A Study of the Need for a Personal-Use Typewriting Class at Utah State University

Rolayne Day Earl
Utah State University

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A STUDY TO DETERMINE THE NEED FOR A
PERSONAL-USE TYPEWRITING CLASS AT
UTAH STATE UNIVERSITY

by

Rolayne Day Earl

A report submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE

in
Business Education
Plan 3

UTAH STATE UNIVERSITY
Logan, Utah

1977
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I wish to thank my committee for their guidance and support throughout my program; especially Dr. T. W. Ivarie for his patience and perseverance in my behalf.

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I also wish to thank my parents for instilling in me the desire for a good education, and especially for helping me to obtain this goal.

Rolayne Day Earl
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CHAPTER I
INTRODUCTION

As early as 1926, typewriting began to change from a strictly vocational skill to a multi-use skill that included non-vocational aspects.¹ Since the skills required for vocational purposes are not the same as those required for personal use,² typewriting instructors developed courses for those interested in learning personal-use typewriting.

The overall objective of a personal-use typewriting class is to equip the students with enough skill and knowledge to be able to express themselves "directly on paper without stumbling over the mechanics of either typing or language skills."³ The college class in personal-use typewriting is usually a one-semester class emphasizing composition at the typewriter of essays, outlines, speeches, articles, personal letters, and other personal papers.⁴ Wanous feels that college students especially

have a great need to be able to compose at the typewriter.¹

Statement of Purpose

The purpose of this study was to determine the need for a personal-use typewriting class at Utah State University (USU). Factors that were considered included:

1. What percentage of students had taken typewriting at an institution other than USU (junior high school, high school, or a post-secondary school)?

2. What percentage of students had taken the beginning, intermediate, and/or advanced typewriting classes at USU during the last four years?

3. Did students who had taken beginning, intermediate, and/or advanced typewriting at USU feel that their typewriting needs were met? If not, why not?

4. How many words per minute did students feel necessary for their personal use?

5. How many students felt a need for a typewriting class? Why had some students who felt a need for typewriting instruction not taken a typewriting class?

6. With the ability to operate a keyboard as a prerequisite, how many students would take a personal-use typewriting class if it were offered at USU?

Hypothesis

There is no need for a personal-use typewriting class at Utah State University as perceived by the student population.

Importance of Study

Many different objectives for typewriting instruction have been set by business educators. At one time, typewriting was considered only as a vocational subject for those training for employment. Typewriting eventually became "recognized as a skill of wide general utility," more commonly referred to as personal-use typewriting.

From this recognition, a need for personal-use typewriting classes developed. Both vocational and personal-use typewriting classes are offered in schools. The vocational classes are geared toward students who are planning to enter the business fields. The personal-use classes are planned for students who wish to have the typewriting skill for other activities.

From 1971 to the time of this writing, Utah State University offered beginning, intermediate, and advanced typewriting. A legal typewriting class was begun in 1974. With the exception of beginning typewriting, class outlines indicated that these classes were vocationally oriented. After the beginning class, the student was left with two choices: The student could go forward in the program, learning vocational skills, or drop the program hoping that the limited exposure to


2Ibid.
typing would be sufficient.

**Definitions**

The following terms are defined as they apply to this study:

**Personal-use typewriting** - Personal-use typewriting teaches as its main objective the usefulness of typewriting to a person without concern for vocational usage.

**Vocational typewriting** - Vocational typewriting is career-oriented typewriting training for employment purposes.

**Population** - The population consisted of all students enrolled at Utah State University during winter quarter, 1975.

**SPSS** - The Statistical Package for the Social Sciences is a computer program developed at the University of California at Davis for computing and cross-referencing data.

**Simple Random Sample** - A simple random sample indicates that each person within the population has an equal chance of being chosen each time a name is selected for the sample.

**Standard Confidence Level of 95%** - The standard confidence level of 95% indicates that if the survey were taken 100 times it would fall within the specified range of accuracy 95 times.
CHAPTER II

REVIEW OF LITERATURE

In consulting the literature on personal-use typewriting, very little was written on collegiate-level relevance. Realizing this, the review of literature was done mainly on high school level personal-use typewriting. It was assumed that much of the literature on the high school level would apply to college as well.

Beginning of Personal-Use Typewriting

There are differing viewpoints as to the origin of personal-use typewriting. One idea is that as the improvement and familiarity of the typewriter evolved, the personal utility of the typewriter became more and more apparent.¹

World War II had a definite impact on the ready availability of the typewriter. However, the interpretation of how this affected the growth of personal typewriting varies. Robert F. Kozelka stated:

The beginning of personal typewriting programs undoubtedly antedate World War II. There is little doubt that the war and the accompanying shortage of typewriters coupled with a lack of space and facilities, had much to do with the sudden interest in such a course. Previously typewriting was offered primarily as a vocational subject ... In an effort to make the most intelligent use of the teaching personnel and the available typewriters, a number of schools 'inaugurated the one-semester course in personal typewriting.'²

¹R. F. Brown, p. 36.

Paul M. Bishop stated:

During the last war [World War II] the government confiscated typewriters in the schools and delayed a personal typewriting program in a large number of institutions.¹

Growth of Personal Typewriting

Regardless of beginnings, there has been tremendous growth in personal-use typewriting. According to Lloyd, more nonvocational typewriting is being taught in the United States than vocational. With the growth rate of personal typewriting ever increasing, Lloyd feels that in ten years some or all of the typewriting classes will be nonvocational.²

Hosler feels that the great increase in typewriting enrollments in general comes largely from the increased interest in personal-use typewriting.³

Rowe agrees with this:

Enrollment in typewriting classes is ascending toward new heights and an increasing proportion of this enrollment is for personal-use or so called 'non-vocational' objectives.⁴

As already alluded to, figures show that the personal typewriting market exceeds vocational typing. There were 2.29 million typists in the labor force in 1960 and an estimated 2.85 million students enrolled


in public secondary school typewriting courses in 1967.\textsuperscript{1} This would indicate that a large portion of these students were not later employed in jobs that required an emphasis on typewriting.\textsuperscript{2}

**Typewriting Benefits**

Nathan Krevolin concluded that the typewriter can affect a student's attitude toward school and development of positive habits.

The success and recognition attained in the typewriting class had a positive effect on the attitude of some pupils toward school work.

The typewriter has a positive effect in developing habits of neatness, respect for equipment, accuracy, responsibility and independence in children.\textsuperscript{3}

The typewriter has value in teaching and improving written communication according to many authors. Krevolin stated:

Pupils can increase their rate of written communication to a useful level of proficiency in a relatively short period of time by operating the manual standard typewriter. A doubling or tripling of handwriting rate is a reasonable goal.\textsuperscript{4}

Krevolin postulated that the typewriter promotes pride in written communication and helps the student achieve a higher degree of accuracy.

West feels that "typewriting is writing by machine."\textsuperscript{5} To support his theory on typewriting as a communication skill, West stated that


\textsuperscript{2}Ibid.


\textsuperscript{4}Ibid.

\textsuperscript{5}West, *Acquisitions of Typewriting Skills*, p. 10.
longhand is written at approximately 100 letters per minute; adults writing a great deal go up to approximately 130 letters per minute. With good instruction, one semester of typing will raise most students to at least 150 letters a minute. Additional training would raise this figure even higher. When this increase in writing speed is added to the legibility factor of typewriting, "typewriting as an ordinary writing tool, available to all, is readily established."¹

Language arts can be improved during typewriting instruction.

Because of the value of a typewriting course and its built-in motivational aspects, numerous research studies have been conducted on the use of the typewriter as a tool of learning, especially in the language arts area.²

The typewriter exerts its most important influence on the language subjects: spelling, reading, composition.³

Lloyd feels that many worthwhile language skills can be developed as a by-product of controlling the words that the student types.⁴

Many research studies have been conducted to test improvement in spelling of typing students. Since spelling is so important in written communication, a high degree of accuracy is desired. The effectiveness of the communication depends upon this degree of accuracy.⁵

¹Leonard J. West, p. 10.

²Lloyd W. Bartholome, "The Typewriter as a Tool for Improvement of Spelling" (D. Ed. dissertation, University of California at Los Angeles, 1969), p. 3.

³Ibid, 42, citing The Typewriter in the Primary and Intermediate Grades, (1932).


The typewriter benefits spelling because:

(a) it provides a clear-cut word image, (b) it facilitates detailed word analysis, (c) it gives mechanical emphasis to correct letter order, (d) it makes extensive spelling practice attractive to pupils.¹

In a study by Bartholome, it was concluded that a systematic program for teaching spelling was the only way of anticipating improvement. The typewriter has little or no value as an incidental tool of improving spelling as the students learn to type.²

According to Goss, responsibility for one's written work is a necessary achievement for the individual. This responsibility includes correct spelling and proofreading and applies not only to business skills, but to any written communication.³

Course Content

Authors generally agree that the overall objective of a personal-use typewriting class should be that the student gain enough skill to be able to express himself directly on paper without typing or mechanical language problems.⁴

More specific objectives include:

1. skillful manipulation of operative parts of the typewriter
2. knowledge of the reading resources necessary to break words and numbers into natural typing units

¹Lloyd W. Bartholome, p. 42, citing The Typewriter in the Primary and Intermediate Grades.
²Ibid, p. 165.
³Ibid, citing "Analysis of Accuracy of Spelling in Written Composition of Elementary School Children and the Effects of Proofreading Emphasis Upon Accuracy."
⁴Russon and Wanous, p. 49.
3. language skills such as spelling, sentence structure, capitalization, and hyphenation
4. ability to proofread typewritten material

Russom also includes typewriter composition, spelling, and word games as activities to achieve objectives.

South-Western Publishing Company's personal-use typewriting text includes what is called "typewriting fundamentals" in the first section. Basic typing units of learning letter keys, building typewriting skills, learning number and symbol keys, and continuation of typewriting skill building are presented.

The second part of the text involves personal typewriting applications including memorandums, short reports, personal notes, and personal letters.

The third section of the South-Western text applies skills by units on typing manuscripts and reports, tables and various business papers. Also contained in the text is instruction on notices, announcements, personal notes, postal cards, book reviews, outlines, agendas, and minutes of meetings. Spelling drills and problems requiring composition of short articles or letters on the typewriter envelop composition goals.

Lloyd feels that keyboard mastery while developing a speed of at least 25 words per minute is the goal of a personal-use typewriting class. He also stated that because of the time factor in most personal-

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1 Ibid.
2 Samuel J. Wanous and James C. Bennett, Personal and Professional Typing (Cincinnati, Oh.: South-Western Publishing Company, 1973), II.
3 Samuel J. Wanous and James C. Bennett, Personal and Professional Typing Manual (Cincinnati, Oh.: South-Western Publishing Company, 1973), II.
use typewriting classes, the first 50 to 60 percent of the time is spent in the same skill-driving effort as in a vocational class. ¹

Course Length

Most personal-use typewriting classes are one-semester programs. ² This time length is commonplace because it allows enough time for the student to develop a skill of 30 to 32 words per minute and for instruction on various production applications and language/spelling drills. Also, it is a convenient length for most school schedules. ³

Robinson reports that 18.5 percent of the schools surveyed reported a special one-semester personal-use typewriting class. ⁴

Lloyd reports that the Gregg junior high typing text is a two-semester (one year) personal-use program which includes spelling drills, response writing, punctuation and grammar drills, editorial improvement exercises, and many language arts experiences and stimulations. ⁵

Not to be overlooked in today's typewriting experience are the mini-classes being taught in personal-use typewriting. There is little time for much more than keyboard training, but the attendance at such classes needs recognition. ⁶

¹Lloyd, "What is a Nonvocational Typewriting Course?," p. 26.
²Ibid.
⁵Lloyd, "What is a Nonvocational Typewriting Course?," p. 26.
⁶Ibid.
Vocational and Nonvocational Typewriting - Together or Separate?

Current literature reveals a difference of opinion about personal-use typewriting as a separate class from vocational typewriting. Some authors feel it is impossible to teach both personal and vocational objectives in the same class. Others proclaim that content is no different in the classes and separate classes are unnecessary.\(^1\)

Leonard West stated that the requirements of both vocational and personal typing can be met in the same classroom, should school facilities not permit separate instruction.\(^2\) West also feels that the requirements for both personal and vocational typing involve planning and arrangement of material on the page. He goes on to say that "while personal typists do not type invoices and employed typists do not type poems, the major activities of both kinds of typists are pretty much the same - if not in the same rank order, for frequency."\(^3\)

Featheringham surveyed former personal-use typewriting students to determine their present typing activities. He concluded that the activities differed little from those of the vocational typist except in ranking order and frequency.\(^4\)

Featheringham further stated, "There is one objective basic to all courses in personal typewriting; namely, operation of the typewriter."\(^5\)

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\(^1\) Featheringham, p. 35.


\(^3\) Ibid.

\(^4\) Featheringham, p. 35.

\(^5\) Ibid.
Rowe feels that students trained in personal-use typewriting do not use their skills in business situations.\(^1\) If a student decides to take an advanced class in typewriting, he may not have sufficient skills to enter that class. According to Rowe, if personal typewriting is taught for one semester only, the student might encounter difficulties due to a lack of skill. Such difficulties may cause a dislike for typewriting.\(^2\)

On the other hand, the possibility that both vocational and personal-use typewriting classes are too extreme in either direction must be considered. One cannot tell how many typists trained for personal-use seek and obtain typewriting jobs or how many seek advanced vocational training. Personal typewriting instructors must be careful in their curriculum choice to ensure that "specified objectives and standards of performance" are met and that there is an "investment of a level of instructional skill and seriousness of purpose equal to that given to vocational training."\(^3\)

One of the problems of teaching personal-use typewriting comes with the student who takes a personal-use typewriting background into the job market claiming to have "typewriting training."

An alternative to the problem of vocational versus personal-use typewriting is suggested by Helen Reynolds: Students aiming for either vocational-use or personal-use typewriting are put together for one semester and given the same instruction. After one semester,

\(^1\)Rowe, "Personal-Use Typewriting or Typewriting for Personal Use?," p. 8.

\(^2\)Ibid.

\(^3\)West, *Acquisitions of Typewriting skill*, pp. 9-10.
they are divided into two separate classes according to their goals. An advantage is that the personal-use students get a better basic skill. Also, the typewriting experience acts as an exploratory phase. Some students find that they would like to become better typists perhaps making it a career.¹

Collegiate Level Relevance

As previously stated, very little is written about the collegiate aspect of personal-use typewriting. Some authors allude to course content, but few defend such a program.

Reynolds reports that because of the growing interest in personal-use typewriting, educators have had to reassess their typewriting curricula. Many colleges are setting up classes in personal-use typewriting and encouraging students to take them.²

Russon and Wanous feel that a college class in personal-use typewriting should include composition and writing skills along with typewriting mechanics. The length of a college personal typewriting class, according to Russon and Wanous, should be one semester. The emphasis would be on composition at the typewriter of essays, outlines, speeches, articles, personal business letters, and other personal papers.³

The level-of-intelligence factor and age level for typewriting students is not relevant in regard to typewriting instruction. West stated:


²Ibid.

³Russon and Wanous, Philosophy and Psychology of Teaching Typewriting, p. 49.
However, with respect to the processes by which writing skill is developed, they are identical for persons of all ages and for all objectives. The conditions that must be present for the efficient acquisition of stroking skill are the same for the 9- as for the 19-year-old.¹

Wanous said that students can be taught to compose on the typewriter, and because college students have such a great need for this, all colleges should consider offering a personal-use typewriting class.²

Alan C. Lloyd feels that since "our society is becoming so communication minded that to conclude that 'every one of our students should learn to typewrite' is justifiable."³

Summary

The beginning of personal-use typewriting classes is attributed to the improvement and familiarity of the typewriter. World War II also had an affect on personal-use typewriting's beginning, but the direction of the impact is questionable.

Much of the increased enrollment in typewriting classes is attributed to the growth and interest in personal typewriting. And, schools have been changing their curricula to include personal-use typewriting classes.

The typewriter has a positive effect on students' attitude toward school, in developing habits of neatness, respect for equipment, accuracy, responsibility, and independence. It is a motivator for improvement of language arts skills and spelling.

¹West, Acquisitions of Typewriting Skill, pp. 9-10.
³Lloyd, What is a Nonvocational Typing Course?," p. 26.
Authors generally agree that the overall objective of a personal-use typewriting class should be that the student gain the skill to be able to express himself directly on paper without typewriting or mechanical language problems. Various exercises in composition, parts manipulation, language skills, and proofreading are used to reach the objectives.

Most personal-use typewriting classes are one-semester in length. However, some schools offer a two-semester program. The mini-class is also gaining popularity.

Vocational and personal-use typewriting students taught in one classroom versus separate classes is as yet an unsolved issue. One solution is to group both vocational and personal typing students together for one semester and then separate into two classes according to students' objectives. The possibilities of under- or over-training typewriting students in either vocational or nonvocational classes is a concern of typewriting instructors.

Little is written about collegiate level personal-use typewriting classes. S. J. Wanous supports a collegiate class. He feels that the need for college students to compose at the typewriter makes this necessary.

The processes by which students learn to type do not vary with age. The conditions needed for efficient acquisition of stroking skill are the same for all ages.

Lloyd feels that our society is communication minded and that it is justifiable to say that all students should learn to type.
Since the validity of a study rests on the proper methods and procedures, this chapter will outline procedures used to conduct the study and process the data.

This study was conducted with the following requirements in mind: First, to ensure estimation about characteristics within reasonable parameters of accuracy, the sample must be an adequate size. Second, the sample must be representative of the population.¹

Type of Sample

A simple random sample of the population was taken. Thus, everyone enrolled at Utah State University during winter quarter, 1975, had an equal chance to be selected for the survey.²

A computer program was devised that randomly selected names from a listing of the population. There were 192 students chosen for each of the three lists, A, B, and C. The students were selected from the total enrollment at Utah State University during winter quarter, 1975. Using this number of students ensured a ±7 percent accuracy for the survey on a standard confidence level of 95 percent.³

be on each of the three lists.  

Lists B and C (alternate lists) were necessary to provide a proper sample size. It was assumed that some telephone numbers and/or addresses were out of date or incorrect. If a person could not be reached, list B was consulted for the person with the corresponding number position from list A, and when necessary, list C. At the conclusion of the study, the demographics taken from the sample (age, sex, college major, and year in college) were compared with the same demographics in the population to verify representativeness.

Sampling Techniques

The telephone interview method was used because it allowed the survey to be taken over a shorter period of time (eight days); this ensured a greater accuracy.  

A team of five people was given sections of the sample list chosen by the computer. The team was given an orientation to procedures for use during the telephone conversations and in filling in questionnaires. A handout was given to each pollster enumerating all standards of uniformity in the survey. (See Appendix A.) Telephone calls were made by this team who asked for responses to the questionnaire items and recorded demographical information according to criteria discussed during the orientation.

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1 Kish, p. 50.

2 Bachstrom and Hursh, Survey Research, p. 148.
Demographical Significance

One of the indications of the randomness of the sample is the closeness of the comparison of sample and population demographics.

The sample size allowed for a maximum of ±7 percent from the actual population parameters. All sample parameters were within the ±7 percent error margin.

A comparison of population and sample demographics is given below.

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<td>Humanities, Arts, &amp; Social Sciences</td>
<td>2176</td>
<td>25</td>
<td>44</td>
<td>23</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>926</td>
<td>11</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>817</td>
<td>10</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>General Registration</td>
<td>572</td>
<td>7</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Year:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>2346</td>
<td>27</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1618</td>
<td>19</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>Junior</td>
<td>1529</td>
<td>18</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>Senior</td>
<td>1754</td>
<td>20</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>1314</td>
<td>15</td>
<td>35</td>
<td>18</td>
</tr>
</tbody>
</table>
Questionnaire Development

A high percentage of students having taken typewriting previously could have lowered the percentage that would take a personal-use typewriting class. Therefore, question one was needed to establish the percentage of students with previous typewriting training. Question 1: Have you ever taken typewriting in junior high school, high school, or a post-secondary school (other than USU).

Since there was already a series of typewriting classes offered at USU, it was necessary to establish whether the curriculum met the needs of the students. Therefore, questions two and three were to this point. Question 2: Have you taken beginning, intermediate, and/or advanced typewriting at USU in the last four years? The time span was limited to four years since this was when the existing course content was developed. Question 3: Do you feel that this (these) course(s) met your specific needs? If no, why not?

As stated in "The Importance of Study" section, part of the need for this study was in the hypothesis that the existing beginning typewriting class at USU did not meet the needs of the student who does not continue with the intermediate and advanced typewriting. Questions four and five involved student opinion regarding student-felt needs in typewriting. Question 4: How many words per minute do you feel necessary for your personal use? (10, 20, 30, ... 100+). Question 5: Do you feel a need for a typewriting class? If you do, why haven't you taken one?

Question six asked the student if he would take a personal-use typewriting class if it were offered. Since this was the point of the study, a percentage of those students who would take a personal-use
typewriting class had to be established. Question 6: With the ability to operate a keyboard as a prerequisite, would you take a personal-use typewriting class if it were offered at USU? Not every student interviewed answered all questions. Obviously, if a student had not taken typewriting at USU in the last four years, it was not necessary for him to respond to question three. Question five need not be answered by those who had taken typewriting at USU.

On the last part of the questionnaire, demographical characteristics of age, sex, year in college, and college major, were recorded. (See Appendix C). Since the sample was chosen by the computer and demographics of the sample were compared with total population demographics to assure sample credibility, computer record information, for demographical purposes, was assumed to be correct.

Pilot Study

A pilot study of five students selected at random by the author was conducted prior to the survey to test the questionnaire. Students were asked to respond to and critique the questionnaire. In reviewing the questionnaire responses, question six presented some degree of problem with interpretation. (See Appendix B). Question six was revised. A second pilot study of five students selected at random by the author was conducted containing the revised question. The revision proved successful. None of the students interviewed in the two pilot studies was subsequently interviewed in the survey. Since the computer chose the sample list, this circumstance happened by chance.
Additional Criteria

Additional criteria to measure results were determined by a jury of experts. First, in order to provide adequate enrollment potential, a minimum of 19 students (indicating approximately 10 percent of the population) should indicate through the questionnaire that they would take a personal-use typewriting class if offered at USU. Secondly, a majority of the 19 students should be freshmen or sophomores since freshmen and sophomores drop out of school at a comparatively higher rate and seniors and graduate students leave the institution through graduation.¹

Processing of Data

Data taken from the questionnaires were number coded (the number characters zero through nine were used) and inserted into the SPSS computer program. The computer cards were then put into the Burroughs 6700 computer which tallied and cross-referenced data specified in the software.

The computer printouts received from the Burroughs 6700 were used to assemble the findings in Chapter Four and to determine standard confidence level on the sample.

Pollster Ground Rules

Since uniformity to ensure accuracy needed to be carried throughout the study, pollsters were given a set of ground rules to follow. A copy of the sheet given to each pollster is located in Appendix A.

¹Meeting held January 21, 1975 with Dr. T. W. Ivarie, Department Head, and Dr. L. W. Bartholome, Director of Typewriting Programs, Business Education Department, Utah State University.
For students to feel that the study was legitimate, items one and two were given. Item 1: Identify yourself on all calls. Item 2: Read or say in your own words the opening statement information. The opening statement read, "I am conducting a survey regarding the adequacy of the typewriting classes at USU. We would like you to help by answering a few short questions."

If the pollster was refused cooperation at this point, she was to mark the questionnaire "NR" meaning "no response". This procedure was outlined as part of Item 2. According to Kish, a "no response" is in fact a response and must be included in the data. If it were not, the random sampling would be inaccurate.¹

To aid validity to the study, pollsters were given instructions to use the author's name and explain what the study was being done for. Item 3: If anyone wants to know who is heading this study, use my name (Rolayne Earl) and tell them it is for a Plan B Report for a Master of Science Degree in Business Education.

To establish a common ground, a definition of personal-use typewriting was provided for the pollsters to read to the interviewee. Examples of personal-use typewriting curricula were also provided for further clarification. Pollsters were instructed to read through these examples for the students. If repetition was needed, they were to oblige. Item 4: Read the definition carefully to the interviewee and also the examples of personal-use typewriting. Ask if they understand the definition; clarification is necessary for the questionnaire to be accurate.

DEFINITION: PERSONAL-USE TYPEWRITING teaches as its main objective the usefulness of typewriting to a person without concern for vocational usage.

EXAMPLES:

a. personal letters    j. book reports
b. outlines           k. announcements
c. addressing envelopes   l. themes
d. resumés             m. use of carbon paper
e. invitations         n. filling in forms
f. business letters    o. simple machine repairs
g. formal reports      p. error correction
h. manuscripts        q. composition at the typewriter
i. tables

A quick check was needed before the end of each call to make sure that all items on the questionnaire were filled in. Item 5: Make sure that applicable blanks and boxes are filled in and items circled before you hang up the telephone.

List A was the main sampling list taken from the computer program. List B and C were backup lists. Each pollster was verbally asked to obtain a call-back time for each person if at all possible. If someone answered the telephone at the number called, but was not the person on the list, the pollsters were to seek information regarding when they could get hold of that person. Since this could become time consuming and bothersome to the person called, the pollsters called back a maximum of five times. If the person could not be reached in that many attempts, the B or C list was inserted. Item 6: Call back on List A five times before going to List B. Item 7: Call back on List B five times before going to List C.

To avoid confusion when coding the questionnaire for computer use, the interviewers were asked not to make any marks on the questionnaires unless they were in pencil. Responses were recorded in ink. Item 8: If
you need to make any notations on the questionnaire (such as a time to call back) make them in pencil. Record all question responses in ink.

In the event that none of the individuals on the three lists at any one number position could be reached, the pollsters were to make note of this on the questionnaire. Item 9: If none of the three people in a particular number position on your lists can be reached, make a notation on the questionnaire.

A deadline date was given to complete all telephoning. The entire polling took eight days. Item 10: Questionnaires must be returned to me by Monday, March 17, 1975.

The pollsters were given a verbal orientation in a group before the polling began. Any questions about the ground rules were encouraged and answered. The author was satisfied that all pollsters had a thorough understanding of procedures for polling. In the event that an unforeseen problem arose, the author's telephone number was given on the ground-rule sheet.

Procedure for Students not Reached

Of the 192 persons to be interviewed during the survey, six number positions could not be reached on any of the lists. When the lists were returned to the author, six persons were chosen by picking the next available person in the number position directly below the number that could not be reached. This group of names was given to one of the pollsters to call. The list was then completed for the sample population of 192.
Summary

An explorative, descriptive survey was used to gather data. A simple random sample was taken using the telephone interview method. A team of five people conducted the survey over an eight-day period. A handout was given to each pollster outlining ground rules as well as an oral orientation to ensure uniformity and accuracy.

A breakdown of those indicating that they would take personal-use typewriting if offered at USU had to be largely freshmen and sophomores because of the high drop-out rate of lower classmen. In order to provide adequate enrollment potential, a minimum of 19 students (indicating approximately 10 percent of the population) should indicate that they would take a personal-use typewriting class.
CHAPTER IV

FINDINGS

This chapter presents the findings of the study. Data are presented in the same order as questions appeared on the questionnaire. Sub-group data from the questionnaire are presented at the end.

Typewriting Instruction at Another Institution

Eighty-eight percent of those students questioned indicated that they had received typewriting instruction at another institution (junior high school, high school, or a post-secondary school other than USU). Only 10 percent had not. (Table II)

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>169</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 192 100

Students Taking Typewriting Instruction at USU

Only seven percent of those questioned had taken typewriting at USU, while 91 percent had not. (Table III)
TABLE III

<table>
<thead>
<tr>
<th>STUDENTS TAKING TYPEWRITING AT USU</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>175</td>
<td>91</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>100</td>
</tr>
</tbody>
</table>

USU Typewriting Classes Meeting Needs of Those Who Have Taken Them

A large majority of those students questioned who had taken typewriting at USU felt these classes met their needs. However, 21 percent of the sample did not feel their needs were met by the typewriting class(s) they had taken at USU. (Table IV) It is interesting to note that only one person who had taken typewriting at USU had no previous training. This person indicated no need for further instruction.

TABLE IV

<table>
<thead>
<tr>
<th>USU TYPEWRITING INSTRUCTION</th>
<th>MEETING STUDENT NEEDS</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>11</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

Responses to why these students' needs were not met were:

- Classes too vocational 1
- Dropped class after a few weeks 2
Since only those who had taken typewriting instruction at USU were asked if the courses met their needs, a note of caution should be expressed concerning the validity of this data. A very small portion of the entire sample being asked this question greatly magnifies the possibility of error.

Student-Desired Typewriting Speed

For their personal use, 80 percent of the respondents felt they must be able to type at speeds over 30 and less than 70 words per minute. However, 12 percent of the sample were satisfied with less than 30 words per minute. Of this 12 percent, 4 percent indicated no need for a typewriting skill. Only 3 percent felt they needed to be able to type 75 words per minute or faster. (Table V)

<table>
<thead>
<tr>
<th>WPM</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5-25</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>30-50</td>
<td>119</td>
<td>62</td>
</tr>
<tr>
<td>55-70</td>
<td>34</td>
<td>18</td>
</tr>
<tr>
<td>75-80</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

Student Need for a Typewriting Class

A slight majority of the respondents, 53 percent, indicated that they did not feel a need for a typewriting class. Forty-five percent did feel a need for a typewriting class. (Table VI)
### TABLE VI

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87</td>
<td>45</td>
</tr>
<tr>
<td>No</td>
<td>102</td>
<td>53</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>100</td>
</tr>
</tbody>
</table>

Of those who had typewriting instruction at another institution, 41 percent felt a need for further instruction. A majority, 59 percent, did not feel any need. *(Table VII)*

### TABLE VII

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Than USU</td>
<td>74</td>
<td>41</td>
<td>95</td>
<td>59</td>
<td>169</td>
<td>100</td>
</tr>
<tr>
<td>USU</td>
<td>9</td>
<td>63</td>
<td>5</td>
<td>37</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Just USU</td>
<td>1</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Note that only one person questioned with USU training had no previous instruction. Sub-group differences are apparent as a higher proportion of persons with USU typewriting instruction felt a need for further instruction than those who had typewriting at another institution. *(Table VII)*
### TABLE VIII

<table>
<thead>
<tr>
<th>Reason Given</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Time</td>
<td>44</td>
<td>51</td>
</tr>
<tr>
<td>Did not like typewriting in high school</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Not interested</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Plan to in the future</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Did not think they typed well enough to take a typewriting class</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Classes too vocational</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Did not know classes were offered</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Students indicated that the main reason for not taking a typewriting class if they felt a need for one was that they did not have the time. Eleven percent of the students said they did not like typewriting in high school while 9 percent said they were not interested in taking a typewriting class. Seven percent of the students planned to enroll in a typewriting class at USU in the future. Two percent felt the classes that were offered were too vocational and 2 percent indicated that they did not know classes were offered. (Table VIII)

**Students Indicating They Would Take a Personal-Use Typewriting Class If Offered at USU**

One-half of the students interviewed indicated they would take a personal-use typewriting class if it were offered at USU, recognizing that a prerequisite of knowledge of the typewriter keyboard existed. (Table IX)
TABLE IX

STUDENTS WHO WOULD TAKE A PERSONAL-USE
TYPEWRITING CLASS IF OFFERED

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94</td>
<td>49</td>
</tr>
<tr>
<td>No</td>
<td>94</td>
<td>49</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>100</td>
</tr>
</tbody>
</table>

Seventeen percent of the sample freshmen questioned and ten percent of the sophomores indicated that they would take a personal-use typewriting class if offered at USU. This represents a total of twenty-seven percent of the fifty-one percent who indicated they would take a personal-use typewriting class. (Table X)

Junior, senior, and graduate students indicating they would take a personal-use typewriting class were 9, 10, and 5 percent respectively.

TABLE X

TOTAL SAMPLE COMPARISON OF STUDENTS WHO WOULD TAKE PERSONAL-USE TYPEWRITING BY YEAR

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>32</td>
<td>17</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>19</td>
<td>10</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Junior</td>
<td>17</td>
<td>9</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Senior</td>
<td>19</td>
<td>10</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>10</td>
<td>5</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>51</td>
<td>95</td>
<td>49</td>
</tr>
</tbody>
</table>
There is no great variable difference among students of the separate colleges as to desire to take a personal-use typewriting class. A large percent of students in each college except Engineering indicated an intention to take a personal typewriting class. (Table XI)

**TABLE XI**

<table>
<thead>
<tr>
<th>College</th>
<th>Number Yes</th>
<th>% Yes</th>
<th>Number No</th>
<th>% No</th>
<th>Total Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>14</td>
<td>47</td>
<td>17</td>
<td>53</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>HASS</td>
<td>21</td>
<td>48</td>
<td>23</td>
<td>52</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
<td>21</td>
<td>10</td>
<td>79</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Family Life</td>
<td>6</td>
<td>50</td>
<td>6</td>
<td>50</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Education</td>
<td>20</td>
<td>57</td>
<td>15</td>
<td>43</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>4</td>
<td>50</td>
<td>4</td>
<td>50</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
<td>52</td>
<td>13</td>
<td>48</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>General Registration</td>
<td>9</td>
<td>75</td>
<td>3</td>
<td>25</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Among those who had taken USU instruction, 79 percent said they would also take the personal-use typewriting class if it were offered. In contrast, only about one-half of those who had not taken typewriting at USU, 44 percent, would take a personal-use class. (Table XII)

Four in five respondents who stated they felt a need for typewriting instruction also said they would take a personal-use typewriting class. (Table VIII)
TABLE XII

STUDENTS WHO WOULD TAKE PERSONAL-USE TYPING BY PREVIOUS INSTRUCTION

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>USU Instruction</td>
<td>11</td>
<td>79</td>
<td>3</td>
<td>21</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Non-USU Instruction</td>
<td>74</td>
<td>44</td>
<td>95</td>
<td>56</td>
<td>169</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE XIII

STUDENTS WHO WOULD TAKE A PERSONAL-USE TYPING CLASS WHO FEEL A NEED FOR TYPING INSTRUCTION

<table>
<thead>
<tr>
<th>Feel a need for typing instruction</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>82</td>
<td>16</td>
<td>18</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Ten percent of the students surveyed had never had typing instruction. Of this ten percent, 53 percent said they would take a personal-use typing class while 47 percent said they would not. (Table XIV)

TABLE XIV

STUDENTS WITH NO TYPING INSTRUCTION WHO WOULD TAKE A PERSONAL-USE TYPING CLASS

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>
SUMMARY

Most USU students have taken typewriting in junior high school, high school, or a post-secondary school other than USU. Very few students had taken typewriting at USU. Of those who did, most felt their typewriting needs were met by the classes.

A majority of students felt a need to type between 30 and 50 words per minute for their personal use.

About four respondents in ten stated they felt the need for a typewriting class. The major reason for not having taken a typewriting class was that the respondents did not have the time. However, one-half of the respondents indicated that with the ability to operate a keyboard as a prerequisite, they would take a personal-use typewriting class if it were offered at USU.
Purpose of Study

The purpose of this study was to determine the need for a personal-use typewriting class at Utah State University. Factors considered were: (1) The percentage of students who had taken typewriting at another institution (junior high school, high school, or a post-secondary school); (2) The percentage of students who had taken beginning, intermediate, and/or advanced typewriting classes at USU; (3) Did the beginning, intermediate, and/or advanced typewriting classes at USU meet student needs?; If they had not, why?; (4) The word per minute rate that most students felt they needed for personal use; (5) The percentage of students who felt a need for a typewriting class. Why had some of these students not taken a typewriting class?; and (6) The percentage of students who would take a personal-use typewriting class if offered at USU.

Importance of Study

From the recognition of typewriting as a skill of wide general use came the need for personal-use typewriting classes. Both vocational and personal-use typewriting classes are offered in schools.

From 1971 to the time of this writing, Utah State University offered beginning, intermediate, and advanced typewriting. Legal typewriting was added in 1974. Course outlines indicated that all except beginning typewriting were vocationally oriented.
All students do not have the same typewriting needs. Studies have shown that typewriting aids vocabulary, reading, spelling, and other language oriented skills.

Methods and Procedures

An explorative, descriptive survey was used to gather the data. A simple random sample was taken using the telephone interview method. A team of five people conducted the survey over an eight-day period. A handout was given to each pollster as well as an oral orientation to ensure uniformity and accuracy.

A breakdown of those indicating that they would take personal-use typewriting if offered at USU had to be freshmen and sophomores because of the high drop-out rate of lower classmen. In order to provide adequate enrollment potential, a minimum of 19 students (indicating approximately 10 percent of the population) should indicate that they would take a personal-use typewriting class.

Findings

Most USU students have taken typewriting in junior high school, high school, or a post-secondary school other than USU. Very few students have taken typewriting at USU. Of those who did, most felt their typewriting needs were met by the classes they took.

A majority of students felt a need to type between 30 and 50 words per minute for their personal use.

About four respondents in ten stated that they felt the need for a typewriting class. The major reason for not having taken a typewriting class was that the respondents did not have the time.
One-half of the respondents indicated that with the ability to operate a keyboard as a prerequisite, they would take a personal-use typewriting class if it were offered at USU.

CONCLUSIONS

The author's conclusion is that the hypothesis is incorrect and that there is a need for a personal-use typewriting class at Utah State University.

The following factors contributed to the above conclusion:

1. Eighty percent of the respondents of the questionnaire stated that they must be able to type between 30 and 70 words per minute. The beginning typewriting class at USU sets 35 words per minute for an A grade.

2. Forty-five percent of the sample indicated a need for typewriting instruction.

3. Forty-one percent of those questioned who had typewriting instruction at another institution indicated a need for a typewriting class.

4. Forty-nine percent of the sample indicated that they would take a personal-use typewriting class if offered at USU.

5. Almost fifty-three percent of those who said they would take a personal-use typewriting class were freshmen and sophomores.

6. Seventy-nine percent of those having USU instruction and forty-four percent of those having non-USU instruction said they would take a personal-use typewriting class.

7. Seventy-one percent of the sample indicating a need for typewriting instruction said they would take a personal-use class.

8. A high percentage of students in each college except Engineering indicated that they would take a personal-use typewriting class.

9. Current literature reveals that a personal-use typewriting class would benefit college students.
RECOMMENDATIONS

As a result of this study, the following recommendations are presented:

1. A personal-use typewriting class should be initiated by the Department of Business Education at Utah State University.

2. Because typewriting aids the language skills, develops positive habits, and benefits the student through composition skills, the personal-use typewriting class thus initiated should be made a general education course.

3. A study should be made of persons who have participated in Utah State University typewriting classes to evaluate the existing program.
SELECTED
BIBLIOGRAPHY


BISHOP, Paul M. "Personal Typewriting and College Preparatory Students", The Balance Sheet. XXXII, No. 7 (March 1951). P. 300.


FRENCH, Robert G. "A Study to Compare the Effects on Achievement Among Grouped and Non-Grouped Students in Personal-Use Typewriting". MS in Business Education Plan B, Utah State University, 1971.


APPENDIX

APPENDIX A

GOVERNS RULES FOR FOLLOWING

1. Identify yourself on all calls.

2. Read or say in your own words the opening statement information. If someone refuses to cooperate, mark the questionnaire "NR" or no response. If someone refuses to answer a question, or says they don't know, mark that particular question "DK".

3. If anyone wants to know who is heading this study, use my name, Delayne Earl and tell them it is for a Plan B Report for a Master of Science Degree in Business Education.

4. Read the definition carefully to the interviewee and also the examples of personal-use typewriting. Ask if they understand the definition; clarification is necessary for the questionnaire to be accurate.

5. Make sure that all applicable blanks and boxes are filled in before you hang up the telephone.

6. Call back on list A five times before going to list B.

7. Call back on list B five times before going to list C.

8. If you need to make any notations on the questionnaire (such as a time to call back), make them in pencil. Record all responses in ink.

9. If none of the three people in the particular number spot on your lists can be reached, make a notation on the questionnaire.

10. Questionnaires must be returned to me by Monday, March 17, 1975.

11. If you have any questions or problems, please call me at my home (757-3652) or my office (752-6100 ex. 7976).

OPENING STATEMENT: I am conducting a survey regarding the adequacy of the typewriting classes at UEB. We would like you to help by answering a few short questions.

DEFINITION: PERSONAL-USE TYPEWRITING means as its main objective the usefulness of typing to a person without concern for vocational usage.
Appendix A

Ground Rules for Pollsters

1. Identify yourself on all calls.

2. Read or say in your own words the opening statement information. If someone refuses to cooperate, mark the questionnaire "NR", no response. If someone refuses to answer a question, or says they don't know, mark that particular question "NR".

3. If anyone wants to know who is heading this study, use my name, (Rolayne Earl) and tell them it is for a Plan B Report for a Master of Science Degree in Business Education.

4. Read the definition carefully to the interviewee and also the examples of personal-use typewriting. Ask if they understand the definition; clarification is necessary for the questionnaire to be accurate.

5. Make sure that all applicable blanks and boxes are filled in before you hang up the telephone.

6. Call back on list A five times before going to list B.

7. Call back on list B five times before going to list C.

8. If you need to make any notations on the questionnaire (such as a time to call back), make them in pencil. Record all responses in ink.

9. If none of the three people in the particular number spot on your lists can be reached, make a notation on the questionnaire.

10. Questionnaires must be returned to me by Monday, March 17, 1975.

11. If you have any questions or problems, please call me at my home (753-3653) or my office (752-4100 ex. 7978).

Opening Statement: I am conducting a survey regarding the adequacy of the typewriting classes at USU. We would like you to help by answering a few short questions.

Definition: Personal-use typewriting teaches as its main objective the usefulness of typing to a person without concern for vocational usage.
EXAMPLES: a. personal letters  j. book reports
b. outlines  k. announcements
c. addressing envelopes  l. themes
d. résumés  m. use of carbon paper
e. invitations  n. filling in forms
f. business letters  o. simple machine repairs
g. formal reports  p. error correction
h. manuscripts  q. composition at the typewriter

NOTE: PERSONAL-USE TYPING IS ONLY THE TYPING OF THE ABOVE, NOT THE COMPOSITION.
APPENDIX B
FIRST
PILOT STUDY QUESTIONNAIRE

YES  NO
☐  ☐  1. Have you ever taken typewriting in junior high school, high school, or a post-secondary school (other than USU)?
☐  ☐  2. Have you taken beginning, intermediate, or advanced typewriting at USU in the last four years?
   IF NO GO TO 4.
☐  ☐  3. Do you feel that this (these) course(s) met your specific needs?
   If no, why not?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   4. How many words per minute do you feel necessary for your personal use? (10, 20, 30, ... 100+).
   IF 2 IS YES, GO TO 6.
☐  ☐  5. Do you feel a need for a typing class?
   If you do, why haven't you taken one?
   ____________________________________________
   ____________________________________________
   ____________________________________________
☐  ☐  6. Assuming that you have learned or would learn enough about typewriting to operate a keyboard by touch, would you take a personal-use typewriting class if offered at USU?

DEMOGRAPHICS

AGE

SEX: MALE FEMALE

COLLEGE MAJOR

YEAR IN COLLEGE: FRESHMAN SOPHOMORE JUNIOR SENIOR GRADUATE STUDENT

COMMENTS ON THIS QUESTIONNAIRE:
APPENDIX C

QUESTIONNAIRE

YES  NO
☐  ☐  1. Have you ever taken typewriting in junior high school, high school, or a post-secondary school (other than USU)?

☐  ☐  2. Have you taken beginning, intermediate, or advanced typewriting at USU in the last four years?

IF NO, GO TO 4.

☐  ☐  3. Do you feel that this (these) course(s) met your specific needs?

If no, why not? __________________________________________________________

________________________________________________________

☐  ☐  4. How many words per minute do you feel necessary for your personal use? (10, 20, 30, ... 100+).

IF 2 IS YES, GO TO 6.

☐  ☐  5. Do you feel a need for a typing class?

If you do, why haven't you taken one? __________________________________________

____________________________________________________

☐  ☐  6. With the ability to operate a keyboard as a prerequisite, would you take a personal-use typewriting class if it were offered at USU?

DEMOGRAPHICS

Age__  Sex: Male  Female

College Major:____________

Year in College:  Freshman  Sophomore  Junior  Senior  Graduate Student
VITA

ROLAYNE DAY EARL

Candidate for the Degree of

Master of Science

REPORT:
A Study to Determine the Need for a Personal-Use Typewriting Class at Utah State University

MAJOR FIELD:
Business Education

BIOGRAPHICAL INFORMATION:
Born in Salt Lake City, Utah, September 30, 1951; daughter of James H. and Joyce B. Day; married Frank Bergen Earl March 16, 1973; one son, Joshua James.

EDUCATION:
Received education in the Jordan School District; Draper Park Elementary School, Draper, Utah, Mt. Jordan Junior High School, Sandy, Utah, and Jordan High School, Sandy, Utah. Attended Utah State University, Logan, Utah, from 1969 to 1973; received Bachelor of Science Degree in speech, business minor. Completed Master of Science Degree in business education as a graduate teaching assistant in 1974 and under the MPDA part E Fellowship program in 1974-75.

PROFESSIONAL DATA:
Bakker's Royal Dutch Bakery, Draper, Utah, packager, October 1968 to June 1969.
Deseret Pharmaceutical, Sandy, Utah, packager, June 1970 to August 1970.
Utah Parks and Recreation, Salt Lake City, Utah, receptionist/guide, June 1972 to September 1972.
Utah State University Plant Science Department, Logan, Utah, secretary, June 1974 to September 1974.
United States Indian Police Academy, Brigham City, Utah, instructor, April 1975 to June 1975 and September 1975 to November 1975.
Utah State University Manpower Stenographic Training Program, assistant instructor, August 1975 to December 1975.
Salt Lake Community High School, Salt Lake City, Utah, teacher, June 1976 to August 1976.
Utah Technical College at Salt Lake, instructor, January 1976 to present.