

**GRADED LESSONS IN SHORTHAND:
A SERIES OF EASY STEPS, SIMPLE,
METHODICAL, AND EXHAUSTIVE,
FOR THE USE OF STUDENTS AND
TEACHERS, IN TWO PARTS, PART I**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649308996

Graded Lessons in Shorthand: A Series of Easy Steps, simple, methodical, and exhaustive, for the Use of students and teachers, in two parts, part I by Mrs. M. Alderson Chandler

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MRS. M. ALDERSON CHANDLER

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A SERIES OF EASY STEPS,
SIMPLE, METHODICAL, AND EXHAUSTIVE,
FOR THE USE OF
STUDENTS AND TEACHERS.

IN TWO PARTS.
Part I.

COMPILED, CLASSIFIED, AND ARRANGED BY
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BOSTON:
PRESS OF RAND AVERY COMPANY.
1888.

KF 8334



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DEDICATION.

TO THE PUPILS, PAST AND PRESENT, WHOSE SUCCESS HAS BEEN MY ENCOURAGEMENT, AND, IN A GREAT MEASURE, MY REWARD; AND TO THOSE WHO, IN THE FUTURE, MAY COME UNDER MY INSTRUCTION, THIS LITTLE VOLUME IS DEDICATED,

WITH THE BEST WISHES OF

THE AUTHOR.



PREFACE.

IN these days of multiplicity of methods, one might very appropriately apologize for lumbering the Shorthand world with another, if its claim for "better" rested simply on theory, or unwarrantable self-assertion; but as "The Graded Lessons" have been put to the crucial test of fitting students for practical work within a given time, — from three to four months, — over and over again during the past five years, I cannot but feel, in common with the many familiar with the results of this method, at whose earnest solicitation they are now published, that I am placing before the public a valuable aid to the acquisition of a most valuable art.

What, then, are its claims?

1. The lessons are, not nominally, but in reality, graded lessons, each step being a firm foundation for the next. There are no "missing links," so that at no time in the student's progress does the mind become clouded.

2. It is believed that they are presented in accordance with the laws of mental development, by which the memory is very slightly taxed.

3. The arrangement is such, that after finishing Part I., — which, while simple, is yet complete, — Part II. (by the omission of certain difficult portions, at the discretion of the teacher) can be adapted to the ability of the student; and experience has taught me, as I believe it must teach every thoughtful instructor,

that comparatively few are adapted to the mastery of an "extreme shorthand," while almost any one can be successful with a style less difficult, and yet sufficiently brief for amanuensis purposes.

4. They do not claim to be self-instructing; for, as a rule, "self-taught is badly taught;" and in no study is a competent teacher more necessary.

TO THE STUDENT. — Reliable as this method has been proven to be, let no one depend too much on either method or teacher. The work, remember, must be done by yourself; and the fulness of success can come to you in one way only, — and that is by bringing to the work enthusiasm, energy, perseverance, and invincible determination; by being exacting with yourself, and never calling anything "good enough" that is not the *best* you can do; by putting an object at the end of every hour's practice, and never dawdling over the work to simply kill time; by adopting for your motto, "There is no such word as fail," and never losing sight of it.

Such common-sense measures, directed toward a common-sense method, not only makes failure improbable, but absolutely impossible.

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