Determination of Shorthand Enrollments and Homework Procedures in East-Central Illinois High Schools

Nancy Louise Rippy

Eastern Illinois University
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Determination of Shorthand Enrollments and Homework Procedures in East-Central Illinois High Schools

BY

Nancy Louise Rippy

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1982

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE

August 6, 1982
DATE

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DEPARTMENT CHAIRPERSON
ACKNOWLEDGMENTS

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August 6, 1982 Nancy Louise Rippy
ABSTRACT

Rippy, Nancy Louise. "Determination of Shorthand Enrollments and Homework Procedures in East-Central Illinois High Schools."

This study was an attempt to determine shorthand enrollment trends and homework procedures being utilized in secondary schools in the East-Central Illinois area. The study was conducted through a questionnaire at Eastern Illinois University, Charleston, Illinois, during the fall semester, 1981.

The survey instrument was given to a shorthand instructor in each high school in the East-Central Illinois area and consisted of five sections. The first section pertained to the instructors' teaching experience. The second section included information about each school's shorthand program. The third section requested information about current shorthand enrollments while the fourth section was centered around teaching methods. The last section included questions about homework procedures being utilized in the program.

Findings

The majority of the shorthand programs in the East-Central Illinois area include two semesters of shorthand. Enrollments have remained stable in the past five years, but declining enrollments are increasing. First and second semester shorthand classes have experienced the highest decreases. Enrollment in the majority of the first semester shorthand classes is eleven to twenty students in each class.
Teachers are utilizing the traditional classroom approach of one lesson a day in assigning homework. Daily homework assignments are being made but not recorded for a grade. Homework assignments are being utilized in class activities through oral readings.

Instructors expect their students to read the homework assignment before writing it. A majority of the instructors check students' reading skills by having their students read casually from the text. For timing purposes, instructors have their students read for one minute and then record a grade.

**Conclusions**

While shorthand enrollments have been stable in the past, there seems to be some evidence that they will decline in the future. This is especially true in first and second semester shorthand classes.

Daily homework assignments are being made by the instructors; yet students are not getting graded for their efforts. These assignments are being used in class activities, however. The majority of the instructors utilize the traditional approach of one lesson a day in their shorthand classes.

Students are expected to read their assignments prior to writing them and are timed in class for their reading rates. Reading rates are used for grading purposes.
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CHAPTER I

INTRODUCTION

According to projections, there seems to be a serious shortage of secretaries today. Professional Secretaries International predicts that by 1985 there will be 250,000 unfilled secretarial jobs. The National Bureau of Labor Statistics projects that the demand for secretaries will increase 46 percent by 1990. (White, 8)

At a time when the demand for secretaries is increasing, there seems to be a decrease in the number of high school students enrolling in secretarial courses—especially shorthand. If the educational institutions are going to be able to supply the business sector with enough secretarial students, this declining enrollment must be reversed.

Business educators are asking why there is a decline in enrollments when there is a high demand for their graduates. Several factors may contribute to these declining enrollments such as secretarial salaries, status of the secretaries, and the subordinate role of the secretary in an office situation. These factors tend to make the secretarial career unattractive. Another possible contributing factor to low enrollments could be the teaching strategies utilized and student success in shorthand courses.

Since all indicators point to a continuing need for shorthand students, business educators need to determine how they can interest more students in the secretarial courses and maintain student enrollments.
Statement of the Problem

The problem of this study was to determine shorthand enrollment trends in secondary schools in East-Central Illinois and assess the homework practices being utilized by shorthand teachers in the same schools.

Purpose of the Study

The business community is concerned about the shortage of trained secretaries. At the same time, secondary schools are concerned about declining enrollments in shorthand. Shorthand is considered to be a necessary secretarial skill because students not only learn a system of writing faster, but also learn the grammar and punctuation that is often neglected in other courses. If the schools are to produce enough trained secretaries to meet the demand, more students will need to be recruited for high school shorthand programs. Teaching strategies should be reviewed to determine if students are being discouraged from enrollment in programs and if improvements can be made to make shorthand programs more attractive.

The purpose of this study was to provide information on shorthand enrollment trends and teaching techniques used in shorthand homework activities.

Need for the Study

Business educators need to be aware of shorthand enrollment trends. Once enrollment trends are determined, perhaps, attempts will be made to reverse the trend. The teacher will also find it helpful to know what shorthand homework activities are being used by other teachers.
so that they may re-assess their own techniques. This study will not attempt to evaluate homework activities, but it will attempt to show teachers how other teachers are implementing homework activities in their schools.

High school guidance counselors may find it helpful to be aware of shorthand enrollment trends so they can make students aware of career opportunities and encourage more students to pursue shorthand programs in order to meet job demands.

**Delimitations**

The following delimitations are appropriate for this study:

1) Enrollment trends in shorthand were limited to high schools in the East-Central Illinois geographical area. This area includes the counties of Coles, Clark, Shelby, Douglas, Richland, Effingham, Jasper, and Moultrie.

2) The study included shorthand homework activities being utilized by shorthand instructors in East-Central Illinois high schools but did not attempt to evaluate these activities.

**Definition of Terms**

The following terms used throughout this study are defined as follows:

1) **Shorthand** is a skill utilizing a shortened and abbreviated way of writing words and phrases. This study was limited to Gregg shorthand since all schools included in the study teach the Gregg method.

2) **Trained secretaries** includes secretarial skills such as dictation and transcription and not just clerical and/or machine operation.

3) **Homework** is considered to be completed outside of regular school hours or in a planned study period.
CHAPTER II
REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter is a review of completed studies conducted concerning shorthand enrollment trends and shorthand homework procedures. Little information was found on shorthand enrollments.

The Richard L. Peterson Study. (5) This study was a follow-up study to a nationwide survey conducted by Gregg/McGraw-Hill in February, 1975. It was conducted in May, 1980, and the study attempted to include all shorthand instructors in the United States.

Peterson found that 48 percent of the respondents that taught at the secondary level offered 1 term of shorthand; 37 percent offered 2 terms, and 4 percent offered 3 terms; while 11 percent of the respondents offered 4 or more terms.

Comparing the surveys of 1975 and 1980, the results indicated that little has changed in enrollments and methods in the shorthand programs since 1975. However, there have been slight decreases in speed requirements. Employer requirements have not changed significantly.

The Myrtle Hayes Study. (1) The problem of this study was to determine whether doing some of the shorthand homework by writing from print and exposing students to a wider, more difficult vocabulary in shorthand homework practices would improve dictation skill more than homework consisting of copying textbook shorthand plates.
for Colleges, Volume 2, Diamond Jubilee Series was used as the text in both semesters. The study was conducted in the fall semester of 1970 and repeated in the winter semester of 1971.

Three different teaching methods were used in intermediate college shorthand classes. The control group used the traditional method of copying from the shorthand textbook plates. The second group copied a portion of the same textbook plates as the control group and, in addition, wrote from the student transcript the remaining portions of the textbook practice. The third group copied the same portion of the textbook plates that the second group did, but the remainder of the assignment was written from materials composed from sources other than the textbook.

The conclusions drawn from this study indicated that practice on material which provides an exposure to a significantly greater number of the less frequently used words (the third group) does improve ability to take and transcribe unfamiliar dictation. Although many students felt that writing from print was more helpful, the statistical evidence does not support this. However, this study does show that the procedure of writing a portion of the lesson from print is equally as good as that of copying from shorthand plates.

The Roma Jean Mansfield Study. (2) This study included all students enrolled in the two sections of intermediate shorthand at Northern Michigan University during the winter semester of 1977. The students had completed one year or more of high school Gregg shorthand or the beginning shorthand course at Northern Michigan University.

The purpose of the study was to determine whether there were significant differences in performance of a second semester college
Gregg shorthand class doing homework by a plan using a combination of three different procedures each week and a plan utilizing the traditional method of writing a lesson a day. The experimental method was comprised of having the students write the lesson twice a week from audio tape, reading the lesson twice a week for fluency goals and writing the lesson once a week from print. The students had the option of choosing their own order of procedures within the weekly plan.

Students following the experimental method expressed a much higher level of satisfaction. The majority of students indicated they would choose the combination method over the traditional method. The same percentage of students felt that they made more progress than expected over the semester. Only 40 percent of the students using the traditional method felt that they had made more progress than expected, while 33 percent felt they had made less progress than expected.

The traditional method students found the daily routine boring, repetitious and not very helpful. The experimental group liked the variety, change in daily routine and the option to choose their daily activity.

In conclusion, Mansfield found that the experimental method, which incorporated a variety of homework procedures, achieved comparable dictation speeds and mastery of shorthand theory while spending less time in extra practice than students using the traditional method. A combination of procedures also reduced the necessity for extra practice.

The students participating in this study felt that the combination of procedures method was beneficial to their progress. Both groups
felt that the use of the multi-media laboratory was beneficial to their shorthand progress.

The Barbara Pankhurst Study. (3) This study was conducted to determine the relationship between shorthand achievement and two plans of homework in shorthand. Four shorthand classes at Kilgore Junior College participated in the study and it was conducted during the fall semester of 1971.

In Method A, the traditional approach was used. This plan was taken from the Gregg shorthand textbook manuals. The traditional approach included: 1) having the students read the word lists once; then making one complete copy of them, 2) having them read aloud the Reading and Writing Practice once, 3) having the students make a complete copy of the Reading and Writing Practice, saying the words aloud as they are writing them and 4) having the students spend a minimum of 45 minutes per lesson. This method provides a minimum amount of reinforcement. One control class of beginning and one of intermediate shorthand followed this method.

Method B was the experimental group and included: 1) reading the words in the word lists once as rapidly as possible, tracing or air writing as the words were read, 2) covering the shorthand outlines in the word lists and writing from the printed words; checking the shorthand outlines with the text and if they were not correct, writing them again, 3) taking a timing as the entire lesson is read, recording the reading speed and any improvement the student has made on their homework chart and 4) writing the homework practice with the book closed
and from the taped dictation. The students were instructed to go over their dictation and correct any incorrect outlines. Students were also instructed to spend a minimum of 45 minutes per lesson.

Method B provided a variety of practice to keep the students motivated. The students kept a record of their improvements in reading rates and received immediate reinforcement of correct outlines, practicing words missed and writing them again. One experimental class of beginning shorthand and one of intermediate used Method B.

The results of this study indicated that Method B was likely to produce better results than Method A on word-list tests when dictated at 60, 80 and 100 wpm. There was a significant positive relationship between the mean word-list test scores and the dictation test scores. Achievement in dictation/transcription is significantly related to the student's ability to construct accurate shorthand outlines. The students' attitudes toward any plan of homework will influence achievement. There was a positive reinforcement with Method B; therefore, this plan positively influenced student achievement.

The Devern J. Perry Method. (4) Mr. Perry used a "Timed Approach to Shorthand Homework." He believed that quality of time and effort, rather than quantity of time, is essential for shorthand students to obtain their goals. In Perry's approach, the following procedures were followed:

1) Students must be committed to the plan. College students were requested to spend 90 minutes each day on shorthand homework while high school students were asked to spend 45 minutes. This time was to be uninterrupted; and if the lesson was not completed at the end of the specified time, they were not
required to complete the lesson. Quality of practice was considered to be more important than quantity.

2) Students were instructed to write each new word in the lesson as many times as necessary to know it.

3) Students were to time themselves as they read each letter in the textbook. Goals were established according to the lesson and dictation speed each individual student was working on.

4) Students were to practice a set of 1,500 frequently used words presented in that day's class. Students were tested on sections of these words the following class period.

5) Students were to write from textbook plates.

6) If time permitted, students used the printed transcript to write the letters in shorthand.

According to Perry, students who use this plan diligently note speed increases far greater than those who simply complete homework because the teacher assigned it.

The Ronald Toulouse Study. (6) This study attempted to determine whether the reading approach or the writing approach to shorthand homework was more effective. The study was conducted during the fall semester, 1969, at Middle Tennessee State University and it consisted of two beginning Gregg shorthand classes.

The experimental group used Leslie’s extensive approach. Each student was to spend one hour on homework activities. Students were instructed to read the entire lesson first, including the word lists, and then to write the words and letters in each lesson. For the remaining time, the students were to read the Reading and Writing Practice as many times as they could.
The second group used an intensive approach to shorthand homework, which was specifically designed for this study. The students were to read the words in the word list once and then to write each word three times. They were to read the Reading and Writing Practice once and then to write it as many times as possible during the one-hour time given for homework. At the end of each letter, unfamiliar words were written three times each.

In conclusion, it was determined that there was no particular advantage in using either method. Both groups achieved approximately the same results. There was no relationship between the method of doing homework and achievement in shorthand, knowledge of correct shorthand, speed of transcription and accuracy of transcription. Both groups achieved approximately the same results.

The Richard L. Wedell Study. (7) This study was conducted to identify and analyze selected teaching practices used in first-year Gregg shorthand in United States schools through the University of North Dakota during the fall semester of 1977. Teachers of first-year Gregg shorthand were randomly selected from each of the 50 states.

Of the respondents, 99 percent required homework; 80 percent used specific goals for out-of-class homework preparation; while 65 percent of the respondents set both reading and writing goals. For teachers that set both reading and writing goals, the mean speed achievement of students was slightly higher than of the teachers that did not require homework.
Forty-one percent required their students to read the homework lesson as many times as necessary to meet an established reading goal; 29 percent required students to read their homework lesson one time; whereas, 98 percent required their students to read at least a portion of the homework lesson. The mean speed achievement for all groups was very close; however, the students that read the homework lessons as many times as necessary to meet an established reading goal was slightly higher than the mean speed achievement for other groups.

All of the respondents required their students to write at least a portion of the homework lesson. Forty-eight percent required their students to write the homework lesson once; 16 percent required their students to write homework lessons twice; and 14 percent required them to write them as many times as necessary to meet their writing goal.

A majority of the respondents (83 percent) collected and checked shorthand notes either daily or occasionally; 4 percent collected shorthand notes without checking them; and 7 percent of the respondents required their students to read in class from homework notes.

Reading progress was checked by subjectively assigning a grade based upon daily reading of homework notes by 39 percent of the teachers; reading grades based on established goals were assigned by 34 percent of the teachers and 19 percent of the teachers did not assign reading grades.

In conclusion, no substantial differences were determined in estimated new-matter speed achievement for various practices used to assign homework in first-year shorthand. No substantial differences were found
in estimated new-matter dictation speed achievement for various practices used to test reading progress.
CHAPTER III

PROCEDURES

To determine the shorthand enrollment trends and homework proce-
dures being utilized in secondary schools in the East-Central Illinois
area, this study was conducted at Eastern Illinois University, Charleston,
Illinois, during the fall semester, 1981. Business educators need
to be aware of shorthand enrollment trends and what shorthand homework
activities are being used by other teachers. Guidance counselors may
also find it helpful in order to make students more aware of career
opportunities in the secretarial field.

Selection of Participating Schools

Schools participating in the study were located in East-Central
Illinois. This geographical location was selected because of the close
proximity to Eastern Illinois University. A mailing list for the partici-
pating schools was provided by the Eastern Illinois Business Education
Association. A shorthand instructor in each of the participating schools
was asked to complete the survey.

East-Central Illinois includes the counties of Coles, Clark, Shelby,
Douglas, Richland, Effingham, Jasper, and Moultrie.

Designing the Instrument

Since the study was conducted over a wide geographical area, and
time and travel were limited, a survey instrument was designed and
constructed.
The survey instrument consisted of five sections, which were:
1) information about the instructors' teaching experience, 2) information about each school's shorthand program, 3) information about current shorthand enrollments, 4) information about the instructors' teaching methods, and 5) questions about homework procedures being utilized in the program.

The survey instrument consisted of 24 multiple choice questions and 1 open-ended question. The respondents were not limited to one answer but could select or choose one or more of the responses.

On September 27, 1981, a pilot study was conducted. The survey instrument was given to two faculty members in the Department of Business Education and Administrative Office Management at Eastern Illinois University and one area high school shorthand instructor. As a result of these teachers' comments and/or suggestions, changes were made in the survey instrument.

**Collecting the Data**

A copy of the questionnaire, cover letter, and return envelope were mailed to each of the 92 participating teachers on October 14, 1981. Each respondent was asked to complete the questionnaire and return it to Eastern Illinois University by November 1, 1981. Of the 92 questionnaires mailed, 66 were returned by November 11, which was a 71 percent return.

On November 15, 1981, a follow-up letter, questionnaire, and return envelope were mailed to the instructors that had not responded to the original request. After two weeks, 14 questionnaires were received.
The 80 useable responses is an 88 percent return. This 88 percent was considered to be adequate for this study; therefore, another follow-up was not made.

**Treatment of the Data**

Data obtained from the survey instruments were tallied by hand. No statistical analyses were made other than using the raw scores and percentages for comparisons.

Data were categorized by 1) instructors' teaching experience, 2) information about each school's shorthand program, 3) information about current shorthand enrollments, 4) information about instructors' teaching methods and 5) homework procedures being utilized in the program.
CHAPTER IV
ANALYSIS OF THE DATA

This study attempted to provide information regarding the homework procedures of shorthand classes and the status of shorthand enrollments in secondary schools in East-Central Illinois. The survey was divided into five sections, 1) length of instructors' teaching experience, 2) each school shorthand program, 3) current shorthand enrollments, 4) teaching methods and 5) homework procedures being utilized. In order to make a more precise analysis, both percentages and individual school responses are indicated in the results.

Length of Instructors' Teaching Experience

Table 1 shows the length of tenure for all the respondents. Shorthand teachers participating in the study and teaching shorthand classes were very experienced teachers. Only 21 percent had taught 0-3 years; 16 percent had taught for 4-7 years; another 21 percent had taught for 8-12 years and the majority (41 percent) had taught for more than 12 years.

<table>
<thead>
<tr>
<th>Years of Tenure</th>
<th>Number of Teachers</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>0-3 years</td>
<td>17</td>
<td>21.25%</td>
</tr>
<tr>
<td>4-7 years</td>
<td>13</td>
<td>16.25%</td>
</tr>
<tr>
<td>8-12 years</td>
<td>17</td>
<td>21.25%</td>
</tr>
<tr>
<td>over 12 years</td>
<td>33</td>
<td>41.25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
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Shorthand Program Information

When asked what type of shorthand system was being used, 80 (100 percent) respondents indicated they were using Gregg Shorthand. Fifty-three teachers were using Gregg, Series 90, while 27 were using Gregg, Diamond Jubilee. No schools in the study were using Century 21, Forkner or any other shorthand system; however, one respondent indicated in a subsequent question that Personal Shorthand (an alpha/symbol system) could be better utilized in her school.

The shorthand program in the schools included two, three or four semesters of shorthand. Sixty-nine percent of the schools offered two semesters of shorthand and 25 percent offered four semesters—only 5 percent offered three semesters. No schools offered only one semester. (See Table 2)

<table>
<thead>
<tr>
<th>Semesters</th>
<th>No. of Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One semester</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Two semesters</td>
<td>55</td>
<td>68.75%</td>
</tr>
<tr>
<td>Three semesters</td>
<td>4</td>
<td>5.00%</td>
</tr>
<tr>
<td>Four semesters</td>
<td>20</td>
<td>25.00%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

During the past 5 years, 81 percent of the schools had retained the same shorthand program; eleven percent had reduced the number
of semesters of shorthand being offered while 1 percent had eliminated
the entire shorthand program. Three percent had increased the num-
ber of semesters of shorthand. All schools plan to keep shorthand in
their programs. Two schools are considering offering shorthand every
other year. One school offers an independent study for the second
year class.

Enrollments

Table 3 shows that 54 percent of the schools reported that shorthand
enrollments had remained stable during the past 5 years. Thirty-six
percent had experienced significant decreases in shorthand enroll-
ments while only 6 percent had experienced increases.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Schools</th>
<th>Percent</th>
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<tr>
<td>Increased</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Decreased</td>
<td>29</td>
<td>36.25%</td>
</tr>
<tr>
<td>Remained Stable</td>
<td>43</td>
<td>53.75%</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

The semester in which the decrease in shorthand enrollments had been
most significant was the first semester. Nineteen percent had suffered
large decreases in the first semester; while the second semester had
an 18 percent decrease in enrollment, and the third semester had an 8
percent decrease. Only 3 percent indicated that all semesters had a
decrease. Of the respondents, 43 percent did not respond to the question.
As stated earlier, 36 percent of the respondents indicated that they have had a substantial decrease in shorthand enrollments during the past 5 years. Table 4 shows the reasons for these substantial decreases in shorthand.

**TABLE 4**

REASONS FOR SUBSTANTIAL DECREASES IN SHORTHAND DURING THE PAST 5 YEARS

<table>
<thead>
<tr>
<th>Reason</th>
<th>No. of Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wrong system being used</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Lack of student commitment</td>
<td>35</td>
<td>43.75%</td>
</tr>
<tr>
<td>Lack of counselor cooperation</td>
<td>14</td>
<td>17.50%</td>
</tr>
<tr>
<td>Poor image of shorthand</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Lack of parent support</td>
<td>7</td>
<td>8.75%</td>
</tr>
<tr>
<td>Attitude of other faculty</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>15.00%</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Lack of student commitment was listed by 44 percent of the respondents as the major reason for the substantial decrease in shorthand during the past 5 years, while 18 percent felt that lack of counselor cooperation was the reason for the decrease. In addition, 9 percent felt that parental support was lacking; and 8 percent rated the poor image of shorthand as the reason. Fifteen percent had other reasons they felt applied; such as, students feeling there is too much homework involved and hearing that shorthand is no longer a needed skill in the office of today because of word processing.
Table 5 shows what the shorthand instructors think the projected enrollment trends will be during the next five years. Enrollments will remain the same, according to 73 percent of the instructors; 17 percent felt there will be a decrease and 10 percent felt there will be an increase.

TABLE 5
PROJECTION OF ENROLLMENT TRENDS
DURING THE NEXT 5 YEARS
BY SHORTHAND INSTRUCTORS

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase</td>
<td>8</td>
<td>10.00%</td>
</tr>
<tr>
<td>Decrease</td>
<td>13</td>
<td>16.25%</td>
</tr>
<tr>
<td>Remain the same</td>
<td>58</td>
<td>72.50%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Table 6 shows the current enrollment in first semester shorthand classes. Of the 78 usable responses, 19 percent of the schools had 0-5 students; 24 percent had 6-10 students; while 33 percent had 11-20 students. Twenty-two percent had over 20 students in beginning classes.

TABLE 6
FIRST SEMESTER SHORTHAND ENROLLMENT

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>No. of Schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 students</td>
<td>15</td>
<td>19.23%</td>
</tr>
<tr>
<td>6-10 students</td>
<td>19</td>
<td>24.35%</td>
</tr>
<tr>
<td>11-20 students</td>
<td>26</td>
<td>33.33%</td>
</tr>
<tr>
<td>over 20</td>
<td>17</td>
<td>21.79%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.28%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>78</strong></td>
<td><strong>99.98%</strong></td>
</tr>
</tbody>
</table>
Teaching Methods

The majority (86 percent) of the instructors utilized the traditional classroom approach of one lesson a day in their methods of teaching. Six percent of the teachers used other approaches and only one teacher used an individualized approach. (See Table 7)

### Table 7

**GENERAL METHOD OF PRESENTATION**

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Classroom Approach (one lesson a day)</td>
<td>69</td>
<td>86.25%</td>
</tr>
<tr>
<td>Individualized Instruction (individualized progression)</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Both traditional &amp; individual</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Both traditional &amp; other</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Other approaches (6 percent of the respondents) used included:

1) reading one lesson, then assigning a lesson to write 6 lessons previously; and 2) instead of a lesson a day, assigning 2–3 lessons a week depending on student progress.

Only 1 percent of the instructors were using teacher-made learning activity packets, and 1 percent were using company-made programmed instruction.

Table 8 shows the types of materials utilized in shorthand classes. The textbook and student transcripts were the most widely used materials. Ninety-nine percent of the instructors used the textbook; 63 percent used the student transcript, another 50 percent used
the workbook; and 29 percent used other published materials; such as Practical Punctuation Workbook, Today's Secretary magazine, Most-Used Words and Phrases, Shorthand Dictionary, English Skills for Transcribers, Gregg Shorthand Graded Tests and records.

<table>
<thead>
<tr>
<th>TABLE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPES OF MATERIALS BEING UTILIZED</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>Textbook</td>
</tr>
<tr>
<td>Workbook</td>
</tr>
<tr>
<td>Student Transcript</td>
</tr>
<tr>
<td>Other published materials</td>
</tr>
<tr>
<td>No Response</td>
</tr>
</tbody>
</table>

In addition, combinations of teaching materials are used. The textbook, workbook and student transcript combination were used by 24 percent of the instructors. Sixteen percent of the instructors used the textbook and student transcript combination. Thirteen percent used the textbook, workbook, student transcript and other published materials; while 11 percent used both the textbook and workbook combination. Ten percent of the instructors used the combination of the textbook, student transcript and other published materials.

Homework Procedures

Daily homework assignments were made by 99 percent of the instructors while one instructor failed to respond to the homework question.
Table 9 indicates the procedures for assigning homework material. Thirty percent of the instructors required the students to write each letter in the lesson once. Fifteen percent required students to write each letter in the lesson twice; another 15 percent assigned specific letters but did not require the entire lesson. Other procedures required by 6 percent of the respondents include: 10 pages of homework each day; students' choosing which letters they wish to write; and students writing the words in each lesson 5 times each.

**TABLE 9**

PROCEDURES IN WHICH HOMEWORK IS ASSIGNED

<table>
<thead>
<tr>
<th>Assignment</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write each letter in the lesson once</td>
<td>24</td>
<td>30.00%</td>
</tr>
<tr>
<td>Write each letter in the lesson twice</td>
<td>12</td>
<td>15.00%</td>
</tr>
<tr>
<td>Assign specific letters but do not require the entire lesson</td>
<td>12</td>
<td>15.00%</td>
</tr>
<tr>
<td>Assign outside writing (use material other than the textbook for daily assignments)</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Combinations</td>
<td>24</td>
<td>30.00%</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Combinations of the choices were also used by the instructors. Eight percent of the instructors required their students to write each letter in the lesson once and assigned writing from other sources. Four percent required their students to write each letter in the lesson once and sometimes twice.
The majority (71 percent) of the respondents checked homework for completion of assignment but did not record a grade. Fourteen percent used other methods for grading homework; such as, students reading directly from written notes; students reading from their homework and then transcribing from these notes; teachers recording a grade at the end of the quarter; and students receiving 10 points per assignment. Six percent checked homework and then recorded a grade.

TABLE 10
GRADING PROCEDURES OF DAILY HOMEWORK ASSIGNMENTS

<table>
<thead>
<tr>
<th>Grading Procedures</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check homework, then record a grade</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Check homework for completion of assignment, but do not record a grade</td>
<td>51</td>
<td>71.25%</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>13.75%</td>
</tr>
<tr>
<td>Combination</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Table 11 indicates the combinations utilized in incorporating homework procedures with writing assignments. Thirteen percent of the instructors utilized tracing, scribble writing and rewriting the same letter over previous outlines. Eight percent utilized tracing, the line skip method, scribble writing and rewriting the same letter over previous outlines. Another 8 percent utilized tracing and
scribble writing and yet another 8 percent utilized the line skip method and scribble writing. Twenty-eight percent felt the question was not applicable. The "other" responses included dictation from outside sources and air writing.

**TABLE 11**

**HOMEWORK PROCEDURES INCORPORATED IN WRITING ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Type</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracing</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td>Line skip method</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Scribble writing</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Rewriting same letter over previous outlines</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Tracing, line skip method and scribble writing</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Tracing, line skip method, scribble writing and rewriting over previous outlines</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Tracing, scribble writing, and rewriting over previous outlines</td>
<td>10</td>
<td>12.50%</td>
</tr>
<tr>
<td>Tracing and scribble writing</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Tracing and rewriting over previous outlines</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td>Line skip method and scribble writing</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Line skip method, scribble writing and rewriting over previous outlines</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Line skip method and rewriting over previous outlines</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Tracing, line skip method and rewriting over previous outlines</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Tracing, line skip method, scribble writing, rewriting over previous outlines and other</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>No Response</td>
<td>22</td>
<td>27.50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Table 12 shows that 94 percent of the instructors utilized students' homework in class activities, while only 5 percent did not.
TABLE 12
UTILIZATION OF HOMEWORK IN CLASS ACTIVITIES

<table>
<thead>
<tr>
<th>Classification</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75</td>
<td>93.75%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>5.00%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 13 indicates that the majority (76 percent) of the instructors used a combination of homework practices when incorporating homework with class activities. Of these combinations, 20 percent of the instructors used the combination of using previous written homework assignments for dictation speed building, and having students read orally from homework notes. Eleven percent used previous written homework assignments for dictation speed building, having students read orally from homework notes, and other methods of incorporating homework with class activities. Eight instructors had students read orally from homework notes and used another method not mentioned in the questionnaire. Six instructors used previous written homework assignments for dictation speed building, used written homework assignments for emphasizing particular outlines, and had their students read orally from homework notes.

Sixteen percent of the instructors had their students read orally from homework notes only. Other methods being used include transcribing from homework notes on the typewriter (18 percent used this method); exchanging notes with other students, reading orally, and adding constructive
criticism; transcribing on the typewriter into mailable letters; going back 5 lessons and using dictation to trace outlines and/or scribble writing the outlines.

**TABLE 13**

METHODS OF UTILIZING HOMEWORK ACTIVITIES

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use previous written homework assignments for dictation speed building</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Use the line skip method for dictation speed building</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Use written homework assignments for emphasizing particular outlines</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Have students read orally from homework notes</td>
<td>13</td>
<td>16.25%</td>
</tr>
<tr>
<td>Combinations</td>
<td>61</td>
<td>76.25%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 14 indicates that 94 percent of the instructors expected their students to read their homework assignments prior to writing the assignments, while only 5 percent did not.

**TABLE 14**

EXPECT STUDENTS TO READ HOMEWORK ASSIGNMENTS PRIOR TO WRITING

<table>
<thead>
<tr>
<th>Classification</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75</td>
<td>93.75%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>5.00%</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
The majority (21 percent) of the instructors checked students' reading by requiring their students to read casually from the text without timing the students or recording a speed. Fifteen percent of the instructors had students read from the text with timed conditions and recorded their speed. (See Table 15)

**TABLE 15**

CHECKING STUDENTS READING SKILL

<table>
<thead>
<tr>
<th>Method</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read casually from the text without timing</td>
<td>17</td>
<td>21.25%</td>
</tr>
<tr>
<td>the students or recording speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read from the text with timed conditions</td>
<td>12</td>
<td>15.00%</td>
</tr>
<tr>
<td>and record speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read from homework notes in timed conditions</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>and record speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Combinations</td>
<td>43</td>
<td>53.75%</td>
</tr>
<tr>
<td>No Response</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Reading skill was also checked by a combination of techniques. Twenty percent of the instructors had their students read casually from the text with and without timed conditions and sometimes recorded speed, and read from homework notes in timed conditions and recorded the speed. Another 19 percent had their students read from the text and homework notes under timed conditions and recorded their speed. In addition, 15 percent of the instructors had their students read from the text with and without timed conditions and sometimes recorded speed.
Table 16 indicates the techniques instructors used for timing reading rates. The majority (34 percent) of the instructors had their students read for 1 minute; 16 percent of the instructors had their students read for $\frac{1}{2}$ minute; while another 8 percent had their students read for as long as it takes to complete a letter.

Ten percent of the instructors used both 1 minute and $\frac{1}{2}$ minute reading rates. Six percent of the instructors used other methods that include having students read for 3 minutes; having them read 20-40 words and record their time; having them read orally and then writing out their transcript in longhand; and some used competitive reading.

TABLE 16
TIMING READING RATES

<table>
<thead>
<tr>
<th>Technique</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students read for $\frac{1}{2}$ minute</td>
<td>13</td>
<td>16.25%</td>
</tr>
<tr>
<td>Have students read for 1 minute</td>
<td>27</td>
<td>33.75%</td>
</tr>
<tr>
<td>Have students read for as long as it takes to complete a letter</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Combinations</td>
<td>15</td>
<td>18.75%</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>17.50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Table 17 shows that 75 percent of the instructors used recorded reading rates for grading purposes. Only 5 instructors (6 percent) did not use reading rates for grading purposes.
TABLE 17
READING RATES USED FOR GRADING PURPOSES

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>75.00%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>6.25%</td>
</tr>
<tr>
<td>Combination</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>17.50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Forty instructors offered suggestions for improving shorthand enrollments and student interest. (See Table 18) Six instructors indicated that guidance counselors need to be more aware of the need for shorthand in the business community; six instructors felt that an orientation program would be helpful and five instructors felt that more motivation through various activities would be helpful. The following table shows the suggestions, frequency of responses, and the percentages of each.

TABLE 18
SUGGESTIONS FOR IMPROVING SHORTHAND ENROLLMENTS

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counselors need to be more aware of the need for shorthand in the business community</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Motivate students through flash cards, bingo, contests, group interaction, and stickers</td>
<td>5</td>
<td>6.25%</td>
</tr>
</tbody>
</table>
### TABLE 18 (cont.)

**SUGGESTIONS FOR IMPROVING SHORTHAND ENROLLMENTS**

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>No. of Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation program, discuss shorthand in other classes, speakers, field trips, inviting other students to observe the class, have students demonstrate in other classes and have students take dictation from other teachers</td>
<td>6</td>
<td>7.50%</td>
</tr>
<tr>
<td>Advertise with posters, signs, bulletin boards, local newspapers and school paper</td>
<td>3</td>
<td>3.75%</td>
</tr>
<tr>
<td>Survey business sector and show the needs and opportunities for shorthand</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Survey past graduates; have them come back into the classroom</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Stress importance of additional job possibilities with the skill</td>
<td>2</td>
<td>2.50%</td>
</tr>
<tr>
<td>Make principal and parents more aware of the continued need for shorthand</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Emphasize what employers desire</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Be enthusiastic</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Work as a secretary in the summer (teacher)</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Have guest speakers</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Proper status of shorthand needs to be reported to the business educators</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Secretaries need salary increase</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Employers that require shorthand should be required to dictate to secretaries</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Publishing companies and universities should include business community input through seminars</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Inform students that employers will have preference over a person with shorthand than someone that does not</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Take it easy the first quarter to develop student interest--try not to discourage them right from the beginning</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Change the image of the &quot;traditional&quot; secretary</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>Be sincere and care about your students</td>
<td>1</td>
<td>1.25%</td>
</tr>
<tr>
<td>No Response</td>
<td>40</td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was an attempt to determine the status of shorthand enrollments and homework procedures of shorthand classes in secondary schools in East-Central Illinois.

This investigation is of primary importance to business instructors concerned with declining enrollments in shorthand classes. Contributing factors could be teaching strategies being used in shorthand courses and student success. There is a need for determining the trends and perhaps through knowledge of procedures being used by other instructors, improvements can be made. Guidance counselors should also find this study useful so they may encourage more students to pursue shorthand programs in order to meet job demands.

Summary of Procedures

The survey was conducted through Eastern Illinois University during the fall semester of 1981. One shorthand instructor from each of the 92 secondary schools in the East-Central Illinois area was asked to participate in the study and to complete the survey instrument. The instrument consisted of 24 multiple choice questions and 1 open-ended question.
Findings

From the analysis reported in previous chapters, the following findings have been summarized:

1) The majority of the instructors participating in the study were experienced instructors.

2) The majority of the shorthand programs presently being offered included only two semesters of shorthand.

3) The majority of the schools had retained the same shorthand program during the past five years and enrollments had remained stable. However, 36 percent of the schools had experienced declining enrollments; while only 6 percent showed increased enrollments.

4) The highest decreases in enrollments appeared in first and second semester shorthand classes. Reasons given for these decreases included lack of student commitment and lack of counselor cooperation.

5) The majority of first semester shorthand classes had eleven to twenty students in each class. Only one-fifth of the schools had five or less students enrolled in shorthand classes.

6) A majority of the instructors utilized the traditional classroom approach of one lesson a day in their shorthand programs.

7) The majority of the instructors used the textbook, workbook, and/or student transcript in their teaching materials.
8) With one exception, all of the instructors assigned daily homework. The majority of the instructors had the students write each letter in the lesson once; the majority of the instructors also checked homework for completion of assignment, but did not record a grade.

9) Homework procedures incorporated in writing assignments included tracing, scribble writing, and rewriting over previous outlines. These methods were utilized by the majority of the instructors.

10) A large majority of the instructors utilized students' homework in class activities and expected students to read homework assignments prior to writing them.

11) The majority of the instructors had the students read casually from the text without timing the students or recording speed.

12) Of the instructors that did time their students' reading rates, the majority of them did so for one minute.

13) The majority of the instructors used reading rates for grading purposes.

14) The majority of the instructors felt that guidance counselors need to be more aware of the need for shorthand in the business community and would like an orientation program through various activities to be incorporated in their shorthand programs.
CONCLUSIONS

The responses given by the teachers in this study lead to the following conclusions:

1) Based upon the responses regarding shorthand enrollments, shorthand programs in the East-Central Illinois area are in jeopardy since enrollments are low, and over one-third of the schools report declining enrollments.

2) Gregg Shorthand is the system being used with little or no interest in changing to another system.

3) The majority of the teachers utilized the traditional approach of one lesson a day.

4) From the opinions expressed by the teachers regarding homework, one may conclude that daily assignments are the norm and these assignments generally included a reading and writing assignment with some interest in tracing and scribble writing.

5) The responses regarding reading procedures, leads one to conclude that much time is spend on reading skills but the grading procedures vary greatly.

RECOMMENDATIONS

As a result of the findings and conclusions, the following recommendations can be made:

1) Because of the increased secretarial shortage, and the availability of career opportunities in the secretarial
area, business educators as well as counselors should encourage more students to enroll in shorthand programs.

2) Methods of evaluation of shorthand homework should be further investigated.

3) Consideration should be given to a more individualized approach in which a variety of activities could be implemented instead of the daily routine procedures in a traditional classroom approach.

4) Additional research should be conducted to identify procedures for utilizing and evaluating homework assignments.

5) Further study is needed to determine the effect of using various homework approaches and in comparing these approaches to the traditional approaches.
APPENDIX A

COVER LETTER
October 14, 1981

Dear Business Educator:

There is a national trend of decreasing enrollments in high school shorthand programs. Business educators, especially shorthand teachers, are vitally concerned about this trend. Shorthand enrollments have dropped to the point where shorthand programs have been discontinued.

We are concerned about this decrease and are attempting to determine to what extent shorthand enrollments have decreased in the East-Central Illinois area. In addition, we are interested in determining shorthand homework practices. In our efforts to determine the status of shorthand in this area of the state and the homework procedures being used, we are conducting a survey and asking a shorthand teacher in each school to participate.

Would you please spend 10 to 15 minutes to complete the enclosed survey and return it in the stamped envelope as soon as possible, but no later than November 1.

We are anxious to receive your completed questionnaire and will be glad to share our findings with you if you so indicate on the questionnaire.

Sincerely,

Thomas L. Elliott
Chairman
Dept. of Business Education

Nancy L. Rippy
Graduate Assistant
Dept. of Business Education

Enclosures
APPENDIX B

FOLLOW-UP LETTER
November 11, 1981

Dear Business Educator:

Last month we sent you a questionnaire regarding the declining enrollments and homework procedures being implemented in shorthand classes today. This survey had been sent to the East-Central Illinois area high schools.

We would appreciate very much if you would take a few minutes of your time to fill out the enclosed questionnaire, if you have not already done so, and return it to us in the enclosed envelope promptly.

If you already have returned your questionnaire, thank you very much. We are in the process of tabulating these results and hope to have them completed by the end of the month. If you wish to receive a copy of the results, please be sure to indicate on the last page of the questionnaire along with your name and address.

Thank you, again, for your cooperation in aiding this research.

Sincerely,

Thomas L. Elliott
Chairperson
Department of Business Education

Nancy L. Rippy
Graduate Assistant
Department of Business Education

Enclosures
APPENDIX C

SHORTHAND SURVEY INSTRUMENT
Please check (√) the answer(s) that seem appropriate in your setting. If more than one answer seems correct, check each answer applicable.

1) How long have you been teaching shorthand?
   - a) 0-3 years
   - b) 4-7 years
   - c) 8-12 years
   - d) over 12 years

2) Which of the shorthand systems listed below do you use?
   - a) Gregg, Series 90
   - b) Gregg, Diamond Jubilee
   - c) Century 21
   - d) Forkner
   - e) other

3) Does the shorthand program in your school include
   - a) one semester?
   - b) two semesters?
   - c) three semesters?
   - d) four semesters?
   - e) other

4) Have the shorthand enrollments during the past 5 years generally
   - a) increased significantly?
   - b) decreased significantly?
   - c) remained stable?

5) If the shorthand enrollments decreased, in which semester has the decrease been most significant?
   - a) the first semester
   - b) the second semester
   - c) the third semester
   - d) the fourth semester
   - e) all semesters

6) If your school has experienced a significant decrease in shorthand during the past 5 years, do you feel that it is due to
   - a) the wrong system being used?
   - b) lack of student commitment?
   - c) lack of counselor cooperation?
   - d) poor image of shorthand?
   - e) lack of parent support?
   - f) attitude of other faculty?
   - g) other
7) If the answer to 6 is a, what system or type of system do you recommend?
   ______ a) another symbol system:
       ______ 1) Gregg
       ______ 2) Century 21
       ______ 3) Pitman
       ______ 4) other
   ______ b) an alpha/symbol system:
       ______ 1) Stenospeed ABC Shorthand
       ______ 2) Forkner
       ______ 3) Personal Shorthand
       ______ 4) other

8) During the past 5 years has your school
   ______ a) reduced the number of semesters of shorthand offered?
   ______ b) eliminated the entire shorthand program?
   ______ c) increased the number of semesters of shorthand offered?
   ______ d) retained the same program?

9) Do you plan to keep shorthand in your school?
   ______ a) yes
   ______ b) no

10) In the next 5 years, do you think the enrollments will
    ______ a) increase?
    ______ b) decrease?
    ______ c) remain the same?

11) Is the enrollment in first semester shorthand class in your school
    ______ a) 0-5 students?
    ______ b) 6-10 students?
    ______ c) 11-20 students?
    ______ d) over 20 students?

12) What is your general method of presentation?
    ______ a) traditional classroom approach. (one lesson a day)
    ______ b) individualized instruction. (individual progression)
    ______ c) other

13) If you are using individualized instruction, does the program utilize
    ______ a) teacher-made learning activity packets?
    ______ b) company made programmed instruction?
    ______ c) other
14) Do you use
  a) the textbook?
  b) the workbook?
  c) the student transcript?
  d) other published materials?

15) Do you make daily homework assignments?
  a) yes
  b) no

16) If you require students to write homework material, do you
  a) require them to write each letter in the lesson once?
  b) require them to write each letter in the lesson twice?
  c) assign specific letters but do not require the entire lesson?
  d) assign outside writing (use material other than the textbook for daily assignments)?
  e) other

17) If you make daily homework assignments, how is the homework graded?
  a) check homework, then record a grade
  b) check homework for completion of assignment, but do not record a grade
  c) other

18) Have you incorporated any of the following homework procedures in your writing assignments?
  a) tracing
  b) line skip method
  c) scribble writing
  d) rewriting the same letter over previous outlines
  e) other

19) Do you utilize the students' homework in your class activities?
  a) yes
  b) no

20) If the answer to the above question is yes, do you
  a) use previous written homework assignments for dictation speed building such as writing over homework notes as you dictate?
  b) use the line skip method for dictation speed building?
  c) use written homework assignments for emphasizing particular outlines such as brief forms, word endings and phrases? (ie. circling all brief forms in a particular letter or lesson)
  d) have students read orally from homework notes?
  e) other
21) Do you expect students to read homework assignments prior to writing the assignments?

   a) yes
   b) no

22) If the answer to question 21 is yes, how do you check their reading skill?

   a) read casually from the text without timing the students or recording speed
   b) read from the text with timed conditions and record speed
   c) read from homework notes in timed conditions and record speed
   d) other _______________________________________________________________________

23) If you time the students' reading rates, do you

   a) have them read for \( \frac{1}{2} \) minute?
   b) have them read for 1 minute?
   c) have them read for as long as it takes to complete a letter?
   d) other _______________________________________________________________________

24) If you record reading rates, do you use these rates for grading purposes?

   a) yes
   b) no

25) Please make any comments or suggestions you may have on how to improve shorthand enrollments and interest.

Please indicate if you would like to see a copy of the results.

   a) yes
   b) no
REFERENCES
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