

1 2

 The first row shows a series of connected cursive 'm's on the left, followed by a series of connected cursive 'g's in the middle, and a single cursive 'a' followed by a cursive 'g' on the right. The 'm's are formed with a single downstroke and a series of loops. The 'g's are formed with a straight downstroke and a loop. The 'a' and 'g' are formed with a single downstroke and a loop.

gaining eggging giving

engage engaging engage

Close g at the top. 1.—Make down stroke straight and repeat the loop rapidly. Get a light, free
 e a and g together to secure uniformity of small ovals. Practice words carefully. Make final g like

acing,—it MUST BE UNIFORM. Make TURNS in tops of m's and n's. Continue to practice the gliding

1
M M M

2
j j j j j j j j

join joist joint joiner join

forum adjective adjunct

Exercises 1 and 2, Lesson 5, in connection with Lessons 27, 28, 29, 30. 1.—Do not contract the fingers on the down stroke. Make a loop to every count. Keep them close together and aim to pass 1-2, 1-2. Cross the loop at the BLUE LINES. Notice the glide from letter to letter. Make the head

imitate copy at all times. You must learn to hold your hand just right, if you would become a good

¹ q q q q q ² a q a q a q q u

meer opaque question qu

minine pique quadruped

ercises. Close the pointed oval at the top. 1—Make the bottom of q narrow and join at the base uniform ovals. 3—As q is always followed by u it is well to practice them together. Practice each w r skill.

f's and q's. Try to imitate the copy in every particular. Try to write each word without lifting t

¹o o a/c a/c a/c a/c a/c o o o

⁴a a a m m m a m a

⁶p p p p p p p p p p p p

ine pain pippins pepper

of the p is the point at the top and a good, firm down stroke. Practice the abbreviations for
As an exercise, practice the first letter and down stroke, omitting the second letter. Count 1-2-3 v
h should stop suddenly below the line.
slant. First letter ABOVE the line, second on the line. Make full lines of EACH abbreviation. Fir
oval closed at base. Count 1-2. Write each word carefully.

6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4
7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5
8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6
9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7
0 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0
2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1
3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2
4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3
5 6 7 8 9 0 1 2 3 4 5 6 7 8 9 0 1 2 3 4

a review of the figures. Write on the lines and between the lines as shown in the copy. Begin

Uniform size, equal spacing each way and in columns. Make figures with a light, quick movement

See if you can get every little kink, turn, point and dot just right. Make a full page. If yo

nes. Practice on this plate will develop neatness and simplicity. For further practice in figures,

1 2 3 4 5 6 7 8 9 0

1 1 1 1 1

1 4 1 4 1 4 1 4 1 4

1 9 1 9

9 1 4 9

1 7 1 7 1 7 1 7 1 7

1 0 1 0

6 1 6 1 6

1 4 9 6 0 7 1 4 9 6 0 7

1 2 1 2

1 3 1 3

1 5 1 5 1 5 1 5 1 5

1 8 1 8

7 8 9 0

\$ \$ \$ \$ \$ \$ \$ \$

¢ ¢

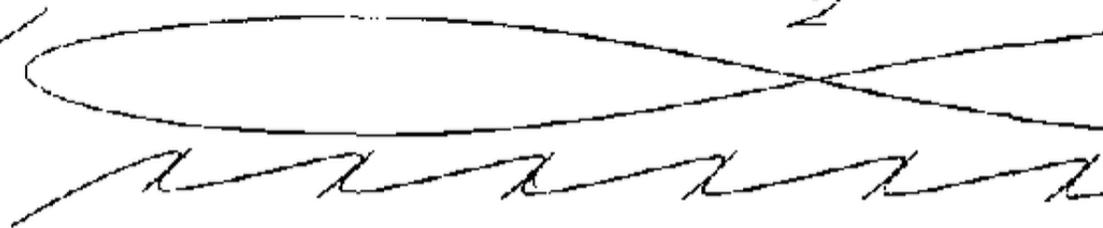
et should be divided into AT LEAST three lessons, as follows: First, 1, 4, 9; Second, 7, 0, 6, unit of measure, and practice each other figure with it until uniform size is established. Make full nearly square. Begin last stroke high. Close 9 at the top like a. Make a sharp corner at the top higher than other figures. Begin 2 and 3 with SMALL loops. Finish 3 and 5 with dots. Begin 7 below the line. Same size as copy.

¹cccccccc ccccccccc²

ss accuse success o

reman examines ou

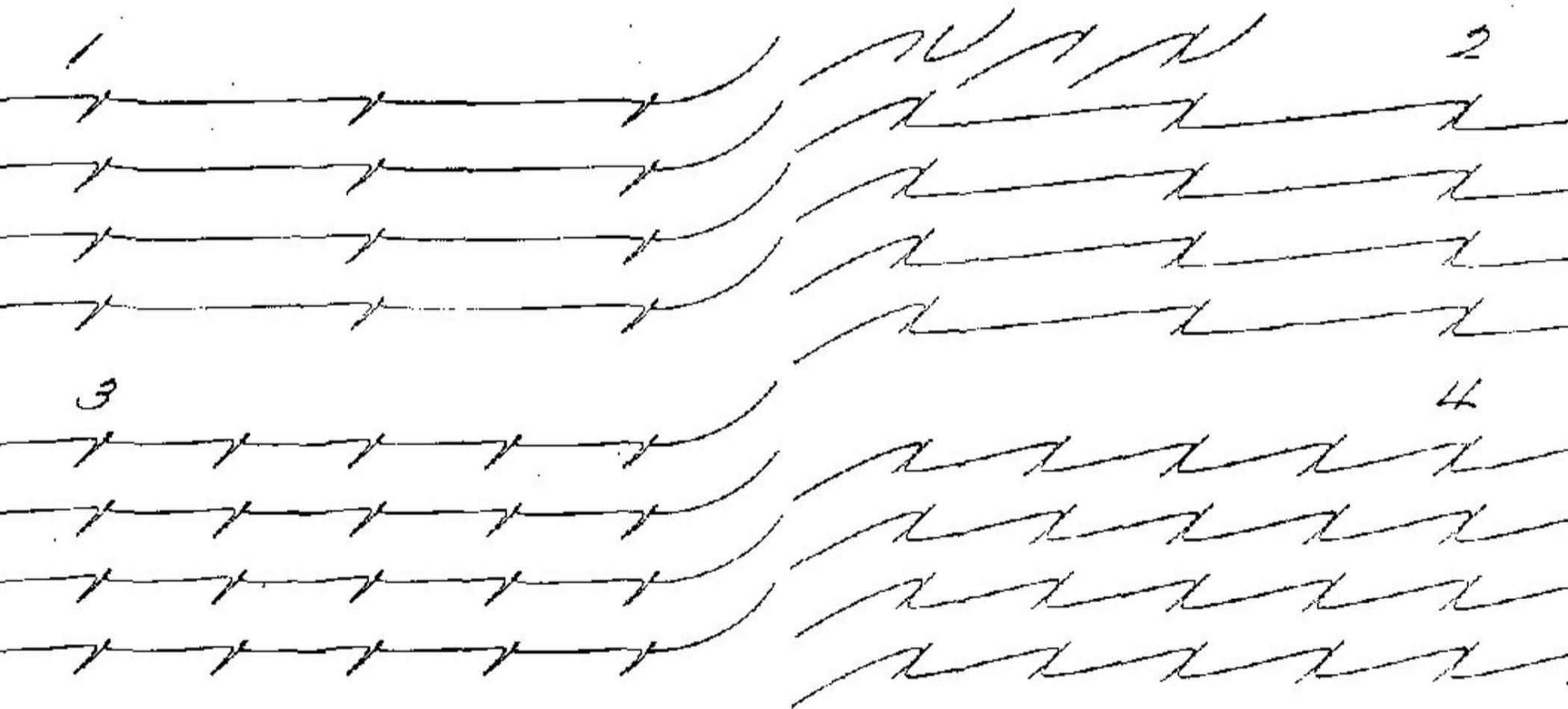
e carefully until you can get a small dot at the beginning point, a hook in the top and the down
ercise 2 carefully with a view to uniform size, spacing and slant before beginning the words. The
ceding lessons. The one-space letters should be thoroughly mastered before advancing to the LOOPS



3
raxion/mixerexam

4
erarrow/sorrow/ma

ercises, then practice Exercises 1 and 2 liberally. Notice the small opening in the top of r. Be
Watch the separation between the n's in runner. Don't make n's and w's too wide.
employs the use of the muscles of the fingers, hand and arm; but the tendency is to depend to
MOVEMENT should be used almost exclusively until it is established.



exercises. This style of *r* is made by making the first stroke of *m*, RETRACING to the top and *r* except that it is finished like *a* instead of *w*. Make a slight stop at the dot. Count 1-2 for each letter on the lines. Try to get strong, clear lines. Keep the wrist straight. Lessons should be made of this plate.

a a a a a a *a a a a a a*²

oa oa oa oa *au au*⁴

man manna man

right exercises and practice the *a* across lines as in the preceding lesson before practicing on the
a does not drop to the base line before turning to the next letter, it resembles *o*, and if it is
practice the *oa* and *au* exercises until the distinctive features of these letters are established.
it be a correct MENTAL IMPRESSION of the copy before it can be reproduced; therefore, study it un

<i>a a a</i>	<i>a a a a</i>
<i>a a a</i>	<i>a a a a</i>
<i>a a a</i>	<i>a a a a</i>
<i>a a a</i>	<i>a a a a</i>

m a n / m a i n e / m
m a n / m a i n e / m
m a n / m a i n e / m
m a n / m a i n e / m

thoroughly mastered as it forms the important part of *d*, *q* and *g*. Notice that the first stroke forms a loop that drops to the base line where a SHORT TURN is formed. Practice the copies in the order given on each word.

lines. Light movement. Watch the DOUBLE-TURN in *m*'s and *n*'s.

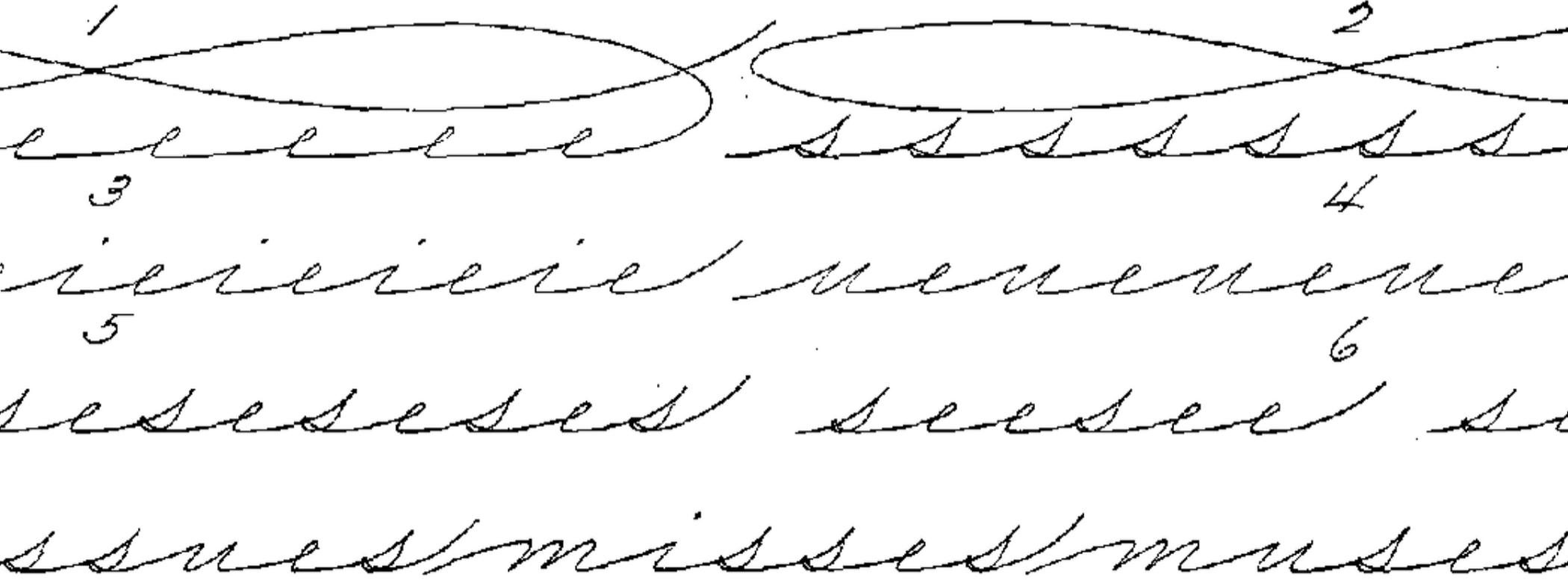
¹ *rrrrr* ² *rrrrr* *i*

⁴ *surmise runner sur*

⁵ *rumors murmur*

s exercises. Study the last part of *r* thoughtfully. Notice the sharp point at the top and the k
e on the same slant as the corresponding stroke in the *i* or *u*. This letter should be practiced c

and beauty are the result of accurate form and accurate spacing, and a graceful movement. Watc

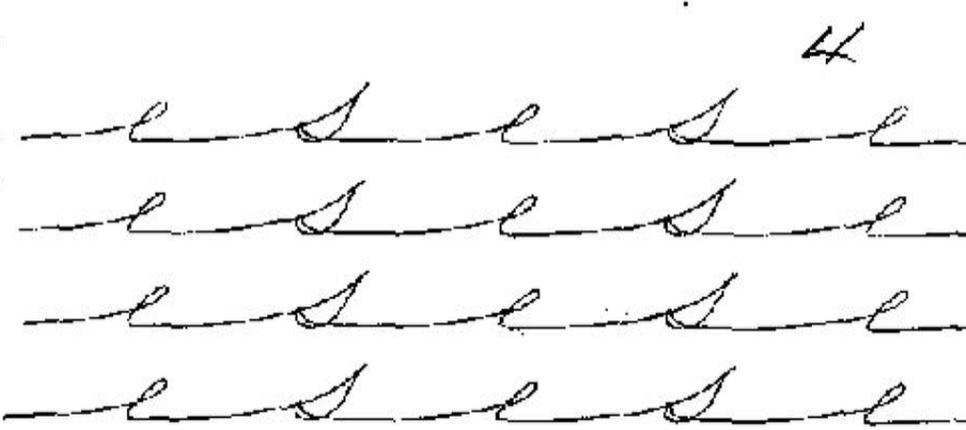
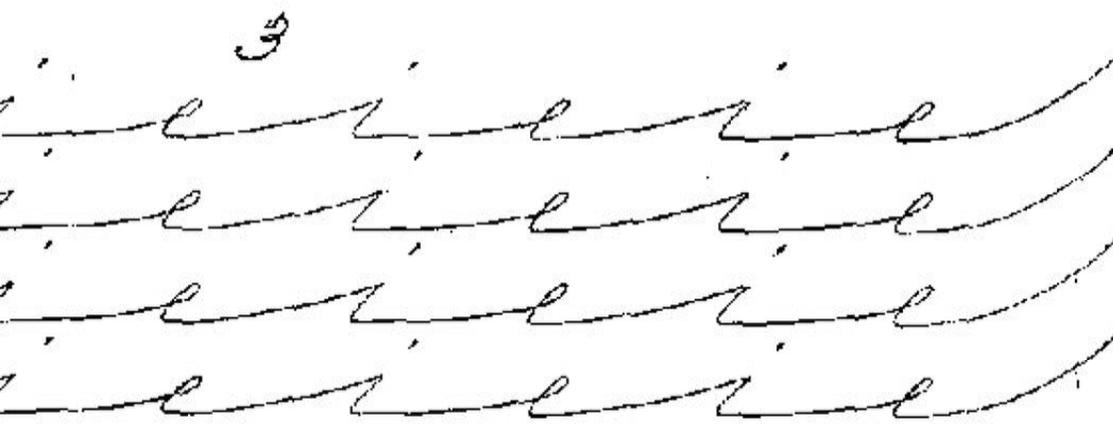
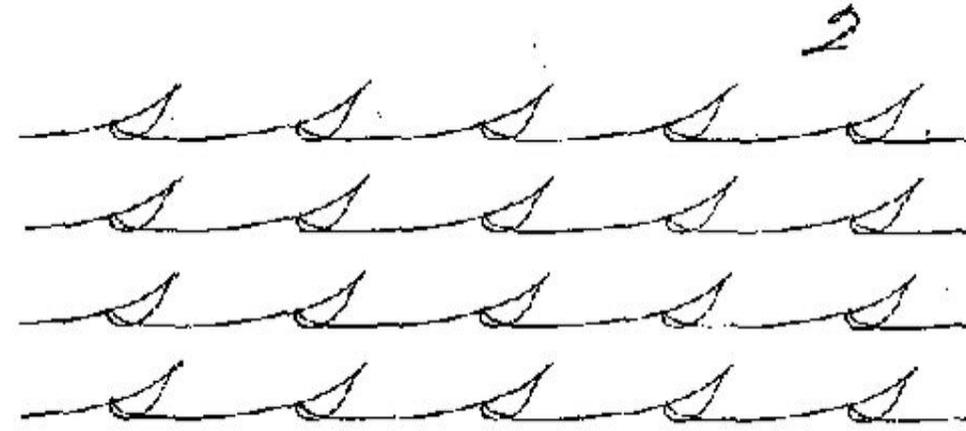
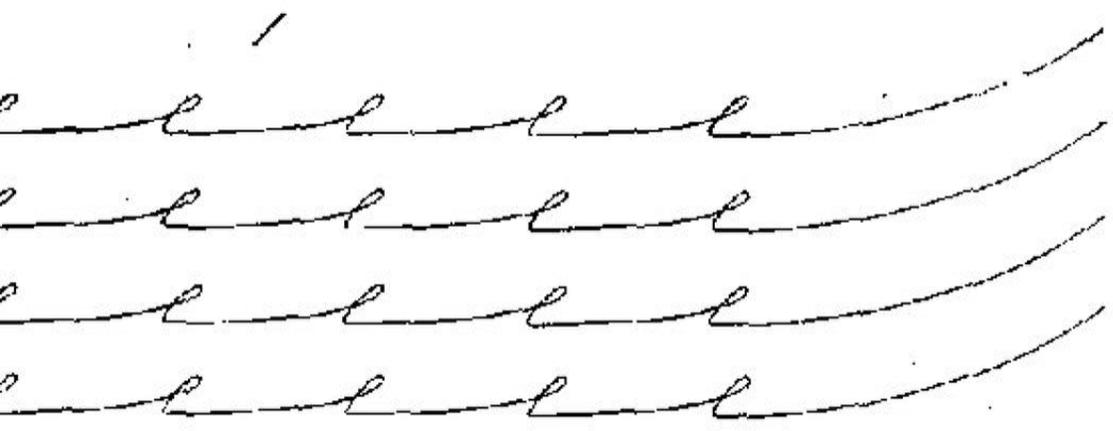


ON THE LINE and finish with a graceful horizontal-eight over the entire exercise. Practice Exercise

e a full line of each word and then repeat the lines until the page is full.

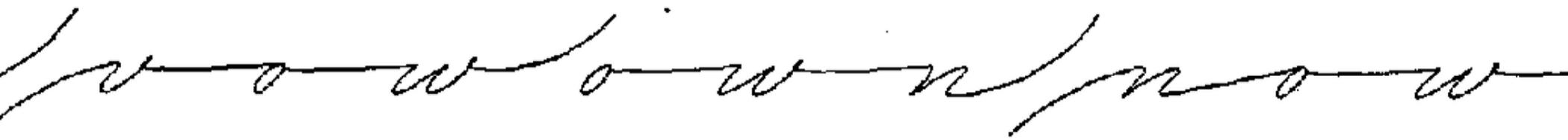
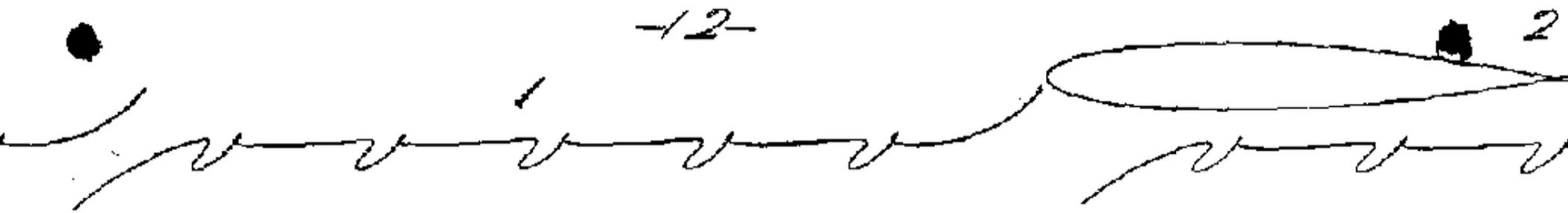
the same free movement when writing the words that is used in the exercises, even if you can't

Movement, like the ability to ride a bicycle, is acquired by perseverance.

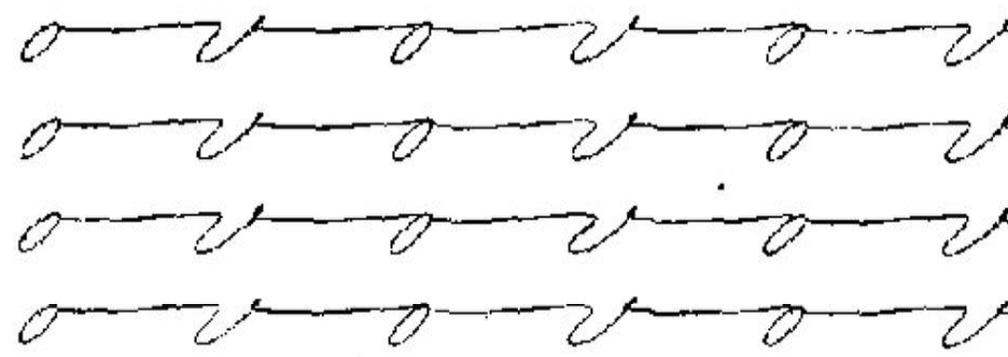
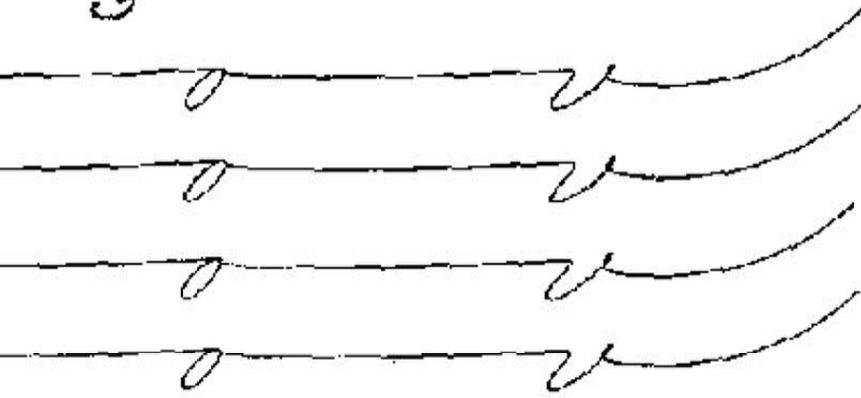
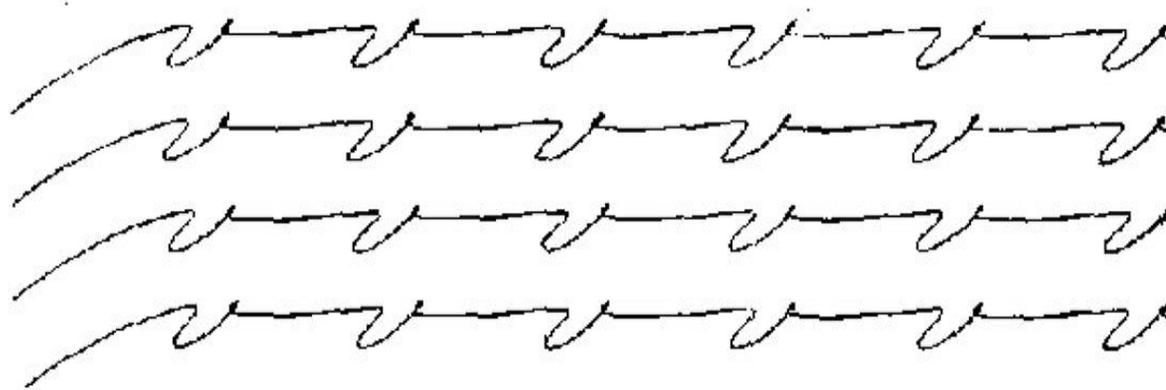
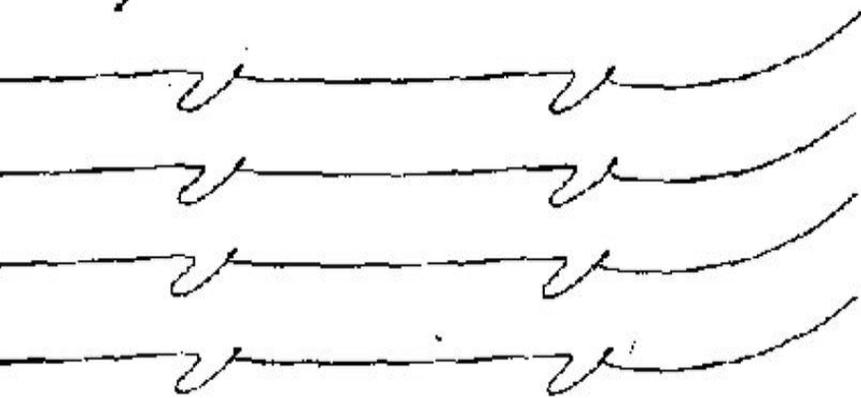


use. The crossing in the *e* is at half its height; the down stroke is almost straight. Make a
 exercise. In Exercise 3 count 1 for the *i*, and 2 for the *e*; thus 1-2-1-2-1-2, etc. Make *i* and
 at the base, and repeat with an easy, swinging motion to a count of 1-2 for each letter. Practice

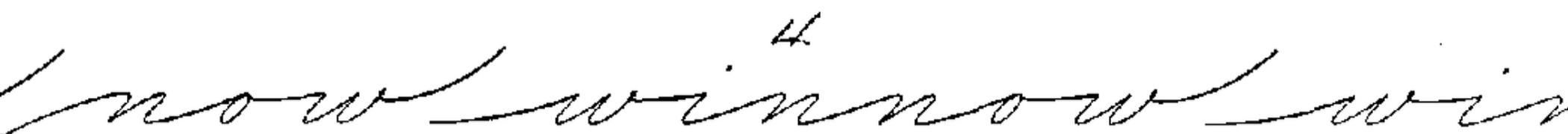
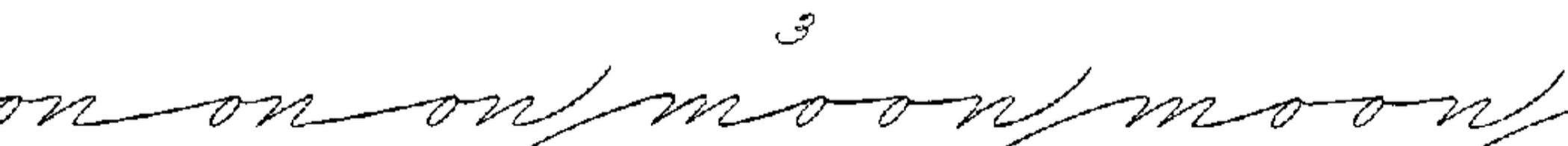
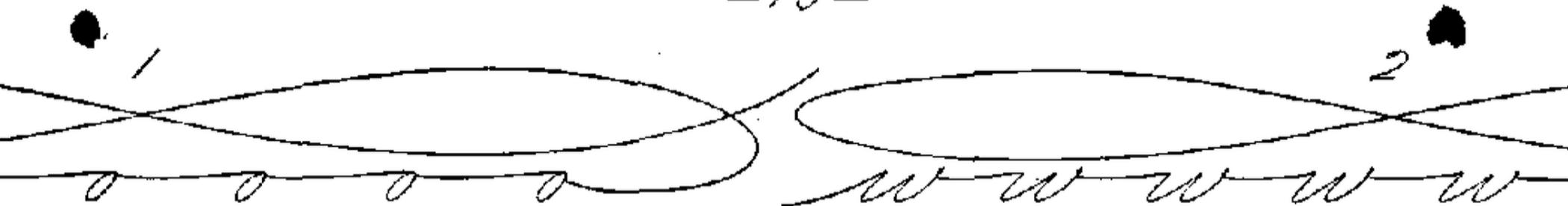
st learn to GLIDE THE HAND WITH THE PEN if you would learn to write well.
 te lessons should be made of this plate.



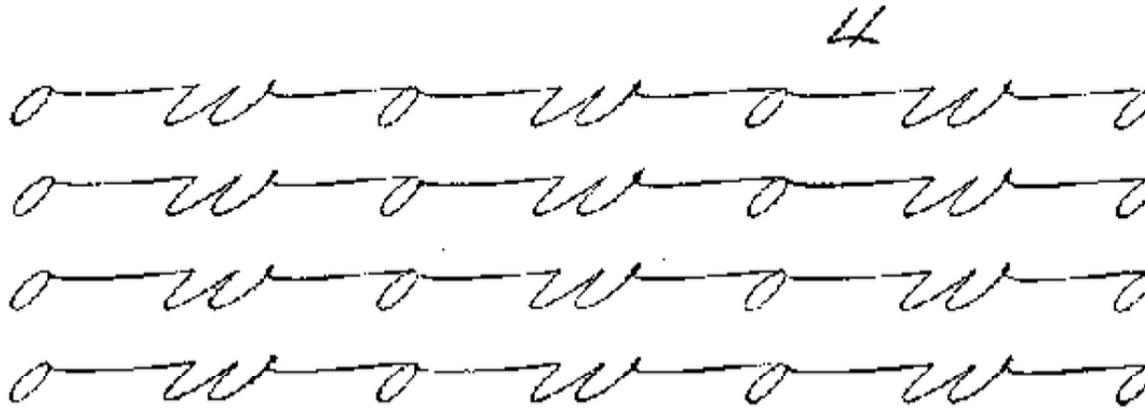
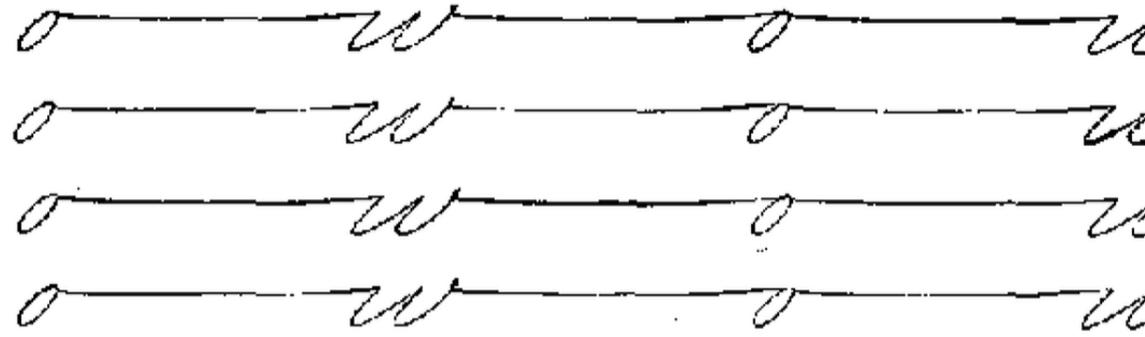
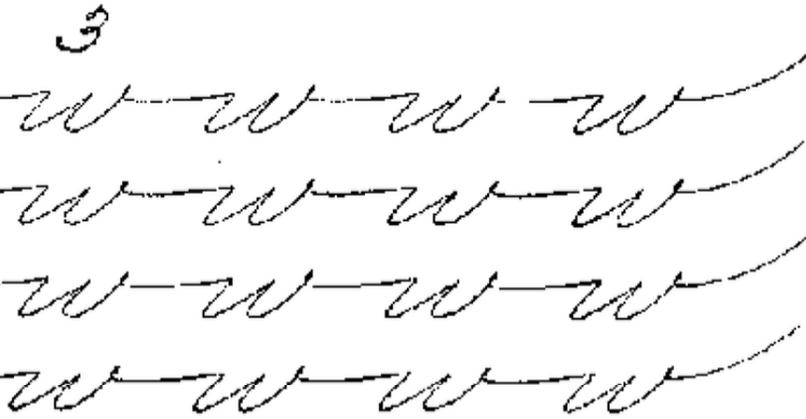
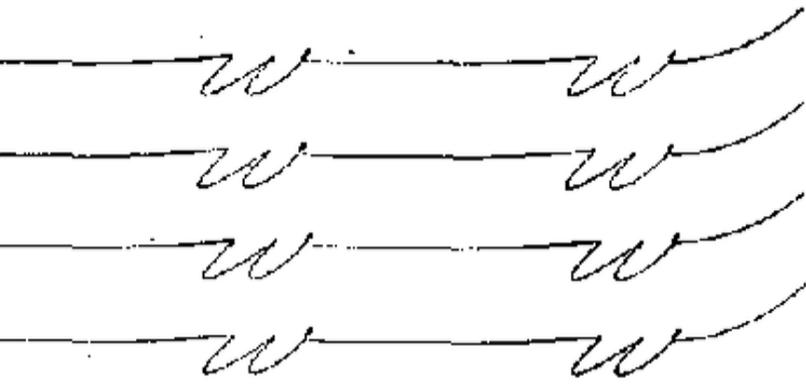
exercises ACROSS THE LINES. Watch the finishing dot. Review the *v* exercise on the line. Conti
 ellent to develop a graceful, gliding motion. Practice carefully on the *ov* and *wv* exercises. The
 accurate form of the letters given and equal spacing BETWEEN the letters.
 n on the right arm. Keep the wrist and side of the hand free from the paper. Get as much



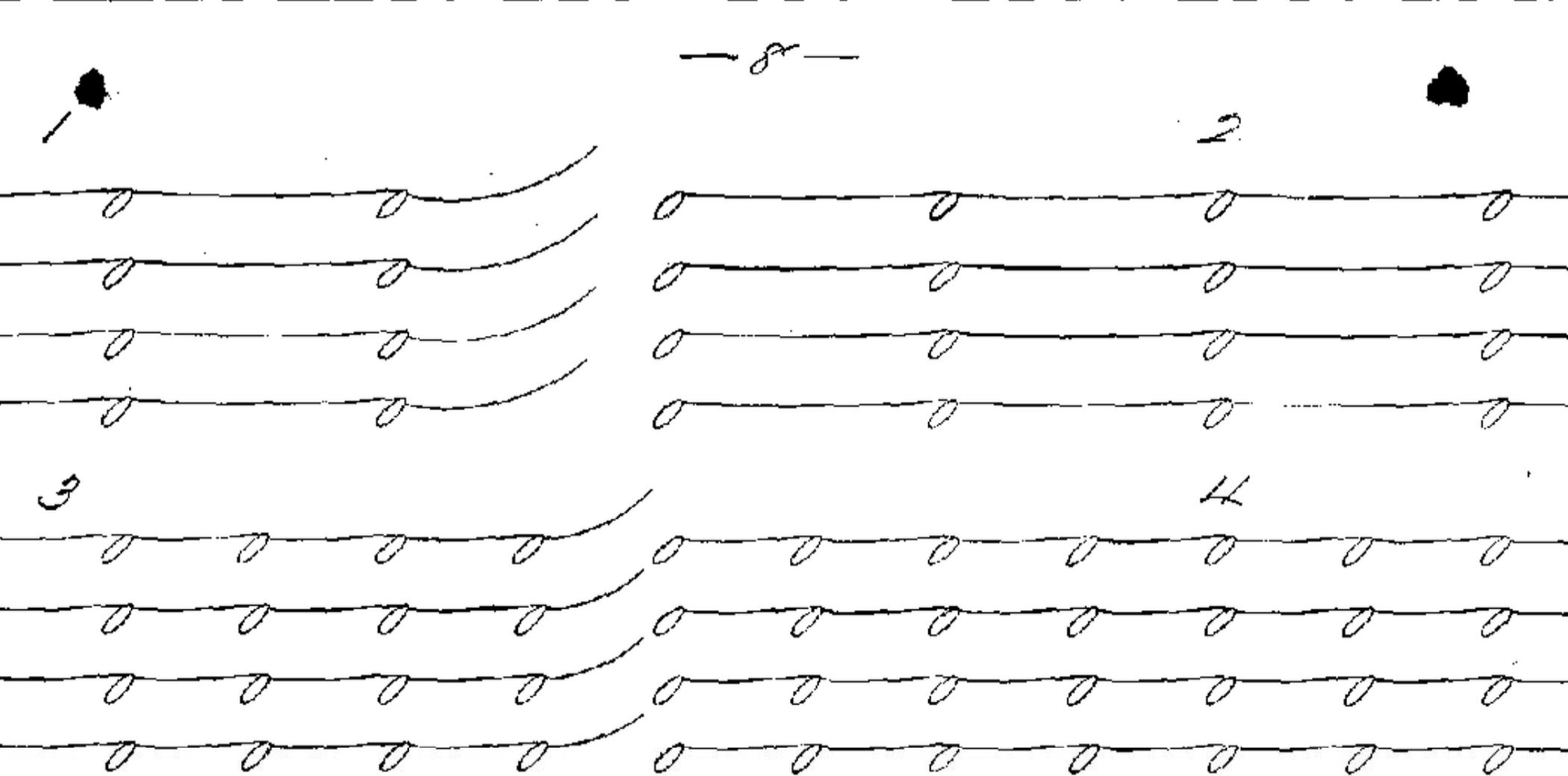
sts of the DOUBLE-TURN and it is finished with a dot, the same as *w*; therefore, review the DO
 base. If *o* is made open at the top, it resembles *v*. Practice the *o* and *v* together as given in E
 1-2, 1-2, etc., for the *v* exercise.
 ight, unshaded stroke. Keep the back of the pen upward and the holder pointing toward the right
 e hand.



appropriate movement exercises at the beginning of every writing period, as the hand must be thorough.
Review the *o* and *w* as shown in Exercises 1 and 2. Cultivate a light, gliding motion. 3.—Write *on* at the top, finish *n* with the DOUBLE-TURN and make the word *on* from three to five times continuous on a FULL LINE OF EACH WORD and then repeating until the page is full.
Watch the space BETWEEN letters. Watch the union between the *n*'s in *winnow*.

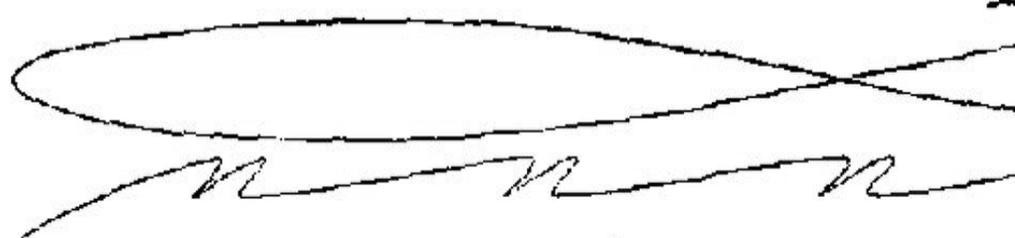


ust like the *w*, therefore, the *w* exercise in Lesson 4, Exercise 2, should be reviewed before beginning to the next letter, the same as when finishing the *o*. This finishing dot should be thoroughly established with a slight accent on the 3. Light, gliding motion, from letter to letter. Make pages of each s BETWEEN the lines. Avoid making them too wide. Make TURNS at the bottom of the *w*.



closed at the top. To make it this way, there must be a slight pause at the top before turning to the alternate lines as shown in Exercises 1 and 2. In these exercises, count 1 for the o and 2 for the o's only; thus, 1-2-3-4-5-6-7-8.

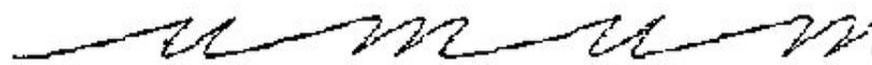
the top. Make a quick, straight glide from the top of one o to the top of the next. Do NOT press across the paper.



3



4



the movement exercises given in previous lessons especially Exercise 4, Lesson One, at the beginning of each count of 1-2-3, 1-2-3, 1-2-3, 1-2-3, and finish with the gliding sweep of the pen over the entire line.

Exercises 3 and 4 are to develop skill in joining upper and lower turn letters, and SHOULD BE PRACTICED DAILY.

The syllables and word given serve as a continuation of this practice.

Make a positive distinction between turns and angles.

2

m m m
m m m
m m m
m m m

m m
m m
m m
m m

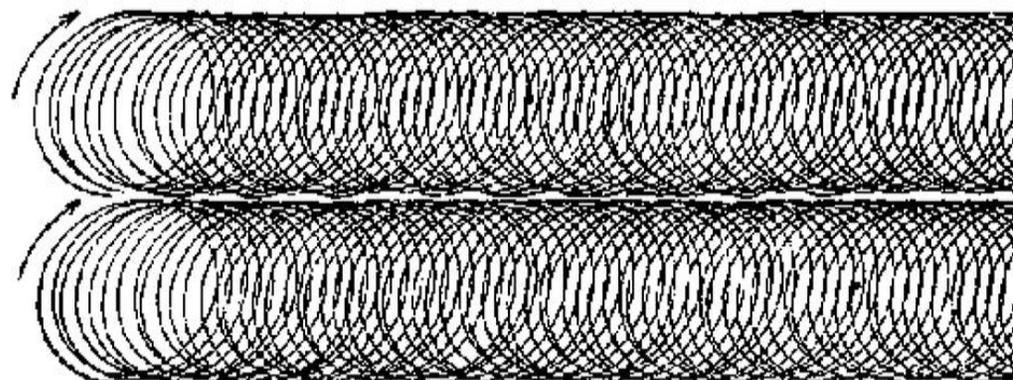
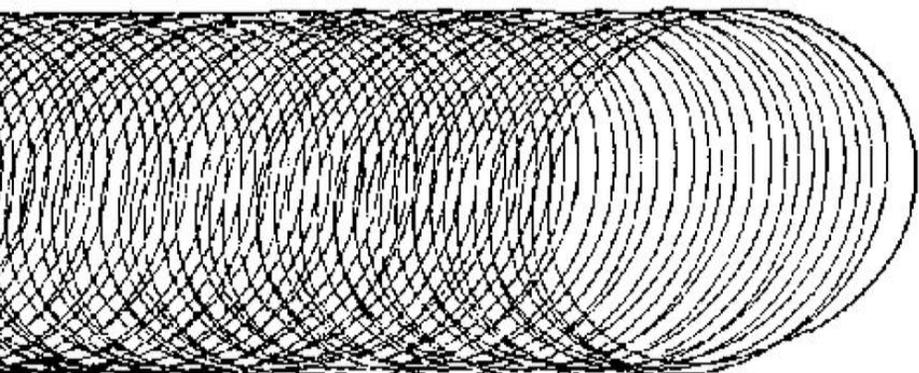
5

n n n
n n n
n n n
n n n

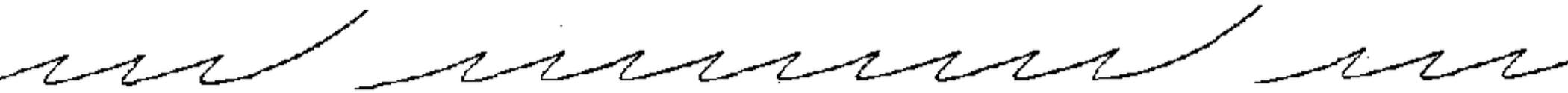
n n
n n
n n
n n

Notice that the *m*'s and *n*'s have TURNS AT THE TOP and finish with TURNS AT THE BASE LINE. The *n* is the same as its height. Make the letter between the lines, as that practice will overcome the 1-2-3; for *n*, 1-2.

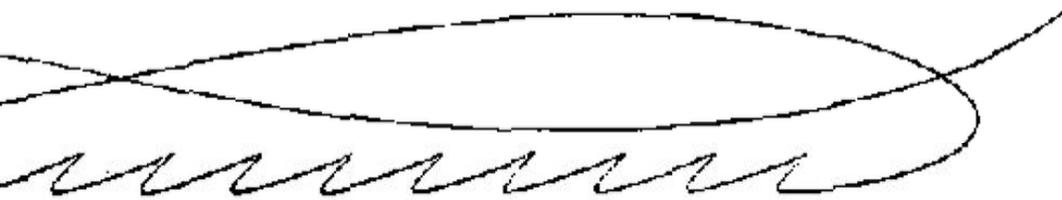
frequent reference to position until correct position becomes a habit. Aim to make all down strokes on



of the small arrows. Equal ease should be acquired in making these oval exercises with the direct
 while in motion and make BROAD TURNS at the top. Make this exercise as large as the copy, and with
 , 5, 6, 7, 8, 9, 10. This should be followed by RAPID practice on Exercise 4. Learn to make this
 exercise 5 presents the DOUBLE-TURN principle. It occurs in *m*, *n*, *h*, *p*, *v* and *y*, and should be thor



3



4



1.—Repeat the small *i* with a light, continuous movement to a rapid count of 1-2-3-4-5-6-7-8-9-10. Make the exercise three times on a line. Notice the width of the pen at the top and turns at the base.

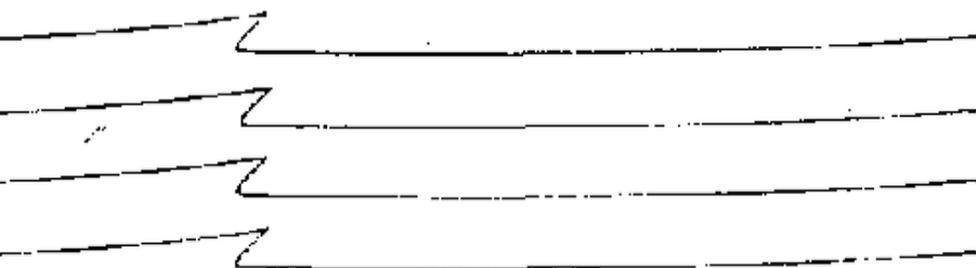
4, LESSON ONE, LIBERALLY IN CONNECTION WITH EACH OF THE FIRST TWENTY LESSONS. Exercises to be made as opportunity will permit. Make the HORIZONTAL EIGHT over the entire exercise with a light gliding motion.

1

2

3

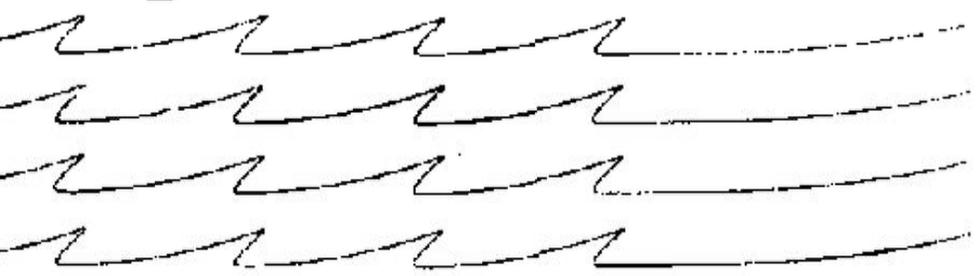
the preceding lesson. Make the two down strokes close together, thus forming the u. Notice the two POINTS at the top and two TURNS at the base. Make full pages of each exercise. The count is 3-4, 5-6, 7-8, 9-10, etc. Make the glide from letter to letter quickly.)
 with the muscles of the arm. Do not work the fingers. Keep the wrist and side of the hand free



2



3

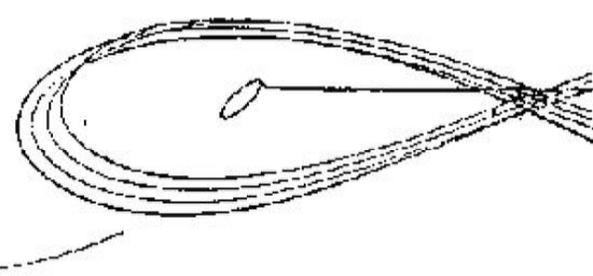
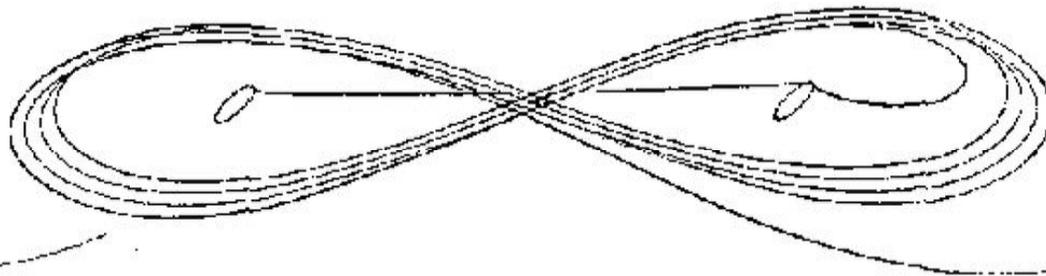
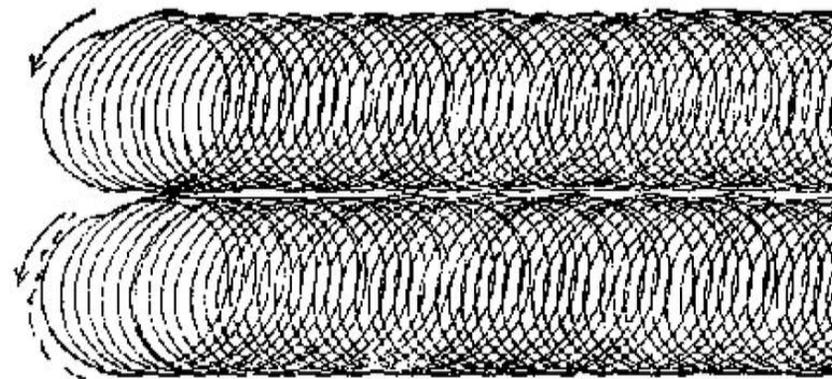
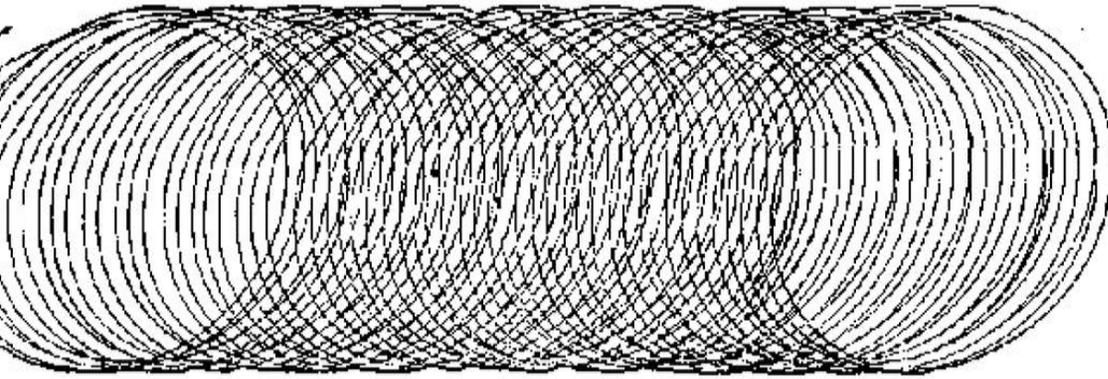


the blue lines and the forearm have the same direction. Practice the long glides in Exercise 1 until the movement, to a count of 1-2-3; then shorten the glide to two wide spaces as in Exercise 2; and repeat the movement of EACH EXERCISE. The count for Exercise 2, is 1-2, 3-4, 5-6, 7-8, 9; for Exercise 3, 1-2-3-

the hand glides sidewise with the pen. Keep the little finger and the one next to it turned back under the pen.

2

3



and writing is a light, free movement of the hand and pen. Exercises 1, 2 and 3 are excellent for developing a rapid, rolling motion. Exercise 4 is to develop a graceful, gliding movement. After forming the loops, the pen should be lifted and the pen held in a cursive position. For other movement exercises to develop the writing muscles, see Supplementary Chart A. The hand should rest on the little finger, keep the back of the hand upward and rest the arm on the desk. Read Instruction

Fulton.

Water,

London

my former

of

¹ f f f / ² f f f f f / ³ r r r r r r

of ⁶ off off off of ⁷ of of of off

affirm faithfully fearfully

loop and q exercises, before practicing f. The f is a combination of l and the lower part of q. **BLUE LINE** before turning to the next letter. This f exercise is excellent to develop the Main-Slant. Turns at the top and the bottom of f are the same width. Short above and below the line and uniform. Students, who cannot space words regularly, should practice freely on Supplementary Slip D. 2



Oregon Ornament Organ

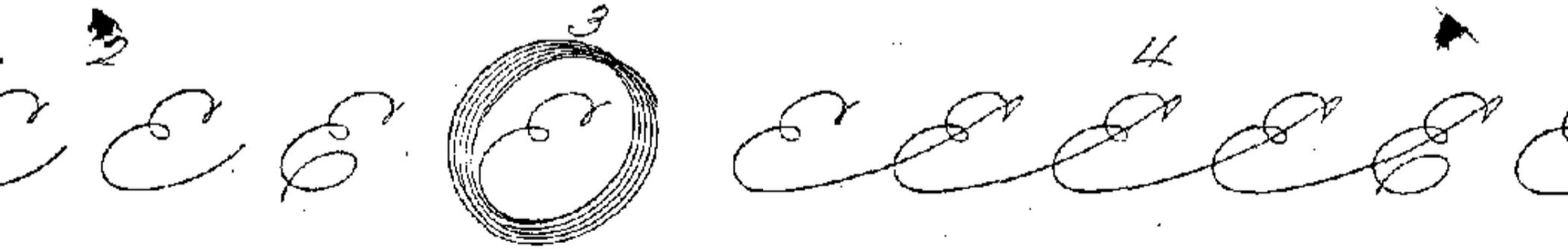
... an absolutely free circular movement of the hand before good capitals can be made. Practice Exercise 2. As long as this oval exercise is made flat, the O, C, and E will be flat. 2.—Let the pen strike the line on each count. 3.—Make a circular swing and a small loop IN THE TOP of O to a count of 1-2. Lift the pen from the O, turn short at the top and glide around it eight or ten times. This will develop reserve penmanship, etc. Exercise 6 trains the student in joining the capital O to a small letter easily.

c c c c c *c*³ *c c c c c*⁴

c c c c c *Co. Co. Co. Co. Co.*

Common Commission Conser

a small loop in the top of C, that it extends downward nearly half the height of the entire letter, at 1-2. 4.—This is an excellent movement exercise. Count 1-2, 3-4, 5-6, etc. After the C is formed 6 and the Co exercise are for practice in joining the capital to small letters without lifting the pen. Letters should be practiced freely in abbreviations and short words before long words are used.

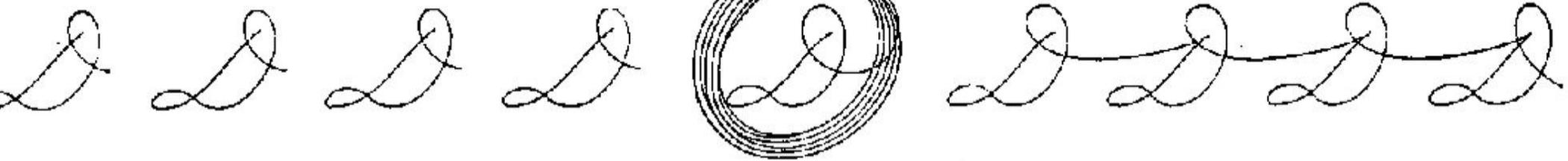


Esq. Esq. Each Each Each

Essex Esquire Ellington

al with a loop in the left side of it. Observe that the LOOP POINTS DOWNWARD. Count 1-2-3-4.
 t about half the height of the letter. The parts of E are circular in form. Count 1-2-3, 1-2-3.
 . 4.—The joining is the same as in Exercise 4, preceding lesson. Count 1-2-3, 1-2-3. In Ex
 or the small e's.

endency will be to make too wide a space between the capital and the first letter following it.



Dec. Dec. Dec. Due Due

ng Darwin Dundee Danvit

a short, slanting straight line, form a small flat loop on the blue line and finish just like in the capitals
 and that the loop at the top is just a little larger than the one at the bottom. Count 1-2-3.

Become proficient on Exercises 3 and 4.

lesson on capitals should be preceded by a few minutes' drill on some movement exercise on Supp

2

3

M M M M M M M

Mining Maine Milling Ma

Michigan Maryland Min

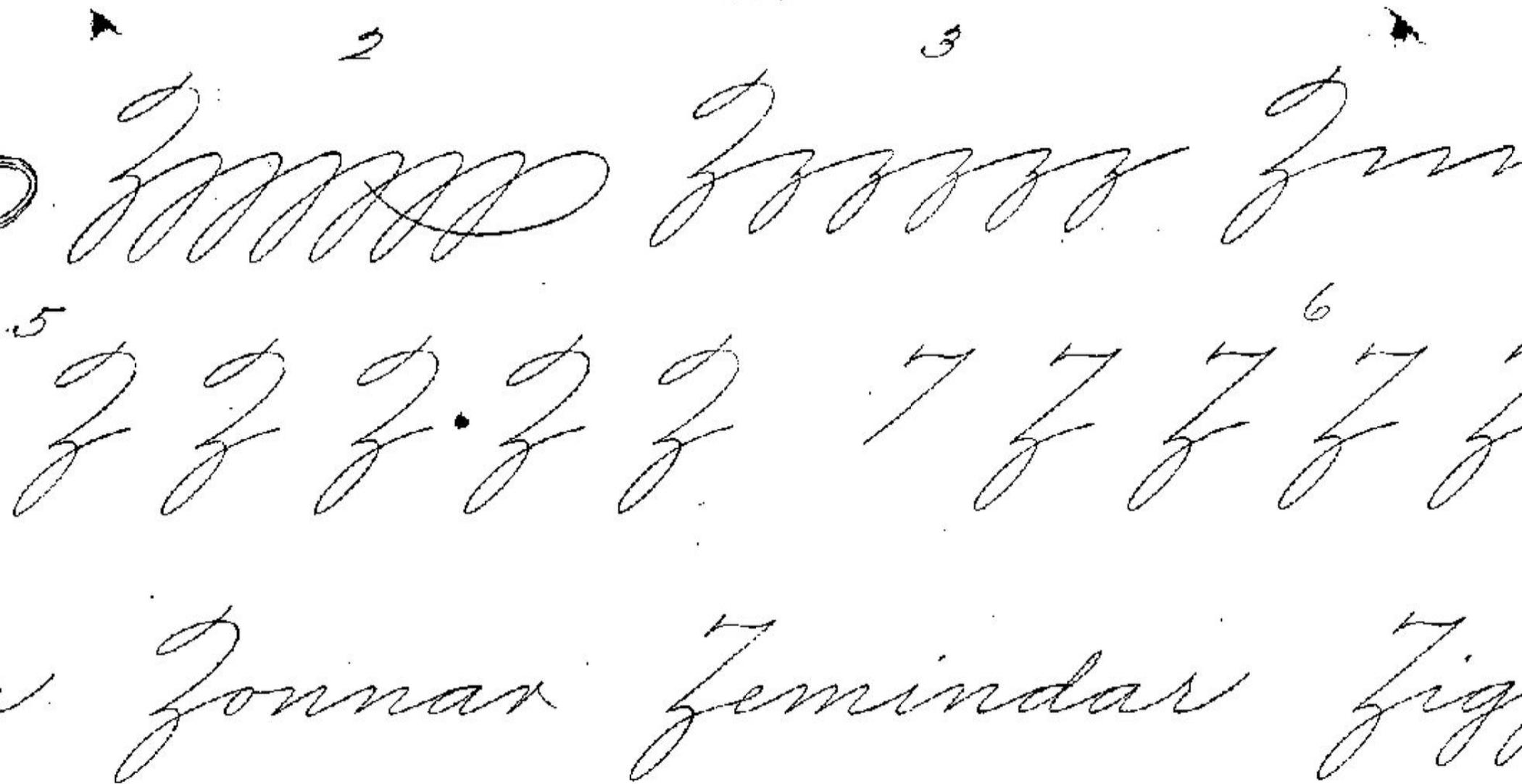
44, 45, 46, and 47 should begin with a few minutes' drill on some of the reverse oval exercises. and U and should receive special attention. Begin with a small loop, make a broad turn and stop is nearly straight. Count 1-2 for each principle. In M's and N's It is important that turns be m slant. Liberal practice on Exercise 2, to a rapid count of 1-2-3-4-5-6-7-8-9-10, will establish this stop at 2. Learn to write words beginning with M without lifting the pen.

W¹ W² W³ W⁴ W⁵ W⁶ W⁷ W⁸

William Wellington Wasse

Wester Wheeling Washington

a slight stop when the pen comes to the blue line and complete the letter without lifting the pen. Make the two sharp angles at the blue lines, one at the extreme top and that the final stroke is short, finishing with a dot. Practice stopping with a dot as in Exercise 2, until good form is established. Count 1-2, 3-4, for the two strokes. The two strokes are alike in the word *Willet*. Avoid making the two angles on the blue line too close together. Write carelessly; if you would learn to write WELL, you must PRACTICE writing well.



make a full stop at the blue line, and finish like the small z. Liberal practice on Exercise 1 will develop the n
 es 2 and 4, count 1-2, 3-4-5-6-7-8. In Exercise 3, count 1-2, 3-4, 5-6, 7-8, 9-10. Exercise 4 is to deve
 styles of Z are given. The former is the popular style, but in the latter there is a closer similarity between th
 s a large figure 7. It is considered easier to make and more legible than the first style.

1 2 3
V V V V V V V

Valencia Vermont Va

very yours Very truly yours

ter when made properly. It is made entirely of curved lines. The first down stroke is a comp
curve. Practice Exercise 1, making TURNS at the TOP and BASE and keep the upward and downwar
ward and downward strokes. Notice that the final curved line is shorter than the first part of the
e 2 is an excellent tracing drill to develop the correct form of V. It is well to practice finishing
ablished.

2

3

Y Y Y Y Y Y Y Y Y Y

Your Yours Young You

very truly Yours very resp

in Y is just like the first part of V. Be sure to make a TURN at the blue line, glide the pen up
ss the blue line the same as when making the down stroke in p. Make the two down strokes
the 3. When the abbreviated Y as in number 1 becomes easy, Exercise 2 should be practiced to

try to flourish. Cultivate simplicity Entirely plain writing is easiest to write, easiest to read, and

2

Will Weesee Wuu

4

5

U U U W W W W

iontown United Wilmington

part of Y which is above the blue line. Observe that both down strokes are on the same slant and
Make a small loop at the beginning of the letter. Exercise 1 is to enable the student to make
base. Exercises 2 and 3 are to train the student in joining the capital and small letters in words.
U up to the full height of the letter and finishing like in the small w an excellent capital W is made



and Kingston Kennedy -

Kimmer Kensington

part of *H*. The last part of *K* is difficult and should be made with great care until the student can execute the part NEAR THE TOP and finish with a compound curve. Count 1-2, 3-4 as in *H*. It may be made as in Exercise 1, as in Exercise 3.

ent execution is based on a clear conception of the form of the character to be reproduced; therefore, the student should study the character before attempting its execution.

2
3
4

J J J J J

6

January Joy Joy Joy

July January James Julian

Exercise. Practice Exercise 1 to a count of 1-2 until the top and slant of J are established. O
 UPWARD and TO THE RIGHT, and returns across the beginning stroke at the blue line. Practice Ex
 of the lower loop. Exercise 3 is excellent to develop the motion of J. Count 1-2, 3-4, 5-6, 7-8,
 e to establish the habit of joining J to the small letter following. Practice the Joy, June, and Jul

³
⁴

Seeing Summit Street Sus

Saga Selma Suggest Supp

should be well curved. The loop formed in the top should be on the same slant as the small *l*. The
 of the letter. Practice Exercise 1 to a count of 1, 2-3-4-5-6-7-8-9-10, and stop with a dot on
 crossing the upstroke. Make a page or more of single *S*'s to a count of 1-2. The *S* may be
 ise 4, count 1-2, 3-4, 5-6, 7-8, 9-10. In Exercise 5, count 1-2, 3-4-5-6-7-8-9-10. Practice fre

G G G G G G G G G G

Gain Gone Gapping

business writing is in demand

like the S, swing to the right forming the sharp angle and trace the oval to a count of 1-2, 3-4-5-6
below half the height of the letter. Always stop with a dot as in S. The angular joining may be
2-3. Practice writing the words without lifting the pen. See how closely you can imitate the sentence
s.

writing is too large, strive to reduce it in size until a pleasing hand-writing is established.

lll ² c ³ c c c c c ⁴ g g

Graining Correspond Gr

nd your hand to move gra

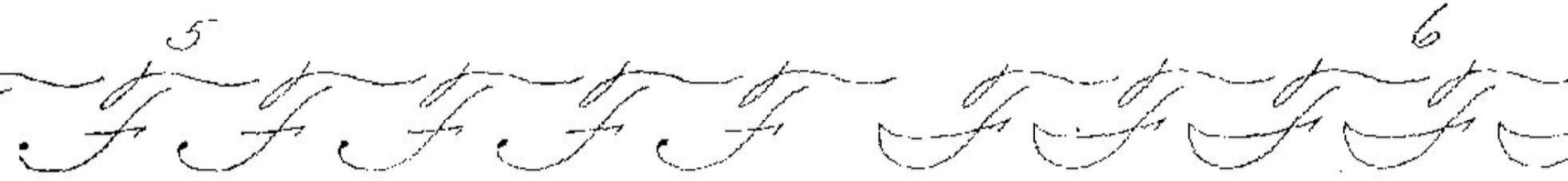
combination of the upper loop and a large figure 6. Review the loops and 6's. Observe that the p
least a page of C's to a count of 1-2-3. Avoid the tendency of making too large a loop when finis
on of the upper loop and the small j. Be sure to make both loops on the same slant.
come discouraged if you do not see a decided improvement (after a few weeks' practice. If you
ne a good writer. Practice each copy thoughtfully over and over again, and improvement will be rea

P P P P P ² R R R R R

Rewarding Richmond R

from James Young on account

the P, loop around the beginning stroke NEAR THE TOP and make the finishing stroke exactly like
the second style corresponds with the second style of P in the preceding lesson. Aim to make the
2-3 until you can make them satisfactory to yourself. Either style of R may be employed in prac
ed from James Young on account \$904 similar to the copy.



Thomas Freight Trimmings

more initial strokes of *F*'s and *T*'s to a count of 1-2. Cultivate a light touch and always stop with the *F* and *T* with a small loop and finish with a short wave to the right, to a count of 1-2. Remember the *F* may be made after lifting the pen at the dot, as in number 3, or by making a full stop with the pen, as in number 4. When making the complete letters, begin the small loop close to the top of

² L L L L L ³ L L L L

wise Louisburg Louisville

Lanning paid his account

dot or a small loop and make the down stroke CURVE WELL, like that of the capital S, form a flat line. The tendency is to make the L lean to the right too much. Brisk practice on Exercise 1 to make L with a bold swinging stroke. Some good writers prefer to let the pen strike the paper while . Count 1-2-3 for each L. Write a page of the words given, with care and then write a neat pa

2 2 2 2 2 2 6 6 6 6 6

Queensboro Quinland Qu

is used in the treatment

W or a large figure 2 and finish like the L in the preceding lesson. Make a page of Q's to a c
or W and a large figure 6. It requires well controlled movement to make the two strokes just to
ch X.

the first part of these lessons, MOVEMENT has been emphasized so much that if students have f
that it will take care of itself; and the matter of GOOD FORM and ACCURATE SPACING should now re

³ B ⁴ B ⁵ B B B B B B ⁶ Bee

ore Banning Bridging B

your spacing is accurate. B

is the capital *B* inverted. The difficulty is to get the SMALL LOOP made just right. Exercise 1
practice it to a count of 1-2, 3-4, 5-6, 7-8, 9-10. Watch the loop. Observe that it points slightly
retrace to the top and finish just like a large figure 3. Stop with a dot. Count 1-2-3 for each *B*
ions of the letter. Be sure to make the top ROUND. Practice joining the *B*'s to the words.

Baltimore, Md.

Wm. H. Mosey, Esq.,
Albany, N. Y.

Dear Sir:—Replying to your
letter of the 1st inst. we will

illustrate the proper arrangement of the beginning and closing of a business letter and are to be
punctuation, capitalization and spacing of words and letters. Page writing is the summing up of the writing

ting that we may be the re
onfidence and patronage, w

Very truly yours,

E. A. Miles

the remaining Business Forms will serve as good copies for advanced students. The appearance of the writing, the neatness and general arrangement.

C c D d E e F f A a

N n O o P p Q q R r

S s T t U u V v W w Z z

everybody is to make some Capitals slant more than others, and to make some larger than others. S
erance unless the capitals used are uniform, students should practice making the entire alphabet, that
e studied.

Russell.

C. P. Rainey.

C.

res.

O. B. Gray.

A. C. W.

Smith.

D. M. Kimmel.

G. B.

masters of a free, easy movement and are able to make good capitals, can practice the signatures
ess an easy movement, should not attempt to combine the initials in a signature. Combinations
g and could not. The letters must be looped together with smooth graceful lines. Practice each st
cultivate his own signature.

Baltimore, Md

Due D. W. James, for value

mine 49
100

in goods from our store, on

A. C. Hill

-66-

Mr. Vernon, O. May

Received from Ingham &
mine

50
100

of account to this date.

F. A.

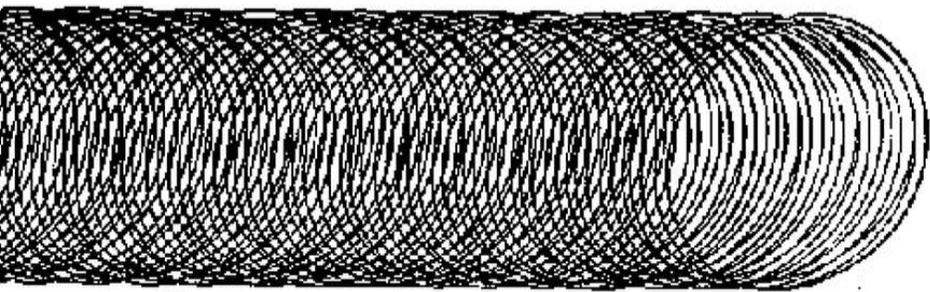
Cumberland, Md.,

To sight. pay to the order of
C. G. Barnum.

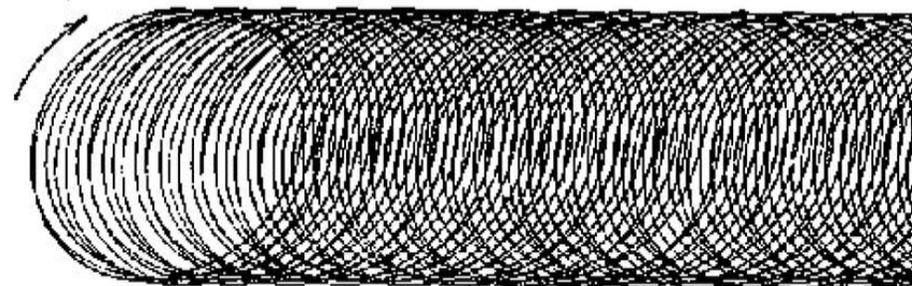
One hundred Sixty $\frac{00}{100}$

Charge to the account of
Bryant, J. B. Ad
Baltimore, Md.

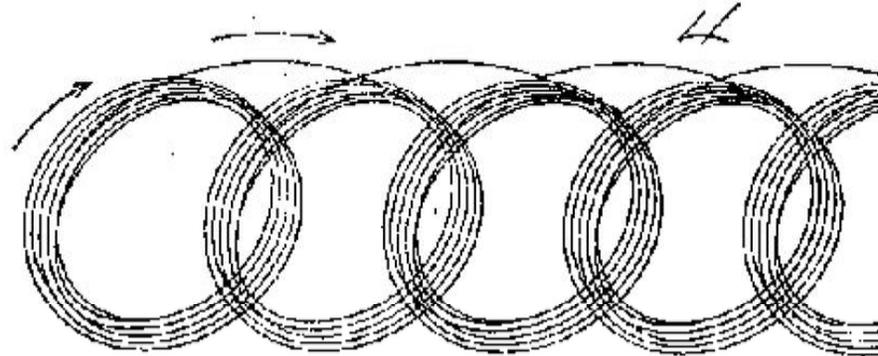
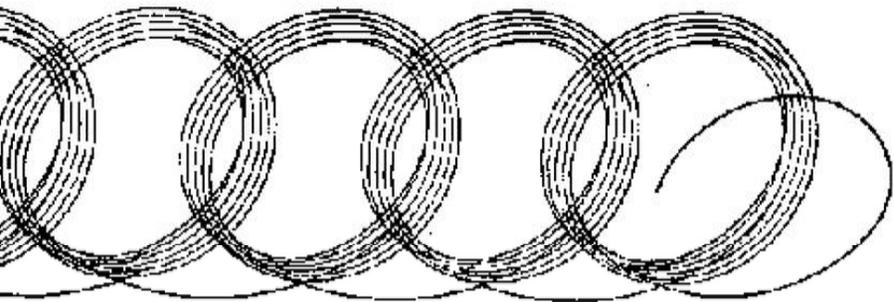
Movement Exercises



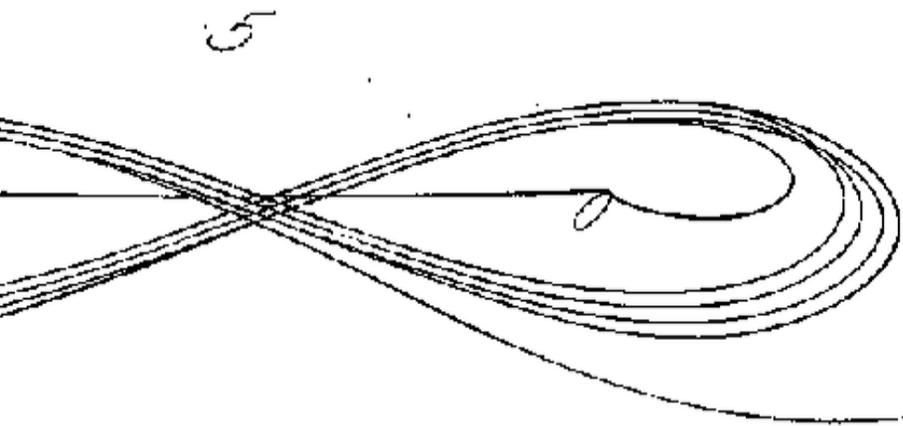
3



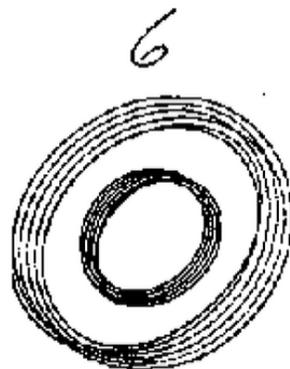
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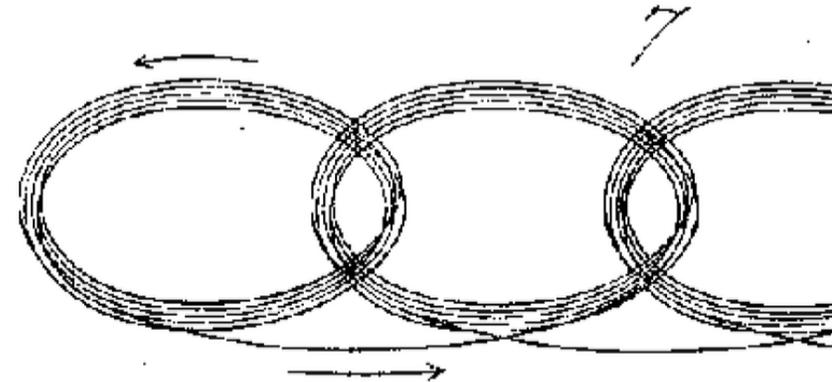
4



5



6



7

Supplementary B.

8 e e e e
9 s s s s
10 r r r r
11 a a a a
12 y y y y
13 k k k k
14 c c c c

Supplementary C.

u u u u u u u u	8	e e e e e e e e
u u u u u u u u	9	s s s s s s s s
m m m m m m m m	10	r r r r r r r r
n n n n n n n n	11	a a a a a a a a
o o o o o o o o	12	v v v v v v v v
w w w w w w w w	13	x x x x x x x x
v v v v v v v v	14	c c c c c c c c

Supplementary

me
me
me
me

ma
ma
ma
ma

winnow
winnow
winnow
winnow

common
common
common
common

the kind of practice that should be pursued by students who experience difficulty in learning to space

Supplementary

04 04 04,, 50 50 50,, 54 54 54,, 5

,, 31 31 31,, 39 39 39,, 80 80 80,, 8

29 29 29 20 20 20 60 60 60

2 $\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{4}{5}$ $\frac{4}{5}$

5/6 $\frac{6}{7}$ $\frac{6}{7}$ $\frac{6}{7}$ $\frac{6}{7}$ $\frac{6}{7}$ $\frac{7}{8}$ $\frac{7}{8}$ $\frac{7}{8}$ $\frac{7}{8}$ $\frac{7}{8}$ 8/9

Supplementary F.

W W W W W W W W W W

F g g g g g y y y y y

ll h h h h h h h h h h

tt d d d d d p p p p p g

Supplementary

Q R R R C C C b D
F G G G G A A A A
K K K L L M M N N
S S S T T T U U U
X Y Y Y Z z x

Capital Letter Exercises N

N

N N N N N

N N N

N N

N N N N N N N

N N

N

N N N N N N N

N

Supplementary I

(O) M A B C D E F

M N O P Q R S T U V W

c d e f g h i j k l m n o p q r s t u v w

ould become proficient in a practical style of lettering to enable him to mark packages or boxes for
ples given the entire alphabet of capitals and small letters can be made. Turn the paper so the down
nciple until it can be made well, then practice letters made of similar principles. Begin with *M, N,*
F, T, J, Y, etc. Then practice lettering such words as *Minimum, Mining, William, Baltimore,* etc. (C
e alphabets can be made well with a pen, they can be readily executed with a brush.

THIS INDENTURE, Made this twenty first day of April in the year of our Lord One thousand eight hundred and fifty six, Between SILAS H. SWETLAND and MARY A., his wife and EZEKIEL C. LITTLE and EVELINE, his wife, all of the Village of Crescent, County of Saratoga and State of New York of first part, and THE TRUSTEES OF SCHOOL DISTRICT NO. 17 in the Town of Halfmoon, County and State aforesaid and their successors of the second part, WITNESSETH, that the said parties of the first part for and in consideration of the sum of SIX HUNDRED DOLLARS, lawful money of the United States, to them in hand paid by the said parties of the second part the receipt whereof is hereby confessed and acknowledged, have granted, aliened, remised, released, enfeoffed and confirmed and by these presents do grant, alien, remise release enfeoff and confirm unto the said parties of the second part and to their successors and assigns forever,

ALL THAT CERTAIN LOT OR PIECE OF LAND situate in the Village of Crescent aforesaid (formerly Halfmoon village) and bounded and described as follows: Beginning on the north side of the new street called Noxon Street in the east line of the tavern lot now occupied by Joseph Smith (formerly by Wm. W. Day) and runs thence north eighty four degrees east one chain to a stake on the north side of said street, thence north three and one quarter degrees west two chains and eighty links to a chestnut post in fence thence south eighty four degrees west one chain and six links to the east line of the said tavern lot, thence south five degrees east two chains and eighty links to the place of beginning, containing one rood and six perches of land be the same more or less.

mainders, rents, issues and profits thereof and all the estate, right, title, interest, claims and demand, whatsoever of the said parties of the first part either in law or equity of in and to the above granted premises with the said hereditaments and appurtenances: To have and to hold the above mentioned and described premises with the appurtenances and every part and parcel thereof to the said parties of the second part, their successors and assigns forever. And the said parties of the first part for themselves, their heirs, executors, and administrators do covenant, grant, bargain, promise and agree to and with the said parties of the second part, their successors and assigns to warrant and forever to defend the above granted premises and every part and parcel thereof now being in the quiet and peaceable possession of the said parties of the second part against the said parties of the first part their heirs, executors, administrators and assigns and against all and every other person or persons claiming to or to claim the said premises or any part thereof.

IN WITNESS WHEREOF, the said parties of the first part have hereunto set their hands and seals the day and year first above written.

Sealed & Delivered
in the Presence of:

The word "heirs" in the seventeenth line on first page, was erased and the word "successors" inserted and	SILAS H. SWETLAND	L.S.
the word "heirs" in the ninth line and in the thirteenth line of the second page was erased and the word "successors" inserted in the seventeenth line before the signing or sealing hereof.	MARY A. SWETLAND	L.S.
	EZEKIEL C. LITTLE	L.S.
	EVELINE LITTLE	L.S.

John O. Mott.

before me appeared SILAS H. SWETLAND & MARY A., his wife,
and EZEKIEL C. LITTLE and EVELINE, his wife all of whom are
to me personally known to be the persons described in & who
executed the foregoing deed and severally acknowledged the
execution thereof. And the said Mary and Eveline sever-
ally each for herself on a private occasion apart from
her husband acknowledged that she executed the same freely
and without any fear or compulsion of her said husband.

John O. Mott Justice of the Peace.

Recorded April 7, 1874, 3h.P.M.

James W. Horton, Clerk.

STATE of NEW YORK
Saratoga County Clerk's Office

as:

N^o 205

I, CHARLES J. HENNESSY, Clerk of the said County, and also Clerk of the
Supreme Courts of said State for said County do hereby CERTIFY that
I have compared the preceding copy with the original

Record of a Deed

in my office, and that the same is a correct transcript therefrom and of
the whole of said original.

IN TESTIMONY WHEREOF, I have hereunto set my name, and affixed the
Seal of said County, at Ballston Spa, this 12 day of July in the
year 1927

By *Charles J. Hennessy* CLERK
DEPUTY CLERK

Silas H. Swetland etal.

-to-

The Trustees of School District 17

D E E D.

(Certified Copy)

Am 11

*Am 11 Rev
attorney centralization
7-16-68*