



www.long-live-pitmans-shorthand-lessons.org.uk

www.long-live-pitmans-shorthand-reading.org.uk

www.long-live-pitmans-shorthand.org.uk

Images & Text © Beryl L Pratt

FACILITY DRILL

Blog - 2017 - August

With What

All material is copyright Beryl L Pratt and may not be republished, or reposted online, in any form. This file is intended for non-commercial personal study use only. The only permitted download site for this file is <https://www.long-live-pitmans-shorthand-reading.org.uk>

PDF Date: 30 January 2021

6 ← 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

6 6 6 6 6 6 6 6

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

Handwritten shorthand symbols on a blue-lined background.

12 x 10 < 10.00 9 2

1 2 3 4 5 6 7 8 //

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

h o e n i b ' a m l m x

) o n b i m e ' b h) . x 3 o

i (. 3 l m ~ x i (3 h m

' 3 o m h x () 3 n m 2

> h m x m ' q u e ' m n) y ?

) n i (3 m ' m l y x 6 m

b } m . m 3 e \ e x

h e 6 i o m ~ x (2 m

i ? v e y i) e h x // e

e ~ m 6 e y < i ' m l

e m , m i x m m m m 3

' - e i m ' m m m x m o

2 { L y' a) (c m y | x

) h | 6 + a y | y ~ a | ~

6 e f x . e a (.) . a w a

' ~ a y y L a ~ x . a z a /

y a y () a z ~ a 6 x

a z . y z a y . y y y y x

. h |) z y a y z y x z a y

. a y ' a y a y a y a y a y

y y a y a y a y a y a y

. a y a y a y a y a y a y

. a y a y a y a y a y a y

a y a y a y a y a y a y

1. 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

With What

This article practises the four short forms: with, when, what, would. These can be confusing when first learned, as they are all the same shape with only the position and the way they face being different. They are best practised as the first word in a short phrase, so that they remain in position. Phrases will get them happily and easily assimilated, as the phrases present more memorable shapes and pictures to your mind, and then you are in a good position to use each one of the four on its own correctly and without hesitation. Then you can avoid the unhelpful and miserable habit of reciting the foursome to extract the one you want. Such a recitation habit will stick to you annoyingly like chewing gum on your shoe, so please do better than I did and learn them separately in phrases to start with or at least not in a set of four consecutive signs along the line.

You are now familiar with the subject of shorthand. With much determination to learn, you just got on with it, and you took a pad and pencil with which to practise the outlines. With those two simple tools you learned how to write shorthand, and now you like to have them with you at all times. You will find that with each passing day and week, the outlines become easier, as you become more and more familiar with them. There is no high tech involved in plain paper and pencil, and with these basic supplies you can record anything anywhere at next to no cost or effort. You can write a whole word with one stroke of the pen, and then all the other words with the same rapidity. Students in a class often compete with one another to be the fastest, but regardless of your speed, you have now joined with us in our shorthand universe. I hope you agree that with this new skill your CV is greatly improved. Some strokes don't join with the semicircle and so two omission phrases use the stroke. With reference to the job, it went to someone with the skill of shorthand, and with regard to the wages, they are always higher for someone with this knowledge.

When the time comes to write from a fast speaker, we must be able to speed up when it is necessary. The students asked, when do we get to the last lesson, and the teacher said that when this term ends we will get there. Another asked when does the first exam take place, to which the reply was, when you start the next term. When those people started last year they knew nothing but when this term begins they will be much more competent. When these students come to the class, it will be a time when each person works to improve their education. In answer to the question when is the time to practise, I always say when it is daytime, when it is night time and indeed whenever there is an opportunity to do so. I asked the teacher, when were they going to sit the exam. When we are fast enough, we will apply for the speed test.

At the end of the first lesson you will know what it is and what is the reason for learning. Their friends wondered what do you do in that class and what does the teacher say. What you must tell them is what would be taking place tomorrow. Tell them what were the requirements and what you must learn next time. They may say, what has happened, you are writing shorthand all the time now. What is the matter and what is it about the subject that keeps you so busy? So you told them what was the matter, and what must be done to achieve the speeds. This is what is called dedication and it was obvious to everyone what was necessary to be successful. We are very glad to say that this is what it has resulted in. They asked what have you done? I answered I have done whatever was necessary at the time.

With What

Some people would give anything to have this skill for their job but I wonder if some would go to the classes at all. They will never know how much would have been achieved and whether their dream of exam success would be attained. Some of us would hope that they do take the plunge and would indeed wish them every success if they do. Their teacher said this course would not have been difficult for them and in fact would never be anything other than successful. The staff would now like to say a word about the courses and of course would not be speaking for very long. The students would have been wiser to have brought more notepads and so would not have been struggling in the lesson. Some would say that a pen would possibly be better than a pencil for the higher speeds. The teacher said that she would see by the results who had worked hardest. Would you mind speaking a little louder and would your assistant please close the windows. I think the students would understand better if they listened more closely. In some cases a halved Way stroke is used, in order to make a phrase. I would like to say something about shorthand but they would not be interested in it. We would be happy to send them the book, and we think many would end up reading it.

I had a word with the lecturer and he said I could join the course when the term started in September. He told me what the cost was and I asked, would the course be full or part time. I had a pad and pencil, and with them I wrote all the words when they were spoken. I must say what was clear was that the notes would be very easy to read back. With this book I learned everything and when this year came to an end, I had found out just what the subject involved. But I wondered, would the speed I have attained be enough for my new job? In conclusion, the college staff would like to say that, when the work is completed, what has been begun so well will be finished with the greatest success and with great celebration. (1075 words)
