TYPING for SCHOOLS

Paul Bailey

Head of Commercial Department
T. P. Riley School, Walsall

Edited by

Susan Hartley

T. P. Riley School, Walsall

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MACMILLAN EDUCATION

PREFACE

Typing for Schools is a basic textbook on typewriting which covers the syllabuses of the CSE examining boards and the elementary level examinations of the public examining bodies. It has been written with the particular needs of schools in mind, and teachers and students will welcome its distinctive features:

- * The Lessons provide a planned sequence of work in which new techniques and theory are introduced, practised, applied, and consolidated while at the same time pure typing skill is maintained and developed. The explanations are given in step-by-step form and are simpler and more detailed than is usual, for example, in dealing with tabulation.
- * Because it is intended for use in schools, it covers CSE syllabuses, and therefore includes new features, such as:
 - a high proportion of manuscript exercises, which are introduced early in the course
 - a simple, non-calculation method of vertical display
 - personal letters and personal business letters — an important item in many examinations
 - a number of long accuracy and skill building passages
 - the introduction of metric units
 - linked correspondence
- * A further feature of the book is that, although it necessarily adopts a particular style in any example, where there are alternative styles which are acceptable, these are mentioned.
- * The section on accents is particularly important in view of Britain's entry into the Common Market.
- * Target times are given for all production work. These are based on the times taken by many groups of students.

Keyboard Presentation

Typing for Schools is a lesson-planned text containing 144 Lessons.

Lessons 1–20 present the keyboard. After the home keys have been introduced, each Lesson presents only two new keys at a time, and contains the following sequence of activity:

- (i) warm up/revision
- (ii) new reach
- (iii) drill on new keys
- (iv) consolidation

Validation tests on the keyboard presentation in schools and college have shown that it can be covered *in as little as six hours*, with an average speed of 22 wpm being reached.

Each keyboard Lesson contains *more work* than is required for a lesson in class: in a 40 minute lesson, pupils might be expected to type a *total* of 40 lines rather than 40 new lines, and *it is expected that the teacher will be selective*.

There is ample scope for the teacher to select alternative approaches — word building or word repetition. It is suggested that each new reach should be drilled until pupils can type it with the correct finger operation and without looking down. *Only when the teacher is satisfied* with the way the first line is being typed should pupils go on to other lines: *the teacher will decide* which of the other lines should be typed.

The instruction to type each line three times is intended to make pupils type once for practice, once for speed, and once for accuracy, or, at the teacher's instruction.

Skill Building and Technique Development

From Lesson 21, the Lessons are organized in a pattern which is repeated throughout the book, in units of four lessons. In each unit:

The First Lesson introduces a point of theory or technique. The theory is fully programmed, and detailed instructions are given for its application.

A feature of this Lesson is the 'framework'. Pupils copy an outline of a letter or document and write in the instructions. They can then refer to this for the remainder of the Lesson before filing it for future reference.

The Second Lesson adds to the teaching of the First Lesson and provides further practice on it. Sometimes a second topic is introduced.

The Third Lesson is designed to build up typing skill. Each Lesson begins with a warm-up on an alphabetical sentence or paragraph.

Speed practice follows the warm-up. All 'Increase Speed' passages have been graded according to time, speed, and syllabic intensity (SI). They provide relatively easy copy on which the pupil can readily increase her speed. Speed-building starts at 15 wpm for 1 minute at SI 1.00 and goes on to 40 wpm for 7 minutes at SI 1.03. The sequence of speed passages and the complete skill building plan is shown in the Index.

Accuracy practice follows speed practice, and is provided by 42 'Improve Accuracy' passages. Again, the passages are graded according to time, speed, and syllabic intensity. The copy has been carefully controlled, and the vocabulary is more difficult than in the speed passages. *Words that are likely to prove difficult have been indicated so that the pupil can practise them before typing the passage.* Accuracy practice starts at 15 wpm for 1 minute at SI 1.06 and continues to 25 wpm for 10 minutes at SI 1.42.

'*Test your Skill*' passages are a general test of typing skill which start with 1 minute timings at SI 1.25 and go on to 10 minute timings at SI 1.35. The teacher will find these passages useful as general tests of speed and accuracy but may also use them for diagnosing typing faults.

The faults revealed by these test passages may be remedied by use of *the Clinics*. The Clinics are another feature of the book, and provide remedial drills for particular faults. They are indexed on p. ix.

The Fourth Lesson is a consolidation lesson which revises the work of the unit, and all work done to date in a random format.

Consolidation

Every fifth unit in the book is a Consolidation Unit which reinforces and revises all work covered to date. In consolidation units the sequence of lessons is as follows:

The First Lesson is a skill lesson, which includes alphabetical sentences, a clinic, and theory work.

The Second Lesson contains production work.

The Third Lesson is again a skill lesson which includes an alphabetical sentence, a clinic, and speed, accuracy, and skill testing passages.

The Fourth Lesson contains clerical topics and later production work.

Thus, the book provides a co-ordinated course of skill building, technique development and applied typing, which is reinforced by a regular pattern of consolidation lessons and units.

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Skill Building

Increase Speed

wpm	min	SI	page
15	1	1.00	
		1.00	
		1.06	
		1.06	13
20	1	1.05	
		1.10	17
25	1	1.00	
		1.08	27
30	1	1.03	
		1.03	31
35	1	1.03	
		1.10	
		1.10	36
20	2	1.00	
		1.02	40
25	2	1.08	
		1.16	44
30	2	1.10	
		1.18	48
35	2	1.05	
		1.11	52
20	3	1.02	
		1.02	56
25	3	1.01	
		1.05	60
30	3	1.04	
		1.07	64
35	3	1.04	
		1.08	68
25	4	1.06	
		1.12	72
30	4	1.05	
			76
35	4	1.05	
			80
25	5	1.09	
			84
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			88
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42	1	1.10	27
43	1	1.14	31
41	1	1.19	36
43	1	1.28	40
74	2	1.28	48
78	2	1.28	52
78	2	1.24	56
85	3	1.42	61
96	3	1.42	69
103	3	1.29	73
106	3	1.29	76
128	4	1.42	80
150	4	1.53	84
100	5	1.09	44
125	5	1.28	65
183	5	1.31	89
188	5	1.28	93
192	5	1.46	96
200	5	1.48	100
209	5	1.29	104
247	6	1.45	108
241	6	1.26	112
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THE CLINIC INDEX

The clinic is designed to help typists improve speed through good typing technique. From time to time all typists find that they make errors and the good typist is the one who takes the trouble to find out why the errors are made and takes the required corrective measures. Keep a record of all your typing errors, and in the skill lessons use the clinic to help correct them.

Typing errors may be caused by many things. Common causes of error are faulty technique, poor posture, lack of concentration, incorrect finger action or faulty operation of the machine, as, for example, when returning the carriage.

To correct your particular fault, type the suggested exercise at least three times. If the fault still persists, repeat the exercise. Before each skill lesson starts type an alphabet sentence or paragraph.

FAULT

CORRECTIVE EXERCISE

Hesitation when typing individual letters and typing individual letters incorrectly.

A p.44 E p.56 I p.62 M p.72 Q p.76 U p.82
B p.44 F p.56 J p.62 N p.72 R p.80 V p.82
C p.48 G p.60 K p.62 O p.72 S p.82 W p.82
D p.48 H p.60 L p.64 P p.76 T p.82 X p.82
Y p.82 Z p.82

Hesitation when typing numbers and typing individual numbers incorrectly.

All number drills will be found on pages 42, 120 and 102.

Uneven left-hand margin.

Return the carriage smartly at the end of each line without holding the carriage return lever. Exercises on pages 31 and 122.

Capital letters not typed on the line – either too high or too low.

Stab down the appropriate little finger on the shift key as you type the following exercises:

Left shift key on pages 27 and 104.

Right shift key on pages 27 and 102.

Typing with uneven pressure so that some letters are heavier or lighter than others.

Alternate hand drills on pages 27 and 82.

Second of repeated letters in words typed incorrectly.

Type the second letter slightly harder than the first as you type the drill on page 31.

Problem with common word combinations.

'an' words on page 102. 'en' words on page 120.
're' words on page 122. 'ie' words on page 40.

Errors when typing punctuation.

Exercises on pages 20 and 102.

Errors when typing quotation marks.

Exercise on page 82.

Incorrect spacing between words and letters.

Bounce the right thumb off the space bar as you type the exercises on pages 36 and 102.

Problems when operating the tabulator.

Hold down the tabulator bar until the carriage stops moving. Exercise on page 36.

Poor concentration.

Exercise on page 40 or a piece of a foreign language as on page 146.

WARM UP DRILLS

Alphabet sentences on pages 12, 19, 27, 42, 44, 52, 62, 64, 82, 84, 96, 122.

Alphabet paragraphs on pages 20, 31, 36, 40, 60, 68, 88, 104, 112.

INTRODUCTORY LESSON

The Typewriter

Before starting to type Lesson 1 you must learn the names and functions of the parts of the typewriter. Follow your teacher's guidance or use the manual for your typewriter to identify the various parts. The diagram will assist you.

The moving part of the machine is *the carriage* (1). Mounted in the carriage is *the cylinder* (2), or *platen*, a long roller made of hard rubber. The purpose of this is to hold the paper and move it up or down as required. The cylinder turns each time you return the carriage, the amount of movement being determined by the setting of the *linespace regulator* (3). The cylinder can also be turned by means of the *cylinder knobs* (4), located at either end of the carriage.

A large metal lever, mounted on the left-hand end of the carriage is used to return the carriage to the start of a new line. This is called the *carriage return lever* (5).

The *paper guide* (6) allows you to insert paper at the same point accurately each time. To straighten the paper use the *paper release lever* (7). This releases the rollers holding the paper onto the cylinder so that you can move the paper from side to side, straighten or remove it. The *bail bar* (8) holds the paper upright onto the front of the cylinder; this must be raised or released when you remove or insert the paper. Since the bail bar is calibrated the point reached on the paper can be determined. The calibration varies, most machines being numbered from 0 on the left.

So that the carriage can be moved freely from side to side for positioning purposes, two *carriage release levers* (9) are fitted. These disengage the carriage drive mechanism.

Margins can be positioned by means of movable *margin sets*, the operation of which varies with different makes of machine.

In front of the carriage, an *alignment scale* (10) is fitted. This scale, often in single-space divisions, is used to show the exact line along which the typing is done. In the centre of the scale is the *printing point indicator* (11), which shows the point on the *carriage position scale* (12) at which the machine will

next print. The carriage position scale is calibrated in single-space divisions, and is numbered to count spaces across the cylinder from left to right.

On the body of the machine is the *ribbon indicator* (13), which is a small switch used to select different ribbon positions for black, red or stencil typing. The *space bar* (14) is depressed to move the carriage by one letter-space. Some machines have adjustments to enable more than one space to be advanced at a time.

There are slight variations in the size of typewriter keyboards, and if you have large hands you should try to find one of the bigger keyboards. Good matching of your hands to the keyboard is important to the correct operation of the *shift key* (15). Once you have found a machine that seems to be the right size, you should on no account change it or 'swop' with someone else, at least for the first term.

The 'ready-to-type' position

Before you can type properly, you must make sure that you are sitting correctly. Since people vary in shape and size, typing chairs are made so that they can be adjusted to suit your particular needs. Make sure you check that your chair is correctly adjusted before you start to type. The correct typing position is as follows:

Feet

The height of the chair should be adjusted to that your feet are flat on the floor and your thighs are parallel to the floor. Keep your feet slightly apart, braced firmly on the floor.

Body

Your body should be relaxed, with the backrest of the chair adjusted to that it supports you in the small of your back, and *not* your shoulders. Set the backrest so that you are leaning *slightly forwards*. You should *never* try to type leaning backwards.

Sit so that you are one hand-span from the front edge of the typewriter, which should itself be parallel to the edge of your desk. *It is very important that you are the right distance from the machine*, so check this point every time you sit down to type.

Fingers

Your arms and elbows should hang loosely. Make sure that your finger-nails are not so long that they get in the way of the keys. Your fingers should be bent so that only the tips touch the keys, while your hands should be at an angle of roughly 45 degrees to the typewriter. The palms of your hands must be clear of the machine.

Technique

Now that you are sitting correctly, you should practise putting the paper into the typewriter. Use a backing sheet to protect the roller. Make sure that the paper is held between the finger and thumb of the left hand against the paper guide at 0 on the bail bar scale on the left, and that only the right hand sharply turns the cylinder knob to bring the paper into the machine. Use the paper release lever to make any adjustments.

You should leave a space of about 25 mm (1 inch) at the top of the page. This is done by using the carriage return lever to turn up seven single lines from the top edge of the paper. Practise returning the carriage. Move the lever using the side of your left fore-finger only. Never grip the return lever. Your teacher will show you the correct 'ready-to-type' position, and how to place your hands on the 'home keys,' with the left hand covering *asdf*, and the right hand covering *:lkj*. Practise bouncing your right thumb off the space bar as you keep your fingers in position over the 'home keys,' as demonstrated by your teacher.

When you have finished your lesson, take out the paper, using the paper release lever, centre the carriage and lock it. Do not forget to put the cover on the typewriter when you are not using it; if you neglect this, the machine will eventually become choked with dust and the ribbon will dry out. Look after your typewriter.