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**GREGG  
REPORTING  
SHORTCUTS**



*John Robert Gregg*









GREGG  
REPORTING  
SHORTCUTS

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*By John Robert Gregg*



*The Gregg Publishing Company*

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SHORTHAND PLATES WRITTEN BY  
WINIFRED KENNA

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## PREFACE

**T**HIS book is intended for writers of Gregg Shorthand who desire to become reporters, and particularly for those who wish to become court reporters.

The book deals almost wholly with the question of securing the high degree of shorthand skill needed in reporting, and no attempt is made to explain the duties of a reporter, the procedure or organization of court or hearings. These matters are covered very completely in several books on the subject, particularly in *The Stenographic Expert*, by Mr. Willard B. Bottome, of which admirable book a Gregg edition is now in preparation.

The reporting phrases and shortcuts in this book embody the accumulated experience of many of the most expert writers of the system. The compilation of the court-reporting phrases began in 1910 and 1911, at the time Mr. Swem, Miss Tarr, and Miss Werning were preparing for the national shorthand speed contests. The court testimony, jury charges, arguments of counsel, and straight literary matter, used by these writers for practice, were exhaustively analyzed and the commonly-recurring phrases listed. The shorthand forms for these phrases were tested for legibility at high speed, and only those that passed this "acid test" were retained. When forms for phrases of common occurrence in court work were found to be too long for the exigencies of very high speed, briefer forms were devised—always in harmony with the fundamental principles. Since that time the more extensive use of the system by professional reporters has enabled us to shorten many of the phrases obtained in the way we have described; some of the phrase-

forms, indeed, have gone through an interesting process of evolution.

The next accretion to the list of reporting phrases came from the many useful forms given in the Reporters' Department of the *Gregg Writer*—the majority of these having been suggested or developed by that accomplished reporter, Mr. Fred H. Gurtler, of Chicago, winner of the final contest for the famous Miner Medal. I am also indebted to several writers of the system for lists of phrases they have found useful in various lines of expert shorthand work.

In addition to this, I have spent a great deal of time in the study of all kinds of court proceedings, and in devising forms to meet the exigencies of the most rapid reporting. The shorthand magazines and the proceedings of reporters' associations have been gone over in the most painstaking way, and I have felt fully repaid for many hours of labor when I have been able to add or devise one phrase-form that would be of assistance to our reporters.

I earnestly invite reporters to send me lists of phrases which they have found useful in their work, so that these may be published in the *Gregg Writer*, or in a future edition of this book, for the benefit of the profession.

A successful business man once said:

You have a dollar. I have a dollar. We swap. Now you have my dollar and I have yours. We are no better off. You have an idea. I have an idea. We swap. Now you have two ideas, and I have two ideas.

If each of the reporters and expert writers of Gregg Shorthand sent me just *ten* useful phrase-forms to be included in the next edition, what a wealth of good forms would be available for the use of all writers! Let's swap ideas!

JOHN ROBERT GREGG

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# GREGG REPORTING SHORTCUTS

## PART ONE



MR. ALBERT SCHNEIDER  
*Winner World Shorthand Championship*  
1921

# INTRODUCTION

*The office stenographer of today is the shorthand reporter of tomorrow.—Willard B. Bottome.*

**BUILD on What You Know.** Almost without exception the expert professional reporter comes up from the ranks of office stenographers. Very few writers, when they started out to learn shorthand, had in view the reporter's chair as a final objective. Usually the preparation is not decided upon beforehand, as in other professions, and a plan made leading directly to a definite goal. As a consequence, when the ambition does come to the would-be reporter, he finds himself equipped with a certain degree of skill in the use of shorthand, but oftentimes he has acquired many bad habits that will handicap him for reporting. He must take his structure as he finds it, analyze it, determine what is to be done, and build on or capitalize what he has. This is not an insuperable task, for the fact that he is ambitious to get into the reporting field shows that he has an encouraging foundation—that he has developed a certain facility in speed, for example, that encourages him to believe that reporting speed for him is not unattainable. All that is necessary is to find out the true status and then to proceed to overcome any obstacles that may be in the way. The suggestions that will be made in this Introduction, and also in "Foundations of Reporting Skill," will show you how you can take what you have and make the most of it.

**The Importance of Reporting.** The reporting profession is one that is worthy of the highest ambition of any young person who wants to render a valuable service to the world—a service in which he can find keen enjoyment, variety of interest, intellectual recreation, an opportunity

for growth, association with big men and women, and an attractive remuneration. Moreover, it is a profession in which there is now little competition, but a constantly growing demand.

The court reporter is an indispensable factor in the administration of the law, for it is through him that the written record of the proceedings are made. The importance of the court reporter's record is graphically described by Mr. H. W. Thorne, an official court reporter of New York.

Before his (the court stenographer's) advent, the report of the charge of the court to the jury rested in the rough memoranda of the court, and in the sparse notes kept by counsel. Just what was said to the jury was a matter of conjecture. On appeal it was impossible to know what language the court used in charging the jury. The charge of the court to the jury, the requests of the respective counsel to charge the jury and the exceptions taken by the counsel to the charge are the most important and critical parts of a lawsuit. Probably more cases taken upon appeal to appellate tribunals are reversed because of errors in charging or refusals to charge the jury than for any other reason. But, in order that the party, who complains of such errors, shall have redress on appeal, he should have taken "exception" to the charge as made, or to the refusal of the court to charge as requested. And, furthermore, the printed case on appeal must show that such exception was taken. But what this "case" should contain, the presiding judge was sole arbiter. It rested absolutely within his discretion to "allow" or "disallow" any proposition made by counsel when the case was "settled," as it is technically called.

The transcript of a competent stenographer is now relied upon for a correct statement of what occurred, and such confidence is reposed in it by the bench and bar, that in the case of Nelson against N. Y. C. & H. R. R. R.

(1 Law Bulletin, page 15), decided in 1878, it was held that, where in the settlement of a case there is a dispute as to words, the stenographer's minutes must control.

**Reporting an Interesting Profession.** The court reporter's record is to the courts what accountancy and bookkeeping are to business. The reporter's work is full of interest. No two cases are alike. There are different problems and personalities involved, different motives of action, different situations and details. Many of the cases reported in court outrival the most brilliant novels or plays in action, in humor, and in dramatic climaxes. Every phase of human life comes within the purview of the shorthand reporter. The verbal combats of lawyers with witnesses and with one another, the rulings and charges of judges, the science and art of presenting cases, the logic of law, the spell of oratory, of pathos, of humor, and even the sordidities of life, are all for the reporter to witness and feel and put down on paper.

Charles Dickens found reporting to be the great school of human nature, from which he drew the characters that made him immortal. The reporter who adds general reporting to his court room activities enjoys even a wider range of interests. To the writer who likes to achieve, who enjoys the spirit of a game, there is the constant race between him and the witness or the orator, or the preacher he may be reporting, which spurs him on to greater perfection in the art of shorthand writing.

The constant contact with brilliant lawyers, judges, professional and business men, develops the reporter's intellectual growth and spurs him on to greater mental alertness. The transcribing of his notes brings into action his knowledge of a great variety of subjects. He is constantly energized to read and study, for one day he may be reporting an

intricate case in which expert medical authorities are giving testimony, and next day the testimony of expert engineers, economists, business men. Every human activity comes into the court room.

**The Reporter's Work and Remuneration.** While the court reporter, like all other professional men, is required to work, and oftentimes intensively, there are many compensations. The drudgery of reporting has been largely eliminated in recent years. Instead of laboriously typing out his record, the modern court reporter dictates his notes to the phonograph, and the cylinders are transcribed by typists. While the courts are not in session, the reporter has his time to himself. As the courts are usually closed during the summer months, he has a long vacation which he can devote to outdoor pleasures, study, travel, or he may do "free lance" reporting of conventions, etc., thereby increasing his income. Many reporters utilize this time to study law and eventually enter that profession. The compensations of the court reporter are as good as, or better than, those offered in many other professions. Official court stenographers usually receive from \$2,500 a year upward for attendance and have transcript fees which amount to as much or more. Many of the official reporters in the large centers have an income of \$10,000 or more a year. An official appointment to a court reporting position usually means a lifetime job to a competent reporter. In many of the states the position is created by law and is secured on examination, and is thus free from political influence.

**The Demand for Reporters.** The demand for court reporters is constantly increasing, not only on account of the increase in the number of cases being tried, but by

the creation of new courts. At a recent meeting of the New York State Shorthand Reporters' Association one of the official reporters of New York City read a paper in which he stated that the supply of court reporters was growing smaller and smaller, and urged the necessity of the reporters' associations taking definite steps toward the training and preparation of court reporters. He pointed out that in many of the counties of the state the examinations for court reporters had been simplified in order to secure enough reporters to do the work. One of the contributing causes to the shortage of reporters is the difficulty of learning one of the older systems of shorthand. Every year literally hundreds of young writers with reporting aspirations are discouraged from ever becoming skillful enough for reporting work because of the difficulties they encounter in obtaining even a moderate speed with these systems. With our system, however, owing to its simplicity, reporting speed can be obtained in half the time it takes to reach it with one of the older systems. This is demonstrated by the speed records made by young writers, which will be given elsewhere.

The reporting profession is a most attractive one for the writer who is willing to make the effort to acquire the necessary technical skill.

**Preparation for Reporting.** But with all the advantages of the court reporting profession, the first consideration of the young writer is equipment for the work. While a college education is an advantage and would be of value to a general reporter, for all reporters do more or less editing of extemporaneous addresses, it is not an absolute necessity. Few of the official reporters today have had a college training. More depends upon natural aptitude, the capacity

for acquiring and applying information and principles, and the technical skill in shorthand writing. Thorough preparation in speed and accuracy in shorthand are essential, and the young writer should make every effort to secure as complete a training as possible before entering the ranks of reporters, but he necessarily will get the polish of the accomplished reporter through the hard knocks of experience. His education must continue. He must strive to perfect his art in order to uphold the high ideals of the profession and to win the confidence and respect of the court officials and the public.

In beginning his preparation for court reporting the young writer should be imbued with absolute confidence in the outcome. This feeling of confidence must be twofold—confidence in the system he writes, and confidence in himself.

**Confidence in Your System.** The writers of Gregg Shorthand in past years have oftentimes been handicapped by the persistence with which the many opponents of the system have asserted that it was lacking in speed possibilities. These statements were made continually by the publishers of the older systems, whose business was menaced by the growing popularity of Gregg Shorthand, and they were repeated by many court reporters and others who had not investigated the merits of the system for themselves and who accepted without question the statements made by the publishers of the systems they used. The constant reiteration of them sometimes discouraged writers of our system from attempting to become reporters.

It is a trait of the human family, old as history, to form prejudices, oftentimes on incomplete information, and to stick to them tenaciously, even rejecting the most con-



clusive evidence of their fallacy. The real students of the art of shorthand writing in all its phases are more apt to be broader minded in their views, as is shown by the statement of the distinguished shorthand reporter, Theodore Rose, of Elmira, New York, in an address to the New York State Shorthand Reporters' Association.

I sometimes think that we have not given the encouragement we should to authors who have tried to give us better systems of shorthand writing. We need an easier, better, and less nerve-racking system of stenography than we have to-day. . . . We should not be contented with our present systems; while there have been marvelous advances in other departments of life, we have failed to make any progress. We are far behind the times.

**Facts about Shorthand Speed.** The records made by writers of Gregg Shorthand in the national speed contests in recent years and the large number of court reporters and general reporters using it have rendered the argument so futile that it now is very seldom used. We occasionally hear of it, however, and since it is the only argument left to our opponents, I am going to deal with it more completely than I have done on any former occasion.

As it is impossible to discredit the remarkable speed records made by writers of Gregg Shorthand, the argument is now stated in this form: Since a much larger percentage of reporters write Pitmanic shorthand than write Gregg Shorthand, the Pitmanic systems are better adapted for reporting work.

This method of reasoning is absolutely fallacious. Pitmanic shorthand has been in use for nearly a century, while Gregg Shorthand was first published in this country—in pamphlet form—in 1893, and was not taught to any great extent twenty years ago. It has been said that

official reporters "seldom die and never resign," and most of the official reporters began the study of shorthand before Gregg Shorthand was in existence, or at all events, before it was taught extensively. A majority of the younger reporters now write Gregg Shorthand.

The longevity of shorthand systems in the reporting field is well known. The most notable illustration of it is the use of the Gurney system (published in its first form 238 years ago!) with which the official reporting of the British Parliament has been performed for more than a century. When the Pitman system was first introduced in England the advocates of the older systems—of Taylor and Gurney, for example—claimed that the inferiority of Pitman's Phonography was conclusively shown by the fact that it was not used by reporters and that all the official parliamentary reporters used the Gurney system. They also pointed out that not one of the professional reporters in London used the Pitman system. The following quotation from the "Transactions of the International Shorthand Congress" (held in London in 1887 to "commemorate the Tercentenary of Modern Shorthand and the Jubilee of Pitman's Phonography") will show that at that time—when Pitman's system had been *fifty years in existence*—the argument could have been applied to the Pitman system with much greater reason than to Gregg Shorthand. Mr. A. R. Marten, a Pitman reporter in London said:

I do not wish to go into any further comparison of Phonography with other systems, because, after all, the main point is the intelligent aptitude of the shorthand writer, and the "system" is not of so much importance provided a good one is used, and that it is thoroughly and properly learned. As an illustration, I may say that in the Institute of Shorthand Writers with which I have the honor to be connected, and which consists of all the

professional shorthand writers, with one or two exceptions, practicing in the Courts of Law in London, three-sevenths only are Phonographers. The remaining four-sevenths write other systems, and I feel bound, in fairness, to say this, that many of those writers of other systems are quite as good shorthand writers at least as any Phonographers in this country.

Here you have a statement made by a prominent member of the Institute of Shorthand Writers, the membership of which consisted of "all of the law reporters of London with one or two exceptions" that only three-sevenths of these reporters were Pitman writers! Remember, too, that this statement was made by a Pitman writer at a Congress assembled to commemorate the *Fiftieth Anniversary* of the publication of Pitman's Phonography; that it was made in London where Pitman's Shorthand was *taught exclusively* at that time; and that the authors of the systems (Taylor, Gurney, Lewis) written by the great majority of the law reporters of London at that time had been dead for half a century or more and no one was interested in continuing the publication of their books. The statement was made by a Pitman writer in the presence of Isaac Pitman, Thomas Allen Reed (the leading exponent of Pitman's Shorthand in the reporting field) and other leading Pitman writers, and was not challenged by anyone. Finally it was printed in the "Transactions" of the Congress, *published by Isaac Pitman & Sons*.

Adopting the method of argument to which we have referred, anyone at that time might have gravely affirmed that as the Taylor and Gurney systems were more generally used by the law reporters of London, it was evident that the Pitman system was not so well adapted for reporting. And the argument would have been rendered the

more convincing by citing the fact that the Pitman system was taught almost exclusively in the schools teaching shorthand and that the Taylor, Gurney, and Lewis systems were not taught in *any* schools. It would be natural to suppose that in fifty years the Pitman system, in the absence of competition from Taylor, Gurney, and Lewis, would have entirely superseded them in the reporting field.

We may add another quotation from the "Transactions" of that famous Shorthand Congress. Mr. Gurney Angus, head of the staff of Official Reporters of the British Parliament, in giving information to the Congress about Parliamentary reporting, said:

The Gurney system of shorthand is used by all the shorthand writers on the staff except one, who is a Phonographer. Amongst the shorthand clerks there are twelve using Gurney's system, four Pitman's, and one Taylor's. Of the shorthand writers practicing in the Courts of Law, who occasionally give their assistance, about half are Phonographers, the others using Taylor's, Gurney's, Lewis's, etc.

When the Graham variation of the Pitman system was being introduced, the advocates of the Pitman system pointed in a similar manner to the lack of reporters writing Graham, and to the fact that it had not then a representative on the congressional staff.

The Munson system had a similar experience. As late as 1877 an article appeared in *Browne's Phonographic Monthly*, which was then recognized as the "organ of the reporting profession," under the title "No Speed in Munson Phonography." In this article the editor demonstrated to his own satisfaction, and doubtless to the satisfaction of many of his readers, that the Munson was a "slow system"

as it was "cumbered with many characters of a speed-losing nature." As a last and conclusive argument, he said that the Munson had no "reporting record," and that Mr. Munson was the only reporter in New York City using it, which argument no doubt was absolutely convincing to those who did not remember that the Munson was then but ten years old.

So we presume it always will be. A *new* system will always have to meet this "reporting argument," and it can be successfully met only with the lapse of *time*, through the writers who have used the system for some years in general stenographic work gaining sufficient knowledge, experience and skill to develop into reporters. Gregg Shorthand is fortunate in having met the argument more quickly than other successful systems in the past.

Pitman's Shorthand has been in existence eighty-four years. Beginning with Andrew J. Graham and James Munson in the '60's, there have been continuous efforts to perfect the reporting style. Yet, notwithstanding the efforts of the most talented authors and writers, there was little variation or improvement in Pitmanic shorthand for more than half a century. A realization of this, and also of the urgent need of "an easier, better and less nerve-racking" style to enable reporters to keep pace with the increasing demands upon them, led to the formation of a "Committee on Standardization of Pitmanic Shorthand" by the National Shorthand Reporters' Association. Notwithstanding the almost incredible labors of the members of the Standardization Committee in the past twelve years, and the help they have received from Pitmanic reporters in all parts of the country, it is now generally recognized that the standardization of Pitmanic shorthand is a hopeless undertaking.

Gregg Shorthand, on the other hand, has had a remarkable growth as a reporting system. Several hundred official court stenographers and general reporters are using the system, and the work of these writers and records made by writers of the system in the speed contests of the National Shorthand Reporters' Association, have placed Gregg Shorthand in the front rank as the most rapid and most accurate system in existence. Mr. Albert Schneider's record of 211.2 net words a minute on straight literary matter in the 1921 championship, which he won, is the greatest feat ever performed in rapid and accurate shorthand writing. The superiority of Gregg Shorthand makes it inevitable that the system will be the great recruiting ground for shorthand reporters in the future.

**Speed Achievements in Shorthand.** Speed and accuracy in shorthand writing are fundamental in shorthand reporting. They furnish the starting point for reportorial skill. It will, therefore, be interesting to compare the speed achievements of Pitmanic writers with those made by Gregg writers. First let us consider the alleged "records" made by Pitman writers in England.

The publishers of Isaac Pitman Shorthand have published lists of writers who have obtained "speed certificates" issued by Isaac Pitman & Sons. The speed "records" made by such writers and announced by the Pitman firm are now wholly discredited, in view of the fact that the examinations have been made and the certificates granted by a firm of shorthand publishers which was interested in seeing that the records were made, and which afterward used them for advertising purposes. The largest phonographic association in the world—the Scottish Phonographic Association of Edinburgh—published a pamphlet explaining that the association was obliged to discontinue holding the examina-

tions because an investigation showed that Isaac Pitman & Sons granted certificates, although the papers contained errors greatly in excess of the percentage which was supposed to be allowed. To quote from one of the letters of Mr. J. M. Warden, then President of the Association, to Isaac Pitman & Sons:

Now, from the diet of examination held by the Scottish Phonographic Association, on the 26th of March, 1904, we sent up 45 papers. These papers were checked by four members of our Council—the most of them by Mr. Watt (then our President) and myself; and according to our calculations 12 of these, at the most, were entitled to pass, while you awarded certificates to 23.

The Association could not obtain from Isaac Pitman & Sons any satisfactory explanation, nor did the latter reveal where the differences occurred. As a result, the Scottish Association discontinued holding the examinations for Pitman Speed Certificates. When the largest phonographic association of the United Kingdom, an association which was declared by the late Sir Isaac Pitman to be “first in the kingdom in the vigorous propagation of Phonography,” felt that it could not continue to hold examinations for certificates which were not honestly earned, no one else is likely to have much regard for the high speed records of English writers when such “records” are based on certificates granted by Isaac Pitman & Sons.

But there is another way in which the precise value of the Pitman Speed Certificates may be ascertained. It is by a comparison of the “records” for which candidates were granted certificates by the Pitman firm (followed by much publicity), and the actual performances of the holders of such certificates who have taken part in genuine open-to-all public speed contests. For example, let us contrast the records made by Mr. S. H. Godfrey in public contests with those made in the examination for Pitman Speed Certifi-

icates. From Pitman's Year Book we learn that Mr. Godfrey was granted Pitman Speed Certificates as follows:

November 13, 1903.....	200
August 12, 1904.....	210
December 7, 1906.....	220
November 26, 1908.....	230

It is not surprising that in view of these remarkable records, Mr. Godfrey should have been the representative of Isaac Pitman Shorthand in the International Shorthand Speed Contests\* held in the United States. Here are the records made by Mr. Godfrey in these contests. (Data taken from the *Phonographic Magazine*):

1906 (Baltimore Contest). Five minutes' dictation at the rate of 168 words a minute; 8 material errors; 8 immaterial errors; net speed, 166.8 words a minute. Deducting one word for each error, material or immaterial, as is now the practice, the actual record is 164.8 words a minute.

1907 (Boston Contest). Five minutes' dictation at the rate of 165 words a minute; 24 material errors; 7 immaterial errors; net speed, 158.8 words a minute.

It will be seen that in 1906 (the *same year* in which he was granted a Pitman Speed Certificate for 220 words a minute) Mr. Godfrey's speed in a public contest was 164.8 words a minute—55 words a minute less! In the year following his participation in the 1907 International Speed Contest, in which his record was 158.8 words, he was granted a Pitman Speed Certificate for 230 words—71 words a minute faster than his public contest record!

Now let us see what Mr. Godfrey did in the English Shorthand Championship Contests held under the auspices of the Business Exhibition, London.

In 1908 (the same year that he gained the 230 Pitman Certificate) he won the contest by writing 202 words a minute net, making 90 errors on the 220 dictation and

\*See Eastern Commercial Teachers' Contests, page 32.



obtained an accuracy rating of 91.81 per cent! We have not been able to obtain any particulars as to the kind of matter used in the 1908 contest.

In 1909 Mr. Godfrey retired from the contest, being unable to transcribe his notes within the required time, and the championship went to Mr. Garwood, whose net speed was 196 words a minute (117 errors in his transcript!). Mr. Garwood, by the way, was then the holder of a 200 Pitman certificate granted in 1901!

In 1910 Mr. Godfrey made a net of 185 words on the test of 947 words dictated in five minutes—23 errors.

In 1911 there was no contest, and in the 1912 contest Mr. Godfrey's name does not appear among those who were awarded places.

Now, compare those figures—and the dates—with the Pitman Speed Certificates awarded Mr. Godfrey. Further comment is unnecessary.

**British Speed Contests.** The records of other Pitman writers in the British championship contests, made under conditions which furnish an accurate basis of judgment, substantiate the belief that the certificate records are unreliable, as will be seen by the following tabulations of the results in the only open contests held in England:

**1908 Contest, London, March 3.** There were eleven contestants, but beyond saying that the first place was won by Mr. Godfrey, second place by Mr. Garwood, third place by Mr. Jackson, and fourth place by Mr. Dickinson, no particulars were given in the report in *Pitman's Journal*. It was stated elsewhere that Mr. Godfrey was awarded the first prize for writing at a rate of 202 words a minute on the 220-word-a-minute test. Presumably, therefore, he made 90 errors in transcribing.

**1909 Contest, London, October 16.** In the 1909 contest only four writers qualified, with the following results:

Name	"Pitman Certificate"			Net Words	Net Speed	Per Cent Accuracy
	Speed	Rate	Errors			
R. J. Garwood.....	200	220	117	983	196	89.3
Herbert Byers.....	220	200	51	949	190	94.9
W. F. Smart.....	220	220	187	913	182	83
R. D. Shedlock.....		180	23	877	175	97.4

Under the American rules for rating transcripts, requiring 95 per cent, or higher, accuracy, all of the foregoing, with the exception of Mr. Shedlock, would have been disqualified. Commenting on this contest, an English shorthand magazine said:

In February, 1908, Mr. Godfrey, under similar tests, was accredited with 202 words a minute and carried off the championship cup, knowing that if he won it a third time in 1909, it would remain his forever. But instead of performing a much higher feat, after presumably twenty months' practice, he had to withdraw from the competition altogether.

*Pitman's Journal* of November 6, 1909, in reporting the contest, said:

The matter dictated was a speech by Lord Rosebery on the House of Lords, the excellent matter of which contained no peculiar difficulties and some points favorable to phrasing and contraction. It could by no means be considered a suitable test for champion writers.

**1910 Contest, London, October 15.** The contest in 1910 narrowed down to three who were able to complete it, as follows:

Name	"Pitman Certificate"			Net Words	Net Speed	Per Cent Accuracy
	Speed	Rate	Errors			
R. J. Garwood.....	200	200	12	988	197	98.8
S. H. Godfrey.....	230	200	23	977	195	97.7
James McDonald....	210	200	36	964	192	96.4

An English shorthand magazine stated that by *actual count* the number of words dictated was only 947. Assuming this to be correct, the figures given in the foregoing would therefore have to be revised as follows:

Name	"Pitman Certificate" Speed	Words Dic- tated	Errors	Net Words	Net Speed	Per Cent Accuracy
R. J. Garwood . . . . .	200	947	12	935	187	98.7
S. H. Godfrey . . . . .	230	947	23	924	185	97.5
James McDonald . . . . .	210	947	36	911	180	96.1

*Pitman's Journal* said:

The piece was an easy one on the pleasures and advantages of an author's life and work, and presented no technical difficulties.

**1911.** There was no contest in 1911.

**1912 Contest, London, June 1.\*** Again in 1912 only three candidates finished the contest, as follows:

Name	"Pitman Certificate" Speed	Rate	Errors	Net Words	Net Speed	Per Cent Accuracy
R. J. Garwood . . . . .	220	200	19	981	196	98.1
W. McDougall . . . . .	220	200	40	960	192	96
W. F. Smart . . . . .	220	200	113	887	177	88.7

It was stated that only 987 words were dictated. The foregoing figures should therefore be revised as follows:

Name	"Pitman Certificate" Speed	Words Dic- tated	Errors	Net Words	Net Speed	Per Cent Accuracy
R. J. Garwood . . . . .	220	987	19	968	193	98
W. McDougall . . . . .	220	987	40	947	189	95.9
W. F. Smart . . . . .	220	987	113	874	174	88.5

\*For result of British Junior Championship, see page 33.

“The matter used in the 1912 contest,” according to an article by one of the judges in *Commercial Education* for June 18, 1912, “was taken from a speech by Henry George on land values, and was perhaps rather in the candidates’ favor as compared with the 1910 contest.” *Pitman’s Journal*, in reporting the contest, said that it “presented comparatively few unusual words and phrases.” An examination of the matter shows that it was extraordinarily simple, abounding in monosyllables and containing a great deal of repetition of common words and common phrases. It could hardly be surpassed as a selection on which to make a favorable record. By actual analysis the syllable intensity was 133 syllables for each 100 words for the entire dictation—that is to say, an average of  $1\frac{1}{3}$  syllables for each word! One would have to search for a long while to find 1,000 words of ordinary matter equal to this in simplicity.

In “A Few Comments by One of the Judges,” appearing in *Pitman’s Journal* for June 29, 1912, it is stated that “there is a real danger of the various contests degenerating into mere struggles between a handful of contest experts—a result which would defeat the main object with which they are instituted.” The writer adds: “It was not a difficult passage upon which Mr. Garwood’s third year’s success was won.”

No contest has been held for the British championship since 1912. In all the British championship contests the tests consisted of speeches or straight literary matter.

### **Comparison of British and American Records.**

The contest achievements on straight literary matter of the American writers of Pitmanic shorthand do not vary greatly from those of their British cousins. A comparison of these will be of interest:

BEST BRITISH CONTEST RECORDS  
 (British Championship)

	<i>"Pitman Certificate"</i>		Words		Net Speed	Accu- racy
	Speed	Year	Dict.	Errors		
S. H. Godfrey.....	230	1908	1100	90	202	91.81
R. J. Garwood.....	200	1909	1100	117	196.6	89.36
R. J. Garwood.....	220	1912	987	19	193.6	98.07
Herbert Byers.....	220	1909	1000	51	189.8	94.9
R. J. Garwood.....	200	1910	947	12	187	98.73
S. H. Godfrey.....	230	1910	947	23	184.8	97.57
W. F. Smart.....	220	1909	1100	187	182.6	83
James McDonald....	210	1910	947	36	182.2	96.20
R. D. Shedlock.....		1909	900	23	175.4	97.44
W. F. Smart.....	220	1912	987	113	174.8	88.55
W. McDougall.....	220	1912	987	113	174.8	88.55

*Note:* Under the American contest rules an accuracy percentage of 95 or better is required to qualify. Mr. Garwood is the only writer in the British championship contests to qualify with this degree of accuracy at a speed beyond 190 words a minute—1912 British Championship Contest, 193 words a minute, with 98 per cent accuracy.

 BEST AMERICAN CONTEST RECORDS  
 N. S. R. A. Championship—200 Straight Literary Matter

Name	System	Years' Year	Dict.		Net Speed	Per Cent. Acc'y	In- tensity*	
			Exp.	Speed				
Nathan Behrin . . .	I. Pitman	1913	9	200	8	198.4	99.2	1.45
Albert Schneider . . .	Gregg	1921	5	200.6	12	198.2	98.8	1.58
J. D. Carson . . . .	"Success"	1914	8	200	11	197.8	98.9	1.53
Jerome Victory . . .	Osgoodby	1919	10	200	15	197	98.5	1.42
Clyde Marshall . . .	"Success"	1911	16	200.4	18	196.8	98.2	1.37
J. F. Daly . . . . .	I. Pitman	1920	6?	200.4	26	195.2	97.4	1.54
Earl Pendell . . . .	"Success"	1914	10?	200	25	195	97.5	1.53
Paula Werning . . . .	Gregg	1913	4	200	27	194.6	97.3	1.45
J. B. Faulkner . . .	"Success"	1919	19	200	28	194.4	97.2	1.42
Fred H. Gurtler . . .	Gregg	1919	15	200	34	193.2	96.6	1.42
W. B. Bottome . . .	Graham	1920	20	200.4	39	192.6	96.1	1.54
Charles L. Swem . . .	Gregg	1911	3	200.4	40	192.4	96	1.37
Nellie Wood . . . .	I. Pitman	1914	23	200	49	190.2	95.1	1.53

*Note:* Some of these writers have qualified more than once. In such cases we have given the best record made. Four Gregg writers have qualified, four "Success," three I. Pitman, one Graham, one Osgoodby. \*Indicates the syllable intensity or average syllables to the word in the matter dictated.

The difficulty of matter is increased by the number of syllables. The best record was that of Mr. Behrin, with but eight errors, in 1913, on an intensity of 1.45. Taking this as a standard, the matter in the 1921 contest was 8.96 per cent more difficult, or was equivalent to 218 words a minute on the basis of 1913. The 1921 matter has the highest intensity of any yet given at this speed. On this test Mr. Schneider made but twelve errors, an accuracy record of 98.8 per cent.

#### BEST AMERICAN CONTEST RECORDS

Straight Literary Matter at More Than 200 Words a Minute  
N. S. R. A. Speed Contests

Name	System	Year	Years' Dict.		Errors	Net Speed	Per
			Exp.	Speed			Cent
Albert Schneider . . . . .	Gregg	1921	5	214.8	18	211.2	98.32
Jerome Victory . . . . .	Osgoodby	1921	8	214.8	21	210.6	98.04
Nathan Behrin . . . . .	I. Pitman	1914	10	220	47	210.6	95.73
Neale Ransom . . . . .	Munson	1920	10?	215	29	209.2	97.30
J. F. Daly . . . . .	I. Pitman	1921	8	214.8	33	208.2	96.92
Nellie Wood Freeman . . . . .	I. Pitman	1921	30	214.8	33	208.2	96.92

But six different writers have qualified on straight literary matter at speeds beyond two hundred words a minute, and these are led by Mr. Albert Schneider, winner of the 1921 championship, with the highest net speed ever made in matter of this kind in any contest—211.2 net words a minute.

**American Speed Contests.** Writers of Gregg Shorthand have made brilliant records in these contests, and *without exception* the young *Gregg* writers in these contests have had less than half the experience of the least experienced *Pitmanic* writers. Experience and the maturer judgment of older writers—the “seasoning” of daily work in court—are factors that count tremendously in contests. The Gregg writers did not have the benefit of this seasoning, and their

efficiency was reduced by nervousness in competing with writers of world-wide reputation.

**Fifth International Speed Contest.** In the famous Miner Medal Contest (Fifth International Shorthand Speed Contest), held in Washington in 1910, Gregg writers won first, second, and third places. The winner of the contest, Mr. Fred H. Gurtler of Chicago, established a record 23 words a minute faster on solid matter than had been achieved before in these contests. He was awarded the Miner medal permanently. This medal had previously been won twice by Mr. Sidney Godfrey of England, and once by Mr. Clyde Marshall of America.

In this contest a Gregg writer, Mr. Charles L. Swem, who was then but seventeen years of age, also exceeded the previous record by 13 words a minute, and Miss Salome Tarr broke the world's record for accuracy (99.4%) at 140 words a minute, which stood until it was broken the following year by Mr. Swem at the contest of the National Shorthand Reporters' Association at Buffalo, when he established a world's record for accuracy, writing at the rate of 170 words a minute for five minutes with only three errors, 99.16 per cent accuracy. Eighteen contestants took part in the final contest for the Miner Medal—more than double the number in any former contest. Of these, four were writers of Gregg Shorthand and fourteen Pitmanic. Only eight writers qualified with the required degree of accuracy, and among these were the four Gregg writers.

**Adams Trophy Contest.** In the Adams Trophy Contest of the National Shorthand Reporters' Association at Buffalo in 1911 Mr. Charles L. Swem, then *less than eighteen years of age*, won third place against the most expert writers of the world. The following are the official results:

<i>Name</i>	<i>Years' Exp.</i>	<i>System</i>	<i>Errors</i>	<i>Errors</i>	<i>Errors</i>	<i>Errors</i>	<i>Errors Total</i>	<i>Per-centage</i>
			<i>in 150 Test</i>	<i>in 170 Test</i>	<i>in 190 Test</i>	<i>in 210 Test</i>		
Nellie M. Wood	20	I. Pitman	4	5	2	7	18	99.5
Nathan Behrin*	7	I. Pitman	3	5	8	8	24	99.3
Charles L. Swem	3	Gregg	4	3	8	13	28	99.2
H. E. Anstie	14	B. Pitman	6	16	6	8	36	99
W. B. Bottome**	17	Graham	5	22	3	9	39	98.9
J. D. Carson	6	"Success"	6	18	14	22	60	98.3
Clyde Marshall***	13	"Success"	22	10	27	10	69	98.1
J. B. Faulkner	17	"Success"	28	32	20	23	103	97.2

\* 1911 champion.

\*\* 1909 champion.

\*\*\* 1910 champion.

*Note:* The 150 and 170 dictations were on straight literary matter; the 190 on jury charge, and the 210 on testimony in which the words "question" and "answer" were neither read nor counted, but transcribed. The "Q's" and "A's" usually comprise  $12\frac{1}{2}\%$  of the matter. The gross speed in the testimony dictation would, therefore, be 236 words a minute if reckoned on the basis of the championship contests.

The Adams Trophy Contest attracted the most expert writers of the country, as the trophy had been offered for the express purpose of establishing a standard of accuracy in shorthand competitions. Twenty-two of the thirty-five entrants for the contest were present and took part. An analysis of the foregoing table shows some interesting comparisons. On the straight matter (non-legal) tests Mr. Swem led the list with only seven errors. Mr. Behrin was next with eight errors, and Miss Wood third with nine. On these same tests Mr. Marshall made thirty-two errors, Mr. Bottome twenty-seven, Mr. Carson twenty-four errors, and Mr. Anstie twenty-two. On the jury charge at 190 Mr. Swem made eight errors, against Mr. Carson's fourteen and Mr. Marshall's twenty-seven. Even on the court testimony at 210, Swem beat Carson and was only a trifle behind Marshall.

It will be seen that in one or more of the dictations Mr. Swem defeated all of the writers. An examination of the



notes of the 170 matter, in the presence of the chairman of the Speed Contest Committee, disclosed the fact that the three errors made by Mr. Swem were: the substitution of "show" for "saw," "greater" for "great," and "send" for "sent." The outline for the word "great" was written "gr-r," showing that it was a case of mishearing; "sent" was correctly written in copper-plate style, showing that in transcribing his notes Swem inadvertently typed "d" instead of "t." All of these errors occurred in the first minute.

In an editorial for the *Gregg Writer* written just after the contest, we said:

One moment after the announcement of the results of the shorthand speed contest it was realized by every one present that the last argument against Gregg Shorthand was swept away—swept away decisively and forever. That it was done by the hand and brain of a boy of eighteen rendered it all the more impressive and dramatic.

When skilled reporters and seasoned contestants like Bottome, Marshall, Carson and others ranked lower in the records than Swem, the big audience of reporters was simply dumfounded. One of them jocularly said it was as though a convention of people interested in the perfection of dirigible balloons had been assembled and while they were engaged in discussing methods of standardizing their guy ropes, ballast, equilibrators, huge gas bags, and other paraphernalia, a Wright, a Curtiss, or an Atwood suddenly appeared over their heads, sweeping along gracefully and easily in an airplane at sixty miles an hour!

This editorial was similar in thought to that expressed in a letter recently received from one of the most eminent authorities on Pitman Shorthand—the author of books and articles published by the Pitman firm, which contains the following statement: "Pitman is as far behind Gregg as the gas balloon is to the airplane."

**World Shorthand Championship—National Shorthand Reporters' Association Contests.** A comparison of the work of Gregg writers with that of writers of other systems in the championship contests will be of interest. Following is a list of all writers who have qualified on the three championship dictations—200 solid matter, 240 jury charge, 280 testimony with the net speed on each dictation:

Name	System	Yrs. Exp.	200 Rate		240 Rate		280 Rate		Avr.
			Yr.	Errors Net	Errors Net	Errors Net			
Nathan Behrin* . . . . .	I. Pit	9	1913	8 198.4	14 237.2	44 271.2	98.3		
Albert Schneider** . . . . .	Gregg	5	1921	12 198.2	22 236.2	44 269.4	97.93		
John F. Daly . . . . .	I. Pit	6	1921	30 194.6	12 238.2	59 266.4	97.25		
Jerome Victory* . . . . .	Osgoodby	8	1919	15 197	39 234.4	69 267.2	96.8		
John D. Carson. "Success"		7	1912	44 191.2	22 235.6	53 270.8	96.7		
Charles L. Swem . . . . .	Gregg	4	1912	50 190	39 232.2	64 268.6	95.7		
Willard Bottome* . . . . .	Graham	17	1911	41 192.2	26 234.8	100 260	95.5		
Clyde Marshall* "Success"		14	1912	42 191.6	60 228	70 267.4	95.3		
Nellie Wood*** . . . . .	I. Pit	21	1912	85 183	103 219.4	120 257.4	91.5		

*Note:* The figures represent the *best record* of each writer on the three dictations in one contest. The highest record of any writer on individual dictation will be found in tables that follow.

\*Former champion. \*\*Present (1921) champion. \*\*\*Won the Eagan Cup in championship contests before N. S. R. A. Contests were inaugurated.

The list contains the names of the nine successful Pitmanic contestants out of more than a hundred who have entered the championship contests. Only six Gregg writers have entered the championship contests, of which  $33\frac{1}{3}$  per cent qualified in all three takes. Placing the number of Pitmanic contestants at 100, only seven, or 7 per cent, have been successful. The total number of writers of all systems that have qualified in one or more of the championship dictations is twenty-one. Five are writers of Gregg Shorthand, nine are writers of "Success," three of Isaac Pitman, two of Munson, one of Graham, and one of Osgoodby. Mr. Swem, who qualified on all three takes in the 1912 contest, was then *only nineteen years of age and made his record four years*

after starting the study of shorthand. Mr. Schneider, who won the championship in 1921, was only 20 years of age.

**200 Solid Matter.** (*Best Records in the N. S. R. A. Contests.*) For a list of those who have qualified on the 200 solid matter dictations in the National Shorthand Reporters' Association contests see page 21, second tabulation.

**240 Jury Charge.** (*Best Records in N. S. R. A. Contests.*) Those who have qualified (best records) in this dictation are as follows:

Name	System	Year	Years' Dct.			Per cent	
			Exp.	Speed	Errors	Net Speed	Acc'y
John F. Daly.....	I. Pit	1921	6	240.6	12	238.2	99
Clyde Marshall.....	"Success"	1911	13	240	10	238	99.17
Nathan Behrin.....	I. Pit	1913	9	240	14	237.2	98.83
Charles L. Swem.....	Gregg	1911	3	240	15	237	98.75
Neale Ransom.....	Munson	1921	11?	240.6	21	236.4	98.25
Albert Schneider.....	Gregg	1921	5	240.6	22	236.2	98.17
Jerome Victory.....	Osgoodby	1921	12	240.6	24	235.8	98
J. D. Carson.....	"Success"	1912	6	240	22	235.6	98.17
Willard B. Bottome....	Graham	1911	11	240	26	234.8	97.83
Nellie Wood Freeman....	I. Pit	1921	30	240.6	38	233	96.84
E. A. Reilender.....	"Success"	1921	?	240.6	38	233	96.84
Paula Werning.....	Gregg	1913	4	240	42	231.6	96.5
Leonard W. Meyer....	"Success"	1921	?	240.6	49	230.8	95.92
W. A. J. Warnement....	"Success"	1921	?	240.6	52	230.2	95.67
L. H. Weisenburger....	Gregg	1921	5	240.6	62	229	95

Only fifteen writers have qualified on this test within five per cent limit of errors. In these tables we are giving the *best* record on each test made by each writer.

**280 Testimony.** (*Best Records in the N. S. R. A. Contests.*) Only twelve writers have qualified in the National Shorthand Reporters' Association contests within the 5 per cent limit of errors, at the speed of 280 words a minute, with the following results:

<i>Name</i>	<i>System</i>	<i>Year</i>	<i>Years' Dict.</i>		<i>Net</i>		<i>Per</i>
			<i>Exp.</i>	<i>Speed</i>	<i>Errors</i>	<i>Speed</i>	<i>cent</i>
Nathan Behrin.....	I. Pit	1912	8	281.4	17	278	98.79
George D. Ziegler.....	"Success"	1914	?	280	33	273.4	97.64
Earl Pendell.....	"Success"	1914	?	280	34	273.2	97.57
J. D. Carson.....	"Success"	1914	8	280	39	272.2	97.21
Nellie Wood Freeman....	I. Pit	1914	23	280	42	271.6	97.00
Albert Schneider.....	Gregg	1921	5	278.2	44	269.4	96.84
Neale Ransom.....	Munson	1919	9?	281	56	269.8	96.00
Willard B. Bottome....	Graham	1910	10	280.4	57	269	95.93
Charles L. Swem.....	Gregg	1912	4	281.4	64	268.6	95.45
Clyde Marshall.....	"Success"	1910	12	280.4	62	268	95.58
Jerome Victory.....	Osgoodby	1919	10	281	69	267.2	95.10
John F. Daly.....	I. Pit	1921	6	278.2	59	266.4	95.76

**The Southwest Shorthand Reporters' Association Contest, 1920.** In the Southwest Shorthand Reporters' Association speed contest held at Denver, 1920, dictations were given at 180 solid matter, 200 counsel's argument to the jury (practically straight matter), and 260 testimony. The following are the results:

<i>Name</i>	<i>System</i>	<i>Net Speed at 180</i>	<i>Net Speed at 200</i>	<i>Net Speed at 260</i>	<i>Average Accu- racy.</i>
Albert Schneider*.....	Gregg	177.4	196.2	252	97.86
J. F. Daly.....	I. Pit	177	198.4	246.4	97.43
W. B. Bottome.....	Graham	174.4	194.4	237.2	96.38
E. A. Reilender.....	"Success"	178.4	194.4	236.4	96.41
W. A. J. Warnement....	"Success"	168.8	193.8	246.8	95.16
Jerome Victory.....	Osgoodby	.....	194.4	244.6	.....
Neale Ransom.....	Munson	.....	195.6	242.2	.....
L. H. Weisenburger.....	Gregg	.....	193.4	.....	.....
R. McRae.....	?	.....	188.4	.....	.....
W. F. Smart.....	I. Pit	.....	189.6	.....	.....
Mettje Middaugh.....	"Success"	.....	193	.....	.....
T. J. McCarthy.....	"Success"	.....	190.2	.....	.....
J. E. McGinness.....	?	.....	185.8	237	.....

\* Mr. Schneider was but nineteen years of age at the time of this contest.

The contest was open to all writers and there were about fifty entries, but only Southwest writers were eligible to win prizes. Other writers, however, were entitled to whatever official records they made. None of the Southwest writers qualified on all three dictations at 95 per cent. Only two writers, Albert Schneider and W. B. Bottome, qualified on all three dictations. Mr. Albert Schneider, a writer of Gregg Shorthand, made the highest average record of 97.86. It will be seen from the table above that five writers made average accuracy records of more than 95 per cent, but under the rules of the National Shorthand Reporters' Association all but Mr. Schneider and Mr. Bottome would have been disqualified owing to their failure to obtain at least 95 per cent accuracy on each individual dictation. Another Gregg writer, Mr. L. H. Weisenburger, official court reporter of Storm Lake, Iowa, made a record of 193.4 net words a minute on the 200 dictation.

Following is a comparison of Mr. Schneider's and Mr. Bottome's achievements in this contest:

<i>Name</i>	<i>260 Speed</i>		<i>200 Speed</i>		<i>180 Speed</i>		<i>Tot.</i>	<i>Avg.</i>
	<i>Err.</i>	<i>Speed</i>	<i>Err.</i>	<i>Speed</i>	<i>Err.</i>	<i>Speed</i>		
Albert Schneider . . .	40	252.2	19	196.2	13	177.4	72	97.86
Willard B. Bottome	64	247.2	28	194.4	28	174.4	120	96.38

**Gregg Writer Wins World Championship.** In the speed contest of the National Shorthand Reporters' Association at Niagara Falls, Canada, August 25, 1921, Mr. Albert Schneider, a writer of Gregg Shorthand, won first place in speed and accuracy, defeating three former champions—Mr. Williard B. Bottome (1909 champion), Mrs. Nellie Wood Freeman (Fagan Cup champion), and Mr. Jerome Victory (1919 champion). Mr. Schneider, who was but twenty years of age at the time of the contest, is the

youngest and least experienced writer to win the championship title and trophy. Only two writers out of a field of twenty-three contestants were able to qualify on all three dictations with the required accuracy of 95 per cent or better. The following is a tabulation of the results in the official report on the three five-minute dictations at 200, 240, and 280 words a minute:

200 WORDS A MINUTE—STRAIGHT LITERARY MATTER

<i>Name</i>	<i>System</i>	<i>Words</i>		<i>Net</i>	<i>Net</i>	<i>Per ct.</i>
		<i>Dict.</i>	<i>Err.</i>			
Albert Schneider . . . . .	Gregg	1003	12	991	198.2	98.8
John F. Daly . . . . .	I. Pit	1003	30	973	194.6	97.0

240 WORDS A MINUTE—JUDGE'S CHARGE TO THE JURY

John F. Daly . . . . .	I. Pit	1203	12	1191	238.2	99.00
Neale Ransom . . . . .	Munson	1203	21	1182	236.4	98.25
Albert Schneider . . . . .	Gregg	1203	22	1181	236.2	98.17
Jerome Victory . . . . .	Osgoodby	1203	24	1179	235.8	98.00
Nellie Wood Freeman . . . . .	I. Pit	1203	38	1165	233	96.84
E. A. Reilender . . . . .	"Success"	1203	38	1165	233	96.84
Willard B. Bottome . . . . .	Graham	1203	44	1159	231.8	96.34
Leonard W. Meyer . . . . .	"Success"	1203	49	1154	230.8	95.92
W. A. J. Warnement . . . . .	"Success"	1203	52	1151	230.2	95.67
L. H. Weisenburger . . . . .	Gregg	1203	62	1141	229	95.00

280 WORDS A MINUTE—TESTIMONY

Albert Schneider . . . . .	Gregg	1391	44	1347	269.4	96.84
John F. Daly . . . . .	I. Pit	1391	59	1332	266.4	95.76
Neale Ransom . . . . .	Munson	1391	61	1330	266	95.61

**Mr. Schneider's and Mr. Daly's Work Compared.**

Mr. Schneider and Mr. Daly were the only writers to qualify with 95 per cent accuracy or better on all three of the championship dictations. The following is a comparison of their work:

<i>Name</i>	<i>200 Speed</i>		<i>240 Speed</i>		<i>280 Speed</i>		<i>Tot. Err.</i>	<i>Avg. Acc'y</i>
	<i>Net</i>	<i>Err. Speed</i>	<i>Net</i>	<i>Err. Speed</i>	<i>Net</i>	<i>Err. Speed</i>		
Albert Schneider....	12	198.2	22	236.2	44	269.4	78	97.93
J. F. Daly.....	30	194.6	12	238.2	59	266.4	101	97.25

**Schneider Breaks World Records.** In addition to the three dictations for the title of World Champion and the trophy, dictations were given for speeds of 150, 175, 215 on straight literary matter. After transcribing the three championship dictations, Mr. Schneider found he still had one hour and thirty-five minutes of his time left. He then transcribed the 215 straight literary matter in one hour, and the 175 straight literary matter dictation in twenty-five minutes. On both of these he established new world records, making a net speed of 211.2 words a minute on the 215 matter and an accuracy of 98.32—the highest net speed ever achieved on matter of this kind—and tied with Mr. Willard B. Bottome (champion of 1909), official court stenographer, New York Supreme Court, New York City, on the 175-word-a-minute matter, making but three errors.

Following is a tabulation of the details:

#### WORLD RECORD AT 175 WORDS A MINUTE

<i>Name</i>	<i>Words Dict.</i>	<i>Errors</i>	<i>Net Words Per Min.</i>	<i>Accuracy</i>
Albert Schneider.....	873	3	174	99.66
W. B. Bottome.....	873	3	174	99.66
E. A. Reilender.....	873	7	173.2	99.20
W. A. J. Warnement.....	873	7	173.2	99.20

#### WORLD RECORD AT 215 WORDS A MINUTE

<i>Name</i>	<i>Words Dict.</i>	<i>Errors</i>	<i>Net Speed</i>	<i>Accuracy</i>
Albert Schneider.....	1074	18	211.2	98.32
Jerome Victory.....	1074	21	210.6	98.04
J. F. Daly.....	1074	33	208.2	96.92
Nellie Wood Freeman.....	1074	33	208.2	96.92

### Eastern Commercial Teachers' Association Contests.

Before the National Shorthand Reporters' Association inaugurated the championship contests, there had been held a series of championship contests under the auspices of the Eastern Commercial Teachers' Association. One of the series was for the Eagan Cup and was open to all writers without regard to experience. The second series was for the Miner

Medal and was open to writers who had begun the study of shorthand not more than ten years previous to any given contest. As the Eagan Cup contests were not based on a definite standard rate of speed and the methods of rating errors varied from year to year, it is difficult to make any comparison with the speeds made in the National Shorthand Reporters' Association contests; consequently they have not been treated extensively. The Eagan Cup was won three times by Miss Nellie Wood, official court reporter of Boston, who became its permanent possessor. The Miner Medal was won permanently in the final contest for this trophy by Mr. Fred H. Gurtler, a writer of Gregg Shorthand. The National Shorthand Reporters' Association, after the contest in 1909, standardized the rates of speed and the method of deducting for errors, and the results in these contests are now recognized as the only authoritative



The Miner Medal won by  
Fred H. Gurtler, 1910



records, made in contests open to writers of all systems, and not limited to members of a particular organization.

**British Junior Championship, London, 1912.** In the British Junior Championship Contest held in London in 1912 Mr. Ernest W. Crockett, the only writer of Gregg Shorthand in this contest, won the championship cup in competition with twenty-four writers of Isaac Pitman shorthand. The contest consisted of a five-minute dictation on business letters at the rate of 100 words a minute, and a five-minute dictation of newspaper matter at the rate of 125 words a minute. Mr. Crockett's transcripts showed an average of more than 99 per cent perfect. The contest was conducted by a committee of teachers, the chairman being Mr. E. O. Cope, the well-known Pitman teacher and examiner for Isaac Pitman & Sons.

**Dubious Records in Shorthand.** Claims of extraordinary records of speed have been associated with the writing of shorthand almost since the art came into general use. Many of these claims in the early history of modern shorthand went unchallenged because of ignorance about what the expert writer could actually do. It is rather strange at this late date, however, since the speed contests of the National Shorthand Reporters' Association have been inaugurated, to find occasional attempts to create questionable records.

**The Alleged "300-Word-a-Minute Record."** The most glaring of these speed claims was the alleged record of Herman J. Stich, made at a meeting of the Isaac Pitman Shorthand Writers' Association in New York City, January 19, 1919. Mr. Stich was credited with writing 300 words a minute for five minutes, with an accuracy of 99.9 per cent.

A paper read at the 1919 meeting of the National Shorthand Reporters' Association by Mr. William F. Smart,

Chairman of the Committee on Ethics (and who is a writer of Isaac Pitman Shorthand), gave a compact statement of the facts in connection with the alleged record. Mr. Smart said:

Recently the shorthand world was startled by the announcement in certain interested journals of a new record in shorthand and a new "champion" at 300 words a minute. Reverting to the alleged 300-word-a-minute record—at first sight this seems to be the case of Trotsky out-trotted, Dr. Cook out-cooked, and Bob Tailor out-stitched.

The man who read the test matter to the "champion," Mr. Van Gelder, his friend, who is now a reporter in the District Claims Board of the War Department, and this has been confirmed in other directions, told me on June 3 as follows:

1. Over 50 Q's and A's per minute were inserted in the test matter. These Q's and A's were not even read or written by the "champion." The matter was extremely easy testimony and "such as could be written at that speed."

2. Only the writers of one shorthand system were allowed to enter.

3. The contest was not advertised as "the shorthand championship of the world," but as a contest for boys at school.

4. There were no other competitors allowed to be present. Competitors of other systems of shorthand had their applications returned, and when they presented themselves for examination were not allowed to take it.

5. There was no newspaper reporter present. This "record" and its story was telephoned by the "champion's" wife to the newspapers. It was no public exhibition and past champions were not invited to enter.

It would be interesting to know how anyone can be a "champion" when he has no opponent and how 300 words a minute can be written when not more than 250 words a minute were dictated.

This "advertising record" is boosted by certain interested journals as made by the "Champion Shorthand Writer of the World." "Record 300 words a minute for five consecutive minutes with 99.9 percentage of accuracy." "Shorthand Record Five Words a Second." "World's Champion High Speed Shorthand Writer and International Authority on the Subject."

Mr. Smart's exposé of the "record" thoroughly discredited it. Notwithstanding this, the English edition of *Pitman's Journal* gave an account of the contest, and stated: "In the meantime, it should be noted that the contest was *open to all.*" Mr. Stieh's "record" was used extensively in the advertising of the publishers of Isaac Pitman Shorthand.

**Two-Minute Records.** During the luncheon intermission of the New York State Shorthand Reporters' Association, December, 1919, a two-minute speed contest was staged by a number of New York reporters merely as a "sporting proposition," as it was termed, for those who wished to enter it, which bordered closely on the type of "contest" just described. The dictation was of the type of "Q's" and "A's" *counted but not read.* The dictation was for two minutes only. Enough said! Nevertheless, the publishers of Isaac Pitman Shorthand immediately "told the world" through the medium of advertising that a new world record of 322 words a minute had been established, disregarding the fact that the dictation was, if timed correctly, about fifty words a minute less than that, and also the fact that a "record" of 422 words a minute had been claimed by a well-known shorthand writer 26 years previously!

**Handicap Contest, 1920.** This contest was held under precisely the same circumstances as the two-minute contest just described. It differed from the preceding one in that the length of the "dictation" was increased to five minutes and that each contestant, except Mr. Behrin, was conceded a handicap based on his best National Shorthand Reporters' Association speed contest record.

The 280 test was dictated by four readers, the whole proceedings being as closely as possible a duplicate of a

scene in court. *The questions and answers were not read, but were counted in the total.* Mr. Behrin's record on the 280 word-a-minute dictation in this contest was advertised by the publishers of the system he uses as a "world's record," regardless of the fact that the matter was actually dictated at 246.4 words a minute! The results as presented by Mr. Henry Sanders in the *Stenographer and Phonographic World* for February, 1921, are given for what they are worth:

	<i>240 Dict.</i>	<i>280 Dict.</i>
1. Nathan Behrin.....	239.8	279.4
2. Neale Ransom.....	238.8	277.9
3. W. B. Bottome.....	238.8	274.3

As will be seen from the statement above that the questions and answers were omitted in the reading but counted, a revision of the figures on the "280" testimony test shows the following results:

	<i>280 Dict.</i>
	<i>Actual Speed</i>
1. Nathan Behrin.....	246.4
2. Neale Ransom.....	240.4
3. W. B. Bottome.....	235.8

The *best* records of these writers in the contests of the National Shorthand Reporters' Association on these two kinds of matter are as follows:

	<i>240</i>		<i>280</i>	
	<i>Err.</i>	<i>Net Speed</i>	<i>Err.</i>	<i>Net Speed</i>
Nathan Behrin.....	14	237.2	17	278
Neale Ransom.....	21	236.4	56	269.8
W. B. Bottome.....	26	234.8	57	269

**Gregg Shorthand Superior for Reporting.** An analysis of the figures given in the foregoing results of speed contests shows conclusively that so far as speed and accuracy are concerned Gregg Shorthand is vastly superior to Pitmanic shorthand. When the further fact is considered that the experience of the Gregg writers was less than half that of the least experienced of the Pitman writers, the

superiority of Gregg Shorthand is all the more striking. Moreover, the Gregg writers have reached the high speeds indicated in the contests in less than half the time required by Pitmanic writers. The speed possibilities of the system have not by any means been tested to their limit. This is especially true of court testimony, for with the exception of Mr. Gurtler, none of the Gregg writers have had sufficient experience—some of them none at all—in this line of work to develop the special ability required for the ultimate speed. This highly specialized ability is something that is entirely outside the question of the system of shorthand. It involves the training of the hearing and of the mind to understand spoken words at the speeds required in the contests, and the development of automatic reactions and the concentration that are common to all systems of shorthand where high speed is concerned. It is ability that is only acquired after long experience in actual reporting where decisions must be promptly made.

Pitmanic shorthand, on the other hand, has had thousands of experienced reporters to draw from and hundreds have taken part in the contests. Only a few Gregg writers have entered the contests, but almost without exception they have made records equal to or superior to the best records made by Pitmanic writers, and in the 1921 championship which he won, Mr. Albert Schneider, twenty years of age, defeated three former champions and many of the best writers of the country.

Gregg Shorthand has established the fact in the contests that it has much greater speed possibilities, and therefore greater reporting power, than any system in existence. And its speed possibilities in the reporting field have not by any means been reached.

N. S. R. A. SPEED CERTIFICATES AWARDED TO  
GREGG WRITERS

<i>Name</i>	<i>Kind of Matter</i>	<i>Dict. Speed</i>	<i>Net Speed</i>
Albert Schneider.....	Testimony	280	269.4
Charles L. Swem.....	Testimony	280	268.6
Charles L. Swem.....	Jury Charge	240	237
Albert Schneider.....	Jury Charge	240	236.2
Charles L. Swem.....	Jury Charge	240	232.2
Paula Werning.....	Jury Charge	240	231.6
L. H. Weisenburger.....	Jury Charge	240	229
Albert Schneider.....	Straight Matter	215	211.2*
Charles L. Swem.....	Testimony**	210	207.4
Paula Werning.....	Testimony**	210	206
Salome Tarr.....	Testimony**	210	205
Albert Schneider.....	Straight Matter	200	198.2
Albert Schneider.....	Straight Matter	200	197.2
Paula Werning.....	Straight Matter	200	194.6
Frederick H. Gurtler.....	Straight Matter	200	193.2
Charles L. Swem.....	Straight Matter	200	192.4
Albert Schneider.....	Straight Matter	200	190
Charles L. Swem.....	Jury Charge	190	188.4
Salome Tarr.....	Jury Charge	190	181
Albert Schneider.....	Straight Matter	175	174*
Albert Schneider.....	Straight Matter	175	172.2
Helen W. Evans.....	Straight Matter	175	171.6
L. H. Weisenburger.....	Straight Matter	175	171.2
L. H. Weisenburger.....	Straight Matter	175	171
Charles L. Swem.....	Straight Matter	170	169.4†
J. A. Butler.....	Straight Matter	175	166.8
L. H. Weisenburger.....	Straight Matter	151	150.2
Charles L. Swem.....	Straight Matter	150	149.2
L. H. Weisenburger.....	Straight Matter	150	148.8
Joseph M. Shaffer.....	Straight Matter	150	148.6
Urina Roberts†.....	Straight Matter	150	148.2
Martin J. Dupraw†.....	Straight Matter	150	148
Helen W. Evans.....	Straight Matter	150	147.8
James E. Broadwater†.....	Straight Matter	150	147.4
Mrs. C. S. Miller.....	Straight Matter	150	147.2
Paula Werning.....	Straight Matter	150	146
Kenneth L. Polley†.....	Straight Matter	150	144.4
Ruth Hart†.....	Straight Matter	150	143.2

\*World record. †Amateur.

\*\*Questions and answers read *but not counted*; on the present system of rating, the speed would have been 236.

## FOUNDATIONS OF REPORTING SKILL

**E**XPERT reporting is a profession that brings into play a multitude of abilities.

The most important ability of a reporter, naturally, is his skill in the technical field of shorthand writing. That is fundamental and around it cluster all the other qualifications that go to make up an expert. Even this term, "skill in shorthand writing," is of broad application in the profession, for it connotes not only ability to write shorthand superlatively well from the viewpoint of theory, but also skill in applying all the time-saving expedients that the advancement of the art has developed in the system.

These may be grouped conveniently under the head of "Technique in Writing," and embrace such questions as familiarity with the system; the ability to apply the word-building principles correctly and swiftly to new words; a mastery of the phrasing of the system; the tools of the reporter; the posture in writing; position of hands, arms, and body; quality of notes; application of efficiency principles in writing; economy of effort and movement in writing; accuracy of style; systematic methods of practice; etc. For the benefit of the student-reporter who is preparing to enter the professional ranks these will be discussed briefly.

**Knowledge of the System.** The first thing for the student-reporter to consider is his knowledge of the system, for that is the keystone in the arch of the reporting structure. The first question to ask yourself is, "Can I, with approximate accuracy every time, construct from principle, a good, workable outline for any word I am called upon to write?"

The second is, "Do I know the wordsigns and phrases of the textbook so thoroughly that I can recall them without conscious effort?" The third is, "Do I possess a good working vocabulary that will embrace ninety per cent of the words I shall hear?" This last question is not so ominous as it sounds, for if you have a perfect knowledge of the wordsigns of the system, you can write at least sixty per cent of the words you will hear. And finally, "Have I so mastered the movement of shorthand writing that my execution, even under stress of a speed that pushes me to the limit, is such that my notes are still reasonably easy to read?"

Unless the answers to these questions can be given definitely and decisively in the affirmative, more work will be necessary in acquiring the elementary principles of the system. It does not follow that the reporting student must be able to answer these questions before starting on his practice to become a reporter, but he should keep in mind that this preliminary work is an essential in the foundation of reporting skill. He should begin at once systematically to strengthen any weaknesses he may discover in this direction. Constant effort should be directed to perfecting a knowledge of the system, but this can be carried on simultaneously with a study of reporting principles.

### **How to Improve Your Knowledge of the System.**

Without knowing what your weaknesses are it is impossible to set about strengthening them. Therefore, the first thing to be determined is, how well you know the application of the principles of the system. The tests given in the following pages will help you to ascertain this. When you have worked out the tests and checked them up, you can follow the suggestions made for improving your knowledge of the various features on which your test showed weakness.



**Test 1.** *Wordsigns.* Have someone dictate the entire list of wordsigns and contractions in the *Manual* at a uniform rate of sixty words a minute. Check these with the textbook, marking the incorrect signs and inserting the ones omitted. This examination will enable you to find out what wordsigns you can recall instantly. You can then concentrate effort on the mastery of the ones you do not know.

The wordsigns have not truly been mastered until the writer knows all the various modifications of each word. He should get a command not only of the past tense forms given on page 59 of *Gregg Speed Studies*, but also of the word-sign derivatives given on pages 135, 136, 137, 138, 139. Many writers will find that they can recall wordsigns with the greatest ease, but when some modification appears, they are unable to handle it. It is simple enough to write "accept," but when we encounter the word "unacceptable," a new problem arises unless we are familiar with the derivatives. A study of the key to the list of word-sign derivatives given on pages 139, 140, 141, of *Gregg Speed Studies* will make the necessity for learning the derivatives perfectly clear, for it shows the various modifications of the root words.

There is a point in connection with wordsigns that should be emphasized. Being written mostly with one- or two-character forms, the writer is apt to grow careless in executing them, merely because they seem so simple both in movement and in form. Because the wordsigns and common contractions comprise more than sixty per cent of all words written, the importance of writing them *accurately* is obvious. The recurrence of many badly executed forms on any piece of matter renders the notes illegible. In practicing them to acquire skill in execution, the attention should be focused on

the movements required, for if the movements are correct, the results will be correct. Writing shorthand rapidly and accurately is a mere matter of mastering movement. Many writers do not understand that, and apply themselves to trying to secure correct pictures of forms on paper without considering the movements involved in the process.

**Test 2.** *Phrases.* Follow the method outlined above for wordsigns, except that the dictation should be at the rate of 30 phrases a minute. Check these carefully with the *Manual*, and make up a correct list of those that you wrote incorrectly for special study and practice.

Some experienced reporters make it a rule to have the wordsigns and phrasesigns dictated to them regularly.

**Test 3.** *Transcribing into Shorthand.* Test yourself on your ability to put into correct shorthand some rather difficult literary matter. The keys of any of our reading books, such as "The Art of Making a Speech," "Advanced Practice in Gregg Shorthand," "The Gregg Shorthand Reader," or the shorthand plates of the *Gregg Writer*, will furnish suitable material for this. Read from the printed page about 1,000 words and translate the matter simultaneously into the best shorthand you can write at a rate of speed that allows you to write accurately. Then compare your notes with the shorthand in the reading book, checking all errors as you did in comparing the wordsigns with the *Manual*. In reading the matter encircle every word which gives you any difficulty at all. Ninety-five per cent of the notes written in this way should check correctly with the shorthand plates. Variations from the plate matter will show that you must give some attention to reviewing the principles of the system. This can be done through the medium of *Gregg Speed Studies* and the *Manual*.

**Test 4.** *Dictation.* Have some one dictate a passage of 1,000 words from one of the keys to the reading books. Compare your notes with the shorthand plates in the corresponding reader and encircle all outlines that are incorrectly formed from the viewpoint of theory. The comparison with the shorthand plates will show any discrepancies or errors, and from this you can determine what your weak spots are in the application of the theory principles.

**Test 5.** *Word Building Principles.* Have some one dictate the following list of 250 words which bring into use all the principles in the *Manual*. These should be dictated at about 50 words a minute. After the dictation is completed compare your outlines critically with the key and check up all errors. Deduct four-tenths of one per cent for each error.

Namely, allotment, earnings, prank, insultingly, admittance, pardonable, resound, dangerous, plunge, heroism, kingship, submissive, scarcity, outlay, careless, thine, torpid, salutation, broadest, comparative, erasure, cheerfulness, temperamental, foundation, mildness, frugality, electric, catastrophe, gratuity, misrepresent, expanse, successor, bewail, deducted, alternately, economy, unworthy, computation, literacy, beginner, congeal, vote, sour, trudge, discourage, granulated, majestically, foretaste, prevent, ostracize, partition, entirely, pathway, tropic, alum, unarmed, promise, hunted, nutritive, leaders, bequest, ornate, surgeon, captivity, fanciful, massive, collector, sling, difficulty, self-justification, piety, surname, perplex, influenced, materialize, starvation, combination, submerge, younger, thrush, forfeit, accident, politician, watery, festivity, observatory, transpose, canteen, perform, forecast, mattress, considered, alignment, agriculture, embody, condition, asbestos, intelligent, sofa, auxiliary, gust, specify, also, overshoe, ample, feebleness, trustworthy, admixture, fraternity, refuse, describe, supplemental, whiten, whiteness, patient, gull, economical, inflict, lament, fullness, exposition, directory, pave, proficiency, thirty, question, empire, frantic, progress, jail, capable, paternal, execute, circus, establish, attach, constant, amid, fruitless, constructive, aftermath, repute, arduous, reflection, require, telegraph, acquirement, likely, property, mail, proud, extremely, assume, practice, playfully, herself, impending, dome, music, ulcer, instructor, self-control, modern, bequeath, edition, uneasy, accuracy, speed, instead, distracted.

Key to Test 5

1. The first line of the key contains a series of shorthand symbols, including a circle with a vertical line through it, followed by various combinations of lines and curves.

2. The second line continues the shorthand notation with similar symbols and combinations.

3. The third line shows more complex shorthand symbols, some with multiple strokes.

4. The fourth line features shorthand symbols that appear to be variations of the first few symbols.

5. The fifth line contains shorthand symbols, some of which are more intricate.

6. The sixth line shows shorthand symbols, including some that look like stylized letters.

7. The seventh line contains shorthand symbols, some with horizontal lines.

8. The eighth line features shorthand symbols, including some that are more complex.

9. The ninth line shows shorthand symbols, some of which are more intricate.

10. The tenth line contains shorthand symbols, including some that look like stylized letters.

11. The eleventh line features shorthand symbols, some with horizontal lines.

12. The twelfth line shows shorthand symbols, including some that are more complex.

13. The thirteenth line contains shorthand symbols, some of which are more intricate.

14. The fourteenth line features shorthand symbols, including some that look like stylized letters.

15. The fifteenth line shows shorthand symbols, some with horizontal lines.

16. The sixteenth line contains shorthand symbols, including some that are more complex.

17. The seventeenth line features shorthand symbols, some of which are more intricate.

18. The eighteenth line shows shorthand symbols, including some that look like stylized letters.

19. The nineteenth line contains shorthand symbols, some with horizontal lines.

20. The twentieth line features shorthand symbols, including some that are more complex.

**Keep the Principles Fresh in Mind.** Many of the principles of the textbook are of infrequent use, but are important. To keep the principles fresh in mind make up a list of the *most frequently recurring* words under each principle and occasionally have these dictated. This will serve to keep the principles fresh in mind, and the words thus learned will form a nucleus for other words coming under the principles. To make this list and its purpose more effective add one or two words under each principle each time you practice it. Of course there will be a limit to this under certain principles, but the general effect will be to increase your vocabulary as well as your knowledge of the principles.

**The Reporter's Tools.** Speed and accuracy in shorthand is too important an art to acquire to handicap oneself by using tools that are not adapted to the work. The selection of the materials the reporter works with should be made with just as much care as he gives to the selection of shorthand outlines which eventually become a part of his very being. It is assumed that all reporters naturally will use a pen for their work, since it has obvious advantages over the pencil. In the first place it gives a clean-cut, definite character, which increases accuracy and saves the strain on the eyes in reading the notes. Pen-written notes are usually more compact and naturally this effect of orderliness influences all the work of the writer beneficially.

The selection of the pen should be made only after careful experiment. There are a number of excellent fountain pens on the market, any one of which will meet the requirements of reporting. The kind of pen is a matter of individual preference. The pen point should be flexible and smooth. The ink should flow freely and positively. A medium fine point is best for the average writer. It is not

desirable to have too fine a point, as this requires a delicacy of touch that is not possessed by many. A moderately heavy line also promotes ease of reading, since it does not involve a strain on the eyesight. Before making a selection it is well to test the pen with some phrases and words that can be written with extreme speed; as, for example, "we have been," "human race," "in due time," "it might have been"—or other phrases that require a long rapid stroke in the direction of the line of writing. This is to test the pen for its capacity to feed the ink rapidly and perfectly.

Other points in connection with the pen are its balance, the amount of ink it will hold, its "feel" in the hand, the length of the part of the pen below the grip, and so on. In writing it is desirable to leave the point-protecting cap off entirely, as this when placed on the other end of the pen tends to make it top heavy. Especially is this true when the cap is provided with a clip. It would be well to obtain the privilege of trying a pen for a time before making a final selection.

Some writers prefer a dip pen. The only disadvantage of this is the necessity of carrying around an inkwell, and the loss of time in "dipping." Some writers, however, find that they cannot manage a pen successfully and such, naturally, will use a pencil. If a pencil is used, it should be of medium hardness—just soft enough to give a definite line. Of course the reporter who uses pencils will provide himself with a number properly sharpened, for as soon as the point dulls, the lines thicken and the notes become increasingly inaccurate.

**The Notebook.** It is very important to select a notebook that has a smooth surface, adapted to the pen or pencil used. It should be such as to allow you to use a light touch

and should be free from imperfections of texture. The size generally used is six by nine inches. The lines preferably should be one-third of an inch apart, as this narrow spacing tends to develop a more compact style of writing. The notebook should be ruled with vertical lines to indicate questions, answers, counsel, and court. The Gregg reporting notebook is ruled properly for this purpose.

**Posture.** The position of the writer at the table has a vital bearing on the ease with which he performs his work and should therefore receive careful consideration at the outset, so that correct habits may be established. In the teaching of penmanship great emphasis is placed upon posture. Posture becomes of even greater importance in shorthand writing, for shorthand not only must be written correctly, but to be practical for reporting it must be written rapidly. Moreover, the shorthand reporter often is required to write at a high rate of speed for long periods of time. Sustained effort thus becomes a necessity. An analysis of the posture and a study of the technique of the best writers shows that a majority of them sit squarely in front of the table, with both forearms resting on it. The notebook or paper is placed on a line with the right forearm, so that the hand can be moved along the line of writing without shifting the arm. The body is bent from the hips. In no case does the writer "slump" over his work with the shoulders pressed forward, but the chest is expanded to permit of free breathing. The writer should not sit so near the table that his body presses against it. The feet should be planted firmly on the floor. The habit of twisting the feet around the legs of the chair, and other similar nervous habits, should be avoided, as they reduce efficiency. When the body is bent slightly forward, a little weight will be resting



CHARLES L. SWEM

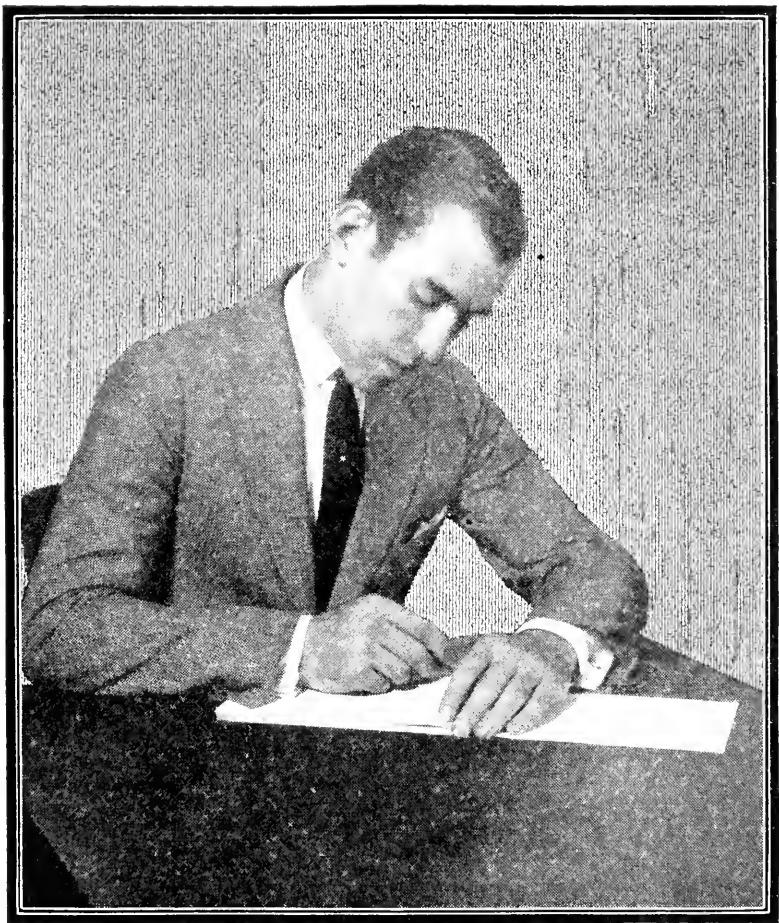
THE WRITING POSITION OF MR. CHARLES L. SWEM, FOR EIGHT YEARS OFFICIAL REPORTER TO WOODROW WILSON, PRESIDENT OF THE UNITED STATES. MR. SWEM REPORTED THE PEACE CONFERENCE IN PARIS FOR THE PRESIDENT





FREDERICK H. GURTLER

THE WRITING POSITION OF MR. FREDERICK H. GURTLER, COURT AND CONVENTION REPORTER, EX-VICE-PRESIDENT OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION, AND WINNER OF THE FAMOUS MINER MEDAL



ALBERT SCHNEIDER

THE WRITING POSITION OF MR. ALBERT SCHNEIDER, WINNER OF THE  
1921 CHAMPIONSHIP

on the elbows and forearms. The back should be straight from the hips to the shoulders. As the weight of the forearm is carried by the heavy muscles of the arm, the movements of the hand, wrist, and fingers can be executed with the minimum of effort. The wrist should never rest on the notebook but should be held clear to secure the maximum of flexibility. The writer should endeavor to secure a comfortable posture and one void of rigidity and inflexibility. It does not follow that a comfortable position is a correct one. Through habit you may have accustomed yourself to a very awkward position. Consequently it would be well to check up all these features and decide after trial which is the best posture for you to assume in writing.

**Position of the Hand and Arm.** The position of the right hand and arm is of just as great importance as is that of the body. Study particularly the slant of the pen, the position of fingers, and the method of grasping the pen. The hand and the arm must have the maximum of flexibility and freedom. Since the best writers of shorthand make use of the muscular movement, and this method has everything in its favor, it should be cultivated from the very beginning of the study of the art.

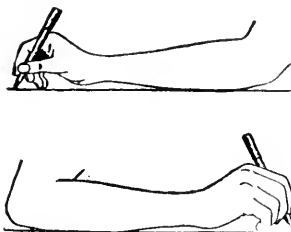


ILLUSTRATION OF CORRECT POSITION OF HAND AND ARM

The large muscles of the arm are much more capable of sustained effort than are the muscles of the fingers; but unfortunately they cannot be trained to as high a degree of nicety of movement as can those of the fingers. A study of the writing movements of the most rapid writers shows that both finger and wrist move-

ments are used. The best results can be obtained when a judicious blending of these movements is employed. As an illustration: such characters as *p, b, f, v* can be executed much more quickly if the downward sweep is a combination of arm and finger movement. The circles and hooks can also be executed with greater speed if the finger movement is combined with arm and wrist movement.

Keep the wrist and ball of the hand from touching the paper or the desk, but the whole forearm from the elbow to the wrist should rest on the table. With the second, third, and fourth fingers turned in, the hand will be in a position to glide easily on the nails of these fingers.

Hold the pen with just enough pressure to give you command of it, but do not grip it so firmly and tenaciously that all flexibility of movement is destroyed.

In all arts, "form" or "technique" is of vast importance. Study the work of the violinist, the pianist, the golfer, the billiard player, the tennis player, and it will be seen that the experts have acquired a certain grace of form, an art in execution that at once appeals to us because of its obvious effectiveness. The acquirement of a masterly technique in any art or game is the result of a careful study of sound basic principles, followed by intense, concentrated effort over a long period of time.

**Correct Habits.** Correct habits are very important. The late Professor James of Harvard University laid down some maxims that should be deeply imbedded in the consciousness of every shorthand writer. They are especially applicable during the plastic state—during the time the learning process is going on. He says: "Could the young but realize how soon they will become mere walking bundles of habits, they would give more heed to their conduct. We are spinning our fates, good or evil, never to be undone."

"The great thing in all education," he continues, "is to make our nervous system our ally instead of our enemy. We must make automatic and habitual as many useful actions as we can and guard against growing into ways that are likely to be a disadvantage to us. The more of the details of our daily life we can hand over to the *effortless custody of automatism*, the more our higher powers of mind will be set free for their own proper work."

The three rules he gives for acquiring habits are:

"1. In the acquisition of a new habit or leaving off an old one, we must take care to launch ourselves with as strong and decided an initiative as possible.

"2. Never suffer an exception to occur till a new habit is rooted in your life.

"3. Seize the very first opportunity to act on every resolution you make and on every emotional prompting you may experience in the direction of habits you aspire to attain."

Shorthand is distinctly a habit-forming study; in fact, that is what all our energies are bent toward in learning it—to make the application of the theoretical principles automatic as soon as possible. Each step in the study of the technique of shorthand should be studied with great care, and the advantages or disadvantages of any particular question analyzed before a decision is made. One of the greatest sources of inefficiency in writing shorthand is a failure to observe the important part that the economy of movement plays in both speed and accuracy. The fewer movements we make in writing a given piece of matter in a given time, the more time, naturally, we shall have for each movement, but as the ability to write shorthand is best expressed in the highest speed compatible with accuracy (and sometimes accuracy itself must be sacrificed in reporting to get the words down at all), the effort of the writer should be directed toward developing his speed to the limit of his executional power. Even the executional power may be developed greatly. The writer should guard against getting into a rut. The limit we set for ourselves today may be

exceeded tomorrow. In other words, *the standard for testing the value of a movement in shorthand is not the accuracy of form produced, but the speed with which the movement can be made with a recognizable form as a result.*

To make the illustration concrete. Suppose you are trying to develop speed in executing the phrase "at the earliest possible moment." Your standard should not be merely the ability to write a compact, artistic, well-shaped form, but to get down on paper an instantly recognizable form with the least loss of time in execution. There is a decided distinction between writing a correct form and writing it in the most economical way. With the right attitude of mind toward the subject, you will find upon a little practice that it is practically as *easy to execute an approximately accurate form at a high speed as it is to execute it at a low speed.* It is largely a psychological question. We oftentimes place limitations upon ourselves that are not justified by our natural ability. Fairly deliberate movements are necessary initially in constructing a new phrase for the purpose of analysis, but these should give way to swifter movements as soon as possible.

**Shorthand Penmanship and Execution.** The value of shorthand penmanship drills is very often not fully appreciated by the young reporter. Proper technique of execution is fundamental. As has been mentioned before, shorthand characters are the result of movement, and unless the movement is correct, the result will not be satisfactory. Consequently, the writer ambitious to become a reporter should give some serious thought and effort to the perfecting of his shorthand penmanship.

A study of the system will show that there are comparatively few simple elementary characters and that all shorthand writing is simply a repetition of these in various com-

binations. If the elementary movements are mastered and are built into a comprehensive vocabulary of words of everyday utility, the problem will be largely solved, for the application of the movements to the writer's vocabulary will comprehend most of the combinations and its influence will carry over to new words. It will be only occasionally that he will encounter a word which requires a new combination.

The first thing to be accomplished is a mastery of the elementary movements. There is an art in executing even the simple one-movement characters, such as the word-signs *is, can, have, put*, etc. To most writers it will be a surprising revelation to examine critically a page of notes that they have taken from dictation and to note the variation in such simple characters as these, for most writers are satisfied if they can *read* what they have written with the aid of context without considering the intrinsic merit of individual forms. Such variations occur mainly on account of lack of proper training in executing the simple movements. The student preparing for reporting should make a careful study of the following books, and should practice the drills contained in them until the matter of execution is well in hand: *Practical Drills in Shorthand Penmanship, Lessons in Shorthand Penmanship*, and *Gregg Speed Studies*. In studying and practicing the drills the main object to be kept in view is *the proper movements in executing the various combinations and the results of such movements*. An analysis of many incorrectly written forms will show that the movement was fundamentally wrong. Such elementary combinations as the joining of circles and hooks to consonant strokes, and the joining of consonants where there is no connecting vowel, should receive particular attention.

All movement should be executed slowly at first with the attention fixed on the method of execution. But it

should be remembered that shorthand is to be written rapidly and accurately at the same time. The final test is the appearance of the outline when written at top speed. If it is distorted and meaningless, a reanalysis of the movement should be made and the ground gone over again until facility in execution is acquired. Some reporters make it a practice to run through the alphabet and simple phrases each morning before beginning reporting work. This serves to "warm up" the writer's mental and physical reactions and serves as an introduction to the day's work.

**Size of Notes.** Within certain limits, small notes are to be preferred to large. The reason for this is that obviously it takes longer to make a large character than it does to make a similar small one. But there are other questions that must be weighed. The size of notes must be more or less adapted to the natural physical characteristics of the individual, and to some extent, to his mental. This is a difficult matter to determine by any abstract theory. Previous habits of writing, which may or may not have been based on a sound foundation, may have become so fixed as greatly to influence the situation; consequently the size of notes must to some extent be a matter of judgment on the part of the individual. This can be determined with reasonable accuracy by trials. The trials should not be perfunctory. They should be carried along far enough to develop some real information and data for judgment. If you have been writing a "large hand" and find that it does not respond sufficiently to the speed necessities, try to reduce the size until you strike the happy medium.

Notes that are too small are equally as objectionable as the large sprawling notes. They hamper the free movements of the arm, hand, and fingers. The examination and testing of the notes of hundreds of writers convinces me that



the size of notes adopted for this book are best adapted to the average writer.

Proportion is another important point in connection with the size of notes. There are two main sizes of characters in Gregg Shorthand. It is a distinct advantage both in the matter of legibility and in the ease of writing if a positive distinction is made in size. If anything, exaggerate the long strokes, and the large circle or loop. It will be found that this difference in size relieves the monotony of writing to a decided degree.

For example, in executing phrases like "which might have been," "many years ago," there is a distinct feeling of speed generated if they are written with an abandon and with the finishing strokes of somewhat exaggerated length. This is true of many phrases and even of word-forms. It has much the same psychological effect as that which is created when we are pushed to the limit of speed and all of a sudden encounter one of those phrases that we can write with a sweep of the pen. It is like opening a window and getting a breath of fresh air.

**Compactness.** Much time and effort may be saved in writing by using a compact style—that is, leaving only sufficient space between individual outlines for clearness and distinctiveness. Compactness enables the writer to get more matter on a line and more on a page, and this increases his speed, because the dropping from one line to another and the turning of pages necessarily means a loss of time. It also increases accuracy, for most mistakes in rapid writing are made just as the page is turned. For the purpose of securing rhythm and also compactness, the notes should be as evenly spaced as possible. This is a mere matter of habit, which easily can be acquired by a little conscious attention to it.

**Light Touch.** The student of a reporting style in shorthand should assiduously cultivate a light touch. The pen should strike the paper with only enough force to make a distinct line. The proper sort of pen contributes to the ease of securing a light touch. But even with the best pen in the world many writers' notes show a disregard for the logic of the situation by applying entirely too much pressure. The lighter and freer and more fairy-like the pen sweeps along the line, the greater will be the speed.

One of the reasons for a heavy touch is the tension of nervous energy in writing at a speed that taxes the writer's ability to the utmost. There will be a tendency to grasp the pen tightly, to stiffen the muscles of the arm and fingers. The result is the writer really places an inhibition on speed by fairly paralyzing the movements of the hand by rigidity.

We have all had dreams of finding ourselves placed on a railroad track before an oncoming locomotive, chained there by some invisible but terrible force which no effort of will power apparently could throw off. The shorthand writer experiences very much the same phenomenon under the conditions outlined above. The remedy for this, naturally, is to avoid such a situation in writing by learning to control the nerves. One way to do this is to put out of mind the seriousness of the matter. Learn to relax, to abandon yourself to writing fluently by repelling any thought that you will be instantly electrocuted if you do not "get it down." I do not mean by this that you must not make an honest effort to do it, but that effort should be sustained by a confidence that you *can* do it.

**Reducing Waste Motion.** Efficiency in shorthand means the ability to do the greatest amount of work in the shortest possible time and with the least effort. In the writing of shorthand there are almost limitless opportuni-

ties for making false motions, of wasting time and energy that get you nowhere. The mention of a few of these will bring to your mind the necessity for a careful analysis of your style of writing: Waste mental motion; waste mechanical motion; incorrect position of the notebook; loss of time in turning the leaves; indirect line in passing from one outline to another; failure in the application of abbreviating and phrasing principles; wide spacing between outlines; poor technique in passing from the bottom of one column to the top of the next; getting out of position by going too far above or below the line; unregistered movements between outlines. Every one of these factors in technique has an important bearing on both speed and accuracy. Each one, little in itself, may be repeated time and again in the writing of one page, with a consequent loss in efficiency.

Waste mental motion is generally the result of a vague knowledge of the principles or lack of decision in applying them. Suggestions already have been made for correcting the former. The latter can be overcome simply by deciding that you will write the outline in the way that first occurs to you and correct and perfect your outline at the time you read your notes. The time will never come when you do not encounter a new or unusual word, so you must accustom yourself to making instant decisions, even though wrong. When you have made that decision, you should promptly forget about it for the time being. The time to correct imperfectly formed outlines is when the notes are read.

One of the most frequent sources of loss of time in writing is due to the habit that many writers have of making useless movements in the air. The illustration given on the following page shows the movements taken by the pen of a writer who has not learned to control his hand.

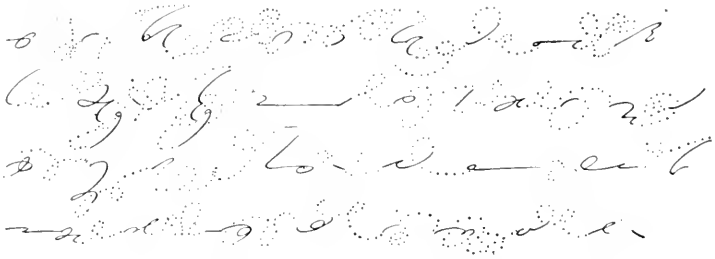


Illustration Showing the Unregistered Movements of a Pen-twirling Writer

The writer should go directly from one outline to another without loss of time. The illustration given below will make this clear. It requires a great effort of the will to overcome the habit of twirling the pen in the air before striking the paper, but it is decidedly a worth-while accomplishment. The control that one gets of his hand in acquiring this style of writing not only tends to increase the ease and speed of writing, but it is a vital factor in accuracy.

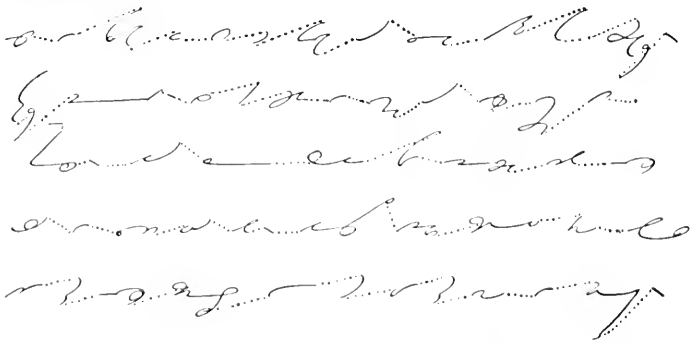


Illustration Showing the Minimum of Pen Travel Between Outlines

The habit of making useless movements between outlines can be overcome best by practice on memorized matter, or at least matter that is familiar. Take a short passage of about 150 or 200 words from a plate in the *Gregg Writer* or one of the reading books. Analyze it carefully, with special attention to the most direct line from one word to another. This will help you to visualize the "direct line." Practice writing it at a slow rate of speed, concentrating attention on eliminating any movement that does not record a character. Pass directly from one outline to another. The use of familiar material for this purpose will have the advantage of leaving you free to keep your attention on eliminating lost motion, since you will be familiar with the writing of each word and will have memorized to some extent the context of the matter. Keep in mind the fact that not all of the time losses are made in passing from one outline to another. Some of the losses are in the movements in executing individual characters.

**Turning Pages.** To the inexperienced writer the turning of a leaf of his notebook is always attended with a sense of hurry and fear that something will be lost, especially if the dictation is pushing him to the limit of his speed. A little study and practice will enable the writer to turn the leaves without appreciable loss of time.

The following description of the proper method of turning the leaves is the result of much study and practice on the part of the talented reporter, Thomas Allen Reed. He says:

While writing on the upper half of the leaf introduce the second finger of the left hand between it and the next leaf, keeping the leaf just being written on steady by the first finger and thumb. While writing on the last part of the page shift the leaf by degrees until it is about

halfway up the book; when it is convenient, lift the first finger and thumb and the leaf will turn by itself. This is the best plan while writing on a desk or table. When writing on the knee, the first finger should be introduced instead of the second, and the leaf be shifted up only about two inches. The finger should be introduced at the first pause the speaker makes or at any convenient opportunity that presents itself.

Mr. Isaac S. Dement, one of the most expert shorthand writers the world has ever known, preferred handling the notebook much as Mr. Reed has described, but he kept shifting the page upon which he was writing constantly upward so that when he finished one page he would be in a position to begin the second page without having to move the hand from the bottom of the notebook to the top of the next page.

**Methods of Learning Wordsigns.** When we consider that considerably more than one-half the words of spoken or written language are represented by characters in shorthand known as "wordsigns," the necessity for mastering these is obvious. In writing on this subject the late David Wolfe Brown, the famous Congressional reporter, said:

It is highly important that whatever the student undertakes to memorize should be memorized thoroughly. From half-recollection comes hesitation; and from hesitation comes loss of speed. Especially in the study of wordsigns, most students undertake to learn too many at once. It cannot be too often repeated that in shorthand whatever needs to be memorized at all needs to be so mastered that it may come instantly to the mind and fingers whenever wanted.

Perhaps the best method of learning the wordsigns is suggested by Mr. Bernard DeBear, the well-known English reporter and teacher. His method, which is as follows,

deals with the mechanical features of learning the word-signs:

Take a double sheet of foolscap and fold it over into folds which will give about twelve divisions in all. Copy from the textbook neatly and carefully the signs you are about to learn, one on each line. Having thus filled the first column, close the book, and endeavor at once from memory to transcribe into longhand in column two. The words having only just been copied, this should prove no difficult task; but any blanks should be filled in from the key and underlined, to denote that the signs were not remembered. This done, fold under column one, so as to leave only the longhand words in column two visible, and transcribe those into shorthand in column three, so nearly as the memory will allow. Gaps can now be filled in from column one, which, however, should not be resorted to until the attempt has been made to work through the entire list. Then retranscribe the shorthand lines on column four. And so on to the end—shorthand into longhand, and vice versa. It may be guaranteed that by the time the twelve columns have all been filled in the manner indicated, that particular set of words or phrases will have been almost thoroughly mastered.

The mental part of learning wordsigns, however, should be given some serious thought. First impressions are usually the most lasting and the student should endeavor to try to make this impression as deep and vivid as possible by concentrating his attention on the form, the component parts of the form, and by pronouncing the sounds and words as he writes. Thus he brings into play the senses of sight and hearing and also the sense of touch or feeling in writing the form.

Learning the wordsigns does not consist merely in writing them. The writing should be alternated with reading the notes written. This should be followed by reading the engraved characters to restore the impression of the

ideal forms. In reading the engraved forms be particular to note exactly each part of a form and not read it merely from the whole. Of course later we read shorthand almost wholly from form, but the object of this analysis is to deepen the impression of the parts, since each one of the parts has to be executed in writing.

**Method of Learning Phrases.** In the study of any group of phrases it will be noted that there are certain underlying principles involved. The student should aim to analyze each group and pick out such principles. By doing this a great deal of time will be saved in memorizing the forms. For example, it will be seen that in the "plaintiff" phrases *p* universally represents the word "plaintiff." That can become a fixed fact in the mind and generally gives the key to the rest of the phrases.

What has been said about memorizing the wordsigns can be applied with equal effectiveness to the learning of phrases. The first step in learning a phrase is to make an analysis of it. If each of the parts of the phrase is repeated as the analysis proceeds, it will assist the memory. Some writers may find difficulty in going through the execution of the complete phrase at the first trial. In such cases the mastery of the swing of writing the phrase will be hastened by writing it in parts, gradually building up the entire phrase.

As an example, take the phrase "It is a question for your Honor." Begin by analyzing the entire phrase, pronouncing the various characters as you read. Repeat this operation several times until you have a clear vision of the appearance of the phrase and can recall it distinctly. Begin the writing by practicing a few times the words "it is." Then add "k-shun" for "question," writing "It is a ques-



tion." Then next add "your" to the phrase, and so on until you can handle the execution of the entire phrase without perceptible stop. All this should be accomplished while pronouncing the parts of the phrase as you write, as the sounding of the parts assists in establishing the associations. Coincidentally keep in mind the movements used in execution and try to avoid wasting time or losing rhythm at any point. It is to be remembered, however, that eventually *a phrase must be executed as one compact thing*. In fact, the writer must mentally consider it as *one thing* in order to secure facility in writing it. By thinking of each word separately there will be a tendency to stop at the end of each. Facility of execution will thus be lost.

It is not an easy matter to memorize a list of disconnected phrases; consequently the writer should, as soon as possible, put into practice in connected matter the phrases he has learned. Before this can be done the writer should go through *Reporting Shortcuts*, studying particularly the key words which are printed in heavy type at the beginning of each group. He should practice a few of the phrases under each heading, trying to get clearly in mind the principle involved—much as he would study wordsigns. This is preliminary to applying the phrases in actual dictation.

The connected new matter selected for practice should be carefully prepared from the shorthand point of view before it is practiced from dictation in the following manner. Read through the passage, analyze it for phrases, consulting the lists in *Reporting Shortcuts* whenever necessary. (As they are arranged alphabetically under the key words, this can be done quickly.) After checking the phrases with *Reporting Shortcuts*, memorize each form involved

and practice executing it until the swing of execution is fixed. Then, when you have finished the entire piece of testimony or jury charge in this way, practice each of the forms as suggested above; after which have the entire piece of matter dictated to you many times until you are able to apply the phrasing principles correctly and can execute the forms in their correct environment without hesitation.

It would be a disadvantage in practicing matter as above suggested if you did not analyze it for *all the possible phrases*, since you would form habits of writing words separately that should be phrased. The index in *Reporting Shortcuts* which is arranged alphabetically will assist you in making your selections of key words.

**The Law of Rhythm in Phrase Writing.** In an article in the *Gregg Writer* I discussed at some length "The Law of Rhythm in Shorthand Writing," in which I said:

1. That simple, natural phrasing is of immense value in the attainment of a high degree of stenographic skill.
2. That involved phrases, that is, phrases requiring much mental effort to execute, are a hindrance instead of a help.
3. That under stress of rapid writing the reporter generally reverts to simple, natural forms, even if they are somewhat lengthy."

An examination of the reporting notes of skilled reporters of all systems, including those who have distinguished themselves in the speed contests, shows that when writing under pressure, or where the work is long sustained, they seldom use any but the simple, natural phrases. There are several reasons for this:

1. Long phrases impose upon the reporter such a degree of concentration of mind and of precision in writing that they become irksome in a long siege of note taking. There are exceptions to this rule in the case of some young reporters who take a peculiar delight in phrasing and who have extraordinary skill in executing long phrases.

2. There is a law of rhythm in shorthand writing. Every experienced writer of shorthand spaces between forms with almost mechanical uniformity. The spacing may vary with different writers, according to habits they have acquired, but it will be uniform and will retain its uniformity even under extreme pressure. In a similar way the hand and mind become accustomed to making just about so many efforts at a time and when the writing goes much beyond the average the rhythm is destroyed.

It is well to have this point fully understood, as it will explain why diligent practice on some fascinating phrase-form does not yield expected results. Phrases, therefore should not be extended beyond the point where the writer can maintain his sense of balance. Long phrases which contain an excess of continuous movements in executing them cause the hand to "lose itself," and the result is negative. The introduction of a phrase-form requiring sustained effort is followed by a hesitancy or loss of momentum. The natural rhythm is broken and the hand has to readjust itself to the accustomed average effort. Many writers waste a great deal of time and effort in the theoretical construction of long phrase-forms that are an actual hindrance to the attainment of speed. If the time and effort so spent had been devoted to more intense practice on the simple, natural phrases, progress would have been much greater.

Nothing is gained by striving after long and involved phrases, but a great deal is gained by persistent drill on

the common, everyday phrases and such special and technical phrases as are contained in this book. The latter, it will be understood, are applicable to certain definite situations. The greatest reporters and the most expert writers, as a rule, have acquired an admirable command over all common phrase- and word-forms and they have in addition mastered the phrases that apply particularly to court testimony and jury charges.

### **The Law of Diminishing Returns in Shorthand.**

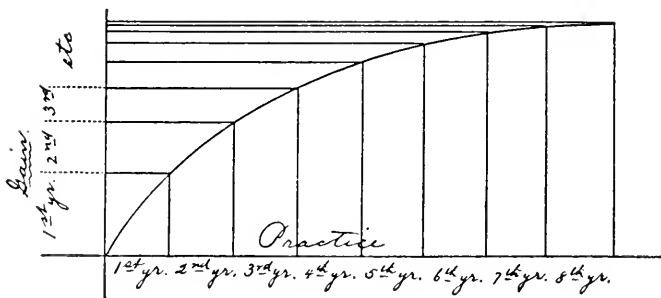
It should be borne in mind that in the study of shorthand the higher the speed the greater the effort required to augment it. In the climb to the mountain top the steps near the top are made more slowly and more laboriously than those at the beginning of the climb. This "law of diminishing returns" as applied to the study of shorthand was very graphically described by Mr. A. P. Barnett in a paper read before the New York State Stenographers' Association twenty-three years ago, as follows:

If one were to empty a bucket of water with only the aid of a cup, he would find, after reducing the water to a depth equal to the height of the cup, that each successive dipping removed less water than its immediate predecessor, until eventually it required as much work to remove a thimbleful as it did at first to remove a cupful. Each additional act of dipping would involve the same amount of labor performed, but would yield a smaller amount of water removed. In other words, there would be a "diminished return" for each successive act, until finally the result attained would be inappreciable.

This law of "diminishing returns," applicable as it is to the many processes of human endeavor, may be fitly applied to the practice of shorthand, and represented by some such curve as that on page 69.

Thus the student of shorthand, who learns to write 100 words a minute the first year, will probably gain only 50 words the second year and 25 the third year. Each year's practice brings a diminished gain, until finally no gain at all is appreciable.

Almost as if written in regard to this particular subject, Herbert Spencer says: "The saying that practice makes perfect is but approximately true. The proficiency gained by practice first augments rapidly, then less rapidly, and at length scarcely at all. Each individual reaches a limit beyond which practice brings no sensible improvement."



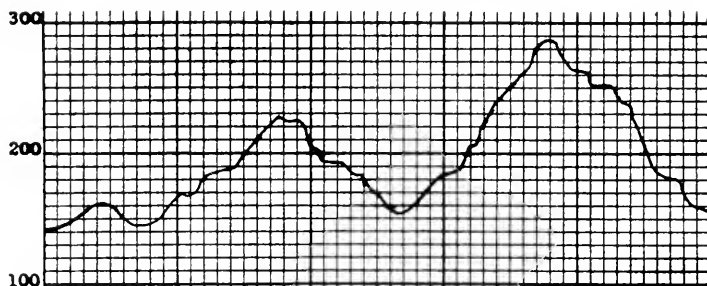
The young student-reporter, however, will have to use judgment as to when he does reach the point where "practice brings no sensible improvement." We have known writers to go along at a certain pace for months without any appreciable gain in speed; in fact, until they thought they had reached the limitations of their speed. But persistency to continue was rewarded in a short time by a sudden surprising jump forward. The solution of the matter was simply this: that all the practice had been giving an accumulating skill which did not manifest itself until the skill had been crystallized, when suddenly the power that had been laboriously developed became usable.

**Memory Strain.** Mr. Gurtler, in his department in the *Gregg Writer*, deals with this very important factor most effectively, as follows:

When a thing is only partially learned a great strain is placed on the memory to retain the knowledge thus received. The strain on the memory is relieved if the impression is clear and well defined and often repeated. A thing is easily remembered if it is along the line in which the individual has acquired the greatest facility. To illustrate this point, it is comparatively easy to remember the shorthand forms that are written in accordance with the principles of the system and rather difficult to remember forms introducing foreign elements. The training one receives in shorthand writing naturally tends towards a facility in writing shorthand in accordance with certain related principles. No great efficiency can be developed from writing unrelated principles. It is therefore a strain on the memory to write shorthand in accordance with certain foreign principles for even one per cent of the time when for ninety-nine per cent of the time you are accustomed to writing them differently.

**The Word-Carrying Faculty.** In a paper read in the Shorthand Section of the National Shorthand Teachers' Association convention in 1916, the late W. E. McDermut, a skilled shorthand reporter of Chicago, said:

About twenty-five years ago David Wolfe Brown, the prince of Congressional reporters at Washington, published a little book under the title "Factors of Shorthand Speed" (The Gregg Publishing Company). One chapter was headed "The Word-Carrying Faculty." By that is meant the ability to trail along some distance behind a speaker. This faculty I regard as the supreme accomplishment of a shorthand reporter. Let me illustrate this by a diagram.



The base line indicates 100 in speed. The second line, at 200, represents the work of a writer with a normal speed capacity of 200 words a minute. The curved line represents the utterance of a speaker with an average speed of 150. Once in a while the speaker takes a spurt to 200 or 250, and immediately drops back to 150 or less. This would present no serious trouble to the ordinary writer. He would make a little extra effort, his notes would momentarily show some distortion, but he would get through. By and by the speaker makes another spurt, this time to 300 or 350, for a second or two, and does not drop back to earth so soon. We common fellows would strain ourselves like an automobile climbing a steep grade, and after keeping it up a while, to use automobile language, the engine would "go dead," or, in shorthand slang, we would be "busted."

What would happen to the writer who has the word-carrying faculty well developed? He carries the additional load of words in his mind; he is not disturbed by the spurt; in fact, he gets a better grasp of the ideas because he is not literally taking the words right out of the speaker's mouth, but he has the improved perspective of distance; he keeps up his steady progress, and after the speaker comes back to earth, the writer is comfortably near him, and all the time he has been making good notes. In this manner, with the possession of this supreme faculty, we see performed the shorthand miracle of a writer

with a speed of 200 reporting with ease and accuracy a speaker who has been talking at the rate of 350 words a minute.

**Vocabulary.** The reporter deals constantly with the English language, and particularly with words. His knowledge of words must be broad and deep and comprehensive. He must know them intimately in each phase of meaning and use. This thought was brought out most graphically by Mr. J. N. Kimball, in writing in the *Phonographic World*. He said:

The stock-in-trade of an expert stenographer is words, words, all words. The moment you get tied up in a tangled labyrinth of words which you do not understand the meaning of, just then you are—stenographically speaking—irretrievably lost. It is a fact—indisputable, as all facts are—that, other things being equal, he is the most expert stenographer who has the largest vocabulary. Training in principles is well, it is a *sine qua non*, but the time comes when all that can be done in this direction has been done, and when from a technical standpoint one is letter perfect in his part. Then comes that mountain of vocabulary, every shovelful of which must be taken away before perfection can be reached. I would advise you, therefore, to broaden your education in this line, first by much reading, and by never passing lightly over any word a definition of which you cannot write out. It is a long way of saying, Use the dictionary. The result is a sort of Jack-of-all-trades education, which goes a great way toward making the stenographic expert.

A vocabulary cannot be built up over night. It is a long-drawn-out process, but full of interest. The student-reporter must go about it systematically, being satisfied with accumulating a few words daily and making these a real part of his equipment. There are many ways of increasing your vocabulary, but perhaps the best way is by consistent reading with a dictionary at hand to consult



on every unfamiliar word encountered. This in itself is not sufficient. The writer should know the spelling, pronunciation, meaning, and use of the word in sentences, and if it is a useful word, it should be added to his speaking vocabulary. In addition, he should know the best shorthand outline for it.

The best way to increase one's vocabulary is to enter all such words in a notebook provided with alphabetical tabs. Write the meaning, study the pronunciation and spelling, and then use the word in speaking until it becomes as familiar as the everyday words of the English language. The lists of words thus accumulated should be reviewed frequently. Of course judgment must be used in making the selection. Two bases of judgment are to be considered by the shorthand reporter. First, is it a word of frequent enough use by the ordinarily educated person to be worth while to study? Second, do you wish to add it to your vocabulary for your own personal use in writing and speaking?

**Methods of Practice.** It is important that whatever practice is decided upon should be done regularly. Students of the psychology of teaching and learning have found that there is a law of "periodicity"—which means simply that the mind is subject to habits, the same as appetites. We accustom ourselves to eating at stated periods, and whether or not we actually need food at that time, there is a desire to eat at the accustomed times.

The same is true of study and practice. These soon become a habit and the mind is in better shape to receive impressions at such periods than at any other time. The work should be done systematically. A program should be prepared and adhered to as closely as possible. It is

also an advantage to leave each practice period with something definite in mind that will connect up with the next period. If you have decided that you can spend two hours a day on your work in perfecting your knowledge of reporting, it would be better to split this time up into two periods rather than to spend it all at one sitting. But the important thing is to decide upon a plan and stick to it.

It will be of value if you will quickly review at any study period the work that you did at the previous period, especially if you are studying and practicing a new list of phrases or execution drills. The practice should also be varied. It becomes quite monotonous to practice on one kind of matter continually, and unless the practice has a decided interest for you, it will not be of much value. Variety in the kind of solid matter you use for practice is an advantage, for it will have greater interest value and serve to keep your attention concentrated on the work in shorthand.

This is especially true when you come to dictation practice. By alternating the practice on solid matter, jury charge, and testimony, the progress on all three kinds of matter will be more rapid. Practice on testimony tends to "speed you up" on the solid matter, and solid matter, owing to its difficulty, enforces greater accuracy and concentration—in fact provides an intellectual exercise that tunes up all the work.

**The Value of Reading.** The reporter who expects to keep his shorthand up to a high standard should devote considerable time to reading engraved shorthand. In the first place, this serves to keep alive a knowledge of the principles. It also constantly recreates ideals of form. Accuracy in writing depends mainly upon two things: the

intensity of the image of a form that the writer can recall, and the mastery of the movements in writing the character. In the reading of shorthand plates you will almost unconsciously add to your writing vocabulary hundreds of word-forms and phrases which you will write without thinking about them whenever they occur. All of the reading books of the system furnish excellent material for practice of this kind. In addition, the *Gregg Writer* contains a number of new plates each month. A bound copy of any volume of the magazine will furnish an abundance of material for reading.

The best reporters generally are those who devote a great deal of spare time to improving the technique of their shorthand. One of the most brilliant writers of the system that I know took great pride in his ability to read shorthand as fast as it was dictated, and he had developed this ability to a point where he could actually read new shorthand plates more rapidly than he could read print. He maintained that there was no reason why shorthand could not be read as fast as print and that to acquire this ability was only a matter of practice.

There is an art to reading shorthand, as there is to writing it. In reading shorthand plates the characters are well formed and each one should be instantly recognizable by itself. But even here context is an aid to reading. Much the same method that is applied to reading print can be applied to shorthand. In reading ordinary print the eye takes in several words at a time and the reader keeps in mind the sense of the matter.

This advantage is even more pronounced in reading shorthand: because of phrasing and the compactness of the word-forms the eye is not forced to travel over so large

a field and can grasp the significance of the writing more quickly. In the early stages of reading shorthand from the engraved notes the writer should be sure to make a full analysis of each outline. As his ability to recognize individual forms grows, he can begin reading several words at a time. Whenever a word is encountered that cannot be recalled immediately, he should read on through the sentence when, if the outline has been unrecognizable on account of inaccuracy, the word may be suggested. In reading, the sense of the matter must be kept clearly in mind. This will develop a language sense and the writer will not have to depend so much on the accuracy of individual outlines. Ability in this direction is quite necessary, because shorthand notes written under pressure cannot always be formed so accurately that they will be read without reference to context.

The shorthand reporter is frequently called upon to read his notes in court and his ability as a reporter is largely based upon how well he can acquit himself in such a test. In reading from notes that have been taken from dictation it is an advantage to have someone check the copy to call attention to any mistakes. The student should read his notes aloud wherever it is possible, since the mere sound of the words is a distinct advantage. In reading aloud do not read faster than you can maintain an even speed. The words should be pronounced distinctly. Do not fall into the habit of skipping over obscure places, but have the tenacity of purpose to complete each sentence as correctly as you can.

The reading should not be confined to reading shorthand, but should be extended to the books dealing with the subject of reporting. The reporter must be familiar with the

procedure in court. He must know what to take and what to omit, and a multitude of other things in connection with his profession. The books that the young reporter can read with advantage on this subject are:

*Factors of Shorthand Speed*, by David Wolfe Brown; *The Stenographic Expert*, by Willard B. Bottome; *Practical Court Reporting*, by H. W. Thorne; *The Gregg Reporter*, by John R. Gregg.

**Repetition Practice.** Much has been said and written about the value of repetition practice in shorthand. With the older systems of shorthand repetition was of much greater value than it is with a simple system like ours. This was due mainly to the fact that there were so many possible ways of writing the same word, and the repetition was necessary to render the best forms habitual. With our system repetition practice should be confined to prepared material, as, for example, the phrases in this book, to matter coming under certain principles in the textbook, to word-signs, and so on, where the object is to gain intensive practice on some particular feature. There is scarcely any danger of doing too much repetition work on the phrase-signs or wordsigns, for the object is to secure absolute automatism.

Repetition can also be applied with great advantage to pieces of connected matter containing a large percentage of wordsigns, phrases, or principles one wants to remember. The disadvantage of repetition practice on miscellaneous matter is that the writer soon memorizes the order of the words and fixes the habit of writing the words in this order. As soon as an exception occurs—that is, when the order of the words is changed—confusion arises. In the study and practice of any list of wordsigns, phrases, or expedients,

it is essential that they be *mastered*. If the phrase or word-sign cannot be recalled instantly, it is worse than useless, for it will require greater effort to recall a partially memorized form than it would to write the word out according to the principles of the system. Constant reviews of all memorized word- and phrase- forms through dictation and reading is essential to keep them in mind.

**Dictation Practice Essential.** Any plan of practice in shorthand designed to secure results must take into consideration a large amount of dictation, because shorthand eventually is the result of writing from the spoken word. In other words, the shorthand writer's effort must be inspired through the sense of hearing. To make dictation most effective during the time the writer is studying the phrases in *Reporting Shortcuts*, he should prepare the matter for dictation as outlined in another paragraph. While acquiring the phrasing and expedients of *Reporting Shortcuts* most of the dictation should be on prepared material, for the object is to make the employment of the phrase-signs and expedients automatic.

When the writer has mastered a majority of the phrases, the dictation work can then be devoted almost wholly to new matter. The most important feature of dictation is reading the notes. This is an act that the student-reporter should perform with the utmost conscientiousness, for it is the record of what he did, not what he *thought* he did. The time to make improvement in writing shorthand is when you read it. Carefully take note of all variations from correct form in your shorthand notes and encircle them for study after the reading is completed. It would be a loss of time to correct and practice each incorrectly written outline as you come to it in the reading, as it will

divert your mind from the context, and interfere with the idea of continuity in reading. It is a mistake to take dictation without a definite objective. Your objective now, while you are studying *Reporting Shortcuts*, is to improve the technique of your writing, and this is done by the process of continually checking over your work and perfecting the details of it.

**The Use of the Phonograph.** The phonograph can be made an instrument of real utility in learning both the phrases and wordsigns. By recording each group of phrases on a cylinder, the writer will be furnished with the means of plenty of repeated dictation—and dictation of the phrases after they have been analyzed and practiced for form is one of the quickest means of getting command of them.

The phonograph is also useful for repetition matter on pieces of testimony and jury charge containing a number of the phrases. Repetition is a most powerful aid in speed building. It is not easy to secure a dictator who will have the patience to dictate an article over and over again, owing to its monotony to the reader, and when it is available, the phonograph furnishes a solution to the problem of repeated dictation. Cylinders containing all the phrases should be prepared in the order in which they appear in the book. The writer can then practice with *Reporting Shortcuts* at his side for reference whenever a phrase has escaped the memory. Some writers make it a practice to write and rewrite the phrases at least once or twice a week to keep them fresh in mind.

**How to Use the Plates.** The special word-forms at the beginning of the list should be carefully practiced. Many of them are used in the classified lists which follow, while others are of such a nature that they do not ordinarily occur in phrase-forms.

The classification of the phrases is in accordance with the principle of analogy or *association*, which I have always advocated in the teaching of shorthand, and which in the shorthand *Manual* is applied in the series of word-modifications and also in the arrangement of many of the word lists. Experience has shown that the classification of the phrases in this way enables writers to master them more quickly than if they were arranged in alphabetic order.

In the lists of classified phrases will be found many phrases which might come under two different classifications. For instance, "Defendant's Negligence" might come under both "Defendant" and "Negligence." These phrases are not repeated, but are placed under the key word which appears second in the list, as at that point the student will be able to understand *both* of the modified forms; that is, "Defendant's Negligence" appears under "Negligence," while "Plaintiff's Negligence" appears under "Plaintiff."

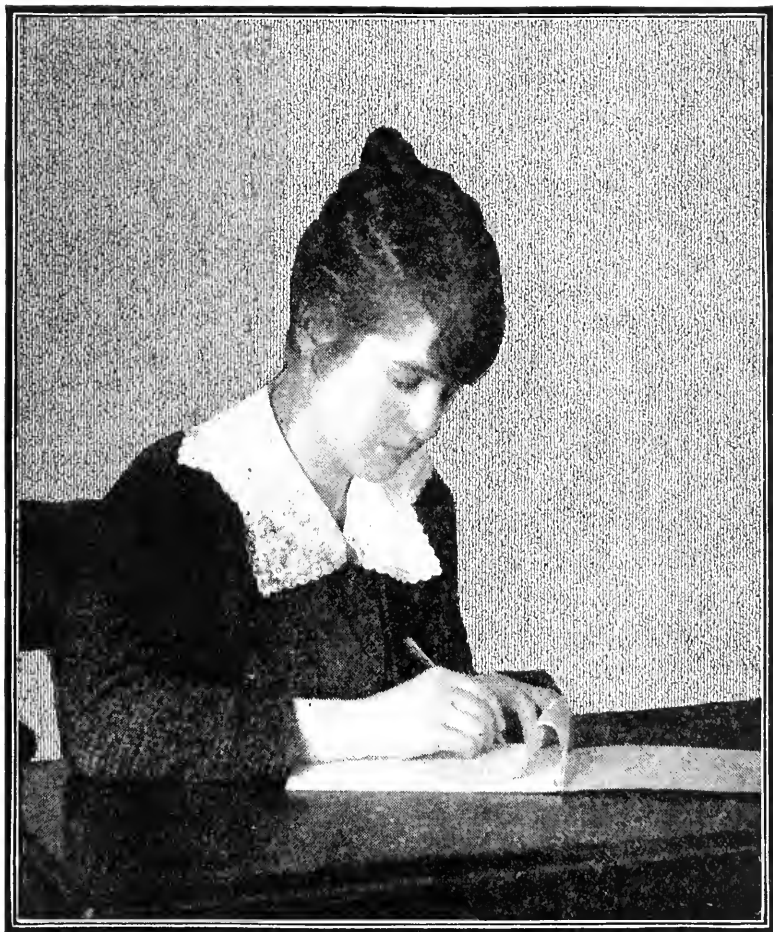
In the lists of special terms in the latter part of the book some especially short forms will be found that can be safely used only by a writer engaged in a specialized line of reporting. For instance, *k* can be used for "camp" and *kk* for "company commander" only by a court-martial reporter. As these forms are highly specialized, naturally they would not be adopted for regular use by a writer who did not encounter the terms frequently in his work. The use of these phrases is thus a matter of judgment on the part of the writer.

The lists of legal and railroad phrases contain only terms which are not found in the classified lists. Many legal terms will be found under "Defendant," "Plaintiff," "Executors," "Guilty," "Jury," etc., and many railroad phrases under "Agent," "Car," "Engineer," "Track," etc.



# GREGG REPORTING SHORTCUTS

































## PART TWO












































































SALOME LANNING TARR

WRITING POSITION OF MISS SALOME LANNING TARR, WHO ESTABLISHED  
A WORLD RECORD FOR ACCURACY IN THE FIFTH INTERNATIONAL  
SHORTHAND SPEED CONTEST























## SPECIAL WORD FORMS

	actual		co-partnership
	against		co-respondent
	allegation		corner
	appeal		coroner
	appellant		court
	appellee		covenant
	assault		covenantee
	automobile		covenantor
	bottle		decree
	bureau		default
	complain		defendant
	compromise		defense
	conclusive		demur
	conductor		diameter
	contract		distance
	conversation		element









	engineer		jury
	evidence		laboratory
	execute		lawyer
	executive		left, lift
	expert		lifetime
	fire		live
	front		manslaughter
	ground		marry
	guilty		-iage
	hypothetical		material
	incline		measure
	indictment		merchandise
	injure		motorman
	-y		muscle
	intoxicate		muscular
	-tion		observe
	invariable		occupy
	-y		-ation
	judicial		official
	juror		

	part -ner		shoot, shot
	partnership		sidewalk
	plaintiff		signal
	platform		specific
	policeman		specify
	preliminary		spontaneous -ly
	premium		technicality
	prior		telegram
	prisoner		testify, testimony
	professor		theory
	property, purport		treatment
	prosecute		treaty
	reason -able		trial
	recollect		unnatural
	recollection		verdict
	reputation		violate, violence
	revolver		volts (after figures)

## ABLE

	has been able		I would have been able
	has not been able		may be able
	have been able		might be able
	have not been able		shall be able
	I have been able		should be able
	I have not been able		they are able
	I may be able		to be able
	I might be able		will be able
	I shall be able		will not be able
	I should be able		would be able
	I would be able		would have been able

## ABOVE

	above date		as above described
	above mentioned		as above mentioned
	and above all		over and above
	as above		over and above all

## ACCIDENT

<i>aj</i>	accident happened	<i>aj</i>	after this accident
<i>am</i>	accident occurred	<i>aj</i>	in reference to the accident
<i>aj</i>	after the accident	<i>aj</i>	when did the accident happen
<i>aj</i>	after the accident happened	<i>am</i>	when did the accident occur















## ACQUAINTED

<i>am</i>	are you acquainted	<i>am</i>	are you acquainted with Mrs.
<i>am</i>	are you acquainted with Mr.	<i>am</i>	are you acquainted with the prisoner







## AGENT

<i>aj</i>	assistant general freight agent (A. G. F. A.)	<i>aj</i>	general passenger and ticket agent
<i>aj</i>	assistant general passenger agent (A. G. P. A.)	<i>aj</i>	general ticket agent
<i>aj</i>	baggage agent	<i>aj</i>	insurance agent
<i>aj</i>	claim agent	<i>aj</i>	purchasing agent
<i>aj</i>	commission agent	<i>aj</i>	reserve agent
<i>aj</i>	freight agent	<i>aj</i>	station agent
<i>aj</i>	general freight agent (G. F. A.)	<i>aj</i>	tax agent
<i>aj</i>	general passenger agent (G. P. A.)	<i>aj</i>	ticket agent









## AGREE

	I cannot agree		it is agreed
	I could not agree		it was agreed
	I do not agree		I will agree
	I don't agree		I would not agree
	if it is agreed		you may not agree
	if you will agree		you will agree
	if you will not agree		you will agree with me










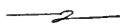












## ALWAYS

	he always		I always have
	I always		they always
	I always did		we always











## AND (Omitted)

	again and again		bond and deed
	assault and battery		by and between
	back and forth		by and by
	before and after		capital and labor













	each and every		kind and character
	east and west		ladies and gentlemen
	execute and acknowl- edge		less and less
	execute and deliver		man and wife
	full and complete		men and women
	full and correct		more and more
	hand and seal		now and then
	here and there		null and void
	higher and higher		physician and sur- geon
	husband and wife		principal and agent
	information and be- lief		to have and to hold





















## ANNUAL







	annual dividend		in the annual report
	annual payment		in the annual report of the organization
	annual premium		in the annual report of the society
	annual report		semi-annual dividend
	annual taxes		semi-annual premium

## ANSWER















	he may answer		please answer
	I cannot answer that		will you answer
	I can't answer that		will you please answer
	I did answer that		you may answer
	my answer		your answer

## AS-AS











	as early as		as many as ( ) can
	as far as		as much as
	as far as I am concerned		as much as ( ) can
	as far as ( ) can		as near as
	as fast as		as near as ( ) can
	as fast as ( ) can		as near as ( ) can be
	as high as		as near as ( ) could
	as long as		as near as ( ) could be
	as long as that		as near as you are able
	as many as		as quick as

	as quickly as		as soon as ( ) can
	as soon as		as well as
	as soon as you are able		as well as ( ) can



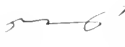














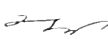
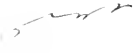



## ASK

	are you asking		I will ask
	I am not asking that		I will ask that
	I didn't ask that		I will ask you
	I must ask		let me ask
	I must ask you		let me ask you
	I shall ask that		was asked
	I want to ask		we must ask









## ASSOCIATION

	annual report of the association		loan association
	building and loan association		local association
	building association		national association
	central association		our association
	in the annual report of the association		report of the asso- ciation









## ATTENTION

	any attention		I will call your attention
	attracted my attention		much attention
	brought to my attention		my attention
	didn't pay much attention		particular attention
	direct your attention		pay any attention
	draw attention		pay much attention
	give your attention		personal attention
	I call attention		prompt attention
	I call your attention		we must ask your attention
	I direct your attention to the		when was your attention
	I have called your attention		your immediate attention













## ATTORNEY

	assistant district attorney		Attorney-General
	attorney and client		district attorney
	attorney for the defense		power of attorney
	attorney for the prosecution		prosecuting attorney









## AWAY (see WAY)

	did he get away		I went away
	did he run away		right away
	far away		run away
	gone away		taken away











## BANK

	bank balance		First National Bank
	bank check		national bank
	bank draft		savings bank
	bank messenger		Second National Bank
	bank note		Third National Bank
	bank reports		trust and savings bank

## BELIEVE

	I believe		I don't believe it was
	I don't believe		I must believe
	I don't believe I did		inclined to believe
	I don't believe I have		I quite believe















## BOARD

	Board of Aldermen		Board of Health
	Board of Commissioners		Board of Management
	Board of Directors		Board of Review
	Board of Education		Board of Trade
	Board of Examiners		school board









## BOUND

	eastbound		southbound
	northbound		westbound













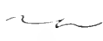









## BUSINESS











	are you in business for yourself		in your line of business
	business man		is there any busi- ness
	course of business		line of business
	in his business		real estate business
	in the ordinary course of business		what is your busi- ness
	in what business		what is your line of business
	in what line of business		what was your business

## CAME

















	after you came		he came to me
	as you came		if you came
	before you came		they came to me
	came to me		when you came

## CAR





	box car		freight car
	buffet car		northbound car
	cable car		observation car
	carload		open car
	car lot		passenger car
	chair car		passing car
	closed car		proper car
	dining car		refrigerator car
	eastbound car		safe and proper car
	edge of the car		southbound car
	electric car		steam car

	street car		type of car
	to get off the car		westbound car
	to get on the car		what type of car
	top of the car		which car
	trolley car		with reference to the car











### CARE, CAREFUL

	care and caution		of such care and caution
	care and prudence		of that care
	careful attention		ordinary care
	due care		ordinary care and caution
	due care and cau- tion		ordinary care and prudence
	of all care and cau- tion		prompt and careful attention
	of all due care and caution		proper care
	of such care		such care and cau- tion

### CERTAIN, CERTAINLY

	and which certainly		have certainly
	are you certain		I am not certain


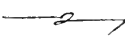








	I cannot be certain		to be certain
	I can't be certain		we are certain
	I shall certainly		which certainly
	it is certain		would not be certain
	there is certainly		you may be certain







## CHARGE

	free of charge		I decline to charge
	I charge		I refuse to charge

## CHILDREN

	any children		men, women and children
	are there any children		no children
	have you any children		were there any children
	many children		women and children

## CIRCUMSTANCES

	circumstances of the case		under any circumstances
	peculiar circumstances of the case		under ordinary circumstances
	under all circumstances		under peculiar circumstances

<i>u s r</i>	under similar cir- cumstances	<i>u s</i>	under these circum- stances
<i>u s</i>	under such circum- stances	<i>u s</i>	under those circum- stances
<i>u s</i>	under the circum- stances	<i>u s</i>	under what circum- stances
<i>u s</i>	under the circum- stances of the case	<i>u s</i>	under which circum- stances
<i>u s r</i>	under the same cir- cumstances	<i>u s</i>	unusual circum- stances

## CITY

<i>u s r</i>	city and county	<i>u s</i>	city of Chicago
<i>u s r</i>	city limits	<i>u s</i>	city of New York
<i>u s</i>	city of Boston	<i>u s</i>	city ordinance
<i>u s</i>	city of Buffalo	<i>u s</i>	city or town

## CIVIL SERVICE











<i>u s</i>	civil service	<i>u s</i>	civil service reform
<i>u s</i>	civil service com- mission	<i>u s</i>	civil service ruling

## COMMON







<i>u s r</i>	common carrier	<i>u s</i>	common sense
<i>u s r</i>	common council	<i>u s</i>	common stock
<i>u s</i>	common prudence	<i>u s</i>	commonwealth

## COMPANY















<i>AE</i>	Adams Express Company	<i>AR</i>	in the annual report of the company
<i>AE</i>	American Express Company	<i>JS</i>	joint stock company
<i>AC</i>	and company	<i>LI</i>	life insurance company
<i>AR</i>	annual report of the company	<i>MC</i>	manager of the company
<i>AC</i>	assurance company	<i>NE</i>	National Express Company
<i>AC</i>	auditor of the company	<i>PS</i>	preferred stock of the company
<i>BT</i>	bank and trust company	<i>PR</i>	president of the company
<i>CS</i>	capital stock of the company	<i>PC</i>	publishing company
<i>CC</i>	comptroller of the company	<i>RC</i>	railroad company
<i>EC</i>	electric company	<i>RY</i>	railway company
<i>EX</i>	express company	<i>SD</i>	safe deposit and trust company
<i>FI</i>	fire insurance company	<i>ST</i>	savings and trust company
<i>FT</i>	for this company	<i>SB</i>	savings bank and trust company
<i>GM</i>	general manager of the company	<i>SC</i>	savings company
<i>IT</i>	insurance and trust company	<i>SO</i>	Standard Oil Company
<i>IC</i>	insurance company	<i>ST</i>	stock company

	street ear company		transportation company
	surety company		treasurer of the company
	telephone company		trust company
	title and trust company		vice-president of the company
	title, insurance and trust company		Western Express Company



















### CONCLUSION

	calling for the conclusion		we have come to the conclusion
	came to the conclusion		what is your conclusion
	come to the conclusion		what was your conclusion







### CONDITION

	character and condition		of his condition
	condition of affairs		proper condition
	first-class condition		such condition
	his condition		this condition
	in first-class condition		unsafe condition
	in such condition		what is the condition
	normal condition		what was the condition





## CONSIDER, CONSIDERABLE, CONSIDERATION

	after careful consideration		I have carefully considered
	after due consideration		I have taken into consideration
	considerable attention		in consideration of this
	considerable consideration		in due consideration
	considerable importance		must be considered
	considerable number		take into consideration
	considering this		which we consider
	considering your		which we consider to be
	for this consideration		you must consider

## CORNER

	northeast corner		on which corner
	northwest corner		southeast corner
	on the corner		southwest corner

## COUNSEL

	by counsel		counsel for appellant
	corporation counsel		counsel for appellee

<i>d</i>	counsel for the de- fense	<i>g</i>	counsel for the prosecution
<i>q</i>	counsel for the prisoner	<i>u</i>	learned counsel

## COURT

<i>be</i>	before the Dis- trict Court	<i>g</i>	Courts of Justice
<i>bc</i>	by the court	<i>gd</i>	decree of the Court
<i>bt</i>	by this court	<i>td</i>	District Court
<i>ca</i>	call the attention of the Court	<i>tda</i>	District Court of Appeals
<i>cc</i>	Central Criminal Court	<i>tc</i>	for the court
<i>ccv</i>	Circuit Court	<i>tcv</i>	for this court
<i>ccv</i>	contempt of court	<i>tdv</i>	from the court
<i>cm</i>	court-martial	<i>g</i>	High Court of Justice
<i>ca</i>	Court of Appeals	<i>g</i>	High Courts of Justice
<i>g</i>	Court of Bank- ruptcy	<i>g</i>	I ask the Court to charge
<i>g</i>	Court of Chancery	<i>ca</i>	I call the attention of the Court
<i>g</i>	court of competent jurisdiction	<i>tc</i>	if it please the Court
<i>g</i>	Court of Justice	<i>tc</i>	if the Court
<i>g</i>	Court of Sessions	<i>g</i>	if the Court please

	informs the Court		may it please the Court
	inform the Court		Municipal Court
	Justice Court		Superior Court
	Juvenile Court		Supreme Court















## DAMAGE, DAMAGES

	action for damages		loss and damage
	element of damage		measure of damage
	element of damages		measure of damages
	elements of damage		nominal damages
	exemplary damages		pecuniary damage
	for loss and damage		pecuniary damages
	in assessing the damages		physical damages
	liquidated damages		proof of damage














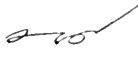


## DAUGHTER

	her daughter		their daughter
	his daughter		whose daughter
	my daughter		your daughter

## DAY

	after many days		day or two ago
	all day long		days ago
	day after day		from day to day
	day before yesterday		in a day or two
	day by day		next day or two
	day or two		on or before that day
	day or two after		on the day of the accident

## DEFENDANT

	against the defendant		co-defendant
	are you acquainted with the defendant		counsel for the defendant
	attorney for defendant		defendant's counsel
	before the defendant		for the defendant
	between the complainant and the defendant		in favor of defendant
	by the defendant		is the defendant
	by the learned counsel for the defendant		it seems that the defendant
	called for the defendant		learned counsel for the defendant



	on behalf of the defendant		to give the defendant
	that the defendant		upon defendant
	the defendant		upon the defendant
	then the defendant		wasn't the defendant
	theory of defendant		wherein the defendant
	this defendant		who is the defendant

## DEGREE

	degree of care		manslaughter in the second degree
	degree of care and caution		murder in the first degree
	manslaughter in the first degree		murder in the second degree

## DEPARTMENT

	advertising department		executive department
	Attorney-General's Department		fire department
	claim department		freight department
	credit department		furniture department
	dry goods department		general freight department
	education department		general passenger department

<i>ind</i>	industrial department	<i>pas</i>	passenger department
<i>inq</i>	inquiry department	<i>pur</i>	purchasing department
<i>ins</i>	insurance department	<i>ser</i>	service department
<i>in that</i>	in that department	<i>shp</i>	shipping department
<i>in this</i>	in this department	<i>sho</i>	shoe department
<i>leg</i>	legal department	<i>stat</i>	stationery department
<i>mun</i>	municipal department	<i>tele</i>	telegraph department
<i>Navy</i>	Navy Department	<i>Treasury</i>	Treasury Department
<i>oper</i>	operating department	<i>War</i>	War Department

### DETERMINE


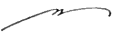


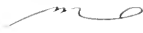








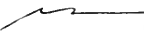








<i>after you determine</i>	<i>if you can determine</i>
<i>as you are to determine</i>	<i>if you determine</i>
<i>can you determine</i>	<i>it is for you to determine</i>
<i>determine that</i>	<i>must be determined</i>
<i>determine the</i>	<i>to be determined</i>
<i>determine this</i>	<i>to determine</i>
<i>for you to determine</i>	<i>you must determine</i>

## DID-YOU

	did you		did you give
	did you employ		did you have
	did you ever		did you have any
	did you ever do		did you have any conversation
	did you ever do that		did you have any more
	did you ever have		did you have any talk
	did you ever have any		did you have any- thing
	did you ever have any dealings		did you have any- thing to do
	did you ever have anything		did you hear
	did you ever have anything to do		did you hear any- one
	did you ever learn		did you hear any- thing
	did you ever look		did you make
	did you ever make		did you measure the
	did you ever make any		did you not
	did you ever re- quest		did you remain away
	did you ever study		did you turn









Note: Note the special forms for "did you ever" and "did you have." Use one hook for "did you" except before O, R, L or S.



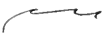





## DO-YOU

	do you believe		do you go
	do you belong		do you have
	do you claim		do you live
	do you ever		do you not believe
	do you ever have		do you realize
	do you ever have any		do you recognize
	do you ever have any dealings		do you recommend
	do you ever have anything		do you refer
	do you ever have anything to do		do you represent
	do you ever make		do you want
	do you ever study		do you work


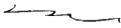





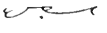
Note: Use D for "do you" before R or L.

## DO-YOU-KNOW















	do you know		do you know any- thing about that
	do you know any		do you know any- thing about this
	do you know any- body		do you know de- fendant
	do you know any- thing		do you know his reputation

	do you know Mr.		do you know what
	do you know Mrs.		do you know what was
	do you know the defendant		do you know which
	do you know the de- fendant in this case		do you know which one















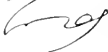

















**ELSE**

	anyone else		someone else
	anything else		something else
	nothing else		somewhere else
	somebody else		was there anything else

**ENGINEER**

	assistant engineer		engineer of construc- tion
	chief engineer		gas engineer
	civil engineer		irrigation engineer
	consulting engineer		locomotive engineer
	electrical engineer		mechanical engineer
	engineer corps		mining engineer
	engineering depart- ment		structural engineer











## EVIDENCE

	according to the evidence		greater weight of the evidence
	as not the best evidence		if from all the evidence
	believe from the evidence		if from the evidence
	believe from the evidence that defendant		if the evidence
	by a greater weight of evidence		if you believe from the evidence
	by credible evidence		if you believe from the evidence that defendant
	by the evidence		in accordance with the evidence
	by the greater weight of evidence		introduced in evidence
	circumstantial evidence		introduce in evidence
	close of the evidence		I will offer in evidence
	determine from the evidence		to the evidence
	determining from the evidence		under the evidence
	documentary evidence		upon all the evidence
	from all the evidence		upon the evidence
	from the evidence		weight of evidence
	greater weight of evidence		you should believe from the evidence




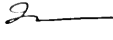








## EXAMINE, EXAMINATION

	after your examination		have you examined
	at the first examination		in his cross examination
	civil service examination		in your examination
x	cross examination		in your first examination
x.	cross examining		make your examination
	did you ever make an examination		medical examination
	did you examine		on your direct examination
	did you examine it		physical examination
	did you examine the		post-mortem examination
	did you make an examination		preliminary examination
	direct examination		recross examination
	entrance examination		redirect examination
	examination in chief		re-recross examination
	examine this		re-redirect examination
	final examination		when you examined
	first examination		which examination







## EXCEPT, EXCEPTION

	bill of exceptions		I except to the ruling of the Court
	excepted to		I take an exception
	I except		note an exception
	I except to the remarks of the Court		seal an exception
	I except to the ruling		seal an exception for defendant

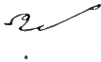







## EXECUTORS, ETC.

	executors, administrators and assigns		heirs, executors, administrators or assigns
	executors, administrators or assigns		heirs, executors and administrators
	heirs, administrators and assigns		heirs, executors or administrators
	heirs, administrators or assigns		heirs or assigns
	heirs and assigns		successors and assigns
	heirs, executors, administrators and assigns		successors or assigns









## EXERCISE

	by the exercise		he was in the exercise
	by the exercise of such		he was in the exercise of ordinary care
	by the exercise of which		in the exercise

















	in the exercise of duty		in the exercise of such care and caution
	in the exercise of or- dinary care and prudence		in the exercise of which
	in the exercise of such		in the exercise of your duty
	in the exercise of such care		is the exercise













## EXHIBIT

	complainant's exhibit		exhibit to the Court
	co-respondent's exhibit		exhibit your
	defendant's exhibit		government's exhibit
	defendant's exhibit "A" in this case		respondent's exhibit



















## EXPERIENCE, EXPERIENCED



































	actual experience		I am experienced
	any experience		in our experience
	are you experienced		in your experience
	did you experience		my experience
	from my experience		our experience
	from our experience		what experience
	he is experienced		you are experienced

## EXTENT

































	greater or less extent		to any great extent
	to a certain extent		to little extent
	to a considerable extent		to some extent
	to a great extent		to such an extent
	to a large extent		to what extent
	to a limited extent		to which extent

## FACT

	are you aware of the fact		facts and circumstances
	as to any fact		facts and circumstances of the case
	because of the fact		facts of the case
	collateral facts		for a fact
	conceded fact		for the facts
	determine the facts		from all the facts and circumstances
	did you for a fact		from all the facts and circumstances of the case
	do you know for a fact		from the fact
	essential facts		I believe it to be a fact

	I believe you are aware of the fact		mere fact
	I call attention to the fact		notwithstanding that fact
	I call your attention to the fact		notwithstanding the fact
	in accordance with the facts		on account of the fact
	in addition to the fact		owing to the fact
	in consideration of the fact		point of fact
	in determining the facts		scientific fact
	in point of fact		that is a fact
	in spite of the fact		the fact
	in view of the fact		to any fact
	is it a fact		was it a fact that
	is it not a fact		was it not a fact
	is it or not a fact		was it not a fact that
	isn't it a fact		were it not for the fact
	isn't that a fact		were you aware of the fact
	it is a fact		you are aware of the fact
	I want to know the facts		you are aware of the fact that







## FIND

	as you may find		do you find anything
	as you will find		do you find that
	can you find		do you find that they
	can you find any		do you find that they are
	can you find any more		find for defendant
	can you find anything		find for the defendant
	can you find that		find from the evidence
	did you ever find		find from the evidence that the defendant
	did you find		if they find from the evidence
	did you find any		if you can find
	did you find anything		if you can find any
	did you find that		if you can find anything
	did you find the defendant		if you can find that
	did you find them		if you can find that the
	do you find		if you can find that they
	do you find any		if you can find that this company







<i>h</i>	if you can find they	<i>g</i>	I wish to find you
<i>h</i>	if you can find they are	<i>B</i>	should you find
<i>h</i>	if you can find they did	<i>h</i>	should you find that
<i>h</i>	if you can find they did not	<i>h</i>	should you find that they
<i>f</i>	if you find	<i>o</i>	they must find
<i>f</i>	if you find from the evidence	<i>f</i>	they must find from the evidence
<i>h</i>	if you find that	<i>h</i>	they must find that
<i>h</i>	if you find that this	<i>h</i>	they must find that the defendant
<i>h</i>	if you find that this company	<i>f</i>	to find
<i>h</i>	if you find that this complaint	<i>h</i>	to find anyone
<i>h</i>	if you find that this man	<i>h</i>	to find anything
<i>h</i>	if you find that this woman	<i>h</i>	to find that
<i>f</i>	if you shall find	<i>h</i>	to find them
<i>h</i>	if you should find	<i>g</i>	we find
<i>o</i>	I want to find	<i>f</i>	what did you find
<i>o</i>	I want to find you	<i>f</i>	what did you find then
<i>g</i>	I wish to find	<i>f</i>	what did you find there

<i>h</i>	which you will find	<i>ny</i>	you must find
<i>hy</i>	which you will find to be	<i>nyo</i>	you must find that
<i>no</i>	you can find any	<i>ny</i>	you must find them
<i>no.</i>	you can find any- thing	<i>ny.</i>	you must find those
<i>no</i>	you can find no	<i>ny</i>	your finding must be
<i>no</i>	you can find noth- ing	<i>ny</i>	your finding will be
<i>no</i>	you can find that	<i>ny</i>	you should find
<i>no</i>	you can find that this	<i>ny</i>	you should find the defendant
<i>no</i>	you find	<i>ny</i>	you will find
<i>no</i>	you find that	<i>nyo</i>	you will find that
<i>no</i>	you find that there was	<i>nyo</i>	you will find that they
<i>no</i>	you find that they	<i>nyo</i>	you will find that they are
<i>no</i>	you find that this	<i>nyo</i>	you will find that this
<i>ny</i>	you may find	<i>nyo</i>	you will find that this case
<i>ny</i>	you may find that	<i>ny</i>	you will find them
<i>ny</i>	you may find them	<i>ny</i>	you will find this
<i>ny</i>	you may find those	<i>ny</i>	you will find this case

















## FLOOR

	first floor		third floor
	main floor		this floor
	second floor		top floor

## GROUND

	ample grounds		ground floor
	following grounds		on the ground
	good grounds		on the ground that

## GUILTY

	are you guilty or not guilty		guilty of murder in the first degree
	found guilty		guilty of murder in the second degree
	guilty of grand larceny		guilty or not guilty
	guilty of larceny		he is guilty
	guilty of man- slaughter		he was guilty
	guilty of manslaughter in the first degree		not guilty
	guilty of manslaughter in the second degree		to be guilty
	guilty of murder		would be guilty

## HAD

<i>h</i>	had been	<i>h</i>	if they had been
<i>h</i>	had been able	<i>h</i>	if we had
<i>h</i>	had been done	<i>h</i>	if we had been
<i>h</i>	had been given	<i>h</i>	if you can find they had
<i>h</i>	had there been	<i>h</i>	if you had
<i>h</i>	have you ever had	<i>h</i>	if you had been
<i>h</i>	have you ever had any experience	<i>h</i>	if you had been able
<i>h</i>	have you had ex- perience	<i>h</i>	I had
<i>h</i>	he had	<i>h</i>	I had been
<i>h</i>	he had been	<i>h</i>	I have had
<i>h</i>	if he had	<i>h</i>	they had
<i>h</i>	if he had been	<i>h</i>	they had been
<i>h</i>	if I had	<i>h</i>	we had
<i>h</i>	if I had been	<i>h</i>	we had been
<i>h</i>	if I had been able	<i>h</i>	you had
<i>h</i>	if they had	<i>h</i>	you had been

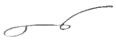




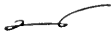





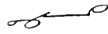


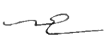



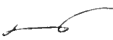
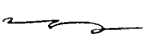


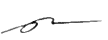





## HER





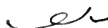

<i>e</i>	do you know her	<i>e</i>	to her
<i>he</i>	have you told her	<i>e</i>	what is her
<i>ve</i>	I asked her	<i>ly</i>	what is her position
<i>oue</i>	I called on her	<i>e</i>	what was her
<i>de</i>	I found her	<i>e</i>	when you saw her
<i>oe</i>	I met her	<i>se</i>	when you told her
<i>e</i>	I saw her	<i>e</i>	write her
<i>oe</i>	I told her	<i>e</i>	you saw her

## HIM









<i>de</i>	advance him	<i>de</i>	have you seen him
<i>f</i>	believe him	<i>he</i>	have you told him
<i>z</i>	caution him	<i>e</i>	hear him
<i>ve</i>	did you find him	<i>ve</i>	I asked him
<i>ve</i>	did you hear him	<i>de</i>	I have not seen him
<i>e</i>	do you know him	<i>ly</i>	I haven't seen him before
<i>ve</i>	gave him	<i>oe</i>	I know him

	I met him		to find him
	I saw him		to him
	I told him		we met him
	I took him		we told him
	let him		when I told him
	let him answer		when I told him that
	near him		when you saw him
	recognize him		when you told him
	saw him		write him
	she met him		you must give him
	show him		you saw him
	take him		you told him
	they told him		you will find him























### HOLDER

	bondholder		leaseholder
	copyholder		policyholder
	landholder		stockholder






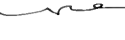















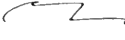










## HONOR



































	call the attention of your Honor		if it please your Honor
	I ask your Honor		if your Honor please
	I ask your Honor to charge		may it please your Honor
	I call the attention of your Honor		your Honor

## HOUSE









	at his house		House of Lords
	at our house		House of Repre- sentatives
	at that house		housewife
	condition of the house		in this house
	customhouse		in which house
	from house to house		station house
	from our house		storehouse
	from the house		warehouse
	house and lot		what house
	householder		when the house
	House of Commons		which house

## HOW





	about how far		do you know how long it was
	about how far is it		do you know how long they have been
	about how long		do you know how long they remained
	about how long ago		do you know how long you remained
	about how long have you been		do you know how many
	about how many		do you know how many days
	about how many days		do you know how many days ago
	about how many feet		do you know how many feet
	about how much		do you know how many floors
	about how much money		do you know how much
	as to how many		do you know how much money
	as to how much		do you know how much they asked
	do you know how far		do you know how much they gave
	do you know how long		for how long
	do you know how long ago		for how many
	do you know how long it has been		how are you

	how did the accident happen		how is it
	how did the accident occur		how it happened
	how did you		(a) how long
	how did you do		how long ago
	how did you do that		how long did you remain away
	how did you get off the car		how long have
	how did you make		how long have you
	how did you make that		(b) how long have you been
	how did you make this		how long have you lived
	how far		how long have you lived there
	how far away		how long have you occupied
	how far east		how long is it
	how far is it		how long was he there
	how far north		how long were you
	how far south		how many
	how far west		how many children
	how fast		how many feet











Note: (a) Use L for "long" in phrases beginning with "how."  
 (b) Omit "have you" after "long" and write the following words.

	how much		how soon
	how much of that		how soon after
	how old are you		I don't know how long
	how old were you		in how many







## HUMAN

	human being		human heart
	human body		human nature







## IMMATERIAL, ETC.

	entirely immaterial		immaterial, irrelevant and incompetent
	entirely irrelevant		incompetent, immaterial and irrelevant
	illegal, incompetent, immaterial and irrelevant		incompetent, irrelevant and immaterial
	illegal, incompetent, immaterial, improper and irrelevant		irrelevant, immaterial and incompetent
	immaterial and irrelevant		irrelevant, incompetent and immaterial











## INJURE, INJURY

	bodily injury		physical injury
	he was injured		serious bodily injury
	personal injury		were you injured








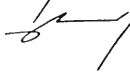




## IN-LAW













 brother-in-law	 mother-in-law
 daughter-in-law	 sister-in-law
 father-in-law	 son-in-law

## INSTRUCT, INSTRUCTION

















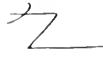



 according to the instructions of the Court	 the Court instructs you
 I instruct you	 the Court instructs you that
 instruct her	 you are instructed
 instruct him	 you are instructed that
 instructions of the Court	 you are instructed that the defendant

## JUDGE, JUDGMENT

















 according to ( ) best judgment	 best judgment
 according to ( ) judgment	 better judgment
 affect your judgment	 give your best judgment
 ask your judgment	 in addition to the amount of the judgment
 as near as ( ) can judge	 in my judgment
 as near as ( ) could judge	 in our judgment

	in your judgment		my judgment
	judge of the facts		sole judge
	judges of the facts		that is my judgment
	judgment, attachment and execution		to the best of ( ) judgment
	judgment of the Court		what is your best judgment
	learned judge		what is your judgment

















### JURY, JUROR, JURYMAN

	as jurors		gentlemen of the jury
	charge to the jury		gives the jury
	common jury		Grand Jury
	court and jury		I ask the Court to charge the jury
	describe to the jury		if accepted as a juror
	exhibit to the jury		if accepted as a juror in this case
	fair and impartial juror		if taken as a juror
	fair and impartial juror in this case		if taken as a juryman
	fair and impartial juryman		if the jury
	for the jury		if the jury find from the evidence









	if the jury wish		the Court instructs the jury
	if you are selected as a juror		*if you believe from the evidence that defendant
	if you are taken as a juror		the Court instructs the jury that
	instructs the jury		** if you believe from the evidence that defendant
	on the jury		** the defendant
	satisfy the jury		the Court instructs the jury the defendant
	selected as a juror		the jury are instructed that
	that the jury		the jury are instructed that the defendant

## JUST













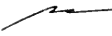













	in just a minute		just as quickly as
	in just a moment		just as soon as
	just a minute		just as soon as ( ) can
	just a moment		just as they did
	just as		just as well
	just as great		just as well as
	just as much		just compensation
	just as quick as		just how long

\*Phrase beginning "the Court instructs the jury."

\*\*Phrase beginning "the Court instructs the jury that."

	just now		just refer
	just one minute		just the point
	just one moment		just the same

### KNOW, KNOWN

	as far as ( ) know		how do you know that
	as well known		how long have you known
	be it known		how long have you known her
	did you ever know		how long have you known him
	did you know		I am at a loss to know
	did you know her		I do not know
	did you know him		I do not know her
	have you ever known		I do not know him
	he is known		I don't know
	he is well known		I don't know her
	how did you know		I don't know him
	how did you know that		if he knows
	how do you know		if he knows that

<i>do</i>	if you do not know	<i>du</i>	not that I know of
<i>di</i>	if you know	<i>du</i>	of course you know
<i>de</i>	I have known her	<i>du</i>	to make known
<i>di</i>	I have known him	<i>du</i>	we know that
<i>de</i>	I know her	<i>de</i>	well-known
<i>di</i>	I want to know	<i>du</i>	what you know
<i>de</i>	know all men	<i>de</i>	which is known as
<i>de</i>	know all men by these presents	<i>du</i>	you do not know
<i>di</i>	knows that	<i>du</i>	you know
<i>di</i>	knows that there	<i>du</i>	you know that

### KNOWLEDGE

<i>di</i>	did you have any knowledge	<i>di</i>	to his knowledge
<i>di</i>	did you have any knowledge of the fact	<i>di</i>	to my knowledge
<i>di</i>	not to my knowledge	<i>di</i>	to the best of ( ) knowledge
<i>di</i>	of your knowledge	<i>di</i>	to the best of ( ) knowledge and be- lief
<i>di</i>	personal knowledge	<i>di</i>	to your knowledge
<i>di</i>	such knowledge	<i>di</i>	within your knowl- edge

## LAW





	according to the law		for the law of the case
	according to the law and the evidence		in law
	attorney at law		Interstate Com- merce law
	civil law		judge of the law
	common law		law department
	contrary to the law		law of the case
	counselor at law		proceedings at law
	criminal law		upon the law and the evidence

## LEFT











	I left her		on the left
	I left him		on the left hand
	left foot		when I left
	left hand		when you left

## LIKE







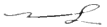









	anything like		I would like to ask
	it looks like		I would like to become

	I would like to have		I would like to know
	I would like to inquire		under like circumstances









## MANNER

	economical manner		in the usual manner
	first-class manner		in what manner
	in a systematic manner		satisfactory manner
	in such a manner		such a manner
	in the manner and form		systematic manner






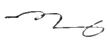





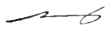

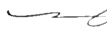






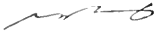

## MARRIED


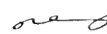


	are you a married man		married son
	are you a married woman		married woman
	are you married		to be married
	are you married or single		when and where were you married
	married children		when I was married
	married daughter		when were you married
	married life		when we were married
	married man		when you were married

## MATERIAL




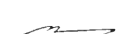












	material allegation		material fact
	material cause		material form
	material change		material gain
	material difference		material interest

## MATTER











	about this matter		I call your attention to the matter
	arranges the matter		in all matters
	arrange the matter		in connection with the matter
	as a matter of convenience		in reference to the matter
	as a matter of course		in regard to the matter
	as a matter of fact		into the matter
	as a matter of form		look at the matter
	as a matter of law		look into the matter
	consider the matter		matter of knowledge
	determine the matter		matter of law
	direct your attention to the matter		this is a matter





 what is the matter	 with regard to the matter
 with reference to the matter	 you will find this matter

**MEAN**









 all means	 does that mean
 by all means	 do you mean by that
 by any means	 this means
 by means of which	 ways and means
 by no means	 what did you mean
 by that means	 what did you mean by that
 by this means	 what did you mean by the
 by which means	 which do you mean

**MEMBER**







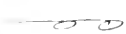

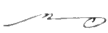

 Member of Congress	 member of the cabinet
 Member of Parliament	 member of the committee
 member of the association	 member of the company
 member of the bar	 member of the council
 member of the board	 member of the family

	member of the legislature		member of the organization
	member of the opposition		member of the society

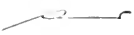





## MILE, MILES

	four miles an hour		mile long
	half a mile		miles an hour
	how many miles an hour		three miles an hour
	mile and a half		two miles an hour

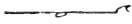




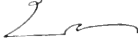




## MIND

	bear in mind		in your mind
	frame of mind		keep in mind
	human mind		satisfy your mind
	in my mind		to my mind
	into your mind		will you keep in mind















## MONTH

	day and month		for many months
	during the month		in what month
	few months		last month



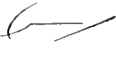





	many months		past month
	month or two		several months
	month or two ago		several months ago
	next month		the last of this month
	next month or two		this month

## MORNING

	every morning		Saturday morning
	following morning		Sunday morning
	Friday morning		Thursday morning
	in the morning		to-morrow morning
	Monday morning		Tuesday morning
	on that morning		Wednesday morning
	on this morning		yesterday morning

## MORTGAGE

	bond and mortgage		first mortgage
	bond and mortgage deed		mortgage deed
	chattel mortgage		second mortgage

## NAME













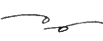



<i>6</i>	by the name	<i>20</i>	what is your full name and address
<i>20</i>	give your name to the jury	<i>20</i>	what is your name
<i>20</i>	name as many	<i>20</i>	what is your name and address
<i>20</i>	name some	<i>20</i>	what is your name and business
<i>20</i>	under your name	<i>20</i>	what is your name, please
<i>20</i>	what is your full name	<i>20</i>	what is your name, residence and occupation

## NECESSARY

















<i>6</i>	absolutely necessary	<i>20</i>	it is quite necessary
<i>20</i>	all necessary attention	<i>6</i>	it would be necessary
<i>20</i>	all necessary information	<i>20</i>	necessary information
<i>20</i>	is it necessary that	<i>20</i>	that is necessary
<i>20</i>	it is necessary	<i>20</i>	what is necessary


## NEGLECT, NEGLIGENCE, NEGLIGENT


<i>20</i>	act of negligence	<i>20</i>	carelessness or negligence of the defendant
<i>20</i>	carelessness and negligence	<i>20</i>	contributorily negligent
<i>20</i>	carelessness or negligence	<i>20</i>	contributory negligence


	contributory negligence of the defendant		guilty of such negligence
	culpable negligence		guilty of the negligence
	defendant's neglect		neglect of the defendant
	defendant's negligence		negligence and carelessness
	due to the negligence of defendant		negligence of defendant
	guilty of contributory negligence		negligent conduct
	guilty of neglect		on account of the neglect
	guilty of negligence		on account of the negligence


## NIGHT

	by day and night		night and day
	day and night		on that night
	every night		on this night
	following night		Saturday night
	Friday night		Sunday night
	in the night		that night
	last night		this night
	Monday night		Thursday night


 to-morrow night


 Tuesday night


 to-night


 Wednesday night


### NO


 no doubt


 no, sir, I could not


 no, I did not


 no, sir, I couldn't


 no, I do not


 no, sir, I did not


 no, I do not believe


 no, sir, I didn't


 no, I don't have any-  
thing to do


 no, sir, I do not


 no, I have not


 no, sir, I don't


 no, I never did


 no, sir, I have not


 no, sir, I am not

 no, sir, I haven't


 no, sir, I cannot


 no, sir, I would not


 no, sir, I can't


 no, sir, I wouldn't


### NOTICE


 did you ever notice





 did you serve him  
with notice

 did you receive notice

















 did you serve them  
with notice

 did you notice









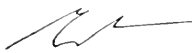

 location notice

	notice of the fact		what notice
	were you served with notice		what was that notice

## OBJECT, OBJECTION

	I object to the conversation		* by the defendant
	objected to		* if the Court please
	* as calling for the conclusion		* if your Honor please
	* as incompetent, ir- relevant and im- material		* on the ground
	* by counsel		objection overruled
	* by counsel for defendant		objection sustained
	* by counsel for the defendant		object to the conver- sation
	* by defendant		sustain the objection









## OBSERVE

	did you observe		* the condition of the street
	** the condition		had you observed
	** the condition of the floor		I did not observe that
	** the condition of the house		what did you observe
	** the condition of the man		you did not observe











\*Phrase beginning "objected to."

\*\*Phrase beginning "did you observe."











## OFFICE























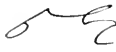

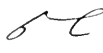









	central office		in our office
	general office		in what office
	home office		post office
	in my office		post-office department

## OFTEN





















	have often		not very often
	how often		this often
	I have often		very often
	I often		we often
	not often		you often

## OPINION











	any opinion		he had no opinion
	did you have any opinion		his opinion on the subject
	did you know his opinion		his opinion was
	has no opinion		I am of the opinion
	have you formed or expressed an opinion		I gave my opinion

	I had no opinion		she had no opinion
	I have given my opinion		that is our opinion
	I have my opinion		their opinion on the subject
	I have no opinion		their opinion was
	in her opinion		they are of the opinion
	in his opinion		they have no opinion
	in my opinion		to the best of ( ) opinion
	in your opinion		we are of the opinion
	is it your opinion that		we have our opinion
	it is my opinion		we told our opinion
	it was her opinion		what in his opinion
	I would like to ask your opinion		what in your opinion
	I would like your opinion		what is your opinion
	matter of opinion		you are of the opinion
	my opinion on the subject		you had no opinion
	not in our opinion		you have no opinion
	our opinion on the subject		your opinion on the subject





## ORDER

	by order of the Court		in order to prove
	does order, adjudge and decree		in order to recover
	doth order, adjudge and decree		is it ordered
	further ordered, ad- judged and decreed		it is ordered
	in order to be able		it was ordered
	in order to determine		law and order
	in order to determine the facts		mail order depart- ment
	in order to judge		order, adjudge and decree
	in order to know		point of order
	in order to learn		restraining order











## OTHER

	any other fact		just as well as the other
	before any other		no other
	before no other		one other
	if you can find any other		on the other hand
	in other words		somehow or other





















	some other		somewhere or other
	something or other		were there any other



## OUT

	burn out		out of court
	can you find out		send out
	fill out		straighten out
	find out		to find out
	I want to find out		turn out



## OWN



	do you own		my own case
	do you own anything		not to my own knowledge
	from your own knowledge		of his own personal knowledge
	from your own personal knowledge		of my own knowledge
	his own knowledge		of my own personal knowledge
	I have my own opinion		of your own knowledge
	my own		our own business
	my own business		we have our own opinion



 you have your own opinion       your own knowledge



 your own judgment       your own view



### PART, PARTY

 contention on the part of defendant       on his part

 contention on the part of the defendant       on my own part


 Democratic Party       on my part

 during the early part       on our part

 during the latter part       on the part

 early part       on the part of defendant

 for my own part       on the part of the defendant

 for the most part      (1) party of the first part

 front part of the car      (2) party of the second part

 in all parts of the world      (3) party of the third part









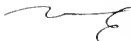

 in the early part       rear part of the car

 in the latter part       Republican Party





















 my own part       Socialist Party

 no part       the latter part

































## PEOPLE


























	American people		my own people
	did you find the people		number of people
	do you know how many people		people's exhibit
	for the people		quite a number of people
	great many people		were there many people

## PLACE







	above-named place		in the last place
	at that place		in the next place
	at the same place		in the second place
	at this place		in which place
	can you find the place		in your place
	first place		my place
	from place to place		place of business
	how did you find the place		take place
	in my place		third place
	in the first place		what took place

## PLAINTIFF







	above-named plaintiff		do you know the plaintiff in this case
	against the plaintiff		due to the negligence of plaintiff
	are you acquainted with plaintiff		entitle the plaintiff
	attorney for plaintiff		find for plaintiff
	before the plaintiff		find for the plaintiff
	believe from the evidence that plaintiff		find from the evidence that plaintiff
	by the plaintiff		for or against plaintiff
	called for the plaintiff		for or against the plaintiff
	carelessness and negligence of the plaintiff		if the plaintiff knew
	carelessness or negligence of the plaintiff		if you believe from the evidence that plaintiff
	contention on the part of the plaintiff		in behalf of plaintiff
	contributory negligence of the plaintiff		in favor of defendant and against plaintiff
	counsel for the plaintiff		in favor of plaintiff
	did you find the plaintiff		in favor of plaintiff and against defendant
	do you know plaintiff		is the plaintiff
	do you know the plaintiff		it seems that the plaintiff

	learned counsel for the plaintiff		seal an exception for plaintiff
	negligence of plain- tiff		the Court instructs the jury that if you be- lieve from the evi- dence that plaintiff the jury are instructed that the plaintiff
	objected to by coun- sel for plaintiff		theory of plaintiff
	objected to by counsel for the plaintiff		to give the plaintiff
	objected to by plain- tiff		upon plaintiff
	objected to by the plaintiff		upon the plaintiff
	on behalf of the plaintiff		wasn't the plaintiff
	plaintiff's case		wherein the plaintiff
	plaintiff's counsel		who is the plaintiff
	plaintiff's exhibit		you are instructed that the plaintiff
	plaintiff's negli- gence		you do not know the plaintiff
	representing plaintiff		you do not know the plaintiff in this case
	representing the plaintiff		



















## PLATFORM

	back platform		front platform of the car
	back platform of the car		rear platform
	front platform		rear platform of the car





## POSITIVE







	I am not positive		I would not be positive
	I can't be positive		why are you positive
	I could not be positive		you would not be positive

## POSSIBLE, POSSIBLY













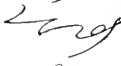



	as early as possible		I cannot possibly
	as far as possible		if it were possible
	as many as possible		is it not possible
	as rapidly as possible		is it possible that
	as soon as possible		it is not possible
	at the earliest possible		it is possible
	at the earliest possible minute		just as soon as possible
	at the earliest possible moment		that is not possible
	can it be possible		you cannot possibly

## PREJUDICE









	bias or prejudice		I have no prejudice
	have you any prejudice		prejudice, bias or sympathy

	prejudice his mind		you have no bias or prejudice
	prejudice or bias		you have no prejudice
	prejudice your mind		you have no prejudice or bias

## PREPONDERANCE, PREPONDERATING

	believe from a preponderance of evidence		* that defendant
	believe from a preponderance of the evidence		* that plaintiff
	by a preponderance of evidence		preponderance of evidence
	by a preponderance or greater weight of evidence		preponderance of the evidence
	fair preponderance of evidence		preponderating evidence
	from a preponderance of evidence		** if you believe from a preponderance of evidence that defendant
	from a preponderance or greater weight of evidence		** if you believe from a preponderance of evidence that plaintiff
	if you believe from a preponderance of evidence		** that if you believe from a preponderance of evidence















## PRIOR

	prior to entering		prior to the day
	prior to that date		prior to the meeting
	prior to the accident		prior to the organization
	prior to the date		prior to your connection





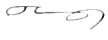











\*Phrase beginning "if you believe from a preponderance of evidence."

\*\*Phrase beginning "the Court instructs the jury."












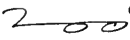






















## PURPOSE

	for a certain purpose		for the purpose of sustaining
	for other purposes		for the purpose of taxation
	for that purpose		for the same purpose
	for the purpose		for this purpose
	for the purpose of determining		for which purpose
	for the purpose of making		what is the purpose
	for the purpose of showing		what was your purpose

## QUESTION

	accident in question		by your question
	allow your question		consider the question
	answer my question		consider the question of damages
	answer that question		consider your question
	answer the question		determine the question
	are you ready for the question		hypothetical question
	before the accident in question		I ask that question
	but this is the question		injury in question



	into that question		on the day in question
	into the question		on this question
	I object to that question		please answer the question
	I object to the question		question at issue
	is there any question		question in mind
	it is a question for your Honor		question in my mind
	it is a question of fact		question of damages
	I want to ask a question		question of fact
	I will allow your question		question of law
	let him answer the question		questions of fact
	machine in question		questions of law
	my question		reach the question
	objection to the question		strike out the question
	object to the question		that is not the question
	one or two questions		that is the question
	on that question		to any question
	on the date in question		to which your question



































<i>u</i> )	upon the question	<i>en</i>	will you answer the question
<i>u</i> )	what is the question	<i>l</i> '	withdraw your ques- tion
<i>en</i> )	what was your ques- tion	<i>uon</i> )	you may answer the question
<i>en</i> )	will you answer my question	<i>n</i>	your question

## RATE

























<i>re</i>	at any rate	<i>fo</i>	joint rate
<i>re</i>	day rate	<i>o</i> ,	rate of interest
<i>re</i>	death rate	<i>o</i>	special rate
<i>re</i>	first-rate	<i>o</i>	tax rate

## REASON, REASONABLE, REASONABLY







<i>re</i>	beyond all reason- able doubt	<i>re</i>	by reason of the con- tributory negligence of the plaintiff
<i>re</i>	beyond a reasonable doubt	<i>re</i> '	by reason of the fact
<i>re</i>	by reason	<i>re</i>	by reason of the fact that the
<i>re</i>	by reason of such	<i>re</i>	by reason of which
<i>re</i>	by reason of the carelessness	<i>re</i>	do you know any reason
<i>re</i>	by reason of the care- lessness and negli- gence	<i>re</i> '	do you know of any reason
<i>re</i>	by reason of the con- tributory negligence of the defendant	<i>re</i>	fair and reasonable

	for several reasons		reasonable degree of care
	for some reason or other		reasonable degree of care and caution
	for that reason		reasonable diligence
	for the further reason that		reasonable doubt
	for the reason		reasonable notice
	for the reason that		reasonable number
	for the same reason		reasonable question
	for this reason		reasonable request
	for your reasons		reasonable satisfaction
	just and reasonable		reasonably prudent person
	no reason in the world		reasonably safe
	reasonable and ordinary care		reasonably safe place
	reasonable care		reasonably satisfactory
	reasonable care and caution		satisfactory reason
	reasonable certainty		what is the reason
	reasonable damages		what was the reason
	reasonable degree		your reasons

## RECALL

	as I recall		I do not recall
	can you recall		I don't just recall
	can you recall the complainant		I don't recall
	can you recall the day		not that I recall
	can you recall the defendant		recall that
	can you recall the occasion		recall the
	can you recall the plaintiff		recall the defendant
	do you not recall		recall the payment
	do you recall		recall the place
	do you recall anything		recall the plaintiff
	do you recall anything else		recall the position
	I can't recall		recall this

## RECOLLECT




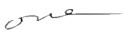







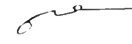


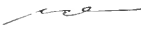

















	as far as ( ) recollect		can you recollect
	as near as ( ) can recollect		don't you recollect
	can you not recollect		do you not recollect




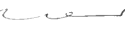
	do you recollect		I could not recollect
	I cannot recollect		I do not recollect
	I can't recollect		I don't recollect

## RECOLLECTION



















	according to ( ) best recollection		my recollection of the conversation
	according to ( ) recollection		refresh your recolle- tion
	as a matter of recol- lection		that is my recolle- tion
	from your recolle- tion		to my best recolle- tion
	have you any recol- lection		to my recollection
	I have no recolle- tion		to the best of ( ) knowledge and recollection
	knowledge and recol- lection		to the best of ( ) recollection
	my best recollection		to your recollection
	my own recollection		what is your best recollection
	my recollection		what is your recol- lection
	my recollection is that		you may refresh your recollection
	my recollection of the accident		your best recolle- tion
	my recollection of the circumstances		your recollection

## REMEMBER









	as near as ( ) can remember		how do you remember
	as ( ) remember it		I can't remember
	as you will remember		I can't remember the date
	be it remembered		I can't remember the day
	can you not remember		I could not remember
	can you remember		I do not remember
	distinctly remember		I don't remember
	don't you remember		I don't remember the date
	do you not remember		I don't remember the day
	do you remember		not that I remember
	do you remember the circumstances		not that I remember of
	do you remember the date		please remember
	do you remember the day		please remember that
	do you remember what		that you remember
	do you remember when		which you remember
	how did you remember		you do not remember














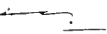
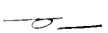





	you do not remember when		you will remember that
	you will remember		you will remember the

## RIGHT







	am I right		right foot
	at your right		right hand
	is that right		right or wrong
	on the right hand		right, title and interest
	on the right or left		right, title or interest
	quite right		that is not right
	right along the		that is right
	right and wrong		was it right
	right angle		within your rights

## ROOM





	anteroom		bar room
	back bedroom		bathroom
	back room		bedroom
	baggage room		best room

	court room		rear room
	dining room		reception room
	front bedroom		sales room
	front room		shipping room
	how many rooms		side bedroom
	jury room		sitting room
	living room		smoking room
	main room		stock room
	private room		trading rooms
	reading room		upstairs rooms



































## SAFETY

	for her own safety		health and safety
	for his own safety		personal safety
	for his own safety and protection		safety and protection

## SAID



































	against said de- fendant		against the said defendant
	against said plain- tiff		against the said plaintiff







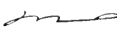





	as I said before		of said contract
	at said place		said and done
	by the said de- fendants		said complaint
	by the said plain- tiffs		said condition
	cannot be said		said contract
	charged in said complaint		said copy
	charged in said declaration		said date
	do you know how much they said		said day
	during the life of said contract		said deed
	he said to me		said materials
	I believe I said		said number
	I have said		said party of the first part
	in said case		said party of the second part
	in said complaint		said party of the third part
	I said to her		the said party of the first part
	I said to him		the said party of the second part
	never said		the said party of the third part

## SAY
















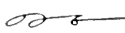




<i>af</i>	all there is to say	<i>af</i>	did you say anything to Mr.
<i>no</i>	cannot say	<i>no</i>	did you say anything to Mrs.
<i>no</i>	can you not say	<i>no</i>	do you mean to say
<i>3</i>	can you say	<i>3</i>	I am at a loss to say
<i>fo</i>	can you say anything	<i>fo</i>	I am going to say
<i>fo</i>	could you say	<i>fo</i>	I cannot say
<i>fo</i>	did you ever say anything	<i>fo</i>	I can't say
<i>fo</i>	did you ever say anything to her	<i>fo</i>	I could not say
<i>fo</i>	did you ever say anything to him	<i>fo</i>	I dare say
<i>fo</i>	did you have anything to say	<i>fo</i>	I decline to say
<i>fo</i>	did you hear him say anything	<i>fo</i>	I did say
<i>fo</i>	did you not say	<i>fo</i>	I do not say
<i>fo</i>	did you say	<i>fo</i>	I don't say
<i>fo</i>	did you say anything	<i>fo</i>	I may say
<i>fo</i>	did you say anything to her	<i>fo</i>	I must say
<i>fo</i>	did you say anything to him	<i>fo</i>	inclined to say











	I refuse to say		will you please say
	I should say not		will you say
	it is for you to say		would not say
	it is hard to say		would you say
	I will not say		you can't say
	I would like to say		you could not say
	no, sir, I can't say		you do not say
	no, sir, I can't say I have		you don't say
	seems to say		you mean to say
	that is to say		you say you do not
	unable to say		you say you never
	were you saying		you say you never did
	what did you mean by saying		you say you told him
	what did you say		you will not say
	what did you say to him		you will say
	what were you say- ing		you would not say
	what you say		you wouldn't say

## SECRETARY










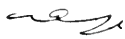












	secretary and treasurer		secretary of the corporation
	Secretary of Agriculture		Secretary of the Interior
	Secretary of Commerce		Secretary of the Navy
	Secretary of Labor		Secretary of the Treasury
	secretary of the company		Secretary of War

## SEE













	come to see her		did you see her
	come to see him		did you see him
	could you see her		did you see me
	could you see him		did you see the defendant
	did you ever see		I asked to see her
	did you ever see defendant		I asked to see him
	did you ever see him before		I came to see her
	did you ever see the defendant		I came to see him
	did you see		I could not see
	did you see defendant		I want to see

	I want to see her		unable to see
	I want to see him		what did you see
	see her		when next did you see her
	to see her		when next did you see him
	to see him		will see her



















## SIDE

	both sides		on the left side
	east side		on the one side
	either one side or the other		on the other side
	either side		on the right-hand side
	fair and impartial to both sides		on the right- or left-hand side
	left-hand side		on the right side
	north side		on this side
	one side		right alongside
	one side or the other		right-hand side
	on one side		south side
	on the left-hand side		west side

































## SIDEWALK





	all over the sidewalk		old sidewalk
	did you observe the condition of the sidewalk		on which side of the sidewalk
	east side of the sidewalk		on which sidewalk
	inside of the sidewalk		outside of the sidewalk
	new sidewalk		south side of the sidewalk
	north side of the sidewalk		west side of the sidewalk

## SINCE











	ever since		since that is the
	ever since that		since the accident
	ever since then		since then
	ever since they have been		since they have been
	how long since		since this case
	long since		since this is a case
	since that date		since when
	since that day		since you have
	since that evening		since you have done

## SO









	and if so		month or so
	and so forth		next day or so
	and so on		no, I don't believe so
	day or so		say so
	did you hear him say so		so as to be
	did you say so		so as to know
	I don't believe so		so as to make
	if so		so-called
	in a day or so		so far as ( ) recollect
	in order to do so		so far as the defendant
	in so far as		so far as the plaintiff
	I should say so		so many
	is it not so		so that it was
	isn't that so		so to speak
	is that so		that is so
	it is not so		to do so

	who said so		you may do so
	you don't say so		you may say so







## SPEED

	about what rate of speed		at what speed
	at about what rate of speed		high rate of speed
	at such a rate of speed		rate of speed
	at that rate of speed		that rate of speed
	at what rate of speed		what rate of speed



































## STAIRS

























	back stairs		I went downstairs
	downstairs		I went upstairs
	flight of stairs		upstairs
	front stairs		upstairs and down

## STATE, STATED









	able to state		as stated
	against the peace and dignity of the state		can you state
	are you able to state		can you state how long











	can you state how many		I want to state to the jury
	can you state how much		I want you to state
	city, county and state		I want you to state to the jury
	criminal law of the state		I will state to the jury
	did you ever state		I wish you would state
	did you not state		I would like to state
	did you not state your opinion		just state
	do you know how long they stated		just state the facts
	go ahead and state		just state to the jury
	go on and state		just state what you observed
	go on and state to the jury		please state
	I could not state		please state to the jury
	I have stated my opinion		please state your name
	in such a state		Secretary of State
	in the state of		State Department
	I stated my opinion		state how long
	I want to state		state how many

	state how much		state your name, please
	state if you know		state your name, resi- dence and occupa- tion
	state's exhibit		state your objection
	state that again		they have stated their opinion
	state that again, please		we have stated our opinion
	state the facts		we stated our opin- ion
	state to the jury		which you have stated
	state what happened		will you please state
	state what you did		will you please state your name
	state what you ob- served		will you state
	state your name		will you state the circumstances
	state your name and residence		will you state to the jury











## STATEMENT

	bank statement		statement of account
	by your statement		statement of claim
	can you find the statement		statement of facts
	in your statement		statement of the facts


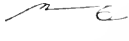








## STORE











	book store		drug store
	candy store		dry goods store
	corner store		grocery store
	department store		shoe store

## SURE









	are you sure		I am quite sure
	are you sure that		I will not be sure
	be sure		I would not be sure
	can't be sure		quite sure
	I am not sure		you are sure

## SWEAR






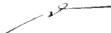

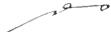

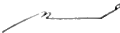

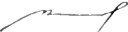
	cannot swear		do you mean to swear
	can you swear		I could not swear
	could you swear		I could not swear positively
	did you not swear		I swear
	did you swear		I will not swear

















	I will swear		would not swear
	I would not swear		would not swear positively
	I would not swear positively		would you swear
	will you swear		you will swear
	will you swear positively		you will swear posi- tively

**SWORE, SWORN**


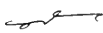
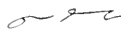



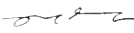

	being duly sworn		I swore
	being duly sworn and examined		subscribed and sworn to
	being first duly sworn		sworn and examined
	being first duly sworn and examined		sworn falsely

**TELL**







	as near as ( ) can tell		could you tell
	can you tell		did you tell
	can you tell how long		did you tell him
	can you tell how many		did you tell me
	can you tell how much		do you mean to tell
	can you tell me		do you mean to tell the jury

	how can you tell		tell the Court and the jury
	I could not tell		tell the jury
	just tell the jury		tell what you did
	please tell the jury		tell your opinion
	tell him		what did you tell him
	tell how long		when did you tell him
	tell me		will you tell
	tell the Court		will you tell the jury

## TERMS

	according to the terms		on equal terms
	according to the terms of the contract		term of the contract
	are you familiar with the terms of the contract		terms of the contract
	in accordance with the terms of the con- tract		under the terms of the contract





















## TESTIFY, TESTIMONY

	according to the testimony		can you testify
	and testify		change your testi- mony
	are you testifying		conflicting testimony













<i>u</i>	consider the testimony	<i>u</i>	in his testimony
<i>3u</i>	consider the weight of the testimony	<i>3u</i>	in reference to the testimony
<i>u</i>	correct your testimony	<i>u</i>	in your direct testimony
<i>u</i>	defendant's testimony	<i>u</i>	in your testimony
<i>u</i>	direct testimony	<i>u</i>	my recollection of the testimony
<i>u</i>	do you mean to testify	<i>u</i>	plaintiff's testimony
<i>u</i>	do you want to testify	<i>u</i>	present your testimony
<i>u</i>	I call your attention to the testimony	<i>u</i>	testimony of defendant
<i>u</i>	I could not testify	<i>u</i>	testimony of plaintiff
<i>u</i>	if they find from the testimony	<i>u</i>	weight of the testimony
<i>u</i>	if you find from the testimony	<i>u</i>	will you testify
<i>u</i>	in accordance with the testimony	<i>u</i>	you are testifying
<i>u</i>	in addition to the testimony	<i>u</i>	your complete testimony
<i>u</i>	in addition to this testimony	<i>u</i>	your direct testimony

### THAN











<i>u</i>	better than	<i>u</i>	faster than
<i>u</i>	better than you, your	<i>u</i>	faster than that

	further than		no more than that
	further than that		not less than
	greater than		not more than
	higher than		oftener than
	larger than		other than
	longer than		other than that
	lower than		quicker than
	more than		rather than
	nearer than		shorter than
	no longer than		worse than







### THAT-YOU

	by that you mean		that you may
	by that you mean to say		that you remember
	that you are		that you shall be
	that you can		that you shall have
	that you did		that you will be
	that you intend		that you will have













## THERE-WERE

	as there were		there were many
	I believe there were		there were no
	there were		there were no other
	there were any		there were not
	there were as many		there were so many

## THEY-WERE

































	if you can find they were		they were
	if you find they were		they were not
	I know they were		they were there

## THING, THINGS








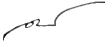
























	about these things		state of things
	condition of things		there are many things
	in regard to such things		there are some things
	is there such a thing		there were many things
	nature of things		there were some things
	one of the first things		what was the next thing












































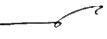







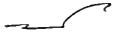


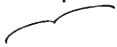

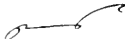

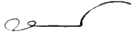











## THINK



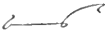













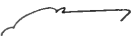





 because you think	 if you think
 can you think	 inclined to think
 can you think of any	 I think it is
 can you think of any reason	 I think it was
 can you think of anything	 I think so
 did you ever think	 I think they are able
 don't you think	 I think they were
 do you not think	 I think you will
 do you not think so	 no, I don't think so
 do you think	 no, sir, I do not think so
 do you think so	 what did you think
 I do not think	 whatever you think
 I do not think I said	 which do you think
 I don't think	 which you think
 I don't think I said	 you don't think
 I don't think so	 you think so

## TIME











	about how many times		any time
	about how much time		at about what time
	about that time		at all times
	about the time		at any one time
	about what time		at any other time
	about what time of day		at any time
	about what time of night		at any time and place
	about what time of the day		at one time
	about what time of the night		at or before the time
	after that time		at such a time
	after this time		at that time
	all of the time		at that time and place
	ample time		at the last time
	another time		at the present time
	any length of time		at the same time
	any other time		at the same time and place









	at the time		by this time
	at the time and place		can you recall the time
	at the time and place in question		considerable time
	at the time in ques- tion		different times
	at the time of the accident		do you know how long a time
	at the time of the conversation		do you know how many different times
	at the time you saw him		do you know how many times
	at this time		do you know how much time
	at what time		ever since that time
	at which time		ever since the time
	at which time and place		every time
	before that time		first time
	before the time		for a certain length of time
	between that time		for a certain time
	beyond which time		for a considerable length of time
	by that time		for a considerable time
	by the time		for a long time

	for a long time past		just at the time
	for a long time to come		length of time
	for any length of time		long time
	for quite a long time		many times
	for that time		much of your time
	for the first time		night time
	for the last time		now is the time
	for the second time		number of times
	for the time being		on or about that time
	from time to time		on or before that time
	how many times		part of my time
	I remember the time		period of time
	is that time		previous to that time
	it is some time ago		previous to the time
	it was some time		question of time
	it was some time ago		recall the time
	just at that time		several different times







	since that time		time of day
	so many times		time of night
	some time before		time of the day
	some time or other		time of the night
	state how long a time		very short time
	take your time		what time of day
	that at the time		what time of night
	that is the only time		what time of the day
	the time you mention		what time of the night
	time after time		what time was that
	time and time again		with reference to that time

## TRACK









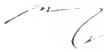







	branch line track		main line track
	car track		main track
	eastbound track		northbound track
	east track		north track
	first track		railroad track

	second track		switch track
	southbound track		wagon tracks
	south track		westbound track
	street car track		west track

## TRIAL

	fair and impartial trial		on the trial
	for a new trial		on trial
	new trial		trial balance

## UNDERSTAND, UNDERSTOOD

	as ( ) understand it		do you want the jury to understand
	did I understand you to say		do you want us to understand
	distinctly understood		I do not believe I understand you
	distinct understanding		I do not believe you understood me
	do you mean to be understood		I don't understand what you say
	do you understand		in order to understand
	do you understand the answer		it is understood
	do you understand the question		I understand you to say

<i>u</i>	I understood you to say	<i>u</i>	what was the understanding
<i>u</i>	I would like to understand	<i>u</i>	with the understanding
<i>u</i>	understand the evidence	<i>u</i>	your understanding
<i>u</i>	understand the testimony	<i>u</i>	you will readily understand


## UNITED STATES

<i>u</i>	cities of the United States	<i>u</i>	president of the United States
<i>u</i>	citizens of the United States	<i>u</i>	representative of the United States
<i>u</i>	Constitution of the United States	<i>u</i>	senator of the United States
<i>u</i>	in the United States	<i>u</i>	Supreme Court of the United States
<i>u</i>	lawful money of the United States	<i>u</i>	United States of America
<i>u</i>	* of America	<i>u</i>	vice-president of the United States

## UP

<i>u</i>	bring the matter up	<i>u</i>	came up
<i>u</i>	bring up	<i>u</i>	come up
<i>u</i>	brought the matter up	<i>u</i>	frame up
<i>u</i>	brought up	<i>u</i>	get up
<i>u</i>	call up	<i>u</i>	got up

\* Phrase beginning "lawful money."

 he got up       take the matter up

 I got up       take up the matter

 I went up       to make up

 laid up       up and down

 made up       up and down stairs

 make up       up to that time

 paid-up policy       up to the time

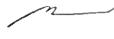

 set up       write up

### US



 between us       kindly give us



 can you give us       kindly tell us



 can you tell us       let us

 do you mean to tell us       let us say

 give us       please tell us









 give us details       tell us

 give us your name,  
please       to give us























 have you told us       told us







## VALUE





























	cash value		market value
	fair and reasonable value		reasonable market value
	fair cash market value		reasonable value
	full value		surrender value

## VERDICT













	determine your verdict		verdict in favor of plaintiff
	fair and impartial verdict		verdict of the jury
	find a verdict		your verdict
	in arriving at a verdict		your verdict must be
	render a fair and impartial verdict		your verdict must be for defendant
	render a verdict		your verdict must be for plaintiff
	render a verdict for defendant		your verdict ought to be for defendant
	render a verdict for plaintiff		your verdict ought to be for plaintiff
	verdict for defendant		your verdict shall be for defendant
	verdict for plaintiff		your verdict shall be for plaintiff
	verdict in favor of defendant		your verdict should be for defendant

	your verdict should be for plaintiff		your verdict will be for defendant
	your verdict will be		your verdict will be for plaintiff



















## WAY (see AWAY)

































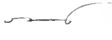

	any way		one way or the other
	each way		on his way
	in a business way		out of the way
	in a general way		some way
	in any way		some way or other
	in a reasonable way		that is the only way
	in every way		that is the way
	in such a way		that way
	in that way		which is the way
	in the usual way		which way
	is there any way		which way did he go
	on account of the way		which way did she go
	one way or another		which way did they go
	one way or other		which way did you go

## WEEK

	about how many weeks		state how many weeks
	day of the week		week by week
	do you know how many weeks ago		week or so
	during the week		week or ten days
	from week to week		week or two
	in a week or so		week or two ago

## WHEN-DID-YOU

	about when did you		when did you find that
	when did you		when did you find them
	when did you advise		when did you first
	when did you do so		when did you first get there
	when did you do that		when did you first go
	when did you employ		when did you first know
	when did you examine		when did you first make
	when did you find		when did you first meet
	when did you find him		when did you first see

	when did you first see him		when did you next see
	when did you get there		when did you next see her
	when did you give		when did you next see him
	when did you go		when did you read
	when did you have		when did you re- ceive
	when did you have the conversation		when did you regard
	when did you in- quire		when did you re- member
	when did you last		when did you reply
	when did you last see		when did you reply to the letter
	when did you let		when did you say
	when did you let me know		when did you say it was
	when did you make		when did you see
	when did you make an examination		when did you see him
	when did you make the		when did you see the defendant
	when did you make the examination		when did you see the plaintiff
	when did you meet		when did you tell
	when did you meet him		when did you tell her

<i>wh</i>	when did you tell me	<i>wh</i>	when did you write
<i>wh</i>	when did you try	<i>wh</i>	when did you write her
<i>wh</i>	when did you try to find out	<i>wh</i>	when did you write him

## WHERE

<i>wh</i>	about where it was	<i>wh</i>	where did you get off
<i>wh</i>	about where was he	<i>wh</i>	where did you get off the car
<i>wh</i>	just where	<i>wh</i>	where did you get on
<i>wh</i>	where are you employed	<i>wh</i>	where did you get on the car
<i>wh</i>	where did	<i>wh</i>	where did you go
<i>wh</i>	where did the accident happen	<i>wh</i>	where did you go then
<i>wh</i>	where did the accident occur	<i>wh</i>	where did you live
<i>wh</i>	where did you	<i>wh</i>	where did you meet him
<i>wh</i>	where did you find	<i>wh</i>	where did you observe him
<i>wh</i>	where did you find that	<i>wh</i>	where did you observe the defendant
<i>wh</i>	where did you find them	<i>wh</i>	where did you observe the plaintiff
<i>wh</i>	where did you first	<i>wh</i>	where did you reside
<i>wh</i>	where did you first see	<i>wh</i>	where did you say to him

<i>es</i>	where did you see	<i>a</i>	where it is
<i>ez</i>	where did you see her	<i>ad</i>	where it lay
<i>ez</i>	where did you see him	<i>ae</i>	where it was
<i>ezb</i>	where did you see me	<i>ag</i>	where it will be
<i>ew</i>	where did you work	<i>eg</i>	where was
<i>e</i>	where do you live	<i>eg</i>	where was he
<i>eg</i>	where do you reside	<i>ev</i>	where was it
<i>e</i>	where do you work	<i>evb</i>	where was that
<i>ee</i>	where had you	<i>ev</i>	where was the
<i>ee</i>	where had you been	<i>eev</i>	where was the con- ductor
<i>ee</i>	where had you lived	<i>ev</i>	where was this
<i>ee</i>	where had you worked	<i>ee</i>	where were you
<i>ey</i>	where have you been	<i>eev</i>	where were you at the time
<i>eh</i>	where he was	<i>ey</i>	where were you born
<i>eo</i>	where is that	<i>eev</i>	where were you em- ployed
<i>ey</i>	where is this place	<i>eev</i>	where were you going
<i>ey</i>	where is your place of business	<i>ey</i>	where were you injured

## WHETHER, WHETHER-OR-NOT

<i>ne</i> can't you tell whether or not	<i>re</i> do you know whether there
<i>ne</i> can you not recollect whether or not	<i>re</i> do you know whether there is
<i>re</i> can you recall whether or not	<i>re</i> do you know whether there was
<i>re</i> can you recollect whether or not	<i>re</i> do you know whether there were
<i>re</i> can you recollect whether there	<i>re</i> do you not recollect whether or not
<i>re</i> can you recollect whether there was	<i>re</i> do you not recollect whether there
<i>re</i> can you recollect whether there were	<i>re</i> do you recollect whether
<i>re</i> can you remember whether	<i>re</i> do you recollect whether there was
<i>re</i> can you remember whether or not	<i>re</i> do you recollect whether there were
<i>re</i> can you say whether or not	<i>re</i> do you remember whether
<i>re</i> can you state whether or not	<i>re</i> how can you tell whether or not
<i>re</i> can you swear whether or not	<i>re</i> I am not sure whether
<i>re</i> can you tell whether or not	<i>re</i> I ask whether
<i>re</i> could you tell whether or not	<i>re</i> I ask you to state whether or not
<i>re</i> do you know whether	<i>re</i> I cannot recollect whether
<i>re</i> do you know whether or not	<i>re</i> I cannot recollect whether or not

<i>one</i>	I cannot remember whether or not	<i>oyp</i>	I will ask you to state whether or not
<i>oz</i>	I cannot say whether or not	<i>oze</i>	I wish you would state whether or not
<i>ov</i>	I cannot tell whether or not	<i>olb</i>	I would like to ask whether
<i>ow</i>	I can't recollect whether or not	<i>olc</i>	I would like to ask whether or not
<i>ovb</i>	I can't say whether or not	<i>oleo</i>	I would like to know whether
<i>ovö</i>	I could not say whether or not	<i>olee</i>	I would like to know whether or not
<i>oo</i>	I do not know whether	<i>wo</i>	let me ask whether
<i>oov</i>	I do not know whether it was	<i>wö</i>	let me ask whether or not
<i>oe</i>	I do not know whether or not	<i>wy</i>	let me ask you whether or not
<i>oov</i>	I do not know whether there was	<i>we</i>	please state whether or not
<i>ow</i>	I do not recollect whether or not	<i>wex</i>	please state whether there was
<i>ooe</i>	I do not remember whether	<i>wel</i>	please state whether there were
<i>ooe</i>	I do not remember whether or not	<i>wö</i>	state in your opinion whether or not
<i>2e</i>	if you know whether or not	<i>2</i>	state to the jury whether or not
<i>16</i>	it is for you to say whether or not	<i>1</i>	state whether
<i>wo</i>	I will ask whether	<i>w</i>	state whether or not
<i>w</i>	I will ask whether or not	<i>W</i>	tell the jury whether or not



	unable to say whether or not		will you swear whether or not
	whether or no		you do not know whether
	whether or not		you do not remember whether
	whether or not you know		you do not remember whether or not
	will you please state whether		you know whether
	will you state whether		you know whether or not
	will you state whether or not		you must determine whether or not

## WHILE

	great while		once in a while
	little while		quite a while
	meanwhile		worth while

## WILLING









	are you willing		would you be willing
	are you willing to state		would you be willing to have
	are you willing to swear		would you be willing to say
	I am not willing		would you be willing to state
	I am quite willing		would you be willing to swear

## WITNESS

















<i>z</i>	as a witness	<i>ze</i>	in witness whereof
<i>b</i>	by the witness	<i>bz</i>	objected to as calling for the conclusion of the witness
<i>bw</i>	by the witness on the stand	<i>oz</i>	take the witness
<i>wy</i>	calling for the con- clusion of the wit- ness	<i>zd</i>	witness for the de- fense
<i>wz</i>	conclusion of the witness	<i>zj</i>	witness for the prosecution
<i>z</i>	did you witness	<i>zw</i>	witness stand

## YEAR

<i>lez</i>	about how many years	<i>ezd</i>	in the year of our Lord
<i>z</i>	couple of years	<i>ezj</i>	in years gone by
<i>ze</i>	day and year	<i>ezw</i>	many years ago
<i>zew</i>	do you know how many years ago	<i>zew</i>	number of years ago
<i>ze</i>	during the year	<i>ze</i>	on the day and year
<i>lez</i>	for a number of years	<i>zjz</i>	on the day and year aforesaid
<i>lez</i>	for many years	<i>zj</i>	several years
<i>zew</i>	how many years	<i>lez</i>	so many years
<i>zew</i>	how many years ago	<i>zew</i>	some years ago

	ten years		year or two
	what year was that		year or two ago
	year after year		years of age
	year or so		years old

## YES

	I have met him, yes, sir		yes, sir, I could
	I have seen him, yes, sir		yes, sir, I did
	yes, I am		yes, sir, I did for a fact
	yes, I have		yes, sir, I do
	yes or no		yes, sir, I have
	yes, sir		yes, sir, I think
	yes, sir, I am		yes, sir, I think so
	yes, sir, I can		yes, sir, that is the

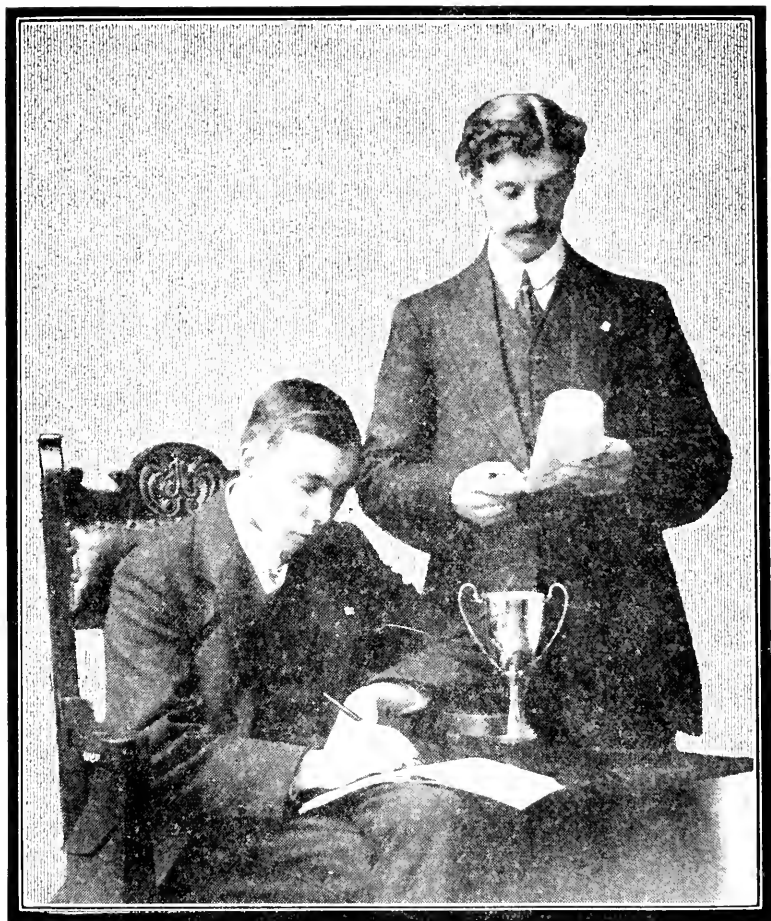


**JOSEPH M. SHAFFER**

**WRITING POSITION OF MR. JOSEPH M. SHAFFER, WHO WAS OFFICIAL REPORTER AND PRIVATE SECRETARY TO FORMER SECRETARY OF THE TREASURY M'ADOO DURING HIS ADMINISTRATION**















# GREGG REPORTING SHORTCUTS

## PART THREE



















E. W. CROCKETT  
WRITING POSITION OF MR. E. W. CROCKETT, WINNER OF THE BRITISH  
JUNIOR CHAMPIONSHIP, 1912

## AFFIRMATIVE AND NEGATIVE PHRASES

	are you or aren't you		did you or did you not
	are you or are you not		do you or don't you
	can you or can't you		do you or do you not
	can you or can you not		have you or haven't you
	could you or couldn't you		have you or have you not
	could you or could you not		will you or will you not
	did you or didn't you		will you or won't you

## ALTERNATIVE PHRASES

	avoidable or unavoidable		probable or improbable
	certain or uncertain		reasonable or unreasonable
	equal or unequal		safe or unsafe
	favorable or unfavorable		satisfactory or unsatisfactory
	fortunate or unfortunate		seasonable or unseasonable
	happy or unhappy		timely or untimely
	kind or unkind		willing or unwilling
	likely or unlikely		worthy or unworthy

**REPETITION MARKS**

*Repetition*, ditto, marks (written rather long) are used when a witness repeats identically his last answer, or when the counsel repeats identically his last question. When a few other words, like "I said," precede the repeated words, such words should be written in shorthand and the repetition marks may be used to indicate the part that is repeated.

If the answer repeats only the latter part of a question, make the repetition marks and underscore the point in the question at which the repetition begins. In the same way the repetition marks may be used when the question repeats the answer or the latter part of the answer. The testimony on the opposite page illustrates the use of the repetition marks in these different cases.

**(KEY TO SHORTHAND ON OPPOSITE PAGE)**

Q. You are absolutely sure that he was seen at that time? A. Yes, sir, I am absolutely sure that he was seen at that time.

Q. You cannot be mistaken about that? A. I think not.

Q. And you say you met him first at the corner of Broadway and 42d Street and walked across 42d Street to Fifth Avenue? A. Yes, sir, I met him at the corner of Broadway and 42d Street and walked across 42d Street to Fifth Avenue.

Q. You say in that conversation he told you that he was considering the advisability of resigning from the company? A. Yes, sir, he said that he was considering the advisability of resigning from the company.

Q. You tried to persuade him not to resign? A. Yes, sir, I tried to persuade him not to resign.

Q. He did not do it? A. No, sir, he did not do it at that time, but he did resign a year or two later.

Q. But at that particular time he did not resign? A. No, sir, at that particular time he did not resign.

Q. He continued to act as General Manager? A. He continued to act as General Manager.

Q. And performed the duties of General Manager? A. I don't know whether he performed the duties of General Manager or not, but he used the title.























SHORTHAND FOR "REPETITION MARKS" ON PRECEDING PAGE

2 5 0 9 2 5      a ||  
 7 - 6      5 -  
 1 3 2 5 2 6 1 4 2  
 1 1 2 0 4 2 1 1 5 0  
     a 5 ||  
 3 9 0 0 9 3 9 2 4  
 7      a 2 ||  
 ne 6 - - 2 a 5 ||  
 7 2      4 || 5  
     ( / 2 . 2 9  
 ( 0 8 7 2 4 ||  
 2 - 0 9 L      ||  
 1 2 1 L 6 5 2,  
     || 2 0 2 0

















## ENCIRCLING OUTLINES

Many expert writers make it a practice to encircle certain outlines to express the actions of the witness, counsel or speaker. This serves to separate the words uttered by the speaker from his actions, and at the same time furnishes a landmark, as it were, in the notes which facilitates reference in reading back any portion of the report.







	applause		indicating
	applause and laughter		indicating omission
	cheers		laughter and ap- plause
	court		loud applause
	handing a paper to counsel for the defendant		objected to
	handing a paper to counsel for the plaintiff		question by a juror
	handing a paper to Mr. Jones		witness, or counsel, produces book
	handing a paper to the Court		witness, or counsel, produces paper
	handing a paper to the witness		witness, or counsel, refers to book
	illustrating		witness, or counsel, refers to paper

## INDICATION OF FIGURES

Such expressions as "six or seven" are common in reporting. When the second number is *one* higher, a straight line is sufficient; when *two* higher, a curve is used, as shown in the following illustrations:

 two or three	 six or eight
 three or four	 eight or ten
 four or five	 forty-eight or fifty
 five or six	 five or six or seven
 six or seven	 twelve or fourteen or sixteen
 seven or eight	 two or three weeks
 eight or nine	 three or four o'clock
 nine or ten	 four or five times

The following phrases illustrate the method of expressing *deep*, *high*, *thick*, *wide*, *long*, and *in length* after *feet* and *inches*:

 four feet deep	 four inches long
 four feet high	 four inches thick
 four feet in length	 four inches wide

















## RAILROAD NAMES AND PHRASES

THE list of railway names is not given with the expectation that every reporter will learn the shorthand forms for the names of all, but as a matter of reference. The location of the reporter will have much to do with the necessity for learning and practicing certain names. It would be expected that he be familiar with the names of railroads which enter the city in which he is practicing his profession.









Another point in connection with the names of railroads is that they are frequently nicknamed in conversation and in testimony. For example, the Atchison, Topeka & Santa Fe is almost universally known as the "Santa Fe," the Chicago & Alton as the "Alton," the Chicago & Northwestern as the "Northwestern," the Chicago, Burlington & Quincy as the "Burlington," the Chicago, Rock Island & Pacific as the "Rock Island," the Delaware, Lackawanna & Western as the "Lackawanna," the Lake Shore & Michigan Southern as the "Lake Shore," the Lehigh Valley as the "Lehigh," the Missouri, Kansas & Texas as the "Katy," the New York, New Haven & Hartford as the "New Haven," the Oregon Short Line as the "Short Line," the St. Louis, Iron Mountain & Southern as the "Iron Mountain," the Central Railroad of New Jersey as the "Jersey Central," the Philadelphia & Reading as the "Reading."

In other cases the initials merely are used as the common description; as, for example, the B. & A. for Boston & Albany, B. & O. for Baltimore & Ohio, D. & R. G. for the Denver & Rio Grande, I. C. for Illinois Central, S. P. for Southern Pacific, T. P. for Texas & Pacific, L. & N. for Louisville & Nashville, U. P. for Union Pacific, etc.










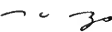







## RAILROADS

	A. T. & S. F.	Atchison, Topeka & Santa Fe
	B. & O.	Baltimore & Ohio
	B. & A.	Boston & Albany
	B. & M.	Boston & Maine
	C. N.	Canadian Northern
	C. P.	Canadian Pacific
	C. of G.	Central of Georgia
	C. R. R. of N. J.	Central Railroad of New Jersey
	C. V.	Central Vermont
	C. & O.	Chesapeake & Ohio
	C. & A.	Chicago & Alton
	C. & N. W.	Chicago & Northwestern
	C. B. & Q.	Chicago, Burlington & Quincy
	C. G. W.	Chicago Great Western
	C. M. & St. P.	Chicago, Milwaukee & St. Paul
	C. R. I. & P.	Chicago, Rock Island & Pacific

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	C. C. C. & St. L.	Cleveland, Cincinnati, Chicago & St. Louis
	D. L. & W.	Delaware, Lackawanna & Western
	D. & R. G.	Denver & Rio Grande
	G. T.	Grand Trunk
	G. N.	Great Northern
	G. W.	Great Western
	I. C.	Illinois Central
	L. E. & W.	Lake Erie & Western
	L. S. & M. S.	Lake Shore & Michigan Southern
	L. & N. E.	Lehigh & New England
	L. V.	Lehigh Valley
	L. I.	Long Island
	L. & N.	Louisville & Nashville
	M. C.	Michigan Central
	M. K. & T.	Missouri, Kansas & Texas
	M. P.	Missouri Pacific
	M. & O.	Mobile & Ohio



































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	N. Y. C.	New York Central
	N. Y. L. E. & W.	New York, Lake Erie & Western
	N. Y. N. H. & H.	New York, New Haven & Hartford
	N. Y. P. & B.	New York, Providence & Boston
	N. P.	Northern Pacific
	O. & M.	Ohio & Mississippi
	O. S. L.	Oregon Short Line
	P. M.	Pere Marquette
	P. & R.	Philadelphia & Reading
	Q. O. & K. C.	Quincy, Omaha & Kansas City
	St. L. I. M. & S.	St. Louis, Iron Mountain & Southern
	S. F.	Santa Fe
	S. P.	Southern Pacific
	T. & P.	Texas & Pacific
	U. P.	Union Pacific
	W. C.	Wisconsin Central
	Y. & M. V.	Yazoo & Mississippi Valley

## RAILROAD PHRASES

<i>a</i>	assistant auditor	<i>g</i>	director general
<i>ba</i>	assistant baggage master	<i>ed</i>	eastern district
<i>ga</i>	assistant general auditor	<i>ed</i>	eastern division
<i>gm</i>	assistant general manager	<i>el</i>	eastern lines
<i>gs</i>	assistant general storekeeper	<i>ff</i>	fast freight
<i>pa</i>	assistant passenger traffic manager	<i>fa</i>	freight auditor
<i>sa</i>	assistant superintendent of telegraph	<i>fa</i>	freight claim auditor
<i>cp</i>	assistant to the president	<i>ft</i>	freight train
<i>tm</i>	assistant traffic manager	<i>ga</i>	general auditor
<i>ad</i>	auditor of disbursements	<i>gm</i>	general manager
<i>bm</i>	baggage master	<i>gm</i>	general manager eastern lines
<i>bf</i>	by freight	<i>gm</i>	general manager northern lines
<i>cd</i>	central division	<i>gm</i>	general manager southern lines
<i>cc</i>	chief clerk	<i>gm</i>	general manager western lines
<i>cc</i>	chief counsel	<i>gs</i>	general solicitor
<i>cd</i>	chief draftsman	<i>gs</i>	general storekeeper



	local freight		superintendent northern lines
	local freight train		superintendent of motive power
	local passenger		superintendent of shops
	local passenger train		superintendent of telegraph
	local train		superintendent of the eastern division
	mechanical superin- tendent		superintendent of the northern division
	northern district		superintendent of the southern division
	northern division		superintendent of <b>the</b> western division
	northern lines		superintendent of transportation
	passenger auditor		superintendent southern lines
	passenger coach		superintendent western lines
	passenger traffic manager		ticket auditor
	passenger train		traffic manager
	southern district		vice-president
	southern division		western district
	southern lines		western division
	superintendent east- ern lines		western lines

## LEGAL TERMS AND PHRASES

































SINCE the trials in courts are conducted by lawyers and judges, the language of the law is employed extensively. The terminology of the law is based on Latin. Consequently a large proportion of the words in legal phrases are of Latin origin. While a knowledge of this language is a great advantage in law reporting, familiarity with the common Latin expressions is all that is essential.

The phrases given in the following pages are the ones most frequently encountered, but the student reporter will need to extend his knowledge of law language and to increase his list of stock phrases and legal terms, through the medium of reading and dictation. Law books, the reports of cases, the legal journals, legal decisions, actual cases, arguments of counsel, all furnish material for this purpose. In reading the notes an analysis should be made of all legal terms, and phrases, and shorthand outlines provided. The reporter should arrange these systematically for further study and practice.























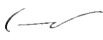











This work will have an immediate reporting advantage, and a collateral advantage in giving him a knowledge of law. Many reporters graduate from the reporter's chair into the legal profession simply because the reporting of cases has aroused their ambition to study law.

The reporter is oftentimes better versed in the law than many of the lawyers trying cases. The reporter who makes a study of law is in a far better position to make an accurate report of the proceedings than if he depended entirely upon his shorthand ability, because he will be able to understand the purpose of each move. Exceptional shorthand ability, naturally, is needed in reporting but a knowledge of the law makes this ability all the more effective.

## LEGAL TERMS AND PHRASES

	ad libitum		documentary evidence
	ad litem		duress per minas
	a posteriori		enfranchise
	a priori		et al
	bona fide		ex officio
	capital punishment		ex parte
	caveat emptor		ex post facto
	conscientious scruples		feasant
	contra bonos mores		fiat
	contumacy		fidepromission
	co-obligor		fides facta
	counter plea		final decree
	cui bono		fraudulent conveyance
	dangers and risks		free and voluntary
	de facto		grand jury
	dictum		grand larceny

	habeas corpus		intra vires
	habendum		justice of the peace
	hearsay evidence		lis pendens
	honorarium		litigant
	hypothecate		locus delicti
	ignorantia juris		malfeasance
	ignorantia legis		mandamus
	implead		master and servant
	in bonis		mayhem
	inculpate		modus operandi
	indebitatus		mortis causa
	infringement		mulet
	in re		ne exeat
	in statu quo		nolle prosequi
	interim		nolo contendere
	intestate		nol-pros
	intra fidem		non compos mentis

	nulla bona		pro tempore
	nuncupative		proviso
	obiter dictum		quasi
	oyer		quid pro quo
	particeps criminis		qui tam
	per capita		quitrent
	per contra		quo warranto
	per diem		rebuttal
	per quod		recognizance
	petty larceny		recoupment
	post diem		replevin
	post mortem		res gestae
	praecipe		riparian
	prima facie		seisin
	procedendo		sine die
	procedure		voidable
	pro rata		waiver

## MEDICAL TERMS AND PHRASES

THE reporting of expert medical testimony necessitates a command of the most frequently recurring terms. It requires a highly specialized ability as a shorthand writer and a fund of definite information on medical terminology. A reporter who has had much medical reporting experience makes these comments on the subject in the *Gregg Writer*:

“It may be of interest to those that contemplate becoming medical stenographers to learn that hardly in any other profession will there be found such a wide variety of technical words to be mastered. This is an age of specialists and nowhere is this more evident than in the medical profession where nearly all doctors specialize in some chosen field. For instance, the oculist and aurist will use an entirely different set of terms from those dictated by the surgeon, pathologist, or neurologist. The spelling of these terms is of very great importance.”

The list given in the following pages is by no means exhaustive, as it refers more particularly to the general practitioner, but it represents some of the most common terms, and it will be useful to any reporter. Those who expect to specialize in medical reporting, however, should add to the list gradually as the necessities of their work require. This can be done by reading medical books, and particularly the medical journals which contain histories of cases.












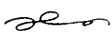

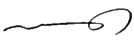









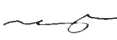

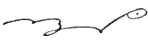






Latin is the language of medicine, as it is of law, and the reporter who expects to enter this field of reporting will increase his ability as an accurate and rapid reporter by familiarizing himself with medical terminology and the frequently recurring phrases.

The frequent terminations for the most part can be



































written swiftly and accurately by employing the suffixes of the *Manual*, since many of these are from the Latin. In other cases the abbreviating principle can be brought into play effectively. In the large majority of cases the words can be written from principle without difficulty so far as the shorthand is concerned. The main difficulty will arise from a lack of knowledge of the words themselves. The study of medical books and magazines will remove this difficulty.



























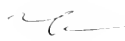







Court reporters who know that they will be called upon to report expert medical testimony in a case generally inform themselves about the cases beforehand and study the particular phases that will be most likely to be touched upon. For example, if the case is one dealing with personal injury, some knowledge of the injury can be ascertained beforehand. In other words, the expert reporter will prepare for his case in the manner that the lawyer does.

## MEDICAL TERMS AND PHRASES







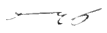



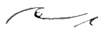





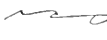





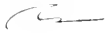











	abdomen		appendix vermi- formis
	abdominal		arteriosclerosis
	aberration		bifurcation
	abscission		bronchitis
	acidification		buphthalmia
	acidulate		canaliculus
	adenitis		carminative
	adenoid		cauterization
	adventitia		cerebritis
	amaurosis		cerebrospinal
	amaurotic		choroiditis
	anisotrophie		chromatolysis
	anaesthesia		coccygodynia
	antipyretic		contraindicate
	antispasmodic		counterirritant
	appendicitis		counterirritation



	delirium tremens		gangrene
	desquamation		gastralgia
	diaphoretic		gastric fever
	diplegia		gastritis
	dyspepsia		germicide
	dysphagia		granulation
	dysphasia		hallucination
	eczematous		hemorrhage
	embolism		hydraemia
	entomology		hydrocele
	epidermis		hydrocephalus
	epiglottis		hydrophobia
	epilepsy		hypnosis
	eucalyptus		ichthyosis
	Eustachian		imbecility
	fibrosis		indigestion
	formaldehyde		influenza

	inoculation		laryngology
	insanity		locomotor ataxia
	insomnia		lumbago
	intercellular		lymphangitis
	interlobar		malignancy
	intermuscular		mastoiditis
	interstitial		meningitis
	intracranial		monomania
	intubation		myocarditis
	iodoform		myopia
	jactitation		nephritis
	jugular		neuralgia
	keratitis		neurasthenia
	kleptomania		nyctalopia
	labyrinthitis		odontitis
	lacrimal		osmosis
	laryngitis		pancreas

	papillitis		rheumatism
	paralysis		rhinitis
	paranoia		sacculus
	paraplegia		salivate
	paresis		saponification
	pediculosis		scapula
	pellagra		sciatica
	periarteritis		sclerosis
	periarthritis		sclerotic
	pericarditis		sclerotitis
	periosteum		staphylococcus
	peritonitis		sternum
	pharmacology		stethoscope
	pleurisy		substernal
	pneumonia		supraspinal
	ptomaine		symptomatic
	pylorus		symptomatology

	synovitis		varioloid
	tachycardia		vascularity
	therapeutical		ventricle
	thermostat		vermiform
	thyroid		vertebra
	tonsillitis		viscera
	tourniquet		vivisection
	trachea		whitlow
	trachoma		xanthelasma
	trismus		xanthic
	trypsin		xanthoma
	tympanum		xeroderma
	typhoid		xerosis
	ulceration		xiphoid
	ulnar		zonula
	uvula		zygoma
	varicose		zymotic

## MILITARY TERMS AND PHRASES

**T**RIALS in military courts naturally introduce many terms that are technical. The phrases contained in the following list have been selected because of their frequency. The young reporter or student aspiring to become a reporter will be interested in the procedure of these courts. The following description of military courts was written by Mr. George C. Johnson, now an attorney in Chicago, who for a number of years reported the court-martial proceedings at the Department of the Lakes, Fort Sheridan, Illinois:

The military courts being created and governed by the martial law of the land, the procedure differs in many respects from that of the federal or state courts, which cover an entirely different branch of our law; namely, the civil law. The proceedings of the military courts being in the nature of criminal prosecutions, no deviation whatever from the prescribed rules is permitted. Every opportunity is afforded the accused person to defend himself.

The court generally consists of thirteen or fourteen military officers, five of whom must be present to constitute a quorum. One member of the court is detailed to act as prosecutor, and is termed the Judge Advocate. The senior member in rank present acts as the president of the court and has full charge of the proceedings. The members sitting as the court are the judges both as to fact and as to law, and act jointly in every decision. When the court is convened, after having given due notice to all members thereof by the judge advocate, the accused person is brought before the court and introduces his counsel. The reporter is then duly sworn, the judge advocate reads to the accused the order convening the court, and the accused is then advised as to who are present and who are absent, with the cause of absence. He is asked if he objects to being tried by any persons present named in the order. If an objection is raised by the accused, the challenged member of the court replies to the accusation, and then all persons present, except the members of the court, withdraw from the room, and a decision is reached on the challenge. The court being reopened, the judge advocate, the accused, his counsel, and the reporter are

recalled, and the decision of the court is announced on the challenge. When these preliminaries have been disposed of and no further objection is raised by the accused, the members of the court and the judge advocate are duly sworn and they proceed with the trial.

































The accused is now arraigned; that is to say, the charges and specifications against him are read. This corresponds to the reading of an indictment in a court of law. The accused pleads guilty or not guilty, or he may qualify his plea by pleading not guilty to the offense charged, but guilty of a minor offense. The prosecution now introduces its witnesses, and the direct examination is conducted by the judge advocate, the defense cross-examining if desired, and any members of the court interrogating the witness at their pleasure.



































When the prosecution has introduced all its evidence, it rests; and then the defense may introduce any evidence it may have. The witnesses are examined by the defense, cross-examined by the judge advocate, re-examined by the defense, and re-cross-examined by the judge advocate, etc. Finally, the members of the court have the right to examine the witness, and if the accused requests it, he may testify in his own behalf.

When all the evidence has been introduced by both sides, the defense may make a further statement not under oath, and the judge advocate may make some closing remarks. Thereupon the judge advocate, the accused, his counsel, and the reporter withdraw; the court is closed, and comes to a finding as to the guilt or innocence of the accused. Upon the reopening of the court, those formerly excluded are recalled, the judge advocate reads to the court any previous convictions he may have against the accused, the court is again closed and then either sentences or acquits the prisoner.



































The sentence or finding of the court is not disclosed at this time, but is sealed and sent to the Headquarters Department of the Lakes to a reviewing authority, who goes over the case. If it appears that the trial has been according to law, the finding of the court proper, and the sentence just, the trial of the case is approved and published, at which time it becomes final. Should they not approve the action of the court-martial, they may send it back for revision, modification, or even re-trial, the prisoner not having been once put in jeopardy (as in our state courts) until the trial is reviewed and the finding finally published. The sentences are generally served at some military post, or at the federal penitentiary at Fort Leavenworth, Kansas.



































## MILITARY TERMS AND PHRASES

	absent in desertion		aviation service
	absent over leave		aviation squadron
	absent without leave		barracks bag
	accused		battalion
	adjutant general		battalion commander
	ambulance company		battery
	American Expeditionary Forces		battery commander
	American Red Cross		brigade commander
	ammunition truck		brigadier general
	army artillery		camp
	army field clerk		cavalry
	army field service		chief of ordnance
	articles of war		chief signal officer
	artillery engineer		chief surgeon
	artilleryman		citizens' clothes
	aviation corps		civil authorities

	coast artillery corps		enlistment papers
	commander		escaped prisoner
	commander in chief		expiration of enlistment
	commanding officer		expiration of leave
	commissary sergeant		fatigue duties
	company commander		field artillery
	concentration camp		field hospital
	continental service		field marshal
	Council of National Defense		fire control
	desert, deserter, desertion		first lieutenant
	discharge certificate		first sergeant
	discipline		garrison flag
	dishonorable discharge		garrison prisoner
	distinguished service		general court-martial
	drill regulations		general hospital
	enlisted man		general mess
	enlisted reserve corps		general order



	general staff corps		military authorities
	good order and military discipline		military commission
	guard house		military discipline
	home defense		military jurisdiction
	honorable discharge		mobilization camp
	hospital corps		national guard
	infantry		officer of the day
	inspector		officers' mess
	kitchen police		on guard
	kitchen police duty		on guard duty
	lieutenant		on guard mount
	lieutenant colonel		ordnance officer
	lieutenant general		post exchange
	machine gun com- pany		prisoner at large
	magazine rifle		prisoner in the guard house
	marine corps		quartermaster
	master gunner		quartermaster corps

	quartermaster general		sentinel
	quartermaster sergeant		sentinel on guard
	ranking officer		sentry
	recruit		sentry on guard
	recruiting officer		sentry over the prisoner
	recruiting station		service record
	Red Cross		service stripe
	re-enlistment		soldier in the service of the United States
	regiment		superior officer
	regimental com- mander		surgeon general
	regimental commis- sary		tank corps
	regimental sergeant		target range
	remain absent in desertion		term of enlistment
	remain absent with- out leave		term of service
	reveille		travel allowance
	second lieutenant		under arrest
	senior commander		under guard

## NAVAL TERMS AND PHRASES

THE reporting of naval trials, like military trials, is another highly specialized field of reporting. The trials abound in technical terms relating not only to naval science, but to engineering, electricity, physics, chemics, and various other applied sciences.

In writing on the subject of "Phrasing Suggestions" in the September, 1919, *Gregg Writer*, Mr. Gurtler says:

"As a general rule stenographers look upon phrasing as a matter of memorizing the shorthand phrases suggested and devised by the author of the system. The thought that there are *principles* governing phrasing, the same as there are principles governing the writing of words, often does not occur to the average stenographer. But there *are* phrasing principles, and they are largely set forth in the *Manual*. In many instances a phrase is the result of a logical application of extension of the phrasing principles presented in the eleventh and nineteenth lessons of the *Manual*.




























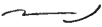




*"Whenever a word is written, the possibility of phrasing it with some other word should be uppermost in the mind of the writer.* In writing a word the question should be whether there can be joined to it, initially or finally, one or more words; also whether the outline for the word may be modified to permit of phrasing or whether it is one of the words which becomes unimportant in an inclusive phrase. The last two suggestions refer to the few words which may be modified to permit of phrasing, such as "week," "possible," "beg," and others given in the nineteenth lesson of the *Manual*, and the common words of relative unimportance, the restoration of which is made necessary by the context.




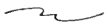


















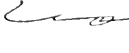











"The method or principle of phrasing must be logical



































so that under all circumstances the same theory of phrasing will be pursued."

This is a principle that I have advocated not only in phrasing, but in the general principles of shorthand from the beginning. It is simply a practical application of the law of association. In adding to the list of phrases given in the following pages the student-reporter will do well to analyze the various groups of phrases for underlying principles. He will find that in this way the burden of memorizing will be greatly lessened, while at the same time principles of phrasing of universal application are acquired.

## NAVAL TERMS AND PHRASES

	admiral		bulwark
	admiral of the Navy		Bureau of Construction and Repair
	allotment officer		Bureau of Medicine and Surgery
	angle iron		Bureau of Navigation
	anti-submarine		Bureau of Ordnance
	assistant paymaster		Bureau of Steam Engineering
	assistant surgeon		Bureau of Supplies and Accounts
	auditor for the Navy Department		Bureau of Yards and Docks
	balance sheet		cargo capacity
	battle cruiser		charges and specifications
	blacksmith		chief boatswain's mate
	blue print		chief electrician
	board of inquest		chief yeoman
	boatswain		commandant
	boiler maker		commissary officer
	boom rest		continuous service certificate

	contract number		gunboat
	conversion account		gunwale
	cubical contents capacity		guy line
	dead center		gyroscope
	deck court-martial		gyroscopic
	disciplinary barracks		harbor chart
	division commander		keelson
	dynamo room		lake navigation
	executive officer		lifeboat
	exhaust line		medical director
	flag officer		merchant vessel
	floating mine		naval constructor
	forecastle		naval instructions
	foremast		naval regulations
	forms of procedure		navigation officer
	fraudulent enlist- ment		navy department
	general account of advances		ocean navigation

	officer of the deck		starboard
	ordnance officer		steam pressure
	passed assistant paymaster		steerage
	passed assistant surgeon		straggler
	permanent appoint- ment		submarine boat
	petty officer		submarine flotilla
	physical disability		submarine tender
	powder division		submarine torpedo boat
	powder magazine		summary court- martial
	propeller		supply officer
	rear admiral		tarpaulin
	scupper		torpedo boat
	Secretary of the Navy		torpedo boat de- stroyer
	shipbuilder		training station
	signal wire		transportation and subsistence
	solitary confinement		United States Naval Academy
	squadron		warrant officer

## THEOLOGICAL TERMS AND PHRASES




























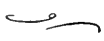




**A**N OPPORTUNITY for practice in verbatim reporting is afforded with every sermon, and many young reporters take advantage of it. It is of course necessary that the frequently recurring phrases of sermons should be at one's finger tips if the work is to be done to one's satisfaction.



























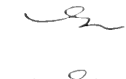







The phrases given in the following pages will be found very useful to the reporter striving for verbatim speed. Very often young reporters, in attempting to "take" sermons, find the speed entirely too high. The remedy for this is to find a speaker who does not use such high pressure utterance and then gradually work up to the higher speeds. As soon as you find you can report a speaker word for word, then you should try to find one who is more rapid. Sermons reported in this way should be read scrupulously and the hard words written and rewritten many times.



































As many preachers nowadays allude so often to historical, literary, biographical, and scientific subjects, the young reporter will find that reporting of this kind will be of great value to him in acquiring a vocabulary for other kinds of reporting. The young reporter need have no hesitation in reporting sermons, as most preachers feel complimented by it. He will also find that many of them will be glad to receive transcripts of the sermons and will give the reporter valuable aid by correcting these. Very often, however, the transcript will not be merely corrected, but will also be edited—the author of the sermon making such changes as he thinks will improve his discourse. This in itself is of great value to the reporter, who will find in actual work that editing is a very important part of his profession especially on extemporaneous speeches.



## THEOLOGICAL TERMS AND PHRASES

	Almighty and Everlasting God		Epistle to the Romans
	blood of Christ		eternal bliss
	blood of Jesus		everlasting covenant
	body and blood of Christ		everlasting day
	body and mind		Feast of Tabernacles
	Catholic faith		for Christ's sake
	child of God		God and Savior
	Children of Israel		God's glory
	Christ Jesus		God's justice
	Christ Jesus our Lord		God's law
	cross of Christ		grow in grace
	Divine Glory		heaven and earth
	Divine Providence		Heavenly Father
	Divine Wisdom		Holy Ghost
	Epistle of Paul		Holy of Holies
	Epistle to the Corin- thians		Holy Spirit

	in the words of the text		Lord and Savior Jesus Christ
	Jesus Christ		Lord Jesus
	Jesus Christ's sake		Lord Jesus Christ
	justification by faith		Lord's kingdom
	kingdom of Christ		Lord's Prayer
	kingdom of God		my beloved brethren
	kingdom of grace		my brethren
	kingdom of heaven		my dearly beloved brethren
	kingdom of the world		my text
	kingdom of this world		of Christ
	kingdoms of the world		of Christianity
	kingdoms of this world		of God
	knowledge of Christ		of scripture
	language of my text		Old Testament
	language of Scrip- ture		Our Lord
	language of the text		Our Lord Jesus Christ
	Lord and Savior		Our Lord's

	Our Lord's Prayer		second epistle
	Our Savior		Sermon on the Mount
	Protestant Church		Son of God
	Protestant faith		Son of Man
	resurrection of Christ		Son of Righteousness
	resurrection of the dead		Spirit of Christ
	resurrection of the just		Spirit of God
	right hand of God		spiritual life
	Roman Catholic		spiritual meaning
	Roman Catholic Church		spiritual sense
	Sabbath day		things of God
	Sabbath school		things of men
	St. James		Trinity in Unity
	St. John		way of salvation
	St. Paul		ways of the world
	St. Peter		Word of God
	second coming of Christ		works of the Lord

## CHEMICAL SYMBOLS AND TERMS

























CHEMISTRY is one of the most technical, as well as one of the most important, of technical industries. Its nomenclature contains a group of common symbols for the elements, which can easily be translated into shorthand symbols. Mr. Norman Hammerstrom, of the Columbia Laboratories, Chicago, has worked out a most ingenious and practical method of writing both the chemical symbols and the frequently recurring suffixes. His plan makes the writing of the language of chemistry quite simple and effective.

The analysis he has made of the terminology of chemistry and the practical application of regular shorthand devices to the writing of them illustrates what any reporter or stenographer can do in the way of making his shorthand fit any special or technical matter. Of course it is necessary, first, to make a complete analysis of the words or terminations of the language under consideration. This material must be carefully organized and only such special devices used as seem necessary to handle the matter effectively. One of the dangers the inexperienced writer will have to avoid is giving undue prominence to what may turn out to be nonessentials. In other words, before deciding upon any special contraction or device, be sure that it is worth such treatment. This can only be determined by going over a sufficient amount of matter to determine frequencies. It will then require only a little ingenious adaptation to work out a practical method of taking care of these.

Success in applying such principles as are illustrated in the following pages to the actual work of writing will depend entirely upon familiarity with the principles, as well as the language involved. It will be seen at a glance at the illustrations of such combinations in chemistry, for example, as

Mg Cl. Ca Cl<sub>2</sub> that unless the writer were thoroughly familiar with the context and the method of expressing the symbols, serious difficulties would be encountered. What is true of wordsigns, special contractions, and phrases is true of any special adaptations such as these—that to be useful they must be *thoroughly mastered*.

### CHEMICAL SYMBOLS AND TERMS











Word	Symbol	Shorthand Symbol	Shorthand Word-Form
Aluminum	Al		
Antimony	Sb		
Argon	A		
Arsenic	As		
Barium	Ba		
Bismuth	Bi		
Boron	B		
Bromine	Br		
Cadmium	Cd		
Calcium	Ca		
Carbon	C		
Chlorine	Cl		

<i>Word</i>	<i>Symbol</i>	<i>Shorthand Symbol</i>	<i>Shorthand Word-Form</i>
Chromium	Cr	~	~
Cobalt	Co	~	~
Copper	Cu	~	~
Fluorine	F	∩	∩
Gold	Au	o	~
Helium	He	o	ie
Hydrogen	H	.	∩
Iodine	I	o	∩
Iron	Fe	∩	o
Lead	Pb	∩	∩
Lithium	Li	∩	∩
Magnesium	Mg	∩	∩
Manganese	Mn	∩	∩
Mercury	Hg	∩	∩
Nickel	Ni	o	~
Nitrogen	N	-	∩





















<i>Word</i>	<i>Symbol</i>	<i>Shorthand Symbol</i>	<i>Shorthand Word-Form</i>
Oxygen	O	o	ŷ
Phosphorus	P	l	ŷ
Platinum	Pt	l	ŷ
Potassium	K	~	ŷ
Silicon	Si	o	ŷ
Silver	Ag	ŷ	ŷ
Sodium	Na	o	ŷ
Strontium	Sr	l	ŷ
Sulphur	S	~	ŷ
Tin	Sn	l	ŷ
Zinc	Zn	l	ŷ

#### IMPORTANT RARE ELEMENTS

Uranium	U	o	ŷ
Radium	Ra	l	ŷ
Thorium	Th	~	ŷ
Titanium	Ti	o	ŷ

<i>Word</i>	<i>Symbol</i>	<i>Shorthand Symbol</i>	<i>Shorthand Word-Form</i>
Vanadium	V		
Molybdenium	Mo		
Tungsten	W		
Iridium	Ir		
Osmium	Os		

#### IMPORTANT RADICALS, HYDROXYL, ETC.

Oxide		Bromate	
Chloride		Iodide	
Chlorate		Iodate	
Nitride		Carbide	
Nitrite		Carbonate	
Nitrate		Bicarbonate	
Sulphide		Silicate	
Sulphite		Fluoride	
Sulphate		Acetate	
Bromide		Phosphide	



Phosphite	<i>ʃ</i>	Cyanate	<i>ʃʃ</i>
Phosphate	<i>ʃʃ</i>	Hydroxide	<i>ʃʃ</i>
Chromate	<i>ʃʃ</i>	Hydrate	<i>ʃʃ</i>
Bichromate	<i>ʃʃʃ</i>	Hydride	<i>ʃʃ</i>
Manganate	<i>ʃʃʃ</i>	Anhydride	<i>ʃʃʃ</i>
Manganite	<i>ʃʃʃʃ</i>	Anhydrate	<i>ʃʃʃʃ</i>
Permanganate	<i>ʃʃʃʃʃ</i>	Oxalate	<i>ʃʃʃʃ</i>
Cyanide	<i>ʃʃʃ</i>	Tartrate	<i>ʃʃʃʃ</i>
Cyanite	<i>ʃʃʃʃ</i>	Citrate	<i>ʃʃʃʃʃ</i>

Note: In chemical terms the ending *ide* is usually expressed by the disjoined *d*; the ending *ate* by the disjoined *at*; and the ending *ite* by the disjoined *t*.

### IMPORTANT ACIDS

Chlorous	<i>ʃʃʃ</i>	Sulphurous	<i>ʃʃʃ</i>
Chloric	<i>ʃʃʃʃ</i>	Hydrosulphuric	<i>ʃʃʃʃʃ</i>
Perchloric	<i>ʃʃʃʃʃ</i>	Nitric	<i>ʃʃʃʃ</i>
Hydrochloric	<i>ʃʃʃʃʃʃ</i>	Nitrous	<i>ʃʃʃʃʃ</i>
Hypochlorous	<i>ʃʃʃʃʃʃʃ</i>	Carbonic	<i>ʃʃʃʃʃʃʃ</i>
Sulphuric	<i>ʃʃʃʃʃʃʃʃ</i>	Hydrobromic	<i>ʃʃʃʃʃʃʃʃʃ</i>

Hydriodic		Siliceous	
Hydrofluoric		Arsenic	
Phosphoric		Arsenous	
Phosphorous		Boric	
Acetic		Boracic	
Citric		Manganic	
Oxalic		Manganous	
Tartaric		Permanganic	
Chlorplatinic		Chromic	
Silicic		Chromous	

### RULES

1. When a symbol is used in a sentence, it should be capitalized to prevent confusion with other shorthand forms.

e. g. -

2. Ordinarily the symbol may be used in writing the shorthand word forms of acids, radicals, and compounds.

Thus: Sulphuric Potassium nitrate, Phosphoric

Not: Sulphuric Potassium nitrate, Phosphoric

3. The above rule should not be applied whenever there is danger of confusion with the formula of the compound. The shorthand word-form should be used.

Thus: Hydrobromic  $\dot{c}$       Hydrochloric  $i$

Not: Hydrobromic  $\dot{c}$       Hydrochloric  $i$

4. Whenever possible in a formula, two or more symbols should be joined together, or phrased.

Thus: Silver chloride (AgCl)  $on$

Potassium permanganate (KMnO<sub>4</sub>)  $nm_4$

Sulphur dioxide (SO<sub>2</sub>)  $i_2$

5. In formulae containing the hydrogen atom, the subscript (number of atoms) may be used in place of the dot, placing the subscript a little above the line. When only one atom of hydrogen is present, the symbol or dot is used.

Thus: Water (H<sub>2</sub>O)  $i_2$       Sulphuric acid (H<sub>2</sub>SO<sub>4</sub>)  $i_2i_4$

Hydrochloric acid (HCl)  $i$

NOTE: The one exception is in writing the formula for the hydrogen molecule; thus

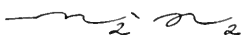
Hydrogen molecule (H<sub>2</sub>)  $i_2$

6. When two or more radicals of the same kind are in a formula, the radical is inclosed with the mark  $\checkmark$  and the subscript is written below.

Thus: Barium nitrate [Ba(NO<sub>3</sub>)<sub>2</sub>]  $6\checkmark_2$

























Ammonium sulphate [(NH<sub>4</sub>)<sub>2</sub>SO<sub>4</sub>]  $\checkmark_2i_4$

7. In writing formulae for double salts, etc., the period of the longhand is written with the usual shorthand form.

Thus: Magnesium chloride and calcium chloride ( $MgCl_2 \cdot CaCl_2$ ) 

Potassium aluminum sulphate [ $KAl(SO_4)_2 \cdot 12H_2O$ ] 

### CHEMICAL TERMINOLOGY AND PHRASES

Absolute temperature		Ammonium	
Alabaster		Analysis	
Alcohol		Analyze	
Alcoholic		Anode	
Aldehydes		Aquaregia	
Alkali		Asbestos	
Alkaline		Atmosphere	
Alkalinity		Atom	
Allotropic		Acid	
Alum		Apparatus	
Aluminum		Barometer	
Ammonia		Calorie	

Calorific		Cupric	
Carbohydrate		Cuprous	
Catalyst		Cyanimide	
Catalytic		Dissolve	
Cathode		Deliquescent	
Cellulose		Deliquescence	
Chloroform		Denatured	
Collodion		Density	
Colloid		Distill	
Combustion		Distillation	
Compound		Efflorescence	
Chemistry		Efflorescent	
Chemical		Electrolysis	
Chemist		Electrolyte	
Crystal, crystallize		Element	
Crystallization		Equilibrium	
Cubic centime- ter (C. C.)		Ferric	









Ferrous	<i>fr</i>	Osmotic	<i>os</i>
Formaldehyde	<i>fm</i>	Precipitate	<i>pr</i>
Glycerine	<i>gl</i>	Physical properties	<i>pp</i>
Halogen	<i>hg</i>	Saturate	<i>st</i>
Hydrocarbon	<i>hc</i>	Soluble	<i>sl</i>
Ion	<i>io</i>	Solute	<i>so</i>
Mercuric	<i>mr</i>	Solvent	<i>sv</i>
Mercurous	<i>ms</i>	Solution	<i>sl</i>
Molecular	<i>mo</i>	Salt	<i>sa</i>
Molecule	<i>me</i>	Silica	<i>si</i>
Mordant	<i>md</i>	Specific gravity	<i>sg</i>
Moist	<i>mo</i>	Spectra	<i>sp</i>
Moisture	<i>me</i>	Spectroscope	<i>sp</i>
Muriatic	<i>mo</i>	Spectrum	<i>sp</i>
Nascent	<i>na</i>	Stannic	<i>st</i>
Organic	<i>or</i>	Stannous	<i>st</i>
Osmosis	<i>os</i>	Sublimation	<i>su</i>

Synthesis	<i>ss</i>	Volatility	<i>la</i>
Valence	<i>l</i>	Vaporize	<i>lv</i>
Vitriol	<i>lv</i>	Vaporization	<i>lv</i>
Volatile	<i>lv</i>	Vapor density	<i>lv</i>

## APPARATUS









Laboratory	<i>l</i>	Crucible	<i>l</i>
Test tube	<i>l</i>	Graduate	<i>lv</i>
Tripod	<i>lv</i>	Burette	<i>lv</i>
Ringstand	<i>lv</i>	Pipette	<i>lv</i>
Retort	<i>lv</i>	Volumetric	<i>lv</i>
Alembic	<i>lv</i>	Forceps	<i>lv</i>
Bunsen burner	<i>lv</i>	Desiccator	<i>lv</i>
Mortar	<i>lv</i>	Flask	<i>lv</i>
Pestle	<i>lv</i>	Beaker	<i>lv</i>
Funnel	<i>lv</i>	Bottle	<i>lv</i>

## WEIGHTS AND MEASURES

*Gram		Centimeter	
Kilogram		Cubic centimeter	
Milligram		Millimeter	
Meter		Liter	

\*Gram is expressed by *g* when it is a suffix.

## PREFIXES OF COMPOUNDS

Mono-		Tetra-	
Bi-		Per-	
Di-		Hypo-	
Tri-		Hydro-	







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