

**THE NEW PRACTICAL SHORTHAND
MANUAL: A COMPLETE AND
COMPREHENSIVE EXPOSITION OF
PITMAN SHORTHAND, ADAPTED FOR USE
IN SCHOOLS, COLLEGES AND FOR
HOME INSTRUCTION**

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The New Practical Shorthand Manual: A Complete and Comprehensive Exposition of Pitman Shorthand, Adapted for Use in Schools, Colleges and for Home Instruction by Benn Pitman

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BENN PITMAN
AUTHOR AMERICAN PITMAN SHORTHAND

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— **MANUAL** —

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hensive Exposition of*
PITMAN SHORTHAND
*adapted for use in Schools, Col-
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REVISED EDITION

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Albany, N. Y.

PREFACE.

With every great revolution comes the necessity for a change of means and methods adapted to the new condition of affairs. The great revolution in business which has been wrought by the general introduction of shorthand and typewriting in office work, found the mechanism of schools entirely inadequate for the suitable preparation of stenographers. Improvement has been made, but still every good book for instruction in shorthand is a boon both to teachers and to those who propose to make stenography their means of earning a living or winning an honorable record in the great army of high-class workers. If excuse were needed, this is our only excuse for presenting the *New Practical Manual of Shorthand*. It gives the general principles of the Pitman system, with such changes as time and use have proved most necessary, and outlines a method of teaching shorthand which is the outgrowth of long experience. It is confidently believed that the diligent student will find in the following pages a smooth road to the acquisition of a successful and fascinating study.

NOTE TO REVISED EDITION.—The cordial endorsement which has been given to this book by Shorthand teachers, together with the results of its work in our own school, as shown in the successful careers of our Shorthand students, have led us to undertake a revision of its contents, by which we have improved some important features of the original and added about twenty-five pages of new material.

We now present this revised edition with the hope that it may continue the good work already accomplished by the earlier editions.

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INTRODUCTION.

The system presented on the following pages is that of Pitman, with the addition of the Munson hook for *th* and a few other modifications which have been found of special value. It is not, however, to add to the already large number of systems that this work has been prepared, but to present principles already well established, in such a manner that they may be the most easily learned, and used with the best possible results. To this end, the principles have been arranged in the most natural order, and are illustrated by outlines for words as they are actually used in reporting, so that the student does not learn one form, and then find, in some subsequent lesson, that it is necessary to change for some other form.

As phonography is a representation of the sounds of the language, it is necessary that the student learn to recognize sounds quickly and correctly. The exercises on analysis of words have proved of great value in this respect. The vowels are classified as finally to be used, in this way avoiding a large amount of unnecessary work, and the confusion, in the mind of the student, that has heretofore resulted from the fact, that he learned the vowels as *long*, *short*, and *diphthongs*, and when they were well in mind,

found it necessary to dispense with that division and learn them in a different order; namely, *first, second, and third position*. As it is very desirable that first impressions be correct, and as the first thing necessary to determine in writing shorthand is the position of the accented vowel of each word, it follows that the only division of the vowels which the student should know, is that of position. This new grouping of the vowels prevents much hesitation in writing, as well as much illegibility.

The position of outlines is also taught from the beginning, so that the old stumbling blocks "Corresponding Style" and "Reporting Style" are removed. No change is made from the former to the latter, but the whole scheme is a gradual development of the reporting style. Throughout the book, great emphasis is put upon *legibility*, and the use of the various appendages is so presented as to contribute very materially to this important object, as well as to the other requirement of phonography; namely, *speed*. Unnecessary and difficult word-signs have been eliminated, yet enough are given for the most rapid work.

The principles of phrasing and the formation of outlines are so explained and illustrated as to make it possible for the student to develop the utmost skill in reporting.

ELEMENTARY SOUNDS.

1. An alphabet should have a character for each elementary sound of the language it professes to represent. If any considerable speed is desired in writing, these characters should be the simplest possible, and the most easily formed should be assigned to the most frequently occurring sounds.

2. A moment's thought will readily show that the longhand in common use is very defective in all the above particulars. It is most ridiculous to teach young children that *k-n-o-w* spells *no*; *w-e-i-g-h-e-d*, *wad*; *a-c-h-e*, *ak*; *s-t-r-a-i-g-h-t*, *strat*; *p-h-l-e-g-m*, *flem*; or even *t-a-k-e*, *tak*. Attention is called to this unreasonable mode of spelling in order that a perfect alphabet may be better understood and appreciated.

3. The basis upon which the present system of shorthand is constructed is that each elementary sound is always represented by the same character, and that a given character shall always represent the same sound. The spelling, therefore, is entirely phonetic and without any regard to longhand. Thus, the word *w-e-i-g-h-e-d* is written with the marks which represent the sounds of *w-a-d*; *a-c-h-e*, with those which represent the sounds of *a* and *k*; and all other words in the same manner.