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Teaching Transcription on the Secondary Level: Theories and Practices

Robert Gryder

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TEACHING TRANSCRIPTION ON THE
SECONDARY LEVEL: THEORIES
AND PRACTICES

by

Robert Gryder

"

B. S. in Education, Northwestern State College,
Natchitoches, Louisiana, 1949

M. Ed. in Education, Louisiana State University, 1954

A Dissertation

Submitted to the Faculty

of the

Graduate School

of the

University of North Dakota

in partial fulfillment of the requirements

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Robert Gryder



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This dissertation submitted by Robert Gryder in partial fulfillment of the requirements for the Degree of Doctor of Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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CHAPTER I

THE PROBLEM

Introduction

Business Education is an indispensable and integral part of the total curriculum offered on the secondary school level in the United States. This significant discipline achieves eminence in a dual function: general and vocational education. Curriculum patterns are especially designed to promote the general education background of secondary school students. Vocational education needs of youth can be resolved through broad business curriculums designed to prepare secondary school students for initial employment in the world of business.

Since the American Colonial period, business education has been distinguished for its significant contribution to the education of youth. Tonne reports that "some bookkeeping, primarily the copying of records, seems to have been taught in the Latin grammar schools."¹ The American Academy met the educational needs of the American people until the Civil War.

¹Herbert A. Tonne, Principals of Business Education (New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1961), 20.

The invention of the typewriter in the 1870's is directly responsible for the phenomenal growth of business education. Private business schools supplied leadership in business education during the later decades of the 19th century.

Gregg in her research reports the following thought regarding typewriter transcription:

One of the earliest clear references to typewriter transcription was Baker's advice in How To Succeed as a Stenographer and Typewriter, a book published in New York in 1888. Baker reported that the student had been advised by a number of persons to read a sentence completely before commencement of transcription. Since he had rarely seen experienced stenographers transcribe in this manner, Baker believed the suggestion impractical for the young and inexperienced writer. Instead, the transcriber was to proceed exactly as he would do in ordinary copying.¹

In 1890, John Robert Gregg introduced his shorthand system in the United States. Settle relates that "The Gregg system of shorthand is taught in 98 per cent of the secondary schools, business colleges, and universities which offer shorthand in the curriculum."² By 1964, Gregg Shorthand has been adapted for use in 11 foreign languages.

Tonne further comments that "Typing and stenography, as concomitant skills, did not develop suddenly. They had to win their place as a means of communication against the

¹Edna L. Gregg, "The Teaching of Shorthand Prior to 1900," (unpublished Ed. D. dissertation, Indiana University, 1955), 279.

²Kenneth B. Settle, "The Relative Effectiveness of Two Methods of Teaching Gregg Shorthand," (unpublished Ed. D. dissertation, University of Cincinnati, 1961), 183.

antagonism to the typed letter."¹ Conservative firms hesitated to send typewritten communications to their customers. As a compromise, businessmen frequently added a postscript in longhand to typewritten letters to create the personal touch.

In spite of the early resentment against the typewriter, it served as a portal through which young women entered the business world. Very rapidly, women formed the majority of stenographic employees until today approximately 95 per cent of all stenographers are women.

Leslie reports the early endeavors of business educators in their efforts to introduce transcription into the curriculum in the following statement:

Thus Gregg Shorthand, the invention of the typewriter, and the development of touch typing all had to come together to make possible transcription as we now know it. Still, however, there was no real attempt to teach transcription. The pupil learned shorthand. He learned to typewrite. Then he transcribed. Naturally this method of instruction left much to be desired.²

Blanchard presents an additional comment on the early development of transcription. He states:

The 1930's have witnessed increasing emphasis placed on the teaching of transcription, until it is on the verge of being generally recognized as a separate subject and admitted into the secretarial curriculum. Probably the first text to be published on transcription was Transcription Drills, by J. Walter Ross, which appeared in 1930. This book was followed by the Adams-Skimin text, Introduction to Transcription, in 1936. The Riemer book, A Course

¹Tonne, 23.

²Louis A. Leslie, Methods of Teaching Transcription (New York: Gregg Publishing Company, 1949), vi.

in Transcription, appeared in 1936; and the Renshaw-Leslie book, Dictation and Transcription, in 1937.¹

Methods of Teaching Transcription² is the first methods textbook devoted entirely to transcription. During the past 15 years, no other textbook has been published specifically designed to improve instruction in transcription based on Gregg Shorthand.

An estimated number of secondary students enrolled in the three principal business subjects in 1960, as reported by Tonne, is presented in the following tabulation:

<u>Subject</u>	<u>Estimated Number Enrolled, 1960</u>
Typing I	1,500,000
Typing II	350,000
Shorthand I	300,000
Shorthand II	50,000
Bookkeeping I	380,000
Bookkeeping II	50,000 ³

Douglas, writing in 1963, presents a clear image of the magnitude of the enrollment in business subjects by presenting the following data:

In terms of number, there were an estimated 4,000,000 enrollments in business courses in grades nine through twelve in 1960. Another 500,000 students attended business school and collegiate schools of business. It is also estimated that

¹Clyde I. Blanchard, "The Teaching of Gregg Shorthand," The Business Curriculum, National Commercial Teachers' Federal Yearbook, Vol. XI (The Ann Arbor Press, Ann Arbor, Michigan, 1940), 447-448.

²Leslie, op. cit.

³Tonne, 26.

over 40,000 teachers are engaged in teaching business subjects.¹

Ten years ago, Rowe heralded the perplexity of the problems facing business education. Rowe emphasizes his concern by declaring that:

Business educators are faced today with a complexity of problems and must use every possible source of ideas in order to confront with confidence the immense tasks ahead. All of us are aware of the rapid growth of school population. Our secondary school enrollment will probably double within ten years. Of especial significance will be the composition of this enrollment. Not only is it a growing population, but students will probably remain in school for a longer period of time, resulting in an even greater increase than is apparent otherwise.²

Gruber, writing in 1961, predicts the present decade will witness the advent of an office revolution. This rather long quotation is deemed necessary to capture the significance of his forecast. Gruber proclaims:

We have just begun what may well be ten years of more expansion and change than any other ten years in our nation's history. According to the Institute of Life Insurance, the population is expected to increase, in the next 10 years, by 23 million people--enough to fill 15 cities the size of Boston.

In these 10 years, we shall need 29 million new people to meet the expanded needs and to replace those who can no longer work because of retirement or death.

But of even greater significance than the sheer explosion of population will be the nature of the

¹Lloyd V. Douglas, Business Education (Washington, D.C.: The Center for Applied Research in Education, Inc., 1963), v.

²John L. Rowe, "The Changing Scene in Education and Business," Enriched Learning in Business Education, ed. Lloyd H. Jacobs, The American Business Education Yearbook, Vol. X (Somerset Press, Somerville, New Jersey, 1953), 3.

personnel which will be required in order to meet the needs of an unprecedented population and a vastly expanded economy. As the U. S. Department of Labor pointed out recently, we shall need by 1970:

- 41% more personnel of a professional and technical nature
- 25% more personnel in clerical and sales occupations
- 22% more proprietors and managers
- 18% more in semi-skilled work
- 0% in unskilled labor, and
- 17% in agriculture.

These figures carry out a trend which has replaced the industrial revolution with the office revolution. For a hundred years, the so-called blue collar category outnumbered the white collar category; but in the last five years, the U. S. Department of Labor has found that the white collar category now includes over 40% of the population and has become the dominant group in the nation's economy.¹

Statement of the Problem

The problem in this study was to obtain, from selected groups of business educators and specialists in typewriter transcription methodology, opinions and their degree of agreement or disagreement concerning selected major issues in the teaching of typewriter transcription on the public secondary school level.

This study considers major theories and practices in teaching typewriter transcription on the public secondary school level. A conservative estimate would indicate that

¹Joseph Gruber, "New Horizons in Business Education," Business--Education Their Joint Responsibility, ed. Simon A. Duchan, The Commercial Education Association of the City of New York and Vicinity, (Published by The Commercial Education Association of the City of New York and Vicinity, 1961), Vol. XXIII, 6-7.

approximately 500,000 students are presently enrolled in typewriter transcription on this level.

Purpose of the Study

The purposes of this study were to: (1) determine the major issues in typewriter transcription methodology, (2) collect the opinions concerning typewriter transcription from public secondary school business teachers; collegiate teachers of transcription methodology; supervisors of business education; and transcription textbook authors, (3) present conclusions from the findings, and (4) suggest recommendations for future research and experimentation in typewriter transcription.

This research would contribute to the improvement of instruction in typewriter transcription in the following manner:

1. Provide a synthesis of thought and opinion encompassing the selected major issues.
2. Assist business educators in attaining greater understanding of problems associated with typewriter transcription instruction.
3. Serve prospective and experienced business teachers in developing more effective typewriter transcription instruction.

Need for the Study

There is evidence to indicate many issues in teaching typewriter transcription. Numerous business educators have published articles expressing opinions concerning typewriter transcription. An analysis of business education professional

literature has disclosed that a considerable number of these opinions are in conflict.

Evidence exists in the professional literature for an attempt to define and clarify the current issues in typewriter transcription. Business educators charged with the responsibility of formulating and implementing policies in typewriter transcription should be cognizant of current thought in this vital area.

The following examples are representative of salient questions consistently asked concerning typewriter transcription:

1. How much time is required to prepare efficient stenographers and secretaries for office occupations?
2. How early should new matter dictation be introduced into the business education curriculum?
3. How much transcription skill does a student amass by typewriting from shorthand plate material?
4. How much transcription skill can be acquired through the use of "marginal reminders" prior to the introduction of typewriter transcription?
5. What is a reasonable transcription rate at the conclusion of a one-year sequence as compared with a two-year sequence in shorthand transcription?
6. How much emphasis should be placed on periphery skills in typewriter transcription?

In summary, there is an educational need for a study pertaining to selected major issues in teaching typewriter transcription. Transcription is a prominent segment in the total secondary school business education curriculum. The

findings of this study can contribute to a more comprehensive understanding of typewriter transcription by business educators.

An investigation of professional literature and research disclosed that a similar study had not been made heretofore.

Scope and Limitations

The scope of the study was confined within these limitations:

1. The study was limited to a survey of theories and practices concerning typewriter transcription in the public secondary schools.
2. The data was assembled by the use of an opinionnaire.
3. The random selection of the respondents was represented by public secondary business teachers; collegiate teachers of transcription methodology; supervisors of business education on the city, county, and state levels; and transcription textbook authors.
4. The evaluative instrument was developed from selected major issues of theories and practices as reported in the professional business education literature. The basis for selection of issues was dependent largely upon their recurrence in professional business education literature. A jury of "transcription experts" assisted in further identifying and refining the issues.
5. Although the survey of literature was limited primarily to that published from 1943 to 1963, some reference was made to literature published prior to 1943. This limitation appears necessary since issues occurring during this twenty-year period would affect current practices in the teaching of typewriter transcription.

Definition of Terms

Words defined in this section appear throughout the research study in a technical context. When authoritative terminology varies from authority to authority, the investigator arbitrarily selected the definition of the terms used.

Transcription terminology as used in this study is applicable to the scope of transcription instruction. Composite definitions were constructed from diverse sources devoted to transcription literature. Definitions that follow are atypical to this study and, in turn, to the transcription teaching profession:

Chalkboard Postview

Shorthand outlines of unfamiliar words written by the teacher and practiced by the student subsequent to dictation.

Chalkboard Preview

Shorthand outlines of unfamiliar words written by the teacher and practiced by the student prior to dictation.

Mailable Letter

A communication that can be dispatched by an executive without further reference to the secretary for minor or major corrections.

Office-Style Dictation

Impromptu dictation by the classroom teacher designed to simulate an office environment.

Periphery Skills

Acquired abilities which contribute to typewriter transcription skill--proper work habits, use of dictionary, proofreading skill, and so forth.

Pretranscription Training

Specific drill in separate components of shorthand, typewriting, and English fundamentals requisite for typewriter transcription.

<u>Standard Word</u>	Consists of 1.4 syllables.
<u>Syllabic Intensity</u>	Words divided into actual number of syllables.
<u>Typewriter Transcription</u>	The art of transferring symbol shorthand into typescript.
<u>Transcription Pretest</u>	Exercise designed to denote abilities in English fundamentals, typewriting skill and transcription knowledge.
<u>Transcription Rate</u>	Speed at which dictated copy is transcribed from shorthand notes customarily measured in words per minute.
<u>Word Frequency Count</u>	A guide used to insure that dictated material is representative of spoken English.

Organization of the Dissertation

This study is divided into chapters entitled: (1) The Problem, (2) Review of the Related Literature, (3) Procedures, (4) Findings, and (5) Summary, Conclusions, and Recommendations.

The study is organized to accentuate the two important ramifications of the problem--the derivation of the selected major issues and the response of the selected groups concerning these issues. The development and results of the investigation are presented in the subsequent chapters.

Chapter I is devoted to the introduction of the problem; statement of the problem; purpose, need, and limitations of the study; and definition of terms. Chapter II considers the related literature and research studies directly related to the theories and practices in typewriter transcription.

Chapter III presents the research methods and procedures that were utilized in this study. Chapter IV summarizes the responses received on the research instrument from four separate groups of respondents. Chapter V constitutes the summary, conclusions, recommendations, and recommendations for additional research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

There has been a dearth of research directed toward the specialized subject of typewriter transcription. The development of typewriter transcription skill on the secondary school level was a neglected facet in the total business education program.

In the following review, only those studies were considered which had pertinent bearing on the curriculum; pretranscription and methodology; mailability, grading, and evaluation of typewriter transcription. This survey of related literature is organized under these three main sections.

Selected quotations appear throughout Chapter II. Statements defending the theories and practices are footnoted extensively with one exception--those which appear in the literature and in formal discussion so repeatedly as to render footnoting unnecessary.

Literature on Transcription in the Curriculum

Nature of Transcription.--Typewriter transcription, unfortunately, means all manner of things to business educators. Professional literature abounds with statements covering various aspects of transcription. Few statements

can be established regarding the nature of transcription and fewer references can be established on typewriter transcription.

Leslie, recognized as an international authority on Gregg Shorthand, presents the following concerning the nature of transcription. This leader states:

The teaching of transcription is one of the newer branches of commercial education. Until very recent years, no one even thought of teaching transcription. Even yet, little has been done to give transcription the same definite place in the curriculum that is given to shorthand or typewriting. Possibly, because transcription is a composite skill, it is not so easily reduced to a teaching routine as the other subjects in the curriculum.¹

Leslie continues by outlining his philosophy concerning the nature of transcription. He presents the following opinion for assuming his position:

...Transcription is a fusion of at least three skills--shorthand, typewriting, and English. Apparently the most difficult of these three is English, because we seem to have no trouble getting good shorthand writers and good typists, but we do have all kinds of trouble getting good transcribers.²

Bowman's comment, written four years after Leslie's, is representative of another view prevalent during that decade. He writes:

Teachers quite generally agree that transcription is a skill separate and distinct from the ability to write shorthand and to operate a

¹Louis A. Leslie, The Teaching of Gregg Shorthand by the Functional Method (New York: The Gregg Publishing Company, 1935), 75.

²Ibid.

typewriter, and as such must be taught with a thorough understanding of the principles involved.¹

In 1939, Hanna² completed the first extensive attempt to isolate the fundamental issues in business education. Substantial agreement among recognized leaders in the field of business education existed in 9 of the 52 issues. Four issues were included in the Section in Section VII entitled "Shorthand and Transcription" in his study.

Wanous presented five transcription issues in 1941. Defining the nature of transcription was included in his commentary. He expresses a conflicting view in the following statements:

The first and perhaps the most interesting issue is the one which is related to the nature of transcription itself. Two points of view prevail. One group of teachers hold to the idea that transcription is a fusion of the skills and knowledges which are included for study and mastery in several other courses--notably shorthand, typewriting, and English. Another group of teachers believes that transcription is a brand-new skill--an intricate skill, to be sure--for which training must progress from the simple to the complex and which is developed only after considerable training and practice.³

¹Wallace B. Bowman, "The Teaching of Transcription," The National Business Education Quarterly, VIII, No. 1 (October, 1939), 21.

²J. Marshall Hanna, "Conflicting Viewpoints in the Field of Secondary-School Business Education," (unpublished Ed. D. dissertation, New York University, 1939).

³S. J. Wanous, "Problems and Issues with Reference to Teaching Procedures in Transcription," Problems and Issues in Business Education, ed. McKee Fisk, National Business Teachers Association, Vol. VII (The Ann Arbor Press, Ann Arbor, Michigan, 1941), 316.

In 1950, Hayden repeated the question posed by Wanous, "Is transcription in the secondary school a fusion of already acquired skills; or is transcription a creation of a new skill?" Based on his research, Hayden presents these findings:

The chief difference between the two points of view concerns the amount of uninterrupted transcription necessary and how it should be provided. Specifically, 47 per cent favored a fusion of already acquired skills and 47 per cent favored the creation of a new skill. Six per cent favored a combination of "a" and "b."¹

In 1958, Brown raised the question, "Shorthand transcription in the secondary school is: (a) a fusion of already-acquired skills, such as shorthand, typewriting, and English; (b) a creation of a new skill." Based on her research, as well as a comparison with the Hayden Study, Brown reports:

Response of Leaders		
1950	1957	
18 (47.4%)	134 (64.7%)	a. a fusion of already-acquired skills, such as shorthand typewriting, and English
18 (47.4%)	54 (26.1%)	b. a creation of a new skill
2 (5.2%)	13 (6.3%)	responded "a" and "b"
0 0	6 (2.9%)	omitted
38 (100%)	207 (100%)	total number of respondents ²

¹Carlos K. Hayden, "Major Issues in Business Education," (unpublished Ph. D. dissertation, The Ohio State University, 1950), 273.

²Eleanor B. Brown, "Relationship of Practices in Business Education to Established Objectives," (unpublished Ed. D. dissertation, The Pennsylvania State University, 1958), 130.

Page, in her study entitled, "Conflicting Opinions in the Development of Transcription Skill as Revealed in the Literature from 1949-1960," resolves the following view concerning the nature of transcription. "Today, transcription is recognized as an intricate process consisting of many coordinated skills--typewriting, shorthand, and English."¹

Grade Placement.--The grade level at which typewriter transcription should be introduced into the curriculum on the secondary school level continues to merit attention in curriculum construction.

Hayden reports his findings in the following tabulation:

In order to have adequate time for stenographic training in the secondary school, shorthand should be started in the:

	a. 9th grade
5 (13 per cent)	b. 10th grade
31 (82 per cent)	c. 11th grade
2 (5 per cent)	d. 12th grade
2 (5 per cent)	no answer ²

In 1958, Brown compared her findings with the 1950 Hayden Study and comments in the enumeration that follows:

¹Alice Page, "Conflicting Opinions in the Development of Transcription Skill as Revealed in the Literature from 1949-1960," (unpublished Master of Arts thesis, Graduate School, University of North Dakota, 1960), 25.

²Hayden, 262.

Response of Leaders

1950	1957	
0 (0.%)	0 (0.%)	a. ninth grade
5 (13.2%)	29 (14.0%)	b. tenth grade
31 (81.5%)	169 (81.7%)	c. eleventh grade
0 (0.%)	3 (1.4%)	d. twelfth
0 (0.%)	2 (1.0%)	responded b or c
0 (0.%)	3 (1.4%)	responded c or d
2 (5.3%)	1 (.5%)	omitted
38 (100.0%)	207 (100.0%)	total of respondents ¹

Baldwin, after his comprehensive study of the history of shorthand instruction in schools of the United States, concludes:

There are some authorities who believe that shorthand will be moved to a post-high-school level. While shorthand is being constantly upgraded so that it will be offered closer to the time of employment of the individual, shorthand will probably never entirely leave the high school. High school education is still terminal for most students. As long as this is true, the public will demand vocational training at this level.²

Writing in the 1961 American Business Education Year-Book entitled, Informal Research by the Business Teacher, Anderson proclaims that:

One of the most serious problems facing shorthand teachers today is the amount of time now required to train proficient stenographers and secretaries. This problem is becoming more and more

¹Brown, 126.

²Woodrow W. Baldwin, "History of Shorthand Instruction in Schools of the United States," (unpublished Ed. D. dissertation, University of California, Los Angeles, 1952), 347.

troublesome with the current emphasis upon the academic subjects.¹

Roman summarizes the contention of leaders in business education concerning grade placement with the following thought:

Leaders in business education are in almost complete agreement that shorthand is a vocational subject and it should be taught in the last two years in senior high school. The grade placement will be determined largely by the length of time it takes to prepare high school students for initial stenographic positions in business.²

Douglas recognizes the tremendous problems of grade placement for business education on the secondary level. He predicts a changing pattern when he states:

The question of the grade-level at which Business Education should be offered is becoming one of the important issues for Business Education. Should its vocational aspects be largely removed from the high school and placed in junior colleges, or area vocational schools, or similar types of educational institutions--thus, leaving the high school free for needed general education? Much can be said in favor of such a move. Such education, however, must be open to students who have not completed high school, for the one student out of three who apparently will not be completing high school is the very one who will be most in need of such vocational education.³

¹Ruth I. Anderson, "Shorthand and Transcription," Informal Research by the Classroom Business Teacher, ed. Earl A. Dvorak, The American Business Education Yearbook, Vol. 18 (Somerset Press, Somerville, New Jersey, 1961), 126.

²John C. Roman, The Business Curriculum, Monograph 100, (Cincinnati: South-Western Publishing Company, 1960), 24.

³Lloyd V. Douglas, Business Education (Washington, D. C.: The Center for Applied Research in Education, Inc., 1963), 96.

In conclusion, Douglas expresses his view by further commenting on this far-reaching issue:

Certainly, all citizens could well use the general education provided by four years of high school. Yet, there are serious questions about how many would actually be reached by such education were the opportunity for vocational preparation removed from the high school. Already the drop-out problem is serious, and such a move might well worsen it.¹

The Articulation of Typewriter Transcription.--This highly controversial issue is enormous in its ramification because it reveals the business educator's concept as to when typewriter transcription should be offered in the stenographic-secretarial program.

Specifically, if a business educator gives credence to the theory that typewriter transcription should be scheduled early in the curriculum, he would introduce typewriter transcription as early as the first day of shorthand. Adherents to this philosophy advocate introducing typewriter transcription during the first week, the tenth day, the first month, "as soon as theory is complete" and a host of other times.

Varying interpretation of terms often results in stated conclusions contrary to actual practice. Specifically, what one business education teacher may regard as early transcription may be classified by another as pretranscription. Further, prerequisites for transcription have an indisputable effect on the introduction of typewriter transcription.

¹Ibid.

Business educators affirming the theory that typewriter transcription should be delayed until the final semester of shorthand are in direct opposition to the first-mentioned philosophy.

Forkner advocates that "every law of learning is violated when the teacher fails to have the student transcribe his shorthand notes on the typewriter the first day of the shorthand course."¹

North, in agreement with Forkner, suggests giving "shorthand and typewriting concurrently, and on the tenth day have the class transcribe sentences from their notes. They may first be typed, then dictated, then transcribed from shorthand notes."²

North presents another view by commenting further:

From the first day a teacher opens the subject of shorthand to a class, she is ever mindful of the ultimate goal--transcription; so it is difficult to set a specific time or date when that transition from theory to transcription occurs.³

In 1947, Halbersleben expresses her view on this topic by declaring:

¹Hamden L. Forkner, "A Newer Philosophy in the Learning of Shorthand," Business Education Forum, VI, No. 1 (October, 1951), 11.

²Helen Reynolds and Margaret Ely, "Transcription--Early or Late," Business Education Forum, VIII, No. 1 (October, 1953), 16, quoting Frances N. North.

³Frances N. North, "Improvement of Classroom Teaching in Beginning Transcription," The Improvement of Classroom Teaching in Business Education, ed. Peter L. Agnew (published by the Eastern Commercial Teachers' Association, 1939), Vol. XII, 307.

The best time to begin transcription is at the same time the student begins the study of shorthand. This means the first week of school, not the middle of the semester. This naturally presupposes that the beginning student has a certain degree of typing skill. Indeed, this is one of the pre-requisites for beginning shorthand.¹

Heape, writing in 1953, is in accord with Halbersleben. She writes: "Transcription should take place the first day in a shorthand class. Longhand may be used for approximately three days while the typewriter keyboard is being learned."²

Condon and Wellman express their belief in greater detail by presenting the following philosophy in 1958. They maintain:

We feel that transcription should be started early. By early, we mean as early as the second lesson, with provision thereafter in every class session for the integration of theory, taking dictation, and transcribing. By beginning transcription early, the students have a longer training period to establish transcribing habits. In transcription practice the lesson material was dictated several times at varying rates, and then one or two minutes were given for the transcribing of notes. When time was called, he consulted the stroke-count in the textbook to compute and record his transcribing rate. The early lessons were simple in transcription content (internal punctuation was excluded) as well as in shorthand vocabulary.³

¹Helen Halbersleben, "Begin Transcription When You Begin Shorthand," Journal of Business Education, XXIII, No. 1 (October, 1958), 23.

²Rita P. Heape, "Teaching Techniques for First-Year Shorthand," United Business Education Forum, VII, No. 5 (February, 1953), 29, 34.

³Arnold Condon and Rowena Wellman, "More Shorthand Learning in Less Time," The Delta Pi Epsilon Journal, II, No. 1 (October, 1958), 23.

Reed expresses her view in the most recent edition of the American Business Education Yearbook, published in 1962, by asserting her philosophy as follows:

Since the ultimate purpose of shorthand learning and teaching is the production of mailable transcripts from dictation, early transcription is a natural component of shorthand learning. Most students taking shorthand expect to use it vocationally and readily accept transcription as an early part of the shorthand activity.¹

The next group of business educators appears to take a moderate stand on this issue. They assert that the transcription period should neither be "early" nor "late." Speaking for this group, Sharpe comments:

The transcription period should be late enough in the second semester so that the students have acquired some skill in taking dictation, but early enough to permit the last two or three weeks of school to be devoted to skill building.²

Rahe, who appears to be in accord with Sharpe, outlines his belief concerning this issue. Rahe asserts:

Shorthand and transcription in the secondary school should be started soon after the students acquire a modest amount of skill in shorthand, typewriting, and English. That stage would probably be reached by most students toward the end of the second semester of instruction in shorthand, assuming of course that the students took a typewriting course previously or concurrently with the shorthand course. The assumption regarding English is that the students

¹Mildred E. Reed, "Transcription in First Year Shorthand," Secretarial Education with a Future, ed. Dorothy H. Veon, The American Business Education Yearbook, Vol. 19 (Somerset Press, Somerville, New Jersey, 1962), 157.

²Hollie W. Sharpe, "A Few Essentials for Teaching Shorthand and Transcription Successfully," Business Education Forum, XV, No. 1 (October, 1956), 17-18.

in shorthand have been selected and that only those who are competent in English are pursuing the stenographic program.¹

Lamb is direct in her statement that "Transcription training should be given in the second half of a double period devoted to advanced shorthand and transcription."²

Connelly, in agreement with Lamb, expresses her view as follows:

The formal transcription class should be scheduled for two periods a day during the entire senior year. The first period should be devoted to advanced shorthand and dictation; the second period, to the transcription of this dictation and to the refinement of job competency. This formal course must bring together all the background knowledge and skill the student has been storing for use in the finished product.³

The third position in this highly controversial issue is championed by the following statements. Replying to a direct question posed in 1938, "When should transcription be introduced in shorthand teaching and what kind of material should be used first?", Reynolds believes the following:

Transcription can perhaps best be introduced when pupils can take practiced dictation at least at 80 words a minute, assuming that typed transcription is meant in this question. The material

¹Harves Rahe, "Should Shorthand Transcription in the Secondary School Be Started Early in the Stenographic Program or Delayed Until Students Acquire a High Degree of Skill in Shorthand, Typewriting, and English?" The National Business Education Quarterly, 29, No. 2 (Winter, 1960), 56.

²Marion M. Lamb, Your First Year of Teaching Shorthand and Transcription (2d ed., Cincinnati: South-Western Publishing Company, 1961), 92.

³Mary E. Connelly, "Transcription Is a Training Program," Business Teacher, XXVIII, No. 3 (December, 1950-January, 1951), 96.

used should be relatively simple with which the pupils are familiar--preferably paragraph material in order to reduce to a minimum the problem solving situation in transcription.¹

In the same year, Leslie succinctly outlines his belief on this issue. He clearly states:

It is true that, if the learner is prepared to begin typewriter transcription early in the third semester, he might reasonably be expected to be ready for it late in the second semester. There is no arbitrary point at which typewritten transcription must be begun. The longer it is deferred, however, the better the results will be. If it can be deferred until the fourth semester, so much the better. It seems preferable, however, not to start before the third semester, in any event, especially when the summer vacation intervenes between the second and third semesters as will usually be the case.²

Speaking at the Second Annual Problem Clinic in 1953, Huggard summarized the thought concerning the introduction of transcription by stating: "The most desirable arrangement would provide for three or four semesters of shorthand with one-semester--possibly two--of transcription."³

Dempsey, writing in 1958, advances the following statement in support of delayed transcription by concluding:

It is generally recognized that transcription should be introduced after the student has a grasp of the typewriting and shorthand skills involved in transcription. The higher the degree of skill in

¹Helen Reynolds, "Selected Answers to Significant Problems in Business Education," Modernizing Business Education, ed. Raymond C. Goodfellow, Eastern Commercial Teachers' Association, (Published by Eastern Commercial Teachers' Association, 1938), Vol. XI, 383.

²Leslie, 236.

³Edith Huggard, "Second Annual Problem Clinic," American Business Education, X, (December, 1953), 84.

typewriting and shorthand the student has attained, the more time he can devote to the new skill factors involved in transcription.¹

Brown reports the findings of her study in the enumeration that follows:

Response of Leaders

1950	1957	
16 (42.1%)	115 (55.5%)	a. Shorthand transcription training in the secondary school should be started relatively early in the stenographic program.
22 (57.9%)	88 (42.5%)	b. Shorthand transcription training in the secondary school should be delayed until the student has acquired a reasonably high degree of skill in shorthand, typewriting, and English.
0 0	4 (1.9%)	omitted ²

In reply to the direct question, "At what stage in the shorthand program do you begin transcription?", Sister Alexius, Discussion Leader, Tenth Annual Problem Clinic, March, 1961, reported the contention of the group in the following statements:

Transcription should not be attempted until the skills that make up transcription are developed to some degree. The student should be able to type at the rate of about 40 words per minute. The shorthand skill should be developed at the rate of at least 80 words per minute. It is understandable that the more skill the student has in spelling,

¹Audrey V. Dempsey, "Teaching Instead of 'Timing' in Transcription Class," National Association for Business Teacher Education Bulletin, 69, (Winter, 1958), 52.

²Brown, 131.

typewriting, and shorthand, the more progress he will make in developing skill in transcription.

The time to begin transcription also depends upon the place that transcription is provided for in the curriculum. The third semester is probably the best time for most school systems. The ideal is to have an entire period devoted to transcription with typewriters always available.¹

Rowe replies to the question, "Is one year of high school shorthand sufficient?" by stating:

One daily fifty-minute period does not provide the time to present shorthand theory, to acquire dictation skill, and to develop the concept and skill of mailability. The acquisition of dictation and transcription skill is a physical maturation process requiring a minimum of two school years in the secondary school.²

Continuing to discuss this issue by commenting further, Rowe explains his position:

A two-year sequence of shorthand and typewriting plus related business subject matter offerings, is essential if we are to prepare a product of which we can be proud. Time and effort are required to attain a shorthand dictation speed of 100 words a minute for three to five minutes and a typewriting speed of 50 to 60 words a minute for five minutes. Only those few highly gifted high school students who possess an unusual aptitude for motor skills can develop such proficiency in a year's time.³

Tonne, who is in accord with Rowe, believes in a vocational shorthand program of more than one year. He writes:

In many parts of the country prospective stenographers only get one year of shorthand and many times no additional transcription training is

¹Sister M. Alexius, "Tenth Annual Problem Clinic," American Business Education, XVII, (March, 1961), 142.

²John L. Rowe, "A Recommended Stenographic Curriculum," College of Education Record, The University of North Dakota, XLV, (June, 1960), 132-133.

³Ibid.

given in other classes. Only a minority of schools offer two years of shorthand and a year of transcription. Yet this plan is the program that is assumed to be the minimum desirable program. Almost as many students only get one year of shorthand instruction as get three. By far the majority get two years of instruction. . . . The fact remains however that in many schools students are getting only one year and the number is apparently increasing.¹

More recently, Tonne mentions an evolving trend:

The fact that most students in high school now take only one year of shorthand should have a significant influence on shorthand theory. Most teachers of shorthand question whether adequate mastery of the basic skill can be developed in that length of time. Even if it can be, this brief period of learning leaves little or no time for attaining skill in transcription which most teachers recognize as vitally necessary to job preparation.²

Tonne comments further on this issue by remarking:

This trend toward an enrollment limitation of one year also tends to give encouragement to the development of a version of shorthand that is as simple as it possibly can be. It would make possible the learning of theory in a minimum of time, provide more time for automatization, and provide more time for transcription skill development.³

Douglas reports another current trend affecting type-

writer transcription by presenting this changing pattern:

"High schools are tending to combine second-year typewriting and shorthand into an integrated course in office or secretarial practice."⁴ The decreased time given to the

¹Herbert A. Tonne, "Shorthand in the High School," Journal of Business Education, XXXI, No. 8 (April, 1956), 297, 306.

²Herbert A. Tonne, "The Present and Future of Shorthand," Business Education Forum, XV, No. 1 (October, 1960), 12.

³Ibid. Journal of Business Education, XXXI, No. 8 (April, 1956), 306.

⁴Lloyd V. Douglas, Business Education, (Washington, D.C.: The Center for Applied Research in Education, Inc., 1963), 94.

schools are today turning out business students presumed to be vocationally prepared, who are actually unable to achieve well-defined standards. Frequently this has been the direct result of reducing the amount of time devoted to business subjects. For instance, many high schools offer but one year of shorthand, whereas formerly two years was standard practice, and employers are keenly aware of the difficulty of finding secretaries with good stenographic skills.¹

Karaim presents a summary statement on the status quo of shorthand based on his study entitled, "Conflicting Opinions of Teachers Concerning the Status Quo of Shorthand." He reports that:

Most teachers believed shorthand was as popular as ever, and was "here to stay." There were two major bases for this belief. The demand from the business world for shorthand-trained personnel continues as employers prefer secretaries with shorthand training. Many teachers reported that job opening exceed the number of students available. Also, the enrollments in shorthand classes have held, and are, in fact, increasing in many schools.²

Although there has been much discussion of the relative merits of the opposing views, there is a dearth of experimentation directed toward determining the more effectual procedure.

¹Lloyd V. Douglas, Business Education, (Washington, D. C.: The Center for Applied Research in Education, Inc., 1963), 96-97.

²William J. Karaim, "Conflicting Opinions of Teachers Concerning the Status Quo of Shorthand," (unpublished Master of Science thesis, Graduate School, University of North Dakota, 1960), 101.

Literature on Pretranscription Associated
with Typewriter Transcription

An examination of the business education literature reveals apparent confusion relative to the value of pretranscription training. Anderson asks the question, "How much transcription skill can be built through the use of the transcription reminders which are included in the shorthand texts prior to the introduction of transcription?"¹ She discloses that very little research has been accomplished in this area.

Rowe, an exponent of pretranscription training, remarks that:

The following definite skills in typewriting should be thoroughly mastered before the student attempts formal transcription (transcribing from his own notes taken from dictation):

1. The student should be able to typewrite by touch 30 to 40 words per minute. This includes the ability to use the service mechanisms by touch.
2. The student should be able to spell correctly. Much can be done to develop this skill kinaesthetically in typewriting.
3. The student should be able to center letters automatically through intuition, judgment, or eyemindedness.
4. The student should be able to assemble and handle materials efficiently.
5. The student should be able to punctuate.
6. The student should be responsible for the accuracy of his own work; he should be able to proofread.

¹Anderson, 134.

7. The student should be able to correct his own errors through the techniques of erasing, crowding and spreading, and realigning.
8. The student should be able to divide and syllabicate words correctly.
9. The student should be able to write numbers in correct style and form.
10. The student should develop and cultivate "word sense"; he should understand how to use the dictionary.¹

Sister M. Therese, another exponent for pretranscription training, lists the following shorthand skills preparatory to typewriter transcription. Each student

1. Should be able to take sustained dictation on new material from three to five minutes at sixty to eighty wpm.
2. Should be able to take notes which are readable and of correct proportion.
3. Should be able to center and estimate the correct length of letters from shorthand notes.
4. Should be able to handle and assemble dictation material efficiently.
5. Should be able to read shorthand fluently and in thought phrases.
6. Should be able to read shorthand for meaning.²

In conclusion, Sister M. Therese justifies this philosophy by commenting:

¹John L. Rowe, "A Pretranscription Program Coordinated with Elementary Shorthand and Typewriting," American Business Education, V, No. 4 (May, 1949), 267.

²Sister M. Therese, O. S. F., "Levels of Competencies in Shorthand," Curriculum Patterns in Business Education, ed. John L. Rowe, The American Business Education Yearbook, Vol. XIII (Somerset Press, Somerville, New Jersey, 1956), 74.

A quick glance at these pretranscription skills informs the reader that they provide the perfect readiness of the more complex skills of formal transcription. If the learner knows that his ground work is solid, his fear of transcription will be decreased.¹

According to Connelly, students should be trained for transcription from the very first lesson in shorthand. She believes that this preparatory training should include such activities as the following:

Pretranscription English

1. By including in the students' spelling lists words of known difficulty in transcription.
2. By discussing, previewing, and reviewing the rules for punctuation.
3. By helping the student to read for comprehension.
4. By having close co-operation between the English teachers and transcription teachers.²

Lamb, expressing her view in the following statement, supports the double grade recommended by Leslie. She states:

Therefore, we start in elementary shorthand to think of pretranscription training. The double grade recommended by Leslie is one excellent device for spotlighting English errors early in the course. In oral transcription, students should be asked to "read in" the punctuation and³ spell words likely to be misspelled on transcripts.

¹Ibid.

²Mary E. Connelly, "Transcription is a Training Program," Business Teacher, XXVIII, No. 3 (December, 1950-January, 1951), 96.

³Lamb, 92.

An additional comment by Lamb is especially important because emphasis is directed to the language problem. Lamb continues:

As the language problem has become more acute in schools, there has been more emphasis on pretranscription training because of the weakness of pupils in English fundamentals. It has been said many times that any person of normal intelligence can be taught to write shorthand; the test is whether the person can transcribe the shorthand into acceptable typescript. It is not difficult to predict any pupil's likelihood of success in achieving this goal, but nevertheless we find in our classes many pupils who do not know the English language and cannot use words with sufficient accuracy and confidence to enable them to distinguish nonsensical statements from sensible ones.¹

Marginal reminders appearing in Gregg Shorthand textbooks are frequently used as an aid to transcription. Enthusiastic support for this device is emphasized by Leslie:

One of the greatest advantages of this type of oral transcription is that the pupil automatically is reminded most often of the most frequently occurring problems. If only ten illustrations of the conventions of written English are covered in the relatively short time devoted to reading shorthand in an entire 40-minute period, the learners will have had in one semester 1,000 reminders of the most frequently recurring conventions of written English or in the course of a school year 2,000 reminders of the conventions.²

Jevons summarizes the advantages of pretranscription training in this paragraph:

If pupils are given pre-transcription training, they will be able to start actual transcription with a much clearer understanding of the components. Reading rates are increased, punctuation is inserted

¹Ibid., 92.

²Leslie, 94.

into the reading of notes or plates, and spelling and other points of English are emphasized by having daily five-minute longhand transcriptions from any part of the homework. Pupils are thus made more aware of the necessity for studying problems of punctuation and spelling and of making dual preparations--for working shorthand and for transcribing it.¹

Considering the organization for pretranscription training, Berger expresses the following belief:

We have found that the fundamentals of transcription can be organized and presented as soon as a class has completed the shorthand Manual. Introducing this early, the process by which shorthand outlines are converted into typed words repays us with perfected techniques; moreover, students are not given the opportunity to establish imperfect transcribing habits. Three or four weeks can be devoted to this phase of instruction.²

Lamb presents the following interpretation regarding the most beneficial type of pretranscription training:

One of the best types of pretranscription training is typing directly from dictation--either from the teacher's dictation or from dictation recorded on a disc, belt, or tape. In this direct dictation, the pupil is typing from the spoken word rather than the written word, and suddenly the ability in spelling and punctuation are very important. Direct-dictation practice is excellent for speed-building in typewriting, also,³

¹Elsie Jevons and Helen Halbersleben, "Guidance Activities in Shorthand," Guidance Problems and Procedures in Business Education, ed. Vernon A. Musselman, The American Business Education Yearbook, Vol. XI, (Somerset Press, Somerville, New Jersey, 1954), 200.

²Kathleen Berger, "How to Organize a Pretranscription Program that Improves Transcribing," Business Education World, XXXII, No. 2 (December, 1951), 171.

³Lamb, 109.

"There is a need to emphasize correlated pretranscription training in typewriting, shorthand and English classes," according to Rowe.¹ He agrees with Lamb by clearly stating: "Direct dictation to the machine provides excellent pretranscription practice in the typewriting class."²

MacRae in his study entitled, "An Analysis of the Literature Relating to the Teaching of Transcription, 1945-1949," reports as follows concerning pretranscription training:

There seems to be general agreement on the advisability of offering pretranscription training because of the values accruing from such a practice. Pretranscription training given in the typewriting or shorthand class, or both, will facilitate the teaching of formal transcription and will give the transcription teacher an opportunity to concentrate on developing the skills needed by the vocational transcriber--the ability to produce quality transcripts in quantity.³

Frink summarizes the contentions of business educators concerning pretranscription training in her comprehensive study by expressing two points of view:

In general, the term "pretranscription training" refers to the related learning. On the other hand, it is believed that pretranscription training should be given in the beginning course, as it facilitates the teaching of transcription; and, on the other hand, it is believed that the major objective of beginning shorthand is mastery of

¹John L. Rowe, "Developing Skill in Taking Dictation at the Typewriter," United Business Education Association Forum, II, No. 6 (March, 1948), 14.

²Ibid.

³Donald A. MacRae, "An Analysis of the Literature Relating to the Teaching of Transcription, 1945-1949," (unpublished M. A. thesis, State University of Iowa, 1950), 30.

theory, and therefore, if pretranscription training is given at all, it should be given incidentally.¹

The importance of an issue surrounding pretranscription arises from the controversy as to whether or not activities should be provided to include or exclude this skill in the total typewriter transcription program.

Literature on Methodology Problems Associated with Typewriter Transcription

Gregg, inventor of Gregg Shorthand, foresaw the multiple problems directly related to methodology. His faith in a more perfect plan of instruction is visible in the following statements:

In the foreword to one of the methods, I said: Most of the methods we have published are marked by a difference of emphasis on certain phases of shorthand instruction, but it is my belief that after trial and comparison of all these methods, and of others that may be developed later, there will emerge a better balanced plan of instruction than any that yet appeared.²

Settle completed a study in 1961 in which he analyzed the effectiveness of two methods of teaching Gregg Shorthand. He reports the following findings based on his research:

¹Inez Frink, "A Comprehensive Analysis and Synthesis of Research Findings and Thoughts Pertaining to Shorthand and Transcription," (unpublished Ed. D. dissertation, Indiana University, 1961), 213.

²John Robert Gregg, "Improvement of Classroom Teaching in Shorthand," The Improvement of Classroom Teaching in Business Education, ed. Peter L. Agnew (published by the Eastern Commercial Teachers' Association, Philadelphia, Pennsylvania, 1939), Vol. XII, 271.

Since the introduction of the Gregg shorthand system in 1894, teaching methods advocating a writing approach have been given several titles: the Traditional Method, the Manual Method, and, since the Simplified Edition of the Gregg system in 1949, the Basic Method. Each of these methods advocated an early introduction of shorthand writing activity; however, they did not exclude the reading of shorthand as a classroom activity.¹

Preston completed a project in 1962 that analyzed the trends of methods of teaching Gregg shorthand in the United States. Based on her research, she reports the following findings:

In 1946, there were twenty-three basic Gregg texts of various methodologies published by the Gregg Publishing Company. Revisions since that time have been increasingly scientific in terms of laws of learning, elimination of low-frequency words, etc. In 1946 there were on the market 140 Gregg Shorthand books related to teaching and learning.²

Balsley is direct in her statement that, "Differences exist in philosophies held by teachers regarding skill building, in the availability of typewriters for transcription, and even in the understanding of what constitutes satisfactory preparation for transcription in the office situation."³

¹Kenneth B. Settle, "The Relative Effectiveness of Two Methods of Teaching Gregg Shorthand," (unpublished Ed. D. dissertation, University of Cincinnati, 1961), 12.

²Emma Jean Gunderson Preston, "An Analysis of the Trends in the Methods of Teaching Gregg Shorthand in the United States" (unpublished M. S. project, School of Education, The University of Southern California, 1962), 28.

³Irol W. Balsley, "Evaluation in the Different Business Subjects--Shorthand and Transcription," Evaluation of Pupil Progress in Business Education, The American Business Education Yearbook, Vol. XVII (Somerset Press, Somerville, New Jersey, 1960), 187.

An additional finding of the Preston Study supports the Balsley statement. Preston reports:

There seems to be no agreement concerning the principles of learning shorthand. The different methods studied showed these deficiencies: part of the stenographic activity is presented before the whole activity; typewriter transcription is not an intrinsic part of initial learning in any method, most methods drill on parts of words before connected matter material are used, and all conditions favorable to the maximum positive transfer of learning are not created.¹

Writing in 1957, Tonne, Popham and Freeman appear to be more optimistic about typewriter transcription. These authors express their view in the following statements:

There is, however, a growing recognition of the need for applying to the teaching of transcription many of the newer practices that are used in teaching typewriting and shorthand--the development of the concept of the pattern of the expert, the accentuation of technique rather than emphasis on "perfect copy," the isolation of troublesome items for special or group drill, and the right kind of repetitive practice. Teachers are now beginning to recognize that unsupervised transcription, like unsupervised typewriting, can establish such bad work habits that it may impede the progress of the learner.²

Office-style dictation is a highly controversial issue in shorthand methodology. Leslie's comprehension of the realm of problems that face business educators in dealing with transcription is clearly evident in this simple yet profound statement: "The lack of adequate language in which to

¹Preston, 28.

²Herbert A. Tonne, Estelle L. Popham, and M. Herbert Freeman, Methods of Teaching Business Subjects (2nd ed., New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1957), 182.

discuss some of our transcription problems is, itself, the best evidence of lack of awareness of the problem."¹ As many definitions of "office-style dictation" exist as there are business teachers!

Brown, in her study, posed the following question: "If transcription training in the secondary school is to include office-style dictation, this type of dictation should be provided

Response of Leaders		
1950	1957	
1 (2.6%)	8 (3.9%)	a. relatively early in transcription training
20 (52.7%)	106 (51.1%)	b. relatively late in transcription training
17 (44.7%)	90 (43.5%)	c. throughout the transcription training phase of the stenographic program
0 0	1 (.5%)	responded "a" and "c"
0 0	2 (1.0%)	omitted
38 (100.0%)	207 (100.0%)	total number of respondents ²

Her findings closely parallel those reported by Hayden in his study completed in 1950.

Rowe comments on this particular topic as follows:

Delay office-style dictation until the final semester of the stenographic curriculum. This is a controversial issue in shorthand methodology

¹Louis A. Leslie, "Transcription Fallacies--XI, How Long Is a Transcription," Gregg News Letter, Vol. XXIV, 231 (October, 1946), 48.

²Brown, 132.

though office-style dictation is an essential element of the stenographic training program, many shorthand teachers would rather impart a high degree of competence in writing skill before applying that skill in a practical situation. Whether or not to provide office-style dictation is not the issue; the sequence of its presentation is.¹

Rowe continues to express his philosophy concerning office-style dictation by writing:

Office-style dictation should be introduced gradually when the student is sufficiently skilled to take 80 wpm on new matter for at least three minutes. As the students gain speed, the amount of office-style dictation might increase in volume. After a student acquires basic skill, it is relatively easy to apply it. Office-style dictation involves skill application more than it does skill acquisition. It is impossible to apply that which one does not have. Let's make sure our students acquire a basic shorthand writing skill first and then learn to apply it--a fundamental principle in the mastery of any skill subject.²

Whitmore presents the following five principles of skill development:

1. Teaching the fusion of a number of isolated skills and knowledges, the skills and knowledges themselves should be kept as simple as possible.
2. A familiar skill or knowledge should be reviewed or retaught when a new application of it is made.
3. The process to be learned must be broken into logical learning steps.
4. A laboratory situation in which the students "learn by doing" is essential in skill development.

¹John L. Rowe, "The Four Arts of Shorthand Teaching," Business Education World, XXXX (October, 1959), 16.

²Ibid., 39.

5. The skill should be practiced in a situation simulating the actual job situation.¹

Condon, an ardent proponent of the transcription method, defines his view in the following statements:

The philosophy of the Transcription Method is based on the belief that skill training from the first should include performance on the expert level. It more nearly approximates on-the-job activities of stenographers than do other methods now in use. In this method, emphasis is given to stenographic production. That production is the ultimate aim of stenographic training is apparent in the testing program of the National Clerical Ability Tests in stenography, sponsored by the National Council for Business Education and the National Office Management Association.²

Condon continues to express his view by writing:

The Transcription Method conforms to good educational philosophy in making provision for individual differences. Students are stimulated to work to capacity through provision of dictation material dictated at varying rates. The continuous progression of individual goals may partially account for the findings on the part of the Transcription Group, in spite of widely varying initial abilities.³

Liles, writing in 1963, presents an excellent "state of the union message" concerning transcription methodology by clearly pointing out the controversy surrounding this topic. He states:

It seems safe to say that more so-called "accepted" principles of teaching methodology in the

¹Irol V. Whitmore, "Effective Transcription, Teaching Aids and Devices," American Business Education Digest, I, No. 3 (March, 1945), 127-128.

²Arnold C. Condon, "A Comparative Study of the Transcription and the Functional Methods of Teaching Elementary Shorthand," (unpublished Ph. D. dissertation, New York University, 1945), 110.

³Ibid.

field of shorthand exist without any objective evidence based on sound research than in any other business subject.¹

Liles is direct when he continues to write:

In other words, personal opinion seems to be the only defense which supports them. Likewise many of the changes in theory of some shorthand systems seem to have no better foundation. Changes in teaching methodology have been concurrent with changes in theory or vice versa.²

Literature on Transcription in Mailability,
Grading, and Evaluation

Mailability.--Mailability is a subjective term that is both flexible and relative. The definition of the term used in this study is, "A communication that can be dispatched by an executive without further reference to the secretary for minor or major corrections." In practice, however, the term frequently has one meaning for the business teacher, another for the business department, and still another for the business community.

Leslie is direct in his definition of a mailable letter. This leader states:

The idea of the mailable letter is as simple in practice as it often becomes complicated in practice. In the office, the businessman either signs and mails a letter or he does not. Clearly, the function of the teacher is to train the pupil to transcribe letters that can be signed and mailed.³

¹Parker Liles, "Issues in Teaching Shorthand," The Balance Sheet, XLV, No. 2 (October, 1963), 52.

²Ibid.

³Louis A. Leslie, Gregg News Letter, XXIV, No. 223 (February, 1946), 323.

In another thought, Leslie declares:

Nobody knows what a mailable letter is. Just as we all know that "Beauty is in the eye of the beholder," so must we conclude that a mailable letter is in the eye of the beholder.¹

Quinton summarizes the views of two groups of business educators by commenting on standards in transcription in the following paragraph. She comments at length in the following statement:

The term mailability, however, means many different things to different teachers. On the one hand, there are those who consider no transcript mailable unless it has been transcribed exactly as dictated, with no deviations of any kind--punctuation included. To them, a mailable transcript is a verbatim transcript. Another defines a mailable transcript as "one that could be signed and mailed by a competent business correspondent without further corrections." Stating the latter definition in different words, it may be said that a mailable transcript is one which conveys the exact meaning of the dictator, although the words transcribed need not be the exact words dictated.²

Popham reports the findings of one of her graduate students concerning the topic of mailability. Replies from one hundred dictators furnish the following criteria for mailability in their organizations:

1. The letter follows very closely the thought of the dictation with only minor variations.
2. It contains no uncorrected errors, such as misspellings or typographical errors.

¹Ibid.

²Kathryn Quinton, "Standards in Transcription," Journal of Business Education, XXIII, No. 8 (April, 1948), 21-22.

3. It looks reasonably neat, with tidy erasures, balanced margins, symmetrical placement, and no strikeouts.
4. It contains no omissions.¹

Wanous and Whitmore express the following viewpoint on this topic. These leaders state:

When is a letter mailable? The best answer to this question comes from the businessmen themselves. The standards require that transcription of letters should follow the dictation closely, that letters should be centered reasonably well, and that letters should contain no errors of spelling, punctuation, capitalization, or hyphenation. Additional requirements are that there should be no uncorrected typographic errors in the letters and that erasures should be made neatly.²

Sister M. Therese, who appears to be in agreement with Wanous and Whitmore, expresses the importance of a mailable transcript in the following statements:

The mailable transcript is one of the most important aims of the pupil and the teacher in transcription. If a letter is mailable, it meets the standards of accuracy, neatness, and attractive placement. Spelling errors, poor erasures, strikeouts, punctuation errors, poor placement, lack of neatness, typographical errors and uneven typing do not speak well of the training which the stenographer has had. If such weaknesses are found,

¹Estelle L. Popham, "Measuring Competence of Students Preparing for Stenographic Positions," Evaluating Competence for Business Occupations, ed. F. Blaire Mayne, The American Business Education Yearbook, Vol. VII (Somerset Press, Somerville, New Jersey, 1950), 56.

²S. J. Wanous and Irol W. Whitmore, "Effective Transcription Procedures," Monograph 57, (Cincinnati: South-Western Publishing Company, 1942), 6.

they may cause the letter to be judged not mailable and they may cause the stenographer to be judged incapable.¹

Rowe recognizes the importance of developing the concept of mailability. He supports his belief by clearly writing:

Every shorthand activity is directed toward one final goal--the mailable transcript. To achieve mailability, one must understand the concept of mailability. The master shorthand teacher stresses proportion in shorthand outline construction as this will result in a more accurate transcript.²

Rowe continues by adding this significant concept:

Our master teacher stresses correct English usage concurrently with the acquisition of shorthand theory and dictation skill. Shorthand theory is characterized by the presence of hundreds of homonyms. As shorthand is written by sound, one symbol may stand for two, three, or four words--sounding alike but differing in spelling. Word choice and understanding can also be presented effectively in shorthand theory. The development of word consciousness results in furthering the concept of mailability.³

Grading--"Of all the problems that perplex teachers in the grading of skill subjects, perhaps none is more complex than that of proper standards and grading techniques in transcription,"⁴ according to Anderson. She continues to

¹Sister M. Therese, O. S. F., "Levels of Competencies in Shorthand," Curriculum Patterns in Business Education, ed. John L. Rowe, The American Business Education Yearbook, Vol. XIII (Somerset Press, Somerville, New Jersey, 1956), 77.

²John L. Rowe, "Identifying Characteristics of the Master Shorthand Teacher," College of Education Record, The University of North Dakota, XLV (June, 1960), 140.

³Ibid.

⁴Ruth I. Anderson, "Standards and Grading in Transcription," Business Education Forum, VIII, No. 1 (October, 1953), 20.

comment that, "So many factors are involved in transcription skill that it is difficult for a teacher to determine how to arrive at a grading plan that will prove to be even partially effective."¹

Writing earlier, Anderson reports the findings of her research in the area of standards. She summarizes this topic by stating:

There is no common agreement as to the standards of achievement in the findings reported by the researchers. For the first semester of shorthand, a dictation rate of 40-50 words a minute was most frequently required; for the second semester, 60-70 words a minute; for the third semester, 80 words a minute; and for the fourth semester, 100 words a minute. . . . It was not a common practice to have minimum transcription rate requirements. When minimum rates were set up, 10-20 words a minute were most frequently required at the end of the first year of shorthand and 25-30 words a minute at the end of the second year.²

Richter completed a study in 1961 directed toward conflicting opinions concerning facets of shorthand training. This study covered the period from 1951-1960. Based on the findings of his research, Richter reports:

Little uniformity appears to exist in educational standards and business standards in relation to shorthand skills that need to be acquired by the potential office employee. There is a definite need for mutual agreement between schools and business concerning the

¹Ibid.

²Ruth Anderson, "An Analysis and Classification of Research in Shorthand and Transcription," The National Business Education Quarterly, XVI, No. 1 (October, 1947), 51.

minimum acceptable standards for the employment of beginning workers.¹

Sister M. Therese maintains:

The only way to evaluate the achievement of business education standards in schools today is to examine carefully what business expects of the high school graduate. After all, pupils are not trained in a vacuum; they are trained in the atmosphere of business, and their training is only as effective as their performance in the business office.²

Krabbenhoft completed a study in 1957 that considered the dictation and transcription standards for first-year shorthand students. Based on the findings of her study, she reports:

It was learned that in most instances stated standards are vague and indefinite. There was a great variance in the standards located. It can only be concluded that the lack of agreement among authorities and business educators is a real and important problem. The areas of disagreement were: the rate of dictation, the accuracy requirement, the material used, and the length of sustained dictation and the rate of transcription.³

Reporting in greater detail, Krabbenhoft points out the gravity of the problem by writing:

It was determined that approximately 45 per cent, or nine of the authorities, did not state an accuracy requirement. The length of dictation was not given by approximately 35 per cent, or seven of the authorities. Approximately 50 per cent did not

¹Lawrence H. Richter, "Conflicting Opinions Concerning Facets of Shorthand Training as Revealed in the Professional Business Education Literature from 1951-1960," (unpublished M.S. thesis, University of North Dakota, 1961), 24.

²Sister M. Therese, 71.

³Wanda E. Krabbenhoft, "Dictation and Transcription Standards for First-Year Shorthand," (unpublished M. A. thesis, State University of Iowa, 1957), 104-105.

specify whether the material used was familiar or unfamiliar. Only four of the authorities, or 20 per cent, quoted specified definite standards which included the rate of dictation, the accuracy requirement, the length of sustained dictation, and the material used. Two of these authorities also included the rate of transcription. However, not one writer stated whether or not the material was previewed.¹

Recognizing the complexity of the problem of standards in transcription, Balsley raises this basic question concerning the issue. She clearly denotes:

Definite standards for transcription in terms of rates of production have not yet been, and cannot be, set at this time for the following reasons: (1) not enough research has been carried on to determine what reasonable standards should be; (2) standards cannot be set up until terms are clarified; (3) business itself has no definite meaningful standards for school to work toward; and (4) the content, amount, and nature of transcription training vary so widely among schools that comparisons are scarcely possible.²

Anderson, who is in apparent agreement with Balsley, reports that "few shorthand teachers had accuracy standards for transcription in the first three semesters of shorthand."³

Concerning shorthand standards, Anderson narrates:

When the matter of shorthand standards is considered, it is clear why the teacher in the school offering only one year of shorthand has serious problems. If 100 words a minute is required in at least half of the jobs available to stenographers,

¹Ibid.

²Irol W. Balsley, "Problems in the Measurement of Production Ability in Transcription," The Balance Sheet, XXIX, No. 1 (September, 1947), 8.

³Ruth Anderson, "Research in Shorthand and Transcription," The Journal of Business Education, XXIII (January, 1948), 20.

then one year of shorthand is insufficient to train students for these jobs. Most teachers report a standard of 60 words a minute at the end of the first year, 80 at the end of the third semester, and 100 at the end of the fourth semester. Thus a student taking two years of shorthand should be able to meet the dictation requirements of 50 per cent of the jobs open to him. But the student completing only one year of shorthand will be able to secure only a marginal job in which shorthand is relatively unimportant. It is true that there are job opportunities for different levels of shorthand skill ranging all the way from 60 to 140 words a minute. But the lower level jobs usually offer little in the way of promotional opportunities.¹

Popham recognizes the many problems relating to production standards. In 1950, this leader pronounced nine factors that affect transcription. She explains her view by enumerating these factors:

Considerable talk is current about production standards necessary for entrance into stenographic positions. However research in this area is difficult because transcription rate will be affected by at least nine factors:

1. The nature of the dictation. Material containing problems of vocabulary, spelling, punctuation, or homonyms is transcribed more slowly than easier material.
2. The familiarity of the transcriber with the meaning of the material.
3. The speed at which the dictation is given.
4. The legibility of the transcriber's shorthand.
5. The amount of dictation in the "take." The longer the period of dictation, the more difficult the transcription.

¹Ruth Anderson, "Application of Research Findings in Business Education," Guide to Research in Business Education, Bulletin 66, 1957, 80.

6. The length of the letters dictated. Short letters are transcribed at a higher rate than long letters.
7. The length of the transcription period. It is easier to maintain a fast rate for twenty minutes than for forty.
8. The number of carbon copies required.
9. The quality of transcription which is required.¹

Karaim conducted a national survey in 1960 relating to conflicting opinions of shorthand teachers. He made the following conclusion:

Dictation requirements varied greatly. Many teachers did not set any dictation requirement for the first semester. The dictation requirements in the second semester ranged from 40 to 100 words per minute with fifty-four per cent of the teachers reporting 60 words per minute. Eighty words per minute was the dictation speed usually required in the third semester. Dictation requirements for the end of the second year ranged from 80 to 120 words per minute with thirty-nine per cent reporting 100 words per minute.²

A survey completed in 1961 by Ehley is significant. This researcher concludes his study with this statement: "A stenographer who cannot write at least 100 words a minute in shorthand has limited opportunity for stenographic employment and limited efficiency in the job if she does obtain one."³

¹Popham, 63.

²Karaim, 98.

³Marvin Ehley, "Status of Shorthand in the Fully Accredited High Schools of North Dakota, 1960-1961," (unpublished M. S. thesis, University of North Dakota, 1961), 11.

Archer completed a related study in 1950 entitled, "The Origin and Extent of Standards in Clerical Work." Based on his study, Archer reports that:

A preliminary examination of pertinent business and professional literature and discussions with businessmen and educators makes it apparent that present standards are not providing an adequate basis for the evaluation of competency to perform clerical operations. There are many differences between standards formulated by the schools as training objectives on the one hand, and the standards of performance demanded by the employers on the other, even in connection with basic techniques. Adding to the confusion are differences between standards stated by both business and schools, and standards actually observed in practice. Some educators and businessmen apparently do not have any definite standards of performance to facilitate their efforts.¹

In 1955, Arensman completed a study entitled "The Dictation Problems of Business Executives." A significant finding based on this study is reported in the following statement:

Executives often are indifferent or complacent concerning their dictation responsibilities, overly meticulous concerning their dictated messages or their dictation practices, of the opinion that the nature of their correspondence is so unusual that none of it can be answered by colleagues or subordinates, lacking in competency regarding business procedures and practices.²

Popham clearly recognizes the problems that face transcription teachers in their efforts to evaluate and measure pupil progress. She proclaims:

¹Fred C. Archer, "The Origin and Extent of Standards in Clerical Work," (unpublished Ph. D. dissertation, New York University, 1950), 2.

²Ray W. Arensman, "The Dictation Problems of Business Executives," (unpublished Ed. D. dissertation, Indiana University, 1955), 144.

When the vocational teacher tries to measure the competence of his pupils for stenographic positions, he is faced with a number of problems that seem to defy solution and make his task impossible. With increased enrollments in the schools, the quality of the pupils being educated, as a whole, is lowered. At the same time, the requirements of business for competently trained employees are being raised. Thus it becomes increasingly imperative that the schools measure the competence of the pupils who plan to enter business and send into employment only those who can do the work required of them.¹

Wellman conducted a research study in 1937 that examined certain factors involved in reporting and transcribing stenographic materials. She states the following:

Speed of transcribing is an important factor in stenographic proficiency, but it represents an external condition rather than a determinant of difficulty. Differences in transcribing rate reflect to some extent differences in difficulty of the matter being transcribed. It would be unsafe, however, to assume that rate of transcription is a measure of difficulty, for the rate is affected by a great variety of other factors not pertaining to inherent difficulty.²

Leslie, in apparent agreement with Wellman, outlined 10 factors that influence transcription speed. He presents the following:

1. The speed of the dictation from which the original shorthand notes were written.
2. The length of the original dictation.
3. The degree of mailability or accuracy required.
4. The student's skill in erasing.

¹Popham, 55.

²Rowena Wellman, "An Examination of Certain Factors Involved in the Reporting and Transcribing of Stenographic Materials," (unpublished Ph. D. dissertation, Columbia University, 1937), 107.

5. The student's facility in finding and handling letterheads, carbon paper, second sheets, and envelopes.
6. The speed (though not necessarily the correctness) with which the student solves his punctuation problems.
7. The number of spellings that the student must verify in the dictionary, and the speed with which he handles the dictionary.
8. The length of an uninterrupted transcription period.
9. Difficulty of the material.
10. The student's proofreading skill.¹

Place, writing in 1953, presents the following viewpoint on this topic by suggesting her approach:

As a result of figuring average transcription rates for some years, the writer has come to the conclusion that a good transcription rate for advanced students is 25 to 30 words a minute. This rate is for a one-half hour period and including the making of two carbon copies of each letter transcribed--with corrections and envelopes.²

Less specific than Place, Sister M. Therese makes the following general comment. She writes:

Although accuracy is of primary importance, a stenographer who turns out only two or three perfect letters an hour is not an asset. A certain rate of transcription must be demanded in the classroom so that the pupil is ready to take and retain his place in the production schedule of the business office.³

¹Louis A. Leslie, "How Fast Is a Transcription?" The Gregg News Letter, XXIV, No. 232 (November, 1946), 137.

²Irene Place, "Transcription Factors and Procedures," Business Education Forum, VIII, No. 1, (October, 1953), 19.

³Sister M. Therese, O. S. F., "Levels of Competencies in Shorthand," Curriculum Patterns in Business Education, ed. John L. Rowe, The American Business Education Yearbook, Vol. XIII (Somerset Press, Somerville, New Jersey, 1956), 77.

Writing the same year as Sister M. Therese, Etier comments concerning transcription standards:

Minimum standards should be the ability to transcribe at least four average-length letters (approximately one hundred and fifty words), with one carbon, per hour.¹

Brewington and Veon expressed the following standards:

The degree of shorthand skill required for successfully holding a position varies from office to office. In some offices the fastest dictation speeds are low (60 to 80 words a minute); in other offices, the fastest dictation speeds are average, (80 to 100); and in still others, the faster dictation speeds are as high as 150 to 200 words a minute. There is, therefore, employment opportunity for the slow shorthand writer as well as for the fast shorthand writer. These facts are not adequately recognized in the school and in the shorthand courses.²

Writing in 1960, Rowe comments on the importance of high standards in business education classes by expressing the following view:

Business departments in our high schools should prepare for more than marginal stenographic performance. A two-year sequence of shorthand and typewriting is essential if we are to prepare a product of which we can be proud. Time and effort are required to attain a shorthand dictation speed of 100 words a minute for

¹Faborn Etier, "The Stenographic Curriculum Pattern," Curriculum Patterns in Business Education, ed. John L. Rowe, The American Business Education Yearbook, Vol. XIII (Somerset Press, Somerville, New Jersey, 1956), 194-195.

²Ann Brewington and Dorothy H. Veon, "How Does the Principal Evaluate the Effectiveness of the Teaching of Shorthand?" National Association of Secondary School Principals, XXXI, No. 225 (January, 1957), 111.

three to five minutes and a typewriting speed of 50 to 60 words a minute for five minutes.¹

Frink completed a study in 1961 relating to research findings and thoughts pertaining to shorthand and transcription. She states the following view:

In general, less than 50 per cent of the stenographic students completing two years of shorthand are capable of producing either passing verbatim or mailable transcripts from material of 1.4 syllabic intensity dictation at a rate of not over 80 words a minute, if timed. Achievement of students completing one year of high school shorthand is even lower, with those capable of producing mailable transcripts from material dictated at 60 words a minute reported as ranging from 11 to 20 per cent.²

In reply to the direct question, "What speed may be expected in transcription?" Sister Alexius reported the contention of a group of educators in the following statements:

Transcription speed is determined by the number of carbons, envelopes, corrections, and shorthand notes. Because of the different terminology used in defining speed in transcription, it is difficult to set definite speeds. A speed of 15 to 20 words a minute is considered a good rate of transcription and should include a carbon copy, envelope, and the correction of all errors.³

Wanous and Whitmore, writing more than twenty years ago, outlined a credo for grading and testing in transcription. These business educators comment on the importance of this

¹John L. Rowe, "A Recommended Stenographic Curriculum," The College of Education Record, University of North Dakota, XLV, No. 9 (June, 1960), 133.

²Inez Frink, "Implications of Research in Shorthand and Transcription," The National Business Education Quarterly, XXIX, No. 3, (Spring, 1961), 13-17.

³Sister M. Alexius, "Tenth Annual Problem Clinic," American Business Education, XVII, (March, 1961), 55.

topic by suggesting the following nine points in transcription:

1. Keep the twin aims or goals of transcription (mailable copy and speed of production) constantly in mind.
2. Consider grading merely as a device for measuring a student's approach to his achievement goal.
3. Base our grades on adequate sampling of the student's work.
4. Measure the entire transcription process in computing speed of production.
5. Make every effort to develop standards for your best thinking.
6. Set both minimum standards and individual achievement standards.
7. Be sure not to test when you should be teaching.
8. Know for what purpose you are testing and the limitations of such testing.
9. Encourage students to work for achievement goals rather than for a grade or credit goals.¹

¹S. J. Wanous and Irol V. Whitmore, Effective Transcription Procedures, Monograph 57, (Cincinnati: South-Western Publishing Company, 1942), 22.

CHAPTER III

PROCEDURES

This chapter incorporates an explanation of the methods and procedures applicable in this study. Also, this chapter presents the research method utilized, procedures employed in obtaining the data, and the treatment of the compiled data.

Research Method

This study was undertaken primarily to provide information for individuals interested in and charged with the responsibility for improvement of typewriter transcription instructional programs on the secondary school level. Nevertheless, since a study of this structure involves the gathering of existing data, it may be described more specifically as descriptive research.

Barnes maintains:

Descriptive research is a structured attempt to obtain data--facts and opinions--about the current condition or status of things. It seeks to ascertain the prevailing conditions at the time of the study. Descriptive research is much more than a hasty perusal of existing facts, more than a subjective appraisal gleaned by flying low over the problem. Descriptive research is predicated on the fact that

it is essential to know "where we are and what we have done" in order to know where we desire to go and what we want to accomplish."¹

Basic to the solution of the problem will be the classification of issues into five major divisions, the findings of research studies relative to each classification, the thought contained in professional literature and the opinions expressed by respondents to the research instrument.

This study would not solve problems with the data presented; however, this research will present the present position of business educators charged with improvement of instruction in typewriter transcription. It can provide a basis for comparison with future evaluation.

Collection of Data

Survey of the Professional Literature to Discover Current Major Issues.--The study began November 20, 1961, with a careful examination of Business Education Index² issues from 1943 through 1963. This index is presently published by Delta Pi Epsilon Fraternity through the Editorial Offices of the Gregg Publishing Division of McGraw-Hill Book Company, Incorporated. This consolidated index

¹John B. Barnes, The Dynamics of Education Research (Tempe, Arizona: Bureau of Education Research and Field Service, College of Education, Arizona State College, 1958), 161-162.

²Business Education Index (New York: Delta Pi Epsilon Fraternity, Gregg Publishing Division, McGraw-Hill Book Company, Inc.).

presents an annual inventory of professional writings in business education.

The Chester Fritz Library, located on the University of North Dakota campus, and the professional library of the Chairman, Department of Business Education were utilized in locating education periodicals included in the Business Education Index. More than 75 theses and dissertations were secured through Inter-Library Loan through the facilities of the Chester Fritz Library.

Information pertaining to typewriter transcription was recorded on five by eight inch cards which established an easily assessible filing system to be used for specific topics (see Appendix A). This perusal of professional business education literature resulted in an available total of approximately 250 articles in periodicals on typewriter transcription.

Professional literature provided a discord of opinions concerning major current issues in teaching typewriter transcription. Under the guidance and direction of his major dissertation advisor, the writer compiled and classified the conflicting ideas and opinions relative to improvement of instruction in typewriter transcription.

The selection of the current major theories and practices was based upon certain criteria. It was necessary to accept the premise that an issue was a conflict of ideas or opinions. Further, an issue involves important consequences in transcription methodology. Additionally, each issue must be

current in nature--that is, an issue pertinent to present-day teaching and administration of typewriter transcription.

Development of the Opinionnaire.--The investigator identified 43 current major issues as a result of a survey of professional business education literature. An inventory of the issues was constructed to serve as a basis for further research.

From the master inventory of issues, an opinionnaire was constructed incorporating various conflicting points of view that appeared predominant in the literature. Each issue was expressed in a direct statement that permitted the respondent to select a viewpoint that best represented his opinion. Additional lines were afforded for further comments relative to each check-list question which provided an opportunity for a refinement of opinion or a qualification of answer (see Appendix A).

The study connotes a collection of primary data--a collection of opinions of four groups of business educators: secondary school business education teachers, collegiate teachers of transcription methodology, supervisors of business education and transcription textbook authors. The mail opinionnaire was presumed the most practical method for obtaining the data. Factors of time, restricted opportunities to travel, and financial considerations necessitated this procedure because all fifty states were included in the national study. Furthermore, this research instrument is an acceptable design for standardization of accumulated data for statistical comparison.

Refinement of the Research Instrument.--A technical refinement of the opinionnaire was accomplished as a result of a meeting in the home of the major dissertation advisor on March 1, 1963. The major dissertation advisor, Dr. John L. Rowe; the second member of the researcher's committee in the Department of Business Education, Dr. Dorothy C. Grovom; and three doctoral students were also present. Further, twelve members of the graduate class in Introduction to Research in Business Education evaluated the research instrument on April 17, 1963.

Six business educators, constituting a jury, and recognized for their contribution and leadership in typewriter transcription, were selected during the World Institute for Teaching Shorthand held on the University of North Dakota campus July 10, 11, and 12, 1963. Personal interviews were arranged with each member of the jury (see Appendix B). Each member of the jury was asked to evaluate and criticize each issue as to its significance as a check-list item. Each member of the jury was requested to submit additional issues and, at the same time, to reject issues contained in the duplicated opinionnaire. All members of the jury returned the opinionnaires. A letter of appreciation was dispatched to each respondent (see Appendix A).

The opinionnaire was subsequently submitted to the writer's Doctoral Committee on October 1, 1963, for further suggestions and approval (see Appendix A).

The revised opinionnaire was printed by the University of North Dakota Press under the direction of Mr. Joe Hughes (see Back Pocket).

Selection of Respondents.--The simple random sampling method was utilized for the selection of the respondents in this survey. This methodical procedure was chosen to provide a cross section of the defined groups or population.

A listing of transcription textbook authors was compiled from the professional business education literature. Each author was selected according to the following criteria:

1. Either employed by an educational institution or as a consultant in shorthand-transcription methodology to a textbook publishing company.
2. Also, any two of the following four factors served as an additional basis for selection:
 - a. Published three or more articles in transcription business education periodicals during the past three years.
 - b. Earned a terminal degree with a dissertation topic directly related to shorthand-transcription.
 - c. Served as a regional or national officer of a professional business education organization during the past five years.
 - d. Recognized as a lecturer in shorthand-transcription methodology.

The investigator utilized Patterson's American Education¹ to select at random 100 secondary school business teachers. This directory contained a comprehensive universe of public

¹Patterson's American Education, ed. Norman F. Elliott, Vol. LIX (Mount Prospect, Illinois, 1, 1962), 702 pages.

school systems, addresses, and the names and addresses of secondary school educators. To save time and insure a greater degree of accuracy, a table of random digits was used to select the sample.

Based on the 1962-1963, Directory of State, County, and City Supervisors of Business Education, reported in the Summer, 1963 issue of the Business Education Quarterly¹, every supervisor charged with the responsibility for business education was selected. One hundred individuals were included in this group.

A list of institutions offering business education on the undergraduate level furnished by the major dissertation advisor served as the basis for selection of collegiate methodology specialists. Four hundred and fifteen colleges were checked to determine whether or not they offered a special methods course in shorthand-transcription. Fifty-three of the 415 colleges were included in this group.

In summary, the opinionnaire was sent to the following population:

1. secondary school business teachers	100
2. collegiate teachers of transcription methodology	53
3. supervisors of business education	100
4. textbook authors in transcription	20
Total	273

¹National Business Education Quarterly, ed. Kenneth J. Hansen, Vol. XXXI, No. 4 (Summer, 1963), 82-94.

Administration of the Opinionnaire.--On November 5, 1963, the opinionnaires with accompanying cover letters (see Appendix A), were mailed to the selected individuals in each of the four samplings.

In an effort to encourage a high initial return, the covering letters were individually typewritten and addressed to the secondary school business teachers, collegiate teachers of transcription methodology, supervisors of business education and transcription textbook authors. Each respondent was offered a summary of the completed survey.

On November 26, 1963, opinionnaires had been received from 71 per cent of the secondary school business teachers, 73 per cent of the collegiate teachers of transcription methodology, 66 per cent of the supervisors of business education, and 85 per cent of textbook authors in transcription.

Follow-up letters (see Appendix A) were mailed on November 27, 1963, with an airmail postal card to business educators who did not respond to the original inquiry.

The time limitation for respondents to be included in the study was February 1, 1964. The second tabulation disclosed that 74 per cent of the secondary school business teachers, 88 per cent of the collegiate teachers of transcription methodology, 74 per cent of the supervisors of business education, and 90 per cent of the textbook authors had returned usable opinionnaires; this return constituted a numerical response of 74 secondary school business education teachers, 47 collegiate teachers of transcription methodology,

74 supervisors of business education, and 18 textbook authors in transcription.

The number of returns was encouraging. Seventy-eight per cent of the total response requested summaries of the study, an indication that business educators were interested in the results of the study.

Processing The Data

Tabulated data and the percentage of response were summarized individually for each issue. A detailed analysis of the data, together with significant respondent comments, and notation of the statistical majority agreement pertaining to the individual issues appear in Chapter IV and Appendix C.

The individual check-list statements vary in number of responses or percentage of total response. The data presented depended upon the completeness of each check-list statement in relation to the total returns of the opinionaire. No single opinionaire, regardless of the number of questions completed, was eliminated from the tabulations in this study.

CHAPTER IV

FINDINGS

The data and comments of a national survey with reference to selected major issues in the teaching of typewriter transcription in the public secondary schools are presented in this chapter.

Data obtained by the opinionnaire included from 3 to 13 possible responses for each issue. Respondents to the research instrument could check responses that most clearly represented their view on each question. Additional space was provided for written clarification of opinion. One respondent included a disc in support of his view. A total of 1,558 unedited comments were submitted by the participants. Multiple comments of responses were subsequently summarized.

Space was provided on the cover sheet of the opinionnaire for each respondent to furnish his name, official title, and complete mailing address. In one instance, a supervisor and a secondary school business teacher completed the opinionnaire jointly. In a number of instances the opinionnaire was completed by one supervisor as the consensus of the office.

Each issue in the form of a check-list statement, as found in the opinionnaire, is presented in table form with the response classification of respondents.

TABLE 1.--Opinions of respondents concerning transcription on the secondary level

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per Cent	Super- visors Per cent	Authors Per cent
a.	83.8	72.2	85.1	50.0
a. b.	0.0	4.2	4.0	5.6
a. b. c.	4.0	6.4	2.7	5.6
a. c.	0.0	2.2	0.0	5.6
b.	5.4	12.8	6.8	5.6
b. c.	1.4	2.2	0.0	5.6
c.	4.0	0.0	1.4	22.0
Omit	1.4	0.0	0.0	0.0

Transcription on the secondary level should be:

- a. a fusion of already acquired skills--including shorthand, typewriting and English fundamentals.
- b. the development of a newly acquired skill.
- c. dependent on previously acquired skills.
- d. Other--please explain.

Interpretation and Comments.--Table 1 shows that 83.8 per cent of the business teachers, 72.2 per cent of the collegiate teachers, 85.1 per cent of the supervisors, and 50.0 per cent of the authors indicated the opinion that transcription should be a fusion of already acquired skills--including shorthand and typewriting. Twenty-two per cent of the authors reported that transcription should be dependent on previously acquired skills.

One business teacher typically remarked: "Sometimes these skills have not been previously acquired and need to be taught on the spot." One collegiate teacher commented: "It is all of these. You fuse already acquired skills and therefore the process is dependent on previously acquired skills, but in the process of putting them together, the new transcription skill is born." One supervisor remarked: "Transcription is a multi-skilled ability." Another supervisor stated: "We are trying magnetic tapes in our shorthand laboratories in beginning transcription in 6 schools out of 17." Several authors who selected a combination response asserted: "C cannot be excluded as results are naturally dependent upon the degree and quality of previously acquired skills."

TABLE 2.--Opinions of respondents concerning grade placement of one year of shorthand including transcription

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	0.0	0.0
b.	13.5	12.8	8.1	5.6
b. c.	4.0	4.2	0.0	0.0
c.	81.1	83.0	90.5	94.4
Omit	1.4	0.0	1.4	0.0

If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the:

- a. 10th grade.
- b. 11th grade.
- c. 12th grade.

Interpretation and Comments.--Table 2 reveals that respondents reported their preference for the 12th grade. Perhaps, the most important figure in this table was the 94.4 per cent of the authors who indicated their belief concerning this issue. Also, 13.5 per cent of the business teachers indicated that shorthand should be offered in the 11th grade.

The most frequent comment in support of the 12th grade by business teachers appeared to be: "As close to graduation as possible." Another business teacher added: "One year of shorthand and transcription is not enough in our industrial city--we need more time." Collegiate teachers who supported the 11th grade typically remarked: "Although, if a part of a sequence including office practice, it might be the 11th grade with additional attention to transcription in office practice." Significant comments expressed by supervisors were: "One year of shorthand is not acceptable to the Department of Education." "One year is insufficient." "Shorthand should not be offered for one year only." "I doubt that one year of shorthand will produce vocational competence." Three authors asserted: "I do not think one year only is adequate to do the job." "Typewriting should precede shorthand." "Shorthand is vocational and should be taught close to the time it will be used on the job."

TABLE 3.--Opinions of respondents concerning school systems offering two years of typewriting but not offering a formal office practice course

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	10.8	6.4	2.7	11.1
a. b.	0.0	2.1	0.0	0.0
b.	8.1	38.4	13.5	16.7
b. c.	0.0	2.1	0.0	0.0
c.	79.7	46.8	73.0	55.5
d.	0.0	4.2	6.8	16.7
Omit	1.4	0.0	4.0	0.0

In school systems offering two years of typewriting but not offering a formal office practice course, which of the following choices do you prefer:

- a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- b. One and one-half years of shorthand, including typewriter transcription, is generally sufficient for beginning stenographic positions.
- c. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- d. Other--please explain.

Interpretation and Comments.--Table 3 indicates that 79.7 per cent of the business teachers, 46.8 per cent of the collegiate teachers, 73.0 per cent of the supervisors, and 55.5 per cent of the authors indicated the opinion that two years of

shorthand, including typewriter transcription, in the secondary school is generally sufficient preparation for beginning stenographic positions. It is noted that 38.4 per cent of the collegiate teachers indicated preference for one and one-half years of shorthand, and that 2.7 per cent of the supervisors indicated the belief that one year of shorthand was sufficient for beginning stenographic positions.

Typical business teacher comments were: "First year of shorthand to learn the system--second year to put knowledge into action." "This might be shortened if we admit only students superior in shorthand, typewriting, and English for 2d and/or 3d semesters." A collegiate teacher, strongly supporting two years of shorthand, remarked: "I don't agree that low level speeds are of much value." An additional significant comment by a collegiate teacher was: "Depends, of course, on how it is taught. But should our aims be only to give sufficient instruction for a beginning position? Don't we also have responsibility for a promotional reserve to move into upper level jobs?" Typical comments from supervisors were: "Many variables. Ability grouping would make answers vary." "We prefer 2 years of shorthand, transcription plus secretarial practice in grade 12." Authors remarked typically: "The more training they have the better will they be able to handle their initial positions." "I prefer one year of typewriting and two years of shorthand with at least one semester with a double period or equivalent."

TABLE 4.--Opinions of respondents concerning school systems offering one year of typewriting and one year of office practice

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	16.3	12.8	8.1	22.2
b.	10.8	44.7	9.5	38.9
c.	68.9	36.1	78.4	27.8
d.	4.0	6.4	4.0	0.0
Omit	0.0	0.0	0.0	11.1

In school systems offering only one year of typewriting and one year of office practice, which of the following choices do you prefer:

- a. One year of shorthand, including typewriter transcription in the secondary school is generally sufficient for beginning stenographic positions.
- b. One and one-half years of shorthand, including typewriter transcription, is generally sufficient for beginning stenographic positions.
- c. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- d. Other--please explain.

Interpretation and Comments.--Table 4 reveals that 68.9 per cent of the business teachers, 36.1 per cent of the collegiate teachers, 78.4 per cent of the supervisors, and 27.8 per cent of the authors indicated the belief that two years of shorthand, including typewriter transcription, was generally sufficient for beginning stenographic positions. It should be noted that 22.2 per cent of the authors indicated

one year of shorthand was generally sufficient for beginning stenographic positions. Further, 44.7 per cent of the collegiate teachers supported one and one-half years of shorthand for beginning stenographic positions.

One business teacher typically remarked: "Absolutely need 2 years of shorthand and 2 years of typewriting. Transcription is 2d year of typewriting." One collegiate teacher, supporting two years of shorthand, commented: "I prefer more shorthand but this is not always possible." Another collegiate teacher added: "Until we can teach shorthand better than we do now, more classroom time is needed." Several supervisors commented: "Because of English deficiencies we require two years if students are to be vocationally competent. An opposite point of view was expressed by another supervisor: "If shorthand is taught in a multi-purpose room (with typewriters) the time may be reduced one semester at least. An author made the following comment: "I do not believe that one year of shorthand is sufficient for those of lower ability. Usually, there are enough of only average ability to make it necessary to use more time."

TABLE 5.--Opinions of respondents concerning school systems offering one year of typewriting but no office practice

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	10.6	8.5	6.8	16.7
b.	82.5	70.2	85.1	72.1
c.	4.0	21.3	5.4	5.6
Omit	2.7	0.0	2.7	5.6

In school systems offering one year of typewriting (but no office practice), which of the following choices do you prefer:

- a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- b. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- c. Other--please explain.

Interpretation and Comments.--Table 5 denotes that 82.5 per cent of the business teachers, 70.2 per cent of the collegiate teachers, 85.1 per cent of the supervisors, and 72.1 per cent of the authors indicated the opinion that two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.

One business teacher remarked: "One year of typewriting is definitely insufficient for any office position." A collegiate teacher commented: "Two years of shorthand should

include office procedures, production of mailable copy, completion of a project or job, and office ethics and etiquette."

One supervisor typically remarked: "This school should not offer a stenographic curriculum until the basic clerical skills are offered. I believe curriculums leading to job competency should be coordinated rather than a group of isolated subjects." An author commented: "This depends on the type of students, school, etc. If they expect to actually work and are only average ability, they need two years of shorthand."

TABLE 6.--Opinions of respondents concerning curriculum construction on the secondary level

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	66.2	76.6	66.2	77.7
b.	31.1	14.9	29.8	16.7
Omit	2.7	8.5	4.0	5.6

In curriculum construction on the secondary level, which of the following views do you maintain:

- a. There is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.
- b. There is insufficient subject matter content for one semester course in transcription and because of this fact transcription training should be offered as a part of another course such as office practice or advanced shorthand.

Interpretation and Comments.--Table 6 discloses that 66.2 per cent of the business teachers, 76.6 per cent of the collegiate teachers, 66.2 per cent of the supervisors, and 77.7 per cent of the authors expressed the opinion that there is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester.

One business teacher typically remarked: "Getting a thorough knowledge and skill in transcribing requires ceaseless practice." A collegiate teacher commented: "Classroom experiments here indicate a need for concentrated effort." A representative comment expressed by the supervisors was: "The double period is needed for shorthand and transcription." Typical comments expressed by authors included: "One should offer two periods of shorthand and one period of typewriter transcription each day and shorthand and typewriting skill development should continue during the transcription course."

TABLE 7.--Opinions of respondents concerning maximum typewriter class size

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	24.3	4.2	1.4	16.7
b.	40.6	38.4	37.8	27.8
c.	24.3	25.6	35.1	38.0
d.	4.0	12.8	18.9	5.6
e.	0.0	4.2	1.4	0.0
f.	1.4	2.1	0.0	0.0
g.	5.4	8.5	5.4	11.1
Omit	0.0	4.2	0.0	0.0

Assuming the students possess the usual range of skills and abilities, the maximum typewriter transcription class size, so as to provide optimum learning for all students should be:

- a. less than 20.
- b. 20-25.
- c. 26-30.
- d. 31-35.
- e. 36-40.
- f. Over 40.
- g. Little consistency.

Interpretation and Comments.--Table 7 shows that 40.6 per cent of the business teachers, 38.4 per cent of the collegiate teachers, and 37.8 per cent of the supervisors, and 27.8 per cent of the authors indicated the opinion that 20-25 students should be the maximum typewriter transcription class size. It was interesting to note, as revealed in

Table 7, that 1.4 per cent of the business teachers and 2.1 per cent of the collegiate teachers indicated the belief that class size to provide optimum learning for all students should be over 40.

Typical statements from business teachers were: "The large class is as detrimental as is too small a class." "The large class can learn transcription skills as well as a small class but the teacher can't grade as many papers in a large class." Typical comments from collegiate teachers included: "Dependent upon school facilities--equipment, textbooks, room layout, and supplies available. With limited audio-equipment, small size--adequate equipment allows large group instruction." One supervisor commented: "Class size is difficult to regulate even when federal subsidies are at stake." One author remarked: "I have had very good success with transcription classes of 50 pupils."

TABLE 8.--Opinions of respondents concerning the incorporation of typewriter transcription in a one-year terminal course in shorthand

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	10.8	14.9	4.0	0.0
b.	17.6	12.8	13.5	11.1
c.	33.7	36.2	33.8	11.1

TABLE 8--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
d.	25.7	23.4	17.6	55.5
e.	5.4	2.1	1.4	5.6
f.	5.4	10.6	25.7	16.7
Omit	1.4	0.0	4.0	0.0

In a one-year terminal course in shorthand, typewriter transcription should be incorporated in the curriculum:

- a. at the end of the first nine weeks.
- b. as soon as the theory has been completed.
- c. all during the second semester.
- d. during the last half of the second semester.
- e. during the last month of the second semester.
- f. all during the course.

Interpretation and Comments.--Table 8 reveals that 33.7 per cent of the business teachers, 36.2 per cent of the collegiate teachers, and 33.8 per cent of the supervisors indicated the opinion that this activity should be incorporated in the curriculum during the second semester. However, 55.5 per cent of the authors supported the belief that typewriter transcription in a one-year terminal course in shorthand should be incorporated in the curriculum during the last half of the second semester.

One business teacher typically remarked: "One should not offer a one-year terminal course." Another business teacher

added: "Actually, you haven't time for it [transcription]."

Two collegiate teachers expressed the following views:

"Dependent upon typewriting skill level. If beginning shorthand and typewriting are taught concurrently, I would delay transcription." An opposite view was represented by this statement: "From the very beginning of shorthand instruction,"

One textbook author, defending his view expressed by response "f," expressed the following viewpoint: "I have done this since 1938. It works." Another author commented: "I have tried it and believe there is merit."

TABLE 9.--Opinions of respondents concerning the incorporation of typewriter transcription in a two-year stenographic sequence

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	8.1	8.5	4.0	5.6
b.	20.2	12.8	10.8	11.1
c.	17.6	6.4	13.5	5.6
d.	1.4	0.0	1.4	0.0
e.	4.0	6.4	8.1	5.6
f.	6.8	2.1	1.4	0.0
g.	25.6	31.9	46.0	22.1
h.	14.9	29.8	10.8	50.0
Omit	1.4	2.1	4.0	0.0

In a two-year stenographic sequence, typewriter transcription should be incorporated in the curriculum during:

- a. the third semester of shorthand alternating one day for shorthand and one day for transcription.
- b. the third semester of shorthand alternating two days for shorthand and three days for transcription.
- c. the third semester of shorthand alternating one day for shorthand dictation and theory development and one day for transcription.
- d. the fourth semester of shorthand alternating one day for shorthand and one day for transcription.
- e. the fourth semester of shorthand alternating two days for shorthand and one day for transcription.
- f. the fourth semester of shorthand alternating one day for shorthand dictation and theory development and one day for transcription.
- g. the entire second year.
- h. Other--please explain.

Interpretation and Comments.--Table 9 indicates that 25.6 per cent of the business teachers, 31.9 per cent of the collegiate teachers, and 46.0 per cent of the supervisors expressed the opinion that this activity should be incorporated in the curriculum during the entire second year. Fifty per cent of the authors elected to explain their viewpoints in detail. Representative comments were: "Third semester--2 days for transcription and 3 for shorthand; fourth semester--3 for transcription and 2 for shorthand." "Integrated in entire course--no bother, no fuss."

One business teacher typically remarked: "Our second year is a course in transcription." Typical comments from collegiate teachers were: "Better not to designate a specific day but should be determined by dictation level, typing level. Should definitely begin in 3d semester." "None of your other plans would allow me time enough to learn shorthand thoroughly and to build speed. If the students don't

know shorthand, they can't transcribe--won't have it to transcribe. Need double period for dictation and transcription." One author remarked: "I would begin transcription in the second semester and continue it through 3d and 4th semesters. I prefer flexibility to a set pattern of days."

TABLE 10.--Opinions of respondents concerning the most effective curriculum pattern in teaching transcription

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	0.0	0.0
b.	17.6	17.1	24.3	11.1
c.	12.2	4.2	8.1	16.7
c. d. e. f.	0.0	2.1	0.0	0.0
d.	35.1	59.7	52.6	38.8
e.	8.1	2.1	6.8	5.6
f.	18.9	10.6	6.8	5.6
g.	2.7	0.0	1.4	0.0
h.	2.7	2.1	0.0	22.2
Omit	2.7	0.0	0.0	0.0

- Transcription is most effectively taught as:
- a separate course in a one-year sequence in shorthand.
 - a separate course in a two-year sequence in shorthand.
 - integrated in a one-year terminal course in shorthand.

- d. integrated in a two-year sequence in shorthand.
- e. a segment of a double period devoted to office practice scheduled immediately following shorthand instruction in a one-year sequence.
- f. a segment of a double period devoted to office practice scheduled immediately following shorthand instruction in a two-year sequence in shorthand.
- g. a unit of instruction in secretarial practice.
- h. Other--please explain.

Interpretation and Comments.--Table 10 denotes that 35.1 per cent of the business teachers, 59.7 per cent of the collegiate teachers, 52.6 per cent of the supervisors, and 38.8 per cent of the authors expressed the opinion that transcription should be integrated in a two-year sequence in shorthand.

Two business teachers commented: "A segment of a double period of a two-year sequence in shorthand, about nine weeks." "I don't know how it is most effectively taught. I have to integrate it in a two-year sequence in shorthand." One supervisor typically remarked: "Ideally, transcription would be integrated with a double period with shorthand but in our state it is impractical--no school can schedule it during regular hours. One school uses lunch hour." One author remarked: "No definite answer. Nobody knows."

TABLE 11.--Opinions of respondents concerning oral pretranscription training in a one-year stenographic curriculum

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	96.0	91.5	87.9	88.8
b.	4.0	6.4	8.1	5.6
Omit	0.0	2.1	4.0	5.6

Oral pretranscription training, included in shorthand theory texts--marginal reminders, etc.--,
 a. is justified in a one-year stenographic curriculum.
 b. is not justified in a one-year stenographic curriculum.

Interpretation and Comments.--Table 11 discloses that 96.0 per cent of the business teachers, 91.5 per cent of the collegiate teachers, 87.9 per cent of the supervisors, and 88.8 per cent of the authors indicated the opinion that oral pretranscription training, included in shorthand theory texts, is justified in a one-year stenographic curriculum.

In support of his affirmative response, one business teacher stated: "The constant repetition is of considerable value to students." In support of his negative response, one collegiate teacher commented: "Transcription is not oral and therefore I feel this is not apropos, although it can be used occasionally as a methodology change of pace procedure."

TABLE 12.--Opinions of respondents concerning oral pretranscription training in a two-year stenographic curriculum

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	86.5	91.4	97.2	94.4
b.	13.5	4.3	1.4	5.6
Omit	0.0	0.0	1.4	0.0

Oral pretranscription training, included in shorthand theory texts,
 a. is justified in a two-year stenographic curriculum.
 b. is not justified in a two-year stenographic curriculum.

Interpretation and Comments.--Table 12 shows that 86.5 per cent of the business teachers, 91.4 per cent of the collegiate teachers, 97.2 per cent of the supervisors, and 94.4 per cent of the authors indicated the opinion that oral pretranscription training is justified in a two-year stenographic curriculum.

In support of his affirmative answer, one business teacher added: "The constant repetition is of considerable value to students. Provides discussion for punctuation rules, spelling, office terms and expressions." In support of the majority contention, a collegiate teacher stated: "Students are still mystified over punctuation and it has to be taught and reviewed periodically." An author made this general comment: "I believe it is necessary to include this type of

training whenever possible. This would supplement other types of pretranscription training."

TABLE 13.--Opinions of respondents concerning the introduction of oral pretranscription training

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	6.7	4.2	10.8	5.6
b.	17.6	17.0	21.7	5.6
c.	20.3	32.0	31.2	16.7
d.	16.2	14.9	9.4	22.2
e.	16.2	12.8	5.4	11.1
f.	16.2	8.5	10.8	5.6
g.	1.4	2.1	2.7	0.0
h.	0.0	0.0	0.0	0.0
i.	2.7	6.4	4.0	33.2
Omit	2.7	2.1	4.0	0.0

Oral pretranscription training such as that included in shorthand theory texts, should be introduced during:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. Other--please explain.

Interpretation and Comments.--Table 13 reveals that 20.3 per cent of the business teachers, 32.0 per cent of the collegiate teachers, 31.2 per cent of the supervisors, and 16.7 per cent of the authors indicated the opinion that oral pretranscription training such as that included in shorthand theory texts should be introduced during the first month of beginning shorthand.

There was no specific agreement among the respondents concerning this issue. Three collegiate teachers commented in detail concerning their opinions. These individuals remarked: "I do not think it makes much difference. Has there been any research to prove the relationship of oral transcription to typewritten transcription?" "Pretranscription training should be 'Transcription Training' from the first day. The whole purpose of the course is transcription." "Nothing arbitrary about this. Early, perhaps but teacher will be influenced by nature of the class." It is noted that 33.2 per cent of the authors explained their opinions in detail. A wide range of opinion is evident in the following quotations: "Oral pretranscription should be provided until they have covered the theory and appear to have good reading skill. Pretranscription could be used later as a manner of checking on English, spelling, etc. There just is insufficient time to include everything during the class and it is a matter of justifying those activities which seem to be most necessary."

TABLE 14.--Opinions of respondents concerning the practice of teaching students to edit notes from new matter dictation

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	20.3	15.0	10.8	11.1
b.	40.5	36.2	25.7	5.6
c.	18.9	6.4	17.6	0.0
d.	20.3	36.2	41.9	83.3
Omit	0.0	6.4	4.0	0.0

The practice of teaching students to edit their notes (from new matter dictation) is sometimes advocated. Editing would consist of changing outlines, inserting punctuation, paragraphing etc. Check the statement you most nearly agree with:

- a. no special training should be given for this activity.
- b. one to three days training should be given for this activity.
- c. four to six days training should be given for this activity.
- d. Other--please explain.

Interpretation and Comments.--Table 14 discloses that 40.5 per cent of the business teachers indicated the opinion that one to three days training should be given for this activity. The following viewpoints were expressed by 36.2 per cent of the collegiate teachers: one to three days and other (d). It was noted that 41.9 per cent of the supervisors and 83.3 per cent of the authors elected to explain their viewpoints in detail, as did 20.3 per cent of the business teachers.

Most of the comments stressed the importance of editing notes. One individual typically remarked: "I think the training should be incidental and continuous during at least the first semester of shorthand." A collegiate teacher, in agreement with the business teacher, added: "The procedure should be taught and used and retaught when the need identifies itself." Another collegiate teacher expressed this view: "The amount and time needed would depend entirely on the students. They should also be taught to transcribe without pre-reading their notes." A word of caution is revealed in this added explanation: "We must be careful that this [editing of notes] is not overdone. Transcription time must not be wasted."

Authors expressed a wide range of opinion in the following statements: "Special training is needed but it should be in a natural setting--should be especially emphasized whenever mailable letter and office style dictation is given." "A few minutes each day for many days." "A few minutes now and then; preferably in office practice class." "Throughout the course as needed; a good teacher senses when!"

TABLE 15.--Opinions of respondents concerning the initiation of typewriter transcription of shorthand plate material

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	2.7	4.2	1.4	5.6
b.	1.4	4.2	4.0	11.1
c.	5.4	15.0	10.8	0.0
d.	9.4	4.2	6.8	0.0
e.	9.4	0.0	6.8	5.6
f.	17.6	34.1	23.0	38.9
f. g.	0.0	2.1	0.0	0.0
g.	12.2	8.5	23.0	16.6
h.	1.4	0.0	0.0	0.0
i.	5.4	6.4	5.4	5.6
j.	4.0	8.5	2.7	16.7
Omit	31.1	12.8	16.1	0.0

Typewriter transcription of shorthand plate material should be initiated: (Do not answer this question if you do not believe in typewriter plate transcription.)

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. upon completion of the theory.
- j. Other--please explain.

Interpretation and Comments.--Table 15 indicates that 17.6 per cent of the business teachers, 34.1 per cent of the collegiate teachers, 23.0 per cent of the supervisors, and 38.9 per cent of the authors indicated the belief that typewriter plate transcription should be initiated the second semester of shorthand. It is noted that 31.1 per cent of the business teachers did not answer this question to indicate their disbelief in typewriter plate transcription.

One business teacher typically remarked: "This would depend on when a student took typewriting. If he takes Shorthand I and Typewriting I the same year, transcription could not start before the second semester." A representative comment from the collegiate teachers was: "All transcription should be at the typewriter. No other way can be justified--though other methods may be rationalized." Another collegiate teacher declared: "I am inconsistent--I like to start early but cannot say definitely which is best." One supervisor typically remarked: "Difficult to set exact time--teacher should sense this." Explaining their positions in detail, three authors commented: "You should teach transcription at the machine the first day." "Depends on length of shorthand course and availability of machines." "As a part of a pretranscription sequence."

TABLE 16.--Opinions of respondents concerning the appropriate length of timed typewriter transcription from shorthand plate material

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	6.8	5.6
a. b. c.	1.4	8.5	0.0	0.0
b.	10.8	10.6	16.2	16.7
b. c.	1.4	0.0	0.0	0.0
c.	8.9	19.2	17.5	11.1
c. d.	1.4	0.0	0.0	0.0
d.	6.8	6.4	8.1	5.6
e.	5.4	0.0	1.4	0.0
f.	2.7	0.0	0.0	0.0
g.	4.0	0.0	1.4	0.0
h.	10.8	21.4	25.7	5.6
i.	36.5	8.5	5.4	44.3
Omit	0.0	25.4	17.5	11.1

The appropriate length of timed typewriter transcription from shorthand plate material should be: (Do not answer this question if you do not believe in typewriter plate transcription.)

- a. one-minute writings.
- b. three-minute writings.
- c. five-minute writings.
- d. ten-minute writings.
- e. fifteen-minute writings.
- f. twenty-minute writings.
- g. thirty-minute writings.
- h. a combination of the above.
- i. Other--please explain.

Interpretation and Comments.--Table 16 shows that 36.5 per cent of the business teachers and 44.3 per cent of the authors elected to explain their viewpoints in detail. It is noted that 21.4 per cent of the collegiate teachers and 25.7 per cent of the supervisors indicated the opinion that a combination response represented their views.

One business teacher typically remarked: "Vary--some days 15 minutes, other days 20 or 30 minutes--depends on lesson and assignment." Another business teacher added: "I start with one minute and work up." Two collegiate teachers commented: "Depends entirely on learning stage and purpose of the timing." "Not used as an introduction but as drills later to aid transfer of good typing techniques." One supervisor typically remarked: "Timing is not the prime aim of this activity." Another supervisor added: "No timing. Pupils are exploring a new skill." An author supported his view by commenting that he preferred to have students transcribe from homework rather than from plate transcription. Another author stated, "I recommend this type of practice only during the first few days of transcription."

TABLE 17.--Opinions of respondents concerning the relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	58.1	68.1	78.5	50.0
b.	18.9	14.9	9.4	5.6
c.	14.9	12.8	9.4	33.3
Omit	8.1	4.2	2.7	11.1

The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation should be:

- a. significant.
- b. insignificant.
- c. of no significance.

Interpretation and Comments.--Table 17 reveals that 58.1 per cent of the business teachers, 68.1 per cent of the collegiate teachers, 78.5 per cent of the supervisors, and 50.0 per cent of the authors reported that the relationship should be significant.

One business teacher remarked: "I believe strongly in students learning to transcribe fast and accurately from shorthand plates BEFORE beginning new matter dictated material." A collegiate teacher expressed this general comment: "As time goes on, the proportion of plate transcription decreases and 'own notes' transcription increases."

One supervisor commented: "The only point here is that it is a beginning. The student should recognize that good shorthand facilitates transcription. Having gained this, he should be weaned early." Another supervisor added: "The plate is introductory--skill is built using practiced material, and polished by using new matter." An author commented: "Good habits may be taught in plate transcription which should carry support into all other courses.

TABLE 18.--Opinions of respondents concerning the initiation of typewriter transcription from practiced matter dictation

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	2.1	2.7	0.0
b.	2.7	0.0	2.7	5.6
c.	6.8	8.5	8.1	0.0
d.	6.8	2.1	10.8	5.6
e.	9.4	14.9	8.1	5.6
e. f.	0.0	0.0	0.0	5.6
f.	46.0	44.8	27.0	27.7
f. g.	0.0	2.1	0.0	0.0
g.	16.2	0.0	31.1	16.6
h.	2.7	4.2	0.0	5.6
i.	4.0	6.4	5.4	5.6

TABLE 18--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
j.	5.4	12.8	2.7	22.1
Omit	0.0	2.1	1.4	0.0

Typewriter transcription from practiced matter dictation should be initiated:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. upon completion of the theory.
- j. Other--please explain.

Interpretation and Comments.--Table 18 reveals that 46.0 per cent of the business teachers, 44.8 per cent of the collegiate teachers, and 27.7 per cent of the authors indicated the opinion that this activity should be initiated in the second semester of shorthand. It is noted that 31.1 per cent of the supervisors reported it should begin in the third semester of shorthand.

One business teacher typically remarked: "We have a separate transcription period for typing letters plus transcription in the shorthand class." A collegiate teacher commented: "We must start somewhere. As soon as they are somewhat proficient in plate transcription, and as soon as

they have confidence, let's begin for real." In apparent agreement with the collegiate teacher, a supervisor added: "Soon as possible--individual needs--equipment availability."

TABLE 19.--Opinions of respondents concerning the relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter dictation

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	87.8	76.6	89.2	55.5
b.	6.8	12.8	5.4	5.6
c.	4.0	6.4	5.4	33.3
Omit	1.4	4.2	0.0	5.6

The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be:

- a. significant.
- b. insignificant.
- c. of no significance.

Interpretation and Comments.--Table 19 shows that 87.8 per cent of the business teachers, 76.6 per cent of the collegiate teachers, 89.2 per cent of the supervisors, and 55.5 per cent of the authors indicated the opinion that the relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be significant.

Three collegiate teachers commented: "This depends of course on the timings used to begin transcription on the typewriter. If it occurs in the second year the results differ from the first year." "Provided that new matter dictation is given at appropriate speeds." "Used merely to insure success from the beginning of transcription." In support of his affirmative answer, one author typically commented: "First step is on practiced material--then use new matter at slow rates which should be increased later." In support of his negative answer, one author stated: "It is only a teaching device--a means to an end."

TABLE 20.--Opinion of respondents concerning the initiation of typewriter transcription of new matter dictation from the shorthand notebook

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	2.7	0.0
b.	2.7	0.0	2.7	0.0
c.	5.4	2.1	4.0	0.0
d.	4.0	4.2	9.4	5.6
e.	5.4	4.2	4.0	16.7
f.	50.0	51.2	35.1	22.2
f. g.	0.0	2.1	0.0	0.0
g.	21.7	15.0	28.4	16.7

TABLE 20--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
h.	4.0	2.1	1.4	5.6
i.	5.4	4.2	6.8	11.0
j.	1.4	12.8	2.7	22.2
Omit	0.0	2.1	2.7	0.0

Typewriter transcription of new matter dictation from the shorthand notebook should be initiated:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. upon the completion of the theory.
- j. Other--please explain.

Interpretation and Comments.--Table 20 denotes that 50.0 per cent of the business teachers, 51.2 per cent of the collegiate teachers, 35.1 per cent of the supervisors, and 22.2 per cent of the authors indicated the opinion that this activity should be initiated during the second semester of shorthand. Twenty-two per cent of the authors explained their viewpoints in detail.

One business teacher commented: "The last half of the first semester if one year is given--the beginning of the second year if two years are given." A collegiate teacher

remarked: "Depends on how soon the pupils are ready." One supervisor typically commented: "Soon as possible--teacher should determine." One author defending his preference for beginning this activity in the second semester shorthand commented: "We must remember that even in two-year programs many students take only one year of the course."

TABLE 21.--Opinions of respondents concerning the requisite typewriter skill needed for transcription from new matter dictation

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	1.4	0.0
b.	5.4	8.5	8.1	0.0
c.	37.8	25.5	43.1	16.7
d.	47.4	49.0	33.8	61.0
e.	4.0	6.4	1.4	5.6
f.	1.4	8.5	10.8	11.1
Omit	4.0	2.1	1.4	5.6

Typewriter transcription from new matter dictation should be delayed until the learner has five-minute typewriter skill on straight-copy material of:

- a. 10 to 20 words per minute.
- b. 20 to 29 words per minute.
- c. 30 to 39 words per minute.
- d. 40 to 49 words per minute.
- e. more than 50 words per minute.
- f. Other--please explain.

Interpretation and Comments.--Table 21 discloses that 47.4 per cent of the business teachers, 49.0 per cent of the collegiate teachers, 33.8 per cent of the supervisors, and 61.0 per cent of the authors indicated the opinion that typewriter transcription from new matter dictation should be delayed until the learner has a five-minute typewriter skill on straight-copy material of 40 to 49 words per minute. It is noted that 43.1 per cent of the supervisors indicated 30 to 39 words per minute was sufficient.

One business teacher typically remarked: "I would prefer a 35-40 wpm rate, but can't wait for that under my one-year typewriting-shorthand setup here." Another business teacher commented: "It defeats its purpose if started too soon." A collegiate teacher stated: "35 words or more indicates the pupil has machine mastery--and can concentrate on shorthand rather than mechanics of the machine." Another collegiate teacher added: "Students should have had at least one semester of typewriting before taking shorthand." One supervisor indicated: "Students should enter beginning shorthand with 40 wpm. The typewriting course should be given prior to the beginning shorthand course." One author made the following comment: "Actually, I believe one semester of typewriting should precede shorthand so that it is not really pertinent if simultaneous."

TABLE 22.--Opinions of respondents concerning requisite dictation skill for typewriter transcription from new matter material

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	5.4	0.0	12.2	0.0
b.	12.2	2.1	6.8	0.0
c.	18.9	17.0	13.5	5.6
d.	39.3	42.6	32.3	44.4
e.	5.4	6.4	8.1	11.1
f.	4.0	8.5	6.8	16.6
g.	2.7	0.0	0.0	5.6
h.	5.4	6.4	2.7	0.0
i.	4.0	14.9	16.2	11.1
Omit	2.7	2.1	1.4	5.6

Typewriter transcription should be delayed until the learner can take dictation on new matter material for three minutes with speeds from:

- a. 20 to 30 words per minute.
- b. 40 to 49 words per minute.
- c. 50 to 59 words per minute.
- d. 60 to 69 words per minute.
- e. 70 to 79 words per minute.
- f. 80 to 89 words per minute.
- g. more than 90 words per minute.
- h. upon completion of the theory.
- i. Other--please explain.

Interpretation and Comments.--Table 22 shows that 39.3 per cent of the business teachers, 42.6 per cent of the collegiate teachers, 32.3 per cent of the supervisors, and 44.4 per cent

of the authors indicated the opinion that typewriter transcription should be delayed until the learner can take dictation on new matter material for three minutes with speeds from 60 to 69 words per minute.

One business teacher remarked: "Could be started with top speeds of practiced material dictation if necessary but typewriter transcription is not necessary until the last month or so." Another business teacher added: "Typewriter transcription should be given on practiced dictation before new matter dictation." One collegiate teacher commented: "I don't believe any material should be dictated less than 60 wpm--really 80 is better." Another collegiate teacher disagreed with the first contention and stated: "Typewriter pre-transcription training should start early. Formal typewriter transcription should be delayed until a dictation rate of 50 wpm is attained." One supervisor typically commented: "Depends on whether one-year or two-year programs are available in typewriting and/or shorthand." Another supervisor added: "Don't wait." An author remarked: "I would prefer to develop the necessary skills in transcription simultaneously."

TABLE 23.--Opinions of respondents concerning the rate of new matter dictation for typewriter transcription in mailable copy form

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	24.3	14.9	17.6	5.6
b.	12.2	6.4	9.4	11.1
c.	25.6	29.8	23.0	44.3
d.	4.0	2.1	0.0	0.0
e.	1.4	0.0	1.4	0.0
f.	6.8	14.9	9.4	16.7
g.	20.3	6.4	27.0	0.0
h.	4.0	23.4	12.2	16.7
Omit	1.4	2.1	0.0	5.6

New matter dictation for typewriter transcription in mailable copy form should be given at a rate of:

- a. 10 words less than students' top skill in taking shorthand.
- b. 15 words less than students' top skill in taking shorthand.
- c. 20 words less than students' top skill in taking shorthand.
- d. 25 words less than students' top skill in taking shorthand.
- e. 30 words less than students' top skill in taking shorthand.
- f. all students in the class can get.
- g. the maximum skill attained by the students.
- h. Other--please explain.

Interpretation and Comments.--Table 23 reveals that 25.6 per cent of the business teachers, 29.8 per cent of the collegiate teachers, 23.0 per cent of the supervisors, and 44.3 per cent of the authors indicated the opinion that 20 words less than students' top skill in shorthand dictation represented their preference.

One business teacher typically remarked: "Students are constantly striving for higher speeds. I offer four different dictation speeds and allow the student to select the letter he can do best. When he has mastered one speed, he goes to a higher speed." Some collegiate teachers remarked: "At varying rates during any class period and for varying lengths of time so that ALL students can be successful." "A mixture--sometimes maximum speed--sometimes, much slower." "I never time such material. I also answer questions when the object is mailability. Doesn't the employer?" One supervisor added: "We're working on a recorder to do this--10-15 channels." Another supervisor commented: "Usually the class divides itself into three groups. Each group should reach its highest speed in transcription." An author stated: "I prefer to give 5 three-minute takes--if students transcribe all week. The high rates receive more credit but every mailable letter is recorded."

TABLE 24.--Opinions of respondents concerning the type of dictation provided in the development of typewriter transcription skill

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	70.3	70.3	56.8	66.6
a. b.	10.8	8.5	8.1	16.7
b.	16.2	8.5	28.4	0.0
c.	2.7	10.6	4.0	16.7
Omit	0.0	2.1	2.7	0.0

In the development of typewriter transcription skill, the type of dictation given should be largely:

- a. dictation from textual materials and timed at specific rates of speed.
- b. office-style dictation.
- c. Other--please explain.

Interpretation and Comments.--Table 24 discloses that 70.3 per cent of the business teachers, 70.3 per cent of the collegiate teachers, 56.8 per cent of the supervisors, and 66.6 per cent of the authors indicated that dictation from textual materials and timed at specific rates of speed should be used in the development of typewriter transcription skill.

One business teacher commented: "Start with 'a' above; proceed to a combination of 'a' and 'b'. Do not neglect 'b' because it is important to develop this skill." Significant comments from collegiate teachers were: "Text materials to develop basic skill, office style to get close to reality--

editorials, lists, unedited material for a challenge."

"Office-style dictation often is a comedy of errors! We want some way that is easy and still measures ability." "Office style, which is problem solving, should be deferred until transcription skill has been built." One author made this additional comment: "New matter dictation timed at specific rates; very little office-style dictation should be given; depends upon students."

TABLE 25.--Opinions of respondents concerning course content in the final semester of a two-year stenographic sequence

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	6.8	4.2	4.0	0.0
b.	27.0	25.6	29.7	22.2
c.	64.8	63.9	64.9	61.1
d.	1.4	2.1	1.4	16.7
Omit	0.0	4.2	0.0	0.0

In a two-year stenographic sequence the final semester of shorthand should be:

- a. entirely the development of typewriter transcription skill.
- b. the development of shorthand dictation skill building and typewriter transcription skill.
- c. the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices.
- d. Other--please explain.

Interpretation and Comments.--Table 25 denotes that 64.8 per cent of the business teachers, 63.9 per cent of the collegiate teachers, 64.9 per cent of the supervisors, and 61.1 per cent of the authors indicated the opinion that the course content should consist of the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices. Typical business teacher comments were: "If most classes are like mine, some of the secretarial practices will also be developed." "The amount of training in each skill should depend on other available courses in the school." "We use actual office material of letters, forms--all types of business papers." One collegiate teacher added: "One should constantly work on all elements of shorthand and transcription skill." A supervisor commented: "Individual needs." An author remarked: "Shorthand theory purely from the standpoint of dictation skill. Secretarial practice should take the lion's share of the time."

TABLE 26.--Opinions of respondents concerning transcription rate if carbon copies are not required

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	32.4	8.6	24.3	5.6
a. d.	0.0	2.1	1.4	5.6
b.	8.1	2.1	8.1	5.6
c.	1.4	2.1	0.0	0.0
d.	52.7	72.3	59.4	61.0
e.	2.7	6.4	5.4	16.6
Omit	2.7	6.4	1.4	5.6

If carbon copies are not required for typewriter transcription, the rate should be based on the following:

- the actual time spent in typewriter transcription.
- the time spent in making machine adjustments and typewriter transcription.
- the time spent in making machine adjustments and proofreading.
- the time spent in making machine adjustments, proofreading, and making necessary corrections.
- Other--please explain.

Interpretation and Comments.--Table 26 discloses that 52.7 per cent of the business teachers, 72.3 per cent of the collegiate teachers, 59.4 per cent of the supervisors, and 61.0 per cent of the authors indicated the opinion that the rate should be based on the time spent in making machine adjustments, proofreading, and making necessary corrections. One business teacher commented: "Machine is ready;

corrections are made during timing; proofreading is done after bell." A collegiate teacher remarked: "All we want is a mailable transcript. The faster students produce, the better." Another collegiate teacher remarked: "As close to office reality as possible." A supervisor expressed his view: "From start to stop." An author, in apparent agreement with the supervisor commented: "From paper insertion until the paper is removed."

TABLE 27.--Opinions of respondents concerning the appropriate length per day for typewriter transcription activities in a one-year shorthand course

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	1.4	4.2	1.4	5.6
b.	9.4	10.7	2.7	0.0
c.	13.5	12.8	9.4	0.0
d.	14.9	6.4	20.3	0.0
e.	10.8	12.8	10.8	0.0
f.	16.3	8.5	6.4	16.6
g.	2.7	2.1	5.4	0.0
g. h.	0.0	2.1	0.0	0.0
h.	4.0	2.1	9.4	5.6
i.	1.4	4.2	1.4	0.0
j.	5.4	0.0	4.0	5.6

TABLE 27--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
k.	2.7	0.0	0.0	0.0
l.	0.0	0.0	0.0	0.0
m.	9.4	27.7	20.3	66.6
Omit	8.1	6.4	8.1	0.0

In a one-year shorthand course, after typewriter transcription activities begin, the appropriate length per day for typewriter transcription activities should be:

- | | |
|--------------------------|---------------------------|
| a. less than 10 minutes. | h. 40 to 44 minutes. |
| b. 10 to 14 minutes. | i. 45 to 49 minutes. |
| c. 15 to 19 minutes. | j. 50 to 54 minutes. |
| d. 20 to 24 minutes. | k. 55 to 59 minutes. |
| e. 25 to 29 minutes. | l. more than 1 hour. |
| f. 30 to 34 minutes. | m. Other--please explain. |
| g. 35 to 39 minutes. | |

Interpretation and Comments.--Table 27 indicates that 9.4 per cent of the business teachers, 27.7 per cent of the collegiate teachers, 20.3 per cent of the supervisors, and 66.6 per cent of the authors elected to comment in detail concerning this issue.

Typical comments from business teachers were: "Start with 20 and gradually increase to 35 or 40." "I do not allow time every day for transcribing in a one-year course." "Start with less than 10 minutes." Representative comments from collegiate teachers were: "At least half the period--after type-writer transcription is begun." "It will vary--

the period being lengthened. Since drills are needed, they must be given their place." One supervisor commented: "I still can't see one year of shorthand." Another supervisor remarked: "This will depend on the student's ability. Frequently, interruptions occur. The ideal is not possible in many instances." One author commented: "As long as possible but that usually means about 40 minutes." Another author commented: "I dislike this question. You grow!"

TABLE 28.--Opinions of respondents concerning the appropriate length per day for typewriter transcription activities in a two-year stenographic sequence

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	0.0	5.6
b.	0.0	4.2	1.4	0.0
c.	2.7	6.4	1.4	0.0
d.	8.1	6.4	9.4	0.0
e.	13.5	10.6	9.4	0.0
f.	13.5	17.1	9.4	11.1
g.	15.0	6.4	12.2	9.9
h.	13.5	4.2	18.9	11.1
i.	4.0	6.4	4.0	5.6
j.	9.4	2.1	6.8	5.6
k.	4.0	0.0	2.7	0.0

TABLE 28--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
l.	1.4	2.1	0.0	0.0
m.	8.1	32.0	21.7	61.1
Omit	6.8	2.1	2.7	0.0

In a two-year stenographic sequence, the appropriate length per day for typewriter transcription activities should be:

- | | |
|--------------------------|---------------------------|
| a. less than 10 minutes. | h. 40 to 44 minutes. |
| b. 10 to 14 minutes. | i. 45 to 49 minutes. |
| c. 15 to 19 minutes. | j. 50 to 54 minutes. |
| d. 20 to 24 minutes. | k. 55 to 59 minutes. |
| e. 25 to 29 minutes. | l. more than one hour. |
| f. 30 to 34 minutes. | m. Other--please explain. |
| g. 35 to 39 minutes. | |

Interpretation and Comments.--Table 28 reveals that 8.1 per cent of the business teachers, 32.0 per cent of the collegiate teachers, 21.7 per cent of the supervisors, and 61.1 per cent of the authors commented in detail concerning this issue. Typical comments from business teachers were: "This would depend on the classroom situation. Make it flexible would be more satisfactory." "On the job students will have 8 hours of work. This is an end to strive for." Two collegiate teachers added: "May not transcribe daily. I prefer transcribing for 20-30 minutes twice weekly. Other three days are spent in speed building dictation." Two supervisors

commented: "Time is an average. There would be days devoted to things other than transcription. I think transcription is over-emphasized. Important to learn to do many jobs well." Another supervisor added: "I assume that transcription is scheduled separately from shorthand. We have a double-period." Representative comments from authors were: "Time increases about 20 minutes two days a week during second semester; 45 minutes, three days a week during third semester; 60 minutes three days a week during 4th semester." "If single period, prefer not to split it."

TABLE 29.--Opinions of respondents concerning office-style dictation

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	12.2	10.6	5.4	5.6
b.	63.5	76.7	55.4	88.8
c.	21.6	10.6	39.2	5.6
Omit	2.7	2.1	0.0	0.0

If transcription training in the secondary school is to include office-style dictation, this type of dictation should be provided:

- a. relatively early in the typewriter transcription program.
- b. relatively late in the typewriter transcription program.
- c. throughout the entire typewriter transcription program.

Interpretation and Comments.--Table 29 discloses that 63.5 per cent of the business teachers, 76.7 per cent of the collegiate teachers, 55.4 per cent of the supervisors, and 88.8 per cent of the authors indicated the opinion that this activity should be included relatively late in the typewriter transcription program.

One business teacher typically remarked: "Office-style dictation too early in the program would slow down skill building in the shorthand area. Another business teacher added: "Very little training is necessary in office-style dictation." Two collegiate teachers commented: "Provide it when the basic transcription process is under control." "Students should first feel confident of their ability on straight transcription." One author made the following comment in support of his view that office-style dictation be provided late in the typewriter transcription program. He concluded: "If they have all the other prerequisites, it is comparatively easy to teach this."

TABLE 30.--Opinions of respondents concerning the average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangement, and corrections

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	0.0	1.4	0.0
b.	4.0	2.1	4.0	0.0
c.	14.9	12.8	14.9	0.0
d.	20.4	17.0	9.4	22.2
e.	9.4	12.8	20.3	11.1
f.	40.5	31.9	36.5	27.7
g.	2.7	12.8	6.8	16.7
h.	2.7	8.5	2.7	16.7
Omit	5.4	2.1	4.0	5.6

The average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangement, corrections, etc. should be:

- a. 10 words per minute.
- b. 15 words per minute.
- c. 20 words per minute.
- d. 25 words per minute.
- e. 30 words per minute.
- f. 2/3 typewriting rate from straight-copy material.
- g. 4/5 typewriting rate from straight-copy material.
- h. Other--please explain.

Interpretation and Comments.--Table 30 shows that 40.5 per cent of the business teachers, 31.9 per cent of the collegiate teachers, 36.5 per cent of the supervisors, and 27.7 per cent of the authors indicated the average straight-copy

transcription rate should be two-thirds of the typewriting rate.

A number of collegiate teachers made significant comments regarding this issue. Typical comments were: "The basic typing rate should serve as a goal to equal in transcription." "Impossible to say, since the type of material, length and speed of dictation, familiarity with vocabulary, etc., make a great difference." Three authors called attention to the controversy regarding this issue. A generalization of their comments would be: "Too many variables enter into this to permit an answer that is meaningful."

TABLE 31.--Opinions concerning the correction of transcripts completed in the classroom

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	13.5	6.4	8.1	0.0
a. b.	2.7	0.0	0.0	0.0
a. b. d.	0.0	0.0	1.4	0.0
a. d.	2.7	0.0	1.4	0.0
b.	1.4	0.0	2.7	0.0
b. d.	0.0	0.0	4.0	0.0
c.	60.7	63.8	52.7	55.5
c. d.	0.0	2.1	2.7	0.0

TABLE 31--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
d.	14.9	12.8	23.0	16.7
e.	1.4	12.8	4.0	27.8
Omit	2.7	2.1	0.0	0.0

When transcripts completed under classroom conditions are corrected by the teacher, they should be:

- a. returned to the student for his own information and evaluation.
- b. used as a basis for classroom discussion and discussion on the part of the teacher.
- c. combination of a and b.
- d. returned to the student for correction of errors and resubmitted to instructor.
- e. Other--please explain.

Interpretation and Comments.--Table 31 reveals that 60.7 per cent of the business teachers, 63.8 per cent of the collegiate teachers, 52.7 per cent of the supervisors, and 55.5 per cent of the authors indicated the opinion that transcripts completed under classroom conditions should be returned to the student for his own evaluation, and used as a basis for classroom discussion.

One business teacher remarked: "I don't check student shorthand forms. My only interest is whether or not they can transcribe correctly from their notes." Collegiate teachers typically remarked: "Should be corrected in class by students; errors discussed at that time." "Teacher should spot check--

never correct. The employer doesn't correct his stenographer's letters." One supervisor commented: "I used 'd' occasionally. Greatest value is in getting corrected transcripts back quickly and old papers have little value, no matter how it is handled." Five authors commented in detail to support their viewpoints. The most frequent comment was: "Transcripts should be corrected by the learners as the material is read back by the teacher."

TABLE 32.--Opinions of respondents concerning the minimum transcription rate for the two-year stenographic sequence

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	0.0	4.2	0.0	0.0
b.	6.8	12.8	9.4	5.6
c.	23.0	25.5	25.7	44.4
d.	16.2	19.2	33.7	11.1
e.	16.2	10.7	20.3	16.6
f.	13.5	8.5	6.8	5.6
g.	10.8	0.0	2.7	5.6
h.	4.0	17.0	1.4	11.1
Omit	9.4	2.1	0.0	0.0

During a forty-minute transcription period with dictation approximately 100 words a minute consisting of six or eight letters of various lengths ranging from 75 to 175 words prepared with carbon copies, envelopes and corrections when necessary, students who complete a two-year stenographic sequence should be able to transcribe at a minimum rate of:

- a. 10 to 14 words per minute.
- b. 15 to 19 words per minute.
- c. 20 to 24 words per minute.
- d. 25 to 29 words per minute.
- e. 30 to 34 words per minute.
- f. 35 to 39 words per minute.
- g. 40 to 44 words per minute.
- h. Other--please explain.

Interpretation and Comments.--Table 32 discloses that 23.0 per cent of the business teachers, 25.5 per cent of the collegiate teachers, 25.7 per cent of the supervisors, and 44.4 per cent of the authors indicated the minimum rate should be 20 to 24 words per minute for this activity.

One business teacher typically remarked: "I am not so much interested in transcription rate as mailable copy. I allow so much time, and the students soon learn to get their work finished on time--otherwise they receive no grade for work not completed." A collegiate teacher commented: "Generalizations not possible--the rapid inaccurate stenographer is of less value than the slow, accurate stenographer." Another collegiate teacher added: "Hard one to answer--depends on 'kinds' of letters dictated. I still try to get a 2/3 rate." A supervisor added: "Depending on the student and the status of transcription in the school curriculum." An author commented: "I'd like to reach 'c' or 'd' but might have to be satisfied with 'b' from average ability students."

TABLE 33.--Opinions of respondents concerning the application of English fundamentals in typewriter transcription

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	23.0	21.3	9.4	0.0
a. d.	0.0	2.1	0.0	0.0
b.	16.2	21.3	20.3	16.7
b. c. d.	0.0	2.1	0.0	0.0
b. d.	0.0	2.1	0.0	0.0
c.	51.4	34.1	58.1	61.1
c. d.	0.0	2.1	1.4	0.0
d.	4.0	12.8	10.8	11.1
e.	5.4	0.0	0.0	11.1
Omit	0.0	2.1	0.0	0.0

In grading mailable copy, the application of English fundamentals in typewriter transcription should be determined by:

- a. each transcription teacher.
- b. a departmental policy.
- c. a joint policy of the Business Education and English Departments.
- d. the rules in a specific textbook.
- e. Other--please explain.

Interpretation and Comments.--Table 33 denotes that 51.4 per cent of the business teachers, 34.1 per cent of the collegiate teachers, 58.1 per cent of the supervisors, and 61.1 per cent of the authors indicated that a joint policy of the

Business Education and English Departments should determine the application of English fundamentals in grading mailable copy.

Typical comments from business teachers were: "Correct English. I didn't know there were options." "Prospective secretaries should know that there are differing opinions, etc. They may as well learn to adjust with me." One collegiate teacher added: "It would be ideal if the whole department could agree, but no one will give up a comma!" Another collegiate teacher remarked: "A style manual is helpful." Comments from supervisors were: "In large cities having a supervisor, a city-wide policy should be observed." "We have a county policy." An author stated: "This is a matter of practical utility--it is extremely difficult to get learners not to follow textbook rules." Another author added: "The rules in the student's textbook unless the teacher has explained exceptions he wants made."

TABLE 34.--Opinions of respondents concerning grading mailable copy

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	14.8	8.5	12.2	11.1
b.	77.0	76.6	77.0	77.7
c.	6.8	12.8	9.4	5.6
Omit	1.4	2.1	1.4	0.0

In grading mailable copy:

- a. any deviation, including the most minute detail, from the dictated copy should constitute an error in transcription.
- b. minor word substitutions and second-choice punctuation should not constitute an error in transcription.
- c. Other--please explain.

Interpretation and Comments.--Table 34 shows that 77.0 per cent of the business teachers, 76.6 per cent of the collegiate teachers, and 77.0 per cent of the supervisors, and 77.7 per cent of the authors indicated the opinion that minor word substitutions and second-choice punctuation should not constitute an error in grading mailable copy transcription.

Typical business teacher comments were: "Some distinction should be made; but minor errors should not disqualify a letter for mailing." "I am strict on punctuation until Secretarial Practice--then more lenient." A collegiate teacher commented: "Time spent in computing error-weighted evaluation could better be spent in other activities." Another collegiate teacher added: "The teacher has to be the umpire." A supervisor remarked: "You can teach, however, that in practice minor deviations might be accepted if circumstances permit." An author added: "A 'minute' detail can be important. No all-inclusive statement can be made."

TABLE 35.--Opinions of respondents concerning evaluation of typewriter transcripts

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	21.6	12.8	16.2	16.7
b.	70.3	66.0	78.4	61.1
c.	5.4	19.1	5.4	22.2
Omit	2.7	0.0	0.0	0.0

In evaluating typewriter transcripts, all errors should be given:

- a. the same penalty.
- b. a penalty commensurate with the gravity of the error detected.
- c. Other--please explain.

Interpretation and Comments.--Table 35 reveals that 70.3 per cent of the business teachers, 66.0 per cent of the collegiate teachers, 78.4 per cent of the supervisors, and 61.1 per cent of the authors indicated the opinion that errors in typewriter transcripts should be given a penalty commensurate with the gravity of the error detected.

A number of respondents explained their viewpoints in detail. One business teacher typically remarked: "A letter is either mailable or unmailable. If there is one major error, the transcript is unmailable." A collegiate teacher commented: "An error that does not interfere with the standard of mailability, in my opinion, is harmless; therefore, in

my classes, it carries no penalty. An additional comment was: "Same penalty for words omitted, inserted, misspelled, sentence endings, etc. but optional punctuation would count. In an office, errors in placement that are serious at 9:30 a.m. are mailable at 4:30 p.m." In support of his contention, an author commented typically: "Only three grades: 1, perfect; 2, mailable; 3, unmailable." Another author expressed his view in this statement: "I believe in working for mailable copy--not grading on number of errors like a 'B' for 1 error, 'C' for 2, etc."

TABLE 36.--Opinions of respondents concerning the shorthand writing instrument for typewriter transcription

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	43.1	42.6	33.9	33.3
a. b.	10.8	21.3	1.4	38.9
a. b. c.	5.4	10.6	0.0	0.0
b.	27.0	8.6	29.7	27.8
b. c.	1.4	0.0	0.0	0.0
c.	2.7	2.1	4.0	0.0
d.	1.4	0.0	1.4	0.0
e.	1.4	2.1	4.0	0.0
f.	6.8	10.6	21.6	0.0
Omit	0.0	2.1	4.0	0.0

Shorthand outlines for typewriter transcription should be written with:

- a. fountain pen.
- b. ballpoint pen.
- c. ballpoint pencil.
- d. hard lead graphite pencil.
- e. soft lead graphite pencil.
- f. Other--please explain.

Interpretation and Comments.--Table 36 indicates that 43.1 per cent of the business teachers, 42.6 per cent of the collegiate teachers, 33.9 per cent of the supervisors, and 33.3 per cent of the authors indicated that shorthand outlines should be written with a fountain pen.

One business teacher typically remarked: "Whatever is best for the student." A collegiate teacher commented: "Students' choice." A generalization from all the comments by the supervisors was: "Choice of what works best for student should be the determining factor." An author added: "Fountain pen is better for the real expert--but for the average learner, the ballpoint is better."

TABLE 37.--Opinions of respondents concerning the preferred ink color for shorthand outlines

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	2.7	2.1	1.4	5.6
b.	0.0	0.0	5.4	0.0
c.	24.4	12.8	12.2	22.2

TABLE 37--Continued

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
c. d. e.	9.4	10.6	0.0	0.0
d.	40.5	29.9	58.0	16.7
d. e.	0.0	2.1	0.0	5.6
e.	12.2	12.8	10.8	11.1
f.	10.8	27.6	12.2	38.8
Omit	0.0	2.1	0.0	0.0

If a fountain pen or ballpoint pen is used, the preferred ink color should be:

- a. violet.
- b. green.
- c. blue.
- d. blue-black.
- e. black.
- f. Other--please explain.

Interpretation and Comments.--Table 37 discloses that 40.5 per cent of the business teachers, 29.9 per cent of the collegiate teachers, 58.0 per cent of the supervisors, and 16.7 per cent of the authors indicated the opinion that the preferred ink color should be blue black.

One business teacher typically remarked: "I think this should be the student's choice." A collegiate teacher commented: "Any readable color! A generalization of all comments was: "Optional choice."

TABLE 38.--Opinions of respondents concerning the ideal per cent of typewriter transcripts utilizing letterhead stationery

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	1.4	2.1	0.0	0.0
b.	18.9	14.9	17.5	16.7
c.	14.9	14.9	18.9	11.1
d.	16.2	19.1	14.9	11.1
e.	12.2	4.2	10.8	22.4
f.	31.0	38.4	36.5	38.9
Omit	5.4	6.4	1.4	0.0

The ideal per cent of typewriter transcripts of business letters utilizing letterhead stationery should be:

- a. none of the transcripts.
- b. less than 25 per cent of the transcripts.
- c. 25 to 29 per cent of the transcripts.
- d. 50 to 74 per cent of the transcripts.
- e. 75 to 99 per cent of the transcripts.
- f. all of the transcripts.

Interpretation and Comments.--Table 38 denotes that 31.0 per cent of the business teachers, 38.4 per cent of the collegiate teachers, 36.5 per cent of the supervisors, and 38.9 per cent of the authors indicated the opinion that all of the transcripts should utilize letterhead stationery.

One business teacher typically remarked: "A letterhead is used in the office...so why not in the classroom." Another business teacher added: "An effective teacher can get this

across properly with 12-20 letters." Two collegiate teachers stated: "We cannot always have the ideal." "Financial background of your community." Two typical comments from supervisors were: "We print our own letterheads for classroom use." "Ideal might be all for the final semester but would be wasteful during early development." An author remarked: Changes during the course--end of the course should require letterheads for all transcripts."

TABLE 39.--Opinions of respondents concerning material transcribed in a one-year typewriter transcription course

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	20.3	2.1	6.8	5.6
a. b.	0.0	2.1	0.0	0.0
b.	29.6	36.2	25.7	44.4
c.	16.2	12.8	8.1	5.6
d.	31.1	31.9	51.3	16.6
e.	1.4	12.8	8.1	27.8
Omit	1.4	2.1	0.0	0.0

Material to be transcribed in a one-year typewriter transcription course should be:

- a. entirely letters.
- b. 90 per cent letters, 10 per cent interoffice memorandums.
- c. 75 per cent letters, 15 per cent interoffice memorandums, 10 per cent manuscripts.

- d. 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.
- e. Other--please explain.

Interpretation and Comments.--Table 39 reveals that 31.1 per cent of the business teachers, 31.9 per cent of the collegiate teachers, 51.3 per cent of the supervisors, and 16.6 per cent of the authors indicated that material transcribed in a one-year typewriter transcription course should be 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.

One business teacher commented: "Manuscripts should be covered in typewriting classes." A collegiate teacher remarked: "Judicious combination of all facets of realistic transcription material--finding the need." Another collegiate teacher added: "A good sensible mix of things they might be called upon to transcribe--predominately letters by actual count." A supervisor commented: "Occupational analysis." Another supervisor remarked: "The material should reflect the probable work load in an office in the community served by the school." An author expressed the following view: "I do not think there is time in the ordinary transcription course to teach students more than how to transcribe letters and memorandums."

TABLE 40.--Opinions of respondents concerning material transcribed in a two-year typewriter transcription course

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	1.4	2.1	0.0	5.6
a. b.	0.0	2.1	0.0	0.0
b.	14.8	2.1	8.1	11.1
c.	14.8	8.5	6.8	22.2
d.	64.9	68.2	77.0	33.3
e.	2.7	8.5	8.1	27.8
Omit	1.4	8.5	0.0	0.0

Material to be transcribed in a two-year typewriter course should be:

- a. entirely letters.
- b. 90 per cent letters, 10 per cent interoffice memorandums.
- c. 75 per cent letters, 15 per cent interoffice memorandums, 10 per cent manuscripts.
- d. 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts and 10 per cent miscellaneous documents.
- e. Other--please explain.

Interpretation and Comments.--Table 40 shows that 64.9 per cent of the business teachers, 68.2 per cent of the collegiate teachers, 77.0 per cent of the supervisors, and 33.3 per cent of the authors indicated the opinion that material transcribed in a two-year typewriter transcription course should be 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.

One business teacher commented: "My transcription projects probably average 50 per cent letters, 50 per cent all other types." A collegiate teacher remarked: "Hard to set an exact percentage but certainly all items listed should be included." One supervisor commented: "Depends on student strengths and weaknesses." Another supervisor added: "No set percentage. A mixture of all with greater emphasis on letters, manuscripts and reports." One author, in support stated: "Nearly all letters with very few examples of other material."

TABLE 41.--Opinions of respondents concerning single carbon copies

Response	Respondents			
	Business Teacher Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	28.4	23.4	27.0	22.2
a. e.	0.0	0.0	0.0	11.1
b.	27.0	27.6	21.6	16.7
c.	18.8	17.1	21.6	22.2
d.	6.8	17.1	12.2	11.1
e.	17.6	4.2	17.6	16.7
Omit	1.4	10.6	0.0	0.0

Single carbon copies of typewriter transcriptions should be required for:

- a. less than 25 per cent of the transcripts.
- b. 25 to 49 per cent of the transcripts.
- c. 50 to 75 per cent of the transcripts.
- d. 75 to 99 per cent of the transcripts.
- e. all of the transcripts.
- f. none of the transcripts.

Interpretation and Comments.--Table 41 discloses that 27.0 per cent of the business teachers, 27.6 per cent of the collegiate teachers, 21.6 per cent of the supervisors, and 16.7 per cent of the authors indicated the opinion that single carbon copies of typewriter transcriptions should be required for 25 to 49 per cent of the transcripts.

One business teacher typically remarked: "Carbons are always used on the job." A collegiate teacher commented: "I think we overdo the use of carbon copies in teaching. Once learned, additional time is wasted." One supervisor typically remarked: "Important to stress need for copies-- amount of time would depend upon individual need, expense, etc." An author commented: "I prefer 50 to 75 per cent of the transcripts with carbons since it gives me a good idea of the amount of erasing that takes place. It indicates areas that need further training.

TABLE 42.--Opinions of respondents concerning multiple carbon copies in typewriter transcription

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	78.3	74.5	59.4	72.1
b.	14.9	14.9	35.2	0.0
c.	2.7	0.0	4.0	11.1
d.	0.0	0.0	0.0	5.6
e.	0.0	0.0	1.4	5.6
f.	2.7	2.1	0.0	0.0
Omit	1.4	8.5	0.0	5.6

Multiple carbon copies of typewriter transcripts should be required for:

- a. less than 25 per cent of the transcripts.
- b. 25 to 49 per cent of the transcripts.
- c. 50 to 75 per cent of the transcripts.
- d. 75 to 99 per cent of the transcripts.
- e. all of the transcripts.
- f. none of the transcripts.

Interpretation and Comments.--Table 42 shows that 78.3 per cent of the business teachers, 74.5 per cent of the collegiate teachers, 59.4 per cent of the supervisors, and 72.1 per cent of the authors indicated the opinion that multiple carbon copies of typewriter transcripts should be required for less than 25 per cent of the transcripts.

A generalization of all comments concerning this issue was: "It doesn't take too long to make this adjustment."

TABLE 43.--Opinions of respondents concerning erasing in typewriter transcription

Response	Respondents			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
a.	75.6	80.8	75.7	77.7
a. b.	0.0	4.3	0.0	5.6
a. c.	0.0	4.3	0.0	0.0
b.	16.2	4.3	16.2	5.6
c.	0.0	0.0	0.0	0.0
d.	6.8	4.3	8.1	11.1
Omit	1.4	0.0	0.0	0.0

- The student in typewriter transcription should be:
- permitted to erase whenever he makes an error.
 - permitted to erase a designated number of erasures.
 - never permitted to erase.
 - Other--please explain.

Interpretation and Comments.--Table 43 reveals that 75.6 per cent of the business teachers, 80.0 per cent of the collegiate teachers, 75.7 per cent of the supervisors, and 77.7 per cent of the authors indicated that the student in typewriter transcription should be permitted to erase whenever he makes an error.

One business teacher typically remarked: "Copy should remain neat, distinction should be on the quality of the erasure and not on the number." A collegiate teacher commented: "For a while he can be told not to erase, not

because it is wrong but because the objective is to learn better to transcribe with continuity. Gradually you progress to where the student erases errors. Even then, there will be times when he will not erase." A supervisor typically remarked: "When developing skill of transcription on straight copy over a period of several months errors are not corrected. When transcripts of letters begin after some reasonable practice, errors are erased. No limit on erasures." An author expressed the following viewpoint: "Erasing should not be introduced until after the first month or so of typewriter transcription."

Interpretation and Comments.--Table 44 shows that 50.0 per cent of the business teachers, 57.5 per cent of the collegiate teachers, 47.2 per cent of the supervisors and 38.8 per cent of the authors indicated that spelling in typewriter transcription was very important in the one-year sequence. It is also noted that 63.5 per cent of the business teachers, 63.9 per cent of the collegiate teachers, 52.8 per cent of the supervisors, and 44.4 per cent of the authors indicated that spelling in typewriter transcription was very important in the two year sequence.

Interpretation and Comments.--Table 45 reveals that 50.0 per cent of the business teachers, 57.5 per cent of the collegiate teachers, 47.2 per cent of the supervisors, and 38.8 per cent of the authors indicated that syllabication in typewriter transcription was very important in the one-year sequence.

TABLE 44--Opinions of respondents concerning emphasis on spelling in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	50.0	57.5	47.2	38.8	63.5	63.9	52.8	44.4
Important	33.7	23.4	33.8	27.8	29.7	19.1	37.8	27.8
Minor importance	14.9	10.6	12.2	27.8	5.4	6.4	9.4	22.2
No importance	0.0	0.0	0.0	0.0	0.0	2.1	0.0	5.6
Omit	1.4	8.5	6.8	5.6	1.4	8.5	0.0	0.0

TABLE 45.--Opinions of respondents concerning emphasis on syllabication in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	50.0	57.5	47.2	38.8	63.5	63.9	52.8	44.4
Important	33.7	23.4	33.8	27.8	29.7	19.1	37.8	27.8
Minor importance	14.9	10.6	12.2	27.8	5.4	6.4	9.4	22.2
No importance	0.0	0.0	0.0	0.0	0.0	2.1	0.0	5.6
Omit	1.4	8.5	6.8	5.6	1.4	8.5	0.0	0.0

Also, 63.5 per cent of the business teachers, 63.9 per cent of the collegiate teachers, 52.8 per cent of the supervisors, and 44.4 per cent of the authors indicated that syllabication in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Fifty per cent of the business teachers, 74.5 per cent of the collegiate teachers, 48.6 per cent of the supervisors, and 66.6 per cent of the authors indicated that emphasis on possessives in typewriter transcription were very important in the one-year sequence. Table 46 also reveals that 63.5 per cent of the business teachers, 76.6 per cent of the collegiate teachers, 55.4 per cent of the supervisors, and 83.3 per cent of the authors indicated that possessives in typewriter transcription were very important in the two-year sequence.

Interpretation and Comments.--Table 47 shows that 48.7 per cent of the business teachers, 70.2 per cent of the collegiate teachers, 64.8 per cent of the supervisors, and 61.1 per cent of the authors indicated that plurals in typewriter transcription were very important in the one-year sequence. It is noted that 62.1 per cent of the business teachers, 72.4 per cent of the collegiate teachers, 63.5 per cent of the supervisors, and 77.8 per cent of the authors indicated that plurals in typewriter transcription were very important in the two-year sequence.

TABLE 46.--Opinions of respondents concerning emphasis on possessives in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	50.0	74.5	48.6	66.6	63.5	76.6	55.4	83.3
Important	43.2	12.8	41.9	27.8	32.4	12.8	33.8	16.7
Minor importance	5.4	4.2	1.4	5.6	2.7	2.1	2.7	0.0
No importance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omit	1.4	8.5	8.1	0.0	1.4	8.5	8.1	0.0

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TABLE 47.--Opinions of respondents concerning emphasis on plurals in typewriter transcription

Response	Respondents								142
	One-Year Sequence				Two-Year Sequence				
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	
Very important	48.7	70.2	64.8	61.1	62.1	72.4	63.5	77.8	
Important	40.5	21.3	31.1	22.2	28.4	19.1	29.7	11.1	
Minor importance	9.4	0.0	2.7	11.1	8.1	0.0	5.4	11.1	
No importance	0.0	0.0	1.4	5.6	0.0	0.0	0.0	0.0	
Omit	1.4	8.5	0.0	0.0	1.4	8.5	1.4	0.0	

Interpretation and Comments.--Table 48 discloses that 35.1 per cent of the business teachers, 36.3 per cent of the collegiate teachers, 52.7 per cent of the supervisors, and 44.4 per cent of the authors indicated the homonyms in typewriter transcription were important in the one-year sequence.

This table also shows that 29.7 per cent of the business teachers, 34.1 per cent of the collegiate teachers, 47.3 per cent of the supervisors, and 22.2 per cent of the authors indicated the homonyms were important in the two-year sequence.

Interpretation and Comments.--Table 49 reveals that 31.1 per cent of the business teachers, 34.1 per cent of the collegiate teachers, 47.3 per cent of the supervisors, and 50.0 per cent of the authors indicated that synonyms in typewriter transcription were important in the one-year sequence. It is also noted that 35.1 per cent of the business teachers, 36.2 per cent of the collegiate teachers, 41.8 per cent of the supervisors, and 27.8 per cent of the authors indicated that synonyms in typewriter transcription were important in the two-year sequence.

Interpretation and Comments.--Table 50 indicates that 64.8 per cent of the business teachers, 59.6 per cent of the collegiate teachers, 51.3 per cent of the supervisors, and 33.3 per cent of the authors indicated that word division in typewriter transcription was very important in the one-year sequence. Also, 67.5 per cent of the business teachers,

TABLE 48.--Opinions of respondents concerning emphasis on homonyms in typewriter transcription

Response	Respondents								
	One-Year Sequence				Two-Year Sequence				
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	
Very important	17.6	31.9	16.2	33.3	39.2	31.9	29.7	61.1	T T T
Important	35.1	36.3	52.7	44.4	29.7	34.1	47.3	22.2	
Minor importance	44.6	19.1	29.7	16.7	28.4	25.5	21.6	16.7	
No importance	2.7	4.2	1.4	5.6	2.7	0.0	1.4	0.0	
Omit	0.0	8.5	0.0	0.0	0.0	8.5	0.0	0.0	

TABLE 49.--Opinions of respondents concerning emphasis on synonyms in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	14.9	25.5	21.6	16.7	28.4	29.8	33.8	44.4
Important	31.1	34.1	47.3	50.0	35.1	36.2	41.8	27.8
Minor importance	48.6	27.7	31.1	16.7	31.1	21.3	23.0	16.7
No importance	4.0	4.2	0.0	16.6	4.0	4.2	1.4	11.1
Omit	1.4	8.5	0.0	0.0	1.4	8.5	0.0	0.0

TABLE 50.--Opinions of respondents concerning emphasis on word division in typewriter transcription

Response	Respondents								
	One-Year Sequence				Two-Year Sequence				
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	
Very important	64.8	59.6	51.3	33.3	67.5	61.8	54.0	44.4	146
Important	27.0	23.4	36.5	33.3	23.0	23.4	36.6	27.8	
Minor importance	6.8	6.4	12.2	27.8	8.1	4.2	9.4	22.2	
No importance	0.0	2.1	0.0	5.6	0.0	2.1	0.0	5.6	
Omit	1.4	8.5	0.0	0.0	1.4	8.5	0.0	0.0	

61.8 per cent of the collegiate teachers, 54.0 per cent of the supervisors, and 44.4 per cent of the authors indicated that word division in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Table 51 shows that 52.6 per cent of the business teachers, 51.1 per cent of the collegiate teachers, 50.0 per cent of the supervisors, and 38.9 per cent of the authors indicated that numbers in typewriter transcription were very important in the one-year sequence. This table also reveals that 60.8 per cent of the business teachers, 57.5 per cent of the collegiate teachers, 59.4 per cent of the supervisors, and 61.1 per cent of the authors indicated that numbers in typewriter transcription were very important in the two-year sequence.

Interpretation and Comments.--Seventy-three per cent of the business teachers, 78.8 per cent of the collegiate teachers, 74.3 per cent of the supervisors, and 88.9 per cent of the authors indicated that punctuation in typewriter transcription was very important in the one-year sequence. Table 52 also shows that 75.6 per cent of the business teachers, 74.5 per cent of the collegiate teachers, 82.5 per cent of the supervisors, and 88.9 per cent of the authors indicated that punctuation in typewriter transcription was very important in the two-year sequence.

TABLE 51.--Opinions of respondents concerning emphasis on numbers in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	52.6	51.1	50.0	38.9	60.8	57.5	59.4	61.1
Important	33.8	31.9	35.1	38.9	28.4	27.7	27.0	33.3
Minor importance	12.2	6.4	8.1	22.2	9.4	4.2	6.8	5.6
No importance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omit	1.4	10.6	6.8	0.0	1.4	10.6	6.8	0.0

TABLE 52.--Opinions of respondents concerning emphasis on punctuation in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	73.0	78.8	74.3	88.9	75.6	74.5	82.5	88.9
Important	24.2	17.0	23.0	11.1	23.0	21.3	13.5	11.1
Minor importance	1.4	0.0	2.7	0.0	0.0	0.0	4.0	0.0
No importance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omit	1.4	4.2	0.0	0.0	1.4	4.2	0.0	0.0

Interpretation and Comments.--Table 53 indicates that 63.5 per cent of the business teachers, 63.9 per cent of the collegiate teachers, 60.9 per cent of the supervisors, and 50.0 per cent of the authors indicated that capitalization in typewriter transcription was very important in the one-year sequence. Also, 68.8 per cent of the business teachers, 63.9 per cent of the collegiate teachers, 73.0 per cent of the supervisors, and 61.1 per cent of the authors indicated that capitalization in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Table 54 denotes that 48.6 per cent of the business teachers, 61.8 per cent of the collegiate teachers, 36.5 per cent of the supervisors, and 33.3 per cent of the authors indicated that quotation marks in typewriter transcription were very important. This table also shows that 51.4 per cent of the business teachers, 55.4 per cent of the collegiate teachers, 52.7 per cent of the supervisors, and 55.6 per cent of the authors indicated that quotation marks in typewriter transcription were very important in the two-year sequence.

Interpretation and Comments.--Eighty-one per cent of the business teachers, 80.8 per cent of the collegiate teachers, 78.4 per cent of the supervisors, and 83.3 per cent of the authors indicated that the ability to erase original copy in typewriter transcription was very important in the one-year sequence. Table 55 also shows that 89.2 per cent of the

TABLE 53.--Opinions of respondents concerning emphasis on capitalization in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	63.5	63.9	60.9	50.0	68.8	63.9	73.0	61.1
Important	29.7	25.5	29.7	27.8	23.0	27.6	25.6	33.3
Minor importance	5.4	4.2	9.4	22.2	6.8	2.1	1.4	5.6
No importance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omit	1.4	6.4	0.0	0.0	1.4	6.4	0.0	0.0

TABLE 54.--Opinions of respondents concerning emphasis on quotation marks in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	48.6	61.8	36.5	33.3	51.4	55.4	52.7	55.6
Important	35.1	27.6	56.7	33.3	36.4	27.6	40.5	33.3
Minor importance	13.5	10.6	6.8	33.4	9.4	8.5	6.8	11.1
No importance	1.4	0.0	0.0	0.0	1.4	0.0	0.0	0.0
Omit	1.4	0.0	0.0	0.0	1.4	8.5	0.0	0.0

TABLE 55.--Opinions of respondents concerning emphasis on ability to erase original copy in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	81.0	80.8	78.4	83.3	89.2	85.1	93.2	88.9
Important	14.9	12.8	21.6	16.7	6.8	8.5	5.4	11.1
Minor importance	2.7	0.0	0.0	0.0	4.0	0.0	1.4	0.0
No importance	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omit	0.0	6.4	0.0	0.0	0.0	6.4	0.0	0.0

business teachers, 85.1 per cent of the collegiate teachers, 93.2 per cent of the supervisors, and 88.9 per cent of the authors indicated that the ability to erase original copy in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Table 56 discloses that 59.5 per cent of the business teachers, 61.7 per cent of the collegiate teachers, 51.4 per cent of the supervisors, and 72.2 per cent of the authors indicated that the ability to erase carbon copies in typewriter transcription was very important in the one-year sequence. It is noted that 75.7 per cent of the business teachers, 61.7 per cent of the collegiate teachers, 68.8 per cent of the supervisors, and 77.7 per cent of the authors indicated that the ability to erase carbon copies in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Table 57 indicates that 37.8 per cent of the business teachers, 51.1 per cent of the collegiate teachers, 37.8 per cent of the supervisors, and 77.7 per cent of the authors indicated that the development of the right-hand margin in typewriter transcription was important in the one-year sequence. This table also shows that 47.2 per cent of the business teachers, 31.9 per cent of the collegiate teachers, 40.5 per cent of the supervisors, and 66.6 per cent of the authors indicated that the development of the right hand margin in typewriter transcription was important in the two-year sequence.

TABLE 56.--Opinions of respondents concerning emphasis on ability to erase carbon copies in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	59.5	61.7	51.4	72.2	75.7	61.7	68.8	77.7
Important	31.1	29.8	32.4	22.2	18.9	21.3	17.6	16.7
Minor importance	5.4	8.5	13.5	5.6	4.0	8.5	12.2	5.6
No importance	4.0	0.0	2.7	0.0	1.4	0.0	1.4	0.0
Omit	0.0	0.0	0.0	0.0	0.0	8.5	0.0	0.0

TABLE 57.--Opinions of respondents concerning emphasis on development of the right-hand margin in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	41.9	29.8	36.5	16.7	44.6	44.7	41.9	27.8
Important	37.8	51.1	37.8	77.7	47.2	31.9	40.5	66.6
Minor importance	18.9	14.9	24.3	5.6	6.8	14.9	16.2	5.6
No importance	1.4	4.2	1.4	0.0	1.4	0.0	1.4	0.0
Omit	0.0	0.0	0.0	0.0	0.0	8.5	0.0	0.0

Interpretation and Comments.--Table 58 reveals that 62.2 per cent of the business teachers, 70.3 per cent of the collegiate teachers, 62.1 per cent of the supervisors, and 66.7 per cent of the authors indicated that letter placement in typewriter transcription was very important in the one-year sequence. Seventy-three per cent of the business teachers, 72.3 per cent of the collegiate teachers, 70.3 per cent of the supervisors, and 77.8 per cent of the authors indicated that letter placement was very important in the two-year sequence.

Interpretation and Comments.--Table 59 discloses that 44.6 per cent of the business teachers, 55.3 per cent of the collegiate teachers, 52.7 per cent of the supervisors, and 50.0 per cent of the authors indicated that envelope addresses in typewriter transcription were very important in the one-year sequence. Also, 56.7 per cent of the business teachers, 63.9 per cent of the collegiate teachers, 59.5 per cent of the supervisors, and 61.1 per cent of the authors indicated that envelope addresses in typewriter transcription were very important in the two-year sequence.

Interpretation and Comments.--Table 60 reveals that 56.7 per cent of the business teachers, 61.7 per cent of the collegiate teachers, 52.7 per cent of the supervisors, and 55.5 per cent of the authors indicated that remedial treatment of floating capital letters in typewriter transcription was very important in the one-year sequence. It is also noted that 66.2 per cent of the business teachers, 68.2 per cent of the

TABLE 58.--Opinions of respondents concerning emphasis on letter placement in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	62.2	70.3	62.1	66.7	73.0	72.3	70.3	77.8
Important	32.4	19.1	36.5	33.3	23.0	15.0	29.7	22.2
Minor importance	5.4	10.6	1.4	0.0	4.0	4.2	0.0	0.0
No importance	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Omit	0.0	0.0	0.0	0.0	0.0	8.5	0.0	0.0

TABLE 59.--Opinions of respondents concerning emphasis on envelope addresses in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	44.6	55.3	52.7	50.0	56.7	63.9	59.5	61.1
Important	40.5	27.6	41.9	44.4	33.8	23.4	36.5	33.3
Minor importance	12.2	10.6	5.4	5.6	8.1	4.2	4.0	5.6
No importance	2.7	0.0	0.0	0.0	1.4	0.0	0.0	0.0
Omit	0.0	6.5	0.0	0.0	0.0	8.5	0.0	0.0

TABLE 60.--Opinions of respondents concerning remedial treatment of floating capital letters in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	56.7	61.7	52.7	55.5	66.2	68.2	64.9	55.5
Important	28.4	14.9	29.7	33.3	23.0	10.6	18.9	33.3
Minor importance	13.5	12.8	14.9	5.6	9.4	10.6	10.8	5.6
No importance	1.4	2.1	2.7	5.6	1.4	2.1	5.4	5.6
Omit	0.0	8.5	0.0	0.0	0.0	8.5	0.0	0.0

collegiate teachers, 64.9 per cent of the supervisors, and 55.5 per cent of the authors indicated that remedial treatment of floating capital letters in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Table 61 denotes that 45.9 per cent of the business teachers, 27.6 per cent of the collegiate teachers, 48.6 per cent of the supervisors, and 66.6 per cent of the authors indicated that the heading for two-page letters in typewriter transcription was important in the one-year sequence. It is noted that 45.9 per cent of the business teachers, 48.9 per cent of the collegiate teachers, 43.2 per cent of the supervisors, and 38.9 per cent of the authors indicated that the heading for two-page letters in typewriter transcription was very important in the two-year sequence.

Interpretation and Comments.--Table 62 shows that 52.7 per cent of the business teachers, 61.8 per cent of the collegiate teachers, 48.7 per cent of the supervisors, and 44.4 per cent of the authors indicated that the organization of the work station in typewriter transcription was very important in the one-year sequence. This table also discloses that 66.1 per cent of the business teachers, 68.1 per cent of the collegiate teachers, 62.2 per cent of the supervisors, and 61.1 per cent of the authors indicated that the organization of the work station in typewriter transcription was very important in the two-year sequence.

TABLE 61.--Opinions of respondents concerning emphasis on the heading for two-page letters in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	35.2	46.9	25.7	16.7	45.9	48.9	43.2	38.9
Important	45.9	27.6	48.6	66.6	43.3	27.6	43.2	55.5
Minor importance	13.5	14.9	25.7	16.7	8.1	12.9	13.6	5.6
No importance	5.4	2.1	0.0	0.0	2.7	0.0	0.0	0.0
Omit	0.0	8.5	0.0	0.0	0.0	10.6	0.0	0.0

TABLE 62.--Opinions of respondents concerning emphasis on the organization of the work station in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	52.7	61.8	48.7	44.4	66.1	68.1	62.2	61.1
Important	40.5	27.7	37.8	38.9	31.1	23.4	32.4	38.9
Minor importance	5.4	4.2	13.5	11.1	1.4	0.0	2.7	0.0
No importance	1.4	2.1	0.0	5.6	1.4	0.0	0.0	0.0
Omit	0.0	4.2	0.0	0.0	0.0	8.5	2.7	0.0

Interpretation and Comments.--Table 63 indicates that 39.2 per cent of the business teachers, 51.2 per cent of the collegiate teachers, 45.9 per cent of the supervisors, and 50.0 per cent of the authors indicated that the use of reference materials in typewriter transcription was very important in the one-year sequence. It is also noted that 59.4 per cent of the business teachers, 61.8 per cent of the collegiate teachers, 71.5 per cent of the supervisors, and 55.5 per cent of the authors indicated that the use of reference materials was very important in the two-year sequence.

TABLE 63.--Opinions of respondents concerning emphasis on the use of reference materials in typewriter transcription

Response	Respondents							
	One-Year Sequence				Two-Year Sequence			
	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent	Business Teachers Per cent	Collegiate Teachers Per cent	Super- visors Per cent	Authors Per cent
Very important	39.2	51.2	45.9	50.0	59.4	61.8	71.5	55.5
Important	50.0	40.4	45.9	44.4	36.5	27.6	25.7	38.9
Minor importance	9.4	4.2	6.8	5.6	2.7	2.1	1.4	0.0
No importance	1.4	0.0	1.4	0.0	1.4	0.0	1.4	5.6
Omit	0.0	4.2	0.0	0.0	0.0	8.5	0.0	0.0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

Summary

The purpose of this study was to determine the major issues in typewriter transcription and through an opinion-aire obtain the opinions concerning these issues from individuals in each of the following samplings: secondary school business teachers; collegiate teachers of transcription methodology; supervisors of business education; and textbook authors. Opinions to the submitted issues were obtained from 74 secondary school business teachers; 47 collegiate teachers of transcription methodology; 74 supervisors of business education; and 18 textbook authors.

The responses, as indicated by the returned opinionaire, were tabulated and the data, including the unedited comments, were presented in Chapter IV.

A summary of the responses to the various check-list statements in the research instrument are presented in this chapter.

The responses of the secondary school business teachers; collegiate teachers of transcription methodology; supervisors of business education; and textbook authors were divided into

four classifications to determine the degree of agreement within each group:

- A. Those check-list statements upon which there is almost (90 per cent or more) complete agreement.
- B. Those check-list statements upon which a significant majority of the respondents tended toward agreement.
- C. Those check-list statements over which the respondents are divided in opinion, however, with a slight inclination (50 per cent or more) to support one view.
- D. Those check-list statements on which there is such a lack of agreement (receiving less than 50 per cent) that no conclusions can be drawn. These could be considered highly controversial issues.

These divisions were used so that the statistical classifications of the present study could be compared with those contained in previous studies within the field of business education. The studies of Hanna,¹ Hayden,² Brown,³ Warmke,⁴ and Morris⁵ used the same classifications.

¹J. Marshall Hanna, "Conflicting Viewpoints in the Field of Secondary-School Business Education," (unpublished Ed. D. dissertation, New York University, 1950).

²Carlos K. Hayden, "Major Issues in Business Education," (unpublished Ph. D. dissertation, The Ohio State University, 1950).

³Eleanor B. Brown, "Relationship of Practices in Business Education to Established Objectives," (unpublished Ed.D. dissertation, The Pennsylvania State University, 1958).

⁴Roman F. Warmke, "A Study of Current Distributive Education Issues, Based Upon Opinions of Education Leaders," (unpublished Ph. D. thesis, University of Minnesota, 1960).

⁵Jimmie D. Morris, "Selected Major Issues in the Teaching of First-Year Typewriting," (unpublished Ed. D. dissertation, University of North Dakota, 1961).

Degree of Agreement among the Responding
Secondary School Business Teachers

Classification A.--Almost all (90 per cent or more) of the secondary business teachers responding to the opinionaire were in agreement on the following check-list statement:

1. Oral pretranscription training, included in shorthand theory texts--marginal reminders, etc. is justified in a one-year stenographic curriculum

Classification B.--A significant majority (59 to 89 per cent) of the secondary school business teachers who responded to the opinionaire tended toward agreement on the following check-list statements:¹

1. Transcription on the secondary level should be a fusion of already acquired skills--including shorthand, typewriting and English fundamentals.
2. If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the 12th grade.
3. In school systems offering two years of typewriting but not offering a formal office practice course, two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
4. In school systems offering only one year of typewriting and one year of office practice, two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.

¹For the purpose of this study, it has been established that an agreement among 59 per cent or more of the responding high school business teachers represent a significant majority agreement. An explanation concerning this appears in Appendix C.

5. In school systems offering one year of typewriting (but no office practice) two years of shorthand, including typewriter transcription in the secondary school is generally sufficient for beginning stenographic positions.
6. There is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.
7. Oral pretranscription training, included in shorthand theory texts, is justified in a two-year stenographic curriculum.
8. The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation is significant.
9. The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be significant.
10. In the development of typewriter transcription skill, the type of dictation given should be largely dictation from textual materials and timed at specific rates of speed.
11. In a two-year stenographic sequence the final semester of shorthand should be the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices.
12. If transcription training in the secondary school is to include office-style dictation, this type of dictation should be provided relatively late in the typewriter transcription program.
13. When transcripts completed under classroom conditions are corrected by the teacher, they should be returned to the student for his own information and evaluation and used as a basis for classroom discussion and discussion on the part of the teacher.
14. In grading mailable copy, minor word substitutions and second-choice punctuation should not constitute an error in transcription.
15. In evaluating typewriter transcripts, all errors should be given a penalty commensurate with the gravity of the error detected.

16. Material to be transcribed in a two-year typewriter course should be 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts and 10 per cent miscellaneous documents.
17. Multiple carbon copies of typewriter transcripts should be required for less than 25 per cent of the transcripts.
18. The student in typewriter transcription should be permitted to erase whenever he makes an error.

Classification C.--The secondary school business teachers (from 50 to 58 per cent) who responded to the opinionnaire tended toward agreement on the following check-list statements:

1. Typewriter transcription of new matter dictation from the shorthand notebook should be initiated the second semester of shorthand.
2. If carbon copies are not required for typewriter transcription, the rate should be based on the time spent in making machine adjustments, proofreading, and making necessary corrections.
3. In grading mailable copy, the application of English fundamentals in typewriter transcription should be determined by a joint policy of the Business Education and English Departments.

Classification D.--The check-list statements receiving less than 50 per cent majority on which there was such a lack of agreement among the secondary school business teachers that no conclusion could be drawn. The following issues could be considered highly controversial among the secondary school business teachers:

1. What is the maximum typewriter transcription class size as to providing optimum learning for all students?
2. When should typewriter transcription be incorporated in the curriculum in a one-year terminal course in shorthand?

3. When should typewriter transcription be incorporated in the curriculum in a two-year stenographic sequence?
4. What is the most effective curriculum pattern in teaching transcription?
5. When should oral pretranscription training such as that included in shorthand theory texts be introduced?
6. Should the practice of teaching students to edit their notes be advocated? If so, how much emphasis should this practice receive?
7. When should typewriter transcription of shorthand plate material be initiated?
8. What is the appropriate length of timed typewriter transcription from shorthand plate material?
9. When should typewriter transcription from practiced matter dictation be initiated?
10. How long should typewriter transcription from new matter dictation be delayed? What five-minute typewriter skill is required?
11. How long should typewriter transcription on new matter material be delayed? What three minute speeds are required?
12. What should be the rate for new matter dictation for typewriter transcription in mailable copy form?
13. What is the appropriate length per day for typewriter transcription in a one-year shorthand course after typewriter transcription activities begin?
14. What is the appropriate length per day for typewriter transcription in a two-year stenographic sequence after typewriter transcription activities begin?
15. What is the average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangement, corrections, etc.?
16. During a forty-minute transcription period with dictation approximately 100 words a minute consisting of six or eight letters of various lengths

ranging from 75 to 175 words prepared with carbon copies, envelopes and corrections when necessary, what minimum rate should students who complete a two-year stenographic sequence be able to transcribe?

17. What instrument should be used to construct shorthand outlines?
18. What is the preferred ink color if a fountain pen or ballpoint pen is used in shorthand outline construction?
19. What is the ideal per cent of typewriter transcripts of business letters to be prepared on letterhead stationery?
20. Material to be transcribed in a one-year typewriter transcription course should be 90 per cent letters and 10 per cent interoffice memorandums.
21. What per cent of typewriter transcripts should be prepared with single carbon copies?

Degree of Agreement among the Responding Collegiate
Teachers of Transcription Methodology

Classification A.--Almost all (90 per cent or more) of the collegiate teachers of transcription methodology responding to the opinionnaire were in agreement on each of the following check-list statements:

1. Oral pretranscription training, included in shorthand theory texts--marginal reminders, etc. is justified in a one-year stenographic curriculum
2. Oral pretranscription training, included in shorthand theory texts, is justified in a two-year stenographic curriculum.

Classification B.--A significant majority (62 to 89 per cent) of the collegiate teachers of transcription methodology who responded to the opinionnaire tended toward agreement on the following check-list statements:¹

1. Transcription on the secondary level should be a fusion of already acquired skills--including shorthand, typewriting and English fundamentals.
2. If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the 12th grade.
3. In school systems offering one year of typewriting (but no office practice), two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
4. There is adequate subject matter content to justify offering transcription as a separate subject meeting

¹For the purpose of this study, it has been established that an agreement among 62 per cent or more of the responding collegiate teachers of transcription methodology represent a significant majority agreement. An explanation concerning this appears in Appendix C.

daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.

5. The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation should be significant.
6. The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be significant.
7. In the development of typewriter transcription skill, the type of dictation given should be largely dictation from textual materials and timed at specific rates of speed.
8. In a two-year stenographic sequence the final semester of shorthand should be the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices.
9. If carbon copies are not required for typewriter transcription, the rate should be based on the time spent in making machine adjustments, proof-reading, and making necessary corrections.
10. If transcription training in the secondary school is to include office-style dictation, this type of dictation should be provided relatively late in the typewriter transcription program.
11. When transcripts completed under classroom conditions are corrected by the teacher, they should be returned to the student for his own information and evaluation and used as a basis for classroom discussion and discussion on the part of the teacher.
12. In grading mailable copy, minor word substitutions and second-choice punctuation should not constitute an error in transcription.
13. In evaluating typewriter transcripts, all errors should be given a penalty commensurate with the gravity of the error detected.
14. Material to be transcribed in a two-year typewriter transcription course should be 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.

15. Multiple carbon copies of typewriter transcripts should be required for less than 25 per cent of the transcripts.
16. The student in typewriter transcription should be permitted to erase whenever he makes an error.

Classification C.--The collegiate teachers of transcription methodology (from 50 to 61 per cent) who responded to the opinionaire tended toward agreement on the following check-list statements:

1. Transcription is most effectively taught integrated in a two-year sequence in shorthand.
2. Typewriter transcription of new matter dictation from the shorthand notebook should be initiated the second semester of shorthand.

Classification D.--The check-list statement receiving less than 50 per cent majority on which there was such a lack of agreement among the collegiate teachers of transcription methodology that no conclusion could be drawn. The following issues could be considered highly controversial among the collegiate teachers of transcription methodology:

1. In school systems offering two years of typewriting but not offering a formal office practice course, how many years of shorthand, including typewriter transcription, should be offered for beginning stenographic positions?
2. In school systems offering only one year of typewriting and one year of office practice, how many years of shorthand, including typewriter transcription, should be offered for beginning stenographic positions?
3. What is the maximum typewriter transcription class size as to provide optimum learning for all students?
4. When should typewriter transcription be incorporated in the curriculum in a one-year terminal course in shorthand?

5. When should typewriter transcription be incorporated in the curriculum in a two-year stenographic sequence?
6. When should oral pretranscription training such as that included in shorthand theory texts be introduced?
7. Should the practice of teaching students to edit their notes be advocated? If so, how much emphasis should this practice receive?
8. When should typewriter transcription of shorthand plate material be initiated?
9. What is the appropriate length of timed typewriter transcription from shorthand plate material?
10. When should typewriter transcription from practiced matter dictation be initiated?
11. How long should typewriter transcription from new matter dictation be delayed? What five-minute typewriter skill is required?
12. How long should typewriter transcription on new matter material be delayed? What three minute speeds are required?
13. What should be the rate for new matter dictation for typewriter transcription in mailable copy form?
14. What should be the appropriate length per day for typewriter transcription in a one-year shorthand course after typewriter transcription activities begin?
15. What is the appropriate length per day for typewriter transcription in a two-year stenographic sequence after typewriter transcription activities begin?
16. What should be the average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangements, corrections, etc.?
17. During a forty-minute transcription period with dictation approximately 100 words a minute consisting of six or eight letters of various lengths ranging from 75 to 175 words prepared with carbon copies, envelopes and corrections when necessary, what minimum rate should students who complete a two-year stenographic sequence be able to transcribe?

18. Should the application of English fundamentals in grading mailable copy in typewriter transcription be determined by a joint policy of the Business Education and English Departments?
19. What instrument should be used to construct shorthand outlines?
20. What is the preferred ink color when a fountain pen or ballpoint pen is used in construction of shorthand outlines?
21. What is the ideal number of typewriter transcripts of business letters that should be prepared utilizing letterhead stationery?
22. What material should be transcribed in a one-year typewriter transcription course?
23. What per cent of typewriter transcripts should be prepared with single carbon copies?

Degree of Agreement among the Responding
Business Education Supervisors

Classification A.--Almost all (90 per cent or more) of the supervisors of business education responding to the opinionnaire were in agreement on each of the following check-list statements:

1. If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the 12th grade.
2. Oral pretranscription training, included in shorthand theory texts, is justified in a two-year stenographic curriculum.

Classification B.--A significant majority (59 to 89 per cent) of the supervisors of business education who responded to the opinionnaire tended toward agreement on the following check-list statements:¹

1. Transcription on the secondary level should be a fusion of already acquired skills--including shorthand, typewriting and English fundamentals.
2. In school systems offering two years of typewriting but not offering a formal office practice course, two years of shorthand including typewriter transcription in the secondary school is generally sufficient for beginning stenographic positions.
3. In school systems offering only one year of typewriting and one year of office practice, two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.

¹For the purpose of this study, it has been established that an agreement among 59 per cent or more of the business education supervisors represent a significant majority. An explanation concerning this appears in Appendix C.

4. In school systems offering one year of typewriting (but no office practice), two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
5. Oral pretranscription training, included in shorthand theory texts--marginal reminders, etc.--, is justified in a one-year stenographic curriculum.
6. The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation should be significant.
7. The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be significant.
8. In a two-year stenographic sequence the final semester of shorthand should be the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices.
9. If carbon copies are not required for typewriter transcription, the rate should be based on the time spent in making machine adjustments, proof-reading, and making necessary corrections.
10. In grading mailable copy, minor word substitutions and second-choice punctuation should not constitute an error in transcription.
11. In evaluating typewriter transcripts, all errors should be given a penalty commensurate with the gravity of the error detected.
12. Material to be transcribed in a two-year typewriter course should be 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.
13. Multiple carbon copies of typewriter transcripts should be required for less than 25 per cent of the transcripts.
14. The student in typewriter transcription should be permitted to erase whenever he makes an error.

15. There is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.

Classification C.--The supervisors of business education (from 50 to 58 per cent) who responded to the opinionnaire tended toward agreement on the following check-list statements:

1. Transcription is most effectively taught integrated in a two-year sequence in shorthand.
2. In the development of typewriter transcription skill, the type of dictation given should be largely dictation from textual materials and timed at specific rates of speed.
3. If transcription training in the secondary school is to include office-style dictation, this type of dictation should be provided relatively late in the typewriter transcription program.
4. Transcripts completed under classroom conditions should be corrected by the teacher and returned to the student for his own information and evaluation and used as a basis for classroom discussion and discussion on the part of the teacher.
5. In grading mailable copy, the application of English fundamentals in typewriter transcription should be determined by a joint policy of the Business Education and English Departments.
6. Blue-black is the preferred ink color if a fountain pen is used in shorthand outline construction.
7. Material to be transcribed in a one-year typewriter transcription course should be 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.

Classification D.--The check-list statements receiving less than 50 per cent majority on which there was such a lack of agreement among the supervisors of business education that no conclusion could be drawn. The following issues could be

considered controversial among the supervisors of business education:

1. What is the maximum typewriter transcription class size as to provide optimum learning for all students?
2. When should typewriter transcription be incorporated in the curriculum in a one-year terminal course in shorthand?
3. When should typewriter transcription be incorporated in the curriculum in a two-year stenographic sequence?
4. When should oral pretranscription training such as that included in shorthand theory texts be introduced?
5. Should the practice of teaching students to edit their notes be advocated? If so, how much emphasis should this practice receive?
6. When should typewriter transcription of shorthand plate material be initiated?
7. What is the appropriate length of timed typewriter transcription from shorthand plate material?
8. When should typewriter transcription from practiced matter dictation be initiated?
9. When should typewriter transcription of new matter dictation from the shorthand notebook be initiated?
10. How long should typewriter transcription from new matter dictation be delayed? What five-minute typewriter skill is required?
11. How long should typewriter transcription on new matter material be delayed? What three minute speeds are required?
12. What should be the rate for new matter dictation for typewriter transcription in mailable copy form?
13. What is the appropriate length per day for typewriter transcription in a one-year shorthand course after typewriter transcription activities begin?

14. What is the appropriate length per day for typewriter transcription in a two-year stenographic sequence after typewriter transcription activities begin?
15. What should be the average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangements, corrections, etc.?
16. During a forty-minute transcription period with dictation approximately 100 words a minute consisting of six or eight letters of various lengths, ranging from 75 to 175 words prepared with carbon copies, envelopes and corrections when necessary, what minimum rate should students complete a two-year stenographic sequence be able to transcribe?
17. What instrument should be used to construct shorthand outlines?
18. What per cent of typewriter transcripts should be prepared with single carbon copies?
19. What is the ideal number of typewriter transcripts of business letters that should be prepared utilizing letterhead stationery?

Degree of Agreement among the Responding
Textbook Authors

Classification A.--Almost all (90 per cent or more)

of the textbook authors responding to the opinionaire were in agreement on each of the following check-list statements:

1. Oral pretranscription training, included in shorthand theory texts, is justified in a two-year stenographic curriculum.
2. If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the 12th grade.

Classification B.--A significant majority (69 to 89 per

cent) of the textbook authors who responded to the opinionaire tended toward agreement on the following check-list statement:¹

1. In school systems offering one year of typewriting (but no office practice), two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
2. There is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.
3. Oral pretranscription training, included in shorthand theory texts--marginal reminders, etc.--is justified in a one-year stenographic sequence.
4. If transcription training in the secondary school is to include office-style dictation, this type of dictation should be provided relatively late in the typewriter transcription program.

¹For the purpose of this study, it has been established that an agreement among 69 per cent or more of the responding textbook authors represent a significant majority agreement. An explanation concerning this appears in Appendix C.

5. In grading mailable copy, minor word substitutions and second-choice punctuation should not constitute an error in transcription.
6. Multiple carbon copies of typewriter transcripts should be required for less than 25 per cent of the transcripts.
7. The student in typewriter transcription should be permitted to erase whenever he makes an error.

Classification C.--The textbook authors (from 50 to 68 per cent) who responded to the opinionaire tended toward agreement on the following check-list statements:

1. Transcription on the secondary level should be a fusion of already acquired skills--including shorthand, typewriting and English fundamentals.
2. In school systems offering two years of typewriting but not offering a formal office practice course, two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
3. In a one-year terminal course in shorthand, typewriter transcription should be incorporated in the curriculum during the last half of the second semester.
4. The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation should be significant.
5. The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be significant.
6. Typewriter transcription from new matter dictation should be delayed until the learner has five-minute typewriter skill on straight-copy material of 40 to 49 words per minute.
7. In the development of typewriter transcription skill, the type of dictation given should be largely dictation from textual materials and timed at specific rates of speed.

8. In a two-year stenographic sequence the final semester of shorthand should be the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices.
9. When transcripts completed under classroom conditions are corrected by the teacher, they should be returned to the student for his own information and evaluation and used as a basis for classroom discussion and discussion on the part of the teacher.
10. In grading mailable copy, the application of English fundamentals in typewriter transcription should be determined by a joint policy of the Business Education and English Departments.
11. In evaluating typewriter transcripts, all errors should be given a penalty commensurate with the gravity of the error detected.
12. If carbon copies are not required for typewriter transcription, the rate should be based on the time spent in making machine adjustments, proof-reading, and making necessary corrections.

Classification D.--The check-list statements receiving less than 50 per cent majority on which there was such a lack of agreement among the textbook authors that no conclusion could be drawn. The following issues could be considered highly controversial among the textbook authors:

1. In schools offering only one year of typewriting and one year of office practice, how many years of shorthand, including typewriter transcription, should be offered for beginning stenographic positions?
2. What is the maximum typewriter transcription class size as to provide optimum learning for all students?
3. When should typewriter transcription be incorporated in the curriculum in a two-year stenographic sequence?
4. What is the most effective curriculum pattern in teaching transcription?

5. When should oral pretranscription training such as that included in shorthand theory texts be introduced?
6. Should the practice of teaching students to edit their notes be advocated? If so, how much emphasis should this practice receive?
7. When should typewriter transcription of shorthand plate material be initiated?
8. What is the appropriate length of timed typewriter transcription from shorthand plate material?
9. When should typewriter transcription from practiced matter dictation be initiated?
10. How long should typewriter transcription from new matter dictation be delayed?
11. How long should typewriter transcription on new matter material be delayed? What three-minute speeds are required?
12. What should be the rate for new matter dictation for typewriter transcription in mailable copy form?
13. What should be the appropriate length per day for typewriter transcription in a one-year shorthand course after typewriter transcription activities begin?
14. What is the appropriate length per day for typewriter transcription in a two-year stenographic sequence after typewriter transcription activities begin?
15. What should be the average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangements, corrections, etc.?
16. During a forty-minute transcription period with dictation approximately 100 words a minute consisting of six or eight letters of various lengths ranging from 75 to 175 words prepared with carbon copies, envelopes and corrections when necessary, what minimum rate should students who complete a two-year stenographic sequence be able to transcribe?
17. What instrument should be used to construct shorthand outlines?

18. What is the preferred ink color when a fountain pen or ballpoint pen is used in construction of shorthand outlines?
19. What is the ideal number of typewriter transcripts of business letters that should be prepared utilizing letterhead stationery?
20. What material should be transcribed in a one-year typewriter transcription course?
21. What material should be transcribed in a two-year typewriter transcription course?
22. What per cent of typewriter transcripts should be prepared with single carbon copies?

Conclusions

The initial conclusion that may be drawn from the study is that the collegiate teachers of transcription methodology, supervisors of business education, and transcription textbook authors who were included in this study were in agreement (90 per cent or more) on two issues. Secondary school business teachers were in agreement (90 per cent or more) on one issue.

The second conclusion that may be drawn from the study is that secondary school business teachers were in agreement a significant majority concerning 18 of the 43 issues; supervisors of business education regarding 15 of the 43 issues; collegiate teachers of transcription methodology concerning 16 of the 43 issues; and transcription textbook authors regarding 7 of the 43 issues.

The third conclusion that may be drawn from the study is that secondary school business teachers tended toward

agreement on 3 of the 43 issues; collegiate teachers of transcription methodology 2 of the 43 issues; supervisors of business education 7 of the 43 issues; and transcription textbook authors 12 of the 43 issues.

The fourth conclusion that may be drawn from the study is that secondary school business teachers expressed such a lack of agreement on 21 issues out of 43 that no conclusion could be drawn. Also, collegiate teachers of transcription indicated lack of agreement on 23 of the 43 issues. Supervisors of business education revealed lack of agreement on 19 of the 43 issues; transcription textbook authors reported lack of agreement on 22 of the 43 issues. A final general overall conclusion may appear to indicate that the nature and scope of typewriter transcription on the secondary school level remains an unsolved problem in business education.

The classification, number of respondents in each group, and the response to each of the 43 issues are presented in Table 64.

Recommendations

In view of the findings in this study, these recommendations are made:

1. That transcription on the secondary level be considered a fusion of already acquired skills--including shorthand, typewriting, and English fundamentals.

TABLE 64.--The classification of agreement of business educators concerning 43 selected issues in business education

Classification	Number of respondents	A	B	C	D
		Almost all	Significant	Tend toward agreement	No conclusion can be made
Business Teachers	74	1	18	3	21
Collegiate Teachers	47	2	16	2	23
Supervisors	74	2	15	7	19
Authors	18	2	7	12	22

2. That two years of shorthand, including typewriter transcription, in the secondary school be considered a sufficient amount of training for beginning stenographic positions.

3. That there is adequate subject matter content to justify offering transcription as a separate subject for one semester.

4. That typewriter transcription should be incorporated in a two-year stenographic sequence during the fourth semester.

5. That oral pretranscription training be developed as a prerequisite skill in typewriter transcription.

6. That typewriter transcription from new matter dictation be delayed until the learner has acquired a

five-minute typewriting rate of 40 to 49 words per minute on straight copy skill.

7. That typewriter transcription be delayed until the learner can take dictation on new matter material for three minutes with a speed of at least 60 words per minute.

8. That office-style dictation be provided relatively late in the typewriter transcription program.

Suggestions for Further Research

According to the findings of this study, the urgent need for additional research in typewriter transcription is evident. Research pertaining to the contribution of typewriter transcription in the secondary school curriculum should receive greater study in view of the current trend toward increased emphasis on vocational education on the secondary school level.

The following suggestions for further research are made:

1. Evaluative studies are needed in business education relating to the content of curriculum patterns on the secondary school level as well as the post-secondary school. Continuous reappraisal of each subject in the total business education program is essential.

2. Continuing research encompassing interaction between the business education classroom and the business office would be particularly significant in view of the tremendous advances in technology during the past few years.

3. Comprehensive studies to differentiate the achievement in schools offering one year of shorthand with those offering two years of shorthand would be extremely meaningful in curriculum construction.

4. Continuing research should be completed in the area of prognosis in shorthand to furnish the needed data to aid secondary school teachers, principals, guidance counselors, and administrators in program planning.

5. Comprehensive studies should be made to compare the reliability of three-minute shorthand dictation tests with five-minute tests.

6. Continuing research should be completed with experimental teaching materials in shorthand in an effort to curtail the learning time of shorthand theory.

7. Studies should be undertaken to determine the validity and reliability of employment tests in shorthand and transcription with their possible application for the classroom.

8. Further research should be directed toward determining the measurement of typewriter transcription rate.

9. Additional follow-up and case studies of beginning stenographers to evaluate current business education programs should be undertaken.

APPENDIX A

1. Bibliography card.
2. Original draft of opinionaire for secondary school business teachers, collegiate teachers of transcription methodology, supervisors of business education, and transcription textbook authors.
3. Letter of appreciation to members of the jury.
4. Approval of opinionaire by doctoral committee.
5. Covering letter to secondary school business teachers.
6. Covering letter to collegiate teachers of transcription methodology.
7. Covering letter to supervisors of business education.
8. Covering letter to transcription textbook authors.
9. Follow-up letter dispatched to secondary school business teachers, collegiate teachers of transcription methodology, supervisors of business education and transcription textbook authors.

Bibliography Card

Karaim, William J. Conflicting Opinions of Teachers Concerning the Status Quo of Shorthand. M. S., University of North Dakota (Grand Forks), 1960, 107 pages. (Q 30-1 Fall, 1961) Original on file here

Summary of Findings:

(a) A large majority of teachers did not believe one year of shorthand was sufficient for vocational use.

(b) Most teachers believed the demand for skilled shorthand personnel was remaining the same.

(c) Dictation requirements varied in different schools.

(d) Most teachers believed that their professional preparation was adequate.

(e) Abbreviated shorthand systems were offered in only two of the schools reporting.

(f) Instruction in voice-writing machines was offered in 63 per cent of the schools.

(g) A majority of teachers believed neither the machines nor the abbreviated shorthand systems had any effect on the status of shorthand.

(h) Many teachers believed the current emphasis on science, mathematics, and other college preparatory subjects has had the greatest effect on the status of shorthand in the high school.

OPINION

ON THE

TEACHING TRANSCRIPTION ON THE SECONDARY SCHOOL LEVEL:
THEORIES AND PRACTICES

Please return by

October __, 1963 to

Robert Gryder
Box 8025
University Station
Grand Forks, North Dakota

Completed by

Name _____

Title or Position _____

Address _____

DIRECTIONS: Complete each item by placing a check mark in the appropriate space. Please write a statement that expresses your belief concerning the issue involved if the alternatives listed do not apply to your belief. In no way will your name be identified with your belief in this study.

Check here _____ if you would like to have a summary of the results forwarded to you.

DEFINITIONS: In order to secure a more uniform response, the following definitions are furnished:

Transcription - This term refers to the art of transferring symbol shorthand into typescript. This study is limited to typewriter transcription.

Two-year sequence - This term refers to shorthand-transcription only and does not include office practice in an integrated course.

SECTION I

TRANSCRIPTION IN THE CURRICULUM

INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY
IN AGREEMENT

1. Transcription on the secondary level should be:
- a. a fusion of already acquired skills--including shorthand, typewriting and English fundamentals.
 - b. the development of a newly acquired skill.
 - c. dependent on previously acquired skills.
 - d. Other--please explain.

COMMENT: _____

2. If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the:
- a. 10th grade.
 - b. 11th grade.
 - c. 12th grade.

COMMENT: _____

3. In school systems offering two years of typewriting but not offering a formal office practice course, which of the following choices do you prefer:
- a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
 - b. One and one-half years of shorthand, including typewriter transcription, is generally sufficient for beginning stenographic positions.

- _____ c. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.

COMMENT: _____

4. In school systems offering only one year of typewriting and one year of office practice, which of the following choices do you prefer:

- _____ a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- _____ b. One and one-half years of shorthand, including typewriter transcription, is generally sufficient for beginning stenographic positions.
- _____ c. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.

COMMENT: _____

5. In school systems offering one year of typewriting (but no office practice), which of the following choices do you prefer:

- _____ a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- _____ b. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- _____ c. Other--please explain.

COMMENT: _____

6. In curriculum construction on the secondary level, which of the following views do you maintain:

- a. There is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.
- b. There is insufficient subject matter content for a one-semester course in transcription and because of this fact transcription training should be offered as a part of another course such as office practice or advanced shorthand.

COMMENT: _____

7. Assuming the students possess the usual range of skills and abilities, the maximum typewriter transcription class size, so as to provide optimum learning for all students should be:

- a. less than 20.
- b. 20-25.
- c. 26-30.
- d. 31-35.
- e. 36-40.
- f. Over 40.
- g. Little consistency.

COMMENT: _____

8. In a one-year terminal course in shorthand, typewriter transcription should be incorporated in the curriculum: (See definition on page 1)

- a. at the end of the first nine weeks.
- b. as soon as the theory has been completed.
- c. all during the second semester.
- d. during the last half of the second semester.

- e. during the last month of the second semester.
- f. all during the course.

COMMENT: _____

9. In a two-year stenographic sequence, typewriter transcription should be incorporated in the curriculum during:

- a. the third semester of shorthand alternating one day for shorthand and one day for transcription.
- b. the third semester of shorthand alternating two days for shorthand and three days for transcription.
- c. the third semester of shorthand alternating one day for shorthand dictation and theory development and one day for transcription.
- d. the fourth semester of shorthand alternating one day for shorthand and one day for transcription.
- e. the fourth semester of shorthand alternating two days for shorthand and three days for transcription.
- f. the fourth semester of shorthand alternating one day for shorthand dictation and theory development and one day for transcription.
- g. the entire second year.
- h. Other

COMMENT: _____

10. Transcription is most effectively taught as:

- a. a separate course in a one-year sequence in shorthand.
- b. a separate course in a two-year sequence in shorthand.
- c. integrated in a one-year terminal course in shorthand.

- _____d. integrated in a two-year sequence in shorthand.
- _____e. a segment of a double period devoted to office practice scheduled immediately following shorthand instruction in a one-year sequence.
- _____f. a segment of a double period devoted to office practice scheduled immediately following shorthand instruction in a two-year sequence in shorthand.
- _____g. a unit of instruction in secretarial practice.
- _____h. Other

COMMENT: _____

SECTION II

ORAL PRETRANSCRIPTION TRAINING

11. Oral pretranscription training, included in shorthand theory texts--marginal reminders, etc.--,
- _____a. is justified in a one-year stenographic curriculum
 - _____b. is not justified in a one-year stenographic curriculum.

COMMENT: _____

12. Oral pretranscription training, included in shorthand theory texts,
- _____a. is justified in a two-year stenographic curriculum.
 - _____b. is not justified in a two-year stenographic curriculum.

COMMENT: _____

13. Oral pretranscription training such as that included in shorthand theory texts, should be introduced during:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. Other

COMMENT: _____

SECTION III

TRANSCRIPTION METHODOLOGY

INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY IN AGREEMENT

14. The practice of teaching students to edit their notes (from new matter dictation) is sometimes advocated. Editing would consist of changing outlines, inserting punctuation, paragraphing, etc. Check the statement you most nearly agree with:

- a. no special training should be given for this activity.
- b. one to three days training should be given for this activity.
- c. four to six days training should be given for this activity.
- d. Other

COMMENT: _____

15. Typewriter transcription of shorthand plate material should be initiated: (Do not answer this question if you do not believe in typewriter plate transcription.)

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. upon completion of the theory.
- j. Other

COMMENT: _____

16. The appropriate length of timed typewriter transcription from shorthand plate material should be: (Do not answer this question if you do not believe in typewriter plate transcription.)

- a. one-minute writings.
- b. three-minute writings.
- c. five-minute writings.
- d. ten-minute writings.
- e. fifteen-minute writings.
- f. twenty-minute writings.
- g. thirty-minute writings.
- h. a combination of the above.

COMMENT: _____

17. The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation should be:

- a. significant.
- b. insignificant.
- c. of no significance.

COMMENT: _____

18. Typewriter transcription from practice matter dictation should be initiated:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of beginning shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand. ✓
- i. upon completion of the theory.
- j. Other

COMMENT: _____

19. The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be:

- a. significant.
- b. insignificant.
- c. of no significance.

COMMENT: _____

20. Typewriter transcription of new matter dictation from the shorthand notebook should be initiated:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of beginning shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. upon the completion of the theory.
- j. Other

COMMENT: _____

21. Typewriter transcription from new matter dictation should be delayed until the learner has five-minute typewriter skill on straight-copy material of

- a. 10 to 20 words per minute.
- b. 20 to 29 words per minute.
- c. 30 to 39 words per minute.
- d. 40 to 49 words per minute.
- e. more than 50 words per minute.
- f. Other

COMMENT: _____

22. Typewriter transcription should be delayed until the learner can take dictation on new matter material for three-minutes with speeds from:

- a. 20 to 39 words per minute.

- b. 40 to 49 words per minute.
- c. 50 to 59 words per minute.
- d. 60 to 69 words per minute.
- e. 70 to 79 words per minute.
- f. 80 to 89 words per minute.
- g. more than 90 words per minute.
- h. upon completion of the theory.
- i. Other

COMMENT: _____

23. New matter dictation for typewriter transcription in mailable copy form should be given at a rate:

- a. 10 words less than students' top skill in taking shorthand.
- b. 15 words less than students' top skill in taking shorthand.
- c. 20 words less than students' top skill in taking shorthand.
- d. 25 words less than students' top skill in taking shorthand.
- e. 30 words less than students' top skill in taking shorthand.
- f. all students in the class can get.
- g. the maximum skill attained by the students.
- h. Other

COMMENT: _____

24. In the development of typewriter transcription skill, the type of dictation given should be largely:

- a. dictation from textual materials and timed at specific rates of speed.

_____ b. office-style dictation.

_____ c. Other

COMMENT: _____

25. In a two-year stenographic sequence the final semester of shorthand should be:

_____ a. entirely the development of typewriter transcription skill.

_____ b. the development of shorthand dictation skill building and typewriter transcription skill.

_____ c. the development of typewriter transcription skill, shorthand dictation skill building, shorthand theory, and secretarial practices.

_____ d. Other

COMMENT: _____

26. If carbon copies are not required for typewriter transcription, the rate should be based on the following:

_____ a. the actual time spent in typewriter transcription.

_____ b. the time spent in making machine adjustments and typewriter transcription.

_____ c. the time spent in making machine adjustments and proofreading.

_____ d. the time spent in making machine adjustments, proofreading, and making necessary corrections.

_____ e. Other

COMMENT: _____

27. In a one-year shorthand course, after typewriter transcription activities begin, the appropriate length per day for typewriter transcription activities should be:

_____ a. less than 10 minutes.

- b. 10 to 14 minutes.
- c. 15 to 19 minutes.
- d. 20 to 24 minutes.
- e. 25 to 29 minutes.
- f. 30 to 34 minutes.
- g. 35 to 39 minutes.
- h. 40 to 44 minutes.
- i. 45 to 49 minutes.
- j. 50 to 54 minutes.
- k. 55 to 59 minutes.
- l. more than 1 hour.
- m. Other

COMMENT: _____

28. In a two-year stenographic sequence, the appropriate length per day for typewriter transcription activities should be:

- a. less than 10 minutes.
- b. 10 to 14 minutes.
- c. 15 to 19 minutes.
- d. 20 to 24 minutes.
- e. 25 to 29 minutes.
- f. 30 to 34 minutes.
- g. 35 to 39 minutes.
- h. 40 to 44 minutes.
- i. 45 to 49 minutes.
- j. 50 to 54 minutes.
- k. 55 to 59 minutes.

_____ l. more than 1 hour.

_____ m. Other

COMMENT: _____

29. If transcription training in the secondary school is to include office style dictation, this type of dictation should be provided:

_____ a. relatively early in the typewriter transcription program.

_____ b. relatively late in the typewriter transcription program.

_____ c. throughout the entire typewriter transcription program.

COMMENT: _____

SECTION IV

MAILABILITY, GRADING, EVALUATION

INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY IN AGREEMENT

30. The average straight-copy transcription rate from new matter dictation excluding machine adjustments, letter arrangement, corrections, etc. should be:

_____ a. 10 words per minute.

_____ b. 15 words per minute.

_____ c. 20 words per minute.

_____ d. 25 words per minute.

_____ e. 30 words per minute.

_____ f. 2/3 typewriting rate from straight-copy material.

_____ g. 4/5 typewriting rate from straight-copy material.

_____ h. Other

COMMENT: _____

31. When transcripts completed under classroom conditions are corrected by the teacher, they should be:
- _____ a. returned to the student for his own information and evaluation.
 - _____ b. used as a basis for classroom discussion and discussion on the part of the teacher.
 - _____ c. combination of a and b.
 - _____ d. returned to the student for correction or errors and resubmitted to instructor.
 - _____ e. Other

COMMENT: _____

32. During a forty-minute transcription period with dictation approximately 100 words a minute consisting of six or eight letter of various lengths ranging from 75 to 175 words prepared with carbon copies, envelopes and corrections when necessary, students who complete a two-year stenographic sequence should be able to transcribe at a minimum rate of:

- _____ a. 10 to 14 words per minute.
- _____ b. 15 to 19 words per minute.
- _____ c. 20 to 24 words per minute.
- _____ d. 25 to 29 words per minute.
- _____ e. 30 to 34 words per minute.
- _____ f. 35 to 39 words per minute.
- _____ g. 40 to 44 words per minute.
- _____ h. Other

COMMENT: _____

33. In grading mailable copy, the application of English fundamentals in typewriter transcription should be determined by:

- a. each transcription teacher.
- b. a departmental policy.
- c. a joint policy of the Business Education and English Departments.
- d. the rules in a specific textbook.
- e. Other

COMMENT: _____

34. In grading mailable copy:

- a. any deviation, including the most minute detail, from the dictated copy should constitute an error in transcription.
- b. minor word substitutions and second-choice punctuation, should not constitute an error in transcription.

COMMENT: _____

35. In evaluating typewriter transcripts, all errors should be given:

- a. the same penalty.
- b. a penalty commensurate with the gravity of the error detected.
- c. Other

COMMENT: _____

SECTION V

MISCELLANEOUS

INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY
IN AGREEMENT

36. Shorthand outlines for typewriter transcription should
be written with:

- a. a fountain pen.
- b. ballpoint pen.
- c. ballpoint pencil.
- d. hard lead graphite pencil.
- e. soft lead graphite pencil.
- f. Other

COMMENT: _____

37. If a fountain pen or ballpoint pen is used the preferred
ink color should be:

- a. violet.
- b. green.
- c. blue.
- d. blue-black.
- e. black.
- f. Other

COMMENT: _____

38. The ideal per cent of typewriter transcripts of business
letters utilizing letterhead stationery should be:

- a. none of the transcripts.
- b. less than 25 per cent of the transcripts.

- c. 25 to 49 per cent of the transcripts.
- d. 50 to 74 per cent of the transcripts.
- e. 75 to 99 per cent of the transcripts.
- f. all of the transcripts.

COMMENT: _____

39. Material to be transcribed in a one-year typewriter transcription course should be:

- a. entirely letters.
- b. 90 per cent letters, 10 per cent interoffice memorandums.
- c. 75 per cent letters, 15 per cent interoffice memorandums, 10 per cent manuscripts.
- d. 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 5 per cent miscellaneous documents.
- e. Other (Please state)

COMMENT: _____

40. Material to be transcribed in a two-year typewriter transcription course should be:

- a. entirely letters.
- b. 90 per cent letters, 10 per cent interoffice memorandums.
- c. 75 per cent letters, 15 per cent interoffice memorandums, 10 per cent manuscripts.
- d. 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.
- e. Other (Please state)

COMMENT: _____

41. Single carbon copies of typewriter transcripts should be required for:

- a. less than 25 per cent of the transcripts.
- b. 25 to 49 per cent of the transcripts.
- c. 50 to 75 per cent of the transcripts.
- d. 75 to 99 per cent of the transcripts.
- e. all of the transcripts.
- f. none of the transcripts

COMMENT: _____

42. Multiple carbon copies of typewriter transcripts should be required for:

- a. less than 25 per cent of the transcripts.
- b. 25 to 49 per cent of the transcripts.
- c. 50 to 75 per cent of the transcripts.
- d. 75 to 99 per cent of the transcripts.
- e. all of the transcripts.
- f. none of the transcripts.

COMMENT: _____

43. The student in typewriter transcription should be:

- a. permitted to erase whenever he makes an error.
- b. permitted to erase a designated number of erasures.
- c. never permitted to erase.
- d. Other (Please state)

COMMENT: _____

Letter of Appreciation to Jury Members

July 15, 1963

Mr. Howard L. Newhouse
Gregg Publishing Division
McGraw-Hill Book Company
330 West 42 Street
New York, New York

Dear Mr. Newhouse:

Thank you so very much for your completing a draft copy of my questionnaire while you were on our campus last week. Dr. Rowe and I are both grateful to you.

May I take this opportunity to tell you how much I enjoyed your addresses during the World Institute on Teaching Shorthand. It is always a pleasure to be in the audience when you speak.

I look forward to seeing you again.

Sincerely yours,

Robert Gryder

jmj

Approval of Opinionaire by Doctoral Committee

October 1, 1963

The Doctoral Committee for Mr. Robert Gryder, a doctoral student in Business Education, met on Tuesday, October 1, 1963 in Room 303C of the Education Building for the purpose of approving his dissertation topic, design, and procedures.

The members of Mr. Gryder's committee have approved his topic together with the proposed design and procedures.

Members of his committee are:

Alton J. Bjork _____

Courtney F. Schlev _____

Dorothy C. Grovon _____

Archie L. Gray _____

John L. Rowe, Chairman _____

Approved:

Christopher J. Hamre, Dean _____
Graduate School

Date: October 12, 1963

Secondary School Business Teachers

October 18, 1963

Dear Business Teacher

You have been selected to participate in a national study of transcription theories and practices in the public secondary schools. One hundred business education teachers on the secondary level have been invited to participate in this study.

As you know, the business education teacher on the secondary level plays a vital role in the success of business education on each educational level. Your opinion as a classroom teacher is extremely important. Your participation in this study will aid in formulating a synthesis of thought in typewriter transcription.

Will you please take a few minutes of your time to fill in and return the questionnaire. An addressed envelope is enclosed for your reply. In appreciation, I will send you a summary of the findings of the research.

Sincerely

Robert Gryder
Department of Business Education

Enclosure

P.S. Wish I could be with you to discuss some of the problems of typewriter transcription over a cup of coffee, but as long as this is not possible, the least I can do is pick up the tab.

Collegiate Teachers of Transcription

October 22, 1963

ATTENTION: SHORTHAND-TRANSCRIPTION TEACHER

Your experience and interest in teaching shorthand and transcription will be especially significant in assisting with a research study designed to synthesize thought in the area of transcription.

This national project will survey the opinions and practices of specialists in transcription methodology, supervisors of business education, classroom business education teachers, and textbook authors. Your contribution as a specialist will be particularly valuable in this study.

Please complete and return the enclosed questionnaire. An addressed envelope is enclosed. Your response to each issue in transcription will be treated confidentially. In appreciation for your help, I will forward a summary of the findings to you.

Your cooperation in this study will be greatly appreciated.

Sincerely

Robert Gryder
Department of Business Education

Enclosure

P.S. Wish I could be with you to discuss some of the problems of typewriter transcription over a cup of coffee, but as long as this is not possible, the least I can do is pick up the tab.

Supervisors of Business Education

October 25, 1963

Dear

Your experience and interest in the improvement of supervision in business education will be especially significant in assisting with a research study designed to synthesize thought in the area of typewriter transcription.

This national study will survey the opinions of supervisors, classroom business education teachers, methodology specialists on the collegiate level, and textbook authors. Your contribution as a supervisor will be particularly valuable in this study. Every supervisor of business education who has responsibility for transcription in the nation has been invited to participate in this study.

Please complete and return the enclosed questionnaire. An addressed envelope is enclosed. Your response to each issue in transcription will be treated confidentially. In appreciation for your help, I will forward a summary of the findings to you.

Your cooperation in this study will be greatly appreciated.

Sincerely,

Robert Gryder
Department of Business Education

Enclosure

P.S. Wish I could be with you to discuss some of the problems of typewriter transcription over a cup of coffee, but as long as this is not possible, the least I can do is pick up the tab.

Textbook Authors

October 18, 1963

Dear

Your experience and interest in textbook publication in the area of shorthand and transcription will be especially significant in assisting with a research study designed to synthesize thought in typewriter transcription.

This national study will survey the opinions of textbook authors, classroom business education teachers, methodology specialists, and business education supervisors. Your contribution as an author will be particularly valuable in this research. You are one of twenty authors selected to participate.

Please complete and return the enclosed questionnaire. An addressed envelope is enclosed. Your response to each issue in transcription will be treated confidentially. In appreciation of your help, I will forward a summary of the findings to you.

Your cooperation in this study will be greatly appreciated.

Sincerely

Robert Gryder
Department of Business Education

Enclosure

P.S. Wish I could be with you to discuss some of the problems of typewriter transcription over a cup of coffee, but as long as this is not possible, the least I can do is pick up the tab.

Follow-Up Letter

November 27, 1963

Dear Business Educator

Several weeks ago I forwarded to you a copy of a questionnaire that was dispatched to business education teachers on the secondary level, collegiate methodology specialists, supervisors of business education, and textbook authors. You were invited to participate in a national study of theories and practices in teaching typewriter transcription.

I would appreciate your returning the enclosed airmail postal card to let me know if you will share in promoting research in business education by stating your convictions. They are important!

Your cooperation will be appreciated.

Sincerely yours,

Robert Gryder
Department of Business Education

jmj

Enclosure

APPENDIX B

This is a roster of the names, titles, and addresses of the 213 business educators who submitted their opinions regarding the issues concerning transcription on the secondary level.

Each respondent was sent a printed copy of the opinionnaire and an original copy, individually addressed, of the letter that accompanied the research instrument. The opinionnaire and a copy of the letter dispatched to the four groups of business educators are included as part of this Appendix. Eighty-one per cent of the 273 business educators participated in this study.

1. A roster of jury members
2. Responding secondary school business teachers
3. Responding collegiate teachers of transcription methodology
4. Responding supervisors of business education
5. Responding transcription textbook authors

A LISTING OF JURY MEMBERS PARTICIPATING
IN THIS SURVEY

1. Dr. Hazel Flood

Professor
Business Education
Mankato State College
Mankato, Minnesota

2. Dr. Louis A. Leslie

Author
Gregg Publishing Division
McGraw-Hill Book Company
New York, New York

3. Mr. Howard L. Newhouse

Author
Gregg Publishing Division
McGraw-Hill Book Company
New York, New York

4. Mr. John C. Roman

Supervisor
Business Education
Cincinnati Public Schools
Cincinnati, Ohio

5. Miss Dorothy L. Travis

Chairman
Department of Business Education
Central High School
Grand Forks, North Dakota

6. Mr. Charles E. Zoubek

Author
Gregg Publishing Division
McGraw-Hill Book Company
New York, New York

SECONDARY SCHOOL BUSINESS TEACHERS PARTICIPATING
IN THIS SURVEY

1. Aristide Adelizzi
Business Teacher
Warwick High School
Lititz, Pennsylvania
2. Mrs. Elsie Anderson
Teacher, Stenography II,
Typewriting II
Senior High School
Atlantic City, New Jersey
3. Louise Aplin
Head, Commercial Department
Slinger High School
Slinger, Wisconsin
4. Mrs. Earl Bartel
Commercial Instructor
Kasson High School
Kasson, Minnesota
5. Jim F. Bass
Head, Business Department
Holton High School
Holton, Kansas
6. Mrs. Alice Bingham
Commercial Teacher
Wishkah Valley High School
Route 1, Box 308
Aberdeen, Washington
7. Mrs. Jean Blankenship
Business Teacher
Melbourne High School
Melbourne, Arkansas
8. Mrs. Everett Bobo
Commercial Teacher
Route 2
Gray Court, South Carolina
9. Nathan Baltor
Chairman, Secretarial Studies
Department
John Jay High School
237 - 7 Avenue
Brooklyn 15, New York

10. Miss June Brasier
Teacher
Fenton High School
404 East Ellen Street
Fenton, Michigan
11. Mrs. Harriet M. Brown
Instructor, Business Education
Dupont High School
Belle, West Virginia
12. Ronald Burmood
Teacher
DeWitt High School
Box 21
DeWitt, Nebraska
13. Mrs. Sylvia G. Carlson
Instructor
Mayville High School
Mayville, North Dakota
14. Mrs. Ruth C. Church
Teacher
John Rogers High School
E 1623 Wellesley Avenue
Spokane, Washington
15. Mrs. Clare B. Conkey
Business Education Instructor
Box 171
Hedrick, Iowa 52563
16. Mrs. Frankie C. Conner
Typing Instructor
P.O. Box 211
Aliceville, Alabama
17. Mrs. LaVon B. Clark
Teacher, Department Chairman
Woodrow Wilson High School
Nebraska Avenue and Chesapeake
Streets
Washington 16, D.C.
18. Mrs. Norma Clark
Business Teacher
Whiteland High School
Whiteland, Indiana

19. Phillip D. Collins
Head, Business Education
Cubberley High School
4000 Middlefield Road
Palo Alto, California
20. Miss Anna B. Cooper
Teacher
Dawson County High School
Dawsonville, Georgia
21. Mabel M. Crockett
Chairman, Business Education
Chardon High School
Chardon, Ohio
22. R. C. Dewalt
Chairman, Stenography
Hammond High School
Hammond, Indiana
23. Jane Ealy
Business Teacher
Lincoln High School
Lincoln, Nebraska
24. Mrs. Donald J. Earl
Business Instructor
Taylor High School
Taylor, North Dakota
25. Mrs. Nancy Elayer
Commerce Instructor
Greenville High School
Greenville, Missouri
26. Mrs. Eva Ewalt
Business Teacher
Community High School
Walnut, Illinois
27. Anna Mae Flint
Teacher, Business Education
Garfield High School
Akron 1, Ohio
28. Miss Edelicia Garcia
Typing and Shorthand Teacher
Edcouch-Elsa High School
Box 451
Elsa, Texas

29. Helen Glasgow
Business Teacher
Muscle Shoals High School
Muscle Shoals, Alabama
30. Mrs. Ruth Haughland
Instructor
Nevis High School
Nevis, Minnesota
31. Mrs. Iris Henderson
Chairman, Department of
Business Education
Marion Franklin High School
1547 Koebel Road
Columbus, Ohio
32. Mrs. Mildred L. Houser
Head, Business Department
Washington-Lee High School
1300 North Quincy Street
Arlington, Virginia 22207
33. Miss Alice Johnson
Shorthand and Typing Teacher
Marshall High School
Portland, Oregon
34. Paul M. Johnson
Commercial Teacher
Silverton High School
P.O. Box 381
Silverton, Colorado 81433
35. Mrs. Sylvia King
Chairman, Business Education
Department
Central High School
Helena-West Helena, Arkansas
36. Darrell Kraft
Business Instructor
Mountain Lake High School
Mountain Lake, Minnesota
37. Mrs. Patricia J. Kress
Instructor
Camden High School
Camden and Union Avenues
San Jose, California

38. Sara Ellen Laubach
Head, Business Education
Department
Warrior Run High School
R. D. 1
Turbotville, Pennsylvania
39. Paul R. Lodge
Head of Business Department
Washburn High School
Washburn, Maine
40. Leroy Loew
Commercial Teacher
Rural High School
Diller, Nebraska
41. Alvin E. Lutz
Chairman, (Building)
Wilmington High School
Lancaster Avenue and du Pont
Road
Wilmington 7, Delaware
42. Miss Kathryn T. McCarthy
Head, Business Education
Department
New Bedford High School
New Bedford, Massachusetts 02740
43. Karen Morris
Business Teacher
Arcola High School
351 West Washington Street
Arcola, Illinois
44. Mrs. Wilbert Nickerson
Teacher
Silver Lake Regional High School
Pembroke Street
Kingston, Massachusetts
45. Miss Delores Patton
Business Teacher
Burlingame High School
Burlingame, Kansas
46. Mrs. Myrtle Peterson
Business Education Instructor
Poynette High School
Poynette, Wisconsin

47. Hazel Powers
Teacher in Business Department
Enid High School
Enid, Oklahoma
48. Irene D. Prai
Business Teacher
Gillett High School
Gillett, Wisconsin
49. Mrs. Ann R. Preston
Business Education Teacher
Fort Stockton High School
Box 214
Fort Stockton, Texas
50. Ralph W. Ray
Business Education Teacher
Chipley High School
611 South 3 Street
Chipley, Florida
51. Ethel Reeder
Chairman, Business Education
Woodrow Wilson High School
3100 Federal Street
Camden, New Jersey
52. Helen Reynolds
Business Education Chairman
Sunnyside High School
1725 East Bilby Road
Tucson, Arizona
53. Miss Myrna Robichaux
Business Education Teacher
Baldwin High School
Box 193
Baldwin City, Kansas
54. Miss Anna F. Rosner
Teacher, Secretarial Studies
Fallsburgh Central School
Box 32
Woodridge, New York
55. Mrs. Connie P. Ross
Business Education Teacher
Route
Ashland City, Tennessee

56. Mrs. Mary M. Russell
Head, Business Education
Department
Jamestown High School
350 East Second Street
Jamestown, New York
57. Laurence Saunders
Teacher
Grosse Ile High School
21465 Astor Court
Grosse Ile, Michigan
58. Mrs. Margaret Schaeffner
Teacher
Edison High School
700 22 Avenue, Northeast
Minneapolis, Minnesota 55418
59. Edward A. Schellinger
Business Instructor
Yates Center High School
Yates Center, Kansas
60. Betty Seley
Business Teacher
McMinnville Senior High School
McMinnville, Oregon
61. Marguerite Smith
Business Department Head
Putnam City High School
5908 Northwest 43
Oklahoma City, Oklahoma
62. Mrs. Olga Smith
Head of Business Education
Palatine Township High School
150 East Wood Street
Palatine, Illinois
63. Gerald E. Thomas
Teacher
Morenci Area Schools
Morenci, Michigan 49256
64. Frances Troy
Head of Business Department
Southbridge High School
Southbridge, Massachusetts 01550

65. Drayle Ureviler
Commercial Instructor-Guidance
Director
Bancroft High School
Bancroft, Nebraska
66. Miss Ruth Van Deventer
Secretarial Teacher
Knoxville High School
Knoxville, Iowa
67. Mrs. Irma Walker
Commerce Instructor
Union High School
Cloverdale, California
68. Mrs. Elizabeth Weddington
Head of Business Education
Department
Broughton High School
Raleigh, North Carolina
69. Mrs. Sybil Webb
Business Teacher
Broken Bow High School
310 North Costilow
Broken Bow, Oklahoma
70. Carolyn Williams
Business Teacher
Waverly Township High School
Waverly, Illinois
71. Roger N. Wolff
Business Teacher
Hancock High School
Hancock, Michigan
72. Mrs. M. Zeman
Business Teacher
Wrenshall High School
Wrenshall, Minnesota
73. Josephine Zook
Teacher
Barberton High School
489 West Hopocan Avenue
Barberton, Ohio
74. Unsigned
Hancock High School
Sneedville, Tennessee

COLLEGIATE METHODOLOGY SPECIALISTS PARTICIPATING
IN THIS SURVEY

1. Sara E. Anderson
Assistant Professor of Business
Education
Madison College
Harrisonburg, Virginia
2. Phillip S. Atkinson
Instructor
School of Education
New York University
New York, New York 10003
3. Dr. Thelma P. Boynton
Part-time Instructor
Central Connecticut State
College
New Britain, Connecticut
4. Darrell V. Burras
Chairman, Business Education
Department
Long Beach State College
6101 East Seventh Street
Long Beach, California
5. Mary D. Brown
Associate Professor of
Management
University of Utah
Salt Lake City 12, Utah
6. C. C. Callarman
Chairman, School of Business
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¹Criteria for Selection:

1. Completed dissertation directly related to shorthand transcription.
2. Published three articles in professional publications in the past five years.
3. Served as a regional or national officer in business education organizations in the past five years.
4. Recognized as a lecturer in shorthand-transcription.
5. Authored or co-authored textbook in shorthand-transcription or related area.

Twenty leaders in business education met this criteria. Eighteen, or 90 per cent, responded to the opinionaire.

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APPENDIX C

1. Statistical treatment of the data.

STATISTICAL TREATMENT OF THE DATA

In order to eliminate a chance difference which may occur in regard to defining the majority opinion of the secondary school business teachers, collegiate methodology specialists, supervisors of business education, and textbook authors, a statistical test of significance was applied to each set of responses to determine what per cent of increase over 50 per cent could be considered, at the 5 per cent level of significance, to be not just a random variation from 50 per cent.

Secondary School Business Teachers.--It was ascertained with 74 business teachers responding that a significant majority would have to be at least 9 per cent more than 50 per cent or 59 per cent. The formula and computations used are as follows:¹

$$t = \frac{\text{Difference in \%}}{\sigma \text{ Proportion}}, \text{ like } t = \frac{x - m}{\sigma}$$

$$\sigma \text{ Proportion} = \sqrt{\frac{pq}{N}}$$

Where $p = .5$ and $q = .5$

Probability at .05 level with deviation in one direction, t is 1.65 (one-tailed test).

$$1.65 = \frac{\text{Deviation}}{\sigma \text{ Proportion}}$$

Deviation = 1.65. σ proportion

¹Charles C. Peters and Walter R. Van Voorhis, Statistical Procedures and their Mathematical Bases (New York: McGraw-Hill Book Company, 1940), 1935-139, 145.

$$\text{Deviation} = 1.65 \sqrt{\frac{.5(.5)}{74}} = 1.65 \sqrt{.0033} = 1.65 \cdot (.0574)$$

Deviation = .09 or 9 per cent

Collegiate Methodology Specialists.--It was concluded from the 47 responding collegiate methodology specialists that a significant majority would have to be at least 12 per cent more than 50 per cent or 62 per cent. The application of the formula is as follows:²

$$t = \frac{\text{Difference in \%}}{\sigma \text{ Proportion}}, \text{ like } t = \frac{x-m}{\sigma}$$

$$\text{Proportion} = \sqrt{\frac{pq}{N}}$$

Where p = .5 and q = .5

Probability at .05 level with deviation in one direction, t is 1.65 (one-tailed test).

$$1.65 = \frac{\text{Deviation}}{\sigma \text{ Proportion}}$$

Deviation = 1.65 · σ proportion

$$\text{Deviation} = 1.65 \sqrt{\frac{.5(.5)}{47}} = 1.65 \sqrt{.00532} = 1.65 (.0728)$$

Deviation = .12 or 12 per cent

Business Education Supervisors.--From the 74 responses, it was determined that a significant majority would have to constitute at least 9 per cent more than 50 per cent or 59 per cent. The formula and computations utilized are as follows:³

$$t = \frac{\text{Difference in \%}}{\sigma \text{ Proportion}}, \text{ like } t = \frac{x-m}{\sigma}$$

¹Ibid.

²Ibid.

$$\sigma \text{ Proportion} = \sqrt{\frac{pq}{N}}$$

Where $p = .5$ and $q = .5$

Probability at .05 level with deviation in one direction, \underline{t} is 1.65 (one-tailed test).

$$1.65 = \frac{\text{Deviation}}{\sigma \text{ Proportion}}$$

Deviation = 1.65. σ proportion

$$\text{Deviation} = 1.65 \sqrt{\frac{.5(.5)}{74}} = 1.65 \cdot \sqrt{.0033} = 1.65 \cdot (.0574)$$

Deviation = .09 or 9 per cent

Textbook Authors.--It was determined with the 18 textbook authors answering that a significant majority would have to be established at least 19 per cent more than 50 per cent or 69 per cent. The computations and formula used are as follows:¹

$$t = \frac{\text{Difference in \%}}{\sigma \text{ Proportion}}, \text{ like } t = \frac{x-m}{\sigma}$$

$$\text{Proportion} = \sqrt{\frac{pq}{N}}$$

Where $p = .5$ and $q = .5$

Probability at .05 level with deviation in one direction, \underline{t} is 1.65 (one-tailed test).

$$1.65 = \frac{\text{Deviation}}{\sigma \text{ Proportion}}$$

Deviation = 1.65. σ proportion

$$\text{Deviation} = 1.65 \sqrt{\frac{.5(.5)}{18}} = 1.65 \sqrt{.01388} = 1.65 \cdot (.1178)$$

Deviation = .19 or 19 per cent.

¹Ibid.

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Opinion
on the

TEACHING TRANSCRIPTION ON THE
SECONDARY SCHOOL LEVEL:
THEORIES AND PRACTICES



Please return by November 5, 1963

To

ROBERT GRYDER
Box 8025
University Station
Grand Forks, North Dakota 58202

Completed by Name _____
Title or Position _____
Address _____

Opinion
on the
TEACHING TRANSCRIPTION ON THE
SECONDARY SCHOOL LEVEL

DIRECTIONS: Complete each item by placing a check mark in the appropriate space.

Please write a statement that expresses your belief concerning the issue involved if the alternatives listed do not apply to your belief. In no way will your name be identified with your belief in this study.

Check here - if you would like to have a summary of the results forwarded to you.

DEFINITIONS: In order to secure a more uniform response, the following definitions are furnished:

Transcription—This term refers to the art of transferring symbol shorthand into typewritten form. This study is limited to typewriter transcription.

Two-year sequence—This term refers to shorthand-transcription only and does not include office practice in an integrated course.

SECTION I
TRANSCRIPTION IN THE CURRICULUM
INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY IN
AGREEMENT

1. Transcription on the secondary level should be:
- a. a fusion of already acquired skills—including shorthand, typewriting and English fundamentals.
 - b. the development of a newly acquired skill.
 - c. dependent on previously acquired skills.
 - d. Other—please explain.

COMMENT: _____

2. If the secondary school offers only one year of shorthand and if this course includes transcription, the course should be offered in the:
- a. 10th grade.
 - b. 11th grade.
 - c. 12th grade.

COMMENT: _____

3. In school systems offering two years of typewriting but not offering a formal office practice course, which of the following choices do you prefer:

- a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- b. One and one-half years of shorthand, including typewriter transcription, is generally sufficient for beginning stenographic positions.
- c. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- d. Other—please explain.

COMMENT: _____

4. In school systems offering only one year of typewriting and one year of office practice, which of the following choices do you prefer:

- a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- b. One and one-half years of shorthand, including typewriter transcription, is generally sufficient for beginning stenographic positions.
- c. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- d. Other—please explain.

COMMENT: _____

5. In school systems offering one year of typewriting (but no office practice), which of the following choices do you prefer:

- a. One year of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- b. Two years of shorthand, including typewriter transcription, in the secondary school is generally sufficient for beginning stenographic positions.
- c. Other—please explain.

COMMENT: _____

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To
 Robert Carter
 Box 8022
 University Station
 Grand Forks, North Dakota 58202

Name _____
 Title or Position _____
 Address _____

6. In curriculum construction on the secondary level, which of the following views do you maintain:

- a. There is adequate subject matter content to justify offering transcription as a separate subject meeting daily for one semester. It is assumed that shorthand theory and dictation skill have been acquired previously.
- b. There is insufficient subject matter content for one-semester course in transcription and because of this fact transcription training should be offered as a part of another course such as office practice or advanced shorthand.

COMMENT: _____

7. Assuming the students possess the usual range of skills and abilities, the maximum typewriter transcription class size, so as to provide optimum learning for all students should be:

- a. less than 20.
- b. 20-25.
- c. 26-30.
- d. 31-35.
- e. 36-40.
- f. Over 40.
- g. Little consistency.

COMMENT: _____

8. In a one-year terminal course in shorthand, typewriter transcription should be incorporated in the curriculum: (See definition on page 2)

- a. at the end of the first nine weeks.
- b. as soon as the theory has been completed.
- c. all during the second semester.
- d. during the last half of the second semester.
- e. during the last month of the second semester.
- f. all during the course.

COMMENT: _____

9. In a two-year stenographic sequence, typewriter transcription should be incorporated in the curriculum during:

- a. the third semester of shorthand alternating one day for shorthand and one day for transcription.
- b. the third semester of shorthand alternating two days for shorthand and three days for transcription.
- c. the third semester of shorthand alternating one day for shorthand dictation and theory development and one day for transcription.
- d. the fourth semester of shorthand alternating one day for shorthand and one day for transcription.
- e. the fourth semester of shorthand alternating two days for shorthand and three days for transcription.
- f. the fourth semester of shorthand alternating one day for shorthand dictation and theory development and one day for transcription.
- g. the entire second year.
- h. Other—please explain.

COMMENT: _____

10. Transcription is most effectively taught as:

- a. a separate course in a one-year sequence in shorthand.

- b. a separate course in a two-year sequence in shorthand.
- c. integrated in a one-year terminal course in shorthand.
- d. integrated in a two-year sequence in shorthand.
- e. a segment of a double period devoted to office practice scheduled immediately following shorthand instruction in a one-year sequence.
- f. a segment of a double period devoted to office practice scheduled immediately following shorthand instruction in a two-year sequence in shorthand.
- g. a unit of instruction in secretarial practice.
- h. Other—please explain.

COMMENT: _____

SECTION II ORAL PRETRANSCRIPTION TRAINING

11. Oral pretranscription training, included in shorthand theory texts—marginal reminders, etc.—

- a. is justified in a one-year stenographic curriculum.
- b. is not justified in a one-year stenographic curriculum.

COMMENT: _____

12. Oral pretranscription training, included in shorthand theory texts,

- a. is justified in a two-year stenographic curriculum.
- b. is not justified in a two-year stenographic curriculum.

COMMENT: _____

13. Oral pretranscription training such as that included in shorthand theory texts, should be introduced during:

- a. the first day of beginning shorthand.
- b. the first week of beginning shorthand.
- c. the first month of beginning shorthand.
- d. the second month of beginning shorthand.
- e. the third month of beginning shorthand.
- f. the second semester of shorthand.
- g. the third semester of shorthand.
- h. the fourth semester of shorthand.
- i. Other—please explain.

COMMENT: _____

SECTION III TRANSCRIPTION METHODOLOGY

INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY IN AGREEMENT

14. The practice of teaching students to edit their notes (from new matter dictation) is sometimes advocated. Editing would consist of changing outlines, inserting punctuation, paragraphing, etc. Check the statement you most nearly agree with:

- a. no special training should be given for this activity.
- b. one to three days training should be given for this activity.
- c. four to six days training should be given for this activity.
- d. Other—please explain.

COMMENT: _____

15. Typewriter transcription of shorthand plate material should be initiated: (Do not answer this question if you do not believe in typewriter plate transcription.)
- a. the first day of beginning shorthand.
 - b. the first week of beginning shorthand.
 - c. the first month of beginning shorthand.
 - d. the second month of beginning shorthand.
 - e. the third month of beginning shorthand.
 - f. the second semester of shorthand.
 - g. the third semester of shorthand.
 - h. the fourth semester of shorthand.
 - i. upon completion of the theory.
 - j. Other—please explain.

COMMENT: _____

16. The appropriate length of timed typewriter transcription from shorthand plate material should be: (Do not answer this question if you do not believe in typewriter plate transcription.)
- a. one-minute writings.
 - b. three-minute writings.
 - c. five-minute writings.
 - d. ten-minute writings.
 - e. fifteen-minute writings.
 - f. twenty-minute writings.
 - g. thirty-minute writings.
 - h. a combination of the above.
 - i. Other—please explain.

COMMENT: _____

17. The relationship that exists between shorthand plate typewriter skill and typewriter transcription from new matter dictation should be:
- a. significant.
 - b. insignificant.
 - c. of no significance.

COMMENT: _____

18. Typewriter transcription from practiced matter dictation should be initiated:
- a. the first day of beginning shorthand.
 - b. the first week of beginning shorthand.
 - c. the first month of beginning shorthand.
 - d. the second month of beginning shorthand.
 - e. the third month of beginning shorthand.
 - f. the second semester of shorthand.
 - g. the third semester of shorthand.
 - h. the fourth semester of shorthand.
 - i. upon completion of the theory.
 - j. Other—please explain.

COMMENT: _____

19. The relationship that exists between transcribing dictation from practiced matter and transcribing dictation from new matter should be:
- a. significant.
 - b. insignificant.
 - c. of no significance.

COMMENT: _____

20. Typewriter transcription of new matter dictation from the shorthand notebook should be initiated:
- a. the first day of beginning shorthand.
 - b. the first week of beginning shorthand.
 - c. the first month of beginning shorthand.
 - d. the second month of beginning shorthand.
 - e. the third month of beginning shorthand.
 - f. the second semester of shorthand.
 - g. the third semester of shorthand.
 - h. the fourth semester of shorthand.
 - i. upon the completion of the theory.
 - j. Other—please explain.

COMMENT: _____

21. Typewriter transcription from new matter dictation should be delayed until the learner has five-minute typewriter skill on straight-copy material of:
- a. 10 to 20 words per minute.
 - b. 20 to 29 words per minute.
 - c. 30 to 39 words per minute.
 - d. 40 to 49 words per minute.
 - e. more than 50 words per minute.
 - f. Other—please explain.

COMMENT: _____

22. Typewriter transcription should be delayed until the learner can take dictation on new matter material for three minutes with speeds from:
- a. 20 to 30 words per minute.
 - b. 40 to 49 words per minute.
 - c. 50 to 59 words per minute.
 - d. 60 to 69 words per minute.
 - e. 70 to 79 words per minute.
 - f. 80 to 89 words per minute.
 - g. more than 90 words per minute.
 - h. upon completion of the theory.
 - i. Other—please explain.

COMMENT: _____

23. New matter dictation for typewriter transcription in mailable copy form should be given at a rate:
- a. 10 words less than students' top skill in taking shorthand.
 - b. 15 words less than students' top skill in taking shorthand.
 - c. 20 words less than students' top skill in taking shorthand.
 - d. 25 words less than students' top skill in taking shorthand.
 - e. 30 words less than students' top skill in taking shorthand.
 - f. all students in the class can get.
 - g. the maximum skill attained by the students.
 - h. Other—please explain.

COMMENT: _____

33. In grading mailable copy, the application of English fundamentals in typewriter transcription should be determined by:
- ___ a. each transcription teacher.
 - ___ b. a departmental policy.
 - ___ c. a joint policy of the Business Education and English Departments.
 - ___ d. the rules in a specific textbook.
 - ___ e. Other—please explain.

COMMENT: _____

34. In grading mailable copy:
- ___ a. any deviation, including the most minute detail, from the dictated copy should constitute an error in transcription.
 - ___ b. minor word substitutions and second-choice punctuation should not constitute an error in transcription.
 - ___ c. Other—please explain.

COMMENT: _____

35. In evaluating typewriter transcripts, all errors should be given:
- ___ a. the same penalty.
 - ___ b. a penalty commensurate with the gravity of the error detected.
 - ___ c. Other—please explain.

COMMENT: _____

**SECTION V
MISCELLANEOUS**

INDICATE THE STATEMENT WITH WHICH YOU ARE MOST NEARLY IN AGREEMENT

36. Shorthand outlines for typewriter transcription should be written with:
- ___ a. fountain pen.
 - ___ b. ballpoint pen.
 - ___ c. ballpoint pencil.
 - ___ d. hard lead graphite pencil.
 - ___ e. soft lead graphite pencil.
 - ___ f. Other—please explain.

COMMENT: _____

37. If a fountain pen or ballpoint pen is used, the preferred ink color should be:
- ___ a. violet.
 - ___ b. green.
 - ___ c. blue.
 - ___ d. blue-black.
 - ___ e. black.
 - ___ f. Other—please explain.

COMMENT: _____

38. The ideal per cent of typewriter transcripts of business letters utilizing letterhead stationery should be:
- ___ a. none of the transcripts.
 - ___ b. less than 25 per cent of the transcripts.

- ___ c. 25 to 49 per cent of the transcripts.
- ___ d. 50 to 74 per cent of the transcripts.
- ___ e. 75 to 99 per cent of the transcripts.
- ___ f. all of the transcripts.

COMMENT: _____

39. Material to be transcribed in a one-year typewriter transcription course should be:
- ___ a. entirely letters.
 - ___ b. 90 per cent letters, 10 per cent interoffice memorandums.
 - ___ c. 75 per cent letters, 15 per cent interoffice memorandums, 10 per cent manuscripts.
 - ___ d. 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.
 - ___ e. Other (please explain).

COMMENT: _____

40. Material to be transcribed in a two-year typewriter transcription course should be:
- ___ a. entirely letters.
 - ___ b. 90 per cent letters, 10 per cent interoffice memorandums.
 - ___ c. 75 per cent letters, 15 per cent interoffice memorandums, 10 per cent manuscripts.
 - ___ d. 75 per cent letters, 10 per cent interoffice memorandums, 5 per cent manuscripts, and 10 per cent miscellaneous documents.
 - ___ e. Other (please explain).

COMMENT: _____

41. Single carbon copies of typewriter transcripts should be required for:
- ___ a. less than 25 per cent of the transcripts.
 - ___ b. 25 to 49 per cent of the transcripts.
 - ___ c. 50 to 75 per cent of the transcripts.
 - ___ d. 75 to 99 per cent of the transcripts.
 - ___ e. all of the transcripts.
 - ___ f. none of the transcripts.

COMMENT: _____

42. Multiple carbon copies of typewriter transcripts should be required for:
- ___ a. less than 25 per cent of the transcripts.
 - ___ b. 25 to 49 per cent of the transcripts.
 - ___ c. 50 to 75 per cent of the transcripts.
 - ___ d. 75 to 99 per cent of the transcripts.
 - ___ e. all of the transcripts.
 - ___ f. none of the transcripts.

COMMENT: _____

43. The student in typewriter transcription should be:
- ___ a. permitted to erase whenever he makes an error.
 - ___ b. permitted to erase a designated number of erasures.
 - ___ c. never permitted to erase.
 - ___ d. Other (please explain).

COMMENT: _____

Please indicate with a check (✓) the desired emphasis that should be given to the following topics in ENGLISH and MECHANICS in typewriter transcription in a one-year and two-year shorthand sequence:

	ONE-YEAR SEQUENCE				TWO-YEAR SEQUENCE			
	Very important	Important	Minor importance	No importance	Very important	Important	Minor importance	No importance
ENGLISH								
1. Spelling								
2. Syllabication								
3. Possessives								
4. Plurals								
5. Homonyms								
6. Synonyms								
7. Word division								
8. Numbers								
9. Punctuation								
10. Capitalization								
11. Quotation marks								
MECHANICS								
1. Ability to erase original copy								
2. Ability to erase carbon copies								
3. Development of right-hand margin								
4. Letter placement								
5. Envelope addresses								
6. Floating capital letters								
7. Heading for two-page letters								
8. Organization of work station								
9. Use of reference materials								

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