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CENTURY 21 SHORTHAND CURRICULUM PRACTICES
IN MONTANA PUBLIC HIGH SCHOOLS AND
POST-SECONDARY INSTITUTIONS

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

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ABSTRACT

Shorthand instruction has taken on new interest within the past few years with the introduction of Century 21 shorthand--now teachers have a choice in instruction.

The major purposes for conducting this study were (a) to determine how Century 21 shorthand has been implemented into Montana public high schools and post-secondary institutions, (b) to compare the relationship of Montana public high schools teaching Century 21 shorthand to Montana post-secondary institutions teaching Century 21 and/or the shorthand "mix," and (c) to show possible existing need for implementing Century 21 shorthand and/or the shorthand "mix" at the post-secondary institutions in Montana.

Questionnaires were mailed to 186 Montana public high schools and post-secondary institutions. Of the total questionnaires sent out, 135, or 79.6 percent, were usable. The results should prove useful to high schools and post-secondary institutions for implementation purposes.

The conclusions of the study were: (a) Century 21 shorthand is growing in popularity in Montana, (b) schools offering both Gregg and Century 21 shorthand systems usually "mix" the advanced classes, (c) the larger high schools and the post-secondary institutions are the ones receiving transfer students with Century 21 background, (d) most respondents recommended that both beginning and advanced Century 21 shorthand be offered at post-secondary institutions, (e) a majority of the respondents recommended that business education departments offer Century 21 methodology.

The recommendations of the study were: (a) that Montana post-secondary institutions implement Century 21 shorthand methodology into their methods classes, (b) that Montana business education shorthand teachers study on how to handle "mixed" shorthand classes, (c) that Montana post-secondary institutions offer beginning shorthand instruction in both Gregg and Century 21 shorthand systems, (d) that Montana post-secondary institutions offer advanced sections of shorthand with a "mixed" approach with the Gregg and Century 21 systems.

Chapter 1

INTRODUCTION

The shorthand area of the business education curriculum has taken on a new interest to business education teachers with the introduction of Century 21 shorthand by the South-Western Publishing Company. Up to this time, Gregg shorthand has been the predominant system used in the United States. Century 21 shorthand gives the business education teacher a choice in shorthand systems.

Never before has there been such an interest created by and for a shorthand system. Dr. Lambrecht (1976:20) expresses this interest when she says, "This is an exciting time for shorthand instruction."

Dr. Stoddard (1976:9) in his validation study of Century 21 shorthand states: ". . . Century 21 shorthand is now an established shorthand system and is worthy of serious consideration by all shorthand teachers and researchers."

Another situation which is occurring, especially in advanced shorthand classes, is the shorthand "mix." "Mixed" shorthand classes will become more affluent as more schools adopt Century 21 into their business education curriculums.

STATEMENT OF THE PROBLEM

Since the introduction of Century 21 shorthand by South-Western Publishing Company, questions of how, when, and where have arisen as to its implementation.

The purposes of this study were: (a) to ascertain how Century 21 shorthand has been implemented into business education curriculums in Montana public high schools and in Montana post-secondary institutions, (b) to compare the relationship of Montana public high school business education departments teaching Century 21 shorthand to Montana post-secondary institutions teaching Century 21 shorthand and/or the shorthand "mix," (c) to show the sequential offerings in Montana post-secondary institutions, and (d) to show any existing need for implementing Century 21 shorthand and/or shorthand "mix" in post-secondary institutions in Montana.

These data should prove useful to high schools and post-secondary institutions who contemplate the implementation of Century 21 shorthand into their curriculums.

NEED FOR THE STUDY

For many years, Gregg shorthand has been the predominant shorthand system taught in the United States. However, with the introduction of Century 21 shorthand and its growing popularity,

schools are facing a new and different situation. There is now a choice in shorthand instruction.

Some schools or teachers may choose to teach only one shorthand system, but there will always be transfer students who might have had a different shorthand system. Then the shorthand "mix" occurs.

Advanced shorthand classes having different shorthand systems will, with increasing frequency, be the expected situation rather than the exception (Schooley, 1977:3).

This study was undertaken after conferring with Dr. Harvey Larson, Dean of the School of Business; Dr. Daniel G. Hertz, Chairman of Business Education in the School of Business; and Dr. Floyd Frost, Assistant Professor of Business Education in the School of Business, about problems arising with the "mixed" shorthand classes occurring at Montana State University. There have been instances where students who have had Century 21 shorthand have enrolled in beginning Gregg shorthand at Montana State University for various reasons. This created problems for the students in learning another shorthand system instead of continuing on with Century 21 shorthand. Several of the advanced classes at Montana State University have had students enroll with Century 21 shorthand background from the high school level thus creating a shorthand "mix" within the classroom at the University. This is an entirely new and different situation for the shorthand instructor to face.

The shorthand "mix" is here to stay and the shorthand teacher who is prepared to handle the situation will no doubt be in demand (Ownby, 1977:1).

LIMITATIONS OF THE STUDY

This study was limited to all Montana business education departments at the high school level and post-secondary level.

DEFINITION OF TERMS

<u>Century 21</u>	Century 21 shorthand system by South-Western Publishing Company
<u>Gregg</u>	Gregg shorthand system by McGraw-Hill Publishing Company
<u>Shorthand "mix"</u>	The writing of more than one system of shorthand by students within one class
<u>Post-Secondary</u>	Any school or institution beyond the high school level

ORGANIZATION OF THE STUDY

Chapter 1 deals with the problems arising with the introduction of the Century 21 shorthand system into a business education curriculum and establishes a need for this study.

Chapter 2 describes changes in the shorthand area of the business education curriculum with the introduction of Century 21 shorthand.

Chapter 3 summarizes the procedures used in completing this study. Discussion of the population, population limitations, collection of the data, and its treatment are main concerns of this chapter.

Chapter 4 considers the different ways and methods of implementing Century 21 shorthand into a business education curriculum, shows the sequential offerings at the post-secondary level, and shows what existing needs, if any, are prevalent beyond the high school level.

Chapter 5 summarizes the findings, the conclusions, and the recommendations for post-secondary institutions in the shorthand area of the business education curriculum for the state of Montana.

Chapter 2

REVIEW OF LITERATURE

Shorthand has become an exciting topic during the mid-1970s with the emergence of a new shorthand system by the South-Western Publishing Company, Century 21 shorthand.

For over 100 years, the popular and dominant shorthand system used in the United States has been the system developed and designed by John Robert Gregg, the well-known Gregg shorthand system by the McGraw-Hill Publishing Company.

The emergence of the Century 21 shorthand system by South-Western created much excitement among shorthand teachers--both pro and con. With its emergence, there is now truly a choice in shorthand instruction for teachers.

Expressing this feeling of excitement, Dr. Lambrecht wrote the following (1976:20):

This is an exciting time for shorthand instruction. We now have new encouragement to examine the fundamental reasons for our teaching programs and activities.

What is more, we have the opportunity to select from among numerous options those shorthand systems or instructional materials that will better meet the diversity of student needs and interests.

During the decade of the 1970s, no subject area in business education has received more attention than shorthand. Areas of shorthand instruction which either have continued to be of concern or have

emerged as a new concern have been that of improving instructional materials, improving teaching methodology, and improving selection and evaluation of shorthand students (Pullis, 1976:4).

The opportunity for choice is notable during the second year of shorthand where it is becoming more common to find that class members write different systems of shorthand (Christensen, 1976:53).

Advanced shorthand classes having different shorthand systems will, with increasing frequency, be the expected rather than the exception (Schooley, 1977:1).

With the widespread use of Century 21 shorthand and with the renewed interest in alphabetic, machine, and symbol systems, the teacher of any system in any type of educational institution can expect to have in advanced shorthand classes students who write different shorthand systems (Hess and Christensen, 1977:4).

HISTORY OF CENTURY 21 SHORTHAND

The reader might be surprised to learn that present-day shorthand symbols were used centuries ago in abbreviated writing systems. About two-thirds of the Century 21 primary alphabet symbols were used to represent a variety of sounds in the 17th, 18th, and 19th centuries (Christensen, 1974:4).

The Era of Modern shorthand was, indeed, a creative competitive period of achievement in many facets of shorthand. The period

was especially productive in the origin and refinement of symbols with which to represent sound in rapid writing (Christensen, 1974:8).

Century 21 shorthand is a product of two eras. Incorporated in its basic symbols and theory is much of the achievement of the Modern Era of Shorthand (Christensen, 1974:56).

Century 21 shorthand was taught for the first time in the 1962-63 school year at Brigham Young University and was continuously researched for a period of three years. On the basis of this research, program modifications were made in both the system and the learning materials. The modified system was then field tested for four years in high schools, vocational centers, and universities (S/W Flyer:CR10-275).

Field testing and experimental use of the shorthand system that is known today as Century 21 shorthand have spanned over a period of over 15 years. Throughout that time period, pertinent data were gathered to support the belief of the developers and consultants that a superior system of shorthand would be the ultimate result (Stoddard, 1976:5).

FEATURES OF CENTURY 21 SHORTHAND

The new Century 21 shorthand features are the product of the computer age--of multimillion occurrences of sound and symbol codes in data banks (Christensen, 1974:56).

The computer played an integral part in the development of Century 21 shorthand and the materials designed to teach it. The computer was utilized in these areas: (a) Vocabulary Control, (b) Vocabulary Counts, (c) Theory and Speedforms, and (d) Dominant-Direction Research (S/W Flyer:CR10-275).

Vocabulary Control. In Century 21 shorthand, vocabulary is controlled in terms of the 1500, 2500, 3500 and 5000 most-used words in business. Vocabulary control is extended to every word in the 5000 most-used words.

Vocabulary Counts. Individual counts are known for each word that appears in shorthand plate material. The lesson in which each word occurs is known as well as each subsequent lesson in which the word appears.

Theory and Speedforms. Control over the introduction and subsequent use of all theory elements and speedforms is maintained. The same kind of control is maintained for high-frequency phrases, correspondence forms, common abbreviations, and contracted outlines.

Dominant-Direction Research. With the help of the computer, longhand writing patterns were measured and analyzed. This information was used in designing the Century 21 outlines. In Century 21, students write their outlines in the same basic patterns they are accustomed to writing in longhand. Longhand moves in the dominant

direction 68 percent of the time; Century 21 moves in the dominant direction 63 percent of the time.

While Gregg shorthand and Century 21 shorthand have several similarities, they also have many distinct differences. The authors of Century 21 shorthand worked on their system for a number of years to develop what they consider to be a superior shorthand system.

Century 21 shorthand is comprised of five main, unique features that set it apart from Gregg shorthand. These features are what make Century 21 shorthand stand out.

The system problems researched and the distinctive features developed in Century 21 shorthand are (Christensen, 1974:55-56):

- Feature 1: Single-Direction Control
- Feature 2: No Dual Symbols
- Feature 3: Consistent Joining Patterns
- Feature 4: A Consistent Guideline for Sound
- Feature 5: Dominant-Direction Writing

Christensen (1974:55-56) goes on to state that the integration of the five crucial features of Century 21 shorthand results in:

1. reduced memory burden (fewer variant forms to learn);
2. reduced decision pause (fewer choices between symbols and directions);
3. fewer errors in outline construction (in joinings, in vowel expressions);

4. greater facility in outline construction (notable consistency and affinity to sound);
5. increased accuracy in transcribing (ease and precision in outline recognition).

CONVERSION TO CENTURY 21 SHORTHAND

Historically, shorthand instruction has been characterized by high failure rates, high dropout rates, and low achievement rates (Pullis, 1976:4).

In the study, "A Comparison of Century 21 and Gregg Diamond Jubilee Shorthand Systems," conducted at Oklahoma State University by Professor Arnold C. Ownby, she noted that the dropout rate in the Century 21 group was substantially lower than the dropout rate in the Gregg group in this study (Ownby, 1975-76:34).

Wagoner in a community college study reported that as many as 90 percent of all students with no previous training who started the first quarter of shorthand had dropped out by the close of the second quarter (Wagoner, 1974:22).

Lambrecht has stated that "sometimes the proportion of drop-outs from the first semester to the last semester of instruction is estimated as high as 50 to 75 percent" (Lambrecht, 1972:17).

For the sake of all students, it is obvious that something must be done if the future is to hold a brighter prospect for

success in learning shorthand than has obviously been the case in the past (Pullis, 1977:159).

Adapting to a new shorthand system is a minor consideration compared to the professional teachers' concern for decades of (Wagoner, 1960:28):

- ... high student dropouts
- ... declining student performance
- ... heavy proselyting of a single teaching methodology
- ... texts with business vocabulary gaps and omissions

In many cases, the so-called reluctance of the shorthand teacher to learn a second shorthand system turns out, in many cases, to be "mere imaginings" (Christensen, 1976:53).

Professor Wagoner wrote,

The experience of the contributor [Wagoner] has been that learning another system every few years gives a shorthand teacher a deeper understanding of the learning problems in the system he is teaching (Wagoner, 1960:28).

The lack of knowledge in a shorthand system can be advantageous to a teacher; it puts the teacher in the "driver's seat" and the teacher re-lives all the pressures, anxieties, fears, questions, hesitations, and other problems that face the beginning shorthand student. This brings out in the teacher a better and deeper understanding of the problems of the beginning shorthand student.

One recurring concern was the almost certain fact that the teacher "changing systems" would probably write an incorrect outline on the blackboard when previewing words in a hurry. This concern is valid but need not create much of a problem. Students will understand your problem if you will understand theirs.

The frustrations of "changing systems" can be very minimal when the conversion from one system to another is met with a challenge on the part of the teacher. This conversion can be made with a minimum of frustration.

In an article by Gold, Jaffee, and Wolf (1977:173), they state:

We were apprehensive about the problems that come with introducing a new system . . . our apprehension and concern faded slowly as time progressed. For us, learning a new system was not difficult. If anything, we had an easier time teaching Century 21 shorthand because the system uses one dictionary as a reference of pronunciation, circle vowels are always written in one direction--counterclockwise, there is only one stroke for "s," and there is uniform joining of vowels to consonant symbols (Gold, Jaffee, Wolf, 1977:173).

Professor Ownby stated in her study that she experienced relatively little difficulty in mastering Century 21 shorthand to the extent necessary to teach the system with confidence. The same successful methods used in teaching Gregg shorthand can be used successfully with Century 21 shorthand (Ownby, 1975-76:35).

In response to a follow-up questionnaire done by Stoddard, two of the five experimental teachers reported that the conversion process was "very easy" with no problems in understanding and mastering

Century 21 shorthand and in teaching the system successfully. Three teachers reported that the conversion process was "fairly easy" with relatively few problems in understanding, mastering, and teaching the Century 21 system (Stoddard, 1976:6).

In the state of Utah almost 70 percent of the educational institutions in the state are now teaching Century 21 shorthand. In nearly every instance, schools that have tried an experimental class of Century 21 shorthand are converting totally to Century 21 shorthand (Stoddard, 1976:6).

Such developments as these seem to support the preliminary market forecasts and to show that Century 21 shorthand is now an established shorthand system and is worthy of serious consideration by all shorthand teachers and researchers (Stoddard, 1976:9).

IMPLEMENTATION OF CENTURY 21 SHORTHAND

In the validation study completed by Stoddard (1976:5) of ten classes of beginning Century 21 shorthand, the following conclusions and recommendations were found:

1. Teachers can expect comparable or better performance from their students than they have been achieving.
2. Century 21 shorthand is superior to Gregg shorthand in retaining students in the first-year shorthand (avoiding dropouts).

3. Significantly greater numbers of Century 21 students than Gregg students are able to take dictation at speeds of 60, 70, 80, and 90 words a minute and to transcribe their shorthand notes with at least 95 percent accuracy.
4. Century 21 shorthand students are able to apply shorthand theory at a significantly higher level of performance than are Gregg shorthand students as reflected by an infrequently used words theory test.
5. Century 21 shorthand students master the 175 speedforms at equivalent levels to the mastery of Gregg shorthand students of their brief forms when conscious attention is given by teachers to a goal of 100 percent mastery of speedforms and brief forms.
6. Students of Century 21 shorthand do significantly better than do Gregg shorthand students in mastering the correct outlines for the 1500 most-used words and in transcribing their outlines correctly for these words.

It's results like these that make a teacher look twice at what shorthand system they are using. These results speak for themselves.

Once a teacher has decided to try Century 21 shorthand, a most crucial decision must be met--how to implement it into a school curriculum. Decisions concerning implementation must be made as to:

1. Will Century 21 shorthand be the only beginning shorthand system taught?
2. Will there be dual systems of shorthand taught--Gregg and Century 21?
3. Will the second semester classes be mixed?
4. Will the beginning classes be mixed?

There is no set way of implementing Century 21 shorthand into a school curriculum, just as there is no one perfect method of teaching shorthand. Teachers utilizing different methods can be just as successful as the next teacher. The implementation of Century 21 shorthand should be met with a challenge; it need not create havoc or chaos. It can be done in a very smooth and orderly manner.

According to Hess and Christensen (S/W C977-177), many factors should be considered before selecting the option that is best for a particular teacher in a particular setting. The following factors seem to be pertinent:

1. Teacher's philosophy
2. Availability of multiple sections
3. Number of students involved
4. Number of systems involved
5. Student desires to convert to Century 21
6. Skill of students in the class
7. Availability of multimedia equipment

Hess and Christensen state, "no one approach has been espoused as the best or only method to use in order to be successful" (1977:21).

For many years teacher education institutions have prepared their students to plan for and deal with individual student differences. It is not surprising then that the new educational media and individual

learning aids should find a ready acceptance in the shorthand classroom (Christensen, 1976:52).

Christensen (1976:55-56) goes on to say that teachers have suggested that grouping students on the basis of system facilitates:

1. An organized approach to the chalkboard preview of outlines.
2. Assignment of two students with different dictionaries to quickly place on the board any outlines required by students during class--especially during dictation--(thus saving the teacher's time and the students' time).
3. Use of a student aide or student teacher and the team teaching of two class sections.
4. The use of lab equipment or specially prepared dictation tapes in the two systems.

At no time in history has the professional shorthand teacher been better prepared in terms of training, resources, and capability to manage individual differences in the classroom, including dual systems of shorthand (Christensen, 1976:53).

It is the new dimension of individual difference--dual systems in the classroom--that requires a new set of choices among a series of options (Christensen, 1976:53).

The shorthand "mix" can occur in beginning shorthand classes. Although beginning classes are usually separated according to a system, the "shorthand mix" can occur. Some students do not feel ready for the advanced shorthand course even after completing a semester or even a full year of shorthand and enroll in another

beginning system of shorthand. Therefore, the shorthand "mix" can occur in the beginning classes with those students who desire to change systems for a variety of reasons.

The shorthand "mix" calls for teachers to become the managers of effective learning activities rather than the repository of all knowledge (Schooley, 1977:16).

Some schools merge the two systems during the second semester after the theory has been completed; others wait until the following year during the second year of shorthand instruction.

In the second semester "mixed" classes at Oklahoma State University, the preview for teacher dictation was handled in one of three ways (Ownby, 1977:1):

1. Students were given a list of words for the next day's dictation to look up and practice before class.
2. A preview in both Century 21 and Gregg was placed on the chalkboard or overhead projector.
3. Dictation was given from the list assigned to one group and a preview presented to other group.

Students in a "mixed" class should have their own personal copy of a shorthand dictionary in the shorthand system that they write.

As Hess and Christensen state (1977:8),

. . . encouraging advanced shorthand students to check words in their own dictionary may contribute more to efficient class procedures than either student-written or teacher-written

previews or postviews. This procedure also helps students develop the habit of relying on reference materials rather than always depending on the teacher to supply needed information.

Shorthand teachers have long recognized how valuable a tool the shorthand dictionary is for every shorthand writer. The emphasis by Hess and Christensen on the shorthand dictionary is not new or unique to classes with the "mixed" situation.

Multi-channel equipment can be a valuable aid to the teacher in a "mixed" class but it is not essential. Transparencies, too, can be utilized to great advantage. Schooley (1977:5) suggests using one column for Century 21 and one for Gregg, using a different color pen for each system helping students "see" only the words in their system.

Ownby (1977:2) gives a word of caution:

In a "mixed" class it is especially important for the teacher to give both groups equal attention and to show no preference for one system. Providing for individual differences in terms of the shorthand system was actually no more difficult than providing for individual differences in terms of dictation speed or transcription skills.

One of the major concerns expressed by Schooley (1977:3) in a "mix" situation is how to handle the problem of dual instructional materials and homework assignments. ". . . experience indicates that effective learning can take place in a classroom with two separate sets of textbooks. In such a situation, an assignment sheet is essential."

The "mix" is here to stay and the shorthand teacher who is prepared to handle the situation will no doubt be in demand (Ownby, 1977:1).

It is well to note that a well-designed shorthand system implemented by carefully developed learning materials will contribute greatly to assuring mastery of shorthand theory (Haggblade, 1974:5).

. . . Century 21 shorthand is now an established shorthand system and is worthy of serious consideration by all shorthand teachers and researchers (Stoddard, 1976:9).

Chapter 3

PROCEDURES

The primary purpose of this study was to survey how Century 21 shorthand has been implemented into Montana public high schools and post-secondary institutions; the second primary purpose was to compare the relationship of Montana public high schools teaching Century 21 shorthand to Montana post-secondary institutions teaching Century 21 shorthand and/or the shorthand "mix"; the third primary purpose was to show possible existing need for implementing Century 21 shorthand and/or the shorthand "mix" at post-secondary institutions in Montana.

The purposes of this chapter were: (a) to describe the sources of data, (b) to determine the population sizes, (c) to explain the construction of the survey instrument, (d) to describe the administration of the survey instrument, and (e) to describe the methods of analyzing the data.

SOURCES OF DATA

The statistical data were obtained entirely from the following two sources:

1. One shorthand instructor from each of the 170 Montana public high schools.
2. One shorthand instructor from each of the 16 Montana post-secondary institutions.

The names and addresses were obtained from the list of Montana Business and Office Education Personnel bulletin, which is compiled and published by the Office of the Superintendent of Public Instruction in Helena, Montana.

DEVELOPMENT OF THE SURVEY INSTRUMENT

The questionnaire was developed and constructed on the basis of the review of literature, Chapter 2. Specific and general questions were asked about the implementation of Century 21 shorthand and possible plans for implementing Century 21 shorthand into their business education curriculum, and questions were asked concerning the shorthand "mix."

The questionnaire was designed and then tested for its validity by various business education instructors at Montana State University and the researcher's committee members. They were asked to peruse the questionnaire and make recommendations or corrections they deemed necessary.

After making various changes, refinements, improvements, and final review by the researcher's committee, the revised questionnaire was approved for mailing.

ADMINISTRATION OF THE SURVEY INSTRUMENT

On March 8, 1978, the questionnaire and the cover letter were sent to a shorthand instructor at each of the public high schools in Montana and to a shorthand instructor at each of the post-secondary institutions in Montana.

The first mailing showed a return of 122 of the 186 for a 65.6 percent return. A second mailing was sent on April 3, 1978, to those shorthand instructors from the public high schools and post-secondary institutions that did not respond to the first mailing. As a result of these two mailings, 148 responded for a return of 79.6 percent. This percentage was considered sufficient.

ANALYSIS OF DATA

The primary problem of this study was to determine how Montana public high schools and Montana post-secondary institutions have implemented Century 21 shorthand and/or the shorthand "mix" into their curriculum.

Another part of this study was to compare the relationship of Montana public high schools to post-secondary institutions in Montana teaching Century 21 shorthand and/or the shorthand "mix."

Another section of this study was to show any existing need in Montana public high schools and post-secondary institutions in

Montana for implementing Century 21 shorthand and/or the shorthand "mix" into their curriculum.

Responses from the 135 usable returns were tabulated and compiled on tally sheets in order to summarize the data. From the tally sheets, tables were constructed to present the findings in an understandable and readable form.

Chapter 4

FINDINGS

INTRODUCTION

This chapter presents a tabulation and analysis of the data obtained from this survey of Montana public high schools and post-secondary institutions. The study concentrated on shorthand curriculum practices in the public high schools and post-secondary institutions in Montana. The questionnaire also sought to determine how Century 21 shorthand is implemented into curriculums and how it is being accepted in Montana public high schools and post-secondary institutions.

The first portion of the survey dealt with what shorthand system or systems was used in beginning and advanced classes of shorthand at each of the respondent's respective school or institution.

The second portion of the survey dealt with those schools or institutions teaching classes in the Century 21 shorthand system.

The following pages include the questions used and the results of the survey. Each question is stated and the results are set up in tables with the number of responses and percentages worked out according to the responses made on the questionnaire. Following each tabulation is a brief comment featuring important points of interest. The questions are presented numerically in the order that they appear in the questionnaire.

Table 1

Summary of Respondents

Explanation	No.	Percent
Usable returns	135	72.6
No shorthand offered	<u>13</u>	<u>7.0</u>
Schools responding	148	79.6
No reply	<u>38</u>	<u>20.4</u>
Totals	186	100.0

Comments:

Questionnaires were mailed to 186 Montana public high schools and post-secondary institutions. Of the total 186 public high schools and institutions surveyed, 38, or 20.4 percent, did not reply to either of the two mailings. As indicated in Table 1, 148, or 79.6 percent, of the public high schools and post-secondary institutions responded. Of the 148 public high schools and post-secondary institutions responding, 13, or 7 percent, did not complete the questionnaire stating that their school did not offer shorthand. These responses were unusable. Of the 186 questionnaires sent out, 135 were usable. Therefore, the remainder of this chapter will deal with the results of these 135 usable returns.

Question 1: Is Gregg shorthand the only beginning shorthand taught at your school?

Table 2
Teaching Beginning Shorthand Classes
in only Gregg Shorthand System

Response	Number of Responses	Percent of Responses
Yes	122	90.4
No	13	9.6
No Reply	—	—
Totals	135	100.0

Comments:

The results indicated that 122, or 90.4 percent, of the responding public high schools and post-secondary institutions in Montana teach beginning shorthand in the Gregg shorthand system. Thirteen of the respondents, or 9.6 percent, do not.

Question 2: Is Century 21 shorthand the only beginning shorthand taught at your school?

Table 3

Teaching Beginning Shorthand Classes
in only Century 21 Shorthand System

Response	Number of Responses	Percent of Responses
Yes	11	8.1
No	90	66.7
No Reply	<u>34</u>	<u>25.2</u>
Totals	135	100.0

Comments:

The results again showed that beginning classes of shorthand are taught primarily in the Gregg shorthand system with only 11 of the 135 schools and institutions responding that they teach beginning classes of Century 21 shorthand. Thirty-four of the respondents did not answer this question.

Question 3: Are separate classes of beginning Gregg shorthand and beginning Century 21 shorthand taught at your school?

Table 4

Teaching Separate Beginning Shorthand Classes
in Gregg and Century 21 Shorthand Systems

Response	Number of Responses	Percent of Responses
Yes	1	.7
No	126	93.3
No Reply	<u>8</u>	<u>6.0</u>
Totals	135	100.0

Comments:

The results revealed that only one of the respondent's school or institutions offer separate beginning shorthand classes in both Gregg and Century 21 shorthand systems. Eight, or 6 percent, of the respondents did not reply to this question.

Question 4: If your answer to question #3 is yes, is the same teacher teaching both shorthand systems?

Table 5

Same Teacher Teaching Beginning Shorthand Classes
in Gregg and Century 21 Shorthand Systems

Response	Number of Responses	Percent of Responses
Yes	1	100.0
No		
No Reply	—	—
Totals	1	100.0

Comments:

As indicated in Table 4, only one school or institution reported having separate classes of beginning shorthand in both Century 21 and Gregg shorthand systems. This one respondent also reported that the same teacher does instruct in both systems at that school or institution.

Question 5: Are beginning Gregg shorthand and beginning Century 21 shorthand classes taught together at your school?

Table 6

Teaching Beginning Shorthand in Both Gregg and
Century 21 Shorthand Systems Together

Response	Number of Responses	Percent of Responses
Yes	1	.7
No	116	85.9
No Reply	<u>18</u>	<u>13.4</u>
Totals	135	100.0

Comments:

Only 1 school, or .7 percent, reported that they teach both beginning Gregg and Century 21 shorthand systems in the same classroom together. Eighteen, or 13.4 percent, of the respondents did not answer this question.

Question 6: If your answer to question #5 is yes, is the same teacher teaching both shorthand systems?

Table 7

Same Teacher Teaching Both Beginning Classes
of Gregg and Century 21 Shorthand Together

Response	Number of Responses	Percent of Responses
Yes	1	100.0
No		
No Reply	—	—
Totals	1	100.0

Comments:

Again, the one lone respondent that replied yes to question #5 was the only one who replied yes to having the same teacher teach beginning shorthand in both shorthand systems together.

My aim at this question was to see if any of the public high schools or post-secondary institutions were utilizing team teaching in their shorthand classes utilizing both Gregg and Century 21 shorthand systems.

Question 7: Does your school offer classes in advanced shorthand?

Table 8

Offering Advanced Shorthand Classes

Response	Number of Responses	Percent of Responses
Yes	74	54.8
No	61	45.2
No Reply	—	—
Totals	135	100.0

Comments:

All of the respondents answered this question with 74, or 54.8 percent, stating that they do offer classes in advanced shorthand. Sixty-one, or 45.2 percent, of the respondents do not offer classes in advanced shorthand.

The information shows that over one-half of the responding schools and institutions do offer advanced shorthand classes.

Question 8: If your answer to question #7 is yes, is Gregg shorthand the only advanced shorthand taught at your school?

Table 9

Teaching Advanced Shorthand Classes
in only Gregg Shorthand System

Response	Number of Responses	Percent of Responses
Yes	63	85.1
No	8	10.8
No Reply	<u>3</u>	<u>4.1</u>
Totals	74	100.0

Comments:

Since only 74 respondents had replied yes to question #7, they are the only respondents to question #8.

Out of the 74 respondents who had replied yes to question #7, 63, or 85.1 percent, teach advanced shorthand classes in the Gregg system. Eight respondents, or 10.8, do not. Three respondents did not reply to this question.

Question 9: If your answer to question #7 is yes, is Century 21 shorthand the only advanced shorthand taught at your school?

Table 10.

Teaching Advanced Shorthand Classes in
only Century 21 Shorthand System

Response	Number of Responses	Percent of Responses
Yes	6	8.1
No	39	52.7
No Reply	<u>29</u>	<u>39.2</u>
Totals	74	100.0

Comments:

Again this question refers back to question #7. Only 39, or 8.1 percent, of the responding schools and institutions reported teaching advanced shorthand classes in just the Century 21 shorthand system. A large number of respondents did not reply to this question.

Question 10: If your answer to question #7 is yes, are both advanced Gregg and advanced Century 21 classes "mixed" at your school?

Table 11

Teaching Advanced Shorthand Classes in both Gregg
and Century 21 Shorthand Systems Together

Response	Number of Responses	Percent of Responses
Yes	5	6.8
No	52	70.2
No Reply	<u>17</u>	<u>23.0</u>
Totals	74	100.0

Comments:

Five respondents, or 6.8 percent, showed that they offer advanced shorthand in both Gregg and Century 21 systems. These classes are "mixed" or taught together in the same classroom.

Studies have shown that this is the general practice.

Table 12

Summary of Shorthand Systems Offered in
both Beginning and Advanced Classes

Shorthand System	Beginning	Percent	Advanced	Percent
Gregg	122	90.4	63	85.5
Century 21	11	8.2	6	7.9
Both Systems (separate classes)	1	.7	0	0.0
Both Systems (mixed classes)	<u>1</u>	<u>.7</u>	<u>5</u>	<u>6.6</u>
Totals	135	100.0	74	100.0

Comments:

This is a summary table showing the individual tables listed previously so that one can get an overall view of the status of the shorthand system or systems being utilized in Montana.

One respondent did state that they were unique--they teach three systems of shorthand.

Question 11: Please indicate enrollment figures for this year (1977-78) or if the class is only offered every other year, use last year's figures.

Table 13

Enrollment Figures in Both Gregg and Century 21 Shorthand Systems for the Beginning and Advanced Classes

Shorthand System	Beginning	Advanced
Gregg	1,775	749
Century 21	198	67

Comments:

This table shows the enrollment figures in both Gregg and Century 21 shorthand systems for beginning and advanced classes. Students coming to post-secondary institutions from high schools are creating a "mixed" situation, which calls for a different teaching technique.

Question 12: Are plans being made to implement Century 21 shorthand into the business education curriculum at your school?

Table 14

Plans Being Made to Implement Century 21
Shorthand into Curriculum

Response	Number of Responses	Percent of Responses
Yes	13	9.6
No	122	90.4
No Reply	—	—
Totals	135	100.0

Comments:

In response to this question, 13, or 9.6 percent, plan on implementing Century 21 shorthand in the near future. This is not a real high percentage but is indicative that Century 21 shorthand is being considered and being implemented into Montana public high schools and post-secondary institutions. Again, this question leads to the "mixed" situation that is becoming noticeable in our post-secondary institutions.

Question 13: If answer to question #13 is yes, when? (Circle year)

Table 15

Year Planned for Implementation of
Century 21 Shorthand

Year	Number of Respondents
1978-79	6
1979-80	3
After 1980	3
Debating	3

Comments:

The above table shows that Century 21 shorthand is being planned for implementation in business education curriculums at a dozen Montana schools or post-secondary institutions in the near future. Three other schools are considering or debating the implementation at this time.

Question 14: Have you had any transfer students this year with only Century 21 shorthand training or background?

Table 16

Transfer Students with Century 21 Background

Response	Number of Responses	Percent of Responses
Yes	5	3.7
No	126	93.3
No Reply	<u>4</u>	<u>3.0</u>
Totals	135	100.0

Comments:

The results obtained for this question show that 5, or 3.7 percent, of the respondents have had transfer students with only Century 21 shorthand background. One hundred twenty-six, or 93.3 percent, have not had any transfer students with only Century 21 shorthand background. Four of the respondents did not reply to this question.

Question 15: If answer to question #14 is yes, how many?

Comments:

One school reported that they had had three transfer students with Century 21 background or training. Each of the other schools reported having one each.

It was noted that the larger high schools and the post-secondary institutions were the ones that had received transfer students.

Question 16: Would you recommend that Montana Vo-Tech Centers offer beginning Century 21 shorthand classes?

Table 17

Recommendations Concerning Beginning Century 21
Shorthand at Vo-Tech Centers

Response	Number of Responses	Percent of Responses
Yes	65	48.1
No	44	32.6
No Reply	<u>26</u>	<u>19.3</u>
Totals	135	100.0

Comments:

The response to question #16 indicated that 65, or 48.1 percent, would recommend that Vo-Tech Centers offer classes in beginning shorthand. Forty-four of the questionnaires were returned not recommending Century 21 beginning classes at the Vo-Tech Centers for a percentage of 32.6. No reply was noted on 26 returns, or 19.3 percent.

Question 17: Would you recommend that Montana Community Colleges offer beginning Century 21 shorthand classes?

Table 18

Recommendations Concerning Beginning Century 21
Shorthand at Community Colleges

Response	Number of Responses	Percent of Responses
Yes	70	51.9
No	40	29.6
No Reply	<u>25</u>	<u>18.5</u>
Totals	135	100.0

Comments:

Over half of the respondents would recommend that Community Colleges begin offering classes in Century 21 beginning shorthand.

Only 40 of the respondents did not recommend this offering. Again, a number of respondents did not reply to this question.

Question 18: Would you recommend that Montana four-year colleges and universities offer beginning Century 21 shorthand classes?

Table 19

Recommendations Concerning Beginning Century 21 Shorthand
at Four-Year Colleges and Universities

Response	Number of Responses	Percent of Responses
Yes	80	59.3
No	32	23.7
No Reply	<u>23</u>	<u>17.0</u>
Totals	135	100.0

Comments:

The results indicated that a majority, 59.3 percent, of the teachers responding to the questionnaire would like to recommend that the four-year colleges and universities begin offering classes in beginning Century 21 shorthand. Only 32, or 23.7 percent, did not wish to see them offer Century 21 beginning shorthand classes. Seventeen percent did not reply to this question.

Question 19: Would you recommend that Montana Vo-Tech Centers offer advanced Century 21 shorthand classes?

Table 20

Recommendations Concerning Advanced Century 21
Shorthand at Vo-Tech Centers

Response	Number of Responses	Percent of Responses
Yes	69	51.1
No	38	28.2
No Reply	<u>28</u>	<u>20.7</u>
Totals	135	100.0

Comments:

Results again indicated that a majority, or 51.1 percent, would recommend that the Vo-Tech Centers offer instruction in advanced Century 21 shorthand. Thirty-eight, or 28.2 percent, would not recommend offering advanced Century 21 shorthand instruction at the Vo-Tech Centers. No reply was noted on 28, or 20.7 percent.

Question 20: Would you recommend that Montana Community Colleges offer advanced Century 21 shorthand classes?

Table 21

Recommendations Concerning Advanced Century 21
Shorthand at Community Colleges

Response	Number of Responses	Percent of Responses
Yes	71	52.6
No	36	26.7
No Reply	<u>28</u>	<u>20.7</u>
Totals	135	100.0

Comments:

The results show that 71, or 52.6 percent, of the respondents would recommend that Community Colleges offer classes in advanced Century 21 shorthand; 36, or 26.7 percent, said no; and 28, or 20.7 percent, did not respond to this question.

Question 21: Would you recommend that Montana four-year colleges and universities offer advanced Century 21 shorthand classes?

Table 22

Recommendations Concerning Advanced Century 21 Shorthand
at Four-Year Colleges and Universities

Response	Number of Responses	Percent of Responses
Yes	76	56.3
No	30	22.2
No Reply	<u>29</u>	<u>21.5</u>
Totals	135	100.0

Comments:

This question received the highest percentage of all the questions dealing with recommending Century 21 shorthand instruction at vo-tech centers, community colleges, and four-year colleges and universities. The information shows that over one-half, 56.3 percent, of the respondents would recommend advanced Century 21 shorthand instruction at the four-year college and university level. The respondents registered a 30, or a 22.2 percent, against offering Century 21 advanced shorthand instruction, and 29 did not respond to this particular question.

Table 23

Summary of Recommendations for Post-Secondary
Institutions Regarding Century 21
Beginning Shorthand Classes

Response	Vo-Tech		Community Colleges		Four-Year	
	Number	Percent	Number	Percent	Number	Percent
Yes	65	51.1	70	51.9	80	59.3
No	44	32.6	40	29.6	32	23.7
No Reply	<u>26</u>	<u>19.3</u>	<u>25</u>	<u>18.5</u>	<u>23</u>	<u>17.0</u>
Totals	135	100.0	135	100.0	135	100.0

Comments:

This summary shows the total overall view of the recommendations made by the respondents concerning Century 21 beginning classes at post-secondary institutions. The largest "yes" response was at the four-year college or institution level with a 59.3 percent.

Table 24

Summary of Recommendations for Post-Secondary
Institutions Regarding Century 21
Advanced Shorthand Classes

Response	Vo-Tech		Community Colleges		Four-Year	
	Number	Percent	Number	Percent	Number	Percent
Yes	69	51.1	71	52.6	76	56.3
No	38	28.2	36	26.7	30	22.2
No Reply	<u>28</u>	<u>20.7</u>	<u>28</u>	<u>20.7</u>	<u>29</u>	<u>21.5</u>
Totals	135	100.0	135	100.0	135	100.0

Comments:

The above summary shows a complete picture of the respondents' recommendations regarding Century 21 advanced classes at the post-secondary level. Again, the largest percent, 56.3, was noted at the four-year college and institution level.

Question 22: Would you recommend that Montana post-secondary institutions (vo-tech, community college, four-year colleges and universities) offer advanced classes with the shorthand "mix" where both Gregg shorthand and Century 21 shorthand systems are used in the same class?

Table 25

Recommendations Concerning Shorthand
"Mix" in Advanced Classes at
Post-Secondary Institutions

Response	Number of Responses	Percent of Responses
Yes	60	44.5
No	50	37.0
No Reply	<u>25</u>	<u>18.5</u>
Totals	135	100.0

Comments:

A majority of the results, or 44.5 percent, favored the shorthand "mix" in advanced classes at post-secondary institutions. Fifty, or 37.0 percent, did not favor this concept; and 25, or 18.5 percent, did not reply.

Question 23: Would you recommend that Montana business teacher education departments (four-year colleges and universities) offer Century 21 shorthand methodology in their methods classes?

Table 26

Recommendations Concerning Century 21
Methodology in Methods Classes

Response	Number of Responses	Percent of Responses
Yes	84	62.2
No	28	20.7
No Reply	<u>23</u>	<u>17.1</u>
Totals	135	100.0

Comments:

A large majority, 62.2 percent, indicated that they would recommend offering Century 21 methodology in methods classes in the four-year college and university business teacher education departments. Twenty-eight, or 20.7 percent, said no. Twenty-three, or 17.1 percent, did not respond to this question.

Question 24: Have you ever taken a class or workshop in Century 21 shorthand?

Table 27

Recommendations Concerning Century 21
Shorthand Workshop or Class

Response	Number of Responses	Percent of Responses
Yes	55	40.7
No	75	55.6
No Reply	<u>5</u>	<u>3.7</u>
Totals	135	100.0

Comments:

Only 55, or 40.7 percent, of the respondents have ever taken a workshop or a class in Century 21 instruction. Over 50 percent, 55.6 percent to be exact, have never taken a class or workshop in Century 21 instruction. The lowest percentage went to the "no reply" section of this question, 3.7 percent.

Question 25: If answer to question #24 is yes, (a) where, (b) when?

Comments:

Most of the respondents had taken summer workshops within the last three years. Some had only had a one-day look at Century 21 shorthand. There have been some workshops throughout the state, but most of the respondents felt they needed to study the system more before teaching it. Several commented they would like a workshop in their area of the state.

Question 26: Would you like to teach Century 21 shorthand?

Table 28

Recommendations Concerning Teaching of
Century 21 Shorthand

Response	Number of Responses	Percent of Responses
Yes	50	37.0
No	51	37.8
No Reply	<u>34</u>	<u>25.2</u>
Totals	135	100.0

Comments:

The results from this question showed that 50, or 37.0 percent, would like to teach a class in Century 21 shorthand. Fifty-one, or

37.8 percent, said that they would not like to teach a class in Century 21 shorthand, and 34, or 25.2 percent, did not reply to this question.

Question 27: Have you ever had an opportunity to teach a class in Century 21 shorthand?

Table 29
Recommendations Concerning Teachers of
Century 21 Shorthand

Response	Number of Responses	Percent of Responses
Yes	14	10.4
No	117	86.7
No Reply	<u>4</u>	<u>2.9</u>
Totals	135	100.0

Comments:

The results indicated that only 14, or 10.4 percent, of the respondents have ever had an opportunity to instruct in Century 21 shorthand, while 117, or 86.7 percent, have never taught Century 21 shorthand. Only 4 people did not answer this question.

The remaining questions in the survey were designed to be answered only by those who had answered the previous question, number 27, with a yes. This involved only 14 of the 135 usable returns, which gave a percentage of 10.4 that have ever instructed in Century 21 shorthand.

Question 28: How many years have you taught Century 21 shorthand?

Comments:

The maximum number of years listed was three; there were two respondents in this area. Five had taught Century 21 shorthand for a period of two years, and six had taught Century 21 for one year.

Question 29: Did you enjoy teaching Century 21 shorthand?

Table 30

Recommendations Concerning Century 21 Shorthand Teaching

Response	Number of Responses	Percent of Responses
Yes	12	85.8
No	1	7.1
No Reply	<u>1</u>	<u>7.1</u>
Totals	14	100.0

Comments:

The results revealed that teachers do enjoy teaching Century 21 shorthand by a large majority, 85.8 percent. Only 1 did not enjoy the teaching of Century 21 shorthand, and 1 did not reply to this question.

Question 30: If you made the transition from Gregg shorthand to Century 21 shorthand, did you find the transition difficult?

Table 31

Recommendations Concerning Transition from Gregg to
Century 21 Shorthand

Response	Number of Responses	Percent of Responses
Yes	4	28.6
No	8	57.1
No Reply	<u>2</u>	<u>14.3</u>
Totals	14	100.0

Comments:

Over half the respondents did not find the transition from Gregg shorthand to Century 21 shorthand difficult. Four of the

respondents felt that the transition was difficult, and 2 did not answer this question.

Question 31: Generally, do you feel that your students had an easier time learning Century 21 shorthand than your previous students had learning Gregg shorthand?

Table 32
Recommendations Concerning Learning of
Century 21 Shorthand

Response	Number of Responses	Percent of Responses
Yes	12	85.7
No	0	0.0
No Reply	<u>2</u>	<u>14.3</u>
Totals	14	100.0

Comments:

An overwhelming majority felt that Century 21 shorthand was easier for the students to learn. Twelve, or 85.7 percent, indicated this. There were no returns with "no," and only 2 with "no reply."

Question 32: Specifically, comment as to which system your students did better in relative to the following areas: (Please check which system).

Table 33
Recommendations Concerning Shorthand Systems

Shorthand Area	Gregg		Century 21		Same		No Reply	
	No.	%	No.	%	No.	%	No.	%
Theory	0	0.0	9	64.3	0	0.0	5	37.7
Word Beginnings	1	7.1	6	42.9	1	7.1	6	42.9
Word Endings	2	14.3	6	42.9	1	7.1	5	35.7
Phrases	2	14.3	6	42.9	4	28.6	2	14.3
Brief forms/ Speedforms	2	14.3	8	57.1	0	0.0	4	28.6
Vocabulary	2	14.3	8	57.1	0	0.0	4	28.6
Reading	1	7.1	8	57.1	1	7.1	4	28.6
Writing	0	0.0	10	71.4	0	0.0	4	28.6
Speed Development	1	7.1	8	57.1	1	7.1	4	28.6
Speed Takes	0	0.0	7	50.0	2	14.3	5	35.7
Mailability	0	0.0	5	35.7	2	14.3	7	50.0
Transcription	0	0.0	6	42.9	1	7.1	7	50.0

Comments:

Century 21 shorthand strong areas as indicated by the teachers who have instructed in Century 21 shorthand are: (a) Theory, (b) Speedforms, (c) Vocabulary, (d) Reading, (e) Writing, (f) Speed Development, and (g) Speed Takes. These areas all showed over 50 percent. Writing was the strongest area in Century 21 shorthand with 71.4 percent.

Question 33: Did you have more dropouts with Century 21 shorthand than you had experienced with Gregg shorthand? (first semester)

Table 34

Recommendations Concerning First Semester Dropout Rate

Response	Number of Responses	Percent of Responses
Yes	0	0.0
No	12	85.7
No Reply	<u>2</u>	<u>14.3</u>
Totals	14	100.0

Comments:

The results indicated that the dropout rate with Century 21 shorthand was not more than with Gregg shorthand during the first semester. Several commented that the dropout rate with Century 21 shorthand was actually less.

Question 34: Did you have more dropouts with Century 21 shorthand than you had experienced with Gregg shorthand? (second semester)

Table 35

Recommendations Concerning Second Semester Dropout Rate

Response	Number of Responses	Percent of Responses
Yes	0	0.0
No	12	85.7
No Reply	<u>2</u>	<u>14.3</u>
Totals	14	100.0

Comments:

The results obtained for this question indicated that there were not more dropouts with Century 21 than with Gregg shorthand during the second semester of the class.

Question 35: Were you satisfied with the results your students obtained with Century 21 shorthand?

Table 36

Recommendations Concerning Century 21 Results

Response	Number of Responses	Percent of Responses
Yes	11	78.6
No	0	0.0
No Reply	<u>3</u>	<u>21.4</u>
Totals	14	100.0

Comments:

A large number of the respondents were satisfied with the results they had obtained with Century 21 shorthand. Three of the respondents did not reply to this question.

Question 36: When your school switched to Century 21 shorthand, did they change all shorthand offerings to the Century 21 system?

Table 37

Implementation of Century 21 Shorthand

Response	Number of Responses	Percent of Responses
Yes	7	50.0
No	5	35.7
No Reply	<u>2</u>	<u>14.3</u>
Totals	14	100.0

Comments:

Fifty percent of the schools that switched to Century 21 shorthand changed all their shorthand offerings to that system. Five, or 35.7 percent, did not change all their offerings to the Century 21 shorthand system. No reply was received on 2.

Question 37: When your school switched to Century 21 shorthand, did they offer separate beginning classes of Century 21 and Gregg shorthand?

Table 38

Recommendations Concerning Beginning Shorthand Classes

Response	Number of Responses	Percent of Responses
Yes	1	7.1
No	11	78.6
No Reply	<u>2</u>	<u>14.3</u>
Totals	14	100.0

Comments:

The results indicated that only 1 school taught both beginning shorthand systems when they implemented the Century 21 shorthand system. Eleven, or 78.6 percent, taught only the Century 21 beginning classes. Again, 2 people did not answer this question.

Question 38: When your school switched to Century 21 shorthand, did they offer the advanced classes in Gregg shorthand the first year?

Table 39

Recommendations Concerning Advanced Classes

Response	Number of Responses	Percent of Responses
Yes	7	50.0
No	4	28.6
No Reply	<u>3</u>	<u>21.4</u>
Totals	14	100.0

Comments:

The results showed that 50 percent of the schools that changed to the Century 21 shorthand system did retain the advanced classes of Gregg shorthand. However, 4, or 28.6 percent, did not. There were 3 unanswered returns.

Question 39: Would you like your school to switch back to Gregg shorthand?

Table 40

Recommendations Concerning Curriculum
Change to Century 21

Response	Number of Responses	Percent of Responses
Yes	0	0.0
No	9	64.3
No Reply	<u>5</u>	<u>35.7</u>
Totals	14	100.0

Comments:

Nine of the 14 respondents would not like to change back to teaching the Gregg shorthand system after having taught Century 21. There were 5 respondents who did not answer this question.

Question 40: Did your school offer Century 21 shorthand and decide to switch back to Gregg shorthand?

Table 41

Recommendations Concerning Curriculum
Change from Century 21

Response	Number of Responses	Percent of Responses
Yes	0	0.0
No	10	71.4
No Reply	<u>4</u>	<u>28.6</u>
Totals	14	100.0

Comments:

None of the schools reporting had switched to the Century 21 shorthand system and then decided to change back to the Gregg shorthand system. Four of the respondents did not answer this question.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study of the shorthand curriculum practices in Montana public high schools and post-secondary institutions was conducted during the 1977-78 school year. The primary purpose of this study was to survey how Century 21 shorthand has been implemented into Montana public high schools and post-secondary institutions; the second primary purpose was to compare the relationship of Montana public high schools teaching Century 21 shorthand to Montana post-secondary institutions teaching Century 21 shorthand and/or the shorthand "mix"; the third primary purpose was to show possible existing need for implementing Century 21 shorthand and/or the shorthand "mix" at post-secondary institutions in Montana.

To achieve these purposes, questionnaires were sent to 186 shorthand instructors throughout the state, from which 135 were usable.

Since more and more business education teachers are becoming concerned and interested in Century 21 shorthand, it is imperative that public high schools and post-secondary institutions work together so that articulation problems can be solved.

Gregg shorthand has always been the leading shorthand system that was taught and this "new" shorthand came as quite a shock. Today, with high schools and post-secondary institutions implementing Century 21 into their business education programs, we are facing a new situation. Problems are arising with the "mixed" shorthand classes and must be resolved.

Montana high schools that have implemented Century 21 shorthand have almost all gone with just the beginning shorthand class the first year. Usually Gregg is retained in the advanced classes until the following year when Century 21 shorthand students are involved. Only one school reported a "mixed" situation in beginning classes of shorthand.

Century 21 shorthand has been implemented in over a dozen high schools across the state and about a dozen more plan on implementing it in the near future. Post-secondary institutions have not kept up with this trend; and, therefore, students from these high schools transferring to other high schools or going to post-secondary institutions are either changing to another shorthand system, enrolling in advanced shorthand classes and creating "mixed" classes, or dropping out of shorthand. Classes for speed development can easily be "mixed" together with little effort on the part of the teacher involved. A summer workshop would be sufficient enough to give guidelines in this area.

The post-secondary institutions are going to have to take the lead and offer instruction for teachers on how to handle a "mixed" class and also begin Century 21 methodology in their methods classes.

Century 21 is not just a passing fancy--it is worthy of serious consideration by all shorthand teachers and researchers.

CONCLUSIONS

The following conclusions from this study were based on the literature reviewed and the findings from the questionnaires returned:

1. Century 21 shorthand is growing in popularity in Montana as evidenced by the schools that are planning on implementing it within the near future.
2. Schools offering both Gregg and Century 21 shorthand systems usually "mix" the advanced classes of shorthand together.
3. In Montana, the larger high schools and the post-secondary institutions are the ones receiving transfer students with Century 21 background.
4. A majority of the respondents recommended that both beginning and advanced Century 21 shorthand instruction be offered at post-secondary institutions.

5. Most respondents recommended that Montana business education departments offer Century 21 shorthand methodology in their methods classes.

6. Of those responding who had taken a Century 21 shorthand class or workshop, 90.9 percent, felt they would like to teach Century 21 shorthand. Only fourteen, or 25.2 percent, of these respondents have had an opportunity to do so.

7. A majority of the teachers making the transition from Gregg shorthand to Century 21 shorthand did not find it difficult and do enjoy teaching Century 21 shorthand.

Conclusions concerning Century 21 shorthand by those teachers who responded who have taught or are teaching Century 21 shorthand:

1. A good percentage, 85.7 percent, felt that students had an easier time learning Century 21 shorthand.

2. A large number, 50 percent or better, agreed that Century 21 shorthand students did better in the following areas:

(a) theory, (b) speedforms, (c) vocabulary, (d) reading, (e) speed development, and (f) speed takes.

3. A large majority, 85.7 percent, stated that the dropout rate, first and second semesters, was not more than they had experienced with Gregg shorthand.

4. A large number of the respondents were satisfied with the results their students had obtained with Century 21 shorthand.

RECOMMENDATIONS

This writer feels that the following recommendations should be made to the business education shorthand instructors in Montana public high schools and post-secondary institutions:

1. It is recommended that Montana post-secondary institutions implement Century 21 shorthand methodology in methods classes.

Ownby (1977:1) reports, "the 'mix' is here to stay and the shorthand teacher who is prepared to handle the situation will no doubt be in demand."

2. It is also recommended that Montana business education shorthand teachers "gear up" to handle "mixed" shorthand classes, especially in the advanced sections. Schooley (1977:3) states, "advanced shorthand classes having different shorthand systems will, with increasing frequency, be the expected situation rather than the exception."

3. It is recommended that Montana post-secondary institutions consider offering beginning shorthand instruction in Gregg and Century 21 shorthand systems.

4. It is further recommended that Montana post-secondary institutions consider offering advanced sections of shorthand with instruction in both Century 21 and Gregg systems; these classes could be "mixed."

APPENDIX

APPENDIX

March 8, 1978

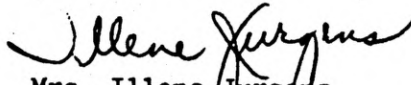
Dear Shorthand Instructor:

In partial fulfillment of a Master of Science degree in Business Education, I am conducting a study on Century 21 shorthand in all Montana public high schools and post-secondary institutions.

Please complete the enclosed questionnaire concerning the shorthand curriculum at your school. All information submitted will be held in confidence.

I would appreciate the return of this questionnaire in the enclosed, self-addressed envelope by March 31, 1978. Your cooperation in this project is greatly appreciated.

Sincerely yours,

A handwritten signature in cursive script, reading "Illene Jurgens".

Mrs. Illene Jurgens
Graduate Teaching Assistant

Enclosures 2

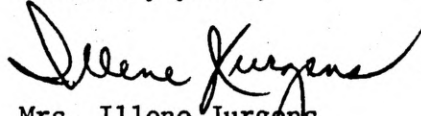
April 1, 1978

JUST A SHORT REMINDER

If you have not already completed the questionnaire that was sent to you earlier regarding Century 21 and Gregg shorthand, would you please take a few minutes and do so now. Your contribution in this study is needed so that the findings will reflect all Montana schools.

For your convenience, another questionnaire is enclosed. Please return it in the enclosed, stamped envelope by April 17, 1978. Your cooperation is very much appreciated.

Sincerely yours,

A handwritten signature in cursive script, reading "Illene Jurgens". The signature is written in dark ink and is positioned above the typed name.

Mrs. Illene Jurgens
Graduate Teaching Assistant

Enclosures

SHORTHAND QUESTIONNAIRE

Name _____ This year (1977-78) do you teach: (check one)
 Title _____ ☐ Gregg shorthand only
 School _____ ☐ Century 21 shorthand only
 _____ Years of shorthand teaching ☐ Both Gregg and Century 21 shorthand
 experience

DIRECTIONS: Please answer each of the following questions by circling either the Yes or No response or complete the question when appropriate.

(Please circle)

1. Is Gregg shorthand the only beginning shorthand taught at your school? 1. Yes No
2. Is Century 21 shorthand the only beginning shorthand taught at your school? 2. Yes No
3. Are separate classes of beginning Gregg shorthand and beginning Century 21 shorthand taught at your school? 3. Yes No
4. If your answer to question #3 is yes, is the same teacher teaching both shorthand systems? 4. Yes No
5. Are beginning Gregg shorthand and beginning Century 21 shorthand classes taught together at your school? 5. Yes No
6. If your answer to question #5 is yes, is the same teacher teaching both shorthand systems? 6. Yes No
7. Does your school offer classes in advanced shorthand? 7. Yes No
8. If your answer to question #7 is yes, is Gregg shorthand the only advanced shorthand taught at your school? 8. Yes No
9. If your answer to question #7 is yes, is Century 21 shorthand the only advanced shorthand taught at your school? 9. Yes No
10. If your answer to question #7 is yes, are both advanced Gregg shorthand and advanced Century 21 classes "mixed" at your school? 10. Yes No
11. Please indicate enrollment figures for this school year (1977-78) or if the class is only offered every other year, use last year's figures.

BEGINNING SHORTHAND		ADVANCED SHORTHAND	
Gregg	Century 21	Gregg	Century 21

12. Are plans being made to implement Century 21 shorthand into the business education curriculum at your school? 12. Yes No
13. If answer to question #12 is yes, when? (Circle school year)
 1978-79 1979-80 after 1980

- | | | |
|---|---------|----|
| 14. Have you had any transfer students <u>this year</u> with only Century 21 shorthand training or background? | 14. Yes | No |
| 15. If answer to question #14 is yes, how many? _____ | | |
| 16. Would you recommend that Montana Vo-Tech Centers offer <u>beginning</u> Century 21 shorthand classes? | 16. Yes | No |
| 17. Would you recommend that Montana Community Colleges offer <u>beginning</u> Century 21 shorthand classes? | 17. Yes | No |
| 18. Would you recommend that Montana four-year colleges and universities offer <u>beginning</u> Century 21 shorthand classes? | 18. Yes | No |
| 19. Would you recommend that Montana Vo-Tech Centers offer <u>advanced</u> Century 21 shorthand classes? | 19. Yes | No |
| 20. Would you recommend that Montana Community Colleges offer <u>advanced</u> Century 21 shorthand classes? | 20. Yes | No |
| 21. Would you recommend that Montana four-year colleges and universities offer <u>advanced</u> Century 21 shorthand classes? | 21. Yes | No |
| 22. Would you recommend that Montana post-secondary institutions (Vo-Tech, Community College, four-year colleges and universities) offer <u>advanced</u> classes with the shorthand "mix" where both Gregg shorthand and Century 21 shorthand systems are used in the same class? | 22. Yes | No |
| 23. Would you recommend that Montana business teacher education departments (four-year colleges and universities) offer Century 21 shorthand methodology in their methods classes? | 23. Yes | No |
| 24. Have you ever taken a class or workshop in Century 21 shorthand? | 24. Yes | No |
| 25. If answer to question #24 is <u>yes</u> , (a) where? _____
(b) when? _____ | | |
| 26. Would you like to teach Century 21 shorthand? | 26. Yes | No |
| 27. Have you ever had an opportunity to teach a class in Century 21 shorthand? | 27. Yes | No |
| IF ANSWER TO QUESTION #27 IS <u>NO</u> , PLEASE PROCEED TO QUESTION #43. | | |
| IF ANSWER TO QUESTION #27 IS <u>YES</u> , PLEASE CONTINUE. | | |
| 28. How many years have you taught Century 21 shorthand? _____ | | |
| 29. Did you enjoy teaching Century 21 shorthand? | 29. Yes | No |
| 30. If you made the transition from Gregg shorthand to Century 21 shorthand, did you find the transition difficult? | 30. Yes | No |

31. Generally, do you feel that your students had an easier time learning Century 21 shorthand than your previous students had learning Gregg shorthand?

31. Yes No

32. Specifically, comment as to which system your students did better in relative to the following areas: (Please check which system)

	Gregg	Century 21
a. Theory		
b. Word beginnings		
c. Word endings		
d. Phrases		
e. Brief forms/Speedforms		
f. Vocabulary		
g. Reading		
h. Writing		
i. Speed development		
j. Speed takes		
k. Mailability		
l. Transcription		

33. Did you have more dropouts with Century 21 shorthand than you had experienced with Gregg shorthand? (first semester)
34. Did you have more dropouts with Century 21 shorthand than you had experienced with Gregg shorthand? (second semester)
35. Were you satisfied with the results your students obtained with Century 21 shorthand?
36. When your school switched to Century 21 shorthand did they change all shorthand offerings to the Century 21 system?
37. When your school switched to Century 21 shorthand, did they offer separate beginning classes of Century 21 shorthand and Gregg shorthand?
38. When your school switched to Century 21 shorthand, did they offer the advanced classes in Gregg shorthand the first year?
39. Would you like your school to switch back to Gregg shorthand?
40. Did your school offer Century 21 shorthand and decide to switch back to Gregg shorthand?
41. If answer to question #40 is yes, how many years did your school teach Century 21 shorthand? _____ years
42. Why did they change back to Gregg shorthand?

33. Yes No

34. Yes No

35. Yes No

36. Yes No

37. Yes No

38. Yes No

39. Yes No

40. Yes No

43. If you wish to make any additional comments, do so here.

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