Exercises to improve five written skills of seventh-grade retarded readers.

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Service Paper

EXERCISES TO IMPROVE FIVE WRITTEN SKILLS
OF SEVENTH-GRADE RETARDED READERS

Submitted by

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First Reader: Helen Blair Sullivan, Professor of Education

Second Reader: Clive S. Miles, Instructor in Education
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CHAPTER I
INTRODUCTION TO THE STUDY
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INTRODUCTION TO THE STUDY

The Problem

Education, in order to serve all the children in a classroom, must be constantly adjusted to fit the varied developmental and remedial needs and rates of learning of the rapid, the slow, and those pupils who are between the two extremes. A method commonly used by classroom teachers to provide this adjustment is that of carefully selected workbook exercises.

A. Statement of the Problem. The purpose of this study was to construct a workbook of exercises to improve five written skills of seventh-grade retarded readers; specifically, written vocabulary enrichments, written answers to questions, written main ideas, written original paragraphs and written letters, the content of which was based on car card advertisements.

B. Definition of Terms Used. In this study, "retarded readers" may be defined as those seventh-grade pupils within a normal range of intelligence or better whose reading achievement is found to be approximately two or more years below their reading capacity as measured by (1) standardized
tests, (2) classroom achievement or first bimonthly report card, (3) teacher’s opinion and (4) parent or pupil information.

For the purpose of this study, the term "written skills" has been used to indicate the child’s ability to express clearly his thoughts in writing after reading and thinking.

"Car card advertisements" are those used in transportation advertising on trackless trolleys, street cars, trains, and busses and known commercially as transitads.

Justification for the Selection of the Problem

The conclusions from research of specialists, the urgent requests of classroom teachers, and the experience of the writer in teaching groups of seventh-grade retarded readers established the fact that more specific exercises are needed to improve the ability of upper-grade students to respond in written language in order to achieve successful learning both in school and out of school.

The workbook of exercises has been constructed for use in grade seven by pupils who have the capacity to express themselves independently in writing although not

yet masters of the essential skills required for success in grade seven.

Since "enriched experience and the lift of related-activity motivation is often the most important need of slow learners," the exercises were built on the content of current car card advertising. There has been a marked improvement in the quality and the quantity of advertising, to a degree that the child and his family may benefit by a better way of life only if they can read, interpret, and make use of the information contained in advertisements.

Because of the increased cost of living, both parents are often employed outside the home, and the problems of consumer buying must be assumed by the child. To meet these needs, the child has a vital need for the application of advertising in everyday life.

A great proportion of the national wealth is spent on advertising each week. For example, Life Magazine, in 1945, received about a million dollars from each weekly advertiser and the Saturday Evening Post charged $12,000 for one page of colored advertising for each issue. These figures proved impressive enough to warrant the choice of


advertising as a worthwhile topic upon which to build exercises. The child and his family should be able to read, understand, and use this powerful realm of printed symbols.

FIVE-POINT PLAN FOR LEARNING

In the preparation of these exercises a five-point plan for learning, similar to that established by Anderson and Gates, was attempted. It was:

1. Selection of content within the child's experience, --advertising for consumer-buying.

2. Emphasis on the skill of written response with its interrelated phases of thinking, reading, listening, and speaking.


4. Adequate provision for efficient practice in the created exercises, without verbalism.

5. An increase of desire to remember because of advantages gained by the child in accurate interpretation of advertising information and facility of expression.

A summary of the conclusions in the above study may be stated in answering the question of how children learn as follows: (1) when there is a change in behavior, (2) when there is a motive and parallel goal which causes response in learner, (3) when the learner's experiences continue to be interrelated into larger reaction patterns, and (4) when there is sufficient drill to insure a transfer of learning to wider areas of experience.

To validate the statement that the conclusions from the research of specialists bear positive witness to the importance of the problem, the following quotations are proposed in addition to those in the next chapter.

 Recommending that common learnings in junior high school should be based on needs of the pupil, ten imperatives, the results of an intensive study by administrators, were set forth and developed by Axe in a recent publication. Of the total, two gave evidence toward the problem of this study. One was the "need to develop a sense of the values of material things," and the other

5 Ibid., pp. 34-35.

was the "need to grow in their [the pupils'] ability to observe, listen, read, think, speak, and write with purpose and appreciation." More specifically, useful knowledge imparted to the child was found to include:

1. available sources of protection and information for the consumer,
2. financial experience teaching a balance between wants and resources,
3. respect for property,
4. skills in speech and writing for clarity in expression.

"The written word is still our great means of thoughtful communication," wrote La Brant. "Put down on paper, an idea may be criticized, re-examined, memorized." This exposition of the need for written language skill was accompanied by the observation that the expression of thoughts in writing required a great deal of effort, but was "worthwhile discipline."

That written language is an important skill in elementary grades was pointed out in a recent course of study in stating, "One modern life need is to express

7 Axe, Loc. cit.
9 Ibid., p. 187.
oneself clearly, concisely, and effectively in writing." It further suggested activities by which a teacher may improve this skill.  

A course of study used as a guide for teaching language in grades seven, eight, and nine, in the school system of the writer's teaching experience, had two fundamental aims coinciding with this study. In the first place, it was recommended that the child be trained to "develop his power to understand and evaluate the spoken and the written word." In the second place, the child should be trained to "think, speak, and write well enough ...to communicate ideas, purposes and experiences."  

From statements made by Sherman, psychiatrists observed that capable treatment of the child with a reading difficulty increased motivation in meaningful, practical reading which is not below their level of intelligence. "More can be done by interesting these poor readers in the importance of what they read than by stressing the mechanics of reading."  

12 Ibid., p. 123.  

"Successful remedial work is not to be sought in a single rigid prescription," wrote Gates in a discussion of ways and means to improve retarded readers. An approved method was that of teaching related topics by a unit "which lends itself readily to activities of the linguistic, dramatic, artistic, constructive, and exploratory type."

In a group of experiments with selected pupils receiving remedial instruction of various types and amounts, Monroe found that reading difficulties are not usually overcome in the regular classroom; the pupils "are able to make normal and accelerated progress under special methods adapted to their difficulties."

While these findings are certainly true, there are many schools which cannot provide programs for individual, private instruction. Therefore, retarded readers may be found at random in any classroom, and should be given as

16 Ibid., p. 394.
much adapted instruction as possible. It is the purpose of this paper to contribute, in a set of exercises, some practical applications of that principle.

In this chapter, an attempt has been made to state a problem useful to both retarded pupils and to their classroom teachers and to justify its selection. The next chapter will extend a review of research pertinent to the problem of improving written skills through the use of car card advertising.
CHAPTER II
REVIEW OF THE LITERATURE

The research reviewed in this chapter will be presented in two parts: part one, the recent literature on written language skills as a technique to improve retarded readers, and part two, a brief summary of economic education through advertising within the limits of a seventh-grade child's experience. It was the intent of the writer of this service paper to combine, if possible, both areas in creating the exercises.

Part One

Literature on written-language skills as a technique to improve retarded readers. All teachers have been concerned about the child's ability to express himself through the medium of written skills. But for the child who is retarded in reading, although mentally and physically of seventh-grade maturity, the handicap of poor written language is tragic. Upon diligent investigation, the writer of this study found leading authorities who endorsed the fact that remedial readers' written language needs must still be provided for in the regular classrooms if not in supplementary clinics.
McCullough, Strang, and Traxler set forth the following explanation found pertinent to this study:

Reading is a continuous growing process, not a gift from one's first-grade teacher.... There are health factors, physical factors, social and emotional factors, and home-background factors that can defeat the best work that a teacher can do.

It is amazing that, after all our years of experience with the "normal curve", we should be surprised that 50 per cent of a seventh-grade class is necessarily below average in reading.

These authors gave a clear picture of all the additional reading problems that the child must meet in order to progress in school. Among these were numerous texts each having a different style of vocabulary, sentence structure, content, and study skill. They accused teachers who neglected to give clear assignments, help in reference materials, and practice in the skills needed for the reading of their subjects, as those "responsible for the meagerness of the average American's reading."

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2 Ibid., p. 116.
In setting forth his principle of the interrelationship of reading to the other language arts of speaking, spelling, and writing, Betts stated:

Language instruction; i.e., speech, reading, and writing—is provided in the elementary schools for the purpose of developing efficient citizens. To achieve this goal, it is necessary not only to guide the children in their acquisition of language skills and abilities, but also to teach them how to use language...

That there are accepted methods of improving the writing power of children was pointed out by Betts when he said, "Greater gains in language development can be expected when the teacher takes the necessary steps to find out where each child is and provides instruction in terms of that evidence."

As part of a plan to measure specific reading needs, Betts presented the following procedure related to this study:

A. Written responses may be used to advantage to check the number of accurate constructs or ideas the pupil can recall, the accuracy of the sequence of the results, and the ability to organize.

B. Comprehension may be appraised by means of aided or unaided recall test items.

4 Ibid., p. 574.
C. Sequential single-answer questions to evaluate details by a word, phrase, or sentence response; and the single question which requires the pupil to reproduce what he has read, are two fine techniques.

D. Delayed and immediate recall are both important to check retention.

E. Inferential or thought-type questions to discover ability to note relationships will estimate quality and depth of understanding.

Giving weight to the importance of written response,

Since the products of study are often measured by unaided oral and written recall, it is desirable to include tests of these skills in any program of reading comprehension and if ... the written or oral account is inaccurate, remedial work is indicated.

Whether the written response is aided or unaided, the child whose writing is improved will improve in reading, for, as Hovious observed, "... reading and writing (or speaking) are simply two faces of the same coin. The consumer (reader) needs only to reverse his techniques to become a writer (producer)."

5 Ibid., pp. 459-462.
7 Carol Hovious, Suggestions for Teachers of Reading, Grades VII to XII. (Boston: D.C. Heath and Company, 1939), pp. 6-7.
A logical design was offered by Durrell to improve the skill of response when he said,

Practice in oral recall of first, short selections, then, longer or more difficult selections is usually effective. Children may work in pairs, with each child provided with a check list of ideas over the material read by the other. Gradation in the recall exercises may be obtained by providing questions which prompt the memory in the earlier exercises, then using more general questions, and finally giving the child no aiding questions. Outlines may be used as mnemonic devices with the child using the outline to check or aid his recall when necessary.

As opposed to the mode of teaching language in purely academic situations such as the study of English grammar, composition or textbook-recitation, Mursell pointed out that, "Language is a tool for living, and unless so treated, development will not take place." To teach written analysis according to the above, Mursell recommended the following steps to be used by the pupil, "copy, compare, interpret, discuss, write freely, and evaluate."

In a recent statement, McKee declared, "The acquisition of skill in speaking and writing clearly and exactly improves one's ability to dig out the meaning....


10 Loc. cit.

that is somewhat difficult for him to understand in reading. ..." Both Mursell and McKee pointed out that language is a tool. The latter presented concrete tools as follows:

(1) the understanding that a word or a group of words may be used with one or another of several meanings and that often one must think carefully in order to decide which meaning is intended, (2) the ability to use the context to build the meaning of a word or group of words whose meaning is strange, (3) the ability to distinguish between emotive language and informative language, (4) the ability to interpret figures of speech, (5) the ability to establish the relation between the several parts of a sentence, (6) the ability to interpret the meanings of certain uses of punctuation marks, (7) the ability to re-organize a poorly written paragraph, and (8) the ability to sense the relation between the sentences in a paragraph. ... 12

That problems of growth in language skill vary with the age and experience of pupils was one of Smith's conclusions. Added to this finding she compared growth in power to think with growth in language power. Four of these abilities are "(1) to stick to the subject under discussion, (2) to relate events in the simple sequence of time, (3) to order ideas in relationship to a problem or purpose, and (4) to interpret experience, generalize

12 Ibid., p. 96.

concerning it, or draw inferences from it." These four skills admittedly aid the thinker to write clearly when his welfare is at stake either in the classroom or in life outside of school.

Reaffirming other specialists, Gray explained, "In cases where children fail to proceed as they should in light of their mental ability, specific attention must be given to the cause .... and remedial training provided."

Among the corrective training steps suggested by Gray and allied to the present study are those which aid the reader in "(1) recalling relevant facts; (2) studying the specific sense in which the verbal and non-verbal symbols are used; (3) rationally evaluating pertinent illustrations; and (4) fusing new ideas with previous experience."

A different mode of procedure was found in concrete presentation of diagnostic and remedial practices at the secondary level by Blair who made five general summaries

14 Loc. cit.


16 Ibid., pp. 67-72.

which are condensed in these ideas:

(1) begin where pupil is, (2) inform him often of progress, (3) use exercises that satisfy pupil's basic goals, (4) commend effort frequently, (5) avoid monotony by variety of tasks.

Specific conclusions associated with the problem of this study were found as follows:

1. For remedial reading, there should be an abundance of reading materials of many types and levels of difficulty, while the content is mature.

2. For remedial spelling, it is better to have pupils write the word they are learning to spell because in life situations words are written while using visual, auditory, and kinesthetic cues.

3. For remedial English, there should be plenty of opportunities for pupils to speak and write correctly, little time given to formal grammar, drill at points of error, and stimulation of work by relating it to each pupil's own life ambitions and goals.

18 Ibid., pp. 209, 304, 370.
In an experiment by Foster to measure the improvement of sixth-grade pupils in ability to recall material read, and to recall it in sequence, by writing immediately after reading the following summary of findings was given:

An examination of the total findings reveals that there was growth in ability to write material read and to write in sequence. There was greater growth by the experimental boys than girls over the seven-week period. The results of the experiment show that ability in written recall and sequence in recall may be improved by:

1. Planning teaching aids and procedures to reach that goal.
2. Planning consistently good teaching to meet special needs.
3. Planning for proper motivation of the child through interest.
4. Planning to keep the child constantly aware of the goal and of his progress along the way.

Following her summary of research, Foster observed that children are able to recall in writing material read when they are aided by questions. "There are times," said Foster, "when this help must be omitted." She then


20 Loc. cit.
listed six specific situations commonly requiring unaided recall, among which were:

1. when written directions are to be read and followed.
2. when written reports are to be made on current news items.
3. when written reports are made after reading on assigned topics.
4. when written answers to specific questions based on material are required.

To Foster's list, the writer of this paper has added the following out-of-school situations occurring in the life of the child:

1. Writing Letters--friendly, such as an invitation, a note of thanks, a get-well letter;--business, such as an application for part-time employment, for a birth record, for a social security card, for tickets, for information about cost or material to be purchased.

2. Filling in Blanks,--money orders, coupons for payments, licenses, hospital records, sport applications such as YMCA forms, forms for purchase of car checks, bank checks and mail orders.

3. Writing for parents or others as an agent,--recording telephone messages, writing notices, making shopping lists or laundry lists,
3. (continued)

recording emergencies such as accident information, directions for treatment during illness, and requests for help.  

Another experiment was conducted by Burke who wrote and evaluated exercises to aid the oral recall of sixth-grade pupils. She used a precise lesson plan of graded lessons for twenty-five successive days with four workbooks for each pair of children. Two workbooks were mated—one contained the questions and the other contained corresponding answers. Taking turns, each child read a paragraph, then wrote answers to questions asked by his partner. As the lessons progressed, the questions became fewer until a whole paragraph could be retold without the aid of questions. Burke found marked gains in the skills of oral and written recall by the experimental group.  

Another service paper written by Hulsman developed exercises designed to assist sixth-grade pupils in the essential study-skill of organization of material read.

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22 Ibid., pp. 42-44.

She tried out her exercises using an informal test constructed from samples of the exercises. The study was informally tried out on only twenty-two pupils without a control group. However, of practical value to the classroom teacher, her approximate estimates were indications well worth studying. Among others, the following were selected as parallel to this service paper:

1. Specific drill can increase pupil-skill in the field of organization.

2. The slow readers may do nearly as much improvement as average or good readers.

3. Pupils need drill in recognizing and composing topics in title and sentence formation.

4. More than five weeks are needed to develop the varied skills in reading organization.

As part of a course of study in language arts for grade seven, Ryan presented certain recommendations, among others, that bear on the subject of written communication. These are:

1. Re-examine the daily exercises with language,... and do them quickly in terms of reality. Teach the filling-in of order blanks and similar forms - even with the ballot. ...

24 Ibid., p. 45.

2. Introduce independent writing, limiting it to the topics the student can really handle. Through this medium of talking simply about the events and questions of his daily life, I would lead the student to discover the power and the pitfalls of language.

3. Make every paper a responsible event. Whatever the matter, there is a place for honesty, clarity, and effort.

4. Relate experience with writing and speaking to reading, asking from the writer the same honesty, clarity, and effort that the students expend on their little papers.

An experimental problem was conducted by Shea in which 128 seventh-grade pupils in four classrooms of a nearby town were given 26 lessons in sequence during their daily English period. The 64 in the experimental group had specific lessons on models from prose, poetry, pictures, and games. Two of the major findings were selected as proof of the value of exercises in written response. They are, "Significant gains were evidence that writing vocabulary of children will increase when emphasis is placed on written application" and "A definite program

of instruction will increase writing vocabulary qualitatively as well as quantitatively." This study gave no penalty for misspelled words and no emphasis was given to compositional technique.

That seventh-grade teachers should continue to apply the teaching techniques used by elementary-grade teachers in order to effect the best educational progress for each pupil was stated by Farley in a discussion where, among other suggestions, she recommended the study of each other's courses of study and subsequent adjustments to fit the class needs. Said Farley:

One of the greatest problems is to decide what shall happen to those children who, at the end of the sixth grade, cannot read on a seventh grade level. ... Reading is interpreting a written symbol in the light of an experience which we have had actually or vicariously. Research has determined that developmental reading must continue into the junior and senior high schools.

27 Loc. cit.

28 Genevieve J. Farley, "Correlation and Integration," (unpublished paper read before the Junior High School Workshop of the Boston Public Schools, Boston, Massachusetts, January 20, 1951).
The three important tasks in the intermediate grades - to increase comprehension, speed and vocabulary - are still important in junior high school whether a child has reached a seventh-grade level of reading or not. Provision should be made for the continuation of the reading skills and habits regardless of grade levels, throughout the child's school life. Then there will be growth in reading as well as growth through reading. Doesn't that make us all teachers of reading on every level and in every subject? 29

Part Two

A brief summary of economic education through advertising within the limits of a seventh-grade child's experience. As was stated in the beginning of this chapter, the purpose of the author was to combine a phase of economic education with that of written language or response. The brief summary hereby given will establish, it is hoped, the propriety of the content chosen.

Since the chief purpose of this study was to improve the writing skill of retarded readers, the phase of economic education selected was that field of advertising covered by car cards. Those used in building the exercises are known as National Transitads. A brief summary of the car card will be followed by the importance of advertising as a means of consumer education for seventh-graders.

29 Loc. cit.
30 See Appendix A.
In his resume of the growth of car cards as a medium of advertising, Bird stated:

"The car card was a primitive vehicle as far back as 1860 when B.T. Babbitt used the Third Avenue horsecar line in New York to promote soap sales. In the 90's Artemus Ward [pseudonym of Charles Farrar Browne] contracted with transportation companies in ten cities to post cards in their trolleys. His successor was Barron G. Collier, who by 1905, at the age of 33, controlled the advertising in over 11,000 streetcars in nearly 350 cities. ...In recent years, an increasing proportion of transit advertising has been agency created. Starting in 1944, ... the Advertising Research Foundation has conducted a continuing study of transportation advertising.

The purpose of car card advertising is to sell products, to educate in matters of products, and to promote civic activities. The transitads, a type of car card used nationally, were selected as models because of their high interest appeal, colorful pictures, and brevity of reading matter as well as their wide range of informative material.

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Intensive experience with retarded readers has led Robinson to conclude that "usually pupils are better prepared to comprehend facts, less well prepared to grasp main ideas, and are poorly prepared to interpret, to draw conclusions, and to predict outcomes." Strengths and weaknesses must be determined and remedied by application "of different types of written materials and different techniques."

The use of transitads certainly provided the variety advised in the above remedial-teaching idea. The quality of color, art, language used in the format of transitads, plus the brevity and simplicity of the language have a strong appeal to readers of all ages. The number and the novelty of the advertisements added to their readability.

That successful advertisers' fundamentals and principles drawn from direct experiments agreed with the selection of materials in the use of ear cards is found in the following statements from Glim alias of George L. Miller:

1. Both words and illustrations are kept simple.

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2. Car cards, like posters, depend upon brief copy.

3. Pictures are used liberally.

4. It is estimated 39 million people see these car cards every day.

5. Manufacturers of foods, drugs, and cosmetics are among the most constant users of this medium.

6. Advertising cannot afford to condone any breakdown in good manners and good taste.

7. Correct grammar is good taste. There is nothing upstage about it. It inspires the confidence of those who use good grammar and of those who don't.

The use of advertising in the classroom, in like manner of the present service paper, was found in a 34 course of study from which the following aims seemed applicable:

Discussing the importance of advertising as it affects the consumers' choice of goods. ... Discussing whether printed or radio advertising is most effective.... Reading labels carefully and comparing them with advertising matter. Collecting a large number of advertisements and verifying or disproving their claims by accounts of the use of the goods advertised. Testing some of the goods advertised. Discussing advertisements which make extravagant claims.

The importance of consumer advertising was proven in a six-year study conducted by a national education group, who integrated and compiled a series of literature to guide the classroom teacher in planning the best program for the student.

Substantiating the point of view of this service paper, the study disclosed that people use advertising as a source of information in order to raise their standard of living. In a careful discussion of this use of advertising, it was stated that the student should collect advertisements of all types and from all sources about it. Let him dissect the advertisements to see precisely what they say, how much is mere trade puff, how much is specific fact... Let him generalize as to the kinds of advertisements he thinks will serve him best, yet be worth while to the advertiser.

Damon, who has made a number of contributions to economic education, reported that English teachers are learning to contribute some of their classroom time to a study of the use of language in business. Said Damon,


36 Loc. cit.

"the important by-product, an awareness of how to read and evaluate advertising, can well be the most important."

Finally, and in addition to the preceding research literature, there are two Doctors' studies which have bearing on the present subject—Gavian, a recognized authority in the field of consumer education, and Gillaspie, a recent contributor. The findings of the latter were significant because they resulted from a study of unsolicited consumer questions to the Good Housekeeping Magazine. The results showed that consumer problems should be answered and that a teacher might include such items as: "cause of condition, how to prevent, and reasons why," as well as what to do, how to do, how to care for, and what to care for when constructing exercises for economic education.

38 Loc. cit.


That children of grades one to six should be helped to appreciate family economic problems, evaluate wise spending, contribute to community welfare, and "that opportunities for evaluating advertisements be utilized," were the recommendations found in Gavian's data which were particularly applicable to this research.

Conclusion. The weight of evidence by accepted authorities in both the field of written language skills and in that of economic education through advertisements has seemed to indicate the advisability of their use in the teaching of retarded readers in grade seven. In this chapter, an attempt has been made to review the research literature in the above fields. The following chapter will describe the method used to create the exercises.

41 Gavian, op. cit.
CHAPTER III

DESCRIPTION OF THE STUDY
The Five Written Skills Used in the Exercises

- **Skill One** - Written Enriched Vocabulary
- **Skill Two** - Written Answers to Questions
- **Skill Three** - Written Main Ideas
- **Skill Four** - Written Original Paragraphs
- **Skill Five** - Written Letters

Plan of Lessons for Five Oral Readiness Exercises and Twenty-five Written Exercises

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CHAPTER III

DESCRIPTION OF THE STUDY

As stated in Chapter I, the basic purpose of this workbook was to improve five written skills of seventh-grade retarded readers, namely: written enriched vocabulary, written answers to questions, written main ideas, written original paragraphs, and written letters.

The Plan of the Workbook

Thirty consecutive lessons of approximately twenty minutes each were written. The first five lessons were planned as oral readiness exercises to orient pupils to the use of car card advertising, to the concept of economy from intelligent interpretation of advertising within their experience, and to the five written skills selected for practice.

The twenty-five written lessons followed a numerical sequence. The first and second exercises gave practice in the first and second skills respectively. The third exercise gave practice in a combination of the first and second skills. Continuing in the order, as a skill was added, the succeeding lessons were combinations of those that preceded.

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This plan was followed for two reasons, first, to lend variety to the exercises and second, to review the practice often in order to lessen the rate of forgetting.

Criteria for Language Structure

The language structure of the workbook was determined by the purpose of the exercises constructed for pupils within a normal range of intelligence or better who would therefore profit by material if it were within their speaking and thinking vocabulary. To use very short sentences would destroy interest, for seventh-grade students speak with mature sentences. Because the material was based on card advertising, it was obviously simple, for that type of advertising is created purposely to be read easily and quickly by the general public.

---


Directions to Teachers for Giving the Exercises

The time needed for each exercise will vary according to the skill of the students. One task may be harder or easier for the particular group using the exercises. Approximately twenty minutes a day for thirty days will be needed.

Spelling in context is an essential tool for all exercises. A box of 2" x 4" scrap paper with a pencil attached should be kept ready and habitually used for writing model words every time a pupil needs help. This may be given by other pupils or by the teacher. The practice will encourage both careful spelling and handwriting and allow for better thinking because the pupil will have less reason to interrupt his train of thought.

Daily check and corrections are necessary parts of the exercises to be used effectively with retarded readers. Scores should be recognized as practice scores, but may be kept on a chart by pupils as an incentive to self-competition.

Some form of recording persistent errors should be adopted by teacher and pupil to serve as a basis for further remedial exercises. Notebooks are suggested for the recording of errors which should be practised until mastered.
A few outstanding papers need to be polished or re-copied in ink. To stimulate the feeling of successful accomplishment, choice papers may be copied (1) to hang on bulletin boards, (2) to make class reading books, or (3) to mail as in the case of letters. Original work should be saved to be compared with work done later in the year. Directions preceding each exercise should be read aloud by the teacher or by a good oral reader in the class group to insure clarity.

A supply of car cards was donated by a national advertising agency. Other advertisements were contributed by teacher and pupils for use in the lessons. Old-fashioned and modern advertisements were contrasted as a preparation for the lessons.

Copies of letters and related material were placed in Exhibit A. Copies of the car cards were placed in Exhibit B.

Materials Needed

In preparation for the exercises and, if possible, during the six-week period, an exhibit of car cards and samples of a variety of old and new advertisements and all kinds of letters should be arranged in an attractive manner.

A bulletin board for displaying good work, some particular advertisements and notices incidental to the

3 See Appendix A
4 See Appendix B
exercises would be effective.

Mimeographed forms to be used in the exercises should be assembled. The teacher should be familiar with the workbook and adapt the exercises to the individual needs of the remedial readers.

In preparation for the first exercise, mimeographed lists of words and their meanings as used in the exercises and as cards should be made ready for each pupil to be studied in relation to the lesson and to be kept in the pupil's notebook as a reference during exercises. A suggested list is attached to lesson 1.

Good beginning sentences collected in a notebook by the teacher to be used in original paragraphs or in written letters will help start off the timid pupils.

In anticipation of unit, teacher gathers letters of all types or writes enough to include all the following varieties:

1. invitation to a party
2. congratulatory informal note
3. request for further facts in a letter of inquiry about a job
4. community request for volunteer work in "Fund Drive."
5. ad letter about benefits of joining the "Y"
6. ad letter about benefits of certain fishing equipment
7. ad letter about special "bicycle sale"
8. ad letter about special "pets for sale"
9. note from dentist for check-up
10. friendly letter from friend in hospital
11. friendly letter from friend on vacation
12. friendly letter from brother in U.S. Military Service
13. ad letter announcing bank inventory
14. form letter from U.S. Social Security requesting information on birth record
15. business letter to parent for which pupil must prepare an answer (as agent).
SUBJECTIVE ESTIMATE BY PUPIL AND/OR TEACHER FOR PROGRESS
CHECK

An enlarged copy to be made by pupil and filled in
for each written exercise or for one exercise each week.

Skills I Show on Corrected Papers

<table>
<thead>
<tr>
<th>Date</th>
<th>Sense</th>
<th>Ideas</th>
<th>Spell-Beauty</th>
<th>Punctuation</th>
<th>Capitals</th>
<th>Handwriting</th>
</tr>
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</table>

Scoring may be indicated by descriptive words --good,
many, careful, or a complimentary sentence such as, "Today
I used three unusual words."
AN INVITATION TO THE WORKBOOK

Boys and girls, as you looked around the room this morning, you probably thought you were riding in a bus or in a street car. We were fortunate in obtaining these car cards from an advertising agency for use in a pleasing workbook.

Starting today, we shall have an exercise for about twenty minutes every school day until we have completed a workbook of thirty lessons. We may take more time if we need it, but we will work as fast as we can. The first week will be our chance to get ready to do a fine job. The following five weeks will be our chance to show how much we can improve with the exercises.

When you do the written exercises, be careful of your neatness, handwriting, and spelling because other boys and girls will read your papers.

Records

To keep a record of errors that happen many times, you will be given a notebook. These notebooks will be used until the errors are overcome, even after the exercises are over.

For a record of your improvement, an estimate chart like the one on the wall will be made by you and filled in each day.
Materials

For the exercises you will need pencils, eraser, 2" x 4" scrap paper, ordinary paper, the notebook, some plain white letter paper with envelopes, a pen and ink.

Spelling

You may have all the help you need in spelling. Whenever you cannot spell a word, a pupil or your teacher will write it on a small paper which you may copy and place in your notebook to review later. Before you copy the word, study it and turn the scrap over to see if you can write it from memory. Copy it if you cannot remember.

On the following pages there are some facts about advertising and two different word lists. You will need to know these before you start. Your teacher will read them orally while you think and remember. They will help you in the workbook. Be ready to do a listening exercise at the end.
FACTS ABOUT ADVERTISING

Advertising. The standard of living, in the present time, is the highest of any period in world history. It may surprise you to know that advertising is one of the chief reasons for this amazing fact. Advertising reaches us through the following ways (or mediums):

- billboards
- personal letters
- booklets and books
- post cards
- brands and labels
- poster cards
- car cards
- quizzes
- containers and wrappers
- radio
- contests
- records (recordings)
- direct mail (mail order form)
- telephone calls
- films (movies)
- television
- contests
- trade marks
- direct mail (mail order form)
- telephone calls
- films (movies)
- trade marks
- contests
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- trade marks
- contests
- telephone calls
- films (movies)
- trade maps
- window cards

Even airplanes write advertisements in the sky. Every day, in almost every way, advertising influences our way of living, how we spend, save, buy, vote, and amuse ourselves. We need to understand how it may benefit us and how it may harm us.
Advantages

Advertising educates and encourages us to try new and better products. It reminds us of old, reliable products and informs us of new or improved ways to use them. Advertising tells the price and composition of the things we buy. Advertising tells people all over the world about things made everywhere. It may expose crime, warn people of danger, improve schools, and conquer disease. Advertising may bring people to church and stimulate good will.

Disadvantages

By the constitutional right of free speech, a man who pays for an advertisement may have his own ideas printed even if his ideas are unfair in many cases. Some advertising is exaggeration, disguise, or even fraud (pure lies). Some advertising wants you to buy things that are not good for you or that you cannot afford to pay for. Some advertising tells you to use a certain product in order to be as beautiful as a movie star, as popular as a hero, as rich as a millionaire. Some advertisements promise guarantees, but by trick words, fail to keep their promises. To prevent being fooled or cheated, sign nothing until you understand clearly what you are buying. Learn to read and to know all kinds of advertising.
Cost of Advertising

Advertising is one of the most profitable kinds of business in our country. It sponsors expensive radio and television programs. It pays for our daily news stories. The money for advertising is a part of the price of everything we buy. We, the consumers, pay for it all, but because many people buy, the cost is a very small part. Is it wise to know what you pay for?

More Protection for Today's Buyers

The United States Government has passed laws that control pure foods, pure medicines, true statements on labels, and prices of some articles.


2. The Federal Trade Commission is a kind of policeman for truthful advertising. Food plants, dairies, bakeries and restaurants are inspected by the F.T.C.

3. The Department of Agriculture has many pamphlets to aid buyers by brands. Consumers' Guide is published free each month by this department of the U.S. Government. It is in your library.

5. Consumers' Union Inc., 17 Union Square West, New York City, publishes a small magazine called "Bread and Butter," which is excellent.


7. The National Association of Advertisers.

8. The National Association of Broadcasters in Radio has strict rules for honest advertising.


11. Advertising Federation of America, 330 West 42nd Street, New York 18, Elon G. Borton, President, (15,000 agencies).

12. Printers Ink, 153 East 24th St., New York 10, N.Y.

You may write to any of these for information on any merchandise for a small charge. Your public library has similar aids for buyers.
<table>
<thead>
<tr>
<th>Who Buys?</th>
<th>Who reads Ads?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buyer shopper</td>
<td>Prospect</td>
</tr>
<tr>
<td>Customer</td>
<td>People</td>
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<tr>
<td>Consumer</td>
<td>Person</td>
</tr>
<tr>
<td>Prospect</td>
<td>Reader</td>
</tr>
<tr>
<td>Purchaser</td>
<td>All kinds of buyers in community</td>
</tr>
<tr>
<td>Economist</td>
<td></td>
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<tr>
<td>Budgeteer</td>
<td></td>
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<tr>
<td>Housewife</td>
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<tr>
<td>Adult, child</td>
<td>Manufacturer</td>
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<td></td>
<td>Corporation</td>
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<td></td>
<td>Company</td>
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<tr>
<td></td>
<td>Inventor</td>
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<td></td>
<td>Bakers</td>
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<td></td>
<td>Grower</td>
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<td></td>
<td>Partner</td>
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<td></td>
<td>Processor</td>
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<td></td>
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</table>

**Advertising People**

- Copywriter
- Advertiser
- Consultant
- Artist
- Commercial Advertisers
- Announcers
- Illustrator
<table>
<thead>
<tr>
<th>Place to Buy?</th>
<th>Who Sells?</th>
<th>How to Buy?</th>
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<tr>
<td>Store</td>
<td>Agent Florist</td>
<td>Cash</td>
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<tr>
<td>Market</td>
<td>Assistant Seller</td>
<td>Credit</td>
</tr>
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<td>Super-Market Chain</td>
<td>Clerk</td>
<td>Installment or Time</td>
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<td>Old Country Store</td>
<td>Salesman</td>
<td>Expensive</td>
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<td>Bakery</td>
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<td>Meat Market</td>
<td>Businessman</td>
<td>Sample</td>
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<tr>
<td>Grocery</td>
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<td>Carrying Charge</td>
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<tr>
<td>Merchandise Mart</td>
<td>Middleman</td>
<td>Prices</td>
</tr>
<tr>
<td>Department Store</td>
<td>Peddler</td>
<td>Discount</td>
</tr>
</tbody>
</table>
How to Buy?

Profit  Loss
Sale     (Private
         (Clearance
         (Fire and Water Damage
Season
Money
Salary
Income

Direct Mail (Mail-Order)

Who Helps You Buy?

Consumers' Guide

The National Association of Better Business Bureaus

The National Advertising Council of America

The National Association of Radio Advertisers

U.S. Government- Department of Commerce

U.S. Government- Department of Agriculture
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<thead>
<tr>
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<th>Car Card Words</th>
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<tr>
<td>Durability</td>
<td>Transitad</td>
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<tr>
<td>Economy</td>
<td>Similar</td>
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<td>Consume</td>
<td>Repeat</td>
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<tr>
<td>Amount</td>
<td>Attract</td>
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<td>Fraud</td>
<td>Merchandise</td>
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<td>Propaganda</td>
<td>Patronize</td>
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<tr>
<td>Label</td>
<td>Monopoly</td>
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<tr>
<td>Brand</td>
<td>Variety</td>
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<tr>
<td>Package</td>
<td>Leisure</td>
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<tr>
<td>Bulk</td>
<td>Public</td>
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<td>Style</td>
<td>System</td>
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<td>Fashion</td>
<td>Appeal</td>
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<td>Waste</td>
<td>Copy</td>
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<td>Compare</td>
<td>Urge</td>
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<td>Examine or Test</td>
<td>Reminder</td>
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<td>Quality</td>
<td>Streetcar</td>
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<td>Quantity</td>
<td>Trolley(Track-</td>
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<td>Reduce</td>
<td>Train</td>
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<td>Efficiency</td>
<td>Bus</td>
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<td>Poster</td>
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<td>Magazine</td>
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<td>Newspaper</td>
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CHAPTER IV

THE WORKBOOK
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<td>15</td>
<td>Skills Three and Four</td>
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<td>16</td>
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<td>Skills One and Five</td>
<td>101</td>
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READINESS EXERCISES

EXERCISE 1

Readiness for Skill One - Vocabulary Enrichment

(answers will vary).

Step One. Teacher reads magazine ads on foods, clothing, or transportation. Class finds the car cards which match it.

Step Two. Teacher reads newspaper ads and class finds car cards to match.

Step Three. Teacher reads from wrappers or labels; pupils find car cards to match or that are similar.

Step Four. Pupils take turn of teacher.

Step Five. Discuss several words in each ad. Who can find an unusual word? Who can find two words that are opposites? What words do you think would make you buy the product? Turn back to find words in the car cards that are the same or almost the same.

Step Six. On blackboard each day, add to a cumulative list those words that arise in each lesson which are useful and worth stressing. These will arise in addition to the vocabulary lists given to each pupil preceding the exercises. They may be used at the end of any period for a few moments' review when there is time to spare. Inventing word riddles like the samples below is one
suggestion.

Samples

I am thinking of a word that begins with "man" and means maker.
Is it "manufacturer"? Yes, it is.
I am thinking of a word that has four syllables and ends with "tic".
Is it "automatic"? Yes, it is.
What is the word for a food made with fish, onions and milk?
Is the word "chowder"? Yes, it is.
Why was a sculpture made of Benjamin Franklin?
It is because he was a famous man.
EXERCISE 2

Readiness for Skill Two - Answers to Questions

Directions: An "advertisement" is made with words and sometimes pictures. We can use the synonyms "placard, bill, flier, commercial leaflet, handbill, poster, circular, notice, program, advertising, ad, or car card" because they mean the same or almost the same, as they are all names of a form of public notice. They aid in making direct or indirect sales. They aid in securing employment. If they are printed, we read them. Some advertising is sung or spoken only, while some advertising is sung, spoken and illustrated by pictures that move. Words used to make advertising are called "copy." The man who wrote the words is a "copywriter." The man who designed the picture is called an "artist" or an "illustrator". The "client" is the businessman who wants the ad. He pays for making the ad and for the space to show the ad.

A group of familiar words in the copy is called a "slogan" or "trade mark". A well-known slogan for Coca Cola is "The pause that refreshes."

Now read the following questions. Give a reason for each answer. The complete sentence that tells the best answer will be written on the board.
1. What are three synonyms for a public notice?

2. If a copyright is a legal right of ownership, what is a copywriter?

3. What three people are needed to make a car card and use it?

4. When we listen but cannot see a commercial, from what instrument is it coming?

5. If we can read it, see it, and hear it at home from what instrument is the ad coming?

6. When you see "Aunt Jemima" on a box, what can be made with the contents inside?

7. Of what product does "Sky Chief" remind you?

8. What fruit from California uses the brand name of "Sunkist"?

9. What is the name of the company that says, "Look in the yellow pages"?

10. What does the word "Ritz" mean when you read "It pays to buy Ritz"?
Sample Answers for Exercise 2

1. Three synonyms for a public notice are: leaflet, advertisement, and notice.

2. A copywriter is a man who writes the words in ads called copy.

3. A copywriter to write it, a client to order and pay for it, and a customer to read it are three people needed to make and use a car card.

4. When we listen but cannot see a commercial, it is coming from a radio.

5. When we read it, see it, and hear it at home, the ad is coming from a television set (TV).

6. Pancakes can be made with the contents of an Aunt Jemima box.


8. Oranges from California use "Sunkist" brand.

9. The Bell Telephone Company tells us to "Look in the yellow pages" for business numbers.

10. The word "Ritz" means salted crackers.
EXERCISE 3

Readiness for Skill Three - Main Ideas

Directions:

In paragraphs, you can usually find the main idea in the topic sentence. In car cards, it is easier to find the main idea. It is usually in the largest print with the slogan near it. You find it by thinking a question like "What is this card trying to sell?"

Imagine that you and your classmate are riding in a trackless trolley, a bus, a street car, or a train. To pass the time during your ten-minute ride, study all the car cards so that you can play a game with your friend. You remember two or three minor ideas from a car card and say them to your classmate. He has to guess the main idea on the first try or lose a point. If he guesses wrong, you have another turn. See who can win five points first.

Make it easier by giving hints or make it harder by telling wrong ideas to see if he can tell if they are wrong.

You may form partners and have five minutes to plan together.
Sample Answers for Exercise 3

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<tr>
<th>Minor ideas given</th>
<th>Major ideas guessed</th>
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<tr>
<td>1. A Wave does it</td>
<td>Buy U.S. Savings</td>
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<td>2. Protect your future</td>
<td>Bonds</td>
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<td>3. Help defend your country</td>
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<td>1. People are transitad readers</td>
<td>Sell them with your Transitad</td>
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<tr>
<td>2. Telephone to get facts</td>
<td>in this space</td>
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<td>3. Call Liberty 2-3180</td>
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<tr>
<td>1. Wear your best clothes</td>
<td>There is no car card about going to a party</td>
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<td>2. Wrap the gift attractively</td>
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<tr>
<td>3. Be sure to arrive on time</td>
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</table>
EXERCISE 4

Readiness for Skill Four - Original Paragraphs

Directions:

A. From your exhibit, study and discuss old-fashioned and newer advertisements. Find some in the car cards and some in other sources. Then prepare a story of contrast that you may tell in a few sentences. Choose a title for your story.

B. Find a "classified advertisement" in a newspaper under the heading "Help Wanted, Male" or "Help Wanted, Female." Choose one you would like to answer. Make believe you are applying for the job. Tell your story to the class. You may assume all the skills or qualifications you need. The class will decide if you "got the job."

C. Choose a car card or other ad put out by The Advertising Council which helps the American public. By main ideas, some of these are: Smoky, the forest bear; Victory Garden, Savings Bonds, Highway Safety, Community Chests, Red Cross, Economic Education, Crusade for Freedom, Better Schools, Civil Defense and Blood Donation.

This is called a "public service", "institutional" or "educational" advertisement.
Think about the one you have chosen. Using the main idea or slogan as a title, tell in one paragraph a true story you know about someone who was helped by this idea. Your teacher will find a story in the daily news if you cannot think of an idea.

To tie up the lesson, a group story may be written on the board. The teacher then points out ways to polish content and form.

Here are a few ways to begin an original paragraph:

1. With a conversation
2. With a question
3. With a description
4. With a conclusion
5. With a suggestion
6. With a contrast
7. With a humorous remark
8. With a recall of familiar experience
Sample Answers for Exercise 4

A. Growth of a Business

Just before the Civil War, a producer named Babbitt placed signs like car cards in a horsecar. He advertised soap but only in the city of New York. Thirty years later, a man named Artemus Ward, placed car cards in ten cities. In 1906, Collier’s advertising business reached 350 cities. Today, this sort of business is one of the largest in our nation.

B. Application for a Position

I desire to apply for the position of baker which you advertised in today’s Boston Globe at the union wage of $2.25 an hour. For the past five years I have worked for the Sunlight Bakery in Boston. My experience covers every type of product in a busy bakery.

I am twenty-five years old, of good character, and dependable ability. For reference, you may write or phone my employer, Mr. William Grant.

Because my employer will move to California in two weeks, I will be ready for work at that time.

Very truly yours,

Name of student
C. Take Your Problems to Church This Week

The lonely old man who lives next door to us isn't lonely any more. Almost as long as I can remember, the old man sat in his house all day growing older without friends or family to cheer him. On her way home from work one night, my sister read a card about going to church with troubles. She thought what a fine idea for the old man, too. That very night she invited him to go to church with us on Sunday. With a grateful smile, he met us and slowly entered the church. When prayers were over, he thanked us for reminding him about God. It was a long time since he had prayed and now he would be lonely no more, for he could pray to God every day.
EXERCISE 5
Readiness for Skill Five - Letters

Directions to Teacher:

Before the first exercise, a collection of letters was made. Pupils study, label and exhibit many forms (except those of an intimate nature). They should include discarded business letters, friendly letters, notes, invitations and especially letters or postcards used to advertise products or services. A variety of envelopes should also be collected.

Using pupil leaders or individuals in the case of a small group, notations are made under planned headings on blackboard to recall main points of letter writing.

**Step One:** Form

Contrast different "inside" and "outside" address forms, type, margins, salutations, closings, return addresses.

**Step Two:** Content

Contrast contents to show variety of uses and reasons for sending of the letter.

**Step Three:**

Adapt a set of selected models representing necessary social and business letters. Assign students to rewrite models to hang on reference chart and for seriously
retarded, have a copy placed in child's notebook.

Further Suggestions:

Teacher should have or create letters on vocabulary levels of Grades 4, 5, 6, and 7 and have them keyed so that she may quickly distribute them according to the remedial needs of the child.
WRITTEN EXERCISES

EXERCISE 6

Skill One - Vocabulary Enrichment

Directions:

To understand the message in advertisements and to write the exercises well, you will need to know how to pronounce and to spell new words. Often, the new words were made by adding syllables to easy words you know. We call the easy word a "root" or "base" word. When a syllable is added to the beginning, we call it a "prefix." When a syllable is added to the end, we call it a "suffix."

In this exercise, read the root word in the first column. Skim the car cards around the room until you find the root word used in a longer word. Write this beside the root word on your paper. Write the suffix or prefix in the next columns like the sample. In the last column, write the number of the car card where you found the word or write the word MISSING, if you cannot find it. You will have twenty minutes.

SAMPLE

operate operation ation card 6

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EXERCISE 7

Skill Two - Answers to Questions

Directions:

Observe these two car cards about milk. As you read them, think somewhat like this:

1. Which has the shorter headline?
2. Which has words that tell more about the product?
3. Which has the better picture? Why?
4. Of the two ads, which appeals to you more? Why?

Notice the spelling of the useful words. As you say them, count the syllables you hear. When you write your answers, try to remember the spelling without looking—but look if you need to.

Put a heading on the front and the back of your paper. For a title on the front, write the name of the first milk company. Put an "A" in front of it. For a title on the back, write the name of the second company. Put a "B" in front of it. Under each, write the answers that fit these questions.

1. What one important fact is told in the ad?
2. What hard word can you find?
3. What does the hard word mean in this ad?
4. What statement in the ad sounds true?
5. What statement in the ad sounds false?
6. Which ad's picture tells the most about milk?
7. What does the ad remind you to do?
8. How much does a quart of milk cost? Two quarts?
9. What important fact is missing from the ad?
10. After reading these ads, which milk would you buy?

At the bottom of your progress chart, write the answer to this question, "Did you score better today than you did yesterday?"
Sample Answers for Exercise 7

A. Hood's Milk

1. One important fact in this ad is to enjoy chowders made with milk.
2. The hardest word in this ad is "weather."
3. It means a cold day outdoors.
4. A true statement tells soups are good for cold weather.
5. No statement sounds false, but I don't like milk in soup.
6. The United Farmers picture tells the most about milk.
7. This ad reminds you to use Hood's milk.
8. A quart of milk costs twenty-three cents today. Two quarts cost forty-five cents.
9. A missing fact is the price of the milk.
10. I would buy United Farmers milk because it tells me about vitamin D in the milk.

B. United Farmers Milk

1. One important fact told in the ad is that 2500 New England farmers send their best milk to this company.
2. A hard word is "homogenized."
3. It means that the cream is spread evenly through the milk so it can’t all go to the top.
4. Fresh daily at your grocer sounds like a true statement.
5. Sunny health in every drop doesn’t sound true to me.
6. The United Farmers picture tells the most about milk.
7. The ad reminds you that United Farmers milk is very good.
8. This milk costs the same as Hood’s milk.
9. No important fact is missing.
10. I would still buy United Farmers milk unless it was hard to find.
EXERCISE 8
Skills One and Two - Vocabulary Enrichment and Answers to Questions

Directions:
From the study of car cards ads about automobiles, you noticed differences in price terms. Since these differences affect how much you pay for many articles in life, this exercise will help you.

Think carefully as you read the paragraphs in order to answer questions by remembering what you read. You may read the questions first, if it will help you. You have twenty minutes to read and write.

To score, exchange papers to check meaning and spelling. Correct your errors at once and enter score on your progress graph (or chart). Ready? Begin to read.

Commission - if you are a salesman, your wages may be paid on commission. This means a sum of money taken from the amount paid by the buyer each time you make a sale. To find the sum a clerk will multiply the amount paid by a figure called a rate per cent - as 25% (or .25 or ¼). This sum may be all of your earnings if that is how your job is paid.

Discount - Discount has two syllables: dis which means separate from or take from, and count which means the total count or marked price. A discount is often
given as a reward for full cash payment at the time you buy. You may get a discount because you buy a large quantity.

To find or compute the discount, a clerk will multiply the whole price by the per cent of discount. This amount is subtracted from the total price and the buyer then pays the smaller price.

Proceeds - Proceeds, with the accent on the first syllable, means money or profit received from a sale.

Prices - Price, which means what you must pay for something you buy, has many shades of meaning, especially in buying and selling problems.

Regular Price - A. The regular price you pay for an article in a store is called the marked price, the retail price, or the selling price. If it is listed in a catalogue or booklet, it may be called the list price. This figure is the whole or total price without any discounts subtracted.

Net Price - B. When a discount is taken from the retail or marked price, and the buyer pays less money, we say he pays a net price. When people buy articles at a special sale, they really pay a net price. Often, the reason for the sale is to get rid of articles before they go out of style or spoil.
Wholesale Price - C. Businessmen often get a special discount when they buy products for at least two reasons: first, because they buy a large number of articles; and second, because they give services as shipping, insuring and displaying the products. When a discount is taken off for a dealer, we say he pays a wholesale price.

Net price and wholesale price are often called cut prices. The main idea is that these prices are less than the retail or marked price.

All prices are often changed by the following reasons: (1) how many are sold; (2) the season of the year; (3) Government control; (4) supply of raw materials; (5) salary paid to workers; (6) overhead expenses.
Questions for Exercise 8 - Skills One and Two

Part One
1. If John's father, a Ford salesman, is paid "on commission," how can he earn large wages?
2. Why do people like to get a discount?
3. What word beginning with "pro" means gain from a sale?
4. When people buy bread, what kind of price do they pay?
5. What is a difference between a "net" price and a "marked" price?

Part Two
6. How does a businessman get credit for transportation and display of a factory product?
7. Prices in catalogues are known by what name?
8. Tell one reason for giving a discount.
9. Tell in one sentence what is wrong with this idea: "You get a discount at the A and P store if you serve yourself."
10. Why can Jordan Marsh Company buy clothes cheaper than you can?

Part Three
11. What is the difference between wages earned "on commission" and wages earned on "salary"?
12. In what ways are "net proceeds" like "net prices"?
13. If you want to check your commission, what two figures should you multiply?
Part Three (concluded)

14. How is the retail price of goods affected by an increase in workers' wages?

15. During what emergencies does our Government try to control prices?
Sample Answers for Exercise 8

1. John's father can earn large wages by selling many cars.
2. A discount saves people money.
3. The word "profit" means gain from a sale.
4. When people buy bread, they pay a retail price.
5. A "net" price is different from a "marked" price because it is a smaller amount.
6. A business which transports and displays a product can get a wholesale discount.
7. Prices in catalogues are called "list" prices.
8. A discount may be given because the style has changed.
9. The A and P Store is a self-service store so you can't get a discount because you didn't deserve it.
10. Jordan Marsh buys many more clothes than I do, so they can get a discount.
11. Wages earned "on commission" means you can't get any money unless you sell an article.
12. "Net proceeds" are like "net prices" because they both mean an amount of money from a sale.
13. To check commission, you multiply the price of the product by the rate per cent of commission.
14. When wages increase, retail prices increase.
15. During shortages, or wars, our Government may control prices.
EXERCISE 9

Skill Three - Main Ideas

Directions:

Our exercise today will be listening for the main idea and writing it in a complete sentence. Help in spelling will be given in writing by the pupil leader reading the ad. To score, the leader will ask you to read your sentence aloud.

Taking turns, each pupil will select a card from the pile face down on the table which he will read orally. The class then guesses the main idea and writes it in best sentence form. Be ready to read your sentence when the pupil leader calls your name.

Repeat the exercise until all pupils have a turn. Your teacher will help your sentence form during the lesson.
Sample Answers for Exercise 9

Card 1
The main idea of this card is to check up on your chest to see if it is free from tuberculosis.

Card 2
Use the yellow telephone book to find information is the main idea of card 2.

Card 3
I think the main idea is to use Smith's Cough Drops for a cold, but to win a radio contest is also important.

Card 4
The main idea is to file your income tax return.

Card 5
The main idea is to save money in a Massachusetts Mutual Savings Bank regularly.
EXERCISE 10

Skills One and Three - Vocabulary Enrichment and Main Ideas

Directions:

In each of the following advertisements taken from the car cards, there are key words omitted. Their meaning may be guessed by idea-clues you get when you read the copy. At the bottom of the page is a list of words to choose from. Select the ones you think make sense and write them in the blank spaces. You will not need all of them, so choose wisely. Write the word by remembering after you choose it. Copy it if you need to, but copy by syllables, rather than single letters.

Car Card 1:

1. Build your ________with a few hours of ______ study each week.

2. Four _____subjects are shorthand, _____, _____, and business ________.

3. The school has moved to a new _____at Newbury and Dartmouth ________.

4. To be _____of admission you should ______ now.

Car Card 2:

1. Pork, water, salt, ____ and ____ are the _____ of a ______.

2. John P. Squire and Company owns the trade name of ______ ________.
3. When reading about --- instead of clothes, the word --- means seasoned and prepared meat.

4. When sausages are made from only one kind of meat they are called --- pork.

Car Card 3.

1. Wildroot Cream-Oil contains sheep oil called-----.

2. In the name of the manufacturer, the abbreviation "Co., Inc.," means ----, -----.

3. Unless a man's hair is well ---, a young ---- will --- to dance ---- him.

4. To --- the ingredients, ----- well --- using.

5. The sort of ---- that flows is called ------ cream shampoo.

6. The hair----that----dryness and ---dandruff is called hair ----.

7. Glass and metal ----- are known as ----and ----.

Most of these words belong in the blanks:

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Sample Answers for
Exercise 10

Skills One and Three - Vocabulary Enrichment and Main Ideas

Card 1

1. Build your future with a few hours of evening study each week.

2. Four business subjects are shorthand, typewriting, accounting and business English.

3. The school has moved to a new location at Newbury and Dartmouth Streets.

4. To be sure of admission you should register now.

Card 2

1. Pork, water, salt, spices and sugar are the ingredients of a sausage.

2. John P. Squires and Company owns the trade name of Squires Arlington.

3. When reading about food instead of clothes, the word dressed means seasoned and prepared meat.

4. When sausages are made from only one kind of meat, they are called pure pork.

Card 3

1. Wildroot Cream Oil contains sheep oil called lanolin.

2. In the name of the manufacturer, the abbreviations "Co., Inc." mean Company, Incorporated.

3. Unless a man's hair is well groomed, a young lady will refuse to dance with him.

4. To mix the ingredients, shake well before using.

5. The sort of shampoo that flows is called liquid cream shampoo.
6. The hair product that relieves dryness and removes dandruff is called hair tonic.

7. Glass containers are known as bottles and metal ones are known as tubes.
EXERCISE 11

Skills Two and Three - Answers to Questions and Main Ideas

Directions:

Ads sponsored by The Advertising Council distribute information that helps the whole community at no cost to the citizen. The money for these ads is paid into a fund by public-spirited businessmen.

Select from the car cards around the room, all the ads you think belong in this group. Find their main ideas and draw a line around those listed in your exercise. Then answer the questions underneath without looking back at the car cards until you have finished the exercise. Then recheck your ideas and spelling.

List of Public Service Ads by Main Ideas

2. Give your pint of blood to the Red Cross.
3. The life you save may be your own.
4. Prevent forest fires.
5. Contribute to the Heart Drive.
6. Your protectors - U.S. Army.
7. Down with forest fires.
8. Inflation - hold it down by buying only what you need.
10. Hire a disabled veteran or handicapped person.
Questions for Exercise 11

1. Why does public service advertising help to raise money for the benefit of everyone?
2. How does the card card for social security help the people?
3. In the title, "American Cancer Society", what do you think society means?
4. How can a good citizen help our schools if he is a pupil?
5. How can a good citizen help our schools if he is an adult?
6. In what way does the card "Short Cut to Death" warn us of danger?
7. How does the Armed Service card card make you want to join a branch?
8. Why should all Americans read the booklet called "Miracle of America"?
9. Tell one thing you help pay for when you give to the "Heart Campaign."
10. Which is the card card that tells a way to help your country and save for the future?
Sample Answers for Exercise 11

1. More people know about the drive for money and their good will for the need is gained.

2. People are reminded that the best place to get information about their social security is at their nearby Social Security Office.

3. In this title, society means a group of people who joined together to help in any way to find a cure for cancer.

4. If he is a pupil a good citizen can help other children learn.

5. If he is an adult, a good citizen can help by joining a club that buys books for the school.

6. The card warns us that people who rush across streets while automobiles are moving will be killed quickly.

7. This card appeals to my feeling of pride and patriotism.

8. All Americans should read this booklet to get better ideas on why we live so well.

9. You pay for medical research when you give to the Heart Campaign.

10. The card that says "Buy U.S. Savings Bonds" tells how to help your country as well as save money for your future.
EXERCISE 12

Skill Four - Original Paragraphs

Benjamin Franklin, outstanding American genius, will always be a force for the wise spending of money. He was the author of an early American paper he printed in 1732 called "Poor Richard's Almanac." Through it he gave famous advice on thrift.

Read these quotations and choose one which you can use as a title to write about in a paragraph that will tell a true experience you have had, or what the advice means in saving today.

1. Waste not, want not.
2. A stitch in time, saves nine.
3. A penny saved is a penny earned.
4. Nothing is cheap at any price if you don't need it.
5. Then plow deep while sluggards sleep
   And you shall have corn to sell and to keep.
6. Always taking out of the meal-tub and never putting in soon comes to the bottom.
7. Fond pride of dress is sure a very curse;
   Ere fancy you consult, consult your purse.
8. Experience keeps a dear school, but fools will learn at no other.
9. For age and want save while you may
   No morning sun lasts a whole day.
10. If you would learn the value of money, go and
    try to borrow some.
11. Beware of little expenses, a small leak will sink
    a great ship.
12. Fools make feasts and wise men eat them.
13. Don't give too much for the whistle.
14. Early to bed and early to rise
    Makes a man healthy, wealthy, and wise.
15. He that rises late must trot all day, and shall
    scarce overtake his business at night.
Sample Answer for Exercise 12

"Fond pride of dress is sure a very curse;
Ere fancy you consult, consult your purse."

My friend George always liked fine clothes, but his parents were dead and he lived with a poor aunt. One day in school he seemed very nervous, but wouldn't tell me what was the trouble. Early Saturday morning my front doorbell rang. There was George screaming for help. The new suit he wore was charged, but never paid for and the clerk was going to tell the police. When my father heard the story, he gave George the money. He warned George never again to buy a thing unless he had money to pay for it, no matter how much he wanted it.
PAY CASH OR CHARGE IT?

To "pay cash" means to give the full amount of the price either at the time of the purchase or as soon after as the seller agrees. You may pay the actual money, or you may use a check if you have money saved in a bank. In some cases, you pay cash when you exchange or trade something you own or a skill you can perform.

To "charge it" means that you will pay small amounts over a long period of time. This is called "installment buying", "buying on time" or "conditional sale". For this system, you pay extra money called a "carrying charge" or "interest". It is a dangerous way to buy unless you plan a strict budget for your salary. You must beware of excess charges. People usually use the installment plan to buy expensive necessities such as houses, cars, televisions, washing machines, etc.

Directions:

Think of an experience that you had yourself or that you heard happened to someone else that will show the value of payment by cash or credit. If you have any advice as a result of your knowledge, please write it also. We will copy the best stories to place on the bulletin board.
Sample Answer for Exercise 13

My father took a loan from the bank to buy a new Nash car. For this favor, he promised to pay the bank fifty dollars each month until it was paid off. A few months later, my mother was sick in the hospital. My father worried because he couldn't pay the hospital and the bank at the same time. He told me the bank would take the car away if he didn't pay for it, so he borrowed some money from a loan company. Everyone in our family had to do without many things to help pay the loan. We were certainly happy when that loan was paid.
EXERCISE 14

Skills Two and Four - Answers to Questions and Original Paragraphs

Directions:

Answer these questions and discuss the reasons for your answers. Then write an original paragraph about borrowing money using the answers as guides.

1. Why did people use the term "loan shark"?
2. When is it a good idea to borrow money?
3. When is it a poor idea to borrow money?
4. How does the lender get the money to loan?
5. What reward does the lender get for the loan?
6. What good does it do if the U.S. Government sets up a standard for interest charges?
7. Are loan companies legal?
8. What do you gain when you always pay your debts on time?
9. Find the name of a loan company on the car cards.
10. Which bank advertises loans in these car cards?
Part A. Oral answers to questions

1. People used the term "loan shark" to mean a person who loaned money in a sly or crafty way.
2. It is a good idea to borrow money to help you buy something expensive which you need very much, like a house.
3. It is a poor idea to borrow money when you have no job or when you can get along without the loan.
4. The lender gets the money to loan from profits in business, or borrows money cheaply, or uses money he saved.
5. The lender gets back some extra money called "interest charges" in addition to the money he loaned.
6. The U.S. Government limits the interest so that the borrower is protected from unfair payments.
7. Loan companies are legal if they have a license in Massachusetts and are honest.
8. When you always pay your debts on time, you earn a "good credit" reputation.
9. The Household Finance Corporation is the name of a good loan company.
Part B. Original Paragraph

To borrow money may be done by people who have a steady job, owe no large bills, and know how to keep a budget or plan for wise spending. They should expect to pay interest, around four to six per cent, to the lender as a fair cost. Both banks and loan companies may lend money, but must be fair to the borrowers because of protection by the U.S. Government. To fail to repay the amount due each month will hurt the borrower's reputation and will cause him trouble and expense in court. If loans are taken at all, they should be only for something like a car or a house when they are really necessary.
EXERCISE 15

Skills Three and Four - Main Ideas and Original Paragraphs

Directions:

In this exercise, pretend you are a copywriter. Take a transit ad you like to your desk. Using it as a model, write an advertisement about one of the products at the bottom of this page. Tell the main ideas for buying the product, such as:

1. If you buy it, you will feel proud.
2. If you buy it, you will feel pleasure.
3. If you buy it, you will feel rich.
4. Where you can buy it.
5. What it is made of.
6. The brand name or slogan.
7. Use synonyms for some words. (Optional)

Suggestions for Advertisement

a television
a radio
a candy bar
a tonic
a book

a bicycle
a car
a watch
peanut butter
potato chips
Orange Crush is a tonic of finest flavor. Its reputation is one of the best. No wonder Orange Crush outsells most other brands in Massachusetts.
EXERCISE 16

Skill Five - Writing Letters

Directions:

Write a letter to the Advertising Council whose address is:

The Advertising Council, Dept. T
25 West 45th Street
New York 19, N.Y.

While riding in a street car, you read a car card that invited you to write for a free copy of "Miracle of America." Tell of your interest in America's story - how you can make use of patriotic material in your history class - that you want to learn how your government works - that you enjoy writing for material offered in advertisements.

You might also add a sentence or two about your knowledge of the Advertising Council and its public service, free of charge to the people.

This is a business letter, so you need two inside addresses. Ask for help in spelling at any time. Look at the model of a business letter for punctuation, greeting, and closing. When you have finished the letter and corrected it with your teacher or leader, copy it on letter stationery and mail it yourself.

On the following page is a letter like yours written by a seventh-grade boy. You may read it first if you think it will help you, but do not copy it.
Sample Answer for Exercise 16

25 Washington Ave.
Boston 16, Mass.
February 27, 1952

The Advertising Council, Dept. T
25 West 45th Street
New York 19, N.Y.

Dear Sirs:

While riding in the street car this week, I read your advertisement in the transit ad. I am making a collection of patriotic pamphlets about our nation. This "Miracle of America" appears to be an attractive one. May I have a copy sent to me?

Thank you for your free offer.

Very truly yours,

John Rampino
EXERCISE 17

Skills One and Five — Vocabulary Enrichment and Letters

Directions:

You have been working after school for a year and a half. Your employer has been withholding money for social security. You are not sure whether this money will be counted in your old age insurance because you are still in school.

As suggested in the car card advertisement, write a letter to the U.S. Social Security Board to find out this information. Use the following facts in the letter:
1. your age - 14 years
2. employer made deductions from your pay
3. you worked 1½ years part-time
4. total earnings $600 a year
5. are you getting any benefit from these deductions?
6. 161 Devonshire Street, Boston 10, Mass.
7. office manager should get letter

The address in fact 6 should be your local office.

To find yours, look in the telephone book under:

__________________________
U.S. Government
Federal Security Agency
Social Security Adm.
Field Offices
To enrich your vocabulary, use unusual words instead of usual words when you think that they will improve your letter. These lists will help you.

<table>
<thead>
<tr>
<th>Unusual Words</th>
<th>Usual Words</th>
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<tr>
<td>&quot;I was employed&quot;</td>
<td>&quot;I worked&quot;</td>
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<td>approximately</td>
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<td>deductions</td>
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<td>all</td>
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<td>information</td>
<td>facts</td>
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</table>
Sample Answer for Exercise 17

37 Beacon Street
Boston 8, Mass.
March 1, 19--

Office Manager
U.S. Social Security Board
161 Devonshire Street
Boston 10, Mass.

Gentlemen:

I am fourteen years old and my employer has been making Social Security deductions from my pay for 1½ years. My earnings have been approximately six hundred dollars a year.

Will these deductions be credited to me for Social Security even if I earned this money while working part time after school?

Very truly yours,

Joseph Guisti
EXERCISE 18
Skills Two and Five - Written Answers to Questions and Written Letters

Directions:

When you were very young, your parents wrote letters of thanks for you to show appreciation for a gift or a favor you received. In this exercise you will practice how to write your own.

Write a practice letter of thanks for the most recent gift you have received, giving the best answers to the questions below.

Read the letter aloud to your teacher or to another pupil. If it sounds sincere, copy it in ink on letter paper, and mail it to the one for whom you wrote it. Use your best spelling and handwriting.

The transitad for today's lesson will remind you of gifts or stores that sell gifts.

Questions for Exercise 18

1. When did you last receive a gift? At Christmas? On your birthday? When you were ill?
2. What was the gift?
3. Can you think of three different words to tell how attractive it was? color? size? shape? beauty?
4. Are the words pleasant enough to bring happiness to the person who gave it?
5. If you did not like the gift, do you know how to express your thanks for being remembered?

6. How did you use the gift?

7. Can you use any of these words - appreciate, appreciation, grateful, gratitude, thought, thoughtful, kind, kindly, kindness, generous, generosity?

8. Will your closing be "Yours truly," "Your loving daughter," "Cordially yours," or some other one?

9. Can you remember to write two addresses on the envelope? Which two?

10. Did you use your best handwriting and spelling?
Dear Aunt Catherine,

On Christmas morning my dreams came true for there near the tree was a shining, blue bicycle with my name on it! I felt it all over and rode it down our long hall. The joy was so wonderful that I almost forgot to open my other gifts!

I don't know how well I can express my gratitude, but please accept sincere appreciation for your generous gift.

Your loving nephew,

William Carey
EXERCISE 19
Skills Three and Five - Written Main Ideas and
Written Letters

Directions:

The transitad "Say It with Flowers" will suggest a gift of flowers. It is an old, but pleasant, custom to give flowers to people who are sad or glad. In this exercise you will practice writing a letter to someone you know who is sad. Pretend you are sending flowers, also. In these main ideas and helpful words, there are some to help and some that do not belong.

Write a letter of sympathy which you may copy and mail, if you know a person to whom you need to send it. Use the telephone book to find hospital address.

Main Ideas
someone had trouble
(an accident, a fire,
an operation)
you offer to help
(to visit, to do
errands, to clean)
you will telephone soon
(to check, to offer help,
to cheer)
you don't care at all
(to worry, to bother,
to work)

Sympathy Words
sorry - sorrow
hope - hopeful
sad - sadness
regret - regretfully
cheer - cheerful
congratulate - congratulations
console - consolation
fortune - misfortune
hospital - visiting
hours
Sample Answer for Exercise 19

25 Park Street
Dorchester 22, Mass.
March 21, 1952

Dear Sammy,

All your friends in Room Seven were extremely sorry to hear of your appendix operation. We will miss you at the basketball game on Wednesday because no one can jump as well as you.

We sent some red carnations to cheer you and to fill your room with a spicy odor which we know is better than the odor of ether.

Someone will write each day to tell you the class news. Today was my day and the latest news is that everyone wished you a speedy recovery.

Your sincere classmate,

Charles Gewlas
EXERCISE 20

Skills Four and Five - Written Original Ideas and Written Letters

Directions:

Many Americans are serving their country in the United States Armed Forces. One of the duties of good citizens at home is to write cheerful letters about home and friends to the person in Service. If you know someone, write a “rough draft” which means a practice letter. If you don’t know someone, you could pretend that you are the person in Service. Write a letter to your mother or to someone in your home town telling them of your experiences and your faith that you will return soon.

Use as many vivid or colorful words as you can. Look at the advertisements to help with your vocabulary. Those who can use them may copy and mail their letters. Others may copy and exhibit their letters on the bulletin board.
Dear Freddie,

Winter has finally reached us in Boston. We had over three feet of snow since last night. It really surprised us because the weather has been rather warm since Christmas.

Your scout friend, John Degan, has just received his driver's license. He practised for three months on his father's car.

The radio and television are full of news on skiing in the White Mountains. The snow train you enjoyed is going to run again on Saturday.

Be sure to ask if you need anything we forget to send you.

Your sincere cousin,

Jerry
EXERCISE 21

Skill One - Vocabulary Enrichment

Directions:

In order to be understood when you write, notice the spelling and the pronunciation of the words you need. Some are almost the same but differ a little.

Pronounce and study the following pairs of words. Write on a separate paper the number of syllables in each word. Then write the words. Keep the same order as that in the exercise. Now place an accent mark (') after the strongest syllable and draw a line between all other syllables like this: re cog/ nize

Use your dictionary, if you cannot guess the word.

The first one to finish may read the pairs aloud.

re cog ni tion   re cog ni tion   re cog ni tion

re cog ni tion

1. recognize
2. patronize
3. distribute
4. contribute
5. customer
6. consumer
7. advertise
8. advertisement
9. company
10. companies
11. product
12. producer
13. expense
14. experience
15. copywrite
16. copyright
17. social
18. society
19. charter
20. character

At the end of your paper, write the meaning difference between 17 and 18, and between 19 and 20.
<table>
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<tr>
<th>No. of Syllables</th>
<th>Word Options</th>
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<td>patronize</td>
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<td>distribute</td>
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<td>contribute</td>
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<tr>
<td>5. 3</td>
<td>customer</td>
</tr>
<tr>
<td>6. 3</td>
<td>consumer</td>
</tr>
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<td>charter</td>
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<tr>
<td>20. 3</td>
<td>character</td>
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</table>

17. Social can tell about a friendly person and it can also be the name of a party.

18. Society can mean a large group of people and it can be a small group like a club.

19. Charter can be the way you hire a bus and it can also be a state permit to form a company.

20. Character can be a person in a story and it can be what kind of a person you truly are.
EXERCISE 22

Skill Two - Written Answers to Questions

Directions:

There are ten numbered car cards facing the wall in front of the room. One of you may stand near each card. When you hear the word "Go," turn the card around and place it securely against the board. Study all the cards carefully for five minutes to be ready to write answers to questions. The ideas you will think about as you study are as follows:

- most attractive ad makes you want to buy
- least attractive ad tells you best where to buy
- most difficult to read tells you best where to pay
- least difficult to read makes you laugh

You may look back at the ads if you cannot recall the fact asked in the question. Use your best sentence form in the answer. Five minutes later you will hear the signal, "Write." Then return to your desk, and write the answers to the questions on the next page. Take a place near a card. Ready to turn the cards? Go!
EXERCISE 22

Questions to Answer

Give one reason for each answer.

Indicate the ads by their number. Suggest Roman numerals.

1. Which ad made you feel most like buying?
2. Which ad made you feel least like buying?
3. Which ad has the best illustration?
4. Which ad has the poorest illustration?
5. Which ad was the easiest to read?
6. Which ad was the hardest to read?
7. Which ad told you a new fact?
8. Which ad reminded you of an old fact?
9. Which ad made you think of something happy?
10. Which ad made you think of something sad?
Sample Answers for Exercise 22

1. Card X made me feel most like buying because I love to make models of ships and planes.
2. Card I made me feel least like buying because it has no bright colors.
3. Card IV has the best illustrations because it has three comic pictures as well as many words.
4. Card I has the poorest illustration because it has only a can outline.
5. Card VII is the easiest to read because it has clear, wide print and cheerful color.
6. Card II is the hardest to read because it has so much black color and so few thin white words.
7. Card III told me a new fact because it said cigarette burns, tears and worn spots in your rug may be invisibly mended.
8. Card V told me an old fact because it has the oldest advertising brothers.
9. Card VI made me think of something happy because my family is going to buy a car like that one.
10. Card IX made me think of something sad because it has a picture of a girl with a bad cold, and I dislike colds.
EXERCISE 23
Skills One and Two - Vocabulary Enrichment and Answers to Questions
"The Answer Man"

PART ONE

Directions:
On your paper, write answers to these questions. You will have to think carefully and sometimes use your dictionary.

1. Some people think that Jordan Marsh is a swamp. What is it?
2. On a television program, I heard Lewis tell Martin that the customer is always right. Is he? Why?
3. Believe it or not, it pays to advertise. Why?
4. Roy Rogers can make small boys eat cereal. Why?
5. Teachers may disagree, but the car card ad says it is good for your teeth. What is it? Tell why you like it.
6. Some think a sale is used on a boat. What's wrong about that?

PART TWO

Directions:
Each word has many meanings. To understand what a writer wants to tell us, we must find the best meaning. To write clear answers to these questions, use the meaning of the car cards. How well can you find the meanings?
EXERCISE 23

PART TWO

1. Recorded means listed in a book, but in "Shield's Electric" transitad, what does recorded mean?

2. A bill may be a bird's mouth, paper money, or a notice of money owed. What is a bill in the "Loan" ads?

3. Complete sometimes means to end but what does it mean in the "Star Radio" card?

4. Appliance means the placing of something but what does it mean in "Appliance Engineering Corp."

5. Anniversary can mean a date each year but what does it mean in the "Jordan Marsh" card?

6. Brilliant means intelligent but in "Swiftly Plastic Wax", what does brilliant mean?
Sample Answers for Exercise 23

PART ONE

1. Jordan Marsh is Boston's largest department store.
2. The customer is not always right. Customers are sometimes unfair, careless, and even dishonest.
3. Advertising will make your product well-known and more people will buy it. More business for you, and cheaper prices for them, will result.
4. Roy Rogers is the hero of small boys so they want to do what he does. If he eats cereal, they'll eat the same brand.
5. Chewing gum makes your teeth and gums stronger, but teachers don't want you to chew it in school.
6. The spelling of the word is wrong. A sail is used on a boat. A sale is the act of selling something for money.

PART TWO

1. In "Shield's Electric" card, recorded means scored.
2. In the "Loan" ads, a bill means notice of money owed.
3. In the "Star Radio" card, complete means full.
4. In the "Appliance Engineering Corp." card, appliance means instrument.
5. In the "Jordan Marsh" card, anniversary means the one hundredth year.
EXERCISE 24

Skill Three - Main Ideas

Directions:

Part I Write in each blank space below the words needed to make the following statements tell the main idea of the six car cards on the front wall. Two of the statements do not belong in the set. Omit them. Tell the reason why you omitted them in your answers.

Statements

1. Hickory _____ is a new____ in ____.
2. U.S. _____ requests ____ be ____ by ____ 10.
3. ____ your ____ course ____ go ____.
4. ____ juice is ____ for ____ than harsh ____.
5. ____ cooking ____ you more ____.
6. Rich as ____ from golden ____.
7. ____ for better ____ by a ____ exclusive ____.
8. A family ____ and a ____ to ____.

Part II Column one is list of main ideas that match the products and services for sale in column two. Write the number of the advertiser or product before the main idea it belongs with in column one. Two will not belong.
### EXERCISE 24

**Skill Three - Main Ideas**

### Part II

<table>
<thead>
<tr>
<th>Number of Product or Advertiser</th>
<th>Column One Main Ideas</th>
<th>Column Two Advertiser or Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great energy food</td>
<td>1. B. Cohen &amp; Sons</td>
<td></td>
</tr>
<tr>
<td>Distinguished gifts of jewelry</td>
<td>2. Household Finance</td>
<td></td>
</tr>
<tr>
<td>Fresh frozen, concentrated orange juice</td>
<td>3. Appliance Engineering Corp.</td>
<td></td>
</tr>
<tr>
<td>In the spring a young man's fancy turns to thoughts of Ford.</td>
<td>4. Dial Soap</td>
<td></td>
</tr>
<tr>
<td>Removes skin bacteria that cause perspiration odor.</td>
<td>5. Libby's</td>
<td></td>
</tr>
<tr>
<td>Call &quot;CO 6-2411&quot; to get your clothes washed free this week.</td>
<td>6. Vita-Orange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Crescent Motor Sales, Inc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Planters Peanuts</td>
<td></td>
</tr>
</tbody>
</table>

### Part III

This list contains the most important thought of seven transitads in the wall exhibit. To make it harder, it also contains several unimportant thoughts that do not belong there. Read the list carefully to find the seven main thoughts. In a complete sentence, express the thoughts including the product or producer for each.
EXERCISE 24

Skill Three - Main Ideas

Part III

1. Most beautiful thing on wheels.
2. At home on Sundaes.
3. Ask your local office.
4. Amazing liquid removes corns.
5. The life you save may be your own.
7. Say it with flowers.
8. Buy with confidence.
9. For your daily treat enjoy lasting flavor.
10. Old-fashioned eggnog fully prepared.
11. Delicious homemade lemon pie.
12. The center of attraction.
Sample Answers for Exercise 24

Part I
1. Hickory smoked is a new taste in frankfurts.
2. Omitted because the U.S. Post Office is not food.
3. Makes your main course dishes go further.
4. Lemon juice is better for you than harsh laxatives.
5. Omitted because electric cooking is not food.
6. Rich as gold from golden California.
7. Enriched for better nutrition by a new exclusive process.

Part II

<table>
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<td></td>
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</tr>
</tbody>
</table>
Sample Answers for Exercise 24

Part III

1. The Pontiac car is the most beautiful thing on wheels.
3. Freezone is the amazing liquid that removes corns.
4. The life you save may be your own produces safety.
5. For your daily treat enjoy the lasting flavor of Wrigley's Chewing Gum.
6. Crosse and Blackwell sell old-fashioned eggnog that is fully prepared.
7. Clark's candy bar is the center of attraction.
EXERCISE 25

Skill Four - Original Paragraphs

Directions:

Imagine you are a character in one of the car cards. In one paragraph, tell what you are advertising. Give an economic reason why people should try your product or your service. Tell how you believe you are winning your audience. Make your story entertain but also win customers.

The title of your paragraph may be the name of the product or the producer.
Sample Answer to Exercise 25

Modeler's Haven

Would you like to spend an afternoon with me? You will need some leisure time, a few simple tools and a way to drive to my shop. You will be thrilled by the variety of clever things you can learn to make. If you look closely, you will notice the models, - planes, trains, cars, ships, and a bicycle. You may even notice my father and me working on a model fire engine. Give yourself a treat. Drive to Modeler's Haven, on Hampshire Street, in Lawrence, Massachusetts. I'll be waiting for you!
EXERCISE 26
Skills One and Four - Vocabulary Enrichment and Original Paragraphs

Directions:
Study and discuss the growth of car card advertising from its early start in New York City. If necessary, your teacher will show you how to find this information in advertising books and encyclopedias. These facts were discussed in Exercise 4.

On scrap paper, jot down facts as you find them together. Pay special attention to rich, colorful words that will make your report entertaining to visitors.

Number the facts in your notes according to the time they happened. Then write an original paragraph telling the growth of car card advertising.

Research Facts Jotted Down on Scrap Paper
1860 First car card - horsecar N.Y. City - Third Ave. - soap - B.T. Babbitt was primitive (crude) car card.
1890 "Artemus Ward" - adv. man - car cards in 10 cities - trolley cars
1905 B.G. Collier - Tennessee advertising man, controlled street car ads in 11,000 cars in 350 cities (about)
EXERCISE 26

Skills One and Four - Vocabulary Enrichment and Original Paragraphs

Research Facts Jotted down on Scrap Paper

1944 "Advertising Research Foundation" formed to study and improve transportation ads.

1952 So large, business divided among smaller agencies

Result - United States has the highest standard of living in the world (one reason was advertising).

Future - May improve living standard of people all over the world.
Sample Answer for Exercise 26

In 1860, before the Civil War, B. T. Babbitt placed the first primitive car cards in a Third Avenue horsecar in New York City. Thirty years later, the noted "Artemus Ward" had cards in trolley cars in ten growing cities. Some fifteen years later, B.G. Collier of Tennessee had enormous advertising in street cars of over 300 cities. Today the business is so tremendous that it is the custom to split it among many smaller agencies to make it easier to handle. The recently organized Advertising Research Foundation will continue to study ways to improve its quantity and quality as well. Who knows? Perhaps advertising will raise the standard of living all over the world as it did in the wonderful U.S.A.
EXERCISE 27

Skills Three and Four - Main Ideas and Original Paragraphs

Directions:

Write two paragraphs to contrast the spending experiences of two persons. Plan to have the first one pleasant and the second unpleasant. You may prefer the first to be wise spending and the second, foolish. Give your story a title.

If it will help, review the suggestions for beginning a paragraph in exercise 4.

Remember all your ideas are not of equal importance. Select the most important for a topic sentence. It may be written first, second, or last. The other ideas will help to explain it. Write one main idea for each paragraph.
Sample Answers for Exercise 27

Paragraph I

Washington in April

"How about a trip to Washington in the April vacation?" asked father, dropping a bombshell at the supper table. Everyone's eyes popped out with eager excitement. In a few moments, our buzzing voices drowned out a beautiful radio program. Someone dashed for pencils and papers and the next thing I knew, we were each writing a budget. For a number of weeks we opened our pocketbooks only to buy the most necessary things. Budgets are strict masters, but let me tell you something, - Washington in April was the greatest thrill of my life!

Paragraph II

Trouble Makes a Friend of the Foolish Spender

Needlessly and foolishly, John Doe spent all his earnings at the race track. He suddenly realized that he forgot to save out enough money for his wife and his children. Worrying and brooding, he drove his car through a red stoplight and was given a ticket by a policeman. He became angry with himself and stepped on the gas. An approaching oil truck couldn't avoid hitting him head on. The explosion injured him seriously and caused the oil to catch fire. Many people were hurt getting away from the accident. Did John Doe spend too much for his "friend", trouble?
EXERCISE 28

Skill Five - Written Letters

tes-ti-mo-ni-al

Directions:

Testimonials are a class of ads in which a famous person is paid money to recommend a product or service. Movie and television stars, pet animals and authors of books often show approval in this manner.

Look through these magazines, newspapers, and car cards to find some. List five of their titles on your paper. To prove the truth of the testimonial, select the one you like best and write a friendly letter to the famous person asking if this fact is true, and any other question you may want to have answered. Mention that you are studying about kinds of advertising. Write only the ideas that belong to here and use your best spelling and mail it to the person to whom you have written.
Sample Answer for Exercise 28

I have found testimonial ads for these five products that famous people approved.

1. Chesterfield Cigarettes by Dean Martin and Jerry Lewis (television stars)
2. Dash Dog Food by Champion Blue Bluster (a champion terrier)
3. Ballantine Ale by C. S. Forester (author of famous Horatio Hornblower stories and The African Queen)
4. Whitman's Sampler Chocolates by Robert Taylor (movie star)
5. Adam Hats by Leo Durocher (baseball manager)

47 Allen Street
Newton Center 59, Mass.
February 15, 1952

Dear Mr. Forester,

Our seventh grade is studying about testimonial advertisements. To find the truth of this kind of approval, our teacher asked us to write to the one we liked best.

I saw your approval of Ballantine Ale in Life Magazine. I have read one of your sea stories about Horatio Hornblower and will always remember your fine writing. This is why I liked you best.

You may be too busy to answer this letter, but it will help our class to find out if testimonials are true or false. Very sincerely yours,

Albert Morse
EXERCISE 29

Skills Two and Five - Written Answers to Questions and Written Letters

Directions:

Imagine you are the furniture adjustment clerk in Jordan Marsh Company, Washington Street, Boston, Massachusetts. The following letter has been mailed to you and you must investigate the facts. After you have read the letter, write a reply that will contain clear questions based on the notes given on page two of the exercise. Be careful - two of the given notes are wrong. Omit them.

You may have twenty minutes to read and write. Check your form with a sample. Ask for help if you need it.

Complaint Letter You Received

16 Granite Road
Framingham 4, Mass.
January 22, 1952

Furniture Adjustment Department
Jordan Marsh Company
Washington Street
Boston 7, Massachusetts

Dear Sir:

During the month of November, I bought a Lady Grey mattress in your store with the guarantee that it was a firm, durable product that would not sag with ordinary care.

After two months of reasonable use, the mattress has flattened until I can no longer sleep on it comfortably.
Under the conditions of your guarantee, I feel entitled to a new mattress. Your attention in this matter will be appreciated.

Very truly yours,

Helen L. Adams
(Mrs. Paul F. Adams)

Notes to Use in Letter of Reply

1. How many used it?
2. Way mattress turned?
3. Way spread put on bed?
4. Sort of bedspring now used?
5. Age of bedspring?
6. Date when mattress cost paid in full?
7. Brand of pillows used?
8. Date and time for our expert to call?
Mrs. Paul F. Adams
16 Granite Road
Framingham 4, Mass.

Dear Mrs. Adams:

Your letter of January 22 is a most unusual complaint.

Was great pressure used to turn the mattress? Did the weight of more than two persons cause the sag?

What type of bedspring do you use and do you think it is new enough to support the mattress well?

We will send our furniture expert to test the mattress when you want him to call. We suggest that you arrange for the test when you send us above information.

Yours very truly,

JORDAN MARSH COMPANY

Thomas L. Cohen
Furniture Adjustment Dept.
EXERCISE 30
Skills Three and Five – Written Main Ideas and Written Letters

Directions:

Imagine you are a store owner who needs

(hardware )
(radio )
(furniture )
(shoe )
(candy )

more customers to increase profits so that you can remodel your store. You decide to advertise on car cards. The nearest car card company is "NATIONAL TRANSITADS, INC., PARK SQUARE BUILDING, BOSTON 16, MASS."

You need to find out some of the facts in the following main ideas:

1. Who would write and draw the ad?
2. How many words in the message?
3. Will many people read the ad?
4. How long and in what place will they show the ad?
5. When could you see some samples?
6. Will they promise to get you more customers?
7. When is payment due and how much will it be?
8. Does it cost extra for vivid colors?
9. Are any discounts allowed?
10. How soon will you be able to get car card space?
EXERCISE 30

Arrange your thoughts in proper order so that the Transitad Company will have a clear understanding of your request. Using the letter models in your notebook or in the exhibit, write a brief letter to the Transitad Company at the above address. You will have twenty minutes to think and write.
Sample Answer for Exercise 30

National Transitads, Inc.
Park Square Building
Boston 16, Mass.

March 12, 1952

Gentlemen:

I am the owner of Hansen's Furniture Store located in Brookline Village on the Worcester Turnpike. It is necessary that I increase my sales and because car card advertising appeals to me, I want to find out certain facts before placing my order.

In the first place, what are your rates and terms of payment? In the second place, may I look over some sample cards and do I have any part in the wording? Finally, how long would the advertisement have to run in order to increase my business?

Yours very truly,

Robert C. Hansen
SELECTED BIBLIOGRAPHY

A. Books


B. Published Materials


C. Unpublished Materials


Farley, Genevieve J., "Correlation and Integration", unpublished paper read before the Junior High School Workshop of the Boston Public Schools, Boston, Massachusetts, January 20, 1951.


Hulsman, Helen Louise, "Exercises to Develop Reading Organization in Grade Six", unpublished Master's Service Paper, Boston University, School of Education, Boston, 1947. 142 pp.

Ryan, Mary K., "Course of Study in Language Arts for Grade Seven", unpublished Master's Thesis, Boston University, School of Education, Boston, 1950. 116 pp.


Dear Mrs. Cohen:

I am sorry that I haven't gotten around to answering your letter before now.

We will be glad to help you in any way possible with your thesis which you plan to build around Transitads. We will be glad also to give you any cards which you may need, and these may be procured from our Service Department Manager, Mr. William Seitz, at 108 Massachusetts Avenue, Boston.

Advertisements in the cars are made up by the copy and art departments of Advertising Agencies, both in Boston, New York, Chicago and elsewhere.

In the case of many local advertisements our own Art Director, Mr. Horner, does the copy and layout work. Of course, suggestions for copy and slogans may come from the advertiser and agency or ourselves.

The printer naturally follows instructions and layout, and very rarely does he suggest copy.

After you see Mr. Seitz, if there are any further questions concerning our business in which you would be interested, please phone me for an appointment and I will be glad to answer them.

Sincerely yours,

NATIONAL TRANSITADS INC
S.S. Senter
Assistant Manager
State of Arkansas

DEPARTMENT OF EDUCATION

Education Building  Little Rock

January 26, 1951

Mrs. Sibyl M. Cohen
William B. Rogers Junior High School
15 Everett Street
Hyde Park 36, Massachusetts

Dear Mrs. Cohen:

We are sending you under separate cover a copy of our Tentative Course of Study for Arkansas Schools. This publication is now out of print, but we were able to find a copy for you and hope that it will be of help to you.

Sincerely,

Myron Cunningham, State Supervisor
Elementary Education

Enclosure - under sep. cover
Miss Sibyl Cohen
47 Linden Street
Allston, (34) Massachusetts

Dear Miss Cohen:

I am afraid I cannot help you with your problem in teaching reading to retarded students of grade four ability. We have no material that I am familiar with which would be helpful. Some private organizations may have material pretty close to that reading level.

I am thinking particularly of the leaflets put out by the Cooperative League of the United States of America. You would get at least one phase of consumer education from their material.

You might investigate the possibilities of using a pamphlet put out by the Consumer Education Study, National Association of Secondary School Principals, 1201 Sixteenth Street, Northwest, Washington, D.C., entitled "Investing in Yourself." Even that pamphlet may be a little too advanced for your readers. The material and ideas in it, however, could be very valuable for these youngsters.

I am terribly sorry I have been of such little help.

Sincerely yours,

Arch W. Troelstrup, Chairman
Consumer Education Department
DEPARTMENT OF COMMERCE

United States Patent Office

Washington

March 17, 1952

Mrs. Sibyl Murphy Cohen
Reading Teacher
Wm. Barton Rogers Jr. High
15 Everett Street
Hyde Park 36, Massachusetts

Dear Madam:

Responsive to your postal card of March 2, 1952, we are enclosing a copy of the pamphlet "General Information Concerning Trade-Marks".

Information regarding copyrights, prints and labels may be obtained from the Register of Copyrights, Library of Congress, Washington 25, D.C., since same are under the sole jurisdiction of that Agency.

Enclosed is a list of Patent Office publications.

Very truly yours,

T.B. Morrow
Executive Officer

Enclosures-
PLATE I

Car Card Group for Public Service
PLATE II

Car Card Group for Food Products
PLATE III

Car Card Group for Advertising Information
PLATE IV

Car Card Group for Miscellaneous Products
Why We Keep on Advertising

Iroquois has been the leader for years — and still is

By Ken Strachan, V.P. and Treasurer
Baldwin, Bowens and Strachan, Inc., Buffalo, N.Y.

If time would stand still, if people got no older, if competition remained in the status quo, if habits did not change, if memory did not falter then perhaps Iroquois might say “Everyone knows us, more people drink our beer than any other brand, so why advertise?”

But time does march on. People, our customers do grow older, disappear from the market. Competition is savagely aggressive and trying to lure away our customers. New people, young people who grow up, come into the market as prospects. New habits are formed and people do forget.

Why We Keep On

There you have some reasons why Iroquois never lets up, cannot let up, in their advertising efforts. Should they eliminate or even decrease their advertising, sales would perhaps continue for a time. But just as surely as the sun sinks in the west, so would sales gradually but surely commence to go down, down to an eventual complete disappearance.

Today no one can gainsay the fact that Iroquois is the best known beer in our area. Numerous studies indicate it is the No. 1 seller in the area served. A strict and rigid maintenance of quality is a primary requirement and is responsible for keeping a customer satisfied.

Consistent advertising is equally important. Man’s memory is notoriously short, so consistent advertising is necessary to keep him constantly reminded about this fine product.

Advertising, too, helps to induce the consumer of a competitive product to try this brand. Once he has tried it, we believe he will continue to favor it.

Not Easy To Advertise

Advertising a beer is not the easiest job to do. There are many restrictions and bans, both legal and moral, surrounding the advertising of beer that are not in effect for other products.

The name Iroquois is of course the name of an Indian tribe. It is natural, then, that the advertising should play up the noble red man as a sort of trade mark for the product.

Mr. N J Schwab, Advertising Manager, is a talented artist as well as a skilled and practical advertising executive. Over the years he has made a thorough study of the dress, the appearance, the facial characteristics of the American Indian. A stickler for detail in his art, Mr. Schwab did a considerable amount of research to guide him in the painting of a series of Indian heads. Four portraits are finished and Mr. Schwab is now completing two more.

The next step, after finishing the portraits was to put them to work for Iroquois.

Since 1940, Iroquois Beverage Corporation has used Transitads in over 1,000 street cars and busses in Buffalo, Niagara Falls, Lockport and other communities. To make sure that every transit rider would see the Iroquois cards, it was decided to use the dominating 11” x 42” size. They are practically inescapable because of their size.

Attracting Favorable Attention

When adorned with the beautiful Indian heads they attract an unusual amount of attention and that is what Iroquois wants. Printed in rich glowing color, their Transitads are outstanding works of art.

To tie-in with the dominating Transitads, full color reproduction in the Sunday newspapers, movie films for television commercials, black and white in daily newspapers, window display and counter cards all use the magnificent Indian heads.

So popular are these illustrations, the brewery had to print them on special paper suitable for framing. Hundreds of people wrote in asking for copies.

Results?

Sales are increasing for Iroquois. Already the top selling brand, Iroquois not only has its position to maintain, but it also wants more business. So Iroquois advertising has to do two major things (1) Maintain Iroquois top sales, hold what they have and (2) increase the demand for the product. Both objectives are being accomplished.
We Combine Institutional With Selling Copy

Double Job for Both Milk and Ice Cream Divisions

By Alan R. Tripp, V.P and co-owner
Adrian Bauer Advertising Agency, Philadelphia

At the last dairy convention we were surprised at the large percentage of car cards, from dairies across the country who were merely trying to show the name of the dairy in some form or another.

"Institutional" advertising is only part of the value of Transitads and in the cards we have produced for our client, Philadelphia Dairy Products Co., producers of Aristocrat Milk and Aristocrat Ice Cream, we have always looked for direct sales results.

Our Four Problems

In planning the Aristocrat series we had a number of things to keep in mind. The cards should dominate, they should sell, they should inspire confidence in the brand name, and the program must fit the budget.

We start out with size. Instead of the standard 11x28" Transitad, used by so many dairies, we recommended the 11x42" size. Being different, pleasingly different, is always an advantage for securing attention, yet there are but few advertisers who use this 11x42" size in Philadelphia.

Confidence is an important factor in the dairy business, and the large size card leaves an impression, with the public, of large stature.

The question of budget, for the larger sized space, with higher production costs, was met in this way: The Aristocrat Milk Division had owned the space prior to the decision to use the larger sized card. Working with the Aristocrat Ice Cream Division, they agreed to use the 11x42" card on alternate months.

It was also agreed, between the Division, that the name, "Aristocrat" together with the mutual trade mark, would be a major feature at all times. Thus both divisions would get the benefit of continuity.

By making this change the budget for each Division was actually lowered, yet without sacrificing continuity.

Unexpected Dividends

The large size space brought some unexpected dividends. A number of problems which might otherwise have been difficult to handle were solved by virtue of having plenty of space in which to work.

For example last Christmas the Ice Cream Division wanted to promote its Darlene Holiday Mold, a combination of several Holiday flavors of ice cream. At the same time the Milk Division wanted to promote its Holiday Eggnog Mix.

It was relatively simple to do both jobs on the one card, because space was available. Both products were excellently promoted, both products shared in the brand name promotion, and the whole was tied together with an implied Christmas message.

Promoting Items

In the dairy field in particular, there seems to be a tendency toward the institutional type of advertising. Our experience, at least, indicates that it is possible to not only promote specific items, and by keeping the name prominent on the card, to do an institutional job as well.

To do this job of promoting specific items, we found it necessary in a number of cases, to use considerable copy on a card. For this purpose we often reserve a panel on the right hand side where we can include a complete sales message. The balance of the card can then be used to promote appetite appeal, show various uses, packages, etc.

Results

Do people read Aristocrat cards? Frankly we have never done any scientific research to prove how many people read, or saw or remembered. All we know is that we have an unbroken record of sales successes for those items we have featured on car cards which satisfied us and our client.

ABOUT THE AUTHOR: Mr Tripp has been in the advertising business for 16 of his 31 years. Working with his father during high school and while at Northwestern University, led to an out-of-college job with the Chicago Daily News Merchandising Department, followed by a position as advertising manager of Pilot Radio Corp. Several years later he joined a New York advertising agency, the Samuel Krivit Company, thence returning to the radio and recording field with RCA Victor's Advertising Department. After a hiatus as Education Officer in the Army with the Signal Corps, he became affiliated with Adrian Bauer, and is at present a partner in the Adrian Bauer Advertising Agency, Inc.
In the early threadbare thirties, I operated a teller's window in a suburban bank. The local retailers were all displaying depression symptoms: low turnover and high blood pressure.

One of the merchants who chose not to suffer in silence gave me a daily account of what the depression was doing to him. He was a haberdasher, and he was certain that the town was going to the nudists.

"I haven't sold a suit of clothes in two weeks," he told me one afternoon. "I've had to cut advertising entirely. I let the window dresser out last week. I'm going to have to turn half my accounts over to a collection agency. If this keeps up, I'm done."

It kept up, and the haberdasher turned out to be a good prophet, he went broke. Things didn't look too bright for the youngster who bought him out either. The older merchants around town gave him a year at most.

**Fights For Business**

They cut their prediction to six months when the new haberdasher spent $1,500.00 on telegrams advertising his fall line of hats. The morning of September twenty-second each one of us received one of the telegrams commencing, "Your straw hat died last night!" The druggist told me later that the scheme had not paid out. So the next time the new merchant showed up with a deposit, I asked him about it.

"I sold four hundred hats," he said, "which didn't pay for the promotion, but I had some nifty sock-tie-handkerchief deals on special display at the same time. The price was right, and the sales on the combination more than made up for the loss on the hats. Also the hats are still moving."

All during the depression years my haberdasher friend was busy as a beaver. He made good deals; he out-promoted, out-merchandised, out-advertised every other retailer in town. By 1935 he had taken over the store next door. By 1937 he was in a building of his own.

I thought about the haberdasher when I heard about a budget meeting of a large manufacturer of consumer goods during the fall of 1938. We were having the "Roosevelt recession."

**Budgeting For Sales**

It had been a management policy to set the advertising-sales promotion budget at a figure computed as a percentage of the previous year's sales. The management board was considering a change in this policy. They had determined their optimum production for the coming year and decided to key their sales and advertising budget to that figure rather than the previous year's sales.

The industry average advertising ratio was around 30%. By the end of the next fiscal year this particular company had spent for advertising an amount that would have been 59% of the previous year's sales, but turned out to be only 32% of current year's sales. Of course, in addition to advertising, they had merchandised, promoted, and put on a commensurate sales push. Result: They had completely grabbed the market from their competitors all of whom had been automatically retrenching by cutting their advertising-sales promotion budgets based on the 1938 slump.

Our economy has had its erratic moments. We seem to proceed by a system of peaks and valleys: a sort of three steps forward, two steps backward motion.

**Winners And Sinkers**

Students of our economy have found that a comparison of the names of major consumer products and their manufacturers from peak to peak permits some interesting observations. At each peak there appear some enterprising newcomers who were little known in the previous period of prosperity. But more to the point, there are always some casualties among the illustrious names of the past. Apparently our economic valleys serve the function of either shaking up or shaking out those establishments which have lost the spirit of enterprise, who seek to ride on the momentum of past pioneering.

The system of tying advertising-sales promotion budgets to shipments undoubtedly works to accentuate the rate of consumption during periods of business expansion. Conversely it can only have the effect of deepening the dip during periods of shrinking demand. At such times, this policy reminds me somewhat morbidly of people running to the listing side of a sinking ship. (Not that anyone would!)

Perhaps a more accurate analogy is contained in the conventional inventory accounting methods. During a price rise the inventory "profits" look like a great thing to the bandwagon boys, but on the down turn they lose their shirts. It may be that American business needs to adapt a LIFO method to its sales and advertising policy as well as to its inventory accounting.

**Business Cycle Extremes**

As the average level of prosperity rises, the extremes of the business cycle appear to increase in severity.
IN THE EARLY threadbare thirties, I operated a teller's window in a suburban bank. The local retailers were all displaying depression symptoms — low turnover and high blood pressure.

One of the merchants who chose not to suffer in silence gave me a daily account of what the depression was doing to him. He was a haberdasher, and he was certain that the town was going to the nudists.

"I haven't sold a suit of clothes in two weeks," he told me one afternoon. "I've had to cut advertising entirely. I let the window dresser out last week. I'm going to have to turn half my accounts over to a collection agency.

It kept up, and the haberdasher turned out to be a good prophet he went broke. Things didn't look too bright for the youngster who bought him out either. The older merchants around town gave him a year at most.

Fights For Business

They cut their prediction to six months when the new haberdasher spent $1,500.00 on telegrams advertising his fall line of hats. The morning of September twenty-second each one of us received one of the telegrams commencing, "Your straw hat died last night!" The druggist told me later that the scheme had not paid out. So the next time the new merchant showed up with a deposit, I asked him about it.

"I sold four hundred hats," he said, "which didn't pay for the promotion, but I had some nifty sock-tie-handkerchief deals on special display at the same time. The price was right, and the sales on the combination more than made up for the loss on the hats. Also — the hats are still moving."

All during the depression years my haberdasher friend was busy as a beaver. He made good deals; he out-promoted, out-merchandised, out-advertised every other retailer in town. By 1935 he had taken over the store next door. By 1937 he was in a building of his own.

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Business Cycle Extremes

As the average level of prosperity rises, the extremes of the business cycle appear to increase in severity
The violence of our ups and downs, however, is not an inescapable accompaniment to progressively higher standards of living. It is the psychological reaction of both consumers and producers to the cycle of progress which intensifies the swings. And this reaction can be changed.

There have been three unique aspects to our economic progress which might be described roughly as the expansion of our wants, an ever-rising ratio of production units to labor hours, and the increase in real family income and leisure time. The vital element in all three aspects has been creativity, ingenuity, inventiveness, enterprise, call it what we will. We have observed that these three aspects are interrelated and that each in turn has had something to do with prosperity. Our trouble lies in our misunderstanding of their proper sequence within the relationship.

**Increase The Money Supply?**
Labor has sometimes held that increasing the money supply would increase purchasing power, forgetting that money merely represents the production and supply of wantable goods, and that a real increase in wages can only be accomplished after a correlative increase in production.

On the other hand, management has sometimes overlooked the fact that labor is also the consumer, and that increased productivity can only be absorbed when labor has the means to step up its consumption.

**Must Stimulate Wants**
The interaction between production and consumption gets caught on dead center without stimulation of wants. Here is the advertiser's great function and responsibility one which I hold he shirks when he proportions his research and advertising appropriation in direct relation to sales. It is my personal opinion that stabilization of these fluctuations in our economic progress can only come when business makes the sales-advertising ratio an inverse one. The time to pull on the oars is when momentum is slowing down. The only time we can rest on the oars safely (if ever) is at the point of fastest forward motion.

The American worker can earn the bare necessities of life with about 15 productive hours a week. The rest of his hours are for things that his grandparents didn't have because they didn't know they wanted them. When consumers don't buy it is probably for one or a combination of three reasons:
1. They don't have the means to buy.
2. They don't want what is produced.
3. They don't know what they want.

**1 — Increased Production**
The solution of obstacle number one lies in the increased productivity of the right wantable products and in a proper income return representing the increased productivity to both the tool owners and the tool operators. We are well on our way to licking this problem. The creative spirit of American invention is still functioning to increase our productivity.

**2 — Need For Research**
Obstacle number two may represent a product-research need, a sales-advertising-promotion need, or simply a pricing problem. Research can determine whether or not the product is right. Research can determine whether turnover is sluggish due to price resistance or unstimulated wants. If it's price, we can work back to an increase in productivity on the one hand and forward with consumer advertising and selling on the other. If it's merely unstimulated wants the advertising and sales managers have the answer.

**3 — Create New Wants**
The naming of the third obstacle was not included for laughs. The real secret of our progress lies in our continuous discovery of new wants coupled with increasing ability to satisfy them. People never know all the things they could want. In all probability there is no limit to our potential wants. With creative research, American industry has developed products which the consumer was not conscious of lacking until creative selling and advertising called them to his attention and stimulated his desire. On the production side, creative invention has raised the ratio of production units to labor hours thereby increasing the ability of both labor and tool owner to consume.

Someone has observed that many families, who have recently moved into higher income brackets, are still consuming according to their prior mode of living. This ought to suggest something to some advertisers.

We have a sensitive, high-pressure economy. It is based to a large extent on consumer goods in the "postponable" purchase category. As we progress to higher and higher standards of living, more and more of our economy will be based on the production, sale, and use of postponable goods and services, luxury items, which make for a fuller living. Herein lies both our strength and our weakness. As long as most of us follow a policy of waiting out the downturns with reduced appropriations for research, selling and advertising, we are throwing our weight on the side of recession or depression and the downturn is accentuated that much more.

**Consumer Can Buy Now**
In these times we certainly don't need to worry about the consumer's ability to buy. The American consumer has never been so well off or so liquid. Savings right now are accumulating at a yearly rate of $21 billion which is double the rate of last year and five times the 1940 rate. Let's throw our weight on the side of an upturn. Let's tap our infinite creative resources for new ideas, new products, new ways of using and marketing old products. Then let's tell 'em and let's sell 'em.
Atlanta Housewives Polled on Transit Riding and Transitad Readership

Readership of Transitads by Atlanta housewives reveals an average readership of 40% for five cards tested in July. The high was 56% for a jewelers card and the low was 27% for a dog food.

At the same time, transit riding habits of Atlanta housewives were found to be very similar to studies made in two past years. In 1946, 87% of the housewives were riders, in 1947 it was 83% and in this July 1948 survey it was 86%.

How Survey Was Done
A representative panel of 354 Atlanta housewives were chosen by geographical representation and random sampling within the greater Atlanta area.

A kit of ten Transitads was shown to transit-riding housewives. These ten cards included five that had been on display in Atlanta transit vehicles at the time of the interviews, or had been for varying periods of time. The other five were cards that had never been on display in Atlanta buses.

The respondents were asked “Do you recall seeing these cards recently in the buses?” The answers were checked for each card as “yes” “no” or “uncertain.” The order of the cards in the kit was rotated for successive showings.

Readership Results
The average recognition for the five cards in the buses was 40%. The average “guessing” for the cards not in the buses was 8%.

The Transitads tested included locally produced silk screen cards and lithographed four color process cards. One was a card produced by a manufacturer for local dealers use with dealers imprint.

Buying Habits
Housewives were also asked “Do you buy whole dressed chicken—(not canned or frozen) by brand name?” 15% of the housewives answered “yes.”

When asked to name the brand they buy 49% mentioned “Jewell.” Jewell brand has been consistently advertised in Atlanta buses since November, 1948.

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Swift Premium Chicken was mentioned by 42%. This brand started Transitad-vertising in June, 1949. The Swift card scored 37% readership.

Details of readership, time of display are shown with illustrations of each card.

The survey again points out that most housewives (86%) ride transit and that readership of Transitads in Atlanta scores high. Averages in eight Transitad markets show that 86% of housewives average 27 rides a month. That is not only exceptional local coverage, but also trip-hammer impact that is bound to be reflected in sales if the copy “asks for the order.”

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This Month's Cover

In the still of the night, when all is quiet, our hero softly tip toes into the kitchen to make a raid on the refrigerator. It is stuffed with so many good things to eat, our nocturnal prowler seems to be undecided as to just what to select for his midnight snack.

The illustration appeared on one of the continuing series of Transitads used by The Bell Telephone Company of Pennsylvania. These Transitads have attracted unusual attention because of the cartoon technique which has characterized the series.

We are grateful to the advertiser and its agency, Gray and Rogers, for their courtesy allowing us to use the illustration for this month's cover.

Fun On The Bus

These are happenings, reported by riders, and appearing in "Two Bells" published by Georgia Power Co., Atlanta. Why don't you send in that funny happening on the bus that you saw? Contributions are solicited.

Don't Shoot! Small boy boards trolley at the end of the line with his mother and much to her horror tries to hold the operator up with his realistic water pistol.

Always Take a Bus Man wearing golf togs and carrying golf bag leaves his car with a flat tire parked at the curb and hurry's to catch an East Lake-bound trolley.

Bus Driving Hazards Girl absent-mindedly spilling the contents of her very full purse on the back of a courteous trolley operator who has leaned over to pick up the token that she dropped.

Human Percolator Small four-year-old suddenly begins to hiccup on the Buckhead trackless trolley. He looks up at his mother with a worried expression and says, "Mother, I'm percolating and I can't stop."

Helpful Boy Friend Young lady winding bright red yarn for knitting into a neat ball on the Noble trackless trolley. The yarn loop is patiently being held on the extended arms of her slightly embarrassed boy friend.

Waste No Time Young lady on Sylvan Hills trackless trolley taking a pair of scissors from her purse and snipping off the buttons on the suit that she is wearing. Removing another package of buttons from her pocket, she proceeds to sew on the new buttons, using a needle and thread she takes from the lapel of her suit.

Torturing the Passengers Young technical student boards trolley with a portable radio and tool kit. He takes some tools from the kit and removes back of the radio and begins work repairing amid screeches and howls from the radio.

Hold Your Temper, Operator As mother fumbles in her purse for tokens, child reaches for the operator's coin changer and spills its contents on the floor. He picks up two tokens off the floor and deposits them in the fare box as his mother helps the operator collect the change that has rolled all over the floor of the trolley.

Honor To St. Patrick Irishman thanking operator for having green transfers on St. Patrick's Day.

Shopping Is Tiresome Very tired lady shopper loaded down with bundles of nearly every size and shape walks several steps toward the center exit of a Hapeville-bound trackless trolley before she realizes that she is in her stocking feet. She returns to her seat, retrieves her shoes and leaves the vehicle carrying them on top of her packages.

Fair Exchange? A small Negro boy smiling broadly offering a trolley operator a bunch of bananas for a ride on his new vehicle.

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400 N. Michigan Ave. Chicago 11
C. H. Sundberg, Executive Editor
Examples from series of Transit ads used by Armour & Company

Agency: Foote, Cone & Belding

GENTLE WITH FABRICS
QUICK WITH DISHES
KIND TO YOUR HANDS

Look how glassware glistens
with soft soap polishing

Delicious! Pantry-Shelf Meals
from the famous Armour kitchens

Quick! Pantry-Shelf Meals
from the famous Armour kitchens

Take a big juicy bite!
Made by ARMOUR in Philadelphia

Good! Pantry-Shelf Meals
from the famous Armour kitchens

PANTRY-SHELF MEALS cost so little!

NATIONAL TRANSITADS
TRANSIT ADVERTISING IN SELECTED MARKETS