Course of Study in Advanced Typewriting

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COURSE OF STUDY IN ADVANCED TYPEWRITING

BY

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A THESIS
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CHAPTER I

INTRODUCTION TO THE THESIS

In this study the writer is trying to show that by organizing the entire year's work before the school term begins and adding to it throughout the year, speed and accuracy in typewriting may be achieved much more thoroughly and effectively.

After making a survey of at least 40 students who were taking the course in advanced typewriting on the secondary level and who have had the beginning course in high school, it was found that a large percentage of them were not given enough beginning instruction. This factor is usually caused by the teachers in the system seeing no use for an intensive training and instruction program in a course that deals entirely with skilled learning. Because of the lack of unified agreement on the subject of what is to be taught in a course in typewriting and how it is to be presented most effectively, the list of units in this course of study in typewriting is to be presented both to aid the teaching of typewriting and the learning of material by the student so that it may be used in the life of the individual.

The present chapter serves as an index to the following chapters:

Chapter II--An Introduction to the Course of Study
Chapter III--Development of the Course of Study into Units
Chapter IV--Evaluation

Chapter V--Summary

Chapter VI--Bibliography

What prompted the study. This study, "A Course of Study in Advanced Typewriting," was suggested in the course in Secondary Curriculum. The question was asked, "Is there any reason why commercial subjects should have no organization of subject matter?" This thought occurred to the writer: "Are we in the commercial field dropping too far behind the times?" In asking for materials for setting up a course of study in typewriting, the same answer was given as is usually given when the subject of unit teaching is mentioned for a skilled subject--"They do not lend themselves to unit teaching." Can there be any feasible reason why this should be true?

Statement of the problem:

1. To build a course of study in Advanced Typewriting with all units included and developed.

2. To suggest an evaluation of the entire course of study.

Scope of the study. The scope includes the Advanced Typewriting that will be taught during the senior year of high school.

Sources of the data. Below are listed the sources from which the data were obtained:

1. Periodicals

2. Interviews with other commercial teachers

3. Survey of high school graduates
4. Educational Bulletins
5. State Department Courses of Study
6. Material received in graduate classes in Curriculum Building

Chapter summary. The main points covered in this introductory chapter are as follows:

1. The desirability of unit teaching in the commercial field, and the need for organized planning is discussed in the opening paragraphs.
2. Chapter One serves as an index for the chapters that follow.
3. The following items were listed and discussed in the introductory chapter:
   a. What prompted the study.
   b. Statement of the problem.
   c. Scope of the study.
   d. Sources of the data.
CHAPTER II

AN INTRODUCTION TO THE COURSE OF STUDY

If the teacher of typewriting will be made to realize the extreme importance of starting the typewriting student in the right direction when he begins the course in elementary typewriting, the student will be able to obtain the high degree of efficiency he desires for his work in typewriting much sooner. Habits are just as hard to break whether they are good ones or whether they are bad ones; so if you will instill into the beginning typist the correct habits, he will use them to an advantage just as he will use the bad ones to a disadvantage if he is allowed to form the wrong habits. An expert typist is built on the following: acquiring the correct knowledges, attitudes, habits, and appreciations. Each unit, therefore, in this course of study is carefully planned to achieve either part of these four or in some cases a combination of all four of them.

As this is a local course of study in Advanced Typewriting, the writer has not included all the material that might be included in a state-wide program. In this plan, the items for a full program will be mentioned, with a brief discussion of each, and the individual course of study will include just the development of the Advanced Typewriting course of study.
The following material would be included in a state-wide program that will not be discussed fully in the local course of study:

1. A diagram or chart. The chart is to be divided into five committees showing the actual organization and functioning of the program.
   a. Administration committee with the purpose, responsible agents, advisory agents, and committees.
   b. Production committees with the purpose, responsible agents, advisory agents, and committees.
   c. Installation committees with the purpose, responsible agents, advisory agents, and committees.
   d. Evaluation committees with the purpose, responsible agents, advisory agents, and committees.
   e. Editing committees with the purpose, responsible agents, advisory agents, and committees.

2. Steps in curriculum building. The superintendent should sense the need and after the people have been made to see the need, he should go about fulfilling the desires of the people in an orderly and systematic way. A list of the steps have been devised for setting up a continuous revision program for the curriculum.
3. Philosophy of education. Your philosophy of general educational problems determines whether you and your program for education are a success.

4. Principles to guide the program. The first outstanding principle in educational guidance is to set up a philosophy of life, education, and curriculum. The other principles to guide the program should be used after this first one has been determined.

5. Terminology. In order to avoid confusion in thought among the school people certain definitions or terms should be agreed upon.

6. Objectives of education. There are certain big objectives that are to be the main goals of general education.

7. Objectives of subject. In each isolated subject, there will be definite, vital goals that must be attained in order to make the course worthwhile.

The objectives have been set up in this course of study to provide knowledge and understanding, attitudes, habits, and appreciations that will enable the student to use the skill that he has developed in the vocational field and also to broaden the perspective in other fields of everyday living. Because of the fact that things other than typewriting are essential for a well developed typist or secretary, the writer has correlated as many other subjects with the course as is possible.
The objectives in this course of study have been set up according to the following plan so that each one may be clear cut and easily followed:

Objectives for Advanced Typewriting

I. Knowledge and understanding of:
   A. The twentieth century typewriter for twentieth century typists
   B. Business letters for the modern typist
   C. Tabulation in everyday work
   D. Manuscript typing for practical use
   E. Applying for a position

II. Attitudes toward: (critical)
   A. Correct position at the machine of no value to the typist
   B. Inability to control parts as a cause of lack of progress

II. Attitudes toward: (favorable)
   A. Importance of personal typing
   B. Value of proper care of the typewriter

III. Habit of:
   A. Developing transcription speed
   B. Building speed through continually watching copy

IV. Appreciation for:
   A. The development and mastery of a skill
   B. Proper care of the equipment
   C. Typewriting that can be used to an advantage
   D. Typewriting as an art
The Structural Pattern for a Unit

I. Title

II. Introduction

III. Table of contents

IV. Criteria

V. Grade placement—time allotment

VI. Central theme

VII. Objectives:
   A. Knowledge and understanding of:
   B. Attitudes toward: (critical) (favorable)
   C. Habits of:
   D. Appreciations for:

VIII. Approaches

IX. Development or procedure:
   A. Study guides with specific references
   B. Subject matter—knowledge—understanding
   C. Activities, projects, problems
   D. Correlations
   E. Work sheets

X. Culminating Activity

XI. Outcomes:
   A. Knowledge and understanding of:
   B. Attitudes toward:
   C. Habits of:
   D. Appreciation for:

1Class construction in Secondary Curriculum
XII. Leads to other units

XIII. Evaluations—Measuring results
   A. Teacher tests
   B. Pupil tests
      1. knowledge and understanding
      2. attitude
      3. habit
      4. appreciation

XIV. Bibliography
   A. Teacher
   B. Pupil
The Criteria of a Unit of Work

1. It should involve a variety of direct sensory experiences.
2. It should provide for some free, informal association of the pupils.
3. It should provide an opportunity for manipulation or bodily activity.
4. The parts of the unit should make a coherent whole.
5. It should provide a considerable amount of pupil activity.
6. It should be satisfying or the anticipation of the outcome should be satisfying.
7. It should provide sufficient concrete and illustrative materials.
8. The unit of work should have a useful purpose in the present or future life of the pupil.
9. It should reproduce actual life situations, as far as possible.
10. It should utilize materials as they occur in life, and in textbooks you are studying.
11. It should contain accurate information.
12. It should provide an opportunity to judge, choose, and evaluate.
13. It should provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible.
14. It should be within the available time limit.
15. The exposition should be clear enough to make it possible for a new teacher to put the unit in practice if she so desires.
16. It should state clearly where materials may be obtained.
17. When references are given, they should be complete and exact.

*Western Reserve University, Curriculum Laboratory, Bulletin No. 17, November 30, 1931, p. 6.*
CHAPTER III

DEVELOPMENT OF A COURSE OF STUDY INTO UNITS

The material that is to be used in the Advanced Course in Typewriting is to be divided into five units:

Unit I--The Twentieth Century Typewriter for Twentieth Century Typists
Unit II--Business Letters for the Modern Typist
Unit III--Tabulation in Everyday Work
Unit IV--Manuscript Typing for Practical Use
Unit V--Applying for a Position

Each unit is developed according to the structural pattern that is given on page eight for the unit plan.

Twentieth Century Typewriter for the Twentieth Century Typist

Typewriting skill is needed or desirable in nearly every activity in which you will engage. Business effectiveness is increased by typewriting. Typewriting is of increasing value in social life. Try hard to perform each operation at the typewriter correctly the first time. Be satisfied with nothing less than the best performance. In mastery of the mechanical parts of the typewriter, you will increase your ability to use the typewriter intelligently.

Keep the typewriter in good condition at all times. If the machine is in perfect working order, you will be able to do much better typing. Know the working parts and the ability of your typewriter.
Grade placement—Twelfth grade

Time allotment—Four weeks

Central theme—Getting acquainted with the typewriter

Objectives

I. Knowledge and understanding of:
   A. The machine as a whole—the advantages in learning the uses of the parts
   B. The correct position at the machine to increase ability to type
   C. Mastery of the techniques of typewriting
   D. Advantage in setting a goal each day in typewriting

II. Attitudes toward: (critical)
   A. Typing with the copy on the left side of the machine
   B. Movement of the entire arm in making the reaches for parts of the typewriter

Attitudes toward: (favorable)
   A. Manipulation of all parts of the machine with touch control
   B. The importance of using the fast muscles in the stroking movement

III. Habit of:
   A. Adjusting any part of the machine that may be out of order
   B. Recognizing differences appearing in machine parts in different models of machines
   C. Controlling of the shift key

IV. Appreciation for:
   A. Neater completed typewritten copy
   B. Care of the typewriter
   C. Typewriting as a usable skill
Approach

As this is to be the first unit of the year's work, the material is set up more or less as a checkup or review of the previous work in the field of typewriting. The parts of the machine are reviewed each day as they are needed for that day's class work.

Possible questions that may be asked by the students pertaining to the course itself could be as follows:

1. When will we regain the speed and control in typewriting that we had attained at the end of last year's work?
2. This model differs from the one I used last year. Why should I have to use another machine when I have already learned about the other kind?
3. What is considered the best position of the body in relation to the machine when one is typing?
4. Is it ever permissible to place the copy from which one is typing on the left side of the typewriter?
5. In beginning typewriting, I used my $\&$ and $\wedge$ fingers to depress the shift key. Why do you suggest I change to the $\&$ and $\wedge$ fingers?

Suggested approaches given by the teachers following the questions that have been submitted by the students:

1. Cover the entire review of the keyboard letter-reaches with as much speed as possible.
2. Review the parts of the machine that you will need in working for the class period that day.
3. Request students to type a list of all the machine parts that they have on their typewriters.

4. Ask this question, "What is the proper position at the machine as you type?"

Study Guide I

The Machine as a Whole—the Advantages in Learning the Uses of the Parts

I. Why is it necessary to know the parts of the machine and their uses?

II. Control of all parts of the machine is to be by touch; so review the part and correct use of the part. Locate the following parts on your typewriter:

1. carriage
2. cylinder
3. cylinder knobs (left and right)
4. paper table
5. paper release lever
6. paper guide
7. paper bail or fingers
8. line-space regulator
9. margin stops (left and right)
10. carriage release levers (left and right)
11. variable line-space
12. carriage return lever
13. space bar
14. shift keys (left and right)
III. A careful check of the proper way to insert and remove paper from
the machine. Make a study of the correct way to build speed through
the operation of removing and reinserting paper correctly.

IV. Read the article by Mr. Lessenberry in the Typewriting News, "Developing Speed and Control." 1

References for students:

Korona, L. W., Rowe, Clyde E., and Clem, Jane E., Business and Personal
Typewriting (Chicago, Ginn and Co., 1939), pp. vi-x.
Sorelle, Rupert P., Smith, Harold H., Foster, William R., Blanchard,
D. D. Lessenberry, 20th Century Typewriting, 4th Edition (Chicago,
D. D. Lessenberry, 20th Century Typewriting, 2nd Edition (Chicago,

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Esta Ross Stuart, The Typing Teacher at Work (Chicago, The Gregg
Korona, L. W., Rowe, Clyde E., and Clem, Jane E., Business and Personal
Kathryn Garrett Holland, Accuracy Builder (Published by American
D. D. Lessenberry, "Developing Greater Typewriting Speed and Control,"
Typewriting News (South-Western Publishing Co., Spring, 1940), Vol. X,
p. 7.

1D. D. Lessenberry, "Developing Greater Typewriting Speed and Control,"
Typewriting News (Spring, South-Western Publishing Co., 1940), Vol. X,
page 7.
Subject Matter I

The Machine as a Whole—the Advantages in Learning the Uses of the Parts

I. Reasons for knowing machine parts and their uses:

1. knowledge of the part, develops control of the part
2. aids in developing speed by using special parts
3. general knowledge of part assists in making an efficient typist

II. The development of control of all parts of the machine through touch.

The following parts are listed with the use of the part and the hand used to control the part:

1. carriage—movable part of the typewriter.
2. cylinder—roller that the paper rolls around as it goes into the typewriter.
3. cylinder knobs (right and left)—knobs at the ends of the cylinder used to twirl the paper into the machine. Use the left and right hand to control the part.
4. paper table—the table that the paper rests on when it is in the machine.
5. paper release lever—releases the paper as it is removed from the typewriter. Controlled with the right hand.
6. paper guide—metal piece on the paper table used to guide the paper into the machine evenly. Controlled with the left hand.
7. paper bail or fingers—holds the paper firmly against the cylinder. Either hand is used to operate this part of the machine.
8. line-space regulator--part used for setting single-, double-, or triple-spacing between lines of writing. Set with the left hand.

9. margin stops (left and right)--stops used for setting left and right margins in typewriting. Use either left or right hand to set the stops.

10. carriage release levers (left and right)--depress the carriage release lever to move the carriage anywhere within the set margin. Controlled by left or right hand.

11. variable line-space--to set the machine so that it will type between any set line. Left hand control for the part.

12. carriage return lever--lever used to return the carriage to the left margin when the end of the line has been reached. Controlled with the left hand.

13. space bar--bar used for spacing between words. The right thumb is used to operate the space bar.

14. shift keys (left and right)--to capitalize words. If the letter to be capitalized is a left-hand reach, the right small finger is used to depress the shift key on the right side of the machine. If the letter to be capitalized is a right-hand reach, the left small finger is used to depress the shift key on the left side of the typewriter.
Ill. Proper way to insert paper and remove it quickly:

1. grasp a sheet of paper with the left hand, thumb down at the lower edge of the paper
2. place the paper in front of the paper table and against the paper guide
3. turn the cylinder knob quickly one full turn, using the right hand
4. straighten or adjust the paper in the machine by operating the paper release lever
5. turn the cylinder knob one more full turn
6. use the paper release lever to remove the paper quietly
7. replace the paper on the left side of the typewriter

IV. Summary of the article by D. D. Lessenberry in the Typewriting News, "Developing Speed and Control," is as follows:

Typewriting speed and control is based on these seven techniques:

1. stroking
2. relaxation
3. quiet control
4. finger weight
5. carriage return
6. shifting
7. letter and word recognition

Four ways of building speed after the seven techniques have been mastered:

1. direct dictation of short words at the machine
2. calling the throw
determination of the approximate rate
marking copy material in five-word groups

Activity I

The Machine as a Whole--the Advantages in Learning the Uses of the Parts

I. Each student is asked to bring to class the list that he has composed of machine parts, the uses, and the hand or finger used in controlling the part. These will be discussed in class; and after a vote by the class to decide the best of the group, the list will be posted on the bulletin board.

II. In order to be able to insert paper and remove it quickly, practice the following drill, using six sheets of paper; and as rapidly as the paper is put into the machine, rolled completely through, taken out and placed on the left of the machine, another sheet is placed in the machine. Time the students for a couple of minutes on the drill to see how many sheets of paper they are able to insert into the typewriter and remove during that time.

III. Control of the cylinder knob is extremely important; and in order to check the proper control of the part, use the following exercise for class practice:

Insert a sheet of paper into the machine and see how many twirls of the cylinder knob it takes for you to roll the sheet through the machine. Practice this for a few minutes until you can see some improvement.

IV. Use a short copy for straight-copy material. Ask each student to place a coin on the back of his right hand to be left there as he types. If there is any motion in his hand as he types, the coin will slip off the back of his hand.
Correlation I

The Machine as a Whole--the Advantages in Learning the Uses of the Parts

I. Office Practice and Procedure: The actual use of the typewriter is so closely connected with turning out an "all-round" good office worker that there is no distinction between the two courses.

II. Filing: In taking care of the record cards for the typewriting progress, each student is given some practice in alphabetical filing.

III. Reading: The ability to read fluently means a great deal to a student who is typing straight-copy material. Generally speaking, the fast readers are the fastest typists.

IV. Spelling: Through the exercises in the machine parts and their uses, there enters the matter of the proper spelling of each of the names.

V. English: The ability to demonstrate orally demands the correct use of spoken English. In any form of composition at the machine or dictated copy, knowledge of the English language must be at your command.

VI. Penmanship: Signing of all typewritten copies is made easier and more legible by a readable penmanship.

Work Sheet I

The Machine as a Whole--the Advantages in Learning the Uses of the Parts

Directions: Underline in pencil, the proper word or phrase that will more nearly complete the sentence:

1. The type on a typewriter which is in constant use in an office should be cleaned--daily--weekly--monthly.

2. Clean type results in--clear printing--smudgy printing--illegible printing.
3. Dirty type gives the reader an impression that the writer is clean--careless--industrious.

4. A worn or dry ribbon makes the copy--easy to read--difficult to read--clean-cut.

5. When oiling the typewriter, use--much oil--little oil--much oil in some places and little oil in others.

6. The typewriter should be oiled--once a month--each day--every six months.

7. Drop the oil on the movable parts of the machine and--wipe it off immediately--leave it over night and remove--do not wipe any of the excess oil off the machine.

8. When not in use, the typewriter should--never be covered--always be covered--frequently be covered.

9. When typing always use only--one sheet of paper in the machine--at least two sheets--more than three sheets--in order to protect the cylinder.

The words that should be underscored in each sentence:

1. daily
2. clear printing
3. careless
4. difficult to read
5. little oil
6. once a month
7. wipe it off immediately
8. always be covered
9. at least two sheets
Study Guide II

Correct Position at the Machine to Increase Ability to Type

I. Check through each of the references to determine which of the group of rules for correct posture you will select for your list. When you have completed your list, make a note of the ones you have selected. Each time you start typing check the list to be sure you are using the correct habits for posture.

II. List a group of general characteristics that assist in making an efficient typist or office worker.

III. Collect the best group of rules for the punctuation of sentences.

The rules in this group are to be rules for the comma.

References for students:


References for teachers:


Subject Matter II
Correct Position at the Machine to Increase Ability to Type

I. Collection of the list of guides for determining correct position at the machine. Some of the guides in the list could be as follows:

1. fingers relaxed, curving over the home keys.
2. hands slanting upward from the wrists.
3. wrists held low, close to the front of the typewriter, but not touch it.
4. forearms slanting slightly upward from the elbows.
5. upper arms slanting forward.
6. body leaning slightly forward from the hips.
7. feet comfortably placed on the floor.

II. General characteristics that aid in correct typewriting:

1. physical condition:
   a. good vision
   b. proper amount of sleep
   c. correct diet
2. mental attitude:
   a. power of concentration
   b. desire to type correctly
3. cooperative spirit at all times:
   a. follow instruction
   b. ask questions
III. Study of the list of rules dealing with the comma:

1. non-restrictive phrases are set off by commas.
2. participial phrase separated from main clause is set off by a comma.
3. parenthetical elements in a sentence are to be set off by commas.
4. words in apposition are set off by commas.
5. words in series set off by commas.
6. phrases that are include constrained expressions are to be set off by commas.
7. a declarative sentence ending in a question--the question element is set off by a comma.
8. the following adverbial clauses may be set off by commas when the clauses are inverted; but when in natural order as follows:
   a. concession always
   b. cause almost always
   c. condition rarely
   d. time never
   e. place never
   f. manner never
   g. degree or comparison never
   h. result never
   i. purpose never
9. The comma is used in the following:
   a. direct address
   b. the name of the state, following the city
   c. the year following the month and day
   d. the date of month following day of week
   e. nominative absolute
Activity II

Correct Position at the Machine to Increase Ability to Type

I. After all material has been collected dealing with the correct position at the machine, it is gone over by the editing committee, selected by the class; and then the list is typed. This is to be placed on the bulletin board. After the list is taken from the bulletin board, it is filed with the rest of the material that is to be held for the "Stenographer's Check Sheet" which is to be compiled at the end of the term. The material for this booklet will be made into manuscript copy; and at the end of the year, each student will type his own copy for his personal use.

II. "A Success Story" by Wilverda Hodel, is to be reviewed by a member of the class and the comments in the report will be discussed by the other members of the class. Miss Hodel lists in this story some of the characteristics that are necessary for a successful typist.

III. Combine the list of rules dealing with the comma that you have selected. These rules will be filed to include in the "Stenographer's Check Sheet."

Correlation II

Correct Position at the Machine to Increase Ability to Type

English: One of the requirements of a good secretary is the proper use of punctuation. For the secretary's own welfare, she must know the correct forms for punctuating copy.

Journalism: After compiling the copies that are to be filed at the present time, we are to set up a small guide for the stenographer to use in the office work.

Work Sheet II

Correct Position at the Machine to Increase Ability to Type

I. List the rules that you consider necessary to assume correct position at the machine.

II. English improvement drills:
Type the following sentences using the proper kinds of punctuation, with the reason for each mark:

1. He is studying at the state university where a greater variety of courses is offered.
2. Passing the school the other day I noticed two new statues at the entrance.
3. Moreover we cannot extend you further credit.
4. Our president Mr. John Briggs has the interests of all his employees at heart.
5. Our department needs more stationery pencils and pens.
6. She emphasizes the use of clauses not phrases in her article.
7. Inside the house was aglow with warmth and friendliness.
8. Is it time to go now is it not?

Key to Work Sheet II

I. List of rules necessary for correct position at the machine:
1. Fingers relaxed, curving over the home keys.
2. Hands slanting upward from the wrists.
3. Wrists held low, close to the front of the typewriter, but not touching it.
4. forearms slanting slightly upward from the elbows.
5. upper arms slanting forward.
6. body leaning slightly forward from the hips.
7. feet comfortably placed on the floor.

II. Punctuation drill:

1. He is studying at the state university, where a greater variety of courses is offered.
   reason: non-restrictive clause.
2. Passing the school the other day, I noticed two new statues at the entrance.
   reason: participial phrase separated from main clause.
3. Moreover, we cannot extend you further credit.
   reason: parenthetical elements.
4. Our president, Mr. John Briggs, has the interests of all his employees at heart.
   reason: words in apposition
5. Our department needs more stationery, pencils, and pens.
   reason: series.
6. She emphasizes the use of clauses, not phrases, in her article.
   reason: set off contrasted phrases.
7. Inside, the house was aglow with warmth and friendliness.
   reason: separate parts of sentence that might erroneously be read together.
8. It is time to go now, is it not?
   reason: declarative sentence, ending in a question. The question element is set off by a comma.
Study Guide III

Mastery of Techniques of Typewriting for an Office Position

I. Make a list of the guides that you would want to use in determining the proper techniques in typewriting.

II. Compile a list of the characteristics other than typewriting that one must possess to become an efficient secretary.

III. Look up material for making characters that are not on the keyboard.

IV. Compare your ability to transcribe from shorthand notes with your straight-copy speed.

References for students:


References for teachers:


Subject Matter III
Mastery of techniques of typewriting for an office position

I. Suggested list of techniques for typewriting:

1. stroking
2. carriage throw:
   a. use a quick wrist motion
   b. throw the carriage with even power
   c. return the fingers to the home keys quickly
3. control of shift keys:
   a. use the small finger to depress the shift key
   b. hold the other fingers hovering near the home position
4. position at the machine:
   a. lean slightly from the hips toward the typewriter
   b. keep your shoulders erect
   c. keep your feet flat on the floor
   d. keep the body well balanced
   e. hold your eyes on the copy
   f. keep your fingers well curved
5. space bar control:
   a. the space bar is controlled with the right thumb
   b. strike the bar but do not linger on it
6. attitudes to be developed:
   a. self-confidence
   b. self appraisal
   c. receptive mood for new work
   d. the habit of making careful analyses
   e. accuracy and neatness
   f. setting a goal each day.
II. Related techniques that must be possessed by an efficient secretary:

1. ability to take dictation and transcribe it rapidly and accurately.
2. a knowledge of a correct business letter.
3. personal qualities that enables one to get along with people.

Dr. Lloyd Jones of the Gregg Publishing Company has listed these techniques as follows:

The vitamins that one must possess in order to be able to become an efficient secretary are as listed below:

- vitamin a--ask questions
- vitamin b--be brief
- vitamin c--confidence
- vitamin d--directness
- vitamin e--earnestness
- vitamin f--friendliness

III. Making characters that are not on the standard keyboard of the typewriter:

1. the exclamation point: !
2. degree symbol: \(20^\circ\)
3. chemistry symbols: \(H_2SO_4\)
4. plus sign: +
5. division sign: \(\div\)
6. equal sign: = =
7. multiplication sign: \(\times\)
8. caret: \(^{\wedge}\)
9. minus sign: -
IV. Check on the difference between the transcription speed in the typewriter and the straight-copy speed. The transcription speed should not be more than one-third lower than the straight-copy speed. Give a short letter to be transcribed while the student is timed for transcription speed. Give the same letter to be written from straight-copy and check the difference in speed.

Activity III

Mastery of Techniques of typewriting for an Office Position

I. Dictate the following letter to the class at a speed that they will be able to take it in shorthand. After the notes have been taken, the letter is to be transcribed from the copy. Check on the transcription speed. Compare the transcription speed with the straight-copy speed on the same letter:

Mr. E. H. Gibson
106 Laurel Street
Knoxville, Tennessee

Dear Sir

Would you like to have something that would save you time, labor, and money? With our steel dress form, you can make a pretty silk dress with very little work. It will fit. It will have class. You will save money. What more could you ask?

Yours very truly

jh
Correlation III

Mastery of the Techniques of Typewriting for an Office Position

English: Proper way to type and construct business letters.

Office Practice and Procedure: Learning the things other than typewriting that help to make an efficient office worker.

Health and Sanitation: The important part that health plays in building a good stenographer is discussed in this section.

Work Sheet III

Mastery of the Techniques of Typewriting for an Office Position

Directions: Type in the phrase on the mimeographed sheet that you think will more nearly answer the questions below:

I. The carriage return lever should be thrown with the motion in the _____.

II. Illustrate the following by typing the symbol as it is made up by two or more parts of the standard keyboard:

1. exclamation mark
2. degree symbol
3. plus sign
4. division sign
5. caret
6. minus sign

III. List some general characteristics that a secretary must possess to become an efficient employee:

1. ________________
2. ________________
3. ________________
4. ________________
Key for Work Sheet III

Mastery of the Techniques of Typewriting for an Office Position

I. Wrist

II. Illustration of these symbols:
   1. !
   2. 20°
   3. ±
   4. ±
   5. ±
   6. ±

III. General characteristics:
   1. cooperativeness
   2. self-confidence
   3. pleasing personality
   4. accuracy at all times

Study Guide IV

Advantages in Setting a Goal Each Day in Typewriting

I. Determine the correct way to build speed through setting a goal in typing straight copy.

II. Check the rules for division of words at the end of the typewritten line.

III. Review your method of working out the lengths of lines, number of spaces per inch horizontally, and the number of lines vertically in your machine.
References for students:


References for teachers:


Subject Matter IV

Advantages in Setting a Goal in Typewriting Each Day

I. Use of speed-building copy in the following way:

1. write for 15-second intervals to build up speed
2. write for 30-second intervals to increase speed
3. write for one minute to build accuracy in the copy

II. Rules for syllabication of words for typewritten copy:

1. divide a word only when it is necessary to do so.
2. a word of four letters must not be divided.
3. when a word containing three or more syllables is to be divided at one-letter syllable, the one-letter syllable should be typed on the first line.
4. a one-letter syllable at the beginning of a word must not be separated from the rest of the word.

5. when a final consonant is doubled before a suffix, the additional consonant should be placed with the suffix.

6. a syllable that does not contain a vowel must not be separated from the remainder of the word.

7. words ending in such terminations as able, ible, and ical should usually be divided between the stem of the word and the termination.

8. when a root word ends with a double letter, separate the suffix from the root word.

9. when a word is to be divided at a point where two vowels that are pronounced separately come together, these vowels should be divided into separate syllables.

III. Plans for the following calculations:

1. lengths of lines--margins to be determined by taking half the length of the line, subtract it from the center of the machine for the left margin; add it to the center of the machine, plus five, for the right margin.

2. number of spaces per inch horizontally
   a. elite type--twelve spaces per inch, using fifty as the center
   b. pica type--ten spaces per inch, using forty-three as the center

3. number of lines vertically
   a. elite type--six lines per inch
   b. pica type--six lines per inch
Activity IV

Advantages in Setting a Goal in Typewriting Each Day

I. Divide the class in two teams, give them 15-second writings to build up the speed of both sides. After the speed is built as high as you can reach, list the scores for each side. The winning side will be the side with the highest speed average during the entire practice period.

II. Dictate a list of words illustrating the rules for division of words. Give the students directions about where the bell will ring within the word and ask that they type the word showing where it would be divided by typing a hyphen at that point. Below are a list of words that could be used:

Bell rings on the typing of the first letter of each word

- business
- alone
- stressing
- reference
- separate
- possession
- very
- learned

Bell rings on the typing of the third letter of each word

- relaxed
- stopped
- knowledge
- accurate
- attention
- attractive
- control
- beginning
III. Work out the plan for the left and right margins for the following line lengths—make a list of these for use throughout the year’s work in setting up copy:

- 60-space line
- 40-space line
- 70-space line
- 45-space line
- 50-space line
- 55-space line

Correlation IV

Advantages in Setting a Goal in Typewriting Each Day

English: Learning the proper divisions of words at the end of typewritten lines through the listing of the rules for syllabication, aids the student in pronouncing and spelling the words as well as for division of words by syllables.

Arithmetic: The simple calculations in figuring the proper way to set line lengths in typewriting is a simple review of mathematics.

Spelling: In division of words, checking the syllables, and looking for the meaning in the dictionary, the spelling of the words are stressed.

Work Sheet IV

Advantages in Setting a Goal in Typewriting Each Day

I. Make a list of words to illustrate each of the rules that you have made for the “Stenographer’s Check Sheet” for the division of words.

II. Check-up in centering:

1. A vertical inch has ________ lines.
2. A horizontal inch has ________ spaces.
3. Paper 8 1/2 x 5 inches has ________ lines.
4. Paper 8 1/2 x 11 inches has ________ lines.
5. A five-inch line has ________ spaces.
6. The vertical center of an 8 1/2 x 11 inch page comes at line ________.
Key to Work Sheet IV

I. Illustration of words to show proper division:

1. stopped
2. very
3. separate
4. alone
5. beginning
6. alone
7. lovable
8. stressing
9. graduation

II. Check-up in centering:

1. six (pica) six (elite)
2. ten (pica) twelve (elite)
3. thirty-three
4. sixty-six
5. fifty
6. thirty-four

Culminating Activity

Twentieth Century Typewriter for the Twentieth Century Typist

Divide the class in two sections. Dictate a letter to them to be transcribed. After the material has been transcribed, check each person's speed to see what his transcription speed is, average the speeds to determine the winning team.

After the speed has been established for the students, ask that they transcribe the same copy without the use of any of the special parts of the machine so that they may be made to realize the difference the parts make in typewriting.
Outcomes of the Unit

Twentieth Century Typewriter for the Twentieth Century Typist

I. Knowledge and understanding of:

A. The Machine as a Whole—the Advantages in Learning the Uses of the Parts

1. Control of the following parts through touch:
   a. carriage—movable part of the machine.
   b. cylinder—roller that the paper rolls around as it goes into the typewriter.
   c. cylinder knobs (right and left)—knobs at the end of the cylinder used to twirl the paper into the machine.
   d. paper table—the table that the paper rests on when it is in the typewriter.
   e. paper release lever—releases the paper as it is removed from the typewriter.
   f. paper guide—metal piece on the paper table used to guide the paper in the machine straight.
   g. paper bail or fingers—holds the paper firmly against the cylinder.
   h. line-space regulator—part used for setting single-, double-, or triple-spacing between the lines of writing.
   i. margin stops (left and right)—stops used for setting left and right margins in your typewritten copy.
   j. carriage release levers (left and right)—depress the carriage release lever to move the carriage anywhere within the line of writing.
2. proper way to insert paper and remove it quickly:
   a. grasp a sheet of paper with the left hand, thumb down at the lower edge of the paper
   b. place the paper in front of the paper table and against the paper guide
   c. turn the cylinder knob quickly one full turn, using the right hand
   d. straighten or adjust the paper in the machine by operating the paper release lever
   e. turn the cylinder knob one more full turn
   f. use the paper release lever to remove the paper quietly
   g. replace the paper on the left side of the typewriter

3. seven techniques for basing speed and control in typewriting:
   a. stroking
   b. relaxation
   c. quiet control
   d. finger weight
   e. carriage return
   f. shifting
   g. letter and word recognition

B. Correct Position at the Machine to Increase Ability to Type

1. collection of guides for correct position at the machine:
   a. fingers relaxed, curving over the home keys
   b. hands slanting upward from the wrists
c. wrists slightly low, close to the front of the typewriter, but not touching it

d. forearms slanting slightly upward from the elbows

e. upper arms slanting forward

f. body leaning slightly forward from the hips

g. feet comfortably placed on the floor

2. general characteristics that aid in correct typewriting:

a. physical condition:
   (1) good vision
   (2) proper diet
   (3) proper amount of sleep

b. mental attitude:
   (1) power of concentration
   (2) desire to type correctly

c. cooperative spirit at all times
   (1) follow instructions
   (2) ask questions

3. English improvement drill in the comma:

a. non-restrictive clauses

b. participial phrase separated from main clause

c. parenthetical elements

d. words in apposition

e. words in series

f. contrasted phrases

g. declarative sentence, ending in a question
C. Mastery of Techniques of Typewriting for an Office Position

1. guides for technique in typewriting
   a. stroking
   b. carriage throw:
      (1) use a quick wrist motion
      (2) throw the carriage with even power
      (3) return the fingers to the home keys quickly
   c. control of shift keys:
      (1) use of small finger for shift key
      (2) other fingers left over home keys
   d. space bar control:
      (1) space bar controlled with the right thumb
      (2) strike the bar but do not linger on it
   e. attitudes to be developed:
      (1) self-confidence
      (2) self-appraisal
      (3) receptive mood for new work
      (4) the habit of making careful analyses
      (5) accuracy and neatness
      (6) setting a goal each day

2. related techniques that must be developed:
   a. ability to take dictation and transcribe rapidly
   b. knowledge of a correct business letter
   c. personal qualities that enables one to get along with people
3. making characters not on the standard keyboard:
   a. the exclamation point
   b. degree symbol
   c. chemistry symbols
   d. plus sign
   e. division sign
   f. equal sign
   g. multiplication sign
   h. caret
   i. minus sign

D. Advantages in Setting a Goal Each Day in Typewriting

1. speed building copy to aid in speed increase
2. rules for syllabication of words for typewritten copy:
   a. divide a word only when it is necessary to do so.
   b. a word of four letters must not be divided.
   c. when a word containing three or more syllables is
      to be divided at one-letter syllable, the one-letter
      syllable should be typed on the first line.
   d. a one-letter syllable at the beginning of a word must
      not be separated from the rest of the word.
   e. when a final consonant is doubled before a suffix, the
      additional consonant should be placed with the suffix.
   f. a syllable that does not contain a vowel must not be
      separated from the remainder of the word.
g. words ending in such terminations as able, ible, and ical should usually be divided between the stem of the word and the termination.

h. when a root word ends with a double letter, separate the suffix from the root word.

i. when a word is to be divided at a point where two vowels that are pronounced separately come together, these vowels should be divided into separate syllables.

3. calculations for figuring placement of copy:

a. length of lines determined by taking half the length of the line, subtract it from the center of the machine for the left margin; add it to the center of the machine, plus five, for the right margin.

b. number of spaces per inch horizontally:
   (1) pica type--ten spaces to one inch, using 43 as the center
   (2) elite type--twelve spaces to one inch, using 50 as center

c. number of lines vertically:
   (1) pica type--six lines to one inch
   (2) elite type--six lines to one inch

II. Attitudes toward: (critical)

A. Typing with copy on the left side of the machine:
   1. easier to see copy
   2. carriage return lever on the left side

B. Movement of the arm as you make the reach
II. Attitudes toward: (favorable)
   A. Control of machine parts by touch
   B. Correct stroking

III. Habit of:
   A. Adjusting parts of the machine that needs attention
   B. Recognizing differences appearing in machine parts
   C. Controlling the shift key properly

IV. Appreciation for:
   A. Neater completed typewritten copy:
      1. copy typed with more speed
      2. accurately typed copy
   B. Care of the typewriter
      1. brushing daily
      2. cleaning each week
      3. oiling frequently
   C. Typewriting as a usable skill
      1. personal use
      2. use vocationally

Leads to Other Units

In order to prepare for the office position or the ordinary personal use of typewriting, one must have the knowledge of the different styles of personal letters and the various styles and set-ups of the business letters. The next unit will be dealing with the kinds of business letters that the office worker or the personal typist will confront. The ability to turn out these copies accurately and rapidly is very important.
Teacher Evaluation

To what extent:

1. Does it involve a variety of direct sensory experiences?  
   
2. Does it provide for some free, informal association of the pupils?  
   
3. Does it provide an opportunity for manipulation or bodily activity?  
   
4. Do the parts of the unit make a coherent whole?  
   
5. Does it provide for considerable amount of pupil activity?  
   
6. Does it contain an anticipated outcome that is satisfactory?  
   
7. Does it provide sufficient concrete and illustrative materials?  
   
8. Does the unit of work have a useful purpose in the present or future life of the pupil?  
   
9. Does it reproduce actual life situations, as accurately as possible?  
   
10. Does it utilize materials as they occur in life and in textbooks you are studying?  

11. Does it contain accurate information?

<table>
<thead>
<tr>
<th>E. V.G. G. F. P.</th>
<th>NONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
12. Does it provide an opportunity for the pupil to originate, plan and direct the activity, as far as possible?

13. Does it provide opportunity to judge, choose, and evaluate?

14. Is it within the available time for the unit?

15. Is the exposition clear enough to make it possible for another teacher to put the unit into practice if she so desires?

16. Is it clearly stated where materials may be obtained?

17. Are the references complete and exact?
Final Check-up Test

Unit One

Twentieth Century Typewriter for the Twentieth Century Typist

I. Identify the parts of the machine listed below in the following manner:

Name the hand or finger, if either, that is used in controlling the machine part; and then give the use of the part.

<table>
<thead>
<tr>
<th>Name of part</th>
<th>hand or finger used</th>
<th>use of part</th>
</tr>
</thead>
<tbody>
<tr>
<td>carriage release lever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>space bar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shift keys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paper release lever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>variable line-spacer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Name the four parts of the tabulator mechanism and give the use of each:

1. _____________________
2. ________________
3. ________________
4. _____________________

III. State briefly the rule you would use to determine how to figure the length of a line in typewriting.

____________________________________________________

____________________________________________________
IV. Type the sentences below using the proper punctuation within the sentences, giving your reason for the punctuation mark:

1. Would you like to have something that would save you time labor and money?

2. If you will meet Mr. Black our chief in a month he will have the check to pay you for your labor.

3. I meant to see you again that evening to let you tell me more about it but I forgot the name of the place you were staying.

4. Of course you must know that the examiner will not let us pay more so you need not send in any bills above that limit.
Attitude test

Answer these questions by checking one of the words opposite the question, which more completely answers the statement in your mind:

1. Do I honestly do my most efficient work in typewriting? yes no sometimes
2. My pleasure in typewriting is based on the fact that I am allowed to work at my best speed.
3. Each day I improve in typewriting ability because I consciously set a higher goal.
4. Typewriting will assist me later in my career because I will be able to use it to an advantage.
5. Care of the machine is of considerable importance.
6. One of the main helps to me in typewriting is the cooperation I am able to attain from the operation of a good typewriter.

Habit test

Underscore the left column opposite each statement the word indicating whether you think this might be a good or a bad habit:

Good Bad 1. When I type, I must look up from the copy at the end of the line.
Good Bad 2. I type nicely when I can watch the keyboard; but when I cannot look back to the keyboard, I am apt to make errors.
Good Bad 3. When I type, I keep both feet on the floor.
Good Bad 4. I cover the machine when I finish typing each time.
**Appreciation test**

If the statement below would be an aid to personality development, mark it **true**. If the statement would be a drawback to personality development, make it **false**.

1. Do not skip over difficult situations without mastering them.  **true** **false**
2. Never let things "rattle" or "fluster" you.  **true** **false**
3. Always try to speak in a normal tone of voice.  **true** **false**
4. Plan all activities so that you do not seem to be hurried.  **true** **false**
5. Distinguish between important and unimportant duties.  **true** **false**
6. Eliminate nervous habits such as biting your fingernails, playing with your hair, and pulling at your clothes.  **true** **false**
7. Lack of interest in others.  **true** **false**
8. Ask your friends to criticize your characteristics.  **true** **false**

**Key for the final check-up test**

Twentieth Century Typewriter for the Twentieth Century Typist

**I. Identify parts of the machine:**

1. carriage release lever  **hand**  **use**  right or left release carriage
2. space bar  **right thumb**  space between words
3. shift keys  **right or left**  shift for capitals
4. paper release lever  **right**  release paper
5. variable line-spacer  **left**  write between lines
II. Four parts of the tabulator mechanism and the use of each:

1. Tabulator clear key clears all keys that are set
2. Tabulator stop key set the tabulator keys
3. Tabulator rack rack that holds the keys
4. Tabulator bar bar for moving over to stops

III. Rule for figuring length of lines:

Take half the length of the line, subtract it from the center of the machine for the left margin; add it to the center of the machine, plus five, for the right margin of the machine.

IV. Type the sentences using proper punctuation:

1. Would you like to have something that would save you time, labor, and money?
   reason for punctuation: words in series.
2. If you will meet Mr. Black, our chief, in a month, he will have the check to pay you for your labor.
   reason for punctuation: apposition introductory clause
3. I meant to see you again that evening to let you tell me more about it, but I forgot the name of the place you were staying.
   reason for punctuation: compound sentence.
4. Of course, you must know that the examiner will not let us pay more; so you need not send in any bills above that limit.
   reason for punctuation: parenthetical expression compound sentence

There will be no check sheet for the Attitude, Habit, and Appreciation tests, because each student will answer the questions differently.
Bibliography for the Teacher
for the unit
Twentieth Century Typewriter for the Twentieth Century Typist


Bibliography for the Student


Business Letters for the Modern Typist

To develop the skill of producing typewritten papers that will be accepted in a business office is the main object in this unit. Neatness and accuracy come first, but all practical typing must be done rapidly and without waste of material. If you wish to be able to meet competition, you must learn to type mailable letters quickly and always at your first attempt. Every letter, whether it is pen written or typed, carries to the person who receives it something of the personality of the writer. Most letters, especially business letters, attempt to influence the reader to do something the writer wishes done. The letter becomes a kind of salesman; representing the writer. Just as the salesman's appearance contributes to the failure or success of his mission, the arrangement of the business letter affects the decision of the reader.

Grade placement—Twelfth grade
Time allotment—Eight weeks
Central theme—To build secretarial ability, through knowledge of business letters.

Objectives

I. Knowledge and understanding of:
   A. Forms of business letters most commonly found in offices
   B. Efficient addressing of envelopes
   C. Necessity of typing business letters with speed and accuracy

II. Attitude toward: (critical)
   A. Leaving the final check of the letter to the employer
   B. The length of time for typing a business letter
Attitude toward: (favorable)

A. Getting the letter typed correctly the first time
B. Building confidence in your ability to type good copy

III. Habit of:

A. Typing business letters under pressure
B. Judging the length of line and style of letter to be used
C. Keeping files of the words and terms that are used in your firm

IV. Appreciation for:

A. Constructive criticism from your employer
B. Typing copy that will be a credit to your firm

Approach

Student approaches:

1. What is the difference between personal and business letters?
2. What are the differences in the styles of letters?
3. I want to know the parts of the business letter. Where can I find the information?
4. Do any business men prefer that you use no punctuation in letters?
5. Is there more than one kind of punctuation for business letters?

Teacher approaches:

1. Select a business letter to decide which of the letter styles was used.
2. Would you want the person who typed the letter you found as a secretary in your office?
Study Guide I

Forms of Business Letters Most Commonly Found in Offices

I. Select five different styles of business letters with the different forms of punctuation.

II. What are the parts of a business letter?

III. Which style of business letter do you prefer? Why?

IV. If you were a secretary, what would you do with a letter when you finished typing it?

V. What are the limited numbers of carbon copies that are to be made?

References for students:


References for teachers:


Forms of Business Letters Most Commonly Found in Offices

I. Five commonly used styles of letters:
   1. block style
   2. first modification of block style
   3. second modification of block style
   4. single-spaced indented style
   5. double-spaced indented style
      a. forms of punctuation:
         (1) open punctuation
         (2) closed punctuation
         (3) mixed punctuation

II. Parts of the business letter:
   1. date
   2. inside address
   3. salutation
   4. body
   5. complimentary close
   6. company name
   7. signature
   8. reference initials
   9. enclosures

III. Block style of letter is better for longer copies. This style also saves
     time in typing, because there are fewer indentions.

IV. When the letter is completed, the secretary takes it in to the employer for
    his signature.
V. In an office situation, there are usually two carbon copies made of each letter; but at least one file copy must be typed.

Activity I

Business Letters Most Commonly Found in Offices

I. Make a plate of each of the five styles of business letter. This skeleton plate is to be included in the "Stenographer's Check Sheet."

II. Bring a copy of a business letter that you obtain from home, showing the proper set up for the style used. Find a copy of another letter that is improperly set up. Which of the two typists would you prefer in your office?

Correlation I

Business Letters Most Commonly Found in Offices

English: The parts of the business letter have been reviewed in the typewriting course as they were learned in the course in English.

Office Practice and Procedure: After letters are typed, the procedure of signing, addressing, and sealing to get them into the mail is of first importance.

Penmanship: The necessity of good signatures on business letters is invaluable to the secretary and the employer.

Shorthand: The ability to transcribe letters easily and accurately is of prime importance to an office worker.
Worksheet I

Forms of Business Letters Most Commonly Found in Offices

I. Type a copy of the letter, using the following styles and punctuation:

1. open punctuation with straight block style
2. closed punctuation with first modification of block style
3. mixed punctuation with second modification of block style
4. closed punctuation with single-spaced indented style
5. open punctuation with double-spaced indented style

(letter copy)

Mr. J. B. Zelliott, Box 458, Dexter, Missouri, Dear Sir

Our records show that you still owe us $3.62. We shall be glad to have you check your records to see if the enclosed statement is correct. (P) This request is made at this time in order that the records for last month's business may be closed as soon as possible. Yours very truly, HARDY & HAMILTON, Earl G. Hays, Manager, Enclosure.

II. List the parts of the business letter.
Key to Work Sheet I

Forms of Business Letters Most Commonly Found in Offices

I. letter no. 1—block style with open punctuation:

July 31, 1944

Mr. J. B. Zelliott
Box 458
Dexter, Missouri

Dear Sir

Our records show that you still owe us $3.62. We shall be glad to have you check your records to see if the enclosed statement is correct.

This request is made at that time in order that the records for last month's business may be closed as soon as possible.

Yours very truly

HARDY & HAMILTON

Earl G. Hays
Manager

JH

Enclosure
July 31, 1944

Mr. J. B. Zelliott,
Box 458,
Dexter, Missouri,

Dear Sir;

Our records show that you still owe us $3.62. We shall be glad to have you check your records to see if the enclosed statement is correct.

This request is made at this time in order that the records for the last month's business may be closed as soon as possible.

Yours very truly,

HARDY & HAMILTON

Earl G. Hays
Manager

Enclosure
July 31, 1944

Mr. J. E. Zelliot
Box 458
Dexter, Missouri

Dear Sir:

Our records show that you still owe us $3.62. We shall be glad to have you check your records to see if the enclosed statement is correct.

This request is made at this time in order that the records for last year's business may be closed as soon as possible.

Yours very truly,

HARDY & HAMILTON

Earl G. Hays
Manager

jh
Enclosure
July 31, 1944

Mr. J. B. Zelliott,
Box 458,
Dexter, Missouri.

Dear Sir:

Our records show that you still owe us $3.62. We shall be glad to have you check your records to see if the enclosed statement is correct.

This request is made at this time in order that the records for last month's business may be closed as soon as possible.

Yours very truly,

HARDY & HAMILTON

Earl G. Hays
Manager

Enclosure
July 31, 1944

Mr. J. B. Zelliott
Box 458
Dexter, Missouri

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Our records show that you still owe us $3.62. We shall be glad to have you check your records to see if the enclosed statement is correct.

This request is made at this time in order that the records for last month's business may be closed as soon as possible.

Yours very truly

HARDY & HAMILTON

Earl G. Hays
Manager

Enclosure
II. Parts of the business letter:

1. date
2. inside address
3. salutation
4. body
5. complimentary close
6. company name
7. signature
8. reference initials
9. enclosures

Study Guide II

Efficient Addressing of Envelopes

I. What are the directions for spacing in addressing of envelopes?
   a. business envelopes
   b. legal-sized envelopes

II. List the sizes of business and legal envelopes.

III. What is the best procedure in addressing envelopes?

IV. Show the proper way to fold letters for business and legal envelopes.

Student references:


Teacher references:


Subject Matter II

Efficient Addressing of Envelopes

I. Differences in spacing for the address on business and legal envelopes:
   a. business envelopes--two inches from the top and two and one-half inches from the left edge.
   b. legal envelopes--two and one-half inches from the top and four inches from the left edge of the envelope.

II. Sizes of the business and legal envelope:
   a. business envelope--3 5/8 x 6 1/2 inches
   b. legal envelope--4 1/8 x 9 1/2 inches

III. Best procedure for addressing envelopes: Stack the envelopes on the left side of the machine, open the flaps on all envelopes, insert in the machine and type the address, remove the envelope and stack on the right side of the machine.

IV. Proper way to fold letters:
   a. business size--fold the lower end of the letter upward to within a half inch of the top edge of the paper; fold from right to left, making the fold about one-third the
width of the letter; fold from left to right, making the fold slightly less than a third of the width of the sheet and leaving a half-inch margin in order that letter may be opened easily.

b. legal envelope—fold the lower end of the letter upward about one-third the length of the paper; fold the top edge of the paper down to within one-quarter of an inch of the lower fold.

Activity II

Efficient Addressing of Envelopes

I. Practice addressing envelopes by actually typing the addresses on the envelopes. Bring six business size envelopes to class to use for the copy. You are to address envelopes to people that you intend to write a letter to; so bring the addresses of the individuals.

II. Each student is to write a personal letter to a member of his family or some acquaintance in the armed forces. After the letter has been typed, the envelope addressed, and the stamp placed on the envelope, the letter is checked at the desk to see whether the right form has been used throughout the copy. This letter is to be signed by the writer, folded properly, sealed by the writer, and mailed by the member of the class who was chosen as the sponsor for the class activity.

Correlation II

Efficient Addressing of Envelopes

English: Composition of material at the typewriter improves sentence structure.

Spelling: Stress is placed at all times on the necessity of correct spelling in the business world.
Office Practice and Procedure: The correct addressing of envelopes is important in the office work; because unless the letters are addressed properly, they will never reach the person to whom they are written.

Work Sheet II

Efficient Addressing of Envelopes

I. If you used the following styles for letters and punctuation, show the proper addressing you would use for a legal-sized envelope:

1. single-spaced indented style with open punctuation
2. double-spaced indented style with closed punctuation
3. straight block style with mixed punctuation
4. first modification of block with closed punctuation
5. second modification of block with open punctuation

This is the inside address to be used:

R. G. Walters

481 Viola Place

Tucson, Arizona

Key to Work Sheet II

Efficient Addressing of Envelopes

I. Illustration of the five types of addresses for legal-size envelopes:
no. 1

Miss Mary E. Townsend  
897 East River Street  
Louisville, Kentucky

R. G. Walters  
481 Viola Place  
TUCSON, ARIZONA

no. 2

Miss Mary E. Townsend  
897 East River Street  
Louisville, Kentucky

R. G. Walters,  
481 Viola Street  
Tucson, Missouri
Miss Mary E. Townsend
897 East River Street
Louisville, Kentucky

R. G. Walters
481 Viola Place
TUCSON, ARIZONA

Miss Mary E. Townsend
897 East River Street
Louisville, Kentucky

R. G. Walters,
481 Viola Place,
TUCSON, ARIZONA.
Study Guide III

Necessity of Typing Business Letters with Speed and Accuracy

I. List the directions for setting up the five styles of letters, telling where each line of the various parts of the letter will begin.

II. Discuss the differences in the three forms of punctuation.

References for teachers:


References for Students:


Subject Matter III

Necessity of Typing Business Letters with Speed and Accuracy

I. Directions for setting up the five styles of letters:

1. straight block—all parts of the letter blocked with the left margin except the date.

2. first modification of block—all parts of the letter blocked with the left margin except the date and the closing lines.

3. second modification of block—all parts of the letter blocked with the left margin except the date, the paragraphs, and the closing lines. The paragraphs are indented five spaces and the closing lines are typed in block form five spaces to the left of the center of the machine.

4. single-spaced indented style—each line of the inside address, paragraphs, and the closing lines are set up with five space indentions.

5. double-spaced indented style—set up exactly like the single-spaced indented style except the lines are double-spaced instead of single.
II. The differences in the three forms of punctuation in business letters:

1. open punctuation—there is no end punctuation except in the body of the letter.
2. mixed punctuation—end punctuation after the salutation, the body of the letter, and the complimentary close.
3. closed punctuation—end punctuation after the inside address, salutation, body, and complimentary close.

Activity III
Necessity of Typing Business Letters with Speed and Accuracy

I. A group of eight letters are to be dictated to the class with these instructions:

1. transcribe the letters, make the necessary number of carbons, and address the envelopes for each of the letters
2. bring the completed material to the desk when you are ready for the letters to be signed
3. after the letters are signed, fold them and prepare them for mailing

Correlation II
Necessity of Typing Business Letters with Speed and Accuracy

Office Practice: Through the routine practice in the activity, the typist receives a knowledge of the procedure that goes on in an office.

Shorthand: Taking the dictation in the letters, reviews the students shorthand and his ability to transcribe accurate copies.
Culminating Activity

Business Letters for the Modern Typist

The classroom is set up to represent a large office. One student is selected as the employer, one as his private secretary, one as the receptionist, and three as stenographers. The name of the company is "The Standard Paint Company." Work is carried on just as it would be in a regular office of this type. From the time each phase is mastered, the positions of the students will be changed so that each will have some practice in all types of jobs in the office situation.

Outcomes of the Unit

Business Letters for the Modern Typist

I. Knowledge and understanding of:

A. Forms of business letters most commonly found in offices:
   1. single-spaced indented style
   2. double-spaced indented style
   3. straight block style
   4. first modification block style
   5. second modification block style

B. Efficient addressing of envelopes
   1. spacing in the addressing of envelopes:
      a. business size: two inches from the top and two and one-half inches from the left edge
      b. legal size: two and one-half inches from the top and four inches from the left edge of the envelope
2. size of the business and legal envelopes:
   a. business size--3 5/8 x 6 1/2 inches
   b. legal size--4 1/8 x 9 1/2 inches

3. proper way to fold letters:
   a. business size envelope--fold the lower end of the letter upward to within a half inch of the top edge of the paper; fold from right to left, making the fold about one-third the width of the letter; fold from left to right, making the fold slightly less than one-third the width of the sheet and leaving a half-inch margin in order that the letter may be opened easily.
   b. legal envelope--fold the lower end of the letter upward about one-third the length of the paper; fold the top edge of the paper down to within one-quarter of an inch of the lower fold.

C. Necessity of typing business letters with speed and accuracy

1. knowledge of the kinds of end punctuation in letters
   a. open punctuation--there is no end punctuation except in the body of the letter.
   b. mixed punctuation--end punctuation after the salutation, the body of the letter, and the complimentary close.
   c. closed punctuation--end punctuation after the inside address, salutation, body, and complimentary close.
2. parts of the business letter
   a. date
   b. inside address
   c. salutation
   d. body
   e. complimentary close
   f. signature
   g. reference initials
   h. enclosure

II. Attitude toward:
   A. The continual increase in the amount of work being turned out
      1. less time consumed in typing copy
      2. fewer errors in the completed copy
   B. The general run of office work

III. Habit of:
   A. Looking at the employer's point of view
      1. saving supplies
      2. acceptance of constructive criticism
      3. building dependable characteristics
   B. Using correct habits
      1. correct position
      2. proper stroking
      3. working with ease and control

IV. Appreciation for:
   A. A completed copy that is nothing less than typographically perfect
   B. Your ability as a secretary to aid you vocationally
Leads to Other Units

Business Letters for the Modern Typist

Tabulated material is used to an enormous extent in office work; so for that reason, the unit that is to follow the discussion of the business letter is to be composed of the correct typing of tabulated material.

Teacher Evaluation

do the unit on

Business Letters for the Modern Typist

E. V.G. G. F. P. NONE

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<td>1. Does it involve a variety of direct sensory experiences?</td>
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<td>2. Does it provide for some free, informal association of the pupils?</td>
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<td>3. Does it provide an opportunity for manipulation or bodily activity?</td>
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<td>4. Do the parts of the unit make a coherent whole?</td>
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<td>5. Does it provide for considerable amount of pupil activity?</td>
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</table>
8. Does the unit of work have a useful purpose in the present or future life of the student? ✓
9. Does it reproduce actual life situations as far as possible? ✓
10. Does it utilize materials as they occur in life and in textbooks you are studying? ✓
11. Does it contain accurate information? ✓
12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible? ✓
13. Does it provide opportunity to judge, choose, and evaluate? ✓
14. Is it within the available time for the unit? ✓
15. Is the exposition clear enough to make it possible for another teacher to put into the practices if she so desires? 
16. Is it clearly stated where materials may be obtained? ✓
17. Are the references complete and exact?
Final Check-up Test

Unit II

Business Letters for the Modern Typist

I. Type in the blank below the names of each of the five styles of letters, giving the difference in each style:

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

II. Complete the statements below by typing in the figure or word that will answer the statement:

1. The small size envelope used in business is called the_________.

2. This small size envelope is _______ x _______ inches.

3. The large size envelope is known as the___________________.

4. This large envelope is size_______ x _______ inches.

5. Vertical spacing for addressing envelopes is as follows:
   a. small size_________ spaces from the top
   b. large size_________ spaces from the top
6. Horizontal spacing on an envelope:
   a. small size spaces from the left margin
   b. large size spaces from the left margin

III. The different kinds of punctuation in letters are listed below. Show the differences in the three through giving an example of each:

1. open punctuation:
   a. Mr. John H. Jones
      134 East Fourth Street
      Bowling Green, Ohio

      Dear Sir

      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________

      Yours sincerely

      James F. Fradley

   jh

2. closed punctuation:
   b. Mrs. R. T. Sine
      789 East Riverside
      Louisville, Kentucky

      Dear Madam

      _______________________________________________________
      _______________________________________________________
      _______________________________________________________
      _______________________________________________________

      Yours sincerely

      R. M. Monroe
3. mixed punctuation:
   a. Dr. John H. Hummell
      489 Western Parkway
      Cincinnati, Ohio

   Dear Dr. Hummell

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   Yours very truly

   J. K. Brown

   jh

Attitude test

Answer these questions by checking true or false opposite the questions:
I. My attitude while I am typing business letters has nothing
to do with the ability I have to type an accurate copy. 
   true false

II. If I am typing a letter and am not sure whether I have the
    notes correctly, the best thing to do is check with the
    dictator. 
   true false

III. While I am working in this position, the fact that I am
    doing just the things that I am required to do, has nothing
to do with my advancement. 
   true false

IV. I enjoy typing accurate, neat copies, and this one reason
    helps me to progress in my position. 
   true false

V. My personal appearance and disposition means a great deal to
    me in an office position, but my technical skill must be of
    high quality. 
   true false
**Habit test**

In the statements below, indicate whether you think these habits would aid or hinder you as an employee:

1. Never remembering how to spell names that you have to work with every day.
2. Inability to follow directions.
3. Interest in the firm for which you are working.
4. Doing only the minimum amount of work.
5. Creating an air of pleasantness and industriousness wherever you work.

**Appreciation test**

State your opinion about the following statements by underscoring the word *yes, no, or sometimes* at the end of the sentence:

1. A knowledge of human relationships is essential for success in business.
2. Character consists of certain inherent traits that make us act and think as we do.
3. Grooming and personal appearance has a definite influence on one's business success.
4. You will succeed in business if you lack dependability.
5. A belief in yourself is necessary to a forceful personality.
Key for the Final Check-up Test

Unit II

Business Letters for the Modern Typist

I. Names of the types of business letters:

1. single-spaced indented style--indent each line of the inside address, each line of the complimentary close, and the paragraphs.

2. double-spaced indented style--indent each line of the inside address, each line of the complimentary close, and the paragraphs.

3. straight block style--each line typed flush with the margin.

4. first modification of block--all lines typed flush with the margin, except the closing lines. They are typed with the block form beginning at five spaces to the left of the center of the machine.

5. second modification of block--all lines typed flush with the margin, except the paragraphs (five space indentation) and the closing lines typed block, five spaces to the left of the center of the machine.

II. Complete the statements below by typing in the figure or word that answers the statement:

1. business envelope

2. 3 5/8 x 6 1/2 inches

3. legal envelope

4. 4 1/8 x 9 1/2 inches

5. vertical spacing:
   a. 12 lines
   b. 15 lines

6. horizontal spacing:
   a. 25 spaces
   b. 40 spaces
III. Illustration of the different forms of punctuation:

1. open punctuation:

   Mr. John H. Jones
   134 East Fourth Street
   Bowling Green, Ohio

   Dear Sir

   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Yours sincerely

   James F. Bradley

   jh

2. closed punctuation:

   Mrs. R. T. Sine,
   789 East Riverside,
   Louisville, Kentucky.

   Dear Madam:

   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Yours sincerely,

   R. M. Monroe

   jh
3. mixed punctuation:

Dr. John H. Himmell
489 Western Parkway
Cincinnati, Ohio

Dear Dr. Hummell:

Yours very truly,

J. K. Brown

The Attitude, Habit, and Appreciation test will have no key for the test, because each of the students may have a different opinion to the questions.

Bibliography for the Teacher


Loso, Foster, W., Hamilton, Charles W., and Agnew, Peter L., Secretarial Office Practice (Chicago, South-Western Publishing Co., 1937).

Bibliography for Students

Business Letters for the Modern Typists
Hills, Clarissa, Salutations, Johnstown High School, Supervisor unpublished, Johnstown, Pennsylvania, 1941).


Tabulation in Everyday Work

The purpose of this unit is to enable the student to become familiar with the working parts of the tabulation mechanism and to obtain usable knowledge of the plan for figuring out tabulation problems.

Grade placement: Twelfth grade
Time allotment: Eight weeks
Central theme: Functional tabulation
Objectives

I. Knowledge and understanding of:
   A. Pencil plan for figuring the tabulation problem
   B. Actual typing of tabulation problems

II. Attitude toward: (critical)
   A. Using too much time to figure plan--use judgment plan
   B. Value of using the tabulator mechanism

   Attitude toward: (favorable)
   A. Value of speed in figuring the pencil plan
   B. The difference between centering and tabulation

III. Habit of:
   A. Increasing speed in tabulation through use of tabulator mechanisms
   B. Checking plan before the copy is typed

IV. Appreciation for:
   A. Artistic appearance of the completed tabulation problem
   B. The ability to use the technical skill to enable you to acquire
      a position

Approach

Approaches to the unit in tabulation as suggested by the students:

1. How can you always be sure that you have the right top and bottom
   margins in tabulated exercises?
2. Is it possible to figure tabulated material in letters?
3. Is it necessary to use the tabulator mechanisms when you are
   typing tabulated material?
4. How can you figure the left and right margins in tabulated problems?
Approaches to the unit by the teacher:

1. Ellen's father is a lawyer; so she will bring to class for inspection, one of the legal documents that he uses. In most legal document material, there will be some form of tabulation.

2. The Commercial Club has just collected the dues for the year, the list of names is to be alphabetized and set up in two columns.

Study Guide I

Pencil Plan for Figuring the Tabulation Problem

I. Study all the plans for figuring tabulation that you can locate.

II. Figure the number of spaces you have on a sheet of typewriting paper:

1. elite type

2. pica type

III. What is the difference in figuring tabulation and centering material?

IV. How many lines do you have on a sheet of typewriting paper?

References for students:


References for teachers:


Subject Matter I

Pencil Plan for Figuring the Tabulation Problem

I. Plans for figuring tabulated copy:

1. diagram plan:
   a. draw a bracket for each column
   b. count the number of spaces in the widest item in the first column
   c. find the total number of spaces in the longest item in the second column
   d. find the sum of the spaces in all columns
   e. decide how many spaces you want to leave between the columns
   f. add all the items you have listed in the diagram to find the total number of spaces in the lines of your tabulation
   g. subtract the total number of spaces in the lines from 85—the spaces left are to be your left and right margins
   h. the remaining number of spaces divided by two, for the number of spaces for each margin
   i. set the margin stop at that point
   j. add the left margin stop plus the longest line in the first column, plus the number of spaces to be left between columns, and this is the point for the first tabulator stop for the second column
2. mathematical placement plan:
   a. count the number of spaces that will be used in typing the longest line in each column
   b. add the spaces for all the columns and subtract this from the 85 for pica (with 42 as the centering point) or 100 for elite (with 50 as the centering point)
   c. divide the result by one more than the number of columns in the tabulated report—this represents the number of spaces to be left in each margin and between the columns
   d. set a left margin stop for the point—for obtaining the stops for the other columns, add to this number the number of spaces in the longest line of the first column and the number of spaces to be left between the first and second columns—set the first tabulator stop at that point
   e. figure the rest of the columns in the same manner until you have set a stop for each column.

II. The number of spaces you have on a sheet of typewriting paper:
   a. elite type—twelve spaces to an inch with 8 1/2 inches to the sheet of paper making a total of 100 spaces.
   b. pica type—ten spaces to an inch with 8 1/2 inches to a sheet of paper making a total of 85 spaces.

III. Differences in figuring tabulation and centering
   a. center according to each line
   b. tabulate according to the longest line in each column
IV. The number of lines on a sheet of typewriting paper is determined in this manner -- 11 inches to a sheet of paper with six spaces to an inch on the typewriter. Therefore, there are 66 lines to a sheet of typewriting paper.

Activity I

Pencil Plan for Figuring the Tabulation Problem

I. This is the pencil plan that is to be used in working out all types of tabulated problems. If the problem were as follows:

- main heading -- your name
- subheading -- current date
- two columns to be single-spaced with four words in each column, the longest word in the first column has 10 spaces,
  the longest word in the second column has 8 spaces

Vertical plan

number of lines to a whole sheet of typewriting paper  66

<table>
<thead>
<tr>
<th>Description</th>
<th>Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>main heading</td>
<td>1</td>
</tr>
<tr>
<td>spaces between main heading and subheading</td>
<td>2</td>
</tr>
<tr>
<td>subheading</td>
<td>1</td>
</tr>
<tr>
<td>spaces between subheading and copy</td>
<td>1</td>
</tr>
<tr>
<td>words in copy</td>
<td>9</td>
</tr>
<tr>
<td>spaces to be left in bottom and top margin</td>
<td>57</td>
</tr>
</tbody>
</table>

57 divided by 2 equals 28

start typing on the 29th line
Horizontal plan
(figuring for elite type)

number of spaces on sheet 100
longest word in first column 10
longest word in second column 8
number spaces left for columns between 8

82 divided by 3 equal 27 with one left over
first column starts at 28
28 plus 10 plus 27 equals 65 (second column)
65 plus 8 plus 27 equals 100 (check)

II. Take the following list of words and type the copy after you have figured the plan:
main heading -- your name
subheading -- current date
accommodation beginning benefit
committee efficiency manufacture
noticeable possibility secretary

Correlation I

Pencil Plan for Figuring the Tabulation Problem
Mathematics: Each plan is to be figured mathematically. Even though the plan is simple calculation, it is necessary for correct placement.
Office Practice: Learning the office forms to be tabulated, builds up one phase of office work.
Penmanship: In figuring the problems, one must have a legible hand for figures.
Work Sheet I

Pencil Plan for Figuring the Tabulation Problem

I. Use the Names of the States of the United States as they are listed below, with their appropriate abbreviations for each of the states, to set up a plan for the following:

subheading: States of the United States with their Abbreviations
main heading: your name
four columns to be typed single spaced with columns arranged in this manner—the first column to be a state, the second an abbreviation for that state, the third column a state, the fourth an abbreviation

longest word in the first column—14 spaces
longest word in second column—7 spaces
longest word in third column 14 spaces
longest word in fourth column 5 spaces
there are to be 8 words in each column

(copy)

Key for Work Sheet I

Pencil Plan for Figuring the Tabulation Problem

I. Set up for the following plan:

\[ \begin{array}{c}
\text{1.} \\
\text{2.} \\
\text{3.} \\
\text{4.} \\
\text{5.} \\
\text{6.} \\
\text{7.} \\
\text{8.} \\
\end{array} \]

\[ \frac{53}{2} = 26 \frac{1}{2} \]

Start typing on 27th line.
<table>
<thead>
<tr>
<th>State</th>
<th>Abbreviation</th>
<th>State</th>
<th>Abbreviation</th>
<th>State</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa</td>
<td>Iowa</td>
<td>Maryland</td>
<td>Md.</td>
<td>Alaska</td>
<td>Ala.</td>
</tr>
<tr>
<td>New Mexico</td>
<td>N. Mex.</td>
<td>Texas</td>
<td>Texas</td>
<td>Alaska</td>
<td>Ala.</td>
</tr>
<tr>
<td>Utah</td>
<td>Utah</td>
<td>Tennessee</td>
<td>Tenn.</td>
<td>Alaska</td>
<td>Ala.</td>
</tr>
</tbody>
</table>

JAMES SMITH

States of the United States with their Abbreviations
Study Guide II

Actual Typing of Tabulation Problems

I. Make a copy of the way to figure the pencil plan and the parts of the machine used in tabulation.
II. Learn how to set up the machine for tabulation problems.
III. Consider the tabulation plan for column headings in a problem.

Student references:

Teacher references:

Subject Matter II

Actual Typing of Tabulation Problems

I. Copy of the way to figure tabulation plans:

**Vertical plan**

number of lines to a sheet of paper 66

total number of lines and spaces to be used in the problem to be subtracted from 66; divided by two for the number
**Horizontal plan**

Number of spaces to a sheet of paper: 100 for elite, 85 for pica.

The longest line in each of the columns is to be totaled and subtracted from the spaces to a sheet of paper. This figure is to be divided by one more than the number of columns to get the spaces between each of the columns. Add the spaces in the outside column to the spaces in the first column plus the spaces between the first and second column, and at that point the second column will start.

I-a. Machine parts used in tabulation:

   a. Tabulator clear key
   b. Tabulator set key
   c. Tabulator rack
   d. Tabulator bar

II. Correct way to set up machine for tabulation problems:

   a. Set the left margin stop for the first figure in the plan.
   b. The first tabulator stop is set for the second column.
   c. As many other tabulator stops are set as there are columns.

III. Plan for column headings in tabulation:

   a. Determine the column set up.

   b. Take the longest line in the column, subtract the column heading from the figure, divide by half, and add that number to the point set for the column if the column heading is
shorter than the longest word in the column; subtract the number from the point set for the column if the column heading is longer than the longest word in the column.

Activity II

Actual Typing of Tabulation Problems

I. The material is to be tabulated after the pencil plan has been worked out:

| Emporia | Cleveland | Knoxville |
| Miami   | Dayton    | Louisville |
| Bridgeport | Texas | Rhode Island |
II. Type the plan for tabulation to be filed with the copies that are to be filed for the "Stenographer's Check Sheet," to assist stenographers in working out tabulation problems.

Work Sheet II

Actual Typing of Tabulation Problems

I. List the four parts of the machine that are used in tabulating.
   a. ____________________________
   b. ____________________________
   c. ______________  ____________
   d. ____________________________

II. Work out the pencil plan for the tabulation problem and then type the problem according to the calculations you have set up:
   main heading—your name
   subheading—advanced typewriting
   four columns to be double-spaced with five words in each column
   longest word in first column 21 spaces
   longest word in second column 18 spaces
   longest word in third column 17 spaces
   longest word in fourth column 12 spaces

   The columns are as follows:

<table>
<thead>
<tr>
<th>Australian Chinchilla</th>
<th>Australian Opossum</th>
<th>Baltic Leopard</th>
<th>White Rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ermiline</td>
<td>Weasel</td>
<td>French Chinchilla</td>
<td>Hare</td>
</tr>
<tr>
<td>Lapin</td>
<td>Rabbit</td>
<td>Kolinsky</td>
<td>Weasel</td>
</tr>
<tr>
<td>Ermine</td>
<td>Weasel</td>
<td>Caracul</td>
<td>Lamb</td>
</tr>
<tr>
<td>French Seal</td>
<td>French Rabbit</td>
<td>French Mole</td>
<td>Rabbit</td>
</tr>
</tbody>
</table>
Key to Work Sheet II

**Actual Typing of Tabulation Problems**

I. Tabulator mechanisms:
   a. tabulator set key
   b. tabulator clear key
   c. tabulator rack
   d. tabulator bar

II. Pencil plan for problem in tabulation:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>50</td>
<td>32 / 5 = 6 - 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 / 6 = 3.5 - 2nd Col.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>35 / 6 = 5.83 - 2nd Col.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>59 / 6 = 9.83 - 3rd Col.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100 = 16th Col.</td>
<td></td>
</tr>
</tbody>
</table>

Column headings:

1. $21 - 16 = 11 / 2 = 5 \frac{1}{2}$
2. $8 + 5 = 13 \text{ 1st Col. Heading}$
3. $19 - 9 = 9 / 2 = 4 \frac{1}{2}$
4. $35 + 4 = 39 \text{ 2nd Col. Heading}$
5. $17 - 10 = 7 / 2 = 3 \frac{1}{2}$
6. $6 + 3 = 63 \text{ 3rd Col. Heading}$
7. $12 - 9 = 3 / 2 = 1 \frac{1}{2}$

Total:

$66 + 100 = 166 \text{ Total Columns}$
<table>
<thead>
<tr>
<th>Trade Name</th>
<th>Real Name</th>
<th>Trade Name</th>
<th>Real Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Chinchilla</td>
<td>Australian Opossum</td>
<td>Baltic Leopard</td>
<td>White Rabbit</td>
</tr>
<tr>
<td>Ermiline</td>
<td>Weasel</td>
<td>French Chinchilla</td>
<td>Hare</td>
</tr>
<tr>
<td>Lapin</td>
<td>Rabbit</td>
<td>Kolinsky</td>
<td>Weasel</td>
</tr>
<tr>
<td>Ermiline</td>
<td>Wessel</td>
<td>Caracul</td>
<td>Lamb</td>
</tr>
<tr>
<td>French Seal</td>
<td>French Rabbit</td>
<td>French Mole</td>
<td>Rabbit</td>
</tr>
</tbody>
</table>
Culminating Activity

Tabulation in Everyday Work

Set up the typing hall as a large office. Each group at a special desk will be typing one certain copy. These forms will be tabulated; and each group will be responsible for the correctness of the plan and the typewritten copy. When each group becomes familiar with the work at his desk, he will be allowed to move to another desk to work there.

Outcomes of the Unit

Tabulation in Everyday Work

I. Knowledge and understanding of:

A. Pencil plan for figuring tabulated copies:

1. diagram plan

   a. draw a bracket for each column
   b. count the number of spaces in the widest item in the first column
   c. find the total number of spaces in the longest item in the second column
   d. find the sum of the spaces in all columns
   e. decide how many spaces you want to leave between the columns
   f. add the items you have listed in the diagram to find the total number of spaces in the lines of your tabulation
   g. subtract the total number of spaces in the lines from 85—the spaces left are to be your left and right margins.
h. the remaining number of spaces divided by two, for the number of spaces for each margin
i. set the margin stop at that point
j. add the left margin stop, plus the longest line in the first column, plus the number of spaces to be left between columns, and this will be the first tabulator stop for the second column

2. mathematical placement plan

a. count the number of spaces that will be used in typing the longest line in each column
b. add the spaces for all the columns and subtract this sum from 85 for pica or 100 for elite
c. divide the result by one more than the number of columns in the tabulated report—this will be the number of spaces to be left in each margin and between the columns

d. set a left margin stop for that point—for obtaining the stops for the other columns, add to this number where you set the left margin, the number of spaces in the longest line in the first column and the number of spaces to be left between the first and second columns—set the first tabulator stop at that point

e. figure the rest of the columns in the same manner until you have set a stop for each column
3. number of spaces horizontally on a sheet of typewriting paper:
   a. elite type--twelve spaces to an inch with 8 1/2 inches to the sheet of paper
   b. pica type--ten spaces to an inch with 8 1/2 inches to the sheet of paper

4. differences in figuring tabulation and centering:
   a. center material according to each word
   b. tabulate material according to the longest line in each column

5. number of lines on a sheet of typewriting paper: paper is 11 inches with 6 spaces to an inch, making a total of 66 lines to the whole sheet

B. Actual typing of tabulation problems:

1. parts of the machine used for tabulating material:
   a. tabulator clear key--clear all stops set previously
   b. tabulator set key -- set stops as you desire
   c. tabulator stop rack -- holds the entire stops
   d. tabulator bar -- depress for setting stops

2. plan for column headings in tabulation
   a. determine the column set up
   b. take the longest line in the column, subtract the column heading from that figure, divide by half, and add that number to the point set for the column if the column heading is shorter than the longest word in the column; subtract the number from the point set for the column if the heading is longer than the longest word in the column.
II. Attitude toward: (critical)

A. The necessity of working out accurate plan for the copy
   1. use of judgement plan
   2. leave different number of spaces between all columns

B. The time-saving element in using the tabulator mechanism is not great

Attitude toward: (favorable)

A. Importance of the ability to figure the plan rapidly
   1. assurance that one has that he is doing the thing correctly
   2. being able to help someone else work out the problem

III. Habit of:

A. Making use of all special parts of the machine

B. Proving all your calculations in the pencil copy

IV. Appreciation for:

A. Concrete use of the technical skill
   1. tabulate business forms
   2. tabulate within letter copies

B. Artistic appearance of the completed tabulated copy

Leads to Other Units

Tabulation in Everyday Work

During the course of the year's work, we have completed enough material for our "Stenographer's Check Sheet." We are going into the unit of Manuscript Typing for Practical Use in order to thoroughly understand how to type this booklet. The unit is included to acquaint the students with the typing of manuscript copy, as they will have to type this kind of material in the office or personal typing.
Teacher Evaluation
of the Unit
Tabulation in Everyday Work

To what extent:

1. Does it involve a variety of direct sensory experiences?
   - [ ]

2. Does it provide for some free, informal association of the pupils?
   - [ ]

3. Does it provide an opportunity for manipulation or bodily activity?
   - [ ]

4. Do the parts of the unit make a coherent whole?
   - [ ]

5. Does it provide for considerable amount of pupil activity?
   - [ ]

6. Does it contain an anticipated outcome that is satisfactory?
   - [ ]

7. Does it provide sufficient concrete and illustrative materials?
   - [ ]

8. Does the unit of work have a useful purpose in the present or future life of the pupil?
   - [ ]

9. Does it reproduce actual life situations, as far as possible?
   - [ ]
10. Does it utilize materials as they occur in life and in textbooks you are studying? 

11. Does it contain accurate information? 

12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible? 

13. Does it provide opportunity to judge, choose, and evaluate? 

14. Is it within the available time for the unit? 

15. Is the exposition clear enough to make it possible for another teacher to put it into practice if she so desires? 

16. Is it clearly stated where materials may be obtained? 

17. Are the references complete and exact?
Final Check-up Test

Unit III

Tabulation in Everyday Work

I. Set your tabulation plan (pencil copy) and the actual typing of the problem, using the following material for the copy:

- main heading—your name
- date—subheading
- column heading—first, Year   second, Property Investment   third, Gross Revenues   fourth, Number of Customers

eight words in each column, four columns, with single-spaced copy
longest line in first column, 4 spaces
longest line in second column, 15 spaces
longest line in third column, 14 spaces
longest line in fourth column, 10 spaces

<table>
<thead>
<tr>
<th>Year</th>
<th>Property Investment</th>
<th>Gross Revenues</th>
<th>Number of Customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>$1,734,000,000</td>
<td>$'251,600,000</td>
<td>3,081,000</td>
</tr>
<tr>
<td>1911</td>
<td>1,650,000,000</td>
<td>276,900,000</td>
<td>3,459,000</td>
</tr>
<tr>
<td>1912</td>
<td>2,175,678,000</td>
<td>526,336,000</td>
<td>5,004,000</td>
</tr>
<tr>
<td>1913</td>
<td>2,381,478,000</td>
<td>124,375,000</td>
<td>9,820,000</td>
</tr>
<tr>
<td>1914</td>
<td>3,060,392,000</td>
<td>821,567,000</td>
<td>11,700,000</td>
</tr>
<tr>
<td>1915</td>
<td>12,900,736,000</td>
<td>1,082,120,000</td>
<td>4,000,000</td>
</tr>
<tr>
<td>1916</td>
<td>12,332,114,000</td>
<td>1,009,661,000</td>
<td>24,000,000</td>
</tr>
<tr>
<td>1917</td>
<td>1,975,999,000</td>
<td>332,114,000</td>
<td>24,708,000</td>
</tr>
<tr>
<td>1918</td>
<td>12,900,000,000</td>
<td>1,039,502,200</td>
<td>23,153,253</td>
</tr>
</tbody>
</table>
Attitude test

Underscore the word at the left that you think will more nearly answer the statement:

Yes No Sometimes I. I never intend to use my typewriting; so should I learn tabulation?

Yes No Sometimes II. If the judgment plan usually works, I will get by in my work using it.

Yes No Sometimes III. It is a waste of time to stop to set up the tabulator mechanism when you are ready to tabulate a copy.

Yes No Sometimes IV. I have found that tabulation is interesting and makes a pretty typed copy.

Yes No Sometimes V. The machine cooperates with me as I tabulate material.

Habit test

Write the word good or bad to indicate which of the two you think these statements could develop:

I. When I type tabulated material, I type completely through one column before I start the other columns.

II. As I use the tabulator mechanism, I never look up from the copy.

III. Figures in tabulated copy should be typed with the same smoothness as letter reaches are typed.
Appreciation test

Underscore either yes or no to show your opinion about the statement as it is given below:

I. The fact that I have added one more knowledge to my technical skill in typewriting is of value to me as a prospective secretary or typist. yes no

II. Learning to work with a skill that will be of profit to me when I start working is a great incentive. yes no

III. Correlating the other courses with the typewriting is beneficial to me as I plan to become a secretary. yes no

IV. When I start to work each day on the tabulation problems, I try to get the right idea about the purpose of the days work. This aids me in accomplishing the task. yes no

V. The cooperative spirit that I find in the class room is of value to me. yes no

Key to Final Check-up Test

Tabulating in Everyday Work

I. The pencil plan for the problem:

```
  66
   \ /  
   \ /  
   \ /  
  17 -- 24
  42

42 ÷ 2 = 21 lines from top
Start typing on 22nd line.
```
### James Smith

**July 15, 1944**

<table>
<thead>
<tr>
<th>Year</th>
<th>Property Investment</th>
<th>Gross Revenue</th>
<th>Number of Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>$1,743,000,000</td>
<td>$251,600,000</td>
<td>3,081,000</td>
</tr>
<tr>
<td>1911</td>
<td>1,050,000,000</td>
<td>276,900,000</td>
<td>3,459,000</td>
</tr>
<tr>
<td>1912</td>
<td>2,175,678,000</td>
<td>526,336,000</td>
<td>5,004,000</td>
</tr>
<tr>
<td>1913</td>
<td>2,381,478,000</td>
<td>124,375,000</td>
<td>9,820,000</td>
</tr>
<tr>
<td>1914</td>
<td>3,060,392,000</td>
<td>821,567,000</td>
<td>11,700,000</td>
</tr>
<tr>
<td>1915</td>
<td>12,090,736,000</td>
<td>1,072,120,000</td>
<td>4,000,000</td>
</tr>
<tr>
<td>1916</td>
<td>12,332,114,000</td>
<td>1,009,661,000</td>
<td>24,000,000</td>
</tr>
<tr>
<td>1917</td>
<td>1,975,999,000</td>
<td>333,114,000</td>
<td>24,708,000</td>
</tr>
<tr>
<td>1918</td>
<td>12,900,000,000</td>
<td>1,039,520,200</td>
<td>23,153,253</td>
</tr>
</tbody>
</table>

Column headings:

- $4 - 4 = 0 \div 2 = 0$
- $12 + 0 = 12 \div 1st Col. leading$
- $19 - 15 = 4 \div 2 = 2$
- $27 - 2 = 25 \div 2nd Col. leading$
- $14 - 13 = 1 \div 2 = \frac{1}{2}$
- $53 + 0 = 53 \div 3rd Col. leading$
- $18 - 10 = 8 \div 2 = 4$
- $78 - 4 = 74 \div 4th Col. leading$
There will be no check sheet for the Attitude, Appreciation, and Habit tests, because each student will answer the questions according to his own judgement.

Bibliography for the Teacher

Tabulation in Everyday Work


Bibliography for the Student


Manuscript Typing for Practical Use

Webster defines manuscript as "A written or typewritten document of any kind as distinguished from printed copy." This is so broad that it includes everything in longhand or typewritten copy.

The term is much narrower in definition as it applies to college or high school work today. It generally means longhand and typewritten compositions regardless of length.

In this unit, one should consider the various parts that have been compiled to make up the "Stenographer's Check Sheet" as the copy for the manuscript.

Grade Placement: Twelfth Grade

Time Allotment: Eight Weeks

Central Theme: Building a copy to aid the stenographer in office work

Objectives

I. Knowledge and understanding of:
   A. Basic rules for typing manuscript copy
   B. Preparation for actual typing for the booklet

II. Attitude toward: (critical)
   A. Consumption of too much time
   E. May never use the copy

Attitude toward: (favorable)
   A. The value of working for later use of material
   B. Cooperation among the entire group for best completed material

III. Habit of:
   A. Working toward some definite goal
   E. Creating a systematic method of typing material
IV. Appreciation for:
   A. A completed job that you are proud of
   B. The artistic value of typewriting
   C. The knowledge that you can work efficiently at your typewriting

Student approach:
I. What are we going to do with the arranged material that we have filed in the folders?

II. How will we get all the material separated so that we can make it in the form of a booklet?

III. What are the rules for typing manuscript copy?

Teacher approach:
I. Study enough rules on the general set up for the manuscript copy so that we can discuss fully the entire plan before we start typing the copy:
   1. Is the copy single spaced?
   2. Do you use footnotes? How? When?
   3. Is it necessary to have a bibliography?
   4. What space line is preferred?

II. Figure out the placement of the material in the booklet. What do you want to use first, second, etc?

Study Guide I
Basic Rules for Typing Manuscript Copy
I. Check as many lists of rules for the typing of manuscript copy as you can find. Take notes on the rules and formulate your own list to base your plan for the copy.
II. Learn the proper ways to write footnotes. Decide which form you want to use.

References for students:

References for teachers:

Subject Matter I

Basic Rules for Typing Manuscript Copy

I. Compile a list of rules for typing manuscript copy:
1. use double spacing
2. make a duplicate copy
3. margins for the manuscript for the types of bindings
   a. bound at side--leave two-inches at the left and one-inch at the right
   b. bound at the top--leave a three-inch top margin on the first page and a two-inch top margin on each succeeding page
leave at least a one-inch margin at the left, the right, and the bottom of the page

c. not to be bound--leave a one-inch margin at the left, the right, and the bottom of each page, a two-inch top margin on the first page, and a one-inch top margin on each succeeding page

4. the title, or heading, should be centered and typed in capital letters approximately two inches from the top of the first page.

5. leave three single spaces between the title and the first line of the copy.

6. use the underscore as a sign for the printer to set the word, or words, in italic type.

7. quoted titles of books, periodicals, and the manuscript copy usually italicized.

8. the pages of a manuscript should be numbered in Arabic numerals, not Roman.

9. in referring to footnotes, use superior figures in the text place the figure after the punctuation mark but do not space between the punctuation mark and the figure.

10. place quotation marks and other marks of punctuation as follows:
    a. a period or comma at the end of a quotation should precede the quotation mark
    b. a semicolon or a colon should follow the quotation mark
    c. a question or exclamation mark is placed in relation to the following:

      (1) if the question applies to the quotation--comes first
(2) if the question applies to the sentence--comes after the quotation mark

II. Study the proper ways to write footnotes:

1. number footnotes consecutively throughout an article or a chapter in a book.

2. the footnotes must appear at the foot of the same page as that on which the references appear
   a. separate footnotes from the text by a line extending approximately two inches from the left margin
   b. indent the footnote five spaces or it may be typed even with the margin when elevated figures are used
   c. single-space footnotes, but double-space between them
   d. reference made to a published book, the footnote is typed as follows:
      (1) the author's name, followed by a comma
      (2) title of book, followed by a comma and underscored
      (3) the place of publication, followed by a comma
      (4) the name of the publisher, followed by a comma
      (5) the date of publication, followed by a comma
      (6) the exact page of book, followed by a period
   e. reference made to a published article, the footnote is typed as follows:
      (1) the author's name, followed by a comma
      (2) the title of the article, placed within quotation marks and followed by a comma
(3) the name of the periodical in which the article is published, underscored and followed by a comma

(4) the volume number, typed in capitalized Roman numerals and always followed by a comma; and the reference typed in Arabic numerals

f. two footnotes following each other containing reference to the same work without any intervening footnote, use ibid., the abbreviation for ibidem (meaning, in the same place), and the exact page number for the second footnote

Activity I

Basic Rules for Typing Manuscript Copy

After the lists of rules have been set up, each is to bring his list to class. The final list composed of the desired rules will be posted on the bulletin board so that each person may refer to it when there is a question about any part of the manuscript typing.

Correlation I

Basic Rules for Typing Manuscript Copy

English: In making the rules and compiling the material for manuscript copy, emphasis is placed on the correctness of the English.

Office Practice: The material that is being arranged for the booklet is dealing with the workings in an office situation.

Filing: Throughout the year, the material has been filed for the information that is to be written in the booklet. This material has been filed alphabetically.
Work Sheet I

Manuscript Typing--Basic Rules

Fill in the proper word in the blanks below:

I. The number of spaced left at the top and bottom in manuscript copy when it is to be bound at the side is ________________.

II. Always use ______ ___ copy in manuscript typing

III. Footnotes and bibliographies are typed using ______ ___ spacing.

IV. Erasing is ______ ___ taste in manuscript typing. (good or bad)

V. Manuscript typing is usually taken from _____ ___ copy.

Key to Work Sheet I

Manuscript Typing--Basic Rules

I. two inches

II. double-spaced

III. single

IV. bad

V. rough draft

Study Guide II

Preparation for Actual Typing for the Booklet

I. List the material that is to be put in the booklet in the order you want the items to appear.

II. Outline the material for placement after you have it in order.
Student references:

Teacher references:

Subject Matter II

Preparation for Actual Typing for the Booklet

I. List of the material as it is to appear in the booklet:

1. correct posture at the machine
   a. fingers relaxed, curving over the home keys
   b. hands slanting upward from the wrists
   c. wrists held low, close to the front of the typewriter, but not touching it
   d. forearms slanting slightly upward from the elbows
   e. upper arms slanting forward
   f. body leaning slightly forward from the hips
   g. feet comfortably placed on the floor
2. parts of the machine
   a. carriage -- movable part of the machine
   b. cylinder -- roller around which the paper is rolled
   c. cylinder knobs -- twirl paper into the machine
   d. paper table -- table that the paper rests on
   e. paper release lever -- releases the paper
   f. paper guide -- guides paper into the machine
   g. paper bail or fingers -- holds paper firmly against cylinder
   h. line-space regulator -- regulates spacing between lines
   i. margin stops -- sets the line lengths
   j. carriage release levers -- releases the carriage
   k. variable line-space -- spaces between the lines of writing
   l. carriage return lever -- returns carriage to line of writing
   m. space bar -- spaces between words
   n. shift keys -- used to capitalize words

3. characteristics other than technical ability that will aid you as a secretary
   a. physical condition
      (1) good vision
      (2) proper amount of sleep
      (3) correct diet
      (4) plenty of exercise
   b. mental attitude
      (1) power of concentration
      (2) resourcefulness
   c. cooperative spirit
4. punctuation rules to aid the stenographer

a. comma should be used in the following:
   (1) series of words, phrases, or clauses
   (2) introductory participial phrase
   (3) non-restrictive phrase following its principal
   (4) parenthetical expressions
   (5) direct address
   (6) words, phrases, or clauses in apposition
   (7) name of the state, following the city
        year following the month and also the day
        date of month following day of week
   (8) nominative absolute
   (9) contrasting expressions
   (10) short direct quotations
   (11) between members of compound sentences when
        the conjunction is present as, but, or, nor,
        and, if no other punctuation is present
   (12) inverted adverbial clauses

b. semicolon
   (1) between members of a compound sentence if the
       coordinate conjunction is present and there is
       other punctuation
   (2) in compound sentences when the conjunction is
       omitted
in compound sentences with conjunction omitted and the members connected by the following; so, also, yet, then, still, hence, besides, however, otherwise, nevertheless, accordingly, and consequently

5. rules for syllabication of words for typewritten copy

a. divide a word only when it is necessary to do so
b. a word of four letters must not be divided
c. when a word containing three or more syllables is to be divided at one-letter syllable, the one-letter syllable should be typed on the first line
d. a one-letter syllable at the beginning of a word must not be separated from the rest of the word
e. when a final consonant is doubled before a suffix, the additional consonant should be placed with the suffix
f. a syllable that does not contain a vowel must not be separated from the remainder of the word
g. words ending in such terminations as able, ible, and ical should usually be divided between the stem of the word and the termination
h. when a root word ends with a double letter, separate the suffix from the root word
i. when a word is to be divided at a point where two vowels that are pronounced separately come together, these vowels should be divided into separate syllables
6. figuring line lengths with spacing vertically and horizontally
   a. length of the line is determined by taking half the length subtracting it from the center of the machine for the left margin; adding it to the center of the machine, plus five, for the right margin
   b. number of spaces per inch horizontally on pica type --ten spaces
      number of spaces per inch horizontally on elite type--twelve spaces
   c. number of lines to an inch vertically--six

7. tabulation pencil plan
   a. vertical placement--count the number of lines and spaces to be used by the entire problem, subtract this number from sixty-six, and divide by two to get the lines that you will come down on a sheet of paper to start the typing
   b. horizontal placement--count the number of spaces in the longest line in each column, subtract this number from eighty-five (pica type) or one hundred (elite type); divide this number by one more than the number of columns in the copy to obtain the spaces in each margin and between columns

8. letter styles
   a. single-spaced indented style--indent each line in the inside address in five spaces, indent the paragraphs,
indent the closing lines starting the first one five spaces from the center of the machine with each of the others five spaces from that point

b. double-spaced indented style—the set up is the same as single-spaced indented style except the lines are double spaced instead of single spaced

c. block style—all lines typed flush with the margin except the date line

d. first modification of block style—the date is indented, and the closing lines are typed in block form, five spaces to the left of the center of the machine

e. second modification of block style—the date is indented, the paragraphs are indented, and the closing lines are blocked five spaces from the center of the machine

9. punctuation in letters

a. open punctuation—no terminal punctuation except in the body of the letter

b. mixed punctuation—no terminal punctuation except in the salutation, body, and complimentary close

c. closed punctuation—terminal punctuation in the inside address, also the salutation, body, and complimentary close

10. vitamins for the secretary

a. vitamin a—ask questions

b. vitamin b—be brief

c. vitamin c—confidence

? d. directness—vitamin d
Activity II
Preparation of the Actual Typing of the Booklet

Each person is to arrange the material that he has in his folder. The actual typing of the copy will be left up to the individual who is doing the typing.

Correlation II
Preparation of the Actual Typing of the Booklet

English: Typing manuscript copy demands correlation with English.
Spelling: To compose material as you type, you must have the ability to see that the words are spelled correctly.
Shorthand: All the notes that have been taken in dealing with the preparation of the copy in this unit have been taken in shorthand and then transcribed.

Work Sheet II
Preparation of the Actual Typing of the Booklet

Answer the statements below by filling in the blank to check yes or no:

I. Are you working at this task with the right mind set? ________
II. Do you always double space in manuscript copy? ________
III. One copy is all that is necessary for manuscript typing. ________
IV. The length of the line in manuscript typing is always four inches long. ________
V. Manuscripts are bound at the side. ________
Key to Work Sheet II

Preparation for the Actual Typing of the Booklet

I. yes
II. no
III. no
IV. no
V. not always

Culminating Activity

Manuscript Typing for Practical Use

The booklets are to be displayed in the library for the visitors and the students to read. After they have been read, they are returned to the typewriting hall for references during the rest of the school year. When the year is ended, the students are allowed to take the copy they typed for reference booklets.

Outcomes of the Unit

Manuscript Typing for Practical Use

1. Knowledge and understanding of:

A. The basic rules for typing manuscript copy
   1. use double spacing
   2. make a duplicate copy
   3. margins for the manuscript for the types of bindings
      a. bound at side--leave two-inches at the left and one-inch at the right
b. bound at the top--leave a three-inch top margin on the first page and a two-inch top margin on each succeeding page; leave at least a one-inch margin at the left, the right, and the bottom of the page

c. not to be bound--leave a one-inch margin at the left, the right, and the bottom of each page

4. the title, or heading, should be centered and typed in capital letters approximately two inches from the top of the first page

5. leave three single spaces between the title and the first line

6. use the underscore as a sign for the printer to see the word in italic type

7. quoted titles of book, periodicals, and manuscripts are usually italicized

8. the pages of a manuscript should be numbered in Arabic numerals

9. in footnotes, use superior figures in the text

10. place quotation marks and other marks of punctuation as follows:

   a. period or comma at the end of a quotation should precede the quotation mark

   b. semicolon or colon follows the quotation mark

   c. question or exclamation mark is placed in relation to the following:

      (1) if the question applies to the quotation--the question comes first

      (2) if the question applies to the sentence--the quotation mark comes first
B. Study of the actual preparation for the typing of the booklet

1. Kind of footnotes to be used
   a. Number footnotes consecutively throughout article
   b. Must appear at the foot of the same page as that on which the reference figures appear

1. Separate footnotes from the text by a line extending approximately two inches from the left margin
2. Indent the footnote five spaces or it may be typed even with the margin when elevated figures are used
3. Single-space footnotes, but double-space between them
4. Reference made to a publishing book, the footnote is typed as follows:

(a) The author's name, followed by a comma
(b) Title of book, followed by a comma and underscored
(c) The place of publication, followed by a comma or a colon
(d) The name of the publisher, followed by a comma
(e) The date of publication, followed by a comma
(f) The exact page of the book, followed by a period.
(5) reference made to a published article, the footnote is typed as follows:

(a) the author's name, followed by a comma
(b) the title of the article, placed within quotation marks and followed by a comma
(c) the name of the periodical in which the article is published, underscored and followed by a comma
(d) the volume number, typed in capitalized Roman numerals and always followed by a comma; and the page reference typed in Arabic numerals

(6) two footnotes containing references to the same work and follow each other without any intervening footnote, use *ibid.*, the abbreviation for *ibidem* (meaning, in the same place), and the exact page number for the second footnote

2. material as it appears in the booklet

   a. correct posture at the machine

   (1) fingers *relaxed*, curving over the home keys
   (2) hands slanting upward from the wrists
   (3) wrists held low, close to the front of the typewriter, but not touching it
   (4) forearms slanting slightly upward from the elbows
   (5) upper arms slanting forward
   (6) body leaning slightly forward from the hips
   (7) feet comfortably placed on the floor
b. parts of the machine

(1) carriage -- movable parts of the machine
(2) cylinder -- roller around which paper is rolled
(3) cylinder knobs -- twirl paper into the machine
(4) paper table -- table that the paper rests on
(5) paper release lever -- releases the paper
(6) paper guide -- guides paper into the machine
(7) paper fingers -- holds paper firmly against cylinder
(8) line-space regulator -- regulated by line spacing
(9) margin stops -- sets the line lengths
(10) carriage release levers -- releases the carriage
(11) variable line-space -- spaces between the line
(12) carriage return lever -- returns carriage to line
(13) space bar -- space between words
(14) shift keys -- used to capitalize words

c. characteristics other than technical ability that will aid you as a secretary

(1) physical condition
   (a) good vision
   (b) proper amount of sleep
   (c) correct diet
(2) mental attitude
   (a) power of concentration
   (b) resourcefulness
(3) cooperative spirit
3. Punctuation rules to aid the stenographer

a. Comma should be used in the following:

1. Series of words, phrases, or clauses
2. Introductory participial phrase
3. Non-restrictive phrase following its principal
4. Parenthetical expressions
5. Direct address
6. Words, phrases, or clauses in apposition
7. Name of the state, following the city, year following the month and the day, date of month following day of week
8. Nominative absolute
9. Contrasting expressions
10. Short direct quotations
11. Between members of compound sentences when the conjunctions, but, or, nor, and, are present if no other punctuation is present
12. Inverted adverbial clauses

b. Semicolon

1. Between members of a compound sentence if the coordinate conjunction is present and there is no other punctuation
2. In compound sentences when the conjunction is omitted
3. In compound sentences with conjunction omitted and the members connected by the following: so, also, yet, then, still, hence, besides, however, otherwise nevertheless, accordingly, and consequently
c. rules for syllabication of words for typewritten copy

1. Divide a word only when it is necessary to do so.
2. A word of four letters must not be divided.
3. When a word containing three or more syllables is to be divided at one-letter syllable, the one-letter syllable should be typed on the first line.
4. A one-letter syllable at the beginning of a word must not be separated from the rest of the word.
5. When a final consonant is doubled before a suffix, the additional consonant should be placed with the suffix.
6. A syllable that does not contain a vowel must not be separated from the remainder of the word.
7. Words ending in such terminations as able, ible, and ical should usually be divided between the stem and the termination.
8. When a root word ends with a double letter, separate the suffix from the root word.
9. When a word is to be divided at a point where two vowels that are pronounced separately come together, these vowels should be divided into each separate syllable.

d. Figuring line lengths with spacing vertically and horizontally

1. Length of the line is determined by taking half the length of the line subtracting it from the center of the machine for the left margin; add it to the
center of the machine, plus five for the right margin

(2) number of spaces per inch horizontally on pica type—ten

(3) number of spaces per inch vertically on elite type—twelve

e. tabulation pencil plan

(1) vertical placement -- count the number of lines and spaces to be used by the entire problem, subtract this number from sixty-six and divide by two to get the lines that you will have to come down on the sheet of paper to start the typing

(2) horizontal placement -- count the number and spaces in the longest line in each column, subtract this number from eighty-five (pica type) or one hundred (elite type); divide this number by one more than the number of columns in the copy to obtain the spaces in each margin and between columns

f. letter styles

(1) single-spaced indented style—indent each line in the inside address five spaces, indent the paragraphs, indent the closing lines starting the first one five spaces to the left of the center of the machine with each of the others five spaces from that point
(2) double-spaced indented style—the set up is the same as single-spaced indented style except the lines are double spaced instead of single spaced

(3) block style—all lines typed flush with the margin except the date

(4) first modification of block style—the date is indented, and the closing lines are typed in block form, five spaces to the left of the machine

(5) second modification of block style—the date is indented, the paragraphs are indented, the paragraphs are indented, and the closing lines are blocked in five spaces from the center of the machine

g. punctuation in letters

(1) open punctuation—no terminal punctuation except in the body of the letter

(2) mixed punctuation—no terminal punctuation except in the salutation, body, and complimentary close

(3) closed punctuation—terminal punctuation in the inside address, salutation, body, and complimentary close

h. vitamins for the secretary

(1) vitamin a—ask questions

(2) vitamin b—be brief
(3) vitamin c--confidence
(4) vitamin d--directness
(5) vitamin e--earnestness
(6) vitamin f--friendliness

II. Attitude toward:
   A. Setting a goal each time for a task
   B. Methodical working habits

III. Habit of:
   A. Cooperating with the entire group
   B. Completing one task; then going to another

IV. Appreciation for:
   A. A completed copy that you can be proud of
   B. The artistic part of typewriting
   C. The working up of a booklet that will be an aid to you

   Leads to other Units

After the students have typed the unit dealing with manuscript typewriting, they become interested immediately in whether they, as typists and shorthand students, have the right qualifications for assuming a position as a stenographer or secretary. For this reason, the unit dealing with Applying for a Position is used as the last unit for the year. The purpose of the unit is to be sure the inexperienced person has some idea about what is required of him as a perspective office worker.
Teacher Evaluation
Manuscript Typing for Practical Use

To what extent:
I. Does it involve a variety of direct sensory experiences?
II. Does it provide for some free, informal association of the pupils?
III. Does it provide an opportunity for manipulation or bodily activity?
IV. Do the parts of the unit make a coherent whole?
V. Does it provide for considerable amount of pupil activity?
VI. Does it contain an anticipated outcome that is satisfactory?
VII. Does it provide sufficient concrete illustrative materials?
VIII. Does the unit of work have a useful purpose in the present or future life of the pupil?
IX. Does it reproduce actual life situations, as far as possible?
X. Does it utilize materials as they occur in life and in textbooks you are studying?
XI. Does it contain accurate information?

XII. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?

XIII. Does it provide opportunity to judge, choose, and evaluate?

XIV. Is it within the available time for the unit?

XV. Is the exposition clear enough to make it possible for another teacher to put the unit into practice if she so desires?

XVI. Is it clearly stated where materials may be obtained?

XVII. Are the references complete and exact?

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Final Check-up Test

Manuscript Typing for Practical Use

Type this rough-draft copy correcting the errors according to the proof-reader’s marks—this material is to be an unbound manuscript:

How to Erase Cap.

When you are typing work that is to be marked for mistakes, erasing is not allowed. When you are typing material for your personal use, meat erasures are acceptable. Typing over wastes time and supplies. The efficient work strives for use the first writing, but when errors are made, they must be correct end skill in making the corrections.
will be helpful in offsetting lost time.

Study carefully the following steps in erasing:

1. Move the carriage to the right or left hand before erasing. This will prevent waste from falling in the typewriter mechanism.

2. The use of an eraser should to protect the writing that is not to be erased.

Attitude test

Answer the following by checking underneath the **yes** or **no** to indicate which you think is correct, as far as you react:

**yes**  **no**

I. Do I monopolize the conservation when I am in a group that I am well acquainted with?

II. Am I one of the persons who is the last to lay aside an old idea in the matter of dress?

III. Have I overcome the enormous tenseness that so often arises when one is to be tested on a skilled subject?

IV. Is my general knowledge well rounded so that I have some ideas on most of the current affairs?

V. Am I able to enter a room without becoming self-conscious?

Habit test

Write a check mark underneath the word opposite the sentence stating your belief in whether these are good habits or not:

**yes**  **no**

I. The habit of carrying all supplies with me is not necessarily a good habit.
II. Why should I carry all my supplies when I can borrow them from someone else?

III. Checking papers after they have been completed is not a good habit to have formed.

IV. One of the traits of a good secretary is to be on time.

**Appreciation Test**

At the right of the statements check the word that you think indicates your idea about the statement:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>yes</th>
<th>no</th>
<th>sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The completed copy of typewritten material is a thing to be proud of.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Do you appreciate the quality that you have developed in your work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. I clean my machine before I oil it, because the oil will mix with the dirt in the machine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. A cover does not help protect the typewriter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. When I erase, I never move the carriage, because it is too much trouble.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key to Final Check-up Test
Manuscript Typing for Practical Use

HOW TO ERASE

When you are typing work that is to be marked for mistakes, erasing is not allowed. When you are typing material for your personal use, neat erasures are acceptable. Typing over wastes time and supplies. The efficient worker strives for usable first writing, but when errors are made, they must be corrected. Skill in making the corrections will be helpful in offsetting lost time.

Study carefully the following steps in erasing:

1. Move the carriage to the right or the left hand before erasing. This will prevent waste from falling in the typewriter mechanism.

2. The use of an eraser shield to protect the writing that is not to be erased.

There will be no key for the Attitude, Habit, and Appreciation tests, because no two students will have the same answers to the questions.

Bibliography for the Teacher
Manuscript Typing for Practical Use


Bibliography for Student


------,


Applying for a Position

After the skill of typewriting and shorthand has been obtained, it will be of no use to the individual unless he has achieved along with it the ability to follow through with the other qualities that one must have before he is a finished typist or stenographer. In order to assure the student that he may have at his disposal the other factors that he should possess to succeed, this unit is included in the course of study.

In this unit of work, time will be taken to discuss with the student many of the pitfalls that he may encounter unless he has some of the general knowledge that is necessary for beginning a position of any kind; but special emphasis will be placed upon the application letter and the personal interview for the position as a typist or secretary.

**Grade placement:** Twelfth grade

**Time allotment:** Eight weeks

**Central theme:** Getting the job

**Objectives**

I. Knowledge and understanding of:
   
   A. The application letter
   
   B. Personal interview

II. Attitude toward:

   A. The proper way to apply for a position
   
   B. Obtaining references for securing a position
III. Habit of:
   A. Having at your disposal the technical skills necessary
      1. shorthand
      2. typewriting
      3. general knowledge
   B. Being prepared with the necessary supplies

IV. Appreciation for:
   A. Cooperativeness of personnel workers
   B. The knowledge that you are able to do your job well

Approach

Bring one of the local personnel managers into the class for a discussion about the importance of the personal interview, the letter of application, the data sheet, and the value of the knowledge of the skills one must possess to succeed as a typist or secretary.

Study Guide I

The Application Letter

I. What should be included in the letter of application?

II. List the items as you would arrange them on the data sheet.

References for the student:


Teacher's references:


Subject Matter I

The Application Letter

I. The application letter should contain the following:

A. General knowledge

B. References
   1. two character references
   2. two technical references

C. Recent photograph

D. Willingness for a personal interview if necessary

E. The data sheet is included in the letter
   1. lists specific data
   2. names and addresses of references

II. Items and arrangement of the data sheet:

A. Personal
   1. name
   2. address
   3. height
4. weight
5. age
6. place of birth
7. nationality
8. married or single
9. religion
10. physical condition

B. Education
1. high school
2. college
3. graduate

C. Experience

D. References

Activity I

The Application Letter

Write a letter of application to a firm applying for a position in his office as secretary. Address an envelope, type a data sheet, and the general letter of application for the position.

Correlation I

The Application Letter

Business English: Writing business letters and addressing envelopes for the application letter, builds up confidence and speed in typewriting, but one of the most important phases of letter writing is the right approach.
Penmanship: The signature is pen written on your application letter. This should be your own writing, because often that may be the reason for your getting the job.

Work Sheet I

The Application Letter

Fill in or check the following statements:

I. Which of the introductory sentences do you suggest is the better for a letter of application for a typing position:

a. In this morning’s conference concerning a position with your company as typist, I outlined briefly my training for this type of work.

b. In this morning’s conference concerning a position with your company as a typist, I stated to you thoroughly my training and my absolute necessity of obtaining a position because my mother is an invalid; and I must have work.

II. Is it permissible to use letterhead paper of a local hotel to write a letter of application to a firm? yes____ no____

III. List below at least five things that must be included in a letter of application?

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
Key to Work Sheet I

The Application Letter

I. _________(a)
   _________(b)

II. ____
   ___ general information
   ___ references
   ___ data sheet
   ___ photograph
   ___ appreciation

Study Guide II

Personal interview

I. List ten general characteristics that are necessary for obtaining a position.

II. What supplies should one have when going for an interview?

III. What are the technical skill requirements for a typist, stenographer, and secretary?

References for the student:


Wilverde Hodel and Grace Phelan, High Speed (Chicago, The H. E. Rowe Co., 1940), pp. 64-66

References for Teachers:


Subject Matter II

Personal Interview

I. Ten general characteristics necessary for obtaining a position in an office

1. technical abilities
   a. typewriting
   b. shorthand
   c. filing
2. interest in work
3. personality requirements
4. ambition
5. proper dress
6. right approach during the interview
7. accuracy
8. pays attention to details
9. necessary supplies
10. cooperativeness
II. Supplies necessary for the interview

1. shorthand pad
2. typewriting eraser
3. typewriting eraser shield
4. pencil or pen

III. Technical skill requirements for the following:

1. typist
   a. straight copy speed of 60 words per minute
   b. rough-draft copy speed of 40 words a minute

2. stenographer
   a. straight copy speed of 70 words a minute
   b. dictation speed of 100 words per minute
   c. transcription speed of 35 words per minute

3. secretary
   a. straight copy speed of 75 words a minute
   b. dictation speed of 120 words a minute
   c. transcription speed of 40 words a minute

Activity II

Personal Interview

Check the following items of clothing and personal grooming to see that you have a general knowledge about what should be worn at a personal interview:

1. see that the dress is dark or conservative.
2. the hair neatly combed and clean.
3. general appearance neat.
4. if a girl, check to see that she does not have too much makeup on
   if a boy, check to see that he has a clean shave
5. shoes should be conservative and well polished
6. hands and nails well kept
   if a girl, do not wear a vivid shade of nail polish
7. wear hat
   a. if a gentleman, remove the hat when you enter the outside
      office
   b. if a lady, wear a simple hat that will match your outfit
8. when you walk into an office, go in with all the poise and
   self-control that you have at your command
9. do not be seated until the interviewer asks you to sit down
   Ask a student to demonstrate the proper way to act during the entire
   procedure of the interview.

   Correlation II
   Personal Interview

   Home Economics: The matter of dress for different occasions is
   definitely a vital part of securing a position through personal
   interview.

   English and Grammar: During the personal interview, the employer is
   forming opinions about whether he wants you to work in his office
   as a representative of his company.

   Penmanship: In taking the notes that the employer will dictate to you
   during the interview, the interviewer will judge your ability to
   write a neat, concise, hand; so build up your penmanship.
Work Sheet II

Personal Interview

Answer the five questions below by underscoring the word more suited:

I. When I go into the office for the interview, should I stand until I am asked to be seated? yes no

II. Is it permissible to wear the same type of dress to an interview that you would wear to school? yes no

III. Do I ask any questions about salary during the interview, if I am especially interested in the position? yes no

IV. I work much better when I am chewing gum--may I chew it in an office? yes no

V. May I call by phone after the interview to see what the employer has decided to do even though he told me he would get in touch with me? yes no

Key to Work Sheet II

Personal Interview

I. yes

II. no

III. yes

IV. no

V. no
Culminating Activity
Applying for a Position

Arrange the class room so that it will look like a large office, using the teacher’s desk as the desk for the employer. The typewriting tables will be the individual secretary’s desk. Appoint one of the students as the employer and have a few of the students acting as employees with one of the students as the employer’s private secretary. After going through an entire day’s work with this person acting as the private secretary, let us assume that she was transferred to another department and the employer has to interview a group of people for his new secretary. It may be that he will select one of his stenographers or typists already in service; but, he will interview each person. Select the ones who are to be interviewed; go through the entire process of interviewing them—have them take the tests, preliminary dictation and transcription, etc. Call attention to the fact that they must dress properly, bring to the interview the right supplies, and during the interview, act with the ease and poise that you would use in an actual interview.

The position is filled by one of the stenographers in the firm. There must be some one to fill this vacancy; so the employer looks through his files at the application letters to select the people he wants to interview for this position. He selects three persons and calls these three people for an interview for the next day. These three people appear for the interview next day. In order to show the proper dress, action,
attitude, and poise, let us say that the first one interviewed is just interested in obtaining the position for the compensation and has no interest in the work; the second is interested in the work, but is dressed rather poorly, looks rather ill-kept and is rather loud spoken; the third is dressed conservatively and is interested in the work, has all the necessary supplies to demonstrate the fact that he is technically able to handle the skilled part of the position.

After this has been carried out to completion in the class, present it in the chapel program following the entire proceedings. While the people carry out their own particular job each day, you will show the necessity of efficient cooperation and capability to hold an office position—whether it is a position as the private secretary to the president; or the typist or file clerk in the outer office.

Outcomes for the Unit

Applying for a Position

I. Knowledge and understanding of:

A. The application letter

1. Letter contains the following
   a. general knowledge
   b. references
      (1) two character references
      (2) two technical references
   c. recent photograph
   d. willingness for a personal interview
   e. data sheet

2. Items and arrangement of the data sheet
   a. personal
      (1) name
(2) address
(3) height
(4) weight
(5) age
(6) place of birth
(7) nationality
(8) married or single
(9) religion
(10) physical condition

b. education
(1) high school
(2) college
(3) graduate

c. experience

d. references

B. Personal interview

1. general characteristics necessary for obtaining a position
   a. technical abilities
      (1) typewriting
      (2) shorthand
      (3) filing
   b. interest in work
   c. personality requirements
   d. ambition
   e. proper dress
   f. right approach during the interview
   g. accuracy
h. pays attention to details
i. necessary supplies
j. cooperativeness
2. supplies necessary for the interview
   a. shorthand pad
   b. typewriting eraser
   c. typewriting eraser shield
   d. pencil or pen
3. technical skill requirements for the following:
   a. typist
      (1) straight-copy speed of 60 words per minute
      (2) rough-draft copy speed of 40 words a minute
   b. stenographer
      (1) straight-copy speed of 70 words a minute
      (2) dictation speed of 100 words per minute
      (3) transcription speed of 35 words per minute
   c. secretary
      (1) straight-copy speed of 75 words per minute
      (2) dictation speed of 120 words a minute
      (3) transcription speed of 40 words a minute
4. type of dress to wear
   a. see that the dress is dark or conservative
   b. the hair neatly combed and clean
   c. general appearance neat
d. if a girl, check to see that she does not have too much makeup on
    if a boy, check to see that he has a clean shave

e. shoes should be conservative and well polished

f. hands and nails well kept
    if a girl, do not wear a vivid shade of nail polish

g. wear a hat

    (1) if a gentleman, remove the hat when you enter the
        outside office

    (2) if a lady, wear a simple hat with matching outfit

h. when you walk into the office, go in with all the poise and
    self-control that you have at your command

i. do not be seated until the interviewer asks you to sit down

II. Attitude toward:

    A. Appearing at your very best for the interview

    B. Applying and accepting only positions that you will be happy in

III. Habit of:

    A. Working systematically without losing too much time and energy

    B. Being able to interview a person without being under too much strain

IV. Appreciation for:

    A. The part that the workers are playing in the present day crisis

    B. The completeness and neatness of all work sent out for applications

        a. application letter

        b. preparation for the interview
Leads to other Units

Applying for a Position

This is the last unit of the typewriting course; but through the cooperation with the other departments in school, we have been able to place our commercial department graduates in part-time work with these people so that they will learn the general routine of the office.

Teacher Evaluation

Applying for a Position

To what extent:

<table>
<thead>
<tr>
<th></th>
<th>E. G.</th>
<th>V. G.</th>
<th>F. P.</th>
<th>NONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does it involve a variety of direct sensory experiences?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does it provide for some free, informal association of the pupils?</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does it provide an opportunity for manipulation or bodily activity?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do the parts of the unit make a coherent whole?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does it provide for considerable amount of pupil activity?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does it contain an anticipated outcome that is satisfactory?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does it provide sufficient concrete and illustrative materials?</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Does the unit of work have a useful purpose in the present or future life of the pupil?</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Does it reproduce actual life situations, as far as possible?

10. Does it utilize materials as they occur in life and in textbooks you are studying?

11. Does it contain accurate information?

12. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?

13. Does it provide opportunity to judge, choose, and evaluate?

14. Is it within the available time for the unit?

15. Is the exposition clear enough to make it possible for another teacher to put it into practice if she so desires?

16. Is it clearly stated where materials may be obtained?

17. Are the references complete and exact?
Final Check-up Test

Applying for a Position

Fill in the blanks in the statements below with the word that will complete the sentence:

I. The_______ is used for filing purposes in agencies of employment.

II. Before applying for the position, one should determine whether there is a ______ in the position you want.

III. The_______ is used for determining the applicants that the person wants to interview.

IV. To shorten the application letter, the ______ is used.

V. The data sheet is in ______ form.

VI. In going to interview a person for a position, the following should be checked in relation to appearance:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

VII. Included in the list of supplies one should take to an interview for an office position are the following:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
Appreciation Test

Answer the questions by checking underneath the yes or no opposite the question:

I. Do I appreciate the skills that I have obtained in typewriting and shorthand? yes no

II. Will I be able to use the skill even though I do not intend to become an office worker? yes no

III. Am I courteous at all times. yes no

IV. When people criticize me justly, do I resent it? yes no

V. Have I become more efficient by having developed the skill in commercial work? yes no

Key to the Final Check-up Test

Applying for a Position

I. Application blank

II. Vacancy

III. Application letter

IV. Data sheet

V. Outline

VI. Check the following:

1. personal appearance -- neat
2. supplies included in purse
3. shoes shined
4. hat, purse, and gloves
5. conservative dress
VII. Supplies one should take to an interview for an office position:

1. typewriting eraser
2. typewriting eraser shield
3. shorthand pad
4. pencil or pen

Bibliography for Teacher

Applying for a Position


Bibliography for Student


Attitude Test

Check one of the words, to indicate your attitude about the statement:  

I. Do I work systematically at whatever job I encounter?  
   Yes No

II. In typewriting I always proof-read my copy before presenting it to the employer.

III. When transcribing, I do not move the carriage over when erasing.

IV. Do I sit well back in the chair when I type?

V. Is it necessary to take into consideration the likes and dislikes of the person you are interviewing?

VI. I do not like the grind that goes with an office job.

Habit Test

Indicate whether you think the statement is true or false by writing a line underneath the word at the end of the line.

I. One should be able to transcribe material as fast as he does straight copy.
   true false

II. In typing rough-draft copy, one should not look up from the copy each time a correction is to be made.
   true false

III. The application letter is not necessary when applying for a position.
   true false

IV. When you are applying for a position, it is not necessary to dress any differently than you do when you attend school.
   true false

V. Do not type carbon copies of the materials that you are making in the office.
   true false
Appreciation Test

Answer the questions by checking underneath the yes or no opposite the question:

I. Do I appreciate the skills that I have obtained in typewriting and shorthand? yes no

II. Will I be able to use the skill even though I do not intend to become an office worker? yes no

III. Am I courteous at all times. yes no

IV. When people criticize me justly, do I resent it? yes no

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4. pencil or pen

Bibliography for Teacher

Applying for a Position


Bibliography for Student


CHAPTER IV

EVALUATION OF THE

COURSE OF STUDY

To what extent:

I. Does the course of study contain an introductory chapter stating:

A. Introduction to the course of study

1. reason for omitting the following in the local course of study:
   a. diagram or chart
   b. steps in curriculum building
   c. philosophy of education
   d. principles to guide the program
   e. terminology
   f. objectives of education
   g. objectives of subject

2. objectives for advanced typewriting

3. structural pattern for a unit

4. criteria of a unit of work

II. Does the course of study contain unit organization:

A. Title

B. Introduction

C. Table of Contents

D. Criteria of the Unit
E. Central Theme

F. Objectives:

1. listed under:
   a. knowledge and understanding of
   b. attitude toward
   c. habit of
   d. appreciation for

G. Approaches:

1. pupil suggested
2. suggested by the lay public
3. teacher suggested

H. Development or procedure through

1. study guides including:
   a. question pertaining to
      subject matter
   b. specific references
   c. suggested problems and
      activities

2. subject matter listed under:
   a. knowledges and understanding of
   b. attitudes toward
   c. habit of
   d. appreciation for
3. activities, projects, and problems for the purpose of:
   a. creating interest
   b. increase of pupil interest through pupil activity
   c. broaden the field for the more capable student

4. correlations with the other courses:
   a. general office practice
   b. filing
   c. English and grammar
   d. spelling
   e. penmanship
   f. reading

5. work sheets to enable students to check their progress through completion of a given task and to aid the teacher in teaching the student what he needs.

I. Culminating Activity:
   1. suggested by student
   2. supervision or suggestions by the teacher

J. Outcomes to be listed specifically under:
   1. knowledge and understanding of
   2. attitudes toward
   3. habits of
4. appreciation for

K. Leads to other units through suggestions by:
   1. students
   2. the lay public
   3. teacher

L. Evaluation -- measuring results

M. Bibliography listed alphabetically with page numbers and authors clearly indicated:
   1. teacher
   2. pupil

III. Does the course of study contain a means of evaluation:
     (check the entire evaluation of the course of study)

IV. Does the course of study contain a bibliography:
   A. Listed in alphabetical order for:
      1. teacher
      2. pupil
   B. Many text books to take care of correlated materials
CHAPTER V

SUMMARY

Chapter One is composed of the Introduction to the Thesis as a whole. These are the items that are discussed in Chapter One:

1. What prompted the study
2. Statement of the problem
3. Scope of the study
4. Source of the data
5. Chapter summary

An Introduction to the Course of Study is the title of Chapter Two. The content of this chapter is as follows:

1. reason for leaving out the full discussion of the diagram, steps in curriculum building, philosophy of education, principles to guide the program, terminology, objectives of education, and the objectives of subject, with a short statement about each one.

2. the objectives for Advanced Typewriting outlined under the following headings:
   a. knowledge and understanding of
   b. attitude toward
   c. habit of
   d. appreciation for
3. the structural pattern for the unit:
   a. title
   b. introduction
   c. table of contents
   d. criteria
   e. grade placement—time allotment
   f. central theme
   g. objectives:
      (1) knowledge and understanding of
      (2) attitude toward
      (3) habit of
      (4) appreciation for
   h. approach
   i. development or procedure through:
      (1) study guides
      (2) subject matter
      (3) activities
      (4) correlations
      (5) work sheets
   j. culminating activity
   k. outcomes
   l. leads to other units
   m. evaluation
      (1) teacher tests
      (2) pupil tests
   n. bibliography
      (1) teacher
      (2) pupil
Chapter Three is made up of the Development of a Course of Study into Units. There are five units in the entire course of study. These five units comprise the Advanced Typewriting course:

Unit I--The Twentieth Century Typewriter for Twentieth Century Typists
Unit II--Business Letters for the Modern Typist
Unit III--Tabulation in Everyday Work
Unit IV--Manuscript Typing for Practical Use
Unit V--Applying for a Position

The units in Chapter Three of the course of study are developed according to the plan set up for the pattern of unit construction in Chapter Two.

Chapter Four deals with a check sheet for evaluating the course of study after it has been completed. This check sheet fits the arrangement of the course of study. Each part is checked by the sheet.

Chapter Five is the summarization of the entire piece of work.

Chapter Six is the bibliography listing the sources of all the data with the author, title, publishing company, and the year of publication for each of the references.
CHAPTER VI

BIBLIOGRAPHY


