

THE DEVELOPMENT OF LEARNING GUIDES AND MATERIALS
FOR INDIVIDUALIZED INSTRUCTION OF SHORTHAND
THEORY AT SALINA HIGH SCHOOL SOUTH

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by
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Chapter 1

INTRODUCTION

Business teachers have always attempted to be aware of changes in business, economic life, or education which dictated a change in course content or curriculum structure. "Now a new challenge arises--a challenge concerned not so much with course content, as with course format. This new format is individualized instruction."¹

Individualized instruction is a flexible system of many materials and procedures through which the student is given substantial responsibility for planning and carrying out his own organized program of studies.² The basic goal of individualized instruction is to allow each student to progress as fast as he can or as slow as he must.³

The Problem

Statement of the Problem

The purpose of this study was to develop learning guides and materials for individualized instruction of shorthand theory. The need for such learning guides and materials was two fold: (1) To adapt the teaching of shorthand to the innovative method of individualized

¹James Lemaster, "IPI Where We Stand in Shorthand," Business Education Forum, L (March-April, 1970), 6.

²Gail Baker, and Isadore Goldberg, "What Is It and How to Use It--The Individualized Learning System," Educational Leadership, XXVII (May, 1970), 775.

³James Lemaster, "Individual Progress Shorthand," Business Education Forum, XXV (October, 1970), 15.

instruction. (2) To present a method of teaching shorthand theory which might allow for more and better comprehension of the shorthand principles.

Importance of the Study

Is there a need for individualized progress instruction format in shorthand? Of course, the need exists there as well as in most other areas. If we had been able to get students to take a prescribed "dose" of shorthand in a certain time and "digest" it properly, there would never have been a single failure--but many have failed and a great many more have been passed with marginal skills.¹

A higher percentage of students fail shorthand than any other subject in our public secondary schools.² Many studies have been made which indicate that shorthand students who have not adequately learned the theory do not succeed in the dictation-transcription aspect of shorthand. Shorthand theory is traditionally taught at the rate of one lesson per day. Many students need more time than this allows for comprehension. Other students are expected to spend more time learning theory than they need; therefore, sacrificing time that could be used for developing dictation-transcription speed.

Instructors of shorthand are today indicating an increasing concern for empirical evidence to support the use of procedures utilizing new methods and techniques of instruction, for the proficiency attained by the students is directly related to the teaching methods utilized in the classroom.³ Studies have shown that individualized learning is desirable and that most subjects can be adapted to the system. However, it is

¹Joe M. Pullis, "Implications of Research for Shorthand Pedagogy," Business Education Forum, XXV (February, 1971), 23.

²Ibid.

³Ibid., p. 25.

also evident that students cannot work effectively by being told to proceed at their own pace, they must have materials such as guides, worksheets, or written lessons.

Changes in the educational process that are contributing to greater emphasis on individualized instruction are flexible module scheduling and differentiated staffing. Differentiated staffing involves dividing instruction into parts which are shared by teachers and paraprofessionals.¹

Extensive library research revealed a need for individualized instruction and a definite need for shorthand teachers to place more emphasis on the teaching of shorthand theory. It did not reveal that anyone had previously developed such materials for the high school level.

Delimitations of the Study

The materials and learning guides developed through this study for Salina High School South were to be used by both instructors and students of shorthand theory. This high school was involved in individualizing the instruction of all subjects in the curriculum. The desired result was to be a high school program through which a student could progress at his own rate of achievement.

The shorthand laboratory, prerecorded dictation tapes, typewriters, and textbooks were to be used in the instruction of shorthand. Learning guides and materials were to be devised for use with the previously listed materials and equipment only. No new materials, such as programmed textbooks, could be purchased. The textbook, Gregg Shorthand, Diamond Jubilee Series, 1963, was used as a course of study.

¹Harry Huffman, "Teachers, Students, and the New Individualized Instruction," Business Education World, L (November, 1969), 24.

Definitions of Terms

The terms used throughout the study were defined as follows:

Behaviorial Objectives

Behaviorial objectives are desired outcomes of learning which are specified in terms of observable competence and the conditions under which it is to be exercised. Outcomes should be described in measurable terms.¹

Brief Form Automatizing

The learning and memorization of brief shorthand forms of words until recognition and writing of them occurs automatically.²

Context Analysis

The student's ability to supply, through context, words that are missing in a transcript.³

Continuous Progress

Any learning system through which students advance independently at varying rates.⁴

Individualized Instruction

A flexible system of many materials and procedures through

¹John O. Bolvin, and Robert Glaser, "Developmental Aspects of Individually Prescribed Instruction," Audiovisual Instruction, XIII (October, 1968), 828.

²Lloyd J. Mast, and Troy E. Nuckols, "Terminal Performance Objectives for a Phased Shorthand Program in Business Education," (San Mateo, California: Educational Services Center, 1970), p. 2, (Mimeographed).

³Ibid. p. 55.

⁴James Lemaster, "Individualized Progress Shorthand," Business Education Forum, XXV (October, 1970), 15.

which the student is given substantial responsibility for planning and carrying out his own organized program of studies.¹

Individually Prescribed Instruction

Individualized program content is prescribed from among various alternatives on the basis of each student's unique requirements.²

Learning Activities

Educational alternatives adapted to bringing about the performance of desired objectives.³

Learning Activity Packages

An organized method of arranging objectives, activities, and tests for use in individualized instruction. This method was developed in Nova High School, of Ft. Lauderdale, Florida.⁴

Programmed Instruction

Learning in which a tutor in the form of a program leads students step-by-step through a series of activities, structured and sequenced so that all students may master shorthand theory and principles

¹Gail Baker, and Isadore Goldberg, "What Is It and How To Use It-- The Individualized Learning System," Educational Leadership, XXVII (May, 1970), 775.

²James Lemaster, "IPI Where We Stand in Shorthand," Business Education World, L (March-April, 1970), 6.

³John Bolvin, and Robert Glaser, "Developmental Aspects of Individually Prescribed Instruction," Audiovisual Instruction, XIII (October, 1968), 828.

⁴John E. Arena, "An Instrument for Individualizing Instruction," Educational Leadership, XXVII (May, 1970), 784.

although not necessarily in the same amount of time.¹

Recycling Activities

Learning activities provided for students who want additional activities for remedial or enrichment purposes.²

Methods of Procedure

The procedure for completion of this research study involved the use of related literature and materials being used to implement individualized instruction in high schools and colleges. The step-by-step method of procedure was as follows:

1. The basic concepts of individualized instruction and how to use it were studied through in-service training during the school year, 1970-71; through attendance of a workshop, conducted by Dr. Gardner Swenson, University of Utah, on preparing learning activity packages and writing behavioral objectives; and through extensive library research.
2. A study of the feasibility of teaching shorthand theory on an individualized basis was done through library research and personal interviews with shorthand instructors, Gregg Publishing Company representatives, and people who were knowledgeable in the area of individualized instruction.
3. Letters were written to schools which were known to be developing individualized instruction, asking for copies or samples of their materials used for teaching individualized shorthand.

¹Russell Hosler, Arnold Condon, Robert Grubbs, and Harry Huffman, Instructor's Handbook for Programmed Gregg Shorthand (New York: Gregg Division McGraw-Hill Book Co., 1969), p. 46.

²Gail Baker and Isadore Goldberg, "What Is It and How To Use It--The Individualized Learning System," Educational Leadership, XXVII (May, 1970), 780.

4. All materials received from these sources were reviewed for adaptation to the Salina High South Program. The Phased Terminal Performance Program received from the San Mateo Public Schools, San Mateo, California was used extensively as a basis for developing the individualized program and as a source for standards and tests.

5. The materials were actually used in instruction as they were being developed and revised as the need to do so was indicated.

Chapter 2

REVIEW OF RELATED LITERATURE

Lemaster is presently developing an individualized shorthand program for Gregg Publishing Company. The program is now being field tested and studies being done on the program will be released within the year, 1972. The formal research on the success of individualized instruction will then begin. Previously, most of the research conducted has been based on programmed instruction of shorthand at the college level.

Studies on Programmed Shorthand Instruction

Beginning in 1958 with the earliest controlled studies of programmed instruction and its effectiveness, there has been an ever-increasing body of evidence attesting to the fact that automated teaching, particularly programmed self-instructional materials can achieve significant gains in terms of student learning.¹

In 1962, Taylor designed and tested a program for beginning shorthand on the collegiate level. The results of her study showed no significant difference between the traditional and experimental methods; however, teachers and authors realized that shorthand knowledge and skills could be obtained through an individualized approach as well as a teacher dominated classroom.²

¹Robert S. Driska, "Focus on the Secretarial Program," Business Education Forum, XXVI (October, 1971), 15.

²Devern Perry, "Programmed Shorthand for College Students," Business Education Forum, XXVI (October, 1971), 20-21.

Clark attempted to determine whether Gregg shorthand theory could be taught using the principles upon which programmed instruction was founded. Two classes, controlled and experimental, at Los Angeles College participated in the study.

The control class was taught with the traditional preview and review of each lesson while the experimental group used only a linear framed program of material that corresponded with their textbook. Students in the experimental class completed a sequence of programmed material designed to teach them the shorthand theory presented in the corresponding lesson.

Procedure for teaching the control and experimental groups were identical except that the control class previewed and reviewed shorthand theory while the experimental class received dictation. Although scores of intermediary and final tests did not statistically reveal a significant difference between the theory knowledge of both groups, sixty percent of the experimental group wrote at least seventy words per minute as compared to forty percent of the control class. This difference was shown to be significant at the five percent confidence level. It was concluded that through programmed instruction students could learn shorthand theory and progress at their own rate.¹

Lemaster did a study using tapes and standard shorthand books. He found that students can learn the shorthand principles well and write from sixty to eighty words per minute after the first course.²

¹Lyn Clark, "Community College Programmed Shorthand," Business Education Forum, XXVI (October, 1971), 18-19.

²James Lemaster, "Individual Progress Shorthand," Business Education Forum, XXV (October, 1970), 16.

Rankin recommended the adoption of the programmed Gregg shorthand textbook for Kansas State Teachers College after completing her comparative study of classes using the programmed textbook with those using the conventional textbook. Her recommendations were also based on the students' evaluation of the programmed materials.¹

Henson's study showed that the programmed approach works well in learning Gregg shorthand.²

In her comparison of classes using the programmed textbook, with those using the conventional approach, Stutte made the following observations: (1) Students using the programmed materials scored significantly higher on theory checks and chapter tests while there was no significant difference in student performance on brief form tests. (2) Students with a background in programmed learning materials showed a possibility of having a better retention of shorthand theory principles than those students with a background in the conventional materials.³

DeYoung found the following significant differences between students learning shorthand theory with programmed materials and those learning through teacher-directed drills: (1) There is a difference in mean achievement rates on tests and transcription rates between students with prior and without prior shorthand instruction when using the controlled and experimental method of teaching. (2) Significant interaction between

¹Elaine Rankin, "A Study of Elementary Shorthand Classes Using Conventional and Programmed Homework Materials During the Fall and Spring Semesters 1969-70 at Kansas State Teachers College, Emporia," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1970), pp. 22-28.

²James Lemaster, "Individual Progress Shorthand," Business Education Forum, XXV (October, 1970), 16.

³Joyce Stutte, "Programmed Gregg Shorthand and Dictation ABC's," Journal of Business Education, XLVII (March, 1972), 250-251.

ability level and shorthand instructional background may occur on theory quizzes and three minute typewritten transcription rates. (3) There is no difference in attitudes toward programmed shorthand learning between students using the control methods and those using the experimental method of teaching.¹

O'Connell has reported on her experience with Gregg's Programmed Shorthand for College Students. Although she did not do a formal study, she lists the following situations as desirable for programmed instruction at the secondary level:

1. When the modular, flexible scheduling program is used and students spend a minimum amount of time in class and a maximum amount of time working individually.
2. In schools where the academically talented student is unable to take shorthand due to scheduling problems. Highly motivated students may finish the study of shorthand theory from the middle to the end of the first semester, while less motivated students will continue to study the theory into the second semester.
3. In those schools where the enrollment number did not warrant a regular class, programmed materials could be used to provide the instruction for those desiring the knowledge.
4. The slow, marginal student may be able to succeed through moving from lesson to lesson as he masters the materials and gains confidence.
5. Programmed materials would be helpful in allowing students who are forced to be absent to continue studying while they are absent.

¹Boyd G. Plymire, "Research for Classroom Teachers," Journal of Business Education, XLVII (March, 1972), 253.

6. In those classes where there is a great range of ability, programmed materials would allow talented students to progress as they can and would not force a fast pace on slower students.¹

Studies on Shorthand Theory

Recent studies on shorthand theory are summarized in an article by Anderson.² She reports that in 1966, Pullis studied the problem of whether or not accurate outlines have any effect upon the student's dictation speed. Based on the results of his study, Pullis concluded that (1) the student's dictation achievement is significantly related to the student's ability to write accurate outlines, (2) shorthand transcription ability is also related to the writing of accurate outlines, (3) dictation achievement is related to transcription ability, as well as (4) transcription ability is related to writing of accurate outlines. Goetz, through a study of the relationship between symbol mastery and dictation speeds, further supported the Pullis study.³

Haggblade, in studying factors that affect shorthand achievement, stated that teachers can profitably stress the value of writing correct outlines for mastery of dictation.⁴

¹Mary Margaret O'Connell, "Secondary Level Programmed Shorthand," Business Education Forum, XXVI (October, 1971), 16-17.

²Ruth I. Anderson, "How Important are Gregg Shorthand Outlines," Business Education Forum, XXIV (October, 1969), 13.

³Ibid.

⁴Berle Haggblade, "Factors Affecting Achievement in Shorthand" (unpublished Doctor's thesis, University of California, 1965).

Klaseus concluded that if the shorthand outline was written correctly, it would most frequently be transcribed correctly.¹ Crewdson, after comparing the effect of accuracy in transcription from outlines, recommended that students be encouraged to write correct forms and that more emphasis be placed on theory tests.² From his study of the time involved in the transcription process, Don Jester reported that although incorrect outlines were often transcribed accurately, time was lost while attempting to decipher the incorrect outline.³

Uthe recommended, as a result of her findings, that all types of word endings (plurals, past tenses, joined and disjoined endings) should be stressed. She also recommended complete automatization of brief forms.⁴ Doerr found that teachers need to stress principles during the entire year rather than just the first semester, as students wrote fewer accurate outlines at the end of a year than they did at the end of the first semester.⁵

¹Richard C. Klaseus, "An Analysis of Some of the Factors That Contribute to the Difficulty of Transcription Materials in Gregg Shorthand, Diamond Jubilee Series" (unpublished Master's thesis, Mankato State College, Mankato, Minnesota, 1964).

²Norma N. Crewdson, "A Comparison of the Effect of Accuracy in Transcription From Outlines or Context" (unpublished Master's thesis, University of Minnesota, 1963).

³Donald D. Jester, "A Time Study of the Shorthand Transcription Process" (unpublished Doctor's thesis, Northwestern University, 1959).

⁴Elaine F. Uthe, "An Evaluation of the Difficulty Levels of Shorthand Dictation Materials" (unpublished Doctor's thesis, University of Minnesota, 1966).

⁵Leona Gallion, "The Teaching of Shorthand and Transcription," Contributions of Research, Ninth Yearbook of the National Business Education Association (Washington, D. C.: National Business Education Association, 1971), p. 40.

The studies on programmed instruction are inconclusive in that they have been on different materials and at different levels. Also, there needs to be many more studies done before conclusions can be reached. However, there is an indication that the method could be successful in the objective of giving the students of shorthand theory a more thorough coverage of theory paced at their own rate of learning. Research completed on the importance of placing more emphasis on the adequate learning of shorthand theory indicates that there definitely is such a need and possibly this can be achieved through individualized instruction.

Chapter 3

LEARNING GUIDES AND MATERIALS FOR INDIVIDUALIZED INSTRUCTION OF SHORTHAND THEORY

The learning guides and materials for individualized instruction of shorthand theory at Salina High School South, Salina, Kansas, were presented for this paper as they were to be used by the students and instructors.

Materials to be used by the students were presented in the exact form in which they were duplicated and made available for classroom use. Examples of tests and materials used by the instructors were presented in the Appendix. Special notes to further explain some of the materials were written in parentheses and were not placed on the actual material used in the classroom.

STUDENT'S INFORMATION MANUAL

For
Individualized Instruction of
Shorthand Theory at Salina
High School South
Salina, Kansas

by
Beverly Hedrick, Instructor

PREFACE

The Individualized Program of Shorthand I is designed to allow each student enrolled in the program to move as rapidly toward achieving the goal of vocational competence as his motivation, ability, and time permits. Upon successful completion of each objective, the student will receive one credit toward graduation. It is important to note that successful completion depends upon the demonstrated ability of the student to meet the minimum objectives of the program.

The Individualized Program is intended to be a performance, not time based curriculum. A student may complete all objectives in a relatively short time, or he may extend the program over several semesters. The period of time a student spends on each objective is dependent upon his ability to develop a level of skill which meets the minimum standards of achievement, upon his motivation, and upon his individual goals.

The following pages are provided to guide the student's progress through the course objectives and serve as a reference guide in terms of performance standards, evaluation, and direction.

Prerequisites

In the secretarial training program it is essential that the student be able to transcribe shorthand notes at the typewriter, and use the English language in a correct and effective manner. It is, therefore, recommended that students who enroll in the program be concurrently enrolled in Typewriting I or have completed the course previously. The student should also possess the ability to spell correctly, construct sentences properly, use proper punctuation, and

to be grammatically correct when transcribing shorthand notes and typing correspondence.

Rationale

In terms of vocational opportunity, personal satisfaction, and salary, stenography is one of the most rewarding occupational areas a high school graduate can enter. The demand for well-trained, qualified stenographers and secretaries far exceeds the supply. This trend is expected to continue. This course, Shorthand I, provides a foundation of shorthand principles and theory, and provides the practice necessary for the development of skill in writing and transcribing shorthand notes.

General Objectives

Upon completion of the learning activities for shorthand theory, writing technique, transcription, and related non-shorthand skills, and upon demonstration of mastery of these activities as measured by the tests given throughout the course, the student will be able to:

1. Read, write, and construct shorthand outlines of words presented in the program.
2. Transcribe, in typewritten or longhand form, shorthand outlines he has constructed.
3. Read shorthand outlines he has constructed.
4. Construct, during dictation of material that has been covered in shorthand theory, correct shorthand outlines.
5. Construct, during dictation, the brief forms and brief form derivatives presented in the program.
6. Construct, during one to three minute dictation of previewed material, correct shorthand outlines.

7. Produce correctly transcribed shorthand notes.

8. Take reasonable care of his work station, organize his work in an efficient manner, and exhibit a responsible and business-like attitude toward the tasks presented him in this program.

Instructional Content

The following is an outline of the course content designed to help the student reach the course objectives.

I. Shorthand theory with emphasis on:

- A. Phrase building
- B. Brief form automatizing
- C. Geographical expressions
- D. Words and word families
- E. Word beginnings and endings
- F. Numbers and quantities
- G. Blends and vowel omissions
- H. Brief forms and derivatives
- I. Vocabulary building
- J. Reading from textbook shorthand plates
- K. Reading from shorthand outlines and notes the student constructs from the textbook or from dictation
- L. Taking dictation for periods of time up to three minutes on new, practiced, and familiar material.

II. Transcription with emphasis on:

- A. Punctuation, spelling and capitalization
- B. Grammar and proper word usage
- C. Sentence completion and context analysis
- D. Proofreading and correcting
- E. Responding to oral and written directions

- F. Business vocabulary and geographic expression
- G. Typewriting skills
- H. Proper care of equipment and efficient work attitudes and organization

Pre-Testing

There will be no pre-test at the beginning of Shorthand I. It will be assumed that all students enrolled in Shorthand I will have had little or no shorthand instruction.

All students will be required to complete the learning activities that cover the processes required to write and transcribe shorthand.

A student may be exempted from selected learning activities by demonstrating mastery of the skills or concepts involved in these activities. This may be accomplished by successful completion of the pre-test and post-tests which are included in the learning activities that may be challenged by the student.

Self-Testing

The purpose of the self-tests, which the student must take after completing each learning activity is to measure whether or not he has met the performance objectives for the activity. Self-tests for theory learning activities will be labeled as "Theory Checks." They are to be self-administered and evaluated. "Reading Ability Self-Tests" will be supervised by the instructor. Upon completion of the self-tests, the student will begin the next learning activity if he meets the minimum performance criteria for the test. If the student should fail to meet the minimum performance criteria the instructor will recommend remedial practice until the student can demonstrate that he has the ability to advance to the next learning activity.

Post-Tests

The student will take the post-tests at any point after he has successfully demonstrated readiness for evaluation. This will ordinarily follow completion of all prerequisite activities.

Shorthand principles post-tests. The student must successfully meet the minimum performance criteria on post-tests for shorthand theory, brief forms, transcription of notes made from textbook shorthand plates, and related nonshorthand skills before taking the Post-Theory Dictation Test.

Post-Theory Dictation Tests. Upon meeting the minimum performance criteria for this test the student will have completed the requirements of the first semester of Shorthand I and may begin the second textbook, Gregg Dictation, Diamond Jubilee Series, 1963.

Learning Packages

The following is a list of the learning packages provided for the student's use in learning Gregg shorthand theory and reaching the desired objectives of the course. After the first eight packages are completed, the student may select the packages in the order he prefers.

Theory Learning Package Number 1--Lessons 1-6

Theory Learning Package Number 2--Lessons 7-12

Theory Learning Package Number 3--Lessons 13-18

Theory Learning Package Number 4--Lessons 19-24

Theory Learning Package Number 5--Lessons 25-30

Theory Learning Package Number 6--Lessons 31-36

Theory Learning Package Number 7--Lessons 37-42

Theory Learning Package Number 8--Lessons 43-48

Learning Package Number 9--Brief Forms

Learning Package Number 10--Proofreading
Learning Package Number 11--Business Vocabulary
Learning Package Number 12--Similar Words
Learning Package Number 13--Spelling Families
Learning Package Number 14--Grammar
Learning Package Number 15--Transcription Studies
Learning Package Number 16--Context Analysis
Learning Package Number 17--Sentence Completion
Learning Package Number 18--Common Word Roots
Learning Package Number 19--Punctuation and Spelling
Learning Package Number 20--Geographic Expressions
Learning Package Number 21--Transcription from Plates
Learning Package Number 22--Post-Theory Dictation

Evaluation

The evaluation and performance standards for each package will be explained within the package.

Evaluation for the first nine-week grading period will be based on the student's progress as follows:

Satisfactory completion of the first 7 learning packages = A

Satisfactory completion of the first 6 learning packages = B

Satisfactory completion of the first 5 learning packages = C

Satisfactory completion of the first 4 learning packages = D

The student's final grade will be determined by averaging all of his post-test grades. The grade earned on Learning Package Number 22 will be given a weight of 40 percent.

The following page is an example of the "Student Progress Record" which will be kept by the instructor.

Supplies

The student will need the following supplies for this course:

1. Textbook: Gregg Shorthand, Diamond Jubilee Series, Gregg, Leslie, and Zoubek, Gregg Division, McGraw-Hill Book Company, 1963.
2. Shorthand notebooks. A rubber band should be kept on the cover of each notebook.
3. Typewriting paper and a typewriting eraser.
4. A good ball point pen or ink pen.
5. A folder will be provided for each student in the classroom file cabinet. All papers relevant to the class may be stored in these folders.

Shorthand Laboratory

The shorthand laboratory enables the student to receive dictation practice at the speed he desires. A catalog of the tapes and their speeds is available in the laboratory. The instructor or an assistant will teach each student how to use the equipment upon request. Students should be careful to label each practice tape written in the notebook, so that the instructor can give credit for time spent in dictation practice.

Classroom Conduct

Students are expected to work independently in the classroom. Group activities will be supervised in order to assure that they are toward skill development. It is the student's responsibility to study this manual and to pace his activities according to the goals he wishes to attain.

Homework is not required. It is the student's decision as to how much practice time he needs in order to reach the objectives of each learning package. Notebooks should be dated and submitted with the self-tests upon requesting the post-test. This will enable the instructor

to see your practice work and aid her in recommending remedial work, should the student fail to reach the performance standards of the learning package.

The instructor will be available for individual assistance during each class period. Large group activities such as motivation lectures, films, field trips, and dictation practice sessions will be conducted by the instructor throughout the semester.

SHORTHAND I

Learning Package #1

OBJECTIVE: Upon completion of the following learning activities the student will be able to write the outlines presented in lessons 1-6, and read the shorthand Reading Practice plates.

LEARNING ACTIVITIES

1. Study the textbook and practice writing the outlines as they are presented. Your instructor will help you with direction, proportion, and sounds if you request her to do so.
2. Practice reading each letter of the Reading Practice section of each lesson immediately after you finish studying the new words of that lesson. You may read in small groups of two or three people if you wish to do so.
3. Take the Theory Check for each lesson when you feel that you are ready to test yourself before beginning the next lesson. Theory Checks will be attached to each learning package.
4. When you can read all of the letters in the chapter, arrange for the instructor to evaluate your reading ability on this material. She will select two or three letters at random and ask you to read them aloud. If your reading is not accurate and smooth, remedial work will be assigned.
5. Take Post-Test #1. This test will be a 100 item test over all of the outlines in Chapter 1. The longhand word will be given and you will be asked to write the correct shorthand outline as in the Theory Checks.

EVALUATION

All 100 item post-tests will be subject to the following grading scale:

Percent Correct	Grade
92-100	A
84-91	B
76-83	C
68-75	D

If you should fail to pass the post-test, remedial activities will be assigned. If your test score is below your personal objective, you may arrange to take another test covering the same material and receive the higher grade.

THEORY CHECK #1

- | | |
|----------------|-------------------------|
| 1. Safes _____ | 14. Seen _____ |
| 2. Ace _____ | 15. Sane _____ |
| 3. Team _____ | 16. Vain _____ |
| 4. Saved _____ | 17. Easy _____ |
| 5. F _____ | 18. Fees _____ |
| 6. V _____ | 19. Vase _____ |
| 7. Need _____ | 20. Main _____ |
| 8. Date _____ | 21. Seat _____ |
| 9. Day _____ | 22. May _____ |
| 10. Made _____ | 23. Question mark _____ |
| 11. Neat _____ | 24. Period _____ |
| 12. Seem _____ | 25. Paragraph _____ |
| 13. Fame _____ | |

(The above example represents the self-tests which are provided for the students. These are mimeographed on half-sheets of paper and stapled to each of the theory learning packages. There are forty-eight theory checks. An example of the 100-item post-test is included in the Appendix.)

SHORTHAND I

Learning Package #2

OBJECTIVE: Upon completion of the learning activities, the student will be able to write the words presented and read the Reading and Writing Practice section of each lesson. Writing practice will begin with this package also.

LEARNING ACTIVITIES

1. Learn the new principles of each lesson in Chapter 2, and practice reading the letters. Try to master one lesson completely and take the Theory Check before proceeding to the next lesson.
2. Note that Chapter 2 presents the Business Vocabulary Builder section. You will be responsible for all of the vocabulary words in the textbook. You will be expected to recognize the words in shorthand and to spell and define each one correctly. It is suggested that you begin a vocabulary notebook at this time, so that you will have it for study in preparation for the Business Vocabulary Post-Test #11.
3. Now that you can write several words in shorthand, you should begin to practice writing complete sentences and paragraphs. Refer to page 11 of your textbook for methods of reading and writing practice. Be sure that you have read the material before copying it.
4. For additional practice and to increase your skill in writing shorthand, you may request that the lesson be provided for you on the shorthand laboratory. Your instructor will help you to use the equipment. The purpose of using the laboratory is to help you gain speed in writing. You should date and label the practice work in your shorthand notebook. Keeping a record of the tapes written will help the instructor to diagnosis any problems you might have with dictation.
5. Ask the instructor to evaluate your reading of Chapter 2.
6. When you feel that you have mastered the material in Chapter 2, and have taken the Theory Checks, request the Post-Test #2 from your instructor.

EVALUATION: Evaluation for Chapters Two through Eight will be the same as for Chapter one. Please refer to Learning Package #1 for the grading scale.

SHORTHAND I

Learning Package #3

OBJECTIVE: Upon completion of the learning activities for Chapter 3, the student will be able to: write words illustrating the new principles presented, read and write paragraphs containing those words, define new business terms and to correctly determine which of two similar words should be used in transcribing.

LEARNING ACTIVITIES

1. Learn the new principles of each lesson and practice reading and writing each letter. Be sure to read every letter and to practice writing at least two letters from each lesson. Remember you are encouraged to use the laboratory for writing practice if you desire to do so.
2. Notice section 143 of page 91. The Similar Words Drills will help you to overcome a very common transcribing error of selecting the incorrect spelling of two words that are similar in sound and are usually written the same way in shorthand. A learning package over these Similar Words Drills will be provided after the theory packages. You may wish to begin a notebook of these words or some other method of studying them so that your preparation for the post-test will be easier.
3. Be sure to continue your study of vocabulary words.
4. Ask the instructor to evaluate your reading of Chapter 3.
5. Present your practice notes, Theory Checks, and reading evaluation to the instructor before requesting Post-Test #3.

EVALUATION: Grading of the Post-Test #3 will be the same as for previous learning packages and will remain the same through Learning Package #8.

SHORTHAND I

Learning Package #4

OBJECTIVE: Upon completion of the learning activities for Chapter 4, the student will be able to: write words which use the new theory principles presented and to read and write paragraphs containing those words.

LEARNING ACTIVITIES

1. Learn the new principles of each lesson and practice reading and writing the letters presented in the Reading and Writing Practice.
2. It will be much to your advantage to read all of the special check lists in this chapter, and to study the Recall Lesson. Particular emphasis is placed on proportion of outlines. Your instructor will be checking your practice notes for proportion and direction. She will also watch you work in the laboratory and will make suggestions if you are having problems.
3. After completing the Theory Checks and reading evaluation, you may submit your practice notes and take Post-Test #4.

SHORTHAND I

Learning Package #5

OBJECTIVE: Upon completion of the learning activities for Chapter 5, the student will be able to write those words presented as new shorthand principles and to read and write paragraphs which contain those words.

LEARNING ACTIVITIES

1. Practice writing and learn the new principles presented in each lesson. Read and practice writing each lesson. Take the Theory Check, and proceed to the next lesson if you are satisfied with your self-evaluation.
2. You have now learned many shorthand brief forms. Mastery of these forms is essential for developing speed in reading and writing shorthand. At this time they are treated as the other outlines on tests, but a special Brief Form Learning Package will be required later. You will be required to write the brief forms as they are dictated at the rate of ten words per minute and then to transcribe your notes.

A notebook of brief forms is not necessary, but it is recommended that you memorize them so well that your response to writing and reading brief forms is "automatic."

3. When you are adequately prepared ask for the instructor's evaluation of your reading skills.
4. Turn in completed Theory Checks, and practice pages. Request Post-Test #5.

SHORTHAND I

Learning Package #6

OBJECTIVE: Upon completion of the learning activities for Chapter 6, the student will be able to: write the words presented to illustrate new shorthand principles and to read and write paragraphs containing these words.

LEARNING ACTIVITIES

1. Prepare for the Theory Checks, reading evaluation, and Post-Test #6 as you have in previous chapters.
2. Remember to study the Business Vocabulary Builder and Similar Words Drill of each chapter.
3. Chapter 6 introduces a very important new section, Punctuation Practice. Errors in punctuation and spelling are counted as errors in transcription; therefore, it is important for shorthand students to know the proper rules of punctuation. A special learning package on punctuation and spelling will be presented later in the course, but you will be using the rules daily as you practice writing from the shorthand plates in your textbook. Study the rules carefully.
4. When you feel that you are prepared, ask for a reading evaluation and then take Post-Test #6.

SHORTHAND I

Learning Package #7

OBJECTIVE: Upon completion of the learning activities for Chapter 7, the student will be able to write the words presented to illustrate new shorthand principles and to read and write paragraphs containing those words.

LEARNING ACTIVITIES

1. Learn the new words presented and practice writing them. Take the attached Theory Checks for self-evaluation.
2. Read the letters of each lesson and ask the instructor to evaluate your reading ability.
3. Practice writing several of the letters in each lesson. Use the taped lessons in the laboratory as much as you wish.
4. Study the special sections of the chapter.
5. Take Post-Test #7.

SHORTHAND I

Learning Package #8

OBJECTIVE: Upon completion of the learning activities for Chapter 8, the student will be able to: write the words illustrating the new principles of shorthand theory in this chapter and to read and write paragraphs containing this material.

LEARNING ACTIVITIES

1. Prepare for the self-tests and post-test as you have in previous lessons.
2. Practice reading and writing the letters presented in the chapter until you feel that you are ready for evaluation.
3. Notice the new sections presented in this chapter: Spelling Families, Geographic Expressions, and Grammar Checkup. They will be included in special learning packages later in the course.
4. After completing the learning activities for this chapter, you may request Post-Test #8.
5. This is the last theory learning package you will use. The next section of your textbook, "Reinforcement," will give you a complete review of all brief forms and will provide reading and writing practice material that will review all of the shorthand principles you have learned.
6. Ask the instructor to help you plan your next step for continuous progress through the objectives of the course.

REINFORCEMENT LEARNING PACKAGES

Lessons 49 through 70

The following learning packages are to be used as a supplemental learning tool for the transcription techniques presented in the "Reinforcement" section of the textbook.

Emphasis is now placed on developing the skill of taking dictation and transcription. Class time will be spent using the shorthand laboratory and participating in teacher-directed group dictation-transcription activities.

Students will complete packages 9 through 21 at their own rates. Learning package 22 will involve the entire semester as the student works to reach his individual skill goal. Not all students will be expected to complete every "Reinforcement" learning package. This will be determined through a student-teacher conference in regard to the student's ability, needs, and course objectives. The student will arrange a "contract" with the teacher as to which packages he will complete.

SHORTHAND I

Learning Package #9

BRIEF FORMS

CONCEPT: The mastery of brief forms is essential for reading and writing of shorthand at acceptable standards of speed and accuracy.

OBJECTIVE: After completion of the learning activities of this package, the student will be able to write brief forms and brief form derivatives as they are dictated and then transcribe that material within specified time and accuracy limits.

LEARNING ACTIVITIES

The following learning activities are presented as suggestions for helping you to "automatize" brief forms. You may select only those activities which you feel necessary.

1. Read and write the brief form chart on the inside back cover of the textbook.
2. Construct flash cards of the brief forms on 3 x 4 blank index cards. Write the shorthand symbol on one side and the word it represents on the reverse side. Practice reading and writing from these cards. You may want to do this as a small group activity with one or two other students who are working on this package.
3. Copy the brief forms from the Recall Charts on textbook pages 39, 66, 97, 132, 166 and 202. After copying the outlines, transcribe them.
4. Listen to a teacher-prepared tape, in the laboratory, on which the brief forms are dictated at the ten words per minute rate.
5. When you feel that you are capable of writing 150 brief forms or derivatives as they are dictated at the rate of approximately ten words per minute, and transcribing your outlines within fifteen minutes with a ninety-five percent degree of accuracy, ask your instructor to give you Post-Test #9.

EVALUATION: Each of the following will be considered one error:

Words written that are not in the order of dictation
 Words omitted in shorthand or transcription
 Shorthand outlines incorrectly written
 Words that are incorrectly transcribed
 Words incorrectly spelled in transcription

SHORTHAND I

Learning Package #9

BRIEF FORMS

EVALUATION: The following grading scale will apply to the Brief Form Post-Test #9.

Percent Correct	Grade
99-100	A
97-98	B
95-96	C

Performance below this level will not be accepted. Remedial activities will be prescribed if you should fail to reach the above performance objective.

(An example of this post-test is not included in the Appendix due to the fact that it is merely a list of the brief forms to be dictated.)

SHORTHAND I

Learning Package #10

PROOFREADING

CONCEPT: Shorthand students must have the ability to read shorthand plates accurately before they will be able to perform well in transcribing.

OBJECTIVE: Given a teacher constructed test, after completion of the proofreading learning activities, you will be able to locate errors in typewritten transcription when given shorthand plates to use as a basis for comparison.

LEARNING ACTIVITIES

1. To prepare for the post-test of Proofreading, you can review those shorthand plates that you read and transcribed as you completed the "Reinforcement" section of your textbook.
2. You may request the post-test when you feel prepared for it.

EVALUATION: The post-test will consist of five shorthand plates selected from past lessons and transcribed so that intentional errors were made. There will be 100 errors in transcription that may include errors in punctuation, spelling, transposed words, incorrect words, omissions, and additions, among others. Each of the following will be considered as one error:

Unidentified errors in the transcript
 Identifying a correct word as incorrect
 Identifying a correct punctuation mark as incorrect
 Identifying an error correctly but misspelling the correction

You will be allowed a full class period to complete the test. The following grading scale will apply:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Performance below this level does not meet minimum standard and will require recycling activities.

(An example of each of the post-tests for Learning Packages Ten through Twenty is given in the Appendix.)

SHORTHAND I

Learning Package #11

BUSINESS VOCABULARY

CONCEPT: The shorthand student should have the ability to define those familiar business terms which are presented in the shorthand plates of the textbook.

OBJECTIVE: Given fifty sentences written in shorthand, you will transcribe, define according to the business connotation, and spell correctly the business term that is underlined.

LEARNING ACTIVITIES

1. Review your list of Business Vocabulary terms prepared and maintained since Learning Package #2.
2. If a Business Vocabulary list was not prepared, study the vocabulary words as they are presented in each lesson of the textbook.

EVALUATION: The post-test will consist of fifty sentences written in shorthand. One word in each sentence will be underlined. You are to identify the underlined word and define it. The following will be counted as one error:

Incorrect transcription of the underlined word
 Incorrect definition of the word
 Misspelling the word
 Any addition to or omission on the test

You will be allowed one full class period to complete the test. The grading scale is as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to pass the post-test with a seventy-five percent degree of accuracy will result in the recommendation of remedial work.

SHORTHAND I

Learning Package #12

SIMILAR WORDS

CONCEPT: When transcribing shorthand notes, it is often necessary to know which of a pair of similarly pronounced words to use in order to give the correct meaning to the sentence.

OBJECTIVE: You will be able to write in longhand the correct word of the two words given as similar words in a sentence. The sentences will be written in shorthand and the similar words will be grouped in parentheses.

LEARNING ACTIVITIES

1. Prepare for the post-test by studying the Similar Words notebook which was assigned in Learning Package #3.
2. If you did not prepare a notebook of the material, review each Similar Words Drill of the textbook.
3. You may request the post-test whenever you feel prepared for it.

EVALUATION: The post-test will consist of forty sentences constructed in shorthand. In each sentence you will select the correct one of the two words shown in parentheses and write it in longhand. Each of the following will be considered one error:

Transcribing the incorrect word
Misspelling the word if it is the correct one

You will have one full class period in which to complete the test. The grading scale is as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to pass the post-test with a seventy-five percent degree of accuracy will result in remedial work and re-testing.

SHORTHAND I

Learning Package #13

SPELLING FAMILIES

CONCEPT: The stenographer should have the ability to spell correctly. Related groups or families of words that present spelling problems are presented by the textbook in order to help the student become a better speller.

OBJECTIVE: You will be able to spell correctly the words presented in the Spelling Families section of your textbook. These sections begin on page 253 of lesson 45.

LEARNING ACTIVITIES

1. Learn the spelling of the words presented in the Spelling Families section of the textbook.

EVALUATION: The instructor will dictate fifty words from the Spelling Families groups of the textbook. You will write in longhand and correctly spell each word as it is dictated. Each of the following will be considered as one error:

Incorrectly spelling the dictated word
 Omitting a word dictated
 Adding a spelling word that was not dictated

The following grading scale will apply:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to pass the test with a seventy-five percent degree of accuracy will require remedial work and re-testing.

SHORTHAND I

Learning Package #14

GRAMMAR

CONCEPT: A stenographer should be able to recognize the most frequent errors in grammar. This skill is important in transcribing her notes as well as assisting her dictator in using the correct words.

OBJECTIVE: Upon completion of the learning activities, you will be able to select the grammatically correct words for the proper meaning of the sentences you are transcribing.

LEARNING ACTIVITIES

1. To prepare for the Grammar Post-Test, read page 264 of the textbook and review all of the grammar rules presented in the textbook. You may also study other sources such as English textbooks if you wish.

EVALUATION: The post-test will consist of fifty sentences constructed in shorthand. In each sentence two words will be written in parentheses and you will select the correct word of the two and write it in longhand. Each of the following will be counted as one error:

Selecting and transcribing the wrong word
Misspelling the correct word
Omitting a word
Adding a word

The grading scale is as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to pass this test will require remedial work and re-testing.

SHORTHAND I

Learning Package #15

TRANSCRIPTION STUDIES

CONCEPT: In order to produce mailable transcripts, a stenographer must be able to apply the rules of typing numbers, dates, street addresses, amounts and other typing styles.

OBJECTIVE: Given a list of fifty sentences constructed in shorthand, you will be able to transcribe a specified portion of each sentence according to typing rules.

LEARNING ACTIVITIES

1. Review the mimeographed guides provided by your instructor. These guides deal with the rules for typing numbers, dates, street addresses, and other typing rules.
2. Use the typing textbook for reference to rules applying to the items stated above.

EVALUATION: The post-test will consist of fifty shorthand sentences. Words and figures which are underlined in each sentence are to be transcribed according to typing rules. Each of the following will be considered one error:

Incorrectly transcribing the underlined portion
 Incorrectly applying the typing rule
 Misspelling any of the words in the transcription.

Grading will be as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Remedial work will be assigned if you should fail to pass the test.

SHORTHAND I

Learning Package #16

CONTEXT ANALYSIS

CONCEPT: Due to inaccurate or missing outlines, stenographers often need to supply words that are in context with the rest of the sentence or paragraph. The ability to do this will sometimes provide a mailable transcript from incomplete notes.

OBJECTIVE: Given a longhand transcript of shorthand plates, you will provide the omitted words which will be in context with the letter and make it acceptable as a mailable transcript.

LEARNING ACTIVITIES

1. To prepare for this post-test, you may wish to review the letters you have practiced in Chapters Nine and Ten.

EVALUATION: Five transcripts of shorthand plates which have been previously studied in the textbook will be presented with certain words omitted. You will provide the correct words by analyzing the context of the letter. Each of the following will be counted as one error:

Supplying, through context, the incorrect word
 Adding a word or words
 Omitting a word or words
 Misspelling a word
 Incorrect variation of the correct word

Grading will be as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to meet the above standards will result in the recommendation of remedial activities.

SHORTHAND I

Learning Package #17

SENTENCE COMPLETION

CONCEPT: Part III of the textbook presents reading and writing practice material for dictation and transcription practice. The purpose of this learning package is to measure your ability to read the shorthand plates and to identify missing words in the transcript.

OBJECTIVE: Upon completion of the learning activities for this package, you will be able to use the shorthand plates of the textbook to supply missing words of transcripts provided by the instructor.

LEARNING ACTIVITIES

1. Read and practice writing the letters of lessons 57-69. Use the taped lessons for dictation practice.
2. Do the Transcription Quiz of each lesson as directed on page 317 and 318.

EVALUATION: You will be provided five transcripts of letters which are in lessons 57-69, from which parts of some sentences have been omitted. You will refer to the shorthand plates in your textbook for the missing words. Errors will be counted as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to meet the above standards will result in the recommendation of remedial activities.

SHORTHAND I

Learning Package #18

COMMON WORD ROOTS

CONCEPT: Many words of "common root" are presented in lessons 56-70. It is helpful in understanding the meaning of these words if you know the meaning of the prefix or suffix.

OBJECTIVE: Upon completing the learning activities of this package, you will be able to define words with common roots when written in shorthand.

LEARNING ACTIVITIES

1. Study the "Common Word Roots" section of the lessons 56 through 70. Know the spelling of the word, its definition, and how to write it in shorthand.

EVALUATION: The post-test will consist of fifty words written in shorthand. You will provide the correct spelling of the word, underline the common word root, and define the common word root. Errors will be counted as follows:

Incorrect transcription
 Misspelling any of the words
 Incorrectly defining the word root
 Incorrectly identifying the common word root

Grading will be as follows:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Remedial work will be assigned if you should fail to pass the post-test.

SHORTHAND I

Learning Package #19

PUNCTUATION AND SPELLING

CONCEPT: The shorthand student will encounter spelling and punctuation problems in transcribing shorthand notes. This study of the punctuation and spelling rules presented will help to eliminate many of the problems of transcription.

OBJECTIVE: Upon completion of the learning activities, you will be able to correctly punctuate and spell the words presented in fifty sentences constructed in shorthand.

LEARNING ACTIVITIES

1. Review the Punctuation Practice sections of your textbook. These begin on page 172.
2. If you have studied these rules, and noticed the spelling of the words in the margins of the shorthand plates, you will need very little review for the post-test.

EVALUATION: You will be given fifty sentences constructed in shorthand. Numbers will indicate the words to be spelled and you will punctuate each sentence. Errors include:

Incorrectly punctuating the sentence
Misspelling the word or words indicated
Adding or omitting punctuation
Adding or omitting a spelling word.

The following grading scale will apply:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Remedial work will be assigned if you should fail to pass the post-test.

SHORTHAND I

Learning Package #20

GEOGRAPHIC EXPRESSIONS

CONCEPT: For ease in recording and transcribing shorthand notes, the stenographer needs the knowledge of how to write the most commonly used geographic expressions in shorthand.

OBJECTIVE: You will be able to transcribe shorthand outlines of cities and write the shorthand symbol for their states.

LEARNING ACTIVITIES

1. Study lesson 25, lesson 47, and pages 378 through 380 in the textbook appendix.

EVALUATION: Fifty sentences written in shorthand will be provided with the names of cities underlined. You will transcribe the underlined words in longhand and write in shorthand the names of the states in which the cities are located. Each of the following will be considered an error and should be weighed as follows:

- Incorrect identification of city or cities (1/2 point)
- Incorrect identification of state (1/2 point)
- Incorrect shorthand outline for state (1 point)

The following grading scale will be applied:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

Failure to meet the above standards will require remedial work and re-testing.

SHORTHAND I

Learning Package #21

TRANSCRIPTION FROM PLATES

CONCEPT: Transcription skills are developed through practice in typing from notes written by the transcriber.

OBJECTIVE: You will be able to type transcripts of your own notes with at least an eighty percent degree of accuracy.

LEARNING ACTIVITIES

1. Practice writing and typing transcripts of the letters presented in the Shorthand and Transcription Skill Building section of the textbook. This section begins on page 314. Transcribe from copies of your own notes.
2. Review typing rules for transcription.

EVALUATION: The instructor will select a shorthand plate from lessons 57 through 70 for you to copy in shorthand. You will then close the textbook and provide a typewritten transcript of your notes. You will have twenty minutes for making your notes and twenty minutes for transcribing. Each of the following will be counted as one error:

Words omitted or added in transcription
 Words incorrectly transcribed
 Punctuation errors
 Misspelled words
 Capitalization errors
 Paragraphing errors

Grading: Your final grade on this learning package will be based on the average of five different plates transcribed under the same conditions. You will be given as many opportunities as needed to meet the objectives. Percent of accuracy will be determined by dividing the total correct words by the number of words in the plate.

The final grade average will be applied to the following scale:

Percent Correct	Grade
96-100	A
90-95	B
80-89	C
75-79	D

SHORTHAND I

Learning Package #22

TRANSCRIPTION FROM DICTATION

CONCEPT: Upon completing the dictation practice activities provided throughout the semester, a shorthand student will be able to take dictation at the rate of forty words per minute, from previewed material, for three minutes and transcribe it with a ninety-five percent degree of accuracy.

OBJECTIVE: You will be able to record previewed material dictated by your instructor at a rate of at least forty words per minute, and to provide a mailable, typewritten transcript.

LEARNING ACTIVITIES

1. The dictation practice that you have done with the tapes and with the instructor should have prepared you for this objective.
2. If you are having difficulty reaching your speed objective, discuss the problem with your instructor.

EVALUATION: You will take dictation and transcribe shorthand notes under the following conditions:

A short warm-up dictation period will precede the three minute dictations. Warm-up material will be selected from sources other than those used in the three minute dictation.

Material will be dictated for the prescribed period of three minutes. If more than one letter is used, there will be no pause or stopping between letters.

Dictation will be given for three minutes at each of three speed levels: 40 words a minute; 50 words a minute; and 60 words a minute. All students will take shorthand notes at each level and transcribe the level or levels at which they were successful.

Punctuation and paragraphing will not be indicated during dictation.

The salutation, body, and complimentary closing will be the only portions of the letters dictated.

The use of longhand in the student's shorthand notes is not permitted.

Transcription will immediately follow dictation. Time will not be allowed between dictation and transcription for reading notes or making changes or corrections.

Thirty minutes will be allowed for transcribing.

SHORTHAND I

Learning Package #22

TRANSCRIPTION FROM DICTATION

Transcripts must be typewritten.

The dictionary, the secretarial handbook, and the teacher may be used as reference sources during transcription.

The following will each be considered one error:

Words written in longhand during dictation
 Words omitted or added in transcription
 Words incorrectly transcribed
 Deviation from the dictation as given. Transposed words, rephrasing,
 and word substitutions are examples of this type of error
 Punctuation errors
 Misspelled words. Only one error will be deducted if the same word
 is consistently misspelled.
 Uncorrected typographical errors.

Grading: You must transcribe the shorthand notes you have taken, during the three minute dictation periods, with at least ninety-five percent accuracy. Percent of accuracy is determined by dividing the total correct words by the total words in the dictation. You must successfully transcribe five different dictations at any one speed level in order to meet the minimum for this level. You will be permitted as many opportunities to meet this objective as is needed. Your final grade for this objective will be the highest speed level you are able to successfully achieve on at least five occasions. The following scale will be used in grading your performance:

<u>Words Per Minute</u>	<u>Minimum No. of Successes</u>	<u>Percent Correct</u>	<u>Letter Grade</u>
60	5	95-100	A
50	5	95-100	B
40	5	95-100	C

Performance below this level does not meet the minimum standard.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to develop the instructional materials to be used in teaching Gregg Shorthand through the method of instruction which allows the student to progress as fast as he can and as slow as he must.

Although individualized instructional materials have been made available through publishing companies, this study was to provide teacher-made materials which would utilize the equipment previously purchased by the school and would not require additional purchases of textbooks or audio-visual equipment.

The procedure for completion of this research study involved: studying the individualized method of instruction through in-service training, participation in a workshop on preparing learning packages, library research, and two years of experimental classroom teaching.

Summary

The materials developed through this study have been used successfully in the classroom. Students were able to learn shorthand principles on an individual basis with the use of these teacher-prepared materials. Learning packages, tests, and tapes were prepared to accompany the student's textbook. Each student was encouraged to use the materials at his own rate of progress. The teacher served as an assistant to the student as he used the materials to reach his own objectives.

The development of the individualized instructional materials made it possible to encourage students to enroll in Shorthand I for either personal or vocational needs. Through individualization, each student was able to choose to what extent he wished to develop his knowledge and skills in regard to his own objectives.

Conclusions

It was concluded that student self-motivation is a determining factor in the successful implementation of an individualized program. Although students were able to progress at their own rate, it was evident that lack of self-motivation resulted in reduced student achievement.

Record-keeping and preparation of materials placed a greater work load on the teacher.

Evaluation was more difficult and less objective as it was necessary to grade individuals according to their potential and their objectives rather than business and classroom standards.

An increased total enrollment in Shorthand I indicated that students were more encouraged to enroll in the course after it was individualized.

Failure and drop-out rates were reduced to such a degree that the reputation of the course changed enough to bring about increased enrollment.

Recommendations

A completely individualized program should be implemented only in schools and communities that will accept the changes involved.

Because of the increased work load for the teacher, teacher aides and clerical assistance should be provided to allow the teacher time to work with the students.

Ample storage space should be provided for the many tests and learning packages prepared for individualization.

Teachers wishing to use individualized materials should have a personality that can adjust to a relaxed and unstructured classroom atmosphere.

The teacher should have ample knowledge and experience with the subject matter to readily assist students at various levels of study.

A study should be conducted to compare student achievement through individualized instruction with students receiving traditional instruction.

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APPENDIX

POST-TEST #1

- | | | | |
|------------------|------------------|--------------------|------------------|
| 1. Hair_____ | 26. Free_____ | 51. Selling_____ | 76. Seen_____ |
| 2. In it_____ | 27. Opens_____ | 52. Learn_____ | 77. Of_____ |
| 3. But_____ | 28. Shaped_____ | 53. Vain_____ | 78. Gave_____ |
| 4. I am_____ | 29. Teeth_____ | 54. Goals_____ | 79. These_____ |
| 5. Plane_____ | 30. Seat_____ | 55. Him_____ | 80. Low_____ |
| 6. I_____ | 31. Teach_____ | 56. Heater_____ | 81. Please_____ |
| 7. Hole_____ | 32. Our_____ | 57. Chairs_____ | 82. Age_____ |
| 8. Though_____ | 33. I have_____ | 58. Easy_____ | 83. With_____ |
| 9. Hearing_____ | 34. Keeps_____ | 59. Ranges_____ | 84. Own_____ |
| 10. Shades_____ | 35. Deal_____ | 60. My_____ | 85. Take_____ |
| 11. Note_____ | 36. Showing_____ | 61. Main_____ | 86. Mr._____ |
| 12. The_____ | 37. Safes_____ | 62. Ail_____ | 87. Dome_____ |
| 13. A, an_____ | 38. Most_____ | 63. Neighbors_____ | 88. To_____ |
| 14. Farms_____ | 39. Rate_____ | 64. He_____ | 89. Made_____ |
| 15. Maker_____ | 40. Hopes_____ | 65. Noon_____ | 90. Who_____ |
| 16. Phone_____ | 41. Have_____ | 66. Ace_____ | 91. Seem_____ |
| 17. He will_____ | 42. Dear_____ | 67. Each_____ | 92. Side_____ |
| 18. Moved_____ | 43. Team_____ | 68. Gleam_____ | 93. You_____ |
| 19. Tire_____ | 44. Saved_____ | 69. Need_____ | 94. Facts_____ |
| 20. Can_____ | 45. Changed_____ | 70. Claims_____ | 95. Going_____ |
| 21. Heating_____ | 46. Reader_____ | 71. Date_____ | 96. Raid_____ |
| 22. Liked_____ | 47. Room_____ | 72. Had_____ | 97. Is_____ |
| 23. Hurt_____ | 48. Vine_____ | 73. Served_____ | 98. Remits_____ |
| 24. Mrs._____ | 49. Reached_____ | 74. Even_____ | 99. Church_____ |
| 25. Total_____ | 50. Lead_____ | 75. She_____ | 100. Letter_____ |

SHORTHAND I

POST-TEST #10

PROOFREADING

Directions: Number a separate sheet of ruled paper from 1 to 100. Each number will relate to an error in transcription which you are to identify. Locate transcription errors by comparing the transcripts to the shorthand plates from which they were transcribed. When you have completed the test, submit it and your answer sheet to the instructor for evaluation.

Letter 492 p. 308-9

Dear Mr. Harrington:

I resently forwarded to you a Maintainance Service Agreement for your machines. As we have not recieved a signed copy from you we again bring to you attention the benifits that will occur to you from our maintainance program.

The large majority of our costumers now avail theirselves of the Maintainance service agreement, for they find that it reduces too a minimum the expense and inconvienece cost by service calls.

We would appreciate you returning to us one signed copy retaining the duplicate for your files.

Sincerely yours,

Letter 505 p. 320-1

Dear Mr. Johnson,

As you requested we sent you several months ago one of our broshures on air conditioning. We hope that you found it helpfull in answering your questions. In about two or three days one of our representitives, Mr. E. H. Grimm, will be in your city for a few days. When he arrives, he would like to discuss your air-conditioning problems.

Mr. Grimm will phone you as soon as he arrives in West Haven to inquire

Post-Test #10

Page 2

about a convenient time to see you. If there is any other information we can supply you in the mean time please be sure to let us no.

Yours Truly,

Letter 533 p. 339-40

Dear Mr. Wilmington:

I was exceedingly happy to hear that you have opened a savings account at your neighborhood branch of the Chemical Trust Corporation. I congratulate you on your decision to establish a regular program of savings.

It has been my experience that the majority of new depositors do not realize the extent to which their bank can be of service to them. For that reason we have prepared a folder that describes all the classifications of our services that may be of help to you. A copy is inclosed.

We are looking forward to many opportunities to be of service to you.

Cordially yours,

Letter 553 p. 352-3

Dear Mr. Gray:

How far does the average man in your plant have to walk to get a drink of water. Does he walk 50 feet 100 feet or several hundred feet. Unnecessary steps very often prove more costly than the installation of additional water coolers.

With our new plan, you can check your drinking facilities quickly and easily. You can see for yourself whether the purchase of one or more water coolers for any particular part of your plant can cut your overhead.

Post-Test #10
Page 3

The enclosed booklet, "Locating Your Water Coolers describes this plan.

Yours Truly,

Letter 567 p. 360-1

Dear Mr. Smith:

Do you want people to listen when you speak? Do you want people to purchase your goods. Do you want a increase in salary. What ever you want from life, you can get it if you will try those things that influence people to act.

During the past 10 years Mr. Fred H. Brown, one of the contries most sucessfull salesmen, has been able to convince thousands of people to act as he wants them to act. When he writes a sales letter people set down and write orders.

How has he been able to try these things. You can learn his methods by reading his booklet, How to Convine People, which appeared two or three months ago.

Let us ship you a copy on approval.

Very Truly Yours,

Post-Test #11

Page 2

- (9) $\int \frac{1}{x} dx = \ln|x| + C$
- (10) $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$
- (11) $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$
- (12) $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$
- (13) $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$
- (14) $\int \frac{1}{x^6} dx = -\frac{1}{5x^5} + C$
- (15) $\int \frac{1}{x^7} dx = -\frac{1}{6x^6} + C$
- (16) $\int \frac{1}{x^8} dx = -\frac{1}{7x^7} + C$
- (17) $\int \frac{1}{x^9} dx = -\frac{1}{8x^8} + C$
300
- (18) $\int \frac{1}{x^{10}} dx = -\frac{1}{9x^9} + C$

(19) $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$

(20) $\int \frac{1}{x^3} dx = -\frac{1}{2x^2} + C$

(21) $\int \frac{1}{x^4} dx = -\frac{1}{3x^3} + C$

(22) $\int \frac{1}{x^5} dx = -\frac{1}{4x^4} + C$

(23) $\int \frac{1}{x^6} dx = -\frac{1}{5x^5} + C$

(24) $\int \frac{1}{x^7} dx = -\frac{1}{6x^6} + C$

(25) $\int \frac{1}{x^8} dx = -\frac{1}{7x^7} + C$

(26) $\int \frac{1}{x^9} dx = -\frac{1}{8x^8} + C$

Post-Test #11

Page 6

(45) 161 24 30
 9 24

(46) 9 24 30

(47) 161 24 30
9 24

(48) 161 24 30

(49) 161 24 30
9 24

(50) 161 24 30

SHORTHAND I

POST-TEST #12

SIMILAR WORDS

Directions: Number a separate sheet of ruled paper from 1 to 40. Each number represents a sentence given below. Write in longhand the correct word from the two words shown in parentheses. Return the test and your answer sheet to the instructor for evaluation.

(1) r (ofo) v r z y o s q n

(2) v t o g t n g - l y . - o o . - f x

(3) r - z - v - w - s - o - i
(e) - z

(4) v r (d) L - o - r - v - x

(5) l o d . - (e) , - u - e - l - e -

(6) (r i) o - v - u - s - e - h - l - y -

(7) o r (o e E) r d o - e - s - o -

(8) 3 (l) r - e - v - v - - o - e -

(9) o , . o s . (ofo) r - y -

(10) $f(x) = \cos(x)$

(11) $f(x) = \sin(x)$

(12) $f(x) = \tan(x)$

(13) $f(x) = \cot(x)$

(14) $f(x) = \sec(x)$

(15) $f(x) = \csc(x)$

(16) $f(x) = \sin(2x)$

(17) $f(x) = \cos(2x)$

(18) $f(x) = \tan(2x)$

(19) $f(x) = \cot(2x)$

(20) $f(x) = \sec(2x)$

(21) $r^m, n(t_3) \cup \sqrt{2}e$

(22) $v \sim v \sim \text{le } n(t_4, 4) \cup \rightarrow$
 $\rightarrow \text{e } y^x$

(23) $r(t_2, 2), 2 \rho \text{ l, } \rightarrow \text{e } \text{e } \text{e}$

(24) $h \cup \text{---} \text{e } (e_1) \cup \text{---} \text{e } \text{e } \text{e } \text{e}$

(25) $o(t_4, 3) \cup \text{---} \text{e } \text{e } \text{e } \text{e } \text{e}$
 $\text{e } \text{e}$

(26) $(-)$ $\rightarrow \text{e } \text{e } \text{e } \text{e } \text{e}$

(27) (2) $\rightarrow \text{e } \text{e } \text{e } \text{e } \text{e}$

(28) $o \text{---} (e_1) \text{---} \text{e } \text{e } \text{e } \text{e}$

(29) $v \text{---} n(t_2) \cup \text{---} \text{e } \text{e } \text{e}$

(30) $o \text{---} (e_1) \cup \text{---} \text{e } \text{e } \text{e } \text{e}$

(31) $\text{e } \text{e } \text{---} \text{e } \text{e } \text{e } \text{e } \text{e } \text{e}$
 $\text{e } \text{e}$

Post-Test #12

Page 4

(32) n σ ϵ_{ii} σ ν (no σ)

(33) h , ϵ , σ σ ν \rightarrow σ (E σ)
 ν ϵ_{ii}

(34) ϵ ν ν σ \rightarrow σ (i ν) - ν

(35) t ν \rightarrow t ν \rightarrow ν ν ν ν

(36) 2 ϵ , σ ν (E ν) \rightarrow ν - ν ν ν ν

(37) ν (E ν) ν ν ν , ν ν ν ν

(38) t ν ν σ ν ν ν - ν

(39) ν , ν , ν \rightarrow ν - ν (i ν) ν ν ν

(40) ν ν ν (E ν) ν ν ν ν
 ν

SHORTHAND I

POST-TEST #13

SPELLING FAMILIES

Directions: The teacher will dictate the following list of words for the student to write in longhand.

- | | | |
|-------------------|-------------------|-------------------|
| 1. Celebration | 18. Temporary | 35. Concurred |
| 2. Increasing | 19. Confidence | 36. Advancement |
| 3. Acknowledgment | 20. Application | 37. Preferred |
| 4. Circumstance | 21. Discovery | 38. Deferred |
| 5. Secretary | 22. Relation | 39. Offered |
| 6. Managing | 23. Inventory | 40. Advertisement |
| 7. Requirement | 24. Collection | 41. Referred |
| 8. Balance | 25. Complimentary | 42. Occurrence |
| 9. Completion | 26. Encouragement | 43. Differed |
| 10. Receiving | 27. Management | 44. Retirement |
| 11. Argument | 28. Connection | 45. Library |
| 12. Desiring | 29. Difference | 46. Division |
| 13. Assurance | 30. Location | 47. Territory |
| 14. Achieving | 31. Assistance | 48. Provision |
| 15. Judgment | 32. Factory | 49. Negligence |
| 16. Reference | 33. Decision | 50. Transferred |
| 17. Vocabulary | 34. Honored | |

SHORTHAND I

POST-TEST #14

GRAMMAR

Directions: Number a sheet of ruled paper from 1 to 50. Write the correct one of the two words in parantheses. Submit the test and the answer sheet to the instructor for evaluation.

- (1) *no one / (not) by & low*
- (2) *to end, a / to not*
- (3) *to you & me / (not) sit*
- (4) *to not not in, or in*
- (5) *to be / (not) to be*
- (6) *to be / (not) to be*
- (7) *to be / (not) to be*
- (8) *to be, to be, to be, to be, to be*
- (9) *to be, to be, to be / (not) to be*
- (10) *to be / (not) to be*

- (11) $h \rightarrow f \rightarrow t \rightarrow r \rightarrow n$
- (12) $f \rightarrow e \rightarrow g \rightarrow h \rightarrow i \rightarrow r \rightarrow e \rightarrow x$
- (13) $o \rightarrow f \rightarrow a \rightarrow t \rightarrow m \rightarrow e \rightarrow s \rightarrow x$
- (14) $o \rightarrow n \rightarrow r \rightarrow t \rightarrow a \rightarrow r \rightarrow i \rightarrow n \rightarrow g \rightarrow e \rightarrow x$
- (15) $g \rightarrow r \rightarrow a \rightarrow u \rightarrow s \rightarrow f \rightarrow i \rightarrow n \rightarrow t \rightarrow s$
- (16) $n \rightarrow f \rightarrow i \rightarrow n \rightarrow t \rightarrow i \rightarrow a \rightarrow r \rightarrow a \rightarrow s \rightarrow x$
- (17) $f \rightarrow i \rightarrow n \rightarrow t \rightarrow n \rightarrow a \rightarrow r \rightarrow r \rightarrow o \rightarrow n \rightarrow w \rightarrow r \rightarrow y \rightarrow x$
- (18) $t \rightarrow u \rightarrow t \rightarrow u \rightarrow w \rightarrow e \rightarrow m \rightarrow s \rightarrow e \rightarrow x$
- (19) $f \rightarrow i \rightarrow n \rightarrow t \rightarrow i \rightarrow o \rightarrow v \rightarrow e \rightarrow x$
- (20) $n \rightarrow o \rightarrow f \rightarrow i \rightarrow n \rightarrow t \rightarrow o \rightarrow l \rightarrow o \rightarrow w \rightarrow e \rightarrow r$
- (21) $r \rightarrow h \rightarrow f \rightarrow i \rightarrow n \rightarrow t \rightarrow f \rightarrow i \rightarrow n \rightarrow e \rightarrow d \rightarrow g$
- (22) $f \rightarrow i \rightarrow n \rightarrow t \rightarrow d \rightarrow g \rightarrow - \rightarrow f \rightarrow e \rightarrow g \rightarrow i \rightarrow n \rightarrow s$
- (23) $d \rightarrow i \rightarrow g \rightarrow - \rightarrow f \rightarrow i \rightarrow e \rightarrow (\rightarrow i \rightarrow t) \rightarrow l \rightarrow o \rightarrow r \rightarrow i \rightarrow n \rightarrow e$
- (24) $r \rightarrow a \rightarrow f \rightarrow t \rightarrow o \rightarrow l \rightarrow o \rightarrow - \rightarrow i \rightarrow n \rightarrow t \rightarrow n \rightarrow o \rightarrow v \rightarrow e$
- (25) $e \rightarrow b \rightarrow y \rightarrow - \rightarrow f \rightarrow e \rightarrow t$

(26) Q_{11} is a function, $v. 0, 1, 2$

(27) 90 feet, $0, 1, 2, 3$ - 5

(28) 1 - 99 feet $v. 7$ $60/100$
 $- 4$

(29) 0 - 5 feet 2 - 10

(30) 1 - 10 feet 5 - 10 $v. 10$

(31) 0 - 10 feet 10

(32) 1 - 10 feet 10 - 2

(33) 0 - 10 feet 10 - 10

(34) 0 - 10 feet 10 - 10

(35) 1 - 10 feet 10 - 10

(36) 1 - 10 feet 10 - 10 $v. 10$

$v. 10$ 10 10

(37) 1 - 10 feet 10 - 10 $v. 10$

(38) 9 19 100 400 9 16 2 1000

(39) 100 100 100 100 100

(40) 0 10 100 - 5 10

(41) 10 100 100 100 100 100

(42) 10 100 100 100 100

(43) 9 100 100 100 100

(44) 10 100 100 100 100

(45) 10 100 100 100 100

(46) 10 100 100 100 100

(47) 10 100 100 100 100

(48) 10 100 100 100 100

(49) 10 100 100 100 100

(50) 10 100 100 100 100

SHORTHAND I

POST-TEST #15

TRANSCRIPTION STUDIES

Directions: Number a sheet of ruled paper from 1 to 50. Each number relates to a sentence given in shorthand. Write out the correct transcription of the underscored words of each sentence. Submit the test and answer sheet to the instructor for evaluation.

(1) 2 n. - d) 93/ r 27 8196 / ho 19.

(2) r 4 9 6 - 2 6 13/ . e -

(3) r 5 22 (6 4 - 2 6 /

(4) o y - 861 6 - a 6 y 4 - 719 / l a y a .

(5) o o 2 2 0 0 . 10 0 2 4 (6 0 3 .

(6) 9 6 o r d o - 2 6 .

(7) r - 2 2 4 - 2 2 0 5 6 5 6

(8) 5/ (8 r 6 - 11 / 6 10 2.

(9) r - 2 , e 6 , 1/ c 2 4 4.

- (10) \rightarrow $\frac{515}{2} \approx 257.5$
- (11) \rightarrow $\frac{4}{(e)} \approx 0.37$
- (12) $\frac{15}{2} = 7.5$
- (13) \rightarrow $\frac{4}{2} = 2$
- (14) \rightarrow 14
- (15) \rightarrow $\frac{40}{300} \approx 0.133$
- (16) \rightarrow $\frac{5}{312} \approx 0.016$
- (17) \rightarrow $\frac{5}{6} \approx 0.833$
- (18) \rightarrow $\frac{7}{865} \approx 0.008$
- (19) \rightarrow 400
- (20) \rightarrow $\frac{200}{7} \approx 28.57$

Post-Test #15

Page 3

$$(21) \frac{1}{2} \times \frac{5}{6} \times \frac{3}{4} \times \frac{9}{10} = \frac{1}{4}$$

$$(22) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} \times \frac{7}{8} = \frac{35}{384}$$

$$(23) \frac{1}{2} \times \frac{3}{4} = \frac{3}{8} \quad \& \quad \frac{85}{100} ; \frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$

$$(24) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} = \frac{315}{288} = \frac{35}{32}$$

$$(25) \frac{65}{100} \times \frac{1}{2} \times \frac{3}{4} = \frac{39}{160}$$

$$(26) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} \times \frac{7}{8} = \frac{105}{1024}$$

$$(27) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} = \frac{119}{288}$$

$$(28) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} = \frac{552}{1000} = \frac{33}{625}$$

$$(29) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} = \frac{415}{1000} = \frac{83}{200}$$

$$(30) \frac{1}{2} \times \frac{3}{4} \times \frac{5}{6} = \frac{5}{8} = \frac{5}{8}$$

(31) $\frac{10}{13}$ - $\frac{2}{1}$ = $\frac{10-26}{13}$ = $-\frac{16}{13}$

(32) $\frac{805}{2}$ = 402.5

(33) $\frac{10:45}{321}$ = $\frac{1045}{321}$

(34) $\frac{1}{2}$ = 0.5

(35) $\frac{38}{2}$ = 19

(36) $\frac{20}{1}$ = 20

(37) $\frac{80}{100}$ = 0.8

(38) $\frac{4}{1}$ = 4

(39) $\frac{2}{1}$ = 2

(40) $\frac{3}{1}$ = 3

(41) 2 1/2 ... 100

(42) 16 ... 60 ... 46 ... 101

(43) 2 1/2 ... 60 ... 7 - 60 ... 65

(44) 1 ... 200

(45) 0 ... 5 ... 2

(46) 19 ... 819 ... 4

(47) ... 100 ... 45

(48) ... 6 ... 100

(49) ... 4156 ... 2 ... 100

(50) ... 492 ... 36

SHORTHAND I

POST-TEST #16

CONTEXT ANALYSIS

Directions: Your answers are to be written in longhand on the test. Supply the missing words through context analysis. The test will be evaluated by the instructor.

Dear Mrs. Wilson:

It is a pleasure to welcome you as one of our new credit _____, and we hope that you will have many _____ to use the special _____ that we offer to our credit _____.

Your _____ card is _____. This card will make your _____ easy, quick, and convenient. All it needs is your _____.

Thank you, Mrs. Wilson, for the confidence you have _____ in our _____ by opening an _____ with us.

Sincerely yours,

Dear Mr. Harris:

This is just a _____ to remind you that our special offer of 18 _____ of the News Magazine for \$10 will _____ in a few days. This unprecedented _____ is available only by a direct invitation such as this, and it will not be _____.

Here is a fine _____ for you to start reading the News Magazine, a custom that is shared by more than 250,000 busy, successful _____. These people _____ on us to keep their business information up to date, to _____ them with a wealth of profitable ideas, and to _____ many _____ of reading _____.

Your _____ on this special offer can start with the September _____ if you sign and _____ the enclosed card within the next week.

Post-Test 16
Page 2

Why not avail of this offer.

Cordially yours,

Dear Mr. Mast:

I was exceedingly to learn that you have opened a savings in your neighborhood of the First National Bank. I congratulate you on your to establish a regular program of .

It has been my experience that the majority of new do not realize the extent to which their can be of to them. For that reason, we have prepared a folder that all the classifications or services that might be of to you. A is enclosed.

We look to many opportunities to be of service to you.

Cordially yours,

Gentlemen:

When you your merchandise by United Air Freight, you gain time and also on shipping costs.

A progressive merchant who our service saved 73 on ordinary packing and crating , 88 on insurance fees, and 90 on forwarding fees. With such savings, it is to understand why he never shipped by sea if he can doing so.

We shall be glad to make an objective comparison for you between the of shipping your particular of goods by air and the of shipping by . After you have gone over this , you will have the complete before you when you make a decision.

Yours very truly,

Post-Test 16
Page 3

Dear Mr. Tingley:

Do you want people to _____ when you speak? Do you want people to purchase your _____ ? Do you want an _____ in salary? Whatever you want from life, you can get it if you will _____ those things that influence people to act.

During the past 10 _____, Mr. Frank H. Brown, one of the country's most _____ salesmen, has been able to convince thousands of _____ to act. When he writes a sales _____, people sit _____ and write orders.

How has he been able to do these _____ ? You can learn his _____ by reading his _____ "How To Convince People," which appeared two or three _____ ago.

Let us send you a _____ on approval.

Very truly yours,

SHORTHAND I

POST-TEST #17

SENTENCE COMPLETION

Directions: The following transcripts are of letters in Part III of the textbook. Refer to the shorthand plates designated and fill in the missing words on the test. Submit the test to the instructor for evaluation.

Letter 502

Dear Mr. Lord:

As you requested we sent you yesterday _____
_____. You should receive it shortly.

_____ this catalogue help-
ful, Mr. Lord, _____ you need _____ and for your
family.

Our popular _____ is described in an _____
_____. We shall be glad to have you take advantage of
this plan. It enables you to order _____ but make
payment out of income _____.

Whenever _____ service to you, please let
us know.

Very truly yours,

Letter 515

Mr. Green:

The past year was a very successful one for our organization, and I
feel _____. You and the people in
your department have played a _____, and improving
service to our customers.

We must, of course, _____ in the days ahead. I have
complete _____ and your staff will meet them _____

Post-Test #17
Page 2

_____, way that you met this year's problems.

Please _____ to all the members of your staff.

James H. Brown

Letter 527

To All Department Heads _____:

When _____ of an employee from one city to another the company will pay the cost of _____ from his former residence to _____.

The company will pay all _____ the employee's furniture and household_____.

This new _____ that no employee shall suffer a _____ of being transferred in the best interests of the company.

John H. Jones

Letter 541

Dear Mr. Temple:

We are happy to be able to give you a very _____ Fenton Products, one of the leading manufacturing companies of Trenton.

This company has been _____ them a valuable account. Our experience with them has been _____ and at no time have they failed to make payment on _____.

The latest financial report in our files, dated May 31, of this year, _____.

Post-Test #17

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The men who run Fenton Products are _____.

We regard them highly.

Yours very truly,

Letter 580

Dear Mr. Green:

I wish _____

_____ letters it has been my pleasure to read in my
_____. My sincere congratulations.

_____ that we do a lot of counting around here.

I've _____ and they're right where they should be and operating
--every one of them. What I want to count now is more important to me.

_____ you as a friend of this hotel.

Twenty-five thousand dollars' worth of our _____

_____ by our "absent-minded" guests who like our _____
_____. So it goes. We are _____

_____ you were _____ mistake.

Yours very truly,

SHORTHAND I

POST-TEST #18

COMMON WORD ROOTS

Directions: Number a sheet of ruled paper from 1 to 50. Transcribe each word, underline and define the common word root. Submit the test and your answer sheet to the instructor for evaluation.

(1) z

(11) z

(2) z

(12) z

(3) z

(13) z

(4) z

(14) z

(5) z

(15) z

(6) z

(16) z

(7) z

(17) z

(8) z

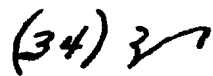
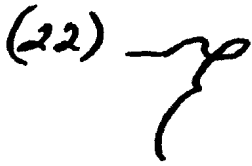
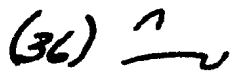
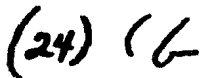
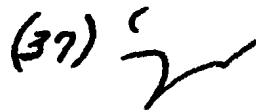
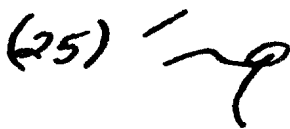
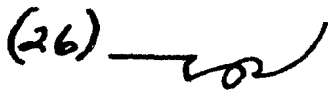
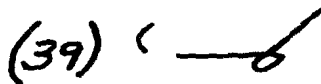
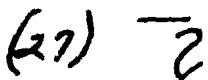
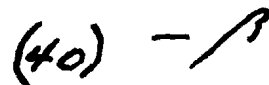
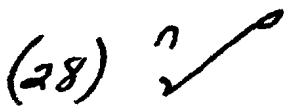
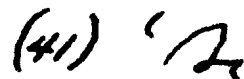
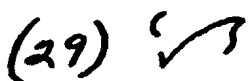
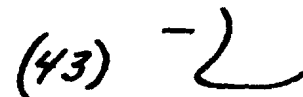
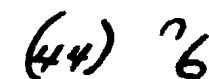
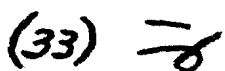
(18) z

(9) z

(19) z

(10) z

(20) z

(21) (34) (22) (35) (23) (36) (24) (37) (25) (38) (26) (39) (27) (40) (28) (41) (29) (42) (30) (43) (31) (44) (32) (45) (33) (46) 

Post-Test #18

Page 3

(47) c_{Le} (48) $-L$ (49) e (50) $\overset{\wedge}{\sim} \omega$

SHORTHAND I

POST-TEST #19

PUNCTUATION AND SPELLING

Directions: Number a ruled sheet of paper from 1 to 50. You are to punctuate the following sentences written in shorthand and to spell in longhand the words designated. The spelling words are to be written on the ruled paper. Note that there are sometimes several words per sentence. The numbers on the answer sheet each represent one sentence. Place your punctuation marks on the test. Submit both the test and answer sheet for evaluation.

- (1) 9 1 2 ^① h n c → n o r n d /
 o g ^② → z. n ^③ b l 7 ^④ h-
- (2) d. l e o ^⑤ → n m d ^⑥ 3 4 → f ^⑦
- (3) - b y - z - s ^⑧ 7 8 6
 m u r z s
- (4) u a e ^⑨ n y - u -
- (5) 1 n ^⑩ , , n ' n 2 b 7 z.
 n b n s s
- (6) o h n - → ' ^⑪ - s y.
- (7) 1 n ^⑫ a b y - b y u - b. l e y
 a b. h o i t

(8) ⁽¹⁴⁾ مَدْرَسَةٌ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽¹⁵⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ

(9) ⁽¹⁶⁾ وَفِيهَا مَنَازِلُ يُقَرَّبُ فِيهَا
 إِلَى اللَّهِ عَزَّ وَجَلَّ

(10) ⁽¹⁷⁾ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽¹⁸⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ

(11) ⁽¹⁹⁾ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽²⁰⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ

(12) ⁽²¹⁾ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽²²⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ ⁽²³⁾

(13) ⁽²⁴⁾ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽²⁵⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ

(14) ⁽²⁶⁾ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽²⁷⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ

(15) ⁽²⁸⁾ وَفِيهَا كَثِيرٌ مِّنَ
 الْوَعَالِ ⁽²⁹⁾ وَالْجَمَلِ وَالْخَيْلِ وَالْإِبِلِ وَالْأَنْعَامِ

(24) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (53)
 1/2 * 1/3 = 1/6
 1/2 * 1/3 = 1/6

(25) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (55)
 1/2 * 1/3 = 1/6

(26) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (58)
 1/2 * 1/3 = 1/6

(27) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (60)
 1/2 * 1/3 = 1/6

(28) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (61)
 1/2 * 1/3 = 1/6

(29) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (63)
 1/2 * 1/3 = 1/6

(30) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (64)
 1/2 * 1/3 = 1/6

(31) $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ (65)
 1/2 * 1/3 = 1/6

(32) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(33) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(34) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(35) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(36) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(37) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(38) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(39) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(40) 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 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

(41) r d ⁽⁸²⁾ n s t r h 2 r s u e

(42) r m i o e l e z e s t . /
i d e r n . s u e .

(43) r v o - l - e o r . - ⁽⁸⁶⁾ ⁽⁸⁷⁾ 9 r e r
f z p

(44) 9 ⁽⁸⁸⁾ o s t y r o n b y 9 l e i k

(45) e 9 ⁽⁸⁹⁾ t e n e 9 ⁽⁹⁰⁾ - l e - l e k

(46) o s h d e n ⁽⁹¹⁾ o y a r m .
e s o o .

(47) o r ⁽⁹²⁾ i d e t h e l e s t e b e
z u d e g r e y ⁽⁹³⁾

(48) o r ⁽⁹⁴⁾ 2 e . n . s t u - w i n

(49) - ? ! - ⁽⁹⁵⁾ s t / l e k
r y 9 ⁽⁹⁶⁾ e - e y i .

(50) k k - o r t e d - 9 r n
r e - o ⁽⁹⁷⁾

SHORTHAND I

POST-TEST #20

GEOGRAPHIC EXPRESSIONS

Directions: Number a ruled sheet of paper from 1 to 50. Each number relates to a sentence written below. Transcribe the name of the city that is underscored and write the longhand and shorthand outline of the state in which the city is located.

(1) Chicago - Ill.

(2) San Francisco - Calif.

(3) St. Louis - Mo.

(4) Portland - Ore.

(5) San Antonio - Tex.

(6) San Diego - Calif.

(7) San Jose - Calif.

(8) San Jose - Calif.

(9) San Jose - Calif.

(10) San Jose - Calif.

(11) Be - He s r n k

(12) Be W - P s r n k

(13) ig - re / s r n k - p r

(14) re, z = z a h v t

(15) ly, o s r n k v s t

(16) o k o r d g - re.

(17) r n d e i - re.

(18) re re r z s t v n k

(19) o e, o e re.

(20) re re - re - h e.

(21) re re e r s t - re.

(22) re r n e s t v t

(23) h l . → e - l .

(24) o r p e r m y .

(25) u l o g e r u o z e e .

(26) u h g - e l l n - e .

(27) o o o o o o o o o o o .

(28) o o o o o o o o .

(29) o h o o o o o o - o o o .

(30) o o o o o o o .

(31) o o o o o o o - o o .

(32) o o o o o o o .

(33) o o o o o o - o o .

(34) o o o o o o - o o .

(35) $\frac{1}{4} \rightarrow \frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(36) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(37) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(38) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(39) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(40) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(41) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(42) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(43) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(44) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(45) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

(46) $\frac{1}{2} \rightarrow \frac{3}{4} \rightarrow \frac{5}{8} \rightarrow \frac{7}{8}$

Post-Test #20

Page 5

(47) $0 \rightarrow \dot{\sigma} - \underline{\mu}$

(48) $\sim \dot{\sigma} \rightarrow \underline{\mu} \sim \underline{\mu}$

(49) $\dot{\sigma} \sim \underline{\mu} \sim \underline{\mu}$

(50) $\sim \dot{\sigma} \sim \underline{\mu} \sim \underline{\mu}$