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SYLLABUS

(SECOND YEAR)

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SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND

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SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND

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The study of phonography trains the mind to exact thinking, to precision of expression, to energy of attention, to the habit of seeking in its proper place the principle according to which a word is written.

While the study of phonography trains for practical ends, by the employment of the very same mental processes required to accomplish the work in other secondary school courses, it trains for life. The teaching of phonography conforms with the highest doctrine in pedagogy—that theory should not be separated from practice.

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SYLLABUS

(SECOND YEAR)

ISAAC PITMAN SHORTHAND

CHAPTER I

INSTRUCTIONS TO TEACHERS

1. THE AIM OF INSTRUCTION

THE chief aim of the teacher should be to train the students to write correct shorthand from dictation and to transcribe the same accurately. Emphasis, therefore, throughout the term should be placed on the following points :

- a. The correct application of the theory taught in terms I and II.
- b. The formation of outlines correctly, legibly, and rapidly.
- c. The acquisition of a large vocabulary of shorthand words and phrases.
- d. Mastery of the grammalogs, the common contractions, the common distinguishing outlines, and the term's vocabulary.
- e. The need of concentration on the subject matter which is being dictated.

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- f. The accurate reading or transcription of the matter dictated.
- g. The artistic placing of typewritten transcripts.
- h. The attainment at the close of the term of a minimum speed of sixty (60) words a minute on business letters and articles of regents' difficulty, with a minimum accuracy of sixty (60) per cent. in transcription work.

2. MATERIALS**Shorthand Text Books**

At the time the text books are distributed, the teacher should request the students to record, in ink, the following data on the inside cover of the text book :

- a. The student's name, section, and section room.
- b. The student's home address.
- c. The date on which the book is received.
- d. The name of the stenography teacher.

All shorthand text books should be neatly covered with strong paper on the day of their receipt.

Teachers should inspect the text books regularly, both to see that they are covered and to ascertain whether any books have been lost. Lost books should be immediately replaced.

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Teachers should follow up the return of text books issued to students who have since been discharged from school.

Pencils

Students at all times should have three or four long, well-sharpened pencils suitable for stenographic work. The pencils should be round, of ordinary diameter, and without nickle or rubber at the end.

Metal point protectors should be removed from the pencils while students are taking notes.

Note-books

The class note-books should either be enclosed in a pasteboard cover or be neatly covered with strong paper.

Note-books should be ruled vertically about 1 inch from the left edge ; a $\frac{3}{8}$ inch ruling at the right edge is also desirable.

Shorthand notes should be written clear across the page within the confines of the marginal lines.

Students who prefer to use pens should provide themselves with Pitman "Fono" Series note-books, which contain smooth paper with a hard surface which is not too highly glazed.

Blackboard

The blackboard should be freely used by teachers so that students may have the opportunity of visualizing the shorthand outlines.

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Students with weak eyesight should be assigned to the front seats. General permission should be given the students to walk to the board at any time and examine shorthand outlines that may not be perfectly distinct to them from their seats.

The chalk should be sufficiently soft to indicate clearly the proper shading of the heavy strokes.

The Teacher's outlines should be models for the class to imitate.

Students assigned to do board work should follow the method of practice required in note-book writing. Both teacher and students should cross out, not erase or patch, incorrect or imperfectly formed outlines.

Vocabulary Note-books

Each student should provide herself with a memorandum book with ruled lines in which to record, in ink, the following :

- a. The longhand and the shorthand of the special words contained in the vocabulary list of the current term.
- b. The longhand and the shorthand of words or phrases to which attention has been directed in class and the outlines of which have been temporarily recorded on the left margin of the class note-book.
- c. The correct longhand and shorthand of words written incorrectly in class dictation.

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- d. The correct longhand and shorthand of words written incorrectly on tests.
- e. The correct spelling of words misspelled in transcripts.
- f. The dictionary definitions of unfamiliar words or terms contained in assignments.

3. THE TEACHER'S DAILY LESSON PLAN

In order to complete the work outlined, it is necessary for the teacher to prepare very carefully a lesson plan for each recitation.

At the beginning of the term, the teacher should ascertain the number of school days in the current term in order to include in each lesson assignment a proportionate part of THE SYLLABUS OUTLINE.

As various parts of THE SYLLABUS OUTLINE may be practised concurrently with other parts, lessons should be planned so as to include selections from the several text books.

All dictation matter should be edited before it is dictated in class.

The teacher should list the difficult words and phrases in the new lesson in order to acquaint the class with the

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correct outlines immediately after the lesson assignment has been given.

After transcripts have been corrected and returned to the students, the home assignment should always include a careful comparison of the original shorthand notes with the transcript, and again with the shorthand notes of the second dictation of the same matter.

The review work should be systematically planned so that students may drill daily on the principles of shorthand, grammalogs, phrases, common contractions, common distinguishing outlines, and the vocabulary of the current term. Selections from each of these groups should be made.

All assignments should be possible of accomplishment by the students. Careful consideration should be given to the amount of time required for a student to complete an assignment in a scholarly manner.

The lesson assignment should be planned under two heads :

- a. THE NEW LESSON.
- b. THE DAILY REVIEW ASSIGNMENT.

Both assignments should be definitely written in the lesson plan so that they may be readily given to the students.

a. THE NEW LESSON

In addition to contractions and phrases, the new lesson

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should include straight matter selected from the several text books.

The difficult words and phrases taught in class and contained in the particular exercise assigned should be required to be repeatedly practised.

Outlines recorded in the margins of students' note-books during the day's recitation should always be included in the lesson assignment for the following day.

As often as possible a dictation of one hundred (100) to one hundred fifty (150) words should be given for home transcription. This should be read and corrected in class the next day.

From time to time students should be required to record in shorthand an article of about two hundred words on a subject of general interest selected from a newspaper, pamphlet, or magazine ; the clipping should be attached to the shorthand notes.

b. THE DAILY REVIEW ASSIGNMENT

1. The principles of shorthand.

As the basis of speed is found in the correct application of the principles of shorthand, students should be required to review, in regular order, all the principles of shorthand. The engraved shorthand examples illustrating the text, and the engraved shorthand exercises,

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should be assigned for home drill. The longhand should precede the shorthand outlines of words.

2. Grammalogs.

Phrases.

Common contractions.

Distinguishing outlines.

Each day throughout the term a proportionate number of grammalogs, phrases, common contractions, and common distinguishing outlines should be assigned for home drill so that within the course of two weeks all of these signs will have been practised to the extent needed by each individual student. The word in longhand, correctly spelled, should precede the shorthand character.

3. Vocabulary.

The outlines of five words selected from the vocabulary of the current term should be assigned for home drill.

4. TEACHING STUDENTS HOW TO STUDY

a. Comparison with blackboard outlines

A student's success in phonography depends very largely upon his ability to make accurate decisions when comparing his own outlines with the correct outlines which have been placed on the blackboard for the purpose of comparison.

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Notable loss in scholarship results from false judgments, for the reason that the outlines of undiscovered errors are practised repeatedly in the same way in the home assignments.

As the mental processes involved in forming a judgment call for the exercise of the highest faculties of the mind, it is suggested that the students who are unable to make an accurate judgment at a glance compare the parts of an outline in the following order :

1. The position of the outline.
2. The consonants : form, shading, length.
3. Any initial, medial, or final hook, circle, or loop.
4. The vowels : their signs and places.

b. Practising the home assignment

In order to accomplish satisfactory results in the study of stenography, it is necessary for students to concentrate closely while practising the home assignments. Scholarship in technique can be secured in no other way. When students are impressed by their improvement in scholarship attained through close concentration, this consciousness of progress is a strong incentive to further effort and begets courage and confidence—qualities essential for successful work in stenography.

Experiments have proved that the concentration of the average student begins to diminish before one line of the *same shorthand outline* has been completed, and that the practice of writing *in succession* two or more

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lines of the same shorthand outline too often results in the last outline being the most poorly formed of the series.

In a subject like stenography where shorthand characters have to be practised repeatedly before the writer attains skill, it is important that the teacher devise a pedagogical and interesting method of practice that will lead steadily to scholarship in technique. It is therefore recommended that the following method of practice be adopted and that the teacher explain the method clearly to the students and demonstrate it on the blackboard.

The teacher should try to inculcate in the students the *habit* of examining their home assignment critically upon its completion in order to discover and correct any violations of the principles of the system.

1. Grammalogs.

Contractions.

Phrases.

Distinguishing outlines.

Vocabulary drill.

- a. The home work paper should be ruled vertically for four columns of work ; no margins are required.
- b. The longhand of all items assigned should be written above the red line and close to the preceding line so as not to interfere with the outlines of first position words.

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- c. After the longhand of review words, contractions, etc. has been written, the student should close the text book and write *once* from memory the shorthand outline of each longhand item. This should be followed by verification and the correction of any errors that may have been discovered.
- d. Students should now write as many shorthand outlines of each word or phrase as the allotted space permits, saying aloud the name while writing the form.

The specimen on the following page illustrates the method of practice.

2. New words.

The outlines of *new* words assigned from printed copy which contain consonantal sounds which may be represented in two or more ways should be written by the students only *once* until the form has been verified.

The outlines of new words, contractions, or phrases assigned from engraved shorthand should be copied *once* at the time the longhand is written. After verification, the outlines should be practised as illustrated.

3. Engraved shorthand exercises.

Students should be able to read engraved shorthand exercises fluently before they drill on the outlines.

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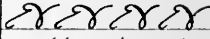
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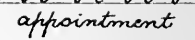
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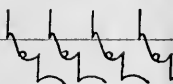


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Two excellent methods of practice are described below :

- a. Intensive drill may be secured if each outline is written three or more times in succession, the student saying aloud each word or phrase while forming the character. The more difficult outlines should be written over and over again, provided the student continues to practise with concentration.

The specimen on the following page illustrates the method of practice.

- b. After copying a complete line of engraved shorthand matter, the student should leave the following four lines blank for purposes of repetition. Each word or phrase should be said aloud while the character is being formed.

The specimen on page 15 shows the method of preparing the page for practice.

4. Other straight matter.

Straight matter dictated in class and *corrected* should be practised in exactly the same manner as the engraved shorthand exercises.

Name

Section

Date

15

Exercise 103

v) o e w r p n

q y > v } h o > d x

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TERM III**5. STUDENTS' HOME WORK**

Each student should write on the top line of her home work paper her name, section, and the date on which the work is due.

The regular assignment and the review assignment should be credited in the teacher's daily record book.

Students who were unable to do the assignment on account of personal illness should present notes of excuse signed by a parent. This work should be made up as soon as possible.

Other students who fail to bring their home work should write a note of explanation and hand it in in lieu of the assignment, which should be brought the next day.

The teacher should see that the home work corresponds to the assignment and that it is performed according to the directions given.

Home work which bears evidence of carelessness should not be credited but should be returned to be rewritten.

The home work of weak students should receive particular attention.

Students who return to school after an absence of two or three days should first do the regular assignment for the succeeding day and later make up the back work.

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6. SENTENCE STRUCTURE
PUNCTUATION
SPELLING
THE USE OF A DICTIONARY

An examination of students' transcripts will usually show that the errors in English greatly outnumber the errors caused by lack of knowledge of the principles of phonography.

Too many students fail to comprehend when a group of words deciphered from stenographic notes should be a sentence by itself or form part of another sentence ; consequently, fragments of sentences are frequently presented as expressions of complete thought.

The grammatical errors and the senseless transcripts which result from the transcription of *with* for *that*, *all* for *of*, *so* for *us*, *him* for *may*, *quite* for *act*, *their* for *they are*, etc., can scarcely be excused on the ground of similarity of shorthand forms. Students may not place absolute reliance on the perfection of all their shorthand characters. Slight mistakes in form, shading, or position are practically inevitable under the pressure of rapid note-taking ; but it is expected that the high school student's knowledge of English will aid him in selecting the correct word when two words of *different parts of speech* are represented by the same shorthand outline or by forms which are similar.

The comma fault and the period fault—the despair of

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teachers—spring from one fundamental deficiency—failure to recognize the distinction between the integral syntactic unit and constituent, or subordinate, units.

While students, as a rule, use commas superfluously, at the same time they often fail to insert commas when needed to separate clauses, to set off a parenthetical or independent element, to mark a series of words or phrases, to introduce a quotation, or to indicate a pause for the sake of clearness. The semicolon is seldom employed, the comma or the period being used instead.

Other errors in English include the misspelling of many common words which high school students should be expected to spell correctly; wrong syllabication; the improper compounding of words; the omission of required hyphens; the incorrect use of capital letters; unauthorized abbreviations; and violations of the fundamental principle of paragraphing.

As the teacher of stenography is responsible not only for the correct interpretation of the shorthand notes, but also for the grammar, sentence structure, and the mechanics of writing employed in transcripts, the chairman deemed it advisable for the department of stenography to prepare a syllabus in English for the use of the students in terms III and IV of the secretarial course.

At the beginning of the term, each student should be provided with the English text book and a list of the home assignments to be studied during the term.

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The teacher should explain in detail to the class the scope of the work outlined in English, carefully instructing the students in the use of the text book and the method of practising the home assignments.

After an exercise has been assigned for home study, it should be dictated in class, transcribed, and corrected, in order to afford the students an opportunity to apply the rules.

The Use of a Dictionary

One of the most valuable services the teacher can render to the students of the secretarial course is to train them to a competent and ready use of the dictionary and fix the habit of consulting it.

A stenographer should be *sure* that every word in a transcript is spelled correctly, that the syllabication is proper, that the use or non-use of the hyphen is authorized, etc. These points can be ascertained only by frequent reference to a dictionary.

The dictionary must also be frequently consulted for pronunciation. The symbols used in the phonetic spelling for pronunciation should be understood by the students.

The best dictionaries are Webster's International Dictionary, The Century Dictionary, The Standard Dictionary, and Murray's New English Dictionary.

TERM III**7. THE CONDUCT OF THE DAILY
RECITATION**

The conduct of the daily recitation should include the following :

- a. The record of attendance.
- b. The collection of the home assignment.
- c. The assignment of the next day's lesson ; the dictation and correction of the difficult words and phrases contained in the new assignment and listed in teacher's lesson plan ; explanation of the method of practising the assignment.
- d. Presentation of the new lesson.
- e. Drill on the difficult words and phrases contained in previous day's assignment in order that the exercise may be dictated later without interruption.
- f. Review of theory to the extent possible ; drill on the shorthand outlines of five words in the current term's vocabulary ; drill on grammalogs, phrases, contractions, and distinguishing outlines.
- g. Blackboard illustrations of outlines ; phonetic analysis of difficult words ; careful comparison by students ; correction of errors ; inspection of note-books by teacher while students are making comparison and correction.

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- h. Dictation of straight matter.
- i. Close observation of students' notes during the process of note-taking.
- j. The reading aloud by individual students of a portion of the matter dictated.
- k. Close observation of the notes of the student who is reading aloud.
- l. Cultivating in students the *habit* at all times of correcting their shorthand errors.
- m. Occasionally a student should read from her home assignment the shorthand notes of the article copied from a newspaper or magazine, the teacher holding the clipping for purposes of comparison. The remainder of the class should take the dictation as the student reads. The correct forms of difficult outlines should be placed on the blackboard.
- n. The accomplishment, so far as possible, of the amount of work planned.

8. ATTAINING SPEED

There should be no deliberate attempt on the part of a teacher to "speed" a class, that is, to dictate at a rate considerably faster than the majority of the class can

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record and at the same time apply the principles correctly. If such a practice were adopted, accuracy would be sacrificed to speed and scholarship in technique would be impossible; our AIM OF INSTRUCTION could not be accomplished.

The mind and the hand should be trained to work together harmoniously. Speed and accuracy depend chiefly upon

- a. An accurate knowledge of the system of shorthand practised.
 - b. The cultivation of a good pen or pencil movement.
 - c. A sound system of phrasing familiar groups of words.
 - d. A thorough knowledge of distinguishing outlines.
 - e. Systematic study and practice.
- (a) The basis of speed is found in the correct understanding of every principle of the system of shorthand practised. Unfamiliar words retard speed, therefore a vocabulary of correct shorthand outlines is the first essential to speed. The fundamental principles of shorthand should be mastered at the same time that an extensive vocabulary is being acquired.

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- (b) The pencil should be held as lightly as possible between the thumb and the forefinger, the point being at least one inch from the tip of the forefinger.

A light touch is conducive to speed. In shading it is not necessary to make a deep stroke ; the shading should be only sufficient to show the distinction between light and heavy strokes. The lighter the touch on the unshaded characters the better the chance of distinguishing those which are shaded.

- (c) Judicious phrasing increases speed. Phrases should be limited to groups of words which occur constantly in ordinary usage.

The principle on which a phrase is built should be understood by the students. Good phrases are those where the junctions are made easily and without undue turning from the regular course.

- (d) There are numerous conflicting words, therefore mastery of the common distinguishing outlines is necessary.
- (e) Systematic study and practice cannot be dispensed with if new outlines are to be added to the students' vocabulary.

The method of practice described under the caption *Teaching students how to study* should be followed.

TERM III**9. CLASS DICTATION**

As students are expected to acquire a large working vocabulary of shorthand outlines, the teacher should devote to dictation work as much of the class period as possible.

The term's work cannot be accomplished if only a few minutes' time is allowed for dictation and the balance of the period spent on the oral description of outlines of words contained in the exercise dictated. The oral description of outlines and the quotation of rules have their place in the recitation period, but too much time cannot be spared for those phases of the work ; dictation should have precedence. Blackboard illustration is better than oral description, and should always accompany the latter. Students should be required to respond quickly to questions on theory.

Before starting the dictation, the teacher should see that the students assume a correct writing position. The students should sit erect. The feet should be flat on the floor. The left elbow should rest on the desk ; the middle of the right fore-arm should be at the edge of the desk. While taking notes, students should have the edge of the note-book parallel with the edge of the desk. The note-book should never be doubled, but should lie flat on the desk.

Students should be taught how to shove up the page of a note-book skillfully while taking notes. Mr. Nathan Behrin, an Isaac Pitman writer, holder of the world's speed and accuracy records, and official court reporter

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in the New York Supreme Court, under date of December 3, 1921, very kindly sent the head of department the following description of his method of shoving up the page :

“ In my daily court work I use Pitman’s No. 5 note-book, which is end opening. Before using a new book, I rustle the leaves and bend the book backward and forward so as to loosen the leaves and make sure that they will not stick.

“ Opening the cover, I commence writing on the top line of the first page. The left hand lies palm downward at the top of the page, the thumb resting against the left hand edge of the book, the other fingers extended across the page. After I have written on six or seven lines, with the under side of my left thumb I begin to raise the left edge of the page until I can take hold with my forefinger and thumb. I now start the page on its upward slide. The thumb straightens and lies flat on the left margin of the page, and the forefinger resumes its former straight position, but now rests lightly against the fold created by the upward movement of the page. Keeping pace with the writing, the thumb feeds the page upward to the forefinger, which holds and steadies the fold of the page and aids in the work of feeding the page to the other fingers. As the writing reaches the last line, the bottom of the first page is even with about the sixth or seventh line of the second page. A quick shove of the first page sends it over, and my right hand is writing on the top of the second page.

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“ The book lies flat all the time. The right elbow remains in practically the same position on the table. The writing hand travels from left to right on a fixed plane. The page moves to accommodate the writing hand. The transition from page to page is unnoticeable, as we have practically a continuous page.

“ When writing on the knee, the left thumb and forefinger turn the pages in the same manner as when writing upon the table, but the remaining fingers are under the book, palm facing up, firmly holding the book from slipping.”

The shorthand notes should be about the size of the text book characters.

✓ The habit of pausing until a picture of the correct outline presents itself to the mind is impracticable, and students should be warned against cultivating such a practice.

Students should never trace “ trial ” outlines on the desk, the air, or on a separate piece of paper.

Students should be trained to *record immediately* in its correct position the first consonantal stroke in a word, and to complete the balance of the outline without hesitation.

Shorthand notes should never be erased. Incorrect outlines should be rapidly crossed out and replaced by the correct forms.

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Students should be warned not to introduce longhand in their shorthand notes either during the process of note-taking or later when transcribing the notes.

On the left margin of the note-books, students should record the correct outlines of words written incorrectly, and also the outlines of any other words to which the teacher has directed special attention during the recitation.

In the early weeks of the term, the attention of the students should be concentrated on the form and accuracy of the outlines. As students add to their vocabulary of shorthand outlines, less concentration is necessary on outlines and more concentration is required on the subject matter and on the grammatical construction of the sentences.

Throughout the entire term it is necessary for teachers to give students a great deal of assistance on outline formation and to remind them frequently to insert necessary vowels and to phrase simple groups of words.

Students should be trained to insert only the necessary vowels even though there be ample time to insert all the vowels. The teacher should explain that the accurate interpretation of shorthand notes depends largely upon well formed outlines written in their correct positions.

The same matter should be dictated several times in succession in order that the vocabulary contained therein may be mastered.

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Reading the Dictation

- At every recitation some of the matter dictated should be read aloud in class. Students called upon to read should be required to complete at least one sentence, and should state when a period occurs. The definitions and spelling of unfamiliar words or terms should be discussed.

As many pupils as possible should participate in the reading. Every member of the class should be called upon within two days, if possible.]

The reader should read slowly so as to enable the other members of the class to follow and to correct their shorthand notes at the same time; the reader should correct her own notes as she reads.

When a reader halts, she should at once analyse aloud the puzzling outline. The teacher should make every effort to have the reader decipher her notes.

Other members of the class should not indicate that the reader has made a mistake, or supply missing words unless called upon to do so.

Students should exchange note-books occasionally and read aloud one another's notes.

10. TRANSCRIPTS

Transcription work should commence during the third week of the term (after the review of the theory is

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completed) in order that students may early see the relation between the taking of notes and the transcribing of the same.

All transcription work should be done in the shorthand period without encroachment on the typewriting period.

Transcriptions should be typewritten (touch method) unless a class recites in a non-typewriting room.

Pen transcripts should be written on 8 by 10 ruled paper ; the handwriting should be neat and legible.

Throughout the term, the sentences designated in the syllabus outline in English prepared especially for our department should be dictated, transcribed, and corrected. The transcription drill on each kind of exercise should be sufficient to enable the students to transcribe correctly miscellaneous matter containing similar sentence structure, punctuation, etc.

From the third to the sixth week inclusive, a short test of one hundred (100) to one hundred fifty (150) words should be transcribed each week. The matter should be simple, and the dictation should be given slowly.

Beginning the seventh week of the term, and continuing to the close of the term, new matter of regents' difficulty (a letter or an article) should be dictated at a definite rate of speed and transcribed each week. The scope of the tests should gradually be increased to two hundred (200) words.

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Students should be allowed a reasonable length of time to read their notes before they transcribe them.

In order that students may have no misapprehension as to their scholarship in transcription work at the various rates of speed, and also to enable weak students to recognize early in the term the need of improving their scholarship, it is recommended that classes be informed of the definite rate of speed at which the weekly test is given. Students should record the rate in the upper left hand corner of the transcript in the following form : Dictated at..... words a minute.

The teacher should establish and maintain in the class room the standards required by first class business concerns ; therefore students should not be permitted to strike keys over, to start words the second time, to indicate the elision of words, to interlineate omissions, etc. The teacher should explain to students that the business man desires his dictation typed correctly the first time, and that he is unwilling to suffer the loss of time and material in having work recopied.

One duplicate copy should be made of all typewritten transcripts. Both the original and the duplicate copies should be collected. The shorthand notes should always be attached to the transcript.

Students may correct in pencil on the carbon copy any stenographic or typographical errors which they may have made. No corrections of any kind may be made on the original copy. On pen transcripts, errors may be corrected by erasure.

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Throughout the term students should have practice in transcribing both articles and business letters.

Before commencing the transcription of articles, the student should write her name and section, and the date, about two inches from the top edge of the paper. This should be followed by several double spaces.

When a dictation includes two or more business letters, each letter should be transcribed on a separate sheet of paper. The multigraphed letterheads printed by our department should be used. The student's name, instead of being typewritten at the head of the sheet, should be filled in as a signature.

All letters, whether typewritten or pen written, should be written according to the approved forms described in our Typewriting Syllabus. Particular attention should be paid to margins, Attention of M....., signatures, enclosures, the dictator's and the typist's initials, etc. Attractive form should be the aim.

An envelope (commercial or legal size) should be addressed for each business letter. The address should be typed in the form approved by the post office department. Students should have practice in folding letters properly for envelopes of both sizes and in enclosing them correctly, with and without attached enclosures. The return address should appear on each envelope.

The importance of accurate spelling and syllabication should be emphasized. It is recommended that students be permitted to consult the dictionary excepting when the mid-term or the end-term test is being transcribed.

TERM III**11. CAUSES OF ERRORS IN
TRANSCRIPTION WORK : REMEDIES**

Students' errors in transcription work should be traced to their causes by the teacher in order to enable him to prescribe suitable remedies.

Knowledge of each student's scholarship in technique can best be ascertained through the examination of the shorthand notes of dictated matter. A portion of the shorthand notes of many of the transcriptions should therefore be corrected.

Some of the chief causes of errors in transcription work are listed below with suggested remedies for overcoming them.

a. Cause

Habitual violation of the principles of phonography while note-taking, and subsequent inability to decipher the notes accurately.

Remedy

In a private conversation with each pupil whose work is unsatisfactory, the teacher should point out clearly the nature of her deficiencies, and encourage her to believe that she will overcome them if she will faithfully follow directions. Impress her with the necessity of preparing herself for promotion.

Give a definite review assignment of the theory, starting at the point you consider necessary. Require the student to master one principle thoroughly before proceeding to

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the next. Caution the student to represent all of the consonantal strokes in a word and to verify the same by repeating the consonantal sounds aloud while forming the strokes and again when inserting the vowel signs. Require the complete vocalization of words; have vowels inserted in the order of their occurrence. The longhand of words should accompany the shorthand outline.

Additional word selections and dictation exercises may be chosen from *Shorthand Writing Exercises and Examination Tests*.

Require the student to examine this review work several times in order to see that the particular principle is properly applied; that the words are written in their proper position; that the vowels are in their proper places; that the strokes are made the proper length, and are shaded correctly. Explain to the student the advantage to her of discovering her own mistakes.

After this review work has been inspected and credited by the teacher, it is suggested that it be returned to the student for further practice.

b. Cause

Failure to record an outline for each word dictated because

1. The rate of speed is beyond the capability of the student.
2. The notes are large and sprawling.
3. Unnecessary vowels are inserted.

TERM III**Remedy**

Dictate very slowly during the class recitation and aim to have every student produce a legible shorthand outline for each word dictated.

Require the engraved shorthand notes in the text books to be read and copied repeatedly so that students may imitate the size and style ; require compactly written notes.

Require the insertion of only necessary vowels. Emphasize the fact that clear outlines and correct position writing should result in the accurate reading of notes.

c. Cause

Illegibly written notes because the dictation is too fast for the student, who is consequently unable to pay sufficient attention to form.

Remedy

Dictate slowly enough to make it possible for the students to complete in good form the consonantal representation of each word dictated and at the same time to insert all necessary vowel signs.

d. Cause

General carelessness in writing the shorthand notes as evidenced by

1. Failure to write words in their proper positions.
2. Failure to represent all of the consonants in a word.

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3. Failure to represent the final *s* or *z* sound.
4. Too much pressure on light strokes and subsequent inability to distinguish them from heavy strokes.
5. Not making the proper distinction in length between tick strokes, regular strokes, half length strokes, and double length strokes.
6. Not sufficiently distinguishing in size between the large and the small initial and final circles ; the large and the small initial hooks on curves ; the large and the small final hooks ; the circle *s* and the *st* loop ; and the *st* and *str* loops.
7. Violation of the *Sh*, *L*, *R*, or *H* rules.
8. Failure to vocalize judiciously.

Remedy

1. Train students to note the sound of the vowel or the accented vowel in each word uttered, and *to start immediately* to write the word in its correct position. A little class practice in pronouncing *quickly* words of two or more syllables should enable students to overcome any deficiency in this respect.
2. In practising the home assignments, and in writing slow dictation in class, the students should say the sounds mentally while forming the strokes.

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3. Caution students to listen attentively to the final s-z sound in words, and to represent the circle in their shorthand notes.
4. Require light strokes made with the least possible pressure so that the slightly heavier strokes may be easily distinguishable.
5. Have the class practice under your supervision tick strokes, regular length, half length, and double length strokes. Advise each student to adopt for her own characters a definite size for each of the four different lengths and not to vary these sizes while note-taking.

Show the need for half length strokes to be made about *one third* the length of regular strokes, and double length strokes *considerably longer* than double the length of regular strokes.

6. Require the small hooks and circles to be made as small as possible, and the large hooks and circles generously large. There should be no medium sizes.
7. Give intensive drill on words containing *Sh*, *L*, *R*, or *H* initially, finally, and medially, in order to enable students to select the proper form without hesitation.

Explain the principle of vowel indication with regard to the forms of *L* and *R*; illustrate the essentials of good outline formation when the stroke *L* or *R* occurs medially.

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8. Inform students that judicious vocalization requires
 - a. The insertion of the vowel in words containing only one stroke.
 - b. The insertion of the initial vowel when the first stroke does not indicate that a vowel precedes.
 - c. The insertion of the final vowel when the last stroke does not indicate that a vowel follows.
 - d. The insertion of a medial vowel when necessary.
 - e. The insertion of a diphthong, a triphone, or a diphone, when necessary.

e. Cause

Misreading correctly written shorthand notes, as shown by

1. Transcribing *a* for *the* and vice versa.
2. Adding or omitting final *S-Z* sounds.
3. Misinterpreting the shading of strokes.
4. Selecting the wrong homonym.

Remedy

Acquaint class with errors in transcripts directly traceable to carelessness in reading shorthand notes which have been correctly written.

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Train students to read their transcripts critically (in the light, as it were, of recipients) in order to discover any errors which they may have made.

Assign for study the homonym exercise in the English syllabus of the stenography department.

f. Cause

Deficiency in English, as shown by

1. Improper sentence structure and punctuation.
2. Misspelling, wrong syllabication, incorrect compounding of words, etc.
3. Lack of knowledge of common words contained in the dictation, such words either being omitted altogether from the transcript or incorrect words substituted for them.

Remedy

1. Repeated drill on the classified series of exercises in the elementary principles of English writing as outlined in the English syllabus prepared especially for the use of our department.

Inform students that in addition to concentrating on the subject matter while taking dictation, they must note the grammatical construction of the sentences and insert a period in their shorthand notes at the completion of an integral syntactic unit.

Require students when reading aloud in class to state when a period occurs.

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2. Train students in the *habit* of consulting the dictionary. Inform them that accurate transcriptions cannot be obtained otherwise.

Require the correct spelling of all words assigned for home work.

3. Advise students to consult the dictionary for the meanings of all unfamiliar words or expressions, to copy the definitions in their vocabulary notebooks, and to use the words in their conversations and writings. Bring to the attention of the class errors in transcripts caused by deficiency in the knowledge of English words or expressions. Cooperate to the fullest extent with the teacher of English.

g. Cause

Failure to concentrate on the subject matter when taking dictation.

Remedy

Inform students that in addition to writing shorthand outlines, a stenographer must concentrate on the subject matter while taking notes. Explain to them that even though an experienced reporter may appear to be recording notes mechanically, he is, nevertheless, constantly following with an alert consciousness the speaker's thought.

Occasionally, test the students' power of concentration by calling for an oral abstract of a brief dictation exercise.

TERM III**h. Cause**

The alteration of the original shorthand notes to correspond to the student's hasty interpretation.

Remedy

Students should be advised not to substitute other shorthand notes for any original outlines which may at first be undecipherable.

Inform them that skill in transcription work will be acquired with continued practice, and that it is necessary for the original notes to be retained without alteration or substitution.

i. Cause

Failure to verify each word in the transcript with each shorthand outline.

Remedy

Require students to verify their transcripts word for word with their original shorthand outlines.

12. TESTS AND THEIR VALUE

Tests have a twofold value :

- a. To disclose to each student her scholarship in the subject matter.
- b. To disclose to the teacher the scholarship of each member of his class.

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For these two reasons, therefore, frequent tests are necessary. The tests should be brief and not unduly severe. The results of the tests determine the promotion of students.

Students who pass tests should be commended in class, not only to stimulate them to further effort, but to show to the students who failed that intelligent study and faithful practice always secure good results.

All test papers, with the percentages plainly marked thereon, should be returned to students at the recitation following the test, if possible, so that the value of the test may not be diminished by delay.

Class time will be saved if students work overnight on the word test papers returned to them, and come prepared the following day with the correct outlines.

After returning transcript tests, the teacher should read the matter dictated while students make a comparison with their transcripts.

After the correct forms of the difficult outlines have been illustrated on the blackboard, the teacher should dictate the matter again in order to enable the students to compare these outlines with the notes of the original dictation.

Students should find out for themselves why they mis-transcribed their notes. They will profit by their errors only in so far as they may make careful comparisons.

TERM III**13. FREQUENT TESTS**

As the rules of promotion require students *to apply* the principles of phonography while note-taking, it is necessary for the teacher to test the students frequently on the following phases of THE SYLLABUS OUTLINE :

- a. Grammalogs**
Contractions
Phrases
Vocabulary

Short tests (25-35 items) should be given frequently (once a week, if possible) throughout the term.

Where this practice is followed, it will be unnecessary to test students further on these points at mid-term or end-term.

- b. Transcripts**

The directions under this caption in the syllabus of the current term, *Chapter I, Instructions to teachers*, should be carefully followed.

- c. The Shorthand Notes of Dictated Exercises**

A portion of the shorthand notes of matter dictated and transcribed should be examined and rated separately from the transcription. There should also be occasional tests on straight matter dictated and not transcribed.

TERM III**14. MARKING FREQUENT TESTS**

At the beginning of each term, the teacher should explain to the students the standards of the department and the schedule of marking errors on the various kinds of tests.

It is especially important that students understand the points for which deductions are made on word tests, as most of the errors are due to carelessness and would probably be avoided if the students were familiar with our schedule of marking.

	Minimum Deduction for each Error
a. Grammalogs (25-35)	. . 10%
b. Contractions (25-35)	
1. Common contractions . . .	10%
2. Other contractions . . .	5%
c. Phrases (25-35)	
1. Simple phrases	10%
2. Other phrases	5%
d. Words (25-35)	
1. Review words	10%
2. Other words	5%

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Full deduction should be made for each of the following errors :

1. Incorrect outline.
2. Incorrect position of outline.
3. Improper shading of strokes.
4. Improper placing of vowel or diphthong.
5. Improper shading of vowel.
6. Failure to join an initial or final diphthong when required.
7. Improperly formed strokes.
8. Strokes disproportionate in length.
9. Omission of a necessary vowel, diphthong, triphone, or diphone.

e. Transcripts

The following schedule for marking errors in transcripts corresponds proportionately to the regents' schedule.

On tests other than mid-term or end-term, repeated words, misspelled words, and incorrect sentence construction are classified as *major* errors in order to conform to the standards of the business world. Deduction is also made for *each* minor error instead of allowing a maximum charge for *all* minor errors.

Scope of Tests :	Deduction for each Major Error	Deduction for each Minor Error
100 words .	10 credits	One-half credit
200 words .	5 ,,	,, ,,
300 words .	3 $\frac{1}{3}$,,	,, ,,
400 words .	2 $\frac{1}{2}$,,	,, ,,
500 words .	2 ,,	,, ,,

TERM III**MAJOR ERRORS :**

1. Omitted word.
2. Added word.
3. Substituted word.
4. Transposition of words.
5. Use of longhand in notes except for proper names and figures.
6. Erasure of longhand in notes and replacement by shorthand.
7. Repeated word.
8. Misspelled word.
9. Incorrect sentence construction.

MINOR ERRORS :

1. Error in capitalization, paragraphing, or punctuation other than sentence construction.
2. Incorrect division of word at the end of a line.
3. Omission of hyphen when required.
4. Unauthorized abbreviation of words.

f. Allowance for Corrections made by Students

Half credit may be allowed for corrections made by students on pen transcripts or on the carbon copy of typewritten transcripts.

All credit for corrections may be withheld if there is evidence of careless transcribing.

TERM III**g. Marking the Shorthand Notes of Dictated Exercises**

When tests consist of straight matter dictated but not transcribed, the deduction for errors in shorthand is the same as for major errors in transcripts, and varies according to the scope of the test.

Full deduction should be made if simple groups of words are not phrased.

When both the shorthand notes and the transcripts are corrected, teachers should give students two ratings, one for scholarship in technique and the other for scholarship in transcription work.

15. STUDENTS' RECORDS

As the requirements for promotion prescribe a minimum degree of scholarship in technique and the attainment of a definite rate of speed at which shorthand notes are taken down and transcribed satisfactorily, the teacher should keep a percentage record of each student's work under the following heads :

- a. Scholarship in Technique**, which shall include
 1. Grammalogs.
 2. Contractions.
 3. Phrases.
 4. Words.
 5. The shorthand notes of dictated matter.

- b. Transcription Work**

TERM III**16. DEFICIENT STUDENTS**

The scope of the tests given during the first three weeks of the term should be sufficiently comprehensive to enable the teacher to ascertain the SCHOLARSHIP IN TECHNIQUE of each individual member of the class.

Students who are grossly deficient in the theory and who are therefore unable to sustain themselves satisfactorily should be reported to the head of department at the beginning of the fourth week of the term.

Specimens of each student's work should accompany the report.

TERM III**17. THE MID-TERM TEST****a. Scope of Test :**

Four hundred (400) words of new matter of regents' difficulty to be divided as follows :

200 words—one letter :	TOTAL VALUE
200 words—an article :	100%

b. Rate of Speed :

Forty (40) words a minute.

c. Time Allowed for Transcription :

One shorthand period for each test of 200 words.

**d. Schedule of Marking Transcription :
(Regents)**

Deduction for each MAJOR error : $2\frac{1}{2}$ credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. Final Percentage :

Add the major errors on both papers and multiply by $2\frac{1}{2}$.

The maximum deduction for *all* minor errors is eight (8) credits.

f. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

TERM III**18. THE END-TERM TEST****a. Scope of Test :**

Four hundred (400) words of new matter of regents' difficulty to be divided as follows :

200 words—one letter :	TOTAL VALUE
200 words—an article :	100%

b. Rate of Speed :

Fifty-five (55) words a minute.

c. Time Allowed for Transcription :

One shorthand period for each test of 200 words.

d. Schedule of Marking Transcription :
(Regents)

Deduction for each MAJOR error : $2\frac{1}{2}$ credits
Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. Final Percentage :

Add the major errors on both papers and multiply by $2\frac{1}{2}$.

The maximum deduction for *all* minor errors is eight (8) credits.

f. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

TERM III**19. TESTS GIVEN AFTER THE
END-TERM TEST**

Because the end-term test is held some weeks before the close of the term, the rate at which the dictation is given is reduced to fifty-five (55) words a minute, although the requirement for promotion is sixty (60) words a minute.

In order to determine the promotion of students, transcription tests at sixty (60) words a minute should be commenced about six weeks before the close of the term.

The following directions should be followed :

a. Scope of Test :

Two hundred (200) words of new matter of regents' difficulty (a letter or an article) : VALUE 100%.

b. Rate of Speed :

Sixty (60) words a minute.

c. Time Allowed for Transcription :

One shorthand period.

d. Schedule of Marking Transcription :
(Regents)

Deduction for each MAJOR error : 5 credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

(Maximum charge for minor errors : 4 credits.)

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e. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

The shorthand notes of doubtful students should be corrected and rated.

20. DOUBTFUL STUDENTS

The transcription tests at sixty (60) words a minute commenced six weeks before the close of the term and continued to the end should enable the teacher to determine positively whether or not doubtful students are fit for promotion to term IV.

Experience has proved that students who apply in term III the general principles of phonography while note-taking have no difficulty in writing at the higher rate of speed required in term IV, while, on the other hand, students who turn out satisfactory transcripts in term III but who write inaccurate shorthand are unable to sustain themselves satisfactorily in term IV, where the rate of speed is considerably higher.

The shorthand notes, therefore, should be carefully examined and should be the chief factor in determining the rating of doubtful students.

It is inadvisable to give special tests to the doubtful students.

CHAPTER II

THE SYLLABUS OUTLINE

1. TIME SCHEDULE

- a. Nineteen weeks.
- b. Five periods each week.
- c. Length of period : 40 minutes.

2. TEXT BOOKS

a. Student

1. *Pitman's Shorthand Instructor.*
2. *Pitman's Shorthand Writing Exercises and Examination Tests.*
3. *Pitman's Dictation Instructor.*
4. *Century Handbook of Writing.*
5. *Webster's Secondary School Dictionary.*

b. Teacher

1. Students' Text Books.
2. *Memory Drills on Grammalogs and Contractions.*
3. *Commentary on Pitman's Shorthand* (Taylor).
4. *Methods of Teaching Shorthand* (McNamara).
5. *Pitman's Shorthand Dictionary.*

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3. THE OUTLINE

a. Scope of Text Book Work :

1. *Shorthand Instructor*

pp. 160-308 (omit pp. 259-267).

2. *Shorthand Writing Exercises and Examination Tests.*

Start with exercise 14 and dictate in the regular order of the principles two or more dictation exercises under each principle.

3. *Pitman's Dictation Instructor.*

Supplementary dictation book chiefly for students' home use ; vocabulary in engraved shorthand to be mastered.

Special selections assigned from time to time for home preparation to be dictated in class.

4. *Century Handbook of Writing.*

Follow the detailed syllabus in English based on the above named text book and prepared especially for the use of students in terms III and IV of the secretarial course.

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The syllabus reviews the work in English under the following heads :

- a. Sentence structure.
- b. Punctuation.
- c. Spelling.
- d. Syllabication.
- e. Compound words.
- f. Use of capitals.
- g. Authorized abbreviations.
- h. The representation of numbers.
- i. The definitions of words which bear a superficial resemblance in sound or appearance.
- j. Homonyms.
- k. Paragraphing.

b. The Principles of Shorthand**1. REVIEW OF THEORY.**

The first ten lessons of the term should be devoted solely to an orderly review of the theory taught in terms I and II.

Throughout the term, the students should be required to review the principles as explained in THE SYLLABUS OUTLINE under the caption *Teachers' daily lesson plan*.

2. VOCABULARY DRILL.

Each day throughout the term the shorthand outlines of five of the words contained in the vocabulary list of the current term should be drilled on in class and assigned for home work.

TERM III**3. ENGRAVED SHORTHAND EXERCISES.**

Instructor : Exercises 99, 101, 103, 105, 107, 109, 111, 114, 117, 119, 121, 123, 125, 127.

Pitman's Dictation Instructor :

1. Pages 27-40.
2. Outlines at top of pp. 41-226.

The reading of engraved shorthand contributes so materially to scholarship in technique that after the contraction exercises 104, 106, 108, 110, 112 and 113 in the *Instructor* have been dictated in class and practised by the students, the engraved shorthand exercises containing such contractions should be assigned for home reading.

The teacher should explain to the students that stenographers are expected to read engraved shorthand with the same fluency with which they are able to read printed matter, and that this skill is attained only by repeated readings of the same exercise.

After the engraved shorthand exercises have been read by the students, the matter should be practised according to the method described in THE SYLLABUS OUTLINE under the caption *Teaching students how to study*.

From time to time five or ten minutes of a period should be devoted to the reading of engraved shorthand exercises previously assigned for home reading. Students who are unable to read fluently should analyse the puzzling outlines.

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Students should be encouraged to read the engraved shorthand books in the library of the school, a list of which should be posted on the class bulletin boards.

4. GRAMMALOGS

The logograms which express complete consonantal representation and which are also written in correct position (*up, by, out, way, must, through, down, etc.*) should be excluded from the list of grammalogs and should be taught as unvocalized words.

After sufficient drill has been given on the grammalogs as separate words, grammalog sentences should be dictated from *Memory Drills on the Grammalogs and Contractions*.

Before dictating selections from *Shorthand Writing Exercises and Examination Tests*, teachers should drill on the grammalogs listed under the particular principle being reviewed.

Teachers should aim to have students attain an accuracy of 100% on grammalogs,

5. SIMPLE PHRASES

Students who neglect to phrase words while note-taking frequently make correction later by adding to the original outline the stroke or strokes not previously

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joined. This practice should not be permitted, as it would prevent students from ever acquiring the habit of phrasing, i.e., writing groups of words *without lifting the pencil*.

Students should be required to phrase simple groups of words, as this practice will not only promote skill in note-taking, but will also result in the shorthand notes of such groups being more quickly interpreted than if a separate outline were written for each word.

Students should be cautioned against phrasing outlines that do not give good angles (*to say*, etc.).

The use of the tick *the* should be secured to the fullest extent.

Over-phrasing should be avoided.

6. BUSINESS PHRASES

Careful attention should be given to the phrasing of business terms in general use.

The business letters in the *Instructor* and in *Shorthand Writing Exercises and Examination Tests* should be drilled on systematically in order that the business phrases contained therein may be mastered.

Exercises 177, 178 and 179 in *Shorthand Writing Exercises and Examination Tests* contain the common business phrases, and from time to time selections therefrom should be dictated in class and assigned for home drill.

TERM III**7. GENERAL CONTRACTIONS**

The general principle underlying the formation of contractions should be thoroughly explained and illustrated on the blackboard. Students should understand the close relation between the sign and the word.

Exercises 156, 157, 158 and 159 in *Shorthand Writing Exercises and Examination Tests* contain the general contractions, and from time to time selections therefrom should be dictated in class and assigned for home drill.

8. VOWEL INDICATION

Students should be frequently warned to insert the necessary vowel, diphthong, triphone or diphone immediately after completing the consonantal outline.

The vocalization of one consonant words (*pay, age, end, need, etc.*) should be required. It is suggested that the teacher prepare a list of such words and drill on them occasionally in class.

Exercises 162 and 163 in *Shorthand Writing Exercises and Examination Tests* contain excellent examples of words requiring vocalization, and from time to time selections therefrom should be dictated in class and assigned for home drill.

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9. SPECIAL CONTRACTIONS

Some of the special contractions are in more general use than others. Extensive drill, therefore, should be given only on the contractions which have been designated by our department as "common" contractions and which are indicated in each teacher's copy of the text book.

Should the less common contractions occur in dictation exercises, the text book outlines of such contractions should be drilled on to the extent necessary before the dictation is given.

Exercises 164, 165, 166, 167 and 168 in *Shorthand Writing Exercises and Examination Tests* contain the special contractions, and from time to time selections therefrom should be dictated in class and assigned for home drill.

10. ADVANCED PHRASEOGRAPHY

Extensive drill should be given only on the phrases which have been designated by our department as expressions or idioms in general use and which are indicated in each teacher's copy of the text book.

Groups of words which the average student would not be apt to decipher readily should not be phrased.

Exercises 169, 170, 171, 172, 173, 174 and 175 in *Shorthand Writing Exercises and Examination Tests* contain

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examples of advanced phraseography, and from time to time selections therefrom should be dictated in class and assigned for home drill.

11. INTERSECTIONS

The general principle of intersection, or approximation when intersection is impossible, should be explained and applied when practicable.

Extensive drill should be given only on the miscellaneous intersected phrases and contractions which have been designated by our department as expressions in general use and which are indicated in each teacher's copy of the text book.

12. STATES AND CITIES

All business letters dictated should be furnished with addresses so that students may learn the shorthand outlines of the principal cities and the States in a practical way.

13. DISTINGUISHING OUTLINES

The words listed among the distinguishing outlines which are written strictly in accordance with the principles involved need no especial drill, i.e., *patron, trifle*, etc.

Emphasis, therefore, should be directed to the words which are differentiated in form, i.e., *pattern, travel*, etc.

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Only the most frequently occurring words should be drilled on extensively.

c. Class Dictation

The teacher will please follow the instructions under this caption in *Chapter I, Instructions to teachers*.

d. Transcription Work

The teacher will please follow the instructions under the caption *Transcripts, Chapter I, Instructions to teachers*.

CHAPTER III

REQUIREMENTS FOR PROMOTION

Note : Only students who have frequently demonstrated that they possess the following qualifications should be recommended for promotion to term IV.

1. SCHOLARSHIP IN TECHNIQUE

(Ascertained by the teacher through correcting the frequent tests and some of the shorthand notes of matter dictated and transcribed.)

- a. Proficiency in current term's vocabulary.
- b. Proficiency in the grammalogs.
- c. Proficiency in the common contractions.
- d. Proficiency in phraseography.
- e. The ability to apply the general principles of phonography while taking dictation at the rate of speed required.

2. RATE OF SPEED

The ability to take the dictation of letters and articles of regents' difficulty at the rate of sixty (60) words a minute.

TERM III**3. SCHOLARSHIP IN TRANSCRIPTION
WORK**

- a. The ability to transcribe the above dictation with a minimum accuracy of sixty (60) per cent. (Regents' schedule of marking tests.)
- b. Proficiency in English, as shown by sentence structure, spelling, punctuation, paragraphing, etc.
- c. The ability to place typewritten matter artistically.



STENOGRAPHY SYLLABUS

TERM IV

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CHAPTER I

INSTRUCTIONS TO TEACHERS

1. THE AIM OF INSTRUCTION

The chief aim of the teacher should be to have students write correct shorthand from dictation and transcribe the same accurately.

Emphasis throughout the term should, therefore, be placed on the following points :

- a. The correct application of the principles taught in terms I, II, and III.
- b. The acquisition of a large vocabulary of shorthand words and phrases.
- c. Mastery of the grammalogs and common contractions.
- d. Training students to form outlines correctly, legibly, and rapidly.
- e. Training students to concentrate on the subject matter while taking notes.
- f. The accurate reading or transcription of the matter dictated.

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- g. The artistic placing of typewritten transcripts.
- h. The attainment at the time of the mid-term test of a speed of seventy (70) words a minute on business letters and articles of regents' difficulty, with a minimum accuracy of sixty (60) per cent. in transcription work.
- i. The attainment at the time of the end-term test of a speed of eighty (80) words a minute on business letters and articles of regents' difficulty, with a minimum accuracy of sixty (60) per cent. in transcription work, which corresponds to the minimum standard of the regents of the University of the State of New York.

The teacher is referred to *Stenography Syllabus, term III*, for instructions under the following captions:

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2. MATERIALS	2
3. THE TEACHER'S DAILY LESSON PLAN	5
4. TEACHING STUDENTS HOW TO STUDY	8
5. STUDENTS' HOME WORK	16

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6. SENTENCE STRUCTURE, PUNCTUATION, Etc.	17
7. THE CONDUCT OF THE DAILY RECITATION	20
8. ATTAINING SPEED	21
9. CLASS DICTATION	61

10. TRANSCRIPTS

Transcription work should begin during the first week of the term. All transcripts should be typewritten; the touch method should be employed.

During the early weeks of the term, new matter of regents' difficulty (a letter or an article) containing two hundred (200) to two hundred fifty (250) words should be dictated at a definite rate of speed and transcribed each week.

As the term advances the scope of the tests should be gradually increased. Towards the end of the term,

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tests containing five hundred (500) words should be given in preparation for the end-term test.

Students should be allowed a reasonable length of time to read their notes before they transcribe them.

In order that students may have no misapprehension as to their scholarship in transcription work at the various rates of speed, and also to enable weak students to recognize early in the term the need of improving their scholarship, it is recommended that classes be informed of the rate of speed at which the weekly tests are given. Students should record the rate in the upper left hand corner of the transcript in the following form : Dictated at words a minute.

The teacher should establish and maintain in the class room the standards required by first class business concerns ; therefore students should not be permitted to strike keys over, to start words the second time, to indicate the elision of words, to interlineate omissions, etc. The teacher should explain to students that the business man desires his dictation typed correctly the first time and that he is unwilling to suffer the loss of time and material in having work recopied.

One duplicate copy should be made of all typewritten transcripts. Both the original and the duplicate copies should be collected. The shorthand notes should always be attached to the transcript.

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Students may correct in pencil on the carbon copy any stenographic or typographical errors which they may have made. No corrections of any kind may be made on the original copy.

During the last month of the term, students should be instructed how to make neat erasures on original and carbon copies while the work is in the machine or after it has been removed and replaced.

Throughout the term students should have practice in transcribing both articles and business letters.

Before commencing the transcription of articles, the student should typewrite her name, the number of her section, and the date, about two inches from the top edge of the paper. This should be followed by several double spaces.

When a transcription includes two or more business letters, each letter should be typewritten on a separate sheet of paper. The multigraphed letterheads printed by our department should be used. The student's name, instead of being typewritten at the head of the sheet, should be filled in as a signature.

All letters should be typed according to the approved forms described in our Typewriting Syllabus. Particular attention should be paid to margins, Attention of M....., signatures, enclosures, the dictator's and typist's initials, etc. Attractive form should be the aim.

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In transcribing letters containing two or more pages, the following information should be recorded about one-half inch from the top edge of the second and succeeding sheets: the correspondent's name, the number of the page, and the date.

An envelope (commercial or legal size) should be addressed for each business letter. The address should be typed in the form approved by the post office department. Students should have practice in folding letters properly for envelopes of both sizes and in enclosing them correctly, with and without attached enclosures. The return address should appear on each envelope.

The importance of accurate spelling and syllabication should be emphasized. It is recommended that students be permitted to consult the dictionary excepting when mid-term or end-term tests are being conducted.

Special attention should be paid to the typewriting work of students who recited Stenography III in non-typewriting rooms and who are therefore transcribing notes on the typewriter for the first time.

So that the element of memory may be largely eliminated, it is suggested that the shorthand notes of brief tests be occasionally retained by the teacher for a day or two and then returned to the students for transcription purposes.

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The teacher is referred to *Stenography Syllabus, term III*, for instructions under the following captions :

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11. CAUSE OF ERRORS IN TRANSCRIPTION WORK : REMEDIES	32
12. TESTS AND THEIR VALUE	40
13. FREQUENT TESTS	42
14. MARKING FREQUENT TESTS	43
15. STUDENTS' RECORDS	46
16. DEFICIENT STUDENTS	47

TERM IV**17. THE MID-TERM TEST****a. Scope of Test :**

Five hundred (500) words of new matter of regents' difficulty to be divided as follows :

250 words—two letters : TOTAL VALUE

250 words—an article : 100%.

b. Rate of Speed :

Seventy (70) words a minute.

c. Time Allowed for Transcription :

One shorthand period for each test of 250 words.

d. Schedule of Marking Transcription :
(Regents)

Deduction for each MAJOR error : 2 credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. Final Percentage :

Add the major errors on both papers and multiply by two (2).

The maximum deduction for *all* minor errors is ten (10) credits.

f. Shorthand Notes :

The shorthand notes should be attached to the transcripts.

TERM IV

18. THE END-TERM TEST

a. **Scope of Test :**

Five hundred (500) words of new matter of regents' difficulty to be divided as follows :

250 words—two letters :	TOTAL VALUE
250 words—an article :	100%.

b. **Rate of Speed :**

Eighty (80) words a minute.

c. **Time Allowed for Transcription :**

One shorthand period for each test of 250 words.

d. **Schedule of Marking Transcription :**
(Regents)

Deduction for each MAJOR error : 2 credits.

Deduction for each MINOR error : $\frac{1}{2}$ credit.

e. **Final Percentage :**

Add the major errors on both papers and multiply by two (2).

The maximum deduction for *all* minor errors is ten (10) credits.

f. **Shorthand Notes :**

The shorthand notes should be attached to the transcripts.

CHAPTER II
THE SYLLABUS OUTLINE

1. TIME SCHEDULE

- a. Nineteen weeks.
- b. Five periods each week.
- c. Length of period : 40 minutes.

2. TEXT BOOKS

a. Student

1. *Pitman's Shorthand Instructor.*
2. *Pitman's Twentieth Century Dictation Book.*
3. *Pitman's Shorthand Writing Exercises and Examination Tests* (when required by individual students).
4. *Eldridge's Shorthand Dictation Exercises.*
5. *Century Handbook of English.*
6. *Webster's Secondary School Dictionary.*

TERM IV**b. Teacher**

1. Students' text books.
2. *Pitman's Shorthand Writing Exercises and Examination Tests.*
3. *Pitman's Shorthand Rapid Course.*
4. *Reigner's Dictation Book.*
5. *Business Letter Practice* (Opdycke).
6. *Commercial Letters* (Opdycke & Drew).
7. *Commentary on Pitman's Shorthand* (Taylor).
8. *Methods of Teaching Shorthand* (McNamara).
9. *Pitman's Shorthand Dictionary.*

3. THE OUTLINE**a. Scope of Text Book Work : Miscellaneous Dictation**

1. *Twentieth Century Dictation Book.*

Selection of letters from each of the various subjects listed in Contents, Part I, page 2.

Selections from Miscellaneous Selections, Short Talks with the Amanuensis, and Practical Talks, Part II.

TERM IV2. *Eldridge's Shorthand Dictation Exercises.*

The teacher's selections of letters and articles.

3. *Shorthand Writing Exercises and Examination Tests.*

Selected review assignments for backward students.

4. *Century Handbook of Writing.*

Follow the detailed syllabus in English based on the above named text book and prepared especially for the use of the students in terms III and IV of the secretarial course.

5. MISCELLANEOUS DICTATION.

a. Letters

1. Business.
2. Formal and informal social notes.
3. Letters of introduction.
4. Letters of application.

b. Addresses or proclamations by

1. The President of the United States.
2. The Governor of the State of New York.
3. The Mayor of the City of New York.
4. Other distinguished citizens.

c. Patriotic addresses, editorials, articles, etc., tending to promote good citizenship.

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- d. Articles relating to the personality, the qualifications, the duties, etc. of stenographers and typists and of private secretaries.
- e. Articles from histories, books on economics, etc. selected for their educational, informational, or cultural value.
- f. Selections from American and English classics.

b. The Principles of Shorthand

Systematic review, concurrently with the dictation and transcription work, of the theory, grammalogs, contractions and phrases taught in terms I, II, and III.

(The teacher is referred to the instructions under this caption in *Stenography Syllabus, term III.*)

c. Class Dictation

The teacher should follow the instructions under this caption in *Stenography Syllabus, term III.*

d. Transcription

1. The transcription and correction of the dictated sentences illustrating correct sentence structure, punctuation, etc.
2. The transcription of letters and articles as explained in this term's syllabus under the caption *Transcripts.*

CHAPTER III

REQUIREMENTS FOR PROMOTION

Note : Only students who have frequently demonstrated that they possess the following qualifications should be recommended for promotion.

1. SCHOLARSHIP IN TECHNIQUE

(Ascertained by the teacher through correcting the frequent tests and some of the shorthand notes of matter dictated throughout the term.)

- a. Proficiency in vocabulary.
- b. Proficiency in the grammalogs.
- c. Proficiency in the common contractions.
- d. Proficiency in phraseography.
- e. The ability to apply the general principles of phonography while taking dictation at the rate of speed required.

2. RATE OF SPEED

The ability to take the dictation of letters and articles of regents' difficulty at the rate of eighty (80) words a minute.

TERM IV**3. SCHOLARSHIP IN TRANSCRIPTION
WORK**

- a. The ability to transcribe the above dictation with a minimum accuracy of sixty (60) per cent. (Regents' schedule of marking tests.)
- b. Proficiency in English, as shown by sentence structure, spelling, punctuation, paragraphing, etc.
- c. The ability to place typewritten matter artistically.



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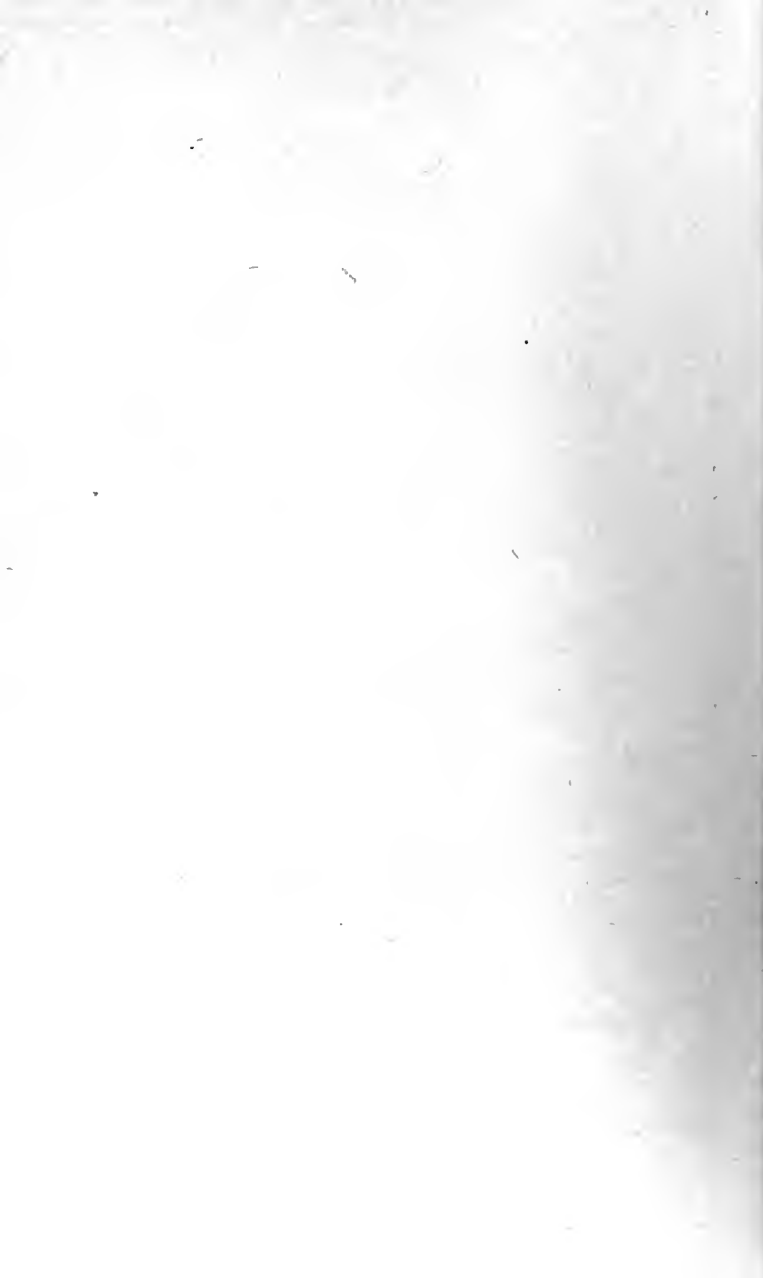
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