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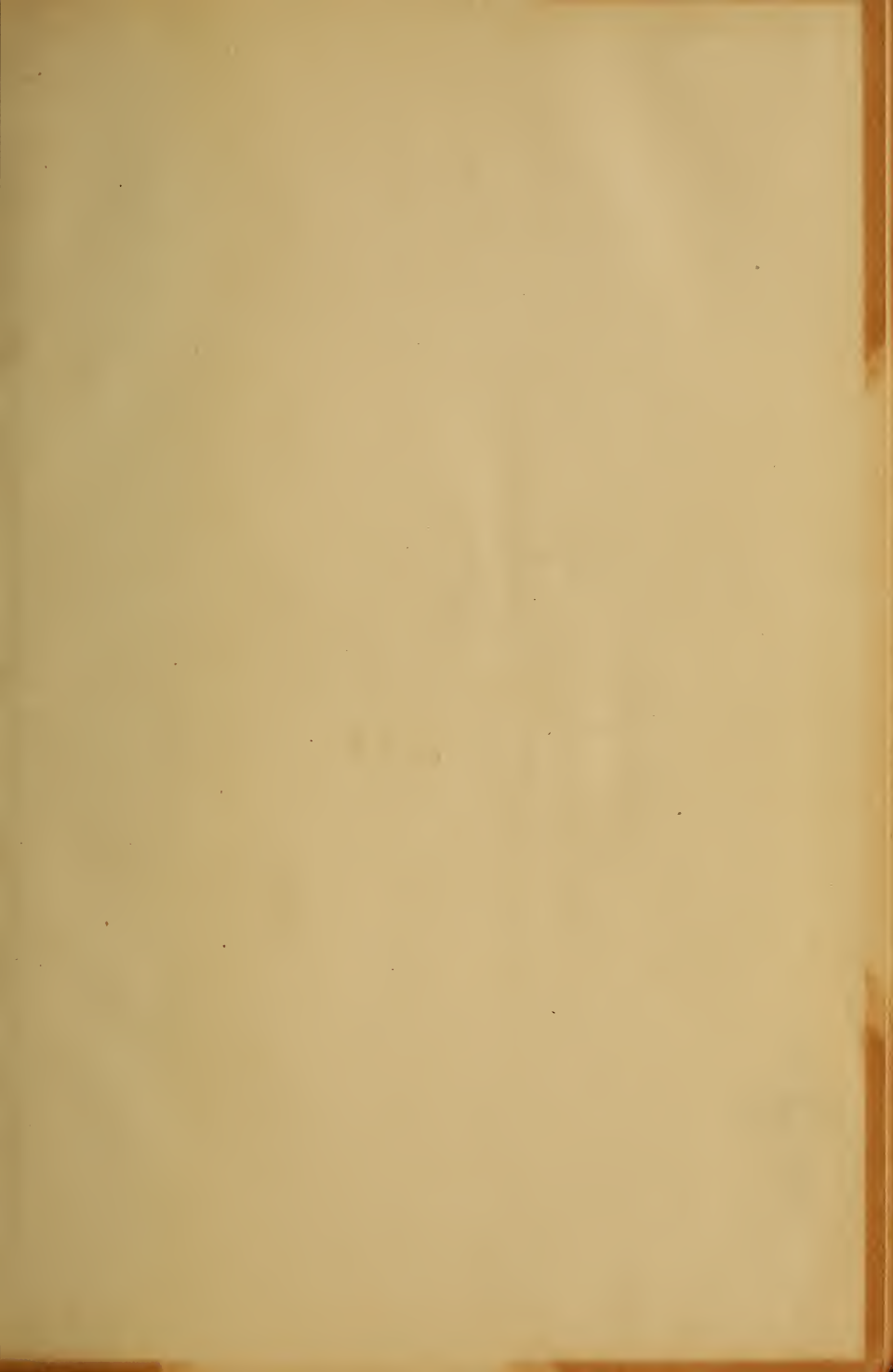


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UNITED STATES OF AMERICA.







THE
 ALLEN METHOD
 OF
 SHORTHAND,
 TAUGHT BY
 N. CLEVELAND, ALBANY, N. Y.

A Pamphlet of Information.



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TO THE READER:

This circular advocates a new departure in the field of phonographic education. It represents a system based on years of experience in professional work and in teaching, that is thoroughly practical, and in its plan of study and other respects distinct from any other. The Allen Method has earned its high position in the shorthand world by proving that phonography may be learned with an ease, certainty and speed that is nothing short of marvelous to those acquainted only with the common systems. It has been well tested, and is thoroughly reliable. It has come to stay.

The statements in this circular are based on facts, and are not exaggerations in order to get pupils. The Allen Method is fully able to stand upon its merits, and does not need to have any misstatements made in its behalf, or any claims that will not be realized.

We recognize the merits of former systems and the benefits they have conferred, and whatever is said about them here does not result from prejudice or ill-will toward them or any of their representatives; but the surprising number of those who have by their mode of study failed in their efforts to become practical stenographers, and the thousands that are even now going on to meet disappointment in the same way, both warrant and demand a remedy, and it is but right that they should have it.

Much information regarding the stenographic art, and our Method and how to learn it, is given in this pamphlet. I shall be glad to answer any inquiries on any of these subjects.

NEWCOMB CLEVELAND.

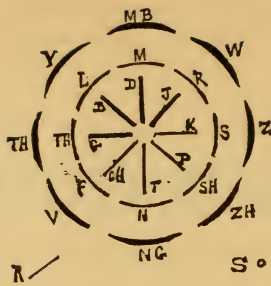
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SHORTHAND.

SHORTHAND is the art of writing with the rapidity of speech. It is also called stenography and phonography. Stenography means "condensed writing," and phonography "sound-writing." All systems of shorthand, as well as the letters of the ordinary alphabet, are phonographic, for they represent sound. The only difference is in the completeness and accuracy of that representation. The best kinds of shorthand, by more minute analysis of English sounds, represent them more accurately, but in no system adapted to verbatim reporting can every sound be recorded. Only the outline, the suggestive part of the word, can be expressed in fast writing. The writing must be "condensed." Therefore stenography and phonography are both correct terms to designate modern shorthand.

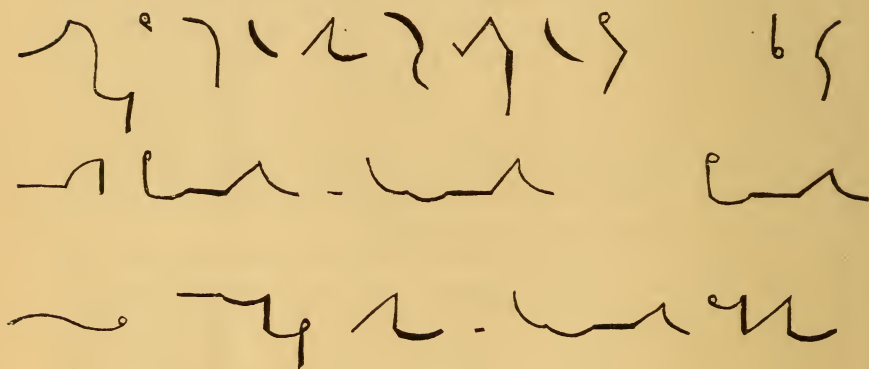
Many people, however, call the systems based on the ordinary alphabet stenographic, and those on the special more accurate alphabet, which is much better for shorthand purposes, phonographic. The Allen Method is based on the latter.

We give below a diagram showing the consonants as used in the Allen Method. The vowels can be represented in various ways, but are not expressed in shorthand, except in a few words. It will be seen that the sounds of the English language (and not the common alphabet) are taken as a basis of phonography, and that sounds resembling each other are given similar signs; as, for instance, the sounds of P and B, being very much alike, are represented by strokes in the same direction, but one heavy and the other light. This alphabet is simple and can be used rapidly, but by lengthening and shortening the strokes, by adding hooks, loops, etc., of various kinds and in different positions, to represent frequent combinations, and modifying the simple signs in other ways, great speed is reached and it is possible to write as fast as words are spoken.

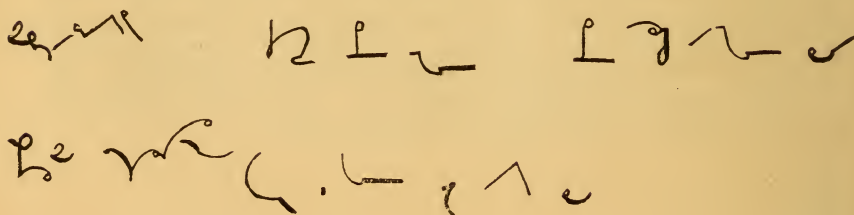


H is omitted. The sound of the heavy TH is heard in the word THEN, and of the light TH in the word THIN. The sound of ZH occurs in the word USUAL.

To show the application of this kind of shorthand in the simplest form, the first three sentences on the preceding page are repeated in phonography:



The first four sentences in an advanced style would be:



Within the last half century shorthand has come into great prominence. Its value has increased steadily and rapidly; it has become a necessity to many professions and kinds of business; it has opened new avenues of employment to thousands; it has taken rank with the noblest of the arts and sciences—and yet it has but reached the threshold of its domain.

THE VALUE OF SHORTHAND.

I. FOR PERSONAL USE.

In view of the amount of writing that is done nowadays by all persons and for all purposes, the mere fact that shorthand can be written with many times the speed of longhand gives it a value that cannot be estimated. Longhand (ordinary writing) can be executed at a speed of about fifteen to twenty-five words a minute, perhaps a little more. Shorthand can be legibly written at one hundred and forty to two hundred words a minute, or seven to ten times as fast as longhand!

The ability to write in this way is a useful aid to the individual in making personal memoranda and drafts of letters or literary articles, recording sermons or lectures for future reference or reading or to read to others, for corresponding between friends, and, in fact, for doing any writing with quickness and ease. It is also useful where it is desired to keep private any memoranda or correspondence.

For the **clergyman** shorthand will save most of the time and labor of writing his sermons and addresses, and will put them into such compact form that he can read several sentences at a glance, and need not be confined to his notes when speaking.

Authors and **editors** find that shorthand makes their work more effective, as it does not hinder or interfere with the expression of thought. It also, of course, enables them to do the mechanical part in much shorter time than by longhand, and with less effort.

Lawyers by it can do their own shorthand work and save the expense of a professional stenographer, without depending on the court reporter. They find it specially useful in many other ways.

To **students** of all kinds shorthand can be made of great service. Lectures as a means of giving instruction are widely used now, and are becoming more and more popular. They are always important, and sometimes essential parts of a course. In longhand nothing but the merest outline can be preserved, and much that it is desirable to remember is lost through the inability of pen and memory to retain

it. The writer of shorthand has an advantage which only those familiar with the circumstances can appreciate. Every syllable that falls from the lips of the lecturer, every delicate distinction and shade of expression can be preserved in black and white to help during the school or college course, and to be reliable for reference in after life. The ability to write shorthand may to that extent make the difference between an imperfect and a thorough education, and so modify all the years that follow.

Students find shorthand useful also in copying from books of reference, drafting essays, etc.; and besides all this, it is an art for which there is always a live demand, and which can be relied on as a means of self-support. It is something which will be of value in any business or profession, and as a personal accomplishment alone will repay all the trouble of acquiring it.

It has formerly taken so long a time to learn shorthand, and there has been so little prospect of success in the study, that students have been rather slow to take it up; but by the Allen Method both these objections are overcome, and many students in college and elsewhere have in a comparatively short space of time been able to take advantage of its benefits.

Phonography gives good mental drill to the learner, opens new and interesting fields of study, and tends to make the ear and the pronunciation accurate. We believe the day is coming when it will be taught in the schools as a regular branch of education.

II. AS A BUSINESS.

Money is earned by shorthand in various ways. The majority of those who make it a profession are employed as

AMANUENSES

by manufacturing and mercantile houses, railroad and insurance companies, authors, etc. The stenographer takes down in shorthand the correspondence as it is dictated, and writes it out in long-hand or on the type-writer, usually submitting it for approval to the employer, who can thus answer his letters with promptness and in his own language, and save his time for other matters. Business men appreciate these facts, and every year the number of those who employ amanuenses is increasing.

The work is not tiresome and is generally very pleasant. It requires a speed in shorthand of about eighty to a hundred and twenty words a minute, ability to read the notes quickly and correctly, and a thorough understanding of punctuation and spelling.

It is well for an amanuensis to be a good penman or know how to use the type-writer. A knowledge of grammar and the ability to write a good business letter are not always necessary, but are very desirable, and frequently turn the scale in the question of securing or retaining a position.

The **salaries** paid cover a wide range, say from five hundred to two thousand dollars or more per year, depending on the skill and experience of the stenographer and the kind and amount of work to be done. The usual wages paid to an amanuensis of medium qualifications, without much experience, are twelve to fifteen dollars per week. Some beginners might be obliged to commence on a little less, while many experienced persons receive much more—salaries of from \$75 to \$125 per month being quite common.

An amanuensis is acquiring **additional skill** while using what is already acquired and receiving pay for it, such a position being a stepping stone between the learner and the court-reporter.

To a **young man** desiring to enter business or to advance rapidly in the commercial world, a position as stenographer in a large establishment offers many opportunities that he could not get in any other way. He is at once at headquarters. He has every opportunity of observing the management and details not only of the particular house which employs him, but of the whole branch of industry of which that firm is a part. By the nature of his duties he is not confined to the workings of one department, but is brought into contact with nearly everything that transpires. The knowledge thus acquired is so much capital in his after career. He has at the start about double the pay, and in most cases pleasanter work and better prospects of advancement than he would have in an ordinary clerkship.

Stenography is a most useful profession for **women**, and in nearly every department they have the same opportunities and are as acceptable as men. The work is not nearly so hard as many other things which women do for a living, and commands a salary much higher than could be earned in other ways. Stenography has conferred a great boon on thousands of young women by opening the way to desirable and profitable employment, giving comfort and independence.

LAW REPORTING.

Law reporting requires a higher rate of speed than writing letters from dictation, say 140 to 180 words a minute, and demands better general education and stricter accuracy in writing. Errors in the shorthand notes or in the transcribing that might in ordinary cases be pardoned would be fatal to the success of a court reporter. Some

familiarity with certain forms of law, such as the laws of evidence, is also desirable.

Almost all courts now have official stenographers, in most cases employed on a yearly salary. Often the official duties do not require the entire time of the reporter, and much outside work may be done in connection. Stenographers frequently do a general shorthand business, such as reporting sermons, lectures, and meetings, taking special cases in court or before legislative bodies, doing type-writer copying, and piece-work for authors and others who do not need a stenographer regularly. In many cities a large income can be obtained in this way.

As a rule, regular law reporters are paid ten dollars per day, and ten cents per folio of a hundred words for writing out the notes, which usually amounts to \$8 or \$10 more. Some professionals receive as high as \$25 per day for their services. Official reporters receive, say, from \$1,500 to \$3,000 per year, and extra allowance for copying. Various rates are paid for special business.

This class of work ought to bring an income of from two to five thousand dollars a year to any competent stenographer in a good location.

Few people realize the inconvenience and loss that would be occasioned if the courts and legislatures were obliged to do without stenographers even for a short time. Shorthand plays an important part in the political as well as the business world, and is almost indispensable to both.

ABOUT SYSTEMS.

There are so many varieties of Shorthand that it is often hard to decide which to adopt.

Some of them are worse than useless, because they are so poorly adapted to actual work that scarcely any one can use them to advantage, and it is a waste of time to learn them. Others are good ones to write, but are very hard to learn, and in many cases the unexpected amount of labor needed to make them practical causes the student to give up in despair, and so derive no benefit from this most useful and valuable art.

If learners commence with a poor system, they will not only lose many of the advantages offered by the best methods, but will greatly increase the difficulty of learning a better one afterwards, should they desire to do so. The bad habits of writing will constantly interfere and be a cause of annoyance and delay.

It is, therefore, of the greatest importance that the very best kind of shorthand to be found should be studied at the outset, and for that

reason considerable space is here given to a comparison of other styles with the Allen Method, which we believe to be the best yet invented.

The old-time stenographies have had their day, and, though some of them are still offered to the public, they are looked upon with disfavor by the profession, and will doubtless soon disappear. Most of the systems having an alphabet entirely different from that shown on page 4 are not well suited to actual work. Several of them, in trying to escape from some real or fancied difficulty, seem to have fallen into others much worse. The systems founded on the common phonographic alphabet are the most useful and popular, and number among their followers almost all the practical stenographers in America.

Besides the alphabet, they have in common a few of the later principles ; but these can be part of a complicated, illegible, and slowly-written system, and can also form the basis of a rapid, plain, and easy style of writing — the difference between which is the difference between a valuable and a worthless possession.

That system should be selected which is the **BEST TO USE** and the **EASIEST TO LEARN**. The best for practical use is that which is the simplest, the most rapid, and the most legible. It is believed that the Allen Method leads in all of these particulars, and on page 18 are shown the reasons. The Allen Method is also the

EASIEST TO LEARN,

and in this respect acknowledges no rival.

The *great objection* to the old systems is that but a small proportion of those who commence to study by them succeed in reaching a respectable speed, and that those who manage to finally gain such a speed are obliged to spend from two to ten times the amount of work needed by the Allen Method to accomplish the same or a better result. A system may have been written by an expert at a high rate of speed, it may be legible as print, it may be marvelously scientific and complete, it may be used by many professional reporters, and be taught all over the country ; and yet, if it offers to the average student only one chance in ten of final success in getting the desired proficiency, and even then will require several times as much work as is needed by a better system, no one knowing the facts would want to study it.

It is well known that many drop shorthand without apparently getting a particle of good from it, without acquiring any practical ability, and with no return for the time and money they may have spent on the study. Of those who continue, many are obliged to labor for years to reach even a moderate speed. The proportion of

successful students by the prevalent methods of teaching phonography is astonishingly low, and without doubt much lower than in any other similar study. Especially is this true in the case of those who study by mail, and with certain of the more complicated styles. Of course it is to the interest of teachers of the old methods to say nothing about these failures, referring only to exceptionally good results, but the facts cannot be concealed, and may be noted by any careful observer.

As one or two specimen results, we cite the following :

A school using one of the best of the popular phonographic systems, and having the endorsement of a leading exponent of that system, turned out but ten per cent. of its scholars as competent stenographers, after a period of one year ! This school is in some respects above the average of similar establishments.

A brilliant journalist, with more time at his command than most students give to it, and with instructors at the highest price, after working at shorthand five years, could write no faster than an ordinarily rapid longhand penman.

A young man, following a vocation requiring at least intellect, devoted his hours to it when away from business (and there were enough of them), for seven years, with about the same result.

A college student, afterward a lawyer, gave the study some time nearly every day for eight years, without making it of practical value.

The former person afterward doubled his speed in a few lessons (not by the old method), and soon became a verbatim reporter. Both the latter abandoned the art in utter despair. Failures like these are too frequent, and have in a great measure prevented the general adoption of shorthand. They result from various causes — too complicated a theory or too much of it, or a slowly written or illegible system ; but probably the cause of nine-tenths of them is the plan of study.

HOW TO STUDY SHORTHAND.

It should be borne in mind that the chief and, to most people, the only value of shorthand is its speed, and that the quick attainment of speed is the object of every student. This cannot be gained by any amount of head-knowledge of the principles of shorthand, but only by becoming able to use those principles and apply them quickly, without thought, to the words that are being written. The rules of writing must be used mechanically, automatically, as a matter of habit. We write in the ordinary way mechanically; we are not obliged to stop to think whether the letter "h," for instance, should extend above the line or below it, or whether the letter "m" should have three down strokes or only two, and it is not only possible, but

absolutely necessary, that shorthand should be written in a similar manner.

Most of the failures are at this point. There are thousands of persons who understand the principles of shorthand well enough to make them good stenographers, but who have not the power of applying those principles quickly, nor the prospect of getting it. In all ordinary cases their knowledge of shorthand is good for nothing.

Still, *every system of shorthand in the world*, so far as we know, with the exception of the Allen Method, is arranged in a way that might be suitable if theoretical knowledge of principles were the main object, but which *is directly opposed to the quick attainment of mechanical skill, which is the only road to success in the study.*

They recommend and require that the whole, or at least the principal part, of what is called the theory, *i. e.*, the principles and details of the art, be gone over by the student before rapidity of writing is made an object. The entire mass of rules, exceptions, word-signs, arbitrary contractions, and miscellaneous expedients is crammed into the student's brain, with perhaps some use of them in slow writing, but without any being made practical, and all a source of constant hesitation and delay, and then the learner is expected to practice on all of them together in order to make them mechanical and so get speed. Consequently he must keep almost the entire contents of the text-book before his mind when writing, so as to have every rule in readiness for use when needed, as well as be able to decide which of several ways of representing a sound is the best, think of the right contractions or word-signs for particular words, and pay attention to the matter he is trying to write, and to the formation of the characters.

The strain on the attention and memory is intense. It is confusing and distracting, and prevents that concentration which is essential to the best results. The mind is at a great disadvantage, and cannot act with the directness and force that would be possible if there were but one subject before it. In this condition nothing but slow progress can be expected.

Again, to make a principle of writing automatic, it must be firmly fixed in the mind by using it repeatedly. Each instance of its use makes a slight impression, and if these follow each other closely, with nothing else between, they quickly deepen and form a habit. If, however, after once using a principle the attention is turned with the same intensity to a score or so of different subjects, as happens in the common way of practicing, these other matters obliterate the impression first made, and when the principle is again used it has little more effect than it did previously; in other words, it must repeat its work, and instead of strengthening and deepening an impression already made, must commence afresh. This process must be

repeated again and again before the desired end can be reached. Thus there is an enormous waste of effort, and practice that ought to give a good speed is to a large extent lost, and accomplishes but little.

In this respect the Allen Method is totally different from all others. By an original and unique arrangement, and by the introduction of new principles as well as changing the old, it has made it possible to practice for speed from miscellaneous matter almost from the very start, and at the same time to have but one or two new principles at once, so that the attention is concentrated on those only, and they are made mechanical in the shortest possible time. Each one is practiced on until it ceases to cause hesitation, and can be used automatically. Then others are disposed of in like manner. What has been studied is so thoroughly mastered, and can be applied so automatically, that its use requires no thought and does not divert the attention.

By this plan the work of getting speed, as well as learning the theory of phonography, is divided into short and easy portions, and a task that is impossible to accomplish, if attempted all at once, can be completed without trouble and in a short time. All large undertakings are done little by little, piece by piece, and that is the only true way of learning shorthand. The old methods partially adopt this plan in teaching theory, but ignore it in speed practice, and suffer the consequences. The Allen Method makes use of it all through the course.

If students are capable of becoming stenographers by any method they can do it by this. The principles of phonography are very simple, and by our plan of study can be learned in a practical way without difficulty. By it no one of ordinary intelligence and perseverance need fail to master them.

This mode of practicing on the principles for speed is not allowed to prevent neatness and accuracy in writing, or interfere with practice in reading. Both these matters are of the utmost importance, and are given all necessary attention and made prominent features of the Allen Method. Neither should it be inferred that we place a light estimate on theory. Theory is the basis of all shorthand — without it there is nothing. The reason why so much space is here devoted to the methods of making the theory practical is that many former systems have signally failed in that respect, while the Allen Method is direct and certain.

WHAT HAS BEEN DONE.

The success of the Allen Method has been remarkable. It has received the cordial endorsement of Rev. Dr. Thomas Hill, late Pres-

ident of Harvard University, and himself a shorthand writer, the *Boston Journal of Education*, *Youth's Companion*, and many other papers, extracts from some of which are given on page 24, also of a large number of practical stenographers. It has fitted a small army of young people for profitable employment in a small fraction of the time usually required by other systems, and has made the following unparalleled record :

By this Method, with the usual course of personal instruction and regular consecutive attendance, NO student has ever failed to reach a speed three times as great as longhand after three weeks' study, or speed sufficient for amanuensis work in three months' time.

This showing, to our knowledge, has never been equaled. It is a guarantee that this Method is sure, quickly learned, and applicable to everyone.

This degree of skill and amount of work needed to acquire it is, however, the lowest limit. Many students have been enabled to act as amanuenses, take cases in court, report proceedings of conventions, and do other high-class work, in one or two months after commencing the study. A number have reached a speed of 80 words a minute in five lessons, speed enough for amanuensis work in nine or ten lessons, and 140 to 150 words per minute in two months. A few instances are as follows :

Mr. E. Pomeroy Collier, in two months after beginning shorthand, did the same work in court-reporting and from dictation as other stenographers at that time in the same office who had had years of experience.

Mr. S. B. Pearmain, at Harvard College, gained speed three times that of longhand in less than two weeks.

Miss Minnie E. Conlan was enabled in about three months after beginning shorthand to successfully follow the profession of a law reporter, being employed by Boston's most eminent lawyers, and making nearly as much money in a day as the average lady employé does in a week.

Miss Lydia R. Kendall had taken a course in shorthand for about *six months* at the Boston evening High School and had been giving it a great deal of study through the day without getting any more speed than an ordinary longhand writer, and says that *this was the case with all she knew* that began at the same time with her, although many of them gave nearly all their time to it. After two or three days' instruction by the Allen Method she could write twice as fast as any of her former companions in study, and in two weeks could write about three times as fast and apply the principles more accurately.

Mr. John K. Baxter, a student by mail, gained a speed of forty words a minute with ten hours' practice.

A student by mail, who had reached a speed of about seventy words per minute by another system, after beginning all over again, with ten lessons was able to write one hundred and fifty words per minute.

Miss Frances F. Groll was able to report in court satisfactorily after only two months' study.

The Allen Method has a great quantity of testimonials from students, many of which have been heretofore published. We do not print them here, believing that they are not specially needed. The uniformity of good results with even the dullest students, and the remarkable progress made by those inclined to study, ought to be conclusive evidence to any fair-minded reader.

Some systems claim to fit a student for an amanuensis position in three months's time, with personal instruction, and to teach the entire art in a certain number of lessons. The reader should remember that some sort of a theory of shorthand can be given very quickly, and that a teacher may say that the work is done when the theory is learned, while in reality the most difficult part of the course is yet to come, viz.: making the theory practical, after which only is it valuable. It may take years to make practical an amount of theory that can be gone over in one or two months. And then, also, there is a great difference between having two or three successful pupils with a given amount of study and having all succeed. Both these points are important and are apt to be overlooked.

We are firmly convinced that the Allen Method will give skill in shorthand in from one-half to one-tenth the time required by other systems, and that by it no student need fail to get proficiency. These two points are proved by the experience of those who have studied it, and cannot be successfully disputed.

TERMS FOR INSTRUCTION BY MAIL.

Three months, 13 weeks, not to exceed one lesson per week,	\$9.00
Six " 26 " " " " " -	18.00
Three " 13 " " two lessons " -	16.00
Six " 26 " " " " " -	32.00

With either of the six months' courses a copy of Allen's Manual will be included, free of charge.

The above are the regular courses. Those preferring to do so can take any number of lessons above ten at seventy-five cents each. Payment to be made in advance in all cases.

These terms are low compared with the charges of many

inferior schools, and considering the value of the system taught. They are for individual instruction, and are *not* for lessons given alike to all, membership in "correspondence classes," or for simple correction of exercises, which is but a small part of the work, and cannot take the place of the full personal explanations and directions which every scholar should have.

This is a matter of importance, as oftentimes teachers merely assign parts of a text-book for study, or send a uniform series of lessons to all students, of course correcting errors in the scholars' exercises. This involves very little work on the part of the teacher, and is apt to be unsatisfactory to the pupil.

PERSONAL INSTRUCTION.

The terms quoted above are for lessons by mail. Personal instruction is given at the Boston school at a charge for tuition of \$45 for three months. Board can be obtained in that city for \$5 per week and upwards. Further information on this subject can be had by applying to the undersigned.

LEARNING SHORTHAND BY MAIL.

Some persons still are a little surprised when told that shorthand can be thoroughly and successfully taught by correspondence. Such is the fact, however, and many have been enabled in this way to study it who could not otherwise.

The instruction by mail is the same as in case of personal attendance, except that the directions and corrections of the teacher are written instead of spoken. This is really an advantage, for they can be preserved and referred to afterwards, while spoken words are often forgotten, or remembered indistinctly.

Those studying by mail save the expense of travel, board, etc., in the city, and need not interrupt their regular work, so that they can be at home, and perhaps earning money, and still be preparing for further usefulness. On the other hand, it usually takes longer to learn by correspondence, and some persons might prefer to save the extra time rather than the additional expense of personal attendance.

IS A TEACHER NEEDED?

Some persons have learned stenography without a teacher, but many more have failed in the attempt. The student labors under disadvantages, and the chances are that he will in a short time either drop the study or be compelled to resort to a teacher. Having no help other than from books, he is apt to form bad habits of writing that will be hard to get rid of afterwards, and will be obliged

to spend a great amount of unnecessary time and labor, and even then not reach the perfection that would be possible with proper training by an experienced teacher.

The Allen Method is not nearly so difficult as others to learn alone, but even with this system it is better to have some one to point out mistakes, and give directions suited to individual needs.

To any one desiring to learn shorthand, good instruction is worth many times its cost, and it is poor economy to try to do without it.

TIME REQUIRED.

The time required to become proficient in shorthand by this method, as taught by mail, depends principally upon the amount of practice. A person of ordinary ability, devoting one or two hours a day to the study, and taking one lesson per week, should have no difficulty in acquiring speed sufficient for amanuensis work with the six months' course. More hours of practice per day would reduce the time accordingly. Many have in a much shorter time been enabled to report lectures and do amanuensis work satisfactorily.

It is often advisable, however, for students not to stop when they have gained speed for ordinary amanuensis work, but keep on until they are able to write fast enough for any kind of dictation, and are competent to do law and miscellaneous reporting. This will take longer, but will amply repay the extra trouble.

NUMBER OF LESSONS PER WEEK.

It is well for students giving two or three or more hours of study per day to shorthand to take two lessons per week, if their letters reach me in not over one day's time. If the student lives at a great distance, and practices only one hour a day, one lesson a week is enough. Persons wishing to get along as rapidly as possible may in either case take more frequent lessons than above indicated. The scholar does not lose time between sending an exercise and receiving it again corrected, with further instructions, as there is always plenty of work that can be done. As much attention should be given the study in the intervals before receiving a lesson as at any other time.

REGULAR STUDY.

As elsewhere stated, the Allen Method will give proficiency in shorthand with a small part of the usual amount of work, but it does not relieve the student from the necessity of faithful practice if rapid progress is desired. Shorthand is too valuable an art to be had for nothing, and the best results come only from diligent and regular study. One or two or more hours should be set aside each day and devoted

to study, and exercises should be sent to the teacher regularly. In this way progress is certain, and skill will quickly come.

This is not so essential, however, to those studying only for recreation or enjoyment.

CLASSES.

While all instruction by mail is individual, and there are no classes, it is often pleasant for several to study shorthand together. This plan is helpful in many ways: it stimulates interest in the study, makes progress more rapid, and enables the students to help each other considerably in practicing.

When three or more persons commence taking lessons together, a deduction of ten per cent. will be allowed on amount of first remittance.

SECURING POSITIONS.

To save correspondence, would say that I do not guarantee positions to competent pupils. Such a guarantee, occasionally advertised, is of itself no guarantee that the students will become competent in any particular time, nor indeed that they will ever be able to hold a position. It amounts to very little.

I am, however, always glad to aid in obtaining positions for those pupils who are ready to fill them, and have favorable opportunities for so doing.

There need be no fear in the minds of any that after they have prepared themselves for stenographic work they will fail to get employment. It is conceded by all that the demand for assistance of this kind is increasing very rapidly, and that the prospects are bright for a still more rapid increase in the future. While there may be some not fitted for the work they desire to do who are seeking positions, competent stenographers who cannot get work are few and far between; I do not know of one. It is often the case that schools devoted to shorthand teaching are unable to meet the demand upon them for skilled help of this kind.

TYPE-WRITING.

The Type-writer is a machine intended to take the place of the pen for all ordinary writing. The result of its work resembles printing, being very neat and legible. The type-writer has several times the speed of the pen.

The instrument is liked by business men, and shorthand amanuenses are generally expected to be able to use it.

It can be learned in one month, though in most cases the highest speed cannot be attained in that time. The way of using it is simple

and but little instruction is needed. Exercises to teach the proper fingering, examples of the best way of writing commercial and legal papers, and the regulation of the machine comprise about all the points that need attention. These can be given by mail, although of course an instrument must be had for practice. Type-writers are found now in almost every large town, and probably one could be rented or used for practice near the student's home ; but in Albany there is every convenience for type-writer practice, at moderate charge.

HOW TO REMIT.

Money should be sent by bank draft, money order or registered letter. If a six months' course is not taken, the amount first remitted should include fifty cents for a Manual.

Ample references as to reliability will be given to those asking for them.

I should be pleased to answer any inquiries on any of the subjects treated in this pamphlet.

Address all communications to

N. CLEVELAND, Albany, N. Y.

WHY THE ALLEN METHOD IS THE BEST.

The three points to be considered in judging any system of shorthand with reference to its value for practical use are Simplicity, Rapidity, and Legibility. Each of these particulars is of great importance, and it is a rare system that excels in them all. For instance, a person may notice extraordinary figures of speed said to have been reached by such and such a system, and find after studying it that on account of its complexity he can do nothing with it. So the other elements may be specially prominent and yet the system as a whole be a bad one.

In the Allen Method the three qualities above noted are evenly developed, and none detracts from another. A few of the points of superiority are as follows :

SIMPLICITY.

The Manual, which includes the fundamental principles, gives but thirty-seven pages of rules, explanations, etc. The principles peculiar to this Method which are not printed in the Manual are similarly treated, and would not occupy more than half as much space additional. Most other systems have a series of text-books, comprising many hundred closely printed pages, giving a multitude of rules,

many of which are seldom used and require much time to make familiar. It is a common opinion among stenographers that the bulk of this matter should be left alone by the student. It cannot be disputed that the simpler the principles the quicker they can be learned and the easier they are to remember. The condensing in the Allen Method has been done without the loss of a single necessary principle, and with a positive gain to the student in many ways.

This Method makes it an object to have as few exceptions as possible to any general law, and to that end has abolished word-signs and arbitrary contractions almost entirely. It should be explained that word-signs are characters used to represent particular words arbitrarily, that is, not in the ordinary manner, as the stroke for K to represent the word "kingdom," and J standing for "advantage." It will be seen that the meaning of such a sign can only be remembered by considerable special practice. As by many methods long lists of words, sometimes reaching high into the thousands, are represented in this manner, the time required to learn to write rapidly is by such a system immensely lengthened. There is very little more work needed to learn to use a principle that can be applied to hundreds of words than to learn an arbitrary sign that is only used for one. Word-signs, too, do not save much time to any one, and to most writers are a hindrance to speed rather than a help, for being hard to remember they are apt to cause hesitation. The word-signs of the Allen Method number but two or three dozen, and these occur so frequently that they are not troublesome either to learn or to use. Long words of common occurrence that are represented in other systems by arbitrary contractions can be shortened according to rule, in a way that does not require special study for each word and that is simple and reasonable.

It has no Corresponding Style. The "corresponding style" is an imperfect mode of writing which forms part of several of the more prominent systems, and which the student is obliged to learn and afterwards partially unlearn and substitute what is called the "reporting style" for it. We know of no valid reason for its existence. It is slowly written, seldom or never used for actual work, and complicates and prolongs the student's task. It is condemned by many writers on phonography and practical reporters as consuming a great deal of the learner's time, interfering with his progress afterwards, and being practically useless.

SPEED.



This Method punctuates by leaving spaces, an inch at the end of a sentence, and short spaces to indicate commas, colons, etc., if desired, though separation into sentences is usually all that is necessary. Other



systems use either the ordinary or some special signs for punctuation marks, thereby retarding speed and adding practically nothing to legibility. It is also unphonetic to use punctuation marks, for the latter indicate absence of sound, which should not be expressed in a system claiming to represent only the actual sounds of the voice.



It discards the letter H, thus saving many strokes in every sentence. Experience has shown that all ordinary words containing H can be read without trouble when the H is not expressed, and that, in the few words where it should be indicated, writing the vowel which follows the H makes the word even more legible than it would be if written in the ordinary manner.



The Allen Method's list of vowel logographs contributes greatly to ease of "phrasing" (joining several words together), and enables the stenographer to phrase many times as often as is possible either with stroke logographs or the crude arrangement of other systems. Stenographers will agree that phrasing, when easily done, is one of the most valuable aids to rapid writing.

MODE OF REPRESENTING L AND R.—This change in principle is partially indicated in the following words :


Dinner  instead of 


More  instead of 

Kennel  instead of 

Mile  instead of 

The gain in words like these is manifest ; one stroke instead of two, a light instead of a heavy stroke, a forward instead of a backward movement. When the frequent occurrence of these consonants is considered, the value of the change is apparent.

A number of expedients have been introduced, shortening the representation of many words.  for "it has been," and

 for "better than," are illustrations.

LEGIBILITY.

WRITING R.—Opinions differ as to the best strokes for this letter. Most authors give the two signs, commonly called "upward" and

“downward” R, and, except in a few cases, allow them to be used without distinction. Others, knowing that to allow these, or any other two ways of representing a sound, to be used at the “convenience” of the writer, is sure to cause hesitation, give but one sign. Neither of these views is right. The English consonant R has at least two distinct sounds, that heard in the words “right,” “rack,” etc., having a slight trill and always pronounced, and that heard in the words “fear,” “Hartford,” etc., where R is not pronounced distinctly by some people, and has a smoother sound. By assigning one of the two strokes mentioned above invariably to one of these sounds, and the other to the remaining sound, hesitation is avoided, and there is an immense gain on the score of legibility. The difference in the sounds of R is recognized by Webster, Worcester, Bell, Prof. Whitney, and others.

This is the only Method that shows when W and Y are consonants or vowels, and yet the distinction between the consonants and the vowels is one of the main features of phonographic reporting.

As there are scarcely any word-signs, there is no illegibility from that source, which is perhaps the most common cause of difficulty in reading.

The *vowel* logographs, however, differ from other word-signs, and are positive aids to legibility. They represent complete words and not merely a portion of the consonants, and they stand for one word only, whereas a stroke logograph can frequently be read in half a dozen different ways.

Notwithstanding these and many other valuable improvements, which affect a large number of words, the deviation from the common styles of phonography is so carefully arranged that the students of this method, with little study, can easily read the shorthand exercises of other systems. This would be of service in case one stenographer should desire to assist another not using the same system.

A peculiar feature of this Method, and one that should have considerable weight, is that by it speed is given at the first, and is increased from lesson to lesson, so that if for any reason the student stops in his course before reaching the end he has something which will be of lasting value, viz., the ability to write rapidly — several times as fast as longhand, even if he has practiced but a short time. As by all other methods speed is left until the last, unless the student goes on to the completion of the course, he has nothing but a certain amount of theory, which is worthless to him because he cannot use it readily. As no one can tell what will happen to modify or prevent the carrying out of a plan for study, it is wise to adopt that course which promises the most in case of interruption.

This peculiarity is of great value also to those who care only for

moderate proficiency, and do not wish to spend the time necessary to become expert.

The Allen Method is adapted to the most difficult kinds of professional work. It can be written at a high rate of speed, and is easy to read. It answers every purpose.

ALLEN'S MANUAL OF SHORTHAND WRITING.

This book does not represent the complete Allen Method. Some of the most important new principles of the system do not appear in its pages. The book is designed to state in a concise form the elementary principles of phonography as practiced by writers of the various systems, and to apply to those principles the plan of study referred to on page 10 of this pamphlet. As such it is a marked success.

It is a book for the student, and not an encyclopædia for reference. It is found that the great mass of detail in most phonographic textbooks is not necessary, and frequently proves a serious hindrance to the student's progress.

The Manual was also prepared with a view to its forming the basis of a universal system, combining the best features of the old methods, and for this reason much has been left untouched that it might otherwise seem desirable to change.

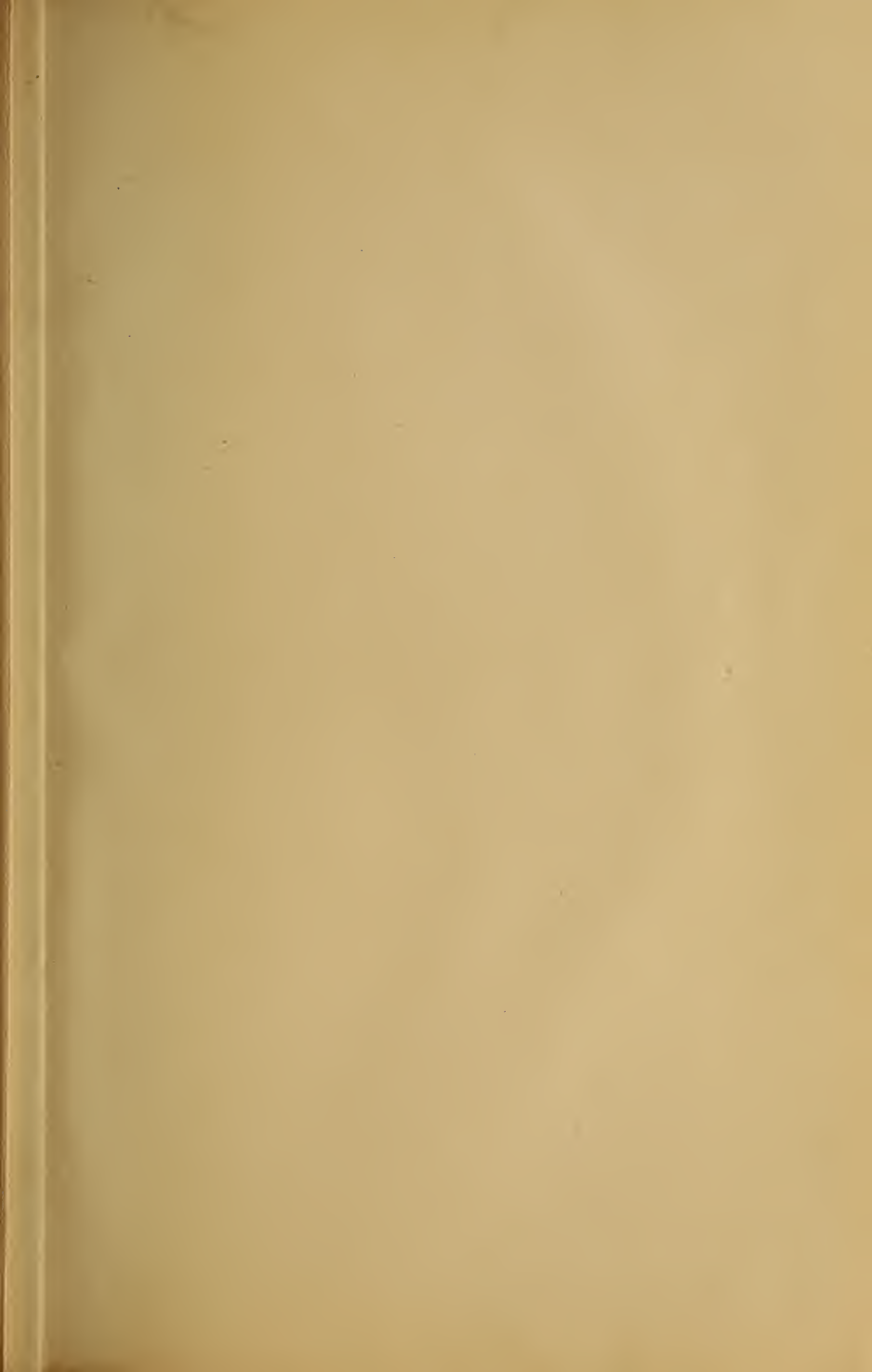
It is a small book of 140 pages, divided as follows: Introduction, 9; Rules of Procedure, 37; engraved shorthand for practice and reading, 52; Key to the reading exercises, additional words for practice, and Appendix, 42.

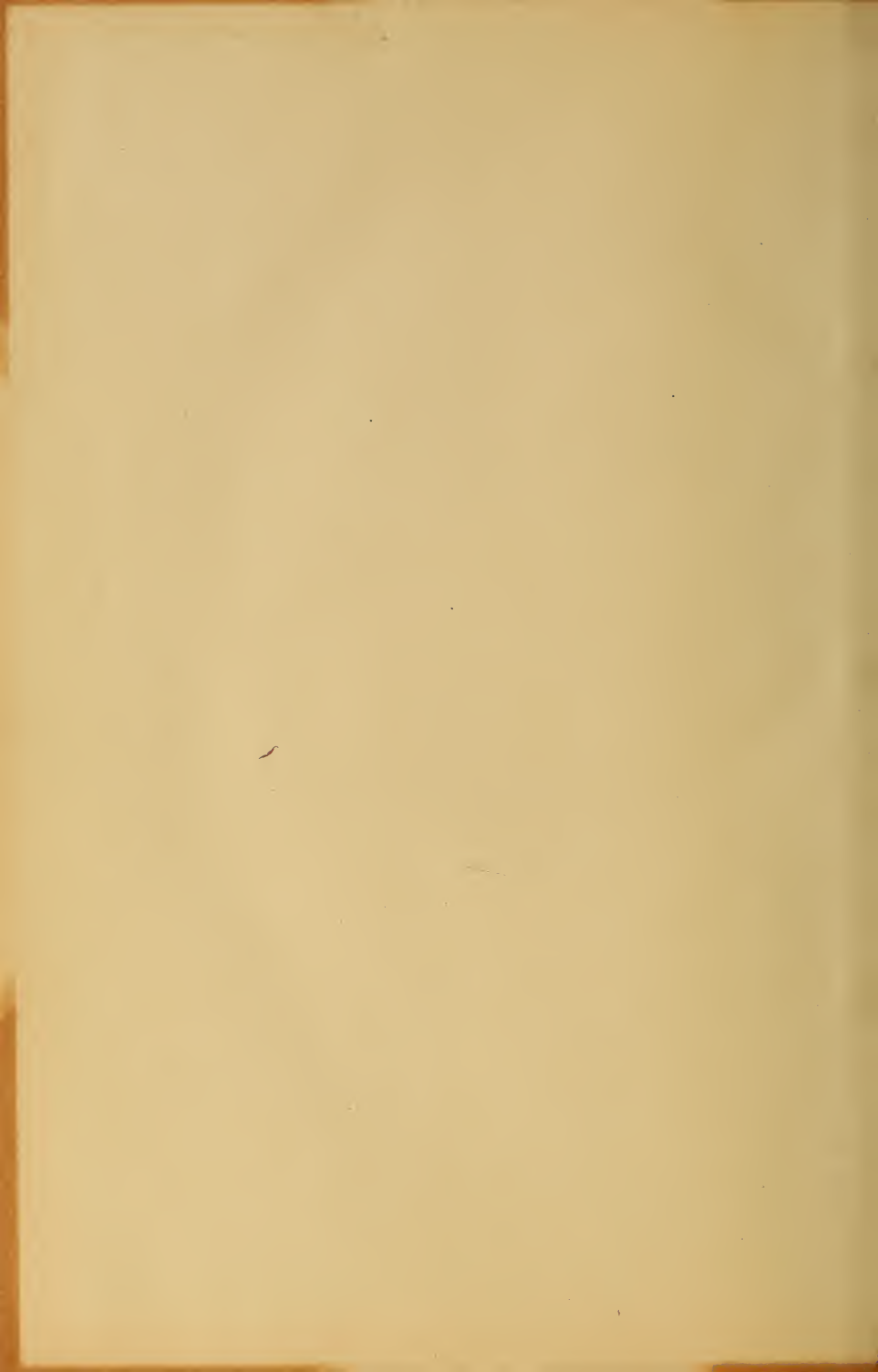
It has no corresponding style, and at the first lesson gives rules for writing miscellaneous matter. This lesson is not to be passed until a speed of forty words a minute is attained, and the other lessons call for additional speed before the succeeding one is to be studied.

Persons studying the Allen Method with a teacher should have the Manual, but should not use it except as directed in the teacher's lessons. This is important.

The book can be obtained of N. CLEVELAND, Albany, N. Y., or through any bookseller. Price fifty cents.

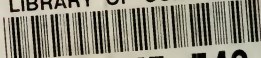
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