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A SURVEY OF THE METHODS OF TEACHING SHORTHAND
IN THE STATES OF
MONTANA, COLORADO, IDAHO, UTAH AND WYOMING

by

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ABSTRACT

The purposes of this study were to survey the teaching methods employed by instructors in the post-secondary institutions in the states of Montana, Colorado, Idaho, Utah and Wyoming; determine if the programs in Montana paralleled those in the surrounding states; determine if the instructors had well developed concepts of the teaching methods they were using; obtain the instructors' opinions on a few aspects of teaching Gregg Shorthand.

Populations included nine post-secondary institutions in the state of Montana and 34 post-secondary institutions in the surrounding states previously mentioned. A questionnaire was used to survey the shorthand programs. Only those schools teaching Gregg Shorthand were included in the study. The questionnaire also asked the opinions of the instructors concerning different aspects of teaching Gregg Shorthand. The data was analyzed by the number responding to the individual question and placing this on a percentage basis. Since every institution did not answer each question the percentage was determined by the total number who did answer the particular question analyzed. From these percentages the investigator compared the responses of Montana to those of the surrounding states and to the literature reviewed.

The conclusions of the study were: (a) the traditional method has been and still is the most prominent method of instruction, (b) there is no significant difference between Montana's post-secondary institutions and the institutions in the surrounding states, (c) the majority of instructors felt theory tests were necessary, (d) a large number of schools did not consult with schools in the local area concerning curriculum development, (e) the instructors in Montana and the surrounding area generally had well developed concepts of the teaching methods they were using.

The recommendations of the study were: (a) because shorthand has a high fatality rate the instructors should closely examine their programs for relevance and update their programs in techniques and procedures, (b) post-secondary schools should consult with at least the schools in their state to standardize speed requirements, solve common problems and aid in development of one another's programs, (c) instructors who are not testing shorthand frequently should examine their programs to determine if their students are receiving adequate feedback.

CHAPTER I

INTRODUCTION

In the past 20 years shorthand has progressed from Anniversary to Simplified and now from Simplified to Diamond Jubilee. These changes were made to facilitate easy learning of shorthand, but today, there are still a great many students failing shorthand. (Lemaster, 1970:6)

Challenges are now arising to the teachers of this subject to meet the changing needs of society. "The age in which we now live dictates speed and efficiency; wasted time and effort, whether in business or education is looked upon with disfavor." (Lemaster, 1970:6)

Many teachers seem content to go along never changing their teaching techniques or evaluating the effectiveness of their programs. Many are using the same teaching methods that were used by instructors when they were being taught. Most of these techniques were used 35 years ago. Shorthand teachers must find new ways of presenting this subject to students; the old ways are not always effective.

"Too often in the past, shorthand methodology has been founded on opinion and steeped in tradition rather than on valid research." (Majoris, 1972:1) Before instructors can improve their instructional techniques or implement new methods they must study both existing programs and ideal programs. They must determine which instructional method will best fit the needs of their students. This means that they should consult with other institutions in their state and region.

In this way, many of the problems they are facing can be solved before the teacher enters the classroom the first day of class.

Before a teacher can effectively implement a teaching method he or she must thoroughly understand the concepts behind it. It is necessary for the teacher to research the method, and if possible obtain training in that method.

Shorthand has always been criticized for the number of students who fail the course. A new instructional approach has emerged that may help us with this problem--individualized instruction. This approach is not new to education and especially to business education. Business Machines has been taught this way for many years. The need for individualizing shorthand exists because a great many have failed and still more have passed with marginal skills. This method might help us reach those who have failed, and it may help in reducing the failure rate of the future. (Lemaster, 1970:6)

Teachers must be the ones to coordinate their efforts and determine which method will work best for them. This has to be done systematically. A combination of methods may be effective, but whatever method is used it must be researched. Instructors should use their old methods until it can be determined that it is not effective. They should not try something just because it is new. Programs must be constantly evaluated and changed to meet the students' needs.

Statement of the Problem

It was the purpose of this study to make a survey of the various methods of teaching shorthand in the post-secondary institutions in the states of Montana, Colorado, Idaho, Utah and Wyoming. It also sought to see how the institutions in Montana compared to those institutions in the surrounding states previously mentioned. The study sought to determine if the instructors in these institutions had well developed concepts of the teaching method they were using, and if they had researched these methods before implementing them.

Need for the Study

"At that first class meeting in September, 35 students sat eagerly waiting to learn beginning shorthand. Today, at the end of the semester, only 23 grades were submitted, 5 or 6 of which were D's or F's." (Clark, 1971:18) It is obvious from the above statement that the drop out rate and the failures in shorthand must be curbed. It is also apparent that teachers and their teaching techniques have a great deal of impact on the success of their shorthand students.

New teaching techniques must be sought for shorthand. We must have a flexible curriculum so that it will accommodate all students. Individualized instruction has the potential of giving us this flexibility. But in order for our efforts to be successful, they must be coordinated. "Although the instructional systems approach

has a great potential to improve education its current efforts are sporadic, uncoordinated and lack research support." (ERIC, 1971:64)

It was hoped that this study would be of help to the instructors in post-secondary institutions in providing them with a base for instructional and program improvements. It was also hoped that it would help them to coordinate their efforts, especially the vo-techs and community colleges in Montana.

Limitations

This study was limited to the post-secondary institutions in the states of Montana, Colorado, Idaho, Utah and Wyoming who were teaching Gregg Shorthand at the time of the study. Post-secondary meaning area vocational schools and community colleges. It also included the Mountain-Plains Educational and Economic Development Program, Inc. located at Glasgow Air Force Base, Montana.

Definitions of Terms

1. Individualized Instruction. A method of instruction by which students can work, without direct supervision, in some logical order through a subject. The program should be prescribed from various alternatives on the basis of each student's unique requirements and knowledge of the subject. (Lemaster, 1970:6)

2. Instructional System. "An integrated set of media, equipment, methods and personnel performing efficiently the functions required to accomplish one or more objectives." (Smith, 1966)

3. Performance Objectives. Measurable learning goals.
4. Post-secondary Institutions. A school of education beyond high school which offers instruction in vocational programs. This definition is limited to area vocational technical schools and community colleges.
5. Post-secondary Student. A student who is interested in employment immediately upon completion of his program. He is interested in the relevancy of his training. He can be of low, average or high intelligence. He is from every walk of life--rich to poor.
6. Traditional Method of Instruction. Shorthand is taught as a textbook course and class presentations follow the textbook closely (especially during the presentation of theory). The instructor presents the lesson to the entire class at the same time and all students move on to the next lesson together regardless if they have mastered the material or not. Also, all students complete the same homework assignments.

Organization of the Study

The results of this study have been organized into the following chapters:

Chapter I, Introduction, includes the need for the study, statement of the problem and definition of terms.

Chapter II, Review of Literature, defines teaching methodologies, and includes concepts of ideal programs for both individualized and the traditional method of instruction.

Chapter III, summarizes the procedures used in conducting the study.

Chapter IV, reports the status of programs in Montana and results of the questionnaire as related to the schools from the states of Colorado, Idaho, Utah and Wyoming.

Chapter V presents the conclusions and makes recommendations for the improvement of shorthand programs at the post-secondary level in the five state area interviewed.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter includes all literature reviewed which was considered to be of importance to the study. This chapter has been divided into the following parts:

A. General Characteristics of Teaching Shorthand. This section includes characteristics which should be present in all programs teaching Gregg Shorthand or any shorthand regardless of the teaching approach being employed.

B. Traditional Method of Instruction. This section includes a detailed description of the various approaches included in this method, namely; Reading, Writing and Early New Matter.

C. Using the Traditional Method of Instruction. This section includes various techniques which can be employed when using the traditional method.

D. Individualized Instruction. This section includes a detailed description of individualized instruction, what it includes and the teacher's role in the process.

E. Using Individualized Instruction. This section describes the GREGG IPM kit and the student's progression through the materials. It also gives some examples of various techniques which can be employed in helping students learn Gregg Shorthand.

F. Current Trends in Teaching Shorthand. This section contains various experts' viewpoints on what is happening in teaching shorthand and what should be happening as they see it.

G. Curriculum Development. This section includes a definition of an instructional system. It also includes the steps which should be taken in building any curriculum regardless of the subject which is being taught, as well as specific suggestions for shorthand programs.

General Characteristics of Teaching Shorthand

Liles asserts that,

many prevalent aspects of shorthand methodology have been taken for granted by beginning teachers simply because they have read about them in teachers manuals or articles in professional literature. Unfortunately many of the 'accepted' methods propounded to the teaching profession are unilateral in origin and have no scientific basis.
(Liles, 1963:52)

It is necessary for teachers to research methodologies. They must know what constitutes a good shorthand program and which method will best fit their needs and the needs of the students. No matter what teaching method is used it will not be successful if the teacher is not enthusiastic. It is important for the teacher to remember also that the goal of shorthand is for the students to take dictation and transcribe accurately, no matter what method of instruction is employed.

In Jerry W. Robinson's article, "Is That All There Is--To Individualized Instruction?" (1974: 4) he makes it clear that no matter what methodology is being used there are certain components which should prevade in all skill-learning activities. This includes individualized, traditional or any combination of the two.

These components are discussed in the following paragraphs.

1. Provision for Motivation and Goal Setting. "Motivation is essential because it initiates and gives direction to behavior which is organized to attain a goal." (Robinson, 1974: 5) If the student is allowed to set the goals himself he will have a stronger incentive to complete the goals. Since students tend to get side-tracked and set goals that are not in line with their potential, it is up to the teacher to guide him in establishing goals which will be in alignment with his potential. He should be able to accomplish these goals with reasonable effort.

Upon entering skill subjects such as shorthand students have a high interest and an intent to learn. They are soon to learn that it requires a great deal of time and effort. At this point, their long-range goals will only discourage them. It is up to the teacher to provide them with specific short-range goals. These goals, if attained will lead the students to realistic aspiration levels.

2. Provision for Reinforcement via Feedback. In teaching skill subjects it is important that the correct responses be reinforced.

This will increase the probability that these responses will occur again in the future under similar circumstances. This is particularly true if the reinforcement is provided immediately after the correct response has been performed. Initially this reinforcement should be provided by teacher feedback. Later it comes in the form of knowledge that the student has gotten the "take" successfully.

This immediate feedback is very important in the beginning stages of learning shorthand. Without it the student will become discouraged, stop trying and eventually drop out.

3. Provision for Transfer of Learning. "Previously learned responses maybe elicited in new situations. Moreover, new responses maybe learned more easily, because certain habits have been previously acquired. These phenomena are known as transfer of learning."

(Robinson, 1974: 6)

Students must develop the ability to transfer the learning of one task to the learning of another. This learning must be initiated by the teacher by utilizing simple tasks which build into more complex ones, and by helping the students to generalize between similarities and to discriminate between differences.

A teacher is needed to implement these guides for skills such as typewriting and shorthand. Neither written word nor an audiovisual is adequate to the task, but either or both can aid the teacher in doing so. (Robinson, 1974:8)

4. Provision for Retention and Integration of Learning. As soon as a student stops using his shorthand skill it becomes "rusty" and he

tends to forget previously learned skills. Provisions must be made to help the students overlearn their skills which must become automatic in order for them to perform with acceptable speeds. A learning situation must exist where cycles of learning and practice are repeated--each cycle should be more demanding in knowledge and in proficiency required.

As students progress to the point where they are able to use their skills productively it is important for them to use them in completely realistic job tasks. At this point the teacher can use job task training packets, office job simulation or projects or even model office simulation.

The best way to determine if a student is ready to proceed with this part of skill building is by evaluating him at work. Only a live teacher is able to accomplish this and this activity should be completed individually by every student.

A teacher greatly influences the learning of her students. The instruction must keep the students interested and motivated, or they will drop out. The activities stated are important to all methods of instruction and should be practiced by the teachers.

Traditional Method of Instruction

This method of instruction treats shorthand as a textbook course. Class presentations follow the textbook closely, especially during the presentation of the theory. The teacher presents the lessons

to the entire class each day, all students proceed to the next lesson together. The students begin and complete the class together.

There are three different approaches included in this method. Two of which were devised by the authors of Gregg Shorthand--the Language Arts Approach (Reading Approach) and the Scientific Approach (Writing Approach). These approaches have been used by most shorthand teachers for the past 25 years.

The other approach, the Early New Matter Approach, was developed because it was believed that neither of the two above mentioned approaches had been successful.

Language Art Approach. This approach is used by the teacher who feels shorthand is a language art. The students do not learn the rules or principles nor are they presented to them. They write an outline like it is written in the book, because that is the easiest way. By the time he completes the course he has seen so many outlines properly constructed that it is natural to him to write them correctly. If the course has been properly taught he will have formed generalizations on which outlines are based without even being taught them.

(Tonne, 1965:184-185)

Morrison (1931:470) states, "Shorthand is distinctly a language art." He describes (1931:467-468) the correct objective of this method as "an ability to use some form of language....without.... focal consciousness or the discourse itself."

When using this approach the introduction of writing is postponed for one month from the beginning of the course. This approach stresses subconscious control, correction of transcripts only, un verbalized generalizations and extensive nonrepetitive practice. It is often referred to as the functional approach. (Leslie, 1953:4)

Opponents of this approach say that correct responses are best built with a thorough understanding of the principles involved, and that seeing the correct response will not necessarily guarantee that the student will construct his own outlines correctly. (Tonne, 1965:185)

Scientific Approach. Gregg shorthand materials were first written only for the scientific approach. (The first edition was published in 1888.) In 1949 the first manual for teaching the language arts approach was published. (Tonne, 1965:186)

Science-type teaching is simply the correct teaching of a course of systematic knowledge. Morrison (1931:93) says that, "the science-type of teaching is correctly used in any field in which the final objectives are understandings or rationalized insights."

This approach is used by teachers who believe shorthand to be a science. Rules or verbal generalizations of the shorthand system are stressed and the students are expected to learn these rules. The teacher lays a solid foundation of understanding upon which he can later build speed. It is believed that without this background

knowledge the student will not be able to write new outlines or generalize about the shorthand system. In following this approach, the writing of shorthand begins the first day of instruction.

The opponents of this approach feel that the student thinks too much on why an outline is written a certain way and wastes time and is not able to take dictation very fast. (Tonne, 1965:184)

When using this approach accuracy and refinement of shorthand characters, correction of outlines, verbalized generalizations, emphasis on word lists, and conscious control are stressed. This approach is often referred to as the writing or basic approach. (Leslie, 1953:4)

Although the Language Art and the Scientific Approaches have been around for years not many teachers follow the "pure" method as described in the shorthand methods books which are published by the Gregg authors. Most teachers find that a combination of the two will best fit their needs and the needs of their students. (Gregg, 1971:11)

Early New Matter Approach. This approach was developed because it was felt that neither the reading nor the writing approach followed the psychological principles of skill learning. The factors that are different in this approach are: tracing, automatization of brief forms, new matter dictation the second week of instruction, 3-minute transcription takes the fourth week of instruction and formal review beginning the fourth week of instruction. (Russon, 1968:13)

This approach also uses some of the procedures from the two approaches that have been previously discussed. They are: reading and spelling for the first two weeks, the students use the transcription key in doing their homework, rules are explained but not emphasized, while the class is tracing their lessons for homework the teacher begins the writing of shorthand in the notebook, and reading for speed.

(Russon, 1968:15)

Russon (1968:16) states the advantages of this approach as:

- a. the more the factor of movement is brought into the stimulus pattern the more effective the learning
- b. articulation aids learning
- c. the more the learner participates the more effective the learning
- d. the addition of sensory modalities aids learning
- e. success in a new experience leads to the establishment of continuing interest

Other advantages include: students are motivated and they have a more positive attitude towards shorthand. Psychologists agree that a skill should be taught as close as possible to the actual conditions of the final use of the skill. In line with this, new matter dictation is started early and the first transcription is on the typewriter in letter form.

In all of the approaches which have been discussed all students spend the same amount of time in class and the same amount of classtime

on each lesson. Since time is constant, achievement will vary tremendously. All students complete the course the last day of classes in unison, regardless if they are ready or not.

Using the Traditional Method of Instruction

The teacher should use one of the three approaches, scientific, language art or early new matter. If the teacher uses a combination of the scientific and the language art approach it must be remembered that the resultant combination is always the scientific approach. (Leslie, 1953:4)

The textbooks used are published by Gregg McGraw/Hill Book Company. They are published at both the high school and college level. Since the institutions are post-secondary it is suggested that the college edition be used. In 1973 the second edition of the first two volumes of Gregg Shorthand was published. The new volumes are entitled, Gregg Shorthand for Colleges, Diamond Jubilee Series, Volumes One and Two. They were written by Leslie, Zoubek, Lemaster and Hosler. The new volumes have a vast array of supplementary material for the teaching of elementary shorthand and dictation. Supplementary materials include: handbook, transcript, workbook, dictation tapes, transparencies and filmstrips. The dictation tapes range from speeds of 40 words per minute to 115 words per minute. The tapes which are used with Volume One are correlated with the letters in the lessons. (Zoubek, 1973:20)

The second year of shorthand is referred to as transcription.

"Transcription is the ultimate goal of shorthand." (Russon, 1968:34)

In order for a student to transcribe he must be able to type, have good English skills and be able to write fluent shorthand notes.

Teachers should review the shorthand theory; help the students develop their shorthand vocabulary and their English vocabulary, improve their transcription speed and develop the ability to produce mailable copy. Basically, it consists of further speed building and the preparation of mailable transcripts.

The books available are Gregg Speed Building for Colleges, Diamond Jubilee Series and Gregg Transcription for Colleges, Diamond Jubilee Series. These books are also available at the high school level, which can be used if they fit your students' needs better. The lessons in these books contain complete theory review and chapters which pertain to actual business correspondence. Supplementary material is also available. This includes: handbook, workbook, and dictation tapes.

The books for Gregg Shorthand are set up to accommodate those schools operating on a semesterly basis. So it is necessary for those schools operating on a quarterly basis to adapt these books to fit their program.

Individualized Instruction

The organization of educational programs in American school systems has been geared toward groups of students as evidenced in the traditional self-contained classroom. Children may leave home as individuals--yet from the moment they enter a school bus or a school door, they are organized as a group and thus subjected to all aspects of group life, group norms, and general group activities. In turn, teaching methodology has been the response of schools required to deal with these faceless children. In many school programs individuality and individual recognition, if not neglected completely, become secondary considerations. (Bishop, 1971:13)

Educators are finally trying to develop more effective techniques for adjusting with the individual differences and needs of both staff and students.

...., one of the most pervasive themes dominating American education during the last decade has been the concept of individualization of instruction. No other concept has had a greater influence or greater impact upon the development of modern educational programs and the implementation of instructional change. (Bishop, 71:13)

What then is individualized instruction? It does not mean the same thing to all educators. "There are five basic components within the framework of individualized instruction. They are: the student, the teacher, the environment, the instructional content, and mediation. Of these five the student is the most important." (ERIC, 1971:9)

Individualized instruction does include:

1. First and foremost emphasis should be placed on the student as a person, on the teacher as a person and on the interaction that takes place between them. (ERIC, 1971:7)

2. Learning takes place individually with students interacting with programmed materials, or they can pursue learning tasks independently. Since the students work at different paces they are not competing with one another and a problem with motivation is eliminated.

3. The student can learn with or without the teacher. Counseling services should also be available to the students.

4. There are no limits of time or space on the learning. Students should be able to study where they want and to take as long as necessary to complete the learning task.

5. The program must be dynamic and flexible. It should also be in a state of constant evaluation.

6. There should be immediate feedback as to the students' progress. Reinforcement and encouragement are important because the student who feels he is ignored will be hindered in his progress. (Lemaster, 1973:26)

7. Students will be completing the course at different times. They also will be starting the course at different times.

The role of the teacher changes from the traditional role instead of being a dispenser of knowledge; he becomes a manager of learning activities. There are two viewpoints on how the teacher performs this new role.

One group believes that with the help of various tests and specialists and consultants the teacher prescribes and assigns the

appropriate learning activities. In essence, the teacher is a diagnostician. This is the role the teacher would take in teaching shorthand.

The other group believes that the learner is responsible and should make the decision on what selection and direction he is to follow. The teacher's role is to help students plan and evaluate, provide stimulating experiences and to make the students aware of alternative choices.

In either case, the teacher is more responsible then ever before for motivation. (Bishop, 1971:13) (Hensley, 1971:32)

Is there a need to individualize the instruction of shorthand? The need exists for it in shorthand just as it does in any other course.

If we had been able to get students to take a prescribed "dose" of shorthand in a certain time and "digest" it properly, there would never have been a single failure....
(Lemaster, 1970:6)

Individualized instruction allows the students to learn "varying amounts in varying lengths of time." (Lemaster, 1970:6) They are no longer forced to "keep up" with the rest of the class. They proceed to the next lesson when they are ready. The students are no longer restricted to the lesson per day concept. The faster students can proceed more rapidly and the slower students can take more time without the pressure to move on. Typically no two students will be on the same lesson or page at the same time. (Perry, 1971:20) The students are

encouraged to complete at least one lesson per day, if at all possible. (O'Connell, 1971:25)

The self-motivated student will generally reach a higher level of motivation, because he is not held back. This is not true with the slower student. An expert teacher must provide him with direction and motivation. (Perry, 71:20)

The learning of shorthand can begin at any time. Students do not need to wait until the beginning of the quarter (or semester). This is especially advantageous to those students attending institutions who do not offer shorthand each term. (Perry, 71:20)

The teacher in individualized shorthand becomes a diagnostician. In some subjects students can choose the amount they want to learn and what they want to learn. This is not possible in shorthand, there are basic principles in shorthand which must be learned. Students cannot decide which principles they will learn, but they can decide on how far to go in developing their shorthand skill. (Lemaster, 1970:6)

The students receive individualized help from the instructor. The instructor is free to help those students who need her help the most. She also is freed to devote time to activities that will assist the students in optimum learning. The teacher's role becomes more difficult and more important. (Perry, 71:20)

Students obtain better accuracy in constructing outlines. While there is no formal research study to prove this, action research

tends to support it. Since students do their work correctly, and know each outline before they proceed to the next lesson there is a higher degree of accuracy. (Perry, 71:20)

The primary advantage of this approach over the traditional method is that students work at their own pace, yet have definite goals, and the teacher is free to assist and work with students individually or in groups. (Perry, 71:21)

Using Individualized Instruction

The textbook which is used most often is the Gregg IPM (Individualized Progress Method). Those instructors who have been using Gregg IPM report:

A reduction in dropout rates in beginning shorthand of up to 25 percent. This decline occurs because each student can progress at his own speed; he feels comfortable not having to compete with the rate of his classmates, students in the city, or--what may be even worse--a 'national average'. (Zoubek, 1972:5)

Gregg IPM was first published in January, 1972. Prior to being published it had been researched and tested for two years. The program is composed of 40 presentation tapes, 40 dictation tapes, a presentation book, a reinforcement book and a set of student self-checks. The student progresses through the course by reading and writing each lesson from the shorthand in the books. Following instructions he uses both presentation and dictation tapes. The self-checks are completed at the end of each lesson and provide the student with immediate feedback.

Shorthand consists of hearing, seeing, and doing. Therefore, a combination of visual and audio aids are needed.

.... a combination of visual and audio techniques should be employed. A system of audio taping are correlated with some type of text (and possibly filmed material) is the logical basis for IPI materials in shorthand. (Lemaster,70:6)

Since students must hear dictated material audio tapes are necessary; since they must see shorthand written, printed material is necessary; and since they must interact, provision for reading and writing is necessary. All of these necessary essentials are provided through the use of the Gregg IPM kit.

The students listen to the presentation tapes for each lesson and then follow the directions in the presentation book for that lesson. After he has completed that, he reads and writes the reading and writing practice in the reinforcement book. He then completes the self-check for that lesson. If he does not meet the minimum standard of performance for that lesson, he is asked to repeat the presentation tape. If he does he uses the dictation tape. Starting with dictation tape 31 a new matter letter is dictated in each lesson. IPM is easy to use and is adaptable to the needs of the students, the length of time required to complete the lesson is determined by the student himself. (Lemaster, 1971:20)

Since shorthand involves seeing, it is beneficial to the students if a video tape recording is available for each theory lesson.

These should be directly correlated with the presentation book. In this way, the students can actually see the shorthand outline being constructed.

Mountain-Plains Educational and Economic Development Program, Inc. utilizes this approach in teaching shorthand. All of the students in shorthand are taught how to operate the video equipment and able to use it at any time during the day. In a personal interview, Mrs. Verla Flores, Office Education Instructor at Mountain-Plains, stated that the students who utilized the video presentations had much better outlines than those students who followed the method for IPM established by the Gregg authors. She said that their outlines were much more legible and as a result, they had less difficulty with transcription. In other words, seeing the outlines constructed is much better than just seeing the printed word.

The setting for IPM should be an audio learning lab. Students should have access to several channels of information. In this way several lessons can be presented during the same hour.

Several programs have individual cassette players available for student use, this allows even more flexibility. Each student can have the exact tape he needs and use it for as long as he needs it. If cassette players are used several copies of each presentation tape and dictation tape must be made available for student use.

(Zoubek, 1972:5)

The objectives of Gregg IPM are, "to give the student a thorough knowledge of Gregg Shorthand and the ability to write at least 60 words a minute." (Lemaster, 1971:29)

Early in 1973 Gregg Dictation and Transcription IPM was released. This course is a follow-up to Gregg Shorthand IPM. It consists of books containing 80 lessons and correlated teaching tapes. The student's objectives for this course are "to write Gregg Shorthand at a speed of atleast 80 words a minute and to learn to transcribe mailable letters." (Zoubek, 1972:6)

Each lesson consists of a shorthand review; punctuation, grammar and style section; several letters and a student self-check. After the student successfully completes the self-check, he will be able to proceed to the teaching tape. This tape dictates letters from the lesson in the book. A transcription skill section follows. It gradually introduces the student to transcription, first from notes in the book, then from notes he takes himself, and finally from longer more detailed letters from dictation. At the end of each tape there is a dictation test or a transcription exercise. (Zoubek, 1972:6) Speed tapes should also be made available for the students' use.

This approach to the instruction of transcription can be adapted to the Gregg transcription textbooks at the college or high school level. The teacher would be responsible for adapting the books to her program and meeting the needs of her students.

Current Trends in Teaching Shorthand

Anderson suggests many components which a shorthand teacher should try to incorporate into the shorthand program. Among these are:

Emphasize theory throughout the shorthand program, but most especially during the first semester.

Give dictated timed word-lists, grading not only transcript but outline as well.

Do not require the learning of shorthand rules. This is not what is meant by the term "theory" today.

If a dictation laboratory is available, experiment with various procedures to see which ones will yield the best results. Do not expect the equipment to do the teaching.

(Anderson, 1968:46)

Many researchers do not agree with the concepts that the Gregg authors have long abided by. One of the most prominent of these researchers is Joe M. Pullis.

Pullis states in his article (1973:25), "The fact that teaching procedures propounded by shorthand authors...have remained virtually unchanged during the past quarter century has helped perpetuate many myths." Some of the myths Pullis states are:

A 70 percent knowledge of brief forms is sufficient. Pullis' viewpoint: Since the purpose of brief forms is to provide a shorthand outline for frequently used words, the purpose is negated if the brief forms are not mastered. Even if the students do master the brief forms this does not mean they will be able to write the derivatives which cause greater difficulties.

Shorthand vocabulary tests are not only a waste of time but are detrimental to the progress of the shorthand student. Pullis' viewpoint: There is a significant positive relationship between the student's mastery of basic shorthand vocabulary and ultimate achievement in shorthand dictation. Vocabulary tests are beneficial to the students as a motivator, in expanding and automatizing basic shorthand vocabulary. On such tests the shorthand outline and the transcription should be graded.

No new matter dictation should be given until the second semester of shorthand instruction. Pullis' viewpoint: The difficulty encountered with taking new ungraded dictation may be minimized by introducing graded new-matter dictation during the first semester.

Shorthand instructors should never observe their students as they write shorthand. Pullis' viewpoint: No teacher should "perch" over the student's back while he is taking dictation, but if the teacher has good rapport with his students observation can be of benefit in determining many of the students difficulties.

For shorthand homework practice, instructors should be urged to have their students copy only once the graded connected material for each lesson. Pullis' viewpoint: It is indeed questionable whether writing the homework lesson only once is sufficient for best results.

The more frequently dictation takes are administered, the greater opportunity the students will have in attaining high dictation

rates. Pullis' viewpoint: Very little skill development takes place during dictation takes. Rarely should dictation tests be administered more than once a week.

The earlier typewritten transcription is begun the better transcribers shorthand students will become. Pullis' viewpoint: Time spent on transcription reduces the time originally available for shorthand writing development.

Dictation takes of five minutes duration are preferable to those of three minutes duration. Pullis' viewpoint: Based upon the length of uninterrupted dictation normally administered in the business office three minute dictation tests appear to serve as an adequate measure of sustained writing ability.

Other articles have stated the current trends in the teaching of shorthand. One of these is in direct conflict with Pullis. Rahe (1972:18) states that there is a definite trend on increased emphasis in the teaching of transcription. The feeling seems to be that since the student's ability to transcribe accurately and rapidly is so important to the shorthand student that much more time should be spent on it. One instructor stated that he felt that more attention should be given to the teaching of transcription because this was the students' major problem and not the mastering of the raw shorthand skill. Many instructors have begun to introduce transcription in the first quarter (or semester) of shorthand. There also seems to be a trend away from

the rigid and/or primary emphasis on speed development. The trend is toward placing more emphasis on transcription and mailability than on the development of high speeds in taking dictation. Employers today are more concerned with the production of an accurate transcript than with the ability to take dictation at high speeds. The trend also includes getting away from setting standards in terms of words per minute and toward setting them in terms of amount of mailable copy.

Rahe also stated that there was a trend away from the reading approach and toward the early introduction of writing. Another trend is that there is more attention being given to the theoretical accuracy of shorthand outlines and a trend toward the giving of new-matter dictation earlier in the learning period.

Rahe (1972:19) also lists undesirable trends. Some of these include: a trend toward the enrollment of low ability students in shorthand who are incapable of doing stenographic work; a trend towards compromising standards of achievement downward; and a trend for a lower demand of stenographers, dictating and transcribing machines are carrying more of the load than they did in the past.

Curriculum Development

"One cannot design a curriculum that will be adequate for an extensive period of time." (Oliverio, 70:31) Many teachers will go

on year after year using the same curriculum design and never even contemplate changing it. Students do not stay the same, so your curriculum cannot stay the same.

Before we talk about changing a system it is necessary to define instructional system. An instructional system is an "integrated set of media, equipment, methods, and personnel performing efficiently the functions required to accomplish one or more objectives."

(Smith, 1966) This does not mean that the system must include all of the mentioned components. Only those components that are actually necessary for the students to achieve the desired goals. (Lemaster, 70:6)

There are definite steps you should take before implementing a new instructional system. John W. Porter (1973:38) states there are six basic steps:

1. the identification of goals
2. the development of measurable performance objectives (measurable learning goals)
3. the assessment of students' needs against these goals
4. the analysis of the instructional delivery system
5. the evaluation of the delivery system
6. the recommendations for change and improvement

This model if followed will require teachers to shift from the textbook teaching to student learning--the teacher will separate himself from his traditional reliance on textbooks.

No matter what instructional system you plan to use you should follow the above steps. Don't initiate a program just because you read that it is innovative. "...many educators have been carried into unknown territory for which they are ill-prepared." (Tucker, 73:26) Make sure that you have researched it thoroughly and that you have well-developed concepts of the teaching method. The system you are using now could be the best one for your particular situation, but in order for you to know that you must systematically evaluate both the new and the present system.

"Instructional strategies, therefore, maybe generally viewed as the alternative paths designed to achieve a specified set of instructional objectives." (MacDonald and Leeper, 1965)

Before implementing a new instructional system instructors should contact other educational institutions in their state and region. These institutions may be able to offer useful advice and assistance on problems they have encountered. It is important for instructors to keep in mind local socioeconomic and geographical differences. It is not applicable for schools to do the exact same thing district by district. (Porter, 1973:7) But other districts can be sources of information.

One of the key aspects of curriculum is the development of meaningful objectives. As teachers of shorthand we have definite ideas about what will be learned, when it will be learned and how the

methods, learning activities, and evaluation process will accomplish what must be learned. But the student in a shorthand class for the first time has little understanding of what he is expected to know. In fact, he has a very vague idea of what shorthand is. "Meaningful objectives give the student the needed direction and purpose for his study efforts." (Stutte, 1972:25)

A meaningful objective will let the student know exactly what is expected of him and from then he will be able to know himself when he has successfully learned the task. They also let him know what he will be able to do upon completion of the learning task.

These performance objectives are only as effective to the extent they are communicated to the student. If the student does not understand or know that these objectives exist they have no value to him. The student should be able to judge his own progress by the completion of the learning tasks--he should know just where he stands in relation to the final or terminal objective. In this way the student is able to determine his learning deficiencies and then direct his studies in the effort to remove these deficiencies.

These objectives demand more of the teacher in the development of the learning materials, in the direction of the learning activities, in the development of evaluation materials, and in providing the student with an opportunity to restudy and repeat without penalty those activities that do not meet the performance objectives.

These objectives also command more of the student. The burden is upon him to complete the learning activities that spell out the definite terminal objective. The objectives are also an effective means of communication. They enable the student as well as the teacher to direct all learning activities toward a successful performance. (Stutte, 1972:25-26)

Summary

In summary, it is important to remember that no one method of instruction can serve the needs of all students. Students have a wide variety of abilities and needs and they must be met. It is the job of the teacher to sift through those instructional methods and media available to him and determine which one will best fit his students' needs and abilities. (Clark, 1971:19)

It should be remembered that change for change's sake alone can never be condoned, neither should it be assumed that a method of instruction has advanced to the point where it cannot be improved. Improvements in shorthand are needed, and they are long overdue. (Pullis, 1973:26)

CHAPTER III

PROCEDURES

This study was conducted to survey the methods of teaching shorthand which were being employed at the post-secondary institutions in the states of Montana, Colorado, Idaho, Utah and Wyoming. It also sought to determine if the instructors in these insitutions had well developed concepts of the particular method they were using, and if they had researched the method before implementing it. Two teaching methods were defined and considered: traditional and individualized instruction. The traditional was broken down into three approaches--scientific, language art and the early new matter.

Sources of Data

All post-secondary institutions were surveyed in the five state area previously mentioned. This included area vocational technical schools and community colleges. The Mountain-Plains Educational and Economic Development Program, Inc. which is located at the Glasgow Air Force Base, Montana was also surveyed. The persons filling out the questionnaires were the shorthand instructors for the schools. In other words, the people actually doing the teaching and using the method of instruction filled out the questionnaire. If there was more than one shorthand teacher in the insitution it was filled out by only one of them for the entire shorthand program. This person was chosen by the Business Education Department Chairman.

The study was also limited to those programs teaching Gregg shorthand. Those institutions not teaching Gregg shorthand were asked to indicate such and then return the questionnaire.

Survey Instrument and Administration of the Survey Instrument

Before the questionnaire was mailed to the institutions in Montana, Colorado, Idaho, Utah and Wyoming it was tested for validity by the investigator's colleagues (Graduate Teaching Assistants) and the staff of the Business Education Department at Montana State University. They were asked to fill out the questionnaire and make any corrections or recommendations that were necessary.

After the revisions were made the questionnaire was again distributed to the persons previously mentioned. Again they were asked to fill out the questionnaire making any corrections or recommendations they felt were necessary.

A copy of the final revision of the questionnaire and a cover letter were sent to the shorthand instructors in Montana, Colorado, Idaho, Utah and Wyoming. Each post-secondary institution was to fill out only one form regardless of the number of shorthand instructors it had employed. The instructor selected was asked to complete the questionnaire for the entire shorthand program. The instructors were not required to give their names or the name of the institution where they were teaching.

The questionnaire was developed and constructed on the basis of the review of literature. It asked specific and general questions about the various methods of teaching shorthand. In particular only two methods were surveyed--traditional and individualized instruction. Because of the high failure rate in shorthand as it is taught today emphasis was placed on current trends in shorthand teaching, new methods and curriculum development. An opinion section was included to obtain the instructors' viewpoints on certain aspects of teaching shorthand. These opinions were answered based on professional readings and experience of the instructors.

Only those schools which taught Gregg Shorthand filled out the questionnaire.

Letters were sent to the State Departments of Education on March 15, 1975 to obtain the addresses of the post-secondary institutions in each of the five states--Montana, Colorado, Idaho, Utah and Wyoming.

On May 5, 1975 the initial mailing of the cover letter and questionnaire was made. (Appendix A and C) A follow-up was made on May 23, 1975 to the remaining institutions which had not responded to the initial mailing. (Appendix B and C)

In answer to the two mailings 39 out of 43 shorthand instructors responded; this represented a 90.70 percent return. Table One indicates this breakdown of the number of questionnaires sent and the number and percentage of those returned.

Table 1

Number and Percent of Returns
of the Survey Instrument

	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Questionnaires Returned	9	100	30	88.24	39	90.70
Questionnaires Not Returned	0	0	4	11.76	4	9.30
Totals	9	100.00	34	100.00	43	100.00

Analysis of Data

This study sought to survey the methods of teaching shorthand in the post-secondary schools in the states of Montana, Colorado, Idaho, Utah and Wyoming. It was restricted to those schools teaching Gregg Shorthand. It also had the purpose of determining if the instructors in these institutions had well developed concepts of the teaching method they were using and if they had systematically researched it before implementation. Opinions of these instructors were sought to see what they felt was the ideal method of teaching shorthand at the post-secondary level, and to see what their opinions were on some current trends in shorthand.

The questionnaire surveyed the aspects of each of the approaches to teaching shorthand when using the traditional methods, namely; writing (scientific), reading (language art) and early new matter

approaches. It also surveyed the aspects of individualized instruction. Questions were both general and specific. Instructors were asked to complete the questionnaire on the basis of what they were doing at the time.

The questionnaire was divided into five parts:

- Part I: contained basic information about each school (i.e. type of school, teaching method being used)
- Part II: was filled out only by those instructors using the traditional method of instruction
- Part III: was filled out only by those instructors using individualized instruction
- Part IV: was completed by all, it contained general questions about the teaching of Gregg Shorthand
- Part V: was completed by all, it contained opinions

The data was analyzed by the number responding to the individual question and placing this on a percentage basis. Since every institution did not answer each question the percentage was determined by the total number who did answer the particular question analyzed. Individualized Instruction and Traditional Instruction were only split apart in the tables when the data was significantly different. The great majority of the time, there was no significant difference in the responses to the general questions.

A series of tables was used to illustrate the findings of the study. The first column of each table listed the possible responses the instructors could have selected. The tables separated the

responses of the schools in Montana from the responses of the schools in the surrounding states. A column was devoted to a total which included all those who had given the same response to the particular question being analyzed, this total included both the responses from Montana and the surrounding states. Since every question was not answered by all of the instructors, the percentage was determined on the basis of the number of respondents to the particular question being analyzed. Each column of the table was totaled to the number who had responded and 100 percent--100 percent being the number who had actually responded to the question.

Preceding each table is a brief interpretation of the data presented on it. Interpretation was based on the number and percent of instructors agreeing on the responses to the particular question being analyzed. By looking at these percentages, the writer compared Montana's responses to the responses from the surrounding states. Also, several times these responses, both Montana's and the surrounding states, were compared to the literature reviewed.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA CONCERNING THE TEACHING OF GREGG SHORTHAND

The purpose of this chapter is to present, analyze and interpret the findings of this study by analyzing the information gathered from the returned questionnaires sent to shorthand teachers in the states of Montana, Colorado, Idaho, Utah and Wyoming. Tables 2 through 38 indicate the statistical information gathered by the investigator.

An introduction letter and questionnaire (Appendix A and Appendix C) were sent to all of the post-secondary institutions in the five-state area surveyed. (Post-secondary meaning community colleges and area vocational technical institutions.) A total of nine questionnaires were sent in the state of Montana including the Mountain-Plains Educational and Economic Development Program, Inc. located at Glasgow Air Force Base, Montana. The remaining 33 questionnaires were sent to the surrounding states, which were previously mentioned. A total of 39 questionnaires were returned, representing 90.70 percent of the number sent out.

The questionnaire was sent to the instructors of shorthand to determine the following:

- a. type of institution
- b. if the institution was teaching Gregg Shorthand
- c. the method used for the instruction of Gregg Shorthand

- d. general characteristics of the shorthand programs
- e. opinions of the shorthand teachers on several aspects of shorthand

General Characteristics

Type of Post-Secondary School

Out of the nine instructors responding from the state of Montana, three were from community colleges, five from area vocational technical institutions and one from the federal project, Mountain-Plains located at Glasgow Air Force Base, Montana.

Out of the 30 instructors responding from the outside states 21 were from community colleges and 9 were from area vocational institutions.

The majority of instructors were from community colleges with area vocational technical institutions in the minority--altogether 24 from community colleges and 13 from vo-techs. These statistics are illustrated in Table 2.

Table 2

Categories of Schools

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Area Vo-techs	5	55.56	9	30	14	35.9
Community Colleges	3	33.33	21	70	24	61.54
Other	1	11.11	0	0	1	2.56
Totals	9	100.00	30	100.00	39	100.00

Teaching of Gregg Shorthand

Only two of the schools responding reported that they were not teaching Gregg Shorthand. Both of these schools were located outside of Montana. One school was a vo-tech and the other was a community college. The schools did not indicate which shorthand system they were teaching. Since they were not teaching Gregg Shorthand, the questionnaires were not usable in the remainder of the study.

Table 3

Respondents Teaching Gregg Shorthand

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Schools teaching Gregg Shorthand	9	100	28	93.33	37	94.87
Schools not teaching Gregg Shorthand	0	0	2	6.67	2	5.13
Totals	9	100.00	28	100.00	39	100.00

Method of Instruction

In Montana four of the responding instructors were using the individualized method of instruction, four were the traditional and one was using both individualized and traditional.

Those responding from outside of Montana had a majority of the schools using the traditional approach--altogether 16 (57.14 percent) institutions reported they were using this approach. Eight (28.57

percent) were using individualized instruction and four (14.29 percent) were using both methods of instructions. These statistics are presented in Table 4.

Table 4
Methods of Instruction

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Individualized	4	44.44	8	28.57	12	32.43
Traditional	4	44.44	16	57.14	20	54.05
Both	1	11.12	4	14.29	5	13.51
Totals	9	100.00	28	100.00	37	100.00

Traditional Method of Instruction

Approach Used for Classroom Instruction

Out of the five schools using the traditional method of instruction in Montana, there were using the writing approach, one the early new matter and one the reading approach. The three schools using the writing approach, however, indicated that they were using a combination of the reading and writing approach. It is brought out in the Review of Literature that any combination of the reading and writing approach always results in the writing approach (scientific approach).

This same trend held true for the schools outside of Montana. The dominant method of instruction was the writing approach. Sixty percent of all respondents were using the writing approach. These statistics are represented in Table 5.

Table 5

Approaches Used for Classroom
Instruction--Traditional Method

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Reading Approach	1	20	4	20	5	20
Writing Approach	3	60	12	60	15	60
Early New Matter	0	0	2	10	2	8
Writing and Early New Matter	1	20	2	10	3	12
Totals	5	100	20	100	25	100

Introduction of Writing

In Montana two out of the three institutions using the writing approach introduced writing at lesson one, the remaining school introduced writing at lesson three. The instructor who used the reading approach introduced writing at lesson six. If it is assumed that this instructor covered one lesson per day or even one lesson every other day, introduction of writing at lesson six is at least two weeks early. The school using the early new matter approach introduced writing at lesson one.

Looking at the responses for the surrounding states, the investigator found that the largest percent (25) of schools using the writing approach introduced writing at lesson one. The schools using the reading approach were spread quite evenly among lessons 6, 13 and 20. Here again, the introduction of writing at lesson six is considered

to be too early. In the Review of Literature it is brought out that when using the reading approach writing should be postponed for one month from the beginning of the course.

Table 6
Introduction of Writing

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Reading Approach/ Intro. of Writing						
Lesson 6	1	20	1	5	2	8
Lesson 13	0	0	2	10	2	8
Lesson 20	0	0	1	5	1	4
Writing Approach/ Intro. of Writing						
Lesson 1	2	40	5	25	7	28
Lesson 3	1	20	3	15	4	16
Lesson 6	0	0	2	10	2	8
Lesson 7	0	0	2	10	2	8
Early New Matter/ Intro. of Writing						
Lesson 1	0	0	1	5	1	4
Lesson 3	0	0	1	5	1	4
Early New Matter & Writing Approach/ Intro. of Writing						
Lesson 1	1	20	0	0	1	4
Lesson 3	0	0	1	5	1	4
Lesson 6	0	0	1	5	1	4
Totals	5	100	20	100	25	100

Introduction of New Matter Dictation

In analyzing the introduction of new matter dictation, the investigator paid most attention toward those using the early new matter approach. It is stated by the experts in shorthand that early introduction of new matter dictation neither hinders nor greatly enhances the progress of the students. While Russon states that it does have a positive effect on students' progress. Russon states that when using the early new matter approach, new matter dictation should begin the second week of instruction. (Russon, 1968:19) The only school in Montana which used the early new matter approach introduced new matter dictation at lesson three. If the instructor covered one lesson every other day, this would be an appropriate point. One of the schools using this approach from the surrounding states indicated that he introduced new matter dictation at lesson 49; this is not an appropriate point.

Rahe states that a trend in shorthand today is for early introduction of new matter dictation. (Rahe, 1972:19) The schools in both Montana and the outside states using the Gregg approaches did not agree with this trend.

Since the early new matter approach is the only approach which emphasizes the proper introduction of new matter dictation, Table 7 represents only those schools using this approach. Table 8 represents those schools using the Gregg approaches.

Table 7

Introduction of New Matter Dictation
Early New Matter Approach

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Lesson 3	1	100	0	0	1	20
6	0	0	1	25	1	20
10	0	0	1	25	1	20
20	0	0	1	25	1	20
49	0	0	1	25	1	20
Totals	1	100	4	100	5	100

Table 8

Introduction of New Matter Dictation
Reading and Writing Approaches

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Lesson 10	0	0	1	6.25	1	5
20	1	25	7	43.75	8	40
30	0	0	1	6.25	1	5
49	2	50	6	37.50	8	40
Second Quarter	1	25	0	0	1	5
Depends on Class	0	0	1	6.25	1	5
Totals	4	100.00	16	100.00	20	100.00

Multi-channel Dictation Lab

The investigator found that the majority of schools did have a multi-channel dictation lab. This was true in Montana and in and the surrounding states. Only one out of the five schools responding from Montana did not have a lab available. Of the four schools that

did have a lab in Montana, the lab was available to students outside of class in all but one institution. It was not available in that institution because of lack of classroom space. The amount of time the lab was available differed from school to school. The average number of hours the lab was available was 6.6 hours per day.

Sixteen schools in the surrounding states had a multi-channel dictation lab. Only one of these did not make this lab available for student use outside of class. The average number of hours it was available per day was 5.13 hours.

The statistics on multi-channel dictation labs are presented in Tables 9 and 10.

Table 9

Multi-Channel Dictation Lab

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Availability of Multi-channel Equipment						
Yes	4	80	16	80	20	80
No	1	20	4	20	5	20
Totals	5	100	20	100	25	100
Availability for student use outside of class						
Yes	3	75	15	93.80	18	90
No	1	25	1	6.20	2	10
Totals	4	100	16	100.00	20	100

Table 10

Hours Lab is Available Per Day
Outside of Class

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
No. of hours available per day						
2 hours	1	33.34	1	7.14	2	11.77
3	0	0	1	7.14	1	5.88
4	0	0	4	28.58	4	23.54
5	0	0	1	7.14	1	5.88
6	0	0	2	14.29	2	11.77
7	0	0	1	7.14	1	5.88
8	1	33.33	0	0	1	5.88
10	1	33.33	0	0	1	5.88
12	0	0	3	21.43	3	17.64
2 hrs. per wk.	0	0	1	7.14	1	5.88
Totals	3	100.00	14	100.00	17	100.00
Average hours available per day	6.6 hours		5.13 hours			

Completion of Homework Assignments

The results of this question were somewhat confusing, especially for those institutions in the state of Montana. One instructor had the students complete homework by the "page." (i.e. 5 pages of shorthand each night for the first quarter, 7 the second quarter and 10 the third quarter.) This would put emphasis on filling up pages instead of learning the lesson and applying what they had learned.

The responses from the surrounding states were easier to tabulate. Only three instructors stated that they assigned homework on the basis of the student's ability. This would appear to be the best and most productive method.

Table 11

Requirements for Completion of Homework

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
No. of times students are assigned to write each lesson for homework						
Once	1	20	8	40	9	36
Twice	2	40	7	35	9	36
Three Times	1	20	2	10	3	12
Student's Ability	0	0	3	15	3	12
By the Page	1	20	0	0	1	4
Totals	5	100	20	100	25	100

Length of the Program

Since there is so much controversy over how long a program should be, the results here were interesting. Many experts feel that one year of shorthand is not a sufficient amount of time to prepare a shorthand student in all of the skills she will need. All but one of the schools in Montana had a shorthand program which extended into a second year. The duration for three of these programs was for five quarters. This same trend held true for those schools in the surrounding states. Only two schools had a program for only one year.

Table 12

Length of the Shorthand Program

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Duration of Program						
3 quarters	1	20	2	10	3	12
4 quarters	0	0	7	35	7	28
5 quarters	3	60	9	12	12	48
6 quarters	1	20	2	10	3	12
Totals	5	100	20	100	25	100

Introduction of Typewriter Transcription

The problem of deciding when to introduce typewriter transcription has always caused a great deal of anxiety for many shorthand teachers. Pullis as referenced in the Review of Literature points out that time spent on the early introduction of transcription reduces the time originally spent on shorthand theory development. Rahe, however, states that there is a definite trend in shorthand today for the early introduction of typewriter transcription. Surprisingly, none of the schools in Montana or the surrounding area agreed with Pullis. All of the instructors introduced transcription in the first year of shorthand, and the majority within the first two quarters of instruction. The majority of schools in Montana introduced transcription before the completion of the theory presentation.

Table 13

Introduction of Typewriter Transcription

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
First Quarter of the First Year	3	60	9	45	12	48
Second Quarter of the First Year	2	40	9	45	11	44
Third Quarter of the First Year	0	0	2	10	2	8
First Quarter of the Second Year	0	0	0	0	0	0
Totals	5	100	20	100	25	100

New Matter Standards on Takes at the End of the First Year

The schools both in Montana and in the surrounding states were very widespread on this question. However, fifty percent of the schools in Montana did agree on the "A" grade for Shorthand I, this standard was 100 words per minute. Eleven of nineteen schools responding from the surround area also agreed with 100 words per minute for a grade of "A." One school in the surrounding area had 30 words per minute for the "D" standard, this would appear to be very low.

Table 14

New Matter Standards on Takes at the
End of the First Year

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Grade of A						
120 wpm	0	0	2	10.54	2	8.70
110	1	25.00	1	5.26	2	8.70
100	2	50.00	11	57.89	13	56.32
90	0	0	3	15.79	3	13.04
80	1	25.00	1	5.26	2	8.70
60	0	0	1	5.26	1	4.34
Totals	4	100.00	19	100.00	23	100.00
Grade of B						
100 wpm	1	25.00	2	10.54	3	13.04
95	1	25.00	0	0	1	4.34
90	1	25.00	10	52.63	11	47.84
80	0	0	5	26.31	5	21.74
70	1	25.00	1	5.26	2	8.70
50	0	0	1	5.26	1	4.34
Totals	4	100.00	19	100.00	23	100.00
Grade of C						
90 wpm	2	50.00	0	0	2	8.70
80	1	25.00	12	63.16	13	56.53
70	0	0	3	15.79	3	13.04
60	1	25.00	3	15.79	4	17.39
40	0	0	1	5.26	1	4.34
Totals	4	100.00	19	100.00	23	100.00
Grade of D						
85	1	25.00	1	5.26	2	8.70
80	1	25.00	1	5.26	2	8.70
70	0	0	8	42.12	8	34.78
60	0	0	3	15.79	3	13.04
50	0	0	1	5.26	1	4.34
30	0	0	1	5.26	1	4.34
No Grade of D	2	50.00	4	21.05	6	26.10
Totals	4	100.00	19	100.00	23	100.00

New Matter Standards on Takes at the End of the Second Year

In responses to this question the schools both in Montana and the surrounding area did agree on 120 words per minute for the "A" grade. Namely, 66.67 percent in Montana agreed with this standard and 69.23 percent in the surrounding area agreed with this standard. One school from the surrounding area required 50 words per minute for the grade of "D." Since 80 words per minute is usually considered to be the minimum for employability, 50 words per minute would appear to be a very low standard. Students would be able to pass the course and still not have a salable skill.

Table 15

New Matter Standards on Takes at the
End of the Second Year

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Grade of A						
160 wpm	0	0	1	7.69	1	6.25
140	1	33.33	1	7.69	2	12.50
130	0	0	1	7.69	1	6.25
120	2	66.67	9	69.24	11	68.75
110	0	0	1	7.69	1	6.25
Totals	3	100.00	13	100.00	16	100.00
Grade of B						
140 wpm	0	0	1	7.69	1	6.25
130	1	33.33	0	0	1	6.25
120	0	0	2	15.38	2	12.50
115	1	33.33	0	0	1	6.25
110	1	33.34	7	53.86	8	50.00
100	0	0	2	15.38	2	12.50
70	0	0	1	7.69	1	6.25
Totals	3	100.00	13	100.00	16	100.00
Grade of C						
120 wpm	1	33.33	1	7.69	2	12.50
110	1	33.33	2	15.38	3	18.75
100	1	33.34	7	53.86	8	50.00
90	0	0	1	7.69	1	6.25
80	0	0	1	7.69	1	6.25
60	0	0	1	7.69	1	6.25
Totals	3	100.00	13	100.00	16	100.00
Grade of D						
120 wpm	0	0	1	7.69	1	6.25
110	1	33.33	0	0	1	6.25
105	1	33.33	0	0	1	6.25
100	0	0	2	15.39	2	12.50
90	0	0	5	38.46	5	31.25
80	0	0	2	15.39	2	12.50
70	0	0	1	7.69	1	6.25
50	0	0	1	7.69	1	6.25
No Grade of D	1	33.34	1	7.69	1	12.50
Totals	3	100.00	13	100.00	16	100.00

Individualized Instruction

By referring to Table 4, page 43, it is pointed out that five of the schools in Montana were using individualized instruction and twelve schools from the surrounding states were using individualized instruction.

Textbook

The large majority (75 percent) of schools using individualized instruction were using the GREGG IPM kit for the instruction of Shorthand I. Only one school in Montana indicated that they were not using GREG IPM. This school was using PROGRAMMED GREGG SHORTHAND. This trend did not hold true for those schools in the surrounding states.

A variety of books were used for Shorthand II. GREGG IPM DICTATION AND TRANSCRIPTION was not widely used. This could be because Gregg introduced GREGG IPM DICTATION AND TRANSCRIPTION after many of these programs were established. Two of the schools in Montana were using GREGG IPM DICTATION AND TRANSCRIPTION, while only one school from the surrounding states was using this text.

These statistics are presented on Table 16.

Table 16

Textbooks Used For
Shorthand I and Shorthand II

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Textbooks/Shorthand I						
Gregg IPM	3	75.00	5	41.67	8	50.00
Other	1	25.00	7	58.33	8	50.00
Totals	4	100.00	12	100.00	16	100.00
Textbooks/Shorthand II						
Gregg IPM	2	50.00	1	8.33	3	18.75
Gregg Trans. for College	2	50.00	4	33.34	6	37.50
Other	0	0	6	50.00	6	37.50
None	0	0	1	8.33	1	6.25
Totals	4	100.00	12	100.00	16	100.00

Lesson Completion

Daily Requirement. The authors of GREGG IPM suggest that the time required to complete the lesson is determined by the student himself. Generally, though, they suggest that a student be encouraged to complete one assignment per day. (Lemaster, 1970:6) O'Connell (1971:25) also agrees with the fact that the students should complete one lesson per day. She suggests this as the minimum goal allowed students. In Montana four (80 percent) of the instructors agreed and set the minimum goal at one lesson per day. Only one school in Montana indicated that the number of lessons completed per day was determined by the student himself.

Table 17

Lesson Completion Requirement

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
One Lesson Per Day	4	80.00	5	45.46	9	56.25
One Lesson Every Two Days	0	0	3	27.27	3	18.75
Student's Ability	1	20.00	3	27.27	4	25.00
Totals	5	100.00	11	100.00	16	100.00

Video Tape Presentation. Only two schools in the five state area surveyed had a video presentation available for student use in Shorthand I. One of these schools was located in Montana. Both of these schools had the video presentation for each lesson available for the students to use. One school in the surrounding area had a slide/tape presentation available for each lesson in Shorthand II.

Table 18

Availability of Video Tape Presentations
for Shorthand I

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Yes	1	20.00	1	9.09	2	12.50
No	4	80.00	10	90.91	14	87.50
Totals	5	100.00	11	100.00	16	100.00

Presentation and Dictation Tapes

This section pertains directly to those schools using GREGG IPM for Shorthand I. All of the schools in Montana which were using IPM

had both the presentation and dictation tapes available to the students. The school which did not use IPM had dictation tapes available. One of the schools in the surrounding area did not have any type of dictation tapes available for student use.

Table 19

Availability of Presentation and Dictation Tapes

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Presentation Tapes						
Yes	4	75.00	9	75.00	13	76.47
No	1	25.00	3	25.00	4	23.53
Totals	5	100.00	12	100.00	17	100.00
Dictation Tapes						
Yes	4	100.00	11	91.67	15	93.75
No	0	0	1	8.33	1	6.25
Totals	4	100.00	12	100.00	16	100.00

Number of Copies of Tapes Available

Most instructors have difficulty determining how many copies of the tapes are needed for the program to operate efficiently. The schools in Montana and the surrounding area did not agree on the number of copies necessary to run a program. Fifty percent of the schools in Montana indicated that one copy of each (presentation and dictation tapes) was sufficient. The largest percentage of schools from the surrounding area (36.37 percent) indicated that three copies of the presentation tapes were needed for operation. On the dictation

tapes the schools from the surrounding area had an equal percentage agreeing with two copies and three copies (namely, 27.27 percent).

Table 20

Number of Copies of Presentation and Dictation
Tapes Required to Operate a Program

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Presentation Tapes						
No. of Copies						
0	0	0	2	18.18	2	13.32
1	2	50.00	1	9.09	3	20.00
2	0	0	1	9.09	1	6.67
3	1	25.00	4	36.37	5	33.33
4	0	0	1	9.09	1	6.67
5	0	0	1	9.09	1	6.67
6	1	25.00	0	0	1	6.67
12	0	0	1	9.09	1	6.67
Unlimited	0	0	0	0	0	0
Totals	4	100.00	11	100.00	15	100.00
Dictation Tapes						
No. of Copies						
1	2	50.00	1	9.09	3	20.00
2	0	0	3	27.27	3	20.00
3	1	25.00	3	27.27	4	26.65
4	0	0	1	9.09	1	6.67
5	0	0	1	9.09	1	6.67
6	1	25.00	0	0	1	6.67
12	0	0	1	9.09	1	6.67
Unlimited	0	0	1	9.09	1	6.67
Totals	4	100.00	11	100.00	15	100.00

Minimum Speed Requirement

At the end of the Shorthand I course 13 (76.47 percent) out of the 17 schools responding required that the students obtain 50-60 words per minute in order to complete the course satisfactorily.

The schools both in Montana and the surrounding states agreed with the Gregg authors on setting the speed requirements for Shorthand II. Four out of five schools (80 percent) in Montana set the minimum standard at 80 words per minute. A lower percentage from the surrounding states agreed with this standard, namely, 63.64 percent.

Table 21

Minimum Speed Requirements for
Shorthand I and Shorthand II

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Minimum Speed for Shorthand I						
50 wpm	3	60.00	4	33.33	7	41.18
60	1	20.00	5	41.67	6	35.29
70	1	20.00	0	0	1	5.88
80	0	0	2	16.67	2	11.77
No Requirement	0	0	1	8.33	1	5.88
Totals	5	100.00	12	100.00	17	100.00
Minimum Speed for Shorthand II						
60 wpm	0	0	2	18.18	2	12.50
80	4	80.00	7	63.64	11	68.75
90	0	0	1	9.09	1	6.25
105	1	20.00	0	0	1	6.25
120	0	0	1	9.09	1	6.25
Totals	5	100.00	11	100.00	16	100.00

Completion Time

The length of time required for a student to complete the programs varied greatly. The only two schools which indicated that it depended upon each individual student were located in Montana. The

average completion times of the entire area surveyed ranged from six months to sixteen months.

All the investigator wanted in response to this question was the average completion time. It was understood that the actual time allowed for completion was different for each student and depended completely upon that student's ability. It was hoped that the question did not imply that the students would have to complete in the amount of time specified.

Table 22
Average Completion Time

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Six Months	1	20.00	1	8.33	2	11.77
Eight Months	0	0	2	16.67	2	11.77
Nine Months	1	20.00	1	8.33	2	11.77
9-10 Months	0	0	1	8.33	1	5.88
9-12 Months	1	20.00	0	0	1	5.88
12 Months	0	0	5	41.68	5	29.40
15 Months	0	0	1	8.33	1	5.88
16 Months	0	0	1	8.33	1	5.88
Student's Ability	2	40.00	0	0	2	11.77
Totals	5	100.00	12	100.00	17	100.00

Student Progression

All of the schools in Montana reported that the students progressed through the lessons at their own rate. Students only progressed when they had mastered the previous material, thus building a solid base of shorthand theory. This is entirely in

agreement with the Review of Literature. One of the schools in the surrounding area indicated that the students progressed in this manner "reasonably well." Two institutions in the surrounding area indicated that the students did not progress in this manner at all. These statistics are presented on Table 23.

Use of a Pretest

If the students are to be given a prescribed dose of shorthand, then a pretest must be used in order to determine their entrance point into the program. This device was not used by two of the schools in Montana and not by almost half of the schools in the surrounding area.

Table 23

Student Progression and the Use of Pretests

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Students Progress--						
Individually						
Yes	5	100.00	9	75.00	14	82.35
No	0	0	2	16.67	2	11.77
Reasonably well	0	0	1	8.33	1	5.88
Totals	5	100.00	12	100.00	17	100.00
Use of Pretests						
Yes	3	60.00	6	54.55	9	56.25
No	2	40.00	5	45.45	7	43.25
Totals	5	100.00	11	100.00	16	100.00

Gregg Tape Library

All but one of the schools in Montana had the Gregg Tape Library available for their Shorthand II students for speed building. All but two of the schools in the surrounding area had the library available to their students.

Table 24

Availability of Gregg Tape Library

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Yes	4	80.00	10	83.33	14	82.35
No	1	20.00	2	16.67	3	17.65
Totals	5	100.00	12	100.00	17	100.00

General Questions

Testing of Theory

The Review of Literature states that immediate feedback is very important in the beginning stages of shorthand. (Robinson, 74:6) The investigator found that the schools which tested most often were those using individualized instruction. These schools tested after each lesson. Most of the schools using the traditional method of instruction tested every six lesson or at the end of each chapter. Many instructors did indicate that they would test more often if they felt the students needed it.

Table 25

Frequency of Testing Shorthand Theory

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
After each lesson	3	33.33	3	11.11	6	16.67
Every two lessons	0	0	2	7.41	2	5.56
Every four lessons	1	11.11	1	3.70	2	5.56
After each chapter	5	55.56	14	51.86	19	52.78
Every ten lessons	0	0	1	3.70	1	2.77
Every three weeks	0	0	1	3.70	1	2.77
Every other Monday	0	0	2	7.41	2	5.56
Varies with class	0	0	3	11.11	3	8.33
Totals	9	100.00	27	100.00	36	100.00

Minimum Passing Grade on Theory Tests

The Review of Literature does not specify a minimum passing grade on theory tests; mainly because, each school has its own individual grading procedures and regulations. A large number of schools (13) required that the students obtain a score of at least 95 percent on theory tests. An almost equal number (10) required 75 percent. Two schools did not require a minimum score.

These statistics are presented on Table 26.

Table 26

Minimum Passing Grade on Theory Tests

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
60 percent	0	0	1	3.70	1	2.86
70	0	0	1	3.70	1	2.86
75	2	25.00	8	29.63	10	28.57
80	0	0	1	3.70	1	2.86
90	2	25.00	4	14.82	6	17.14
95	2	25.00	11	40.75	13	37.14
97	1	12.50	0	0	1	2.86
None	1	12.50	1	3.70	2	3.71
Totals	8	100.00	27	100.00	35	100.00

Grading of Theory Tests

The Review of Literature presents two different viewpoints on theory tests. The Gregg authors state that word lists are a waste of time and are detrimental to students. Pullis states that they are indeed valuable and should be given to motivate the students. He also states that on these tests both the outline and the transcripts should be graded. (Pullis, 1973:25)

A clear majority of the respondents agreed with Pullis on both accounts. Thirty-six gave theory tests and twenty-nine (80.56 percent) of the schools graded both the transcript and the outline.

Table 27

Theory Test Grading

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Outline & Transcript	6	66.67	23	85.19	29	80.56
Transcript Only	3	33.33	3	11.11	6	16.67
Shorthand Only	0	0	1	3.70	1	2.77
Totals	9	100.00	27	100.00	36	100.00

Testing of Brief Forms and Derivatives

The majority of schools agreed that brief forms should be tested. Only one of the respondents did not test brief forms. However, approximately one-third of the schools responding did not test brief form derivatives. It is pointed out in the literature reviewed that the derivatives are the source of the students' greatest difficulties. (Pullis, 1973:25) Only one school in Montana did not test brief form derivatives.

The Gregg authors state that a 70 percent knowledge of brief forms is sufficient. Pullis points out, "since the purpose of brief forms is to provide a shorthand outline for frequently used words, the purpose is negated if the brief forms are not mastered." (Pullis, 1973:25)

It was interesting to find out that the majority of schools testing the brief forms agreed with Pullis. Better than half the schools required the students to obtain a score of 95 percent or better on the brief form tests.

Table 28

Testing of Brief Forms and Derivatives

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Testing of Brief Forms						
Yes	9	100.00	26	96.30	35	97.22
No	0	0	1	3.70	1	2.78
Totals	9	100.00	27	100.00	36	100.00
Testing of Brief Form Derivatives						
Yes	8	88.89	17	62.96	25	69.44
No	1	11.11	10	37.04	11	30.56
Totals	9	100.00	27	100.00	36	100.00
Minimum Level of Performance						
95 and above	7	87.5	20	76.92	27	79.42
92	0	0	1	3.85	1	2.94
90	1	12.5	1	3.85	2	5.88
85	0	0	1	3.85	1	2.94
80	0	0	1	3.85	1	2.94
70	0	0	2	7.68	2	5.88
Totals	8	100.00	26	100.00	34	100.00

Implementation of Instructional Approach

Performance Objectives. All instructors were asked to answer this question based on the instructional method which they were currently using. A majority of the instructors had established performance objectives. In Montana every school had established performance objectives, and in every instance these objectives had

been communicated to the students. The schools in the surrounding area followed this same trend. Only one school had established these objectives and had not communicated them to the students.

Consultation. Unfortunately, many of the schools who responded had not consulted with the area school before initiating their programs. Consultation can be helpful, but it should be kept in the right perspective. One-third of the schools in Montana did not consult with other schools in the state or area. One-half of the instructors from the surrounding states did not consult with the schools in their area.

Evaluate the Old Method of Instruction. All instructors were asked to answer this question. Their answer was to be based on their experience in the school. This question was not applicable to a few schools, because they had initiated the program and had no old method of instruction to evaluate. Out of the nine schools in Montana only one indicated that they had begun a new program. Out of the remaining eight schools only one had not evaluated the old method of instruction.

Research of the New Method. The instructors from Montana were in strong agreement with the Review of Literature. Only one school indicated that they had not researched the new method of instruction. The instructors from the surrounding states tended to agree with the Review of Literature on this point, but five (18.52 percent) had not researched the new or present method.

Table 29.

Implementation of Instructional Approach

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Performance Objectives						
Yes	9	100.00	27	96.43	36	97.30
No	0	0	1	3.57	1	2.70
Totals	9	100.00	28	100.00	37	100.00
Communications of Objectives to Students						
Yes	9	100.00	26	96.30	35	97.22
No	0	0	1	3.70	1	2.78
Totals	9	100.00	27	100.00	36	100.00
Consultation						
Yes	5	62.50	13	52.00	18	54.55
No	3	37.50	12	48.00	15	45.45
Totals	8	100.00	25	100.00	33	100.00
Evaluation of Old Instructional Method						
Yes	6	85.71	21	84.00	27	84.37
No	1	14.29	4	16.00	5	15.63
Totals	7	100.00	25	100.00	32	100.00
Research of New Method						
Yes	7	87.50	22	81.48	29	82.86
No	1	12.50	5	18.52	6	17.14
Totals	8	100.00	27	100.00	35	100.00

Enrollment in the Program

Nationally the dropout rate in shorthand is high. The schools surveyed tended to follow this national trend. The schools were divided into three groups by their teaching approach, namely; individualized, traditional and a combination of individualized and

and traditional. Because of the grouping of numbers, it was impossible to determine the exact percentage of dropout.

The statistics gathered are presented on Tables 30 and 31.

Table 30

Enrollment in Shorthand I

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Individualized						
0-10	0	0	1	12.50	1	8.34
11-20	2	50.00	2	25.00	4	33.33
21-30	0	0	3	37.50	3	25.00
31 & above	2	50.00	2	25.00	4	33.33
Totals	4	100.00	8	100.00	12	100.00
Traditional						
0-10	0	0	5	33.33	5	26.32
11-20	1	25.00	0	0	1	5.26
21-30	2	50.00	6	40.00	8	42.11
31 & above	1	25.00	4	26.67	5	26.31
Totals	4	100.00	15	100.00	19	100.00
Combination						
0-10	0	0	0	0	0	0
11-20	1	100.00	2	50.00	3	60.00
21-30	0	0	0	0	0	0
31 & above	0	0	2	50.00	2	40.00
Totals	1	100.00	4	100.00	5	100.00

Table 31

Enrollment in Shorthand II

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Individualized						
0-10	0	0	4	50.00	4	33.33
11-20	3	75.00	1	12.50	4	33.33
21-30	0	0	2	25.00	2	16.67
31 & above	1	25.00	1	12.50	2	16.67
Totals	4	100.00	8	100.00	12	100.00
Traditional						
0-10	2	50.00	4	28.57	6	33.33
11-20	2	50.00	7	50.00	9	50.00
21-30	0	0	2	14.29	2	11.11
31 & above	0	0	1	7.14	1	5.56
Totals	4	100.00	14	100.00	18	100.00
Combination						
0-10	1	100.00	2	50.00	3	60.00
11-20	0	0	1	25.00	1	20.00
21-30	0	0	0	0	0	0
31 & above	0	0	1	25.00	1	20.00
Totals	1	100.00	4	100.00	5	100.00

Actual Classroom Time

The amount of time which should be spent on shorthand greatly depends upon the school setting. The majority of schools in Montana (8 for 88.89 percent) had the students spend 50 minutes per day on shorthand, which is the normal classroom period schedule. This same trend held true in the surrounding states.

Table 32

Actual Classroom Time Per Day

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
45 minutes	0	0	2	7.14	2	5.41
50 minutes	8	88.89	20	71.43	28	75.68
2-hr. block	1	11.11	3	10.72	4	10.80
60 minutes	0	0	2	7.14	2	5.41
1½ hours	0	0	1	3.57	1	2.70
Totals	9	100.00	28	100.00	37	100.00

Degree of Accuracy Required on Takes

Pullis (1973:46) is quoted as saying, "Ideally, the appropriate error allowance in shorthand would be that which promotes maximum speed development while fostering an acceptable degree of accuracy in transcription." The majority of schools (86.11 percent) required the students to obtain at least 95 percent accuracy on takes in Shorthand I. Every school responding required at least 95 percent accuracy on takes in Shorthand II.

These statistics are presented on Table 33.

Table 33

Percentage of Accuracy Required on Takes

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Shorthand I						
90% accuracy	1	11.11	2	7.41	3	8.33
93	0	0	1	3.70	1	2.78
95	8	88.89	23	85.19	31	86.11
97	0	0	1	3.70	1	2.78
Totals	9	100.00	27	100.00	36	100.00
Shorthand II						
95% accuracy	7	87.5	24	92.32	31	91.18
97	0	0	1	3.84	1	2.94
98	1	12.5	1	3.84	2	5.88
Totals	8	100.00	26	100.00	34	100.00

Length of Takes

The question concerning takes appeared twice on the questionnaire. It first appeared in the section that was filled out by those instructors using the traditional method and again in the section for those using individualized instruction. The investigator found that the method used had no bearing on the responses to this question, because of this the results have been compiled into one table. The figure represent both methods of instruction.

There are two opposing beliefs on the proper length for shorthand takes. The Gregg authors suggest instructors use five-minute takes. But Pullis states that this is a myth and three-minute takes are just as valid and more realistic. In Montana, the majority of instructors agreed with Pullis (1973:26) for the length

of takes in Shorthand I, but 50 percent of the instructors were not sure for Shorthand II. These instructors gave both three- and five-minute takes in Shorthand II--suggesting that they did not agree with either of the expert opinions.

Table 34

Length of Takes in Shorthand

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Shorthand I						
2 minutes	0	0	2	7.41	2	5.56
3 minutes	8	88.89	24	88.89	32	88.88
No Takes	1	11.11	1	3.70	2	5.56
Totals	9	100.00	27	100.00	36	100.00
Shorthand II						
2 minutes	0	0	1	4.55	1	3.33
3 minutes	3	37.50	17	77.27	20	66.67
5 minutes	1	12.50	2	9.09	3	10.00
3 & 5 minutes	4	50.00	2	9.09	6	20.00
Totals	8	100.00	22	100.00	30	100.00

Number of Takes Given Per Week

The Review of Literature again apoints out two different viewpoints. One group believes that if you give students quite a few takes each week, they will progress faster; because they have more opportunities to pass the takes. However, the opponents to this viewpoint state that very little skill development takes place through dictation takes and that they should rarely be dictated more than once per week. (Pullis, 1973:26)

The instructors in Montana tended to agree with those that felt dictation takes should be given frequently. All but one of the schools gave takes two time per week or more. The instructors in the surrounding area followed this same trend, with only six out of the 28 responding giving takes only once per week. Only one of the schools using individualized instruction indicated that the takes were administered individually as the students required them.

Table 35

Number of Takes Given Per Week

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Once per week	1	11.11	6	21.43	7	18.92
Twice per week	4	44.45	9	32.14	13	35.14
Every other day	1	11.11	3	10.71	4	10.81
Four times per week	1	11.11	0	0	1	2.70
Everyday	2	22.22	9	32.14	11	29.73
Individually	0	0	1	3.58	1	2.70
Totals	9	100.00	28	100.00	37	100.00

Opinions

In this section, the respondents were asked to respond on the basis of practical experience or on professional readings.

Best Approach to Teaching Shorthand

The responses to this question were very wide spread. Most of the instructors chose the method of instruction that they were using at the time as the best one for the teaching of shorthand. No one

method was chosen by a clear majority of the instructors. Four instructors in Montana recommended individualized instruction, and these same four instructors were also using individualized instruction.

The instructors in the surrounding states chose the writing approach and individualized instruction the most often, with 37.04 percent and 25.93 percent respectively.

The method of instruction which was chosen the least was the early new matter. This held true in both Montana and in the outside states. No school in Montana chose this approach to be the best.

Table 36
Best Method of Instruction

Responses	Montana		Outside States		Totals	
	No.	%	No.	%	No.	%
Reading Approach	0	0	4	14.82	4	11.11
Writing Approach	2	22.22	10	37.04	12	33.33
Early New Matter	0	0	1	3.70	1	2.77
Individualized	4	44.45	7	25.93	11	30.55
Combination	3	33.33	4	14.81	7	19.44
Totals	9	100.00	27	100.00	36	100.00

Rules of Writing Gregg Shorthand

Like every other aspect of shorthand there are two different viewpoints on how much stress should be placed on the rules of writing. The Gregg authors do not always agree on this point. Likewise, the instructors surveyed did not agree. The instructors in Montana were

split just about down the middle, with five feeling they should be stressed and four felt that they should not be stressed. The majority of the instructors from the surrounding area felt that the rules should not be stressed.

Table 37

Opinions Concerning the Stressing of
Rules of Writing Gregg Shorthand

Responses	Montana		Outside States		Total	
	No	%	No.	%	No.	%
Yes	5	55.56	11	42.31	16	45.71
No	4	44.44	15	57.69	19	54.29
Totals	9	100.00	26	100.00	35	100.00

Correctly Transcribed Outline is a Correct Outline

Rahe states that there is more attention being given to the theoretical accuracy of shorthand outlines. (Rahe, 1972:18) Pullis believes instructors should grade both outline and transcript. (Pullis, 1973:25) The instructors both in Montana and the outside states did not agree with this trend. Most of these instructors felt that a correctly transcribed outline was a correct outline, regardless of how the student had written it in shorthand.

Table 38

Opinions Concerning--A. Correctly Transcribed
Outline is a Correct Outline

Responses	Montana		Outside States		Total	
	No.	%	No.	%	No.	%
Yes	5	62.50	17	62.96	22	62.86
No	3	37.50	9	33.33	12	34.28
Depends	0	0	1	3.71	1	2.86
Totals	8	100.00	27	100.00	35	100.00

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The ultimate purpose of this study was to determine what post-secondary institutions in Montana and selected surrounding states (Colorado, Idaho, Utah and Wyoming) were doing in their shorthand programs and what opinions the instructors had on a few controversial aspects of Gregg Shorthand. This investigator feels that the methods used by shorthand instructors are important in preparing qualified shorthand writers, and that it is important to study these programs to determine their effectiveness.

Since more and more educators are being held accountable for what they teach, it is important for shorthand teachers to evaluate their programs and keep in touch with current trends in the field. Business educators must keep their programs as up to date as possible, and they must also meet the needs of the students.

Because of the attention the Gregg Shorthand System is obtaining right now, it is hoped that this study will help those instructors who have questions and doubts concerning the success of their shorthand program. It is also hoped that as a result of this study, it will reinforce what the post-secondary institutions in Montana are currently doing.

With these factors and goals in mind, this investigator conducted a survey of the shorthand instructors in the post-secondary institutions

in Montana, Colorado, Idaho, Utah and Wyoming. (Post-secondary meaning community colleges and area vocational technical schools.) A questionnaire was used to obtain the data and opinions of the shorthand instructors in these institutions. From the data received from these instructors an effort was made to evaluate the shorthand teaching methods in the post-secondary schools in Montana as compared with those being used in the surrounding states previously mentioned. A comparison of the opinions concerning aspects of teaching Gregg Shorthand was also made.

Review of Literature. The Review of Literature covered seven areas:

- a. General Characteristics of Teaching Shorthand
- b. Traditional Method of Instruction
- c. Using the Traditional Method of Instruction
- d. Individualized Instruction
- e. Using Individualized Instruction
- f. Current Trends in Teaching Shorthand
- g. Curriculum Development

The Review of Literature indicated that the traditional method was divided into three different approaches, namely; reading, writing and early new matter approaches. Reading and writing are the two approaches designed by the Gregg authors. The reading approach advocates the postponing of the introduction of writing until after

the first four weeks of the beginning of the Shorthand I course. This approach does not stress the rules of writing. The writing approach introduces writing in the very beginning and the rules of writing are stressed.

The early new matter approach was developed by Russon, because she felt the previously mentioned approaches were not satisfactory. This approach emphasizes the early introduction of new matter dictation and thus reduces anxiety level when students reach takes in shorthand.

With these approaches the teacher presents the lesson each day, and the students advance as a group, whether or not they have mastered the previous material.

Because of the high drop out rate in shorthand, new methods and approaches to teaching shorthand are occurring. Individualized instruction has emerged on the scene as a possible solution to some of the problems. The Review of Literature indicated that if the program was properly operated that individualized instruction was indeed beneficial in the instruction of shorthand. The student progresses on his own through programmed materials written for Gregg Shorthand. These materials can be purchased from Gregg McGraw/Hill Book Company, or if the instructor chooses, he could adapt the materials he already has.

In this situation the teacher becomea a "diagnostician." After students complete a pretest, he or she diagnoses the amount of shorthand

the student will need to complete in order to obtain a marketable skill. Of course, if the student had never taken Gregg Shorthand, he would start from the beginning.

The last area covered in the Review of Literature was Curriculum Development. It was pointed out that this area is ignored by many teachers. Several steps for curriculum development were presented. It was felt that these steps were important if the students are to be able to use their shorthand skills in the working world effectively.

Business educators are split on which way they advocate shorthand to be taught. Much of this depends upon where you teach and the restraints placed on the teacher. But regardless, the instructor should pick an approach with which the instructor feels comfortable and is enthusiastic about using.

Summary of Findings

The questionnaire was sent to nine post-secondary institutions in the state of Montana and to 34 post-secondary institutions in the states of Colorado, Idaho, Utah and Wyoming to determine what methods the instructors were using for the teaching of Gregg Shorthand. The questionnaire also sought to determine some of the instructors' opinions on different aspects of teaching Gregg Shorthand. There was a 100 percent return from the institutions in the state of Montana

and a 88.24 percent return from those schools in the surrounding states for a total return of 90.70 percent.

Most of the schools in the surrounding area were community colleges with 70 percent. In Montana, however, the majority of schools were vo-techs with 5 or 55.56 percent.

All but two of the schools responding were teaching Gregg Shorthand. Most of the schools teaching Gregg Shorthand were using the traditional method of instruction (54.05 percent) while 32.43 percent were using individualized instruction and 13.51 percent were using both methods of instruction. Of the schools using the traditional method of instruction the large majority were using the writing approach, 68 percent.

Very few "pure" approaches to teaching shorthand are employed today. This trend held true both in the state of Montana and in the surrounding states. Many instructors using the traditional method indicated that they used a combination of the reading and writing approaches, or a combination of the writing and early new matter approaches.

The responses of the schools in Montana concerning the characteristics of the teaching methods employed generally paralleled those responses of the schools in the surrounding area. The instructors in Montana and the surrounding states did not always agree with the viewpoints held by the Gregg authors. Several times these instructors

took opposing viewpoints. The instructors, however, did not always agree on the current trends in teaching Gregg Shorthand.

The instructors did not agree by a clear majority on the ideal approach to teaching shorthand in either Montana or the surrounding states. In the surrounding states, the largest number of instructors, 10, (37.04 percent) chose the writing approach. The largest percentage of instructors in Montana (44.44 percent) chose individualized instruction, with a combination of approaches next (33.33 percent) and the writing approach last with 22.22 percent. None of the instructors in Montana chose the early new matter approach.

The instructors in Montana and the surrounding states disagreed on their opinions concerning the stressing of rules of writing shorthand. The majority of instructors in Montana (55.56 percent) felt that the rules of writing should be stressed. Those instructors from the surrounding area (57.69 percent) felt that these rules should not be stressed.

The instructors in Montana and the surrounding states did not agree with the current trend in shorthand to grade the theoretical accuracy of shorthand outlines. Sixty-two and eighty-six hundredths percent felt that a correctly transcribed outline was a correct outline.

Conclusions

The conclusions from this study were based upon literature reviewed and the findings from the questionnaires returned.

1. The traditional method of teaching shorthand has been and still is the most prominent method in the five state area surveyed. However, individualized instruction is gaining prominence and acceptance especially in Montana.

2. There is no significant difference between Montana's post-secondary schools and the schools in the surrounding states.

3. Conclusions concerning the traditional method of instruction are as follows:

a. The writing approach was the most common approach used with the reading approach next and the early new matter last.

b. Two of the five schools using the reading approach introduced writing too early. These schools introduced writing at Lesson Six. The experts in shorthand state that writing should be postponed until the fifth week of instruction. (Russon, 68:11)

c. Two of the five schools which used the early new matter approach introduced the new matter dictation too late in the theory presentation part of shorthand. Russon states that it should be introduced the second week of class and these schools introduced it at Lessons 20 and 49. (Russon, 68:13)

d. One of the current trends in shorthand is the early introduction of typewriter transcription. Pullis strongly disagrees with this trend. (Pullis, 73:25) An overwhelming majority of instructors disagreed with Pullis. All of the instructors introduced transcription

during the first year of shorthand and the majority within the first two quarters. Forty-eight percent introduced it during the first quarter of shorthand.

e. The instructors in Montana and the surrounding states did agree on new matter dictation grading standards for Shorthand I and Shorthand II. A majority of schools (13 out of 23) agreed that 100 wpm was the standard for a grade of "A" in Shorthand I and 120 wpm should be the standard for a grade of "A" in Shorthand II (11 out of 16 agreed on this standard).

4. Conclusions concerning individualized instruction are:

a. Half of the schools were using the Gregg IPM kit for the teaching of Shorthand I. Only 18.75 percent were using the GREGG IPM DICTATION AND TRANSCRIPTION.

b. A large majority (80 percent) of schools in Montana required that the students complete at least one lesson per day and 56.25 percent of the schools in the surrounding states required this same amount.

c. Only two of the schools had video presentations available for the lessons in Shorthand I. One of these schools was located in Montana.

d. A majority of schools agreed with the Gregg standards for both Shorthand I and Shorthand II, namely; 76.47 percent felt 50-60 wpm should be the standard for Shorthand I, and 68.75 percent felt that 80 wpm should be the standard for Shorthand II.

e. A good percentage of schools both in Montana (40 percent) and the surrounding states (45.45 percent) did not make use of a pretest in placing students in their shorthand programs.

f. A large majority of schools (82.35 percent) did allow the students to progress at their own rate.

5. Conclusions concerning general aspects of teaching Gregg Shorthand are:

a. Approximately one-half (55.56 percent) of the instructors in Montana and the surrounding area (52.78 percent) tested theory after each chapter (every six lessons).

b. The instructors agreed with Pullis on the use of word lists (88.89 percent in Montana and 90 percent in the surrounding states. They also agreed that both the outline and the transcript should be graded on these tests.

c. Approximately one-third (30.56 percent) of the schools surveyed did not test brief form derivatives. Since these cause the students the most difficulty, it would be advantageous if the instructors did test the derivatives.

d. A large number of schools, 15 out of 33 responding (45.45 percent), did not consult with the schools in their surrounding area concerning curriculum development in shorthand.

e. The schools in Montana and surrounding area are experiencing a high drop out rate.

f. In Montana most of the instructors gave 3-minute takes in Shorthand I (88.89 percent); but in Shorthand II, 50 percent of the instructors gave both 3- and 5-minute takes. This suggests that they do not know which length of take is most realistic. The instructors from the surrounding area felt that 3-minute takes should be given both in Shorthand I and Shorthand II with 88.89 and 77.27 percents respectively.

g. Pullis supports the opinion that takes should rarely be given more than once per week. (Pullis, 73:25) The instructors both in Montana (8 out of 9) and in the surrounding area (30 out of 37) did not agree with Pullis and gave takes more than once per week.

6. Most of the instructors chose the method they were currently employing to teach shorthand as the ideal method of instruction.

7. The instructors in Montana and the surrounding area took opposing viewpoints when it came to stressing the rules of writing shorthand. The instructors from Montana felt that they should be stressed, and those from the surrounding area felt that they should not be stressed.

8. The instructors surveyed agreed (62.86) percent that a correctly transcribed outline was a correct outline.

Recommendations

This writer feels that the following recommendations should be made to the shorthand instructors in the post-secondary schools surveyed:

1. Because shorthand is a subject of high fatality, the instructors should closely examine their programs for relevance and update their programs in techniques and procedures.

2. Post-secondary schools should consult with at least the schools in their own states to standardize speed requirements, solve common problems and aid in the development of better shorthand programs.

3. Recommendations for the traditional method of instruction:

a. Those instructors using the reading approach should closely examine their programs to determine if they are introducing writing at an appropriate point.

b. Those instructors using the early new matter approach should revise their point of introductory of new matter dictation if it does not occur during the second week of class.

c. The instructors of all programs should examine their programs to determine if they are now introducing typewriter transcription at the point which is most beneficial to their students.

4. Recommendations for those schools using individualized instruction:

a. Those schools not having video/tape presentations of the theory lessons should seriously consider adding this effective dimension to their programs.

b. The instructors should examine their standards for Shorthand II to determine if they are high enough for the students to obtain employment.

c. Those schools not employing a pretest should develop and begin to use such a tool.

d. Those schools which do not allow the students to progress at their own rate should begin immediately to do so. This is one of most important aspects of individualized instruction.

5. Instructors who are not testing shorthand frequently should examine their programs to determine if their students are receiving adequate feedback.

6. Those schools which are administering takes more than once per week should examine their records to see if the students are actually building speed.

7. Those schools not testing brief forms or brief form derivatives should begin to do so.

8. Because 3-minute takes are felt to be as valid as 5-minute takes, the instructors currently using 5-minute takes should experiment with 3-minute takes to determine if they will in fact be relevant in their situation.

9. Those schools with a minimum passing grade under 80 wpm should carefully examine their programs and increase this grade to 80 wpm. Robinson (1974:8) brings out the fact once the learning and

the skill building ends, the skill becomes "rusty." Provisions must be made for students to overlearn the skill. It is indeed questionable if students taking shorthand under 80 wpm have overlearned their skill.

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APPENDICES

Montana State University

Bozeman, Montana 59715

Tel. 406-994-4421

School of Commerce
Dr. Harvey A. Larson, Director

APPENDIX A

May 5, 1975

Dear .

Your assistance is asked in completing the enclosed questionnaire. This study is being undertaken as a partial requirement of my master's degree.

The questionnaire is designed to determine the methods of teaching Gregg Shorthand which are being employed in two-year post-secondary institutions in the states of Colorado, Idaho, Montana, Utah, and Wyoming. The questionnaire covers the entire shorthand program. Because the questionnaire is being sent to only two-year post-secondary institutions, your response is important and urgently needed.

Please take a few minutes now, while you have the questionnaire before you, and complete the questionnaire. Please notice that the questionnaire is printed on both sides of the page. After you have completed the form, return it in the envelope provided.

Results of the study will be written up as part of my master's degree program in Business Education at Montana State University and will be available upon request. The information you submit will be held in the strictest confidence. The name and address of your institution is not required on the form. The name will be used only to determine who has returned the questionnaire.

Thank you for your cooperation.

Sincerely yours,

Lorraine Steerey
Graduate Assistant

jer

Enc.

If you are not directly involved in the teaching of Gregg Shorthand, please route this letter and questionnaire to the appropriate instructor.



—Montana State University—
Bozeman, Montana 59715 Tel. 406-994-4421

School of Commerce
Dr. Harvey A. Larson, Director

APPENDIX B

May 23, 1975

Dear

A questionnaire was recently mailed to the instructors of shorthand in the post-secondary institutions in the states of Colorado, Idaho, Montana, Utah, and Wyoming. These questionnaires are for a study which is part of my Master's degree program. To this date, several have not been returned. Could yours be one of them?

If you have not returned the questionnaire, would you please take a few moments, now, when you have the questionnaire before you, and complete it. I am also enclosing a self-addressed stamped envelope for your convenience.

Your questionnaire is vital because of the limited number of two-year post-secondary institutions in the five-state area being surveyed. Would you please return it before the end of the present school year?

Thank you for your cooperation.

Sincerely yours,

Lorraine Steerey
Graduate Assistant

LS:adf

Enc.

POST-SECONDARY SHORTHAND TEACHING METHODS

QUESTIONNAIRE

APPENDIX C

1. (OPTIONAL) Name _____
 School _____
 City _____ State _____
2. Type of School
 _____ Vo-Tech _____ Community College or
 _____ Other (Please Specify) _____ Junior College
3. Are you currently teaching Gregg Shorthand?
 _____ Yes _____ No (if no, please check "no"
 and return questionnaire)
4. What method of instruction are you currently using in the instruction of shorthand in your school?
 _____ Traditional Method _____ Individualized Instruction
- If you checked Traditional Method please answer questions 5-16 and omit questions 17-33 Then complete the questions 34-49.
- If you checked Individualized Instruction, please omit questions 5-16 and answer questions 17-49.

Questions 5-16 should be answered by those using the Traditional Method Only

5. What approach do use in teaching shorthand?
 _____ Reading Approach (Language Arts Approach)
 _____ Writing Approach (Scientific Approach)
 _____ Early New Matter Approach
 _____ Other (Please Specify) _____
6. When is writing introduced?
 _____ Lesson 1 _____ Lesson 20
 _____ Lesson 3 _____ Other (Please Specify) _____
7. When is new matter dictation begun?
 _____ Lesson 3 _____ Lesson 20
 _____ Lesson 10 _____ Lesson 49
 _____ Other (Please Specify) _____
8. Do you have a multi-channel dictation lab?
 _____ Yes _____ No
9. If yes, is this lab available for the students use outside of class?
 _____ Yes _____ No
10. If yes, how many hours per day is it available? _____

OVER

- Questions 17-33 should be answered by those using Individualized Instruction Only

17. Are you currently using Gregg IPM (Individualized Progress Method) for Shorthand I?
 _____ Yes _____ No (Please Specify what you are using) _____
18. What textbook are you using for Shorthand II?

19. What is the minimum number of lessons suggested for a student to complete in one day?
 _____ One lesson per day _____ Two lessons per day
 _____ One lesson every two days _____ Other (Please Specify) _____
20. Do you have a video tape presentation of each lesson available to the students?
 _____ Yes _____ No
21. Do the students use the presentation tapes for each lesson?
 _____ Yes _____ No

- General Questions (34-50) should be completed by all

- OVER**

35. On these theory tests do you grade
 _____ Transcription Only _____ Both the outline and transcription
36. Do you test the students on brief forms?
 _____ Yes _____ No
37. Do you test the students on the derivatives of the brief forms?
 _____ Yes _____ No
38. What is the percentage of accuracy required on these brief form tests?
 _____ 95 percent _____ 70 percent
 _____ 100 percent _____ Other (Please Specify) _____
39. Before implementing the instructional approach you are now using did you
- Establish performance objectives?
 _____ Yes _____ No
- Consult with other schools in your state or region?
 _____ Yes _____ No
- Evaluate the old method of instruction which was being used?
 _____ Yes _____ No
- Research the method of instruction which you wanted to implement to see if it would meet the needs of your students?
 _____ Yes _____ No
40. If you have written performance objectives, have these objectives been communicated to your students?
 _____ Yes _____ No
41. How many students are enrolled in your entire Shorthand I program?
 _____ 0-10 _____ 21-30
 _____ 11-20 _____ 31 and above
42. How many students are enrolled in your entire Shorthand II program?
 _____ 0-10 _____ 21-30
 _____ 11-20 _____ 31 and above
43. How much time per day in school are the students required to spend on shorthand?
 _____ 45 minutes _____ 2-hour block
 _____ 50 minutes _____ Other (Please Specify) _____
44. What is the percentage of accuracy required for a 3-minute or 5-minute dictation take in Shorthand I?
 _____ 90 percent _____ 100 percent
 _____ 95 percent _____ Other (Please Specify) _____
- In shorthand II?
 _____ 90 percent _____ 100 percent
 _____ 95 percent _____ Other (Please Specify) _____

- ## OPINIONS

47. What do you consider to be the best approach to teaching shorthand?

49. Do you feel that the rules of writing shorthand should be stressed during the presentation of the theory?

- _____ Yes _____ No
49. Do you agree that a "correctly transcribed outline is a correct outline"?
_____ Yes _____ No
50. Would you like to receive a copy of the Abstract of the study?
_____ Yes _____ No

APPENDIX D

Questionnaires were sent to the following institutions:

MONTANA

Billings Vocational Technical Center Billings, Montana	Great Falls Vocational Technical Center Great Falls, Montana
Butte Vocational Technical Center Butte, Montana	Helena Vocational Technical Center Helena, Montana
Dawson Community College Glendive, Montana	Miles Community College Miles City, Montana
Flathead Community College Kalispell, Montana	Missoula Vocational Technical Center Missoula, Montana

Mountain-Plains Educational &
Economic Development Program, Inc.
Glasgow Air Force Base, Montana

COLORADO

Arapahoe Community College Littleton, Colorado	Community College of Denver Golden, Colorado
Area Vocational Center Southern Colorado State Pueblo, Colorado	El Paso Community College Colorado Springs, Colorado
CNCC Rangely, Colorado	Lamar Junior College Lamar, Colorado
Community College of Denver 1250 Bannock Street Denver, Colorado	Morgan Community College Morgan, Colorado
Community College of Denver 1001 E. 62nd Avenue Denver, Colorado	Northeastern Junior College Sterling, Colorado
	Otero Junior College La Junta, Colorado

Trinidad State Junior College
Trinidad, Colorado

IDAHO

Area Vocational-Technical School
Idaho State University
Pocatello, Idaho

Area Vocational-Technical School
North Idaho College
Coeur d'Alene, Idaho

Area Vocational-Technical School
Lewis-Clark State College
Lewiston, Idaho

Area Vocational-Technical School
College of Southern Idaho
Junior College District
Twin Falls, Idaho

UTAH

Bridgerland Area Vocational Center
Logan, Utah

Sevier Valley Tech
Richfield, Utah

Dixie College
St. George, Utah

Snow College
Ephraim, Utah

Davis Area Vocational Center
Layton, Utah

Uintah Basin Area Vocational Center
Roosevelt, Utah

College of Eastern Utah
Price, Utah

Utah Technical College--Provo
Provo, Utah

Moab Area Vocational Center
Moab, Utah

Utah Technical College--Salt Lake
Salt Lake City, Utah

San Juan Area Vocational Center
Blanding, Utah

WYOMING

Casper College
Casper, Wyoming

Laramie County Community College
Laramie, Wyoming

Central Wyoming College
Riverton, Wyoming

Northwest Community College
Powell, Wyoming

Eastern Wyoming College
Torrington, Wyoming

Sheridan College
Sheridan, Wyoming

Western Wyoming College, Rock Springs, Wyoming