

**PITMANIC SHORTHAND: A  
COMPLETE TEXT-BOOK  
ON THE AMERICAN-  
PITMAN SYSTEM**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649672073

Pitmanic Shorthand: A Complete Text-book on the American-Pitman System by Selby A. Moran

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Cover @ 2017

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**SELBY A. MORAN**

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# PITMANIC SHORTHAND

A COMPLETE TEXT-BOOK  
ON THE AMERICAN-PITMAN SYSTEM.

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BY  
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dred Valuable Suggestions to Shorthand Students."*

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SEVENTH EDITION.

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ANN ARBOR, MICH.  
THE UNIVERSITY PRESS.  
1909.



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THE UNIVERSITY PRESS, ANN ARBOR.

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*JH Russell*  
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## PREFACE

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On account of the great number of real and imitation systems of Shorthand there certainly is no need for another. There are already too many systems which are nothing more than some standard method of writing Shorthand slightly modified so as to give the promulgator an opportunity to pose as the author of a "new" system. Very seldom are these so-called new systems any improvement over the ones from which they are derived. There will, doubtless, continue to be those who think they have discovered wherein they can modify some minor details in the system of Shorthand which they have learned. Having done this, they will claim to have devised "a new and greatly improved system of stenography." The writer has no sympathy for such people.

While there is no need for a new system of Shorthand there is, however, a great need of improvement in the preparation of Shorthand text-books and in the methods of teaching the subject. During the past few decades there has been a wonderful advance in the methods of giving instruction in most branches of education. Writers of Shorthand text-books especially seem to have felt but slightly the effect of this development and have in the presentation of the subject often failed to embody the best educational methods. It is because of the firm conviction that the writer of this little work is able to offer some new and, as he believes, better ideas as to the methods of teaching the American-Pitman System of

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Shorthand that he feels justified in offering this work to the public. If it shall have made the work of acquiring a knowledge of Shorthand more systematic as well as more easy and pleasant, the end sought will have been gained. His many years' experience as a teacher of Shorthand and a careful study of the best methods of imparting instruction in this art inspire a confidence that the publication of this little volume will not have been in vain.

ANN ARBOR, MICHIGAN,  
September 7, 1904.

THE AUTHOR.

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**Note.**—The student should not attempt to make too rapid advancement. A lesson is not mastered until the student thoroughly understands the principles explained in the lesson and is able to apply them readily and correctly in writing the exercises in the lesson. He should also be able to write the wordsigns and phrasesigns without the least hesitation and translate the shorthand at the end of each lesson as readily as he could read the same matter in ordinary print. To do this requires much practice. The more practice given to reading shorthand the better.

Following the last lesson in the text is an alphabetically arranged list of the wordsigns and phrasesigns in ordinary print. Following every third word or phrase is a blank line. It is designed that the student, just as soon as he has committed each list of these signs in the sixth and following lessons shall then fill in the blanks for the words which are given in each lesson. When the lessons are all completed, the student will have a complete alphabetically arranged list of all the abbreviations. The actual work of making this list will aid the student materially in fixing these signs in mind. The teacher should examine the student's text from time to time in order to ascertain whether or not he is keeping his list made up as he goes along.



## INTRODUCTION.

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A successful text-book on the subject of Shorthand must embody certain recognized principles of the art of teaching, modified, of course, to conform to the peculiarities of this particular subject. It has been the author's aim to apply these principles as far as possible in this work. The general arrangement of the text is as follows:

First. A very few of the principles constituting the system are introduced at a time, beginning with the most elementary.

Second. For convenience in class work these principles are divided into lessons, each lesson consisting in the introduction of a very few new principles.

Third. With the introduction of the principles in each lesson is given a most explicit and thorough explanation of their use.

Fourth. Immediately following the explanation of the principles are a few carefully selected words illustrating the use of these principles. These words are given in both Longhand and Shorthand.

Fifth. Following these illustrations in each lesson is a list of words to be written making use of the principles explained in the lesson. After the student has learned to form the outlines correctly, he should write these words over and over again until he is able to write them readily.

Sixth. After the principle of outline abbreviation has been explained, there are introduced in each lesson a few abbreviations, or wordsigns, as they are called in Shorthand, formed by abbreviating the consonant outlines of commonly occurring words. These wordsigns should be thoroughly committed to memory and written a sufficient number of times to enable the student to recognize the word the instant he sees its sign and to recall the sign immediately upon hearing the word.

Seventh. After the principle of phrasing has been explained, there are given in each lesson, for the student's practice, a few commonly occurring phrases, the words of which embrace the use of the principles and wordsigns in that and preceding lessons.

Eighth. Except in the first few lessons, there are introduced in each lesson a few brief sentences for practice. As soon as a sufficient number of the principles have been given, these sen-

tences take the form of letters since the student has especial need of practice upon this form of composition. The sentences and letters in each lesson are composed of words so selected that they embody, as far as possible, a review of the principles in all the preceding lessons. At the same time no word is ever introduced until the principles, by which it is written in its briefest form, have been explained. The student, therefore, never has occasion to write a word in but one way and that with the briefest possible outline. The carrying out of this idea necessarily restricts the author in the construction of sentences for the student's practice, making it impossible in a few instances in the early lessons, to give for practice sentences with the best possible wording. In order to give the student further practice in the proper phrasing of outlines, the words in each exercise which in reporting should be phrased, are joined by hyphens in the text. These sentences, like the list words, word-signs and phrases, should be written many times by the student who should not feel that he has his lesson sufficiently prepared for recitation until he is able to write the list words, phrases and sentences within the time specified.

Ninth. For the purpose of drill in reading Shorthand other than one's own writing, there is given at the end of each lesson after the sixth an exercise in Shorthand to translate.

Tenth. To secure thoroughness, every fifth lesson consists of a carefully prepared review of the preceding four lessons.

Eleventh. The student should impress upon his mind the necessity of thoroughly mastering the lesson in hand before taking up a new one.

Twelfth. When the lessons have been gone over once they should be thoroughly reviewed, giving especial attention to the word-signs and to practice on the exercises to gain speed. In this review work, the time given for writing the exercises should be reduced at least one-third. Following this the student should take up miscellaneous matter for speed practice.

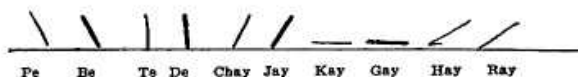
This method of presenting the subject of Shorthand to the student is, in the judgment of the author, the proper one. Years of actual experience in teaching Shorthand have demonstrated to him its entire practicability and success.

## LESSON I.

### THE ALPHABET, SEC. I.

1. The first work of the student in taking up the subject of Shorthand is to thoroughly familiarize himself with the consonant alphabet which forms the ground-work of a Shorthand education. The alphabet is divided into two sections: 1st, the **straight letters**: 2nd, the **curved letters**.

2. This lesson treats of the **straight letters**. They are as follows:



3. The names beneath the Shorthand letters are used merely for convenience in referring to them.

4. **Pe** represents the ordinary sound of **p**, as in **pat**, **pour**, **par**.

5. **Be** is the same as **pe** except that **be** is shaded. **Be** is used for the ordinary sound of **b**, as in **bat**, **bowl**, **rob**.

6. **Te** is used for the usual sound of **t** as in **tap**, **tame**, **tip**.

7. **De** is the same as **te** except that it is shaded. **De** represents the common sound of **d**, as in **date**, **done**, **lad**.

8. **Chay** represents the sound of **ch**, as in **check**, **cheap**, **ditch**.

9. **Jay** is the same as **chay** except that it is shaded. **Jay** represents the usual sound of **j** and also the soft sound of