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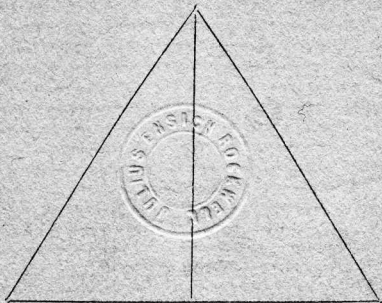
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SHORT-HAND

. . . WITHOUT A MASTER . . .



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THE LATEST IMPROVED SYSTEM OF
. . . PHONOGRAPHY . . .

BY

R. H. LAWSON,



PRICE 25 CENTS.

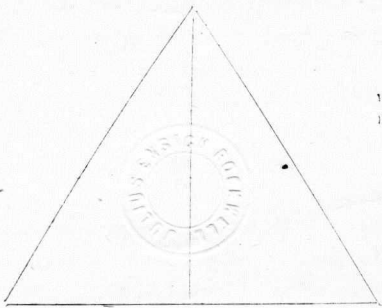
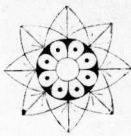
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SHORT-HAND

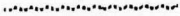
WITHOUT A MASTER.



THE LATEST IMPROVED SYSTEM OF
PHONOGRAPHY

BY

R. H. LAWSON,



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PREFACE.

When Phonography was first published, in 1837, the practice of shorthand was almost confined to the reporting of speeches and sermons by professional short-hand writers. The art is now in daily use, like longhand, by thousands of persons in all parts of the world where the English language is spoken.

This extended practice has been effected by the increasing activity of the age.

As the causes which have produced this result continue in full force—with improvements at every step—the effects must increase until short-hand becomes the only medium of communication by writing.

The grand object which the author has accomplished by his latest improvement is the representation of every sound the human tongue can give utterance to, without the use of the dot vowels, shades and vowel positions, combined consonants and grammologues. His alphabet, being drawn from the immutable laws of the human tongue, needs no such stenographical help, which all other systems use largely. The author—after forty years' study of phonography as a science, not an art—has at last got his reward. As he ploughed through the chaotic labyrinth he discovered, step by step, where the pioneers of the science had stumbled and lost their way.

To these points he stuck with unceasing labor until he knew the reason why.

This, of course, was a great victory, and gave him at once a solid foundation to build upon. He discovered, first, that the dot vowel was a failure, as the breaking of a connection to

make a vowel dot takes more time than it requires to write the whole word.

He saw, secondly, that the shade stroke was useless, as it is impossible to insure it while writing rapidly.

The curve, also, will not enter into every combination—especially with the dash vowel—except in a horizontal position. The vertical and oblique lines are the only signs that will enter into every combination with the dash vowels. And it is upon that principal the author has built his system. His vowels are all horizontal, traveling from left to right. His consonants are all vertical and oblique lines making their perfect connection in every combination the human tongues can produce. This places the Lawson system at the head of all others, as the pupil—when he has mastered the alphabet—has nothing more to study.

Not one of his signs are ever used for more than one sound, so that the eye is easily educated and the operator does not lose time to think.

In all cases where one sign represents more than one sound, a considerable amount of time is lost in bringing the mind to bear upon it.

The eye too, is completely paralyzed, so that no system can ever become universal that uses it.

INTRODUCTORY.

A knowledge of short-hand that is purely phonographical and entirely free from shading, position, memorizing of arbitrary contractions, etc. is a great blessing to humanity. Its necessity is felt in every city, town and village at home and abroad. To acquire a thorough knowledge of it and to put that knowledge into practice with perfect ease and self-complacency, you must provide yourself with Lawson's new and improved system. As it is the only one that is free from those drawbacks and embarrassments.

The object of this work is to place before the public a style both simple and literary, which may be used by the school boy or the verbatim reporter. It is a form of writing as legible as print, while in simplicity it surpasses it. No special study is required. A good knowledge of the alphabet and its phonetic sounds is all that is necessary.

The vowels and consonants follow each other without raising the pen, so that when you take into consideration all these advantages as a time and labor saver, you will see at once that your labor is not lost, and that it will amply repay you for the time expended upon its study.

The work is so arranged, that every subject is conveniently classified and subdivided. It has been the aim of the author to give minutely all points that are properly embraced in a work of its kind, even upon matters of seemingly trivial importance. With these explanations the author commits his book to the public in the hope that it will receive that approbation he has endeavored to make it worthy.

LAWSON'S PHONOGRAPHIC ALPHABETS.

Consonants.

Down	Up	Sign	Phonetic Sounds	as in
T	D	/	te de	ted did
K	G	✓	ke ge	cot got
P	B	/	pe be	pipe bob
F	V	✓	ef ev	fife vived
S	Z	|	es ez	see zee
Sh	Zh	∩	esh ezh	she azure
Thh	Th	|	ethh eth	thin them
Ch	J	∩	che je	church judge
W	y	∩∩	we ye	when yet
N	M	∩∩	en em	no me
L	R	∩∩	el re	lot rot

HARD AND SOFT VOWELS				as in	
E	-	et eat	↗	↘	bet beat
A	—	at ate	→	→	hat hate
I	\	it ite	>	<	hit hight
O	\	ot oat	>	<	got goat
OO	⌒	ood ude	⌒	⌒	wood dude

Vocals

er	air	↗	↘	sir care
or	ar	↘	↘	poor part
ow	oi	⌒	⌒	out boy
h	u	.	⌒	he mud

LESSON	EXAMPLES					
1	ted	↙	dit	↘	pit	↘
"	bit	↗	did	~	bid	↗
2	kit	↘	kid	↙	fit	↘
"	fid	↙	vit	↗	vid	↗
3	get	↗	tack	↘	got	↗
"	could	↘	keg	↗	kept	↘
4	per	↙	tare	↙	door	↗
"	car	↘	doubt	↗	boy	↗
5	see	└	cares	↗	she	└
"	say	└	measure	↗	chat	↘
"	jig	↗	thy	└	thigh	└
"	sez	└	should	↘	could	↘

LESSON		EXAMPLES				
6	why	2	yes	2	net	7
"	me	2	less	5	sell	4
"	rat	3	merry	2	carry	4
7	eat	7	it	2	hight	7
"	goat	2	would	2	nude	2
"	tying	4	seeing	4	saying	4
8	twenty	2	dwelling	2	quick	2
9	tear	2	hear	2	you	2
"	your	2	year	2	cure	2
"	odious	2	medium	2	onion	2
"	yet	2	yes	2	yelling	2
"	cue	2	swelling	2	anguish	2

LESSON	EXAMPLES					
10	kre	t	gre	f	kle	t
"	gle	f	pre	t	hre	t
"	ple	t	ble	t	fre	t
"	fle	t	tre	t	thre	t
"	shre	t	sle	+	prepare	L
"	proper	L	appropriate	Z		
"	biography	f			biology	f
"	biologically	f			theology	f
11	I'd	v	I've	L	he's	.t
"	I'm	v	I'll	v	didn't	v
"	can't	L	ought to	Z	oughtn't to	Z
"	she's	t	we'll	v	its	Z

LESSON	EXAMPLES					
12	egz	(	selnes	6	on)
	eks	(	self	6	un)
	om	)	ov	o	sup)
"	um	)	of	o	sub)
	very	<	able	∴	full	=
"	ever	>	ation	∴	full	=
	extra	{	myself	{	supply	X
"	submit	}	nation	}	reliable	}
	everything	}	something	}	contrast	}
"	being	/	having	/	coming	/
	inundation	3.	3.	3.	explanation	3.
"	relation	}	recreation	}	examination	}
	whoever	}	however	}	table	!
"	unable	}	constable	}	hateful	}
	thoughtful	}	}	}	one	}
"	excelling	{	contrary	{	consent	{

INSTRUCTIONS FOR LESSON I.

CONSONANTS T D AND P B.

Practice upon the signs of this and each succeeding lesson until they can be made without hesitation.

T D and P B are oblique lines. T D should be made one-half as long as P B. The length of stems should not be greater than the engraved characters. Use the vowel I in combination with these four consonants for your first practice, remembering always to write T P downwards and D B upwards, connecting your vowel without raising your pen. Your pen must never be raised until the word—no matter how long it may be—is finished, as shown in Example 1, Page 8.

.INSTRUCTIONS FOR LESSON II.

ADDITIONAL CONSONANT SIGNS, K G F V.

These signs are oblique, short and long, like T D P B, but they are dotted or looped according to the writers' will, as shown in Example 2, Page 8.

Write the following words in short-hand: Kick, Gig, Kip, Tick, Dick, Dig, Pick, Pig, Big, Fig, Vick, Gift, Give, and any others that may come into your mind, taking care to always spell phonetically, for it is sound you are writing, as the Greek word, phonography, translated into English, is *sound writing*. Therefore, you must give up your old school system of spelling altogether, and attend to nothing but your phonetic sounds.

Write the same as you speak.

INSTRUCTIONS FOR LESSON III.

ADDITIONAL VOWELS, E A O OO.

Write these vowels from left to right. See Example 3, Page 8.

Write the following words in shorthand: Dead, Bed, Bat, Tap, Got, Get, Top, Pot, Cod, God, Body, etc.

As position is not used in this system, ruled lines are not necessary. You may write with pen, pencil or chalk, as there are no shade lines.

INSTRUCTIONS FOR LESSON IV.

Vocals er, air, or, ar, ow, oi—see Page

Write the following words in shorthand: Caught, Bought, Porter, Daughter, Dirt, Bird, Care, Tardy, Guarding, Garter, Cow, Bough, Decoying, Toy, Poor, etc.

Be sure and attend to your phonetic sounds. Some folks will say: "How am I to understand what a word means, when it has several meanings, that is known only by the way it is spelt?" The answer is: "How do you know it is spelt when spoken?"

It is not necessary for persons to spell their words when talking. Phonetic sound is known by the same rule. It is the context that enables you to comprehend its proper meaning. So let the pupil attend to his sound and the context will attend to its meaning.

INSTRUCTIONS FOR LESSON V.

CONSONANTS S, Z, SH, ZH, THH, TH, CH, J.

For illustrations see Lesson V., Page 8.

Write the following words in short-hand: Should, Stairs, Short, Share, There, They, Through, Thy, This, Thigh, Shed, Sore, Sir, Sarah, Sow, Seeing, Store, Score, Stood, Stick, etc. Be sure and write your long stems, as near as possible, twice as long as the short ones. Never write a stem the wrong way. If it is an up stem, write upwards and if it is a down stem write downwards. Be sure and read your consonants phonetically, as esh, ezh, not sh, zh, and ethh, eth, not th.

The pupil must attend to this strictly if he or she wishes to be a good and rapid writer. Write slow and accurately at first. Don't hurry; speed will come of itself.

INSTRUCTIONS FOR LESSON VI.

For example see lesson VI., page 9.

Write the following words in short-hand: When, Year, Young, Youth, Men, Member, Mending, Sooner, Relishing, Marry, Carry, Ferry, Song.

Remember your phonetic sound N, sounds en; M, em; L, el or ell. R must never be sounded ar, but Re. Whenever a double n, m, L or R occurs, you must drop one, as there is no necessity for the other, and the same with the other consonants.

INSTRUCTIONS FOR LESSON VII.

HARD AND SOFT VOWELS A, E, I, O, OO, THE ASPIRATOR H AND SEMI-VOWEL U.

The five hard and soft vowels saves the use of semi-vowels. When they stand alone they have the soft sound. When you connect them to consonants they become semi-vowels. But when you shift the regular connection—as shown in lesson 7, page 9, the long vowel stands in full force and virtue. Work this lesson out well as it is of great importance.

Write the following words in short-hand: Beat, Mate, Bait, State, Gate, Laiden, Maiden, Hope, Rope, Stoop, Cooper, Might, Light, Right, Tight, Mile, Mine, Style, Time, etc. H is an aspirate prefix, represented by a dot before the sound.

Ing is a nasal affix represented by a dot behind the sound, which can be used either in the singular or plural form. Write the following words in shorthand: Hay, He, High, Ho, Who, Being, Dying. U is a semi-vowel, therefore has no sound until connected with a consonant as Tub, Sub, etc.

INSTRUCTIONS FOR LESSON VIII.

DOUBLE CONSONANTS TW, DW, KW, GW, SWE.

For example see Lesson 8, Page 9.

Write the following words in short-hand: Twelve, Dwindle, Queer, Quiet, Inquire, Inquest, Languid, Language, Sweet, Acquaintance, Acquire, Acquit, Requesting, Require, Requisite, Liquid, Twisting, etc. The orthographical consonants, q, c and x are not acknowledged by the human tongue, therefore we have no use for them in phonography. We use only the natural sounds, kwe, twe, dwe, swe. The pupil should read the sounds out loudly until he is as familiar with them as he is with the simple consonants.

INSTRUCTIONS FOR LESSON IX.

COMPOUND SOUNDS EER, YOUR, YOU, ION, IUM, IOUS, YEL.

See example 9, page 9.

Write the following words in short-hand: Yellow, Yelling, Odious, Glorious, Dominion, Opinion, Few, Knew, Pure, Endure, Peer, Beer, Fear, Near, Dear, Tear, Appear, Exterior, Interior, Inferior, Dearer, Nearer, Carrier, Barrier, Warrior. To this class of words you must pay particular attention to the phonetic sounds. It matters not how they are spelled in orthography, you must write the sound exactly as it is pronounced. When *ior* is sounded *eer*, write it *eer*, not *ior*, etc.

INSTRUCTIONS FOR LESSON X.

DOUBLE CONSONANTS, TR, KR, GR, KL, GL, PR, LR, PL, BL, FR, FL, THR, SL, SHR.

This operation is to save the use of double consonants. Write the following in short-hand: Pleasantly, Present, Trick, Trade, Thread, Through, Pretty, Pleasure, Plenty, Blacking, Brought, Bringing, Plasterer, Frighten, Flag, Flew, Floor, Plough, Prince, Employ, Friend, Implement, Flower, Flying, Flowing, From, Free, etc.

When the consonant *p* appears more than once in the same word, as: Prepare, Appropriate, etc., write as shown in example 10, page —.

INSTRUCTIONS FOR LESSON XI.

APOSTROPHE, I'D, I'M, I'VE, YOU'D, HE'S, SHE'S, THEY'VE, WE'VE, NT, ETC.

When we consider for a moment, that every sentence has its verb, either simple or compound—and as many of those are very long—it is highly necessary that we should use every lawful means we have to shorten it.

The apostrophe will do much to help us. Write in short-hand:

I would have come.

She ought to have come.

He ought not to.

I will come.

He should not.

She can not.

Practise well on these and all other sentences you can think of until you are master of the pronoun and auxillary verb. See example 11, page 10.

INSTRUCTIONS FOR LESSON XII.

PREFIX AND AFFIX.

For example, see lesson 12, page 11.

Write the following words in shorthand: Consideration, Considerable, Incomprehensible, Commission, Himself, Themselves, Whenever, Approbation, Approachable, Frightful, Supplication, Substance, Supplement, Wonderful, Insubordination. Nation, Relation, Invitation, Station, Acclimation, Imitation, Suspension, Suspending, Extermination.

PUNCTUATION.

Period indicated by about an inch space. Thus: "Fear God Dare to do right."

Comma.....	,,	Exclamation.....	||
Colon	:	Dash and Parenthesis.....	=
Interrogation	×	Brackets.....	[]

WRITING EXERCISE ON THE CONJUNCTION, PREPOSITION, VERB AND PRONOUN.

Write the following words in shorthand: Also, Either, Or, Through, Yet, But, For, That, Because, Since, Them, Lest, If, Unless, Up, Over, On, Under, Down, Before, Behind, Between, Among, Along, Around, He, She, Her, Me, Herself, Myself, Himself, They, Themselves, You, Yourself, Who, Which, Whatever, Being, Is, His, As, Has, Had, Have, Not, Shall, Shan't, Should, Would, Could, Did, Done, Don't, Can, Can't, Ought, Will, Won't, What, Was, May, Might, Must, Are, Were, Where, Their, Our, Mine, Her, Herself, Itself.

WRITING EXERCISES.

Write in short-hand the following story:

THE FOX AND THE GOAT.

One hot summer day, a fox parched with thirst tried, in vain, to find some water. At last he came to a well, and in trying to get at the water tumbled into it.

He had now more water than he needed, although the water was not very deep; and when he had drunk his fill, he cast about to see how he could get out again. But the sides of the wall were so steep that he could not climb up.

After he had thus been in the well for some time, a goat came to the brink wanting to get some water also. So he asked the fox if the water was good.

“Good!” said Reynard, “ay, so good that I am afraid I have taken to much of it.”

The goat, upon hearing this, without more ado, leaped in; and the crafty fox jumped on the poor goat’s back, and so got out, leaving his poor dupe at the bottom of the well to shift for himself.

“Ah,” said the goat, “what a pity I did not think how sly and cunning the fox is before I trusted his lying words, and I might have saved myself this hobble!”

Write in short-hand the following story:

A dog, crossing a stream, with a piece of meat in his mouth, saw his own shadow in the water, which was so still and clear that he fancied the shadow he saw to be another dog.

“Aha!” said he, “I am in luck this morning, I have my breakfast in my mouth, and now I’ll secure my dinner too.” With that he snatched at the piece of meat which he saw in the shadow. But so far from getting the second piece, he dropt his own into the water, and was sadly put out to see that the other dog had dropt his too. So he had to go home without his breakfast or dinner either, for his own piece had at once sunk to the bottom, away beyond his reach.

He who is greedy, and grasps at too much, is very apt to lose what he has. Be content with what you have, even if it be little, and never give up the substance for the shadow,

Write in short-hand the following story:

Two men were at work one day in a ship-yard. They were hewing a piece of timber to put into a ship. It was a small

piece, and not worth much. And they cut off the chips, they found a worm, a little worm, in the wood, about half an inch long. "This wood is wormy," said one; "shall we put it in?"

"I don't know; yes, I think it may go in; it will never be seen, of course."

"Yes; but there may be other worms in it, and these may increase and injure the ship."

"No, I think not. To be sure the wood is not worth much; but I do not wish to lose it. Come, never mind the worm, we have seen *but* one; put it in." So the wormy piece of wood was put in. The ship was made, and she looked very noble indeed. She went to sea, and for a number of years did well. But it was found, on a distant voyage, that she grew weak and rotten. Her timbers were found to be much eaten by the worms. The captain said he would try to get her home; but she sprang a leak. She filled with water, and soon after sank, with all the goods and most of the crew on board.

You see that a fine ship and many lives may be lost by a little worm! And how much evil may a man do, when he does a small wrong, as he did who put the wormy timber into the ship.

Write in short-hand the following story:

THE CAT AND THE CREAM-JUG.

One day, a jug of cream had been left on the table, and puss, who had been lying snugly on the hearth-rug, was left in the room alone. Now, puss was inclined to seize any good thing that she could lay her paws on, and although she had often been made to suffer for it, yet she never seemed to mind.

This was too good a chance to be lost, so puss jumped up on the table; but what was her distress when she found that

the neck of the jug was so small that she could not manage to get her head into it!

“Must I upset it?” said puss. “No, that will never do, for I have before now been made to suffer for doing such things, and besides I should lose a good deal of that fine rich cream.”

At last a bright thought came into her head, and instead of trying to get her head in, she dipped her paw into the cream, and then licked it, until she had finished all the contents of the jug.

So puss curled herself up on the hearth-rug again as nicely as you please, and thought it was quite true that “where there’s a will there’s a way.”

Write in short-hand the following story:

There was once a young man who was commencing life as a clerk. One day his employer said to him, “Now, to-morrow that cargo of cotton must be got out and weighed, and we must have a regular account of it.” He was an industrious young man—a young man of great energy. This was the first time he had been intrusted with the management of work like this. He made his arrangements the night before.

“We are told,” said he, “that the years of man are three score and ten, or fourscore years. Now, life is very uncertain, and you may not live a single day longer; but if we divide the the fourscore years of an old man’s life into twelve parts. like the dial of a clock, it will allow almost seven years for every figure.

“When a boy is seven years old, then it is one o’clock of his life, and this is the case with you; when you arrive at fourteen years, it will be two o’clock with you; and when at twenty-one, it will be three o’clock, should it please God thus

to spare your life. In this manner you may always know the time of your life, and looking at the clock may perhaps remind you of it.

Write in short-hand the following story:

THE COWS BELL.

Francis, a farmer's son, took care of his father's cows in the forest. Each of them had a bell tied round her neck; but the most beautiful cow had the most beautiful bell. One day a man passing through the forest said to Francis, "What a beautiful bell that cow has! how much did it cost?" "Two dollars," answered Francis. "Not more than that!" cried the stranger; "I would gladly give four for it." The young shepherd, when he heard that, took off the bell, and gave it to the man, at the same time gladly putting the four dollars in his pocket.

But as the cow no longer had her bell, Francis could not hear in what part of the forest she was feeding. Soon she wandered far from the herd. The stranger, who was a thief, was watching for her, and hid behind some brushwood. When he saw her alone, he quietly drove her away.

Poor Francis went home, his eyes swollen with crying for the loss of the cow. "Ah!" said he, "how could I think the rouge paid me so much for the bell only to carry away the cow?" But his mother said, "Did you never think, my dear Francis, why the cows wore bells?" No, indeed," said Francis. "I said to myself, here is two dollars to be gained; the bell is useless; the cow gives no more milk because of it. When the cow was lost, I at once saw the use of the bell."

“Take care in the future, my boy,” said his father, “never to throw away an old custom as useless, till you have found out why it first came into use. You are not the first who has suffered from the folly of slighting ancient foot-marks, nor the first who has been sorry for it, when too late.”

Write in shorthand the following story:

THE DILIGENT EMPLOYMENT OF TIME.

It is said of Vespasian, the Roman Emperor, that he made a practice every night of calling himself to account for the actions of the past day. When he found he had lived any one day without doing some good action, he entered upon his diary the notable confession, “I have lost a day.”

A gentleman had a farm worth \$1,000 a year, which he kept in his own hands; but, losing by it every year, he was at last obliged to sell half of it, and to let the rest to a farmer for one-and-twenty-years. Before this term was expired, the farmer, one day bringing his rent, asked him if he would sell his land. “Why,” said the gentlemen, “will you buy it!” “Yes, if it please you,” said the farmer. “How?” returned he; “that’s strange! tell me how this comes to pass, that I could not live on twice as much land you have, though it was my own, while you, after paying the rent for it, are able to buy it?” “Oh, sir!” said the farmer, “but two words make the difference; you said go, and I said, Come.” “What’s the meaning of that?” said the gentleman. “Why,” replied the other, “you lay in bed or took your pleasure, and sent others about your business, and I rose betimes and saw my business done myself.”

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