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A word frequency study and glossary of terms peculiar to Gregg shorthand teaching methodology

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A WORD FREQUENCY STUDY AND GLOSSARY OF TERMS
PECULIAR TO
GREGG SHORTHAND TEACHING METHODOLOGY

THESIS

Submitted by
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In partial fulfillment of requirements for
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ACKNOWLEDGMENTS

The writer wishes to express his appreciation to Dr. John L. Rowe for his helpful suggestions and criticisms. He is also indebted to the Gregg Shorthand teachers who evaluated the glossary of shorthand teaching terminology.
END OF CLERICAL INDEX PAGE

This page contains a list of names and references to legal documents.

- The documents are stored in a filing cabinet and are accessible to all staff.

- The file system includes a comprehensive index.

- The records are organized alphabetically for easy retrieval.

- The index is maintained by the clerical staff and is updated regularly.
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CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

The purpose of this study was to determine a Gregg Shorthand vocabulary, frequency count, and glossary, of the terms used in teaching this course. The problem of this study was to make a word frequency count of material printed in the field of Gregg Shorthand and to define the words and terms found.

The vocabulary used in the various textbooks, magazines and periodicals in the field of business education is so varied that a distinct meaning of the author's writing is frequently difficult to interpret. As far as possible, it was determined that no study, previous research, or actual frequency count had been made in this area. It is important that teachers, students, textbook authors, and others specializing in shorthand be entitled to this objective data.

This study has three definite objectives:

1. To make a frequency count of terms peculiar to teaching shorthand, and

2. To determine a Gregg Shorthand Vocabulary from this frequency count as an aid in standardizing the terminology in business education in the field of Gregg Shorthand, and
3. To define the words and terms peculiar to the teaching methodology in Gregg Shorthand.

DELIMITATION OF THE PROBLEM:

This study was limited to the frequency count of terms used in teaching Gregg Shorthand. Textbooks published during the past ten years and periodicals and magazine articles edited during the past five years were examined. A total of 206,423 running words was considered.

For the purpose of clarification, it may be well to define the terms used in this study.

Frequency Count:¹ An arrangement of words to show the number of times they occur in a given number of running words, descending in order of frequency of occurrence.

Gregg Shorthand Vocabulary: This vocabulary contains a list of the most-frequently used shorthand terms, arranged alphabetically.

Running Words:² The total number of words in a passage made up of the different words, plus their repetitions, found in the various textbooks, magazines and periodicals used in this study.

Word Study: The subjecting of words to an analysis to determine a list of words scientifically selected and arranged to indicate the relative frequency of occurrence.

²Ibid., p. 2.
PURPOSE OF THE STUDY

Tonne, in his article, The Tyranny of Words, states:

Trades have their mysteries; and what is an occupation without its trade jargon? Teachers have their pedagoguese; and federal servants, their federalese. The stock exchange has its lingo, and the accountant may use specialized terminology to hide the fact that he is fundamentally dealing in simple problems of addition and subtraction. Many high school students enroll in shorthand because hooks and curves are a mystery to the uninitiated. The physician, we sometimes think, deliberately cultivates poor handwriting so that the patient cannot discover the nature of the prescription he is taking to the druggist. Such trade jargon, or more politely "specialized terminology" is harmless if it does not interfere with the service to be rendered. It may be useful, for example, when it results in substituting a word for a sentence. The danger, however, is that words may become a substitute for deeds. When specialists develop a terminology of their own in order to avoid being academic, they are justified if they remain realistic. When, however, it is merely a snobbish subterfuge for avoiding the fact that they themselves are academic and cannot deliver the goods they promise, this terminological creativeness results in an insidious excuse for failure to act.

Human beings live, think, and act in terms of words. They are great because they know how to use words....In business education we have our terminologies, and we also must be careful to see that they are useful devices instead of excuses for inactivity, or sources for confusion.

Confusion has already taken place in business education as a result of the varied terminology. Many writers are often rudely awakened to the fact that people, because of their mistaking the sense of a word, have misconstrued a reading passage

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assumed to be obvious in meaning.

In the field of business education, Junior Business Training (now called General Business Education) was to be taught in the Senior high school. Administrators soon believed that the course should be offered in the Junior high school because the title of the course was Junior Business Training.

Speaking of General Business Education, Lomax and Haynes\(^1\) in Problems of Teaching Elementary Business Training (General Business Education), state:

> When a study of this subject is made, little agreement is found to exist even in the title under which it is offered. . . . Some titles for this subject are: "First Lessons in Business", "Junior Business Training", "Junior Preparation for Business", "Business Training", and "Commercial Life Problems".

Further changes in the terminology are noted by Crabbe and Slinker\(^2\) who state in General Business, Third Edition:

> The increased emphasis placed upon business information that has general values, and the elimination of information that might be considered as training for a specific position have suggested dropping the word Training from the title. The Third Edition is therefore known as General Business rather than General Business Training.

Minton,\(^3\) Brooklyn Technical High School, Brooklyn, New


\(^3\)Arthur Minton, "Hard 'Easy' Words", The English Journal,
York, in his article, *Hard "Easy" Words*, states:

The causes of such misconstruction are: (1) unawareness of the way in which context is selective among the several meanings of a word, and, sometimes, (2) ignorance of the word meaning that is intended. The classic example is the student's explanation that the stag at eve was a man who attended a dance not in the company of a lady and got drunk in the light of the moon.

He further states:¹

It becomes plain that in order to understand and use English with precision it is necessary constantly to be on the lookout for various meanings of words.

Some writers define business as a whole rather than a part of the economic system. They regard business as a way or method of economic organization that is chiefly responsible for satisfying human wants. According to this, business education would include all vocational life. If this is true, anyone who is satisfying human wants is in business and preparation for the professions and trades must be considered as a function of business education.

Needless to say, business education, as it is generally understood, does not perform this function. It does not provide, for example, professional education for doctors and lawyers.

In many textbooks and periodicals "business" and "commerce" are used synonymously. Commerce, however, is a narrow term and it is usually regarded as merely the buying and selling of

¹Ibid., p. 501.
goods, generally on a large scale. Commerce is a form of business.

Tonne,\(^1\) author of Business Education, Basic Principles and Trends, points this out rather fully by stating:

When a man is a manufacturer of automobiles, it is said that he is in the automobile industry; when, however, he undertakes to sell automobiles, he is regarded as being in the automobile business. An automobile salesman is not spoken of as being "in commerce".

The same confusion arises between "vocational" and "non-vocational" courses, and "basic" and "vocational" business courses. The questions may be asked "What is a 'vocational course'"? "What do you mean by 'vocational'"?

In this matter, Fisk\(^2\) states:

If a distinction is to be made between basic and vocational business courses,—and distinction must be made if there is to be better use made of the time given to vocational courses—some clear delineation is necessary.

He further states:\(^3\)

Duplication of subject matter in several courses, a practice of which business education is particularly guilty, is due in part to failure to distinguish between basic and vocational courses and the practice of offering too many specialized courses, each of which must be complete in itself. Understandably, writers of textbooks aim to give a complete treatment of the subject, but teachers are

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\(^3\)Ibid., Page 46.
under no obligation to use the entire content of the text.

The question is raised here: how can the teachers use the textbook to the best possible use if the terminology is so varied in business education?

Lord Dunsany1 in his article, *Decay in the Language*, indicates that most people are prone to use whatever language comes to mind and as a result, meaning of what has been written is difficult to understand.

To every complaint that one may utter about bad language one usually gets the answer, "A language must grow." This is particularly true when we have some new invention every year or so, needing a new name, but it is of vital importance that we should be able to distinguish between growth and decay. For the difference between growth and decay in language there is fortunately a convenient test, and that test is meaning, the purpose for which language was originally invented.

He goes further to say:2

The decay that is affecting our language is taking place among adjectives.....One cannot prove that an adjective is dead merely because in so many hundred pages it never appears; the proof is when the need of that particular adjective arises and it is not used, a noun being thrown in to take its place, as a sheet of paper may stop a hole in a window in the absence of a pane of glass.

And further:3

The alternative to reading the context is to know exactly which of several ambiguities the wri-

2Ibid.
3Ibid.
ter intends with his row of nouns, and for this purpose you must obviously know just what he intends to say.

From the excerpts quoted above, it can be seen readily that there is need for a standardization of the vocabulary in business education, if it is to fulfill its function in the education of young people. It was believed this standardization would (1) eliminate duplication of courses, (2) provide greater achievement for the students, and (3) provide a basic terminology that could be used by teachers and authors. The meaning of the terminology used would be known by all interested. This standardization would be an aid to the students since they would know what the teacher or author was attempting to explain.

Science, medicine, and law have standardized terminologies. If doctors in the United States speak of Diabetes melitus, for example, the doctors in other countries know the patient's ailment.

Formerly, brief forms in shorthand were called "wordsigns". It was doubted if many teachers would know what was meant by "wordsigns" if it appeared in an article today.

This study is only a portion of a long-term study but it was felt that the word frequency count, and glossary, were the first steps toward the much needed standardization.
CHAPTER II

A DIGEST OF SOME RECENT WORD-FREQUENCY COUNTS

Word frequency counts have been used in the preparation of vocabulary lists and in the selection of shorthand practice material. For that reason it is important that the shorthand teacher be familiar with each new word study count.

Mr. Leslie¹ states:

Words are the stock in trade of the shorthand teacher. The more the shorthand teacher knows about the relative values of words, the more effectively he will be able to direct the shorthand learning of his pupils.

As previous word studies have proved to be of real value in the study of shorthand, a few of the outstanding word-frequency counts made in the various fields were digested.

The word-frequency counts selected for this digest were:

1. A Basic Writing Vocabulary—10,000 Words Most-Commonly Used in Writing by Ernest Horn.
2. The Basic Vocabulary of Business Letters by Ernest Horn and Thelma Peterson.
3. The Teachers' Word Book of 30,000 Words by E. L. Thorndike and Irving Lorge.

4. A Basic Vocabulary of Elementary School Children
   by Henry D. Rinsland.

In 1926, Horn\textsuperscript{1} completed his study, \textit{A Basic Writing Vocabulary--10,000 Words Most-Commonly Used in Writing}. Many other studies of writing vocabularies had been completed prior to 1926. It was felt, however, that this was the most complete of the early studies.

In the foreword of his study, Horn states four (4) purposes for his monograph:

1. To make available a list of the 10,000 words most often used in the writing done in the United States outside of school.

2. To give a summary and a critical evaluation of the various investigations which were utilized in determining this list of words.

3. To discuss the most important problems and techniques involved in this type of vocabulary research.

4. To show how this list of words may be used, not only for practical but also for scientific purposes.

Dr. Horn\textsuperscript{2} began his study in 1922 and completed it in 1926. In his first chapter, he reviewed each study of writing vocabularies prior to 1922.

He states:

\textsuperscript{1}Ernest Horn, \textit{A Basic Writing Vocabulary--10,000 Words Most-Commonly Used in Writing}, University of Iowa Monograph, First Series, Number 4, State University of Iowa, Iowa City, 1926, Foreword.

\textsuperscript{2}Ibid., pages 17, 18, 19.
In 1919 the writer combined the words of all correspondence studies which had been made up to that time. There had been accumulated in this compilation an aggregate of about 865,000 running words. This compilation furnished the most adequate measure of adult writing vocabularies which was available at the time of its compilation.

The scientific accuracy of this compilation is marred by the lack of completeness in data reported in some investigations as well as by lack of uniformity among the various investigations in the method of tabulating words.

He found that the reliability of the counts decreased very rapidly after the first thousand words, and that more extensive tabulations were necessary to establish the importance of the words of lower frequency.

The method of tabulation described below was used uniformly throughout all sections of his investigation:

1. All words were recorded, including slang, colloquial, and supposedly obsolete words, with the exceptions noted below:
   A. All proper names of persons and places, name of months and days.
   B. All words of less than four letters, since these have relatively small spelling difficulty.
   C. Forty-one (41) common words. (Listed in the Study).

2. Each word form was tabulated separately.

3. All abbreviations and contractions were recorded as written.

Sheets of paper 8½" x 13" were used for the actual tab-

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1 Ibid., page 21.
2 Ibid., page 22.
ulation of words. Sheets were indexed on the left hand side with the beginning letters of key words such as ab, acc, add, etc. Each sheet would hold 10,000 words. A small vertical mark was made for each word occurrence. For the fifth occurrence a line was drawn diagonally through the four vertical marks so that counting could be made in groups of five. Each sheet was labeled to indicate the source matter.

The importance of each word was determined by multiplying its total frequency by the approximate square root of the number of different sources in which the word was found.

The number of different words found in the eight investigations are shown below in tabular form.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Correspondence</td>
<td>15,152</td>
</tr>
<tr>
<td>Personal Letters</td>
<td>19,243</td>
</tr>
<tr>
<td>Letters of Well-known Writers</td>
<td>23,581</td>
</tr>
<tr>
<td>Letters of Application and Recommendation</td>
<td>5,012</td>
</tr>
<tr>
<td>Minutes, Resolutions and Committee Reports</td>
<td>5,728</td>
</tr>
<tr>
<td>Excuses Written to Teachers by Parents</td>
<td>892</td>
</tr>
<tr>
<td>Letters of a Single Individual</td>
<td>6,512</td>
</tr>
<tr>
<td>Business and Personal Letters</td>
<td>36,393</td>
</tr>
<tr>
<td>Total</td>
<td>112,513</td>
</tr>
</tbody>
</table>

After these investigations were made, Horn set up a composite list of the studies of Anderson,\(^1\) Cook and

\(^1\)W. N. Anderson, Determination of a Spelling Vocabulary Based
In this composite list there were approximately 731,873 running words.

The total number of running words examined in the new investigation was computed to be 4,272,482. Horn's compilation of 1922 had an estimated 864,334 running words, making the present compilation 5,136,816 running words.

Rules were formed for the selection of the 10,000 commonest words. Horn states that the rules were formulated empirically and, no doubt, have defects and could be improved.

A key to the symbols used in printing the word list is included in the book.

A list of all the words having a frequency of 15 or more which were not included in the list of 10,000 words because of failure to meet all the rules are listed in the appendix, Part I. The other parts of the appendix included other lists of words which were omitted from the 10,000 word list for

Upon Written Correspondence, University of Iowa Studies in Education, Iowa City, Volume II, Number 1, 1921.


2E. McFadden and F. Burk, Ninety-One Friends' Letters, (No further data available).


various reasons.

The 10,000 words are printed in alphabetical order. For the first 5,000 words, Horn used Thorndike's plan\(^1\) of indicating the frequency.

Dr. Horn discussed the validity and reliability of the list and showed the necessity of additional investigations. He also indicated the uses to which the word list could be put.

In 1943, Ernest Horn and Thelma Peterson\(^2\) published *The Basic Vocabulary of Business Letters*. This was published in answer to repeated requests for data on the words appearing most frequently in business letters. This was the second word count to be digested.

In this study, Dr. Horn presents the limits of the words (order of frequency) as determined by his previous study.

Dr. Horn\(^3\) states:

> It was clear from this table (shown in his study) that more extensive tabulation should be made to determine reliably the importance of words beyond the first thousand.

> It was noted that earlier investigations of business letters amounted to only slightly more than 100,000 running words tabulated from a small number of types of businesses. To ob-

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\(^3\)Ibid., page 2.
tain adequate data on business correspondence, the letters of a larger number of types of businesses would have to be tabulated, as well as a much larger total number of running words.

Twenty-six large classes of business letters and data obtained from earlier studies were made available. The twenty-six classes of businesses investigated were listed in the study. It was found that the average number of different firms included in each class was six.

The words were arranged in alphabetical order with the total frequency for each word indicated.

The authors describe the method used in conducting the word count in great detail. Sheets were ruled and labeled according to the classification of business investigated. The different words were listed alphabetically on the left-hand side of the sheet. Columns were numbered to indicate the class of business and it was noted how many times each word appeared in each class of business. The total number of running words was not the same in each class of business investigated.

The words were weighted in the same manner as they were in Horn's previous study. The total frequency of each word was multiplied by the approximate square root of the number of different classes of business in which the word was found. A special column indicates the weight of each word.

Estimates of the total and weighted frequencies of the

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1Horn, Op. Cit.
words were based on the 1922 compilation.

A key to the symbols used in printing the word list is presented in the book.

The relative frequency of words appearing in this list is indicated by numbers and letters combined. This combination shows in which thousand and in which half of that thousand a word belongs. For example, 1a means that a word is in the first half of the first thousand; 2b that it is in the second half of the second thousand; 5a that it is in the first half of the fifth thousand; and so on.

In this study, 1,436,223 running words of business letters were chosen from twenty-six different types of businesses. 14,834 different words were found and all of these are listed in the study.

The third word-frequency count of importance was The Teacher’s Word Book of 30,000 Words, published in 1944 by Edward L. Thorndike and Irving Lorge.²

This study includes the data of Dr. Thorndike’s³ counts of 1921 and 1931. Also, there are other counts of over four and one-half million (4,500,000) words each. The various counts included are:

1. The Teacher’s Word Book of 1921.
2. The Thorndike General Count of 1931.
3. The Lorge Magazine Count.
4. The Thorndike Count of 120 Juvenile Books.

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²Edward L. Thorndike and Irving Lorge, The Teacher’s Word Book of 30,000 Words, Teachers College, Columbia University, New York, 1944.

³Ibid., Preface.
5. The Lorge-Thorndike Semantic Count.

In this count, no separate column was made of scientific and other erudite reading matter. A fair proportion of weighting this type of material was made, but this weighting really deserves a separate column. Dr. Thorndike points out that columns of modern fiction or new war vocabularies might be useful.

In presenting the data, the authors set up five columns and labeled them for each frequency count included. The first column was labeled "G" and contains a summary of all of the counts, and is therefore the most important.

The following symbols were used to designate the columns, and also the sources of the material for each count:1

T--Frequency in readers, textbooks, the Bible and the English classics.

L--Recent and Popular Magazines.

J--Only books recommended for boys and girls in grades 3 to 8.

S--Miscellany of juvenile and adult reading--of old and recent, and of matter-of-fact and imaginative--but omitted school readers and textbooks.

The authors then give procedures for using these words from the list for grades 1 to 8.

Dr. Thorndike2 points out that:

The general principles followed are: Every

1Thorndike and Lorge, Op. Cit., Page X-XI.
2Ibid., Page IX.
occurrence is counted somewhere. No occurrence is counted twice...Certain facts about the inclusion of variant forms and spellings are reported by letters or words in parentheses. All of these will be self-explanatory.

It was stated that the word list may be used in classes for adults; for adults learning to read, and for those who are improving their knowledge of English for a special purpose. The list can also be used by lawyers, preachers, lecturers, textbook writers, and many others.

Eighty thousand different words were found from investigating eighteen million (18,000,000) running words. Only 30,000 words were believed to be significant. Each of these 30,000 words occurred at least once in each four million (4,000,000) running words.

The various methods used in tabulating and counting the words were not given.

The fourth and last of the word-frequency counts to be digested was A Basic Vocabulary of Elementary School Children by Henry D. Rinsland.1

Louis A. Leslie2 states:

The Rinsland list fits the last missing stone into the arch of information needed by the shorthand teacher; it fills a long-felt want and settles many a heated controversy in the field of shorthand teaching.

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The problem of this study was to present the actual frequency of the use of words, grade by grade, of many children from various sections of the country and to present the data found in such a way that it would be helpful to the teacher, the writer of textbooks, and the student learner.

Rinsland mentions the importance of the Thorndike studies of 1921 and 1931 and the Horn study of 1926.

Fifteen hundred (1,500) schools were selected for the study in various sections of the country.

Only one composition from each child was used. Therefore, the sampling represents the writings of approximately 100,212 children.

To assure uniformity of treatment, the following rules for tabulation were used:

1. Count all words--roots, derived forms, abbreviations, and contractions--just as they occur.
2. Tally separately run-together words.
3. Delete baby talk unless terms are found to be good English words.
4. Delete illegibles.
5. Count the correct forms intended when words are spelled unusually or wrongly.
6. Delete slang, provincialisms, colloquial expressions, as determined by the dictionary, as well as trade names and proper names of persons and places, except very well known terms.

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7. Do not tally separately words that may be written in two ways, but consider them the same for purposes of tabulation. Examples are today and to-day, tonight and to-night, tomorrow and to-morrow.

8. Tabulate the correct forms intended when errors occur in the uses of homonyms. Two, too, and to are tabulated separately.

9. Tabulate separately words that are compounded if the compounding is incorrect or is used for running composition.

The general method employed in counting the frequencies of words is given below:

1. The papers were sorted by grades.

2. The papers were read and selection was made for content.

3. The alphabet was divided by key words, which were mimeographed in widely spaced positions on several sheets of paper, \(3\frac{1}{2}'' \times 11''\). Words were then recorded from original papers.

4. The accumulated words were transferred to large combining sheets, each of which held one to two thousand words.

5. Totals from the combining sheets were entered directly in permanent ledgers already containing accumulated words from previously published lists.

6. At every step totals of running words and totals of different words were balanced to see that no errors were made in tallying, copying, and adding of totals.

The kinds of writings for each grade were:

1. Personal letters

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1Ibid., page 10.
2Ibid., page 9.
2. Expositions
3. Poems
4. Original stories
5. Examination papers
6. Projects
7. Conversation papers (First grade only)
8. And others

A total of 6,012,359 running words were examined in this study. The total number of different words was 25,632. This was a much larger number than was expected.

Rinsland recommends this word list be used as a basic, general, or major vocabulary rather than a total vocabulary. The list is not intended to produce a static writing vocabulary.

In the use of the word list, Rinsland states:

Not only is there practical use of the word list in writing textbooks but also in writing stories, pupil's magazines, and reference books... In the field of educational and mental measurements the data in this study should be invaluable.

Of the 25,632 different words found, 14,571 words which occurred three or more times in any one grade were listed in alphabetical order in this study.

For each word is given the actual or raw frequency with which that word occurs in each grade and the total frequency for all grades. Also shown is an index symbol of the frequency

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group by the hundred, five hundred, and thousand into which the word falls.

In each of the four frequency counts digested, an attempt has been made to present the material as to method of investigation and tabulation of results. No attempt has been made to compare or evaluate any study.
CHAPTER III
PROCEDURES IN CONDUCTING THE WORD-FREQUENCY COUNT
AND ESTABLISHING THE DEFINITIONS

In conducting the word-frequency count, several devices were used to determine the number of running words contained in the books or articles analyzed.

The number of spaces were counted in a full line of printed material. The number of lines on a page were then counted and multiplied by the number of spaces per line. For example, if there were 76 spaces in a full line and 15 lines per page, there would be 1,140 spaces on that page. To account for indentions and portions of lines, the number of spaces in the indentions and the number of spaces required to make a full line were added, and the total subtracted from the number of spaces found by multiplying spaces by lines. The final figure was then divided by five. This arbitrary figure was used inasmuch as most typewriting rates are computed by using this standard as the basis.

Illustrating the above, if there were 76 spaces in a full line of writing and 15 lines on that particular page and 23 spaces were subtracted for indentions and portions of lines, the following procedure would be used:
70 spaces per full line
x 15 lines per page
1,140 spaces per page
- 23 spaces for indentions, etc.
511,117 net spaces per page
223 standard words with a remainder of two (2) spaces.

The two (2) spaces, and any other fraction of a standard word, were disregarded. Therefore, the total number of running words stated are a minimum rather than a maximum.

When a different size print was encountered, the number of spaces in a line were again counted as well as the number of lines per page. The procedure used would then be the same as explained above.

In the actual tabulation of terms, 3" x 5" cards were used. The terms peculiar to shorthand methodology were printed in the upper left hand corner of the card as they occurred. A small vertical mark was made below the term for each occurrence. For each fifth occurrence of the term, a diagonal line was made through the four vertical marks.

To facilitate the location of a term, the cards bearing the terms were kept in alphabetical order during the actual tabulation.

No attempt was made to segregate the various terms according to books or periodicals examined.

Only books published within the past ten years and articles written in magazines and periodicals within the past five years were investigated.

A total of 98,178 running words were investigated in
textbooks, and 108,245 running words in magazine articles, making a total of 206,423 running words investigated in this word-frequency count. A total of 798 different terms peculiar to shorthand methodology were found in this study.

The tally marks, noting frequency of occurrence, were then counted and the total number of tally marks for each term was written in the right hand corner of the card.

Definitions were made for the less familiar terms by noting the manner in which the terms were used in the sentences from which they were taken.

The definitions for more familiar words were composed by consulting dictionaries and other reference books.

In a term such as "Review Assignment", the meanings of "Review" and "Assignment" were ascertained from a dictionary. The definitions of the two words were then edited into one definition which appeared to convey the meaning of the term being defined.

As the terms were defined, their definitions were placed on the backs of the 3" x 5" cards bearing the term and frequency tabulation.

The terms, frequency figures, and the definitions were then listed alphabetically in groups of fifty on sheets of paper. Three sets of papers were made for each group of fifty words, until the 798 different terms, frequency and definition, were listed.

Fifteen juries, each composed of three different shorthand
teachers, passed judgment on the definitions formed. Each jury was asked to evaluate and pass judgment on the definition for fifty different words. In the event of a discrepancy of meaning of a term, the jury was asked to correct the definition.

Words of high frequency such as write, copy, etc., were noted but no attempt was made to keep a frequency count of such words. Those words, however, were included in the study.

The terms found were presented in one list in alphabetical order. The word was stated first; next, the frequency count; and third, the definition.
CHAPTER IV

GLOSSARY OF

GREGG SHORTHAND TERMINOLOGY
ABBREVIATED CHARACTERS (3): Shortened shorthand symbols which represent (or stand for) whole words. Example: Brief Forms are classified as abbreviated characters.

ABBREVIATED WORDS (9): Standard shortened portions of symbols which mean the same as if the entire symbol were written.

ABBREVIATED SUFFIX (1): See: ANALOGICAL WORD ENDINGS.

ABBREVIATING PRINCIPLE (39): A shorthand rule for the shortening of symbols for frequently used words according to the longhand abbreviation. Example: Amt., is written for "Amount"; Ans., for "Answer".

ABBREVIATION (35): (1) The act of shortening, or the state of being shortened. (2) The shortened part of a word that stands for the whole word.

ABOVE THE LINE OF WRITING (5): The position or placement of a shorthand symbol in relation to the line of writing.

ACCENTED SYLLABLE (4): A particular syllable in a word which receives stress of voice in pronunciation.

ACCEPTABLE TRANSCRIPT (11): A mailable letter produced in the first attempt and in a reasonable length of time. A mailable letter is neat and attractive in appearance, well placed on the page, well typed with an even touch, and with few or no erasures. The right-hand margin must not be very ragged. The date must be correct. The initials of the dictator and stenographer and all other identification data must appear in the proper place. There should be no serious deviations in the wording of the dictation, no incorrect spelling, no uncorrected typographical errors.
ACCURACY DRILLS (11): Repetitive exercises which aim at an exact achievement of a standard of requirement in forming shorthand outlines. See: DRILL.

ACCURACY OF OUTLINE (7): The degree of correctness with which a shorthand symbol is written in conformity with shorthand theory.

ACCURATE PROPORTION (3): True ratio. See: PROPORTION.

ACUTE ANGLE (5): (1) An angle of less than 90 degrees. (2) A sharp point at which two or more lines meet. Examples: CH and T in forming the word "Cheat" ( ); J and T in forming the word "Jet" ( ).

ADVANCED DRILLS (3): Practice material employing the analogical word-beginnings and endings; modified phrase forms where words are omitted; words employing the intersecting principle. See: DRILLS.

ADVANCED PHRASING (5): The writing of three or more words in a single outline in which any unimportant word may be omitted when meaning required its restoration in transcribing. Example: IN THE WORLD ( )

ADVANCED SHORTHAND (45): (1) The second year of shorthand. (2) That material which follows and includes the Abbreviating Principle. (3) Sometimes referred to as Transcription.

ADVANCED SHORTHAND THEORY (4): That material which follows and includes the Abbreviating Principle.

ADVANCED THEORY (3): See: ADVANCED SHORTHAND THEORY.
ADVANCED TRANSCRIPTION (9): A learning situation in school in which office, or superior to office standards, are sought.

ALPHABETIC CHARACTERS (13): See: ALPHABETIC STROKES.

ALPHABETIC CHART (2): A sheet of paper, pasteboard, or the like, on which the shorthand alphabet is presented graphically in tabular form.

ALPHABETIC COMBINATIONS (2): (1) The joining of two shorthand strokes. (2) The expressing of two or more consecutive consonants by one shorthand stroke.

Examples: CH ( / );
SH ( / ).

See: SHORTHAND ALPHABET.

ALPHABETIC OUTLINES (2): See: ALPHABETIC STROKES.

ALPHABETIC STROKES (5): Signs or symbols which represent both letters of the alphabet and/or words. Example:

The sign "P" ( / ) is the alphabetic stroke for "P", but it also means the word "put."

ANALOGICAL ABBREVIATIONS (3): See: ANALOGICALS.

ANALOGICAL FORMS (5): Words which are written in conformity with a principle for expressing established and familiar word groups.

ANALOGICAL PREFIXES (3): See: ANALOGICAL WORD-BEGINNINGS.

ANALOGICAL (9): Partial similarity in the sound, form or outline of a word. It implies the meaning of similar form but does not mean identical. Examples:

INSTRUCT ( / );
ANALOGICAL METHOD

(2) : Teaching similar words or words that are alike at one time. They conform with familiar word groups, such as a word root and all the derivatives of the root.

ANALOGICAL SUFFIXES

(4) : See: ANALOGICAL WORD-ENDINGS.

ANALOGICAL WORD-BEGINNINGS

(34) : Similarity or likeness in the initial letters or sounds of words. These beginnings are usually disjoined from the regular outline. Examples:

- CENTrалize (\textit{Централизовать});
- CENTrifugal (\textit{Центрифуга}).

ANALOGICAL WORD-BUILDING RULES

(5) : Principles which govern the writing of shorthand symbols called "analogicals". See: ANALOGICAL.

ANALOGICAL WORD-ENDINGS

(32) : Terminations of words sounding similar. These endings may be joined and at other times disjoined from the regular outline. Examples:

- InSULT (\textit{Интезировать}); ReSULT (\textit{Результирует}); ArtiCLE (\textit{Артикул}); PractICAL (\textit{Практический}). See: SUFFIX; ANALOGICAL.

ANALYTICAL METHOD

(2) : The method of sound-response
writing. It develops the art of shorthand in accordance with the laws of psychology, pedagogy, and physiology. It builds an automatic response through adherence to the laws of motion, and establishes a base for independent shorthand construction. The objective is not memorized perfection, but scientific progress toward perfection. (a) In original word construction it is a primary necessity that the teacher install the tools for building before asking the student to use them. (b) Order of development: (1) hearing the sound, (2) recalling a symbol or pattern form that expresses the sound, (3) joining the symbols in the order heard to form the outline—the writing process. (4) matching each part of the outline with its correlative sound—the reading process, (5) matching the sound expressed by the outline with longhand letters—the translation process.

ANGLE (56) : The point at which two or more lines meet.

ANGLE JOININGS (5) : See: ACUTE ANGLE; OBTUSE ANGLE.

ANGULAR JOINING (2) : See: ACUTE ANGLE; OBTUSE ANGLE.

ANNIVERSARY EDITION (16) : The standard shorthand manual was revised in 1893, 1901, and 1916. Improvements in the writing of certain shorthand characters were published at that time.

ANNIVERSARY METHOD (12) : A method of teaching shorthand in which the system is presented in a predetermined order, logically arranged so that no word is introduced until the shorthand principles involved in the writing of the word have been taught. The Gregg shorthand
used is based upon the latest major revision in 1916. Sometimes referred to as the Manual of Traditional Methods.

**ASSIGNED PRACTICE LESSONS (2)**: Materials which are to be studied or practiced during, in, or before a stated period, in which the student has an opportunity to perform the acts to acquire the knowledge required in a particular area.

**ASSIGNMENT** (442): Work that has been assigned to be prepared by the student.

**ASSIMILATED MATERIAL** (1): Fully comprehended shorthand characters, outlines, phrases, principles, etc., which have become incorporated as a part of the student's knowledge.

**AUTOMATIC REVIEW** (7): A repetition of previously studied and practiced material upon which the presentation of new material is based.

**AUTOMATIZATION** (10): The process by which an act becomes so habitual and routine that it is performed without any conscious thought or mental effort. See: AUTOMATIZING THE SHORTHAND OUTLINE.

**AUTOMATIZE** (1): See: AUTOMATIZATION.

**AUTOMATIZED SHORTHAND VOCABULARY** (2): Characters, symbols, or outlines for words and phrases which are so thoroughly learned that writing or reading the words is performed without conscious thought or mental effort. See: AUTOMATIZATION; AUTOMATIZING THE SHORTHAND OUTLINE.

**AUTOMATIZING THE SHORTHAND OUTLINE** (2): Thinking shorthand so that one automatically writes or reads shorthand for any word seen or heard without the slightest hesitation. See: AUTOMATIZATION.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACKWARD MOTION</td>
<td>(1) A movement in a contrary or reverse manner or direction. (2) A counter-clockwise movement. See: LEFT MOTION.</td>
</tr>
<tr>
<td>BACKWARD MOVEMENT</td>
<td>(1) See: BACKWARD MOTION.</td>
</tr>
<tr>
<td>BASED ON A SPECIFIED VOCABULARY</td>
<td>(1) Material which contains some of the words in a particular list. It does not contain all of the words so listed and may use other words not included in the list.</td>
</tr>
<tr>
<td>BASE OF THE CHARACTER</td>
<td>(2) (1) The lower part of a shorthand sign or outline. (2) That part of a figure on which the outline is supposed to stand.</td>
</tr>
<tr>
<td>BASIC PRINCIPLES</td>
<td>(32) Methods of procedure, foundational material, and knowledge necessary for the mastery of a skill. Examples: Elementary shorthand; elementary typing.</td>
</tr>
<tr>
<td>BASIC SKILL</td>
<td>(44) A degree of performance that is fundamental to the mastery of shorthand. Examples: Writing swiftly and automatizing the outlines for brief-forms.</td>
</tr>
<tr>
<td>BEFORE THE FOLLOWING CHARACTER</td>
<td>(3) Coming prior to, or ahead, of the next shorthand sign.</td>
</tr>
<tr>
<td>BEGINNINGS OF WORDS</td>
<td>(6) (1) The initial letters or sounds of a word. (2) Word prefixes.</td>
</tr>
<tr>
<td>BEGINNING SHORTHAND</td>
<td>(16): See: ELEMENTARY SHORTHAND.</td>
</tr>
<tr>
<td>BEGINNING SHORTHAND CLASS</td>
<td>(12): A group of students who are studying elementary shorthand. See: ELEMENTARY SHORTHAND.</td>
</tr>
<tr>
<td>BENEATH THE FIGURE</td>
<td>(2) A term denoting the placement of a vowel marking, suffix, prefix, etc., in relation to the shorthand outline to which it refers.</td>
</tr>
</tbody>
</table>
BESIDE THE FIGURE (2) : See: BENEATH THE FIGURE.

BETWEEN CURVES AND STRAIGHT LINES (25) : A general term covering the writing of a circle vowel between two connected shorthand strokes, one being curved and the other straight.

BETWEEN OPPOSITE CURVES (6) : See: BETWEEN REVERSE CURVES.

BETWEEN REVERSE CURVES (5) : A general term covering the writing of a circle vowel between two connected shorthand curves, one being written with a left-motion, and the other with a right-motion.

BETWEEN STROKES (10) : A general term covering the writing of a circle vowel between two connected shorthand strokes.

BLACKBOARD (73) : Any dark, smooth surface, as slate, used for writing, drawing, etc., with chalk or crayon and used as a teaching device.

BLACKBOARD DEMONSTRATION (27) : A method of presenting and illustrating a principle on the blackboard.

BLACKBOARD DRILL (7) : A term used to designate an activity, mental or physical, in which the blackboard is used as a method of learning. Usually referred to as students reading shorthand outlines from the blackboard.

BLACKBOARD ILLUSTRATIONS (10) : See: BLACKBOARD DEMONSTRATION.

BLACKBOARD NOTES (5) : Shorthand characters or outlines written on the blackboard.

BLACKBOARD OUTLINES (3) : See: BLACKBOARD NOTES.

BLACKBOARD PRESENTATION (2) : See: BLACKBOARD DEMONSTRATION.

BLACKBOARD WORK (11) : A term used to designate any activity performed at the blackboard. See: BLACKBOARD DEMONSTRATION; BLACKBOARD DRILL.
BLACKBOARD WRITING (9): See: BLACKBOARD DEMONSTRATION.

BLENDED (130): Combining more than one shorthand character into one facile stroke.

BLENDED CONSONANTS (12): A combination of two shorthand consonants without an angle. See: SHORTHAND ALPHABET (Blended Consonants).

BLENDED PHRASES (2): Employing the blending principle in making shorthand phrases and eliminating angles, as in such phrases as:

to me

it must be

at any time

to draw

BLENDED STROKES (5): Shorthand signs or symbols which are joined without forming angles.

BLENDING (23): A technique which enables the shorthand writer to write one or more separate shorthand alphabet signs with one movement of the writing instrument. Blending is not employed when a strongly accented vowel or diphthong occurs in the syllable.

BLENDING OF CURVES (1): When curves of equal length are combined they are made a little flatter than usual. Thus:

Cream ——— Clean ———

Glare ———

BLENDING PRINCIPLES (10): The joining of two consonants and eliminating an angle in the joining. The curved strokes run together to form a large curve; the straight strokes are joined so that no distinction is made as to where one stroke ends and another begins.
| **BLENĐ WORDS** | (4) | Any word formed by employing the blending principle in its formation. |
| **BLUNT ANGLE** | (3) | See: OBTUSE ANGLE. |
| **BODY OF A WORD** | (3) | The main part of a word, as the word root. |
| **BRIEF-FORM CHART** | (13) | A sheet of paper, pasteboard, or the like, on which brief-form outlines are presented in tabular form for easy reference. |
| **BRIEF-FORM COMPOUNDS** | (6) | Words which are formed by combining two brief-forms, such as: anywhere anyway |
| **BRIEF-FORM DERIVATIVES** | (47) | A systematic repetition on shorthand outlines for words composed of signs called "brief-forms", such as: "acceptable" ( ); "acknowledgment" ( ); "careful" ( ). See: BRIEF-FORMS; DRILL. |
| **BRIEF-FORM DRILL** | (23) | Any exercise pertaining to shorthand signs called brief-forms, enforced by regularity and constant repetition. See: DRILL; BRIEF-FORMS. |
| **BRIEF-FORM FAMILIES** | (2) | The basic brief-form and its derivatives. |
| **BRIEF-FORM LETTERS** | (6) | Correspondence, either business or personal, which contains many shorthand signs called "brief-forms" and enables the shorthand student to acquire greater skill and master of these signs. See: BRIEF-FORMS; LOADED LETTERS. |
| **BRIEF-FORM PHRASE REVIEW** | (4) | A repetition of a lesson or a series of lessons, on shorthand phrases formed from shorthand |
outlines called "brief-forms", after its initial presentation. See: BRIEF-FORMS.

BRIEF-FORM PHRASES (2) : The shorthand signs known as "brief-forms" connected together to make a sense group, as:

I will — he can

BRIEF-FORM PRACTICE (10) : Systematic performance or drill in reading and writing shorthand signs known as "brief-forms". See: BRIEF-FORMS.

BRIEF-FORM PREFIXES (3) : Shorthand signs known as "brief-forms" used as beginnings of words.

BRIEF-FORM REVIEW (14) : A teaching procedure designed to improve retention and understanding of brief-form outlines. See: REVIEW; BRIEF-FORMS.

BRIEF-FORMS (246) : Concise shorthand forms of most commonly used longhand words. Formerly called "Wordsigns". These words are not written according to principle and must be learned by memorization. They are based on the same idea as the longhand abbreviating principle.

BRIEF-FORM TEST (6) : An examination or quiz; any kind of device or procedure to measure mastery and achievement of shorthand signs called "brief-forms". See BRIEF-FORMS; TEST.

BRIEF-FORM WARM-UP (15) : An exercise, designed to give a review of brief-forms as a preparation for a longer shorthand take. See: WARM-UP PRACTICE.

BROKEN CIRCLE (14) : The sign for the circle vowel "A" with an indentation expressing the diphthong "AI", as in the word "die" ( ) or in the phrase "I had" ( ). Also used in phrasing, using
the small circle vowel, with an indentation, in such phrases as

"they had" ( \( \text{̓} \) ),

"we had" ( \( \text{̓} \) ).

**BUDGET ASSIGNMENT** (2) : An assigned task, project or job, having a central idea and extending over a period of time such as one week.

**BUSINESS ABBREVIATIONS** (3) : Shortened forms for frequently repeated business expressions such as: "Mr." ( Mr.

**BUSINESS DICTATION** (10) : Material of a business nature which is presented in a manner typical of the business world.
CHALK OUTLINES (1): Shorthand characters, signs or notes written on the blackboard.

CHARACTERS (101): Representative marks, signs, or the system of signs, of any alphabetic system. See: CONSONANTS, VOWELS, DIPHTHONG, SHORT-HAND ALPHABET.

CHART OF BRIEF-FORMS (6): See BRIEF-FORM CHART.


CIRCLE BETWEEN OPPOSITE CURVES (5): See: CIRCLE BETWEEN REVERSE CURVES.

CIRCLE BETWEEN REVERSE CURVES (8): A term implying the placement of a circle vowel in a shorthand outline in words containing opposite curves, such as "R" and "K" in the word "Wreck" ( ), lake ( ).

CIRCLE CLOCKWISE TO STRAIGHT STROKES (2): A term expressing the rotation in movement in joining a circle vowel to a straight stroke, such as in the word "deed" ( ); "mean" ( ); "day" ( ); "eddy" ( ).

See: RIGHT MOTION.

CIRCLE ENDING (2): A term designating a circle terminating any shorthand outline.

CIRCLE INSIDE CURVES (6): See: CIRCLE PLACED INSIDE THE CURVE.

CIRCLE JOININGS (3): A term denoting the combining of a circle vowel with a consonant.

CIRCLE PLACED INSIDE THE CURVE (25): A term implying the placement of a circle vowel when joined to a curved stroke. For example, in the words "ray" ( ), "key" ( ), "pay" ( ).
"above" (\(\int\)), "see" (\(\bigcirc\)), and "very" (\(\bigcirc\)), the circle vowel is placed inside the curve.

**CIRCLE VOWEL** (14) : The sign used to express the sounds "i" and "e". See: VOWEL; VOWEL SOUNDS.

**CIRCLE WITH AN INDENTATION** (1) : See: BROKEN CIRCLE.

**CLOCKWISE CIRCLE** (5) : A term indicating the direction used in making a circle. See: RIGHT-MOTION.

**CLOCKWISE MOTION** (12) : The same direction in which the hands of a clock seem to move. See: RIGHT-MOTION.

**CLOCKWISE-S** (2) : (1) Another term for the "comma-S". (2) A shorthand character written with right-motion. It is written in the same direction that the hands of a clock move. See: RIGHT-S.

**COLD NOTES** (9) : Dictation not immediately transcribed. The writer or transcriber does not recall what was dictated.

**COMA "S"** (4) : See: RIGHT-S; CLOCKWISE-S.

**COMPARATIVE PARENSHIP DRILLS** (1) : An exercise used in teaching shorthand proportion. For example, T, D, DET (\(\bigcirc\)) ; N, R, MEM ( \(\bigcirc\) ); A, E (\(\bigcirc\) ) .

**COMPARATIVE WORD DRILL** (6) : Used loosely to indicate any drill relating to words which have one or more principles in common.

**COMPOUND JOINED PREFIXES** (5) : Two prefixes which are connected
### Compound Prefixes

(10): Two prefixes joined together. For example, the word "uninterrupted" contains a compound prefix.

### Compounds

(16): A combination of one or more affixes. The elements may retain their independent character, such as "anybody"; "hereafter".

### Connected Matter

(28): Meaningful discourse which relates to some topic or related material.

### Connected Matter in Context

(1): Continuity of related material.

### Connected Reading

(3): Reading correlated material. See: CONNECTED MATTER.

### Connected Writing

(3): The process of recording related material, either in shorthand or longhand.

### Connecting Stroke

(4): An errorious use of words. Actually, there are no connecting strokes in shorthand. There is no stroke used for joining purposes only. Any stroke may be joined with any other stroke.

### Consecutive Vowels


### Consonantal Diphthongs

(1): "R" and "L" coalesce with other consonants with ease and are therefore referred to as "consonantal diphthongs". For example: PR ( ); PL ( ); GR ( ); FL ( ).
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonantal Sign</td>
<td>(1) A shorthand term pertaining to the consonants.</td>
</tr>
<tr>
<td></td>
<td>(2) A blending of two consonants.</td>
</tr>
<tr>
<td>Consonant Combinations</td>
<td>(15) The joining or connecting of two or more shorthand signs called</td>
</tr>
<tr>
<td></td>
<td>consonants. For example:</td>
</tr>
<tr>
<td></td>
<td>Girl (<em><strong>); Before (</strong></em>).</td>
</tr>
<tr>
<td>Consonants</td>
<td>(65) Signs or symbols used to indicate the following consonantal sounds:</td>
</tr>
<tr>
<td></td>
<td>K G R L N M</td>
</tr>
<tr>
<td></td>
<td>T D TH P B F</td>
</tr>
<tr>
<td></td>
<td>V CH J S H NG</td>
</tr>
<tr>
<td></td>
<td>NK SH</td>
</tr>
<tr>
<td>Consonant Stroke</td>
<td>(5) See: Consonants.</td>
</tr>
<tr>
<td>Content Material</td>
<td>(5) Related material pertaining to some topic.</td>
</tr>
<tr>
<td>Contextual Form</td>
<td>(1) See: Contextual Material.</td>
</tr>
<tr>
<td>Contextual Material</td>
<td>(6) (1) A meaningful discourse, generally following a theory or principle of</td>
</tr>
<tr>
<td></td>
<td>shorthand.</td>
</tr>
<tr>
<td></td>
<td>(2) Words of a language woven together to form meaningful content; generally</td>
</tr>
<tr>
<td></td>
<td>a reading or dictation exercise. See: Reading and Dictation Practice.</td>
</tr>
<tr>
<td>Contextual Unit</td>
<td>(1) See: Contextual Material.</td>
</tr>
<tr>
<td>Context Writing</td>
<td>(1) See: Correcting Writing: Contextual Material.</td>
</tr>
<tr>
<td>Contrary to the Rule</td>
<td>(14) The formation of a shorthand outline for a word which does not follow a</td>
</tr>
<tr>
<td></td>
<td>stated principle.</td>
</tr>
</tbody>
</table>
CONTRASTS (4): A term meaning opposite, and written identical except for the method of writing the vowel. Such as:

"cur" ( ); "core" ( ).

CONTROLLED OUTLINES (1): See: FACIL. OUTLINE.

CONTROLLED VOCABULARY (17):
(1) A specialized list of words.
(2) Words which have been subjected to a count to determine their frequency of occurrence. Material written a controlled vocabulary is composed only of the words of a specialized list.

COPY (*):
(1) That which is imitated, transcribed or reproduced.
(2) To write, print or engrave.

COPYING (*):
The act or process of imitating, reproducing or transcribing. See: COPY.

COPY FROM TYPE (16): Writing shorthand forms from printed matter.

COPYING SPEED (5):
A term used in teaching transcription and refers to the rate of typewriting from straight copy material. It may also refer to the rate of copying printed shorthand.

CORRECTIBLE LETTER (2):
A transcript which is mailable after correction. See: MAILABLE; MAILABLE LETTER; MAILABLE-MINUS.

CORRELATED DICTATION (10):
Dictation which is related to the principles of shorthand that have been taught and gives the student an opportunity to apply the knowledge which has been obtained.

COUNTERCLOCKWISE MOTION (2):
In a rotation in the opposite direction as the hands of a clock move. See: LLFT-MOTION.

* Frequency not tabulated.
<table>
<thead>
<tr>
<th><strong>COUNTERCLOCKWISE</strong></th>
<th>(2)</th>
<th>A shorthand character written to the left. It is written opposite to the direction in which hands of a clock move. See: LEFT-S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURVATURE</strong></td>
<td>(2)</td>
<td>A state of being curved or bent. The amount or degree of a curve.</td>
</tr>
<tr>
<td><strong>CURVE</strong></td>
<td>(115)</td>
<td>The manner in which some shorthand strokes are written, as opposed to straight strokes. A good curve is not uniform, but curves most near one end.</td>
</tr>
<tr>
<td><strong>CURVED CONSONANTS</strong></td>
<td>(5)</td>
<td>Any shorthand character, not a vowel or diphthong, formed by a curved or bent motion.</td>
</tr>
<tr>
<td><strong>CURVED MOTION</strong></td>
<td>(1)</td>
<td>A bent or curved movement.</td>
</tr>
<tr>
<td><strong>CURVED STROKES</strong></td>
<td>(15)</td>
<td>A descriptive term referring to the signs of the shorthand alphabet which are not written in a straight line or motion.</td>
</tr>
</tbody>
</table>
DAILY ASSIGNMENT (5): That amount of work given for one class period.

DAILY LESSON PLAN (7): An outline of presentation prepared every day. See: LESSON PLAN.

DAILY QUIZZES (2): (1) Short daily tests or examinations. (2) Daily testing. (3) Sometimes referred to as "daily review".

DAILY REVIEW (16): (1) A teaching procedure used every day to improve retention. It serves to broaden and clarify the student's understanding. (2) A teaching procedure used to go over material previously presented. See: REVIEW.

DAILY TRANSCRIPTION SCHEDULE (6): A plan governing the minimum output of transcribed material per day.

DAY'S "TAKE" (26): The total amount of shorthand material taken by the student in the course of one day from dictation. This may be measured in terms of words, sentences or letters.

DEMONSTRATION OF TRANSCRIPTION (5): A teacher activity in which the instructor takes shorthand from dictation and transcribes the notes so that students can see the techniques of proper procedure in transcription. See: TRANSCRIPTION.

DEMONSTRATION TECHNIQUE (25): A method of instruction wherein the instructor shows the class what is to be done; how it is to be done; and that it can be done.

DERIVATIVES (20): Words which are derived from another word by any process of word development, such as by adding a prefix or suffix, or by internal change.
DEVICE OF INTERSECTION (3) : See: INTERSECTING PRINCIPLE.

DICTATE (257): To tell or utter a passage or word so that another person may write it down, as, to dictate a letter.

DICTATED LETTERS (15) : See: DICTATED MATERIAL.

DICTATED MATERIAL (20) : Words, sentences, paragraphs or other continuity material which has been spoken to be written by another.

DICTATED NOTES (16) : Commonly referred to as the student's own shorthand notes.

DICTATE IN PHRASES (5) : To speak or pronounce words in short sense groups.

DICTATING (16) : The act of saying or reciting something to be written by another.

DICTATING SPEED (15) : The rate at which the dictator is talking. Commonly referred to as dictating at a speed of 50, 80, 100, or 120 words a minute.

DICTATION (333) : The act of reading or speaking aloud material which is to be written in shorthand by another person. That which has been dictated.

DICTATION AT UNLEVEN RATES (15) : Dictation at varying rates of speed on the same material, during the same take.

DICTATION MATERIAL (15) : Readable matter which may be dictated from copy and later transcribed.

DICTATION PLATES (17) : See: PLATE NOTES.

DICTATION RECORDS (3) : Phonograph records, or other recording devices, which may be used for dictation purposes.

DICTATION SPEED (20) : Rate of talking, in words per minute.
DICTATION STUDY (72): A term used loosely and figuratively referring to an exercise in which the student is to write the shorthand outlines from printed matter.

DICTATOR (70): A term given to anyone who dictates material for another person to write in shorthand.

DICTIONARY HABIT (3): The automatic and efficient use of the dictionary (longhand or shorthand) to settle any doubt or answer any question regarding the spelling, pronunciation, syllabication, or correct usage of a word; or its correct shorthand outline.

DICTIONARY STUDY (6): A process of procedure in which a knowledge of word spelling, meaning, and pronunciation is acquired.

DIPHTHONG (59): A term given to the sound produced by combining two vowels into a single syllable or running together of their sounds when spoken in rapid succession. They are expressed in shorthand by joining the circles and hooks representing the vowel sounds of which diphthongs are composed.

For example, U (ə) as in the word "fume" (fúm).<ref>

DIPHTHONG WORDS (2): Words containing two simple vowel sounds which are spoken in rapid succession, such as, human, cute, few, now. See: DIPHTHONG.

DIRECT ASSOCIATION METHOD (1): A method of teaching shorthand wherein the student is required to learn each word separately.

DIRECT DICTATION (3): (1) The dictator deciphering the printed shorthand orally or aloud so the student can write in shorthand.
(2) Dictation which is made up or composed as the dictator goes along in the same manner as much actual office dictation is given.

DIRECT METHOD (5) : See: DIRECT METHOD OF TEACHING.

DIRECT METHOD OF TEACHING SHORTHAND (4) : Generalization on the part of the pupil rather than on the part of the teacher. Rapid reading of standard shorthand vocabulary from the beginning of instruction.

DIRECT-METHOD READING APPROACH (3) : See: DIRECT METHOD OF TEACHING SHORTHAND.

DISCUSSION METHOD OF PREVIEWING (5) : A term implying the teacher asking various members of the class how an outline should be written. If a student gives the wrong answer, the teacher asks another student how he would write the shorthand outline for the word or phrase.

DISJOINED (**) : Separated, disconnected.

DISJOINED OUTLINE (11) : A shorthand sign which has two or more parts and is not written as one running character.

DISJOINED PAST TENSE (**) : A shorthand sign which is not connected to the main outline and indicates the word is of the past tense. Not all past tense signs are disjoined. The past tense is expressed by a "T" or "D" and is disjoined after most abbreviated words such as "changed" (\_/) ; "timed" (\_\_). The past tense is also disjoined if a distinctive and facile joining is not possible. See: JOINED PAST TENSE.

DISJOINED PREFIX (24) : A prefix not connected to the regular root or outline. See: PREFIX.

(**) Frequency not tabulated.
DISJOINED STROKE  (17) : A shorthand sign not connected to the word root or regular word outline.

DISJOINED SUFFIX  (16) : A suffix not connected to the regular word root or regular word outline. See: SUFFIX.

DISJOINED WORD-BEGINNINGS  (18) : See: DISJOINED PREFIX.

DISJOINED WORD-ENDINGS  (3) : See: DISJOINED SUFFIX.

DISJOINING PRINCIPLE  (6) : A generalized statement or rule pertaining to the disconnecting of shorthand strokes or signs in making a shorthand outline.

DISTINCT ANGLE  (1) : An angle that can be plainly seen and distinction between strokes easily noted.

DISTINCTIVE OUTLINE  (10) : See: FLUENT OUTLINE.

DOUBLE CIRCLE  (8) : See: SMALL CIRCLE WITHIN THE LARGE CIRCLE.

DOUBLE CONSONANTS  (1) : Two consonants which are joined or blended together.

DOUBLE STROKES  (1) : A term loosely used to signify the joining of two shorthand signs together, either as an angular joining or as a blend.

DOWNSTROKE  (17) : A term used to designate and explain the motion of writing some of the shorthand characters.

DOWNWARD CHARACTERS  (10) : A term used to designate the motion of writing certain shorthand symbols. See: CONSONANTS.

DOWNWARD CURVE  (4) : A term used to explain the motion of writing certain shorthand symbols, such as:

\[ P, ( B, ( F, ) V, ) S \]

See: CONSONANTS.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downward Dash (3)</td>
<td>(1) Usually designates the motion of writing the shorthand consonant &quot;SH&quot; (→). (2) Sometimes used to explain the formation of a shorthand period at the end of a sentence, as (→). See: CONSONANTS.</td>
</tr>
<tr>
<td>Downward Hook (3)</td>
<td>The upper part of a small elliptical figure, such as [ hooked figure]. See: HOOK VOWEL.</td>
</tr>
<tr>
<td>Downward Slant (5)</td>
<td>See: SLANT OF CHARACTERS.</td>
</tr>
<tr>
<td>Downward Straight Lines (1)</td>
<td>See: DOWNWARD CHARACTERS; CONSONANTS.</td>
</tr>
<tr>
<td>Downward Straight Strokes (2)</td>
<td>A term used to designate the motion of writing certain shorthand symbols, such as: [ CH J NG NK SH ] See: CONSONANTS.</td>
</tr>
<tr>
<td>Downward Strokes (4)</td>
<td>See: DOWNWARD CHARACTERS; CONSONANTS.</td>
</tr>
<tr>
<td>Drill (137)</td>
<td>Any exercise, physical or mental, either individual or in groups, enforced with regularity and by constant repetition. To systematically practice an exercise.</td>
</tr>
<tr>
<td>Drilling In Unison (2)</td>
<td>Constant repetition of an exercise, usually orally, performed by all members of the class at the same time. See: DRILL.</td>
</tr>
<tr>
<td>Drilling Orally (2)</td>
<td>Constant repetition, either individually or in groups, where the exercise is spoken. See: DRILL; DRILLING IN UNISON.</td>
</tr>
<tr>
<td>Drill On Previous Assignments (67)</td>
<td>A review exercise on material previously presented or studied.</td>
</tr>
<tr>
<td>Term</td>
<td>Number</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>EGG-SHAPED BLENDS</strong></td>
<td>(2)</td>
</tr>
<tr>
<td><strong>EGG-SHAPED CHARACTERS</strong></td>
<td>(5)</td>
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<tr>
<td><strong>ELEMENTARY CHARACTERS</strong></td>
<td>(1)</td>
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<td><strong>ELEMENTARY COMBINATIONS</strong></td>
<td>(2)</td>
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<tr>
<td><strong>ELEMENTARY DICTATION</strong></td>
<td>(2)</td>
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<tr>
<td><strong>ELEMENTARY DICTATION BOOKS</strong></td>
<td>(1)</td>
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<tr>
<td><strong>ELEMENTARY PRINCIPLES</strong></td>
<td>(2)</td>
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<tr>
<td><strong>ELEMENTARY SHORTHAND</strong></td>
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<td><strong>ELLIPSE</strong></td>
<td>(8)</td>
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<tr>
<td><strong>ELLiptical FIGURE</strong></td>
<td>(8)</td>
</tr>
<tr>
<td><strong>ELLiptical MOVEMENT</strong></td>
<td>(6)</td>
</tr>
<tr>
<td><strong>ESSENTIAL THEORY</strong></td>
<td>(6)</td>
</tr>
</tbody>
</table>
EVENLY TIMED DICTATION (4) : Speaking each word, as nearly as possible, at a uniform rate, as opposed to dictating in phrases.

EXTEMPORANEOUS DICTATION (3) : That which is spoken without the use of a manuscript and not learned by heart. It does not exclude dictation which has been prepared.
FACILE BLEND (16): A shorthand character, having the essentials of a blend, which was easily executed, exhibiting smoothness and proportion. See: BLEND; FACILE OUTLINE.

FACILE JOINING (11): A connecting of two or more characters with smoothness. The blending principle is an illustration of a facile joining.

FACILE OUTLINE (15): A shorthand character which was easily executed, exhibiting smoothness, proportion, and can be transcribed with ease.

FACILE SIGN (6): See: FACILE OUTLINE.

FACILE STROKE (1): See: FACILE OUTLINE.

FACILE WRITING (12): (1) Shorthand characters and outlines which have been executed with smoothness, proportion observed, and can be transcribed with ease.
(2) Smoothness of writing.

FADE-AWAY-TERMINAL-STROKE (1): See: GET-AWAY STROKE.

FADE-OUT STROKE (1): See: GET-AWAY STROKE.

FAMILIAR MATERIAL (16): (1) Data of any sort which is well-known and well understood.
(2) Data which has been previously studied and practiced.

FIGURE (10): Generally referred to as a symbol or an outline.

FINAL CIRCLE (20): See: FINAL CIRCLE VOWEL.

FINAL CIRCLE VOWEL (18): The term used to express the last circle sign of an outline. The circle must be the final sign of the regular outline. For example, in the word "former" ( ), the small circle is the final circle vowel. In
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL CONSONANT</td>
<td>(19): See: LAST CONSONANT.</td>
<td></td>
</tr>
<tr>
<td>FINAL &quot;S&quot;</td>
<td>(5): A term used to designate the last &quot;S&quot; character of the outline. It is the last &quot;S&quot; character of the outline.</td>
<td></td>
</tr>
<tr>
<td>FIRST CONSONANT</td>
<td>(8): A term referring to the first consonant stroke of an outline. The base of the first consonant of a word rests on the line of writing, but when &quot;S&quot; precedes another consonant, the base of the consonant following the &quot;S&quot; is placed on the line of writing.</td>
<td></td>
</tr>
<tr>
<td>FLUENCY DRILLS</td>
<td>(15): Words and their shorthand outlines arranged according to similarity of movement in order to afford practice in attaining a swift, facile shorthand writing style.</td>
<td></td>
</tr>
<tr>
<td>FLUENCY OF WRITING</td>
<td>(70): Quality of writing with smoothness, ease and freedom of motion.</td>
<td></td>
</tr>
<tr>
<td>FLUENT OUTLINE</td>
<td>(15): A character of one or more strokes denoting ease of writing and reading.</td>
<td></td>
</tr>
<tr>
<td>FORMAL REVIEW</td>
<td>(6): See: REVIEW.</td>
<td></td>
</tr>
<tr>
<td>FORMAL TRANSCRIPTION</td>
<td>(7): The process of translating shorthand outlines into long-</td>
<td></td>
</tr>
</tbody>
</table>
FORMAL TRANSCRIPTION TRAINING (2): Building skill for formal transcription.

FORWARD MOVEMENT (16): Moving or leading toward a position in front.

FORWARD STRAIGHT STROKE (11): A term which denotes the direction and style of writing certain shorthand signs, such as:

- "N" ( — ); "H" ( — — ); "T" ( / ); "D" ( / ) and not including the blended strokes.

FORMAL STROKES (14): A term used to denote the direction of writing certain shorthand signs, both straight and curved, such as:

- "M"  "M"  "T"  "TH"
- "K"  "L"  "R"  "L"

and not including the blended strokes.

FREQUENCY-WORD DRILL (17): See: FREQUENT-WORD DRILL.

FREQUENT-PHRASE DRILL (11): Any exercise, physical or mental, either individually or in groups, enforced by regularity and by repetition, and covering simple phrases of very high frequency. See: PHRASE.

FREQUENT-PHRASE WARM-UPS (5): Exercises consisting of most used phrases which are practiced by writing in order to limber up the muscles and work up speed before the actual dictation or take.

FREQUENT-WORD DRILL (21): Any exercise, physical or mental, either individually or in groups, enforced by regularity and by repetition and covering short words of high frequency.
as determined by word counts.

**FRESH NOTES**
(2) : (1) Shorthand characters or outlines newly made. 
(2) Dictation recently taken.

**FULL OUTLINE**
(5) : See: *WRITTEN IN FULL*.

**FULL-SIZED CIRCLE**
(1) : Commonly referred to as the circle "A" vowel in shorthand.

**FUNCTIONAL METHOD**
(66) : A method of teaching shorthand that calls for a great deal of contextual drill with minimum attention to verbalism of rules. It is considered an improvement over other methods in that the teaching is presented from the simple to the complex. The student learns to read shorthand before writing it; teaching generalizations in the form of principle presentation processes.

**FUNCTIONAL METHOD MANUAL**
(3) : Books I and II used in teaching shorthand by the Functional Method.

**FUNDAMENTALS**
(15) : Basic, essential or elementary principles.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Dictation</td>
<td>(2) : Dictation not specialized in any way in regard to shorthand principles, theories, profession, or business and usually eliminates any technical vocabulary.</td>
</tr>
<tr>
<td>General Vocabulary</td>
<td>(10) : (1) A stock of words possessed by a person. (2) A range of words covering many topics as possessed by an individual. The opposite of a specialized vocabulary.</td>
</tr>
<tr>
<td>Geometric Style</td>
<td>(2) : See: GEOMETRIC SYSTEMS.</td>
</tr>
<tr>
<td>Geometric Systems</td>
<td>(3) : Shorthand systems based upon line position. Usually straight strokes and angles as opposed to curves and elliptical figures. The Gregg Shorthand is based on elliptical figures.</td>
</tr>
<tr>
<td>Get-Away Stroke</td>
<td>(7) : At the beginning of the outline, where the pen first meets the paper, the line should be thickest; the end should taper gently off, indicating that the writer has written the outline with a free, easy swing.</td>
</tr>
<tr>
<td>Graded Dictation</td>
<td>(5) : See: GRADED MATERIAL.</td>
</tr>
<tr>
<td>Graded Material</td>
<td>(1) : Material believed to be suitable for students at a particular place in the learning situation. This material usually includes words the student has learned and provides an opportunity to apply the principles learned.</td>
</tr>
<tr>
<td>Graded Readings</td>
<td>(5) : See: GRADED MATERIAL.</td>
</tr>
<tr>
<td>Grading by Relative-Standing Plan</td>
<td>(7) : A method of grading a student's achievement. For example, the total number of mailable letters submitted during the cycle determines each student's relative standing; the highest number will receive the highest grades, etc.</td>
</tr>
</tbody>
</table>
GRADING SCALE (14): A device for measuring ability or growth of a learning situation and indicating the degree of mastery attained.
H-DOT (14): A shorthand sign (.), a dot, placed on the line of writing means "A" or "AN". The dot placed above a character, such as in the word "HEADACHE" (₁), indicates the presence of an "H" in the outline. In words beginning with A-H or A-W the dot, placed on the line close to the next character is used to express "A", as in the words: ahead (₁); away (₁).

HIGH-SPEED WRITING (7): Fast writing. See: VERBATIM REPORTER.

HOME LESSONS (10): Assignments to be prepared outside the classroom. They may or may not be prepared at one's home.

HOME STUDY (3): An assignment to be prepared outside the classroom. See: HOME ASSIGNMENT; HOME LESSONS; HOMEWORK PAPER.

HOMEWORK (245): Any assignment for study or preparation outside the classroom.

HOMEWORK ASSIGNMENT (41): A stated topic, usually limited as to length of time and material, for study or preparation outside the classroom. The topic may or may not be prepared at one's home. See: HOMEWORK; HOMEWORK PAPER.

HOMEWORK PAPER (5): A written assignment prepared outside the classroom. See: HOMEWORK; HOMEWORK ASSIGNMENT.

HOMOGENEOUS FORMS (3): (1) Shorthand symbols written in a similar manner. (2) Shorthand symbols which have the same sound and are...
written in the same manner but have a different English meaning and spelling.

HOOK

HOOK VOWEL

(63) : See: HOOK VOWEL.

(6) : Derived from a small elliptical figure, thus, O . The lower part expressing the O-group of vowels; the upper part , expressing the OO-group. The O-group, or hook, is turned on its side before N, M, R, and L.

Example: on ← omit ←

oar ← awl ←

In other cases it is joined thus:

bone ← ball ←

duck ← tuck ←

The OO-group, or hook, is turned on its side after K, M, and after K, G, if followed by R or L.

Example:

noon ← moon ←

col ← cur ←

See: VOWEL.

HORIZONTAL BLEND

(1) : A term which denotes the direction of writing certain shorthand signs called blends, such as: men, mem.

HORIZONTAL CHARACTERS

(3) : Shorthand signs written along the line of writing horizontally, such as:

K G R L N M

HORIZONTAL CURVES

(1) : Shorthand curved signs written along the line of writing horizontally, such as:

K ← G ← R ← L ←
HORIZONTAL DIRECTION (1): Parallel to the line of writing.

HORIZONTAL LINE (5): A line parallel to the line of writing.

HORIZONTAL STRAIGHT LINE (1): See: HORIZONTAL DIRECTION

HORIZONTAL STROKE (4): A term which denotes the direction and style of writing certain shorthand signs, such as:

K G R L N N

and does not include signs written upward, downward or any of the blended strokes.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL DICTATION</td>
<td>(4): Dictating to one person instead of to a class.</td>
</tr>
<tr>
<td>INDIVIDUAL READING</td>
<td>(2): Reading, usually orally, from shorthand notes by a member of a class.</td>
</tr>
<tr>
<td>INITIAL CIRCLE</td>
<td>(13): See: INITIAL VOWEL.</td>
</tr>
<tr>
<td>INITIAL LETTER</td>
<td>(1): (1) The first character of an outline; it may be either a consonant or a vowel.</td>
</tr>
<tr>
<td></td>
<td>(2) A first part; a beginning.</td>
</tr>
<tr>
<td></td>
<td>See: INITIAL VOWEL.</td>
</tr>
<tr>
<td>INITIAL &quot;S&quot;</td>
<td>(5): A term referring to the first &quot;S&quot; sign of a shorthand outline when the outline begins with the &quot;S&quot; symbol, such as the word &quot;season&quot; (S).</td>
</tr>
<tr>
<td>INITIAL VOWEL</td>
<td>(0): The first vowel in a given outline. For example, in the word &quot;omit&quot; (O), the &quot;O&quot; is considered the initial vowel. See: INITIAL LETTER.</td>
</tr>
<tr>
<td>INSERT THE VOWEL</td>
<td>(5): See: WRITTEN VOWEL.</td>
</tr>
<tr>
<td>INSIDE THE CURVE</td>
<td>(11): See: CIRCLE PLACED INSIDE THE CURVE.</td>
</tr>
<tr>
<td>INTENSIVE DRILL</td>
<td>(1): (1) Any exercise, which is confined to a limited amount of material.</td>
</tr>
<tr>
<td></td>
<td>(2) An exercise in which close attention to details, grammar, meaning, mechanics of expression, etc., is noted. See: DRILL.</td>
</tr>
<tr>
<td>INTENSIVE READING</td>
<td>(1): (1) Reading confined to a limited amount of material.</td>
</tr>
<tr>
<td></td>
<td>(2) Careful reading with attention to details of grammar, meaning, mechanics of expression, etc.</td>
</tr>
<tr>
<td>INTERSECTED OUTLINES</td>
<td>(5): Shorthand outlines in which one shorthand character is written.</td>
</tr>
</tbody>
</table>
through another and shorthand outline for a word or phrase, such as "application blank"

writing one shorthand character through another, such as in writing "list price".

INTERSECTION (3): Writing one shorthand character through another, such as in

INTERSECTING PRINCIPLES (6): A guiding rule in the making of intersected outlines for words or special phrases. In applying this expedient, the shorthand writer must rely largely upon his own judgment. In the daily work of the reporter, terms peculiar to the business in which he is employed may occur so frequently that special forms may be adopted that will be brief and yet absolutely distinctive by using intersected outlines.

IRREGULAR COMPOUNDS (2): Two separate words which are joined together but not in conformity to the usual manner of writing, such as:

"meanwhile"

"otherwise"
JOG

(6) : (1) A notch.
(2) A break in a line. Used in shorthand to indicate "OK" between N-N, as in the word "announce" ( \rightarrow ).

JOIN

(25) : To bring together; to combine.

JOINED ENDINGS

(16) : Terminations of words, such as the past tense or a word suffix which is connected to the sign for the word root and is written as one outline.

JOINED PAST TENSE

(10) : A shorthand sign (T or D) expressing the past tense of a word and the sign is joined to the regular outline if a distinctive and facile joining is possible, such as in the words:

"passed" ( \longleftarrow ) and "visited" ( \longleftarrow ). The sign is disjoined after most abbreviated words and words that end in "R", as in the words:

"glared" ( \longleftarrow ); "changed" ( \longleftarrow ). See: DISJOINED PAST TENSE.

JOINED PREFIXES

(5) : Word beginnings which are connected to the remainder of the shorthand outline. See: PREFIX.

JOINED PREFIXES AND SUFFIXES

(2) : Word beginnings and endings which are connected to the remainder of the shorthand outline.

JOINED SUFFIXES

(3) : Word endings which are connected to the remainder of the shorthand outline. See: SUFFIX.
JOINING (230): The act of combining.

JOINING OF CHARACTERS (11): The connecting of two or more shorthand strokes or signs.
KEY

(***): See: SHORTHAND KEY

(***) Frequency not tabulated.
**LARGE BROKEN CIRCLE** (5): A circle vowel "A", with an indentation, and it is the sign for the diphthong "I"; ( O ).

**LARGE CIRCLE** (29): (1) The sign for the "A" vowel group, as in the word "mat" ( O ).

(2) The sign for the longhand letter "I" ( O ).

(3) The sign for the suffix -TIC. Example: PolitIC ( O ).

**LARGE CIRCLE VOWEL** (3): See: LARGE CIRCLE.

**LARGE CIRCLE WITH A DASH WITHIN IT** (2): The means of expressing the sound of "E" followed by "A" (large circle vowel), as in the words: Create ( O );

Cereal ( O ).

**LARGE CIRCLE WITH A DOT PLACED WITHIN IT** (3): The means of expressing the sound of short "I", followed by "A" as in the words:

Piano ( O );

Mania ( O ).

**LARGE LOOP** (4): (1) The shorthand sign, written above the line of writing, for the prefix form for "Agrant";

( O ).

(2) The brief form for the word "agree" ( O ).

(3) The sign for the suffix -TICAL. Example PolitICAL ( O ).

**LAST CONSONANT** (6): The final stroke of an outline that is not a vowel or a diphthong.
LEARNED IN CONTEXT (5): A method of acquiring knowledge as to word meaning or shorthand outline by its use in continuity material.

LEFT-HANDED NOTES (2): Shorthand outlines written by a left-handed writer.

LEFT MOTION (16): A term which refers to the rotation in movement and not to the direction. Example:

R ( _ ); L ( _ ).

LEFT MOTION CIRCLE (9): A term used to describe a left rotation in movement in making this shorthand sign. See: LEFT MOTION.

LEFT MOTION TH (6): A term which refers to the rotation in movement, and not to the direction, in writing the shorthand sign "TH". This sign is written upward and is curved. "TH" may be written with either right or left motion, depending on the joining or use. See: LEFT MOTION.

LEFT OVAL (3): A loop written with left motion. See: OVAL; LEFT MOTION.

LEFT-S (11): The sign for the left-S ( _ ), written downward, is taken from a small elliptical figure ( _ ), thus ( _ ). The left-S is written with left motion. It is used before and after P, B, R, and L, and after N, M, T, D, and O. See: RIGHT-S.

LEGIBILITY (25): Capable of being read or deciphered.

LEGIBLE FORMS (5): See: LEGIBLE SHORTHAND.

LEGIBLE SHORTHAND (5): Shorthand characters and outlines so written as to be easily read and transcribed.

LEGIBLE WRITING (8): Writing which is capable of being read or deciphered.
| LESSON | (213): A reading, or exercise, assigned to be studied, learned or prepared, as a single task. |
| LESSON PLAN | (39): A method prepared by the teacher in advance of the class meeting and is a guide to the content to be taught, and the procedures to be followed during that period. |
| LETTER DICTATION | (2): (1) Any material having one or more paragraphs, such as a business letter, which is dictated by the instructor for the students to write in shorthand. (2) The next advance step above paragraph dictation. |
| LETTER PLACEMENT | (37): Relation of the parts of a letter to the whole, and the relation of the letter proper to the boundary of the page. |
| LIMITED VOCABULARY | (4): Words from a specified list. |
| LINEALITY | (4): The easy, continuous flow of the writing along the line. Sometimes used to mean writing in a straight line, not slanting up or down at the end of the line. |
| LOADED LETTERS | (3): Material that contains many applications of a transcription principle. For example, a letter which contains a half dozen different common usages. |
| LOGICAL METHOD | (1): See: ANNIVERSARY METHOD. |
| LONGHAND ABBREVIATION | (15): A method of expressing a word in the English language by means of a standard shortened version to which a shorthand outline may be easily assigned and written. |
| LONGHAND CHARACTERS | (9): Any of the symbols used in longhand writing, such as a, b, s, f, etc. |
LONGHAND VOWELS (1): The signs of the longhand alphabet, other than the consonants. The longhand vowels are: A, E, I, O, U, and sometimes Y and W.

LONGHAND WRITING RATE (3): The rate of speed of the student to write or copy material in longhand.

LONG SOUND (9): See: VOWEL SOUNDS.

LONG STROKE (11): A descriptive term which usually refers to the formation of the "M" ( ), and "D" ( ), characters and the "MEM" ( ) and "DET" ( ) blends. See: SHORTHAND ALPHABET.

LOOP (26): A small oval shorthand sign written thus: ( ) or ( ).

LOOP ENDMNGS (4): (1) A method of expressing "S" in adding "S" to the word "tell" making it "tells". The circle vowel is changed to a loop thus:

"tell" ( ) "tells" ( ).

(2) The letter "S" is added to a final left-motion circle on straight strokes by changing the circle to a loop, thus:

"tear" ( ) "tears" ( );

"manner" ( ); "manners" ( ).

(3) A method of expressing the disjoined analogical word endings "-ticle" as in the words:

"Political" ( ),

"critical" ( ).
LOOP OUTLINE (3) : A word expressed in shorthand by a single loop such as the brief-form "yes" ( ), and the analogical word beginning, such as the word "agree" ( ).
MAILABLE  

(11) : (1) A flexible standard used in grading a transcript or letter.
(2) Lawful to mail, or post.

MAILABLE COPY  

(6) : See: MAILABLE LETTER.

MAILABLE LETTER  

(40) : A flexible and relative term used in grading transcripts, as a letter is mailable if the teacher, or conscientious student, is willing to affix his signature to the transcript as being his own personal work, the message is clear and satisfactory to the dictator; being well-centered and neat in appearance and containing no errors in spelling, grammar, punctuation, etc.

MAILABLE-MINUS  

(2) : A flexible standard used in grading a transcript. Usually identified as a transcript having an uncorrected, but correctible, typing error.

MAILABLE TRANSCRIPT  

(11) : See: MAILABLE LETTER.

MAILABLE TRANSCRIPTION  

(6) : See: MAILABLE LETTER.

MAILABLE TRANSCRIPTION MATERIAL  

(3) : See: MAILABLE LETTER.

MAILABLE WORK  

(7) : See: MAILABLE LETTER.

MAILABILITY  

(26) : See: MAILABLE LETTER.

MANUAL  

(326) : Usually refers to the basic text in beginning Gregg Short-hand taught by the Anniversary Manual or Traditional Methods. The latest revision of the manual was made in 1916. Other editions published prior to that year were issued in 1893 and 1901.

MANUAL METHOD  

(5) : The Anniversary or Traditional Methods.
<table>
<thead>
<tr>
<th>Term</th>
<th>Number</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manual Method of Teaching</strong> (7)</td>
<td>See:</td>
<td><strong>Anniversary Method.</strong> An obsolete term, but a second choice referring to the Anniversary Method.</td>
</tr>
<tr>
<td><strong>Marking</strong></td>
<td>(2)</td>
<td>See: <strong>Marks</strong>.</td>
</tr>
<tr>
<td><strong>Marks</strong></td>
<td>(3)</td>
<td>Sometimes used as a term for school grades. Sometimes refers to marking of vowel sounds. See: <strong>Vowel Sounds</strong>.</td>
</tr>
<tr>
<td><strong>Mastery of Outlines</strong></td>
<td>(2)</td>
<td>Skill or technique of writing the signs of shorthand for words.</td>
</tr>
<tr>
<td><strong>Meaningful Contextual Material</strong></td>
<td>(5)</td>
<td>See: <strong>Content Material</strong>.</td>
</tr>
<tr>
<td><strong>Medial Circle</strong></td>
<td>(5)</td>
<td>A circle vowel found within a word. For example, in the word &quot;rate&quot; ([^]), the &quot;A&quot; is a medial circle.</td>
</tr>
<tr>
<td><strong>Medial Punctuation</strong></td>
<td>(6)</td>
<td>Punctuation within a sentence.</td>
</tr>
<tr>
<td><strong>Medial S Joining</strong></td>
<td>(1)</td>
<td>The sign in shorthand for &quot;S&quot; between strokes. When a circle vowel immediately precedes &quot;S&quot; between strokes, treat the &quot;S&quot; as belonging to the preceding consonant: if the circle follows the &quot;S&quot;, the &quot;S&quot; should be treated as if it belonged to the following consonant; when &quot;S&quot; occurs between strokes and is not joined to a circle, write the &quot;S&quot; with the syllable to which it belongs.</td>
</tr>
<tr>
<td><strong>Medium Sound</strong></td>
<td>(5)</td>
<td>See: <strong>Vowel Sounds</strong>.</td>
</tr>
<tr>
<td><strong>Memorized Shorthand Vocabulary</strong></td>
<td>(2)</td>
<td>Shorthand outlines for words which have become committed to memory so that the signs can be read or written without hesitation.</td>
</tr>
</tbody>
</table>
| **Method**                                | (20)   | A term given to the means and to the procedures utilized by the teacher for instructing the
class through suitable materials.

**MINOR VOWELS**

(4) : See: OBSCURE VOWEL.

**MINUTE SIGNS**

(1) : Very small, curved signs, sometimes called "minute signs", representing "S".

**MOST-USED PHRASES**

(5) : Shorthand symbols for a thought unit, or the thought unit itself, which occur with high frequency in speaking and writing.

**MOTION**

(28) : A movement of the writing instrument.

**MOTIVATED REVIEW**

(4) : A procedure or drill designed to coincide with the learner's interests so that the work seems desirable in itself.

**MOVEMENT**

(11) : Pertains to an easy, fast, stroking motion from one shorthand character or outline to the next.

**MOVEMENT DRILLS**

(1) : See: PENMANSHIP DRILLS.
NATURAL VOWEL SEQUENCE (1) : See: WRITTEN IN SOUNDOED ORDER.

NEGATIVE PREFIXES (2) : Beginnings of words which denote the opposite of the basic word to which it is joined. Such as the word "unnecessary". The "un" is a negative prefix.

NEGATIVE WORDS (3) : Words that express negative or denial, as words beginning with negative prefixes as "in", "un", "im".

NET TRANSCRIBING SPEED (8) : The number of words correctly transcribed or deciphered from shorthand notes in a given length of time.

NEUTRAL VOWEL (3) : See: OBSCURE VOWEL.

NEW-MATTER (6) : Exercises of words, phrases, sentences, paragraphs or entire letters that have not been studied or practiced by the learner.

NEW-MATTER DICTATION (67) : Material which has not been previously studied or presented, and can be used as a dictation exercise. See: NEW-MATTER TAKE.

NEW-MATTER TAKE (4) : Exercises of words, phrases, sentences, paragraphs or entire letters that may be, or has been, dictated to the shorthand writer. See: NEW-MATTER; TAKE.

NOTEBOOK (60) : A book or pad used by a shorthand writer in which notes are written or recorded.

NOTES (89) : (1) Shorthand characters or outlines of words.
(2) Dictation which has been taken in shorthand symbols.

NOTE-TAKING (30) : The process or activity of taking dictation in shorthand.

NOT MAILABLE (5) : A flexible standard used in grading a transcript, as any material containing misspelling,
omission or change in meaning. A transcript which cannot be mailed. See: MAILABLE-MINUS; MAILABLE LETTER.
OBTUSE ANGLE (6): A blunt angle formed by joining certain shorthand characters, such as "N" and "T" ( — ), as in the words: "knit" ( — ), "ton" ( — ).

OBSCURE VOWEL (3): A vowel which is written in longhand but whose sound is neutral or indistinguishable. It is omitted in shorthand outlines if it does not contribute to reading or writing of the outline.

OFFICE-LIKE DICTATION (7): See: BUSINESS DICTATION.

OMISSION OF THE FINAL "T" (22): When slightly enunciated, "T" is omitted at the end of many words in shorthand, such as (1) after "S" as in "best" ( — ); "resist" ( — ); (2) after "K", "P", "DEN" as in "act" ( — ); "adapt" ( — ); "president" ( — ).

There are exceptions to this usage as is noted in words: "east" ( — ); "missed" ( — ); "dust" ( — ); "intent" ( — ).

ON THE BACK OF REVERSE CURVES (o): A term implying the placement of a circle vowel in the shorthand outline, such as in "kill" ( — ); February ( — ); "lake" ( — ).

See: CIRCLE BETWEEN REVERSE CURVES.
ON THE BACK OF THE FIRST CURVE (4) : See: ON THE BACK OF REVERSE CURVES.

ON THE LINE OF WRITING (10) : A term used to express the placement of the base of a shorthand outline or character.

ONE-PIECE PHRASES (3) : Shorthand phrases written as one stroke, such as the phrase "have been" ( ).

O-HOOK (23) : See: HOOK VOWEL; VOWEL.

O-HOOK MODIFIED (3) : To avoid an unnecessary angle, the slant of this shorthand sign is slightly changed before "N", "M", "R", "L", thus "on" ( ); "oral" ( ); "home" ( ); "awl" ( ).

OO-HOOK (23) : See: HOOK VOWEL; VOWEL.

OO-HOOK MODIFIED (2) : To avoid an unnecessary angle, the slant of this shorthand sign is changed slightly and is turned under after "N", "M". It is also turned under after "K" and "G" if followed by "R" or "L", thus: "mood" ( ); "none" ( ); "cool" ( ).

OPPOSITE SIDE (5) : The other side of a shorthand sign, as in the word "dearly" ( ), the circles are written on both sides of the stroke and are therefore opposite from each other.

ORALLY TRANSCRIBED (2) : See: ORAL READING.

ORAL PREVIEWING (1) : Last minute practice. A quick review of the shorthand outlines by drilling orally and in unison on the outlines left on the blackboard. The students
usually spell each shorthand sound in the word and then pronounce the word. See: PREVIEWING.

ORAL READING (5) : Reading shorthand aloud, either from printed shorthand or the students own notes.

ORAL READING RATE (2) : (1) The speed of reading shorthand aloud, either from printed shorthand or from the students own notes. (2) The speed of reading printed or longhand English.

ORAL SPELLING (1) : Sounding out the sounds of the shorthand outline aloud, such as in the word "NEED", it would be ( N - E - D ), need.

ORIGINAL TRANSCRIPTION (1) : The first deciphering of shorthand notes.

OUTLINE PRACTICE (5) : A student activity in writing shorthand notes.

OUTLINES (577) : Symbols or signs pertaining to shorthand.

OUTSIDE THE ANGLE (16) : A term denoting the placement of a circle vowel in relation to two consonants, for example, in words such as "made"

( N ); "tame" ( E )

"ran" ( E ); "back" ( F ).

OUTSIDE THE HOOK (3) : The manner in which a circle vowel is placed when it is joined to shorthand sign called a "hook". For example, in the word "way" ( O ). See: HOOK VOWEL.

OVALS (16) : A type of handwriting drill in which the learner makes designs shaped like the letter "O", de-
signed to give the writer training in motor control and coordination in rounding curves.

OVER TH (3) : See: RIGHT MOTION TH.

OVER-TRAIN THE STUDENT (1) : To give additional education by instruction beyond the minimum requirement. For example, if the requirement is to write shorthand at a rate of 100 words a minute, train the student to write at 110 or 120 words per minute.
PARAGRAPH DICTATION (1) : (1) An exercise, involving one or more sentences, which is dictated by the instructor for the students to write in shorthand. (2) The next advanced step above sentence dictation in the learning cycle.

PEN JUMPING (1) : Writing with hesitation and stopping within the outline when it is to be written in one easy, continuous motion.

PENMANSHIP DRILLS (48) : Practice by the learner during shorthand writing instruction that involves copying and recopying set exercises of shorthand outlines and characters.

PENMANSHIP PRACTICE (7) : See: PENMANSHIP DRILLS.

PENMANSHIP TECHNIQUE (2) : A process or procedure required in writing good shorthand notes.

PEN PINCHING (1) : Holding or grasping the pen too tightly. Often caused by mental strain and tension.

PHANTOM PENCIL OUTLINE (1) : See: SHADOW PENCIL OUTLINE.

PHRASE (234) : (1) The joining of two, three or more common words in one outline. (2) A brief sequence of shorthand characters exhibiting ease of joining and performed as one unit. Some shorthand characters may be omitted when phrasing is employed. (3) Sometimes used to mean a thought unit.

PHRASE-BUILDING LETTERS (5) : Correspondence, either business or personal, which contains many words which can be written as phrases in shorthand and thereby giving the shorthand student an opportunity to acquire skill in using the phrasing principle. See: PHRASE.
<table>
<thead>
<tr>
<th><strong>Phrase Charts</strong></th>
<th>(5) : Phrase outlines shown in tabular form for easy reference.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phrase Drill</strong></td>
<td>(4) : A teaching technique intended to bring about automatic accuracy and speed of performance in writing, reading and transcribing shorthand phrases. See: Phrase; Drill.</td>
</tr>
<tr>
<td><strong>Phrase Forms</strong></td>
<td>(3) : See: Phrase Outline.</td>
</tr>
<tr>
<td><strong>Phrase Letter</strong></td>
<td>(52) : Any continuity material containing many phrases.</td>
</tr>
<tr>
<td><strong>Phrase List</strong></td>
<td>(3) : A series of phrases. See: Phrase.</td>
</tr>
<tr>
<td><strong>Phrase Outline</strong></td>
<td>(5) : A shorthand character or symbol of one or more strokes, written as one unit, and having words which usually are used together.</td>
</tr>
<tr>
<td><strong>Phrase Sentence</strong></td>
<td>(5) : A group of words expressing a complete statement and containing words written as a unit. See: Phrase.</td>
</tr>
<tr>
<td><strong>Phrasing</strong></td>
<td>(46) : The joining of the outlines for two or more words. See: Phrase.</td>
</tr>
<tr>
<td><strong>Phrasing Drills</strong></td>
<td>(35) : See: Phrase Drill.</td>
</tr>
<tr>
<td><strong>Phrasing Principles</strong></td>
<td>(12) : A generalized statement or rule pertaining to the connecting of the shorthand signs for different words into one fluent outline.</td>
</tr>
<tr>
<td><strong>Phrasing Skill</strong></td>
<td>(5) : Ease and precision of joining together the outlines for two or more words. It has two purposes: (a) makes writing easier by eliminating from one to five pen lifts, and (b) helps the writer read his notes more fluently and more accurately. See: Phrase.</td>
</tr>
<tr>
<td><strong>Placed Over the Next Word</strong></td>
<td>(3) : A term denoting the placement of an H-dot or prefix in relation to the shorthand outline to which it refers.</td>
</tr>
<tr>
<td>Term</td>
<td>Number</td>
</tr>
<tr>
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<tr>
<td>PLATE MATERIAL</td>
<td>(3)</td>
</tr>
<tr>
<td>PLATE NOTES</td>
<td>(20)</td>
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<tr>
<td>PLATE READING</td>
<td>(2)</td>
</tr>
<tr>
<td>PLATE SHORTHAND</td>
<td>(12)</td>
</tr>
<tr>
<td>POINT AT RANDOM</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>POINT OF INTERSECTION</td>
<td>(5)</td>
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<tr>
<td>POSITIVE FORMS</td>
<td>(2)</td>
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<tr>
<td>POSITIVELY SHOWN</td>
<td>(5)</td>
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<td>PRACTICE</td>
<td>(323)</td>
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<td>PRACTICE DICTATION</td>
<td>(6)</td>
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<tr>
<td>PRACTICE HABITS</td>
<td>(2)</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PRACTICED MATTER</td>
<td>(32): (1) Words, phrases, sentences, letters or class assignments which have been studied. (2) Reviewed material.</td>
</tr>
<tr>
<td>PRACTICE SENTENCES</td>
<td>(3): Material which the students write for penmanship drill or warm-up. Sometimes used to increase shorthand note-taking speed.</td>
</tr>
<tr>
<td>PREFIX</td>
<td>(68): One or more letters or syllables combined to, or disjoined from the beginning of a word to modify its signification.</td>
</tr>
<tr>
<td>PREFIXAL FORMS</td>
<td>(3): Shorthand characters, either joined or disjoined, to the word root. See: PREFIX.</td>
</tr>
<tr>
<td>PREPARED MATTER</td>
<td>(2): See: PRACTICED MATTER.</td>
</tr>
<tr>
<td>PRERECITATION ROUTINE</td>
<td>(4): A term used to designate mechanical aspects of classroom management and administration.</td>
</tr>
<tr>
<td>PRETEST</td>
<td>(2): A test given in order to determine the status of the student or group in regard to some skill, aptitude or achievement.</td>
</tr>
<tr>
<td>PRETRANSCRIPTION TRAINING</td>
<td>(13): Special drill in the separate elements of shorthand, typing, writing, and English that will later be needed to develop skill in transcription. Usually given in the beginning shorthand class.</td>
</tr>
<tr>
<td>PREVIEWED MATERIAL</td>
<td>(12): Words, sentences, paragraphs or entire letters, which have been thoroughly presented to facilitate mastery of outline, punctuation, grammar, etc.</td>
</tr>
<tr>
<td>PREVIEWED OUTLINES</td>
<td>(15): Shorthand characters for words taught by means of illustration as to correct formation and proportion.</td>
</tr>
</tbody>
</table>
PRINTED PLATES (2) : See: PLATE NOTES.
PRINTED SHORTHAND (35) : Shorthand notes or outlines found in shorthand textbooks, etc.
PRINTED SHORTHAND PLATE (10) : See: PLATE NOTES.
PRINT RATE OF SPEED (1) : Generally refers to print-reading rate. See: PRINT-READING RATE.
PRINT-READING RATE (11) : Speed of reading (orally or silently) printed longhand or type. Usually measured in terms of the number of words recognized and comprehended per minute.
PRODUCTION RATE (11) : The measurement of typed or transcribed work in terms of words per minute, taking into account the arrangement of carbon copies, making corrections, typing envelopes, the complete office procedure.
PRODUCTION TIME (6) : A stated period of time allotted for a specific task, such as transcribing a letter or group of letters.
PROGNOSIS (6) : The prediction of probable accomplishment in general, or in a particular area, through the aid of standardized tests, inventories, exploratory courses, etc.
PROOFREADING (30) : The act or process of reading what has been written and marking the errors in the material which was read.
PROPORTION (51) : Relative size of one shorthand stroke to another.
PROPORTION DRILL (2) : Any exercise which stresses ratio of size between shorthand characters.
PROPORTIONED CURVES (2): Shorthand strokes written in ratio, as to style and length, to other shorthand strokes. For example S, P, P', S, F, V.',

PROPORTION OF OUTLINE (21): The ratio of one character to another.

PUNCTUATION POINTER (39): An item of information pertaining to punctuation usage.

PURE DIPHTHONG (4): See: DIPHTHONG.
<table>
<thead>
<tr>
<th><strong>RADIO DICTATION</strong></th>
<th>(1) : Taking shorthand notes from what is spoken over the radio.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RAPID READING</strong></td>
<td>(3) : Fluently deciphering either orally or silently the shorthand outline. See: <strong>READING SPEED</strong>.</td>
</tr>
<tr>
<td><strong>RAPID WRITING</strong></td>
<td>(30) : Quick stroking in making shorthand notes.</td>
</tr>
<tr>
<td><strong>RATE OF DICTATION</strong></td>
<td>(15) : Speed of dictating, such as 60, 80, 100, 120 words per minute. See: <strong>DICTATING SPEED</strong>.</td>
</tr>
<tr>
<td><strong>RATE OF TRANSCRIPTION</strong></td>
<td>(20) : (1) The speed of the act or process of reproducing in longhand, or on the typewriter, material taken from dictation in shorthand. (2) The speed of transcribing. See: <strong>TRANSCRIPTION</strong>.</td>
</tr>
<tr>
<td><strong>READABLE OUTLINE</strong></td>
<td>(3) : A shorthand character, or group of characters combined, which can be easily deciphered.</td>
</tr>
<tr>
<td><strong>READ IN CONCERT</strong></td>
<td>(14) : To have the class read aloud in unison.</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>(100) : Orally or silently going over and apprehending the meaning of characters, outlines or words.</td>
</tr>
<tr>
<td><strong>READING AND DICTATION PRACTICE</strong></td>
<td>(73) : Sentences written in shorthand which include characters and outlines illustrating the shorthand principles the student has learned thus far in the course.</td>
</tr>
<tr>
<td><strong>READING AND WRITING EXERCISE</strong></td>
<td>(62) : Longhand or shorthand material which can be used by the student to apply the principles learned and to build skill.</td>
</tr>
<tr>
<td><strong>READING APPROACH</strong></td>
<td>(8) : See: <strong>FUNCTIONAL METHOD</strong>.</td>
</tr>
<tr>
<td><strong>READING APPROACH METHOD</strong></td>
<td>(10) : Student learns to read shorthand plates at rapid rates before writing is attempted. Usually associated with the Functional Method. See: <strong>FUNCTIONAL METHOD</strong>.</td>
</tr>
</tbody>
</table>
READING ASSIGNMENT (11): An allotted amount of written or printed shorthand to be deciphered by the student.

READING AT RANDOM (13): Individual deciphering of shorthand notes or plates in no predetermined manner.

READING EXERCISE (31): A problem or task in which the student orally or silently deciphers the shorthand outlines in running material.

READING FOR CONTEXT (3): Concentrating on the general meaning of a passage, rather than exact word-for-word transcription.

READING PRACTICE (10): See: SHORTHAND READING PRACTICE.

READING SHORTHAND NOTES (16): The process of orally or silently deciphering signs or outlines, from either printed shorthand or from the student's own outlines.

READING SPEED (8): Rate of reading, either from longhand or shorthand, measured in terms of the number of words recognized and comprehended per minute.

READ IN UNISON (1): See: READ IN CONCERT.

RELATIVE LENGTH (4): See: PROPORTION.

REMEDIAL ASSIGNMENTS (3): Lessons made up of review material designed to help eliminate the student's difficulties in any given, specified situation.

REMEDIAL DRILL (6): Review material designed to help eliminate errors or other student difficulties in a specified situation.

REMEDIAL INSTRUCTION (7): Teaching in such a way as to remove persistent difficulties in learning.
REMEDIAL PRACTICE  (4) : Repetitive drill for the purpose of eliminating errors.
REMEDIAL TEACHING  (10) : See: REMEDIAL INSTRUCTION.
REMEDIAL WORK  (10) : See: REMEDIAL PRACTICE; REMEDIAL DRILL.
REPETITION DRILL  (10) : See: DRILL.
REPETITION PRACTICE  (10) : See: DRILL.
RE-TRANSCRIBE THE LETTER(2) : To decipher again the shorthand outlines in a given letter or other material, in longhand or on the typewriter.

REVERSE CURVES  (4) : A term implying two shorthand curved signs, each written in an opposite rotation to the other, as,

\[
\begin{align*}
gr & \quad rk & \quad fb \\
lk & \quad kr & \quad pv
\end{align*}
\]

REVERSE LOOP  (3) : A slightly flattened circle written with a left motion before or after a straight line.

When the "ye" or thin loop, and the "ya" or large loop are written with a reversed or left motion before a straight line, they express "y"—"ye-r"; "ya-r." For example,

"yearn" (\(\_\_\_\square\)); "yard" (\(\_\_\_\square\)).

When the loop is written with a reversed or left motion after a straight line, it forms the plural of the word. The reversed thin loop expresses "ers." The reversed large loop expresses "ars." For example,

"tear" (\(\_\_\_\square\)); "tears" (\(\_\_\_\square\));

"share" (\(\_\_\_\square\)); "shares" (\(\_\_\_\square\)).
Reversed Circles (12): The method of expressing "R" in a shorthand outline when the "R" follows a circle vowel before and after straight strokes, as in the words "art" ( \( \bigcirc \) ), "mar" ( \( \bigcirc \) ); and between straight strokes going in the same direction, as in the words "tart" ( \( \bigcirc \) ), "church" ( \( \bigcirc \) ), "murmur" ( \( \bigcirc \) ). See: Left-Motion.

Reversing Principle (12): A generalized statement or rule pertaining to the writing of the circle vowel with left-motion to express "R" following the vowel before, after, or between straight strokes going in the same direction.

Review (220): A teaching procedure which aims to help students to get a new view or a richer understanding of the principles that have been studied.

Review Words (4): Words which have been previously presented, studied and practiced.

Right-Hand Notes (3): Shorthand outlines written by a right-handed writer.

Right-Motion (9): A term which applies to a shorthand stroke or circle which is written with a clockwise rotation. For example:

- a-m ( \( \bigcirc \) ); m-a ( \( \bigcirc \) );
- k ( \( \bigcirc \) ); s ( \( \bigcirc \) ).

Right-Motion Blend (3): Two shorthand consonants joined into one facile stroke and written with a clockwise rotation in movement. For example:

ten-den, tem-den, men-mem,
RIGHT-MOTION CIRCLES (2): See: RIGHT MOTION.

RIGHT MOTION TH (5): A term which refers to the rotation in movement, and not to direction, in writing the shorthand sign "TH". This sign is written upward, and is curved. See: RIGHT MOTION.

RIGHT OVAL (2): An egg-shaped circle written with right motion. See: RIGHT MOTION; OVALS.

RIGHT-S (6): The sign for the right-S ( ), written downward, is taken from a small elliptical figure, thus:

0 0

The right-S is written with right motion. It is used in all cases except those listed for Left-S. See: LEFT-S.

ROOTS OF WORDS (11): The simple elements inferred as common to all the words of a group in a language or in related languages, such as the word "hold" in the word "behold", "hold" being the root.

ROTARY MOTION (4): A circular and therefore curvilinear movement.

ROTATION (2): (1) The act of turning, or return, or a succession in a series.
(2) The curved strokes in shorthand are made in a circular rotation or movement.

ROUNDING OFF THE ANGLE (4): A blend in the joining of two shorthand characters, which by their nature would otherwise cause an abrupt break in the smooth formation of the complete outline, such as, "could have been" ( ).

RULES (104): A prescribed guide for learning shorthand. A systematic method or practice.
3 JOINED TO CURVES (3): The manner of joining the short-hand sign "S". (1) Before and after P, B, R, and L, and after T, D, N, M, and O, the left-3 is used. (2) In all other cases the right-3 is used.

3 JOINED TO STRAIGHT STROKES (4): See: 3 JOINED TO CURVES.

SECRETARIAL COURSE (10): An outline of the various subjects required in the training of a secretary. Usually gives the sequence course patterns with consideration given to vertical and horizontal articulation of subject matter.

SECRETARIAL HANDBOOK (4): A style manual; a booklet of standard instructions; rules and guides as to correct secretarial procedure.

SECRETARIAL PRACTICE (9): A finishing course of stenographic majors wherein opportunity is given to correlate skills of a secretarial nature in a more or less functional atmosphere.

SECRETARIAL TRAINING (8): Instruction and practice in the duties performed by secretaries, given at the secondary or college level.

SECRETARY (*): One who attends to correspondence, office reports, keeps records, and oversees these duties. The word comes from the Latin word "Secretus" meaning secret.

SELF-READING OUTLINES (1): See: LEGIBLE SHORTHAND.

SELF-TEST (1): The process by which the student tests himself to ascertain whether or not he knows the correct outline for words or phrases.

SENTENCE DRILL (6): An exercise or practice, involving a complete unit of thought as in contrast to isolated

* Frequency not tabulated.
words, phrases or principles.

**Sentence Method** (1): (1) A method or procedure of teaching shorthand in which new words are first presented in sentence form rather than as isolated words. (2) A device for motivating the traditional presentation of principles.

**Shadow Pencil Outline** (1): Tracing the textbook notes without actual writing as individual members of the class read aloud, in turn, from the shorthand plates.

**Shorthand** (1225): The art of writing legibly by means of brief signs, at a rate sufficiently rapid to record speech. It has been variously known as Stenography (close, little or narrow writing); Tachygraphy (swift writing); Brachygraphy (short writing). The earliest record of an organized system of shorthand dates from the year 63 B.C.

**Shorthand Alphabet** (24): The characters that make up the elements of shorthand. Consonants: \(R, L, K, G, N\)

\[
\begin{align*}
M & \quad T & \quad D & \quad TH & \quad (\text{All written forward})
\end{align*}
\]

\[
\begin{align*}
P & \quad B & \quad F
\end{align*}
\]

\[
\begin{align*}
V & \quad CH & \quad J & \quad S & \quad SH
\end{align*}
\]

\[
NG & \quad NK & \quad (\text{All written downward})
\]

Vowels: Twelve distinct sounds, arranged in four groups, and three closely related sounds are placed in each group. (See: Vowel Sounds.)

\[
\begin{align*}
A & \quad O & \quad E
\end{align*}
\]

Diphthongs:
U as in unit: 0 0
OW as in owl: 0 0
OI as in oil: 0 0
I as in isle: 0 0

Blended consonants:
Ten, Den  Emt, Emd
Tem, Dem  Emt, Emd
Ted, Ded, Det

Min, Mum, Mem, Men

Def-V-tive

Jent-d, Pent-D

SHORTHAND CHARACTERS (39): See: SHORTHAND ALPHABET.

SHORTHAND DEMONSTRATION (15): A teacher activity in which students see how shorthand is written.

SHORTHAND DICTATION PRACTICE (16): Student performance in taking shorthand notes from oral dictation. See: DICTATION.

SHORTHAND DICTATION SPEED (6): See: DICTATING SPEED.

SHORTHAND DICTIONARY (11): A work of reference in which some of the words of a language are listed alphabetically and also contains the shorthand outlines for the words so listed.

SHORTHAND DRILL (3): See: DRILL.

SHORTHAND FORM (21): (1) The sign or character of the shorthand alphabet.
(2) Any shorthand outline.

SHORTHAND ILLUSTRATION (9): (1) To make clear by use of the shorthand outlines.
(2) Shorthand notes written on the blackboard.
SHORTHAND INSTRUCTION (9): The imparting of information, knowledge and skill in relation to shorthand.

SHORTHAND JOINING (3): (1) The act of combining together various shorthand signs and thereby form an outline of a word or a number of words. (2) The basis for the principle of phrasing.

SHORTHAND KEY (27): Longhand version which gives a correct transcription of shorthand notes.

SHORTHAND LETTERS (2): (1) Letters which can be used for dictation purposes. (2) A term used to mean shorthand characters or symbols.

SHORTHAND NOTEBOOK (16): See: NOTEBOOK.

SHORTHAND NOTES (112): Shorthand characters or outlines, either plate material or the outlines made by the student. See: FRESH NOTES; COLD NOTES.

SHORTHAND OUTLINES (112): See: OUTLINES.

SHORTHAND PENMANSHIP (18): The art of handwriting or of practicing writing with a pen or other writing instrument, emphasis being placed on the legibility and fluency of writing.

SHORTHAND PENMANSHIP POINTERS (1): Items of information pertaining to the manner in which shorthand characters or outlines are to be written.

SHORTHAND PHRASE (16): See: PHRASE.

SHORTHAND PLATE MATERIAL (12): See: PLATE NOTES.

SHORTHAND PLATE NOTES (25): See: PLATE NOTES.

SHORTHAND PLATES (106): See: PLATE NOTES.

SHORTHAND PLATE TEST (2): A device to determine student knowledge of shorthand outlines and transcription ability by having the student read orally or
transcribe the notes in long-hand.

**SHORTHAND PREVIEWS** (5): A teacher activity in demonstrating the writing of correct shorthand outlines for words and phrases.

**SHORTHAND READING** (20): Orally or silently deciphering the shorthand sign or outlines.

**SHORTHAND READING PRACTICE** (15): An exercise of shorthand outlines which are orally or silently deciphered by the student.

**SHORTHAND READING PROCESSES** (4): The steps necessary to decipher shorthand outlines. They are: recognition of the unit, quickness in recognition, regularity of progress across the line, recognition in terms of though units, and independence in word recognition.

**SHORTHAND PROGNOSIS** (11): See: PROGNOSIS.

**SHORTHAND READING RATE** (16): The speed or number of words per minute a student can orally decipher shorthand notes or outlines.

**SHORTHAND SIGNS** (5): See: SIGN; SHORTHAND ALPHABET.

**SHORTHAND SKILLS** (20): Ease and precision in reading and writing shorthand notes.

**SHORTHAND SPEED** (27): (1) The rate or number of words per minute a student can decipher shorthand notes. (2) The rate or number of words per minute a student can take dictation.

**SHORTHAND STROKE** (22): See: STROKES.

**SHORTHAND TABLET** (2): See: NOTEBOOK.

**SHORTHAND SYMBOL** (16): See: SYMBOLS.

**SHORTHAND TEACHER** (90): One skilled in guiding the learning activities of students in the field of shorthand.
SHORTHAND TEST (6) : See: TEST.

SHORTHAND THEORY (41) : A general principle or rule used as a basis in the writing of words having basic qualities.

SHORTHAND TRANSCRIPTS (3) : Reproductions of dictated material from shorthand notes into the conventions of written English.

SHORTHAND VOCABULARY (35) : (1) The stock of shorthand outlines, representing words, which the stenographer is able to use when needed. (2) A list of shorthand symbols representing the written language of a nation.

SHORTHAND WRITER (53) : A person who writes shorthand.

SHORTHAND WRITING SKILL (25) : Ease and precision in taking dictation by means of shorthand symbols.

SHORT SOUND (6) : See: VOWEL SOUNDS.

SHORT STROKE (7) : A descriptive term which usually refers to the formation of such shorthand signs as N, K, R, SH, T. See: SHORTHAND ALPHABET.

SIGN (***) : A character that may represent one, two, or three words. For example, "R" (—) represents: are, our, hour.

SILENT LETTERS (4) : The letters of a word which have no sound but are included in the spelling of the word. These letters are not written in shorthand unless they facilitate ease in the execution of the outline.

SIMILAR MOTION CURVES (9) : Curved shorthand characters written with the same rotation in movement.

*** Frequency not tabulated.
| Simple New Matter (1) | Sentences which have not been studied or practiced and containing easy common words. |
| Simple Prefixes (7) | Word beginnings, such as "IN", "CAN", "RE", and "UN". |
| Simple Suffixes (7) | Word endings used without joinings of similar word endings as, "-ulate" as distinguished from "-ulated". |
| Simple Vowel Sounds (5) | The tonal quality of the letters called vowels, as: A, E, I, O, U, and sometimes Y and W. |
| Simple Syllable Characters (2) | Syllables of words which are expressed by a single shorthand stroke, such as in the syllable "Com" in "compound" ( ). |
| Single Alphabetic Character (2) | A term referring to any sign of the shorthand alphabet which is written as one stroke. |
| Single Stroke (15) | A sign made by one flourish of the writing implement. |
| Single Stroke Outline (4) | Shorthand sign for a word made by one character or dash of the writing implement, as the word "can" ( ). |
| Size of Characters (14) | See: PROPORTION. |
| Skill (***) | A mental or physical performance that an individual has learned to do with ease and precision. |
| Slant of Characters (17) | Inclination of strokes from the vertical line of writing. |
| Slant of Notes (4) | See: SLANT OF CHARACTERS. |
| Slant of the Strokes (3) | See: SLANT OF CHARACTERS. |
| Slant of Writing (23) | See: SLANT OF CHARACTERS. |

** Frequency not tabulated.
SLUR THE ANGLE (2) : See: Rounding Off the Angle.

SMALL CIRCLE (45) : The symbol for the pronoun "he", the "e" group of vowels, and the suffix "ingly" as in "seemingly" ( ).

SMALL CIRCLE GROUP OF VOWELS (2) : See: Small Circles.

SMALL CIRCLE WITHIN THE LARGE CIRCLE (3) : (1) The means of expressing in shorthand any vowel following the diphthong "I", as in the words: "science" ( ), "riot" ( ), "prior" ( ).

The means of expressing in shorthand the termination "ly" in word forms ending with the diphthong "i" such as "lighty" ( ), "kindly" ( ).

SMALL BROKEN CIRCLE (6) : See: Broken Circle.

SMALL LOOP (3) : (1) A shorthand sign when standing alone on the line of writing expressing the brief-form "yes".

(2) A shorthand sign when used as a disjoined suffix expresses -ticle as in the word "political". See: Reverse Loop.

SOUND (76) : The sensation of hearing; that which is heard. Generally, only sounds heard are written in making a shorthand outline; however, all sounds heard may not be written.

SPECIAL BUSINESS FORMS (3) : Those standardized characters in shorthand used to represent words or phrases occurring in dictation with a very high degree of frequency; such as
"Gentlemen" (C);
"Dear Madam" ( ).

SPECIAL-FORM DRILL (19): A planned, systematic exercise, enforced with repetition and employed as a method of teaching the shorthand special forms. See: SPECIAL FORMS.

SPECIAL-FORM REVIEW (2): A teaching procedure which aims at helping the student master the shorthand special forms. See: REVIEW; SPECIAL FORMS.

SPECIAL FORMS (35): Abbreviated outlines for words, or outline for words written contrary to the rules of writing; for example, the outlines employing the analogical word beginnings and endings.

SPECIAL FORMS FOR BUSINESS LETTERS (1): See: SPECIAL BUSINESS FORMS.

SPECIAL FORMS SIMILAR TO (1) LONGHAND ABBREVIATIONS: See: ABBREVIATING PRINCIPLE.

SPECIALIZED DICTATION (3): Dictation based on a technical vocabulary. See: TECHNICAL VOCABULARY.

SPECIAL PHRASE DRILLS (2): A planned, systematic exercise, enforced with repetition and employed as a method of teaching special phrase drills.

SPECIAL NEGATIVE FORMS (1): Shorthand outlines for words containing a negative prefix, and written with a modification, such as, negative word beginnings with "In", "Un", "Im", in which the "H" or "M" is doubled or distinguished from the positive forms by omitting one of the doubled consonants and inserting the initial vowel. For example:

"necessary" ( )
"unnecessary" ( ).
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL PHRASES</td>
<td>Phrases in which an unimportant word has been omitted in writing the shorthand outline. See: ADVANCED PHRASING.</td>
</tr>
<tr>
<td>SPECIAL-WORD DRILLS</td>
<td>See: SPECIAL FORMS; SPECIAL-FORM DRILL.</td>
</tr>
<tr>
<td>SPELL BUILDING DRILLS</td>
<td>Any exercise so designed to increase rate of performance.</td>
</tr>
<tr>
<td>SPEED DRILLS</td>
<td>See: SPELL BUILDING DRILLS.</td>
</tr>
<tr>
<td>SPELLING DRILL</td>
<td>Any exercise in which the spelling and syllabification of words is taught.</td>
</tr>
<tr>
<td>SPIRAL-BOUND STENOGRAPHIC NOTEBOOK</td>
<td>A standard style of shorthand notebook whose pages are held together by thin, spiralled, metal wire.</td>
</tr>
<tr>
<td>SPURT WRITING</td>
<td>Writing with increased exertion for a short period of time.</td>
</tr>
<tr>
<td>STENOGRAPHER</td>
<td>One who is skilled in transcribing shorthand notes into a usable product; one employed to do stenographic work.</td>
</tr>
<tr>
<td>STENOGRAPHIC ERROR</td>
<td>See: TRANSCRIPTION ERROR.</td>
</tr>
<tr>
<td>STENOGRAPHIC JOB COMPETENCE</td>
<td>Ability to read and write shorthand notes fluently; to type-write rapidly and accurately; to supply spelling, punctuation, paragraphing, and the many details of typographical styles that make up a well-typed letter or transcript.</td>
</tr>
<tr>
<td>STEPPING-UP EXERCISES</td>
<td>Material designed for the purpose of aiding the student to attain greater proficiencies.</td>
</tr>
<tr>
<td>STRAIGHT COPY MATERIAL</td>
<td>Printed matter which contains a general, ungraded vocabulary.</td>
</tr>
<tr>
<td>STRAIGHT DOWNSTROKES</td>
<td>See: DOWNWARD STRAIGHT STROKES.</td>
</tr>
<tr>
<td>STRAIGHT LINE EXERCISES</td>
<td>Movement exercises of the push-pull type in penmanship.</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>STRAIGHT LINES</strong></td>
<td>(60): See: STRAIGHT STROKES.</td>
</tr>
<tr>
<td><strong>STRAIGHT STROKES</strong></td>
<td>(30): A term used to express the signs made in shorthand by straight lines, as in contrast to curved lines. Straight strokes refer to \ M _ M (blend) Ted, ded, det (blend) \ T _ D / CH / SH / J / NK / NG.</td>
</tr>
<tr>
<td><strong>STRAIGHT UPWARD STROKES</strong></td>
<td>(2): See: UPWARD STROKES.</td>
</tr>
<tr>
<td><strong>STROKE COUNT</strong></td>
<td>(3): A term used to designate the number of shorthand strokes or motions necessary to form an outline for a word.</td>
</tr>
<tr>
<td><strong>STROKES</strong></td>
<td>(128): Movements, marks or dashes, made by a writing tool, such as a pen or pencil. A sweeping movement.</td>
</tr>
<tr>
<td><strong>STRONGLY ACCENTED DIPHTHONG</strong></td>
<td>(1): Two vowels uttered in rapid succession and form a diphthong, which are clearly enunciated. For example &quot;now&quot; ( -e ).</td>
</tr>
<tr>
<td><strong>STRONGLY ACCENTED VOWEL</strong></td>
<td>(2): A particular vowel in a word which receives added stress of the voice in the pronunciation of the word. For example, &quot;pipe&quot; ( -e ).</td>
</tr>
<tr>
<td><strong>STYLE MANUAL</strong></td>
<td>(5): (1) A small book which contains distinctive or characteristic forms of expression, preparation of copy, display, spelling, capitalization, word division, abbreviations, use of figures, etc.</td>
</tr>
<tr>
<td></td>
<td>(2) A book which can be conveniently handled and used as a guide.</td>
</tr>
<tr>
<td><strong>Suffix</strong></td>
<td>(53) : One or more letters or syllables joined or disjoined from the end of a word to modify its significance.</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Suffix Words</strong></td>
<td>(1) : Derivatives of words which employ the suffix ending.</td>
</tr>
<tr>
<td><strong>Supplementary Practice Material</strong></td>
<td>(12) : Additional reading or writing material; additional vocabulary or phrases which supplies special features for applying shorthand principles already learned or the opportunity to learn added vocabulary, reading and writing exercises, etc.</td>
</tr>
<tr>
<td><strong>Supplementary Reading Material</strong></td>
<td>(15) : Additional reading material which supplies special features or provides added opportunity to apply shorthand principles already learned.</td>
</tr>
<tr>
<td><strong>Sustained Dictation</strong></td>
<td>(5) : Dictating or taking dictation at a steady rate of speed over a prolonged period of time. See: SUSTAINED WRITING; DICTATION.</td>
</tr>
<tr>
<td><strong>Sustained Speed</strong></td>
<td>(2) : A rate maintained by the writer at length without interruption.</td>
</tr>
<tr>
<td><strong>Sustained Writing</strong></td>
<td>(5) : Writing at length without great fatigue or quality of product.</td>
</tr>
<tr>
<td><strong>Swinging Upward Turn</strong></td>
<td>(2) : (1) A term denoting the manner of expressing &quot;LD&quot; at the end of an outline, as in writing the word &quot;old&quot; ( ). (2) Also the manner of writing the &quot;end&quot; and &quot;ent&quot; blends.</td>
</tr>
<tr>
<td><strong>Syllabication</strong></td>
<td>(8) : The act of dividing words into letter units, known as syllables.</td>
</tr>
<tr>
<td><strong>Syllabic Intensity</strong></td>
<td>(5) : A term used to denote the difficulty of a word by using the number of syllables a word contains as the basis. A Syllabic Intensity of 1.4 indicates that</td>
</tr>
</tbody>
</table>
the material is of average difficulty; 1.6 indicates that the material is of more than average difficulty.

SYLLABLE (3) : A single vocal sound and also the characters or letters that represent such a sound in a given word.

SYMBOLS (35) : (1) Shorthand characters or outlines. (2) Marks representing sounds, words, or group of words, to which we have attached a meaning but has no meaning in and of itself.
<table>
<thead>
<tr>
<th>Term</th>
<th>Reference</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAKING NOTES</td>
<td>(13)</td>
<td>The process of writing in shorthand the words of the dictator.</td>
</tr>
<tr>
<td>&quot;TAKES&quot;</td>
<td>(37)</td>
<td>A term given to words, phrases, sentences, letters, and other contextual material which is, or has been, dictated to the student for him to record by means of shorthand notes.</td>
</tr>
<tr>
<td>TEACHER'S HANDBOOK</td>
<td>(46)</td>
<td>A booklet containing suggested study procedures and methods of presentation of a given subject field.</td>
</tr>
<tr>
<td>TEACHER'S MANUAL</td>
<td>(19)</td>
<td>See: TEACHER'S HANDBOOK.</td>
</tr>
<tr>
<td>TEACHING PLAN</td>
<td>(1)</td>
<td>See: LESSON PLAN.</td>
</tr>
<tr>
<td>TECHNICAL DICTATION</td>
<td>(2)</td>
<td>Dictation based on a specific or specialized vocabulary. See: DICTATION; TECHNICAL VOCABULARY.</td>
</tr>
<tr>
<td>TECHNICAL VOCABULARY</td>
<td>(11)</td>
<td>Words pertaining to a particular profession or a special field of work.</td>
</tr>
<tr>
<td>TELEPHONE DICTATION</td>
<td>(2)</td>
<td>Taking shorthand notes from what is spoken over the telephone.</td>
</tr>
<tr>
<td>TERMINATION</td>
<td>(15)</td>
<td>The final syllable, or letter, of a word or shorthand outline. Sometimes used as a synonym for suffix.</td>
</tr>
<tr>
<td>TEST</td>
<td>(45)</td>
<td>An examination or quiz; any kind of a device or procedure for measuring ability, achievement, interest, capacity, etc.</td>
</tr>
<tr>
<td>TEST MATERIAL</td>
<td>(6)</td>
<td>Any exercise which is used to measure skill, knowledge, or capacity of an individual in a given subject.</td>
</tr>
<tr>
<td>TEXTBOOK ILLUSTRATIONS</td>
<td>(2)</td>
<td>The graphic or pictorial presentations of the principles of shorthand; the shorthand notes and outlines so shown by the copper plates. Often called &quot;Plates&quot;.</td>
</tr>
<tr>
<td>Category</td>
<td>Count</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Theory (30)</td>
<td></td>
<td>See: Shorthand Theory.</td>
</tr>
<tr>
<td>Theory Course (5)</td>
<td></td>
<td>(1) The study of elementary shorthand in which the rules, principles and procedures of shorthand are learned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) The study of fundamental principles.</td>
</tr>
<tr>
<td>Theory Demonstrations  (2)</td>
<td></td>
<td>Instructional activities that are used in presenting shorthand theory, such as blackboard work by the teacher. See: Shorthand Theory.</td>
</tr>
<tr>
<td>Theory Drills (18)</td>
<td></td>
<td>(1) Repetitive exercises for the purpose of learning and applying accurately the principles or rules of shorthand in the process of writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Learning and writing accurately from the principles of shorthand.</td>
</tr>
<tr>
<td>Theory Errors (2)</td>
<td></td>
<td>(1) Outlines formed contrary to the established rules or principles of shorthand.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Incorrect application of principles or rules of shorthand.</td>
</tr>
<tr>
<td>Theory Knowledge (3)</td>
<td></td>
<td>A practical understanding of the principles and rules of shorthand.</td>
</tr>
<tr>
<td>Theory Lessons (5)</td>
<td></td>
<td>A period of instruction, or the material presented in such a period, in which the principles or rules of shorthand are taught.</td>
</tr>
<tr>
<td>Theory Principles (20)</td>
<td></td>
<td>Rules which explain a procedure to be followed in forming shorthand outlines.</td>
</tr>
<tr>
<td>Theory Review (38)</td>
<td></td>
<td>Re-examination of usage of rules which have been previously presented or studied.</td>
</tr>
<tr>
<td>Theory-Review Letter   (10)</td>
<td></td>
<td>Any material, such as a paragraph or business letter, which contains words emphasizing a particular rule of shorthand to enable the student to acquire</td>
</tr>
</tbody>
</table>
greater skill and mastery of the principle being taught.

THEORY RULES (3) : See: THEORY PRINCIPLE.

THEORY TEST (3) : An examination or quiz covering any part, or the total, of the principles of writing shorthand outlines.

THEORY WORDS (3) : Words which best illustrate definite shorthand rules which have been, or are being explained.

THEORY WORK (4) : An activity on material which best illustrates shorthand rules which are being presented or studied.

TH JOINED CLOCKWISE (1) : See: RIGHT MOTION, TH.

TIMED DICTATION (12) : Words spoken at a predetermined rate of speed over a known length of time.

TIMED TRANSCRIPTION (6) : The act or process of reproducing in longhand, or on the typewriter, material deciphered from shorthand notes during a given length of time.

TRADITIONAL METHOD (9) : See: ANNIVERSARY METHOD.

TRANScribe (143) : To decipher shorthand outlines and to include such points as spelling, punctuation, capitalization, etc.

TRANScriber (37) : One who transcribes shorthand notes.

TRANScribe UNDER TIME (2) : See: TIMED TRANSCRIPTION.

TRANScribing (176) : See: TRANScribe; TRANSCRIPTION.

TRANScribing ERROR (6) : An error made in the process of copying from print or in the deciphering of the shorthand outlines.
TRANSCRIBING RATE (5): Speed of transcribing. See: TRANSCRIBE; TRANSCRIPTION.

TRANSCRIBING SPEED (7): Ease and precision in transcribing from longhand or shorthand notes. See: TRANSCRIPTION.

TRANSCRIPT (86): A copy made directly from the original. The letter, or other material, transcribed from the shorthand notes.

TRANSCRIPTION (402): (1) The act or process of reproducing in longhand, or on the typewriter, material taken from dictation in shorthand. (2) The act of transcribing. (3) A composite stenographic, job-competence skill, developed through and resulting from an integration or fusion of at least the three separate skills of shorthand, typewriting, and functional English.

TRANSCRIPTION ABILITY (2): The actual power present in an organism to do transcription. See: TRANSCRIPTION; STENOGRAPHIC JOB-COMPETENCE.

TRANSCRIPTION ASSIGNMENT (6): (1) The act of allotting to classes, or to an individual, specific exercises to be completed in transcribing. (2) The work that has been allotted to the student, or class, to be prepared within a stated time. See: TRANSCRIPTION; ASSIGNMENT.

TRANSCRIPTION CYCLE (8): A series of instruction consisting of training, measurement, and of remedial instruction. Such series are said to be cycles which lead to a spiraling development of the student's ability.

TRANSCRIPTION ERROR (8): An error made in a transcript, such as smudged erasing, in-
comprehensible paragraphs and large gaps of omitted words, faulty arrangement, adjectives and adverbs used interchangeably, wrong sequence of tenses, misuse of punctuation marks, etc.

TRANSRIPTION ERROR AND PROFILE OF PROGRESS CHART (4): A diagram, used for remedial purposes, grouping errors according to classification and thereby depicting student difficulty and also showing student growth in transcription achievement.

TRANSRIPTION ERROR CHART (16): See: TRANSRIPTION ERROR AND PROFILE OF PROGRESS CHART.

TRANSRIPTION FROM NOTES (15): The process of reproducing in longhand, or on the typewriter, material taken from dictation. Sometimes used to include transcription from plate material.

TRANSRIPTION GOALS (11): The objective, or end, to be attained in transcription. The objectives during the teaching of transcription will be many, but all pointing to the end of student achievement of stenographic job competence. See: STENOGRAPHIC JOB-COMPETENCE; TRANSRIPTION.

TRANSRIPTION GRADING SCALE (3): A device for measuring ability or growth of achievement of a student in shorthand transcription in relation to other members of the class.

TRANSRIPTION LETTER (12): Any letter which may be used in classes of transcription.

TRANSRIPTION MATERIAL (2): A sentence, paragraph, or entire letter, which is suitable to be dictated to and transcribed by a transcription class.

TRANSRIPTION OUTPUT (2): The number of letters, or the number of uniform length lines, which can be transcribed by a given person over a stated period of time.
TRANSCRIPTION POINT (9): (1) Specific items within a problem area in the development of transcription training, such as, the use of "principle" and "principal" in the problem area of spelling.

TRANSCRIPTION POINTER (9): (1) An item of information pertaining to English usage, punctuation, capitalization, letter setup, etc.
(2) An item of information pertaining to stenographic job competency.

TRANSCRIPTION PRACTICE (31): The process of planned performed in acquiring or learning the skill of translating shorthand outlines into longhand, either by pen, pencil or typewriter.

TRANSCRIPTION PRACTICE (19): See: PLATE NOTES: TRANSCRIPTION PRACTICE.

TRANSCRIPTION PRINCIPLES (5): Generalized statements through which elements of transcription are combined and systematized.

TRANSCRIPTION PROCESS (10): The act of getting the thought from dictation, editing, proofreading, consulting references, handling stationery items. These activities are carried on simultaneously.

TRANSCRIPTION RATE (11): See: TRANSCRIBING SPEED.

TRANSCRIPTION RATE OF TYPING (1): Speed of deciphering the shorthand notes and typing the material so deciphered.

TRANSCRIPTION RULE (21): A guiding principle stating information relating to the process of reproducing in longhand, or on the typewriter, material taken from shorthand outlines.

TRANSCRIPTION SKILL (22): Ease and precision of performance in transcribing shorthand notes. See: TRANSCRIPTION.
TRANSCRIPTION SPEED (60) : The rate of reproducing in longhand, or on the typewriter, material taken from dictation in shorthand, or from plate material.

TRANSCRIPTION SPEED BUILDER (32) : Any activity, method, phrase or sentence which, when used, portends to increase rate of output.

TRANSCRIPTION STANDARD (2) : A flexible device used in measuring the level of achievement in transcription ability. See: TRANSCRIPTION.

TRANSCRIPTION TEACHER (27) : One skilled in guiding the learning activities of students in transcribing from shorthand notes into longhand and in the use of correct English, punctuation and letter placement.

TRANSCRIPTION TEST (21) : An examination, or any kind of a device or procedure for measuring ability and achievement in the three separate skills of shorthand, typewriting and functional English.

TURNED ON ITS SIDE (2) : See: WRITTEN ON ITS SIDE.

TURNED UNDER (2) : A term expressing the manner of writing a hook vowel in some shorthand outlines, as in the word "curse" ( ).

See: OO-HOOK MODIFIED.

TYPEWRITTEN TRANSCRIPTION (5) : A transcript, copied from printed plates, printed copy, or deciphered from shorthand notes, made on the typewriter. See: TRANSCRIPTION; FORMAL TRANSCRIPTION.
**UNCONTROLLED VOCABULARY** (6): Words which are not based on a scientific word count to determine frequency of occurrence. This vocabulary is often used in supplementary practice material.

**UNDER TH** (4): See: LEFT MOTION TH.

**UNGRADED DICTATION** (3): The act of speaking aloud material such as sentences, paragraphs, or entire letters, which does not concentrate on any one principle of shorthand, is not composed of a specialized vocabulary, and not based on a word frequency count and does not deal with any particular subject matter.

**UNGRADED MATERIAL** (3): Material which may be used for dictation purposes. See: UNGRADED DICTATION.

**UNGRADED NEW MATERIAL** (1): Ungraded material which has not been previously presented or studied. See: UNGRADED DICTATION; UNGRADED MATERIAL.

**UNIFORMITY OF SIZE OF OUTLINES** (5): See: PROPORTION.

**UNINTELLIGENT REPETITION** (1): An activity, such as a drill, which is not planned and leads to no desired goal or objective.

**UNMAILABLE LETTER** (17): A flexible standard used in grading a transcript, as a transcript which contains uncorrected errors and which would not be accepted in a business office according to standards of businessmen. See: MAILABLE; MAILABLE LETTER; MAILABLE-MINUS.

**UNPRACTICED MATERIAL** (1): (1) Words, sentences, phrases, paragraphs, or letters, which have not been studied or previewed. (2) New material.
<table>
<thead>
<tr>
<th><strong>UNPREVIEWED DICTATION</strong> (1)</th>
<th>Material which has not been practiced, studied, dictated, or presented, wholly or in part.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNPUNCTUATED LETTER</strong> (1)</td>
<td>Material in which the student must supply punctuation, capitalization, indentation, letter set-up, etc.</td>
</tr>
<tr>
<td><strong>UPSTROKE</strong> (1)</td>
<td>See: <strong>UPWARD STROKES</strong>.</td>
</tr>
<tr>
<td><strong>UNSUPERVISED TRANSCRIPTION</strong> (2)</td>
<td>Unguided transcription, without instruction or leadership or demonstration on the part of the instructor.</td>
</tr>
<tr>
<td><strong>UPWARD BLENDS</strong> (5)</td>
<td>A term denoting shorthand signs or characters which are blended and are written upward from the line of writing. See: <strong>SHORTHAND ALPHABET</strong> (Blended Consonants).</td>
</tr>
<tr>
<td><strong>UPWARD CHARACTER</strong> (3)</td>
<td>See: <strong>UPWARD STROKES</strong>.</td>
</tr>
<tr>
<td><strong>UPWARD CURVE</strong> (7)</td>
<td>A term denoting shorthand signs or characters which are curved and are written upward from the line of writing. Such as: TH (  ), Ten, Den (blends) (  ), Tem, Dem (blends) (  ). See: <strong>SHORTHAND ALPHABET</strong>.</td>
</tr>
<tr>
<td><strong>UPWARD HOOK</strong> (2)</td>
<td>The lower part of a small elliptical figure, such as (  ). See: <strong>HOOK VOWEL</strong>.</td>
</tr>
<tr>
<td><strong>UPWARD STRAIGHT LINE</strong> (6)</td>
<td>See: <strong>UPWARD STROKES</strong>.</td>
</tr>
<tr>
<td><strong>UPWARD STRAIGHT STROKES</strong> (10)</td>
<td>A term used to express the shorthand signs which are written upward from the line of writing, and are straight strokes, such as T (  ).</td>
</tr>
</tbody>
</table>
D ( \ ) DED (blend) ( \ ).

See: SHORTHAND ALPHABET.

UPWARD STROKES (8) : A term denoting shorthand signs, either straight or curved, which are written upward from the line of writing. See: SHORTHAND ALPHABET.
VERBATIM DICTATION (2): See: VERBATIM REPORT; VERBATIM REPORTER.

VERBATIM REPORT (2): An exact transcript or report. See: VERBATIM REPORTER.

VERBATIM REPORTER (1): A person who can write as fast as a person speaks and can transcribe the notes so that the transcript is an exact statement of what was spoken.

VISUAL VOCABULARY BUILDING (1): A method of enlarging a student's vocabulary by means of seeing the printed word and its shorthand outline.

VOCABULARY DRILL (18): A systematic repetition either oral or written, of words, usually recently presented.

VOCABULARY PREVIEWS (214): Shorthand outlines for new or difficult words and phrases to be studied before the dictation is given. This preliminary practice will enable the student to write the outlines correctly and more rapidly the first time the words are dictated. See: PREVIEWING.

VOCABULARY REVIEW (13): A teaching procedure used to improve retention on words previously presented.

VOCABULARY TEST (3): (1) A word-recognition or word- pronunciation quiz. (2) A device in which the student is given a graded series of words to define.

VOWEL (123): Twelve distinct sounds of vowels are used in Gregg shorthand. These are arranged in four groups, and three closely related sounds are placed in each group.

"A" GROUP: Hat, Calm, Came

Can Pa pay?

mat k a m k a m
"L" GROUP: Kit Get Need

"O-HOOK": Rot Raw Wrote

"CO-HOOK": Tuck Took Food

See: VOWEL SOUNDS.

VOWEL CHART (5): A sheet of paper, pasteboard, or the like, on which outlines of the shorthand vowels are presented in tabular form for easy reference.

VOWEL COMBINATIONS (6): Two joined vowel sounds written together, such as diphthongs. See: DIPHTHONGS.

VOWEL JOINING (3): The process of joining a consonant stroke with a vowel stroke, such as in the word "may" ( ).

VOWEL MARKINGS (3): See: VOWEL SOUNDS.

VOWEL OUTLINES (2): The shorthand symbols for the letters of the alphabet known as vowels.

VOWEL SOUNDS (25): A term used to express the tonal quality of a vowel. A medium, or middle sound "A" vowel would be used in the pronunciation of the word "calm" ( ); the medium, or middle, sound "E" vowel would be used in the word "get" ( ). The O-hook medium, or middle sound would be
used in the word "raw" ( — ). The O-hook medium, or middle, sound would be used in the word "took" ( — ). In vowel markings, the medium, or middle sound is indicated by a dot placed near the vowel. The short sound of "A", as in the word "mat" ( — ); the short sound of "E", as in the word "kit" ( — ); the short sound of the O-hook, as in the word "rot" ( — ); the short sound of the OO-hook, as in the word "tuck" ( — ) are unmarked. The long sound of "A", as in the word "came" ( — ); the long sound of "E", as in the word "need" ( — ); the long sound of the O-hook, as in the word "wrote" ( — ); and the long sound of the OO-hook, as in the word "tomb" ( — ) is indicated by a dash near the vowel. The dot and dash are occasionally needed to indicate the exact sounds in unfamiliar or isolated words, but otherwise they are seldom used.
**WARM-UP**

- **DICTATION** (15): See: WARM-UP PRACTICE; SELF-FORM WARM-UP.

**WARM-UP PRACTICE** (11): A writing exercise containing many familiar words such as brief forms and frequently used phrases. This exercise is used to prepare the shorthand writer for longer takes.

**WELL-EXECUTED OUTLINES** (1): See: FACILE OUTLINE.

**WELL-KNOWN MATERIAL** (2): Words, phrases, sentences or other continuity copy which has been studied and practiced.

**WITHOUT AN ANGLE** (10): Connecting two shorthand signs and not forming an angle, such as the joining of "T" and "N" in "tenor" (\(\rightarrow\)); "R" and "K" in "work" (\(\rightarrow\)); and "R" and "D" in "read" (\(\rightarrow\)).

**WORD DERIVATIVE** (5): (1) A word derived from another by a process of word development, as by adding a prefix or a suffix, or by internal change. (2) Any simple word, not a primitive or root.

**WORD DRILL** (25): An exercise pertaining to word lists or single words in which the students obtain knowledge, thru systematic repetition, as to spelling, pronunciation, or shorthand outlines.

**WORD FORMS** (4): Shorthand outlines for words.

**WORD LISTS** (30): Words presented in a tabulated manner with or without shorthand outlines. Usually used as an aid in broadening the student's shorthand vocabulary.

**WORD-PRACTICE PROCEDURE** (1): The manner or method of planned performance in learning shorthand outlines, spelling, pronunciation and meaning of words.
WORD-RETENTION EXERCISES (1) : Material constructed to aid the student in habit formation, facile writing and memory development.

WORD SIGNS (WORDSIGNS) (2) : (1) Shorthand outlines for words. (2) Formerly the term used for forms now called "brief-forms".

WORD STUDY (19) : A list of words that are important for one purpose or another, such as building a vocabulary or applying the shorthand principles learned. A systematic practice on a given list of words.

WORD-STUDY ASSIGNMENT (3) : A lesson of stated length in which the student learns and practices the shorthand outlines for a given list of words. A lesson of stated length in which the student learns the definitions of a given list of words.

WORD-STUDY DRILLS (1) : See: FREQUENT-WORD DRILL.

WORD TERMINATIONS (1) : Word endings, either joined or disjoined, from the word root. See: SUFFIX.

WRITING (1) : To form shorthand characters or outlines with a writing instrument; to typewrite; to transcribe.

WRITING (100) : (1) The act of using characters to record in visible form, words or sounds.

(*) Frequency not tabulated.
(2) An exercise assigned to develop skill and fluency in forming shorthand outlines.

**WRITTEN ABOVE THE LINE** (5) : See: ABOVE THE LINE OF WRITING.

**WRITTEN ABOVE THE REST OF THE WORD** (4) : A term used to indicate the position or placement of a disjoined shorthand character or outline in relation to the rest of the word, such as "understand" ( ), "central" ( ).

**WRITTEN DOWNWARD** (12) : See: DOWNSTROKE; DOWNWARD CHARACTERS; CONSONANTS.

**WRITTEN FORWARD** (5) : See: HORIZONTAL CHARACTERS; HORIZONTAL BLEND; FORWARD STRAIGHT STROKE; CONSONANTS.

**WRITTEN HOMEWORK** (1) : An assignment to be prepared in writing, either in shorthand or in longhand, outside the classroom.

**WRITTEN HOMEWORK, LONGHAND** (2) : An assignment to be prepared outside the classroom, and is to be written in longhand. Usually assigned to give practice and drill in transcribing shorthand outlines. See: PRETRANSSCRIPTION TRAINING.

**WRITTEN HOMEWORK, SHORTHAND** (2) : An assignment to be prepared outside the classroom, and is to be written in shorthand. Usually assigned to give practice and drill in writing shorthand fluently.

**WRITTEN IN FULL** (6) : A term implying that no abbreviating or other special forms are employed in writing the character for a word. Each sound of the word has a shorthand character and these characters are combined to form the complete outline.
| **WRITTEN IN SOUNDED ORDER** | **(7)** | In a few words, vowels follow one another consecutively without forming diphthongs. In such words the signs for the sounds are written in the order in which they occur:

"Poem" (\(\underline{\text{e}}\)); "showy" \(\underline{\text{o}}\); "radio" \(\underline{\text{a}}\) |  |

| **WRITTEN IN THE SAME DIRECTION** | **(11)** | A term expressing strokes or circles are to be written in the same motion as the previous stroke or circle. |

| **WRITTEN ON ITS SIDE** | **(2)** | See: O-HOOK MODIFIED; OO-HOOK MODIFIED. |

| **WRITTEN ON THE LINE** | **(5)** | A term used to indicate the position or placement of a shorthand character or outline in relation to the line of writing. |

| **WRITTEN TRANSCRIPT** | **(6)** | The translation of shorthand outlines into longhand, either by writing or typewriting. The finished material is known as the "written transcript". |

| **WRITTEN UPWARD** | **(23)** | A term denoting the direction of writing a character starting from the line of writing. See: UPWARD STROKES. |

| **WRITTEN VOWEL** | **(16)** | Vowels which are included in an outline and which contributes to the speed or legibility of writing. See: VOWEL. |
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to conduct a word-frequency count of terms peculiar to Gregg shorthand teaching methodology and to establish definitions of the terms found.

The study was confined to books printed in the field of Gregg shorthand during the past ten years, and to articles pertaining to Gregg shorthand appearing in magazines during the past five years.

A total of 206,483 running words was examined in this study. The procedures used in finding the number of running words were explained in detail on pages 23 and 24 of Chapter III. In the actual tabulation of the terms, 3" x 5" cards were used. The term was printed in the upper right hand corner of the card. For each occurrence of the term a vertical mark was made on the card. For each fifth occurrence, a diagonal line was made through the other four marks. This procedure aided in counting the frequency of the various terms.

A total of 798 different terms peculiar to Gregg shorthand methodology was found. Definitions for these terms were made and the terms and definitions were carefully evaluated by 48 experienced Gregg shorthand teachers. These 48 teachers were
placed in groups of three and each group evaluated fifty different definitions.

The approved glossary was presented in Chapter IV of this study. The terms were arranged alphabetically, next, the frequency count, and last, the definition of the term.

It was felt that this glossary contained most of the terms in shorthand teaching methodology. The human element did enter into the selection of the terms and it was possible that a few terms were omitted. Inasmuch as each definition had been examined by three teachers in the field of Gregg shorthand, it was believed to be handled as objectively as possible.

This glossary was not intended to become the final study in the field of shorthand teaching terminology. It was intended to become the basis for additional research and to provide some reference material for Gregg shorthand students, beginning shorthand teachers, and authors of textbooks and magazine articles in the field of Gregg Shorthand.

The thoughtful teacher will use many descriptive words in teaching this subject. This study will provide the less experienced teacher with a quick reference book in selecting these descriptive words. It can also be used as a reference book to serve the student in the mastery of elementary Gregg Shorthand and thereby facilitate the learning process.

It is recommended (1) that this study be further elaborated and published in pamphlet form to assure convenient reference, and, (2) that similar studies of this nature be conducted
in all other subjects in business education. It will serve as a step forward in overcoming extensive word-creativeness and in providing suitable reference material to render assistance to student learning and achievement.
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