

Good Sense: a necessary practice in the Shorthand Speed Training.

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As soon as a shorthand student ends the method learning process, he begins to focus on the "acquisition of shorthand speed". Such speed accomplishment takes place via two mixed procedures:

- ***continual refinement of the theory:*** Deepening of the method rules learning process, of the initial and terminal signs, uninterrupted insistence on assimilation of "conventional signs" and, production of copies/transcription: In short, all procedures that contribute to the full improvement of the theory.
- ***Speed progressive dictations.***

However, there should be caution: the student should not train dictations at a speed he is not able to handle. This is what the greatest worldwide masters in shorthand recommend!

The attainment of shorthand speed is reached through "small victories". It is like a ladder, where you have to climb each step without jumping anyone and without "skipping stages". Thus, it is no advantage (and no shorthand student should do this) to train speed dictations and have a loss of more than 10%. It is too harsh on the mind and there is little chance of getting any good result! On the contrary, this can even lead the student to think that he is "incompetent", when in fact, the "incompetence" lies on attempting to train at a speed in which the brain is not yet prepared to deal with.

Each trained speed (a great number of dictations at a certain speed) triggers the development of new synapses (connections) within the brain. Simply speaking: when a student trains several dictations at a certain speed, they prepare the brain for "such a new skill", that is, they draw the shorthand signals at such speed level. Yes, it is exactly like this, where each new speed means "a new skill"!

A words training “applied study”, uninterrupted reviews of initial and terminal signs, systematic study of conventional signs and continuous and daily training of dictations at the speed to overcome, will slowly “educate” and “capacitate” the brain to write in shorthand at such new speed. The brain learns “to hear sounds and faster and faster, transform them into shorthand signs”.

The necessary time for this “maturity” in each new speed level varies from student to student. Nobody, neither a professor, nor an expert in shorthand will be able to precisely establish how many hours, days, weeks each student will need to study, in an applied study, to overcome a certain speed. The only thing that anyone can say – with no fear of making a mistake – is that no student should train dictations at speeds greater than those he is able to exercise and expect satisfactory results. As a parameter, mistakes at a 10% level are acceptable.

Thus, if a student is training *90 word per minute dictations with a 25% error level in transcription*, there is only one way to go (as “frustrating” as it can be or seem): slow down the training speed! It is the only tactic that works: *recede to proceed!* “Mature” well at each speed by climbing step by step!