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A SURVEY OF FORKNER SHORTHAND INSTRUCTION
AT SELECTED POST-SECONDARY SCHOOLS
IN THE UNITED STATES

A Thesis
Presented to
the Division of Business and Business Education
Emporia State University
Emporia, Kansas

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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August 1977

AN ABSTRACT OF THE THESIS OF

Phyllis C. Wenger for the Master of Science

in Business Education presented on July 18, 1977

Title: A Survey of Forkner Shorthand Instruction at Selected

Post Secondary Schools In the United States

Abstract approved: _____

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Letters and questionnaires were sent to Forkner Shorthand instructors in post-secondary schools to learn the results they have had in teaching Forkner Shorthand, whether their students were able to find jobs, and what success they have had after learning Forkner Shorthand. Represented in these post-secondary schools were vocational technical schools, business schools, junior colleges, state colleges, other four-year colleges, and universities.

In all the shorthand classes surveyed, students were required to attain a certain dictation rate (WAM), length of take (minutes), transcription rate (WAM), accuracy level (percent), and theory tests (accuracy required) in order to earn a listed grade for first and second semesters in Forkner Shorthand.

Grading factors used in the surveyed schools to determine the final grade for the first and second semesters were dictation and transcription rates, theory tests, and mailable transcripts. Instructors teaching the first semester of Forkner Shorthand indicated that teaching

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basic theory was their goal; instructors in the second semester of Forkner Shorthand stressed primarily dictation and transcription.

The survey indicated that 75 percent of the graduates in the vocational technical and business schools took jobs where they continued to use Forkner Shorthand. Junior colleges, state and other four-year colleges, and universities reported that 85 percent of their graduates took jobs where they continued to use Forkner Shorthand.

The main advantage reported for teaching Forkner Shorthand was that it enables stenographers to attain employable rates of speed and accuracy within a short period of time.

The majority of the shorthand instructors indicated that the main disadvantage was converting from another shorthand system to Forkner Shorthand.

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ACKNOWLEDGMENTS

Sincere appreciation is extended to Dr. Raymond B. Russell, Chairman of the Division of Business and Business Education, Dr. George K. Walters, and Mrs. Joyce Stutte for their encouragement, suggestions, and helpful criticisms given during the preparation of this study. The writer also wishes to express appreciation to Dr. Hamden L. Forkner and Mrs. Melvin Fehr for their help and understanding.

Special thanks are given to the shorthand instructors of the vocational technical and business schools, junior colleges, state and other four-year colleges and universities for returning the questionnaire used in this study.

Special thanks are extended to my husband, Jim, and my son, Scott, for their patience, help, and encouragement during the preparation of this study.

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Chapter 1

INTRODUCTION

Since writing was first invented, man has attempted to develop rapid systems of taking down the words of others. Some of these attempts have been highly successful and their inventors have contributed much to man's progress in the field of rapid writing.

With the development of modern recording devices, which not only reproduce the speaker's voice but also his points of emphasis, the need for thousands of hours of study to become a verbatim reporter has practically ended. However, the demand for stenographers and secretaries is still growing because the businessman still needs someone to take care of callers, file correspondence, keep appointment calendars in order, and answer the telephone. If one can employ a stenographer to do all these things and also take dictation and transcribe letters, shorthand will be desired in preference to other methods.

In order to meet this demand, many studies have recommended that Forkner Shorthand be taught. This system of writing enables stenographers to attain high rates of speed and accuracy because it blends the letters of the alphabet with only a few symbols. The stenographer no longer must read in one language and think in another. It is no longer necessary to memorize long lists of abbreviations represented by symbols. Forkner Shorthand is simply based on what the learner already

knows--how to write longhand.¹ This system of writing offers unlimited opportunities to young men and women interested in secretarial positions with small or large businesses. A young capable person who has developed a background and understanding of the business through his work experience with the firm as a secretary is in a unique position to be considered for promotion to top-level executive positions within the business.

Thousands of young people and adults begin the study of shorthand every year. A large percentage of them are not able to take dictation at business speeds because of the difficulty of learning a completely new symbol system. For too many, this proves to be either too difficult or it takes too long. The high percentage of failures in learning the typical symbol systems seems to be due largely to the inability of most students to learn symbols and to write them rapidly. Failures also may be due to the inability of many students to memorize brief forms and shortcuts. Forkner Shorthand capitalizes on the fact that the student already writes longhand. The simplicity of the system leads to rapid writing.²

After many years of concentrated research and experimentation, Forkner developed a system of writing that is based largely on what the learner already knows--how to write longhand. Forkner Shorthand, in its construction and development, uses significant studies in vocabulary,

¹Hamden L. Forkner, Frances A. Brown, and Hamden L. Forkner, Jr., Forkner Shorthand (4th ed.; New Jersey: Forkner Publishing Company, Inc., 1968), p. 4.

²Ibid.

speech sounds, letter frequencies, and machines which actually measure the writing time of longhand and shorthand symbols.¹

THE PROBLEM

Is there really a need for Forkner Shorthand in the business curriculum? If so, should Forkner Shorthand be offered as a part of the business curriculum on the state-college level? The Forkner Shorthand system is already being initiated as a part of the business curriculum in some vocational and university programs. Is there a need for Forkner Shorthand in helping young people secure employment in the future? For those secretaries and stenographers (those with no shorthand background and those proficient in another language) already employed and wishing to learn Forkner Shorthand, is there an opportunity for individualized instruction? These are only a few of the many questions which have created a need for further study in the implementation of the Forkner Shorthand language.

Statement of the Problem

The purpose of this study was to determine the status of Forkner Shorthand on the post-secondary level in vocational and business schools, junior colleges, state and other four-year colleges and universities throughout the United States. Specific questions to be answered were:

1. How many Forkner Shorthand courses are currently being taught in the United States?
2. Is there a need for courses in Forkner Shorthand in post-secondary schools?

¹Ibid., p. 6.

3. What are the dictation, transcription, speed, and accuracy skills achieved by Forkner Shorthand students?
4. What are the dictation, transcription, speed, and accuracy skill standards set by Forkner Shorthand teachers?
5. What teacher preparation is necessary?
6. What are the results of previous studies done in incorporating Forkner Shorthand as a part of the business curriculum?
7. Who are potential trainees for the Forkner Shorthand course?
8. How many semesters of Forkner Shorthand are usually taught?
9. What are the advantages and/or disadvantages of teaching Forkner Shorthand?

Significance of the Study

The demand for stenographers and secretaries is growing and remains strong even when other jobs are scarce.¹ Today's business methods call for greater speed, accuracy, and efficiency than ever before; business students must be trained with employable skills to meet those needs. Interest in Forkner Shorthand to meet that need appears to be increasing.

Students interested in stenographic and secretarial positions with potential career opportunities have been motivated by the current expansion and usage of Forkner Shorthand. The feeling of success and rapid progress continues through their final lesson; this motivation encourages a low drop-out rate.² Forkner Shorthand can no longer be

¹"A Proposal To Supplement The Traditional Shorthand Program With Forkner abc Shorthand" (New Jersey: Forkner Publishing Company, Inc.), p. 1. (Duplicated.)

²Ibid., p. 2.

considered strictly a vocational system; it also has potential for a state-college level system.¹

Forkner Shorthand opens many career opportunities for those who are prepared, and the secondary and/or post-secondary schools are the levels on which this preparation can be initiated. This shorthand skill offers graduates an advantage in obtaining immediate employment as stenographers or secretaries. Myers stated:

Of the twenty students in my class, seventeen have scores that will satisfy Federal Civil Service requirements. Several students attained these scores after only 100 hours of instruction. . . . They are ready for employment! In eleven years of teaching a symbolic system, I have never had results approaching this.²

To develop shorthand skill, students attend classes that meet for forty-five minutes to one hour, five days a week, completing the thirty-seven chapters in the textbook, thirty-seven chapters in the studyguide, and the ten examinations in from eighty-five to ninety class periods. This is an average of two class periods to each textbook chapter and accompanying studyguide unit.³

In general, adults who attend evening classes cannot be expected to do very much preparation outside of class. Therefore, the class is organized so approximately one-half of each clock hour is spent in directed, in-class "homework." The second half of each clock hour is

¹Ibid., p. 3.

²"Users' Comments on Student Performance" (New Jersey: Forkner Publishing Company, Inc., 1976), p. 4.

³Hamden L. Forkner, Frances A. Brown, and Hamden L. Forkner, Jr., Forkner Shorthand, op. cit., pp. 7-8.

then spent doing the "class assignments" with the instructor providing dictation practice.¹

Several of the theory chapters can be completed in a very short time, thus giving more time to the dictation and transcription chapters. The adult class meets for four clock hours each week, completing the course in approximately eighteen weeks.

One semester is ordinarily sufficient for achieving competence in personal-use Forkner Shorthand. Many schools combine personal-use typewriting with personal-use Forkner Shorthand. They schedule typewriting three days a week and Forkner Shorthand two days a week for the first semester. Second semester Forkner Shorthand is scheduled three days a week and typewriting two days a week. This plan enables the students to acquire two important skills.

Employers are aware of the value of the Forkner Shorthand system of note taking; and, secretaries and/or stenographers do enjoy utilizing the more profitable, more productive method.² If Forkner Shorthand continues to be commercially feasible, it may expand its use in more large and small businesses. Some of the applications for which Forkner Shorthand could be utilized include the following:

1. Correspondence--A secretary or stenographer could have her notes transcribed and a letter ready for her employer's signature minutes after her employer completed dictation.
2. Board Meetings--Reports of the proceedings could be typed and distributed to the members soon after the meetings were terminated.

¹Ibid., p. 9.

²Pennsylvania Department of Public Instruction, *Shorthand for Business Education Department in Pennsylvania's Public Schools*, 1968.

3. Communications--Transmission of data from telephone or personal callers could be transcribed accurately and rapidly.

4. Personal Use--Effective in making daily reminders and taking notes in a variety of classes and meetings.¹

Forkner Shorthand has proved invaluable to various large companies. Many companies employ stenographers or secretaries who can take manual dictation and simply eliminate dictation and transcription equipment and/or transcription pools. It has proved itself in the largest company in the United States--American Telephone and Telegraph Company. It is the philosophy of AT&T that if companies and schools (high schools, vocational schools, junior colleges, state colleges, and universities) adopt Forkner Shorthand, they will:

1. . . . enable many more of your shorthand beginners to attain entry-level stenographic skills.

2. . . . reduce the time required to learn shorthand.

3. . . . increase shorthand enrollments.²

With regard to student performance and attrition in one's shorthand offerings, the following comments express what AT&T and other experts say about their shorthand program:

1. ". . . we turned away--to a degree--from past training methods."³

2. ". . . students take dictation and transcribe from the first week. . . . The Forkner method helps make some degree of immediate accomplishment possible, and what greater incentive to learning is there than that?"⁴

3. ". . . by a gradual process of simple learning steps, he or she becomes able to take dictation at business speeds."⁵

¹"Typing, Shorthand (or anything else) from Student's View that's Learning," AT&T News (New Jersey: Forkner Publishing Company, Inc.), pp. 2-3.

²Ibid., p. 3. ³Ibid., p. 4. ⁴Ibid. ⁵Ibid.

As a result of the successful program at AT&T, Forkner Shorthand is also offered now in a related company--Bell Laboratories. Other high-technology companies that teach Forkner Shorthand to their word-processing people include 3M Company and Honeywell. All of these companies support Forkner in that the efficiency of the Forkner Shorthand system reduces tension and allows the stenographer to take dictation for a long period of time with little fatigue.

Delimitation of the Study

This survey sought information concerning the level of skills required of students and the effectiveness or importance of Forkner Shorthand in the total business curriculum, as perceived by the instructors responding in vocational and business schools, junior colleges, state and other four-year colleges and universities. This survey was delimited to forty-six instructors in thirteen states and included only vocational and business schools, junior colleges, state and other four-year colleges and universities.

DEFINITION OF TERMS

The following defined terms were those most frequently used in this particular study of Forkner Shorthand:

Shorthand

"A method of writing rapidly by substituting symbols for long-hand letters, syllables, or words."¹ This is known as the traditional shorthand language. Examples: Gregg and Pitman Shorthand.

¹Carter B. Good, Dictionary of Education (2d ed.; New York: McGraw-Hill Book Company, Inc., 1975), p. 500.

Forkner Shorthand

"Forkner Shorthand is a scientific combination of longhand letters and a few symbols to form a system of rapid writing."¹

Dictation

Dictation consists of "words and/or thoughts uttered by one person and written in shorthand by another, for the purpose of being transcribed into printed copy."²

Transcription

Transcription involves several skills. The student must be able to take dictation, read it back, and type it accurately. It also involves being proficient in grammar, spelling, and punctuation.³

Stenographer

The stenographer takes dictation in shorthand, either by hand or machine, transcribes the dictation at a typewriter and/or transcribes from a voicewriting machine, such as a dictaphone or soundscriber. The stenographer may also perform other office duties; however, shorthand and transcription is their main duty.

Secretary

A secretary is a person who does work that requires initiative, responsibility, and executive ability. One may make appointments, answer telephone calls, handle important mail, and answer routine

¹Hamden L. Forkner, Frances A. Brown, and Hamden L. Forkner, Jr., Forkner Shorthand, op. cit., p. 3.

²Ibid., p. iv.

³Ibid., p. vi.

correspondence. Secretaries usually work closely with their employers. They relieve their superiors of much detailed office work, and perform duties of the employer when they are away. Secretaries work for business executives, government officials, and professional people.¹

Business Curriculum

It is the whole range of formal studies and other learning experiences offered by a business department. The business curriculum organizes all learning experiences to give a student the most benefit from them at each level of his school career.

METHODS OF PROCEDURE

Letters and questionnaires were sent to Forkner Shorthand instructors at schools in Kansas, Iowa, Minnesota, Michigan, Missouri, California, Colorado, Maryland, Utah, Ohio, Pennsylvania, New York, and New Mexico. The schools represented were vocational schools, business schools, junior colleges, state and other four-year colleges and universities. The names of the schools surveyed were obtained from Dr. Hamden L. Forkner. Examples of the questionnaire and letter are presented in Appendix A, p. 72.

The specific purpose of the survey was to learn the results shorthand instructors have had in teaching Forkner Shorthand, whether their students were able to find jobs, and what success they have had after completing a course in Forkner Shorthand.

¹"Office Worker," World Book Encyclopedia (1974), XIV, 509-13.

Information from the questionnaires was compiled and a comparison was made concerning the advantages and/or disadvantages of teaching Forkner Shorthand on the post-secondary level. This information was used as a determining factor in the recommendation of a Forkner Shorthand program on the state-college level.

Related source material was incorporated with information from the above questionnaires to obtain final recommendations. The related material from government documents, business periodicals, business yearbooks, and research studies was most beneficial.

Chapter 2

REVIEW OF RELATED LITERATURE

A study of related literature led to publications by Dr. Hamden L. Forkner, author of Forkner Shorthand, periodicals for business educators, bulletins by the United States Department of Labor, related textbooks, and research studies. The survey concerned prescribed standards and achievements of students in Forkner Shorthand, employability of graduates, and the advantages and/or disadvantages encountered in the labor market.

STENOGRAPHERS AND SECRETARIES AT WORK

Stenographers and secretaries form an important link in business communications within an organization. Stenographers and secretaries are usually intelligent, trained office workers with good characters. Many of them have outstanding qualifications in their office position such as: (1) accuracy, (2) systematic habits, (3) a spirit of cooperation, (4) power of concentration, (5) mental alertness, and (6) manual dexterity.¹

Stenographers and secretaries are, in most cases, tactful, dependable, and well-groomed. They are loyal to their employers, have a good attitude toward their work, and have the maturity to behave

¹"Office Worker," World Book Encyclopedia (1974), XIV, 510.

properly on the job. Good health is also essential. Employers cannot depend upon workers whose health may cause poor attendance. Stenographers and secretaries know frequent absences decrease their efficiency. Employers value these important traits because they can directly affect the way an employee performs business duties.

General stenographers spend approximately 25 percent of their time on actual shorthand and typing.¹ A stenographer usually has much more responsibility than a typist. For example, a thorough knowledge of English grammar, punctuation, and spelling is needed in order to type accurately and rapidly dictated letters. One must also be familiar with the special business terms used by the employer in order to take notes and write letters quickly and easily. Stenographers often advance to more responsible secretarial positions.

Stenographers usually work for only one or two persons. Some large companies and government agencies place all of the stenographers in a stenographic pool (group), where a supervisor assigns the stenographers various tasks. In addition to taking and transcribing correspondence, a stenographer may spend time making appointments for the employer, receiving visitors, handling personal and confidential mail, preparing routine correspondence, managing the office, ordering supplies, proofreading, and preparing reports. All of these tasks do take time and require great concentration and efficiency.

Some stenographers and/or secretaries work in special fields, such as law or medicine. They need additional training in the methods and terms used in such fields. Medical secretaries prepare case

¹Ibid.

histories and medical reports, and legal secretaries do legal research and help prepare briefs.¹

Educational Requirements

Stenographic and secretarial jobs require at least a high school education. Employers want persons who have had courses in shorthand, typing, business English, and office machine training. Such specialized jobs as medical or legal secretary usually require the applicant to have taken advanced courses.

Employers usually prefer to hire persons who have taken courses beyond the high school level. Stenographers and secretaries may receive advanced training in junior colleges, vocational and business schools, colleges, and universities. After finishing high school, a person can often take a one- or two-year course in a specialized secretarial school in order to qualify for these positions. Many of the best jobs in the stenographic and secretarial field demand several years of working experience.²

Opportunities for Advancement

Many stenographers who improve their skills advance to secretarial jobs; others who acquire the necessary speed through additional training may become shorthand reporters. An increasing number of executive secretaries are promoted into management positions where they use their experience and knowledge of the employing organization.

¹Ibid., pp. 510-511.

²Ibid., p. 511.

Salaries

According to Bureau of Labor Statistics survey for 1975, general stenographers working in urban areas average \$640 a month; while the experienced workers who were highly skilled averaged approximately \$700. Secretaries and stenographers of small offices earned approximately \$692 a month. Secretaries to officers in small companies averaged \$764 a month; those working in middle management in large companies averaged \$800. Secretaries to corporate officers earned average monthly salaries of \$850.¹ Beginning clerk stenographers in the Federal Government earned from \$560 to \$700 a month in early 1975, depending on education, training, and experience.²

A secretary is not a member of a labor union or any other protective group. The income received depends upon the level of secretarial skills. How one develops and polishes these skills will determine future success.

EMPLOYMENT OUTLOOK

Employment opportunities for secretaries and stenographers are expected to be very good through the 1970's and 1980's.³ As businesses expand in size and complexity, the increased paperwork will lead to a rapid expansion in the employment of secretaries and stenographers.

¹U.S., Department of Labor, Today's Secretary, 1975-1976 edition; Bureau of Labor Statistics Area Wage Surveys (Washington: Government Printing Office, 1976), p. 10.

²U.S., Department of Labor, Occupational Outlook Handbook, 1974-1975 edition; Bureau of Labor Statistics Bulletin No. 1785 (Washington: Government Printing Office, 1974), pp. 102-103.

³Ibid., p. 104.

Thousands of jobs will become available each year due to growth and the need to replace those who die, retire, and discontinue employment for other reasons. Employment opportunities are plentiful throughout the United States for the competent stenographer and secretary.

Projections indicate that expansion will continue in the next decade. "The most significant change is apparent in the stenography/secretarial employment cluster where an increase of over 60 percent is anticipated in entry-level opportunities by 1985."¹ Nearly 5 million positions and 411,000 annual openings will exist in these jobs by 1985.

Presently, approximately 140,000 persons are graduated annually from secondary and post-secondary schools who have completed occupational preparation for secretarial careers.² "Considerable effort must be devoted to expanding these enrollments if the needs of business are to be met."³ The field for stenographers is open equally to men and women, therefore, they both can enjoy the same advantages and wages. There is much to be gained through working in this occupational area.

With this being the age of the computer, secretaries and stenographers may have assistance in their task of recording messages. Shorthand may be on the doorstep of a new era in the use of phonetic means of recording facts for communications and data processing. Instead of the computer replacing the secretary's or stenographer's position, it may increase the number of areas in which shorthand could be used advantageously.

¹Hobart H. Conover and Willard R. Daggett, "Business Education--The Changing Tide," The Balance Sheet, LVIII (September, 1976), 17-41.

²Ibid.

³Ibid., p. 41.

Many post-secondary schools have adopted Forkner Shorthand in the office and business education programs. They, like all schools, had to decide which shorthand system or systems they should offer to their business students--one system or a choice of two systems. Since Forkner Shorthand is easy to learn within a short period of time and is easily adaptable to jobs at many levels, several post-secondary schools decided to give their students a choice of traditional symbolic shorthand or Forkner Shorthand.¹

FORKNER SHORTHAND

"Forkner Shorthand is a scientific high-speed system of writing, and it is the only system of shorthand that combines the best features of symbol systems with easily written longhand letters."² Students find the Forkner Shorthand course both challenging and fun. A course in Forkner Shorthand differs from traditional shorthand methods in that longhand letters are used for writing most words which makes it easy for the student to learn to write Forkner Shorthand rapidly and read it easily.³ One no longer must read in one language and think in another. It is no longer necessary to memorize long lists of abbreviations represented by symbols. The teacher no longer needs to spend long hours

¹"A Proposal To Supplement the Traditional Program With Forkner abc Shorthand" (New Jersey: Forkner Publishing Company, Inc.). (Duplicated.)

²Hamden L. Forkner and Ron C. Deyoung, "A Historical Development of Shorthand," Business Education, Yesterday, Today, and Tomorrow, Fourteenth Yearbook of the National Business Education Association (Virginia: National Business Education Association, 1976), p. 99.

³Hamden L. Forkner, Frances A. Brown, and Hamden L. Forkner, Jr., Forkner Shorthand, op. cit., p. iv.

learning the system before teaching it. Forkner Shorthand is based on what the learner already knows; and by a gradual process of simple learning steps, one rapidly becomes able to take dictation at business rates. The teacher learns the system while teaching it--it is that simple.

Students entering a shorthand class usually have secretarial careers in mind--medical, legal, or other professional fields. The writing system used in Forkner Shorthand may directly apply to accurate work in these areas. For this reason, post-secondary schools are adding the Forkner Shorthand course to their curriculum.

Smith reported success with Forkner Shorthand at The University of Tennessee, Knoxville, Tennessee.¹ As a result of the increased demand for stenographers and secretaries and the increased pressure for reducing learning time, several abbreviated shorthand systems have been developed and tried. After a one-year in-depth study was conducted in eighteen high schools throughout the United States of students taking shorthand, Smith concluded:

An analysis of variance with four factors--system, speed, grade-point average, and set--indicated that the Forkner students performed better than did the Gregg students. The difference in achievement was significant in favor of the Forkner group.²

It was stressed that conclusions from his experimental research concerning the achievement of Gregg and Forkner students included the following:

¹E. Ray Smith, "Student Achievement in Forkner and Gregg Shorthand," Business Education Forum, XXV (February, 1971), 44-47.

²Ibid., p. 45.

The Forkner Shorthand system is easier to learn, is superior to the Gregg Shorthand system for a one-year course, and is better adapted for all grade-point average groups. Students have a sense of achievement and progress more rapidly with Forkner Shorthand.¹

Smith stated that additional experimental studies comparing student achievement in other abbreviated shorthand systems should be conducted. A comparison of the second year of shorthand study in the Forkner and Gregg systems would reveal additional information concerning the achievement of the students in both systems. These studies would also provide more information about the place of the abbreviated shorthand systems in the area of vocational use. In Smith's opinion, a follow-up study of students taking abbreviated shorthand systems should be made frequently to determine the success of students on the job. Smith stated:

If these abbreviated shorthand systems can provide vocational shorthand skills in less time, then these systems should be considered more carefully by persons concerned with training stenographers and secretaries.²

Learning Forkner Shorthand

Forkner Shorthand is a simple system, encouraging early achievements of speed and accuracy goals. Forkner stated:

The presentation of Forkner Shorthand system follows modern psychological principles of learning by challenging the student to discover writing rules for himself. The student can then verify his discovery by referring to the writing rules and key for each learning step. Thus, the text is a modification of programmed learning.³

¹Ibid., p. 46.

²Ibid., p. 47.

³Hamden L. Forkner, Frances A. Brown, and Hamden L. Forkner, Jr., Forkner Shorthand, op. cit., p. v.

The instructions to the learner and the steps to be taken to master each principle are so specific and direct that little is left for the instructor to do except to provide dictation practice. "Thus, the textbook and the studyguide together provide the home-study student or the student who attends classes with an ideal learning situation."¹

Each chapter in the textbook provides for dictation and transcription practice. The timing of the dictation is made simple and easy to follow because all materials are counted and marked off in twenty standard units. "A very important feature of the textbook is that it is completely self-keyed. Thus, the teacher or the student always knows when he is right."² There is immediate feedback on the unit(s) studied; therefore, progress is not delayed.

Each of the thirty-seven chapters of the textbook contains two kinds of assignments--homework and class. The homework assignments may be done outside of class or as supervised study in day or evening classes. Home-study students do both homework and class assignments. "Business letter dictation and transcription chapters are interspersed throughout the textbook. They are designed to review writing principles to develop dictation and transcription skills."³

Each student has a studyguide that accompanies the textbook. The studyguide provides supplementary vocabulary development and drills. Each unit of the studyguide provides a series of self-tests that aid the teacher and the student in evaluating individual learning and progress. Forkner stated:

¹Ibid.

²Ibid.

³Ibid.

The combination of the textbook and the studyguide, both of which are self-keyed, serve the purpose of programmed instruction. In fact, except for needing someone to dictate, the materials are completely self-teaching. This feature makes it possible for a teacher who has not learned the system to teach the course.¹

In addition to the self-tests, the studyguide contains ten examinations that may be administered at intervals throughout the course. These examinations test shorthand writing principles, English, punctuation, spelling, word usage, and dictation and transcription. Keys to the examinations are obtained from the publisher. Home-study students complete each examination and send each one in for comments and suggestions.

Because Forkner Shorthand teaching materials follow modern principles of learning by beginning transcription at the typewriter with the first lesson, the ideal conditions for class organization require the student who starts the study of Forkner Shorthand to have reasonable accurate and rapid typewriting skills. It is also very desirable to have the beginning shorthand class meet in a room equipped with typewriters.²

If students do not have typewriters available, transcription in longhand may be used as a substitute provided typewriters are available for at least one period a day during second semester. Because transcription requires the synthesis of a number of skills, it is recommended that the second semester of the one-year course be a double-period class with one period devoted to dictation speed development along with further development of typewriting skills. This is desirable because studies have shown that most of the problems students have with this system of shorthand are typewriting problems.

¹Ibid., pp. v-vi.

²Ibid., p. vi.

Some of the most able students complete the Forkner Shorthand course in one semester of day or evening classes. Many students, however, need a second semester course during which time special attention is given to increasing dictation and transcription skills, including further development of English, punctuation, word usage, and spelling. Forkner published an advanced dictation book entitled CORRELATED DICTATION AND TRANSCRIPTION to meet the needs of further dictation and transcription for second-semester students. The book is completely self-keyed, and it proceeds by easy steps from the simple to the more difficult. There is also a studyguide and test manual to accompany the advanced textbook. This studyguide provides for review of shorthand principles, spelling tests, and tests on English, word usage, and punctuation. A teacher's manual and keys to the tests to be used with the dictation and transcription textbook are obtained from the publisher.

The success of Forkner Shorthand as a vocational and a personal-use system is due not only to the careful and systematic research that was carried on in its development but also due to the willingness of many schools to try to find a shorthand system that would be more successful than those presently in use. It is evident that the objective in post-secondary school programs is to open career opportunities, to obtain immediate employment for those students who develop excellent writing skills, and--more importantly--accurate transcription skills at a high percentage of straight typing speed.

Forkner Shorthand alone will not make secretaries and stenographers great. Forkner Shorthand can, however, contribute to the attainment of high-level shorthand skills and also provide a solid foundation

for the development of transcription skills that are so important in the education of all qualified secretaries and stenographers.

Availability of Teachers

Because all shorthand outlines and plates are self-keyed in all Forkner texts, many teachers learn the system on their own as they teach their first class. However, some prefer formal preparation before starting a new program. Several possibilities follow:

1. Teacher education workshops. Forkner Publishing Company provides free in-service instruction for teachers in school systems planning to offer Forkner Shorthand.

2. Teacher education courses. Many colleges and universities offer instruction in Forkner Shorthand for teachers. This type of formal preparation is very popular among teachers.

3. Teachers' correspondence course. This is a free course to familiarize teachers with Forkner Shorthand. One simply completes the units as instructed and returns the lessons to Forkner Publishing Company for checking.¹

Initial Cost of a Forkner Shorthand Course

The cost of Forkner Shorthand materials is reasonable. The initial cost of a Forkner Shorthand program for beginning and advanced skills depends, of course, upon the number of text materials needed. A price list showing these figures has been included in Appendix B, p. 81.

Three difference proposals for post-secondary schools have also been included in Appendix B showing (1) reasons for considering an alternative shorthand program, (2) goals of the proposed program, (3) the proposed shorthand system, (4) performance objectives of the course, (5) the proposed course, (6) format for first semester of a

¹"A Proposal To Supplement the Traditional Program With Forkner abc Shorthand," op. cit., p. 4.

one-year course, (7) format for the second semester of a one-year course, (8) preparations for teaching Forkner Shorthand, and (9) recommended Forkner materials and prices of a Forkner Shorthand program.

CURRICULUM SUGGESTIONS

Business teachers explore Forkner Shorthand from all aspects before deciding to include such a course in the secretarial curriculum. But once it has been incorporated, Forkner Shorthand usually increases the enrollment whenever it is offered. Hornstein reported that a student with the ability, desire, and proper English background should be counseled into Forkner Shorthand classes as a part of a daytime secretarial program.¹ This student should complete the advanced text by the end of the second semester and should be able to take advanced dictation of unpreviewed new-matter material with full control at a range from 80-140 words per minute. Mailable letters should be transcribed with 100 percent accuracy. By the end of the second semester, the student develops transcription skills along with the polishing of the total secretary.

Any curriculum should be designed so that the learning potential and future career plans of each student can be carefully considered and the student guided into a schedule for his total vocational preparation.

Who Should Take Forkner Shorthand?

A student who has developed basic English skills in vocabulary, spelling, grammar, and punctuation is a prospective Forkner Shorthand

¹Brenda Hornstein, "Is Stenography Still Relevant in the Business Office?" Business Education Forum, XXVII (April, 1973), 47-48.

trainee. But if a student does not show ability to organize and manage intelligently, showing initiative and good judgment, should not be advised to take Forkner Shorthand.

Those students who indicate secretarial potential should be encouraged into a shorthand class. Although Forkner Shorthand is not recommended for students whose indicated ability in English and secretarial aptitude is poor, the system may be helpful in selecting a career for those who indicate good potential in all secretarial skills except shorthand.

In many areas of the United States there has never been a Forkner Shorthand secretary or stenographer. Business employers automatically hire good secretaries educated by local high schools or colleges. Employers in these areas, as in most any location, strive to hire the best manual secretaries available.

Students who attain high-level shorthand skills and solid-foundation transcription skills will enter the offices of small or large companies where good salaries are offered. The demand is great for well-trained secretaries and stenographers with efficient skills. The need to develop programs to prepare students to compete for the executive-level positions in the modern business office should be studied by concerned business teachers.¹

Forkner Shorthand offers unlimited opportunities to young men and women interested in secretarial positions with large businesses or industries. A capable young person who has developed a Forkner

¹Ibid.

Shorthand background and understanding of business operations through secretarial experience is in a unique position to be considered for promotion to top-level positions within the business.

Jones reported that two students from her last class in the Ontario Manpower Training Program, Hamilton, Ontario, passed tests transcribing material dictated at 140 words per minute. They first attained this speed during the thirty-fifth week of a forty-week course. These two students will definitely be in a position to obtain good jobs with high salaries. Forkner Shorthand skills gave the two students opportunities for good positions. What the student makes of the future depends upon what he invests in it.¹

Personal-Use Shorthand Programs

Many factors affect the standards of any class--the age, ability, and education of the teachers; the hours of training, and classroom environment. It is not essential, however, to have a big enrollment to initiate a Forkner Shorthand Program on the post-secondary level. A very successful method of incorporating a Forkner Shorthand course in post-secondary schools is to work on an individualized or personal basis.

Estabrooke reported "our experience with Forkner Shorthand has been amazingly successful. We have research studies to prove that Forkner Shorthand can be learned two and a half times as quickly as the symbol systems we have offered."² "Achievement can be consistently high

¹"Users' Comments on Student Performance" (New Jersey: Forkner Publishing Company, Inc., 1976), p. 4.

²E. C. Estabrooke, "Users' Comments on Student Performance" (Chicago: The American School, 1976). (Mimeographed.)

in both the classroom and on the personal basis; with one student, with small groups, or with classes of normal size," declared Smith.¹ The concept of individualized instruction is the fact that individualized instruction strives to meet the needs of the individual student. The success of Forkner Shorthand whether or not it be on an individualized basis is due largely to the fact that "progress is made only when there are people and organizations that are willing to break with tradition in efforts to find better ways to do what needs to be done."²

After ten years of research, the first experimental Forkner Shorthand materials were produced in 1952. The system was then used with a selected sample of students in secondary schools, community colleges, and other post-secondary schools in the years 1952, 1953, and 1954. Systematic analyses of student performance with these experimental materials resulted in the unique blend of the alphabet and symbols now employed in the Forkner system.³

Today, thousands of English-speaking students in the United States, Canada, Australia, Ghana, Kenya, Zambia, and South Africa study Forkner Shorthand. Moreover, a French language edition will be ready for world-wide use in 1977.

One feature that separates Forkner Shorthand from the traditional systems is the research involved in its development. In creating his system, Forkner used his sophisticated research techniques on which modern inventions depend. Devices for precisely measuring writing speeds in order to weigh merits of alternative ways of expressing speech

¹E. Ray Smith, "Student Achievement in Forkner and Gregg Shorthand," op. cit., p. 46.

²Hamden L. Forkner, Frances A. Brown, and Hamden L. Forkner, Jr., Forkner Shorthand, op. cit., p. ix.

³"The Development of Forkner Shorthand" (New Jersey: Forkner Publishing Company, Inc., 1976), p. 1. (Mimeographed.)

sounds was used. Forkner also had access to significant research findings of other scholars in linguistics, psychology, learning, and allied fields.¹ "Forkner Shorthand is the story of the application of modern research techniques to the development of a writing system."²

Hadfield conducted a study to determine and compare the learning achievement of students using the Gregg (DJ) symbol shorthand and two abbreviated longhand systems--Forkner Shorthand and Stenoscrypt ABC Shorthand--as measured by the dictation speed and standard words correctly transcribed at the end of two semesters by eleventh and twelfth-grade high school students.

A total of nine public high schools were included in the study--three high schools for each of the three shorthand systems. A language achievement test was used to determine the student's ability level. Hadfield concluded that the Forkner students achieved significantly higher than the students using the Stenoscrypt or the Gregg systems. The Forkner students in each ability level achieved higher than the students of corresponding levels in the Gregg and Stenoscrypt groups.

The Gregg and Stenoscrypt students achieved their highest achievement in the 60-words-per-minute speed level while the Forkner students achieved their highest achievement in the 80-word-per-minute speed level with a mean of 181.75 correctly transcribed standard words. This is a difference of nearly nineteen words over the highest mean achievement of the Stenoscrypt group and of nearly thirty-four words

¹ Ibid., p. 2.

² Ibid.

over the highest mean achievement of the Gregg group. The Forkner students achieved higher in all speed levels.¹

RELATED STUDIES IN SHORTHAND

For decades, the prophets of gloom have predicted the demise of shorthand. Those familiar strains are being played again today--so much so, in fact, that they are beginning to sound like a broken record.²

An interesting paradox is developing as a consequence of these predictions, in that they have focused a tremendous amount of attention on shorthand in current professional literature and in the programs of professional meetings. The literature is filled with articles, position papers, and research reports dealing with many topics basic to shorthand --issues in teaching methodology, system design, prognosis, organization and content of teaching materials, standards, etc.

Some critics point out that the renewed interest in shorthand is due to one real issue--"Does shorthand have a role in a viable office education curriculum designed to meet the needs of an automated business world?"³ By reviewing the history of hardware manufacturers' predictions, one can put the issue into perspective.

In the 1950's, machines for recording dictation gained popularity; and manufacturers predicted that dictating machines would put shorthand out of business. In the 1960's, an interesting turn of events

¹Arthur Hadfield, "A Comparison of the Learning Achievement in Gregg (DJ) Symbol Shorthand and Selected Abbreviated Longhand Systems," Business Education Forum, XXXI (October, 1976), 104.

²Susie J. Hess, "Shorthand and the Changing Office Scene," Business Education World (November-December, 1976), 10-29.

³Ibid.

came about. Once these same manufacturers recognized that shorthand was still very much with us, and in fact provided an untapped market for hardware, they began to develop and promote electronic laboratories for teaching shorthand.

The emphasis shifted in the 1970's to a new approach that combined the use of dictation equipment and magnetic typewriters. "The magic word for this decade is word processing."¹ As history repeats itself, predictions are that this new development will alleviate all of our problems in the production of office work and will eliminate the need for shorthand.

Moreover, one of the "giants" in the manufacture of the word processing hardware and a leading promoter of the word processing concept has acquired a subsidiary that owns and is marketing an alphabetic shorthand system.²

So on one hand, the company is expressing the idea that shorthand is nonessential; while on the other hand, that same company is strongly promoting a shorthand system--shorthand is essential!

Surveys of business and industry indicate not only that shorthand is a skill which is being used but also that it is a skill which is required for many positions. Several research studies selected from those reported in the literature during the past six or eight years in various geographic areas are briefly reviewed here to support shorthand.

Biggers compared the status of shorthand with that of recording machines used for dictation in the Columbus, Ohio, area in 1969. It was

¹Ibid.

²Ibid.

found that shorthand was the medium used most often by firms and their employees.¹

Mitchell and Olson compared the utilization of shorthand and machine transcription in 339 selected firms in the Minneapolis-St. Paul, Minnesota, area in 1969. The researchers found that 73 percent of the firms responding employed shorthand writers, while only 10 percent employed dictation machine operators only. Of those firms employing 500 or more individuals, 95 percent employed shorthand writers and 5 percent employed dictation machine operators only.²

In a 1971 survey of employment agencies in Missouri and Illinois, Bryce asked, "Do good secretarial/stenographic positions require shorthand?" Seventy percent of the agencies responded "Yes, usually" and 30 percent responded "Yes, always."³

Conley, in a 1972 survey of 8,128 employees in the San Francisco Bay area, found that 64.2 percent of the jobs required shorthand and 10.5 percent required both shorthand and machine transcription, for a total of 74.7 percent requiring shorthand. The percentage of jobs requiring machine transcription was 23.7. Conley's study supported an earlier survey in the Los Angeles-Long Beach area in which it was

¹Beverly A. Biggers, "The Status of Shorthand and Recording Machines Used for Dictation in Representative Business Firms in Columbus, Ohio, in 1969," The Journal of Business Education (December, 1971), 121.

²William Mitchell and Adelyn Olson, "Who Needs Shorthand: Who Needs Secretaries!" Business Education World (May-June, 1970), 6-7.

³Rose Ann Bryce, "Shorthand Plus--For Good Secretarial Positions," The Journal of Business Education (January, 1973), 178.

reported that 80 percent of all dictation was recorded in pen shorthand.¹

In a survey conducted in Logan, Utah, in 1973, Marshall found that 42.1 percent of the secretaries used shorthand in performing their jobs and 26.1 percent indicated that the skill was required for the position. Only 16 percent of the secretaries had transcribing equipment available to them in the office.²

In a 1974 study of 117 large businesses in Michigan representing a population of 2,953 secretaries, Scammon found that 76 percent of the secretaries used shorthand. Of this group, 98 percent used symbol shorthand.³

Mitchell, in a 1975 survey of 1,420 secretaries randomly selected from the National Secretaries Association (International), found that 82 percent of the respondents used shorthand on a daily, weekly, or monthly basis. In the highlights of his survey, Mitchell listed those activities completed on a daily, weekly, or monthly basis by 75 percent or more of the secretaries participating in the study. Transcription from dictation in shorthand was included as one of the

¹Robert J. Conley, "Shorthand: A Manual Skill That Flourishes in an Automated Age," Business Education World (November-December, 1972), 20-22.

²Sandra Yvonne Marshall, "An Analysis of the Utilization of Shorthand as Compared to the Utilization of Other Transcribing Methods in Selected Logan Business Offices" (unpublished Master's thesis, Utah State University, Logan, 1973), pp. 30-35.

³Samuel M. Scammon, "An Analysis of the Need for and Use of Shorthand by Secretaries in Large Businesses as Indicated by Secretaries, Managers, and Personnel Directors" (unpublished Doctoral dissertation, Michigan State University, East Lansing, 1974), p. 50.

activities, while transcription from recorded machine dictation was not included as one of the activities.¹

Matthews, in a 1975 study of 199 employees randomly selected from 100 South Carolina businesses, found that 38.9 percent of the employees rated the ability to transcribe shorthand notes with speed and accuracy as extremely important or above average in importance. The ability to transcribe material recorded on a transcribing machine was rated as extremely important or above average in importance by 30.3 percent of the employees.²

In a survey of major personnel agencies in the Vancouver, British Columbia, Canada, area, Tomko found that half of the agencies reported that 50 percent of their placements in secretarial and stenographic positions required shorthand, 42 percent of the agencies reported that shorthand placements ran from 25 to 49 percent, and only 8 percent of the agencies reported shorthand requirements to be less than 25 percent. In addition, the personnel agencies were asked if shorthand skill was required for initial employment. Seventy-five percent responded that it was not required. Of the 75 percent who required shorthand for initial employment, 50 percent felt that employers who say they require shorthand do use it, and 42 percent said they use it sometimes. One hundred

¹William Mitchell, "The Effects of Office Technology and Office Systems and Procedures on NSA's Job Description of a Professional Secretary" (unpublished Independent Study, University of Wisconsin, 1975), pp. 20-41.

²Anne L. Matthews, "Competencies Needed for Entry-Level Positions by Graduates of South Carolina Office Occupations Programs Based on an Analysis of Selected Components of Office Work" (unpublished Doctoral dissertation, University of South Carolina, Columbia, 1975), pp. 1-5.

percent of the personnel agencies indicated that shorthand was an asset as far as earning power was concerned, and 67 percent of the agencies agreed that shorthand was an asset for advancement.¹

The studies above indicated not only that shorthand is presently being used but that it is being used more than machine-recorded dictation. Moreover, the trend is toward both the use of shorthand and machine transcription skills. The secretary who has both skills is far more flexible and has access to the advantages of each. The secretary who has skill in shorthand can learn to transcribe from machine-recorded dictation in a short period of time with little training. The secretary with skill in machine transcription cannot develop shorthand skills in a short period of time with facility.²

Manufacturers of dictating equipment have emphasized the versatility and flexibility of their equipment in meeting the needs of any office situation. These manufacturers focus mainly on verbatim transcription of dictated communications, including letters, memos, reports, and miscellaneous forms. The above activities are a part of the major responsibilities of a secretary; however, shorthand may be applied to a variety of other applications in the office situation.

The recording of messages is one way in which shorthand is very beneficial to the secretary. The secretary with shorthand skills is able to record directions quickly and accurately. This method is much more feasible than recording all messages mechanically.

¹Marie A. Tomko, "Shortage of Shorthand Secretaries, Survey Reveals," The Secretary (August-September, 1975), 40.

²Hess, "Shorthand and the Changing Office Scene," op. cit., p. 11.

The secretary with shorthand skills may also record the minutes of conferences and meetings. Minutes can be recorded by machine, but it is often difficult to determine who is speaking when the tape is played back due to other interference over the microphone.

"Another application of shorthand skills that cannot be discounted is the recording of notes on materials initiated or obtained by the secretary."¹ Top-level secretaries often gather and organize data to be used by employers in the preparation of reports and documents. Many secretaries compose communications and prepare drafts for their employers, and shorthand is invaluable in speeding up the data collection process.

There are advantages to using dictation equipment. The greatest advantage is enjoyed by employers who are often away from the office or who work beyond normal office hours. Moreover, long, involved reports and highly technical terminology are generally more easily handled with dictation equipment than with shorthand.² The fact is the secretary possessing both shorthand and machine-transcription skills is more flexible and more valuable than the secretary who has just one of these skills.

In summary, there are places for all types of shorthand in business and industry. Schools should strive to educate secretaries and stenographers in the skills needed for jobs that are available today. They should analyze their shorthand system(s) carefully and select the system that will meet the needs of their students.

¹Ibid.

²Ibid.

FORKNER SHORTHAND PROGRAMS IN OTHER COUNTRIES

Canada. Since it was first introduced experimentally in Canadian secondary schools in 1962, Forkner Shorthand has spread rapidly. "It is now taught in every province in Canada in public secondary schools, colleges of applied arts and technology, private business colleges, and in manpower training programs."¹ Five factors account for this growth in direct competition with the traditional Pitman program:

1. Educational authorities recognized that a desirable growth rate in the Canadian economy would require far more stenographers and secretaries than the schools were able to train with the traditional system (Pitman Shorthand).

2. Many students require three years of study to acquire minimum skills with Pitman, leaving little time for other essential learnings.

3. The proportion of students that completed the Pitman program is low. Only a fraction of beginning students finished the course, and many of those that did could not perform at minimum standards required in business and government.

4. Experimental offerings of Forkner Shorthand demonstrated that:

- a. Shorthand learning time was reduced significantly, leaving far more time for study of related business subjects.
- b. The proportion of students that completed the program and went on to successful business careers increased dramatically.
- c. Shorthand performance, on the average, was significantly better. Transcripts were more accurate, and students were able to take dictation at speeds that were fast enough for virtually all business applications.
- d. Program costs were reduced markedly. Because shorthand learning time was cut by one-third to one-half, the costs of classroom space, teacher salaries, etc., for shorthand were cut by one-third to one-half.

¹"The Development of Forkner Shorthand," op. cit., p. 3.

- e. Textbook costs were reduced. Because the Pitman program requires several years, a wide array of advanced textbooks and other shorthand literature is essential.¹

Ghana. Forkner Shorthand was introduced in Ghana in 1969. After testing the system and the materials in selected schools, Forkner Shorthand was adopted by most government-supported schools in Ghana. In 1972, the highest score in the stenography examination conducted by the West African's Examination Council was attained by a Forkner Shorthand writer from Accra Academy.²

Although Ghana was the first African nation to introduce and experiment with Forkner Shorthand, others soon followed this pattern. As a result, Forkner Shorthand is being taught in Kenya, Zambia, and in the Indian technical schools in South Africa.

Kenya. Many business teachers have been trained in Forkner Shorthand at Kenyatta College.³ The first group began teaching the system in secondary schools in 1974. This program is sponsored by the Ministry of Education and Forkner Shorthand is being tested as an alternative to the traditional Pitman program.

Zambia. Because so few students in Zambia were attaining satisfactory rates of speed and accuracy to perform well on the job, Forkner Shorthand was introduced as an alternative to Pitman in 1972. The program, under the auspices of the Commission for Technical Education and Training, involves the training of teachers in Forkner Shorthand and assessment of shorthand performance with this new system.⁴

¹Ibid., p. 4.

²Ibid., p. 5.

³Ibid.

⁴Ibid.

Forkner Shorthand is not the answer to all shorthand positions; there are places for all types of shorthand in business and industry. Schools should strive to educate secretaries and stenographers in the skills needed for jobs that are available today. They should analyze their shorthand system(s) carefully, as the authors of these studies did, and select the system that will meet the needs of their students.

Chapter 3

PRESENTATION AND INTERPRETATION OF DATA

The following presentation and interpretation of data refers to the eleven vocational technical schools, one business school, eight junior colleges, five state colleges, four other four-year colleges, and eight universities responding to the Forkner Shorthand survey.

FORKNER SHORTHAND QUESTIONNAIRES RETURNED ACCORDING TO SCHOOL

The response of vocational and business schools, junior colleges, state and other four-year colleges, and universities to the mailed questionnaire was favorable. Forty-six letters and questionnaires were mailed to post-secondary schools teaching Forkner Shorthand across the United States. Thirty-seven (80.4 percent) returned the questionnaire; only nine (19.6 percent) did not return them (see Table 1, p. 40).

Questionnaires were sent to fifteen vocational schools and three business schools to survey their Forkner Shorthand Programs during the past few years. Twelve (66.7 percent) returned the questionnaire; only four vocational schools and two business schools (33.3 percent) did not participate in the survey.

The return of completed questionnaires from junior colleges was eight (72.7 percent) out of eleven mailed questionnaires. Three (28.3 percent) junior colleges did not participate in the survey because their Forkner Shorthand Programs were on a one-year trial-error basis, and the

Forkner Shorthand instructors did not have adequate data for completing the questionnaire.

Table 1
Questionnaires Mailed and Percentage Returned by
Forty-six Post-Secondary Schools Where
Forkner Shorthand was Taught, 1977

Kind of School	Forkner Shorthand Questionnaire		
	Number sent	Number returned	Percent returned
Vocational Technical Schools	15	11	73.3
Business Schools	3	1	33.3
Junior Colleges	11	8	72.7
State Colleges	5	5	100.0
Four-Year Colleges	4	4	100.0
Universities	8	8	100.0

Questionnaires were completed by five state colleges and four other four-year colleges for a 100.0 percent return. The return of eight questionnaires from universities was also a 100.0 percent return.

POST-SECONDARY FORKNER SHORTHAND TRENDS

The main purpose for providing Forkner Shorthand at the surveyed schools was to provide background and training for careers in the office and secretarial area. About half of the schools used it as terminal education and training for entrance into an office education course. Four schools out of thirty-seven used it as background and preparation for continuing education and training in other institutions. All

post-secondary schools in the study agreed that Forkner Shorthand has potential for personal use.

Instructors from several institutions indicated that Forkner Shorthand courses were initiated during this past year; this growth indicates a trend toward offering Forkner Shorthand at the post-secondary level.

Most post-secondary schools teaching Forkner Shorthand provide for their shorthand instructors some type of Forkner Shorthand training, with teacher preparation workshops being the most popular training method (75 percent). Fifteen percent of the shorthand instructors learned Forkner Shorthand on their own through individualized instruction with text materials and tapes. Ten percent of the shorthand instructors learned Forkner Shorthand and received aids in teaching the course(s) through teacher correspondence courses and/or training at another institution.

Forkner Shorthand instructors of all post-secondary educational levels surveyed have background in at least one other shorthand language. Gregg was the most popular with Machine-Stenograph ranked second. Moreover, 98 percent of the Forkner Shorthand instructors have taught at least one other shorthand system in a range of three to twenty years. Additional systems of shorthand are offered on all educational levels with Gregg and Machine-Stenograph being the most widely used in balance with Forkner Shorthand.

One school indicated that the projected trend for shorthand is that Forkner Shorthand is moving to colleges and universities to provide an opportunity for students to attain a fast but "thorough" shorthand skill.

Special secretarial courses offered at the surveyed schools ranged from general and legal in vocational technical and business schools to general, legal, medical, technical, administrative, insurance, and engineering in the junior colleges, state and four-year colleges, and universities.

Seventy-five percent of the post-secondary schools indicated the length of class period and the number of class meetings per week in the first and second semester of Forkner Shorthand was fifty minutes, five meetings per week. The remaining 25 percent indicated they were on a two-hour block, two meetings per week.

The percentage of Forkner Shorthand graduates who took jobs where they continued to use Forkner Shorthand averaged from 75 percent in vocational technical and business schools to 85 percent in the junior colleges, state and four-year colleges, and universities.

Enrollment and Dropout Rate

The average number of students enrolled in Forkner Shorthand courses increased in the last three years at all the surveyed schools (see Table 2, p. 43). Many Forkner Shorthand instructors believe that because of the relative ease of learning Forkner Shorthand and the ability to transcribe accurately and at employable rates of speed after one semester, student enrollment in Forkner Shorthand will continue to increase in post-secondary schools across the United States. Presently, vocational and business schools have large enrollments in their Forkner Shorthand day and evening classes and predict that enrollments will continue to increase.

Table 2

Average Enrollment and Dropout Rate in Forkner Shorthand Classes
by Semester in Thirty-seven Post-Secondary Schools Where
Forkner Shorthand was Taught, 1977

School Year	Kind of School	Average Enrollment by Semester		Average Dropout by Semester	
		First	Second	First	Second
1973- 1974	Vocational Technical and Business Schools	15	12	3	2
	Junior Colleges	20	17	3	2
	State and Four- Year Colleges	25	20	5	3
	Universities	25	22	3	3
1974- 1975	Vocational Technical and Business Schools	20	18	2	2
	Junior Colleges	22	20	2	2
	State and Four-Year Colleges	28	24	4	3
	Universities	25	23	2	2
1975- 1976	Vocational Technical and Business Schools	25	21	3	2
	Junior Colleges	25	23	2	0
	State and Four-Year Colleges	30	27	3	2
	Universities	32	28	4	2

One of the objectives of offering Forkner Shorthand in the post-secondary schools was to reduce the dropout rate. The definition of "dropout" as applied to students in the post-secondary schools varied somewhat from school to school. Approximately 67 percent of the post-secondary Forkner Shorthand instructors defined "dropout" as a student who completes one semester of shorthand but does not go on to the second semester. Twenty-four percent defined "dropout" as a student who begins a shorthand course but does not complete that one course. About 4 percent indicated that "dropout" was defined as a student who drops out of school because he is failing other classes. Two percent defined "dropout" as a student who transfers from your school to another school to complete vocational plans. Only 1 percent of the Forkner Shorthand instructors defined "dropout" as a student who transfers from a shorthand class for average-ability students to an accelerated shorthand class for high achievers. It was interesting to note, that while enrollment in Forkner Shorthand increased in the post-secondary schools, the "dropout" rate has decreased (see Table 2, p. 43).

One instructor stressed that the cooperative training program told the story. Students attend classes, learning secretarial skills one-half day, and practice secretarial skills on-the-job in downtown businesses one-half day.

Grading Practices

In order to earn a listed grade for first and second semesters in Forkner Shorthand, students must attain a certain dictation rate (WAM), length of take (minutes), transcription rate (WAM), accuracy (percent), and theory test (accuracy required). Although Tables 3, 4,

and 5 list grades A to D, some instructors recommend that a student withdraw from Forkner Shorthand if a "C" average is not maintained. The dictation and transcription rate varied somewhat in comparing the vocational and business schools with the junior colleges, state and four-year colleges, and universities. All schools indicated similar lengths of takes and accuracy (percent) standards. About one-half of the schools indicated the accuracy required for theory tests ranged in the upper ninetieth percentile--98 percent most widely used.

Grading factors used in the surveyed schools to determine the final grade for the first and second semesters were dictation and transcription rate, theory tests, and mailable transcripts (see Tables 3, 4, and 5, pgs. 46-48). Vocational technical schools weighted each of the above factors approximately 25 percent. Homework practices and reading rates are given minor consideration. At the business school, dictation rates and transcription rates are each weighted 25 percent. Although vocational technical schools weighted mailable transcripts at 25 percent, one business school weighted 50 percent. At the junior colleges and a few four-year colleges, the distribution of weight between three factors was equal--with 33.3 percent. Several of the state and other four-year colleges and universities require 50 percent in both the dictation rate and mailable transcripts. Many of the junior, state, and four-year colleges and universities also require lab notes and homework projects to be turned in for final analysis for grades earned.

Mailability is considered an accuracy standard in the transcription of letters in the shorthand classes surveyed. Practices used by the surveyed Forkner Shorthand classes include:

Table 3

Grading Practices Most Frequently Used by Forkner Shorthand
Instructors to Evaluate Dictation Rates for the First and
Second Semester at Thirty-seven Post-Secondary Schools
Where Forkner Shorthand was Taught, 1977

Kind of School	Dictation Rate *(WAM)	Length of Take (Minutes)	Transcript Accuracy Required (Percent)	Weight (Percent of Final Grade)	Grade
Vocational Technical and Business Schools	100	3	95	25	A
	90	3	95	25	B
	80	3	95	25	C
	70	3	95	25	D
Junior Colleges	110	3	95	33.3	A
	100	3	95	33.3	B
	90	3	95	33.3	C
	80	3	95	33.3	D
State and Four-Year Colleges	110	3	95	33.3	A
	100	3	95	33.3	B
	90	3	95	33.3	C
	80	3	95	33.3	D
Universities	110	3	97	50	A
	100	3	97	50	B
	90	3	97	50	C
	80	3	97	50	D

*WAM: Words a minute

Table 4

Grading Practices Most Frequently Used by Forkner Shorthand
Instructors to Evaluate Transcription Rates for First and
Second Semesters at Thirty-seven Post-Secondary Schools
Where Forkner Shorthand was Taught, 1977

Kind of School	Transcription Rate From Dictation Takes (WAM)	Weight (Percent of Final Grade)	Grade
Vocational Technical and Business Schools	50	25	A
	40	25	B
	30	25	C
	20	25	D
Junior Colleges	50	33.3	A
	50	33.3	B
	40	33.3	C
	30	33.3	D
State and Four-Year Colleges	50	0	A
	50	0	B
	30	0	C
	20	0	D
Universities	50	0	A
	40	0	B
	30	0	C
	20	0	D

WAM: Words a minute

Table 5

Grading Practices Most Frequently Used by Forkner Shorthand
Instructors to Evaluate Theory Foundation for the First
and Second Semesters at Thirty-seven Post-Secondary
Schools Where Forkner Shorthand was Taught, 1977

Kind of School	Theory Test (Accuracy Required)	Weight (Percent of Final Grade)	Grade
Vocational	97	25	A
Technical	95	25	B
and Business	90	25	C
Schools	85	25	D
Junior	98	0	A
Colleges	95	0	B
	90	0	C
	80	0	D
State and	98	0	A
Four-Year	93	0	B
Colleges	90	0	C
	85	0	D
Universities	98	0	A
	95	0	B
	90	0	C
	85	0	D

1. Transcript that expresses the meaning of the dictator although the words transcribed are not the words dictated verbatim

2. Clean, neat erasures

3. Correctible errors

4. Letter placement

5. Correct spelling

6. Correct punctuation

Theory tests are also typically taken into account directly or indirectly in all of the Forkner Shorthand classes surveyed. With regard to grading plans using theory practices, 100 percent of the schools administer brief form tests, isolated word tests, and abbreviated word lists. Twenty percent of the schools, primarily junior and state colleges, administer additional tests consisting of phrase tests, paragraph tests, and daily letter dictation.

In determining the final grade for first and/or second semester, about half of the schools indicated their students are required to transcribe a specified number of mailable letters. Most of the vocational and business schools require an average of five short letters and three long letters. Several junior colleges require a minimum of five short and/or medium-length letters for transcription grading. Most of the state colleges, four-year colleges, and universities require students to transcribe letters weekly setting no rigid goal for the end of first semester. However, about half of the colleges and universities require transcription of an average of two short, medium, or long letters per week during second semester. Instructors teaching the second semester of Forkner Shorthand in colleges and universities concentrate only

on dictation and transcription practices; instructors in the first semester of Forkner Shorthand stress primarily theory.

Equipment and Teaching Aids

Students in all but one post-secondary school have access to typewriters and transcribe from notes and/or text during the first and second semester of Forkner Shorthand. One school indicated that, due to each student's class schedule, there is no feasible way in which shorthand students could have access to typewriters for transcribing notes. The most widely used school equipment and facilities available to the Forkner Shorthand instructor is the tape recorder with commercial and teacher-prepared tapes and the electronic laboratory with multiple-listening stations for dictation at individual speeds. Both teaching aids are very popular in vocational technical and business schools and are just recently being used more in colleges. In addition, students have access to school equipment and facilities for practice in developing dictation and transcription skills outside of the regular class meetings.

All schools were in agreement that transcription instruction is very important and essential in any shorthand class. The schools agreed that the ability to organize office materials, equipment, and supplies, and that using needed reference materials, proofreading and correcting errors, and transcribing from cold notes are the most important practices that should be included in the transcription instruction at any school.

Each post-secondary educational level surveyed is unique; therefore, the following information has been written to give special

notation to various aspects of the different post-secondary educational levels.

FORKNER SHORTHAND IN VOCATIONAL TECHNICAL AND BUSINESS SCHOOLS

Is Forkner Shorthand being taught in post-secondary schools, and is it a beneficial tool to students, especially secretarial majors?

This portion of the survey was an attempt to measure the acceptance of Forkner Shorthand on many educational levels across the United States. Questionnaires were returned by eleven vocational technical schools and one business school.

The length of time that Forkner Shorthand has been offered at the surveyed schools ranged from one to ten years. Some vocational technical and business schools are in their sixth year of teaching Forkner Shorthand compared to some junior colleges, state and four-year colleges, and universities that are in their first to third year of teaching Forkner Shorthand.

Although there were no rigid entrance examinations for students to complete and pass before enrolling, all schools preferred their students to have had a "C" average in high school. The post-secondary schools also recommended that students entering their program have a basic knowledge of English, grammar, spelling, and communication techniques to increase their employability. This knowledge combined with a manual skill can only serve as an asset to students.

In addition, a good attendance record was encouraged in the post-secondary schools. Many post-secondary schools stressed that a student's

attendance record was a determining factor in establishing employable credentials.

Results of the survey from vocational technical and business schools indicated that students are capable of taking Forkner Shorthand notes accurately at employable speeds by the end of one year of training. It was noted that an average of 75 percent of Forkner Shorthand graduates strive to take jobs where they continue to use Forkner Shorthand. Through the study of Forkner Shorthand, students can receive in-depth training in organizing supplies, office materials, equipment, and in using needed reference materials for transcription, proofreading and correcting errors, punctuation, grammar and spelling.

FORKNER SHORTHAND IN JUNIOR COLLEGES

Junior colleges provide advanced training in shorthand skills necessary to specialized positions in the verbatim transcript field. The trend of the junior colleges, however, seems to be toward wider adoption of Forkner Shorthand into business curricula. A few of the junior colleges were offering Forkner Shorthand for the first time in 1976.

Student enrollment in Forkner Shorthand courses in the junior colleges has been increasing the past few years. The dropout rate in student enrollment, however, is decreasing slowly due to student full-time employment.

Like many vocational technical and business schools, junior colleges have adequate electronic facilities with multiple-listening stations to provide individualized instruction that allow students to advance at their own speed. Electric and manual typewriters are

available for transcription lab practice sessions. Expansion of Forkner Shorthand lab facilities was planned in only one out of eight junior colleges.

FORKNER SHORTHAND IN STATE AND OTHER FOUR-YEAR COLLEGES

State and other four-year colleges were investigated in order to compare the extent of Forkner Shorthand availability with that of other levels of educational institutions. Colleges seem to be pleased with the results of Forkner Shorthand in their schools and seem to be interested in the addition of more advanced courses in Forkner Shorthand for their business curricula.

Forkner Shorthand was just recently adopted in three four-year colleges to provide students with a shorthand skill that they can use on-the-job within a semester's time, and perhaps to increase enrollment in shorthand. One instructor stressed that Forkner Shorthand has been a lifesaver to their secretarial program--students can actually take and transcribe shorthand notes accurately and at high speeds by the end of one semester.

Like the other post-secondary schools, the colleges surveyed are encouraging and promoting Forkner Shorthand.

FORKNER SHORTHAND IN THE UNIVERSITIES

Letters and questionnaires were sent to eight universities that were teaching Forkner Shorthand and there was a 100 percent return. All eight universities offer two semesters of Forkner Shorthand. In addition, some schools offer Forkner Shorthand evening classes as well as day classes. Three universities offer at least one other shorthand

language to "balance" their shorthand program. About half of the responding universities teaching Forkner Shorthand were especially proud of their teacher-training programs in the business field. Teacher preparation workshops are organized frequently to aid instructors in teaching Forkner Shorthand. The workshops are also available to student teachers.

Many instructors were in agreement that when businessmen benefit measurably from the efficiency accredited to Forkner Shorthand skills, universities will be among the first to "expand" their business education programs to include all the Forkner Shorthand courses necessary to fill the need. Some universities, as yet, do not see that need.

Presently, some businesses are now paying the expense of their secretaries to learn Forkner Shorthand either through attending classes or through individualized instruction.

The data presented in this chapter were an interpretation of the information collected from the responses by thirty-seven Forkner Shorthand instructors at eleven vocational technical schools, one business school, eight junior colleges, five state colleges, four other four-year colleges, and eight universities. A summary and recommendations will be presented in Chapter 4.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The specific purpose of this study was to determine the status of Forkner Shorthand on the post-secondary level in vocational technical and business schools, junior colleges, state and other four-year colleges, and universities throughout the United States. Specific questions to be answered were:

1. Is there a need for courses in Forkner Shorthand in post-secondary schools?
2. What are the dictation, transcription, speed, and accuracy skills achieved by Forkner Shorthand students?
3. What are the dictation, transcription, speed, and accuracy skill standards set by Forkner Shorthand teachers?
4. What preparation is necessary to teach Forkner Shorthand?
5. What are the experiences of instructors upon incorporating Forkner Shorthand as a part of the business curriculum?
6. Who are potential trainees for the Forkner Shorthand course?
7. How many semesters of Forkner Shorthand are usually taught?
8. What are the advantages and/or disadvantages of teaching Forkner Shorthand?

SUMMARY

Letters and questionnaires were sent to Forkner Shorthand instructors in post-secondary schools to learn the results they have had in teaching Forkner Shorthand, whether their students were able to find jobs, and what success they have had after learning Forkner Shorthand.

Represented in these post-secondary schools were vocational technical schools, business schools, junior colleges, state colleges, other four-year colleges, and universities. The names of the schools surveyed were obtained from Dr. Hamden L. Forkner, Forkner Publishing Company, Inc.

The demand for stenographers is growing and remains strong even when other jobs are scarce. Today's business procedures call for greater speed, accuracy, and efficiency than ever before; business students must be trained with employable skills to meet those needs.

To prepare competent and efficient secretaries for specialized positions, several Forkner Shorthand instructors stressed that students must begin their basic shorthand training in high school. In addition, students must complete advanced shorthand classes in institutions of higher learning to provide the opportunity for increased competency and skill in a shorthand system. Whether Forkner Shorthand is taught at the high school or post-secondary level, Forkner Shorthand instructors indicated that their students were able to take and transcribe shorthand notes accurately and at employable rates of speed by the end of one semester.

There are many career opportunities for those who are prepared to write Forkner Shorthand, and the secondary and/or post-secondary schools provide a good place to begin this preparation. Shorthand skill offers graduates an advantage in obtaining immediate employment as stenographers or secretaries.

Skill Standards for Forkner Shorthand--Dictation, Transcription, Speed, and Accuracy

In order to pass courses in Forkner Shorthand, students were required to attain standards set by individual shorthand programs. In

all the shorthand classes surveyed, students were required to attain a certain dictation rate (WAM), length of take (minutes), transcription rate (WAM), accuracy level (percent), and theory tests (accuracy required) in order to earn a listed grade for first and second semesters in Forkner Shorthand. The average dictation and transcription rate to pass the shorthand course in the vocational technical and business schools was eighty-five (WAM) and thirty-five (WAM) respectively. The dictation and transcription rate for the junior colleges, state and other four-year colleges, and universities averaged ninety (WAM) and forty (WAM) respectively. All schools indicated similar lengths of takes averaging three minutes and an average accuracy (percent) standard of ninety-six. About one-half of the schools indicated the accuracy required for theory tests ranged above the ninetieth percentile with 98 percent most widely used. Although the tables listed grades A to D, some instructors recommended that a student withdraw from Forkner Shorthand if a "C" average was not maintained.

Grading factors used in the surveyed schools to determine the final grade for the first and second semesters were dictation and transcription rates, theory tests, and mailable transcripts. Vocational technical schools weighted each of the above factors approximately 25 percent. Business schools weighted both the dictation and transcription rate at 25 percent each and mailable transcripts at 50 percent. The junior colleges and a few four-year colleges distributed the weight equally among the dictation and transcription rate and mailable transcripts--with 33.3 percent. Several of the state and other four-year colleges and universities required 50 percent accuracy in both the dictation rate and mailable transcripts. Many of the junior, state, and

four-year colleges and universities also required lab notes and homework projects to be turned in for final analysis for grade earned.

Mailable letter production was considered a requirement in the transcription of letters in the shorthand classes surveyed. Grading practices used to evaluate mailable content in the surveyed shorthand classes included:

1. Transcript that expresses the meaning of the dictator although the words transcribed are not the exact words dictated
2. Clean, neat erasures
3. Correctible errors
4. Correct letter placement
5. Correct spelling
6. Correct punctuation

Theory tests were also included either directly or indirectly in grading procedures in all of the Forkner Shorthand classes surveyed. All the schools administered brief form tests, isolated word tests, and abbreviated word lists. Twenty percent of the schools, primarily junior and state colleges, administered additional phrase tests, paragraph tests, and daily letter dictation.

In determining the final grade for the first and/or second semester, about half of the schools indicated their students were required to transcribe a specified number of mailable letters. Most of the vocational and business schools required an average of five short letters and three long letters. Several junior colleges required a minimum of five short and/or medium-length letters for transcription grading. Most of the state colleges, four-year colleges, and universities required students to transcribe letters weekly setting no goal for the end

of first semester. Instructors teaching the first semester of Forkner Shorthand indicated that teaching basic theory was their goal; instructors in the second semester of Forkner Shorthand stressed primarily dictation and transcription. Approximately half of the colleges and universities required transcription of an average of two short, medium, or long letters per week during the second semester.

Teacher Preparation

Teacher preparation workshops were the most popular method used to prepare instructors for teaching Forkner Shorthand. Seventy-five percent of the instructors learned Forkner Shorthand through this training method. Fifteen percent of the shorthand instructors learned Forkner Shorthand on their own through individualized instruction with text materials and tapes. Ten percent of the shorthand instructors learned Forkner Shorthand and received teaching aids in teaching the course(s) through teacher correspondence courses and/or training at another institution.

All of the Forkner Shorthand instructors surveyed had teaching background in at least one other shorthand language. Gregg was the most popular shorthand system with Machine-Stenograph ranked second. Ninety-eight percent of the Forkner Shorthand instructors had three to twenty years of experience teaching one other shorthand system.

Experiences of Forkner Shorthand Instructors Upon Incorporating Forkner Shorthand as a Part of the Business Curriculum

Many post-secondary schools that incorporated Forkner Shorthand as a part of the business curriculum found that this system of writing enabled their stenographers to attain employable rates of speed and

accuracy because it blends the letters of the alphabet with only a few symbols.

Some instructors of symbol systems indicated that many young people and adults who enrolled in their shorthand classes each year were unable to take dictation at business speeds because of the difficulty of learning a completely new symbol system. For too many, learning shorthand proved to be either too difficult or it took too long. Several Forkner Shorthand instructors stressed that many failures in learning the typical symbol systems seemed to be due to the inability of most students to learn symbols and to write them rapidly. In addition, it was stressed that failures also were due to the inability of many students to memorize brief forms and shortcuts.

Experiences of Forkner Shorthand instructors in the surveyed schools also indicated that Forkner Shorthand offered unlimited opportunities to young men and women interested in secretarial positions with small or large businesses. It was stressed that a young capable person who has developed a background and understanding of the business through his work experience with a firm as a secretary appeared to be in a unique position to be considered for promotion to top-level executive positions within the business.

The survey indicated that 75 percent of the graduates in the vocational technical and business schools took jobs where they continued to use Forkner Shorthand. Junior colleges, state and other four-year colleges, and universities reported that 85 percent of their graduates took jobs where they continued to use Forkner Shorthand.

Potential Trainees for Forkner Shorthand

Any student interested in learning a shorthand skill at employable rates of speed and accuracy within a short period of time could be considered a potential trainee.

Class Schedule for Forkner Shorthand

Seventy-five percent of the post-secondary schools indicated their students attended classes that met fifty minutes, five meetings per week. The remaining 25 percent indicated they were on a two-hour block, two meetings per week. The majority of the Forkner Shorthand instructors taught shorthand classes that varied from one to two semesters. Students were expected to complete thirty-seven chapters in the textbooks, thirty-seven chapters in the studyguide, and the ten examinations in from eighty-five to ninety class periods. This was an average of two class periods to each textbook chapter and accompanying studyguide unit.

Adults who attended evening classes followed a different class routine due to their busy work schedules and the time element involved. Therefore, the class was organized so approximately one-half of each clock hour was spent in directed, in-class "homework." The second half of each clock hour was then spent doing the "class assignments" with the instructor providing dictation practice.

Several of the theory chapters were completed in a very short time, giving more time to the dictation and transcription chapters. The adult class met for four clock hours each week, completing the courses in approximately eighteen weeks.

Advantages and/or Disadvantages of Teaching Forkner Shorthand

The main advantage reported for teaching Forkner Shorthand was that it enables stenographers to attain employable rates of speed and accuracy within a short period of time. Because the Forkner Shorthand system is based largely on what the learner already knows, the alphabet which is blended with a few symbols, the learner no longer must read in one language and think in another.

Secondly, students have a feeling of success and rapid progress which continues through their final lesson; this motivation encourages a low dropout rate. This shorthand skill also offers graduates employment opportunities as stenographers and/or secretaries; therefore, placement responsibilities appeared to be no problem. Several junior and state-college Forkner Shorthand instructors indicated that employers in their communities were becoming more aware of the value of the Forkner Shorthand system of note taking, and their stenographers enjoyed utilizing this shorthand system.

Many vocational and business schools, other four-year colleges, and universities stressed that if Forkner Shorthand continues to be commercially feasible, it may expand its use in more large and small businesses. To these schools, this flexible expansion was definitely an advantage of teaching Forkner Shorthand in their systems.

The Forkner Shorthand instructors of the post-secondary schools surveyed agreed that the Forkner Shorthand instructor's manual, textbooks, studyguide, and tapes were reasonably priced and were a big advantage when working within a conservative budget.

The majority of the shorthand instructors indicated that the main disadvantage was converting from another shorthand system to

Forkner Shorthand. Their preparation in only one system caused instructors to lack self-confidence.

It was reported by some Forkner Shorthand instructors that most teacher-training institutions did not offer Forkner Shorthand as a part of their curriculum; therefore, first-year Forkner Shorthand instructors were faced with learning a shorthand system for which they were not prepared to teach.

CONCLUSIONS

1. The major reasons for providing Forkner Shorthand at the surveyed schools were to provide background and training for careers in the office and secretarial area, terminal education and training for entrance into an office education course, and personal use.

2. Average grading standards for first and second semester in Forkner Shorthand were as follows: The average dictation and transcription rates for the vocational and business schools were eighty-five (WAM) and thirty-five (WAM) respectively. The dictation and transcription rate for the junior colleges, state and other four-year colleges, and universities averaged ninety (WAM) and forty (WAM) respectively. All schools indicated similar lengths of takes averaging three minutes and an average accuracy (percent) standard of ninety-six. About one-half of the schools indicated the accuracy required for theory tests ranged in the upper ninetieth percentile--98 percent most widely used.

3. Teachers can receive preparation for teaching Forkner Shorthand at workshops, through individualized instruction, and through correspondence courses.

4. Most graduates from post-secondary schools surveyed took jobs where they continued to use Forkner Shorthand.

5. Any student interested in attaining a shorthand skill at employable rates of speed and accuracy within a short period of time could be potential trainees for Forkner Shorthand.

6. The majority of the Forkner Shorthand classes in the post-secondary schools met fifty minutes, five meetings per week. The majority of the Forkner Shorthand courses varied from one to two semesters in length.

7. The main advantage of teaching Forkner Shorthand in the post-secondary schools surveyed was the opportunity to attain employable rates of speed and accuracy within a short period of time.

8. Forkner Shorthand tended to give students a feeling of success and rapid progress.

9. Forkner Shorthand skill offers students an opportunity to obtain employment as stenographers and/or secretaries; therefore, placement responsibilities for on-the-job training by the instructors appeared to be no problem.

10. Forkner Shorthand teaching materials (instructor's manual, textbooks, studyguide, and tapes) are reasonably priced.

11. The primary disadvantage of teaching Forkner Shorthand was the difficulty for instructors to convert from a previous shorthand system to Forkner Shorthand.

12. Most teacher-training institutions did not offer Forkner Shorthand as a part of the business curriculum.

RECOMMENDATIONS

1. Students, teachers, businessmen, and parents should be made aware of the Forkner Shorthand system and its use in helping students attain a shorthand skill at employable rates of speed and accuracy within a short period of time.

2. Business firms, students, teachers, and parents should be made aware of the value of Forkner Shorthand training in helping students meet shorthand qualifications for current and future job opportunities.

3. Forkner Shorthand preparation should be made available to students who wish to attain a shorthand skill at employable rates of speed and accuracy within a short period of time.

4. Schools that prepare business teachers should provide an opportunity for students to receive preparation for teaching Forkner Shorthand.

5. Schools that prepare business teachers should employ shorthand instructors who are knowledgeable and proficient in more than one shorthand system.

6. Colleges and universities preparing business teachers should include preparation for teaching both a symbol and an alphabetic shorthand system.

7. Students interested in obtaining stenographic and/or secretarial positions should complete two semesters of Forkner Shorthand.

8. A follow-up study should be conducted of graduates to determine whether Forkner Shorthand has been of benefit to them on the job.

9. A follow-up study should be conducted to determine the feasibility of initiating Forkner Shorthand as a part of the business curriculum in post-secondary schools.

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- Stoddard, Ted D. "Strategies for Developing Note-taking Skill," Century 21 Reporter (Spring, 1975), South-Western Publishing Co.

APPENDIX A

EXAMPLE OF COVER LETTER, QUESTIONNAIRE, AND FOLLOW-UP LETTER

#4 Cherokee Lane
Emporia, Kansas 66801
January 3, 1977

Forkner Shorthand Instructor
Imperial Valley College
P.O. Box 158
Imperial, CA 92251

Dear _____:

A survey is being conducted on post-secondary Forkner Shorthand programs to determine the advantages of teaching Forkner Shorthand on the post-secondary level.

Enclosed you will find a questionnaire which is being sent to vocational and business schools, junior colleges, state and other four-year colleges, and universities, across the continental United States, that are presently teaching Forkner Shorthand. An addressed stamped envelope is provided for return mailing. Tabulation of the results is scheduled for Friday, January 28, 1977. An early return will be appreciated.

Your cooperation will be appreciated.

Sincerely yours,

(Mrs.) Phyllis C. Wenger
Graduate Student

Enclosure

A SURVEY OF FORKNER SHORTHAND
IN POST SECONDARY SCHOOLS
IN THE
UNITED STATES

(To the Forkner Shorthand Instructor)

Name of school _____

City _____ State _____

Indicate by a check mark in the space provided below the type of shorthand instruction and training you received as preparation for teaching a Forkner Shorthand course.

- Teacher preparation workshop.
- Teacher correspondence course.
- Training at another institution.
- Individualized instruction on your own through text materials and accompanying tapes.
- Other(s) Specify _____

Check the additional system(s) of shorthand offered at your school.

- Gregg Pitman Thomas Century 21
- Machine-Stenograph Other Specify _____

Check the main purpose(s) for providing Forkner Shorthand at your school.

- As terminal education and training for entrance into an office education course.
- As background and preparation for continuing education and training in other institutions
- As background and training for careers in the office and secretarial area(s).
- As exploratory study in vocational interests.
- Personal use.
- Other(s) Specify _____

Check special secretarial courses offered at your school. Legal

- Medical Technical Other(s) Specify _____

Approximately what percentage of your Forkner Shorthand graduates take jobs where they continue to use Forkner Shorthand? _____ percent.

Indicate in the columns listed below the length of class period and the number of class meetings per week in the first semester of Forkner Shorthand.

<u>Length of Class</u>	<u>Meetings per week</u>
<input type="checkbox"/> Thirty minutes	<input type="checkbox"/> 5 days
<input type="checkbox"/> Fifty minutes	<input type="checkbox"/> 4 days
<input type="checkbox"/> Ninety minutes	<input type="checkbox"/> 3 days
<input type="checkbox"/> Two hour block	<input type="checkbox"/> 2 days
<input type="checkbox"/> Other(s) Specify _____	<input type="checkbox"/> 1 day

Indicate in the columns listed below the length of class period and number of class meetings per week in the second semester of Forkner Shorthand.

<u>Length of class</u>	<u>Meetings per week</u>
_____ Thirty minutes	_____ 5 days
_____ Fifty minutes	_____ 4 days
_____ Ninety minutes	_____ 3 days
_____ Two hour block	_____ 2 days
_____ Other(s) Specify _____	_____ 1 day

Indicate the length of time that Forkner Shorthand has been offered at your school. _____ one year _____ two years _____ three years _____ four years
 _____ other specify _____

Do students have access to typewriters and transcribe from notes or text during the first semester of Forkner Shorthand instruction? YES _____ NO _____
 If no, please indicate when transcription at the typewriter is first introduced. _____ Entire second semester _____ Last half of second semester
 _____ Other(s) Specify _____

Indicate school equipment and facilities available to the shorthand instructor for Forkner Shorthand instruction.

- _____ Tape recorder with commercial and teacher prepared tapes.
- _____ Record player with records.
- _____ Electronic laboratory with multiple listening stations for dictation at individual levels.
- _____ Typewriters _____ Electric _____ Manual _____ Both.
- _____ Other(s) Specify _____

Do students have access to school equipment and facilities for practice in developing dictation and transcription skills outside of the regular class meetings? YES _____ NO _____

Check practices listed below that are included in the transcription instruction at your school.

- _____ Organizing desk, notes, supplies, and needed reference materials for transcription.
- _____ Transcribing from cold notes.
- _____ Proofreading and correcting errors.
- _____ Other(s) Specify _____

Is mailability considered an accuracy standard in the transcription of letters? YES _____ NO _____ If yes, please check all the practices used by your school to determine mailability.

- _____ Perfect copy of dictated transcript.
- _____ Transcript that expresses the meaning of the dictator although the words transcribed are not the words dictated verbatim.
- _____ Clean, neat erasures.
- _____ Correctible errors.
- _____ Letter placement
- _____ Correct paragraphing.
- _____ Correct spelling.
- _____ Correct punctuation.
- _____ Other(s) Specify _____

Are theory tests factors typically taken into account in your grading plans?
 YES _____ NO _____ If yes, please check all the theory practices used by
 your school. _____ Brief form tests _____ Isolated word tests
 _____ Abbreviated word lists _____ Other Specify _____

In determining the final grade for first semester, are students required to
 transcribe a specified number of mailable letters? YES _____ NO _____
 If yes, please indicate the number of required letters. _____ Short letters
 _____ Medium length letters _____ Long letters _____ Memorandums
 _____ Other Specify _____

FIRST SEMESTER

Please indicate, in the table below, the Dictation Rate (WAM), Length of
 Take (Minutes), Transcription Rate (WAM), Accuracy (Percent), and Theory
 Test (Accuracy required) students must attain in order to earn the listed
 grades for first semester in Forkner Shorthand.

Grade	Dictation Rate (WAM)	Length of Take (Minutes)	Transcription Rate (WAM)	Accuracy (Percent)	Theory Test (Accuracy r
A	_____	_____	_____	_____	_____
B	_____	_____	_____	_____	_____
C	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

Indicate what percent of final grade is determined by _____ Dictation Rate
 _____ Transcription Rate _____ Theory Tests _____ Mailable Transcripts
 _____ Other(s) Specify _____

SECOND SEMESTER

Please indicate, in the table below, the Dictation Rate (WAM), Length of
 Take (Minutes), Transcription Rate (WAM), Accuracy (Percent), and Theory Test
 (Accuracy required) students must attain in order to earn the listed grades
 for second semester of Forkner Shorthand.

Grade	Dictation Rate (WAM)	Length of Take (Minutes)	Transcription Rate (WAM)	Accuracy (Percent)	Theory test (Accuracy r
A	_____	_____	_____	_____	_____
B	_____	_____	_____	_____	_____
C	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

Indicate what percent of final grade is determined by _____ Dictation Rate
 _____ Transcription Rate _____ Theory Tests _____ Mailable Transcripts
 _____ Other(s) Specify _____

Do you have entrance requirements at your school for Forkner Shorthand?
YES _____ NO _____ If yes, please check all the practices included in
entrance requirements at your school.

- _____ An IQ of 100 or above.
- _____ A prognostic test score of 50 percent or higher.
- _____ An English grade of "C" or better during the time the student had been in high school.
- _____ A grade average of "C" or better in all classes during the time the student had been in high school.
- _____ A personality inventory test that shows a strong desire to succeed, a willingness to work.
- _____ An attendance record of less than three days absence per term.
- _____ ACT Test score _____
- _____ Other(s) Specify _____

Indicate the average number of students enrolled for the school years 1973-1974, 1974-1975, 1975-1976 in your Forkner Shorthand course(s).

1973-1974	Number	One Semester	Two Semesters	Other
	5-10	_____	_____	_____
	11-15	_____	_____	_____
	16-20	_____	_____	_____
	Other	_____	_____	_____
1974-1975	Number	One Semester	Two Semesters	Other
	5-10	_____	_____	_____
	11-15	_____	_____	_____
	16-20	_____	_____	_____
	Other	_____	_____	_____
1975-1976	Number	One Semester	Two Semesters	Other
	5-10	_____	_____	_____
	11-15	_____	_____	_____
	16-20	_____	_____	_____
	Other	_____	_____	_____

Check the definition(s) of "dropout" below that applies to students in your Forkner Shorthand course(s).

- _____ A student who completes one semester of shorthand but does not go on to the second semester.
- _____ A student who begins a shorthand course but does not complete that one course.
- _____ A student "drops out" of school because he is failing other classes.
- _____ A student transfers from your school to another school to complete vocational plans.
- _____ A student transfers from a shorthand class for average-ability students to an accelerated shorthand class for high achievers.
- _____ Other(s) Specify _____

Indicate the average number of "dropouts" for the school years 1973-1974, 1974-1975, 1975-1976 in your Forkner Shorthand course(s).

1973-1974	Number	One Semester	Two Semesters	Other
	1- 3	_____	_____	_____
	4- 6	_____	_____	_____
	7-10	_____	_____	_____
	Other	_____	_____	_____
1974-1975	Number	One Semester	Two Semesters	Other
	1- 3	_____	_____	_____
	4- 6	_____	_____	_____
	7-10	_____	_____	_____
	Other	_____	_____	_____
1975-1976	Number	One Semester	Two Semesters	Other
	1- 3	_____	_____	_____
	4- 6	_____	_____	_____
	7-10	_____	_____	_____
	Other	_____	_____	_____

Indicate the shorthand system(s) taught and the number of years teaching experience held as a shorthand instructor for each shorthand system(s).

Forkner Shorthand _____ Years Gregg _____ Years Pitman _____ Years
 Century 21 _____ Years Thomas _____ Years Other(s) _____ Years
 Specify _____

#4 Cherokee Lane
Emporia, Kansas 66801
February 4, 1977

Forkner Shorthand Instructor
Imperial Valley College
P.O. Box 158
Imperial, CA 92251

Dear _____:

This is just a brief reminder about the survey on Forkner Shorthand in vocational and business schools, junior colleges, state and other four-year colleges, and universities which was mailed to you Monday, January 3, 1977.

In order for the survey to be complete, I need your help. I would appreciate your returning the questionnaire by Monday, February 14, 1977.

Your cooperation will be appreciated.

Sincerely yours,

(Mrs.) Phyllis C. Wenger
Graduate Student

APPENDIX B

EXAMPLES OF THREE FORKNER SHORTHAND PROPOSALS FOR
POST-SECONDARY SCHOOLS

PLAN TGIM

(Thank Goodness It's Monday)
Takes its name from "open entry" manpower and industry training programs. Because the program is individualized, it appeals to students who can type and who want to qualify quickly for a secretarial job.

A PROPOSAL TO INDIVIDUALIZE SHORTHAND INSTRUCTION (TGIM Program)

The demand for secretaries is growing, and manpower experts predict that this demand will remain strong into the future. In many job markets, the demand for secretaries is greater than for any other job specialty.

In order to meet this strong demand, it is proposed that Forkner abc Shorthand be offered on an individualized basis.

Reasons for individualizing shorthand instruction.

1. As with other language skills, individual learning rates in shorthand vary greatly. In an individualized program, learners proceed at their own rate.
2. Many office workers and potential clerical employees have been unsuccessful in shorthand, not only because symbol shorthand is difficult to learn, but also because traditional classroom teaching approaches were not appropriate.
3. An individualized program permits offering shorthand on an "open-entry" basis--when the motivation to learn is highest.

Goals of the individualized program.

1. To enable shorthand beginners to attain an entry-level stenographic skill in a minimum of time.
2. To "recycle" into an easier shorthand course those who have found symbol shorthand too difficult or demanding.
3. To reduce attrition in shorthand and to increase enrollments to meet the demands of the job market.

The proposed shorthand system.

1. It is recommended that Forkner abc Shorthand be taught. This system gives high speeds because it blends the letters of the alphabet with a few symbols.

2. The texts, workbooks, and audio tapes have been designed for self-paced instruction.
3. Many schools and colleges offer Forkner Shorthand in individualized programs, and the system is taught in individualized programs by some of the nation's largest corporations--AT&T, 3M Company, Honeywell, and others.
4. Published research shows that the Forkner system is easier to learn than the traditional system. (See BUSINESS EDUCATION FORUM, February, 1971.)

Performance objectives of the course.

1. To develop dictation speeds of from 80 - 120 wam--speeds that will qualify graduates for stenographic and secretarial positions in business and civil service.
2. To build transcription skills to meet the job requirements of secretaries. (The texts and practice materials stress these skills and provide self-tests and formal examinations to assure mastery.)
3. To demonstrate a knowledge of the writing rules of the system. (Ten examinations are provided for this purpose.)

The proposed course.

1. Course duration: As long as is required for the student to pass stenographic employment tests for jobs in business, government, or until other student objectives are met. Some students reach 80 wam in less than 80 hours of individualized work, but most students require 80 - 100 hours.
2. Frequency of learning sessions: Students should be encouraged to work on shorthand regularly (daily, if possible) for relatively short sessions of 45 to 60 minutes.
3. Role of the instructor: The instructor should help to direct student efforts and should be available on occasion for students needing special help and encouragement. The instructor should also monitor student progress with the examinations provided with the course.
4. Equipment: Cassette playback equipment is required during every learning session. Typewriters should also be available to students because practice in transcription skills is an integral part of the entire program.
5. Prerequisites: A prior course in typing is desirable.
6. Budget: See page 4 of this proposal for materials required and school prices.

Format of the program.

1. Students follow the step-by-step instructions for building shorthand skill found in GUIDED STUDY IN FORKNER SHORTHAND. This workbook gives the student explicit learning goals for each lesson and detailed procedures for achieving the goals.
2. The student is lead through the shorthand theory and speed-building exercises in the basic text, through the self-tests in applying shorthand theory, and through the tape exercises on theory and speed building (THEORY TAPES IN FORKNER SHORTHAND).
3. The instructor's manual provides graded test letters for monitoring student progress periodically.

Preparing to teach Forkner Shorthand.

1. Because all shorthand outlines and plates are self-keyed in all Forkner texts, instructors are able to answer student questions without a complete knowledge of the system. However, some instructors prefer formal preparation before starting a new program. Several such possibilities are noted below.
2. Teacher education workshops. Forkner Publishing provides free in-service instruction for teachers in school systems planning to offer Forkner Shorthand. For information about these offerings, please write to the address below.
3. Teacher education courses. Many colleges and universities offer instruction in Forkner Shorthand for teachers. Please write to the address below for details.
4. Teachers' Correspondence Course. A free course to familiarize teachers with Forkner Shorthand is also offered. To enroll in the course, please request an enrollment form for Teachers' Correspondence Course.

Teacher Education Programs
Forkner Publishing
P.O. Box 652
Ridgewood, NJ 07451

RECOMMENDED FORKNER MATERIALS FOR PLAN TGIM

Beginning Materials (individualized program)

Basic text:	FORKNER SHORTHAND (4th edition)	
	Cloth edition (Stock #810)	6.56
	Paper edition (Stock #820)	4.48
Student workbooks:	STUDY GUIDE FOR FORKNER SHORTHAND (Stock #8100)	2.60
	GUIDED STUDY IN FORKNER SHORTHAND (Stock #8200)	2.72
Tapes:	THEORY TAPES IN FORKNER SHORTHAND. An album of 18 cassettes presenting all the "theory" words from the textbook and STUDY GUIDE, dictation material from the textbook and from GUIDED STUDY IN FORKNER SHORTHAND. (Stock #C602)	220.00

Advanced Materials (individualized program)

Basic text:	CORRELATED DICTATION AND TRANSCRIPTION (Forkner Shorthand edition)	
	Cloth edition (Stock #410)	7.60
	Paper edition (Stock #411)	5.12
Student workbook:	STUDY GUIDE FOR CORRELATED DICTATION AND TRANSCRIPTION (Stock #4100)	2.64
Tapes:	BUSINESS LETTER TAPE LIBRARY. An album of 18 cassettes that include all letters from CORRELATED DICTATION AND TRANSCRIPTION at a range of speeds. (Stock #C402)	220.00

Note: Advanced Gregg students may be combined with Forkner students for speed building and transcription if Gregg students are provided with the Gregg (DJ) edition of CORRELATED DICTATION AND TRANSCRIPTION. This edition and the Forkner edition are identical except for shorthand outlines.

	Cloth edition (Stock #420)	7.60
	Paper edition (Stock #421)	5.12

Dictionary: FORKNER SHORTHAND DICTIONARY (Stock #930) 6.96

Please send requisitions to: Forkner Publishing
Customer Service
P.O. Box 652
Ridgewood, NJ 07451

PLAN STP

(Supplementing the Traditional Program)

With this plan, schools and colleges continue to teach Gregg. But they also offer Forkner Shorthand to "high risk" students and to students who lack the time to learn Gregg. Advanced Gregg and Forkner students take speed-building and transcription together.

A PROPOSAL TO SUPPLEMENT THE TRADITIONAL SHORTHAND PROGRAM WITH FORKNER abc SHORTHAND*

Reasons for considering an alternative shorthand program.

1. The demand for secretaries is growing and remains strong even when other jobs are scarce.
2. Many students avoid shorthand because the course is difficult. This is particularly true of average and less able students.
3. Many students who begin symbol shorthand do not finish the course.
4. Research shows that most students do better in shorthand with Forkner abc Shorthand.

Goals of the proposed program.

1. To improve shorthand performance of all students; including the average and less able.
2. To reduce attrition and increase shorthand enrollments.
3. To "recycle" into an easier shorthand course those students who find symbol shorthand too difficult or demanding.

The proposed shorthand system.

1. It is recommended that Forkner abc Shorthand be taught. This system gives high speeds because it blends the letters of the alphabet with a few symbols.

*In some situations where written proposals are required in order to introduce a new course, this proposal has been used as it stands. But most shorthand teachers and department heads adapt this proposal to fit their particular situation when seeking authorization to add Forkner Shorthand.

2. The Forkner program can be meshed with the Gregg program. The instructional materials make it possible to combine Forkner and Gregg students in the same classroom for speed building and transcription.
3. The Forkner system and materials have been successfully used for over 20 years in high schools, community colleges, and universities.
4. Forkner writers have won statewide contests in competition with writers of other systems.
5. The system has been well accepted in business. For example, AT&T, 3M Company, and others use Forkner Shorthand to train typists for secretarial positions.
6. Published research shows that the Forkner system is easier to learn than the traditional system. (See BUSINESS EDUCATION FORUM, February, 1971.)

Performance objectives of the course.

1. To demonstrate a knowledge of the writing rules of the system. (Ten examinations are provided for this purpose.)
2. To develop dictation speeds of from 80 to 120 wam.
3. To build transcription skills to meet job requirements for a beginning office worker. (Both the basic text and the advanced text stress these skills and provide self-tests and formal examinations to assure mastery.)

The proposed course.

1. Course duration: Two semesters for average and above average students; two years for less able students.
2. Equipment: If possible, schedule in a room with typewriters. If dictation tapes are to be used, suitable equipment will be needed.
3. Prerequisites: A prior course in typing is desirable.
4. Class frequency: Meet daily for one period.

Format for first semester of a one-year course.

1. Presentation of writing rules. Theory and speed building are stressed in 27 chapters. Ten business-letter chapters review the writing principles.
2. Development of dictation speed. Speed building begins at Lesson 1 with the dictation of material in class. Cassette tapes are available for classroom or out-of-class use in building dictation speeds.

3. Development of transcription skills. Special help with punctuation, grammar, style, and word usage begins in Chapter 8 of the textbook. Spelling and punctuation tests are available on tape.
 4. Measuring progress and grading. The ten examinations in the STUDY GUIDE measure knowledge of the writing rules, punctuation, grammar, and word usage.
5. Format for the second semester of a one-year course.
1. Development of dictation and transcription skills. The course begins with easy vocabulary and short letters. Late in the semester students get to technical terms and more difficult material.
 2. Concentration on communication skills. Students learn how to handle abbreviations, numbers, punctuation, grammar, word division as well as how to set up business letters.
 3. Refinement of typing skills needed in a business office.
 4. Measuring progress and grading. The STUDY GUIDE FOR CORRELATED DICTATION AND TRANSCRIPTION includes 7 examinations for periodic administration.

6. Preparing to teach Forkner Shorthand.

1. Because all shorthand outlines and plates are self-keyed in all Forkner texts, many teachers learn the system on their own as they teach their first class. However, some prefer formal preparation before starting a new program. Several such possibilities are noted below.
2. Teacher education workshops. Forkner Publishing provides free in-service instruction for teachers in school systems planning to offer Forkner Shorthand. For information about these offerings, please write to the address below.
3. Teacher education courses. Many colleges and universities offer instruction in Forkner Shorthand for teachers. Please write to the address below for details.
4. Teachers' Correspondence Course. A free course to familiarize teachers with Forkner Shorthand is also offered. To enroll in the course, please request an enrollment form for Teachers' Correspondence Course.

Teacher Education Programs
Forkner Publishing
P.O. Box 652
Ridgewood, NJ 07451

RECOMMENDED FORKNER MATERIALS FOR PLAN STP
(Supplementing the Traditional Program)

	<u>School Prices</u>
FIRST SEMESTER (regular classroom program)	
Basic text: FORKNER SHORTHAND (4th edition)	
Cloth edition (Stock #810)	6.56
Paper edition (Stock #820)	4.48
Student workbook: STUDY GUIDE FOR FORKNER SHORTHAND (4th edition). Paper (Stock #8100)	2.60
Individualized workbook (optional): GUIDED STUDY IN FORKNER SHORTHAND. Paper (Stock #8200)	2.72
FORKNER SHORTHAND DICTIONARY (optional) (Stock #930)	6.96
Dictation tapes (optional): THEORY TAPES IN FORKNER SHORTHAND. An album of 18 cassettes presenting all the "theory" words from the textbook and STUDY GUIDE, dictation material from the Textbook and from GUIDED STUDY IN FORKNER SHORTHAND. (Stock #C602)	220.00

SECOND SEMESTER

Basic text: CORRELATED DICTATION AND TRANSCRIPTION (Forkner Shorthand edition) Cloth edition (Stock #410)	7.60
Paper edition (Stock #411)	5.12
Student workbook: STUDY GUIDE FOR CORRELATED DICTATION AND TRANSCRIPTION. Paper (Stock #4100)	2.64
Dictation tapes (optional): BUSINESS LETTER TAPE LIBRARY. An album of 18 cassettes that includes all letters from CORRELATED DICTATION AND TRANSCRIPTION at a range of speeds. (Stock #C402)	220.00

Note: Advanced Gregg students may be combined with Forkner students for speed building and transcription if Gregg students are provided with the Gregg (DJ) edition of CORRELATED DICTATION AND TRANSCRIPTION. This edition and the Forkner edition are identical except for shorthand outlines.

Cloth edition (Stock #420)	7.60
Paper edition (Stock #421)	5.12

Please send requisitions to: Forkner Publishing
Customer Service
P.O. Box 652
Ridgewood, NJ 07451

PLAN SOS

(Second Opportunity in Shorthand)

Schools using this plan start all shorthand beginners in symbol shorthand. After four weeks, those students having difficulty are switched to Forkner Shorthand.

A PROPOSAL TO GIVE STUDENTS A SECOND OPPORTUNITY IN SHORTHAND WITH FORKNER abc SHORTHAND*

- A. Reasons for giving students a second opportunity in shorthand.
 1. The demand for secretaries is growing and remains strong even when other jobs are scarce.
 2. Many students who begin symbol shorthand encounter difficulty in the first few weeks of the course. Many drop the course before the first marking period.
 3. Research shows that most students do better in shorthand with Forkner abc Shorthand.
- B. Goals of the proposed program.
 1. To "recycle" into an easier shorthand course those students who find symbol shorthand too difficult or demanding.
 2. To enable more students to acquire an entry-level shorthand skill.
 3. To reduce attrition and increase shorthand enrollments.
- C. The proposed shorthand system.
 1. It is recommended that Forkner abc Shorthand be taught. This system gives high speeds because it blends the letters of the alphabet with a few symbols.
 2. Forkner writers have won statewide contests in competition with writers of other systems.

*In some situations where written proposals are required in order to introduce a new course, this proposal has been used as it stands. But most shorthand teachers and department heads adapt this proposal to fit their particular situation when seeking authorization to add Forkner Shorthand.

3. The system has been well accepted in business. For example, AT&T, 3M Company, and others use Forkner Shorthand to train typists for secretarial positions.
4. Published research shows that the Forkner system is easier to learn than the traditional system. (See BUSINESS EDUCATION FORUM, February, 1971.)

Performance objectives of the course.

1. To demonstrate a knowledge of the writing rules of the system. (Ten examinations are provided for this purpose.)
2. To develop dictation speeds of from 80 to 120 wam.
3. To build transcription skills to meet job requirements for a beginning office worker. (Both the basic text and the advanced text stress these skills and provide self-tests and formal examinations to assure mastery.)

The proposed course.

1. Course duration: Two semesters for average and above average students; two years for less able students.
2. Equipment: If possible, schedule in a room with typewriters. If dictation tapes are to be used, suitable equipment will be needed.
3. Prerequisites: A prior course in typing is desirable.
4. Class frequency: Meet daily for one period.
5. Budget: See page 4 for a list of materials and school prices.

Format for first semester of a one-year course.

1. All students begin symbol shorthand. During the first weeks of the course, "high risk" students are identified and are encouraged to switch to the Forkner Shorthand section of Shorthand I.
2. At the beginning of the third or fourth week, the Forkner Shorthand section of Shorthand I is formed.
3. Presentation of writing rules. Theory and speed building are stressed in 27 chapters. Ten business-letter chapters review the writing principles.
4. Development of dictation speed. Speed building begins at Lesson 1 with the dictation of material in class. Cassette tapes are available for classroom or out-of-class use in building dictation speeds.

5. Development of transcription skills. Special help with punctuation, grammar, style, and word usage begins in Chapter 8 of the textbook. Spelling and punctuation tests are available on tape.
6. Measuring progress and grading. The ten examinations in the STUDY GUIDE measure knowledge of the writing rules, punctuation, grammar, and word usage.

Format for the second semester of a one-year course.

1. Forkner and Gregg students may be combined for speed building and transcription with the text, CORRELATED DICTATION AND TRANSCRIPTION. Forkner students use the Forkner Shorthand edition and Gregg students use the D.J. edition.
2. Development of dictation and transcription skills. The course for both Forkner and Gregg writers begins with easy vocabulary and short letters. Late in the semester students get to technical terms and more difficult material.
3. Measuring progress and grading. The STUDY GUIDE FOR CORRELATED DICTATION AND TRANSCRIPTION includes 7 examinations for periodic administration.

Preparing to teach Forkner Shorthand.

1. Because all shorthand outlines and plates are self-keyed in all Forkner texts, many teachers learn the system on their own as they teach their first class. However, some prefer formal preparation before starting a new program. Several such possibilities are noted below.
2. Teacher education workshops. Forkner Publishing provides free in-service instruction for teachers in school systems planning to offer Forkner Shorthand. For information about these offerings, please write to the address below.
3. Teacher education courses. Many colleges and universities offer instruction in Forkner Shorthand for teachers. Please write to the address below for details.
4. Teachers' Correspondence Course. A free course to familiarize teachers with Forkner Shorthand is also offered. To enroll in the course, please request an enrollment form for Teachers' Correspondence Course.

Teacher Education Programs
Forkner Publishing
P.O. Box 652
Ridgewood, NJ 07451

RECOMMENDED FORKNER MATERIALS FOR PLAN SOS
(Second Oppportunity in Shorthand)

School
Prices

FIRST SEMESTER (regular classroom program)

Basic text: FORKNER SHORTHAND (4th edition)	
Cloth edition (Stock #810)	6.56
Paper edition (Stock #820)	4.48
Student workbook: STUDY GUIDE FOR FORKNER SHORTHAND (4th edition). Paper (Stock #8100)	2.60
Individualized workbook (optional): GUIDED STUDY IN FORKNER SHORTHAND. Paper (Stock #8200)	2.72
FORKNER SHORTHAND DICTIONARY (optional) (Stock #930)	6.96
Dictation tapes (optional): THEORY TAPES IN FORKNER SHORTHAND. An album of 18 cassettes presenting all the "theory" words from the textbook and STUDY GUIDE, dictation material from the Textbook and from GUIDED STUDY IN FORKNER SHORTHAND. (Stock #C602)	220.00

SECOND SEMESTER

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Dictation tapes (optional): BUSINESS LETTER TAPE LIBRARY. An album of 18 cassettes that includes all letters from CORRELATED DICTATION AND TRANSCRIPTION at a range of speeds. (Stock #C402)	220.00
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