A COMPARISON OF THE RESULTS OF THE FREQUENCY
OF FIVE-MINUTE TIMED WRITINGS IN A MANHATTAN CHRISTIAN HIGH SCHOOL
NINTH GRADE TYPING CLASS

by

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MASTER OF SCIENCE OF APPLIED SCIENCE
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The purpose of this study was to determine if there would be any significant difference in 5-minute typewriting rates between students who took 5-minute straight copy timed writings four times a week versus those students who took them twice a week.

The writer by means of the review of literature found a lack of information on the frequency of offering 5-minute straight copy timed writings to a beginning ninth grade typewriting class. This examination also revealed four specific areas in typewriting which are being written about in our business educational journals. The specific areas are grade level of offering typewriting, related learning to typewriting, predicting typewriting success, and grading in typewriting.

To test the frequency of offering 5-minute straight copy timed writings, this writer used the ninth grade students at Manhattan Christian High School. By means of random selection the students were divided into two groups. Both the experimental and control group consisted of seventeen students respectively. Instruction prior to the giving of 5-minute timed writings was the same for both groups.

Students in both groups at the beginning of the experiment were given 5-minute straight copy timed writings to determine their present typewriting rates. For twelve weeks the experimental group were given one 5-minute straight copy timed writing four times a week while the control group received one 5-minute straight copy timed writing twice a week. At the end of the twelfth week, both groups were again given 5-minute straight copy timed writings on the material used at the beginning of the experiment. The F-test of one-way analysis of covariance was used to determine if there was any significant difference in the increase in typewriting rates between the two groups according to the method used.

Although the students were randomly selected to be either in the experimental or controlled group, a comparison of the pretest 5-minute straight copy typewriting rates showed a difference in typewriting speed. By means of the one-way analysis of covariance, there did not seem to be any significant difference in typewriting rates between the two groups at the 1 percent level.
CHAPTER I

INTRODUCTION

The typewriting instructor reads much about the giving of straight copy timed writing tests. Most typewriting textbooks include several exercises on straight copy timed writing material in order for the typewriting student to determine his typewriting rate. Some authors will indicate what proportion of the student's typewriting grade should be based upon straight copy timed writing tests (40:404). We also know that businesses and state unemployment bureaus use the time writing tests as a means of evaluating the ability of a typist.

How can a typist develop this straight copy timed writing ability? Should typewriting instructors give straight copy timed writings every day, whether they be 1, 3, 5, ... minutes in length, or is it just as beneficial for the development of the typewriting skill to take them once or twice a week?

Purposes For The Experiment

The primary purpose for this experiment was to determine whether typewriting students who took straight copy timed writings every day would obtain higher typewriting rates than those typewriting students who would take them only twice a week. The furtherance of this experiment would give an indication to the typewriting instructor as to how often he or she should give straight copy timed writing tests.
Statement Of The Problem

The problem of this experiment was to determine if there is any significant gain in a 5-minute straight copy typewriting rate between ninth grade typewriting students who took one 5-minute timed writing per class period four days a week, and those ninth grade typewriting students who took one 5-minute timed writing per class period twice a week. The writer selected an alpha at the .01 level.

Procedure

A review of literature was employed to determine if any previous experiments had been done of this nature. The writer also feels a survey of literature of this nature provides a source of reference to what is taking place in the area of typewriting.

The Manhattan Christian High School was selected for this experiment because of the writer’s employment as instructor of the typewriting courses.

Students were divided into an experimental and control group. A pretest was given to both groups to determine their 5-minute straight copy typewriting rate. For twelve weeks the experimental group took one 5-minute timed writing every class period of the week while the controlled group took one 5-minute timed writing twice a week. At the end of the twelfth week a posttest was given to both groups to determine their 5-minute typewriting rates. The typewriting rates of the experimental
and controlled groups were then compared to see if there was any significant difference in typewriting speeds according to the teaching method used.

Limitations

The limitations of this study were:

1. The students involved in this experiment were from a single high school, which limit the experiment to only one school population in only one community. Since all ninth grade students were required to take typewriting in this experiment, the individual school may not indicate the true picture of other high schools in our state or country.

2. The review of literature contained in this study was made from reading materials found at the Montana State University. It is possible that certain pertinent materials on typewriting are not found in the library.

Definition Of Terms

In order to insure clarity for the reader, certain items are defined by the writer. A "typewriting student" is any ninth grade student enrolled in the typing course of the school under study during the school year 1955-1956, regardless of his previous experience with a typewriter. "Straight copy" typewriting refers to the typing of materials that are printed in paragraph form and must be typed as presented. "Timed writings" refers to the number of strokes a typewriting student can make with a typewriter in a designated period of time.
CHAPTER II
REVIEW OF LITERATURE

There is perhaps no other business subject where more research has been done or more articles written than in the area of typewriting. Probably the results of achievement of no other business course can be measured so objectively.

Rahs (32) has compiled over 860 research studies in typewriting from 1904 to March, 1963. He has classified them according to author, subject, university, and date for the benefit of the educator. One only has to pick up any fall issue of the National Business Education Quarterly (28) to realize how many research studies have been completed during the previous year. One can also notice from the study of Rahs (32) that there is a constant increase from year to year in the number of research studies completed in the area of typewriting.

Perhaps more "non-research" articles have influenced the "how" and "why" of typewriting than all research studies put together.

Practically every issue of four business magazines—Balance Sheet (2), Business Education Forum (4), Business Education World (5), and The Journal of Business Education (20)—carry articles on the various aspects of typewriting. The articles vary, as illustrated by the following titles: "The Plateau in Typing—And What To Do About Them" (42), "Values of Televised Teaching Applicable To The Classroom" (30), "Homework in Typing" (22), and "Let's Face Facts in Typewriting" (41).
How does this abundance of both "researched" and "non-researched" information affect the typewriting instructor? The resourceful teacher would make use of these research studies and articles by working them into his classroom activities. The average teacher might agree with the findings of a study or the ideas expressed in an article and try a few. The poor teacher might also agree but leave them alone(27:25). Thus it is the individual instructor who determines the worth of this abundance of knowledge by either applying or not applying the information to a learning situation.

The purpose for this review of literature was to see if any experiments had been done on the frequency of offering 5-minute timed writings to a beginning typewriting class. Also the writer was interested in knowing in which areas of typewriting authors and researchers were interested.

General Areas of Typewriting

There are many basic principles which are important to the teaching of typewriting. The various topics covered in a methods of typewriting book are psychology of learning, methods of teaching—letters, numbers, and symbols, development of speed and accuracy, typewriting errors, equipment, visual aids, etc.(26). Two of the well-known methods books are Methods of Teaching Typewriting(26) and Teaching Business Subjects(?).

If one were looking for a comprehensive analysis based upon research and recent written articles in typewriting, the following two articles are recommended. The first article appeared in 1957 entitled, "What Do We Really Know About Teaching Typewriting?"(36) The article gives an
indication of what various authors and researchers believe to be the trend in typewriting. The various topics covered are aims and objectives, goals, method of teaching, content, evaluation, equipment and supplies, electric typewriters, and trends in typewriting. The second article appeared in 1962 entitled, "Typewriting, 1958-1961 in Review"(34). Like the first article, it covers various important aspects of typewriting in elementary and junior high schools, grading, and motivation.

Since the methods books and articles previously sighted gave an excellent basis in the teaching of typewriting, the writer stipulates four specific areas of typewriting which he found to be of greatest importance according to the number of articles written by authors and researchers.

**Four Specific Areas of Typewriting**

**Grade Level of Offering Typewriting.**

Today typing is offered to students of various grade levels. Ruegg(39) found that first-graders can learn to type by using electric typewriters. Krevalin(21) determined from his study that fifth graders could learn to type. The fifth grade students were found to type as efficiently as pupils of higher grade levels. Foss(12) learned when he compared achievements of students in seventh, eighth, and ninth grades that the higher the grade level, the better the performance. When Freepons(13) compared typing performance of junior high school students with senior high school students, she found that the maturity and ability factor had the most
influence in developing typewriting skills. Girls were able to outper perform boys, and as the grade level increased the typist skill also became more efficient.

It seems that typing can be learned at any grade level. The efficiency or skill of typewriting that a student may acquire, however, according to both Foss(12) and Freepson(13), may depend upon the grade level of the typist.

Related Learning To Typewriting.

Is there any related learning which takes place in a course of typewriting? Brown(3) believes economic concepts can be taught in a typewriting class by using economic materials in timed writings and production jobs. Clayton(6) found by means of an experimental study that some economic concepts can be learned through typing timed writings. When Hansen(15) investigated the effectiveness of including spelling as an integral part of his typing course, he found little or no difference between those classes of students who studied spelling words and those classes which didn't. He states, "... spelling is improved either incidentally in the typewriting class or through requirements of other classes." Ivarie's(19) experimental study conveys the opposite results of Hansen's(15) study. He found that students who studied spelling words as preparation for a typing class were better spellers than those students who were not required to study spelling as a part of the typing course. At the elementary level, Rugg(39) concluded from his study that typing may play a large part in the development of reading skills. Krevalin(21)
suggests that the typewriter helps to stimulate the creative process in the elementary student and also his rate of written communication.

Although the idea of related learning which takes place with the learning of typewriting is not entirely known, there does seem to be an indication that more can be learned from typing than the proper stroking of keys. Hopefully with the continuing of scientific research, we will find out precisely what related learning can and does take place.

Predicting Typewriting Success.

Many schools today are offering either "personal" or "vocational" typewriting and in some cases, both(37). The question sometimes arises whether a student should take typing for vocational use. Is there a predictive measure for typing ability? Flanagan and Fivar(9) constructed a "tapping test" to determine whether typewriting ability could be predicted. The authors stated that there is a substantial predictive relationship between the "tapping test" and the five-minute timed test administered after several months of instruction. Wood(44) tried to determine by the survey method whether reading ability and typewriting were related. He concluded that reading may be important to the typist's skill, but it cannot be specifically determined from his library research on the subject. Foss(10) found in her experimental study that the higher the reading rate in words per minute, the greater the speed performance in typewriting. Hetrick A. Foss(11) concluded from his experimental study that there is a close relationship between a person's intelligence and his typewriting performance; the higher the I.Q., the higher his "production
speed." The person with a low I.Q. will result in a lower "production speed," and the very low I.Q. student may not even pass the course according to Foss.

There is not enough conclusive evidence as yet of a good predictor of the success of typewriting ability. Perhaps the I.Q. is the best predictor along with the student's past educational record.

Grading in Typewriting.

When Haueisen(16) studied grading systems, she found that there was a wide margin for minimum and maximum requirements for both practiced and new-material writings in Typing I and II. She entitled her article, "Why Businessmen Don't Ask About Grades." Business education journals reveal how various teachers grade typewriting students(1)(23)(25)(33).

It is interesting to note that each instructor has his or her own reason for a particular grading system, and it is obvious that one cannot incorporate all of these grading plans into one method. Stevenson(41) points out that one of our difficulties in "grading" is that businessmen still have their own requirements for predicting the ability of a typist. According to Stevenson(41) it has been proven that production speed on the job isn't the same typewriting speed as found on straight copy material upon which the businessman makes his judgment. Rowe,(38) however, believes that a straight copy rate does give an indication of production speed. He states, "How fast and accurately one can type is directly related to his
performance in all application and production activities. By use of the production word count, standards in typewriting production should be the same as for straight-copy timed writings.

According to Anderson (26:199), the average rate at the end of one year should be between 40-45 words a minute for a high school student. Rowe (38) is in agreement when he states that at the end of the first year a student should be typing forty words a minute with a minimum of three errors. Businesses however require about 50 words a minute which would mean that typewriting would have to be taught for more than one year.

By the review of literature, the writer was unable to detect any experiments that had been done on the frequency of offering 5-minute straight copy timed writings to a beginning typewriting class.

Although there are disagreements in specific areas of typewriting, this writer feels we have made tremendous advancements in the teaching of typewriting. It appears as if the teaching of typewriting is an important subject in our schools and probably will be with us for many years to come.
CHAPTER III

EXPERIMENTATION WITH THE FREQUENCY OF 5-MINUTE TIMED WRITINGS

The experimentation with the frequency of giving 5-minute straight copy timed writing tests was conducted with thirty-four ninth-grade students in the Manhattan Christian High School. The experimental group consisted of seventeen students and the control group consisted of the remaining seventeen students.

Group Selection

Since all ninth grade students at the Manhattan Christian High School are required to take typewriting, the students were divided into the experimental and controlled groups by random sampling. Each name of a student was placed on a separate slip of paper and dropped into a box where they were thoroughly mixed. Seventeen of the thirty-four names were drawn to make up the experimental group and the remaining seventeen names composed the control group.

Instruction Prior To Experimentation

The Manhattan Christian High School schedule for typewriting consisted of four classes a week with sixty-minute class periods. Typewriting textbooks used were published by the South-Western Publishing Company. Approximately fourteen weeks of typewriting instruction had been administered before the ninth-grade students took their first 5-minute timed writing. During this time the students were taught the location of the keys and had taken several one and three-minute timed writings.
Materials Used for Experimentation

Materials used for testing each student's 5-minute straight copy typewriting ability, before and after the experiment, was taken from the Guided Writings of lessons 71, 72, 73 and 74 of the 20th Century Typewriting textbook(24). Practiced materials used during the twelve week experiment were taken from various sources. Timed writings were used from the 20th Century Typewriting textbook; Modern Business College—Missoula, Montana; Billings Business College—Billings, Montana; and Kinman Business University—Spokane, Washington.

Method of Experimentation

The experimental and controlled groups were both given one 5-minute timed writing per class period for four days to determine their typewriting ability on straight copy material. The four timed writings were then combined to compose an average pretest 5-minute timed writing rate for each student. Using the average of the four timed writings of each student, the median, mean, and standard deviation was calculated for each group. The median, mean, and standard deviation for the boys and girls of each group were also figured. (See table 1)

The students' pretest straight copy typewriting rates show a variation in group ability. The experimental group has a larger median by 4.75 and a larger mean of 3.73 than the control group. The control group however has a larger standard deviation of 1.60 than the experimental group.
### Table 1

**COMPARISON OF PRETEST TYPING RATES**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Median</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>8</td>
<td>18.38</td>
<td>18.28</td>
<td>3.18</td>
</tr>
<tr>
<td>Girls</td>
<td>9</td>
<td>21.25</td>
<td>21.72</td>
<td>5.42</td>
</tr>
<tr>
<td>Total Group</td>
<td>17</td>
<td>20.00</td>
<td>20.10</td>
<td></td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>6</td>
<td>15.13</td>
<td>16.42</td>
<td>4.24</td>
</tr>
<tr>
<td>Girls</td>
<td>11</td>
<td>15.25</td>
<td>16.37</td>
<td>7.34</td>
</tr>
<tr>
<td>Total Group</td>
<td>17</td>
<td>15.25</td>
<td>16.37</td>
<td></td>
</tr>
</tbody>
</table>
The boys and girls in the control group have a straight copy mean typewriting rate which is more closely related than in the experimental group. The difference between the boys and girls mean rate in the controlled group is .08 with the boys having the higher average, while the difference between the boys and girls in the experimental group is 3.44 with the girls having a higher mean typewriting rate. Boys in the experimental group have a higher mean rate by 1.85 than the boys in the control group. The girls in the experimental group also out performed the girls in the control group by 5.38 words per minute.

For twelve weeks the experimental group took one 5-minute straight copy timed writing every class period, while the controlled group took one 5-minute straight copy timed writing every other class period. Except for the 5-minute timed writings, both groups were given the same instruction, exercises, and problems to complete. During the days that the experimental group took timed writings and the controlled group did not, the controlled group worked on extended assignments, but no new instructional material was added.

After the practice period of twelve weeks, the students took one timed writing every class period for four days. The student's posttest straight copy timed writing rate then was an average of these four 5-minute timed writings. The median, mean, and standard deviation were calculated for each group. The median, mean, and standard deviation for the boys and girls of each group was also figured. (See table 2)
### Table 2

**Comparison of Posttest Typing Rates**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Median</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>8</td>
<td>21.63</td>
<td>22.60</td>
<td>3.51</td>
</tr>
<tr>
<td>Girls</td>
<td>9</td>
<td>28.33</td>
<td>30.62</td>
<td>8.69</td>
</tr>
<tr>
<td>Total Group</td>
<td>17</td>
<td>25.50</td>
<td>26.85</td>
<td>7.86</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>6</td>
<td>20.46</td>
<td>19.74</td>
<td>5.64</td>
</tr>
<tr>
<td>Girls</td>
<td>11</td>
<td>26.25</td>
<td>24.02</td>
<td>5.25</td>
</tr>
<tr>
<td>Total Group</td>
<td>17</td>
<td>20.67</td>
<td>22.51</td>
<td>6.26</td>
</tr>
</tbody>
</table>
The postest straight copy typewriting rate indicates that there is a variation in ability between the two groups of students at the end of the experiment. The experimental group has a 4.83 larger median, 3.34 larger mean, and 1.70 larger standard deviation than the control group.

The boys and girls in the control group have a straight copy typewriting mean rate which is more closely related than the boys and girls in the experimental group. The difference between the boys and girls mean rates in the controlled group is 4.28 with the girls having the higher average, while the difference in the experimental group is 8.02 with the girls also having the higher average. The boys in the experimental group are typing faster on an average than the boys in the control group by 2.86 words per minute. The girls in the experimental group are also typing faster on an average than the girls in the control group by 6.60 words per minute.

By comparing the difference between pretest and postest typewriting rates of the groups, we notice that the experimental group gained more words per minute than did the control group. (See table 3) The experimental group of typewriting students increased 6.75 words per minute while the control group gained 6.14 words per minute. The difference in the average rate of increase between the two groups is .61 words per minute. The boys in the experimental group increased their typewriting rate by 4.32 words per minute as compared to 3.32 in the control group. The difference in the average rate of increase between the two boys groups is 1.00 words per minute. The girls in the experimental group increased their
Table 3
COMPARISON OF PRETEST AND POSTTEST TYPEWRITING MEANS

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
<th>Pretest Mean</th>
<th>Postest Mean</th>
<th>Mean Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>8</td>
<td>18.28</td>
<td>22.60</td>
<td>4.32</td>
</tr>
<tr>
<td>Girls</td>
<td>9</td>
<td>21.72</td>
<td>30.62</td>
<td>8.90</td>
</tr>
<tr>
<td>Group Total</td>
<td>17</td>
<td>20.10</td>
<td>26.85</td>
<td>6.75</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>6</td>
<td>16.42</td>
<td>19.74</td>
<td>3.32</td>
</tr>
<tr>
<td>Girls</td>
<td>11</td>
<td>16.34</td>
<td>24.02</td>
<td>7.68</td>
</tr>
<tr>
<td>Group Total</td>
<td>17</td>
<td>16.37</td>
<td>22.51</td>
<td>6.14</td>
</tr>
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typewriting rate by 8.90 words per minute as compared to 7.68 words per minute for the girls in the control group. The difference in the average increase rates between the two girls groups is 1.22 words per minute. Is this a significant difference?

**Null-Hypothesis**

The null-hypothesis of this problem was that there wouldn't be a significant difference in the gain of typewriting rates between the experimental group which took 5-minute straight copy timed writings four times a week versus the controlled group which took 5-minute straight copy timed writings twice a week. To determine if there was any significant difference in the increase of typewriting rates between the two groups, one-way analysis of covariance was used by the writer. (See table 4)

The F-test on one-way analysis of covariance method was applied to the two groups. This provided a statistical test of the significance of the difference between the means of the experimental and control groups. The 5 percent and 1 percent level of the F-distribution with 1 and 32 degrees of freedom is 4.15 and 7.50 respectively. Since the F-distribution between the experimental and control groups equal 6.52 the null-hypothesis was accepted at the 1 percent level.
Table 4

ONE-WAY ANALYSIS OF COVARIANCE

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
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<tbody>
<tr>
<td>Between Groups</td>
<td>317.677</td>
<td>1</td>
<td>317.677</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1559.011</td>
<td>32</td>
<td>48.719</td>
</tr>
<tr>
<td>Totals</td>
<td>1876.688</td>
<td>33</td>
<td>366.396</td>
</tr>
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CHAPTER IV
SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary

In reviewing the literature available this writer found no experimental study on how often 5-minute straight copy timed writing tests should be given. Four areas of typewriting were found to be of pertinent interest to the writer according to the number of articles written in these areas.

By means of statistical analysis the writer feels an attempt was made to determine whether taking 5-minute timed writings every day for a twelve week period versus taking 5-minute timed writings every other day had any bearing on the student's typewriting ability at the end of the designated period.

Conclusion

This writer concludes: (1) that to his knowledge no experimental research has been done prior to this one on how often 5-minute straight copy timed writings should be given to typewriting students; (2) that according to present articles written, four specific areas of typewriting are now of great interest to typewriting instructors (a) grade level of offering typewriting, (b) related learning to typewriting, (c) predicting typewriting success, and (d) grading in typewriting; (3) that there is a difference in typewriting ability between the experimental and control groups of typewriting students use in this research; (4) that girls tend
to have a higher 5-minute straight copy time writing rate than boys; and
(5) that according to the F-test of one-way analysis of covariance there
is no significant difference in increase of typewriting rates between
students who took 5-minute straight copy timed writings four times a
week versus those students who took them only twice a week.

Recommendations

The result of this experiment suggests that the following items
be worthy of future study:

1. What are the results of an experiment of this type when a larger
   population or sample is used?

2. What are the results of an experiment of this type for boys
   or girls only?

3. What are the results of an experiment of this type when type-
   writing is offered at a different age level?

4. What are the results of an experiment of this type one year
   after high school graduation?

5. What would be the results of this experiment if it were carried
   on for a longer period of time?
APPENDIX
Lesson 71 Guided Writing

Settle down to an easy pace and see if you can type at that pace for a full minute. Think of a wheel that is in motion, and recall how it has the same smooth motion at high or at low speed. The wheel just keeps on. That is what you must do—just keep on without hurry or worry.

To build good control in typing, type at an easy pace without any thought of how many words a minute you are to type. If you type with ease, you can build good speed and good control; but if the typing is hurried or jerky, it is not good no matter how many words you type or how few errors you make.

Check the way you type more often than how many words you type. Be expert in the use of all parts of the machine as well as in hitting the right keys. The key to improved work is very often found in doing some little thing better than you have done it before. Use this cue to build good speed and good typing control.

Lesson 72 Guided Writing

Do you work well with others? If not, is the fault with the others—are all of them out of step but you? Must you have things your own way even when this hinders those with whom you work? The ability to work well with others will be worth a lot to you. Some people never learn this. Bill didn't.

"Slow poke" the students called him because he was never ready to begin to type on time. When a test was to be given, all had to wait until Bill fixed his book just right or set his machine at the last minute. He had to do things his way, whether that was the way for the class or not. Bill worked like a "lone wolf."

It is not good to lean on others, but there are times when you have to work with others and do things in the way they do them. When you apply for a position, one question asked about you will be as to how well you get along with people. The "lone wolf" isn't wanted in the office as a group work calls for the ability to work well together.

Lesson 73 Guided Writing

The goal of this writing is to type with control, so type at an even pace and do not push for top speed. Keep on typing, of course; but type well within the zone of control. If you make an error, recover from it as soon as you can. Work out your own way to do this, but here is a way that works well for many typists.

When you make an error, pause briefly; then begin to type by stroke response. Type at a slow and controlled pace until you feel you have gained a sense of ease and sureness; then speed up a little at a time until you reach a pace you can maintain without losing control. The way you feel about the typing has much to do with how you type.

Don't look at the word in which you have made an error unless you are to correct it. It is made, so turn loose of it. Type on, without hurry or worry. You can type a lot of words in the time you take to fuss about an error that is already made. Type with your best control, of course; but if you make an error, recover from it in your own way—and type on.

Lesson 74 Guided Writing

You must find the mistakes you make and know how to correct them. You can't ignore errors in work that is to be used. In an office, work has to be proofread and corrected before it is ready for approval. This is as much a part of the work of the typist as the typing. Be sure that you find all the mistakes you make.

The leopard doesn't change his spots, nor does the student who is "blind in one eye and can't see out of the other" when he looks at his typed work build skill in finding errors; yet that is a skill he must have if he is to be a good office worker. In an office, each worker must know through his own check that his work is right or wrong.

As you build speed you may ignore the mistakes for a time, but don't ignore them when the work you are doing is to be used. Find the mistake; then know how to erase and correct it so the correction will not be noticed. If you are not to correct the mistakes made in this timed writing, put a circle around each to prove that you can find those that you make.


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    Typewriting Accuracy Through The Analysis of Errors," Masters of
    Education, Montana State University, Bozeman, Montana, June, 1958.

44. Wood, Jerry L., "Reading and Typewriting," The Journal of Business

45. Zucchi, George L., "How Can We Figure Actual Production Typewriting