

1960

# A compilation of typewriting teaching devices taken from periodicals published from 1955 through 1959

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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

Thesis

A COMPILATION OF TYPEWRITING TEACHING DEVICES  
TAKEN FROM PERIODICALS PUBLISHED FROM 1955 THROUGH 1959

Submitted by

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(B.S. in Secretarial Science, Emmanuel College, 1949)

In partial fulfillment of the requirements for the degree of  
Master of Education

1960

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Business Education

Second Reader: Mary E. Connelly, Associate Professor of  
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## ACKNOWLEDGMENT

Sincere appreciation and gratitude is extended to Professor Lester I. Sluder for his guidance and interest in helping to complete this study.

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CHAPTER I  
INTRODUCTION

Statement of the Problem

The purpose of this study was to collect the most helpful and worthwhile devices pertaining to the teaching of typewriting in order that teachers would have a ready source for ideas to aid and stimulate their students in the learning and mastery of typewriting.

Justification of the Problem

In the teaching of typewriting, a teacher has occasion to use many devices. There is so much to be learned in typewriting other than the actual operation of the machine that it is certainly a great asset to the teacher to have as many devices as possible at his command. In support of this belief, Ulrich<sup>1</sup> says:

The teacher's job is to bring to teaching the best thinking, effort, and materials obtainable for motivating, inspiring, and training students.

Teachers should be alert to all the good things that are offered to them by experts who are trained to help them and whose ideas keep them from getting into a rut.

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<sup>1</sup>Ulrich, Florence, "I'm Confused!," Business Teacher, March, 1958, p. 6.

Publishers of typewriting textbooks have been very successful in producing textbooks which are clearly defined and easily understood by both teacher and student. They have provided teachers with most helpful manuals geared to their day-by-day teaching problems. These are of invaluable assistance, and their use is greatly encouraged.

However, in the field of teaching techniques, the teacher can use "assists" in every phase of typewriting; from correct posture to the production of manuscripts, and from the grading of timed writings to the actual rating of the student as an accomplished typist.

The teaching of typewriting is a most unrestricted task, as so many skills must be possessed, learned, or acquired by the student before he can be called a proficient typist.

The broad area to be covered in this field is brought out further by Beaumont<sup>2</sup> in the following statement:

The main purpose of the vocational business courses is to develop the skills necessary for obtaining, holding, and advancing in an office or merchandising position. If this premise is accepted, then the subject matter of vocational business courses, the teaching methodology, and the experiences of students should be devoted primarily to the accomplishment of this objective. Nevertheless, if a vocational business program is restricted solely to the development of skills needed, the program will be shallow preparation indeed for meeting business employment requirements.

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<sup>2</sup>Beaumont, John A., et al, "Economic Education Through The Vocational Business Courses," Educating Youth For Economic Competence, Eastern Business Teachers Association and National Business Teachers Association, Somerset Press, Somerville, New Jersey, 1958, p. 224.

Therefore, the student, as well as learning the required skills necessary for mastery of the typewriter, should be well trained in corresponding skills, such as punctuation, composition, and the over-all perfection of attributes that make up a good typist.

According to Alston,<sup>3</sup> the best teaching methods--those which actually reach the students--are quite simple.

In this study, the writer has attempted to adhere to this belief and has selected those devices which would be of more help than hindrance to the teacher, and which would encourage the student toward the attainment of his goal in a most interesting and profitable way.

For more convenient reference, the devices have been arranged in alphabetic sequence according to subject.

#### Delimitation of the Problem

Delimitations of material were as follows:

1. The articles and material studied were limited to business education publications.
2. The publications studied were limited to the years 1955 through 1959.
3. The articles studied were limited to those which in some way would be of assistance to the typewriting teacher in the actual teaching or motivation of his students and the

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<sup>3</sup>Alston, Wayne A., "Successful Devices for Teaching Shorthand-Transcription," Master's Thesis, Boston University, 1954, Introduction.

suggestion of factors which would provide facilities more conducive to learning.

4. The teaching devices accepted were limited to those which (a) were easily adaptable to actual usage  
(b) required very little time to set up or maintain  
(c) were practical from the standpoint of office experience, and  
(d) were most beneficial to the student

5. Informative "hints" were limited to those which would actually assist the teacher in the betterment of his own teaching methods, the improvement of his classroom, and general maintenance of a better typewriting course.

#### Organization of Chapters

Chapter I deals with the statement, justification, and delimitation of the problem. In Chapter II is contained a review of literature related to the problem. Chapter III describes the procedures used to locate suitable material. Descriptions of devices and suggestions of techniques are summarized in Chapter IV. The final summary and resulting recommendations are presented in Chapter V.

CHAPTER II  
REVIEW OF RELATED LITERATURE

This chapter contains a review of material concerned with devices which are useful in the teaching of typewriting.

The first thesis studied was written by Edwards in 1952. Although Edwards' thesis dealt only with motivational devices, the writer found a great deal of background information here which was helpful in preparing this thesis.

The Edwards thesis not only contains suggestions and ideas for motivational devices, but the actual illustration of them as well. It provides a teacher with aids for motivating students toward higher goals in many phases of typewriting. As Edwards<sup>1</sup> states, "The teacher can produce stimulation that will help the student gain confidence in himself."

Edwards limited her study to the years 1935-1951. She stated, "the majority of the motivation devices analyzed in this study were utilized for the purpose of increasing speed and accuracy."<sup>2</sup>

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<sup>1</sup>Edwards, Berenice, "An Analysis of the Literature on Motivation in Typewriting," Master's Thesis, Boston University, 1952, p. 2.

<sup>2</sup>Ibid., p. 51.

In 1954, a report concerning typewriting devices, written by Alston,<sup>3</sup> was published in Portland, Maine.

Alston resumed where Edwards left off, and also went further in his work. He has assembled several devices which are motivational and has also given many teaching devices for other phases of the field.

Edwards limited her work to published ideas, whereas Alston also used results of a questionnaire which was sent to the heads of over 1500 business departments in large high schools and private schools.

Alston compiled over 300 devices and classified them according to their respective areas of instruction. He extended his work to apply to almost every phase of typewriting.

What Alston has done with devices, another author has done with teaching techniques in the field of typewriting. Taxwood<sup>4</sup> reviewed typewriting-teaching techniques published in business education periodicals in the years 1952-1954. She revealed many techniques of teaching in her work and stressed the important place of business education periodicals in the academic life of the average teacher in the field. She pointed out that contained in these publications is a wealth of information for the business teacher, who should read them. Since the last year of publications covered was 1954, this

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<sup>3</sup>Alston, Wayne A., Successful Devices in Teaching Typewriting, J. Weston Walch, Portland, Maine, 1954, 160 pp.

<sup>4</sup>Taxwood, Valeska, "A Study of Selected Typewriting Teaching Techniques as Revealed Through Business Education Periodicals," Master's Thesis, Florida State University, May, 1956, 53 pp.

thesis reviewed literature written from 1955 through 1959, with the most helpful devices of many phases of typewriting teaching included.

The student's ideas and techniques can be improved only if those of his teacher are up to the minute in timeliness and of the utmost value to his training.

An article published by Goldsmith<sup>5</sup> contained many suggestions for the typewriting teacher. A few of these which pertain to the subject of devices are as follows:

The teacher should keep an interesting, up-to-date bulletin board; he will post frequently the good work of his pupils, class progress charts, illustrations relating to business practices and honor awards.

The teacher will try to use successful devices for the improvement of speed and control. Previewing timed writings is an excellent technique.

The teacher should try to motivate his class at every opportunity by means of contests, awards, commendation, honors, and bulletin board illustrations.

The teacher will use as many audio-visual aids as possible.

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<sup>5</sup>Goldsmith, Samuel, "A Self-Rating Scale for Typewriting Teachers," The Balance Sheet, January, 1959, pp. 218-220.

In regard to the prescribed use of audio-visual materials, Blanchard<sup>6</sup> states in his report:

Audio-visual materials are accepted today as useful tools for stimulating pupil interest and for broadening areas of learning beyond the narrow limits of a single textbook.

Typewriting is a subject that requires a great deal of enthusiasm on the part of the teacher, for a student must never stand still--must never stay at a certain plateau of speed or production. The teacher must constantly encourage his students toward greater rates of output. Some skills may be acquired and maintained, but not so with typing. The greater the speed of accurate production, the better is the typist. The typewriting teacher must strive to motivate his class to the utmost in performance and to make the procedure a pleasant and interesting experience. Motivation is one of the important driving forces of typewriting instruction.

Another author who stresses the importance of motivation is Donovan<sup>7</sup> whose thesis contains the following:

Motivation plays a more important part in teaching since less emphasis is given to the question-and-answer type of recitation. Other teaching devices are being introduced. Youth has progressed to overt expression and aggressive questioning; and the teacher must be prepared with knowledge and devices to satisfy his inquisitiveness.

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<sup>6</sup>Blanchard, Carroll H., Jr., "A Comprehensive Listing and Classification of Free and Inexpensive Bulletin Board Aids, Free-Loan Films, Filmstrips, Recordings, Transcriptions, and Scripts Available to the Business Teacher," Master's Thesis, Boston University, 1951, pp. 3-4.

<sup>7</sup>Donovan, Mary M., "An Analysis and Compilation of Motivation Devices in Bookkeeping," Master's Thesis, Boston University, 1955, pp. 2-3.

On the same subject of motivation, Shapiro<sup>8</sup> makes the following statement in her thesis:

No one in teaching today can overlook the power of motivation in the classroom. Students must be constantly motivated to keep the interest in the typewriting room constant.

The leading motivational devices according to Shapiro's study are bulletin board displays, pupil progress charts, and specific standards for students to meet.

Many of the studies and articles reviewed by the writer stressed the point that typing students must be motivated and that every possible device should be used in doing this. The typing student is most anxious to learn, but it is up to the teacher to maintain this interest.

In her study of motivation effects, Janes<sup>9</sup> makes the following statement:

Teachers of typewriting are aware of extreme enthusiasm in beginning students of typewriting. As interest is a prime factor in any learning situation, any effort to maintain this initial enthusiasm should show worth-while results. Once the beginner has become acquainted with the keyboard and the parts of the machine, this enthusiasm--partly sponsored by the "newness" of the study--lessens. Opportunity is then presented to the teacher to "devise" methods of retaining this interest.

Therefore, the teacher must use every device at his command to produce the best possible typists in the most

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<sup>8</sup>Shapiro, Molly, "A Study of Teaching Procedures in Beginning Typewriting in the Schools of Massachusetts," Master's Thesis, Boston University, 1950, p. 35.

<sup>9</sup>Janes, Ruth, "An Experiment to Determine the Effect of Motivation on Speed and Accuracy in First-Year Vocational Typewriting," Master's Thesis, Boston University, 1951, p. 1.

interesting and profitable way. In the field of typewriting are to be found almost every conceivable device to accomplish this end.

Business education publications provide the teacher with all kinds of ideas and suggestions. A very good general source of materials for better teaching is the FBE BULLETIN. After examining many issues of this magazine, the writer has found that devices and aids are available in almost every phase of typewriting for those teachers who request them. In most instances, these devices are free for the asking or are very inexpensive. The FBE BULLETIN is published each fall, winter, and spring by The Foundation for Business Education, Inc., 50 East 78 Street, New York 21, New York.

It appears to be the consensus among business education writers that teaching techniques and devices are a definite requirement in teaching typewriting successfully. Every typewriting teacher should avail himself of many sources for these aids and use them frequently in his instruction. The writer has attempted here to provide the teacher with a collection of these ideas which, it is hoped, will be of great assistance to him.

## CHAPTER III

### PROCEDURES

Procedures used in this study were as follows:

1. A review was made of the literature concerned with devices, aids, and "helpful hints" published to assist the teacher, motivate the student, and to bring about a more complete and successful course in typewriting for both.

2. Reference was made to the Business Education Index and other indices of business education publications for the years 1955 through 1959.

3. Reference was made to various theses in the Boston University library and one thesis, by Taxwood,<sup>1</sup> from Florida State University.

4. Teaching aids and devices were selected which had the following characteristics:

- (a) Easy adaptability to actual use
- (b) Little time required to set up and maintain
- (c) Practical from the standpoint of office experience
- (d) Valuable in the teaching-learning situation

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<sup>1</sup>Taxwood, op. cit.

5. The aids and devices were classified into the following broad areas:

- (a) Bulletin board displays
- (b) Demonstration
- (c) Erasing techniques
- (d) Games for motivating students toward higher goals
- (e) Christmas devices
- (f) Composition at the typewriter
- (g) Combination of typewriting with other courses
- (h) Equipment and its maintenance
- (i) Grading

6. Almost every device was personally tried out in the classroom before inclusion here.

7. Each teaching aid or device included in the study was described as to the manner in which it may be utilized in the classroom. Illustrations were given to supplement selected descriptions.

8. Observations and recommendations were formulated based upon the investigation.

CHAPTER IV  
PRESENTATION OF DEVICES

Bulletin Board Displays

An excellent motivational device is the bulletin board.

Device No. 1

The following, suggested by Sidwell and Rogers,<sup>1</sup> is especially helpful to get students off to a good beginning.

Approximately three weeks before Halloween, give a series of one-minute timed writings, with both teacher and student keeping account of speeds reached. (Base figures on net speed). Prepare display as follows for the bulletin board.

As a student reaches a certain figure, he is eligible for a broom to help him reach the witch at the top of the display.

The student's name is printed on the broom, which is easily made of black construction paper. As he progresses, so does his broom. The figures at the left would depend upon whether the class is Typewriting I or II. No student gets a broom until he reaches minimum speed.

Similar displays may be used for Thanksgiving, using guns instead of brooms and a turkey instead of the witch.

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<sup>1</sup>Sidwell, Almaretta and Dolan Rogers, "Bulletin Board Motivation Devices," Typewriting News, Spring, 1959, p. 8.

This would be entitled, "The Turkey Shoot." Ideas may be had for almost any season of the year, and students will be greatly encouraged toward greater speed and accuracy.

(See Drawing which follows)

GET YOUR BROOMS BEFORE HALLOWEEN

1 - MINUTE WRITING



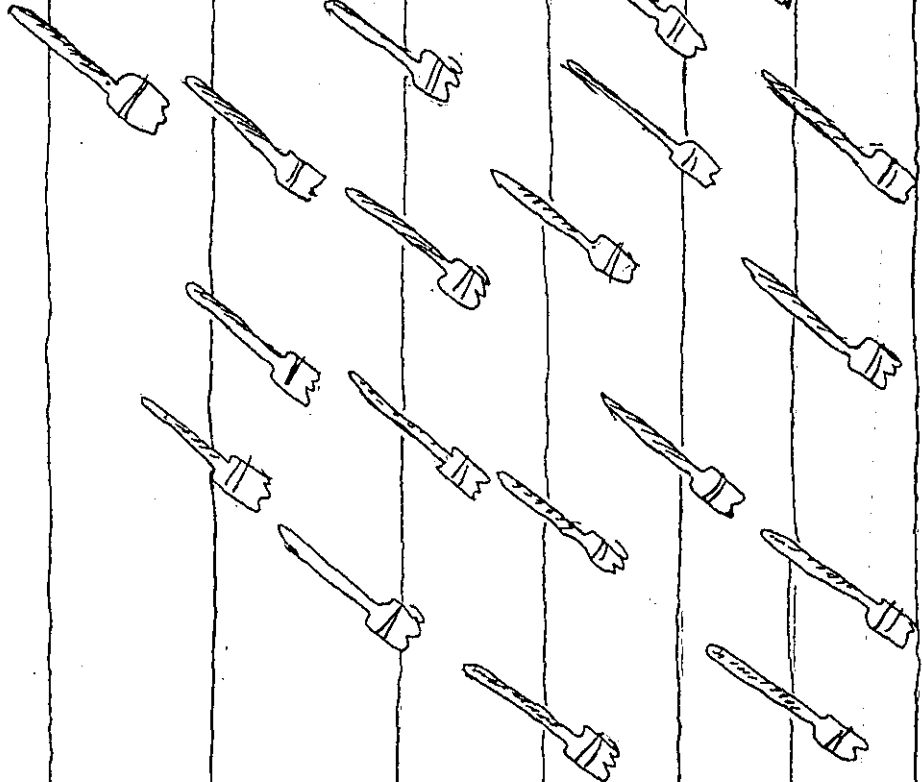
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Device No. 2

The following display, suggested by Booth,<sup>2</sup> is appropriate for the fall season.

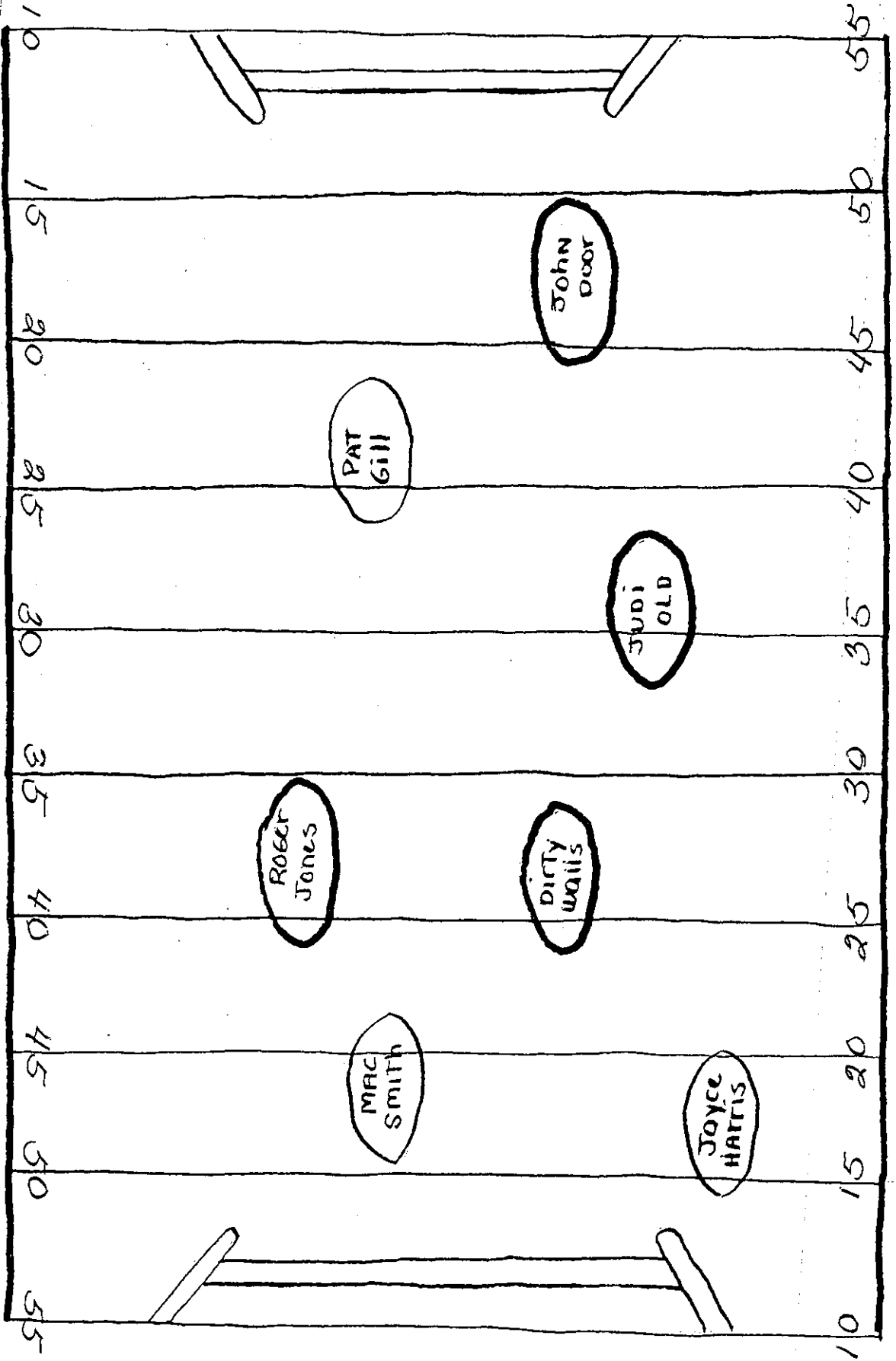
A football field, made of wrapping paper painted green, should be placed across the entire side of the room. Use white lines to designate the yard lines; place two miniature goal posts at either end of the field; and have white cardboard footballs bearing the names of the students. The football is moved along the field as each student progresses in speed.

To reach the touchdown position, the student must attain a certain goal--50 wam for five minutes with not more than five errors, is suggested for typewriting II. If the speed is increased to 70 or more wam, a gold football is awarded the "player." The rates are set high to stimulate even the best typists to do better. Lower rates can be used, if desired. It is amazing to note the number of students who will make the touchdown even with a higher requirement.

(See Drawing which follows)

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<sup>2</sup>Booth, Betty, "New Standards for Beginning Typewriting," The Balance Sheet, October, 1958, p. 53.



Device No. 3

"In a jet-propelled and atomic-powered world, business teachers must be alert for motivating ideas that are in tune with the times."<sup>3</sup> The following is based on this theory.

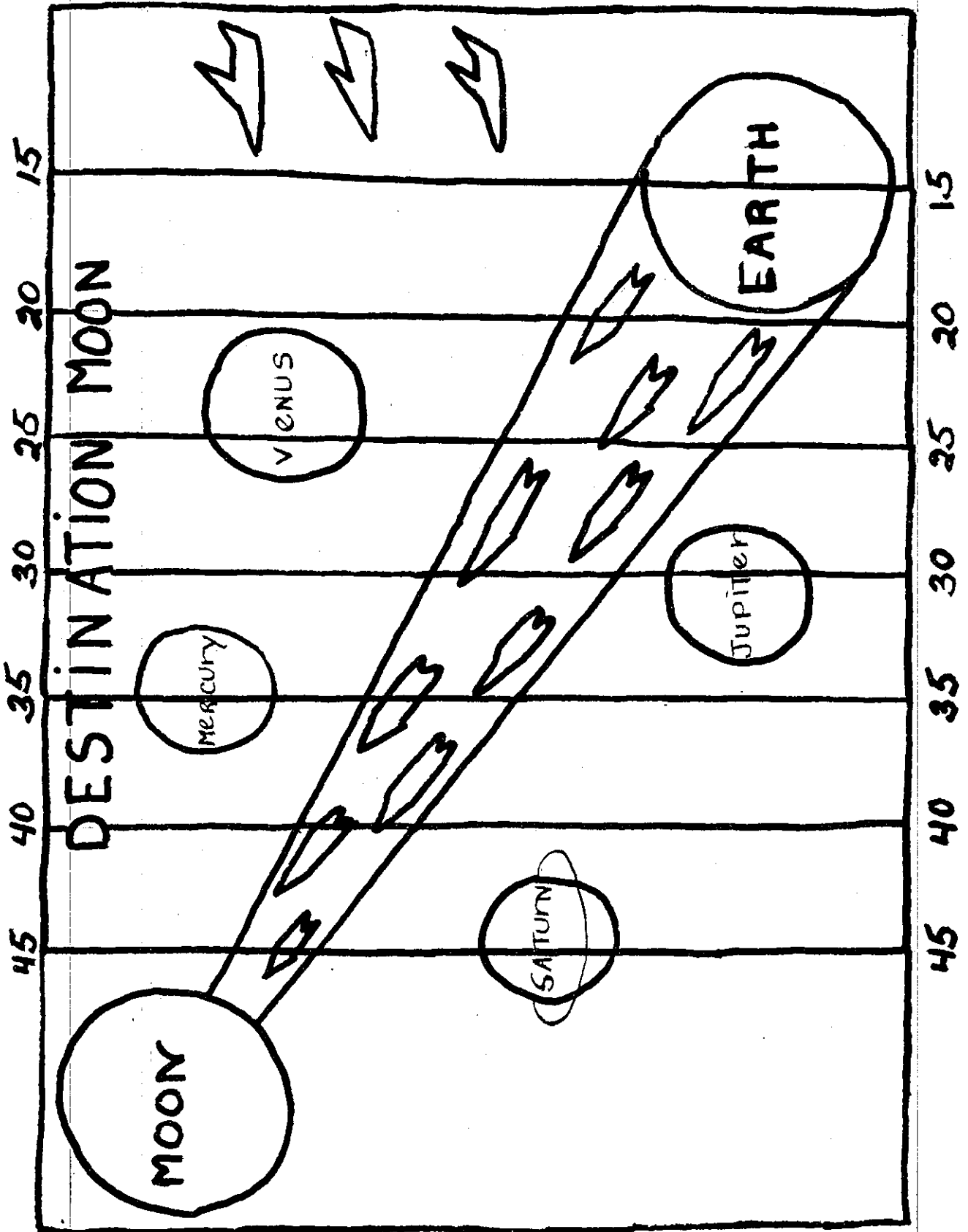
Set up a chart on bulletin board entitled, "Destination--Moon." Make miniature rocket ships of green construction paper. Each student has his name printed on the ship in black India ink, and his ship is placed on the ramp ready to go. On the bulletin board is constructed a red-yarn (or similar material) "Stratoway," leading from Earth to the Moon. It is made the width of the diameter of the "Earth," which is in the lower right-hand corner of the bulletin board and diminished so that it points to the Moon in the upper left-hand corner of the bulletin board.

To leave the ramp and get into position to "take off," the student must type 20 wpm on a 5-minute writing with fewer than five errors. Markers of red or green are placed along the Stratoway designating the correct words per minute--25, 30, 35, etc. to reach the ultimate destination--the Moon. Each student's rocket is moved along the Stratoway to show his progression in speed. This display may be made more interesting by adding different-colored planets throughout the display. It is suggested that the Earth be green, and the Moon be yellow.

(See Drawing on next page)

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<sup>3</sup>Christmas, Mary, "Trick of the Trade," Business Teacher, April, 1957, p. 14.



Device No. 4

An idea, suggested by Scarbeary,<sup>4</sup> is the Typewriter Express.

Build a train, having several cars, from black construction paper and draw the windows, speed labels, and pennants in white. Use tooth picks (the sharp point sticks well in art paper and bulletin-board cork) to which are attached the small pennant-shaped papers on which students' names appear.

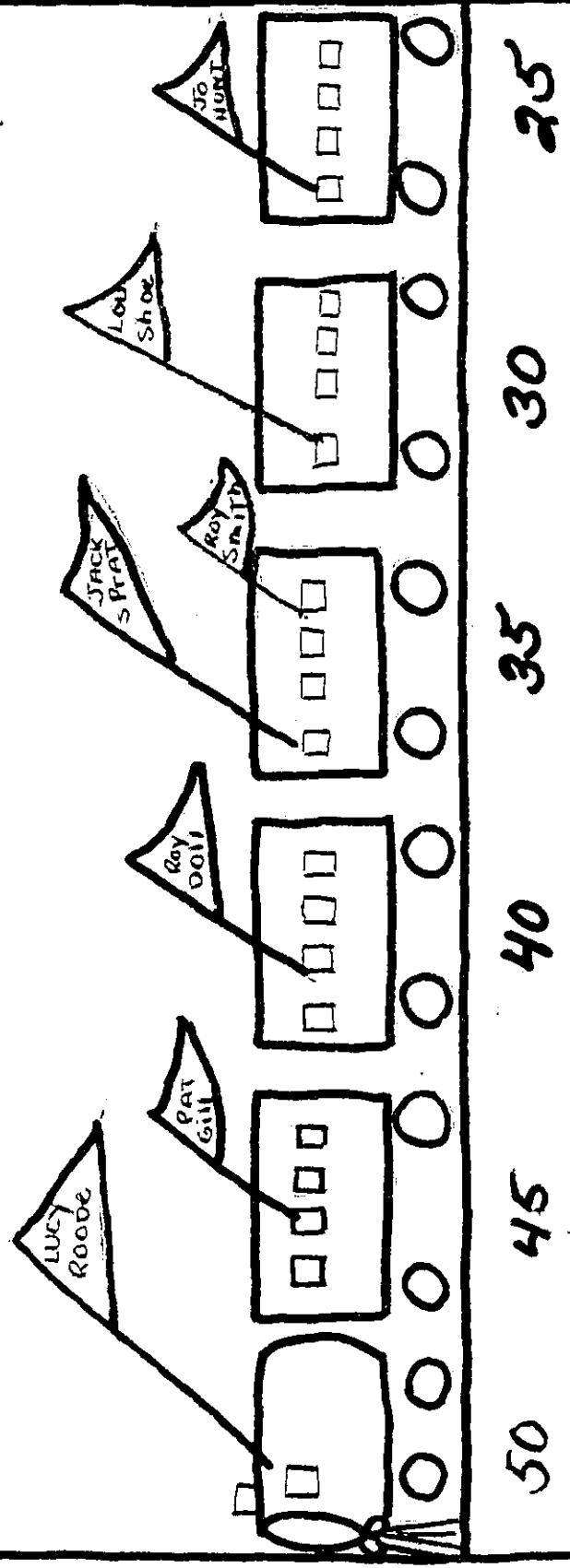
Label cars with typewriting speeds in words per minute which are appropriate for the class, having a five-word gain on each car. Have five windows in each car, so that the student can move to the front of his car as well as toward the front of the train.

(See Drawing which follows)

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<sup>4</sup>Scarbeary, Dorothy, "Trick-of-the-Trade," Business Teacher, May-June, 1956, p. 14.

# SPEED TRAIN



Device No. 5

The bulletin board can be used advantageously when students are learning to type letters. Altman<sup>5</sup> suggests displaying letters on all different letterheads from different companies throughout the country. Students then see different set-ups, different styles, and even may contribute a few criticisms of some. This actual illustration of typed letters is a stimulus to them. Students may be asked to bring in letterheads for this use.

Device No. 6

The following, suggested by Malloy,<sup>6</sup> is most helpful to students when learning to set up letters.

At the start of the unit on letters, the parts of a letter are listed in order on the bulletin board by cut-out letters. On an adjoining bulletin board, an illustration of the parts is set up to match. The illustration may be easily changed to coincide with the letter style being used in any particular unit.

(See Drawing which follows)

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<sup>5</sup>Altman, Elise E., "Display Adds Life to Letters," Business Education World, April, 1955, p. 23.

<sup>6</sup>Malloy, Patricia, "Trick-of-the-Trade," Business Teacher, April, 1957, p. 14.

**LETTER PARTS**

**LETTERHEAD**

**DATE**

**INSIDE ADDRESS**

**SALUTATION**

**BODY**

**COMPLIMENTARY CLOSE**

**SIGNATURE AND CLOSE**

**INITIALS**

**ENCLOSURE**

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Device No. 7

The following poem, contributed by Morgan,<sup>7</sup> would be excellent as a bulletin board display following the introduction of letter writing to the class.

"A Good Little Motto for Letters

If A Letter Is Like A Salesman, then  
Bad spelling is like lisping in speech,  
Ragged margins are like frayed cuffs,  
Fingermarks are like unclean linens,  
Crowded pages are like fat men in  
tight suits,  
Smeary type is like dirty hands,  
Poor paragraphing is like tousled hair,  
Wrong punctuation is like crooked ties,  
Unsightly envelopes are like unshined  
shoes."

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<sup>7</sup>Morgan, Odus L., "Typing Tips to Typing Teachers,"  
Typewriting News, Spring, 1957, .p. 4 and p. 6..

DemonstrationDevice No. 8

The following suggested "hints" are selected from an article by Lloyd<sup>8</sup> in which he stresses the importance of what the teacher does while in front of the class.

1. In all speed and all pace-setting demonstrations, in which the sound of your machine is the key factor, amplify the sound of your typing by (a) inserting a piece of stiff cardboard, such as the side of a file folder, under the paper on which you type, and (b) leave the cardholders engaged but disengage the bail.
2. Practice before demonstrating anything to make sure machine is all right.
3. Unless you are a superb typist, set your ribbon for stencil.
4. Be natural, be casual, and capitalize on mischances: "Who saw what I did wrong? Good! Now watch--"
5. Occasionally show the wrong way to point out disadvantages, but don't stress the wrong way too much.

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<sup>8</sup>Lloyd, Alan C., "Your Work Up Front In Your Typing Classroom," Business Education World, March, 1955, pp. 18-19.

Device No. 9

Since most people are imitators, it would be well to give students many demonstrations to imitate. These should not be limited to touch technique and paper insertion and removal. According to Stewart,<sup>9</sup> demonstrations should be used for many phases of typewriting, including the following:

1. A swift carriage return
2. Alignment, crowding, and spreading of letters, following a chalkboard demonstration
3. Making corrections on original, carbons, and especially on the last line of typing, where there is danger of paper slipping
4. Setting of marginal stops and tab stops
5. Change of ribbon
6. Backspace method of centering
7. Chain method of feeding envelopes
8. Making and inserting carbon packs
9. Horizontal and vertical ruling on the machine
10. Cleaning and proper care of the typewriter
11. A desirable arrangement of materials

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<sup>9</sup>Stewart, Jane, "Teacher Demonstration in Your Typewriting Class," The Balance Sheet, September, 1957, pp. 13-15.

Erasing TechniquesDevice No. 10

There are certain, definite steps that should be followed in the teaching of proper erasing habits according to Phelan.<sup>10</sup>

1. Begin teaching erasing by explaining terms such as erase, eraser, erasure, and erasing shield.
2. Have on hand a display of erasers, shields, and carbon packs.
3. Give demonstration of actual erasing.
4. Instruct students to always move carriage to extreme left or right depending on location of error.
5. Erase as gently as possible.
6. Brush away erasure grit.
7. Bring carriage back to type.
8. Teach necessary adjustments to be made when erasing carbon copies, such as the use of card or separate papers.

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<sup>10</sup>Phelan, Doris N., "Do You Teach Erasing," Journal of Business Education, October, 1957, p. 32.

Device No. 11

One method of encouraging students toward more perfect erasing techniques is suggested by Sister M. Ancilla.<sup>11</sup>

When typewriting II students return to school in September, an eraser is found tied to each typewriter or desk.

The very first lesson is "How to Erase," and from the onset, perfect papers are required. Those without any erasing merit an "A"; those with good erasures, a "B"; with poor erasures, a "C"; slovenly erased papers, a "D"; and a paper with an error, an "F".

Tension is removed from the members of the class and more "A" papers are received under this plan.

Device No. 12

Stimulus to encourage students to erase faster is suggested by Sherwood<sup>12</sup> as follows:

Give class a 5-minute timed writing and have them ascertain net speed rate, deducting 10 words for each error.

Then give another 5-minute writing, this time pausing to erase each error.

The class will find that the 10-word deduction has been a bargain. They will have a lower rate when erasing.

Then motivate students to keep their rate of speed the same on writings that are erased as that on writings that are not. This, then, will give them a speed goal in erasing and a new resolution to reduce errors.

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<sup>11</sup>Sister M. Ancilla, "Erase Your Typing Errors," The Balance Sheet, December, 1958, p. 181.

<sup>12</sup>Sherwood, Doris M., "Trick-of-the-Trade," Business Teacher, November, 1955, p. 3.

Device No. 13

The following device, suggested by Marshall,<sup>13</sup> has proved quite successful in saving erasure grit from falling into the typewriter.

Take a 5 by 3 card and notch a V-cut into it near the upper right corner as illustrated below. Holding the card in the left hand, rest the top of it against the paper under the line in which the error appears--and with the notch just under the error. Cup the card with the left thumb so that a dustpan groove extends the entire length of its bottom. With a bit of practice, the card can be held in perfect position to catch all eraser crumbs.

TYPEWRITING ERASING SHIELD

Place finger of left hand here, protecting paper in machine from finger marks.

BE NEAT!

Brush eraser filings here, where they cannot drop between the carbons or into the typewriter. Erase last carbon first.

Left thumb lifts the card slightly here, to form a little dust pan.

<sup>13</sup>Marshall, Mabel M., "Trick-of-the-Trade," Business Teacher, April, 1958, p. 9.

Games for Motivating Students toward Higher GoalsDevice No. 14 - Relay Races - suggested by White<sup>14</sup>

Each row of pupils--from front row to rear or across the room--is to be a team. Appoint a pupil captain of each team. At the teacher's signal, pupil number 1 writes line 1 of the drill chosen. When the line is correctly written, he passes the paper to pupil number 2, who in turn writes the next line. The paper must be inserted so that the left margin is even and the line of writing even with the line written by pupil number 1. If the line is inaccurate, the pupil must complete the line, return the carriage, and write it again until he types it accurately. The paper is not to be snatched out of the machine. The first team to finish is the winning team.

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<sup>14</sup>White, Walter T., Typing for Accuracy, Fifth Edition, The H. M. Rowe Company, Baltimore, Maryland, 1958, p. 15.

Device No. 15 - Bridge Party - suggested by Hosler<sup>15</sup>

Arrange the typing tables in fours, like a bridge table, with partners facing one another (or, if preferred, just designate foursomes).

Give the class a sheet of sentences of 70 spaces each. Give the class a one-minute timed writing, designating which sentence is to be used. At the end of the timing, tell students to check for either accuracy or speed. They should not know which it will be until they have finished.

If speed is indicated, the partners total their gross words; the side having the most words wins that "hand," and receives 50 points. If one partner types 50 or more, the team gets a bonus of 10; if both do so, they get a bonus of 25. Both teams are eligible for bonuses.

If accuracy is indicated, the team having the fewer errors wins the "hand" and scores 50 points. A bonus of 10 points is given if one partner has a perfect writing, and 25 points if both do.

In cases of ties, the total points are divided evenly by both teams. If time permits, four "hands" are a "game." The team winning a game advances to the next "table." There, the advancing winners split, each taking as a partner one of the persons who are waiting for them.

Each student, of course, keeps a record of his points. The person with the most points is the winner.

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<sup>15</sup>Hosler, Russell J., "Trick-of-the-Trade," Business Teacher, March, 1955, p. 11.

Christmas DevicesDevice No. 16

During the holiday season, less attention is given to school work because of programs, dances, and other activities. Games involving a review of typing problems require an understanding of the operative parts of the machine and stimulate interest. Various objectives may be stressed including accuracy, speed, alignment, attractive arrangement, tabulating, centering, originality, or any combination of these.

Some suggestions, based on an article by Ahlering,<sup>16</sup> are:

1. Timed writings on "The Night Before Christmas." Distribute copies and see who produces the most perfect copy in the least amount of time.
2. Make a list of Christmas Greetings in a given length of time. Student with longest list reads it.
3. Tabulate in two columns, a list of holiday decorations, such as holly, mistletoe, pine, and wreath.
4. Christmas poetry or greetings may be typed, centered vertically and horizontally.
5. The "Letter to Virginia," or other Christmas material, may be used for taking dictation at the machine.
6. Christmas designs may be made on the machine with or without a pattern. (Writer's suggestion-- as

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<sup>16</sup>Ahlering, Inez, "Christmas Typing Games," The Balance Sheet, December, 1958, p. 151.

pattern may be drawn free-hand on onionskin and traced or filled in with machine letter such as "X" on bond paper.

Students would enjoy judging the winner of some of these games. The teacher holds before the class several papers asking the students to select the better ones for consideration. The ones selected are voted upon to determine the winner and runners-up. The winning entries are placed on display for the holiday season.

## Composition at the Typewriter

### Device No. 17

Lessenberry,<sup>17</sup> in 20th Century Typewriting, suggests that the student select some topic of interest to him and write a resume of it in his extra time during the class period. Other suggestions are: type personal letters to friends, work for other classes, or type compositions on some subject such as, "Work I Enjoy Doing," "My Hobby," "My Favorite Television Program," "Sports I Enjoy," "An Interesting Trip," "My Ambition," and "An Exciting Experience." Another worth-while activity would be to have the students assume they are writing an article for the local newspaper on some phase of school life. If such articles are well written, the teacher may want to submit them to the local newspaper.

### Device No. 18

An idea, suggested by Niering,<sup>18</sup> is to have students compose at the typewriter answers to letters they have typed from their textbooks.

### Device No. 19

According to Baty,<sup>19</sup> students should be encouraged to write letters to their parents or friends. These assignments

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<sup>17</sup>Lessenberry, Crawford, Erickson, Twentieth Century Typewriting, Seventh Edition, Complete Course, South-Western Publishing Company, 1957, p. 121.

<sup>18</sup>Niering, Madeline, "Trick-of-the-Trade," Business Teacher, September-October, 1958, p. 31.

<sup>19</sup>Baty, Wayne, "What We Type Is Important, Too," Journal of Business Education, March, 1958, p. 245.

are used on the Friday before Mother's Day, Father's Day, or perhaps at Thanksgiving time.

Typing students should be encouraged to type up notes from some other class, to outline notes from reference material, and to type reports due another teacher. The student is then composing at the typewriter as well as combining his skill with his other courses.

#### Device No. 20

Another suggestion offered by Cain<sup>20</sup> is to let students compose a paragraph describing someone in the class. They will enjoy reading these aloud and trying to guess who is being described.

#### Device No. 21

The following idea, suggested by Johnson,<sup>21</sup> might come in handy during the spring of the year when interest begins to lag a little. Most, if not all, students have a natural interest in aviation. To tie in this interest with typing, the teacher may direct correspondence between divided groups in which certain questions may be asked and answered by the students. The class is divided into several groups of 4 or 5 students who are told to compose a letter asking for some information concerning air travel. In this way, the students participate in a group and consult with each other to develop the best letter of inquiry possible. Since it is a group

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<sup>20</sup>Cain, Marietta, "Compose Your Own Typewriting Tests, Typewriting News, Spring, 1955, p. 1.

<sup>21</sup>Johnson, Helen R., "Typing With An Accent On Aviation," The Balance Sheet, December, 1956, p. 182.

assignment, only one letter is collected from each group. These letters are graded and in turn passed to another group which must answer them.

The teacher has available, in order to make answering these inquiries possible, timetables of the airlines and material from the State Department of Aeronautics. The students must learn to read timetables in order to answer inquiries such as, "How much is the round-trip fare from Boise to Cairo, Egypt, and how long will the flight take?" All kinds of letters may be written, some of which will have to be sent to the airline companies, themselves. These companies are delighted to cooperate, since they are eager to advertise the advantages of air travel.

Among several benefits derived from this project are: the students are putting their typing to actual use; they are participating in a social learning situation where each contributed to the production of a top-notch letter; the monotony of the spring lag is alleviated; and the students not only learn to read timetables and to answer inquiries, but they also learn more about the age of aviation.

According to Rainey,<sup>22</sup> it is a good idea to require a term paper from advanced typewriting students. This paper does not have to be on typewriting or business, but may be on any other subject.

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<sup>22</sup>Rainey, Bill G., "Emphasizing Composition in Typewriting II," Typewriting News, Spring, 1957, pp. 2-3.

Device No. 22

Assign a certain topic to students on which to write a term paper. The report must be typed in thesis form and must contain a cover, title sheet, table of contents, text, and bibliography. The students are taught the proper use of op. cit., loc. cit., and Ibid., and must use correct footnoting. They are given the fundamentals of researching and paraphrasing. They must type their original draft as well as their final copy. A carbon copy of final work is required for student's future reference. This assignment is especially helpful for students in the college preparatory course who are electing typewriting II, as well as for business education students who should be well trained in all phases of typewriting.

Device No. 23

The following idea, suggested by Johnson,<sup>23</sup> is a most practical one.

Have students compose letters requesting various records they may actually need; for example, have everyone write for a copy of his birth certificate. When letters are finished, have students exchange them to verify spelling, arrangement, completeness, and so on. Students, very soon, will be composing and typing letters all ready for the mailbox on their first attempt.

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<sup>23</sup>Johnson, Helen R., "Trick-of-the-Trade," Business Teacher, September-October, 1958, p. 31.

Device No. 24

Ludlow<sup>24</sup> suggests that students type thank-you notes to businessmen who visit the school to give talks to various clubs, classes, and assemblies. The best letter may be mailed to the speaker.

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<sup>24</sup>Ludlow, Marilyn, "Trick-of-the-Trade," Business Teacher, November, 1955, p. 5.

Combination of Typewriting with Other CoursesDevice No. 25

Students may be motivated toward higher goals in typewriting by combining typing skills with other subjects. After all, pupils learn to type in order to produce more legible copy of the spoken or written word. Typing may be combined with other courses in many ways such as indicated by Hale.<sup>25</sup>

English: The teacher should select some of the most misused rules of English grammar, type and duplicate them, and distribute them to students. The words may be counted and students assigned to take timed writings on them, thereby learning rules while building up speed.

Shorthand: Students should be allowed to type out shorthand notes occasionally in typing class, if no time is allowed for this in the shorthand period.

Chemistry: Even though only a few in class are taking this course, it is a good practice to spend some time on chemical terminology and symbol typing due to the present scientific age. Perhaps chemistry or science students could suggest material to be done.

Health: A timed writing taken from a pamphlet available from the local department of health might easily give the student enough knowledge to alleviate some of his fears

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<sup>25</sup>Hale, Ethel, "Let's Teach Our Students More Than Shorthand and Typewriting!," The Balance Sheet, January, 1959, p. 212.

regarding certain diseases or at least make him act in time to recognize the disease in its early stages.

Bookkeeping: Allow students to tabulate work sheets, trial balances, and other bookkeeping forms.

Device No. 26

Based on an idea offered by Brown<sup>26</sup> is the following "gimmick" to help students learn spelling in the classroom.

First, select a few words from a timed-writing copy. These are sometimes printed at the beginning of the copy in the text. Then write each word separately on the blackboard and instruct students to keep their eyes on the word while they type it as many times as they can.

To give an incentive for speed, occasionally the teacher might ask, "How many typed 'definitely' five times or more?"

After students have practiced the word for a few minutes, they should be directed to go on to the next word. When all words have been practiced, have students read them aloud to assure correct pronunciation. Have them pronounce it according to syllables, after each syllable has been indicated on the board. Then ask if students know the meaning of the word. If uncertain, have one or two students check the dictionary and read the meaning aloud to the class.

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<sup>26</sup>Brown, Vera Lee, "A 'Gimmick' For Teaching Spelling in the Typewriting Classroom," Typewriting News, Spring, 1956, p. 7.

Just imagine if a few words are covered in only a few days each week, a great deal can be added to the students' knowledge of spelling and word usage.

Combining typing with practically any subject can be accomplished successfully and profitably, thus making typing a usable subject--a goal that business teachers are all striving to attain.

## Equipment and its Maintenance

### Device No. 27

A simple but effective plan for maintenance of records concerning typewriters and their history is suggested by Fairman.<sup>27</sup>

Number machines on the left side, near the back--Nos 1-35 in one room, 36-65 in a second, 66-96 in a third. (Numbers should vary according to individual schools). To do the numbering, use a metal paint (30 cents for a 2-ounce can), an art paint brush (10 cents), and a child's numbering stencil with half-inch figures (10 cents).

Then make a card file for each room. Across the top of each card, type the painted number, the make, the model, and serial number of a machine.

If a machine gets out of order, its card is annotated and moved to the front of the file. When the repairman comes, he goes to the file and knows instantly what machines need attention. After repairing them, he dates the cards and indicates nature of work done.

There are many merits in this plan.

1. It is simple, easily understood.
2. The repairman need not bother the teacher to determine the repairs needed.
3. The large numbers enable anyone to find any machine quickly.
4. It is easy to return machines to the right room after summertime overhauls.
5. The teacher is building a cumulative repair history for each typewriter.

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<sup>27</sup>Fairman, A. G., "Trick-of-the-Trade," Business Teacher, September-October, 1955, p. 14.

Device No. 28

Another method of keeping machine repairs and history is the following suggested by Cain:<sup>28</sup>

1. On one side of a manila folder, draw light pencil lines that divide the sheet into blocks, similar to a seating chart of a classroom.
2. In the upper left-hand corner of each block, insert the number of each machine.
3. Fill out the remaining area of the block with ruled lines about 1/4 inch apart.
4. Mount ruled forms on bulletin board or other accessible place.
5. Each time trouble is found with a typewriter, the symptoms are written in the proper block.

Each time the repairman comes, he notes the symptoms and crosses them off after correcting the trouble. Thus, a complete record on each machine is maintained.

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<sup>28</sup>Cain, Marietta, "Tricks-of-the-Trade," Business Teacher, March, 1955, p. 11.

### Grading

Grading beginning typewriting students at the end of the first marking period is often a problem. Most teachers will agree that building correct technique is the first objective in typewriting. Technique is the basis on which speed and control are built. Why tell students that the objective is to learn good technique and then tell them that their grades will be based on speed and accuracy?

### Device No. 29

The following plan, suggested by Burras,<sup>29</sup> might be followed.

Duplicate the following form and give one to each student with the explanation that they would be rated on the five techniques. The teacher keeps a similar form and indicates weekly ratings to student, showing him why he was rated thus and so. At the end of five weeks, the teacher has a sound basis for a mark for each student, with both the teacher and the student knowing and understanding why the mark is what it is.

(Form on following page)

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<sup>29</sup>Burras, Darrell V., "Let's Grade Beginning Typists for Technique," Business Education World, May, 1959, p. 19.

<u>Technique</u>	<u>Your Score (weeks)</u>					<u>Perfect Score</u>
	1	2	3	4	5	
Stroking						20
Almost motionless arms and hands						20
Eyes on copy						20
Posture						20
Manipulative control						20
Total						100

Device No. 30

A similar method of grading beginning typing students has been suggested by Miller.<sup>30</sup>

Set up individual score sheet for each student. For each class, label a manila folder in which is placed a separate sheet for each student. These should be available for students' reference. Students should not be graded every day.

Sample SheetName: Gayle HartWeeks 1-6Basic TechniquePosture BBAAStroking ability CCBBKeeping eyes on copy ABBAManipulation of carriage return, shift key,  
paper roll, etc. CCBA

Others \_\_\_\_\_

Fundamental KnowledgeKnowledge of keyboard BCBAAbility to set margins DCBBWork Habits AAParts of typewriter ABB

Others \_\_\_\_\_

Remarks:

Cooperative attitude; enthusiastic

GRADE B

<sup>30</sup>Miller, G. C., "Blueprint for Grading in Beginning Typewriting," The Journal of Business Education, January, 1956, p. 171.

Device No. 31

The following is a technique test which students administer themselves. No grade is given for this test, but it is excellent as a device for students to see and correct some of their weak points. This is based on an article by Lloyd,<sup>31</sup> in which he gives the student the following directions:

1. See whether you have any "flying capitals" that perch above the line of writing. If you do, obviously you are not handling the shift key correctly. You are either holding it down too long or not long enough. Here are two special drill lines that will help. Type them alternately and repeatedly:

K Ki Kit D Dr Dr. L Lo Lot S Sa Say M Mo Mow

K Ke Ken D Do Dog L Le Let S Su Sue M Ma Man

2. Do you have an uneven, irregular touch with light letters and heavy ones in the same lines? Then, you are typing too jerkily, probably pushing too hard for speed and forgetting to type smoothly. You should type many lines of three-letter words like these:

and but can did end for got hay its jar ken lap may  
net owe peg que rue six the use vow who tax yeh zip

3. Is the first letter of some words off center toward the left? Then, you have a lazy thumb, or you are

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<sup>31</sup>Lloyd, Alan C., "Test Your Typing Techniques," Today's Secretary, April, 1955, p. 21.

leaning your wrists on the front of the machine which may result in not releasing the space bar quickly enough. Keep a half-inch space under your palm and type lots of drills like these:

If I am to go to see him, do I do so now or later?  
had doe elk ken not tow who our rig gyp pal led

4. Is your typing pock-marked with heavy letters, usually with a faint shadow after the heavy letters? Then, either the typebars are bent, so they clash often, or, more likely, you're holding keys down instead of releasing them quickly. Type lots of lines lightly using easy, speedy sentences:

The man and the boy got the day off and the pay.  
Now is the time to come to the aid of the party.

5. Check closely for words omitted or turned around because they indicate that you are reading too fast, letting your eyes get too far ahead of your fingers. Try spelling the words as you type them, and type drills like these to help you concentrate and slow down your reading:

j'acquerrai je courrai je dormirai j'assaillirai  
.god yzal eht revo depmuj xof nworb kciug ehT

6. Are most of your errors on the bottom row of the keyboard? Then your hands are being held too high. Your chair may be too high, or your machine too low; or your hands may bounce up in the air too much. Practice drills loaded with words typed on the home and bottom rows, like:

sand lamb calm hand sack lax, cab. j/c, van. jazz  
 clang lacks shack bands blank mazes fangs? black

7. Are most of your errors on the third row of the keyboard? Then your hands are being held too low. Your machine may be too high or your chair too low; or you may be leaning your palms on the front of the machine. Drill on words typed on the home and third row, like:
- part duty lore just wise jury suit kept tide your  
 their spout joust pride where right petty wordy
8. Are most misstrokes adjacent to the keys you should have struck? For example, do you strike "r" for "t" and "t" for "r", "y" for "u" and "u" for "y", and so on? Then your little fingers aren't properly anchored to the home keys. Practice words with many "a's", "s's", "l's", and semicolons, as:
- lava sail lass lad; data jags asks sass awls says  
 falls brass yells gala; gall; sills talks stalls
9. Do you sometimes substitute one ending of a word for another ending (like "ing" for "in", or "es" for "ed"), or sometimes type the same word twice? Then you're finding it hard to concentrate on your typing. Practice on the much-alike combinations, as:
- sion tion cion. five find fire. able ible ical  
 now not nor. asm ism ise ize. ing ine ion ior
10. Are some letters so light that you can't see them? Then, you're not striking the keys hard enough; or

perhaps you are not writing rhythmically enough to give each stroke its share of time and attention. Practice typing words of the same length, mostly on the easy home rows, such as the following:

disk hall gold alas desk fold dusk wall told glad  
jaded salad halls faded glass flask dolls class

Writer's suggestion: These drills may be given to students separately, depending on student's weak points. They would make excellent after-school drills to correct some fault that has been troubling the student.

Device No. 32

A method of grading typed material, such as letters, manuscripts, and tables is suggested by Lloyd<sup>32</sup> as follows:

After reading typed material, use this graduated penalties plan: Take off 3 points for a major error, 2 for a minor error, and 1 for a typographic error.

Grade students' work on the basis of total penalties charged, such as

Penalties:	0	1	2	3	4	5	6	7	8
Grade:	A	A	B	B	C	C	C	D	D

A major error would be one where a letter is set up completely wrong, omission of an essential part, or some other mistake that renders the letter completely unmailable. For example, in manuscripts, a misused quotation or wrong margins would be major errors. In tables, wrong set-up or wrong figures would be major errors.

A minor error would be one that could easily be corrected or one that leaves the material mailable but not set up according to the teacher's standards.

For typographical errors, one point is deducted.

This method is clear to both students and teachers and seems fair and simple.

Different variances of this plan might be adopted.

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<sup>32</sup>Lloyd, Alan C., "Graduated Penalty Plan--a New Way to Grade a Typing Problem," Business Teacher, December, 1956-January, 1957, p. 10.

Device No. 33

The following is based on an article by Cain<sup>33</sup> on the subject of mailability.

Specifically stated, mailability means that which can be mailed out, if the following can be justified:

1. Erasure that cannot be detected by evidence of tell-tale marks or roughened portion around the corners of erasure.
2. A nicely set up and attractive letter with clear, even intensity typing.
3. Acceptable variations from the correct form which change neither meaning nor thought.

Grading on mailability is easier than grading on number of errors since the teacher need check only to the first error made on the letters, noting these on a slip of paper. She then should bring these errors to the attention of the class, thus covering most of the common errors. (A check mark for each mailable letter is put into the rank book with a zero for the non-mailable ones. The total number of possible checks is divided into one hundred at the end of the term, and each check is worth that number of points. Example: Assume that fifty papers are corrected and that each paper is worth two points. If a student has forty checks, his mark is 80 or a B with further allowance made for speed to either raise or lower the grade).

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<sup>33</sup>Cain, Marietta, "This Matter of Mailability," Typewriting News, Spring, 1959, p. 2.

Device No. 34

The following is suggested by Clayton.<sup>34</sup>

Suggested Advanced Typing Progress Sheet

This chart, to be used by the advanced typing student, enables the student to compete with himself. The student is given points for starting speed at the beginning of the grading period and for achieving an increase in net rate in the various brackets indicated. Net rate is determined by deducting ten words for each error on a five-minute writing with a maximum of five errors on each writing. The total points earned may be used toward reaching a grade.

It is suggested that a bar chart be kept on the bulletin board to keep the student in competition with his classmates as well as with himself. Each student keeps his own progress sheet up to date and at the end of the grading period, turns it in to the teacher to be compared with the bar chart.

## ADVANCED TYPING PROGRESS SHEET

---

 (Name)
 

---



---

 Six Weeks' Goal
 

---

Points


---

 Points for starting speed at the beginning of six weeks' period.
 

---



---

 Points for improvement in "20-30" wpm bracket.
 

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---

 Points for improvement in "31-40" wpm bracket.
 

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 Points for improvement in "41-50" wpm bracket.
 

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 Points for improvement in "51-60" wpm bracket.
 

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 Points for improvement in "61-70" wpm bracket.
 

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<sup>34</sup>Clayton, C. C., "Motivation for Advanced Typing Classes," The Balance Sheet, March, 1958, p. 309.

Point Chart

- 1 Point for each wpm for the six weeks' starting speed.
- 5 Points for each wpm improvement in 20-30 wpm bracket.
- 10 Points for each wpm improvement in 31-40 wpm bracket.
- 20 Points for each wpm improvement in 41-50 wpm bracket.
- 30 Points for each wpm improvement in 51-60 wpm bracket.
- 40 Points for each wpm improvement in 61-70 wpm bracket.

Device No. 35

The following is suggested by Carter<sup>35</sup> as an aid to teachers in grading timed writings.

HOW TO USE THE PER CENT OF ACCURACY CHART

With this chart the student may easily determine with what per cent of accuracy he is typing. The percentage has been figured on the basis of correct words per minute. For example, if the student types 200 words in five minutes with two errors, he is typing 198 words correctly. The per cent of accuracy is found by dividing the total correct words by the total words typed ( $198 \div 200$ ). The student, in a matter of seconds, can locate on the chart his gross words per minute (40) and his errors (2) and know how accurately he has typed (99%).

This device may well be a time saver for teachers who consider accuracy as one of the component parts of a final mark in typewriting. Just as standards for grading are set for words per minute, standards for per cent of accuracy can be established for A, B, C, D, and F.

The use of the chart is flexible. The chart can work for a teacher whether he is "control" conscious, "speed" minded, or equally concerned with control and speed. The difference will be interpretation and the standards that are set. The following standards are suggested:

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<sup>35</sup>Carter, Juanita E., "Per Cent of Accuracy Chart," Typewriting News, Spring, 1955, p. 8.

A.....99.1/  
B.....98.6--99.0  
C.....98.1--98.5  
D.....97.5--98.0  
F.....Below 97.5

FIVE-MINUTE TIMED WRITINGN U M B E R O F E R R O R S

Gross Words Per Minute	1	2	3	4	5	6	7	8	9	10
20	99.0	98.0	97.0	96.0	95.0	94.0	93.0	92.0	91.0	90.0
21	99.0	98.1	97.1	96.2	95.2	94.3	93.3	92.4	91.4	90.5
22	99.1	98.2	97.3	96.4	95.6	94.5	93.6	92.7	91.8	90.9
23	99.1	98.3	97.4	96.5	95.7	94.8	93.9	93.0	92.2	91.3
24	99.2	98.3	97.5	96.7	95.8	95.0	94.2	93.3	92.5	91.7
25	99.2	98.4	97.6	96.8	96.0	95.2	94.4	93.6	92.8	92.0
26	99.2	98.5	97.7	96.9	96.2	95.4	94.6	93.8	93.1	92.3
27	99.3	98.5	97.8	97.0	96.3	95.6	94.8	94.1	93.3	92.6
28	99.3	98.6	97.9	97.1	96.4	95.7	95.0	94.3	93.6	92.9
29	99.3	98.6	97.9	97.2	96.6	95.9	95.2	94.5	93.8	93.1
30	99.3	98.7	98.0	97.3	96.7	96.0	95.3	94.7	94.0	93.3
31	99.4	98.7	98.1	97.4	96.8	96.1	95.5	94.8	94.2	93.5
32	99.4	98.8	98.1	97.5	96.9	96.3	95.6	95.0	94.4	93.8
33	99.4	98.8	98.2	97.6	97.0	96.4	95.8	95.2	94.5	93.9
34	99.4	98.8	98.2	97.6	97.1	96.5	95.9	95.3	94.7	94.1
35	99.4	98.9	98.3	97.7	97.1	96.6	96.0	95.4	94.8	94.3
36	99.4	98.9	98.3	97.8	97.2	96.7	96.1	95.6	95.0	94.4
37	99.5	98.9	98.4	97.8	97.3	96.8	96.2	95.7	95.1	94.6
38	99.5	98.9	98.4	97.9	97.4	96.8	96.3	95.8	95.3	94.7
39	99.5	99.0	98.5	97.9	97.4	96.9	96.4	95.9	95.4	94.9
40	99.5	99.0	98.5	98.0	97.5	97.0	96.5	96.0	95.5	95.0
41	99.5	99.0	98.5	98.0	97.6	97.1	96.6	96.1	95.6	95.1
42	99.5	99.0	98.6	98.1	97.6	97.1	96.7	96.2	95.7	95.2
43	99.5	99.1	98.6	98.1	97.7	97.2	96.7	96.3	95.8	95.3
44	99.5	99.1	98.6	98.2	97.7	97.3	96.8	96.4	95.9	95.5
45	99.6	99.1	98.7	98.2	97.8	97.3	96.9	96.4	96.0	95.6

Gross Words  
Per Minute

	1	2	3	4	5	6	7	8	9	10
46	99.6	99.1	98.7	98.3	97.8	97.4	97.0	96.5	96.1	95.7
47	99.6	99.1	98.7	98.3	97.9	97.4	97.0	96.6	96.2	95.7
48	99.6	99.2	98.8	98.3	97.9	97.5	97.1	96.7	96.3	95.8
49	99.6	99.2	98.8	98.4	98.0	97.6	97.1	96.7	96.3	95.9
50	99.6	99.2	98.8	98.4	98.0	97.6	97.2	96.8	96.4	96.0
51	99.6	99.2	98.8	98.4	98.0	97.6	97.3	96.9	96.5	96.1
52	99.6	99.2	98.8	98.5	98.1	97.7	97.3	96.9	96.5	96.2
53	99.6	99.2	98.9	98.5	98.1	97.7	97.4	97.0	96.6	96.2
54	99.6	99.3	98.9	98.5	98.1	97.8	97.4	97.0	96.7	96.3
55	99.6	99.3	98.9	98.5	98.2	97.8	97.5	97.1	96.7	96.4
56	99.6	99.3	98.9	98.6	98.2	97.9	97.5	97.1	96.8	96.4
57	99.6	99.3	98.9	98.6	98.2	97.9	97.5	97.2	96.8	96.5
58	99.7	99.3	99.0	98.6	98.3	97.9	97.6	97.2	96.9	96.6
59	99.7	99.3	99.0	98.6	98.3	98.0	97.6	97.3	96.9	96.6
60	99.7	99.3	99.0	98.7	98.3	98.0	97.7	97.3	97.0	96.7
61	99.7	99.3	99.0	98.7	98.4	98.0	97.7	97.4	97.0	96.7
62	99.7	99.4	99.0	98.7	98.4	98.1	97.7	97.4	97.1	96.8
63	99.7	99.4	99.0	98.7	98.4	98.1	97.8	97.5	97.1	96.8
64	99.7	99.4	99.1	98.8	98.4	98.1	97.8	97.5	97.2	96.9
65	99.7	99.4	99.1	98.8	98.5	98.2	97.8	97.5	97.2	96.9
66	99.7	99.4	99.1	98.8	98.5	98.2	97.9	97.6	97.3	97.0
67	99.7	99.4	99.1	98.8	98.5	98.2	97.9	97.6	97.3	97.1
68	99.7	99.4	99.1	98.8	98.5	98.2	97.9	97.6	97.4	97.1
69	99.7	99.4	99.1	98.8	98.6	98.3	98.0	97.7	97.4	97.1
70	99.7	99.4	99.1	98.9	98.6	98.3	98.0	97.7	97.4	97.1

Device No. 36SAMPLE OBJECTIVE TEST

Some teachers utilize the objective test to ascertain how much general information students have retained at the end of first year typewriting. One of these tests, suggested by Cleary,<sup>36</sup> is as follows:

In each of the following statements, the underlined word or words determine whether the statement is true or false. Read each statement, then circle the word True or False.

1. When you place a colon or comma after the salutation of a letter, you should place a comma after the complimentary close. True False
2. The first page of a manuscript should not be numbered. True False
3. The return address on an envelope should be typed double space in the upper left-hand corner of the envelope. True False
4. The best procedure in proof-reading typewritten work is to proofread for errors while the work is still in the type-  
writer. True False

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<sup>36</sup>Cleary, Joseph E., "Objective Inventory Test in Typewriting," Business Education World, January, 1955, pp. 32-33.

5. On an envelope, the address should be centered vertically. True False
6. If the paper you insert into the typewriter does not go in straight, you should take it out and insert it again properly. True False
7. The second page of a two-page business letter may be typed on the back of the first page. True False
8. The title of a magazine article should be enclosed in quotation marks. True False
9. In removing paper from the typewriter, one should roll it out, using the right-hand cylinder knob. True False
10. A footnote should be typed double space. True False
11. Pica type is larger than elite type. True False
12. The typist should space twice after any mark of punctuation ending a sentence. True False
13. In making a neat erasure, the best procedure is to place a stiff card behind the carbon paper. True False

14. For normal typing, the ribbon-position indicator should point to white. True False
15. The roman numeral, Six, is made by striking the Capital "v" and the Capital "i" in that sequence. True False
16. The typist should apply oil plentifully to all moving parts of the typewriter. True False
17. The typist should omit the inside address when typing a postal card. True False
18. In double-spaced matter, the typist should leave two blank lines between paragraphs. True False
19. When filling in a ruled form (such as an application blank), the typist should aim at typing slightly above the line. True False
20. An address should be typed on an envelope in not fewer than three lines. True False

Device No. 37Device for recording marks after grading

The following is based on an idea suggested by Lloyd:<sup>37</sup>

In grading papers, it is a great timesaver to give each student the number of the line on which his name appears in the rollbook, and direct all students to type not only their names but also their period and rollbook number at the top of each paper they turn in.

Thus, Marion Travis, whose name may be on line 25 of your third-period class, identifies her work in this manner:

3/25 Marion Travis

When you record her paper, you need not scan the names for Travis; you go directly to line 25. This saves a great deal of time.

Device No. 38

In Recording Speed Rates,<sup>38</sup> record only the best timed writing of the week and only the work that is acceptably completed.

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<sup>37</sup>Lloyd, Alan C., "Saving Time in Your Typing Classroom," Business Education World, May, 1955, p. 22.

<sup>38</sup>Ibid., p. 23.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The data for this study were collected from approximately forty magazine articles with sketches provided for the bulletin board displays.

Selection of ideas was limited to business education publications of the years, 1955 through 1959.

The number and types of devices summarized in this study were as follows: Seven bulletin board displays; two suggestions concerning demonstration; four erasing techniques; two games for motivating students toward higher goals; one Christmas device containing six ideas; eight suggestions for composition at the typewriter; two methods of combining typewriting with other courses; two suggestions for maintaining equipment records; and ten grading and testing devices.

An analysis of this study indicates that business education publishers are anxious to publish constructive ideas and are generally striving to assist teachers in any way possible.

There seems to be general agreement that students become bored with the "sameness" of instruction. Therefore, teachers should improve their methods, their material, and their motivational and teaching devices in light of experimentation in the classroom.

### Recommendations

1. A survey may be made to determine the extent that business education publications are actually being used by teachers in the field of typewriting.

2. A survey may be made as to usage of bulletin boards in the typewriting room. Some questions which might be answered are the following:

(a) Who prepares the bulletin boards?

(b) From what sources are ideas obtained?

(c) How often are the bulletin boards changed?

(d) How much bulletin board space is available in the typewriting room?

3. A survey may be made to determine which business education periodicals are preferred, which type article is preferred, and the reasons for these preferences tabulated in order to give publishers definite ideas for future contributions which would be most helpful to the business educators in our country.

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