

**THE TEACHING OF SHORTHAND:
SOME SUGGESTIONS TO
YOUNG TEACHERS AND OTHER
ADDRESSES**

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The Teaching of Shorthand: Some Suggestions to Young Teachers and Other Addresses by John Robert Gregg

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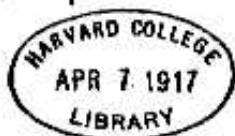
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BY
JOHN ROBERT GREGG



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**THE TEACHING OF
SHORTHAND**

**SOME SUGGESTIONS
TO YOUNG TEACHERS**

**AN ADDRESS TO THE STUDENTS IN
THE SUMMER NORMAL SCHOOL
FOR SHORTHAND TEACHERS
GREGG SCHOOL, CHICAGO**

THE TEACHING OF SHORTHAND

IN teaching the theory of shorthand, as in teaching all other subjects, there are three main divisions:

1. **THE PRESENTATION**, or explanation of the lesson.

2. **THE APPLICATION**, or practice of the examples for the purpose of deepening the impression and developing skill.

3. **THE EXAMINATION**, or test for the purpose of ascertaining the results of the instruction and practice, and for the guidance of the teacher in assigning work.

These three processes are closely connected, and when properly applied they result in knowledge, power and skill. In each of these divisions you can apply an infinite variety of methods.

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Let us consider these processes in the order I have given them.

THE PRESENTATION

A wide difference of views and methods exists in regard to presentation. Some teachers hold that the entire lesson should be explained in detail before the student is allowed to proceed with the study or practice of it; others maintain that no explanation should be given, as the student will have the principles more thoroughly impressed on his mind by working them out for himself, and, in addition, will acquire self-reliance by so doing. For instance, when you place a shorthand form on the board, your students instinctively imitate your manner of writing and the actual form of the word or phrase. The great Pestalozzi says, "Never tell a child what he can find out for himself," and Herbert Spencer expresses the same thought, but not

so sweepingly, when he says, "Students should be taught as little as possible and induced to discover as much as possible."

When Philip of Macedon presented his son, who afterwards became Alexander the Great, to Aristotle as a pupil, he said, "See that you make yourself useless to my son." A great teacher, using this expression as a text, has said: "Teach your pupils to think, show them the sources of information and teach them how to use those things with which they will have to do, and you have done more for them than you could possibly have done by cramming their minds with a thousand facts, useful though they may be."

But in connection with these wise maxims it should be borne in mind that the acquirement of shorthand involves not merely an intellectual understanding of rules and principles, but actual *manual skill* in execution, therefore