

PHILADELPHIA CLINIC REPORTING COURSE

ADVANCED MACHINE SHORTHAND

Joseph A. Miller

Harry J. Foster

Martin Fincup

Rogene Smith

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Philadelphia Clinic Reporting Course
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Jenkintown, Pa. 19046

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Table of Contents

Introduction	i
How to Practice	ii
Speed Practice	iii
<u>Lessons</u>	
	<u>Page</u>
No. 1 The Reporter's Reference Library	1
2 A for <u>and</u> ; -RB for <u>she</u>	6
3 Z	15
4 Some Minor Revisions of "Basic" Theory, Part I WH- for <u>when</u> ; WHR- for <u>whether</u>	19
Review 5 A for <u>and</u> ; Z; WH- for <u>when</u> ; WHR- for <u>whether</u>	22
6 Punctuation and Contractions	24
7 Some Minor Revisions of "Basic" Theory, Part II WHA- for <u>what</u> ; KH- for <u>which</u>	28
Review 8 YO for <u>I don't</u>	32
9 The Commonplace Words	35
10 Long-vowel Sounds	37
Review 11 "Time" Phrases WHA- for <u>what</u> ; KH- for <u>which</u> ; YO for <u>I don't</u> ; The Commonplace Words; "Time" Phrases	38
12 Nonshorthand Aids to Good Reporting	41
Review 13 Clarification of "Basic" Theory Variations KP- and S- for <u>ex-</u>	43
14 Couplets	51
15 Triplets	55
Review 16 -RP for <u>were</u> ; -FS for <u>was</u> KP- and S- for <u>ex-</u> Couplets, Triplets, -RP for <u>were</u> ; -FS for <u>was</u>	58
17 Putting the Asterisk to Work To indicate initials: *PBG for <u>-nk</u> ; *T for <u>th</u> ; *S for <u>-st</u> ; *X for <u>-xt</u> ;	62
18 *F for <u>-v</u>	65
19 "E" Reversal	68
Review 20 Principles of Abbreviation: Key Syllable	76
19 -LD for <u>would</u> ; -PT for <u>want</u>	79
20 Principles of Abbreviation: Elision, Part I "E" Reversal; -LD for <u>would</u> ; -PT for <u>want</u> ; Key Syllable; Elision, Part I	82
	86
	91

Table of Contents
(Continued)

<u>Lessons</u>	<u>Page</u>	
21 Exhibits	94	
22 Principles of Abbreviation: Elision, Part II (K-, -th)	97	
23 D- for <u>de-</u>	101	
24 Short Forms for Word Endings: -SH L for <u>-cial</u> -tial; -SH S for <u>-cious</u> , <u>-tious</u> ; -STIK for <u>-istic</u> ; -FB for <u>-tive</u> ; SH-MT for <u>-ishment</u>	103	
25 Differentiations	108	
26 KPW- for <u>imp-</u> , <u>emp-</u> , <u>imb-</u> , <u>emb-</u>	115	
Review	Elision - Part II; -SH L, -SH S, -STIK, -FB, SH-MT, and KPW-	118
27 Machine Dictation	120	
28 YI for <u>I didn't</u>	123	
29 -GT reversal for <u>-ting</u> ; -GD reversal for <u>-ding</u>	126	
30 SPW- for <u>int-</u> , <u>ent-</u>	129	
31 Expedients for Word-endings: -F for <u>-s</u> in <u>-sm</u> , <u>-sl</u> , <u>-sk</u> ; Vowel Omission to Indicate Extra Syllable	132	
Review	Frequency Phrases, Part I YI for <u>I didn't</u> ; SPW- for <u>int-</u> , <u>ent-</u> : Frequency Phrases, Part I	135
32	Preparation of the Transcript	140
33	Frequency Phrases, Part II; -KD for <u>could</u> ; -SHD for <u>should</u>	142
34	S- and STK- for <u>dis-</u> , <u>des-</u>	145
35	-FRP for <u>-mp</u>	152
36	-FRB for <u>-rf</u> , <u>-rv</u>	157
37	YA for <u>I can't</u>	159
38	YU for <u>I couldn't</u>	161
Review	Frequency Phrases, Part II; S- and STK- for <u>dis-</u> , <u>des-</u> ; -FRP for <u>-mp</u> ; -FRB for <u>-rf</u> , <u>-rv</u> ; YA for <u>I can't</u> ; YU for <u>I couldn't</u>	164
40	Depositions	166
41	Suffixes: -LS for <u>-less</u> ; -FL for <u>-ful</u> ; -NS for <u>-ness</u> ; -L for <u>-ly</u> ; G-L for <u>-ingly</u>	168
42	-RT, -RN, SN-, and SK- Reversals	171
43	The Philadelphia Shift	175
44	Prefixes: DW- for <u>def-</u> , <u>dev-</u> , <u>dif-</u> , <u>div-</u> ; KW- for <u>conf-</u> , <u>conv-</u>	178
		186

Table of Contents
(Continued)

<u>Lessons</u>		<u>Page</u>
Review	-LS, -FL, -L, -NS, G-L; RT, -RN and SN- and SK- Reversals; Philadelphia Shift; DW-, KW-	189
45	Daily Copy	191
46	"Skeleton" Outlines	196
47	-FRPB for <u>-rch</u> ; -FRPBLG for <u>-nch</u>	201
48	-LGTS for <u>-tle</u> , <u>-tal</u> , <u>-tel</u> ; -LGDS for <u>-dle</u> , <u>-dal</u>	204
49	Cliche Phrases	208
Review	Skeleton Outlines; -FRPB for <u>-rch</u> ; -FRPBLG for <u>-nch</u> ; Cliche Phrases	213
50	Reporting the Interpreter	215
51	Prefixes: TR- for <u>trans</u> -, SPR- for <u>super</u> -	217
52	Identification of Counsel	220
53	Motions, Objections, and Rulings	224
54	Arbitrariness for Proper Names	228
Review	TR- for <u>trans</u> -, SPR- for <u>super</u> -; Identification of Counsel; Motions, Objections, and Rulings; Arbitrariness for Proper Names	232
55	Specialized Reporting	234
56	Directions and Locations	236
57	How to Read Back; or, Declaim Your Way to Fame	240
58	The Court Reporter and the Doctor	243
59	A Parting Word	250

INTRODUCTION

The first shorthand machine was patented about a hundred years ago--the 1879 Bartholomew Stenograph. The machine with the keyboard as we now know it appeared in 1911, flourished until World War I, and became dormant for more than ten years. Rejuvenated in 1928 and marketed with a rather simplified text-book, it made its entrance into the reporting field.

At first, machine reporters were limited to general reporting--banquet and luncheon speeches, conventions, meetings of technical societies, and lectures--because the courts were closed to them. In a few years machine writers began to infiltrate the reporting of administrative hearings, legislative bodies, and, finally, the courts. However, they found the reporting of testimony, argument, and instructions to jurors quite different from general reporting. The tempo was faster, attorney and witness overlapped questions and answers, and they were called on to read back their notes on the spot.

In Philadelphia it was not until 1937 that machine writers were permitted to pass the rail that separates the public and attorneys from the space immediately in front of the judge's bench and to take their seats as official or assistant court reporters.

The education and training given to pen writers who had worked as court reporters' typists and assistants had not been available to these new reporter stenotypists, and they realized acutely their need for modernization of their writing techniques and information about the reporter's part in the judicial system. To meet that need they formed The Philadelphia Clinic. It met one evening a week to improve the simplified writing methods they had been taught, to practice for speed, and to engage in self-education in the nonshorthand phases of court reporting. Their reward was the production of a fine group of reporters.

Analysis of the contributions of other reporters to machine shorthand revealed an interesting fact. Even though the sources of efficient, accurate writing expedients were nationwide, most of them could be grouped under basic principles; they were not merely a collection of arbitrary shortcuts. All available material (some of it from court-reporting textbooks for shorthand writers and some from other machine writers with court experience) was studied and adapted to machine use. Principles and expedients were selected to realize their greatest potential and integrated into a harmonious, logical court reporting system: The Philadelphia Clinic Reporting Course, written by court reporters for court reporters. Since then it has been received with countrywide acclaim, and it has just been revised for the first time since its publication in 1958 to include new principles of abbreviation and differentiation essential to better reporting and computer-aided transcription.

HOW TO PRACTICE

You are about to be exposed to many new principles, phrases, and one-stroke outlines. Merely reading through them or even memorizing them will add nothing to your writing speed. They must become as thoroughly a part of you as has the machine shorthand which you have already learned.

This is accomplished by practice. It is important that you understand how to direct your efforts to obtain the best possible results.

Learning by practice is closely related to the formation of habits, but there is more to it than that. Habits may be formed with no conscious direction whatever by simply falling into a routine. Learning by practice might better be termed as the development of conditioned reflexes.

A conditioned reflex is a muscular response to an outside stimulus. The child darts out between parked cars; the motorist applies his brakes. An object is thrown at a person; his hands rise to ward it off. You can think of many such responses.

When we adapt this function to the skillful manipulation of the shorthand machine, the reaction to the stimulus is less direct. There is the interposition of the conscious mind, which receives the audible stimuli of words, comprehends their meaning, and then directs the fingers, trained to respond, to execute the outlines.

Your basic training in machine shorthand has conditioned your fingers in their familiarity with the keyboard and its many combinations. True, a certain amount of physical practice will be required to gain fingering familiarity with the new outlines, but the most vital portion of your work will be directed toward the mental part of this function.

The verbatim reporter is not an automaton whose ears perceive a word and whose fingers automatically strike the proper outline for it. He listens to words in groups, mentally frames or formulates the outlines, and dispatches them as a package to be executed by the fingers as he turns his attention to the next group of words to be processed.

We must take this mechanism of the reporting process into account in practicing new forms, directing our study first toward the mental, then toward the physical side of the operation. As you study the principles that we recommend; try to familiarize yourself with them, try to grasp the logic that lies behind them. As you take up the exercises, first read the sentence through; next, formulate the outlines; and, finally, write the complete sentence.

There are two good methods of practicing. The ideal one is to have material dictated. Not many are so fortunate as to have this opportunity available. The next best way is to use some type of recording device--dictaphone, tape recorder, cassette--onto which you dictate your practice exercises at a speed which will give you a good workout, yet not be beyond your capability.

Whichever way you do it, when learning a new lesson start off with the dictation of the recommended outlines, practicing them until you are familiar with them. Then turn to the writing exercise and practice sentence by sentence until you can write them easily. As a separate portion of your practicing, build up your carrying capacity by having a short sentence dictated or played back from the recorder before you start to write it. Sentences too long to be carried in their entirety may be separated into suitable segments. The ultimate goal is to be able to write comfortably a good many words behind the speaker.

Practice the sentences at increasing speeds until you are satisfied that you know the lesson well enough to go on to the next.

It is difficult for us to suggest the speed which you should endeavor to attain before taking up a new lesson. Let us suggest, tentatively, 160 words per minute as your immediate objective. This requires counting the exercise off into groups of forty words to be read in a quarter minute. After each fortieth word in a group, make a / (which we call a slash) as an indication of the point that should be reached each quarter minute during dictation. At the end of four quarters, make a double slash (//) to indicate that a minute's dictation has been written.

If you find 160 words per minute too fast, start at 140 words per minute, marking off the quarter minutes in the same manner: 35 words for each grouping at 140 words per minute.

And if you would like to try at 200 words per minute, mark the dictation off with 50 words in each quarter minute.

Each session of practice should be preceded and followed by a brief review of the five previous lessons. Regular review sessions of all lessons are strongly recommended.

SPEED PRACTICE

The bulk of your instruction material will deal with specific principles, outlines, and phrases which you must learn thoroughly. But these are only tools which you will use together with your other knowledge and skill to do your daily work of recording speech, usually at high speeds. Most of this work each day will be new matter--arrangements of words which you will be hearing for the first time. Consequently, at the same time you are learning outlines which will make your work easier, you must be practicing regularly the writing of material you have never written before.

It is not practical for us to include in this book such dictation, nor is it necessary, as there is unlimited material available to you. We make the following suggestions:

Using newspapers, magazines, or books as your source material, place on your recording machine fifteen, twenty, or more minutes of dictation which you will practice several times.

Take this same material, mark it off in quarter minutes, and have it dictated directly to you or recorded for practice.

Select a radio or television commentator whose rate of delivery is suitable and use his program for your new-material practice. Some students who have a recording machine record such a commentator at the same time they make their machine shorthand notes and use the recording both as a means of checking back on how well they did and for further practice.

Individual ability is so varied that we cannot set down specific speeds for practice, nor can we suggest the length of time you should practice each day. Some students devote an hour a day, some three hours, and some work for even four and five hours. It depends entirely on one's ability and endurance. You must be the judge of your own progress and the amount of time you must devote to your practicing to achieve the desired result.

Let us suggest these as a guide:

1. The amount of practice should be that which will enable you to learn your lesson thoroughly and which will show some noticeable increase in the speed at which you can write new material.
2. The speed of your dictation material should be that which will give you a good workout and put you on your toes, yet not cause you to "break down."

Set yourself a daily practice schedule and adhere to it. Discipline yourself to work consistently and intelligently.

TIP: In practicing a principle, phrase, or outline, take the machine shorthand outline and "pronounce it mentally," just as it is written, before writing it.

LESSON NO. 1

THE REPORTER'S REFERENCE LIBRARY

The beginning of this Course is an appropriate place to discuss one of the initial requirements of a person who is starting in the reporting profession, as well as to review the same on behalf of the established reporter.

In various lessons we shall emphasize the fact that a good reporter is well versed in many subjects, and we shall give suggestions and recommendations toward that accomplishment. It also is true that the more conversant and understanding one is with varying trades, professions, and aspects of our life, the more able reporter he or she is. This latter corollary is self-evident because we all know it is much easier to report something that we understand.

However, in the long run the final quality of the transcript may depend in part upon the reporter knowing where to look for, and having the means to find, what is needed. This is where having a good reference library in your office pays off.

Therefore, based upon experience of many reporters over the years, including ourselves, we are setting forth a number of texts which have been found to be necessary -- yes, even essential -- as a part of any reporter's tools of the trade.

It is realized that the financial requirements for a complete library are substantial, especially for the beginning reporter. Therefore, the items which it is recommended that every reporter possess from scratch will be marked with an asterisk. The remainder of the volumes may be acquired at a more convenient time, or as needed.

* Dictionary.

Eventually you should have an unabridged version (Merriam-Webster or Oxford), but as a start you must have one of desk size for everyday use:

American College Dictionary
(Random House, New York, NY)

Funk & Wagnalls Standard Encyclopedic Dictionary
(J. G. Ferguson Publishing Co., New York, NY)

Webster's New Collegiate Dictionary
(G. & C. Merriam Co., Springfield, MA)

The American Heritage Dictionary
(American Heritage Publishing Co., New York, NY)

* Medical Dictionary. (Includes generic drugs)

Taber's Cyclopedic Medical Dictionary
(F. A. Davis Co., Phila., PA.)

New Gould Medical Dictionary
(Blakiston Co., Phila., PA.)

Dorland's American Illustrated Medical Dictionary
(W. B. Saunders Co., Phila., PA.)

Stedman's Medical Dictionary
(Williams & Wilkins, Baltimore, MD.)

* Pharmaceutical Dictionary. (Includes Proprietary Drugs)

Physician's Desk Reference
(Medical Economics Co., Oradell, NJ)

Modern Drugs
(Modern Drug Publications, New York, NY)

Law Dictionary.

* Cochran's Law Lexicon (Pronouncing Edition)
(W. H. Anderson Co., Cincinnati, OH)

Black's Law Dictionary
(West Publishing Co., St. Paul, MN)

* Atlas.

National Geographic Atlas of the World
(National Geographic Society, Washington, DC)

Rand McNally World Atlas
(Rand McNally & Co., New York, NY)

Anatomy and Physiology Text.

Anatomy & Physiology by Millard & King
(W. B. Saunders Co., Phila., PA)

Primary Anatomy by Harry A. Cates
(Williams & Wilkins Co., Baltimore, MD)

Textbook of Anatomy and Physiology by Catherine P. Anthony
(C. V. Mosby Co., St. Louis, MO)

Chemical Dictionary

Hackh's Chemical Dictionary by Julius Grant
(McGraw-Hill Book Co., New York, NY)

Concise Chemical & Technical Dictionary by Harry Bennett
(Chemical Publishing Co., Brooklyn, NY)

Familiar Quotations.

Familiar Quotations by John Bartlett
(Little, Brown & Co., Boston, MA)

The Home Book of Quotations by Burton Stevenson
(Dodd, Mead & Co., New York, NY)

Encyclopedia.

The Columbia Encyclopedia
(The Columbia University Press, New York, NY)

Zip Code Directory

(Government Printing Office and private publishers)

Local and/or National Almanacs

(Available at newsstands)

Local Government Manual

State Government Manual

Legal Directories

Local and Federal Court Rules

(Available from Clerks of Federal and State Courts)

NSRA Publications.

Professional Education Series (English, Law, Medical)
Deposition Form Book
Systematic Guide to Medical Terminology
Punctuation for Shorthand Reporters
(National Shorthand Reporters Association
Suite 608, 2361 S. Jefferson Davis Highway
Arlington, VA)

Telephone Books

Road Maps

Local Street Guide

Standard & Poor's Stock List
(Available from your local brokerage house)

Robert's Rules of Order
(Morrow Paperback Editions, New York, NY)

Specialized Dictionaries.

Dictionary of American Slang by Wentworth and Flexner
(Thomas Y. Crowell Co., New York, NY)

Dictionary of Proper Names
Geographical Dictionary
Biographical Dictionary
(G. & C. Merriam Co., Springfield, MA)

Dictionary of Mining, Minerals, and Related Terms
U. S. Department of the Interior, Bureau of Mines
(Supt. of Documents, U. S. Govt. Printing Office
Washington, DC)

The following books do not form part of what might be called a basic library, but all are useful in their specific fields, and are set forth for the information of reporters who might find themselves reporting specialized fields of endeavor or special technical cases.

Specialized Medical Books.

Glossary of Medical Terms by Evelyn Marbeck Rimer
(Pacific Coast Publishers, Menlo Park, CA)

National Drug Code Directory
Food & Drug Administration, Public Health Service
(U.S. Department of Health, Education & Welfare,
Washington, DC)

Drug Topics Red Book
(Medical Economics Co., Oradell, NJ)

Reverse Medical Secretary by Richard Franks
(Medical Economics Co., Oradell, NJ)

Data Transmission and/or Computer Books.

Basics of Digital Computers (3 volumes) by John S. Murphy
(Hayden Book Co., Inc., New York, NY)

Data Transmission and Data Processing Dictionary
James F. Holmes
(John F. Rider Publisher, Inc., New York, NY)

Electronics and Nucleonics Books.

Dictionary of Electronics and Nucleonics by Hughes-Stephens-Brown
(Barnes & Noble, Inc., New York, NY)

Electronics and Nucleonics Dictionary by John Markus
(McGraw-Hill Book Co., New York, NY)

Technical Speller & Definition Finder by Aetna Miles
(Howard W. Sams & Co., Inc., Indianapolis, IN)

**Travel Planner & Hotel/Motel Guide
(Reuben H. Donnelley, Oak Brook, IL)

We make no specific recommendations where alternate choices have been listed (except as to Cochran's Law Lexicon, which is an inexpensive book), because your preference should be the determination. All are good books. Also, no price listings are shown, inasmuch as prices vary in different localities and are subject to change at any time. Complete encyclopedias such as Encyclopedia Britannica and The World Book are needed for office reference so seldom as not to warrant their great cost.

** While basically an alphabetical listing of all cities and towns in the United States with nearest airport and airline services, Travel Planner also contains a complete listing of military installations and colleges and universities. It is published quarterly each year and is available upon a yearly subscription basis.

LESSON NO. 2

A for AND

Phrasing responds to two major principles: (1) the natural groupings of the words phrased, and (2) the mechanical feasibility of writing the outline. Words which normally require a full outline on the keyboard may, when they occur in a "natural group," be reduced to a single letter without in the least sacrificing readability.

To illustrate, we all phrase:

you have	UF	you go	UG
you are	UR	you had	UD

When and precedes these two-word phrases, it merges with them so naturally into a three-word group that it is not necessary to write it in a separate stroke. A simple "A" joined to the two-letter outlines, UF, UR, UG, and UD is sufficient.

and you have	AUF	and you go	AUG
and you are	AUR	and you had	AUD

This opens up a whole vista of useful phrases, easily written and easily read:

and you have	AUF	and he is	AES
and you have been	AUFB	and he had	AED
and you have had	AUFD	and I have	AIF
and you are	AUR	and I have been	AIFB
and you can	AUK	and I have had	AIFD
and you go	AUG	and I am	AIM
and you had	AUD	and I can	AIK
and he can	AEK	and he he	AEK
and he can	(AEK)	and I had	AID

* BONUS:	and he AE and you AU and I AI
----------	-------------------------------------

* Many of the principles given to you lend themselves to extension; these we call bonuses. As they occur, we will set them forth in the various lessons.

INTENSIVE: and-he-is a doctor, and-I-am a lawyer, and-you-are a layman.

Sentence Practice

You have been here an hour and-you-have not said a word.
It has been a long day and-you-have-been a good worker.

Life is short and-you-have-had many problems.

The train is coming and-you-are going to board it.

Time is running out and-you-can not wait.

It is a nice beach and-you-will have a good swim.

Night fell and-you-had no place to go.

He is a good man and-he-is your friend.

Bill is ready and-he-will drive you home.

So he went in the store and-he-had his say.

You asked me for a note and-I-have written you.

It is an important case and-I-have-been thinking about it.

I have had good days and-I-have-had bad days.

The cab is here and-I-am going to leave.

You have made your point and-I-am satisfied.

On Friday I am free and-I-will cut your lawn.

I read the book and-I-had a different view. 9

The following tips on writing testimony should be helpful.

It would be confusing to write the symbols Q and A for all the questions and answers. Instead, we use the symbol STKPWHRAQ (all the keys of the left bank) for Q and STFRPBLGTS for A. Practice writing these indicators.

Normally it is not necessary to place an interrogation point after a question nor a period after an answer. However, when a question is actually a statement or an answer is in the form of a question, punctuation is vital so that the transcript will convey the correct meaning. For instance:

Q You have nothing to complain about.

A I have nothing to complain about?

The importance of the correct punctuation in the notes and in the transcript is obvious. Transposing the period and the interrogation point reverses the meaning.

Practice the following outlines and then work on the writing exercises.

yes, sir	YES	testify	TEF
no, sir	NOS	testimony	TEFT
plaintiff	PLF	witness	W-NS
defendant	DFT	subpoena	SUP

Writing Exercise

Q Mr. Brown is the plaintiff and-you-are here as the defendant?

A Yes, sir.

Q Mr. Brown is in court, and-I-will inquire if you know him.

A Yes, and-I-have for some time.

Q Then you have seen him before and-you-can point him out?

A I have, and-he-is at that table by the wall.

Q You are 57, and-you-will be 58 in 1977?

A Yes. I am 57 and-I-am still in fine spirits.

Q And-you-have always felt well?

A Yes, though I have had the flu and-I-have-had a few colds.

Q I would like to find this out, and-I-have-been thinking over some questions. You say your wife and-you-had a talk about how she is feeling?

A Yes; and-you-have-had my version of that.

Q Answer the questions and-I-can make this short. The doctor is here and-he-will testify and-he-can describe her trouble.

A Yes, and-you-have-been telling me that for some time.

Q But he saw your wife and-he-had an opportunity to examine her?

A I know. And-I-had much more time to observe her than the doctor did.

(200 words.)

TIP: Ink adequately before writing.
Under-inking leads to heavy stroking.

CAUTION: Don't phrase "and you will."
It leads to AUL kinds of trouble!

NOTES

STKPWHR
 P HR
 PW R O U PB
 ST
 P HR F
 A U R
 H A O E R
 A S
 T
 TK F T
 FRPBLGTS
 K W R E S
 STKPWHR
 P HR
 PW R O U PB
 S
 TPH
 K O R T
 RBGS
 A EU L
 KW EUR
 TP U PB
 H EU PLL
 FRPBLGTS
 K W R E
 RBGS
 A EUF
 TP O R
 ST EU PL
 STKPWHR
 T H E PB
 UF
 S A D E PB
 H EU PLL
 PWR
 A U B G
 P O EU PB T
 H EU PLL
 O U T
 FRPBLGTS
 EUF
 RBGS
 A E S
 A T
 T H A
 T A EU BL
 PW AO EU T
 W A U L
 STKPWHR
 U R
 S 7
 RBGS
 A PB D
 U L
 B
 5 8
 TPH
 1 7
 9
 7

FRPBLGTS
 K W R E
 FPLT
 EU PLL
 S Z
 A EU PL
 ST EU L
 TPH
 TP AO EU PB
 SP EUR TS
 STKPWHR
 A UF
 A L S
 TP E LT
 W L
 FRPBLGTS
 K W R E
 RBGS
 T H O EUF D
 T H A O
 TP HRAO
 A EUF D
 A
 TP AO
 K O L DZ
 STKPWHR
 EU L D
 HRAO EU BG
 T O
 TP AO EU PB D
 T H
 O U T
 RBGS
 A EU B
 T H EU G
 O FR
 SPH
 K W E S
 FPLT
 U
 S A EU
 KWRAO R
 W AO EUF
 A U D
 T A U B G
 PW
 H O U
 S H E S
 TP AOE LG
 FRPBLGTS
 K W R E
 RBGS
 S A UF D
 PH EU
 S R E R GS
 F
 T H A

STKPWHR
 A PB S
 T
 KW E S
 A EU BG
 PHA EU BG
 T H
 S H O R T
 FPLT
 TK R
 S H A O E R
 A E L
 T E F
 A E BG
 SK R EU
 M E R
 T R U BL
 FRPBLGTS
 K W R E
 RBGS
 A UF B
 T E E LG
 PH E
 T H A
 TP O R
 ST EU PL
 STKPWHR
 PW U
 E
 S A U
 KWRAO R
 W AO EUF
 A E D
 A PB
 T U FB T
 T O
 KP
 H E R
 FRPBLGTS
 EU
 TPH O
 FPLT
 A EU D
 FP
 PH O R
 T AOE EU PL
 T O
 O E B
 H E R
 PB
 T
 TK R
 TK

You will observe as you listen to court proceedings or read transcripts of testimony that the words remember, recollect, recall, know, believe, feel, and say are in constant use; also that they are usually included in what we have termed "natural groupings of words." We may turn this to our advantage by using for the underlined words--but only in phrases, and not when they stand alone--these outlines:

feel	-FL	know	-N
remember	-RM	believe	-BL
recollect	-RK	could	-KD
recall	-RL	say	-S

We shall now combine them with the "A"-for-and principle in the following phrases:

and you feel	AUFL	and I know	AIN
and you remember	AURM	and I believe	AIBL
and you recollect	AURK	and I could	AIKD
and you recall	AURL	and I say	AIS
and you know	AUN	and he feels	AEFLS
and you believe	AUBL	and he remembers	AERMS
and you could	AUKD	and he recollects	AERKS
and you say	AUS	and he recalls	AERLS
and I feel	AIFL	and he knows	AENS
and I remember	AIRM	and he believes	AEBLS
and I recollect	AIRK	and he could	AEKD
and I recall	AIRL		

INTENSIVE: and-you-remember this, and-I-recall that,
and-he-believes so, and-you-know it.

Writing Exercise

I saw you on Friday, and-you and-I talked about this case. You said that you saw Bob and-he spoke of the mishap. He is all right now and-you-feel well again. Your memory is clear and-you-recall what we did.

My recollection is not too good, and-I-feel I should say so. I felt dizzy and-I-recall nothing, and-I-remember nothing happening after that moment. And-I-know it would not be true if I said I knew those people there.

Before that time Bob did tell me about the accident, and-I-believe him as to that, and-I-say that he is right. You know he said that, and-you-believe Bob, too, I am sure. You gave the names of the people there, and-you-recall them, and-you-say so now, and-I-recollect that you did say so before.

(152 words.)

NOTES

EU	A EURPL	A URL
S A U	TPH O G	T H E PL
U	HA PG	R BG S
O EU PB	A F	A U S
TP R EU	T HA	S O
R BG S	PH O PLT	TPH O U
A U	F PLT	R BG S
A EU	A EU PB.	A EURBG
T A U S G D	T WAO	T H A B
PW	TPH O T	TK
T H	B	S A EU
K A EU S	T RAO	S O
F PLT	TP EU	PWR
U	S A EU D	F PLT
S A EU D	TPH AO	
T H A U U	T H O S	
S A A U	P AOE PL	
PW O B	T HR	
A E	F PLT	
S P O	*	
F T	*	
PH EU S	PWR	
HA P	T H A	
F PLT	T AOE PL	
E S	PW O B	
HR R T	TK	
TPH O U	T E L	
A UF L	PH E	
W L	PW T	
TKPW E PB	A BGT	
F PLT	R BG S	
K W RAO R	A EU BL	
PH E PL	H EU PL	
R EU	A S	
S K HRAO E R	T O	
A U B G	T MA	
R E B G	R BG S	
W A	A EU S	
TK E	T HAE S	
F PLT	RAO EU T	
*	F PLT	
*	U	
PH EU	TPH O	
R E B G	E	
STPH O T	S A EU D	
T A O	T H A	
TKPW	R BG S	
R BG S	A U BL	
A EUF L	PW O B	
EU	R BG S	
S H A O	T A O	
S A EU	R BG S	
S O	EU PL	
F PLT	S H A O R	
EU	F PLT	
TP E LT	U	
TK EU Z	TKPW A EUF T	
S EU	TPH A EU PL S	
A EURL	F T	
TPH O G	P AOE PL	
R BG S	T HR	
	R BG S	

-RB for she

The pronoun she is always written SHE except in some phrases in which we use -RB (-sh) for she.

Following through on the use of "A" for and, we write

and she	ASH	and she will	ASHL
and she is	ASHS	and she had	ASHD

This use of -RB for she may then be extended and used with other outlines.

but she	BUSH	did she say	D-SHS
can she	K-SH	what she is	WHASHS
could she	KAOSH	what she will	WHASHL
did she	D-SH	if she is	F-SHS
if she	F-SH	if she will	F-SHL
is she	S-SH	that she is	THASHS
so she	SOSH	that she will	THASHL
that she	THASH	when she is	WH-SHS
what she	WHASH	when she will	WH-SHL
will she	L-SH	whether she is	WHR-SHS
where she	WR-SH	where she is	WR-SHS
when she	WH-SH	where she will	WR-SHL
whether she	WHR-SH	whether she will	WHR-SHL
no, she	NOSH	yes, she	YESH

Writing Exercise

- Q Did you talk to Dot?
A Yes.
Q Will-she be here?
A I asked her if-she-will be here and would-she testify, but-she said that-she-will come only if-she-is subpoenaed. She was not subpoenaed, so-she isn't here.
Q Is-she at home now?
A No, -she isn't.
Q Do you know where-she may be?
A When-she isn't at home she is at work.
Q Do you know what-she does?
A She is a weaver when-she-is employed.
Q Do you know where-she-is employed?
A At a textile mill.
Q Can-she be reached by phone?
A Yes, -she can if-she-is there.
Q Did-she-say whether-she-will be at work today?
A No, -she didn't.

(next page)

Q Do you know what-she-will testify about?

A No.

Q She has not told you what-she-will say?

A No, -she hasn't.

Q Did-she tell you that-she-is willing to testify?

A She said that-she-will testify in full that-she-is not going to hold back anything.

Q Do you know when-she-will be home from work?

A I don't know whether-she-will be home before court is over or not.

Q Do you know whether-she-is in the habit of going directly home from work?

A No. Could-she call you when-she gets home?

(213 words.)

NOTES

LESSON NO. 3

Z

There have been only two changes in the original (1911) Stenotype keyboard. The first was the addition of numerals in the Master Model in 1917. Until then the equivalent of the numeral bar simply printed an asterisk which indicated that the letter printed was a numeral. Converting the bar to a shifting device introduced the actual numerals.

The other change came almost sixty years later. For -Z we had been using the S under -D, but the possibility of misreading it for -S deterred reporters from using its potentialities to the full.

First, we use it for differentiation:

base	BAIS	loose	LAOS
bays	BAIZ	lose	LAO <u>Z</u>
grace	GRAIS	loss	LOS
graze	GRAIZ	laws	LAUZ
cease	SAOES	niece	NAOES
sees,	SAOEZ	knees	NAOEZ
seize		pace	PAIS
close (near)	KLO\$Z	pays	PAIZ
close (verb)	KLOES	police	PLA <u>S</u> IS
clothes	KLO*ETS	please	PLAOEZ
face	FAIS		
phase	FAIZ	race	RAIS
lace	LAIS	raise, rays,	RAIZ
lays	LAIZ	raze	
		reduce	RAO <u>S</u> IS
		radios	RAOZ

Z for his

His is a high-intensity pronoun in testimony, competing with I. Coming as it does at the extreme right of the keyboard, Z may be used to phrase his with almost any word of the English language. (For the time being we shall exclude those ending in -T and -S.)

Let us begin with the simpler ones:

of his	-FZ	is his	S-Z
to his	TOZ	before his	BR-Z
with his	W-Z	* at his	T-Z
in his	N-Z	after his	AFZ
from his	FR-Z	on his	ONZ

*Extended use of T- for at, as used in "time" phrases in a future lesson.

But why stop here? Try these:

how his	HOUZ	whether his	WHR-Z
when his	WH-Z	and his	ANEDZ
what his	WHAZ	where his	WR-Z
that his	THAZ	for his	FORZ
which his	KH-Z	will his	L-Z
why his	Y-Z	would his	WAOZ
if his	F-Z	did his	D-Z

Even at this point we have just scratched the surface. If you can write a word or group of words not ending in -T or -S, you can add Z for his. Just keep that Z-Z-Z-Z buzzing sound in your mind, and when you hear his reach out with your right little finger and add it on.

<i>Don't phrase</i>	<i>A verb with his</i>	gave his	GAIFZ	make his	MAIKZ
		told his	TOLDZ	take his	TAIKZ
		sold his	SOLDZ	call his	KAULZ
		called his	KAULDZ	sell his	SELZ
		gave his	GAIFZ	buy his	BAOEUZ
		give his	GIFZ	write his	WRIZ

We could go on for pages, but no further illustrations are necessary. When you hear his, DO IT.

Writing Exercise

We have to face up to the fact that your niece is coming to a new phase in her life.

He lived with a relative of-his before-his marriage. After leaving his wife, he lived with-his parents.

He took it to-his home in-his hand from-his automobile while she sat at-his home with-his keys? (KAOEZ)

After-his car reached the base, one of Green Bay's police stopped him to seize the radios in-his trunk.?

If you suffer a loss, we have laws that will protect you.
Please close the door when you are so close to it.

(next page)

A loose gas cap may cause loss of fuel.

We call upon our government to have the patrol boats watch for fishing boats from other countries and to seize any that break our laws.

After his return he will find that it pays not to hold such a quick pace. Please ask the people in your apartments to reduce the volume controls of their radios.

By the grace of our government we may graze our steers on public land.

See that she lays the lace on the clothes to which it is to be sewn. We are in a race to raze these buildings.

If he continues in his conduct, it will be on his own head."

Raising pigeons requires much time.

Racing pigeons brings many rewards.

(230 words.)

TIP: Use -Z for writing the "zee" sound for easier recognition and distinction:

trees TRAOEZ phrase FRAIZ

and so forth

BONUS: Now that you are routinely using -Z for his in phrases, why not try the ultimate: -Z for his?

You'll love it!

NOTES

W E F				
T O	PL	T H A EU	T	O PB Z
TP A EU S	S AGE	P A EU	Z	O E PB
U P	T	TPHO	T	N E D
T O T	RAO	Z	H O L D	F PLT
TP A BGT	TPH	Z	S UFP	RA EU Z
T HA	T R UPB G	A	KW EU BG	P EU PBLG
KWRAO R	F PLT	KW	P A EU S	O PB S
TPHAOE S	TP U	EU	R EUR Z	R EUR
EU S	S UFR	F PLT	F P.	F P.
K O PLG	A	PHRAOE	T AQ EU PL	T AQ EU PL
T O	HR O	SK	F PLT	F PLT
A	W E F	T	RA EU S	RA EU S
TPHAO	HRA U	P AOE PL	G	G
TP A EU Z	T HA L	TPH UR	P EU PBLG	P EU PBLG
TPH	PRE BGT	A P TS	O PB S	O PB S
H E R	U	T O	RAO S	R E
HRAO EUF	F PLT	S K RO PL	S A R DZ	S A R DZ
F PLT	PHRAOE	K RO L S		
E	K HR O	T		
HR EUF D	TK AO R	RAO Z		
W A	WH UR	F PLT		
R E L	S K O	PW AO EU T		
T EUF	K HR O S	TKPW RA EU S		
F Z	T O EU T	F		
PWR Z	, F PLT	TKPW O F T		
PHA - RPBLG	A	W E		
F PLT	HRAO	TKPW RA EU Z		
A F	TKPW A	O OUR		
HRAOE F G	K A P	TKPW O F T		
H EU S	PHA EU	W E		
W AO EUF	K A U	TKPW RA EU Z		
E	HR O	O OUR		
HR EUF D	F	ST AO E R S		
W Z	TP AO U L	O PB		
P A RPB TS	F PLT	P HRA PB D		
F PLT	W E	F PLT		
E	K A U L	S T H A R B		
T AO BG	P O PB	HRA EU Z		
EU T	OUR	T		
T O Z	TKPW O F T	HRA EU S		
H O PL	T O F T	O PB T		
TPH Z	P A	K HR O Z		
HA PB D	T RO L	T O FP		
TPR Z	PW O TS	TS		
AO BL	W A FP	T O B		
WHAO EU L	TP O R	S O PB		
S H E	TP EUR BG	F PLT		
S A T	PW O TS	W E R		
T Z	TP ROE R	TPHA RA EU S		
H O PL	K U PB S	T O		
W Z	A PB D	RA EU Z		
K AOE S	T O	T HAO E Z		
F PLT	S AOE Z	BLG S		
A F Z	TPH EU	TP E		
K A R	T HA	T EU PB S		
RAOE FP D	PWRA EU BG	TPH U B GT		
T	O OUR	T K U B GT		
PWA EU S	HRA U Z	L B		
W UF	F PLT			
TKPW R O E PB	A F Z			
PWA EU Z	R U RPS			
PHRAOE S	E L			
ST O P D	TP AO EU PB D			

LESSON NO. 4

SOME MINOR REVISIONS OF "BASIC" THEORY

PART I

WH for when; WHR for whether

When is a high-frequency word, one which we meet constantly in what we have termed "natural groupings." If we follow basic theory and write it WE, we are unable to use the other vowels with it to write such common phrases as when he, when you, when I, when she, et cetera. If we phrase when will, we have WEL -- an outline not readily distinguishable from well and we will.

We recommend writing WH for when.

when our	WHOUR	when you	WHU
when he	WHE	when you have	WHUF
when he can	WHEK	when you have had	WHUFD
when he will	WHEL	when you are	WHUR
when he had	WHED	when you can	WHUK
when he is	WHES	when you will	WHUL
when I	WHI	when it	WHIT
when I have	WHIF	when she	WH-SH
when I have been	WHIFB	when she will	WH-SHL
when I have had	WHIFD	when she is	WH-SHS
when I shall	WHISH	when will	WH-L
when I am	WHIM	when will the	WH-LT
when I can	WHIK	when the	WH-T
when I will	WHIL	when is	WH-S
when I had	WHID		

Are you wondering what to do about whether, if you have been it writing WH? Add R-, making that outline WHR-, one which is both logical and nonconflicting. You may then write:

whether a	WHRA	whether I will	WHRIL
whether our	WHROUR	whether I had	WHRID
whether he	WHRE	whether you	WHRU
whether he can	WHREK	whether you have	WHRUF
whether he will	WHREL	whether you have been	WHRUFB
whether he had	WHRED	whether you have had	WHRUFD
whether he is	WHRES	whether you are	WHRUR
whether I	WHRI	whether you can	WHRUK
whether I have	WHRIF	whether you will	WHRUL
whether I have been	WHRIFB	whether she	WHR-SH
whether I have had	WHRIFD	whether she will	WHR-SHL
whether I shall	WHRISH	whether she is	WHR-SHS
whether I am	WHRIM	whether the	WHR-T
whether I can	WHRIK		

Phrase Practice

Tell me about when-he came.

He said he would come when-he-is able to come.

I do not know when-I-have to be there.

There will be a time when-I-shall have my way.

I never know when-I-am going to have a spell.

Tell me when-you-have-had enough.

We shall be ready when-you-are.

We have no way of saying when-she-will leave.

When-will Jack be home?

We don't know when-the game will end.

What we want to know is, when-will-the car be here?

He says he can't say whether-he-can come to see whether-our house will do.

Who knows whether-he-had a chance to work?

Don't tell me whether-I may go in.

It is hard to say whether-I-will have time enough.

Do you know whether-you-will be able to work next week?

Nobody knows whether-she-will agree to sing.

Call out if you can see whether-the street is clear.

Writing Exercise

Q When did he come?

A Jack was not there when-he came, if he did.

Q Whether-he came there, you don't know?

A Whether-he-had or when-he-had come, no.

Q You don't know whether-he came there?

A No, sir.

Q Was Jack there when-you left?

A I am not sure whether-I-had left.

Q Tell me when-the man left.

A I am not sure whether-the man was there.

Q Was it clear that day?

A I could not say whether-it was or not.

Q Would you now think about that? When-you-have-had a chance to think, would you answer whether you-can state Jack was there?

A No, sir; I cannot say whether that is so.

Q Are you certain of that?

A You would like me to state whether-I-am sure?

Q Yes, whether-you-are sure.

A When-I-am sure, I will tell you.

Q Did your wife come home during this time?

A I am not certain whether-she did.

Q Can you state the time she did come home?

A I cannot tell you when-she came.

(174 words.)

INTENSIVE: when-he came, whether-I saw him,
when-she was there.

NOTES

STKPWHR
 WH
 TK E
 K O PL
 FRPBLGTS
 SKWRA BG
 WA S
 TPHO T
 THR
 WH E
 KA EU PL
 RBGS
 TP E
 TK
 STKPWHR
 WHR E
 KA EU PL
 THR
 RBGS
 U
 TK O PB T
 TPHO
 FRPBLGTS
 WHR E D
 O R
 WH E D
 K O PL
 RBGS
 TPHO
 STKPWHR
 U
 TK O PB T
 TPHO
 WHR E
 KA EU PL
 THR
 FRPBLGTS
 TPHO S
 STKPWHR
 WA S
 SKWRA BG
 THR
 WH U
 HR EF T
 FRPBLGTS
 EU PL
 TPHO T
 SHAO R
 WHR EU D
 HR EF T
 STKPWHR
 T E L
 PH E
 WH T
 PHA PB
 HR EF T
 FPLT
 FRPBLGTS
 EU PL
 TPHO T
 SHAO R
 WHR T
 PHA PB

WA S
 THR
 STKPWHR
 WA S
 EU T
 K HRAO E R
 THA
 TK A EU
 FRPBLGTS
 EU BG D
 TPHO T
 SA EU
 WHR EU T
 WA S
 O R
 TPHO T
 STKPWHR
 WAU
 TPHOU
 TH EU
 PW
 THA
 STPH
 WH UF D
 A
 K HA PB S
 T O
 TH EU
 WHR RBGS
 A PB S
 WHR U BG
 STA EU T
 SKWRA BG
 WA S
 THR
 FRPBLGTS
 TPHO S
 SHBGS
 EU BG
 TPHO T
 THA S
 SO
 STKPWHR
 RU
 SE RPS
 F
 THA
 FRPBLGTS
 U
 WA
 HRAO EU BG
 PH E
 T O
 STA EU T
 WHR EU PL
 SHAO R
 STPH
 STKPWHR
 KW R E
 WHR RBGS
 SHAO R
 FPLT

FRPBLGTS
 WH EU PL
 SHAO R
 RSGS
 EU L
 T E L
 U
 STKPWHR
 TK UR
 WA EUF
 KO PL
 HO PL
 TK UR G
 TH
 T AO EU PL
 FRPBLGTS
 EU PL
 TPHO T
 SE RPS
 WHR RB
 TK
 STKPWHR
 K U
 STA EU T
 T AO EU PL
 SH E
 TK
 KO PL
 HO PL
 FRPBLGTS
 EU BG
 TPHO T
 TE L
 U
 WH RB
 KA EU PL

REVIEW EXERCISE

"A" for AND

Z

WH- for WHEN; WHR- for WHETHER

When our nation was formed, it was said -- and I recollect it well -- that whether a man be rich or poor, he has the right to a jury trial, and he cannot have that taken from him. You are the ones we have asked to give us that right, and you have been so sworn.

When you went into that box, you became a part of this court, and you can feel proud of it. It makes no difference whether you have ever been in a court before; when you have had the case explained to you, and you have heard all about it, you will think it over; and I know when you have formed your opinion, it will be the right one, whether it is in my favor or whether it is for the defendant.

I know you want to be fair, and I feel sure when your work is done, and you show your choice, we will thank you, whether our side wins or whether you find for the other side.

I do not know whether you have had to think of things of this sort before, or whether you will do so again. I know when I first came into court -- and I have had to do so often since -- I did not like to see a case when a man and wife had had a falling out, and I remember that I hoped that I would not have that kind of case to try. But when you are a lawyer and you are sworn to do the best you can for your clients, and you believe it is up to you to see whether they are to get their rights, you must do anything you can.

My client is the one who is suing in this case, and you recall when she told her tale of woe that their life together began well, but that she found after a few years the defendant began to drink, and you have heard how that affected their lives! She said, "When he is not drinking, he is a fine man; but when he drinks, he is not the same; and I believe I have cause for complaint." But she tried to make a go of it, saying, "Maybe the day will come when he will see that he is wrong, and he will know whether I have been a good wife to him, and whether I have had the patience with him that I should have had." 295-86

And you will remember how, when it had happened again and again, and she felt she had stood all she could, and she had to look out for her health, she left him and said, "I know when I am through, and that is now!" He said, "The day will come when you will wish you had stayed." She replied, "The day will never come when I will live with you again," as she went out the door.

(next page)

25 L 5¹-100

The defendant took the stand, and you had an opportunity to size him up when he spoke. It is for you to say whether it was a straight story he told when the questions were put to him. His answers -- and he had some good ones when I questioned him -- were, as I see it, very glib. You know his work is selling, and he is a good speaker. I will not say whether I am a good lawyer or not, but I have been at this for some time, and I have questioned many men, and I can tell when I have asked a few questions whether I will get the answers I want. When you are in this game long enough -- and I must say it has been many years; I don't know whether I have said how many -- you learn to form an opinion, and I will tell you that I have mine.

I don't know when I have been so affected by a case, and I had a little difficulty in being calm when I was trying it. I think that she did all she could, and I recall nothing on her part that was wrong. Whether he will say that is something else; but she is through, and she will not go back, and you know it.

It is hard, when I have been so close to a case, not to have some feeling about this, and when I shall have ended my talk to you -- and I say this from the heart -- don't talk about whether I dwelt too long on some parts of it, but ask yourselves, "Did she do all that she should have done?" Will she ever have a calm life again?" As you think this case over and you recollect all that you have heard, it is for you to say whether she was right.

And you may be sure I shall thank you for your attention, whether I shall receive the verdict I wish or not. There will be no question as to whether I had a fair trial for my client. She had her day in court, and I had my opportunity to see that she received it.

LESSON NO. 5

PUNCTUATION AND CONTRACTIONS.

Punctuation

Punctuate whenever possible, and punctuate without fail if the absence of the punctuation mark may lead to an error in transcription. Observe the difference in meaning that the comma makes:

- A I don't know.
A I don't, no.

or

- Q Did you have a foot brake or a hand brake?
A No hand brake.
A No, hand brake.

or

The newspapers reported Palmer said that Nicklaus would win the tournament.
The newspapers reported, Palmer said, that Nicklaus would win the tournament.

or

The order was for lime, stone, and cement.
The order was for limestone and cement.

or with the dash:

- Q How do you feel today?
A I feel--well--
A I feel well.

Appraisal of a reporter's ability is often made on whether he reads back his notes without hesitation or correction. Put confidence in your reading back with punctuation. It helps.

The period and the comma of course are written -FPLT and -RBGS
All the other punctuation marks may likewise be written with combinations.

colon	K-FPLT
semicolon	S-RBGS
hyphen	OE
dash	O*E
quotation mark	AOEU
apostrophe or single quote	AOE
slash (/)	OEU
parenthesis	STPH - FPLT
underscore	SKWR - RBGS
exclamation point	STKPWHR - FPLT

When writing quoted or parenthetical material, indicate end of a quotation or close of parentheses by writing the outline twice; i.e., AOEU/AOEU; STPH FPLT/STPH FPLT. Makes for easier reading of your notes -- another good landmark!

Punctuation is not necessary in your notes after a question or answer unless the question is a statement (in which case it calls for a period) or the answer is a question (requiring an interrogation point).

- Q You have not answered my question.
A Will the court reporter read it back?

or

- A I believe ten or twelve people were present.
Q Ten or twelve people were present. Give me their names.

Here, counsel is echoing the witness' answer and directing him to furnish information. The question mark is improper; use the period.

Consider this exchange:

- Q You stole those chickens.
A I stole the chickens?

If the reporter does not show in his notes what is obvious to everyone in the courtroom from the tone of the dialogue, that the question is a statement and the answer is a question or expression of indignation, the transcript will reflect exactly the opposite of the true meaning.

Capital letters are not normally indicated in the notes, but there are occasions when it is necessary to show that capitalization should be shown in the transcript. It is done by writing KAP in the notes before a capitalized word or letter. If a whole word or more than one word should be written in all capital letters, write AUL/KAPS before the word or words, and END/KAPS after.

The punctuation marks most frequently used in the notes are the comma, the period, the dash, the colon, and the semicolon. When there is a break in the speaker's remarks, the dash will suffice until a look at the complete sentence reveals whether the dash, the colon, or the semicolon is most appropriate.

The reporter's principal use of the parentheses, STPH-FPLT, is to surround explanatory or editorial material, usually not uttered but essential to complete the record, such as:

(The jury was duly impaneled and sworn.)

(Counsel conferred with the Court at side-bar.)

(Letter dated 1/4/75 from A. E. Brown to E. J. Foyst marked as Exhibit P-1 and received in evidence.)

The parentheses are never used to set off actual spoken words; here, the comma or dash will suffice in the notes.

The parentheses are also used as the reporter's "private" punctuation marks to insert in the notes his own comments for his own information:

(Check that figure; it doesn't sound right)

(Change Duffy to Duffin in that question)

Very often a word cannot be understood or even heard, but later the context makes it clear. A note in parentheses is then made and the correction or addition made at the first opportunity.

Knowledge of the punctuation symbols is indispensable when a witness or attorney quotes from a document and reads in the punctuation; i.e.,

Mr. X said, quote, Yes, I have, unquote.

or

He said he had a quote, foggy, unquote, idea.

Use the symbol for the quotation mark in the notes rather than the words "quote" or "unquote."

The dash, OE/OE, is required quite often. Attorneys, witnesses, and even judges have a habit of breaking off a sentence before it is completed or inserting a comment in the middle of a sentence. The dash is used to set off the various parts of the sentence. The dash may also be used to set off a parenthetical remark, such as, "I saw a man--the one in the blue jacket, sitting in the front row--get out of the car," or to indicate an uncompleted sentence.

The apostrophe is written AOE. If you wish to be certain that a noun will be transcribed with "'s," write the word, and if it ends in "s," follow it on the next stroke with an apostrophe. If it does not end with "s," include the "s" in the word and write AOE alone on the following stroke.

Contractions

Some contractions require the use of the apostrophe to distinguish them from the noncontracted words in place of which they are used:

who-whe

who'll
who've

~~WHO/WH~~ WHOUL
~~WHO/WH~~ WHOEF

who'd
who's
whose

~~WHO/WH~~ WHOUD
~~WHO/WH~~ WHOES
WHOEZ

But most contractions need not be differentiated through use of the apostrophe:

they'll	THAOEL	we'll	WAOEL
they've	THAOF	we've	WAOEF
they'd	THAOED	we're	WAOER
they're	THAOER	we'd	WAOED
I'll	AOEUL	can't	KANT
I've	AOEUF	weren't	WERNT
I'm	AOEUM	isn't	SENT
I'd	AOEUD	didn't	DINT
he'll	HAOEL AOEL	wasn't	WAENT
he'd	HAOED AOOD	won't	WONENT
he's	HAOEZ AOES	don't	DONENT
you'll	HAOUL	couldn't	KAONT
you've	HAOUF	wouldn't	WAONT
you'd	HAOUD	shouldn't	SHAONT
she'll	SHAOEL	*doesn't	STKONT
she's	SHAOES	that's	THAETS
she'd	SHAOED	these	THAOEZ
		theirs	THAOEZ HAIRZ
		there's	THRAOEZ
		here's	HAOERZ

Every court reporter should have a thorough knowledge of punctuation and English usage, a general acquaintance with legal terms and their meaning, and a knowledge of anatomy, physiology, and medical terms. The National Shorthand Reporters Association has published a series of books on these subjects which we have recommended on page 3.

*Principle discussed in a later lesson.

LESSON NO. 6

SOME MINOR REVISIONS OF "BASIC" THEORY

PART II

WHA- for WHAT KH- for WHICH

When what is written WA, it may require a little reading ahead to be certain that it does not stand for with a; likewise, WAS for what is looks very much like the word was. Write WHA for what; it is a much safer outline.

what he	WHAE	what you	WHAU
what he can	WHAEK	what you have	WHAUF
what he will	WHAEL	what you have been	WHAUFB
what he had	WHAED	what you have had	WHAUFD
what he is	WHAES	what you are	WHAUR
what I	WHAI	what you can	WHAUK
what I have	WHAIF	what you will	WHAUL
what I have been	WHAIFB	what you had	WHAUD
what I have had	WHAIFD	what she	WHASH
what I shall	WHAISH	what she will	WHASHL
what I am	WHAIM	what she is	WHASHS
what I can	WHAIK	what she had	WASHD
what I will	WHAIL	what the	WHAT
what I had	WHAID	what is	WHAS

WI for which, when standing alone, is quite readable. Phrased with is, had, or will, it produces outlines which closely resemble the words wise, wide, and while. On the mere ground of readability KH- is a much better way of writing which. It also is a logical outline, to represent the "chay" (KH-) sound of the word-beginnings.

There is, however, a much more compelling reason: the phrasing opportunities that KH- for which presents. Study the following.

which a	KHAI	which you	KHU
which our	KHOUR	which you have	KHUF
which he	KHE	which you have been	KHUB
which he can	KHEK	which you have had	KHUFD
which he will	KHEL	which you are	KHUR
which he had	KHED	which you can	KHUK
which he is	KHES	which you will	KHUL
which I	KHI	which you had	KHUD
which I have	KHIF	which she	KH-SH
which I have been	KHIFB	which she will	KH-SHL

which I had	KHID
which I have had	KHIFD
which I shall	KHISH
which I am	KHIM
which I can	KHIK
which I will	KHIL

which she had	KH-SHD
which she is	KH-SHS
which of	KH-F
which of the	KH-FT
which the	KH-T
which is	KH-S

BONUS:	-FP for <u>which</u>
--------	----------------------

For these phrases only, use
-FP for which.

in which	N-CH
in which the	N-CH-T

to which	TO-CH
by which	BAOEUF

Sentence Practice

Tell the Court what-he-can do.

Did he say what-he-had found?

Have you heard what-I-have been saying with reference to her ability to hear?

How do I know what-I-will see?

Please describe what-you saw.

Tell us what-you-are thinking about.

How can you say what-the boy did?

What-is that company planning to do now?

I can't tell what-she-will be doing.

This is the car which-a girl said was in the accident.

The value which-our house had placed on it is high in view of market conditions.

It is an act which-he did with full knowledge it was wrong.

Is it something which-he-can state is a fact?

This is work which-he-will do rather well.

The investigation which-I-have-had done should be of value.

I show you a card which-I-shall call Exhibit No. 1.

This is the case which-I-am saying I shall not try.

The note which-I-had left was still on the door.

Was the truck which-you stopped traveling at what-you thought was a high speed?

Is this something which-you-have-had before?

There is nothing which-you-can stop him from doing.

Here is some cash which-you-will leave with her.

Nothing which-she says will change my opinion.

The work which-she-is doing is not well paid.

The paint job which-the boys did is satisfactory.

I like his creed, which-is that one who waits shall receive.

The cell in-which-the man was put was well guarded.

There were two rooms. To which did you go?

Writing Exercise

Q What did they have with them?

A I could see what-he-had, but not what-she-had.

Q Which-had the maps?

A I am not sure which-of them had what.

Q Did they ask what-you-had?

A I did not tell them what-I-had.

Q Which-of them asked you?

A What-you-have-been asking is what-I-had, what-she-had, or what?

Q What-I-have-been asking is what-you, what-she, or what-he did with the map.

A I-could not tell you which one had it.

Q I now want you to answer these questions which-I-shall ask you.

Is it true you went to the same store which-the boys did?

A No. I went to the house in-which-the man was.

Q To-which house did you go?

A I am not sure which-of-the homes it was.

Q What-you-have said is that you are not sure, which-I-am saying is not what-you have told us before. Which-is the right answer?

A I cannot tell you which-I-had been to.

(178 words.)

INTENSIVE: To-which house they went, what-I-can see of them;
which-of-the men stayed.

TIP: To avoid conflicts in reading, write IT for it in these phrases:

what it

WHAIT

which it

KHIT

NOTES

STKPWHR
 WH A
 TK
 T H E F
 A
 T H E P L
 FRPBLGTS
 EU
 K AO
 S AO E
 WH A E D
 RBGS
 PW U
 T P H O T
 WH A RB D
 STKPWHR
 K H D
 T
 PHA P S
 FRPBLGTS
 EU PL
 T P H O T
 S HAO R
 K H F
 T H E PL
 H
 WH A
 STKPWHR
 TK
 T H E
 SK WH A U D
 FRPBLGTS
 EU
 TK
 T P H O T
 T E L
 T H E PL
 WH A EU D
 STKPWHR
 K H F
 T H E PL
 SK U D
 FRPBLGTS
 WH A UF B
 SK G
 S WH A EU D
 RBGS
 WH A RB D
 RBGS
 O R
 WH A
 STPH
 STKPWHR
 WH A EUF B
 SK G
 S WH A U
 RBGS
 WH A RB
 RBGS
 O R
 WH A E
 TK

W		T
P H A	P	F P L T
		F R P B L G T S
	E U	B G D
T P H O	O	T
T	E	L
	U	
K H		
W	U	P B
H		
	E U	T
S T K P W H R		
	E U	
T P H O	U	
W A	P B	T
	U	
T	O	
	A	P B
T	H A O E	
K W	E	
K H	E U R B	S
S K	U	
	F P L T	
S		T
T	R A O	
	U	
W	E	P B
T	G	T
S	A E U P L	
S T	O R	
K H		T
P W	O E U	S
T K		
	F R P B L G T S	
T P H O		F P L T
	E U	
W	E	P B
T	O	T
	H O U	S
T P H	F P	T
P H A	P B	
W A		S
S T K P W H R		
T	O	F P
	H O U	S
T K	U G	
	F R P B L G T S	
	E U P L	
T P H O		T
S H A O	R	
K H	F	
H O	P L	S
T W A		S
S T K P W H R		
	W H A U F	
S A	E U	D
S T H A	U R	
T P H O		T
S H A O	R	
	R B G S	
K H	E U P L	
S A	E U G	
S T P H O		T

W H A U F
T O L D
U S

P W R F P L T S
K H
T RAO EU T
A PB S
FRPSBLGTS
EU B G
T P H O T
T E L
K H EU D
P W E PB
T O

LESSON NO. 7

YO for I DON'T

Through study of the English language shorthand scholars have collected the phrases and words which occur with the highest frequency and have devised outlines for writing them. We machine writers will do well to review their conclusions and to adapt them to our own writing technique.

One of their ingenious devices is the negative-verb principle. Pitman shorthand outlines are written in three positions to indicate accompanying vowel sounds. By writing the outline for a verb in an arbitrary fourth position, the shorthand writer indicates that an unwritten I don't precedes that outline. Thus, if he writes his symbol for know in fourth position, he reads it, I don't know. His outlines for I don't remember, I don't have, I don't recall, etc., are written in the same way: the verb alone, in fourth position.

Of course, we machine writers have no choice of position for outlines, but we do have a way to write these negative answers in one stroke. On the right bank of the keyboard we have symbols which may be used to represent see, even, have, feel, remember, recollect, recall, know, believe, mean, understand, go, think and say in these phrases. By writing Y for I and O for don't, we have our own negative-verb principle.

Try the following:

	<i>I/DOENT</i>		
I don't	Y	I don't know	YON
I don't see	YO YOZ	I don't understand	YOND
I don't even	YOEN	I don't believe	YOBL
I don't have	YOF	I don't believe so	YOBLS
I don't feel	YOFL	I don't care	YOK
I don't remember	YORM	I don't go	YOG
I don't recollect	YORK	I don't say	YOS
I don't recall	YORL	I don't think	YOKG
I don't mean	YOM	I don't think so	YOKS 65
I don't mean to	Y	I don't think it is	YOKS
I don't mean to say	YO		

Write out {

Mentally pronouncing these outlines before writing them is helpful in acquiring facility in their execution.

BONUS:	Y-D for <u>idea</u>
--------	---------------------

about him	BIM
-----------	-----

INTENSIVE: No, I-don't-remember. You are right; I-don't-recall. I won't say; I-don't-know.

Writing Exercise

Q Do you remember speaking with Mr. Scott?
A I-don't.
Q Where did you see him?
A I-don't-remember.
Q Did you see him in June?
A I-don't-recall.
Q Have you been to Virginia sometime this year?
A If I was, I-don't-recollect it.
Q Have you ever been to Virginia?
A I-don't-believe I have.
Q How about Florida? Have you ever been there?
A I-don't-believe-so.
Q Then you haven't been in Miami?
A I-don't-think-so, sir.
Q Have you ever had any dealings with John Thomas?
A I-don't-even know him.
Q Bob Taylor?
A I-don't-understand you.
Q Can't you answer that directly?
A I-don't-feel that I can.
Q Have you ever met him?
A I-don't-care to answer that question.
Q You have never heard of him?
A I-don't-say that I haven't heard of him.
Q Then you have heard about Bob Taylor.
A Yes. I-don't-mean to dodge the question.
Q It seemed to me that you did.
A No, I-don't-mean-to do that. I-don't-mean-to-say that I know nothing about him.
Q Do you presently have any contact with Taylor?
A No, I-don't have any at all.
Q Does your wife know anything about him?
A I-don't-see how I can speak for her.¹⁰ I-don't-go everywhere she goes, so I wouldn't know.
Q I ask you again, does your wife know anything about Bob Taylor?
A I-don't-think-it-is within my knowledge.

(235 words.)

TIP: Clean and oil your machine REGULARLY for quiet and trouble-free operation.

NOTES

STKPWHR	SK W RA U PB T O PL A S FRPBLGTS	FRPBLGTS	FRPBLGTS
TK AO URPL	K W R O E PB TPH O EU PL	TPH O RBGS	K W R O PB GTS W PB
S P E G	STKPWHR PW O B T A EU L O R FRPBLGTS	K W R O PLT	PH EU PBLG
W	K W R O PB D U	TK AO	
P HR	STKPWHR T H A	T H A	
SK O T	FRPBLGTS	FPLT	
K W R O	K W R O E PB TPH O EU PL	K W R O PLTS	
STKPWHR	STKPWHR PW O B T A EU L O R FRPBLGTS	TPH O EU	
WR	K W R O PB D U	TPH O G	
TK U	STKPWHR K A PB T U	PW EU PL	
S AO E PL	A PB S	STKPWHR	
FRPBLGTS	T H A	TK AO U	
K W R O RP L	TK R E B GT L	P R E PBL	
STKPWHR	FRPBLGTS	S R	
TK U	K W R O F L T H A EU BG	TPH EU	
S AO E PL	STKPWHR S R UFR PH E T H EU PL FRPBLGTS	K O PB	
TPH	K W R O BG T O	T A B GT	
SK WR U PB	T H A	W	
FRPBLGTS	K W R O F L T H A EU BG	T A EU L	
K W R O RL	STKPWHR S R U B	O R	
STKPWHR	S R U B	FRPBLGTS	
TK U	FRPBLGTS	TPH O S	
S R U B	K W R O F L T H A EU BG	S RBGS	
T O	STKPWHR S R UFR B	K W R O F	
S R A E	T H O ER D	TPH EU	
ST EU PL	FRPBLGTS	T A U L	
T H	K W R O BG T O	STKPWHR	
K W R A E R	A PB S	TK U Z	
FRPBLGTS	T H A	K W RAO R	
TP EU	K W R O E	W AO EUF	
WA S	STKPWHR UF	TPH O	
R B G S	T H E FR H E R D	TPH EU G	
K W R O RB GT	FRPBLGTS	PW EU PL	
STKPWHR	K W R O BL	FRPBLGTS	
S R UFR B	EUF	K W R O E	
T O	STKPWHR H O U	H O U	
S R A E	PW	EU BG	
FRPBLGTS	T H E PB	S P E	
K W R O BL	UF	TP O ER	
EUF	H E R D	FPLT	
STKPWHR	PW	K W R O G	
H O U	STKPWHR T H E PB	EFR	
PW	UF	WR	
T P H R C E R D	H E R D	S H E GS	
STPH	PW	R BGS	
S R UFR B	PW O B	S O EU	
T H R	T A EU L	W AO PB T	
FRPBLGTS	O R	TPH O	
K W R O BL S	FRPBLGTS	STKPWHR	
STKPWHR	K W R E	EU	
T H E PB	FPLT	S K U	
UF PB T	K W R O PLT	TKP W E PB	
B	TK O PBLG	R BGS	
TPH	T	TK U Z	
PH A E PL	K W R E	K W RAO R	
FRPBLGTS	TPH O EU T	W AO EUF	
K W R O PB G S	STKPWHR	TPH O	
R BGS	EU T	TPH EU G	
S EUR	S AOE PL D	PW	
STKPWHR	T C	PW O B	
S R UFR D	TPH E	T A EU L	
TPH EU	T H A U	O R	
TK ACE LOS S	TK	FPLT	
W			

LESSON NO. 8

THE COMMONPLACE WORDS

We shall try to take up the recommendations of this course in an orderly, systematic manner; but meanwhile we must provide practice material to help you acquire proficiency, and it would be quite inconsistent to include outlines for words in these lesson exercises which would have to be revised later.

We find that even in the rather simple language we use to frame recommended outlines in our exercises there are inevitably many short, commonplace words which require better differentiation than that afforded by some systems. The office stenographer who takes the dictation of the same person or persons day after day does not find differentiation too important. She becomes adept in the phraseology of the business; dictated letters are fairly grammatical and sentences are usually completed.

On the other hand, the reporter must contend with strange voices, unfamiliar context, and ungrammatical, uncompleted or interrupted questions and answers which frequently must be read back. With a judge, counsel, and a courtroom of spectators waiting, it is quite embarrassing to have to consider whether "A" represents a or an; and if it is the last word of an uncompleted sentence the decision may be a difficult one. Then, too, "-S," as you may have been taught in another theory may represent is, as, or his; or it may indicate that the preceding word was in the plural form. In addition, we all know of the difficulty that arises from the interchangeable use of "T--" and "--T" for it and the, which has been taught extensively.

Therefore, except in phrases, we recommend these outlines:

a	A	is	S-
an	AN	as	AS A2
and	AND	his	-Z

It should be written out except in the phrases:

it would	TWAO
it would have	TWAOF
it would be	TWAOB
it was	TWS T-PS
it will	T-L

As a logical sequence, use the following series to avoid conflict:

that is	THAS	that its	THAITS
that the	THAT	that it is	THATS
that it	THAIT	that's	THAETS

BONUS:	ER for her in phrases
--------	--------------------------

Adoption of this outline permits use of the following high-frequency phrases:

ask her	SKER
which her	KHER
when her	WHER
whether her	WHRER

where her
will her
to her
for her

WRER
LER
TOER
FOER

A further recommendation is the use of the following outlines for these common words:

possible	POBL
remember	REB - RM
anybody	NIB
anyone	NIN
anything	NIG
somebody	S-B

anyway
somehow
someone
something
sometime
somewhere

NAI
SHOU
SWUN
SG-
SEM STROIM
SWR-

Taking the principle of REB for remember one logical step further, we have the following outlines which also eliminate possibilities of conflict:

member	MEB
number	N-B (to distinguish from nub)

We shall discuss most of these principles later, with the reasons therefor. In the meantime, we ask you to accept them and write these words in the exercises as we suggest.

TIP: Using -LS for -else, we come up with the following outlines for these frequently used words.

anybody else	NIBLS
anyone else	NINLS
anything else	NILGS*
somebody else	S-BLS

someone else
something else
somewhere else

SWUNLS
SG-LS
SWR-LS

* Reversal principle to appear in future lesson.

LESSON NO. 9

LONG VOWEL SOUNDS

The indication of long vowel sounds is a must for easy reading of notes and for computer compatibility. You will find that we rely on long vowel outlines heavily for differentiation. There are some exceptions where the English spelling, although not phonetic, is so ingrained in our minds that change is not advisable and we retain it: car, part, we, to, I, etc.

For the short vowel sounds we need not consider O, which really has no short sound. "Stop," "cot," "top," "bond," "not," and similar words are pronounced with an "ah" sound, but we use the normal English spelling in our outlines for them.

Another exception is in the writing of short forms. We write between TWEN and experience SPERNS, using the short E form rather than the long E form, AOE. This principle applies to most short forms.

A, O, E, U and I are used for their short vowel sounds in such words as

half	HAF	rough	RUF
hot	HOT	river	RIFR
per	PER		

Long vowel sounds are written:

Long A	AI (AEU)
" O	OE
" E	AOE
" U	AOU
" I	AOEI AOEU

We recommend adoption generally of outlines based upon phonetics rather than word spelling, such as these:

do	DAO	hall	HAUL
who	WHAO	wall	WAUL
would	WAO	ball	BAUL
could	KAO	talk	TAUK
should	SHOULD		

-280 in phrases

It is suggested that you differentiate these words as follows:

her	HER	gain	GAIN
here	HAOER	again	GEN
cause	KAIS KAUS	round	ROUND
because	BAUS	around	ARND
you are	UR	yours	YAO S URS
your	YAO S UR	yourself	ERS YAOUS

LESSON NO. 10

"TIME" PHRASES

Popular opinion hath it that time in the quantitative sense receives scant attention from our courts. It takes months, sometimes years, to get a case tried. The courts seem disinclined to hurry through their deliberations, no matter how trivial the issue may appear to the layman's superficial view. But time as a point of fixation, pinpointing when one event occurred with relation to another, is the darling of the trial lawyer, and seldom do we see a page of transcript without reference to it. Testimony incorporating at what time, at this time, at that time, provides fertile ground for phrasing.

Using T- to mean at and -T to mean time, we can fill the intervening space with symbols which represent an interesting variety of time phrases.

at the present

at the time
at the times
at a time
at that time
at this time
at another time
at the present time
at any time
at some time
at the same time
at which time
at what time
at one time
at all times
at the particular time
at that particular time
at this particular time
at what particular time

T-P

TET
TETS
TAIT
TAT
TIT
~~TAT~~ TOERT
~~TAT~~ T-PT
TNT
TUMT
TAIMT
~~TAT~~ T-FPT
~~TAT~~ TWHAT
TWUNT
TAULTS
TEPT
TAPT
TIPT
~~TAT~~ TWHART

There are other oft-used phrases referring to time which are written in the following manner:

daylight	DAILT	no particular time	NOPT
daytime	DAIMT	good many times	G-MTS
nighttime	NIMT	good many days	G-MDZ
day or night	DAIRNT	great many times	GRAIMTS
night or day	NIRD	great many days	GRAIMDZ
day or two	DAIRT	previous to	PLADEF
from time to time	FRIMT	prior to	PRIRT
any particular time	NIPT	priority	PROIRT
from the time	PREMT	subsequent to	SKWENT
<i>from that time</i>	FRAMT		

Drop -T from these "Time"

BONUS:

phrases and you have these:

at the
at that
at this

TE
TA
TI

at a
at the present
at all

TAI
T-P
TAUL

INTENSIVE: at-what-time was it? at-no-time, at-any-time, or daytime or nighttime at-that-particular time?

Writing Exercise

- Q Did you see him at-the-time?
A He never was there at-the-times I came.
Q Would you stay there days at-a-time?
A Only a couple of days at-that-time.
Q Were you there at-this-time in 1974 that was mentioned?
A Sometime in 1974 I did go there. 3
Q Could I ask if you went there at-another-time?
A I don't remember at-the-present-time.
Q Then you don't know about any-particular-time in 1974?
A I may have been there at-some-time in 1974.
Q Yes, but I would like to know at-which-time.
A If I was there, it was at-the-same-time he was.
Q At-what-time did you see him?
A I remember at-one-time he came in while John was there.
Q Was the family there at-all-times?
A At-that-particular-time, I could not say.
Q I don't mean at-this-particular-time when you saw him. Would you state they came there a good-many-times?
A A good-many-days I saw them all there.
Q A great-many-times when they came, he was also there? 10
A Yes, a great-many-days; but I couldn't tell you what hour of the day-or-night it was, or even if it was daylight. It could well have been daytime or nighttime.
Q Previous-to the events we have been speaking of, were you a visitor to the home?
A Prior-to this I had never been there for more than a day-or-two. 13
Q From-time-to-time, subsequent to this, a day-or-so after, from then on were you there?
A Yes.
Q You testified to no-particular-time that you had gone there?
A I don't recall if it was night-or-day.

(295 words.)

TIP: "Time" does not refer to phrases alone. Punctuality is a hallmark of the good reporter.

NOTES

STKPWHR			
TK	U		
S	AO E		
	H EU PL		
T	HR		
T	E T		
	FRPBLGTS		
TPH	E FR		
	WA S		
T	HR		
T	E TS		
	EU		
K	A EU PL		
STKPWHR			
	W AO U		
ST	A EU		
T	HR		
TK	A EU S		
T	A EU T		
	FRPBLGTS		
O	PBL		
A			
K	U PL		
F			
TK	A EU S		
T	A T		
STKPWHR			
	RP		
T	HR		
T	EU T		
TPH			
	7		
4			
T	HA		
T	WA S		
PH	E PB GS		
	D		
	FRPBLGTS		
ST	EU PL		
TPH			
	7		
4			
EU			
TK			
T	HR		
STKPWHR			
K	AO EU		
SK	U		
TP	U		
W	E PB T		
T	HR		
T	AO T		
	FRPBLGTS		
KWRO	RPL		
T	P T		
STKPWHR			
T	H E PB		
	U		
TK	O PB T		
TPH	O		

	TPS	EA P T		
	TPH			
*		7	9	
	4			
STKPWHR	KWR E			
	R BG S			
TPW	U			
	EU			
W AO	HRAO EU BG			
T	O			
TPHO				
T	W EU T			
	FRPBLGTS			
TP	EU			
	W A S			
T	HR			
	R BG S			
TTW A				
	EU PLT			
T	A EU PLT			
	E			
W A S				
STKPWHR	T WA T			
	TK U			
S	AO E PL			
	FRPBLGTS			
EU				
T	R E B			
T	U PB T			
T	E			
K	A EU PL			
TPH				
	WH AO EU L			
SKWRA	U PB			
W A				
T	HR			
STKPWHR	W A S			
	TK U			
TPA E PL				
T	HR			
T	A U LTS			
	FRPBLGTS			
TPA P T				
	EU			
K	AO			
TPHO	T			
S	A EU			
STKPWHR	KWRO PL			
	EU P T			
T	WH U			
S	A U PL			
	F PLT			
ST	W AO U			
T	H A EU T			
	FRPBLGTS			
TPH O	P T			
	TK A EU PL			
T	HR			
	A			

	TKPW	P L TS		
		FRPBLGTS		
	A			
	PL DZ			
	EU			
	TPH	E FR B		
	T	HR		
	TP	O R		
	PH O	RPS		
	A			
TK	A EUR T			
STKPWHR				
TPR	EU PL T			
SKW	E PB T			
	FRPBLGTS			
T	X			
	R BG S			
TK	A EUR S			
F	R BG S			
TPR	O PB			
T	HR	PB		
	RP			
T	HR	U		
	FRPBLGTS			
KW	R E			
STKPWHR				
	U			
T	E F F			
T	O			
TPHO	P T			
T	HA U			
TKPW	A U PB			
T	HR			
	FRPBLGTS			
KWRO	R L			
TP				
T	WA S			
TPH	EMR D			

REVIEW EXERCISE

WHA- for WHAT; KH- for WHICH
YO for I DON'T
THE COMMONPLACE WORDS
"TIME" PHRASES

Q What you told us was how you first got along?

A Yes, I do want to talk about everything, but at this time I don't know which you are asking me.

Q Can you state something of what your day would be like?

A At that time I got up first because I went to work at eight. He always was slow to get up. From time to time I called him again, but a good many times he wouldn't get up. Then at the times I woke him, he said I shouldn't have. Sometimes our little girl would try to wake him up, but he didn't pay any attention to her.

Q At that particular time how did you get him up?

A I won't brag, but I am a good cook, and at the time I would have the meal ready he came down because he smelled the food.

Q At any time when you were not working, say on a Sunday, did he sleep late?

A A great many times on a Sunday he went fishing with members of a club of men who came around for him. If I didn't want to get up, he would say, "I don't care if you are tired. What did you do last night, anyway?"

Q At that particular time where would your daughter spend the day or night?

A I had a sister who at the time came over every day or so, and she took us out for a short ride in the daylight.

Q Where did she take you?

A I don't recall now. Somewhere near our home, or a place which I knew was not far away.

Q Did anybody else ever take you out in the daytime or nighttime?

A Not at that time.

Q If you went somewhere else, you wouldn't have any idea when your husband had come back?

A Most times he didn't get home first, but when he did he would want to know where I was. I told him I went out with my sister. He said, "I don't think you ought to be with her. Break it off. You are big enough to be on your own. If you go out, do it yourself."

Q Did you want to go out with him when you were free to go?

A Yes. I said, "I will go where you want and when you want." But he wouldn't agree, and we couldn't go to see anyone together.

Q At what time would this be?

A Previous to the lawsuit and prior to his sickness it was on weekends.

Subsequent to that it would be no particular time.

Q You have a large family, you say. Did they want you to come to see them at all?

(next page)

A Yes, from time to time; but when they invited us, which would be about once²³ a month, if he would not be going fishing, which he had been doing at this particular time, there would be something else which he wanted to do. I don't mean that we never went to see my people, but I don't remember going very often.

Q I don't believe I asked you whether you ever went to see his people.²⁴

A When I suggested that, he didn't like to, so he did not want to do.

Q Didn't you ever go there at some time when you had been left alone?

A I don't think so; I don't recollect going.

LESSON NO. 11

NONSHORTHAND AIDS TO GOOD REPORTING

If the stenographic record of a hearing or trial is transcribed immediately, the bare notes may be adequate. If the untranscribed notes are to be the only record, and they are filed for possible future reference, some supplemental work must be done to enable the reporter to locate quickly a given part of the proceedings. This is particularly true when called upon to read back. At times a reporter desires quick reference to his notes to check various items, such as a technical term or a figure. In all these instances, without efficient means to mark his notes the reporter will have to pore over his folds rather painfully until he finds the portion desired. Therefore, we shall suggest ways to help you in these respects.

Indexing of Notes

A pack of unembellished machine shorthand notes is truly a dense forest for anyone seeking a particular sentence, question, or answer. An "information sheet," "dog sheet," or "index sheet" -- term it what you like -- provides a helpful chart to the contents of a pack of notes. Samples of these sheets accompany this lesson. The outstanding features for court and hearing work are: spaces for the caption, the date, and the place; the names of the presiding officer, counsel who are present, witnesses as they appear, as well as a list of exhibits; also a space to indicate arbitrary abbreviations used in a particular case, for special identification of counsel, and for the spelling of unusual words, proper names, or technical terms.

The information sheet is keyed to the stenographic record by marking on the notes the beginning of direct, cross, redirect, and recross examination of each witness. For such guideposts the reporter has several choices:

1. Paper clips or pinch-on clips.

Formerly a popular method with reporters, these take time to attach, add bulk to the notes, make it impossible to write on the opposite side of the paper, should that be necessary, and, with handling, eventually tear the paper. However, they do make it easy to find the places marked.

2. Scotch Tape Tabs

Using a thin business card, or a strip of heavy stock paper about 1-1/2 inches wide by 3 inches in length, and a similar length piece of scotch tape, put them together longitudinally so that one-half of the width of the scotch tape overlaps and adheres to one side of the strip of paper or card. With a pair of scissors cut crosswise through first the scotch tape and then the paper (but not all the way through the paper) at intervals of about 1/8". Leave just enough of the paper uncut to hold together all the little tabs you now have. Press the sticky ends of the tabs down along the right or left side (or

- both sides if you desire) of either the removable cover of your machine or edge of your machine (depending upon the model), with the paper ends protruding beyond the edge.
- Then cut off the intact edge of the paper longitudinally so as to free all the tabs from their common point of attachment, and you are ready. When a witness is sworn, pick off one of the tabs and stick it on your notes on the left side at the top. When cross-examination begins, do the same on the right side of the notes.

3. Fold-Unders.

A simpler way to attain the same result is to tuck under about a half inch of the fold at the far end of the notes as they lie in the tray. As the witness approaches the stand, hold the right side of the fold with a finger inside to open it slightly. With the left forefinger push or roll the left side of the fold underneath and pinch it with the thumb and middle finger. You then have a landmark for the beginning of direct examination of that witness that is easily spotted, requires no extra gimmicks, and, if the pack of notes must be used on the opposite side, will pass through with no difficulty. In fact, the markings will always remain in place. Reverse the procedure, tucking under the right side of the fold to mark cross-examination. If you wish to mark something important in your notes for quick reference later--for instance an answer you believe you may be called upon to read back, or perhaps a name or technical term that should be checked with a witness--fold down both corners.

Miscellaneous Helps

There are many times during the course of our daily reporting work when we desire to make hasty notes as reminders of matters to be checked or inquired about at a recess or following our reporting session. Many of these are "gone with the wind" if a jotting is not made coincident with the thought. For assistance, purchase a pack of small 2" x 3" pads at your local stationery store and attach one to the top of the removable cover of your machine by a strip of scotch tape (by the way, what did we do before this stuff was invented?) across the cardboard back of your pad and around and under the edges of the cover. This little "helper" is now right in front of you to jot down names and spellings to be checked, exhibits to be retained, and for any number of varied reminders. Just tear off the slips and dispose of them when the notes have accomplished their purposes.

An easy way to make notes is to use a red china marking pencil or felt pen. The pen or pencil should be used for all purposes in connection with your note taking. It is the fastest means of marking your tape for deletions, additions, and corrections -- and its bright color is always a warning sign when dictating or transcribing.

Another suggestion for use of the indicators or tabs while actually reporting is quick and convenient marking in the notes of spots which need to be located later for checking purposes: clarification, editing, spelling of names, etc. For these purposes, affix the tabs to the end of the fold. Then you will never confuse them with the tabs on the sides which indicate your indexing. When the reporting session is over, you can quickly refer to all of the tabs showing at the end of your pack, and check those matters; the notes then are ready for uninterrupted dictation or transcription.

Another very simple method is to keep a pile of rubber bands on top of your machine. When a term arises that needs checking, toss a rubber band in your tray. When the pad is removed from the tray, the rubber bands stay in place, enabling you to locate the spot you wish to check for accuracy of a quotation, spelling of a word, etc.

Finding the "Hot Spot"

In a later lesson we shall thoroughly expose the secrets of successful readback, but at this point let us explain the use of some of our nonshorthand aids which prepare you for this eventuality.

First and foremost is the location of previously reported matters that are requested to be read. This may be accomplished by use of our scotch tape tabs, rubber bands, or by cardboard strips.

Strips may be made by taking a 3 x 5 card and cutting it across its narrower width into strips about a half-inch wide. Place these cardboard strips under the small pad on top of the machine so that they extend out over the edge of the cover of your machine (like the scotch tape tabs) and can be picked up easily. Standard model shorthand machines have an open slot in the paper tray into which these tabs may be dropped crosswise to the notes to mark the fold. The length of the cards is greater than the width of the notes; therefore, they extend through the slot in the side of the tray so they may easily be located and handled. However, reporting models of our shorthand machines have a narrow strip of metal across the top of the slot for reinforcement. Much as we regret it, a drastic measure is necessary: cutting out this metal strip with tin shears. Unless you are handy with tools, you had better have a mechanically inclined friend perform the operation. Once cut, the edges should be smoothed off with a file and straightened with pliers, if necessary, so that the drawer will open and close easily.

Now we have solved one of our biggest problems: quickly locating the last question which you have been requested to read back. So, when you hear "I object," or the classic beginning of the hypothetical question, "Now, doctor,

assuming that . . ." you toss in your card, drop in a rubber band, or press a scotch tape tab on the nearest top edge of the notes folding into the tray, let the wild winds of oratory blow as they will, and when you are asked to read that one, you can go right to it.

An ingenious member of our profession, who also merits recognition as an author and inventor, has recently placed on the market a mechanized way to mark the "hot spot." It is a small device that is attached to the shorthand machine just above the platen. To mark the place the reporter simply taps a button and a spot of red ink appears at the edge of the tape. Coincidentally he has named his device the same as this section of our book: "Hot Spot."

We might term what we have just discussed "the immediate readback" -- the easiest kind, because, if we are prepared for it, we can locate it quickly. The more troublesome variety is the request for something said an hour, a session, a day, or even several days back. It calls for more preparation than setting up a mechanical gimmick. There is only one real answer: the reporter must follow the development of the case as intently as the judge, counsel, and the jury. He must recognize the salient, important points as they are developed from the witnesses, and anticipate having to refer back to them.

If you have followed our suggested procedure for keeping an information sheet, listing the witnesses there, and marking the beginning of direct and cross-examination, you can find the witness quickly; but pinpointing the exact question or answer makes a recollection of the testimony essential. The ability of the reporter to classify the various important facets of a case so that he can refer to them instantly is a powerful aid in making him a well-rounded, capable craftsman.

Marking and Filing of Notes

Number your packs of notes consecutively for each case. Add the pack numbers of your information sheet on the left side of your list of witnesses, and bracket the names of witnesses whose testimony appears in each pack with the proper pack number. Write on the top fold of each batch of notes the names of the witnesses whose testimony it contains. If you assign file numbers, chronologically or otherwise, they should be marked on the notes and index sheets. If you have more than one pack of notes for any given case, at the conclusion of the case mark each pack "1 of ___," "2 of ___," etc. Assuming a given case ran five days and you have eight packs of paper, the first one would be "1 of 8" and the last "8 of 8." Just makes identification a little easier.

When the case is completed, wrap the notes in the information sheet so that the caption is outside, put a rubber band or a piece of string around it, and you have a compact bundle. After the case is transcribed (if it is to be written up), it may be made secure with scotch tape and it is ready for filing.

A legal-size filing cabinet is the best place for your notes. Stand them on end, starting at the left rear and working frontwards, arranging your notes in rows, chronologically, one row at a time. Packs of unused short-hand machine paper or wrapped reams of transcript paper may be used to bolster the notes so they will not topple over until the drawer is filled. For quicker reference, mark the top ends of your notes in the drawer with the date or file number so you may find what you desire without having to pull out the packs.

Most filing cabinets have a place on the front of each drawer for a card identifying the contents. Mark them "Civil Court - 6/10/57 to 9/5/58," or whatever the proper legend may be. When your cabinet has been filled, get another or remove the contents to transfiles, and start all over again.

Freelance and General Reporting

All of the foregoing has been written with more emphasis upon court proceedings and hearings, because that is the greater volume of the work done in our profession. However, the freelance or general reporter now handles a large volume of depositions and administrative hearings, with increasing volume each year, so these suggestions apply just as well to those engaged in reporting matters which do not entail the recording of court testimony. For example, the tabs, rubber bands, or cards can be used to separate different remarks, addresses, or orders of business at a convention, readback of questions at a deposition, and so forth. Even to a more marked degree, those in the convention reporting business can make use of the landmarks, marking pen or pencil, and notation pad because of the greater amount of editing, checking, and correction required in that work as compared to court reporting.

Information sheets are also a necessary and helpful part of freelance reporting, although the sheet probably should be tailored by the reporter to fit the type of work that he regularly handles. In addition, many of the so-called index sheets are also used as "work sheets" in various offices, containing information as to the names of the reporters and transcribers, number of copies, total pages in the job, orders for transcript, etc. In fact, the latter information might be a helpful addition to the index sheet of any reporter, be he official or freelance, operating on his or her own or as an employee. Copy of a work sheet especially designed for freelance work is also included in this chapter.

Proper marking and filing of the notes always is important, although a reporter engaged in convention work is not required to keep notes in permanent file for any extended period of time, so he probably would not be too concerned with the use of transfiles.

We have set forth at some length what the "well-dressed machine" should wear. None of these suggestions, however, will add to your speed or ability to write stenographically; but all of them will increase your confidence and ease your reporting burden. They are marks of the well-trained, competent reporter.

SAMPLE INDEX SHEET

No. _____ DATE _____ TERM _____ JUDGE _____

TITLE _____

PLAINTIFF

DEFENDANT

Appearances

Exhibits

1	8	A	H
2	9	B	I
3	10	C	J
4	11	D	K
5	12	E	L
6	13	F	M
7	14	G	N

Witnesses

1	8	15	
2	9	16	
3	10	17	
4	11	18	
5	12	19	
6	13	20	
7	14	21	

ARBITRARY ABBREVIATIONS:

SAMPLE INDEX SHEET

DATE _____ CASE NO. _____ PRESIDING OFFICER _____

TITLE OF CASE _____

PLAINTIFF - PETITIONER

DEFENDANT - RESPONDENT

APPEARANCES

EXHIBITS

EXHIBITS

WITNESSES

WITNESSES

ARBITRARY ABBREVIATIONS

(This is a reduced reproduction of an 8 1/2 x 14-inch sheet which allows ample room for caption, multiple appearances, and blank space at bottom for notations.)

RUSH _____ FOSTER COURT REPORTING SERVICE, INC. File # _____
EXPEDITED _____ 1800 Architects Building _____
RATE _____ 117 South 17th Street _____ File # _____
Philadelphia, PA 19103
215-567-2670 Orig. & _____
DEL. DATE _____ Depo of _____ pages _____ Paper _____
Proofread _____ Depo of _____ pages _____

Hearing _____
Deposition _____ Philadelphia, Pa., (Date) _____
Pretrial Examination _____
Sworn Statement _____
Oral Statement of _____
held in the offices of _____

Building, at _____ on the above date before
a Registered Professional Reporter _____
a Certified Shorthand Reporter _____
a Commissioner _____
a Notary Public _____
a Court Reporter _____
or an Approved Reporter of the U. S.
District Court _____
of the Commonwealth of Pennsylvania

APPEARANCES:

INV. NO. - AMT,

Org & Cpy _____ Address _____ Zip _____
Copy _____ Address _____ Zip _____
Copy _____ Address _____ Zip _____
Copy _____ Address _____ Zip _____

SPECIAL INSTRUCTIONS EXHIBITS RETAINED BY _____ Sipulation: Yes _____ No _____
NUMBER OF EXHIBITS _____ Typed by _____

LESSON NO. 12

CLARIFICATION OF "BASIC" THEORY VARIATIONS

A study of systems of "basic" theory generally taught throughout the country brings to light some variations in writing that we feel should be resolved for consistency. After thorough analysis we recommend the following principles and outlines:

KP- (initial X) for ex- (before vowel sounds and the letter L.)

exact	KP-KT	excess	KPES
exam	KPAM	excessive	KPES/IF
examine	KP-	excise	KPAOEUZ
examined	KP-D	excite	KPAOEUT
examines	KP-S	excitement	KPAOEUMT
examiner	KP-R	executive	KPEK/IF
examination	KP-GS	exempt	KPEMT
exceed	KPAOED	exhibit	KPIBT
excel	KPL-	exit	KPIT
excellent	KPLENT	exonerate	KPON/RAIT
except	KPEPT	extra	KPRA
exception	KPEPGS	extraordinary	KPRAORD
excepted	KPEPD O	exude	KPAODUD
excerpt	KPERPT	exult	KPULT
x-ray	KPQR AI	exec	KPEK

S- for ex- before the sounds of T, K, and P.

exchange	SKHAING	explanation	SPLANGS
exclaim	SKLAIM	exploit	SPLOIT
exclude	SKLAODUD	explore	SPLOR
exclusion	SKLAODS	exploration	SPLORG
excursion	SKURGS	expose	STOES KPOEZ
excuse	SKAOBUS	express	SPRES
execute	SKAO BUT	expression	SPREGS
expand	SPAND	exquisite	SKWIS/IT
ex parte	SPAERT	extent	STENT
expedite	SPE/DAOEUT	extension	STENGS
expedition	SPE/DIGS	external	EX /STERNL
expense	SPENS	exterior	STR-R
experience	SPERNs	extort	STORT
experiment	SPERMT	extortion	STORGS
expert	SPERT	extract	STRAKT
expire	SPAOEUR	extracted	STRAKD
explain	SPLAIN	extraction	STRABGZ

-TS02.
this
(only in
phrases)

suppose
SPOEF

~~STOES~~

We assume that all who study this course know the outline for the suffix "shun"; i.e., -tion, -sion, -cion, which is -GS. Use it whenever it is applicable.

Recommended outlines for standard machine shorthand abbreviations.

account	-KT	office	OFS
action	A A BGZ	order	ORD
also	-LS	paragraph	PRAF
always	AISZ	plaintiff	PL-F
another	A NOER	pound	POUND
approximate	P-	present	PRENT
approximation	P-GS	president	P-T
balance	BAL	recognize	ROIZ
before	BR-	recollect	R - RK
business	A RIS	recollection	REIS BGZ
complaint	KPLAINT	recollects	R - RKS
complete	KPLAOET	regard	RARD
completion	KPLAOEGS	remit	REMT
credit	KRIT	report	RORT
defendant	D-FT	return	RURN
enough	NUF	second	SEKD
forward	FWARD	secure	SKAO UR
further	FURT	some	SM-
good	G OD	senior	S-R
incompetent	IK	special	SPESH
immaterial	IM	substitution	STAO UGS
irrelevant	IR	together	TOEG
junior	JURN	testify	TEF
judge	JU-	testimony	TEFT
known	NOEN	township	TW-P
manufacture	M-F	versus	V-S
manufacturer	M-FR	very	V VE
notice	NOE	volume	VOM
accident	-X		
as soon as	SAOS		
experience	SPERNUS		

BONUS:	KP-P for expect
--------	-----------------

on the other hand OERNO

inspect
respect
suspect

N-P
R-P
S-P

of course - FX
budget BUJT
expert SPERT
nothing NOG

Sentence Exercise

You will expunge that which is incompetent, irrelevant, and immaterial.

Exempt or excuse the president from that.

Did he excel as a senior or as a junior?

The judge made him remit what was extorted.

Execute your option before it expires.

Make a good substitution of the same or almost the same quality.

You may try to explode one pound in your experiment.

Did you notice the exchange at the exit? 4

Did they exclaim with excitement and expectation when you told them of the excursion?

(86 words.)

Writing Exercise

Q Can you give me an account of the defendant's business?

A I made a report as an expert of the exact returns, which is an exhibit here, and it expresses paragraph by paragraph the approximate balance shown by the office credits.

Q It is an excellent report.

A The excerpt will explain the excess that is brought forward.

Q Do you expect to exclude any of the known orders?

A No, sir.

Q From your experience would you express an opinion that he did expand the manufacture of toys?

A Yes, sir. In his second year as a manufacturer he did enough business to exceed his regular volume. This is shown by excise statements.

Q In his case versus the township did he obtain any special advantage that you would regard as such?

A He tried to explore and exploit that also, but I did not notice or recognize any further gain that I recollect now.

Q Except for that respect the plaintiff is willing to get together with the defendant in this action. This is my recollection.

A He should exert extra effort to complete this complaint.

(177 words.)

INTENSIVE: Exclude the excerpt from the expert's exhibit.

TIP: Save yourself trouble by distinguishing these:

exile	EX/AOEUL	express	SPRES
compile	KPAOEUL	suppress	SUP/PRES
expunge	SPUNG	spend	SPEND
sponge	SPONG	expend	EX/PEND
export	KP-PT SPORT	suspend	SUS/PEND
sport			
support	S-PT SPORT	exact	KP-KT
		compact	KPAKT

NOTES

STKPWHR			
K	U		
TKPW	EUF		
PH	E		
A	PB		
	B GT		
	F T		
TK	F TS		
	B S		
	FRPBLGTS		
	EU		
PHA	EU	D	
A			
RO	R	T	
A	S		
A	PB		
S P	E R	T	
	F T		
KP	B GT		
R	U RPS	S	
	R BG S		
K H	A	S	
A	PB		
KP	EU	B T	
	H AOE R		
	R BG S		
A	PB	D	
	EU	T	
S P R	E	S	
	E	S	
P RA	F		
PW	AO EU		
P RA	F		
T			
P			
PW	A	L	
S H O	PB		
PW	AO EU	T	
O F	S		
K R	EU	TS	
STKPWHR		TS	
	A	PB	
KP HR	E	PB T	
RO	R	T	
	F PLT		
	FRPBLGTS		
T			
KP	E	RP T	
	L		
S P HRA	EU	PB	
T			
KP	E	S	
T H A		S	
PW RA	U	T	
T PW A	R	D	
STKPWHR			
TK	AO U		
KP	P		
T O			
S K HRAO		D	
T PH	EUF	T	
T Pn	C E	P3	
O R	CZ		

FRPBLGTS			
T P H	O	S	
STKPWHR			
T P R	UR		
S P	E RPS	S	
	W AO U		
S P R	E	S	
	A PB		
P	EU PB		
T H A	E		
TK			
S P A	PB D		
T			
PH	F		
	F		
T	O EU	Z	
	FRPBLGTS		
K W R	E S		
	F PLT		
T P H		Z	
S	E BG D		
K W RAO E R			
A	S		
A	S		
PH	FR		
	F		
TK			
T P H	UF		
	B S		
T	O		
KP	AO E	D	Z
	R E G		
S	RO PL		
	F PLT		
T H A	S		
S H O	PB		
PW	AO EU		
KP	AO EU	Z	
ST	A EU P L TS		
STKPWHR			
T P H		Z	
K	A EU	S	
S	R	S	
T			
T	W	F	
TK	E		
	O S		
T	A EU PB		
T P H	EU		
S P	E R BL		
S	RA PB G		
T H A	U		
W AO			
RA	R	D	
A	S		
S	UF P		
	FRPBLGTS		
	E		
T	RAO EU	D	
T	O		
S P H R O	R		
	A PB	D	
S P H R O	EU	T	
T H A	L S		
	R BG S		

PW			
U			
TK			
T P H	O	T	
T P H O E			
O R			
R O EU	Z		
T P H	EU		
T P *	UR	T	
TKPW	A EU PB		
T H A	EU R BG		
T P H O U			
STKPWHR			
KP	E P T		
T P O R			
T H A	B P		
T	P H R	F	
S	O	LG	
T KPW	O R	T	
T O E	G T		
TK	F	T	
T P H		B G S	
T H		F PLT	
T H A	S		
P H	EU		
R E	B G		
F PLT			
FRPBLGTS			
E			
S H A O			
KP	E R T		
KP RA	E FR T		
T O			
KP H RAO E	T		
T H			
KP H R A EU PB T			

LESSON NO. 13

COUPLETS

A pair of words closely associated with each other may be safely joined in a one-stroke outline by retaining most of the "key" word in the pair. We call these "couplets."

take place	TAIPS	number of	NOF
took place	TAOPS	of course	-FX
for instance	FRINS	go ahead	G G-D
for example	FRAFRPL*	give us	GIFS
in answer	NANS	gave us	GAIFS
strike out	STROUT	tell us	TELS
strike at the	STRIKT	in evidence	NEFD
would happen	WAOP	should be	SHUB
that happened	THAPD	might be	MIB
what happened	WHAPD	must be	MUB
this happened	TH-PD	most of	MOF
who happened	WHAPD	some of	SM-F
which happened	KH-PD	good many	G-M
they happened	THEPD	great many	GRAIM
we happened	WEPD	pick up	PUP
I happened	IPD	so-called	SKAULD
she happened	SHEPD	could know	KAON
he happened	EPD	to know	TON
in regard	NRARD	would know	WAON
in reference	NREFRNS	could say	KAOS
with regard	WRARD	to say	TOS
with reference	WREFRNS	would say	WAOS
has been	HAB	may not	MAI HUT

* Suffix principle to appear in future lesson.

how far	HOUF	too far	TAOF
how fast	HOUFS	too fast	TAOFS
how large	HOURJ	too large	TAORJ
how late	HOULT	too late	TAOLT
how long	HOUGNG	too long	TAOGNG
how often	HOUNFN	too often	TAOFN
how wide	HOLD	too wide	TWAOEUD

BONUS:	BOUF - about how far
--------	----------------------

Substitute "B" for "H" in the "how" phrases and you have expanded their use.

about how fast	BOUFS	about how long	BOUGNG
about how large	BOURJ	about how often	BOUNFN
about how late	BOULT	about how wide	BOID

INTENSIVE: Tell-us how-long ago this-happened. Go-ahead and give-us what-happened or took-place.

Writing Exercise

Q How-often would you go out with Miss Brown?

A Not too-often.

Q Give-us an approximation. For-instance, would it be once a week?

A Well, for-example, this year we-happened to go out together about four times.

Q How-long would you be in her company on these occasions? How-late would you

stay out?

A On a great-many occasions we had been out until midnight.

Q Well, that is not too-late. About-how-often would it be later than midnight?

A A good-many occasions.

Q Tell-us whether others happened to go with you.

A We would pick-up another couple who once gave us a lift to this so-called night club if they-happened to want to go, too.

Q Tell-us their names.

A Well, for-instance, Bob White and Gail Gross, if she-happened to be off then.

They are the two we would-know who might-be willing to go.

Q With-reference to this club, how-far was it from your home?

A I would-say about ten miles, approximately. I don't think I could-say that that is exact.

Q Turning to this particular evening, what-happened that was different from anything that-happened before? What took-place?

A In-answer to your question, we did pick-up this other couple. This-happened to be Gail's anniversary, and we thought we should celebrate.

Q Go-ahead. Who was driving?

A I was driving, of-course; it was my car.

Q How were the four of you seated in the car?

A Bob was beside me on the right in the front. seat on the left, and Gail sat beside her.

Miss Brown was in the back

Q How-fast were you driving?

A Not too-fast! We didn't have far to go.

Q Tell-us about-how-fast in miles.

A We hadn't been under way too-long. I think I could say about 40.

Q With-regard to the road, how-wide was it.

A That's hard to-say. Not too-wide.

Q And about-how-long had you been driving when the accident took-place?

A Maybe ten minutes.

Q And then, in-regard to the occurrence, what did you see take-place?

A Bob had turned in his seat, and looking out the rear window he-happened to see a large truck. He said, "This guy must-be drunk. He is going to run right over us." I-happened to look in the rearview mirror and saw it coming at us.

Q How-large a truck was it?

A That's hard to-say.

Q Well, about-how-large?

A At least a six-ton truck. The road wasn't too-wide at this point. I knew it wasn't as wide as it should-be for him to pass, but he tried, and the accident which-happened was caused by his forcing us off the road.

Q And this-happened when?

(468 words.)

NOTES

	STKPWHR	TKPW A EU L	TKPW A EU L
STKPWHR	W L R B G S	TKPW R O S R B G S	TKPW R O S R B G S
	T H A E U S T P H O T T A O L T F P L T	T P T H E P D T O B O F	S H E P D T O B O F
	P W O U P B W A Q U G O U U T W	T H E P B F P L T T K E R T T 2	T H E P B F P L T T H E R T T 2
	PH EU S P W R O U P B F R P B L G T S	H R A E U T E R P B	W E W A O P B W H A O
	T P H O T T A O F P B	PH EU D T P H A O E U T	P H EU B L G
STKPWHR	TKPW EU F S A P B P G S F P L T	A TKPW PL K A E U R B S	T O G STKPWHR
	T P R E U P B S R B G S	STKPWHR	W R E F P B S
	W A O E U T B W U P B S A	T E L S W H R O E R S H A P D	T O T H K H R U B R B G S
	W A O E B G F R P B L G T S	T O G W U F P L T F R P B L G T S	H O U F W A S E U T
	W L R B G S	W E W A O P U P A O T	T P R U R H O P L F R P B L G T S
	T P R A F R P L R B G S	K U P L W H A O W U P B S	E U
T H	K W R A C E R W E P D	TKPW A EU F S A	W A O S P W
	T O G O U T T O E G P W	HR E U F T T O T H	T O P H A O E U L S R B G S
	4	SK A U L D T P H A O E U T K H R U B	F P L T K W R O P B G E U
STKPWHR	H O U G W A O U B T P H E R K O E U O P B	TP T H E P D T O W A P B T T O G R B G S	K A O S T H A T H A E P B G K P B G T
	T H A O E Z K A E U R B S	T A O	STKPWHR
STPH	H O U L T W A O U	STKPWHR	T U R P B G
	ST A EU O U T F R P B L G T S O P B	T E L S T H R T P H A E U P L S	T O T H T E U B G A G E P B G R B G S
	A	F P L T F R P B L G T S	W H A P D T H A T W A S T K E U F
TKPW RA E U P L	W L R B G S	W E R B G S	T P R T P H E U G T H A P D P W R
K A E U R B S	T P R E U P B S	F P L T	STPH
W E	R B G S	F R P B L G T S	W H A
H B	P W O B	W H A O E U T	T A O P S
O U T	A P B	A P B D	FRP B L G T S
TPH L	TKPW A EU T	TPH A P B S	T P H A P B S
PH EU D	TPH A P B D	T O	T O
T P H A O E U T	K W R A O R	K W R A O R	K W R A O R

LESSON NO. 14

TRIPLETS

What do you think of couplets? Handy, aren't they? Let's study a few more in this lesson. We can do even better with these, because they grow into triplets -- sometimes even quads!

to come	TOK	right hand	R-ND
to come to	TOKT	right-hand side	R-NDZ
to do	TOD	left hand	L-ND
to do so	TODZ	left-hand side	L-NDZ
to go	TOG	has been	HAB
to go to	TOGT	has he been	HAEB
number of	NOF	has ever	HAFR
number of the	NOFT	has he ever	HAEFR
number of times	NOFTS	has he ever been	HAEFRB
one of	WUF	able to	AIBLT
one of the	WUFT	able to say	AIBLTS
some of	SM-F	unable to	NAIBLT
some of the	SM-FT	unable to say	NAIBLTS
how about	HOUB	like to	LAOEUK
how about the	HOUBT	like to say	LAOEUKSTOS
how many	HOUM	mean to	MAOENTO
how many times	HOUMTS	mean to say	MAOENTOS
how many days	HOUMDZ		
in respect	NR-P	try to	TRAOEUD
in respect to	NR-PT	try to say	TRAOEUTOS
with respect	WR-P	wish to	WISHD
with respect to	WR-PT	wish to say	WISHISS
I object	IB	for you	FOU
I object to	IBT	for you to	FOUT
		for you to say	FOUTS
must have	MUF	might have	MIF
must have had	MUFD	might have had	MIFD
must have been	MUFB	might have been	MIFB
must have been the	MUFBT	might have been the	MIFBT
most of	MOF	some of	SM-F
most of the	MOFT	some of the	SM-FT

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to come	TOK	right hand	R-ND
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to do	TOD	left hand	L-ND
to do so	TODZ	left-hand side	L-NDZ
to go	TOG	has been	HAB
to go to	TOGT	has he been	HAEB
number of	NOF	has ever	HAFR
number of the	NOFT	has he ever	HAEFR
number of times	NOFTS	has he ever been	HAEFRB
one of	WUF	able to	AIBLT
one of the	WUFT	able to say	AIBLTS
some of	SM-F	unable to	NAIBLT
some of the	SM-FT	unable to say	NAIBLTS
how about	HOUB	like to	LAOEUK I O
how about the	HOUBT	like to say	LAOEUK I S T O S
how many	HOUM	mean to	MAOEN I O
how many times	HOUMTS	mean to say	MAOENT S S
how many days	HOUMDZ		
in respect	NR-P	try to	TRAOEUK I O
in respect to	NR-PT	try to say	TRAOEUK I S T O S
with respect	WR-P	wish to	WISH I D
with respect to	WR-PT	wish to say	WISH I S T O S
I object	IB	for you	FOU
I object to	IBT	for you to	FOUT
		for you to say	FOUTS
must have	MUF	might have	MIF
must have had	MUFD	might have had	MIFD
must have been	MUFB	might have been	MIFB
must have been the	MUFBT	might have been the	MIFBT
most of	MOF	some of	SM-F
most of the	MOFT	some of the	SM-FT

should have
should have had
should have been
should have been the

SHUF
SHUFD
SHUFB
SHUFBT

ask you
ask you to
ask you to say

SKU
SKU~~D~~
SKU~~S~~

BONUS:	about how many about how many times about how many days	BOUM BOUMTS BOUMDZ
--------	---------------------------------------------------------------	--------------------------

Writing Exercise

60 wpm

- Q You are able-to work?
A I am unable-to work at anything.
Q I object.
A There is nothing more I wish-to-say.
Q Do you wish-to change your statement?
A I should like to-say I am not sure.
Q Let me ask-you this. I will ask-you-to take your time, and I will ask-you-to-say what you can remember.
A In-respect to what? With-respect to this man?
Q Don't you think you should-have some idea?
A I mean-to-say I should-have-had more time.
Q Don't you think you should-have-been ready?
A You are asking how-many-times?
Q No; you must-have something else in mind.
A Well, I must-have-been thinking of something else.
Q You must-have-had some idea what I wish-to know.
A There are a number-of things it could be.
Q Is there-anything else you might-have talked about?
A There might-have-been something said.
Q And you might-have-had a talk with the plaintiff?
A I am unable-to-say that.
Q You wouldn't like to-go that far?
A I do not like to-go-to that extent.
Q Weren't you asked to-come? Try-to answer.
A I don't remember whether he asked me to-come-to his home. That has been some time ago.
Q What did he wish you to-do?
A I don't recall, but if he asked, I had to-do-so.
Q Would you say you did go there any number-of-times? How-about that?
A Some-of them happened long ago. I cannot remember.
Q Is it one-of-the things you can't remember or is it something you are unable-to-say for some reason? 14
A I am not able-to say.
Q What has-been your connection with the defendant? Has-he-been pleasant to you? ↗

- 15 L5 min.
- A I have been his right-hand man.
Q And he has been your left-hand man?
A I-object-to that.
Q Would you say you went on the right-hand-side and he went on the left-hand-side?
A Yes. Is that what you wish me to say?
Q I-object to your answer. Please treat the court with-respect. Now, as to the number-of-times again, how-many-times would you say?
A I am not able-to answer in-respect-to that.
Q Has-he-ever-been at your home?
A I don't think it is right for-you-to ask me that.
Q It is not for-you-to say what is right. Has-he-ever come to your house?
A I wouldn't like-to answer that.

(374 words.)

INTENSIVE: How-about-the time with-respect-to some-of-the happenings? I ask-you-to-say if it might-have-been one-of-the cars on the right-hand side.

TIP: With experience and with care, you will find you may judiciously extend the use of -T for to and -TS for to say in your phrase writing.

NOTES

STKPWHR	FRPELGETS	STKPWHR	TK
UR	EU	A U	T HR
A EU BL T	PHAO PB TS	PH EUF	T PH EU
W O RBG	EU	A	T PH O F TS
FRPELGETS	S HAO F D	T A U BG	ST PH
EU PL	PHO R	W	H O U B
T PHA EU BL T	T AO EU PL	PHR F	T HA
W O RSG	STKPWHR	FRPELGETS	FRPELGETS
A T	TK O PB T	EU PL	S PH F
TPH EU G	U	TPH EU BL TS	T H E PL
STKPWHR	T H EU	T HA	HA P D
EU B	U	STKPWHR	HRO PB G
FPLT	S HAO F B	U	A G
FRPELGETS	R E D	W AO PB T	FPLT
T HR S	EU	HRAO EU BG	EU BG
TPH O G	FRPELGETS	T O G	TPH O T
PHO R	UR	T HA	R E B
EU	SK	TPA R	STKPWHR
W EURB TS	H O U PL TS	FRPELGETS	S T
STKPWHR	ST PH	EU	W UF T
TK AO U	STKPWHR	TK AO	T H EU PB GS
W EURB T	TPH O	TPH O	U
K HA EU PB G	S RBGS	HRAO EU BG	K A PB T
K W RAO R	U	T O GT	R E B
ST A EU PLT	PH UF	T HA	O R
FRPELGETS	TPH L S	ST E PB T	S T
EU	PH AO EU PB D	W RPS T	STKPW
S HAO	FPLT	U	UR
HRAO EU SG	FRPELGETS	SK	TPH EU BL TS
T O S	W	T O BG	TPP O R
EU PL	L	ST PH	S PH
TPn O T	RBGS	T RAO EU T	RAOE S
S H UR	EU	A PB S	O PB
STKPWHR	PH UF B	FPLT	FRPELGETS
HR E T	T H EU G	FRPELGETS	EU PL
PH E	F	K WRO RPL	TPH O T
SK U	STKPW	WHR E	A EU BL TS
T H	L S	SK PH E	STKPWHR
FPLT	STKPWHR	T O BGT	WHA
EU L	U	H O PL	HA B
SK U T	PH UF D	FPLT	K W RAO R
T A EU BG	K W R	T HA	K E BGS
K W RAO R	WH A EU	HA B	W T
T AO EU PL	W EURS T	ST EU PL	TK F T
A EU L	TPH O	A G	ST PH
SK U TS	FPLT	STKPWHR	HA E B
WHA U BG	FRPELGETS	WTA	PHR E S
R E B	T HR R	TK E	A PB T
FPLT	A	W EURB	T O U
FRPELGETS	TPH O F	C	ST PH
TPHR PT	T H EU PB GS	T O D	
WHA	EU T	FRPELGETS	
ST PH	K AO B	K WRO RL	
WR PT	STKPWHR	R O G	
T H	ST HR	PW M U	
PHA PB	TPH EU LG S	T P M	
ST PH	U	SK R B G	
STKPWHR	PH EUF	EU D	
TK O PB T	T A U BG	T O D	
U	PW	FRPELGETS	
T H EU	FRPELGETS	T O D	
U	T HR	STKPWHR	
S HAO F	PH EU B	W AO U S	
S PH	STKPW		
K W R	S A EU		
D	D		

LESSON NO. 15

-RP for WERE: -FS for WAS

Court proceedings deal more with what has happened than with what is happening or may happen at some future time. Therefore, the pronouns, I, you, she, he, we, they, who, which, what, and that, and the adverbs, when, where, and how, frequently are coupled with the past-tense verbs, have, had, were, and was. For had and have our outlines -D and -F stand us in good stead. As yet we have shown no way to write were and was on the right bank of the keyboard to take advantage of these phrasing possibilities.

Let us use the arbitrary outline -RP for were. We then may phrase:

you were	URP	if you were	FURP
we were	WERP	so you were	SOURP
they were	THERP	that you were	THAURP
that were	THARP	what you were	WHAURP
what were	WHARP	when you were	WHURP
when were	WH-RP	where you were	WRURP
where were	WR-RP	whether you were	WHRURP
which were	KH-RP	which you were	KHURP
who were	WHAURP	who you were	WHAURP WHURP
how were	HOURP		

For was we shall use another arbitrary combination, -FS. There is some phonetic justification for this one. As -FS is our way of writing -VS, we can read the outline as vas, which sounds like was.

I was	IFS	that he was	THAEFS
he was	EFS	that I was	THAIFS
she was	SHEFS	what he was	WHAEFS
that was	THAFS	what I was	WHAIFS
what was	WHAFS	when he was	WHEFS
when was	WH-FS	when I was	WHIFS
where was	WR-FS	where he was	WREFS
which was	KH-FS	where I was	WRIFS
who was	WHAOFS	whether he was	WHREFS
how was	HOUFS	whether I was	WHRIFS
if he was	FEFS	which he was	KHEFS
if I was	FIFS	which I was	KHIFS
so he was	SOEFS	who he was	WHAOFS WHOEFS
so I was	SOIFS	who I was	WHAOFS WHOIFS

BONUS:	<u>-RP for where in:</u>
--------	--------------------------

nowhere - NORP anywhere - NERP *RTHFR*
NOYRPL

60 wpm

Writing Exercise

Q Who-was there, then? Did Jack come before Sue did?

A I don't remember if-he-was there before she-was /

Q I am referring to the affair which-was held on June 10.

A All I can say is that they-were there together.

Q Now, Jack says that-he-was at the event but that-you-were not.

A I can't tell you^{the} names of all who-were there, but I can give you the names of some who-were, and they will back me up.

Q Will they say you-were at the house? 5

A I am sure they will, because they-were there when-I-was.

Q So if-you-were there that day, and if you saw Jack, can't you say whether he-was there when you arrived? 6

A At that time I didn't know who-he-was.

Q So-you-were not a friend of his at that time?

A No, I wouldn't say that-he-was a friend of mine then.

Q Did you know that-he-was a friend of your wife?

A I-was aware of the fact that she knew a man⁹ named Jack.

Q What-I-was asking was whether-you-were there before her that evening.

A I know that is the question which-you-were asking. I don't recollect whether-he-was pointed out to me. We-were not known to each other at that time.

Q What-was that?

A We had not met before, so-I-was not paying any attention to him.

RL 4 min.

(242 words.)

INTENSIVE: When-he-was there, I-was not.
He heard they-were coming,
so-he-was leaving.

NOTES

STKPWHR		TPHA EU PLS	S A EU	TPHO T
WHAO F S		F	T HAEF S	PH E T
T HR		SPH	A	PWR
T H E PB		WHAO RP	TPR E PB D	R BGS
STPH		R BGS	F	S O EUF S
TK		A PB D	PHAO EU PB	TPHO T
SKWRA BG		T H E L	T H E PB	PA EU G
K O PL		PWA BGS	STKPWHR	TPH EU
PWR		PH E	TK U PB	T E PB
S AO		UP	T HAEF S	T O EU PL
TK		STKPWHR	A	
FRPBLGTS		L	TPR E PB D	
KWRO RPL		T H E	F	
TP EEF S		S A EU	KWRAO R	
T HR		URP	WAO EUF	FRPBLGTS
PWR		T E	EUF S	
S H EFS		HOU S	A	
STKPWHR		FRPBLGTS	W A EU R	
EU PL		EU PL	F T	
R EFR G		S H UR	TPA B GT	
T O T		T H E L	THA RB	
A EUFR		R BGS	TPHAO	
K H F S		PWA US	AA	
K H E L D		T H E RP	PHA PB	
O PB		WH EUF S	TPHA EU PL D	
SKWR U PB		STKPWHR	SKWRA BG	
1 O		FPLT	WH A EUF S	
FRPBLGTS		FRPBLGTS	SK G	
A U L		TP URP	W A S	
EU BG		T HR	WHR URP	
S A EU		T HA	T HR	
ST HA		TK A EU	PWR ER	
T H E RP		T A PB D	T HA	
T HR		TP U	AO E PB G	
T O E G		S A U	FRPBLGTS	
STKPWHR		SKWRA BG	EU	
TPH O U		R BGS	TPHO	
SKWRA BG		K A PB T	T HA S	
S A EU S		U	T K W E	
T HAEF S		S A EU	KKH URP	
T E		WHR E F S	SK G	
EFPST		T HR	FPLT	
PW U		WH U	KWRO RBG	
T H A URP		RAO EUF D	WHR E F S	
TPHO T		FRPELSTS	P O EU PB T	
FPLT		T A T	E D	
FRPBLGTS		EU	O U T	
EU		TK PB T	T O	
K A PB T		TPHO	PH E	
T E L		WHAO EF S	FPLT	
U		STKPWHR	W E URP	
T		S O URP	TPHO T	
TPHA EU PL S		TPn C T	TPHO PB	
F		A	T O E FP	
A U L		TPR E PB D	O E R	
WHAO RP		F F Z	T A T	
T HR		T A T	STKPWHR	
R BGS		FRPBLGTS	WH A F S	
PW U		TPHO	T HA	
EU BG		R BGS	FRPBLGTS	
TKPW EUF U		EU	W E D	
T		WAO PB T		

REVIEW EXERCISE

CLARIFICATION OF "BASIC" THEORY VARIATIONS

80 wpm

KP- and S- for ex-

COUPLETS

TRIPLETS

-RP for WERE; -FS for WAS

Q You were about to tell us why you should have an exemption from the rules that were adopted by the Board some years after your business came into existence.
A Yes, I was. I shall not try to be exact in regard to dates when different things took place. It must have been about five years after we went in business³ that the order you are speaking of was in effect. We were exempt, as far as our present business, and, like some of the people in town, we didn't like to ask for an exception unless it was needed.

Q For instance, if you did not have enough space in the township at that time, it would not then have been too late to ask that you be allowed to expand to that extent?

A No. But that happened to be a special need then, and my father, who happened to go to the Board hearing, didn't know whether you were allowed to do that. He was more eager to know whether he was going to be allowed to stay in business⁹ where he was, than in looking forward to expansion in the future.

Q What happened to cause you to come to the opinion or recognize that you were required to do something to extend your facilities?

A I might be off in my dates--it is hard to recollect--but in answer to that question I would state I had been in the business for about three years when a second store that was near us, on the right side of the same street, went out of business. It was the so-called Farmers' Store. I don't know how long they had been there and wouldn't want to say how many times I had heard they were retiring from business because they could not procure credit, but this happened to be the real thing.

Q In reference to their business, how far did their territory overlap yours?

A I couldn't express an opinion with respect to that, except to say that we might have overlapped at some points; but their business was on the left side of the road.

Q Go ahead; try to give us some of the facts.

A Of course, the people on the left-hand side of the road wanted us to take care of them, and we wished to do so. A good many times it was hard to do, and perhaps a great many of our own people thought that I was more perturbed with new business than with the old.

Q Where was your dad at that time?

A He was not working much anymore; but if he was present in the office when I was there, I could talk things over with him to see whether I was doing what he wished done. →

Q Did some of your people on the right-hand side of the road complain?

A No, they gave no sign of that. And I wish to say that there are a hundred of them here today, and I will ask you to call on them to speak.

Q Go ahead. Did anything else take place?

A There was an extension built to the highway because of the extreme traffic load which was building up in there, and people began to come in and build more homes.

Q Well, that is something which happened everywhere. How fast did your section grow?

A Too fast with regard to homes. We must have had many more, because I know our rate of growth would exceed the average for the town. One of the surveys I saw showed that.

Q Well, we must strike out anything like that that you saw; that is not evidence. When was it that your father ceased working together with you in the business?

A I believe that he was still coming in until about two years ago; then it became harder for him--it meant too much exertion--and so I was forced to take over the business. If I was in need of advice, he always gave it to me.

Q You mean advice with reference to running it?

A Yes.

Q How old was he at that time?

A 75. That is why he couldn't exert himself.

Q I am not an expert in your field, and have had no experience in respect to it at all. Can you approximate how many trucks you now use?

A We might have about a hundred.

Q And do you state that that might have been the average for the past four years?

A Well, I wish to explain that we would have had more, but as an experiment we tried using drivers who owned their own trucks.

Q I heard you tried that a number of times. How about the effects of that?

A It didn't exhibit any advantage. We ran into external difficulties, and now resort to it only in an emergency.

Q May we have some expression from you as to just what you wish to have the Board give you?

A We don't want to be exorbitant in our requests, but if we would add a building on the left-hand corner, that would give us an exit. A great many times we have had trouble on the highway. We should have had that long ago; it should have been done when we first built there. That has been one of our troubles--an excess of traffic at that point.

Q Excuse me. Is that all you are asking at this time?

A Yes, but I don't want to exclude the chance that we may need more. A good many of the times one cannot foresee these needs, and you have heard the exclamation, "Why didn't you ask for something in respect to that when you were here before?"

Q I don't think the Board will exclaim anything of the sort, or that there will be any exclusion of further requests. What I was asking was where you were going to put this building.

A I thought that was what you were driving at. It is nowhere near the main highway.

Q And it would not end in the expulsion of your trucks into a heavily traveled road?

A No; we are not anywhere near it.

Q How wide is the street at that point?

A Forty feet.

Q How often do your men take their trucks out there?

A Once in the morning, and once in the afternoon.

Q So they are not likely to strike it when traffic is heavy? *s3*

A No.

Q Can you account for the complaints that have been made, so we can judge them? This is not an ex parte hearing.

A Will it be all right if I substitute a special paragraph in my complaint in the presence of the President of the Board?

LESSON NO. 16

PUTTING THE ASTERISK TO WORK

If we were to ask you what has impressed you most about our course up to this point, we would receive various answers; but on one point we believe you would agree with us: We are making intensive use of all the letters on the keyboard. They represent all the vowels, diphthongs, consonants, numerals, and punctuation marks. Each letter stands for a word and is used in connection with other letters to form outlines for more words and phrases. Sometimes we long for more letters on the keyboard, but mechanical and physical limitations prevail.

There is, however, one key which has had it relatively easy: the asterisk. It has been called into service only for corrections and to indicate paragraphs. We do not expect you to make many corrections, and a paragraph is rarely indicated in testimony, so why not put this key to use?

There are times when we must have a letter represent itself, not a word: when it is written for an initial or for a letter that is part of a model, serial, or product number; i.e., W. T. Mann, O. K. Nelson, F-4, B-52, or 1F5. It would be difficult, if not impossible, to distinguish, for instance, whether the outline 1/F/5 means "one of five" or "1F5." Similarly, does EFS/W/T/MAN read "He was with the man" or "he was W. T. Mann"?

To identify a letter as such, and to indicate that it is not being used as a word-sign, strike the asterisk with it in the same stroke.

Let us begin with the alphabet:

A	A*	N	*N
B	*B	O	O*
C	KR*	P	*P
D	*D	Q	KW*
E	*E	R	*R
F	*F	S	S*
G	*G	T	*T
H	H*	U	*U
I	*I	V	SR*
J	SKWR*	W	W*
K	K*	X	KP*
L	*L	Y	KWR*
M	PH*	Z	*Z

Strike the asterisk with the forefinger of the hand that is not in use for writing the letter.

Words Ending in -ng and -nk

Words ending in -ng and -nk have long posed a problem for machine shorthand writers. Most systems have taught the writing of -PBG for both word endings, with built-in transcription problems.

Written in the traditional manner, we have identical outlines for each of these word pairs:

<i>bang</i>	BAPBG	rang	RAPBG
<i>bank</i>		rank	
<i>clang</i>	KLAPBG	sung	SUPBG
<i>clank</i>		sunk	
<i>ping</i>	PIPBG	sting	STIPBG
<i>pink</i>		stink	
<i>ring</i>	RIPBG	tang	TAPBG
<i>rink</i>		tank	

Differentiate these words by writing those ending in -ng -PBG and those ending in -nk *-PBG. In effect, we are using the asterisk to distinguish them. Strike the asterisk key with the right forefinger. The stroking requires careful fingering, but your diligent practice will be handsomely rewarded.

Try these

<i>hank</i>	HA * PBG	rink	R * IPBG
<i>rank</i>	RA * PBG	monk	M * UPBG
<i>bank</i>	BA * PBG	brink	BR * IPBG
<i>blank</i>	BLA* PBG	plank	PLA* PBG
<i>pink</i>	P *IPBG	ink	* IPBG

Be alert for the occasions when you encounter potential conflicts of words in the -ing/-ink family. Here are a few examples:

<i>tang</i>	TAPBG	sing	SIPBG
<i>tank</i>	T*APBG	sink	S*IPBG
<i>tanning</i>	TAN/G	sinning	SIN/G
<i>ping</i>	PIPBG	wing	WIPBG
<i>pink</i>	P*IPBG	wink	W*IPBG
<i>pinning</i>	PIN/G	winning	WIN/G

Writing Exercise

Hank, what rank do you have with the bank?
We would bang a monk with a pink robe.

Mr. Brink may push a plank over the bluff.

Write me a line or so with blue ink.

When I would give him a ring, he would have a blank look.

We shall build a big rink.

When I began to sing, I knew I was sunk.

Which is worse, the sting of the bee or the stink of the skunk?

NOTES

	M A *	P B G	T	
		R B G S	ST	*EU P B G
	W H A			F T
	R A *	P B G	P W A C E	
	T K	A C U F	O R T	
	W	T	ST *EU P B G	
	P W A *	P B G	F T	
	S T P H	E	S K *U P B G	
	W		S T P H	
	W A O			
	P W A	P B G		
	A			
	P H C *	P B L G		
	W A			
	P *	EU P B G		
	R O E	B		
		F P L T		
	P H R			
	P W R	*EU P B G		
	P H A	EU		
	P	U R B		
	A			
	P H R A *	P B G		
	O E F R T			
	P W H R	U F		
		F P L T		
	W R A O	EU		
	P H	E		
	A			
	H R A O	EU P B		
	O	R		
	O			
	W			
	P W H R A O			
		*EU P B G		
		F P L T		
	W H	EU		
	W A O			
	T K P W	E U F P L		
	A			
	R	E U P B G		
		E		
	W A O	F		
	A			
	P W H R A *	P B G		
	H R A O			
		F P L T		
	P W	E U R B		
		E U		
	P W	E U G		
	R	*EU P B G		
		F P L T		
	W H	EU		
	T K P W	A P B		
	T	O		
	S	E U P B G		
		D B G S		
		E U		
	T P H A O			
		E U F S		
	S	*U P B G		
		F P L T		
	W H	C R G S		
		R B G S		

Words ending in -th

Most machine shorthand systems write -th by dropping the "h." We are convinced that it is bad practice to write such words as pat-path, bat-bath, boat-both, debt-death, fate-faith alike.

The H on our keyboard precedes -T. To write faith so that it will not conflict with fate, we could use the outline FAIT/H, but this then gives rise to the possible conflict, "fate had," and--worse--takes two strokes. We can avoid the conflict and the extra stroke by writing the asterisk right in the outline, which gives us FA*IT for faith, leaving FAIT for fate.

Usually the right forefinger is available for this stroke, but if it is already engaged, as in earth, use the left forefinger. Think of this outline *-T as -th.

bath	BA*T	lath	LA*T
bathe	BA*IT	lathe	LA*IT
birth	B*IRT	length	ENT L*EIGT
both	BO BOET	month	MO MO
breath	BR*ET	mouth	MO*UT
breathe	BRAO*ET	oath	O O*ET
death	D*ET	path	PA*T
earth	E ERT	soothe	SAO*T
faith	FA*T	strength	STR*END GT
fifth	F*IFT	tenth	T*ENT
fourth	FO FOURT	truth	TRAO*UT
forth	F FORT	worth	WO*RT
growth	GRO GROET	wrath	WRA*T

(and many other -th words and proper names.)

Writing Exercise

The path of youth on this earth can be full of trouble.
Each month I open my mouth and breathe a free breath when I have paid my debts.
It soothes me.

That rope has the length but not the strength.

After the fourth or fifth day out, I want a bath and a haircut.

We appreciate the truth of the growth of the death rate.

I am sure either of us can soothe her wrath.

Be sure to bathe when you have done your work on your lathe.

Thy faith hath made thee whole.

(95 words.)

NOTES

T P A *	T
F	
K W RAO*	T
O PB	
T H	
*UR T	
K S	
T P U L	
F	
T R U BL	
FPLT	
AQ E FP	
PH O* PB T	
EU	
O E P	
PH EU	
PH O* U T	
A PB D	
PW RAO* E	T
A	
T P RAO E	
PW R *E	T
WH EUF	
P A EU	D
P H EU	
TK E TS	
FPLT	
EU T	
S AO* TS	
PH E	
FPLT	
T H A	
R O P	
H A S	
T HR *E PB T	
PW U	
T PH O	T
T	
ST R *E PB T	
FPLT	
A F	
T	
T P A * U R T	
O R	
T P *EUF T	
TK A EU	
O U T	
R B G S	
EU	
W A PB T	
A	
PW A *	T
A PB D	
A	
K H A EU R	
U T	
F D L	
S H U R	
T P H U B	
F	
U B D	
S AO* T	

Words Ending in -st

-S is the last letter under our fingers when they are in "home position"--logically so, because we need it there for the plural forms of nouns and for the singular form of many verbs. Nevertheless, many words end in -st. Since 1911 almost all systems have recommended simply omitting -t and relying on context to read the outline correctly. A glance at the following pairs of words will demonstrate the danger and unreliability of this practice.

Bess best	BES	mass mast	MAS
boss boast	BOS	miss mist	MIS
chase chaste	KHAIS	muss must	MUS
crest increase	KRES	mows most	MOS
lass last	LAS	pass past	PAS

We can do better than that. We need only turn to our good friend, the asterisk, add it to these outlines and interpret it to mean that -T follows the -S. This gives a positive differentiation. Usually the right forefinger is available, but if it is not, as in first, use the left.

best	B*ES	guest	G*ES
beast	BAO*ES	haste	HA*IS
blast	BLA*S	just	J*US
boast	BO*SES	last	LA*S
breast	BR*ES	least	LAO*ES
bust	B*US	lost	LO*S
cast	KA*S	mast	MA*S
cost	KO*S	mist	M*IS
coast	KO*ES	most	MO*SES
crest	KR*ES	must	M*US
cyst	S*IS	nest	N*ES
east	AO*ES	post	PO*SES
first	F*IRS	pest	P*ES
fist	F*IS	lest	L*ES
fast	FA*S	trust	TR*US

Writing Exercise

From the first to the last he has been a pest.
 The best part is the low cost of the beast.
 A tar on top of the mast cast his eyes west.
 We are past the place of the blast.
 Most people would like a fast postman.
 Hope sprang in his breast at the horn's blast in the mist.

(59 words.)

NOTES

STK	PwHR			
T	P R			
T	P *EU R			
T	O			
	HRA *			
	M			
H A				
A				
P	*E			
	F P L T			
T				
PW	*E			
P	A R			
ST				
K	HR O			
	O*			
	F			
PW	AO*E			
	F P L T			
A				
T	A R			
	O			
T	O			
	F			
K	P H A *			
	A *			
H	EU			
	AO EU			
W	*E			
	F P L T			
W	F R			
P	A *			
T				
P	H R A EU			
	F			
PW	H R A *			
	F P L T			
P	H O *			
P	AO E P L			
	W AO			
	HRAO EU	B G		
	A			
T	P A *			
P	O *			
P	H A	PS		
	F	P L T		
H	O M	P		
S	P RA	PS G		
T	P H			
P W R	*M			
T	H O M	RPB		
PW	HRA *			
T	H			
P H	*EU			
	F P L T			

BONUS:	Also for -xt
--------	--------------

next N*EX text T*EX

SUPER BONUS:	*-F for -V
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safe	SAEUF	wafer	WAEUFR
save	SA*EUF	waiver	WA*EUFR
grief	GRAOEF	life	LAOEUF
grieve	GRAO*EF	live	LAO*EUF

JACK POT:	Multiple Letters
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Many well-known company and organization letter designations can be written in one stroke; e.g., General Motors, Philadelphia Electric, United Nations, Internal Revenue Service, Save-Our-Ship, Trans World Airlines:

F.o.b	F.O*B	U.S.A	*US/R*
G.M.	(or GM)	G*M	U.S.
O.K.	(or okay)	O*K	I.R.S. (or IRS)
V.A.	(or VA)	VA*	S.O.S.
U.N.	(or UN)	*UN	T.W.A. (or TWA)
D.E.	G*C	C.I.A.	C*I
C.O.D	K20*D		A*

*General
Electric*

INTENSIVE: A. J. Foyt was first in the next-to-the-last race. I like to use blue ink when I take a test for the U.N. Both M. E. Howard and K. M. Tripp are past due. Neither had a blank check when they went to the bank. Please save the text to be safe from I.R.S.

LESSON NO. 17

"E" REVERSAL

With no other words is the inflexibility of our keyboard more exasperating than with these examples of words used in daily conversation:

copy

money

body

sorry

Two strokes for a four-letter word? Intolerable!

Write these two-syllable words with the "E" sound built into the first syllable, even though it is out of place.

Army	AERM	folly	FOEL	pony	POEN
baby	BAEB	happy	HAEP	rally	RAEL
body	BOED	hardy	HAERD	soggy	SOEG
bony	BOEN	hearty	HAERT	·sorry	SOER
carry	KAER	honey	HOEN	story	STOER
coffee	KOEF	lady	LAED	tardy	TAERD
copy	KOEP	marry	MAER	tarry	TAER
fancy	FAENS	money	MOEN	taxi	TAEX
fatty	FAET	Navy	NAEF	trolley	TROEL
floppy	FLOEP	party	PAERT	worry	WOER

And for these longer words:

category	KAET/GOER	orient	OERNNT
gravity	GRAEFT	theory	THOER

We are not restricted to words which are susceptible to the "E" reversal. Other words may be treated similarly.

golf	GOFL	bulk	BLUK
gulf	GUFL	pulp	PLUP
self	SEFL	valve	VAFL
film	FLIM	solve	SOFLL
telephone	TEFL	involve	VOFL

Writing Exercise

family FAEM

Those hearty Army and Navy men look forward to a good time when they come to town. We shall be happy to entertain them. We expect them to telephone as soon as they come, and hopefully to arrange a car pool so that they won't need to travel by taxi or trolley from the airfield to the club. →

There we shall have a hearty meal for them. Any of you who are tardy may be sorry, for they are hardy men who like to eat well, even though the fare may not be fancy. We shall have coffee, honey for their rolls, and then good food, all grown nearby. It is our desire to have the bulk of our meals home-grown, good for the body, helping to carry on through the day. The meat will not be too fatty nor will the fish be too bony.

Our theory was to have them here during the time when the golf club will not be crowded, and there need be no worry on that score.

No great amount of money need be paid for this party. The story that we would need a large sum was just poor copy in a chatty news column.

The lady who was to be in charge must take care of an ill baby, but she undoubtedly will be with us unless for some cause she must tarry. Her husband, a judge, may have to marry a couple that day, and that may delay him.

We can solve any problem in any category that may come up. Self-help will be the order of the day in Gulf City. Bring lots of film and involve yourself.

(281 words.)

TIP: An important participant in court proceedings is the attorney, whom we may easily designate with this illustration of the reversal principle: TOERN

The outline for equal is KWAL
For equally simply add E KWAEL

BONUS:

family

FAEM

NOTES

T H O	T	T P H A O E	D
H A E R T	S	A	
A E RPL	S	HRA	RPLBG
A PB D	S	U PL	
T P H A E F	S	W A	S
P H E PB	S	S K W R * U	S
HRAO	S	P A O R	
T P H A R D	S	K O E P	
T O	S	T P H A E	T
A	S	T P H A O	Z
TKPW	S	K H R	U PL
T A O EU PL	S	F PLT	
W H	S	T	
T H E	S	HRA E	D
K O O PL	S	B H A O F	S
T O U PB	S	T O B	
F PLT	S	T P H	RPLBG
W E RBS	S	K H A R P G S	
B	S	T A EU BG S	
H A E P	S	K A EUR F	
T O E E PB	S	A	PB
T A EU PB	S	EU L	
T H E PL	S	PW A E B	
F PLT	S	R B G S	
W E E	S	PW	
K P P	S	P H O E C	
T H E PL	S	PRO E BL	
T O E F L	S	H R B	
A A O PB S	S	W U	S S
ST H E	S	S K A D	S
K O PL	S	P H E	S
R B G S	S	T A E R	F PLT
A PB D	S		
H O E P	S		
T P H R EU	S		
T O	S		
A RPBG	S		
A	S		
K A R	S		
P A O L	S		
S O	S		
T H A	S		
T H E	S		
W O E PB T	S		
T P H A O E	S		
T O	S		
T RA F L	S		
PW A O EU	S		
T A E B G S	S		
O R	S		
T R O E L	S		
T P R T	S		
A EUR	S		
T P A O E F L D	S		
T O	S		
K H R U B	S		
F PLT	S		
T H R	S		
W E RBS	S		
H A E R T	S		
PHAGE L	S		
T P O R	S		
T H E PL	S		
F PLT	S		
T P H	S		
U	S		
W M A O R	S		
T A E R	S		
PHAGE EU B	S		
S O E R	S		
T P O R	S		
T H E RR	S		
PHAGE F R R	S		
W H A O F R	S		
HRAO EU SG	S		
T O A O E T	S		
W	S		
R B G S	S		
AS E PB	S		
T H O E T	S		
T P A EUR	S		
PHAEU PB T	S		
S	S		
T P A E PB S	S		
W E RBS	S		
K O E F	S		
S W R F R B	S		
K O E F	S		
S W R F R B	S		
T P H O E PB	S		
T P H O E R	S		
T P H O E PL	S		
TK W U R GT	S		
T A O EU PL	S		
WH	S		
TKPW O F L	S		
K H R U B L	S		
T P H O	S		
K R O U B	S		
R B G S	S		
A PB D	S		
T H R	S		
T P H A O E	S		
T P H O	S		
W O E R	S		
O PB	S		
T H A	S		
SK O R	S		
F PLT	S		
T P H O	S		
TKPW RA EU	S		
A PLT	S		
F	S		
PH O E PB	S		
T P H A O E	S		
P A EU	S		
T P O R	S		
T H	S		
T P A E R T	S		
F PLT	S		
T	S		
S I O E R	S		
T H A	S		
W AC	S		

LESSON NO. 18

PRINCIPLES OF ABBREVIATION

Key Syllable

The inventors of our basic system recognized the possibility of using a single syllable to represent a word. Further, they found that many words seemed to fall into three groups: those accented on the first syllable, those accented on the last syllable, and those accented on an intermediate syllable. We might call this the "key syllable" principle. Study these examples and observe their use in later lessons.

FIRST SYLLABLE:

automatic	AUT
general	JEN
object	OB
familiar	FAM

INTERMEDIATE SYLLABLE:

opinion	OP O-N
individual	VID
convenient	VEN VAOEN

LAST SYLLABLE:

reply	PLI
advance	VANS
between	TWEN AOEN

You will note immediately that these are words from business English--the words the office stenographer writes daily. Let us extend the key-syllable principle to the wider vocabulary of the court reporter.

borrow	BAUR	nature	NAIT
burden	BURD	neighbor	NAIB
country	KUNT	pedestrian	PED
deny	D-N	permanent	PERM
early	EARL	prejudice	PREJ
hesitate	HES	refuse	REF
husband	HUS	stipulate	STIP
issue	ISH	stipulation	STIPGS
labor	LAIB	sudden	SUD
larceny	LARS	verdict	VERD

addition	DAISH	important	PORNT
additional	DAISHL	unanimous	NAN
adjudicate	ADJ AOD	unanimously	NANL
efficient	FISHT		

above	BOF	indicate	KAIT
abuse	ABU BAUS	indication	KAIGS
accuse	ACU KAOUZ	instruct	STRUKT
among	MUNG	instruction	STRU CGZ
annoy	NOI	item	TUM
assault	SAULT	occur	KUR
decree	KRE	occurrence	KURN
degree	GRE	respond	SPOND

These are just a few of the outlines which may be treated under the key-syllable principle. Practice them well. You will find the same principle extended to other outlines in later lessons.

BONUS:	TIN - continue
--------	----------------

continual	TINL	continuously	T-NL
continuous	T-NS	continuation	TINGS
<u>continually</u>	TINL-L	<u>continuance</u>	TIN ANS
TIP: SAUB - assault and battery		policeman - PLAM	
ARGT - argument		policemen - PLEM	

Writing Exercise

Your verdict must be unanimous, it must be without prejudice, and you must follow the law as I give it to you in my instructions.

Except where counsel have agreed to stipulate to them, you must decide the facts -- unanimously, as I have said. I also instruct you that counsel's arguments are not to be regarded as statements of facts. They are an indication to you only of their versions of the facts. You are the final judges.

The charge here is assault. It does not rise to the degree of assault and battery. There was an additional charge of larceny, but the State's evidence was not clear and concise, so I allowed a motion to drop that charge early in the case and it is not an issue for you to consider. The Court must so adjudicate.

The occurrence out of which this charge arises took place on Main Street just above Market. The defendant had driven to the city from her country home with her husband and a neighbor to purchase an item at the general store. They did so and continued on to another store to make an additional purchase, when they saw a pedestrian point out to a policeman that the time on their parking meter had expired. The husband of the defendant was not of an easy-going nature, so he began to abuse the informant and to annoy the officer. He said, "I refuse to pay any more." There was a continuation of the argument among the four people, the husband continuing to accuse the pedestrian of wanting him to pay additional for parking when he was about to leave. The continual arguing made the officer believe that some violence might occur, so he did not hesitate to call a squad car, which did respond quickly, just in time to see the defendant indicate that she was going to strike the other individual, the pedestrian, on the head with her handbag, and had he not dodged, the man said he would have been struck about his eye.

As I recall the evidence, there is nothing in addition to support the State's contention. On the other hand, the defendant and her husband deny any offer of violence. They contend that it was only an argument.

(379 words.)

NOTES

K W RAO R
 S R E R D
 P H U S
 T P H A P B
 RBGS
 EU T
 PH U B
 W O U T
 P R E PBLG
 RBGS
 A U S
 PH *U S
 T P O L
 T HRA S S
 EU EDF
 EU T
 T O U
 T P H
 PH EU
 ST R U BGS S
 FPLT
 KP EPT
 WR
 K O UPS
 S R
 TKPW RA E D
 T O
 ST EU P
 T H EPL
 RBGS
 U
 PH *U S
 TK E
 S AO EU D
 T P A B GTS
 QXE
 T P H A PBL
 RBGS
 A S
 EUF
 S A EU D
 FPLT
 EU L S
 ST R U BGT
 U
 T H A
 K O UPS S
 A R GTS
 T P H O T
 T O B
 RA R D
 E D
 A S
 ST A EU P L TS
 F
 T P A B GTS
 FPLT

T H E R
 A PB
 K A EU GS
 T O U
 O PBL
 F
 T H R
 R E R GS S
 F T
 T P A B GTS
 FPLT
 U R T
 TP AG EU PBL
 SKWR U PBLGS
 FPLT
 *
 T K H
 K HA RPBLG
 H A E R
 S A U L T
 FPLT
 EU T
 TK U Z
 T P H O T
 RAO EU Z
 T O T
 TKPWR E
 F
 S A U S
 FPLT
 T H R F S
 A PB
 TK A EUR BL
 K HA RPBLG
 F
 HRA R S
 R BGS
 PW U T
 ST A EU TS
 E F D
 W A S
 T P H O T
 K HRAO E R
 A PB D
 K O PB
 S AO EU S
 R BGS
 S O EU
 HRO U D
 A
 PH O GS
 T O
 TK R O P
 T H A
 K HA RPBLG
 A ERL
 T P H T
 K A EU S
 R BGS
 A PB TS

A PB
 EUR B
 T P O U T
 K R
 FPLT
 T K O R T
 PH *U S
 S KWR D
 FPLT
 *
 T K
 O U RPS S
 O U T
 F
 T K H
 K HA RPBLG
 RAO EU Z
 E
 T A O P S
 O PB
 PHA EU PB
 ST RAO E T
 SKWR *U S
 PW O F
 PHA RBGT
 FPLT
 T K F T
 TK R EUF PB
 T O T
 ST T P R E R
 K O U PB
 HO E R PL
 W U B
 H A PB D
 A
 T P H A EU B
 T O
 P R F P
 A PB
 T U PL
 SKWR F PB
 ST O R
 FPLT
 T H E
 TK
 S O
 A PB D
 T O EU PB D
 T O PB
 T O
 ST O R
 T O
 PHA EU BG
 A PB

TK A EUR BL
 P R FP
 RBGS
 WH
 T H E
 A
 P B E EU PB T
 O EU PB T
 T O
 A
 P HRA PL T
 T H A
 AG EU PL
 O PS
 T H R
 P A RBGS
 PHAO E E R
 H
 SP AO EU R D
 FPLT
 T M S E T
 TK W A F
 T P H O F
 A AE PB Z
 EU
 TKPW O G T
 T P H A EU R G T
 S O E
 TKPW A PB
 T O
 PW AO
 T P H F
 A PS D
 T O
 T P H O EU
 T
 SEP R
 FPLT

LESSON NO. 19

-LD for WOULD: -PT for WANT

The value of a machine is its capacity to do a specific task better or more quickly than it can be done by hand. Its drawback is its inflexibility; it can do only the specialized task for which it was designed. We see how true this is with our own principal tool, the shorthand machine. The pen writer can swiftly put on paper any of his symbols, and he can arrange them in any sequence he desires. We have only our twenty-one letters arranged in an order as unchanging as the stars.

But the brain of the machine's master is flexible, so by learning various combinations of the letters we have on our machine and, by practice, acquiring skill in their use, we overcome the handicap of the machine's limitations.

A good place to exercise our ingenuity is with the words would and want. When they occur alone, they are easily written at a stroke, but would has the perverse habit of coming to us coupled with the personal pronouns I, we, you, he, she, they, and who, as well as with the adverbs when, why, how, and where.

To adapt our writing to take advantage of this word usage, write -LD
(the last two letters of would) for would in the following phrases:

I would	I LD	they would	THE LD
you would	ULD	which would	KH-LD
he would	ELD	that would	THALD
we would	WELD	what would	WHALD
she would	SHELD	who would	WHAOED WHAOLD
when would	WH-LD	that he would	THAELD
why would	Y-LD	that she would	THASHLD
*how would	HAOULD	when I would	WHILD
where would	WR-LD	when you would	WHULD
if I would	FILD	when he would	WHELD
if you would	FULD	when she would	WH-SHLD
if he would	FELD	so I would	SOILD
if she would	F-SHLD	so you would	SOULD
if we would	FWELD	so he would	SOELD
which I would	KHILD	so she would	SOSHLD
which you would	KHULD	and I would	AI LD
which he would	KHELD	and you would	AULD
which she would	KH-SHLD	and he would	AELD
that I would	THAILD	and she would	ASHLD
that you would	THAULD		

To write want we must resort to a little artistic license. -NT, the last two letters of want, would make a good outline, but -NT must be used too often for other words, and sometimes it represents not. So let us write -PT for want, in phrases only, and try these outlines:

*how old HOULD

I want	IPT	what I want	WHAIPT
you want	UPT	what he wants	WHAEPTS
we want	WEPT	what you want	WHAUPT
they want	THEPT	if I want	FIPT
who want	WHAOPT	if you want	FUPT
he wants	EPTS	if we want	FWEPT
she wants	SHEPTS	if he wants	FEPTS
who wants	WHAOPTS	do you want	DAOUPT
and I want	AIPT	did you want	DUPT
and you want	AUPT	did he want	DEPT
and he wants	AEPTS	where I want	WRIPT
that I want	THAIPT	where you want	WRUPT
that you want	THAUPT	where he wants	WREPTS
that he wants	THAEPTS	when I want	WHIPT
which I want	KHIPT	when you want	WHUPT
which you want	KHUPT	when he wants	WHEPTS
which he wants	KHEPTS	would you want	WAOUPT

BONUS:	YOPT - I don't want
--------	---------------------

YO - I don't

Writing Exercise

Q I-would like an answer.

A What do-you-want to know?

Q What-I-want to know is the time she came.

A She-would have been there before four.

Q What-would you remember about this?

A I don't recall much, but if-you-want all the facts, why not ask Jack Jones?

He would remember.

Q I-don't-want his version.

A It is just that-I-want to aid you.

Q If-I-want your aid, I will ask.

A He could tell you all you-would want.

Q Why-would you not remember?

A I am sure that-I-would remember if you give me time, but why-would you-want all of these facts?

Q I will judge that, if-I-want them. Just answer the questions, if-you-would.

Didn't you go there that morning?

A Why-would I? Because I worked that day I-would not leave home until late, so-I-would not have been there in the morning.

Q If-you-want, would you tell me when-you-would leave in the morning?

A I leave when-I-want and go where-I-want.

(179 words.)

TIP: When you find your machine is printing notes that are light, and adding ink to your inking spool does not seem to have much effect, beware! Your ribbon may be wearing out. Another warning sign is when letters on your tape appear to be thin and hard, rather than full-bodied. Replace that ribbon promptly.

Always carry an extra ribbon in your case.

NOTES

STKPWHR
 EU L C
 HRAO EU BG
 A PB
 A PB S
 FPLT
 FRPBLGTS
 WH A
 TK O U P T
 T O PB
 STPH
 STKPWHR
 WH A EU P T
 T O PB
 ST
 T AO EU PL
 S H E
 K A EU PL
 FPLT
 FRPBLGTS
 S H E L D
 S R S
 T HR
 PWR
 STKPWHR
 WH A L D
 U
 R E B
 PW
 T H FRPBLGTS
 KWRO RL
 FP
 RSGS
 PW U
 TP UPT
 A U LT
 TP A BGTS
 RSGS
 KW R
 TPH O T
 SK
 SKWRA BG
 SKWRC PS S
 STPH
 E L D
 R E B
 STKPWHR
 KWRO P T
 Z
 S R E R G S
 FPLT
 FRPBLGTS
 TS
 SKWRC * U S
 T HA EU P T
 T O
 A EU D
 U
 STKPWHR
 TP EU P T

KW RAO R
 A EU O
 RSGS
 EU L
 SK
 FPLT
 FRPBLGTS
 E BG C
 T EU L
 A U L
 W A PB T
 STKPWHR
 KWR L D
 U
 TPH O T
 R E B
 FRPBLGTS
 EU PL
 S H U R
 T HA EU L D
 R E B
 TP U
 TKPW EUF
 PH E
 T AO EU PL
 RSGS
 PW U
 KWR L D
 U P T
 A U L
 F
 T H A O E Z
 TPA S GTS
 STPH
 STKPWHR
 EU L
 SKWR U PBLG
 T HA
 RSGS
 TP EU P T
 T H E PL
 FPLT
 SKWR * U S
 A PB S
 T
 KW E S
 RSGS
 TP U L D
 FPLT
 TK PB T
 U G
 T HR
 T HA
 PH O RPB G
 FRPBLGTS
 KW R L D
 EU
 STPH
 PW A U S

EU
 W LO RGB C
 T HA
 TK A EU
 EU L D
 TPH O T
 HRAO EF
 HO PL
 TPH L
 HRA EU T
 RSGS
 S O EU L D
 TPH O T
 S R B
 T HR
 TPH T
 PH O RPS G
 STKPWHR
 TP U P T
 RSGS
 W A O U T
 PH E
 WH U L D
 HRAO EF
 TPH T
 PH O RPS G
 FRPBLGTS
 EU
 HRAO EF
 WH EU P T
 T O G
 WR EU P T
 FPLT

LESSON NO. 20

PRINCIPLES OF ABBREVIATION

Elision - Part I

All methods of abbreviation used in pen or machine shorthand are forms of elision. We omit nonessential portions of words.

Adapting the principle to the reduction of multi-syllable words to one-stroke outlines, we write:

ability	ABLT	developed	DWOPD
afternoon	AFN	development	DWOMT
alcohol	KHOL		
argument	ARGT	equal	KWAL
argue	ARG	equity	EKT
article	ARL		
auto	AO	facility	FALT
automobile	AOBL	familiar	FAM
audible	AUBL	familiarity	FAMT
available	VAIBL	final	FAOEUNL
availability	VAIBLT	finality	FAOEUNLT
average	AVG AFRS	gradual	GRAUL
behalf	BHAF	graduate	GRAUT
behave	BHAIF	graduation	GRAUGS
blueprint	BLAOPR UPT	garage	GR GRAUJ
bottom	BOM		
brevity	BREFT	handle	HANL
broken	BROEN	handles	HANLS ²
calculate	KALT	handled	HANLD
calculation	KALGS	handling	HANLG
children	KHIRN	headache	HAIK
clarify	KLAIF	horrible	HORBL
clarification	KLAIF S ²	housework	HOURK
credible	KREBL	illustrate	ILT
credibility	KREBLT	illustration	ILGS
damage	DAJ	instance	INS
daughter	DAUR	incident	INT
definite	DEFNT	important	PORNT
deplorable	DPLORBL	importance	PORN
determine	DERM	junior	JURN
determination	DERMGS		
diminish	DMISH	lawyer	LAUR
durable	DAORBL OQOQBL	lawsuit	LAUT
durability	DAOEUBLT QACQBLT	liable	LAOEUBL
develop	DWOP	liability	LAOEUBLT

legal	EL LACEL	proceeds	PROES
legality	EL LAE T	procedure	PROER
local	LOL	procedural	PROERL
locality	LOLT	produce	PRAOU
modify	MOIF	product	PRUKT
modification	MOIF EZ	production	PRU EZ
movable	EL MAUFB L	protect	PREKT
natural	NAL	protection	PRE EZ
neighborhood	NAIBD	radio	RAO
nevertheless	NEFRLS	radios	RAOZ
newspaper	EL NAQUP	reduce	RAOSUS
occupy	OUP	reduction	RUB EZ
occupying	OUPG	remark	RARK
occupies	OUP EZ	result	RULT
occupied	OUPD	return	RURN
occupation	OUPGS	recover	EL RO FR
otherwise	OIZ	recovery	RO E FR
outline	OUL	second	'SEKD
outside	OUSD	senior	S-R
package	PAJ	sidewalk	SWAUK
painful	PAIFL	signal	SNAL
payable	PAIBL	spoken	SPOEN
payroll	PAIRL	standpoint	STAPT
participate	PARP	statute	STAUT
participating	PARPG	stenographer	SGRAFR
participates	PARPS	straighten	STRAEN
participated	PARPD	student	EL STACOUNT
participation	PARPGS	subject	SUJ
patient	PAISHT	surplus	SPLUS
patience	PAISHS	substitution	EL STACUGS
patiently	PAISHL	taken	EL TAIN
prefer	PREFR	taproom	TRAOM
preferable	PREFRBL	television	EL TWIGS
preference	PREFRNS	terrific	TRIFK
person	PERN	traffic	TRAFK
personal	PERNL	transcript	TRIPT
personality	PERNL T	transcription	TRIPGS
preliminary	PLIM	typewriter	EL TWACIET
position	POGS	unfortunate	UFRT
presence	PRENS	unfortunately	UFRL
present	PRENT	verbal	VERBL
presume	EL P A QUM	vicinity	VINT
presumption	PRUMGS	viewpoint	EL VACUPT
possible	POBL	visible	VIBL
probable	PROBL	viable	VAOEUBL
proceed	PROE	wonderful	WUFL
proceeding	PROEG		

Writing Exercise

Q Let me clarify your employment, please. During your junior and senior years did you participate in any outside activities?

A Yes, sir. In my junior year I participated in the production of the student magazine. I worked as a stenographer to the editor and my transcript was the preliminary outline of the editorial. It was wonderful experience for one who liked the newspaper business.

Q Did you continue participation in this until your graduation?

A No. In my senior year I developed a preference for social work.

Q And there was a substitution of one activity for another?

A There was a gradual reduction of my transcription work while they were proceeding with the reorganization of the social services class.

Q But you found that subject preferable and more in line with your abilities?

A Yes. I put in, on an average, one afternoon a week.

Q When did you graduate?

A I passed my final examination in May of 1976 and graduated in June.

Q Did you occupy any office while you were in school?

Q Did you occupy any office while you were in school?

A Yes. I was occupying the office of vice-president of my class.

Q Once you were outside school what did you proceed to do?

A The usual procedure. I had had interviews with representatives of local

companies and I tried to find a job within my abilities.

Q What did you consider yourself able to do that you should be placed on the payroll of a company in your locality?

A Mathematics had been one of my best subjects, but the only outfit that offered me a position was a garage that wanted me to calculate costs. I saw that this would get me nowhere, but nevertheless I gave it a short trial.

Q What was your next occupation?

A My second job was with a radio and television station. My familiarity with the typewriter was helpful, and I also was asked to produce short programs. I also handled the calculation of bills payable for commercials and deposited the proceeds in the bank when the advertisers paid their bills.

Q How was your financial return?

A Deplorable. It was only natural that my interest began to diminish. Then the owner brought in his daughter to take over part of my work, so I determined to leave.

Q Had your employer spoken to you about your leaving?

A No, but I didn't need a signal or any remark from him to know what the result would be. It was a painful business. I tried to be patient, but there was a limit to anyone's patience.

Q When you had broken away from this TV station, what did you then do?

A I happened to notice a paragraph in the paper stating that a law office was about to modify its staff. I presumed that the modification might create an opening for me. That presumption turned out to be correct. I was employed by the firm and haven't worked anywhere else since.

Q Do you like legal work?

A Yes. I am now studying law in an evening class.

Q In what particular field are you interested?

A Equity proceedings and the procedural details that go with that field.

Q Not liability claims?

26

A No. The firm does some work in that regard to recover damages, but recovery of damages is not their specialty. There is a surplus of lawyers in that field. Equity is a more durable source of business, and durability is important in law, as it is in other work.

Q Do you have any interest in divorce cases?

A No. I worked on just one, and to me it was just horrible. It was a terrible experience and I wouldn't want to handle any more if I became a lawyer.²⁷

Q You recognize that this work must be done by somebody?

A Yes, but the evidence one deals with in a divorce case and the accounts of how some people behave were, to me, reason enough to let somebody else do it.²⁸ My feeling is that divorce work is the bottom of the barrel. That's my theory, and I prefer not to give illustrations. You may illustrate it yourself, if you wish.

Q You say that with much finality.

Q Yes. I could be more verbal about it, but I won't

Q Has your record with your employer been satisfactory?

A I believe it has.

Q No report of any complaints about your work?

Q No report of any complaints about your work?

A No. My employers' remarks about my work have been favorable.

(718 words.)

BONUS:	Combining the reversal and the elision principles we have:
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locally	LOEL	reorganize	ROERG
naturally	NAEL	reorganization	ROERGS
possibly	POEBL	season	SOEN
probably	PROEBL	secrecy	SKRAES
react	RAEKT	society	SOET
reaction	RAEM EZ	stenography	SGRAEF
reason	RAEM RPOEN	theology	THOELG
recovery	ROEFR		

BONUS PLUS:	controversy	TROEFRS (trovers-ee)
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TIP: Don't get caught with your paper "down."
Always carry a spare pack or two.

NOTES

HR E T	P A RP GS	TPH	P ROE R
PH E	TPH	R BG S	F PLT
K HRA EUF	T H	O PB	EU
K W RAO R	TPH	A PB	H EU PB
PH R O EU PLT	L	A FR G	E R
R BG S	K W RAO R	R BG S	S RAG Z
PH RAO E	TKPW RA U GS	W U PB	W R E P TS
F PLT	FRPBLGTS	A FPB	F HR O L
TK UR G	TPH O	A	K O EU S
K W RAO R	F PLT	W AOE BG	A EU
SK WR R	TPH	STKPWHR	T RAO EU D
A PB D	PH EU	WH	T O
S K W R R	S R	TK	TP AG EU PB D
K W RAO E R S	K W RAO E R	TKPW RA U	A
TK U	EU	FRPBLGTS	SK WR O B
P A RP	TK W O P D	EU	W PB
TPH	A	P A S	PH EU
TPH EU	P R E FRPB S	D	A BL TS
O U S	TP O R	PH EU	STKPWHR
T EUF TS	S O RBL	TP P A EU PBL	WH A
FRPBLGTS	W O RBG	K P GS	TK K U
K W R E S	STKPWHR	TPH	K R UR S
F PLT	A PB D	PH A EU	A EU BL T
TPH	T HR F S	F	TK A Q
PH EU	A	7	T H A U
SK WR R	ST AC GS	7	S H A Q B
K W RAO E R	F	6	PH R A EU S D
EU	W U PB	A PB D	O PB T
P A RP D	T EUF T	TKPW RA U T	P A EUR L
TPH T	AO T	E D	F
P R U BG S	FRPBLGTS	TPH	A
F T	T HR F S	SKWR U PB	K O EU
ST AC PB T	A	STKPWHR	T PH UR
PHA G	TKPW RA U L	TK U	HR O LT
F PLT	R U BG S	O U P	FRPBLGTS
EU	F	TPH EU	PH A * T
W O RBG D	PH EU	O F S	PH A T
A S	T R EU P GS	WH A Q EU L	EU BG S
A A	W O RBG	URP	M B
STKPW RA FR	WH A Q EU L	TPH	W UF
T O T	T H E RP	SK AC L	PH EU
E D	P ROE G	FRPBLGTS	PW *E S
T O R	W T	K W R E	U PBLGS
A PB D	ROE R GS	F PLT	R BG S
PH EU	F T	EU F S	PW U T
T R EU P T	S O RBL	O U P G	O PBL
W A S	S E R	T O F S	O UF T
T PH EU PL	S R EU S	S R P T	T H A
O U L	K HRA S	F	O E FR D
F T	STKPWHR	PH EU	PH E
E D	PW U	K HRA	A
T O R L	U	STIPWHR	P A O GS
F PLT	TP O U PB D	W U PB S	W A A S
T W A S	T HA	URP	SKW A RPSLG
W UF L	S U PBLG	O U S	T H A P T
S P E RPB S	P R E FRBL	SK AC L	PH E D
TP O R	A PB D	WH A	T O L T
W U PB	PH O R	TK U	K A O S
WH A Q	TPH	P ROE	PH E
HRAO EU BG D	HRAO EU PB	T O D	T K A L T
T PH A O P	W UR	FRPBLGTS	K O S
B S	A BL TS	T	F PLT
STKPWHR	FRPBLGTS	URB	
TK U	K W R E		
T EU PB	EU		
	P U T		

REVIEW EXERCISE

80 wpm

"E" REVERSAL
-LD FOR WOULD: -PT FOR WANT
KEY SYLLABLE
ELISION - PART I

100 wpm

Q I presume this is all new to you. Do you want to tell us your story in a general way, or how would you prefer to go about it?

A I would like to answer questions, if you would ask them. That would be my personal preference for handling it.

Q Well, that may be a convenient way to clarify it. We may be able to stipulate as to some of the facts, too. What was the nature of your first meeting with Mr. Fox?

A He was a neighbor of mine who occupied a house not far away, and one day he came to my house and said, "I want to talk to you about your home. There is too much housework for my wife where we live now. I have been told that you want to move, so how would you like to sell it to me?"

Q Did you say that you would have to refer him to the agent who was participating in the sale?

A Yes, but he said he would rather handle it with me as an individual. I said I was sorry, but that the agent would want his fee, and that that would have to be paid.

Then he said, "I don't want to do this in a hurry. Maybe this is a little sudden." And he asked if I would not sell to anyone between that date and the day the agent's agreement ran out; and he said that he would talk about a deal then.

Q Did you refuse to do that?

A Yes. I said, "What I want to do is continue my participation with this agent, not worry about what might happen if I handled it with some party without telling him, and not have him accuse me of having let someone else buy this house and try to hold me liable for his fee. Why would I want to do that?"

Q What did Mr. Fox reply?

A He said, "If we want to take care of this ourselves, that is our business. Who would know about it?" And he continued to talk that way.

Q When would you say it came up again?

A We did not participate in any discussions for a week or two. He said that he was thinking of putting an addition on his home, and he would continue to occupy it. Then his wife had a falling-out with the lady next door about damage to an article of clothing, and she said she would not live there anymore.

Q Did he want to talk about wishing to buy your place again?

A Yes. He said, "I have talked to my wife, and she wants it." And I said, "If you want to do anything more about it, get on the trolley and go to see my agent. He has complete authority. He is a very capable, active man, and he wants to sell the place. It will be no burden on you to do that."

Q What did he respond to that?

A In this instance my suggestion did not seem to annoy him; at least, there was no indication of it. So I tried to instruct him how to drive there, but he found it preferable to take a taxi.

Q You were not present at that meeting?

A No; that was just in the presence of the two of them.

Q What degree of success did your agent have with him?

A None. He came back to me. The bulk of the discussion was on the familiar question of price. There was a gulf between us that we would try to bridge. He would say, "You want too much. How about a reduction?"

I would say, "We only want what is fair."

It was just a continual effort to have us reduce our price.

Q Did you ever solve the problem and come to a unanimous opinion on the value of the house? ⁸

A We did. One day the agent said, "I have a man who wants to buy this place, and I think we might get a price even above what we have been asking. He wants to make it into apartments, and that would just be a continuation of a gradual trend in your neighborhood. You are familiar with that. He can equip the house for that, very easily, for early occupation."

Q Did Mr. Fox then modify his position?

A He said, "I will pay you the price which you want. I hope it will make you happy, but it is just plain larceny; that is my presumption."

Q Did you want an excessive price for your home?

A No. What I received did not represent a great advance in price over what I had paid.

Q You deny his claim that it was too much?

A Yes. The additional money was trifling.

Q Did Mr. Fox then give the agent who participated in the deal any instruction to prepare for the settlement? ¹⁰⁸

A Yes; and as the agent was very efficient, he did not hesitate at all, but arranged for it promptly, with no further modification.

Q Did you see Mr. Fox after that day?

A Well, I did invite him to play golf once, one day when I had nothing else to occupy me; and at another time we had a cup of coffee together downtown.

Q Did anything significant occur?

A After we were able to organize this golf game, I asked him if he would like to drive out with me in my auto, so that we would not be tardy. As we went down the road, there was a labor gang at work on our right, and a pedestrian came out all of a sudden from behind a parked automobile.

Q Were you traveling at any tremendous speed?

A No; I was going along in traffic at what I would call a reasonable speed, not one which I would call reckless. I felt no liability.

Q There was nothing which you would say was careless?

A No; and I want to say there were no charges against me.

Q There were no permanent injuries to any person?

A I am positive there were not.

Q Did you ask Mr. Fox to testify as a witness?

A I did. He said, "When you want me to come to court, just let me know."

Q So you would say your relations were friendly then? ¹³

A Yes, and I would say they were for a long time after.

Q Was that your final experience with him?

A No. Just to illustrate the extent of his activities, one afternoon he met me on the sidewalk of a corner taproom. He was carrying a large package wrapped in newspaper, which turned out to be a radio set.



Q What was the result of that meeting?

A Mr. Fox told me that he could offer me a terrific opportunity to go into a business with him in that vicinity. He had made a preliminary study of the neighborhood, and from his viewpoint there was a need for a television and radio service facility. He claimed to be a graduate of a television school and showed me a blueprint of a shop to be put in a garage that was available in that locality.

Q I suppose it was only natural for you to ask why he would outline his plans to you? 1512

A Oh, yes. I made some remark in regard to that, and he replied that for a little equity put into this outfit I might get a good return. It was a good opportunity. His children, a son and a daughter, would take care of the office after their graduation in the spring. He had an Army-surplus typewriter and some kind of a vehicle he had taken over. He would get the various tools and movable equipment, and I would only have to meet the payroll.

Q Nevertheless, it didn't seem to you to be a credible story?

A No. I had my justifiable doubts. He had broken his word so often, and had shown so little capability, that his stock had hit bottom with me. It was just one big headache. So I told him not to do anything on my behalf, but if he would behave for a while and show a good average output of work, I would see my lawyer for clarification on some legal points and calculate what chance I might take.

Q Did that diminish his hopes?

A No; with an audible sigh, he turned to signal a cab which was visible down the street, and left.

LESSON NO. 21

EXHIBITS

Exhibits are a physical form of testimony--mute testimony, if you please. Exhibits have no tongues but may speak in thunderous tones.

Almost any conceivable object may be an exhibit: an oil drum, a lock of hair, a photograph, a letter, a diary, a pill, or a weapon, for example.

Exhibits must be marked so that reference to them in the typewritten transcript will be intelligible. They may be best marked with a china marking pencil or felt-tip pen, obtainable in colors in stationery stores at small cost. They will leave a mark on almost anything. White or yellow may be used for X-ray negatives; black or red for other exhibit backgrounds. However, tags, envelopes, or self-adhesive labels (plain or preprinted) may be necessary or preferred for certain objects. A Sanford Sharpie No. 49 felt-tip marker is suggested for permanently marking the glossy surface of photographs.

The actual markings that are used in identifying exhibits vary from jurisdiction to jurisdiction, from court to court, and from agency to agency. Many of your employers will designate the form to be used, and so your problem is a simple one: just conform to requirements.

For those who may set their own pattern, exhibits usually are identified chronologically and numerically in the order in which they are requested to be marked and not by the order in which they are received as evidence in the case. They simply carry over the original identifying mark when they are received in evidence.

Perhaps we should not overlook at least a short explanation of the difference between the marking of an exhibit and the receipt of that exhibit in evidence, to which we just referred. Any object may be marked (for identification) by an attorney during the presentation of his case without any restriction being imposed by counsel or court. However, the court must pass upon the receipt of each marked exhibit into evidence from the legal point of view. As a result, many of the exhibits that are marked may not actually become part of the case. However, it is important that you have a permanent record of each exhibit that is marked, because part of an appeal may be based upon the refusal of the court to allow certain marked exhibits to be received as evidence in the case. Therefore, each article receives its individual marking so that future reference may be accurately made for whatever reason.

Many reporters use numbers, starting with one, to designate the exhibits offered by the parties to a case, merely prefixing the number with P or D to indicate whether it is a plaintiff's or a defendant's exhibit. It is also customary to add the date and the reporter's initials.

Thus, your marking of the first plaintiff's exhibit will look like this: "P-1 for ident., 1/5/76, JAM." When the exhibit has been offered by counsel and received in evidence by the Court, draw a line through "for ident." If the exhibit is rejected by the Court, also draw a line through "for ident." and write in "rejected."

We have purposely refrained up to this point from mentioning the use of letters in marking exhibits. Avoid them if you can. Their use leads to such monstrosities as "Plaintiff's Exhibit DDD," and attendant mishearing problems. Did counsel say BBB or GGG, MM or NN? And writing difficulties when an exhibit is variously called "B-B-B," "Triple B," or "Three B's."

Properly log the story of exhibits on your worksheet. When that is done, reference quickly may be made by the reporter to the status of the exhibits at any time the information is requested. When the exhibits are in custody of the reporter, the index sheet also is essential in verifying possession of all the exhibits at the end of each reporting session.

Lawyers, bless their hearts, will hand--nay, shove!--exhibits at reporters, all the while proceeding with examination of the witness. A veteran reporter, who feels he has a lien on his courthouse, brings this type of trial lawyer to a stop peremptorily. For the beginner, an arm shot straight up in the air could accomplish the same objective.

In some jurisdictions the court clerk is directed to mark and to retain custody of the exhibits, and in such case this happy reporter will not need recourse to most of the suggestions that are made in this article. However, when the exhibits are retained by the reporter at the end of a case (and such is the case in most jurisdictions, in our experience), he or she should make it a practice to check carefully at that time to make sure all of those which are in evidence are in his or her possession, returning to counsel those exhibits marked for identification but not offered in evidence.

A good practice on going back to the office is to place immediately whatever exhibits you may have in a standard-size, large envelope, such as a 11-1/2 x 14-1/2 size, marking upon the face the complete caption, place, and date of the hearing, filing same chronologically in a legal-size file drawer until required to transcribe the case, or until the action is completed. In many cases which reach their conclusion, the attorneys are lax in requesting return of exhibits, so it is well for the reporter to regularly check his or her files and return those exhibits which are no longer useful and only take up space in the office. However, when this done, it is important to get a complete receipt from the lawyer, as there are times later when its production can save embarrassment and perhaps even an unpleasant situation.

In those cases which are transcribed for appeal, depending upon general custom or the type of exhibits which are involved, there are two ways in which they are coupled with the transcript. One is to mount or insert them as pages behind the transcript of the testimony (when they are of a nature that it can be done), reproducing by typing or copying process those original documents which must eventually be returned to the owner. In this instance, a complete index of exhibits that are contained in your volume of testimony should appear at the front of the transcript. Perhaps an easier way, if such is acceptable in the type of work you are doing, is to file along with the transcript your complete envelope of exhibits, properly captioned and indexed. Either method accomplishes the purpose which is desired: forwarding to the court or agency concerned a complete record of the proceedings, the testimony, and all the pertinent exhibits. Where exhibits are of a kind that they cannot be reproduced or forwarded, such as broken glass, clothing, et cetera, a proper description on the index of exhibits in the transcript, with the notation "Not attached," "Not included," or "Physical Exhibit" usually will suffice.

This is our collective experience on the matter of "handling exhibits." The suggestions that have been made have proved to be desirable. However, it is not our intention in this instance, any more than it is in any other lesson in this course, to present a means of performing the operation as being "the only way it can be done."

LESSON NO. 22
PRINCIPLES OF ABBREVIATION

Elision - Part II

The elision principle has such broad application that it requires more than one lesson. We begin Part II with the use of K- for the initial syllables col-, com-, and cor-. It is probable that you are already using the principle in some outlines, but let us review the field.

Think of K- as kuh- and say mentally, "kuh-laps," kuh-lect," etc.

collapse	KLAPS	compensation	KPENG'S
collaborate	KLAB/RAIT	complain	KPLAIN
collaboration	KLAB/RAIGS	complaint	KPLAINT
collar	KLAR	complete	KPLAOET
colleague	KLAOEGB	completion	KPLAOEGS
college	KLEJ	complement	KPLEMT
collect	KLEKT	comprehend	KPREN
collects	KLEKTS	comprehension	KPRENGS
collected	KLEKD	complex	KPLEX
collection	KLEX KLEBZ	compliment	KPLIMT
collide	KLAOEUD	comply	KPLAOEU
collision	KLIGS	compose	KPOZ KPGZ
color	KLOR	composition	KPOGS
combine	KBAOEUN	compound	KPOUND
combination	KBINGS	comprise	KPRAOEUZ
column	KLUM	compute	KPAOT KPAOUT
command	KMAND	computation	KPAOT/TAIGS
commerce	KMENS	coronary	KOR/NAER
commend	KMEND	correct	KREKT
comment	KMENT	corrects	KREKTS
commerce	KMERS	correction	KREX KREBZ
commercial	KMERGS KMERBL	corrective	KREKT/MF
commit	KMIT	corrode	KROD KROT D
commission	KMIGS	corrosion	KROGS KROGES
common	KMON	corral	KRAL
commonwealth	KWELT	correlate	KRELT
commotion	KMOGS KMOLGS	correlation	KRELGS
commute	KMAOT KMADUT	corroborate	KROB
communicate	KMAOKT KMADOUT	corroboration	KROBGS
communication	KMAOX KMADOUT	corrupt	KRUPT
compact	KPAKT	corruption	KRUPGS
compare	KPAIR	contradict	KRIKT
comparison	KPAR/SON	contradiction	KREX KREBZ
compel	KPEL	contribute	KRIBT
compensate	KPENT	contribution	KR-BGS

You will note that in the last four words on the previous page we have used K- for con-. Using K- for con- opens the door to a little further use of the elision principle. To write a word like contact in one stroke we elide not only the on but also the consonant which follows it: KAKT.

<i>another</i>	<i>contact</i>	KAOEL	conduct	KUKT
other		KAKT	contain	KAIN
concern		KERN	consultation	KULT/TAIGS
consult		KULT		

And one more step gives you:

capable	KAIPBL	KPAIBL	capability	KAIPLBL	KPAIBLT
---------	--------	--------	------------	---------	---------

Elision of -th

To apply the principle of elision to still another group of words, let us consider these:

<i>another</i>	NOER	father	brother
other	gather	mother	
rather	bother		

You will notice that they have four points in common: We hear them very frequently; they are two-syllable words; the middle letters of each are th; and we must take two strokes to write them out in full. Observe how easy it is to reduce those two strokes to one if we simple elide th.

<i>another</i>	NOER	father	FAER
other	OER	mother	MOER
rather	RAER	brother	BROER
bother	BOER		
gather	GAER		

Just pronounce the words mentally, omitting the th sound, and then write them a few times.

BONUS:	-NL for <u>in-law</u> .
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We now have these logical extensions:

father-in-law	FAERNL	daughter-in-law	DAURNL
mother-in-law	MOERNL	son-in-law	SOINL
brother-in-law	BROERNL	sister-in-law	STR-NL
		ST-R	ST-RNL

INTENSIVE: Communicate the command to those concerned with our collaboration.

TIP: Pens and pencils are not just for shorthand writers. There are many times you will need them even though you write with a machine.

Writing Exercise

Let us compute his compensation as if it were a commission. This is a complex composition settlement. Collaborate with your colleague and find a proper solution.

The collision came about through a combination of events which seemed to give rise to some commotion.

They say that it is common to have another color in the column.

If you are concerned why not consult her brother?

Q Don't bother with names, but tell us who were there.

A My mother and father, my brother and sister-in-law, and my son-in-law.

Q How about your brother-in-law or your father-in-law or your mother-in-law?

A Do I gather that you did not comprehend my answer?

Q We are concerned that the group might contain others--another member of the family or a colleague of yours.

A If they did comprise part of the group, I would so comment.

Q Please control your conduct and stop complaining. Our client commenced the complaint, not you. He consulted me to obtain compensation for himself in this case. Do I gather that you combined or collaborated with others in this common cause?

A No. May I comment that you compliment me, comparing me with these people by stating I was one of those who comprised the group?

(200 words.)

DISTINCTION:

commerce
customers

KMERS
KMERZ

commerce KMERZ

Phrase Elision: that is all - THAUL

NOTES

HR E T	STKPHR	T H E	KP H E PB T
KP AO T	TK O PB T	TK	T HA U
KP E PB GS	PW OER	KP RAO EU	KP HR EU PLT
A S	W	P A R T	PH E
TP EU T	TPHA EU FLS	F T	R BGS
RP	RSGS	TKPW RAO P	KP A EUR G
A	PW U	RBGS	PH E
KP H EU GS	T E L S	EU L D	T W
FPLT	WH AO RP	S O	T RAO E
T H S	T HR	KP H E PB T	P AOE PL
A	FPLT	PHRAGE	PW AO EU
KP HR E BGS	FRPBGLTS	K R O L	ST A EU T
KP O GS	PH EU	K W RAO R	G
S HR PLT	PHOE R	K U BGT	EUF UF
FPLT	A PB D	A PB D	T H O WHAO
K HRA B	PWROER	ST Q P	KP RAO EU
RA EU T	A PB D	KP HRA EU PB G	T
W UR	ST R PBL	FPLT	TKPW RAO P
K HRAGE G	RBGS	O U R	SEPM
A PB D	A PB D	K HRAO EU PB T	
TP AO EU PB D	PH EU	KP H E PB S	
A	S O EU PBL	T	
PRO RP	STKPHR	KP HRA EU PB T	
S HRAO GS	H O U B	R BGS	
FPLT	K W RAO R	T PH Q T	
T K HR EU GS	PWROE RPBL	U	
K A EU PL	O R	FPLT	
PW	TP A E RPBL	K	
T HRAO	O R	D	
A	K W RAO R	TP H M R C L T	
KPW EU PB GS	PH OF RPBL	T O	
F	FRPBGLTS	O B	
EFPB TS	TK AO EU	T A EU PB	
S K H AOE PL D	TKPW A E R	KP O E PB GS	
T O	T HA U	T PH O R	
TKPW EUF	TK	T H EU PL S	
RAO EU	TPH O T	K A EU S	
T O	KP R E PB D	FPLT	
S PH	PH EU	TK AO EU	
KP H O GS	A PB S	TKPW A E R	
FPLT	STPH	T HA U	
T H M	STKPHR	KP WAO EU PB D	
S A EU	W E R	O R	
T HAEU TS	T HA T	K HRA B	
KP H O PB	TKPW RAO P	RA EU T	
T O F	PHAO EU T	W O F R S	
AO T	K A EU PB	T PH	
K HRO R	O E R S	T H	
TPH O UPL	AO T	KPH O PB	
K H R UPL	PH E B	K A U S	
FPLT	FPLT	FRPBGLTS	
TP UR	TP A E PL	T PH O	
K E RPS	O R	FPLT	
R BGS	A	PH A EU	
KWR	K HRAO R G	EU	
TPHO O T	FPLT		
K C U F T	FRPBGLTS		
PWROER	T P		
STPH			

LESSON NO. 23

D- for DE-

When de- begins a word, it comes under the elision principle. Drop e in these words:

declare	DLAIR	delusion	DIAOGS
declaration	DLAIGS	demand	DMAND
delay	DIAI	demonstrate	DMON
delete	DLAOET	demonstration	DMONGS
deletion	DIAOEWS	demote	DMOT
delicate	DLIKT	demur	DMUR
delight	DIAOEUT	depict	DPIKT
delightful	DIAOEUF	deposit	DPOZ/IT
delineate	DLIN/YAIT	deposition	DPOGS
delineation	DLIN/YAIGS	depose	DPOZ DPOE2
delinquent	DLIN/KWENT	depress	DPRES
delinquency	DLIN/KWAENS	depression	DPREGS
delude	DIAOD	deprive	DPRACHTF

The vowel a is likewise deleted in:

admit	DMIT	admire	DMAOEUR
admission	DMIGS	admiration	DMAOEURGS
admission	DMIT/ANS		80 100

Writing Exercise

We admit that there has been a delay in taking our client's deposition, and you have every right to demur at being deprived of your opportunity to depose her sooner. It was not that we were delinquent, nor did we intend to demote this matter unduly. From now forward we hope to demonstrate our good faith and to comply with whatever demand is made for information, for we take no delight in delaying trial.

It is true that our motion to delete from the pleadings what we consider an admission of involvement in a delicate area was a delaying factor but it is a real issue and not an attempt to delude anybody, nor an effort to do anything but depict the truth.

Just to give you the highlights of our case, our client had made a deposit at the bank and was going to the delicatessen when the accident took place. We won't try to delineate here the effects of the accident, but because of her injuries her domestic life has been affected. Almost anything that goes wrong at home tends to depress her, and the depression may last as long as a week. It is not a delusion on her part, but something very real that tends to deprive her of a normal, happy life. Our demonstration of this condition will be an important part of our case.

(232 words.)

NOTES

W E	S *	*	TKP R E R S
TKP H EU T	PH A EU D	SK W R S U S	H I E R R RBGS
T H A	TP O R	T O	A P B T
T HR	TPH F	TKP W EUF	TKP R E GS
H A	R BGS	U	PH A EU
A	T K HRAO EU PB TS	T H A EU L TS	HRA * S
TK HRA EU	TPH O	F	S H R O PB GS
TPH	T A EU BG	G U R	A
T A EU G	TPH O	N A EU S	W AOE BG
C UR	TK HRAO EU T	R BGS	F P L T
K HRAO EU PB TS	TPH	G U R	TS
TKP O	TK HRA EU G	N A EU S	TPH O T
R BGS	T RAO EU L	R BGS	A
A UF	F P L T	G U R	TK HRAO GS
E FR	*	K HRAO EU PB T	O PB
RAO EU T	*	H	H A E R
T O	TS	PH A EU D	P A R T
TKP H UR	T RAO	TKP O S	R BGS
A	T M A O U R	EU T	PW U
PW	PH O GS	T E	STORY
TKP RAO EUF	T O	PW A * PB G	S R R
F	TK HRAO E T	A PB D	RAO E L
K W RAO R	TPR T	W A S	T H A
T U PB T	PHRAO E D	WH A	T O P B DZ
T O	GS	TKP W O G	TKP RAO EUF
TKP O	W H A	T O	H E R F
E R	W E	TK H R EU B GT	A
S AO PB	K R	S E PB	TPH O R L
E R	A PB	WH A	R BGS
F P L T	TKP H EU GS	A B GT	H A E P
T W A S	F	F P L T	HRAO EUF
TPH O T	S R O F P L T	W E	F P L T
T H A	TPHA	W O PB T	OUR
W E RP	TK H R EU B GT	TK H R EU PB	TKP H O PB GS
TK H R EU PB	K W RA EU R	K W RA EU T	F
K W E PB T	W A S	H AOE R	T H
R BGS	A	T E F B G S	K R
TPH O R	TK HRA EU G	A F T	HR S
TK W E	TPA B G	A B GT	P A R T
EU PB	T O R	R BGS	F
T E PB D	R BGS	PW U	C UR
T O	PW U TS	PW A U	K A EU S
TKP H O T	A	U F	F P L T
T H	RAO E L	H E R	
PH A T	EUR B	E U R R	
T E R	A PB D	TKP H E S	
U PB	TPH O T	T EU B G	
TK A O L	A PB	HRAO EUF	
F P L T	T A E P L T	HA B	
TP R	T O	A F B G D	
TPH O U	TK HRAO D	F P L T	
TPW A R D	TPH EU B	HR PL	
W E	R BGS	TPH EU G	
H O E P	TPH O R	T H A GS	
T O	A PB	W R O FB G	
TKP H O PB	E FR T	A T	
O UR	T O D	H O P L	
TKP W	TPH EU G	T T O E PB DZ	
T P A * EU T	PW U		
A PS D	TKP EU B GT		
T O	T R * U T		
KP HRAO EU	F P L T		
W WH A FR			
TPH A PB D			

LESSON NO. 24

SHORT FORMS FOR WORD ENDINGS

-SH L for -cial, -tialSTIK for -istic-SH S for -cious, -tious-FB for -tiveSH-MT for -ishment

Write -SH L for -cial, -tial

bushel	BUSHL	national	NASHL
casual	KASHL	occasional	KAISHL
crucial	KRAOSH <u>L</u>	official	FOISHL
emotional	MOSHL	palatial	PLAISHL
* especial	SP-SHL	partial	PAUSHL
essential	SESHL	racial	RAISHL
facial	FAISHL	social	SOSHL
initial	NISHL	special	SPESHL
mutual	MAOSH L	substantial	STASHL
		<u>usual</u>	POURB

* Principle discussed in a later lesson; omission of vowel in the outline indicates an extra syllable.

Writing Exercise

The initial plan was for a special commercial situation. An act which will have a national effect should not be done in an emotional way. The partial ban was not meant for the occasional, casual social affair. We were inspected by the fire marshal yesterday. We should examine the effect of official action with especial care. They bought a bushel in a very casual way and paid a substantial price.

(70 words.)

Most of the above words and others not specifically included may have the suffix -ly appended by writing -L on the next stroke.

additionally	DAISHL/L	mutually	MAOSH <u>L</u> /L
crucially	KRAOSH <u>L</u>	occasionally	KAISHL/L
especially	SP-SHL/L	officially	FOISHL/L
initially	NISHL/L	specially	SPESHL/L

But casually, emotionally, nationally and socially may be written in one stroke by applying the "E" -reversal principle.

casually	KAESHL	emotionally	MOESHL
socially	SOESHL	nationally	NAESHL

Writing Exercise

We must know especially, are the schools racially balanced? This subject cannot be looked on casually, as we did initially. Additionally, we must do what is best socially. We have here what is essentially a county problem, although it also has an effect nationally. It is very important that we be mutually agreeable occasionally in problems that affect us crucially.

(60 words.)

Limited Use of -GS for -sial and -xious

In the very early days of machine shorthand the suffix -GS was used for a number of word endings that are now written in better ways. Two of those endings were -sial and -xious. For the following words they are still usable.

controversial
anxious
unconscious
~~controv~~

~~TR~~EFRS/YAL
ANGS
~~UN~~/K-SHS
T~~O~~EFS

Writing Exercise

The mayor was unconscious of the feeling of the people. They were anxious that he take some action to meet the controversial situation which they saw.

(26 words.)

Write -SH S (RB S) for the suffixes -cious and -tious.

capricious	SHS KRP SHS RS	gracious	GRAISHS
cautious	KAU SHS S	precious	PRESHS
conscious	K-SHS	spacious	SPAISHS
expeditious	SPE/DISHS	specious	SPAOESHS
luscious	LUSHS	vicious	VISHS

Writing Exercise

As soon as we walked through the luscious garden and went in the building we were conscious that we had come to a place of gracious living and were cautious not to mar it with specious talk.

In this spacious land we have a precious heritage.

Their food was delicious. (DLISHS)

The man was so anxious he used vicious means.

At times she is capricious, but she handles her work in an expeditious way.

(73 words.)

Using our *-S principle for -st, we write polysyllabic words so ending as listed below. However, for extension forms of those words we suggest the elision approach as set forth in the right-hand column.

*-S for -st

artist
communist
materialist
realist
socialist

ART/*IS
KMAON/*IS
TERL/*IS
RAOEL/*IS
SOSHL/*IS

-STIK for -istic

artistic
characteristic
communistic
materialistic
socialistic

ART/STIK
KARKT/STIK
KMAON/STIK
TERL/STIK
SOSHL/STIK

Try these, also, for easier writing and clearer reading.

-FB for -tive

native
dative
motive
automotive
locomotive
votive
lucrative

NAIFB
DAIFB
~~DEEB~~ MOEFB
AO/MOEFB
LO&MOEFB
~~VOEB~~ VOEFB
~~BAOK/RAB~~
LACUK/RAFB

SH-MT for -ishment

astonishment
blandishment
garnishment
nourishment
punishment

STON/SH-MT
BLAND/SH-MT
GARN/SH-MT
NUR/SH-MT
~~PUN/SHMT~~
PSEBI-MT

Sentence Practice

In this case, punishment is crucial.

His work is now automotive repairs.

The principal questions were racial and social.

We know that she has native artistic talent.

The appearance of the fruit was luscious.

They had a special train, but there was no locomotive to pull it.

It was a socialist gathering with no communistic speeches.

In spite of his specious arguments, he was materialistic enough to make a lucrative thing of it.

From a realistic standpoint it was not expeditous enough.

The girl lit a votive candle.

His capricious act was viewed with astonishment.

It was a vicious thing to present such fictitious claims.

In the initial stages we must be very cautious.

Mr. Johnson owned a palatial home.

Spatial advancement is a crucial issue at the present time.

There will be lots of nourishment in these bushels of food.

(141 words.)

Writing Exercise

Q Are you a socialist or a communist?

A I have no socialistic or communistic ideas. I am a realist and could be called materialistic in some things.

Q Have you ever found it expeditious to give a fictitious name?

A I think that that is a vicious question to put to me.

Q You need show no astonishment. Whenever we get to a crucial spot, you become very cautious.

A My answers are not capricious. I have given facts by the bushel.

Q You live in a palatial home although you are not a native.

A My work has been lucrative, but I have no special prejudice, racial or social.

Q My questions have been directed toward your motives.

A I know that was your initial line of questions, but it seemed specious to me.

Q You claim to be a gentleman and an artist, and your characteristics seem to be those of a cautious man.

A No blandishment, please. I am a materialist, but there should be no punishment for that.

(162 words.)

NOTES

STKPHMR	K RAO R BL	K W RAO R
R U	S P O T	T P H EU R BL
A	U	HRAO EU PB
S	PW BG	F
S	S R R	K W E S
S	K A U R B S	R B G S
NEU	F PLT	PW U
O R	FRPBLGTS	EU T
A	P H EU	@ AOE PL Z
KPHAO PB	A PB S	S P AOE RB S
NEU S	S	T O
FRPBLGTS	R	PH E
EUF	TPH O T	STKPWHR
TPH O	KP R EUR B S	U
S O R BL	F PLT	K HRA EU PL
SF EU BG	EUF	T O B
O R	TKPW EUF PB	A
KPHAO PB	TP A B GTS	SKWRA
ST EU BG	PW AOE EU T	A PB D
KWR DZ	PW U R BL	A R T
F PLT	STKPWHR	#EU S
EU PL	U	R B G S
A	HR EUF	A PB D
RAS E L	TPH A	K W RAO R
NEU S	PHRA EU R BL	K A RB G
A PB D	H O PL	ST EU B G S
K AG B	A U L	S AOE PL
T ERL	T H O	T O B
ST EU BG	UR	T H O Z
TPM	TPH O T	F
SPH	A	A
TH EU PB G S	TPH A EUF B	K A U R B S
STKPWHR	F PLT	PH A PB
S R UFR	FRPBLGTS	F PLT
TP O U PB D	P H EU	FRPBLGTS
EU T	W O R B G	TPH O
S P E	H A B G	PWRA PB D
TK EU R B S	HRAO B G	S K PLT
T O	RA F B	R B G S
TKPW EUF	R B G S	PHRAOE Z
A	PW U	F PLT
TP EU BG	EU	EU PL
T EU R B S	TPH O	A
TPH A EU PL	S P E R BL	T ERL
FRPBLGTS	P R E PLG	*EU S
EU PB G	R B G S	R B G S
T HA	RA EUR BL	PW U
T HA S	O R	T HR
S R EUR B S	S O R BL	S HAO B
KW E	STKPWHR	TPH O
T O	PH EU	P U PB
P U T	KW E S	S H PLT
T O	S R E B	T P O R
PH R	TK R E B GT	T H A
STKPWHR	D	F PLT
U	T WA A R D	
TPH AOE D	KWRAO R	
S H O	D	
TPH O	T PH O F B S	
ST O PB	F PLT	
S H PLT	FRPBLGTS	
F PLT	EU	
WH FR	TPH O	
W E	T H A F S	
TKPW E T		
T O		
A		

LESSON NO. 25

DIFFERENTIATIONS

This textbook cannot give outlines for all the words in the dictionary. Our approach has been to prepare you for your work by teaching principles of abbreviation, short forms and phrases for high-intensity words, and a basic phonetic technique that will meet the challenge of writing any word you may hear.

As you become skilled in the operation of your machine, it is inevitable that you will improvise outlines for words not mentioned in these studies. This introduces the pitfall of conflicts--outlines that may have more than one interpretation. Our predecessors, after stubbing their toes many times while so improving, have worked on this phase of reporting intensively and have made our task easier by leaving us a heritage of sound, well-considered, compact outlines. We have expanded them with expedients of our own and recommend them for easier reading.

First, review Lesson 3, use of Z to differentiate.

Then practice the following groups of differentiations.

1. Vowel Differentiations (Just a few examples)

a11	AUL	held	HELD
A1	AL	healed	HAOELD
bet	BET	John	JAHN JON
beat	BAOET	Joan	JOF JOE N
Buick	BAOUK	last	LA*S
bike	BAOEUK	lace	LAIS
		lays	LAIZ
cot	KOT	legs	LEGS LEEZ
coat	KOET	lesion	LAOEGS
discuss	SKUS		LES
excuse	SKAOS	less	LAOES
discussion	SKUGS	lease	LAO*ES
execution	SKAOGS SKAoucs	least	
fill	FIL	Louis	LAOUS
file	FAOEUL	loose	LAOS
		lose	LAOZ LAOUZ
fluid	FLAOUD	lost	LAOS
flood	FLAOUD FLAOID	los	LAOS LOS
fuel	FAOUL	medicine	MEDZ
fool	FAOL	immediate	mede D
full	FUL	met	MET
		meet	MAOET
		hit	HIT
		height	HAOEUT

problem	PROB	selling	SELG
probe	PROEB	sealing	SAOELG
		ceiling	SAOE/LING
right	RAOEUT		
writ	WRIT	sit	SIT
write	WRAOEUT	sight	SAOEUT
rod	ROD	suppose	SPAOE SPAE F
road	ROED	expose	SPAOZ KPOEZ
not	NOT - NT	tub	TUB
note	NOET	tube	TAOB TAOUZ

2. Use of E to Differentiate

ago	AG	option	OPGS
agency	AEG	openings	OEGS OEPGZ
appear	AP	order	ORD
anticipate	AEP	ordinary	OERD
day	DAI	position	POGS
today	TOED	possession	POEGS
locks	LOKS	provision	PROFS PROFGS
location	LOKS LOE B6Z	profession	PROEFGS
night	NAOEUT	sad	SAD
tonight	TOENT	satisfied	SAED
object	OB	sags	SAGS
observe	OEB	satisfaction	SAEGS
objection	OEGS OB6Z	satisfy	SAE
observation	OEBGS	is a	SA
		<i>satisfactorily</i>	<i>SAE RIL</i>
		<i>satisfactory</i>	<i>SAE RIT</i>

3. Group Treatment

act	AK AKT	cap	KAP
accident	AE - BGS	cape	KAIP
account	-KT	capital	KAEP
		capitalization	KAEP/AOEZ
again	GEN	capitalize	
gain	GAIN		
begin	GIN	captain	KAPT
		caption	KAPGS
both	BO BOET	capacity	KPAS KPAFT
boat	BOET		
bought	BAUT	confers	K-FRS K-FRZ
		converse	KWERS
bottom	BOM		
bomb	BAUM		

conference	K-FRNS	non-	NON
conversation	K-FRGS	none	NUN
conversion	KWERGS	known	NOEN
contradict	KRIKT	pre-	PRE PREOZ
contradiction	KRIK & RIBGZ	present	PRENT
contribute	KRIBT	presence	PRENS
contribution	KR-BGS	pose	POEZ POEZ
death	D*ET	possible	POBL
debt	DET	post	POSE POES
degree	GRE	pure	PAOUR
agree	GRAE	poor	PAOR
agreed	GRAED	purchase	PR-CH
greed	GRAOED	re-	RAOE
different	DIFRNT	remember	-RM
difference	DIFRNS	read	RED
differently	DIFRNL	remembered	RMD - RMD
difficult	DIFL OIL	respond	SPOND SPOND
difficulty	DIFL OILT	responsible	SPON
		spoken	SPOEN
efficient	FISHT	respect	R-P
efficiently	FISHL	expect	RP RP
efficiency	FISHS	inspect	N-P
official	FOISHL	suspect	S-P
officially	FOISHL/L	subpoena	SUP
hope	HOEP	set	SET
hop	HOP	seat	SAOET
hospital	HOPT	receipt	RACET
hospitalization	HOPGS	to	TO
ink	*INK	toe	TOE
I think	INK	too	TAO
incorporate	INK P-RT	two	TWO
incorporated	P-RTD	it would	TWAO
instant	STANT	Tom	TOM
instance	INS	to him	TOIM
incident	INT	tomorrow	TOEM
it	IT	well	W-L
it is	-TS	we will	WEL
its	EUTS	we'll	WAOEL
itself	EUFTS	wheel	WHAOEL
lock the	LOKT	your	YAOE YAOER
locate	LOEKT	yours	YAOE YAOER2
located	LOEKT	yourself	YAOE YAOES
location	LOE BGZ	yourselfes	YAOES2

4. Miscellaneous

affidavit	AFD	Mary, marry	MAER
averred	AFRD	Marie	MA/RAOE
afterward	AEFRD		
allege	ALG	memorandum	MEM
allegation	ALG ALGS	member	MEB
cause	KAUS	nub	NUB
because	BAUS	number	N-B
casual	KASHL	numb	NUM
occasional	KAISHL	no	NO
		numbering	N-B I-G
		occasion	KAISH
		indication	KAIGS
certify	SFI	permit	PERMT
certificate	SFI SCR	permanent	PERM
express	SPRES	physical	F-L
suppress	SUP/PRES	fiscal	F-K
in all	NAUL	progress	PROG
natural	NAL	program	PRAM
proposition	PROPGS	side	SAOEUD
appropriation	PROEPGS	situate	SWAIT
		situation	SWAIGS
proper	PRORP	so many	SO SO/-m
pro	PRO C	some	SM SOM
		sum	SUM
question	KWE	understand	ND -ND
request	KW-	understood	NAOD
		nude	ND NOHD
recollect	REK - RK	United States	NAOHD *U/STATS
remembering	REB/G - RMG	U. S.	*US
round	ROUND	upper	URP
around	ARND	upstairs	UPS

Writing Exercise

80
100

They wish to discuss the officer's excuse for allowing anyone to place a bet on his beat.

We could fill / a very large file with notes on our discussion.

This is the best way to accomplish the execution of your // plan.

He fell from a height of 24 feet and hit the floor, so he has not done very / well.

After the bones were set, the breaks healed; and the leg has held up quite well.

The immediate work / of this group will be to probe into the practice of medicine in our city and discuss the problem.

Our / last tenant was a lace manufacturer. He gave up his lease within a year or less.

This person has a / lesion on each of his legs.

After we have met that problem, we must meet again to discuss other steps./ You may note that the men have used the wrong type of steel reinforcing (RAIN/FORS/G) rod in building the road.

The / man was charged with selling a house in which the ceiling had had but one coat of paint and there was / no furniture but a cot.

We will fix the tub with this tube of glue.

Al knows all about the / writ and his right to a lawyer.

In this case Joan and John would sit within sight of each / other and would not cast a glance at anyone else.

Joe may observe what we are doing without objection on / our part. If you object to this observation, please say so.

The agency should appear before the Department of Agriculture / unless it should anticipate no objection to its plan.

Today will be a fine, fair day, but we shall have / to wait until tonight to see what kind of night we shall have.

Please tell your choice of location for the / new locks. This is your option so long as the number of openings does not exceed 16./

It is our position that in order to gain possession you must use the place for ordinary living purposes unless / we agree on a provision which will permit you to practice your profession there.

They-are satisfied that they face / a sad situation.

To gain headway you must begin again and make a real effort.

It is well known that / a nun is part of a nonprofit organization.

Our chance to purchase a pure grade of gold is quite / poor.

Well, we're all set for the show. Here is our receipt for the money you gave us to / buy your seat.

Well, it seems that we'll have to wheel the car into the shop and see what / we will find.

The offer is for you to take part in the cap and cape manufacturing trade.

We shall / need enough capital to start off at full capacity.

Captain Brown will capitalize on his knowledge of the garment trade / and will work up a good caption for our ad.

Anyone in the automobile line knows that with good exhaust / equipment the operation of any auto should not be audible.

Both boys went to see the boat that the shipyard / had bought and to watch the men repair the hole in the bottom caused by the bomb.

Nothing can be / more annoying than knowing that you, yourself, brought about your loss and that the blame is yours alone.

We have / asked that Tom write to his employer tomorrow and send to him a full account of the accident. It is / an act that he is required to do.

The police will inspect the books to try to find whether the / suspect in the death of the employer owed any debt to him.

In this instance the presence of a pre-medical / student turned what might have been a bad incident into an ordinary one for all present.

8

My suggestion would be / that your employer reread his contract with the Times-Post newspaper. It may be just a pose, yet it is / quite possible he does not remember some parts of it.

At the last conference there was some conversation about who / would be responsible if there should be an accident. Those who had spoken first allowed the others to respond and / express a converse opinion. This confers no authority on our present officers.

First, we must bring our cause before the / Commission, because we must have them certify the need of a new railroad line and grant us a certificate. We / wish to express to the court our desire to suppress information that is not proper.

In the next fiscal year / we shall offer our employees physical check-ups, pay for medical care, and cover the cost of any medicine / they may need. The memorandum made on this occasion gives no indication that he was to be a member.

My / ¹⁰⁸ question was, did you request a permit for permanent use of the lane? It was a round stage and the / people sat all around the edge of it. Some had been there before, and not so many were there for the / first time. It would not be proper for him to call himself a pro.

(855 words. Write in 14-1/2 minutes.)

NOTES

T H E	A PB T	T O E PB T	T O FR
W EURB T	HR E G	T O	S T P Q U T
SK U S	HA E S	S AOE	T T A EU B G
T R S	H E L D	WHA	T P A R T
STP R S	U PL	K AO EU PB D	T P H K A P
SK AG S	L	F	K A A PB D
TP O R	FPLT	TPH AOE EU T	PH F G
HRO U S		W E R B	T RA EU D
TPH EU PB		S R	FPLT
T O		PHRAOE Z	W E R B
PHRA EU S		T E L	T P H AOE D
A		K WRAO R	T P H UF
PW E T	SKWRO	KHOEU S	K A E P
G PB Z	PHA EU	F	T O
PW AOE T	OE S	HROE BGS	ST A R T
FPLT	WHA	TP O R T	A F
W E B G D	W E R	T P HAO HR O BGS	TP A U L S
TP EU L	TK AG S	FPLT	K A P T
A	W O U T	T H S	PW R O U PB
S R R	O BGS	K WRAO R	K A E P
HRA RPBLG	O PB	O PG S	AO EU Z
TP AOE L	O U R	MR O PB G S	O PB Z
TPH OE TS	P A R T	T P H B	PBLG F T
O PB	FPLT	F	TKPW A RPLT
O U R	TP U	OE PG S Z	T RA EU D
SK U GS	O B	TK U	A PB D
FPLT	T H	TPH O T	L
T H S	OE BGS	KP AOE D	W O RBG
T	R BGS	FPLT TS	U P
PW XE S	PHRAOE Z	T P H A EU PB	TKPW A
W A EU	S A EU	P O E GS	K A P GS
T O	O	U	TP O R
PHR EURB	FPLT	PH * U S	O O UR
T		K WRAO Z	A D
SK AO GS		T P H A EU S	FPLT
F		T P O R	
K WRAO R		OE R D	
PHRA PB		HR EUF G S	
FPLT		P URP GS	
E L		TPH L S	
TP RA		TKPW RA E	
HAOE T		O PB	
F		A	
2 4		P PRO F GS	
TP AOE T		K H L	
A PB D		P E RPLT	
H EU T		U	
T		T O	
TPHRAO R		P RA	
R BGS		K WRAO R	
S O E		P ROEF GS	
H A S		T HR	
TPH O T		FPLT	
TK U PB			
S R R			
W L			
FPLT			
A F T			
PW O PB S			
RP			
S E T			
R BGS			
T			
PW RA EU BGS			
HAOE L D			
S R BGS			

LESSON NO. 26

KPW- for IMP-, EMP-, IMB-, EMB-

A fundamental principle of machine shorthand is to write a word in one stroke when possible. It simplifies our task mentally and physically. We attain our objective by two means:

1. The sequence of the keys, following that of the letters of a word, and striking them together.
2. The varied and ingenious usages of the keys evolved by experienced machine reporters.

We have already studied many expedients, and now we turn to reducing from two strokes to one the outlines for such common words as impair, improve, and impress. Using KPW- to represent -imp in these words leaves us most of the keyboard for the remainder of the word.

Strike KPW-. Concentrate on the crack between P- and W- because this is the critical area. The K offers no problem. Think of KPW- as "imp" and write this exercise ten times.

KPW- / STPH

KPW- / STPH

KPW- / STPH

Word Exercise

impact	KPWAKT	impossibility	KPWOBLT
impair	KPWAIR	impractical	KPWRAK
impale	KPWAIL	impress	KPWRES
impart	KPWART	impression	KPWREGS
impasse	KPWAS	imprint	KPWRINT
impatient	KPWAISHT	improbable	KPWROBL
impatience	KPWAISHS	improbability	KPWROBLT
impede	KPWAOED	improper	KPWRORP
implement	KPWLEMT	improperly	KPWRORPL
implore	KPWLOER	improve	KPWRAOF KPW&ACUF
imply	KPWLAOEU	improvement	KPWRAOEF UFMFT
import	KPWORT	impulse	KPWULS
impose	KPWOCZ	impulsive	KPWULS/IF
imposition	KPWOCGS	empire	KPWAOEUR
impossible	KPWOBL	emperor	KPWER/OR

KPW- is also used for the prefixes imb- and emb-.

imbed	KPWED	embarrass	KPWARS
imbibe	KPWAOEUB	embarrassment	KPWARS/-MT
imbue	KPWAO KPWAOU	emblem	KPWLEM
embalm	KPWAUM	emboss	KPWAUS
embark	KPWARK	embrace	KPWRAIS

Writing Exercise

You seem to imply that it would impair our import trade if the government should impose a new tax. In your opinion the imposition of such a tax is improbable, so we may have an improvement.

Let me impress on you that it may be impossible to improve sales. This would embarrass us.

The course you suggest seems impractical.

We implore you not to be impatient or to act on impulse. If you do not impede our movement, we shall be able to implement a sound plan.

Have you gained the impression that the impact of wild growth may bring about an impasse?

He has improperly put his imprint on our goods.

Impatience may cause improper action.

My brother wishes to embark on a trip to catch and embalm a whale for show purposes.

We must imbue in our youth the importance of our national emblem.

When Roy imbibed, he would run to embrace every girl he met, much to her embarrassment.

(162 words.)

NOTES

U		T P U		K W RAC*	
S	A O E P L	TK	A O	T	P O RPB S
T	O	T P n O	T	T	F
KPWRAO EU		KPW A O E	D	O U R	O U R
T H A EU	T	PHAO FPLT	R B G S	T P H A R BL	R B L
W AO		W E R B	B	KPWHR E P L	FPLT
KPW A EUR		A EU BL T		WH	
O U R		KPWHR E PLT		R O EU	
KPW AO R	T D	A		KPW AQ EU	R B G S
T RA EU	D	S O U PB D		E U L D	
T P	T	PHRA PB		R U P S	
TKPW O F T		FPLT		T O	
S H U D		S R U		KPW RA EU	S
KPW O N		TKPW A EU PB D		FR	
A		T		TKPW EUR L	
TPH AO		KPW R E GS		P H E T	
T A B G S		T H A T		R B G S	
FPLT		KPW A B GT		F P	
TPH O U R		W AO EU L D		T O E R	
P EU PB		TKPW R O* T		KPW A R S	
T		PH A EU		P L T	
KPW O G S		P W R EU		FPLT	
F		PW			
S U F P		A PB			
A		KPW A S			
T A B G S		ST P H			
KPW R O BL	R B G S	H A M	S		
S O		KPW R O RPL			
W E		P U T	Z		
PH A EUF		KPW R EU PB T			
A PB		O PB			
KPW RAO FPLT	FPLT	O U R			
KPW RAO FPLT	FPLT	TKPW	S		
HR E T		FPLT			
P H E T		KPW A EUR B S			
KPW R E S		PH A EU			
O PB		K A A U S			
U		KPW R O RP			
T H A EU T		B G S			
PH A EU S		FPLT			
KPW O BL		P H EU			
T O		P W R O E R			
KPW R O F		W EUR B S			
S A EU L S		T O			
FPLT		KPW A R B G			
T H L D		O PB			
KPW A R S		T R EU P			
U S		T T O			
FPLT		K A F P			
T K O R S		A PB	D		
U		KPW A U P L			
S A O C G		WH A EU L			
S A O E P L S		T P O R			
KPW RA B G		S H O O R			
FPLT		P C R P S			
W F		FPLT			
KPWHR O R		P H * C R S			
U		KPW AO			
T P H O T		TPH O U R			
T O					
KPW A EU R B S					
O R B S T					
T O					
A B G					
O PB					
KPW U R S					
FPLT					

REVIEW EXERCISE

ELISION - PART II
-SHL, -SHS, STIK, -FB, SH-MT
KPW-

Let me open my argument by describing the parties to this action, who are husband and wife. Mr. Taylor comes from a family of high social standing in this community. His father is a substantial citizen. I am impelled to call that to your attention. Mr. Taylor is a college graduate and, I might comment, has a responsible position in our financial district. He lives in a palatial home and might be regarded as an emblem of respectability.

Mrs. Taylor's background is quite different; she is a native of another world. Her mother was an artist, and her vivacious daughter has had those artistic characteristics impressed on her personality. Her friends comprise persons with communistic and socialistic associations. She admits membership in the Socialist Party and is active in organizations tinged with Communist sympathies.

I find it impossible to comprehend a situation where there would not some day be a great impact because of these crucial differences.

The initial difficulty which impaired their domestic happiness came about when Mr. Taylor invited potential investors to have dinner at his home so that he might talk with them about a business venture on which he proposed to embark. He hoped to obtain control of a company which manufactured automotive equipment used by railroads to replace locomotives. These men were to collaborate with him to implement the deal. It was quite a complex matter and required a cautious approach.

Please do not think that I am implying that the dinner was in any way imperfect. It was a luscious repast, served with imported wines, and there is no implication that Mrs. Taylor did not do her best to provide a delicious meal.

When all had had sufficient nourishment and the table had been cleared, Mr. Taylor wished to explain the import of his scheme; but Mrs. Taylor, apparently not comprehending how essential it was that her husband be allowed to impart his ideas to his associates, and to the great astonishment of Mr. Taylor, commenced to imperil the conference by diverting the conversation into other channels. She spoke of the Socialist Party and the Communist Party; she said that her husband was too materialistic and realistic about life, that he was too much the realist and materialist; and then she proceeded to imply that his only motive was to make money, rather than to help his fellow man.

Mr. Taylor, seeing that he was met with an impasse, and that it was impractical to do as he had planned, tried not to show his impatience, and permitted the conversation to go on into ways of improving living conditions in the community.

When the guests had gone, he tried, in an impersonal manner, to impress upon his wife that this was to have been a very special occasion, and all she had done was to impede his efforts. He pointed out to her that she had behaved improperly and in a capricious manner, taken over the gathering, and prevented him from consulting with his colleagues.

By blandishment, by emotional appeal, he tried to emphasize his point. He said it was imperative that, at a later occasion, he conduct these things himself, and implored his wife to control any impulse she might have to make an impression on the group. She agreed, they embraced, and the matter was closed.

Some months later there was another incident. Mr. Taylor's father-in-law and mother-in-law lived at some slight distance from his home. Mrs. Taylor decided to drive, with her brother, to pay them a visit. Improbable as it might appear, a bushel basket fell from a truck which was proceeding ahead of them, and, seeing the impossibility of stopping the car in time, and to avoid a collision with the approaching cars on the other side of the road, Mrs. Taylor drove off the road and into a column supporting a sign near a gasoline station. When the owner came out to complain, demanding compensation, Mrs. Taylor acted in such an impudent manner that the man made his complaint to the police, who had been attracted to the scene by the commotion. When they asked for Mrs. Taylor's driver's license, she considered it an imposition at first, and tried to impugn the motives of the complainant. The police regarded this as a specious argument and pointed out that she would be subject to punishment if she did not produce her license. She then complied, and the license was found to contain a requirement that she wear glasses while driving, due to an impairment of her vision. This is a common requirement, since many operators have an imperfection of vision. She was also color-blind, and this, combined with her poor vision, and the fact that she had at first given a fictitious address and had been very impolite, put her in a very awkward position. However, she was permitted to get in communication with her husband, and, although he was quite embarrassed, he came immediately to try to compute the damage. Yet, Mrs. Taylor did not seem to comprehend that her conduct was improper.

LESSON NO. 27

MACHINE DICTATION

We have by now spent considerable time on techniques of taking testimony or related speech. Let us turn our attention now to producing same in typewritten form. And inasmuch as more pages are produced by dictating to a machine than by the labors of notereaders or reporters transcribing from their own notes, then surely machine dictation is entitled to the distinction of an entire lesson as its very own.

On the receiving end of dictating equipment is the typist, or, as he or she more often has been called, the operator. However, with the term "operator" now in common usage in reporting context, we will refer to our typist as "transcriber," and suggest you do so, too. This is a special class of work-person who requires training, catering, and pampering, for, you may believe it, they are hard to find, harder to keep.

The dictating equipment we will simply call machines, and what we say will be applicable whether they are belt, tape, wire, or disk. It is assumed that the equipment will be in good working order, and we will not discuss the physical operation because that information you can get from the salesman who sold you the machine.

The transcriber will be furnished with the format of the title page, including the appearances, printed, so as to preclude error. He or she will also be furnished with marginal and indentation requirements, and all other standard nomenclature, format, style, etc., used by the reporter or office that is necessary to the production of the transcript.

Reporters will dictate clearly into the machine, using good enunciation, and at such speed as not to run words together, especially the little words. Dictate with assurance. Uncertainty is infectious; the transcriber catches it, and the result is a sloppy transcript. Have the volume intake adjusted by the serviceman so as to take the reporter's dictation but not high enough to take extraneous noises floating around the office, or a fellow reporter's dictation close by. Consult with the transcriber often as to the volume of your dictation as well as other habits of dictation that may be annoying the transcriber.

If you are puzzling over your notes or fussing with papers, take your thumb off the dictating button. Nothing is more frustrating to the transcriber than listening for something that isn't there and not knowing when it will appear.

One should speak in a clear voice, using enough expression to indicate the sense of the sentence and to lift the typing from the dreary monotony of word after word. Slight inflections help the typist to anticipate punctuation and enable the thought of the sentence to reflect itself as it progresses.

To indicate colloquy rather than a paragraph, dictate "margin Mr. Jones" or "line Mr. Jones."

While dictating, note on a transcription work sheet the proper nouns in the case, dollar amounts or figures, technical terms, and the like, in the order in which they occur in your dictation. This will make unnecessary reference by the operator to the dictionary or other reference books, and also avoids unnecessary spelling on the machine, all of which takes up valuable time of the transcriber. This is what spelling sounds like on the receiving end: "transistor, T for Tom, R for Randolph, A for Albert, N for Nathan, S for Samuel, I for Isadore, S for Samuel, T for Tom, O for Oliver, R for Randolph." Transcribers get paid by the page, the same as you do; waste their time and you cost them money. Good transcribers love money. If a reporter feels he must tell a transcriber a joke, let him do it on the lunch hour and not on the machine. When dictating initials always use a standard proper noun to distinguish: A for Albert, M for Mary, S for Samuel, C for Charlie, and so forth.

Even with electronic machines it is necessary to differentiate between words. Dictate "haive" for "have" to distinguish it from "had"; enunciate "and" with emphasis on the "d" to distinguish from "an"; pronounce clearly "in" and "an" and all those other little words.

Use "e-d" or "ed" after a one-syllable word to indicate past tense; for example, "walked, e-d" or "walk-ed". The word "plural" after a word will give your transcriber assurance of having the right word; for example, "words, plural"; or even with a verb: "says, plural."

All punctuation is dictated except the commas between "Yes, sir" and "No, sir" and the interrogation marks at the end of questions and periods at the end of answers in testimony. These commas the transcriber agrees to supply, even though not dictated. (Note: Questions which are statements are followed by a dictated period. Answers which are questions are followed by a dictated interrogation mark, designated as "interrog").

The dictator can easily look ahead in his notes, but not so the transcriber. Therefore, the transcriber must be given notice of certain things you are going to expect. To give this notice, the code word is "Transcriber." This means you are about to explain or instruct. For example, "Transcriber, dollar sign, 390,000." Without the notice, the transcriber must listen to six words before learning that there are dollars involved, which of course means a dollar sign before the figures. In similar manner, you will warn the transcriber in advance that figures are coming for how else will he know? Same for capitalization: "Transcriber, capitalize, Tool & Die Department."

Correction buttons are for use in industry only. The reporting profession cannot afford the incredibly low production of sloppy correction procedures. Erase incorrect material. This is done by dictating anew correctly over the error.

Good dictation boils down to simple consideration for the typist.

Here is a sample of a portion of a transcript and how we feel it should sound to the Operator:

The Transcript

- Q Did you have these two objects?
- A I slipped them in the bag and put them under my bench.
- Q So you went to the nurse's station; is that correct?
- A Yes, sir.
- Q What did she do for you?
- A What did she do for me?
- Q Yes.
- A She gave me some mouthwash, which cost me \$1.45, and a bottle of Gelpirin, which contained 100 tablets.

As it Sounded to the Transcriber

- Question: Did you haive these two,
t-w-o-, objects, plural
- Answer: I slip-ed them in the bag and
put them under my bench
- Question: So you went to the nurse
apostrophe s station semi is that
correct
- Answer: Yes sir
- Question: What did she do for you
- Answer: What did she do for me interrog
- Question: Yes period*
- Answer: She gave me some mouthwash
comma which cost me transcriber dollar
sign one point four five comma and a
bottle of, transcriber, initial cap,
Gelpirin**comma which contain-ed,
transcriber figures, one hundred tablets
plural

*pronounced peer-ee- odd

**(This word to be spelled on your dope sheet).

LESSON NO. 28

YI for I DIDN'T

Let us exploit the negative-verb principle as far as we can.

If YO means "I don't," why can't YI mean "I didn't"? It certainly can, as the list below demonstrates:

I didn't	YI/DINT	I didn't mean to the	YIMT
I didn't have	YIF	I didn't mean to say	YIMSTOS
I didn't feel	YIFL	I didn't understand	YIND
I didn't remember	YIRM	I didn't go	YIG
I didn't recollect	YIRK	I didn't care	YIK
I didn't recall	YIRL	I didn't think	YINK
I didn't know	YIN	I didn't think so	YINKS
I didn't believe	YIBL	I didn't tell	YIT
I didn't believe so	YIBLS	I didn't say	YIS
I didn't mean	YIM		

BONUS:	No, I didn't - NOINT
--------	----------------------

Sentence Practice

I-didn't do it.
 I-didn't-have time.
 I-didn't-feel well.
 I-didn't-remember it.
 I-didn't-recollect his name.
 I-didn't-recall doing so.
 I-didn't-know him.
 I-didn't-believe it to be true.
 I-didn't-believe-so, Mr. Jones.
 I-didn't-mean it that way.
 I-didn't-mean-to confuse you.
 I-didn't-mean-to-say that.
 I-didn't-understand you.
 I-didn't-go to see him.
 I-didn't-care for it.
 I-didn't-tell him.
 I-didn't-think about that.
 I-didn't-think-so, counsel.
 I-didn't-say you should.

Writing Practice

Q I didn't have time to go over this before.
A I didn't go over it myself.
Q Have you checked this statement?
A I didn't think it would be necessary.
Q I didn't say you should do it.
A I didn't care to go over it.
Q I didn't understand you.
A I didn't mean to confuse you.
Q I didn't mean to say that you should do it.
A I didn't believe it was important.
Q You didn't?
A I didn't believe so.
Q Then we are wasting our time.
A I didn't mean we should waste time. I didn't feel it to be too important.
In fact, I didn't know that that would be important.
Q In giving this statement, did you give the make of car?
A I didn't remember it.
Q Did you mention anything about the car?
A I didn't recall that.
Q Did you see any more cars there?
A I didn't recollect any more.
Q Didn't you think that would be important?
A I didn't think so, counsel.
Q You didn't?
A I didn't.
Q So you didn't tell anybody?
A I didn't tell him.
Q I said, so you didn't tell anybody.
A No, I didn't.

(176 words.)

INTENSIVE: I didn't take it; I didn't mean to take it; I didn't believe I should.

TIP:

Those odds and ends of steno paper that accumulate around the office need not go to waste; they may be patched together and used. Take two such scraps and place them end-to-end. Overlap the top fold of one exactly with the top fold of the other; then cut through on a diagonal between the folds. Holding the two ends in alignment with the weight of your scissors or anything else that is handy, fasten the ends together with a strip of half-inch scotch tape, running it completely across the paper. Trim off the ends of tape that extend over the sides of the paper and your new pack is ready for use.

NOTES

STKPWHR
 K W R EUF
 T A O EU PL
 T O G
 G E FR
 T H
 PW R
 FPLT
 FRPBLGTS
 K W R EU S
 G E FR
 EU T
 PH EU S
 STKPWHR
 S R U
 K W R EU S G D
 T H EU S G D
 ST A EU PL T
 FRPBLGTS
 K W R EU PB S
 T W AO B
 T P H E S
 STKPWHR
 K W R EU S
 U R B D
 TK A EU T
 FPLT
 FRPBLGTS
 K W R EU BG
 T O S
 G E FR
 EU T
 STKPWHR
 K W R EU PB D
 G
 FPLT
 FRPBLGTS
 K W R EU PL T
 K W AO S
 G
 STKPWHR
 K W R EU PL TS
 T H A U R B D
 TK A EU T
 FPLT
 FRPBLGTS
 K W R EU BL
 T W A S
 P O RPS T
 STKPWHR
 C
 TK PB T
 FRPBLGTS
 K W R EU BL S
 STKPWHR
 T H E PB
 T W A EU R
 W A *EU
 G
 O UR
 T A G EU PL
 FPLT
 FRPBLGTS
 K W R EU PL

T H A E R B D
 T W A *EU S
 T A O EU PL
 FPLT
 K W R EU PL
 T W A O B
 T A O
 P O RPS T
 FPLT
 T P H
 T P A B GT
 R BG S
 K W R EU PB
 T H A
 W AO B
 P O RPS T
 STKPWHR
 T P H
 TKW EU F
 T H EU PL T
 ST A EU PL T
 TK U
 TKW EU F T
 P H A EU BG
 K A R
 FRPBLGTS
 K W S EU RPL
 EU T
 STKPWHR
 TK U
 P H E PB GS
 T P H EU G
 PW T
 K A R
 FRPBLGTS
 K W R EU RL
 T H A
 STKPWHR
 TK U
 S A O EU
 T P H EU
 P H O R
 K A R S
 T HR
 FRPBLGTS
 K W R EU R BG
 T P H EU
 P H O R
 STKPWHR
 TK PB T
 U PB G
 T H A
 W AO B
 P O RPS T
 FRPBLGTS
 K W R EU PB GS
 R BG S
 K O U PB
 STKPWHR
 C
 TK PB T

EUFRPBLGTS
 K W R EU
 STKPWHR
 S O U
 TK PB T
 T E L
 T P H EU B
 FRPBLGTS
 K W R EU T
 H EU PL
 STKPWHR
 EU
 S A EU D
 S O U R BG S
 TK PB T
 T E L
 T P H EU S
 T P H O EU PB T

LESSON NO. 29

-GT Reversal for -TING
 -GD Reversal for -DING

Unless your fingering of your shorthand machine is unusually precise, you have noticed at times, particularly when writing words ending in "T" followed by the suffix -ing, the -G has somehow gotten into the stroke which printed the root word: STARGT instead of START/G for starting, for instance. Seeing such a "misstroke," you of course hastened to strike the asterisk and rewrite the word. But why? STARGT with the last two letters read backward is, under our reversal principle, a perfectly legitimate way to write starting.

We need not stop here; we may apply the reversal principle to many high-frequency words and reduce by half the mental and physical effort required.

Try to toss off the outlines which follow with a single, rhythmic stroke.

batting	BAGT	indicating	KAITG
beating	BAOEGT	knitting	NIGT
betting	BEGT	letting	LEGT
biting	BAOEUGT	lighting	LAOEUGT
boating	BOEGT	looting	LAOGT
booting	BAOGT	meeting	MAOEGT
butting	BUGT	noting	NOEGT
coating	KOEGT	parting	PARGT
cutting	KUGT	patting	PAGT
darting	DARGT	pitting	PIGT
dating	DAIGT	putting	PUGT
doubting	DOUGT	quitting	KWIGT
fighting	FAOEUGT	routing	RAGOET ROUGT
fitting	FIGT	starting	STARGT
fleeting	FLAOEGT	stating	STAIGT
flirting	FLIRGT	seating	SAOEGT
floating	FLOAT E GT	setting	SEGT
flouting	FLOUGT	sitting	SIGT
footing	FAOGT	tooting	TAOGT
getting	GEGT	treating	TRAOEGT
heating	HAOEGT	voting	VOGT EGT
hurting	HURGT	waiting	WAIGT

Many words ending in -ding may be given the same treatment.

bedding	BEGD	needing	NAOEGD
bidding	BIGD	nodding	NOGD
bleeding	BLAOEGD	padding	PAGD
crowding	KROUGD	reading	RAOEGD
grading	GRAIGD	trading	TRAIGD
leading	LAOEGD		

BONUS:

according

KORGD

TIP: Here's a handy way to handle these five:

cement	SMENT	seller	SLER
cigar	SGAR	cellar	SLAR
cigarette	SGRET		

Sentence Practice

The rain was wetting the paper.

A mob was looting the store.

Remember, now, heavy dating is out.

Do you have hot-air heating in your home?

The city is footing the bill for that party.

A raft was floating down the river with two men on board.

I believe in cutting the red tape wherever possible.

Darting between cars is a hazard in city driving.

Flirting with her husband does seem unusual.

He is pitting his strength against superior odds.

The baby was nodding.

Tooting the horn is not polite.

Don't taunt a butting goat.

We don't give trading stamps anymore.

Proceed with the road grading when you are properly prepared.

Writing Exercise:

The setting was satisfactory. Sitting there was an audience of 500, crowding in a hall with a seating capacity of 450. They were getting tired and were not treating the ushers with much respect. The meeting started with the speaker stating that he was not betting on his chances of beating down the opposition he saw before him. But while waiting he had prepared himself by starting to write down a few parting words. While he was putting them on paper and reading over some hurried notes, he was stopped by the Chairman, who insisted on leading him to the stage, indicating that he was hurting his chances. So, lighting a cigar, and affecting a smile that seemed fitting for the evening, he started his speech, fighting for what he thought was right. However, while giving his talk he was noting many of those present flitting here and there. That had him doubting his ability to win, so he thought of quitting or else needing some padding according to the voting.

(176 words.)

INTENSIVE: Biting his bleeding lip, he lost his footing, letting the darting man pass.

NOTES

T	O	W H A E
S	W R O EU	T H A U T S
S	TK O U P B	W A T S
	A	RAO EU T
T	P A O	F P L T
S	P A R GT	H O U F R
T	W O R D Z	R B G S
S	F P L T	W H A O E U L
T	WH A O E U L	T K P W E U F G
H R F S	E F S	Z
A PB	P B	T A U S G
A U D	G	E F S
K W R E P B S	T H E P L	T P H O E E GT
F	O P B	P H A E P B
5	P A E U R P	F
H U P B	A P B	T H O O S
R B G S	R A O E G D	P R E P B T
K R O U G D	O E F R	T P H R E U G T
T P H A	S P H	H A O E R
H A U L	H U R	A P B
W A	R E U	T H R
S A O E GT	T P H O E TS	F P L T
K P A S	R E G S	T H A P L
F	E F S	TK O U GT
4 50	ST O P D	Z
F P L T	P W A O E U T	A B L T
T H E R P	K H A E U R P L	T O
TK P W E GT	R B G S	W E U P B
T A O E U R D	WH A O	R B G S
A P B D	E U P B	S C E
R P	E D	T H A U T
T P H O T	O P B	F
T R A O E GT	H R A O E G D	K W E U GT
T	H E U P L	O R
U R B	T O A E U P B L G	E L S
E R S	R B G S	T P H A O E G D
W F P	K A E U G T	S P H
R P	T H A E F S	P A G D
F P L T	H U R G T	K O R G D
T	K H A P B S	T O O T
P H A O E GT	E S	S R O G T
ST A R T D	F P L T	F P L T
E D	S O	
W T	R B G S	
S P E R	H R A O E U G T	
ST A E U GT	A	
T H A E F S	ST K P W A R	
T P H O T	R B G S	
P W E GT	A P B	
O P B Z	A F B G T	
K H A P B S	G	
E S	S P H A O E U L	
F	T H A	
P W A O E GT	S A O E P L D	
TK O U P B T	T P E U G T	
O P	T P O A O E P B G	
P O G S	R B G S	
S A C	ST A R T D	
P W R P L	E	
F P L T	S P A O E F P	
P W U	R B G S	
W H A O E U L	T P A O E U G T	
W A E U GT	T P C R	
F E	S P A O E F P	
P R P L D	R B G S	
H E U P L S	T P A O E U G T	
P W A O E U S	T P C R	
ST A R G T	S P A O E F P	

LESSON NO. 30

SPW- for INT-, ENT-

Following through on the use of letter combinations for syllables, we write SPW- for int- and ent- prefixes. Think of SPW- as int- and ent- and write this exercise ten times. (If it helps, think of it simply as NT-.)

SPW- / STPH

SPW- / STPH

SPW- / STPH

spw - interest
spw - employ

Word Exercise

intact	SPWAKT	intrusion	SPWRAOESUGS
intend	SPWEND	entail	SPWAIL
intention	SPWENGS	entire	SPWAOEUR
intent	SPWENT	entirely	SPWAOEURL
intense	SPWENS	entirety	SPWAOEURT
inter	SPWER	entice	SPWAOEUS
interment	SPWERMT	entrap	SPWRAP
intern	SPWERN	entrance	SPWRANS
internal	SPWERNL	entreat	SPWRAOET
into	SPWAOU	entrust	SPWR*US
intrude	SPWRAOUD	entry	SPWREX

Short Forms

enter	SPWR-	interpretation	SPWERPGS
interest	SPW-	interrogation	SPWERGS
interests	SPW-S	interrogate	SPWERGT
interesting	SPW-G	intersect	SPWERKT
interested	SPW-D	intersection	SPWEREX BG2
interfere	SPWREFR	intimate	SPWIMT
interference	SPWREFRNS	intimation	SPWIMGS
interim	SPWREFRMEC2M	intoxicated	SPWOKD*TD
interior	SPWR-R	intoxication	SPWOKD BG2
international	SPWR-NT	introduce	SPWRAOSUS
interpret	SPWERP	introduction	SPWRUX BG2

BONUS:	intelligent intelligence	SPWEGLT SPWEGLGS
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Sentence Exercise

You will find it interesting to try to interpret the true intent of other nations. It is impossible to gain an intimation entirely from the first proposition they offer. Be prepared to enter into it with intense care. They may express an interest only in things that will affect their own internal good, but be cautious that they do not entice and entrap you in plans that have an international import and which may later interfere with our country's best interests. Your entrance into such negotiations may entail an interpretation of actions by which these countries

may try to entice you to interfere with other nations which are not interested, and into which they do not wish you to enter. I entreat you not to entrust this country's well-being to those who have no good intention toward us. Let us have an interim during which we shall do nothing about the entire question of international problems. Let us not intrude into the affairs of other people and suffer no intrusion ourselves. I leave it to you in its entirety.

(179 words.)

Just as with KPW-, SPW- should be used in writing multistroke outlines:

interconnect	SPWER/KEKT
interminable	SPWERM/NABL
interpolate	SPWERP/LAIT
interpose	SPWER/POZ E Z
interstate	SPWER/STAIT
intrastate	SPWRA/STAIT

NOTES

TP	AO	EU	PB	L	U	D
		EU		T		
S	PW			K	H	S
T	O			P	HA	F
T	RAO	EU		H	EU	PL
S	PW	E	RP	R	E	T
T	RAO			R	R	S
S	PW	E	PB	T	U	
		F				
		OER				
TP	HA	EU				
		GSS				
		FPLT				
		TS				
KPW	O	BL				
T	O					
TKPW	A	EU	PB			
	A	PB				
S	PW	EU	PLGS			
S	PW	AO	EUR	L		
TPR						
TPP	*	EUR	S			
PRO		P	GSS			
TH	E					
	O	FR				
		FPLT				
		TS				
P	R	P	D			
T	O					
S	PWR					
S	PW	AO	EU	T		
	W					
S	PW	E	PB	S		
K	A	EUR				
		FPLT				
TH	E					
PHA	EU					
S	PR	E	S			
	A	PB				
S	PW	O	PSL			
TPH						
TH	EU	PB	GSS			
THA		L				
	A	F	GT			
THR						
	O	EE	PB			
S	PW	E	RPBL			
TKPW						
PW	U	B	GSS			
K	A	URB	S			
THA						
THA	F					
TK	AO					
TPH	O					
S	PW	AO	EU	T		
	A	PB	D			
S	PW	RA	P			
	U					
TPH						
PHRA		PB	S			
THA	F					
	A	PB				
S	PWR	PB	T			
KPW	O	R	T			

LESSON NO. 31

EXPEDIENTS FOR WORD ENDINGS

-F for -S in -sm, -sl, -sk
Vowel Omission to Indicate Extra Syllable

In "home position" -S is the last letter on our keyboard. It would be convenient to have it precede the final consonants, but since that is not possible we use -F in the following manner. (Remember that our Colonial ancestors sometimes used f in place of s.)

basic	BAIFK	chasm	KAFM
desk	DEFK	communism	K MAUFM
mask	MAFK	custom	KUFM
music	MAO U FK	prism	PRIFM
risk	RIFK	realism	RAOEL/-IFM
task	TAFK	socialism	SOSHL/-IFM
muscle	MUFL	spasm	SPAFM
vessel	VEFL	truism	TRA O UFM
Americanism	MERN/-IFM	listen	LIFN

Omission of the vowel indicates an extra syllable, -al, following these -K endings.

We write:

economic	KMEK
electric	LEK
mechanic	MEK

(Vowel omitted.)

economical	KM-K
electrical	L-K
mechanical	M-K

bicycle	B AIK
* motorcycle	M AIK

Associated with these words are:

economist	KM*IS
economize	KMAOEUZ
economy	KME
electricity	LEKT

We also have:

statistic	STAT/STIK
statistical	STAT/ST-K

We then extend the vowel-omission principle to these pairs of words:

deliver	DLIFR
delivery	DL I FR
guilt	GILT
guilty	G-LT

*Reversal (Lesson 42)

The absence of the vowel indicates a two-syllable word.

TIP:	economic	KMEK	comic	KMIK
------	----------	------	-------	------

BONUS:	Principle plus reversal: policy POEFL
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Writing Exercise

The writer sat at his desk, as was his custom when troubled by the muscle spasm in his lower limbs. A smile was a mask for his pain, and the music from his record player shut off the outside world except for the vessel he could see in the distance and an occasional bicycle or motorcycle.

His history was an interesting one. Starting as a mechanic with an electric power company, he moved on to developing economical mechanical improvements. Losing interest in electricity, he returned to college and after graduating as an economist turned his attention to the general economy at first, and then to statistics as to how the community could economize in its use of electric energy. This statistical work is highly regarded.

A power company must deliver its product -- electricity -- to the area it covers. Its lines extend like a network over the land, performing the function of delivery of power and light. Should it fail, the company would be considered guilty of lack of responsibility due to power failure. The finger of guilt has never been pointed at this company.

(184 words.)

NOTES

T W RAO EU R
A
S T
TK E F B G
R B G S
A A
K U F P L
W H R
R G B L D
P W A O E U T
P H U F P L
S P A F P L
T P H N
H R O R
H R E U P L S
F P L T
A
S P H A O E U L S
W A A
P H A O F B G T
T P H O
P A E U P B
R B G S
A P B T
P H A O F B G
T P R R
R O R
P H R A E U R
S H O U F T T S D
W O U R P T S D
K P R O M P T T
S P R O F F F
K A O
S A O E
T P H
TK A E U T S S
T A P B S D
A P B
K A E U R B L
P W A O E U
S P H O O R B G
P H O O R T
S F P L G
* *
T H A O E U R S
T W A O E U R S
S P W A P B G
F P L T
S T A A R G T
A A
P X A E B G
W A P B

K P H R O F B G
O E U R B G S
P H A O F D
P H A O F P B
T K W O P B G G
P H B G G
K P W R A O F P L T S
H R A O F G
S P W T P H
T P H R H R E R B G S
R O U R P B D
T K H R A F P B L G
A P B D
T K P W R A O S T
A A P B S D
K P H * E U P B S D
T U R P B S D
T T O F P B
S K W R O F P B
K P H A F T
T P H E U R S S
A R B G G S
T H O E P B
S T A E B G S S
S T A E U B G S S
T O H O U T
K P H A O P B T
K P H A O E U
T P H E U T S
K W R A O F P B
H R F B G
T P H R F B G
S P W O P B T
T K P W A O F L T
H R A F B G
S T P O O P B T
T P H A O E U R F
K W R A O R F P L T
T P H E U P B
T K P W E R F
T K P W E U L T S
T P H H A E F R B
P O E U P B T D
T K H A T
T K G E U F P L T

P O U R
K O E U
P H * U S
T K H R E U F R
E U T S
P R U B G T
O N E
H R E B G T
O N E
T O T
K W R A E U R
E U T S
K G F R S
F P L T
E U T S
H R A O P B S
E P B D
H R A O E U B G
A
T P H E R T
W O R B G
O E F R T
H R A P B D
R B G S
F P L G T
T P U P B G S
F
T K H R F R
F
P O U R
A P B D
H R A O E U T
F P L T
S H A O E U
E U T
T P A E U L R B G S
T K H O E U
K W A O R S
T K P W F L T
H R A F B G
S T P O O P B T
T P H A O E U R F
K W R A O R F P L T
T P H E U P B
T K P W E R F
T K P W E U L T S
T P H H A E F R B
P O E U P B T D
T K H A T
T K G E U F P L T

LESSON NO. 32

FREQUENCY PHRASES - PART I

By this time you should have mastered the right-bank outlines for the "natural groupings" of words. How well do you know them? Very well, we hope, for in this lesson we use them again, and even more fully, carrying out the basic premise of this course in presenting logical and consistent principles of writing which may be used throughout your entire system. Practice these again. Remember that these are used in phrases only!

feel	-FL	mean to say	-MTSS
remember	-RM	understand	-ND
recollect	-RK	think	*-NK
recall	-RL	think so	*-NKS
know	-N	could	-KD
believe	-BL	tell	-T
mean	-M	tell us	-TS
mean to	-MT	say	-S

Most of us have become slaves to speech mannerisms; we use the same words and the same cliches over and over. Lawyers are adept in the use of still more redundancy in their questioning of witnesses. For this we may be grateful -- if we are prepared to capitalize on the opportunities this habit affords us!

Here are a few specimens of "introductory" phrases in which attorneys couch their questions:

did you believe...
would you know...
can you say...

could you recall...
do you recollect...
will you tell us...

By combining each of the phrases for can you, do you, and so on, with as many of the final-consonant outlines as are practical, we can, as a child uses its building blocks, form an infinite variety of useful phrases.

did you feel	DUFL	would you feel	WAOUFL
did you remember	DURM	would you remember	WAOURM
did you recollect	DURK	would you recollect	WAOURK
did you recall	DURL	would you recall	WAOURL
did you know	DUN	would you know	WAOUN
did you believe	DUBL	would you believe	WAOUBL
did you mean	DUM	would you mean	WAOUM
did you mean to the	DUMT	would you mean to the	WAOUMT
did you mean to say	DUMTOS	would you mean to say	WAOUMTOS
did you understand	DUND	would you understand	WAOUND
did you think	DUNK	would you think	WAUNK
did you think so	DUNKS	would you think so	WAUNKS
did you tell	DUT	would you tell	WAOUT
did you tell us	DUTS	would you tell us	WAOUTS
did you say	DUS	would you say	WAOUS

can you feel	KUFL	could you feel	KAOUFL
can you remember	KURM	could you remember	KAOURM
can you recall	KURL	could you recall	KAOURL
can you recollect	KURK	could you recollect	KAOORK
can you mean	KUM	could you mean	KAOUM
can you mean to the	KUMT	could you mean to the	KAOUMT
can you mean to say	KUMTOS	could you mean to say	KAOUMES TOS
can you understand	KUND	could you understand	KAOUND
can you think	KUNK	could you think	KAOUNK
can you tell	KUT	could you tell	KAOUT
can you tell us	KUTS	could you tell us	KAOUTS
can you say	KUS	could you say	KAOUS
do you feel	DAOFL	will you feel	LUFL
do you remember	DAORM	will you remember	LURM
do you recollect	DAOURK	will you recollect	LURK
do you recall	DAOURL	will you recall	LURL
do you know	DAOUN	will you know	LUN
do you believe	DAOUBL	will you believe	LUBL
do you mean	DAOUM	will you understand	LUND
do you mean to the	DAOUMT	will you think	LUNK
do you mean to say	DAOUMTOS	will you tell	LUT
do you understand	DAOUND	will you tell us	LUTS
do you think	DAGUNK	will you say	LUS
do you think so	DAGUNKS		
do you say	DAOUS		

BONUS: Many of these phrases may also be combined with the pronouns I and he, so you may use the same basic outlines, substituting I or E for U when you are writing them.

Sentence Practice

Did-you-feel the bump?
 Do-you-remember all of that?
 Can-you-recollect the details?
 Could-you-recall the circumstances?
 Would-you-know him?
 Will-you-believe my story?
 Did-you-mean-to-say what you did?
 Do-you-understand the law on that?
 Can-you-think of anything else?
 Could-you-tell how it happened?
 Would-you-tell-us about it?
 Will-you-say that again?

Did-you-know who he was?
Do-you-remember her name?
Can-you-feel pain yet?
Could-you-understand the language?
Would-you-believe that I did?
Will-you-tell the truth?
Did-you-think-so at that time?
Do-you-know what you are doing?
Can-you-say that it is?
Could-you-feel her hands?
Would-you-think it is logical to do that?
Will-you-recall what you can?
Will-you-feel different later?
Will-you-think that over?

Writing Exercise

- Q Do-you-think you can tell us what happened?
A Do-you-mean all the details?
Q Do-you-feel that you can do that?
A I will try.
Q Do-you-know where this happened?
A On Main Street at Second Avenue.
Q Can-you-tell-us what time it took place?
A About one o'clock.
Q Would-you-recollect what you were doing?
A Did-you-mean at the time of the impact?
Q Will-you-understand what I am asking? Could-you-recall?
A I was dozing.
Q Can-you-remember now where you were seated in the car?
A The right rear.
Q Did-you-tell-us that Mr. Hart was driving?
A Not at the time of the accident.
Q Will-you-tell-us who was?
A His son, John.
Q Did-you-say that he was injured?
A Yes, sir.
Q When did-you-know that?
A Would-you-mean then or later?
Q First, do-you-recollect if he was hurt?
A Yes, he was.
Q Would-you-tell-us how the accident happened?
A I don't remember too clearly.
Q Can-you-recollect anything about it?
A Not very much.
Q Did-you-tell-us that young Mr. Hart was hurt?
A Do-you-think it is proper to tell that?
Q Yes; will-you-recall what he said?

(197 words.)

INTENSIVE: Can-you-remember, did-you-know,
do-you-believe, could-you-tell,
would-you-feel, will-you-say.

TIP: Using -PT for want, we get the
following:

would you want
did you want
do you want

WAOUPT
DUPT
DAOUPT

NOTES

STKPWHR	FRPELGTS	STKPWHR
TK AO U PB G	T RAO EU T	TK U TS
U BG	RAO E R	T HA
T E L S	STKPWHR	K WR U PB G
WH A P D	TK U TS	P HR
FRPELGTS	T HA	HA R T
TK AO U PL	P HR	WA S
A U L T	HA R T	H U R T
TK A EU L S	W A S	FRPELGTS
STPH	TK RAO EU F G	TK AO U PB G TS
STKPWHR	FRPELGTS	P R O R P
TK AO U F L	TPH O T	T O
T HA U BG	T E T	T E L
TK AO	F T	T HA
T HA	A B GT	STPH
FRPELGTS	STKPWHR	STKPWHR
EU L	HR U TS	K WR E
T RAO EU	WH A F S	S RB GS
STKPWHR	FRPELGTS	HR URL
TK AO U PB	Z	WH A E
WR	S O PB	S A EU D
T H P D	R B GS	
FRPELGTS	SK W RA U PB	
O PB	STKPWHR	
PHA EU PB	TK U S	
ST RAO E T	T HA EF S	
A E T	SK WR UR D	
S E BG D	FRPELGTS	
A EF	K WR E S	
STKPWHR	STKPWHR	
K U TS	WH	
WH A	TK U PB	
T AO EU PL	T HA	
EU T	FRPELGTS	
T AO P S	W AO U PL	
FRPELGTS	T H E PB	
PW	O R	
W U PB	HRA EU T	
K HR O BG	E R	
STKPWHR	STPH	
W AO U RB G	STKPWHR	
WH A U RP	TP *EUR S	
TK AO @	R B GS	
FRPELGTS	TK AO U RB G	
TK U PL	TP E F S	
T E T	H U R T	
F T	FRPELGTS	
KPW A B GT	K WR E	
STPH	R B GS	
STKPWHR	E F S	
HR U PB D	STKPWHR	
WH A EU PL	W AO U TS	
SK G	H O U T	
STPH	A B GT	
K AO U RL	HA P D.	
FRPELGTS	FRPELGTS	
EUF S	K W R O R P L	
TK O Z	T AO	
G	K H RAO E R L	
STKPWHR	STKPWHR	
K U RP L	K U RB G	
TPH O U	TPH EU G	
WR U RP	PW	
S AO E T	EU T	
E D	FRPELGTS	
TPH T	TPH O T	
K A R	S R F P	

REVIEW EXERCISE

YI for I DIDN'T
SPW- for INT-, ENT-
FREQUENCY PHRASES, PART I

- Q Mrs. Black, do you recall the interrogation we conducted some time ago?
A I remember a meeting where you questioned me, but I didn't talk very much.
Q Do you recollect that I asked what was hurting you, and that you went over the entire story at that time?
A Well, I didn't understand you part of the time. Could you recall something you said that far back?
Q Please let me ask the questions. Did you understand what I asked you?
A I didn't think it was so important at the time.
Q Do you mean to say that you do not remember anything about it?
A I didn't say that.
Q Can you remember some of the things we spoke about?
A Yes.
Q Did you remember things then clearer than you do now?
A I suppose I did; you went into it very thoroughly.
Q Did you recall everything that had happened?
A As much as any intelligent person could.
Q Did you tell me everything you recalled?
A Yes; and without beating around the bush.
Q Do you remember saying that you never saw the car that struck you?
A I was walking across the intersection--
Q No, that is not the question. Do you understand what I asked you?
A I didn't mean to evade your question. No, I didn't tell you that.
Q Excuse my interruption, please. I didn't mean any offense. Was it your intention to cross Broad Street?
A Yes. I had a deposit I was putting in the bank on the other side. I waited for the green light.
Q How long an interval did you wait?
A I had been waiting about twenty seconds when it changed to green, so I knew I could enter the crossing.
Q Did you believe you could cross the whole street, or did you intend to stop at the traffic island?
A I didn't go past the island. After getting to the island, I waited, because I was interested in seeing if traffic would start up.
Q Did you know how long the green light would be on?
A I didn't know how long it would be on; my interest was in whether the amber light would come on.
Q Did you tell us the light changed to amber while you were standing there?
A I didn't remember that it did.
Q You refer now to the time I tried to interrogate you right after this happened?
A Yes. I didn't feel that I could tell you that.
Q Do you know now whether it changed?
A I have tried in the most intense way to recall it, but I cannot.
Q And you held off starting to cross Broad Street entirely because you thought the light might change?

A Yes; I didn't believe it was safe.

Q Can you tell us whether traffic was heavy?

A It was fairly heavy.

Q Can you recall what happened next?

A As I have said, my intent was to wait for the next green light, if it changed to amber. I thought I would be safer, letting the traffic go by.

Q Let me interrupt you there. Did you see a car indicating by its turn signal that it intended to turn south on Broad Street?

A I didn't have any reason to watch for that.

Q What happened then?

A Well, the next thing I knew, I was being carried into the entrance of the hospital on a stretcher. Then I was taken to the accident ward, and an intern was cutting the sleeve off my blouse.

Q Can you say how long after the accident you made your entry into the hospital?

A No, I didn't care very much about time just then.

Q Do you remember stating at the hospital that you had walked into a car?

A No. I just remember sitting there in a wheel chair.

Q Would you remember an interview you had with a representative of mine?

A Yes.

Q Would you recollect that he was noting down what you told him?

A Yes, but I didn't recollect very much about the accident at the time. I was dazed.

Q Will you tell us what he asked you about?

A He asked me if I felt too badly to talk to him, and I said I didn't think so.

Q Could you tell us what you said about the accident?

A I didn't recall very much. The doctor started treating me, and the man didn't want to interfere, so he left.

Q Will you tell the Court and jury what treatment you are receiving now?

A I am just using the heating pad now.

LESSON NO. 33

PREPARATION OF THE TRANSCRIPT

In previous articles we have set forth our suggestions which we believe will equip the reporter to handle with ease and facility all of the facets of everyday reporting. At this point the reporter has completed the tasks of properly reporting and dictating his or her notes; "the only thing remaining" is typing the transcript.

Many reporters feel they have discharged their obligation when the notes, belts, or tapes have been delivered to the typist or transcriber. In actuality, however, "the only thing remaining" is the most important part of the complete reporting job.

Careful preparation of the transcript is important for several obvious reasons. The transcript is the only tangible product of the reporter which can represent all of his skill and knowledgeable attributes. Despite the fact that the primary purpose of reporting is to preserve accurately the *verbatim* word, the appearance of the typed transcript is what we shall be judged upon by most all of those who come in contact with it. First impressions are lasting. Therefore, the visual reaction created by the transcript becomes a vital matter in lowering or enhancing the reputation of a reporter. Once the product is finished and dispatched from the office, it cannot be corrected or changed (without adverse reflection on the work and ability of the reporter); so it is most important that the transcript represent the best results of the use of good materials and equipment, fine workmanship, and thoughtful consideration.

Equipment and materials always are a prerequisite to starting one's work, so we will discuss those matters first.

All typewriters built today will furnish good work and serve you faithfully. However, there is a definite advantage in the use of an electric machine. The considerably higher initial cost is offset many times over during its life in furnishing better production, typing with much less effort, and, most important of all, consistently uniform pages with neater and more legible carbon copies.

Transcript paper is available in all shapes, sizes, and quality. The two sizes generally used are 8-1/2" x 11" for side binding and 8" x 13" for top binding. For court and legal work the usual ruling is a wide left-hand margin with double vertical red-ink ruling, and a narrow right-hand margin with single vertical ruling. There are no exact standards in the matter of size and ruling of papers, so it is best to check the requirements or practice in the locality where the work is done so that one may conform with existing procedure.

When the reporter considers size and ruling of paper for private work (other than court or legal reporting), there is much greater leeway in choice. Colors of ink rulings, as well as kinds of rulings, such as none, boxes, single and double, vertical numbering of the lines, and so forth, are purely a matter of personal preference. Any of the numerous companies specializing in supplying the reporting fraternity will be glad to submit samples for this decision.

Most reporters and firms are using a rag-content erasable paper for their work, which varies in price according to locality, supplier, ruling and punching desired, and quantity ordered. This type of paper has been most satisfactory, and it has an excellent appearance. Erasable paper is specially treated on the surface to resist absorption of the ink, and, as a result, corrections and changes can be made most readily and neatly, to the point of not being apparent even on the original copy. It is well worth a premium price.

Typewriter ribbons and carbon paper also are items that vary considerably in price. With the emphasis on the appearance of the transcript, it is not always economy to use the most inexpensive. It is important to use ribbons and carbon paper that give uniformly sharp, readable copies at all times. Try to use ribbons that are not so heavily inked that the original copy spreads or blurs, but long-lasting enough so that the appearance of the transcript in a lengthy case does not vary to the point of the typing becoming so light toward the end that there is marked contrast in the appearance of the pages. Do not start a long case with a ribbon that is fairly well worn so that it would be necessary to change to a fresh ribbon before finishing the transcript. Remember to make all corrections to transcripts on the typewriter with a ribbon that matches the intensity of the original typing so that they are not apparent upon visual inspection by being too dark or too light.

Carbon paper comes in varying grades of weight (thickness of the paper) and hardness of the carbon surface. Heavier paper will last longer in use than lighter paper. Conversely, thinner paper will give sharper copies, especially when several are required. The harder the carbon surface, the sharper the copies will be, although the copies will be more gray in appearance in direct ratio to the hardness. Softer carbon gives blacker copies, but, on the other hand, the typing will not be as sharp and clear and will tend to smudge more easily. Select a carbon that suits your purpose best, keeping in mind the number of copies usually made, as well as the overall appearance desired.

Most of the items that we speak of in connection with the preparation of the transcript allow considerable discretion to the reporter. In all of these instances he or she should be guided by the rules or practice either of the locality in which the reporting is done or the requirements of the agencies for whom the work is performed. The matter of the form and setup of the transcript falls into this category, and guidance in this respect should come from those already established in the field.

The most important factor to keep in mind is consistency. Whether you are following a required style of transcript setup or adopting one of your own, always be consistent in your operations. Instruct the typist not to vary the format as a matter of convenience. The positions for the repetitive forms, such as page numbers, running heads which identify the witness and type of examination, indications of direct and cross-examination, identification of exhibits, and so forth, should be set up permanently on the tabular system of the typewriter so that they always appear in exactly the same place and in the same form in all cases. Remember that uniformity is a hallmark of good work.

Index pages for all cases should be prepared so that each examination of a witness is readily apparent and may be referred to quickly. Exhibits should be identified as to number and content, listing page numbers for the identification and/or receipt into evidence of each.

The final enhancement of the transcript is the backer or cover. Selection as to color, size and shape, and type of material used is a matter entirely for the reporter. This can be the outlet for that desire for distinctiveness, but be sure to keep such expression within the bounds of good taste and neatness.

Just a few more suggestions in closing. Always check quotations in the transcript. In most instances, as you will find from experience, lawyers or witnesses misread quoted material without any realization of doing so. In addition, it is difficult to duplicate the actual punctuation of the quoted passages without referring to them. Also, be sure that the appearances of the attorneys in court cases are indicated properly and that the names are spelled correctly. Nothing is more disturbing to the ego of someone reading a transcript than to find his or her name misspelled.

Other suggestions include a few "don'ts."

Do not allow strikeovers or interlineations to appear in a finished transcript.

Do not allow careless or extensive corrections to appear; it is better to retype a page.

Do not allow any unchecked spellings of words, places, or dates; the exhibits and pleadings of a case, the dictionary, telephone books, and other reference books are invaluable aids in this respect.

Do not let typed lines extend beyond the vertical margins of the paper. Use of the typewriter bell and line-lock will avoid this carelessness.

Make it a practice to furnish transcripts promptly to attorneys when they are ordered, forwarding them to their desks in neatly addressed envelopes. Remember that the attorney is purchasing your professional services, and as your client he is entitled to prompt service and the best work that you can turn out.

LESSON NO. 34

FREQUENCY PHRASES - PART II

The outlines listed in "Frequency Phrases, Part I" should now be combined with our phrases for if you, that you, which you and what you.

if you feel	FUFL	that you feel	THAUF
if you remember	FURM	that you remember	THAURM
if you recollect	FURK	that you recollect	THAURK
if you recall	FURL	that you recall	THAURL
if you know	FUN	that you know	THAUN
if you believe	FUBL	that you believe	THAUBL
if you mean	FUM	that you mean	THAUM
if you understand	FUND	that you understand	THAUND
if you think	FUNK	that you think	THAUNK
if you tell	FUT	that you tell	THAUT
if you tell us	FUTS	that you tell us	THAUTS
if you say	FUS	that you say	THAUS

which you feel	KHUFL	what you feel	WHAUFL
which you remember	KHURM	what you remember	WHAURM
which you know	KHUN	what you know	WHAUN
which you believe	KHUBL	what you believe	WHAUBL
which you mean	KHUM	what you mean	WHAUM
which you understand	KHUND	what you understand	WHAUND
which you think	KHUNK	what you think	WHAUNK
which you tell	KHUT	what you tell	WHAUT
which you tell us	KHUTS	what you tell us	WHAUTS
which you say	KHUS	what you say	WHAUS

But why stop here? If we have a good thing, let's work with it and use the same outlines with when you and whether you.

when you feel	WHUFL	whether you feel	WHRUFL
when you remember	WHURM	whether you remember	WHRURM
when you recall	WHURL	whether you recall	WHRURL
when you know	WHUN	whether you know	WHRUN
when you believe	WHUBL	whether you believe	WHRUBL
when you understand	WHUND	whether you mean	WHRUM
when you think	WHUNK	whether you understand	WHRUND
when you tell	WHUT	whether you think	WHRUNK
when you tell us	WHUTS	whether you tell	WHRUT
when you say	WHUS	whether you tell us	WHRUTS
		whether you say	WHRUS

BONUS: The obvious outline for that overworked cliche
whether-or-not is ~~WRONG~~. But if we use just
WHRAO for whether or not, we then may phrase:

whether or not he is
whether or not he was
whether or not he had
whether or not he will

WHRAO ES
WHRAO EFS
WHRAO ED
WHRAO EL

whether or not you are
whether or not you were
whether or not you had
whether or not you will
whether or not you have
whether or not you were

WHRAO UR
WHRAO URP
WHRAO UD
WHRAO UL
WHRAO UF
WHRAO URP

whether or not I was
whether or not I have
whether or not I will
whether or not I had
whether or not I am
whether or not I can

WHRAO IFS
WHRAO IF
WHRAO IL
WHRAO ID
WHRAO IM
WHRAO IK

There is a little secret to learning this one. When you hear whether-or-not say to yourself mentally, "whether-ooh," and write WHRAO plus whatever words are phraseable with it.

Or, to approach it from another angle, think of WHRAO as a combination like any other multi-letter combination--as a unit in itself to be written and read whether or not.

TIP: But write weather WHR*- for computer compatibility.

Writing Exercise

Q Tell us, if-you-remember, how many people were at the scene.

A Well, if-you-think I had time to count them, you are wrong.

Q We know you couldn't count them; just approximate them.

A I am not sure whether-or-not-I-can be of any help or put it in terms which-you-can understand.

Q If-you-believe you can't do it, just say no, but if-you-recollect other matters, why are you so vague about this?

A You see, there are some things about which-you-feel you can testify under oath, and there are others about which-you can't be that certain.

Q Yes, but when-you-understand the importance of this point, you will surely make an effort, and when-you-tell-us what-you-know, we won't press the point further. Just think a bit, and when-you-recall other details, they may bring it to your mind.

A I know that-you-say I should be able to do it, but when-I-recall what-I-have-gone through, I doubt that-you-feel the way I do about it. I understand--
Q We are not interested in what-you-understand or what-you-feel or what-you-think. We want to know what-you-say is a fact. We want to know whether-you-feel you can fix some number. So whether-you-remember who did what-you-have described is tied to whether-you-know as a fact other things you have testified to.

A I know what I saw the defendant do. What has that to do with whether-or-not-I-have a recollection of whether-or-not-he-was with other people?
Q We want to determine whether-you-know more than that and whether-you-remember other things, too. So I am trying to find out whether-or-not-you-have a good recollection.

A Well, I don't know whether-or-not-I-will be able to satisfy you. The jury will have to determine whether-or-not-I-am a good witness.

(350 words.)

NOTES

STKPWHR	PW	FRPBLGTS	FRPBLGTS
T E L S	T H	EU	EU
R B G S	FRPBLGTS	T P H O	WH A EU
T P U R P L	S A O E	T H A U S	S A U T
R B G S	R B G S	EU	TK F T
H O U P L	T H R R	A EU BL T	TK AO
P A O E P L	S P H K	TK A O EU T	F PLT
RP	T H EU PB G S	R B G S	WH A H A S
T E	PW	PW	T H A
S A O E PB	K H U F L	WH EUR L	T H A
FRPBLGTS	U B G	WH A EU F S	T O D
W L	T E F	T H R A O	W WHRAO EUF
R B G S	U R P B D	R B G S	A R E B G
T P U P B G	O X T	EU	F WHRAO E F S
EU D	R B G S	TK O U T	W O E R
T T A O E U P L	A P B D	T H A U F L	P A O E P L
T T O	T H R R	W A EU	STPH
K O U P B T	O E R I S	EU	STKPWHR
T H E P L	PW	TK A O	W E P T
R B G S	K H P B	EU T	TK E R P L
UR	K A P B T	F PLT	W H R U P B
W R O P B G	B	EU P B D	P H C R P B
STKPWHR	T H A	ONE	T H A
W E P B	E R P B	W E R	A P B D
U	STKPWHR	T P H O	W H R U R P L
K A O P B T	K W R E	T D	O E R
K O U P B T	R B G S	W H A U P B D	T H EU PB G S
T H E P L	PW	O R	R B G S
R B G S	WH U P B D	W H A U F L	T A O
SKWR * U S	T H	O R	F PLT
P	P O R P B S	W H A U P B G	S O EU P L
T H E P L	W	F PLT	T R A O EU GT
F PLT	P O R P B S	W E P T	T P A O E U P B D
FRPBLGTS	F	T O P B	O U T
EU P L	T H	W H A B S	W H R A O U F A
TPH O T	P O E U P B T	T P A B G T	TKPW
S H U R	R B G S	F PLT	R E B G
WHRAO EU B G	U L	W E P T	F PLT
B	PH A EU B G	T O P B	FRPBLGTS
F	A P B	W H R U F L	W L
TPH EU	E F R T	U B G	R B G S
H E P	R B G S	T P EU B G S	K W R O P B
O R	A P B D	STPH	W H R A O E U L
P U T	W H A U T S	T P H B	B
EU T	W H A U P B	F PLT	A E U B L T
TPH	R B G S	S O	S A E U
E R P L S	W E	W H R U R P L	U
K H U B G	W O P B T	WH A O	F PLT
TPH D	P R E S	TK	T SKWR EUR
STKPWHR	T	W H A U F	HR F
TP U B L	P O E U P B T	SKR EU	T O
U	T P * U R T	D	TK E R P L
K A P B T	F PLT	T A O E U D	W H R A O E U P L A
TK A O E U T	SKWR * U S	T O	TKPW
R B G S	T H EU	W H R U P B	W PB S
SKWR * U S	A	A	F PLT
S A E U	PW EU T	TP A B G T	
S O	R B G S	O E R	
R B G S	A P B D	T H EU PB G S	
TP U R B G	WH U R L	UF	
O E R	O E R	T E F D	
PH A T	TK A EU L S	T O	
T E R S	R B G S	F PLT	
R B G S	T H E		
K W R	PH A EU		
R U	PW R EU		
S O	EU T		
S RA EU G	T O U R		
	PH A Q EU P B D		

The possibilities of this "building block" method of phrasing may appear to be inexhaustible, but we shall conclude with these:

Write -KD for could in these "Frequency Phrases."

he could	EKD	that I could	THAIKD
you could	UKD	that you could	THAUKD
I could	IKD	which he could	KHEKD
she could	SHEKD	which I could	KHIKD
we could	WEKD	which you could	KHUKD
they could	THEKD	so he could	SOEKD
who could	WHAOKD	so I could	SOIKD
there could	THR-KD	so you could	SOUKD
what could	WHAKD	when he could	WHEKD
that could	THAKD	when I could	WHIKD
where could	WR-KD	when you could	WHUKD
if he could	FEKD	whether he could	WHREKD
if I could	FIKD	whether I could	WHRIKD
that he could	THAEKD	whether you could	WHRUKD

Write -SHD for should in these phrases.

he should	ESHD	that I should	THAISHD
you should	USHD	that you should	THAUSHD
I should	ISHD	which he should	KHESHD
she should	SHESHD	which I should	KHISHD
we should	WESHD	which you should	KHUSHD
they should	THESHD	so he should	SOESHD
who should	WHAOSHD	so I should	SOISHD
there should	THR-SHD	so you should	SOUSHD
what should	WHASHD	when he should	WHESHD
that should	THASHD	when I should	WHISHD
where should	WR-SHD	when you should	WHUSHD
if he should	FESHD	whether he should	WHRESHD
if I should	FISHD	whether I should	WHRISHD
if you should	FUSHD	whether you should	WHRUSHD
that he should	THAESHD		

Writing Exercise

Q Did you do all you-could to help your husband find employment?

A I told him he-could read the classified ads, so that-he-could be familiar with the demand for men with his skill. This was not something I-could do for him. There-could be an ad I didn't understand but that-he-could.

Q As to employment, what-could your husband do?

A He was really a handyman and there wasn't much that-he-could not do in the way of fixing things. If there was a job that-could not be done by a man in his own home, like hanging a door, we-could do it for him.

Q Do you mean that-you-could do this type of work?

A Well, there were parts of it that-I-could do, like handing tools up to him so-he-could finish more quickly if-I-could save him a few steps. There were some jobs which-he-could not do without help, and I went with him so-I-could be his helper.

Q So if-he-could get work, you helped him when-you-could?

A I did. And when-he-could do it alone, I did my housework.

Q You did that when-you-could. Will you tell us what other work he-could do?

A I don't know whether-he-could claim to be a first-class house painter, but he did some of that work.

Q Tell us whether-you-could help him in that work.

A I don't know whether-I-could be called a painter's helper, but I did move light furniture if-he-should have an inside job, and whenever-he-should have to have help with a heavy chair or table, I would help him.

Q Did he think you-should do this work?

A He said I-should help him do anything which-he-could not do alone. There was a time that his mother said we-should not do this type of work, that-he-should get a regular job, but he said that she-should mind her own business.

Q Was your family helpful to you and your husband?

A He thought that they-should recommend people to us if they knew anyone who-should need us.

Q Was this work sufficient to give you a good income?

A There-should be records that he kept that-should show our income. My husband has them, and I think that-he-should produce them.

Q And just where-should they be?

A If-I-should be allowed to look in the files, I believe that-I-could locate them.

Q Didn't your husband think that-you-should keep the records?

A No, he thought that that was something which-he-should do.

Q Did he say it was something which-you-should not know about?

A Not exactly. He said he was the man of the house, so-he-should be responsible for them, so-I-should think you would have to get that from him.

Q Do you think he did that so-you-should not know his financial status?

A He said when-I-should know and whether-I-should know would be his decision.

(517 words.)

NOTES

STKPKWHR TK AO U
 TK AO EU PB D
 A U L
 T H A U B G D
 T O
 M E P
 K W RAO R
 H U B
 T P AO EU PB D
 P H R O EU PLT
 FRPBLGTS
 EU
 T O L D
 H EU PLL
 E BG D
 RAO E D
 K HR F D
 A DZ
 S O
 T H A E B G D
 B
 T P A PL
 W T
 T K P H A PB D
 T P O R
 PH E PB
 W Z
 SK EU L
 F PLT
 T H F S
 T P H O T
 STKPW
 EU B G D
 TK AO
 TP O PL
 F PLT
 T HR B G D
 A PB
 A D
 K W R EU PB D
 PW U
 T H A E B G D
 STKPWHR
 A S
 T O
 P H R O EU PLT
 R B G S
 WH A B G D
 K W RAO R
 H U B
 TK AO
 FRPBLGTS
 EF S
 RAO E L
 L
 A
 H A E PB D
 PH A PB
 A PB D
 T HR
 W A E PB T
 FP
 T H A E B G D
 T P H O T
 TK AO
 T P H
 W A EU

F
 TP EU B G S
 G
 T H EU PB G S
 F PLT
 T P
 T H R F S
 A
 SK W R O B
 T H A B G D
 T P H O T
 B
 TK U PB
 PW AO EU
 A
 PH A FB
 T P H
 O E PB
 H O PL
 R B G S
 H RAO EU B G
 H A PB G
 G
 A
 TK AO R
 R B G S
 W E B G D
 TK AO EU T
 TP O PL
 STKPWHR
 TK AO U PL
 T H A U B G D
 TK AO
 T H
 T AO EU P
 F
 W O R B G
 FRPBLGTS
 W L
 R B G S
 T HR RP
 PA R TS
 F
 EU T
 T H A EU B G D
 TK AO
 R B G S
 H RAO EU B G
 H A PB G D
 T AO L S
 U P
 T O EU PL
 S O E B G D
 T P EU PB
 EUR B
 PH O R
 KW EU B G
 L
 T P EU B G D
 S A EU F PL
 A
 T P AO
 ST E P S
 F PLT
 T HR RP
 S P H
 SK W R O B S
 K H E B G D
 T P H O T

TK AO
 W O U T
 H E P
 R B G S
 A EU
 E PB T
 W W
 H EU PL
 O EU B G D
 B
 H E P
 E R
 STKPWHR
 S O
 TP E B G D
 T K P W
 W O R B G
 R B G S
 U
 H E P D
 EU PL
 U B G D
 FRPBLGTS
 EU
 TK
 P H A O F
 H RAO EU
 T
 T P U R P B
 T P E R B
 S R
 A PB
 EU PB
 S AG EU
 SK W R O B
 R B G S
 A PB D
 WH FR
 E R B D
 S R
 T O F
 H E P
 W A E F
 EU
 K H *E S
 C O R
 T A EU BL
 R B G S
 EU PL D
 H E P PL
 STKPWHR
 TK E PB G
 U R B D
 TK AO
 T H
 W O R B G
 FRPBLGTS
 E
 S A EU D
 EU R B
 H E P PL
 TK AO
 T P H EU G
 K H E B G D
 T P H O T
 TK AO
 H RAO PB
 F PLT

LESSON NO. 35

S- and STK- for DIS-, DES-

S- for dis-, des-

Where the syllables dis- and des- precede the sound of K- or G-, the letter S- is an adequate outline for them.

Word Exercise

discreet
discuss
discount
disturb
disclose
discover
discredit
discomfort
discretion
disagree
disagreement
disgorge
display
disclosure
discovery

SKRACET
SKUS
SKOUNT
STURB
SKLOEZ
SKOERFL
SKRIT
SKM-FRT
SKREGS
SGRAOE
SGRAEEMT
SGORJ
SPLAI SOPLAI
SKLOEZ MAORWE
SKOTEFR

discussion
discard
discharge
discord
discriminate
discrimination
discolor
discoloration
disgrace
disguise
disgust
courtesy
discourteous

SKUGS
SKARD
SKHARJ
SKORD
SKRIMT
SKRIMGS
SKLOR
SKLORG
SGRAIS
SGAOEYZ
SG*US
SKURT/SAOE
SKURT/YUS

Short Forms

industry
destroy

STRI
STROI

describe
description
describing

SDERAOIF
SKRIPGS
SDRACISCE

Sentence Exercise

We should discuss the question of how large a discount we may offer in our next sale. When we disclose it in our advertising, we may discover that it will disturb other firms and cause them some discomfort. This is, however, something well within our own discretion and should not discredit us in the least. If there is too much objection and discord, we are open to discussion. We do not wish to discriminate against anyone, even though we have been subject ourselves to discrimination in the past, but we have a duty to discharge and will not discard the agreement which we have reached. We disagree with the statement that we are trying to disguise an attempt to move goods which have discoloration. Close examination will disclose no discoloring. Statements of this kind are a disgrace and fill us with disgust. It is discourteous even to call for a disclosure of this sort -- a kind of courtesy we shall not describe.

(162 words.)

scribe SKRACET
subscribe SKRACIB
subscription SKRIPGS

NOTES

W E R B D	W E	TS
SK W S	TK AO	KWR U R T S
T	TPH O	AOE PB
KW EF	W EUR B T	T O
H G U RPBLG	SK R EU PLT	K A U L
A	TKPW E PB S	TP O R
SK O U PB T	TPH EU PB	A
W E	R B GS	SK M RD
PH A EU	AGE PB	K W RAC
G FR	T H O	F
TPH O UR	W E F B	T M
TPH W E BGS	S U PBLG	S O R T
S A EU L	OUR S	ONE
FPLT	T O	A
WH	SK R EU PLGS	K AOE PB S
W E	TPH T	F
SK HR O Z	P A S	SK UR T
EU T	R B GS	S E
TPH O UR	PW U	TPH O R
T EU Z	W E F	SK R EU FPLT
G	TK AO T	
R B GS	T O	
W E	SK HA RPBLG	
PH A EU	A PBL	
SK O FR	TPH O T	
T HA EU T	SK A R D	
L	TKPW RA E PLT	
ST URB	K H	
O E R	W E F	
TP EURPL S	RAO E FP D	
A PB D	FPLT	
K A U S	W E	
T H E PL	STKPW RA E	
S PH	W T	
SK PH FR T	ST A EU PLT	
FPLT	T HA	
T H S	W E R	
R B GS	T RAO EU GT	
H O UFR	STKPW AO EU Z	
R B GS	A PB	
STKPW	T A E PLT	
W L	T O	
W PB	PH AO F	
O UR	TKPW AO DZ	
O E PB	K H F	
SK R E G S	SK HR O R GS	
A PB D	FPLT	
S HAO	K HR O S	
TPH O T	KP GS	
SK R EU T	SK HR O Z	
U S	TPH O	
TPH T	SK HR O R G	
HRAOE S	FPLT	
FPLT	ST A EU PLETS	
TP	T H	
T HR S	K AO EU PB D	
T AO FP	RA	
O B GS	STKPW RA EU S	
A PB D	A PB D	
SK O R D	TP EU L	
R B GS	U S	
W E R	W	
O E P	STKPW * U S	
T O	FPLT	
SK U GS		
FPLT		

STK- for dis-, des-

dissolve
disregard
disrespect

SOCFL
SOLARD
SOR-P

To extend the use of S- for dis- and des- further would invite conflicts. SAIBL could be disable or sable. SORD could be disorder or sword. So we turn to another outline, STK- (which is actually DS reversed) and for the two illustrations would write STKAIBL and STKORD for disable and disorder.

Write STK- / STPH ten times to get the feel of the combination, saying "dis" to yourself each time you strike STK-. Then practice this word exercise.

Word Exercise

disable	STKAIBL	dismiss	STKMIS
disability	STKABLT	disorder	STKORD
disappear	STKAP	disorganization	STKORG'S
disarm	STKARM	dispel	STKPEL
discern	STKERN	dispense	STKPENS
dislike	STKLAOEUK	dispose	STKPOEZ
dislocate	STKLOEKT	disposition	STKPOGS
dislodge	STKLAUJ	disrupt	STKRUPT
dismay	STKMAI	disarray	STKAR/RAI

For these words think des.

design	STKAOEUN	despite	STKPAOEUT
desire	STKAOEUR	desirable	STKAOEURBL
decide	STKAOEUD	decision	STKIGS
decent	STKENTACENT	designate	STKIG/NAIT

Short Forms

does	STK-	distant	STKANT
doesn't	STKENT	distance	STKANS
dozen	STKENT DOZ	distinct	STKINT
destroy	STKENT DEST	distinction	STKINES BGZ

Phrases

does a	STKAI	does your	STK&R YOUR
does he	STKE	does it	STKIT
does it	STKIT	does the	STK-T
does she	STK-SH	does her	STKER
does our	STKOUR	does not	SD-NT
disease	SDAOEZ	decrease	SDACES

Sentence Exercise

To have a key man disappear from our organization is something I dislike to have happen. If it were a matter of disability, it would be excusable. (SKAOZ/ABL) Does your investigation show any disposition on the part of Mr. Lake to desert his wife and child and disrupt his home life? Does it appear that he might have had any design to dispose of personal property and dissolve his home ties? We have always thought that he was a very decent individual with a nice air that would disarm anyone, and we did not discern anything about him to indicate that he might be disloyal. Yet, to our dismay, we find his desk in disorder and his files dislocated.

Despite the fact that this may disable part of our work force, it is our decision that we do not desire to dismiss Mr. Lake if he comes back. We find it desirable not to dislodge an employee or to dispense with his employment, because the effect would be to disorganize a dozen men in our plant. Even if his wife should decide to proceed with a divorce (VORS) action on the ground of desertion, we would employ him again. Does she indicate such a disposition or doesn't she? Does a divorce case seem probable or does the situation still offer some hope?

It is our desire to do all we can to make Mr. Lake a man of distinction again. We have come to this decision, thinking it a desirable one despite what has happened. We hope he will decide to follow our design for him.

(264 words.)

T O F	S R R STK E PB T S R EU D W A TPH AEU S	K O PL S PW A BG FPLT W E TP AO EU PB D EU T STK AO EU RBL TPH O T T O STK HR O PBLG A PB PHR OE P T O STKP E PB S W Z PHR OE EU PLT RBGS PW A U S T EFBG W AO B TP O R G STK A TPH O R G TPH O UR PHRA PB T FPLT AG E PB TP T W AO EUF S HAO STK AO EU D T O PROE WA S RO R S RBGS O PB T TKPW R O U PB D F STK E R GS W E TP A B GT T HA T H TP A B GT STK PHA EU STK A EU BL P A R T F O OUR W O RBG TP O R S RBGS TS STK EU GS T HA W E TP H O T STK AO EU R T O STKP H EU S PHR HRA EU BG TP E	*	TS
K AOE PH A PB STK A P TP R O U R O R GS S STKPW T H A EU STK HRA EU BG T O F HA P FPLT TP EU T RP A PH A R T F STK A BL T RBGS T W AO B SK AO Z A BL FPLT STK UR S R E GS S H O TPH EU STKP O GS O PB T P A R T F PHR HRA EU BG T O STK E R T Z W AG EUF A PB D K H EU L D A PB D STK R U P T Z HO PL HRA EUF STPH STK A P T H A E PHAO EUF D TPH EU STK AO EU PB T O STKP O Z F P E RPBL PRC T A PB D STK O F L Z HO PL T AO EU Z STPH W E'F A L S T H A U T T H A E F S A	W A TPH AEU S A EUR T H A L D STK A RPL TPH EU PB RBGS A PB D W E TK TPH O T STK E RBGS TPH EU S PM EU PL T Q K A EU T TPH A E B STK HR O EU L FPLT KWR E T RBGS T O O UR STKP H EU RBGS W E TP AO EU PB D Z TK EFBG TPH STK O R D A PB Z TP AO EU L S STK HR O E B GT E D FPLT STK AO EU T TP A B GT T HA T H TP A B GT STK PHA EU STK A EU BL P A R T F O OUR W O RBG TP O R S RBGS TS STK EU GS T HA W E TP H O T STK AO EU R T O STKP H EU S PHR HRA EU BG TP E	W E TP AO EU PB D EU T STK AO EU RBL TPH O T T O STK HR O PBLG A PB PHR OE P T O STKP E PB S W Z PHR OE EU PLT RBGS PW A U S T EFBG W AO B TP O R G STK A TPH O R G TPH O UR PHRA PB T FPLT AG E PB TP T W AO EUF S HAO STK AO EU D T O PROE WA S RO R S RBGS O PB T TKPW R O U PB D F STK E R GS W E TPH OE EU PL TKPW E PB FPLT STK R B K A EU T S UF P A STKP O R GS O R STK PB T S H E STPH STK A S RO R S K A EU S S AO E PL PRO BL O R STK T S W A EU GS ST EU L O FR S PH HOE P STPH	O UR AD EU R T O A U L W E B T O PH A EU BG PHR HRA EU BG A PHA PB F STK EU PB GS TKPW E PB FPLT W PL K O PL T H EU GS T H EU G T H EU T A STK AO EU RBL W U PB STKP AO EU T WH A HA P HA P D FPLT W HOE P E PL STK AC EU D T O TP O L O UR STK AO EU PB TP O R X EU PL FPLT	

LESSON NO. 36

-FRP for -mp

This lesson's title might well be, "The Dangling P." Why should we take an extra stroke to complete such words as lamp, hump, bump and stamp? We resort to our tried and trusted expedient, the combination, and use -FRP to represent -mp.

Write this exercise ten times. Say "ump" each time you strike -FRP.

-FRP / -FPLT -FRP / -FPLT -FRP / -FPLT -FRP / -FPLT

Word Exercise

bump	BUFRP	clamp	KLAFRP
camp	KAFRP	damp	DAFRP
lamp	LAFRP	crimp	KRIFRP
hump	HUFRP	stump	STUFRP
clump	KLUFRP	stamp	STAFRP
cramp	KRAFRP	tramp	TRAFRP
limp	LIFRP	trump	TRUFRP
pump	PUMPFRP	jump	JUFRP

Short Form

temperature TEFRPT temp TCFRP

A fringe benefit awaits in the use of -L, which immediately follows -FRP, for words ending in -mpl.

ample	AFRPL	dimple	DIFRPL
sample	SAFRPL	example	KPAFRPL
simple	SIFRPL	trample	TRAFRPL
temple	TEFRPL	crumple	KRUFRPL

Sentence Exercise

The boys drove over the last hump in the road and began to set up their camp in a small clump of trees. Some started to trample down the brush around a stump which they would use as a table. To sleep on the damp ground would invite a leg or back cramp, which would put a crimp in their activities, so they put down evergreen boughs which they could tamp down into a bed of sorts. After their meal they had to stamp out the campfire, the temperature being mild, and in the morning they were ready to tramp on through the woods without the least limp. This is an example of the simple life in the temple of the great outdoors with its ample answer to our needs.

(130 words.)

NOTES

T PW O EU S	S PW AO
TK R O F	A
O E FR	PW E D
HRA *	S G R TS
H UFRP	F PLT
TPH T	A F
ROE D	HR
A PB D	PHAGE L
TKPW A PB	THE O
T O	TA FRP
S E T	G U T
U P	K A FRP
T HR	TP AQ EUR
K A FRP	RBGS
TPHA	T
S PHA U L	E FRP
K HR UFRP	PW G
F	PHAO EU L D
T RAO E Z	RBGS
F PLT	A PB D
S PH	TPH T
ST A R T	PHO RPB G
E D	TH E RP
T O	RE D
T RA FRPL	EU
TK O U PB T	T O
PWR URB	RA FRP
A RPB D	O PB
A	T HRAO T
ST UFRP	W AO DZ
K H	W O U T
T H E L D	HRAOE S
K W RAO S	HR EUFRP
A S	F PLT
T A EU BL	TH S
F PLT	A PB
T O	KP A FRPL
S HRAOE P	F T
O PB T	TPH T
TA A FRP	E FRPL
TKPW R O U PB D	F T
W AO	TKPW RA EU T
S RAO EU T	O U T
A	TK AG R S
HR E G	W EU TS
O R	A FRPL
PW A BG	A PB S
K RA FRP	T O
K H L D	O UR
P U T	TPH AO E DZ
A	F PLT
K R EUFRP	
TPH	
T HR	
T EUF TS	
R BGS	
S O	
T H E	
P U T	
TK O U PB	
FR	
TKPW RAO E PB	
PW O U Z	
K H	
T H E B G D	
T A FRP	
TK C U PB	

LESSON NO. 37

-FRB for -RF, -RV

Another "dangler" is -f or -v following -R: turf, curve, surf, etc. We use the same technique that we have used for -mp -- the combination. Write -FRB for -rf and -rv.

Write ten times:

-FRB/-FPLT

-FRB/-FPLT

-FRB/-FPLT

-FRB/-FPLT

Word Exercise

turf
surf
wharf
dwarf
scarf

TUFRB
SUFRB
WHAFRB
DWAFRB
SKAFRB

serve
curve
nerve
carve
starve

SEFRB
KUFRB
NEFRB
KAFRB
STAFRB

Sentence Exercise

On Wednesday let us stroll over the green turf until we come to the old wharf. Bring your red scarf to cover your hair while we watch the surf. It will calm your nerves. When you drive over, you will find our lane just after you pass a dwarf pear tree. Anyone who likes pears need not starve. As you drive down the lane, it will swerve to the right and you may park there. For your hard work in the truck patch you deserve my effort to conserve what you have grown, and I shall preserve as much as possible of what you have grown from the earth's surface.

(110 words.)

BONUS:	With Elision we have the following:			
	arrival	A ^R FRL	conserve	K ^E FRB
	reserve	R ^E FRB	preserve	P ^R EFRB

NOTES

O	PB	P H A E U
W	E PB S	P A R S G.
HR	E T	T HR F P L T
	U S	
ST	R O L	T P C R
	O E F R T	K W RAO R
TKPW	RAO E PB	H A R
T	UFR B	W O R B G
TPH	L	T P H T
	W E	T R U B G
K	O PL	P A F P
T	O T	
	O L D	U
WH A	FR B	STK E F R B
	F P L T	PH EU
PWR	EU	E F R T
K W RAO	R	T O
R E	D	K E F R B
SK A	FR B	WH A UF
T	O	TKPW R O PB
K	O FR	R B G
K W RAO	R	A EU R B
H A	EUR	P R E F R B
WH AO	EU L	S F P P S
W	E	P O BL
W A	F P T	F
S	UFR B	WH A UF
	F P L T	TKPW R O PB
T	L	T P R T
K	A UPL	* U R TS
K W RAO	R	UFR B S
TPH	E F R B S	F P L T
	F P L T	
WH	U	
TK	RAO EUF	
O E F R		
	R B G S	
	U L	
TP	A O EU PB D	
O U R		
HRA	EU PB	
SKWR *	U S	
A F		
U		
P A	S	
A		
TKW A	FR B	
P A	EUR	
T RAO E		
	F P L T	
TPH	EU PB	
WH AO		
HRAO EU B G S		
P A	EUR S	
TPHAOE	D	
TPK O	T	
ST	A FR B	
	F P L T	
A	S	
U		
TK	RAO EUF	
TK	O U PB T	
HRA	EU PB	
	R B G T	
T	L	
SW	E F R B	
T	C T	
RAC	EU T	
A U		

LESSON NO. 38

YA for I CAN'T

When you have grasped the negative-verb principle and have used it in writing the I don't phrases, you may experience a feeling of distress when you hear an I can't phrase and have to write it in two or three strokes. Be at ease; we have that all worked out.

Write YA for I can't.

I can't	I/KANT	I can't believe	YABL
I can't see	YAE	I can't understand	YAND
I can't even	YAEN	I can't go	YAG
I can't feel	YAFL	I can't think	YANK
I can't remember	YARM	I can't tell	YAT
I can't recollect	YARK	I can't say	YAS
I can't recall	YARL		

BONUS:	No, I can't - NOIKT
--------	---------------------

Sentence Practice:

I-can't begin to tell you.
I-can't see for looking.
I-can't-even make a buck.
I-can't-feel that.
I-can't-remember facts.
I-can't-recollect names.
I-can't-recall faces.
I-can't-believe that you're in love with me.
I-can't-understand how it happened.
I-can't-go there.
I-can't-think right now.
I-can't-tell whether I did or not.
I-can't-say you are right.

Writing Exercise:

- Q Can you give the date?
A I-can't-recall that.
Q Please endeavor to recollect.
A I-can't-recollect, sir.
Q I-can't believe your memory is so poor.
A I-can't-remember the date.

Q I-can't-understand a good business man like you not being familiar with these facts.
A I-can't-tell you any more.
Q Did you go over all of these figures?
A I-can't-think right now if I did.
Q Tell me who wrote this.
A I-can't-say who did, sir.
Q Turning to another part of the case, do you have pain?
A I-can't-feel pain anymore.
Q How are your eyes?
A I-can't-see too well.
Q Do you wear glasses all the time?
A I-can't-go without them.
Q Can you see this without using them?
A I-can't-even read without them.
Q You cannot?
A I-can't.
Q I'll hold it closer. Can you see it now?
A No, -I-can't.

(145 words.)

INTENSIVE: I-can't-see you; I-can't-feel that;
I-can't hear him.

TIP: Your best friend is the dictionary -- if you use it!

NOTES

STKPWHR	FRPBLGTS	FRPBLGTS
K U	K W RA	S
TKPW EUF T	WH AO	TPH O EU B GT
TK A EU T	TK	
FRPBLGTS	R B G S	
K W RA R L	S EUR	
T HA	STKPWHR	
STKPWHR	T U RPB G	
P HRAO E Z	T O	
E PB	AO T	
TK E FR	P A R	
T O	F T	
R E B G	K A EU S	
EU T	R B G S	
F PLT	TK AO UF	
FRPBLGTS	P A EU PB	
K W RA R B G	FRPBLGTS	
R B G S	K W RA F L	
S EUR	P A EU PB	
STKPWHR	TPH EU	
K W RA BL	PH O R	
K W RAO R	STKPWHR	
PH E PL	H O U R	
R EU	K W RAO R	
S O	AO EU Z	
P AO R	FRPBLGTS	
F PLT	K W RA E	
FRPBLGTS	T AO	
K W RA RP L T	W L	
TK A EU T	STKPWHR	
STKPWHR	TK AO U	
K W RA PB D	W A EUR	
A	TKPWHRA	
TKPW	E	
B S	A U L T	
PH A PB	T AG EU PL	
HRAO EU B G	FRPBLGTS	
U	K W RA E	
TPH O T	W O U T	
PW G	TH E PL	
TP A PL	STKPWHR	
W	K U	
T H AOE Z	S AO E	
TP A BGTS	T H	
F PLT	W O U T	
FRPSLGTs	K W RAO Z	
K W RA T	G	
U	TH E PL	
TPH EU	FRPBLGTS	
PH O R	K W RA E PB	
STKPWHR	RAO E D	
TK U G	W O U T	
O E FR	TH E PL	
A U L	STKPWHR	
F	U B G	
T H AOE Z	TPH O T	
TP EU GS	FRPBLGTS	
FRPBLGTS	K W RA	
K W RA PB G	STKPWHR AOE	
RAO EU T	AD EU L	
TPH O U	H O L D	
TP EU	EU T	
TK	K HR O S	
STKPWHR	E R	
T E L	F PLT	
PH R	K U	
WH AO	S AO E	
W RAO	EU T	
T H	TPH O U	
F PLT		

LESSON NO. 39

YU for I COULDN'T

If a witness answers that he didn't do something, perhaps it was because he couldn't, and frequently he says so. When he does, write YU for I couldn't.

I couldn't	Y I/KONT	I couldn't feel	YUFL
I couldn't have	YUF	I couldn't remember	YURM
I couldn't tell	YUT	I couldn't recollect	YURK
I couldn't say	YUS	I couldn't recall	YURL
I couldn't go	YUG	I couldn't know	YUN
I couldn't care	YUK	I couldn't believe	YUBL
I couldn't think	Y UNK	I couldn't understand	YUND

Writing Exercise

- Q Could you testify about the quarrel they had?
A I-couldn't.
Q But you have mentioned it to some people?
A No, I-couldn't-have.
Q Why?
A I-couldn't-remember anything about it.
Q Do you mean you have no recollection of it?
A Yes, sir, I-couldn't-recollect anything.
Q Weren't you paying attention to them?
A No. I-couldn't-care less.
Q That's your final answer, then?
A Yes. How can I tell you what I-couldn't-know if I have no recollection?
Q Following the separation, did you see them?
A Yes, but I-couldn't-say just how often.
Q Was it five, ten, or twenty times?
A I-couldn't-tell the exact number.
Q Did you think they might get together again?
A I thought it was possible, but I-couldn't-feel certain. I-couldn't-understand them at all.
Q Were you at the court hearing last month?
A No. I-couldn't-go. I-couldn't-think of any reason I should go.
Q Had you seen them shortly before that hearing?
A I-couldn't-recall.

(165 words.)

NOTES

STKPWHR
 K AO U
 T E F
 PW T
 KWA R L
 TH E D
 FRPBLGTS
 KWR U
 STKPWHR
 PW U
 UF
 PH E PB G S
 D
 EU T
 TO
 SPH
 P AO E PL
 FRPBLGTS
 TPH O
 RBGS
 KWR UF
 STKPWHR
 KWR
 FRPBLGTS
 KWR U RPL
 TPH EU G
 PW
 EU T
 STKPWHR
 TK AO U PL
 UF
 TPH O
 RE BG
 EU T
 FRPBLGTS
 KWR E S
 RBGS
 KWR UR BG
 TPH EU G
 STKPWHR
 W RPB T
 U
 PA EU G
 TE PB
 TO
 TH E PL
 FRPBLGTS
 TPH O
 FPLT
 KWR U BG
 HR E S
 STKPWHR
 TH AE TS
 KWRAO R
 TP AO EU PBL
 A PB S
 RBGS
 TH E PB
 FRPBLGTS
 KWR E
 FPLT
 HO U BG
 T EU L
 C

WHA
 KWR U PB
 TP EUF
 TPH O
 RE BG
 STPH
 STKPWHR
 TP O LGT
 SP RA EU S S
 RBGS
 TK U
 S ACE E
 TH E PL
 FRPBLGTS
 KWR E
 RBGS
 PW U
 SKWR * U
 HO U PB
 STKPWHR
 WA
 S EU T
 1 G
 2 O
 T AC EU PL S
 FRPBLGTS
 KWR U T
 T KP
 TPH S
 STKPWHR
 TK U PB G
 TH E EU T
 TKPW
 T O E G
 TKPW E PB
 FRPBLGTS
 EU
 THA U T
 TW A S
 PO BL
 RBGS
 PW U
 KWR UF L
 S E RPB
 FPLT
 KWR U PB
 TH E PL
 TA U L
 STKPWHR
 RP
 T K O E R T
 HAO E R G
 HRA *
 BH O* PB T S

FRPBLGTS
 TPH O
 FPLT
 KWR U G
 FPLT
 KWR U PB G
 F
 TPH EU
 ROE PB
 EU
 S HAO G
 STKPWHR
 H U
 S ACE E PB
 STKHO E PL
 SHO R L
 PWR
 THA
 HAO E R G
 FRPBLGTS
 KWR URL

REVIEW EXERCISE

Frequency Phrases - Part II

S- and STK- for DIS-, DES-
-FRP for -MP
-FRB for -RF, -RV
YA for I CAN'T
YU for I COULDN'T

- Q Tell us what you recollect about the loss which you say you sustained.
A I didn't discover it myself, so I can't say just when it took place.
Q Tell us, if you recall, where you were when it happened.
A I was on the wharf, waiting for the ship that was to take me abroad.
Q How did you learn what you know about it?
A My brother came over to discuss it with me.
Q If you remember, tell us what that discussion was.
A I can't recall his exact words, but the simple story was that someone had stolen my car.
Q Is there anything that you recall now that he told you about the discovery of the loss?
A The car was kept in a garage, and it was within my brother's discretion to take it out to the service station. He walked up the ramp to the second floor, and the car was gone.
Q Tell us, if you know, what he then did.
A I think that you know the story from then on. The police were notified, and they located the car.
Q If you recollect, where was it found?
A On a dump near the edge of the city. Whoever took it had chosen to discard it. They had had ample time to get away.
Q Tell us what you remember was in the trunk of the car.
A Do I understand that you mean my sample case?
Q Yes.
A The case was there; it was a little discolored, but it was still usable.
Q On whom did you usually call?
A On discount houses.
Q Is there any information which you have which you believe would be helpful to us in locating the thieves?
A All I can say is that there was an employee at the garage whom they had had occasion to discharge a short time before the theft. He had always been courteous, and finally his courtesy reached a point where customers became disgusted. One day he drove a car so close to another that the other driver had to swerve to avoid a bump, and in doing so he put a crimp in one of his headlamps. That is just an example of what was going on. So the management could not gamble with their business and they fired the man. That is all I know about it. If I knew any more, I would disclose it.
Q Well, if you say that is all you can tell us, we won't pursue that any further.
A I can't think of anything else right now.
Q Did you say that you recollect the place where you bought this jewelry?
A I can't tell you where I got all of the items, but most of them were bought at the Surf City Jewelry Co.
Q Would the price be something which you remember?

A I can't even begin to tell you that. The list I had, which might serve to refresh my recollection, is gone.

Q Is there anything that you recollect about some of the larger pieces?

A If you mean the most expensive items, there was a scarf pin that was worth about \$500. I can't do any better than that.

Q Were any of these items appraised at any time? If you tell us that, it might be helpful.

A I can't see what difference that would make.

Q Well, were they appraised?

A I can't remember.

Q Our purpose, which you understand, I am sure, is to establish value. We may disagree with the value which you think these goods have, and if you tell where you bought these items, and we find that there is no discrepancy, that disagreement may be eliminated.

A I think it is a disgrace to go into so much detail. I can't understand why it is necessary. It will certainly discourage me about carrying insurance on anything else I own. I can't believe that this is necessary.

Q We think if you understand our problem there will be no discord between us.

A Well, I can't recollect; that is my answer. If you believe I do not have a good claim, that is up to you.

LESSON NO. 40

DEPOSITIONS

It might be well at the outset of this lesson to distinguish between the examination of a witness permitted by various rules of court prior to trial, variously designated as an XBT (examination before trial), an examination in discovery, a pretrial examination, and so forth--all of which are generally referred to by attorneys as "discovery depositions" or "depositions"--and what is an actual deposition.

If we may use the term "Pretrial Examination" for our purposes here to mean all types of examination of persons prior to trial, such as XBT's, examination in discovery, et cetera, we can define a pretrial examination as an examination of a party to a suit or such a party's witness by counsel for the opposing party for informational purposes. Under these circumstances there is no indication of direct or cross-examination, and generally counsel representing the party being questioned will not engage in the examination. The purpose of these pretrial examinations is self-evident: to give the opportunity for each party in a lawsuit to gather as much information as possible in advance of trial in order to provide either grounds for settlement or a basis for agreement upon pertinent facts and elimination of unimportant matters to expedite trial. Unless a witness is not available to testify in court, the use of the pretrial examination transcript is limited to impeaching the credibility of the witness.

Depositions are a different matter. These are examinations of witnesses in the same manner as if it were conducted in court, even though it is prior to trial, with full examination by counsel representing the party or witness on direct examination, cross-examination by opposing counsel, redirect and recross if necessary, for the purpose of preserving the testimony of such witness for presentation during the trial of the case in the event of the absence of the witness from the jurisdiction at the time of trial, usually because of unavailability or death. Depositions are set up in the same format as for court work, using the designations of "direct examination" and "cross-examination," with indexing as if the witness were being questioned as part of an actual trial.

However, for the purposes of this lesson we will refer to all of the above types of reporting as "depositions."

Officers before whom depositions are taken variously may be called court reporters, stenographers, commissioners, notaries public, etc.

The deposition and pretrial procedures were established in the law to produce several worthwhile objectives (some already noted above):

1. To discover pertinent facts concerning the issues to be tried.
2. To help counsel prepare for trial.
3. To narrow the issues to be tried.

4. To aid in the settlement of cases.
5. To nail down the testimony of witnesses which may change at trial, subject to impeachment and possible penalties for perjury.

A deposition is in a sense a preview of trial and, when properly used by counsel, makes the final performance, the trial itself, much more palatable to judge and jury.

A form book dealing with the requirements of all of the states should be part of the reporter's resource material. The NSRA Form Book will give you the formats and certificates as well as other necessary information.

A Petition or Complaint starts a lawsuit. The counterpart for deposition hearings is the Notice to Take Depositions served on opposing counsel, followed by procedure requiring witnesses to attend and testify.

The witness is sworn to testify to the truth, and the reporter proceeds to take the examination as he would in court. He flies blind as far as knowing what the case is about because no opening statements or speeches are made; and because the element of discovery is present, materiality, relevancy, or competency may not be apparent.

In most jurisdictions, all questions must be answered except those dealing with privilege and tending to incriminate or degrade, and there is generally a stipulation of counsel to waive objections to questions except as to form.

The taking and preparation of deposition testimony provides the bulk of the work and revenue of the freelance reporter. On the whole, it is a desirable type of shorthand practice, because the proceedings are generally orderly, they are taken in the comfort of a lawyer's office, and frequent recesses may be had, often at the convenience of the reporter. Indeed, hours and place of hearings are sometimes within the discretion of the reporter. Invariably these hearings result in multi-copy sales, with revenue commensurate with the time and energy expended.

What is the source of this type of reporting work? Lawyers. Aside from the question of individual skill, here the reporter dons his business hat, and here enter factors of advertising. The extrovert, the entrepreneur, the Reporter with "savvy" and "know-how," the one with ability to meet the lawyer on equal conversational, if not intellectual levels, the reporter who knows his craft expands his deposition practice and retains the regular calls for hearings that provide the "bread and butter" (plus perhaps jam and jelly) of our profession.

Willing service, good delivery of transcript, a handsome binder, crisp transcript paper, clean typing, invisible erasures, a neat bill are definite tangible factors to be seriously considered in developing as well as retaining deposition assignments.

Occasionally the reporter is called on to testify in court when a witness on deposition has changed his story. This need not be a cause for fright. Minor differences between the transcript and your notes, if such should ever occur, are usually not as important as one may think.

How to answer this question put to the reporter on the witness stand has been a puzzler: "Do you ever make a mistake?" This answer is the best we have heard: "Let me put it this way. I have been reporting for several years and no important ones have been called to my attention."

There are varying climates leading to the production of errors, as we all know. If reporting conditions were ideal from the standpoints of orderliness, acoustics, familiarity of subject matter, and comfortable writing speed, the answer of the reporter to the question set forth above could very well be "No"; but your lawyer should afford you the opportunity to explain on redirect examination.

We cannot here delineate the handling of depositions in one particular jurisdiction as contrasted with another. The reporter will follow the rules or practice of the locality in which the reporting is done, and guidance in this respect should come from those already established in the field.

Happy deposition taking and copy sales to you!

LESSON NO. 41

SUFFIXES

Just as surely as prefixes precede root words, suffixes follow them, so let us be prepared.

Write:

-less	-LS
-ful	-FL
-ness	-NS
-ly	-L
-ingly	G-L

-LS for -less

baseless	BAIS/-LS	pointless	POINT/-LS
careless	KAIRLS	restless	R*ES/-LS
fearless	FAOERLS	stainless	STAINLS
helpless	HEP/-LS	tuneless	TAONLS UOLS
hopeless	HOEP/-LS	useless	YAOES/-ES AOLS
lawless	LAULS	wireless	WAOEURLS
painless	PAINLS	worthless	WO*RT/-LS

-FL for -ful

eventful	EFNT/-FL	meaningful	MAOENG/-FL
fearful	FAOER/-FL	pocketful	POKT/-FL
handful	HAND/-FL	playful	PLAIFL
helpful	HEP/-FL	restful	R*ES/-FL
hopeful	HOEP/-FL	useful	YAOES/-ES AOLF
<i>careful</i>	KATFL		

-NS for -ness

carelessness	KAIRLS/-NS
fairness	FAIRNS
fearfulness	FAOER/-FL/-NS
helpfulness	HEP/-FL/-NS
hopelessness	HOEP/-LS/-NS
likeness	LAOEUK/-NS
looseness	LAOS/-NS
playfulness	PLAIFL/-NS
restfulness	R*ES/-FL/-NS
soreness	SORNS
stiffness	STIFNS

-L for -ly

basically	BAIFK/-L	loosely	LAOS/-L
fairly	FAIRL	mainly	MAINL
fearlessly	FAOERLS/-L	painlessly	PAINLS/-L
heavily	HEFL	restlessly	R*ES/-LS/-L
helplessly	HEP/-LS/-L	roughly	RUFL
hopelessly	HOEP/-LS/-L	surely	SHAOEURL
likely	LAOEUK/-L	stiffly	STIFL
		<i>carefully</i>	KATFL/L

By combining the suffix outline -FL with the elision principle we now write:

beautiful	BAOFLUFL	faithful	FAIFL
doubtful	DOUFL	powerful	POUFL
dutiful	DAOFL	truthful	TRAOFEL
lawful	LAUFL	youthful	YAOEFL

Then, adding on -L for ly, we have:

beautifully	BAOFL/-L	lawfully	LAUFL/-L
doubtfully	DOUFL/-L	powerfully	POUFL/-L
dutifully	DAOFL/-L	truthfully	TRAOFLL
faithfully	FAIFL/-L		

G-L for -ingly

exceedingly	XAOED/G-L	haltingly	HALT/G-L
surprisingly	SPRAOEUZ/G-L	temptingly	TEMG/G-L

Writing Exercise

It would be pointless to say that the restless, fearful natives are not alone in their feeling that we may soon have an eventful day. They have seen their money become worthless, their police department careless, and have seen a president who had had a stainless reputation flee. Only a handful are hopeful that some meaningful action by the government will have a helpful effect, and even they are quite fearful at this time that their representatives are enjoying a restful, playful time at the beach with a pocketful of the taxpayers' funds. They have been surprisingly patient and exceedingly restrained in their conduct, moving haltingly toward a hopeful solution.

The patient suffers from weakness and stiffness in his lower limbs. He has a feeling of soreness in the upper limbs. A brace around his mid-section is useless because of its looseness. He complains of restlessness, fearfulness and helplessness, but has not reached the stage of hopelessness we sometimes observe.

Basically, our responsibility is to treat these men fairly but fearlessly, and it is a burden which lies on us heavily. We attempt to perform our duty painlessly, in a manner which will not cause them to feel that they are being handled roughly. We must remember that some have been in this institution so long that is is likely their outlook is hopelessly fixed, and that they can only go along helplessly with the routine. Surely we cannot act loosely or stiffly. Mainly we must be firm but fair.

Be careful to bear in mind that the Communist Party is a powerful force in some nations. There is hard core of faithful, dutiful adherents who will permit no challenge of their theories, who are not in the least doubtful of victory, and who believe that they are doing a beautiful job spreading what they consider a truthful doctrine.

(312 words.)

NOTES

T W A O B	E F B GT R B G S	T P A O E LG
P C EU PB T	A PB D	S O RPB S
L S	AO E PB	T P H U RP
T O S	T H E R	HR EU P L S
T H A T	K W AO EU T	F PLT
R *E S	T P AO E R	A PHRA EU S
L S	F L	A RPB D
R B G S	EU T	PH EU D
T P A O E R	T T HA	S B G S
F L	R E P TS	KW RAO L SSS
T P H A F B S	R	PW A U F TS
R	E PB	HRAO PB S
T P H O T	SKWRO EU G	F PLT
HRAO PB	A	KP HRA EU PG S
T P H	R *E S	F RE L SSS
T HR	F L	PB S
T P A O E LG	R B G S	R B G S
T H A	P HRA EU F L	T P A O E R
W E	T AO EU PL	F L
PH A EU	PW A O E F P	PB S
S AC PB	W A	R B G S
S R	P O B GT	A PB D
A PB	F L	H E P L S
*E F PB T	F T	PB S
F L	TK A EU	R B G S
F PLT	T A B GS	T P A O E R
T H E F	P A EUR S	F L
S A O E PB	T P U PB DZ	PB S
T HR	F PLT	A PB D
PH O E PB	T H E F B	H E P L S
PW P L	S P RAO EU Z	PB S
W O* R T	TKPW L	R B G S
L S	P A EUR B T	T A EU PELG
R B G S	A PB D	F
T HR	TKPW L	H O E P L S
P HRAO E S	R E	PB S
TK E P T	ST RA EU PB D	W EU P L S
K A EUR L S	T P H	O E B
R B G S	T HR	F PLT
A PB D	K U B GT	
S R	R B G S	
S A O E PB	P HAO F G	
A	HA LT	
P T	TKPW L	
WH A O	T W A R D	
H D	A	
A	HOEP F L	
ST A EU PSL S	S HRAO G S	
R E P G S	F PLT	
T P HRAO E	*	
F PLT	*	
O PBL	T P A EUR B T	
A	S UFR S	
HA PB D	T P R	
F L	W AOE BG	
R	HB S	
HOEP F L	A PB D	
T H A	ST EUF PB S	
S PH	T P H	
P HAO E PB G	HR O R	
F L	HR EU P L S	
B G S	F PLT	
PW AOE T	E	
TKPW O F T	HA S	
HR F	A	
A		
H E P		
F L		

LESSON NO. 42

-RT, -RN and SN- and SK- Reversals

Early machine writers, having no R following most of the final consonants, and not liking to take the extra stroke for words ending in -er and -or, resorted to -S to represent those syllables. They found it troublesome because MILS could be mills or miller, FARMS could be farms or farmer, etc. Eventually it was discarded.

We use the versatile reversal principle:

better	BERT	minor	MAOEURN
bitter	BIRT	motor	MORT CRT
butter	BURT	mutter	MURT
dinner	DIRN	neither	N*ERT
either	*ERT	owner	ORN
later	LAIRT	render	RERND
latter	LART	standard	STARND
letter	LERT	summer	SURM
litter	LIRT	tender	TERND
manner	MARN	under	URND
matter	MART ERT	water	WAURT
meter	MAOERT	winter	WIRNT

GERAD
other cha

The logical application and extension of this principle to multi-stroke words would follow: wholesaler, WHOL/SAIRL; retailer, RE/TAIRL; detainer, DE/TAIRN; and so on.

While we are on reversals, let us take a look at the left side of our keyboard. The principle applies there, too. For instance:

SN- for ins-

inception	SNEPGS	installation	SNAULGS
insert	SNERT	installment	SNAUMT
insertion	SNERGS	institute	SNAOFUT
inside	INSIDE	institution	SNAOESUGS
install	SNAUL	insult	SNULT

Similarly, reverse SK- for cons-.

construct	SKRUKT	consume	SKAOUMG
constructs	SKRUKTS	consumer	SKAOUM URM
constructed	SKRUKD TO	consumption	SKUMGS
construction	SKRUX BGZ		

And, just as a bonus:

paper	PAIRP	proper	PRORP
major	MAIRJ	supper	SURP
wager	WAIRJ		

WRITING EXERCISE:

The construction company was asked to tender a bid to install new generators. A manufacturer experienced in such work will be asked to render the actual service of installing the greater equipment inside. The meter units will be constructed on an installment basis, so that the financial burden will be lighter. When the installation is complete, the company will institute an action before the commission for a minor change in the rate structure of the institution. Notice of this will later require an insertion in the paper.

After having my dinner one night, I got into my motor car to drive to my daughter's home. I believed it would be better if we could discuss the matter in person. I arrived in the latter part of the evening and found that she was under considerable stress. Neither of us had any pressing engagements, and either she or I suggested that in some manner we see more of each other. I spent the major part of the summer and winter with her. She was the owner of a house near the water, and we often strolled along the beach after supper.

(190 words.)

INTENSIVE: Better butter your bread for dinner.
Insert an insult at the inception.

NOTES

T R U B G S
 K O EU S D
 W A E RPB D
 S K T A F PBL T
 T T P H EU D
 P H FR S D
 P P E RPB S D
 T P M U P B S
 S W O RPB S D
 MR D
 S K T R O EU RPB S D
 T T W A F PBL S D
 S T P H A U LGT
 TKPW RA EU R T
 KW EU PLT D
 ST P H A O EU D
 F P L T
 T P H A O E R T
 KW RAO PB TS
 MR B
 S K R U B G D
 O PB S D
 A PS
 ST P H A U P L T
 PW A EU S S
 EU R B G S
 S T H A O R BL T
 T P R U R D
 PW B
 HR HRAO EU R T
 F P L T
 WH
 ST P H A U LG S
 S KP H RAO E T
 R B G S
 T K O EU L T
 ST P H A O R B G S
 A EU G S
 PW R
 KP H EU G S
 T P H O EU G S

A
P H A O EU RPS
K H A EU PB G
T P H RA EU T
ST R U R B ST
F T
S P M A O E S
F P L T
T P H C E
F
T H L T
H R A EUR R T
R EUR R
A PB
S T P M F R E S
T P H F T
P A EU RP
E P L T
* * *
A F S
F F S
P H EU
TK EU RPS
W U PB
T P H A O EU T
T K P M O T
S P M A O T
P H EU T
P H O R R T
K A R
T O
TK RAO EDF
T O
P H EU
TK A UR TS
H O P L T
EU E S
T V A O S T
P V F R D S
T P H F E S
S K U S S
T P H R A MA R T
T P H P E RPS
F P L T
EU
RAO EU T
T P H H R A R R T
F A R R T
A O P B S
T P H O U R B S
T H A R R S
W A U RPS
K R R B L
S T R E S
F P L T
T P H R R T
F C

TPH EU
P R F G
TRPW A EU PBLG
P L TS
R B G S D
A PB D
M R T
C R
EU G G O
T H A
TPH
TPH
PHMA RPS
W AD E
PH O R
AO E F P L T
O F R P L T
EU
P F PB T
T PBLG
P A R T T
F
U R P L D
A PB D
EU RPB T
W F R
F P L T S
H F F
E R P B
F
A
H G U S
TPH AGE R T T
W A UR R B G S
A PB D
W E F PB
ST R O L D
HRAO PB ST
PW AO E F P
A F
S U R P F P L T

LESSON NO. 43

THE PHILADELPHIA SHIFT

We hope you have, by now, acquired the rhythm and easy style our course is designed to create; i.e., a single stroke for most common words and word groups which the reporter writes practically every day.

The extra strokes required for the plural forms of words ending in -S and for the past-tense forms of words ending in -T do not seem to fit into this pattern. Some shorthand-machine manufacturers recognized this by placing an extra-wide -D key on their machines to narrow the crack between it and the adjoining -T key to the same width as the crack between the upper and lower banks of keys, so that -TD could be struck like a vertical key combination. Some reporters even roll their hands to the right and strike -TD with the side of the right little finger.

A more effective method is "The Philadelphia Shift," whereby we throw off the chains which have shackled the fingers of the right hand to -FPLT and -RBGS and boldly strike -TD with the ring and little fingers just as we would write -LT or -GS.

This is not nearly so radical as it appears; in fact, you will probably find it easier when reaching for -D to let the ring finger go along with the little finger than to try to hold it over -L.

Practice FPLT, -TD; FPLT, -TD, until you can take the shift in stride, bouncing back and forth from the standard position to the -TD position with confidence. This is "The Philadelphia Shift." Fix it in your mind that -TD is written by shifting one key position to the right and coming back to "home" position over -FPLT for the next stroke.

If you are a die-hard and believe you have been trained not to move your fingers from the "home" position, may we remind you that you already have been trained to "shift" your right little finger to strike the -D key. All you do now is strike two keys instead of one while you are over there!

When you have developed the necessary degree of proficiency, try these:

baited	BAITD	looted	LAOTD
belated	BLAITD	mated	MAITD
booted	BAOTD	parted	PARTD
cited	SAOEUTD	patted	PATD
crated	KRAITD	reported	RORTD
created	KRAETD	scooted	SKAOTD
dated	DAITD	seated	SAOETD

	SOPROUTD		SORTD
disputed	SPOED	sorted	STARTD
fitted	FITD	started	STAID
flouted	FLOUTD	stated	SMITD
greeted	GRAOETD	submitted	SAOTBUD
gutted	GUTD	suited	SWETD
hated	HAITD	sweated	TRAOETD
heated	HAOETD	treated	WAITD
knitted	NITD	waited	WETD
lighted	LAOEUTD	wetted	

BONUS:	-LTD	When you have mastered the -TD shift, strike -LTD in the same manner (middle finger on final -L) for HALTED, TILTED, STILTED, BELTED, and so on.
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SENTENCE PRACTICE

Please be seated.

The sweater was knitted.

He stated his position before he started.

The attorney cited the authorities and submitted his brief.

The thieves looted stores as they scooted through town.

The description fitted the one reported.

It was a heated home.

Charles waited on the lighted corner.

She baited the hook.

They were happily mated.

The horseman was well-booted.

The argument concerned a disputed decision.

She was greeted warmly.

All hated to leave as they parted.

The crated materials were sorted.

The firemen wetted down the burnt remains of the gutted store.

As the car halted, it tilted.

WRITING EXERCISE

As I stated, this case is a dispute between two partners, Jones and Smith. Each started in business by himself. Jones submitted to Smith that if they united their stores they would benefit, and invited him to merge. This suited Smith, and a partnership was created by a dated agreement.

It was not a very happy union. The partners were not well mated, and neither treated the other with proper respect. Jones flouted the provisions of the agreement, and Smith scooted to the corner saloon with great frequency. The quarrel which brought matters to a head concerned a lot of pleated skirts, whose belated arrival occurred during Smith's absence. They

had been crated rather substantially, and as Jones sweated at the task of opening the crates, he became quite heated because Smith didn't return until he had well wetted his dry tonsils. Entering the store in a boisterous mood, he spied Jones bending over the skirts, greeted him noisily, and gaily booted him over the crated materials. Jones emitted a loud yell and flitted from the store in search of an officer. Smith seated himself in a comfortable chair, lighted a cigar, and waited for his partner to return.

Meanwhile, Jones had changed his mind about getting a policeman, and, peeking in the window with bated breath, sighted Smith in his chair fast asleep. This fitted perfectly into what Jones had plotted to do. By this time he hated Smith so intensely that he wanted revenge. So he opened the safe and looted it of all its valuables. Then he destroyed all the received bills. He omitted destroying some disputed invoices. It was then that he and Smith parted company.

(280 words)

TIP: Shift all four fingers of the right hand and write APLTD for amounted; LIPLTD for limited; OPLTD for omitted; etc.

NOTES

A S	T	A S	F P
EU	P A RPBS	SKWRO PB SS	A PB
ST A EU TO	RP	S W TD	R FPLT
RBGS	TPHO T	T A FG BG	S PH *EU T
TH	W L	K RA EU TS	S AOE TD
K A EU S	PHAEU TO	OEE GT	PLS
S A	RBGS	K RA EU	TPHA FRBL
S P AO T	A PB D	E E	K HA EUR
TW E PB	TPH *E T	PWA EU PL	RBGS
S	RAE TD	KWAOEU T	HRAO EU TD
P A RPBS S	T RAGE TD	HAGE T	A
SKWRO PB S	T OER	PWA EU S	R BGS
A PB D	PRO RS	TK RPB T	A PB D
S PH *EU T	R P	TPH L	W A EU TD
FPLT	FPLT	W L D	TP O R Z
AOEFP	SKWRO PB S	T W FPLT	P A RPB
ST A R TD	TPHROU TD	W L TD	T O
TPH	FRO F GS	TK RAO EU S	R U RPS
B S	F T	T O PB	FPLT
PW AOEUPLS	TKPWRAE ALT	S EU L S	
FPLT	RBGS	FPLT	
SKWRO PB S	A PB D	S PWR GT	
S PH EU TD	S PH *EU TD	ST O R	
T O	SKAO TD	TPHA	
S PH *EU T	T O T	PWOEU	
THA	K O RPB	TRR U S	
TP	E R	PHAO	
TH E	S HRAO PB		
TPHAOEU TD	W		
TH HR	TPWRAEU T		
ST O R S	TPRE BG		
TH E L D	S EU		
PW E PB	FPLT		
RBGS	T		
A PB D	KWA RL		
S RAO EU TD	KH		
H EU PL	PWRA U T		
T O	PHAR R TS		
PH URPBLG	T O		
FPLT	A		
TH	H FE D		
S AO TD	K WFE RPB D		
S PH *EU T	A HRO T		
RBGS	F		
A PB D	TPHRAE TD		
P A RPBS	S K EUR TS		
S H EU P	WNAO		
W A S	PWRAEU TD		
KRAE TD	RBGS		
PW AOEU	A FRBL		
A	K URG D		
TK A EU TD	TK URG S D		
TPKWRATE PLT	S PH *EU TS		
FPLT	A B S		
*	T H FPLT		
TWA S	T H S D		
TPHO T	K RA EU TD		
A	RAE R		
S R	ST A E RBL		
HA E P	RBD G C		
KWRAO PB	A PB D		
FPLT			

The Philadelphia Shift for Writing -ses, -sis and -sd

The authors consider the Philadelphia Shift one of the most valuable contributions to machine-shorthand writing. It not only saves a stroke each time it is used, but words written in this way are much easier to read without the hesitation sometimes encountered in deciding whether that -D or -ED or the -S or -ES on the following line is a plural, a separate word or phrase, or the first syllable of a multisyllable word.

Having mastered the initial step of writing -TD in one stroke, we now use the same technique for writing -SZ (or -SS if, perchance, you have a machine with no Z) to represent -ses or -sis.

First, practice -RBGS, -SZ; RBGS, -SZ in the same manner in which you have practiced -TD. Then write:

abuses	BAOSZ USZ	losses	LOSZ
* basis	BAISZ	misses	MISZ
bosses	BOSZ	places	PLAISZ
cases	KAISZ	pieces	PAOESZ
causes	KAUSZ	**possess	POESZ
discusses	SKUSZ	posts	PO*SZ
dresses	DRESZ	prices	PRAOEUSZ
faces	FAISZ	process	PROSZ
greases	GRAOESZ	races	RAISZ
houses	HOUSZ	reduces	RAOSZ
imposes	KPWOSZ USZ	**resist	RESZ
impresses	KPWRESZ	seizes	SAOESZ
increases	KRESZ	stresses	STRESZ
** insist	N-SZ	traces	TRAISZ
loses	LAOSZ USZ	uses	YAOUSZ

*Write bases BAIS/ES

With your hand shifted to strike -SZ, observe how easy it is to strike -GSZ in writing positions, motions, nations, stations, rations, etc. There is just a little mental conditioning required. Then bringing into play the index finger, use -BGSZ to write the words actions, frictions, fractions, directions, fixes, taxes, boxes, etc.

One further step and you have accomplished the three basic fingerings required to execute The Philadelphia Shift. To write -SD, shift as you have for -TD and -SZ, but strike -S with the ring finger and -D with the little finger, just as you would write -GT. This one really pays off, as witness:

accused	KAOSD	missed	MISD
advertised	TISD	obsessed	OB/SESD
based	BAISD	passed	PASD
bossed	BOSD	placed	PLAISD
**Bonuses		pleased	PLAOESD
		please	PLAOES
		pleas	PLACEZ

bruised	BRAOSD	placed	PLAISD
caused	KAUSD	praised	PRAISD
ceased	SAOESD	pressed	PRESD
discussed	SKUSD	raced	RAISD
faced	FAISD	supposed	SPAUSD SPOEFD
fused	FAOSD	surprised	SPRISD
fussed	FUSD	traced	TRAISD
increased	KRESD	twisted	TW*ISD
lasted	LA*SD	used	YAOUSD ACO
listed	L*ISD		

BONUS:	-SD for <u>said</u>	-SD for <u>side</u>
(in phrases only)		

I said	which said	inside	N-SD
he said	who said	outside	OUSD
she said	and he said	right side	R-SD
you said	and I said	left side	L-SD
we said	and you said		
they said	that said		

SUPER BONUS:	-SZ for says
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I says	that says	which he says
he says	who says	when he says
she says	that he says	so he says
which says	if he says	whether he says

-SS EXERCISE:

What is the use of going into the boss's office and discussing an increase? Immediately, his conversation loses all traces of particularity. He discusses the prices of spices, the number of bases stolen in the last World Series, the abuses which the union has imposed on him and on other bosses. No argument I offer impresses him. If I quote concrete cases of rises in prices, he seizes the opportunity to speak of the inefficiency of the mechanic who greases his automobile, and stresses the need for higher production. This causes me to point out increases in other industries, and then he says he is paying much more for the pieces of merchandise that go into the manufacturing process. All this depresses me greatly, and forces me to the conclusion that as soon as he deduces my purpose, he uses my willing ear to distract me from it. I talked to his secretary about it one day. She says there is only one way to get along with him. If he says anything, agree with him. Don't argue about anything that he says. Even though he says black is white, agree with him, and soon you will find you are the only one who he says can hold an intelligent conversation with him. At least, so he says.

(230 words.)

-SD EXERCISE:

Members of the Jury: In this case you are faced with the proposition that the proof is based entirely on circumstantial evidence. The defense has discussed that point several times, and has pressed it. The district attorney* contends that the accused raced the stolen car with a used car, and that as he passed that car it caused him to lose control of his own vehicle. He barely missed a traffic standard, entered a gasoline station, and struck a car that was being greased. The driver of the stolen car then twisted his way out of the car and fled.

The private prosecutor advertised in the newspapers for information, and was pleased to receive several clues through which the police traced the driver to a certain neighborhood. They then increased their efforts, and after a search which lasted several days seized this defendant and placed him under arrest. At that time he had a bruised forehead for which he was unable to account. Although the accused seemed surprised at this arrest, and even seemed to be amused, he said he had been driving. The police, who said he was responsible, questioned him, and he said he had been in the neighborhood where the car was stolen. His mother was called, and she fussed over him. She said she was sure he did not do it, and she discussed the charges listed against her son, and praised his driving habits.

(239 words.)

INTENSIVE: Cause, causes; face, faced; price, prices;
discuss, discussed; increase, increases.
He said no, and I said yes, because she
says we can!

*See page 225 for outlines.

NOTES

T W H A E U S	K A E U F S Z	P R O F P L T S Z	P H A E U S D
T W RAO S	R A G E U S Z	*	T R A F B G
TKPW Q G	T P H P R A O E U S Z	*	S T A R P B D
S P W A O T	P R A O E U S Z	P W E R P B L G	S P W R R B G S D
P W O S Z	R B G S	T P H F P L T	S P W R A
O F S S	E	T H A K A E U S	T K P W H R A C E P B
A P B D	A O E S Z	U R	S T A E U G S
S K U S	T T U P B S T	T P A E U S D	R B G S P B D
G	S P O	W T	S T R U B G
A P B	E T	P R O P G S	A
K R E S	EU P B	T H A T	T H A F S
S T P H	EUR B S	P R A G F	P W G
PH A E L D	F T	P W A E U S D	T K P W R A Q E S D
R B G S	PH E B G	S P W E U R L	F P L T
Z	W H A G	O P B	T K R A Q E U F T
K F R G S	TK P W R A Q E S Z	R B L D	S T O E P B
H R A O S Z	A Q B L	F P L T	K A R
A U L	R B G S	T K W E P B S	T H E P B
T R A E U S Z	A P B D	S K U S D	T W E U S D
F	S T R E S Z	T H A S S	Z
T E U S G	T P H A Q E O	P Q E U P B T	W A E U O U T
H R A E R T	T P O R	E F R L	T A Q E U P L S D
F P L T	H EUR	T A P B	K A R A P B D
E	P R U B G S	H A S	T P H R F P L T
S K U S Z	F P L T	P R E S D	
T P R A O E U S Z	T H A U S Z	EU T	
F	PH E	F P L T	
S P A O E U S Z	T O O E U P B T	T K A E P B	
R B G S	P O U T	K O P B	
T	K R E S Z	T T H A T	
TP H O F	T P H O E R	K A O R A E U	
P W A E U S Z	O E R	S T O E P B	
E	T P H O E R	K A R R A E U	
S T Q E P B	T P H O E R	K A R R A E U	
T P H T	S T R E U Z	K W A P B	
H R A * S	R B G S	K W A R R B G S	
W O R L D	A P B D	K A R R B G S	
S A Q E R	T H E P B	A A P B	
A Q E Z	E E S Z	T H A A E	
R B G S	T H E S	P A A S D	
T	P A E U G	T H A A R	
P W A O S Z	F P	K A U E U T	
K H T	P H O R	K A U T S D	
K W RAO P B	T P O R T	H E U P L	
H A S	P A O E S Z	T O H R A O N	
K P W O S D	F	K R O L	
O P B	PH DZ	F	Z
H E U P L	T H A G	O E P B	
A P B D	S P W A O T	S R E B G	
O E R	PH F	F P L T	
P W O S Z	F	P W A E U R L	
F P L T	PH EU S Z		
T P H O A R G T	TK R E S Z		
EU	R B G S		
O F R	A P B D		
K P W R E S Z	T H A		
H E U P L	R A O S Z		
F P L T	T		
T P E U	P R O F T		
K W O T	TP R T		
K O P B	PH F G		
K R A Q E T			

LESSON NO. 44

PREFIXES

DW- for def-, dev-, dif-, div-
KW- for conf-, conv-

The home of the Philadelphia Clinic is Philadelphia; Philadelphia is in Pennsylvania; and Pennsylvania is the home of a God-fearing, industrious sect known all over the world as the "Pennsylvania Dutch." These people live the good life, close to the land, and conduct themselves in an exemplary manner, which all of us might well study and emulate.

Even the court reporter can base a useful principle on one of their quaint speech habits -- the pronunciation of V and W. "Devote" becomes "dewote"; "divide," "diwide"; etc., etc. Pronounce this group of words as our Pennsylvania (or should we say Pennsylvania?) Dutch friends would, and then write them in the same manner.

define	DWAOEUN	diversion	DWERGS
definition	DWINGS	divers	DWERS DAKERZ
defraud	DWRAUD	diverse	DWERS
defray	DWRAl	divest	DW*ES
devote	DWOT DWOOT	diversity	DIVERS DWERS/TI
devotion	DWOS DWOEGS	diversification	DWERS/ ES FI B6Z
devout	DWOUT	divide	DWAOEUD
diverge	DWERJ	division	DWIGS
divert	DWERT	divulge	DWULG
		diverse	Dwors

The same principle applies to the conv- and conf- words:

conform	KWORT KEM	convey	KWAI
confuse	KWADS KWADUSZ	conveyance	KWAINS
confusion	KWADIS KWADUGS	conveyor	KWAIR
convene	KWAON	convict	KWIKT
convention	KWENGS	conviction	KWIRS KWIB6Z
converge	KWERJ	convince	KWINS
convert	KWERT	convoy	KWOI
conversion	KWERGS	convulse	KWULS
convertible	KWERT /IBI KWERBL	convulsion	KWULGS
		confirm	KFRM

BONUS:	develop - DWOP development - DWOMT	Again: elision plus principle!
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SENTENCE PRACTICE

Please conform to accepted standards.
Divest him of his holdings.
Did the convict defraud the old lady?
She must divulge the grounds for divorce.
Define what you mean by convulsion.
Confuse the opposition to divide and conquer.
Divert attention from the accident.
Did they convene the convention?
All persons converged at the site.
Devote your time to study.
John is a very devout person.
Did the argument convince you?
How did you defray the expense?
Divers persons were present
Convert the use of the machine.
Did Mary convey my regards?
The convoy of ships sailed tonight.
Give the definition of the word.
What conveyance was used?

WRITING EXERCISE

Q Did you execute the conveyance?

A I did; but only to conform to what the court ordered, and to convince the judge I would divest myself of these holdings and divert the proceeds and convert them as I was told.

Q How did you divide the holdings?

A Because everything was owned by the association, it was necessary to convene a meeting and explain what was done so there would be no contention there was an intent to defraud on my part.

Q Why was there not a full payment made as defined by the requirement to convey?

A It was necessary to find a way to defray costs of the convention, and divers other expenses.

Q Did you divorce yourself from participation in the discussion?

A As much as possible, but it was necessary to divulge the division of the properties, which only I knew, and give a clear definition of the questions before the group.

Q Were many present who were confused with all things under consideration?

A To put it plainly, they converged like flies, and most of them, being devoted members, were very familiar with what took place and were in no state of confusion at all.

(192 words.)

INTENSIVE: Define the diverse parts and divide them.
Convert the confusion at the convention.

NOTES

	B	TPH A O
STKPWHR	TPH O	R S G S
TK U	K O PB	A PB D
SK AO T	T E PB G S	TKPW EUF
T	T HR F S	A
KWA EU PB S	A PB	K HRAOE R
FRPELGETS	S PW E PB T	TKW EU PB G S
EU	T O	F T
TK	TKW RA U D	K W E S
S RB G S	O PB	T P R T
PW U	PH EU	TKPW RAO P
O PBL	P A R T	STKPWHR
T O O	STKPWHR	RP
KW O O RPL	KWR F S	PHAE E PB
T O O	T HR	PR E PB T
WHA O T	TPH O T	WHAO RP
K O O R T	A	KWAO SD
O R D	TP U L	WA U L
A PB D	P A EU PLT	TH EU PB G S
T O	P A EU	URPB D
KW EU PB S	A S	K R G S
T	TKW AO EU PB	FRPELGETS
SKWR U PBLG	PW AO EU T	T O
T HA EU L D	R EU RPL T	P U T
TKW *E S	TKW A EU	EU T
PH EUF S	FRPELGETS	PHRA EU PBL
F	TWA S	RB G S
T H AOE Z	TPH E S	TH E
H O LG DZ	T O	KW E RPBLG D
A FB D	TP AO EU PB	HRAO EU BG
TKW E R T	A	TPHRAO EU S
T	W A EU	RB G S
PROE S	TKW RA EU	A PB D
A PB D	K O SZ	PHOF F
KW E R T	F T	TH E PL
T H E PL	KW E PB G S	PW G
A S	A PB D	TKW O TD
EUF S	TKW E R S	PH E B S
T O L D	OER	RB G S
STKPWHR	SP E PB SZ	S R R
H O U	STKPWHR	TPA PL
TK U	TK U	W
TKW AO EU	S RO R S	WHA
T	UR S	T AO P S
H O LG DZ	TPR	A PB D
FRPELGETS	P A RP G S	RP
PW A U S	TPH T	TPH
FR G	SK U GS	TPHO
W A S	FRPELGETS	STA EU T
OE PB D	F P S	KWAO GS
PW AO EU T	P O BL	T A U L
S O RB G S	R B G S	F PLT
R B G S	PW U	
TWA S	TWA S	
TPH E S	TPH E S	
T O	T O	
KW AOE PB	TKW U LG	
A	T	
PHAOE GT	TKW EU GS	
A P3 D	F T	
S PHRA EU PB	PRO TS	
WHA F S	R B G S	
TK U PB	K H	
R B G S	O PSL	
S O	EU	
T HR L D		

REVIEW EXERCISE

-LS, -FL, -NS, -L, G-L
-RT, -RN, and SN- and SK- REVERSALS
THE PHILADELPHIA SHIFT
DW-, KW-

We are approaching that eventful time when our major political parties begin to express a tender devotion toward the welfare of their public. In every voting division the faithful workers, each with a pocketful of literature, will try to convey their party's message. The sound trucks will blare forth music, and after each disc has been played you will be greeted by the tuneless voice of one of the candidates, trying to convince you in the name of Americanism that he is the fearless defender of liberty, that if you do not support him, socialism will follow.

It would be pointless for me not to divulge my own position. I represent the minority party. We are in a position of weakness because while our opponents have been seated in positions of power, we have been treated like a handful of crackpots, our wishes have been flouted, we have been roughly handled, and have had insults heaped upon us. I shall be cautious in what I shall say, and shall extend more fairness than I have received.

First of all, the man who occupies the mayor's desk has given us a careless administration. He has a manner that counts heavily against him. He is the owner of an institution which does business with our city. Whenever it has submitted a proposal, you may be sure that the fact it has a powerful member of the city government on its payroll has been very helpful to it.

There has been a looseness in our city's way of doing business. Accounts have been handled carelessly. Receipts for taxes have been dated back. Officials have been so spineless they have failed to render bills for back taxes. Employees have been allowed dinner and supper expenses, when an inspection of their time cards would show, surprisingly enough, that they had not even been at work.

We have been defrauded for years by a worthless crew who have looted our beautiful city. I say that with conviction and with sureness that comes from an exceedingly careful study of the record. Some of the acts of our city fathers have amounted to an attempt to defraud the people. And when we point out their carelessness, they attempt to create a diversion and to avoid the basic issues.

Our criticism is directed mainly to acts on their part which are of doubtful legality. These charges are not baseless. We have the evidence on paper, in letters which have stated the matters which we say are not proper. We have waited until we could look inside the books and inspect them carefully. We have then given the public a truthful account of our findings, without confusion.

It is not our purpose to try to convict anyone of a crime, although we believe in some instances there were attempts to convert public property to a private use.

What do we offer if our party is elected? First, our candidate for mayor will divest himself of all connections with any firm which does business with the city, whether it be a wholesaler, retailer, or any other type of organization. He will institute reforms and install businesslike methods. He will devote all his time to his job and harness himself to his desk. If he is elected, as I think it likely he will be, you are invited to visit him, either during office hours or after, and your time will not be limited. He wishes to be conversant with your problems, and will be glad to have you define them for him.

We expect a heated campaign. We have lighted the torch that will lead us on to better government and we will stand united until we get it. Nothing will divert us from that goal; neither will we compromise. It will be either win or lose, and fight to the bitter end.

Perhaps I have spoken haltingly, and I hope you will excuse the hoarseness of my voice due to the soreness of my vocal chords. So unless there are some questions, I shall thank you for being so dutiful in your attendance here tonight, and close.

LESSON NO. 45

DAILY COPY

During a talk on daily copy before one of the reporters' associations, one of the listeners suggested that the big point about daily copy jobs is to get them, and that from a reporting standpoint the procedure of handling was secondary.

This is a good comment, because daily copy, generally speaking, is the most lucrative branch of court reporting. It provides many pages to various litigating parties, and the fees usually are excellent.

"Daily Copy" means several types of transcript delivery. Let us define some of them.

"Slow Daily" as used here means delivery of transcript the next morning or later.

"Quick Daily" means delivery the same evening of the day of trial.

"Double Daily" means delivery of the A.M. transcript by the opening of the P.M. session, and the delivery of the P.M. session transcript up to an hour or so after adjournment.

Because a crew of reporters and transcribers is involved, all working under time pressure in addition to the other usual pressures, daily copy calls for and gets premium fees. But actually, in many respects, "Daily Copy" is a lesser chore than ordinary delivery. There are some nice things about daily copy:

No. 1: All of the material necessary to good transcript is available to the reporter, whether it be exhibits, names, terms, or what-have-you.

No. 2: Because the reporters alternate frequently, transcription follows quickly on the heels of taking, and almost by memory alone shattered notes become copperplate.

No. 3: The compulsion of daily copy makes an industrious reporter, with attendant and commensurate profit.

No. 4: The very order for daily copy indicates ample trial funds by the litigants.

Many crew combinations are possible and used, varying with the reporting personnel available. Two or more reporters may take and knock out or transcribe their own notes in relays. One reporter with the aid of two or more note readers may produce the required number of pages. There are other combinations, but we believe that the classic daily team is still composed of two reporters and two transcribers using dictating machines.

If you are not an official reporter handling daily copy in your own office and courtroom, you will be working off-premises; that is, not in a reporting office. The closer you can set up for dictation and transcribing to where the reporting is taking place, the less the lag time between testimony and delivery of the transcript, so you probably will be transporting everything that is required to a place other than your offices. In fact, your job may be out of town or "on the road." In such a case it is convenient to have a daily copy check list to make sure that all supplies and equipment are taken to the place where the dictating and transcription will take place. It is even helpful as a check list to make sure everything you need is handy without delay even when working in your own office. A sample list is shown at the end of this lesson.

There is no deep secret to producing transcript quickly; it is simply the speed of the typists and how quickly they are started. Reporter A's first take should be no more than five minutes, which means the first typewriter has started producing pages about five minutes after the hearing begins.

Reporter A completes his dictation, which should take very little more time than that of taking. He then relieves Reporter B, and Typist No. 2 has started. Within a period of ten minutes two typewriters are in action. Reporter B completes his take, relieves Reporter A, and the cycle is complete.

Now let's watch the transcribers. Transcriber No. 1 is working on Reporter A's first take. When the transcriber has completed the take, the page number is then given to Transcriber No. 2, who up to this time has been using temporary numbers, typed well to the inside margin, (called "blind paging") so that they may not be seen when the transcript is ultimately bound. When Transcriber No. 2's transcription is complete, a page number is then available to his teammate; and so on, to the end of the day.

It is the practice of some reporters to divide taking of a daily copy on a time basis; for example, the first reporter may stay in the hearing room an hour before being relieved. Under this scheme a matter of at least two hours is consumed before the second typewriter can start. This is the system that leads to the stories you have heard of reporters knocking themselves out working the clock around on dailies. As done by an expert crew, the working hours consumed are amazingly close to the hearing hours.

All "takes" should be completely dictated before hearing room relief is attempted, and each take completely transcribed by the transcribers before another is undertaken. The absence of completion creates loose ends both in the dictation and transcription, page numbering is thrown out of kilter, conferences between reporters are required, and confusion reigns.

A proper method of relieving a reporter in the hearing room will also obviate conferences between reporters as to who started and who ended where. The relieving reporter always takes the question and the relieved reporter ends with the complete answer even if it is necessary to wait for as long as a half minute or even longer so that the relief may be made clean at the beginning of a question. If the relief must come in the midst of argument, it is well to wait for a definite lull before nodding to your partner, indicating you are ready to take.

In the typing room will be a work sheet which might look like the attached sample. You will note that Exhibit 3 has been marked for identification only, and Exhibits 1 and 2 have not only been marked for identification but received in evidence. The work sheet enables the reporter at any stage of the case to inform the court or the parties as to the status of exhibits. It is also a complete record of pages reported and typed, and by whom. And, of course, it contains all information for billing the parties.

You will also see how names are handled; the first time they are heard they are written on the work sheet phonetically, and when the correct spelling has been confirmed, the temporary spelling is crossed out. By this system, each of the reporters becomes acquainted with the correct spelling of the parties' names and terms used in the testimony.

Preparation of carbon sets, delivery envelopes, and other clerical work is done before the day begins and not afterwards, for what is a 10-minute job in the morning becomes a 20-minute job in the evening.

If a reporter is relieved during an argument and there is any question about whether the last question will be asked for, he should wait to have that exigency resolved or write out the question on a piece of paper, handing it to his fellow reporter and then leaving the hearing room.

On occasion, a question of billing arises in daily copy cases. If finances permit, it may be wiser to bill at the end of the case rather than periodically, for the size of the first bill may result in some cancellation of copies.

At the end of each morning and afternoon session, when dictation has been completed, reporters have the opportunity to pitch in and help where help is most required, whether it be checking transcript, making corrections, collating, or typing a few pages of the transcript if the transcribers are slipping behind.

When the transcript is finally bound, one or both of the reporters may wish to deliver the transcript personally. It is good public relations.

Any questions?

FOSTER COURT REPORTING SERVICE, INC.

REGISTERED PROFESSIONAL REPORTERS

DAILY COPY CHECK LIST

FOR REPORTER

Stenograph and tripod
Stenopads
Extra ribbon
Ink
Marking pen

DICTATING SUPPLIES:

Dictating machines
Dictating tapes
Extension cords

FOR TYPIST:

Typewriters (if not brought
by typist)
Typewriter pads
Typewriter tables
Transcribing machines
Earphones
Foot pedals
Typewriter ribbons
Dictionary
Moist towelettes
Extension cords

TRANSCRIBING SUPPLIES:

Masters
Backing sheets
Razor blades
Spirit master hand cleaner
(or)
Transcript paper
Carbon
Erasers and shields

Take sheets

Medical and/or technical
dictionaries

DUPLICATING SUPPLIES:

Spirit duplicator
Spirit fluid
Spout
Duplicator paper

MISCELLANEOUS:

Covers and backs
Brass fasteners
Brass washers
Hammer
Scissors
Scotch Transparent Tape
Stapler
Paper clips
Rubber bands
Name stamp
Stamp pad
Legal-size scratch pads
Collator
Envelopes (for transcripts)
Labels
Rags
Alcohol
Pencils
Marking pens
Plastic bags
Box of tissues
Multiple outlet plugs
Business cards

Court House, Tucson, AR

Typists: L. Baker 45 pgs
R. Woods 60 pgs

WORK AND TAKE SHEET

TAKE	REPORTER	TYPIST	PAGES	TOTAL PAGES	OTHER
1	G S	L B	1 - 5	5	Wit: Brown
2	H J	R W	6 - 10	5	
3	G S	L B	11 - 14	4	
4	H J	R W	15 - 18	4	
5A	G S	L B	19 - 22	4	Cross p. 21
5B	G S	R W	23 - 28	6	
6A	H J	L B	29 - 31	3	
6B	H J	L B	32 - 36	5	
6C	R W H J	R W	37 - 40	4	
7A	G S	R W	41 - 47	7	
7B	G S	L B	48 - 55	8	
8	H J	R W	55 - 60	5	
Recess - Lunch					
9	H J	L B	61 - 63	3	Wit: Homer (61)
10	G S	R W	64 - 70	7	
11A	H J	L B	71 - 73	3	
Recess (Conference)					
11B	H J	R W	74 - 80	7	Cross p. 78
12A	G S	L B	81 - 85	5	PEX #1 id p. 83
12B	G S	R W	86 - 90	5	PEX #1 recd p. 88
12C	G S	R W	91 - 93	3	PEX #2 id p. 92
13A	H J	L B	94 - 98	5	PEX #3 id p. 98
13B	H J	R W	99 - 105	7	PEX #2 recd p. 104
7. L. VNTZ 7. STURN JOURNAL OK					

LESSON NO. 46

"SKELETON" OUTLINES

Court reporting differs from general reporting in that the pace of speech is much faster than that of the after-dinner speaker or the expert who expounds his views to a technical society. But there is a counterbalance to the speed element in the fact that court vocabulary is comparatively limited; the same words, phrases, and cliches occur so repetitively that short and simple outlines are adequate.

Our friends, the pen-writing reporters, discovered this long before the shorthand machine was invented, and they carefully culled out the high-frequency words and phrases and devised easily written outlines for them. The Philadelphia Clinic has selected from the shorthand vocabulary those outlines which are most useful and has adapted them to the shorthand machine.

One of these principles we call the "skeleton" outline. It might also be called the consonantal outline because no vowels are used. The very absence of the vowels puts us on notice in reading our notes that here we have something special--a group of consonants which form the framework of a word.

Write these outlines ten times. Divide up the exercises and work on one section at a time. Associate the words with the outlines. It is quite easy; there is always something in the outline that suggests the word.

Word Exercise

(Remember that K- is used for con- as a prefix when it is followed by other letters in the same stroke).

conclude	K-K	confident	K-FT
concludes	K-KZ	confirm	K-FM K-FRM
conclusion	K-KS	confirmation	K-FMS K-FMES
condition	K-N	conscious	K-SHS
conditional	K-NL	consider	K-R
confer	K-FR	considering	K-RG
*confers	K-FRS Z	consideration	K-RGS
conferring	K-FRG	considerate	K-RT
conference	K-FRNS	contract	KR-T
*confidence	K-FD	conversation	K-FRGS

*Note: converse is written KWERS; conversion is KWERGS; confide is written KWAOEUD.

Now use N- for in- or en-.

energy	N-RG	information	N-FGS
envelope	N-FL	innocent	N-NT
income	N-K	innocence	N-NS
infer	N-FR	insure	SHUR
inference	N-FRNS	insures	SHURZ
inform	N-F	insurance	SHURN
informs	N-FZ	sure	SHOUR

We leave K- and N- and turn to other consonants. Sometimes we use the first and last letters of a word; at other times we use the first letter and one or more of the intermediate consonants.

classify	KL-F	perform	P-FM
classification	KL-F BGZ	performs	P-FMZ
comfort	KM-FRT	performance	P-FMS
comfortable	KM-FRBL	physical	F-L
county	K-T	plaintiff	PL-F
defendant	D-FT	postpone	POES / POEN
defer	D-FR	prepare	PR-P
deferment	D-FRMT	preparation	PR-PGS
deny	D-N	president	P-T
emergency	M-J	qualify	KW-F
finance	F-N	qualification	KW-F BGZ
financial	F-NL	*region	R-N
guilty	G-LT	*regions	R-NZ regional
judicial	J-SHL	religion	R-J
jurisdiction	SIRGS	resident	R-NT
license	L-NS	residence	R-NS
manage	M-G	science	S-NS
management	M-GT	scientific	S-FK
medical	M-L	settlement	SL-MT
merchandise	M-D Z	system	S-M
officer	SF-R	understand	NO -NO
peculiar	P-K	whereabouts	WR-BS
peculiarity	P-KT	whereby	WR BS
		wherein	WRGN

Sentence Exercise

We approach the time of the year when the city and county must meet and confer with representatives of the union to which their employees belong. They will attempt to write up a contract that will insure smooth relations between labor and management. The officers of the city and county will be conferring with the president and other representatives to listen to union demands for higher wages and improved working conditions.

The city will point out that it must finance any increases granted and that consideration must be given to the city's financial condition. They must consider the amount of tax increase that a resident will have to pay to meet the increased cost of government. The higher cost of energy is already taking its toll from low-income groups, and any settlement proposed will be a conditional one.

Each side has a duty to perform. At the conclusion of the talks the conference will defer the preparation of the final agreement until the city council and county commissioners, on their part, have had an opportunity to consider the requests as their representatives understand them. To go on briefly, the union asks for:

1. A 15% increase for employees in each classification covered by the civil service system.
2. That the city conclude an agreement to classify employees in the License Division who are able to qualify because of their past performance.
3. Except in an emergency, whenever an element of disagreement develops, judicial action will not be sought but will be deferred.
4. Disputes will be referred to a hearing officer in whom both sides have confidence. Representatives will converse in private with this officer, and such conversation need not be formal. The city, the county, and the union are all conscious that good faith is the best insurance against a breakdown of the system. A qualification for the hearing officer will be that he must have his residence in the city or county. In the formal hearings the complaining person will be called the plaintiff and the other person or persons will be known as the defendant or defendants. The hearing officer's decision will conclude the dispute.
5. Employees are to have yearly physical examinations and medical insurance without cost to them.
6. When employees are required to travel to a distant region, they shall receive payment for their proper expenses to cover comfortable housing and meals. They must tell their whereabouts and confirm all expense charges.
7. Any peculiar conditions which may arise are to be referred to the hearing officer. If he cannot solve any peculiarity of conditions, the jurisdiction of a court may be sought.
8. When possible, an empty position shall be offered to employees of a lower classification before public offerings of jobs are made.
9. The city and county may prepare counter offers, but there shall be no deferment of such offers beyond the date set for preparation of the final contract.
10. The city and county shall inform the union if they feel that any employee has not been performing properly. Such information must have confirmation before a hearing is requested to determine his guilt or innocence. He will be considered

innocent until proved guilty. To be charged will not infer guilt. That inference is for the hearing officer.

11. A 30-day notice is required to postpone any hearing.

12. Any employee desiring to take up scientific studies or classes in science shall be given leave of absence.

(579 words.)

NOTES

W E
 PRO FP
 T AO EU PL
 F T
 K W RAO E R
 WH T
 ST E
 A PB D
 K T
 PH * U S
 PHAOE T
 A PB D
 K FR
 W R E R TS
 F T
 K W RAO PB
 T O FP
 T HR
 PHROE S
 PWHR O PBG
 FPLT
 T H E L
 T A E PLT
 T O
 W RAO EU
 U P
 A
 K R T
 T HA
 T PH RBL
 S PHAO* T
 R E LG SZ
 T W E PB
 HRA EU B
 A PB D
 PH GT
 FPLT
 T SP R S
 ST E F T
 A PB D
 K R T
 HR B
 K FR G
 W T
 PH T
 A PB D
 OER R
 RE P TS
 T O
 HR EUF PB
 T O
 K W RAO PB
 TKP HA PB DZ
 TP O R
 H EUR
 WA EU PBLG S
 A PB D
 KPW R O F D
 W O RB G G
 K PS S
 FPLT
 ST E L
 P O EU PB T

O U T
 THA EU TT
 PH * U S
 TPH PB
 TPH EU
 K R E SZ
 TKPW RA PB TD
 A PB D
 T HA R GS
 PH U B
 EUF PB
 T O T
 ST E S
 TP RBL
 K PB
 FPLT
 PH * U S
 K R
 T A PLT
 F
 T A BGS
 K R E S
 T HA
 A PB D
 R E F
 HR F
 T O
 PA EU
 T O
 PHAOE T
 K R E SO
 K O* S
 TKPW O F T
 FPLT
 T H EUR
 K O* S
 TPH RG
 HR R
 T A EU G
 EU TS
 T O F
 T P R
 HRO
 TPH BG
 TKPW RAO PB S
 A PB D
 TPH EU
 S HR PLT
 PRO PB D
 HR B
 K PBL
 W U PB
 AOE FP
 AOE EU
 HA S
 A
 TK AO T
 T O

P FPL
 FPLT
 T K F
 BG
 F T
 TA U BGS
 K FRPB S
 FR
 PR PGS
 F T
 TPA QO EU PBL
 TKPW RA E PLT
 TPH LT
 ST E
 K O U PB
 A PB D
 K KP H EU G S
 ER S
 RBGS
 O PB
 T HR R T
 PA R T
 RBGS
 S RA A PB
 T T U PB T
 T K R
 KW S
 A
 T HR R P TS
 TPH E PL
 T H E PL
 FPLT
 T O G
 O PB
 PW RAO EF L
 RBGS
 T K W RAO PB
 SK T P O R
 K FPLT
 1 A
 1 S
 P FMR SS
 K R FMR SS
 P HROE S
 TPH
 AOE FP
 K HR FB G
 K O FR
 PW AO EU T O
 EUF L
 FRB S
 PL
 FPLI

2 FPLT
 THA T
 ST E
 K BG
 A PB
 TKPW RA E PLT
 T O
 K HR F
 PHROE S
 TPH T
 HR PB
 TKW EU GS
 WHAO R
 A EU BL T
 KW PW A U F S
 T HR P A* S
 P FPL S
 FPLT
 3 FPLT
 KP E P T
 T PHA PH PBLG
 R BGS
 WH FR
 A PB
 HR PLT
 F STKPW RA E PLT
 TKW O P S
 SKWR R BL
 BGS
 TPH O T
 S A C T
 PW HR B
 TK FR D
 FPLT

LESSON NO. 47

-FRPB for -RCH
 -FRPBLG for -NCH

For the suffix -rch, we use the combination -FRPB. Strike these four keys just as you do the combinations for TKPW- and -PBLG with a firm, even stroke. Write the exercise ten times.

-FRPB/-FPLT

-FRPB/-FPLT

-FRPB/-RBGS

-FRPB/-RBGS

arch
 birch
 church
 march
 lurch
 perch

AFRPB
 BIFRPB
 KHUFRPB
 MAFRPB
 LUFRPB
 PEFRPB

porch
 parch
 search
 smirch
 starch
 torch

POFRPB
 PAFRPB
 SEFRPB
 SMIFRPB
 STAFRPB
 TOFRPB

Writing Exercise

From its perch high in the birch tree the small bird looked down and saw the girl step from her porch and walk toward Arch Street. There stood the old church where her lover had left her in the lurch. All her efforts to search for him had failed. He had put the torch to her high hopes and now nothing could take away the smirch.

(66 words.)

-FRPBLG for -nch

And for the suffix -nch, we use the combination -FRPBLG.

bench
 blanch
 branch
 cinch
 clenched
 clinch
 crunch
 flinch
 French
 haunch
 hunch
 inch

BEFRPBLG
 BLAFRPBLG
 BRAFRPBLG
 SIFRPBLG
 KLEFRPBLG
 KLIFRPBLG
 KRUFRPBLG
 FLIFRPBLG
 FREFRPBLG
 HAUFRPBLG
 HUFRPBLG
 IFRPBLG
 IF2RPBLG

launch
 lunch
 lynch
 munch
 paunch
 pinch
 punch
 ranch
 trench
 wench
 winch
 wrench

LAUFRPBLG
 LUFRPBLG
 LIFRPBLG
 MUFRPBLG
 PAUFRPBLG
 PIFRPBLG
 PUFRPBLG
 RAFRPBLG
 TREFRPBLG
 WEFRPBLG
 WIFRPBLG
 WREFRPBLG

Sentence Exercise

The French nation is in difficulty right now.
The judge was on the bench.
We hunched our shoulders in the cold.
It is about time for us to go to lunch.
You have munched on candy all morning.
The ranch-type house is quite popular.
Dig a four-foot trench for the pipe.
The winch was run by steam power.
Add just a pinch of salt.
A few dollars would be enough to clinch the deal.
The defendant took a punch at the officer.
Then he wrenched loose and ran.
We could hear the crunch of her feet on the snow.
We have a large branch in town.
Did they launch the ship today?
He did not flinch an inch.
Was the cinch fastened firmly?
He was heavy of haunch and paunch.
She hired the young wench.
Did he clench his teeth as he blanched with fear?

(147 words.)

NOTES

T P R	EU TS	T P R E FRPSLG	S A L T	ST P H
P E FRPB		T P H A EU G S	F PLT	H EF S
H AO EU		S	A	H EF
TPH T		TPH F L T	TP AO	EU
PW EUFRPB		RAO EU T	TK HRA R S	H A UFRPBLG
T RAO E		TPH O U	W AO B	A PB D
T			TPH UF	P A UFRPBLG
S P H A U L		F PLT	T O	F PLT
PW EUR D		T	K HR EUFRPBLG	S MP E
HRAO D		SKWR U PBLG	TK AO E L	H AO EU R D
TK O U PB		WA S	F PLT	T KWR U PB G
A PB D		O PB T	TK F T	W E FRPBLG
S A U T		PW E FRPELG	T AO BG	F PLT
TKPW EUR L		F PLT	A	TK E
ST E P		W E	UFRPBLG	K HR E FRPBLG
T P R E R		H UFRPBLG D	T E	Z
P O FRPB		O UR	ST P R	T AGRE T
A PB D		S H O R L D Z	F PLT	A S
W A U BG		TPH T	T M E PB	E PWRA FRPBLG D
T W A R D		K O L D	E	W
A FRPB		F PLT	W R E FRPELG D	TP AG E R
ST RAO E T		TS	HRAO S	ST P H
F PLT		PW	A PB D	
T HR		T AO EU PL	RA PB	
ST AO D		TP O U S	F PLT	
T O L D		T O GT	W E BG D	
K H UFRPB		HR UFRPBLG	H AO E R	
W R E R		F PLT	T K R UFRPBLG	
HR O FR		UF	F	
H		PH UFRPBLG D	M E R	
HR E F T		O PB	TP AG E T	
H E R		K AE PB D	O PB T	
TPH T		A U L	ST P H O	
HR UFRPBLG		PH O RPB G	F PLT	
F PLT		F PLT	W EF	
A U L		RA FRPSLG	A	
H E R		T AO EU P	HRA RPBLG	
E FR TS		H O U S	PW RA FRPBLG	
T O		S	TPH	
S E FRPB		KW AO EU T	T O U PB	
TP O PL		P O P	F PLT	
H		HRA R	TK	
TP A EU L D		F PLT	T H E	
F PLT		TK EU G	HRA UFRPBLG	
E D		A	T	
P U T		4	S H EU P	
T O FRPB		TP AO T	T O E D	
T O E R		T R E FRPELG	ST P H	
H AO EU		TP O T	E	
H O E P S		P AG EU P	TK	
A PB D		F PLT	TPH O T	
TPH O U		W EUFRPBLG	TP HR EUFRPBLG	
TPH O G		WA S	A PB	
K AO		R U PB	EUFRPBLG	
T A EU BG		PW AO EU	F PLT	
A		ST AO E PL	W A S	
W A EU		P OUR	T	
T		F PLT	EUFRPBLG	
S P H EUFRPB		A D	TP A * S	
F PLT		SKWR * U S	PB D	
*		A	TP EU RP L	
*		P EUFRPELG		

LESSON NO. 48

-LGTS for -TLE, -TAL, -TEL
 -LGDT for -DLE, -DAL

Words ending in -tle, -tal and -tel would appear at first glance to require two strokes because -L precedes -T on the keyboard. The combination -LGTS makes it possible to write such words as title, metal, total, etc. in a single stroke. A little practice is, of course, in order. Strike the four keys with your right ring and little fingers with an even stroke to get a good, clean outline. Then write this exercise ten times.

-LGTS/-FPLT

-LGTS/-RBGS

-LGTS/FPLT

-LGTS/-RBGS

Word Exercise

battle	BALGTS	rattle	RALGTS
bottle	BOLGTS	*settle	SELGTS
brittle	BRILGTS	scuttle	SKULGTS
cattle	KALGTS	subtle	SULGTS
hotel	HOLGTS HOELGTS	tattle	TALGTS
kettle	KELGTS	title	TAOEULGTS
metal, mettle	MELGTS	total	MOEGTS TOEELGTS
motel	MOEGTS MOELGTS	vital	VAOEULGTS
petal	PELGTS	whittle	WHILGTS
prattle	PRALGTS		

Short Form

little (-TL) -LGTS

Phrases

a little	ANES AIGTS
so little	SOLGTS
too little	TAOLGTS
very little	VERLGTS
how little	HOULGTS

Writing Exercise

We left the hotel and motel part of the state and headed for the open country where the livestock is raised. The battle between the cattlemen and the sheepmen is a very vital one. We shall not settle it in our time. There is just too-little land for both. Title to the range is not involved because very-little is private land. How-little is involved is shown on this map. It is bounded by Kettle Creek, Rose Petal Hill, and a bottleneck where they meet. The cattlemen would whittle down the total sheep-grazing portion, which would leave the sheepmen with so-little land that they would be driven out. They object to the metal

fencing and even to the prattle of the little children who tattle on the cattle-men who cut the fences. There is nothing subtle about the cattlemen's position. Like the knights of old, they rattle their weapons and dare the sheepmen to test their mettle.

(161 words.)

-LGDZ for -dle, -dal

There are not as many words with the -DL suffix as with -TL, but there are enough to make it worthwhile to learn to write the combination -LGDS for -DL. It demands a little more dexterity because the ring and little fingers must be spread apart to straddle -TS, which are between the keys used. Write this exercise ten times.

-LGDZ / -FPLT

-LGDZ / -RBGS

-LGDZ / -FPLT

-LGDZ / -RBGS

Word Exercise

coddle	KOLGDZ	paddle	PALGDZ
cuuddle	KULGDZ	pedal, peddle	PELGDZ
fiddle	FILGDZ	puddle	PULGDZ
griddle	GRILGDZ	riddle	RILGDZ
meddle	MELGDZ	saddle	SALGDZ
*middle	MILGDZ	suicidal	SAO S SAOEULGDZ
model	MOLGDZ	tidal	TAOEULGDZ
needle	NAOE LGDZ		

Writing Exercise

My brother tried to needle me into joining him on a canoe (KA/NAO) trip to Middle Lake, which is, in fact, a tidal pond. He said he would paddle most of the way there and I could play my fiddle. He knew I would rather saddle my horse, straddle him and take off for the hills, or pedal my bike. It was no riddle to me why he wanted me to go. I had won a medal for cooking. I could make griddle cakes and coddle eggs, so he really wanted someone to supply his meals. I told him to go and peddle his fish, that I knew it might be suicidal to shoot the rapids, and I would rather cuddle up in my own bed than spend the night in a sleeping bag far away.

(135 words.)

BONUS:	-LGTS, written for -TL, may be extended to mean <u>-tly</u> in some words: automatic AUT automatically AUTL (AULGTS)
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automatic	AUT	neat	NAOET
automatically	AULGTS	neatly	NAOELGTS
absolute	SLAOEUT	night	NAOEUT
*absolutely	SLAOELGTS	nightly	NAOEULGTS
blunt	BLUNT	part	PART
bluntly	BLUNLGTS	partly	PARLGTS
bright	BRAOEUT	polite	PLAOEUT
brightly	BRAOEULGTS	politely	PLAOEULGTS
current	KURNT	separate	SPRAIT
*currently	KURNLGTS	*separately	SPRAILGTS
great	GRAIT	short	SHORT
*greatly	GRAILGTS	shortly	SHORLGTS
late	LAIT	slight	SLAOEUT
lately	LAILGTS	slightly	SLAOEULGTS
light	LAOEUT	sweet	SWAOET
lightly	LAOEULGTS	sweetly	SWAOELGTS

NOTES

W E			
HR E F T			
T	TS	TP A B GT	WA PB TD
H O LGTS	PW O U PB D	R BG S	S W U PB
A PB D	E D	A	T C
PH O LGTS	PW AO EU	T AO EU LG DZ	S P HRAO EU
P A R T	K E LGTS	P O PB D	Z
F T	K RAO E BG	F PLT	PHAO E L S
ST A EZU T	R B G S	E SD	F PLT
A PB D	R O Z	E L D	EU
H E D D	P E LGTS	P A LG DZ	T O L D
E D	H EU L	PH O F T	H EU PL
TP O T	R B G S	W A EU	T O G
O E P	A PB D	T HR	A PB D
K U PB	A A	A EU BG D	P E LG DZ
WR T	PW O LGTS	PHRA EU	H EU S
HRACOEUF	TPH E BG	PH EU	TP EUR S
ST O BG	WR	TP EU LG DZ	R B G S
S RA EU SD	TH E	F PLT	T MA EU
F PLT	PHAO E T	E	TPHAO EU
T PW A LGTS	K A LGTS	TPHAO	EU T
T W E PB T	PH E PB	EU L D	PH EU B
K A LGTS	W AO	RA E R	S AO
PH E PB	WH EU LGTS	S A EG DZ	S AO EU LG DZ
A PB T	TK O U PB T	PH EU	T O
S HAO E P	T O LGTS	H O R S	S HAO T
PH E PB	S HAO E P	R B G S	RA P DZ
S A	TKPW RA EU Z	ST RA LG DZ	R B G S
S R R	G	H EU PL	A EU L D
S RAO EU LGTS	P O R GS	A PB D	RA E R
W U PB	R B G S	T A EU BG	K U LG DZ
F PLT	K H L D	O F	UP
W ERS	HRAO EF	TP O R T	TPH PH EU
TPHO T	T	H EU L S	O E PB
S E LGTS	S HAO E P	R B G S	PW E PB
EU T	PH E PB	P E LG DZ	S P E PB
TPH O UR	W	PH EU	T
T AO EU PL	S O LGTS	PW AO EU BG	TPHAO EU T
F PLT	HRA PB D	F PLT	TPHA
T HR S	T HA	T W A S	S HAO E PG
SKWR * U S	T H E L D	TPHO R EU LG DZ	PW A G
T AO LGTS	B	T O	TP A R
HRA PB D	TK R EUF PB	PH E	WA EU
TP O R	O U T	KWR E P TD	F PLT
PW O* T	F PLT	T O G	
F PLT	*	F PLT	
T AO EU LGTS	PH EU	EU D	
T O T	PW R O E R	W O PB	
RA EU PB G	T RAO EU D	A	
STPH O T	T O	PH E LG DZ	
S RO F L D	TPH AOE LG DZ	TP O R	
PW A U S	PH E	K AO BG	
S R LGTS	S PW AO	K G	
S P RAO EUF T	SKWRO EU PB G	F PLT	
HRA PB D	H EU PL	EU BG D	
F PLT	O PB	PHA EU BG	
H O U LGTS	A	TKPW R EU LG DZ	
S S RO F L D	TPH A	K A EU BG S	
EU S	TPH AO	A PS D	
S H O PB	T R EU P	K O LG DZ	
O PB	T O	E GS	
T H PHA P	PH EU LG DZ	R B G S	
F PLT	HRA EU BG	S O E	
K H S	R B G S	RAO E L	
TPH	R B G S	L	

LESSON NO. 49

CLICHE PHRASES

We began our studies with the comment that natural groupings of words lend themselves to effective phrasing. A common form of such grouping is what we might term the cliche phrase. So what? You know, etc. are examples which we hope will soon fade away.

The cliches with which the reporter works are a little longer-lasting -- sufficiently so to warrant his adding them to his shorthand repertoire. On the other hand, as a matter of fact, more or less, and in other words require one-stroke outlines which flow as fluently from the reporter's fingers as do the words themselves from the lips of the speaker. The arrangement of these and similar cliches into lists headed Action, Preliminary, When, How, etc. is purely arbitrary, to divide the meal into digestible portions.

Preliminary

What is your name
 Where do you live
 Where did you live
 Where do you reside
 Where did you reside
 What is your age
 What is your occupation
 What is your position
 Is that right
 Isn't it a fact
 Is that correct
 That is right
 That's right
 That is correct
 That's correct
 Is it your opinion
 In your opinion
 Are you positive
 Are you sure
 Are you familiar
~~Are you familiar~~
~~Are you present~~
 Are you able
 Are you able to
 Are you able to say
 Is there anything
 Was it

~~WHAURN~~ WHAURN
~~WRAOUL~~ WRAOUL
 WRIT
~~WRD~~ WRD
 WRIRD
 WHAURJ
 WHAURKS
 WHAURPGS
 STHART
~~SU-FT~~ SU-FT
 STHARK
 THART
 THAERT
 THARK
 THAERK
 STURP
 NURP
 RUP
 RUSH
 RUFM
~~RUFM~~ ~~RUFM~~
~~RUBL~~ ~~RUBL~~
 RUBL
 RUBLT
 RUBLTS
 STHRG
 WAET

When

off and on
 on and off
 on or about
 at or about
 in your presence

FAUN
 NAUF
 OERB
 AERB
 NURPS

Why

for the reason	FOERN
for the purpose of	FORP
for the purpose of the	FORPT
for the benefit of	FORB
for the benefit of the	FORBT
as a rule	SRUL
as a result	SARLT
as the result	SERLT
by reason of	BIRN
by reason of the	BIRNT
inasmuch as	SN-CHS
under the circumstances	UTS
under all the circumstances	ULTS

Explanatory

for instance	FRINS
in other words	NERDZ
on the other hand	OERND
at any rate	TRAIT
as I understand	SIND
what, if anything	WHAFG
what, if any	WHAFN
more or less	MOERLS

How

up and down	PAND
up or down	PORD
in and out	NOUT
on the part (of)	OP
on the part of the	OPT
best of your recollection	BURK
best of my recollection	BIRK
best of your ability	BURBLT
best of my ability	BIBLT
best of your knowledge	BURJ
best of my knowledge	BIRJ
in connection with	N-K BEZ
in your own words	NURNDZ
as follows	SFOLS
as well as	SW-LS
as long as	SLONGS

Action

bear in mind	BAIRMD
wait a minute	WAIMT
wait a moment	WOMT
just a minute	JAM JMT
just a moment	JOMT
refresh your recollection	RURK
refresh my recollection	RIRK
refresh your memory	RURM
refresh my memory	RIRM
take into consideration	TAIRGS
took into consideration	TAORGs
into consideration	SPWACURGS SPWACURGS
call your attention	KAURN
call your attention to	KAURNT

BONUS:	is there anything else - STHRLGS
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Sentence Practice:

In-your-opinion is that so?

Are-you-sure of that?

Did it go off-and-on then or at-or-about that time?

As-a-result of that did it happen in-your-presence?

Where-did-you-reside at that time?

I was not there for-the-reason given.

I call-your-attention to the date of June 5.

Under-the-circumstances, then, are-you-able-to-say what happened?

Bear-in-mind, it could have been more-or-less than you said.

What-ifanything, did you take-into-consideration?

For-instance, was it done for-the-benefit-of-the company?

In-your-own-words tell us what you know in-connection-with the accident.

Wait-a-minute; I am answering to the best-of-my-ability.

As-I-understand it, I don't know it as-well-as you do.

Are-you-positive he kept going up-and-down the stairs?

In-other-words, is-it-your-opinion that-is-right?

Inasmuch-as that-is-correct, what-ifanything, took place on-the-part of-the defendant
at that time, to the best-of-your-recollection?

Writing Exercise:

Q Please tell us, what-is-your-name?

A Anthony Quinn.

Q Where-do-you reside?

A Hackensack, New Jersey.

Q What-is-your-occupation?

A None at the present time, for-the-reason that I have been unable to work
as-a-result of the accident.

Q Under-the-circumstances you claim you cannot work.

A That's-right.

Q As-I-understand you, you have had no gainful employment in-connection-with any position for the past two years?

A More-or-less.

Q Just-a-moment! In-your-own-words you first said you have been unable to work. Do you mean by your last answer that you have been employed off-and-on? Please try to refresh-your-collection.

A Taking into-consideration all the events and under-all-the-circumstances, I have not worked since at-or-about the time of this accident.

Q Are-you-positive of that? Bear-in-mind that you are under oath.

A That-is-correct.

Q By-reason-of-the accident, in-other-words, you claim this complete disability?

A That's-correct, from on-or-about that time.

Q What;if-anything, have you tried to do?

A Nothing.

Q Let me refresh-your-memory and call-your-attention-to questions and answers you made previously under oath:

Question: What;if-any, work have you done since the accident?

Answer: On-and-off I have tried several things.

Question: Is-there-anything you found you could do?

Answer: Not as-a-rule. On-the-other-hand, I earned a few dollars, for-instance, as a watchman where no specific duties were required on-the-part-of myself.

Are-you-familiar with that testimony, and is-that-correct?

A I still say I can't work by-reason-of-the accident, inasmuch-as my arms are crippled, and I cannot move them up-or-down.

(293 words.)

INTENSIVE: Under-the-circumstances, is-there-anything to be said on-the-part-of-the defendant in-connection-with this case?

TIP: Curb the urge to formulate short forms as a matter of expediency while reporting. That which is done in haste will be repented at leisure!

NOTES

STKPWHR	TPH A EU BLT W O RGB FPLT	TPH O G STKPWHR HR E T PH R URPL A PB D K A URPGS	RP R EUR D OEP PH EUF S FPLT	
P HRAOE T E L S RBGS WH A U RPL FRPBLGTS A PB T HOE PB KW EU PB	TK AO U PL PW AO EU K WRAO R HRA * S A PB S T HA UF S PHRAOE D TP A U PB	K W E S T O A PB D A PB SZ	AO EU AO EU R UFPL T HA EF T RBGS	
STKPWHR W ROEU D FRPBLGTS HA BG E PB S A BG RBGS TPHAO PBLG	STPH PHRAOE Z T RAO EU T R URBG FPLT FRPBLGTS T A EU G S PW AO R GS A U LT EFPB TS A PB D U LTS RBGS EUF	PH A EU D PR EFL URPS D O* T AO EU KW E FPLT WH A FPB W O RGB S R U TK U PB S EU PB S T A BGT	A PB ST HA RBG FRPBLGTS EU EU L S A EU KW RA W O RGB PW EU RPS T A BGT RBGS STPH FP S PH EU A RPL S R K R EUPL D RBGS A EU BG	
T P O E RPB T HA EUF B TPH A EU BLT W O RGB S A RLT F T A BGT STKPWHR U TS U K HRA EU PL U BG TPH O T W O RGB FRPBLGTS T HA ER T STKPWHR S EU PB D U RBGS UF D TPH O TKPW A EU PB F L PHRAOE PLT TPH BGS TPH EU P O GS TP O T P A * S 2 K WRAOE R S AO EUFRPBLGTS PHOE RL S STKPWHR SKWRO PLT FPLT TPH U RPS DZ U TP *EUR S S A EU D UF B	TPH O T W O RGB D S EU PB S A ERBT T AO EU PL F T HA BGT STKPWHR R UP F	TPH O R BGD PW A EU RPL D T HA UR URPB D O* T FPLT FRPBLGTS T HA RGB STKPWHR PW EU RPS T A BGT RBGS TPH E R DZ RBGS U K HRA EU PL T H K PHRAOE T STK A BLT FRPBLGTS T HA ER BG REGS TP R OERB T HA T AO EU PL STKPWHR WH A FPB G S R U T RAO EU T O	TPH O UF T RAO EU D S R EFL T H EU PBGS FPLT KW E FPLT ST MR G TP O U PB D U BG D TK AO STPH A PS S FPLT TPH O T S R U L FPLT O E RPS D RBGS EU E RPB D A TP AO TK HRA R S TP R EU PB S RBGS S A WA FP PHA PS WR TPH O SP EUF BG TK AO TS	T PH O T ST HA R B G FRPBLGTS EU L S A EU KW RA W O RGB PW EU RPS T A BGT RBGS STPH FP S PH EU A RPL S R K R EUPL D RBGS A EU BG TPH O T TPHAO F T H E FL F G R D

REVIEW EXERCISE

SKELETON OUTLINES

-FRPB; -FRPBIG; -LGTS; -LGDS
CLICHE PHRASES

- Q What is your name?
A Frank Church.
Q Where do you live?
A At Birch and Arch Streets.
Q Where did you live before that?
A My residence was not in the city; it was in March County.
Q Of what town or community were you a resident?
A Green Branch.
Q What is your age?
A That raises a problem. My information is that I am 37 years of age, but there was something peculiar about the filing of my birth certificate, and I have had a little trouble having it traced.
Q What is your occupation?
A I am employed by the Clinch Machine and Metal Works.
Q What is your position with them?
A I manage the plant.
Q Then your classification would be under management?
A That's right; that is what I am supposed to do.
Q I will ask if you can give us the name of the president of the company.
A Mr. Battle; that is his title. Anything that he says goes. I just had lunch with him.
Q You consider your position one of confidence; is that right?
A That is right. Although I am not an officer, he discusses prices with me; and when we negotiate a contract, I have known him to defer to my judgment.
Q So you would say he is confident that you will perform your duties and do anything he says should be done? Is that correct?
A That is correct. I am absolutely responsible for the performance, but I am not bossed by him. It is more subtle than that. We confer whenever we are about to launch into a new system of production; and although I am in no way connected with the financial end, the prosecution of the program is within my jurisdiction.
Q It is your opinion that such a project is not to be taken lightly; that if production is to be increased, there must be a conference; that the problems must be faced; and that stresses must be given consideration, to be sure nothing is missed?
A We have followed that course lately and discussed every project as we have come to it. We listen to each other and postpone a decision until we can insure favorable conditions.
Q In your opinion, Mr. Battle has always taken a middle-of-the-road course, perhaps slightly cautious, and has always discussed problems other than finance with you?

A Yes--or something of a scientific nature. I don't pretend to qualify in the field of science.

Q Are you positive Mr. Battle has always used this system? Or are you merely inferring that on the basis of your own experience?

A In all cases, he has conferred with me, together with other employees or separately.

Q Are you sure you do not just conclude that? Would you be surprised to know of a conversation Mr. Battle had with the plaintiff in this case, asking him to obtain a license to manufacture machines which would produce misses' dresses?

A Not at all.

Q Are you familiar with that matter?

A I am partly familiar with it. I had occasion to confer with him in my boss's office about it, talking about the uses of the machinery and considering the increases in volume which we might expect.

Q Were you familiar with this type of equipment?

A That's correct; it had been advertised and peddled for years.

Q Are you able, with any qualification, to inform us of the process involved?

A There is very little to tell. Is there anything in particular that you would like to know?

Q Start at or about the time you first became conscious of it. What caused you to become interested?

A I met the defendant about 1940, on or about Labor Day. He had been trying to develop bottle-capping machines, but at that time the glass bottles were so brittle and his losses had been so great that he had gone bankrupt and his assets had been seized. His physical condition was poor, he had no health insurance, and he had to have some income to get medical attention.

Q In other words, he was faced with an emergency?

A Yes. I saw him, on and off, for about a year.

Q What, if anything, did you do?

A As a result of my search, which lasted some months, I located an empty building at some distance from the city.

Q In other words, you acted as his agent?

A No; I said I would have to be a partner, more or less.

Q What, to the best of your recollection, was in that building?

A There was a bench, an electric torch, a wrench or two, and an electric winch. It had been used for some kind of a pressed-steel business. It might not have been comfortable, but who says a place of business must be?

Q Could any of the equipment be used in connection with the project?

A No. So he fussed about the place, and we passed it up for a while. Then I said we had to do something. I had arranged for a conditional lease, and the owner wanted it brought to a conclusion.

Q And you said you had too little money?

A We said we would try to borrow, and we went to a bank, but they said it would not be a good loan. And I said "Why fiddle around? Let's settle this thing now." So he says, "You are partly responsible for this. I would be pleased to drop it." He is the one who said that.

Q And you were just an innocent party who found himself in the middle?

A Well, we had to drop it for the reason we could not get enough money. It had been postponed, it had been deferred, and sometimes his whereabouts were unknown to me.

Q He says you were responsible for postponing action.

A I don't care whether he says that or not. Under the circumstances, we just let it drop.

LESSON NO. 50

REPORTING THE INTERPRETER

In recent years, with the advent of greater accessibility of schools and education, we do not find recourse to use of the interpreter in our reporting to the extent of the past, but when the time comes, we must be prepared.

It would seem a simple matter to report an interpreter because of the additional time accorded the reporter which is taken up in translation of the foreign language involved. We have seen this on television when foreign dignitaries have talked to us through an interpreter, and also sessions of the United Nations that have been telecast.

However, it is a common joke in the court reporting industry that most interpreters speak English so poorly, they, in turn, require interpretation; and instead of speaking in the first person, they often use the third person. They are apt to volunteer information which is not the answer of the witness. And to make things more interesting, the witness will attempt an occasional excursion into broken English.

All this leads to a difficult task in making a useful transcript, for it is necessary to show, in addition to the normal Q and A pattern for testimony through the interpreter, the voluntary remarks of the witness and the interpreter. Machine-wise, it will help you to indicate the answer of the witness in English by use of an asterisk struck at the same time as the answer designation.

This solves one of the problems of reporting the interpreter. On the next page you will see a sample page of transcript, which is self-explanatory, and which helps solve the format problem. Experienced reporters who have seen the sample are uniformly delighted with it and instantly recognize its usefulness.

Incidentally, if the form of oath to the interpreter baffles you, a common one is: "Do you swear to interpret faithfully and truthfully the questions put to the witness _____, and his answers thereto, to the best of your ability, so help you God?"

SAMPLE TRANSCRIPT PAGE

WITNESS REPORTED THROUGH INTERPRETER

1. Q. What is your name?
* 2. A. Sylvia Swich.
3. Q. Where do you live?
4. A. 134 Elm Street.
5. Q. How old are you?
* 6. A. 55.
7. Q. Where were you born?
8. A. In Bulgaria.
9. Q. When did you come to this country?
10. A. In 1950.
11. Q. Did you go to school in the Old Country?
12. A. No.
13. Q. Are you married?
14. A. Yes.
15. Q. How long have you been married?
16. A. 30 years.
17. Q. What is your husband's name?
* 18. A. Mike.
19. Q. Have you a family?
20. A. Yes.
21. Q. How many children?
* 22. A. Six
23. Q. Did you have an accident last March which caused you bodily injury?
24. A. Yes.

* Answer in English

LESSON NO. 51

PREFIXES

TR- for trans-SPR- for super-

In our endeavor to write the words we encounter daily with a single stroke, we have resorted to various expedients. We have used the single letter, the first syllable, the accented syllable, the elided middle consonant, the consonantal outline, and other devices, whichever best served our purpose.

The group we shall now study is particularly adaptable to the use of short outlines for prefixes, easily combined with an outline for the root word.

Write TR- for trans-

transact	TR-K*	transform	TR-FRM
transaction	TR- K BG2	transformed	TR-FRMD
transcribe	TRIB*	transmit	TR-MT
transcript	TRIPT*	transmitted	TR-MTD**
transcription	TRIPGS*	transmission	TR-MGS
transition	TRIGS	transport	TR-P*T
transfer	TR-FR	transporting	TR-PGT
transferring	TR-FRG	transported	TR-PGD
transferred	TR-FRD	transportation	TR-PGS*
transference	TR-FRNS		

*Word Sign

** Use Philadelphia Shift for transmittedWrite SPR- for super-

superfluous	SPR-FLS	supervise	SPR*FS
superimpose	SPR-/K W E2	supervision	SPR*FGS
superintend	SPR-/A W E2 S W E2	supervisor	SPR*FR
superstructure	SPR-/STRURKT		

BONUS:	SPRAIT - separate	SPREM - supreme
--------	-------------------	-----------------

Sentence Practice:

Did you transfer the baggage?
 The truck will transport whatever you want.
 Modern transportation certainly is convenient.
 What is transcribed will appear in the completed transcript.
 The mechanic repaired the transmission.
 The scenery transformed the stage into a thing of beauty.

Have they completed their transaction?
Be sure to supervise whatever they do.
Did he superintend all of their actions?
Much of what he said was superfluous.
With the aid of the camera he was able to superimpose the image.
The superstructure was built entirely from steel.
Be sure to use separate rooms.
He was not inclined to make the supreme sacrifice.

Writing Exercise:

- Q Were you present when the deed was transferred?
A No, sir; but I am familiar with the transaction.
Q Was it you who was responsible for transporting the deed to his office?
A Yes, sir; I transported that. However, I did not transmit any information with respect to it.
Q Did you supervise preparation of any part of this?
A Nothing except to have my notes transcribed.
Q Was the transcript used to change or transform any of the terms of the agreement?
A No; what might be called the superstructure of what was to be transacted had been agreed upon, and no substantial changes were made, except what you might call the transition to the finished document.
Q Tell me who actually took part in the transmission of the final documents.
A James Ames had complete supervision of the entire matter, as well as seeing that everything was transmitted properly.
Q Was he responsible for providing these superfluous papers, too?
A Are you trying now to superimpose my basic responsibility upon Mr. Ames?
Q No; I just want all the facts.
A Mr. Ames performed all the necessary duties, but I was responsible for the whole transaction, including the preparation, transmission, and eventual transfer of the property.

(193 words.)

INTENSIVE: Supervise the transmission of the transfer to the transportation company, and superintend the transaction.

NOTES

STKPWHR
 W U P
 WH T
 TK AOE D
 WA S
 TR FR D
 FRPELGT
 TPH O S
 S RBGS
 PW U
 EUPL
 TP A PL
 W T
 TR PBGS
 STKPWHR
 WAE T
 U
 WHAO F S
 SP O PB
 TP O R
 TR PG
 T
 TK AOE D
 TO Z
 OF S
 FRPELGT
 KWR E S
 S RBGS
 EU
 TR P D
 THA
 FPLT
 HO UFR
 RBGS
 EU
 TK
 TPH C T
 TR PLT
 TPH EU
 TPH F GS
 WR P
 TGEU T
 STKPWHR
 TK U
 SPR F S
 PR PGS
 F
 TPH EU
 PA R T
 F
 TH
 FRPELGT
 TPH O G
 KP EPT
 TO F
 PH EU
 TPH OE TS
 TR EU B D
 STKPWHR
 WA S
 T
 TR EUPT
 KWRAO SD
 TO
 KHA EU PBG
 OR
 TR FPL

TPH EUF T
 T E RPLS
 F T
 TKPWA E PLT
 FRPELGT
 TPH O
 S RBGS
 WHA
 PH EU B
 KAULD
 T
 S P R
 ST R URBGT
 F
 WHA F S
 T O B
 TR PBGD
 H B
 TKPWA E D
 PO PB
 RBGS
 A PB D
 TPH O
 ST A RBL
 KHA EU PBGS
 RP
 PHA EU D
 RBGS
 KP EPT
 WHA U
 PHAOEU T
 KAUL
 T
 TR EU PGS
 T O T
 TP EUFRPELG D
 TK O PLT
 STKPWHR
 T E L
 PH E
 WHAO
 TWAE L
 TAO BG
 PA RT
 TPH T
 TR PLGS
 F T
 TP AO EU PBL
 TK O PLTS
 AO EUFRPELGT
 SKWRA EUPLS
 A EUPLS
 H
 KP HRAOE T
 SPR F GS
 F T
 SPW EUR
 PHA RT
 RBGS
 SW L S
 SAOE G
 THA
 FR G
 WA S
 TR PLTD
 PRO RPL
 STKPWHR
 WA S

E
 SP O PB
 T P O R
 PRO F G D
 THAOE Z
 SPR FLS
 PA EURP S
 RBGS
 T AO
 FRPELGT
 RU
 T RAO EU G
 TPH O U
 T O
 SPR
 KPWO Z
 PH EU
 PW A EUFBG
 SP O PB T
 PO PB
 PHR
 A EUPLS
 STPH
 STKPWHR
 TPH O
 S RBGS
 EU
 SKWRA * U S
 WA PB T
 AU LT
 TP A B GTS
 FPLT
 FRPELGT
 PHR
 A EUPLS
 P FPL D
 AU LT
 TPH E S
 TK AO TS
 RBGS
 PW U
 EUF S
 SP O PB
 TP O T
 WH O L
 TR PBGS
 RBGS
 KHR U GT
 PR PGS
 RBGS
 TR PLGS
 RBGS
 A PB D
 EFPT
 KWRA L
 TR FR
 F T
 PRO T

LESSON 52

IDENTIFICATION OF COUNSEL

Just as the use of an arbitrary sign for Q and A is a drag on the machine writer, as compared to the shorthand writer, who merely uses various columns of his notebook to indicate Q and A, so also is the arbitrary sign to identify counsel a drag. And when such expedients as striking the first syllable of a lawyer's name twice is used, or STPHAO, there is the fault of too many strokes for the former and indefinite flagging for the latter.

Let's put numbers to work for this job. They are outstanding as landmarks for quick location in reading back.

Use 1234 in one stroke to mean plaintiff's counsel. This 1234 is actually another aspect of the Philadelphia Shift because instead of shifting to the right for plurals and past tenses, we now shift up to the numeral bar. Writing 1234 in colloquy will become as automatic as the use of STKPWHR for "question" in testimony. In short, quick colloquy between counsel, relax; it will be just like taking easy testimony.

Now use 6789 for defendant's counsel. This, of course, is the fingering counterpart of FRPBLGTS for "answer," except again we shift up to the numeral bar.

We have designated 1234 for plaintiff's counsel because usually he objects more than does the defense lawyer. Accepting this statement as correct, now not only can we identify plaintiff's lawyer but in many cases also write what he says at the same time.

For example:

1234	O B	OBJECT
1234	O BGS	OBJECTION
1234	EU B	I OBJECT
1234	E B	WE OBJECT

For plaintiff's co-counsel use 1234 B if his name is Black, or 1234 BG if his name is Clement. Any of the RBGS is available in combination with 1234 in almost unlimited number either as individual letters or in combination. Also 1234 6, 1234 7, 1234 78, etc.

The same flexibility holds true for 6789; the SKWR letters on the left are available for combination use with the 6789, as well as the numbers on the left side of the keyboard.

For example:

W	6789
K	6789
1	6789
23	6789

for Mr. Smith, Mr. Klein, or counsel associated with the defense.

The use of all the numbers at the top row, 1234 6789, in one stroke, designates the court or presiding officer.

Adding the number method of identification to your other expedients provides a sufficient number of identification tags in your portfolio to handle any number of counsel, or even a large round-table meeting.

The next pages illustrate how your tape may look. Note the clear flagging in the notes of the following sample case.

Writing Exercise

MR. JONES: Your Honor, may I introduce my associate counsel for plaintiff, Mr. Adams, and request that he may be permitted to participate in this trial.

THE COURT: Very well.

MR. ADAMS: Thank you.

BY MR. JONES:

Q. State your name.

A. John Smith.

Q. You were involved --

MR. BERGEN: Your Honor, I object to that as leading.

MR. JONES: I don't believe that is true.

THE COURT: Sustained.

BY MR. JONES:

Q. And that is your story?

A. Yes.

MR. JONES: That is all I have.

MR. ADAMS: Your Honor, may I supplement my associate's questioning of this witness?

THE COURT: Very well.

BY MR. ADAMS:

A. You said the defendant turned into your car?

MR. BERGEN: Objected to.

THE COURT: Why?

Mr. BERGEN: It calls for a conclusion.*

MR. ADAMS: This is within the witness' knowledge.

MR. JONES: May I add that the witness already has mentioned facts concerning this matter.

THE COURT: Overruled.

BY MR. ADAMS:

Q. Tell us again about the accident.

A. That's all I remember.

MR. ADAMS: That is all.

MR. JONES: I have nothing further.

Cross-examine.

CROSS-EXAMINATION

BY MR. BERGEN:

Q. Are you insured?

MR. JONES: Objected to. That is highly prejudicial.

MR. BERGEN: You questioned him about the same thing a while ago.

MR. JONES: That was somewhat different.

THE COURT: Let us have no argument.

Objection sustained.

*See page 225 for outline

NOTES

1234

U RPB
RBGS
PHAEU
EU
SPWRAO S
PH EU
SO RBST
K OUPB
TP O R T
PHR F
RBGS
PHR
A D
A PLS
RBGS
A PB D
KW
THA E
PHAEU B
PFE RPLTD
TPD
TPA RP
TPH
TH RAO EU L
STPH
1234 6789
S R L
1234 6
THA U
FPLT
1234
STKPWHR
STA EU T
KWRAD R
TPHA EU PL
FPLT
FRPBGLTS
SKWRA U PB
SPH *EU T
STKPWHR
URP
S RO F L D
OAE
6789
URPB
RBGS
EU BT
THA
A S
HRAO E G D
1234
KWRD BL
THA S
T RAO
1234 6789
STA EU PB D
1234
STKPWHR
A PB D
THA S
KWRAD R
ST OER
FRPBGLTS
KWR E
1234

T H A U L
EUF
1234 6
URPB
RBGS
PHAEU
EU
SPHR E PLT
PH EU
SO RBTS
KW E G
F
TH PB S
STPH 1234 6789
S R 6
1234 6
STKPWHR
U SO
TK E F T
T U RPB D
SPWAC
KWRAD R
KA R
6789
O B D
T O 1234 6789
KWR
STPH
EU T
KA U L S
TP O R
A BG
1234 6
TH PB T
W PB S
PSLG
1234 PHA EU
EU
A D
THA
W PB T S
HR R S
MA R PB G SD
TPA E PB G TS
K R PS GT
PHA R T
STPH
1234 6789
O FR L D
1234 6
STKPWHR
T M L S
TKPW
PW PB T
A B GT
FPLT

FRPBGLTS
THA E TS
AU L
EURPL
1234 6
THA U L
1234
EUF
TPHO G
TP *UR T
FPLT
K RA PL
K ROE BGS
6789
STKPWHR
R S
TPH RB D
1234
O S D
T O
FPLT
THA S
HA EU L
P R E PSLG
TK EU RBL
6789
U
KW E D
H EU PL
PW
SA EU PL
TH EU PB G
1234
THA F S
SWHA
TK EUFRPB T
1234 6789
HR E T
U S
S R
TPH O
A R GT
FPLT
O BGS
STA EU PB D

LESSON NO. 53

MOTIONS, OBJECTIONS, AND RULINGS

Every trade or profession has a lingo of its own, as the reporter knows only too well. Our friends who follow the law for a livelihood have such a specialized jargon. Much of it occurs in the making of motions and objections, and, to add to our troubles, counsel offers them while the witness or his adversary is still speaking. For this reason, as well as our general desire to make reporting easier, we use outlines aimed particularly at motions, objections, and rulings, based to the greatest extent possible upon the basic principles of abbreviation and word-shortening that we have advocated in the previous lessons.

"I object" is so familiar to radio and television audiences that it is not unusual to hear the layman usurp the privilege of counsel and object on his own account. We write IB for "I object," and, if you are using a symbol on the left side of the keyboard to indicate counsel, the "IB" may be struck with it simultaneously:

SNAO IB;

1234 IB;

SKWRAO IB

This phrase frequently is followed by on the ground, which may be written OEG; by on the ground it is, which we write OEGTS; by upon the ground, POEG, or upon the ground it is, POEGTS.

We suggest a few more outlines:

Moved for identification MAID

object	OB
objection	OBGSZ
mark it	MARK IT
mark for identification	MAFRD
I offer	IFR
I offer in evidence	IFRND
offer in evidence	OFRND
in evidence	NEFD
received in evidence	SNEFD
plaintiff's exhibit	PL-BT
defendant's exhibit	D-BT
State's exhibit	ST-BT
move to	MAOT MADUF/TQ
strike out	STROUT
strike the answer	STRANS
overrule	OERL OEFRL
overruled	OERD OEFRLD
sustain	SEN STREN
sustained	SEN STRENDO
motion granted	MOG
motion denied	MOD
if Your Honor please	FURP
if the Court please	F-T/KORP

Your Honor	URN
if Your Honor	FURN
will Your Honor	LURN
ask Your Honor	SKURN
amend	AMD
amendment	AEMD
paragraph	PRAF
jury	JIR
juror	JAOR
court and jury	KORJ
members of the jury	MEJS
ladies and gentlemen	
of the jury	
irrelevant	LAIRJ
incompetent	IR
immaterial	IK
not within the issues	IM
person	NOISHS
prudent person	PERN
presume	PRATP PRAOUP
presumption	PRADM PRACUM
negligence	PRUMGS
contributory negligence	NEJS
may it please	TREG
preponderance	MAIP
for the purpose of	PP P-P
burden of proof	FORP
burden of proving	BURP
exception	BURPG
grant me an exception	KPEPGS
grant you an exception	GRAEPGS
question of fact	GRAUPGS
questions of fact	KWEFK
question of law	KWEFKS
questions of law	KWEFL
as a matter of fact	KWEFLS
as a matter of law	SMAFK
to the fact	SMAFL
to the effect	TOFK
calls for a conclusion	TOEFKT
calling for a conclusion	KAULS/K-KS
self-serving	KAULG/K-KS
self-serving declaration	S-FG
refresh your recollection	S-FD
refresh my recollection	RURK
refresh your memory	RIRK
refresh my memory	RURM
bill of indictment	RIEM RIEM
hypothetical	BIMT
circumstantial evidence	HACIPT HACIPT
district attorney	S-RBLD
assistant district attorney	DAE
	SDAE

Writing Exercise:

May-it-please-the Court, will-Your-Honor permit me to amend the fourth paragraph of the complaint to-the-effect that the plaintiff has pleaded matters not-within-the-issues of the case for-the-purpose of this trial?

I-object and I request Your-Honor to strike-out the answer on-the-grounds that it is irrelevant and immaterial; also upon-the-grounds that it calls-for-a-conclusion, as well as being a self-serving-declaration. May I also ask-Your-Honor to strike-it on-the-ground that it is a question-of-law that is not within the province of the members-of-the-jury?

If-Your-honor will hear me, may I ask that you overrule the objection to my offer-in-evidence of Defendant's-Exhibit 3? Otherwise, if the objection is sustained, if-Your-Honor-please, I except and I ask-Your-Honor to grant-me-an exception.

(156 words.)

TIP: Use chalk to mask erasures of deep-set type on the transcript page before making corrections.

NOTES

LESSON NO. 54

ARBITRARIES FOR PROPER NAMES

The epitome of shorthand speed is the swift disposal of a word or phrase by the writing of a short, readable outline. The reporter who attains this happy skill (to a greater or lesser degree) is understandably discomfited when, in the trial of a case, there constantly occur trade, business, or medical terms and names of persons, organizations, or geographical locations that the speakers delight in tossing off their tongues trippingly, and which can quite easily cause the reporter to stumble and fall on his face. These are terms or names such as:

Bicentennial
 Chase Manhattan Bank
 City and County of Philadelphia
 Standard Oil
 Bank of America
 Master Charge
 electroencephalogram
 psychiatry
 and many others.

Some of our students are probably by now so proficient in their writing that they have an abundance of time to write out in full such jaw-breakers and machine-jammers, but for our part we prefer a one- or two-stroke arbitrary symbol. For those mentioned we would write:

BINL	BERK
KM*NK	MAURJ (monster card)
SKOFL	LEK/SGRAM
STOIL	SKR

Every reporter should be fortified with such outlines for proper names, streets, organizations, and political subdivisions of his locality. It would be a vain and laborious task for us to suggest such outlines for all of you. We must content ourselves with offering some examples to guide you in the selection of arbitrararies best suited to your needs.

Cities

Baltimore	BAULT/mor	Newark	NAOU/ WARK
Buffalo	BUFL	New York	NORK
Chicago	CHG KHI	Philadelphia	CHG FIL/DEFL
Cleveland	CLFED KLADEF/LAND	Pittsburgh	CHG PITTS/BURG
Cincinnati	CHG SIW/SNAET	Portland	PORLD
Dallas	DALS	San Francisco	SFRAN/SKOE
Detroit	TROIT	Schenectady	SKEKT
Harrisburg	H-BG	St. Louis	SLAOUS
Miami	CHG MPOI/MAOE	Washington	WASHT

S- may be used for "City of" if it is not already a part of the outline.

City of Baltimore	SBAULT	City of Miami	SMAEM
City of Buffalo	SBUFL	City of Newark	SNAOURK
City of Chicago	SKHAG	City of New York	SNORK
City of Cleveland	SKLEFLD	City of Philadelphia	SELD
City of Detroit	STROIT	City of Washington	SWASHT
City of Dallas	SDALS	City of Portland	SPORLD

The standard Post Office abbreviations for states which we use in addressing mail are sometimes adequate for our purpose:

Arizona	AZ	Mississippi	M-S
Arkansas	AK	Texas	T-X
Georgia	GA	Missouri	MO
Illinois	IL	Utah	UT
Kansas	K-S		

The names of some states merit special treatment:

Delaware	DWAIR	Oregon	OERG
Florida	FLOERD	Pennsylvania	PAE
Louisiana	LAE	Tennessee	TAEN
Maryland	MAERLD	Vermont	VERMT
New Jersey	NAOJ	Virginia	VAE
New Mexico	NAOX	Wyoming	YOMG
Ohio	HOI		

The outlines for some states make possible the use of S- to add "State of."

State of Delaware	S ^{TAIF} DAIR	State of New Jersey	SNAOJ
State of Maryland	SMAERLD	State of Washington	SWASHT

Or, in some instances, ST-:

State of Ohio	STHOI
State of Oregon	STOERG
State of New York	STORK
State of Pennsylvania	STPAE

Some proper names have such general usage that we are impelled to offer these outlines:

America	MERK	Catholic	KLICK
American	MERN	Democrat	DEM
Arab	RAB	Democratic	DEMT
British	BRISH	English	GLISH
Canada	KAUND	Episcopal	EP

Federal	FERL	Presbyterian	PREB
Germany	SE RM/NADE	Protestant	PRAUNT
Great Britian	GR AT/BRIN	Republican	REP
Italy	ILGTS	Russia	ROAURB
Irish	RISH	Russian	RAOUGS
Japanese	JAEP	South America	SMERK
Jewish	JAOUWB	United States	U /STATS
Middle East	MAO*ES	U. S.	*US
North America	NORT/MERK	Viet Nam	VAM

Here are a few more proper names of a different character:

Susquehanna	SKWAN	Stevens	STAEOFNS
Walnut	WAULT	Taylor	TAIRL
Chestnut	CHUT	Miller	MIRL
Germantown	JERMT	Baker	BAIRK
Fisherman's Wharf	FRAUFRB	Phillips	FLIPS
Hawaiian	HAUN	Kelly	KLE
Davis	DAIFS	Cohen	KOEN

A word of caution: When it comes to family names, they should be written out the first time they occur.

Days of the Week

Sunday	SUND	Thursday	THURS
Monday	MUN	Friday	FRI
Tuesday	TAOBUS	Saturday	SART
Wednesday	WENS		

Months

January	JAN	July	JUL
February	FEB	August	AUGT
March	MAR	September	SEPT
April	AIP	October	APR OCT
May	MAI	November	NOEF
June	JUN JACUN	December	SDEM

Then there are always the motor vehicles involved in court cases which are identified as to make and model:

Cadillac	KIAK	Chevrolet	SHEFRL
Lincoln	L*NK	Mercury	MURK
Buick	BAOUK	General Motors	G-M
Oldsmobile	OEBL	G.M. (abbreviation)	G*M
Pontiac	POENT	Yellow Cab	Y-K
Chrysler	KRAOEUS	General Electric	JEK
Plymouth	PLIMT	G.E. (abbreviation)	G*E

The foregoing are at least a cross-section of the types of trade names, places, et cetera, that you will run across in your everyday work. Perhaps those we have set forth may not apply to your particular locality, but they should give you a good view of the problems that will arise in your work, and, using our suggested patterns, you can devise good, sound abbreviations for the specialized proper names that occur in your reporting.

BONUS :	SKP-
---------	------

What do you do when suddenly in the case you are reporting they start talking repetitively about the Kerklikowski family or the drug acetaminophen?

Here's where your friendly SKP- comes to the rescue! Use it for that word.

CAUTION: It is to be used only for the word or expression in that particular case, so be sure to note what it stands for on your index sheet.

REVIEW EXERCISE

TR- for TRANS- SPR- for SUPER-
IDENTIFICATION OF COUNSEL
MOTIONS, OBJECTIONS, AND RULINGS
ARBITRARIES FOR PROPER NAMES

THE PROSECUTOR: Your Honor, before I go to the jury, I wish to make a few motions.

I move to amend the first paragraph of the bill of indictment by adding, following the name of the defendant, the words, "also known as John Davis."

DEFENSE COUNSEL: I object. There is no proof that the name of the defendant is any other than Ed Stevens.

THE COURT: The objection is overruled. The amendment is proper. Motion granted.

THE PROSECUTOR: I also ask Your Honor to strike out the date, July 5, 1976, and to substitute therefor, July 5, 1975.

DEFENSE COUNSEL: If Your Honor please, I again object.

THE COURT: I will overrule the objection.

DEFENSE COUNSEL: Will Your Honor grant me an exception?

THE COURT: I grant you an exception.

THE PROSECUTOR: I offer in evidence all the exhibits which I have had the Clerk mark for identification.

THE COURT: The exhibits are received in evidence.

THE PROSECUTOR: I offer, also, as a physical exhibit, the large map, and will ask the Clerk to mark it at this time.

THE COURT: It may be marked, and we will receive it in evidence.

DEFENSE COUNSEL: I also have some motions, Your Honor. I move that the testimony of the witness Taylor be stricken, it being irrelevant, incompetent, and immaterial.

THE COURT: The motion is denied. You may address the jury, Mr. Kelly.

THE PROSECUTOR: Members of the Jury, it is now my privilege to sum up the case we have tried to prove. First, let me thank the Court and jury for the close attention they have given to this matter. This has not been a simple negligence case in which you would have had to decide whether a defendant had acted as a prudent person should, or whether there had been any contributory

negligence on the part of a plaintiff. As you know, we start off with the presumption that the defendant is innocent, and it is the duty of the prosecution to prove him guilty. I shall try to outline to you what we have attempted to prove, with no superfluous words whatever.

The defendant is charged with the transportation of stolen automobiles across state lines. It is our contention that he has transported hundreds of stolen vehicles from one state to another, or has had someone else actually transport them under his supervision. Various devices were used to cover up the thefts. New motor numbers were superimposed over the originals; motors were transferred from one car to another; paint was used to transform a car beyond recognition; forged documents were used to transfer titles.

Let me review, briefly, a transaction or two which will show you how this defendant and the ring he was known to supervise operated. Three cars -- a Lincoln, a Cadillac, and a Buick -- were stolen by the ring near the University of Pennsylvania in the City of Philadelphia. To transmit this information to their agent in the City of New York, a coded telegram was sent. A transcript of that telegram has been received in evidence. The New York agent then proceeded to sell these three vehicles: one to a Jewish rabbi, Mr. Cohen; one to a Catholic priest, Father Miller; and another to a Presbyterian minister, Reverend Phillips, in the State of New York. The cars were then removed from the State of Pennsylvania to New York State, and that constituted a violation of the law.

Again, during the Democratic Convention in San Francisco, vehicles belonging to delegates from Baltimore, Pittsburgh, and Harrisburg were taken, and eventually turned up in Miami, Cleveland, and Detroit. When the Republican Convention was held in Chicago, an Oldsmobile, a Pontiac, and a Chrysler belonging to delegates from St. Louis and Schenectady disappeared and were disposed of in South America and Italy. These were not isolated instances. Stolen autos in large numbers were shipped to German, Irish, British, and even Polish cities. Some even appeared in Japan and other non-English-speaking countries. About the only countries to which we have been unable to trace them have been the Russian and Slovak countries, because Russia has not been co-operative with the American police authorities.

While a wedding was in progress at a Protestant church on Chestnut Street in Philadelphia -- I believe it was the Episcopal Church -- a Pontiac was taken by this defendant. He was pursued by the police south on Broad Street to Chestnut Avenue, north on 15th Street to Walnut, then north on Broad to Susquehanna Avenue, and finally he was taken into custody in Germantown. It was discovered that he had rented a large garage near his home, and in it were found a Plymouth, a Chevrolet, and a Mercury -- not to mention a Yellow Cab and a General Motors truck.

I will not tire you further with a recital of the facts. We have not had the reporter transcribe the notes of testimony from day to day, and that transcription must wait until a later date; so in reciting the manner in which the defendant would transact his business I have had to rely on my own notes. But it is your recollection that counts, and if you believe my recital is wrong, please take your own recollection.

LESSON NO. 55

SPECIALIZED REPORTING

All through the course we have been for the most part occupied with reporting as related to the courts. Not for the purpose of instruction necessarily, but because you will hear or read about specialized reporting, let us briefly review the function of some of these divisions of reporting.

Government contract reporting. Governmental administrative agencies cloaked with special jurisdiction let contracts on competitive bid on a nationwide basis. There are several firms who bid on these from year to year, generally located in Washington, D.C.

For many years proceedings before the National Labor Relations Board, with branches in many large cities, have produced as many transcript pages as that of any other agency. The Labor Board has jurisdiction over union representation, discriminatory acts of employers, union elections, and other matters.

Others of these agencies we might mention are the Interstate Commerce Commission, Federal Trade Commission, Department of Agriculture, Department of Labor, Occupational Safety and Health Review Administration, Civil Aeronautics Board, Environmental Protection Agency, and many more, all of whom conduct hearings throughout the United States in conjunction with alleged violations of or other matters having to do with their rules, regulations, and jurisdiction.

Workmens' Compensation. This field is handled by state agencies who go into the question generally whether an injury a workman received occurred while in the course and scope of his employment. The amount of compensation he is entitled to being commensurate with the gravity of the injury, a great deal of medical testimony is to be expected in this reporting field.

Patent Interferences and Trademark Oppositions. The Patent Office has jurisdiction over these matters. Obviously, highly technical material is discussed. The Rules of the Patent Office should be obtained before transcription, or even reporting such a deposition, to familiarize yourself with all of the technical requirements which must be followed in handling such a matter, marking of exhibits, method of filing, forms of various necessary certificates, and so forth. Failure to strictly comply with all rules can result in disqualification of your deposition and refusal to accept for filing.

Arbitration Reporting. This is the reporting of proceedings before an arbitrator usually involving labor-management problems or resolution of claims arising out of minor accidents, in which the submission to arbitration for resolution has been agreed upon in advance in a labor or insurance contract.

Convention Reporting. The reporting of discussion by officers and members in convention assembled, this type of work is usually obtained from the secretary of the trade association. This is the reverse of testimony: long, solid material. The recording of every word is not as important as it is in court. Here is where editing is a must, and transcripts must always read well.

There are, of course, many other types of specialized reporting, each of which could be covered at great length. Should you have any questions relating to one or more in particular not mentioned here, we should be glad to answer them if we can at greater length and particularity.

Special Bonus: THE METRIC SYSTEM

millimeter	MAOERMT	milligram	M-G
centimeter	SMAOERT	gram	GRAM
meter	MAOERT	kilo	KLOE
kilometer	KLORMT	kilogram	KLOEG
cc.	KR*BG	liter	LAOERT
cm.	KR*PL	Centigrade	SGRAID
		Celsius	SELS/YUS

LESSON NO. 56

DIRECTIONS AND LOCATIONS

We Americans are a volatile, active, restless people. We travel far and fast in our motor vehicles, and when, inevitably, our paths cross and poor judgment or lack of due care bring two or more of us into violent and perhaps disastrous contact, we endeavor from the witness stand to justify our own positions and movements, as opposed to those of the other party or parties to the action. To do this, we must refer to locations, directions, and points of the compass.

Let us put aside, for the moment, our potential participation in these unfortunate legal engagements and assume our role as their recorders. We will find our task much easier if we have an adequate assortment of symbols to indicate the points of position and direction which are referred so frequently in motor vehicle cases.

Write out the four primary directions.

north	NO*RT
south	SO*UT
east	AO*ES
west	W*ES

There is little to be gained and much to be risked by reducing these words to outlines which may have other interpretations. But when we move on to the other points of the compass, we are able to shorten up things a bit. For instance:

northeast	NOE NOTE
southeast	SOE SOC
northwest	NO*RT/W*ES
southwest	SW*ES

We then progress to:

northern	NORN
southern	SORN
eastern	AOERN
western	WERN
northeastern	NOERN
southeastern	SOERN
northwestern	NORT/WERN
southwestern	SWERN

And the next step:

northerly	NORL
southerly	SORL
easterly	AOERL
westerly	WERL

northeasterly	NOERL
southeasterly	SOERL
northwesterly	NORT/WERL
southwesterly	SWERL
	WORD WORD
northward	SOURD
southward	AOERD
eastward	WERD
westward	NOERD
northeastward	SOERD
southeastward	NO*RT/WERD
northwestward	SWERD
southwestward	
	NORLD
northwardly	SOURLD
southwardly	O ERLD
eastwardly	WERLD
westwardly	SOERLD
southeastwardly	NOERLD
northeastwardly	SWERLD
southwestwardly	NO*RT/WERLD
northwestwardly	

And, just to extend the principle a bit:

northeast corner	NOEK	northbound	NORB
southeast corner	SOEK	southbound	SOUB
northwest corner	NORT/W-K	eastbound	EB
southwest corner	SW-K	westbound	W-B

Most of these outlines are equally useful in land-damage cases.

Also try these:

boulevard	BLVD
miles and hour	MIR
miles per hour	MIRP

BONUS:	(Especially for land-damage or condemnation work)
--------	---------------------------------------------------

square foot	SKW-FT
square feet	SKWEFT
square yard	SKW-D
cubic foot	KAOFT
cubic feet	KAOEFT
front foot	FROFT
curb to curb	KURBT/KURB
curbline to curbline	KURBLT/KURBL
houseline to houseline	HOULT/HOUL

building line to building line	BLINT/BLIN
land value	LAFL
ground value	GROUFL
real estate	RAE

Writing Exercise:

Philadelphia is a city which, like others, had a small beginning, but as its population grew, it spread and engulfed small communities around it to the north, south, east, and west. Its northern boundary is Bucks County, and its southern neighbor is the State of Delaware. Its eastern border is the Delaware River, and on the western edge we find Delaware and Montgomery Counties.

The northeastern area, once industrial, is no longer the busy place it formerly was. The southeastern part now houses the International Airport. The northwestern and southwestern residential growth continues. In the winter northerly winds bring the temperature close to zero, but the southerly air flow soon brings better weather. Westerly winds are also a cooling factor. The easterly breezes are usually accompanied by rain, as are the northeasterly and southeasterly air currents. Northwesterly and southwesterly breezes are usually dry.

One who cares to go to the top of the tallest office building on a clear day may look northward toward Trenton, southward toward Chester, eastward toward New Jersey, and westward toward Media. Northeastward we see a new bridge. Northwestward we find the State Hospital; southeastward is New Castle, and southwestward lies Yeadon.

Peering down, we see automobiles and buses traveling southwardly on Broad Street, eastwardly on Chestnut Street, westwardly on Walnut Street, southeastwardly on Ridge Avenue, northeastwardly on the Roosevelt Boulevard, southwestwardly on Baltimore Avenue, and northwestwardly on the Parkway.

An office building occupies the northeast corner of Penn Square, the Municipal Building the northwest corner, a bank the southeast corner, and another bank the southwest corner.

To put a land value on this real estate would be difficult. The buildings occupy hundreds of thousands of square feet, and to appraise them per square foot, square yard, or cubic foot would be a tedious task. Land value alone would be enormous. Experts would have to consider the width of the streets from houseline to houseline, building line to building line, and curb to curb. This is for ground value alone.

(334 words.)

NOTES

TP L D	TKPW O PL R EU	TP A RB GT FPLT	TPH O E R D W E
S A	K TS	AOE RL	S AOE
ST E	FPLT	PWRAOE SZ	A
K H	*	R	TPHAO
HRAO EU	B G	URBL	PWR EU PELG
O E R S	R BG S	A BG	FPLT
HA	TPH O E RPB	K O E D	TPH O* R T
S PHA U L	KWRA EUR	PWAOEU	WA R D
TKPW EU PB G	R BG S	RA EU PB	W E
PW U	ST R EU L	R BG S	TP AO EU PB D
A S	R BG S	A S	TT
EU TS	TPH O HR O RPB GT	R T	ST A EU T
P O P GS	PW EU Z	TPH O E RL	HO P T
TKPW RAO	EU	A PB D	S RB GS
R BG S	PHRA EU S	K O E RL	S O E R D
EU T	EU T	A EUR	TPHAO
S P R E D	TP O RP/L	K URBL TS	KA E L
A PB D	E RL	FPLT	R BG S
E PB	WA S	TPH O* R T	A PB D
TKPW UF L C	FPLT	W E RL	S W E R D
S PHA U L	T	A PB D	HRAO EU
KPHAO PB TS	S O E RPB	KWRA EU	TK C PB
A RPB D	P A R T	URBL	FPLT
EU T	TPH O U H O U SZ	TPH O* R T	
T O T	FPLT	W E RL	
TPH O* R T	S PWR PS T	A PB D	
R BG S	A EU RPT	W U PB	
S O* U T	FPLT	WHAO	
AO* E S	TPH O* R T	K A EUR S	
R BG S	W E RPB	T O G	
A PB D	A PB D	T O T	
W *E S	TPH O RBL	F T	
FPLT	TPH O RBL	T A U L	
TS	TPH O FPLT	*E S	
TPH O RPB	T	O F S	
PW O U PB	TPH O FPLT	BLG	
TK A E R	T	O PB	
S PW U B GS	TPH O FPLT	A	
K T	W EU RPB T	K HRAO E R	
R BG S	TPH O R L	TK A EU	
A PB TS	W EU PB DZ	PHAEU	
S O RPB	PWR EU T	HRAO	
TPHA EU B	K HRCO S	TPH O E R	D
ST	T O	T W A R	D
STK W A EUR	S AO E R	R E PB	D
FPLT	O	T O PB	D
TS	R BG S	R R G S	D
AO E RPB	PW U R BG S	T W A R	D
PW O R D	S O R L	R R G S	D
EUR	A EUR	K H R	D
ST	TPH O	T E R	D
TK W A EUR	S AO PB	AO E R	D
R EUFR	PW R EU S	T W A R	D
R BG S	PW E R T	TPH A O PBLG	D
A PB D	W *E R T	R R G S	D
O PB T	FPLT	A PB	D
W E RPB	W E RL	T W A E R	D
E PBLG	W EU PB DZ	AO E R	D
W E	R L S	T W A R	D
TP AOE U P D	K AO LG	PHAOE	D
TK W A EUR	A	KWRA	D
A PB D		FPLT	
PW O PB T			

HOW TO READ BACK; OR, DECLAIM YOUR WAY TO FAME

Of all the subjects discussed in our seminar experiences, perhaps none is given more attention than this one. Why? Because some reporters are scared, even terrified, at the mere prospect of reading back. Too few reporters welcome the challenge. In some instances judges have been trained by their reporters to say, "Rephrase the question," when counsel get that look in their eyes.

What embarrassment, what utter humiliation, should a top Washington reporter in his Congressional Committee work before a television audience of millions fail to respond properly to a request to read back! Don't worry, he won't; and neither will you after you master this portion of the course.

First of all, let's make sure you can read fluently and distinctly. If you cannot read back loudly and clearly and distinctly from, say, the editorial page of your newspaper, you surely won't from your shorthand notes. Inability to read because of medical or psychological handicaps cannot be overcome by us.

But let us assume that the act of reading in itself is no problem. Your reputation as a reporter among lawyers and judges is made in the courtroom by the way you read when called on. Your reputation as a reporter among your associates is made by the manner in which you dictate. Jurors, courtroom spectators, newspaper reporters, bailiffs, and other court aides will silently applaud and respect not only you but others of the craft if you know and use the secrets of reading back.

The main secret is to read loudly, Loudly, LOUDLY; boom it out, let the rafters ring; read just this side of a shout. This, plus a bit of poise, and no judge or lawyer will dare question your accuracy.

Sub-secret A: Have a good method of finding the question or answer quickly. This has been discussed more fully in Lesson No. 11, Non-Shorthand Aids. Please read again, "Finding the Hot Spot."

Now we read well and can find the place desired in a hurry. Counsel says, "Please read the question, Mr. Reporter," or makes the request to read in any of its variations. Do not write this language. The word "read" is your cue to grab for the tape and find the question before the request is completed. Remember The Secret: Read loudly, Loudly, LOUDLY. Deliberately slow down your reading near the end of the question, memorize the last few words, and while repeating these last few words you have memorized, place the tape back in the tray and put your fingers on the keyboard. Now is the time to write, quickly, the language of the request to read as you remember it, and KWERD for "Question read." Don't worry if the request is not written verbatim, for the exact words of the request, you may be assured, have never been the basis of appeal. Writing it after the question has been read gives you precious time edge. The same formula applies to reading several questions and answers, or whatever portion may be requested.

Remember your china marking pencil? We use it here again, while reading back, to mark the places in the notes where your reading begins and ends. That will be important later when you wish to indicate in your transcript just what was read back.

At this point let us remove a bit of fear. While you may think the eyes of the world are on you while reading in the hearing room, accept our word that they are not. Because argument or discussion ensued following a question or answer, someone forgot what the pending question or last answer was. Sometimes a few key words are sufficient to supply the continuity. Our job is to be in a position to supply them quickly -- and loudly!

Sub-secret B is sensational: How to read back when something may be missing! You are asked to read back a question, and you are not sure of a word or two. In these instances where you have had difficulty, the request to read back undoubtedly is due to the fact that counsel, the court, or the witness who makes the request to read back has suffered the same hearing problem that you have had. There was some noise in the courtroom (or outside) which "blanked out" a word or two, counsel dropped his voice or mumbled, or perhaps a slip of the tongue made a question or statement unintelligible. Sometimes the question doesn't make sense. You've heard the cliche about the judge who said, "Nobody seems to have heard or understood the last question, so we'll have the reporter read it back!" What to do? No need to panic. Confidently read the question to the point of the "hole" in your notes, look at the lawyer quizzically, but say nothing. He will automatically supply the missing words. Now continue with what you have. Simple. The ceiling hasn't caved in, and no one in the room has given the incident a thought. The same goes for an answer, of course; the witness will accommodate you.

Another read-back problem obtains when two or three versions of a given answer occur -- the plaintiff's, the defendant's, and the Court's -- and the reporter reads the answer to resolve the doubt. Read it. And when you have completed reading, look the witness in the eye and forcefully say the magic word, "Right?" nodding the head imperceptibly. The witness without fail will say, "Right." It is as simple as that.

A few "don't's," and you have it:

Don't read as you dictate, "haive" for "have," etc., nor read the punctuation. If you do, it is their turn to look quizzical.

Don't, though requested to read the last question, read it if it is a one-word question; read the one before that.

Don't read a preamble to a question. Example: "Now, Mrs. Jones, you have been on the stand for a number of days, and we do not wish to impose on you longer, but I do have a couple of questions that I would like answered before we excuse you. Tell us in your own words again---" If requested to read a question of this type, it is normally sufficient if you start with "Tell us."

As a trained reporter you will find your ear, accustomed to listening for each and every word, (rather than the gist of the conversation) will readily catch most words unheard or misunderstood by others interested in the case. However, should a situation occur where the notes are "shaky," by employing the methods set forth here you will put confidence in yourself and your read-back will no longer be a haunting problem.

LESSON NO. 58

THE COURT REPORTER AND THE DOCTOR

Anyone who consults a physician probably is perturbed, even a court reporter. When the physician takes the witness stand, unless the reporter is experienced in medical testimony, he has a different cause for apprehension.

Doctors who specialize in forensic medicine, that is, work which requires frequent appearances in court as experts, are not much of a problem. They know how to testify, how to make themselves understood, they speak to a judge and jury in simple terms, and they do not indulge in unfamiliar medical terminology if they can avoid it.

Those who come to court unwillingly, in response to a subpoena, are likely to read their notes rapidly and just as rapidly leave the courtroom with them. What they have read and testified may leave the jury confused and the reporter frustrated.

Preparation is our salvation. We again refer you to the NSRA Professional Education Series, this time to the book on Anatomy and Physiology. Select from the "Reporter's Library" a medical dictionary and a good illustrated textbook on Anatomy and Physiology.

You will find that your experience as a court reporter will in itself be a means of familiarizing yourself with the language of the medical witness.

We have as a part of this lesson a collection of the terms most frequently encountered in a physician's testimony. Study them and practice them well. Then practice the writing exercise until you know every term as well as you know any other in the English language. This is a start.

As you put your knowledge to work, you will find that it will grow and that reporting a doctor's testimony will be a welcome challenge.

OUTLINES FOR COMMON MEDICAL TERMS AND PHRASES

abrasion	BRAIGS	apparatus	PRATS
abrasions	BRAIGSZ	artery	AERT
alcohol	KHOL	arthritic	THRIKT
ambulance	BLANS	arthritis	THRITS
amputated	KPWAITD	area	YAIR
amputation	KPWAIGS	astragalus	STRAG/LUS
anesthetist	TH*IS	atrophy	TROEF
anesthetic	THEKT		
anesthesia	THAOESH	bilateral	BLARL
ankylosis	AN/KLOSZ	blood	BLUD
anterior	AER	blood pressure	BLUP
apparently	PAERNL	blood vessels	BLUFLS
		bony	BOEN

calcium	KALS/YUM	fragments	FRAMTS
callus	KALS	forehead	FOED
cardiac	KARD/YAK	frontal	FRONTL
cast	KA*S		
cerebral	S-RBL	gastro-enteritis	GAS/TRO/SPWRAOITS
cervical	SEFRB/KAL		
clavicle	KLAFK	hematoma	HEMT
clinic	KL-NK	hemorrhage	HERJ
clinical	KL-NK/AL	hospital	HOPT
coccyx	KOX	hospitalization	HOPGS
comatose	KMA/TOS	humerus	YAORMS
communited	KMAOD	hypodermic	HIPD
compound	KPOUND	hypothetical	HIPT
concussion	KUGS		
contusion	TAOGS	impairment	KWAIRMT
contusions	TAOGSZ	inferior	IN/FR-R
cranial	KRAINL	inflammation	N/FLAMGS
curvature	KUFRB/TUR	inguinal	ING/WANL
	DWORMT	injection	JEX
deformity	D-G	intern	SPWERN
diagnose	D-GS	interned	SPWERND
diagnosis	D-GZ	intracranial	SPWRA/KRAINL
diagnoses	D-GD		
diagnosed	DOIK	lacerated	LAERD
diastolic	STKABL	laceration	LAERGS
disability	SKHARG	lateral	LARL
discharge	SKLOZ	legs	LEGS
disclose	SKLORG	lesion	LAOECS
discloration	DORL	lesions	LAOECSZ
dorsal	DAOR/A	licensed	L-NSD
dura	DAORL	ligaments	LOEUMTS
dural		lower	LOR
		lumbar	LUB
eliminate	LIM/NAIT		
elimination	LIM/NAIGS	malleolus	MAEL/LUS
ecchymosis	EK/MOSZ	manipulation	MIP
examine	X-	medical	M-L
examination	X-GS	medication	M-D
extremity	STREMT	medicine	MED
		mental	MENTL
femur	FERM	meninges	MIN/JAOEZ
fibrous	FAOEU/BRUS	metacarpal	MET/KARPL
fibula	FIB	muscle	MUFL
flex	FLEX	multiple	MULT
flexion	FL-X	myocarditis	MAOEU/KAR/DAOITS
fluid	FLAOUD		
forearm	FRORM	nodules	NOD/YAOLS
formation	FORMGS	numerous	NAORMS
fracture	FRAKT	neural	NAORL

neurology	NAORLG	region	R-N
neurological	NAORLG/KAL	resident	R-NT
neuresthenia	NAORS/THAOEN	rigidity	RIJD/TAOE
occipital	OK/SIP	sacroiliac	SKROIK
occiput	OKS/PUT	sedative	SED/TIF
operate	PRAIT	semiconscious	SME/K-SHS
operated	PRAITD	shoulder	SHORLD
operating	PRAIGT	spasm	SPAFM
operation	PRAIGS	specialty	SPESHLT
orthopedic	ORP	spinal	SPAOEUNL
ostheoarthritis	STOE/THRAEUTS	stomach	STUM
osteopath	SPAF	stuporous	STAOP/RUS
osteopathic	SPAFK	superior	SPR-R
osteopathy	SPAEEF	surgeon	SURG
paralyzed	PAR/LAOEUSD	surgical	S-RL
parietal	PRAOEUTL	surgery	S-RG
patient	PAISHT	suture	SAOCH
patellar	PAT/LAR	synovitis	SAOEUN/VITS
pelvis	PEFLS	systolic	STOIK
periosteum	PER/YOS/TUM	swollen	SWOEN
permanent	PERM	therapist	THRAP/*IS
physician	F-GS	therapy	THRAP
pneumonia	NAOM/YA	tibia	TIB
possibility	POBLT	trauma	TRAUM
posterior	POER	traumatic	TRAUMT
psychiatric	SKRIK	treatment	TREMT
psychiatrist	SKRIS		
psychiatry	SKRE	unconscious	UNGS
psychosomatic	SKO/SMAKT	vertebra	VERB
psychosis	SKOSZ	vertebrae	VAERB
psychotherapy	SKO/THRAP	vessel	VEFL
psychotherapist	SKO/THRAPS		
pulmonary	PAOM/NAER	x-ray	XRAI
radius	RAID/YUS	x-rays	XRAIS
		x-ray film	XRAIFM
		x-ray examination	XRAIGS
		x-ray picture	XRAIP
		x-ray plate	XRAIPLT

Writing Exercise

Q Doctor, you are a physician and surgeon duly licensed to practice in this state?

A I am.

Q With what hospitals have you been connected?

A I interned at the Bellevue Hospital Medical Clinic and was then assigned to the Outpatient Department. I am now House Surgeon at the City Hospital and Director of the Surgical Staff.

Q What is your medical specialty at the present time?
A Surgery and neurology.
Q Did you have occasion to examine and treat the plaintiff at the City Hospital on March 3, 1976?
A I did.
Q Did you diagnose his condition at that time?
A I examined him and made a preliminary diagnosis of his condition.
Q What did your examination disclose?
A He had multiple contusions and abrasions about the body. There were a number of cranial lacerations, one over the right side of the parietal region of the skull. I examined both legs. There was a marked deformity of the right lower extremity, and the possibility of fractures of the right leg and the head. These injuries were apparently of traumatic origin.
Q What do you mean by that, doctor?
A Trauma means the result of a blow.
Q Was he conscious or unconscious when you first saw him?
A He was in a comatose condition.
Q You mean he was semiconscious?
A Yes, he was somewhat stuporous. His mental condition was fair.
Q What else did you find at that time?
A He had symptoms of concussion. There was a hematoma on the forehead and an ecchymosis or bluish discoloration of the right side of the face.
Q Did you give him any medicine or any treatment at that time?
A He was given sedatives, and numerous x-rays were taken.
Q Did your medication include a hypodermic to ease the pain?
A Yes; he was given a subcutaneous injection of morphine, and his bruises were cleaned with alcohol after he was taken from the ambulance.
Q Was there anything else you found on your first examination?
A He had several wounds on his right arm, an abrasion at the elbow and a laceration of the forearm with considerable hemorrhage, requiring several sutures. He could not flex his arm, but there was no indication of fracture of either the humerus in the upper arm, or the ulna or radius in the forearm. The loss of function of the arm was due to the lesion at the elbow. The right shoulder was not affected; the clavicle was not injured.
Q By suture do you mean a stitch?
A Yes; it required several stitches. There was also an inflammation of the right eye. The blood vessels were inflamed.
Q Did he have such an inflammatory condition in his left eye as well?
A No, he did not.
Q Did you say his right arm was paralyzed?
A No; but there was some rigidity in that arm, or impairment of motion.
Q Was there anything else?
A A small lacerated wound and contusion of the right index finger. The wrist and thumb were swollen, and manipulation indicated the possibility of a chip fracture of the metacarpal bone in the right thumb.
Q Doctor, do you have the x-ray plates that were taken of this plaintiff at that time?
A Yes, sir, I do.
Q Will you describe this x-ray picture, Plaintiff's Exhibit No. 2, to the jury?

A This is a lateral view of the right leg taken before the first cast was applied. It shows a comminuted fracture of the tibia, with numerous fragments and considerable overriding; that is, the bones are not in alignment.

Q It is not a compound fracture?

A No; the bone did not break through the skin. The fibula is also fractured, a fissure fracture. The knee joint appears to be normal.

Q Was the leg put in a cast?

A Yes, under anesthesia. He was given a general anesthetic and the leg was immobilized by putting it in a plaster-of-Paris cast, with an apparatus to keep the leg stretched out to prevent angulation.

Q Isn't it a fact that at that time you thought the leg would have to be amputated?

A No, there was never any question of amputation.

Q I show you Plaintiff's Exhibit No. 3 and ask you what that shows.

A This is a view, anterior to posterior, of the pelvis, showing the sacroiliac joint, the upper part of the femur, and some of the vertebrae.

Q How much of the spine does that show?

A Just the coccyx and one vertebra.

Q Does that plate show any deformity or injury?

A No, sir; it is negative. There was no involvement of the pelvic region.

Q Did you later make a complete examination of the spinal cord?

A I did. Vertebral examination indicated somewhat abnormal curvature of the spine, but no injury to the dorsal or lumbar vertebrae.

Q Look at Plaintiff's Exhibit No. 4 and tell us what that shows.

A This is a lateral view of the right side of the skull, showing several of the cervical vertebrae, extending downward from the junction at the occipital region at the base of the skull. It also shows a small portion of the parietal bone. The intracranial area is not visible, but we hoped to eliminate the possibility of a definite cerebral injury. However, there is some distortion in this photograph, particularly at the frontal region and the sinuses.

Q Does that picture show a fractured skull?

A No; there is no fracture of the skull.

Q Would an x-ray picture of the skull show a brain tumor or an injury to the cortex?

A Sometimes, yes. However, a complete anatomical examination of the brain to determine the condition of the dura, subdura, and meninges is possible only on autopsy.

Q Doctor, had you ever treated this man before?

A Yes, sir. I have been treating his family for many years.

Q What did you treat him for?

A He had an apparent condition of ankylosis of the left leg, which was diagnosed at the Orthopedic Clinic as an arthritic condition known as osteoarthritis. On another occasion I operated on him for an inguinal hernia.

Q You mean a rupture?

A Yes, sir; and at about that time I treated his wife because she complained of sleeplessness and dizziness or vertigo, because of which she fell and suffered a Colles' fracture. She also had a pulmonary condition following pneumonia.

Q When was it you treated this plaintiff for arthritis?

A He received several treatments for that about a year before this accident.

Q Was there any other history prior to the accident? You may use the hospital records to refresh your recollection, Doctor.

A I once removed a callus formation from his right foot. On another occasion he thought he had an ulcer, and he was diagnosed and treated for gastro-enteritis.

Q Have you recently made a complete physical examination of the plaintiff?

A I have.

Q What kind of an examination was that?

A I made a complete neurological examination.

Q What did you find?

A Babinski and Romberg tests were normal. His reflexes were normal, except the patellar reflex, which was somewhat marked. No evidence of neuresthenia.

Q What was his blood pressure at that time?

A 150 systolic, 100 diastolic, with normal temperature, indicating no unusual hardening of the arteries.

Q Did you examine his spinal fluid?

A No, we did not make a spinal tap.

Q Did you make a cardiac examination?

A Yes, I did, because of his history of myocarditis.

Q Was the right leg x-rayed again before his discharge from the hospital?

A Yes, sir; we took several x-ray pictures after the second cast was removed.

Q I show you this plate and ask you what that shows.

A This is a lateral view of the right leg, taken after the plaster cast was removed, showing the fractured bones completely healed with good alignment. The callus formation is visible, particularly in the tibia, showing the line of fracture with these nodules of callus extending beyond the line of the bone.

Q What is callus, doctor?

A It is a calcium deposit which is exuded from the broken ends of the bone to form a bony union.

Q Did you make an examination of his leg at the time that picture was taken?

A I did.

Q Did your examination of the right leg indicate any injury to the tendons?

A The Achilles tendon did not function properly at the time. There was some atrophy of the ligaments above the ankle joint which restricted the motion of that joint. He does not have normal flexion. There is also some indication of a synovitis of the astragalus, involving also the malleolus.

Q In your opinion, doctor, is that disability permanent?

A I believe it is. The periosteum, or covering layer of the tibia in the lower portion of the leg, is fibrous, and this fibrous formation causes some pain.

Q Had the cast been removed at that time?

A Yes; he had a plaster-of-Paris cast which had been removed in the operating room the day before.

Q Was there ever any indication that psychiatry might be beneficial?

A Not to my knowledge.

Q You are not a psychiatrist?

A No. I have no psychiatric training.

Q Do you feel qualified to answer a hypothetical question in the field of psychotherapy?

A No, I am not a psychotherapist, either. I could speak on therapy only as it relates to my fields of surgery and neurology. Occasionally we have a psychosomatic problem.

(1496 words)

NOTES

STKPWHR	STKPWHR	SK	K P H A O E
TK R	TK UF	U F D F T	R G S
	K A EUR B	EU	FRPELGTS
	T O	K P	S
	KP	PW	K W R
	A EUR B	O*	W
TP A GS D	T RAO E	T	F R B G S
S U R G	T T	HR	S
TK AO F	P H R	A	WH A
HR PB D	H O P H R	R B G G S	ST AB
T O	H O P	P L T T S	BP
P RA	O O PB	T	FRPELGTS
TPH	P H A R	RAO EU	PBLGTS
TH	3	HR O	PB
ST A EU T	R B G S	R B G G S	K P H
FRPELGTS	9	P L T T	W A
EU PL	6	A PB T	TP A EUR
STKPWHR	FRPELGTS	O BL T	STKPWHR
W	EU	TP RA B G TS	WA E L S
WH A	TK	RAO EU F T	TK
H O P TS	STKPWHR	HR A F B G T	TP
K R E U B G D	TK	H F P L T D	EU PS T D
FRPELGTS	TK	T H F P L T	T A
EU	H EU G S	K W R C R R S	AO EUFRPELGTS
PW E R P B D	K PB S	T K W R F P L T	ST O F P L S D
T PW F P M L	T A T	A F R P B L	K C R F P L T S
S RAO F	FRPELGTS	T RA U P L T	T H A F P L T S
H O P T	EU	O R R	TP C O F P B G S D
P H L	TK	S K W R EU PB	K A A F R B G G S D
K HR E PBLG	H EU G S	STKPWHR	P H O O F R R R G S S N
A PB D	K PB D	WH A	SK H R O F R R G S T SD
W A S D	P H A EU D	TK AO U P L	T P A EC F T S
TH E PB D	P H R EU P L G	PW AO EU	STKPWHR
ST O EU PB D	F Z	T HA	TK
T O T	K PB	R B G G S	TKPW
O U T	STKPWHR	FRPELGTS	EU F P L
TP A EUR B T	WH A	T RA U P L	T P H
E P T	TK UR	P H A O E PS S	TK
TPH O EU P L	KP GS	T R U L T	TPH A
TH O EU U S	S K HR O S	A PWHR O	FRPELGTS
S O C R G	FRPELGTS	STKPWHR	E F F S
T H O P	E D	W A	EU F PB
R B G S	T AO GS Z	K O R R B S	S T
A PB D	A PB D	T WH U PB G S	EUF
TK R R	PW RA EU GS Z	A *EUR T S	R G G S D O
F T	PW O E D	T P H A U P L	T P H A O R P L S
S R L	TP H R RP	FRPELGTS	KP RA EU
ST A F	A	T P H A M F F S	A PB
STKPWHR	TPH O F	T P H A	T P H A O R P L S
WH A EU S	K RA EU PBL	KP H A	KP RA R P B
K W RAO R	HRA E R G S Z	T O	A PB
P H L	W U PB	K	T P H A O R P L S
S P E R B L T	O E F R T	STKPWHR	KP RA EU
T P T	R SO		A PB
FRPELGTS	P RAO EU LGTS		T P H A O R P L S
A R G	R PB		KP RA R P B
TP H A O R LG	F T		A PB

LESSON NO. 59

A PARTING WORD

It seems appropriate, with this last lesson of our series, to place a fatherly hand on your shoulder as we come to the parting of the ways and to give one last word of counsel. It is an important bit of advice, and we urge that you give it just as close attention as you have all the preceding lessons.

Having finished the course, you will practice, you will use the outlines in your work, and you will become proficient in their use. We would like to be able to tell you that with no more effort than this, your skill will steadily increase until the day comes when you will be able to report any kind of proceeding and not miss a word. We cannot do that, because there is an important phase of the reporting process which we have not yet discussed.

Have you observed when the speaker gets too far ahead, when there are more words than you can carry in your head, when your fingers seem to become paralyzed, when your notes become ragged, and when your memory "blacks out" and you have no recollection of what has just been said? Let us call this the point of breakdown, the place where the smooth reporting operation seems to fail.

When the neophyte asks the more experienced reporter what he can do about overcoming this difficulty, the answer has invariably been, "Practice, practice, practice." But if we consider that this same phenomenon plagues reporters who have been practicing and working at their craft for many years, we wonder if we should not probe a little deeper into the reporting process to see if there is not some other factor than mere writing skill involved. There is. Consider, for a moment, that the reporter is doing two things at once: He is writing and he is listening, both at the same time. If the listening operation is not developed and strengthened along with writing skill, the speaker's words may very well slip from the reporter's memory before he can record them, and his writing ability is of no avail.

You may think at this point, "But won't that capacity be developed along with my writing ability through my practicing and actual work at reporting?" We feel quite confident in saying that it will not. Most reporters stay behind the speaker no further than is conducive to good phrasing. So long as the going is easy, they write apparently automatically, with very little conscious mental effort. We might call this, "running on the automatic pilot." Many of us even let our thoughts wander or permit ourselves to daydream while the reflexes we have perfected so well do the work for us, paying little attention to the content of what we are writing. But daydreaming and mental laziness exact their toll. It has been said that the mind is a muscle and must have exercise just as do the physical muscles that work for us. If we work reflexly, paying slight attention to the meaning of what we hear and write, those mental muscles become flabby, and when they are called upon to support our writing ability by retaining words until we can get them down on the tape, they fail us.

A better capacity for listening and remembering will not come of itself; we must do something positive about it.

First, let us study what is involved in that part of the reporting process. We may subdivide the listening function into three parts: hearing, remembering, and comprehending. Taking first, hearing, we may be sure that not many persons will take up a reporting career without possessing at least normal hearing. But there is more to it than that. We must not only hear, we must recognize the words that we hear; and this requires a vocabulary far greater than that demanded in most other occupations. The acquisition of such a vocabulary rests with you. You will acquire it by reading, by listening to the spoken word through all its media, by looking up in the dictionary every new word you encounter.

Let us turn, next, to the function of remembering. At the point of the reporting process we are now considering, we are concerned with what we might term "short-term memory" -- retaining a group of words until we can comprehend them and write them. There is a definite limit to the number of unrelated items the mind can retain, but very few of us reach it, because we do not cultivate the faculty. School yourself to rely on your memory more every day. Instead of jotting down addresses, names, telephone numbers, dates and times, train yourself to rely on your memory, and the "mental muscles" which perform this function will become strengthened through use.

The other phase of the memory function, the one which offers us the greatest opportunity, is the comprehension of the ideas contained in the words we hear or read. There is a technical term for it: apperception. It means relating the words a person hears or reads to the knowledge he has accumulated in his lifetime. When this is done, the apperception function converts a group of words into a single idea, which is much easier to retain. For instances, if I were to recite the figures, 7-4-1-7-7-6; 1-2-2-5-1-9-7-6, you might find it difficult to recall them in a few minutes, an hour, or a day. But if I tell you that they simply represent the dates of July 4, 1776, and Christmas 1976, you will be able to recall them indefinitely. This illustrates how apperception reinforces memory.

Therefore, when we are writing questions and answers, if we follow their content and grasp the ideas that the speakers are attempting to convey, if we visualize scenes that witnesses are describing, it is much easier to comprehend and retain the words in our memories.

There is a formula we should bear in mind in this connection. The impression a word or an idea makes upon our memories is directly proportional to the amount of attention we paid when the words were spoken or read.

So let this be our parting counsel: Pay the closest attention to every proceeding you report. Try to understand the issues, the facts, the arguments, just as well as the judge and counsel do. In addition to your stenographic record, make a mental record of every trial. You will find it helpful when you are asked to read back; your writing will become easier; you will be able to supply words which are not audible; you will be able to discuss cases intelligently with lawyers and judges. In short, you will be what this course has tried to help you become: a well-rounded reporter.