A Compilation of Recent Teaching Aids Used for Enrichment in the Teaching of Typewriting, Shorthand, and Transcription

by

Jean Robertson

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CHAPTER I
INTRODUCTION

The business teacher is in the position of having to screen the many aids offered in this subject area to find the ones which best fit his needs. The variety and the scope of these ideas is so great these days as to overwhelm the average teacher.

Purpose of Paper

The primary objective in writing this paper has been to compile some of the recent teaching aids which offer variety in the medium used and yet employ mediums which are readily available to business teachers. All teaching can be made more effective by doing something and showing something along with telling how it is done.

The National Cash Register Company report (and this is a business based on accurate record keeping) on "What Attracts People" (1941) as reported by Packer\(^1\) revealed that people are attracted eighty-five per cent by sight and seven and one-half per cent by hearing (the sense next highest in rating). Our own practical teaching experiences have demonstrated the outstanding value of combining seeing and hearing

in our instruction by the use of teaching aids. These aids will enrich the course content thereby improving instruction.

Definition of Terms

What are teaching aids? They are the devices and the techniques used to present information to a student or to a group in the most effective manner. They are the illustrative materials serving as a stimulus to learning. When it is necessary to differentiate between "device" (the instrument) and "technique" (the process or procedure) these terms will be used; otherwise the term "aid" will be used as the comprehensive terminology.

Limitations

The choice of the aids has been based on the premise stated by Lewis R. Toll, editor of the Business Education Forum, that:

The fascination of teaching lies in the observation of its results. The reward that the instructor receives for his initiative and resourcefulness in the use of modern teaching aids is the deep sense of gratification which comes from the improvement shown by his students.¹

Aids have been compiled for typewriting, shorthand, and transcription, all of which subjects are offered generally in our Montana high schools. According to Boettcher at Montana State University, one hundred per cent of the high schools of

Montana offer typing, and eighty-five per cent of them offer shorthand (which must of necessity include transcription). These aids have been compiled from recent periodicals, those published from January, 1950, to May, 1956. The aids selected for inclusion in this paper were ones which were judged to have merit because they will enrich the instruction, add variety to the routine work of the course, or improve performance and understanding.

Significance of Paper

It has been the intention of the writer to make it possible for Montana teachers of business subjects to enrich their teaching and to enjoy it more by having a ready source of aids in one place. It is hoped that this material can be made available to these other teachers through the Montana Business Teachers Association which meets regularly each fall in an all-state convention.

The reader should be able to get a general idea of some of the types of aids that are available and how to measure their effectiveness in Chapter II.

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1Mrs. Pam Simmons Boettcher, "Trends in Business Curricula in Montana Public High Schools," *The Research Record*, School of Education, Montana State University, January, 1956, p. 4, Table IV.
CHAPTER II
EFFECTIVE USE OF TEACHING AIDS

Determining the general effectiveness of aids is a problem, but it can be solved according to Speciosa. Success in the use of any aid depends in part on the enthusiasm of the teacher for the aid, the care taken in its selection, and the preparation given to the planning and timing of it. The aid must be injected into the teaching plan when it meets the objective of the course, the interest of the students, and the proper stage of skill development.¹

Possible Teaching Aids Available to a High School

Teachers oftentimes overlook obvious, easy-to-use aids. In fact, many aids are used without the recognition that they fall into the aid classification. The aids listed here have been taken from Toll's editorial with adjustments to meet the purpose of the paper to select the aids which Montana business teachers most likely will find at their disposal. Following is a list of those aids most commonly available and most often used in teaching business subjects:

Printed Materials: textbooks, workbooks, teacher's manuals, handbooks, newspapers, pamphlets, and monographs

Displays: bulletin boards, blackboards, flannel boards, charts, and walls

Projection equipment: motion pictures, slidefilms, and opaque projectors

Talks and demonstrations: by teachers, students, businessmen, and professional demonstrators

Field trips: to see equipment, office procedure, and supply houses

Miscellaneous: games, contests, charts, progress records, awards, transcription machines, recording machines, phonographs for developing rhythm or for dictation records.

Critique To Be Used in Evaluating an Aid

Before experimenting with any teaching aid, certain criteria should be applied, according to Toll. In selecting the aids presented in this paper, the following criteria were applied which include some suggested by Toll and others which the writer chose to apply:

1. Timing - includes timeliness of the activity as well as length of time necessary to conclude it.

2. Apparent degree of motivation needed - teacher must be enthusiastic about aid first, then the students will become interested.

3. Results to be gained - improved understanding, attitudes, or performance.

4. Degree to which specific purpose is accomplished - likely to improve as the presentation improves with use of aid.

Toll, op. cit., p. 8.
5. Improvement needed in teacher's presentation - aids will no doubt improve as more familiarity with them is gained by teacher.

It is obvious that No. 5 will require an evaluation to be made after this paper is written. Application of this step to each aid will show its practicality and fortify the judgment of the writer in including it. Or, it is possible it may mean its elimination from any presentation made to business teachers.

Various effective teaching aids for the teacher of typing have been selected and presented in the following chapter.
CHAPTER III
TEACHING AIDS FOR TYPEWRITING

Every good teacher of typewriting is constantly looking for better or more effective methods of presenting the subject matter.

The aids presented in this chapter are only a few of the many which have been studied. They have been presented for the variety they offer, for the improved performance they provide, or for the improved instructional procedures they make possible.

Business Teachers—Put Your Camera to Work

Smith and Nassy have presented many helpful suggestions out of their own experience for providing inexpensive visual aids that may be used in business education classes. The following paragraphs describe some of them:

The increased popularity of the versatile miniature camera as a source of inexpensive color slides and even lower cost black and white pictures has made many teachers camera-conscious. . . . If you are a novice, have no fear, for by following a few simple suggestions you may turn out an enviable series of slides or filmstrips that may be better suited to your teaching purposes than some professionally produced efforts.

. . . . . . . . . . . . . . . . . . . . . . . .

Your students are ideal models for demonstrating machines and techniques in typewriting and office practice. You will find them more than willing to cooperate and they will get a thrill from helping to demonstrate for the purpose of producing projected
aids. Techniques such as correct posture at the typewriter, manipulating machine parts, and chain feeding of envelopes will all lend themselves for photographing.

Various letter forms, letter placement aids, and tabulation set-ups are other possibilities. . . . Arrange to take your camera and a flash attachment into large business offices and snap pictures to show the variety of machines in use and also the size of the offices. . . . Posters, charts, and diagrams (teacher-made or commercially produced) may be copied photographically to reduce your storage problems and also to increase the effectiveness of the visual aid.

. . . When you are ready to purchase a camera, a talk with a reputable camera dealer will clarify many features that need not be described here.

Advertising Our Typewriting Departments

Enrollments in typing classes continue to increase, but a good informational program can reach even more students. Students need this information to make a wise selection of courses. West's article, quoted in part on pages following, is directed primarily toward personal typewriting courses; but since it is generally agreed that good basic training is an essential for both personal typing and vocational typing, many of the suggestions which she gives will help increase enrollment in all typing classes.

The activities available for such a publicity program are limitless, according to the author of "What about Personal

Typewriting?" The following are some of the publicity ideas she found to be most helpful:

A. Portable-typewriter clinics for pupils, teachers, and parents. These clinics are held after school. Participants bring their own portable typewriters and are assigned to rooms according to the make of their machines. Regular typewriting instructors are in each room. Participants prepare exercises that have been planned to cover the use of the operative parts of the machine. Demonstrations are given by the company representatives and time is allowed for individual questions. Awards may be given for speed and accuracy tests during the clinic period.

B. Exhibits prepared for the various departments, school clubs, and school activities. These exhibits show how typewriting can be used by students and teachers. The displays, mounted on peg boards in an attractive, stimulating, informational, and easy-to-handle manner are shown in the various classrooms. Some suggested displays are:

1. English department -- a handwritten theme and the same theme typewritten; some essay contest literature showing the requests for essays to be typewritten; copies of the essays that have won awards; speech outlines; personal correspondence; and other typewritten papers.

2. Home economics department -- menus, recipes; tags for food and dress displays; typewritten notebooks; food orders, inventories, and other similar displays.

3. Language department -- copies of correspondence sent to "pen pals" in foreign countries which indicate the improved legibility of the typewritten letters.

4. Shop classes -- typewritten copies of some building specifications in duplicate.

5. School clubs -- agendas; announcements; minutes of meetings; financial reports of clubs; invitations; banquet menus; place cards; club correspondence; and other exhibits.

6. School productions-- radio scripts; plays; yearbook copy; school newspaper; and news items for local newspapers.
7. Picture of the high school guidance director counseling a student. Along with the picture a statement is posted from the counselor in which he recommends personal typing for college-bound students.

C. Exhibits showing the application of personal typing in out-of-school activities. These exhibits are displayed in the library, the cafeteria, in the corridors, in other convenient places where every student can see them. These exhibits can also be used during a P. T. A. Open House or as guidance posters in the grade schools. Such exhibits as the following are suggested:

1. Pictures of former students posted next to their statements of personal use of typewriting skills in college. Sample copies of work, such as manuscripts with footnotes and composition work.
2. College handbooks, with pages marked which request typewritten work.
3. Pictures of the P. T. A. president typewriting the agenda for the next meeting, displayed next to the finished copy.
4. Family correspondence, typewritten in multiple copies, to be sent to various members of the family.
5. Income tax reports prepared on the typewriter.
6. A handwritten letter and the same letter typewritten with a notation stating the time taken to prepare each page.
7. A picture and statement of a local housewife in which she tells how she uses her typewriting skill.
8. A picture and statement of one or more teachers, which tells how they use their typewriting skill.

D. Demonstrations. Pupil demonstrations in classes, homerooms, the auditorium, hobby shows, and club meetings will stimulate interest.

E. Radio skits. Students can prepare a script telling why they are taking typing and how it helps them. These skits may be broadcasted over local stations.1

From Window Shade to Typing Chart

A good many of the illustrations a teacher uses are drawn on the chalkboard and of necessity are soon erased. Those illustrations that are used frequently have to be redrawn each time unless some device such as suggested here is used. Ross has successfully turned window shades into typing charts. The following paragraphs explain her method:

Have you ever erased a good illustration from your chalkboard, only to draw it again in haste the next day? . . . Doesn't this situation often make you think: "I wish I could leave that illustration on the board for a while."

. . . I had the chance to do something about this. . . . After trying several materials and methods, I printed some charts on a white, vinyl plastic window shade. A felt pen and black ink made the charts more meaningful, but one experiment with color did not prove successful.

The shade I used is 3 feet wide by 6 feet long. Only 4 feet are used for the actual chart, however; 2 feet are left on the roller. The cost of such a shade is about $1.25, and can be purchased in any home-furnishings section of a department, variety, or furniture store. The felt pen, which can be used for other illustration work, comes in a kit with ink and cleaner . . .

The shades, of course, are on rollers. The rollers are fastened to a piece of 1/4-inch plywood, 13 by 40 inches. This plywood is reinforced by a frame, so that it can be hung on a wall like a picture. The same brackets that would be used to mount a shade at a window are used to fasten each shade to the plywood. . . . There is room to mount six shades, one above the other, on a plywood board of this size.

How to Draw Chart. In making each chart, first draw it on a sheet of paper as it will be in its final form. Then figure out a scale, such as 1/4
inch equals 1 inch. Outline the chart roughly in pencil on the shade. Finally, with the felt pen, draw the final form in black ink.

In planning charts, there are several precautions to follow. Do not try to use too much printing. Too many words make the chart hard to read from a distance. Keep one basic thought on each chart. Print numbers and words large enough and in intense enough black so that students can read them at a reasonable distance. It is a good idea to plan each chart so that beginning and advanced concepts are presented on separate halves. By doing this, the chart needs to be unrolled in a beginning class only as far as your preliminary presentation warrants.

The Community Project

In every teacher's experience there is a request for help with a community project. This should be acknowledged as a challenge to the teacher as well as the students. Most of these projects can be made into a learning situation. The classroom work will have to be re-arranged and parts of the textbook may have to be taught out of their usual sequence. The only thing which a teacher may have to insist upon is time to prepare her classes and the materials.

The project by Tedesco which is described here is for Christmas seals, but can be adapted to other projects.

Building the File. If no lists are available, it may be the duty of class and teacher to set one up. If so, we use the county tax return list and telephone directories to secure desired names. The sheets and pages of these books are separated and distributed, and the advanced typing class types

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the names on cards. Each card contains the name and address of a citizen; the code is placed on the card by the county director and is determined by the individual amount of money an individual donated the preceding year. Once this file is in order it is a relatively simple task to keep it up to date.

**Assigning Responsibility.** Students are given the sheets shown on the following pages. Each is assigned a letter or a portion of a letter of the alphabet and is held responsible for that part of our file until all the work is completed.

The pupils type onto each address sticker the information on the card. The card is then placed face down to keep it in alphabetic order. At the close of the period, a rubber band is placed around the portion of the cards completed, and another around the unused ones. A third band goes around both sets of cards so that each student's work will be in a separate package. Then the work goes to the teacher in charge of the file.

**What Are the Values?** This type of problem is one of the best motivation schemes you can use for these reasons:

1. It makes students "eager beavers" and stimulates healthful competition.
2. As students are taught to apply their knowledge, the "building process" or articulation to more responsibility is actually taking place.
3. Our purpose in this project is not so much to give the community a helping hand as to develop good work habits in our students, to teach them to meet deadlines when work is assigned, and to learn to cooperate.
4. Weaknesses become evident, and individual differences can be readily checked as a part of the teacher's follow-up program.

The instruction sheet to be presented to the students is given as follows:

**Instructions to Students**

1. Address label sheets
   Start at closed end of label sheets. Place thirty addresses to a sheet working horizontally; leave
the bottom row at the attached end of the sheet blank.
Be sure to place the "key" to the right of the address—in this way:
Mr. John Jones
111 East 45th Street
London, Ohio

2. Attach label to envelopes
Detach the top sheet of labels only including the blank row at the top and bottom.
Discard top sheet of carbon paper and blank rows of labels.
Separate typed labels; attach to green envelopes between address marks on back of envelope.
Be sure the envelopes are kept in alphabetic order.

3. Number the envelopes
While envelopes are still in alphabetic order number the envelopes (using a pencil) in the lower righthand corner of the side the label is on, numbering consecutively from 1 to 5000 or whatever the last number is.
Once the envelopes are numbered, alphabetic order is not important.

4. Separate envelopes by key
Count and record the number of envelopes in each key; as soon as this count is finished, bring all "B" key information to the teacher.

5. Stuff envelopes
The numeral following the letter or letters in the key indicates the number of sheets of seals to be put in an envelope; i.e., c1 gets one sheet of seals; c2, lc2, olc2, etc., get two sheets of seals; c3, rc3, n3, etc., get three sheets of seals.
Place in the white outgoing window envelope a green envelope, the appropriate number of sheets of seals, the educational insert, and a letter.

6. Seal envelopes
Place envelopes on desk, address down, flap open, one envelope on top of the other with gummed edges showing. Go over gummed edges with moist sponge.

7. Prepare for mail
After envelopes are stuffed and sealed, sort them by post office.
Wrap in bundles no larger than can be conveniently handled by one hand and face the bundle tying with twine.
Place envelope for each post office in a separate pack.
Deliver to post office.  

Time Cost of Erasures
It often has been difficult to get students to see the time cost of erasing. In much of the textbook work there is a ten-word penalty for each error. That seems like a great deal when the student knows he missed only one word! This suggestion by Murphy shows how much time is used for making a correction and should prove to everyone's satisfaction the costliness of making erasures, that accurate typing is a real time saver. His technique is as follows:

Printed timed writings are distributed to the members of the class. One person starts to type as all the others are poised ready to type. When the person as demonstrator makes a mistake, he says, "Begin." All students type while the demonstrator erases and corrects the error. When the error is corrected, the demonstrator indicates, "Time." The students can then figure the number of standard words they typed while the erasure was being made.  

He found that pupils will usually average twelve to twenty words during such an interval. He states further that there is much less antagonism toward the ten-word penalty, and students realize the true cost of an error.

Typewriter Mystery

Just prior to a vacation or a program when the usual class work cannot be carried on, a typewriter mystery such as the following prepared by Nelson\(^1\) can be used to advantage. The writer has found students very enthusiastic about the game and frequently has had requests for mystery games at other times.

**Directions:** To solve the mystery, insert paper in the typewriter vertically, space down 9 single spaces from the top, set side margins for a 60-space line, and begin typing, line by line. Keep shift lock depressed throughout entire typing. Symbols: "5%" means strike "%" five times; "3sp" means strike space bar three times; etc.

<table>
<thead>
<tr>
<th>Line</th>
<th>Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    - 13sp, 2%, 5sp, 2%</td>
<td>26 - 10%, 1sp, 34%</td>
</tr>
<tr>
<td>2    - 13sp, 6%, 1sp, 5%</td>
<td>27 - 46%</td>
</tr>
<tr>
<td>3    - 14sp, 6%, 1sp, 6%</td>
<td>28 - 1sp, 55%</td>
</tr>
<tr>
<td>4    - 15sp, 5%, 1sp, 9%</td>
<td>29 - 2sp, 56%</td>
</tr>
<tr>
<td>5    - 16sp, 5%, 1sp, 10%</td>
<td>30 - 5sp, 36%, 1sp, 8%, 2sp, 5%</td>
</tr>
<tr>
<td>6    - 17sp, 5%, 1sp, 10%</td>
<td></td>
</tr>
<tr>
<td>7    - 19sp, 4%, 1sp, 10%</td>
<td>31 - 6sp, 33%, 5sp, 4%</td>
</tr>
<tr>
<td>8    - 21sp, 3%, 1sp, 10%</td>
<td>32 - 7sp, 31%</td>
</tr>
<tr>
<td>9    - 27sp, 13%</td>
<td>33 - 9sp, 27%</td>
</tr>
<tr>
<td>10   - 29sp, 14%</td>
<td>34 - 11sp, 23%</td>
</tr>
<tr>
<td>11   - 32sp, 15%</td>
<td>35 - 5sp, 26%</td>
</tr>
<tr>
<td>12   - 33sp, 16%</td>
<td>36 - 3sp, 26%</td>
</tr>
<tr>
<td>13   - 33sp, 13%, 1sp, 3%</td>
<td>37 - 2sp, 9%, 1sp, 14%</td>
</tr>
<tr>
<td>14   - 32sp, 19%</td>
<td>38 - 2sp, 5%, 4sp, 12%</td>
</tr>
<tr>
<td>15   - 32sp, 20%</td>
<td>39 - 1sp, 4%, 4sp, 10%</td>
</tr>
<tr>
<td>16   - 32sp, 21%</td>
<td>40 - 1sp, 4%, 2sp, 6%</td>
</tr>
<tr>
<td>17   - 32sp, 21%</td>
<td>41 - 5%, 1sp, 5%</td>
</tr>
<tr>
<td>18   - 31sp, 21%</td>
<td>42 - 5%, 1sp, 5%</td>
</tr>
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<td>19   - 31sp, 19%</td>
<td>43 - 4%, 2sp, 5%</td>
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<tr>
<td>20   - 31sp, 15%</td>
<td>44 - 3%, 4sp, 4%</td>
</tr>
<tr>
<td>21   - 29sp, 15%</td>
<td>45 - 1sp, 2%, 4sp, 4%</td>
</tr>
<tr>
<td>22   - 26sp, 16%</td>
<td>46 - 7sp, 4%</td>
</tr>
<tr>
<td>23   - 23sp, 19%</td>
<td>47 - 7sp, 3%</td>
</tr>
<tr>
<td>24   - 3sp, 4%, 12sp, 24%</td>
<td>48 - 8sp, 2%</td>
</tr>
<tr>
<td>25   - 1sp, 8%, 5sp, 30%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1--Typewriter Mystery Solution
Copyholders

Typewriting students have frequently complained about losing the place when reading from typing textbooks that lie flat and so far away. Even though supplies and equipment are low, Murphy has found ways of providing copyholders that bring the typing book up to the eye level of the students. His three easy ways of constructing copyholders follow:

1. Tack a narrow strip on each end of a sheet of plywood six inches wide and twelve inches long. A bit of stain or varnish will add to its attractiveness. The cost is negligible.

2. Cut copyholders from corrugated cardboard boxes. Remove the paper from one side of the corrugated ridges, trim it neatly, and you have a most workable copyholder. The many ridges provide opportunity to set the copy at any angle or slant.

3. Tie a knot in each end of a heavy piece of wrapping cord. This knotted cord serves satisfactorily as a book copyholder.

Every typing room can have copyholders. Perhaps your Future Business Leaders of America or Commerce Club could make them as a service project.

The aids that are considered very important in the improvement of shorthand teaching are presented in Chapter IV.

1Murphy, op. cit., p. 55.
CHAPTER IV
TEACHING AIDS FOR SHORTHAND

Shorthand aids are numerous and varied. Since an aid which may produce success for one teacher may prove of only mediocre value to another, those which are presented here are the ones which the writer feels will best stimulate learning.

Since shorthand and transcription are inseparable, some of the aids given in this chapter and Chapter V for transcription may be used interchangeably.

Word Bingo

Many teachers have found that the day before vacation is one of restlessness, excitement, inattentiveness, and activity decidedly unrelated to the lesson at hand. It is best to be prepared with something different from the regular routine for that day. Sullivan has reported success with the word bingo game and has described it as follows:

Two or three days before vacation the pupils are asked to bring with them on the day before the vacation four or five sheets of paper with a large square drawn on each. This square is to be divided into twenty-five small squares large enough to contain a written shorthand word. The upper righthand corner of each square is to be numbered with any number from one to fifty—not consecutively, vertically, or horizontally.

The teacher has prepared a list of seventy-five to one hundred words pertaining to the particular vacation approaching—Easter, Christmas, summer.
This list should not be in consecutive order numerically. If it were, the fun element of searching for the next number would be eliminated. The teacher dictates a number with its accompanying word; the pupil looks for the numbered square on his sheet; and if he has that particular number, he writes the shorthand outline for the dictated word in that blank square. The words are given rapidly, thus making the pupils look quickly as well as remember the word while looking. The faster the numbers and words are called, within reason, the more fun is involved. Just as soon as any pupil has a complete horizontal, vertical, or diagonal row filled, he announces "Merry Christmas," "Happy Vacation," or "Easter Parade," depending on the vacation ahead.

The one who has made the announcement writes on the board the outlines which he has in his completed row. If they are correct, another game begins on a new sheet of paper. If the outlines are not correct, the class continues to play until another pupil has a full row and announces that fact. He then writes his outlines on the board and, if they are correct, another game is begun.

Any words might be used in the advanced classes, but brief forms and simple vocabulary are best for the first year of shorthand. The selection will depend upon the principles covered up to that time.¹

Student and Teacher Planning

There is a growing realization that student participation in the shorthand classroom activities is both possible and practical. Jennings² has indicated that a student must share, express, contribute, initiate, and evaluate in order to learn.

Regardless of the abilities of students, participation in classroom activities tends to create interest, enthusiasm,


cooperation, understanding, appreciation, and confidence in one's own ability.

Jennings has suggested the following activities which he considers as profitable because they have a tendency to involve student participation:

1. Concerted spelling, reading, and copying from the teacher's blackboard outlines.
2. Individual spelling, reading, and copying from the teacher's blackboard outlines.
3. Concerted and individual reading from the textbook.
4. Taking dictation from the teacher or from recordings.
5. Brief discussion and questions concerning new theory.
6. Individual reading back of dictation.
7. Generalization drills and shorthand penmanship practice.¹

He has claimed that while this type of student participation is good enough, it is not broad enough. His suggestions for activities to provide for further participation by the students are described in the following paragraphs:

Establishing goals. The student and teacher should cooperate in establishing individual short-range and long-range goals commensurate with the ability, needs, and interests of the student. After the goals have once been established the student should be required to attain them. Care should be exercised . . . that goals are not set beyond the ability of the student.

Participation in classroom planning. The primary purpose of teacher-pupil planning is to create a classroom atmosphere which will facilitate the learning on the part of the student and guidance on the part of the teacher. . . . Student participation in planning study periods, kinds of daily

¹Ibid, p. 15.
Tests or reviews, visits to business firms, classroom behavior, and assembly programs will all pay enormous dividends.

Students should participate in planning and arranging for the group to see and to hear experts from the field. With a little help from the teacher, students can carry full responsibility to interview, to invite, and to introduce guests. Students should also plan and arrange for the evaluation of the various activities. Students are always anxious to plan and to arrange for field trips, movies, and film strips.

Small groups or committees will enjoy being responsible for the arrangement of furniture in the room, for planning regular bulletin board displays, for taking daily attendance, for checking up on irregularities in classroom behavior, for reporting significant facts concerning shorthand, and for the organization of a shorthand club. A shorthand club is advantageous, for it gives an opportunity for valuable group discussion, which so many teachers feel should not take place in the regular class period. The activities of the club should grow out of and tie in with the classroom activities.

Using the blackboard. Teachers should present new work from the blackboard, but students do an excellent job if given three or four minutes each day to present the review work from the board. Students should be given advance notice when they are to have charge of the review so that they may be thoroughly prepared. Students spend a great deal of time practicing on the blackboard in order that they may give a commendable demonstration. One teacher reserves a corner of the blackboard for notices, bits of information concerning members of the class, or jokes—of course, everything in this corner must be written in shorthand. Students take delight in reading from this corner each day. Any shorthand student has the privilege of writing on this section of the board.

Participation in dictation. Students delight in bringing materials to class for dictation, and the group will enjoy the wide variety of materials. In the course of the year, various students should be given the opportunity to dictate to the class. Advance notice should be given to the student...
so that he will be thoroughly prepared. . . . When a student dictates to the class, it gives the student a feeling of real participation; it gives the class a change; and it gives the teacher an opportunity to observe closely the students while they write, giving them individual attention and special help.¹

Assistant Teacher in Shorthand Classroom

The distributors of Gregg products have long put out phonograph records with dictation material correlated with their textbooks. For the past few years they have offered tapes with the same type of correlated materials. These are rather expensive, but they do have some advantages over the records: very high fidelity (which records to not have for long), little or no breakage, ease of repair, machines are not expensive, excellent tone and volume control, easily corrected.

While the prepared tapes are rather expensive, any teacher can make her own. In the paragraphs that follow, Straub describes some of the uses a teacher can make of a tape recorder besides the use of the commercially prepared tapes.

My students and I are whole-heartedly welcoming my new instructional associate, a robot teacher that we can turn off and on at will and who saves time for both me and my students—a dictator who never tires of repeating takes at any set speed, and a marvelous adaptor who can whisper or shout, and who can do this for hours.

Students like to practice from prerecorded dictation. There seems to be a definite challenge to the student to be able to take the material at

¹Ibid, pp. 15-16.
the designated speed. Gone now is the faint suspicion often levied at a teacher—"You must have speeded up on us!"

Students particularly like doing homework this way, too. They like to operate the wire recorder—especially, for some strange reason, when the top is left off and they can see the workings of the machine. And they enjoy doing their homework together.

There are other practical considerations that endear our robot voice to us. For one thing, the students get more actual dictation. For another, I have more time to help individuals both in and out of class.

One wonderful use of the recordings is in enabling absentee students to catch up on the work they miss.

What dictation material do we record? Over the years we have accumulated quite a few volumes of Gregg News Letters and Business Teacher issues which contain shorthand speed tests already marked for some speeds and readily adapted for in-between speeds. Then, too, we have many incoming business letters that we and our students receive—they love to bring in a letter and have it recorded.

Shorthand Bulletin Board Ideas

The old standby, the bulletin board, is most valuable in the shorthand room. Some of the better ideas (and newer ones) the writer has found in reading a number of articles on the subject are these given by Ellison as being interest-catchers for her classes.

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1Lura Lynn Straub, "We Have an Assistant Teacher in Our Shorthand Classroom," Business Education World, 33:449-450, May, 1953.
Visibility of Inks and Pencils. Write a short letter on regular shorthand paper using various colors of ink—purple, green, black, blue-black, blue, red—and pencils varying in hardness of lead. Mount and arrange on the bulletin board under the caption, "Visibility."

Let the students list the colors in the order which they think are the most visible and the easiest to read. Take time during class to discuss those that are most visible and prevent eye strain when transcribing for a long period of time.

This would be a good bulletin board to use early in the fall when stressing the importance of writing shorthand with a fountain pen.

Actual Business Letters. Select a group of actual business letters which are good according to the quality of paper, letterhead design, typewriting, and content. Give these to students and have them write the letters in shorthand. Display the actual letters and the shorthand notes of the students' on the bulletin board.

This bulletin board should be used in stressing good penmanship and accuracy of notes in beginning shorthand.

Duties of a Secretary. Pictures illustrating the duties of a secretary will create interest and enlighten students of duties performed by secretaries. From current magazines, such as Glamour, Saturday Evening Post, Today's Secretary, etc., cut colored pictures illustrating the following: A secretary taking dictation, transcribing notes, doing filing, answering the telephone, sorting mail, using an adding machine, meeting a caller, doing personal shopping for an employer, doing mimeographing, keeping a checkbook, organizing a social affair, transcribing from a voice-recording machine, and preparing a monthly payroll.

Mount these pictures on appropriate paper, and arrange on the bulletin board. Also, type a list of other duties performed by secretaries.

Shorthand Systems. Once a year arrange a bulletin board and display table emphasizing and comparing the various systems of shorthand.
For the display table teachers can often obtain books, pamphlets, and literature from a local or a school library, or order sample copies from different companies.

For the bulletin board use actual handwritten examples of the various systems, such as: Thomas Natural, Pitman, Gregg Anniversary, Gregg Simplified, Speedwriting, and Stenograph. Under each example give the basic principles of the system, and compare the systems by the length of learning time, speed that can be obtained, and the difficulties involved in teaching each system.

What Makes Good Writing. In the center of the bulletin board place a copy of the "Shorthand Writing Habits" sheet (see illustration below) and with streamers going from each point give an illustration, for example: Notebook—a sheet of good quality shorthand paper; fountain pen—pictures showing the various makes of fountain pens on the market today; position—a picture showing a good position for someone reading, a copy of brief forms, etc.

Shorthand Writing Habits

A. Notebook

1. Good quality.
2. Use better grade of paper.
3. Use spiral binding.

B. Fountain Pen

1. Good.
2. You should buy a pen that doesn't scratch.
3. Take top off pen while writing.
4. You are pen-pinching while writing.

C. Position

1. Correct.
2. Rest your arm on your desk.
3. Slant your notebook correctly.
4. Sit properly (body straight, feet on floor).

D. Suggestions for Improvement

1. You need to read each assignment three times to build your reading rate.
2. Instead of reading the complete assignment and then re-reading it, read each letter three times and then read the next letter.
3. You need to learn the brief forms that have been covered in class.
4. Give your undivided attention in class.
5. Relax as you write.
6. Review.

Calling on Students

While this is a technique which could be used in any class, it is being included under shorthand aids because a teacher has more occasion to call on students quickly in this class than in either typing or transcription.

Green, who is in charge of the "Teaching Devices" column for the Business Education World, is responsible for the following suggestion:

Unless you use class cards, you'll either tend to call on the very bright, the very poor, the very pesky, or even the many "fair to middling." But you'll be sure to miss some and overwork others. Now, if you'll just quietly turn over a recitation card every time you call on a student, you'll be sure to hit them all about equally. And don't forget to shuffle those cards frequently so that students won't know who follows whom. But don't shuffle the cards before you've gotten all the way around or you'll defeat your purpose.

In the following Chapter the "World's Worst Envelopes" and the "World's Worst Transcript" could be listed under aids to enrich the teaching of shorthand, but they have been selected for transcription because they can be used to greater advantage here. Three other aids have been included in this chapter.

CHAPTER V
TEACHING AIDS FOR TRANSCRIPTION

While the businessman judges the stenographer by the finished product of her work—the letter—and while he is not concerned with the component parts of the skill which produced that letter, the teacher is vitally concerned with these parts of the skill. In order to insure the stenographer's possession of the necessary skill, every one of the facets of that skill (shorthand, typewriting, English) must be developed.

The aids chosen for inclusion in this section should assist the teacher in developing some of these facets in a little different way and perhaps in a more interesting way.

World's Worst Envelopes

One of the most difficult things to get students to do is proofread their work. However, they seem to enjoy finding someone else's errors! The "World's Worst Envelopes" offer a real challenge to the students as there are forty-five undeniable errors in the twelve envelope addresses included. The three debatable aspects are not counted as errors: the Post Office prefers (a) indented style, (b) double spacing, (c)...
and (c) the state's being on a separate line; but the other variations are acceptable. The following addresses are those given in the article illustrating the various types of errors which a typist should be able to identify:

1. Mr. Bob F. Forbes
   971 East 122nd Street
   New Port, Rhode Island

2. Miss Mildred Martin,
   Rapid Transit Station,
   Fifty-nine Milwaukee Avenue,
   Milwaukee 6, Wisconsin.

3. Mr. Lloyd Robertson, Esq.
   28 Jones Street
   Wallaceburg, Canada

4. Miss Joyce Harper
   95 Riverside drive
   Washington, 6
   D. C.

5. Mr. Charles T. Stewart, Cashier
   Credit Rating Company
   179 E. St. Str.
   New York City 18
   New York

6. Mr. Albert French & Son
   61 Albers Avenue
   Albany
   Illinois
   Att: George Adams

7. Mr. Homer K. Clark
   15 Boylston Avenue,
   Miami, Florida

8. Miss Francis Price
   39 Franklin Street, Bath
   Maine
9. Central Furniture Company  
29 east State Street  
City  

Attention: James Taylor  

10. Mr. Fred Haines, Manager,  
985 West 35th Street  
Manchester, New Hampshire.  
Douglas Products Inc.  

11. The Personal Shoppe,  
Metropolitan Bldg.,  
175 Washington St.,  
Boston, 38, Mass.  

Mr. Joseph F. Hill, Manager  

12. The Continental Dept Store  
Washington Street  
Pittsburg  
Pennsylvania  

Here's the Key -- Following the order in which the envelopes are numbered in the illustration:  

1. (1) Robert, not Bob; (2) no space after 122; (3) nd should be eliminated or written as d, not nd;  
(4) Newport, not New Port.  

2. (5) third line incorrectly indented; (6) 59 not Fifty-nine; (7, 8) Milwaukee incorrectly spelled twice.  

3. (9) delete either Mr. or Esq.--don't use two personal titles; (10) insert the province name (it happens to be Ontario) after Wallaceburg; (11) put Canada on a separate line.  

4. (12) Drive, not drive; (13) delete comma after Washington; (14) second line incorrectly indented.  

5. (15) crossing out is not acceptable; (16) second line should be indented; (17) East, not E.;  
(18) State (or possibly Saint), but not St.  
(19) Street, not Str.; (20) delete City in line 4.
6. (21) delete Mr. in line 1; (22) write out Attention; (23) attention line should be far enough to the left not to appear under the address; (24) insert Mr. before George.

7. (25) second line is out of line; (26) delete comma after Avenue; (27) Florida not Flarida. Typist should try to verify Miami zone number, too.

8. (28) either Miss must be Mr. or Francis must be Frances; (29) Bath should be on third line, and then (30) delete comma after Street.

9. (31) East, not east; (32) use of City in place of city and state is not acceptable; (33) attention line should be further to left; (34) insert Mr. before James.

10. (35) company name belongs on second line; (36) punctuation style is inconsistent--either delete the comma after Manager and the period after Hampshire or insert a comma after Street. Typist should check on comma after Products.

11. (37) attention line should be first line of address, not separate; (38) Metropolitan, not Metropolitan; (39) Building, not Bldg.; (40) Street not St.; (41) delete comma after Boston; (42) write out Massachusetts; (43) strikeover in an address (Mass.-Miss.) is not acceptable.

12. (44) Dept is wrong—if company uses the abbreviation in its name, a period is needed; otherwise, write it out; (45) Pittsburgh, not Pittsburg. Typist should check on Pittsburgh zone number.

World's Worst Transcript

The "World's Worst Transcript"1 has been a feature of the Business Education World for many years. It has drawn the acclaim of many teachers of transcription, typewriting, and office practice as an effective device for making a game instead of a chore of proofreading typescript. The teacher

duplicates copies of the problem letter being careful to include the error exactly as shown and to include the line count. Given a copy of the letter, students are challenged to detect the errors. After ten minutes for encircling the errors, and posting each total in the blank at the right, and after an exchange of papers, the teacher reads the corrected letter while the students determine the number of errors which were detected on each letter.

Students may not detect a high percentage of errors the first time they try, but on each succeeding letter they will become more alert and their proofreading will be more efficient—the purpose of using the "World's Worst Transcripts."

On page 33 is a letter loaded with so many errors that finding them all becomes a game through which attentiveness to detail and alertness to proofreading problems may be taught. There are forty errors in the letter on page 33.¹ The key to the errors is on page 34.

¹Only a part of the letter and key from the October, 1951, issue of the Business Education World is included as a sample.
September 5, 1951

Williams & Robbins Inc.
333 Park Ave.
San Francisco, 6, Calif.

Dear Sir:

ATT. Ronald J. Keeter

"Build a better mouse-trap, and the World will beat a path way to your door. That makes good sense! So, does making ERASURE-NEAT available for your staff. This is the product that does exactly what it's name imlys—permits the making of neat erasures.

Its in liquid form and typewriter errors disappear when dabbed with a drop of this majic fluid. No blotter is required since ERASURE-NEAT is abzorbed by the paper. Absorption takes place in less than fifteen seconds. Each one-ounce bottle is quipped with an applicater. Prefect results is garanteed when ERASURE-NEAT is used.

The costs of the 1-oz. bottle of this majic formula is $.50. The pint economy sighs is $650 Special rates are aloud on quantity lots. May we here from you after you give ERASURE-NEAT a text, Mrs. Keeter? You're comments will be very much appreciated.

very truly yours,

Frank Rass, Manager

RF:cs
Key to World's Worst Transcript

Line 1. No period after 1951.
2. Insert comma after Robbins.
3. Write out Avenue.
4. No comma after San Francisco; write out California.
5. Gentlemen not Dear Sir.
6. Transpose attention line to position between inside address and salutation; write out Attention.
7. Mousetrap, not mouse-trap.
8. Pathway, not path way.
9. No comma after so.
10. No errors.
11. Its, not it's; implies not imply's; dash is two not three hyphens.
12. No errors.
13. It's, not Its.
15. No errors.
16. Absorbed, not absorbed; absorption, not absorption.
17. 15 seconds, not fifteen; 1-ounce, not 1-oz.
18. Equipped, not quipped; applicator, not applicator; perfect, not prefect.
19. Are, not is; guaranteed, not guaranteed.
20. Cost, not costs; 1-ounce, not 1-oz.; magic, not magic.
21. 50 cents; not $.50; size, not signs; $6.50, not $6.50.
22. Allowed, not aloud.
23. Hear, not here.
24. Test, not text; Mr. not Mrs. Keeter; Your, not You're.
25. No errors.
26. Very not very.
27. Ross, not Rass.
28. FR, not RF.
Context Clues

The elimination of errors resulting from the failure of students to read letters intelligently is a long and drawn-out process. The drills described in the article by Hale that is quoted here will help students to become alert to context and help them produce meaningful letters.

The use of context-clue drills is extremely simple, requiring only that the instructor prepare the drills—an easy operation—and schedule their systematic use.

At the same time that students learn to type letters, they also learn to read and to look for meaning. The plan is based on using a graduated series of letters (graded in difficulty and in the presence of clues) that contain blank spaces in which students insert appropriate words while they are typing.

At first each blank space is cued by a number of hyphens corresponding to the exact number of letters in the omitted word; students are thus forced to rely on context for proper choice of words. Later on the hyphens are omitted; still later the omissions are for more than a single word—ultimately as many as three words are omitted at a time.

The situation afforded in the copy matter is very similar to the actual transcribing process in which students cannot read their shorthand notes and must, therefore, rely on context to help them supply the unknown words. Because the letters used in context-clue drills are concrete, challenging, and more meaningful, the teacher has an excellent opportunity to focus the learners' attention on the importance of using context as an aid in transcribing and to develop their ability to read for meaning.

General instructional procedure. The teacher's activities in constructing and using the context-clue drills may be summarized in the following three steps:

Step One. After the class has learned how to arrange and type letters, periodically distribute duplicated letters (similar to the one in the illustration). The instructions on the duplicated material should be self-explanatory. I go over the first of
the letters carefully with the class in unison to point out not only the correct word but also the importance of using the context to determine the correct word. We ferret out alternatives, discarding them reasonably and logically, so that students develop a technique for examining context.

Step Two. After the class has learned to set up unarranged letters, I distribute letters in problem form. . . . These letters are not facsimile and require the student to plan the letter placement and arrangement; otherwise, so far as word choice is concerned, the pretranscription problem is similar to that in letters like the one in the illustration.

Step Three. . . . The material used in Step Three is like the previous drill materials except that the hyphens (a sure clue to word length and therefore to word choice) are omitted. In this group of letters, the student is given no hint as to the number of letters in the missing words. They are privileged to insert any word that makes sense. In the final letters prepared for duplication, the instructor may omit as many as two or three consecutive words from obvious places.

Suggestions for preparing and using drills. In the beginning, the omitted words should be very obvious so that students will experience success from the outset. Grade the material very gradually from the simple to the difficult. Avoid ambiguities by omitting only those words for which there are no substitutes. . . . The omitted words should be part of a commonly used business phrase or expression. . . . Do not use this kind of material every day because it does not build speed or accuracy. I recommend the use of context drills about once a week after students have had some letter practice. Urge students to keep eyes rigorously on the copy while typing and to try to determine the missing words from the natural flow of language and meaning as they reach the blank spaces. Present the letters as puzzles, as a challenge. They will arouse a good deal of interest and your students will concentrate intensively on their work.1

Directions: The following letter contains several words that have been omitted. The omitted words are represented by hyphens. The number of hyphens corresponds to the number of letters in the omitted word. Can you figure out the correct omitted word from the general meaning of the sentence and insert the word in place of the hyphens? Try to do so without looking at your machine! Make a correct copy of the letter.

February 28, 1953

Mr. William Carlton
187 South 9 Street
Brooklyn 11, New York

Dear Sir:

We wish --- inform --- that we --- placing your un-paid bills --- the hands --- our attorney --- collection. However, we ---- instructed him to wait five ---- before starting legal action, in --- hope ---- your prompt payment upon receipt -- this letter ---- make such ------ unnecessary.

We --- sorry -- have -- take this serious step -- view -- our previous friendly business relations. You can avoid this trouble --- extra expense --- remitting immediately ---- check -- full ------- of ---- account.

---- ----- -----,

EASTERN SUPPLY COMPANY

Sam Browne, Manager

SB: jh

Figure 3--Context Clue Drill
Using Marginal Reminders

The new editions of the Gregg shorthand books have what are known as marginal reminders for the assistance of the students. However, students can (and do) read the shorthand containing the marginal reminders without seeing them. As a consequence some device is necessary to make the use of these reminders mandatory. These reminders call to the attention of students the spelling of difficult or commonly misspelled words, the use of all the marks of punctuation, the expression of numbers, the use of hyphens, and the use of apostrophes.

Wells has devised some marginal reminder tests which encourage attention to them. If a fluid duplicator is available for use, the tests can be prepared quickly. It is a little more difficult to stencil tests; but, once prepared, they can be used in succeeding years. Wells has presented the following suggestions for the content of such tests:

The first test, a part of which is shown in Illustration 1, contains sentences or parts of sentences from the textbook, in which one punctuation mark or one pair of punctuation marks per line is shown. The students are asked to write the reasons for using the punctuation marks, expressing the reasons briefly, as is done in the marginal reminders. . . . When this type of test is first used, the students are informed of its purpose and allowed to review the lessons from which the sentences are to be selected. Experience shows that careful attention is then given to the points contained in the marginal reminders.

The second type of test, shown in Illustration 2, also contains sentences from previously studied lessons. In addition to giving reasons for the punctuation marks that are included in the copy, the students
are instructed to transcribe words presenting problems in spelling, hyphenation, use of the apostrophe, and the expression of numbers. Small encircled numbers over the words and punctuation marks, corresponding to numbers in the answer column, designate the parts to be transcribed or explained.

Illustration 3 shows the type of test in which the student must insert punctuation and give the reason for its use. Since it is a little more difficult (and the purpose is to encourage rather than discourage learning), its use should be deferred until the students are well established in their knowledge of the rules for punctuation and have had considerable experience in supplying punctuation when reading from their dictation notes.

Selected sentences, shown in Illustration 4, may be used to check the students' awareness of all the details on which emphasis has been placed, because they are required to make a full transcript of each sentence.

Variations of the tests are used to place the emphasis where it is needed. . . . After the students are thoroughly acquainted with the marginal reminders and their meanings, the sentences used in the tests may be new material.  

---

### REASONS FOR PUNCTUATION

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

### TEST ON MARGINAL REMINDERS

In the space at the right, write (1) the rule for each numbered mark and (2) the transcript of each numbered word.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

**Illustration 1**

**Illustration 2**

Figure 4—Marginal Reminders Tests (Samples)
### Assignments 48-53

**TEST ON PUNCTUATION**

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

<table>
<thead>
<tr>
<th>Test on Punctuation</th>
<th>Assignment 54-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The cat and the dog live together.</td>
<td></td>
</tr>
<tr>
<td>2. It was a very exciting day.</td>
<td></td>
</tr>
<tr>
<td>3. I went to the store to buy milk.</td>
<td></td>
</tr>
<tr>
<td>4. She left early for the meeting.</td>
<td></td>
</tr>
<tr>
<td>5. We are very happy.</td>
<td></td>
</tr>
</tbody>
</table>

---

### Assignments 54-59

**TRANSCRIPTION TEST**

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.

<table>
<thead>
<tr>
<th>Transcription Test</th>
<th>Illustration 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15 p.m.</td>
<td>10:45 a.m.</td>
</tr>
<tr>
<td>6:45 p.m.</td>
<td>6:45 a.m.</td>
</tr>
<tr>
<td>I love</td>
<td>I hate</td>
</tr>
<tr>
<td>last</td>
<td>last week</td>
</tr>
<tr>
<td>time</td>
<td>time</td>
</tr>
</tbody>
</table>

---

Illustration 3

Illustration 4
Pen Pals

White, in her "Teaching Aids" column, has reported a pen-pal exchange that is conducted by G. L. Alpin, Lincoln High School, Manitowoc, Wisconsin.

Each year G. L. Alpin extends to shorthand teachers and their students an invitation to join the many students who have fun corresponding in Gregg Shorthand with students in other states. A fee of ten cents is charged to cover the cost of collecting and distributing names. All the names should be sent in before Christmas in order for the work of sending them out to be done before the second semester.¹

Just as students of a foreign language enjoy exchanging letters with others, shorthand students are thrilled with their pen pals. Since each receives a name and his name is sent to another, the student really obtains two pen pals for ten cents. Since only those who want to participate and feel reasonably certain they will answer the letters are encouraged to join, there is a high percentage of those joining who continue to correspond after the first letter.

The writer has found that the types of teaching aids in this and previous chapters have been extremely valuable in motivating students. In the following chapter each of the aids for the three areas, typewriting, shorthand, and transcription, has been presented in a brief manner for the benefit of the reader.

CHAPTER VI
SUMMARY

These teaching aids have been compiled and included in this paper to meet the objective set forth by the writer; namely, to enrich the teaching of the business education subjects taught in a large majority of Montana high schools.

Good teachers make effective use of all available teaching devices and techniques. Audio aids, dramatizations, textual materials, excursions, demonstrations, games, and all others need to be used in proper balance. The use of the proper teaching aid at the most effective time is one of the marks of good teaching.

These aids, which it is hoped will serve as a stimulus to learning, have been screened from many articles in the field written since 1950. These aids may be classified into three types: (1) those which will result in improved performance, attitudes, and understanding; (2) those which will enrich the instructional procedures; and (3) those which will give added variety to the more routine work.

Some of these aids might be listed under two or more of these classifications; however, the writer has classified them according to her main objective in including them in the paper.
Those aids chosen for the assistance they would give in improved performance, attitudes, and understanding are as follows:

The Community Project. The request for a service to the community can be turned into learning situations of many kinds—typing index cards, alphabetizing and filing them, addressing labels, attaching them to envelopes, stuffing and sealing envelopes, sorting and preparing them for mailing. Planning for and executing a community service is demonstrated here with step-by-step directions for organizing and carrying through a method for sending Christmas seals which can be adapted to any other project of this kind.

Copyholders. Guarding the eyesight of pupils in the typewriting and transcription courses is the responsibility of the teacher. Providing copyholders is not only desirable, it is essential. Several simple, effective, and inexpensive ideas are presented. What teacher doesn't have access to corrugated paper? By using the ridges in this paper the copy can be set at any slant desired to obtain the best light.

Calling on Students. This is a device contributing to the effective coverage of a class for recitation purposes. Class registration cards are used and shuffled so that everyone is called upon and no one knows when he will be called upon. Attention is greatly improved.

The World's Worst Envelopes and the World's Worst Transcript. The student can be spurred to do much more
effective proofreading if he is provided with something which challenges his acuity and ability to recognize errors in style, form, spelling, grammar, punctuation, and typing. Both of these aids give the student's perhaps lagging interest in checking errors an injection of spice which will make him more alert to his own errors as he becomes more proficient in finding errors in materials such as these. Finding all the errors may show the teacher she needs to be more attentive to details also!

**From Window Shade to Typing Chart.** An inexpensive chart showing letter styles, for example, can be reproduced on a window shade attached to the wall or chalkboard. The primary advantages of this device are that it can be rolled up out of the way when not in use; one shade can be used for several charts; no erasing and redrawing are necessary.

**Context Clues.** Reading intelligently is the cure for many errors in transcription. This article develops a method whereby students are given training in the choice of words to be filled in on letters according to the context. The drills range from the simple to the complex as the ability of the students increases. At first the number of letters needed in the missing word is indicated; finally, no help is given as to the word or number of words needed. The student is privileged to insert any word or words making sense. This does necessitate reading for meaning, and it also develops word consciousness.
Using Marginal Reminders. The newer editions of the Gregg shorthand textbooks are rich in student aids stressing spelling, business vocabulary building, punctuation, etc. All these aids are given in the margins of the text, but unless the student can see some reason for consulting them they seem to make little impression. With tests over the material given in the margins the student is made aware that he is responsible for learning it and that the material is a help to him. The tests vary in the degree of difficulty by following the progressively enlarging cycle of aids in the text.

Time Cost of Erasures. By a process of each student's finding how many words he can type during the time it takes to make an erasure, the value of accurate typing is graphically illustrated, and the ten-word penalty for errors is justified. It is easy to prove that it takes as long to make an erasure as to type from twelve to twenty or more words.

Those aids which were chosen because of the instructional enrichment which they possess are as follows:

Put Your Camera to Work. By using an ordinary camera, illustrations of such things as good posture at the machine, manipulation of machine parts (paper release, carriage return lever, etc.), and chain feeding of envelopes, can easily be obtained. These pictures use students as models which, because of their personal appeal, makes them more effective than commercial pictures. These pictures can be used on the bulletin boards or as a series of slides or film strips.
Advertising Our Typewriting Departments. Since the writer feels that typewriting should be taught to practically every student, this publicity program has much appeal. Some of the suggestions of special merit are (1) conducting a typewriting clinic for students, parents, and teachers with a few lessons being given or a demonstration by a company representative; (2) exhibits of the uses of typewriting for various departments—themes for English with a copy both in longhand and typewritten with a comparison as to legibility and time saved; menus and recipes for the homemaking classes; copies of minutes, financial reports for school clubs; and (3) demonstrations by students in classes, at hobby shows, in the halls. All of these should heighten interest in the subject.

Student and Teacher Planning. A feeling of responsibility toward any program will make all participants in it more interested, understanding, and appreciative. Arranging for student participation in planning can be used advantageously by both students and teacher. Some of the most meritorious suggestions in this article were to permit students to participate in classroom planning—the physical features of the room such as the arrangement of desks, bulletin boards; the kinds of tests or reviews and the best time to give them; inviting guest speakers and planning field trips; and in the establishment of goals.

Assistant Teacher in Shorthand Classroom. The assistant, the voice recorder, is worthy of attention. A teacher
who has to watch a stopwatch and a book at the same time just cannot give much individual attention to the writing habits of the pupils; this "assistant teacher" would free her to give this needed individual attention. Since such recorders are relatively inexpensive, a teacher might well consider the purchase of one herself if the school cannot provide one. There are commercially prepared tapes of high quality, but any teacher can make her own tapes without much expense. With a recorder students can practice at any time—not only when the teacher is available for dictation--and he can repeat material as many times as desired.

**Shorthand Bulletin Board Ideas.** There are some outstanding ideas for bulletin boards in this article. The most usable ones are these: a bulletin board demonstrating the visibility of colored inks and pencils of varying degrees of hardness by actual shorthand notes followed by a rating by the students as to the most legible copy; a comparison of various systems of shorthand through using sample copies of lessons (or actual handwritten copies available in the community)--Gregg Anniversary, Gregg Simplified; Thomas Natural, Pitman, Speedwriting, Hy-Speed Longhand, Stenograph are some which could be used; duties of a secretary could be illustrated by pictures from magazines showing a secretary performing the duties which might be expected of one--taking dictation, transcribing notes, doing filing, answering the telephone, sorting mail, using an adding machine, meeting a caller, etc.
The third and last classification is those aids which give added variety to routine work. Everyone likes a little fun and variety in his work.

**Typewriting Mystery.** These mysteries give instructions, which if followed carefully, will provide pictures done on the typewriter of such subjects as Easter bunnies, ships, majorette, President Washington, President Lincoln, mottoes—such as "God Bless Our Home"—a camel, a leaf, etc. Since no one knows when he starts what his picture will be, interest is high.

**Word Bingo.** This is a game patterned after "Bingo" which is played with shorthand words. The student draws and numbers his own card. The vocabulary for the game is taken from an approaching holiday—Christmas, perhaps—and the first one to complete a horizontal, vertical, or diagonal line with the proper shorthand words (which vary in the degree of difficulty as the student advances in class work) wins. This is a device which can be used profitably on the day before a vacation when there is a certain degree of restlessness and excitement anyway.

Teaching aids are sometimes thought of as mechanical devices rather than effective teaching procedures. However, it was the intention of the writer to include aids which are primarily effective teaching procedures by which material can be presented to a class with greater ease, by which time can
be saved, and by which greater efficiency can be realized. Aids such as these make it possible to teach more in a given time and to teach it more thoroughly and in a more interesting manner.

It must be remembered that a technique or a device or an aid is simply a means to an end and not an end in itself. Each of the aids included in this paper was tested with the yardstick with which an aid should always be measured: Does it make a valuable contribution to the learning process?
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