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# Unit organization of the topic, business letters in first-year typewriting.

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

# UNIT ORGANIZATION OF THE TOPIC, BUSINESS LETTERS IN FIRST-YEAR TYPEWRITING

Service Paper

Submitted by

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# CHAPTER I

## THE PROBLEM AND METHODS USED

### The Problem

Statement of the problem.-- The problem is to apply the basic principles and procedures set forth in Fundamentals of Secondary-School Teaching[1] and the course in the Unit Method, to the unit organization and classroom presentation of the topical area, Business Letters, in first-year typewriting.

Description of the class and of the course.-- Each year at the Belmont Senior High School a course in first-year typewriting is offered to all students taking commercial subjects. A separate course in personal typing is offered to those not taking the regular commercial work but who wish to learn to type for their own personal work. Those students electing typewriting I, do so because they hope to go on to the second year of typing preparing in part for a position as typist, and those who plan to study stenography in the eleventh and twelfth year.

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching. Houghton Mifflin Company, Boston, 1940, v - 671 p.

The group electing this subject for the 1946-47 school year ranged from 14 to 17 years in age, with those 16 years old being the most numerous. There were 31 in the group at the beginning of the school year. These pupils were given the California Short-Form Test of Mental Maturity, Advanced S-Form[1] by the guidance department of the school, and the results of their general intelligence and their chronological ages are shown in the following table:

Table 1. Chronological Ages and General-Ability Quotients of 27 Pupils in a First-Year Typing Class

| Pupil | General Ability Quotient | Age | Pupil | General Ability Quotient | Age |
|---|---|---|---|---|---|
| 1 | 98 | 15 | 15 | -- | 16 |
| 2 | 96 | 14 | 16 | 85 | 16 |
| 3 | 98 | 15 | 17 | 102 | 16 |
| 4 | 80 | 16 | 18 | 96 | 15 |
| 5 | 104 | 14 | 19 | 93 | 15 |
| 6 | 93 | 16 | 20 | 94 | 15 |
| 7 | -- | 17 | 21 | 81 | 16 |
| 8 | 73 | 16 | 22 | 97 | 16 |
| 9 | 65 | 17 | 23 | 101 | 16 |
| 10 | 97 | 16 | 24 | -- | 16 |
| 11 | 95 | 16 | 25 | 97 | 17 |
| 12 | 109 | 15 | 26 | -- | 16 |
| 13 | 115 | 15 | 27 | 77 | 16 |
| 14 | 102 | 16 | | | |

There were many changes in the original group. Two

1/ Elizabeth T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Short-Form Test of Mental Maturity, Advanced S-Form. California Test Bureau, California, 1942, p. 1-8.

dropped the course because of absence for the first five weeks of school, six dropped the course to avoid failure because of poor muscular coordination. After the first six-week marking period four pupils were dropped from the second-year typewriting class because of failure to meet the requirements of the second-year typing class, and entered the first-year class again.

The work of this first-year typewriting class during the first half-year seemed to indicate an average group with no particular pupil showing outstanding achievement in either accuracy or speed. It is true that the four pupils repeating first-year typewriting were able to type much faster than the others, but the accuracy of the work was about the same as an average member of the class.

Description of the room, equipment, and supplies.-- The room used in the development of the unit was equipped with 31 typewriters of the four leading types: Royal, Remington, Underwood, and Smith machines. The machines were arranged in six rows of five machines in each row, with one machine located centrally in front of the first row. This machine at the front of the room was used a great deal for demonstration work. Each desk was equipped with two drawers, one for typewriting books and a book stand, and one for cleaning brushes for the machines. The desks were arranged in the rows according to height,

the lowest desks for the short people were located at the front of the room with the highest desks for the taller people located toward the rear of the room. Blackboards were located at the front and one side of the room and bulletin boards took up all remaining space available. Each pupil was given a folder in which to keep all typewritten material for the unit, and these folders were placed on an open shelf at the end of each period so that the material would be instantly available for inspection at any time by the instructor. Carbon paper was given to each pupil at the beginning of the unit. A typewriting timer was available when timed writings were given.

## The Methods Used

Need for new method of teaching.-- The traditional method of teaching is to use a uniform plan of instruction with all members of a class. This method of teaching is a relatively easy method, it requires relatively little knowledge of psychological principles, relatively little teaching ability, and relatively little teaching effort. The abilities of the bright pupil are seldom, if ever, fully challenged while the slow pupil usually struggles to do enough to earn a passing grade.

Lately, there has been a growing realization that individual students differ greatly in capacity, and that if the greatest good is to come to the individual and to

society, there must be an adjustment of methods and of requirements to suit the capacities of individual students. Even in the primarily nonacademic courses great individual differences exist and should be provided for in some way.

It is the writer's purpose in this paper to report the use of the unit method[1] in the teaching and learning situation just outlined, and report the results obtained.

Development of the methods used.-- In order to determine the capacities of individual students at the beginning of the unit, pretests were given and the results scored. The pretest for the unit consisted of two parts, the first part was a business letter to be typed by the pupil without any help from the instructor, and the second part consisted of a timed-writing on a business letter in order to determine the beginning speed on this type of work.

After the pretests were given, an introduction to the unit was given by the instructor followed by a laboratory period for the development of the unit. One period was set aside in the unit for a class discussion at the end of the unit to discuss the various experiences of the pupils in completing the unit. The last day of the unit was used for administering objective tests to measure results. Sufficient records were kept so that the gain of

1/ Op. cit., p. 504.

each pupil could be determined.

Record of daily activities.-- In order to keep a daily record of the activities of the pupils, a log was kept. This was for the purpose of not only recording activities from day to day but also to be used as a source of information in revising the unit for later use with another group. In addition to the log, another source of information were the questions answered by the pupils at the end of the unit, questions as to what they liked most in the method, what they liked least, what they disliked, what changes were desired, and any suggestions for the improvement of the unit.

# CHAPTER II

## ORGANIZING THE UNIT AND THE UNIT ASSIGNMENT

### Organizing the Unit

Principles of unit construction.-- In organizing the topic, business letters, in first-year typewriting for the class described in Chapter I, the writer has tried to follow the principles of unit construction. This calls for planning two sequences. The first, to which the term, unit of learning, applies, "is a statement of the changes to be sought in the pupils' capacities for and tendencies toward behavior."[1] The preliminary tentative plan for the second sequence, called the unit assignment, is "the general plan for the guided and directed experience by means of which the hoped-for changes may be brought into existence."[2]

The unit.-- The steps in learning to type a business letter consist of learning the name, location of, and the reason for the parts of a business letter, and acquiring the ability (1) to make the necessary machine adjustments for a short, medium, or long letter, (2) to center a letter attractively on the page, (3) to use the correct

1/ Op. cit., p. 504.

2/ Op. cit., p. 504.

required punctuation, (4) to use the correct form of letter required, and (5) to type with a minimum of waste motion and effort.

Delimitation of the unit.--

1. The pupil must know the names of, location of, and reason for, the parts of a business letter, namely: heading, inside address, salutation, body, complimentary close, and signature.
2. The pupil must know where to set the margin stops for the three kinds of business letters according to length, namely: for a short letter at 22 and 62, for a medium letter at 16 and 67, and for a long letter at 12 and 72. For a very long letter it is permissible to set the stops at 7 and 77.
3. The pupil must know the types of letters according to form, namely:
   a. The indented form. In the indented form each line after the first line of the heading and the inside address is indented five spaces. The closing lines start at 37 on the scale, and each line after the complimentary close is indented five spaces.
   b. The block form. In the block form all lines begin flush with the left margin.

c. Modified-block form. This form is a variation of the block style, it varies in the extent to which it departs from the extreme block style. The lines of the heading att start at the same point, this point is determined by the longest line in the heading arranged to end with the right margin. The lines for the complimentary close and signature begin at 37 on the scale, and all paragraphs are indented five spaces.

d. Inverted paragraph form. In this form the inside address, the first line of each paragraph, and the closing lines are typed flush with the left margin. All lines of the paragraphs, except the first are indented five spaces from the margin. The inverted form is often used for typing the subject of each paragraph where ready reference to paragraphs is desired.

4. The student must know the required punctuation for open, closed, and mixed punctuation. When using open punctuation, no mark of punctuation is used at the end of the lines of the heading, inside address, salutation, and complimentary close.

In mixed punctuation, marks are not required after the heading lines, or the inside address, but the colon is used after the salutation and the comma after the complimentary close. When using closed punctuation a comma is used after the first two lines of the heading and inside address, and a period at the end of the last line of the heading and the inside address, a colon is placed after the salutation, and a comma after the complimentary close.

5. The pupil must know that all letters must have carbon copies, to be kept on file for possible future reference.

6. The pupil must know how to type the address on an envelope for each letter typed. For three line addresses, use double spacing, for four or more line addresses, use single spacing. The form used for the address on the envelope should correspond to the form used for the inside address of the letter. When using a small envelope start the first line of the address 12 lines from the top and 25 spaces from the left edge of the envelope. When using a large envelope start the first line of the address 15 lines from the top and 40 spaces from the left edge of the envelope. Cities and States may be typed all capitals.

7. The pupil must know that he should be able to type business letters at a rate that is approximately 50 to 60 per cent of the straight copy speed.
8. The pupil should know that it is better to avoid the use of abbreviations in business letters.
9. The pupil should know the proper salutation to use. Use Dear Sir for an individual, Gentlemen for a company.
10. The pupil must have the ability to make necessary corrections neatly and with a minimum of time.
11. The pupil must know the meaning of proofreader's marks in order to make indicated corrections.
12. The pupil must know that a business letter is an important representative of any business.

Probable indirect and incidental learning products.--

1. A better understanding of and increased skill with arithmetical operations in the centering of business letters.
2. Further practice and actual application of previous skills acquired in the study of typewriting.
3. Further practice and actual application of previous knowledge acquired in the study of English.

References for teacher's use.--

D. D. Lessenberry, 20th Century Typewriting. South-Western Publishing Company, New York, 1942. v - 326 p.

Walter T. White, and Charles G. Reigner, Rowe Typing. The H. M. Rowe Company, Baltimore, 1937. 6 - 317 p.

The Unit Assignment
(tentative time allotment, four weeks.)

Introduction to the unit.-- Two periods to be used to orient the pupil in the unit. The following steps to be done by the teacher to accomplish this:

1. Before the unit is to be presented, the teacher should write to local firms requesting a sample letter used by that firm in its business correspondence. These letters should be placed on exhibit for the class with an explanation that these letters are the type the students will actually type in the business world. Have a lecture discussion based on this exhibit with such questions as: "What was the purpose of these letters," and "How do these letters differ from one another." Point out that because business letters are the representatives of every business concern, often containing information upon which important decisions may be based, one needs to know the fundamentals of their use.
2. Give a pretest to find out what pupils already know about business letters, and which will serve as a basis for comparison at the end of the unit.
3. Give the pupils a brief explanation of each of the following understandings and operations which they

are to study in this unit.

a. What a business letter is.

b. The types and forms of business letters.

c. The parts of a business letter.

d. The punctuation which may be used.

e. The use of carbon copies.

f. The placing of a business letter on the page.

4. Give out study guides. Read them through with the pupils and answer their questions. Explain the chart on the placement of letters. Explain how the practice material and progress tests should be used.

5. Call attention to the optional activities and to their purpose.

6. Explain that one or two periods will be used at the end of the unit for a discussion of the work done and to clear up any questions before the final achievement test is given, on the last day of the time allotted for the unit.

<u>The pupil's study guide</u>.--

I. General Directions

In your work with business letters you will be permitted to proceed at your own rate. It will be necessary for you to study each section until you have mastered the material in that section. Self-administering tests are to be taken at the end of

certain sections in the unit. If you find that you are not able to satisfactorily complete a test, additional practice should be completed and then a second test should be taken. Letters will be graded as (1) Mailable (2) Mailable with corrections (3) Not mailable. Mistakes must be corrected by erasing, any undiscovered errors will cause a letter to be graded not mailable. Those who are able to complete the entire unit in the allotted time may work on one or more of the optional related activities which are available. At the beginning of each period a timed writing will be given, either on straight typing or on business letters. You should strive to attain a speed on business letters as close as possible to your regular typing speed. Make sure you understand exactly what you are to do before you begin work. Read instructions carefully. Read over every sheet before you remove the paper from your typewriter. Checking your work is as important as doing the work. Text: White and Reigner - Rowe Typing.

II. Practice work.--

1. (a) How are letters centered? Read the information given on page 84.

   (b) Use the centering chart attached to the study guide instead of the one given on page 84.

## LETTER SUMMARY CHART

| TYPE OF LETTER | NUMBER OF WORDS IN LETTER | STROKE TO USE | LINE MARGINS AT PICA | LINE MARGINS AT ELITE | START DATE FROM TOP OF PAPER | LINES BETWEEN DATE AND INSIDE ADDRESS |
|---|---|---|---|---|---|---|
| Short | 1-100 | 40 | 22-62 | 30-70 | 12 lines | 8 lines |
| Medium | 100-200 | 50 | 17-67 | 25-75 | 12 lines | 6 lines |
| Long | 200-300 | 60* | 12-72 | 20-80 | 12 lines | 4 lines |

*Longer letters require a 70-stroke line and more than one page.

## PUNCTUATION

Open punctuation: No mark of punctuation after each line in the heading, inside address, salutation, and complimentary close.

Closed punctuation: Comma after first two lines of heading and inside address. Period after third line of heading and inside address. Colon after salutation, comma after the complimentary close.

Mixed punctuation: No mark of punctuation after heading, inside address. Colon after salutation, comma after complimentary close.

The above information is for single-spaced letters. For double-spaced letters, double the number of words in the body of the letter and proceed as for single spacing.

2. Style letter 1
   (a) How do we type a letter double-spaced, indented style with open punctuation?
   (b) Practice work--page 90, 91, and 92, complete exercises 17, 18, and 19.
   (c) Progress test number one.
3. Style letter 1-a
   (a) How do we type a letter double-spaced, indented style, with closed punctuation?
   (b) Practice work--page 92 and 93, complete exercises 20, 21, and 22.
4. Style letter 2
   (a) How do we type a letter single-spaced, indented style, with open punctuation?
   (b) Practice work--page 94, complete exercises 23, 24, 25, 26, 27, and 28.
   (c) Progress test number two.
5. Proofreader's marks
   (a) How are corrections indicated in letters?
   (b) Practice work--review pages 155 and 156, complete exercise 91.
   (c) Progress test number three.
6. Style letter 3
   (a) How do we type a letter single-spaced, blocked style with open punctuation?
   (b) Practice work--complete exercises 29, 30,

and 31 on pages 98 and 100.

7. Making carbon copies
   (a) How are carbon copies made? Read instructions on page 139.
   (b) Practice work--complete exercises 72, 73, and 74.
   (c) Progress test number four.
8. Preparing envelopes
   (a) Study the various styles illustrated on page 125.
   (b) Practice work--complete exercises 55, 56, 57, 58, 59, 60, and 61.
9. General review of the unit.
10. Achievement test on the entire unit.

Optional related activities.--

1. Make a collection of at least ten letters that were actually sent through the mail. Complete the following on each letter: type of letter, short, medium, long; form of letter, indented, block, or modified-block form; length of line used, 40, 50, 60, or 70; punctuation used, open closed, mixed.
2. Using your own words, type the instructions you would give to a pupil who is going to type a business letter for the first time.

3. Prepare a letter to a travel agency, requesting information on some trip you would like to take during the summer vacation. Type the envelope for the letter. Have the letter and the envelope approved, and mail the letter. Keep the carbon copy and when the answer is received from the travel agency, present both the carbon and the answer to the instructor.
4. Any worthwhile activity concerning business letters. Check with the instructor before starting any plan of this type.

# BUSINESS LETTERS

## PRETEST

In order to find out what you know about the arrangement of business letters at the present time, you are to type a letter from the information given below, without any assistance from the instructor. This will include typing the envelope needed for the letter. Type both the letter and envelope as you think they should be typed.

### The Letter

Mr. Warren Jones, 41 State Street, Boston, Massachusetts, has requested you to send the following letter to the Statler Hotel, Boston, Massachusetts, using today's date. Please reserve one single room with shower, from April 10, to April 17. I should like to have this reservation confirmed either by letter or by calling my office, the telephone number of which is Devonshire 8899.

## TIMED WRITING ON BUSINESS LETTERS

Take a five-minute timed writing on the letter given on page 195, 20th Century text. Figure your speed as you usually do on the straight typing copy.

# BUSINESS LETTERS

## PROGRESS TEST 1

### DIRECTIONS

Type the following business letter in a double-spaced form. Use the indented style with open punctuation. There are approximately 140 words in the letter. Use your own initials as part of the reference line.

349 East Main Street Boston, Massachusetts (current date) Mr. John N. Graves Graves Furniture Store 41 Washington Street Boston, Massachusetts Dear Mr. Graves: We are mailing you in a separate package the layout for the newspaper advertisement we have prepared for you. This advertisement features your October 20 sale of living room furniture. (P) The layout is complete in every detail except for the quotation of prices. As you will recall, the prices were not set at the time we agreed to make up the layout for you. They can be inserted very easily after they are set. (P) After we have your approval of the layout or your suggestions for its improvement, we shall make up the final copy for the printer. We shall appreciate your rushing this through so that the copy can be prepared in its final form. Very truly yours, (E. C. Cartwright)

# BUSINESS LETTERS

## Progress Test 2

### DIRECTIONS

Type the following business letter in a single-spaced form. Use the indented style with open punctuation. There are approximately 128 words in the letter. Use your own initials as part of the reference line.

407 Commonwealth Avenue Boston, Massachusetts (current date) Treadwear Tire Company Automotive Building Cleveland Ohio Gentlemen: We had so many complaints from our customers about your Treadwear tires not wearing well, it seemed advisable to put in a stock of some other kind of tire. This is the reason we have not ordered any of your tires for several months. (P) We are returning to you by express a tire that a customer asked us to replace. This tire was used for approximately 5,000 miles. You will see that the tread is worn smooth. Even the pyramid-shaped blocks of rubber on the side wall are worn through. Five thousand miles do not represent enough use to cause the wear that this tire shows. (P) We can transfer to you two or three other used tires from this same shipment if you wish us to do so. Yours very truly, (Charles Jones) Manager.

# BUSINESS LETTERS

## PROGRESS TEST 3

DIRECTIONS Retype the letter with corrections as indicated.

1468 Market Street
St. Louis 12, Missouri →
April 3, 1947

Kenyon Link & Company
287 Manyard Street
Pittsburg 22, Penna.

Attention Mr. J. W. Link, Treasurer

Dear Sir:

We certainly wish it was possible to accomodate you by making immediate shipment of your Purchase Order No. 1971 which reached us this morning.

The principle obstacle lays in the fact that there are 2 long overdue items on your account. The first is for $187.87 and represents the merchandize we shipped you on your Purchase Order No. 1267; we filled that order on July 27th.

The second item is in the amount of $276.76; it is for the merchandize we shipped you on Aug. 22nd on your Purchase Order No. 1587.

As you know our regular term of credit is sixty days. On a number of occasions we have written you about your overdue account, you have also received statements on the 1st of each month.

We sure want to cooperate with you, particular in view of your urgent need of the goods. At the same time you can readily understand why our Order Dept. has refered your letter to the Credit Dept.

Please send us your remitance for the 1st item, $187.87, then we shall agree to carry the second item, $276.76 for sixty days longer; we shall also make immediate shipment of your new order.

An addressed envelop, no postage needed, is enclosed for your convenience in mailing your check. As soon as it is received, your credit standing with us will be restored.

Very truly yours,

# BUSINESS LETTERS

## PROGRESS TEST ~~4~~ 3

DIRECTIONS

Type Application Exercise 91, page 156, of the Rowe text, with two carbon copies, making the corrections as indicated. Use a soft eraser for the carbon copies, a hard eraser for the original. Be sure to use eraser slips between the carbons so that your work will not smudge, making sure to remove them before resuming typing.

# BUSINESS LETTERS

## FINAL ACHIEVEMENT TEST

DIRECTIONS

Place a circle around the number of the statement if the statement is true. Place an X over the number if the statement is false. Examples: ⓪. True X. False

1. A letter containing 110 words is considered a short letter.
2. The date in business letters is usually placed two inches from the top of the page.
3. The salutation of a letter going to a corporation is Dear Sir.
4. The message of a letter is written in the body of the letter.
5. A 70 stroke line should be used for a short letter.
6. A letter typed in full-block form has the paragraphs indented five spaces.
7. The complimentary close should always be started at 42 on the scale.
8. The form of letter used by a concern may be determined by referring to the files.
9. The completed letter should be taken from the machine in order to find possible errors quickly.
10. When erasing, the carriage should be moved to the extreme right or left so that the erasure particles will not fall into the machine.
11. Letters should be removed from the machine by holding the letter at the top and quickly snapping the letter from the machine.

12. In taking dictation, any errors by the dictator should be called to his attention by interrupting the dictation.

13. It is the duty of the person signing the letter to see that all enclosures are made.

14. A large envelope should be used when enclosures are to be made.

15. Use a small envelope for a one-page letter.

16. The address on the envelope should be typed in the same style as that used for the inside address.

17. The "attention of" phrase should be typed two spaces below the company signature.

18. Open punctuation is now generally accepted in business letter writing.

19. It is necessary to correct only the original copy and not the carbon copy.

20. Both the original and the carbon are mailed to the person to whom the letter is addressed.

21. Hyphens should be used sparingly in business letters.

22. The length of a business letter determines its importance.

23. When typing the identification initials, the initials of the person who dictated the letter should precede the initials of the stenographer.

24. The identification initials must always be typed in capital letters.

25. Enclosures should be clipped to the letter before it is presented for a signature.

26. It is permissible to place the carbon copy of a second page on the back of the first page carbon copy.

27. The typist should address the envelope immediately after typing the letter.

28. The address on a small envelope should be started 12 lines from the top of the envelope.

29. In mixed punctuation the colon should be omitted after the salutation.

30. When using a small envelope, the address should be started at 25 on the scale.

31. The small size envelope is sometimes referred to as a legal envelope.

32. It is a sign that you are a poor speller if you use the dictionary.

33. It is permissible to type the word "enclosure" in full or to abbreviate the word "enc."

34. The enclosure notation should be the last thing typed on the letter.

35. Abbreviations should be used to save time.

36. Always use letterhead paper for the carbon copies.

37. Always use letterhead paper for the second pages of letters.

38. As long as a letter is typed correctly, the time required to type the letter is unimportant.

39. In erasing letters with carbons, always erase the original first.

40. As long as the original is mailed on time, the carbon copy of the letter need not be retained.

41. It is correct to use two pages if you are typing a letter exceeding 300 words.

42. Always use a 50 stroke line for a long letter.

43. Always use the blocked form in typing the address on an envelope.

44. The return address of a business letter should be typed on the back of the envelope.

45. A three-line address should always be typed single spaced on an envelope.

46. It is permissible to capitalize the city and state when addressing an envelope.

47. When using a 50 stroke line, the stops should be set for 12 and 72.

48. Because a letter represents a business just as much as an individual, each letter must be typed neatly and correctly.

49. Most people can type letters just as fast as when typing straight copy material.

50. Four spaces are generally left for a penwritten signature.

# BUSINESS LETTERS

## FINAL ACHIEVEMENT TEST

### Part II - A

Directions Write in the space provided at the end of the line, the word or words necessary to complete or answer the statement.

1. The size of the regular typewriting paper is _____

2. Two kinds of type used in typewriters are:

   small type _____

   large type _____

3. The small type has how many strokes to the inch _____

4. The large type has how many strokes to the inch _____

5. One inch is equal to how many lines on a page _____

6. When using the large type, the centering point on the scale is _____

7. When using the small type, the centering point on the scale is _____

8. The left stop for a 40 stroke line should be set at _____

9. The left stop for a 50 stroke line should be set at _____

10. The left stop for a 60 stroke line should be set at _____

11. The left stop for a 70 stroke line should be set at _____

12. The number of strokes available on paper eight inches wide is _____

13. The number of lines available on paper four inches long is _____

14. A short letter has how many words in the body of the letter _____

15. A medium letter has how many words in the body of the letter _____

16. A long letter has how many words in the body of the letter _____

17. The left stop for a short letter is set at _____

18. The left stop for a medium letter is set at _____

19. The left stop for a long letter is set at _____

20. How far from the top of a letter is the date placed _____

21. The parts of a business letter are: _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. The dictator's initials are always typed where, in reference to the stenographer's initials. _____

28. To have a side margin of one inch, the left stop should be set at _____

29. When no punctuation is used at the end of the lines of the heading, inside address, salutation, and complimentary close, the punctuation is referred to as _____

30. Before and after the salutation, there should be how many line spaces _____

## PART II - B

Secure a copy of the pretest from the instructor and retype the test.

# CHAPTER III

## RESULTS OF TEACHING AND TESTING THE UNIT

### Teaching the Unit

A log of the unit.-- The work on the unit began by following the procedure as planned in the introduction to the unit assignment. Several business letters were displayed on a bulletin board and the students were given the lead question: "What was the purpose of business letters?" Several suggestions were given such as: ordering goods, requesting information, sending information. The pupils finally decided that business letters were written for the purpose of sending some message to another person. A second question for discussion was given: "How do these letters differ from one another?" This caused a lengthy discussion in which the following points were discussed:

a. The letters were of different length.

b. The letters differed in the spacing used, some used single-spacing, others double-spacing.

c. There was a difference in the length of line used.

d. Some letters used Dear Sir, others used Gentlemen.

e. In some letters every line started at one place, while in other letters, various sections were indented.

f. Some letters were signed by an individual, others were signed by a company, or an official for a company.

g. Some letters had a printed letterhead, others did not.

h. The initials at the end of the letters varied in form.

i. Some letters contained enclosures.

j. The envelopes differed in spacing and form.

k. All envelopes had return addresses.

After this discussion, the pretest was given, however, there was only sufficient time for Part A. On the following day Part B was given, after which the study guides were handed to the pupils and read with them, and all questions were answered. The various parts of the business letter were discussed and the letter chart was explained. The third day the pretests were discussed with the class, and then actual work began on the unit. In scoring the pretests, five points were given for the correct typing of the following: heading, inside address, salutation, body, complimentary closing, initials, spacing, and the envelope, a total score of 40 points. The results of the pretest are given on the following page.

Table 2. Pretest Scores of 27 Pupils in a First-year typewriting Course on a Unit, "Business Letters."

| Pupil | Score | Mark | Pupil | Score | Mark |
|---|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) | (6) |
| 14 | 35 | A | 2 | 10 | X |
| 25 | 35 | A | 3 | 10 | X |
| 24 | 30 | A | 4 | 10 | X |
| 27 | 30 | A | 8 | 10 | X |
| 12 | 25 | B | 16 | 10 | X |
| 21 | 25 | B | 18 | 10 | X |
| 1 | 20 | C | 19 | 10 | X |
| 5 | 20 | C | 20 | 10 | X |
| 6 | 15 | C | 23 | 10 | X |
| 7 | 15 | C | 27 | 10 | X |
| 10 | 15 | C | 9 | 5 | D |
| 11 | 15 | C | 13 | 5 | D |
| 15 | 15 | C | 22 | 5 | D |
| 17 | 15 | C | | | |

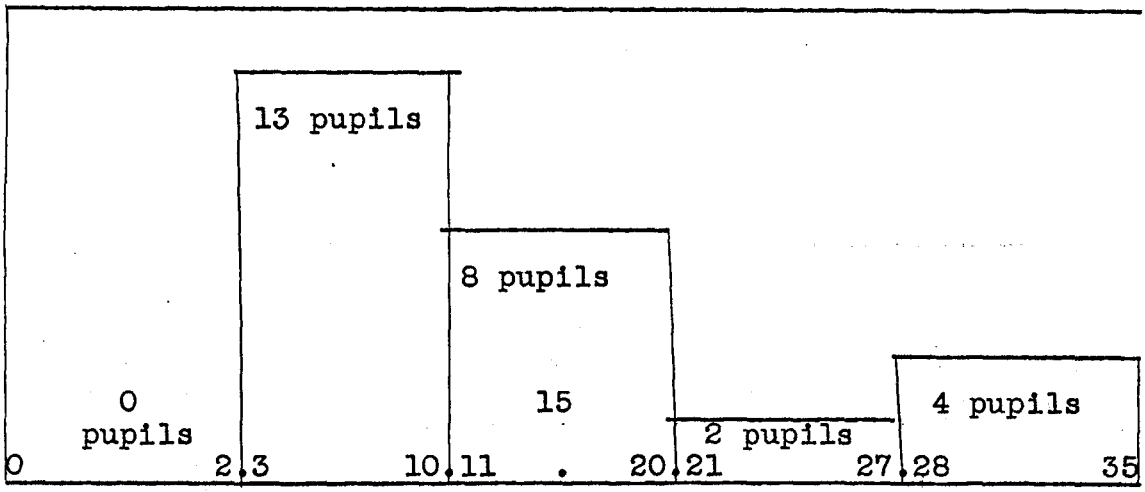
Highest possible score 40.

Table 3. Frequency Distribution of 27 Pupils in a First-year Typewriting Class, on a Pretest on a Unit "Business Letters."

| Class Interval | Mid-point | Tabulation | Frequency |
|---|---|---|---|
| (1) | (2) | (3) | (4) |
| 34-36 | 35 | // | 2 |
| 31-33 | 32 | | |
| 28-30 | 29 | // | 2 |
| 25-27 | 26 | // | 2 |
| 22-24 | 23 | | |
| 19-21 | 20 | // | 2 |
| 16-18 | 17 | | |
| 13-15 | 14 | ////// | 6 |
| 10-12 | 11 | ////////// | 10 |
| 7-9 | 8 | | |
| 4-6 | 5 | /// | 3 |
| 1-3 | 2 | | |
| | | | N = 27 |

Calculation of the mean proved to be 15.99, and the standard deviation to be 8.37 on the pretests.

Table 4. A Chart Showing the Distribution of Pretest Scores of 27 Pupils in a First-year Typewriting Class on a Unit, "Business Letters."




Mean = 15.99. Standard Deviation = 8.37.

At the end of the first week, on May 2, 12 students were ready to take Progress Test 1. These students had demonstrated their ability to work without teacher supervision, the others seemed to work slower because they wanted to always check what they were doing with someone else in the class.

At the beginning of the second week, the instructor took part of a period to give a demonstration in typing a complete letter. This was needed because of the evident slowness of some pupils in completing letters. After the

demonstration, there was a marked improvement in the time required to type a letter, by a majority of the class.

During the second and third weeks, many letters were returned to be retyped because of undiscovered errors, with the result that most of the class decided that it was much better to check a letter for accuracy before the letter was removed from the typewriter, than to pass the letter in without checking it for errors. During the second week all pupils completed the first progress test and four pupils completed the second progress test. During the first and second weeks the instructor had called each pupil during the class period to inspect the work completed and make suggestions to the individual pupils, but as the unit progressed this method had to be discontinued because of the large number of letters that were typed during one period. The plan was then followed in which the pupils passed in the letters as completed and the instructor checked them as rapidly as possible during the period and checked the remainder outside of class, returning them to the pupils the following class period.

The third week a demonstration was given by the instructor on the use of carbon paper. This was followed by a demonstration of the correct procedure to use in erasing when carbon copies were being made, emphasizing

the procedure of erasing the last carbon copy first, then working back toward the original copy, inserting eraser slips to avoid smudging the carbon copies. Pupils were cautioned to be sure to remove the eraser slips before resuming typing, but in spite of these cautions, several pupils forgot to remove the eraser slips and as a result had blank spaces in the carbon copies and had to retype the work. At the end of the third week most of the pupils had completed the first three progress tests.

At the beginning of the fourth week additional instructions were given for typing envelopes. The return address on the envelopes seemed to cause some difficulty until two or three had been completed and then the work went much faster. Although the tentative time schedule called for four weeks, the instructor included a fifth week because no one in the class completed the unit in the four weeks. During the fifth week most of the class had completed some practice on the final assignments, typing envelopes, but only four completed all the assignments and started on the optional activities, but no one finished because of lack of time. In planning a revision of the unit, the instructor is planning to prepare a chart for typing envelopes similiar to the one used for the business letters, so that an envelope can be typed for each letter when the letter is completed just as it is done in actual business. Wednesday and Thursday of the fifth week were used for sharing experiences

and for a review for the final test. The pupils decided that the best form of letter to use was the modified-block form because there were fewer tabular stops to set and as a result the work could be completed much quicker than the other forms. Other pupils brought out the point that as a result of their experience in typing letters, they could estimate the starting point of the inside heading without actually backspacing from the margin for the starting point. Most of the class preferred the block form of address for the envelope. Everyone in the class agreed that the work on business letters was the most interesting part of first-year typewriting, and a few had used the information in sending business letters of their own.

There was no school on May 30, so that the final test was given on Monday, June 2, followed by the pretest repeated to see what gains the pupils had made. On the following day a questionnaire was given to try to get pupil reaction to this method of assigning work. The results of the pretest, gain made by each pupil, and the final test results appear on the following pages.

## Results of Teaching the Unit

Table 5. Scores Made on a Repetition of a Pretest by 27 pupils in a First-year Typing Class on a Unit in "Business Letters."

| Pupil (1) | Score (2) | Mark (3) | Pupil (4) | Score (5) | Mark (6) |
|---|---|---|---|---|---|
| 1 | 40 | A | 8 | 35 | B |
| 5 | 40 | A | 10 | 35 | B |
| 14 | 40 | A | 11 | 35 | B |
| 18 | 40 | A | 12 | 35 | B |
| 19 | 40 | A | 13 | 35 | B |
| 20 | 40 | A | 15 | 35 | B |
| 22 | 40 | A | 21 | 35 | B |
| 23 | 40 | A | 26 | 35 | B |
| 24 | 40 | A | 7 | 30 | C |
| 25 | 40 | A | 16 | 30 | C |
| 27 | 40 | A | 17 | 30 | C |
| 2 | 35 | B | 9 | 25 | X |
| 3 | 35 | B | | | |
| 4 | 35 | B | | | |
| 6 | 35 | B | | | |

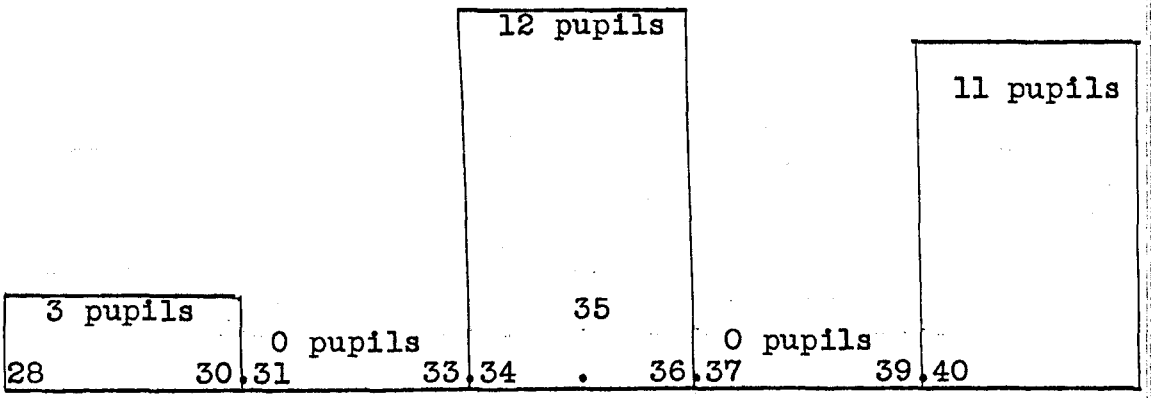
Highest possible score--40.

Table 6. Frequency Distribution of Scores Made on a Repetition of a Pretest by 27 Pupils in a First-year Typing Class on a Unit in "Business Letters".

| Scores | Tabulation | Frequency |
|---|---|---|
| 40 | //////////// | 11 |
| 39 | | |
| 38 | | |
| 37 | | |
| 36 | | |
| 35 | //////////// | 12 |
| 34 | | |
| 33 | | |
| 32 | | |
| 31 | | |
| 30 | /// | 3 |
| 29 | | |
| 28 | | |
| 27 | | |
| 26 | | |
| 25 | / | 1 N=27 |

The mean was calculated to be 35.1. The standard deviation was calculated to be 3.5.

Table 7. A Chart Showing the Distribution of Scores on a Repetition of a Pretest by 27 Pupils in a First-year Typing Class on a Unit "Business Letters."




Mean = 35.1. Standard Deviation = 3.5.

Table 8. Gains Made by 27 Pupils in First-year Typewriting on a Repetition of a Pretest on a Unit in "Business Letters."

| Pupil (1) | Gain (2) | Pupil (3) | Gain (4) | Pupil (5) | Gain (6) |
|---|---|---|---|---|---|
| 1 | 20 | 10 | 20 | 19 | 30 |
| 2 | 25 | 11 | 20 | 20 | 30 |
| 3 | 25 | 12 | 10 | 21 | 10 |
| 4 | 25 | 13 | 30 | 22 | 35 |
| 5 | 20 | 14 | 5 | 23 | 30 |
| 6 | 20 | 15 | 20 | 24 | 10 |
| 7 | 15 | 16 | 20 | 25 | 5 |
| 8 | 25 | 17 | 15 | 26 | 25 |
| 9 | 20 | 18 | 30 | 27 | 10 |

Table 9. Frequency Distribution of the Gains Made by 27 Pupils in First-year Typewriting on a Repetition of a Pretest on a Unit in "Business Letters."

| Class Interval (1) | Mid-point (2) | Tabulation (3) | Frequency (4) |
|---|---|---|---|
| 35-37 | 36 | / | 1 |
| 32-34 | 33 | | |
| 29-31 | 30 | ///// | 5 |
| 26-28 | 27 | | |
| 23-25 | 24 | //// | 5 |
| 20-22 | 21 | /////// | 8 |
| 17-19 | 18 | | |
| 14-16 | 15 | // | 2 |
| 11-13 | 12 | | |
| 8-10 | 9 | //// | 4 |
| 5-7 | 6 | // | 2 |
| 2-4 | 3 | | |
| | | | N=27 |

The mean was calculated to be 20.43. The standard deviation was calculated to be 8.07.

Table 10. Achievement Test Scores on a Unit in "Business Letters" of 26 Pupils in a First-year Typing Class.

| Pupil (1) | Score (2) | Mark (3) | Pupil (4) | Score (5) | Mark (6) |
|---|---|---|---|---|---|
| 1 | 71 | A | 2 | 60 | C |
| 25 | 68 | A | 7 | 60 | C |
| 27 | 68 | A | 12 | 60 | C |
| 18 | 65 | B | 19 | 60 | C |
| 24 | 64 | B | 20 | 59 | C |
| 13 | 64 | B | 15 | 58 | C |
| 5 | 63 | B | 17 | 58 | C |
| 6 | 63 | B | 10 | 53 | X |
| 8 | 63 | B | 21 | 52 | X |
| 11 | 62 | B | 4 | 51 | D |
| 22 | 62 | B | 9 | 45 | D |
| 23 | 62 | B | 3 | 44 | D |
| 26 | 62 | B | 16 | 29 | D |

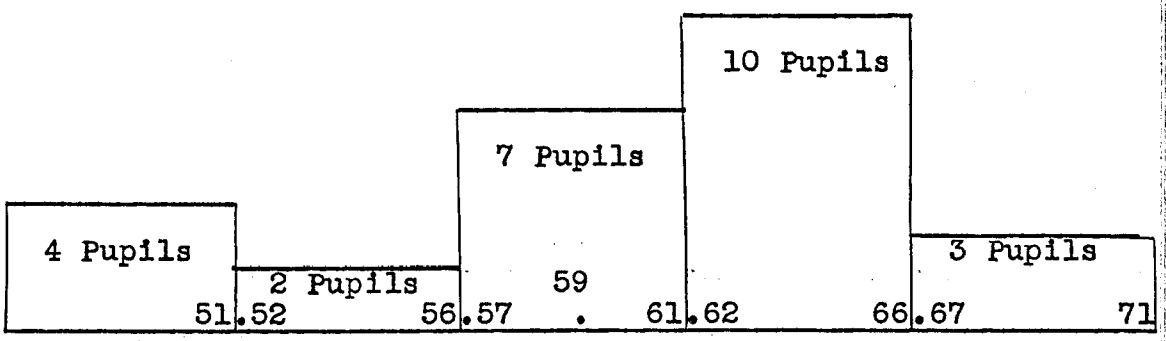
Highest possible score--30.

Table 11. Frequency Distribution of Achievement Test Scores of 26 Pupils in a First-year Typing Class on a Unit in "Business Letters."

| Class Interval (1) | Mid-point (2) | Tabulation (3) | Frequency (4) |
|---|---|---|---|
| 71-73 | 72 | / | 1 |
| 68-70 | 69 | // | 2 |
| 65-67 | 66 | / | 1 |
| 62-64 | 63 | ////// /// | 9 |
| 59-61 | 60 | ////- | 5 |
| 56-58 | 57 | // | 2 |
| 53-55 | 54 | / | 1 |
| 50-52 | 51 | // | 2 |
| 47-49 | 48 | | |
| 44-46 | 45 | // | 2 |
| 41-43 | 42 | | |
| 38-40 | 39 | | |
| 35-37 | 36 | | |
| 32-35 | 33 | | |
| 29-31 | 30 | / | 1 |
| | | | N=26 |

The mean was calculated to be 58.95. The standard deviation was calculated to be 8.67.

Table 12. A Chart Showing the Distribution of Achievement Scores of 26 Pupils in a First-year Typing Class on a Unit in "Business Letters."




Mean = 58.95. Standard Deviation = 8.67.

Pupil reactions as revealed by their answers to a questionnaire.-- Because this topic was presented to this particular class in a manner quite different from that to which they were accustomed, and because of the amount of time and effort put into the unit, it seemed worthwhile to make an effort to ascertain their reactions to this unit method. Accordingly, after the close of the formal work on the unit, a questionnaire was given to them, a copy of which follows on the next page. The pupils were told to give honest answers and not just something to please the instructor. One pupil had left, making 26 answering the questionnaire.

1. What did you like most in this method?

2. What did you dislike the most in this method?

3. What did you like the least in this method?

4. What part did you think was easy in this method?

5. What was the most difficult part of the unit?

6. What was the most interesting part of the unit?

7. What was the most uninteresting part of the unit?

8. What did you think was the most useful part of the unit?

9. What was the part that had the least value to you?

10. If you had to do the unit over again, what changes would you suggest?

To question one, "What did you like most in this method?" practically everyone in the class liked the idea of having a written assignment on which they could work at their own speed. Several stated that the unit was the best lesson of the year. Most of them indicated that they liked to plan the work themselves, they liked the idea of being on their own as far as everyday work was concerned, and they got more self-satisfaction out of the work.

To question two, "What did you dislike the most in this method?" the majority of the class couldn't think of anything they really disliked. A few disliked typing the envelopes, a few disliked handling carbon copies, and one or two disliked setting the tabular stops for the indented letters.

To question three, "What did you like the least in this method?" erasing carbons, typing envelopes, and taking tests were the only answers, most of the pupils left this question blank.

To question four, "What part did you think was easy in this method?" about half of the class seemed to think typing the letters with the letter chart was the easiest part, while the other half of the class seemed to think the whole unit was difficult because they had to keep their minds on what they were doing, and if a mistake was made, it had to be corrected. The block-form of letter was the easiest to type.

To question five, "What was the most difficult part of the unit?" nine pupils thought the carbon copies were the most difficult. Several thought the proofreader's marks were difficult, others thought the envelopes were difficult, but there were five in the class who thought that nothing in the unit was very difficult.

To question six, "What was the most interesting part of the unit?" fifteen pupils thought that the actual typing of the letters was the most interesting part. Only two thought the carbon copies were the most interesting, one thought the best part of the unit were the tests, and one thought that nothing very much was interesting.

To question seven, "What was the most uninteresting part of the unit?" twenty pupils either left the question blank or said there was nothing uninteresting. The others thought typing the envelopes was the most uninteresting part.

To question eight, "What did you think was the most useful part of the unit?" the majority thought typing the letters was the most useful part as it was going to be of real value to them in the future. One thought the envelopes was the most important because she had never known how to type them.

To question nine, "What part had the least value to you?" seventeen pupils replied that everything had value which indicated the unit was very worthwhile. The others in

the class thought the envelopes, erasing, and proofreader's marks had the least value.

To question ten, "If you had to do the unit over again, what changes would you suggest?" the majority of the class thought there should be no changes. One pupil thought we should spend a longer period of time on the unit, one thought too much importance was given to erasing, and it was suggested that the proofreader's marks be omitted.

The instructor's conclusions.-- This was the first time the writer had used a complete unit in typewriting. The results obtained were excellent and indicated that the unit method should be used for a skill subject such as typewriting. In revising the unit for future use, the writer plans to prepare a mimeographed sheet for use with typing envelopes, preparing carbons and erasing carbons, because these three items seemed to cause some confusion in the completion of the unit.

The planning and teaching of this unit was so interesting and satisfying, that it will lead to more work in unit construction, not only in typewriting but in all other subjects.

# APPENDIX

Copies of papers given to all students

PUPIL'S STUDY GUIDE

BUSINESS LETTERS

I. General Directions:

In your work with business letters you will be permitted to proceed at your own rate. It will be necessary for you to study each section until you have mastered the material in that section. Self-administering tests are to be taken at the end of certain sections in the unit. If you find that you are not able to satisfactorily complete a test, additional practice should be completed and then a second test should be taken. Letters will be graded as (1) Mailable (2) Mailable with corrections (3) Not mailable. Mistakes must be corrected by erasing, any undiscovered errors will cause a letter to be graded not mailable. Those who are able to complete the entire unit in the allotted time may work on one or more of the optional related activities which are available. At the beginning of each period a timed writing will be given, either on straight typing or on business letters. You should strive to attain a speed on business letters as close as possible to your regular typing speed. Make sure you understand exactly what you are to do before you begin work. Read instructions carefully. Read over every sheet before you remove the paper from your typewriter. Checking your work is as important as doing the work. Text: Rowe Typing.

1. (a) How are letters centered? Read the information given on page 84.

(b) Use the centering chart attached to the study guide instead of the one given on page 84.

2. Style letter 1

(a) How do we type a letter double-spaced, indented style with open punctuation?

(b) Practice work--page 90, 91, and 92, complete exercises 17, 18, and 19.

(c) Progress test number one.

3. Style letter 1-a

(a) How do we type a letter double-spaced, indented style, with closed punctuation?

(b) Practice work--page 92 and 93, complete exercises 20, 21, and 22.

4. Style letter 2

(a) How do we type a letter single-spaced, indented style, with open punctuation?

(b) Practice work--page 94, complete exercises 23, 24, 25, 26, 27, and 28.

(c) Progress test number two.

5. Proofreader's marks

(a) How are corrections indicated in letters?

(b) Practice work--review pages 155 and 156, complete exercises 91.

(c) Progress test number three.

## LETTER SUMMARY CHART

| TYPE OF LETTER | NUMBER OF WORDS IN LETTER 1--1-- | STROKE LINE TO USE | SET MARGINS AT PICA | ELITE | START DATE FROM TOP OF PAPER | LINES BETWEEN DATE AND INSIDE ADDRESS |
|---|---|---|---|---|---|---|
| Short | 1--100 | 40 | 22-62 | 30-70 | 12 lines | 8 lines |
| Medium | 100--200 | 50 | 17-67 | 25-75 | 12 lines | 6 lines |
| Long | 200--300 | 60 | 12-72 | 20-80 | 12 lines | 4 lines |

Longer letters require a 70 stroke line and more than one page.

## PUNCTUATION

Open punctuation: No mark of punctuation after each line in the heading, inside address, salutation, and complimentary close.

Closed punctuation: Comma after first two lines of heading and inside address. Period after third line of heading and inside address. Colon after salutation, comma after complimentary close.

Mixed punctuation: No mark of punctuation after heading, inside address. Colon after salutation, comma after complimentary close.

The above information is for single spaced letters. For double spaced letters, double the number of words in the body of the letter and proceed as for single spacing.

6. Style letter 3

(a) How do we type a letter single-spaced, blocked style with open punctuation?

(b) Practice work--complete exercises 29, 30, and 31 on pages 98 and 100.

7. Making carbon copies

(a) How are carbon copies made? Read instructions on page 139.

(b) Practice work--complete exercises 72, 73, and 74.

(c) Progress test number four.

8. Preparing envelopes

(a) Study the various styles illustrated on page 125.

(b (b) Practice work--complete exercises 55, 56, 57, 58, 59, 60, and 61.

9. General review of the unit.

10. Achievement tests on the entire unit.

PRETEST

In order to find out what you know about the arrangement of business letters at the present time, you are to type a letter from the information given below, without any assistance from the instructor. This will include typing the envelope needed for the letter. Type both the letter and envelope as you think they should be typed.

The Letter

Mr. Warren Jones, 41 State Street, Boston, Massachusetts, has requested you to send the following letter to the Statler Hotel, Boston, Massachusetts, using today's date. Please reserve one single room with shower, from April 10, to April 17. I should like to have this reservation confirmed either by letter or by calling my office, the telephone number of which is Devonshire 8899.

Timed Writing on Business Letters

Take a five-minute timed writing on the letter given on page 195, 20th Century text. Figure your speed as you usually do on the straight typing copy.

# BUSINESS LETTERS

## PROGRESS TEST 1

DIRECTIONS: Type the following business letter in a double-spaced form. Use the indented style with open punctuation. There are approximately 140 words in the letter. Use your own initials as part of the reference line.

349 East Main Street Boston, Massachusetts (current date) Mr. John N. Graves Graves Furniture Store 41 Washington Street Boston, Massachusetts Dear Mr. Graves: We are mailing you in a separate package the layout for the newspaper advertisement we have prepared for you. This advertisement features your October 20 sale of living room furniture. (P) The layout is complete in every detail except for the quotation of prices. As you will recall, the prices were not set at the time we agreed to make up the layout for you. They can be inserted very easily after they are set. (P) After we have your approval of the layout or your suggestions for its improvement, we shall make up the final copy for the printer. We shall appreciate your rushing this through so that the copy can be prepared in its final form. Very truly yours, (E. C. Cartwright.)*

* Leave four spaces after Very truly yours and then type this name.

# BUSINESS LETTERS

## PROGRESS TEST 2

DIRECTIONS: Type the following business letter in a single-spaced form. Use the indented style with open punctuation. There are approximately 128 words in the letter. Use your own initials as part of the reference line.

407 Commonwealth Avenue Boston, Massachusetts (current date) Treadwear Tire Company Automotive Building Cleveland Ohio Gentlemen: We had so many complaints from our customers about your Treadwear tires not wearing well, it seemed advisable to put in astock of some other kind of tire. This is the reason we have not ordered any of your tires for several months. (P) We are returning to you by express a tire that a customer asked us to replace. This tire was used for approximately 5,000 miles. You will see that the tread is worn smooth. Even the pyramid-shaped blocks of rubber on the side wall are worn through. Five thousand miles do not represent enough use to cause the wear that this tire shows. (P) We can return to you two or three other used tires from this same shipment if you wish us to do so. Yours very truly, Charles Jones, Manager.

PROGRESS TEST 3

Directions: Type the letter with corrections as indicated.

1468 Market Street
St. Louis 12, Missouri
Current date

Konyon Link & Company
287 Manyard Street
Pittsburg 22, Penna.

Attention Mr. J. W. Link, Treasurer

Gentlemen:

We certainly wish it were possible to accomodate you by making immediate shipment of your Purchase Order No. 1971 which reached us this morning.

The principle obstacle lies in the fact that there are 2 long over due items on your account. The first is for $87.83 and represents the merchandise we shipped you on your Purchase Order No. 1267 we filled that order on July 27th.

The second item is in the amount of $276.76, it is for the merchandise we shipped you on Aug. 28th on your Purchase Order No 1587.

As you know our regular term of credit is sixty days. On a number of occasions we have writen you about your overdue account, you have also received statements on the 1st of each month.

We sure want to coperate with you, particularly in view of your urgent need of the goods. At the same time you can readily understand why our Order Dept. has refered your letter to the Credit Dept.

Please send us your remittance for the 1st item, $87.87, then we shall agree to carry the second item, $276.76 for sixty days longer, we shall also make immediate shipment of your new order.

An addressed envelop, no postage needed, is enclosed for your convenience in mailing your check. As soon as it is received, your credit standing with us will be restored.

Very truly yours,

UNITED SUPPLY COMPANY

Credit Department

Enc.
Hrd.MKC

PROGRESS TEST 4

Directions:

Type the Application Exercise 91, page 156, of the Rowe text, with two carbon copies, making the corrections as indicated. Use a soft eraser for the carbon copies, a hard eraser for the original. Be sure to use eraser slips between the carbons so that your work will not smudge, making sure to remove the slips before resuming typing.

## FINAL ACHIEVEMENT TEST

Directions: Place a circle around the number of the statement if the statement is true. Place an X over the number if the statement is false. Examples: ⓣ. True Ⓕ. False.

1. A letter containing 110 words is considered a short letter.
2. The date in business letters is usually placed two inches from the top of the page.
3. The salutation of a letter going to a corporation is Dear Sir.
4. The message of a letter is written in the body of the letter.
5. A 70 stroke line should be used for a short letter.
6. A letter typed in full-block form has the paragraphs indented five spaces.
7. The complimentary close should always be started at 42 on the scale.
8. The form of letter used by a concern may be determined by referring to the files.
9. The completed letter should be taken from the machine in order to find possible errors quickly.
10. When erasing, the carriage should be moved to the extreme right or left so that the erasure particles will not fall into the machine.
11. Letters should be removed from the machine by holding the letter at the top and quickly snapping the letter from the machine.
12. In taking dictation, any errors by the dictator should be called to his attention by interrupting the dictation.
13. It is the duty of the person signing the letter to see that all enclosures are made.
14. A large envelope should be used when enclosures are to be made.
15. Use a small envelope for a one-page letter.
16. The address on the envelope should be typed in the same style as that used for the inside address.
17. The "attention of" phrase should be typed two spaces below the company signature.
18. Open punctuation is now generally accepted in business letter writing.
19. It is necessary to correct only the original copy and not the carbon copy.
20. Both the original and the carbon are mailed to the person to whom the letter is addressed.
21. Hyphens should be used sparingly in business letters.
22. The length of a business letter determines its importance.
23. When typing the identification initials, the initials of the person who dictated the letter should precede the initials of the stenographer.
24. The identification initials must always be typed in capital letters.
25. Enclosures should be clipped to the letter before it is presented for a signature.

26. It is permissable to place the carbon copy of a second page on the back of the first page carbon copy.
27. The typist should address the envelope immediately after typing the letter.
28. The address on a small envelope should be started 12 lines from the top of the envelope.
29. In mixed punctuation the colon should be omitted after the salutation.
30. When using a small envelope, the address should be started at 25 on the carriage scale.
31. The small size envelope is sometimes referred to as a legal envelope.
32. It isa sign that you are a poor speller if you use the dictionary.
33. It is permissable to type the word "enclosure" in full or to abbreviate the word "enc."
34. The enclosure notation should be the last thing typed on the letter.
35. Abbreviations should be used to save time.
36. Always use letterhead paper for the carbon copies.
37. Always use letter head paper for the second pages of letters.
38. As long as a letter is typed correctly, the time required to type the letter is unimportant.
39. In erasing letters with carbons, always erase the original first.
40. Al long as the original is mailed on time, the carbon copy of the letter need not be retained.
41. It is correct to use two pages if you are typing a letter exceeding 300 words.
42. Always use a 50 stroke line for a long letter.
43. Always use the blocked form in typing the address on an envelope.
44. The return address of a business letter should be typed on the back of the envelope.
45. A three-line address should always be typed single spaced on an envelope.
46. It is permissable to capitalize the city and state when addressing an envelope.
47. When using a 50 stroke line, the stops should be set for 12 and 72.
48. Because a letter represents a business just as much as an individual, each letter must be typed neatly and correctly.
49. Most people can type letters just as fast as when typing straight copy material.
50. Four spaces are generally left for a penwritten signature.

Part II

Directions: Write in the space provided at the end of the line, the word or words necessary to complete or answer the statement:

1. Size of the regular typewriting paper is
2. Two kinds of type used in typewriters are
   small type
   large type.
3. The small type has how many strokes to the inch.
4. The large type has howmany strokes to the inch.
5. One inch is equal to how many lines on a page
6. When using the large type, the centering point on the scale is
7. When using the small type, the centering point on the scale is
8. The left stop for a 40 stroke line should be set at
9. The left stop for a 50 stroke line should be set at
10. The left stop for a 60 stroke line should be set at
11. The left stop for a 70 stroke line should be set at
12. The number of strokes available on paper eight inches wide is
13. The number of lines available on paper four inches long is
14. Ashort letter has how many words in the body of the letter
15. A medium letter hashowmany words in the body of the letter
16. A long letter has how many words in the body of the letter
17. The left stop for short letters should be set at
18. " medium "
19. " long "
20. How far from the top of a letter is the date placed
21. The parts of a business letter are:
22.
23.
24.
25.
26
27. The dictator's initials are always typed where, in reference to the stenographer's initials.
28. To have a side margin of one inch, the left stop should be set at
29. When no punctuation is used at the end of the lines of the heading, inside address, salutation, and complimentary close, the punctuation is referred to as
30. Before and after the salutation, there should be how many spaces.

1. What did you like most in this method?

2. What did you dislike the most in this method?

3. What did you like the least in this method?

4. What part did you think was easy in this method?

5. What was the most difficult part of the unit?

6. What was the most interesting part of the unit?

7. What was the most uninteresting part of the unit?

8. What did you think was the most useful part of the unit?

9. What was the part that had the least value to you?

10. If you had to do the unit over again, what changes would you suggest?