

Pittsburg State University

Pittsburg State University Digital Commons

Electronic Theses & Dissertations

8-1949

A STUDY OF DICTATION AND TRANSCRIPTION PRACTICES IN KANSAS CLASS A PUBLIC SUPPORTED HIGH SCHOOLS

Ronald E. Bailey

Kansas State Teachers College of Pittsburg

Follow this and additional works at: <https://digitalcommons.pittstate.edu/etd>



Part of the [Secondary Education Commons](#)

Recommended Citation

Bailey, Ronald E., "A STUDY OF DICTATION AND TRANSCRIPTION PRACTICES IN KANSAS CLASS A PUBLIC SUPPORTED HIGH SCHOOLS" (1949). *Electronic Theses & Dissertations*. 290.

<https://digitalcommons.pittstate.edu/etd/290>

This Thesis is brought to you for free and open access by Pittsburg State University Digital Commons. It has been accepted for inclusion in Electronic Theses & Dissertations by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

A STUDY OF DICTATION AND TRANSCRIPTION PRACTICES
IN KANSAS CLASS A PUBLIC SUPPORTED
HIGH SCHOOLS

A Thesis Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the
Degree of Master of Science

By
Ronald E. Bailey

KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas
August, 1949

WITHDRAWN

ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Professor Ralf Thomas for his time, valuable suggestions, and helpful criticisms in developing this study. Appreciation is also expressed to Dr. Walter S. Lyerla, the staff of the Department of Commerce and Business Administration, and to the high school commercial teachers who gave the information sought through the check lists mailed to them.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
Statement of the Problem	1
Need for the Study	1
Purpose of the Study	4
Limitations of the Study	4
Definition of Terms	5
Related Literature	6
II. METHOD OF PROCEDURE	9
III. FINDINGS OF THE STUDY	12
Grade Placement	12
Pretranscription and Transcription	
Policies	15
Standards of Achievement	19
General	28
IV. SUMMARY, GENERAL CONCLUSIONS, AND	
RECOMMENDATIONS	35
Summary	35
General Conclusions	37
Recommendations	39
BIBLIOGRAPHY	41
APPENDIX	44

ABSTRACT

This study was made to determine the present status of the dictation and transcription phases of shorthand in the public supported high schools in Kansas.

In collecting the data necessary for the study, check lists were mailed to 69 public supported high schools; these were the Class A high schools in Kansas having an enrollment of 250 or more.

There was a 59.41 per cent response from the schools to which check lists were sent; these were used as the sources of data for the investigation. By combining and tabulating the information from each of these sources of data, the resulting findings indicated the status of the dictation and transcription phases of shorthand, as limited above, throughout the state.

The findings from the study show that approximately one-half of the schools approve of dictation and transcription as a separate course; however, only one school stated that dictation and transcription are offered as a separate course. Pretranscription training is offered by a majority of schools; it is given during the second semester, first year of shorthand in a majority of schools. All schools that reported have first year students transcribe.

Approximately one-half of the schools reported the basis for permitting students to take advanced shorthand and advanced typewriting is a passing grade of "D". A

minority of the responses consider a perfect copy or verbatim transcript as necessary for a mailable transcription. As to the method used in the teaching of shorthand, functional, manual, and a combination of the two are all used with approximately the same frequency.

LIST OF TABLES

TABLE	Page
I. Placement of Dictation and Transcription	13
II. Pretranscription Practices	16
III. Transcription by First Year Students	18
IV. Minimum Dictating Speeds for First Year Shorthand	19
V. Grade for Speed of Production	20
VI. Basis for Permitting Students to Take Advanced Shorthand	23
VII. Accuracy Required in Transcription	24
VIII. Mailability	25
IX. Requirements for Advanced Shorthand and/or Dictation and Transcription	27
X. Class Policies	28
XI. Home Study Assignments	29
XII. Method Used in Teaching Shorthand	30
XIII. Textbooks Used in Advanced Shorthand	31
XIV. Supplementary Materials Used in Advanced Shorthand	32

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this problem is: (1) to make a comparative study of the different practices in the teaching of the dictation and transcription phases of shorthand in a selected group of Class A high schools in Kansas; (2) to discover if dictation and transcription are taught as a separate course; (3) to determine, if possible, what appear to be the trends in teaching advanced shorthand.

Need for the Study

In business, one of the primary considerations for efficient and profitable operation is the prompt and accurate handling of correspondence. In fact, no business enterprise of any size would be undertaken without including an effective system of correspondence. Yet we often find businessmen complaining that their stenographic employees are not able to transcribe letters in a satisfactory manner; that stenographic employees do not spell correctly, punctuate properly, or use English correctly. Are the schools of Kansas offering adequate preparation in dictation and transcription in an effort to overcome the shortcomings of this group of employees?

It was the feeling of the researcher that there is a need for a study in Kansas to determine how dictation and transcription are being taught in the public supported schools at the present time.

Quinton¹ has indicated the need for research in transcription when she made the following statement:

"There is still need for more research in the field of transcription so that we may know what should be our standards if the student is to become a satisfactory office worker and really be 'worth his salt'."

Furthermore, a study of this nature should prove of valuable assistance to those business teachers within the state who are concerned with teaching dictation and transcription by helping them discover the present policies and practices in this area and offer suggestions for their improvement. This study has been prompted by a feeling that there is a need for unification of practices and techniques in the teaching of advanced shorthand, especially in the fourth semester, in many schools in Kansas. Current material in magazines and textbooks concerning this subject seems to indicate that the fourth semester of shorthand should include greater emphasis on dictation and transcription. A desire to ascertain the present policies and practices with reference to dictation and transcription prompted this study.

¹Kathryn Quinton, "Standards in Transcription," The Journal of Business Education, XXIII (April, 1948), 22.

Harms² states the objectives of transcription in this manner:

"Transcription objectives, as they now emerge, can be stated briefly: (1) Production of letters and other materials that are mailable and (2) Output in sufficient quantity to meet business requirements."

Finally, the writer has been interested in the shorthand phase of business education for some time. This interest was increased during the furtherance of graduate study. The writer's proposed study, the title of which is, "A Study of Dictation and Transcription Practices in Kansas Class A Public Supported High Schools," appeared to meet the criteria for selecting a problem, as set up by Reeder³, which are:

1. The novelty of the problem.
2. The student's interest in the problem.
3. The practical value of research on the problem to the student and others.
4. The student's special qualifications to attack the problem.
5. The availability of data on the problem.
6. The cost of investigating the problem.
7. The time the investigation of the problem will probably require.

²Harm Harms, Methods in Vocational Business Education, (New York: South-Western Publishing Company, 1949), p. 156.

³Ward G. Reeder, How to Write a Thesis, (Bloomington: Public School Publishing Company, 1925), pp. 21-3.

Purpose of the Study

The purposes of the study are:

1. To make available in one comprehensive list the practices in dictation and transcription in selected Class A, public supported high schools in Kansas.
2. To analyze these practices for the purpose of discovering what appear to be the trends in Kansas relative to dictation and transcription.
3. To determine how teachers are actually teaching dictation and transcription-- procedures, techniques employed, in what class material is offered, and the writing standards.
4. To make available all possible data on which to base future recommendations.

Limitations of the Study

This study is limited to data from sixty-nine selected public supported high schools in Kansas. The high schools used in compiling the data were determined by selecting those schools that were Class A and had an enrollment of 250 students or more. It was thought that this selection would cover the majority of schools that offer two years of shorthand. The researcher attempted to secure a representative cross section of the practices in teaching shorthand in Kansas with special emphasis on the second year.

No attempt was made to verify the validity of the information gathered from the schools to which the check lists were sent.

Definition of Terms

Shorthand may be defined as a vocational tool--a tool of pre-determined, author-chosen writing strokes, each representing one or more spoken sounds. These writing strokes should correlate with already formed student-writing habits; should provide writing facility and control; and should join together without the need of exception to the basic principles upon which the system is based.⁴

Transcription involves the use, without modifications, of some already-learned acts; the modification of some already-learned skills; and the development of certain new skills and abilities.....The exact process of typewriting from printed copy cannot be carried over into transcription-typewriting. It must be modified because the sight of a shorthand outline does not release a series of finger movements as it does in copying from print.⁵

The term mailability may be interpreted as letters that follow the dictation closely,...are centered reasonably well,...contain no errors of spelling, punctuation,

⁴Charles A. Thomas, "Modern Shorthand Construction," UBEA Forum, III (October, 1948), 32.

⁵Esta Ross Stuart, "Transcription--What is it?" Business Education World, XXI (November, 1940), 191.

capitalization, syllabication, or hyphenation.....There should be no uncorrected typographical errors in the letters and erasures should be made neatly.⁶

Andruss⁷ terms a correctible letter as one handed in by the pupil with correctible errors not corrected by him before handing the letter in.

Dictation, as used in shorthand, means the act of telling or uttering a letter or similar material so that another may write it using shorthand characters.

Related Literature

Johnson⁸ made a study which was entitled, "Transcription in Connecticut." A questionnaire, covering various phases of transcription, was sent to 99 public secondary schools. Her questionnaire was sent with the official stamp of the State Department by way of the office of Connecticut's Supervisor of Business Education. Eighty-seven, or 87.9 per cent, of the 99 public secondary schools replied; 80 schools reported teaching transcription.

⁶S. J. Wanous and Irol V. Whitmore, Use of Office Standards to Teach Transcription. Monograph 57, (New York: South-Western Publishing Company, 1942), p. 6.

⁷Harvey A. Andruss, Better Business Education, (New York: Gregg Publishing Company, 1942), p. 228.

⁸Martha V. Johnson, "Transcription in Connecticut," Business Education World, LXVIII (June, 1948), 581-85.

This particular study had four purposes:

1. To present the need for clearer objectives in stenographic training.
2. To summarize current thinking as to the meaning of transcription and as to certain practices now employed.
3. To show the present procedures and techniques employed in teaching transcription in the public schools of Connecticut.
4. To make available all possible data on which to base future recommendations.

Of those replying, 82.4 per cent believed that there should be a definite place in the stenographic curriculum for a separate course in transcription.

A total of 17 schools, or 21.2 per cent, reported a separate course for transcription, and 39, or 48.7 per cent, reported teaching transcription as a part of advanced shorthand.

Pretranscription training was given by 56, or 71.8 per cent, of the schools. Mean rates of 60 words a minute for five minutes' dictation in shorthand and 35-40 words a minute for five minutes in typewriting were required in transcription. Passing grades in English were accepted. Reported speed of production varied from 14 to 40 words a minute. Verbatim standard for transcripts was desired by 7.7 per cent.

Anderson⁹ made an analysis and classification of studies in shorthand and transcription completed prior to January,

⁹Ruth I. Anderson, "Research in Shorthand and Transcription," The Journal of Business Education, XXIII (January, 1948; February, 1948), 18-20; 18-20.

1946. A total of 298 reports were analyzed and classified. Two hundred and thirty-five of these were theses, dissertations and formal reports; 63 were articles and brief reports.

In a majority of the high schools, according to the findings, transcription was included in the shorthand class, and it was introduced in the second semester of shorthand. When offered as a separate course, transcription was given in the twelfth year.

Few teachers had minimum transcription rate requirements; those teachers who had requirements most frequently required 10 to 20 words a minute for first year and 25 to 30 words a minute for the second year. Transcripts that were mailable were required by most teachers.

The primary objective of teaching shorthand was found to be vocational use. The functional and manual methods or a combination of these two methods were frequently used.

Dictation requirements were: 40 to 50 words a minute the first semester, 60 to 70 words a minute the second semester, 80 words a minute the third semester, and 100 words a minute the fourth semester.

CHAPTER II

METHOD OF PROCEDURE

It was decided to use the check list as the means of collecting the data for the study as this seemed to be the most desirable method to use considering the geographic location and distribution of the schools to be used as the sources of information. According to Good, Barr, and Scates¹ the questionnaire or check list is used where one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see them personally.

In the preparation of the check list and the accompanying explanatory letter, an attempt was made to cover thoroughly those phases of the problem which would tend to reveal the true status of dictation and transcription in each school included in the investigation. The purpose of the check list and of the study was clearly stated in the letter of explanation which accompanied the check list. The suggestions as offered by Koos² in The Questionnaire in Education were considered in constructing the check list.

¹C. V. Good, A. S. Barr, and D. E. Scates, The Methodology of Educational Research, (New York: D. Appleton-Century Company, Inc., 1941), p. 325.

²Leonard V. Koos, The Questionnaire in Education, (New York: The Macmillan Company, 1928), 178 pp.

An attempt was made to prepare the questions in the check list so that they would be simply and directly stated to as great an extent as possible. The questions were so stated that a minimum amount of time and effort would be needed by the persons answering. Throughout the entire organization of the check list, information was sought relative to practices and procedures in the instruction of shorthand with special emphasis on the dictation and transcription phase in the public high schools.

The mailing list for the check list was compiled from the 1948-1949 edition of the Kansas Educational Directory.³ This directory contains a classified list of all public secondary schools in Kansas.

The mailing list consisting of all Class A public supported high schools having an enrollment of 250 or more was prepared. It was thought that this selection of schools covered the majority of schools offering the second year of shorthand.

Names of the teachers of the fourth semesters of shorthand were obtained, when it was possible, through information on file in the Placement Bureau at Kansas State Teachers College, Pittsburg. The check lists were sent

³Kansas State Department of Public Instruction.
"Kansas Educational Directory, 1948-49." (Topeka: State Printer, 1948), 77 pp.

directly to the teachers whose names were on file in the Placement Bureau. For those schools that did not have the information needed on file in the Placement Bureau, the check lists were addressed to the Head of the Shorthand Department.

After the mailing list was completed, the check lists and accompanying explanatory letters were mailed to 69 schools comprising the sources of information for the investigation. Forty-six check lists were returned. This was 66.67 per cent of the check lists that were mailed. Five of the 46 check lists returned were not completed. These schools did not offer the fourth semester of shorthand. This left 59.41 per cent of the check lists that were completed to some extent. Instructors from other schools that do not offer the fourth semester of shorthand did complete the check lists on the questions that covered those schools.

CHAPTER III

FINDINGS OF THE STUDY

The information consisting of the data collected through check lists from 41 shorthand instructors in the public secondary schools of Kansas is presented and interpreted in this chapter. This information is presented under four divisional headings which were formulated from the context of the check lists. The four divisions of the information are as follows:

Grade Placement

Pretranscription and Transcription Policies

Standards of Achievement

General

Grade Placement

It was desired to know how many shorthand teachers approved of dictation and transcription as a separate course. Of the 41 who returned completed check lists, 21 answered affirmatively; 15 replied negatively and 5 failed to answer this particular question. The results to this question would seem to show that there are considerable differences of opinion as to whether dictation and transcription should be offered as a separate course.

According to Johnson's¹ study, of the 74 schools which replied, 61 schools, or 82.4 per cent, believed that there should be a definite place in the stenographic curriculum for a separate course in transcription.

Table I shows the different placements of the dictation and transcription phases of shorthand by the schools

TABLE I

PLACEMENT OF DICTATION AND TRANSCRIPTION

Possible Placement of Course	Number of Schools
As a part of advanced shorthand	19
As a part of office practice	12
As a part of advanced shorthand and as a part of advanced typewriting	2
As a separate course	1
As a part of advanced shorthand and office practice	1
As a part of advanced shorthand, office practice, and first year shorthand	1
Secretarial training (2 hours)	1
Stenography (2 unit course)	<u>1</u>
Total number of schools reporting	38

¹Martha V. Johnson, "Practices in Teaching Transcription in the Public Secondary Schools of Connecticut" (unpublished master's thesis, Boston University, 1947), p. 50.

contributing the sources of data for the investigation. As can be seen in Table I, the largest number of schools place dictation and transcription as a part of advanced shorthand. Likewise, a rather large number of those reporting consider it as part of office practice. It is interesting to note that only one school offers dictation and transcription as a separate course.

Johnson² found that 17 out of 80 schools offer transcription as a separate course; 39 out of 80 schools offer transcription as part of advanced shorthand; and 13 of the 80 schools offer it as a combination of shorthand and typewriting.

The one school that offers dictation and transcription as a separate course places it during both the first and second semesters of the twelfth year.

Twenty-five of the schools responding reported offering dictation and transcription for two semesters; 6 schools offer one semester; and 4 schools offer less than one semester.

One instructor commented that she teaches dictation and transcription four semesters as the transcript is the objective and longhand transcribing is started early. Another one indicated that two semesters of both dictation and transcription are offered.

²Ibid., p. 49.

As to what grade level advanced shorthand is offered, results of the check list show that 35 schools offer it the twelfth year. Advanced shorthand is offered in the junior college in one school.

Pretranscription and Transcription Policies

Thirty-five of the 41 schools who replied to the check list do offer pretranscription training; 3 schools answered in the negative.

Similar findings are reported by Johnson³; 56 out of 78 schools have planned pretranscription training.

As depicted in Table II, a large majority of the responses favored the second semester of the first year of shorthand as the best place to offer pretranscription training. Six of the schools prefer to include it in the second semester of the first year and in the first semester of the second year of shorthand.

Approximately one-half or 20 of the schools who returned completed check lists have no stated requirements before students actually take dictation and transcribe it on the typewriter; 17, however, replied in the affirmative.

³Ibid., p. 50.

TABLE II

PRETRANSCRIPTION PRACTICES

When Offered in Shorthand	Number of Schools
First semester, first year	3
Second semester, first year	20
First and second semester, first year	3
First semester, second year	1
Second semester, first year and first semester, second year	6
All four semesters	<u>2</u>
Total number of schools reporting	35

Of those having pretranscription requirements for shorthand dictation for five-minute takes, the following were given: 60 words per minute was required by 3 schools; 80 words per minute by 2; from 60-80 words per minute by 1, and 40 words per minute was given by 1. Replies as to requirement of words per minute in typewriting were these: 3 instructors stated 40 words per minute; 2 instructors, 35 words per minute; and 1 instructor, 30 words per minute. Finally, the average grades of C, C⁺, and 85 per cent in English were required by 3 of the schools responding.

Speed requirements in shorthand ranged from 20 words per minute for five minutes to 100 words per minute for five minutes; in typewriting, from 25 words per minute for five minutes to 50 words per minute for five minutes, as transcription prerequisites according to Johnson's⁴ study.

Some instructors stated that they did have requirements but did not state what they are; this is apparent from the returns of the writer's check lists.

The following interesting requirements were written in by other instructors:

"Poorer students definitely discouraged and if they enroll, are counselled during first week and urged to change their programs."

"Must qualify for advanced class. We have 50-60 first year, but only 15-20 qualify for second year. Chosen on ability, English, spelling, personality, and attitudes--as they become office practice students."

"Completion of one semester of typewriting."

"Mostly according to ability to understand meanings, read readily and type accurately regardless of speed."

"Start transcribing on typewriters first semester, second year."

"As soon as my students know the keyboard, they start transcribing on the typewriter."

"Credit in first year shorthand and credit in first year typewriting."

⁴Ibid., p. 53.

One teacher stated that she "prefers" certain standards rather than "requires" them.

All 41 teachers who answered the check list have first-year students transcribe. The interesting information given in Table III shows when and how the transcribing is done. The majority of schools have students transcribe during class by oral reading.

TABLE III

TRANSCRIPTION BY FIRST YEAR STUDENTS

<u>Time and Method of Transcribing</u>	<u>Number of Schools</u>
During class	39
Outside class	18
By oral reading	32
On typewriter	27
With pen	22
With pencil	21

The primary objective in teaching transcription is vocational in 31 schools and personal use in 1. However, 6 schools listed the objective of transcription as both vocational and personal use.

Standards of Achievement

Twenty-two instructors who completed the check lists stated that they require a minimum dictation speed for satisfactory completion of first year shorthand. Seventeen reported that they have no minimum requirements for dictation speed. Table IV itemizes the data received concerning minimum dictating speeds. Minimum dictating speeds for first year shorthand students of eighty words per minute for a one minute take, sixty words per minute for a three minute take, and sixty words per minute for a five-minute take, were stated by a majority of schools.

TABLE IV

MINIMUM DICTATING SPEEDS FOR FIRST YEAR SHORTHAND

<u>Length of Writing and Speed</u>	<u>Number of Schools</u>
One-minute take	
Eighty words-a-minute	5
Seventy-five words-a-minute	1
Sixty words-a-minute	1
Three-minute take	
Eighty words-a-minute	2
Seventy words-a-minute	1
Sixty words-a-minute	5
Five-minute take	
Sixty words-a-minute	8
Fifty words-a-minute	1

TABLE V

GRADE FOR SPEED OF PRODUCTION

Grade and Speed	Number of Schools
Grade of "A"	
120	1
100	2
95-100	1
85-95	1
40	1
30	1
20-35	1
Grade of "B"	
100	1
89-94	1
80	2
35	1
25	1
15	1
Grade of "C"	
79-88	1
80	1
60	1
30	1
20	1
13	1

TABLE V (Continued)

GRADE FOR SPEED OF PRODUCTION

Grade and Speed	Number of Schools
Grade of "D"	
60-75	1
60	1
10	1

Only two teachers stated that they have a transcription standard for first year shorthand students on the typewriter. Thirty-five replied that they have no standard.

Of the two who reported they have a transcription standard, one gives the following requirements: for a grade of A--45 words per minute; for a grade of B--40 words per minute; for a grade of C--30 words per minute; for a grade of D--25 words per minute.

As can be readily seen by referring to Table V, there are considerable differences of opinion as to the meaning of the word "production" when referring to shorthand. It was the intention of the writer to refer to the transcribing of shorthand notes on the typewriter, but undoubtedly some of the respondents were thinking in terms of dictation. Johnson⁵ experienced similar returns.

According to the findings, as shown in Table VI, approximately one-half of the schools that submitted information relative to the basis for permitting students to take advanced shorthand required a passing grade of "D" in beginning shorthand and beginning typewriting. Furthermore, a net typewriting speed of at least 35 words per minute is required of a majority of schools along with a dictation speed of at least 60 words per minute.

⁵Ibid., p. 67.

TABLE VI

BASIS FOR PERMITTING STUDENTS TO TAKE ADVANCED SHORTHAND

Basis	Number of Schools
Passing grade in beginning shorthand of	
D	14
C	11
B	4
Passing grade in beginning typewriting of	
D	12
C	12
B	3
Must have a "C" grade in previous English work	11
Net typing speed of	
40 words per minute for 5 minutes	3
35 words per minute for 10 minutes	1
35 words per minute for 5 minutes	4
30 words per minute for 10 minutes	2
30 words per minute for 5 minutes	3
Dictation speed of	
80 words per minute for 3 minutes	1
60 words per minute for 5 minutes	6
60 words per minute for 3 minutes	3
50 words per minute for 5 minutes	1

TABLE VII

ACCURACY REQUIRED IN TRANSCRIPTION

Percentage of Accuracy	Number of Schools
100	1
98	1
95	9
90	15
80	3
75	1
70	1

In addition to the information shown in Table VII, which shows that a majority of the schools requires 90 per cent accuracy or better in transcription, two informants stated that they require transcriptions to be "mailable." An especially thoughtful statement received from one was: "Ninety-nine per cent can be an F if the error is a misspelled word. On the other hand, five neatly corrected errors might be good if no other bad errors are involved. Most of our transcripts are letters and they are graded on a mailable or non-mailable basis."

Twenty-nine of the schools included in the investigation give credit for transcripts that are unmailable

on the first writing but can be corrected to be mailable. Six schools reported that no credit is given.

In Johnson's⁶ study, over 50 per cent of the teachers allow credit for transcripts that were on the first writing unmaillable and were corrected to be made mailable.

TABLE VIII

MAILABILITY

Items That Constitute Mailability	Number of Schools
A letter to which the instructor would sign his name	34
Neat erasures	27
Correct spelling	26
Proper punctuation	25
Proper syllabication	25
Proper placing of transcript on page	23
Even right margin	15
A letter that conveys the exact meaning of the dictator although the words transcribed need not be the exact words dictated	15
Perfect copy (verbatim transcript)	9

In considering Table VIII, it may be observed that the smallest number stated "Perfect copy (verbatim transcript)" is necessary for mailability. Also of

⁶Ibid., p. 74.

importance is the fact that the majority of the schools considered as mailable any letter to which the instructor would sign his name.

Johnson⁷ stated that 6 out of 78 schools reported "verbatim standard" as constituting mailability. A majority, or 31 out of 78, reported "mailable, acceptable context," as constituting mailability.

In Table IX it may be observed that a majority of schools require dictation at: 120 words per minute on a one-minute take, 100 words per minute or more on a three-minute take, and 80 to 100 words per minute on a five-minute take. Only two schools reported having requirements for dictation over five minutes.

As is evident in Table IX, one respondent misinterpreted the transcription requirement by stating 130 words per minute. Another school reporting gives the requirement for speed while transcribing at two-thirds of the typing speed.

⁷Ibid., p. 71.

TABLE IX

REQUIREMENTS FOR ADVANCED SHORTHAND AND/OR
DICTATION AND TRANSCRIPTION

<u>Rate of Speed in Words Per Minute</u>	<u>Number of Schools</u>
Dictation	
One-minute take	
140	2
120	5
100	3
90-100	1
90	2
85-100	1
Three-minute take	
135	1
120	2
110	2
100	3
80	5
Five-minute take	
125	1
100	7
80	6
Ten-minute take	
80	1
Fifteen-minute take	
60	1
Transcription	
130	1
40	2
35	2
30	1
25-30	1
20	1
15-25	1

General

TABLE X

CLASS POLICIES

<u>Practices During Class</u>	<u>Number of Schools</u>
Review correct rules for grammar during class	36
Allow students to use dictionary while transcribing during class	35
State paragraphs when dictating	29
Dictate punctuation marks	11

It is interesting to note in Table X that fewer schools participate in the practice of dictating punctuation marks and paragraphs than any of the other items listed. It would seem that shorthand teachers are cognizant of the need and value of proper training in grammar; this item, as shown in Table X, was checked most frequently.

Table XI gives a list of possible home study assignments and the frequency that the participating schools give to them. Practice in reading and writing shorthand material from the text was marked most often as the type of home study assignments given. It is worthwhile to notice that transcribing of material dictated in class and practice in proofreading material dictated in class are not used as frequently for home study assignments as are other types according to Table XI.

TABLE XI

HOME STUDY ASSIGNMENTS

Type of Home Study Assignment	Number of Schools
Practice in writing shorthand material from text	31
Practice in reading shorthand from text	31
Review of brief forms, phrases, and prefix and suffix forms	30
Review of shorthand theory	28
Practice in reading shorthand from notes	24
Review of fundamentals of good English	24
Study of rules for punctuation and sentence structure	22
Practice on the correct spelling, punctuation and capitalization of material to be transcribed	20
Practice in prereading of shorthand notes	20
Transcribing material dictated in class	18
Practice in proofreading material dictated in class	18

From data collected relative to the method used in teaching shorthand by the different schools, Table XII shows that the schools were about equally divided on the procedure they prefer in teaching shorthand. It may be significant that the largest number of teachers of shorthand reported using a combination of the functional and manual methods.

TABLE XII

METHOD USED IN TEACHING SHORTHAND

Method	Number of Schools
Functional	10
Manual	12
Combination of functional and manual	15

As shown in Table XIII, Gregg Speed Building is used as a text in advanced shorthand by a majority of the schools. Also of importance as texts are: Gregg Dictation and Transcription, Correlated Dictation and Transcription, and Functional Method Dictation.

Table XIV shows that the supplementary materials reported most frequently are: Gregg Speed Building, Correlated Dictation and Transcription, Rational Dictation Studies, Gregg Writer and Gregg News Letter. The Gregg Writer was reported the largest number of times by the schools as being used as supplementary material.

TABLE XIII

TEXTBOOKS USED IN ADVANCED SHORTHAND

Name of Text	Author	Number of Schools
Gregg Publishing Company:		
Gregg Speed Building	Gregg	16
Gregg Dictation and Transcription	Henshaw and Leslie	4
Functional Method Dictation	Leslie	3
Gregg Speed Studies	Gregg	2
Gregg Shorthand Manual	Gregg	1
Graded Readings in Gregg Shorthand	Hunter	1
Speed Drills in Gregg Shorthand	Leslie and Zoubek	1
South-Western Publishing Company:		
Shorthand Dictation Studies	Bowman	1
Shorthand Transcription Studies	Whitmore and Wancus	1
D. C. Heath Publishing Company:		
Correlated Dictation and Transcription	Forkner, Osborne, and O'Brien	4
Unverified Material:		
Applied Secretarial Practice	Gregg	2

TABLE XIV

SUPPLEMENTARY MATERIALS USED IN ADVANCED SHORTHAND

Name of Text	Author	Number of Schools
Gregg Publishing Company:		
Gregg Speed Building	Gregg	8
Rational Dictation Studies	McNamara and Eaten	5
Gregg Dictation and Transcription	Renshaw and Leslie	4
Dictation for Transcription	Zoubek	4
Dictation at In-Between Speeds	Zoubek	3
Gregg Speed Studies	Gregg	3
Functional Method Dictation	Leslie	2
Graphic Transcription	Berlin, Nunes, and Fromberg	2
Basic Transcription	Ickes	2
Gregg Shorthand Phrase Book	Gregg	1
Gregg Shorthand Dictionary	Gregg	1
Gregg Shorthand Manual	Gregg	1
200 Takes	Zoubek	1
Speed Drills in Gregg Shorthand	Leslie and Zoubek	1

TABLE XIV (Continued)

SUPPLEMENTARY MATERIALS USED IN ADVANCED SHORTHAND

Name of Text	Author	Number of Schools
Gregg Publishing Company:		
Civil Service Training for Stenographers, Typists, and Clerks	Riemer	1
The Law Stenographer	Baten, Weaver, and Kelley	1
Fundamental Drills in Gregg Shorthand	Beers and Scott	1
South-Western Publishing Company:		
Secretarial Office Practice	Loso, Hamilton, and Agnew	3
Shorthand Dictation Studies	Bowman	2
Shorthand Transcription Studies	Whitmore and Wanous	1
D. C. Heath Publishing Company:		
Correlated Dictation and Transcription	Forkner, Osborne and O'Brien	5
H. M. Rowe Publishing Company:		
New Dictation Course	Reigner	2
Gregg Publishing Company--Magazines:		
Gregg Writer		12
Gregg News Letter		7
Business Education World		3

TABLE XIV (Continued)

SUPPLEMENTARY MATERIALS USED IN ADVANCED SHORTHAND

Name of Text	Author	Number of Schools
Other Sources:		
Actual Business letters from local industries		2
Vocabulary--My own list of about 300 words		1
Unverified Material:		
Applied Secretarial Practice	Gregg	3
5000 Most-Used Shorthand Forms	Horn	1
Shorthand by Sentence	Zinman, Strelsin, and Weitz	1
20th Century Practice Exercises	Westenhaver	1
Secretarial Training	Reigner	1
Filing--Remington-Rand Library Bureau Course		1
Transcription Speed Studies	Whitmore and Wanous	1
Dictation Drills	Gregg	1
Secretarial Dictation		1

CHAPTER IV

SUMMARY, GENERAL CONCLUSIONS, AND RECOMMENDATIONS

Summary

A brief summary of the preceding sections, in which the data collected for the study have been interpreted and of the results of the investigation in its entirety, is as follows:

1. Of the total number of the 69 public supported secondary schools of Kansas to which check lists were mailed, 41 of those schools returned completed check lists and these were used as sources of data for the investigation.
2. There was a 59.41 per cent response from the schools to which check lists were sent.
3. Of the total number of 41 schools included in the study, 21 of those schools reported that they approve of dictation and transcription as a separate course.
4. The majority of schools offer dictation and transcription either as a part of advanced shorthand or as a part of office practice.
5. Only one school stated that dictation and transcription are offered as a separate course.
6. The school that offers dictation and transcription as a separate course places it in the twelfth year during both semesters.

7. Dictation and transcription were offered for two semesters in 25 schools that returned completed check lists.

8. Thirty-five schools reported teaching advanced shorthand during the twelfth year.

9. Pretranscription training is offered by 35 schools according to responses that were received.

10. The majority of pretranscription training is given during the second semester, first year of shorthand.

11. Seventeen schools stated that they have certain requirements before students actually take dictation and transcribe it on the typewriter; however, 20 schools reported that they have no certain requirements.

12. All 41 schools from which responses were received stated that they have first year students transcribe.

13. The majority of transcribing during the first year is done during class either on the typewriter or by oral reading.

14. Twenty-two schools require a minimum dictation speed for satisfactory completion of first year shorthand; 17 schools have no requirements.

15. Only two schools reported having a transcription standard for first year students on the typewriter.

16. Approximately one-half of the schools reported the basis for permitting students to take advanced shorthand and advanced typewriting is a passing grade of "D".

17. The majority of schools in the survey require 90 to 95 per cent accuracy in transcription.

18. Thirty schools that answered the check lists give credit for correctible transcripts.

19. A minority of the responses considered a perfect copy or verbatim transcript as necessary for a mailable transcription.

20. A larger number of reporting schools require the ability to take dictation at 120 words per minute for one minute and 80 words per minute for three minutes.

21. A minority of schools dictate punctuation marks.

22. Home study assignments are given by 32 of the schools.

23. Information concerning the method used in teaching shorthand shows that practices are about equally divided. Ten schools reported using the functional method; 12 schools use the manual, and 15 schools use a combination of the two methods.

General Conclusions

By an analysis of Chapters II and III containing the results of the investigation, several general conclusions may be determined. These general conclusions are listed as follows:

1. A majority of shorthand teachers approve the offering of dictation and transcription as a separate course.

2. Since only one of the schools from which information was received does offer dictation and transcription as a separate course, it appears that dictation and transcription as a separate course has not been accepted by the public supported secondary schools in Kansas.

3. It appears that the teachers of shorthand appreciate the value of pretranscription training as 35 of the 41 responding schools offer pretranscription training.

4. A comparison of the results of the check lists concerning the primary objective in teaching transcription with current literature indicates that the schools from which returns were received do not consider that shorthand has sufficient value for personal use to have that as the primary objective.

5. One is led to conclude from the data received that the majority of schools do not have adequate standards for permitting students to take advanced shorthand.

6. In view of the information with regard to the items that constitute mailability, the writer is led to believe that the majority of the shorthand teachers have a good conception of what constitutes mailable transcribed material.

7. It seems apparent that instructors do not approve the dictation of punctuation marks; indications are that teachers urge students to develop the ability to punctuate correctly.

8. Teachers are generally prone to give a variety of home study assignments as an aid to improving the abilities of their students.

9. Responses from the check lists show that schools are about equally divided on the method used in teaching shorthand. Generally speaking, it may be wise for more teachers to adopt more than one method to use in teaching shorthand.

10. A fairly small group of the teachers are very much interested in improving the status and value of dictation and transcription.

11. Considerable improvement can be made in increasing the marketable qualities of the stenographic students of Kansas through more research from the view of the employer as well as the school.

Recommendations

1. More emphasis should be placed on dictation and transcription; they should be taught as a separate course and not as part of another course during the twelfth year or near the time of potential use.

2. Correct understanding of terminology characteristic of the shorthand field is needed. One teacher reported that she requires transcription at 130 words per minute while others stated the speed of production was from 10 to 120 words per minute.

3. There should be more understanding and a unification of standards among teachers of shorthand. For example, dictation at 80 words per minute for three minutes was required by one teacher of students in advanced shorthand and 135 words per minute for three minutes was required by another school. This may mean that a further evaluation of standards is necessary.

4. A careful selection of students who enroll in the second year of shorthand is recommended as the course at that particular stage becomes primarily vocational and students who do not learn shorthand well should be guided into other areas.

5. There should be a further tendency on the part of shorthand teachers to attempt a combination of methods in teaching shorthand rather than teach one particular method so that the best results may be obtained. Furthermore, they should be on the alert for new material and new methods that will improve their instruction.

6. Investigation of the requirements made by employers in Kansas of stenographic students would be an aid to teachers in setting up more uniform standards.

7. Teachers of typewriting and shorthand should offer pretranscription training in their courses including drills on punctuation, grammar and spelling in order to help prepare students for the regular transcription to follow.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Andruss, Harvey A., Better Business Education. New York: Gregg Publishing Company, 1942. 390 pp.
- Good, C. V., Barr, A. S., and Seates, D. E., The Methodology of Educational Research. New York: D. Appleton-Century Company, 1941. 890 pp.
- Harms, Harm, Methods in Vocational Business Education. New York: South-Western Publishing Company, 1949. 334 pp.
- Koos, Leonard V., The Questionnaire in Education. New York: The Macmillan Company, 1928. 178 pp.
- Reeder, Ward G., How to Write A Thesis. Bloomington: Public School Publishing Company, 1925. 136 pp.

Periodical Articles

- Anderson, Ruth I., "'Problem' Dictation for Transcription," Business Education World, XXVIII (April, 1948), 489.
- Anderson, Ruth I., "Research in Shorthand and Transcription," The Journal of Business Education, XXIII (January, 1948), 18-20, (February, 1948), 18-20.
- Anderson, Ruth I., "How Much Skill Should We Expect?" Business Education World, XXIX (November, 1948), 153-4.
- Johnson, Martha V., "Transcription in Connecticut," Business Education World, XXVIII (June, 1948), 581-85.
- Quinton, Kathryn, "Standards in Transcription," The Journal of Business Education, XXIII (April, 1948), 22.
- Rowe, John L., "Fundamentals of Transcription," Business Education World, XXVII (May, 1947), 508.
- Rowe, John L., "Principles of Teaching Transcription Skill," Business Education World, XXVII (April, 1947), 468.

Stuart, Esta Ross, "Transcription--What is it?" Business Education World, XXI (November, 1940), 191.

Thomas, Charles A., "Modern Shorthand Construction," UBEA Forum, III (October, 1948), 32.

Thompson, James M., "Training Better Office Workers," The Balance Sheet, XXX (September, 1948), 8.

Whitmore, Irol V., "Courses of Study in Secretarial Office Practice and Transcription," The American Business Education Yearbook, (1947), 291.

Unpublished Material

Johnson, Martha V., "Practices in Teaching Transcription in the Public Secondary Schools of Connecticut," Unpublished master's thesis, Boston University, Boston, Mass., 1947.

Monographs

Wancous, S. J., and Whitmore, Irol V., Use of Office Standards to Teach Transcription. Monograph 57. New York: South-Western Publishing Company, 1942.

State Documents

Kansas State Department of Public Instruction. "Kansas Educational Directory, 1948-49." Topeka: State Printer, 1948. 77 pp.

Pittsburg, Kansas
March 15, 1949

Dear Teacher:

I am making a study of dictation and transcription practices in shorthand classes in Kansas Class A public high schools. As an aid, I have compiled a check-list of twenty-two questions to send to a selected group of teachers in order to secure needed information.

Through the use of information on file in the Placement Bureau here at Pittsburg, I have endeavored, when possible, to send the enclosed check-list directly to the shorthand teachers of the selected schools. If you do not teach the fourth semester of shorthand, will you please hand this letter and check-list to the proper teacher?

With the emphasis now given to dictation and transcription, this seems an opportune time to make a check on certain shorthand practices in the state. Your cooperation in filling out and returning the enclosed check-list will be sincerely appreciated.

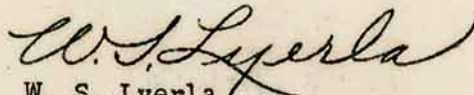
Thank you.

Sincerely,

Ronald E. Bailey

Enc.

(Approved)


W. S. Lyerla
Head of Dept. of Commerce
and Business Admin.
K.S.T.C.--Pittsburg

A Check-List to Teachers on Dictation and Transcription Practices in Kansas Class A High Schools

Grade Placement

1. Do you approve of dictation and transcription as a separate course?
Yes _____ No _____
2. How is dictation and transcription taught in your school?
 - a. As a separate course _____
 - b. As a part of advanced shorthand _____
 - c. As a part of advanced typewriting _____
 - d. As a part of office practice _____
 - e. Other (name) _____
3. If dictation and transcription is offered as a separate course in your school, where is it offered?
 - a. First semester, tenth year _____
 - b. Second semester, tenth year _____
 - c. First semester, eleventh year _____
 - d. Second semester, eleventh year _____
 - e. First semester, twelfth year _____
 - f. Second semester, twelfth year _____
4. What length of time do you teach dictation and transcription?
 - a. Two semesters _____
 - b. One semester _____
 - c. Less than one semester _____
5. At what grade levels do you teach advanced shorthand?
 - a. Tenth year _____
 - b. Eleventh year _____
 - c. Twelfth year _____

Pre-Transcription and Transcription Policies

6. Do you give pretranscription training? Yes _____ No _____
If so, in what semester of shorthand?
 - a. First semester, first year _____
 - b. Second semester, first year _____
 - c. First semester, second year _____
 - d. Second semester, second year _____
7. Do you have certain requirements before students actually take dictation and transcribe it on the typewriter? Yes _____ No _____
If so, what do you require for:
 - a. Words per minute for five minutes in shorthand dictation _____
 - b. Words per minute for five minutes in typewriting _____
 - c. Average grade in English _____
 - d. Others (name) _____

8. Do you have first-year shorthand students transcribe? Yes _____ No _____
 If so, when:
 a. During class _____
 b. Outside class _____
 If so, how:
 c. On typewriter _____
 d. With pen _____
 e. With pencil _____
 f. By oral reading _____
9. What is the primary objective in teaching transcription in your school?
 a. Vocational _____
 b. Personal Use _____
 c. Other _____

Standards of Achievement

10. Do you require a minimum dictation speed for satisfactory completion of first year shorthand (consider dictation only on new material)? Yes _____ No _____
 If so, what is requirement for:
 a. One-minute take _____
 b. Three-minute take _____
 c. Longer (state time, _____ minutes) _____
11. Do you have a transcription standard for first year students on the typewriter? Yes _____ No _____
 If so, what words-per-minute minimum speed do you require?
 a. For a grade of "A" (94-100) _____
 b. For a grade of "B" (86--93) _____
 c. For a grade of "C" (78--85) _____
 d. For a grade of "D" (70--77) _____
12. What speed in production do you require for:
 a. A grade of "A" _____
 b. A grade of "B" _____
 c. A grade of "C" _____
 d. A grade of "D" _____
13. What basis is used in permitting students to take advanced shorthand (check all that are used in your school)?
 a. Must have a "C" grade in previous English work _____
 b. Must have a passing grade of (A, B, C, D) in beginning shorthand _____
 c. Must have a passing grade of (A, B, C, D) in beginning typewriting _____
 d. Must have net typing speed of (state speed) _____ W.P.M. for (1, 3, 5 minutes) in typewriting _____
 e. Must take dictation at (state speed) _____ W.P.M. for (1, 3, 5 minutes) in beginning shorthand _____
 f. No requirement _____
 g. Others _____
14. What accuracy do you require in transcription?
 a. 100% _____
 b. 90% _____
 c. 80% _____
 d. 70% _____
 e. Other _____

15. Is any credit given for unmailable but correctible transcripts (unmailable on first writing but possible to correct and be mailable)? Yes _____ No _____
16. What constitutes mailability?
- a. Perfect copy (verbatim transcript) _____
 - b. Neat erasures _____
 - c. A letter which conveys the exact meaning of the dictator although the words transcribed need not be the exact words dictated _____
 - d. A letter to which the instructor would sign his name _____
 - e. Proper placing of transcript on page _____
 - f. Proper syllabication _____
 - g. Even right margin _____
 - h. Proper punctuation _____
 - i. Correct spelling _____
17. Check the following requirements that you have for satisfactory completion of advanced shorthand and/or dictation and transcription.
- a. Dictation speed for (state speed): _____
 - (1) One-minute take _____
 - (2) Three-minute take _____
 - (3) Longer (state time; _____ minutes) _____
 - b. Transcription (state speed) _____

General

18. Check the following that you practice:
- a. Dictate punctuation marks _____
 - b. Review correct rules for grammar during class _____
 - c. Allow students to use dictionary while transcribing during class _____
 - d. State paragraphing when dictating _____
19. Do you give home study assignments in advanced shorthand? Yes _____ No _____
 If so, of what do they consist (check all that are used):
- a. Practice in proofreading material dictated in class _____
 - b. Practice on the correct spelling, punctuation, and capitalization of material to be transcribed _____
 - c. Review of fundamentals of good English _____
 - d. Practice in prereading of shorthand notes _____
 - e. Review of brief forms, phrases, and prefix and suffix forms _____
 - f. Transcribing material dictated in class _____
 - g. Practice in writing shorthand material from text _____
 - h. Study of rules for punctuation and sentence structure _____
 - i. Review of shorthand theory _____
 - j. Practice in reading shorthand from text _____
 - k. Practice in reading shorthand from notes _____
 - l. Others (name) _____
20. What method do you use in teaching shorthand?
- a. Functional _____
 - b. Manual _____
 - c. Combination of above two _____
 - d. Other (name) _____

21. Indicate title and author(s) of textbook used by students in advanced shorthand.

Title

Author

22. Indicate titles and authors of supplementary material used by instructor in advanced shorthand.

Title

Author
