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Plan for an individualized method of teaching typing I

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A PLAN FOR AN INDIVIDUALIZED METHOD
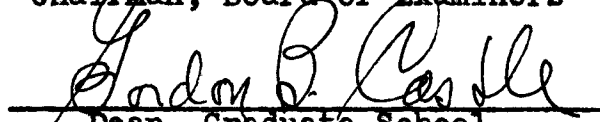
OF TEACHING TYPING I

by

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CHAPTER I

INTRODUCTION

The problem dealt with in this paper is: "Can Typing "I" be taught in such a way that each student may learn to type with his rate of progress and final achievement. being determined and allowed to vary, within limits, according to his own aptitude and application?"

A casual reader may ask, "Isn't that what happens in our schools today?" The answer cannot be altogether in the affirmative. This is especially true of schools in which classes contain some students who have vocational aims and others who want to learn typewriting for personal use. Too often tension, discouragement, and rigid controls are significant factors. These negative factors will continue to exist. An effort will be made in this paper to suggest ways to minimize them by actually allowing for individual differences and creating a classroom atmosphere which is desirable for learning.[1]

The standards of achievement and typing speed required by schools today upon completion of two semesters of typing are not high. There are very few students who could not attain the minimum. Nearly all students will enjoy their experience in the typing class if the method of

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[1]Association for Supervision and Curriculum Development, 1954 Yearbook. Creating a Good Environment for Learning (Washington 6, D.C.: National Education Association, 1954), p. 232.

instruction is geared to the individual and not the group.[2]

An individualized method can make ample provision for the high achiever and the students who have vocational aims. They are encouraged to proceed through the lesson material at the highest speed consistent with good workmanship.

The rate at which a student masters the skill involved in typewriting is far from being constant. He will experience periods of acceleration and plateaus in his learning progress.[3] These variations, which the individual student experiences, follow no definite pattern. The learner may work diligently for several days and find that only a slight increase in speed and accuracy has been made. This period may be followed by a comparable length of time in which his speed may increase as much as five words a minute and his errors decrease proportionately. Ten days may elapse during which time no measurable progress has been made.

If we assume that a class in typewriting is made up of from twenty to twenty-five individuals, with each one progressing along his own irregular learning pattern, we can readily see that rigidly enforced short term progress

[2]Marion M. Lamb, Your First Year of Teaching Type-writing (Cincinnati: South-Western Publishing Company, 1947), p. 60.

[3]Ray G. Price (ed.), Improved Methods of Teaching the Business Subjects, Proceedings of 1945 Business Education Institute, Teachers College, University of Cincinnati, Monograph 63 (Cincinnati: South-Western Publishing Company, 1945), p. 29.

requirements will be extremely frustrating to some of the students. Other students who, at the moment, are experiencing a period of rapid progress will find the work load to be very light. The individualized method would suggest using minimum goals to be attained at the end of six-weeks' time. High achievers will pay no attention to these goals, since they will exceed them in all cases.

CHAPTER II

MODERN TRENDS IN TYPEWRITING INSTRUCTION

Chapter I briefly indicates the heterogenous composition of a class in typewriting. The typing teacher might do well to consider the following variables stated by Dvorak,[1] when he is determining how closely the class can be held together.

> Variables of yourself, the student typist. Here the Gilbreths point to the size and structure of your fingers, hands, arms, and body; your muscular strength; your general health and nutrition and mode of living; your experience, prior habits, skills, and training; the fatigue you bring to typing class and the later fatigue from typing; and your personality attitudes, the ways you feel about typewriting, about the relations between yourself and your classmates and your instructor. These variables outrun attempts at complete listing. The very surroundings are different because such an active party as yourself is present. Whatever you do influences your classmates and even more your teacher as he checks your work and assigns anew. Your attitude to these surroundings is so real that if you have the "blues," the surroundings seem blue. If you are gay, the setting seems gay. As far as you are concerned, the setting is actually changed by your attitude.

When a pace is set for a class, more capable students find themselves with not enough work to keep them busy unless the teacher has a backlog of "busy work" which he can hand out at will. At the same time other students may find the pace so fast that they are unable to keep up. This will cause them to become discouraged, and it will build up tensions within them. The tension and discouragement may

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[1]August Dvorak, et al. *Typewriting Behavior* (New York: American Book Company, 1936), p. 78.

easily become of such proportions that the student will build up a dislike for typing and may even wish to withdraw from the class. The teacher and the student should understand and take into account the variations in the individual's learning pattern which were described in Chapter I. If this is done, the above-mentioned undesirable situation will be greatly alleviated.

Errors made by an experienced typist or a beginning student are discouraging. The typing teacher should fully realize that all students wish to avoid them. The modern trend is to minimize the importance of errors, especially those made by beginning typists. This does not mean that errors should be ignored. They should be analyzed and considered to be symptomatic rather than catastrophic. It has long been the practice to penalize the student for each error that he makes, and many teachers have required students to turn in errorless lessons. When a teacher penalizes a student for errors, he is creating a negative incentive.[2] This may very well cause the student to work just well enough to avoid penalties, forgetting that his main objective is to learn to be a proficient typist.

The penalty method, especially during the first few months of instruction, has other dangers which are perhaps even more undesirable. A certain amount of tension will

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[2]E. G. Blackstone and S. L. Smith, Improvement in Typewriting (New York: Prentice-Hall, Inc., 1937), p. 123.

build up in any student when he is trying to do good work
and concentrate on what he is doing. Each error that is com-
mitted, when a penalty is to result, causes the tension with-
in the student to multiply, and in a great many cases it will
cause a pause in manipulation and a break in the thought
concentration. Discouragement is another factor which enters
into the situation as each additional error is committed and
may lead to a diminished effort before the problem is completed.

From a psychological standpoint, assessing a penalty
for each error may be compared with the practice of repri-
manding a child each time he mispronounces a word. In each
case, the incorrect act is unintentional and the child feels
a sense of incompetence. In both cases, the child needs to
know why the error was made and how it can be corrected.
Advice as to proper technique, together with corrective
practice, is more nearly the solution in both cases. Rowe[3]
says the use of gross words per minute on timed writings with
a maximum placed on the number of errors per minute is best.
This method allows the student to type the writing until he
qualifies. The foregoing discussion indicates that type-
writing errors should be treated as symptoms on an indivi-
dual basis.

Enrollments in first year typing are increasing

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[3]John L. Rowe, "Justification of a Typewriting
Grading Plan," United Business Education Association Forum,
3:37, November, 1948.

faster than the demands for vocational typists.[4] This would indicate that increasing numbers of students are taking typing for personal use. A problem in adjustment of teaching procedures is evident in any school where these two types of students cannot be segregated into separate classes. Several alternatives are open to the teacher. First, he may ignore the problem, and gear his class to vocational standards; second, he may lower the standards of the course so that a normal grade curve can be achieved; or third, he may adapt his teaching procedures to an individualized method which will allow each student to achieve success limited only by his aptitude and initiative.

The teacher who holds his class to vocational standards will be giving the personal-use students little or no consideration. Since half of the class may very well be personal-use typists, this method hardly seems practicable.

Lowering the standards so that normal grade curves can be achieved will make allowances for the personal-use typist but will be undesirable from the standpoint of the potential high achiever and the vocational student. The student who has been taught by a teacher using this method may find himself at a disadvantage when he attempts to meet the competition in employment or advanced training.

The only alternative appears to be that the teacher

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[4]Ray G. Price (ed.), Improved Methods of Teaching the Business Subjects, Proceedings of 1945 Business Education Institute, Teachers College, University of Cincinnati, Monograph 63 (Cincinnati: South-Western Publishing Company, 1945), p.28.

must organize and administer his teaching method on the basis of individual goals and instruction. When this is done successfully, the needs of all students in the class are met. An effort is made in Chapter III to outline a teaching procedure which meets these qualifications.

Teachers using the traditional method believe that beginning students should first be taught to type with almost complete accuracy. During the last half of the year, they would emphasize speed. Some modern writers on the subject have implied that this procedure should be reversed. They would have the students type with ever-increasing speeds and pay no attention to the number of errors. They contend that most errors are of an accidental nature, and will gradually diminish as the student gains experience in typing. Emphasizing speed and using the maximum errors plan may be a safe compromise method to use until more complete research has been done on the subject. Sister Marie Edna Kennedy[5] states her contention on the subject in the following passage:

> It is well then to rid ourselves of the absurdity of separating speed and accuracy. Both should interact. Establish typewriting technique as the primary aim, emphasizing fast correct motions without mentioning accuracy; fluency (rate or speed) or rhythmic staccato stroking should be the second aim.

She also states that the motions used in typing with slow accuracy are very much different from those used by an

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[5]Sister Marie Edna Kennedy, "Developing Accuracy and Speed Concurrently in Beginning Typewriting," United Business Association Forum, 4:28, April, 1950.

accomplished typist.[6] This is a strong argument for teaching speed and accuracy simultaneously. It is beyond the scope of this paper to attempt decisions on this controversial aspect of method.

The use of music in the typing classroom for rhythm drills is frowned on by modern authorities.[7] The rhythmic pattern varies with the letter pattern which makes up various words; therefore, consistent rhythm would be an artificial pattern of stroking. It is also true that the length of time required to strike the letter "p", for instance, is greater than the time required to strike the letter "f". When music is used to set the rhythm for a typing class, it causes the student to use the same amount of time in striking each key.

Lettered or "open" keyboards are becoming generally accepted in preference to "closed" keyboards. It is believed that the sense of sight should be used by the beginning typist in mastering the keyboard and obtaining keyboard security. Recent research indicates that open keyboards are better for beginning typewriting students.[8]

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[6]Ibid.

[7]Price, loc. sit.

[8]Harves Rake, "Lettered Versus Blank Typewriter Keyboards," Business Education World, 33:436, May, 1953.

CHAPTER III

THE INDIVIDUALIZED METHOD OF TEACHING TYPING I

The purpose of the following pages will be to explain, in a general way, how a class in first year typewriting can be taught so that individual differences in ability and objectives will be taken into account. The assumption will be made that all students will be in the class for two semesters and that part of the class wish to take personal-use typewriting, while the remainder of the class have vocational typing as their objective.

On the first day, the teacher will introduce himself and ask the students who have any sight or hearing deficiencies to be seated near the chalkboard. Students who have even slight vision defects should sit where the lighting is best. The remaining members of the class may choose their own typewriters. Chairs should then be adjusted so that there is approximately one-fourth inch of space between the chair seat and the lower end of the student's thighs when his feet are flat on the floor. Little time need be spent on the roll call the first day, because when roll is called on the second day a seating chart can be filled out. On succeeding days, a glance around the room will be all that is necessary, since typewriters are not to be moved without special permission from the teacher. Everything the teacher does or says should indicate to the students that an alert mind and body are required for typing.

The teacher is now ready to go to the front of the

room, where he will have a typewriter placed on a demonstration stand. He will then explain to the class that they are going to learn "touch typewriting", which means they will learn to type without looking at the keys. They will be taught that they may glance at the keys whenever they wish to while they are learning the location of the various keys. The parts of the machine which will be used during the first lesson should be pointed out to the class, and the operation of each of the parts should be demonstrated. As each part is demonstrated, all students should locate the part and operate it in the manner shown by the teacher. Sufficient time should be taken so that the teacher will be absolutely certain that no student has failed to find the part or has been unable to operate it properly. The writer has found that, although the tabulator key is not used during the first lesson, it is well to show the students how it operates. If this is not done, some students are apt to experiment with the tabulator key; and damage to the typewriter may result.

The proper way to insert paper into the machine and remove it can now be demonstrated. While the students are practicing this procedure, the teacher can walk up and down the aisles giving help to all those who have difficulties or are not using the proper method. The technique of holding the paper bale up with the left hand and guiding the paper behind the bale with the left thumb should be made a part of this phase of instruction. Approximately five minutes practice on paper insertion should be enough for the first day.

No time should be wasted, because it is highly desirable to
have the students do some typing on the first day.

The next step is to explain the home position. A
wall chart may be used to advantage in locating the home
position keys. The teacher can then return to his type-
writer and demonstrate the positions for the arms, wrists,
and fingers. Students should now be told that the space bar
is tapped with the right thumb exclusively unless they are
left handed, in which case they may use their left thumb.
It should be strongly emphasized that no pressure should be
applied to any of these home position keys; that they should
be merely touched with the fingers. Several minutes should
now be spent having the students locate the home position.
They may place their hands in their laps and then repeat the
finding process over and over again. The carriage return and
return to home position can be demonstrated and practiced by
the student. The teacher should walk up and down the aisles
giving help, instruction, and encouragement to those who seem
to be having difficulty. Students should always feel free to
ask questions whenever they wish.

The teacher is now ready to demonstrate how a key is
struck. He should emphasize over and over again that the
keys are struck. The student should observe the curved
striking motion of the fingers which the teacher is demon-
strating. It is left to the discretion of the teacher
whether or not the student is to practice this striking
finger motion on locked keys. Some teachers have the students

practice by tapping their fingers on a desk. The attention
of the students should be called to the sharp click of the.
type bar as it strikes the paper. This will give the student
a valuable aid in self-evaluation when he starts to type.

The teacher now has a choice. He may write the home
position letters on the chalkboard and have the student
strike the keys as he points to the letters, or he may refer
the class to Lesson One in the textbook. The chalkboard
approach to this first lesson may be the best since it
permits the teacher to guide the students through a certain
amount of introductory work in a given length of time.
Syllables and letter combinations may be put on the board
next and they can be treated in the same manner.

Before the first day's class ends, many of the stu-
dents will comment on the fact that their fingers are weak
or stiff or that they cannot move them separately. The
students have, at this point, created a situation for which
the teacher should be prepared. Finger exercises should now
be demonstrated by the teacher and the students are asked to
join in. Finger strengthening exercises, such as holding
the hands in a typing position near a table top and tapping
rapidly with as much velocity as possible will do much toward
getting those weak third and fourth fingers conditioned for
typing. Students should be encouraged to practice these drills
at home or at any other time that it is practicable for them
to do so. A minute or two during each class period can also
be devoted to these exercises. Finger exercises need not be

introduced until the students have experienced a need for greater finger dexterity. They will then be meaningful and the students will accept them.

Albanito[1] would spend the first three weeks working with the class as a group, using demonstrations, discussions, visual materials and drills which would enable the student to master the keyboard. He would then begin his individualized method and allow each student to progress at his own rate. The writer feels, however, that individualized instruction should begin on the third or fourth day. Differences in rate of progress will be evident long before the entire keyboard is learned. This does not mean that supplementary drills and visual material should not be used from time to time to enrich textbook content. Certain lessons in the textbook may be revised or omitted; but, generally speaking, if the typing textbook does not satisfactorily present material needed by the student, a better textbook should be used. The teacher should spend most of his time observing the students and helping them individually with their difficulties. This cannot be done from the front of the room or while the teacher is using the chalkboard. He must observe their posture and typewriting technique on an individual basis so that he can give each student the kind of help and suggestions which he needs. No two students will react alike

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[1] Donald M. Albanito, "Why not Teach Individualized Typewriting in High School," Balance Sheet, 34:345, April, 1953.

to the problems which they encounter while learning to type.[2]

When the typing class meets on the second day, they will have questions in mind which the teacher can anticipate. If these questions were put into words, they would be as follows:

1. How fast will we be able to type at the end of the year?

2. My fingers are stiff; do you think I'll ever be able to type well enough to get a passing grade?

3. Can we turn in a lesson that has a mistake in it?

4. How many lessons will we have to finish during this six-week period?

The teacher should answer these questions and any others that may be asked. When he does, he will be outlining his method of teaching first-year typewriting. The remaining pages of this chapter give the background for answering the above questions and many more like them for a teacher who is using an individualized method of teaching first-year typewriting. When references are made to the textbook, they will be referring to Lessenberry and Crawford's Twentieth Century Typewriting, Fifth Edition. Teachers using other texts or editions can easily adapt the plan to the text they are using.

The speed which the various members of the class will attain by the end of the first year will be to a large extent determined by the goals they set for themselves. If

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[2]August Dvorak, et al. Typewriting Behavior (New York: American Book Company, 1936), p. 78.

a student sets his goal at fifty words-a-minute on a five-
minute writing, he is very apt to attain that goal or beat
it. The teacher should encourage students to set their
goals high, but within reason. Undue recklessness will be
avoided since the maximum number of errors on the above
writing, during the last grade-period of the year, will be
three or four. Generally speaking, the speed range for the
entire class will be between thirty and seventy words-a-
minute on a five-minute writing. Thirty words-a-minute on a
five-minute writing, with a maximum of four errors should be
the lowest speed acceptable for the satisfactory completion
of the first year of typewriting. The only exceptions to
this rule would be for handicapped students. The word
"handicapped" will be interpreted to include both the
physically and mentally handicapped. The minimum speeds
required by typing teachers throughout Montana vary from
twenty-five to forty words-a-minute.[3]

Students should be assured that they will be
treated with patience and understanding. They will be
given help whenever they need it and an undue amount of
work will not be expected from them.[4] The teacher can
safely tell the students that the student who desires to

[3]Letter from William I. King, Montana High School
Supervisor, dated July 6, 1954.

[4]Association for Supervision and Curriculum Devel-
opment, 1954 Yearbook. Creating a Good Environment for
Learning (Washington 6, D.C.: National Education Association,
1954), p. 232.

learn typewriting and cannot do so is a very rare person. Many students find that some of their fingers are weak and do not respond well, individually. This difficulty is perfectly natural for a person who has never typed before or played a musical instrument. If a student becomes impatient, he should be reminded of the length of time it took him to learn to write with a pencil. His progress will be much faster, of course, with the typewriter since he is using both hands and all the fingers on each hand.

Students will notice that their index fingers are more active and respond better than their other fingers. The teacher should point out that a reason for the greater dexterity of the index finger is that it has been used as a separate unit much more than the other fingers. When the other fingers have been exercised and used separately for a time, much improvement will be evident. Discussions of this sort tend to create the friendly student-teacher relationship which is needed for a desirable learning situation.

Students in a typewriting class, like students in any other class, should understand the teacher's method of recording progress and evaluation of work. They need to know what is expected from them.

Exacting accuracy is not stressed during the first three or four months. An approximate maximum error-rate of one error to the line of typing can be set for a week or so. The maximum error-rate will then be gradually reduced until it has reached approximately two errors per page by the end

of the second semester.

Students must proofread and mark their errors.
Telling students to proofread is not enough. They must be
taught how to proofread. The common types of errors should
be pointed out. The teacher can go over the completed
lesson with the student and show him how to find errors. When
the students have had a few days' practice at finding and
marking errors, any lesson which contains unmarked errors
should be returned to the student. These returned lessons
must be typed over. A rule which is to be strictly enforced
must have a good purpose behind it. Students should be made
to understand that typed material which contains errors is
undesirable in all cases and unacceptable in most cases.
This applies to both personal-use typing and vocational
typing. Errors which are not found cannot be corrected;
therefore, all errors must be found.

Errors made by a student should be analyzed to
determine whether they are due to improper technique or are
accidental. The accidental error should not cause alarm,
since this type of error will generally be eliminated by
continued practice. If the error is due to improper tech-
nique, such as improper posture or incorrect method of
striking a key, remedial steps should be taken at once.
Corrective drills will be given only to the students who
are experiencing difficulties.

Immediately upon completion of a lesson, the student
begins the next lesson. The teacher can evaluate and record

most lessons in a matter of seconds. To do this he will
need a progress and achievement chart for each student.
Figure 1, page 20, is an example of a chart which can be
used to record the individual pupil's progress and achieve-
ment. This chart can be revised to the satisfaction of the
teacher. During the first few weeks, the teacher will
record the date and the number of errors and check the
lesson number. Later, as the lessons become more complex,
gross words typed per minute and errors on each timed
writing can be recorded also. These progress and achieve-
ment charts should be kept in a file drawer where they are
accessible to the students. They enjoy comparing their
present work with past work and an incentive for improvement
is provided for them.

Complete and accurate knowledge of the quantity and
quality of work a student has done and is doing is essential
when a teacher is using an individualized instruction method.
Turille[5] emphasizes this fact in the following passage:

> Careful record-keeping on an individual pupil basis
> is essential to success in any teacher attempt to individ-
> ualize instruction.

Each day the teacher should examine all the progress
and achievement charts for the class. When a chart shows
that more than a reasonable length of time has elapsed since
a student turned in his last lesson, a note of the fact

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[5]Stephen J. Turille, Principles and Methods in
Business Education (Staunton: McClure Printing Company,
1949), p. 138.

NAME_____   SECTION_____

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson 13	Lesson 14	Lesson 15 1 Min.___	Lesson 16 1 Min.___	Lesson 17 1 Min.___	Lesson 18 1 Min.___
Lesson 19 1 Min.___	Lesson 20 1 Min.___ 2 Min.___ 3 Min.___	Lesson 21 3 Min.___ Note ___	Lesson 22 3 Min.___ Letter___	Lesson 23 3 Min.___ Poem ___ Poem ___	Lesson 24 3 Min.___ Pro.1 ___ Pro.2 ___
Lesson 25 Carriage 3 Min.___ Note ___	Lesson 26 Carriage throws	Lesson 27 Carriage throws	Lesson 28 Copy Calls 1 Min.___	Lesson 29 1 Min.___	Lesson 30
Lesson 31 Lines Calls 2 Min.___	Lesson 32 Sentences 3 Min.___	Lesson 33 3 Min. Control___	Lesson 34 3 Min. Control___	Lesson 35 Lines	Lesson 36
Lesson 37 Paragraph work	Lesson 38 Tab. 3 Min.___ Drill	Lesson 39 Pro.1 Pro.2	Lesson 40 Pro.1 Pro.2	Lesson 41 Pro.1 Pro.2	Lesson 42 Pro.1 Pro.2
Lesson 43 Pro.1 Pro.2 3 Min.___	Lesson 44 Pro.1 Pro.2 5 Min.___	Lesson 45 Pro.1 Pro.2	Lesson 46 Sentences 5 Min.___ Pro.1 Pro.2	Lesson 47 5 Min.___ Pro.1 Pro.2	Lesson 48 Pro.1 Pro.2 Sentences

FIGURE 1

PROGRESS AND ACHIEVEMENT CHART

should be made and all possible help and encouragement should be given during the next class period.

Timed writings should be given by the teacher, so that accurate timing is assured because the scores on the writings in the daily lessons become a part of the student's progress and achievement record. Students should be given their timed writings whenever they are ready for them. This procedure typifies an office situation. Students will soon learn to concentrate on what they are doing even though other people in the room are doing work of a different type.

Progress through the textbook and minimum goals should be outlined for the students. Suggested minimums are shown on Table I, page 22.

These progress goals should be flexible goals and may be shifted to allow for individual differences. Progress through the textbook lessons can be weighted so as to compose from fifteen to twenty percent of the grade for each grade period. The remainder of the grade percentage will be based on gross words for timed writings, with a maximum error limit, and various typing problems. New material should not be used for timed writings until the last grade period of the second semester.

Albanito[6] states the case for individualized instruction in typewriting in this passage: "This type of instruction permits a minimum standard of work from our slow

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[6]Albanito, op. cit., p. 354.

TABLE I

SUGGESTED MINIMUM ACHIEVEMENT

FOR TEXTBOOK LESSONS

Six-week Grading Period	Minimum Achievement
First	Lesson 15
Second	Lesson 30
Third	Lesson 45
Fourth	Lesson 60
Fifth	Lesson 80
Sixth . . . . (End of Second Semester)	Lesson 110

This table is suggested when Lessenberry and Crawford's Twentieth Century Typewriting, Fifth Edition, is used as a text.

workers, incentive for rapid achievement for the middle group, and a challenge to the gifted student."

Competition between students of nearly equal abilities can be encouraged. This will make the typewriting class more interesting for students who enjoy a contest. Other students may become discouraged. They should be encouraged to work for improvement on their own past achievement. The important question in the mind of a typing student should be, "How well am I progressing toward my own goal?"

Students who enroll in a typewriting class do so because they want to learn to type. They should not be led down a narrow path at a pre-determined pace. Tension should not be allowed to build up. Teacher-pupil relationships should be on a friendly, personal basis. Discouragement and boredom should be kept at a minimum. Achievement should be at a maximum. All these objectives can be attained by a teacher who uses an individualized method of instruction. The typewriting class should be enjoyed and should be a challenge to the teacher and student alike. The teacher has ample opportunity to use every resource at his command.

CHAPTER IV

SUMMARY

The purpose of this paper was threefold: First, to show why individualized instruction in typewriting would be desirable; second, to show how individualized instruction and modern methods would be applied to various areas of typewriting instruction; and third, to present a general plan to serve as a guide in applying individualized instruction to the first two semesters of typewriting instruction.

Individualized instruction in typewriting can greatly reduce such negative factors in learning as tension, discouragement, and regimentation. Allowance can be made for both vocational and personal use students. All students can achieve their maximums and enjoy their experience in the typewriting class. Practical consideration for individual differences can be made by a teacher who is using this plan. Assessing penalties for errors is not psychologically sound.

Some modern trends in typewriting instruction are:

1. Music for rhythm drills is being frowned upon.

2. Speed first, and accuracy second, is advocated.

3. Lettered keyboards are being favored.

Positive proof of the value of these trends will await further research.

Use of an individualized method of teaching first-year typewriting would require the teacher to follow a plan

similar to the one outlined in the following paragraphs.

The class would be taught the basic operation of a typewriter, posture, and key striking by means of demonstration, individual help, and practice. The class would be guided as a group, through the first two or three lessons. Students would then progress at their own rate. Maximum error limits for lessons and timed writings would be set. Students will proofread and mark all errors. The error limits would be lowered gradually throughout the term. Minimum progress goals in textbook lessons would be set. These goals would be low enough and flexible enough to allow for individual differences. Individual goals for each student should be set high enough to offer a challenge to all students. Accurate and up-to-date progress and achievement records for each student must be kept. Charts for this purpose can be devised. Timed writings are given to individual students as they need them and to the group when desired. Close and continued observation on the part of the teacher is necessary to give help when it is needed and to correct errors in typing technique.

Friendly and personal student-teacher relationship is necessary to create a desirable environment for learning. The typewriting class should be a challenge and a source of enjoyment for the students and the teacher.

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