

OKLAHOMA HIGH SCHOOL SUBJECT PROMOTION  
REQUIREMENTS FOR FIRST-YEAR SHORTHAND

OKLAHOMA HIGH SCHOOL SUBJECT PROMOTION  
REQUIREMENTS FOR FIRST-YEAR SHORTHAND

By

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Bachelor of Science

Southwestern State Teachers College

Weatherford, Oklahoma

1934

Submitted to the Department of Business Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

1942

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## ACKNOWLEDGMENT

The writer wishes to express her appreciation to Mr. J. Andrew Holley and Mr. C. K. Reiff for helpful suggestions; to Mr. Willard Rude for his interest in the study; to the shorthand experts, the teachers who served as the jury, and the Oklahoma high school shorthand teachers for their responses which made this study possible.

K. I. T.



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## CHAPTER I

Purpose of the Study

The major objectives of the study are:

1. To determine the subject promotion requirements for first-year shorthand of the Oklahoma high school teachers.
2. To determine bases of marking shorthand papers for the purpose of determining the subject promotion requirements for first-year shorthand used by the Oklahoma high school teachers.
3. To evaluate these bases of marking shorthand papers and the subject promotion requirements for first-year shorthand in the light of opinions and practices of competent persons in the field.
4. To provide data for recommendations relative to bases of marking the shorthand papers that determine subject promotion requirements for first-year shorthand and the subject promotion requirements for the course.

The specific objectives of the study are:

1. Do teachers base their subject promotion requirements partially on reading ability, on penmanship ability, on knowledge of theory, or on any combination of these three?
2. Do teachers base their subject promotion requirements for the dictation-transcription test on a percentage grading method, on mailability of copy, or on a modification of the mailable copy?
3. How do these bases of marking shorthand papers for the purpose of determining subject promotion requirements and the subject promotion requirements for first-year shorthand compare with the opinions and practices of competent people in the field of shorthand?



4. How do the Oklahoma teachers administer the tests which determine subject promotion requirements for first-year shorthand?

Need of the Study

The need for this study was first expressed by the head of the Secretarial Science department of the Oklahoma Agriculture and Mechanical College. He had observed a wide range in the achievements of students who continue the study of shorthand in this institution after they have studied first-year shorthand in high school. These students all start with the first course of shorthand at the Oklahoma Agriculture and Mechanical College because of the indefiniteness of the value of high school credit in shorthand. All of the first course in which they enroll in this college is repetition of their high school shorthand. Even though they have passed the high school shorthand course, some of them fail this course in college; others, who have the same amount of credit from high school, rank among the highest in the college class.

This observation led to the thought that teachers of shorthand in high school must have greatly varying standards for subject promotion. With that premise in mind, the State Course of Study was consulted as to its statement concerning the "specific requirements" for the course.

By the end of the second semester, the class should be able to take simple dictation at the rate of 60 words a minute for five minutes and to transcribe on the typewriter with not over five errors in each 100 words of dictation.<sup>1</sup>

The foregoing excerpt from the Oklahoma Course of Study is an example of "specific requirements" which may not be given the same interpretation

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<sup>1</sup> Department of Education, State of Oklahoma, Handbook for High School Courses. 1940. p. 79.

by the various teachers of the state. Much difference of opinion may be found as to what constitutes "simple dictation;" also, as to what constitutes an error. Since the State Course of Study has the standards or requirements stated in such a manner that there is a possibility of differences of interpretation, it is necessary to find out just what practices are used by the Oklahoma high school teachers of first-year shorthand.

Shorthand should be taught for vocational use. . . This course should be offered where the graduate has a fair chance for immediate employment or where the pupils desire the course as a basis for further study.<sup>2</sup>

In order to determine whether or not the Oklahoma high school teachers of first-year shorthand are equipping the pupils with satisfactory shorthand knowledge and developing a satisfactory degree of shorthand skill either for immediate employment or as a basis for further study, it is necessary to know what promotion requirements and what bases of marking papers to determine promotion requirements are used by competent shorthand teachers and to make a comparison of the requirements and the practices of the two groups.

#### Scope of the Study

This study is limited to the following:

1. The 164 first-year shorthand teachers in the white public secondary schools of Oklahoma who returned usable check lists.
2. The subject promotion requirements for the first-year shorthand.
3. The bases of marking shorthand papers for the purpose of determining subject promotion requirements.

No attempt is made to ascertain the following:

1. The requirements of the course at any other time during the year.

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<sup>2</sup>

Department of Education, State of Oklahoma, op. cit., p. 76.

2. The bases of marking shorthand papers that teachers use at any other time of the year.

#### Method and Procedures Used

The normative-survey method was used in this study.

Normative-survey research is directed toward ascertaining the prevailing conditions....The compound adjective "Normative-survey" is applied to this method in order to suggest the two closely related aspects of this kind of study. The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining what is the normal or typical condition, or practice."<sup>3</sup>

The data were obtained from check list responses submitted by Oklahoma high school teachers of first-year shorthand.

The first step of the procedure was to formulate a check list which was to be used in securing the desired data. The opinions of shorthand authorities were gained by reading articles concerning subject promotion requirements and the bases of marking shorthand papers for the purpose of determining the subject promotion requirements in business magazines, periodicals, textbooks, and personal conferences. From these opinions a check list was compiled stating various subject promotion requirements and marking procedures which determine subject promotion.

The tentative check list was presented for criticism to two shorthand teachers of the Oklahoma Agriculture and Mechanical College faculty and to various shorthand teachers of the state high schools who were on the campus during the summer 1941. As a result, it was revised five times before it was presented for criticism to the seminar group in July, 1941. Guided by their criticism, some general information for which the

<sup>3</sup>

Good, Carter V., Barr, A. S., and Scates, Douglas, E., The Methodology of Educational Research, New York: D. Appleton-Century Company, 1935. Pp. 287-289.



check list called, which was at that time thought irrelevant, was omitted. As one of the aims of this study was to find out whether or not the teachers base their grading of transcripts which determine subject promotion for first-year shorthand on the percentage method, the mailable copy method, a modification of the mailable copy method or some other method, space was provided on the check list for the teacher to indicate and describe any other method that he might be using. As another aim of the study was to discover the bases of marking the shorthand papers which determine shorthand promotion requirement, space was left for the teacher's insertion of any bases that he uses which were not listed on the check list.

A trial mailing was made to a select group of shorthand teachers for further criticism. After another revision which clarified a few questions raised through the trial mailing, the check list was sent to each Oklahoma high school teacher of first-year shorthand. The mailing list<sup>4</sup> was compiled from the records of the State Department of Education.

Three mailings were made. The first mailing consisting of a typewritten letter to the teacher asking for his cooperation with the study, a self-addressed stamped envelope, and the check list was made to 326 teachers during the third week of March. Of the 106 replies received, 101 were usable.

The second mailing, which was made during the third week in April, consisted of another typewritten letter to the teacher, a self-addressed envelope, and a check list identical to the one that had been used in the first mailing. Since many commercial teachers had left their first

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<sup>4</sup>

A copy of the check list, all letters, list of schools from which teachers sent usable responses, names of shorthand experts who recommended the jury, and distribution tables which classify the data as to size of school, experience of teacher, sex, and shorthand method are included in the appendix.



teaching position of the year for various reasons due to world conditions, it seemed advisable to address the second mailing to the "Commercial Teacher" rather than to a specific name. This means that in school systems where there are more than one teacher, only one letter was sent. From this mailing of 198 letters, 56 replies were received; 53 were usable.

During the second week in May a postal card was mailed to 142 teachers asking them to fill in and return the check list previously sent. Of the 12 replies received, 10 were usable.

The 164 usable responses out of the total 174 received came from 68 counties and represent 50.3 per cent of the first-year shorthand teachers in Oklahoma during the 1941-1942 school year.

From the tabulations made of these responses, the study with reference to the requirements of Oklahoma teachers for subject promotion and their bases for marking the papers that determine subject promotion requirements for first-year shorthand was made.

Next, a study was made of the subject promotion requirements and the bases of marking shorthand papers for the purpose of determining the subject promotion requirements for first-year shorthand of a "jury" of competent persons in the field of shorthand. These findings were then used as a scale of comparison for the requirements and marking procedures used by the Oklahoma shorthand teachers.

The following procedure was used to obtain this "jury." Each of the 20 men and women on the list which was submitted to the head of the Secretarial Science department of the Oklahoma Agriculture and Mechanical College, was recognized to be a shorthand expert. A letter was written to 15 people in this group. It contained a check list identical to the one

mailed to the Oklahoma shorthand teachers.

In this letter each one was asked to suggest 2 high school shorthand teachers whom he considered outstanding in the shorthand teaching profession. Of the 13 who replied, several submitted more than 2 names; so in one instance, 3 instead of 2 names, and in another 4 instead of 2 names submitted by one person were used. As there was some duplication in the suggestions of these persons, only 24 names of outstanding shorthand teachers composed the jury member mailing list.

A check list identical to the one mailed to the Oklahoma shorthand teachers was enclosed with the letter written to each of these 24 teachers. The letter stated that some shorthand expert had recommended him as a jury member for this study and explained that his cooperation would be appreciated. He was asked to mark the check list according to his own practices and standards if he taught first-year shorthand; if he did not teach first-year shorthand, to mark it according to the practices and standards which he considered desirable for this subject.

This group returned 13 completed check-lists; all of them usable; 1 letter was returned, marked "Unclaimed" and 1 teacher who replied that she uses the Isaac Pitman system of shorthand was not asked to return the check list because parts of it deal definitely with Gregg shorthand.

The information received was then tabulated and used as a standard of comparison with which the requirements and practices of marking the papers which determine promotion of the Oklahoma high school teachers was compared.

#### Definiton of Terms Used

"High school subject promotion requirements for first-year shorthand" as used in this study refers to the terminal requirements that must

be met by the pupil in order to receive a unit of credit in high school.

An "inexperienced teacher" is a person who was teaching his first term of school in the school year during which this study was made.

An "experienced teacher" is a person who has taught at least one term before the year during which this study was made.

A "small school" has a pupil enrollment between 0 and 99.

A "medium-sized school" has a pupil enrollment between 100 and 299.

A "large school" has a pupil enrollment of 300 or over 300.

"Oklahoma high school teachers of first-year shorthand," "Oklahoma high school teachers," "Oklahoma teachers," and "teachers" are used synonymously.

The abbreviation "wpm" is used to designate the term "words per minute."

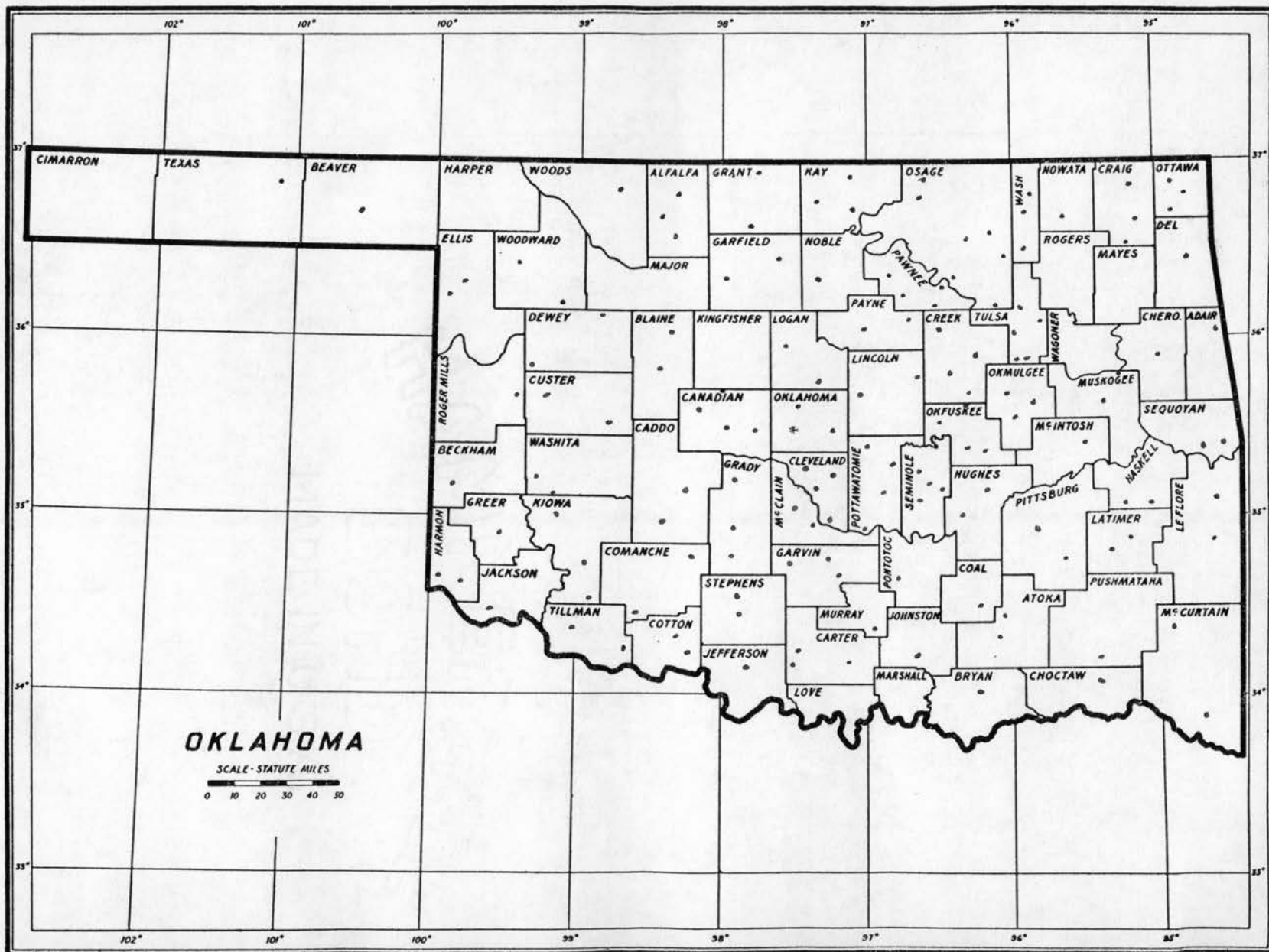


TABLE I  
CHECK LIST MAILING TO TEACHERS

	Number	Per cent
Check lists mailed	326	100.
Usable responses received	164	50.3
Counties represented by responses	68	88.3

TABLE II  
CHECK LIST MAILINGS TO JURY

	Number	Per cent
Check lists mailed	24	-
Usable responses received	13	54.2
States represented by responses	9	18.8



This map shows the location of the schools in which the teachers taught who returned usable check lists for this study.

## CHAPTER II

SUBJECT PROMOTION REQUIREMENTS OF OKLAHOMA HIGH SCHOOL TEACHERS  
AND THEIR BASES FOR MARKING THE PAPERS THAT DETERMINE SUBJECT  
PROMOTION REQUIREMENTS FOR FIRST-YEAR SHORTHANDSubject Promotion Requirements

In trying to determine just what Oklahoma high school teachers require for subject promotion, we must ascertain the various phases of shorthand knowledge and skills which the teachers included in their requirements and the amount of knowledge and degree of skill which they required in these phases.

We must determine:

1. Whether or not the teachers based their subject promotion requirements partially on reading ability, on penmanship ability, on a knowledge of theory, or on a combination of these three; how they administered these tests; also, the achievements that they required in each.
2. The nature of the dictation transcription tests that they used; how they administered them, and what achievement was the minimum requirement for subject promotion.

Table III shows the total distribution of the responses of 164 Oklahoma high school teachers relative to certain requirements concerning reading ability, penmanship ability, and theory knowledge, therefore, a "not stated" column is included.

This table shows that 76, or 48.4 per cent, of these 157 teachers, required specified reading rate; 81 teachers, or 51.6 per cent, did not, and 7 teachers did not state whether or not they required a reading rate. The teachers who required a specified reading rate and those who did not require one are almost equal in number.



TABLE III

TOTAL DISTRIBUTION OF THE RESPONSES OF 164 OKLAHOMA HIGH SCHOOL TEACHERS  
RELATIVE TO CERTAIN REQUIREMENTS CONCERNING READING ABILITY, PENMANSHIP  
ABILITY, AND THEORY KNOWLEDGE

	Yes	Per cent	No	Per cent	Not stated
Require specified reading rate	76	48.4	81	51.6	7
Penmanship requirement	63	40.1	94	59.9	7
O.G.A. membership requirement	7	5.0	132	95.0	25
Require G.N.L. theory test	41	25.9	117	74.1	6
Require other theory test than G.N.L.	97	65.1	52	34.9	15
Must pass theory test more than once	67	65.0	36	35.0	61

This Table is read: 76 teachers, or 48.4 per cent, required a specified reading rate; 81 teachers, or 51.6 per cent, did not have a specified reading rate; 7 teachers did not state whether or not they had one.

Of this group, 63 teachers, or 40.1 per cent, had some penmanship requirements; 94, or 59.9 per cent, did not have any. The number of teachers who had penmanship requirements to those who did not have penmanship requirements, is a ratio of 2 to 3.

Analyzing the penmanship requirements with reference to requirements for Order of Gregg Artist membership, 7 teachers, almost 1 out of 20, required it; 132 teachers, or 9 out of 10, did not. A number of teachers who did not require it, stated that they used these tests in their classes and encouraged the desirability of meeting the requirements for membership.

The requirements concerning theory are grouped in two types of tests; namely, the Gregg News Letter Theory Application test and any other theory test which the teacher used. Of this group, 41 teachers, or one out of four of the group, used the Gregg News Letter test; 117, or almost three out of four, did not use it; 6 did not state whether or not they used it. Out of this group, 97 teachers, or almost two out of three of those who indicated whether or not they required a theory test, used some other than the Gregg News Letter test; 52 teachers, or one out of three, did not use it; 15 teachers did not state whether or not they used any theory test. Some of the teachers who used the Gregg News Letter test, also used some other theory test, so these teachers are included in this group of 97.

Of this group of 103 teachers, 67, or three out of five required the student to pass the theory test more than once, 36 teachers, or nearly two out of five, required the student to pass it only once. This shows that 3 out of every 5 teachers required more than one satisfactory test for promotion.

TABLE IV  
 READING RATE RANGE OF THE 76 TEACHERS WHO HAD A SPECIFIED READING RATE

Words per minute required	Number of teachers	Per cent
Less than 100	26	34.2
100 to 150	37	48.7
151 to 200	3	3.9
Comparable to Long Hand Reading Rate	6	7.9
Must be fluent readers	4	5.3
Total	76	100.

This Table is read: 26 teachers, or 34.2 per cent, of 76 teachers who required a specified reading rate, required less than 100 words per minute.

Table IV is a summary of the reading rate range which was required by the 76 teachers in this group who had a specified reading rate requirement. Of these 76 teachers, 26, or 34.2 per cent, required a rate of less than 100 words per minute; 37, or 48.7 per cent, required a rate between 100 and 150 wpm; 3 teachers, or 3.9 per cent, required between 151 and 200 wpm; 6 teachers, or 7.9 per cent, stated that they required a rate comparable to longhand reading rate, and 4 teachers, or 5.3 per cent, stated that their only reading requirement was that the students read fluently. In this group of 76 teachers who had a reading rate, more than one out of three required a rate that is lower than the one set by the State Course of Study,<sup>5</sup> almost one out of two required the reading rate which the Oklahoma State Course of Study stated to be a specific requirement; 3, or less than 4 per cent had a definitely higher requirement.

<sup>5</sup>

Department of Education, State of Oklahoma, op. cit., p. 79



TABLE V

## NATURE OF THE THEORY TESTS OTHER THAN THE GREGG NEWS LETTER TEST

Nature of Content	Number of teachers	Per cent
Word	50	54.3
Sentence	8	8.7
Combination	34	37.0
Total	92	100.

This Table is read: Of the 92 teachers who used some other theory test than the Gregg News Letter Test, 50, or 54.3 per cent, of them used a word test.

Table V is a summary of the nature of the theory tests other than the Gregg News Letter test which were used by the Oklahoma high school teachers. Of the 97 teachers who used this type of test, 50, or more than one out of two, used an isolated word test; 8, or one out of twelve, used a sentence test; 34, or a little more than one out of three, a combination test of isolated words and sentences; 5, who stated that they required the passing of a theory test, did not indicate the nature of the test they used. Word, sentence, and combination tests of these two are used as theory tests, but most of them are isolated word tests.

Table VI is a summary of the number of words which constitute the theory tests which the teachers gave which are not the Gregg News Letter tests. Of this group, 13, or 15.7 per cent, of the 83 teachers who indicated the number of words that they required gave tests which consisted of less than 100 words; 41 teachers, or 49.4 per cent, used tests which consisted of 100 words; 27 teachers, or 32.5 per cent, used tests which consisted of more than 100 words; 2 stated that their tests

TABLE VI

## WORD NUMBER CONTENT IN THE THEORY TEST OTHER THAN THE GREGG NEWS LETTER TEST

Number of words	Number of teachers	Per cent
Less than 100	13	15.7
100	41	49.4
More than 100	27	32.5
Variable	2	2.4
Total	83	100.

This Table is read: Of the 83 teachers who indicated the number of words in the other theory test than the Gregg News Letter test, 13, or 15.7 per cent, of them used tests which consisted of less than 100 words.

TABLE VII

## DICTATION RATE OF THE THEORY TEST

Rate of dictation	Number of teachers	Per cent
Ten words per minute	14	18.7
More than ten words per minute	61	81.3
Total	75	100.

This Table is read: Of the 75 teachers who indicated their rate of dictation for the theory test, 14, or 18.7 per cent of them dictated at 10 wpm.

varied in length; 14 did not state the number of words of which their tests consisted. There is a rather wide range over which the length of the theory tests spread, but the largest percentage of these tests, or almost one-half, consisted of 100 words, the same number of words as make up the Gregg News Letter test.<sup>6</sup> The teachers who gave a theory test at the end of each chapter in the Manual indicated that they did not agree on their length.

Table VII is a summary of the dictation rate of the theory test used by the 75 Oklahoma high school teachers who indicated that they had a dictation rate for this test. Of this group, 14, or 18.7 per cent, required a 10 wpm dictation rate; 61, or 81.3 per cent, required a higher rate than 10 wpm. Fourteen teachers, or 18.7 per cent, required the minimum dictation rate set by the Gregg News Letter Theory Application test;<sup>7</sup> 61, or more than four out of five, stated that they used a higher rate.

TABLE VIII  
ACCURACY REQUIREMENTS FOR THE THEORY TEST

Accuracy required	Number of Teachers	Per cent
Less than 90 per cent	36	36.
90 per cent	37	37.
More than 90 per cent	<u>27</u>	<u>27.</u>
Total	100	100.

This Table is read: Of the 100 teachers who indicated their accuracy requirements for the theory test, 36, or 36 per cent, of them required an accuracy less than 90 per cent.

<sup>6</sup> The Gregg News Letter, May, 1942, p. 527.

<sup>7</sup> Ibid.



Table VIII is a summary of the accuracy required for the theory test. Of this group, 36 teachers, or 36.0 per cent, required less than 90 per cent accuracy; 37, or 37.0 per cent, required 90 per cent accuracy; 27, or 27 per cent, required an accuracy higher than 90 per cent. Two teachers stated that they required a perfect score, or 100 per cent accuracy. A wide range exists in the theory test accuracy requirements of the Oklahoma high school teachers; more than one out of three require less than the "specific requirements" stated in the Oklahoma State Course of Study,<sup>8</sup> and more than one out of four require a higher percentage of accuracy than is required by this standard.

Table IX is a summary which indicates whether or not Oklahoma high school teachers based their promotion requirements partially on reading tests, penmanship test, theory application tests, or any combination of these three.

Of this group, 76, or 48.4 per cent required a specified reading rate; 63, or 40.1 per cent, had specific penmanship requirements; 138, or 89 per cent, required the passing of a theory test, and 20, or 13.9 per cent, did not require any one of these tests. Of this group, 32, or 21.0 per cent, had specified reading rate and penmanship requirements; 45, or 23.2 per cent, had penmanship and theory test requirements; 20, or 13.9 per cent, had reading rate, penmanship, and theory test requirements for subject promotion. About one-seventh of these teachers did not base their promotion on any one or any combination of these tests; namely, reading, penmanship, theory; exactly the same number of teachers, about one-seventh of them, based their promotion partially on the outcome

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<sup>8</sup>Department of Education, State of Oklahoma, op. cit., p. 79

TABLE IX  
READING, PENMANSHIP, THEORY APPLICATION TEST REQUIREMENTS

	Number of teachers	Per cent
Reading requirement	76	48.4
Penmanship requirement	63	40.1
Theory test requirement	138	89.0
No reading rate, penmanship or theory test requirement	20	13.9
Reading rate and penmanship requirement	32	21.0
Reading rate and theory test requirement	51	33.1
Penmanship and theory test requirement	45	23.2
Reading rate, penmanship and theory test requirement	20	13.9

This Table is read: Of the 157 teachers who indicated whether or not they required a specified reading rate, 76, or 48.4 per cent, of them required it.

of all three. More teachers had both reading and theory test requirements than reading and penmanship requirements; fewer had requirements for penmanship than for theory and reading, and more teachers had requirements for theory than for either reading or penmanship.

Table X shows the distribution of the responses of 164 Oklahoma high school teachers relative to certain requirements concerning dictation-transcription ability and certain practices used by these teachers in administering the test.

Of this group of 155 teachers who indicated whether or not they required a 5-minute test, 118, or 76.1 per cent, required it; 37, or 23.9 per cent, did not. Nine did not indicate. This means that more than three out of four of these teachers required the length of dictation that is specified as the minimum requirement by the State Course of Study;<sup>9</sup> that one out of five had lower requirements.

Of this group, 33 teachers, or 21.9 per cent, indicated that they had a specified length of continuous dictation for the dictation-transcription test, but that it was not a 5-minute length; of these 33 teachers, 24 stated that they used a 3-minute continuous test; 6 stated that they used either 1-, 2-, or 4-minute tests; 2 used 10-minute tests, and 1, 15-minute tests.

Of the group of 159 teachers who indicated whether or not they required typed transcripts, 123, or 77.4 per cent, required them; 36, or 22.6 per cent, did not. More than three out of four of this group of teachers are meeting the state requirements<sup>10</sup> and almost one out of four do not follow the state requirements relative to typed transcripts. The

<sup>9</sup> Department of Education, State of Oklahoma, *op. cit.*, p. 79.

<sup>10</sup> *Ibid.*



TABLE X

TOTAL DISTRIBUTION OF THE RESPONSES OF 164 OKLAHOMA HIGH SCHOOL TEACHERS  
RELATIVE TO CERTAIN REQUIREMENTS CONCERNING DICTATION-TRANSCRIPTION ABILITY  
AND CERTAIN PRACTICES USED BY THESE TEACHERS IN ADMINISTERING THIS TEST

	Yes	Per cent	No	Per cent	Not stated
Require 5 minute dictation transcription test	118	76.1	37	23.9	9
Require specified but different length test than 5 minutes	33	21.9	118	78.1	13
Require typed transcripts	123	77.4	36	22.6	5
Transcription rate requirement on typed transcripts	58	37.7	96	62.3	10
Transcription rate requirement on longhand transcripts	-	-	-	-	-
Give preview of difficult words	99	63.1	58	36.9	7
Permit reading of notes before transcription	107	69.0	48	31.0	9
Permit use of dictionary during transcription	118	75.2	39	24.8	7
Permit erasing	136	86.1	22	13.9	6
Permit rewriting of transcript	62	39.2	96	60.8	6

This Table is read: Of this group of 164 teachers, 118, or 76.1 per cent, required a 5-minute continuous dictation-transcription test; 37, or 23.9 per cent, did not require it; 9 teachers did not state whether or not they required it.

The majority of the teachers who did not require typed transcripts taught in schools that offered more than one year of shorthand.

Only 58, or 37.7 per cent, of the 154 teachers who indicated whether or not they had transcription rate requirements on typed transcripts, had them; 96, or 62.3 per cent, did not. None of these teachers indicated that they had a specified transcription rate on longhand transcripts. Almost one out of two of the group of 123 teachers who required typed transcripts, had a transcription rate requirement.

Of this group of 157 teachers who indicated whether or not they gave a preview of difficult words before the dictation-transcription test which determines subject promotion, 99, or 63.1 per cent, gave one; 58, or 36.9 per cent, did not. Almost two out of three of this group of teachers did not follow the Gregg News Letter instructions with reference to not giving a preview of difficult words before a test<sup>11</sup> while only a little more than one out of three, did.

Of this group of 155 teachers who indicated whether or not they permitted the students to read their notes before transcribing, 107, or 69 per cent, of them permitted it; 48, or 31.0 per cent, did not permit it. More than two out of three, or the majority of the teachers in this group, permit the students to read their notes before transcribing.

Even larger agreement is found in the practice of permitting the students to use the dictionary while transcribing, for 118 teachers, or 75.2 per cent, of the 157 teachers who indicated whether or not they permitted it, allowed it; 39, or 24.8 per cent, did not permit it.

Of this group of 158 teachers who indicated whether or not they permitted erasing on the dictation-transcription test, 136, or 86.1 per cent

<sup>11</sup>  
The Gregg News Letter, October, 1938, p. 73.

permitted it; 22 teachers, or 13.9 per cent, did not. More than four out of five of this group permitted erasing and less than one out of five did not permit it.

Of this group of 158 teachers who indicated whether or not they permitted the students to rewrite their transcripts, 62, or 39.2 per cent, permitted it; 96, or 60.8 per cent, did not. A little more than one out of three permitted rewriting of transcripts; a little more than one out of two, did not.

TABLE XI

DISTRIBUTION OF THE RESPONSES OF THE 147 OKLAHOMA HIGH SCHOOL TEACHERS WHO INDICATED THE DICTATION RATE THAT THEY USED FOR THE DICTATION-TRANSCRIPTION TEST

Rate of Dictation	Number of teachers	Per cent
Less than 60 words	14	9.5
60 words	75	51.0
More than 60 words	58	39.5
Total	147	100.

This Table is read: 14 teachers, or 9.5 per cent, of the 147 who indicated their dictation rate, used a rate of less than 60 wpm.

Table XI shows the total distribution of the responses of the 147 Oklahoma high school teachers who indicated the dictation rate that they used for the dictation-transcription test.

This table shows that of these 147 teachers, 14, or 9.5 per cent, used a rate less than 60 wpm; 75, or 51.0 per cent, used a 60 wpm rate; 58, or 39.5 per cent, used a rate higher than 60 wpm.

The lowest rate required by this group which reported having a dictation rate, is 25 wpm. This was the rate of 1 person; 3 used a 40



wpm rate; 10, a 50 wpm rate.

The rates used by the teachers who required a rate higher than 60 words range from 65 wpm to 100 wpm; the largest group, 29 teachers, used a rate of 80 wpm.

TABLE XII

THE TOTAL DISTRIBUTION OF THE RESPONSES OF THE 48 OKLAHOMA HIGH SCHOOL TEACHERS WHO INDICATED THEIR TRANSCRIPTION RATE REQUIREMENT FOR THE DICTATION-TRANSCRIPTION TEST

Transcription Rate	Number of teachers	Per cent
Less than 20 words	17	35.4
20 words	12	25.0
More than 20 words	19	39.6
Total	48	100.

This Table is read: Less than 20 wpm was the transcription rate requirement of 17 teachers, or 35.4 per cent, of the 48 teachers who indicated their transcription rate requirement.

Table XII shows the total distribution of the responses of the 48 Oklahoma high school teachers who indicated their transcription rate requirement for the dictation-transcription test. Ten teachers who indicated that they had a transcription rate requirement, did not state of what the requirement consisted.

This table shows that 17, or 35.4 per cent, used a rate lower than 20 wpm; 12, or 25.0 per cent, used a 20 wpm rate; 19, or 39.6 per cent, used a higher rate.

Table XIII shows the total distribution of the responses of the 111 Oklahoma high school teachers who indicated the percentage of accuracy that they required for the dictation-transcription test. Of the 164

TABLE XIII

ACCURACY REQUIREMENT FOR THE DICTATION-TRANSCRIPTION  
TEST OF 111 TEACHERS WHO INDICATED THEIR REQUIREMENT

Per cent of accuracy required	Number of teachers	Per cent
Less than 95	12	10.8
95	97	87.4
More than 95	2	1.8
Total	111	100.

This Table is read: Less than 95 per cent accuracy was required by 12 teachers, or 10.8 per cent of the 111 teachers who indicated their accuracy requirement for the dictation-transcription test.

TABLE XIV

THE TOTAL DISTRIBUTION OF THE RESPONSES OF 157 OKLAHOMA  
HIGH SCHOOL TEACHERS RELATIVE TO THE QUALITY OF MATERIAL  
THAT THEY USED FOR THE DICTATION-TRANSCRIPTION TEST

	Number of teachers	Per cent
a. Use new G.N.L., either alone or with some other material	64	40.8
b. Use practiced G.N.L., either alone or with some other material	41	26.1
c. Use new materials similar to G.N.L., alone or with some other material	110	70.1
d. Use practiced materials similar to G.N.L., alone or with some other material	61	37.9
e. Use new material easier than G.N.L., alone or with some other material	43	27.4
f. Use practiced material easier than G.N.L., alone or with some other material	28	17.8

This Table is read: New Gregg News Letter, either alone or with some other material was used by 64, or 40.8 per cent, of these 157 teachers.

teachers, 53, or 32.3 per cent, did not state what per cent of accuracy they required for this test.

This table shows that 12, or 10.8 per cent, required less than 95 per cent accuracy; 97, or 87.4 per cent, required a 95 per cent accuracy; 2, or 1.8 per cent, required a higher accuracy. Of the group which did not require as high as 95 per cent accuracy, 1 teacher required 70 per cent; 1, 80 per cent; 3, 85 per cent; 7, 90 per cent. In the group which required more than 95 per cent, 1 teacher required 97 per cent and the other, 100 per cent. The accuracy requirement of this group of teachers ranges from 60 per cent to 100 per cent; about seven out of eight used the 95 per cent accuracy requirements set by the State Course of Study.<sup>12</sup>

Table XIV shows the total distribution of the responses of 157 Oklahoma high school teachers relative to the quality of material that they used for the dictation-transcription test. The table shows all the different qualities of material that all of the 157 teachers used. Seven teachers did not indicate what quality of material they used.

Table XIV shows that 64, or 40.8 per cent, of the 157 teachers, used new Gregg News Letter material, either by itself or together with some other material; 41, or 26.1 per cent, used practiced Gregg News Letter material, either by itself or together with some other material; 110, or 70.1 per cent, used new material similar to Gregg News Letter material, either by itself or together with some other material; 61, or 37.9 per cent, used practiced material similar to Gregg News Letter material; 43, or 27.4 per cent, used new material easier than Gregg News Letter material, either by itself or together with some other material; 28, or 17.8

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<sup>12</sup>

Department of Education, State of Oklahoma, op. cit., p. 79.



per cent, used practiced material easier than Gregg News Letter material, either by itself or together with some other material.

TABLE XV

NEW MATERIAL, PRACTICED MATERIAL, OR A COMBINATION OF THESE TWO AS USED FOR THE DICTATION-TRANSCRIPTION TESTS BY 157 OKLAHOMA HIGH SCHOOL TEACHERS

	Number of teachers	Per cent
Use only new material	78	49.7
Use only practiced material	7	4.5
Use both new and practiced material	72	45.8
Total	157	100.

This Table is read: Only new material was used by 78, or 49.7 per cent, of the 157 teachers, for the dictation-transcription tests.

Table XV shows the total distribution of the responses of the 157 teachers who indicated whether or not they used new material, practiced material, or a combination of these two for the dictation-transcription tests.

This table shows that 78, or 49.7 per cent, of the 157 teachers used only new material; 7, or 4.5 per cent, used only practiced material; 72, or 45.8 per cent, used both new and practiced material.

Table XVI shows the total distribution of the responses of the 157 teachers, who indicated whether or not they used only the Gregg News Letter quality material; a quality easier than the Gregg News Letter material, or combination of all materials for the dictation-transcription tests.

Table XVI shows that 95 teachers, or 60.5 per cent, used either only Gregg News Letter material or a quality of material similar to it;

5, or 3.2 per cent, used only material easier than Gregg News Letter; 57, or 36.3 per cent, did not confine their choice of quality of material to one class, but used a combination of qualities of material; the other 7, or 4.3 per cent, did not use any of this type of material.

TABLE XVI

GREGG NEWS LETTER QUALITY MATERIAL, A QUALITY EASIER THAN THE GREGG NEWS LETTER MATERIAL, OR A COMBINATION OF ALL MATERIALS AS USED FOR THE DICTATION-TRANSCRIPTION TEST BY 157 OKLAHOMA HIGH SCHOOL TEACHERS

	Number of Teachers	Per cent
Use only G. N. L. or similar Material	95	60.5
Use only easier material than G. N. L.	5	3.2
Use G. N. L. or similar material and easier material	<u>57</u>	<u>36.3</u>
Total	157	100.

This table is read: Only Gregg News Letter or similar material was used by 95, or 60.5 per cent, of the 157 teachers for the dictation-transcription test.

Bases of Marking Shorthand Papers for the Purpose of Determining  
Subject Promotion Requirements

In order to be able to translate a statement of a teacher's requirements concerning the dictation-transcription test, it is necessary to know on what bases of marking these requirements are based.

We must determine the following:

1. The degree of accuracy which the student must attain under the specific method that the teacher used for marking the papers that determine subject promotion requirements.

2. What constitutes an error and what evaluation the teacher attributed to specific errors.

TABLE XVII  
GRADING METHOD USED BY THESE 164 TEACHERS FOR THE DICTATION-TRANSCRIPTION TEST

	Number of teachers	Per cent
(A) Percentage rating method only	38	23.2
(B) Passing or failing method only	16	9.7
(C) Mailable copy method only	58	35.3
A and B combined	6	3.7
A and C combined	6	3.7
B and C combined	12	7.3
A, B, and C combined	18	11.0
Other method or not stated	10	6.1
Total	164	100.
A in (A, AB, AC, and ABC)	69	42.1
B in (B, AB, BC, and ABC)	52	31.7
C in (C, AC, BC, and ABC)	94	57.3

This Table is read: The percentage rating method alone was used by 38, or 23.2 per cent, of these 164 teachers.



Table XVII is a summary of the grading methods which were used by 164 teachers for the dictation-transcription tests.

Of this group, 38, or 23.2 per cent, used the percentage method only; 16, or 9.7 per cent, used the passing or failing method; 58, or 35.3 per cent, used the mailable copy method only; 6, or 3.7 per cent, used both the percentage and the passing or failing methods; 6, or 3.7 per cent used both the percentage and the mailable copy methods; 12, or 7.3 per cent, used both the passing and failing and the mailable copy method; 12, or 7.3 per cent, used both the passing and failing and the mailable copy methods; 18, or 11.0 per cent, used all three methods; 10, or 6.1 per cent, did not state which method they used.

The percentage method was used either alone or in a combination with one or both of the other two methods by 69 teachers, or 42.1 per cent; the passing or failing method was used either alone or in a combination with one or both of the other two methods by 52 teachers, or 31.7 per cent; the mailable copy method was used either alone or in a combination with one or both of the other two methods by 94 teachers, or 57.3 per cent. More teachers used the mailable copy method than either of the other two; the percentage method was the one used by the second largest number of these teachers, and the passing or failing method was the least used.

Since many replies were incomplete with reference to some phase dealing either with the underlying principles involved in the requirements relative to the particular grading method that the teacher used or relative to what particular items he considered an error, it is necessary to base the analysis for the remainder of this study on those replies which were complete in both of these respects. So, 48 replies will be used for the percentage rating method; 24 replies for the passing and failing method; 38, for the mailable copy method.

TABLE XVIII

Dictation-Transcription Test Accuracy Requirement of the 48 Teachers  
 Who Used the Percentage Rating Method of Grading the Transcripts

Per cent of accuracy	Number of teachers	Per cent
60	1	2.1
70	7	14.6
75	-	-
80	1	2.1
85	7	14.6
90	8	16.6
93	1	2.1
95	23	47.9
Total	48	100.
Average per cent		88.

This Table is read: 60 per cent was the accuracy required by 1 teacher, or 2.1 per cent of the 48 teachers who used the percentage rating method of grading the transcript.

Table XVIII shows the total distribution of the responses of the 48 teachers who used the percentage rating method of grading the transcripts for the dictation-transcription tests relative to the per cent of accuracy which they required. This table showed the average per cent of accuracy required by this group of teachers to be 88; the range was from 60 to 95 per cent; almost one out of two of this group required a 95 per cent accuracy.

All of the 48 complete replies which were used for the percentage rating method indicated which of the 24 items listed as possible points to consider in marking papers they considered errors, but not all of them attached any degree of penalty to them, therefore, it is possible in this study to determine what the teacher in this group considered an error, but it is not possible to determine how the teacher arrived at his per cent of accuracy.

Table XIX shows the total distribution of the responses of the 48 teachers who used the percentage rating method of grading the transcripts for the dictation-transcription tests relative to whether or not they attached any penalty to the 24 items listed.

There is only limited agreement among this group as to which of these items should be penalized.

Table XX shows the total distribution of the responses of 24 teachers who used the passing or failing method of grading the transcripts for the dictation-transcription tests relative to the number of errors permissible and the classification of these errors as to either mailable or unmailable.

Table XX shows that of this group of 24, 6.6 errors were the average maximum number of errors permitted on a letter that is "passing"; 4.1



TABLE XIX

A TOTAL DISTRIBUTION OF THE RESPONSES OF THE 48 TEACHERS WHO USED THE PERCENTAGE RATING METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TEST INDICATING WHETHER OR NOT THE ITEMS IN THIS LIST WERE PENALIZED

Item	Number of teachers penalizing in per cent	Number of teachers penalizing in points	Total penalizing in per cent or points	
			Number of teachers indicating	Per cent
Uneven indentation of paragraphs	16	23	39	81.2
Two spaces between words	19	24	43	89.6
Incorrect spacing after punctuation	18	24	42	87.5
Neat erasures	8	7	15	31.2
Careless erasures	18	23	41	85.4
Transposition which changes context	16	26	42	87.5
Transposition which does not change context	15	17	32	66.7
Wrong word which changes context	18	27	45	93.7
Wrong word which does not change context	14	18	32	66.7
Omission which changes context	17	26	43	89.6
Omission which does not change context	15	18	33	68.7
Inserted word which changes context	17	27	44	91.7
Inserted word which does not change context	14	17	31	64.4
Misspelled word	18	28	46	95.8
Syllabication	19	23	42	87.5
Strikeover	18	26	44	91.7
Typographical error	19	26	45	93.7
Punctuation which changes context	15	27	42	87.5
Punctuation which does not change context	13	11	24	50.0
Poor placement on page	18	22	40	83.3
Capitalization	18	27	45	93.7
Word repeated	18	27	45	93.7
Paragraphing	18	26	44	91.7
Abbreviations where word should be spelled out	18	26	44	91.7

This Table is read: 16 teachers who used the percentage method and 23 who used the point method, or 81.2 per cent, attached penalty to "uneven indentation of paragraphs."

TABLE XX

TOTAL DISTRIBUTION OF THE RESPONSES OF 24 TEACHERS WHO USED THE PASSING OR FAILING METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS RELATIVE TO THE NUMBER OF ERRORS PERMISSABLE AND THE CLASSIFICATION OF THOSE ERRORS AS TO EITHER MAILABLE OR UNMAILABLE

Number of errors indicated	1. What is maximum number of errors a letter can have and be passing?		2. How many of these errors can be corrected before mailing?		3. How many of these may be errors which are considered unmailable error	
	Number of teachers indicating	Per cent	Number of teachers indicating	Per cent	Number of teachers indicating	Per cent
0	1	4.2	1	4.2	12	50.0
1	-		-		2	8.3
2	-		7	29.1	6	25.0
3	6	25.0	9	37.5	2	8.3
4	3	12.5	1	4.2	-	
5	8	33.3	3	12.5	1	4.2
6	1	4.2	-		-	
8	-		1	4.2	-	
10	2	8.3	1	4.2	1	4.2
15	1	4.2	-		-	
17	1	4.2	-		-	
20	-		1	4.1	-	
30	1	4.1	-		-	
Total	24	100.	24	100.	24	100.
Average error* item 1	6.6					
Average error item 2	4.1					
Average error item 3	1.4					

This Table is read: No error was allowed by 1 teacher in a letter that was "passing;" no errors that can be corrected before mailing were allowed by 1 teacher; no unmailable errors were allowed by 12 teachers.

\*6.6 average maximum number allowed on "Passing letter." 4.1 average number of errors that can be "corrected" before mailing. 1.04 average number of errors considered unmailable.

errors were the average number that can be corrected before mailing; 1.04 errors were the average number that were considered unmailable errors.

Table XXI shows the total distribution of the responses relative to how each of the 24 teachers who used the passing or failing method considered each of the 24 items listed.

Table XXI shows that there was no perfect agreement among this group of 24 teachers regarding any one item as to whether or not it is a mailable or an unmailable error; the nearest approach to an agreement was on "a neat erasure" and "punctuation which does not change context;" the greatest difference was on "incorrect spacing after punctuation," "paragraphing," and "abbreviations where words should be spelled out."

Table XXII shows the total distribution of the responses relative to the bases of grading used by the 38 teachers who used the mailable copy method of grading the transcripts for the dictation-transcription tests.

The table shows that 8, or 21.0 per cent, of this group of 38, based their grading on accuracy only; 27, or 71.1 per cent, based it on a composite of accuracy and transcription rate; 3, or 7.9 per cent, used some other bases.

Table XXIII shows the total distribution of the responses of 38 teachers who used the mailable copy method of grading the transcripts for the dictation-transcription test relative to the maximum number of mailable errors and the maximum number of mailable errors with correction allowed on mailable copy.

Table XXIII shows that by this group of 38 teachers, 4.6 was the average maximum number of mailable errors without correction per 100 words; 5.3 was the average number of errors that are mailable with correction per 100 words allowed on mailable copy.



TABLE XXI

TOTAL DISTRIBUTION OF THE RESPONSES RELATIVE TO HOW EACH OF THE 24 TEACHERS WHO USED THE PASSING OR FAILING METHOD CONSIDERED EACH OF THE 24 ITEMS LISTED

Item	Mailable Errors		Unmailable Errors	
	Number of teachers indicating	Per cent	Number of teachers indicating	Per cent
Uneven indentation of paragraphs	7	29.2	17	70.8
Two spaces between words	18	75.0	6	25.0
Incorrect spacing after punctuation	9	37.5	15	62.5
Neat erasures	23	95.8	1	4.2
Careless erasures	7	29.2	17	70.8
Transposition which changes context	3	12.5	21	87.5
Transposition which does not change context	21	87.5	3	12.5
Wrong word which changes context	3	12.5	21	87.5
Wrong word which does not change context	20	83.3	4	16.7
Omission which changes context	3	12.5	21	87.5
Omission which does not change context	20	83.3	4	16.7
Inserted word which changes context	3	12.5	21	87.5
Inserted word which does not change context	19	79.2	5	20.8
Misspelled word	3	12.5	21	87.5
Syllabication	7	29.2	17	70.8
Strikeover	3	12.5	21	87.5
Typographical error	4	16.7	20	83.3
Punctuation which changes context	4	16.7	20	83.3
Punctuation which does not change context	23	95.8	1	4.2
Poor placement on page	7	29.2	17	70.8
Capitalization	8	33.3	16	66.7
Word repeated	3	12.5	21	87.5
Paragraphing	9	37.5	15	62.5
Abbreviations where word should be spelled out	9	37.5	15	62.5

This Table is read: 7 teachers, or 29.2 per cent of the 24 teachers who used the passing or failing method considered "uneven indentation of paragraphs," a mailable error; 17, or 70.8 per cent, considered it an unmailable error.

TABLE XXII

TOTAL DISTRIBUTION OF THE RESPONSES RELATIVE TO THE BASES OF GRADING USED BY THE 38 TEACHERS WHO USED THE MAILABLE COPY METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS

Basis of Grading	Number of teachers	Per cent
Accuracy	8	21.0
Accuracy and transcription rate	27	71.1
Other basis	3	7.9
Total	38	100.

This Table is read: Accuracy was the sole basis of grading used by 8 teachers, or 21 per cent, of the 38 teachers who used the mailable copy method of grading the transcript.

TABLE XXIII

TOTAL DISTRIBUTION OF THE RESPONSES OF 38 TEACHERS WHO USED THE MAILABLE COPY METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TEST RELATIVE TO THE MAXIMUM NUMBER OF MAILABLE ERRORS AND THE MAXIMUM NUMBER OF MAILABLE ERRORS WITH CORRECTION ALLOWED ON MAILABLE COPY

Number of errors indicated	1. Maximum number of mailable errors allowed		2. Maximum number of mailable errors with correction allowed	
	Number of teachers indicating	Per cent	Number of teachers indicating	Per cent
0	2	5.3	3	7.9
1	4	10.5	3	7.9
2	6	15.8	4	10.6
3	-		1	2.6
4	2	5.3	1	2.6
5	19	50.0	14	36.9
6	1	2.6	1	2.6
7	-		1	2.6
8	2	5.3	2	5.3
10	1	2.6	7	18.4
15	1	2.6	1	2.6
Total	38	100.	38	100.
Average maximum errors allowed*		4.6		
Average maximum errors with correction		5.3		

This Table is read: No errors were allowed by 2 teachers, or 5.3 per cent of the 38 who used this method of grading; no errors with correction were allowed by 3 teachers, or 7.9 per cent of them.

\*Average maximum number of mailable errors allowed 4.6. Average maximum number of mailable errors with correction allowed 5.3.



Table XXIV shows the total distribution of the responses relative to how each of the 38 teachers who used the mailable copy method considered each of the 24 items listed.

There is little agreement concerning the classification of these 24 items, as shown in Table XXIII. The only perfect agreement among these teachers is that no one considers a "misspelled word" or "punctuation which changes context" an error which is mailable without correction; a "neat erasure," "an inserted word which does not change context," or "punctuation which does not change context," unmailable errors. One of the items concerning which there is great difference of opinion is "punctuation which changes context," for 19, or one-half of this group, considered it mailable with correction and the other 19 considered it unmailable.

TOTAL DISTRIBUTION OF THE RESPONSES RELATIVE TO HOW EACH OF THE 38 TEACHERS WHO USED THE MAILABLE COPY METHOD CONSIDERED EACH OF THE 24 ITEMS LISTED

Item	Mailable without correction		Mailable with correction		Unmailable	
	Number of teachers indicating	Per cent	Number of teachers indicating	Per cent	Number of teachers indicating	Per cent
Uneven indentation of paragraphs	8	21.0	8	21.0	22	57.9
Two spaces between words	30	78.9	6	15.8	2	5.3
Incorrect spacing after punctuation	19	50.0	11	28.9	8	21.1
Neat erasures	27	71.1	11	28.9	-	
Careless erasures	2	5.3	5	13.2	31	81.5
Transposition which changes context	1	2.6	7	18.4	30	79.0
Transposition which does not change context	32	84.2	4	10.5	2	5.3
Wrong word which changes context	1	2.6	11	29.0	26	68.4
Wrong word which does not change context	32	84.2	4	10.5	2	5.3
Omission which changes context	1	2.6	8	21.1	29	76.3
Omission which does not change context	34	89.4	2	5.3	2	5.3
Inserted word which changes context	1	2.6	6	15.8	31	81.6
Inserted word which does not change context	34	89.5	4	10.5	-	
Misspelled word	-		28	73.7	10	26.3
Syllabication	3	7.9	22	57.9	13	34.2
Strikeover	1	2.6	22	57.9	15	39.5
Typographical error	5	13.2	27	71.1	6	15.8
Punctuation which changes context	-		19	50.0	19	50.0
Punctuation which does not change context	32	84.2	6	15.8	-	
Poor placement on page	6	15.8	23	77.9	29	76.3
Capitalization	6	15.8	28	73.7	4	10.5
Word repeated	3	7.9	12	31.6	23	60.5
Paragraphing	14	36.9	4	10.5	20	52.6
Abbreviation where word should be spelled out	10	26.3	8	21.1	20	52.6
Machine error	-		-		1	2.6
Ragged righthand edge	-		-		1	2.6

This Table is read: 8 teachers, or 21.0 per cent of the 38 who used this method of grading, considered "uneven indentation of paragraphs" mailable without correction; 8, or 21.0 per cent, considered it mailable with correction; 22, or 57.9 per cent, considered it unmailable.

## CHAPTER III

## SUBJECT PROMOTION REQUIREMENTS OF A "JURY" OF THIRTEEN COMPETENT SHORTHAND TEACHERS AND THEIR BASES FOR MARKING THE PAPERS THAT DETERMINE SUBJECT PROMOTION REQUIREMENTS FOR FIRST-YEAR SHORTHAND

In order to determine desirable requirements for subject promotion and bases of marking papers that determine subject promotion, this study presents the requirements and practices of high school shorthand teachers who are recognized by experts as "competent" or outstanding in their teaching field.

In this study this group of 13 outstanding shorthand teachers, which constitute the "jury," is always referred to as the "jury" or "jury members."

The information, relative to the subject promotion requirements and the bases for marking the papers that determine subject promotion requirements for first-year shorthand which was obtained from the "jury" by having them mark a check list identical to the one marked by the Oklahoma high school teachers, is presented in this chapter.

Table XXV shows a tabulation of the individual responses of these 13 jury members with reference to their requirements concerning reading, penmanship, theory test, dictation-transcription tests, and their manner of administering these tests.

#### Subject Promotion Requirements

In trying to determine just what this "jury" required for subject promotion, it is necessary to determine the various phases of shorthand knowledge and skills which they included in their requirements and the amount of knowledge and degree of skill which they required in these phases.

We must determine:

1. Whether or not the jury members based their subject promotion requirements partially on reading ability, on penmanship ability, on a



TABLE XXV.

TABULATION OF THE INDIVIDUAL RESPONSES OF THE 13 JURY MEMBERS WITH REFERENCE TO THEIR REQUIREMENTS CONCERNING TESTS, AND THEIR MANNER OF ADMINISTERING THESE TESTS.

READING, PENMANSHIP, THEORY TEST, DICTATION-TRANSCRIPTION

Jury Member	I. Reading Rate		II. Penmanship				III. Theory Test				IV. Dictation-Transcription Test				V. Grading Methods				VI. Passing or failing														
	Require specified Rate	Rate Requirement	Penmanship Requirement	O.C.A. Membership Requirement	G.M.L. Requirement	Other Than G.M.L. Required	Word Number Content	Nature	Dictation Rate, w.p.m.	Accuracy Requirement	Passing more than once is required	5 Minutes Continuous Test Required	Dictation Rate, w.p.m.	Typed Transcript Required	Specified Transcription Rate Required	Transcription Rate	95% Accuracy on Transcript Required	Quality of Material Used	Preview of Difficult Words Given	Permit Reading Notes Before Transcribing	Permit Use of Dictionary	Permit Measures on Transcript	Permit Rewriting of Transcript	A. Percentage Rating	Per Cent of Accuracy Required	Maximum number of errors in a "passing" letter	Number of errors that can be corrected before mailing	Number that are unmailable errors	U. Mailable Copy	Base grade on accuracy only	Base grade on composite requirement in accuracy and transcription rate.	Maximum Number of mailable errors	Maximum number of errors mailable with correction.
1	No	---	Yes	No	No	Yes	300	C <sup>1</sup>	75	No	Yes	65	Yes	No	---	Yes	---	No	Yes	Yes	Yes	No	X	95									
2	No	---	Yes	Yes	No	No	---	---	---	---	Yes	60	No	No	---	Yes <sup>2</sup>	a b c d g	Yes	No	Yes	Yes	No	X	95									
3	Yes	120	Yes	Yes	No	Yes	200	W <sup>3</sup>	60	75	No	Yes	60	Yes	10	Yes	a c	No	No	No	Yes	Yes	X	95									
4	Yes	100	No	No	Yes	Yes	varies	W <sup>3</sup>	10	90	Yes	Yes	60	No	---	Yes	a	No	Yes	Yes	Yes	Yes	X	75									
5	Yes	4	Yes	No	---	Yes	100	C <sup>1</sup>	60	75	---	Yes	60	No	---	No	a c	---	---	---	---	---	X	75									
6	Yes	---	Yes	No	No	Yes	150	S <sup>5</sup>	30	95	Yes	No <sup>6</sup>	60	No	Yes <sup>2</sup>	varies	Yes	a b	No	Yes	Yes	Yes	No	X	95								
7	No	---	No	No	No	---	---	---	---	---	---	Yes	60	No	---	Yes <sup>2</sup>	a b c d	No	No	Yes	---	---						X	No	Yes	---	5 to 100	
8	---	---	---	---	---	---	---	---	---	---	---	Yes	80	Yes	No	---	Yes	b	No	Yes	Yes	Yes	No	X	---								
9	---	---	---	---	No	No	---	---	---	---	---	Yes	60	No	---	Yes	a b c d	Yes	Yes	Yes	Yes	No	X	---									
10	No	---	Yes	No	No	Yes	100	S <sup>5</sup>	low	95	Yes	Yes	80	No	Yes <sup>2</sup>	20	Yes	a b c d g	Yes	Yes	Yes	Yes	Yes	X	---								
11	No	---	No	No	No	Yes	---	S <sup>5</sup>	60	90 <sup>7</sup> 95 <sup>8</sup>	Yes	No <sup>9</sup>	60	No	Yes <sup>2</sup>	15	Yes	e	No	No	Yes	Yes	Yes	X	---								
12	No	---	Yes	---	No	No	---	---	---	---	---	Yes	60	No	Yes <sup>2</sup>	6.75	Yes	a b	No	No	Yes	Yes	Yes	X	---								
13	---	---	---	---	No	No	---	---	---	---	---	Yes	60	Yes	No	---	Yes <sup>2</sup>	a	Yes	Yes	Yes	No	X	---									

1. C = combination  
2. On longhand transcript

3. W = word  
4. Comparable to long hand rate

5. S = Sentence  
6. 3 minute test

7. On shorthand notes  
8. On transcription

9. 1.6 to 3.3 minute test  
10. On Test

11. On letter  
12. X - Used this method

knowledge of theory, or on a combination of these three; how they administered these tests; also, the achievements that they required in each of these three.

2. The nature of the dictation-transcription tests that they used; how they administered these tests, and what achievement was the minimum requirement for subject promotion.

Table XXVI shows the total distribution of the responses of the 13 jury members relative to certain requirements concerning reading ability, penmanship ability, and theory knowledge, therefore, a "not stated" column is included.

This table shows that 4, or 40 per cent, of the jury members who indicated whether or not they had a reading rate requirement, had one; 6, or 60 per cent, did not.

Of this group that indicated whether or not they had penmanship requirements, 7, or 70 per cent, had them; 3, or 30 per cent, did not have any.

Analyzing the penmanship requirements with reference to requirements for Order of Gregg Artists membership of the 9 jury members who indicated whether or not they had requirements concerning it, 2 jury members, or 22.2 per cent, required it; 7, or 77.8 per cent, did not.

The requirements concerning theory are grouped in two types of tests; namely, the Gregg News Letter Theory Application test and any other theory test which the teacher used.

Of the 11 jury members who indicated whether or not they required the passing of these tests, 1 required the passing of the Gregg News Letter Theory Application test; 10, or 90.9 per cent, did not; 7, or 63.6 per cent, required the passing of some other theory test than the Gregg News



TABLE XXVI

TOTAL DISTRIBUTION OF THE RESPONSES OF 13 JURY MEMBERS RELATIVE TO CERTAIN REQUIREMENTS CONCERNING READING ABILITY, PENMANSHIP ABILITY, AND THEORY KNOWLEDGE

	Yes	Per cent	No	Per cent	Not stated
Require specified reading rate	4	40.0	6	60.0	3
Penmanship requirement	7	70.0	3	30.0	3
O.G.A. membership required	2	22.2	7	77.8	4
Require G.N.L. theory test	1	9.1	10	90.9	2
Require other theory test than G.N.L.	7	63.6	4	36.4	2
Must pass theory test more than once	4	66.7	2	33.3	1

This Table is read: 4 jury members, or 40.0 per cent, required a specified reading rate; 6, or 60.0 per cent, did not require a reading rate; 3 did not state whether or not they required a reading rate.



Letter Theory Application test; 4, or 36.4 per cent, did not require any other test. The jury member who required the passing of the Gregg News Letter Theory Application test also required an additional test, so, 6, or one-half of the jury members, who did not require the passing of the Gregg News Letter Theory Application test, required the passing of some other theory test; 4, or one out of three, did not require the passing of any kind of theory test.

Of this group of 7 jury members who indicated that they required the passing of some theory test, only 6 indicated whether or not they required the student to pass this test more than once. Of this group 4, or 66.7 per cent, required that the student pass it more than once; 2, or 33.3 per cent of them, required the student to pass it only once.

TABLE XXVII

READING RATE RANGE OF THE 3 JURY MEMBERS WHO HAD A SPECIFIED READING RATE

Words per minute required	Number of Jury	Per cent
Less than 100	0	
100 to 150 words	2	66.7
151 to 200	0	
Comparable to long hand reading rate	1	33.3
Must be fluent readers	0	
Total	3	100.

This Table is read: 100 to 150 words per minute was the specified reading rate required by 2, or 66.7 per cent, of the jury members who required a specified reading rate.

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pg 2000

Table XXVII is a summary of the reading rate range which was required by the 3 jury members in this group who had a specified reading rate requirement. None of them required less than 100 wpm; 2, or two out of three, required between 100 and 150 wpm; 1 stated that her only reading requirements was that the students must have a reading rate comparable to longhand. All of the jury members who indicated a definite rate were in the range between 100 and 150 wpm.

TABLE XXVIII

NATURE OF THE THEORY TESTS OTHER THAN THE GREGG NEWS LETTER TEST

Nature of content	Number of jury	Per cent
Word	2	28.6
Sentence	3	42.8
Combination	2	28.6
Total	7	100.

This Table is read: Of the 7 jury members who used some other theory test than the Gregg News Letter test, 2, or 28.6 per cent, of them, used a word test.

Table XXVIII is a summary of the nature of the theory test other than the Gregg News Letter test which were used by the jury members. Of the 11 jury members who indicated that they required the passing of a theory test, 7, or 63.6 per cent, indicated that they used this kind of a theory test. Of this group of 7, 2, or 28.6 per cent, used the isolated word test; 3, or 42.8 per cent, used a sentence test; 2, or 28.6 per cent, used a combination of the word and sentence test.

TABLE XXIX

## WORD NUMBER CONTENT IN THE THEORY TEST OTHER THAN THE GREGG NEWS LETTER TEST

Number of Words	Number of jury	Per cent
Less than 100	-	
100	2	33.3
More than 100	3	50.0
Variable	1	16.7
Total	6	100.

This Table is read: Of the 6 jury members who required the passing of some other than Gregg News Letter theory test, none of the jury used tests which consisted of less than 100 words.

Table XXIX is a summary of the number of words which constitute the theory tests which the jury members used which are not the Gregg News Letter tests. Of this group, none gave tests which consisted of less than 100 words; 2, or 33.3 per cent, of this group of 6, used tests which consisted of 100 words; 3, or 50.0 per cent, used tests which consisted of more than 100 words; 1 stated that the number of words in her test varied in number.

TABLE XXX

## DICTATION RATE USED FOR THE THEORY TEST

Rate of Dictation	Number of jury	Per cent
10 words per minute	1	20.
More than 10 words per minute	4	80.
Total	5	100.

This Table is read: Of the 5 jury members who indicated their rate of dictation for the theory test, 1, or one-fifth of them, dictated at 10 wpm.



Table XXX is a summary of the dictation rate for the theory test used by the jury members. Of the 11 jury members who indicated that they gave theory tests, 7 indicated that they had a dictation rate for this test, but only 5 specified the rate that they used. Of this group, 1 required a 10 wpm transcription rate; 4, or 80 per cent, required a higher dictation rate.

Table XXXI is a summary of the per cent of accuracy required for the theory test. All of the 7 jury members who indicated that they required the passing of a theory test, indicated what per cent of accuracy they required. Of this group, 3, or 42.8 per cent of the 7, required less than 90 per cent accuracy; 2, or 28.6 per cent, required 90 per cent accuracy; 2, or 28.6 per cent, required a higher accuracy. All 3 jury members who had a lower than 90 per cent requirement, required 85 per cent instead.

Table XXXII is a summary of the responses which indicate whether or not the jury members based their promotion requirements partially on reading rate, penmanship tests, theory application tests, or any combination of these three.

Of this group of 10 jury members who indicated whether or not they had a reading rate requirement, 4, or 40.0 per cent, required a specified reading rate; of this group of 10 who indicated whether or not they had specified penmanship requirements, 7, or 70.0 per cent, indicated that they did; 7, or 63.6 per cent of the 11 who indicated whether or not they had theory test requirements, stated that they did; 4, or 40.0 per cent, did not require any one of these tests. Of this group, 3, or 27.3 per cent, had a specified reading rate and penmanship requirements; 4, or 36.4 per cent had a reading rate and theory test requirements; 5, or

TABLE XXXI  
ACCURACY REQUIREMENTS FOR THE THEORY TEST

Accuracy required	Number of jury	Per cent
Less than 90 per cent	3	42.8
90 per cent	2	28.6
More than 90 per cent	2	28.6
Total	7	100.

This Table is read: Of the 7 jury members who indicated their accuracy requirements for the theory test, 3, or 42.8 per cent of them, required an accuracy less than 90 per cent.

TABLE XXXII

READING RATE, PENMANSHIP, AND THEORY TEST REQUIREMENTS OF THE JURY MEMBERS WHO INDICATED WHETHER OR NOT THEY HAD THESE REQUIREMENTS

	Number of jury	Per cent
Reading rate requirement	4	40.0
Penmanship requirement	7	70.0
Theory test requirement	7	63.6
No reading rate, penmanship or theory test requirement	4	40.0
Reading rate and penmanship requirement	3	27.3
Reading rate and theory test requirement	4	36.4
Penmanship and theory test requirement	5	45.4
Reading rate, penmanship, and theory test requirement	3	30.0

This Table is read: 4 jury members, or 40 per cent of the number who indicated whether or not they required a reading rate, had a specified reading rate.

45.4 per cent, had penmanship and theory test requirements; 3, or 30.0 per cent, had a reading rate, penmanship, and theory test requirements for subject promotion.

This shows that more than one out of three of the jury members did not base their promotion on any one or any combination of these tests; namely, reading, penmanship, theory; that almost the same number of them based their promotion partially on the outcome of all three of these tests. More jury members had a combination of penmanship and theory test requirements than a combination of the other two; fewer of them had a combination of reading rate and penmanship requirements than a combination of the other two.

Table XXXIII shows the distribution of the responses of the jury members relative to certain requirements concerning the dictation-transcription ability and certain practices used by these jury members in administering the dictation-transcription test.

Of this group of 13 jury members, 11, or 84.6 per cent, required a 5-minute test; 2, or 15.4 per cent, did not require this length test. One of the 2 jury members who did not require a 5-minute test, required a 3-minute test; the other one of these 2, a test which varied in length from 1.6-minutes to 3.3-minutes.

Of this group, 4, or 30.8 per cent, specified that they required typed transcripts; 9, or 69.2 per cent, did not require them; 1 indicated that she had transcription rate requirements on typed transcripts; 3 who required typed transcripts did not have transcription rate requirements; 4, or 57.1 per cent, indicated that they had transcription rate requirements on longhand transcripts; 3, or 42.9 per cent, did not have transcription rate requirements on longhand transcripts.



TABLE XXXIII

TOTAL DISTRIBUTION OF THE RESPONSES OF 13 JURY MEMBERS RELATIVE TO CERTAIN REQUIREMENTS CONCERNING DICTATION-TRANSCRIPTION ABILITY AND CERTAIN PRACTICES USED BY THESE JURY MEMBERS IN ADMINISTERING THIS TEST

	Yes	Per cent	No	Per cent	Not stated
Require 5-minute dictation transcription test	11	84.6	2	15.4	-
Require specified but different length test than 5-minute	2	15.4	11	84.6	-
Require typed transcripts	4	30.8	9	69.2	-
Transcript rate requirement in typing	1	25.0	3	75.0	-
Transcript rate requirement in long hand	4	57.1	3	42.9	-
Give preview of difficult words	4	33.3	8	66.7	1
Permit reading of notes before transcription	7	58.3	5	41.7	1
Permit use of dictionary during transcription	11	91.7	1	8.3	1
Permit erasing	10	90.9	1	9.1	2
Permit rewriting of transcript	5	45.5	6	54.5	2

This Table is read: Of this group of 13 jury members, 11, or 84.6 per cent, required a 5-minute continuous dictation-transcription test; 2, or 15.4 per cent, did not require it.

Of this group of 12 jury members who indicated whether or not they gave a preview of difficult words before the dictation-transcription test which determines subject promotion, 4, or 33.3 per cent, did; 8, or 66.7 per cent, did not.

Of this group of 12 jury members who indicated whether or not they permitted the students to read their notes before transcribing, 7, or 58.3 per cent, did; 5, or 41.7 per cent, did not permit it.

Even larger agreement was found in the practice of permitting the students to use the dictionary while transcribing, for 11 jury members, or 91.7 per cent, permitted it; 1 did not.

Of this group of 11 jury members who indicated whether or not they permitted erasing on the dictation-transcription test; 10, or 90.9 per cent, permitted it; 1 did not.

Of this group of 11 jury members who indicated whether or not they permitted the students to rewrite their transcripts; 5, or 45.5 per cent, permitted it; 6, or 54.5 per cent, did not.

Table XXXIV shows the total distribution of the responses of the 13 jury members relative to the dictation rate that they used for the dictation-transcription test.

This table shows that 1 member of the jury had a rate less than 60 wpm; 9, or 69.2 per cent of them, had a 60 wpm rate; 3, or 23.1 per cent, had a higher rate. The one jury member whose rate was lower than 60, had a range from 40 to 60 wpm. Each one of the 13 jury members reported the rate which he used.

The rate range of the jury members who required a rate higher than 60 words, is from 65 wpm to 80 wpm.

Table XXXV shows the distribution of the responses relative to transcription rate requirements by the 4 jury members who indicated that they

TABLE XXXIV

DISTRIBUTION OF THE RESPONSES OF THE 13 JURY MEMBERS RELATIVE TO THE DICTATION RATE THAT THEY USED FOR THE DICTATION-TRANSCRIPTION TEST

Rate of dictation	Number of jury	Per cent
Less than 60 words	1	7.7
60 words	9	69.2
More than 60 words	3	23.1
Total	13	100.

This Table is read: 1, or 7.7 per cent, of the jury members used a rate of dictation for the dictation-transcription test which was less than 60 wpm.

TABLE XXXV

DISTRIBUTION OF THE RESPONSES OF THE 4 JURY MEMBERS WHO INDICATED THEIR TRANSCRIPTION RATE REQUIREMENT FOR THE DICTATION-TRANSCRIPTION TEST

Transcription rate	Number of jury	Per cent
Less than 20 words	3	75.0
20 words	1	25.0
More than 20 words	0	
Total	4	100.

This Table is read: Less than 20 wpm was the transcription rate requirement of 3 jury members, or 75.0 per cent of the 4 jury members who indicated their transcription rate requirement.



had a transcription rate requirement for the dictation-transcription test.

This table shows that 3, or 75 per cent, used a rate lower than 20 wpm; 1 used a 20 wpm rate; none stated that they used a higher rate than 20 wpm. Of the 3 jury members who did not require a rate as high as 20 wpm, 1 abided by the Gregg News Letter test rate, i. e. 45 minutes time for transcription of a 300-word "take;"<sup>13</sup> 1, required 10 wpm; 1, 15 wpm.

Table XXXVI shows the total distribution of the responses of the 12 jury members who indicated their accuracy requirement for the dictation-transcription test.

This table shows that none of these 12 jury members required an accuracy less than 95 per cent; 12, or 100 per cent, required 95 per cent accuracy; none indicated that they required a higher per cent of accuracy. Although only 4 required typed transcripts, 12 required 95 per cent accuracy on the transcripts made.

Table XXXVII shows the total distribution of the responses of the 12 jury members who indicated the quality of the material that they used for the dictation-transcription test. This table shows all the different qualities of material that these 12 jury members used.

This table shows that 10, or 83.3 per cent, of the jury, used Gregg News Letter material, either by itself or together with some other material; 7, or 58.3 per cent, used practiced Gregg News Letter material, either by itself or together with some other material; 6, or 50 per cent, used new material similar to Gregg News Letter material, either by itself or together with some other material; 4, or 33.3 per cent, used practiced material,

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Gregg News Letter, op. cit., p. 73.

TABLE XXXVI

ACCURACY REQUIREMENT FOR THE DICTATION-TRANSCRIPTION TEST  
OF 12 JURY MEMBERS WHO INDICATED THEIR REQUIREMENT

Per cent of accuracy required	Number of jury	Per cent
Less than 95	0	-
95	12	100
More than 95	0	-

This Table is read: Less than 95 per cent accuracy was required by none of the 12 jury members who indicated their accuracy requirement for the dictation-transcription test.

TABLE XXXVII

THE TOTAL DISTRIBUTION OF THE RESPONSES OF 12 JURY MEMBERS RELATIVE TO THE  
QUALITY OF MATERIAL THAT THEY USED FOR THE DICTATION-TRANSCRIPTION TEST

	Number of jury	Per cent
a. Use new G.N.L. either alone or with some other material	10	83.3
b. Use practiced G.N.L. either alone or with some other material	7	58.3
c. Use new material similar to G.N.L. alone or with some other material	6	50.0
d. Use practiced material similar to G.N.L. alone or with some other material	4	33.3
e. Use new material easier than G.N.L. alone or with some other material	3	25.0
f. Use practiced material easier than G.N.L. alone or with some other material	2	16.7

This Table is read: New Gregg News Letter, either alone or with some other material was used by 10, or 83.3 per cent, of these jury members.

either by itself or together with some other material; 3, or 25 per cent, used easier than Gregg News Letter material, either by itself or together with some other material; 2, or 16.7 per cent, used practiced material easier than Gregg News Letter material, either by itself or together with some other material.

Table XXXVIII shows the total distribution of the responses of the 12 jury members who indicated whether or not they used new material, practiced material, or a combination of these two for the dictation-transcription test.

This table shows that 5, or 41.7 per cent, used only new material; 1 used only practiced material; 6, or 50.0 per cent, used both new and practiced material.

Table XXXIX shows the total distribution of the responses of the 12 jury members who indicated whether or not they used only the Gregg News Letter quality material; a quality easier than the Gregg News Letter material, a combination of materials for the dictation-transcription test.

This table shows that 5, or 41.7 per cent, of the jury, used only either Gregg News Letter material or a quality of material similar to it; 1 used only material easier than Gregg News Letter material; 6, or 50.0 per cent, did not confine their choice of quality of material to one class, but used a combination of qualities of material.

Bases of Marking Shorthand Papers for the Purpose of Determining  
Subject Promotion Requirements

In order to be able to translate a statement of a jury member's requirements concerning the dictation-transcription test, it is necessary to know on what bases of marking these requirements are placed.

We must determine the following:



TABLE XXXVIII

NEW MATERIAL, PRACTICED MATERIAL, OR A COMBINATION OF THESE TWO AS USED FOR THE DICTATION-TRANSCRIPTION TEST BY 12 JURY MEMBERS

	Number of jury Per cent	
Use only new material	5	41.7
Use only practiced material	1	8.3
Use both new and practiced material	6	50.0
Total	12	100.

This Table is read: Only new material was used by 5, or 41.7 per cent, of the 12 jury members, for the dictation-transcription tests.

TABLE XXXIX

GREGG NEWS LETTER QUALITY MATERIAL, A QUALITY EASIER THAN GREGG NEWS LETTER MATERIAL, OR A COMBINATION OF ALL MATERIALS AS USED FOR THE DICTATION-TRANSCRIPTION TEST BY 12 JURY MEMBERS

	Number of jury Per cent	
Use only G.N.L. or similar material	5	41.7
Use only material easier than G.N.L.	1	8.3
Use combination of all qualities of material	6	50.0
Total	12	100.

This Table is read: Only Gregg News Letter or similar material was used by 5, or 41.7 per cent, of the 12 jury members, for the dictation-transcription test.

1. The goals which the student must reach under the specific method that the teacher used for marking the papers that determine subject promotion requirements.

2. What constitutes an error and what evaluation he attributed to specific errors.

Table XL is a summary of the grading methods which are used by these 13 jury members for the dictation-transcription test.

Of this group, 5, or 38.4 per cent of the 13, used the percentage method only; none used only the passing or failing method; 3, or 23.1 per cent of them, used the mailable copy method only; none combined the percentage method and the passing or failing method; 1 of them combined the percentage rating method and the mailable copy methods; 2, or 15.4 per cent, combined the passing or failing and the mailable copy methods; 1 of them combined all three methods; 1 jury member did not state which grading method she used.

The percentage rating method was used either as a method alone or as a combination with one or both of the other two methods by 7, or 53.8 per cent, of this group of 13 jury members; the passing or failing method was used in combination with the other two methods by 3, or 23.1 per cent, of them; the mailable copy method was used either as a method alone or as a combination with one of both of the other two methods by 7, or 53.8 per cent, of them. An equal number of these jury members used the percentage rating method and the mailable copy method; the passing or failing method was the least used.

Table XLI shows the total distribution of the responses of the 6 jury members who used the percentage rating method of grading the transcripts for the dictation-transcription tests relative to the per cent of accuracy

TABLE XL

## GRADING METHODS USED BY THESE 13 JURY MEMBERS FOR THE DICTATION-TRANSCRIPTION TESTS

	Number of jury	Per cent
(A) Percentage rating method only	5	38.4
(B) Passing or failing method only	-	
(C) Mailable copy method only	3	23.1
A and B combined	-	
A and C combined	1	7.7
B and C combined	2	15.4
A, B, and C combined	1	7.7
Not stated	1	7.7
Total	13	100.
A in (A, AB, AC, and ABC)	7	53.8
B in (B, AB, BC, and ABC)	3	23.1
C in (C, AC, BC, and ABC)	7	53.8

This Table is read: The percentage rating method alone was used by 5, or 38.4 per cent, of these 13 jury members.



TABLE XLI

ACCURACY REQUIREMENTS FOR THE DICTATION-TRANSCRIPTION TESTS OF THE 6 JURY MEMBERS WHO USED THE PERCENTAGE RATING METHOD OF GRADING THE TRANSCRIPTS

Per cent of accuracy	Number of jury	Per cent
60	-	
70	-	
75	2	33.3
80	-	
85	-	
90	-	
93	-	
95	4	66.7
<b>Total</b>	<b>6</b>	<b>100.</b>
<b>Average per cent accuracy</b>		<b>88.3</b>

This Table is read: 75 per cent was the accuracy required by 2, or 33.3 per cent, of the 6 jury members who used the percentage rating method of grading the transcript.

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which they required.

This table shows that 2, or one out of three, of the 6 jury members who used this method of grading, required a 75 per cent accuracy, and that 4, or two out of three, required a 95 per cent accuracy. The average accuracy required by these 6 jury members was 88.3 per cent.

Table XLII shows the total distribution of the responses of the 6 jury members who used the percentage rating method of grading the transcripts for the dictation-transcription tests relative to whether or not they attached any penalty to the 24 items listed.

There is rather strong agreement among them as to which items should be penalized. Item no. 4, "a neat erasure" is the only one on which opinion is greatly divided; one-half of them penalized this and the other one-half did not. There is perfect agreement relative to 12 or one-half of all the items listed; 5, or 83.3 per cent, of them agreed also on the other 11 items.

Table XLIII shows the total distribution of the responses of the 2 jury members who used the passing or failing method of grading the transcripts for the dictation-transcription tests relative to number of errors permissible and the classification of these errors as to either mailable or unmailable.

This table shows that of this group of 2, 3 was the maximum average number of errors permitted on a letter that is "passing;" 3 was the average number of errors that can be corrected before mailing; 0 errors that are considered unmailable errors were permitted.

Table XLIV shows the total distribution of the responses relative to how each of the 2 jury members who used the passing or failing method considered each of the 24 items listed.

TABLE XLII

A TOTAL DISTRIBUTION OF THE RESPONSES OF THE 6 JURY MEMBERS WHO USED THE PERCENTAGE RATING METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS INDICATING WHETHER OR NOT THE ITEMS IN THIS LIST WERE PENALIZED

Item	Number of jury penalizing in per cent	Number of jury penalizing in points	Total penalizing in per cent and points	
			Number of jury indicating	Per cent
Uneven indentation of paragraphs	4	1	5	83.3
Two spaces between words	4	1	5	83.3
Incorrect spacing after punctuation	4	1	5	83.3
Neat erasures	2	1	3	50.0
Careless erasures	5	1	6	100.
Transposition which changes context	5	1	6	100.
Transposition which does not change context	4	1	5	83.3
Wrong word which changes context	5	1	6	100.
Wrong word which does not change context	4	1	5	83.3
Omission which changes context	5	1	6	100.
Omission which does not change context	4	1	5	83.3
Inserted word which changes context	5	1	6	100.
Inserted word which does not change context	4	1	5	83.3



TABLE XLII (Continued)

Item	Number of jury penalizing in per cent	Number of jury penalizing in points	Total penalizing in per cent and points	
			Number of jury indicating	Per cent
Misspelled word	5	1	6	100.
Syllabication	5	1	6	100.
Strikeover	5	1	6	100.
Typographical error	4	1	5	83.3
Punctuation which changes context	5	1	6	100.
Punctuation which does not change context	4	1	5	83.3
Poor placement on paper	4	1	5	83.3
Capitalization	4	1	5	83.3
Word repeated	5	1	6	100.
Paragraphing	5	1	6	100.
Abbreviation where word should be spelled out	5	1	6	100.

This Table is read: 4 jury members who used the percentage method and 1 who used the point method, or 83.3 per cent of the 6 who used the percentage method, attached penalty to "uneven indentation of paragraphs."

TABLE XLIII

TOTAL DISTRIBUTION OF THE RESPONSES OF 2 JURY MEMBERS WHO USED THE PASSING OR FAILING METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS RELATIVE TO THE NUMBER OF ERRORS PERMISSABLE AND THE CLASSIFICATION OF THOSE ERRORS AS TO EITHER MAILABLE OR UNMAILABLE

Number of errors indicated	1. What is maximum number of errors a letter can have and be passing?		2. How many of these errors can be corrected before mailing?		3. How many of these may be errors which are considered un-mailable error?	
	Number of jury indicating	Per cent	Number of jury indicating	Per cent	Number of jury indicating	Per cent
0	-		-		2	100
1	1	50.0	1	50.0	-	
5	1	50.0	1	50.0	-	
Total	2	100.	2	100.	2	100.
Average error*	item 1	3.0				
Average error	item 2	3.0				
Average error	item 3	0.0				

This Table is read: No unmailable error was allowed by these 2 jury members in a letter that was "passing."

\*3 was the average maximum number of errors a "passing" letter can have. 3 was the average number of errors which could be corrected before mailing that a "passing" letter could have. 0 unmailable errors were allowed in a "passing" letter.

TABLE XLIV

TOTAL DISTRIBUTION OF THE RESPONSES RELATIVE TO HOW EACH OF THE  
2 JURY MEMBERS WHO USED THE PASSING OR FAILING METHOD CONSIDERED  
EACH OF THE 24 ITEMS LISTED

Item	Mailable Errors		Unmailable Errors	
	Number of jury indicating	Per cent	Number of jury indicating	Per cent
Uneven indentation of paragraphs	2	100.	-	-
Two spaces between words	2	100.	-	-
Incorrect spacing after punctuation	2	100.	-	-
Neat erasures	1	50.	1	50.
Careless erasures	2	100.	-	-
Transposition which changes context	1	50.	1	50.
Transposition which does not change context	2	100.	-	-
Wrong word which changes context	1	50.	1	50.
Wrong word which does not change context	2	100.	-	-
Omission which changes context	1	50.	1	50.
Omission which does not change context	2	100.	-	-
Inserted word which changes context	1	50.	1	50.
Inserted word which does not change context	2	100.	-	-
Misspelled word	2	100.	-	-



TABLE XLIV (Continued)

Item	Mailable Errors		Unmailable Errors	
	Number of jury indicating	Per cent	Number of jury indicating	Per cent
Syllabication	2	100.	-	-
Strikeover	2	100.	-	-
Typographical error	2	100.	-	-
Punctuation which changes context	2	100.	-	-
Punctuation which does not change context	2	100.	-	-
Poor placement on paper	1	50.	1	50.
Capitalization	2	100.	-	-
Word repeated	2	100.	-	-
Paragraphing	2	100.	-	-
Abbreviation where word should be spelled out	2	100.	-	-

This Table is read: 2 jury members, or 100 per cent of the ones who used the passing or failing method considered "uneven indentation of paragraphs," a mailable error.

Table XLIV shows that there is perfect agreement between these two regarding 18 items which they considered mailable errors; division of opinion exists concerning the other 6 items.

Table XLV shows the total distribution of the responses relative to the bases of grading used by the 4 jury members who used the mailable copy method of grading the transcripts for the dictation-transcription tests.

This table shows that 1, or one out of four, of this group, based her grading on accuracy only; 3, or three out of four, based their grading on a composite of accuracy and transcription rate.

Table XLVI shows the total distribution of the responses of the 4 jury members who used the mailable copy method of grading the transcripts for the dictation-transcription tests relative to the maximum number of mailable errors and the maximum number of mailable errors with correction allowed on mailable copy.

This table shows that by the 4 jury members, who constitute this group, 3 was the average maximum number of mailable errors without correction per 100 words; 3.5 was the average number of errors that are mailable with correction per 100 words allowed on mailable copy.

Table XLVII shows the total distribution of the responses relative to how each of 4 jury members who used the mailable copy method considered each of the 24 items listed.

This table shows that there is considerable difference of opinion among these jury members concerning the classification of these items. The greatest amount of agreement exists concerning the items which deal with the changes in the transcripts which do not change context and the "neat erasure." Opinion is evenly divided concerning items 15, 20, 22, and 24. One item, "clogged keys" was added by one member to this list.

TABLE XLV

TOTAL DISTRIBUTION OF THE RESPONSES RELATIVE TO THE BASES OF GRADING USED BY THE 4 JURY MEMBERS WHO USED THE MAILABLE COPY METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS

Basis of grading	Number of jury	Per cent
Accuracy only	1	25.0
Accuracy and transcription rate	3	75.0
Other basis	0	
Total	4	100.

This Table is read: Accuracy was the sole basis of grading used by 1 jury member, or 25.0 per cent of the 4 who used the mailable copy method of grading the transcript.



TABLE XLVI

TOTAL DISTRIBUTION OF THE RESPONSES OF THE 4 JURY MEMBERS WHO USED THE MAILABLE COPY METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS RELATIVE TO THE MAXIMUM NUMBER OF MAILABLE ERRORS AND THE MAXIMUM NUMBER OF MAILABLE ERRORS WITH CORRECTION ALLOWED ON MAILABLE COPY

Number of errors indicated	1. Maximum number of mailable errors allowed		2. Maximum number of mailable errors with correction allowed	
	Number of jury indicating	Per cent	Number of jury indicating	Per cent
0	-		-	
1	2	50.0	1	25.0
2	-		1	25.0
3	-		-	
4	-		-	
5	2	50.0	1	25.0
6	-		1	25.0
7	-		-	
8	-		-	
10	-		-	
15	-		-	
Total	4	100.	4	100.
Average maximum errors allowed*		3.0		
Average maximum errors with correction		3.5		

This table is read: 1 error was allowed by 2 jury members, or 50.0 per cent of the 4 who used this method of grading; 1 error with correction was allowed by 1 jury member, or 25.0 per cent of them.

\*3 was the average maximum number of mailable errors without correction; 3.5 was the average maximum number of mailable errors with correction allowed.

TABLE XLVII

TOTAL DISTRIBUTION OF THE RESPONSES RELATIVE TO HOW EACH OF THE 4 JURY MEMBERS WHO USED THE MAILABLE COPY METHOD CONSIDERED EACH OF THE 24 ITEMS LISTED

Item	Mailable without correction		Mailable with correction		Unmailable	
	Number of jury indicating	Per cent	Number of jury indicating	Per cent	Number of jury indicating	Per cent
Uneven indentation of paragraphs	1	25.0	1	25.0	2	50.0
Two spaces between words	2	50.0	1	25.0	1	25.0
Incorrect spacing after punctuation	2	50.0	1	25.0	1	25.0
Neat erasures	3	75.0	-	-	1	25.0
Careless erasures	-	-	3	75.0	1	25.0
Transposition which changes context	-	-	1	25.0	3	75.0
Transposition which does not change context	3	75.0	1	25.0	-	-
Wrong word which changes context	-	-	1	25.0	3	75.0
Wrong word which does not change context	3	75.0	1	25.0	-	-
Omission which changes context	-	-	1	25.0	3	75.0
Omission which does not change context	3	75.0	1	25.0	-	-
Inserted word which changes context	-	-	1	25.0	3	75.0
Inserted word which does not change context	3	75.0	1	25.0	-	-
Misspelled word	-	-	3	75.0	1	25.0
Syllabication	-	-	2	50.0	2	50.0
Strikeover	-	-	3	75.0	1	25.0
Typographical error	-	-	3	75.0	1	25.0

TABLE XLVII (Continued)

Item	Mailable without correction		Mailable with correction		Unmailable	
	Number of jury indicating	Per cent	Number of jury indicating	Per cent	Number of jury	Per cent
Punctuation which changes context	-		3	75.0	1	25.0
Punctuation which does not change context	3	75.0	1	25.0	-	
Poor placement on paper	2	50.0	-		2	50.0
Capitalization	-		3	75.0	1	25.0
Word repeated	-		2	50.0	2	50.0
Paragraphing	1	25.0	1	25.0	2	50.0
Abbreviation where word should be spelled out	-		2	50.0	2	50.0
Clogged keys	-		-		1	25.0

This Table is read: 1 jury member, or 25.0 per cent of the 4 who used this method of grading, considered "uneven indentation of paragraphs," mailable without correction; 1, or 25.0 per cent, considered it mailable with correction; 2, or 50.0 per cent, considered it unmailable.



## CHAPTER IV

A COMPARISON OF THE RESPONSES OF 164 OKLAHOMA HIGH SCHOOL TEACHERS WITH THE RESPONSES OF 13 JURY MEMBERS RELATIVE TO SUBJECT PROMOTION REQUIREMENTS AND THEIR BASES FOR MARKING THE PAPERS THAT DETERMINE SUBJECT PROMOTION REQUIREMENTS FOR FIRST-YEAR SHORTHAND

In order to determine whether or not the requirements for subject promotion of the Oklahoma high school teachers of first-year shorthand and their bases of marking shorthand papers for the purpose of determining subject promotion requirements are desirable, it is necessary that their requirements and their practices that underlie their requirements, be compared with a reliable scale of measurement.

The "jury," which consists of shorthand teachers who in the opinions of shorthand experts are "competent" or outstanding in this field, constitutes the scale of comparison with which the requirements for subject promotion and the bases of marking shorthand papers which determine subject promotion requirements for first-year shorthand of Oklahoma high school shorthand teachers is compared.

The comparison is made in this chapter on the same divisions as those used to establish the requirements individually of these two groups; namely, Oklahoma high school teachers of first-year shorthand and the "jury" in Chapter II and Chapter III, respectively.

Subject Promotion Requirements

In making the comparison of the requirements for subject promotion of the Oklahoma high school teachers with those of the "jury" we must consider:

1. The subject promotion requirements partially based on reading ability, on penmanship ability, on a knowledge of theory, a combination of these three, also, the achievements that they required in each of these three.

2. The nature of the dictation-transcription tests that they used; how they administered them, and what achievements were the minimum requirement for subject promotion.

Table XLVIII is a comparison of the responses of the Oklahoma high school teachers with the responses of the jury members who specified whether or not they had certain requirements concerning reading ability, penmanship ability, and theory knowledge.

The comparison as to whether or not they required a specified reading rate is based on the responses of 95.7 per cent of the 164 teachers and 76.9 per cent of the 12 jury members who specified definitely whether or not they required a reading rate. Of this group 48.4 per cent of the teachers, and 40.0 per cent of the jury had a specified reading rate requirement; 51.6 per cent of the teachers, and 60.0 per cent of the jury did not. This indicates that of the group of each division which had stated whether or not they required a reading rate, a larger percentage of the teachers than the jury members did; that a larger percentage of the jury members than teachers did not.

The comparison relative to penmanship requirements is based on the responses of 95.7 per cent of the 164 teachers and 76.9 per cent of the 13 jury members who indicated whether or not they had penmanship requirements. Of this group, 40.1 per cent of the teachers, and 70.0 per cent of the jury had penmanship requirements, but 59.9 per cent of the teachers and 30.0 per cent of the jury did not. This indicates that a larger percentage of the jury than teachers had penmanship requirements.

The comparison relative to requirement of Order of Gregg Artists membership is based upon the replies of the 139 teachers and the 9 jury members who definitely stated whether or not they required this membership.

TABLE XLVIII

THE RESPONSES OF A GROUP OF 164 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF THE 13 JURY MEMBERS RELATIVE TO CERTAIN REQUIREMENTS CONCERNING READING ABILITY, PENMANSHIP ABILITY, AND THEORY KNOWLEDGE

	Yes		No	
	Per cent of teachers	Per cent of jury	Per cent of teachers	Per cent jury
Require specified reading rate	48.4	40.0	51.6	60.0
Penmanship requirement	40.1	70.0	59.9	30.0
O.G.A. membership required	5.0	22.2	95.0	77.8
Require G.N.L. theory test	25.9	9.1	71.1	90.9
Require other theory test than G.N.L.	65.1	63.6	34.9	36.4
Must pass theory test more than once	65.0	66.7	35.0	33.3

This Table is read: Of the number who specified whether or not they had a reading rate, 48.4 per cent of the teachers and 40.0 per cent of the jury did; 51.6 per cent of the teachers and 60.0 per cent of the jury did not.



Of the group, 5.0 per cent of the teachers and 22.2 per cent of the jury required Order of Gregg Artists membership; 95.0 per cent of the teachers, and 77.8 per cent of the jury did not require it. This indicates that the majority of the teachers did not require Order of Gregg Artist membership, but no indications can be read concerning the jury and no comparison between the groups can be made.

The comparison relative to the use of the Gregg News Letter Theory Application test is based upon the responses of 158 teachers and 11 jury members who answered the question relative to its use.

Of this group, 25.9 per cent of the teachers, and 9.1 per cent of the jury required the passing of this test; 71.1 per cent of the teachers and 90.9 per cent of the jury did not require it. This indicates that more of this group of teachers than of the jury members required the passing of the Gregg News Letter test.

The comparison relative to the use of some other theory test than the Gregg News Letter Theory Application test is based upon the responses of the 149 teachers and the 11 jury members who indicated whether or not they used it.

Of this group 65.1 per cent of the teachers, and 63.6 per cent of the jury required the passing of a theory test other than the Gregg News Letter Theory Application; 34.9 per cent of the teachers, and 36.4 per cent of the jury did not require it. This indicates that more than one-half of both the teachers and the jury members required the passing of this test, but no comparison of the two groups can be made.

The comparison relative to the number of times the students were required to pass a theory test is based upon the responses of the 103 teachers and the 6 jury members who answered this question.

Of this group, 65 per cent of the teachers and 66.7 per cent of the jury required that a theory test be passed more than once; 35.0 per cent of the teachers and 33.3 per cent of the jury required a student to pass it only once.

TABLE XLIX

THE RESPONSES OF 76 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 3 JURY MEMBERS RELATIVE TO THE READING RATE REQUIREMENT

Word per minute required	Per cent of teachers	Per cent of jury
Less than 100	34.2	-
100 to 150	48.7	66.7
151 to 200	3.9	-
Comparable to long hand reading rate	7.9	33.3
Must be fluent readers	5.3	-
Total	100.	100.

This Table is read: The rate required was less than 100 wpm by 34.2 per cent of the teachers, but no jury members required a rate which was less than 100 wpm.

Table XLIX is a comparison of the responses of 100 per cent of the 76 Oklahoma high school teachers with the responses of 75.0 per cent of the 3 jury members who indicated whether or not they had a specified reading rate requirement.

Of this group, 34.2 per cent of the teachers but no jury members had a reading rate lower than 100 wpm; 48.7 per cent of the teachers, and 66.7 per cent of the jury members required a rate between 100 and 150 wpm; 3.9 per cent of the teachers, but no jury members had a rate between 150 and 200 wpm; 7.9 per cent of the teachers and 33.3 per cent

of the jury specified that they required a rate comparable to longhand reading rate; 5.3 per cent of the teachers, but no jury members specified merely that the students must be fluent readers. This indicates that a little more than one-third of this group of teachers was satisfied with a rate lower than any jury member; that the largest percentage of both teachers and jury members required a rate between 100 and 150 wpm; that there was a small group of teachers that required a higher specified rate than any jury member; that both groups evidently had individual reading rates which were measured by the student's longhand reading rate.

TABLE L

THE RESPONSES OF 92 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 7 JURY MEMBERS RELATIVE TO THE NATURE OF THE THEORY TESTS OTHER THAN THE GREGG NEWS LETTER TEST

Nature of content	Per cent of teachers	Per cent of jury
Word	54.3	28.6
Sentence	8.7	42.8
Combination	3.7	28.6
Total	100.	100.

This Table is read: Words constituted these tests used by 54.3 per cent of the teachers; but only 28.6 per cent of the jury members used word tests.

Table L is a comparison of the responses of 94.8 per cent of the 97 Oklahoma high school teachers with the responses of 100 per cent of the 7 jury members who used a theory test other than the Gregg News Letter Theory Application test and indicated the nature of these theory tests.



This table shows that 54.3 per cent of the teachers, and 28.6 per cent of the jury members, used the "word" test; 8.7 per cent of the teachers and 42.8 per cent of the jury used the "sentence" test; 37 per cent of the teachers, and 28.6 per cent of the jury members used a combination of the "word" and "sentence" test. This indicates that more than one-half of the teachers used the "word" test, but less than one-third of the jury members used it; that the smallest percentage of teachers but the largest percentage of the jury members used the "sentence" test; that a larger percentage of teachers than the jury members used the combination of the "word" and "sentence" test.

TABLE LI

THE RESPONSES OF 85.5 PER CENT OF THE 97 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 85.7 PER CENT OF THE 7 JURY MEMBERS WHO USED SOME OTHER THEORY TEST THAN THE GREGG NEWS LETTER THEORY APPLICATION TEST AND WHO INDICATED THE WORD NUMBER CONTENT OF THEIR TESTS, RELATIVE TO THE WORD NUMBER CONTENT OF THIS THEORY TEST

Number of words	Per cent of teachers	Per cent of jury
Less than 100	15.7	-
100	49.4	33.3
More than 100	32.5	50.0
Variable	2.4	16.7
Total	100.	100.

This Table is read: A test which consisted or less than 100 words was given by 13.4 per cent of the teachers, but none of the jury members gave a test of this length.

Table LI is a comparison of the responses of 85.5 per cent of the 97 Oklahoma high school teachers with the responses of 85.7 per cent of

the 7 jury members who used some other theory test than the Gregg News Letter Theory Application test and indicated the word number content of their tests.

This table shows that 15.7 per cent of the teachers but none of the jury members used a test which consisted of less than 100 words; that 49.4 per cent of the teachers, and 33.3 per cent of the jury used a test which consisted of 100 words; that 32.5 per cent of the teachers, and 50.0 per cent of the jury used a test that consisted of more than 100 words; that 2.4 per cent of the teachers and 16.7 per cent of the jury varied the lengths of these tests.

Fifteen and seven-tenths per cent of the teachers used a shorter test than the jury members; a larger percentage of the jury members than teachers used the tests which consisted of more than 100 words.

TABLE LII

THE RESPONSES OF 138 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 7 JURY MEMBERS RELATIVE TO THE DICTATION RATE OF THE THEORY TEST

Rate of dictation	Per cent of teachers	Per cent of jury
Ten words per minute	18.7	20.0
More than ten words per minute	81.3	80.0
Total	100.	100.

This Table is read: The dictation rate for the theory test was 10 wpm as used by 18.7 per cent of the teachers; by 20.0 per cent of the jury members.

Table LII is a comparison of the responses of 54.3 per cent of the 138 Oklahoma high school teachers with the responses of 71.4 per cent of the 7 jury members who indicated that they required the passing of some

theory test and indicated the rate of dictation that they used.

Table LII shows that 18.7 per cent of the teachers and 20.0 per cent of the jury members dictated the theory test at the rate of 10 wpm; that 81.3 per cent of the teachers and 80.0 per cent of the jury members dictated it at a higher rate.

Almost an equal percentage of teachers and jury members who indicated their dictation rate for the theory test, used the same rates; of this group, the teachers used a little higher rate than the jury members.

Table LIII is a comparison of the responses of 72.5 per cent of the 138 Oklahoma high school teachers with the responses of 100. per cent of the 7 jury members who indicated that they required the passing of a theory test and who indicated the accuracy requirements for the theory test.

This table shows that of this group, 36 per cent of the teachers, and 42.8 per cent of the jury members were satisfied with less than 90 per cent accuracy; 37.0 per cent of the teachers, and 28.6 per cent of the jury members required 90 per cent accuracy; 37.0 per cent of the teachers and 28.6 per cent of the jury required a higher than 90 per cent accuracy. This indicates that a larger percentage of jury members had a lower rate of accuracy requirement than the teachers; that there was a larger percentage of teachers than jury members in the middle group requirements; that there was a slightly higher percentage of jury members who required a higher rate than the teachers.

Table LIV is a comparison of the responses of the Oklahoma high school teachers with the responses of the jury members relative to reading, penmanship, theory application tests, singly and in combinations of either two or three.



TABLE LIII

THE RESPONSES OF 138 OKLAHOMA HIGH SCHOOL  
TEACHERS AND THE RESPONSES OF 7 JURY MEMBERS  
RELATIVE TO THE ACCURACY REQUIREMENTS FOR  
THE THEORY TEST

Accuracy required	Per cent of teachers	Per cent of jury
Less than 90 per cent	36.0	42.8
90 per cent	37.0	28.6
More than 90 per cent	27.0	28.6
Total	100.	100.

This Table is read: Of the number who specified an accuracy requirement for the theory test, 36.0 per cent of the teachers and 42.8 per cent of the jury members required an accuracy less than 90.0 per cent.

TABLE LIV

THE RESPONSES OF THE OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF THE JURY MEMBERS RELATIVE TO READING, PENMANSHIP, THEORY APPLICATION TESTS

	Per cent of teachers	Per cent of jury
Reading rate requirement	48.4	40.0
Penmanship requirement	40.1	70.0
Theory test requirement	89.0	63.6
No reading rate, penmanship or theory test requirement	13.9	40.0
Reading rate and penmanship requirement	21.0	27.3
Reading rate and theory test requirement	33.1	36.4
Penmanship and theory test	23.2	45.4
Reading rate, penmanship and theory test requirement	13.9	30.0

This Table is read: Of the 157 teachers and the 10 jury members who indicated whether or not they had a specified reading rate, 48.4 per cent of the teachers and 40.0 per cent of the jury members required a specified reading rate.

Table LIV shows that of the 157 teachers and 10 jury members who indicated whether or not they had a specified reading rate, 48.4 per cent of the teachers and 40.0 per cent of the jury members had a reading rate requirement; that of the 157 teachers and the 10 jury members who indicated whether or not they had penmanship requirements, 40.1 per cent of the teachers, and 70.0 per cent of the jury members had penmanship requirements; that of the 155 teachers and 11 jury members who indicated whether or not they had theory test requirements, 89.0 per cent of the teachers and 63.6 per cent of the jury members had them; that of the 144 teachers and 10 jury members who indicated whether or not they had requirements for all three; namely, reading rate, penmanship, and theory, 13.9 per cent of the teachers and 40.0 per cent of the jury had none concerning any one of them; that of 150 teachers and 11 jury members who indicated whether or not they had requirements concerning both reading rate and penmanship requirements, 21.0 per cent of the teachers, and 27.3 per cent of the jury members had both; of the 151 teachers and 11 jury members who indicate whether or not they had requirements for both reading and theory, 33.1 per cent of the teachers, and 36.4 per cent of the jury members did; that of the 151 teachers and 11 jury members who indicated whether or not they had requirements for both penmanship and theory, 23.2 per cent of the teachers, and 45.4 per cent of the jury members did; that of the 144 teachers and 10 jury members who indicated whether or not they had requirements for all three, namely, reading rate, penmanship, and theory test, 13.9 per cent of the teachers and 30.0 per cent of the jury members did.

Table LV is a comparison of the responses of 164 Oklahoma high school teachers with the responses of 13 jury members relative to certain



TABLE LV

THE RESPONSES OF 164 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 13 JURY MEMBERS RELATIVE TO CERTAIN REQUIREMENTS CONCERNING DICTATION-TRANSCRIPTION ABILITY AND CERTAIN PRACTICES USED BY THESE TEACHERS IN ADMINISTERING THE TEST

	Yes		No	
	Per cent of teachers	Per cent of jury	Per cent of teachers	Per cent of jury
Require 5 minute dictation transcription test	76.1	84.6	23.9	15.4
Require specified but different length test than 5 minute	21.9	15.4	78.1	84.6
Require typed transcripts	77.4	30.8	22.6	69.2
Transcription rate requirement for typed transcripts	37.7	25.0	62.3	75.0
Transcription rate requirement for long hand transcripts	-	57.1	-	42.9
Give preview of difficult words	63.1	33.3	36.9	66.7
Permit reading of notes before transcription	69.0	58.3	31.0	41.7
Permit use of dictionary during transcription	75.2	91.7	24.8	8.3
Permit erasing	86.1	90.9	13.9	9.1
Permit rewriting of transcript	60.8	45.5	39.2	54.5

This Table is read: Of the 94.5 per cent of the 164 teachers and 100 per cent of the 13 jury members who indicated whether or not they required a 5-minute test, 76.1 per cent of the teachers and 84.6 per cent of the jury members, did; 23.9 per cent of the teachers, and 15.4 per cent of the jury members did not.

requirements concerning dictation-transcription ability, and certain practices used by these teachers in administering this test.

The comparison of whether or not they required a 5-minute test is based on the responses of 94.5 per cent of the 164 teachers and 100 per cent of the 13 jury members who answered this question. Of this group, 76.1 per cent of the teachers and 84.6 per cent of the jury required a 5-minute dictation-transcription test; 23.9 per cent of the teachers and 15.4 per cent of the jury did not require it. This indicates that not as large a percentage of the teachers as jury members required a 5-minute test; that the larger percentage of both teachers and jury members required it.

The comparison of whether or not they required a specified, but different length than a 5-minute test, is based on the responses of 92.1 per cent of the 164 teachers and 100 per cent of the 13 jury members. Of this group, 21.9 per cent of the teachers and 15.4 per cent of the jury required one; 78.1 per cent of the teachers and 84.6 per cent of the jury did not. This indicates that a larger percentage of teachers than jury members used a different than 5-minute length test; that the smaller percentage of both the teachers and the jury members used this length test.

The comparison of whether or not they required typed transcripts is based on the responses of 97.0 per cent of the 164 teachers and 100 per cent of the 13 jury members. Of this group, 77.4 per cent of the teachers and 30.8 per cent of the jury required them; 22.6 per cent of the teachers and 69.2 per cent of the jury did not. This indicates that more than twice as many teachers as jury members required typed transcripts; that only one-third of the jury members required them.

The comparison of whether or not they had a transcription rate requirement for typed transcripts is based on the responses of 93.9 per cent of the 164 teachers and 30.4 of the 13 jury members. Of this group, 37.7 per cent of the teachers and 25.0 per cent of the jury did; 62.3 per cent of the teachers and 75.0 per cent of the jury did not. This indicates that a larger percentage of the teachers than jury members had transcription rate requirements.

The comparison of whether or not they had a transcription rate requirement for longhand transcripts is based on the responses of 53.8 per cent of the 13 jury members who indicated whether or not they had these transcription requirements. None of the teachers indicated whether or not they had; 57.1 per cent of the 7 jury members indicated that they had definite requirements; 42.9 per cent, indicated that they did not have.

The comparison of whether or not they gave a preview of difficult words before dictating the dictation-transcription test, is based on the responses of 95.7 per cent of the 164 teachers and 92.3 per cent of the 13 jury members who answered this question. Of this group, 63.1 per cent of the teachers and 33.3 per cent of the jury did; 36.9 per cent of the teachers and 66.7 per cent of the jury did not. This indicates that a preview of difficult words was given before the dictation-transcription test by both the teachers and jury members, but that almost twice as many teachers as jury members did so.

The comparison of whether or not they permitted students to read their notes before transcribing is based on the responses of 94.5 per cent of the 164 teachers and 92.3 per cent of the 13 jury members. Of this group, 69.0 per cent of the teachers and 58.3 per cent of the jury



permitted it; 31.0 per cent of the teachers and 41.7 per cent of the jury did not. A larger percentage of the teachers than jury members permitted this practice.

A comparison of the groups as to whether or not they permitted the use of the dictionary during transcription is based on the responses of 95.7 per cent of the 164 teachers and 92.3 per cent of the 13 jury members. Of this group, 75.2 per cent of the teachers, and 91.7 per cent of the jury permitted it; 24.8 per cent of the teachers and 8.3 per cent of the jury did not. A larger percentage of the jury than teachers permitted the students to use the dictionary while transcribing.

The comparison of the groups as to whether or not they permitted erasing is based on the responses of 96.3 per cent of the 164 teachers and 84.6 per cent of the 13 jury members. Of this group, 86.1 per cent of the teachers and 90.9 per cent of the jury permitted it; 13.9 per cent of the teachers and 9.1 per cent of the jury did not permit it. Erasing was permitted by a large percentage of both teachers and jury members.

The comparison of the groups as to whether or not they permitted rewriting of the transcripts is based on the responses of 96.3 per cent of the 164 teachers and 84.6 per cent of the 13 jury members. Of this group, 60.8 per cent of the teachers and 45.5 per cent of the jury permitted it; 39.2 per cent of the teachers and 54.5 per cent of the teachers did not permit rewriting of the transcripts. It is not possible to read any indications with reference to comparison because of the limited percentage and scattering of the responses.

Table LVI is a comparison of the responses of 97.3 per cent of the 151 teachers and 100 per cent of the 13 jury members who indicated that

TABLE LVI

RESPONSES OF 151 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 13 JURY MEMBERS WHO INDICATED THE DICTATION RATE THAT THEY USED FOR THE DICTATION-TRANSCRIPTION TEST

Rate of dictation	Per cent of teachers	Per cent of jury
Less than 60 words	9.5	7.7
60 words	51.0	69.2
More than 60 words	39.5	23.1
Total	<u>100.</u>	<u>100.</u>

This Table is read: 9.5 per cent of the teachers and 7.7 per cent of the jury members who indicated their dictation rate, used a rate less than 60 wpm.

they required a dictation-transcription test relative to the dictation rate that they used for the dictation-transcription test.

Table LVI shows that 9.5 per cent of the teachers and 7.7 per cent of the jury members used a rate of less than 60 wpm; that 51.0 per cent of the teachers and 69.2 per cent of the jury members used 60 wpm; that 39.5 per cent of the teachers and 23.1 per cent of the jury members used a higher rate.

A small group of both teachers and jury members used a dictation rate lower than 60 wpm; over one-half of both teachers and jury members used the 60 wpm rate; a small percentage more of the teachers than jury members used a higher rate as the minimum for the dictation-transcription test.

Table LVII is a comparison of the responses of 82.8 per cent of the 58 teachers and 80.0 per cent of the 5 jury members who had transcription rate requirements relative to their transcription rate requirements for the dictation-transcription test.

Thirty-five and four-tenths per cent of the teachers, and 75.0 per cent of the jury members required a transcription rate of less than 20 wpm; 25.0 per cent of the teachers and also of the jury members required a rate of 20 wpm; 39.6 per cent of the teachers, but none of the jury members required a higher transcription rate.

Table LVIII is a comparison of the responses of 73.5 per cent of the 151 teachers and 92.3 per cent of the 13 jury members who indicated that they required a dictation-transcription test relative to their accuracy requirement for this test.

Table LVIII shows that 10.8 per cent of the teachers, but none of the jury members were satisfied with an accuracy of less than 95 per cent;



TABLE LVII

THE RESPONSES OF 58 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 4 JURY MEMBERS WHO INDICATED THEIR TRANSCRIPTION RATE REQUIREMENT FOR THE DICTATION-TRANSCRIPTION TEST

Transcription rate	Per cent of teachers	Per cent of jury
Less than twenty words	35.4	75.0
Twenty words	25.0	25.0
More than twenty words	39.6	-
Total	100.	100.

This Table is read: Less than 20 wpm was the transcription rate requirement of 35.4 per cent of the teachers and 75.0 per cent of the jury members who indicated their transcription rate requirement.

TABLE LVIII

RESPONSES OF 111 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 12 JURY MEMBERS WHO INDICATED THEIR ACCURACY REQUIREMENT FOR THE DICTATION-TRANSCRIPTION TEST

Per cent of accuracy required	Per cent of teachers	Per cent of jury
Less than 95	10.8	-
95	87.4	100.
More than 95	1.8	-
Total	100.	100.

This Table is read: Of the 111 teachers who indicated their accuracy requirement for the dictation-transcription test, 10.8 per cent of them required less than 95.0 per cent accuracy and of the 12 jury members, none required an accuracy less than 95.0 per cent.

that 87.4 per cent of the teachers, and 100 per cent of the jury required 95.0 per cent accuracy; that 1.8 per cent of the teachers, but none of the jury members required a higher accuracy.

Of this group, there is perfect agreement among the jury members relative to accuracy requirement; there is a wider range among the teachers; one out of ten of the teachers was satisfied with a lower degree of accuracy than any of the jury members; a small percentage required a higher degree of accuracy than the jury members.

Table LIX is a comparison of the responses of 95.7 per cent of the 164 Oklahoma high school teachers with the responses of 92.3 per cent of the 13 jury members who indicated the quality of material that they used for the dictation-transcription test.

This table shows that 40.8 per cent of the teachers and 83.3 per cent of the jury used new Gregg News Letter material, either alone or with some other material; that 26.1 per cent of the teachers and 58.3 per cent of the jury members used practiced Gregg News Letter material, either alone or with some other material; that 70.1 per cent of the teachers, and 50.0 per cent of the jury members used new material similar to the Gregg News Letter material, either alone or with some other material; 37.9 per cent of the teachers, and 33.3 per cent of the jury used practiced material similar to the Gregg News Letter material, either alone or with some other material; 27.4 per cent of the teachers, and 25.0 per cent of the jury members used new material easier than the Gregg News Letter material, either alone or with some other material; 17.8 per cent of the teachers, and 16.7 per cent of the jury members used practiced material easier than Gregg News Letter material, either alone or with some other material.

TABLE LIX

THE RESPONSES OF THE 157 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 12 JURY MEMBERS RELATIVE TO THE QUALITY OF MATERIAL THAT THEY USED FOR THE DICTATION-TRANSCRIPTION TEST

	Per cent of teachers	Per cent of jury
a. Use new G.N.L. either alone or with some other material	40.8	83.3
b. Use practiced G.N.L. either alone or with some other material	26.1	58.3
c. Use new material similar to G.N.L. either alone or with some other material	70.1	50.0
d. Use practiced material similar to G.N.L. either alone or with some other material	37.9	33.3
e. Use new material easier than G.N.L. either alone or with some other material	27.4	25.0
f. Use practiced material easier than G.N.L. either alone or with some other material	17.8	16.7

This Table is read: New Gregg News Letter material, either alone or with some other material was used by 40.8 per cent of the teachers and by 83.3 per cent of the jury members.



Both the teachers and jury members used all types of material upon which they based their promotion requirements; twice as large a percentage of jury members as teachers used new also practiced Gregg News Letter material; a ratio of almost 7 to 5 exists between the teachers and jury members who used new material similar to the Gregg News Letter material; the difference between the teachers and jury members relative to the use of the other types of materials was very slight.

TABLE LX

THE RESPONSES OF THE 157 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 12 JURY MEMBERS RELATIVE TO NEW MATERIAL, PRACTICED MATERIAL, OR A COMBINATION OF THESE TWO AS USED FOR THE DICTATION-TRANSCRIPTION TESTS

	Per cent of teachers	Per cent of jury
Use only new material	49.7	41.7
Use only practiced material	4.5	8.3
Use both new and practiced material	45.8	50.0
Total	100.	100.

This Table is read: Only new material was used by 49.7 per cent of the teachers and by 41.7 per cent of the jury members.

Table LX is a comparison of the responses of 95.7 per cent of the 164 Oklahoma high school teachers and the responses of 92.3 per cent of the 13 jury members relative new material, practiced material, or a combination of these two as used for the dictation-transcription tests.

This table shows that 49.7 per cent of the teachers and 41.7 per cent of the jury members used only new material; 4.5 per cent of the teachers, 8.3 per cent of the jury used only practiced material; 45.8

per cent of the teachers, 50.0 per cent of the jury used both new and practiced material.

The percentage of the teachers and jury members who used only new material is almost equal; a very small percentage of each group used only practiced material; an almost equal percentage of teachers and jury members used both new and used material.

TABLE LXI

THE RESPONSES OF THE 157 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF THE 12 JURY MEMBERS RELATIVE TO GREGG NEWS LETTER QUALITY MATERIAL, A QUALITY EASIER THAN THE GREGG NEWS LETTER MATERIAL, OR A COMBINATION OF ALL MATERIALS AS USED FOR THE DICTATION-TRANSCRIPTION TEST

	Per cent of teachers	Per cent of jury
Use only G.N.L. or similar material	60.5	41.7
Use only material easier than G.N.L.	3.2	8.3
Use combination of G.N.L. or similar and easier material	36.3	50.0
Total	100.	100.

This Table is read: Only Gregg News Letter or similar material was used by 60.5 per cent of the teachers; by 41.7 per cent of the jury.

Table LXI shows that a larger percentage of teachers than jury members used only either Gregg News Letter or similar material; a larger percentage of jury members used only material easier than Gregg News Letter material; a larger percentage of the jury than teachers used a combination of all materials for the dictation-transcription test.

Table LXII is a comparison of the responses of 164 Oklahoma high school teachers with the responses of 13 jury members relative to their

TABLE LXII

THE RESPONSES OF THE 164 OKLAHOMA HIGH SCHOOL TEACHERS AND THE  
RESPONSES OF THE 13 JURY MEMBERS RELATIVE TO THEIR GRADING  
METHODS FOR THE DICTATION-TRANSCRIPTION TESTS

	Per cent of teachers	Per cent of jury
(A) Percentage rating method only	23.2	38.4
(B) Passing or failing method only	9.7	-
(C) Mailable copy method only	35.3	23.1
A and B combined	3.7	-
A and C combined	3.7	7.7
B and C combined	7.3	15.4
A, B, and C combined	11.0	7.7
Other method or not stated	6.1	7.7
Total	100.	100.
A in (A, AB, AC, and ABC)	42.1	53.8
B in (B, AB, BC, and ABC)	31.7	23.1
C in (C, AC, BC, and ABC)	57.3	53.8

This Table is read: The percentage rating method alone was used by 23.2 per cent of the teachers; by 38.4 per cent of the jury members.



grading methods for the dictation-transcription tests.

This table shows that 23.2 per cent of the teachers and 38.4 per cent of the jury members used the percentage rating method only; 9.7 per cent of the teachers used the passing or failing method only; 35.3 per cent of the teachers, 23.1 per cent of the jury used the mailable copy method only; that 3.7 per cent of the teachers, but none of the jury combined percentage rating method and passing or failing method: that 3.7 per cent of the teachers, 7.7 per cent of the jury combined the percentage rating method with the mailable copy method; that 7.3 per cent of the teachers, 15.4 per cent of the jury combined passing and failing method with mailable copy method; that 11 per cent of the teachers and 7.7 per cent of the jury members combined all three methods; 6.1 per cent of the teachers and 7.7 per cent of the jury did not state what method they used; 42.1 per cent of the teachers and 53.8 per cent of the jury members used the percentage rating method either alone or in combination with one or both of the other methods; 31.7 per cent of the teachers, 23.1 per cent of the jury members used the passing or failing method either alone or in combination with one or both of the other methods; 57.3 per cent of the teachers, 53.8 per cent of the jury used the mailable copy method either alone or in combination with one or both of the other methods.

The percentage rating method was used by the largest percentage of the jury members; the mailable copy method was used by the largest percentage of the teachers; the percentage rating method was used either alone or in combination with one or both of the other methods by the same percentage of jury members as was the mailable copy method either alone or in combination with one or both of the other methods; the largest percentage of teachers used the mailable copy method either alone or in

combination with one or both of the other methods.

Table LXIII is a comparison of the responses of 69.5 per cent of the 69 Oklahoma high school teachers with the responses of 85.7 per cent of the 7 jury members who used the percentage rating method of grading transcripts.

This table shows that there was a great deal of difference in the accuracy requirements of the teachers, and that there was much closer agreement among the jury members; 16.7 per cent of the teachers, but none of the jury members were satisfied with an accuracy of less than 75.0 per cent; 33.3 per cent of the jury but none of the teachers required 75.0 per cent; 35.4 per cent of the teachers, but none of the jury ranged between 75 per cent and 95 per cent; that almost one-half of the teachers and two-thirds of the jury required an accuracy of 95 per cent.

The range of accuracy required by the teachers was much wider than that required by the jury members; a higher degree of accuracy was required by a larger percentage of jury members than by teachers.

Table LXIV is a comparison of the responses of 46.1 per cent of the 52 Oklahoma high school teachers with the responses of 66.7 per cent of the 3 jury members who used the passing or failing method of grading the transcripts for the dictation-transcription tests relative to the number of errors permissible and the classification of these errors as to either mailable or unmailable.

On a letter that is "passing" the average maximum number of errors permitted by the teachers is 6.6; by the jury, 3; the average number of errors that can be corrected before mailing permitted by the teachers is 4.1 and by the jury, 3; the average number of unmailable errors allowed

TABLE LXIII

THE RESPONSES OF 48 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 6 JURY MEMBERS WHO USED THE PERCENTAGE RATING METHOD OF GRADING TRANSCRIPTS

Per cent of accuracy	Per cent of teachers	Per cent of jury
60	2.1	-
70	14.6	-
75	-	33.3
80	2.1	-
85	14.6	-
90	16.6	-
93	2.1	-
95	47.9	66.7
Total	100.	100.

This Table is read: 60 per cent was the accuracy required by 2.1 per cent of the teachers, but no jury member had an accuracy requirement as low as 60 per cent.



TABLE LXIV

THE RESPONSES OF 24 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 2 JURY MEMBERS WHO USED THE PASSING OR FAILING METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS RELATIVE TO THE NUMBER OF ERRORS PERMISSABLE AND THE CLASSIFICATION OF THESE ERRORS AS TO EITHER MAILABLE OR UNMAILABLE

Number of errors indicated	1. What is the maximum number of errors a letter can have and be passing?		2. How many of these errors can be corrected before mailing?		3. How many of these may be errors which are considered unmailable errors?	
	Per cent of teachers	Per cent of jury	Per cent of teachers	Per cent of jury	Per cent of teachers	Per cent of jury
0	4.2	-	4.2	-	50.0	100.
1	-	50.0	-	50.0	8.3	-
2	-	-	29.1	-	25.0	-
3	25.0	-	35.5	-	8.3	-
4	12.5	-	4.2	-	-	-
5	33.3	50.0	12.5	50.0	4.2	-
6	4.2	-	-	-	-	-
8	-	-	4.2	-	-	-
10	8.3	-	4.2	-	4.2	-
15	4.2	-	-	-	-	-
17	4.2	-	-	-	-	-
20	-	-	4.1	-	-	-
30	4.1	-	-	-	-	-
Total	100.	100.	100.	100.	100.	100.
Average error* item 1	6.6	3.0				
Average error item 2	4.1	3.0				
Average error item 3	1.04	0.0				

This Table is read: No error was allowed by 4.2 per cent of the teachers in a letter that was "passing;" there was no jury member who did not allow an error; 4.2 per cent of the teachers allowed no error that could be corrected before mailing; 50.0 per cent of the teachers and 100 per cent of the jury did not allow any unmailable error.

\*6.6 was the average maximum number of errors a "passing" letter is allowed by the teachers; 3.0 was the average maximum number of errors a "passing" letter is allowed by the jury members; 4.1 was the average number of errors which could be corrected before mailing allowed by the teachers; 3.0 was the average number of errors which could be corrected before mailing allowed by the jury members; 1.04 was the average number of unmailable errors allowed in a "passing" letter by the teachers. None allowed by jury members.

by the teachers is 1.04 and none by the jury.

This indicates that the accuracy requirement of the jury on a "passing" letter was higher than that of the teachers.

TABLE LXV

THE RESPONSES OF 38 OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF 4 JURY MEMBERS WHO USED THE MAILABLE COPY METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TESTS RELATIVE TO THEIR BASES OF GRADING

Basis of grading	Per cent of teachers	Per cent of jury
Accuracy only	21.0	25.0
Accuracy and transcription rate	71.1	75.0
Other bases	7.9	-
Total	100.	100.

This Table is read: Accuracy was the sole basis of grading used by 21.0 per cent of the teachers; by 25.0 per cent of the jury members.

Table LXV is a comparison of the responses of 40.4 per cent of the 94 Oklahoma high school teachers with the responses of 57.1 per cent of the 7 jury members who used the mailable copy method of grading the transcripts for the dictation-transcription test relative to their bases of grading.

Twenty-one per cent of the teachers and 25.0 per cent of the jury members based their grade entirely on accuracy; 71.1 per cent of the teachers and 75.0 per cent of the jury based their grade on a composite requirement of accuracy and transcription rate; 7.9 per cent of the teachers based their grade on some other bases not specified.

Almost three-fourths of the teachers and three-fourths of the jury members based their grade on a composite requirement of accuracy and transcription rate; almost the same percentage of teachers and jury members

based their grade on these two divisions; namely, accuracy and a combination of accuracy and transcription rate; a small percentage of the teachers used other bases which they did not indicate.

Table LXVI is a comparison of the responses of 40.4 per cent of the 94 Oklahoma high school teachers with the responses of 57.1 per cent of the 7 jury members who used the mailable copy method of grading the transcripts for the dictation-transcription tests relative to the maximum number of mailable errors and the maximum number of mailable errors with correction allowed on mailable copy.

The average maximum number of mailable errors without correction per 100 words allowed by the teachers was 4.6; the jury, 3; the average number of errors mailable with correction per 100 words allowed by the teachers was 5.3; the jury, 3.5.

The accuracy requirements of the jury on mailable copy was higher than that of the teachers.

Table LXVII is a comparison of the responses of the Oklahoma high school teachers with the responses of the jury members as to how they consider each of the 24 items listed.

This table shows that the closest agreement between the teachers and the jury was in the group which used the percentage rating method. In this group, there was perfect agreement on item 20, "poor placement on page;" 83.3 per cent of both groups attached penalty to this item. There was very little agreement between the teachers and jury members who used the passing or failing method relative to classification of these items as mailable or unmailable errors; there was also much difference of opinion among the members of the two groups that used the mailable copy method relative to classification of items as mailable without correction, mailable with correction or unmailable.



TABLE LXVI

THE RESPONSES OF THE OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF THE JURY MEMBERS WHO USED THE MAILABLE COPY METHOD OF GRADING THE TRANSCRIPTS FOR THE DICTATION-TRANSCRIPTION TEST RELATIVE TO THE MAXIMUM NUMBER OF MAILABLE ERRORS AND THE MAXIMUM NUMBER OF MAILABLE ERRORS WITH CORRECTION

Number of errors indicated	Maximum number of mailable errors allowed		Maximum number of mailable errors with correction allowed	
	Per cent of teachers	Per cent of jury	Per cent of teachers	Per cent of jury
0	5.3	-	7.9	-
1	10.5	50.0	7.9	25.0
2	15.8	-	10.6	25.0
3	-	-	2.6	-
4	5.3	-	2.6	-
5	50.0	50.0	36.9	25.0
6	2.6	-	2.6	25.0
7	-	-	2.6	-
8	5.3	-	5.3	-
10	2.6	-	18.4	-
15	2.6	-	2.6	-
Total	100.	100.	100.	100.
Average maximum errors allowed*		4.6	3.0	
Average maximum errors without correction		5.3	3.5	

This Table is read: No errors were allowed by 5.3 per cent of the teachers, all jury members allowed an error; 7.9 per cent of the teachers allowed no error with correction, all jury members allowed an error with correction.

\*4.6 was the average maximum number of mailable errors without correction allowed by the teachers; 3.0 was the average number of mailable errors without correction allowed by the jury members. 5.3 was the average number of errors with correction allowed by the teachers; 3.5 was the average number of errors with correction allowed by the jury members.

TABLE LXVII

THE RESPONSES OF THE OKLAHOMA HIGH SCHOOL TEACHERS AND THE RESPONSES OF THE JURY MEMBERS RELATIVE TO HOW EACH OF THEM CONSIDERED EACH OF THE 24 ITEMS LISTED

Item	Percentage rating method		Passing or failing method				Mailable copy method					
	Total penalizing in per cent or points		Mailable errors		Unmailable errors		Mailable without correction		Mailable without correction		Unmailable	
	T*	J**	T	J	T	J	T	J	T	J	T	J
Uneven indentation of paragraphs	81.2	83.3	29.2	100	70.8	-	21.0	25.0	21.0	25.0	57.9	50.0
Two spaces between words	89.6	83.3	75.0	100	25.0	-	78.9	50.0	15.8	25.0	5.3	25.0
Incorrect spacing after punctuation	87.5	83.3	37.5	100	62.5	-	50.0	50.0	28.9	25.0	21.1	25.0
Neat erasures	31.2	50.0	95.8	50.0	4.2	50.0	71.1	75.0	28.9	-	-	25.0
Careless erasures	85.4	100	29.2	100	70.8	-	5.3	-	13.2	75.0	81.5	25.0
Transposition which changes context	87.5	100	12.5	50.0	87.5	50.0	2.6	-	18.4	25.0	79.0	75.0
Transposition which does not change context	66.7	83.3	87.5	100	12.5	-	84.2	75.0	10.5	25.0	5.3	-
Wrong word which changes context	93.7	100	12.5	50.0	87.5	50.0	2.6	-	29.0	25.0	68.4	75.0
Wrong word which does not change context	66.7	83.3	83.3	100	16.7	-	84.2	75.0	10.5	25.0	5.3	-
Omission which changes context	89.6	100	12.5	50.0	87.5	50.0	2.6	-	21.1	25.0	76.3	75.0
Omission which does not change context	68.7	83.3	83.3	100	16.7	-	89.4	75.0	5.3	25.0	5.3	-
Inserted word which changes context	91.7	100	12.5	50.0	87.5	50.0	2.6	-	15.8	25.0	81.6	75.0
Inserted word which does not change context	64.4	83.3	79.2	100	20.8	-	89.5	75.0	10.5	25.0	-	-

TABLE LXVII (Continued)

Item	Percentage rating method		Passing or failing method				Mailable copy method						
	Total penalizing in per cent or points		Mailable errors		Unmailable errors		Mailable without correction		Mailable with correction		Unmailable		
	T	J	T	J	T	J	T	J	T	J	T	J	
Misspelled word	95.8	100	12.5	100	87.5	-	-	-	-	73.7	75.0	26.3	25.0
Syllabication	87.5	100	29.2	100	70.8	-	7.9	-	57.9	50.0	34.2	50.0	
Strikeover	91.7	100	12.5	100	87.5	-	2.6	-	57.9	75.0	-	25.0	
Typographical error	93.7	83.3	16.7	100	83.3	-	13.2	-	71.1	75.0	15.8	25.0	
Punctuation which changes context	87.5	100	16.7	100	83.3	-	-	-	50.0	75.0	50.0	25.0	
Punctuation which does not change context	50.0	83.3	95.8	100	4.2	-	84.2	75.0	15.8	25.0	-	-	
Poor placement on paper	83.3	83.3	29.2	50.0	70.8	50.0	15.8	50.0	7.9	-	76.3	50.0	
Capitalization	93.7	83.3	33.3	100	66.7	-	15.8	-	73.7	75.0	10.5	25.0	
Word repeated	93.7	100	12.5	100	87.5	-	7.9	-	31.6	50.0	60.5	50.0	
Paragraphing	91.7	100	37.5	100	62.5	-	36.9	25.0	10.5	25.0	52.6	50.0	
Abbreviation where word should be spelled out	91.7	100	37.5	100	62.5	-	26.3	-	21.1	50.0	52.6	50.0	
Machine error											2.6		
Clogged keys												25.0	
Ragged righthand edge											2.6		

This Table is read: Of the group that used the percentage rating method, 81.2 per cent of the teachers and 83.3 per cent of the jury members considered "uneven indentation of paragraphs," an error; of the group that used the passing or failing method, 29.2 per cent of the teachers and 100 per cent of the jury members considered it a mailable error, 70.8 per cent of the teachers considered it an unmailable error, none of the jury members considered it an unmailable error; of the group who used the mailable copy method, 21.0 per cent of the teachers and 25.0 per cent of the jury members considered it an error mailable without correction; 21.0 per cent of the teachers and 25.0 per cent of the jury members considered it an error with correction; 57.9 per cent of the teachers and 25.0 per cent of the jury members considered it an unmailable error.

\*T means per cent of teachers \*\*J means per cent of jury members.



## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major objectives of this study were:

1. To determine the subject promotion requirements for first-year shorthand of the Oklahoma high school teachers.
2. To determine bases of marking shorthand papers for the purpose of determining the subject promotion requirements for first-year shorthand used by the Oklahoma high school teachers.
3. To evaluate these bases of marking shorthand papers and the subject promotion requirements for first-year shorthand in the light of opinions and practices of competent persons in the field.
4. To provide data for recommendations relative to bases of marking the shorthand papers that determine subject promotion requirements for first-year shorthand and the subject promotion requirements for the course.

A check list concerning subject promotion requirements and the bases used in determining subject promotion requirements was mailed to 326 Oklahoma high school teachers of first-year shorthand. The data obtained from the filled in check lists which were returned by 164 teachers were used to construct the second chapter of this thesis. These 164 responses came from 68 counties of the state.

A check list identical to the one checked by the Oklahoma high school teachers was mailed to 24 high school teachers who are recognized as "competent" or "outstanding" teachers of shorthand by shorthand experts. The third chapter was constructed from the data obtained from the 13 filled in check lists which this group returned. This group is always referred to in this study as "jury" or "jury members."

A comparison of the data obtained from the Oklahoma high school shorthand teachers with the data obtained from the jury constitutes the fourth chapter.

Reading rate, penmanship, theory and dictation-transcription requirements are the four principle divisions of the subject around which all other questions are grouped.

The study shows that almost one-half of the teachers had a specified reading rate; that a little more than one-third of this group of teachers was satisfied with a lower rate than any jury members; that the largest percentage of both teachers and jury members required a rate between 100 and 150 wpm; that there was a small group of teachers that required a higher rate than any jury member; that both groups have individual reading rates which they measure by the students' longhand reading rate.

A larger percentage of the jury members than teachers have penmanship requirements; a rather small group of teachers, and a larger group of jury members made Order of Gregg Artist membership a requisite of the course.

More than a majority of both teachers and jury members required the students to pass a theory test; more teachers than jury members used the Gregg News Letter test for this purpose. The tests used which are other than the Gregg News Letter Theory Application test consisted of "isolated words," "sentences," and a combination of these two. The largest percentage of the teachers used the "isolated word" test, but the largest percentage of the jury used the "sentence" test. The teachers used shorter tests than the jury members. Both groups dictated this test at various speeds, but the larger percentage of both groups dictated it at a rate higher than 10 wpm. Accuracy of less than 90 per cent was acceptable to a group of both teachers and jury members, but 90 per cent accuracy was

required by the largest percentage of the teachers; a small number of each group required a higher grade of accuracy than 90 per cent. More than the majority of both the teachers and jury members required the passing of more than one theory test.

The percentage of teachers having requirements concerning all three; namely, reading rate, penmanship, and theory is the same as the percentage of teachers having no requirements for any of these three; the variation between the percentage of the jury having requirements concerning these three and the percentage of the jury having no requirements for any one of these three is very slight.

The larger percentage of both teachers and jury members used a 5-minute dictation-transcription test; both groups also used shorter tests, but more of the teachers than jury members were satisfied with a shorter test.

The ratio of 2 to 1 exists between the teachers and the jury members relative to requiring typed transcripts; only one-third of the jury members required them. A larger percentage of teachers than jury members had a specified transcription rate requirement on typed transcripts; some of the jury members had transcription rate requirements on longhand transcripts.

A number of both groups permitted students to read their notes before transcribing; to use the dictionary while transcribing; to erase on the transcripts, and rewrite the transcripts. A larger percentage of teachers than jury members gave a preview of difficult words, but more jury members than teachers permitted erasing on the transcript and the use of the dictionary while transcribing.

The 60 wpm rate of dictation was used by the majority of both teachers



and jury members. A small group of both teachers and jury members used a rate lower than 60 wpm; the percentage of the teachers using a higher rate than 60 wpm as the minimum rate is slightly larger than the percentage of jury members.

About one-tenth of the teachers, but none of the jury members were satisfied with an accuracy of less than 95 per cent; the majority of both groups required a 95 per cent accuracy; a small group of teachers, but none of the jury members required more than 95 per cent.

The teachers and also the jury members used all types of material for the dictation-transcription test. Almost an equal percentage of teachers and jury members used new material; a very small and almost equal percentage used only practiced material; a small number of each group used only material easier than Gregg News Letter material; a larger percentage of teachers than jury members used only Gregg News Letter or similar material.

The percentage rating and the mailable copy method of grading the transcript was used by an equal number of jury members; the mailable copy method was used by the largest per cent of teachers.

Among the group which based its grading of the transcript on the percentage rating method, there was much difference in the accuracy requirements of the teachers; there was much closer agreement among the jury members. One-sixth of the teachers, but none of the jury members were satisfied with an accuracy of less than 75 per cent; not quite one-half of the teachers, but two-thirds of the jury members required 95 per cent accuracy.

Among the group that based its grade of the transcript on the passing and failing method, the average number of maximum errors allowed by the

teachers is 6.6; by the jury, 3. The average number of errors that can be corrected before mailing, allowed by the teachers is 4.1; by the jury, 3. The average number of unmailable errors allowed by the teachers is 1.04; by the jury, 0.

Among the group that used the mailable copy method, the per cent of teachers and jury members who based their grade on a combination of accuracy and transcription rate is almost equal. Only about one-fourth of each group based its grading on other bases which were not specified. The average number of maximum mailable errors without correction allowed by the teachers is 4.6; by the jury, 2. The average number of maximum errors mailable with correction allowed by the teachers is 5.3; by the jury, 3.5.

### Conclusions

1. That a large group of Oklahoma high school teachers either conform with or exceed the requirements set by the State Board of Education for first-year shorthand.

2. That some teachers either do not have access to a State Course of Study or deviate either wilfully or of necessity from the requirements which it sets.

3. That many teachers are eager to know how their requirements and practices compare with that of other teachers of the state.

4. That the two groups of teachers, namely, the ones whose requirements are lower and the ones whose requirements exceed those set by the State Course of Study, are partially responsible for the difference of shorthand knowledge and the degree of skill with which high school students are equipped upon completion of the shorthand course.

5. That the majority of high school teachers attach more importance to reading ability and theory knowledge than to penmanship; that the smallness of the number of the ones who have any penmanship requirements may be partially due to the very casual reference made to it in the Course of Study.

6. That similar grades given by this group of teachers may vary in value because of the difference in the quality of material which the teachers use for the dictation-transcription test, the manner in which they administer these tests, and the accuracy requirements which they have for them.

7. That many of the teachers as well as the jury members use more than one grading method for their evaluation of the transcript; that there is much difference of opinion relative to what constitutes an error



and the amount of penalty that should be attached to various errors.

8. That the average accuracy requirement for the dictation-transcription test of the teachers is too low judged in the light of the requirements of outstanding shorthand teachers.

9. That the reason for the difference in the requirements relative to typed transcripts may be partially due to the fact that the State Course of Study causes teachers to require them, while the jury members regard the first-year shorthand course as preparatory for formal transcription in the next year.

### Recommendations

The following recommendations appear to be warranted by the data:

1. That some means be found either through methods courses in state institutions or through the State Board of Education to impress upon the teachers of shorthand the necessity of meeting the minimum requirements as set forth in the State Course of Study.

2. That the "specific requirements" in the State Course of Study state more definitely the quality of material that is acceptable for the dictation-transcription test which determines subject promotion.

3. That the methods of administering the various shorthand tests be standardized and recommended by a group of authorities of experienced shorthand teachers.

4. That other studies which will furnish additional information relative to the bases of marking the transcript that are used by teachers be made in order to bring about clearer understanding and more agreement concerning error analysis, classification, and the amount of penalty to be attached to an error.

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APPENDIX

PARCHMENT

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C O P Y

## FIRST LETTER

Rush Springs, Oklahoma  
March 14, 1942

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_:

Have you sometimes wondered just how other teachers interpret the shorthand requirements set by the State Course of Study? As a shorthand teacher you know that while the requirements there are quite definite, they can be given many different interpretations.

Under the supervision of the graduate faculty at A. and M. College, Stillwater, I am making a study entitled, "Oklahoma High School Subject Promotion Requirements for First-Year Shorthand."

Every Oklahoma high school teacher of first-year shorthand should be represented in this study, so will you please use about five minutes of your time to answer the enclosed check-list, insert it in the self-addressed envelope, and drop it in the mail before you lay this letter aside?

I certainly appreciate your cooperation and will be glad to share these data with you as soon as I have all of them compiled and tabulated. Please indicate below if you would like to have this information.

STRATHMORE DOCUMENT

Yours sincerely,

(Miss) Kate I. Thiessen

Would you like to have some of these data?  
If so, which part would you like to have?



C O P Y

## SECOND LETTER

Rush Springs High School  
Rush Springs, Oklahoma  
April 25, 1942

Shorthand Teacher

---

---

Dear Shorthand Teacher:

Your reply to the check-list sent out in connection with the study entitled, "Oklahoma High School Subject Promotion Requirements for First-Year Shorthand" is of great importance.

This study, which is being made under the supervision of the graduate faculty at A. and M. College, Stillwater, is to include every Oklahoma high school teacher of first-year shorthand.

Please answer all questions asked under: "Shorthand Method;" "Part I;" "Part II;" "Part III;" indicate which of the three "Measures Used to Determine the Achievements of the Students" you use, and then turn to the next page--there under one of the systems given, please check how you consider each of the twenty-four items listed.

You are busy, no doubt, and have probably been bothered considerably with check-lists, but this information that only you can give will be a great aid to the study. If you have mislaid the first check-list, will you please answer the enclosed one and mail it in the enclosed self-addressed envelope before you forget it?

I appreciate your cooperation very much. If you would like some of this information, I shall be glad to send you any part of it as soon as all of it is compiled and tabulated.

Yours sincerely,

(Miss) Kate I. Thiessen

If you are interested in securing some of this information, please indicate which part you would like to have.

C O P Y

Rush Springs, Oklahoma  
March 28, 1942

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_:

Under the supervision of the graduate faculty at A. and M. College, Stillwater, Oklahoma, I am making a study entitled, "Oklahoma High School Subject Promotion Requirements for First-Year Shorthand."

Since I am using the normative-survey method of research, I am compiling my material from a check-list which was sent to each Oklahoma high school teacher of first-year shorthand.

It is now necessary that I secure a jury of shorthand teachers who are recognized as outstanding in their profession by people who are shorthand authorities. I am enclosing a copy of the check-list that these teachers will be asked to check. This is the same paper that I am using for the teachers in the state.

\_\_\_\_\_, will you please submit the names and addresses of two high school teachers of first-year shorthand whom I may ask to serve on this jury?

I assure you that I appreciate very much your cooperation and hope that this study may be of some value to the shorthand teaching profession.

Sincerely yours,

(Miss) Kate I. Thiessen  
Commercial Instructor

C O P Y

Rush Springs High School  
Rush Springs, Oklahoma  
May 11, 1942

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_:

\_\_\_\_\_ has suggested you as a desirable jury member for my study entitled, "Oklahoma High School Subject Promotion Requirements for First-Year Shorthand."

This study is being made under the supervision of the graduate faculty at A. and M. College, Stillwater, Oklahoma. A check-list similar to the one enclosed has been presented to every high school teacher of first-year shorthand in Oklahoma.

The jury for this study must consist of teachers who are recognized as outstanding in their profession by shorthand authorities. Will you, therefore, please mark the check-list and return it in the enclosed envelope? If you do not teach first-year shorthand, please mark the check-list according to the standards that you consider desirable for this subject?

\_\_\_\_\_, I realize that you are exceedingly busy and that your time is valuable, so I assure you that I shall appreciate your courtesy and cooperation very much.

Yours sincerely,

(Miss) Kate I. Thiessen



TABLE 1

CLASSIFICATION OF THE 124 TEACHERS WHO GAVE COMPLETE INFORMATION RELATIVE TO METHOD USED, EXPERIENCE, SIZE OF SCHOOL, AND SEX

Method used	Experienced Teachers						Inexperienced Teachers						To- tal	Per- cent
	Large school		Medium school		Small School		Large school		Medium school		Small school			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
Combination	2	16	8	15	2	7	-	2	-	5	-	1	58	46.8
Manual	5	9	6	11	1	5	-	1	-	5	-	1	44	35.5
Functional	1	8	2	5	1	1	-	1	-	3	-	-	22	17.8

TABLE 2

## READING REQUIREMENTS AS INDICATED BY 105 TEACHERS

Method	Experienced Teacher																	
	Large School					Medium School					Small School							
	Men			Women			Men			Women			Men			Women		
	Yes	Not No stated		Yes	Not No stated		Yes	Not No stated		Yes	Not No stated		Yes	Not No stated		Yes	Not No stated	
Combination	-	2	-	4	11	1	5	3	-	4	9	2	1	1	-	6	-	1
Manual	1	4	-	5	4	-	3	2	1	6	5	-	1	-	-	3	2	-
Functional	1	-	-	4	3	1	2	-	-	3	2	-	1	-	-	1	-	-

TABLE 3

## READING REQUIREMENTS AS INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher															
	Large School						Medium School			Small School						
	Men			Women			Men			Women						
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated				
Combination	-	-	-	-	2	-	-	-	2	3	-	-	-	1	-	-
Manual	-	-	-	-	1	-	-	-	-	5	-	-	-	1	-	-
Functional	-	-	-	1	-	-	-	-	-	3	-	-	-	-	-	-



TABLE 4

## READING RATE RANGE AS INDICATED BY 51 TEACHERS

Method	Experienced Teacher																							
	Large School				Medium School				Small School															
	Less than 100		100-150		151-200		C.L.R.*		Less than 100		100-150		151-200		C.L.R.									
	** M	*** W	M	W	M	W	M	W	M	W	M	W	M	W	M	W								
Combination	-	2	-	2	-	-	-	-	2	4	2	-	1	-	-	-	1	4	-	2	-	-	-	-
Manual	-	2	1	3	-	-	-	-	1	1	2	3	-	1	-	1	-	1	-	1	1	-	-	1
Functional	-	-	1	1	-	-	-	3	-	-	2	1	-	-	-	2	-	-	-	1	-	-	1	-

\*C.L.R. means Comparable to long hand reading rate

\*\*

M means men

\*\*\*W means women

TABLE 5

READING RATE RANGE AS INDICATED BY 5 TEACHERS

Method	Inexperienced Teacher																							
	Large School						Medium School						Small School											
	Less than 100		100-150		151-200		C.L.R.*		Less than 100		100-150		151-200		C.L.R.		Less than 100		100-150		151-200		C.L.R.	
	M***	W***	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Combination	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-
Manual	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
Functional	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

\*C.L.R. means Comparable to long hand reading rate

\*\*M means men

\*\*\* W means women

TABLE 6

## PENMANSHIP REQUIREMENTS AS INDICATED BY 105 TEACHERS

	Experienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men		Women			
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated			
Combination	-	2	-	5	10	1	4	4	-	7	5	3	1	1	-	2	4	1
Manual	2	3	-	2	7	-	3	3	-	4	7	-	1	-	-	3	2	-
Functional	-	1	-	1	6	1	-	1	-	3	2	-	-	2	-	-	1	-



TABLE 7

## PENMANSHIP REQUIREMENTS AS INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	-	-	-	2	-	-	-	3	2	-	-	-	-	1	-	-	
Manual	-	-	-	1	-	-	-	-	1	4	-	-	-	-	1	-	-	
Functional	-	-	-	1	-	-	-	-	-	3	-	-	-	-	-	-	-	

TABLE 8

ORDER OF GREGG ARTISTS MEMBERSHIP REQUIREMENT AS INDICATED BY 105 TEACHERS

Method	Experienced Teacher																	
	Large School						Medium School					Small School						
	Men			Women			Men			Women		Men		Women				
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated			
Combination	-	2	-	-	9	7	-	7	1	1	11	3	-	2	-	-	7	-
Manual	-	5	-	-	8	1	-	5	1	1	8	2	-	1	-	1	4	-
Functional	-	1	-	-	6	2	-	2	-	-	5	-	-	1	-	-	1	-

TABLE 9

ORDER OF GREGG ARTISTS MEMBERSHIP REQUIREMENT AS INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher																	
	Large School					Medium School					Small School							
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	-	-	-	2	-	-	-	1	3	1	-	-	-	-	1	-	-
Manual	-	-	-	-	1	-	-	-	1	3	1	-	-	-	-	-	-	1
Functional	-	-	-	-	1	-	-	-	-	3	-	-	-	-	-	-	-	-



TABLE 10

GREGG NEWS LETTER TEST REQUIREMENT AS INDICATED BY 105 TEACHERS

Method	Experienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	2	-	5	11	-	3	5	-	7	8	-	-	2	-	-	6	-
Manual	2	3	-	1	8	-	-	6	-	3	8	-	-	1	-	2	2	1
Functional	-	1	-	2	6	-	-	1	1	2	3	-	-	1	-	1	-	-

TABLE 11

GREGG NEWS LETTER TEST REQUIREMENT AS INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	-	-	2	-	-	-	-	-	2	3	-	-	-	-	1	-	-
Manual	-	-	-	-	1	-	-	-	-	-	5	-	-	-	-	1	-	-
Functional	-	-	-	-	1	-	-	-	-	-	3	-	-	-	-	-	-	-

TABLE 12

THEORY TEST REQUIREMENT OTHER THAN GREGG NEWS LETTER  
AS INDICATED BY 105 TEACHERS

Method	Experienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	1	1	-	12	4	-	6	2	-	10	2	3	-	1	1	4	2	1
Manual	3	2	-	8	1	-	2	4	-	7	4	-	-	1	-	2	2	1
Functional	-	1	-	6	1	1	1	-	1	1	3	1	-	1	-	1	-	-



TABLE 13

THEORY TEST REQUIREMENT OTHER THAN GREGG  
NEWS LETTER AS INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	-	-	2	-	-	-	-	-	3	2	-	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	2	3	-	-	-	-	1	-	-
Functional	-	-	-	-	1	-	-	-	-	1	2	-	-	-	-	-	-	-

TABLE 14

MATERIAL CONTENT OF THEORY TEST OTHER THAN GREGG NEWS LETTER  
AS INDICATED BY 61 TEACHERS

	Experienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Word	Sen*	Com**	Word	Sen	Com	Word	Sen	Com	Word	Sen	Com	Word	Sen	Com	Word	Sen	Com
Combination	-	-	1	4	-	7	3	-	3	5	2	2	-	-	-	2	-	2
Manual	2	-	1	6	1	1	1	1	-	4	-	3	-	-	-	1	1	-
Functional	-	-	-	-	-	5	1	-	-	-	1	-	-	-	-	-	-	-

\* Sen means sentence

\*\* Com means combination

TABLE 15

MATERIAL CONTENT OF THEORY TEST OTHER THAN GREGG NEWS  
LETTER AS INDICATED BY 10 TEACHERS

Method	Inexperienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Word	Sen*	Com**	Word	Sen	Com	Word	Sen	Com	Word	Sen	Com	Word	Sen	Com	Word	Sen	Com
Combination	-	-	-	1	1	-	-	-	-	2	-	1	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	2	-	-	-	-	-	-	-	-
Functional	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-

\*Sen means sentence

\*\*Com means combination



TABLE 16

NUMBER OF WORDS IN THEORY APPLICATION TEST AS INDICATED BY 51 TEACHERS

## Experienced Teacher

Method Used	Large School			Medium School			Small School		
	Less than 100	100	More than 100	Less than 100	100	More than 100	Less than 100	100	More than 100
	M* W**	M W	M W	M W	M W	M W	M W	M W	M W
Combination	- 3	- 3	- 3	- -	3 3	2 5	- 2	- -	- 2
Manual	2 2	1 4	- 1	- -	1 3	- 3	- 1	- 1	- -
Functional	- -	- 2	- 2	- -	1 1	- -	- -	- -	- -

\* M means Men.

\*\* W means Women.

TABLE 17

NUMBER OF WORDS IN THEORY APPLICATION TEST AS INDICATED BY 9 TEACHERS

## Inexperienced Teacher

Method Used	Large School			Medium School			Small School		
	Less than 100	100	More than 100	Less than 100	100	More than 100	Less than 100	100	More than 100
	M W	M W	M W	M W	M W	M W	M W	M W	M W
Combination	- -	- 1	- 1	- -	- 2	- -	- -	- 1	- -
Manual	- -	- -	- 1	- -	- 2	- -	- -	- -	- -
Functional	- -	- -	- -	- 1	- -	- -	- -	- -	- -

TABLE 18

NUMBER OF WORDS PER MINUTE DICTATION RATE FOR THEORY APPLICATION TEST AS INDICATED  
BY 50 TEACHERS

## Experienced Teacher

Method Used	Large School				Medium School				Small School			
	Men		Women		Men		Women		Men		Women	
	10	More than 10	10	More than 10	10	More than 10	10	More than 10	10	More than 10	10	More than 10
Combination	-	-	2	8	-	6	-	4	-	-	1	3
Manual	1	1	3	4	-	2	1	3	-	-	-	3
Functional	-	1	-	3	1	1	2	-	-	-	-	-



TABLE 19

NUMBER OF WORDS PER MINUTE DICTATION RATE FOR THEORY APPLICATION TEST AS INDICATED  
BY 9 TEACHERS

## Inexperienced Teacher

Method Used	Large School				Medium School				Small School			
	Men		Women		Men		Women		Men		Women	
	10	More than 10	10	More than 10	10	More than 10	10	More than 10	10	More than 10	10	More than 10
Combination	-	-	1	1	-	1	1	1	-	-	-	1
Manual	-	-	-	1	-	-	-	2	-	-	-	-
Functional	-	-	-	-	-	-	-	-	-	-	-	-

TABLE 20

PER CENT OF ACCURACY REQUIREMENT FOR THEORY APPLICATION TEST AS INDICATED BY 71 TEACHERS

## Experienced Teacher

Method Used	Large School			Medium School			Small School											
	Men		Women	Men		Women	Men		Women									
	Less than 90	More than 90	Less than 90	More than 90	Less than 90	More than 90	Less than 90	More than 90	Less than 90	More than 90								
Combination	1	-	-	4	6	2	-	5	3	4	5	2	-	-	-	-	3	2
Manual	3	-	-	1	3	5	1	-	-	4	3	1	-	-	-	2	1	-
Functional	-	-	-	2	1	2	1	-	-	-	3	-	-	-	-	-	-	-

TABLE 21

PER CENT OF ACCURACY REQUIREMENT FOR THEORY APPLICATION TEST AS INDICATED BY 9 TEACHERS

## Inexperienced Teacher

Method Used	Large School			Medium School			Small School										
	Men		Women	Men		Women	Men		Women								
	Less than 90	More than 90	Less than 90	More than 90	Less than 90	More than 90	Less than 90	More than 90	Less than 90	More than 90							
Combination	-	-	-	-	1	1	-	-	-	1	2	-	-	-	-	-	1
Manual	-	-	-	-	1	-	-	-	-	2	-	-	-	-	-	-	-
Functional	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



TABLE 22

THEORY APPLICATION TEST MUST BE PASSED MORE THAN ONCE AS INDICATED BY 75 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	-	1	-	8	4	1	4	2	1	7	4	1	-	-	-	2	3	-
Manual	3	1	-	3	6	-	2	-	-	4	3	1	-	-	-	3	-	-
Functional	-	-	-	2	2	2	1	-	-	2	1	-	-	-	-	-	-	1

TABLE 23

THEORY APPLICATION TEST MUST BE PASSED MORE THAN ONCE AS INDICATED BY 10 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	-	-	-	2	-	-	-	-	-	2	1	-	-	-	-	1	-	-
Manual	-	-	-	-	1	-	-	-	-	2	-	-	-	-	-	-	-	-
Functional	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-

TABLE 24

LENGTH OF DICTATION-TRANSCRIPTION TEST IN MINUTES AS INDICATED BY 100 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5
Combination	-	2	-	3	12	1	1	7	-	3	9	1	-	2	-	-	5	-
Manual	1	4	-	3	6	-	2	3	-	2	9	-	-	-	1	2	3	-
Functional	-	1	-	1	7	-	1	1	-	-	5	-	-	1	-	1	-	-



TABLE 25

LENGTH OF DICTATION-TRANSCRIPTION TEST IN MINUTES AS INDICATED BY 17 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5	Less than 5	5	More than 5
Combination	-	-	-	-	2	-	-	-	-	5	-	-	1	-	-	-	-	-
Manual	-	-	-	-	1	-	-	-	-	2	2	-	-	-	-	1	-	-
Functional	-	-	-	-	1	-	-	-	-	2	-	-	-	-	-	-	-	-

TABLE 26

NUMBER OF WORDS PER MINUTE DICTATION RATE FOR DICTATION-TRANSCRIPTION TEST AS INDICATED  
BY 96 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Less than 60	60	More than 60	Less than 60	60	More than 60	Less than 60	60	More than 60	Less than 60	60	More than 60	Less than 60	60	More than 60	Less than 60	60	More than 60
Combination	-	2	-	3	6	7	1	1	5	1	9	3	1	1	-	2	2	3
Manual	-	3	2	1	6	1	1	2	2	1	7	2	-	1	-	1	2	2
Functional	-	-	-	-	7	1	-	1	1	-	3	1	-	-	-	-	-	1

TABLE 27

NUMBER OF WORDS PER MINUTE DICTATION RATE FOR DICTATION-TRANSCRIPTION TEST AS INDICATED  
BY 18 TEACHERS

## Inexperienced Teacher

Method Used	Large School				Medium School				Small School					
	Men		Women		Men		Women		Men		Women			
	Less than 60	More than 60	Less than 60	More than 60	Less than 60	More than 60	Less than 60	More than 60	Less than 60	More than 60	Less than 60	More than 60		
Combination	-	-	-	2	-	-	-	3	2	-	-	-	1	-
Manual	-	-	-	1	-	-	-	1	4	-	-	-	1	-
Functional	-	-	-	1	-	-	-	1	1	-	-	-	-	-



TABLE 28

## TYPED TRANSCRIPT REQUIREMENT AS INDICATED BY 105 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	1	1	-	12	4	-	7	1	-	12	2	1	2	-	-	5	2	-
Manual	4	1	-	5	3	1	6	-	-	10	1	-	1	-	-	2	2	1
Functional	1	-	-	3	5	-	2	-	-	2	3	-	1	-	-	1	-	-

TABLE 29

## TYPED TRANSCRIPT REQUIREMENT AS INDICATED BY 19 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	-	-	-	2	-	-	-	-	-	5	-	-	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	4	1	-	-	-	-	1	-	-
Functional	-	-	-	-	1	-	-	-	-	2	1	-	-	-	-	-	-	-

TABLE 30

## TRANSCRIPTION RATE REQUIREMENT AS INDICATED BY 105 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	2	-	-	5	10	1	4	4	-	3	8	4	-	1	1	4	2	1
Manual	3	2	-	4	5	-	3	3	-	3	8	-	-	1	-	1	4	-
Functional	-	1	-	2	5	1	1	1	-	3	2	-	1	-	-	-	1	-



TABLE 31

## TRANSCRIPTION RATE REQUIREMENT AS INDICATED BY 19 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	-	-	-	-	2	-	-	-	-	3	2	-	-	-	-	-	1	-
Manual	-	-	-	-	1	-	-	-	-	1	4	-	-	-	-	-	1	-
Functional	-	-	-	-	-	1	-	-	-	-	3	-	-	-	-	-	-	-

TABLE 32

NUMBER OF WORDS PER MINUTE TRANSCRIPTION RATE REQUIREMENT AS INDICATED BY 31 TEACHERS

## Experienced Teacher

Method Used	Large School			Medium School			Small School							
	Men		Women	Men		Women	Men		Women					
	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20				
Combination	1	1	-	3	-	1	-	1	2	-	-	-	-	-
Manual	2	-	1	-	2	1	1	1	1	1	1	1	-	-
Functional	-	-	-	1	-	-	-	-	1	3	-	-	-	-

TABLE 33

NUMBER OF WORDS PER MINUTE TRANSCRIPTION RATE REQUIREMENT AS INDICATED BY 1 TEACHER

## Inexperienced Teacher

Method Used	Large School				Medium School				Small School			
	Men		Women		Men		Women		Men		Women	
	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20	Less than 20	More than 20
Combination	-	-	-	-	-	-	-	-	-	-	-	-
Manual	-	-	-	-	-	-	-	1	-	-	-	-
Functional	-	-	-	-	-	-	-	-	-	-	-	-



TABLE 34

PER CENT OF ACCURACY REQUIREMENT IN TRANSCRIPTS AS INDICATED BY 94 TEACHERS

## Experienced Teacher

Method Used	Large School				Medium School				Small School									
	Men		Women		Men		Women		Men		Women							
	Less than 95	More than 95	Less than 95	More than 95	Less than 95	More than 95	Less than 95	More than 95	Less than 95	More than 95	Less than 95	More than 95						
Combination	-	2	-	1	14	-	-	7	1	1	11	-	1	1	-	1	6	-
Manual	-	4	-	1	6	1	1	4	-	-	11	-	-	1	-	-	4	-
Functional	-	1	-	1	7	-	-	2	-	-	3	-	-	-	-	-	1	-

TABLE 35

PER CENT OF ACCURACY REQUIREMENT IN TRANSCRIPTS AS INDICATED BY 14 TEACHERS

## Inexperienced Teacher

Method Used	Large School			Medium School			Small School							
	Men		Women	Men		Women	Men		Women					
	Less than 95	More than 95	Less than 95	More than 95	Less than 95	More than 95	Less than 95	More than 95						
Combination	-	-	-	1	-	-	-	2	3	-	-	-	1	-
Manual	-	-	-	1	-	-	-	1	3	-	-	-	-	-
Functional	-	-	-	-	-	-	-	-	2	-	-	-	-	-

TABLE 36

QUALITY OF MATERIAL USED AS INDICATED BY 105 TEACHERS

Experienced Teacher

Method Used	Large School						Medium School						Small School																							
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F																		
	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW																		
Combination	1	11	-	6	1	11	1	6	-	6	-	3	1	8	2	1	7	10	1	4	1	3	-	1	-	3	-	2	2	7	1	4	-	3	-	2
Manual	5	6	3	3	5	7	4	4	2	5	3	2	3	6	3	3	1	5	2	4	3	2	2	1	-	1	-	1	1	2	-	-	-	1	-	-
Functional	-	7	-	-	1	3	-	1	-	1	-	-	-	4	-	2	2	4	-	2	-	2	-	2	1	1	-	1	-	1	-	1	-	1	-	-



TABLE 37

QUALITY OF MATERIAL USED AS INDICATED BY 19 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW	MW
Combination	- 2	- 1	- 2	- 2	- 2	- 2	- 3	- 2	- 2	- 2	- 1	- 2	- 1	- 1	- -	- -	- -	- -
Manual	- 1	- 1	- 1	- 1	- -	- -	- 2	- 2	- 4	- 2	- 1	- -	- -	- -	- -	- -	- -	- -
Functional	- -	- -	- 1	- -	- -	- -	- 1	- 2	- 3	- 2	- 2	- 2	- -	- -	- -	- -	- -	- -

TABLE 38

PREVIEW OF DIFFICULT WORDS GIVEN BEFORE DICTATING TRANSCRIPTION TEST AS INDICATED BY 105 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	1	1	-	9	6	1	5	3	-	12	2	1	1	1	-	5	2	1
Manual	3	2	-	6	3	-	3	3	-	6	4	1	-	1	-	5	-	-
Functional	1	-	-	4	3	1	1	1	-	3	2	-	-	1	-	1	-	-

TABLE 39

PREVIEW OF DIFFICULT WORDS GIVEN BEFORE DICTATING TRANSCRIPTION TEST AS INDICATED BY 19 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted
Combination	-	-	-	-	1	1	-	-	-	3	2	-	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	3	2	-	-	-	-	1	-	-
Functional	-	-	-	-	1	-	-	-	-	1	2	-	-	-	-	-	-	-



TABLE 40

STUDENTS MAY READ NOTES BEFORE TRANSCRIBING AS INDICATED BY 105 TEACHERS

## Experienced Teachers

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started	Yes	No	Not Started
Combination	1	1	-	12	4	-	4	4	-	9	5	1	2	-	-	5	2	-
Manual	2	3	-	6	2	1	4	2	-	6	4	1	-	1	-	3	1	1
Functional	1	-	-	5	2	1	2	-	-	2	3	-	1	-	-	-	1	-

TABLE 41

STUDENTS MAY READ NOTES BEFORE TRANSCRIBING AS INDICATED BY 19 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted
Combination	-	-	-	1	1	-	-	-	-	4	1	-	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	5	-	-	-	-	-	1	-	-
Functional	-	-	-	-	-	1	-	-	-	2	1	-	-	-	-	-	-	-

TABLE 42

STUDENTS MAY USE DICTIONARY WHILE TRANSCRIBING AS INDICATED BY 105 TEACHERS

## Experienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted
Combination	2	-	-	12	4	-	4	3	1	12	3	-	-	2	-	5	1	1
Manual	4	1	-	7	-	2	3	3	-	8	3	-	-	1	-	3	1	1
Functional	1	-	-	7	-	1	2	-	-	4	1	-	1	-	-	1	-	-



TABLE 43

STUDENTS MAY USE DICTIONARY WHILE TRANSCRIBING AS INDICATED BY 19 TEACHERS

## Inexperienced Teacher

Method Used	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted	Yes	No	Not Sta- ted
Combination	-	-	-	2	-	-	-	-	-	4	1	-	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	5	-	-	-	-	-	1	-	-
Functional	-	-	-	-	-	1	-	-	-	3	-	-	-	-	-	-	-	-

TABLE 45

ERASURES ON TRANSCRIPTS ARE PERMITTED  
AS INDICATED BY 105 TEACHERS

Method	Experienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	2	-	-	14	1	1	8	-	-	14	-	1	1	1	-	6	1	-
Manual	5	-	-	7	1	1	5	1	-	9	2	-	1	-	-	2	2	1
Functional	1	-	-	5	1	2	2	-	-	5	-	-	1	-	-	1	-	-

TABLE 46

ERASURES ON TRANSCRIPTS ARE PERMITTED  
AS INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher													
	Large School				Medium School				Small School					
	Men		Women		Men		Women		Men		Women			
	Yes	Not stated	Yes	Not stated	Yes	Not stated	Yes	Not stated	Yes	Not stated	Yes	Not stated		
Combination	-	-	2	-	-	-	5	-	-	-	-	1	-	-
Manual	-	-	1	-	-	-	4	1	-	-	-	1	-	-
Functional	-	-	-	1	-	-	2	1	-	-	-	-	-	-



TABLE 47

REWRITING TRANSCRIPT IS PERMITTED AS  
INDICATED BY 105 TEACHERS

Method	Experienced Teacher																	
	Large School						Medium School						Small School					
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	2	-	4	12	-	3	5	-	6	9	-	-	2	-	6	1	-
Manual	4	1	-	1	6	2	5	1	-	5	6	-	-	1	-	1	3	1
Functional	1	-	-	2	4	2	2	-	-	3	2	-	1	-	-	-	1	-

TABLE 48

REWRITING TRANSCRIPT IS PERMITTED AS  
INDICATED BY 19 TEACHERS

Method	Inexperienced Teacher																	
	Large School				Medium School				Small School									
	Men			Women			Men			Women			Men			Women		
	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated	Yes	No	Not stated
Combination	-	-	-	-	2	-	-	-	-	1	4	-	-	-	-	1	-	-
Manual	-	-	-	1	-	-	-	-	-	1	4	-	-	-	-	1	-	-
Functional	-	-	-	-	-	1	-	-	-	1	2	-	-	-	-	-	-	-

C H E C K -- L I S T

Shorthand Method

Please check the method which you use: Manual  Functional   
 Direct Method  Combination of methods

Please check this list to indicate your minimum requirements for SUBJECT PROMOTION from FIRST-YEAR SHORTHAND and indicate the bases of marking the papers that determine this promotion.

I. Reading and Penmanship Requirements

1. Do you require a specified reading rate? Yes  No
2. What reading rate do you require? \_\_\_\_\_
3. Must the students meet specified penmanship requirements? Yes  No
4. Must they qualify for O. G. A. membership? Yes  No

II. Administering the Theory Application Test

1. Is passing the Theory Application Test as contained in the Gregg News Letter required? Yes  No
2. Do you require the passing of some other theory test? Yes  No   
 If so, how many words does it contain? \_\_\_\_\_ Is this a word or a sentence test? \_\_\_\_\_
3. At what rate per minute do you dictate this test? \_\_\_\_\_
4. What per cent of accuracy do you require? \_\_\_\_\_
5. Must the student pass this test more than once? Yes  No

III. Administering the Dictation-Transcription Test

1. Is a five-minute continuous dictation test required? Yes  No   
 If not, what length continuous dictation test is required? \_\_\_\_\_
2. At what rate do you dictate this test? \_\_\_\_\_
3. Do you require typed transcripts? Yes  No
4. Do you have transcription rate requirements? Yes  No
5. What is your transcription rate requirement? \_\_\_\_\_
6. Do you require a 95% accuracy in transcripts? Yes  No   
 (With a 95% accuracy we mean 5 errors to each 100 words.) If not, what per cent of accuracy is required? \_\_\_\_\_
7. What quality of material is used: \_\_\_\_\_ : Yes : No :  
 A. New Gregg News Letter material? \_\_\_\_\_ : : :  
 B. Practiced Gregg News Letter Material? \_\_\_\_\_ : : :  
 C. New material similar to Gregg News Letter: \_\_\_\_\_ : : :  
 D. Practiced material similar to Gregg News Letter? \_\_\_\_\_ : : :  
 E. New material easier than Gregg News Letter? \_\_\_\_\_ : : :  
 F. Practiced material easier than Gregg News Letter? \_\_\_\_\_ : : :  
 8. Do you give a preview of difficult words before dictating test? \_\_\_\_\_
9. Are students permitted to read notes before transcribing? \_\_\_\_\_
10. Are students permitted to use dictionary while transcribing? \_\_\_\_\_
11. Are students permitted to erase? \_\_\_\_\_
12. Do you permit students to rewrite transcript? \_\_\_\_\_

IV. Measures Used to Determine The Achievements of The Students

A. The Percentage Rating System

Please check either the first or second column on the next page sheet if you use this system.

What per cent of accuracy is required for passing? \_\_\_\_\_

B. The Passing or Failing System

If you base your requirements for subject promotion on this system, please indicate on the next page which you consider mailable and which unmailable errors.

- a. What is the maximum number of errors that a letter can have to be passing? \_\_\_\_\_
- b. How many of these may be errors which can be corrected before mailing? \_\_\_\_\_
- c. How many of these may be errors which are considered unmailable errors? \_\_\_\_\_

C. Mailable Copy System

If you base your requirements for promotion on mailable matter, check whether you consider that the listed errors make the material mailable, mailable with correction, or unmailable.

- a. Do you base your grade on accuracy only? \_\_\_\_\_
- b. Do you base your grade on a composite requirement in accuracy and transcription rate? \_\_\_\_\_
- c. What is the maximum number of mailable errors per 100 words allowed for minimum passing mark? \_\_\_\_\_
- d. What is the maximum number of mailable errors with correction, allowed for a minimum passing mark? \_\_\_\_\_

D. Other System (Please name and state procedure if you use a system not names.



This part of the check-list deals with only the dictation-transcription tests. Please Check Only That Division Which Represents Your System Of Marking.

Please insert items which are not listed but which you consider in grading.

	Percentage Rating System		Passing or Failing System		Mailable copy System		Other System (Please name and check according to your bases.)
	Penalty in measure of per cent	Penalty in measure of points	Mailable	errors	Mailable without correction	Mailable with correction	
1. Uneven indentation of paragraphs							
2. Two spaces between words							
3. Incorrect spacing after punctuation							
4. Neat erasures							
5. Careless erasures							
6. Transposition which changes context							
7. Transposition which does not change context							
8. Wrong word which changes context							
9. Wrong word which does not change context							
10. Omission which changes context							
11. Omission which does not change context							
12. Inserted word which changes context							
13. Inserted word which does not change context							
14. Misspelled word							
15. Syllabication							
16. Strikeover							
17. Typographical error							
18. Punctuation which changes context							
19. Punctuation which does not change context							
20. Poor placement on page							
21. Capitalization							
22. Word repeated							
23. Paragraphing							
24. Abbreviations where word should be spelled out							
25.							
26.							
26.							

SHORTHAND AUTHORITIES WHO WERE ASKED TO SUBMIT NAMES OF HIGH SCHOOL TEACHERS  
WHOM THEY CONSIDERED "COMPETENT" OR "OUTSTANDING" SHORTHAND TEACHERS

1. Mr. Clyde I. Blanchard, Managing Editor  
Gregg Publishing Company  
270 Madison Avenue  
New York, New York
2. Dr. E. G. Blackstone  
University of Southern California  
Los Angeles, California
3. Miss Ann Brewington  
Assistant Professor of Business Education  
The University of Chicago  
School of Business  
Chicago, Illinois
4. Miss Helen W. Evans  
Gregg College  
Chicago, Illinois
5. Dr. Hamden L. Forkner  
Teachers College  
Columbia University  
New York, New York
6. Dr. John Robert Gregg  
270 Madison Avenue  
New York, New York
7. Mr. W. W. Lewis  
Gregg College  
Chicago, Illinois
8. Mr. Louis A. Leslie, Vice President  
Gregg Publishing Company  
270 Madison Avenue  
New York, New York
9. Dr. Paul Lomax, Chairman  
Business Education  
New York University  
New York, New York
10. Mr. R. R. Masterson  
San Angelo College  
San Angelo, Texas
11. Mr. Charles G. Reigner, President  
The H. M. Rowe Company  
Baltimore, Maryland

12. Miss Helen Reynolds  
Assistant Professor of Education  
New York University  
New York, New York
13. Miss Eleanor Skimin  
Northern High School  
Detroit, Michigan
14. Mrs. Esta Ross Stuart  
University of California  
308 Haviland Hall  
Berkeley, California
15. Dr. Rowena Wellman  
Associate Professor  
Kansas State Teachers College  
Pittsburg, Kansas



The schools and the counties in which they are located  
in which the 164 teachers taught who sent usable replies.

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1. Adair County  
(1) Watts High School
2. Alfalfa County  
(2) Amorita High School  
(3) Lambert High School  
(4) Cherokee High School
3. Atoka County  
(5) Atoka High School  
(6) Stringtown High School
4. Beaver County  
(7) Beaver High School
5. Beckham County  
(8) Erick High School
6. Blaine County  
(9) Okeene High School  
(10) Watonga High School
7. Bryan County  
(11) Blue High School
8. Caddo County  
(12) Apache High School  
(13) Anadarko High School
9. Canadian County  
(14) Calumet High School  
(15) El Reno High School  
(16) Yukon High School  
(17) Okarchee High School
10. Carter County  
(18) Ardmore High School  
(19) Dickson High School  
(20) Plainview High School  
(21) Healdton High School  
(22) McMan, Dundee High School
11. Cherokee County  
(23) Tahlequah High School
12. Choctaw County  
(24) Hugo High School
13. Cleveland County  
(25) Moore High School  
(26) Noble High School  
(27) Norman High School  
(28) Lexington High School
14. Coal County  
(29) Coalgate High School
15. Comanche County  
(30) Chattanooga High School  
(31) Sterling High School
16. Cotton County  
(32) Temple High School  
(33) Walters High School
17. Craig County  
(34) Big Cabin High School  
(35) Vinita High School  
(36) Welch High School
18. Creek County  
(37) Bristow High School  
(38) Kellyville High School  
(39) Oilton High School  
(40) Kiefer High School
19. Custer County  
(41) Butler High School  
(42) Weatherford High School
20. Delaware County  
(43) Jay High School
21. Dewey County  
(44) Leedey High School  
(45) Seiling High School
22. Ellis County  
(46) Gage High School  
(47) Shattuck High School
23. Garfield County  
(48) Enid High School (2)  
(49) Garber High School

24. Garvin County  
 (50) Lindsay High School  
 (51) Pauls Valley High School  
 (52) Wynnewood High School
25. Grady County  
 (53) Chickasha High School  
 (54) Minco High School  
 (55) Rush Springs High School
26. Grant County  
 (56) Medford High School  
 (57) Pond Creek High School
27. Greer County  
 (58) Mangum High School
28. Harmon County  
 (59) Gould High School  
 (60) Hollis High School
29. Haskell County  
 (61) Kinta High School  
 (62) McCurtain High School
30. Hughes County  
 (63) Holdenville High School  
 (64) Wetumka High School
31. Jackson County  
 (65) Eldorado High School
32. Jefferson County  
 (66) Waurika High School
33. Johnston County  
 (67) Tishomingo High School
34. Kay County  
 (68) Blackwell High School (2)  
 (69) Newkirk High School  
 (70) Ponca City High School (2)
35. Kiowa County  
 (71) Hobart High School  
 (72) Snyder High School  
 (73) Roosevelt High School
36. Latimer County  
 (74) Panola High School  
 (75) Wilbarton High School
37. LeFlore County  
 (76) Heavener High School  
 (77) Poteau High School
38. Lincoln County  
 (78) Stroud High School  
 (79) Wellston High School
39. Logan County  
 (80) Mulhall High School  
 (81) Crescent High School
40. McClain County  
 (82) Parcell High School  
 (83) Washington High School
41. McCurtain County  
 (84) Haworth High School  
 (85) Broken Bow High School
42. McIntosh County  
 (86) Checotah High School
43. Murray County  
 (87) Dougherty High School
44. Muskogee County  
 (88) Fort Gibson High School  
 (89) Muskogee High School
45. Noble County  
 (90) Perry High School
46. Nowata County  
 (91) Nowata High School
47. Okfuskee County  
 (92) Bearden High School  
 (93) Paden High School  
 (94) Weleetka High School  
 (95) Mason High School
48. Oklahoma County  
 (96) Edmond High School  
 (97) Edmond, Central High School  
 (98) Oklahoma City High School  
 (99) Oklahoma City, Central  
 High School  
 (100) Oklahoma City, Capitol Hill  
 High School (2)  
 (101) Oklahoma City, Classen  
 High School  
 (102) Oklahoma City, Foster  
 High School  
 (103) Putnam City High School
49. Okmulgee County  
 (104) Morris High School  
 (105) Schalter High School  
 (106) Okmulgee High School

50. Osage County  
(107) Avant High School  
(108) Hominy High School  
(109) Pawhuska High School  
(110) Tallant High School  
(111) Webb City High School  
(112) Wynona High School  
(113) Grainola High School
51. Ottawa County  
(114) Commerce High School  
(115) Wynandotte High School  
(116) Fairland High School
52. Pawnee County  
(117) Cleveland High School  
(118) Maramec High School  
(119) Pawnee High School  
(120) Jennings High School
53. Payne County  
(121) Stillwater High School  
(122) Yale High School
54. Pittsburg County  
(123) McAlester High School  
(124) Hailleyville High School
55. Pontotoc County  
(125) Pittstown High School
56. Pottowatomie County  
(126) Dale High School  
(127) Wanetta High School  
(128) Earlsboro High School  
(129) Maude High School
57. Pushmataha County  
(130) Rattan High School
58. Roger Mills County  
(131) Hammon High School
59. Seminole County  
(132) Bowlegs High School  
(133) Seminole High School  
(134) Wewoka High School  
(135) New Lima High School
60. Sequoyah County  
(136) Muldrow High School  
(137) Roland High School
61. Stephens County  
(138) Marlow High School  
(139) Duncan High School (2)
62. Texas County  
(140) Hooker High School
63. Tillman County  
(141) Davidson High School  
(142) Manitou High School
64. Tulsa County  
(143) Bixby High School  
(144) Broken Arrow High School  
(145) Glenpool High School  
(146) Sand Springs High School  
(147) Tulsa, Daniel Webster High School  
(148) Tulsa, Central High School  
(149) Tulsa, Will Rogers High School  
(150) Tulsa, East Central
65. Washington County  
(151) Bartlesville High School  
(152) Copan High School  
(153) Dewey High School
66. Washita County  
(154) Dill High School  
(155) Sentinel High School
67. Woods County  
(156) Alva High School
68. Woodward County  
(157) Mutual High School  
(158) Woodward High School