

**RELATIONSHIP BETWEEN
EDGE OF PRINCIPLES AND
SCRIPTION ERRORS IN WRITING
ND JUBILEE GREGG SHORTHAND
MPARED WITH GREGG SHORT-
SIMPLIFIED AT THE TWO
COLLEGE LEVEL . . .**

udy
rk University
ION EARLE HOWARD¹

purposes of this study were to de-
e the relationships between (1) er-
r recording and transcribing short-
(2) memorization of brief forms
bility to write and transcribe them
tly, (3) responses on theory tests
etter dictation at 80 and 100 words
nute, (4) student errors and the
; Diamond Jubilee and Simplified
ns, and (5) writing and transcribing
vo systems rapidly and accurately.
cially constructed tests were admin-
l to fourth-semester Gregg short-
students in eleven colleges. Statisti-
chniques of correlation were em-
l to analyze the data.

results of this study showed a sig-
t relationship between recording
s on word-list tests and in letter
on, ranging from .4191 to .7658.
ription relationships, however, were
gnificant.

evidence showed that 66.59 percent
ors on the word-list tests and 70.35
t of errors on the letter dictation in
ing shorthand were not violations of
les cited in introductory shorthand
tion. The remainder were various
ntions and omissions indicating in-
ent knowledge of theory. As con-
l relationships became more impor-
s in recording letters, students made
transcription errors.

data showed that Simplified writers
ned more satisfactorily on every
eir percentage of satisfactory letter
ipts nearly doubled that of the Dia-
fubilee students.

findings of this study indicate sev-
plications for shorthand teachers,
ig a need to emphasize accuracy
ntextual relationship of outlines as
is of achieving more satisfactory
ipts. The high incidence of errors
structing outlines indicates a lack
erstanding of phonetic construction
hand and of principles for joining
nd strokes to form words. A sig-
n number of students did not know
c shorthand alphabet and were un-
apply principles effectively in tak-
ation.

ntent of the Gregg shorthand au-
o eliminate choice making in out-
struction in the Diamond Jubilee
was not borne out by this study.
making in outline construction is
important consideration, as evi-
by the large number of variations
for single outlines.

¹Howard died in August, 1969. He was
Mountain College, Poultney, Vermont,
of his death.

**A COMPARATIVE STUDY OF THE
EFFECTS OF COURSE ORGANIZATION
ON ACHIEVEMENT IN CONSUMER
EDUCATION CONCEPTS . . .**

Ed.D. Study
Arizona State University

by LILLIE RUTH THOMAS
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San Jose, California

The purpose of this study was to deter-
mine whether differences existed in the
achievement of secondary school students
who experienced consumer education
through separate consumer education
courses and those taught in courses of
economics or advanced general business
that encompassed consumer education.

The research design used was a "quasi-
experimental design with non-equivalent
control group." It entailed the use of in-
tact groups consisting of secondary school
classes to which students had been hetero-
geneously assigned. The groups were pre-
tested, assigned a treatment, and post-
tested. The treatments were regularly
taught subjects of business management,
consumer economics, and economics. Total
final population for the study was 138
high school students.

The findings indicated that there were no
significant differences at the .05 level of
confidence between the adjusted means of
any of the groups. The obtained F-value
for the three groups was .508 as compared
to the needed value of 3.07 to indicate sig-
nificance. In a comparison between the
economics group and the consumer eco-
nomics group, an F-value of .514 was
produced. In a comparison between the
business management group and the con-
sumer economics group, an F-value of
.010 was produced. A value of 3.96 was
needed in both instances to show sig-
nificance at the .05 level of significance.

It was concluded that there is no signifi-
cant difference in the consumer education
achievement of students enrolled in sepa-
rate courses of consumer education and
those taught in courses of economics or
advanced general business that incorporate
consumer education concepts into the
framework of the course content.

Recommendations were made that: (1)
a broad basic body of integrated economic
knowledge be strategically placed in the
curriculum structure so that it might be-
come a part of each student's general edu-
cational background, (2) that such course
content be offered two full years—during
the ninth or tenth grades and during the
eleventh or twelfth grades, (3) that such
offerings be the result of maximum inter-
departmental and intradepartmental par-
ticipation, and (4) that the study be rep-
licated in different sections of the country
and in schools representing all socio-econ-
omic backgrounds in order to verify ex-
perimental results and to establish a broad
base from which generalizations might be
made.

**TEACHING BUSINESS MATHEMATICS
BY DIFFERENTIATED METHODOLOGIES**

Ed.D. Study
Temple University

by MORTON TENER
Glassboro State College
Glassboro, New Jersey

The problem is a comparative study in-
volving three equated groups. Each group
was exposed to a variety of verbal teach-
ing techniques, a variety of computational
teaching techniques, and a combination of
both techniques for approximately four
months in order to assess which technique
is the most valuable in the enhancement
of verbal problem solving ability. Computa-
tional and verbal pre-tests were given
and identical post tests were administered
after the instructional period. Two ap-
proaches were used to make comparisons
of the test results. These two approaches
were individual accuracy quotient scores,
and group raw data accuracy quotient
scores. Accuracy quotient implies right
over attempted. The problem was extended
to measure the effect each technique had
upon the development of computational
competency.

The purpose is, if the findings warrant
such, to make recommendations for in-
structional practices and methods in the
teaching of business mathematics.


To increase verbal problem solving abil-
ity and computational competency for stu-
dents without regard to class standings,
all three methods may be employed fruit-
fully. There is a particular gain in compu-
tation tests results when computation ori-
entation is the primary method. There is
also a particular gain in verbal tests re-
sults when verbal orientation is the pri-
mary method.

For the lowest quarter groups, all three
methods appear to enhance computational
competency and verbal problem solving
ability. No one method appears to be su-
perior in respect to increasing computa-
tional competency or verbal problem solv-
ing ability.

For the highest quarter, computation
orientation appears to be the best meth-
od to be utilized with respect to increas-
ing computational competency. In order
to increase verbal problem solving ability
for the highest quarter, verbal orientation
is the best method to be employed.

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