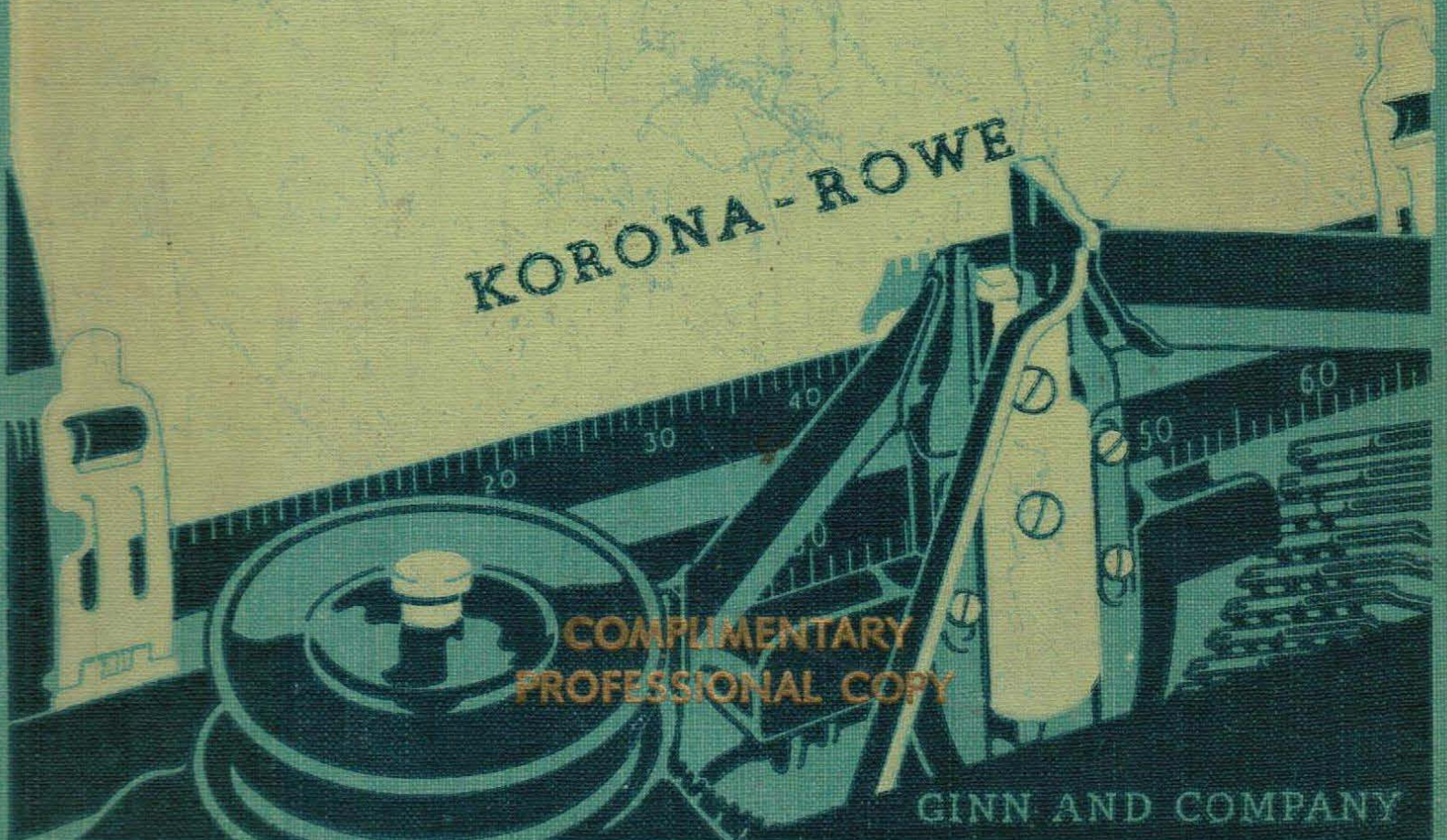


BUSINESS  
AND PERSONAL  
TYPEWRITING  
Complete Course

KORONA - ROWE

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GINN AND COMPANY



## COMPLETE COURSE

**An effective method**

An effective method of teaching combines the *whole* and the *part* methods, using whichever method is better adapted for the particular skill to be acquired. For instance, frequently used words and letter combinations are taught by the *whole* method, as whole words or single units. See Lesson 2, p. 8. Infrequently used words or letter combinations are taught by the *part* method. For example, see Lesson 13, pp. 24-25.

**A carefully developed lesson plan**

A simple but highly effective lesson organization provides for spaced learning of principles and skills. *Recall* exercises review skills and principles learned in previous lessons. *Tryout* drills introduce new locations and skills gradually and provide ample practice. *Cumulative Practice* brings together the main points of the lesson. See Lesson 9, pp. 17-18, Lesson 10, pp. 19-20, and so forth.

**Recall and mastery program**

A follow-up program of *Selective Recall* runs throughout the course. It consists of spaced reviews of locations, machine parts, and manipulations. See Exercise 1, p. 31; Exercise 1, p. 36, etc., and Sections 3 and 4, pp. 53-67.

Alphabetic Paragraphs provide practice in the location of every letter of the alphabet in one exercise. See pages 34, 36, 37, and so on. There are also Alphabetic and Figure Paragraphs. See pages 44, 45, 48.

**A definite corrective program**

The development of accuracy through the correction of errors is emphasized. In Lesson 2, p. 9, the first directions for corrective practice are given. See also pages 18, 20, 27, 29, 33, 38, and so forth.

**Functional business letters**

Abundant practice in the writing of business letters is provided in Lessons 101-161, pp. 102-154. Please note that business letters are studied in terms of their *functions* — getting and giving information, pp. 102-

106; buying goods, pp. 107-110; selling goods, pp. 111-114; and so forth. The content of the lessons is interestingly organized around various businesses. For instance, Lessons 101-105, pp. 102-106, have to do with the paint and varnish business; Lessons 106-110, pp. 107-110, with the iron and steel industry, and so forth.

**Personal-use typewriting**

Although chief emphasis is naturally on typewriting for business use, personal applications of typewriting skill are also presented. These provide excellent motivation by showing students that typewriting has immediate use and value. See pages 55-56, 76-78, 80-81, 101, 132, 134, 198, 214-218, and so forth.

**Secretarial work**

The last two parts of the course contain advanced business correspondence and real secretarial problems. In Part III, pp. 155-218, there are letter problems, internal correspondence, advanced tabulations, business forms and pay rolls, legal work in business, and so forth. Part IV, pp. 219-265, presents such problems as choice of letter styles, problems of transcription, technical correspondence, use of form letters, advanced legal work, and so forth. Note Corrected Copy, Machine Dictation, Manuscript Writing, pp. 195 ff.; Secretarial Typing without Dictation, pp. 261 ff.; Advanced Secretarial Problems, pp. 264 ff.

**Special provision for abler students**

To take care of the needs of unusually capable students there are frequent High Achievement Level exercises. See pages 84, 86, 158, 160, 168, and so on.

**Instructive illustrations**

The first 25 lessons contain 55 pictures, with the location and reach of each new key clearly illustrated. See pages 8, 10, 11, 13. Other illustrations, unusual in a typewriting course, show interesting and instructive glimpses of the business world. See pages 102, 107, 166, 175, 200.

# Business and Personal TYPEWRITING

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COMPLETE COURSE



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON • ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

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**The Athenæum Press**  
GINN AND COMPANY · PRO-  
PRIETORS · BOSTON · U.S.A.

# PREFACE

**T**HIS BOOK is the result of years of experience on the part of the authors in testing and analyzing the teaching of typewriting, an experience which proved the need for improved methods. The material here presented is based on classroom experimentation and careful research in the field of typewriting, including a thorough study of problems of learning as they may be applied to the acquirement of typewriting skill. Each lesson was carefully developed to fit into the general plan of the book which, to a large degree, represents a new philosophy in the teaching of typewriting. The methods followed reduce the learning period by placing the emphasis in the beginning lessons upon the learning of frequently used words which contain also the most frequently used letters and letter combinations for all words. These early lessons are followed by practice for mastery of all key locations as applied in less frequently used words, and combined with the practice of frequently used words. The organization of following lessons is built around these functional procedures.

All the material has been used by the authors in their classes with highly satisfactory results.

As the title suggests, the book has been planned to meet the vocational and the personal-use requirements of typewriting, an accomplishment which is increasingly useful, if not essential, to everyone. To this end the scene shifts occasionally from the business office and offers typing problems such as commonly arise in home, school, and social life.

The authors are greatly indebted to the many teachers who co-operated in the research studies and experimental work on which the text is based. They are also indebted to the teachers under whom they studied at many universities and to those high-school and teacher-training students who provided inspiration and challenge. They are especially grateful to Dr. Elmer G. Miller, Director of Commercial Education in the Pittsburgh Public Schools, whose personal encouragement and co-operation have been most helpful.

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# Business and Personal Typewriting

## PART I · FORMING THE RIGHT HABITS FOR GOOD TYPEWRITING

### SECTION 1 · *Keyboard Development*

Fundamentals: Machine Parts and Home Position · Introductory Lesson: The Guide Keys · Lessons 1-12: High-Frequency Words and Combinations · Lessons 13-25: Perfecting Locations

How can you use typewriting skill?  
Do you want to become a good typist?  
Are you willing to follow instructions?  
Are you ready to work?

Typewriting skill is needed or desirable in nearly every activity in which you will engage. Business effectiveness is increased by typewriting. It is essential for many positions in the business and professional office and often serves as an opening wedge for securing advancement to better positions. In school and college much time is saved and labor lightened if you are able to typewrite reports, book reviews, and notes taken in the classroom. Typewriting is of increasing value in social life. Secretaries and treasurers of clubs and societies should have a typewriter available, and business letters written from the home are more satisfactory and create a more favorable impression when typewritten. These are some of the practical reasons for studying typewriting.

You must therefore realize how extremely important it is that you determine to put forth the greatest effort of which you are capable, and develop your typewriting skill to the highest level of your ability. In both business and personal life you will be amply rewarded.

"Only intense effort educates." Your success in typewriting will depend largely upon yourself. Your teacher will instruct you, provide a model of correct operation for you to follow, guide you in changing wrong habits which may be formed because of carelessness or misunderstanding, and enable you to determine for yourself how well you are learning to typewrite. This textbook provides carefully selected material and illustrations of correct procedures. Study them carefully. Try hard to perform each operation on the typewriter correctly the first time, to avoid acquiring wrong habits which may be difficult to break. Be satisfied with nothing less than the best performance in mastering all the mechanical features of the machine, so that you can use it intelligently.

Keep the typewriter in good condition by inspecting it daily. Clean the type with a stiff brush. Every letter should print clearly; no letter should print with a blurred center. When necessary use a good cleaning fluid on the type. Keep the typewriter covered when it is not in use.

You, your teacher, your textbook, your typewriter, — these factors, working together, will produce typewriting of which you can be proud.

## FUNDAMENTALS

### Objective 1 · *To Learn the Names, Locations, and Uses of Important Parts of the Typewriter*

#### 1. PAPER TABLE

*Location.* Behind the rubber roller, or platen. See inside front cover, No. 1.

*Use.* The paper, while it is being inserted into the machine, rests against this table.

#### 2. PAPER GUIDE

*Location.* At the left and in front of the paper table. See inside front cover, No. 2.

*Use.* The left edge of the paper, when it is being inserted, should be along this guide.

#### 3. CYLINDER OR PLATEN

*Location.* In front of the paper table, and running the full width of the machine. See inside front cover, No. 3.

*Use.* When the paper is inserted, it rolls from the back toward the front of the machine around this rubber composition roller.

#### 4. CYLINDER KNOBS

*Location.* One at each end of the cylinder. See inside front cover, No. 4.

*Use.* The cylinder is revolved by turning either of the two knobs, although the right knob is generally used.



### 5. PAPER CLAMPS

*Location.* At both ends of the cylinder, in front of and flat against the cylinder. See inside front cover, No. 5.

*Use.* The paper clamps hold the paper in place against the cylinder at both left and right edges.

### 6. CYLINDER SCALES (Line of Writing Scale)

*Location.* Back of the ribbon (see No. 6).

*Use.* To adjust paper, and to indicate the writing point.

### 7. PAPER RELEASE LEVER

*Location.* At the left or right, depending on the make of typewriter. See inside front cover, No. 7.

*Use.* Operation backward or forward makes it possible to move the paper without removing it from the typewriter.

### 8. CARRIAGE INDICATOR (Carriage Frame Pointer)

*Location.* Pointing to carriage scale (see No. 8.)

*Use.* To indicate the writing point on the cylinder or carriage scale, and on the paper.

## Objective 2 • To Learn to Insert, Adjust, and Remove the Paper

*Proceed as follows:*

1. Grasp a sheet of paper with the *left* hand, thumb down, at the longer edge of the paper.



Fig. 1. Inserting 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 thumb and first two fingers of the *right* hand. Notice the position of the hands and paper in Fig. 1.

4. Straighten or adjust the paper in the machine, if necessary, by operating the paper release lever (see No. 7). The paper is straight when the top edge is exactly along the top of the line of writing scale behind the ribbon; or when both left and right edges of the half of the paper in front of the cylinder coincide with the edges of the half of the paper behind the cylinder.

The paper may also be aligned with the tops of the paper clamps, or with any other typewriter parts which are in line at all times.

5. Again turn the cylinder knob a full turn.

6. Use the paper release lever and remove the paper *quietly*. Replace the paper on the desk.

7. Repeat these operations until you can insert, adjust, and remove the paper quickly.

## Objective 3 • To Learn the Names, Locations, and Uses of Additional Parts of the Typewriter

### 9. MARGINAL STOPS

*Location.* At the left and right ends of a bar, in front or at the back of the typewriter, depending upon the make (see No. 9).

*Use.* To limit the distance which the carriage will move to the left or right, and thus to control the length of the line of writing on the paper.

### 10. CARRIAGE RELEASE LEVERS (Right and Left)

*Location.* At the left and right ends of the cylinder, generally behind the cylinder knobs (see No. 10).

*Use.* To move the carriage quickly a large number of spaces, or some distance, to the left or right in less time than would be required if the space bar were used.

### 11. THE KEYS (Keyboard)

*Location.* At the front of the typewriter (see No. 11).

*Use.* To write letters or other characters separately when the top of the key is struck sharply downward.

### 12. LINE SPACE LEVER

*Location.* A long lever connected with the cylinder, generally at the left, and projecting toward the front of the machine, with a slight hook to fit the finger (see No. 12).

*Use.* To return the carriage when it has reached the extreme left, and to turn the cylinder and paper upward to begin a new line of writing.

### 13. THE BELL

*Location.* At the back, side, or underneath the typewriter (see No. 13).

*Use.* To warn that the end of the line of writing is near; that is, within 5 to 8 spaces.

### 14. TYPE GUIDE

*Location.* A slot, or guide, in front of the ribbon (see No. 14).

*Use.* To guide the type accurately in printing on the paper through the ribbon.

## 15. LINE-SPACE ADJUSTMENT

*Location.* At the left or right of the cylinder, generally marked "1 2 3" to indicate the spacing (see No. 15).

*Use.* To space vertically one, two, or three spaces each time the line-space lever is moved in returning the carriage.

## 16. SPACE BAR

*Location.* In front of the keyboard toward the typist. It is a long black bar (see No. 16).

*Use.* To space between words, so that the words will not run together. It should be struck with the *right thumb*, the thumb being bent.

### Objective 4 • To Practice Taking the Best Position

*Study Figure 2 and observe the following:*

1. Both feet are placed flat on the floor.
2. The body is erect, alert, leaning slightly forward.
3. The elbows are close to and slightly in front of the body.
4. The backs of the wrists and hands form a straight line — no drooping of the wrists.
5. The fingers are curved and touch the second row of keys lightly.
6. The typist is looking slightly to the right so that he may read the copy easily.

*Take this position at your machine.*



Fig. 2. The Correct Position

### Objective 5 • To Learn to Gauge the Correct Position for the Paper Guide and to Set the Marginal Stops for a 30-Space Line

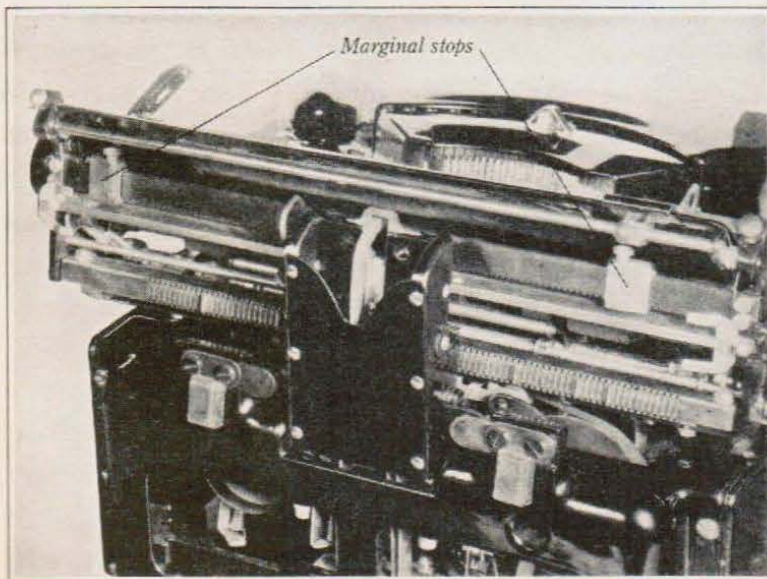


Fig. 3. The Marginal Stops

*Proceed as follows:*

1. Set the paper guide so that the center of the paper will correspond with the center of the writing scale (40, 42, 43, 45, or 50).

**NOTE.** It is possible to set the paper guide on any typewriter to center the paper at any point desired. For ease in figuring margins and centering, 40, 45, or 50 is usually preferred.

2. The position of the paper guide may be determined by creasing the paper in the center at the top, and inserting it in the typewriter with the carriage indicator, or type guide, pointing to the center of the writing scale (or desired point). After determining this position, set the paper guide against the left edge of the paper, but *do not crease a sheet of paper on which you are to write.*

**Centering Scales.** Paper-centering scales, marked on the paper table of the Underwood Special Standard and Woodstock typewriters, make it unnecessary to crease the paper. Any size of paper or card is automatically centered

when it is inserted so that the scale readings of both scales (left and right) are the same. The paper guide is then moved against the left edge of the paper. The center of the scale is 45 (Underwood) or 47 (Woodstock).

3. Set the carriage indicator 15 spaces to the left of the center of the carriage scale, and then move the left marginal stop to the right, or left (Underwood), as far as it will go.

NOTE. On the Underwood the marginal stop which controls the left side of the carriage is located at the *right* on the front of the carriage.

4. Set the right marginal stop 15 spaces to the right of the center of the carriage scale, and *then add 5 spaces* for the ringing of the bell; that is, set the marginal stop 20 spaces to the right of the center.

NOTE. For the Underwood, this means to set the marginal stop which controls the right margin.

The bell rings approximately 5 spaces before the carriage locks at the right margin. The actual line of writing is therefore 30 spaces long when 5 spaces are added to the right of the center of the scale.

To illustrate, the following would apply if 40 is the center :

20-space line: Margins, 30 and 55

30-space line: Margins, 25 and 60

If 45 is the center, the following would apply:

30-space line: Margins, 30 and 65

40-space line: Margins, 25 and 70

### To Gauge the Marginal Stops

10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85
: . . . . .															
30-space line				:15 spaces:		C	:20 spaces:								
40-space line			:	:20 spaces:		E	:25 spaces:								
50-space line	:	:	:	:25 spaces:		N	:30 spaces:								
60-space line	:	:	:	:30 spaces:		T	:35 spaces:								
70-space line	:	:	:	:35 spaces:		E	:40 spaces:								
: . . . . .															

Move the paper guide against the left edge of the paper

R

Five spaces added at right to allow for bell ringing

## Objective 6 • To Practice Finding the Home Position on the Keyboard

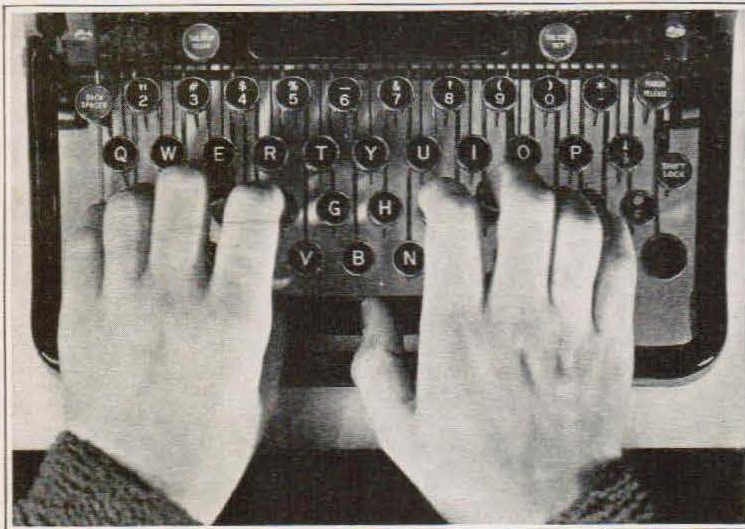


Fig. 4. The Home Position

The *home position* is on the second row of keys counting from the lower edge of the keyboard, and is the starting point in learning the keyboard. *Curve the fingers.*

Place the little finger of the left hand on the key at the extreme left of the second row. Let the other three fingers touch lightly the next three keys on the same row.

Place the little finger of the right hand on the key which is *one key* to the left of the extreme right on the same row of keys. Let the other fingers touch lightly the next three keys on the same row. (See Fig. 4.)

*This is the position you will always assume when writing, and from this position you will learn the locations of all keys on the typewriter.*



Fig. 5. Side View

Practice finding these locations and check your position. You will notice that

1. There are no vacant keys at the left.
2. There is one vacant key at the right.
3. There are two vacant keys in the center between hands.

Practice touching the home position until you can find it accurately and quickly, *without looking for it*. Try hard to locate it the first time; remember that you are forming habits which will help or hinder.

1. Look away from the typewriter.
2. Find the *home position*.
3. Check your position.

## Objective 7 • To Practice Throwing the Carriage



Fig. 6. *Throwing the Carriage*

Throw the carriage, and return the fingers to the home position to continue writing immediately. Your performance is ideal if you can do this without looking at the line space lever even for an instant.

Repeat the carriage throw several times until you are satisfied that you can return to the home position and continue writing easily and without error.

Procedure for practice :

1. Carriage indicator at 60.
2. Fingers on the home keys.
3. Look away from the typewriter.
4. Throw the carriage and return the fingers to the home position.
5. Check your position.
6. Repeat the operation several times.

## Objective 8 • To Practice Striking the Space Bar

The space bar is the most frequently used part of the typewriter, as it moves the carriage to make a space after each word and after other characters when necessary.

1. Always strike the space bar with the *right thumb*.
2. Bend the thumb when striking the bar. Do not use a wrist or arm movement.
3. Use the shortest possible distance necessary to operate the space bar; it may not be necessary to depress the bar the full distance to make a space. Eliminate all other waste-

ful motions such as striking the bar too hard or using movements other than a purely thumb movement.

4. Strike the bar as quickly as you can and with the least possible effort.
5. If the space bar makes extra spaces you are releasing it too slowly.

Following these instructions, practice striking the space bar. When you reach the end of a line, *throw* the carriage and repeat.

## Objective 9 • To Learn How to Strike and Release Keys in Order to Produce the Best Writing

Strike quickly and release instantly without moving the wrists.

Try it! The release is as important as the strike. This is purely a finger motion — little or no wrist motion. How would you answer these questions?

1. Ought you to think of the movement in striking the keys?
2. How ought you to strike the keys?
3. What is a rhythmic stroke?
4. How high should the finger be raised to strike the key?
5. What position should the finger assume after striking the key?

It is extremely important that you strike the keys correctly from the beginning. Think of the movement to be made.

Typewrite with the fingers. Strike each key in the center with a quick, forceful stroke and release it instantly without

moving the wrist or arm. *Do not follow through* until the key is fully depressed, but draw the finger quickly toward the palm of the hand. Do not push or pound the keys.

Develop a rhythmic stroke. Writing with rhythm means striking the keys without unnecessary loss of time between strokes. Do not form the habit of writing with a jerky, uneven stroke; neither should you develop a slow, pushing type of stroke. Using equal force on each key will help to develop a rhythmic stroke.

Releasing the key is just as important as the striking of it. Keep the curve in the fingers; do not straighten the fingers. Lift the finger only far enough to be able to strike the key effectively. The complete operation is correct when the key has been struck quickly, released instantly, and the finger returned to its home position. Have confidence in yourself.

Write the following:

We sell our #8 steel wire nails @  $4\frac{1}{2}\phi$  in 100# lots; #6 @  $3\frac{3}{4}\phi$  in 100# lots, which gives you a profit of  $1\frac{1}{4}\phi$ . Don't you think this is a fair profit? These prices (announced in June) will be changed after three months.

---\*\*\*---

Write the hyphens:

"Something is wrong with the usual method of doing business (marketing). What is the trouble? It is due to a fundamental lack of adjustment between production and distribution."\*

\*From "Business Fundamentals" by Babson.

### Exercise 3 • Combination Characters — Exclamation Point (!) and Dash (—)

The exclamation point (!) is a combination of apostrophe and period.

**How to Make the Exclamation Point (!). First Method.** Hold the space bar with the left thumb and hold the left shift key at the same time; then strike the apostrophe (') and the period (.) without releasing either the shift key or the space bar.

For the Remington and Noiseless typewriters, depress the backspace key once before writing the exclamation point, and then space *three* times.

For all other makes of typewriters, space *twice* after writing the exclamation point.

**Second Method.** Strike the apostrophe, depress the backspace key once, and strike the period. Then space *twice* (on all typewriters).

**Spacing Rule.** The exclamation point is generally followed by *two* spaces.

**The Dash.** For the dash two hyphens are used (—). In striking the hyphen key, keep the j finger on its position.

**Spacing Rule.** Space neither before nor after a dash.

Write the following:

Opportunity! John T. Burns\* was a \$40-a-week clerk, when Harris & Company (packers) needed a man. The man sent refused to work in "so smelly a place." "Let me go," said Burns. He went—and became president.

\*Head of Burns & Company, one of the largest packing companies in the world.

### Exercise 4 • Cumulative Practice — Alphabetic Paragraph

Write the following:

The men who have succeeded best in life are those who have always been jolly and hopeful, who went about their business with a smile on their faces, and took the queer changes and extreme chances of this mortal life like men, facing rough weather and azure skies alike as they came.—Adapted.

Copy the following table:

Class of Telephone Service, Monthly Rate, and Local Messages Allowance are given below:

<u>Residence</u>		
Individual Line	\$4.00	60 or less
Two-party Line	\$2.50	40 or less
<u>Business</u>		
Individual Line	\$4.00	60 or less
Two-party Line	\$3.50	60 or less

### Exercise 3 • Paragraph Practice

1. Set the tabular stop 5 spaces from the left margin, and test the tabulation.
2. While tabulating, watch the copy, not the tabular key, and keep the guide finger in position.

Copy the following and make the proper indentions:

Diamonds are chunks of coal that stuck to their jobs.—B. C. Forbes.

The voice with the smile wins.—Bell Telephone Company.

What you are to be, you are now becoming.—Cameron Beck.

Write the following exercise:

### Exercise 4 • Alphabetic Paragraph

If our lives are to be happy ones, we must some day find a job that suits each of us and our abilities. To work at something which in reality we do not like requires extra effort. It is an empty life even if we are zealous and make a large amount of money.

## LESSON 22

### Exercise 1 • Recall

Recall

1. Reading the carriage scale.
2. Paper guide, paper-release levers, carriage-release levers.
3. Shift lock.

Write the following:

### Special Characters

Loans for 60 days,  $3\frac{3}{4}$  @  $4\frac{1}{4}\%$ ; a year ago  $4\frac{1}{2}$  @  $5\frac{1}{4}\%$ .  
McClellan's prints (patterns #17 and #19) sell at 28¢.  
During April 1935 we sold 640 desks and 827 chairs.  
Jim Quincy will give Fred this book as an extra prize.  
"The Trail," Hull's new book: Price \$2, Burt and King.

## Exercise 2 • Centering

The purpose of centering is to make typewriting effective and attractive.

Centering is of two kinds — (1) on the line (*horizontal*, left to right) and (2) on the page (*horizontal* and *vertical*).

### HORIZONTAL CENTERING (Centering on the Line)

#### The Back-Space Method

1. Set the carriage indicator at the center of the carriage scale. The center is 45 on most typewriters, but some typewriters center at 40, 42, 43, 45, or, for elite type, at 50. The paper guide can be adjusted to center at any desired point.

2. Depress the back-space key *once* for every *two* letters or spaces in the line to be centered, disregarding any extra letter.

3. Begin to write the line at the point where the carriage stops.

Make certain that the paper guide is in the proper position and then center each line of the following:

The Raven  
by  
Edgar Allan Poe

FINANCIAL STATEMENT  
of  
JOHN T. CHALMERS AND COMPANY  
December 19--

Ginn and Company  
15 Ashburton Place  
Boston, Massachusetts

(YOUR) HIGH SCHOOL (Capital Letters)  
Street Address (Small Letters)  
City and State (Small Letters)

#### The Underwood Red-Scale Method

1. Set the carriage indicator at 0.
2. Strike the space bar once for each letter and space in the line that is to be centered.
3. Note the figure on the *red scale* at which the carriage indicator stops, and then set the indicator at the corresponding number on the *white scale*. This is the point at which to begin the line to be centered.

#### The Space-Counting Method

Count the total number of spaces in the line to be centered. Divide this number by two, and subtract the result from the number that marks the center of the carriage scale. Set the carriage indicator at this point and write the line to be centered.

NOTE. There are several methods of centering, but it is not advisable to try to learn several. Decide which method you prefer, and learn it well.

Toilers of the Sea  
by  
Victor Hugo

Which Are You?  
by  
Ella Wheeler Wilcox

Tax Reports and Adjustments  
of  
Rogers and Williams

"Modern Dogs"  
"The Scottish Terrier"  
by  
Dr. William A. Bruette

## Exercise 3 • Alphabetic Paragraph

Write the following:

Mark Twain once said that we are always talking about the weather but never quite do anything about it. There is a good reason—we can't. Errors in typewriting are different, and unless we do something about each one of them when it occurs it will surely give us trouble later. Making an error exercises it, and if uncorrected its power will soon amaze. Just take a little time each day to remove the causes of errors.

## Exercise 4 • Cumulative Practice

Write the following:

A miner washes gravel from a pan and finds a speck that gleams in the sun. Gold! Gold in the Rockies! Pell-mell across the plains swarm excited men and women in wagons painted "Pike's Peak or Bust." The weak and faint-hearted turn back. The sturdy and strong continue on their journey.

(13 line spaces in top margin)

YOU

Your success depends upon you.  
 Your happiness depends upon you.  
 You have to steer your own course.  
 You have to shape your own fortune.  
 (Total = 6 lines)

(2½ in.)

(2½ in.)

(14 line spaces in lower margin)

33 vertical spaces on a half sheet (8½ in. by 5½ in.)

### To Center the Paragraph Below

1. Set the margins for a 40-space line ; single spacing ; indent *five* spaces.
2. Determine the number of lines to be written. Procedure:
  - a. Count the strokes : there are 236 strokes in the paragraph. [Hence,  $236 \div 40$  (length of line) = 5 plus, or 6 lines in the paragraph.]
  - b. If there is a one-line heading, add one line for the heading and one space following.

3. Determine the number of lines above and below the paragraph.
  - a. There are 33 vertical line spaces on a half sheet. [Hence, subtracting the lines of writing in the paragraph and heading leaves 25 line spaces to be divided between top and lower margins.]
  - b.  $25 \div 2 = 12$  lines and *one* remaining. [Hence, top margin will have 12 line spaces on which there is *no* writing ; the lower margin will be 13 line spaces. An extra space is added to the lower margin.]
4. Use a half sheet of paper, and center the following paragraph according to the above procedure.

### ACHIEVEMENT (12 strokes)

In the nature of things, a man who	Strokes
creates or builds up a mighty financial,	35
industrial, mining, or commercial organiza-	76
tion usually makes money, often a great	118
deal of it. In business, profit is one of	158
the rewards of successful achievement.	201
	241

### Exercise 3 • Centering on the Page

Center the following paragraph on a half sheet of paper.

#### HE PROFITS MOST WHO SERVES BEST (32 strokes)

The man who sets up money-making as his primary,	Strokes
his sole goal, who subverts everything to that end,	49
seldom fulfils his narrow, Midas-like ambition. It	101
is not money, but the joy of achievement, the joy of	153
creating, of developing something, that spurs on most	206
men who become factors of the first importance in the	260
business world. Providence would seem to have ordained	314
that the man who serves most shall reap most.	370
	417



### Exercise 3 • Paragraph Writing

Write the following paragraphs:

#### PUNCTUATION AND SPACING (24 strokes)

The period, the question mark, or any other mark that is used at the end of a sentence is followed by two spaces, before beginning the first letter of the following sentence. Two spaces follow every colon.

Strokes  
57  
121  
180  
208

Other marks often used within sentences are as follows: the comma, the semicolon, the colon, and the period. If the comma, the semicolon, or the period are used within a sentence, they are followed by one space before beginning the first letter of the following word. No space should be left between any of these marks and the preceding character.

265  
326  
390  
455  
518  
560

### Exercise 4 • Cumulative Practice — Alphabetic Paragraph

Practice the following paragraph:

A great deal of the joy of life consists in doing perfectly, or at least to the best of one's ability, everything which one attempts to do. There is a sense of satisfaction, a pride in surveying such a unique work—a work which is rounded, full, exact, complete in all its parts—which the lazy man, who leaves his work in a slovenly, careless, half-finished condition, can never know.

Strokes  
57  
120  
183  
247  
312  
375  
388

## LESSON 25

Margins:  
50-space line

Spacing:  
Single

Tabular Stops:  
Indent 20 and 40 spaces

### Exercise 1 • Recall

- |   |  |
|---|--|
| 1. Testing the left margin before beginning to write.   | 3. Importance of non-keyboard operations.                      |
| 2. Testing the tabular stops before beginning to write. | 4. Allowing the bell to determine when the carriage is thrown. |

Write the following:

Catalog Numbers, Old List, and New List Prices are given below, effective April 20:

22	\$2.20	\$1.90
24	\$2.90	\$2.20
26	\$4.40	\$4.10
28	\$7.70	\$6.60

### Exercise 2 • Paragraph Writing

CHANGE Tabular Stops

Indent 5 spaces

Write the following:

#### THE ACCURACY IDEAL (19 strokes)

Of course accuracy is the most important ideal for typewriting. Accuracy of 75% may be satisfactory for passing in some subjects, although it is not regarded as representing "high" achievement. In typewriting, however, an ideal of 100% accuracy is the only achievement really worth while for commercial use.

Strokes  
47  
101  
152  
203  
254  
311

Then be satisfied only with "no errors" as your goal, and though you may not always reach your ideal, you will eventually produce a fine quality of type-written work of which you, your employer, and your teacher will be proud.

Strokes  
359  
413  
463  
514  
538

### Exercise 3 · Paragraph Writing

Write the following:

#### THE DEPENDABILITY IDEAL (24 strokes)

How dependable are you? How good, do you think, is "good enough"? What is your attitude toward your work when the bell rings, or, in the office, when the hour for "quitting" arrives? Do you leave crumpled waste paper around your desk? Would you like to "forget" to report your progress on some special assignment, so as to go out of the door first? How do you file your work? Must you be told to "make up" or complete work, or do you keep at it until you are satisfied with it?

Strokes  
49  
102  
156  
208  
257  
306  
361  
415  
465  
485

You may answer these questions yourself, and the answers will define your ideal of dependability.

534  
584

### Exercise 4 · Cumulative Practice — Alphabetic Paragraph

Write the following:

#### FILING (7 strokes)

One of the most important traits which should be developed by filing is the ability to follow directions accurately. Students should study filing rules zealously, but they should reason, too, that it is quite necessary, in different kinds of files, to vary them. The school must advise them just which rules to follow. In the business office, they will find a number of rules which have been made to fit that file. Most Civil Service examinations quote the rules to be followed.

Strokes  
49  
105  
157  
210  
265  
322  
373  
424  
476  
484

*A straight line is the shortest distance between two points.* Take the shortest possible path to the line-space lever; then *throw* the carriage quickly and return to the home position without looking away from the copy.

To eliminate unnecessary motions when writing:

(1) Keep fingers close to keys; (2) Raise fingers only slightly; (3) Do not twist wrist or arm; (4) Release keys quickly.

**Listen for the Bell.** When the bell rings, finish the word you are writing, or divide it at the nearest syllable, using a hyphen; then throw the carriage.

## LESSON 27

## Objective 1 · Short Sentences Emphasizing i

Write the exercise twice. Use double spacing after every other line. Do not indent.

See if he is in. See if he is in. You will like our service. You will like our service. I work in an office. I work in an office. We believe you. We believe you. Ask him for his check. Ask him for his check. I will go. I will go. [242 strokes]

## Objective 2 · Longer Sentences Emphasizing t

Begin each sentence on a new line. Use double spacing after every other line. Do not indent.

Write me what you think about it upon receipt of this letter. Let us have a receipt soon, for the interest on this note.

Write me what you think about it upon receipt of this letter. We want you, then, to give this matter your attention at once.

Let us have a receipt soon, for the interest on this note. Time will tell that it is better to be right than to be great.

We want you, then, to give this matter your attention at once. There is no better way to get your wish than through work.

Time will tell that it is better to be right than to be great. There is no better way to get your wish than through work. [622 strokes]

## Objective 3 · Short Paragraph Emphasizing i t

Write this paragraph twice. Indent at the beginning.

Try to write better each time if you want to get the most out of your work. It is not the amount, but how you write, that will make you write better. Think each letter or word as you write it. Give your best attention all the time. [236 strokes]

## LESSON 28

## Objective 1 · Longer Paragraph Emphasizing d

Write the following exercise. Use double spacing between paragraphs.

Many people do the work at hand day after day and when that is done will not try to do more. Some would not do more if they could. A few will be glad to do much more than is done by other people, no matter what the date, or if the day be good or bad. A company will always regard these people as a credit. You can be one of these few if you do your best today and every day,—but be sure it is your best. [410 strokes]

## Objective 2 · Paragraphs Emphasizing n

Write this exercise twice. Use double spacing between paragraphs.

We often envy the man who has won fame in one kind of business or another. We wonder now and then why the same thing cannot be done by anyone. [145 strokes]

One reason is the lack of genuine interest in getting information and using it. Knowledge is a fine thing, but unless we use it in an intelligent manner, it is of no value. [TOTAL: 320 strokes]

## Objective 3 · Alphabetic and Figure Paragraphs

One of the great rewards in life is the joy we get out of the work we do. Choose, then, the work that will make you most happy, be zealous, and excel in it. There will be no question about the reward you will receive. [221 strokes]

Ability to use combinations increases speed in addition. Each of the following two-figure combinations equals 10: 7 and 3, 6 and 4, 5 and 5, 8 and 2, 9 and 1. [TOTAL: 383 strokes]

*He who hesitates is lost.* You must have confidence in your ability to strike each key correctly. Many students hesitate, think of another key, and make an error. To avoid this, strike each key the instant you think of its location. *Try to write continuously. Listen for the bell.*

## LESSON 29

## Objective 1 · Paragraphs Emphasizing a

*Write the exercise twice.*

What great man do you admire? "Hitch your wagon to a star," was the advice of yesterday. Today you may state the same thing another way. "Make a great man your ideal." [172 strokes]

It has been said that ideals are the really great forces in the world. Have ideals and learn to appreciate great ideas. You can attain only as high as you attempt. [TOTAL: 339 strokes]

## Objective 2 · Paragraphs Emphasizing r

*Write the exercise twice.*

Year after year we hear about success and failure. The difference is a matter of a little more industry on the part of the one who succeeds. [143 strokes]

Put forth, then, every effort. Another hour of work on your part may be all that is necessary. Many of the world's great triumphs are only the result of more effort. [TOTAL: 312 strokes]

## Objective 3 · Alphabetic and Figure Paragraphs

*Write the exercise twice.*

In the business sense, the word investment relates to the use of money in acquiring property. Our laws permit us to enjoy this right. However, just by attending school, you make an investment of your time and effort. If you are zealous in this excellent investment, you will receive, as your return, a much richer life. [334 strokes]

We received orders from him on April 2, 7, and 20, 1936. He did not purchase anything from us until about a year later, when he bought merchandise on March 4, 17, and 28, 1937. [TOTAL: 513 strokes]

## LESSON 30

## Objective 1 · Paragraphs Emphasizing o

*Write the exercise twice.*

Most work is noble whether it be in school, shop, office, or some other place. The important thing to you should not be so much what the work is but how well it is done. [172 strokes]

Do not look down upon another on account of the work which he does. We must go forward through our own efforts, but to move the world's business, the co-operation of all people is necessary, too. [TOTAL: 370 strokes]

## Objective 2 · Paragraphs Emphasizing f

*Write the exercise twice.*

Few feel that they will fail in their efforts. However, some do fail. The causes and effects differ, but the fact remains that they failed. [143 strokes]

If you are failing in some of your efforts, be not baffled but face the facts from the first and find the trouble; then overcome your difficulties. [TOTAL: 292 strokes]

## Objective 3 · Alphabetic and Figure Paragraphs

*Write the exercise twice.*

Inquire into reading habits. The faster reader is usually the better reader. However, it should be realized that the beginning stage in learning to typewrite is an exception. It is the job of the learner to see each letter and to read no faster than he can write. To do this is to advance most rapidly. [308 strokes]

Multiplication is a short method of addition. It is easier to multiply 29 by 10 than to add 29 ten times. Also for 38 times 47 or 56 times 85 it is easier to use multiplication than to use addition. [TOTAL: 510 strokes]

## LESSON 35

### Objective 1 · Timed Writing (Five minutes)

Margins: 70-space line	Tabular Stops: Indent 5 spaces	Spacing: Double
---------------------------	-----------------------------------	--------------------

Resolve to keep your eyes on the copy for the full five minutes.

	Strokes
Alexander, King of Macedon, was an ambitious young man. He was brave and proud, and he had many other desirable qualities which fitted him to be a king. It was said that, when as a boy he saw how great his father was in war, he wept, thinking there would be nothing left for him to do. He had the best of teachers, who taught him to love art and books. All that was fine in life was made available to the young prince, and in time he helped to spread this art and learning throughout his kingdom. In one great victory after another he defeated every king that opposed him. When he died, he had been king but eleven years and was only thirty-three years of age, but he had founded seventy new cities. He had earned the name Alexander the Great, a name greater than that of his father.	35 74 113 155 194 236 277 318 357 397 438 477 515 555 596 635 674 714 753 792

### Objective 2 · Separate-Hand Exercise

Write the exercise twice.

as in at oh be on we up act my are on as in  
we up at my bed; at no extra cost; they were  
in my car; the effect on the street; in fact  
it was dated July 18; in case you are at my  
city office; I saw him jump far into the  
water to save the red cardcase. Waste no  
time on regrets; look at him who serves.

### Objective 3 · Alphabetic and Figure Paragraph

Margins: 60-space line	Tabular Stops: Indent 5 spaces	Spacing: Single
---------------------------	-----------------------------------	--------------------

Write the following twice.

	Strokes
A few years ago the interest of the world centered on attempts of aviators to conquer the Atlantic. The first flight took place in 1919, when an American flying boat crossed in a series of flights. On June 14, 1919, two Englishmen made the first nonstop flight in sixteen hours. In 1928 the <u>Graf Zeppelin</u> made the trip. The flight we hear most about was made on May 20 and 21, 1927, by Charles Lindbergh. He flew 3160 miles. What a contrast to the flight which lasted 59 seconds!	36 78 118 158 200 242 282 336 378 422 462 500

## LESSONS 36-45 · NON-LETTER MANIPULATIONS

### LESSON 36

The purpose of the next five lessons is

1. To review the use of the marginal stops, marginal releases, paper clamps, carriage releases, backspacer, shift lock, variable-line spacer, and to perfect the carriage return.
2. To review all the characters on the keyboard.

#### Objective 1 · Manipulation Recall

**Marginal Stops.** Set the stops as follows: for the first line use a 60-space line; for the second line use a 50-space line; for the third use a 40-space line; for the fourth use a 50-space line; and for the last line use a 60-space line. Change the margins after each line. This will give you practice in setting the marginal stops.

Home, church, state, organized recreation,  
school, and business.  
These are social institutions which serve  
civilization.  
The best citizens take part in all of these.  
The best education requires development in  
all of them.  
The best business promotes progress of these  
social institutions.

#### Objective 2 · Manipulation Practice

**Marginal Releases.** The marginal releases are used to write outside the marginal stops.

Margins: 30-space line	Spacing: Single
---------------------------	--------------------

Write the following exactly as it appears, without moving the marginal stops. Begin the first word at the margin.

We are all of us fellow passengers on the same planet, and we are all of us responsible for the happiness and well-being of the world in which we live.—Van Loon

#### Objective 3 · Alphabetic and Opposite-Hands Paragraph

Margins: 60-space line	Tabular Stops: Indent 5 spaces	Spacing: Single
---------------------------	-----------------------------------	--------------------

	Strokes
What queer things helped man to conquer nature! Nature presented a thumb so he could clutch things which he made or built for protection. Then, too, he could think and organize primitive surroundings to enjoy fuller, finer living, aided by a memory to profit by the past and overcome the next new difficulty.	35 75 115 154 192 233 273 312

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