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AN ANALYSIS OF THE SHORTHAND TEXTBOOK USED IN AMERICAN HIGH SCHOOLS PRIOR TO 1900

by

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B. S. in Ed., Indiana University of Pennsylvania, 1957

M. Ed., Indiana University of Pennsylvania, 1965

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University of Pittsburgh

1970

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CHAPTER I

INTRODUCTION

A. The Origin of the Study

The educator is rare who does not regard textbooks as being essential to learning, regardless of the subject. Since they are vital learning materials, it is important for an educator to be able to trace historically, at least to some degree, the textbook development of a subject in which he is particularly interested.

Educators can learn much from an analysis of textbooks, old and new. This analysis need not be only interesting and informative, but can be and should be revealing in terms of educational practices and procedures as exercised in the past. The educator can then use this analysis to help him understand the present pedagogical theories. Also, this analysis could have a prognostic quality enabling the educator to view the future development of that particular textbook.

Writing about this type of analysis, Best states:

> A knowledge of the findings of historical research is important to the professional worker in education. . . . They (studies) also offer an explanation of the how and why of many of the theories and practices that have developed and that now prevail

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> in the schools. They help educational workers to identify and evaluate fads and band wagon schemes that have appeared on the educational scene before. They also contribute to an understanding of the significance of education and the interrelationship between the school and the society from which the school derives its functions.[1]

As a student of shorthand and as a teacher of shorthand at both the secondary and university level, the writer has always been interested in the development of shorthand symbols. The art of putting into writing, using a stroke of the pen, those words that have been spoken is a significant aspect of communication. Shorthand writing is an art, one that has been instrumental in speeding the transmittal of messages.

The art of writing in a graphic form using symbols to record words, though understood and practiced by comparatively few persons, has always been regarded by many as having a high value and importance in the preservation of spoken words and thoughts.

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[1]John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959), p. 86.

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B. Justification of the Problem

Teachers of shorthand, generally speaking, are interested in the history of their art. They know that shorthand is centuries old. They know that there have been a number of systems of shorthand developed and that a number of these systems are being taught at the present time.

Historically, the development of shorthand does have a place in education. Kerlinger states,

> Obviously, historical research is important in education. Outside of the intrinsic interest of history, it is necessary to know and understand educational accomplishments and developments of the past in order to gain a perspective of present, and possible future directions.[1]

To be interested and fascinated in the historical narrative of shorthand writing, however, is not enough. In order that the roots of historical narrative are given to bear fruit, certain developments must have taken place. There are, or should be, questions regarding the evolution of these specialized systems of writing words. Questions concerning the aims of the authors, organizational techniques, subject matter, and learning aids, among others, need to be asked and answered in order that the interest and attraction be long lived.

Another factor leading to the justification for this study is that the instruction of shorthand in the American

---

[1]Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1966), p. 698.

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high school began primarily to meet a definite need. Because early America was regarded mostly as argicultural in nature, there was little need for commercial education until after the Industrial Revolution. Little preparation was necessary since commercial activity itself was not highly developed. However, the nation's rapidly growing industrial society needed more trained manpower. Production of the typewriter in 1873[1], which added to the growing demands and activities of business, gave shorthand an outlet for its main function which is writing in a shorthand form.

Writing in the National Business Education Quarterly, Mulkerne states:

> Certainly changes have taken place in course of study and textbook content. Perhaps there would be some value in studying these changes in content alone; however, a greater value is inherent in the relating of textbook and course of study content changes to social-educational-economic forces.[2]

Speaking about the historical evolution of textbooks in general and business education textbooks specifically, Nietz writes,

> . . . such business subjects as bookkeeping, shorthand, typing, and business correspondence are commonly taught today, they were not commonly taught in academies or high schools before 1900. Before

---

[1]The Story of the Typewriter; Published by the Herkimer County Historical Society, Herkimer, New York: 1923.

[2]Donald J. Mulkerne, "Historical Research in Business Education," National Business Education Quarterly, (December, 1966), p. 23.

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1900 they were most commonly taught in private commercial or business schools. A separate work could be written about their books.[1]

There have been four textbook studies completed in the area of business education at the University of Pittsburgh. These studies include bookkeeping by Korona[2], arithmetic by Steiner[3], typewriting by Lloyd[4], and business correspondence by Rogers.[5] This study will add to that list.

There is a need to trace changing educational theories as they are reflected in the revisions and the publication of new textbooks in shorthand.

---

[1]John A. Nietz, The Evolution of American Secondary School Textbooks (Rutland, Vermont: Charles E. Tuttle Company, 1966), p. vi.

[2]Louis W. Korona, The Development of Bookkeeping Textbooks Used in American Schools Prior to 1893, University of Pittsburgh, Doctor's Degree, 1943.

[3]Robert L. Steiner, Percentage and Its Application As Developed in American Arithmetic Through 1860, University of Pittsburgh, Doctor's Degree, 1946.

[4]Alan C. Lloyd, The Development of American Typewriting Textbooks, University of Pittsburgh, Doctor's Degree, 1951.

[5]Rose Marie Rogers, The Development of American Textbooks in Business English and Correspondence in the Secondary Schools, University of Pittsburgh, Doctor's Degree, 1958.

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CHAPTER II

RELATED RESEARCH

The art of writing shorthand is as old as recorded history, however, the origin of this art is obscure. Many theories place the origin of shorthand far previous to its mention in any historical records. Just when man began to record the first events, we do not know; however, it is known that many events and the actions of mankind have been recorded for centuries.

In fact, attempts have been made to show that the Hebrews were informed with the writing of shorthand. In Jeremiah, Chapter 36,

> Then Jeremiah called Baruch, the Son of Neriah: and Baruch wrote from the mouth of Jeremiah all the words of the Lord which he had spoken unto him, upon a roll of a book.[1]

Related evidence shows that credit is given to the Greeks for inventing s system of shorthand rather than to the Romans. Writing about early shorthand, Marrou states,

---

[1]John R. Gregg, "The Story of Shorthand," Business Education World, (New York: Gregg Publishing Company, September, 1933), p. 15.

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"Some kind of shorthand was in existence going back to the fourth century B. C."[1]

Anderson has an inclination to feel this way when he writes, "Xenophon, too, we read was in the habit of taking down in stenography or semeiography the discourses of his great teacher, the illustrious Socrates."[2]

Shorthand, therefore, is not new; but as old as recorded history.

There have been many studies relating to the art of writing the spoken word in a short form which is commonly known as shorthand. These studies do involve themselves with the many aspects of this important and useful art.

Some of these studies concerned themselves with the development of shorthand systems, the teaching methods employed by teachers, and achievement of students in writing shorthand, the measurement devices used by teachers in shorthand classes, the personal-use bearing of shorthand, and other aspects. Of all the studies concerned with shorthand, no research specifically dealing with the development of the shorthand textbook was uncovered. Following is a listing of some of the studies mentioned earlier.

---

[1]H. I. Marrou, A History of Education in Antiquity (New York: Sheed and Ward, 1956), p. 312.

[2]Thomas Anderson, History of Shorthand (London: W. H. Allen & Co., 1882), p. 17.

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Stovik in his research, ". . . determined how the "ancient" prolific writers produced so many works in such a short time with their limited writing and reproducing facilities."[1]

In her work concerning the historical development of a particular system of shorthand, Macleod states, "One thing seems sure--we, as shorthand teachers, must continue our plan of "useful" education, perhaps the most successful of all useful forms of education."[2]

Considerable details of trends and developments in business education can be found in the research of Boylan. For instance she found that:

> It was in the year 1877 that the study of shorthand was introduced in the high schools of Chicago. Eight years later, in 1885, there were still only two shorthand classes: one for beginners and one for advanced students. Both of these classes met at night. Shorthand for day students was as yet unheard of.[3]

Dealing with a rather novel idea, in the writer's opinion, Hagerty's research was:

---

[1]Father Raphail R. Stovik, O. S. B., A Short History of Stenography Through the Fifth Century, University of North Dakota, Master of Arts Degree, 1960.

[2]Dorothea Katherine Macleod, A Study of Gregg Shorthand--Its Historical Development--Its Basic Principles and Its Place in the High School Curriculum of Today, Boston College, Master of Education, 1934.

[3]Harriet Mary Boylan, History of the Development of the Teaching of Shorthand and Typewriting in the Chicago High Schools, De Paul University, Master of Arts Degree, 1940.

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> . . . to show how ancient the art of shorthand really is; to relate the important part it has played in the preservation in their entirety of some of the first works of literature; to demonstrate the development of shorthand from its crude beginnings to the modern polished systems; to prove its civic worth in the preservation of the oldest court systems down to the present use in the highest courts of the land; to show its historical value in retaining certain facts that otherwise would not have been brought down to us.[1]

Vietti chose to study the historical development of the principal shorthand systems other than Gregg in the public schools and private business colleges of the United States.[2]

A research by Maule, had as its problem:

> To select from the material available in outstanding contributions pertaining to development of business education in secondary schools the data pertinent to the study of shorthand; and to show present tendencies by presenting material so segregated as to reveal growth made in theory and content of the subject; and to indicate other trends.[3]

In her paper, Clancy tried to sketch the happenings of a system of shorthand. She writes:

> . . . endeavored to trace the historical evolution of an efficient system of rapid writing beginning before the dawn of history and continuing down

---

[1]Evelyn Marie Hagerty, The Development of Shorthand and Its Importance to Literature, George Peabody College for Teachers, Masters of Arts Degree, 1941.

[2]Edward Vietti, An Historical Study of Shorthand Systems in the United States, University of Southern California, Master of Science Degree, 1936.

[3]Mabel Maule, A Study in the Trends in the Teaching of Shorthand Since 1900 Revealed by an Analysis of the Professional Literature Relating to the Teaching of the Subject, University of Oregon, Master of Arts Degree, 1935.

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through the ages to the present time. I shall attempt to being together the various known systems with their consequent advantages and disadvantages as compendious methods of writing words clearly, easily, and quickly and show how through the process of trial and success we have reached the shorthand theories of Gregg, Pitman, Dewey, and Dearborn.[1]

---

[1]Anne Catherine Clancy, The Evolution of Shorthand As a School Subject, Boston University, Master of Education Degree, 1932.

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CHAPTER III

THE PROBLEM

A. Statement of the Problem

The purpose of this study is to analyze those shorthand textbooks that were used in the American High School prior to 1900.

B. Elements of the Problem

1. An analysis of any objectives evident in the textbook written prior to 1900: If evident, what were these objectives?

2. An analysis of any procedures used by the authors in presenting their materials.

3. An analysis of the elements such as "preface," "introduction," and "table of contents" contained in the textbooks.

4. An analysis of any suggested methods of teaching that were evident in the textbooks.

5. An analysis of the teaching and learning aids that are evident in the textbooks.

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6. An analysis of the physical characteristics of the textbooks of shorthand; namely, size, cover, border, margins, size of type, and color.

C. Delimitations of the Problem

This research includes only those textbooks that concern themselves with the art of writing shorthand. The definition by Good is used as the criterion concerning a textbook. He states in the Dictionary of Education, "Textbook: a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction, and used as a principal source of study material for a given course."[1]

The philosophy of speech of the human voice explaining the functions of the vocal organs was not included in this study.

The science of phonetics was not contained in this study.

Those classes of books which separately contain dictionaries, manuals of reference, and writing manuals were omitted from this research.

Only those textbooks that are catalogued in the Library of Congress were considered in this research.

Those textbooks published early prior to 1900 were regarded in this research.

---

[1]Carter V. Good, (ed.), Dictionary of Education, (New York: McGraw-Hill Publishing Company, 1945), p. 443.

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The theory of shorthand systems will not be considered.

The first textbook written by an author was considered in this research.

Textbooks containing systems of shorthand composed of longhand alphabet symbols were not considered in this research.

Textbooks not published in the United States were not considered in this research.

D. Limitations of the Problem

Some of the textbooks that were catalogued in the libraries mentioned earlier were from the shelves. An attempt was made to locate all of the textbooks listed on the inventory carried by the library staffs. However, a complete listing of those considered appears in the appendix of this study.

This study will be limited in the following ways:

1. Those textbooks catalogued and found on the shelves in the Library of Congress.

2. Whenever the first edition of a textbook was not available, a subsequent edition was used.

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E. Definitions of Terms

TEXTBOOK Those items, textbooks, as thought of as textbooks by the respective authors will be thought of in the same context by this writer.

SHORTHAND The term shorthand will be used synonymously with the term "phonography" below.

PHONOGRAPHY The term phonography, as used in this research, is meant to designate a graphic form of handwriting using symbols in which spoken words are recorded.

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CHAPTER IV

SOURCES AND PROCEDURES

A. Sources of Data

Because of the nature of this research, primary sources must be used. As pointed out by Good, Barr, and Scates in the following, textbooks are classified as primary sources:

> . . . a source may be primary and in another secondary. Ordinarily textbooks in the history of education are secondary sources, usually many times removed from the original event, but for the worker who wishes to study the organization used by writers in this field these books become primary.[1]

B. Technique

This research will employ a quantitative analysis of recorded materials; therefore, the documentary technique will be used.

C. Procedures

Each textbook was examined thoroughly. During the examination of each textbook, certain items were noted and

---

[1]Carter V. Good, Barr, A. S., and Scates, Douglas E. op. cit., p. 254.

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included as objective evidence in the form of tables to indicate similarities or dissimilarities existing among the shorthand textbooks.

In addition to the selected tables, written interpretations of each major element of this research were formulated. These elements have been mentioned earlier. Of course, if minor elements developed, these, too, were treated in the same manner.

A completed bibliography was compiled of all the shorthand textbooks used in this study as they were available from the listed inventories in the library mentioned earlier.

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CHAPTER V

OBJECTIVES OF THE AUTHORS OF SHORTHAND TEXTBOOKS

The author of a textbook has a definite purpose for writing a particular textbook. It may be that the author simply wished to make a scholarly contribution, or he might feel that he has an original idea which could improve the teaching process. Another author could have felt that his work would hasten the learning process of a particular subject. Some authors have probably written just for the self-satisfaction they would gain while others have felt that their work would gain them professional recognition. Some authors, of course, have written solely for financial gain.

The authors of the textbooks analyzed in this study were primarily concerned with a particular system of shorthand. The written textbook served only as a vehicle to present the system to students and teachers. The textbook *per se* was not meant for public consumption.

There were no specific patterns of presented objectives in the textbooks analyzed. There were in some cases, textbooks that had no stated objectives. However, several general categories or classifications do occur more frequently

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than others. It is the frequency of these aims which will serve as one means of arrangement.

It appeared, from the analysis made, that the most frequently mentioned aim was that of presenting a simpler method of writing shorthand. Every author having this idea as his aim stated that his textbook would serve the needs of learners more effectively than other textbooks.

Following are some statements of the authors explaining the reasons for writing the text. Longley writes:

> . . . the author has had one leading object in view; namely, to furnish means for acquiring speedily a correct and practical knowledge of the much coveted art.[1]

March stated as his aim: ". . . to meet the public want of a plain, practical, and thorough manual."[2]

As his aim, Bailey said ". . . excells every other yet offered to the public, in the simplicity and correctness of its principles. . ."[3]

---

[1]Elias Longley, American Manual of Phonography, Being a Completed Guide to the Acquisition of Pitman's Phonetic Shorthand. (Cincinnati: Longley Brothers, Phonetic Publishers, 1856), p. III.

[2]Andrew J. Marsh, Marsh's Manual or Reformed Phonetic Shorthand Being a Complete Guide to the Best System of Phonography and Verbatim Reporting. (San Francisco: H. H. Bancroft and Company, 1868), p. 4.

[3]K. A. Bailey, A Practical Exposition of Phonography or Writing by Sound; Being a Complete System of Shorthand, Containing a Perfect Analysis of the English Language with a New Alphabet, and Philosophical Illustrations of the Human Voice. (New York: K. A. Bailey, 1848), p. iv.

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Another category in which objectives were classified was that of improvement. A number of textbooks were written with the chief objective that to improve an earlier system of shorthand. With each revision, the authors listed in this category believed that their system would be more orderly and simpler to write, thus, easier to learn.

Munson, one of the author who writes from this point of view says; ". . . to restore simplicity and harmony."[1]

Free, designated as his aim the following:

> "The aim of the inventor of this system has been to produce one combining the brevity of other systems with the fluency of longhand, and in this he has the assurance that he has been successful."[2]

Oliphant listed his aim: "It is claimed that this system is superior to all others."[3]

A third major category included those authors who did not list any specific aim in their textbooks. It might be that these authors would assume the aims of their textbooks

---

[1]James E. Munson, The Complete Phonographer, and Reporter's Guide: An Inductive Exposition of Phonography, With Its Application to all Branches of Reporting, and Affording the Fullest Instruction to Those Who Have Not the Assistance of an Oral Teacher; Also Intended as a School Book. (New York: Harper & Brothers, Publishers, 1877), p. II.

[2]John R. Free, Manual of Free-Hand. (Boston: Beale Publishing Co., 1895).

[3]Mahlon Oliphant, Handbook of Phonography; or Shorthand for the People. (Davenport, Iowa: Griggs Watsen and Day Printers, 1871).

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would be evident. Some of the authors not listing any objectives were: Parker[1], Wilson[2], and Caton.[3]

For each textbook analyzed, the objectives of each author was recorded. These objectives were then listed in different categories according to their frequency. The different category headings are as follows: stated, implied, simplicity, rapidity, improvement, public demand, new system, not stated, and not implied. The frequency with which these objectives appear are listed in Table 1.

---

[1]William Parker, A New System of Shorthand, More Easy of Attainment and Transcription and One-Third Briefer Than the Most Popular System Extant. 1873.

[2]L. L. Wilson, Wilson Phonography. (Denmark, Michigan: 1872).

[3]T. J. Caton, Caton's Ideal Shorthand. (Minneapolis, Minnesota: Caton College Company, 1893).

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TABLE 1

AUTHOR, DATE OF PUBLICATION, AND FREQUENCY OF OBJECTIVES AS STATED OR IMPLIED BY AUTHOR

Author	Date	Stated	Implied	Simplicity	Rapidity	Improvement	Public Demand	New System	Not Stated	Not Implied
		1	2	3	4	5	6	7	8	9
Sargeant	1789	X					X			
Lloyd	1793	X		X						
Walker	1821								X	X
Bailey, P.	1822	X					X	X		
Dodge	1823	X		X	X			X		
Hewett	1823	X		X	X	X				
Steed	1828	X						X		
Gould	1829	X					X			
Tonindrow	1832	X		X		X				
				X						
Stetson	1834	X						X		
Saxton	1842	X		X			X	X		
Andrews	1844								X	X
Pitman, Isaac	1844		X					X		
Andrews, Boyle	1847		X			X				
Bailey, K. A.	1848	X		X		X				
Booth	1849	X		X		X				
Webster	1852		X	X						
Graham	1856	X					X			
Longley	1856	X		X	X					
Good	1865	X				X		X		
Lindsley	1866	X		X	X			X		
Haney	1867	X						X		
Marsh	1868	X		X		X	X			
Oliphant	1871	X				X				

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TABLE 1 Continued

Author	Date	Stated	Implied	Simplicity	Rapidity	Improvement	Public Demand	New System	Not Stated	Not Implied
		1	2	3	4	5	6	7	8	9
Wilson	1872								X	X
Evans	1873	X		X						
Parker	1873								X	X
Brown	1874	X		X				X		
Mitchell	1876	X		X						
Kaufmann, Buehler	1877	X						X		
Munson	1877	X		X						
Davison	1880		X			X				
Chase	1881	X						X		
Craddock	1884	X					X			
Christie	1885		X		X		X			
Verity	1885	X				X				
Pitman, Benn	1886	X			X					
Pernin	1888	X		X						
Scott-Browne	1892	X		X		X				
Caton	1893								X	X
Free	1895	X		X	X					
Barnes	1896	X		X						
Chandler	1897	X		X			X			
Christy	1897		X				X			
Allen, Allen	1899	X						X		
Day	1899	X		X	X					
Frost	1899	X		X						
Beck	1900	X				X				

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SUMMARY

The most frequently mentioned objective of the authors was that of writing a textbook that contained the simpliest system of shorthand yet published at that time. Twenty-three authors had simplicity as their objective.

The remainder of the reasons for authoring a textbook and their frequency were rapidity, 8, improvement, 12, public demand, 10, and new system, 13.

Of the total number of textbooks, 37 did have stated objectives by the authors while 6 authors did not state their objectives.

Five authors chose not to state or imply their objectives.

In 20 of the 48 cases the authors had two objectives for writing a textbook. Separate combinations of simplicity and rapidity appeared 6 times; simplicity and improvement appeared 5 times; simplicity and public demand appeared twice; simplicity and new system appeared twice; rapidity and public demand appeared once; improvement and public demand appeared once; rapidity and new system appeared once; improvement and new system appeared once; public demand and new system appeared once.

Four of the authors had three objectives for writing their textbooks. Two of these authors had simplicity, rapidity, and new system; one author had simplicity, rapidity,

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and improvement while one author had simplicity, improvement, and public demand.

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CHAPTER VI

SUGGESTED METHODS FOR TEACHING SHORTHAND

Most authors of shorthand textbooks prior to 1900 wrote their textbooks to be taught by the deductive method of teaching shorthand; that is, the writing of outlines could be performed only after the rules of writing had been memorized by the students. The authors presented their systems of shorthand with the idea that copies were to be made of plate outlines. These copies were to be repeated again and again until the student reached perfection in the writing of shorthand outlines. The teacher in the classroom had few if any methods to be used while teaching shorthand. There was little or no theory to be presented. Perfection of outline rather than facility was the objective. Isolated outlines rather than connected matter generally was the rule of the early textbooks.

It was only rather recently that the textbook had an accompanying teachers' manual. Until this development, most authors used the "Preface" or "Introduction" sections of their textbooks as a vehicle to mention the method or methods which, in their opinions, would be the best to use in the presentation of the shorthand system.

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Longley in 1856 said:

> The review at the close of each chapter is a new feature, and will be of great assistance to the teacher, especially to the inexperienced, in questioning his class as to what they have gone over; . . . The questions may be asked the class either collectively or individually; the latter is generally the better way. It would be well, as often as convenient, to have the pupils illustrate their answers on the blackboard.[1]

Scott-Browne wrote in 1892, "The teacher or student must select as much matter as may be necessary to constitute what can be thoroughly mastered in a lesson."[2]

Not all of the textbooks written prior to 1900 were to be used in the classroom; some were written for self-instructional purposes. Students would purchase a textbook from a school or from a publishing company and then were encouraged to memorize the shorthand system as presented by the author. Some authors gave to the students hints, directions, suggestions, tips, and instructions for learning that particular system of shorthand. These items were sometimes in the introduction section of the textbook. In other textbooks these items were interwoven within the shorthand theory. Still, in other textbooks, these items were to be found at the end of various chapters. Some authors had these

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[1]Elias Longley, American Manual of Phonography, Being a Completed Guide to the Acquisition of Pitman's Phonetic Shorthand. (Cincinnati: Longley Brothers, Phonetic Publishers, 1856), p. v.

[2]D. L. Scott-Browne, The American Standard System Manual of Pitman Phonography. (New York: Phonographic Headquarters, 1892), p. IX.

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placed at the end of a lesson or at the end of a particular presentation of theory.

In 1829, Gould said in his "Instructions":

> After reading with attention the rules for spelling and writing, go on to copy the contents of the several plates in their regular order, carefully comparing every doubtful character, with the rules and explanations till the whole system is familiar, which will probably be in the course of half a dozen lessons.[1]

Munson also felt that the learner should have some special hints for mastering his system. In 1877, he wrote in his "Hints to the Beginner":

> No effort should be made by the learner at the outset to write with rapidity. Accuracy alone should be aimed at; and when his hand has become accustomed to trace the photographic characters with correctness and elegance, he will find no difficulty in writing them generally.[2]

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[1]M. T. C. Gould, The Art of Short-Hand Writing: Compiled from the Latest European Publications with Sundry Improvements, Adapted to the Present State of Literature in the United States. (Philadelphia: Carey, Lea & Carey, 1829), p. x.

[2]James E. Munson, The Complete Phonographer, and Reporter's Guide: An Inductive Exposition of Phonography, With Its Application to all Branches of Reporting, and Affording of an Oral Teacher; Also Intended as a School Book. (New York: Harper & Brothers, Publishers, 1877), p. II.

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Pernin thought that by giving some "Hints for Learners" the student would master his style in as short as time as possible. Writing in his text, Pernin said:

> By thoroughly fixing in the mind the signs in one lesson and their combination in words before taking up another, you will find at the end of the fifth lesson that you have thoroughly mastered the fundamental principles within a few hours, or a few days study, according to your mental aptitudes.[1]

A number of authors of shorthand textbooks did not include any mention at all of any general or particular method for teaching that system of shorthand. In fact, there was a very noticeable lack of methodology in many of the textbooks written prior to 1900. The authors probably assumed that the teacher in the classroom was responsible for developing a method for teaching a skill subject. Or it may have been that the author did not particularly embrace any method as long as the system was learned.

It appeared that many of the authors of the textbooks used in this study did not concern themselves or were not interested in the method of instruction of shorthand. A comparatively few authors did emphasize a method for the teaching of their system.

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[1]H. M. Pernin, Pernin's Universal Phonography in Ten Lessons, (Detroit, Michigan: Published by the author, 1888), p. XV.

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In order that the treatment given by the authors of the textbooks used in this study to the methodology of teaching shorthand can be listed, specific categories were developed as follows: (1) stated, (2) implied, (3) to the teacher, (4) to the student, (5) hints, (6) directions, (7) none.

As mentioned earlier, different items were used by the textbooks authors. Because of their infrequency of use, suggestions and tips were grouped in the category under "hints," while instructions were placed in the category headed "directions."

Table 2 shows the frequency with which each category appears.

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TABLE 2

AUTHOR, DATE OF PUBLICATION, AND FREQUENCY OF METHODS IN EACH TEXTBOOK ANALYZED

Author	Date	Stated	Implied	To the Teacher	To the Student	Hints	Directions	None
		1	2	3	4	5	6	7
Sargeant	1789							X
Lloyd	1793							X
Walker	1821							X
Bailey, P.	1822							X
Dodge	1823							X
Hewett	1823							X
Steed	1828							X
Gould	1829		X		X	X		
Tonindrow	1832	X		X			X	
Stetson	1834							X
Saxton	1842							X
Andrews	1844							X
Pitman, Isaac	1844		X		X		X	
Andrews, Boyle	1847	X			X		X	
Bailey, K. A.	1848		X		X	X		
Booth	1849					X		X
Webster	1852		X			X		
Graham	1856		X		X			
Longley	1856	X			X		X	
Good	1856	X			X			
Lindsley	1866					X		X
Haney	1867	X			X	X		
Marsh	1868	X		X			X	
Oliphant	1871							X

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TABLE 2 Continued

Author	Date	Stated	Implied	To the Teacher	To the Student	Hints	Directions	None
		1	2	3	4	5	6	7
Wilson	1872							X
Evans	1873							X
Parker	1873							X
Brown	1874	X					X	
Mitchell	1876							X
Kaufmann, Buehler	1877	X			X	X		
Munson	1877							X
Davison	1880	X			X	X		
Chase	1881	X		X			X	
Craddock	1884	X		X	X			
Christie	1885	X		X			X	
Verity	1885		X		X		X	
Pitman, Benn	1886	X			X		X	
Pernin	1886		X		X		X	
Scott-Browne	1892		X		X		X	
Caton	1895							X
Free	1895	X			X	X	X	
Barnes	1896	X			X		X	
Chandler	1897	X		X			X	
Christy	1897	X		X			X	
Allen, Allen	1899	X			X	X		
Day	1899	X			X		X	
Frost	1899		X	X	X	X	X	
Beck	1900	X			X	X	X	

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SUMMARY

Stated methods for teaching or learning the system of shorthand as presented in the textbooks appeared 20 times. In 9 cases these methods were not stated but implied by the author. Nineteen of the authors chose neither to state nor imply any methods at all of the methods that were stated or implied, 8 were directed to the teacher while 21 were directed to the student.

The category of "Hints" was used by 12 of the authors. Nineteen authors used "Directions" as their medium to discuss methods. The "Hints" were meant for the teacher in 1 case while the "Directions" were intended for the student in 11 cases. Directions were pointed to the teacher in 7 instances whereas in 12 cases they were meant for the student.

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CHAPTER VII

ORGANIZATION OF THE TEXTBOOKS USED IN THE STUDY

When writing a textbook, an author, with the assistance of an editor, determines the organizational pattern or approach for presenting the subject matter in a particular textbook. In developing this design, the author believes the material will best be presented for instructional purposes. The subject matter was developed around a general outline then specific items were added that would greatly enhance the student's acquisition of knowledge about that particular shorthand system.

The authors of the shorthand textbooks used for this study did precisely as was mentioned above. Each of the authors did have a general outline and each did add what he thought would best suit the needs of the students and teachers.

In analyzing the textbooks for this study, a large assortment of organizational plans or approaches used by the various authors were discovered. It would be rather difficult for a reader to realize fully the differences in the approaches used unless these approaches were treated in a specific manner. Because of this varied assortment of approaches, each major part or item of the textbook as

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developed by the authors was recorded using a checksheet form. In this manner, each part could then be handled individually. A few of the authors did not include any specific parts in their textbooks other than the actual theory of a system of shorthand. The major portions were listed under the following headings: preface, introduction, contents, vocal elements, theory length, outline, translation, and self teaching.

As it was stated earlier, each major portion or item will be treated separately. However, at the end of this chapter, a composite listing of these same portions will appear in Table 3.

Preface

Most of the authors concerned in this study did have a preface of their textbook. Some authors used these pages to justify their own system of shorthand; others explained the invention of the shorthand system by Pitman and their refinement of that system. A few authors utilized this portion to "talk" to the student and give him some scheme for studying the textbook. A number of the authors gave the general plan for the development of the textbook. Other authors stated their objective or objectives in the writing of a textbook. Generally speaking, the pages devoted to the preface section were few.

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Introduction

In many cases, authors used the pages in these parts of the textbook to deliver the items stated under the preface. It seemed that the preface and introductory portions were used interchangeably. A number of authors used these pages for an explanation of the philosophy of speech. And in numerous instances the total number of pages devoted to the philosophy of speech were many. For example, Graham[1] used 20 pages for his explanation and Longley[2] used 14 pages for his explanation. Some of the textbooks did not have any pages devoted to an introduction section.

Contents

Some of the textbooks used with this study did contain a contents section. The authors did indicate in these pages just exactly what their textbooks contained. Barnes[3]

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[1]Andrew J. Graham, The Reporter's Manual: A Complete Exposition of the Reporting Style of Phonography, (New York: Fomlers & Wells, Publishers, 1856).

[2]Elias Longley, American Manual of Phonography, Being a Complete Guide to the Acquisition of Pitman's Phonetic Shorthand, (Cincinnati: Longley Brothers, Phonetic Publishers, 1856).

[3]Author J. Barnes, Shorthand Manual, (St. Louis: Author J. Barnes, Publisher, 1896).

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of contents while Day[1], had as many as six pages. Some of the textbooks did not have a contents section.

Vocal Elements

The term "vocal elements" refers to vowels and consonants as used in speech. These elements are necessary and vital to the forming of sounds. This major organizational plan was used rather differently by the authors of the textbooks used in the study. These authors were placed in one of two categories: vowels first or consonants first.

A number of the authors preferred to place the sounds first in the presentation of shorthand theory in their particular system. It could have been that these "vowels first" authors felt that the vowels were more important; therefore, they were presented first. Chase, one of the authors belonging to this group, wrote in his textbook: "The vowels, not the consonants, constitute the body of speech."[2]

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[1]Alfred Day, Complete Shorthand Manual for Self Instruction and For Use in Colleges. (Cleveland, Ohio: The Burrowe Brothers Co., 1899).

[2]Charles C. Chase, First Lessons in Phonetic Word-Painting or Logigrafi. (Almada County, California: Washington Corners, 1881).

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Other authors feeling as Chase felt were: Bailey[1], Chandler[2], and Oliphant.[3]

If an author did not present the vowels first in his textbook, he presented the consonants first. This other group of "consonants first" authors possibly felt as strongly about presenting the consonants first in the organizational scheme of their textbooks as did the "vowels first" group of authors. In 1897, Christie said, "Consonants. . . . first because they are considered the skeleton of a word. The framework around which a word is built."[4]

Stating his claim to this group, Munson wrote

> In writing according to the common long-hand method, all the letters of a word, both consonants and vowels, are written one after another, in the order in which they are pronounced. In writing phonographically this is not the case, but, as will be more fully explained hereafter, the consonant-signs and vowel-signs are written separately, the consonant-signs being first written, and the vowel-signs

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[1]Phineas Bailey, An Improved System of Stenography Containing Analogove Abbreviations, Adapted to the Convenience of Instructors and Practioners, (Poultney, Vermont: Smith and Shute, Printers, 1822).

[2]Mary Alderson Chandler, Chandler's Practical Shorthand. (Boston, Massachusetts: Published by the Author, 1897).

[3]Mahlon Oliphant, Handbook of Phonography; or Shorthand for the People. (Davenport, Iowa: Griggs Watsen & Day Printers, 1871).

[4]A. Christie, Shorthand, Past and Present; Omni-Pen Phonography, (Boston: Rand, Avery, & Co., 1885), p. 3.

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> afterward placed to them. Hence the more natural order of presentation, and the one adopted in this book, is to treat of the consonant first, and afterward of the vowel.[1]

Outline Translation

In developing this aspect of their organizational plans, the authors of the textbooks used in this study certainly did not follow any prescribed approach. However, the developmental plans used by the authors did seem to follow three separate categories. These categories have been formulated for this study.

Some of the authors in the first category may have assumed that the teacher or student knew the system of shorthand as presented. It might have been that the author just felt that the system was very simple to master. Therefore, these authors did not include any translations of the outlines of theory in their textbooks. They just used dialogue to explain the outlines; however, no translation was given.

---

[1]James E. Munson, The Complete Phonographer, and Reporter's Guide: An Inductive Exposition of Phonography With its Application to all Branches of Reporting, and Affording the Fullest Restriction to Those Who Have not the Assistance of an Oral Teacher; Also Intended as a School Book. (New York: Harper & Brothers, Publishers, 1877), p. 17.

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Pitman[1], Bailey[2], and Wilson[3] were some of the authors that used this approach.

Still other authors in the second category felt that the only translation of forms necessary was that which appeared in structured charts. These charts would appear at the very beginning or at the end of the presentation of theory. The teacher or student could use these charts as reference guides while writing the theory outlines. Contained in the charts were lists of word-beginnings, word-endings, consonant connections, vowels, and consonants. The authors that used this scheme in their textbook organization

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[1]Isaac Pitman, A Manual of Phonography; or, Writing by Sound. A National Method of Writing all Languages by One Alphabet, Composed of Figures that Represent the Sounds of the Human Voice; Adopted Also to the English Language so as to Form a Complete System of Phonetic Writing, Applicable to Every Purpose; Being Six Times Briefer and More Easily Read Than the Common Long Hand, and When Adopted to Reporting, a Speaker Can be Followed Verbatim Without the Use of Any Arbitrary Marks, and the Report Read at Any Distance of Time With the Greatest Facility. (New York: John Ponlevy, 1844).

[2]Bailey, op. cit.

[3]L. L. Wilson, Wilson's Phonography. (Denmark, Michigan, 1872).

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were Dodge[1], Good[2], and Kaufmann and Buehler[3] among others.

The third major category of organizational plans concerning the translation of outlines was that used by still another group of authors. This group evidentally felt that if the theory of a system must be mastered than the theory must not only be talked about but also shown in a visual form. These authors, Evans[4], Brown[5], and Booth[6], among others in this group, presented the theory in their textbooks with a corresponding translation of outline. A principle of theory was presented and immediately thereafter

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[1]J. Dodge, Esq., A Complete System of Stenography or Shorthand Writing, (New London, Connecticut: S. Green, Printer, 1823).

[2]Peter P. Good, Stenography: A Original System For Quick Writing, Eminently Eclectic and Useful, Easily Learned, Mastered, and Practiced Without a Teacher of Any Other Assistance Whatever, (Plainfield, New Jersey: Peter P. Good, Publisher, 1865.

[3]S. Kaufmann and F. Buehler, Shorthand Made Easy, (New York: John Polhemue, 1877).

[4]T. W. Evans, The Manual of Edeography, or Threat of Writing by Sound, Being a Complete System of Phonetic Shorthand Adapted to Verbatim Reporting, (Philadelphia: By the Author, 1873).

[5]C. J. Brown, Lessons in Shorthand Founded on Gray's Lightning Method, (Randolph, New York: Smith and Lockwood, Printers, 1874).

[6]James C. Booth, The Phonographic Instructor Being an Introduction to the Corresponding Style of Phonography, (Philadelphia: E. H. Butler and Company, 1849).

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an outline appeared showing that particular principle of theory in graphic form with its own translation.

Self Teaching

This category concerns itself with three separate sections. Each of these sections will refer to the manner in which the respective authors felt their textbooks should have been used either by statements or by implications made by the authors.

The first section contains those authors that stated a teacher was necessary for the proper instruction of their particular textbook.

Chandler, belonging to the group, states:

> A logically progressive shorthand, which enables one teacher to begin where another ends, without subjecting pupils to the painful and discouraging process of unlearning and learning.[1]

By the title of his textbook Saxton, another author in this category, implied that a teacher was necessary.[2]

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[1]Chandler, op. cit., p. IV.

[2]Charles Saxton, A New System of Stenography for the Use of Schools and Colleges. (Boston: Saxton and Pierce, 1842).

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Other authors that could be found in this "teacher" group were Bailey[1], and Hewett.[2]

The second category contains those authors that felt their textbook could be used without the aid of an instructor. By the plans of presentation of theory, these authors assumed that the student could easily master the theory.

It would seem that quite a number of authors meant for their textbooks to be used in this manner. Private instruction, instruction by subscription, instruction by tuition, and instruction by examination were a few of the different methods of instruction implied or stated by the authors. In this fashion, the learner could correspond directly with the author or publisher concerning his progress in mastering the theory and of his use of the textbook.

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[1]Bailey, op. cit.

[2]Daniel Hewett, A New and Complete System of Shorthand, or, Stenography, in which the Subject is Rendered Easy and Familiar with Printed Notes and Directions. Fronting the Plates, Intended as a Certain and Expeditious Guide to the Art of Noting Down the Substance of Public Discourses, Speeches, and Debates, as Delivered in the Pulpit, Senate, Courts of Justice, etc., (Philadelphia: J. R. M. Dicking, Printer, 1823).

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Good stated in the title of his textbook that no teacher was necessary.[1] Other authors that either implied or stated that no teacher was necessary for the instructions with their textbooks were Dodge[2] and Christy.[3]

Authors who were grouped in the third category were those who thought a teacher was or was not necessary for the proper use of their textbook. These authors may have made the assumption that a teacher could be employed for instructional purposes then certainly the instructor would be useful to the advantage of the student. However, if an instructor were not available, the student would not be at a disadvantage and could easily master the theory as presented in these particular textbooks.

Among other authors, Munson[4] and Webster[5] stated in their textbook titles that a teacher would or would not be useful.

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[1]Good, op. cit.

[2]Dodge, op. cit.

[3]James E. Christy, Lessons in Munson Phonography, (Chicago: O. M. Powers, 1897).

[4]Munson, op. cit.

[5]E. Webster, The Young Reporter or How to Write Shorthand, a Complete Phonographic Teacher Being as Inductive Exposition of Phonography Intended as a School Book and to Afford Complete and Thorough Instruction to Those who have not the Assistance of a Real Teacher. (New York: Dick & Fitzgerald, Publishers, 1852).

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Theory Pages

In writing a textbook an author must have a certain number of pages devoted to the complete development of his textbook. Whether the number of pages is large or small depends on the organizational plan used by the author.

The only element considered in this study concerning number of pages are those pages that contain theory of shorthand. It is in these pages that the authors of these textbooks presented the theory of their textbook.

One of the textbook writers, Wilson[1], felt that a single page was sufficient for the development of his theory.

Tonindrow used only two pages for the presentation of his theory of shorthand.[2] Other authors who used a small

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[1]Wilson, op. cit.

[2]T. Tonindrow, A Complete Guide to Stenography or an Entire New System of Writing Shorthand for the Use of Schools and Private Tuition, (New Haven, Connecticut: Hezekiah Howe, 1832).

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number of pages for the presentation of their theory were Stetson[1] and Brown.[2] At the other end of the scale, Christy[3] and Day[4] used 149 and 231 pages respectively for the presentation of theory in their textbooks.

As evidenced in Table 3, this facet of organizational plan shows a wide range of differences in thinking by the author of the textbooks used in this study.

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[1]Isaac Stetson, Stenography Reduced to Certain and Fixed Principles, Whereby the Acquisition of that one Tedious, Dry, and Difficult Science May be Readily Acquired and Easily Attained. (Philadelphia, Pennsylvania: Mathews and Bell, 1934).

[2]Brown, op. cit.

[3]Christy, op. cit.

[4]Day, op. cit.

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TABLE 3

AUTHOR, DATE OF PUBLICATION, AND ORGANIZATIONAL TECHNIQUES USED BY THE AUTHORS OF THE TEXTBOOKS USED IN THE STUDY

Author	Date	Preface	Introduction	Contents	Vocal Elements	Consonants First	Vowels First	Outline Translation	Self Teaching	Theory Length (No. of Pages)
		1	2	3	4	5	6	7	8	9
Sargeant	1789					X			No	9
Lloyd	1793				X	X		X	No	12
Walker	1821				X	X			Yes	5
Bailey, P.	1822	X					X		No	35
Dodge	1823	X			X	X			Yes	18
Hewett	1823	X				X		X	No	8
Steed	1828	X				X			Yes	7
Gould	1829		X			X			No	7
Tonindrow	1832	X					X	X	No	2
Stetson	1834	X			X		X	X	No	6
Saxton	1842	X			X		X	X	No	17
Andrews	1844	X			X	X		X	Yes	9
Pitman, Isaac	1844	X			X	X			No	31
Andrews, Boyle	1847	X	X		X	X		X	Yes	115
Bailey, K. A.	1848	X			X	X		X	No	56
Booth	1849	X	X		X	X		X	Yes	59
Webster	1852	X	X	X	X	X		X	Yes	102
Graham	1856	X	X	X			X	X	No	100
Longley	1856	X	X			X		X	No	104
Good	1865	X					X		Yes	16
Lindsley	1866	X				X			No	38
Haney	1867	X	X	X		X		X	Yes	52
Marsh	1868	X			X	X		X	No	69
Oliphant	1871	X	X		X		X		No	28

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TABLE 3 Continued

Author	Date	Preface	Introduction	Contents	Vocal Elements	Consonants First	Vowels First	Outline Translation	Self Teaching	Theory Length (No. of Pages)
		1	2	3	4	5	6	7	8	9
Wilson	1872		X			X			Yes	1
Evans	1873	X					X	X	No	25
Parker	1873		X				X	X	Yes	19
Brown	1874	X	X				X	X	No	6
Mitchell	1876		X	X		X			No	77
Kaufmann, Buehler	1877	X	X		X	X			Yes	19
Munson	1877	X	X	X	X	X		X	Yes	107
Davison	1880	X				X		X	Yes	24
Chase	1881	X			X		X	X	No	17
Craddock	1884	X		X	X	X		X	No	52
Christie	1885	X	X			X			Yes	76
Verity	1886	X					X	X	Yes	7
Pitman, Benn	1886	X	X		X	X			No	67
Pernin	1888	X	X			X		X	No	66
Scott-Browne	1892	X	X	X		X		X	No	111
Caton	1893		X	X		X		X	No	80
Free	1895	X	X			X		X	Yes	42
Barnes	1896	X		X		X		X	Yes	99
Chandler	1897	X		X			X		No	106
Christy	1897	X	X	X	X	X			Yes	149
Allen, Allen	1899	X			X		X	X	Yes	24
Day	1899	X	X	X	X	X		X	Yes	231
Frost	1899	X	X		X	X		X	No	26
Beck	1900	X			X	X		X	No	114

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SUMMARY

The first "Preface" section did not appear until 1822 and could be counted thirty-nine times after that year. Twenty-three textbooks contained sections marked "Introduction" with the first one making its appearance in 1829. Of the total number of textbooks contained in the study, only twelve had "Contents" sections.

Of the organizational techniques used by the authors in the study, the one indicating "Vocal Elements" was displayed twenty-three times. Closely related with this section were the sections marked "Consonants First" and "Vowels First." More than half of the authors, or thirty-four, preferred to present the consonants first while only fourteen presented the vowels first in their textbooks.

Thirty-one of the authors did have the theory outlines translated into longhand in their textbooks.

The textbooks that could be used without a teacher numbered twenty-one while twenty-seven of the authors indicated that a teacher was necessary or helpful for the proper instruction of the theory of shorthand in their textbook.

The total number of pages that were devoted to the presentation of theory in the textbook analyzed in the study numbered 2,450. The textbooks containing the least number of theory pages was written by Wilson in 1872 whereas the textbook containing the most number of theory pages was

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written by Christy in 1897. The average number of pages devoted to theory was 51.

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CHAPTER VIII

TEACHING AND LEARNING AIDS CONTAINED IN THE SHORTHAND TEXTBOOKS BEFORE 1900

The significance of combining planned experiences with learning is not new. Comenius, an early writer of textbooks, in his Orbis Sensvalium Pictus combined the learning of foreign languages with visual education. He used pictures to head each section and words beneath the picture refer to details to be seen in the picture. Pestalozzi and Herbart, among other textbook authors of the nineteenth century, also accentuated the need for employing planned student activities while instruction was taking place.

Evidentally this thinking of planned activities was found to be important and has left its mark on textbook development. In other areas of instruction, these planned activities take the form of exhibits, projects, field trips, etc. However, the authors of the textbooks used in this study could not use these types; therefore, other sorts had to be developed.

These planned activities, now commonly called teaching and learning aids, were angencies the authors hoped would act as stimuli for greater student interest and motivation. This interest and motivation would certainly make for greater

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student participation; thereby, effecting more efficient learning.

The teaching and learning aids used by the authors of the textbooks were lesson reviews, reading and writing practices, brief form lists, word lists, illustrations, and lines for writing. Certainly a shorthand teacher knows that these aids are in order when considering shorthand textbooks.

The aids as developed by the authors of the textbooks used in the study will be dealt with individually and later will be summarized in Table 4.

Lesson Reviews

Educators have long realized the importance of review and the part it plays in instruction. However, not all the textbooks examined contained any review section at all. Obviously some of the authors felt that a review section would not add anything to the development of their textbook. Therefore, since no review section was necessary, none was included.

Caton[1], in his textbook, did feel that review was necessary but used only one review section which appeared after lesson two. This review section took the form of obejctive type questions asked of the student.

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[1]T. J. Caton, Caton's Ideal Shorthand, (Minneapolis, Minnesota: Caton College Company, 1893).

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Allen[1], adopted the practice of having a short review after each lesson. This review contained statements discussing the principles of theory as presented and the application of those principles.

Longley[2] and Day[3] were other authors who chose to use the objective manner of asking questions for review. These questions appeared after every lesson but they were short.

Of course, some of the authors used no review section at all.

Reading and Writing Practices

The reading and writing practice aid was used by many of the authors who evidently felt that much practice in reading and writing was essential for student learning. Since shorthand is a highly skilled subject and the most technical in the communication arts, the authors thought that much practice in reading and writing was vital for proper student instruction.

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[1]L. M. Allen, Standard Shorthand Simplified, (Aurora, Illinois: Aurora Publishing Company, 1899).

[2]Elias Longley, American Manual of Phonography, Being a Complete Guide to the Acquisition of Pitman's Phonetic Shorthand, (Cincinnati: Longley Brothers, Phonetic Publishers, 1856).

[3]Alfred Day, Complete Shorthand Manual for Self Instruction and For Use in Colleges. (Cleveland, Ohio: The Burrowe Brothers Co., 1899).

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A novel approach was that used by Beck[1] in his textbook. He developed after every lesson a section consisting of a reading of shorthand plates. Immediately following that practice, the student would then practice his writing of shorthand from a reading of longhand. In this fashion, the student would be able to use each of the practices as a key to the counterpart.

Dodge[2] thought it necessary to use only two pages of reading and writing exercises.

Quite a number of the authors used as reading and writing exercises unique devices for student practices. Among other items found in their textbooks, Brown had the Lord's Prayer[3], Evans used Psalms[4], Munson included poems[5],

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[1]C. E. Beck, Beck's Ideal Phonography, (Pequa, Ohio: Beck & Beck, 1900).

[2]J. Dodge, Esq., A Complete System of Stenography or Shorthand Writing, (New London, Connecticut: S. Green, Printer, 1823).

[3]C. J. Brown, Lessons in Shorthand Founded on Gray's Lightning Method, (Randolph, New York: Smith & Lockwood, Printers, 1874).

[4]T. W. Evans, The Manual of Edeography, or the Art of Writing by Sound; Being a Complete System of Phonetic Shorthand Adapted to Verbatim Reporting, (Philadelphia, Pennsylvania: By the Author, 1873).

[5]James E. Munson, The Complete Phonographer and Reporter's Guide: An Inductive Exposition of Phonography, with Its Application to all Branches of Reporting, and Affording the Fullest Instruction to Those who have not the Assistance of an Oral Teacher; Also Intended as a School Book, (New York: Harper & Brothers, Publishers, 1877).

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and Verity contained in his The Declaration of Independence.[1]

As it was stated earlier, many of the textbook authors made use of this type of teaching and learning aid. Of course, there were some authors that did not contain any reading or writing practice. Those authors that did or did not use this particular aid are listed in Table 4.

Word Lists

Word lists were found to be in many of the textbooks examined for this study. Apparently, many of the authors thought it wise to include a list of most used words with their corresponding short outlines in order that the learner would become overly familiar with those outlines. These lists could readily then be referred to for extra practice, eventually leading to complete remembrance on the part of the learner.

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[1]J. S. Verity, A New System of Phonography, (Boston, Massachusetts: Press of Rockwell and Churchill, 1885).

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The authors, however, varied in their form of presenting their respective word lists. Some, such as Day[1], used lists incorporating vowels and consonants separately; Christy used contractions in his list[2]; Allen contained in his textbook a list of phrases[3]; and Christie used in his list a number of abbreviations.[4]

Some of the terms given to these lists of words varied as well. Longley called his list "Word Signs[5]"; Beck entitled his list "Word Forms[6]"; Evans used "Grammalogues" for the title of his list[7]; and Tonindrow used "Arbitraries" as the term for his list.[8]

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[1]Day, op. cit.

[2]James E. Christy, Lessons in Munson Phonography, (Chicago, Illinois: O. M. Powers, 1897).

[3]Allen, op. cit.

[4]A. Christie, Shorthand, Past and Present; Omni-Pen Phonography, (Boston, Massachusetts: Rand, Avery & Company, 1885).

[5]Elias Longley, American Manual of Phonography, Being a Complete Guide to the Acquisition of Pitman's Phonetic Shorthand, (Cincinnati, Ohio: Longley Brothers, Phonetic Publishers, 1856).

[6]Beck, op. cit.

[7]T. W. Evans, The Manual of Edeography, or The Art of Writing by Sound; Being a Complete System of Phonetic Shorthand Adapted to Verbatim Reporting, (Philadelphia, Pennsylvania: By the Author, 1873).

[8]T. Tonindrow, A Complete Guide to Stenography or an Entire New System of Writing Shorthand for the Use of Schools and Private Tuition, (New Haven, Connecticut: Hezekiah Howe, 1832).

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As in other cases concerning the use of teaching and learning aids, some authors did not use any of this type. Lindsley[1], Parker[2], and Saxton[3], were authors that could be found in this group.

Illustrations

It is generally recognized by educators that any device that will aid in the instruction of students should be used where applicable. Illustrations, diagrams, figures, pictures, and designs represent some of the aids that have been assigned the title of illustrations. These aids are conveniently classified in one grouping under the general heading of illustrations.

For reasons known only to the authors of the text-books used in this study, it appeared that a small number chose to make use of this type of teaching and learning aid. It may have been that a small number of authors used these

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[1]D. P. Lindsley, The Compendium of Tachygraphy: or Lindsley's Phonetic Shorthand, Explaining and Illustrating the Common Style of the Art, (Boston, Massachusetts: Otis Clapp, 1866).

[2]William Parker, A New System of Shorthand, More Easy of Attainment and Transcription and One-Third Briefer Than the Most Popular System Extant. 1873.

[3]Charles Saxton, A New System of Stenography for the Use of Schools and Colleges, (Boston, Massachusetts: Saxton and Pierce, 1842).

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aids because shorthand does not lend itself to this medium as easily as does other areas of instruction, e.g., mathematics and engineering.

The illustrations, as used in the textbooks examined, took the appearance of mnemonic agents to help the students remember how forms of outlines were written. Usually the illustrations were made by the use of fingers of a hand depicting the motion of position of outlines when in their completed form.

Apparently the authors who did not use this type of a learning and teaching aid may have thought that every outline written in their textbook was an illustration in itself since the writing of shorthand is a means of expression in a graphic form.

Longley in his textbook used the "fingers" approach.[1] Craddock had a facial silhouette showing how sounds could be formed by forming the lips.[2] Booth had six illustrations showing the form of completed outlines.[3] Munson also used the "fingers" approach, as did Longley, in his textbook showing the forming of outlines.[4]

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[1]Longley, op. cit.

[2]Ida C. Craddock, Primary Phonography, Principally in the Simple Characters of the Phonographic Alphabet, Without Contractions, (Philadelphia, Pennsylvania: Second Edition, Revised, Published by the Author, 1884).

[3]James C. Booth, The Phonographic Instructor Being an Instructor to the Corresponding Style of Phonography, (Philadelphia, Pennsylvania: E. H. Butler & Co., 1849).

[4]Munson, op. cit.

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Lines for Writing

As mentioned earlier, anything helping the student in the learning process can be thought of as a teaching and learning aid.

That the line for writing was thought of as a teaching and learning aid was shown clearly by its use by some of the textbook authors in this study. It appeared, however, that not all authors used this particular aid.

To write an outline with a printed line serving as a reference point would surely seem to be a learning aid, and contribute to the learning process. In this respect, the authors of the textbooks for this study did not agree on the use of this aid.

Some of the authors, Barnes[1] among them, used the printed line when writing the outline which then would serve as a point of reference for that particular outline. Other authors belonging to the group that used the printed lines for their outlines were Day[2], Kaufmann and Buehler[3], and Parker.[4]

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[1]Authur J. Barnes, Shorthand Manual, (St. Louis, Missouri: Arthur J. Barnes, Publisher, 1896).

[2]Day, op. cit.

[3]S. Kaufmann and F. Buehler, Shorthand Made Easy, (New York: John Polhemue, 1877).

[4]Parker, op. cit.

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It is obvious that the thinking of this group of authors to use the printed line for their outlines may have been reflected that it would be almost impossible for the student to write correctly the outlines in the system without this aid.

The other group of authors that chose not to include any printed lines in their textbooks evidently felt that these lines were unnecessary. Those authors probably thought that shorthand as presented in their textbooks could easily be learned without the aid of printed lines. In fact, some of the authors may have considered the possibility of hindering the learning process of the student; therefore, omitting the printed line.

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The authors that can be found in this "no-line" group are Saxton[1], Walker[2], Steed[3], and Stetson.[4]

As mentioned earlier, the teaching and learning aids developed by the author in this study are summarized in Table 4.

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[1]Saxton, op. cit.

[2]A. Walker, A Complete System of Stenography, (Philadelphia, Pennsylvania: Published by the Author, 1821).

[3]J. M. Steed, Grammatical Stenography, or, Shorthand; Founded Upon Grammatical Principles; Illustrated by an Occular Analysis, (Washington: Published by the Author, 1828).

[4]Isaac Stetson, Stenography, Reduced to Certain and Fixed Principles; Whereby the Acquisition of that Over Tedious, Dry, and Difficult Science may be Readily Acquired and Easily Attained. (Philadelphia, Pennsylvania: Mathews & Bell, 1834).

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TABLE 4

AUTHOR, DATE OF PUBLICATION, AND TEACHING AND LEARNING AIDS FOUND IN EACH TEXTBOOK INCLUDED IN THE STUDY

Author	Date	Lesson Reviews	Reading Practice	Writing Practice	Brief Form Lists	Word Lists	Illustrations	Lines for Writing
		1	2	3	4	5	6	7
Sargeant	1789		X					No
Lloyd	1793							Yes
Walker	1821		X	X				No
Bailey, P.	1822	X		X				No
Dodge	1823		X	X		X	1	No
Hewett	1823			X		X		No
Steed	1828					X		No
Gould	1829		X	X		X	1	No
Tonindrow	1832			X				No
Stetson	1834							No
Saxton	1842		X	X			5	No
Andrews	1844		X					No
Pitman, Isaac	1844			X		X		No
Andrews, Boyle	1847				X		3	No
Bailey, K. A.	1848		X	X	X	X		No
Booth	1849	X		X	X	X	6	No
Webster	1852		X	X	X	X	2	No
Graham	1856		X	X	X	X		No
Longley	1856	X	X	X	X	X	2	No
Good	1865		X			X		No
Lindsley	1866		X	X		X		No
Haney	1867	X		X	X		3	Yes
Marsh	1868	X	X	X	X	X		No
Oliphant	1871		X	X	X			No

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TABLE 4 Continued

Author	Date	Lesson Reviews	Reading Practice	Writing Practice	Brief Form Lists	Word Lists	Illustrations	Lines for Writing
		1	2	3	4	5	6	7
Wilson	1872					X		No
Evans	1873	X	X	X	X		1	No
Parker	1873							Yes
Brown	1874		X					No
Mitchell	1876		X	X	X	X		No
Kaufmann, Buehler	1877		X	X				Yes
Munson	1877		X	X	X	X	3	No
Davison	1880				X			No
Chase	1881							No
Craddock	1884		X	X			3	No
Christie	1885				X			No
Verity	1885		X	X	X	X		No
Pitman, Benn	1886	X	X	X	X	X		No
Pernin	1888	X	X	X	X			No
Scott-Browne	1892		X	X		X	3	Yes
Caton	1895	X		X				Yes
Free	1895		X	X				Yes
Barnes	1896		X	X	X			Yes
Chandler	1897	X	X	X		X		No
Christy	1897	X	X	X	X	X		Yes
Allen, Allen	1899	X	X	X	X	X		Yes
Day	1899	X	X	X	X	X		Yes
Frost	1899							No
Beck	1900	X	X	X	X			No

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SUMMARY

An analysis shows that the teaching and learning aids were used differently by the authors. One of the aids, lesson reviews, was used by only 14 of the authors with the first one making an appearance in 1822. It was not until twenty-five years later that the second and subsequent ones appeared in the textbooks.

More than half of the authors employed the aids of reading and writing practices in their textbooks. Reading practices were found in thirty-nine of the textbooks and writing practices were instituted in thirty-four of the textbooks. The first reading practice was found in the earliest textbook (published in 1789) contained in the study; however, the first writing practice did not appear until 1821. In twenty-seven cases both of these aids were found in the same textbook.

Twenty-two textbooks contained brief form lists whereas twenty-three textbooks contained word lists. Concerning the use of these aids, both appeared in less than half of the textbooks. It was in the year 1847 that the first brief form list was displayed. The first word list came about twenty-four years earlier. Both aids were used in the same textbook in thirteen of the total forty-eight used in the study.

The aid appearing less frequently than any was that of illustrations. This aid was counted in twelve of the

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forty-eight textbooks. While the aid appeared in only twelve textbooks, there were a total of thirty-three such illustrations used in the respective textbooks. The least number of illustrations used by an author was one. The highest number of illustrations used by an author was six.

Lines on which the shorthand outlines were written were used in thirty-seven of the textbooks. Eleven of the textbooks did not have any line for the writing of shorthand outlines.

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CHAPTER IX

PHYSICAL CHARACTERISTICS OF THE TEXTBOOKS USED IN THE STUDY

The first exposure of a textbook that a prospective purchaser or reader gains is that of the physical characteristics for that particular textbook. The length of the textbook, the width of the textbook, the thickness of the textbook, and the color of the textbook are the items that usually impress the user without ever so much as noting the contents of the book. The user may make a decision based only on these four considerations.

Upon closer examination, the prospective user of a textbook would consider other characteristics that could be found only between the front and back cover. These other considerations would be, of course, the size of print and the page layout used by the publisher among other characteristics.

Using today's standards of publication for judging the textbooks examined in this study, it was felt by this writer that very few textbooks, if any, would fair well in the trade market. However, the reader must remember that the textbook used for this study were of the time more than a generation ago.

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It would seem though, that the early printers did have an appreciation of the elements for making an attractive edition. Certainly, a chief thought on the part of the printer was how to publish a very inexpensive edition by keeping all costs involved to the minimum and still producing something that was saleable to the public. Among other elements it was this main consideration of cost of printing which led to the many different aspects of physical characteristics of the textbooks used in this study.

The different physical characteristics of the textbooks used in this study were grouped by this writer into five major categories. These categories are: size, cover, border, margin, and size of print. Each category was handled on a separate basis. A final composite will appear at the end of the chapter listing the textbooks used in the study and their respective tabulation in Table 5.

Size

Reading Table 5, one can readily determine that there was a lack of uniformity in the size of early shorthand textbooks. There seemed to be no one period of time when textbooks were relatively small in size as compared to a period of time when textbooks were relatively large. There was a great variance in size of textbooks during the entire period of time researched by this study.

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The smallest-sized shorthand textbook analyzed was that written by Wilson in 1872.[1] This textbook measured three and one-eighth inches by four and seven-eights inches.

Other textbooks that compared to this size were written by Evans, three and three-fourths inches by five and nine-sixteenths inches[2], and by Gould, three and three-fourths inches by five and three-fourths inches.[3] These three textbooks were the only ones that had the figure three as one of the dimensions.

The largest-sized shorthand textbook used in the study was written by Kaufmann and Buehler in 1877.[4] The size of this textbook measured six inches by nine and three-eighths inches.

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[1] L. L. Wilson, Wilson's Phonography, (Denmark, Michigan: 1872).

[2] T. W. Evans, The Manual of Edeography, or the Art of Writing by Sound; Being a Complete System of Phonetic Shorthand Adapted to Verbatim Reporting, (Philadelphia, Pennsylvania: By the Author, 1873).

[3] M. T. C. Gould, The Art of Shorthand Writing: Compiled from the Latest European Publications with Sundry Improvements, Adapted to the Present State of Literature in the United States, (Philadelphia, Pennsylvania: Carey, Lea & Carey, 1829).

[4] S. Kaufmann and F. Buehler, Shorthand Made Easy, (New York: John Polhemue, 1877).

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Other textbooks that had the figure nine as one of the dimensions were those written by Lindsley, five and five-eighths inches by nine and three-eighths inches[1], and Christy, six and one-fourth inches by nine inches.[2] It appeared unusual to this writer that in both instances concerning the figures three and nine used in dimensions that only three textbooks could be found in each division. It seemed rather novel to this writer that the smallest and largest textbooks were published within a five-year period, 1872-1877.

It must be noted here that it was rather difficult to determine the exact measurements of the textbooks because of the wear the textbooks received through the years. The methods of shelving in the library by the library staff, the mistreatment by the borrowers, and natural deterioration would account for this wear.

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[1]D. P. Lindsley, The Compendium of Tachygraphy: or Lindsley's Phonetic Shorthand Explaining and Illustrating the Common Style of the Art, (Boston, Massachusetts: Otis Clapp, 1866).

[2]James E. Christy, Lessons in Munson's Phonography, (Chicago, Illinois: O. M. Powers, 1897).

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Cover

Generally speaking, most of the textbooks used in this study were bound with a hard cover. A reason for this may have been that some of the textbooks were intended for private use as well as for school use. This private use would mean the students could keep their copies for later reference if needed. Quite naturally, then, the covers must have been made more durable. The textbooks that were bound with hard covers were those written by Free[1], Booth[2], and Evans[3] among other authors.

Of course, not all of the textbooks published before 1900 were bound with a hard cover. Some were bound with a soft cover, that is, the same weight of paper that was used for the pages of the textbook. A reason for this method of binding was possibly based on the cost factor--it certainly being less expensive to use paper than a hard cover. Bailey[4], whose textbook has a soft cover, may have used

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[1]John R. Free, Manual of Free-Hand, (Boston, Massachusetts: Beale Publishing Company, 1895).

[2]James C. Booth, The Phonographic Instructor Being an Introduction to the Corresponding Style of Phonography, (Philadelphia, Pennsylvania: E. H. Butler & Company, 1849).

[3]Evans, op. cit.

[4]K. A. Bailey, A Practical Exposition of Phonography; or Writing by Sound, being a Complete System of Shorthand, Containing a Perfect Analysis of the English Language, With a New Alphabet, and Philosophical Illustrations of the Human Voice, (New York: K. A. Bailey, 1848).

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this reason since the price of his textbook was only twenty-five cents. Andrews and Boyle[1], Frost[2], and Hewett[3], were other authors whose textbooks have soft covers.

Border

A characteristic of the early textbooks before 1900 which is not found to be prevalent in today's textbooks was the presence of borders on the pages. This characteristic may or may not have attributed to the appearance of the textbook depending on the attitude of the user. However, it is this writer's opinion that the early authors did live in a puritanical era and believed that the border would have a sense of strictness, rigidity, and containment; thereby being neater.

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[1]S. Andrews and A. Boyle, The Complete Phonography Classbook, Containing a Strictly Inductive Exposition of Pitman's Phonography, (Boston, Massachusetts: Gould, Kendall & Lincoln, 1847).

[2]Harlow Q. Frost, English Vocabular Phonography, (Buffalo, New York: Published by the Author, 1899).

[3]Daniel Hewett, A New and Complete System of Short-hand, or, Stenography, in Which the Subject is Rendered Easy and Familiar with Printed Notes and Directions. Fronting the Plates, Intended as a Certain and Expeditious Guide to the Art of Noting Down the Substance of Public Discourses, Speeches, and Debates, as Delivered in the Pulpit, Senate, Courts of Justice, etc., (Philadelphia: J. R. M. Bicking, Printer, 1823).

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Textbooks having borders on their pages were those written by Marsh[1], Pernin[2], and Brown[3], among others.

In some textbooks, borders were used only for those pages that contained word lists as mentioned earlier in this study. The authors of these textbooks may have felt that such a page or pages should be different from the regular text pages. Included among the authors that used the borders in this sense were Sargeant[4], and Saxton.[5]

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[1]Andrew J. Marsh, Marsh's Manual or Reformed Phonetic Shorthand Being a Complete Guide to the Best System of Phonography and Verbatim Reporting, (San Francisco, California: H. H. Bancroft & Company, 1868).

[2]H. M. Pernin, Pernin's Universal Phonography, in Ten Lessons, (Detroit, Michigan: Published by the Author, 1888).

[3]C. J. Brown, Lessons in Shorthand Founded on Gray's Lightning Method, (Randolph, New York: Smith & Lockwood, Printers, 1874).

[4]Thomas Sargeant, An Easy and Compendium System of Shorthand Adapted to the Arts and Sciences, and to the Liberal Professions, (Philadelphia, Pennsylvania: Dobson & Long, 1789).

[5]Charles Saxton, A New System of Stenography for the Use of Schools and Colleges, (Boston, Massachusetts: Saxton and Pierce, 1842).

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The final group of authors, having Davidson[1], and Good[2] among them, did not use any borders at all in their textbooks. This group did contain the largest number of authors.

Margins

In most, if not all, textbooks published, there is a area of white space around the printed matter ending with the edge of the pages. This area is known as a margin. Even though there is a margin, not all margins use the same width. This was clearly evidenced in the textbook used in the study.

The textbook margins were classified into one of three groupings depending upon their width. Those margins that were less than one-half inch were designated to be in the narrow grouping; the margins that were between one-half inch and one inch were classified as average; the grouping known as wide contained those margins that were wider than one inch.

Some authors, when writing their textbooks, noted that because of the nature of the material presented, special

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[1]A. L. Davidson, A Practical Method of Shorthand, (Madison, Wisconsin: David, Atwood, Printers and Stereotypers, 1880).

[2]Peter P. Good, Stenography; An Original System for Quick Writing, Eminently Eclectic and Useful, Easily Learned, Mastered, and Practiced Without a Teacher, or Any Other Assistance Whatever, (Plainfield, New Jersey: Peter P. Good, Publisher, 1865).

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writing space should be left to the student for his own (student) purposes. This reasoning could account for the space made available for margins other than being a criterion in the publication of textbooks. Authors, then, did indicate just how much space should be made available for the student in the margin.

Wilson[1] and Evans[2] were the only authors that had the smallest of margins which were one-fourth of one inch. The largest margin was that found in the textbook of Hewett[3], amounting to one and three-sixteenths inches. There was a wide variation in the size of margins as could easily be seen from the above.

Size of Type

When discussing printing, the height of the letters used in the printing is said to be of a particular point. For purpose of classification, point can be one of three sizes: tiny, medium, and large. To be considered tiny, the point should be less than five and not more than eight. The point of nine or ten is thought of as medium. Any point that is eleven or more is considered large.

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[1]L. L. Wilson, Wilson's Phonography, (Denmark, Michigan: 1872).

[2]Evans, op. cit.

[3]Hewett. op, cit.

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As in other characteristics, the textbooks that were used in this study varied concerning the use of point.

This variation can easily be seen from the table appearing at the end of this chapter.

Color

The color of a textbook probably imposes the first impression that a user has of any textbook. It is this "eye" appeal that makes the textbook attractive or unattractive.

The author of a textbook may or may not have a consideration of the color for his textbook.

In any case the colors that were used for the covers of the textbooks used in this study could not be thought of as being attractive in this writers opinion. However, this writer does realize that these same textbooks probably were in vogue at the time of their printing since color was not regarded as very important as it is in the publication of modern textbooks.

It was difficult to establish the true color of some of the textbooks since time, handling, and storage had taken their effect. In most cases, though, the color was found to be of a "dark" nature. Again it appeared to this writer this "dark" nature may have been a result of the authors having lived in a puritanical era.

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Even though a large number was "dark" in nature, there was a small number of textbooks bound in multi-colored covers. Steed[1], Walker[2], and Pitman[3] were some of the authors whose textbooks were covered with multi-colors.

As mentioned earlier, the composite listing appears in table 5.

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[1]J. M. Steed, Grammatical Stenography, or, Shorthand; Founded Upon Grammatical Principles; Illustrated by an Ocular Analysis, (Washington: Published by the Author, 1828).

[2]A. Walker, A Complete System of Stenography, (Philadelphia, Pennsylvania: Published by the Author, 1821).

[3]B. Pitman, The Manual of Phonography, (Cincinnati, Ohio: Phonographic Institute, 1886).

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TABLE 5

AUTHOR, DATE OF PUBLICATION, AND PHYSICAL CHARACTERISTICS OF THE TEXTBOOKS ANALYZED IN THE STUDY

Author	Date	Size of Textbook (Inches)		Cover	Border	Margin	Size of Point	Color
		1		2	3	4	5	6
Sargeant	1789	4	5 7/8	H		N	T	Brown
Lloyd	1793	4 1/4	6 3/8	S		A	T	Multi
Walker	1821	4 3/4	6 3/4	H		A	L	Multi
Bailey, P.	1822	4 1/8	6 3/8	H		N	M	Red
Dodge	1823	5 1/4	8 1/4	H		A	M	Red
Hewett	1823	5 3/8	8 3/8	S		W	T	Green
Steed	1828	4 1/2	5 3/4	H		A	T	Multi
Gould	1829	3 3/4	5 3/4	H		N	T	Red
Tonindrow	1832	4 5/8	7 3/8	H		N	M	Brown
Stetson	1834	4 5/8	6 1/2	H		A	T	Multi
Saxton	1842	4 1/8	6 1/4	H		N	L	Purple
Andrews	1844	4 1/8	6 1/4	S	X	N	M	Brown
Pitman, Isaac	1844	4 1/4	5 1/2	H		N	T	Multi
Andrews, Boyle	1847	4 1/2	7 1/2	S		N	L	Red
Bailey, K. A.	1848	4 1/4	6 1/2	S		A	T	Tan
Booth	1849	4 1/2	6 7/8	H		N	T	Brown
Webster	1852	4 1/4	6 5/8	H		N	M	Yellow
Graham	1856	4 1/2	6 3/4	H		N	T	Green
Longley	1856	4 5/8	7 4/8	H	X	N	M	Brown
Good	1865	5 3/4	8 1/2	H		A	M	Black
Lindsley	1866	5 5/8	9 3/8	H		A	T	Red
Haney	1867	4 1/2	7 7/8	H		N	T	Maroon
Marsh	1868	4 1/4	6 3/4	H	X	N	T	Brown
Oliphant	1871	4 1/4	5 3/4	H		N	T	Orchid

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TABLE 5 Continued

Author	Date	Size of Textbook (Inches)		Cover	Border	Margin	Size of Point	Color
		1		2	3	4	5	6
Wilson	1872	3 1/8	4 7/8	H		N	M	Red
Evans	1873	3 3/4	5 1/2	H	X	N	T	Red
Parker	1873	5	8 3/4	H		N	T	Red
Brown	1874	4 1/4	5 3/8	H	X	N	M	Red
Mitchell	1876	4 7/8	7	H		A	T	Red
Kaufmann, Buehler	1877	6	9 7/8	H		W	M	Red
Munson	1877	5 1/4	7 5/8	H		A	M	Green
Davison	1880	4 7/8	7 1/8	H		A	T	Blue
Chase	1881	5 5/8	8 5/8	H		W	M	Brown
Craddock	1884	5 1/4	7 3/4	H		W	L	Brown
Christie	1885	5 5/8	7 3/4	H		W	M	Green
Verity	1885	5	7 3/4	H		A	M	Maroon
Pitman, Benn	1886	5	7 1/8	H	X	N	T	Brown
Pernin	1888	5	7 3/8	H	X	A	L	Brown
Scott-Browne	1892	5	7 5/8	H		A	T	Brown
Caton	1895	4 3/8	6 5/8	H	X	A	T	Red
Free	1895	5 1/8	6 7/8	H		N	T	Red
Barnes	1896	7 3/4	5 3/8	H	X	A	T	Red
Chandler	1897	5 1/2	7 7/8	H		A	M	Green
Christy	1897	6 1/4	9	H		W	M	Blue
Allen, Allen	1899	5 3/8	7 1/8	H		A	T	Black
Day	1899	5 1/8	7 3/8	H		A	M	Blue
Frost	1899	5 3/8	7 5/8	S	X	W	T	Brown
Beck	1900	5 5/8	7 5/8	H		W	T	Red

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SUMMARY

The smallest sized textbook measured three and one-eighth inches by four and seven-eighths inches. The largest sized textbook used in the study measured six inches by nine and three-eighths inches. The average size of all the textbooks analyzed was approximately five and one-fourth inches by six and one-half inches.

Forty-two of the textbooks had hard covers while six had soft covers.

Less than one-fourth of the textbooks (10) contained borders on their pages. The first such textbook was not published until 1844. Half of the textbooks containing borders were published after 1886.

Regarding the physical characteristics of margins, twenty-one textbooks or almost half of the total had margins which were classified as narrow; nineteen textbooks were found to have average margins; and, eight textbooks were classified as wide.

Twenty-six textbooks or more than half had the pages printed in a size of print which was considered as tiny; five textbooks were thought of as having a large size of print; and seventeen textbooks contained a medium size of print.

There was a total of eleven colors used for the covers of the textbooks analyzed in the study. Of the eleven colors, the most used color was red appearing on

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fifteen covers. The other colors used with their frequency follows: five; blue, three; brown, twelve; black, two; maroon, two; multi-colored, five; purple, one; tan, one; yellow, one; and orchid, one.

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CHAPTER X

ODDITIES

In doing a preliminary survey of textbooks in order to formulate ideas and plans for this study, the writer found that there were certain peculiarities about each of the textbooks. One certain unusual aspect of each textbook used in the study was then established and listed.

The reader must realize that these "oddities" are in no particular order. These listings were made on each textbook in order that they were handled for the study.

It is interesting that these "oddities" were noticed. The items included in the listings are indicative or the period and time in which the textbooks were written.

1. Every page contained a border. Old rhymes were used for reading practice without a key. (Pitman, B., 1886)
2. There were ninety-four pages of plain paper in the second half of the text. The reason was not given. (Caton, 1893)
3. The sounds of words were emphasized by being printed in a heavier print than the other parts of the text. (Free, 1895)

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4. There was a choice of reading material at the end of the text. This was not business oriented but pieces for general reading. ("Copper", "The Paris Rag Pickers")

   A list of words discriminated appeared on pages 98-104. These were almost like brief forms but should be a little different i.e., shading, longer outline, inserting a distinguishing vowel. (Christy, 1897)

5. This was the first time that lessons appeared by mail. There were no outlines at all--just sounds for writing and rules for writing. (Christie, 1885)

6. The price of this book was listed as two dimes. The space on which the outline was written was blackened and then the outline written in white ink. (Chase, 1881)

7. The consonant signs were called stems, the vowel signs were called dots, the dashes and dipthongs were called points.

   The text was published by the author for purely educational purposes. (Frost, 1899)

8. "Write three pages of each of the following sentences in shorthand." This was the standard suggestion throughout the book.

   "When an exercise is corrected, the correct form should be written a hundred times to impress them on the mind." P. 31

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"Don't lean on anyone else." P. 31 (Allen, L. M., and Allen, J. G., 1899)

9. This was the shortest text analyzed so far. One page contained different sounds written in eight languages; English, German, French, Spanish, Italian, Latin, Greek, and Hebrew. (Andrews, 1844)
10. "The learner should always write upon lines." P. 23 However, no lines are used in the book. (Andrews, S. P., and Boyle, A. F., 1847)
11. The Declaration of Independence was in the book for reading and writing practice. (Longley, 1856)
12. The price listed was $1.25. It contained a page catalogue of other works by the author. (Barnes, 1896)
13. "Have faith in your teacher. If you cannot have, better make a change." P. XVIII
    The items to be read or written were given in times, i.e., six times in six minutes. (Day, 1897)
14. This text contained three pages of testimonials from other business teachers. (Craddock, 1884)
15. Writing letters for practice had number of words at the end in parenthesis. This was the first time for this. (Beck, 1900)
16. The price listed was 50 cents. (Davison, 1880)
17. The contents were located at the end of the text, pp. 77-78.

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Exercises could be sent to persons listed in front of the text to be corrected if desired. (Booth, 1849)

18. The price listed was $1.50 a single copy, or $12 per dozen.

    It contained ten copper plate engravings for theory. (Dodge, 1823)

19. This was the smallest sized textbook analyzed so far. It had tissue thin plate paper.

    The price listed was 25 cents (Brown, 1874)

20. This text contained a list of errata for this edition.

    The theory was presented in ABC order.

    The emphasis was placed on accuracy rather than on speed in early writing.

    A list of comparisions of eleven systems of shorthand using the "Lord's Prayer" for index of strokes used. (Evans, 1873)

21. A circular for advertising was enclosed. Fifty cents a single copy, $4 per dozen. It was not in the hands of "the trade" for sale, only from publisher, (Good, 1865)

22. The word signs were given gradually, enabling the scholar to commit them to memory by degrees. Reading practice consisted of a speech on Parliamentary Reform by Lord Brougham. It was three pages in length. (Kaufmann, S. and Buehler, F., 1877)

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23. This is the smallest book; however, it has a title consisting of 23 words. (Hewett, 1823)
24. This book contained 160 blank pages in the back for practice writing. The page edges were speckled.
25. Plates containing shorthand forms were printed black with forms printed in white. (Lindsley, 1866)
26. The title of the text appears on the cover. This is RARE. (Oliphant, 1871)
27. There wasn't any introduction or preface in this text. The theory forms were written in ink. This is a very simple book. (Parker, 1873)
28. Exercises were provided for reading and writing practices, containing works from Latin, French, Greek, and Hebrew. (Saxton, 1842)
29. This book contained the shortest theory presentation so far. (Walker, 1821)
30. The title of the text appeared on the cover. The second text that used this format. (Tonindrow, 1832)
31. This text contained one page of recommendations to the student. (Steed, 1828)
32. The price was listed at 50 cents. "Can acquire a correct knowledge of the art in the short space from one to two hours."--Preface (Stetson, 1834)
33. This book contained only four pages. It has to be the shortest text in the study. (Wilson, 1872)

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34. This text contained one page of "testimonies." (Mitchell, 1876)

35. "If any person can write this specimen correctly, he will never meet with any difficulty." Passage composed by a clergyman from Vermont.--Preface (Bailey, P., 1822)

36. The author stated, "Anyone can learn in a few hours"--Preface. The price was listed a Half a Guinea. (Sargeant, 1789)

37. The first text published in San Francisco on the West Coast.
It has a border which is odd because of the lateness of publication. (Marsh, 1868)

38. Two pages of subscriptions were listed in this text including Jefferson and Hamilton among others. (Lloyd, 1793)

39. Objective questions based on theory were found in the text.
The text was rather long. It contained 350 pages. (Munson, 1877)

40. The price was listed at 50 cents. It contained 10 pages of advertisements by the publisher. (Webster, 1852)

41. "...the attainment of this art is indispensable to success in the acquisition of knowledge." P. 6 (Pitman, B., 1844)

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42. This text contained six pages of French and Latin phrases, words, and terms for the learner and three pages of recommendations. (Gould, 1829)

43. This was the first text with an index.

44. The pages were not numbered until the very end of the text. (Verity, 1885)

45. This text contained a lot of reading and writing exercises.

    Borders appeared on every page at this late date.

    The title of the book was contained on every page. (Pernin, 1888)

46. By mail instruction too--special directions to be mailed in. This was the first text with "American" in the title. (Scott-Browne, 1892)

47. This was the first to make mention of "type-keys." It contained five pages of letters-key combinations. (Graham, 1856)

48. The price was listed at 25 cents.

    It was a very thorough work in the science of language. (Bailey, K. A., 1848)

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CHAPTER XI

FINDINGS AND CONCLUSIONS

In order that the main elements of the study can be more clearly interpreted, this section has been prepared.

A. Findings

Objectives.--The analysis of the textbooks showed that there were five rather distinct objectives emphasized by the authors in the study. They are as follows: Simplicity, Rapidity, Improvement, Public Demand, and New System. These objectives were not totally exclusive of one another since many of the authors had more than one objective for writing his textbook. Most of the authors did mention their objective or objectives for writing a textbook as compared to those authors who did not mention any at all.

Only in a few cases were the objectives not mentioned but were apparent by implication by the author. Also, several authors failed to either mention or imply their objectives for writing their textbook; however, this was done in but a small number of the total textbooks analyzed.

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Methods.--It appears that about half of the number of authors of the textbooks gave no attention to the methodology of teaching shorthand.

No where in their textbooks did they make reference to any procedure or technique for the proper teaching of this subject that would produce competent writers of shorthand.

However, more than half of the authors did offer some specific and practiced methods for the teaching of shorthand. These methods, as defined earlier, were directed either to the teacher or to the student and in one case to both. In most instances, though, the suggested methods were especially prescrived for the student. These methods took on the appearance and were actually called "Hints" and "Directions" by the authors rather than methods.

The first time that any method was even implied by an author was in the year 1829, nearly 50 years after the first textbook contained in this study.

Organizational Techniques.--The organizational techniques used by the authors varied greatly leading this writer to notice that no two textbooks were alike in all aspects. Almost all of the textbooks did contain a "Preface" but the first one did not appear until 1822. The first "Introductions" did not appear until 1829 while the first "Contents" did not appear until 1852 which was 53 years after the first text contained in the study. An

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analysis shows that all of the textbooks (except three) contained one or more of these elements. The most prevalent of these elements was the "Preface" section appearing in 40 of the total number of textbooks.

Vocal Elements.--Another organizational technique used differently by the author was the "Vocal Elements" section. More than half of the textbooks did contain such a section. This section was devoted to a dialogue to explain the elements of speech. The different parts that make up the spoken word was presented and much attention was given to this "speech making" on the part of the writers. It appeared that those textbooks that contained a "Vocal Elements" section were the same textbooks that had the consonants presented first in the system of shorthand as opposed to the vowels being presented first. In only five cases this was not true. The first textbook containing a section of this type was written in 1793. After this date, it is evident that there are several significant periods of time when no such section appeared at all in any of the textbooks used in the study. Between the years 1823-1834, 1852-1868, and 1886-1897 was there any evidence of this particular section appearing.

Outline Translation.--Generally speaking, most of the textbooks analyzed did have a translation for the outlines as they appeared in the theory. An outline would be

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presented and immediately following that presentation would appear the longhand translation for that same outline. In some situations, the shorthand outline would follow a description on the writing of that outline. But the former procedure mentioned earlier was followed by most of the authors.

Self Teaching.--Concerning the organizational technique of "Self Teaching," the textbooks could be placed in one of two categories. They were either intended to be used with a teacher or without a teacher. More than half of the textbooks used in the study were intended to be used with a teacher.

Theory Length.--One of the authors used just one page for the presentation of shorthand theory in his textbook. Each one of the other authors used more than one page. The largest number of pages devoted to shorthand theory was 149. The average number of pages containing shorthand theory was 51.

Lesson Reviews.--Nearly a third of the textbooks analyzed contained "Lesson Reviews." Long periods of time existed when no attention was given to this aid for learning by the authors. For example, the textbooks written between 1789-1822, 1823-1848, and 1873-1886 had no such section.

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Reading Practice.--This particular aid was used by nearly two-thirds of the authors. The inclusion of this aid was rather well distributed over the span of time canvassed in this study. There was not any significant period of time when it was not included in the textbook.

Writing Practice.--As with the learning aid mentioned above, this aid was also well distributed when it was first presented in 1821. However, this was 22 years after the first textbook mentioned in this study. In spite of its late appearance this aid was contained in more than two-thirds of the textbooks.

Brief Form List.--The first such aid was not displayed in any textbooks until 1847 which was 58 years after the first textbook published was in the study. Almost half of the authors did insert such an aid in their textbooks.

Word Lists.--The "Word Lists" appeared much earlier than did the "Brief Form Lists." It was in 1823 when for the first time this aid was used by an author. The significant period of time was found not to include this particular aid. Again, almost one half of the authors did employ this aid in their textbooks.

Illustrations .--Those textbooks that contained this specific aid were small in number. When this aid was incorporated in the organizational plan by the author, it took on

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the appearance of finger positions to formulate different strokes of shorthand theory. Of the total number of authors in the study, only 12 of them used this aid. The last time it did make its appearance in any textbook was in 1892.

Lines for Writing.--This learning aid was either used by the author or it was not used. Every textbook could be classified in either of two groups. The most significant period of time was that between 1821 and 1866 as the textbooks published then did not contain any lines. More than half of the textbooks did contain the shorthand theory written on lines.

Physical Characteristics--(Size of Textbooks).--An analysis of the 48 textbooks in the study shows that there was not any uniformity of size. The smallest sized textbook was written by Kaufmann and Buehler in 1877. The average size textbook analyzed was five and one-fourth inches wide by seven and two-thirds inches long.

(Cover.)--Six of the textbooks contained in the study had soft covers while forty-two were found to have a hard cover.

(Border.)--A physical characteristic found in only 10 of the textbooks analyzed was that of a border on the pages of the textbook. The first such border appeared in the year 1844. This was 55 years after the first published textbook in the study. Five of the 10 textbooks containing

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borders were published during a period of 96 years from 1789 to 1885. The other half of the 10 textbooks containing borders were published during a period of only 14 years from 1886 to 1900.

(Margin.)--The textbooks analyzed in the study had one of three classifications; namely, narrow, average, and wide. No one classification contained a majority of the total number of textbooks. The narrow classification had the largest number of textbooks while the average classification contained the next largest number. The smallest number of textbooks were found to be in the wide classification.

(Size of Print.)--More than half of the textbooks published between 1789 and 1900 were printed in a "tiny" print according to an analysis made. The "medium" classification was found to be in a third ranking. There was no significant period of time when anyone of the three catagories dominated the classifications.

(Color.)--There were a variety of colors used by the authors in the study. However, most of the covers were of a dark rather than a light nature. Red was the color used in nearly one-third of the colors while the other 10 colors were distributed among the rest of the textbooks.

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B. Conclusions

An analysis of the forty-eight shorthand textbooks enabled the writer to make the following conclusions:

1. The formulative period in the evaluation of shorthand textbooks was before the year 1900.
2. There was no parallel between the development of shorthand skill and the development of the office worker as we know it today.
3. The emphasis for learning was placed on accuracy rather than on speed as a combination of these two elements.
4. The early textbooks contained many pages which were not devoted to shorthand. Pages dealing with phonics and speech elements had no bearing on the instruction of shorthand.
5. Textbooks did become more inclusive over the period of time contained in the study.
6. Better organizational techniques were evident during the later years of the total 111 years contained in the study.
7. The objectives for writing the early textbooks by the different authors had merit. However, it is doubtful that those objectives were accomplished in every case.

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8. Procedures used by the authors in presenting their material varied greatly raising the question that each procedure was the last one to use. These procedures were employed just to be different from other published textbooks.
9. The textbooks having a "Preface" section far outnumbered the textbooks having "Introduction" and "Contents" section. The trend to include these latter sections did not develop significantly until the year 1852.
10. The methods contained in the textbooks were rather meager. Hence, little attention was paid to the teaching of this subject matter. But as meager as they were, these methods did serve a purpose since teacher's manuals were non-existent before 1900.
11. The early textbooks were rather dull in appearance.
12. The early textbooks were rather scant in size.
13. There was a great improvement in the physical appearance of textbooks regarding size of textbooks, cover, size of print and color over the years contained in the study.
14. Shorthand was not orientated to the business office but for personal use.

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APPENDICES

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APPENDIX A

LIST OF TEXTBOOKS ANALYZED FOR THE STUDY

Allen, L. M. and Allen, Thomas J. Standard Shorthand Simplified. Aurora, Illinois: Aurora Publishing Co., 1899.

Andrews, Stephen P. The Phonographic Class-Book. Boston, Massachusetts: Phonographic Institution, 1844.

Andrews, S. P., and Boyle, Augustus F. The Complete Phonographic Class-Book, Containing a Strictly Inductive Exposition of Pitman's Phonography. Boston, Massachusetts: Gould, Kendal, and Lincoln, 1847.

Bailey, K. A. A Practical Exposition of Phonography; or, Writing by Sound, Being a Complete System of Shorthand, Containing a Perfect Analysis of the English Language with a New Alphabet, and Philosophical Illustrations of the Human Voice. New York: K. A. Bailey, 1848.

Bailey, Phineas. An Improved System of Stenography Containing Analogove Abbreviations, Adapted to the Convenience of Instructors and Practitioners. Poultney, Vermont: Smith & Shute, Printers, 1822.

Barnes, Arthur J. Barnes' Shorthand Manual. St. Louis: Arthur J. Barnes, Publisher, 1896.

Beck, C. E. Beck's Ideal Phonography. Piqua, Ohio: Beck & Beck, 1900.

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Booth, James C. The Phonographic Instructor Being an Introduction to the Corresponding Style of Phonography. Philadelphia: E. H. Butler & Co., 1849.

Brown, C. J. Lessons in Shorthand Founded on Gray's Lightning Method. Randolph, New York: Smith & Lockwood, Printers, 1874.

Caton, T. J. Caton's Ideal Shorthand. Minneapolis, Minnesota: Caton College Company, 1893.

Chandler, Mary Alderson. Chandler's Practical Shorthand. Published by the author, Boston, Massachusetts: 1897.

Chase Charles C. First Lessons in Phonetic Word-Painting or Logografi. Alameda County, California: Washington Corners, 1881.

Christie, A. Shorthand, Past and Present; and Omni-Pen Phonography. Boston: Rand, Avery & Co., 1885.

Christy, James E. Lessons in Munson Phonography. Chicago: O. M. Powers, 1897.

Craddock, Ida C. Primary Phonography, Principally in the Simple Characters of the Phonographic Alphabet, Without Contraction. Phildelphia: Second Edition, Revised, published by the author, 1884.

Davison, A. L. A Practical Method of Shorthand. Madison, Wisconsin: David Atwood, Printer and Stereotyper, 1880.

Day, Alfred. Complete Shorthand Manual for Self Instruction and For Use in Colleges. Cleveland, Ohio: The Burrowe Brothers Company, 1899.

Dodge, J., Esq. A Complete System of Stenography or Shorthand Writing. New London, Connecticut: S. Green, Printer, 1823.

Evans, T. W. The Manual of Edeography, or the Art of Writing by Sound, Being a Complete System of Phonetic Shorthand Adapted to Verbatim Reporting. Philadelphia, by the author, 1873.

Free, John R. Manual of Free-Hand. Boston: Beale Publishing Co., 1895.

Frost, Harlow, Q. English Vocabular Phonography. Buffalo: Published by the author, 1899.

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Good, Peter P. Stenography; an Original System for Quick Writing, Eminently Eclectic and Useful, Easily Learned, Mastered and Practiced Without a Teacher, or Any Other Assistance Whatever. Plainfield, New Jersey: Peter P. Good, Publisher, 1865.

Gould, M. T. C. The Art of Shorthand Writing: Compiled From the Latest European Publications, with Sundry Improvements, Adapted to the Present State of Literature in the United States. Philadelphia: Carey, Lea & Carey, 1829.

Graham, Andrew J. The Reporter's Manual: A Complete Exposition of the Reporting Style of Phonography. New York: Fowlers & Wells, Publishers, 1856.

Haney, Jesse C. Haney's Phonographic Handbook: Being an Introduction to Munson's Complete Phonographer, and Fully Presenting the Elements of Phonography, With All the Latest Improvements. New York: J. C. Haney & Co., Publishers, 1867.

Hewett, Daniel. A New and Complete System of Shorthand, or, Stenography, in Which the Subject is Rendered Easy and Familiar with Printed Notes and Directions. Fronting the Plates, Intended as a Certain and Expeditious Guide to the Art of Writing Down the Substance of Public Discussions, Speeches, and Debates, as Delivered in the Pulpit, Senate, Courts of Justice, etc. Philadelphia: J. R. M. Bicking, Printer, 1823.

Kaufmann S., and Buehler, F. Shorthand Made Easy. New York: John Polhemue, 1877.

Lindsley, D. P. The Compendium of Techygraphy: or Lindsley's Phonetic Shorthand, Explaining and Illustrating the Common Style of the Art. Boston: Otis Clapp, 1866.

Lloyd, Thomas. The System of Shorthand Practiced by Mr. Thomas Lloyd, in Taking Down the Debates of Congress, and Now Published for General Use by J. C. Philly: John Carey, 1793.

Longley, Elias. American Manual of Phonography, Being a Complete Guide to the Acquisition of Pitman's Phonetic Shorthand. Cincinnati: Longley Brothers, Phonetic Publishers, 1856.

Marsh, Andrew J. Marsh's Manual or Reformed Phonetic Shorthand Being a Completed Guide to the Best System of Phonography and Verbatim Reporting. San Francisco: H. H. Bancroft & Company, 1868.

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Mitchell, Thomas. Phonetic and Stenographic Shorthand : A Scientific System of Sound and Sight Writing. New York: J. W. Pratt, 1876.

Munson, James E. The Complete Phonographer, and Reporter's Guide: An Inductive Exposition of Phonography, with its Application to All Branches of Reporting, and Affording the Fullest Instruction to Those Who Have Not the Assistance of an Oral Teacher; also Intended as a School Book. New York: Harper & Brothers, Publishers, 1877.

Oliphant, Mahlon. Handbook of Phonography; or Shorthand for the People. Davenport, Iowa: Griggs Watson & Day, Printers, 1871.

Parker, William. A New System of Shorthand, More Easy of Attainment and Transcription and One-Third Briefer Than the Most Popular System Extant. 1873.

Pernin, H. M. Pernin's Universal Phonography in Ten Lessons. Detroit, Michigan: Published by the Author, 1888.

Pitman, Benn. The Manual of Phonography. Cincinnati, Ohio: Phonographic Institute, 1886.

Pitman, Isaac. A Manual of Phonography; or, Writing by Sound: A Natural Method of Writing All Languages by One Alphabet, Composed of Figures that Represent the Sounds of the Human Voice; Adopted Also to the English Language so as to Form a Complete System of Phonetic Writing, Applicable to Every Purpose; Being Six Times Briefer and More Easily Read than the Common Long Hand, and When Adapted to Reporting, a Speaker Can Be Followed Verbatim Without the Use of Any Arbitrary Marks, and the Report Read at Any Distance of Time With the Greatest Facility. New York: John Ponlevy, 1844.

Sargeant, Thomas. An Easy and Compendious System of Shorthand Adopted to the Arts & Sciences, and to the Learned Professions. Philadelphia: Dobson & Long, 1789.

Saxton, Charles. A New System of Stenography for the Use of Schools and Colleges. Boston: Saxton and Pierce, 1842.

Scott-Browne, D. L. The American Standard System Manual of Pitman Phonography. New York: Phonographic Headquarters, 1892.

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Steed, J. M. Grammatical Stenography, or, Shorthand; Founded Upon Grammatical Principles; Illustrated by an Occular Analysis. Washington: Published by the Author, 1828.

Stetson, Isaac. Stenography, Reduced to Certain and Fixed Principles; Whereby the Acquisition of That Once Tedious, Dry, and Difficult Science May Be Readily Acquired and Easily Attained. Philadelphia: Mathews & Bell, 1834.

Tonindrow, T. A Complete Guide to Stenography or an Entire New System of Writing Shorthand for the Use of Schools and Private Tuition. New Haven, Connecticut: Hezekiah Howe, 1832.

Verity, J. S. A New System of Phonography. Boston, Massachusetts: Press of Rockwell and Churchill, 1885.

Walker, A. A Complete System of Stenography. Philadelphia: Published by the Author, 1821.

Webster, E. The Young Reporter or How To Write Shorthand, A Complete Phonographic Teacher Being an Inductive Exposition of Phonography, Intended as a School-Book, and to Afford Complete and Thorough Instruction to Those Who Have Not the Assistance of an Oral Teacher. New York: Dick & Fitzgerald, Publishers, 1852.

Wilson, L. L. Wilson's Phonography. Denmark, Michigan: 1872.

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APPENDIX B

CHRONOLOGICAL LIST OF TEXTBOOKS ANALYZED FOR THE STUDY

1789 Sargeant, Thomas. An Easy and Compendious System of Shorthand Adopted to the Arts & Sciences, and to the Learned Professions.

1793 Lloyd, Thomas. The System of Shorthand Practiced by Mr. Thomas Lloyd, in Taking Down the Debates of Congress, and Now Published for General Use by J. C. Philly.

1821 Walker, A. A Complete System of Stenography.

1822 Bailey, Phineas. An Improved System of Stenography Containing Analogove Abbreviations, Adapted to the Convenience of Instructors and Practitioners.

1823 Dodge, J., Esq. A Complete System of Stenography or Shorthand Writing.

1823 Hewett, Daniel. A New and Complete System of Shorthand, or, Stenography, in which the Subject is Rendered Easy and Familiar with Printed Notes and Directions. Fronting the Plates, Intended as a Certain and Expeditious Guide to the Art of Writing Down the Substance of Public Discourses, Speeches, and Debates, as Delivered in the Pulpit, Senate, Courts of Justice, etc.

1828 Steed, J. M. Grammatical Stenography, or Shorthand; Founded Upon Grammatical Principles; Illustrated by an Occular Analysis.

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1829 Gould, M. T. C. The Art of Shorthand Writing: Compiled From the Latest European Publications, with Sundry Improvements, Adapted to the Present State of Litersture in the United States.

1832 Tonindrow, T. A Completed Guide to Stenography or an Entire New System of Writing Shorthand for the Use of Schools and Private Tuition.

1834 Stetson, Isaac. Stenography, Reduced to Certain and Fixed Principles; Whereby the Acquisition of That Once Tedious, Dry, and Difficult Science May Be Readily Acquired and Easily Attained.

1842 Saxton, Charles. A New System of Stenography for the Use of Schools and Colleges.

1844 Andrews, Stephen P. The Phonographic Class-Book.

1844 Pitman, Isaac. A Manual of Phonography; or, Writing by Sound: A Natural Method of Writing All Languages by One Alphabet, Composed of Figures that Represent the Sounds of the Human Voice; Adopted Also to the English Language sp as to Form a Complete System of Phonetic Writing, Applicable to Every Purpose; Being Six Times Briefer and More Easily Read than the Common Long Hand, and When Adapted to Reporting, a Speaker Can Be Followed Verbatim Without the Use of Any Arbitrary Marks, and the Report Read at Any Distance of Time With the Greatest Facility.

1847 Andrews, S. P., and Boyle, Augustus F. The Complete Phonographic Class-Book, Containing a Strictly Inductive Exposition of Pitman's Phonography.

1848 Bailey, K. A. A Practical Exposition of Phonography; or, Writing by Sound, Being a Complete System of Shorthand, Containing a Perfect Analysis of the English Language with a New Alphabet, and Philosophical Illustrations of the Human Voice.

1849 Booth, James C. The Phonographic Instructor Being an Introduction to the Corresponding Style of Phonography.

1852 Webster, E. The Young Reporter or How To Write Shorthand, A Complete Phonographic Teacher Being an Inductive Exposition of Phonography, Intended as a School-Book, and to Afford Complete and Thorough Instruction to Those Who Have Not the Assistance of an Oral Teacher.

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1856 Graham, Andrew J. The Reporter's Manual: A Complete Exposition of the Reporting Style of Phonography.

1856 Longley, Elias. American Manual of Phonography, Being a Complete Guide to the Acquisition of Pitman's Phonetic Shorthand.

1865 Good, Peter P. Stenography; an Original System for Quick Writing, Eminently Eclectic and Useful, Easily Learned, Mastered and Practiced Without a Teacher, or Any Other Assistance Whatever.

1866 Lindsley, D. P. The Compendium of Tachygraphy: or Lindsley's Pnonetic Shorthand, Explaining and Illustrating the Common Style of the Art.

1867 Haney, Jesse C. Haney's Phonographic Handbook: Being an Introduction to Munson's Complete Phonographer, and Fully Presenting the Elements of Phonography, With All the Latest Improvements.

1868 Marsh, Andrew J. Marsh's Manual or Reformed Phonetic Shorthand Being a Completed Guide to the Best System of Phonography and Verbatim Reporting.

1871 Oliphant, Mahlon. Handbook of Phonography; or Shorthand for the People.

1872 Wilson, L. L. Wilson's Phonography.

1873 Evans, T. W. The Manual of Edeography, or the Art of Writing by Sound, Being a Complete System of Phonetic Shorthand Adapted to Verbatim Reporting.

1873 Parker, William. A New System of Shorthand, More Easy of Attainment and Transcription and One-Third Briefer Than the Most Popular System Extant.

1874 Brown, C. J. Lessons in Shorthand Founded on Gray's Lightning Method.

1876 Mitchell, Thomas. Phonetic and Stenographic Shorthand: A Scientific System of Sound and Sight Writing.

1877 Kaufmann, S., and Buehler, F. Shorthand Made Easy.

1877 Munson, James E. The Complete Phonographer, and Reporter's Guide: An Inductive Exposition of Phonography, with Its Application to All Branches of Reporting, and Affording the Fullest Instruction to Those Who Have Not the Assistance of an Oral Teacher; also Intended as a School Book.

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1880 Davison, A.L. A Practical Method of Shorthand.

1881 Chase, Charles C. First Lessons in Phonetic Word-Painting or Logogragi.

1884 Craddock, Ida C. Primary Phonography, Principally in the Simple Characters of the Phonographic Alphabet, Without Contraction.

1885 Christie, A. Shorthand, Past and Present; and Omni-Pen Phonography.

1885 Verity, J. S. A New System of Phonography.

1886 Pitman, Benn. The Manual of Phonography.

1888 Pernin, H. M. Pernin's Universal Phonography in Ten Lessons.

1892 Scott-Browne, D. L. The American Standard System Manual of Pitman Phonography.

1893 Caton, T. J. Caton's Ideal Shorthand.

1895 Free, John R. Manual of Free-Hand.

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1897 Chandler, Mary Alderson. Chandler's Practical Shorthand.

1897 Christy, James, E. Lessons in Munson Phonography.

1899 Allen, L. M., and Allen, Thomas J. Standard Shorthand Simplified.

1899 Day, Alfred. Complete Shorthand Manual for Self Instruction and For Use in Colleges.

1899 Frost, Harlow Q. English Vocabular Phonography.

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VITA

Thomas Paul Bicanich was born in Simpson, Pennsylvania, December 12, 1931. He attended the public elementary school in Rural Ridge, Pennsylvania, and graduated from the West Deer Township High School in 1949.

After enlisting in the U. S. Navy in 1949, he served three years and nine months in the European Theater and was discharged in 1953. Soon after his discharge from the U. S. Navy, he enrolled at the Indiana University of Pennsylvania, Indiana, Pennsylvania, where he received his Bachelor of Science Degree in 1957 and Master of Education Degree in 1965.

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