

# GREGG

## SHORTHAND FOR COLLEGES TRANSCRIPTION

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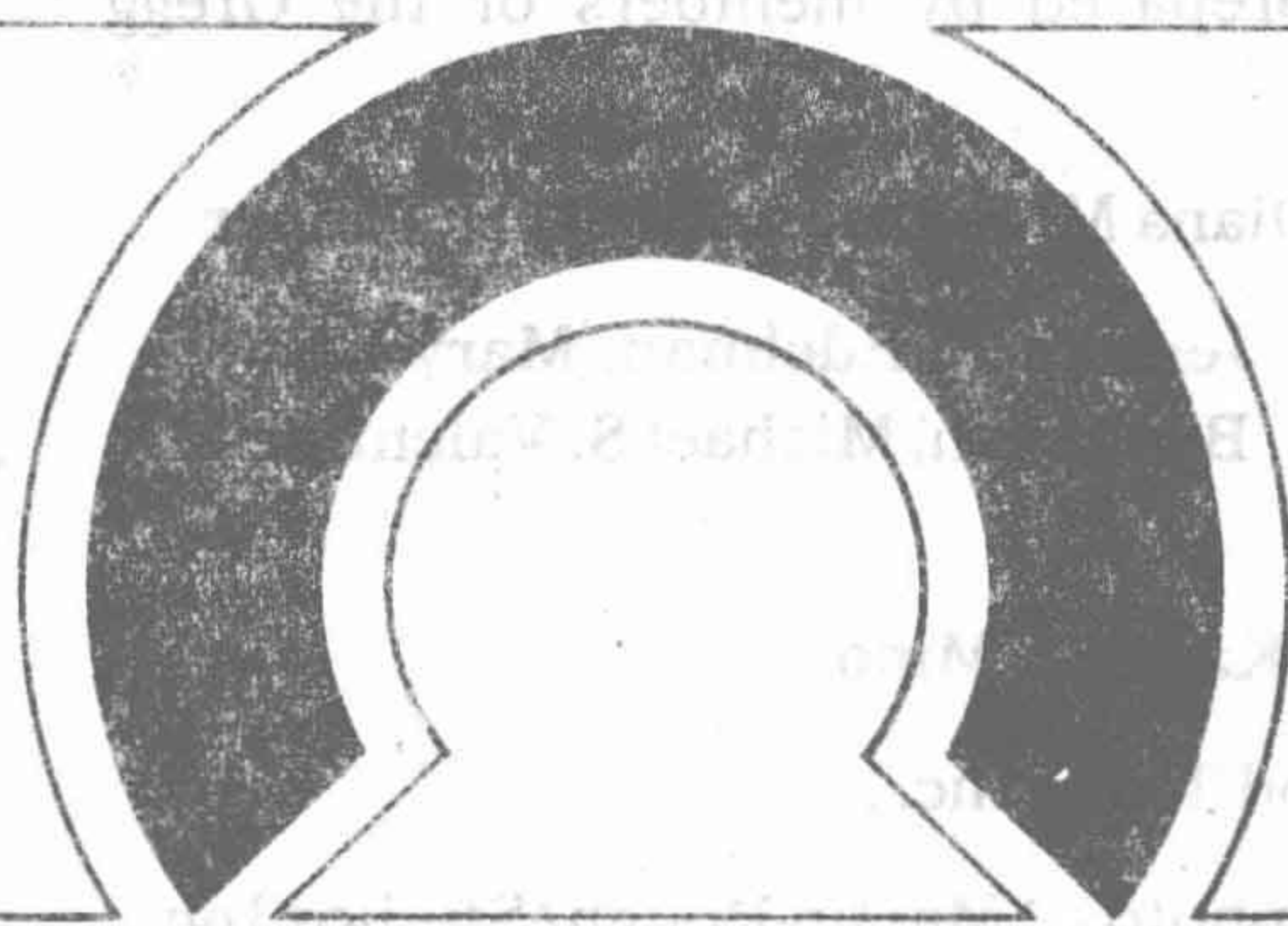
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**Gregg Shorthand for Colleges, Transcription, Series 90**

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# Preface

*Gregg Shorthand for Colleges, Transcription, Series 90*, is a textbook designed for advanced shorthand students in colleges, universities, community colleges, private schools, and other institutions of higher education. It teaches the students to combine skills already acquired in shorthand and typewriting with a knowledge of the mechanics of English in order to produce mailable correspondence that is accurately transcribed, attractively placed on the page, and free from errors in punctuation, spelling, and grammar. In most cases, *Transcription* will be used after students have completed *Gregg Shorthand for Colleges, Volume Two, Series 90*.

## Objectives

*Transcription* is designed to meet the following objectives:

- 1 Provide a review of the principles of Gregg Shorthand.
- 2 Develop further the students' ability to construct outlines for unfamiliar words under the stress of dictation.
- 3 Develop further the students' command of the mechanics of English.
- 4 Develop further the students' mastery and understanding of words.
- 5 Develop further the students' ability to spell and punctuate accurately.
- 6 Teach the students to place letters attractively on letterheads.
- 7 Teach the students efficient dictation and transcription techniques.
- 8 Teach the students to handle the problems of office-style dictation.

## Organization

*Transcription* is organized into 4 parts, 16 chapters, and 80 lessons. Each lesson contains sufficient material for an out-of-class assignment of approximately 40 minutes.

## Shorthand Skill Development

The development of the students' shorthand skill continues to receive strong emphasis in *Transcription* through the following features:

### BUILDING SHORTHAND SKILL

Each lesson in Part 1 (Lessons 1-20) contains a Theory Recall. The purpose of each recall is to provide a quick, intensive review of brief forms and derivatives, phrases, word beginnings, word endings, and word families.

### READING AND WRITING PRACTICE

Each of the 80 lessons contains a Reading and Writing Practice consisting of



modern, up-to-date letters and memorandums written in Gregg Shorthand, Series 90. This exercise provides a constant automatic review of the principles of Gregg Shorthand and at the same time develops the students' vocabulary.

The correspondence in each chapter is devoted to a specific business or department of business. The reading level is 9-10.

### **ACCURACY PRACTICE**

A number of lessons contain an Accuracy Practice designed to refine the students' shorthand writing style and thus promote greater fluency and accuracy in writing shorthand.

### **RECALL DRILLS**

In the Appendix a section of Recall Drills provides an intensive review of all the word beginnings, word endings, and phrasing principles of Gregg Shorthand. A few minutes spent on these drills two or three times a week will bring rich dividends.

## **The Mechanics of English**

In *Gregg Shorthand for Colleges, Volumes One and Two, Series 90*, much stress is placed on the development of the students' mastery of the mechanics of the English language, an area in which many students entering the stenography course are weak. This emphasis is continued and intensified in *Transcription* through the following features:

### **PUNCTUATION**

In Chapters 1 through 3 the punctuation pointers from the students' early studies in the shorthand course are reviewed. Beginning with Chapter 5, more advanced pointers are introduced.

### **SPELLING**

**Marginal Spelling Reminders** Words that secretaries frequently misspell are indicated in a second color in the shorthand of each Reading and Writing Practice. The correct longhand spelling and syllabication of these words appear in the margins of the shorthand.

**Spelling Families** In a number of lessons the students study a Spelling Family, which contains lists of words that have a common spelling problem. Several illustrations from the lists are used in the Reading and Writing Practice of the lesson.

**Similar Words** A number of lessons contain a Similar-Words Drill. This exercise alerts the students to the need for caution when choosing the correct word from pairs like *week-weak* and *device-devise*.



## **VOCABULARY DEVELOPMENT**

**Business Vocabulary Builders** Each lesson contains a Business Vocabulary Builder of several words or expressions, selected from the Reading and Writing Practice of that lesson, with which the students may not be familiar. The words and expressions are defined briefly as they are used in the lesson.

**Common Prefixes** Several lessons contain a drill on common prefixes in the English language. Understanding the meanings of these prefixes will do much to help expand the students' vocabulary.

## **GRAMMAR**

A number of lessons contain drills pinpointing common grammatical errors that secretaries must avoid.

## **TYPING STYLE**

The elements of typing style, presented in *Gregg Shorthand for Colleges, Volume Two, Series 90*, are reviewed in Chapter 4. New, more advanced elements of typing style are introduced, beginning with Chapter 5.

## **Transcription Techniques**

*Transcription* makes the future secretary aware of many of the problems that are likely to be encountered on the job and shows how to handle them.

## **CHAPTER OPENINGS**

Each chapter of *Transcription* begins with the presentation and discussion of procedures involved in dictation and transcription. Through these chapter openings the students learn how to prepare for dictation, how to take dictation in the employer's office, how to transcribe it, and how to handle other matters related to the business office. Each chapter is beautifully illustrated by photographs especially prepared for *Transcription*.

## **OFFICE-STYLE DICTATION**

In the fourth lesson of each chapter, beginning with Chapter 6, the students are taught how to handle some of the common problems of office-style dictation.

## **LETTER PLACEMENT BY JUDGMENT**

Through a simple but effective device, the students are taught to place letters attractively on a letterhead by judgment.

## **Other Features**

**Shortcuts** In Chapter 15 the students learn that taking dictation on the job can be made easier if special shortcuts are devised for expressions that are frequently used in certain industries, businesses, or professions.



**Model Letters** Several model letters are included to show the students the most common letter forms used in business today.

## **Supporting Materials**

### **STUDENT'S TRANSCRIPT OF GREGG SHORTHAND FOR COLLEGES, TRANSCRIPTION, SERIES 90**

The use of this transcript enables the students to complete assignments in the shortest possible time.

### **WORKBOOK FOR GREGG SHORTHAND FOR COLLEGES, TRANSCRIPTION, SERIES 90**

This workbook, correlated lesson by lesson with the text, provides many ways of testing the students' grasp of the nonshorthand elements of *Transcription*.

### **COLLEGE DICTATION FOR TRANSCRIPTION, SERIES 90**

This is a teacher's dictation source book containing several hundred letters correlated lesson by lesson with *Transcription*.

### **INSTRUCTOR'S HANDBOOK FOR GREGG SHORTHAND FOR COLLEGES, TRANSCRIPTION, SERIES 90**

The handbook gives complete information about teaching all phases of transcription. In addition, it includes a course guide and a transcript of the student text.

### **AUDIOVISUAL AIDS**

A number of audiovisual aids are available for use with *Gregg Shorthand for Colleges, Transcription, Series 90*. These include:

**College Transcription Tapes, Series 90** These tapes contain the letters from *College Dictation for Transcription, Series 90*, as well as spelling drills and transcription pointers.

**Gregg Shorthand Transparencies, Series 90, Set 2, Punctuation; Set 3, Typing Style; Set 4, Spelling.**

The publishers are confident that this transcription program will enable teachers to train students to become even more efficient, accurate transcribers than was possible in the past.

*The Publishers*



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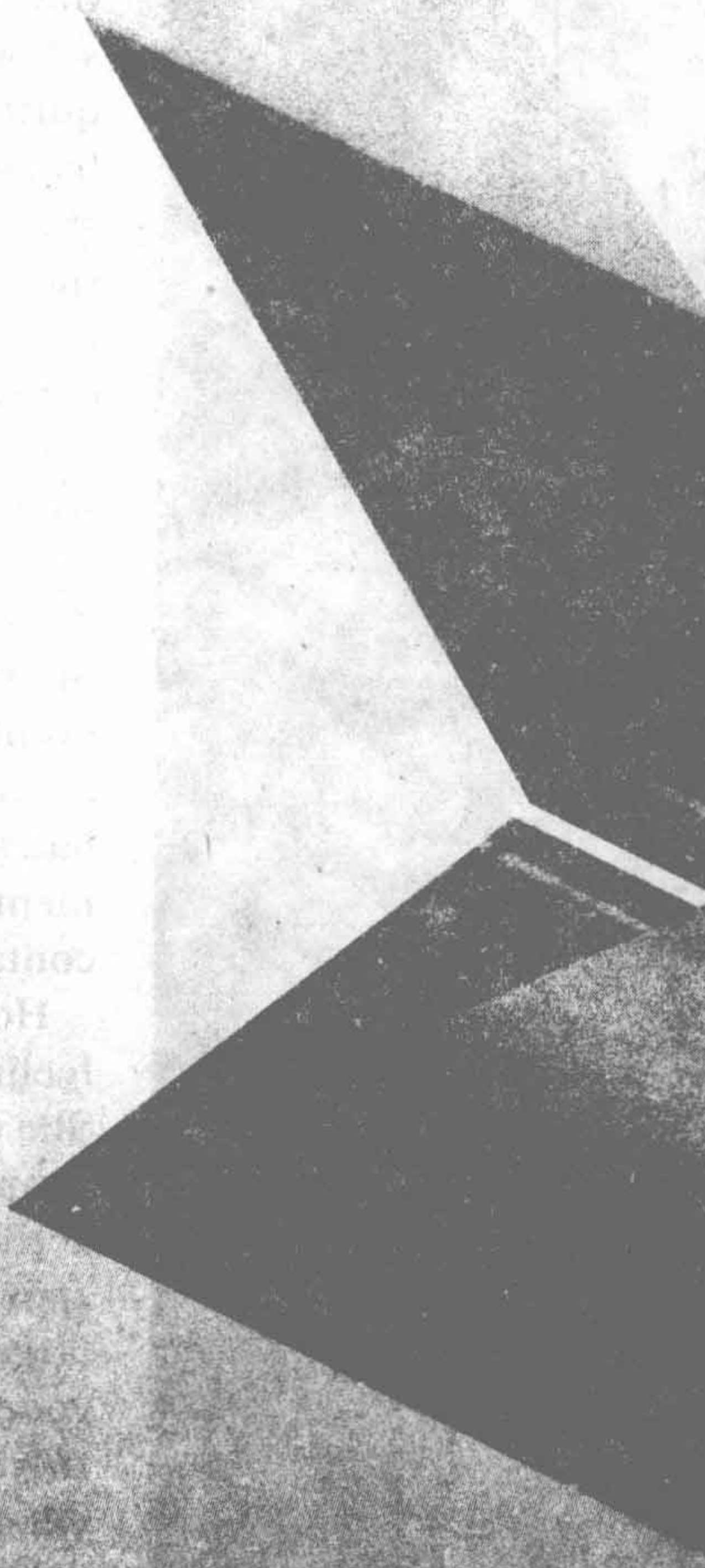




PART

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# LOOKING FOR THE JOB



**M**arie Washington was excited about her future. She had recently earned her degree in secretarial administration from a local college, and she was eager to put her skills to use. She felt confident that she would be able to locate a position that would be a challenge and that would be interesting for her—one where her training could be fully utilized.

Marie had had two job interviews, which had been set up by the placement office at her school. Neither of these jobs quite met the standards Marie had set for herself; therefore, she had started looking through the classified ads of her local newspaper for possible job openings. This was where she had found the position for which she would be interviewing tomorrow—secretary to the director of marketing for All-Sports Supply Company. In the event that this interview didn't result in her getting a job, Marie had also made a list of employment agencies she would contact.

However, Marie had good feelings about this interview. She was very much interested in sports in general and was an active participant in several sports. All-Sports was one of the largest distributors of sporting goods in the country and had their headquarters in the city where Marie lived.

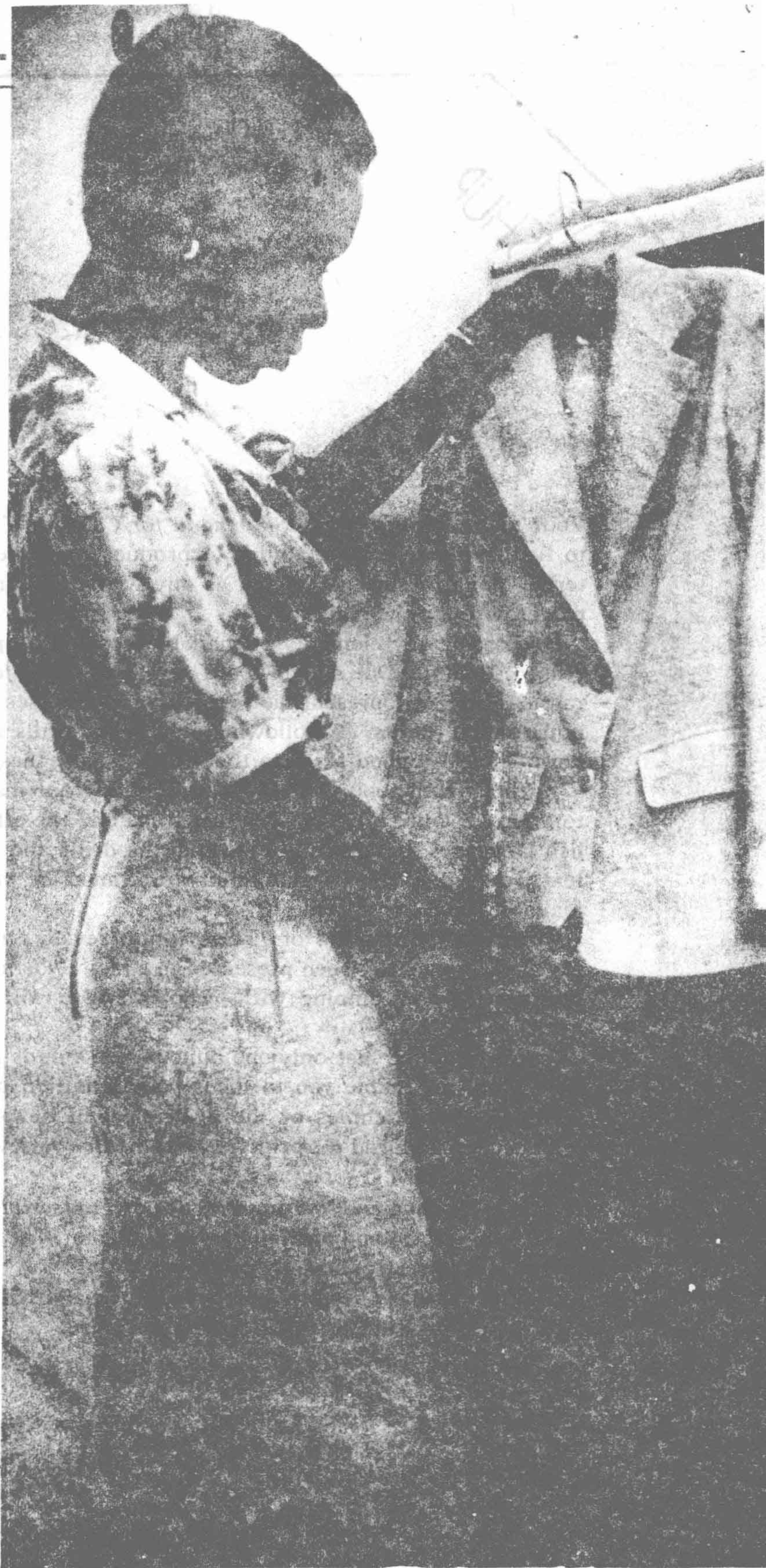
Having had two interviews already, Marie knew that pro-





spective employers were looking for more than just good office skills. She knew that her general educational background was an important factor, as were maturity, poise, personality, and good grooming—qualities that would show up during her interview. She also knew that showing a genuine interest in the company would be a plus. Therefore, she had taken the time to find out some general facts about All-Sports from their advertising and from friends who are actively involved in sports.

Marie began preparing for her interview the evening before her appointment. She selected her clothing very carefully, remembering the principles she had learned in her classes at school. She gathered her résumé, her list of references, her shorthand notebook, and two pens. She went to bed early enough to get a good night's rest. She wanted to make the best impression possible during the interview.





## COMMA BRUSHUP

Your major goal in *Gregg Shorthand for Colleges, Transcription, Series 90*, is to further develop your ability to produce mailable copy from dictated material. Mailable copy is defined as any written communication that your employer will sign and mail.

One of the key elements of mailable copy is proper punctuation. For that reason, Volumes One and Two of *Gregg Shorthand for Colleges, Series 90*, contain a systematic presentation of the frequent uses of the comma and other punctuation marks. By following closely the drills in those texts, you should have developed good skills in the proper use of these basic punctuation rules.

In this volume you will continue to build your mastery of punctuation and to improve your ability to spell and to handle the other mechanics of the English language. By faithfully following the drills and activities provided in this text, you will increase your ability to transcribe your shorthand notes into mailable copy.

Chapters 1 through 4 of *Transcription* review the basic punctuation rules that have previously been presented in *Gregg Shorthand for Colleges, Volumes One and Two*. Beginning with Chapter 5, you will study additional rules of punctuation.

You will notice that only one punctuation rule is introduced in any one lesson. This will enable you to focus your attention on only one principle at a time. Several examples of the principle will be presented in the lesson in which it is introduced; the principle will then be reviewed in a number of lessons that follow.

In the Reading and Writing Practice of *Transcription* the punctuation marks have been circled and printed in a second color. The reason for the punctuation is indicated directly above the mark.

Words that have been singled out for special attention appear in the margins of the Reading and Writing Practice exercises.



## Practice Procedures

The following simple steps will enable you to derive the greatest benefit from the punctuation and spelling pointers in the Reading and Writing Practice exercises:

- ☐ 1 Carefully read each of the following punctuation rules and examples to be sure that you understand their application.
- ☐ 2 If possible, read the Reading and Writing Practice exercises aloud. When you encounter a punctuation mark, note the reason for its use, which is indicated directly above it. When you see a shorthand form in a second color, that word appears in the margin correctly spelled and syllabicated. Spell the word aloud, noting the syllable divisions.
- ☐ 3 Make a shorthand copy of the Reading and Writing Practice exercises; insert and circle the punctuation marks in your notes as you write.

In Chapter 1 you will review the following common uses of the comma:

### , parenthetical

A word, a phrase, or a clause that is not essential to the meaning of the sentence should be set off by commas. If the parenthetical expression occurs at the end of the sentence, only one comma is necessary.

*You will, however, be required to furnish all your own tools.*

*I hope, Mary, that you will decide to work with us on this project.*

*The chairs are priced separately from the desks, of course.*

The parenthetical expressions in the Reading and Writing Practice will be indicated in the shorthand as shown in the margin.

par

,

### , apposition

An expression in apposition is a word, a phrase, or a clause that identifies or explains other terms. When the expression occurs within the sentence, it is set off by commas; when it is at the end of the sentence, only one comma is necessary.

*George Brown, our accountant, will make his presentation next week.*

*The trip is scheduled to begin on Saturday, October 14.*

The expressions in apposition in the Reading and Writing Practice will be indicated in the shorthand as shown in the margin.

ap

,



### , series

When the last member of a series of three or more items is preceded by *and*, *or*, or *nor*, a comma is placed before the conjunction as well as between the other items.

*Be sure to bring your notebook, a good pen, and a reference manual.*

*I will be happy to see you on Monday, Tuesday, or Wednesday.*

Each time a series occurs in the Reading and Writing Practice, it will be indicated in the shorthand as shown in the margin.

ser



### , conjunction

A comma is used to separate two independent clauses that are joined by a conjunction.

*I am leaving now, and I will not return until next week.*

*I will leave early in the morning, but they cannot leave until Friday.*

Each time a comma is used to separate independent clauses in the Reading and Writing Practice, it will be indicated in the shorthand as shown in the margin.

conj



### , and omitted

When two or more adjectives modify the same noun, they are separated by commas.

*Lee is a dependable, efficient person.*

However, if the first adjective modifies the combined idea of the second adjective plus the noun, the comma is not used.

*Joan wore a beautiful blue suit.*

Each time this use of the comma occurs in the Reading and Writing Practice, it will be indicated in the shorthand as shown in the margin.

and o

