par
 [117]

par
 conj
 pop-u-lar

[117]



613

be-gin-ning
 conj
 waste

waste
 if
 [97]

614 Transcription Quiz In the following letter you must supply 4 commas to punctuate it correctly—3 commas introductory, 1 comma *if* clause.

My dear Mr. ...
 I have the pleasure to ...
 inform you that ...
 the ...
 ...
 ...
 ...
 ...
 ...

...
 ...
 ...
 ...
 ...
 ...
 ...
 ...
 ...
 ...

[106]

65

LESSON

There will be times on the job when you will have to take dictation that contains numbers. Because of the importance of accuracy in transcribing numbers, always take special care in writing numbers in your shorthand notes. The letters in the Reading and Writing Practice of this lesson will help you fix in your mind the devices in Gregg Shorthand for expressing numbers and quantities.

Building Transcription Skills

615 SIMILAR-WORDS DRILL ■ county, country

county A political division of a state.

Our plant will be located in Rensselaer County, near Troy, New York.

country A nation.

Our country produces more aluminum than any other country.

616

Business
Vocabulary
Builder

anticipate Look forward to; expect.

proceed Go ahead. (Do not confuse *proceed* with *precede*, which means *come before*.)

recourse A turning to for help.

Reading and Writing Practice



617

Intro ① 0 00 .

sug-ges-tion

9 h > 10, 7 u u u 15) ① u / n e

Intro ① 2) 1 0 .) 1 15 7 1 . u

2 u 10 0 10 0 u 17) x 2 [230]

32 p / u . 2 u u

320 p as ① 2) 7 6

10 10 15) 7 9 Intro ① 2

15) 7 9 Intro ① 2

15) 7 9 Intro ① 2

15) 7 9 Intro ① 2

15) 7 9 Intro ① 2

64 p Intro ① 2

con-se-quent-ly

Intro ① 2

Intro ① 2

15) 7 9 Intro ① 2

15) 7 9 Intro ① 2

17) - x 2 Intro ① m 7

5, u 7 1 . 0 2

u u 0 2) > 5 p 0

Intro ① pro-ceed

Intro ① 10, 7 1 .

10, 7 1 .

15) ① u / n e

15) 7 1 . u

17) x 2 [230]

620



as ①

as ①

as ①

as ①

ap ①

ap ①

ap ①

ap ①

when ①

when ①

when ①

when ①

when ①

when ①

ap-prov-al

Coun-ty

grate-ful

mod-ern

coun-try

| | | | |
|--------------|------|-------|----------------|
| | | 621 | |
| | | | |
| neigh-bors | ① | intro | ② |
| ac-quaint-ed | | | ear-marked |
| | | par | ① |
| | conj | | gen-er-os-i-ty |
| for-ward | | | intro |
| | | | ① |
| | | | ex-ceed |
| | | | [166] |
| | | | 250/ 69 |

622 Transcription Quiz For you to supply: 3 commas—1 comma introductory, 2 commas series.

| | |
|---|---|
| <p> I was looking
 at the picture
 and I saw
 the date 24
 and I saw
 a 90/24
 but I was
 6.65, I saw
 the picture </p> | <p> — me a 6-24
 and I saw
 the date 24
 and I saw
 a 90/24
 but I was
 6.65, I saw
 the picture </p> |
|---|---|

66

LESSON

This lesson provides another opportunity to test your knowledge of the brief forms of Gregg Shorthand. In the Reading and Writing Practice there are hundreds of brief forms and derivatives.

Building Transcription Skills

623 COMMON PREFIXES ■ un-

un- not

unhappy Not happy; sad.

unsatisfied Not content.

uncertain Not sure.

unsolicited Not asked for; voluntary.

624

Business
Vocabulary
Builder

paralyzing (adjective) Powerless.

versatile Capable of doing many things.

Reading and Writing Practice



625

Handwritten shorthand notes on a grid. The notes are arranged in three rows, separated by a vertical line. The first row contains the shorthand for "cor-re-spon-dent". The second row contains the shorthand for "con-j" and "sat-is-fied". The third row contains the shorthand for "as" and "Intro".

cor-re-spon-dent

con-j sat-is-fied

as Intro

ap
sit-u-a-tion
626

rec-og-nize
ac-knowl-edge
627

when
sim-ply
if
par
re-spon-si-ble

if
par-a-lyz-ing
ser
tele-vi-sion

taste-ful-ly

shab-by

| | |
|-------------------|---|
| <p> </p> <p> </p> | <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> |
|-------------------|---|

[153]

631 Transcription Quiz For you to supply: 5 commas—1 comma when clause, 1 comma and omitted, 2 commas series, 1 comma conjunction.

| | |
|--|--|
| <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> | <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> |
|--|--|

[106]

Lesson 67 provides you another opportunity to sharpen your phrasing skill. The letters in the Reading and Writing Practice contain several illustrations of all the phrasing principles of Gregg Shorthand.

Building Transcription Skills

632 GRAMMAR CHECKUP ■ verbs—with “one of”

1 In most cases, the expression *one of* takes a singular verb, which agrees with the subject *one*.

One of the men on the staff is ill.

One of our typewriters does not work.

2 When *one of* is part of an expression such as *one of those who* or *one of the things that*, the verb following is usually plural, to agree with the plural object of the preposition *of*.

He solved one of the problems that have been annoying businessmen for years.

He is one of the men who drive to work.

633

Business
Vocabulary
Builder

reverses Changes in fortune from better to worse; set-backs.

undue Excessive. (Do not confuse *undue* with *undo*, which means *to cancel*.)

complimentary Flattering. (Do not confuse *complimentary* with *complementary*, which means *filling out or completing*.)

stationery Such items as paper, envelopes, pencils, etc. (Do not confuse *stationery* with *stationary*, which means *remaining in one place*.)

| | | |
|-------------|-------|--------------|
| | ap 18 | un-der-take |
| er-er | intro | |
| | par | |
| | intro | |
| | par | |
| per-ma-nent | | equip-ment |
| in-ter-rupt | intro | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | intro | |
| | ap | |
| | | |
| | | |
| un-due | | con-ve-nient |
| | [134] | [141] |

637



Handwritten cursive text for entry 637.

638



Handwritten cursive text for entry 638.

| | | |
|--------------|-------|----------------|
| | par ① | ex-pe-ri-enced |
| ac-cus-tomed | or | and o ① |
| urg-ing | par ① | de-pend-able |
| | par ① | ① |
| | par ① | ① |
| | | [99] |

639 Transcription Quiz For you to supply: 4 commas—2 commas introductory, 2 commas parenthetical.

| | |
|---|---|
| <p> 1. The first
 2. The second
 3. The third
 4. The fourth
 5. The fifth
 6. The sixth
 7. The seventh
 8. The eighth
 9. The ninth
 10. The tenth </p> | <p> 1. The first
 2. The second
 3. The third
 4. The fourth
 5. The fifth
 6. The sixth
 7. The seventh
 8. The eighth
 9. The ninth
 10. The tenth </p> |
|---|---|

68

LESSON

Lesson 68 contains a general review of the major principles of Gregg Shorthand.

Building Transcription Skills

640 SIMILAR-WORDS DRILL ■ due, do

due Owing; payable.

due due due due

You must pay your bills when they are *due*.

do To carry out; to perform.

do do do do do

I cannot *do* the work in the time I have been given.

641

Business
Vocabulary
Builder

resemblance Similarity.

decor The decorative style of a room or home.

apprehensive Fearful.

Reading and Writing Practice



642

re-signed ap Chi-ca-go

re-signed

per
 de scribes
 rea-sons
 in-ter-view
 conj
 [139]

re-semblance
 de-cor
 when
 Eu-ro-pe-an
 Intro
 [125]

643



and o
 conj
 set-is-ty-ing

644



as
 res-i-dents

de-vel-op-ing

at-trac-tive

when

prac-tic-ing

par

[120]

645



Intro

for-get-ting

Intro

646



if

op-por-tu-ni-ties

ap

par

ac-ci-dent

con]

o u b . o b b o
 ; y e ^{conj} 1 o e
 i i - o n u
 10 h v i (y)
 n o n o - e y 4
 n u i c a h 2
 x p o 2 2 ^{if}
 C e m o r n o [111]

con-ve-nient

n y (o . 2 -
 u s i n u s ^{par}
 9 . p o w) 7 (=
 b . n k e w . b) u e
 8 . b e s e l ,
 n d o w o s e
 w o r . u o l k
 1 8 ^{par} - n e i n e l
 e y p i n g l m o
 . n e y > o i s
 e l . n i b . o [83]

won't

due

647



648 Transcription Quiz For you to supply: 4 commas—2 commas parenthetical, 1 comma conjunction, 1 comma and omitted.

(o n e 2 4 1 8)
 2 2 p . o i n u r
 i 2 , 1 0 p o
 e o . b , 8
 o 1 0 h v i o o u
 n o o n o 1 6 /

M i n n o s . h p
 o o n u / n y p o
 1 2 e y x 7 .
 2 2 o e 2 , e d
 2 - 2 2 n n y 2 s
 [87]

69

LESSON

Lesson 69, like Lesson 68, contains a general review of the major principles of Gregg Shorthand.

Building Transcription Skills

649 COMMON PREFIXES ■ re-

re- again

reorder To order again.

reconsider To take up again.

reconfirm To assure again.

replenish To fill or supply again.

repeat To say again.

650

Business
Vocabulary
Builder

eligible Qualified for. (Do not confuse *eligible* with *legible*, which means *able to be read*.)

waive Dispense with.

capacity The position in which one functions.

Reading and Writing Practice



651

re-ceived
Intro
ap
1
1

wal-let

e lo ^{when} ① o m p
 o p o m e o
 o p o b e y
 i b o m - r h
 e y - b o m i b
 r - h e b
 w e d e - b m
 o p - b o e y
 g n e l l e

flight

r o z h i o ^{conj} ①
 i n e r t b
 o i l i h u -
 o h ^{par} ① - b ① p o

oc-ca-sion

i a r e o o r ^{when} ①
 e o n e a s i s
 [144]

652



b y e e l o e
 o - r o y -
 h - e m o .

skid-ding

cope

b r d h 2 o y
 i d r i e g
 m n b y ^{intro} ①
 n e y ? i e . r =
 m m d e o
 i t r . o m
 a (m m . e u
 r d " g " r) r e r
 o i t r . z o ^{intro} ①

hand-le

d o . e r o ^{when} ①
 o r o r o r o r o r
 H o r o r o r o
 r e . o o z p g

re-act

g ^{ll} ① e i n e s
 [118]

653



e 2 p e r
 o p h 6 o y u
 w ^{ll} ① r e y i z e
 d . o o y (r h o)

el-i-gi-ble

of-fi-cers
 waive
 ac-cept-able
 li-cense
 par
 [119]

ser
 ac-cu-rate
 fam-I-lies
 ser
 in-ter-rup-tion
 and o
 [141]

654



than
 its

655



intro
 [141]

com.mu.ni.ty

en.cour.ag.ing

too

com.mu.ni.ty
 en.cour.ag.ing
 too
 [123]

656

com.mu.ni.ty
 en.cour.ag.ing
 too
 [91]
 [91]

adapt

di-rec-tor

for-ward

657 Transcription Quiz For you to supply: 5 commas—1 comma conjunction, 1 comma when clause, 1 comma and omitted, 2 commas parenthetical.

com.mu.ni.ty
 en.cour.ag.ing
 too
 [116]

You will find the articles in Lesson 70 interesting and enlightening.

Building Transcription Skills

658 SPELLING FAMILIES ■ -ious, -eous

Words Ending in -ious

| | | |
|-------------|-------------|------------|
| con-scious | gra-cious | pre-vi-ous |
| cu-ri-ous | in-ge-nious | se-ri-ous |
| de-li-cious | ju-di-cious | stu-di-ous |
| de-vi-ous | ob-vi-ous | te-dious |
| en-vi-ous | pre-cious | var-i-ous |

Words Ending in -eous

| | | |
|-----------------|------------------|-----------------|
| ad-van-ta-geous | er-ro-ne-ous | out-ra-geous |
| cou-ra-geous | hid-eous | si-mul-ta-neous |
| cour-te-ous | mis-cel-la-neous | spon-ta-ne-ous |

659

Business
Vocabulary
Builder

erroneously Incorrectly.

judiciously Wisely.

passive Not active.

Reading and Writing Practice



Reading Scoreboard Now that you are on the last lesson, you are no doubt very much interested in your final shorthand reading rate. If you have followed the prac-

tice suggestions you received early in the course, your shorthand reading rate at this time should be a source of pride to you.

To get a real picture of how much your shorthand reading rate has increased with practice, compare it with your reading rate in Lesson 18, the first time you measured it.

| Lesson 70 contains 459 words | |
|------------------------------|----------------------|
| If you read Lesson 70 in | your reading rate is |
| 9 minutes | 50 words a minute |
| 10 minutes | 45 words a minute |
| 12 minutes | 40 words a minute |
| 13 minutes | 35 words a minute |
| 15 minutes | 30 words a minute |
| 18 minutes | 25 words a minute |

660 Advertising

I O e d. g u
 or ⁱⁱ ₁ o n d t. i r p E. s l
 p o v t d e l e g d i d e v
 pref-er-ence - L e r p e y o d. v i n t l e o n
 whole p e n n y i a u n y e t t e
 g u a n b i z n e s s p r o c e e d i
 e o f o. h o l d u n t i a r i n e
 psy-cho-l-o-gy u a n o n. b i l l a u d. -Franklin D. Roosevelt
 b e t r e n y u [153]
 knowl-edge e o n u p e.
 Intro 3 " 1 2 . 2 u . n r t e b l n a p
 19. 19 e o h u i r p y u l l 1 9

661 The Love of Work



er-ro-ne-ous.ly
be-lieve
intro ①

usu-al.ly
ser ①

ju-di-cious.ly
pas-sive

busy
If you will ①

dis-tinc-tion
wheth-er
par ①

purge

te-dious
par ①

sour

pres-tige
spurs

[306]




























































APPENDIX

States

The abbreviations in parentheses are those recommended by the Post Office Department.

| | | | | | |
|------------------|---|---------------------|---|---------------------|---|
| Alabama [AL] |  | Louisiana [LA] |  | Ohio [OH] |  |
| Alaska [AK] |  | Maine [ME] |  | Oklahoma [OK] |  |
| Arizona [AZ] |  | Maryland [MD] |  | Oregon [OR] |  |
| Arkansas [AR] |  | Massachusetts [MA] |  | Pennsylvania [PA] |  |
| California [CA] |  | Michigan [MI] |  | Rhode Island [RI] |  |
| Colorado [CO] |  | Minnesota [MN] |  | South Carolina [SC] |  |
| Connecticut [CT] |  | Mississippi [MS] |  | South Dakota [SD] |  |
| Delaware [DE] |  | Missouri [MO] |  | Tennessee [TN] |  |
| Florida [FL] |  | Montana [MT] |  | Texas [TX] |  |
| Georgia [GA] |  | Nebraska [NE] |  | Utah [UT] |  |
| Hawaii [HI] |  | Nevada [NV] |  | [Vermont VT] |  |
| Idaho [ID] |  | New Hampshire [NH] |  | Virginia [VA] |  |
| Illinois [IL] |  | New Jersey [NJ] |  | Washington [WA] |  |
| Indiana [IN] |  | New Mexico [NM] |  | West Virginia [WV] |  |
| Iowa [IA] |  | New York [NY] |  | Wisconsin [WI] |  |
| Kansas [KS] |  | North Carolina [NC] |  | Wyoming [WY] |  |
| Kentucky [KY] |  | North Dakota [ND] |  | | |

Principal Cities of the United States

| | | | | | |
|-------------|---|--------------|---|---------------|---|
| Akron |  | Denver |  | Long Beach |  |
| Albany |  | Des Moines |  | Los Angeles |  |
| Atlanta |  | Detroit |  | Louisville |  |
| Baltimore |  | Duluth |  | Lowell |  |
| Birmingham |  | Elizabeth |  | Memphis |  |
| Boston |  | Erie |  | Miami |  |
| Bridgeport |  | Fall River |  | Milwaukee |  |
| Buffalo |  | Flint |  | Minneapolis |  |
| Cambridge |  | Fort Wayne |  | Nashville |  |
| Camden |  | Fort Worth |  | Newark |  |
| Canton |  | Gary |  | New Bedford |  |
| Charlotte |  | Grand Rapids |  | New Haven |  |
| Chattanooga |  | Hartford |  | New Orleans |  |
| Chicago |  | Houston |  | New York |  |
| Cincinnati |  | Indianapolis |  | Norfolk |  |
| Cleveland |  | Jacksonville |  | Oakland |  |
| Columbus |  | Jersey City |  | Oklahoma City |  |
| Dallas |  | Kansas City |  | Omaha |  |
| Dayton |  | Knoxville |  | Paterson |  |

| | | | | | |
|--------------|--|----------------|--|------------|--|
| Peoria | | Salt Lake City | | Tacoma | |
| Philadelphia | | San Antonio | | Tampa | |
| Pittsburgh | | San Diego | | Toledo | |
| Portland | | San Francisco | | Trenton | |
| Providence | | Scranton | | Tulsa | |
| Reading | | Seattle | | Utica | |
| Richmond | | Somerville | | Washington | |
| Rochester | | South Bend | | Wichita | |
| Sacramento | | Spokane | | Wilmington | |
| St. Louis | | Springfield | | Worcester | |
| St. Paul | | Syracuse | | Yonkers | |

Common Geographical Abbreviations

| | | | | | |
|---------------|--|---------------|--|-------------|--|
| America | | England | | Canada | |
| American | | English | | Canadian | |
| United States | | Great Britain | | Puerto Rico | |

Index of Gregg Shorthand

In order to facilitate finding, this Index has been divided into six main sections—Alphabetic Characters, Brief Forms, General, Phrasing, Word Beginnings, Word Endings.

The first figure refers to the lesson; the second refers to the paragraph.

ALPHABETIC CHARACTERS

Consonants

| | |
|--------------------------------------|---------|
| <i>b</i> | 3, 19 |
| <i>ch</i> | 4, 21 |
| <i>d</i> | 1, 8 |
| <i>ded, dit, det</i> | 14, 121 |
| <i>def, dif</i> | 23, 212 |
| <i>dem</i> | 22, 198 |
| <i>den</i> | 21, 189 |
| <i>div, dev</i> | 23, 213 |
| <i>f</i> | 1, 5 |
| <i>g</i> | 4, 22 |
| <i>h</i> | 2, 12 |
| <i>j</i> | 4, 21 |
| <i>k</i> | 4, 22 |
| <i>l</i> | 2, 11 |
| <i>ld</i> | 11, 87 |
| <i>m</i> | 1, 7 |
| <i>md</i> | 29, 272 |
| <i>men, mem</i> | 16, 140 |
| <i>min, mon,</i>
<i>mun, etc.</i> | 16, 141 |
| <i>mt</i> | 29, 273 |
| <i>n</i> | 1, 7 |
| <i>nd</i> | 10, 76 |
| <i>ng</i> | 27, 250 |
| <i>ngk</i> | 27, 251 |
| <i>nt</i> | 10, 77 |
| <i>p</i> | 3, 19 |
| <i>r</i> | 2, 11 |
| <i>rd</i> | 11, 86 |
| <i>s, comma</i> | 1, 1 |
| <i>s, left</i> | 3, 18 |
| <i>ses</i> | 10, 78 |
| <i>sh</i> | 4, 21 |
| <i>t</i> | 1, 8 |
| <i>ted</i> | 14, 120 |
| <i>tem</i> | 22, 199 |
| <i>ten</i> | 21, 190 |
| <i>th</i> | 5, 26 |
| <i>v</i> | 1, 5 |
| <i>x</i> | 28, 261 |
| <i>z</i> | 1, 1 |
| | 3, 18 |
| Vowels | |
| <i>ā</i> | 1, 2 |

| | |
|------------------------|---------|
| <i>a, ā</i> | 5, 24 |
| <i>ah, aw</i> | 28, 259 |
| <i>ē</i> | 1, 6 |
| <i>e, ĩ, ē, ū</i> | 5, 25 |
| <i>ī</i> | 2, 13 |
| <i>īā</i> | 26, 239 |
| <i>īā, ēā</i> | 26, 240 |
| <i>ō</i> | 2, 11 |
| <i>o, aw</i> | 7, 47 |
| <i>oe, eo, etc.</i> | 38, 365 |
| <i>oi</i> | 16, 139 |
| <i>ōō</i> | 4, 22 |
| <i>ow</i> | 20, 178 |
| <i>ū</i> | 19, 169 |
| <i>ū, ōō</i> | 13, 108 |
| <i>u, sw</i> | 13, 109 |
| <i>w dash</i> | 14, 119 |
| <i>wh</i> | 14, 118 |
| <i>yo, yoo, ye, ya</i> | 28, 260 |

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| | 3, 16 | 21, 188 |
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| | 11, 85 | 27, 249 |
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| curves | 6, 36 |
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| straight lines, same direction | 6, 37 |
| Joinings, hooks | |
| o before <i>n, m</i> | 6, 39 |
| oo after <i>n, m</i> | 6, 39 |
| oo in <i>-ure, ual</i> | 36, 342 |
| <i>us</i> without angle | 18, 159 |
| Joinings, s | |
| before | |
| downstroke | 12, 95 |
| | 12, 97 |
| <i>t, v, k, g</i> | 12, 95 |
| <i>p, b, r, l</i> | 12, 95 |
| <i>s, th, and circle</i> | 12, 98 |
| <i>sh, ch, j</i> | 12, 97 |
| <i>t, d, n, m, o</i> | 12, 96 |
| <i>us</i> | 18, 159 |
| Joinings, <i>th</i> | |
| over | 6, 41 |
| <i>o, r, l</i> | 6, 41 |
| <i>s, th, and circle</i> | 12, 98 |
| Line of writing | 12, 99 |
| Months | 22, 203 |
| Omission | |
| circle, from | |
| - <i>tion, etc.</i> | 27, 252 |
| circle, from <i>u</i> | 23, 214 |
| <i>l, in ul</i> | 45, 434 |
| <i>r, in dern, derm;</i>
<i>tern, term;</i>
<i>thern, therm</i> | 34, 324 |
| <i>r, in ort</i> | 34, 323 |
| silent letters | 1, 3 |
| two consecutive | |
| vowels, minor | |
| omitted | 37, 355 |
| <i>u</i> before <i>n, m, straight</i>
downstroke | 28, 262 |

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| <i>def</i> | 48, 466 | |
| <i>fr, ll</i> | 30, 284 | |
| <i>hard, hailed</i> | 36, 345 | |
| <i>kr, rk, gl</i> | 24, 224 | |
| <i>my, lie, fight</i> | 42, 402 | |
| <i>o, on, sho, non</i> | 36, 343 | |
| <i>oo, noo, noom</i> | 36, 344 | |
| <i>ow, oi</i> | 42, 403 | |
| <i>pr, pl, br, bl</i> | 30, 283 | |
| <i>r, l, k, g</i> | 24, 223 | |
| <i>th, nt, mt</i> | 42, 404 | |
| <i>th, ten, tem</i> | 48, 467 | |
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| | | | |
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| <i>Al-</i> | 32, 299 | <i>For-, fore-</i> | 33, 312 |
| <i>Be-</i> | 16, 142 | <i>Fur-</i> | 33, 313 |
| <i>Circum-</i> | 44, 424 | <i>Im-</i> | 37, 352 |
| <i>Con-, com-</i> | 20, 180 | <i>In-</i> | 26, 241 |
| <i>Con-, com-</i> followed
by vowel | 20, 181 | <i>Inter-, intr-</i> | 35, 332 |
| <i>De-, di-</i> | 17, 151 | <i>Mis-</i> | 32, 300 |
| | 18, 161 | <i>Ort-</i> | 34, 323 |
| <i>Dern-, derm-</i> | 34, 324 | <i>Over-</i> | 23, 211 |
| <i>Des-</i> | 32, 302 | <i>Per-, pur-</i> | 17, 150 |
| <i>Dis-</i> | 32, 301 | <i>Post-</i> | 43, 411 |
| <i>Electr-</i> | 46, 446 | <i>Re-</i> | 15, 132 |
| <i>Electric</i> | 46, 445 | | 18, 160 |
| <i>Em-</i> | 37, 353 | <i>Self-</i> | 44, 423 |
| <i>Em-, im-</i> when
vowel follows | 37, 354 | <i>Sub-</i> | 38, 364 |
| <i>En-</i> | 26, 241 | <i>Super-</i> | 43, 412 |
| <i>En-, in-, un-</i> when
vowel follows | 26, 242 | <i>Ter-, term-</i> | 34, 324 |
| <i>Enter-, entr-</i> | 35, 332 | <i>Ther-, therm-</i> | 34, 324 |
| <i>Ex-</i> | 29, 271 | <i>Trans-</i> | 41, 394 |
| | | <i>Ul-</i> | 45, 434 |
| | | <i>Un-</i> | 26, 241 |
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WORD ENDINGS

| | | | |
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| <i>-cle, -cal</i> | 34, 325 | <i>-sion</i> | 9, 67 |
| <i>-dern, -derm</i> | 34, 324 | <i>-sume</i> | 44, 421 |
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| <i>-ing</i> | 2, 12 | <i>-tial</i> | 9, 69 |
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Frequently Used Phrases of Gregg Shorthand

| | A | B | C | D | E | F | G |
|----|---|----|----|----|---|---|---|
| 1 | l | o | s | so | z | z | z |
| 2 | z | ne | s | so | z | z | z |
| 3 | l | ne | so | so | z | z | z |
| 4 | l | h | h | h | z | z | z |
| 5 | i | l | so | so | z | z | i |
| 6 | o | o | z | h | z | z | z |
| 7 | r | v | r | r | z | z | r |
| 8 | r | r | r | r | z | z | r |
| 9 | o | y | r | u | v | z | o |
| 10 | o | z | r | o | z | z | z |
| 11 | z | z | z | z | z | z | z |
| 12 | o | o | z | r | z | z | z |
| 13 | o | z | z | z | z | z | z |
| 14 | z | z | z | z | z | z | z |
| 15 | z | z | z | z | z | z | z |
| 16 | z | z | z | z | z | z | z |
| 17 | z | z | z | z | z | z | z |
| 18 | z | z | z | z | z | z | z |
| 19 | z | z | z | z | z | z | z |

Brief Forms of Gregg Shorthand

In Order of Presentation

| A | B | C | D | E | F | G |
|----|---|---|---|---|---|---|
| o | — |) | ✓ | l | . | — |
| 1 | — | o | l | p | 1 | o |
| 2 | v | o | l | o | 1 | l |
| 3 | v | o | l | o | l | l |
| 4 | o | e | o | 2 | ✓ | ✓ |
| 5 | ~ | m | v | l | o | ✓ |
| 6 | l | e | o | l | 3 | o |
| 7 | o | e | l | o | l | o |
| 8 | o | e | o | o | o | o |
| 9 | o | e | l | o | o | o |
| 10 | o | e | l | o | o | o |
| 11 | o | e | l | o | o | o |
| 12 | o | e | l | o | o | o |
| 13 | o | e | l | o | o | o |
| 14 | o | e | l | o | o | o |
| 15 | o | e | l | o | o | o |
| 16 | o | e | l | o | o | o |
| 17 | o | e | l | o | o | o |
| 18 | o | e | l | o | o | o |
| 19 | o | e | l | o | o | o |
| 20 | o | e | l | o | o | o |
| 21 | o | e | l | o | o | o |
| 22 | o | e | l | o | o | o |
| 23 | o | e | l | o | o | o |
| 24 | o | e | l | o | o | o |
| 25 | o | e | l | o | o | o |
| 26 | o | e | l | o | o | o |
| 27 | o | e | l | o | o | o |
| 28 | o | e | l | o | o | o |
| 29 | o | e | l | o | o | o |
| 30 | o | e | l | o | o | o |
| 31 | o | e | l | o | o | o |
| 32 | o | e | l | o | o | o |
| 33 | o | e | l | o | o | o |
| 34 | o | e | l | o | o | o |
| 35 | o | e | l | o | o | o |
| 36 | o | e | l | o | o | o |
| 37 | o | e | l | o | o | o |
| 38 | o | e | l | o | o | o |
| 39 | o | e | l | o | o | o |
| 40 | o | e | l | o | o | o |
| 41 | o | e | l | o | o | o |
| 42 | o | e | l | o | o | o |
| 43 | o | e | l | o | o | o |
| 44 | o | e | l | o | o | o |
| 45 | o | e | l | o | o | o |
| 46 | o | e | l | o | o | o |
| 47 | o | e | l | o | o | o |
| 48 | o | e | l | o | o | o |
| 49 | o | e | l | o | o | o |
| 50 | o | e | l | o | o | o |

