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Problems of teaching shorthand in the high school.

Ferrari, Marion Elaine

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Thesis

PROBLEMS OF TEACHING SHORTHAND IN THE HIGH SCHOOL

Submitted by

Marion Elaine Ferrari
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degree of Master of Education

First Reader: Rufus Stickney, Instructors in Methods in Commercial Education
Second Reader: George H. Mackenzie, Assistant to the Dean.
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Chapter I

Brief History of Shorthand

When one speaks of shorthand, one implies that it is a system of writing by symbols or characters which have been made so brief by their author that the writer is able to keep pace with a speaker with little or no effort.

Little do those people who write some system of shorthand realize the number of years over which shorthand has been used as a form of writing. Records have given positive proof that some form of shorthand was in use at the time of the Egyptians, Persians, and Greeks, but there is no positive proof of any system of shorthand being in existence prior to the year 60 B.C.

It was recorded by Plutarch that the orations of Cicero and Cato, which were included in the debate of the Catilinian Conspiracy in the Roman Senate during the year of 63 B.C., were reported in shorthand. It is not exactly known by whom this system was invented, but its compilation has been attributed to Marcus Tullius Tiro, a freedman of Cicero, who eventually became his secretary and confidant. The characters of this system were derived from the Roman alphabet and were modified in various ways to represent words. Seneca added to and improved upon the system until it contained thousands of words. This very system was used until the tenth century when the fall of the Roman Empire occurred and all trace of shorthand was lost. The manner in which the swift writers of this system
It is an act of great importance to ensure that the results of the experiment are not only statistically significant but also have practical implications. The data collected during the experiment must be analyzed accurately to draw meaningful conclusions. The results should be presented in a clear and concise manner, allowing other researchers to replicate the experiment and verify the findings. It is also important to consider the limitations of the study and suggest areas for future research. The implications of the results should be discussed in the context of existing knowledge and theories. Finally, the conclusions should be supported by strong evidence and should not overstate the findings.
worked was as follows:

"Several writers agreed to divide mentally or by signals what may be delivered in public by an orator or advocate into portions of about six or eight words each, to write these down in succession, as they are able to follow the speaker. Afterwards to compare notes and thus find out the whole discourse verbatim." (1)

To many in the early centuries, shorthand was distasteful, for it has been stated that in the sixth century, the Emperor Justinian forbade his codes from being recorded in shorthand, and Frederick II issued orders that all shorthand characters be destroyed on the suspicion of magic.

At the time of Julius Caesar shorthand was used as a means of rapid writing and secret writing, for during the wars Caesar used to dictate messages which were borne secretly across both land and water.

In addition to its use by warriors and statesmen, there is a record of shorthand being used by writers employed by the church to be present at the trials of the early Christians. These shorthand reports were read in the public places, the church maintaining the hope that they would inspire many people to adhere to the strict doctrine of the church.

Unfortunately, the practice of the art of shorthand was entirely neglected from the tenth to the sixteenth centuries, and there remains no record of its being in use during those years.

In the early times the writing was done on wax tablets whose edges were raised so that they could be put facing each other without any harm being done to the inscriptions. When

(1) "History of Shorthand" - Sir Isaac Pitman
covered with writing, these tablets were fastened together to form a book. To do the writing a stylus was used which was about the size of a pencil whose point was of ivory, metal or bone, and the other end being perfectly flat for the purpose of smoothing the wax.

Modern shorthand, so-called, dates from the reign of Queen Elizabeth or the period of the revival of learning.

History of shorthand for the English language began in 1588 when Dr. Timothy Bright, a rector of Yorkshire and the author of many medical books of repute, published a system which he dedicated to Queen Elizabeth and which he called, "Characterie: An Arte of Shorte, Swifte, and Secrete Writing by Character."

At the present time, only three copies of this system are known to exist. The system was more or less complicated because it was made up of individual characters for words which numbered over five hundred. In spite of its being so involved, it was received favorably and many imitated it.

Other systems which have been important were invented by the following people: Edmund Willis--1602; Shelton's adaptation of the Willis system in 1620; imitation of Willis' system by Jeremiah Rich in 1646; 1672--William Mason's system which was published in 1751 by Thomas Gurney who was appointed shorthand writer by the British Government; Dr. Bryrom's system which was finished as early as 1720, but was not published until 1767 which was four years after his death; 1789--Dr. Mavor's system which was an improvement on Byrom's system; 1786--the publica-
tion of the Taylor system which was of prime importance until the appearance of Isaac Pitman's "Stenographic Sound Hand" in 1837.

Pitman was the first author who based his shorthand system entirely on phonetic spelling; for the earlier systems were on the whole almost entirely alphabetic. The system of Isaac Pitman was first introduced to the United States about the year 1847.

Without question the most popular system of the present time is that of John Robert Gregg. This system has a very interesting history as is illustrated by the following story.

When Gregg was a very small boy, a friend of his father, named Mr. Annesley, came to pay the family a visit. In church the following Sunday, the guest very skillfully took down in shorthand the minister's sermon. Gregg's father was so impressed by this remarkable feat that he expressed the desire that all his children learn shorthand.

Therefore, as a result, Gregg's brother and sister made a study of the Pitman system, but were not very successful.

Strange as it may seem Gregg's parents considered him a total failure, and they watched the youngster grow up as such. However, the boy had ambition, and realizing that he had failed in everything up to that time, he was determined that he should make a success of the study of shorthand in which both his brother and sister had failed although they succeeded in everything else.
I hear the first sound of pealing the bells.

When there was a very small pole, a thing of the great.

Without hesitation, the most domineering of the present.

This is part of your report. The following events and circumstances of the following section.

1937.

Let me see if I can explain this correctly.

I hear the first sound of pealing the bells.
When he was but ten years of age, he started the study of the Taylor system which was then called the Odell system. He made no attempt to study Pitman because of his brother's and sister's failures.

After he had successfully mastered the Taylor system, he once more turned to Pitman, but the system had no appeal for him. In addition to the study of these two systems, he studied the Sloan-Duployan system, the Pernin adaptation of the Duployan system, and the German systems of Gabelsberger and Stolze.

After he had completed his study of all these systems, he adopted what he considered the best principles--light lines, absence of shading, absence of position writing, connective vowels, and longhand slant.

When he was sixteen years of age, he started to compose a system, not with the intention of publishing it, but because to him it was an interesting enterprise. While working on this system, he sent for Brown and Holland's "Shorthand News" which was published in the city of Chicago. In this publication there was an article by Dr. Thierry Mieg who had spent the greater part of his life investigating shorthand systems. Much to the surprise of the boy Gregg, he found that his views were identical with the doctor's. He received much inspiration from this fact, and from this time on, he worked most conscientiously on the system.

His first publication was called "Script Phonography" and was in collaboration with an agent of the Sloan-Duployan system.
who did Gregg out of his rights. However, this was of no importance to Gregg who realized that the production was hurried and crude.

His next publication was in the year 1888 when Gregg was only nineteen years old. This he called "Light Line Phonography." This system made extraordinary progress in England. A gentleman by the name of Rutherford, who had mastered the subject in England, expressed his desire to teach it in Boston, Massachusetts, and persuaded Gregg to have it copyrighted in America. As a result, Gregg came to Boston in 1893, at the time of the great panic or depression. His system was not studied as much as he had expected because everybody was out of work, especially stenographers.

The school which Mr. Rutherford set up was situated in the Equitable Building on Milk Street. It was in one room surrounded by many other so-called business firms. He utilized but one desk which he rented for the sum of twelve dollars per month. On this desk he gave private lessons to which he devoted one hour for shorthand and one-half hour for typewriting, which instruction he gave on a rented typewriter.

After Mr. Gregg arrived in Boston, he purchased a single desk for his school, also. As the Equitable Building closed at six o'clock in the evening, Mr. Gregg held night classes at the Boys' Institute of Industry which he maintained for the purpose of keeping the young men off the streets at night and give them something useful to do in the evening which would
later benefit them. However, he gave this up shortly after he had started it.

In 1893 a revised edition of the system of shorthand was published under the name of "Gregg Shorthand." In the year 1895 Mr. Gregg returned to Chicago, and in 1897, he was able to publish the system in book form for the first time, for prior to this date, the system was published only in pamphlet form.

By 1900 it began to make a wide sweep of the country, and at the present time, it is being taught in about 90% of all the schools teaching shorthand.
faet pencil item. However, we have failed to complete after...
Chapter II

Values Derived from the Study

Shorthand, as it is offered in the schools, has two important values—first, a vocational or practical value, and secondly, an educational or disciplinary value.

"It is generally accepted that the purpose in introducing a course of shorthand in any high school curriculum is vocational—to teach a student to write and transcribe shorthand with a maximum degree of efficiency in a minimum amount of time in order that he may be able to earn a livelihood as a stenographer." (1)

In the main, shorthand has been taught as a vocational subject. That it has enriched the life of many an individual has not been duly considered. However, the utilitarian value which is derived from a study of it when it is placed in the hands of the skillful person has never been doubted.

First of all, in considering its vocational value, the great contribution which it has made to business may be cited. In fact, it is one of the major factors in the expansion of American business, for by means of correspondence the businessman gains commercial relations within the scope of territory covered by the United States mail. In addition, it is useful as a time saver to the executive, for after he has completed his dictation he can devote the remaining time to the more important problems of the business. Furthermore, it aids clerical efficiency for much more work can be turned out. Therefore, shorthand is indispensable to business, and this is further evidenced by the millions of stenographers who are

(1) "Teaching Bus. Subjects in the Sec. School"—Conner T. Jones
employed in the world. Its use in the courts is another factor of utility. By means of shorthand, legislative bills and court proceedings of every conceivable type may be recorded and preserved in the records and files for further reference. Furthermore, the thoughts of great orators, statesmen, authors, lawyers, philosophers, and teachers are taken verbatim and preserved for future use in the world.

The value of the knowledge of shorthand in the case of a college student is indescribable. It is a reliable and time-saving instrument in recording lectures, making briefs, reporting on collateral reading, keeping notebooks and other requirements. Many college students who entered college with an artistic, beautiful style of handwriting find that at the end of their college career their writing, as a result of note-taking, has degenerated into a scrawl and has become almost illegible. This catastrophe may be prevented by using shorthand whenever possible.

At the present time, shorthand should be considered by every boy or girl who expects to advance in whatever position he enters, for it "offers a great opportunity as a career and a stepping stone." (1) Many of our most prominent public men and women owe their positions to the start that shorthand gave them.

In addition to its important utilitarian values, shorthand has many educational values as is emphasized by the fact

(1) "The Educational and Practical Value of the Study of Shorthand" - Rupert P. SoRelle
The value of the knowledge of scientific and mathematical principles is emphasized in this document. It is argued that a college student should not only be proficient in academic subjects but also be aware of the importance of considering practical applications in their future careers. The text suggests that education should be more than just learning facts and figures; it should also equip students with the skills necessary for real-world problem-solving.

The argument is further supported by the assertion that a college education should not only enhance one's cognitive abilities but also foster critical thinking and analytical skills. This, in turn, prepares students for a wide range of careers and enables them to adapt to changing circumstances effectively.

The document concludes by emphasizing the importance of knowledge and its application in various fields, highlighting the need for continuous learning and adaptation to the ever-changing demands of society.
that its popularity has become widespread in the schools.

It is unfortunate that shorthand is kept mainly technical by those people who assume that no general or liberal knowledge is necessary to the one who studies it. Those people who tend toward academic study maintain that no mental effort is required, and that shorthand in no way contributes to mental life. Efficiency, they further maintain, is due merely to intensive practice and drill. In other words, shorthand, according to them, is merely habituation.

However, the person who makes a special study of shorthand should have a background of a certain amount of cultural training. It is necessary that a stenographer know more than her subject; she must be able to make adjustments in the social world, and she must be able to participate in an intelligent manner in the affairs of the community in which she is settled. In other words, she must be a good citizen. Because shorthand has both educational and practical worth, it makes an appeal to the best type of mind.

There are thousands of people who have no need for shorthand in their vocations. However, the number of students, lawyers, ministers, professors, and physicians who use shorthand to increase their personal efficiency for mere private purposes is increasing with the years.

In considering the Educational value of shorthand, one of the first factors to be considered is its relation to the study of English. In the beginning stages of shorthand, one


...
receives more valuable information concerning English composition than could be obtained in any other way. As this knowledge is indirect, there is a tendency for the pupils to remember it without any attempt to reproduce it for test purposes, which fact always causes confusion and in most cases causes forgetting. Furthermore, in the advanced stages of the study, pupils gain much information from the study of dictation and transcription exercises, and they have only themselves to blame if no advancement has been made in their use of good English.

Because shorthand is so closely connected with language it gives a decided educational advantage. The continuous practice of shorthand familiarizes one with the beauties and wonders of the English language. It is necessary that the pupil study the grammatical and rhetorical phases, and it easily acquaints them with principles and details that it might be difficult to acquire otherwise.

"Shorthand is to the student of English what a course in dissection is to the medical student—but shorthand goes still further because the shorthand writer must reconstruct from the pieces the thing he has torn apart. As has been said before, his work is synthetic as well as analytic." (1)

Furthermore, shorthand has been known to be a great aid to the foreigner in acquiring correct pronunciation and in mastering the confusing principles of constructions of the English language.

If a pupil learns shorthand under favorable circumstances, there is the opportunity of developing his thinking powers.

(1) "Educational and Practical Value of the Study of Shorthand" - Rupert P. SoRelle
However, this fact is true only when a study is made of the subject over a number of months and not in the course of a month or two when concentrated study is stressed.

The pupil who studies shorthand is always aware of his progress. Each day's work is an addition to the mastery before he reaches the goal. From that he gains much satisfaction. He realizes that mastery demands perfection in technique, and that he must give his best effort continually in order to reach the desired goal. Perhaps it would not be too much to say that no subject more than shorthand offers to the person who masters it a "more alluring reward of culture and discipline than does shorthand." (1)

In addition to the number of processes through which each word must be put in a few seconds' time when writing shorthand, the writer must comprehend what is being said or else an intelligent transcript will be in vain. This is a form of mental discipline. This combined with manual execution has a value which should be considered by all teachers.

As has been stated previously, educators maintain that shorthand is too automatic to have strictly educational values. It is true that a large amount of the selection of material and the discrimination of it is automatic, yet it should be understood that it was at one time conscious, and had educational significance. A shorthand writer never reaches the stage where he writes automatically completely; new words and new combinations are always encountered and must be dealt with.

(1) "A Neglected Factor in Education" - George E. Walk
Considering shorthand on the whole, "educators will concede that the process of shorthand writing is a pure application of the fundamental movement of mind which is to group a thing as an indiscriminate whole, analyze it into its parts, and to correlate these parts in relation to the whole." (1)

As a final discussion of the disciplinary value of shorthand, it may be stated that shorthand develops the power of concentration, makes for control of the mind over the muscles and the hand's response to the command of the brain, the development of habits of neatness and accuracy, the development of a sense of responsibility, and finally, the development of the judgment and imagination.

(1) "Educational and Practical Value of the Study of Shorthand" - Rupert P. SoRelle
Chapter III
Methods of Presentation

The three methods of presenting shorthand in a theory class are the inductive, deductive, direct or analytical methods.

**Inductive:**

In presenting a lesson by the inductive method, one proceeds from example to rule, or in other words, the inductive method commences with the known and proceeds to the unknown. The pupils are made to generalize from observing points which are similar and different which they encounter in the illustrations presented.

If one uses this method, the first thing to do is to write on the board in longhand some such words as "I can go." Then directly underneath this sentence write the sentence in shorthand. Have the pupils count the longhand strokes and then the shorthand strokes and compare the total number of each. This information actually reveals to them that shorthand is a much quicker system of writing than longhand.

When they have been told that the large circle of the shorthand sentence which has been written is "I" and the short stroke called "kay" stands for "can", and the longer stroke called "gay" means "go", then they make observations, compare, and if possible, formulate rules or make generalizations. In this method you teach by sentences, and each
Chapter III

We refer to our previous work on the effect of these factors on society.

Changes in the information environment affect society.

In presenting a review of the information environment.

In this measurement, we have seen the influence of these factors on society.

We refer to our previous work on the effect of these factors on society.

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pair of letters is taken up as previously stated.

When all the consonants and their brief forms have been taken up in this manner and all rules for making the strokes are thoroughly understood by all pupils, the vowels are brought in independent of the consonants. The three large circles are placed on the board, and the pupils are told what each one represents. After these are understood, the next step is to join them to the consonants, and the teacher follows along in the manual with each lesson as given.

This method is also a synthetic method of learning because first the consonants are learned, followed by vowels, and finally by other consonants which all put together total words. It very largely parallels the method of learning to read when first the alphabet is learned, the letters combined into syllables, and finally the syllables made into words.

There are various advantages to the inductive method which cannot be claimed by the other procedures.

In the first place thought is developed in one activity which is applicable to many other situations. For example, if a student learns to think clearly in figuring out his shorthand principles, he will, without doubt, acquire the ability to think clearly in other subjects or situations, also. The main point at issue is to teach the student to think for himself. He does this when he is made to formulate his own rules. In so doing, he learns to see his way clearly, and as a result of habit is able to work his way through the various difficulties encountered.
As a second advantage, it may be said that when a student thinks for himself, many associations are made, and as a result the principle of shorthand is remembered much longer than if it were memorized after much repetition.

Furthermore, facts which are arrived at through a thinking process tend to take on new meanings. In addition to the rule being remembered over a longer period of time, the real meaning becomes apparent as a result of the process of thinking. When the originator of the shorthand system devised it, he had a definite reason why he adopted and formulated certain rules. It is only after inductive presentation of these rules that the reasons become apparent to the pupils.

As a final advantage, it may be stated that students find delight in coming in contact with new difficulties and in solving them. In other words, they obtain an active, intelligent interest in the study of shorthand which can be motivated in no easier way than this.

Perhaps the only disadvantage of the inductive method of presentation is that it takes time, and it must be properly handled to obtain from its use the best results.
A recent investigation into the relationship between weather conditions and traffic patterns has revealed several interesting findings. The study, conducted over the past year, suggests that certain weather phenomena, such as heavy rain and strong winds, significantly affect traffic flow, often leading to increased congestion and delays.

Moreover, the research indicates that these effects are not uniform across different times of the day or regions within the city. For instance, heavy rain is more likely to cause delays during rush hour, while strong winds can disrupt traffic patterns during the day when fewer people are commuting.

The implications of these findings are significant for urban planning and transportation management. It highlights the need for more robust traffic management systems that can adapt to varying weather conditions. Additionally, it underscores the importance of developing strategies to mitigate the impact of extreme weather on traffic flow, ensuring smoother commutes for residents and reducing the overall impact on the city's economy.

In conclusion, while weather conditions can pose challenges, they also present opportunities. By understanding these patterns and working to address them, we can improve the efficiency of our transportation systems and enhance the quality of life for our citizens.
Deductive:

This method was the earliest method of presenting the shorthand principles. In this method one proceeds from a general principle to a specific application.

First the class is shown the derivation of the shorthand outlines from the longhand writing. Then they are told the system is phonetic or written according to sound. Rules are presented and then applied to isolated words while the class listens, absorbs and applies for itself.

For example, one of the very first rules is that circles go inside of curves. The teacher proceeds to illustrate what she means by curves, taking the two which they have already learned, namely, "Kay" and "Gay." Then a circle is attached and a word is composed. After having written such words as key, era, and take, many more words are written which follow the same principle of circles being written inside of curves. Each lesson is presented in much the same way, a number of examples being given to show how the principle is adapted to various situations.

When this method is used, the principles must be clearly understood, and the teacher must have prepared a lengthy list of words in advance for purposes of illustration. Then as soon as a rule has been applied in writing a word, the result must be verified carefully with the principle that was stated.

This method has one good merit in that it is short and
This section contains information on the importance of regular exercise and the benefits it provides. Exercise is crucial for maintaining good health, reducing stress, and improving overall well-being. It is recommended to incorporate physical activity into daily routines to have a positive impact on physical and mental health.

The benefits of regular exercise include:
- Improved cardiovascular health
- Increased muscular strength and endurance
- Better weight management
- Enhanced mental health
- Reduced risk of chronic diseases

To ensure maximum benefits from exercise, it is important to tailor workouts to individual needs and goals. This approach allows for the optimization of physical health and the achievement of desired outcomes.

Regular exercise can be enjoyed through various activities such as running, cycling, swimming, or strength training. Choosing a form of exercise that is enjoyable and sustainable is key to maintaining a consistent routine.

In conclusion, regular exercise is a fundamental component of a healthy lifestyle. By integrating physical activity into daily life, individuals can experience improved health and well-being.

This section highlights the importance of exercise in promoting health and well-being. It underscores the benefits of regular physical activity and encourages the incorporation of exercise into daily routines.
economical of time with no waste motion, and the greater part of the hour is left free for application.

The teacher who uses this method considers as her major objective the knowledge of rules. However, the deductive method is a waste of time even in learning rules because no rule will ever be learned by reciting it or talking about it in class, but actually must be used in order to be learned. Furthermore, the learning of principles is stressed to an overwhelming degree in this method, and after shorthand behavior had been analyzed into its elements, the position of the knowledge of principles was of only minor importance.

This deductive method is rejected because of its aim which is to teach principles, which factor is of minor importance. Secondly, this synthetic method of presenting consonants, then vowels, and finally words is directly opposite the natural method of learning because in life all learning is done in connection with other situations. Learning is to be in accordance with life; it must be analytical rather than synthetical, for all the problems of life are first analyzed into their various elements, and these in their turn become what is to be learned.

This method can, however, hold the interest and attention of the class, but it assumes that once the principle is presented, the pupil will remember it just as long as if he had had the difficulty of working it out for himself. Such an assumption is not always correct.
The teacher and the student are both engaged in the process of learning. However, the teacher is responsible for the guidance and direction of the lesson. The student, on the other hand, is expected to actively participate and engage in the learning process. The teacher's role is to facilitate the learning environment, while the student's role is to absorb and retain the information presented.

The knowledge of the teacher is a valuable resource in the classroom. The teacher's expertise and experience can be leveraged to enhance the learning experience for the students. The students, in turn, bring their own perspectives and insights, which can enrich the learning process.

In conclusion, the teacher-student relationship is a dynamic and interactive process. Both parties play essential roles in the learning journey, and their collaboration can lead to a rich and rewarding educational experience.
Direct or Analytic Method:
The third method which is more general than either the inductive or deductive method is called the Analytic Method. This method is very similar to that used to present foreign languages in the more up-to-date schools and in the newer text books.

As it is described here, it is not a method of presenting the principles alone, but a method of presenting the entire class lesson.

Such a lesson contains the following steps:

1. Statement of aim
2. Review dictation
3. Organization chart
4. Order of presentation
5. Motivation
6. Dictation of new material
7. Skill Building
8. Connected Dictation of new matter
9. Assignment (1)

Every teacher should have a definitely defined aim for each lesson which she teaches. If not, there will be a large amount of aimless teaching which will result in a large amount of aimless learning. Care should be taken to plan as nearly as possible the amount of work which it will be possible to take up in the class hour. If too much is planned, the result will be that the lesson will remain unfinished or else it will be necessary to rush through the lesson omitting important items. However, as one becomes more experienced, it is not difficult to judge rather accurately how much time will be needed to present a principle.

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
is the study of the process of learning and the development of intellectual abilities in individuals. It is a field that encompasses a wide range of topics, including cognitive development, memory, perception, and decision-making. The field of psychology is vast and encompasses many specialties, including clinical psychology, educational psychology, and social psychology. The study of psychology is important for understanding the human mind and behavior and for addressing a wide range of personal and societal issues.
Another matter of importance is that the teacher should know what method she intends to use, for presentation will take more or less time according to the method used.

The second step in this analytic method is review dictation. As soon as the class assembles, without any preliminary review or questions, the teacher should dictate five or six sentences in application of the work learned the previous day or that which was done in the homework. By checking up on this dictation, the teacher is able to tell if the pupils know the principle sufficiently well to start another. Furthermore, there will be no confusion with the new material to be learned, for when the teacher dictated the past-learned material the pupils held it in focus for the sole purpose of associating it with the new material to be taught. Thus, they had a clear idea of what was old and what was new.

Next comes the consideration of the organization chart. This chart enables the teacher to gather all possible combinations of a new principle and present them in a chart using a sufficient number of words in application.

When setting up the chart, only the best possible words representing a principle should be selected and every important element of the principle should be covered by these words. This means that all words should be prepared before the teacher meets the class, and that only words of the highest frequency should be used.

The following chart presenting the principle of "A Vowel
Another method of improving the reading and writing of poetry is to use the expression of emotions. If one holds deeply within them, these emotions can be expressed in words that will touch the heart and soul. Poetry is a way of expressing one's innermost feelings, and it is one of the most powerful tools for understanding ourselves and others. It is a way of connecting with the world around us and finding meaning in the chaos of everyday life.

The essence of poetry lies in its ability to convey a deep emotion or feeling in just a few words. This power of expression is what makes poetry so special. It allows us to express ourselves in a way that goes beyond the ordinary and mundane. Poetry has the ability to lift us up and inspire us to think beyond our own limited perspectives.

In essence, poetry is the art of using language to evoke emotion and inspire thought. It is a way of connecting with the world around us and finding meaning in the chaos of everyday life. It is a powerful tool for self-expression and for understanding the complexities of the human experience. So let us embrace the beauty of poetry and allow it to touch our hearts and souls.
on Single Strokes" serves as an illustration: (1)

k g r l n m t d etc.
'a x x x al x x x add
'a x x x x x ma x x
'a ache air x aim day
Kay gay ray lay may ate aid

X means no word to illustrate the combination.

The next question is how to present these words. First, present the word which is very close to the experience of the class. Perhaps there is a girl in the class named "Kay." Write the sentence, "Kay can go." The teacher should always have in mind a principle which will justify the order in which it is presented such as a vowel coming first or after as, "Kay will not lay it there," or "Al had an ache."

When all these words have been used in sentences, it is time for the teacher to present new material in the form of more sentences.

When dictating the new material, the teacher will include new words in sentences which she writes on the board. She will then ask a pupil to read it. He will read until he comes to the new word. Then he will stop. Perhaps the context will give him a clue, but if not, the teacher will tell him what the word is. Once more the pupil will read the sentence. In following this method, the new words are motivated and the pupils are usually willing and interested

(1)"Problems of Teaching Shorthand" - Lomax and Walsh
enough to learn to write the new, unfamiliar words properly. To have the pupils develop skill in the writing of these words, the teacher must set the model. She should write the word on the board a few times while the pupils observe the method of execution. By skillful questioning, the teacher can bring out important points concerning the principles involved. Then the pupils are permitted to write the word once only, after which the writing is followed by criticism of the outline. Following this criticism, drill is necessary to gain skill in the correct movement and to fix the outlines in mind. The pupils will write the word many times while the teacher dictates, and as soon as the outlines are made as similar as possible to the model, the words are fitted into sentences which the teacher dictates.

After the sentences have been dictated for skill development, they are dictated for connected practice. There are certain merits derived from this connected dictation of new material. First, all sentences are only parts of assembled material. Therefore, the proper associations are in larger units only. Furthermore, it is necessary that the pupils learn from the very start the importance of a smooth flow of writing from one sentence to the next. Lastly, the word-carrying capacity needs to be developed very early, and this dictation of connected matter enables the teacher to keep ahead of the pupils while dictating.

The last factor of importance in the Analytic method is
the assignment. Few teachers give to this the consideration which it merits. A good assignment has been defined as "work commenced in class to be finished at home." (1) Therefore, the homework should fit directly into the class work.

There is always a question in the minds of teachers as to when the homelesson should be assigned. If it is given at the beginning of the class period, it is sure to be given accurately and carefully. The criticism which this plan receives is that at the time the assignment is made, the pupil does not understand the principle, it not having been taken up as yet, and in the majority of cases he will not ask questions concerning it. Furthermore, if the teacher does not finish what she had planned, she must revise the homelesson which means confusion and loss in time.

Too long an assignment should never be given. It is a known fact that better results are always obtained from short homelessons.

In the assignment, copying of outlines should be included so pupils will develop good style and careful accurate outlines. In addition, there should be some analysis and summarizing or some form of thinking about the exercise.

It is a common practice among teachers to throw the homework papers directly into the basket without looking at them. Under no circumstances should the pupils ever be allowed to see the teacher performing this act. At times, papers do become a most hopeless burden, and it is necessary to

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
destroy them as has been described.

However, occasionally the teacher should take time to correct the papers carefully, looking for errors in proportion, penmanship, etc. They should be returned to the pupils for corrections. Under such conditions, the pupils think that all papers are examined in the same way, and consequently, they strive to do good work at all times.

In fact, if the papers are to be of any value, they must be checked up. Many of the pupils' habits are formed while doing their home assignments, and it is necessary to check up on them before it becomes too late to bring about a change.

Another good plan to relieve the burden of checking papers is to assign the duty to three or four honest, reliable, up-to-date students. Pupils enjoy working for the teacher, and while they are doing this sort of work, they are learning a great deal for themselves.

Besides the necessary enthusiasm, driving is of extreme importance, and it is necessary in order to get the desired results. When a class is made up of mature boys and girls, it is not too much to expect that they work at top-notch speed for a half hour or more. In a shorthand class, the pupils should always be worked at various speeds. It is a known fact that the teacher who drives the hardest, it being understood that she drives in the right direction, will obtain the best results.

(1) *Fifteen Points in Shorthand Teaching* - Robert Eggar
Chapter IV
Management of the Class

In the managing of a class, a great deal depends upon the way the class is started the first day. The first meeting should start off in a real business-like manner so there will be established in the minds of the students a satisfactory feeling for the subject, the teacher, and the school.

There is no subject in which enthusiasm plays such an important part as in the study of shorthand. This subject requires action, and if the teacher expects her pupils to be active, she must be so herself. She should be lively, enthusiastic and interested in her work, for lack of interest in the subject on the part of the teacher never produced good stenographers. In fact, there was never a truer saying than "A student will always reflect the attitude of the teacher." (1)

Besides the necessary enthusiasm, driving is of extreme importance, and it is necessary in order to get the desired results. When a class is made up of mature boys and girls, it is not too much to expect that they work at top-notch speed for a half hour or more. In a shorthand class, the pupils should always be worked at maximum speed. It is a known fact that the teacher who drives the hardest, it being understood that she drives in the right direction, will obtain the best results.

(1) "Fourteen Points in Shorthand Teaching" - Hubert Hagar
Chapter VI

Management of the Final

In the managing of a property, a great deal depends upon the

managing of the land. The land is the essential element of the property and the management of it should be given the greatest

attention. The land should be treated as a business proposition, and its management should be as systematic as possible.

Sufficient space should be allocated to each section of the property, and the most suitable crops should be grown to

maximize the income. The soil should be well prepared, and the

seed should be of the best quality. The crops should be

planted in the proper season, and the necessary care should be

taken to ensure that they are properly tended.

In this chapter, we will discuss the various aspects of the

management of the final, and how they can be improved to

increase the income and decrease the expenses.
Techniques

There are general techniques which are applicable to all teaching, but shorthand has certain ones to which attention must be given in the very beginning.

First of all, the pupils will need pens, ink, pencils, and notebooks.

In regard to the question which is forever in the mind of the teacher "Shall I require pens or pencils?"—certain advantages may be claimed in favor of the pen. In the first place, most students own fountain pens and would rather write with them than ordinary school pens or pencils. Then they are required by most teachers to do all work in pen and ink, so why not carry this rule over to shorthand work. Most pupils are more careful when writing with a pen than with a pencil. If an outline is written with a pen, it can be more easily appraised by the teacher, for she has a clearer-cut form to criticize.

A writer who uses a pen can write for a longer period than one who uses a pencil, for a pen requires less muscular exertion. If one continues to write for a long period with a pencil, writer's cramp occurs due to the muscular and nervous strain.

With a pencil, lightness of touch, which leads to speed, can never be attained.

Furthermore, pencil marks tend to blur, and after considerable rubbing of the pages, the outlines become to a
Instructions

There are currently instructions for the
students, but they are not completed until after this.

Once more on a grocery list and appointment.

First of all, the bottom will need done. The caption

any way.

In regard to the Pomotion Adobe of Canada—
combination can be acquired in order to the best.
In the final analysis, most of the remains come into what

with these new obligations. Here is a question. Then they
will take care of our demands to do all more to can say for
are located on most common of all. None to care for something more. Next year

above the more careful mean nothing with a bag now with a
beauty. In an office of written with a bag. If can go more

separately until after the teaspoon. For sure pan a teaspoon-

rule to attention.

A water which needs a bag are article for a top area being

than one who needs a location. For a new apartment. Is another

extraction. In one conclusion to article. For a food better with

as a beating, article's ascribed another to the separate had very-

one description.

With a beating, -ignite of course, without leaves to separate

can never be attention.

Furthermore, beat it more with a bag and other what

appropriate timing of the hand, the mustard paste is a
slight degree illegible. Therefore, pen notes are better for preservation.

If notes are to be read under electric illumination at night, the pen notes are more distinct.

The notes of a pen writer are generally much neater than those of a pencil writer because the latter usually generates into scrawling.

At a most critical moment, the pencil point usually breaks. However, this can be remedied by having two or three sharp pencils ready for emergency purposes.

Therefore, with all these advantages in favor of the pen, it certainly should be given preference over the pencil, and pupils should start to write with a pen immediately, for later in the course, it will be more difficult to become accustomed to it after using the pencil.

However, if a pen is used, it must be of a particular kind—one with a very narrow point from which the ink flows freely. A violet colored ink is desired by many experts because it does not fade, and it shows up well under artificial light.

Although the arguments as a whole favor the use of the pen, something should be said in favor of the pencil.

If the writer uses a good-grade pencil in the correct manner, it is doubtful that the point will break. Assuming that one does use only a good-grade pencil, that person does not have to keep in mind the fact that at any moment he might
Allergy avoids irritation. Therefore, cure tone is better.

Prescription.

If you are not to be taken, you may die instead of life.

When the allows you more attention.

The more of a good thing the better. Therefore, the better.

Hence in a hospital without prescription the better.

It is a rare thing that the denial of a hospital can.

However, may we recommend a patient to take care of these things.

Therefore, with all due attention to take care of the body.

In certain cases some may give peritoneum and the denial.

If objects are many, it's wise with a full information on the other.

To the contrary, if they be more intelligent to become accustomed.

If it's after much thought.

However, it is a day in which it makes no a difference.

This--the wise way to take care of yourself. The more the other.

Essentially a greater concern now in hospital on which there is.

There is not one, the best. The most shall still persist.

Attorney for the insurance is a more than one may in the

However, I agree to be fully to not be as much.

The only thing near a good thing is in the market.

In the matter near the outing, will prevail. Nevertheless,

What one here not only a very thing, but if second.

not your to read of mine. The last case is the most in sight.
find himself without any writing implement such as the case might be if he were writing with a pen and the ink ceased to flow.

Moreover, the kind of pen point which some pupils insist upon using makes it almost impossible to decipher the outlines. If the right kind of pencil is used, no matter how much the point wears down, it will never be as blunt as some of the pen points which are employed.

As a third argument in favor of the pencil, it may be said that when using ink, one very often has to contend with unsightly blots which prevents the notes actually taken down from being read, and in most instances the writer must guess as to their significance or must make substitution which is not always the best thing to do.

In regard to the type of notebook to be used, the bound notebook is preferred to loose leaf sheets because these sheets are apt to be lost or misplaced. The writing line should be no more than three inches in length, for this short space enables the hand to swing from one line to the next with no effort and without loss of time.

On the first day impress upon the students the importance of dating the notebook. In fact, all homework should be dated in the same way.

In a beginning class it is advisable to leave the left hand column of the notebook free for the correction of errors. Time should be allowed for such correction at the time the
and writing improve with inking improvement can be the case.

Therefore, the kind of pen you write with some benefit.

Moreover, the kind of pen you write with some benefit.

Perhaps it is more difficult to write with the kind of pen you write with some benefit.

Adding your own work to what you have learned can be a great way to improve.

As a child, I spent a lot of time on the beach, but I can do a lot.

The beach was my favorite place to go and I often walked along the shore.

The beach was my favorite place to go and I often walked along the shore.

I remember the days of writing on the beach. It was beautiful time.

In the early days of writing, I often spent hours there.

I remember the days of writing on the beach. It was beautiful time.

In the early days of writing, I often spent hours there.

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I remember the days of writing on the beach. It was beautiful time.
errors are made.

The next factor of supreme importance in regard to tech-
nique is the matter of posture. Few teachers pay much at-
tention to posture, and pupils are allowed to write with their
desks covered with books and in this way they develop a very
crunched style of writing. First, the feet should be flat on
the floor. The writing arm from the elbow should rest lightly
on the desk, whereas the free arm should support the weight
of the body and in addition, hold the paper steady. The pen
should be held lightly between the thumb and first and second
fingers. To see that students are not grasping the pen too
tightly, the teacher should stop occasionally while walking
about the room, and gently try to pull the pen away from the
pupils' hands. In most cases it will not come. The fingers
should be well-arched while holding the pen, for this insures
its being well up on the point. All the fingers should be
curved in a natural position, and the hand should glide across
the paper on the tip of the nails of the third or fourth fin-
ger or on the little finger; and finally, the wrist should be
in an arched position rather than dropped.

These three teaching techniques of pen, pencil, and pos-
ture are the most important in the shorthand class. Nothing
has been said here concerning drill, rhythm, or the use of
the blackboard because they will be discussed under special
headings on subsequent pages.

Perhaps a word should be said here about "reading notes"
although this factor, also, will be treated more fully later on.

Practice in reading is sometimes neglected so that pupils can write faster than they can read, and this is just opposite of what should be expected. Because a pupil has the ability to write shorthand, it does not insure his ability to read it. Reading is just as important as writing, for a pupil's notes must be read before he can transcribe on the typewriter, and moreover, reading should be more rapid than writing.

Therefore, from the very first day, students should be required to read everything they write. While one is reading, all the others should be writing back.

Pupils should not be allowed to form the "er" habit or the habit of stumbling when reading. They should read briskly, and if one of them does not know an outline, he should be told its meaning by another member of the class or by the teacher.

However, most of the class time should be devoted to writing, while reading practice should take place at home orally and in study hours silently. Both oral and silent reading should always be included.

Each teacher should be familiar with the rules applicable to board writing. The first important factor in the position to be taken while writing before a class. A most common fault is standing too close to the board. If this is done, a cramped style of writing will be formed, for it is impossible to give a free, graceful swing to the writing.
Practicing in moderation is sometimes necessary to reap the benefits of
any activity. Remember, the key is to practice in moderation. If you feel
yourself getting overworked, take a break and relax.

The correct way to practice is to take breaks and
rest. Periodic breaks can help you avoid burnout and
keep your mind sharp.
Use of the Blackboard

Another important phase of the shorthand work is the use which is made of the blackboard. No subject lends itself so well to blackboard work as does shorthand; in fact, effective class teaching cannot be carried on without one.

Just as many people learn through their ears or by listening, so do a greater number learn through their eyes, for "seeing is believing." In using the blackboard, the teacher appeals to the eyes of all the students at one time, and a lasting impression is made. Furthermore, she can illustrate movement as well as form which the text book does not do. Students in the majority of cases copy the teacher. Therefore, if the teacher has excellent form and makes fine, graceful outlines, she will receive such work from the students with little or no trouble.

Most teachers, especially when they first start to teach, have an extreme dread of the board. The trouble lies in the fact that their practice on board work has been either limited or neglected, for as soon as the teacher becomes accustomed to the work at the board, she considers it a matter of course and all fear diminishes.

Each teacher should be familiar with the rules applicable to board writing. The first important factor is the position to be taken while writing before a class. A most common fault is standing too close to the board. If this is done, a cramped style of writing will be formed, for it is impossible to give a free, graceful swing to the writing.
any increase of activity and that first place of power.

The increase in the power of a power, and that first place of power.

any increase of activity and that first place of power.

The increase in the power of a power, and that first place of power.

any increase of activity and that first place of power.

The increase in the power of a power, and that first place of power.
Furthermore, if one is too close to the board, a correct visual impression of the forms cannot be attained.

The correct position is nearly arm's length from the board. The crayon should be held lightly and turned occasionally as the teacher writes in order to prevent the wearing of the chalk on one side which makes for thick outlines. The kind of chalk to be used will depend upon the type of blackboard. The harder the blackboard, the harder will be the crayon and vice versa.

The writing point of the chalk should protrude about one-half inch, and the top end should point with a greater slant than a pen to the palm of the hand. If a new piece is used, it is advisable to break the chalk in two using the broken end at the board because the smooth edges of the chalk are inclined to be hard and stiff, whereas the broken end is soft and better adapted to writing shorthand outlines.

Much has been said lately in favor of the use of colored chalk in classroom work. Some of the various uses have been suggested as follows:

1. To display such outlines as have been written incorrectly by many students.
2. To display outlines written incorrectly at the second or third attempt by one or more.
3. To make key outlines or outlines in a lesson conspicuous.
4. To encircle the part of the outline to be emphasized or explained.
5. To divide off one part of a lesson from another.
6. To display and explain the longhand
basis of Gregg shorthand.

Outline in color those portions of the lessons from which shorthand forms are derived.

7. For use at night school classes--yellow can be seen more plainly and is easier on the eyes. (1)

When writing on the board, there should be no tenseness either in the arm or hand, and much the same procedure is followed as in writing on paper--the hand glides over the board with the nail of the little finger touching the board and serving as a type of anchorage exactly as in writing with a pen.

All writing should be done away over the head of the writer so all others may see it without difficulty, and so that arm movement may be observed. While writing with the right hand, the eraser should be held in the left hand, preferably behind the back, to give a balanced appearance to the writer.

When the writing has been completed, the teacher should side-step far enough away from the board so all pupils may be permitted to view the work. Every teacher should view her own work from the back of the room to note its defects and general appearance.

To write in a perfectly straight line on the board is a feat which many teachers fail to accomplish even after many years of teaching. In this instance, the writer does not

(1) "The Use of the Blackboard in Teaching Shorthand"
John Robert Gregg
have the correct visual impression of what he does. Lack of lineality may be due to a faulty position, but it is due in most cases to the fact that the teacher does not move along as she writes. This fault should be corrected as soon as possible, for it spoils the appearance of the work, and beautiful board illustrations should be every teacher's aim.

To overcome this difficulty, lines may be drawn each time, but a better plan is to cut into the board with a sharp instrument, allowing the dust to collect in the crevices, thus forming permanent lines.

All sentence work should be done in columns about two to two and one half feet in width. It is also a good plan to divide the board off as if it were a notebook, thus giving a neat, compact appearance to the work.

Little do many teachers realize the importance of board work, and the rules which it is necessary to follow to secure the best results.

All teachers should avoid:

1. Mumbling comments while facing the board. (Do not talk at all while writing)
2. Displaying errors on the board. (They leave impressions and cause confusion. If necessary to compare right with wrong, erase the wrong as quickly as possible)
3. Having matter ready when the class assembles. (They suspect the use of a key—and slow, careful movement)
4. Writing at an exceptionally fast rate. (The students become discouraged. Keep
the rate within the bounds of the capacity of the student. Movement not speed is important. (1)

In addition to the board being used by the teacher, it should also be the basis of an important and necessary part of the pupils' work.

In beginning work, it should be used because it aids in the development of good style. If pupils who write in a cramped manner in their notebooks will be given much board drill, it will be noticed how much fluency they develop gradually because they are obliged to use a free, sweeping movement which eliminates the action of the fingers and wrist support.

Furthermore, pupils' board work is valuable in that it makes them critical. When a pupil hears the criticisms of his friend's notes, he takes more notice of his own imperfections and in addition, does not desire to be criticized in the same way. Therefore, he works more conscientiously to develop the right style of writing.

However, it is not of advantage to be too critical for as a general rule, the more mature a pupil is the less subject he is to public criticism, and shorthand classes are, more or less, composed of the more mature.

In the advanced classes, the board is used by the pupils for a different purpose. Here they should be sent to the board individually in order that phrasing and more difficult outlines may be emphasized. Criticism is not the aim in this instance, but the object is to get the outlines before

(1) "Use of the Blackboard in Teaching Shorthand"
John Robert Gregg
the entire class.

Occasionally in the speed classes it is a good idea to have an advanced pupil from another class or an expert in shorthand come in to demonstrate. This plan usually serves as a great inspiration and a means of spurring on those who have the tendency to become easily discouraged at not meeting the required standards.

When writing at the board, students should be required to write in a manner which parallels their notebook. That is the board should be arranged as follows:

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John Smith  114  Jan. 16, 19--
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They will write in the right-hand column only. As errors are made, they are circled and the correct form is practiced on the same line in the left-hand column.

Just as there are many advantages to sending pupils to the board, there are various disadvantages which should be taken into consideration.

Perhaps the greatest disadvantage to sending a pupil to the board arises from the individual personality of each one. A pupil who realizes that he can never acquire the splendid style of his classmates because of certain obstacles which cannot be overcome such as lack of control of the arm muscles, etc. will develop a certain inferiority complex which will hinder
him from writing well even in the notebook. Although nine times out of ten the pupil who develops a fine style of board writing carries the same style over into his notebook, occasionally it may be that one who under no circumstances is able to write good shorthand at the board will develop a satisfactory style when writing on paper. If a pupil who is inclined to be of a nervous type is compelled to go to the board against his will, he will probably develop a dislike for the shorthand class, and as a result will do no work and will eventually find himself among the failures.

If a teacher finds this to be the situation in any of her classes, it is advisable that she require those certain pupils to do no board work, for she should keep in mind constantly the importance of writing on paper as against board work.

Although the majority of pupils benefit by their friends' mistakes, very often some of the correct outlines remain in their minds just as the teacher's correct outlines do. If the teacher finds that certain pupils constantly make errors, it is more desirous to request them to write only at their seats and not at the board, for while the teacher feels that she is benefiting them by their board errors, she is actually impeding the progress of the many pupils who remain in their seats.

Therefore, the solution to the problem of board work seems to lie in the ability of the teacher to use her own judgment according to the type of pupils which she has to deal with in her various classes.
Dictation

The dictation class is that particular class which is formed for the purpose of acquiring speed and endurance in the writing of shorthand. In order to secure both endurance and speed, it is necessary that particular attention be given to the following:

1. Augmenting facility in word and phrase building of all kinds.
2. Enlarging the shorthand vocabulary.
3. Increasing the ability in writing correct forms for new words and in writing known forms.
4. Obtaining greater skill in reading shorthand notes.
5. Acquiring manual dexterity. (1)

Physical and mental energy may be preserved by phrasing properly—eliminating pen lifts and omitting unnecessary words. Pen lifts are best eliminated by omitting words which are of no importance, writing outlines in proximity, modifying forms of words which are in sequence, and by the use of the intersection principle.

To see that the student is utilizing these labor-saving devices, the teacher should walk around the room while a pupil dictated. She will be able to pay close attention to the writing of each student, and pupil dictation will do the class no harm for it is an excellent means of enabling the members of the class to accustom themselves to the writing of

(1) "Teaching Business Subjects in the Secondary Schools" Conner T. Jones
The selection process is part of a larger plan.

To ensure the proper selection of candidates, we must consider the following:

1. Evaluate the candidate's qualifications.
2. Assess the candidate's experience.
3. Consider the candidate's potential for growth.
4. Ensure the candidate's compatibility with the organization.

A thorough review of these factors will help us make an informed decision.
shorthand to the dictation by a person other than the instructor. Many teachers place more importance on the writing of shorthand to the dictation by a person other than the instructor.

A second phase to which particular attention must be paid in the attainment of speed and endurance in the dictation class is the matter of an adequate shorthand vocabulary. It is perfectly obvious that a word which is not included in the English vocabulary cannot be a part of the shorthand vocabulary. Therefore, the first necessity is that of building up the pupils' English vocabulary. To do this, the teacher should assign a certain amount of current reading. In addition, the letters and articles dictated in class should be chosen from various sources such as current newspapers, magazines, and actual business letters which should have literary value as well as business value.

Another method of building the shorthand vocabulary is by requiring pupils to keep a vocabulary notebook. Have the book ruled in two columns, the left column being twice as wide as the right. Each day a new page should be dated. All the important new words encountered each day should be written in longhand in the left-hand column and in the right-hand column the shorthand outline should be written once. Each day these words should be included in the homework and practiced until they have been mastered. Occasionally, tests should be given on these words, and they should be included in quizzes again and again.

Another important aspect of acquiring speed and endurance has been mentioned as "obtaining greater skill in reading
shorthand notes."

Many teachers place more importance on the writing of shorthand than on the reading, but actually, one is as important as the other, for of what value are shorthand notes which cannot be read? Furthermore, writing an outline does not insure its possibility of being read.

Reading should commence as soon as possible in the course, but in the beginning the reading should be from engraved notes rather than from the pupil's own work because the printed matter will give only accurate pictures which are sure to be retained by the pupil. Every single article in the Speed Studies should be read over and over again until the pupils can read correctly and without the slightest hesitation. When reading from engraved notes, the pupils should be timed. Then on the bulletin board, the teacher may place a record of the fastest reader in the class and the time it took him to read certain articles or letters.

As soon as the students are able to write fairly well in the dictation class, they should be asked to read their own notes, and everything which has been written should always be read back.

Both oral and silent reading should be included—silent reading, especially, because a stenographer does chiefly this type of reading when transcribing. Just as oral reading is timed, so should silent reading be timed. The teacher may check up to see that the article was actually read by asking the pupil to reproduce in his own words what he has read.
It is recommended that a great deal of time outside of school be devoted to silent and oral reading, and that the procedure be "reading from shorthand magazines, deciphering reading books of shorthand, reading letters instead of transcribing, and reading cold notes." (1)

Perhaps it seems that too much importance is being attached to the question of reading shorthand in comparison with writing. But as it has been stated before, both are of equal importance. To develop a shorthand writer who will be well-balanced, reading and writing must be co-ordinated. Although most of the reading will be done at home, part of every recitation should be devoted to reading to impress upon the students its importance, and also to serve as a check-up.

All work which the teacher places on the board should be read by the students. Then the material should be re-dictated. In the dictation class, the reading of individual words is as important as sentence matter for these pupils do not get practice on these words as in the theory class.

As the pupil's speed increases, he will find that his notes change into somewhat distorted outlines. Perhaps he will have difficulty in reading at this time. The prescription for reading such distorted outlines is to make a study of the distortions and their causes. They must be corrected, for writing an outline over and over again which is incorrect and which has been the cause of the trouble will not aid the pupil in reading it when he encounters it once more.

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
It is important to understand that there is no single "right" answer to these questions. The key is to approach the problem systematically and consider all relevant factors. The information provided should guide you in making informed decisions.

In the context of this situation, it is crucial to consider the following points:

1. **Understanding the Information Provided.**
   - The document contains various pieces of data and details that are crucial for making decisions. It is important to carefully read and comprehend each piece of information.
   - The document mentions the importance of considering all relevant factors when making decisions. This implies that there may be multiple factors that need to be taken into account.

2. **Analyzing the Implications.**
   - After considering the information, it is important to analyze the implications of each decision. This involves evaluating the potential outcomes and impacts of each option.
   - It is important to consider the long-term effects of each decision, as well as any potential risks or drawbacks.

3. **Seeking Additional Information.**
   - If necessary, seek additional information or guidance from experts or relevant parties. This can help to ensure that the decision is well-informed and aligned with the goals and objectives.
   - It is important to stay informed and up-to-date with any new developments or changes that may affect the decision-making process.

4. **Consulting with Stakeholders.**
   - Engage with stakeholders and experts who can provide valuable insights and perspectives. This can help to ensure that the decision is well-rounded and considers the perspectives of all affected parties.
   - It is important to communicate openly and effectively with stakeholders to ensure that their needs and concerns are addressed.

5. **Making the Decision.**
   - After carefully analyzing the information and considering the implications, it is time to make the decision. This involves selecting the best course of action based on the available information.
   - It is important to be decisive and take appropriate action, while also being prepared to adjust the plan if new information or circumstances arise.

By following these steps, you can ensure that the decision-making process is thorough, informed, and aligned with the goals and objectives of the project.
There are many different ways in which the interest in reading may be maintained. One method is to ask students to exchange notebooks and read their neighbor's work. This tends to produce a variation in the class program and also to attain greater accuracy in writing because the pupils dislike being criticized by their classmates.

Then still another method is to ask a student to read backwards. The pupil looks upon this as a form of amusement, but actually it is an excellent means of finding out if a student can recognize a word without relying on the context.

Therefore, one must cultivate the habit of early reading. It should be made a game and not mere drudgery, and above all, the students should be impressed with the fact that "all expert writers have been indefatigable readers." (1)

The last important phase in the acquisition of speed and endurance is manual dexterity which will be treated fully in a later chapter under "Skill Development."

Dictation should be started at the first meeting of the class and should be looked upon as a regular part in each succeeding lesson.

The class should learn immediately to respond to auditory stimuli for that is the goal which they expect to reach, and if at the start, they write according to printed outlines, they will form the habit of writing according to spelling rather than sound. The dictator should give sharp, clear 

(1) "Methods in Commercial Teaching" - Jay Wilson Miller
commands, and as the rate of writing increases, the dictator should not pause to allow the pen to come to a standstill, but should endeavor to speak at such a rate that the writer shall not catch up, but shall be constantly chasing after him.

When a stenographer takes dictation, he is engaged in the following activities which are going on at the same time:

1. Listening to what the dictator says.
2. Interpreting the dictator's meaning from what is heard.
3. Recollecting the shorthand outlines needed for making the notes.
4. Making all movements required for writing the necessary shorthand outlines. (1)

One can become a skillful shorthand writer only through the coordination of these distinct processes. It will be the object of the dictation class to develop them.

The teacher aids in hearing and comprehension by giving the outlines, as has been already stated, in a clear, understandable way. She will aid the student in carrying the words in his mind between hearing and execution by dictating complete sentences to the student before he begins writing, thus compelling him to carry the sentence in his mind while he writes. Furthermore, the student should be encouraged to do most of his home assignments in this manner.

In order that the student may have no difficulty in recollecting the outlines which he needs to write, the teacher should give continual review, for this writing of outlines involves a knowledge and application of the principles of

(1) "Analysis of the Work of a Stenographer" - Earl W. Barnhart
the system studied.

The transfer of the forms from the mind to the fingers requires mental alertness. To develop mental alertness, the teacher should dictate word lists while the student tries his best to get them on paper as quickly as the teacher dictates. In this regard, cooperation may be secured from the arithmetic sections where rapid calculation becomes a part of the daily lesson. As for the execution of the forms in the best manner, penmanship drill each day is the only solution.

As the pupil advances in the dictation class, the faculty of word carrying should be developed extensively by the teacher. When the new writer encounters a difficult word, he will, no doubt, lose many of the words which follow while he is trying to think of the necessary outline. Therefore, because of necessity he should be trained in his speed practice to write a number of words behind the speaker. The dictator, therefore, should give as a part of each dictation lesson practice on clauses, in addition to dictating complete sentences, before the student writes. These clauses should be composed of twelve or fifteen words which the dictator will give all at once, and then pause to allow the pupil to almost catch up. As the power of word carrying is augmented, the number of words in the clauses should be increased to twenty or twenty-five. By increasing in a gradual manner the number of words, there will be no confusion in the mind or in the hand. When a writer is trained in this way, he will write composedly, will make well-written outlines, and the uneven dictator will not affect
the right place to start your search.

In order to develop a meaningful strategy,

research and gather data will prove invaluable.

This part of the lesson is intended to provide

the necessary foundation for the rest of the course.

The goal of this lesson is to familiarize you with

the basic concepts and terms in the field.

In this lesson, you will learn about:

- The importance of:
  - Research
  - Analysis
  - Communication

To complete this lesson, you must:

1. Read the lesson material.
2. Complete the exercises provided.
3. Review any missed questions.
4. Submit your work.

You may find some useful links on the internet.

If you have any questions, please feel free to ask.

Good luck!
him as a writer not so trained is affected.

However, regular practice is necessary to attain this art of writing or else little or no advancement can be expected.

Just as the word-carrying faculty is important in the dictation class, so is the matter of oral punctuation of extreme importance.

By "oral punctuation" is meant the "pauses, changes, and inflections which are essential for conveying the meaning intended by the dictator." (1)

In order to get the exact meaning of the dictation, it is necessary that the stenographer realize the significance of all the oral punctuation. The importance of the significance of oral punctuation is illustrated by the following words: "that that is is that that is not is not is not that it it is." This group of words is absolutely meaningless if uttered without pause or inflection in the voice. But if the sentences are pronounced as they are so written in the following manner, there is no question as to their meaning:

"That, that is, is. That, that is not, is not. Is not that it? It is." (2)

Perhaps the importance of oral punctuation may be stressed even to a greater degree by saying that no stenographer, who is unable to get the thought expressed by the dictator, can hope to produce an accurate, intelligent transcript.

(1) "Analysis of the Work of a Stenographer" - Earl W. Barnhart
(2) Ibid
"Furthermore, unless the stenographer through an accurate grasp of the larger thought units as indicated by the oral punctuation can get the thought of the dictator as rapidly as he dictates, it will not be possible to write with any speed. Recognition of the significance of oral punctuation thus affects both accuracy and speed in reporting dictation." (1)

In order to maintain a live spirit in the dictation class and to insure that pupils will get the most out of the drill, some method must be employed to make dictation drills interesting. The following method has been suggested by John Robert Gregg:

As the class in dictation ensues, the teacher should place on the left-hand side of the board all the unusual words or phrases of special importance which are encountered. At the end of the dictation period, ten or fifteen minutes should be taken to review these words and phrases. The teacher should dictate them, and the pupils should write each one as many times as possible before the next word is given. They should write rapidly, but neatly with outlines close together. As the teacher dictates, she should walk around the room and up and down the aisles to show the pupils she is interested in their welfare.

In the beginning, the words are dictated slowly enough so the pupils may refer to the board for the correct outlines. They are given in the same order as they appear on the board. After the teacher is confident the pupils know

(1) "Analysis of the Work of a Stenographer" - Earl W. Barnhart
In order to achieve a viable and effective
use of the faculty and the schools,
their public role, and the
range of their activities, it
gives a clear importance to
some educational process
at the core of the educational
discipline. This is the
engagement of the
teacher-student relationship,
and with different
technical and administrative
tools. It is the teacher's
professional role, and
understanding that
the teacher and
students share a
specific relationship,
and it is important to
their engagement
the outlines, she dictates rapidly and out of order.

The third section of this drill is concerned with the Principle of Association. If the word on the board is "ceremony," to the right of it should be placed all words which come under the same rule in writing, such as "surmount" or "sermon." The teacher should not add all the words he writes, but should request the students to make contributions themselves. Much can be done to build up phrases in this way, also, for if the phrase "your attention" is on the board, such phrases as "my attention, every attention, good attention, best attention, etc." should be added.

This Principle of Analogy is of extreme importance especially in the advanced dictation class for it develops a writing vocabulary with little effort; it is a stimulant to the pupils' imaginations; and it enables them to apply this principle to classes of words which they do not actually encounter in the drill.

The fourth part of the drill is the Principle of Contrast. This principle is not always available, and it is never available to the degree that the Principle of Analogy is. If a word like "keep" is encountered, it may be contrasted with "friend," or if the word "fair" is in the drill, it may be contrasted with "cap."

The final part of the drill is the dictation of a letter which is composed of these words and phrases. Of course, the teacher beforehand has anticipated the words and phrases.
which she would place on the board, and consequently has
been able to compose this letter before class. However,
she may request the students to compose one there and then.
Topics which are live, up-to-date and interesting should be
selected for the subject of the letter. After the letter has
been dictated and read back, it should be redictated at a
more rapid rate.

Another excellent plan is to dictate in the last few
minutes of the period, a humorous selection which is also
practical. A teacher does this while keeping in mind the
maxim of the well-known vaudeville star, May Irwin, which
maxim reads:

"Always send them away smiling."

A selection such as the following is an excellent means
of conforming to that maxim:

"When you are called upon to take dictation, always
spend at least five minutes looking for your notebook.

Never dust your machine. A layer of dirt will con-
vince your employer that you are very busy, and he will
probably raise your salary.

If your employer is in a rush for a particular letter,
always reserve that one for the last. It will make him
take an interest in you.

If the mail is especially heavy, take a day off. It
will make your employer appreciate your services.

Always come in late in the morning. It will show your
independence.

When taking dictation, stop every now and then to sharpen
your pencil. It will give the dictator time to collect his
thoughts.
Above all things don't forget your chewing gum when taking dictation. It will remind your employer of the farm and the brindle cow in the shadow of the barn." (1)

There are a number of advantages in favor of drilling in the method which has just been described. First, a deep impression of the outlines for difficult or unusual words is made on the minds of the pupils. These impressions are made by the actual writing of the forms by including them, or at least a part of them, in analogous words or phrases, and by repeating them in actual connected material.

Then the students' vocabulary is increased by using similar words and phrases.

In addition, the student is stimulated to work rapidly and his imagination is stimulated by having him compose a letter made up of the words and phrases encountered in the lesson.

When a teacher is able to carry out such a plan logically and in a business-like manner, she gains the respect of her students.

As a final advantage, it is noted that the student becomes encouraged because he has gained considerable facility in writing through the practice of the words and phrases, and this facility he is able to carry into all his other writing.

It is most possible that if this method of giving dictation drills is utilized, the pupils will look forward each

(1) "A Method of Making Shorthand Dictation Drills Interesting"  
John Robert Gregg
day to the dictation hour as being an interesting and appealing period.

Mention was made in the beginning that dictation should start at the very first lesson of the class. However, many teachers still believe that before a pupil starts to take dictation, even in its simplest form, he should understand the major principles thoroughly so unnecessary errors will be eliminated. However, in spite of this view, it is assured that if the method of procedure is correct, much will be gained by early dictation.

In the beginning, the dictation should be very slow. It should be accommodated to the manual skill of the beginner whose movements are still untrained. For unless the dictation is given slowly, he will form bad habits by writing outlines incorrectly and in a careless, illegible style. At a later period it might be impossible to correct these faults.

The immediate object of this early dictation is to train the pupil's mind so that as soon as a word is heard by him, his hand will begin to write it immediately. The first thing to be accomplished is the overcoming of the gap between hearing and writing or "the time consuming pause while the hand awaits the decision of the mind." (1) At times the mind will complete its decision immediately, but the hand will be unable to execute it. A student must not feel discouraged at this fault, for the facility of the hand will increase steadily with continued practice and instruction.

(1) "Mastery of Shorthand" – David Wolfe Brown
of the principles can be seen as interesting and significant.

The impossible problem of the principle that information
may exist in a very literal sense if the universe were
finite and bounded. However, many

information theorists believe that if the universe were
finite and bounded, then information could exist in a
very literal sense. If it were

so, then it might be possible to construct
information theories that are

based on the principles of

physics.
Manual dexterity is a gradual growth and cannot be expected immediately.

There are many advantages to be claimed for early dictation practice. This practice is absolutely necessary to accustom pupils to write according to sound. If dictation is started at the very first lesson, the teacher can supervise writing habits from the very first instant the pupil picks up his pen to write. Moreover, the hand receives systematic training. Each day new matter is presented, and the hand receives practice which is not only systematic, but also progressive. The hand learns the simple strokes first, and then the more difficult are attempted. If, on the other hand, dictation is postponed until the whole system is learned, the hand must write simple and complex forms alike, and the result will be that neither will be done correctly or with facility.

In addition to being able to write with the hand, it is of utmost importance that one know what to write, for one cannot tell what his hand has the ability to do until his mind first dictates. The quicker the mind works, greater will be the amount of facility in the hand. Therefore, "agility of hand cannot be developed until the mind, by prompt conceptions, urges the hand to do its best." (1)

It is of utmost importance that the dictation in the beginning be given at a very steady, even rate. The dictator (1) "Mastery of Shorthand" – David Wolfe Brown
should never slacken when he encounters an unusual word. In fact, this is a very common fault of beginning teachers who fear that as soon as a difficult word is heard by the pupils, they will lose speed. They should be trained to write at an even rate in spite of the difficulties which they meet.

A teacher should not make a practice of dictating without a watch. The material should be marked off so that the rate may be checked every fifteen seconds. To develop speed gradually and efficiently, it is necessary that this be done.

In marking off material for dictation, there are two methods which may be utilized. The first method is the old way of dividing the number of words to be dictated for one minute into four equal parts. Recently, another and better method has been devised. It is marking off the material according to syllables. Of course it is absolutely obvious to all shorthand teachers that all material that is dictated is not of equal difficulty. In order to compensate for the various degrees of difficulty encountered, this new method called "the method of Syllabic Intensity" has been put into use.

If one should take two pieces of dictation material of apparently the same difficulty, and count the syllables of each piece of work, he would find that one will contain either more or less syllables per word than the other. If the first contained an average of 1.28 syllables and the other 1.46 syllables, the second would be more difficult to write because
In order to avoid unnecessary complications, let us assume that there are no significant changes in the background conditions or system settings during the period of study. This assumption simplifies the analysis and allows us to focus on the core data and patterns. However, it is important to note that this simplification may not fully capture the complex interactions and dependencies that exist in the real world. The results obtained under these conditions should be treated with caution and further verified through additional experiments and analyses.
it contained eighteen more syllables, or theoretically a
difference of about twenty writing impulses in a hundred
words.

This new method is becoming very important, and many of
the latest dictation texts have their material marked off in
this manner. It is not too radical a statement to make that
in the future all dictation will be presented in this manner.

The rate of dictation should be such that it stimulates
the taking of faster dictation. As soon as the teacher finds
that his pupils can take the major part of what is dictated,
he should increase his rate two or three words per minute.

Occasionally, in the advanced class it is good prac-
tice for the pupils to take down dictation given in a "choppy"
manner. This will acquaint them with the various styles of
dictation which they will meet in the business world. How-
ever, no teacher should ever resort to this method in a begin-
nning class, for it would be most difficult to use this method
as a speed builder.
Transcription

To say that transcription is either shorthand or typewriting is an erroneous statement, for it is neither. In fact, the processes which are involved in transcription are so complex that they have not as yet been completely analyzed. However, transcription has been defined as follows:

"Transcribing is not the sum of the two activities of operating a typewriter and reading shorthand. It is a synthesis of these two activities along with the other activities required to produce a transcript in good written English form and expressing the exact meaning of the dictator." (1)

The problems involved in transcription cannot be reached by the mere knowledge of how to teach shorthand and typewriting. They must be considered as set apart from shorthand and typewriting.

One of the real problems of transcription is to discover the difficulties which a particular class encounters in transcription. They will vary with the different classes, and they will not be standard errors. For example, one difficulty with a certain pupil might be that he never finishes his transcript. To trace back the cause the teacher might find that he has difficulty in reading his notes. Therefore, the remedy in that particular case would be additional reading to teach him to read, not only silently, but also rapidly. In addition, he must realize the importance of grasping the thought as he fluently reads, and the necessity of being able to decipher exact words.

(1) "Analysis of the Work of a Stenographer" - Earl W. Barnhart
The problem of recognition in machine vision is a challenging task. How can we develop algorithms to identify objects in images accurately? One approach is to use machine learning techniques. Will these methods be effective? What are the limitations and advantages of different algorithms? With a variety of datasets available, we can test and improve our algorithms further.

To solve this problem, one must understand the nature of the data. What are the essential features that define an object? How can we extract these features efficiently? The challenge lies in finding methods that can effectively handle the complexity of real-world images.

Moreover, the importance of accuracy cannot be underestimated. To ensure reliable results, we must develop models that can generalize well to unseen data. This requires careful consideration of the training data and the choice of evaluation metrics.
However, this fluent reading cannot eliminate errors in spelling, English grammar, or transposition of words caused by a student's unfamiliarity with the word used in the notes; i.e. "using 'cemetery' for 'seminary' because the word 'seminary' is not included in the pupil's vocabulary." (1)

The mental processes which are necessary for transcription are to a large degree more complex than those of taking dictation. The knowledge which is necessary for the process of transcription includes:

1. The technique for operating the typewriter.

2. Conforming to the conventions of written English.

3. Knowledge of arrangement, form, set-up, or style required for the transcript.

4. Knowledge of word equivalents of shorthand outlines.

5. General and specific information necessary for reconstructing from the shorthand notes the intended meaning of the dictator. (2)

In order to learn how to transcribe efficiently, there must be proper guidance and the right kind of drill and instruction so that there will be a co-ordination of all the processes mentioned above.

A pupil should never be allowed to plunge right into the transcription of his own notes, accurate or inaccurate as they might be, until he is able to type from the printed notes, thus obtaining a coordination of these skills.

At the very start, it is the duty of the teacher to mould the foundation. She should watch to see that the

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
(2) "Analysis of the Work of a Stenographer" - Earl W. Barnhart
students waste no time at their machines. They should be taught to have everything ready before they start typewriting—see that the machine is in good working order, that both marginal stops are properly set, that the type is perfectly clean, and that all the materials with which they will work are in the most convenient place.

There is the process of teaching transcribing to which the proper amount of attention is not always paid by the teacher. This is the reason why so many stenographers who go out as such from high school are not able to transcribe over twelve or fourteen words per minute at an accuracy greater than about 85%, although they can typewrite from plain copies at a rate of forty words per minute and can read shorthand at a rate of sixty words per minute. This fault is due to the lack of proper correlation of the activities involved in the operation.

Therefore, the pupils at the start should be taught to think when transcribing. Before the students are allowed to touch the typewriter for transcription work, they should be taught to read enough of their notes so they may start to type with some degree of confidence. This will insure, in addition, their understanding of the sense of the material, and it will include correct spelling and punctuation. Never is a pupil ready to transcribe immediately after the dictation.

It is important that pupils receive much practice in reading shorthand prior to transcription work, for "it is an
indispensable power in the chain of activities which result in a transcript." (1)

Furthermore, to increase the power of transcription and to aid in the elimination of errors, considerable practice should be given in setting up typewritten letters from an unarranged copy. Such letters approximate the conditions of a letter in shorthand. In leading up to the shorthand letter in this manner, the difficulty of transcribing the notes is removed, as are spelling and shorthand errors, but all the other difficulties such as punctuation and paragraphing remain.

After a few weeks of such practice in setting up unarranged typewritten letters, practice should be given in setting up on the typewriter letters from shorthand plates. This more nearly approximates actual transcription of one's own notes, but the problem of reading is simplified because of the accuracy and perfect form of the outlines. Here the pupil encounters such problems as he would meet in transcribing his own notes, such as spelling, vocabulary, letter placement, punctuation, and a number of other problems.

Finally, the last type of intensive practice will be the actual transcription on the typewriter of a pupil's own notes which he has taken from dictation. This procedure should be carried out under actual office conditions where he will have easy access to the dictionary, reference books, files, and other office equipment.

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
After a few weeks of sleeplessness in seeking to set up my affairs, I was eventually led to believe that the only solution was to return to the United States, where I had many friends and contacts. However, the journey was not without difficulties, as I had to navigate through the complexities of immigration and visa regulations.

The nature of the journey was challenging, and I had to rely on the kindness of strangers to help me along the way. Despite the challenges, I persevered and eventually arrived in the United States, where I was reunited with my family and friends.

In the end, I realized that the only way to overcome the obstacles was to keep moving forward, no matter how difficult the path might be. I am grateful for the support of those who helped me along the way, and I hope that my journey will serve as an inspiration to others who may face similar challenges.
Occasionally, it is advisable to request pupils to turn back to a letter of a certain date and ask them to transcribe it. This gives them practice on cold notes and emphasizes the importance of dating their notebooks.

After the transcription of one’s own notes has been carried on for a few weeks, the training should be reinforced by a very careful study of all errors. Such errors will include a pupil’s unfamiliarity with words, sounds, meaning and spelling, weakness in punctuation, the dividing of words at the end of a line, uncertain, wrong, or omitted shorthand outlines, careless misreadings of faulty outlines, and faulty finger movements on the typewriter. As most of these errors will be individual errors, it is a wise plan to force students to keep a record of all transcription errors, such record to be passed in once a week for the teacher’s inspection. This record insures the teacher that the pupils know what the errors are which they make, and that they make some attempt to remember them so they do not occur again. The teacher also may use these analyses sheets as a basis of her teaching procedure, for she knows then what errors occur most frequently.

The principal causes of loss of speed and accuracy in transcription have been found to be the following:

1. Faulty reading
   A. For words
   B. For meaning

2. Lack of practice in converting a known outline into a correctly transcribed word.

3. Distraction due to concentration on the
The importance of keeping your feet wet.

After the translations of songs can never be learned.

Order of for the new songs are a little more above and can be

written in a chart and rewritten in the chapter.

of the book a little more amount of a little more.

containing, containing, containing, containing, containing,

and not.

It is necessary to keep a statement to the interpreter.

It is a little more to look for

will be misleading, states, it is a little more to keep a

louse to keep a ready for the translator's amount, such a few.

To do knowledge in what a week for the translator's amount.

To do knowledge in what the amount from what the

result in the example that the amount from what the

order in how to make something to make some material

to do something else or you do not have many.

The material known to use of some was very important.

the material known to use of some was very important.

(preparation, you can make new results without your assistance.)

You can make new results without your assistance.

You can make new results without your assistance.
reading. (This interferes with strictly type-
writing phases of transcription)

4. Faulty knowledge of English
   a. Mechanics
   b. Grammar and Composition
   c. Vocabulary

5. Heedlessness (1)

Business men constantly criticise their stenographers
because they have no speed in transcribing and as a result
they cannot produce volume. Therefore, it is the task of
the teacher to develop in the pupils capacity in transcrip-
tion.

In transcribing, the pupil should be taught at the very
first lesson that he is to keep his eyes on the shorthand
notes just the same as he keeps his eyes glued to the printed
sheet in copy work for typewriting. He should not glance up
at the typewriter, for it means loss in time. If he follows
these directions, he will not lose his place, and the carriage
of the machine will be kept running smoothly and steadily.

As the time goes on and the student is able to trans-
cribe fairly well, more time should be devoted to letter
forms. The teacher should teach all the various forms which
are in use in the business offices at the time. On certain
days certain letter styles will be required; on others, the
pupils should be given the privilege of using their own
judgment as to the set-up of the letter. This procedure en-
ables them to apply what knowledge of forms they have already
learned.

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
After they are able to set up letters satisfactorily, a standard transcription speed should be set for them. They should be impressed that quantity and quality of work turned out are of equal importance for they will be paid for what they turn out, and, in addition, quality is required. In fact, the business man of today maintains as his slogan, "Quantity Accompanied by Quality." (1)

Pupils should be taught always to read over their transcripts before they remove them from the machine. A very good plan to relieve the teacher of the great burden of correcting all these papers is to take them into the shorthand class and give them out, special care being taken to see that the pupils do not receive their own paper. Then the teacher should read back the letters giving the punctuation and commenting on spelling and other necessary points as they come up. The pupils learn a great deal when correcting in this manner, and they find it of interest to see how their work compares with their neighbor's.

No work should be accepted for credit which is not mail-able. All papers should be filed in budget form by the pupils at the end of the week's work. This procedure is a great aid to the teacher in checking up work. Instead of marking each day's transcript, if this method is used, the teacher may give one mark for the week.

There are various systems which are used for grading transcription work. Usually the teacher will find that a

(1) "Methods in Commercial Teaching" - Jay W. Miller
certain marking system is in use in the school when she arrives. If so, she must accept that, or otherwise, she may adopt her own.

One system which has been suggested is the following:

Deduct five points for:

- misspelled words
- transposition of letters in a word
- use of incorrect word when the meaning is changed; i.e. "affect" for "effect" or "enable" for "unable."

Deduct three points for:

- faulty paragraphing
- incorrect punctuation
- omitted words
- incorrect use of apostrophe
- incorrect form of letter
- incorrect use of singular forms
- incorrect division
- erasures (1)

Another system which is taught to the teacher-training classes at the Boston University College of Practical Arts and Letters to be used in the high schools is as follows:

1. The transcript must agree word for word with the original dictation.

2. In a typewritten transcript no deduction should be made for errors chargeable to the machine.

3. In grading a transcript the following symbols are used to indicate grades to be deducted:

(1) "Teaching Business Subjects in the Secondary Schools" Conner T. Jones
The shorthand errors will consist of:

- An Omitted Word
- An Added Word
- A Substituted Word
- A Transposed Word

The English errors will consist of:

- Capitalization
- Punctuation

The pupils will correct the errors they find, and the teacher will deduct for errors that she finds in the paper. It is a good plan to deduct for error and classily, thus according to the list on the first sheet, the teacher and the pupils will keep up only the shorthand errors and the teacher will deduct for overtime. The shorthand errors will consist of:

- Use of singular for plural and vice versa
- Tenses

Elizabeth B. Cooper, B. A.--F. A. L.
The Spelling errors will consist of:

Misspelled words
Compounds
Possessives
Division of words

In following this method of correction, the first sheet of the transcript will contain the following words in the upper right hand corner:

Time
Type
Shorthand
English
Spelling

The pupils will correct the transcripts while the teacher reads. Then they will total the entire number of each kind of error and classify them according to the list on the first sheet. The pupils will count up only the Shorthand, English and Typewriting errors, and the teacher will deduct for overtime and spelling errors when she grades the papers.

Then the teacher goes over the papers to grade them; she should watch for minor details such as right-hand margins, set-up, unclean type, etc. It is a good plan to deduct 5% for any errors in general.

Finally, two grades will be given, one for shorthand and one for typewriting. (1)

This system of grading has been used with much favor by various graduates of the College of Practical Arts and Letters, Elizabeth W. Carvell, Instructor, B. U.—P. A. L.
and generally, it has been accepted as covering all points to which attention should be paid if efficient stenographers and secretaries are to be turned out from the schools.

Very few instructors who teach stenography ever stop to analyze in detail of what a stenographer's work consists. If a teacher would make a thorough study of the minute details, her teaching would be greatly improved upon. The following outline of the analysis of the work of a stenographer should be studied by each and every teacher who aims to train her pupils to become the most efficient of the many thousands of stenographers now in the business world:

I. General Analysis of the work of a stenographer

1. As an office clerk, general clerical duties, and character traits as an office employee.
2. As a stenographer, producing transcriptions of dictation
   a. Taking or reporting dictation
   b. Transcribing dictation

II. Analysis of the work of stenographer in reporting dictation

1. Listens to the dictator and hears his continuous stream of meaningful sounds expressing intended meaning of dictator. This results in:
   a. Word recognition of similar words and phrases
   b. Word construction through syllable recognition and synthesis of unfamiliar or unrecognized word sounds of:
      1. Unfamiliar or new words
      2. Misunderstood words (such as homonyms)
      3. Indistinctly heard words
   c. Pause recognition
      1. Word groupings into phrases, clauses, sentences or paragraphs. (includes tabulations and quotations)
   d. Inflection recognition as:
      1. Rising inflections and questions
      2. Emphasis
2. Interpretation from sounds and inflections the inferred meaning of the dictator. This requires:

a. Inferences as to the meaning of the dictator based upon:

1. What is recognized whether or not actually said by the dictator.

2. What is already known to the stenographer, including:

   a. Words familiar to her (stenographer's listening or hearing vocabulary—modified by Law of Hobson-Jobson)
   b. Words used by the dictator (dictator's speaking vocabulary)
   c. Subject matter of dictation
   d. Dictator's use of pauses and inflections in speaking
   e. Speaking style or mannerisms of dictator.

b. Inferences as to meaning made difficult by dictator's speaking style:

1. Verbal
   a. Mispronunciation, errors, illusions
   b. Use of ambiguous words (homonyms)
   c. Unintentional use of wrong words:
      1. Actual substitution (as Boston for New York)
   d. Omissions
   e. Irrelevant words, writing directions, conversations with others, repetitions

2. Oral Punctuation
   a. Pauses at insignificant places
   b. Wrong or unintended inflections
   c. Insignificant changes in rate of speaking

3. Indistinct Articulation
4. Speed of Dictation (too slow, too fast, too irregular)
5. Instructions as to dictated matter (insertions, omissions, changes)
6. General dictation mannerisms

3. Inferred meaning stimulates movements for writing shorthand notes.

a. Automatic responses (familiar words or outlines)

b. Recalled responses (slightly known words or outlines).
c. Constructed responses (new words and meanings or outlines)
   1. Forgotten words or outlines
   2. Absolutely new or unknown words or outlines

4. Makes writing movements
   a. Movements for making shorthand symbols themselves
   b. Auxiliary movements (holding book, turning pages, replacing pencil, dipping pen)

III. Analysis of the Work of a Stenographer in Transcribing Shorthand Notes

1. Knowledge required for transcribing:
   a. Operation of Typewriter
   b. Conventions of written English:
      1. Word form (spelling, particularly of homonyms, possessives, plurals; syllabication; hyphenization)
      2. Capitalization
      3. Representation of numbers
      4. Use of Abbreviations
   5. Word groupings with punctuation required to express exact thought
      a. Interior punctuation (phrases, clauses, series)
      b. Exterior punctuation (sentences, paragraphs, quotations)
      c. Letter and other transcription forms
      d. Word equivalents of shorthand outlines

2. Operations in transcribing:
   a. Reads notes (interdependence of word equivalents of outlines and intended meaning)

      1. Reconstructs intended meaning of dictator from:
         a. Specific word equivalents of outlines
         b. General word recall, such as:
            1. Recollection of sounds of dictation
            2. Knowledge of intended meaning
            3. Knowledge of general subject of dictation
      2. Recognizes particular word represented by each outline:
         a. Automatic recognitions
         b. Recalled recognitions
c. Constructed recognition:
   1. Errors in outlines
   2. Ambiguous or indistinct outlines
   3. Omitted outlines
b. Makes typewriting movements stimulated by meaning of dictation.
c. Modifies typewriting movements to observe conventions of:
   1. Typewritten form
   2. Written English form
d. Reads written work for correction of errors
   1. Typographical errors
   2. Form errors, spelling punctuation
   3. Thought errors
Chapter V

The Development of Skill

"The mastery of any art as a whole must be built upon the separate mastery of each of its several parts. The chain can never be stronger than its individual links." (1)

Drill

Skill development lies in the amount of drill which the members of the class are given in the early stages of their study. If shorthand teaching is to be made effective, the pupils must be drilled in correct habits from the very beginning, and before them must be kept the idea of rapidity of execution. Technique must be enforced in daily drill.

The teacher should drill with the students as a means of encouragement, showing them how to make the curves, ellipses, and single and double strokes rapidly, so the wrist and fingers will become flexible. This fact in itself is one of the greatest assets of the speed writer. First, they should write phrases and sentences slowly, and then gradually they should be made to increase their rate. The teacher should instill in the pupils the confidence of their own capabilities merely by the force of their own confidence.

Just as rhythmic drills are important in beginning typewriting, so are they important in beginning shorthand. Both music and counting should be employed so the sentences practiced will eventually be written smoothly, accurately, and without hesitation. After the pupils have accomplished this

(1) "The Mastery of Shorthand" – David Wolfe Brown
The Development of Skill

Chapter

The process of skill development is one of the most important aspects of learning and education. It involves the systematic and deliberate practice of a task or activity in order to improve performance. Skill development is a complex process that requires time, effort, and persistence.

In the early stages of skill development, individuals may experience frustration and failure. However, with continued practice and feedback, they can gradually improve their performance and gain confidence.

As skill development progresses, individuals may encounter challenges and obstacles. It is important to maintain a growth mindset and to view challenges as opportunities for learning and growth.

The ultimate goal of skill development is to achieve mastery, which is defined as the ability to perform a task with ease and proficiency. However, mastery is not just about achieving a high level of skill, but also about the process of learning and personal growth that accompanies it.
much, and a good swinging pace has been secured, they should be given work with which they are unfamiliar.

A class should not be forced to practice repetitiously on any phase for too long a period, for repetition practice very often means waste. First, the class should be impressed with the importance which the teacher gives to the drill. Everyone is to practice diligently so no waste of time will ensue. In addition, it should be clear to each student just what point or points will require drill. Finally, there must be a method of checking up on the part of the teacher to see how successful the practice has been. To make sure that every pupil is attempting to concentrate and is putting in as much effort as possible, the teacher should pass around the room while dictating and make observations.

If a pupil expects to attain fluency in writing, he must know his theory well enough so he won't have to think how to write the outline. Therefore, the application of the principles to the actual writing of words should be reduced at once to automatic facility. It is plainly seen that it is necessary that shorthand be taught in such a way as to form facile habits; therefore, drill in the theory class will predominate as a method of teaching. As soon as the shorthand principle is understood, an end should be put to analysis, and skill in writing should be developed.

There are seven elements of successful practice that ought to be considered:
A closer analysis of the document reveals the following:

1. **Language and Structure**: The text appears to be written in English, although the handwriting is somewhat legible. The sentences are fragmented, making it difficult to extract coherent information.

2. **Content Analysis**: The document seems to be discussing some form of scientific or technical topic, possibly related to education or research, given the references to learning, teachers, and instruction.

3. **Possible Themes**: Themes might include pedagogy, instructional methods, and educational philosophy. However, the exact nature of the discussion is not clear due to the fragmented nature of the text.

In summary, the document appears to be an excerpt from a scientific or educational context, possibly related to instruction methods or educational strategies, but the specific details are not discernible due to the handwriting and sentence structure.
1. After a correct start has been made, the proper connections should be automatized.

2. Correct practice

3. Importance of pleasant tone

4. Concentration

5. Drill on Essentials

6. Distributed practice periods

7. Increasing intervals between repetitions (1)

In regard to the automatizing of proper connections, it may be said that the technique of shorthand writing is acquired during the first few weeks. Therefore, much emphasis should be placed upon this work, and the teacher should stress the importance of correct position at the desk and the manner of holding the pen, for it is much more advantageous to teach form at this time than to have to break habits later on.

Only correct outlines should be practiced. No homework should contain outlines which have not been corrected previously in class.

Beginning pupils as a rule try to make good-looking outlines, and as a result, they draw them. They should be told that correct movement is of much more importance than form, and that the correct form will come only with continued practice. If it is noticed that the students do draw their outlines, the teacher should lay more stress on penmanship drill.

Good "tools" are also a necessity to start the pupils on the right track. Only smooth-surfaced paper and a fine-

(1) "Teaching Business Subjects in the Secondary Schools" Conner T. Jones
pointed, smooth pen should be recommended.

Correct practice is the only means by which perfect work can be attained. Mere repetition is not sufficient. If the teacher notices that careless work is being done, she should stop the class work immediately. In the beginning, most of the practice should be for accuracy because speed will gradually appear itself. The students should be instructed as to the manner in which their homework practice is to be done, and if the teacher hopes to make this homework drill effective, only short lessons should be assigned.

Nothing can impede a pupil's progress more than a harsh, unpleasant tone of voice of which the teacher is a possessor. If teaching is accompanied by a pleasant tone, progress is facilitated. It is a psychological fact that "responses or reactions bringing satisfaction tend to be repeated while those accompanied by a feeling of annoyance are eliminated." (1) If a teacher speaks harshly to a pupil, he will acquire a mental "set" unfavorable to the work, and the teacher will find her teaching most unsuccessful. A class must be encouraged, if success is to be attained.

In order to secure concentration and intense effort in the easiest manner, the active interests of the pupils should be utilized. Spontaneous interest in the subject itself is the best form. This interest may be aroused by referring to the success of others who made a study of shorthand, by changing the order of the class recitation occasionally, by appealing

(1) "Teaching Business Subjects in the Secondary Schools"
Conner T. Jones
to emulation which will, no doubt, produce satisfactory re-
sults, by dividing the class into teams, and by keeping graphi-
cal records of their achievements, and finally, by holding
contests with different sections or class groups. In word
sign reviews, use flash-cards or have a match similar to the
old type of spelling match.

Then drill should be on essentials only. It is wasteful
to spend equal time on both important and unimportant phases
of the lesson.

All practice periods should be distributed, and they
should not be so long that the pupils become fatigued. In
fact, two forty-minute periods are much better than one eighty-
minute period.

Finally, there should be increased intervals between
repetitions. It is of extreme importance that word signs
or brief forms be reviewed continually throughout the course,
for if not, those which are not used as frequently as others
will be forgotten entirely.

Even though repetitious drill becomes ineffective, there
should be drill on each principle separately so that there
will be no hesitation whatever in the writing of a word in
application of that principle. A pupil, if he has received
the right training, should be able to write a word the minute
he hears it. As long as there remains any sign of hesitation,
it is obvious that the principle has not been mastered, and
the class is not ready to go on to the next lesson.
The clauses of the preceding pages are

...
Just as hesitation affects speed so does it affect legibility, for a wavering mind causes jerky, spasmodic movements of the hand. Furthermore, if a writer hesitates over one outline, he will probably lose ten or fifteen of the words following. As a result, he must catch up and he scrawls, sprawls, and scribbles in the attempt. Therefore, shorthand which is written with a hurried hand and a wavering mind results in outlines which cannot be deciphered.

Under no circumstances should a writer ever hesitate over a word. He should write what he thinks is correct for the time being or write an outline which will be somewhat intelligible; then when the dictation is finished, he may go back and solve the difficulty.

There is nothing which will lead more quickly to sluggish mental habits or delay speed acquisition than the pausing and pondering over every uncommon word which is encountered. A still worse fault is the teacher's suspending the dictation until a questionable outline is looked up in a dictionary or text book. "*Keep on* should be the inflexible rule for both the writer and the reader!" (1) if one expects to reach the standard speed requirements set by the school.

Penmanship

The foundation of executional skill in shorthand writing lies in certain techniques of penmanship.

One of the most common causes for loss in speed is the method of writing angles. It is true that teachers stress

(1) "The Factor of Shorthand Speed" - David Wolfe Brown
the point of angles so much in beginning work that pupils think that never must they round an angle. Even a large number of experienced writers pause unnecessarily at angles or hesitate when the direction of the stroke changes. The angle should not be made too sharp nor too precise, and in advanced work, pupils should be informed of this fact. To quote Mr. Gregg in an issue of "The Gregg Writer" in regard to this matter:

"Some time ago in this magazine when referring to the notes of a stenographer who complained that he found it impossible to get up speed, we said: 'The notes showed wonderful exactness of form, but the angles were so positive that it was evident that an absolute pause had taken place after each of them. Precision is a good thing especially when learning the principles, but it can be carried too far in the case of rapid note-taking and thus prove a detriment to the acquirement of high speed. When the writer of shorthand has attained sufficient command of his hand to make the outlines rapidly, he should round off the angles. This is a point worthy of thought, experiment and practice on the part of the writer who aims to become an expert writer.'"

Another factor of penmanship technique is the pen lifts. It has been estimated that more than 50% of the time spent by the average writer in note-taking is lost between the writing of outlines or pen lifts.

"It is doubtless true that the ordinary writer loses, while his pen does not touch the paper, while he is passing from word to word, from phrase to phrase, from line to line, from page to page, while strictly speaking no writing is being done,—more time than it occupies in the shaping of characters." (1)

From the very beginning, pupils should be taught the importance of writing rapidly and accurately rather than slowly and carefully.

The majority of successful teachers today have eliminated

(1) "The Factor of Shorthand Speed" — David Wolfe Brown
the use of copybooks as an aid in penmanship drill. It was discovered by those who used such books that they played the role of a crutch. Pupils could do excellent work while copying, but if the books were taken away, they could not apply what they had been practicing. If free-hand exercises are given to the students to be written rhythmically and swiftly, it will not be difficult for the pupils to develop from the very first a rapid, continuous movement which will be applicable to all writing, and form will be acquired, in addition to correct movement, without any difficulty.

The best place to start to develop style in writing is in the very first lesson. Some teachers would not consider going on to the second lesson until all principles, words, and brief forms were memorized, but they never pay any attention to the character of the outlines. A great deal more will be accomplished by writing from dictation and using penmanship drills than from the slow, careful copying from a text.

At the first meeting of the class, practice should be started on left and right ovals and on continuation stroke drills so that freedom and rhythm of movement, which is necessary to rapid writing, will be developed from that time on.

As the majority of strokes in Gregg shorthand are derived from the ovals, these should be practiced in conjunction with the stroke being learned. Of course, only muscular movement should be allowed.

To eliminate waste motion, the hand should go from one
outline to the other without any extra skirmishes or fancy flourishes.

The pen should be kept very close to the paper—not the hand. If no more outlines are to be made, the hand should come to a standstill. When an outline has been finished, the terminating stroke should taper, that is, as the stroke is completed, the pen should lift from it. This is a most important factor in fast writing, and it is called "the get-away."

Because pupils acquire the habit of leaving large spaces between longhand words, they do the same with shorthand words. Shorthand outlines are much smaller than longhand words; therefore, the space left between the words should be made proportionately. In other words, the aim is to make compact notes and the more compact they are, the greater will be the speed.

At least a few moments of every class lesson throughout the year should be devoted to penmanship drill. The following story is used to illustrate the importance of continuous practice and drill:

"A few years ago when Paderewski was touring this country he was scheduled to play at Omaha. But owing to the extreme cold weather, he was unable to do any practicing for two or three days previous to the recital. As a consequence, the recital was called off and Mr. Paderewski went on to Denver to fill his next engagement. In explaining to a reporter his refusal to play at Omaha, Mr. Paderewski said:

"When I go one day without practicing, I notice it; when I go two days without practicing, my friends notice it; and when I go three days without practicing, my public notices it." (1)

This is true of students in regard to writing shorthand,

(1) "Fourteen Points in Shorthand Teaching" — Hubert A. Hagar
The new method of testing yeast samples to determine its viability requires a careful analysis of the results. It is essential to consider the conditions under which the yeast was grown and the methods used during the fermentation process. This information can provide valuable insights into the yeast's viability and the potential outcomes of brewing.

In conclusion, the new method offers several advantages over traditional techniques. It allows for a more accurate assessment of yeast viability, which is crucial for ensuring the quality and consistency of beer. Furthermore, it enables brewers to make informed decisions about yeast selection and the brewing process, ultimately leading to better beer.

For brewers, it is important to stay updated with the latest research and advancements in yeast testing. This will help in choosing the right yeast strains for different brewing styles and improving overall beer quality.
this difficulty, the best shorthand reporters practice the strokes of the alphabet and brief forms each day before they go into court.

The best results will be obtained from penmanship drill given at the beginning of the period. In fact, a safe rule to follow is "Always give the drill at the beginning, but never at the end of a period" for at the end the pupils are more or less fatigued, and poor work will result. Therefore, it is a good plan to end each day's work with material dictated at a comparatively slower rate than is used for practice in order to stress quality of writing.

The blackboard may be used as an aid in developing skill in writing. If the teacher gives speed demonstrations on the blackboard, she will arouse the pupils' interest and it will stimulate them to take speedy dictation in their notebooks.

The teacher can illustrate on the board what she means by "flow" which is the aim of the course, and in addition, she can illustrate swiftness of correct movement, and show them how incorrect movement hampers speed. She can display the wrong ways of writing together with the right ways. If she illustrates how they should sit and think in order to get swiftness in the hand movement, also showing how faulty writing may be corrected, the pupils will steer clear of these faults instinctively.

Furthermore, while writing on the board, the teacher should classify her work. As a result, the students will gain in speed more quickly because a lasting impression of
The best practice will be obtaining actuarial data that includes a sample of the population being insured. This can be done by analyzing data from insurance companies or by conducting surveys of policyholders. The data should be analyzed to determine the actuarial values that will be used in the underwriting process. This will help ensure that the insurance company is not underestimating the risk of the policyholders.

The underwriting process involves the examination of the risk presented by each policyholder. This is done by analyzing the policyholder's medical history, age, gender, occupation, and other factors that may affect the risk. The underwriting process is crucial in ensuring that the insurance company is not overestimating the risk of the policyholders.

The underwriter will review the policyholder's medical history and determine the health status of the policyholder. This will help in determining the premium that will be charged to the policyholder. The premium will be based on the risk presented by the policyholder.

The underwriting process is an important part of the insurance underwriting process. It ensures that the insurance company is not underestimating the risk of the policyholders. This will help ensure that the insurance company is not overestimating the risk of the policyholders.
the forms is left on their minds due to the classification and orderliness of the work.

Most teachers aim to stress the major points necessary for acquiring skill in writing, but very often they overlook the minor points which in reality are important. One of these so-called minor points is the manner in which the leaves of the notebook are turned. The amount of time which is spent in performing this act is almost inconceivable.

Perhaps the best and most satisfactory method of turning the pages is as described in the following paragraphs:

"When the hand has travelled about a third of the way down the page, push the leaf up a little either with the ball of the little finger of the right hand or with the left hand, and insert the second finger of the left hand under the leaf, keeping the leaf pressed with the first finger and thumb.

"Then instead of letting the right hand work down the page, keep it on the tablet at about the same level and shift the leaf up with the first finger and thumb of the left hand. The shifting of the leaf can be easily accomplished while the pen is passing from one line to another.

"When the bottom of the page is reached, lift the thumb and first finger and the second finger will turn the leaf over without perceptible effort. With this method the hand always has a smooth surface, as the supporting fingers are always on the tablet, and no time whatever is lost in passing from page to page." (1)

(1) "Obstacles to the Attainment of Speed in Shorthand" Arnston & Beygrau
Mental Obstacles

The following mental obstacles should be considered by both pupils and teachers when endeavoring to develop skill in recording dictation:

1. Indecision
2. Lack of concentration
3. Lack of poise
4. Nervousness and excitability
5. Mind wandering
6. Sluggish mental habits
7. Slowness of perception
8. Inability to grasp the meaning of the English language
9. Unfamiliar words
10. Lack of confidence in ability to read notes
11. Poor memory
12. Consciousness of imperfect execution
13. Unfamiliarity with fundamental word building principles of the system
14. Imperfect coordination between mental and physical operations
15. Most serious of all--lack of logical construction of the shorthand systems written, (1)

In addition to these obstacles there are many which are more physical than mental, such as poor sight, poor hearing, etc. to which strict attention must be paid, also.

Of the mental obstacles enumerated, *indecision* is the

(1) "Obstacles to the Attainment of Speed in Shorthand" Beygrau and Arnston
most common. This fault arises from:

1. Difficulties of phonographic construction; although the difficulties which are inherent to a particular system of shorthand writing are most serious, they can be overcome to a certain degree by the teacher's simplified method of instruction and proper drill.

2. Certain mental habits of the writer which are the result of incomplete mastery of the principles of word-building and insufficient practice in their application. Of course the remedy for this is a thorough review of all the principles, together with much drill in putting the word-building principles to use.

When pupils seem to lack the power of concentration, certain concentration exercises should be used in the class every day. Progress in learning and the development of high speed are both impossible without concentration. An excellent device for developing the power of concentration is to give definite drills which will aid in the pupils' holding of a large number of words in their minds while all writing is stopped. Dictate a sentence and do not allow the students to write until the whole sentence has been uttered. However, in the beginning, only short sentences or parts of sentences should be given to be increased in proportion to the increase of the power to hold the words in the mind.

Another method which may be used is forcing the pupils to read new shorthand work, the subject of which is unfamiliar to them. In order to derive any sense from the notes, they will have to concentrate, and consequently, the power to hold
themselves to the work will be increased immensely.

Another serious obstacle to both speed and accuracy is the affliction which is so common to the pupils of high-school age, namely, nervousness. Very often this condition is aggravated by the teacher in going over the material too hurriedly so that the pupils acquire a certain mental "set." To remedy this defect, reviews may be given, and in addition, dictation should be given slowly so that the pupils will write correctly what is dictated. If they are able to write most of it, they will become confident, and as soon as their confidence is restored, nervousness will disappear, and a decided change for the better will take place in their work.

The obstacle of mind-wandering does not become realized until the pupils are rather advanced and can write the majority of words subconsciously. However, this is most serious in the way of speed development and should be overcome as quickly as possible. First, the writer must aid himself by at least attempting to concentrate. Then the teacher can be of help by making the material which she uses for dictation more difficult, and by requiring that pupils pay constant attention.

Except in a few cases, the average pupil in the high school has done very little to quicken his perception and overcome sluggish mental habits. In most studies there is time to think before submitting an answer, but shorthand is different—it requires quick thinking, quick decision, and fast action. An exercise which requires quick co-ordination of mental and manual effort should be given. Many athletic
games, such as football or basketball are very valuable in aiding to develop these qualities.

If a pupil is unfamiliar with much of the English language, he is impeded in his attempt to write shorthand because his effort is absorbed in trying to understand the meaning of what is being said. For when a pupil comes upon an unfamiliar word, two difficulties confront him: first, understanding the sounds in the word and secondly, attempting to select the correct outline form.

In order to remedy this condition, there must be a constant and thorough study of English until the pupil's vocabulary becomes widened. Every strange or unfamiliar word which is encountered should be the object of special study. The kind of material which is used in advanced dictation classes is also of importance because it aids in developing knowledge of the language in addition to increasing the writer's vocabulary and so lessening the number of words which will cause the pupil to hesitate because of his unfamiliarity with them.

Besides these obstacles which have already been mentioned, there are certain others which may be classed as technical obstacles and which are not exactly within the scope of the work of the teacher. However, the shorthand teacher can do much to improve the situation.

The first of these is the pupil's consciousness of imperfect execution. When a pupil is aware that he executes a form imperfectly, he immediately becomes upset, and his power
In order to succeed in life, it is important to plan and set goals for personal growth and development. This plan should be flexible and adaptable to changing circumstances. It is essential to maintain a positive attitude and to persevere in the face of challenges. The journey towards self-improvement is continuous and requires regular self-reflection and evaluation. It is important to celebrate small victories along the way to maintain motivation and confidence. By setting achievable goals and working diligently to achieve them, one can experience a sense of accomplishment and a sense of fulfillment in life. In conclusion, the key to success lies in the ability to set clear goals, develop a plan of action, and remain motivated and disciplined in its execution.
of concentration is disturbed for the time being. The result is that there is a considerable loss in speed, and there occurs what reporters and telegraphers call a "break"—the loss of several words by the writer. In order to remedy this defect, first the cause of the imperfection in execution must be determined. It may be due to faulty elementary training in penmanship or to executional difficulties inherent in the shorthand system. However, these last in the Gregg system are reduced to a minimum.

The second of these so-called Technical obstacles is a lack of confidence in ability to read what has been written. This springs directly out of the difficulty which arises when one is conscious of imperfect execution of the characters. The obstacle should be overcome as soon as possible for one who is affected by it can never become a rapid or accurate writer. In order to correct this, the teacher should emphasize reading from both engraved plates, this to lay stress on form, and the writer's own notes so he will become familiar with the many deviations from the correct form. The difficulties of execution should be analyzed and much practice work done to develop facility in the execution. Both of these processes should be supplemented by penmanship drills in order to improve the style of writing.

The next obstacle to be considered is unfamiliarity with word building principles. To correct this, it is obvious that the word building principles must be studied until they are
The report on the recent earthquake in California has raised concerns about the potential for similar events in other areas. It is important to understand the factors that contribute to the formation of such seismic activity, particularly in regions with a history of significant earthquakes. The study of fault lines and the analysis of historical seismic data are crucial in predicting future events. However, it is also essential to consider the role of human activities, such as the extraction of natural resources and the construction of infrastructure, which can exacerbate the risk of seismic damage.

Moreover, the implementation of effective emergency preparedness measures is vital. This includes the development of early warning systems, the establishment of robust communication networks, and the provision of adequate training for emergency responders. Public awareness campaigns can also play a significant role in informing citizens about the importance of preparedness and the steps they can take to minimize the impact of earthquakes.

In conclusion, while the occurrence of earthquakes is an inherent aspect of the earth's geological processes, the development of comprehensive strategies and policies can significantly reduce the potential for loss of life and property damage. It is crucial for governments and stakeholders to continue to invest in research and infrastructure to enhance our understanding and management of seismic risks.
known perfectly. One word of caution to be given to pupils in this regard is that a word should always be written in the same way, for if not, hesitation is sure to occur.

Finally, the last mental or technical obstacle is the lack of ability to coordinate mental and physical operations. Some pupils possess naturally this ability, but with most pupils it is acquired in the same proportion to the degree of the complexity of the shorthand work. As a corrective, the least technical system of shorthand should be studied—one which contains very few exceptions to rules and one which contains words which are written correctly only one way. Gregg shorthand possesses both of these correctives, and it is a great aid in the development of coordination of mental and manual effort.

Manual Obstacles

Besides the mental obstacles to the attainment of speed in shorthand, there are manual obstacles which hinder progress in a similar way.

The points which will be discussed under this heading are:

1. Importance of correct position
2. Easy arm movement
3. Method of grasping pen
4. Manner of resting the hand on the paper
5. Character of notes
   a. large notes
   b. notes too far apart
6. Manual Execution
7. Lifting the pen too high
8. Lifting of the entire hand from the paper between outlines. (1)

(1) "Obstacles to the Attainment of Speed in Shorthand"
Amston & Beygrau
In considering slowness, it is obvious that it may be either manual or mental, and that it is usually due to lack of proper training. Often times a writer knows he has no speed, but cannot trace the cause of his slowness. In most cases these faults are present, but he is unaware of them. The only way such a person will ever find out they are present is to have them discovered by the teacher or some other writer who watches him at work.

The importance of correct position while writing is too often neglected by teachers who do not stress it enough. An incorrect position is a distinct hindrance to fast writing. The writer should sit erect, easily, and naturally. Both feet should be flat on the floor. He should not sit in a sideways position, but should sit squarely in front of the desk. Both arms should rest on the table or desk, but not with equal weight. The weight of the body should never rest on the forearm, for if it is held down by such a weight, a free movement of the arm and hand is impossible. Consequently, without such freedom, there can be no speed. Therefore, the weight of the body should be supported by the left arm, while the right arm and hand rests as lightly as possible on the desk with nothing to hinder its movements.

In addition, the position of the wrist should be watched. It should not be allowed to rest on the edge of the desk, for under such a condition the hand and arm will become numb. Moreover, a free gliding movement cannot be attained with the hand
in this position, and moreover, the muscles will become tired and the best work cannot be accomplished. Finger movements are caused by this manner of writing, and only laborious, cramped, jerky, and slow writing can ensue; therefore, under these conditions, speedy writing cannot be realized.

Therefore, an easy arm movement is necessary for the attainment of a free, smooth, continuous gliding motion. However, in cultivating this arm movement, the use of the fingers as writing agents are not disregarded.

"It should not be forgotten that those little instruments, the fingers, so highly valued in every other manual art because of their adaption to quick and delicate movements, can serve as important adjuncts (I don't claim that they should be the sole machinery) in symmetrical and rapid shorthand writing." (1)

Without doubt, the better results will be obtained by combining judiciously both muscular and finger movements—but the muscular movements should predominate. Along with these two, a side movement of the wrist may be used advantageously. Thus when all three movements—wrist, fingers, and arm—are co-ordinated, great flexibility is given to the hand.

Another important phase of speed acquiremment is the manner in which the pen is gripped. A faulty habit of many writers is that they grasp the pen much too tightly. As a result, there is a tenseness and stiffness of the whole arm and hand. Then the hand becomes jerky and spasmodic in its movements, the fingers become rigid, and help in character formation is entirely lost. Moreover, the excessive strains wear on the muscles. Therefore, the pen should be held lightly, exerting

(1) "The Mastery of Shorthand" - David Wolfe Brown
In this context, one can observe the importance of a clear and logical presentation of ideas. However, it is also crucial to engage the audience effectively. The act of relating the new information to familiar concepts is a powerful tool in understanding complex ideas. Moreover, the ability to articulate these concepts in a manner that resonates with the audience can significantly enhance comprehension and retention.

There are several strategies one can employ to communicate these ideas effectively. First, it is important to identify the key points and organize them in a logical sequence. Second, using analogies and metaphors can help bridge the gap between the familiar and the unfamiliar. Third, incorporating visual aids such as charts, graphs, or diagrams can aid in visualizing the concepts and making them more accessible. Finally, actively involving the audience through questions or interactive exercises can enhance engagement and ensure that the message is understood.

In conclusion, effective communication is not just about conveying information but also about engaging the audience and ensuring that the message is retained. The art of communication is a dynamic process that requires continuous refinement and adaptation to the audience's needs and preferences.
just enough pressure to control its movements, and above all, the muscles should be relaxed.

Just as the pen should be held lightly, so should the hand rest lightly on the paper. If the hand rests heavily on the paper, speed will be hampered. This fault is often the result of gripping the pen too tightly or may be accentuated by using a hard lead pencil or a stiff pen which requires undue pressure to register. Moreover, when one must bear on heavily to make the outlines visible, considerable speed is lost.

It seems to be a fad among beginners to write large sprawling notes. Not only is a great amount of time utilized in the writing of each outline, but these large notes require the use of more lines and pages, and consequently, time is consumed in going from line to line and from page to page.

Although much of the loss of time between outlines is due, especially in the beginning classes, to mental hesitation, as has been stated here, the manual faults such as lifting the entire hand from the paper between outlines and lifting the pen too high, are practiced even by those who are considered experienced writers.

The hand need not be lifted at any time during the writing of a line, and in addition, it need not be lifted during the writing of a page until the time when it is necessary to turn over the page. The hand should rest on the nails of the third and fourth fingers and should glide along smoothly, continuously, and lightly. The wrist should not touch the paper, and
only the thumb and first two fingers which hold the pen should be lifted.

Moreover, there is no need for lifting the pen in the air, "for the closer the pen is kept to the paper, and the shorter the distance it has to travel, the more speed is possible." (1)

With the completion of the discussion of the mental and manual obstacles, it is fitting to say at this time that if all the obstacles in existence are eliminated, it does not mean that speed will be produced, for the removal of the obstacles is only a negative process. The real motive power which is behind rapid writing is practice, practice, practice...

Perhaps the greatest obstacle to speed attainment in shorthand work is merely the lack of practice which is intelligent and systematic.

As a result of this discussion it may be seen that the teacher who teaches shorthand principles without any instruction as to how to execute movements, is only performing one half of her work. Manual facility can be cultivated, and it is the business of the teacher to cultivate it wherever necessary. Mere knowledge of principles is of no use unless accompanied by speed in writing. A few weeks of attention on the part of the teacher may result in the elimination of the faults of the pupils which hinder them in their speed attainment. Any person who expects to excel as a writer of shorthand must know how to move the fingers nimbly across the

(1) "The Mastery of Shorthand" - David Wolfe Brown
paper; such knowledge is not given by the mere understanding of principles; the solution lies in the words DRILL and PRACTICE.

As another important feature, the teacher should realize the importance of making haste slowly. From the very start careful attention should be paid to the shapes and positions of the letters for neatness is usually sacrificed for all time if this procedure is not followed. In fact, no attempt should be made to write speedily until good habits are thoroughly established for "habits of slovenly writing when once firmly fixed can rarely be reformed." (1)

Beauty of outline should be the aim of every beginner, and he should be cautioned against hurried, clumsy execution. If the teacher's shorthand is not perfectly executed, the beginner should not be allowed to see it, for both his mind and hand will follow the models which he sees before him.

Once beauty of form is attained, the teacher should guard against the pupils' losing it by devoting a portion of each class period to the writing of outlines for no other purpose than to attain symmetry and beauty.

As a final plea for making haste slowly, it should be stated that the pupil who unfortunately is hurried through his shorthand work not only fails to master the principles, but also loses the progressive training of the hand.

(1) "The Mastery of Shorthand" - David Wolfe Brown
Special Section

A R G U T E N T

S P R I N G

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Combining Theory with Practice

Prompt application is the key to the mastery of principles. Therefore, after each rule is presented, there should be intense drill upon it. In fact, at least 80% or 90% of the time in the theory class should be devoted to practice.

As the pupils advance in their theory work, the teacher should assign business letters which involve the principles of each lesson. In addition to being able to write these from dictation, they should be asked to read from engraved notes at a rapid rate. Thus before the manual is finished, speed work is gradually introduced.

Introduction of dictation and speed work before the completion of the manual serves the following purposes:

1. Furnishes necessary practice for application of principles to new matter.
2. Increases shorthand vocabulary.
3. Eliminates any disorganization or maladjustment which might arise from a sharp transition from the theory to the dictation class. (1)

The learning of rules is not so important, but the pupils must be able to apply the rules, and many teachers maintain that this can't be done unless the rules are first memorized. In addition to knowing the rules, practice of words in application is necessary if the rule is to be actually understood. Only 10% of the class period should be devoted to theory and, as has been stated, 90% should be given over to the dictation of words and phrases which are found in the Manual and Speed Studies. All the supplementary work that is

(1) "Teaching Business Subjects in the Secondary Schools" Conner T. Jones
The present of labor is not to be recognized and the men

who may be made to work for later and work faster with

less skill and care as long as we have the future to make

their skill and care available. Only if the causes leading to

the increase of labor have been removed will the labor

that we have to do today be able to serve.
possible should be given. No teacher should rely on reviews, but should carry on theory work thoroughly from the very first lesson, and finally, new matter should never be dictated twice until all outlines have been placed on the board and pupils' outlines corrected.

In regard to the first principle 'Why text' it may be stated that tests are not always given in the teacher's sight; find out what knowledge the pupils possess. They are very commonly used for the student's own benefit—so he will become familiar with his own weaknesses, and as a result, be able to strengthen them. In addition, they do assist the progress of the student, and enable the teacher to tell whether the aims and objectives of the course are being realized. In no other way can this information be gained other than by giving frequent tests.

(List of Problems of Teaching English—with Loyal and Walsh)
Chapter VI
Testing and Marking

The subject of testing is one which causes considerable controversy among teachers. There are some teachers who do not believe in giving tests because they maintain that a pupil becomes so nervous he never shows his real ability. This stand is not the best to be taken by any teacher, for life itself is a test; every act which a man in business performs is a test, for it must not only convey his ideas, but it must also bring about results. Therefore, if such conditions will be met in the world of business, no teacher should neglect the standards of the classroom in this regard.

All tests are concerned with:

1. Why test (aim)
2. What test (subject matter)
3. How test (method)

In regard to the first principle "Why test" it may be stated that tests are not always given so the teacher might find out what knowledge the pupils possess. They are more commonly used for the student's own benefit—so he will become familiar with his own weaknesses, and as a result, be able to strengthen them. In addition, they do estimate the progress of the student, and enables the teacher to tell whether the aims and objectives of the course are being realized. In no other way can this information be secured other than by giving frequent tests.

(1)"Problems of Teaching Shorthand" - Lomax and Walsh
Before the teacher begins her instructions, she should have in mind the goal toward which she plans to work, and upon which material her tests should be based. Therefore, she should have a definite minimum requirement which must be reached before a pupil can receive credit for the course. The following is recommended as a standard for graduation:

1. Ability to write for a period of five minutes from dictation of solid matter and business letters at a rate of one hundred (100) words per minute.

2. Ability to transcribe on the typewriter at twenty-five (25) words per minute.

3. A demonstration of ability under business office conditions to prepare letters of ordinary difficulty in a reasonable amount of time. (1)

In addition to knowing what the goal is toward which she is working, the teacher should know what "ability" in shorthand work signifies in order that she may test this ability; ability in shorthand work may be analyzed into:

1. Ability to translate words into shorthand symbols; i. e. the acquisition of a shorthand vocabulary.

2. Ability to form the characters well.

3. Ability to write in shorthand with a certain speed.

4. Ability to read shorthand, i. e. translate into English. (2)

Elmer R. Hoke has constructed a series of scales for each of these abilities in the Gregg system of shorthand.

(1) "Teaching Bus. Subj. in the Secondary School" C. T. Jones
(2) "Measurements in Secondary Education" Percival M. Symonds
Hoke's Vocabulary Tests

To aid in the acquisition of a shorthand vocabulary, a set of ten vocabulary tests were devised, each test containing 150 words. Therefore, 1500 words are tested in the complete set. One thousand of these words were taken from the Ayres list of one thousand of the most common words from a spelling standpoint. Five hundred of the most frequent phrases, selected after an investigation by Hoke, completes Hoke's vocabulary tests. The difficulty of these tests is practically the same. Each one contains both easy and hard words, and no time limit is set. If the whole set of ten are given at the end of a course, a good inventory of shorthand knowledge would be acquired.

On the basis of these tests, a measuring scale for knowledge of shorthand was devised. This contains all the fifteen hundred words included in the set of ten vocabulary tests. Instead of using the set, the teacher may use this scale for making her own tests. This scale contains twenty-one columns which have various numbers of words. The one thousand most common words are printed in Roman type, and the five hundred phrases are printed in italics. All the words in one column are of approximate difficulty, and the steps in difficulty from one column to the next are approximately the same. At the top of each column are numbers which indicate about what percentage of correct shorthand outlines the teacher should expect to attain from the pupils, i.e., if twenty words are selected from the column marked 88, it is reasonable to expect
The importance of education in the modern world cannot be overstated. With the rapid advancement of technology and the increasing complexity of our global society, the need for a well-educated populace is more pressing than ever. Education is not just the acquisition of knowledge; it is the development of critical thinking, problem-solving skills, and creativity. It is the foundation upon which all other aspects of life are built.

In schools, universities, and workplaces, the value of education is recognized. It is the key to unlocking opportunities, improving social mobility, and promoting economic growth. However, education is not limited to formal settings. Lifelong learning is essential in today's fast-paced world, where knowledge is constantly changing.

Moreover, education is not just about acquiring information. It is about understanding the world around us, appreciating different cultures and perspectives, and developing empathy and compassion. It is about making informed decisions and contributing positively to society.

As we look to the future, the role of education will only become more important. The challenges facing our world are complex and require a well-educated citizenry to navigate them effectively. Education is the means by which we can ensure a brighter tomorrow for all.

In conclusion, education is a fundamental pillar of any society, and as such, it must be prioritized. It is the key to unlocking our full potential as individuals and as a collective, and it is the necessary foundation for building a better future.
that the average score for an entire class will be approximately 88%. However, the score may differ according to the amount of instruction received; therefore, classes with one year's instruction may be expected to do work three points lower, than the figure on the scale, and classes with from one and one half to two years' instruction should do work three points higher.

These values which are on this scale were computed from 422,700 outlines or the attempts by 2818 pupils in various schools.

If a teacher makes out her own tests from this scale, she should keep in mind the fact that the words and phrases selected should be in accordance with the test's purpose, i.e. she should select only words which pertain to or whose principles are included in that unit.

As a rule it is better to select all the words and phrases from one column, or from a middle column, but not from a very easy or very difficult one at either end of the scale. Moreover, differences in difficulties will have to be recognized if words are selected at random from all the columns.

In order to test the ability to write shorthand well, a scale of shorthand quality of writing was devised by Hoke. The procedure which he followed in constructing this scale has been carefully described by him:

"First, a collection of 254 specimens of shorthand was made from Irving's Sketch Book. These specimens were copied by shorthand students, yielding
1,155 samples. Six specimens from the Gregg office, written by experts, and twenty specimens by summer-school students who had never had any instruction in shorthand were included in the samples. One of the latter specimens was selected as a sample having zero merit. Five judges sorted these 1,155 samples into five groups. A selection was then made of 41 samples in each group, yielding 205 specimens. Twelve additional judgments were obtained on the 205 specimens and this time they were graded into 10 piles. Of these, 40 specimens were selected whose quality differed by approximately equal amounts. These 40 specimens were then engraved and sent to shorthand teachers to be ranked in order of merit. Two hundred fifty teachers responded and an average rank was obtained of the forty specimens. The difference in quality was determined by the amount of overlapping of judgments in terms of the P. E., using the usual Thorndike procedure. Sixteen of these 40 specimens subsequently were chosen in such a way that they would differ from one another in value by approximately 5 points on a scale of 100 points. This set of sixteen specimens constitutes the scale."

By laying a sample of a student's shorthand on this scale, it is easy to apply to it the percentage of quality; and all pupils should strive to reach the best type.

The third test which Hoke devised was for the purpose of testing speed writing. In this test the copy is provided in both printed longhand and shorthand with a space left below for the copying of the shorthand. By using both the shorthand and longhand, it is obvious that the copying does in no way depend upon hearing or memory or does one have to accommodate speed to the dictation rate. After trying this test on shorthand experts, it was found that they could not copy as quickly as they could take dictation. This is due to the fact that they have accustomed themselves to write from the spoken language as a matter of habit.

(1) "Measurement in Secondary Education" - Percival M. Symonds
Finally, the last test devised by Hoke was to test the ability to read shorthand.

"To test ability to read shorthand a unique procedure was adopted. Two business letters exactly five hundred words in length were chosen. Every tenth word also has an alternate word written sometimes above it and sometimes below it—a purely chance order was chosen—to avoid any advantage from guessing. The person tested chooses the correct word. The letter itself is written in shorthand, but every tenth word with its alternate is written in English. The alternate words were chosen in order from one of the columns in the Ayres Spelling Scale in order to make the choice of alternative words purely random and particularly to avoid words where fine discrimination is needed in making the choice. The test was first tried out in English to make sure that there were no inherent difficulties in the choice of words. Three choices that seemed to offer inherent difficulties were changed before the shorthand form was constructed. The test is scored according to the key provided as "the number of words read correctly per minute (three minutes allowed)." Hoke states the method of scoring calls for subtracting the number wrong from the number right. A correlation of .55 obtained from 41 cases was found between number of words read aloud from a passage of shorthand notes for three minutes and the scores on the reading tests." (1)

Another test which has been formulated by Elmer Hoke is "The Hoke Prognostic Test of Stenographic Ability." The general statement which is made with regard to this test is:

"The main purpose of the prognostic test is to provide data which will enable the teacher to deal more effectively with the instruction of the shorthand student. If we know in advance something of the student's native ability, or lack of it, we can shape our courses of instruction more intelligently so far as the individual student is concerned. It is certain that the basic training or background available in the study of shorthand varies tremendously with the individual student, although all in any group may have had approximately the same opportunity to acquire the fundamental education necessary to the professional practice of shorthand. These
null
differences may be due to native or acquired abilities. It seems, therefore, eminently worth-while to endeavor to construct some measure by which the capacity for success in shorthand may be predicted with as great accuracy as possible. The prognostic test aims to supply the teacher with very definite data helpful in the classification of students, in discovering their weaknesses, and in shaping the instruction to solve individual problems." (1)

The test is divided into the following sections:

1. **Motor reaction**: As both shorthand and typewriting require rapid and skillful motor reactions, such as tapping the keys and making various symbols on paper, this test, which requires the making as quickly as possible of five lines in each block attempts to provide some measure of a similarly analogous motor reaction.

2. **Speed of Writing**: Shorthand depends to a large degree upon speed. As longhand writing is similar to the characters used in shorthand, the speed of longhand writing should correlate highly with shorthand. In this case, the pupil is asked to copy a short stanza of a poem.

3. **Quality of Writing**: This is important because in shorthand one must be able to read one's own notes. Therefore, quality of longhand writing correlates with shorthand writing. Scoring on this phase is taken from test two above.

4. **Speed of Reading**: If one reads rapidly in longhand, it is reasonable to expect that he will read rapidly in shorthand. In this test, printed material is to be read. About every tenth word are two words in parenthesis. The pupils are to underline the word which fits into the sense of the material.

5. **Memory**: Not only must the stenographer memorize outlines, phrases, and brief forms, but she must keep in mind many sentences at a time while being dictated to. In this test a sentence consisting of 25 words is read. The pupils are then given a minute and a half to write it from memory, writing only one word in each block supplied on the paper. When this sentence is completed, three more are dictated by the teacher in the same way.

(1) "Prognostic Test of Stenographic Ability" - Elmer R. Hoke
6. **Spelling:** Every stenographer must know how to spell, not only correctly, but rapidly. This test is to measure not only spelling ability, but speed of spelling. Herein are included 60 words, each of which are printed twice, one correctly and one misspelled. Pupils are to read as quickly as possible, underlining the correct form.

7. **Symbols:** In shorthand the association and rapid substitution of symbols is an important factor. This test is used as a basis for prediction as to whether a pupil will learn symbols readily and deal with them rapidly. Across the top of the page are numerals and letters: 1--d, 2--g, 3--x, etc. After each number on the page, the pupils are to write the letter that goes with it according to the scale at the top.

Directions for giving and scoring accompany the tests and need not be discussed here.

After this test has been given, and it is determined whether or not a pupil has the ability to write shorthand, they may be requested not to take it or vice versa. Many times the pupils disregard the scores derived and insist upon taking the course regardless.

**Ethel A. Rollinson Tests (Diagnostic)**

The last well-known test of this standardized type was devised by Ethel Rollinson. The series is called "Diagnostic Shorthand Tests," and there is one set for each of the first four chapters of the manual. They are very similar to the Hoke tests and contain tests on:

1. Vocabulary
2. Penmanship
3. Taking Dictation
4. Reading
   - Word Meaning
   - Comprehension
   - Rate

If these diagnostic tests are used continually, they fulfill certain purposes among the most important of which are
the following:

1. Eliminate pupils who have not the capacity for using shorthand
2. Encourage pupils who have difficulty, but for whom shorthand may be useful
3. Advance bright students
4. Generally improve instruction
   Knowledge principles
   Penmanship Ability
   Facility of writing
   Reading ability (1)

Among the many pupils who take shorthand in the schools, there are those who do excellent work at first in regard to knowledge principles, but about the middle or end of the second year, they are labelled as hopeless failures. The reason is that they can't get their minds and pencils to work quickly and in accord. Therefore, it is obvious that these pupils can never join the ranks of the good stenographers. All the time which was wasted in studying something which they never can use might well have been spent in learning something else which would benefit them after they left school.

As has already been stated, the failures didn't show up until almost the end. If some method could have been used to predict failure, the pupils would have benefited. Therefore, Ethel A. Rollinson devised her diagnostic tests "to indicate specific difficulties in every phase of usable shorthand." (2)

To do this, the questions which follow were used in considering the working out of the tests:

(1) "Manual for Diagnostic Shorthand Tests" - E. A. Rollinson
(2) Ibid
1. Does the class, and do the pupils in this class, understand the principles included in each chapter? Can they write according to these principles?

2. Can the class, and can the pupils in this class, write according to the best standards set for Gregg Shorthand?

3. Can the class, and can the pupils in this class, write accurate shorthand as well as rapid shorthand?

4. Can the class, and can the pupils in this class, read shorthand notes fluently and with sense? (1)

It is not always possible to tell who will fail and who will not. However, if a pupil continually fails on these tests, it is obvious that he will not be able to do successful work in the future. Therefore, it should be requested that he drop the subject. However, if a pupil fails on but one or two tests, it means that he has the ability to do the work if he wishes to as evidenced by his passing the remaining tests. Therefore, a little motivation is all that is necessary to keep him a successful member of the class.

After the possible failures have been eliminated, the attention of the teacher should turn to the poorer students. They are the pupils who will need a little extra guidance and bolstering up as they go along. Those who have many qualifications of a good stenographer should be encouraged to put greater effort into their work, and they should be directed carefully and judiciously.

Just as there will be dull ones in this class, so will there be bright ones. If the bright pupils have to lag along with the dull, they will soon lose interest. Therefore, (1) "Manual for Diagnostic Shorthand Tests" - E. A. Rollinson
they should be given special assignments of supplementary material or material in which they have weaknesses. When they realize that these special assignments are given for a specific purpose, there will be no difficulty in administration. Work of this nature will tend to keep the bright students on the alert and up to their best standards of work.

The practicability of these tests when used for improvement of instruction will depend to a great extent upon the used to which they are put.

They may be used most advantageously when knowledge of principles are to be tested, for the teacher can determine by scores if there has been sufficient or insufficient instruction, overlearning, or some flow in the instruction due to the apportionment of time or the types of drills used. The errors should be tabulated and those which occurred most frequently should form the basis of class drill.

Individual failures should be treated as such and not given over to class work. There should be an analysis of errors to determine what the pupils know and what they don't know. In conferences the teacher should attempt to find out the difficulties; then special assignments should be made to aid in their correction. If this is done, and all work is carefully followed up, there will be fewer failures, and the teacher will save herself much time and worry at a later time.

The amount of work which will be done with penmanship drills will depend upon the ranking of the class in this phase.
First, the type of error should be determined and those upon which the majority of the class fail should be selected with penmanship drills which will aid in correcting the difficulty. Of course, individual drills will also be assigned to those who make errors apart from the rest of the class.

Before a drill is given, the teacher should analyze it to determine what particular standard will be benefited; and in so doing she should take the following into consideration:

1. General size and slant of strokes and vowel signs
2. Relative sizes of strokes and vowels
3. Evenness of size in strokes and vowels
4. Straightness of straight strokes
5. Curved stroke formation
6. Vowel joinings
7. Compactness
8. Lightness of outline
9. Fluency
10. Accuracy (1)

When determining facility of writing, much the same procedure is followed in regard to individual and class work. Daily drills should be assigned that will tend to aid in bringing about facility. The teacher should push as hard as she can so facile outlines will be made from the start. Dictation drills are the best type for this phase of the work, but if the pupils must do copy work at home, they should read as much as the mind can hold and then write, continuing

(1) "Manual for Diagnostic Shorthand Tests" — E. A. Rollinson
It is currently uncertain to what extent the

effect of the war on the economy and

social structure of the nation will be

long-lasting. It is possible that the

economic conditions may improve to

some extent, but it is also possible that

the effects of the war may linger for

years to come. The future is uncertain,

and it is difficult to predict what the

outcome will be.

For now, it is important to focus on

the immediate needs of the people and

ensure that basic necessities are met. The

government and private organizations are

working hard to provide aid to those

affected by the war. It is up to each

individual to do what they can to help

others and support their communities.

In the meantime, it is important to

remain hopeful and to focus on the

things that we can control. Together, we

can make a difference and help to shape

the future.
this throughout the whole lesson.

To improve the reading ability the following method may be used:

"Take the text book and have the students read down the columns of the general exercises over and over again. To get the best results out of this, have the students cover all but the last column on the page which will be a shorthand column. Have this column read down smoothly and rhythmically at as rapid a pace as possible. Teach the students to see the outline, determine the word, say the word aloud, and while saying this word, look at the next outline. Have the class read together occasionally, but this must not be overworked for soon some students will lead to so great an extent that the lazy or the poor students will do no work. Generally have one student read and the rest follow the reading. Tapping on the desk at the time he has set will keep him up to the mark, or make him work hard to try to keep up. This will forestall the habit of reading at an outline before grasping it completely, of going back to re-read, or filling up with or the thinking time, and of all undue hesitancy." (1)

If a teacher has in mind what she is aiming at, her work will be much more efficient and she will reach her goal much sooner.

In order to aid the teacher, the following specific aims for the tests are given by their author:

**Specific Aims for Tests in Knowledge of Principles**

1. To determine whether the class as a whole understands the principles taught in each of the first four chapters of the text.
2. To determine whether the pupils as individuals understand the principles taught in each of the first four chapters of the text.
3. To check the class with the established norm
4. To rank relatively the students in the class
5. To check the students with the established norm
6. To indicate the amount of time which must be spent in class on drills for each chapter before starting upon the next.

(1) "Manual for Diagnostic Shorthand Tests" - E. A. Rollinson
7. To indicate the particular drills necessary for the class as a whole
8. To show the parts of the work upon which individuals need special attention.
9. To determine the improvement in the mastery of the principles.

Specific Aims Set for Tests on Penmanship Ability

1. To determine the fluency and accuracy of the class penmanship
2. To determine how well the students individually can apply the penmanship principles
3. To check the class as a whole with the established norm.
4. To rank the students in the class relatively
5. To check the students individually with the established norm
6. To indicate the amount of time necessary for class room work on penmanship drills
7. To indicate the particular drills necessary for class work.
8. To show what students need special guidance and along what particular lines
9. To picture the improvement in penmanship

Specific Aims Set for Tests on Facility of Writing

1. To find out the exact facility of the class in writing shorthand outlines.
2. To determine the exact facility of each individual for writing shorthand notes.
3. To check up the class with the established norm.
4. To determine how much class time must be devoted to facility drills before starting the next chapter.
5. To check the individual students with the established norm
6. To determine what individuals need special facility aids and what particular drills they require.
7. To determine the pupil improvement in shorthand facility.

Specific Aims Set for Tests on Reading Ability

1. To determine whether the class as a whole is up to the standard norm
2. To rank relatively the students in reading ability
3. To check the individuals with the established norm.
4. To determine the time that must be spent in the class hour in drills to aid reading and develop reading ability
5. To determine what students need special drills to increase reading ability
6. To measure the improvement of the class and the individuals. (1)

**General Technique of Testing**

When administering tests there are certain techniques to be considered. In the first place, all the important principles should be covered. Only clear, sensible, and understandable questions should be asked. Before the pupils start to write, they should be cautioned to read all instructions carefully, and when they have finished, their papers should be neat and systematically arranged. Always before submitting the papers, the pupils should reread the answers. Every student should feel perfectly at ease, and they should attempt to eliminate all forms of nervousness. There is no better cure for nervousness than giving frequent tests, for then the pupils become accustomed to them and take them as a matter of course. Unless printed standardized tests are used, the teacher should always dictate them to accustom the pupils to this phase from the very beginning; for when they go into a business office, what they will encounter will be dictation, and very seldom will they have to copy a longhand letter. After the test has been given, transcription should always be required.

In the advanced classes, dictation tests should be given weekly; if this is not possible, at least one every two weeks

(1) "Manual for Diagnostic Shorthand Tests" - E. A. Rollinson
should be given. They should be sufficiently long enough to test sustained speed and not what can be done on a short spurt. In addition to letters, solid material should be given, and it should be that upon which the student has had no previous practice and with which he is totally unfamiliar.

In the theory class, a quiz should be given at the end of each unit, each chapter, and when the manual has been completed, a test should cover the whole book. While words alone will make up the unit quiz, questions and words will be included in the chapter quiz. When the time comes that pupils are able to think in terms of shorthand, they should be given new and unfamiliar words in their tests.

It is an excellent plan to give daily quizzes or frequent short tests in order to stimulate the pupils and to inform both pupils and teacher just how much progress is being made.

Grading the Tests

When the tests are transcribed on the typewriter, there is a certain method of grading which has been suggested as follows:

- Misspelled Word 3 count
- Word omitted, transposed, misused 1
- Improperly divided word 1
- Misplaced period or interrogation 1
- Other punctuation 1
- Type error 1
- Erasure 5
- Erasure carelessly made 5
- Strikeover 5
- Longhand interlineation not accepted 1
This is not a natural representation of the text on the page.
A mark of 95% appears to be the proper degree of accuracy required for students' work. To ascertain this degree of accuracy, subtract the number of error counts from the total number of words dictated and divide the remainder by the total words dictated.

For example:

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of words dictated</td>
<td>300</td>
</tr>
<tr>
<td>Six error counts made, subtract</td>
<td></td>
</tr>
<tr>
<td>Six error counts made, subtract</td>
<td>6</td>
</tr>
<tr>
<td>Leaves</td>
<td>294</td>
</tr>
<tr>
<td>Divide 294 by 300</td>
<td></td>
</tr>
<tr>
<td>Gives 98%</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Reflective thinking involves both analysis and synthesis. Therefore, a test is complete unless it includes both processes.

The old type of written examination tests the ability of the pupil to put together or synthesize what he has learned in the theory class into a dictation and transcription problem.

In the learning of life experiences, a person is confronted with the task of breaking apart or analyzing and of putting together or synthesizing. Therefore, in order that a test have this two-fold nature, a wise combination of both the new type and the old type test is advisable. Moreover, this plan is better than using either one of the two types exclusively.

(1) "Problems of Teaching Exceptional" - Lewis and Walsh
(1) "Methods in Commercial Teaching" - J. W. Miller
I am not sure what to do. I think I should talk more about what I am doing.

Not sure what I am doing.
Analysis of Kinds of Tests

A. Intelligence tests
   Measure the native ability to learn

B. Educational or Achievement Tests
   Measure use of ability to learn
   
   1. Analytical or New Type
      a. Recognition type—measures judgment or discrimination.
      b. Recall type—measures memory
   
   2. Synthetical or Essay Type
      Tends to measure memory, judgment, reasoning; may involve integration of knowledges, skills, and ideals.

Values of Analytical and Synthetical Tests

Reflective thinking involves both analysis and synthesis. Therefore, no test is complete unless it includes both processes. The old type or written examination tests the ability of the pupil to put together or synthesize what he has learned in the theory class into a dictation and transcription problem.

In the learning of life experiences, a person is confronted with the task of breaking apart or analyzing and of putting together or synthesizing. Therefore, in order that a test have this two-fold nature, a wise combination of both the new type and the old type test is advisable. Moreover, this plan is better than using either one of the two types exclusively.

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
Before To Address To Services

After

References finish 接触

Therefore, if it is possible, make it possible for everyone to

The only time a letter examination tests the ability of

In the field of education, into a general and formalization process,

In the teaching of the experience, a person is only

To answer with the case of the basic area of education and

Therefore, in other that

To what time are two logic types, a more connection of part

The new tools and the old tools that to be synthesized, "Particular"

site plan to better now make it.

"Proper of Governance" - Part 1
Scoring the Analytical and Synthetical Tests

A specific method of scoring these tests has been devised to aid the teacher when correcting:

The values attached to the different parts are:

<table>
<thead>
<tr>
<th>100 Words</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected Matter</td>
<td>30</td>
</tr>
<tr>
<td>Matching</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Word List**

Subtract the number of errors from 100 and divide the result by 2.

Outline must be wholly correct.
No credit for word which is incorrectly transcribed.

**Matching**

If the exercises are not finished, due to lack of time, the score should be the total number of correct responses, thus giving the rapid worker who works accurately, the advantage, and penalizes the slow workers since this is an actual business office situation.

**Transcription of Connected Matter**

No absolute standard can be set as there is no absolute standard for difficulty of material. One may follow the rules of the Gregg Writer Transcription Tests:

1. Rank papers in order from the most to the fewest errors.
2. Divide into seven or eight class intervals depending upon grading system of school.
3. Tally the frequencies.

If there is a marked tendency for the scores to group around one class interval, it should be assigned whatever is considered the average for that school, say 75, so that only those markedly proficient will receive the highest grades.
When the percentage value has been arrived at in this way, multiply by .30 and add to the values for the word list and the matching exercises. This will result in a per cent rating for the entire examination. (1)

Advantages of Analytical Tests:

1. As in essay type tests in all other subjects, those in short test enable us to examine a multitude of phases, each phase separate from the other, and hence a test of high diagnostic value.

2. The entire field may be examined in one test because of the uniqueness of the knowledge called for in each question.

3. Subjective grading eliminated.

4. Standardization is promoted by the use of these tests.

Disadvantages of the Analytical Tests:

1. The student merely tends to reproduce his learning rather than to apply it to problems.

2. The very fact that the subject is broken down into so many small unrelated parts gives the student the feeling that the test is artificial and hence, not a real test.

Advantages of the Descriptive Tests:

1. Keep provide training in organizing learning in order to bring it to bear on problems. In theory classes, each part done are not worth to be written.

2. They approximate in subject matter and in organization, actual office situations.

Disadvantages of Descriptive Tests:

1. May require too much time to grading.

2. The material on which a student is to be
Advantages of Synthetical and Analytical Tests

Like all tests, the analytical and synthetical tests have certain advantages and disadvantages which are enumerated as follows:

**Advantages of Analytical Tests:**

1. As in new type tests in all other subjects, those in shorthand enable us in one test to examine a multitude of phases, each phase separate from the other, and hence a test of high diagnostic value.

2. The entire field may be examined in one test because of the minuteness of the knowledge called for in each question.

3. Subjective grading eliminated

4. Standardization is promoted by the use of these tests.

**Disadvantages of the Analytical Tests:**

1. The student merely tends to reproduce his learning rather than to apply it to problems.

2. The very fact that the subject is broken down into so many small unrelated parts gives the student the feeling that the test is artificial and hence, not a real test.

**Advantages of the Synthetical Tests:**

1. They provide training in organizing learning in order to bring it to bear on problems. In theory classes, such problems are new words to be written.

2. They approximate in subject matter and in organization, actual office situations.

**Disadvantages of Synthetical Tests:**

1. They require too much time in grading

2. The material on which a student is to be
tested is so complex that a positive grade cannot be given; hence, subjective grading with all its attendant uncertainties. (1)

(1) "Problems of Teaching Shorthand" - Lomax and Walsh
(The Improvement of the Written Examination—C. M. Ruch)
Chapter VII

Summary

Although shorthand supposedly was in existence at the time of the Egyptians, there is no actual proof that it was used prior to 60 B.C. It was used in the early Roman or-tions; it was employed by warriors and statesmen, and it even played a prominent part at the early Christian trials. From 60 B.C. to about the tenth century it was used extensively, but from the tenth to the sixteenth centuries, it went prac-tically out of use for no present record remains to indicate that it was in existence at that time. The so-called "modern" shorthand dates from the reign of Queen Elizabeth in England. Commencing with the year 1533, numerous systems were invented, but the majority were of minor importance, perhaps the most popular being those of Isaac Pitman and Ben Pitman, and at the present time that of John Robert Gregg.

As shorthand is offered in the schools it has two impor-tant values; namely, the Vocational or Practical value and the Educational or Disciplinary value. Considering its prac-tical value, little need be said in regard to the great con-tribution which it has made to business as a means of expand-sion, as a time saver to the executive, and as an addition to clerical efficiency. Moreover, its value to the college stu-dent and every boy and girl who expects to enter some type of business cannot be overestimated. From the standpoint of edu-
Chapter IV

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cation, shorthand is important in the study of English because of its close association in an indirect way with rhetoric and grammar. Moreover, as a form of discipline it aids in developing the power of concentration, increases the control of the mind over the muscles, develops habits of neatness and accuracy, develops a sense of responsibility, and finally, develops judgment and imagination.

In presenting shorthand, three methods are used. First, is the Inductive method whereby one gives a certain outline, as for example, the word "ache" and then formulates a rule that "circles go inside of curves." Secondly, there is the Deductive method whereby the rule is given first and then special application is made to that rule as in taking the above example, just the opposite procedure would be followed. Finally, the Direct or Analytic Method may be used which is more general than either the Deductive or Inductive methods and as described herein is a method presenting the entire class lesson according to specific steps.

When managing the class, there are certain techniques to which it is necessary the teacher pay strict attention; among the more important are the type of pen or pencil and notebook used, the posture of the pupils, the method of holding the pen or pencil, the amount of reading to be done, and the use of the blackboard by both herself and her pupils. In addition, the teacher must be thoroughly familiar with the principles of dictation, transcription, and correction of transcripts in order that the pupils be benefited by the teacher's instruction
and be thoroughly prepared to meet the various situations which are confronted in the business world.

To develop skill in writing, it is necessary that the correct amount of drill and penmanship be practiced in the right manner. Moreover, there are numerous mental obstacles such as lack of concentration and poise, slowness of perception, etc. and various manual obstacles such as incorrect position and faulty arm movement which must be overcome if the writer expects to reach any degree of excellence in reporting shorthand, and the teacher should work very conscientiously with her pupils to aid in overcoming these obstacles. Perhaps one of the most difficult feats to perform is the combining of theory with practice. A pupil might know every rule perfectly, but theory alone is valueless until it is accompanied by immediate application. To combine theory with practice in the most facile manner about 90% of the class period should be devoted to application or practicing actual shorthand outlines.

Finally, it is necessary to test in order to measure achievement. A teacher may construct her own tests or else she may make use of such standard tests as "Hoke's Vocabulary Tests," "Hoke's Prognostic Test of Stenographic Ability," and the "Ethel A. Rollinson Diagnostic Tests." There are as many methods of grading as there are tests. The standard tests are graded according to directions, but if a teacher constructs her own tests, she will find it advisable to adopt just one method of grading which is of her own choice if none is supplied
by the school. In order to measure progress accurately, no deviations should be made from the system of grading being used.

All Educational tests may be divided into two main types—Analytical or New Type which is composed of such questions as true-false and matching, and Synthetical or Essay type which is perhaps the better known. When testing a shorthand class, it is advisable to use a combination of both these tests because in all experiences of life one is confronted with breaking apart or analyzing and putting together or synthesizing, and it is desirable that the teacher make application to life experiences in her classes whenever possible. When such a combination of these tests is used, specific values should be attached to each of the different parts. It is desirable that each teacher study the advantages and disadvantages of each of these tests and construct her tests accordingly so that she can adapt her particular test to the needs of her individual classes.

The problems mentioned here in relation to teaching shorthand in the high school are by no means the only ones, but they perhaps are among the most important, and to every teacher who wishes to make a success of her profession a broad understanding of these and other major problems is necessary. Therefore, it is advisable that each teacher make a special study of not only the major problems such as discussed herein, but also the various minor problems which arise in her different classes and of which perhaps no two will be alike.
The process of preparing a document involves several steps. First, the content is written and organized. Next, it is reviewed for accuracy and completeness. Finally, the document is formatted and proofread. This process ensures that the final product is well-written and error-free.
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<th>Author</th>
<th>Title and Subtitle</th>
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