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# **International Steno Education Essay Collection**

国际速录教育论文集

**Intersteno Congress • Education Committee**

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# **REPORTING IN AUSTRALIA - AN OVERVIEW**

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*The state of reporting in Australia is one of "the status quo remains." This series of articles will delve into how shorthand sat in the early days, to where it sits at the present time, from information gleaned this year from some reporting establishments. It is Part 1, and as more information becomes available, this will be supplied.*

## **A quick history**

Shorthand reporting using pen shorthand was, as in most other countries (for the first half of the last century) the first method utilised in courts and Parliaments to record the various hearings. It was always a male dominated occupation, and many early shorthand writers came from other occupations where shorthand was a key criterion in the job, but not, of course, requiring high-speeds, as is required to be a professional shorthand writer. Stenotype or machine shorthand was introduced slowly from the 1930s, and as this occurred, more and more women entered the profession - to such an extent that it is now a female dominated profession. Most shorthand writers were (and still are) employed by State or Federal Governments. There are some private firms that engage freelance reporters and a couple of small independent shorthand reporting companies, and one voice writing company.

Whether pen or stenotype, as the business of courts - in particular - expanded, tape recording had to be introduced in some areas as shorthand writers were not in large enough numbers to meet this need. This occurred from as early as the late 1950s, early 1960s. Then, though, shorthand writers were still the dominant force in the industry.

But, the courts expanded further, and tape recording became more and more utilised. There was no real concern about this from the shorthand reporters, as most, if not all the shorthand reporters, were public servants, held secure jobs, and were completely complacent, as they knew only under extreme circumstances could they be sacked. Thus, in Australia, with less and less shorthand reporters being able to meet the needs, tape recording

expanded, to the extent there are now very large private firms who are engaged by the courts and tribunals, using mostly digital recording, in addition to government reporting bodies. The private firms for the most part engage typists to type up the transcripts, but, as mentioned earlier, do also engage freelance reporters in some areas. Shorthand reporters are now in the minority, though, so the table has turned completely.

### Some statistics

#### New South Wales Reporting Services Branch, Sydney

- There are 85 permanent court reporters. Of these 85, 14 are pen reporters and the rest stenotype.
- There are 5 casuals, 4 of whom are pen reporters and 1 CAT reporter.
- There is no proposal to recruit any more pen reporters.

**Note:** information kindly supplied by Ms Eunice Walsham, Manager, Business Support, Reporting Services Branch, Department of Justice & Attorney General.

#### Court Transcription Services, Adelaide, South Australia

- There are approximately 45 stenotype court reporters
- "Since 1999 on-line reporting has been the core method of reporting and transcribing court proceedings. Using this method, reporters work in teams of two, with one in court taking down what is said, the notes being sent via cable to their computer in the court reporter office area, where they are translated by CAT software. The other team member edits the turn. At the end of a turn - generally 40 minutes - the reporters change places and the person who was in court then becomes the person scoping and editing and vice versa.
- Reporters who do not work on-line, work in teams of two or three, each reporter doing a turn in court (generally 20 to 30 minutes) removing the disk from the shorthand machine at the end of the turn, returning to the office area to finalise the turn using the CAT software.
- Audio Recording Branch: "Audio staff monitor and record court proceedings on analogue audio equipment and when out of court, transcribe from those tapes. During proceedings, the monitor must identify speakers for the benefit of the transcribing process, and make notes of names and terms used.

When transcribing the audio tapes, out-of-court staff use these notes. As with the court reporters' end product, both hard-copy and disk versions of transcript can be produced from audio recordings. In this unit, there are approximately 25 people, who are able to perform both in-court monitoring and out-of-court transcribing components."

**Note:** information kindly obtained from Graeme W Rice, Manager, Court Transcription Services, and the Court Transcription Services website.

National College of Court Reporting - Adelaide, South Australia - [www.nccr.com.au](http://www.nccr.com.au)

- The college is now in its 24th year of operation
- It reaches realtime machine shorthand for Court and Parliamentary Reporting, for Captioning and for CART (to assist hearing-impaired students in universities.)
- There have been as many as 80 students enrolled in a year.
- There are now 35 students per year (considered more appropriate given the current employment opportunities in Australia.)
- Teachers are current court reporters with the South Australian Courts Administration Authority.

**Note:** information kindly supplied by Ms Paula Roberts, National College of Court Reporting.

Australia's government is based on a popularly elected parliament with two chambers: the House of Representatives and the Senate. Ministers appointed from these chambers conduct executive government, and policy decisions are made in Cabinet meetings. Apart from the announcement of decisions, Cabinet discussions are not disclosed. Ministers are bound by the principle of Cabinet solidarity, which closely mirrors the British model of Cabinet government responsible to parliament.

Although Australia is an independent nation, Queen Elizabeth II of Great Britain is also formally Queen of Australia. The Queen appoints a Governor-General (on the advice of the elected Australian Government) to represent her. The Governor-General has wide powers, but by convention acts only on the advice of ministers on virtually all matters.

State parliaments are subject to the national Constitution as well as their state constitutions. A federal law overrides any state law not consistent with it.

In practice, the two levels of government cooperate in many areas where states and territories are formally responsible, such as education, transport, health and law enforcement. Income tax is levied federally, and debate between the levels of governments about access to revenue and duplication of expenditure functions is a perennial feature of Australian politics. Local government bodies are created by legislation at the state and territory level. (Extract from Department of Foreign Affairs and Trade information.)

#### New South Wales Hansard

New South Wales Hansard presently employ 12 pen shorthand reporters who use voice recognition software (Dragon Naturally Speaking) to dictate and transcribe their shorthand notes and 2 machine shorthand reporters who use computer assisted transcript (CAT) Eclipse software. In addition, it employs 4 subeditors, who are also qualified shorthand reporters.

The daily Hansard is published on the Internet within 3 hours of the last House rising. Hansard also publishes a weekly pamphlet and yearly Bound Volumes.

There is a digital audio recording of all proceedings, which reporters can use to check references during transcription. However, the audio is not retained or archived.

Hansard also provides reporting and transcription services to parliamentary committees. Shorthand reporters travel with committees to regional hearings.

Committee hearings conducted in NSW Parliament House are provided with a daily or next day expedited transcript. Regional committees are provided the transcript within 48 hours.

(Kindly provided by: Judith Somogyi, Editor of Debates, New South Wales Parliament House, Macquarie Street Sydney NSW 2000)

At the time of writing, we have not received specific information regarding the operations of the other State Parliaments or the Federal Parliament, but they operate - for the most part - on a somewhat similar basic concept with, obviously, variations in staffing and specific operational arrangements.

For those interested in obtaining more information about Hansard reporting in the various States of Australia, this can be obtained by contacting the Hansard Departments in Victoria, South Australia, Western Australia, the Northern Territory, Australian Capital Territory, Queensland, Tasmania.



*The Managing Director of Transcripts Plus, Adrian Kelly, qualified as a Licensed Shorthand Writer of the Supreme Court of Victoria in 1976, and thereafter worked as an official Court and Hansard Reporter for government departments in various States of Australia, as well as Parliaments in Victoria, New South Wales and the Federal Parliament in Canberra. He has also reported in the Asian region.*

*Transcripts Plus was established in 1994.*

*In 2004 Transcripts Plus branched into cutting-edge speech recognition technology. Adrian Kelly gained knowledge and qualifications from leaders in the field of voice reporting by visiting the USA. Transcripts Plus is now a pioneer in the southern hemisphere in the emerging field of speech recognition reporting.*

*When not working in his office or out on field assignments, Adrian Kelly enjoys spending time with his family; reading, travel, cycling, archery and adding to that book he's writing*

# **Situation on shorthand, keyboarding and word processing in Belgium - 2011**

typewriting, keyboard, speech capturing, word processing.

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## **Abstract**

This document gives a brief description of the situation of shorthand/speech capturing, keyboard learning and word processing in Belgium.

## **Text**

### **Introduction to Belgium**

Belgium, with 11 million inhabitants is a small but important country in Europe. It's capital Brussels houses the headquarters of many multinational companies, of the European Union and of the NATO.

Belgium is split into a Dutch part in the north, a French part in the south and a small German part in the east, each having their own educational system.

## **Reference**

The Belgian group consists of two associations:

§ the Association des Professeurs de Secrétariat-Bureautique, APSB ([www.apsb.be](http://www.apsb.be)), that covers the French speaking part of Belgium (President: Jeannine Delange, Vice-President: Georgette Sante)

§ the Akademie voor Bureauwetenschappen vzw, ABW ([www.abw.be](http://www.abw.be)), that covers the Dutch speaking part of Belgium (President: Danny Devriendt, Vice-president: Olivier Levrau, Treasurer: Agnes Coeckelberghs, Member: Thérèse Librecht (council member of INTERSTENO))

Both associations group teachers in keyboarding, word processing and other secretarial skills.

Both associations work together in INTERSTENO-matters under the name 'INTERSTENO Belgium', which is only a working name without any association behind. Both associations are represented in the INTERSTENO-board.

No contacts with Belgian (parliamentary) stenographic services are established (except a visit to the reporting

services of Federal parliament (see report), of Ms G. Sante and J. Delange in 2007 but after this, no further contacts or collaboration was possible). Contacts with the Parliament in The Netherlands (reporters section) are very well.



## Association des Professeurs de Secrétariat-Bureautique

### Qui sommes-nous?

Une **association d'enseignants** (asbl), **fondée en 1981**, rassemblant des **Professeurs de Secrétariat-Bureautique de tous les réseaux francophones**. Elle est membre active de la **Fédération internationale pour le Traitement de l'Information "Intersteno"**.



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## **Akademie voor Bureauwetenschappen vzw (ABW, Dutch speaking part)**

This association was founded by Mr. Jos Jossart (U 2004), honorary president of INTERSTENO begin the 70'ies and grouped hundreds of teachers in typewriting and shorthand.

In the 80'ies shorthand was canceled in the secondary schools and later also typewriting (learning 10-fingers-blind typing) lost importance. Now only in commercial schools the learning of the keyboard is

planned in the curricula, unfortunately not foreseen with many time. Even the position of learning word processing loses importance and is taken more and more by other multimedia topics (audio, video, photo...).

The ABW tries to broaden the horizon and to adapt to modern times without losing her fundamentals. From the hundreds of members in the 80ies now about 150 members remain. The last 3 years the member amount is stable, but we lost 50 % of the members in short time, mainly because of the changes in the scholar programs.

## **Activities**

- § The revue *Vaardige Vingers* (4 x year, 24 pages each number). Number 150 will appear in March 2011.
- § The *Floppykrant* (electronic exercises, 4 times/year).
- § Local keyboarding certification (with help of Italian JAVA-software).
- § Yearly teacher seminar (last years organized together with REN regional expertise network).
- § Sponsoring of international participation (INTERSTENO-congresses).
- § Website with access to *Vaardige Vingers* and *Floppykrant*.

## **Revenues**

- § Membership fees: from € 17,00 to € 34,00 (with or without *Floppykrant*) (70 %)
- § Teachers accompanying the teacher seminar donate their fees to the association (20 %)
- § Keyboarding certification (10 %)

## **Staff**

8 persons who work on voluntary base. The number of active persons is lower.

## **Association des Professeurs de Secrétariat-Bureautique (APSB, French speaking part)**

This non-profit association was founded in 1981 by teachers in typewriting and shorthand, working in the three French education networks. In May 2011, the 30th birthday of the association has been celebrated.

As is was the case in the North part of Belgium, shorthand was canceled in the secondary schools and later on typewriting lost importance and is now only taught in commercial schools. Even the position of learning word processing loses importance. The new standards imposed by the scholar programs, the arrival on the market and in the schools of new software's always more sophisticated, impose a continual adaptation to the teachers. APSB tries to follow the technological developments as well as the new teaching specifications to provide to its members an assistance of quality in their teaching activities.

After golden years with about 300 members, the number of affiliated persons decreased strongly and we lost about 50 %. In the last two years, a new presidency and a new organization in the association and the publishing team, involved an increase of 20 % of the number of members. However APSB fears that the new requirements in the scholar programs - it is the obligation for the commercial schools to organize a "combined test" with bookkeeping and other fundamental courses - prevent teachers to keep their interest in our championship. Moreover a dissident association will surely attract some of our members.

## **Activities**

- § Website regularly updated.
- § Revue *Infor-APSB* (4 x year, 40 pages each number).
- § *Claroline platform* with extra educational documents.
- § Regular *newsletter* to keep members informed about actuality.
- § Local keyboarding championship and certification (with help of Italian JAVA-software).
- § Local championship in word processing and in secretarial skills.
- § Price giving ceremony with valuable prizes to the best competitors and certificate for all the successful students.
- § Sponsoring of international participation (INTERSTENO-congresses)

## **Revenues**

- § Membership fees: from € 18,00 to € 24,00 ( 47 % in 2010)
- § Fees for championship (40 % in 2010)
- § From time to time: sponsoring (not regular) (13 % in 2010).

## **Staff**

A Board of 16 persons working on voluntary base but the number of really active members is lower (less than the half).

## **Educational situation**

**Shorthand** is almost not used anymore, not in the Parliaments, not in the companies. We had never a tradition of shorthand machines, but used in former times several geometric shorthand systems (Aimé Paris, Duployé...). In commercial schools the last lessons in shorthand were given about 25 years ago.

A kind of "short writing" is learned in some Wallonian schools for adults (evening courses).

**Typewriting/keyboarding**. Only in commercial schools the learning of keyboarding is put in the curriculum, but the hours foreseen for learning are very limited.

We never succeeded to introduce the learning of keyboarding in the ground schools. In the first degree of the secondary schools (pupils 13-14 years), now 50 hours of 50 minutes are foreseen to learn keyboarding, only in commercial schools. In the second degree (pupils 15-16 years) of the commercial schools only 10 hours are foreseen for improving the keyboarding skills in commercial schools. The goal is that all pupils achieve to type a text during 10 minutes with at least 180 characters/minute and maximum 0,50 % errors.

A big problem is that most of the students enter the commercial schools only after the first degree and missed the 50 hours of keyboarding. In the 'general schools' no hours are foreseen to learn keyboarding.

In Flanders some schools organize keyboarding training outside of their normal program (at noon, in the evening). Other schools, especially in the ground schools, hire commercial firms to learn children keyboarding in a (too) short time.

Most schools in Flanders use the program **Typ-Top**, made by Mr. Geert Bonte [[www.typtop.be](http://www.typtop.be)]. It is used in combination with a book. Exercises are typed from the book in the software that has a variety of exercise forms. With the book goes a CD containing the software.

**Word processing in Flanders** finally is foreseen with some hours in the first degree and only 11 hours in the second degree. It is encapsulated in the topic 'ICT/informatics', where also spreadsheet, presentations, multimedia, general use of computers and networks and algorithmic thinking is on the program. 2 years, one hour a week = 50 hours in total.

11 hours is not enough to understand the concept of word processing and the focus is too much on utilitarian skills instead of the concept.

In commercial schools there is about the double of hours, but still this is not enough.

In the third degree (17-18) years, only in some commercial schools word processing is explicit in the curriculum but it is supporting and integrated in the economic part of the curriculum. A lot of students do not succeed to use word processing in a professional way!

**Word processing in Wallonia:** in the 'general schools' no hours are foreseen to learn Word processing despite of the fact that a lot of works are asked by teachers in several matters. The lay-out of these works is often very poor.

In commercial schools, about 90 hours are foreseen, and 150 for secretarial school, but a lot of other subjects are to be taught during these hours (secretarial skills as sorting, using phone, welcome of guests and customers, office equipment, etc. as well as other programs like spreadsheet, database, ...

In both regions, a lot of students do not succeed to use word processing in a professional way!



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*Danny Devrient – Belgium e-mail devriendt@online.be Danny Devriendt is in daily life head of the ICT and informatics teacher training section at the Artevelde High School in Gent (Belgium) [www.arteveldehs.be] and president of the Akademie voor Bureauwetenschappen [www.abw.be], an organisation that groups about 300 teachers in ICT and WordProcessing.*

*He's author of a lot of school books in Word Processing and Webdesign [www.wwwsoft.be].*

*He is involved in projects about ITC didactics and distance learning techniques.*

*He participates since 1977 on regular base at INTERSTENO-congresses, was secretary-general (2001-2003) and is since 2003, according to the new statutes, secretary-treasurer of Intersteno. He was again nominated Secretary Treasurer by the Assembly in Prague 2007 and in Beijing 2009.*

## **Down-stream job and business opportunities in Africa and enhance capacity building in national institutions through computer-aided verbatim reporting**

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From the African Parliaments where the practice of minutes capturing and transcription is in use since the period of independences, verbatim reporting had been expanded to board meetings, local governments & councils, seminars, round tables, conferences, enquiry commission and others meetings. Meanwhile, Minutes taken had proved its importance in the exploitation and conservation of the spoken word. At the beginning, the job was done by foreigners, under the technical assistance policy to Parliaments or what served as such.

Long before the present century, word recording and transcription considerably evolved in China, in the USA, in Canada and Europe, thanks to the government support that stimulated research in the field such as to meet the needs of professionals, users and manufacturers in the minutes taken and transcription technology fields. Such a support to the fast and abbreviated writing is seen with the adoption of binding legislations that also make provisions for subtitling for the deaf and impair-hearing in courts, TV stations and other domains. This strong and positive actions has helped a lot in promoting the profession and has aroused considerable interests in the manufacturing of related tools (hardware and software), as well as the creation of training institutions.

In Africa, if some Parliaments have come to increase their usage of verbatim reporting, courts and televisions unfortunately stand behind. It is clear that increasing speech capturing and transcription could be very instrumental in creating decent and suitable jobs as well as building institutional capacities as the windows to funding opportunities from the International Community vis-à-vis Africa. This can help develop the continent where, mostly, the judiciary currently depends on archaic, handwritten recording, information and filing systems, and the adoption of ICT is still very much in its infancy.

Speech capturing and transcription had developed windows of opportunities for suitable jobs for youth, empower women, guarantees mainstreaming, and reinforcement of capacity building in national institutions, combat discriminations against deaf and impair-hearings in the information, communication and education. Such windows

are part of the Millennium Development Goals which, coincidentally, express the International Community's willingness. Undoubtedly, speech capturing and transcription could be the spring board to the achievement of the MDGs, as well as a chance to build partnership and work together.

Programmes with such actions are catching and enjoying an impressive funding support. An excellent motivation indeed that guarantees brighter future for Computer-aided verbatim reporting. A field where both professionals and opportunists currently compete, some for the instantaneous transcription of the spoken word, others for the sales of the related equipment or for a training. Thus, considering the numerous advantages, some countries have taken another step to strengthen the investment climate by announcing a programme to modernize their judiciary systems, in order to respond to investors' concerns about commercial justice in Africa, through information and communication technology, intensive training, software and other equipment for court administration, case management and recordkeeping.

Apart from helping judges, parties and other users, there is a need to increase the Judiciary's speed and efficiency, and therefore help improve Africa's reputation as a place to do business, meaning commercial disputes and others shall no longer take years to resolve.

At a time when the hope of the new generation of African leaders is focused to truly integrate the continent in the global world, a word capturing training project may represent a positive revolution of African job market and capacity building in capacity building such as judiciary systems, information and communication and other domains, it may contribute to a brighter future for the continent, by putting in place vibrant laws, procedures and dispute arbitration systems upon which the business community can rely. A specific and very exciting millennium window to share creativity towards partnerships.

Having worked for twenty two years at the International Criminal Tribunal of the United Nations of Rwanda and Cameroon National Assembly, Mr Pius Onana's attention is now focused on the downstream job and business opportunities and enhance capacity building in national institutions in Africa (Cameroon, Gabon, Equatorial Guinea, Togo, Tanzania, etc.), where such projects are currently going on in order to help have a better efficient parliamentary or legal system, with the remit to tackle the misperceptions that currently exist about Africa.

If important commitments have been made by Europeans and Americans, the China special partnership is already well-known, particularly its economic and social aspects such as training facilities and capacity building which

directly touch the populations. This remains essential to progress on the reduction of poverty, sustainable development, human rights, peace and security, good governance and democracy, which can bolster aid in Africa through speech capturing and transcription, both in business training and business manufacturing.

In fact, there is an established closed and positive correlation on Computer-aided verbatim reporting which has played a very significant role in courts, in television, in parliaments and other deliberative bodies in the other parts of the world, by stimulating job and business opportunities and promoting skill buildings for national institutions.

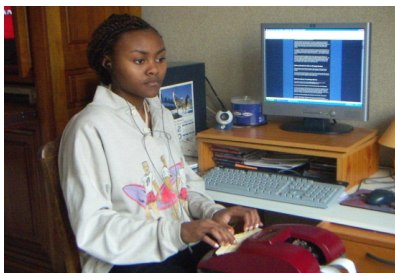
During the last two decades and through my training experience, one of the great difficulties I already identified in Africa is related to the cost of the training and professional tools, which is an average of 10 000 usd per post. I am convinced that the solution may come from the effective transfer of technology and knowledge, both in training and tools manufacturing.

As part of my ongoing effort, I have been working very hard on the Swahili steno machine writing, a Swahili fast writing method is now under test. Some trainees are now able to capture the spoken word at the speed of 120 wpm. The next step is subject to partnership, the challenge being the building of the appropriate tools (steno-machines and computer-aided transcription software in Swahili). But, unfortunately, there is no guarantee that its implementation will meet the funding support needed.

Speech capturing and transcription firms are welcome to Africa and are requested to penetrate the African market, and help create employment and business opportunities in African countries, increase their revenues, enhancing the capacity building of national institutions.

Under such benefits, the speech capturing should become one of the link of emerging markets of Africa offering windows of opportunities, as It may lead to ‘job creation and business opportunity that would therefore ultimately stimulate Africa” s economy – and lead to prosperity.





***Pius Onana,***

*Cameroonian, Stenotypist and Expert trainer. Parliamentary reporter from 1988 to 1999 at Cameroon National Assembly; UN-ICTR Court Reporter from 1999 to 2010. Married and father. The triple experience I gained in Cameroon National Assembly for 11 years, UN-Judiciary and other national institutions, gave me the opportunity to increase the training facility in Africans to other countries (Lomé (Togo), Libreville (Gabon), Yaoundé (Cameroon), Malabo (Equatorial Guinea), Arusha (Tanzania). It is now my sincere wish that we find successful strategies that would help us get rid of factors that prevent the transfer of this fundamental knowledge and technology, after I identified the need of adequate training in Africa and taking into account my teaching qualification from Stenotype Grandjean. Thus the training programmes also include the coach of local trainers such as to facilitate the implementation of the Computer-aided speech capturing and transcription.*

# 亚伟速录技能院校培训要素浅谈

唐可亮

中国中文信息学会

## 摘要

本文从影响培训的五个关键方面阐述了亚伟速录技能在院校培训的相关要素之构成及其对培训成功的重要影响。

## 关键词

亚伟速录 技能培训 要素

为贯彻党的十七大精神以及国务院关于职业培训相关的指示精神，国家人力资源和社会保障部以及教育部等相关单位，都对各类院校积极开展社会所需的关键技能的培训提出了相关要求。各大专院校、职业类院校、中职、技校都进行了职业培训的相关教改工作，对学生职业技能培训的重视程度大大加强。亚伟速录技能由于其原理简单、易于掌握、应用广泛，尤其受到了各职业类院校的普遍重视，取得了丰硕的教学成果。就目前全国已经开设亚伟速录技能课程的职业类院校来看，培训成功的关键在于培训的要素。下面，我谨在这些方面说一下自己的看法。

### 1. 培训要素的构成

一般而言，培训需要有受训者和施训者，这两者是培训必不可少的要素。而在院校内实施的培训，有关领导的重视程度及相关的教学管理工作也是非常重要的因素。技能培训的目的就是实际工作，因而必须做到与实际相结合。同时，技能本身所属行业直接影响培训的各个方面，这个因素也不能忽视。因此，对于院校开展职业技能培训而言，上述五个方面的共同构成了培训的要素。

### 2. 培训要素分析

#### 2.1 学生——培训对象是最根本的培训要素

辩证唯物论告诉我们，内因是根本。具体到亚伟技能培训，目的是为了让学生掌握它，因此，学生是矛盾的主要方面，是根本。

##### 2.2.1. 从“要我学”到“我要学”

在各个职业类院校，许多学生已经感觉到了就业的压力和危机，很多学生都希望在学校学会一种社会上迫切需要的技能。亚伟速录课程的开设，无疑对学生们是一个很好的帮助。然而，各种各样的技能类培训很多，客观上形成了一种“学历+证书”的人才培养模式。学校误把“证书”当技能，学生误把“学技能”等同于“考证书”，对技能训练的心理准备不足，没有脱离“应试”的思维框架，自然训练的积极性、主动性不强。而亚伟速录技能决不是“拿证书”那么简单，要让学生真正理解该技术的内涵，才能从根本

上解决学习动力的问题，不能单一地使用强迫等手段，变“要我学”为“我要学”。

### 2.2.2 从“了解”到“掌握”

虽说是“技不压身”，但技能的掌握和知识的了解是两个概念。如果学生认为亚伟速录技能就是“看几本书”、“背一堆概念”、“了解基本原理”，那么在培训的过程中，一旦学生对于基本的原理了解和接受后，以为已经“掌握”了亚伟速录技能，很快就会丧失进一步学习的兴趣。另一方面，很多学生都抱着先简单的入门，再设法提高水平的想法，一旦掌握了基本的指法，甚至了解了声码、韵码、音节码的编码规律，就认为是达到了目标，并已感到满足。上述情况都会造成学生的渴望持续力不会很长，导致不认真练习，更谈不上刻苦训练，根本不能满足社会对这项技能的需要。一定要让学生明白，速录技能不同于一般的打字，不是自娱自乐，人家看中的是你与众不同的能力，“了解”不代表能工作，只有真正“掌握”到一定的水平，才能让这项技能成为你不同于他人的“亮点”。

### 2.2.3 教师——施训者是最关键的外部条件

“外因是条件”，没有教师，何谈培训？所以，教师是培训过程中最关键的外部条件。所谓“师者，传道、授业、解惑也”，具体到亚伟速录技能培训，就是要把原理讲透，技术练精，情况说明，指点迷津。

#### 2.2.2.1 速录事业的宣讲者

很多速录教师具备了从事教学相关的技能技巧，经验丰富，认真负责。但是，具体到速录教师队伍的普遍情况，就是师资的不稳定。由于体制机制的原因和种种因素的限制，很多的教师属于临时用工或者是外聘制教师。他们的培训过程往往仅仅停留在“授业”上，甚至自身的亚伟速录技能水平很高，在技能训练上也很出色。但是，他们缺乏对整个速录行业进行剖析后的深刻认知以及对这个行业未来发展的探究。他们的角色是传统意义上的师傅教徒弟，而作为老师最重要的是要向学生们解释这项技能未来会给他带来什么，从事这项职业是多么的高尚，投身这项事业又是多么的激动人心。一个合格的亚伟速录培训者，必须首先是速录事业的宣讲者。

#### 2.2.2.2 速录技能的教练员

速录技能的原理十分浅显，对于学生而言，一点就透；速录机的操作又十分轻松，对于正常人而言，不存在任何生理上的障碍。那么速录技能培训的任务就是要使这项看似简单的操作变成学生的条件反射。当然，唯一的途径就是一个字：“练”，在这方面是没有捷径的。同样是练，但方法不同，天壤之别。唯物辩证法告诉我们，事物的发展规律是从量变到质变，量变是一个不断积累的过程，一旦积累达到一定的程度，就会发生质变，也就是技能的掌握。如同体育训练一样，教练员可能并不是运动健将，但其必须按照运动的规律，结合运动员自己的特点，科学合理地安排训练，用最少的消耗，实现最大的积累，从而使运动成绩迅速提高。因此，我们的速录教师也可能不是速录师，但必须是训练方面的专家，充当亚伟速录教练员，研究、总结速录技能的规律，创新训练方法，精炼训练内容，把学生自身的兴趣、信心和潜力充分调动起来，顺利实现亚伟速录技术水平的飞跃。

### 2.3 自上而下——领导重视、课程合理、管理得当决定速录技能培训的成败

火车跑得快，全靠车头带。这虽然是俗语，但是说明一个非常重要的道理。任何项目要想取得成功，学校对亚伟速录技能的重视程度以及院系相关课程的设置和管理是一个决定性的因素。

#### 1. 领导重视，解决最关键的两个要素

目前，有很多院校对速录这项技能已经非常重视，甚至有很多是学校一把手主抓这项工作，院系领导把这个工作放在非常重点的位置上。只有这样，亚伟速录技能培训的成功因素才有保障。如：辽宁公安司法管理干部学院及河北软件职业学院，调查研究表明，这两所院校，在院领导和系主任的高度重视领导下，学生要学习，聘用优秀教师，这两个关键要素的问题迎刃而解。

#### 2. 科学管理，为技能培训开绿灯

“家家有本难念的经”，每个学校都有其特殊性，尤其是学科设置和课程安排上，既要保证对技能培训“量变”积累的要求，又不能因此而放弃了学生综合素质的培养，这是院校传统教育的优势所在。还是以上两所学校为例，由于有了领导的重视，又科学合理地对课程进行设置，同时对学生进行严格要求和管理，从各个方面为亚伟技能培训营造一个良好的环境和氛围。所以，他们培养出的学生社会上获得了广泛的认可，使亚伟速录技能培训项目达到了学校的预期目标。

### 2.4 学以致用——速录技能培训与社会实践紧密结合

技能培训的目的是为了能在工作中发挥作用，因此，熟练掌握亚伟速录技能技巧本身虽然是首先应该做到而且是必须的，但不能仅仅局限在这个阶段。学生必须能够学以致用，才算是成功掌握了亚伟速录技能。要想让学校培训出合格的速录师，唯一的途径就是要与社会实践紧密结合。

#### 1. 培训+实训，打造合格速录人才

现在很多学校的培训还仅仅停留在一个纯技能培训的初级阶段，往往有的时候学生的速度很快，一到社会上检验就发现其训练的内容和方法与实际工作差别很大，需要长时间的调整与适应才能真正胜任工作。造成用人单位对人才的使用放不开手脚，试用、考察很长时间才放心。这已经造成了人才培养与社会需求脱节的矛盾，解决这个矛盾的关键，是让学生在学校培训期间，就已经利用有机会接触类似的实际工作实践过程（比如在假期进行社会实践，或安排去类似工作场所实习等），一旦上班以后就不再需要过多的调整与适应即可上岗。实践经验表明，培训+实训的模式对于亚伟速录技能的培训是至关重要的。通过实训，学生可以提前体会工作环境下速录技能的应用，发现自身存在的不足，及时进行调整和补充学习与训练，进行有针对性的“岗前准备”。如此，学生毕业后，就是满足用人单位要求的合格的速录人才。实训的方式可以有很多，如：模拟速录，模拟会议，勤工助学等。

#### 2. 以需求为导向，输送适用的速录人才

社会对求职者所要求的各项能力，随着岗位和环境的不同而不同，如果不了解，势必在平时不会得到应有的重视和培养，造成速录人员某些方面如编辑、外语等的能力相对比较弱。所以，学校在培训这项技

能的同时，一定要注重社会，如政府机关、司法系统、社会上提供服务的速录服务公司、企事业单位等对人才素质结构的需求。切实做到以社会需求为导向，以能力培养为中心，以岗位需求入手，确立人才培养方案，科学分析培养目标，设计学生的知识、能力及素质结构。这样就能够做到培训紧紧地和社会需要连接在一起，使我们对人才的培养，能够做到有的放矢，向社会输送适用的速录人才。

## 2.5 教研指导——行业内专家与学校教研机构紧密结合

亚伟速录技能的培训虽然也是一个量变的过程，但如何有效的进行量的积累，从而顺利地实现从量变到质变的转换，这其中有其特殊的规律。

### 1. 成功经验指导实践

目前很多院校之所以办学非常成功，成才率也很高，除了学生学习非常努力以外，都是教学机构充分利用了行业内宝贵的专家资源，以专家的丰富的理论和实践经验研究指导师资队伍建设和实训设施建设和课程教材建设等。这样，往往能够起到事半功倍的效果。

### 2. 理论与实践相结合

有一些院校的教研机构和老师在教学上非常精通，对教学课件的设计也非常精彩，但是在一些细节的安排上的确束手无策。而行业专家是专门从事相关问题分析和研究的，对于如何培养，培养出的人才将来在什么地方使用，以及人才培养过程当中可能遇到的问题都作过专门的研究。一方面，这些研究对亚伟速录技能的培训有很强的指导意义，另一方面，理论来源于实践，实践又能检验理论的正确性。所以，行业内专家的意见，需要与院校教研机构紧密结合起来，两者相辅相成，是亚伟速录技能培训的重要要素。

## 3. 结语

综上所述，如果院校要想把速录技能作为一项主打产品，首先要重视以上五个要素并进行认真研究。如是，才有可能把这项技能作为职业类院校的亮点，才能在我们进行培训的同时，使学生掌握一项社会所需要专业技能，而为和谐社会作出应有的贡献。

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- 1994 亚伟速录成功上市，是中国第一台和唯一的中文速录机
- 1997 成功使全中国法院系统开始使用亚伟速录
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- 2005 担任国际速联中国主席及中央委员
- 2006 荣获北京市科学技术一等奖和中国中文信息处理科学技术一等奖
- 2007 荣获国家技术发明二等奖
- 2007 担任国际速联主席
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中国速记速录在最近十多年里得到了快速发展，尤其在 21 世纪，在唐可亮先生的领导下，现在，全国有超过 200 家中文速录分支机构，至少 200 所大学在培训中文速录。每年大约有一万名学生学习速录技能。在法院、重要会议、网站、电视字幕等部门和行业领域，有超过五万名速录师从事速录工作。他的父亲发明了亚伟速记和亚伟速录，唐可亮先生将中国速记带入了新时代。

## **Discussion on Training of Yawei Steno Skill**

Abstract: The article described the constitution of relevant elements of Yawei Steno training and its impact on successful training from five aspects.

Key Words: Yawei Steno skill training element

To implement the spirit of the Seventeenth Party Congress and the State Council on the instructions of vocational training, the relevant units such as National Human Resources and Social Security Ministry and the Ministry of Education, have brought forward the request of opening critical skills training in all kinds of institutes. A lot of institutions, vocational and secondary vocational colleges and technical schools have done the education reform, and pay more attention to train students' vocational skill. Yawei steno is a kind of skill which has a simple principle. It is easier to learn and widely used. More and more institutes emphasis on this skill and have achieved fruitful results. According to the institutes which have already open this course, the sticking point is the following elements:

### **1. The constitute of training elements**

Generally speaking, training must have two elements, trainer and trainees. They are essential. However, the emphasis by the responsible person and education management are also important elements. The purpose of skill training is to work well, so the training must combined with the actual. Meanwhile, industries which skills are belonged to are also important elements, they will influence a lot in many aspects. So, to schools which have skill training courses, the above five aspects are essential elements.

### **2. Analyses of training elements**

#### **2.1 Students—trainees are the fundamental elements of training**

Dialectical materialism told us that internal causes are decisive role. Specific to Yawei Steno, students can use it skillfully is its purpose. So, student is the essential element.

#### **2.2 .1“Let me learn” to “I want to learn”**

Students in universities and colleges now feel the pressure of getting a job, so, most of them glad to learn a skill which will be useful when they are graduated from school. And the opening of Yawei Steno is a help to them. Today, there are many kinds of skills courses, objectively, they are formed a training of mode—diploma & certificate. Schools treat the certificate as skill, and students treat learning skill as getting a certificate. They

are not fully prepared for the skills training, still have the thought of “examination”, training negatively. However, Yawei Steno is not as easy as getting a certificate, students have to understand the real content of this skill, and then they will learn it initiatively. Change the mind from “let me learn” to “I want to learn”.

#### 2.2.2 Understand to Grasp

Technology itself is not pressure. However, grasping a skill does not just understand some concepts. If students think that learning Yawei steno just need to read some books or recite some concepts, it's terrible. They will loss the interesting after they know the theory. On they other hand, some students think that they can first learn it, and then improve it. So, when they just grasp the basic method, they feel contented. All above situation will lead to weak sustainability and unserious practice, at last, the skill they learned will not meet the society's need. Students must know that, steno is not same as typing; it's not a game to entertain yourself; it's a skill which are different from others. Understand is not enough, you only really grasp it, then it can bring benefit to you.

#### 2.2.3 Teachers—trainers are the external cause of training

No trainers, no training. So, teachers are an important part in training. It takes a teacher to transmit wisdom, impart knowledge and solve doubts. To Yawei steno training, it is to give theory thoroughly, train skills well and solve doubts correctly.

##### 2.2.2.1 The person who preach Yawei Steno

Many stenographers now have the possibility to be steno teachers, they not only grasp the methods, but also have experiences and work seriously. But, the prevalence of steno teachers is instability. Because of constrains of several of factors, a lot of teachers are temporary employment or under external system. Their training just stops at imparting knowledge, although they are excellent at this skill, they lack the deep understanding after analyzing the steno industry and the exploration for the future development. They should not only teach students how to use this skill, but explain that what the skill could give and how noble it could be. So, a qualified steno trainer must be a propagandist first.

##### 2.2.2.2 The person who train Yawei Steno skill

To students, the theory of Yawei steno is simple and obvious, and to normal people, there are no barriers to use it. So, the mission of steno training is to make this easy work become students' conditioned reflex. Of cause, the only method is to practice, no shortcuts. About practice, there are some different kinds, worlds apart. Materialist dialectics told us, the law of development of things is from quantitative to qualitative changes. Quantitative changes are a process of accumulation, when it to a specific extent, it will change to the qualitative changes, that is, you grasp this skill. Just like sports training, the coach may not be an excellent

athlete, but he has to be in accordance with the laws of movement, and combined with athletes' own characteristics to arrange training scientifically. Consume less and get more accumulation, and then, improve the performance quickly. Therefore, steno teachers may not be stenographers, but have to be a professor of steno training who innovate training methods, refine the training and mobilize students' interests, to realize the level leap of Yawei Steno.

2.3 Top to down—school leaders' attention, there properly management and the reasonable design of the course decide success or failure of steno training. A fast train depends on a fast front. Although it is a folk say, it clarify an important reason.

1). Leadership's attention solves two important problems.

Recently, many institutes pay more attention to Yawei steno training, and in some institutes, presidents are even responsible for the course by themselves. They put the work on a very important position. Only in this way, we can guarantee the successful elements of Yawei steno training. For example: Liaoning Administration College of Police and Justice and Hebei Software Institute. Leaders of these two schools pay more attention to this course, so, students here study initiatively and teachers here are excellent. They are the two important elements of success.

2). properly management, open the green traffic lights for training.

Every family has its cupboard. Every school has its own feature, especially in designing courses. On one hand, we need to guarantee to meet the demand of accumulating the quantitative change of skill training; on the other hand, we should not abandon the training of students' overall quality. This is the superiority of traditional school education. Also take the two schools for example, because of the leadership's attention and the reasonably designing of course, and meanwhile, they put strict requirements and managements on students, they set up a good environment for Yawei steno training from every aspect. So, their students are widely accepted by the society, and Yawei steno training has reached its primary goal.

2.4. Apply what they learn—combine the skill with practice closely

The purpose of skill training is to play a role in working. So first, students can use the skill, but it is not enough, they must apply the skill they learned to work, then, they really master it. The only method for school to train qualified stenographers is to combine the skill with practice closely.

1). Training plus practice

Now, training in schools is only skill training. Some students reach a high speed in school, but when they find a job, they will find that what they learned in school is not enough for working. They have to use a lot of time to adapt to the work. If they have chance to practice when they are in school, they can save the time. It shows

that the model “training plus practice” is very important to Yawei Steno training. Through practice, students can experience how dose steno use under working environment, and also find insufficient of them. Then, they will adjust themselves. When they are graduated, they will become qualified stenographers. There are many ways to practice, such as imitate meetings.

## 2). Guiding by employment demand, supply suited steno talents

As the different working environment, different job requires different talent. So, when training students, schools must pay attention to employment demand, such as government agencies, judicial system and steno service companies etc. We have to be guide by employment demand, and attach attention to capacity-building, then, establish training programs, design learning structure of students. In that way, we can combine training with social demand closely and transport more talents to society

## 2.5. Teaching and researching .guidance—combined experts and school academic office closely

Yawei steno training is a process of quantitative change, however, how to do the efficacious accumulation, in order to realize the conversion from quantitative change to qualitative change. It has its own special laws.

### 1. Successful experiences guide practice

Now, many schools are very successful in training steno. Not only because students’ hard working, but also because the full use of experts resources. Use experts’ rich theories and their practical experiences to guide the faculty building, training facilities building and the textbook building. Thus, we can play a multiplier effect.

### 2. Combination of theory and practice

Teachers in school are good at teaching students and courseware design, but, they have no idea about some details of steno. However, experts are engaged in issues related to analyze and research at steno, they know how to train students and where they will go in the future. On one hand, these researches are helpful at training this skill; on the other hand, theory comes from practice and practice also can test the correctness of the theory. So, they advices given by experts have to be combined with schools’ practice.

## IMPORTANT DATS OF MR. TANG KELIANG

Mr. Tang Keliang

Honorary President of INTERSTENO

President of INTERSTENO Educational Committee

Member of Concil (Central Committee) of INTERSTENO

President of Chinese Group of Intersteno

President of Stenography Professional Society of CIPSC

President of Beijing Stenography Association

President of Beijing Xiaojun Office Equipment Co.



- 1993 Developing Yawei Sulu (Chinese Steno Machine) which was invented by his father Tang Yawei, who is the father of Chinese Shorthand and Stenography.
- 1994 Succeed in manufacturing Yawei Sulu, which is the first and the only Chinese steno machine.
- 1997 The chinese court system began to use the Yawei Sulu in all over the country.
- 2000 The national congress of China began to use the Yawei Sulu.
- 2003 the Ministry of Foreign Affairs of China began to use Yawei Sulu
- 2004 Became the president of Beijing Stenography Association.(had been the secretary general and the vice-president before)
- 2005 Became the president of the Chinese group of INTERSTENO and the member of the Central Committee of INTERSTENO
- 2006 Gained the first prize of Beijing Science & Technology award.  
Gained the first prize of Chinese Information Process Science &Technology award.
- 2007 Gained the second prize of National Technology Inventional award.
- 2007 Became the Chairman of INTERSTENO
- 2009 Success in holding Beijing 47<sup>th</sup> INTERSTENO Congress, Became the President of INTERSTENO Educational Committee

The shorthand and stenography in China has got fastest develope during recent 10 years, especially in 21 centry, under the leader of Mr. Tang Keliang. Nowadays, there are more than 200 branches of steno machine company and at least 200 colleges training the skill of steno machine in China. About 10,000 students learned steno machine every year. There are more than 50,000 stenographers working in court, important meetings, web sites, TV captioning, and so on. His father invented Yawei Shorthand and Yawei Sulu, Mr. Tang is leading the steno in China into a new time!

# 论优秀速录教师的标准

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## 摘要

优秀速录教师首先必须是优秀教师，然后才是优秀速录教师。本文全面讨论了优秀速录教师的一般标准和其他标准，帮助解决如何选择速录教师以及如何制定相关标准的问题。

## 关键词

优秀 速录教师 标准

## 一、优秀速录教师首先是优秀教师

速录教师首先是教师，因此，优秀速录教师必须是一名优秀教师。我们认为，优秀教师应该具备以下品质：

### 1. 优秀教师必须热爱教师岗位甘于奉献

热爱教师职业，是一个人能够在教师岗位上做得优秀的基本前提。本着对教师工作的热爱，才能全身心地投入，才能默默地甘于奉献，才能够不断在业务上提高，最终做得优秀。

### 2. 优秀教师必须热爱每一个学生

教师的任务就是教书育人，面对的教学对象就是学生。把每一个学生教好，是一个优秀教师的责任。能够认真教学，胜任教学工作，仅仅能够成为一名合格的教师，而能够热爱每一个学生，不“看人下菜碟”，才是优秀教师必备的品质。

### 3. 优秀教师必须精通业务

这一点不用赘述。教师的本职工作就是教学，对此不精通，根本不应该说是“优秀”。

### 4. 优秀教师必须不断创新敢于探索

教学过程，实际上是一个互动的过程。一个教师仅仅能够把现有的内容，按已有的模式，按部就班地教给学生，这仅仅做了第一步。一个优秀的教师，需要根据情况的变化，不断调整，与时俱进，敢于探索，以保证教学质量和教学水平不断提升。

## 二、优秀速录教师的一般标准

优秀速录教师，顾名思义，就是从事速录教育的优秀教师，除了应具备一般优秀教师的品质以外，还有一些速录行业的特殊性，简述如下：

### 1. 熟悉速录的发展与现状

速录行业有其自身的发展规律，作为一个优秀速录教师必须心知肚明。让学生树立起正确的速录学习观，这是学习速录的基础，因此也是教授速录的必须。

### 2. 精通速录的基本原理、方法与指法

作为一个优秀的速录教师，必须很好地了解速录技术的基本原理、方法与指法。这些内容，是速录的普遍规律，对教学有根本的指导意义。教学效果的好坏，根本上取决于教师对这些基本内容理解得是否透彻。所以要成为一个优秀的速录教师，这是基本功。

### 3. 严格系统地进行基本功训练教学

基本功训练是速录教学的基础，也是速录技能的基础。因此，基本功教学是不能忽视的。一个优秀的速录教师，从事基本功教学的时候，首先是非常严格的。即严格要求指法、坐姿、按键等等这些最基本的内容，不能含糊。其次，是完整而系统的。即从基本功的各个方面全面地进行平衡的训练，如果基本功方面马马虎虎，对学生今后的发展很不利。当然，能够把基本的内容给教明白了，也勉强可以胜任速录辅导教员的工作，而不注意对学员入门的学习进行把关，不是一个合格的速录教师，更不优秀。

### 4. 科学有效地进行提速训练教学

速录的原理简单，容易理解，掌握起来也不吃力。然而，速度的提高才是最终的目的。作为速录教师，就应该能够引导学员循序渐进地进行训练，使速度逐步提高。而一名优秀的速录教师，不仅要善于引导，而且要科学指导，合理安排，让学员在课堂上获得事半功倍的训练效果，少走甚至不走弯路。这是优秀速录教师应该具备的基本功。

### 5. 灵活运用心理学知识指导速录训练

速录技能同样是技能，在这种重复、枯燥的训练中，人的心理会发生很大的波动，直接影响到其情绪，进而影响到训练的效果。作为一个优秀的速录教师，必须是一个具备良好心理素质的教练员。他不仅要正视学员在训练过程中的所有正常的反应，如高原现象等等，更要善于洞察学员的心理变化，适时地给予正确地疏导和排解。

## 三、优秀速录教师的其它标准

上面从专业的角度阐述了一名优秀速录教师的标准，包括了主要的一些内容。但是，既然是讨论“优秀”速录教师的标准，就必须全方位地高标准、严要求。因此，从以下几个方面进一步提出了一名优秀速录教师的标准：

### 1. 结合实际进行课程设置

速录教学的特殊性，决定了其课程设置的相对特殊性。学员情况、课时情况等因素都会影响教学与训练的安排。一名优秀的速录教师，必须能够结合实际情况的特点进行合理的课程设置以保证教学训练的效果。

## 2. 定量分析实施个性化教学

人的接受能力不同，自身条件不同，对于速录学习与训练来说，影响很大。必须对不同的学员进行逐个分析，并制订相应的教学计划，实施个性化教学。即要保证全体学员进度的相对一致性，又要保证每个学员都得到最好的指导。

## 3. 具备良好的语言文字素养

速录，是与语言文字打交道的工作，学员接触的就是文字，要求他们自身就要不断提高这方面的修养。作为老师，尤其是优秀的速录教师，在语言文字方面更应该起到表率作用，以利于学员在这方面不断追求和提高。

## IMPORTANT DATAS OF MR. LIAO QING

廖清

国际速联委员

国际速联中国秘书长

北京市速记协会培训中心校长

中国中文信息学会速记专业委员会秘书长

北京市速记协会秘书长

北京小军办公设备有限公司副总经理



- 1994 在北京市速记协会学习亚伟速录（中文速录机）
- 1996 担任北京小军办公设备有限公司培训部主任
- 2000 担任北京市速记协会培训中心校长
- 2001 担任中国中文信息学会速记专业委员会秘书长
- 2004 担任北京市速记协会秘书长
- 2005 担任国际速联中国秘书长
- 2007 担任北京小军办公设备有限公司副总经理

# On the Condition of Excellent Steno Trainer

Liao Qing

Master, Training Center of Beijing Stenography Association

Member, Scientific committee of INTERSTENO

## Abstract

Excellent steno trainer has to be excellent teacher, than to be excellent steno trainer. This article discussed the general condition and the other condition of excellent steno trainer..

Excellent, steno trainer, condition

### 1. Excerllent Steno Trainer should be Excellent Teacher at First

Steno trainer should be a teacher at first. So, an excellent steno trainer must be a teacher. In my mind, excellent teacher should have the following charactor:

#### 1.1 Excellent Teacher Should love teaching and ivolved in it

This is the basic condition to be excellent. With the love of the work, one can involved in it and to become excellent at last.

#### 1.2 Excellent Teacher Should Love Every Student

The work or a teacher is teaching. Student are who he is teaching. It's the duty to teach every student. A teacher should work hard, and an excellent teacher should love every student.

#### 1.3 Excellent Teacher should be professional on teaching

This is the point. The work of a teacher is teaching., and it's cann't imagine a teacher is not good at teaching, nevertheless to be excellent.

#### 1.4 Excellent Teacher should continous make innovtion

Teaching is an interactive process. A teacher can properly teaches students about knowledges is the basic step. An excellent teacher should making progress and changes on what he teaches, to promise a good quality and level of teaching.

### 2. General Condition of Excellent Steno Trainer

Excellent steno trainer, means excellent teacher who teaching and training steno. Besides an excellent teacher, there are some special parts.

#### 2.1 To understand the progress and condition of stenography

Stenography has its own way of progress. An excellent steno training should know this very clear. This is one of the basic content of study steno.

## 2.2 To be excellent on basic principle, method and fingering

As an excellent steno trainer, who should understand the basic principle, method and fingering commendably. These are general regular and should be the basic of training. If you want to get a perfect training result, you must understand these basic things deeply. So, this is the basic condition of an excellent steno trainer.

## 2.3 Strictly and systematic running basic training

Basic training is the first things first of steno train, It is also the basic of steno skill. When running basic training, an excellent steno trainer should strictly at first, such as fingering, sitting, stroking, and so on. The basic training is systematic and completely too. So, the basic training should include every basic parts. This is very good for the progress of steno students. If you can teach these basic things, you could be a student assistant, but you cannot be steno trainer, nevertheless excellent.

## 2.4 Scientifically and effectively running speeding training

Principle of steno is easy to understand, and easy to master. But the task of steno training is to gain high speed. A steno trainer can guide his students to train step by step and get higher speed. An excellent steno trainer should not only to guide but also to scientifically guide, to properly arrange, let his students get progress directly and fast. This is what should excellent steno trainer do basic.

## 2.5 Using psychology method to guide steno training

Steno is a kind of skill, to train once and once, again and again, may let students uncomfortable. So the result of training may not so good. An excellent steno trainer should be a psychiatrist, who can find the reactions of student during training, and can get the real information of the psychology change of students, then to give them proper help.

## 3. Other conditions of excellent steno trainer

Above, we discussed professional conditions, including main parts. Followed with some more parts, including some advanced conditions.

### 3.1 To arrange classes according with different conditions

The special of steno training makes the special of the arrange, according with students, class hour, and so on. An excellent steno trainer should make training classes properly to different conditions. This can let us get a good result.

### 3.2 Training according different student

Every body has different conditions, abilities, which can cause different training plan. We should analyse one by one, and arrange different training one by one.

### 3.3 To be excellent on language and writing language.

Steno is a kind of work relative with language. Students need to improve their language ability. As a trainer, especially excellent steno trainer, must give the students a model.

## IMPORTANT DATAS OF MR. LIAO QING

Mr. Liao Qing

Commissionor of INTERSTENO

Secretary Genaral of Chinese Group of INTERSTENO

Principal of Beijing Stenography Training Center

Secretary of Stenography Professional Society of CIPSC

Secretary Genaral of Beijing Stenography Association

Vice-President of Beijing Xiaojun Office Equipment Co.



- |      |  |
|------|--|
| 1994 | Learning Yawei Sulu (Chinese Steno Machine) in Beijing Stenography Association                 |
| 1996 | Training Department Manager of Beijing Xiaojun Office Equipment Co..                           |
| 2000 | Became Principal of Beijing Stenography Training Center  |
| 2001 | Became Secretary of Stenography Professional Society of CIPSC                                  |
| 2004 | Became Secretary Genaral of Beijing Stenography Association                                    |
| 2005 | Became the Secretary Genaral of Chinese Group of INTERSTENO and the Commissionor of INTERSTENO |
| 2007 | Became the Vice-President of Beijing Xiaojun Office Equipment Co..                             |

# 建构速录教育中务实的培训目标及踏实的教学体系

——浅谈连邦教育《中国塔式速录培训体系》

孙惠民

中国中文信息学会速记专业委员会 常委

连邦教育集团 董事长

连邦教育集团的速录培训发展已8年，为速录事业培养的大批速录人才现均活跃在全国速录的事业前沿。为了将速录培训事业做得更加辉煌，为了中国速录人才培养进入腾飞时代，连邦速录团队在教、学、研各个维度，在人、财、务的各个角度均投入了雄厚的资源支持。依据2008年制定的连邦速录培训的第二个五年发展规划，提出了速录培训“四化建设”总指导方针，即：“速录培训标准化、产业化；速录学员技能全面化、发展职业化”。依据四化总纲，在唐可为先生和中国中文信息学会速记专业委员会的指导下，研发并实际运行了一套多维度、多层次的速录教育培训教学体系——《中国塔式速录培训体系》。

## 一、《中国塔式速录培训体系》诞生的背景。

### （一）、速录市场需求新变化，推动培训体系的新变革。

以市场为导向一直是连邦教育开展教育培训的指导思想，经过对市场的调研与分析，对比先前市场对速录培训的需求，发现了市场需求的新变化：

一是，当前市场对速录人不仅要求有绝快的速录，还要求积聚各类能力，市场新需求引发了我们对速录培训目标的重新思考：如何塑造新型的速录人？

二是，随着市场和企业对速录的认知，对速录人才需求量较先前有大幅度的提升，市场对速录人才的渴求，给我们的培训提出更高的要求，我们要思考的是：如何应对需求量的变化，快速的大批量锻造速录人才？

因此，连邦速录团队带着“如何打造新型速录人、如何快速大批量锻造速录人”这两个市场的新变化和要求，进入新的速录培训体系的研究阶段。

### （二）、提升培训体系的核心竞争力，推动培训体系的新变革。

所谓培训体系是指将课程体系、培训对象、教学资源、培训实施、培训管理、培训评估等，通过先进、科学的运行模式有机的融合在一起，实现培训的规范化、科学化，以提高培训的效率。

培训体系的核心竞争力，就是使客户在规定的培训周期内获得合格的培训产品。

客户的成功及利益的满足，带来了连邦教育的企业成功，因此对培训体系不断自我完善和培训实施中的持续改进，是我们追求进步的努力方向。

## 二、《中国塔式速录培训体系》介绍

《中国塔式速录培训体系》是一套数据化、标准化、体系化的速录培训标准，适用于速录教学培训领域，其中涉及课程体系、教学实施、教学管理、教学监控、效果测评、教师养成、素质锻造、就业指导与服务等多个环节。

这个模型的开发确立了以下 3 个目标：

一是，结合市场需求，解决如何打造复合型新型速录人才的问题。

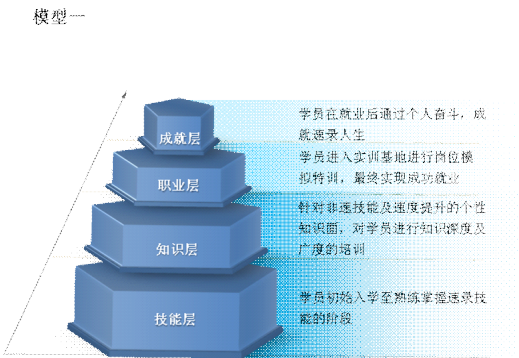
二是，解决如何快速、大批量锻造输出合格人材的问题

三是，以学员为核心建立科学性的教学标准，解决培训标准不受培训区域限制的问题。

《中国塔式速录培训体系》是由 12 个子模型组成，这些子模型之间相互联系，互相影响，形成了一个有机整体，这个动态变化的有机整体构成了培训体系。以下为 12 个子模型简介。

### 模型一：速录塔立体结构模型

《连邦速录中国塔式教学体系》以中国古典宝塔为原型，形成一个四层五角的教学模型。通过此模型结构可以更好的理解连邦速录整个培训体系的构成，每一个层面空间及层级间的晋升均由各方面教学支系组成。



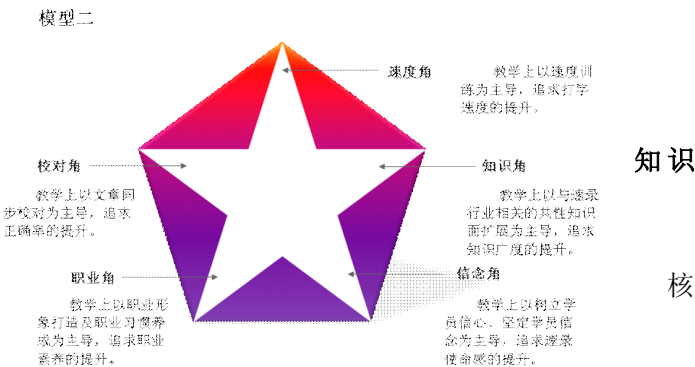
所谓四层自下而上分别为技能层、知识层、职业层、成就层。

学员从技能层走向职业层的培训过程，充分体现了学员通过培训从学员到职业人的转变的过程。

### 模型二：速录塔平面结构模型

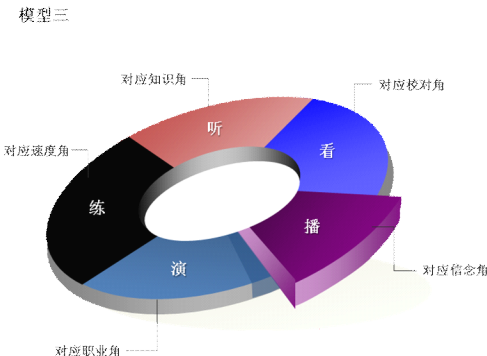
每层所包含的五角为：速度角、校对角、角、职业角、信念角。

五角的搭建充分体现在教学中“以学员为核心”的教学内容和锻造方向。



### 模型三：学习行为动作模型

根据“五角”的教学内容和锻造方向，我们将学员

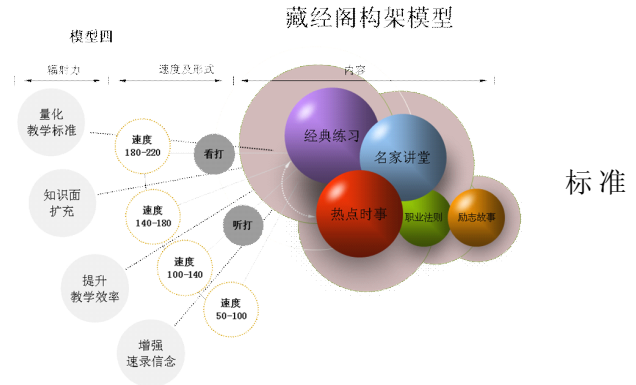


的学习行为概括为看、听、练、演、播。

这个模型解决了让学员清楚的知道如何发挥自我的主观能动性而达到学习目标。

模型四：藏经阁构架模型

藏经阁模型作为速录教学的载体和内容，是教学执行的基础。

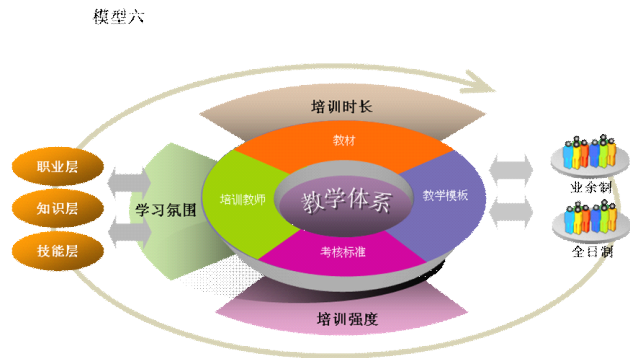


模型五：教学监控模型

此模型是整个教学体系的实施过程监控文件，是整个教学过程中的监控工具和测量仪。

模型六：学员分类培训模型

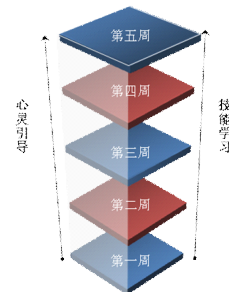
学员分类模型是依据标准教学体系，根据全日制和业余制学员的特点、训练强度、学习氛围、学习周期，结合宝塔模型培训过程的特点，分别对全日制和业余制各自订立的培训模型。此模型的建立是为了缩短业余制与全日制学习效果的差距，科学的提高各类班制的训练效率。



模型七

模型七：新五周双教学模板模型

新五周双教学模板是技能学习模板和心灵引导模板的结合，这个模板是基本技能训练的根基，是速度提升训练的质量保证。



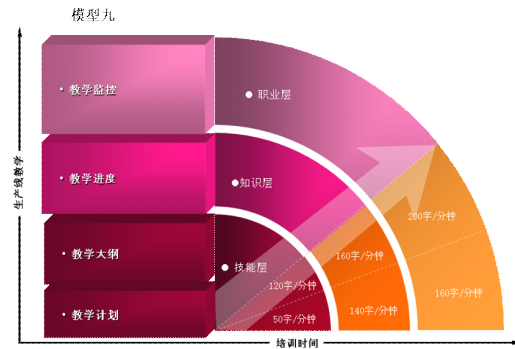
模型八：生产线教学模型

升级版生产线教学法是贯彻新教学模型的主线，在连邦教育原生产线教学法的基础上进行全面改良，镶嵌至教学体系中。该模型的作用是通过清晰的划分教学阶段，将教学重点重新排列，提升新教学标准的

教学效率，降低教学成本。

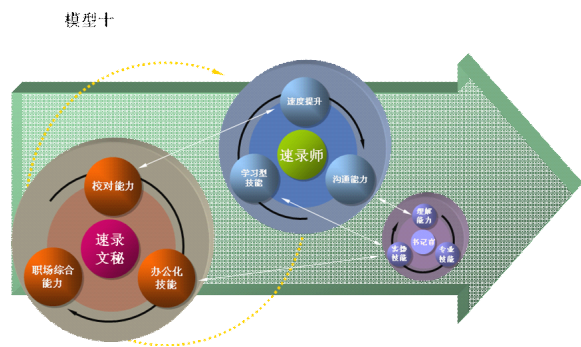
模型九： 6 月标准教学课程体系复制模型

6 月标准教学课程体系复制模型是整个培训体系的核心，将教学计划、教学大纲、教学进度、教学监控，进行了严格限定，强调标准统一，监控统一、考核统一。



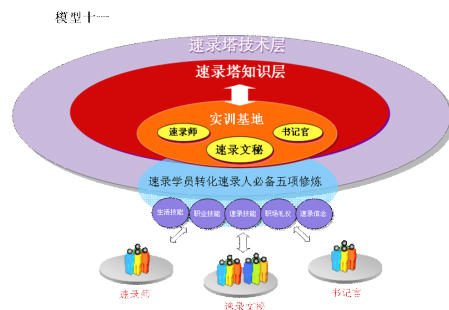
模型十：实训基地训练模型

我们积极分析用人企业的反馈信息，使学员在就业前能在速录文秘、速录师、书记官等职业领域得到锻炼。并根据各职业领域的特点，在训练的内容上进行科学的划分和转化。此模型的作用是提升学员第一次就业成功率。



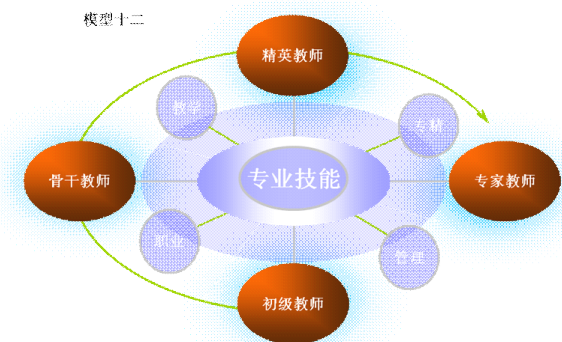
模型十一：学员就业指导模型

此模型，结合用人企业的反馈，充分对速录人的素质型进行了分析，得出了速录人必备的五项修炼。此模型的建立使就业指导老师能清楚的掌握在不同阶段应关注学员不同的数据或成绩。



模型十二：速录教师养成模型

在新型速录人的培养目标下，在标准教学模型的规范下，我们同样需要胜任新教学模型的新型教师团队，此模型，为教师选拔、教师培养、教师晋级、教师考核提供变量标准。在教师养成模型中，我们更加关注教师在速录专项领域优势的开发和成长。



三、《中国塔式速录培训体系》应用效果

在中国塔式速录培训体系应用的一年多时间里，我们通过对教学信息及数据的整理分析，《中国塔式速录培训体系》，在教学中的应用取得了显著的实践成效。

### **1、学员“学而时习之，不亦乐乎”。**

何为习？习乃预习、习乃复习、习乃演习、习乃练习；何为时？时乃时常、多时、随时；时常、随时、多时的练习、预习、复习、演习，必然是学有所获。

本体系充分发挥教师的“向导”作用，通过对学员预习、复习量化学习习惯的养成，使学员陶醉在学习行为动作的过程中。

### **2、以个体学员为教学研究主体，注重将培训目标落实到实践与就业中，《中国塔式速录培训体系》在多个区域教学中发挥作用。**

本体系引用教育学、教学心理学、管理学原理的同时，抓住速录培训规律，体系中涵盖培训基础体系、培训实施用体系建设、培训管理监控体系，充分涵盖了教学所有相关环节，通过本体系在连邦所属各区域、各城市运行一年多的实践来看，本体系不受地域环境、经济环境的限制。

### **3、在教学“质”和“量”上的相对确定性，提升了教学信息“输入”效能。**

课堂教学实际上是教师在规定的时间、地点完成将教学信息输入给学员的过程，对教师而言，对教学信息输入的准确、及时、生动、有效，决定了教学成功。

通过对速录教学的不断研究与分析，连邦教育《中国塔式速录培训体系》将速录教学过程中的“输入”信息进行了细分。将各类教学信息的输入目标、内容、程度、形式、考核评价等作出了量化标准，避免了各类原因导致教学信息在传输过程的误差”，同时量化标准，将教学问题简单化、明晰化。

本体系由于对教学的“质”和“量”上有相对的确定性要求，这也为教学效果中有效信息的传输提供了衡量依据。

### **4、注重培养学员教学信息“输出”能力，有效提升了教学效率。**

以学员为教学研究的主体，连邦教育通过多年的教学研究和总结，发现速录学员以最大量的吸收教学信息并能以不同的形式“输出”作为自己学习的成功标准之一。因此，本体系在确立时对学员在教学过程中信息的“输出”，进行了重点的论证和开发，在教学实践中收获颇多：

——学员通过阶段性、多频次、多形式的教学信息输出能力，提升了学员对技能掌握的信心，提升了学习信念。

——通过学员的教学“输出”环节，有利于教师确认学员现有知识、技能与培训应达到的知识和技能水平之间的差距，为教学的改进提供了直接依据。

## **四、结束语**

中国塔式速录教学体系应用至今，虽然达到了阶段性目标，取得了可喜的成绩，但要想真正实现“大批量锻造合格‘速录人才’”的培训目标还需不断努力，连邦教育将在“追求进步”的理念指引下，愿意在中国中文信息学会速记专业委员会的指导下，为速录培训事业的发展贡献力量。

## **Constructing Pragmatic Training Goals and a Solid Training**

# **System for Stenography**

## **---- Discussion about Federal Education “Chinese Tower Stenography Training System”**

Huimin Sun (Simon Sun)

Federal Education Group has been developing stenographic training for 8 years. Our graduates already work all around the country. To make our stenography training more brilliant and to help Chinese stenography training enter a new era, the Federal stenography research team has contributed strong support and various resources to different dimensions of teaching, learning, and researching; including human resources, financing, and equipment. According to Federal Stenography’s second “Five Year Development Plan” (2008), our goal is to achieve "the four transformations", i.e., the standardization and industrialization of our stenography training, and the comprehensivization and vocationalization of our students' development. Accordingly, and under the guidance of Mr. Kewei Tang and the Professional Stenography Committee of the Chinese Information Processing Society of China, we developed and implemented a multidimensional and multi-level stenography training system – the “Chinese Tower Stenography Training System”.

### **I. Background of the “Chinese Tower Stenography Training System”**

#### **a. Changes in the stenography market demand that we push forward new changes in stenography training systems.**

Federal Education always abides by a market-oriented guiding ideology. According to recent research and analysis of the market, compared with the previous market demand for stenography training, we have found the following market changes:

First, the current market does not only require speed typing, but also requires various other kinds of skills. The new demand of the market makes us reconsider the stenography training target: How do we train a new kind of stenographer?

Second, with the market’s, specifically enterprises’, recognition of the value of stenography, the demand for stenographers has largely increased. The market’s need for stenographers raises the requirements of our training. What we must consider is how to respond to the changes in demand and how to train stenographers quickly and in large quantities.

Therefore, with the market changes and requirement to train large quantities of stenographers quickly, Federal Education has entered a new period of training system research.

#### **b. Increase the core competitiveness of the training system and push the new changes of the training system forward.**

All so called training systems aim to take their course systems, trainees, teaching resources, methods, and training management and evaluation processes, and through the organic blending of advanced and scientific processes, realize the standardization and systematization that can improve training efficiency.

The key competitive strength of a training system lies in the quality of the training products which customers receive during their training periods.

Customers' success and satisfaction brings success to Federal Education Group, which has made continuing improvements to its training system and which, has subsequently dedicated more time to reaching even higher targets.

## **II. Introduction to the Chinese Tower Stenography Training System**

The Chinese Tower Stenography Training System is data oriented, standardized, and systematized training standard for use in the stenography training field. It touches upon all aspects of the training system, including curriculum; training implementation, management, and control; testing and evaluation; instructor cultivation; quality development; job placement; and service.

The development of the Tower training model was guided by three targets:

1. All questions about how new stenography talent should be forged must be resolved in accordance with market demand.
2. All stenography skill quality problems that arise from large scale training models must be resolved.
3. Taking a trainee-centric approach to the establishment of a scientific training standard, resolve all problems arising from inconsistencies between training locations.

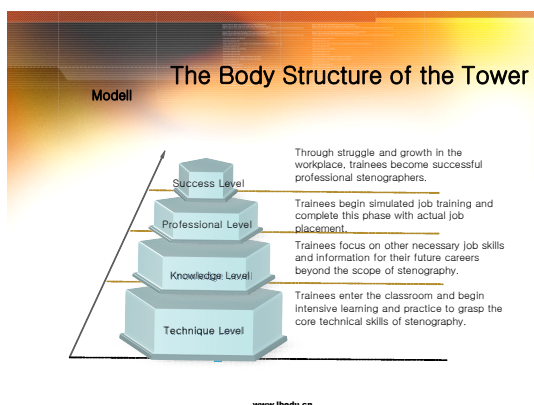
The Tower training system is composed of twelve sub-parts. The mutual interaction and influence between each of these twelve sub-parts forms together to create a complete organic system. This dynamically developed organic system constitutes the training system as a whole. The twelve sub-models are described below.

### **Model I: The Body Structure of the Tower**

The Federal Education Tower Stenography Training System is structurally similar to a classical Chinese pagoda, and can be modeled as four pentagons stacked on top of each other in a tower. Through this model the composition of the complete training system can be understood clearly, with area and height of each level equating directly to a sub process in the overall training system.

**The four levels, from the bottom to the top, are referred to as the Technique Level, the Knowledge Level, the Professional Level, and the Success Level.**

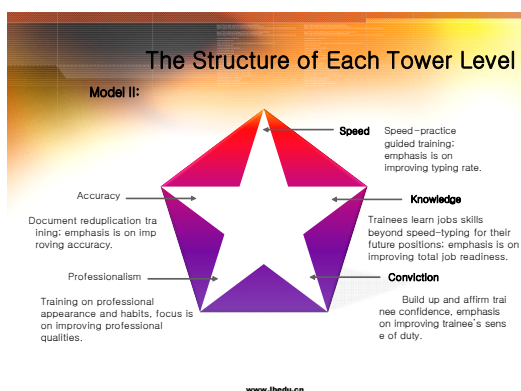
As a trainee progresses from the technical ability level toward the professional level, he or she completes the actual transition from a trainee to a professional stenographer.



## Model II: The Structure of Each Tower Level

**Each level in the tower is shaped like a pentagon, in which the five angles stand for five aspects of the student's training: speed, accuracy, knowledge, professionalism, and conviction.**

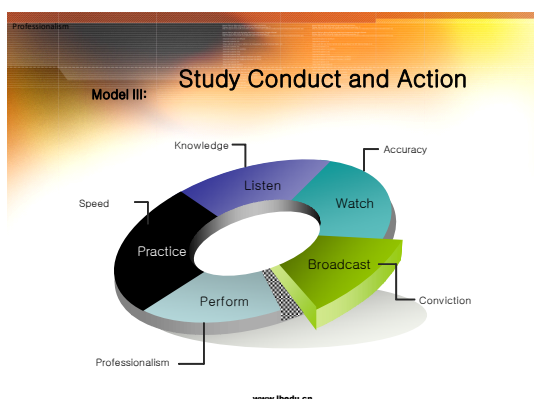
The development of these five aspects is fully realized through student-centric materials and the direction of the training.



## Model III: Study Conduct and Action

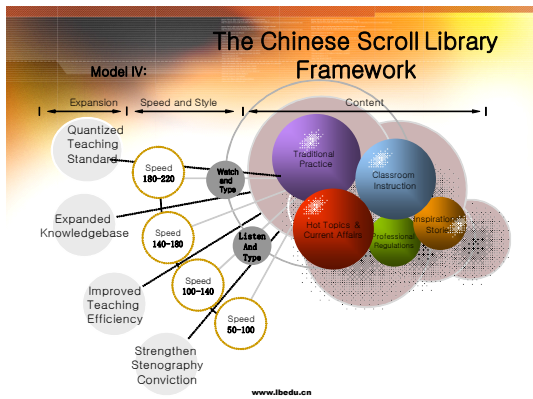
Based on the “five angled” training content and direction, we can sum up the student study methods as watch, listen, practice, perform, and broadcast.

This model allows students to know clearly how to develop their level of conscious activity and reach their training goals.



## Model IV: The Chinese Scroll Library Framework

As the vessel and content of stenography training, the Scroll Library Framework model serves as the basis for standards for carrying out training.

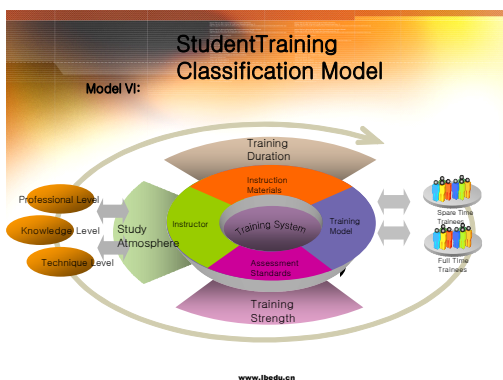


### Model V: Education Supervision

This model includes the supervision documents for the education system as a whole, and equates to both a control apparatus as well as an assessment mechanism.

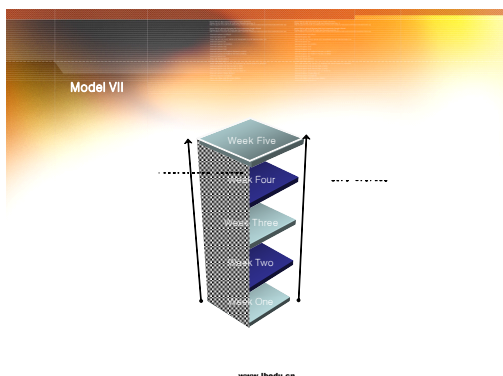
### Model VI: Student Training Classification Model

Students are classified in accordance with a standardized system. The classifications are based on fulltime and part-time student characteristics, training intensity, learning atmosphere, and length of study period and are combined with the peculiarities of the Tower Training Model process to set up different training models for fulltime and part-time students. The purpose of this component model is to narrow the gap between training outcomes of fulltime and part-time students and to improve the efficiency of the training system.



### Model VII: New Five Week Double Teaching Template

New 5-week “double” teaching model is the combination of the skill straining model and the “Inspirational Guidance” model. It is the root of basic skills training and it serves to maintain quality as the speed of training is increased.



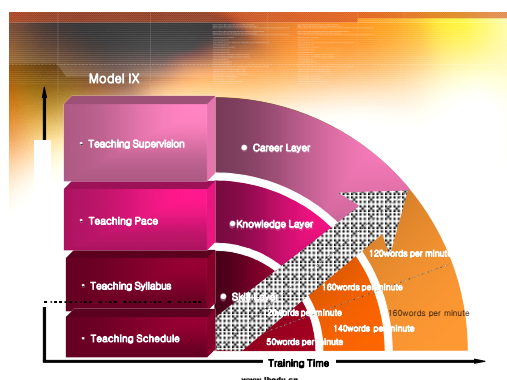
### Model VIII: The Production Line Teaching Method

The Upgraded Production Line Teaching Method is the principle line which runs through the new Tower Teaching System. It is an improved version of the original Federal Education Production Line Teaching Method and has been molded into the teaching system.

The model clarifies the teaching phase and re-arranges the key teaching points in order to improve the efficiency of the teaching standard and reduce instruction costs.

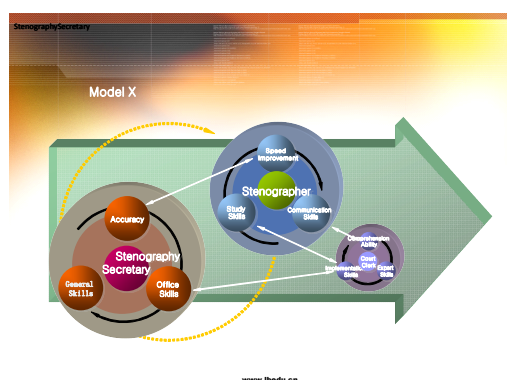
### Model IX: Six-Month Standard Course System Duplication model

The six-month standard course system duplication model is the core of the whole training system. It has strict guidelines about course schedules, training syllabi, teaching pace, and training supervision. It emphasizes uniformity in standards, manageability, and assessment.



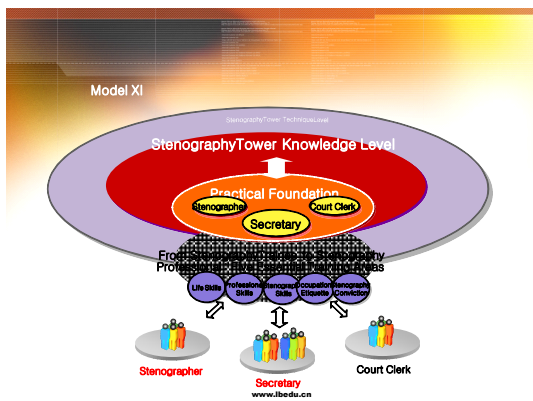
### Model X: Practical Foundation Training

We vigorously analyze employers' feedback so that before students find employment as secretaries, stenographers, court reporters, or related fields, they can receive focused training. Moreover, based on each specific career field's needs, training content has been scientifically divided and modified. This model improves trainees' first time employment rates.



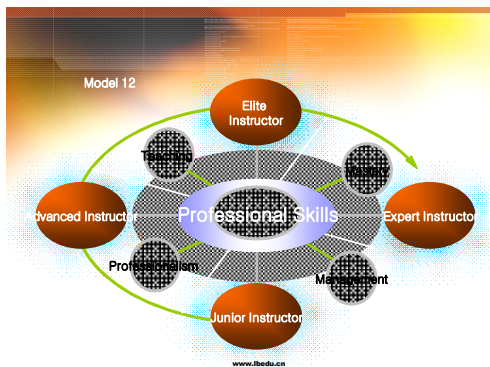
### Model XI: Employment Guidance Model

Integrating analyzed feedback from employers regarding the quality of stenographers, this model has determined five essential training areas. The establishment of this model has been to provide instructors with a clear guide as to which data and accomplishments should be paid attention to during different phases of the training program.



### Model 12: Stenography Instructor Training model

Toward the goal of training new stenographers and following the principles of standardized teaching models, a new training model is needed to create qualified instructors. This model puts forth standardized variables for use in instructor selection, development, promotion, and assessment. In the instructor training model, more importance is placed on the development and improvement of instructors' superiority in the specialized stenography field.



## III. Chinese Tower Stenography Training System Application Results

The Chinese Tower Stenography Training system has been applied for over a year and we have carefully analyzed the resultant training data and found that applying the new training system has been greatly successful.

### 1. For students it is a pleasure to repeatedly learn skills and then quickly apply them.

What does *apply* mean? Apply means to preview, to review, to perform, and to practice. What does *quickly apply* mean? *Quickly apply* means apply often, a lot, and at anytime. When trainees practice, preview, review, and perform often, a lot, and at any time, they definitely learn well.

This system fully brings into play the instructor's role as a guide. Through shaping the habit of learning by quantized previewing and reviewing, the instructor teaches the students to enjoy studying and learning.

### 2. By making the trainee the central subject of training research, and putting emphasis on the carry-over of training goals into practice and work, the Chinese Tower Stenography Training System has produced marked effects in a number of training areas.

This system references pedagogy, educational psychology, and at the same time, principles of management. It also grasps the patterns of stenography training and, as a system, completely encompasses the fundamental system, training implementation setup, training management system, and completely includes all training segments. Through over a year of use in all Federal Education centers, training results were shown to be completely

unaffected by limitations in any cities settings or economic environment.

### **3. In training, the relative determinacy of *quality* and *quantity* has improved the efficiency of instruction.**

Classroom instruction, in reality, is the process of an instructor, at a designation time and place providing students with information input. For an instructor, accuracy, currentness, vividness, and efficiency affect the success of the process.

Through constant research and analysis in the stenography field, Federal Education Group's Chinese Tower Stenography Training System has devised a system for subdividing stenography training information. Each type of stenography training information has been divided according to goal, content, grade, form, and assessment weighting. The result is a quantized standard, avoiding each source of information error in the stenography instruction process, while at the same time simplifying and clarifying instructional issues.

This system puts forth clear requirements for both quantity and quality of instruction, which provide reference points for effective instruction.

### **4. Fostering in trainees the ability to demonstrate what they have learned has improved training efficiency**

By making students the center of study, Federal Education Group has, through many years of research and analysis, determined that stenography students use a sense of how much they have learned as well as how well they are able to re-express it in different ways as a measure of the success of their studies. As a result, the development and implementation of trainees' abilities to express what they have learned was stressed during the establishment of this system. The benefits of this approach have been numerous:

- Phased, high interval, multi-form ability demonstration requirements improved trainees' confidence in the establishment of their skills, and improved their commitment to study.
- Through trainee demonstration segments, instructors have benefited by learning to recognize the gap between the actual abilities and knowledge their students have acquired and the levels called for by the training program.

Conclusion:

Although the *Chinese Tower Stenography Training System* has reached the current targets set for its design as well as having realized excellent achievements, there is still a long way ahead to reach the goal of mass training stenographers who are qualified for specific job positions. Under the guidance of *Steno Professional Committee of Chinese Information Processing Society of China* and the philosophy of "aspire for more", Federal Education Group will continue to contribute more to the development of Chinese stenographers.



*Author Introduction:*

*Huimin Sun (Simon Sun)*

*Chairman of Federal Education Investment Holdings Co., Ltd*

*Deputy Secretary-general of the Stenography Association*

*Chairman of the Chinese Stenography Education Experts Committee*

*Mr. Sun has dedicated himself to the stenography industry for decades and has established the largest stenography training school in China. Thousands of outstanding stenographers have graduated from the school that he established and many of them have won both national and international awards. Two such winners include Wang Lu and Wang Xiubo. These champions of the international and national stenography competitions are both graduates of Mr. Sun's school.*

*Mr. Sun has also made outstanding contributions to the cultivation of Chinese stenographers. He has led the research and development of many stenographic teaching methods throughout the past decade. These include the "Production-line" and "Five Elements" teaching methods, which are well known throughout China. Not content to rest on his laurels, last year Mr. Sun successfully launched a stenographer standardization training scheme called the Tower Type Teaching Model. This solution has become the single unified standard among Chinese stenography training centers and has been approved by the authority of the stenography industry, Mr. Tang Yawei. Mr. Tang Yawei has required that all stenography training centers implement this solution.*

# 用超越值进行共同的比赛

李裕德

**内容提要：**国际速记联合会成立 100 多年以来，进行过多次速记、速录比赛，都是本国选手和本国选手相比。如何让各国的选手在一起比赛速记、速录能力的高低，始终是国际速记联合会的一个难题。本文用 7 种语言的例句分析了各国的选手不能在一起比赛的原因，提出了改进译文的重要性，提出了统一计算词、音节、音素标准的必要性，在此基础上，提出了按照最高数据和本次比赛的数据计算超越值，比较超越数值决定比赛名次的办法，使各国选手能够在一起进行比赛。

**关键词：**标准译文 最高数据 超越值

## 提纲：

1. 提出问题：使各国选手能够在一起进行比赛是国际速记联合会的一个难题。
2. 分析问题：用汉语、英语、法语、德语、俄语、日语、越南语的例句分析语言的不同和译文的不同，是各国选手不能够在一起进行比赛的原因。
3. 解决问题：改进译文，统一确定词、音节、音素的标准，用对最高数据的超越值比较各国选手的名次。

国际速记联合会成立 100 多年以来，进行过多次速记、速录比赛，每一次比赛，都是本国选手和本国选手相比，而不是各国选手在一起比赛。如何让各国的选手在一起比赛速记、速录能力的高低，始终是国际速记联合会的一个难题。

各国选手不能在一起进行比赛，一个重要的原因是语言不同。下面我们进行一个抽样调查，对 7 种语言（依次是汉语、英语、法语、德语、俄语、日语、越南语）进行简单的分析。

各种语言的例句	词数	音节数	音素数
青年是整个社会力量中的一部分最积极最有生气的力量。	13	24	63
The young people are the most active and vital force in society.	12	20	46
Les jeunes constituent la force la plus active , la plus dynamique de notre société..	14	22	56
Die Jugend ist die aktivste und lebendigste Kamft der Gesellschaft.	10	16	50
М о л о д е ж ь — с а м а я а к т и в н а я , с а м а я ж и з н е — д е я т е л ь н а я с и л а о б щ е с т в а .	7	25	59
青年は社会のすべての力のなかで、もつとも積極的で、もつともいきいきとした力である。	17	50	89
Thanh niên là một phân lực lượng hàng hái nhất và suc song nhất trong toàn bộ lực lượng xã hội.	14	21	63

表格当中的中文是毛泽东的一句话，各国的译文是请各国的专家翻译的，在表意的准确性方面应该没有什么太大的问题。俄文用词最少，日文用词最多。越南文使用的音节最少，日文使用的音节最多。英文使用的音素最少，日文使用的音素最多。如果就信息量进行分析，我们用眼睛就能够看出，中文最具有优势，比其他语言的信息载体少。如果让各国的选手在一起进行比赛，比赛谁录下的词、音素、音节最多，结果当然是不公平的。

有人提议，用同一篇文章的各种译文进行比赛，可以得到公平的结果。但是，实际上，如果在现有的条件这样做，则更加不公平。因为各种译文，虽然可以做到表意相当准确，但是在修辞方面却很不一样。就拿上面的译文说吧，英文的译文，most 只出现了一次，而汉语用“最”，法语用 plus，俄语用 с а м а я，日语用もつとも，越南语用 nhất 都是两次，德语则用 aktivste 和 lebendigste 的最高级形容词表示。汉语的“整个”一词，英文、德文、俄文的译文都没有，日文译文用了すべて，越南文译文用了 toàn bộ，法文译文用了 notre（我们的）表示。俄文的译文只有 7 个词，除了省略了“最”、“一部分”之外，俄文不用现在时的“是”，在书面语里用破折号表示，而且 о б щ е с т в о 变为第二格 о б щ е с т в а，又省去了表示领属关系的词，如汉语的“的”，法语的 de，日语的の。

比赛，都应该按照同一标准进行，各国之所以能够进行体育比赛，就是因为标准是同一的。残疾人的比赛类型分得更细，就是为了保持标准的同一性。从逻辑学的角度看，比赛实际上是对参赛者进行分类和归类，例如设立一、二、三等奖，就是把参赛胜利者分为三类，这是分类；比赛名次的确定，实际上是归

类的结果，就是把这个人归入第一类，把那个人归入第二类。分类和归类是同一种思维行为的两种逆向思维活动。逻辑学早已证明，分类和归类，一次只能使用一个标准，不能一次使用两个或者更多的标准。速记、速录比赛，各国选手只能用自己的语言进行，各种语言千差万别，即使是同样长度的一段话，词的数目、音节的数目和音素的数目都不一样，如果让操不同语言的选手用自己的语言在一起进行比赛，无疑是在用多项标准进行分类和归类，是违背逻辑学的基本规则的，不可能产生公平的结果。即使用同样的一篇文章的各种译文去进行比赛，由于翻译的差别，只能在多项标准中再增加一些标准，比赛的结果就更加不公平。

语言的不同和译文的不同，是实现各国选手共同竞赛的障碍。从逻辑学的角度看，这个难题不可能得到妥善的解决，只能减轻处理的难度。我们希望国际速记联合会进行多方面的探索，能够力争制订公平一些的竞赛办法。这里只提出一个用超越值进行比赛的设想，就是用本次比赛的数据和各国的最高数据进行比较，产生正负超越值，按照超越值决定名次。

第一，用同一篇文章的各种译文进行速记、速录比赛，应该是一个努力的方向，需要研究的是如何在修辞方面进行统一。如上述各种文字，都使用了分说的方式，汉语是“最积极最有生气”，英文的译文就应该也采取分说的方式 *most active and most vital force*。又如词语的省略，也应该有统一要求，如汉语的“整个”一词，各种译文里都应该有。而“一部分”，只有汉语和越南语的译文有，越南语是 *một phần*，其他译文均没有，都应该加上。就是说，译文应该是标准译文。这就是力争减少多项标准中的一部分标准。

第二，研究词、音节、音素划分的统一标准。什么是一个词？在欧洲、美洲的一般语言中是比较清楚的，但是也不尽然，在美国，“单行道”就有 *only way*、*Only-way* 和 *onlyway* 三种写法，这是一个词还是两个词？至于划分音节的标准，各国也不一样，分歧非常大。日文的音节为什么那么多，这跟日语的特点和日本确定音节的方法有关，日本传统的做法是一个假名算一个音节，“青年”在汉语里是两个音节，由于日文可以写成 4 个假名 *せいねん*，所以日语里算 4 个音节。汉语计算音节的传统办法是一个汉字算一个音节，但是，“整个”的“个”、“最有生气的”的“的”已经读作辅音，是不是还应该算作音节，也需要统一规定（上面表格中都算音节）。这样，又可以淡化一部分不同的标准。

第三，分析国际速记联合会进行多年的比赛积累的各国速录员速录的词、音节、音素 3 个方面的最高数据（而不是极端的数据）。例如在中国，一般的高速度输入是每分钟 300 个音节，而个别速录员一分钟可以输入 300 个音节以上，中国就可以把输入的最高速度定为 300 音节。假设（仅仅是假设）汉语每分钟输入最高为 300 音节，日语每分钟输入最高为 400 音节，俄语每分钟输入最高为 150 音节，得到这些数据之后，就可以以这些数据为基数，然后按照超越值进行比较。假定本次比赛，中国选手音节数为每分钟 320，日本选手是 420，俄罗斯选手是 170。超越值分别是：中国选手  $320/300=1.06$ ，日本选手  $420/400=1.05$ ，俄罗斯选手  $170/150=1.13$ 。超越值越多，则名次越靠前，显然俄罗斯选手应该是第一名，中国选手是第二

名，日本选手屈居第三。超越值当然可能是负数，那就是比以前退步了。由于历年积累的最高数是比较公平的，超越值是公平的，所以各国选手根据标准译文进行比赛，使用超越值进行评判，是不是可以做到比较公平呢？各国选手在一起比赛的愿望是不是能够实现呢？

如果国际速联没有这些数据，怎么办？那就只能请各国的专家进行测试，积累数据了。

附①：表格是抽样调查，数据是不准确的，比较准确的是全面调查。对于词的数目、音节的数目和音素的数目的统计，各国的语言学家们没有一个统一的意见，所以这里列的数字仅仅是参考数字。

附②：越南文的一些符号没有找到，请越南朋友原谅，好在这对说明问题没有什么影响。

## 作者简介

北京大学附校特级教师，领取国务院特殊津贴专家，长期担任国务院人事部特聘专家。曾任中国修辞学会理事、北京市语言学会副会长、北京市速记协会副秘书长，现任北京市速记协会副理事长。著有中国第一部《科技汉语语法》、《科技汉语修辞》，著有《新编实用修辞》、《现代汉语实用语法》、《趣味逻辑》等13部专著，参加了《汉语实词搭配词典》等数十部书的编写，发表了多篇速记方面的论文，著作达600万字。

# **Using Transcendental Value to Judge the International Stenography Competition**

Li YuDe

Summary:

The International Stenography Competition has been established for more than one hundred years. There have been a number of shorthand and stenography competitions in China; however all featured the same national players. Gathering various countries' players to compete has always been a difficult problem for the International Stenography Competition. This article uses an example sentence in seven languages to analyze why these players cannot compete together and puts forward the necessities to both improve translations and to unify the calculations of vocabulary, syllables and phoneme. On this basis, I propose to calculate the transcendental value by comparing the most current research with the results of several competitions, so that various countries' players can compete impartially.

Key Words: Stenography; Transcendental data; Phoneme

Syllabus:

1. Topic: A Solution for Gathering Various Countries' Players for the International Stenography Competition
2. Analysis: Examining a sentence in Chinese, English, French, German, Russian, Japanese, and Vietnamese in order to analyze the differences between languages and translations as to understand why it is difficult to choose sentences that give no particular language an advantage.
3. Solution: Improve the translation, unify the vocabulary standard, syllable and phoneme, and calculate the transcendental value by closely examining chosen sentences and competition data.

The International Stenography Competition has been established for over one hundred years. There have been a number of shorthand and stenography competitions; however, all were between the same national players. Gathering various countries' players compete has always been a difficult problem for the International Stenography Competition.

Language differences are one of the important reasons that not all players can compete equally. Let us make an example, a simple analysis of seven languages (Chinese, English, French, German, Russian, Japanese, and Vietnamese).

Example sentences of seven languages	number of vocabulary	number of syllable	number of phoneme
青年是整个社会力量中的一部分最积极最有生气的力量。	13	24	63
The young people are the most active and vital force in society.	12	20	46
Les jeunes constituent la force la plus active ,la plus dynamique de notre société..	14	22	56
Die Jugend ist die aktivste und lebendigste Kamft der Gesellschaft.	10	16	50
Молодежь——самая активная , самая жизне-деятельная сила общества.	7	25	59
青年は社会のすべての力のなかで、もつとも積極的で、もつともいきいきとした力である。	17	50	89
Thanh niên là một phân lực lượng hàng hái nhất và suc song nhất trong toàn bộ lực lượng xã hội.	14	21	63

The Chinese in the form is a quote from Mao Zedong; the translations were done by experts, so the accuracy of ideographic is very precise. Russian uses the fewest vocabularies, Japanese uses the most. Vietnamese uses the least number of syllables, Japanese the most. English uses the least phonemes, Japanese the most. If we analyze information quantity, we can see that Chinese is the most dominant because it has the least information quantity. It is unfair to gather various countries' players to race the competition by comparing the number of vocabulary, syllable and phoneme.

Somebody once suggested that it would be called fair to use the translations of the same passage. However, it would be more unfair under the current conditions. The reason is that rhetoric differences still exist even though translations are accurate. Take the translations above as an example. The English translation "most" only appears

once but “最” in Chinese, plus in French, самая in Russian, and もつとも in Japanese, nhất twice in Viet Nam, the superlative of aktivste and lebendigste in Germany. “整个” in Chinese is not translatable in English, Germany and Russian, but すべて in Japanese, toàn bộ in Viet Nam, notre {ours} in French. There are only 7 words in Russian, except for the abbreviation of “最” and “一部分”, “是” would be used in Simple Tense but with a dash instead, etc. and общество changes into a second grid общества and avoids some possessive words, such as “的” in Chinese, de in French, の in Japanese.

International competitions are supposed to be played according to unified international standards. Games for the disabled are more detailed in types in order to keep the standard unified. Logically, game is in fact classified for all competitors, i.e., 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> prizes are set to categorize competitors into 3 forms, which is called classification; the final result of the competition is in fact sorted out.

Classification and categorization are two reverse ways of thinking under the same thinking mode. Logicians earlier proved that standards of classification and categorization can be only used one at a time.

During the competition of Shorthand and Sulu, competitors from different countries could only use their mother tongue because languages are different in many ways, even though the same length sentence could contain different numbers of words, syllables, and phonemes. It would not be fair or logical to allow competitors with different languages work together while categorizing and classifying according to more than one standard.

What’s more, the results would be less fair under the circumstance in which different translations in different languages of the same passage still appear with great diversity, thereby increasing the need for tighter standards.

The difference between language and its translation is the obstacle which all competitors from different countries have to face. From the logicians’ view, this issue could be solved completely but with difficulty. We hope that International Shorthand Federation would do more research in different ways in order to come up with more fair competition rules. Here we propose an idea for competition beyond value, a competition judged on the basis of plus & minus “beyond” values which should decide the winners.

Firstly, it is supposed to be a future target that competitors use different translations of the same passage; the point is how to unify figure of speech (i.e. all words above are explained separately). “最积极最有生气” in Chinese ,

but in English is “the most active and vital force”. I.e. abbreviation of words should be unified as well, “整个” in Chinese should be translatable in all other languages. “一部分” is natively Chinese, and in Vietnamese is *một phần*, but not translatable to other languages. All in all, translation should be a standard version which will absolutely be helpful for easing one standard of many.

Secondly, we must standardize the classification of words, syllables, and phonemes. Let us begin with how to define a “word.” There is often a certain word that can match one kind of meaning in common languages in Europe and America; while there are exceptions. For example, in the USA, the word “only-way” can be also expressed as “only-way” or “only way”, in which situation, whether the word “only-way” should be counted as one or two is a question. As for how to classify “syllables”, there are also huge differences in opinion among countries. One example is the difference in classifying syllables between Chinese and Japanese. In Chinese, the word “qing nian” (which means young man) is taken as two syllables, because traditional method of calculating Chinese syllables is that one Chinese character is counted as one syllable; while in Japanese, “qing nian” is counted as four syllables, because that word is written as four kanas (XXXX), and according to traditional method of calculating Japanese syllables, one Japanese kana is one syllable. Although languages have their rules of calculating syllables, yet there are exceptions. For instance, “ge” is pronounced with the consonant “g” when used in word “zheng ge”( which means “ the whole”), so whether “zheng ge” should be taken as two syllables or one is a question. Another word “zui sheng qi de” has the same problem when it comes to the syllable calculation. To sum up, a general standard is needed to classify words, syllables and phoneme.

Generally speaking, the typing speed of 300 syllables per minute can be seen as high speed in China. Although a few stenographers can do better, we still take 300 syllables per minute as the highest speed in China. And if we suppose that the highest speed of typing Chinese is 300 syllables per minute, and that 400 syllables per minute for Japanese and 150 syllables per minute for Russian, then we could take those figures as correlation data. If in a contest, the typing speed of Chinese contestant is 320 syllables per minute, Japanese contestant 420 and Russian 170, then the **beyond value** should be respectively  $320/300=1.06$ ,  $420/400=1.05$ , and  $170/150=1.13$ . And if the **beyond value** is higher, the ranking is higher, which means that the contestant from Russian should be ranked the first, followed by Chinese contestant, and Japanese contestant third. It also happens that the **beyond value** is negative, which means the contestant steps back in typing. The highest typing speed of contestants from different countries is objective, so the **beyond value** is objective and fair. In that situation, the thought that contestants from

different countries compete together could be realized.

If the interstenori does not have this information, we could hire experts from different countries to do some tests and accumulate more data.

Appendix 1: The table is a result of the sampling survey, so it might not be as accurate as results from the overall survey. For now there is not a consensus of opinion towards the statistics of words, syllables and phonemes; the numbers listed in the article are for reference only.

Appendix 2: Some symbols from Vietnamese are not listed in this article, which makes no difference.

#### Author's Profile

*Li YuDe is the vice-principal and head teacher of Peking University. Additionally, he was elected as the state council special allowance expert, served as the long-term state council personnel special advisor, is a former member of Chinese Rhetoric Association, vice-president of the Beijing Language Association, deputy secretary-general and vice-president of the Beijing Shorthand Association. He has also authored a number of works, including Scientific Chinese Grammar, Scientific Chinese Rhetoric, New Practical Rhetoric, Modern Chinese Practical Grammar, and Chinese Practical Word Collocation, in addition to publishing many dissertations, shorthand aspects of the papers. In sum, his writings have amounted to more than six hundred thousand words.*

# 培育高素质速录人才，开拓高层次就业渠道

辽宁公安司法管理干部学院教务部主任

李晓棠

亚伟中文速录技术的推广和应用为许许多多的青年学子插上了理想的翅膀，使他们掌握了安身立命的精湛技能，实现了跨越学历门槛的高层次就业目标。借助亚伟速录教育的广阔发展平台，六年来，辽宁公安司法管理干部学院中文速录学院务实推进速录人才教育和就业工作，形成良性互动发展模式。

截至目前，我院总计培养了 813 名速录学子，489 名毕业生中，现从事专职速录师的 3 人、高级速录文秘 5 人，法院书记员约 150 人，速录技能教师 3 人，考取公务员 6 人。为适应市场对高品质速录人才的要求，2009 年书记官专业从两年制调整到三年制，现在文秘（速录师）、书记官专业人才培养规格均为中级速录师水平，毕业率达到 100%。

现将六年来，中文速录学院教育教学及就业工作的思路办法总结梳理如下：

## 一、深化办学理念研究，走开放式办学道路

从最初只有 3 名教工的培训中心，发展成为具有良好社会公信力和美誉度的二级学院，中文速录学院始终坚持开放办学思路、战略决策思维，对办好速录教育品牌具有较为科学的认识论和方法论。

眼界决定世界、胸怀展现品格、协作收获事业。发展速录事业，要站得高，才能看得远。只谋取短期效益，不注重可持续发展和市场培育，很难有大作为。人才培养储备、行业应用拓展、科研技术开发等产业链条的协同运作，才能使速录事业健康发展。为此，中文速录学院积极参与制定行业规范、分享信息经验、谋划发展机遇、搭建合作平台，为速录事业发展尽绵薄之力。

在对速录教育的本质认识上，我们认为：速录教育本质是培养拥有速录技能全面发展的人才，教育的目的是实现人的可持续发展，因此不能“唯技术至上”，把人异化为“机器”，而要在教育的过程中加大素质培养，视人才培养质量为生命，提高学生的职业素养和创新能力。

在速录教育的方法上，我们对教师、学生双向管理均注重“从严从细，落实到位”。严是态度，细是能力。没有“严谨的态度”、“严明的纪律”、“严格的管理”就不会有教师的敬业精神和学生的培养品质。而在具体落实中，又要有“细节的要求”、“细心的把关”和“细致的指导”，才能保证执行无偏差、落实不走样。

对发展思路、认识论、方法论的厘清，有利于我们认清目标、有效开展工作。当前，全国各高校为解决好毕业生的就业问题，提高就业率，使出浑身解数，但有些措施治标不治本。只有以就业为导向，改革教学培养模式，加强有针对性的专业教学工作，强化实践教学环节，提高速录人才的含金量，才是破解就业工作中现实问题的根本选择。

## 二、统筹兼顾教育教学，内涵建设从严从细

### （一）全力打造师资队伍

教育的发展关键在教师。中文速录学院围绕提高师德水平、政治素质、业务素质、科研能力，通过“考察学习、一线调研、理论研修”等多个着力点，促进实现人力资源素质固本强基、高位提升。

我院教学团队平均年龄只有 29 岁，年轻教师经验少、但可塑性强，为了提高教师教学育人水平，每周三均组织教工进行政治学习，通过阅读先进事迹、开展座谈、谈心等形式，真正提高了教师的敬业精神，增强了事业心和使命感；围绕提高业务能力，每学期均进行教学大比武、每月进行听课、评课、每周进行集体备课。为提高年轻教师科研能力、学习高职教育理念、丰富实践经验，我院用足学校政策指标，3 年来组织教师全部轮训一遍，并交流学习体会，深入教学改革。通过以上方式，使师资队伍素质大幅度提升。

### （二）教学运行管理实施规范

没有规矩不成方圆。在教学方案设计中，对人才培养方案均经过多次订正，敲定课程板块设计、学时数安排、考核方式。课程规划的授课内容必须要跟专业结合；教学目标与岗位要求相统一；课程设计的环节设置、教师的授课方法均要有利于教学的效果实现。

在每学期开学初，教研室要检查教师的教学材料，包括教学大纲、课件、讲稿、教学进度表、考试题库。教师授课要在一个班级中按照不同学生的掌握水平分层次教学。建立了周考、月考、期末考试分阶段测试，由教研室主任在规定难度系数内抽题、录音、监考，教师交叉评卷，全面客观检测教师的教学水平。

另外，学院大力支持我院更新教学设备、建立校内实习实训基地，斥巨资建立 5 个多媒体速录实训室，多方联系建立了 20 多个校外实训基地，为学生提供“辽海讲坛”会议记录、法院书记员模拟法庭等实习实训条件。

### （三）精雕细琢育人为先

在育人工作中，技能训练和人格熏陶“双管齐下”，为就业打好基础。2006 年，经过频繁的汇报对接，辽宁省劳动厅对我院三年办学的成绩充分认可，我院顺势主动设计速录师职业等级考试的流程、题库，使速录师职业资格考评中心和考评技术支持单位双双落户我院，为我院学生顺利取得速录师职业资格、顺利持证上岗铺设了绿色通道。

我院重视学生职业观念、职业品行、职业道德的养成，注重培养礼貌修养和公民素质，增强主人翁责任感。开展了一系列与岗位职业相结合、增强文化修养，激发创新思维、抒发感恩情怀的社团活动和主题班会。中文速录学院传播“修品励学、自立协作、务实创业”的速录精神文化，在日常教学管理的各个细节，渗透“感恩”的教育理念，使学生深刻体会教育意义，自觉把外在约束内化成自身行为准则，在实习和就业中为学校树立形象、赢得声誉。

### 三、开拓服务就业工作，千方百计推进就业

就业工作的好坏是检验办学实力的一把标尺，也是学校能否在激烈的市场竞争中立于不败之地的重要前提。在中文速录学院成立之初，招生工作靠的是宣传、就业工作靠公关，正是所谓“王婆卖瓜，自卖自夸”。但在人才培养质量形成口碑后，我们的招生就业工作走向正轨，很多用人单位主动上门要人，岗位需求从书记员、速录师拓展到法警、速录教师。

在进行就业工作时，我们除了进行就业信息收集、就业政策解读、就业观念教育以及召开双选会等常规形式之外，我院还积极调动各种因素，建立人脉资源、千方百计开拓就业渠道，使我院速录人才真能为“五重要”（重要时间、重要场合、重要部门、重要人物、重要事件）服务，体面就业，实现自我价值，同时也为速录人才培养就业工作、速录事业发展进入绿色发展轨道铺平道路。

为此，我们提前准备、用心谋划，具体采用了以下办法推进就业：

#### （一）建立实习实训基地，带薪顶岗实习促进就业

在书记官专业教学改革中，我们研发了“1+1”工学结合教育模式，在全省范围内逐步拓展了二十余家各级法院、检察院实习实训基地。为保证服务质量，我们严格选拔、择优推荐，一树形象、二树口碑，使得法院、检察院逐年提高实习生待遇，留用的人数逐年提高。

#### （二）组织参与大赛，使优秀速录人才脱颖而出，引起关注

自2005年以来，我院按照“以赛促教”的发展方针，认真准备、积极参加国际国内有影响力的速录赛事，六年来，总计夺得94枚奖牌，一批又一批速录高手获得了沉甸甸的证书，增强了就业竞争力，引起了一些用人单位的兴趣，主动登门要人。通过参与大赛，我们不但创品牌、办学提高了知名度，也为学生就业推波助澜。

#### （三）主动服务一线，调查研究、推荐就业

六年来，中文速录学院总计承接省内各级人民法院系统新任书记员培训50余次，承接重要会议400余场次，通过这些服务，密切了与用人单位的联系，一些用人单位由临时用人到希望长期用人，我们主动配合积极推荐优秀毕业生就业。

#### （四）把握机遇、创造机遇，推荐就业

此外，我们不遗余力，利用人脉关系，多方获取用人信息，择优推荐，顶托优秀毕业生高层次就业。在平时的交际交往中、兄弟院校单位的考察中，我们留意人才的需求、发掘就业岗位，创造把握机遇，积极推荐就业。

六年间，我院花费了大量的人力、物力、财力，主动搭建社会服务的平台，大力开发速录服务市场，抢抓服务机会，扩大学院的社会影响和发展空间，树立了中文速录学院良好的社会声誉、为推进学生就业做足准备，努力拓展就业渠道，使就业工作难题破冰，驶入宽阔的主航道。

## 结 语

人力资源专家指出：我国专业技术人才总量还处于供不应求的局面，大学生就业难问题仅仅为一种表象。之所以看到困难，这和大学生个体表现差异有关。是否学有专长，知识和能力结构能否达到技术人才的评判标准，能否符合社会需求是就业问题的关键所在。

统计数据表明，亚伟速录人才缺口达 30 万，不缺市场总量，缺的是高端需求；不缺只会速录技能的庸才，缺的是高素质、复合型的人才。生存压力的危机和就业难题的破冰，其根本在于教育的品质。辽宁公安司法管理干部学院希望能与各位速录教育专家和同仁一道，提高教育品质、拓宽就业渠道、搭建合作平台，助力更多的速录学子飞得更高、更快、更远。

# **Training High Quality Talents of Steno and Exploit High Level Employment of Steno**

Liaoning Administrators College of Police and Justice

Director of Dean's Office Xiao tang Li

The popularizing and application of Yawei Chinese-steno technique has given the wings for many young students, it makes them master a technique to make a living, realizing the high level employment without high academic records. In virtue of widely developing stage of Yawei Chinese-steno education, for six years, Liaoning Administrators College of Police and Justice Chinese-steno Department attach importance to advance the work of Training High Quality Talents of Steno and the employment and make a successful form in this field.

By now, we have trained 813 steno students, there are 489 students have graduated and 3 of them work as stenographer for full time, 5 of them work as high-ranking steno secretary, 150 of them work as engrossment clerk, 3 of them work as steno teacher and there are 6 student have passed the examination of civil servant. To fit the require of high quality of steno talents, in 2009 the speciality of engrossment clerk has changed the length of schooling from 2 years to 3 years. Now the level of training for speciality of steno secretary and the speciality of engrossment clerk have all reach secondary level of stenographer, and the rate of graduation reach 100%.

Now I'll summarize the thought of education and employment of Chinese-steno Department for these 6 years.

## **I. Deepen the research of logos for run a school and develop along the exoteric way.**

From the early time we just have 3 steno teacher to today become an excellent department with full of credibility and admire of society, the Chinese-steno Department has adhered to exoteric thought to run the department, and has scientific epistemology and methodology to build up steno education brand.

The eyereach decides the world, the breast shows the character and the cooperation gains career. If just figure for short date benefit and not pay attention to continual development and market it is hard to succeed. The reserve of steno talent, the widening of application and the technique researching, these factors cooperate working the career of steno can develop. So the Chinese-steno Department actively to join the work such as making criterion of steno field, sharing the information and experience, designing developing opportunity, building stage for cooperation, to contribute a little power for steno career.

Essentially for the understand of steno education, we think, the essence of steno education is that training the talents who integrated development and master steno skill. The aim of education is to realize human's continual development so we can't make the skill first change the people to machine, we should increase the training of quality during the education, look the training quality as life, to rise the professional attainments and innovative ability.

For the method of steno education, both teachers and students we all manage them strict and meticulous and carry out seriously. Strict is attitude and particularity is ability. There's no serious attitude, discipline and management, there's no excellent teacher and high quality students. And during we carry out, we have to require for the detail, seriously check and meticulously direct in this way we can ensure there's no error.

For clear thought of developing and epistemology, methodology, they help us clear our aim and availably carry out our work. Currently each college try a lot of methods to solve the employment of graduates, but many methods have no effect. We must reform the mode of education with employment, enhance teaching pertinence, and strengthen practical teaching raise the intension of steno talents in this way we can solve this hard problem,

## **II. Pay attention to both education and teaching, construct connotation strictly and meticulous**

### **1. Pull out all stops to train the team of teacher**

During the education developing the key is teacher. The Chinese-steno Department attach importance to improve teacher's morals, political quality, vocational quality and scientific research ability, to achieve these we arrange the teachers observe and study, survey in practical working and study the theory. These are helpful to strengthen the teachers' quality.

The team of teacher in our department the average age of teacher is just 29, the young teachers have less experience but the plasticity is strong. To improve the level of teaching each Wednesday we all organize political study by reading advanced story, carrying out conversazione and having a heart-to-heart talk, these have really improve the teachers vocational spirit and strengthen their enterprise and the sense of mission. To improve vocational ability each term we will carry out teaching competition, visit a class every month and prepare lessons together every week. To improve teachers' science researching ability, study logos of vocational education and

rich practical experience our department hold all policy arrange all teachers training once during 3 years, after training they will exchange the training experience, push the reform of teaching. By doing these, make the quality of teachers' team promoting quickly.

## **2. Standard the teaching management**

Nothing can be accomplished without norms or standards. During the designing of teaching method, we have modified the talents training plan for many times and ascertain the course designing, arrange the number of course and the way of examination. The content of courses plan must combine with special field of study. The teaching aim must accord to practical working. The design of teaching link and the method of teaching must be propitious to achieve teaching effect better.

At the beginning of the term the staff room must exam each teachers' teaching material such as teaching outline, courseware, lecture, teaching schedule and item pool for examine. Teachers should teach the students for different levels according to the how they mastered in one class. Establish grading exam for week month and final exam, the test questions will be chosen recorded and invigilated by director of staff room in this way we can exam the teachers teaching level impersonal.

At the same time, the college auspice us a lot at teaching equipment, build training base in the college and spend a lot on building 5 steno training classroom. Through communicating with other units we set up 20 training bases outside the college afford practical working environment for students.

## **3. Educate people first**

During educate people the training of skill and nurture personality both very important these are the basic of doing work well. In 2006, by report and communicate with Liaoning Provincial Department of Labor and Social Security they have affirmed our students result science we ran this department 3 years ago. Under these circumstances we actively design the measure and item pool of stenographer level examination we became the center of this exam and the unit who can support this technique it's a big convenient for students.

We attach importance to build up the students' professional ethics and politeness, strengthen responsibility as a citizen. To combine with the practical working we often carry out some corporative active and thematic class wide meeting to enhance their culture, blaze their innovative thinking and express their indebted feelings. The

Chinese-steno Department spread the spirit study, independence and creative. During daily management we pay attention to indebted education make the students understanding the signification of education and they will do themselves well and build up better image of school during practical work.

### **III. Open up service employment work try our best to push employment**

The work of employment is a ruler to measure the teaching effect it is also an important precondition to be established in stinging market competition. At the beginning we set up the Chinese-steno Department the work of enrollment is depended on propagating, the work of employment is depended on public relations this is every cook praises his own broth. But after having good public praise of training quality, the work of enrollment and employment became normal, there are many employ units come to choose students initiatively, the need of post involve engrossment clerk, stenographer and widening to bailiff and steno teacher.

During employment, besides conventional forms of collecting employment information, making employment policy interpretation, instructing employment concept and holding mutual selection, we also actively mobilize a variety of factors, establish a network of resources and do everything possible for opening up channels of employment, to make our steno personnel really serve well, employe gracefully and realize self-worth for "five important " (important time, important occasions, important sectors, important people, important events) but also to pave the way for the training employment of steno personnel and steno career development into the green development track.

Therefore, We make the preparation in advance, carefully plan, and take the following specific measures to promote employment:

#### **1. Establish practice base and pay for the practice to promote employment**

In the teaching reform of engrossment clerk major, we developed the "1 +1"combination mode of education, in the province gradually expanded the scope of practice base in over twenty levels of courts and procuratorates. To ensure service quality, we strictly select, preferentialness recommend, firstly build good image, secondly build the public praise, to make the court and procuratorates increase interns treatment year by year and the retained number increased every year

## **2. Organizing to participate in the contest to make the excellent steno talents outstanding and concerned**

Since 2005, according to the development guideline "promote teaching by contest", make the preparation actively and participate in influential steno contests of international and domestic, during these six years, we have got 94 medals, while passels steno talents got valuable certificates, enhancing the employment competition, getting the interest of some employing units and making them come for employment forwardly. Through participating in contests, we have not only created brands and raised awareness, and also have stimulated and abetted for students employment.

## **3. Serveing for the front-line, making the research and recommended employment**

Over the past six years, Chinese steno academy undertook totally more than 50 times new clerk training of people's courts at various levels system in our province, undertook important meetings more than 400 sequences, through the service, close contact with employment units, some employ persons change the temporary employ persons to be for long-term employing, we cooperate actively and recommend outstanding graduates employment.

## **4. Seizing the opportunities, creating opportunities and recommending employment**

In addition, we spare no effort to use personal connections, to obtain employing information, to preferentialness recommend, and to make top graduates high-level employment. In the usual communication intercourse and investigation in brother institutions unit, we watch for the talented person's demand, excavations, to create jobs and to seize the opportunities and actively recommend employment.

During the six years, we spent a lot of human, material and financial resources and build social services platform initiatively to develop the steno service market, grab the service opportunities, expand college social influence and development space, set up Chinese steno college good social reputation, to promote students' employment sufficient preparation, and strive to expand employment channels, solve the employment problems and to develop into a healthy direction.

## **Epilogue**

Human resource expert points out: the demand of our professional and technical personnel exceeds still the supply, the difficult problems of college students employment is only a representation, which has the relation with the college students individual representation difference. The key of the employment is whether having learnt

expertise, knowledge and ability structure technology could meet the talent criteria, and can meet the needs of society or not.

Statistical data shows that the market is lack of up to three hundred thousand Yawei steno talents, no lack of market total quantity, lack of high-end demand; no lack of mediocrity with only steno skills, lack of high quality and compound talents. And the basic of survival pressure crisis and the employment problem is education quality. Liaoning Police Judicial Administrative Cadre Institute hopes to improve education quality, broaden the employment channels, build broaden cooperation platform with all steno experts and colleagues, to help more steno students fly higher, faster and better.

*Brief introduction of Ms Li Xiaotang*

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*Ms. Lixiaotang was born in 1966, bachelor in law, master of administrative management. Now she is the director of Chinese-steno department of Liaoning Administrators College of Police and Justice. She is the associate professor in law, Commissioner of the Intersteno, managing director of Liaoning Criminal Law Researching Association which belongs Chinese jurisprudence society, Second Class National Psychologist.*

*In 2004, the education of Chinese-steno has just started, Ms Li Xiaotang was the first person who start the education with record of foemal schooling of Chinese-steno. For many years she is doing research in the field of steno education, and makes many contributions on Content, method of teaching, training of personnel, training of teacher and combine work and study better. Publish 8 papers on steno education, direct science research task for 3 times, and was invited to give a lecture on the forum both home and abroad for 4 times. From 2004 she was organized Clerk Competition for 4 times. In 2006 organized the 1st Chinese-steno Seminar, Mr. Jaroslav Zaviacic attended this meeting. Many of her scientific research tasks are rewarded and widely used in teaching practice, establish the competitive item and rules of Chinese-steno competition. In 2005 because of her effort, the skill identify and testing Center of Liaoning Labor and Social Security Department began to have the level- test for stenographers. By now her students are all have professional certificate of stenographer and play a big role in the government, company and local people's court.*

*These years under her leading the Chinese-steno Department has gained excellent achievement in both National and International Competition.*

# 中文手写速记技术的构成

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摘要:

中文手写速记技术是在中文速记学说的基础上形成的,它以其高效快捷的品质,在信息处理及职业应用等方面发挥着得天独厚的作用,是应用语言学领域的一朵奇葩。文章从编制符号码的理念、符号的通借制度以及符号的连写规则、符号的缩略及其创制对象等方面解读中文手写技术的构成要素,剖析中文手写速记在信息编码及信息处理方面的内在机理。了解中文手写速记技术的构成,有助于掌握中文手写速记技术,有助于在使用中文手写速记过程中发挥速记的效能,也有助于中文手写速记的推广和普及。

关键词: 中文手写速记; 符号; 技术; 构成; 机制; 原理

引言

我们知道,任何技术都与科学是一个不可分割的整体,其内涵是对世界的认识与改造。科学是理论,技术是实践;科学是学说,技术是手段。作为一门技术,中文手写速记以应用语言学、文字学、美学等理论作为基础,运用了比汉字结构简单、比汉字书写容易的代码,实现了快速地以书面形式记录他人的言语和自己的思想。这一技术的核心是通过替代汉字的代码进行汉语言信息处理,解决了汉字在书写速度上与口语发音速率之间的矛盾,成为汉语言向汉字过渡和转化的桥梁及工具,成为人们实现用特殊符号替代汉字、快速记录言语的重要手段之一。中文手写速记在六个方面满足了技术手段的实现:有坚实的语言学理论指导;以言语、思想作为记录对象;构建了简单的、便于书写的符号体系;拥有比汉字书写更快捷的代码;具备与发音速率相当的记录速度;规律的缩略方法。整合这六个方面而形成技术的要素无疑是作为信息载体的符号代码。没有符号代码就不会有手写速记。本文围绕中文手写速记技术的核心要素,从符号的编码理念、通借制度、连写规则、缩略及创制的角度,剖析其信息编码及信息处理的内在机制,解读其技术的构成。

技术构成之一: 符号的编码理念

符号和组织符号的方法是构成中文手写速记技术的两大要素。符号是编制出来的信息码,是硬件,是构建速记技术的材料;方法是编制信息码的程序,是构成速记技术的灵魂。一堆杂乱无章的符号是不能用来记录言语的。怎样编制出能够成为语言信息载体的符号?中文手写速记是根据何种理念构建了中文手写速记的符号?

与拼缀汉语音节的原理一样,中文手写速记在符号的创制上,也相应地设计了“声符”和“韵符”两类基本符号,并根据汉语音节的结构规律拼缀并连写在一起,构成音节符号。由于速记符号不标声调,因此,一个音节符号就代表词汇中所有的同音字或词;由于汉语音节中还有一部分仅靠音素自身就能自成音节的音节,即零声韵母,如a、o、e、ai、ei、ao、ou、an、en、ang等。这类音节数量尽管少,却也给速记符号的创制提供了思路——确立了“声符”和“韵符”两类基本符号皆可自成音节的原则,《汉语拼音方案》所列的21个声母和35个韵母,其实也都可以代表相应的音节,如b→bo、d→de、j→ji、k→ke、zh→zhi,ia→ya、ing→ying、uan→wan、ü→yu,等等。

语音学原理确立了创制表音制度的中文手写速记符号的理论依据,平面设计原理则支配了中文手写速记符号的编制。为了追踪稍纵即逝的有声语言,即时记录丰富多彩的内部语言,中文手写速记编制了简易、经济、实用而又自成体系的符号作为载体承载语音和语义。根据汉语词汇的使用频率,中文手写速记在编制基本符号时(声母、韵母),突出以人为本,用最好写的符形代表最常用的音节;同时还统筹兼顾,成分考虑哪些符形便于用在词前或词后,照顾到音节符号与音节符号之间的拼缀连写等。中文手写速记的基本符号都是从“O”和“K”两个字母中分解、翻转、变形而来的。其中,椭圆形“O”倾斜45°,它分解出来的圈形、曲线符号占据了中文手写速记符号的绝大部分,也由此确定了中文手写速记符号的流线型体系;直线型“K”由三条不同角度、不同运笔方向的直线构成,直线符号与流线符号拼缀连写,拓展了创制符号的空间,使得符号曲直相间,既美观又容易书写和辨认。

为使声符和韵符及其拼缀连写而成的音节符号成为与众不同的、“约定俗成”的、便于书写的、便于记忆且便于认读的符号,中文手写速记符号创案时制订了五条规则,对符号的位置、笔顺、斜度、比例以及曲势作了科学的统筹兼顾。

根据构建中文手写速记技术的理念,智慧的中国人编制出了能够承载汉语信息的符号码,并运用简单的符号码替代繁杂的汉字记录语言。此外,根据易懂、好记、规范以及以少胜多的技术性原则,中文手写速记还制订了一套配置符号的系统的编制体制,最突出的是表现在符号的通借、连写和缩略上。

## 技术构成之二:符号的通假制度

中文手写速记技术中运用了符号通假,其理论根据源于汉字造字法中的“假借”。“通假”和“假借”是同一语。《辞海》(中国的权威工具书)对“假借”的解释是:六书之一。《说文解字·叙》对“六书”中的“假借”作了这样的解释(《说文解字》,简称《说文》。作者是中国东汉的经学家、文字学家、语言学家许慎。《说文解字》成书于公元100年,出版于公元121年,是中国第一部按部首编排的字典。造字法上提出“象形”、“指事”、“会意”、“形声”、“转注”、“假借”的所谓“六书”学说。许慎在《说文解字·叙》里对“六书”做了全面的、权威性的解释):“假借者,本无其字,依声托事。”大意是语言中某些词有音无字,借用同音字来表示。如“来”的本义是小麦,借做来往的“来”;“求”(即

裘字)的本义是皮衣,借作请求的“求”。(《辞海》1979年版第589页,上海辞书出版社)《辞海》对“通假”的解释是:也叫“通借”,用音同或音近的字来代替本。字严格说,“通假”与本无其字的假借不同,但习惯上也通称假借,包括同音通假,如借“公”为“功”,借“骏”为“峻”;双声通假,如借“祝”为“织”,借“果”为“敢”;迭韵通假,如借“崇”为“终”,借“革”为“勒”。古书多用通假字,今简化汉字也常常采用,如借“谷”为“穀”。(《辞海》1999年版缩印本第1275页,上海辞书出版社)

表意制度的汉字的假借、通假现象只是一部分,与表音制度的中文手写速记不一样,中文手写速记中的通借对象是全部的符号。由于速记符号的音节码与音标不同,它不要求精确地表示音素成分,只要求能够详实、完整地记录音节。有速记学家称,速记本是粗疏工具、应急办法,它轻便有余、载重不足,这是它的缺点。这是因为,速记是通过记音的手段来达到间接表意的目的,因此,速记在创制、配置符号即编码的时候,不标声调,一个音节码就代表汉语词汇中所有的同音字或词,凡是音同或音近的字,都使用同一个符号,而不顾及语义的不同,正所谓“音同义通,音近义借”。这样做的好处是,可以最大限度发挥符号的效用,尽量减少符号数量,做到以少胜多、机动灵活,“赴速急就”。一个单独的符号以及两个以上连写的符号,可以代表所有和这个符号读音相同或相近的汉字,如“chi”这个音节的速记符号,可以代表所有不分平舌音和卷舌音的“吃、迟、翅、痴、持、耻、斥、疵、词、此、次、差、慈”等字;双音节“minming”的速记符号可以代表不分前鼻音和后鼻音的“民命、明明、命名、瞑瞑”等词;多音节“sujishi”的速记符号可以代表“速记史、速记式、速记师、书记室、熟鸡丝”等词语。至于速记符号所对应的是哪个词,在符号组、符号群构成的语言环境中是不难确定的。

当然,不分平舌音、卷舌音和前鼻音、后鼻音即“音近义借”的方法,不符合推广普通话要求。为了解决这个矛盾,在符号编码时制订了两套方案:“音同义通”和“音近义借”为一套方案;“音同义通”为一套方案。这两种方案的符号在写法上完全一样,唯一的区别仅在于有无特别标记上,如“zhi”和“zi”、“chi”和“ci”、“shi”和“si”的区别就在于在“zi”、“ci”、“si”的符号下加个区别点,前鼻音与后鼻音的区别也是一个区别点。

### 技术构成之三:符号的连写规则

所谓连写,就是在第一个符号写完后,顺着笔势和方向,接着写第二个符号。换句话说,连写就是前符的收笔处与后符的起笔处连笔书写。汉字书法中的行书和草书,就是在笔划连写中形成的。连笔书写,自然要比一笔一划地去写快。中文手写速记符号的连写,可以说是源于汉字草书的笔法,目的在于减少书写符号时在起笔、收笔、提笔、移笔运动中的空间动作,获得比写单体符号快的书写效益,同时使单体符号按词或音部的自然规律结合,加强符号的表意力,便以认读翻译,而且可以增加符号行云流水般的形象美感。

无论是日常讲话还是写作,尽管它们的内涵各不相同、外延无穷无尽,但使得它们组织起来的规律,

却极其有限，这种规律就是语法。语法规则不是单指哪一个具体的词、词组或句子，而是概括了一系列遣词造句共同的普遍的组织规则。人们掌握了语法规则，就可运用语言材料举一反三，说、写出人人都能听得懂的话和语句，听、读懂别人说、写出的话语和文句。文字是语言的载体，是思维的物质外壳，是书面表达的工具。我们在书籍、报刊上读到的文字，我们写的文章，都是一个字一个字组织起来的，但不能认为句子就是字垒积起来的。从语法上讲，句子应该是由“词”组成的。语言学家吕叔湘认为，字是形体和声音的单位，词是意义的最小单位。汉字首先是一个发音单位，一个字就是一个音节；其次，一个汉字有时可能也是一个意义单位即单词，如“你、我、他、红、白、绿”等。在现代汉语里，更多的词语是由两个、三个或四个以上的字（音节）组成的，如“你们、我们、学习、速记、装甲车、拖拉机、社会主义、北京大学、中华人民共和国”等，这些词语就是所谓的“多音词”。因此，从语法上看，构成句子的是词，不是字，而词和句子则是语法上的两个重要的单位。

这就是说，我们平常说话或读别人的文章、听别人的讲话，都是以词这个最小的语言单位来进行的。“我们学习速记”是由名词“我们”、动词“学习”和名词“速记”按“主语—谓语—宾语”结构构成的，应该按照“我们/ 学习/ 速记”这样的规律来理解。如果一个字一个字地说、一个字一个字地理解就十分别扭，若说成“我/ 们学/ 习速记”就把句子的内在结构关系打乱了，把应该完整理解的词的意义拆散了，而且令人费解。

懂得这个道理，“以词为连写单位”对于速记记录所具有的重要意义就不言而喻了。遵循这一规律，运用连写的符号来记录语言，不但可以加强符号书写的节奏感，还可以大大提高符号的表意力，易于认读。

#### 技术构成之四：符号的缩略及创制

平常讲话，一般是一边思考，一边组织语言，一边发表意见，一边用非语言行为表情达意。在内容比较熟悉而情绪比较稳定的情况下，平均速度在每分钟约120—150字之间；如果情绪激动，有时可能会将速度提高到160字或180字，但这种情况持续的时间不会太长。广播电台和电视台的新闻播音速度，一般每分钟在200字左右，但那不是“即席讲话”，而是受过专门训练的播音员经过充分准备之后的“诵读”，一般的“即席讲话”或发言，多数不会有这样高的平均速度。假定“即席讲话”的人每分钟讲150字，以每个字平均以6划计算，则每分钟计900划，每秒钟15划。对汉字来讲，一划就是一个动作，记录的人每秒钟要完成15个笔尖书写动作，这是不可想象的。如果我们假定每个字缩减到1划，即平均每分钟内完成150个笔尖动作、每秒钟完成2.5划，仍然十分困难。这就是说，即使我们把速记符号缩减到每个音节一笔完成，面对变化的言语，使用变异的符号，人们仍然难以完成与发音速度一样的记录任务。因此，中文手写速记基本符号再简单，还是断难形成高效的速记技术、难以体现速记快速记录功效的。为了形成高效的速记技术，必须制定一套常用词语的缩略方法来弥补不足。

缩略，就是压缩、省略。中文手写速记技术中的声母、韵母符号码以及由它们拼缀而成的音节码符号，通常称为基本符号，比较稳定，而在基本符号的基础上进行缩略形成的比原来更为简略的符号码就叫“缩

略符号”。我们看一个例子：“领导我们事业的核心力量是中国共产党，指导我们思想的理论基础是马克思列宁主义”这句话在汉语中共36个字，260划，平均每字7.3划，如按照以每字缩减到1划作为基本符号的写法，用中文手写速记符号来写只有36笔，若在此基础上进行缩略，通常可以缩略到20划甚至更少。从260划缩减到20划，书写速度的效率是14：1，与汉字的书写速度来比，就是一个飞跃。

缩略属于速记技术的技巧部分，它是以一般技术为基础，结合汉语言组织方法和规律而建立、发展起来的。据统计，汉语词汇中单音词约占17%，双音词占70%，三音节词占7.4%，四音节词占4.7%，五音节以上词占0.9%。为发挥优势，形成高效的技能，中文手写速记符号的缩略对象以多音节词和短语为对象，这些词语必须是高频词语。与MBA、GDP、CCTV等英文缩略语一样，在现代汉语中，词语的缩略也极其常见，一些名词性词组抽出其中的几个关键字词便构成简称，一些动词性词组抽出其中的几个关键字词便构成缩语。例如，“高等院校（中文读作gaodeng yuanyiao）”缩略后成为“高校（中文读作gaoxiao）”，“北京速记协会（中文读作beijing suji xiehui）”缩略后成为“北速协（中文读作beisuxie）”；“反对恐怖主义（中文读作fandui kongbu zhuyi）”缩略后成为“反恐（中文读作fankong）”，“推广介绍（中文读作tuiguang jieshao）”缩略后成为“推介（中文读作tuijie）”等等。但不能只图方便而任意创制，如不能把“高等院校”缩略为“高院（中文读作gaoyuan）”，如同不能把“Against terrorism”缩略为“AM”一样，等等。

中文手写速记符号的缩略就是在基本符号的基础上，根据多音节词的性质、特点以及符号形式，把它们的声韵码分开，抽出其中主要的部分，或省略声码或省略韵码、或“斩头去尾”，缩减成为一个特殊的简短形式，通过这种“分合法”，速记符号更加简约化，具有快速记录的可能。同时，由于缩略符号一般只代表一个固定的意思，在诸多基本符号中显得很特殊，可增强速记稿的表意力，给译读带来方便。这种缩略多见于双音节词。

而对于三音节以上短语的缩略，是通过语法关系以及词类的划分实现的，立足于“意略”，而速记符号的缩略，在很大程度上取决于符号的形式，是根据“分合”原则重新组合而成的特殊形式。如“科学发展”、“反对恐怖主义”等这些当下使用频率极高的多音节短语，在表达时是不能缩减其中任何成分的，但是在速记中，对类似这样使用频率高的多音节词语，就可以仿造英文缩略语只保留每个词的词首进行或交叠、或上标或下标的缩减处理。如“科学发展”可保留“科”和“发”两个音节符号进行尾首交叠；“反对恐怖主义”可保留“反”和“恐”两个音节符号进行附离。因为高频词语出现频率高，缩略符号的使用价值就高，就可有效地提高速率。反之，那种难得有机会出现的生僻词语，缩略后不但使用价值不高，还会增加译读的困难，得不偿失。当然，如这些词语在讲话中多次出现，可以考虑进行缩减。至于记录时根据内容临时编制一些常用的缩略符号或记号，也是可以的，但这种应急的办法不可多用，待使用者运用速记达到炉火纯青的程度，自然会形成一套“约定俗成”的方法。

根据汉语词汇的特点，中文手写速记在制定常用词语缩略符号上强调：一是缩略符号不能滥制滥用，

应严格控制在常用高频词范围内，否则将会削弱它的作用，欲速不达；二是缩略符号一旦组成，经过几次使用后认为不错，就应固定下来，在特定的语境里，某一缩略符号所代表的所有同音词大致是不会张冠李戴的；三是缩略符号必须是最简单、表意最明确的符号。

#### 结束语

从技术构成的角度看，中文手写速记符号在信息编码和信息处理方面所具有的规律性、约定性和稳定性，实现了能记、能用、能识、能译的技术功能，并体现了比使用汉字记录更加快速、更加详实的优越性，这正是它之所以存在并为人们使用的根本原因。

# Chinese Handwritten Shorthand Technical Composing

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## **Abstract:**

Chinese handwritten shorthand technique is based on the theory of Chinese shorthand form, with its high quality and efficient, and professional applications in information processing has played a unique role in the field of applied linguistics is a wonderful work. Articles from the preparation of the concept of character numbers, symbols pass through the system and Hyphenation rules symbols, abbreviations and symbols create an object, etc. Interpretation of the elements of Chinese handwriting, Chinese handwriting analysis in information coding shorthand and the intrinsic information processing Mechanism. Chinese handwritten shorthand techniques to understand the composition of Chinese handwritten shorthand helps to master the technology to help in the use of Chinese handwritten shorthand shorthand played performance, but also help the Chinese and the popularization of hand-written shorthand.

**Key words:** Chinese handwritten shorthand; symbol; technology; composition; mechanism; principle

## **Introduction**

We know that any technology and science is an integral whole, its meaning is the understanding and transformation of the world. Science is the theory, technology is the practice; science is theory, technology is the means. As a technology, the Chinese handwritten shorthand for Applied Linguistics, philology, aesthetics, theory as a basis for the use of a simple structure than the Chinese characters, Chinese writing easier than the code, and quickly realized recorded in writing the words of others and their own Thought. This technology is the core of the code by replacing the Chinese characters Chinese language information processing, to solve the speed of writing Chinese characters and pronunciation rate on the conflict between the characters as the Chinese Language to bridge the transition and transformation and tools, as implemented by the people Special symbols instead of Chinese characters, rapid means of recording the important words. Chinese handwritten shorthand in six areas to meet the technical means to achieve: a solid linguistic theory to guide; to speech, thought as a record object; build a simple, easy writing system of symbols; with Chinese writing is more efficient than code; Have a record with a considerable rate of speed of sound; law abbreviated method. Integrate the six elements of the formation of technology is undoubtedly the symbol code as an information carrier. There will be no hand-written shorthand

symbolic code. Chinese handwritten shorthand this technology around the core elements of the code from the symbolic concept, pass through the system to link writing rules, and create thumbnail perspective, analyze the information coding and the internal mechanisms of information processing and interpreting the composition of its technology.

### **Technical composition of the 1 : the concept of coding symbols**

Symbols and symbolic way to organize the Chinese handwritten shorthand techniques constitute the two elements. Symbol is the preparation of the information out of code, hardware, build a shorthand technology materials; method is the preparation of the program information code, constitutes the soul of shorthand techniques. A dense thicket of symbols can not be used to record speech. How to compile the information carrier to be the language of symbols? Chinese handwritten shorthand is constructed according to which the concept of symbolic shorthand Chinese handwriting?

And blending the principles of Chinese syllables, like the Chinese symbol created in the handwritten shorthand, but also a corresponding design of the sound symbols and rhyme characters two basic symbols and rules based on the structure of Chinese syllables and to write continuously blending together Constitutes a syllable symbols. As shorthand notation is not standard tone, therefore, a syllable symbol represents all of the homophone word or phrase; and partly because the Chinese syllables phonemes alone will be able to own their own syllabic syllable, zero-sound vowels, such as a, o, e, ai, ei, ao, ou, an, en, ang, and so on. Despite the small number of such syllables, but also to create shorthand symbols provides a way - to establish a sound symbols and rhyme characters can be two basic symbols the principle of self into syllables, 《Chinese Phonetic Alphabet》 listed 21 consonants and 35 vowels, in fact, can also be representative of the corresponding syllables, such as b→bo, d→de, j→ji, k→ke, zh→zhi, ia→ya, ing→ying, uan→wan, ü→yu, and so on.

Principles established voice create phonetic shorthand system Chinese handwriting the theoretical basis, graphic design principles is to dominate the establishment of Chinese handwritten shorthand. In order to track the language of fleeting sound, real-time recording a variety of internal language, Chinese handwritten shorthand developed a simple, economic, practical and self-contained symbol as a carrier to carry voice and semantics. According to frequency of use of Chinese vocabulary, Chinese handwritten shorthand in the preparation of the basic symbols (initials and finals), highlight the people-oriented, written in character with the best representatives of the most common form of syllables; but also integrated, operator-shaped elements which take into account ease of use in The word before or after the word, taking into syllable symbols and between symbols Blending syllables link writing and so on. Chinese handwritten shorthand symbols are from the basic "O" and "K" in the

decomposition of the two letters, flip, deformation come. Among them, oval "O" tilted 45 °, breaking it down out of the ring-shaped curve symbols occupy the vast majority of Chinese handwritten shorthand, has thus identified the handwriting in Chinese streamlined system of shorthand symbols; linear "K" by the Three different angles and different directions of the straight lines the pen moves, linear symbols and flow lines of symbols patchwork ligatures, create symbols to expand the space, making symbolic merits and white, both beautiful and easy to write and recognize.

To make the sound character and rhyme characters and ligatures made of patchwork symbols into different syllable, "convention", and for writing, and easy to remember and easy to recognize and read the symbol, Chinese text when creating hand-written shorthand symbols drawn Five rules, the position of the symbol, stroke order, slope, proportion and made a scientific integrated music potential.

Construction of Chinese handwritten shorthand technique based on the concept of intelligence preparation of the Chinese people can carry out the number of Chinese character information, and use a simple alternative to complex characters meet record number of languages. In addition, according to understand, easy to remember, norms, and to win with fewer technical principles, the Chinese also developed a set of handwritten shorthand notation system configuration establishment system, most notably by the performance of the pass in the symbol, ligatures and contractions.

## **Technical composition of the 2 : Interchangeable system of symbols**

Chinese handwritten shorthand technology interchangeable use of the symbol, and its theoretical basis from the Chinese Character of "loaned"."interchangeable"and"loaned" the same language. 《 Ci-Hai 》 (China's authoritative reference book) to"loaned" explanation: one of the "six ways to create text"(one of the "六书", The meaning of the character and commentary sources.). 《 ShuoWenJieZi•Syria 》 to"six ways to create text"in"loaned" made such an interpretation (《 ShuoWenJieZi 》 referred to as "ShuoWen." After the Eastern Han Dynasty of China scholars, text scientist, linguist Xu-Shen. 《 ShuoWenJieZi 》 was written in AD 100, published in AD 121, is China's first dictionary arranged by radicals.Character Is the proposed "pictographic", "means something", "knowing", "phonetic", "transfer note", "loaned" the so-called "six ways to create text "theory. Xu-Shen in 《 ShuoWenJieZi•Syria 》 in the "six ways to create text"to do a comprehensive, authoritative interpretation): "The so-calledr loaned, that is, that do not have the word, depending on what sound care. " language to the effect that certain words have sound without words, to borrow homophone to represent. Such as "lai (来) " the original meaning of wheat, by doing and from the "come"; "qiu (求) "(Qiu: fur) of the original meaning is leather, as requested by " ask ". (《 Ci-Hai 》 P.589, 1979, Shanghai Dictionary Publishing House) 《 Ci Hai 》 to "pass off" the

explanation is: Also called "pass through", with the same sound or the sounds of words instead of the word. Strictly speaking, " interchangeable "and did not have this loaned different characters, but the habit is also known loaned, Including homonyms interchangeable, such as by "公 (gong) "to"功 (gong) s ", through "骏 (jun) "to"峻 (jun) "; double sound interchangeable, such as through the "祝 (zhu) "to"织 (zhi) ", through "果 (guo) " to "敢 (gan) "; Interchangeable for the overlapping Finals, such as by "崇 (chong) "to"终 (zhong) ", by "革 (ge) "to"勒 (le) ". Interchangeable multi-word ancient books, now simplified Chinese characters are often used, such as through the "谷 (gu) " as the "穀 (gu) ". (《Ci-Hai》 1999 edition of Small prints P.1275, Shanghai Dictionary Publishing House)

Ideographic Chinese characters loaned of the system, the phenomenon of is only part of interchangeable, and the Chinese phonetic system, not the same as handwritten shorthand, shorthand in Chinese handwriting objects loaned all of the symbols. As shorthand code and phonetic syllables, it does not accurately represent phonemes required components, only requires that detailed and complete record of syllables. A shorthand experts said this is a crude shorthand tools, expedient, it is more than light, insufficient load, which is its shortcoming. This is because the shorthand is through recorded sound means to achieve indirectly expressive purpose, therefore, shorthand in the creation, configuration symbols that encode the time, no standard tone, a syllable code on behalf of the Chinese vocabulary in all of the homophone word or phrase Any sound or sounds for the same word, use the same symbol, without taking into account the different semantics, are called " Words can be similarities the same syllable, Syllables similar meaning can borrow. " The benefit is that you can maximize the effectiveness of symbols to minimize the number of symbols, so to win with fewer and flexibility, "anxious to go fast. " A separate two or more symbols and symbols ligatures, and the symbols can represent all the same or similar pronunciation of Chinese characters, such as "chi" the syllable shorthand symbols to represent all, regardless of level and retroflex retroflex "吃、迟、翅、痴、持、耻、斥、疵、词、此、次、差、慈"and other words; Two-syllable "minming" the shorthand symbols to represent regardless of pre-and post-nasal twang of "民命 (life the people) , 明明 (obviously) , 命名 (named) , 冥冥 (close the eyes) "and other words; more syllable "sujishi" the shorthand symbols to represent "速记史(the history of shorthand), 速记式(shorthand style), 速记师(shorthand teacher) , 书记室 (secretary of the room) , 熟鸡丝 (cooked chicken) "and other words. The shorthand term which corresponds, in the symbol group, sign language group constitutes the environment is not difficult to determine.

Of course, regardless of flat tongue, nasal retroflex and pre and post nasal that is, " Syllables similar meaning can borrow "approach, does not meet the requirements of the promotion of Putonghua. To resolve this conflict, developed in the symbol encoding two options: "Words can be similarities the same syllable"and" Syllables similar meaning can borrow"as a package; "Words can be similarities the same syllable" as a package. These two

programs written on the same symbol, only difference is whether the special marker, such as "zhi" and "zi", "chi" and "ci", "shi" and "si" the difference between Lies in the "zi", "ci", "si" under the symbol to add a different point, before and after nasal twang is a different point of difference.

### **Technical composition of the 3 : Hyphenation rules symbols**

The so-called ligatures, is finished after the first sign, along the gestures and the direction, and then write a second symbol. In other words, link writing is received before the break after the break with the pen started to write at the office with pen. Chinese Calligraphy in running script and cursive script, is formed in the stroke ligatures. Coherent writing, stroke by stroke to natural than to write fast. Hyphenation of Chinese handwritten shorthand symbols can be said from the Chinese cursive strokes, aimed at reducing the written symbols in started to write, to close pen, pen, mobile pen movement in the space movement, access to faster than writing the writing effectiveness of single symbols , While the single word or symbol by the laws of nature alto combination of ideographic symbols to enhance power, then to recognize and read translation, and can increase the beauty of the image to fill the gap symbol.

Everyday speech or writing, whether, despite their different connotation and extension of endless, but the law makes them organized, but very limited, this rule is a grammar. Grammar rules are not just referring to what a specific word, phrase or sentence, but rather outlines a series of common words and sentences of common rules of the organization. People master the grammar rules, you can learn by analogy the use of language materials, said that everyone could understand written words and phrases, listen, read what others say and write words and textual. Text is the language of the carrier, the material shell of thinking is a tool for writing. We have books, newspapers and read the text, we write the article, is a word for word organized, but not the sentence is the word that the base product up. Grammatically speaking, the sentence should be the "word " composed of. Linguists Lü-Shuxiang that the word is a unit body and sound, word is the smallest unit of meaning. The first is a unit of Chinese pronunciation, a word is a syllable; Second, sometimes a character is a unit of meaning that words such as "你 (you) ,我 (I) , 他 (he) , 红 (red) , 白 (white) , 绿 (green) " and so on.

That is, we usually speak or read other people's articles, listen to other people's speech, with words that are the smallest units of language carried out. "We learn shorthand"by the term "we", the verb "learn" and the term "shorthand" by "Subject - Predicate - Object"structure formed, it should be in accordance with the "we / learn / shorthand" to understand this law. If the said letter by letter, a letter is a letter of understanding to awkward, if say, "we / le /arn / lea / rni ngs h / orth / and, " put the relationship between the internal structure of the sentence upset, Should be complete understanding of the meaning of the word split up, and puzzling.

Know this truth, "the word for ligatures unit " for the stenographic record has significance becomes evident. Follow this law, the use of ligatures to record the sign language, written symbols can not only strengthen the sense of rhythm, but also can greatly improve the expressive power of symbols, easy to recognize and read.

#### **Technical composition of the 4 : Compression and create symbols**

Ordinary speech, usually while thinking, while organizational language, while their views, while the verbal with the non-verbal behavior. More familiar with the emotional content relatively stable, the average speed of about 120-150 words per minute in between; if emotional, and sometimes may speed up to 160 words or 180 characters, but this is not the duration of Will be too long. Radio and television news broadcasts speed, usually about 200 words per minute, but that is not "an impromptu speech", but specially trained well-prepared after the announcer, "reading" in general "an impromptu speech" or speech Most will not have such a high average speed. Assumes that "an impromptu speech" people speak 150 words per minute to an average of 6 per word calculation program, each 900 minutes plan, 15 per second plan. In terms of character, a plan is an action, who recorded 15 tip per second writing to complete action, which is unthinkable. If we assume that each word down to 1 plan, or an average of 150 per minute to complete the pen moves, second to complete 2.5 designated, is still very difficult. This means that even if we reduced to shorthand symbols for each syllable a complete change in the face of the language, the use of the symbol variant, it is still difficult to complete the record with the same speed as pronunciation tasks. Therefore, the Chinese handwritten shorthand basic symbols could not be easier, or shorthand is impossible to form a highly efficient technology, is difficult to show the efficacy of shorthand speed record. Shorthand for a highly efficient technology, to develop a set of abbreviated words commonly used methods to meet the shortfall.

Shortening, is compressed, omitted. Chinese handwritten shorthand technology in the consonants, vowels and the symbols of the code made by their blending syllables code symbol code, often referred to as the basic symbols, relatively stable, the basic symbols in abbreviated form on the basis of more than the original Symbol for the brief called "apostrophe. " We see an example: "the leadership of our business core strength is the communist party of China, guide our thoughts is based on the theory of marxism-leninism" this sentence in Chinese communist 36 word, 260 per row, row, such as word 7.3 per word according to shrink to 1 row as the basic symbol wording, shorthand symbols in Chinese handwritten pen to write only 36, if on that basis thumbnail, can usually thumbnail to 20 strokes even less. Cross cut to 20 from 260 stroke, the efficiency of writing speed is 14:1, and Chinese handwriting speed, is a leap than.

Abbreviated shorthand technology skills are part of it is based on the general technology, combined with

methods and patterns of Chinese language and established organizations, to develop. According to statistics, Chinese vocabulary of about 17% of monosyllabic words, 70% two-syllable words, three syllable words accounted for 7.4%, 4.7% four-syllable word, five-syllable words more than 0.9%. To their advantage, and the formation of efficient skill, Chinese handwritten shorthand abbreviations object number polysyllabic words and phrases as objects, these words must be high-frequency words. And MBA, GDP, CCTV and other English abbreviation, as in modern Chinese, the abbreviations of words is also extremely common, some of the terminology of the phrase out of one of the few key words form the acronym, a number of verbal phrases out of a few of them Keywords constitutes Abbreviations. For example, the "institutions of higher learning (in Chinese read "gaodeng yuanxiao/高等院校") " after abbreviated as "University (in Chinese read "gaoxiao/高校")," Beijing Stenography Association (in Chinese read "beijing suji xiehui/北京速记协会") "after the abbreviated become a "BSA (Chinese read "beisuxie/北速协 ")";" against terrorism (in Chinese read "fandui kongbu zhuyi/反对恐怖主义") "after abbreviated as " anti-terrorism (in Chinese read "fankong /反恐")," promotion and introduction of (Chinese is pronounced "tuiguang jieshao/推广介绍") "after abbreviated as " promotion (in Chinese read "tuijie/推介") "and so on. But can not be arbitrarily created only for convenience, if not the "institutions of higher learning/ 高等院校, " abbreviated as " High Court (in Chinese read "gaoyuan/ 高院") ", as not to "Against terrorism" abbreviated as "AM", as so on.

Chinese handwriting abbreviated shorthand is based on the basic symbols, according to the nature of multi-syllable words, characteristics and symbolic forms, the finals of their signs and symbols initials separated, out of which the main part of the symbolic code or omitted or omit consonants Vowel symbol code, or "cut head to tail, " a short cut to become a special form, through this "sub-legal ", shorthand symbols of a more simple, fast recording possible. Meanwhile, the apostrophe generally represent only a fixed meaning, in a number of basic symbols appeared to be very special, can enhance the expressive power of shorthand draft, to the translation reading convenience. The abbreviated two-syllable word in common.

For more than three syllables abbreviated phrases, parts of speech by grammatical relations and the division to achieve, based on the " omission has been abridged", and abbreviated shorthand, depends largely on the form of symbols, is based on "sub-Together "principle to re-combination of special form. Such as "scientific development ", "against terrorism"and the current high frequency of use polysyllabic phrases can not be reduced when the expression of any component, but in shorthand, the high frequency of such use of similar multi-syllable words English abbreviations can copy the word to retain only the first for each word or overlapping, or superscript or subscript to reduce processing. Such as "scientific development"to keep the "科" and "发" tail of two syllables symbols symbols to overlap with the first symbol; "against terrorism"to keep the "反"and "恐" of two syllables or

superscript symbols Under the standard treatment. Because the high frequency of high-frequency words, apostrophe use value will be high, you can effectively increase the rate. On the contrary, that had the chance to appear uncommon words, use abbreviations only after the value is not high, we will increase the difficulties of translation read, worth the candle. Of course, if those words appear repeatedly in his speech, can be considered for reduction. As for the contents of the temporary records compiled under the abbreviations of some commonly used symbols or signs, is also possible, but this approach is not more than emergency use, reached a pinnacle when the user reaches the extent of the use of shorthand, will naturally form a set of "conventional" approach.

According to the characteristics of Chinese words, Chinese handwritten shorthand notation in the development of common terms abbreviated emphasized: First, apostrophe abuse can not abuse the system, should be strictly controlled in the range of commonly used high-frequency words, otherwise it will weaken its role, haste makes waste Not reached; second apostrophe Once formed, after a few uses, after that good, it should be fixed, in certain contexts, the symbol represented by a thumbnail of all homonyms are generally not mistaken identity of; third Abbreviations must be the most simple, most explicit ideographic symbols.

## **Conclusion**

Formed from a technical point of view, Chinese handwriting shorthand symbols in information coding and information processing with regard to the regularity, convention and stability can be realized in mind, can use, to know, can translate technical features, and reflects the Chinese characters are used faster than the record, more detailed superiority, which is what it exists for people to use the underlying causes.

## **Text-creating in the Czech Republic – the ZAV-method**

### **1. Copy of printed pages**

- a. the method of E-Learning ZAV started in year 1954

b. sources for the structure:

- i. teacher in the business-school – very good motivation
- ii. father as sport-activist – the methods of athletic can be applied in keyboard-e-learning
- iii. Miloš Matula – world-champion in graphic-steno: his system was very sophisticated, Mr. Matula was not only worker in the Czech Stenography institute, but statistician (mathematician)
- iv. Pavel Řičan – hobby-stenographer and top-psychologist

c. main principles of E-Learning ZAV.

- i. the order of learned characters respecting the frequency for the several languages (with electronic keyboard not more important the finger technique, not more purposeful with the “F” begin) – the student can very promptly learn complete words and sentences, very important for the part of learning “transformation”
- ii. all lessons are numbered and the student is managed of the e-learning full individually – better as he has one teacher for him only
- iii. teaching of the all single characters includes special lessons with the goal:
  1. transformation (from the visual percept to impulse for the right finger to move in right way)
  2. finger-technics (disposition for fast and correct finger-exercise)
  3. accuracy (good concentration for the accurate reading of text and his writing with minimum errors)
  4. coordination (little exam as qualification to come to lessons with the next character)

d. practice

- i. after the period ZAV for typewriter machines (with any printed learn-books in Czech and German) was important the electronic period
  1. since 1990 with single diskette for one student with the content 200 lessons and any years later with school-network
  2. since 2010 internet application with central server – the central-internet-school ZAV on the [www.zav.cz](http://www.zav.cz)

- a. working 50 000 students in four languages – Czech – German – Slovak  
- Polish (for example the overview about single school-classes on the  
<http://admin.zav.cz/rc1/3/>)
- b. more motivation not only for children the keyboard games – in Czech,  
German, Slovak, Polish, English, Serbian and Hungary – in detail on  
the <http://www.zav.cz/clanek-en/527-zav-mushroom-picker.html>

## **2. Speech transcription in PC**

### **a. Graphic shorthand**

- i. practically not more in Czech schools
- ii. in the parliament fully working
- iii. the main problem is the efficiency: the stenograph is 10 minutes working, then must he  
re-write his stenogram (editorial ready – this stenographer are very good reporters) in  
the text-file

### **b. Speech recognition**

- i. in Slavic languages generally too high errors-quota – the last chance for the objectiv  
verification is not more actual: for Paris would like two Czech very good reporters with  
technology speech recognition, probably after any testing changed the mind, they will  
not for Paris registered

### **c. Keyboards**

- i. PC-keyboard is very reliable – one key is four-square (correct) transfered as one concrete  
characters in the text file
  - 1. the individual character of E-Learning ZAV bring all year 20 – 40 very  
talented writers – usually with high IQ and the working morals
  - 2. with good training in the school and later (the best) in the camps are this best  
competitors ready use the keyboard on the limit of the technical possibility and  
in the speed with 9 – 12 characters is theirs work very hard physical too
  - 3. ZAV realised the old idea of Prof. Akopjan (Moskow) from the year 1958:  
shorthand-system for the simple typewriter; the old analysis (own and from the  
Mr. Matula) are good presumption with the own graphic-stenography practice  
for the machine-shorthand with the simple PC-keyboard and very important  
possibility – on-line full-text

4. the best writers with high IQ only and extremely good concentration can with very high risk (one error can in the regime of abbreviations bring two or three words completely badly, in simple writing characters to characters one error only) spare about 10 % of characters, the best more

## ii. Stenomachine

1. The Internet school ZAV tested any years more of layouts with the not good result
2. Czech language has too much characters
  - a. the system Velotype based on the syllables – for English very good and efficient; in one Conference in Brno worked Mr. Wim Gerbecks from Holland in English and Helena Matoušková with PC-Keyboards, system ZAV (their world-record > 900 characters per minute) in Czech language; Mr. Gerbecks before any years offered to the Czech Television his Syllables-system for Czech language with Velotype (37 keys), but the system was not accepted – too difficult to learn;
  - b. ZAV-school worked since 2007 with the Yawe Sulu (24 keys), the interface is ready, the system very sophisticated, but any students tested this system with the not optimistic result: with the simple PC-keyboard is the ZAV-system more efficient compared to steno-machine with too small number of keys.

Note: on the Intersteno-Congress Vienna the report about ZAV 2005 in German

<http://www.zav.cz/tridy/souteze/viden.php>

in the paragraph began “Mistrovství světa se konalo ...” red links “zkrácená verze” and “prezentace”

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*Jaroslav Zaviačič - Czech Republic*

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*12.08. 1939: born in Cejc, Czech Republic. 1958: as student of the Commercial Academy Hodonin champion keyboarding of Czechoslovak schools.*

*1962-1969: head of the technical department (stenographers, typists and teleprinters) of the "Rude Pravo", at that moment the most important newspaper of Czechoslovakia. Due to the resistance of this newspaper to the Soviet occupation he lost this job. Consequently he was not allowed to attend the world championships in Brussels in 1971.*

*1965: world vice-champion keyboarding at the Paris Congress of Intersteno.*

*1971-1979: coach of the Austrian keyboarding team ; developed collective and distance training methods for keyboarding.*

*1981-1991: consultant and trainer for electronic typewriters at IBM Czechoslovakia.*

*1989 and 1991: published textbooks for programmed learning keyboarding, called the ZAV-method, later on transferred to e-learning.*

*Since 1990: he and Helena Matouskova (world champion) direct the ZAV internet-school for learning keyboarding in the languages Czech, German, Polish and Slovak. Every year there are about 50.000 students. The*

*best of them represent the Czech Republic in the world championships.*

*1998: founded Interinfo CZ, which is the Czech National Group of Intersteno und unites schools, teachers and competitors. Since 2000: the ZAV-school organizes international competitions on internet.*

*2003: honorary member of the "Accademia Giuseppe Aliprandi - Multimedialità della scrittura e dell'informazione" in Florence.*

*2005: was nominated as president of Intersteno. He organized the Congress held in Prague in 2007 and on that occasion was elected Vice-Presidente. The chair was again confirmed in Beijing 2009.*

*2006: guest professor Academy Shenyang*

# **Courses for Training Information Processing in Hungarian Higher Education – with a Special Focus on Teaching Shorthand, Typewriting and Word Processing**

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**Abstract:** In the 1990s novel information technological and digital devices started to take over the traditional place of courses where one could learn information processing. In secondary education at this moment typewriting is taught in vocational schools with the addition of document processing that is part of the curricula of courses in informatics. Shorthand, however, has totally been outed from academic education. One can learn shorthand only in evening courses and in vocational trainings when studying minute-book keeping. Business Administration is part of the curricula in advanced level vocational training (e.g., Office Administration) and in BA in Hungarian with Specialization in Business Administration but there are only two institution providing them (Kaposvár University, Nyíregyháza College). Within Business Administration in courses on electronic typing, word and document processing students learn mainly how to process and file texts. There is no teacher training for business administration because the Hungarian Accreditation Board has rejected all the applications so far.

**Keywords:** teaching typing and shorthand, shorthand as academic subject in vocational training and higher education, teacher-training in business administration, softwares, CDs, e-learning in teaching typing and shorthand.

## **I. Courses in Data Processing and Teacher-Training**

### **(1) The storyline**

In spite of professional protest teaching shorthand and typing regressed to the level that of prior to the 1950s. Both skills had been taught mainly as extra subjects before that for some 80 years. Teacher-training had also been problematic. On the one hand quite many pupils learnt shorthand and typing in vocational training, on the other hand there were few teachers holding a university degree. This was due to the fact that most teachers simply applied (mostly for personal reasons) after some hours' training and “teacher-training” and passed an exam before a committee and got a certificate in teaching typing and shorthand. But this certificate was hardly more than that

of a vocational trainer's. There were some initiatives in the 1950s (with diplomas issued by colleges). Teacher-training started in 1974 (yet again, unfortunately, not at a university level) at Nyíregyháza College (which was that time called "Bessenyei György Teacher-Training College").

## (2) Teaching Shorthand and Typing Today in Vocational Training

Today in education one can hardly recognize the original labels of these subjects. We can find them among trainings belonging to the set of fields in business administration, namely as courses within vocational trainings in three main areas:

- a) office and business administrative chores concerning word processing (e.g., word and document processing, editing, filing, office administrator's duties, etc.),
- b) duties of security, local government, authority-related, controlling and quality assurance,
- c) duties in customer service, client-contact.

## II. Vocational trainings with a panel of word processing in business administration

<i>Level of training</i>	<i>Label of training</i>	<i>Title of the subject</i>	<i>Former title of the subject</i>	<i>Location of training</i>
Vocational training in higher education	Legal assistant	Typing and Correspondence	Typing; Correspondence skills	secondary education, higher education
	Law enforcement assistant			secondary education, higher education
Vocational training in higher education	Special business administrator (Trade manager in a foreign language, Business administrator)	Word and document processing	Typing; Correspondence skills	secondary education, higher education
Advanced level vocational training	Secretary in business administration	Typing and documenting	Typing; Correspondence skills	secondary education and training courses

	(Secretary in a foreign language, School secretary, Managing secretary)				
	Customer service manager in a foreign language	Typing, word and table processing	Typing; Correspondence skills Basics in word processing	secondary education and training courses	
Secondary level vocational training	Customized customer service assistant	Typing, word and table processing		secondary education and training courses	
	Phone and digital help-desk assistant	Typing, word and table processing	Typing; Correspondence skills Basics in word processing	secondary education courses	
Secondary level vocational training	Office assistant (Typist, Typist-drafter)	Typing and documenting	Typing; Correspondence skills	secondary education and training courses	

### III. Vocational trainings in business administration with a shorthand panel

None of the trainings included in the table above has a shorthand module. It is solely included among the subjects to be taught in the two vocational trainings for office assistants.

<i>Level of training</i>	<i>Label of training</i>	<i>Title of the subject</i>	<i>Former title of the subject</i>	<i>Location of training</i>
Intermediate training	Speech notation stenographer	Stenographic Speech Notation	Shorthand	courses
	Court reporter	Stenographic Speech Notation	Shorthand; Minute-book	courses

keeping

#### Professional requirements

- The second task in the test for speech notation stenographers consists of a 7 minutes' long dictation at a 200 syllables/minute speed to be taken down in shorthand; the conversion of shorthand notes to word processor and shaping it into either a document or into minutes.
- The second task in the test for rapporteurs is a 5 minutes' long dictation at a speed of 150 syllables/minute to be taken down in shorthand; and converting these notes into a record.

Unfortunately, we do not have sufficient data of the number of training locations where shorthand training is available; at locations represented on the Internet training for speech notation stenography varies in the number of teaching hours.

<i>Training location</i>	<i>Academic training Business communication</i>	<i>Vocational training Shorthand</i>	<i>Teaching hours total</i>
	<i>Number of teaching hours</i>	<i>Number of teaching hours</i>	
1. Budapest	180	270	450
2. Budapest	40	160	200

There have been two further hits by the search engine for the profession in Hungary. But the links do not provide any factual data. These training locations are most probably certified, however, they may not provide training in this area.

The search engine has not found any hit for ongoing minute-book keeping training in Hungary at present.

#### IV. Trainings in business administration and courses of BA in business administration

Higher educational training in business administration has fundamentally changed with the launching of the Bologna Curricula. Business administration within the network of humanities has become one of the specialization choices for students who study BA in Hungarian Literature and Language. Accordingly, students are awarded a diploma of BA in Hungarian with specialization in business administration.

Within the overall menu of trainings provided by universities and colleges there are altogether 6 institutes

where they list specialization in business administration or BA Minor in Business Administration among the training choices.

<i>Higher Education Institution</i>		<i>Specialization in Business Administration</i>	<i>BA Minor in Business Administration</i>	<i>Training in typewriting</i>		<i>Training in shorthand</i>
Eötvös Loránd University of Arts and Sciences		X	X	Electronic and word processing		No
Eszterházy Károly College		No data	No data	No data		No data
<b>Kaposvár University</b>		X	X	Electronic word processing		<b>Text and document processing</b>
<b>Nyíregyháza College</b>		X	X	Electronic word processing		<b>Document processing</b>
University of Pécs		X	No data	Electronic word processing		No
University of Szeged		X	No data	Electronic word processing		No

The table features the fact that there are two institutes where training in shorthand is available: these are the places where they have a full time teaching staff with a degree in stenography and typewriting (i.e. business administration). Besides the acknowledgement of the need for parliamentary stenography the majority of intellectuals and education specialists share the opinion that the time of stenography is over: recording speech has numerous ways now that technologically make work easier and they have made stenography by now dispensable.

#### v. Hard copy and digital aids for training in graphic shorthand

(1) Due to the general attitude towards stenography books and teaching aids – written during the last 10-05 years by experts with decades of experience in stenography – are not available in bookshops. One has to order them straight from the author. Besides these books and aids teachers who teach stenography in higher education prepare

notes for courses of their own by themselves.

(2) Training in stenography on-line is still just about to start in Hungary. There are few links that provide information concerning the history and theory of stenography and a short overview of standard Hungarian short-hand. These, however, cannot be made much use of in standard long-distance learning and e-learning. They are practical interfaces:

a) <http://gyorsiras.uw.hu/start.htm> (by Józsy): the site provides an aid for students at Nyíregyháza College in preparing for shorthand practice: it offers audio files (dictations), stenograms, abbreviations and codes. It is not updated any more.

b) <http://ugyvitel.uw.hu/> (by Bartus Berny): this site is also provided by Nyíregyháza College for students specializing in business administration.

It does not provide aids for BA courses any more. The news columns list results of competitions, and the site also features a forum.

c) <http://gyorsiro.mindenkilapja.hu/>: this site is to promote shorthand. It features a single, beginners' level static chapter on shorthand. The site has almost no visitors.

(3) At the University of Kaposvár a CD is being processed at the very moment to help learning shorthand. Besides audio tracks and visual images it also features the methodology of writing shorthand markers, word-images and the way they are actually operated. After the testing period the authors intend to make this CD available on the Internet for those who incline to study and learn shorthand.

A short presentation of the CD is available for the participants of the 48th Intersteno Congress provided by Dr. Katalin Varga-Hajdics, Ph.D. and Eszter Cecilia Szücs in their lecture, "Modernization of Business Administration Trainings in the 21th Century - Best practice at Kaposvár University".

## VI. Hungarian steno machine

*"Pannon CEO Ove Fredheim presented Ildikó Fullajtár Mecs, chair of **HARKE** (Association for the Rehabilitation of the Audially Disabled) the greatest charity donation of the year in informatics. The cheque for 25 million HUF will (most probably) cover the completion of the standardization of the application, Eclipse – developed in the USA – and the training of five speech shorthand reporters till the end of 2009. The steno machine and the software – after hearing persons have learnt how to use them – may make the world even more widely accessible for our fellow creatures who live with disabilities because with the help of these aids we can provide subtitles for television programmes, lectures in real time. They can be taught at every level of education (the only prerequisite is that one could read!). Minutes and could be put down in them. The steno machine*

*designed for the audially disabled has few keys: and with the combinations of these keys every word can be put down. Electric impulses are converted into a totally readable and intelligible text. The software operates in the language it was designed – in English, and, hopefully, its Hungarian version is coming out soon. The importation of this software was initiated by [HARKE](#). ”*

Developers thought that the adaptation of the software to Hungarian language would be ready by the first half of 2009 and that, meanwhile, they could also purchase the necessary accessories for the application and they could go on and start training the personnel who would put down/interpret in real time what is being said for those who live in the world of silence. Unfortunately, the project was not successful so at this moment we have no steno machine in Hungarian.

## VII. E-learning in trainings for business administration

There has been a curriculum development within the framework of a blog run by BA students in Hungarian Literature and Language with Business Administration Specialization at the Kaposvár University: <http://irmagy.blogspot.com>. Students have uploaded contents in German, English and French for processing. Students are graduating and the blog is at a standstill at this moment but its development is due in the future.

Students have also participated in an interactive learning process developed by the postgraduate teachers' training platform, Tenegen: <http://netgen.prompt.hu> is the link via which my course, “Ügyvitel” (Business Administration) can be entered with a password. Here students have been performing various chores during their training.

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- The story of education of shorthand and typing in Hungary

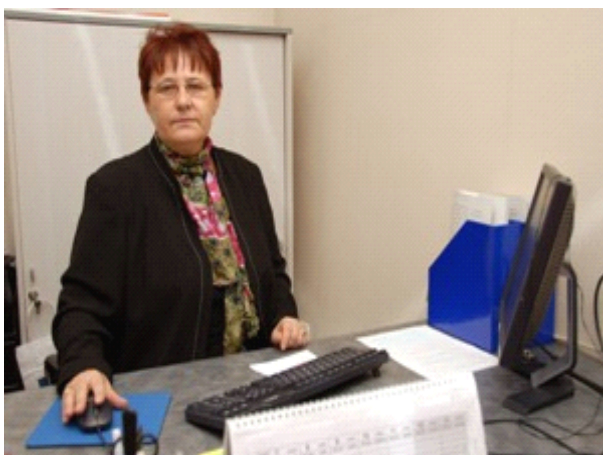
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**Most important publications:**

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# **Education is a must for facing new challenges! Intersteno is a treasure house of information and experiences.**

Gian Paolo Trivulzio

Milano, 31st May 2011

The main objective of the education, as noted, is to pass on the knowledge of specific skills, adapting it to the reality that evolves.

Concerning in particular the fast writings which are the core interests of Intersteno, the scenario is particularly complex today.

To realize this, it is enough to consider that until the recent past (10 years ago) the efforts were primarily aimed at the improvement of teaching traditional shorthand and typing, while in some countries stenotype was considered only for high professional needs. The objectives of the steno and typing courses were mainly fulfilling the needs of the business world, while requests for skilled reporters in the parliaments and the courts were satisfied with specific training.

In both environments (offices and assemblies) the goal was to produce written text of good quality within reasonable time limits and while in offices a worker was requested to proficiently use both shorthand and typing, in parliament this was not always happening since the reporters were frequently dictating to a typist. In both environments an adequate mastering of linguistic skills was demanded.

In the past, traditional shorthand was learned (and therefore taught) also as personal productivity tool mainly by journalists, this is also happening to-day, while the personal computer brought to everybody the need to be proficient in keyboarding which is now becoming (in my opinion) a pillar of the key skills and related qualifications<sup>1</sup>.

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<sup>1</sup> (D) Schlüsselqualifikation - (F)compétences transversales générales - (I) competenze trasversali. For quick reference visit [http://en.wikipedia.org/wiki/Key\\_Skills\\_Qualification](http://en.wikipedia.org/wiki/Key_Skills_Qualification)

Teachers who fulfilled the above mentioned needs were mainly:

- well motivated persons with professional background who were successful in using steno, stenotype and/or keyboarding who could with their charisma convince new people by showing them the benefits of using their tools for a good career.
- professional teachers (especially in State Schools) able to do a good training even if their primary interest was not strictly linked to office or assembly activities. These teachers during the last 10 years, integrated their expertise with wordprocessing and computer knowledge.

The changes in the curricula brought by a growing (and somewhat intrusive) interest in computer science require for many teachers a thorough overhaul of their preparation and their approach to teaching.

The digital revolution 'overwhelmed' and changed the work in the offices environments, and also schools have 'been infected by the 'fever of Internet ', so much that researches indicate that seven out of ten teachers use the web and digital learning as a daily tool for teaching.

The so called 'life long learning' involves therefore in the front line teachers who must face a rapidly changing environment in order to meet two important requirements: flexibility in training courses to suit students' needs and request for getting good results in a not too long time.

This complex scenario requires, first, to rethink the curriculum to train new teachers and to activate processes of sharing experiences in order to reduce the time to adapt to new realities.

To make this scenario real, we have to carefully consider what are the demands for today, and in the foreseeable future, with regard to the interests of Intersteno.

In my view, we can ideally think about three levels of needs

- a - **personal productivity**: quick learning of one or more tools of fast writing (mostly shorthand and computer keyboarding)
- b - **mid-level work**: use of fast writings supported or in combination with digital audio and/or video recording,

for quickly producing verbatim or summarized texts.

c - **high professionalism:** use of fast writings to produce high quality text in real time verbatim or summarized to be immediately released. Ability for e-working with communication media, also in foreign languages. Ability to work alone or in a group of reporters (Assemblies - Parliaments etc.)

Teaching for fulfilling these needs demands not only a thorough knowledge of the relevant techniques, but also a full understanding of the process behind each kind of activity.

We have also to introduce in this rough schema the fact that we have different levels of training, from basic learning of the skills to advanced classes as well as specialist courses to meet specific needs of people to reach higher levels of productivity like, for example, realtime reporting or producing subtitles for hearing impaired people or making available written translations in other languages.

To meet all these requirements is not an easy task, taking also into consideration that in order to have this education available in distant places and for small communities, where no bricks and mortar schools are available, the use of a e-learning platform<sup>2</sup> becomes a must. And here again a teacher must not only learn to manage the various features of such platforms but must rethink how to interact with students, taking care of specific needs which cannot be detected by the teacher as it usually happens in a face to face meeting, in other words a new kind of didactic must be implemented.

Discussions and theories have been done and will be done about the way in which students and teachers are involved in using an e-learning environment, it is a matter to be more deeply investigated and of course this cannot be done in a short presentation like this and could be a matter to be brainstormed in the Education Committee of Intersteno, like the other one of how several teachers/trainers can interact in order to cover the full spectrum of the above mentioned needs.

Ten years ago, the idea of having teachers all around the world sharing ideas and experiences was only a dream, since only limited interactions could take place among persons of the same region or at most with neighbours countries having persons speaking the same language.

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<sup>2</sup> Many platforms are available see Dokeos, Claroline, Moodle, Atutor etc.

The proposal of the Chinese Group to have an Education Committee, approved by the Board in Paris two years ago and by the Assembly in Beijing 2009, is in line with the evolution of modern technologies which permits to overcome many of the challenges of the past.

The Education Committee moved its steps about one year ago and now 21 are the persons named by the Intersteno countries who are participating in it. Their names and curricula are available at [www.intersteno.org](http://www.intersteno.org) - Scientific and Education Committee.

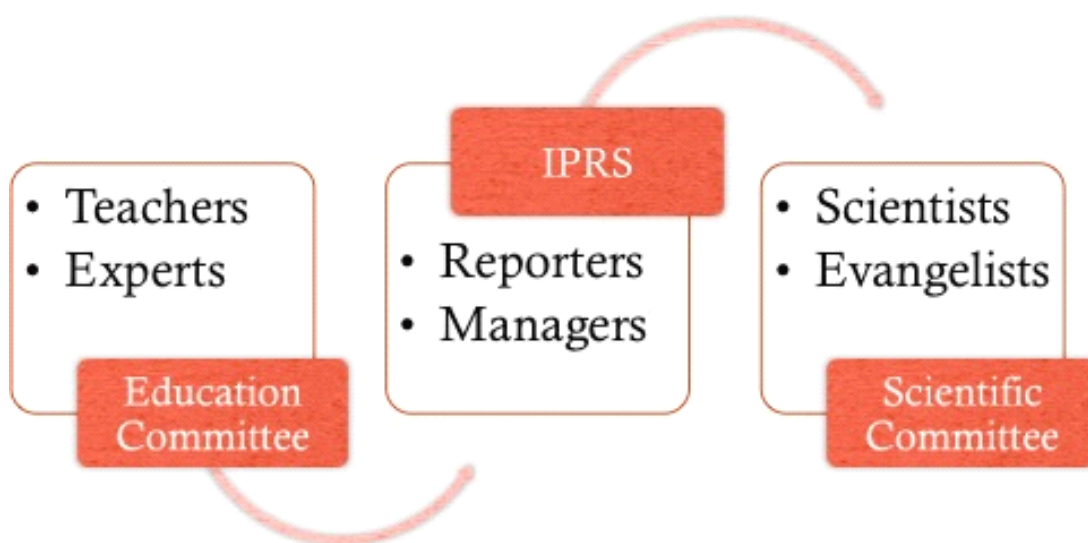
During this time, several contributions have been already issued and shared and are available on line at the same address, among them the ones released during the Council and IPRS meeting in Budapest on October 2010. On that occasion the Chinese group presented a report which indicates that about 100 experts in China are coordinating the activity of 4 groups of interest in this field.

As one can imagine, this important group could be the basis for important relationships aiming to attain good results in education of the core abilities which are the pillars of Intersteno, even if we must not forget that differences in languages and local situations can hinder the outcomings of this group.

Nevertheless we are now at the beginning of a process, which can be seen as the tip of the iceberg hiding a large amount of potential that have yet emerged, but will surely improve in the next years.

The added value of Intersteno is that Intersteno has an open vision on all technologies, shows the reality of them with the competitions (also on line) and can take advantage of experiences in different countries and cultures.

Moreover Intersteno is not only restricting its interests to a specific group of persons (students, teachers, reporters, managers etc.) but is open to all of them. This can create an exchange of know how for the benefit of each group



Improving communication between these groups, will lead to the creation of shared values which are big opportunity of growth and permits powerful transformation and innovation.



### ***Forewords***

*It is a big pleasure for Intersteno the release of this essay collection, which demonstrate the collaborative works done by several members of the Education Committee, chaired by Mr Tang Keliang.*

*Education Committee started his activities about one years ago, and I am sure that this book is an important reference for everybody and will surely be followed by other ones in a near future.*

*Thanks to all contributors and best wishes for a successfull meeting in Paris 2011*

*Gian Paolo Trivulzio*

# Shorthand Education in Japan

Tsuguo Kaneko, director, Japan Shorthand Association  
English translation by Miyako Inoue



## 1. Introduction

The first shorthand education in Japan dates back to October 28, 1882, when Kohki Takusari taught the shorthand



system that he invented. Among the workshop participants was Kanzo Wakabayashi.

He and his associates taught it to each other, and they became the core members of the

group of stenographers who rolled out shorthand reporting at the first session of the

Imperial Diet in 1890. The Japan Shorthand Association designated October 28 as the

commemoration day for Japanese Shorthand, and every year on that day, stenographers

gather from all over the country and commemorate Takusari's historic accomplishment

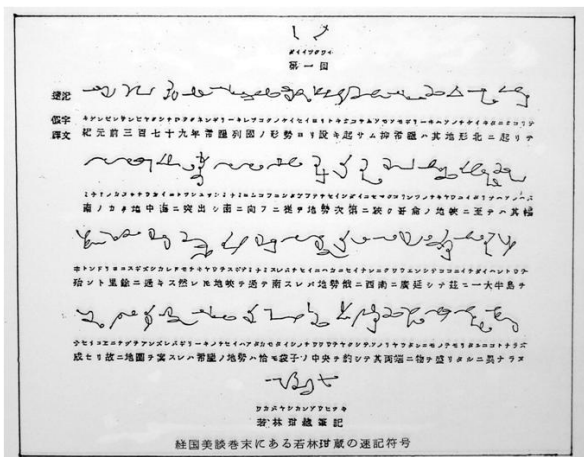
by hosting the annual shorthand speech contests, seminars and workshops.

Historically speaking, it was the private sector, which trained the Diet stenographers, and its success led to the social recognition of the value of the shorthand. After World War I, two national institutions for shorthand training in the Diet were established to make up for the shortage of, and to secure a large pool of, official stenographers. By the late twentieth to early twenty-first centuries, however, all the national institutions, including those for training machine shorthand reporters established in the Supreme court right after Pacific War, had been closed down. The field of “sports shorthand,” a sports competition in pursuit of glory, entered into existence in the early twentieth century when Masayo (Masao) Nakane popularized shorthand as an extra-curricular activity in junior-high and high schools. Today, the tradition of sports shorthand is still well maintained in high schools and universities as an extra-curricular activity, and it plays a key role in events that help to pass on shorthand skill. Shorthand education is also carried out by some schools, including Waseda-Sokki Welfare and Medical Institute (WSWMI), as well as through various individual efforts nationwide. The field of machine shorthand has recently witnessed education and training for electronic machine shorthand that comes with computer aided transcription capacity.

Let us overview Japanese shorthand education and training activities.

## 2. The history of Japanese shorthand education

The shorthand system invented by Kohki Takusari is called Takusari system. On September 19, 1882, one newspaper carried an article about his invention of a shorthand system. The first workshop took place in Tokyo on October 28, 1882, and on May 5 in the following year, the workshop participants received a certificate from



Takusari for their completion of the course. The number of those who completed the first workshop is between fourteen to twenty four people. Among them were Kanzo Wakabayashi, Shigeatsu Hayashi, Kenkichi Shito, and Shozo Sakai, who later became professional stenographers. The first shorthand education aimed at introducing the students to the Takusari system and putting it into practical application. They set their goal

towards the official adoption of shorthand in the Diet, and each of them endeavored to develop the Takusari system for practical use. In the following year, they started organizing study groups and developing shorthand skills in order to produce a shorthand record of the Diet proceedings.

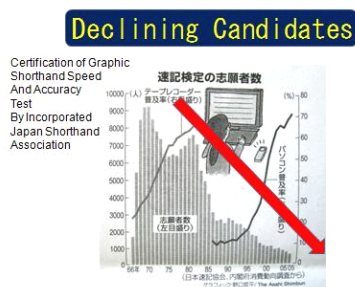
Classroom shorthand education started in Kyoto, Osaka, Gifu, and Aichi as well, and improved shorthand systems were widely promoted, including shorthand education for women (1886) and the public training program for stenographers at the Cabinet Bureau of the Official Gazette. In January 1889, it was adopted in school curriculum. For example, shorthand education at the level equivalent to that of today's university was established at commercial high schools, including Tokyo Commercial High School, as well as shorthand education for the police officers. In 1891, it was expanded to the military. Shorthand education at today's high school level started at Baika Girls School in Osaka in 1894.



Shorthand education for the purpose of training official stenographers for verbatim records was handled by the two training institutions in the Diet from 1918 to 2006, as well as the third national institution run by the Supreme Court to train court reporters. In the private sector, on the other hand, shorthand education took the form of stenographers privately running classes. Nakane system, one of the major shorthand systems today, was taught by its founder, Masachika Nakane, who created Kyoto Shorthand School in 1914, and his

younger brother, Masayo Nakane, received accreditation from Tokyo Governor, and thus established Nakane Shorthand School in Tokyo in 1930. Wataru Kawaguchi also founded a school for Waseda system, called Waseda Stenographers Training School, on March 14, 1938, and many other shorthand education institutions followed suit.

### 3. The Golden Age of Japanese shorthand



It was the early 1970s when the enthusiasm in learning shorthand reached its peak. According to the national survey of shorthand education conducted by Japan Shorthand Association in 1986, there were 53 institutions for general shorthand education with 3, 796 students, twenty universities and colleges with 1, 535 students, 308 high schools (general, commercial and technical high schools) with 13, 695, totaling 381 institutions with 19,026

students. Compared with the previous year, there was a growth of 85 more institutions and 2, 088 more students. The survey response also included 50 universities, colleges and high schools which stated their interest in instituting shorthand education in the future.

After its peak in 1990 with 1,160 applicants, the number of applicants for the Shorthand Skill Examination has been declining continuously, with 797 applicants in 1995, 443 in 2000, 279 in 2005 and 489 in 2010.

### 4. High School Shorthand Clubs

High school teacher Sayuri Inoue, in Aichi Prefecture, has been tirelessly promoting the creation of shorthand clubs in prefectural high schools. After she learned shorthand at the renowned shorthand club at her alma mater, Gifu Commercial High School (GCHS) in Gifu Prefecture, she went to the School of Commerce at Chukyo University and enrolled in the Teacher Training Course, which brought her back to her alma mater for a teaching internship. There, she trained the shorthand club students, while she also received the training to teach shorthand within the curriculum category called “general learning” in the curriculum guidelines set by Ministry of Education, Culture, Sports, Science and Technology at the high school where she was scheduled to teach after her completion of the internship.



The inter-high school shorthand speed competition entailed three levels, the prefectural, the regional and the national. Inoue, who became one of the fastest stenographers within only one year of practice, continued win increasingly higher ranks in her sophomore and senior years. In her sophomore year, she became the champion in the prefectural tournament, and a higher ranking winner in the summer national competition in 400 letters per minute challenge with only nine errors. Her skill grew as she enjoyed sports shorthand to the fullest.

The shorthand club students at GCHS practice every day from Monday through Friday, from 3:40pm to 9:00pm. They also practice Saturdays twice a month from 1:00pm to 4:00pm. During the breaks (the summer break is normally from July 20th through the end of August; the winter break is around from December 20th through January 7 th; the spring break is around from March 25th through April 7th), the students practice from 9:00am to 4:00pm.

There are not many schools where they have a teacher who can teach shorthand. At GCHS today, senior students teach freshmen the theory of shorthand. Sophomores can spend additional time in practice. The number of the club members is about twenty students, with seven to eight students in each grade.

Inoue is the only teacher of commercial subjects in a public high school in Japan who can do shorthand. She gave herself a mission, saying, “I would like to reconstruct or newly create shorthand clubs in high schools in Aichi Prefecture, as I transfer from one high school to another. Of course, the purpose of job transfer is to increase the number of students who can do shorthand.” Then, as she hopes, those students would go on to university and return to Aichi Prefecture as high school teachers who can do shorthand, and would supervise high school shorthand clubs. Her dream is “to make Aichi Prefecture a thriving place for shorthand.”

Incidentally, in Japanese public high schools, each year, teachers are required to submit a self-report on their preference for transfer, and are regularly transferred after coordinating with their school of preference. A school principal of course wants to recruit talented teachers so that they can showcase the distinctiveness of their curricula in order to recruit smart, university-bound students. Inoue’s transfer is meant to dovetail when her enthusiasm for shorthand education and the needs of the high school are compatible with each other. Her first job was at Aichi Commercial High School, where she taught for



four years; then she moved to Ichinomiya Commercial High School where she spent three years. Since the

spring (first) semester of last year, she has been teaching at Tokai Commercial High School and working on creating a shorthand club there.

The benefit of learning shorthand, according to Inoue, is to gain “the ability to write difficult Chinese characters accurately,” and “the ability never to miss in listening.” It has been said that on average, students’ ability to read and write Japanese has been declining. Shorthand practice helps to enhance language aptitude. There are about five schools whose shorthand clubs are high-level enough to train professional level stenographers, and, according to Inoue, their slogan is that “we train ‘work-ready’ personnel whenever the need arises.” There was a case in the past where a female high school student who passed the Level 1 examination administered by Japan Shorthand Association was admitted to Ritsumeikan University under their admissions program to evaluate students with a special talent or skill.



How did Inoue end up challenging herself to learn shorthand, which would require an enormous amount of effort for learning as well as natural talent? Inoue recalls that it all started when she once heard one of her teachers saying, “You can reach the top if you try hard.” Another reason for her success resides in her desire that she lead a life of constant self-improvement. Inoue says, “I had a predestined encounter with shorthand. Shorthand

was already part of me and I cannot feel the meaningfulness of life without shorthand.” She thus continues to keep love for shorthand.

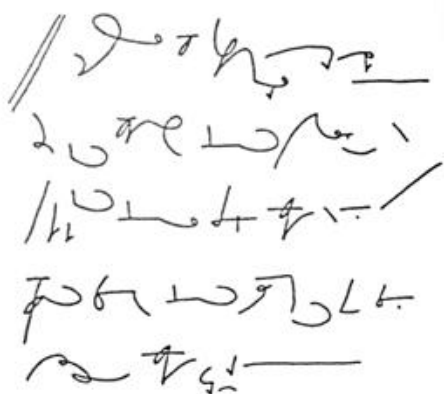
Historically speaking, high school shorthand has produced a number of professional stenographers and amateur enthusiasts. The majority of students who learn shorthand in high school are women. Though not producing large numbers, high school shorthand plays a substantial role in training future professional stenographers.

Shorthand learning in high school extracurricular activities has its origin in 1919, when Masayo Nakane lectured about Nakane system at Nagasaki Middle School in his home prefecture, Nagasaki. The oldest record of shorthand competition comes from the first Kyushu Men’s Shorthand Competition in 1931 at Fukuoka Commercial Middle School (equivalent to today’s high school), which was hosted by the members of shorthand clubs at the Nagasaki Commercial High School and the Kurume Commercial High School. In the same year, the

first Nakane System Men's Middle School Shorthand Competition was held in Tokyo, and it appears that there was a nation wide movement to found a shorthand club in high schools in Osaka, Kyoto, Niigata and the Kyushu region. The reason for these "men's" competitions is that in those days there was a clear separation between boys' schools and girls' schools. Today, the number of high schools across the country that have a shorthand club is reduced to about seventeen, and the number of students is estimated at about three hundred total.

## 5. University Shorthand Clubs

In Japan, those universities which has a shorthand club or a shorthand study group include Kansai University, Kwansei Gakuin University, Fukuoka University, Waseda University, Meiji Pharmaceutical University, and Gakushuin University. The shorthand clubs in the first four universities organized All Japan Collegiate Students Shorthand Federation, and conduct the semiannual inter-collegiate shorthand group competition in spring and winter . The collegiate



level is where sports shorthand most flourishes. While high school shorthand competition is based on individual competition and individual awards are important, collegiate competition is characterized by groups. The shorthand club in Kansai University won the 99th All Japan Collegiate Shorthand Competition held at Waseda University in December,

2010 and achieved the feat of winning the championship 45 times in a row.

The five major Japanese shorthand systems are: Shûgiin system (system trained at the House of Representatives), Sangiin system (system trained at the House of Councilors), Nakane system, Yamane system and Waseda system. Sokutaipu is a machine shorthand system which was trained at the Supreme court. The largest number of professional stenographers uses the Waseda system. In fact it was invented by the members of Waseda University Japanese Shorthand Study Group(WUJSSG). Wataru

- (1) Ishimura system
- (2) Iwamura system
- (3) Kumazaki system
- (4) V(Kotani) system
- (5) Nakane system
- (6) Nissokuken system
- (7) Sangiin system
- (8) Shugiin system
- (9) Waseda system
- (10) Yamane system

Authorized Shorthand Systems by Japan Graphic Shorthand

Kawaguchi, a graduate of Waseda university, successfully popularized the Waseda system through a correspondence course as well as by establishing a shorthand school.

WUJSSG established in 1930 is the oldest university shorthand club, and Kansai University Shorthand Club(KUSC) was created in 1952. Members of WUJSSG practice from Monday through Friday for ninety minutes, from 4:20pm. It has about forty members.

Nakane system, one of the oldest systems invented in the private sector, is based on Geometric theory and the first practical use of single-stroked syllabic basic letters. From Nakane system, Kokuji system was derived, and Yamane system was derived from Kokuji system. The leader of KUSC had originally attempted to develop a new system in early days, but ended up adopting Yamane system after some of the members who learned it at Yamane Shorthand School (YSS) brought it to the club and gained leadership in the club. After Sukeyuki Yamane, the founder of Yamane system, died, YSS was closed and the teaching of his system was discontinued. As a result, only KUSC plays a role in training high level skills in the Yamane system, and, for this reason, its existence, I must say, is precious. The members of KUSC practice on Monday during lunch time for fifty minutes from 12:15pm, and from 4:20 pm to 5:50pm. Every Saturdays they practice for ninety minutes. It has about forty members.

Kwansei Gakuin University Shorthand Club, where Nakane system is adopted, has twenty members who practice for ninety minutes twice a week.

Because of the strong social zeal for going to university in Japan, university-bound high schools are too dedicated to preparing for university entrance exams, and extracurricular activities are therefore considered of secondary importance. In addition, it would probably be the cause that the reduction of the number of shorthand clubs, which once rose up to twenty schools with 153 students, to as few as 4 or 5 schools has to do with the disposition of the today's youth to shy away from disciplined, everyday practice. We can not help but recognize the fact that there are some high school students who do not even know the word "shorthand."

There are concerns that the declining attractiveness of shorthand training is caused by the reduced chance of shorthand as a profession. But some graduates who were members of a university shorthand club still get a job at a reporting company, and one must also recognize the tendency of a company turn to university shorthand clubs for its shorthand workforce as well. Yet, most students who belong to an university shorthand club recognize the

club as a “social” place to enjoy their college life rather than as something to do for the honor of their university, and the club thus plays a role in nurturing their humanity and sociality.

## 6. Shorthand Education

Curriculum			
	1st year	2nd year	Total
☆ Basic subject	270	120	390
☆ Specialty subject	480	600	1080
(Shorthand	480	570	1050)
☆ Relative subject	90	90	180
☆ Elective subject	0	60	60
Total	840	870	1710
Waseda Shorthand Iryou Fukushi Senmongakko			

I reported at the Intersteno Beijing Congress that the Japanese shorthand systems currently used to train stenographers are: Ishimura system, Iwamura system, Kumazaki system, V(Kotani) system, Sangiin system, Shugiin system, Nakane system, Nissokuken system and Waseda system. In addition, machine

shorthand systems include Speed Worpro and Hayatokun(Sokutaipu).

Today, there are not many institutions for the education and training for shorthand skills. Waseda- Sokki Welfare and Medical Institute (WSWMI) and Waseda Lifelong Learning Center offer normal course and correspondence courses in shorthand.

The shorthand education curriculum at WSWMI is planned in conformity to the School Education Law. In the two-year training period, a freshman spends 270 hours for liberal arts education, 480 hours for shorthand learning and 90 hours for related subjects, totaling 840 hours of learning. A sophomore spends 120 hours for liberal arts education, 600 hours for shorthand, 90 hours for related subjects and 60 hours for elective subjects, totaling 870 hours of learning. With 1,710 hours of learning in total within two years, one receives a certificate and diploma units. Shorthand speed is set at the maximum of 3, 200 letters per ten minutes. The tuition and fees paid in the first year, 820,000 yen in total.

With regards to Electronic Machine Shorthand, there are two courses for Speed Worpro. One is a 450-minute per week course and, the other, 90 minutes.

Hayatokun has a course of 330 minutes and one of 660 minutes. In both the Speed Worpro and Hayatokun



courses, the goal is for students to acquire the skills of professional (machine) stenographers. Hayatokun course

entails a 35,000 yen enrollment fee along with a monthly tuition fee of 26,250 yen as well as a 100,000 yen deposit and a 3,000 yen rental fee for the machine. Graduates of the course find jobs in TV real-time

captioning, conference reporting and so on.

Nissokuken system, Kumazaki system and V(Kotani) system, offer private lessons and classes, while some others organize a meeting and private practice to hone their shorthand skills through friendly competitions. Self-taught enlarged and revised edition, Introduction for Shorthand V system by Masakatsu Kotani published in March 31, 2011. ISBN 978-4-7573-06035.

## 7. Conclusion

Because local parliaments no longer employ official stenographers to produce parliament proceedings, some job opportunities for shorthand learners have disappeared, which has in turn caused a decrease in those who aspire to become professional stenographers. In order to revive the shorthand profession, it is necessary to create new values for shorthand skills by appropriating scientific and technological achievements.

Moreover, if we recognize benefits that are attained through shorthand education, including language development, knowledge, and comprehension, we can situate the value of shorthand within the domain of education. Such benefits can be acquired through developing the ability to memorize shorthand symbols, to transcribe in reflex, to translate shorthand notation into readable text and to textualize spoken language.

Shorthand technique is a value that is a part and a parcel of language activities unique to human beings. Its value and importance can be redefined in accordance with today's needs in the complex nexus of factors and capabilities that include the handling of characters and letters, acquisition of knowledge, and writing skills. For example, there has been a renewed recognition of the educational benefits of shorthand not only for its practical use in recording utterances, but also for developing human capacity in general, including communication skills, a sense of responsibility and self-cultivation.

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# IPRS MEETING – BEIJING 2009

LEE KYUNGSIK – Korean Parliament

【대한민국 국회 의정기록과 업무 현황】

저는 대한민국 국회 의정기록과의 과장으로 있으며 대한속기협회 이사장으로 있는 이경식(Lee, kyungsik)입니다.

지난 8월 11일 Cee van Beurden으로부터 e-mail을 받고 급히 준비하느라고 부족한 점이 많을 것으로 압니다.

그러나 IPRS에서 처음으로 발표하게 된 것을 영광스럽게 생각하며 즐거운 마음으로 들어 주셨으면 감사하겠습니다.

그러면 지금부터 대한민국 국회 의정기록과의 업무 현황에 대해서 간략히 말씀드리겠습니다.

## 1. 개요

1948년 5월 31일 제헌국회 제1차 회의부터 현재 제283회 국회에 이르기까지 모든 국회의회의록은 속기사의 참여에 의해 가감 없이 기록되어 발간 보존되어 오고 있습니다.

회의는 크게 본회의와 위원회로 나누어지며, 위원회는 16개의 상임위원회와 여러 개의 특별위원회로 분류됩니다. 그리고 매년 1회 정기적으로 국정 전반을 대상으로 실시되는 국정감사와 부정기적으로 특정한 사안을 대상으로 하는 국정조사가 있습니다.

이 모든 회의 내용을 국회사무처 소속 공무원인 81명의 실무 속기사가 회의 현장에 직접 들어가서 기록한 후 번문과 검토, 편집, 인쇄 등의 과정을 거쳐 각각의 회의록을 발간하게 됩니다. 발간된 회의록은 책자와 전자, 두 가지 형태로 제공되며 책자회의록은 국회기록보존소에 영구 보존됩니다.

## 2. 조직 구성

먼저 의정기록과의 조직은 2개 과와 12개의 담당 계로 구성되어 있으며, 정원은 2명의 과장을 포함한 관리직이 15명, 속기 편집 전자회의록 등의 업무를 맡고 있는 실무 직원이 109명입니다.

우리 과 정원의 변화 추이를 살펴보면 제헌국회 이후 80년대까지는 증가 추세를 보여 왔으나 90년대 이후 조직 개편에 따라 감소 내지 정체되어 오다가 2007년 소위원회 회의록의 전면 작성을 계기로 다소 증가된 상태입니다.

그러나 상시 국회와 각종 특별위원회의 활성화 등으로 속기 업무량이 대폭 증가되고, 영상회의록이 제공되지 않는 소위원회 회의록을 비롯하여 전자회의록의 신속한 서비스에 대한 욕구가 계속 증대되고 있어 현재보다 더 많은 속기인력이 필요한 상황입니다.

## 3. 속기 방법

다음으로 속기 방법에는 수필속기와 컴퓨터속기, 크게 두 가지가 있습니다. 1995년도에 컴퓨터 속기가 국회에 처음 도입된 이후 현재는 컴퓨터속기사만을 채용하고 있으며 전체 실무 속기사 중 수필속기사와 컴퓨터속기사의 비율은 7 대 3 정도입니다.

컴퓨터속기 도입 및 회의록 시스템의 전산화를 통해 원고 작성에 소요되는 시간은 이전에 비해 상당히 단축되었습니다.

#### **4. 원고작성에 필요한 소요 시간**

본회의나 청문회와 같이 신속한 발간을 요하는 회의록의 경우 전자회의록은 회의 당일 날 회의록을 열람할 수 있으며 책자회의록도 그 다음날이면 발간됩니다.

일반 상임위원회와 국정감사 회의록의 경우는 업무량이 많고 업무가 일시에 집중되는 경향이 있어 책자회의록이 발간되기까지는 상당한 시간이 소요되지만 수일내로 전자회의록에 올려 모든 국민이 열람 가능할 수 있도록 하고 있습니다.

#### **5. 신입 직원 선발 및 훈련 방식**

다음은 신입직원의 선발과 교육훈련에 대해서 말씀드리겠습니다.

응시 자격요건 중 연령이나 학력, 경력에는 특별한 제한이 없으며 한글속기 3급 이상의 자격을 가진 사람이면 누구나 응시할 수 있습니다. 시험과목은 국어, 영어, 헌법, 행정법총론, 행정학개론이며 1차 필기시험, 2차 실기시험, 3차 면접시험을 거쳐 최종 선발됩니다.

채용 후에는 3주 정도의 초급 실무자 교육을 받게 되며, 1~2주간의 속기실무교육에서는 회의록 작성 실무, 회의록 작성 관련 법규, 의회용어, 한글맞춤법 등의 교육을 받게 됩니다.

또한 기존 직원들은 국회 연수국의 교육프로그램에 따라 매년 직급별 전문교육을 통해 능력을 향상시키고 있으며 국어교육은 회의록 작성 업무의 특성상 연중 수시로 받고 있습니다.

#### **6. 향후 발전 계획**

새로운 속기 방법에 관해서는 선진의회제도 시찰이나 각국 속기 현황 자료의 조사 분석 등을 통해 꾸준히 연구하고 있으며 음성인식 및 리얼타임 속기에 관해서도 많은 관심을 갖고 있습니다.

이상으로 대한민국 국회의 기록방식과 속기의 현황에 대해서 소개를 드렸습니다.

참고가 되시기를 바라고 저도 또한 많은 것을 배우고 돌아갑니다.

감사합니다.

# **A Presentation of the Shorthand Reporting System in the National Assembly of Korea**

LEE KYUNGSIK – Korean Parliament

Ladies and gentlemen,

I would like to express many thanks to the IPRS coordinator, (name of the coordinator) and other members who gave great efforts to prepare this Conference.

It is my great pleasure to introduce how we make the National Assembly Records in Korea. I will tell you briefly how we as official reporters work at the Secretariat of the Korean National Assembly.

## **1. Overview**

Since the first meeting of the Constituent Assembly on May 31st, 1948, the National Assembly Records have been recorded verbatim, published, and preserved by the official reporters without modification.

Assembly meetings can be divided into two types: Plenary session and committee meetings. The committees include 16 standing committees and several special committees. There are also the annual parliamentary inspection which is hold over the government offices and special investigations for special occasions.

All of these official meetings in which the Assemblymen participate are recorded by the official reporters. For this purpose, 81 official reporters are currently employed by the National Assembly Secretariat. Once a meeting is recorded, it is immediately translated into Korean alphabets, reviewed, edited, and printed.

The printed copies are distributed to each Assemblymen and also published online to open to the public, and eventually preserved in the National Assembly Archives in accordance with related laws.

## **2. Organization**

The official reporters' office is

also called Stenographic Department which is under the control of deputy Secretary-General for legislative affairs in the Korea National Assembly Secretariat. The official reporters' office includes two divisions with 12 sub-offices. Approximately 109 people work for the office including a chief department manager, a deputy, and 15 assistant managers along with editors and transcribers.

Looking at the changes of the numbers in personnel over the time, the numbers had been increased until the 80's. During the 90's, they had been either decreased or stagnated due to reorganization. Then from 2006 when we

started to record sub-committees with the way of stenograph and the numbers are increasing again.

Nevertheless the office of official reporters needs more work forces because Assembly session is open almost all around the year, more and more Assembly meetings are required to be recorded by the official reporters as Korean society becomes more democratic.

### 3. Techniques for recording

Major techniques used in the office of the official reporters are graphic and stenotype (computer adapted stenography). The stenotype was introduced into the National Assembly in 1995. The occupancy rate of the graphic reporters has been shrinking. Now the ratio of occupancy between graphic and stenotype in the office of official reporters is 3:7 because currently only stenotype reporters are employed.

The adoption of stenotype and the computerized system shorten significantly the time and effort for producing the Assembly Record.

### 4. Time required to publication

Meetings for Plenary session and Hearings require immediate publication. The Assembly Records for these meetings can be published online as tentative records just few hours after the meeting started and the content of the meeting updated by hour and also can be published as booklets the following day.

In the case of standing committees and annual inspection it takes several days for the public to read online records even though it takes more than a month to publish paper copies of National Assembly Record due to the heavy workloads.

### 5. Recruiting and Training

new employees

Anyone who has third degree certificate for Korean Stenography at the least can apply for the official reporter in the National Assembly. The applicants will take first the test of academic subjects, such as Korean, English, Constitutional law, Administration law, Introduction of Administration, second the test of shorthand skill, finally an interview.

The newly employees will receive a three-week-orientation including a beginner level training for public officers, stenography practice, legislative related laws, and Korean punctuation law, etc. Not only the newly employees but also senior official reporters in the National Assembly should also participate in regular training programs prepared by the Training Bureau of the Secretariat.

## 6. Visions

The office of official reporters in the Korean National Assembly has continuously researched over the new techniques for stenograph through visiting other nations' parliaments and collecting information from other countries. We especially are interested in areas like real time stenograph and voice recognition.

END

Thank you

my fellow Interstenoers.

yha!



## **The correspondence and summary-reporting competition in educational and professional perspective**

Most of the Intersteno competitions are characterized by stressing the participant's ability to perform mechanical and practical actions: speed typing and speed writing. By training very hard participants are able to excel in their chosen field(s) of skillfulness: text production, text correction with PC, shorthand/speech capturing or real-time speech capturing. Knowledge does not play a great role in these competitions: you just record and copy what is (literally) dictated or given to you in print. Often it is not necessary to understand fully what you have to record or copy.

This general statement has to be modified for the Intersteno competitions of professional word processing and multilingual shorthand. Professional word processing, as a competition, also has its mechanical and practical parts, but one must at least study and understand the instructions that accompany each task to be performed in this competition. To participate in the multilingual shorthand competition one has to know at least one foreign language, beside one's mother tongue. Except for that, the only requirement is to be able to reach a writing speed of 140 syllables a minute, while a spell checker will take care of wrongly spelled words in the different languages one is competing in.

Of course, the correspondence and summary-reporting competition also has its mechanical and practical elements. The competition starts with a three-minute dictation of a letter, the transcription of which does not differ from the task to be fulfilled in the shorthand/speech-capturing competitions. That is why there has been some criticism of this part of the competition. I have thought about a change in this respect, to the effect that only key words will be dictated from which the participants have to draw up and edit the complete letter themselves. Up to now the only function of the dictation of the letter is to introduce the theme of the second part of this competition: the dictation of a text that has to be summarized by the participants. This is in line with the secretarial practice, where letters (correspondence) often contain the material that is being discussed in meetings. That is also why secretaries are in a good position and well-prepared to take the minutes of a meeting.

Competitors in this competition also have to note down and transcribe literally the headings of the text to be summarized. This text starts with a heading that hints at the main theme of the text. Furthermore there are about 5 paragraph headings, specifying the sub theme of each paragraph. All these headings can be compared with the points on the agenda of a meeting: they remind the minute-taker of the subject that is being discussed and that he or she has to concentrate on. The combination of being able to note down literally what is being said and also to

select and note down what is ~~important~~ essential (that is to summarize) is typical for secretarial and management functions.

What I want to stress in this article is the difference the second part of this competition makes in the range of Intersteno competitions: the task to draw up a summary of a text that is being dictated for seven minutes. As opposed to the other shorthand/speech-capturing competitions here one has to understand fully what is being dictated, because you have to select and report only the main items. This is also prompted by the competition's rule that the number of words in your summary may not be more than half the number of the dictated words. This summary must be in complete sentences and in a participant's own words. A model summary is provided with the competition text, but that summary is drawn up point by point and only meant for the correctors.

Nowadays being able to make a summary is part of the curriculum of secondary schools. However, the difference with our competition is that at school you receive a printed text that has to be summarized, while here this text is being dictated to you. So you have to listen carefully while noting down the main points with a view to drafting from your notes and in your own words a readable summary.

While court and parliamentary reporters glory in the shorthand/speech-capturing competitions, the correspondence and summary-reporting competition is especially meant for secretarial workers (secretaries, management assistants). The required writing speed (shorthand, keyboard or voice writing) is not very high: at least 150 syllables a minute. To be sure, the final dictation speed of the text to be summarized is much higher: 210 syllables a minute and upwards, depending on the length of the translation from the English basic text. However, here a summary is required, so one can skip (while recording) unimportant parts of the dictation. This means that it is the brain that has to do most of the work: fully understanding the dictation and deciding what are the main items to be noted down. Furthermore, a writing speed of at least 150 syllables a minute gives the competitor the possibility to note down literally the (short) headings of the text.

I am of the opinion that this competition has more relation with and is more valuable for the secretarial curriculum and professional practice than simply speed typing and speed writing. The means with which we write and type are constantly being improved, in the sense that it becomes all the time more easy to write and type (also by dictating) our texts with a minimum of spelling errors. What in essence remains as a condition is the ability to decide about the content and the wording of these texts. That is easy, of course, when others have done this for us and when we only have to copy their thoughts and sentences. It is more difficult, when we have to formulate our thoughts and sentences ourselves.

In this respect the correspondence and summary-reporting competition tries to contribute its part to the testing and improvement of these faculties of students and professionals in the secretarial field.

Those who want to gather some more information about the correspondence and summary-reporting competition are advised to consult article 19 of the Intersteno competition rules and to study the competition texts from 2007 and 2009. All this information can be found on the Intersteno website: [www.intersteno.org](http://www.intersteno.org) There you can also watch the PowerPoint presentation "Everything you have always wanted to know about the summary-reporting competition".



*The personal profile of Jan den Holder:*

*Jan den Holder was born in The Netherlands, in 1941. He studied political and social sciences in Amsterdam and started working as a secretary to a neighbourhood council in Amsterdam. In 1980 he was appointed to the post of stenographer with the Dutch parliament, in The Hague, where he worked until his retirement in 2006. He is interested in shorthand/speech capturing, making summary reports of meetings and studying foreign languages. On behalf of Intersteno he coordinates the international contest "correspondence and summary reporting".*

# **Court Reporting Education in the United States**

## **National Court Reporters Association, Vienna, Virginia**

Lynette R. Eggers, MBA, MA, CRI, CPE

Laqueta Soule, CRI, CPE

### **Abstract:**

The skilled and qualified court reporter is and will continue to be the superior method of verbatim record preservation and retrieval available now and for the foreseeable future. In the United States, court reporting has a history of pen writers, steno reporters and voice recognition reporters. Since the inception of NSRA (National Shorthand Reporters Association) in 1899, as an organization court reporters have studied, analyzed, and adapted to changes in the field of court reporting to benefit the American judicial system.

The conversation about court reporting education began in 1921 as stenographic machines became competitive. Over the next three decades, NSRA (currently National Court Reporters Association) explored the possibility of establishing court reporting training in the United States. But it wasn't until 1954 that NSRA established the first approval process for schools.

### **(Key Words)**

National Shorthand Reporters Association (NSRA) became National Court Reporters Association (NCRA) in 1991.

### **Introduction**

For more than 100 years, the National Court Reporters Association has served as the largest, most influential organization within the stenographic court reporting profession. Formerly known as the National Shorthand Reporters Association, the organization's name and mission has adapted as innovation has led court reporters to become leaders in bringing technology into courtrooms and depositions as they seek to establish standards of quality and competence for making the record and integrating technology with the stenographic record for the benefit of the legal system as well as society as a whole. Court reporters look to NCRA not just to establish benchmark certifications for verifying levels of quality and competence, but also to serve as the understood leader for representing the interests of the profession within legislative circles, for providing information surrounding the ever-changing dynamics within the legal arena, and for creating a professional

network that they can use to acquire the advice and ideas to advance their businesses and their careers. In short, NCRA defines the profession of stenographic court reporting in North America, through its day-to-day representation of stenographic reporters, and through its commitment to ensuring the highest level of standards are met within the profession. Education has been one of the pillars of which NCRA stands, as it is the future of the court reporting profession.

## **History**

The basic idea and value of machine-generated shorthand systems brewed in the creative juices of a legion of known inventors dating back to 1868. The earliest thinking was obviously a by-product of mechanical writing and inventions relating to the typewriter. Forty-six inventors in all brought their machine shorthand ideas to a high enough state of development to warrant United States patents in the late 1800s and early 1900s.

In the United States, there are a number of keystone events throughout the years which dramatically influenced the evolution of the keyboard design, machine construction, the system of writing, education and the way in which court reporting is delivered and documented.

Through the centuries people have used various means to capture the spoken word and preserve speed. The first known use of shorthand in a United States court system took place in 1866, when the verbatim handwritten notes of author Philander Deming were used to establish what was said in a court case in Albany, New York. United States courts had been following the practice in England of relying on the judge's notes to keep a record of what happened during a trial.

Gregg Shorthand was first published in 1888, in two little paper-covered pamphlets, under the title, "Light-Line Phonography." Five years later, in 1893, a revised and greatly improved edition was published under the title, 'Gregg Shorthand.' As the years progressed, Gregg Shorthand became a multi-level process in which the reporter recorded the proceedings using shorthand, and then dictated from their notes into a tape recorder. The dictation process alone required two hours for every one hour of testimony. The testimony was then transferred to audio tape and a stenotypist typed out an official document of the proceedings.

Speed competitions were soon introduced, and in the early 1900s, most winners of national contests used Sir Isaac Pitman shorthand system. An educational highlight was the completion, after 25 years, of the Phrase Book of Pitmanic Shorthand, arguably the most practical and valuable publication for Pitman reporters ever published. Pitman preeminence prevailed for many years until it was challenged by the "great" Gregg writers. Their system became the manual system mostly used in the United States. It wasn't until the 1975 National Shorthand Reporters Association (NSRA) Convention that it was noted from the panel members that they saw a fading out of manual writers in the field of shorthand reporting.

Miles M. Bartholomew, an official court reporter was the father of the Stenograph machine. He received a patent in 1897 on the first American shorthand machine. With later improvements, the Bartholomew Stenograph attained the first real degree of success in the reporting field. But between 1885 until shortly after the turn of the century, another imaginative and versatile inventor named George Kerr Anderson also patented a number of ideas. His machine, the Anderson Shorthand Typewriter, was used to report President McKinley's inaugural address. As the years progressed, many steno machines were developed and the ways of writing shorthand were put into the market place.

Voice writing, formerly called "stenomask," was developed by Horace Webb in the World War II era. Prior to inventing voice writing, Mr. Webb was a Gregg shorthand writer. Mr. Webb wanted to create a reporting method that allowed court reporters to dictate directly during proceedings, eliminating the shorthand process altogether. Many years were spent designing the stenomask and perfecting the voice writing method.

In 1921 Thomas Bengough, a chartered shorthand reporter from Toronto, stressed the need for training, testing and certification of reporters. Debate continued on how many years of study were necessary for certification as a reporter -- most thought a four-year course leading to a college degree in reporting was sufficient, while some argued that six years of study would be even better. This did not sit well with many older, experienced reporters who had never attended college. Other topics of discussion centered around which system of shorthand should be taught, how to best recruit instructors and students, and what teaching salaries should be paid.

## **NCRA Certification Background and Experience**

When the stock market plummeted on "Black Thursday," October 24, 1929, the nation's economy went along with it. It was a frightening and confusing time for everyone, and it threatened to tear out the very heart of the industries and workers who built this country. Members busied themselves with two important issues: legislation and education.

Throughout the decade, controversy swirled over which system of shorthand reporting was superior, and the membership divided itself into two camps: the pen writer versus the stenotypist. There would be no quick resolution to this issue.

Members also continued the discussion of creating a college course for shorthand reporting, but a survey indicated that there was still a lack of interest among prospective students and insufficient funds for such an endeavor. The membership did agree on the need for continuing education and filled the void by directing the Association's Committee on Professional Education to write a series of educational articles in *The Shorthand Reporter* (an NSRA publication), covering such topics as law, medicine, and English.

Membership in NSRA grew steadily early in the century. A bright spot during the Depression was unanimous passage by both houses of Congress in 1936 of a national reporting certification bill. However, President Roosevelt vetoed the measure. The association rebounded by launching in 1937 its Certificate of Proficiency (CP), a reporting skills exam that, while voluntary, helped compensate for the absence of a true national Certified Shorthand Reporter (CSR) credential (the CP would be succeeded by the Registered Professional Reporter (RPR) certification, with its continuing education requirement, in 1975).

Perhaps the most important accomplishment on the education front was NSRA's creation of the Committee on Certificates of Proficiency. The committee established the criteria for the Certificate of Proficiency -- five-minute dictations of literary material at 160 words per minute (wpm); jury charge at 180 wpm; and testimony at 200 wpm. There was no written knowledge component. All three portions had to be passed at once. That first CP test in 1937 was given at five locations around the country. In that year, 27 members passed the test and became the first CP holders in reporting history (today, more than 7,420 reporters hold the RPR, which replaced the CP).

The Certificate of Merit (CM) was introduced in 1949 to recognize a higher level of proficiency. Speeds were literary at 200 wpm; legal opinion at 240 wpm; and testimony at 260 wpm. The Merit could be passed one leg at a time.

Standards for the Certificate of Proficiency were upgraded in 1973 to 180 wpm for literary; 200 wpm for jury charge; and 225 wpm for testimony. At the same time the association instituted additional rules and guidelines for grading the tests and verifying the results for both the CP and the CM skills tests. One result was that the Federal Judicial Center recommended that federal reporters with five years of satisfactory service and who are CM holders receive a five percent salary increase.

Adopting the recommendations of management consultant John Evans, NSRA in 1975 added a written knowledge component to the CP skills test to create the Registered Professional Reporter designation. The written portion and all three skills portions had to be passed at once. NSRA began working with an outside testing agency to assure the validity of the program, a practice that has continued to the present.

The RPR also carried a continuing education requirement, compelling certification holders to earn 30 continuing education credits every three years, with each credit representing an hour of approved continuing education. The requirement changed to the standard measure of continuing education units, or CEUs, in 1999, with one CEU representing 10 hours of formal organized learning activities under responsible sponsorship, capable direction, and qualified instruction. Adhering to this broad industry standard added to the credibility of the credential and to the likelihood that NCRA certifications would be acceptable to outside entities, such as licensing

boards and regulatory authorities.

The growth in realtime reporting and the diversity of specialties employing realtime led to creation in 1996 of the Certified Realtime Reporter (CRR) designation. The CRR test originally consisted of five minutes of dictation at speeds that varied between 180 and 200 wpm. The test now is given at a fixed rate of 180 wpm. Candidates must already be RPRs to sit for the CRR and must earn three continuing education units every three years to maintain certification. The federal court system and some state court systems offer a salary increase to realtime-certified reporters.

In the 1980s and 1990s, new avenues for realtime stenographic writing skills emerged. In addition to the capability of creating instantaneous translation for deaf and hard-of-hearing participants in judicial settings, closed captioning was developed to display text on a television or video screen, to provide a transcription of the audio portion of programs as they occur. Viewers include deaf and hard-of-hearing consumers, as well as the community for whom English is a second language. Communication Access Realtime Translation (CART) is a near-verbatim, speech-to-text interpreting service for people who have hearing loss and would not be able to fully participate otherwise. It provides translation of spoken words as well as environmental sounds and is used for live events, such as educational classes, conferences, business meetings, doctors' appointments legal proceedings, and social situations. A CART provider may be on site or in a different location, using the Internet to deliver the text to the consumer (referred to as remote CART).

The Certified Broadcast Captioner (CBC) and Certified CART Provider (CCP) designations were introduced in 2003 to provide a certification path for those realtime reporting specialties. Each consists of a written knowledge test in addition to a five-minute realtime skills test at 180 words per minute. CBC and CCP certification holders must earn three continuing education units every three years to maintain their certifications. NCRA also offers certification programs for credentials as a Registered Merit Reporter (RMR); Certified Legal Video Specialist (CLVS); Certified Reporting Instructor (CRI); Certified Program Evaluators (CPE), who evaluate our court reporting training programs; and Certified Manager of Reporting Services (CMRS).

## **Education**

Machine shorthand, and court reporting in general, got a boost from news coverage of the 1935 trial of Bruno Hauptmann for the kidnapping and murder of the infant son of Charles and Anne Morrow Lindbergh. A team of four stenotypists rotated in five-minute intervals to provide attorneys and media with completed transcripts of each day's proceedings within five minutes after the gravel fell.

In 1940, a report by the Committee on Education referenced "the need for better education of reporters, better reporting, and the value of professional education ...." The Committee's immediate objective was the

establishment of short courses in non-shorthand subjects, beneficial to all reporters.

As NSRA reached its 50<sup>th</sup> anniversary, 1954 brought the first discussions of an approval process for schools. NCRA President Joseph Sweeney explained, in his President's Message, that there was a need for an approval process for court reporting programs due to the increasing demand for competent reporters and due to the fact that there was little difference in pay between the salaries of office stenographers and court reporters. The Association established a set of goals: (1) to find prospective students who would stay with the program until graduation, (2) to encourage schools to offer an adequate curriculum for their reporting students, and (3) to assist graduates in finding employment as reporters.

The first formal committee to develop and carry out the approval process was approved in August 1954. The committee was called the Approved Reporter Training Committee and later became the Board of Approved Reporter Training (BART). In May 1955, a total of 17 reporting programs had been approved by the Approved Reporter Training Committee. In addition to filing a notarized statement attesting to the fact that the standards were being met, approved programs were "investigated" by an individual appointed by the chair of the Committee. The "investigator" then filed a report which was reviewed by the Committee. The Committee would vote to grant approval or veto approval.

In 1997, BART became known as the Council on Approved Student Education (CASE). The term "approved program" became "Certified program." Over the years, CASE has created, reviewed and implemented various educational standards required for court reporting programs. Those educational standards that govern NCRA-Certified court reporting training programs are called the *General Requirements and Minimum Standards (GRMS)*, and CASE is charged with maintaining and updating those standards. CASE regularly assesses the impact of changes within the profession and in consumer needs and preferences and recommends any actions necessary to ensure that NCRA program certification efforts remain relevant. The most recent changes were implemented in August 2010.

## **CASE Certified and Participating Programs**

Currently there are 60 NCRA-Certified Court Reporting Programs. In addition to periodic review by CASE to verify their continued adherence to the *GRMS*, all NCRA-Certified programs are accredited by agencies recognized by the U.S. Department of Education. In 2005, in an effort to raise the level of all education, NCRA also created the Participating Program designation. While not subject to the independent review by CASE, these programs have stated their commitment in providing realtime reporter education by being able to access all NCRA resources.

## **General Requirements and Minimum Standards (GRMS)**

The *General Requirements and Minimum Standards* developed by CASE are the same for all realtime education programs classified as certified, whether an institution is applying for the first time or applying for recertification.

CASE publishes in the Journal of Court Reporting and elsewhere, and makes available to the public, a list of institutions whose realtime reporter education programs have met the *General Requirements and Minimum Standards*. CASE's advice, services, and cooperation are available to all who offer such an education program.

### Eligibility:

All NCRA-Certified institutions must be licensed or certified by the state in which it operates, must be accredited by a body recognized by the U. S. Department of Education, and must be eligible for participation in Title IV Federal financial aid. The institution must be legally organized and authorized to conduct its program under the laws of its own state and community. It must maintain an up-to-date catalog, program information, or catalog addendum, and the information must meet CASE minimum standards.

NCRA offers eligible schools/programs NCRA certification for judicial, captioning, and Communication Access Realtime Translation (CART) programs. The judicial certified realtime reporter education program shall offer at least instruction in a realtime translation theory and speedbuilding, English, law/legal terminology, anatomy/medical terminology, judicial reporting procedures, technology, current events, and must facilitate an internship program. The CART and captioning programs shall include the same core judicial courses, as well CART and captioning technology and speedbuilding requirements specific to those careers.

### Graduation Requirements:

Specific graduation requirements for judicial reporting students include the following minimum standards:

1. The student shall pass three (3) five-minute tests with 95 percent accuracy at each of the following speeds: 225 words per minute testimony (two-voice), 200 wpm jury charge, and 180 wpm literary.
2. The student shall complete at least 40 verified hours of actual writing time during the internship experience.

Specific graduation requirements for captioning students shall include the following minimum standards:

1. Write three five-minute, literary broadcast material takes at 180 wpm (syllabic and/or word count) at 96 percent verbatim accuracy.
2. Transcribe a minimum of two five-minute, two-voice, non-realtime tests with a minimum of 95 percent

accuracy, dictated at a minimum speed of 225 wpm.

3. If the program has a judicial track, the 225 Q&A testing material will satisfy this requirement. Students must submit unedited captioned translations of three 15-minute programs on varied topics for course evaluation taken from the internship experience.

4. The student shall complete at least 25 verified hours of actual writing and 15 hours of research and dictionary preparation during the internship experience.

Specific graduation requirements for communication access realtime translation (CART) students shall include the following minimum standards:

1. Write three five-minute, 180-wpm realtime literary material takes with 96 percent verbatim accuracy.

2. Transcribe a minimum of two five-minute, two-voice, non-realtime tests with a minimum of 95 percent accuracy, dictated at a minimum speed of 225 wpm. If the program has a judicial track, the 225 Q&A testing material will satisfy this requirement.

3. Students must prepare a realtime translation of two 30-minute segments of CART services on varied topics for course evaluation taken from the internship experience.

4. The student must complete 15 hours of research and dictionary preparation and 25 hours of writing, for a total of 40 hours internship experience.

## **Scholarships and Awards**

The Council on Approved Student Education recognizes outstanding educators and students at each annual convention. The CASE Award of Excellence to an Outstanding Educator is given in recognition of dedication to students and extraordinary contributions to reporter education.

CASE also awards \$1,500, \$1,000, and \$500 CASE Scholarships to three outstanding reporting students who meet the eligibility criteria each year. Students submit an essay on a chosen topic, they must have achieved 140-180 words per minute at the time of the submission, and they must have an exemplary academic record.

## **National Court Reporters Foundation (NCRF)**

The National Court Reporters Foundation (NCRF) was established in 1980 as the charitable arm of the National Court Reporters Association (NCRA). NCRA is the professional organization for stenographic court reporters and has approximately 20,000 members. As the foundation for court reporting philanthropy, NCRF supports the court reporting and captioning professions through philanthropic activities funded through charitable

contributions.

Over the years, NCRF has developed programs to support all facets of NCRA's membership and the court reporting profession. NCRF has conducted research relevant to the profession; educated the public about the benefits of our technology; awarded scholarships to court reporting students; developed a program to support students by paying their memberships in NCRA; distributed grants in support of realtime services for the deaf and hard-of-hearing community; awarded a grant to support a teaching courtroom at the College of William & Mary; partnered with the Library of Congress and other national organizations to support a national archive documenting our nation's veterans' histories; produced exhibitions at National Court Technology Conferences to educate the judicial community about the benefits of stenographic reporters; and funded NCRA's participation in Intersteno, an international organization, to ensure that NCRA presents the stenographic profession in the global community.

In 1990, then NCRA Librarian-Historian Robert H. Clark donated his world-renowned collection of books and artifacts related to the history of writing and shorthand to NCRF, and the Robert H. Clark Library was established to preserve the history of the court reporting profession and to establish an educational venue of national significance. Among notable items are a 1687 edition of the bible in shorthand, the complete works of Shakespeare in shorthand, and an 1889 Anderson Shorthand Typewriter.

Several of NCRF's programs outlined above are specifically in the educational realm and directly related to supporting students, schools and instructors. Since the early 1990s, the Foundation has awarded about \$55,000 in scholarships, resulting in almost 60 awards to deserving students, whether they are just starting their court reporting education or in their first year of work.

In order to get students involved in NCRA, NCRF established the Student Initiatives Program, whereby NCRF pays a student's NCRA membership dues in return for that student transcribing two histories under NCRF's Oral Histories Program. Currently, 361 court reporting students are participating in this program. Of those, 181 have completed two oral history transcriptions each to earn complimentary student memberships in NCRA: 42 are new student members, and 139 are renewing student members of NCRA.

Relative to support of educators and instructors, NCRF awarded grants to several educators in the mid-1990s in support of various research they were conducting related to productivity and graduation rates.

In support of schools, NCRF funded the creation and production of a book of models and guidelines for schools to use on providing access through CART services to deaf and hard-of-hearing students. *Realtime in the Educational Setting* was first made available in 1995 and was updated in 2000. NCRF also created a guideline for schools to use when setting up and conducting a "VHP Day on Campus," to get students involved in the Student Initiatives Program by transcribing veterans' histories under the Veterans History Project (VHP). NCRF

remains committed to providing quality support of NCRA's members through exceptional educational programs.

### **Virtual Mentors' Program**

NCRA is committed to excellence both in the court reporting profession and in the next generation of court reporters. To this end, NCRA offers a way to bring court reporters and students together so that students can get the guidance and encouragement they need and so that today's court reporters can nurture the future of court reporting. Court reporters and students are partnered into a mentoring relationship that increases their networking opportunities.

### **Commitment to Education**

NCRA recognizes the continued need for a strong reporter education system and has dedicated leadership, management, and resources to advancing improvements in reporter training and in building even stronger relationships with our schools.

### **Reporter Education Commission Research**

In 2004, both NCRA's Strategic Planning and Annual Planning Committees implemented the Reporter Education Commission as a result of a 2003 report which concluded that the traditional model of recruitment and education "has never experienced a significant success rate." It noted that "Continuing modest numbers for admission, graduation and successful transition to the profession suggests the need to fast-track new approaches and perhaps radical changes... NCRA needs to take a fresh objective look at the traditional educational model, as well as at alternative approaches. This approach does not necessarily suggest abandoning the current educational structure, but rather considering other educational models and building on and complementing what is currently working in reporting programs."

The two primary responsibilities of the Reporter Education Commission were:

1. strengthening the reporter educational system, and
2. strengthening our schools.

The Reporter Education Commission focused its research on the following:

- Student recruitment efforts
- Quality and quantity of students entering and completing their education
- Steno theories
- Strengths and weaknesses of current educational models

- Distance learning
- Academic standards of schools
- Apprenticeships and other programs to ease the transition from school to work
- Reasons students hit plateaus
- NCRAs certification and testing program
- NCRAs court reporter program approval process

Many individuals – including students, graduates, educators, administrators, guidance counselors, firm owners, court reporters of all levels of experience, official reporters, freelancers, managers, CART providers, and captioners - participated in focus groups, online surveys and phone interviews to share their views on the profession.

Throughout the research process, the Commission, in conjunction with CASE, sought to conduct their work in an open and transparent manner, thereby providing a variety of opportunities for all interested stakeholders to participate in the process. Because so many members had a vested interest in the health of the educational system, the Commission and CASE sought to take into account as many different viewpoints and opinions as possible, and to test those opinions against objective data and educational expertise, both from within the reporting profession and from without.

The reporter educational model presumed that students enter a program with various pre-entry characteristics, such as prior work experience, attitude, lack (or availability) of financial resources, family responsibilities, various degrees of previous education and individual skills and abilities. Factors such as those are related to the initial goals and expectations that students bring with them. Such goals and expectations can be further divided into education goals and commitment to a particular program (i.e., judicial reporting, CART, captioning, etc.) in which students are enrolled.

The model also presumed that once enrolled, students begin to have various institutional experiences in the court reporting school, including academic performance, manual skill development, and interactions with faculty and peers. Each of those “variables” may affect the student’s success or failure in achieving academic goals and, in turn, successfully transitioning into the reporting profession. The model below imposes order on those many variables so that research could be conducted in an organized fashion.



Because of the comprehensive and broad research agenda identified by the Commission and its initial planning meeting, members adopted a two-pronged approach. First, the Commission focused on conducting quantitative research (electronic surveys) done by NCRA to establish a strong foundation of not only what was known to be empirically valid, but also what were the many member perceptions of the strengths and weaknesses of the current educational system. Secondary research (collection and analysis of prior research) also played an important part in the quantitative research efforts, because it allowed the Commission to build on areas of investigation that had already been reviewed.

Second, after establishing a strong baseline of information through quantitative research, the Commission focused on qualitative research in the form of intensive interviews and focus groups so that it could drill down into key issues for a more in-depth perspective. Further, by reviewing responses to NCRA surveys, the Commission was able to identify likely participants for qualitative research activities.

A study was next conducted on behalf of the National Court Reporters Association by the Education Policy Institute, to provide information and direction that may in turn help the Association to support the court reporter education system and increase the retention and persistence rates of court reporting students. The purpose of the study was to explore the realities of court reporter education and discern the practices and strategies that either support or impede the progress of students through the educational pipeline. To this end, this report concluded with a series of recommendation for NCRA, court reporting firms, and schools with regard to improving student retention, graduation rates and ultimately the transition to the profession.

To do this, NCRA relied mostly on the information collected by NRECA Market Research Services in 2005. Their thorough review of court reporting education, through a series of interviews, focus groups, and questionnaires of the major stockholders in the education process including firm owners, instructors, current students, graduates, and dropouts, helped form an idea of what is happening along the educational side of the profession.

Following the research, recommendations were submitted to the Reporter Education Commission for consideration. An implementation team was formed and charged with implementing approved initiatives in a timely, effective, and consistent manner. The initiatives include the following:

### **Recommendations Made by the Reporter Education Commission to the NCRA Board**

	Recommendation	Benefit to Whom?	Impact of this Initiative
1	Plan for Creating an Ongoing Assessment and Distribution of Best Practices in the Court Reporter Education System.	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Administrators</li> <li>• School owners</li> </ul>	Facilitates the regular collection and distribution of best practices to all programs on a wide range of topics relevant to the reporter education system.
2	Plan for Expanding NCRA's Role in Student Recruitment Activities of Court Reporter Education Programs. Reporter Education Commission and CASE will develop a comprehensive, effective, and measurable two-year student recruitment strategy.	<ul style="list-style-type: none"> <li>• Court reporting students</li> <li>• Firm owners</li> </ul>	May identify key traits in students that lead to success in the court reporting profession.
3	Plan for Building a Stronger Relationship with School Owners and Administrators.	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• School owners</li> <li>• Educators</li> <li>• NCRA</li> </ul>	Greater strength through alliance building between court reporting program owner/administrators and NCRA. Increase/improved dialogue may lead to stronger education programs.
4	Plan for Enhancing Professional Development Opportunities for Court Reporter Educators.	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Students</li> </ul>	Greater support for educators in terms of relevant, timely, and affordable professional development opportunities.

5	Plan for Creating a National Dictation Database for Students, Educators and Professionals.	<ul style="list-style-type: none"> <li>• Students</li> <li>• Professionals</li> <li>• Educators</li> <li>• Administrators</li> <li>• School Owners</li> </ul>	Facilitates the speedbuilding process for students and professionals with easy to access online dictation material.
6	Plan for Modifying and Improving Current Approval Process for Court Reporting Programs.	<ul style="list-style-type: none"> <li>• Theory developers •</li> <li>Students</li> <li>• Educators</li> <li>• Administrators</li> <li>• School Owners</li> </ul>	This plan is designed to raise the level of quality in all court reporting programs by supporting those programs seeking NCRA approval (certification) through meeting the General Requirements and Minimum Standards, and to involve those programs who do not seek approval, but wish to strengthen their programs.

	Recommendation	Benefit to Whom?	Impact of this Initiative
7	Plan for Replacing the Current Theory Text Approval Process. Additional Recommendations from the Reporter Education Commission.	<ul style="list-style-type: none"> <li>• Students</li> <li>• Educators</li> <li>• Administrators</li> <li>• School Owners</li> </ul>	This plan is designed to remove restrictions from theory developers allowing them to upgrade and improve their theories as appropriate based on feedback from users and the impacts of technology.

8	Plan for Introducing Regional Workshops for Students	<ul style="list-style-type: none"> <li>• Students</li> <li>• Educators</li> </ul>	This plan is designed to offer up to three regional one-day workshops and one online workshop in 2007 to students in targeted areas of the country featuring high-quality instruction on subjects related to “professionalism in the workplace.”
9	Plan for Performance Recognition and Rewards for Students and Educators	<ul style="list-style-type: none"> <li>• Students</li> <li>• Educators</li> </ul>	This plan is designed to provide performance recognition and incentives to court reporting educators and students.
10	Plan for Expanded Internship Opportunities	<ul style="list-style-type: none"> <li>• Students</li> </ul>	This plan is designed to provide funding for expansion of internship opportunities for all students, especially those in remote areas.
11	For a Pilot Test of a Competency-based Court Reporting Program	<ul style="list-style-type: none"> <li>• Students</li> </ul>	This plan is designed to provide funding to pilot test a competency-based, total immersion court reporting program with established reporter training program(s).

## 21<sup>st</sup> Century Educational Model

As a result of the Reporter Education Commission Summary and Recommendations, NCRA first concentrated on outreach to schools and programs. A new position – Assistant Director of Education -- was created with a focus on working with the education community to forge stronger relationships and provide hands-on assistance. Expansion of training for court reporting educators resulted in the development of Regional

Court Reporting Instructor (CRI) Orientation opportunities, held on-site at our Certified programs. While NCRA's Annual Convention & Exposition always includes a student track, mini campus conventions were developed, also held on-site at Certified programs, in an effort to bring the convention experience and learning opportunities to more students. Students attend educational and motivational seminars, learn about current trends in the profession, and network with working professionals. Hardware and software vendors exhibit the newest in products, allowing students to stay current with technology.

Other initiatives were implemented. NCRA established Community of Interest Committees specific to, but not limited to, school owners and administrators, educators, and students. They meet by conference call and via an email listserv, where they can exchange ideas, discuss topics relevant to school practices, and formulate best practices. A section of the NCRA website is devoted to each community of interest. A student quarterly newsletter called *Up To Speed* was established in 2009. The mission of this newsletter was to provide students with information that will help them succeed in school and make a smooth transition into their chosen careers. *Up to Speed* includes a note from the current NCRA President, articles from working reporters and educators, spelling and proofreading tips, history, links to the working world, words of wisdom and resources. *Caseline*, the NCRA educators' newsletter is published twice a year. It includes educational trends, articles from educational experts, and teaching tools and tips. NCRA's Marketing Department is currently conducting research on best practices for school marketing will be providing marketing tools and products to assist schools in recruitment efforts.

### **Total Immersion Pilot Program**

One of the key initiatives to be advanced following the Reporter Education Commission research was the development of a pilot program that would examine whether a skills-based education model could result in reducing court reporter training time and getting graduates out into the workforce more quickly. While the basic elements of learning a steno theory and building speed on the steno machine will always remain a personal accomplishment that each individual must achieve, several innovative approaches were employed in the areas of student admissions and screening, the steno theory taught, dictation tools and methods utilized, curriculum modification, and personal coaching. It was the goal of the pilot to explore whether the experimental curriculum that immersed students in daily machine practice could improve student speed progression and overall performance, resulting in higher completion rates, when measured against performance in our traditional court reporting programs.

Developing an innovative program of this nature was more challenging than anticipated, with the most spirited debate centering on the extent to which academic courses should be included and whether accreditation

restrictions should play a part in this experiment. In November of 2007, a task force of subject matter experts was appointed and tasked with creating a program that could carry out the NCRA Board's vision of an "immersion" program, and by late 2008, the project began to take shape. The Total Immersion Task Force determined that the pilot would be taught online, and the decision was made to place it outside the traditional accreditation framework. The task force outlined the components of the program and then moved rapidly to get each component into place – writing a steno theory, selecting an instructor, developing an academic exam, making decisions on equipment needs, giving input on budget requirements, and developing the criteria for the selection of the students. The project was transferred to the National Court Reporters Foundation (NCRF), so as not to be delayed as NCRA completed its five-year re-accreditation of NCRA's continuing education programs with the Accrediting Council for Continuing Education and Training (ACCET).

NCRA received applications from 198 student candidates, and the field of applicants was narrowed with each step in the application process: review of high school and college transcripts and essays, successful passing of the academic exam, and phone interviews with the instructor and task force members. The 23 students who were serious contenders were given an aptitude screening inventory called the Attentional and Interpersonal Style (TAIS) Inventory. Once an overall assessment of the final candidates was made, 15 students were selected to participate in the pilot.

The pilot was launched on March 16, 2009. The students were highly motivated and entered the program with strong technology backgrounds. They focused on learning the steno theory during the first quarter. Speedbuilding was the primary focus for the second through sixth quarters, but students also focused on English, medical and legal terminology, and court procedures. Case CATalyst software training was provided.

The pilot utilized several innovative components, which will be featured in-depth in future articles in NCRA's monthly *JCR* publication.

Below is an overview of the Total Immersion Program and the progress students made during the pilot program.

**Research of Court Reporting  
Education**  
2004 - 2007

**Total Immersion Pilot Program  
Developed**  
2008 - 2009

**Application Process**  
Educational Background  
Academic Testing  
Essay  
Interview  
*The Attentional & Interpersonal  
Style (TAIS) Inventory*

**Total Immersion  
Pilot Program  
Begins**  
March 16, 2009

	March 16 - June 5, 2009 Theory	<ul style="list-style-type: none"> <li>• Theory</li> <li>• 15 students continued</li> </ul>
	June 15 - September 4, 2009 Speedbuilding	<ul style="list-style-type: none"> <li>• 13 students continued</li> <li>• Two students at 140 words per minute (wpm), seven at 120 wpm, three at 100 wpm, and one at 80 wpm.</li> </ul>
	September 14 - December, 2009 Speedbuilding	<ul style="list-style-type: none"> <li>• 12 students continued</li> <li>• Three students at 160 wpm, four at 140 wpm, four at 120 wpm, and one at 100 wpm.</li> </ul>
	December 28, 2009 - March 26, 2010 Speedbuilding	<ul style="list-style-type: none"> <li>• 11 students continued</li> <li>• One student at 180 wpm, one at 160/180, three students at 160 wpm, three at 140 wpm, two at 120/140 wpm, and one at 120 wpm.</li> </ul>
	April 5 - June 25, 2010 Speedbuilding	<ul style="list-style-type: none"> <li>• 8 students continued</li> <li>• One student at 200 wpm, two students at 180 wpm, one at 160/180 wpm, three at 140 wpm, and one at 120 wpm.</li> </ul>
	July 6 - September 24, 2010 Speedbuilding	<ul style="list-style-type: none"> <li>• 6 students remained in the full 18-month program</li> <li>• One student graduated. One student was at 200 wpm, one at 180/200 wpm, one at 180 wpm, one at 160 wpm, and one at 120 wpm.</li> </ul>

## **Pilot Innovations**

***Admissions and Screening*** – The innovative approaches for this experimental pilot began with student screening. The desire was to identify the students who would be most apt to succeed in a skills activity such as court reporting training, and The Attentional and Interpersonal Style (TAIS) Inventory was selected by the task force as the desired aptitude screening tool for the pilot applicants.

The focus of TAIS is to measure the specific concentration and interpersonal skills necessary for effective decision-making and for the coordination of mental and physical processes in high-pressure situations. The TAIS results identify the specific environmental conditions likely to facilitate and/or interfere with an individual's ability to make effective decisions and perform at the upper limits of their physical and mental potential. TAIS results also identify the specific behaviors an individual needs to change to improve performance.

***Theory*** – The task force wrote its own theory for the pilot. The theory took realtime concepts into consideration, but it relied on some artificial intelligence for conflict resolution. The students focused on learning the phonetic sounds and writing what they heard. A computer dictionary was also developed for the students.

***Dictation Tools and Methods*** – The students had access to both Realtime Coach and Stenograph University, web-based speedbuilding tools, and they were given regular assignments in both. And since those tools focus on set-speed dictation, the pilot took a different approach in its live daily classes, using concordance drills. For concordance drills, the instructor dictates words, then the words in phrases, then the phrases in a full sentence, and then the sentences in a longer segment. This reinforces the outlines and gets them ingrained, both mentally and in how they feel to your fingers, so as to promote accuracy. The pilot students had extremely high accuracy rates when transcribing their speed tests.

***Academics*** – General education courses were not part of the pilot. The intent of the experiment was to have the students not be encumbered up front with academics, but rather to immerse themselves in time on the steno machine. The academics that were deemed essential were incorporated in two ways. Medical and legal terminology, court procedures, and even grammar concepts were built into the dictation, so the students were absorbing the information as they were being drilled on their machines. And secondly, supplemental PowerPoint lessons were created and loaded into the online course site for the students to access. The lessons included English coursework, proofreading exercises, and plurals and possessives worksheets,

***Personal Coaching*** – Coaching is considered one of the most effective learning methodologies. It is not the same as either teaching or mentoring. Teaching involves showing or telling a student how to do something,

such as discussing errors on an exam or giving guidance on correcting a writing style flaw. Mentoring involves an industry expert offering solutions and answers to the student they mentor, conveying their approach to the profession and sharing their knowledge, rather than asking them questions that challenge them to change their thinking and behavior. The coach's role is *to provide structure, foundation, and support, so that students can begin to self-generate the results they want on their own.* Coaching is the process of inquiry, relying on the use of well-crafted questions, rather than continually sharing the answer, to get students to sharpen their own problem solving skills. Simply stated, coaching is allowing one to learn based on what they already know and providing critical guidance only when necessary.

## **Task Force Analysis**

The Total Immersion Pilot Program ended on September 24, 2010. Since the pilot was taught online, interviews were conducted with 13 of NCRA's online programs, to gather comparative data. Annual Report statistics and survey information from our traditional schools were also gathered. Following review of the analysis materials in December 2010, the task force met to assess the findings.

## **Pilot Findings**

***Prior level of education was not a factor in student performance.*** Results indicated that pilot students with previous degrees did not necessarily do better than those without degrees. Two students who dropped early in the pilot had bachelor's degrees, and one had a master's degree. Task force members, however, felt that the academic test, developed by the task force and administered to candidates, was instrumental in identifying students with strong verbal and grammatical skills. Many of the academic test questions involved vocabulary knowledge, and a major factor in building speed is recognizing vocabulary words quickly so that you can write them phonetically. While all 15 pilot students answered more than 75 of the 100 academic exam questions correctly, nine of the 15 (including four of the six who finished the entire 18-month course) scored 85% and higher.

***Possessing the traits identified in The Attentional and Interpersonal Style (TAIS) Inventory was not a guaranteed predictor of success for court reporting training.*** Using the TAIS Inventory screening was certainly helpful to the instructor in identifying how to most effectively work with each student one on one, knowing their strengths and weaknesses, and it gave the students more awareness of personal traits that they needed to be cognizant of or characteristics about themselves that might explain their successes and struggles more clearly.

But while TAIS, for example, identified the students who finished the full 18 months as having higher levels of focus, self-confidence, and the ability to perform well under pressure, several of those who left the pilot early showed some of these same traits.

The TAIS screening indicated that the greatest strengths of five of the six who completed the full 18 months were the ability to focus their concentration, the fact that they were organized, meticulous, completed tasks on time, and had an awareness of their surroundings, with the ability to read and react to what's going on at a given moment. But TAIS indicated that these traits were also the predominant strengths of eight of the nine students who dropped from the program.

***Task force members noted a higher retention rate in the pilot as compared with traditional programs.***

There are many factors that cause students to drop out of traditional programs, and students dropped from the pilot for many of the same reasons – financial difficulties, family obligations, health issues, different expectations, and skill realities. NCRA gets figures from the Annual Reports completed by schools that allow us to calculate the average retention rate each year. During the 2008-2009 year, the most recent Annual Report, the retention rate was approximately 63% for traditional programs (Certified and Participating) and 74% for the Total Immersion pilot.

The TAIS Inventory identified students with a higher ability to discipline oneself, to follow through, and to avoid being distracted, but again, there were several who dropped who showed some of those same traits. The task force also identified other factors that may have contributed to higher retention – free tuition; small class size; experience and quality of the instructors; and personal coaching sessions.

***The Total Immersion students demonstrated quicker speed progression than their typical traditional counterparts.***

The task force in its discussions noted that it is not uncommon for schools to have occasional students who progress rapidly through a program and complete in less than two years. But four pilot students (25% of the original starting class) were at 180 words per minute or higher at the 18-month point, with one student reaching 225 words per minute and completing her training.

## **Current Student Status**

The Total Immersion Pilot was a success on several fronts. Training in traditional programs, with full academic course loads, typically takes a minimum of two years – though the reality is that it takes many students longer to reach their graduation speeds. Yet, in this 18-month pilot, one student completed the program, reaching the 225-word-per-minute goal speeds and becoming a Registered Professional Reporter in January 2011.

She is working in the Washington, D.C., area. Three other pilot students reached 180-200 words per minute, with one working in New York and New Jersey and one working in Washington, D.C. Both plan to continue to pursue certification.

Articles will be written in NCRA publications detailing various components of the program – admissions and screening methods, restructuring of limited academics, dictation tools and methods, personal coaching, etc. It is hoped that these articles will become the foundation for a dialogue with educators on which innovations contributed to student success.

We have learned much. While there is as yet no single answer to solving the question of what guarantees success in training for this skill, there are tools that can be incorporated into reporter education that contribute to student progression and enhance educator knowledge in how to work with them. Of utmost importance, the skills-based structure of the pilot has given us much food for thought as we examine further whether radical changes need to be considered for delivering court reporter training.

Thank you for the opportunity to submit an essay for the first collection of Intersteno's Education Committee, and best wishes for a successful 48<sup>th</sup> Intersteno Congress in Paris in 2011.

## **Additional Education Tools**

RealtimeCoach™

Powered by Realtime Learning Systems, LLC

In 2005, Rex Allen and Jared M. Carman were asked by a court reporting school to develop reporting skills training that would significantly improve graduation rates, reduce graduation time, and help students become successful realtime reporters. They drew upon 30 years experience in creating learning technology for over a million people in Fortune 200 companies and schools to design Realtime Coach™. They also teamed with top reporting professionals and teachers, including Marybeth Everhart, RPR, CRI, and partnered with NCRA.

Realtime Coach™ (RTC) is a unique and powerful web-based learning simulator used by thousands of students and working reporters, captioners, and CART providers. Subscribers log in to their own RTC "learning portal" 24/7 to access thousands of practice options and drills. Video and audio "takes" are provided in many settings, including lit, depositions, jury charge, news, and more, with one to four voices, and with speeds from 60 to 300 words per minute. RTC analyzes writing instantly to isolate errors and patterns, and provides feedback, drills, and coaching. It tracks practice time and quality, and encourages success with game-like features that make it "addictive," as described by users.

## **Stenograph, LLC**

Stenograph was founded in 1938 and their first steno machine was manufactured in 1939. The founder was M.H. Wright, formerly a VP at LaSalle Institute that had taught machine shorthand via correspondence. His son, Robert Wright, helped perfect the stenograph machine and built the Company. Stenograph has been designing, engineering and manufacturing machines ever since.

Stenograph was an early pioneer in the computer-aided transcription (CAT) marketplace when software was written to the specific requirements of first mainframe then mini-computers before the advent of the personal computer. Today, Case CATalyst software is one of many used CAT software in the world. CATalyst BCS captioning software is also a product discerning captioners.

In addition to CAT software, Stenograph is prominent in the development and production of writing machines for both professionals and students. Stenographic keyboards are available for virtually every international language.

Software, writing machines and their supplies are only part of the picture. Stenograph also provides a wide array of instructional and curriculum materials for students and professionals and training using the latest in instructional technology through Stenograph University Online which was being developed in the late 1990s. Their latest venture is the acquisition of court reporting schools including Prince Institute in Montgomery, AL, and Denver Academy of Court Reporting.



*Lynette Eggers, CRI, CPE, has been involved in reporting since the late 1970s. She graduated from the University of Minnesota with a bachelor's degree, and continued her education at Bristol University in Tennessee earning a Master's Degree in Business Administration and a Master's Degree in Human & Personnel Relations. She*

*received her associate degree in court reporting from Bristol University, Tennessee. Lynette is the past President of Brown College of Court Reporting and Medical Transcription in Atlanta, Georgia. In the late 1990s, she became one of the original members of the Stenograph Think Tank for online education and she has authored several online court reporting courses. Lynette also served as an editor/director for the Georgia Shorthand Reporters Association.*

*In 2005 Lynette was nominated and recognized nationally in Empire's "Who's Who of Executives and Professionals. Lynette was previously a school evaluator for NCRA, the Council on Occupational Education (COE) and the Accrediting Council for Continuing Education and Training (ACCET). In 2006, Lynette was appointed to the Council on Occupational Education Distance Education Ad Hoc Committee.*

*Lynette previously served on various NCRA committees including the CASE Advisory Committee, Student Activities Committee, Student Community of Interest, the Teacher's Community of Interest Committee, and CASE. She is a Certified Reporting Instructor (CRI) and a Certified Program Evaluator (CPE) and has taught the CPE and CRI certification seminars at national conventions. In 2006, Lynette became the Assistant Director of Educational Services for NCRA.*

*Laqueta Soule, CRI, CPE, has been a court reporting instructor for 20 years at Chattanooga State Community College in Chattanooga, Tennessee. She holds a Bachelor of Science degree from the University of Alabama at Tuscaloosa and is currently pursuing a Master of Science degree from Austin Peay State University in Clarksville, Tennessee. Mrs. Soule has served on numerous NCRA committees, including the Council on Approved Student Education (CASE), Total Immersion, and the Future Group. Mrs. Soule was also the 2007 CASE Outstanding Educator of the Year.*

# **The Evolution of voice writing education in the United States**

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## **Abstract:**

The advent of speech recognition technology has changed the educational process for voice writers. In addition to learning the mechanics of voice writing – to dictate quietly and quickly – computer technology basics and how to control the speech engine have become essential elements of the voice writing curriculum. As speech recognition software has evolved and improved, these programs have required more powerful computers and faster processors. Knowing how and when to upgrade computer components and perform proper maintenance of the computer hard drive are also integral parts of current voice writing education.

## **Key words:**

Computer, dictation, mask, speech engine, speech recognition, stenomask, voice writer

## **Introduction:**

Traditionally, voice writer education has consisted primarily of language skills (grammar, spelling, and punctuation), dictation technique, and transcript production. Today's speech recognition technology requires the addition of new dictation techniques and computer skills.

## **I. HISTORY OF U.S. REPORTING**

Until the late 19th century, pen stenography was the primary means of reporting in the United States. John Gregg created the most widely used pen-writing method of shorthand and opened a school in Chicago, Illinois. Miles Bartholomew's first stenotype machine appeared during the Industrial Revolution of the late 1870s. Bartholomew's goal was to create records as quickly as possible by taking advantage of the ability to type faster than manually write. Use of this specialized typewriting machine superseded the pen, primarily due to the increased speed with which a court reporter could type.

During the 1940s, Horace Webb, a pen stenographer working as a court reporter in Chicago, imagined a faster

way to make the record. He inserted a small microphone into a cigar box and, later, a coffee can, which contained a speech-silencing "tortuous path" to dampen reverberating sound waves, and connected it to a standard recorder. The "Stenomask" was very quiet and created a good voice recording. His goal was to create the record as quickly as possible and the concept was again very simple: take advantage of the ability to speak faster than type. Because the name "Stenomask" was copyrighted, the term "voice writer" began to be used, referring to anyone using voice to create the record.

Until the mid 1970s, when computers made their commercial debut, both stenotypists and voice writers made use of electronic tape recorders. Stenotype reporters dictated their notes and sent the tape recordings to professional typists for transcription. Voice writers simply dictated the proceedings while in the courtroom, with the confidence that their masks would prevent them from being heard. They would then send the tape recordings directly to typists for transcription, eliminating the extra step of reading stenotype notes into a microphone.

Widespread use of Computer Aided Transcription in the early to mid 1980s assured stenotypists that they no longer needed to dictate their notes or use the services of professional typists. In the late 1980s, the first realtime computer systems were finally able to translate stenotype into English as the information was being typed. Voice writers did not have the option of realtime until around the mid 1990s, with the introduction of speech recognition.

## **II. THE VOICE WRITING METHOD**

How is voice writing accomplished? For court and deposition reporting, voice writers utilize a "mask" (closed microphone), also called "speech silencer," a device which is placed on the face to obscure the sound as they repeat spoken words into an analog or digital recorder attached to the mask. Inside the mask are a microphone and sound-dampening materials. To produce a transcript, the voice writer listens to the *voice recording* as it is played back and types from that dictation on a standard keyboard. Today, the computer has replaced the cassette tape recorder, and the foot pedal can plug into a computer's USB or serial port. Thus, a voice writer requires only a laptop and mask to dictate and uses a laptop, headphones, and foot pedal to transcribe.

For broadcast captioning or remote realtime translation where the reporter's dictation will not be overheard, voice writers now use a headset microphone.

A realtime voice writer's words are transmitted through a microphone cable to an external USB processor, then

into the computer's speech recognition engine for conversion into streaming text. The voice writer can send the streamed text to the Internet or to a computer file, to a television station for subtitling or into software which formats the results in a way most familiar to judges, attorneys, or subtitling consumers.

Voice writers have always enjoyed very high accuracy rates based upon pure physiology. This is an extension of the same “inner voice” repetition all humans use as they listen to a person speak or when they read a book. Voice writers simply switch this natural “inner voice” repetition mechanism to a physiological spoken voice. As a person speaks, their words travel through the voice writer’s ear to the brain and are then repeated very quietly into the mask. Voice writers can achieve excellent performance for many continuous hours at speeds which exceed normal conversational speaking rates.

Voice writers produce the same products as their stenotype colleagues, including transcripts in all electronic and printed formats. Realtime voice writers connect their laptops to captioning equipment and realtime viewer programs and can provide attorneys with computer files at the end of reporting sessions. Only the physical means of capturing speakers' words differentiates voice writing from other methods.

A voice writing system, consisting of a mask, an external sound digitizer, a laptop, speech recognition software, and computer-aided transcription or CAT software, is inexpensive. Typically, reporters purchase the most powerful computers available.

### **III. EDUCATION OF VOICE WRITERS IN THE U.S.**

Education for all court reporters, captioners, and providers of realtime translation, regardless of method, requires mastery of grammar, spelling, and punctuation. The skills track is where the educational methods diverge.

Voice writers were initially trained to report hearings for government agencies and military proceedings. As these court reporters transitioned to civilian life, they became employed in the U.S. legal system, established court reporting businesses, and began to recruit and train new reporters in the voice writing method. Established in 1967 by a group of former “closed-microphone” Coast Guard reporters, the National Verbatim Reporters Association (NVRA) began to provide educational seminars for mask reporters. By the early 1970s, NVRA had instituted a certification testing program for its members.

During the 1970s, a small number of stenomask schools were established for the private sector, primarily in the Southeastern United States, in addition to small individual classes taught by experienced mask reporters in other parts of the country. The U.S. Naval School of Justice continues to train military court reporters using the mask, and private, non-institutional voice writing programs are still available in many areas.

The curriculum of study for voice writers has typically included:

- Dictation and speedbuilding techniques
- Keyboarding skills
- Standard English grammar, spelling, punctuation, and word usage
- Procedures for research of technical terms and specialized vocabulary
- Procedures for reporting trials, depositions, hearings, and other kinds of proceedings
- Procedures to produce an accurate record of multi-voice testimony, jury charge, and colloquy
- Systems for production of transcripts and handling exhibits
- Professional ethics and responsibilities

The advent of speech recognition technology has changed the educational process for voice writers. In addition to learning the mechanics of voice writing – to dictate quietly and quickly – computer technology basics and how to control the speech engine have become essential elements of the voice writing curriculum. As speech recognition software has evolved and improved, these programs have required more powerful computers and faster processors. Knowing how and when to upgrade computer components and perform proper maintenance of the computer hard drive are now also integral parts of current voice writing education. In addition to the knowledge, skills, and abilities listed above, the voice writing educational process now includes:

- Dictation techniques for speech recognition accuracy at speed
- Creation and maintenance of a voice model and vocabulary
- Brief forms and conflict resolution
- Improving and maintaining accuracy
- Editing techniques and keyboard shortcuts
- Computer setup and CAT software
- Computer maintenance

After mastering the mask dictation technique and building dictation speed, a voice writer can begin to effectively

utilize speech recognition technology. The voice writer creates a voice model or “user” by performing general training of the speech engine. This is accomplished by reading literary selections so that the speech engine can begin to recognize the sounds made by an individual speaker.

Lists of words and phrases, proper names, and specific terms relating to medicine, industry, or other topics may be added to the existing general vocabulary. Many voice writers also create “brief forms” to represent certain words, phrases, or paragraphs of text, and the vocabulary contained in the speech engine must be customized to ensure that the voice writer’s unique pronunciation is recognized and will produce the desired text translation. Voice writers also provide documents to be analyzed by the speech engine so that certain patterns of speech and vocabulary will be more accurately translated.

Consistent accurate translation depends upon maintenance of the speech engine’s vocabulary, constant reinforcement of translation by correction of mistakes, and refining or retraining pronunciation.

Many voice writers, particularly those working within the U.S. legal system to provide transcripts of depositions and trials, as well as broadcast captioners, also utilize a specialized software program. These programs allow voice writers additional flexibility to manipulate the speech engine and provide formatting and transcript production functions specific to both judicial and captioning environments.

The development of technology has produced more opportunities for voice writer education. Vendors of speech engines as well as vendors of court reporting/captioning software provide training classes and workshops, and voice writing theory is now available in textbook form. Existing stenotype programs in colleges and universities across the United States are now adding voice writing to their curriculum.

In the past, the training process for a voice writer to learn the dictation method and achieve adequate skill to capture real-world testimony has been approximately three to six months in addition to academic requirements. Twenty-first century voice writing education now encompasses a slightly different model. Beginning voice writers are now introduced to the dictation method in relation to the computer and speech engine. They learn to repeat accurately, dictate punctuation, build speed, create voice briefs, and correct translation errors as they occur. In addition to the 9 to 12-month academic courses, most voice writers can complete dictation and computer training within an additional 9 to 12 months.

Educational procedures for voice writers will continue to evolve to address our changing technology so that we may continue to produce the verbatim record as quickly and efficiently as possible.

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*Linda Drake owns a freelance court reporting firm in Savannah, Georgia (USA). She has been a voice writer since 1982 and began using speech recognition technology in 1997. She served on the Board of Directors of the National Verbatim Reporters Association 1997-2008, was president 2003-2005, and is now Chair of NVRA's Test Writing Committee. She currently serves as a member of Intersteno's Realtime Task Force.*

