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## A Study and Evaluation of the Textbooks Used in Typewriting and Junior Business Training

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A  
STUDY AND EVALUATION  
OF THE  
TEXTBOOKS USED IN TYPEWRITING  
AND  
JUNIOR BUSINESS TRAINING

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By  
Alice H. Harbers  
May 1935

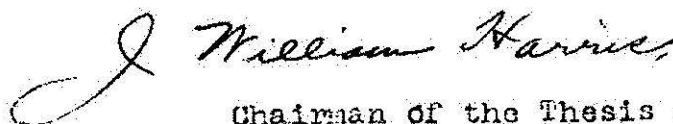
A Thesis  
Submitted to the Department of Education  
College of the Pacific

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In partial fulfillment  
of the  
Requirements for the  
Degree of Master of Arts

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APPROVED:



Chairman of the Thesis Committee

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DATED:

## PREFACE

I am first giving these prefatory remarks so that the reader may be better able to understand the aims, methods, and plans in working out this particular problem.

The desire to work out this particular problem came to me as a result of the apparent confusion in my own mind, and in the minds of commercial teachers in general, as to the selection of particular textbooks to fit particular needs.

It is my aim in this study to give an introduction to each of the two divisions of study, which are, Typewriting and Junior Business Training. The purpose of this is to acquaint the readers with the necessary details concerning these subjects so that they themselves can judge the textbooks in the light of the necessary requisites.

Next will be a detailed review of the textbooks in each field with complete notations of content, their evaluation, and an accompanying chart which further tabulates necessary material. This division of the study, it is hoped, will serve as a source of reference for these teachers who are interested in knowing the merit of commercial textbooks in these two fields.

This material and information I have collected together under one cover so that it may be used as a source of reference where one can go to sum up quickly the merits and offerings of the textbooks of the above mentioned

subjects. This review has been accomplished through the cooperation of the various publishing companies that serve schools in the Western districts. The individual publishing houses have been most helpful to me in lending their textbooks for reviews and in giving me other necessary information. Without their help this review could not have been made. I also wish to thank Dr. J. O. McLaughlin, former principal of Escalon High School, for his kindly assistance in helping me to start my problem, and Dr. J. W. Harris of the College of the Pacific for his helpful guidance throughout my entire work.

The subject matter in this thesis has been narrowed to the two fields, Junior Business Training and Typewriting, because we felt the field should not be too large for a complete and detailed type of work. The two fields were chosen for the following reasons: they are subjects of growing interest to the students and adults; classrooms show a constant increase in attendance; both subjects are taken by, and are useful to, both commercial and academic students; and each field has a goodly selection of textbook material.

A. H. H.

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The progress of man through the ages has been definitely marked by the various means he has employed in putting his thoughts into visible form. There are definite milestones in the progress of the written word. History teaches us of the early Babylonian scripts, the strange and unusual characters of the Egyptians, and the writing of other ancient people. After the first early writings of stone carvings came the ancient development of papyrus in Egypt, the wax tables and stylus of the Romans, and the parchment of the Middle Ages. Then in the early days of that wondrous new era known as the Renaissance came the knowledge of a new process, paper manufacture. This information came from Mohammedan sources. Following this knowledge came the first Western paper mill, which was situated in Italy in the year 1276.<sup>1</sup>

When the art of paper making had been perfected, the printing press was invented in Germany in about the year 1423. What a wonderful stride forward for man in his endeavors to record his thoughts on paper! What untold wealth this invention has meant to education!

It was in the 19th century that men's thoughts turned to machinery for the swift, accurate recording of individual thoughts--and the typewriter came into being. The printing press meant that collectively the most useful of writing could, at great expense, be printed in

<sup>1</sup> Ellwood P. Cubberley, History of Education, 254.

such quantities that it could reach many people. The printing press served society at large. The typewriter, however, is an individual instrument. It serves the individual as a quick, legible, and accurate means of putting his thoughts immediately into type. While the typewriter cannot be compared to the printing press in its contribution to human progress, nevertheless, it has contributed much to civilization.

The work on the invention of the typewriter was begun in Milwaukee in the winter of 1866 by Christopher Latham Sholes. It was not until 1873 that he considered his machine perfected sufficiently to deem it worthy of manufacturing. This first model constructed by Sholes and his associates is now in the Smithsonian Institute at Washington.

After this long series of years of experimentation, a model was made and shown to E. Remington and Sons (makers of guns and sewing machines). In 1873 this company contracted to manufacture these typewriting machines.

In the long years of work upon this problem, Mr. Sholes had full faith in man's ability to perfect such a machine, but he feared that after its perfection it would possibly become a passing fancy, useful for a few years, then cast aside as many fancies are. He would be more than gratified to see its common and universal use in this modern age.

Today the typewriter is in universal use in the

# When the typewriter was young

BJUYYT K10P M LKJHGFDSA!QWERTYUIOP:~9876543210 RT  
HA

HARTFORD, DEC. 9.

DEAR BROTHERS:

I AM TRYING T TO GET THE HANG OF THIS NEW F  
FANGLED WRITING MACHINE, BUT AM NOT MAKING  
A SHINING SUCCESS OF IT. HOWEVER THIS IS THE  
FIRST ATTEMPT I EVER HAVE MADE, & YET I PER-  
CEIVETHAT I SHALL SOON & EASILY ACQUIRE A FINE  
FACILITY IN ITS USE. I SAW THE THING IN BOS-  
TON THE OTHER DAY & WAS GREATLY TAKEN WITH  
IT. SUSIE HAS STRUCK THE KEYS ONCE OR TWICE,  
& NO DOUBT HAS PRINTED SOME LETTERS WHICH DO  
NOT BELONG WHERE SHE PUT THEM.  
THE HAVING BEEN A COMPOSITOR IS LIKELY TO BE  
A GREAT HELP TO ME, SINCE HE CHIEFLY NEEDS  
SWIFTNES IN BANGING THE KEYS, THE MACHINE COSTS  
\$25 DOLLARS, THE MACHINE HAS SEVERAL VIRTUES  
I BELIEVE IT WILL PRINT FASTER THAN I CAN WRITE.  
ONE MAY LEAN BACK IN HIS CHAIR & WORK IT. IT  
PILES AN ANFUL STACK OF WORDS ON ONE PAGE.  
IT DONT MUSS THINGS OR SCATTER INK BLOTS AROUND,  
OF COURSE IT SAVES PAPER.

SUSIE IS GONE,

NOW, & I FANCY I SHALL MAKE BETTER PROGRESS;  
WORKING THIS TYPE-WRITER REMINDS ME OF OLD  
ROBERT BUCHANAN, WHO, YOU REMEMBER, USED TO  
SET UP ARTICLES AT THE CASE WITHOUT PREVIOUSLY  
LY PUTTING THEM IN THE FORM OF MANUSCRIPT, I  
WAS LOST IN ADMIRATION OF SUCH MARVELOUS  
INTELLECTUAL CAPACITY.

LOVE TO MOLLIE.

YOUR-BROTHER,  
SAM.

From "Mark Twain—A Biography," by Albert Bigelow Paine. Copyright by Harper and Brothers

**MARK TWAIN'S FIRST ATTEMPT AT TYPEWRITING**

business world in practically all places of business in all continents. Its place is not only in the business world but in that of individual service to most persons who put their thoughts into written form.

It is interesting to note the reproduction on the opposite page. The letter was written by Mark Twain on one of these "new fangled writing machines." Note the comment he makes, in the early year of 1874, on the possibilities of such a machine.\*

Mark Sullivan in "Our Times" gives us a clever statement which serves to indicate the influence the typewriter has had on the lives of many:

The invention of the typewriter and its subsequent common use has made the "old maid aunt" into the independent "bachelor girl" we now know her.<sup>1</sup>

After the early years of invention the value of the typewriter became apparent to the business world; the next step in advancement came in answer to the question of how the operators should learn this highly specialized and technical skill. We are still busy answering this question today.

The history of education repeatedly shows us that the leadership in new specialized vocational and technical

<sup>1</sup> Mark Sullivan, Our Times, 358.

\* Ginn and Company were kind enough to give permission to use this reproduction, the copies of which they have furnished.

training has often been taken by private schools. This is the case in the early teaching of typewriting, as well as in all commercial subjects in general. Possibly it is a very natural development since private capital, represented in private schools, has the privilege in doing with its resources as it wishes, in lines of experimentation, without being responsible to the taxpayer who furnishes the money. For this reason they felt free to develop along lines which interested them. The private schools saw the growing commercial need for trained workers and immediately set about this training. It is in the private commercial schools that all the early experimentation in commercial training took place. The commercial world owes them a feeling of deep gratitude for their contribution.

This training had gone on for many years when the public schools began to sense their responsibility in the matter. A few public high schools made some early attempts to enter this field, but it was not until about 1900 that high schools in general took a lively interest in commercial training. Since that time they have made rapid strides to regain the opportunities which they had lost. The high schools today go into all fields of commercial training and are contributing their share to its advancement as did the private schools in former years. At the present time it has been conservatively estimated by many educators that about one-fifth to one-sixth of the high school curriculum in the United States is devoted to commercial work. However,

it must be understood that while the public high school now devotes much time to commercial training, they have not entirely displaced the private commercial schools, which still exist in large numbers and continue to contribute a valuable share in the field of commercial training.

Thus we see how typewriting has climbed in favor from the position of nothing to that of prominence as a major commercial subject in the high school curriculum. It holds this position because of popular demand. Students like typewriting. There are two principal classes of typewriting students. The first group is made up of commercial students--those students who are preparing for the commercial world. The second group is composed of all the students taking courses other than commercial. It is natural to see why commercial students all need instruction in typewriting, as the universal position held by the typewriter in the business world has previously been shown. It is just as natural that other students should feel the need of typewriting knowledge for rapid and individual expression of their personal thoughts.

The aims and objectives of typewriting constitute one of the most interesting features of the study of that subject. Aims in typewriting, in most cases, can be grouped into two classes, as mentioned above, i.e., 1. The commercial students; 2. all other high school students. First, the writer will consider the aims for second



group. The first aim of the teacher should be to develop general skill in the use of the keyboard. The majority of students enrolling in typewriting classes have no knowledge of the machine. When that is the case, it results in the most ideal situation for the teacher. Those few students who do have some knowledge of the machines are usually self-instructed and in most cases incorrectly instructed, and have already accumulated a set of poor habits. These incorrect habits must be replaced by correct ones. This is a long and difficult process which in many instances can never be entirely accomplished.

General skill in the use of the keyboard means that the student must be properly trained in the many mechanical skills necessary to acquaint him with the 40 odd keys of the typewriter and their proper use. This objective is accomplished by proper instruction on the part of the teacher in posture and position at the typewriter, insertion of paper, familiarity with the parts of the machine, home row position, introduction, and drill and use of the keyboard. This aim can usually be accomplished in six-weeks' time if instruction is given daily for five days a week.

The second step in accomplishing the first aim, that is, general speed and skill, is merely a continuation of the items mentioned above. This second step is called the fluent use of the typewriter. By the fluent use of the typewriter it is meant that the student is thoroughly

"at home" at the machine. He can quickly, easily, and accurately copy material or express his own thoughts at the typewriter. This progress is consummated by proper instruction, practice drills, corrective drills, and straight copy writing.

Third, skill and speed are developed in the aim of exactness of form. Exactness of form includes any and all the forms which are in common usage and which have been standardized by years of practice. Forms include straight copy writing with exactness of placement, of margins, of spacing after punctuation, and of paragraphing. This same aim for form is also embodied in letter writing, of which there are many standardized forms in use today. Form also holds a prominent place in legal documents, bill writing, check writing, tabular work, etc. In this connection it is interesting to note the remark made by Mr. Charles Reigner, well-known authority on commercial subjects:

These are all little details, you will say. Yes, certainly, they are; but infinite attention to details, you know, is one of the marks of a successful man or woman in any line of work.<sup>1</sup>

It is not always possible for a teacher to state when the first aim of skill and accuracy can be accomplished. This varies with the individual student. In some cases this standard is attained at the end of one year of instruction and in other instances not until the end of the second year.

<sup>1</sup> Charles Reigner, Advertising Circular

Accuracy is the second aim. While accuracy may be considered second chronologically, it is of no less importance than our first aim, which is skill and speed. The two aims go hand-in-hand. One is of very little value without the other. Often a student accomplishes one or the other, but the really good student accomplishes both. The aim of accuracy is deep seated in the hearts of all teachers. Accuracy not only applies to typewriting, to commercial subjects in general, but also to all branches of learning where that essential faculty of complete mastery is desired.

Typewriting not only aims to accomplish skill, speed, and accuracy, but it desires to develop character as well. This aim is often overlooked by teachers, who by so doing fail to secure for their students one of its greatest contributing assets to character building, which is most useful to society at large. Character development takes place along the lines of punctuality, particularness, neatness, joy in one's work and accomplishments, honesty, and pleasure in mechanical expression. This is brought about by constant daily drill work. Mr. Walter White, author of "Corrective Drills" and instructor in teacher training work, made this remark to a teacher training class of which the writer was a member: "I am not so much interested in how much typewriting you are going to teach the student, for I know you will do that; but I am interested in the character development you can give them. The teaching of typewriting has infinite possibilities.

for character building."

For commercial students the typewriting aims are considered second, not in order to place them in a position of more or of less importance than other students, but for the reason that they include a slightly larger scope. The aims of typewriting have been discussed at some length in the previous paragraphs, and it is not necessary to repeat this information for commercial students. The aims mentioned above are nearly the same for the two groups of students. They must both have skill, speed and accuracy. Moreover, character development takes place in both cases. The aims for the two differ in their intensity, however. Speed is necessary for both; greater speed is necessary for the commercial students' success. Both students need skill of form. However, the commercial student needs to know many business forms not needed in academic work. All students need accuracy.

The aim which stands alone for the commercial student is that of business ethics and courtesies. Typewriting affords a vast wealth of material for the teaching of this subject. Business courtesy and ethics are being stressed more and more as the years go by. Typewriting contributes to ethical training by practice in daily honesty, courtesies in the classroom and honest values in the day's work.

The accomplishing of aims in typewriting represents a fourfold problem, the four elements of which are: the student, the teacher, the textbook, and the typewriter.

All are not absolutely essential to the learning process because it is possible to have the student and typewriter combination. Learning does result. This is the slowest form, however. It is possible to learn to typewrite with a typewriter, textbook and student. This step is a little faster than the first mentioned, but rarely does the student gain a complete and exact knowledge of the subject. The most favored situation is the student who has the full aid of a well trained teacher, a good standard typewriter, and efficiently organized modern textbook. It is with this latter interest that this thesis is primarily concerned. Each one of the above fundamental elements must be studied in order that one may be able to properly analyze the textbook field.

The student is the first to be considered. Who can take typewriting? Who should take typewriting? Students ranging from very low to high capacities do take typewriting. Low capacity students are usually poor typists with the exception of the few who have some musical ability and training. They often make slow but fair copyists. The advantage naturally lies with the students of greater mental capacity. It must not be assumed, however, that the greater the mental capacity of the student, the better typist he will become. Muscle coordination, musical training, power of concentration, desire to learn, and many other equally important factors affect the final results.

To answer the question of who should take typewriting is much more difficult. Makers of curricula, school authorities, parents, and students all have their varying attitudes on this question. A decided opinion is that all commercial students should have from one to two years of instruction and practice in typewriting. Two years are preferable. Students comprising all other major divisions of high school, expecting commercial, represent individual problems. Any student who wishes to express his thoughts in writing should have some knowledge of operating a typewriter. This might be construed to mean that all students, therefore, should take typewriting, as all students more or less express thoughts in writing in the form of letter writing. The writer does not believe that typewriting should be advised to that extent. However, the fact remains that today so long as the typewriter holds the prominent position of usefulness in the modern world, then students should be trained so that they can rightfully take their place and hold their position in this highly competitive world.

Teachers should be trained by the means of a broad academic training and finished with a specialized knowledge of the skill of typewriting. An even temperament and a pleasing personality are as important as the training of the teacher.

The classroom should be equipped with good standard typewriters which are kept in good running order at all

times.

The textbook is one of the most important features of conducting a successful class in typewriting. Since the invention of the typewriter and its rapidly growing popularity the publishing companies have made great strides in supplying equally popular textbooks. A textbook of the ideal type should be planned so that it supplies material for both first and second year students. It should be printed on good smooth finish paper in type that is dark enough to be seen easily. The type should also be sufficiently large so that it causes no eye strain. The textbook should propound some one good system, or style of teaching typewriting, and consistently follow that method. Forms of arrangement, business letters, business forms in general, and legal documents should be demonstrated by clear and correct illustrations. This book should contain speed tests, error drills, exercises and drills for beginners, early keyboard instruction, number drills, letter writing in various forms, and wealth of laboratory material for all types of business and literary forms necessary to the development of a successful typist. Every textbook meant for daily classroom use should be complete, explicit, and correct in all details.

Typewriting has had nearly as many changes in methods of instruction as the typewriter had models in its years of development; and like the typewriter, the methods are growing more and more scientific and successful.

In the early years when one wished to learn to operate the typewriter, he simply sat down at the machine and with his eyes on the keyboard searched for the keys he needed. When these keys were found, the prospective writer used whichever finger he found handy and convenient to strike the key. The method is commonly spoken of as "hunt and peck" system. However, many of the early self-instructed students became quite efficient. Some even attained a speed of 50 words a minute.

With some scientific thought this old system led thinkers to analyze its errors and inefficiencies, and they produced what is known as the touch method. The touch typewriting system was, naturally, the greatest advance any new theory of learning has ever added to our knowledge of the subject. This theory is now the fundamental basis upon which all systems are built. Touch typewriting means that the student finds all the keys of the typewriter by his sense of touch. His eyes are kept constantly upon the copy at hand. For the position of keys he depends upon their relation to "home row." "Home row" is the set of eight keys in the center of the typewriter on the second bank from the frame of the machine. Upon analysis of this plan of instruction the reader can easily see the advantages for both skill and accuracy which would result from having this division of labor and this process. Now the eye does but one job, i.e., watching the copy only. Heretofore the eye was constantly glancing back and forth from copy to machine, thereby losing its place. The fingers and the sense of feeling now care for



all the processes at the machine. It is necessary that all persons wishing to gain even a small knowledge of the theories underlying instruction in typewriting should thoroughly comprehend the theory of touch typewriting.

Many modern methods have their humble beginnings deeply embedded in the practice of touch typewriting. New methods, as a rule, are developed when some teacher or trainer of typists has some particular idea of his own which brings him unusual success. These new theories are possibly used in that teacher's classroom for several years of experimentation before they are published in book form.

One particular method which is in common use today in many private and public schools is called the 20th Century Method, developed by Mr. D. D. Lessenberry and Mrs. Jevon. The method is based upon the touch typewriting. It emphasizes the round curved stroke. This is a stroke which touches the key with a sharp staccato impression with the finger quickly flying back to "home row." The 20th Century Method advises the first few days practice work for beginners on what is termed "locked keys." By "locked keys" is meant that the type is locked so that the student gets the sensation of making the stroke several days before he is actually permitted to do real typing. The first drills in 20th Century are of the letters of home row. Home row letters are "a" "s" "d" "f" "j" "k" "l" ";". The next successive letters are upward reaches then downward reaches, but not as was formerly accomplished by taking the same

fingers of the two hands at the same lesson.

The Wiese-Coover system was developed by Dr. Coover, a psychologist, and Mr. Wiese, an expert trainer of typists. This system probably has the most sound psychological basis of any system in use today. The first instruction given the student is that of the proper position and stroke. The Wiese-Coover plan was the first to develop the "tiger stroke." This is a round snatching stroke explained in the paragraph above. Before the student is ever allowed to touch the machine, he has learned all the letter keys of the typewriter and has mastered the proper stroke. This process takes place by means of letter drills. These letter drills are made up of all combinations of letters. A typical drill is: a f g s k j h l d k a z c f j m l g t q r e p w etc. All drills are letter drills of this variety. About three weeks time is spent in drill of the machine then the same drills are used for practice of the machine. Straight copy writing is emphasized after the letter drills, the theory being that in that way the student receives the training of the letters in their natural sequences and combinations. Rapid, accurate progress can be made by this system.

Several other systems might be described here. The systems published by the Winston Company, the Harned system, Ross, and others deserve mention. However, they do not, in the writer's opinion, represent distinct systems in themselves. They only combine parts of the theories discussed above.

The Gregg system is widely used in many sections of the country, and with very good success.

Gregg system starts with an introduction to home row by the means of the x-ray chart. Other letters are introduced in rapid succession, all located in the above mentioned fashion. Numbers are all introduced in one lesson.

The latest development in theories is found in that of Mrs. Stuart's which is known as Stuart Typing. All the above mentioned methods have, in general, based their ideas on the following: first, we learn to think and write individual letters; next, syllables; and finally, the larger unit, the word. All these are developed by various kinds of letter drills. Mrs. Stuart's idea is quite an innovation. She believes the letter drill work is unnecessary; consequently, at the very first, she starts students at the typewriter on very simple words, such as "is," "if," "it," etc. As can readily be seen, this method is distinct in itself. It was only put on the market in 1932 but has been used by Mrs. Stuart in experimental work in her classes in Berkely High School for several years. This system is now in use in a number of schools. Just what the results will be cannot be determined until this experimental work has had several years of trial.

Considerable time and space has been devoted to this description of the various systems used in the instruction of typewriting because it is of prime importance to the investigation of modern textbooks. Without an understanding

of the theories underlying the books the books themselves can not be understood.

Other questions occur to us. What good are all these theories? What can they accomplish for typewriting? It is through the development of all these theories that the teaching of typewriting has reached its modern efficiency. Very few people realize that typists today have reached the speed of 135 words a minute for one hour's writing. How could such speed have developed without proper basic instructions? Such speed was unheard of in the old days of self-instruction. Not only has speed increased in some particular cases, but the general level of speed is raised for all typists of the business world. Hand-in-hand with this general speed increase has gone greater accuracy.

Some of the other accomplishments added to commercial teaching are accuracy and new and better drills, the objects of which are to accomplish specific ends, to provide greater motivation, and to insure accuracy of form and standardization of form.

Much is being said at the present time about psychology. In discourse, in reading, and in public addresses psychology is the center of interest. This new trend has had a direct influence on education. Some of the influence has been beneficial, but some has been harmful. It is only natural, now when the masses are becoming conscious of the word "psychology," that it should be applied to all situations.

In a sense all situations have to do with human beings, and, therefore, human minds, so naturally each problem does have a psychological aspect.

The teaching and study of typewriting has come in for its share of psychological analysis too. In the case of typewriting this psychological investigation has been entirely beneficial, for all the foregoing knowledge discussed in the previous paragraphs are results of psychological investigation, whether the investigator realized it or not, as the case may be.

The psychological situations in typewriting are intricate, delicate, and manifold, yet amazingly simple when handled correctly.

Foremost in importance is the classroom atmosphere. The results of the year's teaching depends on this feature. In no place in the high school does the teacher hold a more exacting position than in the typewriting room. From the very first day to the very last the classroom should be dominated by the teacher's pleasing, kindly, helpful, and gracious personality. Typewriting should be made the students' hour of expression, of keen pleasure, and of real joy. The teacher should be able to hear remarks from the students in or out of school (remarks not meant for her ears), to this effect: "I like my typing class." "That's where we have our fun." "How much are you able to write," etc. When this attitude of mind is attained, progress commences. The

feeling of fear, unpleasantness, dread, ill health, or any discomfort is directly reflected in the student's ability to operate the typewriter.

The reader might ask, is typewriting all based on pleasant associations and fun? Yes, typewriting correctly taught should be based on that atmosphere. If that can be accomplished, the ensuing hard work ahead for teacher or student is never noticed.

Second in importance is the establishment of correct habits. Correct habits also start from the first day. They depend almost solely upon the teacher's knowledge of teaching typewriting and the system advised by the textbook in use. Teachers everywhere recognize the value of correct habit formation. Poor habit formation means this habit must be inhibited and a new one substituted in its place. This is a process which takes about three times as long as correct habit formation in the beginning.

Typewriting develops the power of concentration in most students. From the first day the student is taught to keep his eyes on the copy and his mind on the work. All successful typists develop the power of concentration. In typewriting they are concentrating on copy work, very little of which is original, but they are developing a power of attention and concentration which we hope they carry over to their more academic subjects.

Much has been done and said about alleviating the dullness of routine drill and practice work. A study of this

subject has tended towards removal of dull drills. However, much of this daily grind of drill and practice is necessary. The end in view cannot be accomplished without many an hour of tedious drilling work. Bertrand Russell says we cannot expect everything to be bright, lively and entertaining; we must train ourselves to endure the duller places in life as well as the more interesting.<sup>1</sup> We again quote from Oliver in his book called "Fear": "No man or woman who aims at successful achievement can escape the burden of routine";<sup>2</sup> therefore we find daily routine as necessary and essential in the development of a typist as we do in other branches of learning.

The discussion of the above phases of typewriting gives an indication of the large part psychology plays in the typewriting classroom. Now let us turn to the psychology used in the textbooks.

The psychology of the textbooks will be in the nature of a review and summary, as all the previously discussed systems are based upon psychological and practical experimentation in the classrooms. First it must be understood that the theories of all modern textbooks are based on touch typewriting. Second, they all attempt to set up proper habits of posture, stroke, and general use of the machine. From this point the theory diverges into many different

<sup>1</sup> Bertrand Russell, The Conquest of Happiness, 62-63.

<sup>2</sup> John Rathbone Oliver, Fear, 303.

lines and fine points. Many of the authors believe that the process of learning should be established by building from the simplest form of letter association to the most complex. Let me illustrate. The student is first taught the letters and is given plenty of exercise in letter drills. Most of the books vary in their types of letter drills, of which Wiese-Coover system is the most unique. After letter drills, the student is taken to syllables, then to short words, and longer words in chronological procession until he is able to write straight copy.

In the past year the Stuart system has broken away from the letter introduction. Students are seated at the machine and commence by writing small words such as "is," "it," "as," "if," etc., in the first lesson. This style represents a complete innovation of former theories. It will take time to demonstrate its proficiency.

The Wiese-Coover system analyzes the process of learning into even more minute details. Its adherents believe that the first instruction in knowledge of the keys should be made naming the fingers according to the letters they control. Many of the textbooks today believe in teaching by showing the student a chart, either hanging in front of the class or a chart in the textbooks showing the placement of each key. Wiese-Coover system teaches, in three steps, the transfer from the copy to the typed page. The student sees the copy, thinks the proper letter finger, and strokes the key. According to other systems, the



student sees the copy, thinks where it is in the chart, decides how to write it, strokes the key. To the casual observer this small saving would seem negligible, but it is as the result of all the small savings of time that modern speed has developed. This also results in greater accuracy, as one step in the formation of associations has been eliminated, thereby reducing opportunity for error to that extent.

Scientific investigation of error elimination is another contribution to our modern typewriting. Many persons have worked along these lines but none have made such a complete study as that of Mr. White's, published in 1932 and called "Typing for Accuracy." In this study he had the cooperation of many teachers throughout the west. Some 60,000 actual speed tests were collected from classrooms, from which every fifth one was chosen and studied. The investigation of this survey discloses that errors come largely from faulty beginnings. He found errors could be classed as "omitted letter errors," "substitution," "transposition errors," "capitalization errors," and "miscellaneous errors." Most interesting of all his findings is his statement that most errors are due to inattention. How can inattention and lack of concentration be overcome? Concentration drills are made to meet this need. Usually these drills are made up of very long difficult and unusual words or peculiar letter combinations. This work has contributed greatly to our ability to analyze our pupils and their errors.

Psychologists have given much time and thought to what is known as "plateaus of learning." Plateaus of learning are levels on which we find ourselves, and from which we have a difficult time to rise to greater ability. Much has been said about these levels in typewriting. It is true that they do exist to a greater extent than teachers like to admit. However, it must be kept in mind that they exist in all types of learning to a greater or less degree. The only difference is that they cannot always be so mathematically detected as they are in typewriting. There are some definite remedies offered for this difficulty. Different systems advise differently. Some believe letter drills are helpful; others have acceleration drills of syllable combinations. One of the best systems, according to the experience of the writer, is timed sentence drill forcing competitive interest in faster and faster work.

As we have noted before, typewriting was first taught in the private commercial schools. When the public schools realized the enormous place the typewriter was to hold in modern life, and as vocational training came into vogue, they decided to place a trial course in the curriculum. The results were more than gratifying. It is not only one of the most popular courses but one of the most useful and practical. Attendance and interest has gained from the beginning. Typewriting is a necessary part of the training of all commercial students. Today a conservative estimate is that fully one-third of the high school students take

typewriting; and furthermore, they choose it because they want it, not because they are forced to take it.

Common custom and usage in the business world in the last fifteen years demands that all letters and business material be typed. This makes typewriting a prime requisite in the business course. Commercial students do not have to be urged to take it; they come asking for it as one of their first courses, because even at their age they realize the basic importance of this skill.

Typewriting is equally valuable to all the other students in high school courses. Of course, it is true they will possibly never use it to the extent that the commercial group does, but it is nevertheless very useful to them in expressing their thoughts in written form. This written form in most instances is letter writing. Typewriting for this large group of students is rarely required, unless their individual courses require it; yet fully half the students in an average high school make up this group. They choose to take typewriting because they see its future usefulness for themselves.

It has been said of our modern machine age, that there are two universal and necessary machines in common use today which every one should know how to operate--the AUTOMOBILE and the TYPEWRITER. The writer heartily agrees with this statement.

In the light of these various phases of interest which we have investigated, let us turn to a detailed study of

each of the individual texts to see how they meet the situation.

## NEW TYPEWRITING STUDIES

## Elementary course

## AUTHOR

Mr. William E. Harned, the author, is a man of wide experience and capacity in the Commercial field. He is the head of the department of Stenography and Typewriting at Columbia University, New York. He is also a prominent speaker at commercial gatherings.

## PUBLISHER

The publishers are Ginn and Company of Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, and San Francisco.



### 11. Effective Display

This unit teaches the centering of titles and short statements, and the pleasing and proper placement of all typewritten materials.

Tabular work is introduced.

### 12. The Heading of a Letter

Introduction to letter writing. Date line

### 13. The Inside Address

### 14. The Salutation and the Complimentary Close

### 15. The Signature

### 16. The Body of a Letter

This includes work on second page letters.

### Part 3

### 17. The Display of Short Letters

These are the first exercises given the student in the writing of the entire letter.

### 18. The Display of Letters of Medium Length

Different styles of letter writing are introduced.

### 19. The Display of Long Letters

### 20. The Envelope

An introduction is made for the typing of envelope addresses.

### 21. Secretarial Work in a Department Store

### 22. Informal and Formal Letters

### Other Parts of the Book

International Typewriting Contest Rules

Index

Record Card

Typewriter Charts for Any Standard Keyboard

Progress Chart

Duoclip Cover Holder



### Development or Treatment

This book, being an elementary text, embodies the usual early training necessary to start the beginning student on the typewriter. This training is cared for in the most natural and simple steps, necessary in all beginning texts.

The attitude of approach is not only those mentioned above, but one of even greater importance, in that, the methods used, calls for maximal self-direction and assumption of responsibility on the part of the pupil. It is the aim of the author to not only develop technical skill, but also to afford experience in forming judgments and following directions which will be helpful to the student in later life.

The method of procedure in most lessons in the text is to give the new instructions necessary for that lesson, plenty of correlated exercises for drill work, and the test for examination. All units and most individual lessons provide supplementary work for the accelerated student.

## EVALUATION

This is a scientifically planned textbook. It is well organized as to material, and very carefully and interestingly written. It is the product of many years of work and experience in teaching this subject. The book is particularly well planned to improve the student's facility in all departments of technique.

Some of the particular points of this text which are noteworthy are:

1. The older typewriting texts taught opposite keys at a lesson; this is a new principle of various keys in the row. This saves many of the later errors.
2. The unit division plan of the text is most satisfactory for teaching typing.
3. The typewritten illustrations are most appealing to students, particularly to beginners.
4. A fine offering of supplementary work is given for the accelerated student.
5. The vocabulary used in the typewriting material is of excellent character for the business student.
6. Many of the lessons are followed with short achievement tests.
7. The early introduction to letter writing is a splendid feature.

This is a textbook which advocates the touch system of typewriting. It does not in itself promote an

exact and individual system of its own. It is rare on the nature of a source book. However this statement should be followed with the statement that it is an excellent source book.

**NEW TYPEWRITING STUDIES****Advanced Course****AUTHOR**

Mr. William E. Harned is a man of wide experience and capacity in the Commercial field. He is the head of the department of Stenography and Typewriting at Columbia University, New York.

**PUBLISHER**

This text was published by Ginn and Company. They have offices at Boston, New York, Chicago, London, Dallas, Atlanta, Columbus and San Francisco.

## CHAPTER HEADINGS AND CONTENTS

## Review Exercises "a" and "g"

This section is devoted to the review of the characters of the keyboard.

## Unit

## 23. Measuring Your Work by the Output in Business

This chapter gives an analysis of the work in a business office and tells just what is expected of the employee. It gives explicit directions for the work and demonstrates methods of scoring the work.

## 24. The Period and the Comma

Directions are given for the use of the period and comma in their various business applications.

## 25. Secretarial Work in the Credit Department

Directions are given and a supply of exercises prepared for this type of work.

## 26. The Semicolon, Colon, Parenthesis Marks, and Dash

## 27. Secretarial Work in the Service Department

## 28. The Quotation Mark and the Apostrophe

## 29. Secretarial Work in the Advertising Department

## 30. Capitalization and Numbers

## 31. Working in the Centralized Stenographic Department

This chapter offers excellent office practice material and experience.

## 32. Secretarial Work in the Sales Department

**33. Correcting Proof**

The symbols for marking proof corrections are shown and taught the student.

**34. Secretarial Work for the President of a Railroad****35. Statistical Work in the Investment Bankers Corporation**

Ample opportunity is given for excellent tabular work in this chapter.

**36. Working in the Accounting Department**

Exercises are offered in the use of figures, tabular work, and report forms used in accounting.

**37. Legal Documents**

This chapter takes up the writing of a summons, writing of a complaint, indorsement, writing an answer, power of attorney and will, writing an agreement or contract, leases, affidavits, deeds, and other legal forms.

**38. Working in the Traffic Department****39. Working in the Purchasing Department****40. Secretary to the President of a Steel Corporation**

This chapter includes work in rough drafts and elementary training in filing.

**41. Working in an Architect's Office**

The writing of specifications is taught.

**Other Material Contained in This Book**

Corrective Drills, Placement Charts, Abbreviations, International Typewriting Contest Rules, Record Card and Progress Charts.

TYPE OF TREATMENT AND DEVELOPMENT  
OF THE SUBJECT

This textbook is naturally developed largely along the lines of the text written by the same author for the use in the elementary teaching of typewriting.

His first aim seems to be to develop self-reliance on the part of the student. Next he instructs in all the necessary departments of learning used in advanced typewriting. This material is organized with the purpose in view of producing a finished typist who will be able to take practically any kind of a typing position and fit into it with ease and understanding. Some of the particular subjects taken up are: general office practice, letter writing, legal work, telegraphic messages, proof correction, and rough drafts.

## EVALUATION

This textbook is particularly well planned and arranged for the student who expects to go into office work. All the office practice material has been chosen with a view to developing in the pupil the ability to handle situations in business life.

A particularly fine feature of the book is that the responsibility of the work is placed on the student and, thus, develops his initiative.

A very good system is used in varying drill work and practical office practice units. This gives variety and stimulates interest.

The office practice units are well planned and most of them have a direct bearing on some particular kind of business.

The drill units give concrete and correct business information in the typewritten use of punctuation and characters which are often vaguely understood by the advanced student.

This particular book is perhaps aimed to train the student of office practice and office needs more than it is aimed to train for intense speed work, and should be used with that thought in mind.



## 20th CENTURY TYPEWRITING

## SECOND EDITION

## AUTHORS

D. D. Lessenberry

Professional Training: Graduate of Colorado Springs High School; B. C. S. degree from Bowling Green Business University, Bowling Green, Ky.; M. A. degree from New York University.

Membership in Professional Associations: Member of Board of Directors, Eastern Commercial Teachers Association; sponsor of The Journal of Business Education; member of State and National Education Associations.

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Teaching Experience: Teacher of Typewriting and Shorthand in Allegheny High School, Pittsburgh, for eight years; principal, Business High school, Pittsburgh, one year.

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Business Experience: Owner and manager of a business college in New Castle, Pa., five years; private secretary for an attorney, two years.

Teaching Experience: Teacher of typewriting and shorthand, Smith's Business College of New Castle, Pa., and Wilkingsburg High School, Wilkingsburg, Pa., five years; and at the Schenley High School, Pittsburgh, Pa., sixteen years.

Publishers

SOUTH-WESTERN PUBLISHING COMPANY

Cincinnati New York Chicago San Francisco

## CONTENTS

Descriptions and illustrations are given of the Underwood, Remington, Royal, Woodstock, and L. C. Smith typewriters.

## PART I

1. The Fundamentals of Typewriting
2. Principal Parts of the Typewriter
  - (a) Instructions in: machine adjustments, inserting of papers, removing of paper, position of typewriter, "home-key" position, naming the fingers, stroke and release of the key, and carriage return

## Lesson 1

- (a) Drills of "home-row"
- (b) Illustrations of placement on paper
- (c) Fixation practice: drills for striking "f," "r," "u," "g," and "h"
- (d) Simple word drills with illustrations of placement on paper
- (e) Optional exercise for advanced students

## Lesson 2

- (a) Paper insertion, manipulation drill
- (b) Simple word drills, optional exercises, and fixation practice
- (c) Shifting for capitals

### Lesson 3

- (a) Capital letter drill
- (b) Simple word drill
- (c) Optional exercise and fixation practice

### Lesson 4

- (a) Review practice: reach-strokes review
- (b) Simple word drill
- (c) Optional exercise: drill of simple words, such as offer, often, etc.
- (d) Fixation practice

### Lesson 5

- (a) Review practice: a finger exercise
- (b) Short sentence drills
- (c) Optional exercise and fixation practice

### Lessons 6-14 inc.

The following lessons are all planned after the preceding lessons which have been described above. Each in turn takes up new keys of the keyboard until the entire keyboard has been covered. Besides the regular lessons, some time is devoted to number work and centering. Speed tests of marked syllable intensity are started.

### 3. Making Habits Permanent

- (a) Lessons 15-24, each consisting of: review practice, speed tests with syllable intensity of 1.21, and manipulation drills

### 4. Developing Typing Power

- (a) Word and phrase drills, analysis of errors, your

achievement record, speed test with syllable intensity listed and corrective drills consisting of a drill of the letters of the alphabet.

(b) Rules for typewriting contests

5. The Business Letter

(a) Forms of punctuation and parts of a business letter are demonstrated.

(b) A discussion is given of the different parts of a letter

(c) Placement of the letter shown in table form

(d) Each budget contains a review practice, timed writing practice, exercises containing letter writing practice, and optional exercises

6. Problems in Personal Typing

(a) Drills for typing power

(b) Word and sentence drills

(c) Check-up on centering

PART II

1. Office Problems

2. The Business Letter

(a) Further details of the business letter

(1) Attention line

(2) Subject line

(3) Salutation

(4) Placement of the letter

3. This section contains practice material in letter writing, envelope work, and carbon copy.
4. Tabulating
  - (a) Discussion on mathematical placement of tabulation steps
  - (b) Budgets in this section contain the following: sentence practice, tabular work, speed tests, and paragraph practice.
5. The Development of Speed
  - (a) Phrase drills, speed tests with syllable intensity of 1.30
6. Manuscript Typing
  - (a) Illustrations of border designs
  - (b) Corrective drills and sentence practice
  - (c) Exercises containing material to be correctly centered
7. Special Problems in Typing Business Letters
  - (a) This part of the work is divided up into budgets; each budget contains the following: drills emphasizing the shift-key control, corrective drill paragraphs, speed test with syllable intensity of 1.30, exercises containing letter work, the inverted paragraph style of letter, two-page letters and formal and informal letters.

## PART III

1. Advanced Office Problems
  - (a) A complete study of, and material for office practice work
2. Problems in Business Letter Arrangement
  - (a) Sentence drill emphasizing control of figures
  - (b) Speed tests with syllable intensity of 1.35
  - (c) Optional exercises
  - (d) The care of the typewriter
3. Telegrams with Letters of Confirmation
  - (a) The telegram, day letter, night message, night letter, and typing the telegram
4. Stencils, Index Cards, Mailing Lists, and Methods of Typing Addresses and Salutations on Circular Letters
  - (a) Discussions on how to mimeograph letters
    - (1) Preparation for cutting the stencil
    - (2) Cutting the stencil
    - (3) Correcting errors
    - (4) Running off the duplicates
    - (5) Leaving the duplicator
5. Problems in Tabulations
  - (a) Each budget contains tabulation, speed tests, letter work, order letters, and invoices.
6. Legal Documents
  - (a) A discussion is given of the working plan of legal documents, folding, endorsing and all the usual legal forms. Practice material is provided.

**PART IV****1. Integrated Office Problems**

- (a) This final section deals with a summary of and material for general office practice skill.



## DEVELOPMENT OF SUBJECT MATTER

This textbook develops its technique by starting the beginner with a round, curving, snatching stroke. Textbook illustrations are used to locate the keys. The keyboard introduction represents a clever divergence from the former system in First Edition. The keys are now introduced, after home-row, in an intermittent fashion. Formerly this was the case: both up-reaches of the forefinger; both down-reaches of the second finger, etc. It is hoped these newer combinations will help to eliminate finger errors.

Word and sentence drills are introduced early. Each lesson is a well rounded study. They contain letter drills, word drills, speed test work, and an optional exercise.

The book is entirely organized around material gathered from actual use in the business world. The book is also based on actual classroom-work shop results and years of experience gained from actual use of the first edition.

This book contains work for both first and second years of typewriting.

## EVALUATION

"20th Century Typewriting" represents one of the very fine systems of typewriting. It is a result of many years of scientific study, survey and collection of business materials.

This book is carefully organized from the first to the last lessons. Each lesson stands alone as a division in itself. It contains some very excellent drills. A new feature has been added to this text which is very seldom found in typewriting books. Syllable intensity of each speed test is recorded. They are arranged so that the shortest syllable intensity paragraphs come first, then gradually increase in size.

An error study is made. The student is shown how to analyze his errors and taught how to correct these errors.

The illustrations are most commendable, not only are they plentiful but authentic in form. These illustrations go into very small and particular details. This information is helpful to both teachers and student.

Optional work also represents a very good feature of this well planned text. So often textbooks of any subject develop their subjects as though all students had the same capacity. Optional work in this text recognizes the varying ability and provides the necessary work for the accelerated student. What a help for the busy classroom teacher!

"20th Century Typewriting" is one of the newest and most commendable books in every respect. It represents years of experience. It is efficient, detailed--yet concise, explicit to a fine degree and in every way a very usable book.

## TYPEWRITING FOR IMMEDIATE USE

## AUTHORS

Edward J. McNamara is the principal of the High School of Commerce in New York City. Mark I. Markett is the chairman of the Secretarial Department of the same school and C. Warren Kean, instructor in Typewriting.

All three authors are well known in many branches of Commercial endeavor. Not only have they contributed to the textbook field but each has had many years of teaching and commercial experience.

## PUBLISHERS

The John C. Winston Company, of Philadelphia are the publishers of this text.

## CONTENTS

## Part I

## Chapter I

Preliminary Instructions for Correct  
Typewriter Operation

1. Correct Position
2. Handling the Paper
  - (a) Insertion of Paper
  - (b) Straightening Paper
  - (c) Removal of Paper
  - (d) Centering
3. Home Keys
4. The Stroke
  - (a) Directions to Students
  - (b) Placement of Exercise
  - (c) Sample of Pupil's Paper
5. Keyboard Mastery
  - (a) Analysis of Errors and Tabulating Records
  - (b) How to Determine Your Typing Speed
    - (1) Standard instructions are given for calculating speed.
6. Daily Work
  - (a) Limbering-up Exercise--High-frequency matter
  - (b) Self-reliance Work--Corrective drills
  - (c) Class Work--Rhythm drill
  - (d) Challenge Work--Practice material containing words of commonest recurrence

- (e) Proof Reading--Checking, classifying, and recording errors

## UNIT 1

### Lesson 1

1. Limbering-up Exercise
2. Self-reliance Work
3. Class Work--Reaching for "r" and "u"
4. Challenge Work
5. Proof Reading and Error Analysis

### Lesson 2

1. Limbering-up Exercise
2. Self-reliance Work
3. Class Work--Reaching for "e" and "i"
4. Challenge Work
5. Proof Reading and Error Analysis

### Lesson 3

The same form is used as in the preceding lessons. Reaching for letters "t" and "y", and "g" and "h"

### Lesson 4

The new letters "s" and "w", and "l" and "o" are taken up. There are frequent sequences and simple words contained in this lesson for the practice of reaching for the new letters introduced.

### Lesson 5

The fifth lesson of each unit is known as Self-appraisal Day. On each such day the skill acquired is to be measured and compared with the preceding

Self-appraisal Day to see if a normal progress has been made.

## UNIT 2

### Lesson 1

This lesson is similar to the ones already introduced. The new letters taken up are "a", "q", ";" and "p".

### Lesson 2

Periods, capitals, and paragraphs are introduced.

### Lesson 3

A review is made of the work so far completed.

### Lesson 4

Lesson 4 has the same form as the other lessons. Reaching for "v" and "m."

### Lesson 5

Self-appraisal Day

## UNIT 3

### Lesson 1

Same form. Letters "b" and "n" are introduced.

### Lesson 2

The letter "c" and the comma are taken up.

### Lesson 3

Reaching for "x" and the period

### Lesson 4

The letter "z" and the fraction mark are introduced.

### Lesson 5

Self-appraisal day

## UNIT 4

## Lesson 1

Lesson 1 affords practice in the correct fingering and the correct reaching for numerals. The same forms of practice are used as in the previous lessons. Numerals 4, 5, 6 and 7 are introduced.

## Lesson 2

Practice work is given for reaching the numerals 3, 8, 2 and 9.

## Lesson 3

Introduction of \$, %, \_ and &

## Lesson 4

Introduction of #, ", ', (), and -

## Lesson 5

Self-appraisal Day

## UNIT 5

## Lesson 1

Introduction of ¢, @,  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{3}{4}$

## Lesson 2

Review of letters, numbers and special characters  
The objective is now to increase power, to write more, and at the same time raise the percentage of accuracy.

## Lesson 3

Review

## Lesson 4

Further work for speed and accuracy



**Lesson 5****Self-appraisal Day****UNIT 6****Lessons 1 to 5**

Unit 6 is devoted to improving accuracy and speed.

The same form is used as in the other units.

**7. Corrective Drills****8. Diagnosis of Errors and Corrective Drills**

(a) It is suggested that every student study the cause of his errors and follow it up immediately with intensive practice.

**(b) Types of Errors**

(1) Non-letter errors and letter errors

**(c) Corrective Drill Sentences****(d) Adjacent Control Errors****(e) Reach Errors****(f) Other Errors****9. Exercise on Alphabetic Sentences****Part II****Chapter II****Straight Copying Practice****UNIT 7****Lessons 1 to 5**

Practice material for the development of speed and accuracy

Arrangement and checking of a pupil's paper

Units 8 to 12 contain five lessons each and are similar to those already discussed.

### Chapter III

#### Material for Copying Practice

1. General Matter
2. Setting the Margins
3. Instructions for Preparing Future Units
  - (a) Units 13 to 18 are devoted to the developing of higher speed and accuracy.
4. Syllable Division
5. Numbers
6. Preliminary Letter Forms
  - (a) Models of introductory letter forms (single and double spaced, indented)

### Chapter IV

#### Centering

1. How to Center
2. Problems in Centering for Advanced Students in Longer Courses
3. Typing on lines
  - (a) Typing lines on the typewriter
4. Characters Not on the Keyboard

### Part III

#### Chapter V

1. The Business Letter

- (a) Arrangement
- (b) Essential Parts
- (c) Multiple-page Letter
- (d) The Signature
- (e) Additional Data
  - (1) Reference Initials
  - (2) Inclosures
  - (3) Particular Address
- (f) How to Estimate the Placement of a Letter
- (g) Models of Various Forms of Letters

## Chapter VI

### Practice in Letter Arrangement

1. Instructions for Preparing Lessons
2. Notes on Procedure
3. Facsimile Letters
4. Units 20 to 27
  - (a) Practice in Letter Arrangement and Carbon Copy

## Chapter VII

### Addressing the Envelope

1. Instructions for Preparation of Different Styles of Envelopes
2. Unit 28
  - (a) Practice in Letter Writing and the Addressing of Envelopes

## Chapter VIII

### Facsimile Letters

1. Units 29 and 30
  - (a) Copying of Facsimile Typewritten Letters

## Chapter IX

### Problems in Setting Up Letters

#### From Unarranged Copy

1. How to Set Up a Letter
2. Nineteen Problems for Practice in Correctly arranging Letters

## Chapter X

### Copying From Longhand Drafts

1. Unit 31
  - (a) Six Problems in Setting Up Letters From Longhand Drafts

## Chapter XI

### Formal and Semi-social Letters

1. Models of Formal Letters
2. Unit 32
  - (a) Exercises in Setting Up Formal And Semi-social Letters

## Chapter XII

### Postal Cards

1. Problems in Setting Up Postal Cards

2. Unit 33
  - (a) Copying From Rough Drafts
  - (b) Problems in Setting Up Copy From Rough Draft

#### Part IV

#### Chapter XIII

#### Tabulation

1. Planning
2. Vertical and Horizontal Spacing
3. Tabular Stops
4. Unit 34
  - (a) Problems in Copying Tabulations
  - (b) Tests in Tabulation

#### Chapter XIV

#### Billing

1. Unit 35
  - (a) Practice in Setting Up Bills, Invoices, and Monthly Statements

#### Chapter XV

#### Telegrams

1. Unit 36
  - (a) Problems in Typing Telegrams, Day and Night Letters and Night Messages

## METHOD OF DEVELOPMENT

The purpose of "Typing for Immediate Use" is to make the learning and teaching of typewriting the simple matter which it fundamentally is. The presentation has gradually become so involved with psychological data that the operation of a typewriter appears to be a very complex affair. The learning process has been encumbered with location drills, acceleration drills, high-frequency drills, fixation drills, and drills of every imaginable variety. After all, typewriting was successfully taught for many years before it became so psychological. This book brings the teaching of typewriting back to its original simplicity. Advantage has been taken of the researches in psychology, but only as they serve to simplify, rather than complicate, the learning process.

The method is a combination of the best features of both the horizontal and the vertical reach, developed during fifteen years of constant experiment in the New York City high schools. The book is arranged in most teachable fashion, with careful provisions for individual differences in every lesson. Work is laid out in weekly units. Each unit consists of five daily lessons, and each lesson consists of five steps-- limbering-up exercises, self-reliance work, class work, challenge work and proof reading, checking, classifying and recording errors.

## EVALUATION

"Typewriting for Immediate Use" is a very new textbook. It was just published in 1933.

This textbook does not represent a new or distinct method. It is rather a combination of many of the useful ideas found in other sources of typewriting study. The authors are men of authority and have had many years of Commercial teaching experience and they have combined their years of knowledge and investigation in this text.

Some of the best features of this book are good drill exercises, challenge work, self-reliance work (practice on words previously missed), and, lastly, proof reading. Self-reliance work is another term for corrective matter. A department dealing with corrective drills is always a good feature of a textbook. Proof reading is another useful branch of study.

The introductory lessons are rapid enough to maintain keen interest, yet slow enough to insure thorough mastery and correct habits. The keyboard is covered by the beginning of the fifth week. The student types real words at the second lesson, and by the first "Self-Appraisal Day" he finds that he is typing whole sentences. There are no nonsense sentences or exercises that make little sense. Selections for copying have been taken from standard textbooks and have been chosen because their content will supplement the general education of

the typist.

In the advanced sections of the book, emphasis has been placed on the development of judgment and good taste in setting up typewritten material. Laboratory problems calling for resourcefulness and judgement in setting up material from unarranged copy are given in abundance.

As an economy measure in schools where the typing textbooks get unusually hard usage, the authors have prepared a unique introductory book, "Keyboard Mastery Drills", to cover the first six weeks. The cover of this book is so constructed that it buttons together to form a stand which holds the copy in the proper position. This permits the pupil to adjust himself to his new typewriter before working with a large, awkward book; and does away with the constant and destructive dropping of books during the first few weeks.

The business material and illustrations of this text are of about average character.

This textbook has no claim to distinctiveness nor is it above the average in any way. The print in the drills is either too black or crowded to make it the best for the eye. It gives one the sense of congestion and blurred impression.

Another criticism is found in its lack of sufficient typed illustrations or copy material. The writer prefers the system of more demonstration of actual typed pages in the textbook. This is a usable textbook of mediocre grade prepared for first and second year pupils.



## APPLIED TYPING

REVISED

## AUTHOR

Mr. Charles Reigner is the president of the H. M. Rowe Publishing Company. He is a most versatile author in Commercial subjects. He writes in the fields of English, Grammar, Office Practice, Typewriting, and many others.

## PUBLISHERS

THE H. M. ROWE COMPANY

Baltimore

Chicago

New York

## CHAPTER HEADINGS AND CONTENTS

## PART ONE

1. Letters--Their Form and Arrangement
  - (a) Stationery
  - (b) Letterheads
  - (c) The Date Line and Date Line Styles
  - (d) The Address and Address Styles
  - (e) The Salutation and Salutation Styles
  - (f) The Body of the Letter and Second Page Heading Styles
  - (g) Complimentary Close and Signature
  - (h) Identifying Marks and Identifying Marks Styles
  - (i) The Envelope and Addressing Mail
2. Using the Tabular Devices in Writing Letters
3. Placement of the Letter on the Page
4. Typewriting Details
  - (a) Clean Type
  - (b) Punctuation Marks
  - (c) Figures
  - (d) Dividing Words
  - (e) Abbreviations
  - (f) Two Words or One
5. Style Letters 1-10
6. Envelope Address Styles 1-4
7. Laboratory Practice Material
8. Laboratory Assignments

- (a) Assignments and Working Instructions
  - (1) Schedule of Assignments A-E
- (b) Assignments--Envelope Addressing
  - (1) Schedule of Assignments F and G

#### PART TWO

- 1. Transcribing Letters
  - (a) How to Transcribe
  - (b) Carbon Copies
  - (c) Folding Letters
- 2. Laboratory Practice Material
  - (a) Transcription Problem Letters
  - (b) Shorthand Transcription Problem Letters
- 3. Laboratory Assignments
  - (a) Transcription Problem Letters
  - (b) Shorthand Transcription Problem Letters
  - (c) Dictation Problem Letters

#### PART THREE

- 1. Telegrams and Card Writing
- 2. Laboratory Practice Material
- 3. Laboratory Assignments
- 4. Laboratory Practice Material
  - (a) Post-card Notices
- 5. Laboratory Assignments
  - (a) Assignments--Post-Card Notices
  - (b) Assignments--Index Cards

#### PART FOUR

- 1. Rough Drafts
  - (a) Marks Used in Correcting Typewritten Copy

2. Laboratory Assignments
3. Laboratory Practice Material
  - (a) Rough Drafts

PART FIVE

1. Tabulating and Billing
2. Laboratory Practice Material and Assignments
  - (a) Tabulation Problems
  - (b) Practice Copy 1
    - (1) Roman Numerals
  - (c) Practice Copy
  - (d) Laboratory Problems
    - (1) Cities in the United States

PART SIX

1. Legal Papers
2. Laboratory Assignments
3. Laboratory Practice Material
  - (a) Legal Papers

PART SEVEN

1. Practice Copy
2. Original Tabulation Problems

## METHOD OF DEVELOPMENT

The textbook is designed to meet the need of office material for practice in the typewriting room. So, naturally, the plan of approach is that of well selected practical material of the various forms mentioned above and explicit directions for their completion.

The order of procedure is illustration and examples. Practice material is supplied the student and he is told how to use it. These lessons are summed up by review questions.

Reigner's own statement of his purposes in this textbook are:

Applied Typing is essentially a manual of laboratory procedure. It provides the material and method for training students in the practical application of typewriting skill. It concentrates attention on the "finished product"-- the transcripts which the typist or stenographer lays before the employer. Competence in typewriting is measured, in the practical workaday world, solely by the accuracy and attractiveness of that product.

The mastery of the keyboard and of the typewriting technique employed in writing "straight copy" is one thing. The effective utilization of that technique in turning out rapidly and accurately the various kinds of work the operator is called on to do in the business office is another thing. It is in this latter field that this book provides concrete instruction and a highly effective type of laboratory work.<sup>1</sup>

<sup>1</sup>Reigner, Charles, Rowe Budget November 1932

## EVALUATION OF TEXT BOOK

This is an excellent textbook for use in advanced typewriting classes, and in some cases of office practice, it might be used as a source book.

The material in this text book is carefully selected to meet the purposes of the text, that being, to give technical practical experience to the advanced typist.

Some of the distinctive features of this textbook are:

(1) The discussion of the proper arrangement of the various parts of a letter is unusually complete, definite, and understandable.

(2) All the various styles of arranging the parts of a letter are presented in the form of photographic reproductions of actual typing.

(3) The constant requirement, in the laboratory assignments, for the use of the tabular devices provides training in a phase of typewriter manipulation which is frequently slighted.

(4) The Placement Plan is employed by the pupil in working out each laboratory assignment. The value of the Plan lies in the fact that it replaces vague general instruction with specific and concrete directions. Definite ideals of form, arrangement, and proportion are thus built up in the student's mind while he is in the learning stage.

(5) The instruction in typewriting details sets up standards of correct usage which are most frequently violated by stenographers and typists.

(6) The Laboratory Practice Material represents the literature of modern business at its best. The letters with which the student works are typical of the forceful, vigorous business writing of today. They have a freshness and a vitality which add realism to the student's work. Hackneyed and stereotyped phrases are conspicuous by their absence. Correct standards of business writing are thus unconsciously acquired by the pupil.

(7) The Laboratory Assignments represent the very "heart" of the course. All instruction matter is directly employed in one way or another by the student in working out the assignments. A series of "Working Instructions" establishes correct procedure. There is no routine "copying." The assignments are so organized in schedule form that the student must be continually on the alert. Initiative, resourcefulness, and independent thinking are constantly stimulated. Specific application of acquired information is the motif underlying the Laboratory Assignments.

(8) An altogether new and original feature of the book is the training in transcribing provided in Part Two. The problem of transcribing from shorthand has been resolved into its elements, and training is given on each phase of the problem.

(9) The rough drafts in Part Four are unusually diversified and are prefaced with a short study of the "Marks

Used in Correcting Typewritten Copy."

(10) The legal papers in Part Six represent documents that are typewritten in actual practice. "Working Instructions" are provided which direct the student in the exercise of his own resourcefulness in writing the documents correctly.

The material for this textbook has been taken from actual business forms and letters and in that way greatly enriches the value of the material.

This is in every way a commendable text for High School use. It is a typical Reigner text in that it is concise, vital, and to the practical point.



**ESSENTIALS of TYPING****AUTHOR**

Mr. W. Ross is noted as an authority on Commercial textbooks. Most of his publications deal with the subject of typewriting.

**PUBLISHERS****THE H. M. ROWE COMPANY****NEW YORK****BALTIMORE****CHICAGO****For Schools of the West****Purchase at****California School Book Depository in San Francisco**

## CHAPTER HEADINGS and CONTENTS

## PART ONE

## GENERAL INSTRUCTIONS

Position at the Machine

Inserting the Paper

Returning the Carriage

## PRELIMINARY DRILL Pages 3 to 24

Letter and word drills

Corrective practice

Capital letters and sentences

Paragraph writing

Division of words

Uses entire alphabet

## PART TWO

## THE ELIMINATION OF ERRORS

Corrective drills

Procedure

Drills in: question mark, colon, symbols, per cent sign, underscore, apostrophe, number sign, quotation mark and parentheses

## THE ARRANGEMENT AND PLACING OF LETTERS

Model Letter I

Special Characters

Characters Not on the Keyboard

Single-spaced Short Letters

Model Letter 2

Medium Length Letters

Close Punctuation  
Model Letter 3  
Model Letter 4  
The Block Style Letter  
Model Letter 5  
Envelope Addressing  
Envelope Address Styles  
Folding the Letter  
Centering  
Settings for Tabulations

**STYLE OR METHOD OF DEVELOPMENT**

This is not a distinct method propounded in this text. The method used to introduce typing is more or less the ordinary form. The student is shown a chart with the letters marked on the keys he is to learn for that lesson.

This is a text used for beginners.

## SUMMARY AND EVALUATION

While this text does not represent a new and distinct method of procedure it is nevertheless a very usable one in which to start beginners. The drills are well planned and in good proportion to the needs of the students. They are placed on the page in good arrangement and in a good type so that they are made attractive.

Another good feature in this text is that it takes up letter writing in the beginning year. Most modern teachers prefer this system.

In general this is an average type of book. One feature could have been stressed to the advantage of the pupil, that being more drill and exercise work in writing figures.

It is a usable and useful text if not very distinctive in style.

## NEW INTENSIVE TYPING

### AUTHORS

Mr. W. Ross is noted as an authority on Commercial textbooks. Most of his publications and work deal with the subject of typewriting.

Mr. Charles Reigner is the president of the H. M. Rowe Publishing Company. He is a most versatile author of Commercial subjects. He writes in the fields of English, Grammar, Office Practice, Typewriting, and many others.

### PUBLISHER

This textbook is published by the H. M. Rowe Company, Baltimore, Maryland, and Chicago, Illinois. For schools of the west this book may be purchased at the California School Book Depository in San Francisco.

## CHAPTER HEADINGS AND CONTENTS

### Part I

#### General Instructions and Preliminary Drill

Instructions as to body and hand positions, the striking of keys, and the adjustment of the paper

#### Keyboard Drills

Letter, number and word drills

#### Supplementary Practice

Drills of words, letters and numbers

This is an effort to make the typist keep his eyes and mind on his work, and to write smoothly and evenly.

#### Corrective Practice

What are the causes of your errors? Check your work and proceed to correct the faults.

#### Shifting--Capital Letters

Instructions as to the making of capital letters and spacing between sentences

#### Optional Review Drills

Drills of common words for easy, smooth, and accurate writing

#### Sequence Drills

All letter keys have been presented. You should now be able to type accurately and without hesitation. Keep your strokes evenly timed.

### Marginal Release

If the keys lock while you are writing a word, press the marginal release, finish the word, return the carriage and continue your writing.

### Division of Words

If the warning bell rings while you are writing a word, and you are in the right position to divide the word, strike the hyphen, return the carriage and write the rest of the word on the next line.

### Paragraphing

Instructions for the setting of the marginal stops, tabular stop, returning the carriage, and depressing the tabular key when preparing to paragraph are given.

### Upper Bank Symbols

Observe the signs used in business and the shift of the numbers to procure them.

### The Dash and Syllable Division

The student must observe the difference between a dash and a hyphen and also learn their respective uses.

### Supplementary Technique Exercises

Drilling for high speed with accuracy

### Simple Letter Writing

Instructions are given for writing a simple letter, and the setting of marginal and tabular stops.

### Arrangement and Placement of Letters

Arrange and place according to the neatest, most



artistic and most balanced appearance.

### Style Letters

Models of different types and styles of letters

### Single Spaced Short Letters

Instructions for the best style of writing a short letter

### Folding the Letter

Directions for letter folding

### Envelope Address Styles

Models of fully addressed envelopes

### Carbon Copies

Directions for the preparation of carbon sheets

### Test Exercises

Exercises are given in five-minute tests which have a gradual increase in length and change from repetition to straight copy.

## Part II

### Corrective Drills

Drills of words and sentences are supplied to aid in the elimination of errors.

### Lesson Procedure

Routine procedures that must be followed in all the succeeding lessons are given.

### Preliminary Drills (Ayers List)

Drills are prepared which require concentration to avoid errors. Mental control must be striven for.

## **Billing**

### **Practice for Typing Bills**

## **Centering**

Directions for centering a word or sentence

## **Tabulation**

Instructions for the use of the tabular keys and lessons for drill work

## **Settings for Tabulations**

Directions explaining the setting of the tabular keys and how to determine their position are given.

## **Medium Length Letters (100-150 words)**

Methods are demonstrated for writing a medium length letter with correct margins and spacing .

## **Close Punctuation**

Methods of punctuation in the addresses of letters are explained.

## **Block Style**

A letter, wherein address, paragraph, and, usually, the complimentary closing and heading are flush with the margin, is called blocked style.

## **Placement Guide**

Directions for the placement and centering of letters

## **Signature Styles**

Different styles for the closing and signing of a letter are demonstrated.

### Rough Draft

This is practice in the ability to type off scratch work, or the first write-up of articles which are, in some instances, difficult to read.

### Telegrams and Cablegrams

Models for typing telegrams and cablegrams in practice work

### Legal Papers

Writings or articles of legal standing such as partnerships, corporations, wills, etc.

### Postal Cards

Instructions and models showing the forms, spacing and margins for writing up a postal card

### Writing on Ruled Lines

Directions for the use of the variable line spacer in writing on ruled lines

### Testimony

Forms indicated in writing up a court testimony

### Building Specifications

General building specifications

## Part III

### Typewriting Office Practice

This section is preparing the pupil for a future business career. Jobs are given to aid the student.

### Radio Typewriting and Office Practice

The student becomes employed by a radio company and assumes its responsibilities. Instructions are given to fit the student for his position.

#### Original Typewriting Projects

A review of lessons for practice work

#### Speed Practice

Tests for speed and accuracy of typing

#### Appendix

The typewriter--its parts and how to use them.

Rules for the correction of typewritten copies

## METHOD OF APPROACH

The method starts with instruction in the "home row" group of keys. This lesson is accomplished by intensive letter, syllable, and word drills. In rapid succession the other letters of the keyboard are introduced by means of a photographic chart picture of the keyboard, each letter is shown in dark black print as it is introduced.

The aim of this text is to teach the student to become a rapid and accurate typist.

## EVALUATION

The method is not unique in itself but the book in general is well organized and carefully meets the needs of the pupil.

The drills are carefully planned, neatly arranged, and in sufficient number to give complete and efficient drill in any new work that may be introduced.

A distinctively attractive feature of this textbook is that at suitable intervals optional work is supplied for use in case of accelerated students. This is always a good feature in any type of textbook. Finding suitable material for the advanced student is not always an easy task.

The illustrations are appropriate and clearly demonstrate the point being discussed.

It is a textbook which is carefully bound, making it useful for class work and classroom wear. The printed drill and practice material is printed in black type on a good grade of paper, thereby making the material attractive and easy to read.

Special care is given the student to show him how to overcome his errors.

One point of difficulty in this book is found in the fact that the drills in some cases are too lengthy and therefore tend to cause monotony. In other cases, there is too much repetition of the drill work which should have been accomplished on previous pages.

G R E G G T Y P I N G  
T E C H N I Q U E S  
A N D  
P R O J E C T S

A U T H O R S

Mr. Harold H. Smith has been actively associated as a teacher-trainer with, or lecturer in, most of the schools and colleges of the United States that train commercial teachers. He is at present offering a methods course in Teachers College, Columbia University. His official typing record is 126 words a minute.

Mr. Rupert P. SoRelle's activities as author and co-author of commercial texts, including "Secretarial Studies," his position as vice-president of The Gregg Publishing Company, and his wide teaching experience, place a stamp of authority on his texts. Not only is he an authority on texts but is widely known in all commercial fields.

T H E G R E G G P U B L I S H I N G C O M P A N Y

New York      Chicago      San Francisco      Boston  
Toronto      London      Sydney

## PART I--BASIC TECHNIQUE

1. Basic Machine Operations
2. Correct Posture
3. Standard Paper Insertion
  - (a) Illustrations of inserting and adjusting paper
4. Arrangement of Typewritten Work
5. Correct Hand Position
  - (a) Illustrations of home position
  - (b) Finding home position by touch
6. General Instructions

## LESSON 1

## BUDGET I

7. How to Practice Standard Stroking
  - (a) Stroking Drill
    - (1) Typing "j's" and "f's" in groups of six across the page

## LESSON 2

8. X-ray Keyboard Chart
9. How to Practice Standard Reach-Stroking
  - (a) Stroking Drill
    - (1) Typing combined groups of "f", "j", "h", and "g".
  - (b) Facility Drill
    - (1) Typing of short words
10. Supplementary Exercises
  - (a) Extra work for students with ability to work fast

## LESSON 3

11. New Strokings



- (a) Stroking and Reach-Stroking Drill
  - (1) Letters "i", "k", "d", "e", "c" and comma added to drill.
- (B) Facility Drill
  - (1) Simple words
- (c) Fluency Drill
  - (1) Rhythm drill
- (d) Supplementary Exercise

#### LESSON 4

- (a) Facility Drill
  - (b) Fluency Drill
  - (c) Accuracy Drill
  - (d) Supplementary Exercise
12. How to Check Your Work
- (a) Illustration of corrected paper
13. Skill-Improvement Practice
14. How to Record Your Progress

#### LESSON 5

15. New Strokings
- (a) Stroking and Reach-Stroking Drill
    - (1) Introduction of letters "o", "l", "w", "s", "x" and the period.
  - (b) Facility Drill
  - (c) Fluency Drill
  - (d) Accuracy Drill
  - (e) Supplementary Exercise

## LESSON 6

## BUDGET II

## 16. New Strokings

## (a) Stroking and Reach-Stroking Drill

- (1) Introduction of letters "p", "q", "z", semi-colon and bar.

## (b) Facility Drill

## (c) Accuracy Drill

## 17. Quick Carriage Return

## 18. How to Make Capital Letters

## 19. How to Practice Standard Shift-Stroking

## (a) Learning Procedure

## (b) Shift-Stroking Drill

## (c) Supplementary Exercise

## LESSON 7

## 20. Keep your Typewriter Clean

## 21. Rules for Spacing after Punctuation Marks

## (a) Fluency Phrase Drill

## (b) Shift-Stroking Drill

## (c) Facility Sentence Drill

## (d) Supplementary Exercise

## LESSON 8

## 22. The Top Row of Keys

## (a) Illustration of correct finger positions

## (b) Reach-Stroking Drill

- (1) Introduction of numbers

## (c) Reach-Stroking Drill

- (1) Introduction of "¢", "-", "½", and "0".

## (d) Shift-Stroking Drill

(1) Introduction of "\$", "#", "%", "()",  
 "¼", "@", "½", and quotation marks.

- (e) Facility Sentence Drill
- (f) Accuracy Sentence Drill
- (g) Supplementary Exercise

#### LESSON 9

23. Aim to Perfect Your Technique

- (a) Keyboard Review
- (b) Third-Finger Facility Drill
- (c) Accuracy Sentence Drill
- (d) Accuracy Drill
  - (1) Instructions in making fractions
- (e) Supplementary Exercise

#### LESSON 10

- (a) Keyboard Review
- (b) Fourth-Finger Facility Drill
- (c) Facility Sentence Drill
- (d) Accuracy Drill
- (e) Supplementary Exercise

#### LESSON 11

#### BUDGET III

24. How to Paragraph

- (a) Keyboard Review
- (b) Facility Drill
- (c) Facility Sentence Drill
- (d) Accuracy Drill
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25. The Right Margin

26. The Bell

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- (a) Keyboard Review
- (b) Fourth-Finger Facility Drill
- (c) Accuracy Sentence Drill
- (d) Keyboard Review
- (e) Supplementary Exercise

#### LESSON 13

- (a) Accuracy Sentence Drill
- (b) Fluency Sentence Drill
- (c) Facility Sentence Drill
- (d) Supplementary Exercise

#### LESSON 14

28. Type Your Exercise Headings

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- (d) Keyboard Review
- (e) Supplementary Exercise

#### LESSON 15

29. How to Type Frequent Sequences

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- (a) Technique Practice
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- (c) Improvement Practice

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- (a) Facility Word Drill
- (b) Keyboard Review
- (c) Sustained Accuracy

## LESSON 17

- (a) Facility Word Drill
- (b) Keyboard Review
- (c) Sustained Facility

## LESSON 18

- (a) Word Drill, Review, and Intensive Drill

## LESSON 19

- (a) Word Drill, Review and Accuracy

## LESSON 20

- (a) Word Drill, Review and Skill Test

## LESSON 21

## BUDGET V

## 31. The Rhythm Drill Used by Experts

- (a) Word Drill, Review and Sustained Facility

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BUDGET VI

## (a) Drills and Reviews

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## (a) Drills, Reviews and Accuracy

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BUDGET VII

## (a) Drills, Review and Accuracy

## LESSON 36

BUDGET VIII

## 35. Easy Business Letters

## (a) Illustration of an Easy Business Letter.

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## (a) Spacing After Punctuation Marks

## LESSON 41 to 45 inc.

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## 37. Manuscript Work

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(a) Drills, Review and Skill Tests
- LESSON 61 to 65 inc. BUDGET XIII  
(a) Drills, Review and Skill Tests
- LESSON 66 to 70 inc. BUDGET XIV  
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- LESSON 71 BUDGET XV  
(a) Business Letter, Drills, and Accuracy
38. Centering with Centering Drill
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(a) Word Drills, Business Letters and Centering
- LESSON 76 BUDGET XVI  
(a) Drills and Business Letter
39. The Variable Line-Space Device with Drill
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- LESSON 78  
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(a) Parts of a Business Letter

(b) Illustration of the Parts of a Business Letter

(c) Calculating Space Requirements

**43. Carbon Copies of Letters**

**44. Addressing Envelopes**

**45. How to Submit Completed Correspondence**

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**47. Description of Style Studies 1-8**

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**LESSONS 101 to 105**

**BUDGET XXI**

(a) Drills, Reviews and Letters

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(a) Drills, Review and Letters

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**BUDGET XXIII**

(a) Drills, Review and Letters

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## Telegraphic Communications

## 50. Telegrams, Cablegrams, Radiograms

## (a) Illustrations

LESSONS 121 to 125

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## PART IV--MANUSCRIPTS, TITLE PAGES, ROUGH DRAFTS

## 52. Manuscripts

## 53. Title Page

## 54. General Instructions

LESSONS 126 to 130

BUDGET XXVI

## (a) Drills, Reviews and Manuscripts

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## (a) Drills, Reviews and Manuscripts

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## 55. Project

## (a) Title Page and Manuscript

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BUDGET XXIX

## (a) Drills, Reviews and Manuscripts

## (b) A Rough Draft, Illustrations of Border Design

## PART V--TABULATION

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## (b) Setting the Stops

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70. Personal Letters
71. Centering
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74. Addressing Envelopes
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75. Folding Letters (Illustrations)
76. Letters Ready for Dictator to Sign
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**METHOD OF TREATMENT AND DEVELOPMENT OF SUBJECT MATTER**

Gregg Typewriting develops the subject by an introduction of the home row. This is accomplished by the use of a picture chart termed the "X-ray keyboard". All keys are located in this manner. The numbers are all introduced in one lesson.

Much emphasis is placed on the proper reaching-out stroke.

The organization of Gregg Typewriting is based on the results of modern educational research and an analysis of city and state typing syllabi.

The business material is gathered from actual business papers. This material is arranged in unit parts.

## EVALUATION

Gregg Typing is one of the most widely used textbooks.

It is a book which has been built on scientific analysis of typewriting. Many city and state bulletins have been studied and assimilated in this text. Keyboard introduction is quickly and easily cared for.

The business forms and illustrations found in this textbook are of very fine quality.

The principal aim of the book is to develop skill. This keynote is carried throughout the book.

Motivation is skilfully treated in this textbook. Interest is particularly centered in the business projects in the second half of the book. In fact the material contained in the second half is its real claim to being an excellent and useful text.

The general impression created by this book is most favorable. The only possible criticism to be offered is that in some cases the print is small and too much material is crowded into one page giving it the appearance of being congested.

## STUART TYPING

Keyboard Mastery  
of the Vocabulary of Business by the  
High Frequency Word Pattern Method

## BOOK ONE

By

Esta Ross Stuart

Mrs. Esta Ross Stuart is a person of authority in the field of typewriting. For many years she has been in charge of the typewriting department at the Berkeley High School, Berkeley, California. She has also given several teachers' courses in the subject of typewriting. Mrs. Ross is, at present, studying and giving courses at Columbia.

Publishers

D. C. HEATH AND COMPANY

Boston      New York      Chicago  
Atlanta      San Francisco      Dallas  
London

## Part I

General instructions are given for correct position at the machine; and for the hands, proper stroke; and the adjustment of the paper.

## BLOCK ONE--JOBS ONE TO FIVE

1. Vocabulary learning and word-pattern building begins with the use of small words such as: if, it, is, etc., instead of the usual letters, "f" and "j".
2. Location of the shift keys on the keyboard and building up of sentences are taught next.
3. Review of the routine for vocabulary learning in Job One is repeated.

## BLOCK TWO--JOBS ONE TO FIVE

1. Horizontal centering with explanations
2. Introduction to paragraph practice work
3. More of vocabulary and sentence learning

## BLOCK THREE--JOBS ONE TO FIVE

1. Instructions as to the centering of words and sentences.  
Sentence testing
2. Paragraph practice  
Illustrations of how to determine rate of speed on a one-minute test are given.
3. Vocabulary and sentence learning

## BLOCK FOUR--JOBS ONE TO FIVE

1. Regular routine in vocabulary learning

2. Continuity in writing sentences and paragraphs
3. Following of the regular routine of vocabulary and sentence learning

#### BLOCK FIVE--JOBS ONE TO FIVE

1. Word and sentence control for gaining automatic speed and accuracy of the two- and three-letter words
2. Word and sentence practice for automatic control
3. Continuity in writing in preparation for timed tests
4. Job four is a continuance of job three.
5. Vocabulary and sentence learning

#### BLOCK SIX--JOBS ONE TO FIVE

1. Exercise in use of quotation marks
2. Practice in continuity of writing  
New daily routine for timed tests
3. Daily routine of concentration on paragraph writing  
Instruction in centering paragraphs
4. Keeping of the vocabulary test records  
Continuance of vocabulary tests

#### VOCABULARY TEST RECORD

#### BLOCK SEVEN--JOBS ONE TO FIVE

1. Vocabulary tests in paragraphs and sentences

#### BLOCK EIGHT--JOBS ONE TO FIVE

1. Vocabulary tests

## 2. Problems in paragraph placement

### BLOCK NINE--JOBS ONE TO FIVE

1. Vocabulary tests and placement of paragraphs
2. Automatic control of business words of the highest frequency.
3. Continuity of writing in time tests

### TIMED TEST RECORD NUMBER ONE

### BLOCK TEN--JOBS ONE TO FIVE

1. Five minute tests in continuity tests
2. Instructions in the process of horizontal centering
3. Mastery test for training

### BLOCK ELEVEN--JOBS ONE TO FIVE

1. Importance of special skill training, and one's ability in acquiring that skill
2. Drills on special characters and figures, such as "q" "0," etc.
3. Continuity of writing time tests of ten minutes
4. Accuracy and special skill training

### BLOCK TWELVE--JOBS ONE TO FIVE

1. Tests for accuracy and special skill

### BLOCK THIRTEEN--JOBS ONE TO FIVE

1. Alphabetical paragraph practice, vertical centering, accuracy training

### BLOCK FOURTEEN--JOBS ONE TO FIVE

1. Speed tests, accuracy training, special skill tests or tests of ten minutes



**BLOCK FIFTEEN--JOBS ONE TO FIVE**

1. This block contains drills for accuracy, special characters and figures.

**BLOCK SIXTEEN--JOBS ONE TO FIVE**

1. Drills with special characters and figures

**BLOCK SEVENTEEN--JOBS ONE TO FIVE**

1. Same as block sixteen except for training in adjacents

**BLOCK EIGHTEEN--JOBS ONE TO FIVE**

1. Time and placement tests, drills for accuracy, and vertical centering

**BLOCK NINETEEN--JOBS ONE TO FIVE**

1. This block contains the regular accuracy and special character and figure drills along with paragraph placement tests.

**BLOCK TWENTY--JOBS ONE TO FIVE**

1. Paragraph placement tests and training for accuracy, acceleration, and special characters and figures

**TEST GRAPH****PART II****BLOCK ONE--JOBS ONE TO FIVE**

1. Training in the mastery of accuracy and automatization.

**TIMED TEST RECORD NUMBER TWO**

**BLOCK TWO--JOBS ONE TO FIVE**

1. Same as block one

**BLOCK THREE--JOBS ONE TO FIVE**

1. Regular drills and acceleration training

**BLOCK FOUR--JOBS ONE TO FIVE**

1. This block repeats former drills of training and tests on special characters given in this block.

**BLOCK FIVE--JOBS ONE TO FIVE**

1. Contains accuracy training, acceleration training, special skill training, timed tests, and special skill tests of former blocks.

**BLOCK SIX--JOBS ONE TO FIVE**

1. Practice in the writing of Roman numerals

**BLOCK SEVEN--JOBS ONE TO FIVE**

1. Training in addressing envelopes

**BLOCK EIGHT--JOBS ONE TO FIVE**

1. Regular training in accuracy and timed tests

**BLOCK NINE--JOBS ONE TO FIVE**

1. This block contains accuracy and acceleration training, special skill training in addressing envelopes.

Timed tests in envelope addressing

**BLOCK TEN--JOBS ONE TO FIVE**

1. Contains training and technique of letter writing

**HOW TO FOLD A LETTER**

**BLOCK ELEVEN--JOBS ONE TO FIVE**

1. A review with promotions for the training of accuracy acceleration

**BLOCK TWELVE--JOBS ONE TO FIVE**

1. In this block is a continuance of the training in accuracy and acceleration along with tests in letters and regular timed tests.

**BLOCK THIRTEEN--JOBS ONE TO FIVE**

1. Letter writing in modified block form

**BLOCK FOURTEEN--JOBS ONE TO FIVE**

1. A continuance of the few former blocks in letter writing

**BLOCK FIFTEEN--JOBS ONE TO FIVE**

1. In this block you will find nearly the same type of material mentioned before.

**BLOCKS SIXTEEN TO TWENTY**

1. Mostly letter training and review work

**BOOK TWO****PART III****BLOCK ONE--JOBS ONE TO FIVE**

1. Illustrations and introduction of tabulation

**INDIVIDUAL TIMED TEST RECORD****BLOCK TWO--JOBS ONE TO FIVE**

1. The use of the eraser and how to type corrections

**BLOCK THREE--JOBS ONE TO FIVE**

1. Letter writing, tabulation of words, and tests  
BLOCKS FOUR- TO TWENTY

1. These blocks deal with instructions in, and laboratory material for: tabulation, letter writing, drill work, rough drafts, etc.

PART IV

This section deals with office practice material such as; filing cards, legal forms, letter writing, rough drafts and other related subjects.

## METHOD OF DEVELOPMENT

"The Vocabulary of Business by the High Frequency Word Pattern Method" is an adaptation of the Morrison "mastery" formula and the psychology of typewriting skill, as set forth by Book in his studies of skill training. Mrs. Stuart has divided the learning process in typing into knowledge learning (an acquaintance with the facts necessary for a thorough understanding of the subject), and skill learning (the mastery of motor and mental control which causes instant, perfect, and automatic response to a given stimulus), and built her procedures accordingly.

In "Stuart Typing" certain knowledges are mastered and tested by objective tests before the problem of skill development is approached, and then each skill is learned completely before the next one is attacked. After a skill is mastered practice and repetition are provided regularly and progressively so that the student is constantly trying to raise it to a higher level. This is the underlying principle of Mrs. Stuart's method.

## EVALUATION

There are many excellent qualities found in Mrs. Stuart's book. First, it represents original thinking and planning on her part and adaptations from the Morrison Mastery formula. She has not imitated the procedure of most of her predecessors. This system is mostly devised by her own work. It is a deviation from the usual introductory style. She commences with word writing in the first lesson. The writer cannot at present state what the end results will be from this means of introduction as the method is new and has not had sufficient years of trial to prove its worth.

Another particular feature of this text is the placement of the copy material. It is arranged just as it will look on the student's typewritten page. It is a typed copy, not a printed copy.

"Stuart Typing" is a well rounded textbook useful in most any type of typing class. Her material is based on experimentation, years of laboratory classroom work, and well selected business forms.

The teacher does not have to supply additional material for testing. All the tests are in the book. All copy is counted by strokes, and the student is tested at frequent intervals against time on every type of work--straight copy, letter writing, tabulating rough draft, etc. His score is kept on a test record sheet which

makes it possible to compare the student's rate and accuracy on different types of work, and shows the teacher what should be emphasized in the case of each individual.

Letter style studies are clear, and the content describes each particular style. All business forms are given particular attention.

"Stuart Typing" is a large book containing a wealth of material suitable for both academic and commercial students. This text is designed for both first and second year students.

THE WIESE-COOVER KINESTHETIC METHOD  
OF LEARNING TOUCH TYPING

AUTHORS

Mr. E. G. Wiese is an expert typist, speed demonstrator, and supervisor of the Typing Department of the Behnke-Walker Business College, Portland, Oregon. Mr. Wiese has had many years of experience in training typists. He has done some very remarkable work in the training of typists who are interested in developing great speed.

Dr. Coover is an associate professor of Psychology at the Leland Stanford Jr. University. He is a professor of note along these lines. In connection with typing he is exceptional in making analyses of typing faults and errors and suggestions for their remedy.

PUBLISHERS

The H. M. Rowe Company published this textbook. The main office address is Baltimore, Maryland. They also have connections with various book depositories, such as the California School Book Depository in San Francisco.



## CHAPTER HEADINGS AND CONTENTS

## Part I

**The Development of Kinesthesia**

This section tells of the importance of developing the proper motion-feel. It gives illustrations and shows just how to develop this stroke. It explains the tiger-stroke. It shows the pupil how to assign the letter-feel to the proper fingers. The pupil is started on the home-row strokes. The full position of home row is given, then there is a gradual development to all the upper reach letters of the two hands.

All this is accompanied with drills of different nature than that which is found in most textbooks as these are a succession of letter drills, one letter following after another containing all the letters to which the student has been introduced.

There are many pages of very fine letter drills. These drills are in the succession of the simple to the complex.

This drill work is designed and planned to be done off the keyboard by the means of desk work and finger exercises.

The pupil is next taught the kinesthetic control of the machine. This means the feeling of his position--not the seeing. He is taught to find home row in this fashion and all other keys in relation to this position.

Directions in the operation of the machine follow.

The student is then placed at the machine with these same types of letter drills. He is taken through the alphabet in this fashion.

## Part II

The student is shown how to practice. This is offered as a daily practice program:

- (a) Warming-up exercises
- (b) Typing from English copy for fifteen minutes
- (c) Untimed typing practice

An analysis of errors is next in order. In this, the student is shown how to record and analyze his own errors.

Calculating his record, or as more frequently called, "figuring his speed test" is demonstrated. The graphic system of recording is shown.

## Part III

Practice Copy for Assignments, Practice Copy for Routine Assignment No. 1. (These drills are generally called warming-up exercises.)

(a) Warming-up exercise No. 2. These are a series of letter drills.

(b) Practice Copy for Routine Assignment No. 2.

### The Classification of Errors

This is an analysis of errors as to position and the

reason for them.

- (a) Practice Copy for Routine Assignment No. 4
- (b) Practice Copy for Routine Assignment No. 5
  - (1) This consists of small letters, also several pages of inside addresses.

#### Part IV

Samples of Procedure in Practice and Record Keeping.

#### Part V

Diagnostic Tests for the analysis of the pupil's performance.

This unit contains various forms of word-kinesthetics tests and how to use and evaluate their results.

#### Appendix

The Typewriter, Its Parts and How to Use Them  
Rules for Correcting Typewritten Copy

## THE METHOD OF DEVELOPMENT OR PROCEDURE

The principles underlying all the developments in this textbook have been in all cases to give the pupil the feeling-sense of the typing. It is a touch system in the purest sense. The student finds the typewriter by his sense of touch; he finds his keys by the same sense, and all keys are learned and known by their relation to the "Home Row."

The psychology of this system is to set up the proper sensations and habits correctly in the first place. Not only is this emphasized but shortest steps are the ones taken in all cases. The process of thinking has been reduced in steps. For instance the old method of teaching used to be a chart on the wall. The student learned the letters by first seeing them on the wall then thinking them to the proper fingers. This process has been cut down by thinking them first to the proper fingers and then writing them. A reduction of one of the three steps.

This text advocates the use of straight copy writing as a means of practice. Their theory being that in that way the most frequent words receive the most practice in the normal fashion as it would occur instead of setting them up in artificial drills.

## EVALUATION

This is probably the most scientific system or method on the market today. It has gone to the root of the psychology of the real processes of learning. This textbook has been particularly successful in training of students in the early keyboard steps, and again just as successful for those undergoing intensive speed training.

This is a small typing book but it involves some of the principal processes of learning. It is a textbook which is not always understood by pupils or teachers and therefore they hesitate to attempt its use in the classroom. On the other hand it is really a very simple system and very easily worked out and most successful when the steps of instruction are carefully followed.

The psychology of the theory underlying this system is so essentially correct in the analysis of the subject that it is being consciously or unconsciously imitated by many of the better and newer systems.

## TYPING FOR ACCURACY

### AUTHOR

Walter T. White is a graduate of Stanford University, and has been connected with commercial work for about twenty years. He has served in both the teaching fields of high school subjects and teachers' training courses. Mr. White is the Pacific Coast representative of the H. M. Rowe Company. For six years Mr. White has been conducting a survey of typewriting difficulties.

### PUBLISHERS

The H. M. Rowe Company published this book. Their main offices are in Baltimore, Maryland, and Chicago, Illinois. This book may also be obtained at the California School Book Depository in San Francisco.

## CONTENTS

## Section I

## Substitution Drills

Marginal Settings

The Way to Work

Study I

For Correction of Faulty "A" Stroke

Contains: three letter drills, short word drills, long word drills and a speed test. These all emphasize the letter "a".

(A)

Study 2

For Correction of Faulty "B" Stroke

Contains: three letter drills, short word drills, long word drills and a speed test. These all emphasize the letter "b".

(B)

Study 3

For Correction of Faulty "C" Stroke

Contains: three letter drills, three word drills and a speed test. All of these stress the letter "c".

Study 4

For Correction of Faulty "D" Stroke

Contains: three letter drills, three word drills of mixed long and short words and a speed test. All the word emphasizes the letter "d".

**Study 5****For Correction of Faulty "E" Stroke**

Contains: three letter drills, two word drills, a speed test, special word drills for the correction of striking "w", "d", "r", "a" and "t" for the letter "e".

**Study 6****For Correction of Faulty "F" Stroke**

Contains: letter drills, special word drills for the correction of striking "d", "g", "r", or "v" for the letter "f".

**Study 7****For Correction of Faulty "G" Stroke**

Contains: letter drills, speed test and correction word drills. All work stresses the letter "g".

**Study 8****For Correction of Faulty "H" Stroke**

Contains: letter drills, word drills, speed test and correction word drills. All work emphasizes the letter "h".

**Study 9****For Correction of Faulty "I" Stroke**

Contains: letter drills, word drills, speed test and correction word drill. The emphasis is made on the letter "i".

**Study 10****For Correction of Faulty "J" and "K" Strokes**

Contains: letter drills, word drills for correction, and a speed test. All the work stresses the letter "j".



and "k".

#### Study 11

For Correction of Faulty "L" Stroke

Contains: letter drills, speed test and correction word drills. Emphasis is made on the letter "l".

#### Study 12

For Correction of Faulty "M" Stroke

Contains: letter drills, speed test and correction word drills. All the work stresses the letter "m".

Detail work has been carefully given to all the letter studies up to the letter "n" and it is unnecessary to continue doing so with letter studies "n" to "z" as they are similar to those already given.

## Section II

### Drills for Double Letter Strokes

#### Study 23

Contains: word drills using the double letters "b", "c", "d", "e", "f", and "g".

#### Study 24

Contains: double letter drills for letters "l", "m", "n", "o", and "p".

#### Study 25

Contains: double letter drills for the letters "r", "s", "t", and "z".

#### Study 26

Contains: a speed test and drills for the use of

double letters in words.

### Section III

#### Capital Letter Drills

##### Study 27

Contains: a word drill for practice of capital letters. Letters "a" to "n" used.

##### Study 28

Contains: a word drill for practice of capital letters. Letters "o" to "z" used.

##### Study 29

Contains: a word drill for practice of capital letters and paragraph drills.

##### Study 30

Contains: a speed test. Emphasis is made on the use of the capital letter.

### Section IV

#### Drive and Accuracy Drills

The drills in this section will be found extremely helpful in placing pupils in their typing. These drills may also be used by the very advanced pupils for the relay races in typing. The drills, it will be found, provide excellent material for one-minute, two-minute, or three-minute tests for speed and accuracy.

Contains: studies 31 to 35 inclusive. These studies consist of letter drills.

## Section V

### Concentration Drills.

Contains: studies 36 to 37. All of these studies have drills made up of complicated words to prevent the typist from taking his eyes from the copy.

## Section VI

### Common Phrase Drills

Contains: studies 38 to 39 consisting of simple phrase drills.

## Section VII

### Special Finger Drills

Contains: studies 40 to 43 consisting of special word and sentence drills.

## Section VIII

### More Special Finger Drills

Confusion often arises when adjacent strokes, such as "re", "ews", "ds", and "po" are to be made. The adjacent finger drills in studies 44 to 45 help to overcome this difficulty. Studies 46 and 47 contain sentence practice drills.

## Section IX

### Correcting Letter Omissions

The drills in this section are based upon words in

which strokes were either omitted or very lightly struck. These drills are to be typed slowly several times and used each day in regular order. The material is excellent for warming-up exercises or corrective work.

## Section X

### Stroke Control Drills

This section gives special attention to the correction of faulty doubling of letters, poorly controlled letters, and spacing.

## Section XI

### Syllable Division Practice

All studies in this section are devoted to the correct division of words.

## Section XII

### Transposition Drills

The words which appear in these drills were taken from the papers of thousands of students. Each word represents several transpositions of the same letters, making it evident that the word and its sequence of letters had influenced the transposition.

## Section XIII

### Numbers and Their Control

All studies in this section contain drills for the correct fingering of numbers.

## Section XIV

### Special Characters

The studies within this section are devoted to sentence and word drills stressing the use of characters.

## Section XV

### Straight Copy Accuracy Drills

This section contains eighteen paragraphs for practice of speed and accuracy.

### Supplement Alphabetic Sentences

Sentences containing every letter of the alphabet make up this section.

### Explanation of Tables

This part contains tables showing the errors made in capitalization, omission, substitution, transposition, and vowels.

## METHOD OF PROCEDURE

The method of procedure of this textbook has been one of scientific study and investigation. A survey was made of actual typewriting classes. Papers were gathered from classes in typewriting from hundreds of schools. In fact, there were more than 60,000 papers collected and studied. Every fifth paper was selected for analysis. A study of the errors discloses that errors group themselves into definite classes.

Next, a study was made of the causes of errors, and drills to correct them. It is interesting to note that from the many hours of study by the author and assistants the commonest cause of errors is due to incorrect stroking habits.

Much patient experimental work has done to construct really worth while drills to correct errors. Literally, scores of different types of drills were constructed and tried out in classroom work. One by one, these were discarded until constructive drills were actually proven.

It is upon this basis that Mr. White has built this really excellent error correction drill book.

## EVALUATION

This textbook is valuable to teachers and students alike in the typewriting classroom. It makes a scientific analysis of the errors commonly found, and shows the teacher how to aid the pupil to construct his own personal drills, as well as how to use the very excellent ones provided in the book.

Not only has the author analyzed the various kinds of errors but he has tabulated the percentage of frequency in which they occur. This record is a most valuable help to teachers. It gives him a basis for evaluation of their teaching results in terms of the difficulties found in actual classroom work.

The writer has found it a most useful book to use in connection with typewriting classes. A small daily amount of class time should be devoted to corrective error drills. It is interesting to observe that during undirected practice time students often turn to this corrective text and search for remedies for their own errors. This clearly shows this book is meeting a need felt by students as well as teachers.

Typing for Accuracy represents a specialty type of textbook. It is meant to meet a specific need in the typewriting field, not to cover by materials used as a general daily textbook. The reader can, no doubt, observe that the field of general daily class books has been amply

supplied with the many fine textbooks reviewed in this thesis, but the field of special corrective texts is not so plentiful.

Let us conclude by saying this is an excellent corrective error textbook based upon scientific survey of the present field of typewriting.



COMPARATIVE CHART

Authors	Title	Year of Pub.	Style of Text	Illustrations 1, 2, 3, or 4*	Print and Arrangement	Stresses Business Training	Stresses Academic and General Material
Harned, William E.	New Typewriting Studies-Elementary Course	1929	Textbook 1st yr.	2	3	✓	✓
Harned, William E.	New Typewriting Studies-Elementary Course	1929	Textbook 2nd yr.	2	3		✓
Lessenburry, D. D.	20th Century Typewriting	1933	Textbook 1st and 2nd yr.	1	1	✓	✓
McNamara, Edward J. Markett, Mark L. Kean, Warren C.	Typewriting for Immediate Use	1933	Textbook 1st and 2nd yr.	3	2	✓	✓
Reigner, Charles G.	Applied Typing	1930	Text and Special Office Practice Book 2nd yr.	2	2	✓	✓
Ross	Essentials of Typing	1928	Textbook 1st yr.	3	3		

COMPARATIVE CHART (CON.)

Authors	Title	Year of Pub.	Style of Text	Illustrations 1, 2, 3, or 4*	Print and Arrangement	Stresses Business Training	Stresses Academic and General Material
Ross Reigner, Charles G.	New Intensive Typing	1929	Textbook 1st and 2nd yr.	3	3	✓	✓
SeRelle, Rupert P. Smith, Harold H.	Gregg Typing Techniques and Projects	1931	Textbook 1st and 2nd yr.	2	2	✓	✓
Stuart, Esta Ross	Stuart Typing	1932	Textbook 1st and 2nd yr.	2	2	✓	✓
White, Walter T.	Typing for Accuracy	1932	Error Cor- rection Work	none	1	Useful In Office Training	Useful For Academic Students
Wiese, Dr. E. A. Coover, Dr. J. E.	Wiese-Coover Kinesthetic Method of Learning Touch Typewriting	1927	Textbook 1st yr.	2	1		✓
*Key	1--Excellent	2--Good	3--Average	4--Poor			

The detailed study of each textbook which we have just made brings out certain findings and conclusions.

First, we find that in the various books there are definite individual theories of instruction. Each book is not always a distinct system in itself but combines ideas and theories from the others. Some books are individual in theory. All the modern textbooks are based on touch typewriting. The following are some of the most distinct systems which have been found. Wiese-Coover Touch Typing by E. G. Wiese and J. E. Coover, published by H. M. Rowe Publishing Company; 20th Century Typewriting by E. A. Jevon and D. D. Lessenberry, published by South-Western Publishing Company; Gregg Typing Technique and Projects by Rupert P. SoRelle and Harold H. Smith, published by Gregg Publishing Company; Stuart Typing by Mrs. Esta Ross Stuart, published by D. C. Heath Company.

Each of these particular theories adds some particular elements to the teaching technique. Wiese-Coover analysis of typewriting is very good. Its experimentation is invaluable. This scientific investigation has brought us the round snatching stroke, called "tiger stroke." This has proven to be quicker and more accurate than the old punching stroke. It also results in an evenness of stroke not to be had in any other way. They have also tested out other debatable questions, such as which is the proper finger for stroking number 6. They found that the shortest distance lies between the fore finger of the left hand and this

number. Most other systems use the forefinger of the right hand for this stroke. Wiese-Coover has also contributed some very valuable letter drills.

The 20th Century and Gregg systems are particularly noted for their well organized business and classroom material. Their systems of early introduction to typewriting are simple and easy to use. The optional work plans are invaluable. In them they especially recognize the varying ability of typists. A new contribution given us by 20th Century is paragraph writing with marked syllable intensity. This system of graded material has long been recognized in shorthand but its application to typewriting is an innovation.

Stuart Typing makes a complete change in introductory instruction. Mrs. Stuart does not start beginners on ordinary letter drill keyboard work. They are immediately set to the task of writing words. This style of writing naturally adds to the students interest; he feels he is making greater progress. It also takes away many of the weary hours of classroom work on the part of the teacher in training in letter drills. Time will tell what general results may be had from the Stuart system.

We find that all the material in the textbooks is designed to meet the needs of both the commercial students and academic students. Business writing, of course, holds the predominant position, but material on all types of writing is given its place.

It is not the purpose of this thesis to advise which of the books is best or even best suited to any particular need but rather to analyze each one in such a way that the reader may be able to decide for himself what he thinks is best for the particular demands of his particular school or class.

The findings of this study disclose the fact that textbooks in typewriting have gone through many years of evolution, and while they cannot be called finished products which anticipate no further change, at least they are no longer in an experimental stage. These findings are now scientific products of a fine degree of proficiency. Typewriting textbooks are grouped into (a) daily classroom textbooks, (b) corrective textbooks, and (c) specialized books. This review has mainly been concerned with classroom textbooks, but one corrective book has been analyzed because it has added so much to the teaching field.

Some of the concrete contributions which the books have given us are scientific methods of instruction, authentic business forms, new and interesting drill material for speed tests, and as a final result of all these, greater accuracy and increased skill and speed.

**TO THE STUDENTS AND TEACHERS:** Yours is the wealth of opportunity and advantage. Authors and publishers everywhere have made and studied surveys, investigated business papers and materials, made them into correct illustrations, and placed them in book form. Many of the

textbooks which are in use today represent six or eight years of constant work on the part of the author. Some of the textbooks contain information resulting from classroom work gathered throughout the entire United States. Large publishing companies have representatives in the field all the time gathering practical information concerning their books. This information is the basis for new and remodeled texts. Not only have they produced such fine textbooks for your use but they have made them to sell at moderate prices. Most of the two year texts sell for not more than two dollars and many of the smaller ones sell for a dollar or less. What valuable material they are offering you at such a nominal cost!

Let us close with this little thought: FORTUNATE  
IS THE TEACHER AND STUDENT OF MODERN TYPEWRITING DAYS.

JUNIOR BUSINESS TRAINING

Junior Business Training holds a unique and unusual position in the high school curriculum. It is a hybrid course made up of many factors but designed to meet specific aims.

It is, of course, understood by all that Junior Business Training aims to fit the student to make a satisfactory entry into the business world, whether he be a consumer or an actual member of that world.

Junior Business Training has had varied beginnings. It has been tried in many high schools as an experimental course. In some places it has proven successful and has prospered in attendance; in other places it has been taken out after a few unsuccessful years. But there has been a reversal of opinion among school authorities in the last three years of depression; they no longer consider it a debatable question, as to whether we should or should not include a general course of Junior Business Training in the high school schedule. They feel the world has demonstrated a crying need for some type of general, yet elementary knowledge of the workings of business; now we find Junior Business Training strongly entrenched in the minds of educators. They feel that this is one of the surest means we have of meeting the changing economic conditions.

The world has gone through an enormous economic change since 1931. Since the time of industrialism, the world has been accustomed to going through economic depressions.



These depressions have occurred at more or less regular and frequent intervals. Some depressions are greater than others. Dr. Ira D. Cross says we generally have one major depression about every twenty years. Economic theorists had hoped, with our greater control of monetary affairs, through the means of the Federal Reserve System we would never have to experience such a disaster again. They found, however, that this control was not sufficient to meet the situation. In fact, the present economic difficulties are of such a character many people wonder if it is not of a more permanent nature than most depressions. How can we hope to meet these difficulties of readjustment and rebuilding? How can we plan to avoid such difficulties in the future? First let us go into some of the basic theories of our old life which have led us astray. Since the Industrial Revolution we have based our thoughts on what we supposed was economic freedom. By economic freedom we have pursued a let alone policy called "laissez faire". Dr. Harold F. Clark in an article in "The Business Education World" entitled "Economic Myths" sums up our mistaken theories in these principles:

Economic Myth No. 1--If each person saved more, all would be well; Economic Myth No. 2--Competition insures a fair price to the consumer; Myth No. 3--Competition is the most efficient way to run any business; Economic Myth No. 4--There is equal economic opportunity for all; Economic Myth No. 5--Working women keep men from jobs; Economic Myth No. 6--Married women, if they work, take jobs from men.<sup>1</sup>

<sup>1</sup> Harold F. Clark, "Economics Myths", The Business Education World, XIV, 8-10, Sept. 1933

The previous mythical ideas, and many others give a concept of some of the ways we have argued in our previous industrial order; and it takes no argument now to convince each one of us that our economic life has been planned fundamentally wrong.

If the business life of the nation and the world is wrongly planned, we cannot expect to cure this economic evil in a year or two or three, but we can hope to make some permanent changes if we now educate the young and future citizens into right thinking and planning.

An intelligently planned economic life is what we have come to make as our goal. A successful business man first making his most permanent plans, then executes his designs. Why shouldn't we as individuals plan? We all want success. The way to economic success lies through the paths of early training and knowledge.

It is in economics that we analyze and study the theories of our economic world, but it is in Junior Business Training that we build the first rungs of the ladder of practical business relations.

Our business life and classroom work have followed the old unplanned system largely because it was immediate and the easiest way out. People in general respond to the impulse to follow the line of least resistance and momentary pleasure, but it is for us as educators to train our students and help them into ways which will benefit them most and in turn make them most helpful to society. In

this spirit let us carry our new theories of economic life into the practical course called Junior Business Training and let us hope that even in a small way at least it may become A LITTLE CANDLE THROWING ITS BEAM to light the way to better life ahead.

In the beginning the writer called this a hybrid course, and rightly so, as it gathers its materials from so many sources. The instructors in early courses in Junior Business Training attempted to build a course around a few business terms and practices so that the student would be better able to understand the business courses he was to take later in his commercial training. From that time on more and more diversified elements have entered in. New sections on thrift, on travel, and on choosing an occupation are only a few of the newer fields. Gradually the idea became prevalent in the minds of educators not to make this a course which was only preparatory to more advanced commercial work, but a course which directly helped the student to meet adult life. Another motive which is gradually creeping into this field of training is an idea which most teachers do not like to admit. Junior Business Training is now becoming one of the useful courses given to retarded and below-average students. The fact that it is now being used as this type of course in some cases, need not necessarily mean that it is an easy course, or lacking in purpose or

vitality. The subject matter is such that it can be adjusted to meet varying abilities. From these diverse angles the reader can gain some knowledge of underlying influences affecting this course.

Now let us closely examine its aims and objections. The aims of Junior Business Training are to help fit the student to take his rightful place in the business world, either as a consumer or a producer.

The objectives by which this aim is carried out are manifold. The most important are:

1. To aid in developing good citizens through teaching the fundamental business practices which everyone should understand and which so greatly affect the financial success of individuals in all walks of life. Obviously, it is impossible to master all business methods. The ones included are those which surveys have shown to be used most commonly, to be most valuable, or to be the common sources of errors.
2. To give the student further laboratory practice in the skill he has already acquired in English, letter writing, oral speech, arithmetic, penmanship and allied subject matter.
3. To encourage pupils to continue in school as long as possible. Various fields of knowledge are opened and the value of continuing their study is suggested.
4. To aid in discovering aptitudes, abilities, and interests which will help pupils in planning a school program, and finally in selecting a vocation.
5. To provide a background for the study of

commercial subjects. Although the content of the text is of general interest, yet those who elect to continue the study of business subjects will find that they have a background which will aid them in efficiently mastering the advanced courses. Time will be saved, especially in bookkeeping courses, because of the elimination of the need for a study of ordinary business papers and simple bookkeeping methods.

6. To give the general information which will be most useful to those entering business. Strictly vocational information, valuable in only a few positions and to only a limited number in each class, is avoided. On the other hand, the general information of value to everyone entering business is emphasized.

The students and teachers can report very definite results gained from the study of Junior Business Training. Teachers everywhere wish to make this course a prerequisite to all further commercial study. Especially is it of value to the student wishing to go on in the fields of shorthand, bookkeeping, and general clerical work. It not only gives them concrete tools of knowledge with which to work, but it gives them an understanding of principles which can be gained in no other way. Employers, too, are enthusiastic over the help their employees receive from this training.

The students come in daily with reports of how they have put their knowledge into practice. The writer has made a follow-up study of information gained from former

students in their application of Junior Business Training. When the summer was over, several students came back to school showing the teacher copies of their personal budgets. These budgets were based on money they had earned during the summer months. They had made estimated and plans of their expenses for the ensuing school year. Another interesting case was that of a girl of Italian parentage. She said she had always attended to the letter writing and business papers for her father. Now she was taking pleasure in knowing how to write a check just right as well as many other business transactions.

Evidence of the practicality of Junior Business courses for the adult years is found on all hands. Business men everywhere make repeated statements of their desires for well trained efficient help. Much of this training comes from Junior Business work. Students in later years also report to us their pleasure in being correctly trained and informed in business practices. They often make the statement that they feel it has marked the difference between their mediocre participation in business and success.

We are now hoping not only to give them the fundamental background for business practices but to give them a philosophy for business life which will make them, not merely followers in the old worn out customs which have brought so much suffering, but leaders in the new economic order from which we expect to bring new and more worthwhile life for all.

These new economic and social changes are attracting interest from prominent educators and speakers everywhere. Some of their thoughts are listed in this article. Elmer H. Straffelback, Director of Research of California Teachers' Association, in an article called "Education for American Democracy" says,

Out of the distress and suffering of the past few years the conviction is slowly being fixed in the minds of the common citizens of this country that present conditions demand extraordinary thought, and possibly extraordinary action. It has been a characteristic of the common people throughout all the ages, in all times and lands to cherish their institutions, to suffer in silence, and to keep faith with their leaders even after their leaders have lost all thought of their obligations to the people themselves. It is typical of the common people, however, that they can be aroused to action. The pages of history show that once in a while a generation of the common people express themselves emphatically on matters of vital human importance.

Today the common people of America are being rudely awakened under the lash of economic and social necessity to the fact that liberty, justice, and democratic equality are not to be won once and for all. Once again a generation of American citizens faces the necessity of examining itself and its institutions critically. They are as yet by no means fully aware of this necessity.

The great masses of our people see little else to do in their present distress than to await hopefully the solution for the present difficulties which they trust their economic and political leaders to find. Reforms we are told, are on the way. Most of us are inclined to ask what is to be the nature of these reforms. A more important question faces the American people. How shall these reforms be brought about?<sup>1</sup>

Another educator expresses the modern views in an editorial in "Business Training Teachers' Bulletin:"

The average man or woman in our country has been as ignorant as a child of ordinary sound business principles

<sup>1</sup>Elmer H. Straffelback, "Education for American Democracy",

Sierra Educational News, XXIX, 17-21, Sept. 1933.

in the conduct of his daily life, and the same may be true of millions of small business men throughout the nation. How could it have been otherwise when nowhere in our school life has any education been devoted to such knowledge? Many business men today are having a struggle to do business according to the rules set down recently by the National Recovery Act. These untrained business men have grown up in an atmosphere of unscrupulous methods and cannot now change and do business in any other way. They simply don't know how to do it according to ethical principles, and they are now too old to learn. Our only hope for improved ethical practices in business must come from the younger generation now growing up--young people not steeped in the old forms of racketeering which we have in the past called business. When our government has finally been forced to step in and to forbid such unsound practices as sales below cost, secret rebates, fraudulent and deceptive practices, price cutting, misappropriation of competitor's business, price discrimination, commercial bribery, second hand allowances, premiums, repudiation of contracts, misleading guarantees, defamation of competitor, and a dozen more outrages, it is evidence enough that there has been a weakness in our educational system somewhere in the past.<sup>2</sup>

Mr. Louis E. Plummer in "Sierra Educational News"

points out some of the falacies of our old education in our economic and social order. Let us quote in part, his article in "Education, a Way to Salvation."

The doctrine of individualism and consequent selfishness has been characteristic of educational procedure. Parents have been ambitious, in general, that their children be educated. They have said, with a good deal of feeling, that they did not want their children to be forced to meet the hardships they had had to endure. Education was the way out. We teachers have encouraged them in this thought by comparing the earning-power and prestige of the educated with that of the ignorant or unschooled. We have appealed in every way to the private personal interest of pupils and parents in our attempts to develop motives for school work. Whether the education we have offered has been cultural in nature or vocational, we

<sup>2</sup>A. B. Zu Tavern, Business Training Teachers' Bulletin,



have had an eye single to the pleasure and well-being of the individual.<sup>1</sup>

Not the least of these educators is Dr. Finney. In his book called "A Sociological Philosophy of Education", in 1929, the year when people were enjoying prosperity, he said that the American people have an obsession for money and money making. This statement of his clearly marks that his insight into the evils of our economic system was not being veiled by the apparent prosperity of the nation.<sup>2</sup>

And now in the light of these newer demands made in Junior Business Training let us sum up some of the major branches of study which are necessary for a well rounded course.

It is the consensus of opinion that the major subject of first importance in all business life is money. A good textbook should give a complete and thorough study of this subject. Money should be dealt with from all angles: from historical times to the present; forms of money transmitting, as well as handling should be considered. The student should also be given a philosophy in regard to money and its relationship to economic life. Money should not be treated as an end in itself but as a means toward an end.

Major means of communication play a large part in

<sup>1</sup>Louis E. Plummer, "Education a Way to Salvation",

Sierra Educational News, XXIX, 41-42, Dec. 1933

<sup>2</sup>Ross L. Finney, Ph.D, A Sociological Philosophy of Education,

modern business. This subject should be studied in all its branches. It is an interesting field which is greatly enjoyed by the students.

Other divisions of such a course should be devoted to letter writing, insurance, budgets--personal and business, vocational analysis of prospective life work, business organization, business law, and filing, and many other allied topics.

Subject matter should be so presented that the student will gain an intelligent philosophy of business life.

A good textbook should have sufficient authentically correct illustrations which will appeal to the students.

The most ideal way to carry out such a program would be some socialized classroom discussion, with a large part of the time spent in working with actual business situations and business forms. This latter part of the plan is not possible in very many schools. It is not possible for the student to correct actual business situations, because too often neither time nor opportunity afford this experience. To overcome the lack of actual business relations practically all authors of modern textbooks have prepared elaborate workbooks to accompany the text. In this way the student is supplied the means of experience with actual business practice. These workbooks are very helpful to both the student and teacher. Without them the course would lose much of its effectiveness.

With these views in mind let us study the reviews of the following leading textbooks in Junior Business Training.

## ELEMENTS OF BUSINESS TRAINING

## AUTHORS

John M. Brewer is an Associate Professor of education and Director of the Bureau of Vocational Guidance at Harvard University. He is in a position to keep track of all the latest tendencies in these important fields of education and to pass judgment upon their permanent value. His view is that of one who sees as a composite picture the problems of hundreds of classrooms all over the country. Professor Brewer is well known for his revision of Gowin and Wheatley's "Occupations", a book which is used extensively in the Junior high schools of this country.

Floyd Hurlbut, experienced as a high-school principal, and as a superintendent of schools at Bay Shore, New York, contributes detailed knowledge of the objectives for the Junior Business Training course and the best ways of meeting them. As a member of committees which have drawn up state and local courses of study in this important field, he has for a number of years felt special interest in the problems of Junior Business Training, and is thoroughly versed in the requirements of such a course.

Miss Juvenilia Caseman, both as Advisory Teacher of Commercial subjects and as a practicing teacher in the schools of Buffalo, is outstanding for her skill in presenting the subject of Junior Business Training so that it

will appeal to the pupil and be of the utmost value to him.

PUBLISHER

GINN AND COMPANY

Boston New York Chicago London

Atlanta Dallas Columbia San Francisco

## CHAPTER I

### Your Relation to the Business World

This chapter is an introductory discussion of an individual's relations to the business world.

## CHAPTER II

### Travel Information

Travel and its importance in modern life is discussed, routes, time tables and maps are illustrated. Problems and questions follow. The remainder of the chapter is devoted to other essentials of travel such as, buying ticket, travelers' aids, etc.

## CHAPTER III

### Telephone and Telegraph

Methods of Communication are taken up, also how to make different types of calls. Telegrams, day and night letter, and night messages are explained. Cablegrams and radiograms are discussed.

## CHAPTER IV

### Insurance

This chapter deals with the uses of modern insurance. The difference between fire, life, term, automobile, workmen's compensations, and other types of insurances are explained. Vocabulary sentences and questions follow also related arithmetic.

## CHAPTER V

### Making Payments

The widespread use of money is discussed. Checks are

illustrated and explained when and how to use them. Acceptances are all illustrated and explained. Questions and projects follow.

## CHAPTER VI

### Banking

Banking takes up the different types of banks and the use of each. How to deposit money is explained. A list of precautions to be observed in writing checks are given. Other services of the bank are described.

## CHAPTER VII

### Thrift

The meaning of thrift. Planning for the future. With thrift and earning goes health. Questions and problems follow.

## CHAPTER VIII

### Saving and Investing Your Money

Savings banks, school banks and other ways of saving are explained. Characteristics of good investments are given. Questions and problems follow.

## CHAPTER IX

### Business Organization--Types of Ownership

Advantages and disadvantages of single proprietorship are discussed. The partnership as another type of ownership is given. Articles of co-partnership are given. The disadvantages and advantages of the partnership are explained. The corporation is fully discussed. Questions and problems follow.

## CHAPTER X

## Business Organization--Levels of Service

The importance of internal organization is given. Business functions; purchasing and selling are the most important. Questions and problems follow.

## CHAPTER XI

## First Positions in Business

## CHAPTER XII

## Retail Selling

The importance of beginning training for retail selling in school. The advantages one has in this business. The remainder of the chapter takes up the ways and means of completing a sale.

## CHAPTER XIII

## Handling Money

This chapter explains the principal ways of handling money. The remainder of the chapter tells of the methods used in keeping track of cash sales, cash paid out, petty cash fund and how to record C. O. D. sales.

## CHAPTER XIV

## The Business Letter

Business letters are divided into two classes, those that explain and those that stimulate action. Both are illustrated. The parts and types of letters are fully explained and illustrated. Questions and problems follow.

## CHAPTER XV

## Handling the Mail

The work of a clerk in handling incoming mails is explained. Questions and vocabulary sentences follow.

## CHAPTER XVI

## Filing

The alphabet is used as a basis of filing. How to alphabetize is shown. Questions follow. Kinds of files and types of filing systems are illustrated and explained.

## CHAPTER XVII

## Transportation of Goods

Importance and means of transportations are discussed. The work of the shipping department in keeping records of goods shipped is shown. Questions on text follow.

## CHAPTER XVIII

## Shipping Goods by Freight

The precautions that should be taken in mailing a package by express are taken up in this chapter. The terms used by shippers are explained.

## CHAPTER XIX

## Shipping Goods by Parcel Post

Shipping packages by parcel post is the most widely used method of shipping. The chapter fully discusses these points; also the optional services of parcel post are taken up.



## CHAPTER XX

## Buying Goods

This chapter discusses the transactions used in purchasing goods. Invoices, credit memorandums, statements, order blanks and other business forms are illustrated and explained. Questions and problems follow.

## CHAPTER XXI

## Receiving and Storing Goods

Receiving and storing goods takes up the duties of the receiving clerk in the handling, unpacking, checking and other tasks that are handled in this department.

## CHAPTER XXII

## Paying Wages

This chapter discusses the wage system; when and how wages are paid, and the use and importance of the time clock. Projects follow.

## CHAPTER XXIII

## Securing a Position

The ways and means of securing a position are given. Choose a job for its opportunities. Questions follow.

## CHAPTER XXIV

## Promotion and Advancement

This chapter is about the preparation for promotion in the business world. The disadvantages and advantages of owning a business take up the remainder of this chapter. Questions and projects follow.

## CHAPTER XXV

## Character and Success

Characteristics that a person must have in order to succeed in business are given. Contributions of business to humanity ends the discussion of this chapter on character and success. Questions on the text follow.

## REVIEW

The review of the books is taken up by two projects; A and B.

## GLOSSARY

The glossary contains explanations and terms of the business world.

## ABBREVIATIONS AND SIGNS

This last part of the book gives a complete list of all abbreviations used in the preceding chapters. All are fully explained.

### Method of Development of Subject Matter

The authors of this textbook have attempted to bring a complete, accurate and detailed story of business to the Junior Business Training student.

They have carefully arranged the material in the book to avoid presenting a mere miscellany of information about topics whose relation to one another is not especially evident, and have made a direct appeal to the everyday experiences of the pupil.

Each chapter is followed by questions on the text, things to do and discuss, and workbook assignment material. It is by this means that the student is given contact with actual business problems.

This textbook also has accompanying workbooks, teachers' manuals and achievement tests.

### Evaluation

The style of the book has been carefully adapted to the age and background of the pupil who will use it and to the character of the subject with which it deals. It is clear and simple, with a vocabulary well within the grasp of the eighth or ninth grader. It tends, however, gradually to extend his vocabulary to include the most important and widely used business terms. At the same time it is business-like, as befits a book dealing with business. It is neither too familiar and immature, nor is it too technical and stereotyped.

The illustrations in this book are noteworthy for their large number, their variety, their business-like quality, their close relation to the context, and their helpfulness in making clear the things which they serve to illustrate. They include the most up-to-date business forms, specially made drawings of business activities, photographs of timely interest, illustrative diagrams, maps and time-tables, and pictures designed to show at a glance the whole series of ideas.

A special characteristic of the book is the natural transition made from one chapter to another.

Elements of Business Training is a most attractive, interesting and modern business training textbook. It is carefully planned, well organized and in every way suited to modern needs. The only point in which this book is lacking is that not enough of our newer economic theories are stressed.

## GENERAL BUSINESS TRAINING

## AUTHORS

## ERNEST H. CRABBE

His professional training was in the High School of Indianola, Iowa, and A. B. degree from Simpson College, Indianola, Iowa, and an M. B. A. degree from the Graduate School of Business Administration, Harvard.

Teaching experience was as principal of High School, Werna, Nebraska; and as a teacher in High School, Indianola, Iowa.

His business experiences were as manager of a retail store, one year; a traveling salesman, three years; Editor, of the South-Western Publishing Co., ten years.

## CLAY D. SLINKER

His professional training was in the Drake University, Des Moines, Iowa, University of Colorado, Boulder, Colorado, and Sheldon School, Area, Illinois.

Some of the Professional associations are: Vice-President, American Vocational Association, three years; Vice-President, National Association for Vocational Education; President, National Commercial Teachers' Federation.

His teaching experiences were; teacher of Commercial subjects, High School, Nevada, Iowa, one and a half years; Teacher in the Kansas State Teachers' College, summer term, 1907; Teacher in Harvard University, Graduate School of Education.

## CHAPTER HEADINGS AND CONTENT

## CHAPTER I MONEY

## Section 1--Use of Money

This section devotes most of the time to the historical study of money. An excellent definition of money is given.

## Section 2--Handling Money

Change-making is the important subject of this section. Directions are given for the counting and wrapping of money.

## Section 3--Machines for Handling Coins

A complete summary of the most used types of machines is given.

Each chapter is followed with a complete set of laboratory problems in reference to that particular chapter.

## CHAPTER II BANK CHECKS

## Section 1--Form of Checks

## Section 2--Check stub and Check register

## Section 3--Writing Checks

## Section 4--Writing Checks concluded

Laboratory problems follow.

## CHAPTER III TRANSFER OF CHECKS

## Section 1--Indorsement of Checks

This section begins with a discussion of need of indorsement, forms, and the responsibility of the indorser.

## Section 2--Kinds of Indorsement

**Section 3---Procedure in Transferring Checks**

This is followed by laboratory problems on check writing and indorsement.

**CHAPTER IV THE BANK ACCOUNT****Section 1---Establishing a Bank Account**

An introduction is given to the open practices of banking. This is followed with a full description of how to open a bank account.

**Section 2---Using a Bank Account**

Laboratory problems follow.

**CHAPTER V BORROWING AND LENDING MONEY****Section 1---Notes****Section 2---Interest and Discount**

A complete study is made of interest, and interest calculating by the six per cent methods. Laboratory problems follow.

**CHAPTER VI METHODS OF TRANSMITTING PAYMENTS****Section 1---Money Orders****Section 2---Additional Methods of Transmitting Payments****CHAPTER VII CREDIT****Section 1---Establishing Credit****Section 2---Using Credit****CHAPTER VIII THE TELEPHONE****Section 1---The Telephone Directory****Section 2---Receiving and Taking Calls**

Complete explanation is given with illustrations.

### Section 3---Toll Calls

The various kinds and prices of different calls and their services to us is discussed in full. Laboratory problems follow.

## CHAPTER IX

## THE TELEGRAPH

### Section 1---Sending Telegrams

Telegrams are classified as to their service and cost. Explanation is given for the writing and sending of telegrams.

### Section 2---Cost of Telegrams

### Section 3---Delivery of Telegrams--Special Services

The book gives a fine illustration of the time belts of the United States and the delivery of telegrams in various sections in relation to different standard time. Laboratory problems follow.

## CHAPTER X

## MAIL

### Section 1---First Class Mail

Mail is classified.

### Section 2---Second, Third, and Fourth Class Mail

Rates are given and classifications analyzed for this material. Special service is explained.

### Section 3---Addressing Envelopes and Packages

Good illustrations are given of this work. Laboratory problems follow.

## CHAPTER XI

## EXPRESS AND FREIGHT

### Section 1---Express

### Section 2---Freight



Problems follow

CHAPTER XII TRAVEL

Section 1---Methods--The Time Table

A historical introduction of travel and its advancement makes an interesting opening. The student is shown the many advantages of our modern age. A thorough study is made of the time tables.

Section 2---Using Time Tables

Section 3---Railroad Service

Section 4---Forms of Travel

Section 5---The Traveler's Money

CHAPTER XIII THRIFT

Section 1---Thrift

Laboratory problems follow.

CHAPTER XIV PERSONAL BUDGETS AND RECORDS

Section 1---Budgets

Section 2---Records

Laboratory problems follow.

CHAPTER XVI INVESTMENTS

Section 1---Qualities of Good Investments

Section 2---Savings Account

Section 3---Savings Banks and Cooperative Associations

Section 4---Stocks

Stocks and bonds are contrasted. Stocks are explained.

Section 5---Bonds

Bonds are discussed in relation to the world of investment. Laboratory problems follow.

**CHAPTER XVII            INSURANCE OF PROPERTY****Section 1---Fire Insurance****Section 2---Automobile Insurance**

The various departments of automobile insurance are: fire, theft, collision, property damage, and public liability. Laboratory problems follow.

**CHAPTER XVIII            LIFE INSURANCE****Section 1---Life Insurance**

Life insurance is discussed in the light of a protection to one's dependents and as a saving.

**Section 2---Classes of Policies**

These classes are: term insurance policies, ordinary life insurance policies, limited payment life insurance policies, and endowment policies

**Section 3---Insurance as a Means of Saving**

Laboratory problems follow.

**CHAPTER XIX            BUSINESS CORRESPONDENCE****Section 1---Opening Mail****Section 2--Reading and Sorting Mail****Section 3--Business Letters****Section 4---Preparing letters for the Mail**

This section deals with the size, shape and address of the envelope.

**Section 5--Composition of a Letter**

This is a study of the elements of a good business letter and its use.

## CHAPTER XX

## FILING

Section 1--Filing Devices

Section 2--Indexing

Need of rules for indexing are explained and splendid illustrations and examples are given.

Section 3--Filing Methods

Section 4--Using the File

The general use of the files is taught the student.

Laboratory problems follow.

## CHAPTER XXI

## WHOLESALE SALES

Section 1--Wholesale sales

Section 2--Retail Sales

Laboratory problems follow.

## CHAPTER XXII

## FINANCIAL RECORDS

Section 1--Cash Transactions

Section 2--Customers' Accounts

Additional records, known as the ledger, are made of the customer's account. Illustrations.

Section 3--Statements

Section 4--Receipts

Laboratory problems follow.

## CHAPTER XXIII

## SALESMANSHIP

Section 1--Importance of salesmanship

Section 2--Personality

Analysis of important elements of personality is given.

Section 3--Knowledge

General knowledge plays a necessary part in salesmanship.

Section 4--Making the Sale

The plan of study is the necessary steps in making a sale.

Laboratory problems follow.

CHAPTER XXIV THE BUSINESS POSITION

Section 1--A Desirable Position

Section 2--Qualifying for a Position

Education in and out of school as well as personality are the chief qualifications.

Section 3--Applying for a Position

Section 4--Qualifying for a Promotion

Laboratory problems follow.

CHAPTER XXV BUSINESS ORGANIZATION

Section 1--Introduction

Section 2--Common Types of Organizations

Section 3--Production and Distribution

Section 4--Financial Organizations

CHAPTER XXVI LAW IN BUSINESS

Section 1--Law as a Device to Control and to Aid  
Business

Section 2--Contracts

Contracts are considered the most important feature of commercial law.

Section 3--Parties to a Contract

Section 4--Other Requisites of a Contract

Section 5--Agency

Law and Action through representatives, with discussion as to who may be a principal, an agent, and the classification of agents are topics of study.

Section 6--Negotiable Instruments

CHAPTER XXVII SOURCES OF INFORMATIONS

Section 1--Reference Books for Travel

Section 2--Reference Books for Mail and Transportation

Section 3--Business Directories

Section 4--General Reference Books

This includes the dictionary, the encyclopedia, the world almanac, and government publications.

This section concludes the general summary of the previous work.

At the end of the book there is an interesting word study made of all the important words and terms found in each chapter. These are listed in order as they occur in the chapters.

## DEVELOPMENT OF SUBJECT MATTER

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A unique and important feature of the second edition of General Business Training is that both the first and second parts of the course have distinct values to pupils who may eventually enter business, and to pupils who may not enter business.

In the first part of the text is found the information which everyone should have in handling his personal affairs. This includes such subjects as the use of money, the use of checks, the bank account, and borrowing and lending. The primary purpose of the first-semester course is to furnish general information which is of value to people in all walks of life, regardless of their occupations. The subject is presented from the point of view of using business services. Thus the elementary course prepares pupils to be more intelligent consumers. The information is of particular value to those who may eventually enter business.

In the second part of the text is found information which everyone should have about the methods used in business. This division of the text includes business correspondence, filing, business law, business organization, and a discussion of the functions of various departments of business. This part of the course is especially valuable to pupils who will enter business. The subject is presented from the viewpoint of rendering services in business. Pupils are trained to be more efficient pro-

ducers. At the same time, the information is of value to those who do not enter business, for it assists them in using to better advantage the services of the businesses with which they deal.

## EVALUATION

General Business Training is a new and modern textbook. It is a revised edition of the older text of the same name. The material contained in the book represents years of research and survey for appropriate subject matter, together with just as many years of patient laboratory work in the classroom.

The textbook is organized in a very logical and common-sense fashion. The most important business facts and theories are given prominence. Each subject carefully leads the way to the next, thereby making the contents more like an interesting progressive story.

The illustrations are authentic and appropriate.

Three points of criticism of this text are the following:

(1) The chapter dealing with interest and discount is inadequate. Modern pupils do not have sufficient grounding in simple arithmetic to be able to do this work properly. The textbook should give further training in this branch of work. (2) Some of the daily unit lessons for class discussion are too short, and thereby do not supply sufficient subject matter. (3) There is not sufficient drill in commercial arithmetic. It is the opinion of the writer that Junior Business Training texts should supply a copious amount of training in business arithmetic calculations.

Excepting the three points mentioned above, all the features of this book are most commendable. Its organization and plan of development are good. Interest and classroom motive are generally stimulated by the use of this text.



## AUTHORS

John G. Kirk, Ph.D., M.C.S.,

Director of Commercial Education in Philadelphia, and special lecturer in Commercial Education at the University of California, Teachers College, Columbia University, and Temple University, is co-author of Junior Training for Modern Business, the most widely-used text in its field.

Harold B. Buckley, M.S. In Ed.,

Supervisor of Commercial Education, Philadelphia, and has lectured in Junior Business Curricula at the University of Michigan, Teachers College, Columbia University, in University of Pennsylvania, and Temple University; has in direct charge, the instruction in Elementary Business Training in Philadelphia, and has supervised the construction of two-, three-, and four-term, courses of study which are of outstanding merit.

Mary A. Waesche, A.M.,

Head of the Commercial Department, William Penn High School, Philadelphia, is also a co-author of Junior Training for Modern Business. As head of one of the largest commercial departments in Philadelphia, Miss Waesche brings to her work the viewpoint of the senior high school.

## PUBLISHERS

The John C. Winston Company of Chicago, Philadelphia, Toronto, Atlanta, San Francisco, and Dallas published this text.

Chapter 1                      The Meaning of Business

This introduction deals with human needs, community needs, and the satisfying of these wants. The student is shown the very complex nature of our modern life. Business has had to adjust itself to these larger demands. Unusual illustrations set into the margins accompany this work. Test problems follow.

Chapter 2                      Communication

Communication is discussed from historical times to its present intricateness. An unusual illustration accompanies this. It is followed by test problems and questions.

Chapter 3                      The Business Letter

Various styles are explained. The parts of these letters are studied. Envelopes and their addresses are considered. This chapter is followed by work material and questions.

Chapter 4                      The telephone

An opening discussion is given of the importance of the modern telephone. Telephone service and classifications are studied next.

Chapter 5                      Telegrams, Radiograms, Cablegrams

Other types of communications are discussed in this section, as well as illustrations of each, and rates of

service are given. The chapter is followed by questions, and experimental material for laboratory work. Writing practice concludes this work.

#### Chapter 6            Getting Along With People

This chapter deals with personal contact with other persons. It is largely concerned with developing personality. Interesting illustrations accompany this. Questions and problems follow.

#### Chapter 7            Sources of Business Information

Business information is found in the following sources: Newspapers, magazines, public libraries, dictionaries, city directories, encyclopedias, atlases, census reports, world almanacs, year books, and Who's Who. Problems and interesting discussions follow.

#### Chapter 8            Filing and Finding Information

The importance of filing is dealt with in two terms: filing and finding. Many interesting questions and problems for investigations and discussion, and three-minute talk suggestions, as well as examples of filing matter, conclude this chapter.

#### Chapter 9            The Intelligent Buyer

This chapter deals with the purchase of goods. The middle-man is explained. Purchasing plans are discussed

and where to buy is given an important place. Like the other, this chapter is followed by many suggestions for class work. It also contains a lesson in writing.

**Chapter 10            Business Procedure in Buying**

**Chapter 11            The Successful Salesman**

This section deals with the development of salesmanship. The usual items are discussed in connection with this work. Problems follow.

**Chapter 12            Selling in Business**

**Chapter 13            Transportation of People**

This section deals with the principal means of transportation and travel. Problems for class supplementary work follow.

**Chapter 14            Transportation By Mail**

A complete summary of the Mail Service is given in this chapter. Appropriate problems follow.

**Chapter 15            Transportation of Goods by Express**

**Chapter 16            Transportation of Goods by Freight**

**Chapter 17            Money and Credit**

Money is explained from a historical background to its present complicated use. Amusing illustrations accompany

this. Various forms of money and credit are dealt with in this section. Like the others, this chapter is followed by problems.

Chapter 18 Thrift

Thrift is divided into thrift of time, energy, recreation, and thrift of money. Supplementary problems follow.

Chapter 19 Budgets and Records

This chapter deals with personal records and budgets.

Chapter 20 Investments

Now that the student has learned the value of saving, he is taught what to do with his savings. Investments are the answer. Supplementary material concludes this chapter.

Chapter 21 Insurance

Insurance and its many phases of both investment and protection are given explanation in this division of the work. The chapter concludes with problems.

Chapter 22 Bank Service

Chapter 23 Kinds of Business

Classification and types of organization are dealt with in this section of the work. Problems conclude this chapter.

**Chapter 24 Business Organization and Management**

Modern Business has grown rapidly; intricate management is now necessary. This division of labor and salary scales is given an interesting treatment here.

**Chapter 25 The Employee in Business**

This chapter deals with business from the point of view of the worker himself. What his duties and qualifications are, and what he may expect from it, are well explained. Problems follow.

**Chapter 26 Looking Ahead**

This section discusses choosing a vocation and making the most of our opportunities. Interesting problems conclude this chapter.

## DEVELOPMENT OF SUBJECT MATTER

Introduction to Business provides a new approach to elementary business training in that it coordinates the facts of business with the business of living. It teaches the business fundamentals indispensable in modern life, and helps each pupil to become an enlightened consumer. It provides training for citizenship which is equally valuable with that found in the so-called cultural subjects. It opens up new fields for exploration and is rich in guidance and pre-vocational material. All new trends and modern developments in business procedure are included, and the book is pedagogically sound, interesting to the student, and intensely practical.

Complete workbooks, teacher's manual, and achievement tests accompany this textbook.

## EVALUATION

Introduction to Business is simple, logical, and absolutely new. It teaches the business fundamentals indispensable to modern life, and helps each pupil to become an enlightened consumer.

All leading state and city courses of study have been considered in the preparation of Introduction to Business.

The supplementary teaching aids provided with this text are most helpful. One of the most unusual features of the workbook is the different colored sheets used in different business forms.

The reader feels this textbook stands in a class all its own. Not only is it an excellent textbook because it studies all the usual fields of Junior Business Training, but also it adds a feature not found in most texts. This book, as one reads it through, gives one a sense of interest and vitality which is often hard to attain in this subject. It is the writer's opinion that this feeling of interest is gained not only from the pleasing style of writing but most particularly from the unusual illustrations. These illustrations are very plentiful and in a great variety of style. Many are photographic impressions of real situations, other are reproductions of cartoons, diagrams, charts, and business forms. Also many small illustrations are inset into the margin to attract interest.

Lessons in penmanship are a novel feature..



It can truly be claimed of this text that it meets all the necessary requirements and adds many others which create further interest.

## NEW JUNIOR BUSINESS TRAINING

## AUTHOR

Frederick G. Nichols is an Associate Professor of Education of the Graduate School of Education, Harvard University. He was formerly State Director of Commercial Education in New York and in Pennsylvania; also Chief of the Commercial Education Service of the Federal Board for Vocational Education at Washington, D. C.

## PUBLISHER

American Book Company located in New York, Cincinnati, Chicago, Boston, and Atlanta publish this text.

## CHAPTER HEADINGS AND CONTENTS

The chapters in this text book are very short and the titles are entirely explicit so that it is not necessary to give detailed information of each.

## Chapters

- I Introduction
- II Thrift
- III Budgeting
- IV Records
- V Personal Account Records
- VI Personal Account Records
- VII Two-Column Cash Records
- VIII Special Column Cash Record
- IX Special Column Cash Record (Continued)
- X Inventory Records
- XI The Bank--Checking Service
- XII Promissory Notes
- XIII Promissory Notes
- XIV The Bank--Lending Service
- XV The Bank--Depository Service
- XVI Savings Banks
- XVII Cooperative Banks
- XVIII Business Forms
- XIX General Exercises--Business Forms
- XX Filing Methods
- XXI Telephone Service and How to Use it
- XXII Use of Directories of Information

- XXIII Telegraph Service and How to Use it
- XXIV How Packages Should Be Shipped
- XXV Express and Freight Shipments
- XXVI How to Carry Money when Traveling
- XXVII How to Send Money Safely
- XXVIII How to Use Railroad Information Service
- XXIX Simple Business Law
- XXX Insurance
- XXXI Preparation for Service
- XXXII Choosing a Vocation
- XXXIII Vocational Information
- XXXIV Kinds of Businesses
- XXXV Business Ownership
- XXXVI Departments of Business
- XXXVII Seeking a Position
- XXXVIII Getting Ahead in Life
- XXXIX Messenger Service--Unit No. I
- XL Messenger Service Practice
- XLI Business Calculations
- XLII File Clerk Service--Unit No. II
- XLIII Statement Clerk Service--Unit No. III
- XLIV Cashier Service--Unit No. IV
- XLV Cashier Practice
- XLVI Shipping Clerk Service--Unit No. V
- XLVII Shipping Clerk Practice
- XLVIII Purchase Order Clerk Service--Unit No. VI
- XLIX Business Calculations

- L Billing Clerk Service--Unit No. VII
- LI Receiving Clerk Service--Unit No. VIII
- LII Stock Clerk Service--Unit No. IX
- LIII Timekeeper and Payroll Clerk Service--Unit No. X
- LIV Business Calculations

Each chapter is followed by various types of summary and supplementary work. Examples of the supplementary work are listed as follows: exercise problems, which consist of problems for class discussion; vocational guidance exercises, which consist of problems helping to orient the student; writing exercises, and lastly a word list of terms used in that particular chapter. These words are written in script so that they may be used for writing practice and vocabulary building work.

## Method of Development of Subject Matter

This general introduction to business practice is intended to precede the formal study of elementary book-keeping and accounting. Part One is devoted to business training on the basis of personal needs. Part Two continues this training but with special relation to certain junior clerical duties.

Business arithmetic and business writing are an integral part of the course. Drill is provided in the fundamentals and all the work is motivated. Business calculations interspersed throughout are intended to develop not only skill in figure work but also "figure sense".

Emphasis is placed on vocational guidance. The author believes this course should not only give business training, but should be a course in which students have a chance to analyze their abilities and aptitudes.

The textbook is accompanied by complete workbooks, achievement tests and teachers' manual.

## Evaluation

New Junior Business Training in most respects is a very ordinary textbook. It has no unusual nor outstanding features.

The illustrations are not so numerous as found in most Junior Business Training books but those which do occur are of fair character.

The print of the book is quite small, and the page, for that reason is given a crowded appearance. This does not add to the interest of the pupils.

The organization and plan of the textbook is quite good. Subject matter is well developed, and each subject is well correlated with the next. The author has also spent much time and thought in the preparation of supplementary problems. They are designed to give complete practical skill in business forms and procedure. Particularly are the supplementary word lists good. They give the student an immediate business vocabulary as well as examples in writing material.

Another commendable feature of the book is the interest the author takes in helping the student discover his abilities and aptitudes.

## AUTHORS

Clinton A. Reed graduated from the University of New Hampshire in 1915. After leaving college he worked first as a clerk and stenographer in the Seaman's Bank of Savings, 76 Wall Street, New York City. He taught commercial subjects for two years at the high school at Manchester, New Hampshire. He next became head of the stenography department at the Wilby High School, Waterbury, Connecticut. In June 1926, Mr. Reed was appointed Supervisor of Commercial Education for New York State. Mr. Reed served for several years as a member of the editorial staff of the Journal of Business Education, and is a member of the Executive Committee of the Business Education Department of the National Education Association.

V. James Morgan is Vice-principal and head of the Commercial Department Monroe Junior-Senior High School at Rochester, New York. He has had many years of teaching and business experience. He is a member of the Rochester Chapter of National Association of Cost Accountants, and a member of the Executive Committee of the Rochester Schoolmasters' Club.

## PUBLISHER

Allyn and Bacon of Boston, New York, Chicago, Atlanta, San Francisco, and Dallas publish this book.



## Chapter Headings and Contents

## Chapter I            The Meaning of Business

Introductory remarks

School business

Business at home

Community business

Classification of business

Activities of Class: Key words, review questions, discussion topics, projects, and exercises.

## Unit I Communication

## Chapter II           The Mail Service

History of communication

Types of communication

The business letter and its plan

Envelopes and mail service

Activities of Class: same as before.

## Chapter III           The Telephone

Importance of the telephone

Types of telephones: private and individual lines

The telephone directory and how to use the telephone

Activities of Class: same as before.

## Chapter IV           Other Means of Communication

The telegraph and classification of messages

Writing the message and its cost

Airplane reservations

Cable letter and service

The wireless and radiograms

Printed matter: the newspaper, books and magazines

Activities of Class: same as before.

Chapter V Recording and Filing

Records and their value

Filing: various means are discussed.

Housing equipment and supplies

Activities of Class: same as before.

Unit II Savings

Chapter VI Thrift in School

Thrift plan to prevent waste

Activities of Class: same as before

Chapter VII Thrift in the Home

Activities of Class: same as before.

Chapter VIII Community Thrift

Activities of Class: same as before.

Unit III Finance

Chapter IX Home and School Use of Bank Services

History of Banking

Increased use of banks

Home and school use of banks

Activities of Class: same as before.

Chapter X Banking Procedure

Opening and using a bank account

Additional bank services

Activities of Class: same as before

Chapter XI The Merchant's Use of Banks

Business banking

Federal reserve system

Activities of Class: same as before.

Unit IV Transportation

Chapter XII The Automobile and the Trolley

The machine age and the history of travel

Effects of the automobile

Motor bus lines

Electric trolleys

Activities of Class: same as before.

Chapter XIII The Railroad

Services and means of travel

Activities of Class: same as before.

Chapter XIV Other Ways to Travel

Activities of Class: same as before.

Unit V Organization

Chapter XV Organization for Management

The meaning of organization

Financial control

Record keeping

The school organization

Activities of Class: same as before

Chapter XVI Business Organization

Management

Organization

Activities of Class: same as before.

## Unit VI Ordering

Chapter XVII Ordering in Home and School

Activities of Class: same as before.

Chapter XVIII Ordering in Business

Need for ordering

Authority to order

Purchasing department

Activities of Class: same as before

Chapter XIX Receiving and Storing

Activities of Class: same as before.

## Unit VII Selling

Chapter XX Types of Sales Organizations

Requirement for success in sales work

Activities of Class: same as before.

Chapter XXI Sales Forms and Advertising

Business forms common to sales work

Advertising

Activities of Class: same as before.

Chapter XXII Shipping

Parcel post and express

Freight

Activities of Class: same as before.

## Unit VIII Paying

Chapter XXIII Cash Payments

Necessity for cash records

Recording cash in proper books

Activities of Class: same as before

Chapter XXIV Credit Buying

The meaning of credit

Opening a charge account

Activities of Class: same as before.

Unit IX Responsibility

Chapter XXV Personnel

Activities of Class: same as before.

Chapter XXVI The Single Proprietorship and the  
Partnership

Activities of Class: same as before

Chapter XXVII The Corporation

Nature of a corporation

Advantages and disadvantages of the corporation

Activities of Class: same as before

Chapter XXVIII Guidance--Educational and Vocational

The future

Qualifications for success in business

Activities of Class: same as before.

## Method of Development of Subject Matter

Introduction to Business emphasizes the social approach to business. It also proceeds on the theory that a thorough knowledge of business is necessary for successful living. The authors have tried to base this book around practical everyday living problems.

This book is organized into major units, such as Transportation and Finance, while the separate chapters take up the various subjects in natural, logical order, beginning with the Meaning of Business and ending with work on Vocational and Educational Guidance, to care for the immediate needs of the pupil.

Practical experience and supplementary work are cared for in the forms of complete workbook, and questions and problems at the end of the chapter. The work is summarized by achievement tests.

## Evaluation

Introduction to Business is an outgrowth of successful classroom experience and wide observation of schools and the business world. For this reason it is a particularly useful textbook.

The approach of this textbook is easy and natural; an understanding of business is developed gradually and effectively by applying principles of business to the home, the school and the community. This direct principle of applying the subject matter to everyday problems makes it much more interesting to the student.

The general organization of the subject matter of this is particularly well planned and well thought out. It shows the authors have made a complete survey of the business field and the students' needs.

An interesting feature of the book is the really valuable summary at the end of each chapter given in the form of questions. Besides these varied questions, the suggested activities include vocabulary drills, topics for individual and group discussions, projects, and exercises which contain simple, carefully graded, and practical mathematical examples.

A special feature is the illustrations, which provide pictures of actual business processes and equipment as well as modern blanks and forms used in commerce. These have been checked by leading metropolitan business and

financial institutions and therefore illustrate current rather than traditional usage.

The book is especially teachable, and the subject matter motivated throughout. It contains an abundance of interesting practical material, with stimulating applications and frequent reviews of the principles of business arithmetic. The extensive learning exercises are adapted to pupils of varying ability. There is ample material for the brighter students, while the slower pupils are challenged by interesting stories and concrete applications of business principles to the actual circumstances of their everyday life at home and in school.



In this review five Junior Business Training books have been considered. This is not the complete field but many of the principal books have been studied.

There are certain general characteristics found in all the textbooks. In each the author has made an attempt to survey the field of business and make an estimate of the subjects most needed for this training. Practically all the textbooks recognize certain units and division of organization. For instance, each considers money, communication, vocational aids, buying and selling and other related subjects as major divisions of study. Another common feature is the universal use of workbooks and achievement tests. Many of these workbooks are very elaborate and are worked out in very careful detail. Authentic illustrations are found in all the books.

The Junior Business Training textbooks have the above mentioned views in common, but there are some very evident differences in many of these books. In the case of these five books reviewed they vary, in the writer's estimation, from the very good down to mediocre. Some of the newer and better features which make some of the books outstanding are: many attractive and outstanding illustrations, of unusual character; subject matter presented in an interesting manner; subject matter presented so as to give the student the broader philosophy of life; subject matter for both commercial and academic students; good follow-up laboratory problems; and last, but not least, attractive printing and binding of the book. It is the

opinion of the writer that Introduction to Business by Kirk, Buckley and Waesche is the textbook which most nearly fits the description given above. Several of the other textbooks follow successfully in merits. Reference to the enclosed chart will give indication of their relative merits.

A very interesting study could be made from a comparison of first and second editions of these same textbooks. There is not time nor space to go into that here but the writer would like to make mention of the fact that such an improvement is shown in the newer texts. Most notable among the changes is attractiveness to the reader. More illustrations are appearing, many of them in color; some are of cartoon type; bright colored book bindings are prevalent; print is larger and clearer; organization of material is more acutely attuned to business needs; the social value of the subject matter is stressed.

While many of these texts may be classed as good, or very good, none of them are exactly based on the newer economic thought of a controlled economic life nor the broadest ideals of economic service to mankind. The reason they are not planned with this thought in mind is probably because at the time of their preparation and publication such ideas were not prevalent. This lack of planning need not make the text unusable, however, as the teacher may bring this line of reasoning into class discussion and use the textbook as the source of business and technical information.

In general conclusion it may be stated that Junior

COMPARATIVE CHART

Authors	Name of Book	Year of Publication	Organization of Textbook 1, 2, 3, or 4*	Illustrations 1, 2, 3, or 4*	Print and Arrangement 1, 2, 3, or 4*	Supplementary Materials
Brewer, John M. Hurlbut, Floyd Caseman, Juvenilia	Elements of Business Training	1931 Revised Edition	1	2	2	Workbooks Tests Teachers' Manual
Buckley, Harold B. Kirk, John G. Waesche, Mary A.	Introduction to Business	1932	1	1	1	Workbooks Tests Teachers' Manual
Crabbe, Earnest H. Slinker, Clay D.	General Business Training	1931 Second Edition	1	2	2	Workbooks Tests Teachers' Manual
Nichols, Frederick G.	The New Junior Business Training	1930 Second Edition	3	3	3	Workbooks Tests Teachers' Manual
Reed, Clinton A. Morgan, V. James	Introduction to Business	1932 Second Edition	2	3	2	Workbooks Tests Teachers' Manual
*Key	1--Excellent	2--Good	3--Average	4--Poor		

Business Training is quite well supplied with a few good textbooks. Many other fields of study in the high school curriculum have a larger selection. The selection of textbooks in Junior Business is growing yearly. This field of activity is one of growing interest and importance and therefore more and more attention is being shown it. Possibly in the near future we shall be having some texts planned which definitely carry out the newest economic beliefs. At least we can definitely say that, to have good textbooks we must always be having new ones, as they, at all times, must conform to our newest business practices and beliefs.

## GENERAL CONCLUSION AND RECOMMENDATIONS

From this study we find that the two branches of Commercial work, namely, Typewriting and Junior Business Training, are well supplied with textbooks. The field of Typewriting has many more in number, and they can be classed more nearly as a finished product than those found in the Junior Business Training. It is the belief of the writer that this situation is due to two causes, (1) the greater number of years writers have been interested in Typewriting rather than Junior Business Training; (2) the direct economic rewards which have come from training typists. This result leads us to the conclusion that Junior Business Training is still calling for expert authors and persons of business experience to help guide the future generations.

A second result found from this study is that while we do not believe we have reached our limits in either subject, each has made rapid advancement in the style, form, and scientific analysis of its subject. Practically, each of the textbooks studied represents years of classroom laboratory experimentation, plus much study, on the part of the author, of state and city syllabi, business surveys, and other leading sources of business information. In other words the textbooks for the most part are no longer in a "guess-work" stage but can truly be classed as scientific.

In conclusion one specific recommendation can be made. It is true that, in general, any commentator on textbooks would be happy to survey such a wealth of good material, yet the fact remains that the work of the Commercial field is never done no matter how fine may be the books it produces. The Commercial world is one which is changing daily and for that reason the author's work is never finished. Constant study and observation of the current changes must be made so that the student may be thoroughly trained in modern methods. Nowhere in the textbook field is the subject matter of such a changing character as is ours--THE COMMERCIAL.

In closing let us say that the Commercial world is ever beckoning on and we must at all times keep pace with it; more than that we should be training future business participants. This younger generation of business participants should be so guided during their training years that they will be able to lead the business world towards a better philosophy of business life than we have had in the past.

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