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A Sruvey of Opinions Pertaining to the Development of Composition Skill at the Typewriter

Janeth L. Spicer

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**A SURVEY OF OPINIONS PERTAINING TO THE DEVELOPMENT OF
COMPOSITION SKILL AT THE TYPEWRITER**

by

Janeth L. Spicer

B. S. in Business Administration, University of Montana 1958

A Thesis

Submitted to the faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

Grand Forks, North Dakota

**January
1968**

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This Thesis submitted by Janeth L. Spicer in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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ABSTRACT

This study attempted to analyze and synthesize the opinions of a randomly selected sample of typewriting teachers pertaining to the development of composition skill at the typewriter, in first-year typewriting.

An opinionnaire was mailed to one hundred randomly selected secondary typewriting instructors and of the returns received, seventy-five were usable.

The findings of this study revealed the majority of teachers believed the following about composition at the typewriter:

1. A need exists for standards and guidelines in methodology and for a comprehensive booklet on developing composition skill.
2. A student's typewriting rate (speed and accuracy) affects the amount he will use the skill outside the classroom.
3. When presented immediately after keyboard presentation, composition forces the student to type on the word and phrase level before he is ready to do so.
4. Composition is a good motivational device, it should be a goal of every first-year typewriting course, and it gives the teacher insight into the students' interests, feelings and general attitudes.
5. The most valuable outcomes from composition are it equips the student with the ability to think at the typewriter, it encourages the student to make decisions on his own, and it induces creativity.

The researcher recommends that methodology and grading standards

be established and made available to the classroom typewriting teacher. Publication of a comprehensive, easily adaptable composition booklet would also be of value. Composition exercises should be an integrated part of the typewriting teacher's lesson plans.

CHAPTER I

INTRODUCTION

Ever since man learned to write he has been looking for faster ways of communicating. Within the past century there has been much technological progress in the development of the typewriter and in the ability to use the typewriter. The typewriter is the most commonly used machine in the business office today. When the typewriter was first used, it was thought of primarily as a copying machine. Within recent years, however, there has been an emphasis on also utilizing the typewriter as an original writing instrument or as a tool of literacy; thus the aim would be for the typist to type as effortlessly as he would write or speak. Developing the ability to use the typewriter as a composition instrument is a topic for deliberation among business educators. Rowe points out how the typist uses composition skill:

Composition Activities. The typewriter is being used increasingly as a writing machine. Today's office typist composes as much as she copies. She composes business letters, itineraries, purchase requisitions, and a multitude of other activities. Detailed instruction and practice should be provided so that the student will possess a knowhow and confidence in composing vocationally at the typewriter.

The personal typist needs to know how to use the typewriter as a writing machine for composition activities. He should have actual practice in the classroom in composition and typing personal business letters, memos, and so forth. He should have considerable experience in typing from longhand.¹

¹John L. Rowe, "Standards in Typewriting," Business Education Forum, Vol. XX (May, 1966), p. 7.

Statement of Problem

This study attempts to analyze and synthesize the opinions of a randomly selected sample of typewriting teachers pertaining to the development of composition skill at the typewriter.

Need for Study

As far as the writer could determine there was no information available pertaining to the general consensus of business teachers relative to the development of composition skill at the typewriter. The trend to recognize the typewriter as a writing machine rather than a copying machine necessitates greater emphasis on developing the skill of composing directly at the typewriter. The researcher feels that such a consensus might be of benefit to the classroom typewriting teacher.

Delimitations of Study

No attempt will be made in this study to reveal the causal factors influencing attitudes and opinions. The study will be restricted to the use of an opinionnaire as the research tool, and will be concerned solely with subjective data.

Limitations of Study

Only face or logical validity can be claimed for this opinionnaire. The possibility exists of making inaccurate interpretations from open-end questions and from comments made by the respondents.

Definition of Terms

1. Composition at the typewriter The skill of utilizing the typewriter as a means of recording one's thoughts without the aid of any verbal or written copy.

2. **Composition unit**

A series of composition exercises sufficient to develop the skill of composition at the typewriter.

3. **Secondary school**

A school which includes grades nine through twelve or grades ten through twelve.

CHAPTER II

RELATED LITERATURE

The researcher has divided the related readings on composition at the typewriter into the following two categories:

1. Opinions on the value of skill
2. Research findings.

Opinions on the Value of Skill

The importance of the skill of composing at the typewriter is emphasized by Douglas, Blanford and Anderson:

Typing authorities are becoming increasingly aware of the importance of teaching students to compose at the typewriter. There are two reasons why special emphasis should be given to this skill. First, composition at the machine, starting with simple words and building to phrases, sentences, and paragraphs, may help the students learn to type on the word level since they are thinking not of strokes but of words. Second, students take typing for personal use and probably do much of their typing while they are composing at the machine. It should not be necessary for them to write everything they wish to type in longhand before they type it, yet many students follow this time-consuming practice because they should be able to sit down and compose letters, rough drafts, and reports at their typewriters.¹

Harrison, Lawson and Lide express the need for compositional skill in the following statement:

The ability to compose at the typewriter is one of the most useful tools that can be developed in either a personal-use or a vocational typewriter course. Composing at the typewriter is like thinking on one's feet in public speaking--it needs to be practiced

¹Lloyd V. Douglas, James T. Blanford, and Ruth J. Anderson, Teaching Business Subjects (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), pp. 168-169.

. . . Since it is a skill, it should be taught and should be a goal of every typewriting course.²

The concept of utilizing the typewriter as a tool of literacy was brought out by Levenson when she stated:

Until a student can sit down to a typewriter as a means of communication as effortlessly as he has learned to use his other skills of communications--talking and handwriting--he has not learned the skill of typewriting. Students must be taught to think at the typewriter. This cannot be taught too quickly or it will inhibit their speed and potential.³

Morrison had this to say about the functional approach to thinking and written expression while using the typewriter:

Teachers need not hesitate to introduce language skill objectives; the typewriter can be used advantageously in a functional approach to thinking and written expression; and pupil interest and morale respond positively to creative exercises.⁴

Gibson pointed out that listening can be taught in typewriting:

Listening can be taught in typewriting, particularly in conjunction with teaching composition at the typewriter. The skill of listening is an important one--for all office workers.⁵

Learning about students as individuals is a value of composition as expressed by Beckner:

Composing provides junior high typists with the diversion they need and enables the teacher to learn about them as individuals. They may need stimulation from you. Give them special assignments.

²M. Harrison, M. Lawson, and M. F. Lide, "Don't Neglect Composition at The Typewriter," Business Education World, Vol. XLV (January, 1965), pp. 16, 17, 34.

³Mildred Pallas Levenson, "Taking Dictation and Composing at the Typewriter," The Journal of Business Education, Vol. XXXIX (March, 1964), pp. 235, 236.

⁴Phyllis Morrison, A Study of Certain General Education Values of Typewriting in the Junior High School, Ph. D., University of Michigan (Ann Arbor), 1958.

⁵Harry L. Gibson, "Let's Teach Students How To Listen," Business Education Forum, Vol. XXIX (March, 1965), p. 22.

to look forward to. . . Fridays are excellent.⁶

Rowe, Lloyd, and Winger explain how a typist becomes more valuable to the company for which she works by using the skill of composing at the typewriter:

The biggest differential in the cost of a business letter is the salary of the person who composes it. It costs a company, on the average, 50 cents every time a \$12,00-a-year executive dictates a letter. If it is a routine one that a \$60-a-year production typist could compose, the letter would cost the company 12 cents for the dictation-salary item. In general, then, there is a saving of 38 cents each time a typist saves an executive's time by composing a letter he would otherwise have to dictate. The 38-cent savings add up quickly. If you could compose fifty letters a week, you would save \$19 a week for the firm. Even admitting that the time invested in composing is at the expense of other things you might have typed, you would be worth at least \$10 more to your company.⁷

The researcher found that almost all of the writings on this subject emphasized the usefulness of composition skill and the desirability of including it in the typewriting program. This was especially evident in literature written within the last few years. There were some articles suggesting various composition drills that had been tried with success by classroom typewriting instructors.

Research Findings

In a study completed by Morris on selected major issues in the teaching of first-year typewriting, there were several significant results pertinent to composition and dictation at the typewriter. Questionnaires were sent to both business teachers and specialists in the field. The results of the specialists' responses were especially

⁶Caroline Beckner, "Keep Calm and Compose," Business Education World, Vol. XLI (December, 1960), pp. 10, 11.

⁷John L. Rowe, Alan C. Lloyd, and Fred E. Winger, Book Two, Gregg Typing 191 Series (New York, New York: McGraw-Hill Book Company, Inc., 1963), p. 208.

significant to this study.

Classification A--Almost all (90 per cent or more) of the specialists responding to the questionnaire were in agreement on each of the following check-list statements: . . . 5. Composition at the typewriter should be taught in the first-year personal-use typewriting class. . .

Classification B--A significant majority (59 to 89 per cent) of the specialists responding to the questionnaire were in agreement on the following checked statements: . . . 21. Composition at the typewriter should be taught in the first-year vocational-use typewriting class.⁸

It was noted that in the Classification A above (personal-use category), there were a total of only five categories on which 90 per cent or more of the specialists could agree. Morris stated that a typical comment by the specialists was in effect that composing at the typewriter was a very important skill and that teachers should develop this skill fully in the classroom.

After research by Atwood, the following was recommended for "major emphasis" in a course outline for an undergraduate typewriting methods course:

- A. The developmental process in obtaining composition skill.
- B. Composition of letters.
- C. Composition with application forms.⁹

Morrison found in her study, which was to learn whether a method linked with the immediate interests and activities of junior high school students was more productive than a method based on vocational interests, the following findings:

Summary of findings: (a) Typewriting skills did not suffer from

⁸Jimmie D. Morris, Selected Major Issues In The Teaching of First-year Typewriting, Ph. D., University of North Dakota, 1961.

⁹Dale D. Atwood, The Selection of Instructional Topics For Typewriting Methods Courses At The Undergraduate And Graduate Levels, M. S., University of North Dakota, 1960.

the innovations in materials and emphases. (b) At the end of the experimental period the difference between the experimental and control groups in average typewriting speed and average percent of accuracy on a three-minute timed writing was not statistically significant. (c) In four of the six areas tested (capitalization, grammar, sentence structure, and rate of composing) the percentage of experimental students making gains was greater than the percentage of control students. (d) Subjective judgments by teachers and students indicated that the use of the experimental procedures in the typewriting classroom contributed to better class morale. (e) The functional approach to thinking and written expression, to which a typewriting class lends itself, contributed to better understanding of students by teachers.¹⁰

Lunn's study was to determine if factors such as the age, salary, education, training and experience of the secretary had any effect on the delegating of composition by employers in manufacturing concerns to their secretaries. Among other important recommendations, Lunn emphasized the following: "Teachers should teach students how to compose on the typewriter to the extent that first copies can be composed."¹¹

The findings of research on composition skill emphasized developing this skill as part of the typewriting program. Most felt composition skill should be given major emphasis in typewriting. There has been very little research done, however, on teaching methodology or the best methods of developing this skill and no experimental studies have been conducted dealing solely with the value of composition at the typewriter.

¹⁰Phyllis Morrison, A Study of Certain General Education Values of Typewriting in the Junior High School, Ph. D., University of Michigan (Ann Arbor), 1958. The National Business Education Quarterly, Vol. XXVIII, No. 1 (October, 1959), p. 61.

¹¹Jean Dander Lunn, The Effect of Selected Factors Upon Composition Delegated by Employers To Secretaries in Manufacturing Concerns, Ph. D., Ohio State University, 1958.

CHAPTER III

PROCEDURES

A perusal of the Business Education Index¹ and National Business Education Quarterly² revealed sources of information relative to composition at the typewriter.

After much deliberation, the opinionnaire was chosen as the most appropriate research instrument for securing the information needed.

The following sources of information were then studied: Textbooks, dissertation and thesis research studies, monographs, yearbooks, methods books, the Ball State Journal,³ Business Education Forum,⁴ Business Education World,⁵ Journal of Business Education,⁶ Business Teacher,⁷ and The Balance

¹Business Education Index (New York, N. Y.: Gregg Division of McGraw-Hill Book Co., 1955-1967).

²National Business Education Quarterly (Washington D. C.: National Business Education Association, Fall, 1956-Spring, 1967).

³Ball State Journal (Muncie, Indiana: College of Business of Ball State University, Vol. XXXVII, May, 1966), pp. 12, 13, 17.

⁴Business Education Forum (Washington, D. C.: National Business Education Association, January 1957-October 1967).

⁵Business Education World (New York, N. Y.: McGraw-Hill Book Company, January 1957-October 1967).

⁶Journal of Business Education (East Stroudsburg, Pennsylvania, January 1957-October 1967).

⁷Business Teacher (New York, N. Y.: McGraw-Hill Book Company, January 1957-October 1967).

Sheet.⁸ The information in these references helped to serve as a basis for construction of the opinionnaire items.

Originally, the opinionnaire was to include items on both composition and dictation at the typewriter for first-year and vocational typewriting courses. In addition, it was originally intended that the opinionnaire would be sent to approximately fifty specialists in the field of typewriting.

The procedures in chronological order were:

1. All possible items that might be included in the opinionnaire were recorded. A separate card (3 inches by 5 inches) was used for each item. The following code was devised to categorize the items:

(a) C meant a possible composition item for first-year typewriting.

(b) CV meant a possible composition item for a vocational typewriting class.

(c) DV meant a possible direct dictation item for a vocational typewriting class.

Items were then sorted into these three groups. The items were reworded, clarified, and some were discarded. As an item was discarded, the word "rejected" was written across the top of the card and the item was removed from the group.

2. A tentative first-draft copy of the opinionnaire was constructed and administered to the Introduction to Research Class in Business Education at the University of North Dakota during July of 1966. The members of the class evaluated the opinionnaire and gave helpful

⁸Balance Sheet (Cincinnati, Ohio: South-Western Publishing Company, January, 1955-December 1967).

suggestions. (See Appendix, Exhibit A.)

3. A second-draft copy of the opinionnaire was constructed and administered during June, 1967 to the Research Class in Business Education at the University of North Dakota. Members of the class evaluated the opinionnaire and gave other helpful suggestions.

4. Members of the researcher's committee then studied the opinionnaire and offered suggestions.

5. The following major changes were made at this point:

(a) It was decided to delete the dictation at the typewriter portion from the study and to limit the study to teaching composition in a first-year typewriting course.

(b) The population to be sampled was changed from a jury of fifty specialists in the field of typewriting to a sample of one hundred randomly selected typewriting instructors in the United States.

(c) Only secondary teachers teaching grades nine through twelve would be sampled.

(d) Only teachers of the first-year typewriting course would be asked to submit an opinionnaire.

(e) Only teachers who would be teaching typewriting for an entire school year were requested to participate.

6. A third-draft copy of the opinionnaire was constructed along with a first-draft copy of a transmittal letter. (See Appendix, Exhibit B.) They were distributed to the Research Class in Business Education at the University of North Dakota during the Fall of 1967, and the students were asked to evaluate the instrument.

7. After improvements were made, a final copy of the opinionnaire was typed on offset masters and copies were reproduced. (See

Appendix, Exhibit C.)

8. As suggested by the writer's committee, it was decided to sample the opinions of two typewriting teachers from each of the fifty states. A table of random numbers was used to select high schools listed in an education directory.⁹ In this way one hundred high schools were selected.

9. Individually typed transmittal letters explaining the nature and purpose of the study were mailed to each of the one hundred typewriting instructors along with a copy of the opinionnaire and a stamped, addressed envelope for convenience in returning the opinionnaire. (See Appendix, Exhibit D for final form of transmittal letter.) The letters were mailed on October 30, 1967.

10. As each opinionnaire was returned, the responses to the items were recorded on tally sheets so that a running count was possible for each item in the opinionnaire.

11. Approximately three weeks later, a follow-up letter was mailed to those teachers who had not responded, along with another copy of the opinionnaire and another stamped, addressed, return envelope. (See Appendix, Exhibit E.)

12. The researcher compiled and tabulated all the data, constructed tables to show the findings of each item, and summarized each item with a narrative describing the results.

13. On the basis of these findings, conclusions and recommendations were offered.

14. A thank-you letter, and a copy of the findings of the study were sent to each instructor who requested a copy.

⁹U.S., Department of Health, Education and Welfare, Education Directory--Part 2, Public School Systems, (1965), pp. 12-225.

CHAPTER IV

FINDINGS

This nationwide study was conducted in an effort to determine the opinions of secondary typewriting instructors on teaching composition at the typewriter.

An opinionnaire was constructed, as this was considered the most appropriate research instrument for collecting the data. One hundred typewriting instructors, two from each state, were randomly selected. A compilation of the findings of the returned opinionnaires is presented in this chapter.

Eighty-one opinionnaires from the sample of one hundred were returned. Six of these returns could not be included in the findings. Two schools wrote they no longer taught typewriting. Several teachers indicated they did not teach typewriting for the entire school year. Another teacher stated this was his first year teaching and business education was his minor field so consequently he did not feel qualified to participate. This lowered the number of usable returns to seventy-five.

The findings from the returned opinionnaires are as follows:

A summary is presented in Table 1 reflecting responses from secondary typewriting instructors to item 1, Part A--Transfer of learning takes place between composition at the typewriter in a classroom and students' composition at the typewriter for personal use.

A majority of the instructors, forty-nine (65.3%), indicated an "Agree" response to this item. Fifteen (20.0%) indicated "Strongly Agree," eight (10.7%) showed "Disagree," and three (04.0%) gave a "No Opinion" to this statement. None of the respondents indicated the "Strongly Disagree" response.

More than 85% of the respondents agreed (or strongly agreed) that transfer of learning takes place between composition at the typewriter in a classroom and students' composition at the typewriter for personal use. Only about 10% of the teachers believed that no transfer of learning takes place between classroom learning and personal use of the typewriter.

TABLE 1.—Transfer of learning takes place between composition at the typewriter in a classroom and students' composition at the typewriter for personal use.

Response	Number	Per cent
Strongly Agree	15	20.0
Agree	49	65.3
Disagree	8	10.7
Strongly Disagree	0	00.0
No Opinion	3	04.0

A summary is presented in Table 2 reflecting responses from secondary typewriting instructors to item 2, Part A—Fun or game types of composition exercises should be used. Forty-three (57.3%) of the respondents indicated an "Agree" response to this response. The "Strongly Agree" response showed thirteen (17.4%), followed by the "Disagree" response tallying eleven (14.7%). Only four (05.3%) respondents "Strongly

Disagreed" with the item, and three (04.0%) designated a "No Opinion." One person (01.3%) failed to respond to this statement.

The findings of this item reflected a large majority, 74.7%, believed that fun or game types of composition exercises should be used. Only 20% felt fun or game types of composition should not be used.

TABLE 2.--Fun or game types of composition exercises should be used.

Response	Number	Per cent
Strongly Agree	13	17.4
Agree	43	57.3
Disagree	11	14.7
Strongly Disagree	4	05.3
No Opinion	3	04.0
No Response	1	01.3

A summary is presented in Table 3 reflecting responses from secondary typewriting instructors to item 3, Part A--A typist who has formed the habit of writing a draft in longhand before typing it will have more difficulty in developing typewriter composition skill than a student who develops this technique as he learns to type. Thirty-five (46.7%) persons "Agreed" with this item, while eighteen (24.0%) "Disagreed." Sixteen (21.3%) respondents chose the "Strongly Agree" response, four (05.3%) gave it a "No Opinion" rating, and two (02.7%) "Strongly Disagreed" with the statement.

Sixty-eight per cent of the respondents indicated a typist who had formed the habit of writing a draft in longhand before typing it

would have more difficulty in developing typewriter composition skill than a student who developed this technique as he learned to type. Approximately one-fourth of the teachers did not agree with this statement.

TABLE 3.--A typist who has formed the habit of writing a draft in long-hand before typing it will have more difficulty in developing typewriter composition skill than a student who develops this technique as he learns to type.

Response	Number	Per cent
Strongly Agree	16	21.3
Agree	35	46.7
Disagree	18	24.0
Strongly Disagree	2	02.7
No Opinion	4	05.3

A summary is presented in Table 4 reflecting responses from secondary typewriting instructors to item 4, Part A--Business teachers in general lack a skill in teaching composition. The "Agree" response was indicated by thirty-eight (50.7%) individuals, and twenty-two (29.3%) teachers chose the "Disagree" response. Five (06.6%) expressed either "Strongly Agree," "No Opinion," or "Strongly Disagree."

A slight majority of teachers, 57.4%, felt business teachers in general lack a skill in teaching composition, while about 36 per cent indicated they did not agree with this item. See Table 4 on page 17.

Table 5 reflects responses from secondary typewriting instructors to item 5, Part A--A need exists for standards and guidelines in methodology for teaching composition. A majority of forty-nine (65.3%) "Agreed"

with the statement. Eleven (14.7%) respondents favored "Strongly Agree," which was followed closely by ten (13.3%) who "Disagreed"; three (01.3%) gave "No Opinion," and one (01.3%) respondent "Strongly Disagreed" with this statement. One respondent failed to answer this item.

The vast majority of teachers, 80%, indicated a need exists for standards and guidelines in methodology for teaching composition. Only 14% of those responding believed a need did not exist in this area.

TABLE 4.--Business teachers in general lack a skill in teaching composition

Response	Number	Per cent
Strongly Agree	5	06.7
Agree	38	50.7
Disagree	22	29.3
Strongly Disagree	5	06.6
No Opinion	5	06.7

TABLE 5.--A need exists for standards and guidelines in methodology for teaching composition.

Response	Number	Per cent
Strongly Agree	11	14.7
Agree	49	65.3
Disagree	10	13.3
Strongly Disagree	1	01.4
No Opinion	3	04.0
No Response	1	01.3

A summary is presented in Table 6 which indicates the responses from secondary typewriting instructors to item 6, Part A--A student's typewriting rate (speed and accuracy) affects the amount he will use the skill outside the classroom. A large majority of the responses, forty (53.3%), favored the "Agree" response and eighteen (24.0%) specified "Strongly Agree." A total of fifteen (20.0%) returns indicated "Disagree" and two persons (02.7%) "Strongly Disagreed." No one used the "No Opinion" response.

The findings of this item reflected 77.3% of those replying believed a student's typewriting rate (speed and accuracy) affects the amount he will use the skill outside the classroom. Twenty-two per cent felt the typewriting rate did not affect the amount that composition skill would be used outside the classroom.

TABLE 6.--A student's typewriting rate (speed and accuracy) affects the amount he will use the skill outside the classroom.

Response	Number	Per cent
Strongly Agree	18	24.0
Agree	40	53.3
Disagree	15	20.0
Strongly Disagree	2	02.7
No Opinion	0	00.0

A summary is presented in Table 7 reflecting responses from secondary typewriting instructors to item 7, Part A--A need exists for a comprehensive, easily adaptable composition "booklet" or "kit" suitable for developing this skill in a first-year typewriting course.

Of the responses received for this item, forty-three (57.3%) preferred "Agree," twelve (16.0%) indicated "Disagree," eight (10.7%) designated "Strongly Agree," eight (10.7%) again indicated "No Opinion," and two (02.6%) indicated "Strongly Disagree." There were two persons (02.7%) returning the opinionnaire who did not answer this item.

A majority of 68% of the teachers believed that a need exists for a comprehensive, easily adaptable composition "booklet" or "kit" suitable for developing this skill in a first-year typewriting course. A minority of only about 19% felt a need did not exist for such a booklet or kit.

TABLE 7.—A need exists for a comprehensive, easily adaptable composition "booklet" or "kit" suitable for developing this skill in a first-year typewriting course.

Response	Number	Per cent
Strongly Agree	8	10.7
Agree	43	57.3
Disagree	12	16.0
Strongly Disagree	2	02.6
No Opinion	8	10.7
No Response	2	02.7

A summary is presented in Table 8 which reflects responses from secondary typewriting instructors to item 8, Part A—Composition at the typewriter, when presented immediately after keyboard presentation, forces the student to type on the word and phrase level before he is ready to do so. Thirty-six (48.0%) respondents specified "Agree" to this

statement, which was followed by twenty-five (33.4%) who "Disagreed." "Strongly Agree" was mentioned by seven (09.3%) respondents, four (05.3%) gave a "Strongly Disagree" rating, and three (04.0%) indicated "No Opinion."

Fifty-seven per cent of the respondents indicated that composition at the typewriter, when presented immediately after keyboard presentation, forces the student to type on the word and phrase level before he is ready to do so. A minority of 38.7% did not agree with this statement.

TABLE 8.--Composition at the typewriter, when presented immediately after keyboard presentation, forces the student to type on the word and phrase level before he is ready to do so.

Response	Number	Per cent
Strongly Agree	7	09.3
Agree	36	48.0
Disagree	25	33.4
Strongly Disagree	4	05.3
No Opinion	3	04.0

A summary is presented in Table 9 which indicates responses from secondary typewriting instructors to item 9, Part A--Composition exercises are being overemphasized in first-year typewriting. A large majority of the responses, forty-seven (62.7%), favored the "Disagree" response to this item; eleven (14.7%) "Strongly Disagreed," eight (10.6%) "Agreed," eight (10.7%) specified "No Opinion," and one (01.3%) "Strongly Agreed."

Only 11% of the respondents indicated they felt composition

exercises are being overemphasized in first-year typewriting, while a large majority of the teachers, 77.4%, said composition exercises were not being overemphasized.

TABLE 9.--Composition exercises are being overemphasized in first-year typewriting.

Response	Number	Per cent
Strongly Agree	1	01.3
Agree	8	10.6
Disagree	47	62.7
Strongly Disagree	11	14.7
No Opinion	8	10.7

Table 10 reflects responses from secondary typewriting instructors to item 10, Part A--Students who know they will be graded in composition will tend to be less creative than students who know they will not receive a grade. The findings of this item showed forty-one (54.7%) specifying "Disagree," twenty-four (32.0%) gave an "Agree" answer, five (06.7%) stated "No Opinion," four (05.3%) indicated "Strongly Disagree," and only one (01.3%) designated "Strongly Agree."

A minority of 33.3% of the teachers believed that students who know they will be graded in composition will tend to be less creative than students who know they will not receive a grade. However, the majority of teachers, 60%, indicated they did not agree with this item. See Table 10 on page 22.

The summary presented in Table 11 reflects responses from secondary typewriting instructors to item 11, Part A--Developing composition skill at the typewriter does not require any practice or training

on the part of the student. A majority of forty-three (57.3%) respondents felt that composition does require practice and training on the part of the student by indicating a "Disagree" response to this statement. Thirty (40.0%) "Strongly Disagreed." Only one person (01.4%) "Agreed" and "Strongly Agreed" with the item. The "No Opinion" response did not receive any checks.

Findings of this item reflected a minority of about 3% indicated that developing composition skill at the typewriter does not require any practice or training on the part of the student. An overwhelming majority of teachers felt that developing composition skill does require practice or training. See Table 11 on page 23.

TABLE 10.--Students who know they will be graded in composition will tend to be less creative than students who know they will not receive a grade.

Response	Number	Per cent
Strongly Agree	1	01.3
Agree	24	32.0
Disagree	41	54.7
Strongly Disagree	4	05.3
No Opinion	5	06.7

Table 12 presents a summary of secondary typewriting instructors to item 12, Part A--Administering composition exercises to a class involves a planned, well-organized unit prepared in advance of the class period and one which is an integral part of the teacher's written lesson plans. A large majority of respondents, forty-nine (65.3%), believed that teaching composition should involve planning a unit in advance and such activities

should be a part of the written lesson plans of the teacher. Thirteen (17.3%) specified "Strongly Agree," to this statement. Eleven (14.7%) persons "Disagreed," one (01.4%) gave a "No Opinion," and no one showed a "Strongly Disagree" rating. One respondent (01.3%) did not reply to this statement.

A large majority of 82.6% of the teachers believed that administering composition exercises to a class involves a planned, well-organized unit prepared in advance of the class period and one which is an integral part of the teacher's written lesson plans. Only about 15% did not agree with this item. See Table 12 on page 24.

TABLE 11.--Developing composition skill at the typewriter does not require any practice or training on the part of the student.

Response	Number	Per cent
Strongly Agree	1	01.3
Agree	1	01.4
Disagree	43	57.3
Strongly Disagree	30	40.0
No Opinion	0	00.0

A summary is presented in Table 13 which shows responses from secondary typewriting instructors to item 13, Part A—Composition can be used as an effective motivational device. Most of the respondents, forty-eight (64.0%), "Agreed" that composition can be an effective motivational device. Eleven (14.7%) "Strongly Agreed," followed closely by nine (12.0%) who "Disagreed." Seven (09.3%) indicated "No Opinion" to this item, and no one "Strongly Disagreed."

The results of this item indicated 78.7% agreed that composition can be used as an effective motivational device, while only 12% disagreed with this.

TABLE 12.--Administering composition exercises to a class involves a planned, well-organized unit prepared in advance of the class period and one which is an integral part of the teacher's written lesson plans.

Response	Number	Per cent
Strongly Agree	13	17.3
Agree	49	65.3
Disagree	11	14.7
Strongly Disagree	0	00.0
No Opinion	1	01.4
No Response	1	01.3

TABLE 13.--Composition can be used as an effective motivational device.

Response	Number	Per cent
Strongly Agree	11	14.7
Agree	48	64.0
Disagree	9	12.0
Strongly Disagree	0	00.0
No Opinion	7	09.3

A summary is presented in Table 14 reflecting responses from secondary typewriting instructors to item 14, Part A--Composition skill should be a goal of every first-year typewriting course. Over one-half

of the respondents, forty-three (57.3%) "Agreed" that composition skill should be a goal of every first-year typewriting course. Thirteen (17.4%) thought that it should not be a goal of every first-year typewriting course by indicating "Disagree," nine (12.0%) "Strongly Agreed," seven (09.3%) gave "No Opinion," and the remaining three (04.0%) indicated "Strongly Disagree."

Of those responding to this item, 69.3% felt composition should be a goal of very first-year typewriting course. A minority of 21.4% disagreed with this statement.

TABLE 14.--Composition skill should be a goal of every first-year typewriting course.

Response	Number	Per cent
Strongly Agree	9	12.0
Agree	43	57.3
Disagree	13	17.4
Strongly Disagree	3	04.0
No Opinion	7	09.3

A summary is presented in Table 15 reflecting responses from secondary typewriting instructors to item 15, Part A--Reading students' original compositions is of value because it helps to give the teacher insight into the students' interests, feelings, and general attitudes. Forty-two (56.0%) respondents "Agreed" with this statement, fourteen (18.7%) indicated "Disagree," twelve (16.0%) designated "Strongly Agree," five (06.7%) registered "No Opinion," one (01.3%) "Strongly Disagreed," and one respondent (01.3%) did not check the item.

Seventy-two per cent indicated that reading students' original compositions is of value because it helps to give the teacher insight into the students' interests, feelings, and general attitudes. Only 20% felt this was not true.

TABLE 15.--Reading students' original compositions is of value because it helps to give the teacher insight into the students' interests, feelings, and general attitudes.

Response	Number	Per cent
Strongly Agree	12	16.0
Agree	42	56.0
Disagree	14	18.7
Strongly Disagree	1	01.3
No Opinion	5	06.7
No Response	1	01.3

Table 16 reflects responses from secondary typewriting instructors to item 16, Part A--Composition is an effective means of including variety in typewriting. The largest majority for any item, sixty-one (81.3%), indicated "Agree" for this statement. Ten (13.3%) "Strongly Agreed," and two (02.7%) thought composition was not an effective means of including variety in typewriting by "Disagreeing." Only one teacher (01.4%) gave a "No Opinion" to this statement, and one (01.3%) "Strongly Disagreed."

A very large majority of those responding, 94.6%, said composition is an effective means of including variety in typewriting. Only 4% said it was not an effective means of including variety in the course. The teachers seemed to have definite opinions about this item as only one

person designated "No Opinion."

TABLE 16.--Composition is an effective means of including variety in typewriting.

Response	Number	Per cent
Strongly Agree	10	13.3
Agree	61	81.3
Disagree	2	02.7
Strongly Disagree	1	01.3
No Opinion	1	01.4

A summary is presented in Table 17 which indicates responses from secondary typewriting instructors to item 17, Part A--As a composition unit progresses, speed in typing composition exercises should be stressed. A considerable majority of respondents, forty-five (60.0%), "Agreed" that as a composition unit progresses, speed in typing composition exercises should be stressed. This was contrasted with the "Disagree" rating which showed only twenty (26.7%) disagreeing with this statement. Three (04.0%) respondents indicated "Strongly Agree," "Strongly Disagree," and "No Opinion." One respondent (01.3%) failed to respond to this statement.

Sixty-four per cent indicated that as composition progresses, speed in typing composition exercises should be stressed. A smaller number of teachers, 30.7%, felt speed should not be stressed as composition progresses. See Table 17 on page 28.

Table 18 shows responses from secondary typewriting instructors to item 18, Part A--Timing of most composition exercises is recommended as it forces concentration. Thirty-six (48.0%) respondents reflected "Disagree"

to this statement. Twenty-three (30.6%) indicated "Agree," eight (10.7%) chose "Strongly Disagree," four (05.3%) gave "No Opinion," and two (02.7%) "Strongly Agreed." Two persons (02.7%) did not respond.

A minority of 33.3% believed that timing of most composition exercises should be recommended as it forces concentration. However, a majority of 58.7% believed this practice should not be recommended.

TABLE 17.--As a composition unit progresses, speed in typing composition exercises should be stressed.

Response	Number	Per cent
Strongly Agree	3	04.0
Agree	45	60.0
Disagree	20	26.7
Strongly Disagree	3	04.0
No Opinion	3	04.0
No Response	1	01.3

TABLE 18.--Timing of most composition exercises is recommended as it forces concentration.

Response	Number	Per cent
Strongly Agree	2	02.7
Agree	23	30.6
Disagree	36	48.0
Strongly Disagree	8	10.7
No Opinion	4	05.3
No Response	2	02.7

A summary is presented in Table 19 of the responses from secondary typewriting instructors to item 19, Part A--The teacher should use a stop watch to time most of the short-answer type composition exercises. Whether or not a stop watch should be used to time short-answer type composition exercises received divided opinion from the respondents. Thirty-eight (50.7%) gave a "Disagree" response, seventeen (22.7) indicated "Agree," while ten (13.3%) specified "No Opinion." Nine (12.0%) "Strongly Disagreed," and no one "Strongly Agreed." One person (01.3%) did not respond to the statement.

The results of this item indicated that 22.7% of those responding felt the teacher should use a stop watch to time most of the short-answer type composition exercises. However, the majority of teachers, 62.7%, indicated they did not think a stop watch should be used for short-answer type composition exercises.

TABLE 19.--The teacher should use a stop watch to time most of the short-answer type composition exercises.

Response	Number	Per cent
Strongly Agree	0	00.0
Agree	17	22.7
Disagree	38	50.7
Strongly Disagree	9	12.0
No Opinion	10	13.3
No Response	1	01.3

A summary is presented in Table 20 which reflects responses from secondary typewriting instructors to item 20, Part A--Students who know

they will receive a composition grade seem to try harder to obtain better results than students who know they will not receive a grade for a composition exercise. A large majority, forty-six (61.3%), "Agreed" with this item. Only twelve (16.0%) "Disagreed"; eight (10.7%) designated "Strongly Agree," and "No Opinion," and only one person (01.3%) "Strongly Disagreed."

Seventy-two per cent felt that students who know they will receive a composition grade seem to try harder to obtain better results than students who know they will not receive a grade for a composition exercise. A minority of 27.3% believed this was not true.

TABLE 20.--Students who know they will receive a composition grade seem to try harder to obtain better results than students who know they will not receive a grade for a composition exercise.

Response	Number	Per cent
Strongly Agree	8	10.7
Agree	46	61.3
Disagree	12	16.0
Strongly Disagree	1	01.3
No Opinion	8	10.7

A summary is presented in Table 21 which represents responses from secondary typewriting instructors to item 21, Part A--The teacher should stress ideas rather than accuracy in first drafts of composition themes and letters. A majority of respondents, fifty-one (68.0%), selected "Agree," fifteen (20.0%) indicated "Strongly Agree," and only six (08.0%) "Disagreed." Three (04.0%) replies reflected "No Opinion," and no one "Strongly Disagreed."

A majority of 88% agreed that the teacher should stress ideas rather than accuracy in first drafts of composition themes and letters. A minority of only 8% disagreed with this item.

TABLE 21.--The teacher should stress ideas rather than accuracy in first drafts of composition themes and letters.

Response	Number	Per cent
Strongly Agree	15	20.0
Agree	51	68.0
Disagree	6	08.0
Strongly Disagree	0	00.0
No Opinion	3	04.0

Table 22 reflects responses from secondary typewriting instructors to item 1, Part B--Concerning creativity at the typewriter. Almost all the respondents, sixty-one (81.3%), felt that creativity can be taught to students. There were seven (04.4%) "Other" replies. Several of these responses stressed that it depended on the individual student. One respondent replied, "To a degree creativity is innate, but it can be developed at the typewriter." Six (08.0%) felt that creativity is innate and cannot be changed or developed. No one checked the response indicating that creativity was not possible at the typewriter. One participant (01.3%) did not reply to this statement. See Table 22 on page 32.

A summary is presented in Table 23 which gives responses from secondary typewriting instructors to item 2, Part B--Concerning the desirability of setting a time limitation on the completion of composition activities. Twenty-seven (36.0%) replies indicated that giving the stu-

dents a set amount of time to compose forces an immediate attack of the composition problem. Twenty-three (30.7%) felt that it results in student frustration and blocks constructive thinking, and nineteen (25.3%) thought that it does not prove anything about the student's capability to compose. There were five (06.7%) "Other" responses to this statement and one respondent (01.3%) failed to reply to the item. See Table 23 on page 33.

TABLE 22.--Opinions of teachers concerning whether or not creativity can be taught as a part of composition activities.

Response	Number	Per cent
Creativity can be taught to students.	61	81.3
Creativity is innate and cannot be changed or developed	6	08.0
Creativity is not possible at the typewriter	0	00.0
OTHER	7	04.4
No Response	1	01.3

Table 24 reflects responses from secondary typewriting instructors to item 3, Part B--concerning the timing of composition exercises. Twenty-six (34.7%) persons felt that students should be timed on neither the original draft nor the final copy typing of a composition exercise. Twenty-one (28.0%) indicated timing of the final copy only, and this was followed by seventeen (22.7%) who specified timing on both the original draft and the final copy. Five (06.7%) respondents felt that original drafts only should be timed, and there were five (06.6%) "Other" responses which expressed varied opinions on this item. One respondent (01.3%) did

not reply to this item. See Table 24 on page 34.

TABLE 23.--Opinions of teachers concerning whether or not students should be given a set amount of time to compose an exercise at the typewriter.

Response	Number	Per cent
Giving students a set amount of time to compose forces an immediate attack of the problem.	27	36.0
Giving students a set amount of time to compose results in student frustration and blocks constructive thinking.	23	30.7
Giving students a set amount of time to compose does not prove anything about the student's capability.	19	25.3
OTHER	5	06.7
No Response	1	01.3

A summary is presented in Table 25 reflecting responses from secondary typewriting instructors to item 4, Part B--concerning the best way to correct an error when composing a rough draft at the typewriter. Thirty-six (48.0%) respondents indicated the best way to correct an error when composing a rough draft at the typewriter was to backspace and "x" out the error. Twenty-two (29.3%) preferred to draw a line through the mistake with a pen or pencil and type the correction. There were eight (10.7%) "Other" replies, and these were mostly variations of the other responses given. Seven (09.3%) said to space several times and type the correct word in order to correct any error on a rough draft of a

composition exercise. Two persons (02.7%) who responded to this question indicated that the best method for correcting an error on a rough draft of a composition exercise was to erase the mistake and type the correction. See Table 25 on page 35.

TABLE 24.--Opinions of teachers concerning the timing of composition exercises.

Response	Number	Per cent
Students should be timed neither on the original draft nor on the final copy typing.	26	34.7
Students should be timed only on the final copy of a composition exercise.	21	28.0
Students should be timed both on the draft and the final copy of a composition exercise.	17	22.7
Students should be timed only on the original draft of a composition exercise.	5	06.7
OTHER	5	06.6
No Response	1	01.3

A summary is presented in Table 26 which reflects responses from secondary typewriting instructors to item 5, Part B--concerning the point in a typewriting course when the development of composition skill should begin. Two of the responses were almost evenly divided in this item. After eighteen weeks of instruction, received thirty-three (44.0%) votes, and after approximately nine weeks of instruction received twenty-nine

(38.7%) checks for the best time to begin the development of composition skill. Nine (12.0%) respondents thought it should be started immediately after presentation of the letter keyboard, and there were three (04.0%) "Other" responses. One of these teachers said, "toward the end of the first-year course." No one picked the response--before all keys are learned. One respondent (01.3%) did not reply to this statement.

TABLE 25.--Opinions of teachers concerning the best way to correct an error when composing a rough draft at the typewriter.

Response	Number	Per cent
The best way to correct an error is to back-space and "x" it out.	36	48.0
The best way to correct an error is to draw a line through the mistake with a pen or pencil and type the correction.	22	29.3
The best way to correct an error is to space several times and type the correct word.	7	09.3
The best way to correct an error is to erase the mistake and type the correction.	2	02.7
OTHER	8	10.7

A summary is presented in Table 27 reflecting responses from secondary typewriting instructors to item 6, Part B--concerning the best ways to get thoughts flowing when typing an original composition. Twenty-seven (36.0%) respondents felt that the best way to get thoughts flowing for typing an original composition was to organize thoughts mentally, then

begin typing. The next three responses were almost evenly divided-- eighteen (24.0%) persons stated that the best way to get the thoughts flowing was to compose an outline of what was to be said; sixteen (21.3%) felt the best method was to immediately begin typing thoughts that seem to be relevant just as they occur; and twelve (16.0%) recommended brainstorming and typing any thoughts on the subject even though they do not seem relevant. Two returns (02.7%) indicated an "Other" reply to this item. See Table 27 on page 37.

TABLE 26.--Opinions of teachers concerning when composition at the typewriter should begin.

Response	Number	Per cent
Developing the skill of composition should begin after approximately eighteen weeks of instruction.	33	44.0
Developing the skill of composition should begin after approximately nine weeks of instruction.	29	38.7
Developing the skill of composition should begin immediately after presentation of letter keyboard.	9	12.0
Developing the skill of composition should begin before all keys are learned.	0	00.0
OTHER	3	04.0
No Response	1	01.3

TABLE 27.--Opinions of teachers concerning the best way to get thoughts flowing for typing an original composition.

Response	Number	Per cent
The best way to get thoughts flowing is to organize thoughts mentally, then begin typing.	27	36.0
The best way to get thoughts flowing is to compose at the typewriter an outline of what is to be said.	18	24.0
The best way to get thoughts flowing is to begin typing immediately thoughts that seem to be relevant just as they occur.	16	21.3
The best way to get thoughts flowing is to brainstorm i.e., type any thoughts on the subject even though they do not seem relevant, seem impossible or even ridiculous.	12	16.0
OTHER	2	02.7

A summary is presented in Table 28 reflecting responses from secondary typewriting instructors to item 7, Part B--concerning establishing standards for grading compositions. Thirty-two (42.7%) responses indicated that standards for grading compositions should be established only for exercises in the advanced stages. Twenty-four (32.0%) felt that standards should be established for all composition exercises. Nine

(12.0%) thought that it was not feasible to establish grading standards for any composition exercises. Only four (05.3%) of those who answered this item indicated that standards for grading composition exercises should be established only for exercises in the elementary stages. There were five (06.7%) "Other" comments for this item. Flexibility in grading was emphasized by one respondent who stated, "Standards must be set up, but must be flexible." Another comment made was, "Grading should be heavily on the form and not on the content." There was one person (01.3%) who did not reply to this item.

TABLE 28. Opinions of teachers concerning standards for grading compositions.

Response	Number	Per cent
Standards for grading compositions should be established only for exercises in the advanced stages.	32	42.7
Standards for grading compositions should be established for all exercises.	24	32.0
It is not feasible to establish grading standards for any composition exercise.	9	12.0
Standards for grading compositions should be established only for exercises in the elementary stages.	4	05.3
OTHER	5	06.7
No Response	1	01.3

Table 29 reflects responses from secondary typewriting instructors to item 8, Part B--concerning composition exercises which should be graded. Thirty-six (48.0%) persons replying to this statement believed that only compositions in the advanced stages should be graded. Twenty-one (28.0%) specified that all of the composition exercises should be graded. Eight (10.7%) indicated that none of the composition exercises should be graded, and three (04.0%) would grade only compositions in the elementary stages. There were six (08.0%) "Other" comments about this item. One instructor stated that he would check the first few and then would begin grading. Another respondent commented, "Spot check and grade." One respondent (01.3%) failed to comment or give any response to this statement.

TABLE 29--Opinions of teachers concerning the grading of composition exercises.

Response	Number	Per cent
Only compositions in the advanced stages should be graded.	36	48.0
All of the composition exercises should be graded.	21	28.0
None of the composition exercises should be graded.	8	10.7
Only compositions in the elementary stages should be graded.	3	04.0
OTHER	6	08.0
No Response	1	01.3

A summary is presented in Table 30 reflecting responses from

secondary typewriting instructors to item 9, Part B--concerning criticism of the writing style of compositions at the typewriter. A large majority of the respondents, forty-one (54.7%) felt business teachers should criticize the writing style of the composition as it is a part of the skill in developing composition. The next highest number, eighteen (24.0%), indicated that in addition to criticizing the writing style of a composition the business teacher should give remedial work in English. Twelve (16.0%) respondents felt criticism of the writing style itself should be left to the English department. Three (04.0%) instructors indicated an "Other" response. One of these "Other" responses stated, "Give suggestions in sentence structure and correct punctuation." One respondent (01.3%) did not answer this item.

TABLE 30.--Opinions of teachers concerning criticisms of the writing style of composition at the typewriter.

Response	Number	Per cent
Business teachers should criticize the writing style of the composition as it is a part of the skill in developing composition.	41	54.7
In addition to criticizing the writing style of a composition, the business teacher should give remedial work in English.	18	24.0
Criticism of the writing style itself should be left to the English department.	12	16.0
OTHER	3	04.0
No Response	1	01.3

A summary is presented in Table 31 reflecting responses from secondary typewriting instructors to item 10, Part B--concerning whether or not composition training contributes to the encouragement of the key-watching habit. There was very little discrimination among responses to this item. Eighteen (24.0%) believed that composition seldom, if ever, contributes to the encouragement of the key-watching habit. Sixteen (21.3%) thought if composition training was begun before the keyboard presentation was completed, key-watching could become a habit. Sixteen (21.4%) stated key-watching might result if composition training is begun before the second semester. Thirteen (17.3%) felt composition would contribute to the encouragement of the key-watching habit if composition training is begun between the fourth and the ninth week. Ten (13.3%) "Other" responses were given for this item. One person stated, "Some, but it is not lasting if the time spent is not too long." One person felt that the time when composition exercises are started has nothing to do with the key-watching habit. Two (02.7%) instructors did not reply to this item. See Table 31 on page 43.

Table 32 summarizes responses from secondary typewriting instructors to item 11, Part B--concerning the three responses which the respondent felt are the most valuable outcomes from composing at the typewriter. This item indicated some confusion, and five replies were not usable as more than three responses were checked. Fifty-three (23.6%) instructors believed that one of the most valuable outcomes from composing at the typewriter is that it equips the student to think at the typewriter. Forty-four (19.6%) felt that composing encourages the student to make decisions on his own, as opposed to copying work presented by someone else. The encouragement of creativity was chosen by thirty-one (13.8%)

instructors; while nineteen (08.5%) chose the response, automatizes thinking on the syllable and short word level faster. Fourteen (06.2%) felt that composition improved the quality of expression in the material written, and twelve (05.3%) specified that composition activities give personal satisfaction. Eleven (04.9%) stated that it provides a good emotional outlet by allowing the student to give responses and to express himself freely through his writing. Ten (04.4%) indicated that composition encourages proofreading. Eight (03.6%) said it improves the ability to write more material. Seven (03.1%) instructors felt that composition encouraged the use of the dictionary to verify the spelling of words. Five (02.2%) teachers believed the improvement of spelling ability to be one of the most important outcomes from composing at the typewriter. Four (01.8%) indicated that composition induces application of capitalization and punctuation rules. Only one instructor (00.4%) gave an "Other" response, and no one felt that composition achieves adeptness for using a variety of letter styles, as one of the most valuable outcomes from composing. One person (00.4%) failed to answer this item. See Table 32 on page 44.

TABLE 31.--Opinions of teachers concerning whether or not composition contributes to the encouragement of the key-watching habit.

Response	Number	Per cent
Composition contributes to the key-watching habit seldom, if ever.	18	24.0
Composition contributes to the key-watching habit if training is begun before the keyboard is presented.	16	21.3
Composition contributes to the key-watching habit if composition is begun before the second semester.	16	21.4
Composition contributes to the key-watching habit if composition is begun before the ninth week.	13	17.3
OTHER	10	13.3
No Response	2	02.7

TABLE 32.--Opinions of teachers concerning valuable outcomes from composing.

Response	Number	Per cent
Equips the student to think at the typewriter.	53	23.6
Encourages student to make decisions, as opposed to copying work presented by someone else.	44	19.6
Induces creativity in the student.	31	13.8
Automatizes thinking on the syllable and short word level faster.	19	08.5
Improves quality of expression in material written.	14	06.2
Gives personal satisfaction.	12	05.3
Provides good emotional outlet by allowing student to give responses freely through his writing.	11	04.9
Encourages proofreading of work	10	04.4
Improves ability to write more material.	8	03.6
Encourages use of dictionary for spelling of words.	7	03.1
Improves spelling ability.	5	02.2
Induces application of capitalization and punctuation rules.	4	01.8
Achieves adeptness for using a variety of letter styles.	0	00.0
OTHER	1	00.4
No Response	1	00.4
Not usable	5	02.2

CHAPTER V

SUMMARY AND RECOMMENDATIONS

As the typewriter gains in popularity as a "writing" tool, the development of composition skills becomes more important as a part of the typewriting curriculum. This study attempted to compile, through the use of an opinionnaire, data that would show a consensus about aspects of composition at the typewriter. This consensus should be helpful to the classroom typewriting teacher for purposes of comparison with his own instructional methods.

The opinions of one hundred secondary school teachers of first-year typewriting were sampled. Only those instructors who were teaching first-year typewriting for the entire school year were requested to participate. A table of random numbers was used to choose the one hundred participants. Eighty-one opinionnaires were returned, and seventy-five were usable for this study.

Through the comments and suggestions section at the end of the opinionnaire, the writer learned that many typewriting instructors feel that composition at the typewriter should be an important part of learning how to type. Only one respondent felt there was not enough time in a first-year typewriting course to teach composition at the typewriter.

A summary of the responses to the opinionnaire items is given on the following pages. This is followed by a comparison of the findings of this study with findings of other studies and lastly, the writer's recommendations are stated.

1. Transfer of learning takes place between composition at the typewriter in a classroom and student's composition at the typewriter for personal use.
2. Fun or game types of composition exercises should be used.
3. A typist who has formed the habit of writing a draft in longhand before typing it will have more difficulty in developing typewriter composition skill than a student who develops this technique as he learns to type.
4. Business teachers in general lack a skill in teaching composition.
5. A need exists for standards and guidelines in methodology for teaching composition.
6. A student's typewriting rate (speed and accuracy) affects the amount he will use the skill outside the classroom.
7. A need exists for a comprehensive, easily adaptable composition "booklet" or "kit" suitable for developing this skill in a first-year typewriting course.
8. Composition at the typewriter, when presented immediately after keyboard presentation, forces the student to type on the word and phrase level before he is ready to do so.
9. Composition exercises are being over-emphasized in first-year typewriting.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION	NO RESPONSE
1.	15	49	8	0	2	1
2.	13	43	11	4	3	1
3.	16	35	18	2	4	0
4.	5	38	22	5	5	0
5.	11	49	10	1	3	1
6.	18	40	15	2	0	0
7.	8	43	12	2	8	2
8.	7	36	25	4	3	0
9.	1	8	47	11	8	0

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION	NO RESPONSE
10. Students who know they will be graded in composition will tend to be less creative than students who know they will not receive a grade.	1	24	41	4	5	0
11. Developing composition skill at the typewriter does not require any practice or training on the part of the student.	1	1	43	30	0	0
12. Administering composition exercises to a class involves a planned, well-organized unit prepared in advance of the class period and one which is an integral part of the teacher's written lesson plans.	13	49	11	0	1	1
13. Composition can be used as an effective motivational device.	11	48	9	0	7	0
14. Composition skill should be a goal of every first-year typewriting course.	9	43	13	3	7	0
15. Reading students' original compositions is of value because it helps to give the teacher insight into the students' feelings, interests, and general attitudes.	12	42	14	1	5	1
16. Composition is an effective means of including variety in typewriting.	10	61	2	1	1	0
17. As a composition unit progresses, speed in typing composition exercises should be stressed.	3	45	20	3	3	1
18. Timing of most composition exercises is recommended as it forces concentration.	2	23	36	8	4	2
19. The teacher should use a stop watch to time most of the short-answer type composition exercises.	0	17	38	9	10	1

20. Students who know they will receive a composition grade seem to try harder to obtain better results than students who know they will not receive a grade for a composition exercise.
21. The teacher should stress ideas rather than accuracy in first drafts of composition themes and letters.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION	NO RESPONSE
20.	8	46	12	1	8	0
21.	15	51	6	0	3	0

PART B

1. Creativity at the typewriter
61 can be taught to students.
6 is innate and cannot be changed or developed.
0 is not possible.
7 other
1 no response
2. Giving students a set amount of time to compose an exercise at the typewriter
27 forces an immediate attack of the composition problem by the student.
23 results in student frustration and blocks constructive thinking.
19 does not prove anything about the student's capability to compose.
5 other
1 no response
3. When composing at the typewriter, students should be timed
5 only on the original draft of a composition exercise.
21 only on the final copy of a composition exercise.
17 both on the original draft and the final copy of a composition exercise.
26 neither on the original draft nor on the final copy typing.
5 other
1 no response

4. The best way to correct an error when composing a rough draft at the typewriter is to
36 backspace and "xxx" out the error.
7 space several times and type the correct word.
2 erase the mistake and type the correction.
22 draw a line through the mistake with a pen or pencil and type the correction.
8 other
0 no response
5. Developing the skill of composition at the typewriter should begin
0 before all keys are learned.
9 immediately after presentation of letter keyboard.
29 after approximately nine weeks of instruction.
33 after approximately eighteen weeks of instruction.
3 other
1 no response
6. The best way to get thoughts flowing for typing an original composition is to
16 begin typing immediately thoughts that seem to be relevant just as they occur.
12 brainstorm i.e., type any thoughts on the subject even though they do not seem relevant, seem impossible or even ridiculous.
18 compose at the typewriter an outline of what is to be said.
27 organize thoughts mentally, then begin typing.
2 other
0 no response
7. The following responses are relevant to establishing standards for grading compositions:
9 It is not feasible to establish grading standards for any composition exercises.
4 Standards for grading composition exercises should be established only for exercises in the elementary stages.
32 Standards for grading composition exercises should be established only for exercises in the advanced stages.
24 Standards for grading composition exercises should be established for all exercises.
5 other
1 no response
8. The composition exercises which should be graded are
8 none of them.
3 only compositions in the elementary stages.
36 only compositions in the advanced stages.
21 all of them.
6 other
1 no response
9. The following responses refer to criticizing the writing style of composition at the typewriter:
12 Criticism of the writing style itself should be left to the English department.

9. Continued--The following responses refer to criticizing the writing style of composition at the typewriter:
- 41 Business teachers should criticize the writing style of the composition as it is a part of the skill in developing composition.
 - 18 In addition to criticizing the writing style of a composition, the business teacher should give remedial work in English.
 - 3 other
 - 1 no response
10. Composition contributes to the encouragement of the key-watching habit
- 18 seldom, if ever.
 - 16 if composition training is begun before the keyboard presentation is completed.
 - 13 if composition training is begun between the fourth and the ninth week.
 - 16 if composition training is begun before the second semester.
 - 10 other
 - 2 no response
11. Please check the three responses you feel are the most valuable outcomes from composing at the typewriter:
- 53 Equips the student to think at the typewriter.
 - 5 Improves spelling ability.
 - 12 Gives personal satisfaction.
 - 31 Induces creativity in the student.
 - 8 Improves ability to write more material.
 - 14 Improves the quality of expression in the material written.
 - 10 Encourages proofreading of the work.
 - 7 Encourages the use of the dictionary in words for which the spelling is not known.
 - 0 Achieves adeptness for using a variety of letter styles.
 - 4 Induces application of capitalization and punctuation rules.
 - 44 Encourages student to make decisions on his own, as opposed to copying work presented by someone else.
 - 11 Provides good emotional outlet by allowing student to give responses and express himself freely through his writing.
 - 19 Automatizes thinking on the syllable and short word level faster i.e., instead of thinking three letters such as t-h-e. the student thinks the word "the."
 - 1 other
 - 1 no response
 - 5 not usable responses

Findings of this study seem to support other research concerned, in part, with composition at the typewriter. Item 14--Part A, of the opinionnaire stated: "Composition should be a goal of every first-year

typewriting course." The findings reflected fifty-two (69.3%) respondents agreeing with this statement. This supports the findings of two previous studies conducted by Morris¹ and Atwood.² Morris found that a "significant majority" of specialists in typewriting believed composition should be taught in the first-year typewriting course. Atwood's findings reflected a "major emphasis" given to teaching phases of composition at the typewriter in an undergraduate typewriting methods course.

Item 15--Part A, of the opinionnaire stated, "Reading students' original compositions is of value because it helps to give the teacher insight into the students' interests, feelings and general attitudes." Fifty-four (72%) teachers felt this was true. The findings of an experimental study conducted by Morrison³ supported this view by stating the functional approach to thinking and written expression contributed to better understanding of students by teachers. However, the results of the opinionnaire did show that only fourteen (6.2%) teachers felt that one of the most valuable outcomes from composing at the typewriter was that it improved the quality of expression in the material written (item 11--Part B), which could contradict Morrison's finding.

Based on the findings of this study, the following recommendations are offered:

¹Jimmie D. Morris, Selected Major Issues In The Teaching of First-year Typewriting, Ph. D., University of North Dakota, 1961.

²Dale D. Atwood, The Selection of Instructional Topics For Typewriting Methods Courses At The Undergraduate And Graduate Levels, M. S., University of North Dakota, 1960.

³Phyllis Morrison, A Study of Certain General Education Values of Typewriting in the Junior High School, Ph. D., University of Michigan (Ann Arbor), 1958. The National Business Education Quarterly, Vol. XXVIII, No. 1 (October, 1959), p. 61.

Guidelines and standards in methodology for teaching composition at the typewriter in a first-year typewriting course should be established and made available to the classroom typewriting teacher.

A comprehensive, easily adaptable composition "booklet" or "kit," geared to first-year typewriting, would be valuable to the classroom typewriting teacher.

Composition exercises should be an integrated part of the instructor's lesson plans, as composition skill should be a goal of every first-year typewriting course.

Grading standards established for composition exercises, and made available to the typewriting teacher, would be very helpful.

Research on the relative value of a time limitation on composition activities should be conducted. This could be set up in the form of a classroom experiment.

Experimental research on the best time for students to begin composition training in a first-year typewriting course would be beneficial.

Experimental research might also be conducted to ascertain whether or not there is any relationship between enforcing the key-watching habit and the point in a first-year typewriting course when composition is first introduced.

Further research in the area of composition in a vocational typewriting class would be valuable.

Further research in the area of dictation at the typewriter training, in both first-year and vocational typewriting classes is needed.

A P P E N D I X

19. Composition skill does not require any special training in a typewriting class.
20. It is better to compose directly on the typewriter than to write everything down in longhand and then copy it on the typewriter.
21. Composition and dictation can be used as an effective motivational device.
22. Pupil interest and morale usually respond positively to creative exercises.
23. Teacher stimulation is important in composition exercises.
24. Direct dictation of problem letters to the class simulates closely an actual office situation.
25. Direct dictation should be taught in a first-year vocational typewriting course.
26. In the latter stages of dictation at the typewriter, it is sometimes difficult to dictate to the entire class at the same time. For example, dictating a letter to the whole group would mean many interruptions for students to make corrections; faster students would be doing nothing while waiting for slower students. It is advisable, therefore, to group students for this, if possible.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

PART B

DIRECTIONS: Please check as many of the responses under the next three items as you feel are applicable. Please comment.

1. The following interdisciplinary factors (benefits or results) are possible from composition and dictation at the typewriter:

___ Equips the student with thinking ability at the typewriter.

___ Improves listening ability.

___ Can be a creative experience.

___ Improves ability to spell.

OTHER (PLEASE SPECIFY) _____.

2. Possible results and by-products from composition and dictation at the typewriter are:
- Gives personal satisfaction as well as preparation for a job.
 - Equips student with a life-long skill to compose at the typewriter.
 - Induces creativity in the student.
 - Improves ability to write more material and of better quality.
 - Encourages proofreading of work.
 - Develops habit of using dictionary for words for which the spelling is not known.
 - Achieves adeptness for using a variety of letter styles.
 - Induces application of capitalization and punctuation rules.
 - Provides good emotional outlet by allowing student to give responses and express himself freely.
 - Saves time and effort for both the secretary and executive.
- OTHER (PLEASE SPECIFY) _____.
3. Which of the following should be included in composition exercises in a vocational typewriting class:
- | | |
|---|---|
| <input type="checkbox"/> Interoffice Memo | <input type="checkbox"/> Bills of lading |
| <input type="checkbox"/> Messages (callers and telephone calls) | <input type="checkbox"/> Itineraries |
| <input type="checkbox"/> Purchase Requisitions | <input type="checkbox"/> Thank you notes |
| | <input type="checkbox"/> Business letters |
- OTHER (PLEASE SPECIFY) _____.

DIRECTIONS: Please check one response under each of the following items.

1. A unit in composition should begin
- before all keys are learned.
 - immediately after presentation of letter keyboard.
 - after approximately 9 weeks of instruction.
 - after approximately 18 weeks of instruction.
- OTHER (PLEASE SPECIFY) _____.
2. How many composition exercises should be graded?
- | | |
|---|--|
| <input type="checkbox"/> all. | <input type="checkbox"/> last few exercises in unit. |
| <input type="checkbox"/> every other one. | <input type="checkbox"/> none. |
- OTHER (PLEASE SPECIFY) _____.
3. When composing a first draft at the typewriter, which of the following is the best way to correct an error:
- backspace and xxx out error.
 - space several times and type the correct word.
 - erase mistake and type correction.
 - draw line through mistake with pen or pencil and type correction.
- OTHER (PLEASE SPECIFY) _____.
4. A composition unit in a personal-use typewriting class should cover the following amount of time:
- | | |
|---|--|
| A. <input type="checkbox"/> Once every two weeks. | <input type="checkbox"/> Twice a week. |
| <input type="checkbox"/> Once a week. | <input type="checkbox"/> Three times a week. |
- OTHER (PLEASE SPECIFY) _____.

- B. Nine weeks.
 Eighteen weeks.
 Thirty-six weeks.

OTHER (PLEASE SPECIFY) _____.

5. Please indicate the amount of time that should be devoted to this skill in a vocational-use typewriting class by circling the item in A and B above that applies.

EXHIBIT B

October 2, 1967

_____:

Being a teacher of first-year typewriting, you have been selected to participate in a nation-wide study being conducted in the Department of Business Education at the University of North Dakota.

If you are not teaching first-year typewriting for an entire school year, please return the blank opinionnaire.

The purpose of this study is to make available to the classroom teacher a consensus of opinion relative to the development of composition at the typewriter.

The enclosed opinionnaire has been tested with a sampling of business teachers and experts in the field of typewriting, and I have revised it in order to make it possible to obtain all the necessary data while requiring a minimum of your time. The average time required to fill out this opinionnaire was _____ minutes.

It will be appreciated if you will complete the opinionnaire prior to November 14 and return it in the stamped self-addressed envelope enclosed.

I hope the results of this study may be of help to you in teaching typewriting; I will be pleased to send you a summary of the results of this opinionnaire if you desire.

All information received from the opinionnaire will be treated confidentially. Thank you for your cooperation.

Sincerely yours,

Janeth L. Spicer

Enclosures

EXHIBIT C

OPINIONNAIRE

 NAME (optional)

For the purpose of this opinionnaire, the following definitions will apply:

1. Composition The skill of utilizing the typewriter as a means of recording one's thoughts without the aid of any verbal or written copy.
2. Composition unit A series of composition exercises sufficient to develop the skill of composition at the typewriter.

PLEASE REPLY TO EVERY QUESTION. List any suggestions or comments about the improvement of composition in first-year typewriting in the space provided at the end of this opinionnaire. All of the items in this opinionnaire refer to composition at the typewriter in a first-year typewriting course.

 PART A

DIRECTIONS: Please indicate by a check (✓) the response of your choice.

1. Transfer of learning takes place between composition at the typewriter in a classroom and student's composition at the typewriter for personal use.
2. Fun or game types of composition exercises should be used.
3. A typist who has formed the habit of writing a draft in longhand before typing it will have more difficulty in developing typewriter composition skill than a student who develops this technique as he learns to type.
4. Business teachers in general lack a skill in teaching composition.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Transfer of learning takes place between composition at the typewriter in a classroom and student's composition at the typewriter for personal use.					
2. Fun or game types of composition exercises should be used.					
3. A typist who has formed the habit of writing a draft in longhand before typing it will have more difficulty in developing typewriter composition skill than a student who develops this technique as he learns to type.					
4. Business teachers in general lack a skill in teaching composition.					

16. Composition is an effective means of including variety in typewriting.
17. As a composition unit progresses, speed in typing composition exercises should be stressed.
18. Timing of most composition exercises is recommended as it forces concentration.
19. The teacher should use a stop watch to time most of the short-answer type composition exercises.
20. Students who know they will receive a composition grade seem to try harder to obtain better results than students who know they will not receive a grade for a composition exercise.
21. The teacher should stress ideas rather than accuracy in first drafts of composition themes and letters.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION

PART B

For each of the following items, please check the space to the left of the response with which you most nearly agree.

1. Creativity at the typewriter
 can be taught to students.
 is innate and cannot be changed or developed.
 is not possible.
 OTHER (PLEASE SPECIFY) _____.
2. Giving students a set amount of time to compose an exercise at the typewriter
 forces an immediate attack of the composition problem by the student.
 results in student frustration and blocks constructive thinking.
 does not prove anything about the student's capability to compose.
 OTHER (PLEASE SPECIFY) _____.

3. When composing at the typewriter, students should be timed
 only on the original draft of a composition exercise.
 only on the final copy of a composition exercise.
 both on the original draft and the final copy of a composition exercise.
 neither on the original draft nor on the final copy typing.
 OTHER (PLEASE SPECIFY) _____.
4. The best way to correct an error when composing a rough draft at the typewriter is to
 backspace and "xxx" out the error.
 space several times and type the correct word.
 erase the mistake and type the correction.
 draw a line through the mistake with a pen or pencil and type the correction.
 OTHER (PLEASE SPECIFY) _____.
5. Developing the skill of composition at the typewriter should begin
 before all keys are learned.
 immediately after presentation of letter keyboard.
 after approximately nine weeks of instruction.
 after approximately eighteen weeks of instruction.
 OTHER (PLEASE SPECIFY) _____.
6. The best way to get thoughts flowing for typing an original composition is to
 begin typing immediately thoughts that seem to be relevant just as they occur.
 brainstorm i.e., type any thoughts on the subject even though they do not seem relevant, seem impossible or even ridiculous.
 compose at the typewriter an outline of what is to be said.
 organize thoughts mentally, then begin typing.
 OTHER (PLEASE SPECIFY) _____.
7. The following responses are relevant to establishing standards for grading compositions:
 It is not feasible to establish grading standards for any composition exercises.
 Standards for grading composition exercises should be established only for exercises in the elementary stages.
 Standards for grading composition exercises should be established only for exercises in the advanced stages.
 Standards for grading composition exercises should be established for all exercises.
 OTHER (PLEASE SPECIFY) _____.
8. The composition exercises which should be graded are
 none of them.
 only compositions in the elementary stages.
 only compositions in the advanced stages.
 all of them.
 OTHER (PLEASE SPECIFY) _____.

9. The following responses refer to criticizing the writing style of composition at the typewriter:
- Criticism of the writing style itself should be left to the English department.
- Business teachers should criticize the writing style of the composition as it is a part of the skill in developing composition.
- In addition to criticizing the writing style of a composition, the business teacher should give remedial work in English.
- OTHER (PLEASE SPECIFY) _____.
10. Composition contributes to the encouragement of the key-watching habit
- seldom, if ever.
- if composition training is begun before the keyboard presentation is completed.
- if composition training is begun between the fourth and the ninth week.
- if composition training is begun before the second semester.
- OTHER (PLEASE SPECIFY) _____.
11. Please check the three responses you feel are the most valuable outcomes from composing at the typewriter:
- Equips the student to think at the typewriter.
- Improves spelling ability.
- Gives personal satisfaction.
- Induces creativity in the student.
- Improves ability to write more material.
- Improves the quality of expression in the material written.
- Encourages proofreading of the work.
- Encourages the use of the dictionary in words for which the spelling is not known.
- Achieves adeptness for using a variety of letter styles.
- Induces application of capitalization and punctuation rules.
- Encourages student to make decisions on his own, as opposed to copying work presented by someone else.
- Provides good emotional outlet by allowing student to give responses and express himself freely through his writing.
- Automatizes thinking on the syllable and short word level faster i.e., instead of thinking three letters such as t-h-e, the student thinks the word "the."
- OTHER (PLEASE SPECIFY) _____.

Do you wish a copy of the results of this study? yes no.
 Comments or suggestions:

Mrs. Janeth Spicer
 Business Education Department
 University of North Dakota
 Grand Forks, North Dakota 58201

EXHIBIT D

October 30, 1967

Dear Typewriting Instructor:

_____ High School has been selected to participate in a nationwide study being conducted in the Department of Business Education at the University of North Dakota. The purpose of this study is to make available to the classroom teacher a consensus relative to the development of composition at the typewriter.

Your filling out the enclosed opinionnaire would be very much appreciated. However, if you are not teaching first-year typewriting for the entire school year, simply return the blank opinionnaire.

The opinionnaire has been tested with a sampling of business teachers and experts in the field of typewriting, and has been revised in order to make it possible to obtain all the necessary data while requiring a minimum of your time. The average time required to fill out this opinionnaire was eleven minutes. Please return the opinionnaire in the enclosed stamped envelope prior to November 14, if possible. All information received from the opinionnaire will be treated confidentially.

The results of this study may be of interest to you. If you would like a summary, please check the appropriate blank on the last page of the opinionnaire.

Thank you for your cooperation.

Sincerely yours,

Janeth L. Spicer (Mrs.)

Enclosures

EXHIBIT E

November 19, 1967

Dear Typewriting Instructor:

Several weeks ago an opinionnaire was mailed to you concerning composition at the typewriter in a first-year typewriting course. This is part of a nationwide study being conducted in the Department of Business Education at the University of North Dakota.

After tabulating the returns, it was noted that an opinionnaire has not been returned from your school. Would you please take a few minutes to fill out this opinionnaire so that a better sampling is possible from your state? Another opinionnaire and stamped addressed envelope are enclosed.

If you have already mailed the previous opinionnaire, please accept my thanks for participating in this study.

Sincerely yours,

Janeth L. Spicer (Mrs.)

Enclosures

EXHIBIT F

Following is a list of randomly selected schools who participated in this study:

Athens High School
Athens, Alabama 35611

Opelika High School
Opelika, Alabama 36801

Petersburg High School
Petersburg, Alaska 99833

Wrangell High School
Wrangell, Alaska 99929

Dollarway High School
Pine Bluff, Arkansas 71601

Mountain Empire High School
Campo, California 92006

Burlington High School
Burlington, Colorado 80807

Platte Valley High School
Sedgwick, Colorado 80749

Killingly High School
Danielson, Connecticut 06239

New London High School
New London, Connecticut 06301

Dover High School
Dover, Delaware 19901

Lincoln County High School
Lincolnton, Georgia 30817

Trion High School
Trion, Georgia 30753

Diamond Head High School
Honolulu, Hawaii 96815

Farrington High School
Honolulu, Hawaii 96817

East Bonneville High School
Idaho Falls, Idaho 83401

Lakeland High School
Rathdrum, Idaho 83858

Annaman High School
Annaman, Illinois 61234

Arlington Heights High School
Arlington Heights, Illinois
60056

Columbus High School
Columbus, Indiana 47201

Franklin High School
Franklin, Indiana 46131

Willow High School
Quimby, Iowa 51049

Summer High School
Summer, Iowa 50674

Clay Community High School
Clay Center, Kansas 67432

Russell High School
Jamestown, Kentucky 42629

Jackson High School
Jonesboro, Louisiana 71251

Winn High School
Winnfield, Louisiana 71483

Rangeley High School
Rangeley, Maine 04970

Anne Arundel High School
Annapolis, Maryland 21404

Charles High School
La Plata, Maryland 20646

Waltham High School
Waltham, Massachusetts 02154

Atherton Community High School
Flint, Michigan 48507

Pickford High School
Pickford, Michigan 49774

Blackduck High School
Blackduck, Minnesota 56630

Kelliher High School
Kelliher, Minnesota 56650

Columbia High School
Columbia, Mississippi 39429

Walthall High School
Tylertown, Mississippi 39667

Oak Grove High School
Oak Grove, Missouri 64075

Columbia Falls High School
Columbia Falls, Montana 59912

Helena High School
Helena, Montana 59601

Randolph High School
Randolph, Nebraska 68771

Stromsburg High School
Stromsburg, Nebraska 68666

Mineral High School
Hawthorn, Nevada 89415

Washoe High School
Reno, Nevada 89500

Exeter High School
Exeter, New Hampshire 03833

Farmington High School
Farmington, New Hampshire 03835

Dumont High School
Dumont, New Jersey 07628

East Rutherford High School
East Rutherford, New Jersey
07070

Carlsbad High School
Carlsbad, New Mexico 88220

Roswell High School
Roswell, New Mexico 88201

Chestertown High School
Chestertown, New York 12817

Locust Valley High School
Locust Valley, New York 11560

Watauga High School
Boone, North Carolina 28607

Kindred High School
Kindred, North Dakota 58051

Berea High School
Berea, Ohio 44017

Hicksville High School
Hicksville, Ohio 43526

Leedey High School
Leedey, Oklahoma 73654

Sheridan High School
Sheridan, Oregon 97338

New Kensington High School
New Kensington
Pennsylvania 15068

York High School
York, Pennsylvania 17403

Providence High School
Providence, Rhode Island
02903

Mullins High School
Mullins, South Carolina 29574

De Smet High School
De Smet, South Dakota 57231

Flandreau High School
Flandreau, South Dakota 57028

Atwood High School
Atwood, Tennessee 38220

Blount High School
Maryville, Tennessee 37803

Frisco High School
Frisco, Texas 75034

Washington High School
St. George, Utah 84770

Orange-Windsor High School
South Royalton, Vermont
05068

Washington-West High School
Waterbury, Vermont 05676

Page High School
Luray, Virginia 22835

Smyth High School
Marion, Virginia 24354

Darrington High School
Darrington, Washington 98241

La Conner High School
La Conner, Washington 98257

Laramie High School
Cheyenne, Wyoming 82001

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