

STRATMORE PARCHMENT

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**METHODS OF TEACHING SHORTHAND USED BY TEACHERS
ENROLLED FOR THE 1941 SUMMER SESSION
IN SELECTED OKLAHOMA COLLEGES**

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By

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Bachelor of Science

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Stillwater, Oklahoma

1938

Submitted to the Department of Business Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

1941

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CHAPTER I
INTRODUCTION

One of the most discussed questions in the field of business education deals with the present day methods of teaching shorthand. While most authorities are agreed that the success of any method depends upon the teacher in charge of that method, there is a need for studies showing the methods in use at the present time.

The following quotation shows the need of a study of this type: "Purported surveys of the methods in use indicate about 60 per cent of the schools to be using a traditional method. More careful surveys under way probably will clarify this point. From what advance information is available, the writer believes that a combination method will be found to be most widely used."¹

Quite often the student who transfers from one school to another finds himself greatly handicapped in the study of shorthand. Whether or not this is a cause of the methods employed by the different teachers is a debatable question, but it does show the need of studies along this line. A study in which the methods of shorthand teaching employed by various teachers throughout the state is determined would be the first step toward solving this problem.

¹Rowe, Clyde M. "Significant Research in Shorthand," National Business Education Quarterly, VIII, May 1940, pp. 21-22-48-49-50.

Purposes

Specifically, the purposes of this study are:

1. To determine the methods of teaching shorthand that are being used at the present time.
2. To determine whether teachers have reasons for using a particular method of shorthand teaching.
3. To determine whether the method of shorthand teaching is the same as the method by which the teacher was taught.
4. To determine whether the teaching method used corresponds to the method or methods presented in methodology classes.
5. To determine the influence of recency of training in shorthand teaching methods used.

Scope and Delimitations

The study seeks to ascertain the methods of shorthand teaching which are at the present time most popular with shorthand teachers. It also seeks to show the correspondence between the methods of shorthand by which the teacher learned and the method employed in instruction. It further shows the relationship between the method the teacher uses and the method or methods he was taught in methodology course. The influence of recency of schooling on the method used by the teacher is studied.

No attempt is made to show which method is most successful.

The schools chosen for this study are: Oklahoma Agricultural and Mechanical College, at Stillwater, Oklahoma; Central State College, (formerly Central State Teachers College) at Edmond, Oklahoma; and Oklahoma University, at Norman, Oklahoma. In selecting these schools the following factors were considered: large enrollments, convenience, and economy.

Only those teachers who had at least one year of teaching experience and who were enrolled in the 1941 summer sessions in the three mentioned colleges were asked to participate. As shown on the map in the appendix, these teachers represent all parts of the State of Oklahoma, and therefore a geographical cross section.

The school systems represented by the teachers who filled in this questionnaire are typical of the high schools in the State of Oklahoma as compared with the findings of the biennial report of the superintendent of public instruction for the State of Oklahoma.²

Procedure

The steps of procedure are as follows:

After a number of conferences with experienced shorthand teachers and business education staff members, a questionnaire was prepared. The first questionnaire was carefully revised and submitted to a seminar for criticism, after which a final revision was completed.

²A chart showing this information is in the Appendix.

By means of conferences and telephone calls permission for submitting the questionnaire to experienced shorthand teachers who were enrolled for the 1941 summer sessions at Oklahoma Agricultural and Mechanical College, Central State College, and Oklahoma University was obtained.

The questionnaires were taken to Edmond and to Norman on Tuesday, July 1, and presented to the classes in session; whereas the questionnaires were distributed at various times at Stillwater. Each teacher who was enrolled in the departments of business education who had taught shorthand for one or more years filled out a questionnaire similar to the one in the Appendix.

The questionnaires were then tabulated, and from these tabulations the study was made.

Sources of Data

The primary data used in this study include information obtained from questionnaires; a copy of which is included in the Appendix. The library was the source of all other information.

Definitions

An experienced shorthand teacher, as used in this study, is one who has taught shorthand for at least one year.

The term "recent training" refers to instruction in methods of shorthand teaching that was studied within the last two calendar years.

The terms Anniversary Manual Method and Manual Method are used interchangeably.

CHAPTER II

METHODS OF TEACHING SHORTHAND

Rather than attempt a definition of each of the methods of shorthand, the distinguishing characteristics or outstanding features of the Direct Method, the Functional Method, and the Anniversary Manual Method are listed below.

Functional Method

The characteristics of the Functional Method³ are:

1. There is complete abandonment of any attempt to teach shorthand rules or principles as such.
2. It is based on the concept that the student should not be required to write any shorthand outline until he is thoroughly prepared to write it correctly. The reading approach is used to accomplish this. The students read until Assignment 21 (End of Chapter IV of the Functional Method Manual recommended for the best place to begin writing.)
3. The student is discouraged from asking questions. "No questions to or from the students."
4. It avoids the old formal testing program with its emphasis on correctness of outline to be attained and tested immediately after the first learning principle. Do not test for teaching purposes; do not test diagnostically to determine whether the pupil has remembered the rule and whether he has understood the rule and whether he can correctly interpret and apply the rule. When teaching by the Functional Method the purpose of the test is to determine the pupil's degree of skill in the reading and writing of shorthand. Therefore, with the Functional Method tests are given only for administrative purposes, to establish grades or for purposes of discipline, as an incentive or a spur to make the pupils work in cases when such a spur seems necessary.
5. The student is given the type key or "transcript" for all shorthand reading matter.
6. There is no formal penmanship drill.
7. There are no word lists to be written.
8. There is no formal review.

³Leslie, Louis A. Teacher's Handbook Gregg Shorthand Manual For the Functional Method, Gregg, New York, 1936, pp. 3-42.

9. There is no repetition practice. Repetition practice refers to the custom of writing outlines ten, twenty, thirty times or of copying connected matter from ten to twenty times.

The basic texts used with the Functional Method the first semester are Gregg Shorthand Manual for The Functional Method, Part I, by Louis A. Leslie; Gregg Shorthand Manual for The Functional Method, Part II, by Louis A. Leslie; for the second semester, Functional Method Dictation, by Louis A. Leslie.⁴

Direct Method

The eight distinguishing characteristics of the Direct Method⁵ are listed by Ann Brewington in outline form as follows:

1. The Learning Method.
 - A. What is it? An idea; a thought.
 - B. What is its size? At least a sentence since no isolated word contains definite meanings; a paragraph; a story, an article; a letter.
2. The Learner's Reaction.
 - A. Kind Serial.
 - B. Rate and Results. So fast that learner cannot be conscious of individual symbols--100 to 125 words per minute. Getting and expressing thought through writing and reading.

⁴Blanchard, Clyde Insley. "The Teaching of Gregg Shorthand," National Commercial Teachers Federation, Sixth Yearbook, 1940, p. 444.

⁵Brewington, Ann. Direct Method Materials for Gregg Shorthand--Teachers Manual, Gregg, 1937, pp. 9-11.

3. Generalization.

A. Process

Begin with a whole and permit the parts to emerge from the whole.

B. How

Initiated by the students.

4. Association.

A. How Made

From shorthand symbol to the meaning.

The train will be late.

5. Vocabulary.

A. Why selected.

To express an idea; to tell a story.

B. How determined

Determined by intellectual level of the learner. Accordingly, shorthand can be learned at any level, from the elementary school through college, by any individual who desires to write fast.

C. Range

Determined by the intellectual level of the learner. Maybe arbitrarily limited to words of high frequency.

D. Order of teaching.

Must be determined by the teacher, who may select the order:

a. According to the shorthand manual.

b. According to the shorthand manual, but limited to words of high frequency.

- c. According to the shorthand manual, plus words necessary to express thought at the intellectual level of the learner.
- d. According to ideas to be presented, regardless of any manual of shorthand system.

6. Subject Matter.

- A. When needed
- B. Topics generally used
- C. Style of writing

First class period.

Secretarial traits and business duties; business information, stories of interest to the learner.

Natural, coherent, and concise. Continuity and progression of thought not only desirable, but necessary.

7. Dictation.

- A. When started
- B. Rate
- C. Voice inflection of dictator.

First class period.

Same rate as desired at end of course: 120, 100, or 80 words per minute.

In terms of meaning dictated rather than in terms of shorthand patterns that should be written.

8. Transcription.

- A. When started

First day of course, by using shorthand textbook.

B. Rate

Rate at which the learner can operate a typewriter. Makes possible the learning of shorthand and typewriting simultaneously from shorthand notes.

C. Unit

Thought unit rather than the isolated word unit or a shorthand pattern unit.

Basic texts for the pupil are Direct-Method Materials for Gregg Shorthand (1933) by Ann Brewington and Helen Soutter; Student's Workbook for Use With Direct Method Materials by Ann Brewington and Frances Schramper; 5,000 Most-Used Shorthand Forms by John R. Gregg. The Fundamental Drills in Gregg Shorthand by Gertrude Beers and Letha P. Scott; Gregg Shorthand Dictionary by John R. Gregg; and Gregg Shorthand Manual by John R. Gregg may be used as optional and supplementary materials.⁶

Manual Method

The customary procedure of the teacher following the Manual Method is as follows:⁷

1. "Brief review of the shorthand principles and vocabulary studied the preceding day.
2. Sampling of homework assignment through the reading back of portions of shorthand copied from plates.
3. Shorthand penmanship drills.
4. Dictating practiced vocabulary drills on the principles assigned from the day's lesson, brief forms and phrases, familiar business letters, and other graded matter given

⁶Blanchard, Clyde Insley. "The Teaching of Gregg Shorthand," National Commercial Teachers Federation, Sixth Yearbook, 1940, p. 443.

⁷Ibid., p. 439-50.

in the Manual, Gregg Speed Studies, or other supplementary all-shorthand readers.

5. Blackboard presentation of the theory principles assigned for the following day's lesson.
6. Speed practice on the brief forms of most-used phrases.
7. Brief recall of subject matter presented in Step 5."

Basic texts for the pupil include Gregg Shorthand Manual, by John R. Gregg; Gregg Speed Studies by John R. Gregg; or Graded Readings in Gregg Shorthand by Alice Margaret Hunter; or Gregg Speed Studies and Graded Readings in Gregg Shorthand, Combination Edition.

Optional and supplementary texts include Fundamental Drills in Gregg Shorthand by Gertrude Beers and Letha Scott; 5,000 Most-Used Shorthand Forms, by John R. Gregg; Progressive Exercises in Gregg Shorthand by John R. Gregg; and Brief-Form Drills by Edith V. Bisbee.⁸

⁸Ibid., p. 443.

CHAPTER III

METHODS OF TEACHING SHORTHAND AS REPORTED BY TEACHERS

The reliability of a study of this type depends, to a large extent, upon the number of people surveyed. Therefore, a limitation that should be noted at this time is that 57 cases are too few to serve as representative examples.

It should be remembered, however, that in this study no attempt has been made to determine what teachers of the state as a whole do; only those experienced shorthand teachers enrolled for the 1941 summer session at Oklahoma Agricultural and Mechanical College, Oklahoma University, and Central State College were surveyed. It is hoped that the findings of this study might approximate the status of shorthand teaching among the experienced teachers of Oklahoma.

One of the purposes of this study was to determine within the limitations of the sample the methods of teaching shorthand which are being used at the present time.

The data in Table 1 reveal that of the 57 teachers returning questionnaires, 24 reported that they were using the Anniversary Manual Method; 15 were using the Functional Method; 1 was using the Direct Method; and 17 were using a combination of two of these three. The combinations reported are as follows: 14 were combining the Functional and Manual Methods; 2 the Direct and Manual Methods; and 1 the Direct and Functional Methods.

These data reveal that 24 of the 57 teachers included in this study were not using the newer methods but were using the

TABLE 1
 NUMBER AND PER CENT OF TEACHERS REPORTING
 METHODS USED IN TEACHING SHORTHAND

Method Used	Number	Per Cent
Anniversary Manual Method	24	42.0*
Functional Method	15	26.1
Direct Method-- A. Brewington's	1	1.7
Combinations:		
Manual-Functional	14	25.3
Direct-Functional	1	1.7
Direct-Manual	2	3.3
TOTAL	<u>57</u>	<u>100.0</u>

This table is read: Twenty-four teachers or 42.0 per cent use the Anniversary Manual Method of shorthand teaching.

*Percentage rounded off.

Manual Method. However, 17 of the teachers do realize the importance of more than one method and do not adhere strictly to a single method.

The second purpose of the study was to determine what reasons, if any, teachers had for using the particular method reported.

Eighteen different reasons with a total frequency of 74 were given for using the three methods or combinations of these methods. It will be observed that many of the same reasons were given for each of the methods of teaching shorthand. Table 2 has been prepared to show these reasons.

It is significant to note that the most frequently mentioned reasons for using the Manual Method, namely, "only method known," and "most familiar," are not related to the merits of this particular method of teaching shorthand. These two reasons were mentioned 13 times out of a total frequency of 24 for the item. Furthermore, two other reasons which were mentioned twice each, that the "Manual Method was required by the school" and that "books were available," have no direct connection with the merits of the Manual Method of teaching shorthand. The frequencies of these four reasons clearly reflect the influence of the methods of teaching employed by teachers with whom these persons studied and other factors associated with tradition and practice.

Another outstanding fact is that the most frequently mentioned reasons for using the Functional Method, namely, "holds interests of the pupil," and "easy for students," are dealing with the desirability of the method from the standpoint of the

TABLE 2

NUMBER OF TEACHERS GIVING REASONS
FOR USING VARIOUS METHODS

Reasons	Manual Method	Functional Method	Direct Method	Combination of Methods	Total
Only method known	7	-	-	-	7
Most familiar	6	3	-	-	9
Psychologically sound	1	2	-	-	3
Easy to present	-	2	-	-	2
Required by school	2	-	-	-	2
Books available	2	1	-	-	3
Provides inductive learning	-	-	1	1	2
Obtain good results	3	2	1	6	12
Gives pupils good foundation	1	-	-	-	1
Holds interest of pupils	-	5	-	-	5
Presents a variety of student mate- rial	-	2	-	-	2
Pupils' outlines more legible	1	-	-	-	1
Aids pupils' mem- ories	1	-	-	-	1
Master writing tech- nique with ease	-	3	1	-	4
Easy for student	-	5	-	5	10
Develops large vocabulary	-	1	1	2	4
Much expression from class as a whole	-	-	1	-	1
Limitations of each method eliminated	-	-	-	5	5
TOTAL*	<u>24</u>	<u>26</u>	<u>5</u>	<u>19</u>	<u>74</u>

This table is read: Seven teachers using the Manual Method report that they use this method because it was the only method known.

*Total indicates the number of times various reasons were reported

pupil and his learning activities. These two reasons were mentioned 10 times out of a total frequency of 26 for the item. Two other reasons which are closely associated with pupil interest and progress were mentioned five times; these reasons were "students master writing technique with ease," and "Presents a variety of student material." This seems to indicate that the teachers who were using the Functional Method of shorthand teaching feel that the method is most effective from the standpoint of pupil interest and learning.

It is important to note that two of the most frequently mentioned reasons for using a combination of shorthand teaching methods, namely, "obtain good results," and "limitations of each method eliminated," deal with the merits of combining methods. These two reasons were mentioned 11 times out of a total frequency of 19 for the item. The other most frequently mentioned reason given for using this method was "easy for student." This reason, too, is related to one of the supposed merits of a combination of methods. This leads one to conclude that by combining two or more methods, the teachers felt that they were offering a course which was more valuable to the student.

Since only one teacher who replied to the questionnaire was using the Direct Method of teaching shorthand, there is insufficient data to report status concerning this method.

Another purpose of the study was to indicate the relation between the method by which a teacher learned shorthand and the method by which he teaches shorthand. The 57 teachers who

answered questionnaires had taken their beginning shorthand courses with instructors who taught by the Anniversary Manual Method. As was stated previously, the reasons given for using the Manual Method indicate that the teachers surveyed in this study may have been influenced by the persons with whom they studied. Since those who teach by all the other methods studied with instructors who taught by the Manual Method, there is no relation.

Another purpose of the study was to determine whether or not the method used by the teacher corresponds with the method or methods presented in shorthand methodology pursued by the same teachers. No distinction has been made between graduate and undergraduate methodology courses. Table 3 has been prepared to show this.

When grouped according to the methodology courses which had been taken, the 57 teachers were classified as shown in Table 3. Eleven had studied the Manual Method; 4 had studied the Functional Method; 10 had studied both the Manual and the Functional Method; 1 had studied the Direct Method; 29 had studied the Direct, Functional, and Manual Methods; and 2 had not taken a shorthand methodology course.

It is interesting to note that the 4 who had studied only the Functional Method in their methodology courses were using this method in their teaching. Even though the number studied is very limited, there may be an indication of a slight tendency for the teachers who studied the Functional Method in their methodology courses to use the same method in their teaching of shorthand.

TABLE 3

RELATIONSHIP BETWEEN METHODOLOGY COURSES STUDIED
AND METHODS OF TEACHING USED

METHODS STUDIED IN METHODOLOGY	METHODS USED IN TEACHING			
	Manual	Functional	Direct	Combination
Manual	4	4	-	3
Functional	-	4	-	-
Direct	-	-	1	-
Manual and Functional	4	1	-	5
Manual, Functional and Direct	14	6	-	9
No course studied	2	-	-	-
TOTAL	<u>24</u>	<u>15</u>	<u>1</u>	<u>17</u>

This table is read: Four teachers who teach by the Manual Method had studied only the Manual Method in shorthand methodology courses.

Twenty-nine of the teachers had studied the Direct, Functional, and Manual Methods of teaching shorthand in their methodology courses. Of this group, 9 were using a combination of methods; 14 were using the Manual Method; and 6 were using the Functional Method. The distribution of the teachers according to methods being used shows a tendency for those teachers who have studied the three methods to use the Manual Method in their teaching. There is a slight tendency also for these people to combine the various methods.

Ten teachers indicated on the questionnaire that they had received instruction in the Functional and in the Manual Methods of shorthand instruction. Of this group, 5 were using a combination of the Functional and Manual Methods; 1 was using the Functional Method; and 4 were using the Manual Method. All of the teachers who have studied both the Functional and the Manual Methods were using one of these methods or a combination of the two methods.

As Table 4 indicates, 33 of the 57 teachers cooperating in this study reported that they had taken shorthand methodology courses either during the calendar year of 1940 or 1941. Fifteen of them had studied shorthand teaching methods during the calendar years of 1938 or 1939. Seven of the teachers' methodology courses were distributed over a period of 12 years prior to 1937.

Seventeen of the group of 33 who had taken their methodology courses during the two calendar years of 1940 or 1941 were using the Manual Method of teaching. Eight were using

the Functional Method, and the same number were teaching by a combination of two of the methods. These findings indicate a tendency for teachers who have recently completed shorthand methodology courses to use the Manual Method of teaching shorthand. However, this may be true because those teachers have not had an opportunity to teach since completing their methodology courses.

Of the group who had taken methodology courses during the calendar years of 1938 and 1939, 7 were teaching by some combination of methods; 1 was using the Direct Method; 6 were using the Functional Method; and 1 was using the Manual Method of teaching shorthand.

Five teachers had taken methodology courses before 1937. Four of these were using the Anniversary Manual Method, and the other one was using the Functional Method. Because of the small number included in this group, conclusions are not warranted.

The preference of teachers concerning the methods used in the teaching of shorthand is indicated in Tables 5 and 6.

Table 5 shows that 11 of the 24 teachers using the Manual Method of shorthand teaching prefer to use some other method. This signifies a feeling of dissatisfaction among those teachers who have been using the Manual Method of teaching shorthand. However, there are 13 who still prefer this method.

This same table shows that the people using the Functional Method are more satisfied with their teaching method; that is, they still prefer this method to others methods of shorthand

TABLE 4
 DISTRIBUTION OF TEACHERS AS TO
 METHOD USED IN TEACHING SHORTHAND
 AND REGENCY OF SHORTHAND METHODOLOGY COURSES

Date of Methodology Course	METHOD OF TEACHING BEING USED			
	Manual	Functional	Direct	Combinations
1940 or 1941	17	8	-	8
1938 or 1939	1	6	1	7
1937 or before	4	1	-	2
TOTAL	<u>22</u>	<u>15</u>	<u>1</u>	<u>17</u>

This table is read: Seventeen teachers who had taken shorthand methodology courses during the calendar years of 1940 or 1941 were using the Manual Method of shorthand teaching.

TABLE 5

PREFERENCE OF TEACHERS CONCERNING
METHODS USED IN TEACHING SHORTHAND

METHOD USED	Prefer same Method	Prefer another Method
Anniversary Manual	13	11
Functional	13	2
Direct	1	-
Combination	12	5
TOTAL	<u>39</u>	<u>18</u>

This table is read: Thirteen teachers who have been teaching shorthand by the Anniversary Manual Method prefer this method of teaching. Eleven of the teachers who use the Anniversary Manual Method prefer to use another shorthand teaching method.

TABLE 6

PREFERENCE OF TEACHERS NOW TAKING
SHORTHAND METHODOLOGY COURSES
CONCERNING METHOD USED IN TEACHING SHORTHAND

METHOD TAUGHT	Prefer Another Method	Prefer Same Method
Manual	6	5
Functional	-	4
Direct	-	-
Combination	2	4
TOTAL	<u>8</u>	<u>13</u>

This table is read: Six teachers who were using the Manual Method and are now taking methodology prefer to continue using this method.

teaching. Note that 13 of the 15 teachers using the Functional Method prefer the method to all other methods.

As Table 5 indicates, those who combine two or more of the methods usually prefer this to the other methods of teaching shorthand. Some dissatisfaction with the combination of methods is indicated, however, since 5 of the 17 teachers who combine two methods, prefer some other method to the combination they have been using.

However, teachers are, for the most part, satisfied with their method of shorthand teaching they were using.

Table 6 deals with the preference of shorthand methods of those teachers enrolled in shorthand methodology courses during the summer of 1941. Twenty-one of the people who filled in questionnaires are in this group.

Of the teachers enrolled for the methodology courses being offered at one of the three selected institutions during the summer sessions of 1941, 11 were using the Manual Method of shorthand instruction in their teaching. Six of this group prefer the use of another method. Since this is slightly more than half of those in the group using the Manual Method of shorthand teaching, it discloses a feeling of some dissatisfaction with this method of teaching on the part of the teachers concerned.

A preference for the Functional Method of teaching is indicated by the 4 teachers using the Functional Method of teaching who are now taking methodology courses. The small number of cases included in this group do not warrant dependable conclusions.

Six of those enrolled in shorthand methodology courses during the summer of 1941 were using a combination of shorthand teaching methods. Two of these reported that they now prefer another method, while 4 of them still think the combination of methods is preferable. This suggests, even though the number is slight, that those enrolled for a methodology course during the summer of 1941 are satisfied with the combination of methods they were using.

Table 7 has been prepared to show the relationship of shorthand teaching experience to methods used in teaching.

The number of years which the teacher has taught seems to have some effect on the method of teaching being used. It is interesting to note that those who have taught a longer number of years tend to combine methods while those who have taught less than three years tend to use the Manual Method.

TABLE 7
RELATIONSHIP OF SHORTHAND TEACHING EXPERIENCE
TO
METHODS USED IN TEACHING

METHOD TAUGHT	Years of Teaching Experience				
	1-3	3-5	5-7	7-10	more than 10
Manual	16	6		2	
Direct					1
Combination	4	6			7
Functional	5	1	1	8	
TOTAL	25	13	1	10	8

This table is read: Sixteen teachers who have taught shorthand from 1-3 years are using the Manual Method of teaching.

CHAPTER IV
SUMMARY AND CONCLUSIONS

Claims and counter-claims concerning the probabilities of the several methods of teaching Gregg shorthand have made it advisable to determine the extent to which the several methods of teaching are being used. It was also considered desirable to study certain factors which might influence the selection of the methods in use. In order to do this a questionnaire study was conducted among experienced teachers of shorthand enrolled in the 1941 summer sessions at Oklahoma Agricultural and Mechanical College, Oklahoma University, and Central State College (formerly known as Central State Teachers College). Fifty-seven usable questionnaires were received from this group. The questionnaire was designed to achieve the following purposes:

1. To determine the methods of teaching shorthand that were being used by the teachers at the time of this study.
2. To determine the reasons teachers have for using a particular method of teaching shorthand.
3. To determine whether the method of shorthand teaching is the same as the method by which the teacher himself was taught.
4. To determine whether the teaching method used corresponds to the method or methods presented in methodology courses.

5. To determine the influence of recency of training on shorthand teaching methods used by the teachers in classroom teaching.

In the light of the information presented in Chapter III, the following summary statements and conclusions appear to be justified.

1. The data collected in this study reveal that 24 of the teachers surveyed were using the Anniversary Manual Method of teaching shorthand. It was also found that all of the teachers teaching by this method had learned shorthand under the direction of instructors who used the Manual Method in their teaching.

2. It was further revealed that of the 24 Manual Method shorthand teachers, 22 had, at some time or other, studied shorthand methodology courses. The methods of shorthand teaching presented in these methodology courses varied. Fourteen of these teachers had studied three different methods, that is, the Manual, Functional, and Direct Methods in their methodology courses; 4 had studied only the Manual Method; and 4 had studied the Manual and the Functional Methods.

3. It is interesting to note that 17 of the teachers who were using the Manual Method had taken their methodology within the last two years, that is, within the calendar years of 1940 and 1941. One had taken a methodology course during the calendar year of 1938, and the other 4 had taken methodology courses before 1937.

4. The number of years of experience the teachers using the Manual Method in teaching shorthand ranged from 1 to 10

years. Two of them had taught shorthand from 7 to 10 years inclusive; 6 from 3 to 5 years inclusive; and 16 from 1 to 3 years inclusive. A significant point is that the majority of the teachers who reported that they were teaching by the Manual Method are those who have taught the fewest number of years.

5. The most frequently mentioned reasons for using the Manual Method, namely, "only method known," and "most familiar," are not closely related to the merits of this particular method of teaching shorthand. These two reasons were mentioned 13 times out of a total frequency of 24 for the item. Furthermore, two other reasons which were mentioned twice each, namely, "Manual Method required by school," and "books available," have no direct connection with the merits of using the Manual Method.

6. All of these findings clearly reflect the influence of the methods of teaching employed by teachers with whom these persons studied and the influence of other factors associated with tradition and practice.

7. Of the 24 teachers using the Manual Method, 11 stated that they preferred to use some different method of teaching shorthand. Since so many of these teachers reported that they preferred another method from the method being used, a feeling of dissatisfaction with the method in use is implied.

8. Fifteen or approximately 26 per cent of the 57 shorthand teachers surveyed reported that they were using the Functional Method of teaching shorthand in their teaching.

The teachers who were using this method had all taken shorthand methodology courses in college. Six of them reported that they had studied three methods, namely, the Manual, Functional, and Direct Methods of teaching shorthand; 1 had studied the Manual and Functional Methods; 4 had studied only the Functional Method; and 4 had studied only the Manual Method. There seems to be a close relation between the methodology courses and the use of the Functional Method because 11 of the teachers using this method had taken a methodology course in which the Functional Method had been studied.

9. The teachers who were teaching shorthand by the Functional Method had, themselves, learned shorthand with instructors who taught by the Anniversary Manual Method.

10. The teachers who were using the Functional Method of teaching shorthand had taken shorthand methodology courses over a period of time ranging from 1937 on to the summer of 1941. One of these teachers had taken a methodology course during the calendar year of 1937; 6 during the calendar years of 1938 and 1939; and 8 during the calendar years of 1940 and 1941.

11. The 15 teachers who were using the Functional Method reported that they had taught shorthand from 1 to 10 years. Eight had taught shorthand from 7 to 10 years; 5 had taught from 1 to 3 years; 1 had taught 4 years; and 1 had taught 6 years.

12. Reasons for using the Functional Method as reported

by the teachers using this method were closely associated with the merits of the method from the standpoint of the pupil's learning and interest. The most frequently mentioned reasons were "holds interest of pupils," "easy for students," "students master technique of writing with ease," and "presents a variety of student material". These 4 reasons were mentioned 15 times out of a frequency of 26 for the item.

13. The teachers who were using the Functional Method of teaching shorthand in high school appeared to be satisfied with this method of teaching. Only 2 of them indicated a preference for another method. These data imply that the teachers who were using the Functional Method felt that this method of teaching shorthand was superior to other methods.

14. The second most frequently used method of teaching shorthand as reported by the experienced shorthand teachers surveyed is a combination of the various methods. Seventeen, or approximately 29 per cent, of the 57 teachers who answered questionnaires were teaching shorthand by the use of a combination of methods. Not all the teachers, however, were using a combination of the same methods. The combinations reported are as follows: 14 were using a Manual-Functional combination; 2 a Direct-Manual combination; and 1 a Direct-Functional Combination.

15. All of the teachers who were using a combination of methods had studied methodology courses in college. Nine of this group of teachers had studied three methods, namely, Manual, Functional, and Direct; 5 had studied the Manual and

Functional Methods; and 3 had studied the Manual Method. Eight of these teachers took methodology courses during the calendar years of 1940 and 1941; 7 during the calendar years of 1938 and 1939; and the other 2 in 1937 or before.

16. Seven of the 17 teachers who were using a combination of methods had taught more than 10 years. Also, out of the 8 teachers who had taught more than 10 years, 7 reported that they were using a combination of shorthand teaching methods. This shows a tendency for teachers of long experience to teach shorthand by combining methods. Four of the 17 teachers who were combining methods had taught from 1 to 3 years, and 6 had taught from 3 to 5 years.

17. Three reasons were reported 16 times out of a total frequency of 19 reasons for using a combination of methods. These three most frequently reported reasons were "obtain good results", "easy for the student", and "limitations of each method eliminated". These reasons relate to the merits of this particular method of teaching as conceived by the teachers.

18. Twelve of the 17 teachers who were teaching by a combination of methods preferred this method of teaching to all others. This indicates a feeling of satisfaction on the part of those teachers who were using a combination of methods.

19. Since only one teacher who replied to the questionnaire was using the Direct Method of teaching shorthand, there is insufficient data to reveal reliable information on this method of teaching shorthand.

From the summary of findings relative to the various methods of teaching shorthand which were being used by the 57 shorthand teachers surveyed, the following general conclusions seem to be justified.

1. The shorthand teachers included in this study are not yet ready to adopt the newer methods of teaching shorthand as revealed by the fact that the majority are still using the Manual Method. However, a number of the teachers realize the importance of more than one method and do not adhere strictly to a single method.

2. Eighteen different reasons which were given for using the various methods show that teachers do have fairly specific and definite reasons for using a particular method or combination of methods.

3. The indications are that the students of shorthand methodology tend to use the methods studied in their methodology courses.

4. The study reveals that teachers who have recently studied methodology reported the use of the Manual Method of teaching in their own teaching. No definite conclusion can be drawn from this finding, however, due to the relatively small number of teachers included in the study and the fact that very little time has elapsed between the time these courses were taken and the date of this study.

5. Teachers were for the most part satisfied with the method of shorthand teaching they were using.

6. Teachers of long experience tend to combine methods for their teaching purposes.

RECOMMENDATIONS

1. A study of this type which included a representative group of experienced shorthand teachers of Oklahoma would be beneficial.

2. A study should be made which would show the degree of effectiveness which a teacher might expect from the use of each of these methods.

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STRATHMORE

APPENDIX

STRATHMORE PARCHMENT

100% RAG U.S.A.

LOCATION OF SCHOOL REPRESENTED BY TEACHERS



LOCATION OF SCHOOLS REPRESENTED BY TEACHERS

RECEIVED
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 L. J. H. A. N. Y.
 33

CLASSES OF SCHOOLS REPRESENTED

North Central		16 or more units		9 to 15½ units	
No.in State	%in State	No.in State	%in State	No.in State	%in State
111	12.92	533	61.44	196	22.82

This table is read: There 111 North Central Schools in Oklahoma which make 12.92 per cent of Oklahoma's schools in this classification.

North Central		16 or more units		9 to 15½ units	
No.in Study	%in Study	No.in Study	%in Study	No.in Study	% in Study
27	24.32	20	3.96	1	.51

This table is read: There are 27 North Central Schools represented in this study which forms 24.32 per cent of the schools represented.

Check the method of shorthand you use in your teaching:

Anniversary Manual Method _____ Combination of Methods _____
 Direct Method (A. Brewington) _____ If combined state the combination. _____
 Functional Method _____ If none of these methods are used, state the method used. _____

What method or methods of shorthand were presented in the shorthand methodology course or courses you have had?

What method was used by your instructor when you learned to write shorthand?

Where have you taught shorthand? _____
 City or town

What are your reasons for using the method you do?

If you had your preference would you continue using this method?
 Yes _____ No _____

How many years have you taught shorthand? _____

When did you take your last shorthand methodology class? _____