TYPING SKILL & SPEED

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PREFACE

Hazel Trevethin is Senior Lecturer in charge of Secretarial Studies at the East Devon College of Further Education, Tiverton.

This book has been meticulously prepared to conform to modern typewriting standards. As Chief Examiner for The Royal Society of Arts, Typewriting Stage III (Advanced), Mrs Trevethin is aware of the need for thorough preparation of typewriting students for examinations of the Society. She has also held the posts of Chief Examiner for the Pitman Examinations Institute and Examiner for the London Chamber of Commerce. She has travelled abroad extensively, lecturing on secretarial techniques and training.

The material chosen for this book will be instructive and enjoyable to students of all ages and levels of ability — it is lively and informative and will encourage enthusiasm.

This handbook is certain to add many more students to the thousands who have been taught by Mrs Trevethin to type, write shorthand, use office equipment of all kinds and to become teachers of secretarial subjects.

INTRODUCTION

The typewriter keyboard is today used in many different ways and on many different types of machine. From the portable typewriters to the office standard-size models, to the teleprinters, computer terminals, text-editing machines and word-processors, the keyboard is the basis of the manipulation required.

The time will come when everyone will need a working knowledge of a typewriter to be able to deal with the range of sophisticated machinery likely to confront the ordinary individual daily.

At present, however, many people are concerned with using a typewriter, either manual or electric, with accuracy and a pleasing speed rate. This book provides the theory and practice necessary to achieve this aim.

Whether in a class or working alone the typist can master the correct use of letter keys, figures, “special” keys, shift locks and keys, tabulation and other devices by following the carefully-planned exercises.

Speed development is integrated between the skill pages, with a gradually increasing speed rate — until the typist is able to tackle the tests of examination length from p.16 onwards.

NOTES FOR TEACHERS

This text has been devised for use after the basic keyboard has been taught. It is not intended to replace either your own personalised tuition for the keyboard or your usual textbook. It begins when the fingering method has been assimilated, and the material throughout is suitable for either straight or standard fingering. The essential machine control techniques are fully covered, with copy material interspersed to maintain interest and satisfy the natural urge for speed development. Pages 25-35 consolidate the letters of the alphabet.

The theory is contained within the wording, eg the required spacing after punctuation, capitalisation, production of special and combined characters.

As consistency is looked for in examination work, the author has kept to open punctuation and fully blocked layouts throughout. This is necessary to avoid confusing the student with alternatives at this stage. For the same reason, figures have not been used in sentences other than the special figure pages, so that there is no problem regarding matching this book with the method chosen by the teacher.

The material on page 36 and afterwards (Commonly confused letters) has a Syllabic Intensity ranging from 1.15 to 2.00, starting with “easy” sentences and gradually increasing in intensity. In order to develop skill to a standard where students will easily cope with examination material the SI is higher than the examination limit. The *standard word count* quoted alongside many paragraphs is based on the RSA method for examination Speed Tests — see p.26.

This book may be used throughout the Elementary and Intermediate stages of preparation and for development of speed before Intermediate and Advanced examinations containing speed tests. Evening and day-release classes will find this book a useful way of making progress between classes. Students who are only able to attend occasional classes (eg members of staff, students with limited spare time etc), can usefully proceed through the book at their own pace, attending whenever possible for checking on correct fingering, posture, points of display and other matters the teacher may prefer to deal with personally.

Margins

The material has been planned so that all lines can be typed on A4 paper by students using “pica” machines — these students should set a left-hand margin of 10 and ignore the right-hand margin, following the line lengths given (unless otherwise instructed). It is strongly suggested that students on “elite” machines also follow the line-lengths given, so removing the additional worry of deciding line divisions.

NOTES FOR TYPISTS WORKING ALONE —

The A-Z section on pages 27 to 35 provides excellent consolidation of the keyboard. If you consider that you are reasonably proficient at typing already, do not ignore this section but check on your accuracy by typing perhaps one line only of the sentences provided for each letter of the alphabet, stopping if you find you are making mistakes. Do not ignore them! These errors are individual — you should type the whole letter section relating to your particular errors. When you are able to produce a completely correct set of four lines, proceed to the next letter, and so on.

As you progress through the book always check your own work and note whether any particular letter of the alphabet is troubling you. It is important to do this, so that speed may increase without any problem. Pages 36 to 41 list the letters which are most commonly confused and show how to eliminate errors.

For the speed section, (pages 16 to 23) you will need a clock or watch with a second hand, or a kitchen timer, to test your speed ratings.

Margins

Set a left-hand margin of 10 and move the right-hand margin out of the way, unless otherwise instructed. Follow the line-lengths given, whether your machine has “pica” or “elite” type.