

GREGG

SHORTHAND FOR COLLEGES VOLUME TWO

LOUIS A. LESLIE
CHARLES E. ZOUBEK
A. JAMES LEMASTER

Gregg Division
McGraw-Hill Book Company

New York / Atlanta / Dallas / St. Louis / San Francisco / Auckland
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Preface

In *Gregg Shorthand for Colleges, Volume One, Series 90*, all the word-building principles of Gregg Shorthand were introduced. In addition, many nonshorthand elements were included. *Volume Two*, as its title indicates, is designed to be used following *Volume One*. The reading level of *Volume Two* is 7-8.

Objectives

Volume Two has the following major objectives:

- 1 To review the principles of Gregg Shorthand.
- 2 To develop the students' ability to construct outlines for unfamiliar words under the stress of dictation.
- 3 To develop the students' dictation speed to the highest point possible.
- 4 To extend the students' knowledge of the basic nonshorthand elements of transcription.
- 5 To give the students the ability to transcribe mailable correspondence.
- 6 To teach the students to handle simple problems of office-style dictation.

Organization

Volume Two is organized into 16 chapters, each containing 5 lessons, for a total of 80 lessons. Each lesson consists of 3 parts:

- ☐ Developing Word-Building or Phrasing Power
- ☐ Building Transcription Skills
- ☐ Reading and Writing Practice

Developing Word-Building or Phrasing Power

The five lessons comprising each of the 16 chapters contain a carefully planned cycle of word-building or phrasing drills that provide a quick, intensive recall in list form of the important elements of Gregg Shorthand.

The first lesson in each chapter concentrates on brief forms. It contains a chart of 36 brief forms and derivatives. The brief forms of the system are reviewed thoroughly. The first letter in the Reading and Writing Practice of each first lesson contains many brief forms.

The second lesson in each chapter concentrates on Useful Business-Letter Phrases. The first letter in the Reading and Writing Practice of each second lesson is a letter containing a high concentration of useful phrases. In addi-

tion, each second lesson contains a drill on cities, states, and other geographical expressions.

The third lesson in each chapter is devoted to shorthand Word Families. These shorthand Word Families enable the students to take advantage of a very effective aid in word building—analogy. Shorthand Word Families are an important factor in helping the students construct outlines for unfamiliar words.

The fourth lesson in each chapter is devoted to an intensive drill on Word Beginnings and Endings. Through these drills, the students review the word beginnings and endings of the system.

The fifth lesson in each chapter contains a Shorthand Vocabulary Builder that provides drills on major principles of Gregg Shorthand—blends, vowel combinations, omission of vowels, and so on.

Building Transcription Skills

Transcription teachers agree that one of the basic problems in shorthand classes is the difficulty that students have in handling the mechanics of the English language. Business executives frequently comment that stenographers cannot spell, cannot punctuate, and have no grasp of correct grammar.

To cope with this basic problem, a number of transcription skill-building features were introduced in *Volume One*. In *Volume Two* the emphasis on the mechanics of the English language has been intensified, beginning with the first lesson. *Volume Two* contains the following transcription skill-building features.

Spelling

Two types of spelling exercises are provided:

Marginal Reminders Words have been selected from the Reading and Writing Practice for special spelling attention. These words are printed in a second color in the shorthand and appear in type, correctly syllabicated, in the margins of the shorthand.

Spelling Families Each spelling family contains a list of words that present common spelling problems—for example, words ending in *-cial*, *-tial*; *-ance*, *-ence*; and so on.

Punctuation

In *Volume One* the students studied nine of the most frequent uses of the

comma. In *Volume Two* they continue to drill on those uses of the comma. In addition, they study other important punctuation marks, including the semicolon, the hyphen, and the apostrophe.

To test the students' grasp of the punctuation rules studied, each lesson (except the fifth lesson in each chapter) contains a Transcription Quiz in which the students must supply all internal punctuation. The Transcription Quiz also teaches the students to supply from context words that have been omitted in the shorthand.

Vocabulary Development

Three types of drills are provided to help the students expand their vocabulary and develop their understanding of words:

Business Vocabulary Builders In each lesson the students study several words or expressions, selected from the *Reading and Writing Practice*, with which they may not be familiar. Each word or expression is briefly defined as it is used in the lesson.

Similar-Words Drills The Similar-Words Drills make the students aware of groups of words that sound alike or almost alike—words that are responsible for many transcription errors. Examples of similar words are *farther, further* and *thought, though, through*. In *Volume Two* there are eleven groups of similar words.

Common Prefixes An effective device to aid the students increase their understanding of words is the study of common prefixes. In *Volume Two* the students study six common prefixes.

Grammar Checkups

Six lessons contain drills dealing with common errors in grammar that the unwary stenographer often makes.

Typing Style Studies

In the Typing Style Studies the students are taught how to transcribe dates, street addresses, amounts of money, times of day, and so on. In Lessons 41 and 52 the students are taught how to type short and average-length letters; in Lesson 56 the students are taught how to type memorandums.

Introductory Transcription

Beginning with Lesson 41 the students are introduced step by step to elementary transcription. The *Instructor's Handbook for Gregg Shorthand for Colleges, Volume Two, Series 90*, includes letters for the students to transcribe in letter form.

Office-Style Dictation

In Chapters 13 through 16 the students learn how to handle some of the office-style dictation problems they will meet when they take dictation on the job—insertions, deletions, and changes during dictation. Each problem is explained and illustrated.

Reading and Writing Practice

An extremely important part of a students' practice program is the reading and copying of large quantities of well-written shorthand. This reading and copying provides a constant, automatic review of the principles of the system. In addition, it stocks the students' minds with the shapes of individual shorthand characters and with the correct joinings of characters so that they can effectively construct a shorthand outline for any word that is dictated.

Volume Two contains thousands of words of practice material on business letters and on interesting, informative articles. All of the practice material in this edition is new.

The publishers are confident that *Gregg Shorthand for Colleges, Volume Two, Series 90*, will enable the teacher to do an even more effective job of training accurate and rapid transcribers.

The Publishers

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INCREASING SHORTHAND SPEED

You are now beginning the second, and very important, phase of your shorthand program — the development of shorthand speed. Take a few moments to review what you have already accomplished. Upon completion of *Gregg Shorthand for Colleges, Volume One, Series 90*, you have learned the alphabet of Gregg Shorthand; consequently, you can construct a legible outline for any word in the English language. You have also learned many useful abbreviating devices such as brief forms, word beginnings and endings, and phrases that will help you write shorthand easily and quickly. In addition, you have improved your command of the nonshorthand elements of transcription — spelling, punctuation, word usage, and grammar.

You now have an excellent foundation for the work ahead — developing your ability to take dictation and transcribe accurately on the typewriter. With this foundation, you will experience the thrill of watching your shorthand speed grow and your ability to handle the mechanics of the English language improve daily.

Your Practice Program—Outside of Class

Your assignments outside of class will consist largely of reading and copying well-written shorthand from *Gregg Shorthand for Colleges, Volume Two, Series 90*. Reading and copying shorthand will help your shorthand speed develop rapidly. This part of your practice program should be easy and pleasant; you have no new shorthand to learn.

To get the most from your out-of-class practice, follow these suggestions:

Read the drills at the beginning of each lesson. Cover the key as you read. The moment you cannot read an outline, refer to the key.

Read and study the material in the Building Transcription Skills section.

Read and copy the Reading and Writing Practice in each lesson in this way.

1 Read a letter or article from the shorthand. When you cannot read an outline, spell the shorthand characters in it; this spelling will often give you the meaning. If it does not, refer to your transcript. If you do not have a transcript, make a note of the outline you cannot read. Do not spend more than a few seconds trying to decipher an outline. The next day in class find out the meaning of the outline.

2 After you have read the material from the shorthand, make a shorthand copy of it in your notebook. Read a convenient group of words—aloud if possible—and then write that group in your notebook. Write as rapidly as you can, but be sure that what you write is legible. (You may be called on to read from your shorthand notes in class.)

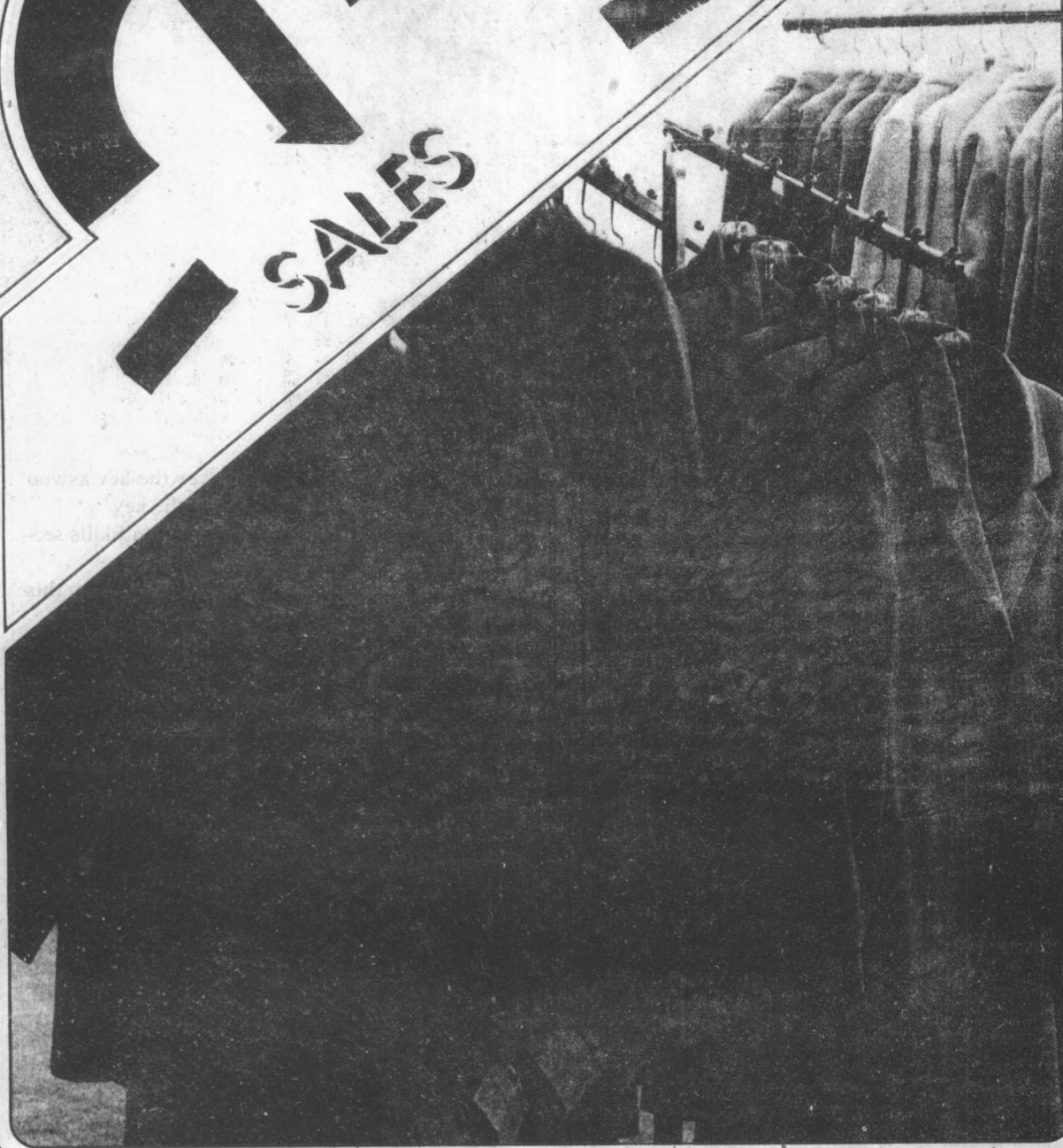
3 Read what you have written.

4 Complete the corresponding lesson in the *Workbook for Gregg Shorthand for Colleges, Volume Two, Series 90*, if you have one.

Your Practice Program—in Class

Most of your time in class will be devoted to taking dictation at constantly increasing speeds. Your instructor will see that you get the proper kind of dictation at the proper speeds so that your skill will increase easily and rapidly.

SALES



COMMA BRUSHUP

As you learned in *Gregg Shorthand for Colleges, Volume One, Series 90*, secretaries must be able to punctuate correctly if they are to turn out letters that their employers will have no hesitation in signing. In *Volume One* you studied nine of the simpler uses of the comma as they occurred in the Reading and Writing Practice.

In *Gregg Shorthand for Colleges, Volume Two, Series 90*, you will take up new and more advanced points of punctuation. Before you are introduced to these new points, however, you will "brush up" on the uses of the comma that you studied in *Volume One*. In Chapter 1 of *Volume Two* you will review five of those uses; in Chapter 2, the remaining four.

PRACTICE PROCEDURES

To be sure that you get the greatest benefit from your study of punctuation and spelling in each Reading and Writing Practice, follow these suggestions:

- 1 Read carefully each punctuation rule and the examples.
- 2 Continue to read each Reading and Writing Practice as you have always done.
- 3 Each time you see a circled comma, note the reason for its use, which is indicated directly above it.
- 4 As you copy the Reading and Writing Practice, insert the commas in your shorthand notes, encircling them.

. parenthetical

In order to make the meaning clearer, a writer sometimes inserts a comment or an explanation that could be omitted without changing the meaning of the sentence. These added comments and explanations are called *parenthetical* and are separated from the rest of the sentence by commas.

If the parenthetical word or expression occurs at the end of a sentence, only one comma is needed.

His main responsibility, of course, is to his family.

We are sure, Mrs. Withers, that you will like our new store.

We will send your order by return mail, of course.

Each time a parenthetical expression occurs in the Reading and Writing Practice, it will be indi-

cated as shown in the margin:

. apposition

Sometimes a writer mentions a person or thing and then, in order to make the meaning perfectly clear, says the same thing again in different words. This added explanation is known as an expression in *apposition*.

An expression in apposition is set off by two commas, except at the end of a sentence, when only one comma is necessary.

Our consultant, Miss Nancy Brown, will visit your store soon.

The conference will be held on Tuesday, September 9, at the Hotel Lexington.

This is my associate, Pedro Suarez.

Each time an expression in apposition occurs in the Reading and Writing Practice, it will be indicated as shown in the margin:

par

,

ap

,

, series

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

Miss Taylor is a worker of initiative, imagination, and dedication.

The convention is scheduled for December 16, 17, and 18.

My responsibilities are typing letters, filing correspondence, and answering the telephone.

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

, conjunction

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

I wrote to him several weeks ago,

but I have not received a reply.

He enjoyed traveling in Europe, and he plans to return there in the future.

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

, and omitted

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

Don gave a thorough, convincing argument.

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

Kay bought a beautiful red car.

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

conj

,

ser

,

and
o

,



Developing Word-Building Power

- 1 Brief Forms** The following chart contains 36 brief forms. You have practiced these brief forms many times, and you should be able to read them rapidly. First read each line from left to right; then read each line from right to left. Finally, read down each column.

1	.	o	9	2	2
2	—	—	—	—	—
3	✓	—	—	—	—
4	✓	—	—	—	—
5	3	—	—	—	—
6	—	—	—	—	—

- 1 A-an, about, acknowledge, advantage, advertise, after.
 2 Am, and, any, are-our-hour, be-by, business.
 3 But, can, character, circular, company, correspond-correspondence.
 4 Could, difficult, doctor, enclose, envelope, ever-every.
 5 Executive, experience, for, from, general, gentlemen.
 6 Glad, good, govern, have, I, idea.

Building Transcription Skills

- 2 Business Vocabulary Builder** The better command you have of the English language, the more efficient a secretary you will be. In each lesson a Business Vocabulary Builder will help you to continue to expand your language skills. Study each Business Vocabulary Builder before you begin your work on the Reading and Writing Practice of each lesson.