

**A COMPLETE MANUAL OF
PHONOGRAPHY (PITMANIC) BY
THE SENTENCE METHOD; FOR USE
IN SCHOOLS AND COLLEGES
AND FOR SELF-INSTRUCTION**

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A complete manual of phonography (Pitmanic) by the sentence method; for use in schools and colleges and for self-instruction by William D. Knight

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WILLIAM D. KNIGHT

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BY

WILLIAM D. KNIGHT

1905

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By WILLIAM D. KNIGHT



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INTRODUCTION.

IN presenting this work to the public I do not claim to introduce any new system of Shorthand; but that of Isaac Pitman, revised and simplified by a few omissions, alterations, and additions, which years of experience have proven to be not only practical, but important.

The "Sentence Method," employed by the school instructors in teaching their pupils to read and write, has been applied with equal advantage to Shorthand. By the "Sentence Method," as herein set forth, the student does not begin with a formidable array of disconnected signs, but with word outlines and easy sentences, from the practice of which he gains a thorough mastery of the phonographic characters.

In the first lesson only the Consonants are presented, which are divided into three groups: First, the Straight Consonants and their employment in representing words of this class; then the Curved Consonants are presented and treated in the same way, and so on with all the principles; thus bringing all the entire system before the student by degrees, whereby Phonography can be learned much more readily, as has been fully demonstrated by years of experience in teaching in high schools and colleges.

The shorthand sentences in this work are carefully graded, so that the student writes every outline as an expert would write it. He practices reporting from the start; he learns nothing that he will have to unlearn.

Phonography, as herein presented, can be mastered in one-third less time than by any other method heretofore presented.

THE AUTHOR.

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PART I.

DIRECTIONS TO THE STUDENT.

THE art of Phonography may be easily acquired. Experience has shown that its principles are mastered by most learners in a short time, and that an hour's daily practice in reading and writing for three or four months will enable the student to write at a fair rate of speed. Swift writing comes only by regular and continued practice.

Phonography is best written on ruled paper. Either pen or pencil may be used, but the pencil is recommended for writing the exercises and for ordinary reporting; but the writer should accustom himself to write with a pen, for in some instances it will be necessary for him to do so.

The student should not try to write the shorthand characters rapidly at the outset, and he must guard himself against making them too large or too small; make them as near the size they are in the Instructor as possible.

The student should bear in mind that he is learning to write by "*sound*," and should accustom himself to make a mental analysis of the consonant and vowel sounds which compose the word that he wishes to write in shorthand.

The recognized number of sounds in all phonetic Shorthand is forty-one—twenty-four consonants, twelve vowels, and five diphthongs. The consonants are represented by straight and curved lines, the vowels by dots and dashes, and the diphthongs by angular marks.

In Phonography no silent letters are used. The light sounds are represented by light lines and the hard sounds by shaded lines; and in writing we use only the letters that sound; thus, "know" is written the same as "no"; "cent" the same as "sent."

CONSONANTS.

	Name.	Sound.		Name.	Sound.
P	\	pee as in <i>hope</i> .	F	\	ef as in <i>safe</i> .
B	\	bee " <i>lobe</i> .	V	\	vee " <i>wave</i> .
T	|	tee " <i>mate</i> .	Th	(	ith " <i>wreath</i> .
D	|	dee " <i>made</i> .	TH	(	thee " <i>soothe</i> .
CH	/	chay " <i>choke</i> .	S	)	ess " <i>seal</i> .
J	/	jay " <i>James</i> .	Z	)	zee " <i>zeal</i> .
K	—	kay " <i>make</i> .	SH	)	ish " <i>wish</i> .
G	—	gay " <i>game</i> .	ZH	)	zhee " <i>azure</i> .
R	/	ray " <i>rays</i> .	R	\	ar " <i>farm</i> .
W	✓	way " <i>wave</i> .	M	⤵	em " <i>them</i> .
Y	✓	yea " <i>Yale</i> .	N	⤵	en " <i>name</i> .
H	/	aitch " <i>high</i> .	NG	⤵	ing " <i>thing</i> .
H	6	hay " <i>hate</i> .	L	⤵	el " <i>fell</i> .

DOUBLE CONSONANTS.

	Name.	Sound.		Name.	Sound.
WH	✓	whay as in <i>where</i> .	↶	WL	wel as in <i>Weslh</i> .
QU	⤵	quay " <i>queer</i> .	↶	WHL	whel " <i>whelp</i> .
GU	⤵	guay " <i>anguish</i> .	↶	LR	ler " <i>feeler</i> .
MP	)	cmp " <i>hem p</i> .	↶	RR	rer " <i>sorer</i> .
MB	)	emb " <i>embalm</i> .			