

GREGG

SHORTHAND FOR COLLEGES
VOLUME ONE

LOUIS A. LESLIE
CHARLES E. ZOUBEK

Gregg Division

McGraw-Hill Book Company

New York / Atlanta / Dallas / St. Louis / San Francisco / Auckland
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Volume One, Series 90

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Preface

Gregg Shorthand, the universal system

Gregg Shorthand was first published on May 28, 1888, and has been learned and used successfully by millions of writers throughout the entire world. Gregg Shorthand was written in English but has been successfully adapted to numerous other languages, including Spanish and French. The terms *shorthand* and *Gregg* are synonymous to most people. Gregg Shorthand is the universal system of shorthand; it is used by more shorthand writers than any other system in the world.

Gregg Shorthand is used by secretaries as a tool that enables them to obtain and hold interesting and rewarding positions. It is used by business and professional people who are relieved of the burden of writing longhand in making notes, preparing important papers, and drafting reports.

The success of any system of shorthand rests on the merits of its alphabet. The Gregg alphabet is the most logical, consistent, and efficient shorthand alphabet devised in more than 2,000 years of shorthand history. The fact that this alphabet, virtually without change, has been the basis of Gregg Shorthand for more than 90 years is a tribute to the genius of its inventor, John Robert Gregg.

Gregg Shorthand for Colleges, Volume One, Series 90

The Series 90 revision of Gregg Shorthand was first published in the ninetieth anniversary year of the Gregg system. This revision involves a small number of system changes which have been deemed desirable to make learning and writing Gregg Shorthand even easier and more consistent. A major change has been made in the order of presentation of the theory principles. This change was made to provide better, more logical business letters even in the very early lessons in the text. Teachers will find the system changes to be logical and the teaching and learning suggestions helpful.

To meet the needs of business schools, colleges, junior colleges, community colleges, universities and other post-high school institutions, *Gregg Shorthand, Series 90*, has been made available in a college edition. This edition provides shorthand instructional materials that are different from those used in high schools, materials that are more challenging and that are geared to the interests of the more mature college student.

Objectives

The major objectives of this text are:

1 To teach the students to read and write Gregg Shorthand rapidly and accurately in the shortest possible time.

2 To develop and improve the students' grasp—concurrently with the teaching of shorthand—of the nonshorthand elements of transcription, which include vocabulary development, spelling, punctuation, grammar, and typing style.

Organization

Gregg Shorthand for Colleges, Volume One, Series 90, is divided into three parts—Principles, Reinforcement, and Shorthand and Transcription Skill Building. These parts are subdivided into 10 chapters and 70 lessons.

Part 1: Principles—Chapters 1–8 Each chapter contains six lessons. The first five lessons of each chapter contain new theory principles, and the sixth lesson is a review. The last group of new principles is presented in Lesson 47.

Part 2: Reinforcement—Chapter 9 Chapter 9 contains eight lessons, each of which reviews intensively the principles presented in one of the eight chapters in Part 1. For example, Lesson 49 reviews Chapter 1 intensively. There are no theory principles in Lesson 49 that have not been introduced in Lessons 1–5. Therefore, Lesson 49 may be used for supplemental practice after either Lesson 5 or Lesson 6. Lesson 50 reviews Chapter 2, and so on.

Part 3: Shorthand and Transcription Skill Building—Chapter 10 This chapter consists of fourteen lessons, each of which is designed to strengthen the students' grasp of a major principle of Gregg Shorthand. In addition, each lesson continues to develop the students' vocabulary and to improve their ability to spell, to punctuate, and to apply rules of grammar.

Format

Gregg Shorthand for Colleges, Volume One, Series 90, is published in the same two-column format that proved popular in the last edition. This format makes it possible to present the shorthand practice material in columns that are approximately the width of the columns of the students' shorthand notebooks. The short lines make reading easier because the eye does not have to travel very far from the end of one line of shorthand to the beginning of the next. The format also makes it possible to highlight the words from the Reading and Writing Practice that are identified for spelling attention. The words are placed in the margins near the corresponding shorthand outline.

Building transcription skills

Gregg Shorthand for Colleges, Volume One, Series 90, continues to place great stress on the nonshorthand elements of transcription, which are taught concurrently with shorthand. It retains all the helpful transcription exercises of the former edition. These include:

Business Vocabulary Builders Beginning with Chapter 3, each lesson contains a Business Vocabulary Builder consisting of several business words or expressions for which meanings are provided. The words and expressions are selected from the Reading and Writing Practice.

Spelling—Marginal Reminders Beginning with Chapter 4, words singled out from the Reading and Writing Practice for special spelling attention appear in the margins of the shorthand. Usually each word appears on the same line as its shorthand outline. These words appear in a second color in the shorthand.

Spelling—Families An effective device for improving spelling is the study of words in related groups, or spelling families. In the Series 90 edition, the students study six spelling families:

Similar-Words Drills These drills teach the students the difference in meaning between similar words that secretaries often confuse—*it's, its; addition, edition; there, their, they're*; and so on.

Punctuation Beginning with Lesson 31, nine frequent usages of the comma are introduced. Only one comma usage is introduced in any given lesson. The commas are circled and appear in the shorthand; the reason for the use of the comma is shown above the circle.

Common Prefixes An understanding of the meaning of common English prefixes is an effective device for developing the students' understanding of words. In *Gregg Shorthand for Colleges, Volume One, Series 90*, the students study five common English prefixes.

Grammar Checkups In a number of lessons, drills are provided on rules of grammar that students often apply incorrectly.

Transcription Quizzes Beginning with Lesson 57, each lesson contains a Transcription Quiz consisting of a letter in which the students have to supply the internal punctuation. This quiz provides them with a daily test of how well they have mastered the punctuation rules presented in earlier lessons.

Reading and writing practice

In *Gregg Shorthand for Colleges, Volume One, Series 90*, most of the material is new. That which has been retained from former editions has been thoroughly updated.

A brief-form letter is included in every lesson of Part 1 (except the review lessons), beginning with Lesson 5. The reading level of the text is 7-8.

Other features

Shorthand spelling helps When a new letter in the shorthand alphabet or a theory principle is presented, the shorthand spelling is given.

Chapter openings Each chapter is introduced by a well-illustrated spread that paints a picture of the life and duties of a secretary and encourages the students in their efforts to acquire the necessary skills.

Student helps To be sure that the students get the greatest benefit from each phase of their shorthand study, they are given step-by-step suggestions on how to handle each phase when it is first introduced.

Reading scoreboards At various points in the text, the students are given an opportunity to determine their reading speed by means of a scoreboard. The scoreboard enables the students to calculate the number of words a minute they are reading. By comparing their reading speed from scoreboard to scoreboard, they see an indication of their shorthand reading growth.

Recall charts A recall chart is provided in the last lesson of each chapter in Part 1. The chart contains illustrations of theory principles taught in the chapter. It also contains many illustrations of theory principles the students have studied up to that chapter.

Checklists To keep the students constantly reminded of the importance of good practice procedures, occasional Checklists are provided. These Checklists deal with writing shorthand, reading shorthand, homework, proportion, and so on.

Appendix The Appendix contains a number of additional teaching aids. These include:

- 1 A brief-form chart giving all brief forms in Gregg Shorthand, Series 90, in the order of their presentation.
- 2 A list of common geographical expressions.
- 3 A chart showing Gregg outlines for common metric expressions.

Computer control

All of the connected matter in *Gregg Shorthand for Colleges, Volume One, Series 90*, has been checked by a carefully written computer program to ensure adequate, proper, and sequential coverage of the theory principles and brief forms. The computer program helped the authors of the book to ensure that the points were properly covered in the lessons in which they were presented as well as in a number of lessons following their initial presentation.

• • •

Gregg Shorthand for Colleges, Volume One, Series 90, is published with pride and with the confidence that it will help teachers of Gregg Shorthand do an even more effective job of training rapid and accurate shorthand writers and transcribers.

The Publishers

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SHORTHAND PRACTICE PROCEDURES

The rate at which your shorthand skill develops will depend largely on two factors: (1) The amount of time you devote to practice. (2) The efficiency with which you practice.

The person who practices efficiently will derive more benefit from an hour's practice than another who may spend several hours on practice but follows no plan.

By following the procedures suggested here, you should derive the maximum benefit from your investment in practice time.

Reading word lists

Each principle of Gregg Shorthand that you study is accompanied by a list of illustrations in shorthand and in type. Practice each list in this way:

1 With the type key to the shorthand exposed, pronounce and spell aloud—if possible—each word and shorthand outline in the

list, thus: *say, s-a; see, s-e*. Reading aloud will help to impress the shorthand outlines in your mind. Read all the shorthand words in the list in this way—with the type exposed—until you feel you can read the shorthand outlines *without* referring to the key.

2 With a card, cover up the type key to the first column of the list. Then read aloud from the shorthand, thus: *s-a, say; s-e, see*.

3 If the spelling of a shorthand outline does not immediately give you the meaning, move your card aside and refer to the type key. Do not spend more than a few seconds trying to decipher an outline.

4 Follow this procedure with the remaining columns of words in the list.

5 After you have read all the words in the list from the shorthand, read the entire list once or twice again.

NOTE: In reading brief forms and phrases, which first occur in Les-

son 3, you need not spell the shorthand outlines.

Reading sentences, letters, and articles

Each lesson contains a Reading Practice (Lessons 1–6) or a Reading and Writing Practice (Lessons 7–70).

Sentences, letters, or articles are written in shorthand. Reading this material will help to impress the shorthand principles in your mind and enable you to develop a large shorthand vocabulary.

Two procedures for reading shorthand are outlined here—the first for those students who have been supplied with the *Student's Transcript of Gregg Shorthand for Colleges, Volume One, Series 90*; the second for those students who will work without the *Student's Transcript*.

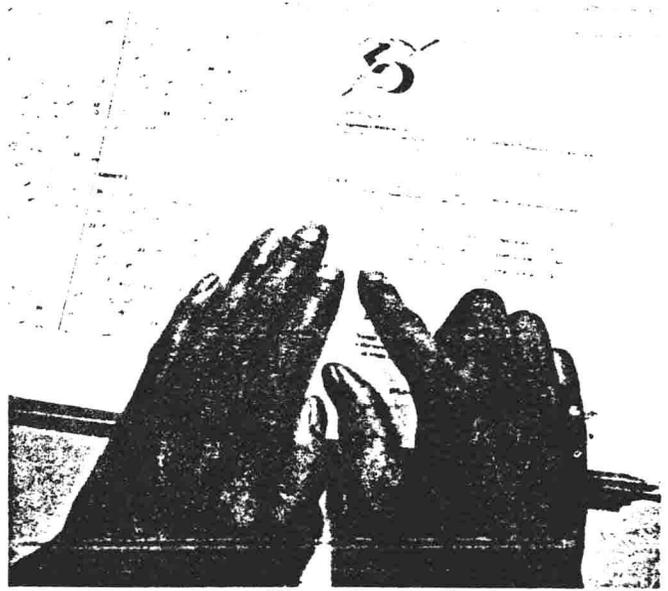
Procedure 1: With Student's Transcript

1 Place your *Student's Transcript* to the right of your textbook and open it to the transcript of the Reading Practice or Reading and Writing Practice you are about to read.

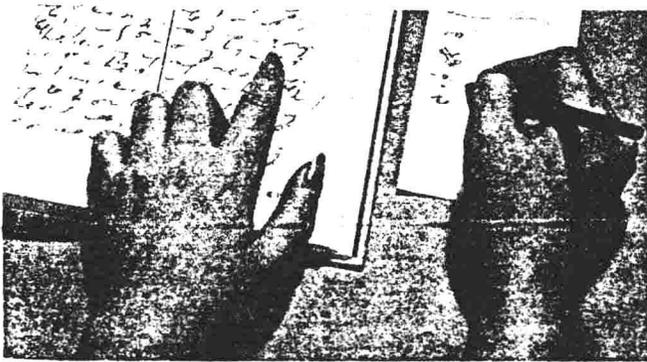
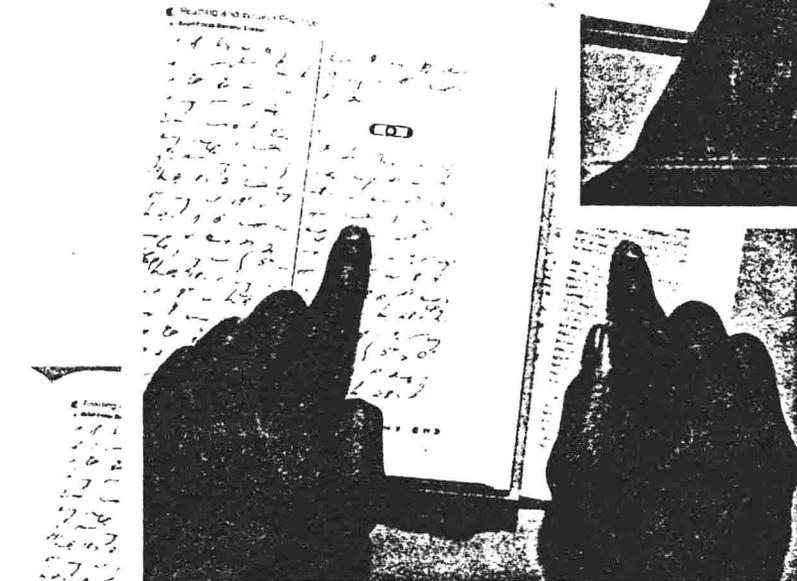
2 Place your left index finger under the shorthand outline that you are about to read and your right index finger under the corresponding word in the *Student's Transcript*.

3 Read the shorthand outlines aloud until you come to an outline that you cannot read. Spell the outline. If the spelling does not immediately give you the mean-

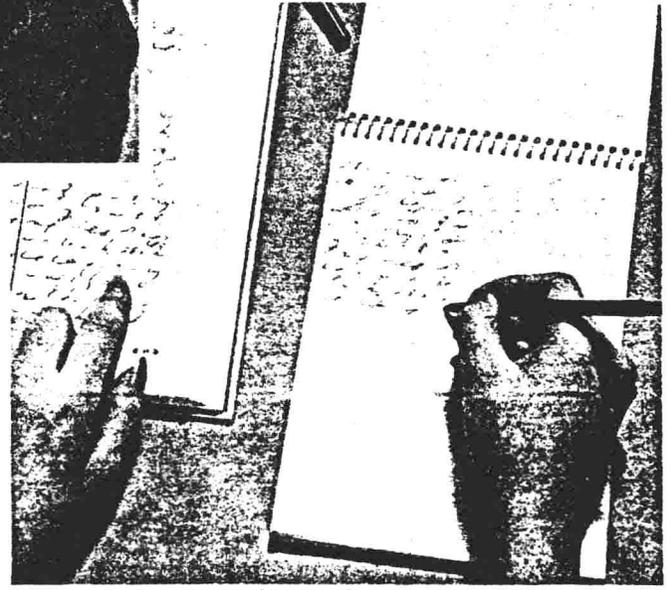
Refer to your Transcript whenever you cannot read an outline. Keep your left index finger anchored on the shorthand; the right index finger, on the corresponding place in the Transcript.



The student studies the word lists by placing a card over the type key and reading the shorthand words aloud.



The student reads the Reading and Writing Practice, writing on the card any outlines that cannot be read after spelling them.



When copying, the student reads a convenient group of words aloud and then writes that group in the notebook. Notice how the student keeps the place in the shorthand.

ing, anchor your left index finger on the outline and look in the transcript, where your right index finger is resting near the point at which you are reading.

4 Determine the meaning of the outline you cannot read and place your right index finger on it.

5 Return to the shorthand from which you are reading—your left index finger has kept your place for you—and continue reading.

6 If time permits, read the material aloud a second time, again spelling any outline you cannot read and referring to the transcript when the spelling does not immediately give you the meaning.

By following this procedure, you will not lose any time finding your place in the shorthand and in the transcript when you cannot read an outline.

Procedure 2: Without Student's Transcript

1 Before you start your work on a Reading Practice or Reading and Writing Practice, have a sheet of paper and a pen handy.

2 Read the shorthand outlines aloud.

3 When you come to an outline that you cannot read, spell it. If the spelling does not immediately give you the meaning of the outline, write the outline on your sheet of paper (or circle it in your book if it is your personal property) and continue reading. Do not spend more than a few seconds trying to decipher the outline.

4 After you have gone through all the material in this way, repeat the procedure if time permits. On the second reading you may be able to read some of the outlines that escaped you the first time. When that happens, cross those outlines off your sheet.

5 Finally—and very important—at the earliest opportunity ask your teacher or a classmate the meaning of the outlines you could not read.

During the early stages of your shorthand study, your reading rate may not be very rapid, but this is only natural as you are, in a sense, learning to read a new language. If you read each lesson faithfully, following the procedures just suggested, your shorthand reading rate will increase almost from day to day.

Writing the reading and writing practice

After you have read the Reading and Writing Practice of a lesson, you should make a shorthand copy of it. Before you do any writing, however, you should give some thought to the tools of your trade—your notebook and your writing instrument.

Your notebook—The best notebook for shorthand writing is one that measures 6 x 9 inches and has a vertical rule down the middle of each sheet. If the notebook has a spiral binding, so much the better, as the spiral binding enables you to keep the pages flat at all times.

Your writing instrument—Use a good ball-point pen for your shorthand writing. Why use a pen for shorthand writing rather than a pencil? It requires less effort to write with a pen; consequently, you can write for long periods of time without fatigue. In addition, when you write with a pencil, the point soon becomes blunt, and the blunter it gets, the more effort you have to expend as you write. Pen-written notes remain readable almost indefinitely; pencil notes soon become blurred and hard to read.

Having selected your writing tools, you should follow these steps in working with each Reading and Writing Practice:

1 Read the material you are going to copy, following the suggestions given under the heading "Reading Sentences, Letters, and Articles" on page 10. Always read the Reading and Writing Practice before you copy it.

2 Read a convenient group of words from the printed shorthand and then write that group. If possible, say each outline aloud as you write it. Keep your place in the shorthand with your left index finger if you are right-handed; with your right index finger if you are left-handed.

Quite naturally, your early writing efforts may not be very rapid, nor will your shorthand outlines look as pretty as those in the book. With regular practice, however, you will soon become so proud of your shorthand notes that you won't want to write any more longhand!

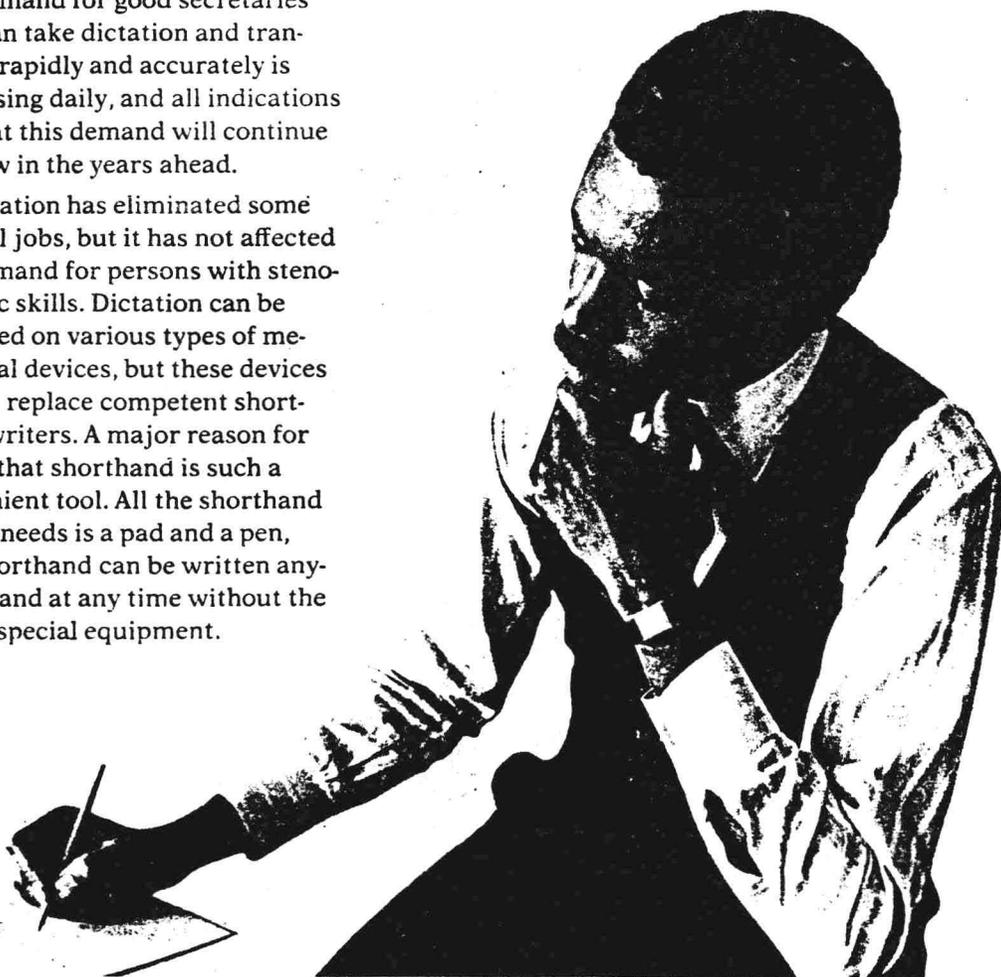


PRINCIPLES

SHORTHAND- A VITAL SKILL IN THE BUSINESS OFFICE

The demand for good secretaries who can take dictation and transcribe rapidly and accurately is increasing daily, and all indications are that this demand will continue to grow in the years ahead.

Automation has eliminated some clerical jobs, but it has not affected the demand for persons with stenographic skills. Dictation can be recorded on various types of mechanical devices, but these devices cannot replace competent shorthand writers. A major reason for this is that shorthand is such a convenient tool. All the shorthand writer needs is a pad and a pen, and shorthand can be written anywhere and at any time without the use of special equipment.





Business executives prefer to dictate to a secretary for several reasons. They like dictating to a person rather than to a machine. They can make changes or correct their dictation simply by saying, "Scratch that out" or "Let's change that to..."—and the change or correction can be made easily and quickly in the secretary's notes. In addition, the secretary can aid the dictator by supplying various points of information as needed during the dictation period.



Obviously, shorthand is a vital skill for the secretary; it is also valuable as a personal-use tool. Shorthand can be used for taking notes during lectures and discussions in college classes.

You have made a wise decision to study Gregg Shorthand; once you have learned it, you will have a life-long skill. Shorthand will help you to obtain an interesting and profitable position. When you have completed the course, Gregg Shorthand will help you throughout your entire business life.



GREGG SHORTHAND IS EASY TO LEARN

Before you enrolled in your shorthand class, you may have asked yourself this question: "Can I really learn Gregg Shorthand?" Of course you can, just as millions of others have. If you learned to write longhand—and of course you did—you can learn to write Gregg Shorthand. The strokes you write in longhand—curves, hooks, circles, straight lines—are the same strokes you will write in Gregg Shorthand.

Actually, you will find that Gregg Shorthand is easier to learn than longhand. Do you find this statement hard to believe? Well, the following illustration should convince you of its truth.

Do you know how many different ways you can write the longhand letter *f*? Here are six of them—and there are more!



In addition, in many words the sound of *f* is expressed by combinations of other letters of the English alphabet—*ph*, as in *phase*; *gh*, as in *rough*.

In Gregg Shorthand there is one way—and only one way—to express the sound of *f*, as you will learn later in this lesson.

With Gregg Shorthand you can reach any speed goal you set for yourself. All it takes is faithful, intelligent practice.

Principles

GROUP A

- 1 **S-Z** Perhaps the most frequently used consonant in the English language is *s*, partly because of the great many plurals that end with *s*. The shorthand *s* is a tiny downward curve that resembles the longhand comma in shape.



Because in the English language *s* often has the sound of *z*, as in *saves*, the same tiny stroke is used to express *z*.