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METHODS OF TEACHING OFFICE SKILLS--
WITH EMPHASIS ON TYPEWRITING

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE
GRADUATE SCHOOL

WORKSHOP SHEET III & IV
THESIS (OR ESSAY) REPORT

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The historical method of study was used to determine if there is a significant difference in the methods of teaching typewriting. In as much as the techniques or methods employed by the instructors will vary, it is desirable to have a broad knowledge of many methods that may be applied to various problems arising in classrooms. It is felt that a compilation of the findings of authors on this subject would be of great benefit to prospective teachers, and teachers in service, as it will provide means of broadening their knowledge.

METHODS OF TEACHING OFFICE SKILLS--WITH EMPHASIS ON
TYPEWRITING

by

Erie Louise Jones

A Thesis

Submitted to the School of Arts and Sciences
of Prairie View A. and M. College
in Partial Fulfillment of the Requirement
for the Degree of Master of Science

PRAIRIE VIEW, TEXAS

August, 1970

A Thesis for the

M. S. Degree

by

Erie Louise Jones

has been approved for the

Department of

Business Administration

by

[Redacted]

Advisor

[Redacted]

00

Head of Department

00
Date

Aug. 3, 1970

DEDICATION

To my

loving mother,

grandmother,

I

do so

Dedicate....

E.J.

ACKNOWLEDGEMENTS

The author wishes to express her appreciation to all the people for their valuable assistance in the research of this study. Special thanks goes to Dr. Kenneth H. Briggs, whose guidance and encouraging support helped to make the completion of this goal possible.

E.J.

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CHAPTER I
INTRODUCTION

The business curriculum, like all other curriculums, offers the opportunity to specialize in one of the courses included therein. One is teaching typewriting. Blackstone and Smith says, "there is a need for improvement in teaching typewriting."¹ These authors state that:

Typewriting has been playing an increasingly important role in the commerical curriculum for the past decade or more. Today, its enrollment is greater than that of any business subject, and the tendency seems to be that it will increase more.²

Lessenberry states this:

A study of the different methods of teaching typewriting reveals differences too. After all, this is right, for method is neither desirable nor to be expected. Each teacher who modifies an existing method creates a new procedure from many different methods into a new pattern is making a contribution to our understanding of how to teach typewriting.³

¹E. G. Blackstone and Sofrona L. Smith, Improvement of Instruction in Typewriting. (New York: Prentice-Hall, Inc.) P. 122.

²Ibid., 16.

³D. D. Lessenberry, Methods of Teaching Typewriting, Education Monograph, No. 71 (Cincinnati, Southwestern - Publishing co., 1949), p. 26.

This investigation is specifically concerned with the methods of teaching typewriting.

The Problem

The purpose of this research was to make a study of the teaching methods and practices used in developing skills in typewriting. The following questions were considered in this investigation:

1. Are there personal observations and recommendations which may be noted with reference to the development of proficiency in typewriting?
2. Is there a need for improving methods in the teaching of typewriting?
3. Superiority of one method over another?
4. What improvements have been made in the methods of teaching typewriting since the first course?
5. What methods are used to develop skill in typewriting?

Justification of the Problem

Because of the growing interest in typewriting as evidenced by the large enrollments in typewriting classes, there is a necessity for a knowledge of new methods and techniques of teaching this skill. Years of experimentation and research by pioneers in the field of typewriting have produced many and varied instructional techniques.

In as much as the techniques or methods employed by the instructors will vary, it is desirable to have a broad knowledge of many methods that may be applied to various problems arising in classrooms.

It is felt that a compilation of the findings of authors on this subject would be of great benefit to prospective teachers, and teachers in service, as it will provide means of broadening their knowledge. An increase in knowledge should develop a better understanding of teaching methods, from which more effective teaching should result.

Source of Data

The information for this study was obtained from books, articles, and parts of articles concerning the teaching of typewriting in the, Balance Sheet, The Business Education Forum, The Business Education World, The Business Teacher, The Journal of Business Education, and other educational publications.

Methodology

After selecting a subject, it was found that a problem of this nature was best developed through the use of the historical method. Haynes and Humphrey have this to say about the use of the historical method:

"Perhaps the one type of research in which the library is used to great extent than in any other, is the one that deals historically with a subject. Historical researches are concerned with the development of a problem from one particular period of time to another. A person who undertakes problems of historical nature, does not create what has actually taken place."⁴

Haynes and Humphrey also state:

"Business education abounds in opportunity for research of an historical nature. The development of any method of teaching a subject; the comparative status institutions, teaching, subject matter, textbooks, and test in any field are historical in nature. Research studies of this type are especially important in business education because of the comparatively short period during which any extensive research has been done in this field."⁵

After deciding upon the method of research applicable to the problem, a tentative bibliography was developed. The next steps were (1) formulate or define the problem; (2) outline the elements of the problem; (3) ascertain the availability of data; (4) collect data on information; (5) systematize and arrange the data; (6) analyze and interpret data; and (7) development of the research report.

⁴Benjamin R. Haynes, and Clyde W. Humphrey, Research Applied to Business Education (New York: The Gregg Publishing Co., 1939). p. 52.

⁵Ibid., p. 52.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to the typewriter, its history, its usage, and methods of instruction in typewriting. However, only a brief summary of its history is essential to the success or failure of teaching methods applied, and literature on the methods of instruction in typewriting will be given in another chapter.

History of the Typewriter.

"The first record of a patent for a typewriter was granted by Queen Annie to Henry Mill, an English engineer, in January, 1714."¹ During the period 1829-1850, various improvements were made in the physical and mechanical development of the typewriter, for which patents were granted to William A. Burt, Kamer Progin, Charles Thurber, J. Jones, A. E. Beach, and Dr. Samuel W. Frances.

From 1850 on, numerous efforts were made to improve the typewriter by inventors. Many of the models were buckly, noisy, and awkward, but they represented milstones

¹Jane E. Clem. Techniques of Teaching Typewriting. (New York: McGraw-Hill Book Co.; Inc.). p. 200-201.

in the invention of the typewriter. On June 23, 1868, Christopher Latham Sholes, of Milwaukee, Wisconsin, patented the first real writing machine which he called the typewriter. This marked the beginning of typewriter history.

The typewriter was crude and had many effects, but it wrote more accurately and rapidly than did earlier models. Letters were written and sent to friends for suggestions and criticism for the machines improvement. Among those receiving one of these letters was James Densmore, of Meadville, Pennsylvania, who was immediately interested.

Aided by the ardent faith and financial support of Densmore, Sholes made nearly thirty models, which were tried out by practical stenographers. This test method enabled the inventors to find out the defects of the machine, and to correct them. In 1873, E. Remington and Son of Illion, New York (manufacturers of firearms and sewing machines) enlisted the efforts of Latham Sholes and Carlos Glidden and put the first model of the typewriter on the market in 1874, selling 400 models that first year. The first machine was called "Sholes and Glidden Typewriter, but was soon renamed "Remington". These early machines printed only capital

letters. In August, 1882, control was gained by W. O. Wycka, C. W. Seamans, and H. K. Burdett, who popularized the Remington.

From 1890 to 1905, over 100 new kinds of machines brought out, but a few had any distinguishing merits. The development of the typewriter has involved nearly 1700 patents.

Today's typewriter has attained a high degree of mechanical efficiency and its versality has been constantly increased by the addition of attachment and improvements such as automatic margin control which greatly facilitates margin setting control with personal touch control adjusts key level tension to the typist preference. The 10 key decimal tabulator for ease in typing columns of figures, carriage widths ranging from 11 to 32 inches and a wide variety of type spaces. There are more than 5,500 keyboards available including 69 languages and the signs and symbols of almost every occupation or profession.

The typewriter in its development has greatly improved the scope of modern business creating in it a need for competent operators, the typewriter introduced a new skill, the "touch" system now a taught in public

schools and in special commercial or secretarial schools; it has also given impetus to the entrance of women into the business world.

Literature on the factors essential to the success or failure of the teaching methods in typewriting.

Certain factors must be considered relative to the success or failure of the typewriting instructions other than the teacher, the student and equipment in typewriting.

The Teacher

The success of any combined efforts usually depends upon the qualifications of the leader. The term qualifications embraces many things, such as basic knowledge, experience, and the ability to demonstrate these things. So it is with the typewriting teacher with relation to the typewriting student. In order that the student may be given every opportunity to achieve proficiency in typewriting to the best of their individual capacities, it is of utmost importance that the teacher be properly qualified in respect to training experience, and attitudes.

In addition to completing course requirements for graduation from teacher-training and having received

the state certification for employment, Blackstone and Smith says that there are three things necessary to be a qualified teacher in typewriting:

First, it is of importance that a teacher or typewriting be a good typist; one who knows, and who has actually experienced the techniques used for development of the various skills, and the techniques used for learning facts pertaining to an efficient typists. It can hardly be expected of a teacher who cannot type rapidly to understand the processes she is trying to teach.

Second; a successful teacher should have actual office experience. Having had this valuable experience, the teacher is able to bring the class real-life situations, know what things in the course should be given more emphasis; and to prepare students for the adjustment to be made from the classroom to an office situation. These are but a few of the benefits teachers derive from business experience.

A third requirement is that the typing teacher have an understanding of the psychology of skill development as it relates to typewriting. Many new ideas have been developed during the past few years in the areas of skill development, and its problems, that can be employed

by the teacher to improve instruction. The teacher should be acquainted with the general principles that psychologist have discovered about habit formation and learning.

Clem feels that the personality of the teacher deserves recognition as an important factor in the effectiveness of teaching methods. The personality of the typewriting teacher is of such importance in teaching techniques that may tend to increase, demish, or even negotiate the influence of all other factors of planning, organization, applied to interest and earnest endeavor.

The basic factors of the teacher's personality may be summed up in the following qualities that characterize the master teacher:

1. Personal appearance
2. Love of the job and a desire for self improvement
3. Speech
4. Teaching voice
5. Poise and self-control
6. Health and Vitality'
7. Social qualities
8. Knowledge of subject matter
9. Wholesome philosopher
10. Teaching power

These ten principles may be summed up as follows:

"Personality is a combination of qualities, each in itself teachable and learnable. When these qualities are so fixed part of his being they are expressed by him freely and beautifully and without offense to the eyes and good taste of the worth while person with whom he comes in daily contact.²

The best method of presentation may fail unless they are backed up by a personality that can encourage everyone to put forth his best effort to accomplish his task. The teacher who is desirous of being a good typing instructor, should acquire these requirements and many others if she is to meet the challenge of improving instructions in typewriting.

The Student

It is highly impossible for a teacher of typewriting to develop efficiency among students without carefully considering factors relative to his ability to typewriting. Among those things to be considered are individual differences and the student's chances of learning to type.

It is an accepted fact that pupils are not alike,

²Jane E. Clem. Techniques of Teaching Typewriting. (Second Edition; New York: McGraw-Hill Book Co., 1939), p. 12.

but different in many ways. The responses of pupils will vary with their capacities, interest, and previous experience. It has been said that the student chances of learning to typewrite are dependent on several things. His mental capacity, his physical fitness, and his personal makings, each of which tends to limit his possibilities for the development of typing skills through investigation. It has been found that the personality traits of the beginning student affects his skill. It will be of benefit to the teacher to study the personal traits of each student from the first day. Improvements of these traits will contribute as much as the future success of the student learning the skill of operation of the typewriter.

In an article written by D. D. Lessenberry, the important of "right mind set" on the part of the student is discussed. He states that in order for the typing student to succeed, he must believe he can learn to type and so must the teacher. He is also of the opinion that a confident attitude can remove barriers of skill development. It is also true that negative attitudes, the feeling of uncertainty over ability to do well whatever has to be done, will set definite limits to achieve-

ment. "The teacher can build the right mind set through finding something in each lesson that is well done, and one should not hesitate to use the techniques of giving praise."³

The Equipment

One might concede that a typewriter is the only necessary equipment. However, this is not true. There are many factors upon which the successful use of the typewriter is based; for example, the typewriting classroom as a whole. When planning the classroom, location, size, sound, lightening, and other room fixtures (such as black boards, and bulletin boards) teachers desk, typewriter tables and chairs, these things must be given as much consideration as the typewriter.

A study by Bibson Linnan, and Sandoff, maintained that typing errors can be caused by physical discomfort brought on by poor posture, by a desk or chair which is too high or too low, by improper lighting, poor venti-

³D. D. Lessenberry. "Methods of Teaching Typewriting" Education Monograph Number 71 (Cincinnati; Southwestern Publishing Co., 1949), p. 6.

lation, or by distracting noises. As a result of this study, these recommendations were made:

1. It is recommended that every effort be put forth by business educators and should be studied in an endeavor to improve working conditions for students in the school.
2. It is recommended that the teacher of typewriting select with the care the textbook used in typewriting, examining them for size of type, length of line, and the other factors mentioned before.
3. It is recommended that teachers maintain a classroom free from emotional disturbances and upsets as possible, keeping in mind that the teachers attitude is one of the important controlling factors.
4. It is recommended that since visual perceptions is extremely important in all good reading, typewriting included, that a more adequate system of testing eyesight be carried out by the school personnel.
5. It is recommended that the matter of proper hearing and ventilation and noise be studied in an endeavor to improve working conditions for students in the school.⁴

⁴Mildred Gibson, Margaret Lennon, and Frances Sadoff. "What Better Teaching Results" Journal of Business Education, XXIV (December, 1948), p. 27.

CHAPTER III

LITERATURE ON THE METHODS OF INSTRUCTION

After the invention of the typewriter, a demand for operators of the machine necessitated methods of instruction. The typewriter companies made possible the first method or procedure for learning to operate the machine. This was done by issuing pamphlets with general instructions for the operation of the typewriter to each purchase.

In an article written by Flood, the following observation was made:

"The first typewriting book was a pamphlet published by the Remington Sewing Machine Company. The lesson would hardly be called such today. The content of the book was very similiar to the type instruction book that is now included in the purchase of any new equipment."¹

For some time there was no school where a student could receive instruction in the operation of a typewriter. In short, the instructions contained in the pamphlet directed learning by practice on the keyboard by touching each letter, one at a time in any desired

¹Hazel A. Flood, "The Invention and Development of The Typewriter", Journal of Business Education, XXIV (April, 1949), p. 25.

word and the space key after the word.

In The Wonderful Writing Machines, it is stated that the first school which taught typewriting of which there is positive record was opened by D. L. Scott Browne, at 737 Broadway, New York, in 1878.

"The same year the first recalled popular machine appeared, The Remington No. 2."²

Instruction agencies were established in many cities. Most of the Business Colleges write their own text books in the subjects offered. The instruction books contained words intended to improve facility in location of keys. This was the aim of the text book before the universal adaption of the touch system. The lessons with the assignment were placed before the student who hunted and punched until each lesson was completed without an error. The idea was that practice makes perfect!

This method of learning to operate the typewriter continued with little or no improvement until 1878. Frank E. McGurrin of Michigan, introduced the system

²Bruce Biven, The Wonderful Writing Machines (New York: Random House, 1954) p. v.

known as touch typing. Mr. McGurrin, a rapid two fingered typist was told by his employer that he had seen a girl typist taking direct dictation, making use of all of her fingers, and without looking at the keyboard. This bit of information caused McGurrin to train himself to do likewise. However, after mastering this method, it was discovered that the information given about the girl typist had been an error. Despite the proven superiority of the finger touch method, it did not come into general use until 1901. The touch system gained popularity during the period 1901-1910. According to records the first schools to standardize on the touch system exclusively was that of B. J. Griffin of Springfield, Massachusetts in 1888.

Between 1900-1910, methodology became an important factor, numerous texts were published including devices and methods of many sorts. "Individual practice prevailed, however, until the first World War forced adoption of the group method by its great demand for skilled typists."³

³Hazel A. Flood, "The Invention and The Development of the Typewriter", Journal of Business Education, XXIV (April, 1949), p. 25.

During this time Bates, Torrey, and A. C. Van Sant recommended the use of the demonstration typewriter on a raised table to improved teaching efficiency. In a text written by Van Sant, new reaches and daily warm-ups were introduced by means of unison drills. B. J. Griffin also employed the techniques of dictating directly to a blindfolded student, thus forcing touch operation. All emphasized the need for correct posture, specifying desirable heights of desk and chairs. Many copy holders were invented, but most of the composers handling them failed financially even after intense advertising campaigns.

Sponsored by the typewriting companies, the National Typewriting contest concentrated attention of the scientific aspects of training of the operators to a greater extent than ever before. Between 1895-1900, the general trend toward developing a systematic approach to typewriting began. Thus, the keyboard approach came and teachers became interested in methods for learning the keyboard, the formation of correct habits, and psychology analysis of skill and pedagogical organization of material. By observation, teachers soon found the step from fingering practice to

application practice was too big to be taken at one time. Since 1900 the three set pattern that has been dominant is:

1. Learn fingering
2. Build some degree of skill
3. Learn to set up properly arranged type-written materials.

Many methods of learning the keyboard have been presented and employed during the evolution of typewriting. In 1902, Mrs. Ida M. Culter contributed an idea for learning the keyboard which she called the first-finger-first method. Her ideas were published in a book called Rational Typewriting by Rupert R. Sorrele. This method soon became known as the Rational Method. Because of its proven superiority over the "Master-the-Homerow", the first finger method has been considered for preminance every since.

In an article written by D. D. Lessenberry, four basic plans for teaching typewriting are discussed. These plans are the traditional method, the direct method, the whole method, and the dictaphone method. A brief explanation of the methods are as follows:

THE TRADITIONAL METHOD

Today, those who teach by the so-called traditional method probably are the teachers who do accept in its entirety any method bearing a newer label; but, rather, they take the best from the various methods and weave those into a teaching plan that is purely personal and very effective.

Until a more exact definition is given for the traditional method, it may be assumed that the term is used to indicate the type of teaching that makes use of letter combination for drill; that initiates the keyboard in four to six weeks, one period a day and typing to word recognition.

THE DIRECT METHOD

In theory, this method emphasized the typing of words, rather than individual letters, but before one can type "he" the controlling fingers just know the reaches that are to be made, and no other fingers must experience the reaches. All methods arise on this point. The main points in the direct method seems to be as follows:

1. The teaching is done from the board on which a sentence is written.
2. First practices is done with locked machines.
3. Each sentence is typed several times. By typing two sentences to a line the spacing after period is taught. As the words are pronounced, the teacher claps for the number of times the keys and space bar are to struck.

4. As the teacher pronounces a word and writes it on the board, the student tap the word with him; then they practice the entire sentence several times.
5. Through the use of a diagram of the keyboard, the teacher demonstrates by placing his fingers on the correct keys; the fingers and the finger to be used for each letter of each word.

THE WHOLE METHOD

The procedure employed by this method is to initiate the control of all letters of the alphabet in one or, at the most, two class periods. From research studies, we learn that it is possible to initiate the control of the keyboard more quickly than we formerly thought could be done. The Whole Method emphasized a basic principle of learning that we learn best when our learning is in a natural use situation. Teaching in the use situation makes the drill practice mean something to the student, he can learn to determine the type of practice procedure to use; he can be made to understand its purposes; and be made to measure the effectiveness of his practice.

THE DICTAPHONE METHOD

One of the early explanations of this method is given by Pearson in his report on an experiment at Iowa University. The essential feature are summarized as follows:

1. No keyboard charts are used.
2. The student is not to keep his eyes

away from his fingers and the typewriter keys; he is told to study the location of the keys and to watch his fingers as he strikes each new key for the first time.

3. To meet the need of direct dictaphone as an incentive to write rapidly, the dictaphone is used.
4. The student is always asked to write just as well as he can, but the customary requirement of perfect copies has been abandoned. The important thing for all teachers to remember, is that at best a method is but a device and can never take the place of good teaching. To insure rewarding results from the student, the teacher must teach, demonstrate correctly, encourage, stimulate, guide and challenge. These are some of the daily routines that characterize good teaching.
5. When a student reaches a plateau and cannot write a record at a given speed, 20 words a minute, he is advanced to a record dictated at a higher speed--25 or 30 words a minute. After this he is put back on the one that proved troublesome.

CHAPTER IV

DEVELOPING THE BASIC SKILLS IN TYPEWRITING

The Importance of the Basic Skill

Basic skill is of great importance in developing proficiency in typewriting. The term basic skill in typewriting means knowledge of the correct operation of the typewriter, and the attainment of typing power. This includes the correct application of techniques presented for learning the keyboard, the acceptable rate of typing speed, and a commendable percentage of accuracy. These factors must be achieved if a student fails to achieve these goals in typewriting, there is no foundation for the building of higher attainment in accuracy or speed. In addition to these, he must also have attained introduction to the correct application of these skills Lessenberry has stated:

The development of basic skills comes first in all beginning courses in typewriting whether the common learning element basic to the operation of the typewriter irrespective of any specialized uses for drill. All typist must learn the keyboard. Such learning is necessary before the skill can be put to use.

Basic skill is not solely a matter of words a minute, although the ability to type-write with appropriate speed and usable control is one of the goals common to all typewriting instruction. Basic skill also include

the right techniques of typewriting so that continued skill can be developed either in a second semester of work or through a continued use of the typewriter.¹

In a discussion relating to the importance of basic skill, Clem states that the aim of typewriting instruction is the development of typing skill, which should eventually result in typing power. The term "power" is high skill plus related knowledge or understanding that permits effective use of the skill. "This power in typing is the result of the development of precise habits of machine control and the understanding of related knowledge that makes for the effective use of typing skill."²

Developing the Skill

The development of typing skill depends upon many factors, direct and indirect. Two things to be considered in the development of skill are the student and the teacher. The student must have a

¹D. D. Lessenberry. "The Basic Skill for Better Personal Typewriting," UBEA Forum, X NO. 2 (Nov, 1955), p. 11.

²Jane E. Clem. Techniques of Teaching Typewriting. (New York: McGraw-Hill Book Co., 1955), pp. 105-106.

desire to learn; he must work, follow directions, believe in himself, welcome criticism, and possess the right physical and mental make-up for skill. It is the responsibility of the teacher to direct, stimulate, encourage, challenge, and study his students.

Five rules that are necessary to build skill are:

1. Follow through with remedial practice based on errors in preventing performances.
2. Increase skill through short intensive efforts.
3. Establish skill through plenty of individual practice.
4. Set the stage for learning.
5. Place first importance on correct techniques.

Some factors that may produce excessive tension are:

1. Discipline
2. Marking practices
3. Rejection of students with low abilities
4. Competition

If the class room is free of excessive tension,

the acquisition of skill will not be handicapped.

Gates is of the opinion that skill development is largely a matter of organization:

In an act of skill, as in any other complex aspect of behavior, the most significant characteristic is that of organization. The whole determines the nature of the parts. Once the fundamental pattern of action is established, the parts or specific movement tends to fit together in proper relation a shift in organization forces a corresponding readjustment in the details of performance. The importance of organization in skill is suggested by such terms as rhythm, and feel of the act.³

It is an accepted fact that if training in any skill subject is to be successful, there must be a plan for regular and systematic practice to develop speed and accuracy.

A typing drill is generally recognized to be an exercise which, if repeated sufficiently, will initiate, improve, and is some particular skill in order to assure its functioning as a habit. However, if the drill is to be effective, it must make definite and measureable improvements in the work of the students.

³Arthur I. Gates. Education Psychology. (New York; The MacMillian Co., 1942), p. 357.

The old adage "practice makes perfect" has been proven faulty, because if the practice is incorrectly done, the incorrect elements will become just as deeply ingrained as the correct elements. Correct practice makes perfect must be properly interpreted also. Correct practice means reaching out for continuously higher goals, not blind repetition of a given technique at a set rate or set accuracy.

Types of Drills and their Relationship to Speed and Accuracy

There are as many types of drills as there are elements of skill. Each drill has some value, but no one drill is good for all purposes.

In the body of the paper, the importance of drills and skill development was discussed. This section will be concerned with the various types of drills as they contribute to speed and accuracy.

Lamb says that accurate writing is rhythm writing, free from hesitations and jerks of spasmodic writing.

In the late 90's, devices for developing rhythm began to be introduced. A. C. Van Sant, one of the pioneer teachers of touch typewriting introduced the

oral dictation of one letter after another each time.

Between 1915 and 1918, J. E. Cove and E. G. Wiese did some experimental work in the psychology laboratory of LeLand Stanford University in California in which they had proved that habitual metromic rhythm was a disadvantage, or rather, that the rhythm used in skill typing was not metromonic.

Rhythm is now interpreted to be a flow of stroking in which easy combinations are typed at a faster tempo than the hard combination. In support of this statement, it appears that within a single word, the experts may type at various paces. For example, there may be a little combination requiring the same finger control; such as c e; for a sequence one must slow down. The expert adjusts himself to the typing traffic, always maintaining full control, yet typing at the greatest speed that the varying combination, or traffic permits.

This is the opinion of Jerry W. Robinson:

"Every typewriting classroom ought to be equipped with a demonstration stand for the teacher's use. A good teacher with a demonstration can develop better stroking skill in the student than can the most intricate rhythm machine. As students skill improve; the teacher demonstrates the desirable speed on which easy stroking

combination lead into variable rhythm patterns.⁴

Some of the drills used to develop rhythm are the dexterity exercise on right-hand words and on left-hand words to help students overcome lack of balance in typing. These words, balanced stroking exercises, composed of 200 words with right-hand and left-hand reaches, to develop the student's sense of rhythm. Repetitive practice of simple alphabetic sentences and memory sentences tend to develop fluency also.

Developing Speed

Throughout a course in typewriting there should be continuous efforts to gain speed, accompanied, of course by accuracy. It is important that the student be made conscious of this important factor in the initial periods of learning. It is not enough to urge students to greater speed, however, it is the responsibility of the teacher to seek ways and means

⁴Jerry W. Robinson. "The Problem of Typewriting Rhythm", UBEA Forum, X, No. 6 (March, 1955), p. 36.

of attaining this goal.

Many studies and experiments have been made to the attainment of speed in typing. In the following paragraphs, some of the things constructive to its development will be discussed.

Speed drills are designed primarily to increase speed. When a student no longer has to think of a letter, but strikes it automatically in response to sight, sound, or thought of the letter, he has automatized that letter reach.

Some things that are essential for speed are:

1. Willingness to work
2. Motorized vocabulary
3. Co-ordination of mind and muscle
4. Mental control
5. Elimination of waste motions
6. Ease in operation
7. Ability to relax
8. Continuity of writing
9. Efficient fingering abilities
10. Quick, snappy, but precise key strokes
11. Smooth, even strokes
12. Proper techniques

13. A knowledge of the keyboard
14. Correct posture
15. Physical fitness

Suggestions for speed building problems are:

1. The teacher keeps a daily record of speed.
2. The teacher encourages the students to write automatically.
3. The teacher dictates single words or sentences and have the students write each word or sentence as many times as he can before the next work is given.
4. The teacher uses alphabetical sentences.
5. If students are having difficulty, encourage them to keep a little speed in reserve, that is, have them typewrite a little faster than top speed.
6. The teacher should occasionally give long test for instance, of 30 minutes duration, rather than three, five or fifteen minute test.
7. The teacher have the students practice for high speed of drills made up of common words.
8. The teacher have the students write a short paragraph and determine the next rate per minute. Then he tells the students to practice the paragraph until he can write it five words in a minute.
9. The teacher uses progressively faster dictaphone records, if such records are available.

10. The teacher have the student practice for high speed on speed sentences.

Another speed-building plan is calling the throw as speed builder-----this device is advocated by Lessenberry and is now quite widely used. After the student has found the line copy, he can write in just ten seconds, the teacher calls the throw by signal, or the word "return". There are numerous variations of this drill. The call the throw drill may be used:

"to speed up the carriage return or to emphasize a quick start on typing the line; to improve speed through continuity, and to increase the rate of typing gradually on sentences of progressive length."⁵

A device that may be used continuously is the "flash" sentence drill. These sentences are made up of easily fingered, high-frequency words, of about 60 spaces. Students may use the sentences as a speed warmup exercise, being urges to type it at a high speed as possible.

After one or two attempts, they may be asked to "flash" each word, that is, to type each word as a

⁵D. D. Lessenberry. "Tested Teaching Procedure", Education Monograph No. 71, (Cincinnati: Southwestern Publishing Co., 1949), p. 16.

word, unit, or pitch, without conscious attention to any of the strokes in the word. Automatic typing tends to increase speed of copying.

Another type of drill is the self-measurement drill. Each sentence is exactly one stroke longer than the preceding one. These are several columns opposite each sentence indicating the rate of speed typed for varying seconds, upon the attainment of a certain goal, the students move to a faster speed.

CHAPTER V

DEVICES FOR TYPING INSTRUCTIONS

If a student is interested in what is being taught in a lesson, he will try harder to learn than if he were not interested. One of the responsibilities of the teacher is to arouse interest of the students to the highest degree, so that they will contribute a maximum amount of energy to the learning problem.

Because of individual differences among students, there is probably no single procedure that will interest an entire class made up of students of different capacities, qualities, and interest. Today, typewriting literature contains many suggestions concerning teaching devices and procedures, and an occasional variation of such procedures would tend to provide interest in typewriting.

Teaching Devices

The purpose of the teaching devices that follow is, to suggest to teachers some procedures which are interesting, and in addition, should have direct instructional value.

1. To show motion pictures of expert typist in action.

2. Permit students to make a few designs with the typewriter; for example, pictures, books, covers, or title pages. While this feature may not be of any great value in the office, some of the students will enjoy the puzzle of such work, and may learn a great deal about the manipulation of the machine in the process.
3. Urge the students to finish the first copy on an exercise before they start another.
4. Arrange for the advanced students to do typing work for the school office or for various teachers or school organizations.

Motivation Devices

1. Use blackboards or bulletin boards for weekly slogans or inspirational and witty sayings to be changed each week. Here are a few examples:
 1. Don't brag; it isn't the whistle that pulls the train.
 2. Not the size of the dog in the fight, but the size of the fight in the dog.
 3. If you keep on your toes, you won't be run down in the heels.
2. Use awards and prizes furnished by typewriter companies, by the text book companies, by the school, or, perhaps, by the town's businessmen.
3. Use progress charts or cards showing for each student, the number of lessons completed, or the gross and net speed and errors, in order that each may note whether he is improving as rapidly as he would like.

4. Prepare exhibits or typing work with student aid. Such exhibits may be placed in the typing room, in the school library, in the halls or in the windows.
5. Provide a traveling trophy in the form of a pin, to be given to the student making the best test score in a class and worn by him until somebody makes a better score or a later score.

Devices for Promoting Competition

Competition devices may be classed as individual competition, those stimulating competition in cooperation so that a group may win competition with one's self. Individual competition, in which each student tries to be the best tends to develop selfish tendencies, and it discourages each student to do the best he can for the poorer one's to do the very best they can. Any attempts to better one's previous record is a highly effective type of competition, even for the slow student. A poor student may feel that while he may never be able to win the class championship, he may nevertheless, do better today than he did yesterday, and be highly stimulated when he succeeds in doing so.

Some devices for stimulation are:

1. If there are two or more beginning classes, give the same test to all

- classes, and announce the winners.
2. Have two students choose sides and give a test to see which side wins on the basis of the average.
 3. Have a ladder tournament. Give a number of test and determine the rank of each. Have students compete to raise their ranks.
 4. Have a contest by rows of students. Determine the average score for each row and compare.
 5. Have a contest between the boys and the girls. Secure the average score for each row and compare the results.¹

Various methods of motivation have been used by teachers, some of which seem not to be effective. Some of them tend to place a negative emphasis on progress and so encourage concentration in the wrong direction. The successful teacher will stress the positive and encourage the students to look up and forward rather than pay the penalty for what has been.

Some methods of motivation that are commonly used in the class room are:

¹E. G. Blackstone and Sofrona Smith, Improvement of Instruction in Typewriting. (New York: Prentice-Hall, Inc., 1949), pp. 238-244.

1. Making reports to the principal or parents when students are not making progress.
2. Grades, or mark-typing to interest students in getting better marks or threatening them with failure.
3. Nagging, scolding, sarcasm, ridicule, or the disgracing of students before the class.
4. The honor system, using prizes, awards, and honor roll.
5. The penalty system, keeping students after school, requiring rewriting of work, or requiring extra work.²

Preliminary Check-up

At the start of the period, the students are instructed to check their machines, their positions at the typewriters, and the supplies which they will need during the class period. Next, the class will drill in unison, reaching for shift keys, back-spacing, tabulator, and practice rapid carriage return. A few minutes spent in this preliminary check-up at the beginning of the period pays big dividends in developing a feeling of assurance and ease.

²Jane E. Clem, Techniques of Teaching Typewriting (New York: McGraw-Hill Book Co., Inc., 1955) p. 39.

A good test procedure for building speed and control is guided writing. Guided writing can be used to direct practice on sentences, paragraphs, and problems. This device builds confidence through controlling the rate and through giving clues at stated intervals that the speed, is or is not fast enough. The ability to type at the expected rate builds confidence and ease, two factors basic to control in typewriting.

Margin setting races may be used when students dawdle at setting margins for exercise and drill. For example, on the board write the setting as 20-78. At the word go! the students set their margins and stand up. No one wants to be the last to stand. To continue this drill, write other numbers on the board.

There are numerous devices that may be used to stimulate interest in the classroom situation. With proper stimulation, the students may achieve astonishing results, and this may be a strong incentive to try more difficult task. The skilled teacher is always seeking new methods and ideas to dress up the old way of doing things!

CHAPTER VI

S U M M A R Y

This paper was prepared to find out the methods that were used in the first instructional classes, and to find out what improvements have been made toward these aims.

In order to achieve this information, many books and articles were read on the instructional methods of typewriting.

As a result of this reading, it was found that the most significant difference in the instructional methods was the change of opinions relative to the development of speed and accuracy.

In the early instructional classes, accuracy was considered the most important factor in learning to typewrite. Practices on the keyboard was believed to bring about the desired results, accuracy. Very little emphasis was placed upon the development of speed, this resulting in a somewhat slow, but accurate typist. This was faulty, because it was impossible to get the typist to increase her speed after having learned by this "slow-but-sure" method. Gradually, emphasis was placed upon the development of speed after

a long period of time.

It was also found that there was no one "best" method of instruction. The method used by the teacher should be determined by the circumstances that exist. Situations may arise where a combination of methods may be used to achieve the desired results. However, it is also necessary that a teacher have a broad knowledge of the many methods that can be used to achieve a desired goal in instruction.

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