

R E P O R T R E S U M E S

ED 018 667

VT 005 195

PROGRAMMED SHORTHAND LABORATORY FOR SKILL DEVELOPMENT,
DEVELOPED BY SUMMER WORKSHOP IN VOCATIONAL BUSINESS AND
OFFICE EDUCATION (UNIVERSITY OF AKRON, AKRON, OHIO, JUNE
28-JULY 16, 1965).

BY- WELLS, INEZ RAY

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

REPORT NUMBER OSDE-BULL-10

PUB DATE AUG 66

AKRON UNIV., OHIO

EDRS PRICE MF-\$0.75 HC-\$5.28 130P.

DESCRIPTORS- *STENOGRAPHY, *LABORATORY EQUIPMENT,
*AUTOINSTRUCTIONAL LABORATORIES, *TAPE RECORDINGS, *SUMMER
WORKSHOPS, INSERVICE TEACHER EDUCATION,

A PROGRAMED SHORTHAND LABORATORY IS ONE IN WHICH
PRERECORDED DICTATION IS AVAILABLE FOR USE BY STUDENTS AND
TEACHERS EITHER DURING THE CLASS PERIOD OR DURING STUDY
PERIODS FOR INDIVIDUAL WORK AND SKILL DEVELOPMENT. EIGHT OHIO
BUSINESS EDUCATION TEACHERS PARTICIPATED IN A WORKSHOP
TO-- (1) BECOME ORIENTED TO THE CONCEPTS AND GOALS OF THE
ELECTRONIC SHORTHAND LABORATORY FOR THE CLASSROOM, (2)
EVALUATE THE SEVEN ELECTRONIC DICTATION SYSTEMS WHICH WERE
INSTALLED BY THE EQUIPMENT COMPANY REPRESENTATIVES AND USED
BY THE WORKSHOP MEMBERS, AND (3) DICTATE ACTUAL SHORTHAND
TAPES. CONSULTANTS FROM EDUCATION AND INDUSTRY DISCUSSED (1)
CONSIDERATIONS IN SETTING UP A SHORTHAND LABORATORY, (2)
TYPES OF LABORATORIES, (3) COST OF EQUIPMENT, (4) PROVISION
FOR MONITORING THE TAPES, (5) CHANNELS NEEDED, (6) ADVANTAGES
AND DISADVANTAGES OF SHORTHAND LABORATORIES, (7) ACQUISITION,
PREPARATION, AND USE OF TAPES, AND (8) FEATURES OF AVAILABLE
EQUIPMENT. THE TEACHER PARTICIPANTS DICTATED 40 TAPES IN
FIVE-WORD PROGRESSIONS IN SPEEDS RANGING FROM 80 TO 130 WORDS
PER MINUTE WHICH WILL BE LOANED TO MANUFACTURERS TO ENABLE
THEM TO MAKE MASTER TAPES FOR OHIO TEACHERS ON A MINIMUM COST
BASIS. THE APPENDIXES INCLUDE A DESCRIPTION OF A SHORTHAND
LABORATORY, A COMPARISON OF EIGHT SHORTHAND LABORATORY
SYSTEMS, A PARTIAL LIST OF MANUFACTURERS, AND THE SCRIPT USED
IN PREPARING THE TAPES. THIS DOCUMENT IS AVAILABLE FOR \$1.35
FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE,
INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE
UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (PS)

ED018667



Programmed
SHORTHAND
LABORATORY

c

e

o

r

m

k

b

s

n

Bulletin

10

State of Ohio - DEPARTMENT OF EDUCATION
Martin Essex, Superintendent of Public Instruction



Division of Vocational Education
Business & Office Education Service
In cooperation with The University of Akron

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

PROGRAMMED SHORTHAND LABORATORY FOR
SKILL DEVELOPMENT

Developed by

SUMMER WORKSHOP IN VOCATIONAL
BUSINESS AND OFFICE EDUCATION

Held at

The University of Akron
Akron, Ohio

June 28-July 16, 1965 .

OHIO STATE BOARD OF EDUCATION

Martin Essex
State Superintendent of Public Instruction
State Department of Education
Division of Vocational Education

To Administrators and Shorthand Teachers:

The emphasis on supporting teachers in their profession and supplementing by modern technology is exemplified in Office Education by the development of devices to relieve the teacher of monotonous, repetitive tasks. One of these devices is the Shorthand Laboratory, an electronic recording medium, which has drawn a large volume of attention recently.

In the interests of examining what they are, how they operate, and what benefits a student and his teacher may accrue from the use of such an electronic instrument, were the bases for conducting the workshop at the University of Akron. We hope that this workshop report gives you some guidance in selection of a laboratory to fit your students needs, and some guidelines on its correct use.

In addition to the thanks to the participants of the workshop, we also want to thank Dr. A. E. Misko and Mrs. Audra Tucker as directors of the workshop; and also Dr. Inez Ray Wells, The Ohio State University, as final editor.

**Byrl R. Shoemaker, Director
Vocational Education**

August, 1966

SUMMER WORKSHOP IN VOCATIONAL
BUSINESS AND OFFICE EDUCATION

PARTICIPANTS

Members of the Workshop

Virginia Bond	Jackson Memorial High School Massillon, Ohio
Arleen L. Dodez	Hoover High School North Canton, Ohio
Lefa L. Gorslin	Highland High School Medina, Ohio
Margaret S. Hedrick	Smithville High School Smithville, Ohio
Beatrice M. Laatsch	Firestone High School Akron, Ohio
Davis L. McCown	Marlington High School Alliance, Ohio
Ann L. Whitmer	Riverside High School Painesville, Ohio
Saundra L. Williams	John Adams High School Cleveland, Ohio

Consultants

Professor Robert Collins	University of Akron
Professor Charlotte Essner	University of Akron
Mrs. Claudia Garvey	Gregg Division, McGraw-Hill Book Company
Mr. Edgar Powell	Ohio Bell Telephone Company
Dr. Hollie W. Sharpe	Western Kentucky State University
Dr. Lewis R. Toll	Illinois State University

Business and Office Education, Division of Vocational Education,
Ohio Department of Education, Columbus, Ohio

Mr. R. D. Balthaser, Supervisor
Mr. George Bell and Mr. James Bowling

Directors

Dr. A. E. Misko and Professor Audra Tucker
University of Akron

Edited by: Joan Warner, University of Akron, Akron, Ohio
Dr. Inez Ray Wells, The Ohio State University, Columbus, Ohio

Preface

To the Business Education Teacher

One of the major unsolved problems in teaching shorthand is helping each student achieve his best potential. Almost as soon as dictation starts, even before theory has been completed, a class tends to divide into at least three groups--those with almost photographic memory who never need to see an outline twice to remember it, and who write beautifully as well; the middle group who are slower, perhaps less imaginative, but do rather well; and the slow group who do not have the ability for quick learning of shorthand.¹

The traditional method of developing skill in taking dictation is not an adequate solution to this problem. A teacher with a stop watch in one hand and his source copy in the other is at a disadvantage in many ways to best serve his shorthand students. In fact, it is a waste of his abilities to have to perform any such mechanical duties.

The University of Akron in cooperation with the Ohio State Department of Education sponsored a workshop with the sole purpose in mind of releasing the teacher from much of his life of "bondage" to the stop watch and his dictation copy during the class period and putting him to more useful teaching.

The members of the workshop embarked upon a program of setting up a laboratory that would be both economical and practical for all business education teachers of Ohio. The participants identified the factors of setting up a laboratory as follows:

1. The teachers need to know the advantages and disadvantages of a shorthand laboratory.
2. The teachers need an intelligent understanding of the different types of media available for recording and listening--their cost and their advantages and limitations.
3. The teachers need a library of prerecorded tapes or other media with which to start their laboratories.
4. The prerecorded tapes, discs, and belts that are on the market at the present time do not fulfill the needs of shorthand teachers. The ten-to twenty-word progressions in many instances are too much of a jump in speed and cause plateaus in the students' progress.

The workshop members are pleased to present the following materials for the consideration of business teachers and administrators in Ohio.

Elizabeth T. VanDerveer, New Media in Teaching the Business Subjects, National Business Education Association, Washington, D. C., 1965, p. 77.

TABLE OF CONTENTS

Preface	
Introduction	1
Considerations	1
Types of Laboratories	2
Cost of Equipment	2
Monitoring	3
Channels Needed	3
Laboratory--Classroom	4
Tapes	5
Advantages--Disadvantages	7
Research	8
Securing, Preparing, and Using Tapes	9
Available Equipment	16
Analysis of Features	16
Appendix A--Secretarial Skills Laboratory.	40
Appendix B--Comparison of Eight Shorthand Laboratory Systems	43
Appendix C--Partial List of Manufacturers	49
Appendix D--Script Used on Forty Tapes	51

PROGRAMMED SHORTHAND LABORATORY FOR SKILL DEVELOPMENT

Introduction

A programmed shorthand laboratory is one in which prerecorded dictation is available for the use of the students and teachers. The dictation may be used during the class period or during students' study periods for individual work and skill development.

A unique and exciting experiment in the development of shorthand laboratory materials was conducted in a workshop held on the campus of The University of Akron from June 28 through July 16, 1965. The workshop had three major purposes:

1. Orientation to the concepts and goals of the electronic shorthand laboratory and classroom.
2. Evaluation of the seven electronic dictation systems which were installed by the equipment company representatives and used by the workshop members.
3. Dictation of actual shorthand tapes in five-word progressions by the Ohio high school business teachers attending the workshop.

Most of the material contained in the first section of this report reflects the knowledge and opinion of the consultants to the workshop. Helpful suggestions were made by Dr. Hollis W. Sharpe, Western Kentucky State College; Dr. Lewis Toll, Illinois State University; Mrs. Claudia Garvey, Supplies and Recording Department of Gregg Division of McGraw-Hill Book Company; Mr. R. D. Balthaser, Supervisor of Business and Office Education, State Department of Vocational Education in Ohio; Mr. Michael Franks, Audio-Visual Aids Department, Akron University; and Mrs. Charlotte Essner, Speech Department, Akron University. It is our earnest hope that their points of view have been correctly reported.

Considerations in Setting up a Shorthand Laboratory

Dr. Hollie W. Sharpe suggested several important considerations in setting up a shorthand laboratory:

1. The type of laboratory needed
2. The cost of equipment
3. Provision for monitoring
4. Channels needed
5. Whether the equipment should be for the regular classroom or for a practice laboratory
6. The availability of prepared tapes and teacher time for preparing additional tapes

Types of laboratories

There are three types of teaching laboratories: the audio-passive, the audio-active, and the audio-active-comparative.

The audio-passive is the simplest type of laboratory and the least expensive to install. A standard tape recorder with earphones is all that is needed, Mr. Sharpe reported. This will accommodate five or six students at a time, all of whom will be taking dictation at the same rate. The addition of other recorders would accommodate more students. The equipment is "passive" since the students may listen but they cannot respond.

The audio-active makes it possible for the student to listen and to respond. It is particularly valuable in the foreign language instruction laboratory. Although these laboratories can be adapted for shorthand use, the response feature is not really of value in shorthand.

The audio-active-comparative is the most expensive and the most complex type of laboratory. The teacher, stationed at the console, can cut out the recorded dictation and give instructions to one student or to the class. The teacher can monitor a student's dictation, determine the rate of speed he is using, and give individual instruction to him. This type of laboratory has definite advantages for shorthand.

In selecting the equipment, attention should be given to the number of listening stations needed. Some types of equipment, as shown in the section on available equipment, allow for stations in rooms other than those in which the equipment is installed.

Dr. Sharpe pointed out that a desirable feature of the EFI laboratory is its wireless nature. There are no wires running up and down the aisles and no connections on the desk. Each student has his own three-channel wireless receiver. The console can be rolled from room to room, thus eliminating the need for wiring additional rooms.

Cost of equipment

The amount of money a school has to spend will influence the type of equipment it buys. A shorthand laboratory installation can be secured for under \$1,000 or for as much as \$25,000. Prices of some types of equipment prevailing in 1965 are given in the section describing equipment features.

Bids should be obtained to get the most for the money. Dr. Toll said that, on the basis of specifications, the company can often give the school a better price than the list, since the specifications will be a little different. The school can get the system built almost as it wants it. Most companies will build a system to order.

Dr. Toll emphasized that the equipment decided upon should be determined by the situation in the particular school. Needs must be understood thoroughly before the decision of what to buy is made. How many shorthand teachers are there who need to be satisfied by the system? How many shorthand classes are there? How many students are there? How available will the room be for students for required practice? What is the possibility of allowing students to take tapes home for practice? Each school must analyze its situation carefully and be sure to get a system that will more than take care of its immediate needs. Enrollments are increasing very rapidly. He added that the different methods used by the shorthand teachers will need to be considered when selecting equipment.

Provision for monitoring

Does the teacher want to monitor--that is, listen to the tape from which the student is taking dictation while he is taking dictation? Dr. Toll reported that some people feel that monitoring is important; others do not. Dr. Sharpe believes that it is extremely important that the teacher be able to hear the material the student is taking in dictation at the same time he is writing it. It does little good to observe the student's writing without being able to hear the material being taken. The use of a monitoring system increases the effectiveness of the laboratory by 25 to 30 percent, he believes.

If monitoring is desired, then this factor should be considered in purchasing equipment. In some systems, the teacher can plug an earphone into the outlet that the student is using; in others, the monitoring can be done from the console. Mrs. Gravey says that students are not usually distracted when the teacher chooses to plug into their equipment for the purpose of monitoring the dictation. She feels that monitoring is very valuable when the teacher walks around the room observing and helping students.

It should be possible for the teacher to move up and down the aisles so that each student can be given help. If monitoring is done from the console, the teacher can stop the students on any channel and give added instructions.

Channels needed

A decision must be made as to the number of channels needed--the number of different rates of dictation that can be provided to the students simultaneously. The equipment studied had from three to any number of channels, with four the most common number.

Dr. Sharpe believes that the equipment should have a minimum of three channels, but four or five would be preferable. Dr. Toll says that the school should get as many channels as it can; it can't have too many. Mr. Balthaser agrees that a three or four-channel system is better than one teacher, but he thinks that a twelve-channel system is needed to help take care of individual differences, avoid plateaus in learning, and save students. He says that he hopes to have materials prepared for eight to ten channels; if a twelve-channel system is used, this would leave a few channels open for remedial materials that the teacher might want to use with a few students.

Dr. Toll says that there should be enough channels to allow for transcription tapes as well as shorthand tapes. His faculty is convinced that transcription tapes are valuable for building transcription power.

Dr. Sharpe warns that dictation should be heard well throughout the room and through all of the channels. This is extremely important in installing equipment in old buildings. The serviceman should spend enough time with the teacher after the equipment is installed to check all of the channels for each station.

Each student should have his own private jack or outlet, Dr. Sharpe believes. Most companies can use the double jack, but the two students sharing the jack must listen to the same speed. While this set-up is less expensive, it requires grouping and re-grouping of students.

Regular classroom or separate laboratory

A school also needs to decide whether the equipment should be used for regular classroom instruction or for a practice laboratory. It can be used for both if the room is set aside for shorthand if it is not scheduled for classes every period of the day. If the room must be used for other classes, this cuts down the amount of time that it can be used for laboratory purposes (including writing homework from dictation and practice for speed and accuracy building.)

In some schools, Dr. Sharpe reported, there is no live dictation in the shorthand classes after the first semester. In others, the equipment is used in a practice laboratory only, not in the class. Dr. Sharpe feels that half of the class period should be devoted to live dictation, previews, teaching transcription techniques, and so on. Using the equipment for dictation during the remainder of the class period will provide for differences in students' ability.

If equipment is selected that can provide for channeling dictation into other rooms, the material may be used in both the classroom and the laboratory. Dr. Toll suggested that channels can be piped into several rooms if desired. In larger schools and in colleges, stations may be established in libraries and in audio-visual rooms. There could be as many as thirty or forty channels in the library center, and persons would dial in from their locations on the campus or from the school building to this central unit. An electronic engineer working for Watland came up with a switch box that is wireless than can be used even in the dormitories.

Consideration might be given, Dr. Toll suggested, to the possibility of piping the dictation into one of the typing rooms, so that it could be used as a shorthand laboratory when not needed for typing classes. If this is done, the tables in the typing room should be purchased with the idea in mind of writing shorthand in the room.

Dr. Sharpe warned that it is important to provide some laboratory supervision on both the high school and college levels. Without supervision, there is a great deal of waste. The students may not rewind the tapes properly; they may lose the identification of the tapes with the spool; they may not find their correct speeds.

The experiences of other teachers in the use of laboratory equipment may be found in the references in the bibliography. Other suggestions are given in the section, "Comments by Equipment Company Representatives."

Tapes--commercially and locally prepared

The nature and availability of instructional tapes must be considered when installing a shorthand laboratory; elaborate equipment without tapes would be useless.

Prerecorded dictation is available for all of the equipment studied by the workshop participants; but even though prerecorded tapes are available, the teacher will need to prepare additional tapes to get the maximum value from the equipment or to vary the rates of dictation.

Dr. Sharpe asked whether the administration will realize the additional teacher preparation time needed to prepare the tapes. He suggested that the teacher have one period set aside each day for this purpose; and that, possibly, the teacher should be paid to work during the summer in preparing tapes. He added that the teacher making his own tapes should have some location where he can be free of outside noises and interruptions while recording.

Dr. Toll recommended getting the best tape recorder available so that the tapes will have good fidelity.

Dr. Sharpe recommended the use of machines that use magnetic tapes. He said these tapes are preferable because they can be used for many years without loss of fidelity, and the size makes them easily stored. Each tape has its own container. A good quality machine virtually eliminates distortion, while the static becomes so bad on some machines that the material is of no value. The better tape recorders make accidental erasing almost impossible.

Both Dr. Toll and Mr. Balthaser recommended cartridges for ease of loading by both teacher and students. If the cartridge is not used, then some system that is easy to thread is needed.

Mr. Balthaser believes that, in present-day shorthand teaching, the speed jumps are too great. The speed increases should be lowered to two-word jumps, which will help eliminate plateaus in learning and result in higher speeds of learning and fewer dropouts from the shorthand class. He also said that it is possible to vary the speed electronically by one or two words per minute without affecting the tonal quality or modulation of the voice. It is also reported that the Gregg Division is now making tapes correlated with the Diamond Jubilee textbooks in five-word progressions.

Storage space for tapes should be considered. Dr. Sharpe suggested that the teacher should make a tape review for each tape that he prepares. These review sheets (laminated for durability) should be kept in the boxes with the appropriate tapes.

Dr. Toll suggested that as soon as a set of tapes is received, they should be recorded on big spools of high quality storage tape material for storage purposes because the tapes used from day to day will wear out. They will stretch and won't be as clear after several months' use. When they begin to lose a little clarity, they should be dispensed with and the stored tapes used.

Advantages and Disadvantages of Shorthand Laboratories

Advantages:

Dr. Sharpe indicated the advantages of shorthand laboratories as follows:

1. The student can decide at what speed of dictation he should be practicing. This advantage is not mentioned without reservations, of course. In many instances, the teacher will need to make the decision as to the correct speed for the student. Some students will not push themselves as much as they should for speed without the teacher's guidance.
2. The shorthand laboratory lends itself to the element of team teaching. It is possible for a few good students to aid the teacher in the preparation of prerecorded dictation.
3. A complete laboratory installation in some cases can save the institution money by cutting down on the number of teachers required to teach shorthand.
4. Homework can be done at school and not at home, where the possibility of distractions is greater. Students write their assignments from prerecorded dictation. Methodically, this practice is much better than having the students copy their homework.
5. Preparation of homework from prerecorded dictation for beginning students helps prevent them from drawing their outlines.
6. The teacher saves his voice. If he teaches shorthand all day, he is often able to talk only in a whisper at the end of the day.
7. Using prerecorded dictation for make-up work is much more convenient for the teacher than the conventional way.
8. When students can progress at their own rate, their speed of learning and their level of retention are greater.
9. Students who can't continue with shorthand can use the laboratory to maintain or increase their speeds on their own time.
10. Teachers can't always teach without being interrupted. If a teacher has the shorthand equipment in operation and is interrupted, the students can continue with dictation practice by using the equipment.

11. The teacher can observe and give individual help.
12. Tape recorders are becoming so common that students can take school tapes home and make their own for practice.
13. Specialized dictation can be prepared and offered to accelerated shorthand writers. This adds measurably to the effectiveness of the tape library.

Other advantages may be found in the section entitled "Comments by Equipment Company Representatives.

Disadvantages:

Disadvantages of shorthand laboratories were enumerated as follows by Dr. Sharpe:

1. Taped dictation as a single activity for students can become dull.
2. Motivation in the shorthand laboratory becomes increasingly important to keep interest high. Students don't want to use the same tapes over and over. Teachers must continue to make additional tapes from new and interesting materials.
3. Students sometimes feel isolated and separated from what might be considered normal, interpersonal relations in a regular classroom situation.
4. It would be possible, unless supervision is thorough, for a student to select a comfortable speed rate and dig himself in a little deeper each day.
5. Making additional tapes is a time-consuming chore for the shorthand teacher.

Results of Research Studies

Up to the present time, the results of research trying to determine the worth of the shorthand laboratory in enhancing student learning have been inconclusive. A study is being proposed which will compare advancement of students when no prerecorded dictation is used, when three or four channels are available, and when eight or ten channels are available.

The experiences of the Department of Business Education, Illinois State University, as reported by Dr. Lewis Toll, head of the department, are given in Appendix A.

Securing, Preparing, and Using Tapes

Securing Tapes

In choosing equipment for the shorthand laboratory, one important consideration is the availability of prepared tapes. Each of the seven companies whose equipment was used in the workshop reported that prerecorded dictation is available for the equipment and that the material is correlated with the Diamond Jubilee Series of Gregg Shorthand. (See Appendix B, "A Comparison of Eight Shorthand Laboratories.")

Prerecorded dictation material is important as a time-saver for the teacher of shorthand, since dictation of tapes is time-consuming. However, Mrs. Claudia Garvey, who is manager of the Supplies and Recording Department of the Gregg Division of McGraw-Hill Book Company, suggested that it is not necessary to make a sizeable investment in tapes when installing the equipment; the tape library can be built as the program grows.

Mrs. Garvey also pointed out that Gregg tapes can be used effectively for dictation practice regardless of the system used; however, the theory reels are designed primarily to correlate with learning Gregg theory.

Complete information on Gregg Tapes is available upon request from:

Gregg Recordings and Supplies Department
McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Upon request, an examination reel, either theory or speed development, can be secured by a teacher for twenty day's use. The reel selected to be sent will depend upon the stock available for that purpose.

Although most teachers, Mrs. Garvey reported, have told Gregg that three speeds of dictation will take care of students in the theory range, Gregg offers multi-channel tapes for the Diamond Jubilee Series. Tapes for speed development are available for speeds up to 170 words a minute.

The multi-channel tape program correlated with Gregg Dictation, Diamond Jubilee Series, contains one-time dictation from the plate material from the text. The entire book is covered in twenty reels. On Channel A, Lessons 1, 2, and 3 are at 60; Channel B, at 70; and Channel C, at 80. A booklet, "Previews and Transcripts for Group A and B shorthand Speed Development Tapes," is available. Previews are provided in both Gregg Simplified and Diamond Jubilee.

Tapes for transcription training were being prepared for release in 1966.

Preparing Tapes

Even though prerecorded tapes are available, there will be times when the teacher will want to prepare his own tapes. He may want slower or faster speeds than those available; he may want particular materials that are not already taped; he may want smaller speed progressions than those available.

Permission is required to record materials from textbooks and dictation books, since these are copyrighted materials. Mrs. Garvey reported that, if a teacher wants permission to record at a different speed than those available on Gregg tapes, it will probably be granted. (This permission should be sought from Mr. Lauren C. Lindstrom of the New York office.)

When permission is requested, it is important to indicate the exact source of the material and the exact material within the source.

When permission is granted to record Gregg materials, it is necessary to indicate on the tape the source of the material and that it is being recorded with permission from Gregg.

When a teacher does his own recording, Mrs. Garvey believes, it is advisable to record on one track only even though this increases the cost of making the tapes, because this will make it possible for him to edit material by splicing if an error in recording is discovered after the recording is completed.

How to make tapes successfully

Mrs. Garvey gave the following tips for making tapes successfully:

1. Count the material ahead of time for quarter minutes, half minutes, etc. Words must be counted in standard words, 1.4 syllables constituting a standard word.

One way to count the syllables is to use the space bar of a typewriter. Set the margin so that the bell will ring at the end of a certain number of words, when spacing once for each syllable.

2. Attach the typed copy to a piece of cardboard (for example, the kind found in shirts when they are returned from the laundry) to avoid picking up paper noises.
3. Avoid moving paper any more than is absolutely necessary.
4. Keep the stop watch away from the mike in order to avoid picking up clicks.
5. Be careful not to record in a room in which the fluorescent lights hum.

6. Do a dry run before starting to record.
7. Put a leader tape at the beginning so that the source of the material can be dictated.
8. Be careful to talk into the microphone from the proper angle.
9. Turn your head to one side when dictating words beginning with "p" or "k" in order not to get a "pop" on the tape.
10. Watch "s" words. You will get a hiss, particularly when one word ends with "s" and the following word begins with "s." Be sure to pause between the words; for example, "his...sister."
11. When dictating material a second time, always bring the stop watch back to the starting point.
12. If it's necessary to splice the tape, let the blank tape play through without recording and use this to splice with. Don't use "dead" tape that has no room tone.
13. Strive for a tape that is clear and understandable but not necessarily perfect in every way. Teachers cannot record under perfect conditions.

Dr. Sharpe had the following additional comments:

1. When making tapes, a teacher should check himself as he goes along to make sure that he is recording properly, thus avoiding an hour's worth of blank tape.
2. In dictating figures, the dictator should not pause too long between dollars and cents.
3. Teachers can correct their dictation faults by analyzing critically their playbacks.
4. After a segment of dictation, the dictator should pause at least twenty seconds for the students to rest and to review their preview sheets.
5. Preview sheets should be made for every "take."

Mr. Michael Franks, Assistant Manager of the Audio-Visual Aids Department of Akron University, presented the following additional pointers.

1. The microphone should be held about six inches away from the mouth when speaking.
2. The dull side of the tape should be away from the dictator as he faces the tape recorder. The dull side is the one that records.
3. In threading the recorder, the teacher should put the tape straight into the recording head, run the tape past the pin and then onto the take-up reel.
4. The teacher should become acquainted with the particular tape recorder on which dictation is to be given.
5. The recommended speed control is 3-3/4 for dictation.

Importance of diction and voice in recording

Mrs. Charlotte Essner of the University of Akron's Speech Department discussed with the workshop members the techniques of proper speaking. A good voice, she said, is one that has:

1. adequate loudness. Loudness should come from the diaphragm rather than from the vocal cords.
2. clarity and pureness of tone (not nasal, breathy, or harsh).
3. an effective pitch level.
4. ease and flexibility (inflection).
5. clearness and ease of dictation (good articulation). Don't drop g's (goin'); on the other hand, avoid overprecise, pedantic type of speech.

Commenting upon these points, Mrs. Essner cautioned teachers against giving every single word the same amount of time, even when dictating at 40 or 60 words a minute.

In order to get adequate loudness without getting a sore throat, Mrs. Essner suggests that the teacher should:

1. open the mouth widely enough to allow the sound to get out.
2. use the lips to form sound.

3. use the correct pitch in order to attain adequate volume. (If the voice is too high or too low, it is difficult to get volume.)
4. make the maximum use of resonance to help volume and to simplify and reinforce basic tones. To increase in volume, prolong slightly the vowel tones and the voice will carry the sound. Don't waste breath on consonant sounds such as "s" and "f." The vowel sounds are the resonance tones.
5. increase breath pressure below the vocal area.
6. use conscious control of rate of articulation. Teacher should not speak too rapidly. In slowing down, he should be careful to slow down the sounds--not just pause between words.
7. use sufficient energy and animation to increase volume.

Mrs. Essner suggested that flexibility and interest may be increased by:

1. the rate of speed.
2. emphasis on a word through loudness (but overuse makes it ineffective).
3. change in pitch (the most effective way to get meaning across).
4. inflection. There are three kinds of inflection:
 - a. rising inflection--expresses incompleteness of thought, doubt, hesitancy, surprise, curiosity, suspense.
 - b. falling inflection--expresses conviction, command, completeness of thought.
 - c. circumflex or double inflection--expresses sarcasm, irony, evasion, double of hidden meaning.

Hints on Using Tapes

The following is not a complete summary of how tapes should be used; it is, rather, a few hints given by consultants at the workshop. Other ideas for using tapes will be found in the description of the Illinois State University program in Appendix A.

Mrs. Garvey warned that if the language laboratory equipment is to be used for shorthand, a different sound head is usually needed. In most language laboratories, there is a track for recording the student's response. If the same sound head is used to play the shorthand tapes, one track of the shorthand dictation will automatically be erased.

Since the teacher uses the shorthand laboratory to adapt dictation practice to the individual needs of his students, care must be taken to provide materials at rates suitable for all members of the class. Mrs. Garvey believes that at present the slow students and the very fast students in the class are given preference; the bulk of the dictation is no longer geared to the average student.

With most equipment, it is possible to start and stop at any point. It does not disturb the students, Mrs. Garvey believes, to give them a little break and then have them start in again on the recorded material where they left off, so the teacher need not hesitate to interrupt the practice should the occasion arise.

Mr. Balthaser believes that the teacher should start using the laboratory program from the beginning of shorthand work. If this is done, students accept the program and benefit from it; but students who begin the laboratory work in the middle of their programs may reject it. Mrs. Garvey agrees that the laboratory should be used during the theory learning part of the shorthand course to develop good writing habits and encourage dictation--taking skill.

Mrs. Garvey recommended a delay of at least five lessons before using correlated tapes. For example, if the class is on Theory Lesson 12 for teacher presentation, recorded practice should be given on Lessons 6, 7, or 8.

Teachers should always recommend that students review the textbook lesson, including the plate material, before taking dictation from the appropriate tapes. A review of text material is included in the Gregg Diamond Jubilee Series tapes. The student then has repetitive dictation on a three-time basis with five-word-a-minute jumps on the Reading and Writing plate material.

A theory tape reel can be used with the advanced students occasionally to give them a theory review--built-in refresher training as well as a change of pace in the dictation.

If prerecorded dictation is used in the class, it may not consume more than half of the class period. As reported earlier, Dr. Sharpe feels that half of the class period should be devoted to "live" dictation, previews, teaching transcription activities, and so on. Mrs. Garvey suggested that it may be well to give some live dictation and cautions against neglecting the average students in order to give the dictation to the slow and the accelerated ones. All students, she believes, should have some recorded and some live dictation

Mrs. Garvey recommended the use of an occasional short take, available on dictation records. A warm-up phrase letter is good to get the students going when they enter the classroom. These short letters are dictated at four or five speeds. A Phrase-Letter Records Program, based on the Warm-up Phrase Letters in Gregg Dictation, DJS, is available.

Available Equipment

Seven companies made equipment for recording available for use in the workshop. (A partial list of electronic classroom equipment manufacturers may be found in Appendix C.) The representatives of the companies explained and demonstrated their laboratory equipment. The participating companies were Norelco, Dictation Disc Company, Electronic Futures, Inc., Dictaphone Corporation, Switchcraft, International Business Machines, and MacGraw Edison.

The workshop group did not wish to go on record as recommending any one particular company's equipment as superior to all the other equipment. It wished only to report its findings. Therefore, the remainder of this section is devoted to an analysis of the features of eight systems; to the comments by representatives of the companies; and to a statement regarding costs, models, and service contracts for each company as of August, 1965.

Analysis of Features of the Equipment

Comparisons of the features of eight systems are to be found in Appendix B. Each school should be thoroughly acquainted with its own needs and determine which type of equipment best meets the needs. Other equipment, not reported upon, should be studied in a similar way.

Comments by Equipment Company Representatives

The following systems were described to the workshop by members of their respective companies:

Dictation Disc

Mr. Steve Rosen, of the Dictation Disc, who is an instructor in shorthand methods at New York University, feels that probably the biggest problem of any shorthand laboratory is having adequate source material.

The shorthand laboratory does not take the place of a teacher. A single tape recorder or a single record player has little value. It is in using multiple listening stations that the value takes place.

During the theory stages of the teaching of shorthand, there should be virtually no dictation. Theory should be covered as quickly as possible, and there isn't time for dictation. (Note the disagreement here with previous reports.)

Mr. Rosen pointed out that the shorthand laboratory will not do any teaching. Methods must be taught in the classroom in order for the student to benefit from using records. Unfortunately the tapes used today don't have good methodology. These tapes are not designed to be used in a shorthand laboratory.

The ideal tapes would enable each student to practice the very same material but at different speeds. In this way, the teacher can have the preview, and he can stop the students and have them practice reading back. These tapes would have a built-in skill-building plan.

Mr. Rosen believes that students can have a shorthand laboratory at home. A student can be assigned a record that is just about right for him. One of the main functions of the teacher is to teach the student how to practice at home with the records. These instructions made the difference between success and failure in record homework practice. The record assigned should be from ten to twenty words above the student's present ability to write. He should practice one letter at a time until he can record it; then proceed to the second letter; then combine the two, and so on. Such practice will enable the student to take a practice record of almost six minutes.

A practice period should be from 35 to 40 minutes. If the student gets tired, he should listen to the record as he tries to read his notes.

The student who has not mastered theory will fall apart with the laboratory just as he does without the laboratory. The laboratory program is built on the assumption that the student knows how to write shorthand.

The Dictation Disc shorthand laboratory uses record players. One record player could be on the first desk of a row and every student in that row could listen in. As many record players can be used as are needed to take care of the spread in the class.

Dictation Disc also has a multiple listening setup in which the student can select the speed he wants.

Many schools bought laboratories which were so complicated that teachers did not use them. Mr. Rosen believes that the laboratory should be simple to operate and that students should be able to help operate the equipment.

Mr. Rosen advised the teacher not to walk around the room and look at the students' notes; he feels that this would make the students self-conscious. He believes that the teacher could better use this time to help students with individual problems such as spelling and reading back.

Mr. Rosen feels that practice letters ought to be realistic as well as smooth. Some difficult vocabulary is very useful.

Dictation Disc sells records ranging from 40 words a minute to 360 words a minute (three-voice testimony). There are four records to an album. Each one uses at least four different dictators. Each record plays for 12 minutes.

The DDC Eclectic Shorthand Laboratory is simple to operate, requires practically no service, and minimal installation. The Dictation Disc Company sells its equipment direct from New York City and has no dealers or service contract. The price is kept at the minimum for this reason.

The building custodian in most schools is able to install the equipment since it uses phonographs. Breakdown is practically nil, but when one does occur, the local repairman can fix it easily. Any replacement part such as a headset, small wires, or phonograph needles can be ordered direct from the company. Shipment is immediate.

The Dictation Disc Company has an excellent brochure entitled, "Methods of using the DDC Eclectic Shorthand Laboratory to Provide Dictation at Multiple Speeds," by Steve Rosen. A free copy may be obtained from Dictation Disc Company, 170 Broadway, New York, New York 10038.

The company also carries a complete line of tapes in all speeds for those teachers who now have tape laboratories.

Dictaphone

Mr. James Modice, Branch Manager of Dictaphone in Akron, and Mr. Claude Lightfoot, District Manager from Cleveland, presented the use of the Dictaphone in the shorthand laboratory.

Mr. Lightfoot pointed out that there is a problem with any type of molding when scrubbing machines are used on the floor. Dictaphone, therefore, uses invisible spales rather than glue. They will install either conduit or metal molding.

Mrs. Tucker asked Mr. Lightfoot whether the Dictaphone belts will hold up better than the transcription belts. Mr. Lightfoot said that the plastic belt material has been improved.

An advantage of the embossed belt is that one can see where it has been recorded. On magnetic tape, there is no way to tell by looking at the tape whether or not it has been recorded.

Monitoring can be done by the teacher at the individual student's station; also, each of the four channels can be monitored at the control panel.

Edison Voicewriter and Edison Envoy

Mr. Richard Granger, Manager of Roach-Reid, distributors for the Envoy and the Edison Voicewriter dictating and transcribing machines, described the use of these machines in shorthand teaching.

Mr. Granger feels that both the tape and the embossed media have advantages for the shorthand laboratory. The tape is advantageous because it is possible to get a long period of dictation on a small spool of tape.

The use of tapes has a drawback for building a library because each spool of tape costs \$3.50. Of course, the tapes are re-usable, but if they are to be kept it is rather costly to build a large library. The discs lend themselves to a more practical library because they are cheaper and are easily stored and cross-cataloged. A disc costs 8 cents and will hold 30 minutes of dictation.

Mr. Granger pointed out that the Edison Voicewriter is heavier built and has a much longer life than many tape machines. The records can be numbered, indexed, and filed easily.

Most problems in dictating today lie at the dictator's desk. Clarity of voice is the important consideration in recording, both for transcription and for shorthand practice.

Eight out of every ten letters dictated in the business world today are written in shorthand. Mr. Granger believes all secretaries should be able to take shorthand and do machine transcription as well.

For a small installation, Mr. Granger recommended the Voicewriter with the Type Ease attachment without a console or control box. If a school already has the Edison units, a small shorthand laboratory can be wired with very little cost.

Mr. Granger told the workshop that the fidelity of the records the teacher makes would be superior to their training records, which are mass produced.

EFI

Mr. Michael Parents from Electronics Futures, Inc., in North Haven, Connecticut, explained that EFI is a new company and has done some exciting things in the field of educational equipment. Bill Lyon, new Vice President of EFI, developed a tape recorder which would play for twenty-four hours, by making tapes two inches wide and having the sound head move up and down as the tape passes by the sound head.

One advantage of the wireless installation is that it is much more portable. There are no wires, conduits or cables needed in the classroom.

EFI needs only a tape around the room which serves as an antenna. The transmitter sends the signals out to the room. The students have a wireless receiver on their desks, with earphones, which allows them to pick up the signal.

A TV set, phonograph, a tape recorder, a dictating machine--anything can be used as a source.

EFI manufactures an audio-notebook. It has in it, not a quarter-inch tape, but a one-inch wide tape. On this tape, stacked one above the other, are twenty-two, 15-minute tracks--a total of 5-1/2 hours of material. A turn of the dial selects any one of the twenty-two tracks.

These signals are transmitted out over the learning loop, and the signals fill the room. The transmitter sends three programs out. If more than three channels are needed, another transmitter can be used to provide six channels.

The teacher can also use his own microphone and talk over one, two, or all three channels simultaneously. He can speak over a channel or superimpose his voice over a program that is being transmitted. The teacher can, therefore, dictate to some students at the same time that other students are listening to tapes or recorders.

This equipment does not pick up radio stations or other interference. The fidelity is good. Fidelity can be improved greatly by using muff-type earphones. These are usually important in a language laboratory but not necessarily needed in a shorthand laboratory.

Mr. Parents explained that it is possible to have two students on each of the single-student units, which eliminates the monitoring position for the teacher. However, the teacher may monitor any student by merely carrying a unit with her, wearing a headset, and turning to the same channel as the student she wishes to monitor.

Unplugging the headset saves the battery. Even if the student forgets to turn off the switch on his unit, it is off automatically when the headset is unplugged.

The batteries usually last about a full school year. They are inexpensive to replace.

The units are completely portable and can be placed in a storage cabinet at the end of the day. The headsets can be easily unplugged and stored.

EFI has Gregg tapes available on their 22-track tape. Each audio-notebook can play only one track at a time.

The audio-notebook is not only a playback device, but also a recording unit.

On a day when the system is not being used, the units need not be taken out of the cabinet, and no equipment is out to interfere with the use of the room for other classes.

IBM

Miss Dorothy Selinger, of IBM in Detroit, and Mr. Gary Ferguson, IBM Sales Representative in Akron, discussed the IBM Executory shorthand laboratory.

Miss Selinger pointed out that people in the younger age groups are among the last to be hired and the first to be released.

Mr. Ferguson stated that an important decision that must be made in going into the shorthand laboratory installation is the type of recording media to be used. IBM uses a magnetic belt. The belt is easy to handle and load.

If the teacher wishes to go to the middle of the belt to pick up a shorthand take, he can use the scanner and very quickly turn to the correct spot. It is not necessary to play through the entire tape to get to the desired place as with the straight tape-type machines.

Magnetic media are economical because the tapes are infinitely reusable. With the Executory, errors can be corrected easily by talking over the error. It is automatically erased when the new words are spoken. The index tape is punched at the end of each shorthand take, and it is easy then to find a particular take to start with.

The magnetic belt can be used about 2,000 times. The durability is excellent and adds to the economy. Fidelity is still good even when the belt is crumpled.

Mr. Ferguson gave several points that could be presented to high school administrators when they are considering a shorthand laboratory:

1. Concept--the unemployment of young people is often due to lack of skills. Business education is vital in this area of training for employment.
2. Growth--a school can start with a small system (\$470) and add to it as funds are available.
3. Equipment is flexible--the same equipment can be used for machine transcription training. The administrator is extremely concerned about per-student cost of equipment. The teacher must show him that the equipment will be used often and by many students. Therefore, if the machines can be used for more than one purpose in business education, this is a good selling point for buying the equipment.

The price of today's business letter, according to the Dartnell research, is \$2.32. The largest portion of the cost is the stenographer's salary. To save money here, we must speed up the learning of shorthand and expand the time used to teach transcription so that the employee can transcribe quickly and accurately. The teacher must be a leading force in the classroom. He must motivate and also must teach a great admiration for efficiency. Efficiency is vital to today's business world, and we should start the students on this road while they are still in the classroom. The teacher should direct the pattern of learning for the student.

It is important to vary the pace of the class. It is good to use recorded media, live dictation, reading back, teaching transcription techniques.

Mr. Ferguson distributed the following list of dictation helps, entitled "Things to Remember When Dictating Material for Shorthand Practice," prepared by the Educational Services Department of IBM.

1. Select the material you wish to use. Provide variety in terms of vocabulary, syllabic intensity, and subject matter.

2. Count the material into groups for dictation. Remember that to convert material to standard 20-word groups, you must include 28 syllables in each group. The typewriter space bar provides a convenient counting device.
3. Arrange your materials before you begin. Have everything at hand. Prepare your recording device.
4. Use a few moments to practice voice level, timing, and to get the "feel" of recording.
5. Hold the microphone so that the sound travels across its surface. Using it like a telephone will give sound distortion, especially on letters like "s," "p," etc.
6. Be sure the microphone is held a constant distance from your mouth at all times. If you "wave" it around, you will get variations in volume.
7. Pause at the end of each item. It makes for better dictation if you treat each item as a separate unit.
8. To aid in finding material later, punch "end-of-item" at the end of each practice group. Mark index slip with type of dictation and source.
9. If you make an error or mispronounce a word, review until you hear a pause in your dictation, go back to record, and talk over your error. Many teachers have told us that since you don't have to worry about making an error, your voice will have a relaxed quality.
10. Feel free to use any type of dictation you might use if you were dictating to your class personally. Remember, this is team-teaching between you and your recording device.
11. Dictate encouraging, friendly remarks occasionally to motivate students. Point out things they should look for. Predictate difficult words.
12. Don't dictate for too long a period of time. Your tone can become monotonous. Take a break occasionally and your voice will always have an enthusiastic, interesting quality.

Norelco

Mr. Paul Rohleder, of Diskriter of Ohio, Inc., and Mr. Leonard Hill, President of Diskriter, in Pittsburg, gave the Norelco presentation in three parts:

1. What is a shorthand laboratory?
2. Advantages of a shorthand laboratory to the student and the teacher.
3. Check list to evaluate any shorthand laboratory system.

A shorthand laboratory is a class of about 20-30 youngsters with different learning abilities and shorthand writing speeds. The idea of the laboratory is to enable the teacher to give them dictation at varying speeds. Everyone works at his own speed.

The Norelco offers Gregg prerecorded tapes, which are housed in an enclosed magazine.

Some advantages of a shorthand laboratory for the teacher are:

1. The teacher is relieved of reading aloud.
2. For thirty minutes, if desired, the class can have four speeds of dictation given at the same time. The laboratory is like having four teachers in one classroom.
3. The teacher can spend time in individual instruction at the student's elbow.
4. If tapes are made year after year, the teacher can make up specialized tapes on chemistry, rubber, medicine, and so on.
5. A substitute teacher who is not a business teacher can conduct the class if need be.
6. If the teacher is called from the room, the class can be profitably employed taking dictation.
7. It cuts down pressure on the teacher.

Mr. Hill stated that, if it is impractical to mount controls permanently on the desks, they can be mounted on a light-weight board which can be placed on the desk and removed later. This is especially good in a room which is used for many other types of classes.

The installation can be hooked into floor conduits. The wiring is brought up to the students' desks from the conduits. These conduits can be taken up without much difficulty in case the shorthand laboratory must be relocated.

When each student has his own individual control box, it is not necessary to rearrange the students to pair two at the same level of speed development at the same control box.

The Norelco tape Gregg magazine plays one half hour on a side. It is not necessary to rewind before turning the magazine over. It is very quick and easy for the teacher to make the change.

Some advantages of a shorthand laboratory for the students are:

1. He gets two to three times as much practice per period of classroom work.
2. The student selects the speed. He is not held back and he does not hold anyone else back. He works at his own level.
3. Working at his own speed eliminates the discouragement of not keeping up with the leaders.
4. He can use spare time for practice without using the teacher's time.
5. He can make up work missed by absence.
6. He can be given individual instruction by the teacher without holding up the rest of the class.
7. The learning process is speeded up.
8. Working alone makes for greater interest and concentration.
9. He is encouraged to work faster. He always has a faster tape available that he can work toward.

The following checklist was distributed for use in evaluating a shorthand laboratory system:

1. Is it a multiple station laboratory giving at least four dictation speeds simultaneously?
2. Can it be expanded?
3. Is it flexible for varied installation conditions?
 - a. Desk and floor arrangements
 - b. New or old classrooms
4. Is it easily moved from one room to another?
5. As students progress according to their individual ability during the semester, may seating arrangements remain the same?
6. Does it have easily identifiable switching of speeds by students?
7. Does it have individual volume control so that a student can adjust to his hearing comfort?
8. Can the teacher monitor at a student's desk for individual instruction?
9. What is the ideal length of recording? (Thirty minutes, continuous, avoids interruption to change, and keys in with available classroom time.)
10. Is a prerecorded tape library available?
11. Can the teacher make his own tapes? May radio and television speeches, classroom debates, or teacher dictation be recorded?
12. Is the tape easy to change and use or does it require rewinding for each time used?
13. Is the machine small enough to carry? Can it be carried to the school office or the teacher's home for recording of tapes at his convenience?
14. Is there a control system for the teacher to
 - a. start, stop any or all programs?
 - b. control volume of playback?
 - c. use fast forward and fast back wind?

15. Does the tape not wear out quickly from use, dust, wrinkling, handling, breaking?
16. Can a loud speaker be attached? Can conferences and meetings be recorded?
17. Can the machine be used for office practice? Does it have stop, start, backspace on foot or hand controls?
18. What does it cost? Can it be installed in stages with later add-ons?
19. Is it durable?
20. Is service available both locally and regionally?
21. What is the cost of maintenance?

It is easy to make corrections while recording on the Norelco. By dictating over the old material, the mistake is automatically erased while the new material is being recorded.

Mr. Hill pointed out that TV and radio speeches can be recorded by merely locking the mike and laying it down in front of the receiver.

If a teacher takes a tape off after ten minutes of dictation, goes to another tape, then goes back to the first, the tape will be in the correct spot for recording without rewinding, due to the double magazine type of cartridge.

Norelco has a fast forward and fast back in case the teacher wants to go quickly to the middle of the tape.

All magnetic tape has long life and good fidelity. Since the Norelco tape is fully enclosed in the magazine, the tape is not touched by the hands and this adds to its life.

A loud speaker can be attached to the equipment, which will record a conference and will also play back so that it can be heard in the room.

A regular tape recorder can be connected to the Norelco system in order to provide the tape recorded material through the student's listening station.

Switchcraft

Mr. Robert Gardner from Temple Communications in Akron and Mr. Robert Hall from Switchcraft in Chicago discussed their systems.

Mr. Hall believes that the teacher is the most important element in the classroom; however, the only known way to acquire skill is by practice. The purpose of the shorthand laboratory is to provide practice at the student's ability level. No two students are alike, and the same student is not the same every day. Switchcraft has five channels.

It is not very successful to have the library and the classroom facilities together. The student is sent to the library laboratory to get dictation practice on his own; this means self-instruction. Mr. Hall believes that it is more common to have classroom laboratories than library laboratories, and that classroom laboratories are more beneficial since the teacher can give individual attention. The classroom laboratory allows the teacher to stop reading copy and start creative teaching.

With the laboratory, it should be possible to shorten the number of semesters needed to learn shorthand. This would allow more time for the students to learn other important school subjects.

The shorthand headset weighs less than one ounce. Mr. Hall recommended that each student buy his own headset (\$1.30) for the sake of sanitation. The little pads can be replaced at a very low cost. The Switchcraft headset is designed for left-handed entry of the cord into the student unit because 90 per cent of the students are right-handed.

Mr. Hall suggested that, if money is a problem, a school buy a five-channel machine with three tape machines in it. Additional machines can be purchased later. Wiring is not very expensive, and it is best to wire for as many channels as possible. The difference in wiring between four and five channels in a 30-position room is less than \$25. The difference in price of the student units is very slight (20 cents).

When more than one lesson is placed on a tape, it is inflexible. If tracks 1, 2, 3, and 4 are on a single tape, anyone who uses this must start at the point where the tape is at the moment. The tape can't be stopped for a few students on a multiple-track system because the other students would have to stop, and it would waste their time.

There are two types of magazines. One is a reel-to-reel type, where the tape runs back and forth. The endless loop cartridge is completely inflexible. The only way to get back to the beginning is to run the entire tape through at the slow 3-3/4 speed. This definitely is a handicap.

The wiring is in a rubber raceway and walking over it is very quiet. A scrubbing machine or polishing machine will not knock it free of the floor.

Mr. Hall suggested under-the-floor wiring in a new building in order to be ready to install a shorthand laboratory. It would cost about \$900. The position of each desk must be known in order to wire this way. Desks must be fastened to the floor. This makes it difficult to clean the room, but it is essential for under-the-floor wiring.

The advantages of the Steno-Craft Electronic Classroom in shorthand speed drill practice, as set forth in "How a Shorthand Teacher Looks at Electronic Classrooms," Switchcraft Sales Tip No. 1, are as follows:

1. The teacher is free to work with students on an individual basis on such matters as analyzing errors on transcripts and reviewing English fundamentals.
2. The teacher now has time to counsel shorthand students on appropriate practice speeds, in accordance with individual needs.
3. The teacher can observe each student's shorthand writing and is able to offer suggestions for improvement immediately and daily.
4. Make-up work is now possible during a regular class period without extra teacher time expended--or after school, while the teacher attends to other chores.
5. Many prerecorded dictation tests are possible, providing frequent opportunities to advance to the next higher speed.
6. Complete student attention to dictation is possible with binaural listening. Using headsets minimizes outside noises.
7. Tape machines experience no fatigue, impatience or monotony, providing constant opportunity for each student to improve.
8. Extra speed-practice is possible for any student during library periods or after school without extra teacher time to dictate to such students.

9. Interruptions during class periods do not waste students time, as the dictation continues uninterrupted, even though the teacher may be talking to a visiting parent or school official.
10. When tapes supply the dictation, the room is quiet, creating a business-like atmosphere. Every business education teacher will welcome the change to this quiet atmosphere.
11. The electronic installation is justified for Adult Education teaching in shorthand. The skill of each student varies so much that a single speed cannot accommodate every student's requirements.
12. Each student's selection of dictation speed is a private affair between the student and the teacher. Self-consciousness does not interfere with learning.

The preceding was an Illinois shorthand teacher's justification of her request for an electronic classroom. Yes, the school board bought it!

Cost of the Equipment

Current costs of equipment installations must be obtained by the school seeking to install a shorthand laboratory. The following information was secured during the summer of 1965.

Dictaphone-Stenolab

The following price information covers a 30-student position setup, using a 4-channel or 4-machine source:

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
30	Student positions	\$13.00	\$390.00
30	Headsets	9.50	285.00
4	Adapters	11.00	44.00
1	Four-selector Programmer	41.30	41.30
			<u>\$ 760.30</u>

Plus Source Machine, selected from

Model/5 remanufactured equipment	900.00
Model/6 unit	1,180.00
Model/7 Dictating & Transcribing Machine	1,628.00
or	1,680.00

Service contract for one year

Distribution box	\$10.00
30 positions @ \$2.50	75.00
Source machine per machine	28.00
(\$33 provincial)	

Dictation Disc Company

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
30	30-unit laboratory, includes five phonographs with six listening stations each.		\$825.00

Service contract

No installation or service

Edison Envoy

The following prices cover the installation of a thirty-station, four-channel shorthand laboratory, completely wired and installed.

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
30	Complete installation as above		\$1,808.00

Additional Edison Envoys at \$249.50 each

Service contract for one year--\$112.00

This covers installations within the city limits of any Edison office. The rates increase on a \$2 internet basis per 50 miles outside of the city limits of any given office.

Edison Voicewriter Disc Equipment

The following prices cover the installation of a thirty-station, four-channel shorthand laboratory, completely wired and installed.

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
30	Complete installation as above		\$2,430.00

Additional four-channel listening stations complete with headsets at \$25.00 each.

Additional Edison Voicewriter Model EV-T Transcribers at \$435.00 with microphones or \$495.00 as a combination instrument.

Service contract for one year---\$116.00

With the same increments as the Envoy.

Audio Secretary Shorthand Laboratory

A 30-position EFI Wireless shorthand library costs as follows:

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
1	Teacher consolette		445.00
30	Student positions with headsets	\$60.00	1,800.00
1	Learning Lopp installed		45.00
1	Cart-all Storage Cabinet		195.00
			<u>\$2,485.00</u>

Plus Audio Source, selected from:

3	EFI Audio Secretary Notebooks	240.00	720.00
3	3-wspeed tape recorders (Wollensack or equal)	139.50	418.00
3	StenoCord Dictating-Transcribing Units	285.00	855.00
3	3-Speed record changers (Garrard or equal)	68.50	205.50

Service contract for one year

\$100 per year for 30-position laboratory. Includes all parts and labor and two inspections per year.

IBM Laboratories

The following information is for 30 positions and four channels:

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
15	Student dual listening stations (each for 2 students) and 2 high impedance headsets.	\$50.00	\$750.00
3	Teacher Control Stations to enable teacher to monitor playback of recording and control the stop-start of belt.	60.00	180.00
1	IBM Executary Combination Dictation and Transcription Unit featuring the reusable IBM Magnabelt, a set of 20 predictated IBM Magnabelts for training in transcription techniques, a student text and a teacher's manual also. Each unit includes a foot control, your choice of two types of ear sets, and a microphone in order that you might create your own lesson belts.	495.00	495.00
2	IBM Executary Combination Dictation and Transcription Units with previously mentioned features, excluding microphone.	450.00	900.00

The IBM equipment would be delivered directly to the school, F.O.B., our plant, Lexington, Kentucky, with the freight prepaid. Service contract for one year. 4 combination units, \$35.00 each. Multiple listening stations, \$3.00 each.

Norelco Laboratory

Cost of Stenotrainer (Norelco) 30-unit individual listening positions and 4 dictating-transcribing units:

<u>Quantity</u>	<u>Description</u>	<u>Unit Price</u>	<u>Total</u>
4	Norelco 81R Dictating-Transcribing units (All units may be used with either micro-phones or headset and foot control)	\$ 200.00	\$ 800.00
30	Individual Listening Stations (including headset, combination of 4 channel selector switch and volume control. All connecting cables.)	35.00	1,050.00
	Note: These are for individual use ONLY. Control stations can be used for two students. We do not recommend this.		
1	Master Control board		80.00
1	Microphone		29.50
10	Magazines (Gregg tapes as selected) (15 additional tapes may be purchased)	9.00	90.00
10	Magazines (blank) tapes	5.50	55.00

Installation complete--including all wiring, jacks, and conduit.

Optional equipment: If units are to be used in the office practice classroom, add the following:

Headsets	\$13.50 each
Foot control	18.50 each

Service contract for one year

Guaranteed maintenance covering 3 periodic inspections, replacement of all parts, all travel time, all service time, and all mileage. Emergency service calls made when requested by customer will be taken during normal business hours. One year coverage. 95% of all calls taken within 2-4 hours.

\$27.00 per unit--81R equipment
3.00 per student listening station

Maintenance agreement may cover all or any part of the equipment. Recording units may be covered, but not the student stations.

OR

Equipment may be handled on an individual call basis at a charge of \$8.50 per hour, plus mileage and travel time, plus parts replacement costs. Average charge per call within the Akron and the Canton areas would be approximately \$10.00 to \$11.00. It is possible charges may not exceed the minimum \$8.50 rate. 95% of all calls taken within 2-4 hours. All calls regardless of area taken within 24 hours.

Switchcraft Laboratory

Total system, 30-position stenocraft laboratory installed in standard classroom with over-the-floor raceway: \$1,913.00.

The system includes:

Console

- A. Complete floor standing console with casters and storage cabinet
- B. 3 play-back only tape decks and amplifiers
- C. 1 record-playback tape deck and amplifier
- D. Master control panel with master AC switch
- E. Monitor speaker
- F. Instructor's microphone
- G. Instructor's headset
- H. 1 custom-fitted clear plastic cover

Student equipment

- A. 30 surface mount student stations with program selector, volume control, and two output jacks
- B. 30 head sets
- C. 36 interconnecting cables
- D. 70' rubber raceway
- E. 6 raceway outlets

To leave out a playback only tape deck and amplifier, deduct \$170.00.

To leave out the record-playback tape deck and amplifier of the master control console, deduct \$320.00.

Each student position completely installed, approximately \$28.00 under same type installation.

To use our student position and your own program sources, a model 695 master junction box should be used at a cost of \$24.00; this is when you do not use our console but could purchase it later and not be out any equipment.

Dictation of Tapes

The second week of the workshop was spent in the dictation of forty tapes, which are on file at the State Department of Education in Ohio. Tapes will be loaned to manufacturers to enable them to make master tapes for Ohio teachers at a minimum cost basis. Credits must be given to Akron University, Ohio Department of Education, McGraw-Hill Publishing Company (Gregg Division), and IBM Corporation.

Mr. Robert Collins, Assistant Professor, The University of Akron, coordinated this workshop activity.

Permission was received from the Gregg Division to dictate material from Business Teacher, provided that the following preceded the dictation of the material on each tape:

The dictation of this tape has been selected from Business Teacher (identify the month and year) by special arrangement and with permission of Gregg Division, McGraw-Hill, Inc., publishers, copyright owners and proprietors of Gregg Shorthand.

The International Business Machines corporation gave permission to the workshop personnel to use any IBM printed material for dictation on the tapes.

The tapes were dictated in five-word progressions in speed ranging from 80 to 130 words a minute. The standard word of 1.4 syllable was used.

The script of the material dictated appears in Appendix D, Script Used for Preparation of Forty Tapes. The appendix has a table of contents showing the number of the tape, the speed building plan used, and the speeds used for each tape.

Preview lists, spelling demons, and exercises in English are included on each tape.

Appendix A

SECRETARIAL SKILLS

THE SHORTHAND LABORATORY AT ILLINOIS STATE UNIVERSITY

Appendix A

SECRETARIAL SKILLS

THE SHORTHAND LABORATORY AT ILLINOIS STATE UNIVERSITY

Dr. Lewis Toll, Head of the Department of Business Education at Illinois State University, described the shorthand room and the secretarial skills laboratory which were features of their new building in 1962.

Both rooms are equipped with a multiple-channel system originating from continuous play equipment. There are five channels in each room, and students in either room can tune in on all ten channels. Each student has a volume control.

In the shorthand room, there are three tape recorders, a record player, and the teacher's voice (which can be heard by the students, or selected students, over one of the channels). In the laboratory, there are five tape recorders. Dr. Toll said that they are planning to eliminate the record player and use a fourth tape recorder in the shorthand room; and they are considering using five tape recorders, thus eliminating the teacher's opportunity to monitor the students and to talk with them over the equipment. He believes that monitoring is not necessary; the teacher can observe the work of the students without reserving a channel for this purpose.

Continuous play tapes make it unnecessary for anyone to touch a tape from eight o'clock in the morning until five-thirty in the afternoon. The teachers meet weekly and agree upon the assignments for each day. A graduate assistant comes in daily before eight o'clock to put the tapes on and to write the day's assignment on the chalkboard.

Almost all of the homework is done from tapes, which are either Gregg tapes (some coordinated with the lesson in the book) or tapes prepared by the faculty. If tapes of textbook material are used, the students may refer to their books while taking dictation. Since the laboratory is never used as a classroom, it is available during the day for the students' use in preparing their homework or taking extra dictation. It is also open three evenings a week and sometimes on Saturday. Packets containing laminated preview sheets are placed in the room. Each teacher assigns one channel to his class as the homework for the day. He may also assign extra dictation at a faster or a slower rate of speed.

Dr. Toll believes that practice on new material is far more productive than repetition of the material that is in the textbook. Student reaction has generally been good. Results have been such that they are going to eliminate the fourth semester of shorthand but retain the standards as those for the third semester. The first semester class will meet five days a week rather than four.

Crown tape records are used because they provide continuous-play tapes and are less expensive than the Ampex tape recorder. Standard tape, rather than cartridges, is used, since it is considerably less expensive.

The secretarial skills laboratory also contains typewriters in order to give students an opportunity to transcribe from tapes.

If students have developed typewriting skill before they enroll in shorthand, Dr. Toll reported, they may begin transcription from the very first day in class. Transcription drill tapes include such things as spelling, punctuation, grammar, and number representation.

In practicing transcription, the student listens to the tape while he transcribes the notes that he has taken in class. The use of the tapes, Dr. Toll reported, helps build transcription power and control. The aim of the work is to increase the student's accuracy in transcription.

Dr. Toll believes that a drill period of short writings builds more skill in transcribing than do longer writings, even in the advanced classes. Twelve-second, thirty-second, and one-minute writing should be used frequently. There should be some short transcription drills given every day for the purpose of speed development and control, some of it on repetitive material. These drills are also useful for teaching spelling, punctuation, grammar, and number representation.

Instruction can be given on the tapes, just as they would be given in the classroom.

Dr. Toll believes that a shorthand teacher can actually do anything on tapes that he could do in person, with the exception of writing the outlines for theory drills on the board while the students are watching. In the introduction and development of theory and brief forms and in the introduction of writing, the shorthand teacher ought to be there in person writing those outlines on the board.

Dr. Toll suggested that the secretarial skills laboratory may also be used for typewriting practice. He believes that there should be homework assignments in typewriting. He suggested that, during the first three weeks of typewriting instruction, tapes may be used to advantage by dictating the material to be typed.

Dr. Toll believes, however, that electronic equipment is more important in the laboratory than it is in the classroom. The big improvement in shorthand, where the equipment is used, comes in the second and third semesters.

Appendix B

A Comparison of Eight Laboratory Systems

**Reported by Business and Office Education Teachers in
Selected Ohio High Schools-June, 1965**

THE UNIVERSITY OF AKRON
 IN COOPERATION WITH THE STATE DEPARTMENT OF EDUCATION
 "Programmed Shorthand Laboratory For Skill Development"

A Comparison of Eight Shorthand Laboratory Systems
 Evaluated by Business Education Teachers in Selected Ohio High Schools

	<u>Dictaphone</u>	<u>Dictation Disc</u>	<u>Edison Envoy</u>	<u>Edison Voicewriter</u>	<u>EFI</u>	<u>IBM</u>	<u>Norelco</u>	<u>Switchcraft</u>
1. Number of channels. Can this number be expanded?	4 yes	any number yes	4 yes	4 yes	3 yes, to 6 channels	4 yes	4 yes	5 yes
2. Can each student select a channel?	yes	no	yes	yes	yes	no	yes	yes
3. Type of installations:	wire	wire	wire	wire	wireless	wire	wire	wire
4. Portability of system:	source portable, student positions stationary	source portable, student positions stationary	source portable, student positions stationary	source portable, student positions stationary	portable	portable	source portable, student positions stationary	console portable, student positions stationary
5. Can the system be installed in an already constructed building?	yes	yes	yes	yes	yes	yes	yes	yes
6. Monitoring device: If yes, at student's desk, from console, both	yes both	yes student's desk	yes both	yes student's desk	yes both	yes both	yes student's desk	yes both
7. Loud Speaker System?	no	no	yes	no	yes	yes	yes	yes
8. Cord on headset: coiled, uncoiled	coiled	uncoiled	both available	both available	uncoiled (both available)	uncoiled	coiled (both available)	coiled
9. What is done about sanitation of the headset?	remove sponges and wash frequently	remove sponges and wash frequently	remove sponges and wash frequently	remove sponges and wash frequently	remove sponges and wash frequently	remove sponges and wash frequently	remove sponges and wash frequently	remove sponges and wash frequently

	<u>Dictaphone</u>	<u>Dictation Disc</u>	<u>Edison Envoy</u>	<u>Edison Voicewriter</u>	<u>EFI</u>	<u>IBM</u>	<u>Norelco</u>	<u>Switchcraft</u>
10. Does each student position have separate volume control?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11. What can be used as a source? record player ___ tape recorder ___ transcription machine ___ audio notebook ___ teacher's voice ___	record player, tape recorder, transcription machine*	record player	record player, tape recorder, transcription machine*	transcription machine*	record player, tape recorder, transcription machine* audio notebook, teacher's voice, (any audio source)	transcription machine, teacher's voice	record player, tape recorder, transcription machine*	can use any source that has a standard speaker output into the fifth channel such as transcription machine
The source uses: ___ standard tape, ___ standard cartridge, ___ plastic disc, ___ standard phonograph record, ___ special tape, ___ magnetic belt, ___ special cartridge, ___ plastic belt, ___ other.	standard phonograph record, standard tape, plastic belt*	standard phonograph record	standard phonograph record, standard tape, (special tape spool)*	plastic disc*	standard phonograph record, standard tape, special cartridge, plastic disc, plastic belt, special tape, magnetic belt	special magnetic belt	standard phonograph record, standard tape, special cartridge*	standard phonograph record
12. Can source be prepared for continuous play?	no	no	no	no	Yes	no	no	can install as one of the sources a continuous loop machine or an automatic rewind self-start tape deck
13. Can teacher speak over system? If yes, to each separate channel?	no	no	no	no	Yes	no	no	Yes
14. Will the company install any quality of tape recorder you desire as a source?	Yes	not applicable	Yes	Yes	Yes	not applicable	Yes	Yes

	<u>Dictaphone</u>	<u>Dictation Disc</u>	<u>Edison Envoy</u>	<u>Edison Voicewriter</u>	<u>EFI</u>	<u>IBM</u>	<u>Norelco</u>	<u>Switchcraft</u>
15. Can the teacher speak through the channels over material that is being heard through the channel?	no	no	no	no	yes	no	no	no
16. Number of hours or minutes available on media:	15 min.	48 min. (set of 4 records)	45 min. 1 hour 2 hours	15 min. 25 min.	(22 tracks of 15 min. each for audio note-book)	14 min.	1 hour (30 min. per side)	2 hours
17. Does the media automatically rewind?	no	no	no	no	no	no	no, (if erasing material, Yes)	no
18. Can material be taken from one media and be placed on another?	yes	yes	yes	yes	yes	yes	yes	yes
19. Is the fidelity of the dubbed material impaired?	no	no	no	no	no	no	no	no
20. Can the equipment also be used for machine transcription and office practice?	yes	no	yes	yes	only if a transcription machine is used as a source	yes	yes	no
21. Can media be erased and redictated?	no	no	yes	no	yes	yes	yes	yes
22. What is cost of media? Can be listened to how many times.	approx. 1 year	\$4.31	\$3.75 4.50 6.00	\$.09 .12	\$4.75/cart-ridge	\$.65/belt	\$5.50/tape cart-ridge	\$2.50 per tape
23. What is life of media? Can be listened to how many times.	indefinite	indefinite	indefinite	approx. 1 year	infinite	infinite, 8,000 at least	infinite, 10,000 at least	infinite
24. Can you record directly onto the media?	yes	no	yes	yes	yes	yes	yes	yes



	<u>Dictaphone</u>	<u>Dictation Disc</u>	<u>Edison ENVOY</u>	<u>Edison Voicewriter</u>	<u>EFI</u>	<u>IBM</u>	<u>Norelco</u>	<u>Switchcraft</u>
24. Is prerecorded dictation available for the equipment.	yes	yes	yes	yes	yes	yes	yes	yes
If "yes," is the material text correlated with the Diamond Jubilee Book for the first semester?	yes	yes	yes	yes	yes	yes	yes	yes
25. Are media available which are coordinated with Gregg textbooks?	yes	yes	yes	yes	yes	no	yes	yes
26. Can the material be bought from Gregg, or must it be bought from the equipment manufacturers? Gregg only Both Equipment Manufacturers	equipment manufacturers	both	both	both	both	equipment manufacturers	both	equipment manufacturers
27. Can other manufacturers' equipment be channeled through the student listening station? If "yes," with adaptor, ___ without adaptor.	yes	yes	yes	yes	yes	no	yes	yes
28. Can you duplicate or dub onto the equipment from other sources?	yes	no	yes	yes	yes	yes	yes	yes
29. How long does it take to rewind media?	no rewinding	no rewinding	30 seconds	no rewinding with disc	3 min. for audio notebook	1 second	45 seconds	rewind time depends on length of the program material
30. Is there any maintenance required on the part of the teacher? if so, what?	no	no	no	no	yes, change batteries once a year	no	no	yes, clean sound head

	<u>Dictaphone</u>	<u>Dictation Disc</u>	<u>Edison Envoy</u>	<u>Edison Voicewriter</u>	<u>EPI</u>	<u>IBM</u>	<u>Norelco</u>	<u>Switchcraft</u>
31. How long is the warranty period?	90 days, 1 year for replacing defective parts	none	1 year	1 year	1 year	90 days	90 days, 1 year for replacing defective parts	90 days

*indicates the standard equipment for this system

Other items to be considered before buying equipment:

1. Location of the nearest service office. Can you get one-day service? Is the equipment relatively service-free? Is there a possibility of a breakdown which would render the lab unusable?
2. Fidelity and clarity of voice.
3. Can the equipment be operated by a student without the teacher's help?
4. Can the media be easily and quickly changed?
5. Are the dictation materials easily stored?

Most companies can build to order almost any type of system upon request. The check list was filled out by judging the standard system.



Appendix C

PARTIAL LIST OF
ELECTRONIC CLASSROOM EQUIPMENT MANUFACTURERS

Ampex Corporation
401 Broadway
Redwood City, California

Audio Teaching Center
137 Hamilton Street
New Haven, Connecticut

Berlant Automonitor Corporation
8525 Steller Drive
Culver City, California

Cook Electric Company
2700 Southport Avenue
Chicago, Illinois 60614

Dictaphone Corporation
730 Third Avenue
New York, New York 10017

Dictation Disc Company
170 Broadway
New York, New York 10038

Edu-Tronics Inc.
459 Broadway
Hicksville, New York

Electronic Futures Inc.
301 State Street
North Haven, Connecticut

IBM Corporation
Office Products Division
590 Madison Avenue
New York, New York 10022

McGraw-Edison
West Orange, New Jersey

Robert C. Merchant Company
P. O. Box 594
West Lafayette, Indiana

Norelco Shorthand Lab
Diskriter Office Ohio, Inc.
515 Metropolitan Building
Akron, Ohio 44308

North American Phillips Corporation
Dictating Equipment Division
100 East 42 Street
New York, New York 10017

Radio Corporation of America
Front & Cooper Streets
Camden, New Jersey 08102

Rheem Califone Corporation
5922 Bowcroft
Los Angeles, California 90016

Rich Engineering Inc.
3531-35 North Martens Street
Franklin Park, Illinois

Scribe Internationale Inc.
9706 West Foster Avenue
Chicago, Illinois 60631

Switchcraft Inc.
5555 North Elston Avenue
Chicago, Illinois 60630

Thompson Ramo Wooldridge Inc.
Educational Electronics Division
6325 Huntley Road
Columbus, Ohio 44334

Viking of Minneapolis, Inc.
9600 Aldrich Avenue South
Minneapolis 20, Minnesota

Watland Inc.
Watland Electronics Systems Division
7724 South Claremont Avenue
Chicago, Illinois 60620

Webster Electric Company
1900 Clark Street
Racine, Wisconsin

Appendix D

Script Used for Preparation of Forty Tapes

- A. Syllable Count Tables
- B. Table of Contents
- C. Plans explained
- D. Tape transcripts

Syllable Counts Used For the Dictation
of Shorthand Tapes, Belts, and Discs

	<u>50</u>	<u>60</u>	<u>70</u>		<u>50</u>	<u>55</u>	<u>60</u>
	17	21	24		17	19	21
	35	42	49		35	38	42
	52	63	73		52	58	63
1 min	<u>70</u>	<u>84</u>	<u>98</u>	1 min	<u>70</u>	<u>77</u>	<u>84</u>
	87	105	122		87	96	105
	105	126	147		105	115	126
	122	147	171		122	135	147
2 min	<u>140</u>	<u>168</u>	<u>196</u>	2 min	<u>140</u>	<u>154</u>	<u>168</u>
	157	189	220		157	173	189
	175	210	245		175	192	210
	192	231	269		192	212	231
3 min	<u>210</u>	<u>252</u>	<u>294</u>	3 min	<u>210</u>	<u>231</u>	<u>252</u>
	227	273	318		227	250	273
	245	294	343		245	269	294
	262	315	367		262	289	315
4 min	<u>280</u>	<u>336</u>	<u>392</u>	4 min	<u>280</u>	<u>308</u>	<u>336</u>
	297	357	416		297	327	357
	315	378	441		315	346	378
	332	399	465		332	366	399
5 min	<u>350</u>	<u>420</u>	<u>490</u>	5 min	<u>350</u>	<u>385</u>	<u>420</u>

Syllable Counts Used for the Dictation
of Shorthand Tapes, Belts, and Discs

	<u>60</u>	<u>70</u>	<u>80</u>		<u>60</u>	<u>65</u>	<u>70</u>
	21	24	28		21	22	24
	42	49	56		42	45	49
	63	73	84		63	68	73
1 min	<u>84</u>	<u>98</u>	<u>112</u>	1 min	<u>84</u>	<u>91</u>	<u>98</u>
	105	122	140		105	113	122
	126	147	168		126	136	147
	147	171	196		147	159	171
2 min	<u>168</u>	<u>196</u>	<u>224</u>	2 min	<u>168</u>	<u>182</u>	<u>196</u>
	189	220	252		189	204	220
	210	245	280		210	227	245
	231	269	308		231	250	269
3 min	<u>252</u>	<u>294</u>	<u>336</u>	3 min	<u>252</u>	<u>273</u>	<u>294</u>
	273	318	364		273	295	318
	294	343	392		294	318	343
	315	367	420		315	341	367
4 min	<u>336</u>	<u>392</u>	<u>448</u>	4 min	<u>336</u>	<u>364</u>	<u>392</u>
	357	416	476		357	386	416
	378	441	504		378	409	441
	399	465	532		399	432	465
5 min	<u>420</u>	<u>490</u>	<u>560</u>	5 min	<u>420</u>	<u>455</u>	<u>490</u>

**Syllable Counts Used for the Dictation
of Shorthand Tapes, Belts, and Discs**

	<u>70</u>	<u>80</u>	<u>90</u>		<u>70</u>	<u>75</u>	<u>80</u>
	24	28	31		24	26	28
	49	56	63		49	52	56
	73	84	94		73	78	84
1 min	<u>98</u>	<u>112</u>	<u>126</u>	1 min	<u>98</u>	<u>105</u>	<u>112</u>
	122	140	157		122	131	140
	147	168	189		147	157	168
	171	196	220		171	183	196
2 min	<u>196</u>	<u>224</u>	<u>252</u>	2 min	<u>196</u>	<u>210</u>	<u>224</u>
	220	252	283		220	236	252
	245	280	315		245	262	280
	269	308	346		269	288	308
3 min	<u>294</u>	<u>336</u>	<u>378</u>	3 min	<u>294</u>	<u>315</u>	<u>336</u>
	318	364	409		318	341	364
	343	392	441		343	367	392
	367	420	472		367	393	420
4 min	<u>392</u>	<u>448</u>	<u>504</u>	4 min	<u>392</u>	<u>420</u>	<u>448</u>
	416	476	535		416	446	476
	441	504	567		441	472	504
	465	532	598		465	498	532
5 min	<u>490</u>	<u>560</u>	<u>630</u>	5 min	<u>490</u>	<u>525</u>	<u>560</u>

Syllable Counts Used for the Dictation
of Shorthand Tapes, Belts, and Discs

	<u>80</u>	<u>90</u>	<u>100</u>		<u>80</u>	<u>90</u>	<u>100</u>
	28	31	35		28	29	31
	56	63	70		56	59	63
	84	94	105		84	89	94
1 min	<u>112</u>	<u>126</u>	<u>140</u>	1 min	<u>112</u>	<u>119</u>	<u>126</u>
	140	156	175		140	148	157
	168	189	210		168	178	189
	196	220	245		196	208	220
2 min	<u>224</u>	<u>252</u>	<u>280</u>	2 min	<u>224</u>	<u>238</u>	<u>252</u>
	252	283	315		252	267	283
	280	315	350		280	297	315
	308	346	385		308	327	346
3 min	<u>336</u>	<u>378</u>	<u>420</u>	3 min	<u>336</u>	<u>357</u>	<u>378</u>
	364	409	455		364	386	409
	392	441	490		392	416	441
	420	472	525		420	446	472
4 min	<u>448</u>	<u>504</u>	<u>560</u>	4 min	<u>448</u>	<u>476</u>	<u>504</u>
	476	535	595		476	505	535
	504	567	630		504	535	567
	532	598	665		532	565	598
5 min	<u>560</u>	<u>630</u>	<u>700</u>	5 min	<u>560</u>	<u>595</u>	<u>630</u>

Table of Contents

<u>Tape No.</u>	<u>Plan Used</u>	<u>Speeds</u>	<u>Page No.</u>
1	Pyramid	60, 65, 70, 75, 80, 70	61
2	Stair-Step	60, 70, 80, 90, 70.	62
3	Hillestad	60, 70, 80, 90, 100, 80	64
4	One-Minute	60, 75, 90, 75	65
5	One-Minute	60, 75, 90, 75	66
6	Pyramid	65, 70, 75, 90, 85	68
7	Stair-Step	65, 75, 85, 95, 105, 75.	69
8	Hillestad	65, 75, 85, 95, 105, 80.	72
9	One-Minute	65, 80, 95, 80	73
10	One-Minute	65, 80, 95, 80	74
11	Pyramid	70, 75, 80, 85, 90, 80	76
12	Pyramid	70, 80, 90, 100, 90	77
13	Hillestad	70, 80, 90, 100, 110, 80.	80
14	One-Minute	70, 90, 110, 90	81
15	One-Minute	70, 90, 110, 90	82
16	Pyramid	75, 80, 85, 90, 95, 85	84
17	Stair-Step	75, 80, 95, 105, 85	86
18	Hillestad	75, 85, 95, 105, 115, 95	88
19	One-Minute	75, 90, 105, 90,	89
20	One-Minute	70, 90, 105, 90	90

(con't)									
<u>Tape No.</u>	<u>Plan Used</u>	<u>Speeds</u>							<u>Page No.</u>
21	Pyramid	80, 85, 90, 95, 100, 90.	.	.	.	.	.	92
22	Hillestad	80, 90, 100, 110, 90	.	.	.	.	.	94
23	Hillestad	80, 90, 100, 110, 120, 100	.	.	.	.	.	96
24	One-Minute	80, 95, 110, 95	.	.	.	.	.	97
25	One-Minute	80, 95, 110, 95	.	.	.	.	.	98
26	Pyramid	85, 90, 95, 100, 105, 95	.	.	.	.	.	100
27	Stair Step	85, 95, 105, 115, 95	.	.	.	.	.	102
28	Hillestad	85, 95, 105, 115, 125, 85	.	.	.	.	.	104
29	One-Minute	85, 100, 115, 100	.	.	.	.	.	105
30	One-Minute	85, 100, 115, 100	.	.	.	.	.	107
31	Pyramid	90, 95, 100, 105, 110, 100	.	.	.	.	.	109
32	Stair Step	90, 100, 110, 120, 130, 100	.	.	.	.	.	110
33	Hillestad	90, 130, 120, 110, 100, 100	.	.	.	.	.	113
34	One-Minute	90, 105, 120, 105	.	.	.	.	.	114
35	One-Minute	90, 105, 120, 90	.	.	.	.	.	116
36	Pyramid	95, 100, 105, 110, 115, 105	.	.	.	.	.	118
37	Stair Step	95, 105, 115, 125, 135, 105	.	.	.	.	.	120
38	One-Minute	95, 110, 125, 110	.	.	.	.	.	122
39	One-Minute	95, 110, 125, 110	.	.	.	.	.	125
40	Hillestad	95, 125, 135, 115, 105, 105	.	.	.	.	.	127

THE HILLESTAD PLAN

Use about a 3-minute take and dictate according to the following steps:

Step 1:

Dictate the entire take at 60 wpm.

Step 2:

1. Dictate the first 3 segments at 100 wpm.
2. Dictate segments 1-4 at 90 wpm.
3. Dictate segments 1-5 at 80 wpm.
4. Dictate segments 1-6 at 70 wpm.

Step 3:

1. Dictate segments 4-6 at 100 wpm.
2. Dictate segments 4-7 at 90 wpm.
3. Dictate segments 4-8 at 80 wpm.
4. Dictate segments 4-9 at 70 wpm.

Step 4:

1. Dictate segments 7-9 at 100 wpm.
2. Dictate segments 7-10 at 90 wpm.
3. Dictate segments 7-11 at 80 wpm.
4. Dictate segments 7-12 at 70 wpm.

Step 5:

1. Dictate segments 10-12 at 100 wpm.
2. Dictate segments 10-12 at 90 wpm.
3. Dictate segments 10-12 at 80 wpm.
4. Dictate segments 10-12 at 70 wpm.

Step 6:

Dictate the whole take at 70 wpm.

THE STAIR-STEP PLAN:

Use 3 or 4 letters and dictate according to this plan:

				<u>Letter E</u> Rate 60	
			<u>Letter D</u> Rate 60	Letter D Rate 70	<u>All letters at a sustained rate of 70 wpm</u>
		<u>Letter C</u> Rate 60	Letter C Rate 70	Letter C Rate 80	
	<u>Letter B</u> Rate 60	Letter B Rate 70	Letter B Rate 80	Letter B Rate 90	
<u>Letter A</u> Rate 60	Letter A Rate 70	Letter A Rate 80	Letter A Rate 90	Letter A Rate 100	

THE ONE-MINUTE SPEED BUILDER:

Use letter material containing 300 words:

Step 1

- Rate 60
- Rate 75
- Rate 90
- Rate 75

Step 2

- Rate 60
- Rate 75
- Rate 90
- Rate 75

Step 5

- Rate 60
- Rate 75
- Rate 90
- Rate 75

Step 3

Combine steps
1 and 2 and
dictate at 75 wpm

Step 6

Combine steps
4 and 5 and
dictate at 80 wpm

Step 4

- Rate 60
- Rate 75
- Rate 90
- Rate 75

60

Tape Number 1

(Pyramid Plan)

Speeds 60, 65, 70, 75, 80
Sustained Speed - 70

Preview

- | | |
|--------------------|-------------------|
| 1. at this | 9. miscellaneous |
| 2. if you have | 10. plastic |
| 3. with you | 11. automatically |
| 4. we shall | 12. admissions |
| 5. will be | 13. application |
| 6. after that time | 14. unfortunately |
| 7. announcing | 15. catalogue |
| 8. retailers | |

Script

Dear Mr. Evans:

I am glad to learn that you are interested in doing graduate work at this college. Your grade average of 1.5 certainly meets our entrance requirements.

From the Admissions Office, you will receive the necessary application forms and a copy of our fall catalogue. These forms include full instructions about the information you should submit.

If you have any questions about the program, come in to see me so that we can discuss them. I am in my office every afternoon.

Sincerely yours,

Dear Mr. Evans:

It was a pleasure talking with you on Tuesday afternoon and learning of your special interest undertaking a graduate program in business education.

I told you that I would discuss your special program with the director of the School of Business. Unfortunately, he is out of town and will not return until Wednesday of next week. As soon as he returns, I shall explain the matter to him and let you know his decision immediately.

In the meantime, your application is being processed as rapidly as possible.

Sincerely yours,

Gentlemen:

Our company is announcing its annual sale of automobile parts. The sale includes an unusual offer to retailers.

We shall sell tires and headlights at 10 per cent below our usual low prices. Miscellaneous items, such as plastic set covers, are reduced to half cost.

Dealers will receive a special discount on quantity orders. Three per cent will be automatically deducted from the total bill. In addition, our company will pay shipping charges on all orders.

Free advertising for this sale will be supplied by our company to all interested dealers. Your store name will appear on local displays and in newspaper advertisements.

If you plan to participate in this special offer, complete the enclosed order blank and send it to us immediately. This offer is good for the next four weeks. After that time, the usual discount rate will go back into effect.

Reduce your expenses by purchasing from us now.

Cordially yours,

Spelling Demons

- | | |
|------------------|----------------|
| 1. Miscellaneous | 6. Immediately |
| 2. Automatically | 7. Catalogue |
| 3. Unfortunately | 8. Participate |
| 4. Wednesday | 9. Shipping |
| 5. Advertisement | 10. Quantity |

Tape Number 2

(Stair-Step Planned Tape)
Speeds 60, 70, 80, 90
Sustained Speed-70

Preview

- | | | |
|-----------------|------------------|--------------------|
| 1. graduate | 6. ordinary | 11. accommodate |
| 2. solution | 7. buffet | 12. tentative |
| 3. qualifying | 8. variety | 13. attractiveness |
| 4. examinations | 9. lounge | 14. wondering |
| 5. difficulty | 10. reservations | 15. double |

Transcript

Dear Mr. Evans:

Doctor Collins has returned from his business trip. I have discussed with him the questions you raised when we talked about our graduate program last week. He assures me that my suggested solution to the difficulty you mentioned will be entirely satisfactory.

As I told you, we require all of our graduate students to take a series of qualifying examinations. Enclosed is a schedule of the dates on which these tests will be given.

We shall look forward to having you with us in the fall.

Cordially yours,

Dear Mr. Gold:

Are you looking for some place that will be out of the ordinary for your next convention? Why not consider the Sea View House.

Our facilities have been completely remodeled since your last meeting here. Two large meeting rooms have been added, each of which can accommodate 500 people.

We have not forgotten that those who attend conventions enjoy good food. With this in mind, we have employed a new chief and have extended the variety of foods available. Each evening in addition to the regular dining room service, we have a buffet in the Guest Lounge.

The enclosed materials will tell you more about our enlarged facilities.

Cordially yours,

Dear Mr. Gold:

Thank you for the interest you expressed in having your next convention at Sea View House.

You said that the third week in April is the time you plan to meet. We can accommodate the 300 people in your group at that time. Because of the number of reservations involved, we can give you a special rate of \$6 for single rooms and \$4 per person for double rooms. There is, of course, no charge for conference rooms.

I have outlined a proposal of what we can offer you, should you decide to be with us. After you have had an opportunity to consider my suggestions, I shall be glad to discuss them with you.

Very cordially yours,

Dear Mr. Gold:

Two weeks ago I sent you an outline of what we are prepared to offer your convention group. As I have not heard from you, I am wondering if you have some questions that I might be able to answer. We shall be glad to make any adjustments to that tentative outline that might add to the success of your convention

So that you can see the extent of the changes we have made here and the attractiveness of our new facilities, it would be a pleasure to have you and your wife as our guests for any weekend you choose.

All you need to do is complete the enclosed reservation card and mail it to me personally. I look forward to hearing from you.

Cordially yours,

Spelling Demons

- | | |
|-------------------|---------------|
| 1. Facilities | 5. Ordinary |
| 2. Buffet | 6. Available |
| 3. Attractiveness | 7. Personally |
| 4. Accommodate | |

Tape Number 3

(Hillstead Plan)
Speeds 60, 70, 80, 90, 100
Sustained Speed-80

Preview

- | | |
|------------------|-----------------|
| 1. thank you for | 6. you have |
| 2. appreciate | 7. bonus |
| 3. expression | 8. dozen |
| 4. absolutely | 9. each time |
| 5. you will find | 10. description |

Transcript

Dear Mr. Smith:

Thank you for the orders you have given us during this past year. We appreciate the opportunity of serving you.

As an expression of our appreciation, we are enclosing a bonus card. Each time you order from us, attach the card to your order blank. The amount of your purchase will be recorded on it.

When your card shows purchases of \$50, we will send you absolutely free one dozen bottles of our floor cleaner. Complete details of this plan are given on the back of the card.

On page three of the enclosed price list, you will find a description of our new floor wax. This new wax will please your customers when they see the bright gloss it puts on tile floors. You can order the cleaner at our special rate when purchasing in large quantities.

After you have examined the price list and decided which products you prefer, complete the convenient order form. Return it to us in the enclosed postpaid envelope, and your order will be shipped at once.

Cordially yours,

Spelling Demons

- | | |
|---------------|----------------|
| 1. Appreciate | 4. Absolutely |
| 2. Dozen | 5. Opportunity |
| 3. Convenient | |

Tape Number 4

(One-Minute Speed Builder)
Speeds 60, 75, 90
Sustained Speed----75

Preview

- | | |
|--------------------|---------------|
| 1. we have | 6. guarantee |
| 2. Cooper | 7. pleasant |
| 3. extended | 8. crystal |
| 4. as you have not | 9. assume |
| 5. legal | 10. excellent |

Transcript

Dear Mrs. Cooper:

Your credit has always been good at Browning Importers, and we have enjoyed serving you during the past five years. When we extended credit to you, we did so on the basis of your excellent record up to that time. During the last five years, you have more than justified our faith in you by your prompt payments.

We are especially concerned about the \$500 that is still due on your purchase of January 10. Were you satisfied with the Jensen crystal? As you have not written us about this shipment, we must assume that it arrived in good condition.

Because you have always been such a good customer, Mrs. Cooper, we can not understand why we have not received your check. Is there some reason why you have not paid this bill? It has been due for over sixty days. Our credit policy requires payment within 30 days after delivery. So you can see why we are wondering what has happened to delay your payment this time.

Credit is an important part of today's business world. We would be unable to function without it. Since all retail stores must buy on credit in order to survive, they should be careful to maintain a good credit rating

Once a company has lost its credit rating, it is almost impossible for it to regain its former good standing in credit matters. Legal means of collecting accounts are available but unpleasant and represent an experience a wise store owner tries to avoid.

While it is on your mind, why not guarantee your good credit rating by sending us your check for \$500 today. We have enclosed an envelope for your convenience.

Sincerely yours,

Spelling Demons

- | | |
|---------------|---------------|
| 1. Guarantee | 4. Experience |
| 2. Crystal | 5. Impossible |
| 3. Especially | |

Tape Number 5

(One-Minute Speed Builder)
Speeds 60, 75, 90
Sustained Speed ---75

Preview

- | | |
|---------------|----------------|
| 1. personnel | 6. corner |
| 2. guidance | 7. in addition |
| 3. applicants | 8. entitled |
| 4. appreciate | 9. employees |
| 5. who are | |

Transcript

Dear Mr. Taylor:

The personnel office of Field and Company is looking for clerks. We thought that you, as guidance director of our local high school, might have students who are interested in obtaining jobs with our company.

Field and Company, one of the largest department stores in the country, is located on the corner of Bell and Grand Streets. It is easy to reach by all public transportation. There is also a convenient parking lot for persons driving cars.

Working for Field and Company can be a rewarding experience. Weekly salaries for beginning sales clerks average \$70, in addition, commissions are earned on total weekly sales.

The company provides its employees with a group health insurance policy. Employees especially like this because the company pays the entire cost of the program.

We also offer life insurance through a well-known insurance company. This insurance can be carried by the employee at a small cost.

After ten months of service, each member is entitled to a two-week vacation.

All applicants are encouraged to select three departments in which they would like to work. Field and Company makes every effort to place its new employees in one of these preferred departments.

Students who are interested in interviews should complete one of the enclosed forms. Please send them to us with your personal recommendations so that we may arrange an interview with each applicant.

Field and Company owes much of its success to the fine employees who have been sent to us from the local high school. We shall once again appreciate your assistance.

Cordially yours,

Spelling Demons

- | | |
|--------------------|---------------|
| 1. Personnel | 5. Convenient |
| 2. Personal | 6. Encouraged |
| 3. Preferred | 7. Appreciate |
| 4. Recommendations | 8. Assistance |

Tape Number 6

(Pyramid Plan)
Speeds 65, 70, 75, 80, 85
Sustained Speed--85

Preview

- | | |
|-------------------|-------------------|
| 1. account | 8. expectation |
| 2. itemized | 9. there has been |
| 3. articles | 10. financial |
| 4. quality | 11. collection |
| 5. brands | 12. unpleasant |
| 6. we should like | 13. justice |
| 7. to have | |

Transcript

Dear Mr. James:

Can you help us? It has been more than two months since your account became due. Our letters of July 1 and August 1 have not been answered.

Is there some error in the enclosed itemized statement? Are the articles themselves all you believed them to be when you bought them? We sell only top quality goods and have had no trouble with any of the brands you purchased. We should like to know, however, if you have found anything that has displeased you. Because you are a customer of ours, it is important to us that you be fully satisfied.

The other side of the picture is important, too. Credit is offered with the expectation that our terms will be followed. In the years that you have been a credit customer, there has been no mark against your record. A good credit rating is important to you and to us as well. We want you to continue buying from us; you want to keep the advantages that credit gives you.

If you have financial problems right now, just let us know.

Sincerely yours,

Dear Mr. James:

Our recent letters regarding your overdue account have not been answered. The enclosed itemized statement gives the exact amount due and the date of your purchase, May 25.

There is only one thing to do in justice to our other customers. Your check for the full amount, \$300, must be in our hands by October 10. On that date your account will be turned over to a collection agency. This will mean that your credit rating in this city will be lowered. Your fine rating is worth much more than the amount of your bill. Don't make this unpleasant step necessary. Mail us your check for the full amount today.

Very truly yours,

Spelling Demons

- | | |
|---------------|--------------------|
| 1. Itemized | 6. Customer |
| 2. Error | 7. Financial |
| 3. Articles | 8. Overdue Account |
| 4. Believed | 9. Agency |
| 5. Displeased | 10. Unpleasant |

Tape Number 7

(Stair-Step Plan)

Speeds 65, 75, 85, 95, 105
Sustained Speed--75

Preview

- | | |
|-------------------|---------------------|
| 1. secretary | 10. interested |
| 2. insurance | 11. adequate |
| 3. consequently | 12. children |
| 4. packages | 13. reputation |
| 5. department | 14. if you need |
| 6. representative | 15. he will be able |
| 7. worthwhile | 16. in addition |
| 8. Christmas | 17. discard |
| 9. shopping | 18. I could have |

Transcript

Dear Mr. Jones:

I am sorry for the delay in answering your letter of October 28. I have been away from the office on a business trip, and my secretary thought it best to wait for my return so that I might answer your letter personally.

You stated in your letter that you are interested in purchasing more insurance. Many people do not understand the importance of adequate insurance protection; consequently they buy less than they need.

Insurance serves more than one purpose. In order to explain the details involved in increasing your insurance, our representative will call on you next week. He will be able to answer your questions and make suggestions for your insurance program. I am sure you will find him very helpful.

Sincerely yours.

Dear Sir:

I am writing this letter to tell you how pleased I am with the service I received from your company this week. Mr. John Smith, one of your representatives, came to talk with me Tuesday evening, and I found him to be most helpful.

Although I had many questions to ask, he answered all of them and even made suggestions that I found most worthwhile. He arranged my insurance so I would not lose any money by changing from one type of policy to another.

In addition to increasing my own life insurance, I also took out a policy for each of my children.

It has been a pleasure to deal with your company and its staff.

Sincerely yours,

Dear Mr. Green:

Do you realize that Christmas is only two weeks away?

If all your Christmas shopping is finished and the packages are neatly wrapped, the following information will be of no interest to you. In that case, please discard this letter. However, if you are one of those people who have left all or part of their shopping to the last minute, you will want to read the remainder of the letter.

As you know, Bell's Department Store is one of the oldest and finest stores in this city. We have a reputation for selling quality merchandise at reasonable prices. In other words, we give the customer what he wants. It is for this reason that over a period of forty years, Bell's has grown from a small general store to one of the biggest department stores in Chicago.

With Christmas only ten shopping days away, you may find that the supply of merchandise in other stores is low or incomplete. That situation does not exist at Bell's. Our large purchasing power enables us to keep our shelves filled at all times. In addition, there is a shopping service available to all customers who would like some help in selecting the proper gifts for the people on their shopping lists.

Remember, if you have not completed your Christmas shopping, come to Bell's. We shall be happy to see you.

Very truly yours,

Gentlemen:

Some weeks ago I received a letter from you suggesting that I come to Bell's department store to do my Christmas shopping.

I generally try to get my holiday shopping done in October or November. In that way, I avoid the crowds of people who wait until the last minute to shop.

This year was different, however. I was out of town most of the time from October to December 15. Consequently, I could not do any early Christmas shopping.

The day after your letter arrived, I visited your store and took advantage of your service. It was the best thing I could have done. I merely explained what I wanted to one of the employees in that department, and she did all the work. Her selection of gifts was much better than mine would have been.

Thank you for your very kind assistance and efficient shopping service.

Yours truly,

Spelling Demons

- | | |
|----------------|----------------|
| 1. Personally | 9. Interested |
| 2. Adequate | 10. Helpful |
| 3. Policy | 11. Children |
| 4. Wrapped | 12. Reputation |
| 5. Merchandise | 13. Holiday |
| 6. Assistance | 14. Efficient |
| 7. Employees | 15. Lose |
| 8. Holiday | |

Tape Number 8

(Hillestad Plan)

Speeds 65, 75, 85, 95, 105
Sustained Speed--80

Preview

- | | |
|---------------|-----------------|
| 1. beautiful | 8. dependable |
| 2. Ford | 9. performance |
| 3. automobile | 10. roughest |
| 4. showroom | 11. country |
| 5. handle | 12. for example |
| 6. wonderful | 13. oil |
| 7. they are | 14. to do |

Script

Dear Mr. Green:

Whether you are driving an old car or a new one, you will want to see the beautiful new Ford automobile. The 1966 models have just arrived and are in our showroom. They are the best-looking cars on the market.

The Ford has been designed with the driver in mind. It is easy to handle and a pleasure to drive. All you have to do is turn the key and step on the gas. Driving this car is a new and wonderful experience.

You will find the dependable performance of the new Ford is more than you could have ever hoped for. The car has been built to give you a smooth ride on even the roughest roads.

Whether you do most of your driving in the city or in the country, you will have no difficulty finding just what you want. There are 24 models to choose from.

The Ford has many features that you will not find in other cars in this price range. For example, while other cars require an oil change every 1,000 miles, the new Ford goes 4,000 miles between oil changes. This is only one advantage of owning a 1966 Ford. It would take too long to write about them all. Come in and test drive one of our cars soon.

Very truly yours,

Spelling Demons

- | | | |
|----------------------|----------------|---------------|
| 1. Whether | 5. Performance | 9. Experience |
| 2. Models | 6. Built | 10. Roughest |
| 3. Best-looking cars | 7. Choose | |
| 4. Dependable | 8. Handle | |

Tape Number 9

(One-Minute Speed Builder)

Speeds 65, 80, 95

Sustained Speed--80

Preview

- | | |
|---------------|-------------------------|
| 1. fixed | 10. deflation |
| 2. endeavored | 11. you should not put |
| 3. security | 12. inflation |
| 4. current | 13. Federal |
| 5. analyze | 14. stable |
| 6. economic | 15. investments |
| 7. obligation | 16. a dollar |
| 8. plus | 17. distributed |
| 9. war | 18. two million dollars |

Script

Dear Mr. Smith:

Rising prices have cut all fixed incomes in half during the last twenty years. Ten years ago, we endeavored to do something about this problem. We decided to work out a plan of our own. We wished to provide security in retirement plus a fair income in current purchasing power.

Our first step was to analyze available economic data since 1800. With \$30 a month invested, how would an individual have fared with our plan? What effect would the depressions have had on his income? What would war years have done to his purchasing power? What about inflation and deflation?

From this study, we reached a number of important conclusions. First, we found that you should not put all of your savings into dollar obligations. Any decrease in the purchasing power of the dollar would seriously reduce their value. Second, you should not put all of your retirement savings into common stocks. Prices of stocks vary too much for them to provide a stable income when you retire.

Third, there is a better plan than either of these. This would be to invest part of your retirement savings in debt obligations and part in common stocks. This is our plan. At this moment, we are investing about two million dollars each month in 65 companies distributed among 15 industries.

What are your retirement plans? Let us tell you about the way to have both security and income growth. Dial Mr. Black at Adams 3-6262. He will be very glad to talk with you about Federal's two plans.

Sincerely yours,

Dear Mr. Smith:

Fifty dollars a month invested in Federal since 1952 would not be worth over \$10,000. Fifty dollars a month in Federal insurance since then would give you a stable income. What you should have is a dollar obligation plus a common stock plan. This combination is provided for you in Federal Investments.

No one knows where common stock values will stand next year. What we do know is that half your retirement savings should be invested in a well-selected common stock fund.

Sincerely yours,

Spelling Demons

- | | |
|---------------|----------------|
| 1. Rising | 6. Obligation |
| 2. Endeavored | 7. Industries |
| 3. Current | 8. Distributed |
| 4. Analyze | 9. Stable |
| 5. Debt | 10. Retirement |

Tape Number 10

(One-Minute Speed Builder)
Speeds 65, 80, 95
Sustained Speed-- 80

Preview

- | | |
|-----------------|------------------|
| 1. student | 9. that does not |
| 2. college | 10. color |
| 3. up to date | 11. preferences |
| 4. effectively | 12. Wellington |
| 5. elbows | 13. leaflet |
| 6. if you wish | 14. walnut |
| 7. construction | 15. draperies |
| 8. dormitory | |

Script

Dear Student:

Getting into college these days isn't easy. Staying in after you get there may be even more of a problem. There are many factors that contribute to success in college. One of these is good study habits. The student who does well in college knows how to organize his work. He keeps his work up to date. He does not get behind in his reading. The successful student has a place for everything connected with his work. This place is his study desk.

How many hours will you spend at your desk each day? You may discover that you are seated at your study desk from two to four hours a day. If you are to study effectively, your desk must be large enough to hold your books and papers. It must be high enough so you can rest your elbow on the top as you work. There must be enough underneath for you to cross your knees if you wish.

How about the material and the finish? Steel construction with a dull finish will probably suit you best. You will want a finish that does not show stains, that does not nick or scratch. Your color preference will depend on the walls of your room. Still, you will want several colors to choose from. Your chair covering may match or contrast with the color of your desk.

Wellington desks and chairs are built for years of heavy use. The work space is wide and long; the desk is 31 inches high. There are three deep drawers on the side and two shelves on the other. There is plenty of space for all your books and papers and a special place for your typewriter.

Page 2 of the enclosed leaflet shows the Wellington in sea green, battle gray, and walnut brown. All of these tones blend well with the walls and draperies of most dormitory rooms. Why not drop in today and look at the Wellington desks and chairs. Notice how reasonably they are priced. And for this month, only. Baker's is reducing these prices another 20 per cent. Don't let this fine opportunity pass by. Get a head start in your college career. Organize your study life with a Wellington all-steel desk and chair.

Sincerely yours,

Dear Student:

What is the main difference between high school and college? Is it the difficulty of the material? Is it the size of the assignments? These may be part of the problem. There is another factor, though, that sometimes means the difference between failure and success. In college you will have to be self-directed. You will have to set up your own study routines. You will be the one who does the checking up. It will be up to you to see that you review for tests and get reports in on time.

Sincerely yours,

Spelling Demons

- | | |
|-------------|---------------|
| 1. Factors | 7. Scratch |
| 2. Organize | 8. Preference |
| 3. Desk | 9. Color |
| 4. Material | 10. Drawers |
| 5. Stains | 11. Draperies |
| 6. Nick | 12. Dormitory |

Tape Number 11

(Pyramid Plan)
Speeds 70, 75, 80, 85, 90
Sustained Speed--80

Preview

- | | |
|-----------------|-----------------|
| 1. partial | 8. immediate |
| 2. installments | 9. portable |
| 3. August | 10. definite |
| 4. September | 11. solution |
| 5. explanation | 12. information |
| 6. freight | 13. damaged |
| 7. settlement | |

Script

Dear Mr. Lake:

It is now more than a month since we submitted a claim to your office. This claim was for a portable hair dryer that was damaged by your freight lines during shipment.

We have always enjoyed fine relations with your company, and we are sorry to have to write you again about this small item. We do feel it is important, however, that we keep our records in order. It is important, too, that settlement of this claim is made soon.

The retail dealer who placed the order has written us several times. Even though the dryer was damaged, he cannot understand why it was not delivered to him. He feels that he could have sold it at a reduced price. Thus, the dryer would not have been a total loss to you or to the insurance company.

We believe there is an explanation for this situation. In order for us to clear the matter with our customer, please let us know what we may tell him. We shall appreciate an immediate reply.

Very sincerely yours,

Dear Mr. Johnson:

I have just received your letter concerning the hair dryer that was damaged in shipment. This matter has not yet been settled by our insurance company. I am writing the company today to ask for a progress report. It should arrive soon; therefore, I will send definite information to you sometime next week.

Please explain to your retail dealer that the dryer was damaged too badly to be sold at any price. The best solution, and the one the insurance company will probably choose, is to send your customer a check for the full amount.

If we do not hear from the insurance company soon, we shall send you our check.

Sincerely yours,

Spelling Demons

- | | |
|---------------|----------------|
| 1. Shipment | 6. Immediate |
| 2. Progress | 7. Explanation |
| 3. Solution | 8. Damaged |
| 4. Appreciate | 9. Partial |
| 5. Dryer | 10. Freight |

Tape Number 12

(Pyramid Plan)
Speeds 70, 80, 90, 100
Sustained Speed-90

Preview

- | | |
|-----------------|------------------|
| 1. traits | 6. financial |
| 2. individual | 7. explanation |
| 3. abilities | 8. circumstances |
| 4. organization | 9. unfortunate |
| 5. employees | 10. repossess |

Script

Dear Mr. Kendrick:

It was a pleasure to receive your letter this morning. I appreciate very much your taking care of our request for an adjustment of the International Racer Bicycle that was returned by one of our good customers.

It has been our experience that companies who achieve nation-wide respect have a reputation they wish to protect. When Mr. White, your representative, told us the customer would have to pay for the repairs, we felt there was some mistake. Mr. White is new in this territory, of course. I am sure he did not understand the policy of our own store. Normally, we would take care of the repairs ourselves rather than allow a customer to assume this expense. In this case, however, we were quite certain that the fault was in the manufacture of the bicycle.

It is always a pleasure to do business with you, Mr. Kendrick. Thank you again.

Sincerely yours,

Dear Mrs. Hunter:

On August 10 the Loan Department of our bank notified you that your installment payment for the purchase of your new car was past due. We have also learned that your September payment is overdue.

We know that there are times when each one of us has a good reason for not making a payment when it is due. It helps us, however, to know why. Could you please contact me at the bank either by telephone or in person?

I feel certain we can work out some arrangement that will be satisfactory both to you and to the bank. For one thing, we might be able to renew your loan for an extended period.

There is one action that both of us would like to avoid. That is taking steps to repossess your car. You know what such a procedure would do to your credit record. How much better it would be for you to make your payments now.

Come in this week or telephone me. We shall be happy to discuss your financial problems and arrange a new payment plan.

Sincerely yours,

Dear Mrs. Hunter:

Thank you for your letter of September 30. Your check in partial payment of the installments for August and September has been applied to your loan account.

We are sorry to learn about the unfortunate situation which has affected your financial position for the past two months. Although your check does not bring your account completely up to date, we do not plan to take further action at this time.

You have shown good faith in sending us a check and an explanation of your circumstances. We shall be happy to extend your loan for another two months, knowing you will make every effort to pay the balance.

Sincerely yours,

Dear Miss Davis:

I have been informed today that you have just started to work for our company. As president of the organization, I am happy to have you as a member of our staff. I hope you will enjoy working with us.

You have probably been told that the work we do here is a team effort. You will be successful here as you learn to take your individual part in our program and work well, with others.

I have been told that your interests as well as your abilities are well suited to your new position. These traits were the deciding factors which helped us select you for the position.

There is a great deal of opportunity for advancement in our organization. You will no doubt discover that one type of work will appeal to you more than the others. Be sure to let our personnel manager, Mr. Hill, know what particular job interests you. We want to keep our employees happy in their work.

Again, I hope you will find happiness and growth in your new job.

Sincerely yours,

Spelling Demons

1. Financial
2. Abilities
3. Explanation
4. Circumstances
5. Unfortunate
6. Repossess
7. Organization
8. Traits
9. Extended
10. Representative

Tape Number 13

(Hillestad Plan)

Speeds 70, 110, 100, 90, 80
Sustained Speed-80

Preview

1. prefer
2. completely
3. consideration
4. financing
5. confidence
6. interior
7. particular
8. arrangements
9. recommend
10. concerned

Script

Dear Mr. James:

We are looking for a used car in good condition as a second car for our family. As you are in both the new and used-car business, would you keep us in mind as cars are received by you during the next few weeks.

We would like to get a car that is less than five years old, and we prefer a four-door model. We have no particular preference as to make of car, but we are concerned about the amount of gas it would use. Economy of operation is an important consideration. We understand that economy of operation varies from car to car.

We also want a car whose interior is clean and in good condition. We cannot expect a used car to have a completely new appearance, of course, but we do want to be proud of our car.

You have been recommended to us as a businessman in whom we can have complete confidence. Please let us hear from you as soon as you find a good used car that you think will fit our general requirements.

We have already made arrangements for the financing of this purchase with our local bank. We are assured that the payments for the car will be available when we have made our selection.

Please call me if you have any questions regarding this transaction.

Thank you for your assistance concerning this matter.

Sincerely yours,

Spelling Demons

1. Financing
2. Already
3. Particular
4. Interior
5. Sincerely
6. Confidence
7. Appearance
8. Prefer
9. Preference
10. Received

Tape Number 14

(One-Minute Plan)
Speeds 70, 90, 110
Sustained Speed----90

Preview

1. available
2. distinction
3. request
4. Christmas
5. it was
6. illustrates
7. extremely
8. locate
9. exhibit
10. additional

Script

Dear Mr. Boyd:

It was a pleasure meeting you last month at the recent exhibit of gift items we are introducing. We were particularly pleased to receive your large order for imported glassware and have kept you in mind for any additional items in this line of merchandise which might become available to us.

As we told you at the exhibit, our firm is expanding its line of glassware at the present time. We have just received samples of additional items which we are able to furnish for stores such as yours. As the items are new, we are not able to order them in large quantities.

You placed one of the largest orders for glass that we received last month. Because of your interest, we are sending you a catalog that illustrates the additional items mentioned above which are now available. You will notice that the new items included will provide a complete line of fine table ware that should increase sales for your store.

From time to time, we receive special offers from our various importers, and we enjoy sharing these with our best customers. The order blank that is enclosed with the catalog may also be used to request samples of the new line if you wish.

If you should decide to place your order, be sure to indicate your choices of colors. It is possible all colors will not be available immediately. It will save us a great deal of time if we can send an alternate choice.

With this complete line of glassware, you will have distinction of offering your customers an extremely popular line that they will be unable to purchase in any other store in California.

If you have a request for other new articles you would like to have us locate for you, just let us know. If your order for the new line is received in the next few days, you will be able to stock the items in time for the Christmas selling season.

Thank you for your orders.

Sincerely yours,

Spelling Demons

- | | |
|----------------|----------------|
| 1. Distinction | 6. Exhibit |
| 2. Available | 7. California |
| 3. Illustrates | 8. Merchandise |
| 4. Quantities | 9. Received |
| 5. Tableware | 10. Request |

Tape Number 15

(One-Minute Speed Builder)

Speeds 70, 90, 110

Sustained Speed--90

Preview

- | | |
|------------------------|----------------|
| 1. Chamber of Commerce | 6. appearance |
| 2. neighboring | 7. personally |
| 3. believe | 8. acquainted |
| 4. topics | 9. opportunity |
| 5. interest | 10. contribute |

Script

Dear Miss Thompson:

Do your students know their city? Does the city know your students? As chairman of the program committee of the Chamber of Commerce, we have a plan to enable our city and its young citizens to become better acquainted.

We should like to set up a city-wide program similar to those found in our neighboring states. These programs provide the opportunity for high school students to make speeches on youth activities. As you probably know, this procedure has been very successful for many years in Texas.

We can assure you that a great deal of publicity will be given to this program. We believe, also, that many advantages will come to you and to your students because of it. The topics for the speeches should be selected in advance so that your boys and girls will be able to prepare their talks.

The speeches should tell us what students are doing to improve our town. Also, they might include ideas for new community projects. The speeches for the first year should be simple and well within the knowledge and interest of high school students.

These students appearances will assist community leaders in knowing our youth better. It will give them more complete information on our school system. Your boys and girls will have an opportunity to become personally acquainted with some businesses in our community. This should make the search for a job an easier task after graduation.

The members of the program committee are enthusiastic about the plan. May we count on your support and cooperation also? I plan to leave for California in a few days, but I hope to get the arrangements into final form soon after I return. Just as soon as I hear from you, we can make arrangements to contact interested organizations. I know that this program will contribute to the growth of our city.

Sincerely yours,

Spelling Demons

- | | |
|----------------|----------------|
| 1. Neighboring | 6. Acquainted |
| 2. Publicity | 7. Contribute |
| 3. Believe | 8. Cooperation |
| 4. Appearnace | 9. Graduation |
| 5. Personally | 10. Knowledge |

Tape Number 16

(Pyramid Plan)

Speeds 75, 80, 85, 90, 95
Sustained Speed--85

Preview

- | | |
|--------------------|-------------------|
| 1. baggage | 15. adjustment |
| 2. misplaced | 16. insurance |
| 3. San Francisco | 17. regret |
| 4. Chicago | 18. inconvenience |
| 5. description | 19. incident |
| 6. manufacturers | 20. tracer |
| 7. you can be sure | 21. settlement |
| 8. good enough | 22. airport |
| 9. misdirected | 23. passengers |
| 10. mistakenly | 24. estimated |
| 11. New Orleans | 25. encountered |
| 12. damaged | 26. entitle |
| 13. instructed | 27. compliment |
| 14. messenger | |

Script

Dear Mr. White:

We are sorry to learn that your baggage was misplaced during your trip on September 8 from San Francisco to Chicago.

You can be sure that we shall do everything we can to help you locate your baggage.

Would you be good enough to fill out and return the enclosed claim form. We need to have a complete description of the luggage, its color, and the manufacturer's trade name. It is important for us to know when and where it was checked, as well as the number of pieces lost and the amount of insurance, if any. Be sure to include your flight number.

We regret the inconvenience and concern this loss has caused you. Rest assured that this incident will receive our immediate attention. Just as soon as we receive the claim form, we shall start a tracer. Please be reminded that, in the event the luggage cannot be located, we shall make a settlement satisfactory to you.

Sincerely yours,

Dear Mr. White:

Thank you for returning the claim form for the baggage that was misdirected when you took Flight No. 318 from San Francisco to Chicago on September 8.

After running a tracer, we found that the desk clerk in San Francisco mistakenly shipped your luggage on a plane bound for New Orleans instead of on your flight to Chicago. The bags were returned to San Francisco the next day and have been at the airport awaiting your claim. Now that we have the claim numbers, we are having the luggage flown to Chicago. We shall deliver it directly to your home immediately.

Please believe that this type of difficulty does not represent our usual service. It is our goal to make every flight as comfortable and convenient for our passengers as possible. We hope that you will give us another opportunity to prove that the handling of baggage can be just as efficient as our flight service.

Sincerely yours,

Dear Mr. White:

When your baggage that was misdirected at the San Francisco airport arrived in Chicago, we noticed that one of the bags had been damaged. Because we did not want to inconvenience you any further, we sent the baggage to you and instructed our messenger to tell you that we would make an adjustment for the damage.

Our Claims Department estimated that the damage to one of your bags is \$25. A check for that amount has been sent to you separately. If this settlement is not satisfactory to you, please telephone me so that we may discuss the matter. We want you to be completely satisfied with our handling of this situation. I am sure we can reach an adjustment suitable to you.

Again, let me say how much we regret all the difficulty you have encountered. Enclosed is a card that will entitle you to have dinner with our compliments the next time you are at the Chicago airport.

Cordially yours,

Spelling Demons

- | | |
|------------------|------------------|
| 1. Description | 7. San Francisco |
| 2. Inconvenience | 8. New Orleans |
| 3. Incident | 9. Damaged |
| 4. Tracer | 10. Separately |
| 5. Misdirected | 11. Encountered |
| 6. Mistakenly | 12. Compliments |

Tape Number 17

(Stair-Step Plan)
Speeds 75, 85, 95, 105
Sustained Speed-85

Preview

- | | |
|------------------------|----------------|
| 1. unexpectedly | 9. packages |
| 2. enrollments | 10. assistance |
| 3. textbooks | 11. memorandum |
| 4. urgently | 12. unlikely |
| 5. semester | 13. invoice |
| 6. air freight | 14. catalog |
| 7. special delivery | 15. numerous |
| 8. as soon as possible | 16. fulfilling |

Script

Gentlemen:

Because of the unexpectedly large college enrollments this fall, we have been receiving several rush orders from college book stores. We realize that, in spite of careful ordering, many stores find themselves short of textbooks urgently needed for this semester.

If you need extra books, we can give you rapid service by means of special facilities we have established for this purpose. Just call us at the telephone number mentioned above and ask for the Special Service Desk. Your order will be sent to you by special delivery or air freight the same day it reaches us.

We have a sufficient stock of books so that no delay will occur. Do call us if you need additional texts.

Cordially yours,

Gentlemen:

We are happy that you took advantage of our offer to give special attention to your rush orders. Your books went out the same day by special delivery. You should have received them within two days.

In order for you to receive the books as soon as possible, we sent another shipment upon learning that you had not received the first one. You will, of course, be billed for only one order. If you should receive two packages, please return one of them to us at our expense.

We are sorry that there has been a delay in the receipt of these books. We know the inconvenience this delay has caused you, and we are sorry for it. Please call us collect if we can be of further assistance.

Sincerely yours ,

Gentlemen:

Thank you for returning the second shipment of books for which a credit memorandum is enclosed. In the unlikely event that you should be billed for the double order, please return the invoice to us. However, we feel sure that you will experience no further difficulty.

The catalog requested is on its way to you. Because you will soon want to order for your spring semester, we have included a supply of order blanks.

You will notice that the prices of some books have gone up slightly since the catalog was printed. This is due to the increased costs of paper and printing. We hope that you will understand this ever-increasing problem that publishers must face.

Cordially yours ,

Dear Mr. Davis:

Thank you for your recent inquiry about the possible purchase of an old typewriting methods book. Our records indicate that we have no additional copies available. I understand that they are becoming increasingly difficult to obtain.

You might be able to locate individual copies of this book by contacting a firm that searches for old books. Our organization has used the services of the Bailey Book Service of Akron, Ohio, on numerous occasions. They have been most successful in fulfilling our needs. I suggest that you contact them for copies of this rare publication.

Sincerely yours ,

Spelling Demons

- | | |
|---------------|----------------|
| 1. Urgently | 7. Memorandum |
| 2. Facilities | 8. Catalog |
| 3. Received | 9. Inquiry |
| 4. Expense | 10. Numerous |
| 5. Receipt | 11. Occasions |
| 6. Assistance | 12. Fulfilling |

Tape Number 18

(Hillestad Plan)
Speeds 75, 85, 95, 105, 115
Sustained Speed - 95

Preview

- | | |
|-----------------|------------------------|
| 1. deliberation | 6. exert |
| 2. selected | 7. eligible |
| 3. vacancy | 8. retirement |
| 4. curriculum | 9. as soon as possible |
| 5. challenging | 10. investigate |

Script

Dear Mr. Gates:

After careful deliberation, the School Board has selected you to fill the vacancy as chairman of our English Department. We believe your personal qualifications and educational background will enable you to reorganize and improve our curriculum. This is a challenging assignment, but we know you will exert the necessary leadership.

A contract is enclosed. You will notice that you are paid on a ten-month basis and that the salary is the same as we discussed during our interview. I am also enclosing a copy of our salary schedule. It is considered by many teachers as the best in the state, and we expect to revise the schedule again next year.

The proposed revision would make you eligible for a substantial increase in salary. You also receive free medical insurance, and the school system contributes toward your retirement fund. We would appreciate your signing and returning the contract as soon as possible.

You will have no difficulty in finding suitable housing. If you wish, I will investigate possibilities for housing and let you know what is available.

Detailed information concerning the workshop will be sent to you later. If you have any questions, please feel free to call me.

Very truly yours,

Spelling Demons

- | | |
|-------------------|----------------|
| 1. Deliberation | 5. Eligible |
| 2. Qualifications | 6. Suitable |
| 3. Curriculum | 7. Investigate |
| 4. Exert | |

Tape Number 19

(One-Minute Speed Builder)

Speeds 75, 90, 105

Sustained Speed-90

Preview

- | | |
|------------------------------|-----------------|
| 1. thank you for your letter | 7. equipment |
| 2. provide | 8. inquired |
| 3. indicates | 9. inquiry |
| 4. leasing | 10. typewriters |
| 5. repairman | 11. quotations |
| 6. as soon as possible | 12. economical |

Script

Dear Mr. Harper:

Thank you for your letter concerning the possibility of renting office machines from our organization. We are happy to inform you that we provide a rental service for almost any type of office machine that you desire. We have nearly all of the nationally known brands, and we offer the lowest rental rates of any company in the city.

The enclosed price list indicates the cost of leasing the various types of machines. This list shows only the monthly charges. If you wish to lease machines on a yearly basis, we could offer you a considerably lower rate. These prices also include any service charges that may be necessary. If a machine breaks down through normal use, all you need to do is call our repairman. He will repair the machine promptly, and it will cost you nothing.

Because the filing date for Federal income taxes is almost here, there is a very heavy demand for our adding machines. If you desire to rent a machine, I would suggest that you contact us as soon as possible. We will deliver the equipment to your office on the same day that you telephone us. We will bill you at a later date.

If you have any further questions about renting or buying office equipment, please feel free to call or write us.

Sincerely yours,

Gentlemen:

I recently inquired about the possibility of renting office machines from your company. Thank you for the prompt and courteous response to my inquiry.

I was considering the possibility of renting two typewriters and an adding machine. However, I did not realize that it cost so much to lease equipment. Could you give me price quotations on the purchase of such equipment? Perhaps it would be more economical to purchase the machines.

Some companies lease machines on a yearly basis and then allow the customer to apply the rental charges to the purchase price in the event he decides to buy the machine. I would consider this an ideal arrangement and would be most interested in such an agreement.

I should like to discuss these possibilities with one of your salesmen within the next day or two.

Sincerely yours,

Spelling Demons

- | | |
|-----------------|-----------------|
| 1. Concerning | 6. Courteous |
| 2. Indicates | 7. Realize |
| 3. Leasing | 8. Quotations |
| 4. Considerably | 9. Economical |
| 5. Inquiry | 10. Arrangement |

Tape Number 20

(One-Minute Speed Builder)
Speeds 70, 90, 105
Sustained Speed---90

Preview

- | | |
|--------------------|-----------------|
| 1. resigned | 7. accounting |
| 2. replacement | 8. strict |
| 3. prefer | 9. vacancy |
| 4. qualified | 10. New York |
| 5. recommendations | 11. I hope that |
| 6. considerable | 12. doubtful |

Script

Dear Mr. Blair:

Our office manager resigned several months ago, and we have been looking for a replacement. Although we have several capable men in our office, we prefer hiring someone from outside the company. We have interviewed more than twenty men for this position, but we have been unable to find what we consider to be an ideal office manager.

Perhaps you know of a person who is qualified for the position. We have a great deal of respect for your judgment, and any of your recommendations would be carefully considered.

It is necessary for the individual to have a college education and considerable office experience. He must also have studied and worked in the field of accounting. We would prefer that the person be at least thirty years old, although we would consider a younger man. Of course, he should have the personal qualities that a successful manager requires. Surely you know the type of man we are looking for.

If you know of an individual who would make a capable office manager, please let me know as soon as possible. I have been told that we must make a decision soon. Any suggestions you can offer will be very much appreciated and will be treated with strict confidence.

Sincerely yours,

Dear Tom:

Thank you for your letter asking for my recommendations for filling the vacancy on your New York office staff. I hope that it will be possible to help you locate someone, but it may be difficult. Most of the men I could recommend already hold very fine positions, and it is doubtful that they would want to consider changing jobs.

There is one individual, however, who might be interested in the position. Mr. John Davis is currently an office manager for one of the largest business firms in the city, and it would be necessary to offer a high salary to attract him. You would be assured, though, of getting one of the most capable young men in the city, I told him to call your office as soon as possible to arrange for an appointment.

Sincerely yours,

Spelling Demons

1. Prefer
2. Judgment
3. Recommendations
4. Considerable
5. Successful
6. Decision
7. Vacancy
8. Currently

Tape Number 21

(Pyramid Plan)
Speeds 80, 85, 90, 95, 100
Sustained Speed--90

Preview

1. customers
2. difference
3. surprised
4. fortunately
5. reductions
6. membership
7. absolutely
8. illustrated
9. current
10. selections
11. will be
12. at the time
13. that the
14. if you
15. you will find

Script

Dear Mr. Smith:

Many of our customers are attaching notes to their orders, telling us that the form they are using is over a year old. They ask us to ship the order, even though prices may have increased, and to bill them for any difference due.

As it has been more than a year since we mailed a general letter to all our customers, we thought you might need a new supply of order forms and another price list. You will be surprised and pleased to discover that we have not increased any of our prices. At the time we sent out our last list, we had reduced prices on several items. Fortunately, we have been able to maintain those lower prices too.

It appears, however, that the next list issued will probably have to show increases on a number of products. If that is necessary, we hope to be able to offset those increases by making reductions on other items. To escape a price rise, you may want to get now whatever you know you can use.

Cordially yours,

Dear Reader:

We have missed you for the past several months as a member of the Best-Sellers Club. Because the offer being made to new members at this time is so unusual, we believe that you, too, will want to renew your membership.

If you join again now, you will receive absolutely free, with the first Club selection you purchase, any one of the beautifully illustrated four-volume editions pictured in the enclosed circular.

May I remind you that, as a member of the Club, you are not required to take the current selection chosen by the Club's four judges. You will also recall that you need purchase only four books during each year.

In the enclosed circular, which includes all current selections, we know that you will find at least one recently published book that you have been eager not to miss. Why not, therefore, begin your renewal with that book?

We hope your subscription will be back in time for you to take advantage of the fine four-volume special gift offer.

Very truly yours,

Spelling Demons

- | | |
|--------------|-----------------|
| 1. Attaching | 5. Unusual |
| 2. Customers | 6. Illustrated |
| 3. Surprised | 7. Subscription |
| 4. Necessary | |

Tape Number 22

(Hillestad Plan)
Speeds 80, 90, 100, 110
Sustained Speed--90

Preview

- | | |
|--------------------|------------------|
| 1. appreciated | 6. delighted |
| 2. congratulating | 7. compliment |
| 3. recognition | 8. consideration |
| 4. significance | 9. request |
| 5. accomplishments | |

Script

Dear Jack:

I greatly appreciated your letter congratulating me on receiving the Man of the Year award. Your comments were kind and generous.

Although I am very grateful for the recognition that has been given me, I am rather overwhelmed when I try to balance, with the significance of my award, the results of the work I have done so far. My selection came as a complete surprise, believe me. I just hope that during the future years my accomplishments may be such as to indicate that I have been worthy of this recognition.

I enjoyed hearing from you. Thanks again. My sincere good wishes to all you fellows back East.

Jerry Dale,

Gentlemen:

Enclosed you will find another order for greeting cards. Our club members were very much pleased with the first two lots. They sold quickly, and all our customers are delighted. We are glad to have an opportunity to earn money by selling items that are so lovely and so useful.

You have given us the best delivery and printing service we have ever received on greeting cards. We wish to compliment you on the fine way in which you have handled our orders.

Our club members hope to make extra money for several spring projects we are planning. Our success with your greeting cards inspires us to try other merchandise from your catalog.

Cordially,

Dear Sir:

I am enclosing a check for \$18.50 in payment of the balance due on my account.

I want to thank you for the consideration you have shown in regard to my overdue account. We have had some unusual expenses in our own business in the last three months. For this reason we have not been able to meet all our bills.

I appreciate the fine service that you give to all your customers, and I want to continue to trade with your firm. A different type of charge account might be more satisfactory for me at present. I will talk things over with your credit man soon and see what arrangements we can make.

Very truly yours,

Dear Mr. Smith:

In order to verify our accounts before our annual audit, we are sending statements to all our customers who have charges outstanding. Enclosed is a statement showing your balance as of the date of this statement.

If the figure as given here is not correct, please let us know what your records show. If it is correct, you need only check the enclosed report card and drop it into the mail. Then, simply remit when your invoices are due. This is not a request for payment now.

Also enclosed is a form for your convenience should you wish to place an order at this time.

Thank you for your patronage. We appreciate it greatly.

Sincerely yours,

Spelling Demons

- | | | |
|-------------------|--------------------|-------------------|
| 1. Appreciated | 5. Significance | 9. Merchandise |
| 2. Congratulating | 6. Accomplishments | 10. Consideration |
| 3. Receiving | 7. Delighted | 11. Verify |
| 4. Recognition | 8. Opportunity | |

Tape Number 23

(Hillestad Plan)
Speeds 80, 90, 100, 110, 120
Sustained Speed--100

Preview

- | | |
|-----------------|---------------------|
| 1. to have | 7. if you are |
| 2. opportunity | 8. for the |
| 3. investments | 9. chemical |
| 4. objectives | 10. substantial |
| 5. speculation | 11. recommendations |
| 6. conservative | |

Script

Dear Mr. Planter:

I am glad to have the opportunity to review your investments for you, bearing in mind that your objectives are safety, growth, and income, not speculation. Actually it is hard to draw a line between growth and speculation; one partakes very much of the other. I am quite sure, however, that I know what you mean. I will go along on the basis of suggesting stocks that are sufficiently seasoned to have investment status yet some element of growth.

Your present list contains no poor stocks; it is, in fact, quite a conservative one. Your last two additions are the most speculative stocks you own.

If you are willing to take a little less income for the time being, I suggest that you add to your holdings in the chemical field. Also, I think you might consider adding to your holdings of oil stocks. These are substantial, growing businesses, in which you should have more representation.

As soon as you are ready to invest more funds, let me know so that I can suggest what our firm would consider the best and most profitable buys at that particular time. Please do not hesitate to consult us whenever you would like an opinion on changing your investment program.

I will send you releases with our current recommendations as they come out from time to time.

Very sincerely yours,

Spelling Demons

- | | |
|-----------------|--------------------|
| 1. Opportunity | 5. Substantial |
| 2. Speculation | 6. Representation |
| 3. Conservative | 7. Recommendations |
| 4. Additions | |

Tape Number 24

(One-Minute Speed Builder)
Speeds 80, 95, 110
Sustained Speed--95

Preview

- | | |
|-----------------|-----------------|
| 1. Mutual | 6. for you |
| 2. insurance | 7. mortgage |
| 3. recommend | 8. at your |
| 4. if you | 9. convenience |
| 5. developments | 10. recognition |

Script

Dear Mr. Day:

Your Mutual Insurance Company agent has important duties, and the service he can give you is very helpful.

His chief objective is to assist and guide you in determining your life insurance needs and to recommend the type and amount of insurance that you should carry. Then, if you should marry, or if you should receive a material increase in pay, such developments usually call for a new look at your life insurance program.

Perhaps your most pressing need is for adequate family protection. If so, your Mutual Insurance man can develop for you a plan to solve this particular problem. There are many other ways, too, in which he can help you. He does much more than sell just life insurance.

He can help you with your mortgage problems if you are buying a house or a farm, and he can set up a plan for retirement income for you. Perhaps you would like to have insurance that would pay for the education of your children, or you may want business insurance. You can call on him for help with all these problems whenever you wish.

Your Mutual representative will gladly review your present program with you and advise you on what steps to take to provide for your changing needs.

Return of the enclosed appointment card will bring him to see you at your convenience.

Yours truly,

Dear Mr. Day:

It is our custom every year to give special recognition to field representatives of the Mutual Insurance Company who have made outstanding contributions to company growth and progress. We give this recognition to these representatives who have qualified for membership in our honor clubs. These men are the Company's leaders, and they have met high standards of performance in serving the personal insurance needs of the public.

According to our records, John Lee sold you one of our policies several years ago. You may be interested to learn that he occupies a prominent place on this year's honor roll. Because of the excellent record he made this year, Mr. Lee becomes a member of our Merit Club for the year 1959.

We are pleased to announce this honor to Mr. Lee's friends.

Very cordially yours,

Spelling Demons

- | | |
|----------------|----------------|
| 1. Determining | 4. Convenience |
| 2. Recommend | 5. Recognition |
| 3. Mortgage | 6. Policies |

Tape Number 25

(One-Minute Speed Builder)
Speeds 80, 95, 110
Sustained Speed---95

Preview

- | | |
|----------------|-------------|
| 1. hesitate | 4. quality |
| 2. application | 5. promptly |
| 3. department | 6. continue |

Script

Dear Mr. George:

As you are well aware, many men and women buy clothes on a charge account. But young men and women who do not have a checking account often hesitate to ask us for credit because they are concerned about the questioning one usually has to undergo before a charge account is opened for him. Without a charge account, he may have to forego getting some suit or coat that he particularly likes but that he would find it hard to pay for at that moment.

A checking account is not necessary to opening a charge account at the Miller Clothing Mart if you can satisfy a few requirements.

The first step to follow in opening an account in any one of our stores is to walk right in and ask one of our salesmen for a credit application. This form you will find very easy to fill out.

If you wish, you can complete the form while you are still in the store. Then you just hand it to any clerk when you finish or drop it into any of the Charge Account Boxes located on each floor. If you prefer, fill in the information at home and mail the card back to us the next day.

As soon as your credit has been approved by our Credit Department, which usually takes only two weeks or less, you will receive notice that your account has been opened. Then you may start charging your purchases when you next come in.

From the first purchase that you charge in any one of our stores, you will be assured of having Miller quality clothes available to you at all times, and you will find our prices very reasonable.

If you care to open an account at once, just apply to us. It is that easy.

Yours truly,

Dear Mr. Johnson:

We are writing this letter to you to remind you that the balance on your account is now three months past due. This is the first time you have not paid promptly, and we are at a loss to understand it.

Customers who have regular charge accounts are expected to pay their bills in full at the end of each month. If you wish to have more time for the payment of your bills, we can arrange another type of charge account for you. Some people are willing to pay a carrying charge in order to be able to make payments over a longer period of time.

If you wish to make a change in your account, please come in and one of the men in our Credit Department will be glad to discuss the problem with you.

In the meantime, won't you please send us your check for this small balance? It is only \$18.50. You have been a good customer, and we want you to continue trading with us.

If you cannot send us your check now, please let us know when you expect to pay this balance.

Cordially yours,

Spelling Demons

- | | |
|----------------|-------------|
| 1. Hesitate | 4. Promptly |
| 2. Application | 5. Problem |
| 3. Purchase | 6. Continue |

Tape Number 26

(Pyramid Plan)

Speeds 85, 90, 95, 100, 105
Sustained Speed ---95

Preview

- | | |
|----------------|-----------------|
| 1. scholar | 12. essays |
| 2. minds | 13. dull |
| 3. collection | 14. issued |
| 4. authors | 15. experts |
| 5. entire | 16. volumes |
| 6. convenience | 17. agents |
| 7. commission | 18. handles |
| 8. drivers | 19. dividends |
| 9. 20 per cent | 20. premiums |
| 10. protection | 21. instant |
| 11. exactly | 22. in addition |

Script

Dear Friends:

When it takes a scholar a lifetime to find even a few of the best stories and essays, how can the busy man or woman hope to discover just the right reading.

Only the world's greatest minds are represented in the set of books described in the enclosed folder. There is not one dull page in the set. It is not like any other collection issued during the past few years. Each of the books contains only the best works of famous authors. Years of searching have produced a fine collection of reading material.

This set of books has been arranged by our experts in such a manner that you can spend as little as 20 minutes a day and still read a complete selection at one sitting. You can have the entire set of 20 volumes for only \$100.

For your convenience in ordering, we have enclosed an order blank and a self-addressed envelope.

Yours truly,

Dear Sir:

We have no agents working on commission. All your dealings are handled by full-time representatives employed on a regular salary basis.

Savings brought about by careful selection of good drivers and savings resulting from the fact that we do not have a lot of large commissions to pay are returned to you. These savings, in the form of cash dividends, have amounted to 20 per cent of the premiums every year for 40 years.

We offer you protection by the largest insurance company in the country. Our company operates from coast to coast and gives you instant service.

Just fill out the enclosed card and mail it today. When we receive it, we will send you a booklet describing exactly how our plan works. In addition, why not ask us to have our representative call and answer any questions that may have come to mind.

Yours very truly,

Spelling Demons

- | | | |
|--------------|---------------|----------------|
| 1. Scholar | 5. Commission | 9. Convenience |
| 2. Issued | 6. Instant | 10. Handled |
| 3. Volumes | 7. Essays | 11. Premiums |
| 4. Dividends | 8. Authors | 12. Exactly |

Tape Number 27

(Stair-Step Plan)
Speeds 85, 95, 105, 115
Sustained Speed-95

Preview

- | | |
|-------------------|-----------------|
| 1. representative | 9. qualified |
| 2. few days ago | 10. competent |
| 3. campaigns | 11. aware |
| 4. inserting | 12. unnecessary |
| 5. initiate | 13. remarks |
| 6. consequently | 14. ten days |
| 7. situation | 15. clerical |
| 8. touch | 16. schedule |

Script

Gentlemen:

Our representative, James Smith, reports that he paid your factory a visit a few days ago. He tells us that all your business is done on a direct-mail basis.

We have conducted direct-mail campaigns for years and have helped many firms increase their sales. I am sure we can do the same for you.

It will probably be necessary for us to do a small amount of newspaper advertising in order to assure the success of the campaign. However, the cost of this advertising will be very small and will not add materially to the cost of the campaign.

We understand that you have a fairly large mailing list of users to whom you send circulars each year. We believe it is of great importance that you secure new inquiries, and we know of no better way to secure them than by inserting a few small ads in the local papers. We shall be glad to submit suggestions for such a campaign, also sample copy for ads that might initiate it.

Yours truly,

Dear Sir:

When you buy life insurance, you can't be sure what conditions you or your family may have to face in the future. Consequently, the provisions in your life insurance policy should be able to meet a great many possible situations.

The help you may need could come from any one of the many benefits you get from one of your policies.

When you buy life insurance, it is important to know what it provides. For this reason, we suggest that you get in touch with one of our representatives. They are well qualified to answer any questions you may have in regard to the best type of policy for you.

Buying life insurance is not a do-it-yourself job. You will need the competent help of one of our trained men. They are experts in fitting life insurance to your personal needs. We believe that our policies offer the finest combination of benefits available at any price.

Won't you let us talk it over together soon?

Very truly yours,

Dear Mr. Price:

As you are aware, men in high public office, and leaders in business, have confidence in their ability to stand up on their feet and speak clearly and well.

Mr. Brown has made his book as practical as possible. There are no unnecessary details to waste your time, yet everything you need has been included. Every form of speaking is described in this book, from the few informal remarks that the smallest social affair may require to the inspiring address you may want to make on the most important business occasion.

By filling out and returning the enclosed blank, you may have a copy of the book in your own home for ten days without cost to you. Examine it carefully. If you do not think it is worth the price of \$5, just return it to us when the ten days are over. You will not be obligated in any way.

We feel sure, however, that you will want to keep the book and mail us your check, for we are certain that you will find it the finest book ever published.

Yours very truly,

Dear Mr. Johnson:

Thank you so much for your willingness to take part in our group discussion on the improvement of clerical work in our organization. As you know, this meeting will be held on April 15. I am very much pleased that this date worked in with your schedule so satisfactorily. We shall look for you about eight o'clock on that evening.

Our meeting does not begin until 8:30, but I will plan to be there before eight o'clock so that we can have a short visit before the meeting begins.

Do you know Miss Smith, our chairman for the meeting? She would like to have some information from you to use in her introductory remarks. She will probably telephone you within the next day or two.

I thought you might be interested in the enclosed announcement of our meeting. As you will see, this gives a general idea of the different phases of clerical work to be discussed. It also gives the names of the other members of the discussion group.

Sincerely yours,

Spelling Demons

- | | |
|-----------------|--------------------|
| 1. Campaign | 6. Competent |
| 2. Materially | 7. Unnecessary |
| 3. Inquiries | 8. Clerical |
| 4. Initiate | 9. Schedule |
| 5. Consequently | 10. Satisfactorily |

Tape Number 28

(Hillestad Plan)

Speeds 85, 95, 105, 115, 125
Sustained Speed--85

Preview

- | | |
|-----------------|--------------------|
| 1. requirements | 7. correspondence |
| 2. education | 8. attempt |
| 3. judged | 9. majority |
| 4. mailability | 10. average |
| 5. textbooks | 11. responsibility |
| 6. standards | |

Script

Dear Miss Johnson:

We have your letter asking for information about the requirements for office positions in this area.

In many business-education classes today, the work is judged, we understand, on mailability. There are many textbooks and magazine articles written about present-day office requirements. These refer many times to mailable work and the factors to be considered in deciding whether or not work is mailable.

Most of the business students in your school will be working for local business men when they have completed their training. These businessmen have certain standards for mailability. It is their viewpoint and opinion that should be kept in mind when deciding whether correspondence is acceptable or not. Each man has his own ideas as to how work should be done and how letters should look when transcribed.

An attempt should be made to determine what the majority of our businessmen prefer, and how they would like to have their work prepared. This survey can be used as a basis for training most of your students.

It would be a mistake, however, to try to prepare all business students for the average job. Some businessmen have such high standards that only a few students could meet the requirements. Therefore, good students should be prepared to meet the demands of that type of office. It is the business teacher's responsibility to recognize the difference in standards.

Sincerely,

Spelling Demons

1. Whether
2. Requirements
3. Recognize
4. Acceptable
5. Responsibility

Tape Number 29

(One-Minute Speed Builder)
Speeds 85, 100-115
Sustained Speed--100

Preview

- | | | |
|---------------------|----------------|-----------------|
| 1. system | 9. minute | 16. units |
| 2. air conditioning | 10. without | 17. confidence |
| 3. cooling | 11. examine | 18. practical |
| 4. installing | 12. recommend | 19. described |
| 5. survey | 13. results | 20. occasion |
| 6. decision | 14. Nelson | 21. obligated |
| 7. ability | 15. efficiency | 22. opportunity |
| 8. unnecessary | | |

Script

Dear Mr. Jackson:

If you want an air-conditioning system that requires less power and results in savings right from the start, we recommend Nelson.

It needs little in the way of repairs, and it lasts longer than other air-conditioning systems. It actually gives more cooling for less money. Many business men tell us they have found air conditioning their wisest investment.

Not only can business offices be supplied with Nelson equipment, but homes can too. Air conditioning is easy to install in homes that are already built, and it is a simple matter to provide for it in new homes.

If you still feel that the cost of installing air conditioning is too great, we should like you to consider the savings to be made because of increased production due to higher efficiency. Why not have your local dealer call and make the survey? He will be able to show you just what dollars-and-cents savings you will make by installing our units.

If you want to write to other large firms using our units before making your decision, we shall be glad to send you their names.

Sincerely yours,

Dear Mr. Price:

As you are aware, men in high public office, and leaders in business, have confidence in their ability to stand up on their feet and speak clearly and well.

Mr. Brown has made his book as practical as possible. There are no unnecessary details to waste your time, yet everything you need has been included. Every form of speaking is described in this book, from the few informal remarks that the smallest social affair may require to the inspiring address you may want to make on the most important business occasion.

By filling out and returning the enclosed blank, you may have a copy of the book in your own home for ten days without cost to you. Examine it carefully. If you do not think it is worth the price of \$5, just return it to us when the ten days are over. You will not be obligated in any way.

We feel sure, however, that you will want to keep the book and mail us your check, for we are certain that you will find it the finest book ever published on the subject. Do not miss this opportunity to examine this book.

Yours very truly,

Spelling Demons

1. Recommend
2. Efficiency
3. Decision
4. Occasion
5. Opportunity
6. Installing
7. Survey
8. Practical
9. Unnecessary
10. Obligated

Tape Number 30

(One-Minute Speed Builder)
Speeds 85, 100, 115
Sustained Speed-100

Preview Words

1. improvement
2. efficiency
3. influenced
4. maintains
5. surroundings
6. level
7. tedious
8. proportion
9. models
10. double
11. tomorrow
12. executives
13. transportation
14. thoroughly
15. dependable

Script

Gentlemen:

Wouldn't you like to see an improvement in the efficiency of your office? We think you will agree that efficiency in the office can be greatly influenced by the kind of working conditions your company maintains. And that includes the use of modern machines and equipment, as well as pleasant surroundings. There is no doubt about the fact that good equipment plays a very important part in keeping office efficiency at a high level.

Take, for example, the job of opening the morning's mail. This may not seem important; but, if it is done by hand, your office personnel finds it a tedious and disagreeable job. More than that, valuable time is wasted, not only by your mail clerks, but also by other people who are waiting for the mail in order to begin work.

You will find that our mail opener will save you money in direct proportion to the size of your company and the number of people who handle incoming mail. In but short time, it will actually pay for itself.

A booklet showing all models has been sent you.

Yours very truly,

Dear Sir:

Whatever you are worth to your company, you can double that worth tomorrow. You will be able to do this simply by being in more places each week, doing the things that are necessary to carry on your business.

Like thousands of other executives, you can increase your effective hours by reducing the time spent in traveling. You can do this with one of our planes built especially for businessmen. These planes provide transportation for important executives whose time is too valuable to waste in unnecessary waiting.

You see more and more businessmen traveling in their own planes these days. Most of them never thought of flying until a few years ago. Now they have found it practical and convenient. This more convenient way to travel has been made possible, in great measure, by the development of our new planes. They are not only thoroughly dependable but have speed and comfort that give you a new outlook on travel.

We have low-cost financing and leasing plans. If you are interested, ask our Public Relations Department for details today.

Very truly yours,

Spelling Demons

- | | |
|-------------------|----------------|
| 1. Personnel | 6. Executives |
| 2. Morning's Mail | 7. Traveling |
| 3. Tedious | 8. Convenient |
| 4. Efficiency | 9. Until |
| 5. Proportion | 10. Thoroughly |

Tape Number 31

(Pyramid Plan)

Speeds 90, 95, 100, 105, 110

Sustained Speed 100

Preview

- | | |
|-----------------|------------------|
| 1. association | 11. institute |
| 2. educational | 12. academic |
| 3. broadcasters | 13. affiliations |
| 4. Santa Fe | 14. anniversary |
| 5. headquarters | 15. electronics |
| 6. enjoyable | 16. dynamic |
| 7. Yellowstone | 17. abundant |
| 8. Yosemite | 18. technician |
| 9. graduate | 19. prospective |
| 10. technical | |

Script

Dear Mr. Thompson:

As a member of the National Association of Educational Broadcasters, you will most likely be attending the 1962 convention in San Francisco this fall. All of us here at Santa Fe headquarters will be happy to help you with your rail transportation to San Francisco and return. It would also be a real pleasure to provide you with sample sight-seeing tours that you could enjoy coming or going between your home city and San Francisco. Possibly in this connection you will find it worth the while to spend say about 30 minutes paging through the enclosed folders.

You may want to consider taking your family with you on this trip. It would provide all of them with a most enjoyable vacation and permit them to see some of our country's scenic wonders, such as Grand Canyon, the Painted Desert, Yellowstone National Park, the Badlands, Yosemite Park, the Giant Redwoods, and other spots every citizen of our great country should enjoy.

Cordially yours,

Dear Graduate:

I am pleased to send you our current catalogue known as Bulletin Space Age. It contains full information about the history of Edison Technical Institute, complete descriptions of all the courses offered, and a list of associations that accredit our school. Included, also, are the names of just a few of our academic and industrial affiliations. On this our thirtieth anniversary, we are proud that we have been recognized as one of the high-ranking technical institutes in the United States.

As you may already know, our two most important fields are in electronics and airline careers. These are widely recognized as the most dynamic growing industries in the world today. Each year they surpass their previous records and offer continually abundant opportunities for qualified young men and young women.

I should like to call your particular attention to the article on page 5, describing the special skills required of today's electronic technician.

Very sincerely yours,

Spelling Demons

- | | |
|------------------|----------------|
| 1. San Francisco | 6. Santa Fe |
| 2. Yosemite | 7. Technical |
| 3. Affiliations | 8. Anniversary |
| 4. Electronics | 9. Dynamic |
| 5. Abundant | |

Tape Number 32

(Stair-Step Plan)
Speeds 90, 100, 110, 120, 130
Sustained Speed--100

Preview

- | | |
|------------------------------|------------------------|
| 1. more and more | 17. let us know |
| 2. luxury | 18. if you will |
| 3. frequently | 19. confirm |
| 4. enthusiastic | 20. openings |
| 5. excellent | 21. we have |
| 6. comfortable | 22. 41 hundred dollars |
| 7. thank you for your letter | 23. maximum |
| 8. Miami | 24. particularly |
| 9. recognition | 25. corps |
| 10. nevertheless | 26. division |
| 11. gracious | 27. vacancy |
| 12. dissatisfied | 28. I should be glad |
| 13. if you are | 29. credentials |
| 14. convention | 30. application |
| 15. we should like | 31. elementary |
| 16. luggage | 32. alternate |

Script

Dear Mr. Young:

More and more these days, travelers who want the best are using our airlines, either for coach service or for a first-class luxury flight.

They appreciate our having planes scheduled so frequently and at such convenient hours. They are enthusiastic about the excellent meals. Then, too, they like the worth-while saving to be had under our popular Family Fare Plan, which is in effect from Monday noon to Thursday noon.

Why not let us help you make that next trip of yours comfortable, fast, and pleasant aboard one of our airliners.

Cordially,

Dear Mr. Young:

Thank you for your letter of February 25, telling us how much you enjoyed the recent flights you made to Miami and back.

Providing that kind of service is our regular job, without expecting any special recognition for it. Nevertheless let me assure you that we are sincerely grateful when busy people like yourself take time out to write us such a gracious letter.

We try to operate in such a way that there will be no reason for complaints from those we serve; however, I must admit that we are more likely to hear from the few people who are dissatisfied. So, thank you again for writing.

Cordially yours,

Dear Mr. Young:

If you are planning to attend the national convention of bakers that is to be held in Miami February 15, to 18, our airline has a little gift for you. We should like to send you, with our compliments, an attractive luggage tag to help you keep track of your brief case or suitcase.

To receive this handsome plastic tag, all you have to do is just to let us know how you want your name and address to appear on it. At the same time, if you will tell us what day you plan to leave, we will then get in touch with you to confirm whatever reservations you wish.

Very sincerely yours,

Dear Miss Paynter:

I was pleased to have your recent letter expressing your interest in the openings for art teachers we have in our schools.

At present our starting salary is \$4,100 for teachers with an A. B. degree and the maximum for a person with a Master's degree is \$6,800.

We feel that we have a particularly fortunate situation here, in that we have a corps of 25 art teachers, most of whom teach in one building only.

Opportunities for further study are offered through the Extension Division.

Sincerely yours,

Dear Miss Paynter:

Yes, we do have a vacancy for an art teacher, and I should be glad to see your credentials. I am enclosing an application form that you may fill out and return to us also.

We shall, in fact, have a number of openings that will be in elementary schools and a few in our junior high schools.

Because some of our new schools are small, we are setting up each position to cover the teaching of art in two schools. The teachers will go to these schools on alternate days.

Yours truly,

Spelling Demons

- | | |
|-----------------|-----------------|
| 1. Luxury | 6. Particularly |
| 2. Enthusiastic | 7. Corps |
| 3. Miami | 8. Vacancy |
| 4. Nevertheless | 9. Credentials |
| 5. Dissatisfied | |

Tape Number 33

(Hillestad Plan)

Speeds 90, 130, 120, 110, 100

Sustained Speed-100

Preview

- | | |
|---------------|-------------------|
| 1. Roberts | 10. requirements |
| 2. describing | 11. certificates |
| 3. popular | 12. counselors |
| 4. provides | 13. abbreviations |
| 5. individual | 14. interprets |
| 6. summary | 15. alphabetic |
| 7. facilities | 16. religious |
| 8. admission | 17. directory |
| 9. graduation | |

Script

Dear Mr. Roberts:

Recently we had the pleasure of sending you a 32-page booklet describing some of the features of our Guide to a College Education. One of the most popular sections of the guide is the third section which provides just about every important fact about more than six hundred two-year colleges. There is an individual summary for each college listing the name, address, whether public or private, size of campus, enrollment, housing facilities, social programs, and so on. Also covered in detail are such items as admission and graduation requirements, degrees, diplomas, and certificates offered.

A feature which counselors and students alike appreciate is the fact that all the data are given in full and without any annoying codes or abbreviations that are difficult to interpret

Here are a few other features you will want to check when you have the opportunity to see the guide:

1. The alphabetic listing of all two-year colleges.
2. A special listing separating the colleges into the six principal regions of the United States.
3. A list of all religious affiliations for those colleges sponsored religious groups.

4. A directory of separate courses showing names and addresses of all colleges offering each course. This section also points out interesting career possibilities which may not be known to the average student. Almost every day new fields of occupation, many of them in the semi-professional and technical groups, open up. Young people should become more familiar with these new career opportunities.

Very truly yours,

Spelling Demons

1. Describing
2. Facilities
3. Counselors
4. Abbreviations
5. Interpret
6. Alphabetic
7. Directory

Tape Number 34

(One-Minute Speed Builder)
Speeds 90, 105, 120
Sustained Speed-105

Preview

1. counselors
2. directory
3. terminal
4. secretarial
5. specialized
6. technical
7. Education
8. Preston
9. guidance
10. includes
11. institute
12. Canada
13. United States
14. association
15. adjoining
16. clerical
17. 15 thousand
18. metropolitan
19. employees
20. responded
21. gratifying
22. thank you for your
23. position
24. 5 hundred
25. whose
26. anxious
27. finances
28. February

Script

Gentlemen:

As principal of a large high school, I am eager that our student counselors have up-to-date information on college courses in every field. One of our big interests right now is a directory of two-year colleges that offer terminal training in the secretarial field. We want to know, too, of those junior colleges that offer specialized courses in legal, medical, and other technical shorthand training. If you have a directory of this type, would you please tell us about it?

Cordially yours,

Dear Mr. Roberts:

Yes, we believe we have just the kind of college directory you want. It is called "Guide to a College Education," written by Dr. Preston Robinson, dean of guidance directors. The guide has just been published and includes every approved two-year college, community college, and technical institute in the United States and Canada. This new guide is intended to provide information for those students who are doubtful about going to college because of their grades, finances, or home conditions. Actually, there are colleges where every boy or girl of average ability may be accepted, provided he or she is willing to put forth a little effort. You will want to read carefully the enclosed booklet which describes the guide.

Cordially yours,

Gentlemen:

Thank you for your interesting booklet about the new "Guide to a College Education." In my position as counselor for more than five hundred high school juniors and seniors, I often come face to face with the problem of guiding a great many students whose grades are not the highest, yet who are very anxious to get a college education. Many of them are also limited in their finances, so cannot afford to go a long distance from home. For them, information about good two-year colleges in their own states, or adjoining states, is most helpful. While I have just glanced through your new guide, I am sure it will be a real help.

Cordially yours,

Dear Mr. Jones:

On next February 1, the local chapter of the Office Managers Association will issue its annual survey of clerical salary rates covering more than fifteen thousand business concerns in the Metropolitan area. It will include this year a section dealing with various office practices, such as vacation allowances, sick leave, group insurance, and other matters of concern both to managers and employees. Last year more than fourteen thousand firms responded--a very gratifying return. We sincerely hope that you will join in the survey this year.

When the final tabulations of the survey are completed, they are put in the project. In addition to this local report, you will receive a copy of the national report covering similar data for most large cities in the nation. We hope you will join with us in the survey.

Cordially yours,

Spelling Demons

- | | |
|---------------|-----------------|
| 1. Counselors | 6. Secretarial |
| 2. Technical | 7. February |
| 3. Clerical | 8. Metropolitan |
| 4. Institute | 9. Anxious |
| 5. Finances | 10. Adjoining |

Tape Number 35

(One-Minute Speed Builder)
Speeds 90, 105, 120
Sustained Speed--90

Preview

- | | |
|-----------------------|---------------------------------|
| 1. thank you for your | 13. satisfaction |
| 2. remodeling | 14. purchases |
| 3. I am sure | 15. one of our |
| 4. if you decide | 16. valuable |
| 5. architect | 17. to thank you for your order |
| 6. scheme | 18. increasingly |
| 7. calculators | 19. experiences |
| 8. has been | 20. qualified |
| 9. on the market | 21. sincere |
| 10. inexpensive | 22. analyze |
| 11. you will find | 23. secretary |
| 12. guaranteed | 24. committee |

Script

Gentlemen:

Thank you for your inquiry about the remodeling of our offices. I am sure that, if you decide to have yours done over, you will find that the results will be very gratifying indeed.

Plans for our remodeling were made by an architect; then each official was given an opportunity to make suggestions about the changes. Each one selected his desk and files and approved the color scheme before the remodeling was begun. Careful consideration was given to the work of each man, and we tried to plan each office so as to help him get his work done efficiently.

Sincerely yours,

Dear Sir:

There is something new in the line of calculators. This convenient new machine of ours has been placed on the market just recently, and already we are hearing fine reports about its work. Everyone who has figuring to do should have one of these valuable little machines in his office because it is so inexpensive and easy to operate. You will find that it will save time and money for your company.

This calculating machine is guaranteed to give complete customer satisfaction, a guarantee that has stood the test of 50 years in business.

Sincerely,

Gentlemen:

The report has just reached me that you have purchased one of our new calculators, the valuable little machine that was recently put on the market at the low price of \$115. I want to thank you for your order and welcome you as a new customer.

This convenient machine can be used in such a variety of ways that I am sure it will prove increasingly valuable to you. Like so many of our customers, you may have some interesting experiences with it. If so, perhaps you would be good enough to write me about them.

We try to keep in touch with our customers for our mutual benefits

Sincerely,

Dear Mary:

I have just received your letter asking me what qualities are necessary for leadership. I realize from the comments in your letter that you want to become a leader in your school and that you are sincere in trying to analyze the qualities that make for good leadership.

Some people think that the leader in an organization must be the president of the group. That is not true. A secretary of an organization can be a leader, or a chairman of a committee can be a leader. In fact, almost all young people time and time again while they are in school, find themselves in a position where they have an opportunity.

Very truly yours,

Spelling Demons

- | | |
|----------------|----------------|
| 1. Architect | 4. Inexpensive |
| 2. Scheme | 5. Guaranteed |
| 3. Calculators | 6. Analyze |

Tape Number 36

(Pyramid Plan)

Speeds 95, 100, 105, 110, 115

Sustained Speed - 105

Preview

- | | |
|-----------------|-------------------|
| 1. appreciate | 13. promised |
| 2. Washington | 14. on that date |
| 3. property | 15. immediately |
| 4. unrented | 16. corrected |
| 5. difficulty | 17. progress |
| 6. telephone | 18. outstanding |
| 7. experienced | 19. properly |
| 8. suggested | 20. consideration |
| 9. suburbs | 21. certificate |
| 10. suitable | 22. accordance |
| 11. available | 23. installation |
| 12. merchandise | |

Script

Gentlemen:

Enclosed is my check for \$350 to cover two months' rent on the property at 607 Edwards Street. Also enclosed is a signed copy of the lease.

As I am unable to come to Washington just now, I shall accept your offer to make arrangements to have the gas, electricity, and water turned on. I have taken care of the installation of a telephone through the local office of the telephone company.

Please let me know what fees are required in connection with the services that you are to arrange for me. I will send you a check immediately.

Very truly yours,

Gentlemen:

I appreciate very much the help you gave me when I was in Washington last week. The house that you showed me on Edwards Street appears to be just the kind of place in which I am interested.

After having talked with my wife, I have decided to rent this property if the owner will make certain repairs. I noticed that the living room and the dining room need painting. Also, the front steps should have some work done on them.

If the house is still unrented and the owner will agree to do the work specified, I shall be glad to sign the two-year lease he requires and send you a check as security.

Very truly yours,

Dear Mr. Smith:

Thank you for your letter asking for information about our planned vacation trips to California. We are enclosing details of two plans that we think will interest you.

Under Plan No. 1, you will go by air. If you are taking your family, you may be interested in the Family Plan offered by the airlines.

If you decide to go by train, you will have the privilege of stopovers at points of interest along the route. Details of this trip are given in Plan No. 2. After you have had time to study these plans, we shall be glad to make your reservations. Meanwhile, let us know if you have any further questions.

Yours truly,

Dear Miss Johnson:

I am sorry to say that no booklet on a trip around the world is available for free distribution. However, we do have a book on world travel which sells for \$2 a copy. If you wish one of these books, send your remittance along with the order form, using the envelope enclosed with this letter. We will send the book immediately.

If you are planning a trip of this kind, we urge you to make your reservations early. Trips of this type are booked months in advance; therefore, you should make your reservations as soon as you have decided on the time you wish to go. We shall be glad to help you with the arrangements for your trip.

Sincerely,

Spelling Demons

- | | |
|-----------------|------------------|
| 1. Route | 6. Suggested |
| 2. Merchandise | 7. Reservations |
| 3. Certificate | 8. Remittance |
| 4. Installation | 9. Privilege |
| 5. Arrangements | 10. Distribution |

Tape Number 37

(Stair-Step Plan)
Speeds 95, 105, 115, 125, 135
Sustained Speed-105

Preview

- | | |
|-----------------|------------------------|
| 1. corrected | 9. would be |
| 2. Wilson | 10. of the |
| 3. transaction | 11. I have done |
| 4. explanation | 12. I did not |
| 5. suburbs | 13. if you do not have |
| 6. monthly | 14. telephoned |
| 7. I had been | 15. March |
| 8. on that date | |

Script

Gentlemen:

On April 5, I wrote you that I had been charged \$89.95 for a chair that I had not received. I related the history of the transaction and asked that my account be corrected and a new statement be sent me.

This morning I received a call from Mr. Wilson, of your credit department, reminding me that my account is now overdue. I told him what had happened, but he offered no explanation of why I had not received a corrected statement so that I could pay the balance that I owe.

I have done business with your store for years, and this is the first difficulty I have experienced. I did not enjoy that telephone call this morning.

Yours very truly,

Gentlemen:

Mr. John Harris has suggested that I get in touch with you about renting a house in one of the suburbs of Washington. I am being transferred next month to the Washington office of Blair and Company.

What I need is a six or seven-room house in the price range of \$150 to \$200. I shall want at least two bedrooms in the house that I select.

Have you anything on your list that might be suitable? Even if you do not have a house just now, I shall appreciate your letting me know if something becomes available in the next ten days.

Yours very truly,

Dear Mr. Morris:

I was pleased to receive your letter in answer to the one I wrote you on March 15, regarding the 50 shares of stock that I hold in your company.

I am glad to know that you will be able to find a buyer for my stock. I had hoped to sell it for at least \$25 a share; but, as I need the money to use in my business, I am willing to sell at \$20 a share. I am sorry that I must sell now, for I am sure that the stock will increase in value in the future. I know that your company has made outstanding progress this past year.

In accordance with your request, I am sending you my stock certificate properly endorsed. I hope that you will be able to sell the stock promptly. At \$20 a share, I should receive a check for \$1,000.

Thank you for your consideration and your assistance.

Very truly yours,

Gentlemen:

When I received the monthly statement of my account this morning, I found that I had been charged for merchandise that I never received.

On March 2, I selected a chair, priced at \$89.95, and charged it to my account. Delivery was promised by March 6. The chair did not arrive on that date, but your furniture department assured me that it would be sent immediately.

When it still had not come by March 13, I telephoned you, asking that my order be canceled, and bought a similar chair elsewhere.

Please remove the \$89.95 from my account and send me a corrected statement so that I can pay the balance due.

Yours very truly,

Spelling Demons

- | | |
|----------------|--------------|
| 1. Received | 6. Promptly |
| 2. Letting | 7. Regarding |
| 3. Transferred | 8. Shares |
| 4. Canceled | 9. Offered |
| 5. Assured | 10. Similar |

Tape Number 38

(One-Minute Speed Builder)
Speeds 95, 110, 125
Sustained Speed- -110

Preview

- | | | |
|-------------------|-----------------|---------------|
| 1. quickly | 5. surprisingly | 9. productive |
| 2. identification | 6. details | 10. expensive |
| 3. insurance | 7. sincerely | |
| 4. gasoline | 8. magazines | |

Script

Dear Mr. Harris:

For use either here in town or in a neighboring city, you can rent a car from us in a hurry and take care of important matters quickly.

It is very simple. All you need is your license and identification, and you will be on your way in a few minutes. Rental includes insurance and gasoline and oil, even when you buy it on the road.

We have a convenient office in every important city. Come in when you need a car, or call the local office in advance to reserve a fine car of your choice. Our rates are surprisingly low. New cars rent for about \$10 a day, and you pay only 10 cents a mile wherever you travel.

A new credit card can be obtained if you wish to have one. We will send you one monthly statement if you prefer to pay your bill that way. All details have been worked out for your convenience.

Come in soon and try one of our fine cars. We are sure that you will be satisfied with the service you will get from us.

Sincerely yours,

Dear Mr. Day:

Thank you for your letter of March 15, which has been referred to my attention.

Your complimentary remarks regarding our company's progress during the last year are sincerely appreciated. We feel that we are definitely making progress in every department and that we have overcome most of the difficulties we had during the past two years.

I have checked on the report that you sent us concerning the present market value of the stock. I am not in a position to advise you officially in this matter; however, I believe that the figure of \$30 a share is much too high. Our best estimate of the market value of the stock is approximately \$20 a share.

Occasionally, certain officials of the company are interested in purchasing outstanding shares of the stock at about that price; so, it is quite possible that we could dispose of your shares at approximately \$20.

If it is necessary for you to sell your stock at this time and you care to accept this \$20 figure, will you please forward your stock certificate properly endorsed. We will then arrange for payment.

We are always willing to be of assistance, so don't hesitate to write or call if you have any further questions.

Yours very truly,

Gentlemen:

We are pleased to tell you of the fine results obtained from the advertising your agency has planned for us. Our newspaper campaign has been particularly successful. We are now thinking of other kinds of advertising for our products.

How about catalogue advertising? We know of other companies that have had outstanding success with this method. Many of their orders have come in on catalogue blanks.

As you know, we have not yet tried space in national magazines, for our company is small and this type of advertising is very expensive. Could you give us some figures to help us in making a decision about expanding our advertising program in this direction?

We have been very much pleased with the assistance you have given us during the past year. We know that your agency leads the field here, and we have confidence that you will be able to give us suggestions that will make our advertising in the future even more productive.

Very truly yours,

Dear Mr. Lane:

Have you thought of advertising your products on television or by radio? We should like to give you some figures and help you work out a plan to bring your products to the attention of the millions of people who can be reached in this way. Our agency has had a great deal of experience in helping clients expand their business through this kind of advertising.

If you are not now interested in such a campaign, we will gladly work with you on other plans. Our agency is known for its success in bringing our clients' merchandise to the attention of the buying public effectively. Come in and talk over details.

Cordially yours,

Spelling Demons

1. Convenience
2. Complimentary
3. Approximately
4. Occasionally
5. Accept
6. Monthly
7. License
8. Surprisingly
9. Particularly
10. Confidence

Tape Number 39

(One-Minute Speed Builder)
Speeds 95, 110, 125
Sustained Speed-110

Preview

1. position
2. employment
3. advancement
4. satisfactory
5. advertising
6. opportunity
7. organization
8. Philadelphia
9. possibility
10. detailed
11. I hope that
12. should like to be able
13. shall be
14. will be
15. to make

Script

Dear Mr. Lee:

Many changes have taken place in education since 1900. Not the least of these changes have been those made in school furniture. This you well know, for the school furniture of today is a far cry from that which you probably remember as a grade school student. It is much more comfortable and functional than it was years ago.

Our company manufactures school furniture for every type of activity. It is designed to improve not only the appearance of the class room but the comfort of the student and, consequently, his attitude toward learning. Today's school furniture is the result of continuous research and development--in class cooperation with those who are leaders in the field of education.

A special feature of Metropolitan School Furniture is its flexibility. It can be moved from place to place. This is important for group activities as well as individual work. Metropolitan Furniture is good looking as well as functional; and the high quality of the materials used gives you the assurance of long service--a necessity in the modern school room.

School equipment is a major item of expense in any school budget. You are making an investment that must last for a good many years. Therefore, price and quality are two factors you must give careful consideration. Space is important, also, for saving space is saving money.

The enclosed folder gives you information about school furniture that will enable you to select, for your classroom, equipment that will be just as modern ten years from now as it is today.

Very truly yours,

Gentlemen:

I should like to make application for a position with your company. In about three months, I shall be moving from New York to Philadelphia with my family. I am now employed in the advertising department of a large organization here in New York, and I should like a similar position in Philadelphia.

About six months ago I talked with Mr. Smith, the head of your advertising department, when he was in New York on business. He suggested that I write to you if I found it necessary to make a change in the future.

Mr. Smith gave me some very interesting information about your company's fine reputation in the advertising world. He told me that there is a good opportunity for advancement with you if work is satisfactory; therefore, I feel that I shall be very fortunate if I can obtain employment there.

I already have had good training for advertising work and am just completing a correspondence course that has given me information on some new and effective methods that are proving very valuable in my work here in this organization. I am sure that this will be of assistance to me in any position in the advertising field.

I am enclosing a data sheet with detailed information about my training and experience. You will see that I have had five years' experience in advertising in two large organizations in New York. I am privileged to give as reference the names of the men who are in charge of these departments. I hope that my qualifications will interest you. My present salary is \$500 a month. I should like to be able to earn at least that much in a new position. I shall be pleased to go to Philadelphia for an interview at your convenience.

If there is a possibility of a position with your organization will you please write or telephone me.

Very truly yours,

Spelling Demons

- | | |
|-------------------|-------------------|
| 1. Necessary | 6. Qualifications |
| 2. Reputation | 7. Convenience |
| 3. Satisfactory | 8. Fortunate |
| 4. Correspondence | 9. Completing |
| 5. Philadelphia | |

Tape Number 40

(Hillestad Plan)

Speeds 95, 125, 135, 115, 105
Sustained Speed-105

Preview

- | | |
|-------------------|----------------|
| 1. that have been | 6. membership |
| 2. about the | 7. photographs |
| 3. considerable | 8. fascinating |
| 4. tremendous | 9. happy |
| 5. announced | 10. traveler's |

Script

Dear Friend:

May I tell you a few things about our rapidly growing travel club which is now in its exciting tenth year? More than 100,000 men and women are enjoying the privileges of our travel club at the present time. More than half have been members since the plan was first announced. I am writing to you because I feel sure that you do considerable traveling and will appreciate knowing about the club's tremendous bargains in travel pleasure.

It started with the simple idea that a club organized for people who like to travel could provide advantages and wider opportunities for traveling than are economically possible for the individual.

The idea has worked perfectly. After nine years, our travel club has more than 100,000 members, and each one gets hundreds of dollars in benefits and enjoyment for a very small membership fee.

Here are a few of the services enjoyed by our members:

(a) a wonderful travel-tour magazine every month. Each issue is full of actual photographs taken by our tour guides. Each issue contains three complete tour schedules selected from the most popular in our extensive file. Each issue lists new hotels and motels that have been added since our annual directory was issued.

(b) As a regular benefit of the club membership, you will receive an accident insurance policy for \$5,000 which provides complete coverage for you while traveling anywhere in the world.

(c) An annual hotel-motel directory, covering all the important travel spots. There is a wide range of accommodations to fit every purse.

This gives you an idea of some of the benefits you will gain by joining the travel club.

The enclosed folder tells the story in greater detail. Read it carefully from cover to cover. I am sure you will do this; it is a fascinating story.

You will be in good company when you join the Happy Traveler's Club.

Sincerely yours,

Spelling Demons

1. Exciting
2. Schedules
3. Tremendous
4. Economically
5. Privileges

6. Fascinating
7. Accommodations
8. Receive
9. Annual
10. Directory

BIBLIOGRAPHY
FOR
SHORTHAND LABORATORIES

This bibliography was prepared by Dr. Helen Mae Arnett, Education Librarian and Assistant Professor of Bibliography.

AMERICAN SCHOOL BOARD JOURNAL

"Try a Business Education Laboratory" 140:22, March, 1960

BALANCE SHEET

- ⑥ "Electronic Shorthand Instruction" 46:199-200+, January, 1965
- "Make Use of an Electronic Classroom in Shorthand" 43:249-50+, February, 1962
- "\$157.85 Built Our Dictation Lab" 44:324, March, 1963

BUSINESS EDUCATION WORLD

- "Audio Equipment: What Price Progress?" 44:10-12, January, 1964
- "Audio-Learning Laboratories" 45:21-8, March, 1965
- "A Business School's Electronic Classroom" 43:19-20, October, 1962
- "Can't Have a Work Experience Program? Try a Model Office Instead" 45:22-3, September, 1964
- "How to Use Multiple-Channel Tape Dictation in Shorthand"--
How to Set Up and Use the Equipment 42:9-11+, September 1961
- Teaching Procedures and Results 42:25-6+, October, 1961
- "How to Use Recorded Dictation for Homework" 43:28+, May, 1963
- "Let's Go After the Equipment We Need" 41:10-3, March, 1961
- ⑦ "Operating Multichannel Shorthand Laboratories" 45:17-9+, May, 1965
- "Personal-Use Shorthand? Yes, the Laboratory Way" 43:12-3+, June, 1964
- ⑧ "Planning for Student-Selected Stenographic Dictation" 44:8-10, January, 1964
- "Roundup of Dictation Labs" 44:13-22, January, 1964
- "Shorthand Dictation Labs at the College Level" 43:11-3, September, 1962
- "Shorthand Tapes Handle Individual Differences" 39:16-7, June, 1959
- "We Can Improve Transcription by Using Dictating Machines
Manufacturers' Teaching Aids" 42:18-23, January, 1962
- "We Rent Our Dictation-Transcription Equipment" 43:18-9, October, 1962
- "You Can Build Your Own Dictation-Transcription Booths" 43:20, October, 1962

BUSINESS EDUCATION FORUM

- ⑨ "Multiple-Listening Station in Shorthand Speed Building" 18:13-4+,
October, 1963
- ⑩ "On These Things We Agree in the Teaching of Shorthand and Transcription"
19:7-9, October, 1964

- "Shorthand and the Overhead Projector" 17:18+, March, 1963
 "Tomorrow's Shorthand Instruction Today" 17:5+, October, 1962

CATHOLIC SCHOOL JOURNAL

"Dictation Laboratory" 64:80-1, May, 1964

Commercial Education Association of New York City and Vicinity Yearbook:
 Business Education Now and in the 1970's. 1964 Section Five:
 Shorthand and Transcription, pages 119-61.

Commercial Education Association of New York City and Vicinity Yearbook:
 A Guide to Sound Teaching Practices in Business Education.
 1962. "Utilizing Dictation Records outside the Stenography
 Classroom" pages 39-45

EDUCATIONAL SCREEN AND AUDIOVISUAL GUIDE

"Teaching Shorthand with the Help of an Overhead Projector" 44:34-5, Feb. 1965

JOURNAL OF BUSINESS EDUCATION

- "Are you Building Well for Business Education?" 38:136-7, January, 1963
 "An Experimental Study in Teaching Shorthand Using Tapes, Text, and Special
 Notebooks" 37:201, February, 1962 (Research)
 "Laboratory for Secretarial Students" 37:281-2, April, 1962
 "Multiple-Outlets for Stenographic Instruction: Problems" 40:193, February, 1965
 "Planning for Multiple Outlets: Shorthand Laboratory" 39:187-8, Feb., 1964
 "Recorded Multiple-Channel Dictation for Shorthand Speed Development"
 37:339, May, 1962. (Research)
 "Shorthand Homework from Teacher-Made Tapes" 37:322-3, May, 1962
 "Speaking of Shorthand Labs" 39:273-4, April, 1964
 "Using an Overhead Projector in Beginning Shorthand" 40:19-20, October, 1964
 "Voice-Writing Machine as a Teaching Aid" 35:160-1, January, 1960

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS BULLETIN

"J. Stirling Morton High School and Junior College, Cicero, Illinois, Uses
 tapes, Language Laboratories, and Team Teaching," 45:79-84,
 January, 1961. Section "Voice Lesson Tapes in First-Year
 Shorthand" pages 79-80.

NATIONAL BUSINESS EDUCATION QUARTERLY

- "Development and Evaluation of Programmed Materials and Multiple-Channel
 Dictation Tapes in Beginning Shorthand" (Research)
 32:28-38, March, 1964
 "A Study of Appropriate Dictation Speeds with the Use of Electronic Equipment
 in the Teaching of Shorthand" 31:66-7, (Research) Oct., 1962

NATIONAL BUSINESS EDUCATION YEARBOOK

"New Media in Teaching the Business Subjects" National Business Education
 Association, Washington, D. C., 1965