

GREGG

SHORTHAND 1

LOUIS A. LESLIE

CHARLES E. ZOUBEK

HENRY J. BOER

Shorthand written by CHARLES RADER



Diamond Jubilee Edition

Gregg Adult Education Series

ROBERT FINCH, Consulting Editor
Director of Continuing Education
Cincinnati Public Schools
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To the Student

Gregg Shorthand, the Universal System

Millions of people have learned Gregg Shorthand and use it every day. You will find it in business offices, in courtrooms, in government offices, at committee meetings—wherever it is desirable to have a record of the spoken word. At this moment hundreds of thousands of people like yourself all over the world are learning Gregg Shorthand—in high schools, in business and secretarial schools, in colleges, in continuing education classes, and in individual study. Gregg Shorthand is truly the universal system.

The reason that Gregg Shorthand is the most popular system in the world (nearly all schools that offer shorthand instruction offer Gregg) is that it is easy to learn, easy to write, and easy to read. Once it is learned, Gregg Shorthand is fun to write. Aside from its practical value, Gregg Shorthand offers many people an artistic satisfaction. It is graceful and it seems to flow from the pen.

You can learn Gregg Shorthand; you will learn Gregg Shorthand if you follow the suggestions given in this text and practice faithfully. When you are able to write Gregg Shorthand, you will have acquired a job-assurance policy that money cannot buy. In addition, you will have a personal tool that will be of value to you throughout your lifetime.

Your Gregg Text-Kit — Gregg Shorthand 1

Your Gregg Text-Kit contains the following materials:

- A Textbook (*This is it, of course!*)
- A Pad of Self-Checks (tests)
- The Transcript of Shorthand
- Dictation Records (6 discs)

A good deal of your practice will be done in the textbook itself. However, you will use your notebook when you take dictation in class and from the records, as well as when you copy the shorthand sentences and letters that appear throughout your text.

You will need a fountain pen or a good ball-point pen with which to write (a lead pencil is not recommended for writing shorthand).

Organization of the Textbook

Gregg Shorthand 1 is divided into two parts. Part One, containing 30 sections, presents all the principles of the system. When you have completed Part One, you will be able to construct a legible shorthand outline for any word in the English language.

Part Two contains 10 review and reinforcement sections. Its purpose is to strengthen your grasp of the major word-building principles of the system and to develop your ability to construct shorthand outlines for new words under the stress of dictation.

Today's Secretary

Today's Secretary is a magazine for professional secretaries that provides information on the newest and best in office procedures, skills, and equipment. It makes the shorthand writer aware of the opportunities in the business world and challenges him to go beyond the confines of his desk — both as an employee and as an individual engaged in useful work.

Today's Secretary helps him to do a better job, for each issue contains skill-building materials, such as typing and transcribing speed tests, shorthand reading and writing exercises, spelling, punctuation, and grammar.

For complete information about Today's Secretary, write to Gregg/Community College Division, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020.

Gregg Shorthand 2

When you have completed Gregg Shorthand 1, you will have an excellent foundation for the next phase of your shorthand study — the building of shorthand speed.

Gregg Shorthand 2 — A Gregg Kit in Continuing Education picks up where Gregg Shorthand 1 leaves off. It is designed to help you gain dictation skill and to develop further your mastery of the system. Gregg Shorthand 2 contains shorthand vocabulary drills, Reading and Self-Dictation exercises, as well as step-by-step instructions on how to practice.

Part One

The Principles of GREGG SHORTHAND

Diamond Jubilee Edition

Your Practice Program

Each of the first 30 sections presents a number of shorthand strokes or word-building principles of the system. In addition, it contains a number of Reading and Self-Dictation Practice exercises, in shorthand, that will help build your shorthand vocabulary. Some of these Reading and Self-Dictation Practice exercises are recorded on your dictation records. Following are suggestions for study and practice.

Principles

Read the explanation of each stroke or word-building principle; then practice the illustrative list of examples in this way:

1. With the key exposed, pronounce and spell, aloud if possible, the shorthand strokes in each outline in the list, thus: say, s-a; ace, a-s; safe, s-a-f. By reading aloud, you will be sure that you are concentrating on each word as you study it. Repeat this procedure with all the words in the list until you feel you can read the shorthand outlines without referring to the key.

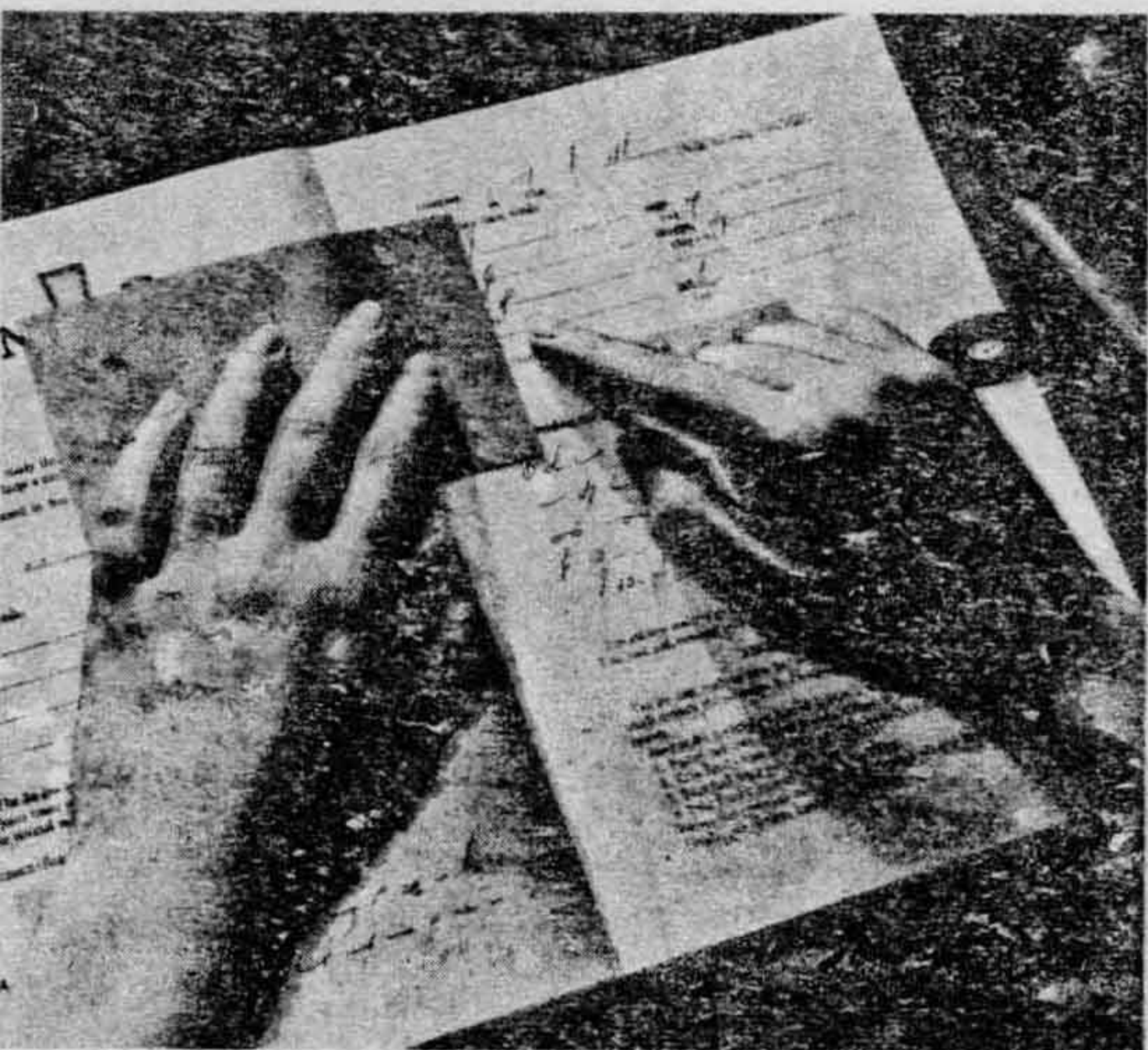
2. Cover up the key with a card or slip of paper. Then spell and pronounce each word aloud, thus: s-a, say; a-s, ace; s-a-f, safe. If you cannot read an outline after a few seconds, move the card or slip of paper aside and refer to the key. Do not lose time trying to decipher an outline. Practice reading in this way until you can read all the shorthand outlines without referring to the key.

NOTE: In reading brief forms and phrases, it is not necessary to spell the shorthand strokes in the outline.

3. In the space provided next to each shorthand outline, write each outline just

An effective way to practice is to place a card or slip of paper over the type and spell and read the shorthand words aloud.

Write each outline once; then go back and write each outline twice; finally, fill the space that is remaining.



once, using the shorthand outline in the book as your model. Be sure to say each word aloud as you write it.

4. Then, go back and write each outline twice, next to your first attempt, again spelling and pronouncing as you write.

5. Write each outline as many more times as you can in the space remaining.

CAUTION: Don't fill the practice line completely at your first writing. Too much repetition of an outline does little good; it may even deter your progress.

6. Finally, read the Quick Check as a further test of your mastery.

Reading and Self-Dictation Practice

The Reading and Self-Dictation exercises, written in shorthand, contain many illustrations of the strokes and principles presented in the section. They also provide a continuing, automatic review of all the strokes and principles you studied in previous sections. In order to derive the greatest benefit from these exercises, practice them as follows:

Reading

First, read the Reading and Self-Dictation Practice, aloud if possible (reading aloud will help to fix the shorthand characters firmly in your mind).

1. Place your Transcript, which contains the key to the shorthand, conveniently at the right of your textbook. Open it to the page and paragraph that contains the key to the Reading and Self-Dictation Practice from which you are about to read.

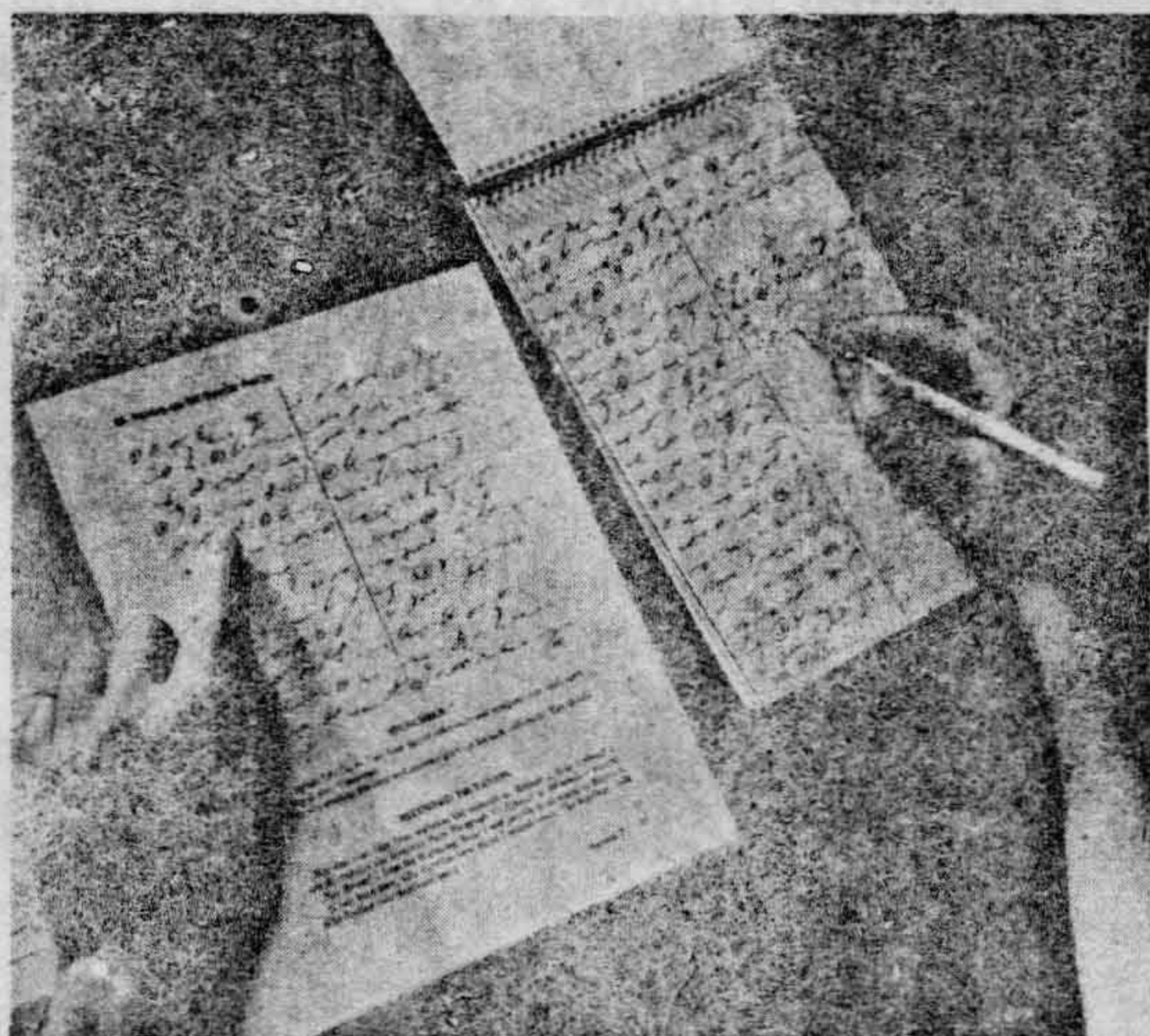
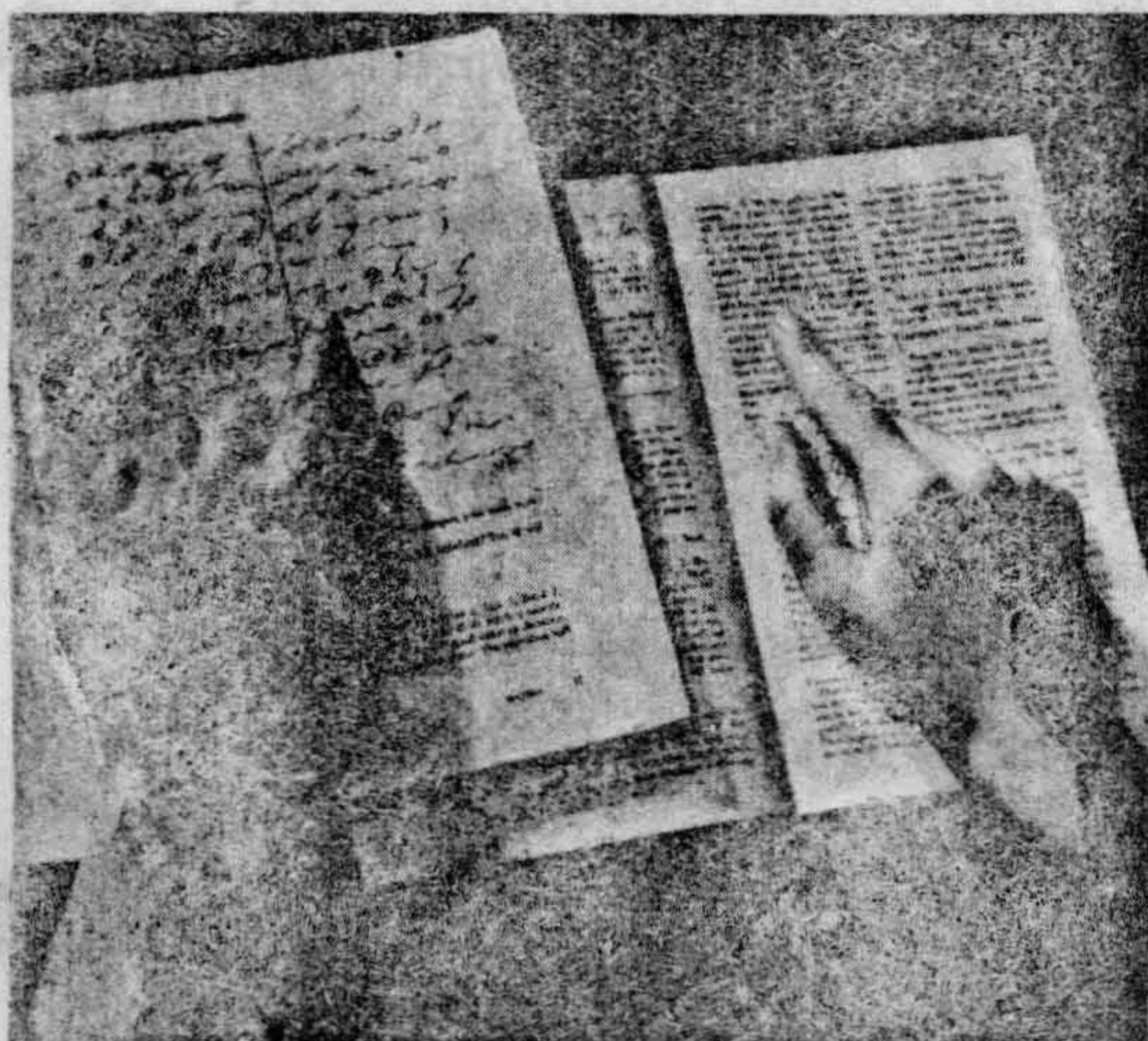
2. Place your left index finger under the shorthand outline you are about to read.

3. Place your right index finger on the key to that shorthand outline.

4. Read the shorthand aloud until you come to an outline that you cannot read. Spell the shorthand characters in the outline. If this spelling does not immediately

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

When copying, read a convenient group of words aloud and then write that group in your notebook. Keep your place in the shorthand as you copy.



give you the meaning, anchor your left index finger on that outline and refer to the Transcript, where your right index finger rests.

IMPORTANT: Do not spend more than a few seconds trying to decipher any outline.

5. Determine the meaning of the outline, and then place your right index finger just below the word in the Transcript.

6. Return to the paragraph in your textbook from which you are reading, where your left index finger has kept your place, and continue reading.

7. If time permits, read the material a second time — perhaps even a third time. The additional readings will impress the outlines on your mind more forcefully.

Copying

After you have read the Reading and Self-Dictation Practice, make a shorthand copy of it in your notebook.

1. Read a convenient group of words, aloud if possible; then write that group in your notebook.

2. Keep your place in the shorthand with your left index finger if you are right-handed; with your right index finger if you are left-handed.

3. After you have made one complete copy of the exercise, make a second copy if time permits. You will find that this second writing will go much more smoothly than the first.

Your early writing efforts, quite naturally, may not be very fluent, and your outlines may not be as exact as those in your book. As you practice from day to day, however, you will become so proud of your shorthand notes that you will be impatient with any longhand writing that you must do!

Self-Checks

At the end of each section you will be instructed to fill out the appropriate Self-Check in your pad of Self-Checks. The Self-Check will enable you to determine how well you have mastered the strokes and principles presented in a section. Strive to achieve the time and accuracy goals suggested at the head of each Self-Check. When you have completed the Self-Check, compare your work with the key in the Transcript.

Recorded Dictation

Beginning with Section 3, some of the Reading and Self-Dictation exercises are dictated on your dictation records. Instructions on how to get the most out of your records are given in Section 3.

SECTION

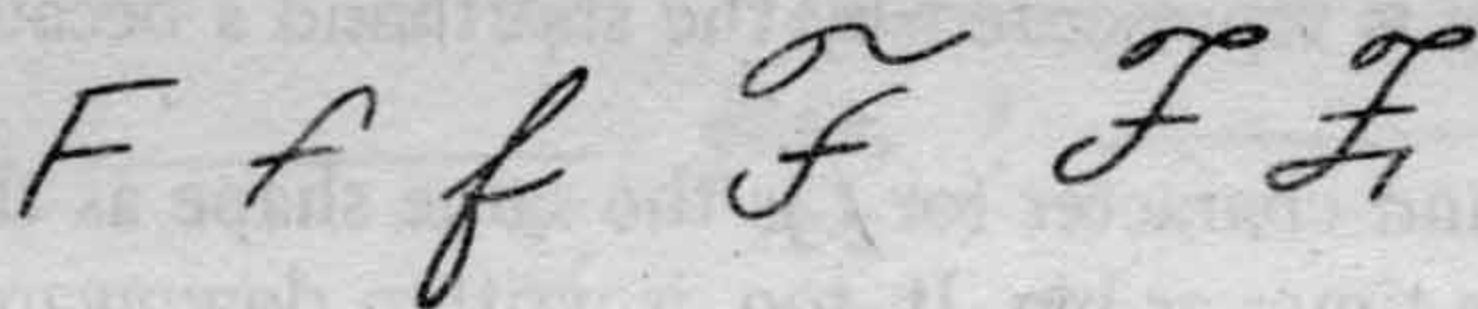


1

GREGG SHORTHAND BASED ON LONGHAND

Anyone who has learned to read and write longhand can learn to read and write Gregg Shorthand; it is as simple as that! The strokes you will write in Gregg Shorthand are those that you are accustomed to writing in longhand. In fact, many of the strokes in the Gregg Shorthand alphabet are derived directly from the longhand forms.

In many ways Gregg Shorthand is easier to learn than longhand. In Gregg Shorthand you will have to learn only one way to represent a letter; in longhand you had to learn many different ways to represent each letter. Take, for example, the letter *f*. Here are five different ways to write *f* in longhand—and no doubt you can think of other ways:



In Gregg Shorthand there is only one way to write *f*, as you will discover later in this lesson.

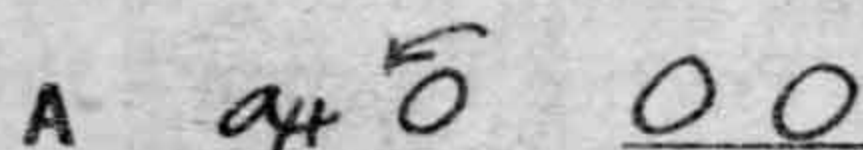
1. **S.** The first shorthand character you will learn is the stroke for *s*, which is perhaps the most frequently used consonant in the English language. In shorthand, *s* is a very small downward curve resembling the longhand comma. Notice how it is derived from the longhand form of *s*.



(Write several times, saying **s** aloud each time.)

Often the sound of *z* is represented by *s* in longhand, as in the word *saves*; therefore, in shorthand the *s* stroke is also used to represent the sound of *z*.

2. **A.** The shorthand *a* is a large circle. Notice how it resembles the longhand *a* with its tail cut off.



(Write several times, saying **a** aloud each time.)

S-Z

A

3. Silent Letters Omitted. In the English language, many words contain letters that are not pronounced. In shorthand, these silent letters are omitted; only the sounds that are actually pronounced in a word are written. In the word *say*, for example, only two letters are pronounced—*s* and *a*; the *y* would not be written in shorthand because it is not pronounced. The word *face* would be written *f-a-s*; the *e* would be omitted because it is not pronounced, and the *c* would be represented by the shorthand *s* because it has the sound of *s*.

An excellent illustration of the time and effort that is saved by writing only the sounds that are pronounced is the word *neighbor*. In longhand, that word requires eight longhand letters; in shorthand, it requires only four—*n-a-b-r*.

In the following words, cross out the letters that would not be written in shorthand because they are not pronounced.



same	tea	train	stay
mean	save	steam	snow
main	gay	stain	toe

4. S-A Words. With the letters *s* and *a*, you can form two words. Write each word several times, spelling each word aloud as you write it, thus: *s-a*, *say*; *a-s*, *ace*.



say, s-a  *ace, a-s* 

Note: the *c* in *ace* is represented by the shorthand *s* because it has the *s* sound.

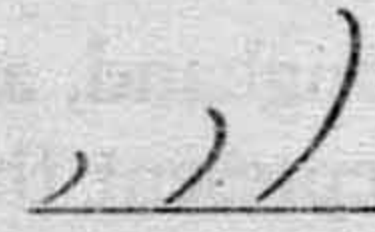
5. F. The shorthand character for *f* is the same shape as the shorthand *s*, except that it is about three times as big. It, too, is written downward.

F   (Write several times, saying *f* aloud each time.)

6. V. The shorthand character for *v* is the same shape as *f*, but about twice as big as *f*. Note that it, too, is written downward.

V   (Write several times, saying *v* aloud each time.)

Observe the difference in the size of the strokes for *s*, *f*, *v*.

S *F* *V*  (Write this group several times, saying each stroke aloud as you write.)

F-V Words. With the three consonant strokes *s*, *f*, *v* and the circle vowel *a*, you can form shorthand outlines for a number of words. Before writing these outlines, however, turn to page 6 and read carefully "Your Practice Program — Principles." Use the procedures suggested there in practicing the following words.

face, <i>d</i> _____	vase, <i>d</i> _____
f-a-s	v-a-s
safe, <i>d</i> _____	save, <i>d</i> _____
s-a-f	s-a-v
safes, <i>d</i> _____	saves, <i>d</i> _____
s-a-f-s	s-a-v-s

Note: The c in face has the s sound and is, therefore, represented by the s stroke.

QUICK CHECK (Read)

d d d d d d

7. E. The shorthand stroke for e is a small circle. Notice how it is derived from the longhand e.

E

E *✕* *↺* *o o*

(Write several times, saying e aloud each time.)

Here are some words combining the e circle with the s and f strokes. Write each word once. Then go back and write each word twice. Finally, fill in the remaining space.

see, <i>d</i> _____	fees, <i>d</i> _____
s-e	f-e-s
sees, <i>d</i> _____	ease, <i>d</i> _____
s-e-s	e-s
fee, <i>d</i> _____	easy, <i>d</i> _____
f-e	e-s-e

Note: The y in the word easy is pronounced e—it is, therefore, represented by the e circle.

QUICK CHECK (Read)

d d d d d d

8. N. The shorthand character for n is a very short forward straight line, written horizontally.

N

N *→* *— —*

(Write several times, saying n aloud each time.)

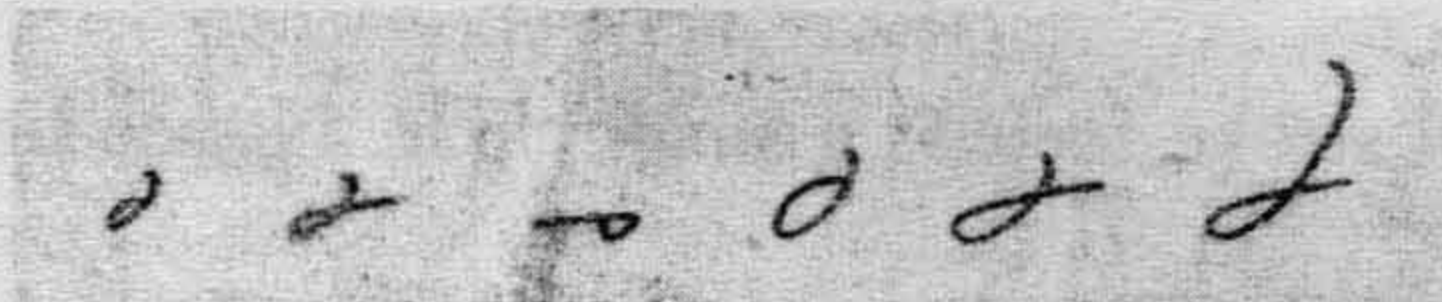
Note: When you write on ruled paper, place the n stroke slightly above the line so that it will not be obscured by the printed line.

Practice these words, following the suggestions given on page 6.

see, <i>s</i> _____	say, <i>s</i> _____
s-e	s-a
seen, <i>s</i> _____	sane, <i>s</i> _____
s-e-n	s-a-n
knee, <i>n</i> _____	vain, <i>v</i> _____
n-e	v-a-n

Note: The k in knee is not written because it is not pronounced.

QUICK CHECK (Read)



M

9. M. The shorthand character for m is a longer forward straight line; it is about three times as long as n.

M



(Write several times, saying m aloud each time.)

COMPARE:

N

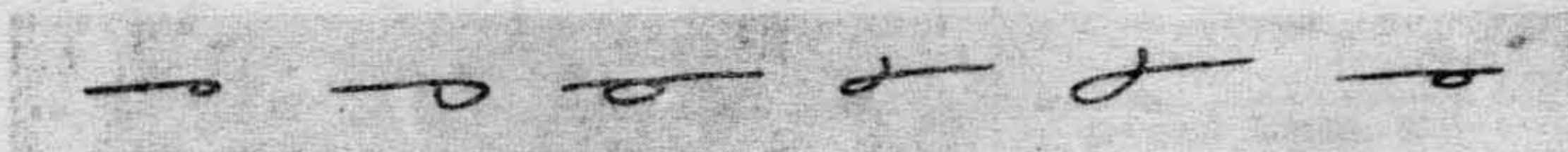
M

(Write n-m alternately a few times.)

Practice these words, following the procedures suggested on page 6.

me, <i>m</i> _____	seem, <i>s</i> _____
m-e	s-e-m
may, <i>m</i> _____	same, <i>s</i> _____
m-a	s-a-m
name, <i>n</i> _____	mean, <i>m</i> _____
n-a-m	m-e-n

QUICK CHECK (Read)



10. Capitalization. In shorthand, capitalization is indicated by two short upward strokes written underneath the word to be capitalized.

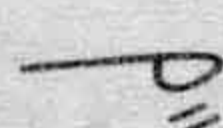
Amy



Fay



May



11. Punctuation. These special marks of punctuation are used in shorthand.

Period



Paragraph



Parentheses



Question



Dash



Hyphen



12. Reading and Self-Dictation Practice. Frequent reading and writing exercises are provided throughout this textbook under the heading "Reading and Self-Dictation Practice." In the early lessons, these exercises will be partly in longhand and partly in shorthand; in the later lessons, all in shorthand.

The purpose of these exercises is to fix the shorthand forms firmly in your mind and to help you develop facility in constructing shorthand outlines for a constantly expanding vocabulary.

To derive the greatest benefit from this material, be sure to follow the practice suggestions on pages 7 and 8 for reading and copying the Reading and Self-Dictation Practice exercises.

① gave → a d. at 2. ⑦ d. tasks.
 ② d. → 2 → on → 2 → 2. ⑧ The 9 is
 20. ③ I → 9 the 2 to open. ⑨ → I
 2 the f paid → 2 your d × ⑩ d.
 ④ His "I" → make helped → 9 d. ⑪
 him I. ⑤ d. has Please 2 → on →
 the 2 last 2 as 10. ⑫ 2 has 2
 2. ⑥ The f. is the d. (71)

SELF-CHECK 1

To help you determine your progress from time to time, a set of short self-checks is provided in a separate pad that is included in your Text-Kit.

At this point you are ready to check your mastery of the strokes you have studied thus far. Turn to Self-Check 1 on the pad and follow this procedure:

1. Note the time at which you begin your work on the Self-Check.
2. Complete Part 1 of Self-Check 1.
3. Detach the sheet from the pad.
4. Transcribe (in longhand or on the typewriter) the sentences in Part 2 on the back of the sheet.
5. Note the time at which you complete the Self-Check.
6. Check your work against the key to Self-Check 1, which appears in your Transcript.
7. Compare your speed and accuracy achievements against the goals suggested for Self-Check 1. If you reach or surpass those goals, you may proceed to the next section with confidence; if you fall considerably short of those goals, you would be wise to review Section 1.

SECTION



In Section 2 you will study five new alphabetic characters. Before tackling the new strokes, however, see how fast you can complete the following alphabet recall.

13. Alphabet Recall. Underneath each of the following characters, write the longhand letter it represents.

— — • / , / 0








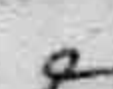
14. T. The shorthand character for t is a very short upward straight stroke.

T



// (Write several times, saying t aloud each time.)

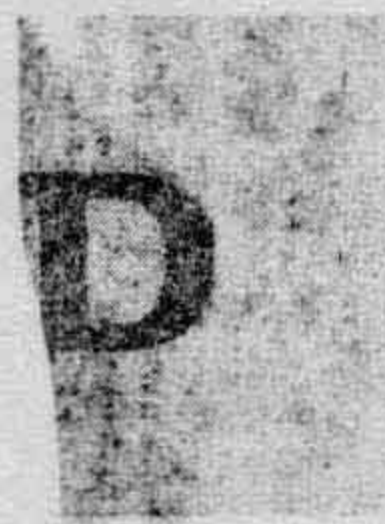
Practice these words. Write each word once. Then return to write each word two more times. Finally, fill the remaining space. Spell as you write.

eat, 	_____	meet, 	_____
e-t		m-e-t	
tea, 	_____	seat, 	_____
t-e		s-e-t	
stay, 	_____	team, 	_____
s-t-a		t-e-m	

QUICK CHECK (Read)

:





15. D. The shorthand character for d is a longer upward straight stroke, approximately three times as long.

D



//

(Write several times, saying d aloud each time.)

COMPARE:

T D

(Write t-d alternately a few times.)

Practice writing the following words, using the procedures suggested on page 7. Spell as you write.

aid, *a-d*

need, *n-e-d*

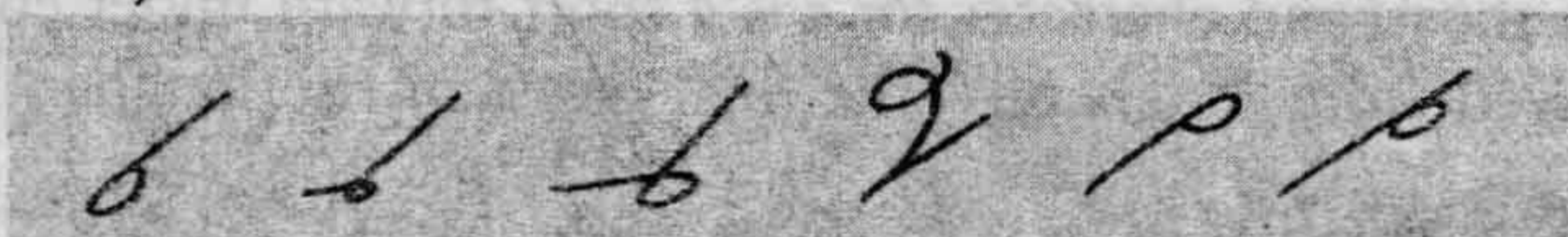
made, *m-a-d*

saved, *s-a-v-d*

day, *d-a*

date, *d-a-t*

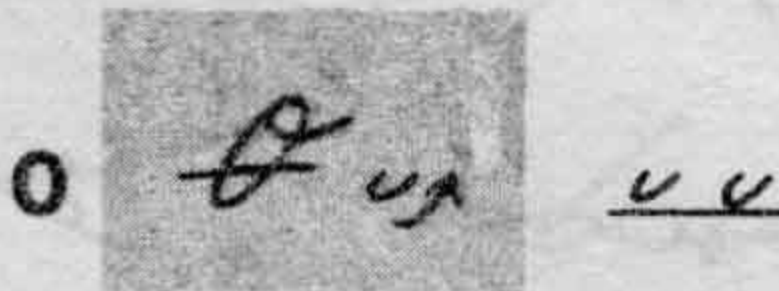
QUICK CHECK (Read)



16. Reading and Self-Dictation Practice. Be sure to follow the suggestions for reading and copying the Reading and Self-Dictation Practice given on page 7.

① I *all* P. ② *on*
d. *him* P for 15- ⑥ d. *for*
P. ③ *gave* — ⑦ *the*
a d. ④ *on* d. ⑧ *the*
P. *St.* ⑤ *on* 25- (44)

17. O. The shorthand character for o is a small, deep hook. Notice how it is derived from the bottom half of the longhand o.



(Write several times, saying o aloud each time.)

Practice these words as previously instructed, spelling aloud as you write each outline.

no, *n-o*

snow, *s-n-o*

so, *s-o*

note, *n-o-t*

own, *o-n*

tone, *t-o-n*

phone,
f-o-n

stone, A
s-t-o-n

Note: In own, tone, stone, the o is turned on its side. This enables us to obtain an easy, quick joining.

QUICK CHECK (Read)

\rightarrow $a \cdot b = c \cdot d$

18. R. The shorthand character for r is a short forward under curve. Notice how it, too, is derived from longhand—the final curve of the longhand r.

R

(Write several times, saying *r* aloud each time.)

Practice these words as previously instructed, spelling each word aloud as you write.

ear, e

e-I

dear,

d-e-r

near,

n-e-r

read,

r-e-d

fare.

f-a-r

more.

III-O-I

store.

s-t-o-r

freight.

f-r-a-t

Note: *Fr*, as in *freight*, is written with one smooth, flowing motion, without an angle between the *f* and the *r*.

QUICK CHECK (Read)

2 2 2 2 2 2 2

19. l. The shorthand character for *l* is the same shape as *r*, but it is about three times as long. Notice how it is derived from the longhand form.

L

(Write several times, saying I aloud each time.)

COMPARE:

R

L

(Write r-l alternately a few times.)