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An analysis of the literature on motivation in shorthand

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN ANALYSIS OF THE LITERATURE ON MOTIVATION IN SHorthand

Submitted by

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(B. S., Regis College, 1938)

In partial fulfillment of the requirements for the degree of
Master of Education
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First Reader:  Lester I. Sluder, Associate Professor of Business Education

Second Reader:  Mary E. Connelly, Assistant Professor of Secretarial Studies
The writer wishes to extend sincere appreciation to Lester I. Sluder, Associate Professor of Business Education, for his encouragement and gracious assistance in the preparation of this study.
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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to survey the literature on motivation in shorthand and to summarize those articles which were found to be most helpful to the classroom teacher of shorthand.

Justification of the Problem

One of the most important phases of teaching shorthand is selecting motivation devices that will relieve the monotony of daily drill and dictation. Classwork that is carried out in the same manner each day is bound to result in loss of interest and lack of attention. In regard to drill work Twomey says:1

It is by doing the same thing over and over at more or less regular intervals that we learn how to do. Repetition, however, will produce effect only when it is accompanied by interest and conscious attention. . . . The more manifold and varied the repetition, the greater will be the interest and attention, the better the attitude of mind, and consequently the larger the results. Our best work is done under the stress of interest.

According to Cleary,2 "Boredom and monotony are disastrous in a skill subject. For this reason, I use every device at my command to build up enthusiasm for learning shorthand and typewriting."

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1Twomey, Mary M., "Motivation of Shorthand," Master's thesis, Boston University, 1925, p. 5

The shorthand teacher should make every effort to create a pleasant classroom atmosphere by using devices that will make drill work varied and stimulating so that pupils will respond and learn.

This study should prove most helpful to the classroom teacher of shorthand as a great deal has been written about shorthand motivation, but little has been done by way of summarizing this material.

The articles summarized in this thesis should help to increase shorthand skill as well as enrich the shorthand program.

Delimitation of the Problem

1. The articles summarized in this thesis were limited to those written between 1945 and 1953.

2. The motivation devices summarized were limited to first-year shorthand.

3. The articles analyzed were limited to business education magazines.

4. The devices summarized pertained to Gregg Shorthand, although many of them could be adapted for use with other shorthand systems.

5. Articles written prior to 1949 were concerned with the Anniversary Edition of Gregg Shorthand, and those written since 1949 with the Simplified Edition.

6. The literature summarized was selected on the following bases:
   (a) articles for the improvement of speed and accuracy in shorthand; (b) articles for the improvement of spelling, business terminology, and punctuation as they apply to shorthand skill; and (c) articles for their
importance in enriching the shorthand program.

7. The motivation devices which were not summarized were similar in
nature to those already included in the analysis or were not considered of
great importance for classroom use.

Organization into Chapters

In Chapter I were outlined the statement and purpose of the problem.
The second Chapter reviewed related studies on shorthand motivation. The
procedures followed in making this survey were discussed in Chapter III.
The summaries of literature reviewed were presented in Chapter IV. In the
final Chapter recommendations and conclusions were outlined.
CHAPTER II

REVIEW OF RELATED RESEARCH

This chapter contains a summary of five theses related to shorthand motivation. Opinions of authorities in the secretarial field were also included.

Many authorities contend that as shorthand is to a great extent self-motivated, the teacher need only present rules and dictate letters. Twomey, in her thesis, "The Motivation of Shorthand," is not in complete agreement with this statement. She asserts that many students take shorthand because they have tried other subjects and failed or to obtain diploma credit for graduation. With this in mind, Twomey holds that the teacher must first awaken interest in shorthand, and then maintain this interest once it has been aroused.

To secure interest, according to Twomey, the teacher must have a thorough knowledge of the system she is using and know all the strategy involved in handling a drill subject. She must encourage competition, especially competition with self, and have fixed standards which are reasonable and easily attainable. In addition, she advocates relating success stories of men such as Charles Swem who have attained fame through shorthand.

To discover methods of maintaining interest, the author visited several shorthand teachers and sent questionnaires to others. The results of her survey showed that all successful teachers appealed to many instincts

1Twomey, Mary, "The Motivation of Shorthand," Master's thesis, Boston University, 1925, p. 3

2Ibid. p. 4
and varied drill from day to day.

Truomey\(^3\) tells us that in one class, vocabulary notebooks were kept so that pupils would become familiar with the technical terms of the most important industries and professions in the community. The notebooks, arranged in alphabetical order, contained words which are common but difficult to spell or execute; words which are common but of strange or unusual formation; and words which are uncommon. The notebooks were collected and graded occasionally. To encourage learning, tests were given from the words in the vocabulary book.

The blackboard is one of the best visual aids available to the shorthand teacher. In one class observed by the author,\(^4\) it was used most effectively. Three stanzas of the poem "Hills" by Arthur Guiterman had been placed on the board for the students to read as the teacher took attendance. When the class began, one student was asked to read the poem. This was followed by dictation of the three stanzas at a moderate speed. To create further interest, the last five minutes of the period were given over to a talk on the works of Guiterman and the newer poets whose works would prove instructive and entertaining to the class.

In still another class, quotations such as the following by Hubert Hagar\(^1\) were placed on the board for the class to copy and study:

"Words are the smallest unit of thought, for words and ideas are inspired."

\(^3\)Ibid. p. 19
\(^4\)Ibid. p. 21
\(^1\)Hagar, Hubert, "Highlights of Business," Gregg Writer, March, 1925, p. 105
"Words are the currency of the stenographer."

"The stenographer who has at his command a large and varied store of words; who knows their meaning and can use them fluently, has in his hand the surest means to success."

"Suppose a new word occurs in your dictation. Two courses are open to you. One is to let it slip through your ribbon and forget it. The alternative course is to seize upon it with active interest and look it up in the dictionary to stamp its meaning indelibly upon your mind and to familiarize yourself with its proper use."

Margaret G. Connelly\(^1\) in her thesis, "Motivation of Shorthand and Typewriting," stresses the remunerative value of shorthand as a means of strengthening motives and increasing the desire for skill. The student will work much harder when he realizes that the more skill he possesses, the higher the salary he can expect.

As a means of improving techniques, Connelly\(^2\) suggests that boys describe the best methods used in baseball and football, and that girls point out the importance of good form in tennis and basketball. This interest in athletics can be related to good form in shorthand.

Connelly recognizes commendation as an effective motivation device. She states,\(^3\) "Nothing encourages the student more than to do something that wins commendation from his teachers and classmates." Exhibits of neatly done homework, perfect transcripts, and tests displayed on the bulletin board, stimulate the student to do better work.

The teacher who works with the student is utilizing a powerful motivation device. It is inspiring to the student to see the teacher take

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\(^1\)Connelly, Margaret G., "Motivation of Shorthand and Typewriting," Master's thesis, Boston University, 1926, p. 35

\(^2\)Ibid. p. 36

\(^3\)Ibid. p. 40
dictation and transcribe at high rates of speed. In regard to working with the student Connelly says:

The teacher should avoid doing all the talking herself and let the pupils dictate frequently while she and the class write. This method is very encouraging to a class and has a twofold value because the class actually feels that the teacher is able to do the thing she is teaching them and because, at the same time, it enables her to maintain her speed in shorthand writing.

Healy in her thesis, "A Survey of the Literature on Teaching Shorthand," mentions reading as a major activity in shorthand instruction. She states that the best reading results can be obtained by setting up standards of performance at various levels of shorthand learning.

As dictation is a daily activity in the shorthand class, a great deal of motivation is necessary to relieve monotony. Healy offers the following devices as a digression from regular dictation methods:

1. Dictate a sentence or a part of a sentence. The students do not begin to write until the entire sentence has been dictated. At first only short sentences should be given, but as the power to hold words in mind increases, the length of the exercises may be increased.

2. Dictate a short sentence which the students attempt to write in fifteen seconds. Second and third trials will add to the value of the drill.

Healy further advocates the use of newspapers and periodicals for dictation purposes as a wide variety of subjects and information can be gained from their use. She suggests devoting a few minutes of the class period to a discussion of the article which will give the student a rest

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1 Loc. cit.
2 Ibid. p. 43
3 Ibid. p. 73
from physical work and provide additional interest and instruction.

Jean Crowley\(^1\) in her thesis, "A Study of the Problems and Their Solution in Teaching Shorthand Transcription in Massachusetts," offers the following motivation devices for increasing speed in shorthand:

1. Frequent preview of difficult material.
2. Practice on easy or familiar material.
3. Pushing students to a higher rate of speed than that of which they are capable and then back to average speed which will then seem easy.

According to Crowley,\(^2\) the teaching of brief forms can be made interesting by dictating brief-form sentences, conducting brief-form matches, duplicating lists of brief forms for students to fill in the proper outlines, and by daily drill.

Other motivation devices suggested by Crowley were: work experience in the school, job standards, bulletin-board displays, awards, and teacher demonstration.

In her thesis, "Problems of Teaching Shorthand in the High School," Marion Ferrari\(^1\) states that the first meeting of the class should be held in a business-like manner in order to establish in the mind of the student a satisfactory feeling for the subject and the teacher.

Ferrari\(^2\) believes that an enthusiastic teacher plays an important part in the teaching of shorthand. She states that, "If the teacher is

\(^1\)Crowley, Jean, "A Study of the Problems and Their Solution in Teaching Shorthand Transcription in Massachusetts," Master's thesis, Boston University, 1949, p. 25

\(^2\)Tbid. p. 26

\(^1\)Ferrari, Marion, "Problems of Teaching Shorthand in the High School," Master's thesis, Boston University, 1932, p. 25

\(^2\)Loc. cit.
lively, enthusiastic, and interested in her work, these characteristics will be reflected in the student."

Ferrari\(^3\) contends that there is a great deal to be gained by having an advanced pupil or an expert in the field of shorthand demonstrate and talk to the beginning group. If this is done occasionally, it will inspire those who become easily discouraged.

Often the ability to take shorthand at high rates of speed is impeded by an inadequate English vocabulary. Ferrari\(^\dagger\) offers the following suggestion for improving the English vocabulary:

> The teacher should assign a certain amount of current reading. In addition, the letters and articles dictated in class should be chosen from various sources such as, current newspapers, magazines, and actual business letters, which should have literary value as well as business value.

In addition to an adequate vocabulary, the student must be able to read shorthand plates rapidly if he is to write at high rates of speed. To increase reading skill, Ferrari\(^5\) believes that all reading from shorthand plates should be timed. She further points out that the name and reading rate of the best student should be placed on the bulletin board.

Louis Leslie\(^1\) in his text, "Methods of Teaching Gregg Shorthand," considers the enthusiastic, skillful and expert teacher one of the best motivation devices available. Other interesting devices mentioned by

\[^3\text{Ibid. p. 36}\]
\[^\dagger\text{Ibid. p. 10}\]
\[^5\text{Loc. cit.}\]
Leslie\textsuperscript{2} were:

1. The use of pins and certificates.
2. Visits to business offices to watch stenographers taking dictation and transcribing it.
3. Relating stories of former pupils who have been successful in business offices.
4. Relating stories of secretaries in interesting positions.

In the monograph, "Improved Methods of Teaching the Business Subjects," Ann Brewington\textsuperscript{1} stresses the importance of individual dictation which gives the teacher an opportunity to analyze the student's difficulties and to do remedial work where necessary. By observing the results of individual dictation, the teacher can see wherein she has succeeded or failed in her teaching. Brewington states: \textsuperscript{2}

Individual dictation is a practical measuring stick of teaching. The outcomes are worth any amount of inconvenience to the class and to the teacher in having the individual dictation situation approximate in as many respects as possible the actual office situation.

The literature reviewed in this chapter indicates that the successful stenographer not only has skill in shorthand but also possesses a good English background and a large business vocabulary. Many of the motivation devices suggested were for the improvement of English and business terminology.

\textsuperscript{1}Brewington, Ann, "Classroom Techniques in Teaching the Business Subjects," Monograph 63, South-Western Publishing Company, Cincinnati, 1945, p. 21

\textsuperscript{2}Ibid. p. 261

\textsuperscript{2}Loc. cit.
CHAPTER III

PROCEDURES

1. A study was made of the literature concerned with shorthand motivation.

2. References to magazine articles on shorthand motivation were found in the Business Education Index.

3. Magazine articles were selected for analysis on the following bases: (a) articles presenting audio-visual aids which seemed to contribute most to stenographic skill, (b) articles which gave a specific motivating device for first-year shorthand, (c) articles which contained devices which can be used effectively by teachers in the classroom.

4. A description of each motivation device selected was included in the study with an illustration of the device wherever possible.

5. For each article analyzed, a biographical reference was made in alphabetical order according to authors.

6. A summary and recommendations were written based upon the findings.
SUMMARIES OF 53 MAGAZINE ARTICLES ON SHORTHAND MOTIVATION

Altman, Samuel, "One More Step to Building Skill," The Business Education World, December, 1951, p. 165

Altman offers the following device as a digression from the one-minute plan of dictation. Shorthand teachers are familiar with the following three steps of the one-minute plan:

1. Dictation of familiar material at a comfortable rate.

2. Dictation at increased speeds on successive dictations so that the pupil is pushing for speed and getting less of the dictation with illegible outlines.

3. Dictation at a speed slightly higher than in step one.

The author suggests the addition of a fourth step whereby the material is dictated in a different context (the same words but in a different order.) The new arrangement of the same words and phrases is dictated at a speed commensurate with step three. When the students are able to get this final dictation, they feel that the learning has been successful.

Comments:

Rearrangement of the context material necessitates previous planning on the part of the teacher. In the early weeks of dictation, changes should involve only simple words; but as skill increases, changes should become more complex.

In the following paragraphs, Baldwin describes three devices for developing speed in shorthand.

**Brief Forms**

The student should be trained to write brief forms automatically. He should write them as fast as the dictator reads them. When individual brief forms can be written rapidly, they should be dictated rapidly in phrases, then in simple sentences so that the student will be able to write them automatically in an actual use situation.

**Phrases**

Phrases, too, should be drilled upon until they can be written automatically. When the day's lesson is on phrases, drill work may consist of removing all phrases from the connected material and practicing them at a high rate of speed before the connected matter is dictated.

**Difficult Words**

To increase skill in the reading and writing of difficult words, long, hard words with various beginnings and endings are dictated rapidly. The student is instructed to get at least a part of each word. The list should be redicted as the student attempts to get a little more of each word. The words are dictated a third time at a still higher rate, the student still striving to get something down for each word. The next step is the sentence level. Four sentences containing difficult words are dictated at high speed. The instructor should call, "stop" at the end of each sentence and go on immediately to the next sentence. Even if the student has not completed the sentence on which he is working,
he must proceed to the next when he hears the word, "stop." After sentences have been repeated two or three times, proceed to short letters with the same instruction. From short letters, proceed to longer ones. In this way, students will learn that it is not necessary to get down the entire word to read it, as the context will supply the meaning. Students soon learn how to abbreviate long words without memorizing lists.
The following dictation is suggested for use on January 17, the birthday of Benjamin Franklin. This article came from the Nantucket, Massachusetts, Inquirer and Mirror.

Benjamin Franklin

He was a jack of all trades and master of all!

He was a scientist, flying a kite into the thunderclouds to prove that lightning and electricity are the same thing.

He was an inventor of the lightning rod, bifocal glasses, the Franklin stove.

He was a statesman, helping to write the Declaration of Independence and winning, through diplomacy, the co-operation and esteem of France in the struggle for freedom.

As the first Postmaster General of the colonies, he founded our postal system.

He was an educator, establishing the University of Pennsylvania, and the first public library.

He was chief of the first fire department.

A philosopher with a searching mind who loved the truth above everything else, and he believed in the guiding power of Divine Providence.

He was a writer of homely epigrams. Everyone knows his Poor Richard's Almanac.

He was a publisher, founding the famous "Saturday Evening Post."

His reputation is more universal than that of Voltaire, Newton, or Frederick the Great, and his personality far more beloved.

One hundred and thirty-five places in the United States bear his name, only 90 bear the name of Washington, only 70 the name of Hamilton.
Marsden Sherman contributed the following device to the "Lamp of Experience," to aid the student in learning the shorthand alphabet.

1. Draw lines on pieces of cardboard one inch apart to form 25 squares.

2. In each square, write one of the letters of the shorthand alphabet and some of the most common blends. The outlines should appear in a different order on each card.

3. Cut one of the cards containing the 25 outlines into pieces and place them in a box.

4. Give each student 15 or 20 beans.

5. Before beginning the game, review the outlines via the blackboard.

6. Each student is given a card.

7. As outlines are taken from the box and called out, the student is instructed to find the outline on his card and to place a bean on it.

8. The first student to complete a line horizontally, vertically, or diagonally, call "Bingo" and reads back the outlines which are checked against the small squares drawn from the box.
Bauernfeind utilizes local dictation material as a pleasant deviation from standard textbook dictation material. Local dictation material can be composed of interoffice communications, telegrams, cablegrams, and various business papers from firms in the community.

There are numerous ways of obtaining local dictation material. It can be obtained through teacher contacts with employers in the community. If there is a work-study program in the school, those participating can usually obtain sample letters from their employees. Students attending night school can bring in letters from the offices where they work during the day. An appeal to businessmen's clubs, such as, Rotary, Lions, and Kiwanis will result in a quantity of carbon copies. An appeal to successful graduates via a postal card will bring many letters. Businessmen on the local school board will supply material.

To provide greater motivation and to simplify the vocabulary and preview problem, letters can be classified by types of message, such as, inquiry letters, letters of complaint, collection letters, letters of remittance, letters of recommendation, application letters, purchasing and order letters, and sales letters.

This material can be dictated at controlled rates by marking it off in units of twenty words. Material thus marked off can be used as early in the beginning class as the need for it arises.

Comments:

The use of local dictation material will bring many benefits and satisfactions to both teacher and student. It will not only stimulate interest, but it will encourage the student to strive for better results.

Berger recommends the following reading plan for improving the vocabulary and general background of the stenographic student.

1. Each student is asked to bring a newspaper editorial to class with two unfamiliar words underscored. The editorials are collected each day and some of the underscored words discussed and placed on the board. In this way, each student will be reading a little well-written prose each day.

2. To inspire students to read and to establish valuable reading habits, a magazine lending library can be started. The students are asked to bring in old copies of magazines and to share them with each other. The magazines are left on an open shelf with the understanding that anyone can take them home, read them, and return them. By this plan, the students will become familiar with and enjoy a wide variety of magazines.

3. A section of the bulletin board can be devoted to reading. Here can be posted reading lists, book reviews, and clippings of articles of interest. As it is not always convenient to read an article in the few minutes between classes, the student should be allowed to take any article from the bulletin board, read it, and replace it.

4. A book-reading campaign can be started by compiling a list containing the names of each student and a book he or she has enjoyed. This list should be posted on the bulletin board. In this way, students will become interested in exchanging information about books.
5. The public library in the community can be of valuable assistance in this reading plan. Librarians are usually willing to compile a list of books under the headings of fiction, self-improvement, books of varying moods, and improvement of personal appearance.

Comments:

Very little class time is devoted to this valuable motivation activity. Even though it is suggested for the advanced shorthand class, it could well be adapted for use in the second semester of beginning shorthand.
Boggess, Louise, "Putting Some Life in a Beginning Shorthand Class," 

Louise Boggess believes that competitive games are an excellent means of stimulating interest in shorthand. She has found the following games to be popular with her students:

A Timing Game. Each row reads a passage in shorthand while the teacher times by the stop watch.

A Football Game. A football field can be drawn on the blackboard. As the student reads a sentence correctly, the team is advanced according to football rulings. If he fails, yardage is lost for his team. This same idea can be carried out in baseball and basketball.

A Speed-Rate Game. Often students are unable to get dictation when they are told the speed at which it is to be given. The author has found that students enjoy guessing the rate of dictation after it has been given.
In this article, the authors discuss the various uses of the shorthand preview.

**Homework Previews.** Before assigning a reading and writing practice, the teacher should emphasize newly learned principles by calling attention to words illustrating them, or emphasize words that review old principles. The teacher may dictate three or four questions to which answers will be found by reading the article or letter.

**Accuracy Previews.** All difficult words or phrases should be placed on the board before dictation is given so that students can practice them beforehand. Students should be given many opportunities to see and write outlines correctly.

**Review Previews.** Principles can be reviewed by means of a preview. After deciding upon the principle to be reviewed, select dictation material containing a number of words written according to the principle. These words and other difficult words are previewed. After the student has practiced these words, the material is dictated several times at increasing speeds.

**Speed Previews.** The preview plays an important part in the minute-plan and pyramid-plan procedures for developing speed. Previewing for minute-plan dictation has been discussed elsewhere in this study.

The pyramid plan attempts to increase speed 20 words a minute on a five-minute take. By this method, the take is divided into half-minute sections which are dictated 20 words a minute faster than the student's present average writing rate. Four of these fast dictations are combined
to make a two-minute take at 10 words a minute higher than the half-minute sections. After the entire take has been practiced in this manner, it is red dictated at the new rate for five minutes.

To attain this increase in speed, extensive previewing is necessary. About 10 per cent of the words in the take are placed on the board for the student to copy before coming to class. Just before the dictation, the students are given a short brief-form preview, then the outlines they have practiced are placed on the board and read rapidly. The preview is left on the board so that the student may refer to it during the dictation.

**Spelling Previews.** Before transcribing dictation, spelling previews should be given. Words involving (tion, sion, cion) and (ei, ie) should be previewed. Sometimes it helps to write the troublesome part of a word in capital letters on the board as: dEsPite, sePaRate, reCoMMend. It should be stressed that words like overlook are always written as one word.

**Punctuation Previews.** Any introductory clauses, phrases, and parenthetical expressions in the dictation should be previewed. Students should be reminded that there is a comma between hundreds and thousands in a number.
Deutchman provides a chart for awarding individual achievement for both speed and accuracy. The chart consists of mountain climbers striving to climb the tops of two mountains. The large mountain is entitled "Accuracy Mountain" and the small one "Speed Demon Hill."

"Accuracy Mountain" contains five figures labeled with the names and scores of students who received the highest marks on weekly tests. The figures on the smaller mountain are labeled with the names and scores of students with the next five highest marks.

By using this chart, ten people in the class will be honored. Some students will strive to be first in the class, while others will strive to get on either the large mountain or the small one.
Deutchman, Bernard B., "Methods of Teaching Slow and Rapid Learners," The Balance Sheet, November, 1951, p. 100-103

Deutchman believes that one of the most difficult problems confronting the teacher of shorthand is the handling of individual differences. He suggests devices to motivate the rapid, slow, and average learner.

**Rapid Learner**

1. The rapid learner should be given an opportunity to win certificates awarded by the publishing companies.

2. Finding errors in a transcript by using "transcript teasers" will arouse interest as well as provide drill in punctuation, grammar, spelling and proofreading.

3. The rapid learner should be encouraged to bring in newspaper clippings about secretarial jobs.

4. He should be encouraged to copy and bring in car cards or advertisements in shorthand.

5. He can report on articles about people who have achieved success in business. These articles can then be placed on the bulletin board.

6. Students with artistic or cartoon talent can be encouraged to draw pictures by using shorthand outlines.

7. An assignment might be given on composing or writing a poem or essay in shorthand. These can be read in class and then placed on the bulletin board.

8. Rapid learners can be encouraged to cultivate shorthand pen pals.

**Slow Learner**

1. Standards and goals should be reduced for the slow learner. If this cannot be done, more time should be given to the slow learner to achieve these goals.

2. The slow learner needs and likes drill work. Once he has learned a drill, he feels he has accomplished something.
3. Drill work should be varied by routines with which the learner is familiar.

4. The slow learner finds drawing shorthand characters in the air and short periods of choral reading helpful.

5. The slow learner requires a great number of visual aids. He likes boats or cars or individual horses to denote progress.

6. The personality of the teacher is of utmost importance in teaching the slow learner. She should be sympathetic, human, kindly, understanding, and friendly.

**Average Learner**

1. The average learner should receive a great deal of praise.

2. The average learner may be asked to write poems or compositions in shorthand.
According to Sister Mary Donald, "Every classroom period should be different—full of surprises."

She suggests writing something on the blackboard each day to catch the attention of the pupil as he enters the room. It can be in the form of a poem, jokes, puzzle, quotations, short review sentences, class announcements, and the like. A part of the blackboard can be reserved for the home assignment. In this section can be written special material required for each day.

It is further suggested that shorthand be used for social as well as scholastic and financial purposes. Students should be encouraged to use shorthand in taking lecture notes in other subjects, reporting for the school paper, radio speeches, debates, games, and other school activities. As the student gradually develops the desire for writing shorthand whenever it is convenient, he will understand why shorthand is prefixed with "short."
In this crossword puzzle contributed by Douglas, the blank spaces should be filled in with the shorthand spelling of the words defined. One shorthand character should be written in each space.
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<td>not present</td>
<td>55. thrifty management in handling money</td>
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<td>16</td>
<td>passage through or over</td>
<td>58. charts</td>
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<tr>
<td>17</td>
<td>juice of a planet</td>
<td>60. monotonity</td>
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<td>18</td>
<td>refined</td>
<td>61. kind of fish</td>
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<td>19</td>
<td>inventory</td>
<td>62. dilatory</td>
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<td>20</td>
<td>origin</td>
<td>64. hotel</td>
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<td>21</td>
<td>office</td>
<td>67. examine closely</td>
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<td>22</td>
<td>without definite aim</td>
<td>68. favorable</td>
</tr>
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<td>23</td>
<td>good fortune</td>
<td>69. cautious</td>
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<tr>
<td>24</td>
<td>all purposes</td>
<td>70. cautious</td>
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<td>25</td>
<td>plan</td>
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<td>particular</td>
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<td>secure</td>
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<td>35</td>
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<td>36</td>
<td>年终</td>
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<td>37</td>
<td>gratify</td>
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<td>38</td>
<td>lies</td>
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<td>39</td>
<td>gratify</td>
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<td>40</td>
<td>enjoy</td>
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<td>41</td>
<td>tourist</td>
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<td>42</td>
<td>enjoy</td>
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<td>69</td>
<td>enjoy</td>
<td></td>
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<tr>
<td>70</td>
<td>enjoy</td>
<td></td>
</tr>
</tbody>
</table>

**Vertical**

<table>
<thead>
<tr>
<th>Number</th>
<th>Clue</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>particular</td>
<td>22. secure</td>
</tr>
<tr>
<td>2</td>
<td>delight</td>
<td>24. compensate</td>
</tr>
<tr>
<td>3</td>
<td>mature</td>
<td>26. soldiers' meals</td>
</tr>
<tr>
<td>4</td>
<td>division or class</td>
<td>28. girl's name</td>
</tr>
<tr>
<td>5</td>
<td>admit</td>
<td>30. past tense of lie</td>
</tr>
<tr>
<td>6</td>
<td>matrs</td>
<td>31. gratify</td>
</tr>
<tr>
<td>7</td>
<td>arrange compactly</td>
<td>32. contemplates</td>
</tr>
<tr>
<td>8</td>
<td>self-command</td>
<td>34. speed contest</td>
</tr>
<tr>
<td>9</td>
<td>mud used in making pottery</td>
<td>36. periodic rise and fall of rivers</td>
</tr>
<tr>
<td>10</td>
<td>purses</td>
<td>38. do business</td>
</tr>
<tr>
<td>11</td>
<td>faulty</td>
<td>41. management of public affairs</td>
</tr>
<tr>
<td>12</td>
<td>purpose</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>act of shortening a sail</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>personal practice</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>air</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>adapt</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>dwell in</td>
<td></td>
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<tr>
<td>18</td>
<td>enjoy</td>
<td></td>
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<tr>
<td>19</td>
<td>empire</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>attentive</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>period of time</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>strong affection</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>title</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>toil</td>
<td></td>
</tr>
</tbody>
</table>
KEY TO CROSSWORD PUZZLE

Horizontal

1. spirit  
4. camp  
8. self-confidence  
11.opoly  
12. accurate  
13. glow  
14. me  
15. pot  
17. ask  
18. vase  
19. exercise  
21. beliefs  
23. special

25. scheme  
27. gain  
29. allocate  
33. fear  
35. fat  
37. absent  
38. transit  
40. sap  
44. list  
45. arrange  
47. source  
49. deposite  
51. catalogue

53. luck  
55. economy  
58. map  
60. tedium  
62. slow  
64. inn  
67. inspect  
68. advantages  
70. careful

Vertical

1. specific  
2. please  
3. ripe  
4. category  
5. acknowledge  
6. markets  
7. packs  
8. self-govern  
9. clay  
10. follows  
11. amiss  
16. object  
20. reef

22. safe  
24. pay  
26. mess  
28. Nan  
30. lay  
31. oblige  
32. considers  
34. race  
36. tide  
38. transact  
39. tray  
41. policy  
43. experience

46. atmosphere  
48. suit  
49. occupy  
51. like  
52. kingdom  
54. mindful  
55. weeks  
59. peer  
62. say  
63. love  
65. name  
66. work

In this article, Dvorsak describes a novel method of presenting brief forms.

First, sentences are dictated containing all brief forms. These sentences can be made up from a brief-form chart. Each day the drill can be devoted to a different section of the chart.

In the second step, short paragraphs composed entirely of brief forms may be dictated.

As the students become more proficient, letters containing brief forms are dictated. The teacher will compose these letters as she dictates from a brief-form chart.

Comment:

Students enjoy this type of brief-form dictation which can be covered in a few minutes each day.
Ellison recognizes motivation as an important factor in the teaching process. She suggests the following games to be used in a beginning shorthand class.

**Picture Game.** The teacher selects from magazines a large and varied assortment of pictures of people and things. The pictures are shown in rapid succession as the class writes in shorthand words describing the pictures. The student writing the greatest number of words in shorthand is allowed to write the correct shorthand forms on the board. Other students correct their papers and fill in omitted outlines.

**Penmanship and Vocabulary Building.** Have each student write in his best shorthand penmanship his favorite song, poem, or quotation. This could be done as homework, and the best papers displayed on the bulletin board.

**Drawing.** Draw some object such as an animal using shorthand characters.
Word Families. For variety in teaching word families, write the beginning word or ending word on the blackboard. Have the student write in shorthand as many words as he can think of with that word beginning or word ending. To illustrate:

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Descriptions. Every week or two, the student might be asked to describe the most exciting time of his life, plans for the summer, where he would like to take a vacation, or what interests him most in school. These descriptions can be brief, but words the student cannot spell should be looked up in the dictionary.

Memory. Select a picture that has a great many details. Hold the picture up so that the students can study it for a few minutes. Then without looking at the picture, the students are to list in shorthand as many things as they can remember having seen in the picture.

Word Building. A sentence is written on the board in shorthand. The students try to write as many words as possible in shorthand using only the shorthand characters that appear in the sentence. A shorthand character may be used as many times as desired. Five or ten minutes are allowed for the games. To illustrate:

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According to Ellison, there are many benefits to be derived from planning a Christmas party which may be held the day before Christmas vacation. Two or three weeks before the scheduled date, five or ten minutes of each shorthand period can be devoted to planning the event. The class may be organized into committees.

The Invitation Committee will make original invitations in the form of a Santa Claus, a candle, or a Christmas tree for each member of the class. The wording on the invitation should be in shorthand and include the date, time, place, and some verse in shorthand encouraging members to come.

The Decoration Committee should have charge of getting a Christmas tree and decorating it. This committee can also arrange an attractive bulletin board of pictures of the birth of Christ, or an attractive arrangement of Christmas cards, or Christmas poems and stories written in shorthand.

The Game Committee may plan three or four games under the direction of one member of the class. The games could be similar to the following:

1. Each student is given a copy of 20 jumbled words pertaining to a Christmas tree. The students are to unjumble the words and write them first in longhand and then in shorthand. The winner is the student who writes the greatest number of words in shorthand. Example of words:

<table>
<thead>
<tr>
<th>Jumbled Words</th>
<th>Unjumbled Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ntceas usica</td>
<td>Santa Claus</td>
</tr>
<tr>
<td>vintal</td>
<td>lights</td>
</tr>
<tr>
<td>elnp</td>
<td>pine</td>
</tr>
<tr>
<td>senitl</td>
<td>tinsel</td>
</tr>
<tr>
<td>ontoct</td>
<td>cotton</td>
</tr>
</tbody>
</table>
2. In a game of truth and consequences, the students prepare a group of questions in shorthand and place them in an envelope. A list of consequences is prepared and placed in another envelope. A contestant draws a question from the envelope and if he is unable to answer it, the student making out the question does so and gives the unsuccessful contestant a consequence. The winner is the contestant who performs his consequence best.

Examples of questions: A. What is the name of the red-nosed reindeer?
B. What does mistletoe symbolize?

Examples of consequences: A. Recite as much as you can of, "T'was the Night before Christmas."
B. Sing, "Rule Train."
C. Imitate Santa Claus in a department store talking to small children.

3. A game of Christmas words is performed by giving each student a copy of 20 Christmas words written in shorthand. The words are to be transcribed into longhand. Time limit is five minutes. The student transcribing the greatest number of words is the winner.

Examples of Christmas words: Silent Night, poinsettia, Christmas tree, mistletoe.

Comments:

Innumerable values will be derived from a student-planned Christmas party. Students will learn to work on committees, improve their shorthand vocabularies, and display individually.

Enos describes a means of enriching the shorthand program by using interesting, broadening, and cultural material for a portion of the dictation period. She has made a collection of materials that include the thoughts of the world's outstanding thinkers to add an enriching cultural factor to the shorthand class.

One part of the compilation brings the calendar into the classroom. On special days or a particular season the dictation can be timely. To illustrate:

**The First Day of Spring**

"Be not the first by whom the new is tried, Nor yet the last to lay the old aside."—Pope

**New Year's Day**

"This is the first day of the New Year a year in which great things will be accomplished, we hope. But the greatest thing we as individuals, can do for ourselves and for our country will be to keep our families together in peace and happiness."—J. Edgar Hoover

**Lincoln's Birthday**

"They knew not his greatness who saw him, how gentle he was and how wise! The heart of him bursting with sorrow; the pity that shown in his eyes."—Edgar Guest

**Month of May**

"May's warm slow yellow moonlit summer nights. Gone are they, but I have them in my soul."—Robert Browning
Mother's Day

"... WOMEN know
The way to rear up children (to be just),
They know a simple, merry, tender knack
Of tying sashes, fitting baby-shoes,
And stringing pretty words that make no sense,
And kissing full sense into empty words;
Which things are corals to cut life upon,
Although such trifles."--
Elizabeth Barrett Browning

Inspirational quotations such as the following can be used during
the last five minutes of the period.

"Be noble, and the nobleness that lies
in other men, sleeping but never dead,
Will rise in majesty to meet thine own."--
James Russell Lowell

"... if one advance confidently in the
direction of his dreams, and endeavors to
live the life which he has imagined, he
will meet with a success unexpected in
common hours."--Thoreau

"Quiet minds cannot be perplexed or
frightened, but go on in fortune or
misfortune at their own private pace,
like a clock during a thunderstorm."--
Robert Louis Stevenson

"TAKE THE TIME NOW to make your life
as lovely as it should be. Don't post-
pone this rendezvous with life."--
Henry Witt Crane

"Too low they build, who build beneath
the stars."-- Edward Young

"Anger blows out the lamp of the mind. In
the examination of a great and important
question, everyone should be serene, slow-
pulsed, and calm."--Robert Ingersoll
When the lesson has been dull or the weather is drab, the dictation of historical materials can turn the trend of thought to the absorbing past. To illustrate:

**Historical Letter from Benjamin Franklin to Samuel Mather**

Passy, 12 May, 1774

Reverend Sir:

It is now more than sixty years since I left Boston, but I remember well your father and your grandfather, having heard them both in the pulpit, and seen them, in their houses. The last time I saw your father was in the beginning of 1724, when I visited him after my first trip to Pennsylvania. He received me in the library and on my taking leave showed me a shorter way out of the house through a narrow passage, which was crossed by a beam overhead. We were still talking as I withdrew, he accompanying me behind, and I turning partly towards him, when he said hastily, "Stoop, stoop!" I did not understand him, till I felt my head hit against a beam. He was a man that never missed any occasion of giving instruction, and upon this he said to me, "You are young, and have the world before you; stoop as you go through it, and you will miss many hard thumps." This advice thus beat into my head, has frequently been of use to me; and I often think of it when I see pride mortified and misfortunes brought upon people by carrying their head too high. With great and sincere esteem, I have the honor to be &c, (220)---B. Franklin

**Commander John A. Logan's Order Establishing Memorial Day**

THE THIRTEENTH DAY OF MAY, 1868, is designated for the purpose of strewing with flowers or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village, and hamlet churchyard in the land . . . Let . . . no ravages of time testify to the present or coming generations that we have forgotten, as a people, the cost of a free and undivided republic . . .

According to the author, a brief statement by the teacher of the historical background of the material used or the author quoted will take only a few seconds and enhance the value of the study. She further points
out that in addition to the attainment of shorthand skill, the dictation of this cultural material will bring about the following indirect benefits: familiarity with the lives and writings of great authors; widening of horizons and scope of thinking; changing the atmosphere of the classroom from one of school to one of creative thinking and learning.

Comments:

In spite of the values to be derived from cultural dictation, it should not be used too frequently. The primary purpose of dictation is to build speed, which can best be accomplished through the dictation of simple business letters.
Fosdick, Marion E., "Christmas in the Classroom, Shorthand Carols," The Business Education World, December, 1953, p. 13

To bring Christmas into the classroom, Fosdick suggests writing Christmas carols in shorthand and arranging them in booklet form.

Seven carols can be written on a stencil and then run off on mimeograph paper. This work can be done by students whose shorthand penmanship is particularly good. Pictures can be drawn on the stencils by students with artistic ability.

The last time the class meets before the Christmas holiday can be spent singing these carols, which can then be presented to the student as a Christmas greeting.
Green, Helen, "With a Song in Your--Shorthand Class;" The Business Education World, November, 1950, p. 138-139

Green suggests the use of music as a worth-while device for building speed and vocabulary. She states that students enjoy this type of dictation which is an amazing stimulus for outside-of-class shorthand.

The author suggests that music be used occasionally at the beginning of the period for about five minutes, and a full period session with a victrola once or twice a term.

Students are asked to bring in records of popular songs. For a beginning class, select songs that have an easy vocabulary and an oft-repeated refrain, or a slow tempo. In this way, beginners will be able to get all the dictation and be inspired to take down songs and commercials while listening to their radios at home.

For an advanced group, select fast songs that will make students push for speed. If the song is particularly fast or difficult, the words can be dictated a couple of times at a reasonable rate with special practice on new or difficult words. Then the record can be played as the students write the words in shorthand. After several fast numbers, a slow one might be used to bring the students back to good control.

The following song provides an excellent review of brief forms. All the underscored words are brief forms in Gregg Shorthand Simplified.

"Climb aboard a butterfly and take
off on the breeze,
Let your worries flutter by, and do
d the things you please
In the land where dollar bills are
falling off of trees
On a Dreamer's Holiday.
Every day for breakfast, there's a dish
d of scrambled stars,
And for luncheon, you'll be munchin'
 rainbow candy bars.
You'll be living alamode on Jupiter
and Mars.
On a Dreamer's Holiday.

Make it a long vacation,
Time there is plenty of,
You need no reservation, just bring
along the one you love.
Oh, help yourself to happiness
And sprinkle it with mirth,
Close your eyes and concentrate
And dream for all you're worth!
You will feel terrific when you
get back down to earth.
From a Dreamer's Holiday.

SONGS CONTRIBUTE much to shorthand—for fun, for making students write shorthand outside of class, for speed building, for vocabulary, for frequent-word review, for building self-confidence—but mostly to make shorthand glorious fun!
The following paragraphs describe audio-visual aids for obtaining better results in shorthand.

The author suggests that the blackboard be used for presenting shorthand theory, reviewing shorthand principles, testing, answering student's questions, previewing shorthand outlines for dictation purposes, and maintaining classroom control.

The opaque projector is a valuable teaching aid and can be used in numerous ways. It can be used to examine notes of students and experts; to portray special plate material; to provide drills on phrases and brief forms and to preview material for dictation.

Motion pictures are an excellent visual aid. While viewing a motion picture, students might be asked to take as much of the narrator's comments as possible by writing in the dark making no attempt to write on the line. This type of game can be a valuable and interesting out-of-class assignment.

By means of the wire recorder, speed dictation tests of various speed levels can be given. The recorder enables the instructor to observe students and help them make corrections where necessary as well as to take the dictation herself either at the desk or at the blackboard. Because of the portable nature of the recorder, it is possible to give the student training in taking dictation from different voices and under office conditions.
AUDIO-VISUAL AIDS
Fern Gunderson uses an oral reading contest as a means of motivation in beginning shorthand. The class selects two captains who, in turn, choose teams. Each captain draws a chart of a baseball diamond on the blackboard. Daily members from each team are called upon to read a few sentences from the home assignment. Each member who reads perfectly scores a home run for the team. If one error is made, the member is advanced only to third base. At the end of three weeks, scores are totaled and the losing team gives the winning group a party.
As a result of study under many shorthand instructors, the author suggests the following devices for increasing shorthand skill.

1. Practice under teacher direction of the strokes of the alphabet with the pen held loosely and with fingers straight. She advocates similar practice on proportion.

2. The shorthand teacher should define business terms that appear in the lesson no matter how simple they appear. Terms, such as, "always discounts his bills," safe cabinet," "a time stamp," can be completely foreign to the student. An explanation of such terms will add to the student's business understanding.

3. The author suggests writing a brief note to the student occasionally to let him know his standing in the class. She suggests a note similar to the following:

For the length of time you have been in this course, you are doing normal, average work. Your weak spot is in proportion—try to make the long strokes longer and the short ones shorter; they will be easier to read that way. Your strong point seems to be your use of brief forms. Keep up the good work!

Hicks believes that many times students transcribe words incorrectly because they are not familiar with their specialized business meaning.

To acquaint students with these unfamiliar business terms, dictation should consist of sentences, such as: "An asset is something owned by a business or an individual;" or "Proprietorship is a form of business owned by one individual."

Occasionally, students might be asked to look up words in the dictionary involving business terms and then to write them correctly in shorthand.

The following list of business terms prepared by Hicks should be familiar to all shorthand students:

- wages
- bill
- endorse
- charge account
- trespass
- passport
- social security
- legal
- contract
- assets
- income tax
- fare
- labor union
- finance
- joint account
- classified section
- agent
- property tax
- debt
- carrying charges
- wholesale
- mortgage
- void
- net profit
- note
- real property
- overdraft
- deed
- lapsed
- dealer
- bonds
- monopoly
- assessment
- maturity
- C. C. D.
- stockholders
- board of directors
- standardization
- broker
- dividend (corporate)
- credit
- yield
- proprietorship
- consign
- bill of lading
- prepaid interest
- fraud
- investment
market value
speculation
preferred stock
collateral
principal
inflation
deductible clause
securities
commuter
premium insurance
corporation
full-rate telegram
baggage
reconcile
station-to-station call
option
dividend insurance
diversify
post-dated check
liquid
valid
toll call
first-class mail
capital
public utility
rate (life insurance)
parcel post
lessor
competent party
outstanding check
proxy
land contract
abstract of title
demand
grace period
statute
balance sheet
solvent
night letter
insure
cash surrender value
power of attorney
first mortgage
itinerary
common stock
waybill
Hirstein recommends the following bulletin board display to stimulate interest in home assignments and to brighten the bulletin board in the shorthand room.

<table>
<thead>
<tr>
<th>Art construction paper about 15&quot; by 24&quot;</th>
<th>Display thumb-tacked to bulletin board</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tightrope is white thread, 12&quot; long, with markers 1&quot; apart</td>
<td>Trophy design clipped from sports catalogue</td>
</tr>
<tr>
<td>Straight pins through knots at ends of tightrope hold it 3/4&quot; from paper</td>
<td>Figures made from pipe cleaners</td>
</tr>
<tr>
<td>Writing in India ink</td>
<td>Net is hair net taped to darning needles</td>
</tr>
</tbody>
</table>

The background of the display is a piece of medium-weight construction paper. The tightropes, identified by students names, are made of sewing thread twelve inches in length and marked off in inches by black ink marks. Achievement can be noted by class scores or team scores. Pins are stuck
into the bulletin board on which the chart is mounted so that the ropes are three-quarters of an inch from the wall. The little "men" are made of pipe cleaners to lean against the wall. The trophy cups can be cut from old sporting-goods catalogues.

The title above the display reads, "Test Your Skill." Just above the net is revealed the idea of the contest: "Win a gold trophy cup for each trip across the tightrope!" Just below the net appears the caption, "Every Inch Counts!"

A point system of scoring is used. The tightrope walker is advanced four inches for 100 points on the home assignment, two inches for each 25 points, and one inch for each 90 points. Seventy-five points or below is a fall into the net.

Hosler stresses the importance of getting off to the right start in the beginning shorthand class.

A good way to introduce the study of shorthand is to illustrate how a long word, such as, "parallelogrammatically," can be written rapidly in shorthand. The next step is to write on the board in shorthand a sentence with which all are familiar, such as, "Now is the time for all good men to come to the aid of the party." As the students know this sentence from memory, they will have no difficulty reading it from the shorthand notes as the words are pointed out to them. After this introduction, the material in lesson one can be presented.

Immel advocates the bulletin board as a means of arousing interest and attention. Below are described four novel bulletin board arrangements.

A Christmas bulletin board consists of a large Christmas tree cut from a green desk blotter to which candles made from old Christmas cards are pasted. Each candle contains the name of a shorthand student. Over the display appear the words, "Merry Christmas and Happy New Year," written in shorthand.

An October arrangement in the form of a football display has as its focal point a football player kicking several footballs which contain the names of students with the highest scores made to date. Footballs bearing the highest scores are kicked the greatest distance. The title of this display is, "The Shorthand Kickoff."

Snowmen wearing black opera hats and gay-colored scarfs make up the January display. The snowmen are casting "searching eyes" toward the achievement charts. The board contains the caption, "This is Where we Stand in January."

Featuring graduation in June, the students can make caps of black construction paper and paste them on to small diplomas rolled and tied with the school colors. Each diploma contains the name of a student with lettering on the board in shorthand.

Comment:

Student volunteers will usually be willing to take care of the bulletin board with very little assistance from the teacher.
Immel offers a device for testing shorthand plate reading which is time-saving and interesting to the student.

Students are requested to number their papers from one to 20. Each row is given a number, alternate rows are number one and number two. The teacher selects 20 lines from the home assignment and requests the student to find the proper place in the text. Students in row one write the English for the first word in each of the twenty lines selected; those in row two write the English for the last word in each of the 20 lines. The papers are then collected and corrected.

Comment:

As this test requires very little class time and is easy to correct, it can be used several times a week.

Kilbourn contributes a device for increasing reading speed which, she maintains, will eventually improve writing speed.

Two or three minutes during the class period should be given over to individual, timed, silent reading. Students should keep a record of their scores each day on the inside cover of the notebook. Students will compete with themselves to increase their rates each day.

Kruger stresses the importance of the shorthand preview in reaching desired goals and achieving efficiency standards.

In speed-building dictation, the difficult outlines should be placed on the board so that students may visualize and practice them beforehand.

To make the preview more valuable and interesting, words should be previewed in groups, that is, the outline meriting the preview plus adjacent words in the dictation. If the letter for dictation practice covers the subject of life insurance, the preview might be as follows:

long-range plan ... life-insurance-policy ... one hundred dollars a year ... five thousand dollars in cash ... permanent protection ...

The above sequence would be more beneficial than a random sequence such as is normally given: five thousand ... policy ... protection

Comments:

Group previews not only help to build speed, but they provide a good review of brief forms, principles, and business terms.
Alan Lloyd describes a shorthand honor roll which can be used to record progress on one-, three-, and five-minute takes.

The name of each student is typed on the first column of the honor roll. Progress is indicated by placing stars beside the names. Success on a one-minute take is indicated by a single star. A three-minute take is honored by two stars, one over the other. To denote the attainment of a five-minute take, a 10-point star with a large-colored dot in the center is suggested.

Scores on the chart will not conflict. When a three-minute score overtakes a one minute, a second star is placed over the one already on the honor roll. As a five-minute test overtakes the three-minute rate, dots are added to the double stars already used.

To create a spirit of competition, the class can be divided into equal teams. Different colored stars can be used for each team, such as; silver for Team I; gold for Team II; blue for Team III; with red dots for all.

McDaniel recommends several devices for improving stenographic skill.

1. Interclass competition or contests, especially in rate of progress.
2. Best stenographer of the week.
3. Posters with the names of the week's or the month's best transcribers, readers, and homework doers.

4. To improve spelling, a weekly longhand spelling test on marginal reminders found in the Gregg Shorthand Manual is given. At the end of each five lessons, a 25-word spelling quiz is suggested. Spelling tests may also be given on the names of states.

5. Brief forms should be reviewed daily, and a weekly dictation filled with brief forms may be given.

6. Three grades may be given each week: (a) up to lesson 37 in the Gregg Shorthand Manual, an oral-reading grade is given, (b) a grade on the transcript of a two- or three-minute brief form take, and (c) a written (longhand) transcript grade for each student. The score ranges for each mark are listed on the board. In this way, low scorers and high know where they stand. Beginning with lesson 37, a spelling grade is added.

7. To get variety into home assignments, the student may be asked to copy a lesson from the book, close the book, and copy from his own notes. Occasionally, he may be asked to read and write one short letter in the assignment several times. This letter can then be dictated in class at increasing dictation rates.
Shadow writing is utilized by Mary McKinnon as a skill-improving technique.

In shadow writing the student reads aloud from the shorthand plates and shadow writes in the notebook with any smooth pointerstick, such as, the blunt end of a pen. He does not watch where the shorthand outline is placed but keeps his eyes on the book. In this way he uses a steady flowing writing motion, avoiding jerky movements as the shorthand outline is in front of him. He is writing rapidly in his mind. With the fear of making an incorrect outline removed, the student is able to write at a speed he did not think possible.

Shadow writing can be used in reading back from shorthand notes. While one student is reading a letter, the rest of the class can shadow write while watching the shorthand plates.

Shadow writing can be used on transcribed letters for review. As a home assignment, the student will read the transcribed letter aloud, keeping his eyes on the written letter and shadow writing in his notebook. If he comes across an outline he does not know, he refers to the shorthand plates and shadow writes the outline several times. When this letter is dictated in class, he will be able to write it with ease and at a high rate of speed.

Comment:

It is a known fact that shorthand skill is attained by purposeful attention which can be achieved through shadow writing. However, many teachers question the value of shadow writing as a skill-building technique.
Mickelson states that the student will write shorthand much faster if he can write frequently used phrases automatically. Intensive drill on the following three letters should assist the student in writing the most important phrases in Gregg Shorthand Simplified.

Dear Mr. Smith: I have your letter in which you ask about the price of our goods for the next month. I am enclosing for you a list of the kind of goods that we have been and may be sending to your home. We shall be glad that there is one of our lists on your desk each month for more than a year so that you may know about any chances that will occur in the prices on our list.

It is good to get your letter with your order. It will certainly be sent promptly. You may be sure that we shall try always to do what we can to give your orders our immediate attention. I am sure that you will find that you will like our goods and services very much. I should like to take care of these services myself.

Will you please write to us if you think of any other questions. I have been glad to write to you and to help you with the things you wished to know.

Yours truly,

Dear Sir: I was happy to learn that you are to be on the program at the meeting of our staff, and that you are bringing to me the plans you have made for this year. We are glad you have time to make your report to our club in this way. Any of these plans can be used not only in our business but also in others if the situation is the same.
You can be sure that the plan you have been making will be one of the plans that we will give most consideration, for you have worked so well with us before. There are other plans of this type, of course, but by the time we have your plans for our work it should be possible for you to make your choice from the list that is on hand.

If it would be possible for your son to be with you, it would be a pleasure to have him come to the meeting. He is more than welcome, as the meeting is open; and he will learn from you as you work with our men.

Cordially yours,

Dear Mrs. Jones: I was glad to know of your desire to work in our company and to learn that you like our products. The only possibility we have open is not of the type you want. As workers are needed, they are selected from our files.

Sincerely yours,
The following paragraphs offer various methods of getting better results in shorthand.

**Dictation**

1. A sentence can be dictated which the student tries to write as many times as possible in a minute.

2. The student is occasionally asked to read cold notes dictated three or four days previously.

3. While dictating from the home assignment, a word or phrase is repeated several times at rapidly increasing speeds. This procedure is followed on the entire letter, which is finally dictated at a rate well above the normal writing rate of the class.

**Homework**

1. The student is asked to write in the left-hand column of the notebook only, leaving the right-hand column free. If the student hesitates on a word or phrase, he writes it several times in this column. The letter is then written once again in its entirety.

2. Once a week the student may be asked to write the home assignment on every third line. When the entire lesson is completed, he closes the book and writes it on the second line, reading aloud from the first line. He then writes on the third line, reading and copying from the second line.

3. If the class subscribes to *Today's Secretary*, a home assignment can be given periodically from the shorthand stories in this magazine.

Popham uses the following dictation device to provide for individual differences in the second semester of first-year shorthand.

The class period is divided in half. During the first 20 minutes of the period, the time is spent sampling homework and taking dictation of the homework by the one-minute plan. The basic text used is Gregg Dictation Simplified.

The last 20 minutes of the period are given over to increasing skill on new-matter dictation. First, the students are given a five-minute take at 50 words per minute. If they do not have time to transcribe it in class, they are allowed to take it home. A transcript is submitted to the teacher for correction only if it is at least 95 per cent accurate. After the student has passed three 5-minute takes at 50, he attempts the 60-word-per minute take. He progresses to higher speeds in this same manner.

The variation in ability within a class will probably be three speeds of dictation. During the sixth week, it will be possible to drop the 50-word dictation and give only 60's, 70's and 80's.

A preview is always given before the dictation of new matter. The following time schedule is used:

- Preview for 90-word take . . . .2
- 90-word-a-minute dictation . . . .5
- Preview for 80-word take . . . .2
- 80-word-a-minute dictation . . . .5
- Preview for 70-word take . . . .2
- 70-word-a-minute dictation . . . .5

Total Time 19 minutes
By this plan students are kept busy all the time. While the dictation is being given at 100, those who are waiting for the 80, practice the 100 dictation in spurts attempting to get as much of it as they can. While the teacher is dictating the 80, those students who took the 100 dictation will either be transcribing (if they think they can transcribe with 95 per cent accuracy) or taking the 80 for penmanship improvement.

Comments:

Students enjoy this plan of dictation and are willing to come after school and in extra periods to take tests so that they can progress to higher speeds. The disadvantage to the plan is the great number of papers the teacher must correct.

Charlotte Reimer has found that a shorthand spelling bee helps to vary class procedure and improve word knowledge.

The class is divided into two teams. The teacher calls out the word and the pupil spells it as it would be written in shorthand. First a pupil on one team spells and then one on the other. If a pupil misses a word he does not drop out. A point is given to the team spelling the word correctly. The team getting the greatest number of points is the winning team.

Comment:

This device could also be used in reviewing brief forms and English vocabulary.

In this article Erling Rolfrud describes the value of flash cards in shorthand instruction.

Flash cards are made by placing the exaggerated shorthand outline on an index card, three by five. If desired, a red line can be drawn through the outline to show correct writing position. On the opposite side of the card, the longhand can be written in normal size on the left-hand corner. The lesson or unit number from which the outline has been taken can be written in the right-hand corner. The words from each lesson or unit can be filed together.

Flash cards can be used as a means of relaxation during a dictation period. During these few minutes the class can be given a review of brief forms or analogical word beginnings and endings.

Competitive games can be played with flash cards. The card is shown to the class; the first individual saying the correct word is given the card. The winner is the student who has the greatest number of cards at the completion of the game.

Roscoe has found the race track described below one of the best means of inspiring the student to do better work.

The race track is arranged on a large piece of plywood in the center of which is painted a large circle. The caption "Words per Minute" and a large flag appear in the center of the circle. A different color is painted around the circle to indicate the race track proper, which is divided at intervals into the various rates of speed beginning at 50 and ending at 120. Pegs are placed at intervals on each side of the track, while three rows of cord form a fence. A toothpick labeled with the name of the successful student is inserted on top of the toy automobile. As a pupil's speed increases, his car is placed in the next speed level. A miniature flagman and policeman are in the front position to wave contestants onward, while in the rear an ambulance picks up and carries the labels of those who fail to make the grade.
According to Rosen, the teacher who has a good plan for developing skillful reading will find direct rewards in the development of skillful writing. The devices outlined below contribute to rapid reading.

**First-Semester Reading Devices**

1. Have students compete with one another to read a page within a certain time.

2. One student may be selected to read as soon as the student reading hesitates.

3. A bonus may be given for each five perfect-reading grades.

4. A student who has read a long passage from the home assignment without error should receive a special bonus.

5. The teacher should keep a library of shorthand magazines to encourage students to read shorthand on their own.

6. Articles from shorthand magazines, or any good articles on shorthand, should be displayed on the shorthand bulletin board.

**Second-Semester Reading Devices**

1. Occasionally, the student might be asked to read cold notes.

2. Sometimes the student is asked to read the notes of another student.

Shenosky uses a chart entitled "The Shorthand Ladder to Success," to encourage students to increase their skill.

This chart can be introduced at the beginning of the second semester or when new material is introduced. When the student can transcribe accurately dictation taken at 40 words per minute, his name is placed on the first step of the ladder. As he attains higher tests, he progresses up the ladder. Verses can be placed on the chart and changed occasionally to add variety.

THE LADDER TO SUCCESS

The climb takes more than initiative and spark;
It takes hard work
To reach the "$" mark

So set your goal study
And practice more and more;
Be the first in your class
To reach the top floor

Sherman advocates beginning each skill-building lesson with an explanation of the procedures to be used, why they are to be used, and the results that are to be expected.

The student will be more successful if he knows that shorthand is written with the mind, that purposeful repetition is one of the first laws of skill building, and that skill is not a fixed state.

When the one-minute plan of dictation is used, the student should know that psychologists maintain that skill is best developed in short bursts of speed. When the psychology of this plan has been explained, the student will know why he should allow his outlines to lose their proportion, why he should write something for every outline, even if he can't read it, and why there are so many repetitions of the same material.

Comment:

The teacher should take advantage of every opportunity to share with the student some of the secrets of speed building so that interest will be sustained and speed increased.

In the following paragraphs, Rosalyn Shostak describes an effective method of organizing the shorthand classroom.

She suggests electing the following class officers: a president, vice-president, attendance secretary, homework secretary, and health clerk. These officers are elected for a half year.

The president should be at the front of the room each day when the tardy bell rings to call on pupils to read, prompting them if they hesitate. This reading will continue until the teacher has taken attendance and completed administrative work. If there are any interruptions during the class, the president will take over by having a letter read back, rereading words on the board, or reading the brief-forms chart.

The vice-president, in addition to taking over the president's duties in case of absence, greets visitors, introduces a new pupil to the class, and also introduces the new pupil to several classmates at lunch time.

The attendance secretary should be at the teacher's desk when the bell rings to assist in taking attendance, showing the teacher readmittance cards from absentees, and checking on tardy pupils and the assignments of absentees.

The homework secretary with the aid of row monitors keeps an accurate check of homework. Row monitors collect the homework from the pupils in their row, take the assignments to the homework secretary and report to her the names of those who are absent, those who did only part of the lesson, and those who made up back assignments. The homework secretary reminds those pupils who owe back assignments to turn them in.
The health clerk checks on temperature and lighting.

Committees of four or five pupils are organized to arrange class bulletin-board displays in connection with shorthand. At the end of the semester a prize is awarded to the best display.

Honor rolls containing the names of students who have earned awards are posted on the bulletin board. An honor roll can be used for each test level. For instance, the 80-word honor roll may be entitled, "80-5 Club," indicating that the pupils whose names appear on it have passed an 80-word five-minute official test.
In this article Shostak describes an excellent plan for building speed in the second semester of first-year shorthand.

At the beginning of the second semester the goal for the end of the term is announced—90 words per minute. A grade of "A" will be awarded to those passing the official 80-word five-minute test. Some will write 100 words per minute, but all should be able to pass the official 60-word test.

To achieve these standards, most of the period should be spent on dictation. To save time for dictation, students should assist in checking the roll and collecting the home assignments. Only six to ten pupils should read from the assignment each day and they should read at the rate of 120 words per minute. Only three or four minutes of each period are allowed for the new homework assignment. By saving time in this way, maximum time is saved for dictation.

Two kinds of new matter dictation are used. Short easy letters are dictated at increasingly higher speeds and longer takes from Previewed Dictation are used.

The one-minute plan of dictation is used beginning at 60 words per minute.

Tests should be used infrequently as they are time-consuming and do not build speed. There are no tests during the first four weeks of the term. Thereafter, five-minute speed tests are given every two weeks. During the last few weeks of the term, several tests are given so that all students will feel that they have had ample opportunity to demonstrate their ability.

1. The Blackboard. In addition to using the blackboard for teaching shorthand outlines, Sister Speciosa uses it to create early interest in reading and writing habits. Daily assignments, reminders, and class announcements, even with some longhand at first, can be placed on the board. This will arouse interest and challenge the student. Before these are erased, the class or individuals should be asked to read them back.

2. The Bulletin Board. The bulletin board can be used to motivate or teach. It can be divided into three sections one of which can contain specimens of students’ superior work in speed, accuracy, or penmanship. Another section can be devoted to a "Hall of Fame" where congratulations are extended, names of winners proclaimed, and honors and certificates may be posted. This section can also contain photographs of successful students with a write-up of their advancement in shorthand. In another section are posted clippings from business magazines or the daily newspapers. The clippings can be pertinent to correct stenographic information, opportunities for men and women in the business world, or clippings about successful alumni can be placed in this third section.

3. Guests and Demonstrations. A guest speaker or demonstration can pay rich dividends. Have a businessman visit the class and talk briefly about the importance of shorthand in his office. It is also suggested that a successful graduate come back and tell "What It Is Like In My Office." Have one of the best advanced students tell the class, "How I Do My Home-
work" or "What I Did to Win My 120 Award." Have an advanced student demonstrate for the beginners. These aids should be used not only because they are available but when they will be of most value.

4. School Journeys. A great deal can be learned on a trip to a business office to observe office routine and dictation procedures, or to a court to observe a reporter performing during a trial. These trips should be carefully planned by the teacher so that students will know what to look for, why to look for it, why it is important to them, and what they are to do as a result of their observations. They should observe actual office dictation, and arrangements should be made so that they will be permitted to see a secretary's notebook with its characteristic markings.

5. Films. As shorthand is a skill-developing subject, motion pictures have particular value. For motivation purposes, "The Champions Write," (16mm, sound, motion) is excellent. The Gregg film, "How To Do Homework," will help students to do their homework more quickly and effectively. The number of films on shorthand is limited, but one good source of shorthand films is: Business Education Films, Inc., 10h West 61st Street, New York 23, New York.

Spitler recognizes the tape recorder as an effective motivating device and recommends several methods of using it to add variety to classroom procedure.

At the beginning of the period, the recorder can be used to dictate words, short sentences, and warm-up drills while the teacher is checking attendance and doing administrative work.

The recorder can add variety to the teaching of brief forms and difficult word beginnings and endings. The words are dictated by the recorder with instructions to write the outline as many times as possible before the word is changed. The teacher is free to observe students write.

The tape recorder can be helpful to substitute teachers. The lesson can be dictated, the assignment for the next day given, and the student instructed to study at the end of the period.

It is possible for the teacher to have individual conferences while the recorder is dictating to the class. In this way, valuable time is not lost while the teacher is working with individual students.

The recorder can be used for daily dictation. It can be set at the correct speed for the first dictation, then repeated, allowing students to correct their notes or write over their shorthand to increase the writing rate. The letter is then repeated for another take.
In her article, Sutton establishes goals for first and second semester shorthand and mentions several devices to aid in achieving these goals.

**First-semester Requirements**

1. Fluent reading of plate material.

2. The ability to take and read back practiced material at 80 words a minute in a dictation period of three to five minutes.

**Second-semester Requirements**

1. Take and read back new material at 80 words per minute in a dictation period of three to five minutes.

The following devices were found helpful in achieving these goals:

1. Challenging students to their best work.

2. Recognition for preparing additional homework, special plate reading, and attaining higher speeds of dictation.

3. Display of readable notes taken at exceptionally high speeds.

4. Extra credit for longhand transcription of unfamiliar practice dictation given in class.

5. Copying shorthand plate material "out loud."


7. Going from slow to fast dictation, and sometimes from fast to slow.

8. Sustaining interest by working to achieve Gregg certificates higher than those previously earned.

9. A few students may take turns dictating while the teacher helps individual students or takes the dictation herself.

10. Word games based on team competition may be played.

Watkins gives us the following drills to add interest and variety to the teaching of brief forms.

**Detective Drill**

The teacher reads from the brief-form chart, intentionally reading some of the outlines incorrectly. The students are to speak up immediately when an error is detected. Errors should be planned beforehand so that there will be no hesitation.

**Brief-Form Dictation**

Several letters are dictated containing many brief forms. In taking the dictation, students are to write only the brief forms that they hear.

**Competition**

The class is divided into teams. The students read from the brief-form chart one row at a time, read from flash cards, read sentences containing many brief forms, and read brief forms not in the chart sequence. Winning games can be in terms of accuracy, in rapidity of reading, and in perfection of notes.
In her article, Weese describes a game to be used prior to the Christmas vacation.

The words "Merry Christmas" are written on the board in red and green chalk. Using shorthand outlines, the students write as many words as possible from "Merry Christmas." A prize is awarded to the student writing the greatest number of correct outlines.

Comment:

Some students will write as many as 85 words from "Merry Christmas."
Wells recommends the four tests described below as a means of motivating the student to learn the marginal reminders found in the Gregg Simplified texts.

1. The first test, a part of which is shown in Illustration 1, contains sentences from the textbook in which one punctuation mark or one pair of punctuation marks per line is shown. The student is asked to give a brief explanation of the punctuation mark. When this type of test is first given, the student is allowed to review the lessons from which the sentences were selected. In this way, students will give careful attention to the points contained in the marginal reminders.

2. The second test, shown in Illustration 2, contains sentences from lessons which have been studied previously. The student is asked to transcribe words presenting problems in spelling, hyphenation, use of the apostrophe, and the expression of numbers. He is also asked to give the reason for the punctuation marks used. Encircled numbers designate the parts to be transcribed or explained.

3. Illustration 3 shows the type of test in which the student must insert punctuation and show the reason for its use. As this is a more difficult test and since the purpose of the test is to encourage the student, its use should be deferred until the student has had considerable experience in supplying punctuation when reading from dictated notes.

4. In Illustration 4, the student is required to make a full transcript of each sentence. This test can be used to show the student's awareness of all details on which emphasis has been placed.
Comments:

After the student is thoroughly acquainted with the marginal reminders, the sentences used in the tests may be new material. These tests provide an excellent incentive for learning the marginal reminders and require only a few minutes for a one-page test.
Illustration 1
REASONS FOR PUNCTUATION
(From Assignments 37 to 41)

In the space to the right, write a brief statement of the reason for using the punctuation that is shown in each sentence or part of a sentence. (Three periods are used to indicate omission of part of a sentence.)

Illustration 2
MARGINAL REMINDERS
(Assignments 42-47)

In the space at the right, write (1) the rule for each numbered punctuation mark and (2) the transcript of each numbered word.
Illustration 3
TEST ON PUNCTUATION
(From Assignments 48-53)

In the following sentences, insert all needed punctuation. In the space provided at the right, state briefly the reasons for using each of the punctuation marks that you have inserted.

Illustration 4
TRANSCRIPTION TEST
(From Assignments 54-59)

Transcribe the following sentences in the space provided at the right. Be careful to punctuate correctly, express numbers correctly, use hyphens and apostrophes correctly, and spell correctly.

Wells suggests the following drills for the improvement of shorthand reading, accuracy, and penmanship.

**Reading**

1. Suggest to students that they study in small groups, reading together or individually until all can read well. If the material is to be written, turns may be taken reading and writing.

2. Have students review their reading assignment in the few minutes before the bell rings for class. Students enjoy this and it is a good "warm up."

3. Establish a maximum time limit for reading. A letter of 90 words might be read in one minute.

**Accuracy**

1. Allow students to write with the book open so that they can write with confidence.

2. Encourage students to check "doubtful" outlines at the completion of the dictation and practice those they do not know.

**Penmanship**

1. Stress writing lines smoothly and evenly and with a light touch.

2. Stress the importance of making curved strokes well-rounded and line strokes straight.

3. Stress proportion as this determines legibility.

4. Notes should be moderate in size, taking into account the longhand style.

5. Outlines should be close together, but this spacing will depend on size of writing.
Alice Whiting recommends a bingo game to increase skill in the use of brief forms.

The student is requested to draw a square with 25 spaces. Twenty-five brief forms are dictated which the students write in the squares. The 25 words are redictated but in a different order, the student marking each one with an x. The first student to write five x's across or diagonally, calls "Bingo."

Comment:

This bingo game can also be used in reviewing the shorthand alphabet and word beginnings and endings.

Zoubek advocates a final examination which gives credit for both speed and accuracy in shorthand.

The examination comprises three tests dictated at 60, 70, and 80 words per minute. The tests are five minutes in length. The students are given 30 to 40 minutes to transcribe one of the tests. A bonus will be offered for transcribing the 80 test; a smaller bonus for transcribing the 70; and no bonus for the 60. The final grade will depend on the accuracy percentage and the speed bonus.

The following table is used for calculating the student's accuracy percentage:

<table>
<thead>
<tr>
<th>Errors</th>
<th>80 Words Per Minute</th>
<th>Accuracy Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>6-10</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>11-15</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>16-20</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>21 or more</td>
<td></td>
<td>Failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Errors</th>
<th>70 Words Per Minute</th>
<th>Accuracy Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>6-10</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>11-15</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>16-18</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>19 or more</td>
<td></td>
<td>Failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Errors</th>
<th>60 Words Per Minute</th>
<th>Accuracy Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>2-8</td>
<td></td>
<td>90</td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>13-15</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>16 or more</td>
<td></td>
<td>Failing</td>
</tr>
</tbody>
</table>
Shorthand writing speed is rewarded by giving a bonus to those who transcribe the higher speeds.

## Bonus Table

<table>
<thead>
<tr>
<th>Test</th>
<th>Speed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The student's final grade is obtained by adding his accuracy percentage and speed percentage and dividing by two.

**Comment:**

At the beginning of the second semester, the student should be told the goals he will be expected to achieve by the end of the semester. Throughout the second semester, tests similar to the final examination may be given.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to survey the literature on motivation in shorthand and to summarize those articles which were found to be most helpful to the classroom teacher of shorthand.

The 53 motivating devices presented in this study were taken from articles written between 1945 and 1953. More than half the devices summarized were taken from articles written after 1949.

The majority of motivating devices analyzed are devoted to the improvement of speed and accuracy in shorthand, but the study also includes devices for the improvement of spelling, punctuation, and business terminology as they apply to shorthand skill.

Many of the devices analyzed were for the purpose of stimulating interest in dictation. The types of dictation material suggested were: poems, local dictation material, editorials, cultural material, and quotations. Most authorities agree that this type of non-business dictation material should not be overemphasized as speed in shorthand is best developed on easy, familiar business letters.

Several of the dictation devices made provision for individual differences through progressive dictation rates. Various competitive games were suggested to increase skill in spelling, shorthand-plate reading, and the use of brief forms.

The leading audio-visual aids used were: charts, posters, bulletin-board displays, awards, guest speakers, field trips, the blackboard, the opaque projector, and the wire recorder.
An analysis of the literature indicates that the enthusiastic, skillful, shorthand teacher is one of the best motivation devices in the classroom.

Recommendations

1. A study may be made to determine the effectiveness of various motivation devices on speed and accuracy in shorthand.

2. A study may be made to ascertain the opinion of shorthand authorities on the effectiveness of various motivation devices.

3. A study may be made to find the extent to which teachers are using motivation devices in their shorthand classes.
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