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A MANUAL
OF
ORTHOGRAPHIC
CURSIVE SHORTHAND

THE CAMBRIDGE SYSTEM.

BY

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Press Opinions of Cursive Shorthand.

Academy, April 6, 1889.—“The author has wisely discarded the impracticable distinction between thin and thick strokes; he allows only two sizes of each character instead of Pitman’s ten or eleven; and he is strictly phonetic...Cursive seems to be a better system than Pitman’s in every respect.”

Literary World.—“It can be absolutely scribbled without loss of legibility.”

Pall Mall Gazette, March 26.—“The book throughout is severely reasonable, contrasting favourably with Pitman’s *Manual*. Joined vowels are written in their proper order with the consonants, thus avoiding the uncertainty and worry of Pitman’s detached vowel dots and dashes, and no distinction is made between thin strokes and thick.”

Science and Art, March.—“His system only requires to be known to be largely adopted.”

John Bull, March 2, 1889.—“A system in our opinion far superior to any other....It is easy, and intelligible in theory, handy in practice and eminently legible. We strongly recommend it to students of Shorthand.”

School Guardian, March.—“Simple, scientific, and well adapted for general use.”

Mr H. W. Innes, B.A., of 42 Great Coram Street, Russell Square, W.C., a Gurney writer and reporter from the Metropolitan School of Shorthand, who holds the Certificate of the Phonetic Shorthand Writers’ Association for a speed of 160 words a minute, writes as follows in the Feb. No. of *The Office*, with regard to the ‘corresponding style’ of Cursive as developed in the Primer.

“Sir,—In a recent communication to your journal, I spoke of Cursive Shorthand as a system merely for popular use. Since writing the letter in question I have been in correspondence with Mr Callendar, and I find, after careful comparison, that his system, as expounded in the sixpenny Primer, is capable of expressing any passage, easy or difficult, with greater brevity and considerably greater expressiveness than is attainable with the Gurney system. Now that I have had it clearly demonstrated to me that Mr Callendar’s system needs nearly 10 per cent. less ‘inflections,’ uses more facile strokes, and, nevertheless, provides greater safeguards against faulty transcription than Gurney, I must apologise for my faulty valuation of ‘Cursive’ as an instrument for verbatim reporting. At the same time I may mention that it is capable of being written far more briefly than one would imagine from a perusal of the published text-books, and that we may look for further developments of the system in the future.”

H. W. INNES.

INTRODUCTORY REMARKS.

THE present system is an adaptation of the alphabet and principles of Cursive Shorthand to the common orthography.

Two and a half years' experience in teaching Cursive has convinced me that the difficulties which beginners find in learning to spell correctly *by sound* are much greater than I had previously imagined; and that it is unadvisable to attempt to introduce a *phonetic* system of shorthand at an early stage in education.

I have every reason to believe that the present adaptation of Cursive to the common spelling will be found much more simple and easy to learn than any of the phonetic systems at present in vogue. There is very little to learn beyond an alphabet of 26 characters, and the method of joining them. In fact many students have succeeded in reading and writing the present system with nothing but the bare alphabet to guide them.

With the exception that the method of spelling adopted is orthographic instead of phonetic, no change has been made in the fundamental principles of the system. These have been already discussed and explained in the introduction to the *Manual of Cursive Shorthand*. It is needless therefore to repeat them here.

The characters of the alphabet are for the most part the same as in Phonetic Cursive; but the change of spelling has made it necessary to rearrange some of them.

Advantage has been taken of this rearrangement to introduce several improvements in matters of detail, which have been suggested by the experience of teachers. The general style of the writing has been made even more flowing and lineal than before. The awkward backslope \ has been eliminated from the alphabet, and restricted to use in terminations, where it is comparatively harmless.

The writing requires no great niceties of penmanship. No distinction is made, as in other systems, between thin strokes and thick. Only two sizes of character are employed, instead of three or four. The vowel characters are connecting strokes joined in their natural order together with the consonants. The great majority of the signs are written on the ordinary slope of longhand, and the forms and distinctions between the characters are such as are already familiar to every one who has learnt to write in the ordinary style.

The system is strictly alphabetic. A letter is always represented by its alphabetic character. There are no alternative hooks and loops, or halving and doubling principles, to puzzle and distract the student. A word can be written in one way only. The rules are consequently very few, definite, and easy to apply.

In learning the system the student should work straight through the alphabet and following pages, writing and analysing every example as he comes to it. By the time he reaches p. 12 he will thus have become thoroughly familiar with the alphabet. He will then be able to read the specimen on p. 14, in which every word is spelt in full.

Letter	Example	Letter	Example
A -	Lab, act	N ~	know
B l	bad	O —	proof
C c	cabby	P ll	plate
D ~	adder	Qu ff	query
E 1/	fed	R @	roller
F >2	left	S 1/	sort
G (get	T ~	trust
H o)	hit	U /	upper
I 1/	city	V U	wavy
J x	jug	W @ >	wow
K)	luck	X s	exit
L o)	like	Y ~	eyes
M ~	melt	Z 1/	size

The arrows show the directions in which the characters are written.

Doubled letters are shown, not by repeating the character, but by putting a dot below; thus, — odd, — too.

Exception 1/ ee; thus, 1/ sleep, cp. 1/ sup.

GENERAL RULES.

1. Orthographic Spelling. All words, when written in full, are spelt according to the common orthography. The characters are to be joined together smoothly, without lifting the pen, or making any unnecessary angles or breaks. All the more common and important joinings are fully explained and illustrated in § 6.

2. Diphthongs. When two vowels come together forming a 'diphthong', the angle between them is slurred or rounded off into a continuous curve; thus, $i \text{ ai} = i$,
 $\text{oy} = \text{—}$, $\text{ou} = \text{—}$, $\text{eau} = \text{—}$.

When, however, the vowels are separately sounded, either the characters are separated, or the angle between them is marked, as in the words, or re-enter, — Oölite,
 — Deä, — create, — leo, — fiasco,
 — serious, — fuel, — poem.

3. The Two Sizes of Character must be carefully distinguished, just as C & c, e & l, are distinguished in longhand.

The first letter of a word is generally written so as to end on the line. The beginner should write between double-ruled lines at first, as in the following examples:

l c v i s (o i x) a n n = l p a v e n t e s s i . c () i t a n d s t . v s t e . v v . a n . r e n d . i n s t . a n t . s e x . s e r s . s t . f a b s . C r (= (= =) a g a i n s t . k i n g e t a p h .

4. Dividing a Word. A word may always be divided if it happens to be convenient.

The necessity for this, however, very seldom arises except in the case of compound words.

law suit, Wool rich, vir gin.

5. Punctuation is effected in the usual way, except the Hyphen +, and the Dash —.

Initial Capitals are marked thus —

J a c k, C l a y, S E, L S W R.

6. How to Write and Join the Characters.

In the following alphabetic list are given examples and explanations of all the joinings which are likely to cause the beginner any difficulty.

A - is a short horizontal connecting stroke.

It forms the diphthongs i ai, au, ay.

Ay may be curved either way. The form ~ is used whenever it joins more clearly or easily than the form ~, as after y yo ~ u thus, ay days, p quay; cp. y says, Q hay.

B l is written like the letter b, but with a more open loop and without the hook upwards at the end. It forms the compounds

bd l cl rob'd, bi f fr object, bl f able, br b bray, bs f fr absurd, bt l, br subtract, br f fr subvent.

C c is written like the letter c, but is not turned up at the end, unless followed by e.

Ch o is written and joined exactly like

the longhand letter s; thus, S chair,
S Christ, s ache, cp. S ahead.

Other compounds are; ck s suckle,
cl s close, cr c crouch, etc.

D and t have similar characters,
but that for d is made much flatter, and
about three times as long. It forms the
compounds dge j judge, dj y,
dle s fiddle, dr dread, dw y
dw S dwell.

E is a short upstroke; it must not be
confused with s, which is written downwards.

Ea may be curved either way like ay.

The form u is used except after n, l, h.

An angle must always be made after r
before u or i; thus u seat, u seas,

u eat, u real, u pearl, u years.

The diphthongs ee i, ei i, ie i, are all
written upwards much more steeply than u.

U steep, cp. u i stupid. eu i, ew i new.

F is joined without an angle after vowels; thus, if, (not f). It is joined to following characters like the longhand letter s; thus, ft 2 soft, fd 2 puff'd, fl 2, fr 2, is rifle, is afraid, fs 2 skiffs.

G is like the left-hand half of a capital G. It forms the compounds, gh 6 high, gl 8 glory, gr 6 agree, gn 6 sign.

H is a large circle or backward loop beginning at the bottom. It is distinguished from ch 6 by the way it is joined; thus, h hat, ch chat, wh what, wh which.

I is a short upstroke, like e, but dotted. ia i may be curved either way like ea; thus, is social, is optician; P chief.

J is like the letter j, but is not dotted.

K is like g, but is turned the other way. It is joined in the same way as g.

L is a small circle or loop like o 2, but is turned the opposite way, clockwise.

When standing by itself as an initial *L* is distinguished from *C* or *R* by prefixing a short hair-stroke showing the way it is turned.

In other cases the distinction is obvious; cp.

<i>L</i> black	<i>b</i> bread	<i>L</i> play	<i>b</i> pray
<i>L</i> clay	<i>c</i> crow	<i>i</i> little	<i>i</i> litre (Fr)
<i>a</i> addle	<i>d</i> dry	<i>L</i> slay	<i>i</i> Israël
<i>f</i> flow	<i>f</i> fro	<i>o</i> held	<i>o</i> herd
<i>L</i> glad	<i>G</i> grade	<i>w</i> world	<i>a</i> already

Other compounds are:—*lf* & *O* half, *lk* & *w* walk

lp & *O* help, *lt* & *i* will, *lv* & *y* salve.

M is like *n*, but much longer & flatter.

mp & *i* imply, *mb* & *i* limb, *ms* & .

N is like the first hook of the letter *n*.

No angle need be made in the compounds

ng & *i* singer, *nsp* & *i* inspect. Other com-

pounds are:—*nc* & *i* since, *nch* & *i* inches.

nd & *i* India, *nf* & *i* infer, *nj* & *i* injury

nl & *i* unless, *ns* & *n* sense, *nt* & *r* sent.

nk & *i* sink, *ngz* & *i* inquest, *nw* & *i* invent

O — is made about three times as long as a.
Oa — is distinguished from o by writing the a above; thus, o oar, o or; o oak.
oi — oi tail, ou — ou out, oy — oy boys.
P | is a long downstroke, like the upper half of the stroke of the letter p. It is made about three times as long as s. In joining s before and after P, the s-tick is sloped backwards, thus, sp | (= P) to spear, ps | (= P) c cusps.
ph bd, br phrase, ph phlegm; pl pl place.
pr b pr present, pt l pt depth, phth th.
Que q is like the lower loop of the letter f; it is turned the opposite way to j. q esquire.
R c is a small circle like l, but is always turned the opposite way, like the loop of the longhand letter e. For examples, see I.
The compound e ree is written like the e form of the longhand letter e; thus, e fierce.
Other compounds are:— rd e, rt e, rf s, rk s.
g work, rn or learn, pf p, rs p, rv f.

S is a short down-stroke like the tick at the beginning or end of a capital S. When standing alone, as an initial, it is written straight down, thus 1, to distinguish it clearly from 4 & e; cp. 1 S.E.

In the compound Sh the h circle is made smaller for neatness; Sh is distinguished from sr & by the way it is joined; thus; cp. or shed, is isri, or shred, o school.

Other compounds are:— sc c or scent, sk s sl s slew, sm m, sn n, sp l sphere, sq f square, st l still, sw r answer.

T is like the hook at the end of the letter t. Th is written like the letter D. At the end of a word the circle of the h need not be completed; thus, is with, l both.

Other compounds are:— tk o to sketch, tl o turtle, tr o truth, tw o two.

U is a long up-stroke on a flat slope, making an angle of about $\angle 30^\circ$ with the line.

U is distinguished from U ee by being written much less steeply; cp. U seen, U sun.
Diphthongs ua guard, ui suit.
V is distinguished from v ste by its size cp. v minster, v Minver, v stew, v view.
W (ε 3) is an upward hook, which may be turned either way. The first form is always used at the beginning of a word, except before r. Thus W ay, W oe, W et, cp W rite.
w o is distinguished from o th by its size. wh o is made by enlarging the w hook so as to look like the h circle; cp. W ho, W ha.
ws; at the end of a word the addition of the 3 tick to the w hook forms a loop; thus, W sews, W cows, W laws. Other compounds are:—
wk g h awk, wl o o owls, wu o down.
X s. No angle need be made in xh s, xp s, xt s, x extent, x exhort, x expense.
Y s. y yacht, y yet, y yore, y yule.
Z s. z daze, z Fitz, z puzzle.

SPECIMEN OF FULLY-WRITTEN STYLE.

THE preceding rules and examples will enable the student to read the ⁽¹⁾ specimen of writing given on the opposite* page, of which this page is a ⁽²⁾ key. Every word of this specimen is written in full letter for letter ⁽³⁾ just as it is here spelt. Nothing is left out. The small figures in ⁽⁴⁾ brackets show where each line of the shorthand ends, so that the stu-⁽⁵⁾dent may have no difficulty in finding his place in the key, if ⁽⁶⁾ he happens to be at a loss to make out a word. ⁽⁷⁾

The ability to write any word in full just as it is spelt, is ⁽⁸⁾ of the greatest value, especially for the correct spelling of proper ⁽⁹⁾ names and foreign words, which is often a serious matter, ⁽¹⁰⁾ and is quite impossible in any phonetic system. ⁽¹¹⁾

Even when thus written in full the system is very brief as contrasted ⁽¹²⁾ with ordinary writing. For practical purposes a still further increase ⁽¹³⁾ of brevity may be effected without any sacrifice of clearness, by ⁽¹⁴⁾ the use of shorter out-lines for such words as *and*, *the*, ⁽¹⁵⁾ *for*, *to*, etc., which occur so often in every page of English ⁽¹⁶⁾, and by the employment of a few other simple methods of ⁽¹⁷⁾ abbreviation, which are illustrated in the sections that follow, ⁽¹⁸⁾ and which constitute the ordinary style of Cursive.

In the reporting style two new methods are introduced, namely 'expression by mode' and 'phraseography.' These, together with the extension of the methods used in the ordinary style, combine to render the reporting style of Cursive as short, consistently with clearness, as any system of writing can possibly be made. It is intended to treat this subject more fully in a future publication, but the methods are so simple that it has been thought worth while to include a short sketch of them in the present manual. It is probable that the hints given on pp. 30—32 will be sufficient to enable any intelligent student to apply them successfully for himself without further assistance.

* After the execution of the plate it was thought better to arrange it so as to be on the *next* page, instead of the *opposite* page.

ကံ - ဘဲ ခို ယ .

ခ ကံ ခို ယ - ခို ခို ခို ခို ခို ခို ခို ခို (၁)
 ကံ - ခို ခို ခို - ခို ခို ခို , - ခို ခို ခို (၂)
 ခ . ခို - ခို ကံ ခို ခို ခို ခို ခို ခို (၃)
 ခို - ခို ခို . - ခို ခို . ခို ခို ခို (၄)
 ခို ခို ခို - ခို ခို ခို , - ခို ခို (၅)
 ခို - ခို - ခို ခို ခို ခို ခို , (၆)
 ခို - ခို - ခို - ခို - ခို . (၇)
 ခို - ခို - ခို - ခို - ခို - ခို , (၈)
 - ခို ခို , ကံ ခို ခို ခို - ခို (၉)
 - ခို - ခို , ခို - ခို - ခို , (၁၀)
 - ခို ခို - ခို - ခို .
 ခို ခို ခို - ခို - ခို - ခို - ခို (၁၁)
 ခို - ခို . ခို - ခို - ခို - ခို (၁၂)
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 - ခို - ခို - ခို - ခို - ခို - ခို .

9. Abbreviations. The following methods of abbreviation are used in correspondence and in ordinary writing.

(a) The vowels a & e are omitted before m & n, except initially and in rare words; thus, c can or con, or alphe, or atmospn.

An omission of this kind can always be corrected, if desired, by writing the omitted character above; thus, k band, k bond.

(b) Dots are generally omitted in common words such as it, in, is, if, him, his, will.

(c) Initial Th is omitted in all common words. The omission is shown by writing the rest of the word above the line; thus, the, they, this, them, tho', that.

Exception. The character a written above the line stands for the word and.

(d) In adding inflections to words ending in y, the y is not changed to i or ie; thus, I appl^{ie}d, 3 tr^{ie}s, 4 easy^{est}, 9 happy^{er}.

(e) Some common terminations are abbreviated as shown in the following list:—

Ed. The e may generally be omitted; thus, us'd, kiss'd, stirr'd.

Full & fl; useful, beautyfully.

Hood & hd; manhood.

Ing \; using, saying, seem

This form is used only for the inflection ing and not in such words as king, cp. sing, singing. It is better to curve the stroke, thus \, after d, m, n, t, v, & vowels.

Ight ~ t, below; night, & light.

Ion / un, dotted if necessary; action.

Ity \ y, above, abilities, peculiarities.

Less & ls; thankless, fearlessness.

ly \ y, below; nearly, easily, daily.

ment ~ mt; comment, arrangement.

ness ~ ns; happiness, thoughtfulness.

Ough — o'; ought, brought.

Ther & hr; others, ward & ard, & ward.

10. The general method of abbreviating long words is to write only the first syllable, and, if necessary, to indicate the termination by writing the last letter or two, separated by a small interval from the first part; thus, *sc* different, *sc* difference, *I* acknowledge, *1.* especially, *cc* circumstance, *&* extraordinary, *%* representative.

In many cases the termination may be joined, as in the last three examples.

11. Phrases. Words may often be joined together provided that they are closely connected in sense. This applies especially to common words, auxiliaries, and particles, such as those contained in the list on the opposite page: *ex. gr.* *Am* able to do, *vs* as it is, *or* I am not, *or* I have had, *or* I shall be very, *or* to be, *or* I ought to have been, *or* with a view to.

12. The following is a list of the abbrev^{ns} for common words used in the corresponding style. Many of them are such as are commonly used in longhand.

about	l	ever	?	right	at	e
always	~	(for)	~	(for)	~	round)	~
(am ~, I'm ~	~	friend)	~			self	~
amount	~	good	(shall)	~
an (or a)	-	great	(she	~
and, any	~	have)	~			should	~
are)	~	make	~			themselves	~
be)	~	might	~			therefore)	~
because)	~	more)	~			thing	~
between)	~	most	~			thru'out	~
but	l	not ~, that	~			to ~, into	~
can)	~	nothing	~			under)	~
child	~	of —, of the	~			week	~
could	~	on ~, only	~			would	~
do)	~	one ~, once	~			which)	~
down	~	perhaps	~			(with	~
						you)	~

၁၈၈၅ ခုနှစ်၊ ဇန်နဝါရီလလယ်တွင်
 ဘုရားရှိခိုးတော်ကြီးတို့သည်

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THE STATE OF ENGLAND IN THE REIGN OF CHARLES II.

It is time that this description of the England which Charles the Second governed should draw to a close. Yet one subject of the highest moment still remains untouched. Nothing has yet been said of the great body of the people, of those who held the ploughs, who tended the oxen, who toiled at the looms of Norwich, and squared the Portland stone for St Paul's. Nor can very much be said. The most numerous class is precisely the class respecting which we have the most meagre information. In those times philanthropists did not yet regard it a sacred duty, nor had demagogues yet found it a lucrative trade, to talk and write about the distress of the labourer. History was too much occupied with Courts and camps to spare a line for the hut of the peasant, or the garret of the mechanic. The press now often sends forth in a day a greater quantity of discussion and declamation about the condition of the working man than was published during the twenty-eight years which elapsed between the Restoration and the Revolution. But it would be a great error to infer from the increase of complaint that there has been any increase of misery.

The great criterion of the state of the common people is the amount of their wages; and as four-fifths of the common people were, in the seventeenth century, employed in agriculture, it is especially important to ascertain what were then the wages of the agricultural industry. On this subject we have the means of arriving at conclusions sufficiently exact for our purpose.

It seems clear that the wages of labour, estimated in money, were, in 1685, not more than half of what they now are; and there were few articles important to the working man of which the price was not, in 1685, more than half of what it now is. Beer was undoubtedly much cheaper in that age than at present. Meat was also cheaper, but was still so dear that hundreds of thousands of families scarcely knew the taste of it. In the cost of wheat there has been very little change. The average price of the quarter, during the last 12 years of Charles the Second, was fifty shillings. Bread, therefore, such as is now given to the inmates of a workhouse, was then seldom seen, even on the trencher of a yeoman or of a shopkeeper. The great majority of the nation lived almost entirely on rye, barley, and oats.

The produce of tropical countries, of mines, and of machinery, was positively dearer than at present. Among the commodities for which the labourer would have had to pay higher in 1685 than his posterity now pay, were sugar, salt, coals, candles, soap, shoes, stockings, and generally all articles of clothing and all articles of bedding. It may be added, that the old coats and blankets would have been, not only more costly, but less serviceable, than the modern fabrics.

II (1) - u' n - ne r en - 6; -
 ne - x' n': (2) - lo x' n e, - a
 u, u' ne. (3) - 6^ n e, - ne - x'
 w n o, ^ a - e. (4) x' w n o,
 n, n a, u u d! ? n e, n u n.
 (5) a ne w n' p, n e o w n, u n.
 (6) - ' e n' n n e - u, u' n - ' l +
 z - ' x, n n - e' x. 7. (7) x' w
 n n, n' n e n n. - ^ n n' n' n.
 (8) - o w n n, n n, - n n' n'
 ne - ' n. - ^ n n. (9) 6' n - ' n e
 n' n o n n e, - n n n n: (l' p
 o e' n n;) ' n - ' n e' n n
 (10) - w n o, p n - ' n n n n n;
 - 6 n a e n, ' n o n n: l - a n' n
 e n n. (11) ' n - n n n n n -
 6, - n n n n n; - a n n n n.
 (12) u' o n n n, o, - a n, - a n,
 - a n: - ^ n n n n n.
 (13) - ' x' n n n, - x' n n n,

(14) 2 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039

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French. (é final = \, ée = \ \ .)

॥ श्रीगणेशाय नमः ॥
 - श्रीगणेशाय नमः - श्रीगणेशाय नमः,
 श्रीगणेशाय नमः; श्रीगणेशाय नमः - श्रीगणेशाय नमः
 श्रीगणेशाय नमः, श्रीगणेशाय नमः, श्रीगणेशाय नमः
 श्रीगणेशाय नमः, श्रीगणेशाय नमः, श्रीगणेशाय नमः
 श्रीगणेशाय नमः, श्रीगणेशाय नमः, श्रीगणेशाय नमः
 श्रीगणेशाय नमः, श्रीगणेशाय नमः, श्रीगणेशाय नमः
 श्रीगणेशाय नमः.

German. (C = c, g = c, sch = s, xi = , ung \\ h o is omitted after vowels and t.)

I have been thinking about you very much lately. I hope you are well and happy. I am still working hard, but I will try to find some time to write to you more often. Love, Mom

၁၈၈၂ ခု ခုနှစ်တွင် နယ်လုံး
 ကျယ်ပြန့်စွာ၊ လူသားများနှင့်
 တွေ့ဆုံ (၁၅) နှစ်မှစ၍ ၁၉၀၀ (၁၆၀၀)
 ခုနှစ်တွင်၊ ၁၈၈၂/၁၈၈၃ ခုနှစ်...

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Ἐπειδὴ περ πολλοὶ ἐπεχείρησαν ἀνατάξασθαι διήγησιν περὶ τῶν πεπληροφορημένων ἐν ἡμῖν πραγμάτων, καθὼς παρέδοσαν ἡμῖν οἱ ἀπ' ἀρχῆς αὐτόπται καὶ ὑπηρέται γενόμενοι τοῦ λόγου, ἔδοξε καὶ μοι παρηκολουθηκῶτι ἄνωθεν πᾶσιν ἀκριβῶς καθεξῆς σοι γράψαι, κρᾶτιστε Θεόφιλε.

ST LUKE i. 1—3.

'w—h r'dh—ex II.

na n' h—h o ex 'k h
 h w—s. w n f—o n v o r
 no. q a w h u—b h—h,
 r o a e' h, o n n' s, o n
 v' o r—n o, f e' h e n u d l a.
 n e c p n o l u. 'r n s' k i' s
 h o r a' r h n u. r n n f o h u
 n w a n—h n, n e s h u
 n n—s a y a, u y—s l' a—d
 f. a n e n n o r d c h—c y b
 -s d' a—h, f' a—n o e. 'h
 n n n o r—u—b p'—s—s
 n l' a—c n ' n l h n
 28 r o h' a n—' q n. l u n
 l—b n o n n i' a—c n ' a h n
 - n e.

'b e n—w—c n h 1' n—' q;
 - 4/5—c n h 2, r' 17 n, n r b e n,
 n a k a n e n n o n n i' a—b e n

၁၆၈၅ ခုနှစ်၊ ဇန်နဝါရီလလဆန်းလဆန်း
 ရက်စွဲတို့ကို

၁၆၈၅ ခုနှစ်၊ ဇန်နဝါရီလလဆန်းလဆန်း
 ၁၆၈၅ ခုနှစ်၊ ဇန်နဝါရီလလဆန်းလဆန်း
 ၁၆၈၅ ခုနှစ်၊ ဇန်နဝါရီလလဆန်းလဆန်း
 ၁၆၈၅ ခုနှစ်၊ ဇန်နဝါရီလလဆန်းလဆန်း
 ၁၆၈၅ ခုနှစ်၊ ဇန်နဝါရီလလဆန်းလဆန်း
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II (1) - 'x u' n - x i l e - C; -
 ~ - x' n': (2) - l o x' n e, - a
 x, u' x. (3) - G ^ n i, ' ~ - x'
 m ~ o, ^ e ~ i. (4) x' m ~ o,
 o, o e, ~ ~ ~ ? n i o ~ ~ ~ .
 (5) a ~ o m ~ ' x, o ~ o m ~ ~ , ~ ~
 (6) - ' x n' x n l - ~ , x' n - ' l
 ~ - ' x, ~ ~ ~ ~ ~ . (7) x' m
 ~ ~ , x' n l ~ ~ . - ^ x ~ ~ ~ .
 (8) - o m ~ ~ , ~ ~ ~ , - l ~ ~ ~
 ~ - ' ~ . - ^ l ~ . (9) G' ~ - ' ~
 ~ ~ ~ ~ ~ , - ~ ~ ~ ~ : (l' x
 o ~ ~ ~ ~) ' ~ ~ - ' ~ ~ ~
 (10) - m ~ ~ , x ~ ~ ~ ~ ~ ~ ~
 - G ~ ~ ~ ~ , ' ~ ~ ~ : l ~ ~ ~
 ~ ~ ~ . (11) ' ~ - ~ ~ ~ ~ ~ -
 ~ , - ~ ~ ~ ~ ~ ; ~ ~ ~ ~ ~ .
 (12) x' o ~ ~ ~ ~ , o, - a ~ , - a ~ ,
 - a ~ : - ^ ~ ~ ~ ~ ~ .
 (13) - ' ~ ~ ~ ~ ~ , x' ~ ~ ~ ~ ,

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ST LUKE I. 1—3.

Italian. (Final e is omitted after conson^{ts})

oime i k go m r C i o c o i
 7, k v p i n f i s k i, 2. C
 z i c u j, i o d r p, i k r e, i o i
 n U r h y. n f o d e y i o r v e j n n
 i l o r n n e, q i n o o o o l y k z e,
 b o i, i l o n c o o o o o k y. L u i
 i p o i l y, i o c o t n n j i n e, i
 n, o m k o n i n i l o r.

Latin. (Final um is written -.)

- k y o o l. b u n c y o n e b r n. u e
 n r n h. n y c o j o l e r n b r, n o l
 n e n o c o j o k p o. n e n. n e j o t
 n; n k y e y l o r n r c o, q y n d
 o n r l o c o, j c o, n e l o p k, n r
 k y l o r q i.

Greek. (η, ω -) η β λ ο θ ο μ σ ρ

η β λ ο θ ο μ σ ρ, θ λ ο μ ο
 ρ α γ ο η β λ ο θ ο μ σ ρ, n n
 η β λ ο θ ο μ σ ρ, η β λ ο θ ο μ σ ρ,

[illegible]

LOCAL GOVERNMENT.

I agree with Sir Charles Dilke in attributing the utmost importance to the question of local government in the future. I agree with him in the estimate which he has formed of the high place that question will occupy in the programme of the Liberal party. Experience justifies us in the hope that the Reformed Parliament will do much in the direction of completing the work which previous Reformed Parliaments have commenced. What was the main and the material advantage which resulted from the Reform Bill of 1832? It was the concession of municipal government to our country towns—a concession which has been highly appreciated, and which has been wisely used, and which has added most materially to the comfort and the happiness of the populations concerned. And what was the greatest result of the Reform of 1867? It was the extension of the functions of local governments by the creation of a system of education, national in its scope, but locally administered. And it remains for the Reformed Parliament which will meet in 1886 to complete this work and to carry it further. I can conceive of no nobler and no more congenial task for those who represent the whole people than that of extending to the counties and to the metropolis and to the sister kingdom the liberties and the institutions which have conferred so great a benefit upon us in the provinces. Gentlemen, local government is important altogether beyond its local usefulness. It is the best political education, and I am convinced that the welfare and the contentment of the whole population can only be secured in proportion as the whole population are called in to take a part and a share in the obligations and the responsibilities of government. But, the extension of municipal institutions is not all that we have to do in the way of local government. We have in the future to elevate our conception of the meaning of the word. It is not merely a parochial and municipal, it is not even merely a provincial question, it is a national question also. What are the great problems of the future? We have to deal with obstruction in the House of Commons. We have to deal with the system under which the greatest legislative assemblage in the world has begun to lose its usefulness, and in consequence lose its influence. And that result can never be accomplished as long as the Imperial Parliament is burdened with an ever increasing amount of petty detail with which it is incompetent to deal, and which ought to be referred to other bodies.

What are the two greatest and most pressing needs of our time? I think most men would say the provision of healthy decent dwellings in our large towns at fair rents, and in the country facilities for the labourer to obtain a small plot of land which he may be able to work.

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