Mavis Beacon
TEACHES Typing
ACADEMIC EDITION

STUDENT
USER GUIDE
# Mavis Beacon Teaches Typing

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Introduction

Welcome to Mavis Beacon Teaches Typing
About Mavis Beacon Teaches Typing

Mavis Beacon Teaches Typing is the best-selling typing tutor of all time. Mavis Beacon has taught millions to type for more than twenty-five years. What’s the secret of her success? Mavis Beacon offers dynamic personal instruction. She places you in lessons based on your current skill level and then adjusts your path as your typing improves. So you are always being challenged to do your best, spending time on the keys that need the most work rather than the ones you already know well.

Mavis Beacon Teaches Typing was created more than twenty years ago, and was first published in 1987. Software MacKiev’s involvement goes back to 1998 when our company developed version 9 for the Macintosh® — both the US and UK editions. Then, a decade later, we had the opportunity to get involved with Mavis Beacon again — this time as the developer and publisher of a new generation of Mavis Beacon software for Mac OS® X. Now we are very pleased and proud to be bringing the kind of quality you’ve come to expect from the creative labs of Software MacKiev to this edition — Mavis Beacon Teaches Typing for Windows®!

The Best Mavis Beacon Yet

Recently a user wrote that she found it strange that Mavis seemed to like all the same music as she did — until she discovered that our new iTunes® integration meant she was actually listening to her own playlists while practicing her typing! But that’s just the start of what’s new. We’ve created a Practice Center where you can work on your skills by typing RSS feeds, entire classic novels and lyrics to songs in your iTunes playlists! We’ve also brought back the Dvorak keyboard, last seen in Mavis Beacon in version 5 (published in 1995), and used by the world’s fastest typists.

Mavis Beacon has come a long way since the first edition, which featured just two simple typing games. This new Software MacKiev edition comes with 17 challenging arcade–style games, all with gorgeous high–resolution graphics and animation. But that’s not all. Today’s Mavis Beacon now comes with more than a thousand practice texts, a custom lesson creator, a video instruction centre, and ergonomics lessons to help you avoid typing injuries. All in all, we think you’ll agree that this is the very best Mavis Beacon yet.

She’s not getting older. She’s getting better.

Mavis Beacon’s style has been closely watched over the years as you’d expect for one of the most recognizable teachers in the world.
What’s New

Here’s just a few of the many ways we’ve improved on a classic. This Mavis Beacon edition for Windows is the most advanced and complete edition ever made.

More RSS Feeds
Get smarter while you practice typing with up-to-the-minute news feeds from BBC™ News, NASA Breaking News, The Weather Channel® and more. Type today’s weather forecast, the latest science report, or the top news stories, and you’ll be a smarter and wiser typist for it! See page 40.

Type an entire novel
Now you can catch up on your classics while you practice. We’ve added the full text of dozens of classic novels, from Treasure Island to Victor Hugo’s Les Misérables. Bookmarks are placed automatically as you pause or stop the lesson, so you can always find your place right away.

Mavis has an avatar
The world’s number one typing instructor comes alive in this new edition when she speaks to you as an avatar during your typing lessons. She looks so real, you’ll think she’s inside your computer, cheering you on! You might even find yourself answering her out loud when she compliments you on your progress!

Typing for little fingers
Mavis Beacon is ready to tutor students young and old, from ages 6 to adult, with typing goals as low as 10 words per minute as well as lessons and games that are tuned for very young students and other beginning typists!

Even more games
Don’t let practice time become a chore. With the most typing games of any edition of Mavis Beacon ever published, you’ll hardly notice you’re practicing as you build your typing speed and accuracy, and the ability to maintain a steady typing rhythm. And that’s the name of the game with the gorgeous new Ragtime Rhythm game, complete with antique metronome, where sure and steady wins the race! See page 63.

Larger lesson text
Mavis Beacon is even easier on your eyes with an extra–large type option for typists young and old. Three levels of font size are available for all lessons, ranging from Medium (16 pt) to Extra Large (24 pt) and thus giving a teacher an option in Mavis Beacon preferences to make the text up to 50% larger than the previous edition.
**Dvorak keyboard: The world's fastest**

We think August Dvorak would be mighty pleased that the keyboard he patented in 1936 would be used by the world’s fastest typists. Now you can try out the Dvorak keyboard too, as an option to the traditional QWERTY keyboard in this new edition. See page 92.

![August Dvorak, 1932](image)

**Competitive typing**

Compete in typing races against your friends using two computers. Speed and accuracy both count as you steer racing cars, Spanish galleons, and water scooters in a dash to the finish line! See page 48.

**Exportable creature movies**

A neat new feature we’ve added lets you create true-to-life animals and fantasy creatures in the Creature Lab game, and then export them as movies. You can post the animated pets you create on the Web, send them to friends, or just save them in a wacky menagerie. Typing practice was never this much fun. See page 58.

**Curriculum Map**

Now it’s easy to see where you are in the overall training program. The at-a-glance curriculum map lets you know what you’ve already covered and what’s coming up, and gives you the opportunity to print certificates as you complete each level. See page 32.

**Floating Typing Speed Gauge**

Clock your typing speed in style with Mavis Beacon’s signature floating toolbar utility. The retro–look dial measures your speed in words per minute in any application from your favorite mail program to Microsoft Word®. So you’ll always be able to see your progress in the places it really counts — in the applications you use every day. See page 20.

**Practice typing lyrics**

Typing practice will fly by as you type the lyrics from your favorite music as an exercise — while listening to those same songs. This new feature in the Practice Area allows you to import lyrics directly from your iTunes playlists into your own Mavis Beacon practice library! See page 42.

**Password Protection**

A new option allows your teacher to issue you with a password so that nobody else can access your Mavis Beacon user account. Your teacher can even print a password identification card for you so you don’t forget what it is.
Chapter 1

Getting Started
Before You Start

Before you launch Mavis Beacon for the first time, your teacher or school administrator needs to create classrooms, each with a list of students. As soon as your class is created, you can launch Mavis Beacon and get started.

Launching Mavis Beacon

To launch the application, double-click the Mavis Beacon Teaches Typing icon on your computer’s desktop. You can also navigate to the location where Mavis Beacon Teaches Typing is installed and double-click the Mavis Beacon Teaches Typing icon there or use the Start menu.

Signing In

When you launch the Mavis Beacon Teaches Typing application, you see the Sign In screen. Assuming that a teacher has already set up class rosters, you should choose your class from the Class pop-up menu, select your name in the list of students, and click Begin.

If your teacher has allowed you to modify your audio settings and turned on the Mavis Beacon Typing Utilities for you, you will see a series of Welcome screens before you log in for the first time. These screens allow you to set up your audio preferences and instruct you on how to use the Typing Utilities.
Password Protection
If your teacher has turned on password protection for your account, you will have to enter your password when signing in.

Importing Your Progress
If you have used the any earlier Mavis Beacon Teaches Typing School Edition, your teacher can import your progress into your local account for the current edition.

Changing Users
While Mavis Beacon is running, you can change users without quitting the application by selecting Sign In as Different User from the User menu. Just select a class from the pop-up menu and a user name from the list that appears and click Begin.
Welcome to the Classroom

Your first stop is always the Classroom, the starting point for exploring all other areas.

- **Speed Test**
  Click the clock to take a speed test. See page 19.

- **View Progress**
  Click View Progress to see how your typing skills are improving.

- **Tips from Mavis**
  Click on Mavis Beacon to get helpful typing tips.

- **Media Centre**
  Click to enter. See the next page for details.

- **Typing Games**
  Click to go to the Games Area. See page 46.

- **Lesson Area**
  Click to begin your typing lessons. See page 25.

- **Practice Area**
  Click to practice without time limits. See pages 40–43.
Using the Media Centre

Here you’ll learn how to type efficiently, prevent typing injuries and take custom lessons.

Classroom
Click the door to go back to the Classroom.

Video Viewer
Click to view instructional videos to develop healthy typing habits. See page 37.

Ergonomic Checklist
Click to learn how typing posture and workspace design can promote typing safety. See page 36.

Practice Area
Click to practice without the pressure of time limits. See pages 40–43.

Take Custom Lessons
Click to take customized typing lessons created by your teacher. See page 38.

RSS Feeds
Click to choose a text from a popular news feed. See page 40.
Menu Bar

The menu bar is usually shown at the top of the screen. Your teacher can hide the menu bar so you don’t see it while working with Mavis Beacon. To reveal the menu bar when it is hidden, move the cursor to the top of the screen.

Mavis Beacon Menu

Use this menu to exit Mavis Beacon.

User Menu

Choose Progress to access the Summary, Key Proficiency, Curriculum Map, and Progress Chart panes of the Progress window for the current user. See pages 30–33.

Choose Export User to copy the user information to your computer. Your teacher can then import this user information into Mavis Beacon on a different computer using the Classroom Manager.

Choose Sign In as Different User to start using Mavis Beacon as another user. See page 15.

Edit Menu

Choose Preferences to change the Audio options if your teacher has allowed you to do this. Other settings can be changed by a teacher only. See page 34.

Areas Menu

Use this menu to quickly go to the Classroom (page 16), Custom Lesson Designer (page 38), Lesson Area (page 25), Media Center (page 17), Practice Area (page 40), Speed Test (page 19), Video Viewer (page 37), or Typing Games (page 46).

Window Menu

Commands in this menu allow you to hide Mavis Beacon or switch from full-screen mode to window mode and back.

Help Menu

This menu allows you to view Finger Positions (page 21), open the User Guide, open the Mavis Beacon Transcription Exercises and Dictation Exercises documents, go to the Mavis Beacon Technical Support Web page, register and update Mavis Beacon, send us your comments, and view information about the application.
Taking Speed Tests

You can take a typing speed test at any time*. Just choose **Speed Test** from the **Areas** menu. You can also click the clock in the Classroom or Media Centre. This takes you to the Speed Test Area screen. From there, follow the instructions on the screen to begin. When the test appears, try to type as fast and accurately as you can. After completing your speed test, you can click **Print Certificate** to print a Certificate of Accomplishment, click **Finish** to return to the place in the program where you were previously, or click **Another Test** to start another speed test.

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*Available for the Standard and Dvorak lesson types.*
Mavis Beacon Typing Utilities

Two handy new typing utilities come with this Software MacKiev edition of Mavis Beacon Teaches Typing. Both utilities float on top of all other applications so they are available to you all the time, even when Mavis Beacon is not running. The utilities are accessed through a menu icon that your teacher can add to the notification area in the right side of the taskbar using the Preferences dialog in the Classroom Manager.

Typing Speed Gauge

The Typing Speed Gauge allows you to see your typing speed when you type in other applications. To launch the Typing Speed Gauge, right-click the Typing Utilities icon in the taskbar and choose Typing Speed Gauge.

The Typing Speed Gauge only counts the speed of your typing without adjusting it according to the errors you make. To close the Typing Speed Gauge, choose it from the Typing Utilities icon menu again so that the checkmark next to its name disappears.

Keyboard Viewer

Use the Keyboard Viewer to remind you of the correct finger positions when you are typing in other applications. To open it, right-click the Typing Utilities menu icon and choose Keyboard Viewer.

Setting Transparency

Since the two Typing Utilities float in front of other applications, it may be useful to make them more or less transparent. To do this, click the Typing Utilities icon in the taskbar, choose Settings, and drag the sliders in the window that appears.
Finger Positions

While using Mavis Beacon, any time you need a reminder about which fingers you should be using, you can open the Finger Positions window by choosing **Finger Positions** from the **Help** menu.

- Press any key on your keyboard and the Mavis Beacon guide hands show you which finger to use for that keystroke.

- When you are finished, click **Close** to go back to the area within Mavis Beacon Teaches Typing where you left off.

![The Finger Positions Window](image)
Chapter 2

Taking Lessons
Initial Diagnostic Test

The first time you enter the Lesson area, the Test Typing screen appears, offering you two choices: You can either take a diagnostic test so that Mavis Beacon can start your lessons at your current level, or you can start from the very first lesson as a beginner typist.

You can only take the diagnostic test once, and if you choose to start the lessons as a beginner, you will not have the option to take the test later. To return to the Classroom from the Lesson Area, choose Classroom from the Areas menu.
Starting Your Lessons

Once you are finished with the Test Typing area, your first typing lesson appears. Mavis Beacon presents you with typing lessons that are appropriate for your age and skill level.

Step Back/Skip Ahead
Click these buttons to go to the next or previous exercise of a lesson.

Start Lesson
Click to start each lesson. During lessons, the Start Lesson button changes to the Pause button.

Custom Lessons
Click to take a custom lesson. See page 38.

History
Click to display the lessons, quizzes and games you have completed. You can repeat any exercise in the History list at any time. See the next page.

Lesson Area Guides
The Guide Hands and Lesson Progress Display are available to help you during the Lessons. See page 27.
Typing Lessons and Exercises

The typing lessons in Mavis Beacon include a number of typing exercises that help you learn and practice certain keys. An exercise could be a traditional typing lesson with words to type presented on screen, or depending on your settings and progress level, an exercise could include a game, or a transcription or dictation passage.

To begin each typing exercise in the current lesson, click the Start Lesson button. Type the characters as they appear on the computer screen until the lesson is finished. If you click anywhere outside the computer screen you will return to the Classroom or the Media Center.

Starting an Exercise Over

When an exercise in the current lesson begins, the History button changes to the Start Over button. Clicking the Start Over button returns you to the beginning of the current exercise and resets the Lesson Progress Display indicators (see Lesson Progress Display, page 27). Your typing progress made during the current exercise is only retained when you complete the exercise.

Pausing an Exercise

When you want to take a break during a typing exercise, click the Pause button or press the Esc key on your keyboard. To continue the lesson from where you left off, click Resume.

Skipping Exercises

To skip an exercise, click the Skip Ahead button and then click the Start Lesson button. You can skip practice exercises, but you must complete the quiz in each Lesson successfully before you can move on to the next Lesson.

Taking a Previously Completed Exercise

There are two ways to go back to a previous exercise. To repeat an exercise in the current Lesson, just click the Step Back button until you find the exercise you want to repeat and then click Start Lesson. To repeat an exercise in a previous Lesson, click the History button to open the Lessons History window, click the disclosure triangle next to the Lesson containing an exercise you want to repeat, select an exercise from the list, and click Start Lesson.
Lessons Area Guides

There are display options to help guide you during your typing lessons: Guide Hands and the Lesson Progress Display.

The Mavis Beacon Guide Hands

The guide hands on the onscreen keyboard show you where your fingers need to be on your keyboard during typing lessons. Your teacher can turn the Guide Hands feature on or off.

Lesson Progress Display

During your lessons, the display to the left of the keyboard allows you to keep a tab on how you are doing.

Lesson Level
From beginner to advanced, this indicator shows the difficulty level of the lesson you are currently taking.

Time Left
During a timed typing lesson, this shows how much time remains.

Lesson Duration
This indicator shows how much of the typing lesson you have completed.

WPM/KPM
Here you can see your typing speed. The Adjusted WPM and Adjusted KPM show your typing speed adjusted for typing errors.
Chapter 3

Progress and Preferences
Checking Your Progress

From the very beginning, Mavis Beacon continuously monitors the progress you are making in your lessons.

To view your progress, open the Progress window by choosing Progress from the User menu on the menu bar or clicking the words “View Progress” on the board next to Mavis Beacon in the Classroom.

Summary

The Summary pane displays your typing progress based on quiz results. The results are based on your conjoined previous achievements and the current session of Mavis Beacon Teaches Typing.
**Key Proficiency**

As you are taking your typing lessons, Mavis Beacon keeps track of which keys you’ve mastered and which still need some work. On the Key Proficiency pane of the Progress window you will see a color-coded chart that makes it easy to see your progress by the growing number of green keys — those that you know well. And Mavis will tailor your lessons to give you more practice on the red keys that you need to concentrate on.

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**Key Details**
Click a key to view detailed information on your progress or problems with that particular key. The information is shown in the info area at the bottom of the window.

**Color Coding**
The key color shows your proficiency level:
- Green: Keys you know well
- Yellow: Keys you know adequately
- Red: Keys you should practice

**Upper/Lower Cases**
Click to switch between upper and lower case keys.

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The Key Proficiency Pane of the Progress Window
Checking Your Progress, Cont.

Curriculum Map
To find out where you are in the Mavis Beacon curriculum, visit the Curriculum Map pane of the Progress window which displays a schematic of all the lessons in the program. You will see marked in green the lesson that you are currently taking. Once you successfully complete all the lessons in a level, you can print a Certificate of Accomplishment for that level by clicking the yellow star that appears.

Print Certificate
Click the star when it turns yellow to print a Certificate of Accomplishment for completing that level.

Current Lesson
Green indicates the lesson you are currently working on in the Mavis Beacon typing curriculum.

The Curriculum Map Pane of the Progress Window
Progress Chart

For a visual representation of your progress over time, you can go to the Progress Chart pane of the Progress window which shows how your speed is improving as you take each lesson’s quiz. If you have taken any speed tests, the progress you are making in words per minute vs. your speed goal is shown as well.

Test or Quiz Details
Click a column in the chart to view detailed information on your progress in the particular quiz or test. The information is shown in the info area at the bottom of the window.

Colored Bars
The colored bars represent information from different areas:
- Yellow: Speed tests
- Blue: Lesson area quizzes and key proficiency tests

The three different shades of color correspond to your speed goal and your actual and adjusted typing speed in words per minute (WPM) or keys per minute (KPM).
Setting Preferences

Using Mavis Beacon Preferences, you can customize the Audio settings to meet your needs if your teacher has allowed this option. (Note: Only a teacher can change your other settings.) To change settings, open Preferences by choosing Preferences from the Edit menu, make changes in the Audio pane, and then click OK to apply the changes or Cancel to leave without changing any settings.

On the Audio pane you can change your settings for background music and other sounds, including spoken instructions from Mavis.

Music

To listen to background music when using the application, select the Play background music checkbox. To change the background music, click a music source option.

Music Source
There are three choices for Background Music while you’re typing:

- **Mavis Beacon Collection**  
  Select one of nine themes ranging from rock to classical that come with the program.

- **Your Own iTunes Playlists**  
  Select a playlist from your iTunes Library in the list or click Open iTunes to create a new playlist just for typing practice.

- **Custom**  
  Select sound files saved on your hard disk. Click the Plus button to add files. You can add as many as you want. To remove a sound file from the list, select it and click the Minus button.

Play background music
Select to have music playing while you learn to type. Music will play except in areas that have their own sounds such as the video viewer, ergonomic checklist, and games.

Shuffle Music
Select to have songs played in a random order. Available only Custom music files.

Mavis Beacon Voiceover
Select to hear helpful tips and encouragement from Mavis Beacon herself.

Play sound effects
Select to hear sound effects in games, and in lessons when you make a typing mistake.
Chapter 4

Media Center
Ergonomic Checklist

Ergonomics, sometimes called “human engineering” is the science of designing things by studying people’s needs. The goal of ergonomics in the workplace, for example, is to create an environment that optimizes the health and efficiency of the people that work there. The Ergonomic Checklist helps you determine how ergonomically suitable your typing environment is. Just go through the Ergonomic Checklist and see how Bob, the Ergo Human, responds to your environment. To access the Ergonomic Checklist, click the Ergonomic Checklist chart on the wall in the Media Center.

Completing the Checklist

To proceed through the checklist, follow the onscreen instructions and click Next after completing each exercise. When you have finished, click Next or the Evaluation tab to view an ergonomic analysis of your workspace and how you interact with it. In the Evaluation screens, the color of each part of the Ergo Human or his furniture shows whether the responses you gave in the checklist are ergonomically correct — green indicates a suitable choice; red means you may want to consider changing something. When the Video button is available, you can click it to see a video covering the corresponding ergonomic issue.

You can click the Go Back button to go back in the list or the Close button to quit the checklist at any time.

Should your typing environment change, be sure to revisit the Checklist to see how Bob (and hence you) may be affected.

The Ergonomic Checklist
Video Viewer

Using the Video Viewer you can view live action videos covering different topics, including advice on avoiding cumulative trauma disorders, designing a healthy workspace, and how to wind down after a lengthy typing session. To open the Video Viewer, click the Video Viewer in the Media Center or choose Video Viewer from the Areas menu.

Watching the Videos
The Video Viewer screen displays a list of videos. Select one of the videos in the list and click the Play button on the video controller to view it. To pause the video, click the Pause button. After pausing a video, click the Play button to continue watching. To start viewing the video again from the beginning, double-click the video title in the list.

To leave the Video Viewer, click the Go Back button or choose any other area from the Areas menu.
Custom Lesson Designer

To take a typing lesson created by your teacher, click the Custom Lesson Designer computer or magazine near the window in the Media Center. Alternatively, you can choose Custom Lesson Designer from the Areas menu.

- **Start Lesson**: Click this button to start taking an existing custom lesson.
- **Go Back**: Click this button to go back to where you were previously in the program.

*The Custom Lessons Screen*
Chapter 5

Practice Area
Practice Area Overview

The Practice Area is the place to practice typing without the pressure of regular lessons, quizzes and speed tests. That’s because your Practice Area results are not recorded by the program so they don’t affect your score. To go to the Practice Area, click the computer on the right side of the Classroom or in the centre of the Media Centre or select Practice Area from the Areas menu.

You can practice typing with texts from RSS feeds, classic novels, or almost any other imported or pasted text you want to work with.

Typing from RSS Feeds

RSS feeds provide news updates from Web sites. This edition of Mavis Beacon Teaches Typing lets you practice your typing with RSS feeds from BBC News, NASA Breaking News, The Weather Channel, and other popular Web sites.*

To practice your typing with an RSS feed:
1. Click the Typing from RSS Feeds button.
2. In the list, select the feed you want to use.
3. Click Open.

*Internet connection is required to use this feature.
**Typing from Literature**

The full texts of dozens of classic novels are available for you to practice with. You can start practicing from any chapter you want and stop at any point you wish. Mavis Beacon will place a bookmark at the place where you left off and return you there the next time you start typing that chapter.

To practice your typing with a classic work of literature:

1. Click the **Typing from Literature** button.
2. Select the book you want to type from the **Literature** list and click the disclosure triangle to see the book’s contents.
3. Select the chapter.
4. Click **Open**.

---

**Mavis Beacon’s Practice Exercises**

This built-in set of practice lessons contains more than a thousand different passages to choose from. They have been carefully selected to let you learn something new and improve various aspects of your typing skills at the same time.

To do a Mavis Beacon practice exercise:

1. Click the **Mavis Beacon's Practice Exercises** button.
2. Select a category in the **Category** list. (See picture on the next page.)
3. Select a lesson in the **Practice Lessons** list.
4. Click **Open**.
Mavis Beacon's Practice Exercises, Cont.

Importing Lyrics from iTunes

With this edition of Mavis Beacon Teaches Typing, you can easily import the lyrics of your favorite songs from iTunes and type them for practice while listening to the same music.

To import lyrics from iTunes:

1. Click the Typing Lyrics from iTunes® button and wait while your iTunes library is scanned for lyrics.
2. Select the song whose lyrics you want to add.
3. Click Import. The song lyrics are added to your practice texts.

After importing a song’s lyrics once, you won’t need to import them again. Just click the View My Practice Texts button to access the lyrics at any time. See Typing Imported Practice Texts on page 43.
Importing and Pasting Text

You can import or paste almost any text you want to practice your typing with. The current edition can import documents in PDF, RTF, HTML, plain text, and other popular text formats.

To import a text:
1. Click the Import a Text File button.
2. Select the file you want to import.
3. Click Open.

To paste text:
1. Copy the text you want to the Clipboard by selecting it and then pressing Ctrl-C.
2. In the Practice Area, click the Paste Your Text button.
3. Type a title for the text.
4. Click in the Lesson Text box and press Ctrl-V.
5. Click Add.

Typing Imported Practice Texts

You only need to import or paste a particular text or a song’s lyrics once. Each text you import is automatically added to your practice lessons and remains available to you until you delete it.

To practice typing an imported text:
1. Click the View My Practice Texts button.
2. Select the text you want in the My Practice Texts list.
3. Click Open.

To delete an imported text:
1. Click the View My Practice Texts button.
2. Select the text you want in the My Practice Texts list.
3. Click Delete.
Chapter 6

Typing Games
Typing Games

Mavis Beacon Teaches Typing features 17 exciting games with different themes to build your typing speed, accuracy, rhythm, and endurance.

Entering Typing Games Area

To enter the Typing Games area from the Classroom, click the Typing Games Computer at the left end of the desk, or choose Typing Games Menu from the Typing Games submenu of the Areas menu.

The games are divided into the following groups:

Accuracy
- Chameleon Picnic, page 49
- Gumball Gambit, page 50
- Space Junk, page 51
- Undersea Karaoke, page 52

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Speed & Accuracy
- Crazy Catering, page 57
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Rhythm
- Far Off Adventures, page 62
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Other
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Network Games
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Your monitored typing progress is not connected to the Typing Games. The more advanced your typing skills, the more challenging the games will be.

Network Typing Games

Network games are played by two users over a local network. (See page 48 for more information.)

Pausing Games

If you want to interrupt or pause a game at any time, press the Esc key. The Pause screen that appears gives you the option to End Game, Start Over, or Resume the game from where you left off.
Select a Game
Click the Typing Game titles in the list to review each game and its purpose, then double-click the game you want to play to start it.

Go Back
Click to return to the place where you were before. You can also click outside the Typing Games computer or choose a different area from the Areas menu.
Network Typing Games

This edition of Mavis Beacon features 2–player competitive typing games that can be played on a local network such as over a school or home network*. There are three network games: Pirate Race (page 53), Ride the Wave (page 54) and Road Race (page 55).

Playing a Network Game

Double–click a network game from the list at the bottom of the Typing Games Menu Screen (see page 47), and follow the instructions that appear. You may join a game that someone else has started or initiate a new game yourself.

Choose an Opponent
Offer to play a game by selecting an opponent from the list and clicking Join Game. If your challenge is accepted by the other player, the game will begin after a short countdown.

Create a Game
Click to create a game other players can join. Next, wait for other Mavis Beacon users to join your game. Select one of their names and click Start Game.

*You need to have Bonjour for Windows installed to use this feature.
Chameleon Picnic

Activity Focus
This game helps build your typing accuracy.

Goal
The object of the game is to help the chameleon eat all the bugs.

How to Play
- To play Chameleon Picnic, type each letter as it appears at the beginning of the line. When you see a blank space, press the spacebar.
- Each time you type a letter correctly, the chameleon eats the bug carrying that letter.
- If you type a letter incorrectly, the bug jumps into the grass. You must type the correct key for the chameleon to continue eating.
- The game ends if the chameleon eats all of the bugs, or if too many bugs have jumped into the grass.
Gumball Gambit

Activity Focus
The Gumball Gambit game will improve your typing accuracy.

Goal
The object of the game is to paint all the gumballs from the gumball machine.

How to Play
- Watch the gumballs roll in from the gumball machine on the right. Type each letter as it appears on the gumball, proceeding from left to right. When you see a blank space, press the spacebar.
- Each time you type a letter correctly, the gumball is spray painted and moves along the conveyor.
- If you type a letter incorrectly, the gumball cracks and the conveyor belt gets stuck. Type the correct character to spray paint the gumball and restart the belt.
- The game ends when you paint all the gumballs and there are no more in the gumball machine or when you make too many errors and jam up the machine.
Space Junk

Activity Focus
This game helps you practice typing common word patterns for letter combinations such as “ing” and “ion”.

Goal
The object of the game is to destroy all of the space debris.

How to Play
- Type each letter as quickly as possible. When you make an error, you must retype the letter.
- The space debris is zapped away when you type the characters correctly. If you type incorrectly, the space debris crashes into your spaceship, affecting the ship’s health. Keep an eye on the health diagram in the lower-right corner of the screen, and try to get rid of the space junk before your ship fails and the game is over.
Undersea Karaoke

Activity Focus
Undersea Karaoke will help you build your typing accuracy.

Goal
Pick a song from the karaoke machine, and then play the melody for the undersea crab by typing the letters that appear on the bubble keyboard. If you type correctly, you will hear one of four songs.

How to Play
- To choose a song, click the arrows on the seashell to scroll through the options.
- To play the game, type the letters as they appear on the bubbles. After you type a letter, another one will appear.
- This game doesn’t track your WPM (words per minute) but keeps a score instead. You receive one point for every letter you type.
- Complete the song before your time runs out! The timer is in the lower-right corner of the screen.

The Undersea Karaoke Game
Pirate Race

Activity Focus
This game helps you improve your typing speed.

Goal
The good pirate Blue-Storm (captaining your ship) should beat the evil rival Red-Storm to win all of the treasure on the nearby Treasure Ship.

How to Play
- Type the letters that appear at the bottom of the screen to make Blue-Storm’s ship blow ahead of your rival Red-Storm’s ship.
- The faster and more accurately you type, the faster Blue-Storm’s ship goes. Stay ahead of Red-Storm’s ship to win the game.
- If your time runs out or Red-Storm’s ship reaches the Treasure ship before Blue-Storm’s ship, or you make too many mistakes, Red-Storm’s evil pirates win.

Network Game
This game can be played on a network, for more information, see page 48.
Ride the Wave

Activity Focus
Ride the Wave is a game to improve your typing speed.

Goal
The object of the game is to power your jet ski ahead of your competitor.

How to Play
- Type each character that appears on your jet ski screen as quickly and as accurately as possible.
- When you make an error or type too slowly, water will splatter on your visor and the other jet ski will start to pass you. Increase your typing speed and accuracy to move forward and take the lead again.
- The timer located below the typing area clocks how much time remains in your race.
- If you correctly type all the words in the time allotted, you’ll be first across the finish line.
- If you make too many errors or run out of time, your jet ski sinks and the game is over.

Network Game
This game can be played on a network, for more information, see page 48.
Road Race

Activity Focus
The Road Race game helps build your typing speed.

Goal
The object of the game is to stay ahead of the other car by typing as fast as you can.

How to Play
- Type each character as quickly as possible.
- Each time you make an error, a bug splats on your windshield. If too many bugs splat on your windshield, the game ends.
- The gauge on the left side of the dashboard shows your WPM or KPM.
- The gauge on the right side shows your accuracy (ACC) level.

Network Game
This game can be played on a network, for more information, see page 48.
Shark Attack

Activity Focus
Shark Attack helps build your typing speed.

Goal
The object of the game is to stay ahead of the shark, which will eat you if you type too slowly!

How to Play
- Type the characters as quickly as possible when they appear in the display under the shark pool.
- If you type too slowly, the shark appears in the window. As the shark gets closer his mouth opens wider and wider, showing more teeth each time. Type faster to keep your submarine ahead of the shark.
- Each time you make a typing error, a squid splats on the window and the shark’s mouth comes closer. If you make too many mistakes, the shark eats your submarine and the game ends.
- The gauge above the window displays your WPM or KPM and time remaining.
Crazy Catering

Activity Focus
This game helps you improve your typing speed and accuracy.

Goal
There’s a big dinner party going on tonight, but the caterer is sick! Can you help him by cooking up a tray of tasty dishes within the time limit using your typing skills?

How to Play
• Type the words to pick a dish for the dinner party. Typing three words of the same color will provide you with a dish that matches the type of food in the color-coded cupboards on the kitchen wall. For example, typing three red words will pick a random beverage for the dinner party. If you type three differently colored words, the resulting dish will be chosen randomly from the three food groups that you typed.

• The caterer needs five dishes on the tray to serve them at the party. Look at the tray at the right of the screen to see how many more dishes you need to put together. If you make an error, the game will not advance until you type the correct letter.

• Each word begins with a different letter. For example, if the word “Game” appears, no other onscreen word begins with the letter “G”. Once you type the first letter of a word, you need to complete that word before starting on another one. You are not allowed to backspace. The timer is located in the upper-right corner of the screen.
Creature Lab

Activity Focus
The Creature Lab builds your speed and accuracy skills.

Goal
The object of the game is to collect the colored segments in the Petri dish and complete the helix in the test tube on the right before the time runs out. You can make real animals or combine body sections to produce a fantasy creature. If you win, your creature appears on the screen, and you can even export it to share with family and friends.

How to Play
• To play the game, quickly and accurately type the characters below the colored strands in the Petri dish. The moment you type the first character, the game begins.
• To build a real creature, choose one from the bottom–right display. To the left of each creature is a colored strand that corresponds to a strand in the Petri dish. Type only the characters under strands that match the animal you want to build.
• When a body segment is typed correctly, a section of the animal icon, located in the upper–right corner, is filled in. Begin at the tail and repeat the process until the body, limbs, and head are complete.
• Choose characters or colored strands from anywhere in the Petri dish. You do not have to begin at the top. If you make an error, you must correct it before proceeding.
• If you are typing in standard mode, each onscreen word begins with a different letter. For example, if the word “Game” appears, no other word begins with the letter “G”. Once you type the first character, you are committed to completing that word, and you cannot backspace. When you are typing in 10–Key Mode, there are no number strings beginning with the same number.
• The yellow indicator on the time gauge at the top–right of the screen moves upward as the game progresses, showing the elapsed time.
• Winning the game depends on fast and accurate typing. You won’t win if you make too many mistakes or type too slowly. Your creature appears onscreen after you successfully complete all of its body parts up to the head.

When your creature appears, you can export it as an AVI movie to show or send to your friends.

Exporting a Creature
When your creature appears, click the Export Creature button. Type a name for the movie file, select a location for it, and then click Export.

Example of Exported Creature
The Creature Lab Game
Penguin Crossing

Activity Focus
The Penguin Crossing game helps build your speed and accuracy.

Goal
The object of the game is to type the characters on the ice floes before they smash into the rocks.

How to Play
• Once the penguin jumps onto an ice floe, type the characters on the ice floe as quickly as possible. If you make an error, you must correct it before proceeding.
• Each time you type a character string correctly, the penguin jumps onto another ice floe. If you do well, the penguin will cross the water.
• If you make too many mistakes or type too slowly, the game ends.
Rockslide

Activity Focus
This game helps you improve your typing speed and accuracy.

Goal
Look out below! It takes speed and accuracy to escape the rockslide in this game. The game becomes more difficult as your Typing Goal increases. When your Typing Goal is set at a greater WPM, rocks fall more quickly from the top of the cliff. Also, words become longer and rocks fall more quickly as the game progresses.

How to Play
- To play the Rockslide game, type the words on the rocks as they fall from the top of the cliff. The object is to climb to the top before too many rocks fall to the bottom.
- Speed and accuracy are equally important. If you mistype letters, the rocks on which the letters are displayed fall to the bottom of the screen. Rocks may also fall if you do not type the letters on them quickly enough. Rocks at the bottom of the screen cannot be removed.
- You want to achieve the highest possible score before the screen fills with rocks.
- Type letters quickly and accurately to prevent the rocks from falling. Happy climbing!

The Rockslide Game
Far Off Adventures

Activity Focus
This game builds your typing rhythm.

Goal
The object of the game is to keep your balloon traveling above the water until it reaches its destination.

How to Play
- To play the game, type the characters in a consistent rhythm. Speed is not the key to this game.
- If you make too many errors or lose your rhythm, the balloon crashes into the water and the game ends.
- You succeed by keeping your balloon traveling above the water to reach a secret destination.
Ragtime

Activity Focus
This game is designed to help you practice your typing rhythm.

Goal
The object of the game is to get all of the coins at the top of the piano to drop into the coin slot.

How to Play
- Type the letters in time with the ticking rhythm of the metronome.
- The coins need to be constantly fed into the coin slot to keep the piano playing while the metronome keeps time.
- If you make too many errors, the game ends.
- If you succeed in dropping all of the coins into the piano, the magic coins do a little dance.
- Once you finish the game, click Play Again to start over, or click End Game to return to the Typing Games Menu.

IMPORTANT: Once you’ve made a mistake, it’s easier to stop typing, listen to the metronome, and start typing once you can get the rhythm again.
Bubble Pop

Activity Focus
This game builds your typing rhythm and accuracy.

Goal
You need to be accurate and fast to pop all the bubbles that fly by. The game becomes more difficult as your Typing Goal increases. When your Typing Goal is set at a greater WPM, the bubbles fly more quickly.

How to Play
- To play the Bubble Pop game, type the letters on the bubbles as they reach the platform with colored lights.
- Type letters rhythmically and accurately to prevent the bubbles from escaping!
Check-Out Time

Activity Focus
This game helps you practice 10-key (numeric keypad) typing.

Goal
The object of the game is to correctly enter the prices shown on the digital display.

How to Play
- As grocery items move down the conveyor belt and across the scanner, their prices appear in the display. Type each amount as fast as you can and press Enter.
- If you type a number incorrectly, the grocery item falls on the floor with a “splat.”
- If you make too many mistakes, the game ends.
Road Trip

Activity Focus
This game helps you improve your typing speed and dexterity.

Goal
Build your typing speed by navigating your car through a maze of letters to find the five items you need in order to leave on a road trip.

How to Play
- Type any letter next to the car to move it through the maze.
- If your car hits a Smog Bubble, a line of letters will appear that you will need to type to make the bubble disappear.
- Each of the colored letters in the maze represents one of the five items you need for the trip. Check the area on the left side of the screen to see how many more items you need to get.
- Watch out for the Smog Monsters chasing your car. Once a Smog Monster reaches the car, the game is over.
- Make sure to find all five items before the time is up!
Chapter 7

Transcription and Dictation
Transcription Lessons

The process of typing from a page of printed text is called transcription. You will find that transcription is a useful skill to have if you need to type the text contained in printed letters, manuscripts or other documents. To help you master this skill, from time to time Mavis Beacon will present you with transcription practice exercises.

How to Print a Copy of the Exercises

If you would like to make a copy of the Transcription Exercises in larger format, just select Mavis Beacon Transcription Exercises from the Help menu. A document containing all twelve exercises will open which you can then print out.

Transcription Lessons

EXERCISE 1

Typing while looking at another page can be a challenge! However, businesses all across the country expect this of a typist. Once you master the technique, it’s not only a challenge, but also a lot of fun. If your boss hands you a messy, scratched-out handwritten scrap of paper that he wants sent to a business associate, you know that a lot is riding on it.

Everything depends on you! There is a sense of pride a good typist feels in creating a beautifully typed, finished letter or report (especially when he or she saw that “messy scrap” of paper that originally contained the information)!

So, while the learning might go slowly and the road seems a long one as you begin to type, always remember that this skill will make a great difference in your future. Whether you will be typing office work, essays for school, or merely correspondence for yourself, your skill at typing will increase your productivity while it perfects the presentation of your work.
EXERCISE 2

Samantha loved her birthday. It was on Halloween! This year she invited her entire class.

Her birthday cake was going to be a giant orange cake shaped like a jack-o’-lantern. They were going to play “Pin the Sheet on the Ghost” and eat candied apples! But what costume should she wear? She thought and thought. Her birthday got closer. Finally, her birthday was the next day. She still had no ideas!

Her mother and father helped her think. Did she want to be a princess? A clown? A fairy? No, none of those ideas was just right. Finally, when Samantha was getting very sad, her cat Collette jumped in her lap.

Suddenly Samantha knew what she would be! And at her birthday party the next day, Samantha did indeed have the best costume. Her costume had two little black ears, white fuzzy whiskers, and a long black tail! What was she?
EXERCISE 3

How you dress can say quite a bit about you. This fact couldn’t be more pertinent than when you begin a job search. Remember, the person interviewing you is trying to get to know as much about you as possible in a very short amount of time, sometimes in one-half hour or less. He or she is looking closely at every detail about you to help him or her make the final decision about whether you will be right for the job. Your style of dress doesn’t make your career, but it helps.

Generally, if you have a question about an outfit, don’t wear it. In most cases a more traditional “look” is the wisest choice. A clean, crisp appearance is always better than sporting the latest fashion craze.

Whether you choose a skirt, dress, or pants (for women, of course!) or a coat and tie or suit (for men), make sure that these clothes are freshly cleaned and pressed and that the colors are flattering to you. A fresh, uncluttered appearance might well give the indication that you perform fresh, uncluttered work. This theory might sound silly or strange, but think how many times you have judged someone by how he or she is dressed (“Oh, he was just wearing old tennis shoes and ugly shorts!”). So, next time you head out the door to meet someone important, stop by the mirror and give yourself the once-over!
EXERCISE 4

To: All Employees  
From: Larry Walker, Information Resources  
Date: September 9, 1999  
Re: Volunteer Opportunity

I want to let all employees know about a nonprofit organization in our community that really deserves our support. It’s the Westside Computer Resource Center.

The Westside Computer Resource Center has been in existence since 1994. Its mission is to take broken, discarded, or outdated computers and repair and rebuild them. It then donates the newly refurbished machines to schools, other nonprofits, Third World countries, and other deserving recipients, completely free of charge.

In addition to its recycling and repair service, the WCRC offers free technical training to young people and others who may not be able to afford it otherwise.

I have been working with the WCRC for the last six months, and would like to urge you to have your department donate old computers, parts, and peripherals to us. WCRC also needs volunteers to spend a few hours a week to help repair and rebuild computers, as well as assist in its training program. If you are interested in helping the WCRC, please call me at Extension 346.
Transcription Lessons, Cont.

EXERCISE 5

Mr. Lawrence Nigel  
President  
Advertising Creations  
1478 23rd Ave. NE  
San Francisco, CA 94586

Dear Mr. Nigel,

Your current San Francisco Examiner ad for an Account Assistant caught my eye because the position combines my present work experience and career goals.

As you can see by my enclosed resume, I currently work as a Public Relations Assistant for La Cuisine Luxe, a small gourmet foods company. We supply all the pastries and elegant picnic items for the specialty food shops at Drake’s and Lawrence-Lytton department stores.

As I know your firm specializes in food and beverage advertising, I feel certain that my expertise in this area, coupled with my drive to enter the field of advertising, would make me an attractive addition to your company.

I will follow this letter with a phone call later this week so that we might arrange an interview time.

Regards,
EXERCISE 6

Mrs. Douglas Hennesy
1890 45th St. NW
Sacramento, CA 95816

Dear Mrs. Hennesy,

As a Berkton’s Department Store preferred customer, you are eligible for entry into our “Hawaiian Get–Away for Two”! And all you have to do is come to our “Perfect Beauty” Care Salon on the third floor and pick up your free gift.

Throughout the year, we here at Berkton’s have appreciated your patronage. You saw us through those long winter months of our Care Salon renovation as well as the “face lift” we’ve given to our Cosmetics Department! That’s why we want to help you get away from it all for a Hawaiian vacation! And to make the wait for your winning ticket all the more pleasurable, we’d like to offer you a sample of our newest skin care line from Switzerland called “La Beaute Eternelle.” This series of amazing products makes skin care a delight!

So, just visit our “Perfect Beauty” Care Salon any time between the hours of 10:00 a.m. and 6:00 p.m., Monday through Saturday, to pick up the “La Beaute Eternelle” care kit created just for you! And while you’re there, register for your “Hawaiian Get–Away For Two.”

Thank you again for being such a special customer to us. See you in Hawaii!

Sincerely yours,

Carolyn A. Smathers
Divisional Merchandise Manager
Transcription Lessons, Cont.

EXERCISE 7

For as long as anyone could remember, Rockland Middle School had great school dances. This year’s Dance Committee needed all the help it could get to keep up the tradition.

As Committee Chairpersons, Denise Dunlap and Jonah Clark had to make decisions and get everyone working quickly and efficiently. There was certainly no time for disagreements between them. But just one week before the fall Welcome Dance, that is exactly what happened.

Jonah phoned Denise to ask her to help call the people in charge of decorations, refreshments, tickets, and clean-up. Denise had just finished talking to each of them at school that day, and thought Jonah wanted her to call them again. She didn’t think that was necessary. “They know what to do,” she responded with annoyance.

Jonah felt angry and said, “I was just making a suggestion!” “No, you weren’t,” blurted Denise. “You just like to order everybody around, including me!” “What?!” said Jonah. “Wait a minute—no, I don’t. But we’ve got to talk to these people to see if they’re organized for next week. I’ll call them if you can’t.” He hung up the phone in anger.

Denise began to cry. She didn’t want to, but the tears just came. Her older sister Liza came in and asked her what was wrong. She tried to explain. Liza asked, “Did Jonah know you already talked to everyone?” “I think so,” said Denise. “He was right there at lunch when I was talking to everybody.” “Well, maybe he didn’t,” suggested Liza. “Why don’t you call him back?”

Denise decided to take her sister’s suggestion. There was no way she and Jonah could make it through a whole year of planning if they didn’t get along.

Sure enough, Jonah didn’t know she’d talked to everyone, and both of them realized that if they were going to work together, they really needed to be very clear with each other to avoid problems and remain friends.
EXERCISE 8

Dear Friends,

Last week while I was in the hospital, your cards, phone calls, and visits made it one of the best times of my life—so far! I know that seems funny, but it’s true. I never knew how much friendship meant until I experienced all of your kindness.

They say having an appendix out is pretty painful, but it only hurt when you guys made me laugh, which was every afternoon when many of you came by to keep me company! Even my surgeon said she’d like to hire some of you to help the rest of her patients heal as quickly as I did.

I look forward to getting back to school in a few more days, but I just wanted you all to know I think you’re the greatest. Thanks a lot for everything.

Your friend,

Jana
Transcription Lessons, Cont.

EXERCISE 9

You can really make a difference wherever you work, not just because you will take care of a certain percentage of the office workload, but with your attitude as well. When surveyed, many employers ranked an employee’s attitude as high as the amount of work he or she completed on a daily basis.

“Attitude” can be as simple as a smile and a cheery “Good Morning!” at the beginning of a workday. As simple as this sounds, you would be surprised at how few employees ignore this simple courtesy. Certainly, on not all days are you going to feel “on top of the world,” but before you start taking out how you might feel on your employer or fellow employees, put the shoe on the other foot.

How would you feel if you were starting out Monday, typing out an important report for your employer, and he bursts into the office with a sour look? He greets your “Good Morning!” with barely a grunt, then storms away and slams his door. More than likely, you would feel hurt, frustrated, and perhaps even angry that he took his problems out on you. Of course, what he is doing isn’t fair, but he isn’t thinking of being fair. He is only thinking of himself.

And that’s the point. He is only thinking of himself. His anger toward you has not alleviated his problem; in fact, it has made the day worse for you both. If he were to have thought of you and your feelings (especially since you probably had nothing to do with his “beginning of the week” ill humor), he might have swallowed his anger and greeted you in a more cordial manner. Of course, the reasons for his fury would still exist, but you would be more likely to offer help, rather than turn your back.

This scenario is reversible. You could be the angered one and your employer or other office staff be the recipients of your dark mood. All the same advice applies. Try to keep your anger from influencing your work and work-related relationships. Put yourself in the other guy’s shoes.
EXERCISE 10

Should you gain employment in an office as part of the office support staff, you may not always take part in the actual “business” of a business meeting, but your work is vital to its success. Secretaries or administrative assistants who work closely with executives in charge of business meetings have extra responsibilities, and often have to take charge of important aspects of these events.

Preparation for the conference might include offering alternatives for when and where the meeting will take place, confirming any guest speakers, checking that all who are expected to or desire to attend know the necessary details, and perhaps even helping prepare visual aids for the presentation.

It is during the meeting itself that the term “support staff” really comes to life. An efficient assistant is always ready to make sure this event comes off successfully. The duties here might include readying the hall or conference room (Do the people attending need paper? Pens? Individual pitchers of water?) and even greeting the guests as they arrive. The assistant should be ready to give an account of whom attended.

Follow-up after the meeting depends on the executive in charge. The room or hall must return to its original condition, and the assistant tends to the further comfort of the attendees. Follow-up correspondence and a financial report of the meeting’s expenses are also jobs the assistant may perform. As you can see, in business as well as architecture, without support, the “structure” will fall!
Transcription Lessons, Cont.

EXERCISE 11

Henry always wished he could fly. He would climb up to the top of his parents’ apartment building in New York every night. The building was very high. And every night he imagined flying high above the city. Zoom! Swish! How he loved it!

But it was also dangerous. At least that’s what his parents said. “What would happen if you fell?” they demanded when they found him up there one night. As punishment, Henry had to go to bed early for a week.

Henry was very angry. His parents had robbed him of his most favorite thing! He would show them. He would sprout wings that night and fly away! Boy, would they miss him then! With all of these angry thoughts swirling around in his head, Henry went to sleep.

But he woke up soon because he couldn’t get comfortable. His back itched. He reached around to scratch it and felt feathers! He had grown wings! Quickly, Henry opened his window and jumped out. He knew his wings would carry him and they did! It was better than he had ever dreamed. He flew over Times Square, the Empire State Building, and everything just as if he were a bird!

Then, suddenly, one by one, his feathers fell out! Oh, no! Henry was falling...Thud! He hit the ground.

Then Henry woke up. It had all been a dream. And he realized that the ground was the best place to be.
EXERCISE 12

Dear Sir or Madam,

Thank you for sending me your winter catalog of camping equipment. Your prompt response will help me receive my new camping gear before our family 4th of July outing!

I would specifically like to order the “All Weather Wear” parka with “zip-outable” lining in a size medium in red. The stock number is #4560021. I would also like to order your extra-thick thermal over-socks in a size small in blue. That order number is #6731349.

Enclosed is a money order for a total of $53.15 plus 8.0% California sales tax and $3.50 postage and handling. My address is: 1234 East Vermont St./Los Angeles, CA 90027. I look forward to receiving my order, and Happy (early) July 4th!

Regards,
Dictation Lessons

Dictation is the art of typing what someone is saying — whether that is in person or from a recording. When done in person, the typist who transcribes the words that are spoken is said to be “taking dictation.” This skill is increasingly important as portable computers are used to take notes in class or capture an idea that someone comes up with in a meeting.

Taking Dictation Lessons

When you reach the Advanced level, to help you hone your dictation skills, Mavis Beacon will present you with dictation exercises. Mavis will speak passages out loud and ask you to type what you hear. If you want Mavis to repeat the last phrase you can click Repeat Audio. A transcript of each of the passages is provided below.

You can also take dictation lessons any time you want in the Custom Lesson area (see page 38). On the first Custom Lessons screen, select Dictation Lessons from the Show pop-up menu, select one of the ten dictation exercises and click Start Lesson.

Dictation Lessons

D1 LESSON 1

D1W01 Dear Mrs. Monroe,
D1W02 Thank you for your recent catalog order.
D1W03 Unfortunately, the dress is temporarily out of stock,
D1W04 so we cannot guarantee that you will have delivery of this item
D1W05 within the usual ten days.
D1W06 However, we anticipate that you will have received the dress
D1W07 within two weeks of receipt of this letter.
D1W08 We apologize for any inconvenience this has caused you.
D2 LESSON 2

D2W01  Dear Mom,
D2W02  What’s happening?
D2W03  Did Sammy get over the flu yet?
D2W04  Did you get your hair cut like you said you would?
D2W05  I was able to get most of my classes finally,
D2W06  but some are in the morning and some are in the afternoon.
D2W07  I’ll be running back and forth to the dorm a lot.
D2W08  I spent a lot more money on books than I had anticipated
D2W09  because I had to buy all new ones.
D2W10  This has left me a little short,
D2W11  and there’s a big ski weekend coming up soon.
D2W12  Could you please send me some more money right away?
D2W13  Remember, the more you send me, the less I’ll pester you.
D2W14  Love you all,
D2W15  Stacy
Dictation Lessons, Cont.

D3 LESSON 3

D3W01  Dear Hotel Pacific:
D3W02  I would like to reserve a deluxe suite for two people at your hotel
D3W03  for the three nights of October 7th, 8th, and 9th.
D3W04  I hope that the deluxe suite is still furnished with two queen size beds,
D3W05  a microwave oven,
D3W06  and a small refrigerator.
D3W07  We would like a room higher than the eighth floor
D3W08  looking down on the pool area.
D3W09  If you cannot fulfill this request as stated,
D3W10  please notify me at once.
D3W11  Thank you for your immediate attention to my request,
D3W12  Joan Gordon
D4 LESSON 4

D4W01 Dear Mr. Johnson:
D4W02 Enclosed please find my resume in response to your advertisement for a systems analyst.
D4W03 My current position as an applications consultant with Crossbase Corporation has provided me with a broad range of experience with both mainframe and personal computers.
D4W04 I have programmed in several languages, but more importantly I have prepared requirements, tested, and implemented system changes.
D4W05 I have worked closely with both users and programmers to develop applications that accurately produce the necessary results.
D4W06 I would appreciate the opportunity of discussing how my qualifications fit your requirements.
D4W07 Sincerely,
D4W08 Mary Chan
Dear Mr. Johnson and Ms. Brown:

Thank you for taking the time to meet with me today. I was most impressed with the wide variety of projects under development in your department. I am sure that this is an environment which would provide me with opportunities and challenges. I feel that my programming skills would be an enhancement to the skills of others in your department, and my analysis experience is the equivalent of the job requirements. I want you to know that I am very interested in the position, and I look forward to hearing from you.

Sincerely,

Mary Chan
D6 LESSON 6

D6W01 Dear Laura:
D6W02 Per our conversation yesterday,
D6W03 I’m changing the advertising concept
D6W04 for the introduction of our dental hygiene products.
D6W05 I agree with you
D6W06 that our television advertising campaign should focus primarily
D6W07 on the evening hours between 6:30 p.m. and 11 p.m.,
D6W08 even though the expense is far greater than other hours.
D6W09 I also agree that a more personalized approach is in order.
D6W10 We will have a new proposal available
D6W11 by our regularly scheduled appointment this Friday.
D6W12 Thank you for your valuable input.
D6W13 Mark
Dictation Lessons, Cont.

D7 LESSON 7

D7W01 I had both good news and bad news from my employer six weeks ago.
D7W02 The good news was that I had qualified for a special training class at the company’s headquarters.
D7W03 The bad news was that the company’s headquarters was in a different city,
D7W04 over 200 miles away.
D7W05 Since the expense of having a substitute home for six months was all mine,
D7W06 I wanted to find the most economical apartment available.
D7W07 A friend told me that she knew of a marvelous,
D7W08 inexpensive room for rent,
D7W09 but I didn’t want to live in someone else’s home.
D7W10 So instead of looking at it,
D7W11 I spent a whole week looking at every apartment in the city.
D7W12 Something was decidedly wrong with every one of them.
D7W13 Finally, in desperation,
D7W14 I went to look at that room for rent.
D7W15 And guess what?
D7W16 I loved it.
D7W17 I learned a little lesson there.
D7W18 Always investigate the most obvious solution first
D7W19 so you don’t waste time.
D8 LESSON 8

D8W01 Welcome to the Neighborhood!
D8W02 We at the Smith Department Store
D8W03 would like to congratulate you on the purchase of your new home
D8W04 and hope that you will enjoy exploring decorating possibilities with us.
D8W05 We offer a vast array of drape and carpet textures and colors
D8W06 as well as a wide selection of coordinating bedroom and bath
accessories.
D8W07 As an added bonus,
D8W08 we have a professional decorator on duty from 1 p.m. to 9 p.m.
D8W09 to aid you in achieving just the right effect.
D8W10 And because we know expenses are high at the beginning of new
home ownership,
D8W11 with your good credit you may defer payment on your purchases for
up to six months.
D8W12 Come in and see us soon.
D8W13 Bring this letter and receive a free gift in our Carpet Department.
Dear Mr. and Mrs. Anderson and Family:

Why not do something different this winter? Get away from the cold, dreary, and wet weather and relax in the sunny, temperate climate of Arizona. We at the Arizona Resort Association want to offer you the opportunity to get away to a free week of family fun at one of our delightful living centers. Stay in a modern, furnished condominium and participate in water sports or golf. Join our structured activities for young and old at our recreation center. Or just rest, assured that your stay will be customized to your requirements.

We have enclosed a brochure for your inspection. Our next orientation meeting for this offering is scheduled for the evening of May 7, 1996. Please telephone us at 415–555–6784 for reservations. We’re looking forward to meeting you.

Your friends at the Arizona Resort Association.
D10 LESSON 10

D10W01 Dear Executive:
D10W02 The success of any lunch or dinner conference
D10W03 depends on more than your notes and overhead projections.
D10W04 Success depends on a suitable atmosphere.
D10W05 If you meet in the banquet room of a restaurant,
D10W06 service, noise levels, and distractions
D10W07 may ruin the concentration of your audience.
D10W08 This may spell disaster for your meeting as well as your reputation.
D10W09 So why not have your conference catered by Classy Caterers?
D10W10 It is our business to make your business meeting run smoothly.
D10W11 Our personally prepared meals are perfect for any lunch or dinner meeting.
D10W12 You may choose that perfect meal from our vast menu,
D10W13 or for that special meeting, we will be happy to customize each meal for you.
D10W14 Your food will be delivered at the exact time you specify,
D10W15 and your guests will have our undivided attention.
D10W16 By the time you’re ready to get down to business,
D10W17 we will have satisfied your guests and they’ll be prepared to concentrate.
D10W18 We are waiting to serve you!
Chapter 8

Dvorak Keyboard
The Dvorak Keyboard

Missing from Mavis Beacon Teaches Typing since version 5 in 1995, we are very pleased to be bringing back the Dvorak keyboard, with full lessons and practice exercises. In today’s age of fast communications, an increasing number of people are interested in typing faster, and the Dvorak keyboard offers that possibility.

Design Principles

Used by the world’s fastest typists, the Dvorak keyboard, sometimes called the American Simplified Keyboard, is ergonomically designed for optimal typing speeds. This is done in two ways:

- The “home row” (the middle row of the keyboard) contains the most frequently used letters.
- The most common pairs of letters are placed on different sides of the keyboard so that they are typed by alternating between hands.

In 1932, after extensive study, education professor August Dvorak, and his brother-in-law William Dealey, designed the Dvorak keyboard, accomplishing both of these goals by putting the vowels on the left side of the home row, and the most common consonants on the right.
Benefits of Using the Dvorak Keyboard

The biggest benefit of the arrangement of keys on a Dvorak keyboard is that your fingers don't need to travel as far. Without moving your fingers from the home row, you can type about 5,000 words using the Dvorak keyboard, a huge leap forward from the approximately 500 words you can type using the QWERTY keyboard’s home row. And Dvorak himself estimated that in his day, a typical typist’s fingers would travel 18–20 miles using a QWERTY keyboard, but only 1 mile if she typed the same text on a Dvorak keyboard!

Famous Dvorak Users

The world’s fastest typist during her lifetime, the late Barbara Blackburn, sustained 150 words per minute for 50 minutes using a Dvorak keyboard. Her record was 212 WPM. Probably the world’s most famous Dvorak user is Steve Wozniak, co-founder of Apple Computer. Other famous Dvorak users include Bram Cohen, inventor of BitTorrent™, Matt Mullenweg, lead developer of WordPress®, Terry Goodkind, author of The Sword of Truth, Piers Anthony, author of the Xanth novels, and Nathan Myhrvold, the former CTO of Microsoft®.

Dvorak Keyboard Setup

To take Dvorak typing lessons you will need to have a Dvorak keyboard. You can purchase one or you can purchase stickers to put on your keys. You also need to enable a Dvorak keyboard layout in your computer. The steps you need to do so depend on your operating system’s version.

Windows 8

1. Move the mouse pointer to the bottom–right corner of the desktop, click the Settings icon, and then click Control Panel.
2. In the Clock, Language, and Region group, click Change input methods.
3. Click the Options button for the English (United States) language.
4. Click Add an input method.
5. In the list of input methods that appears, double–click DVORAK. You can use the search field to quickly find the method you need.
6. Click Save.

Win 7

1. Click the Start button, click Control Panel, and then open the Region and Language section.
2. Open the Keyboards and Languages panel.
3. Click the Change keyboards button.
4. Click the Add button.
5. In the Keyboard group, select the United States–Dvorak checkbox for the English (United States) language.
6. Click OK.
Dvorak Keyboard Setup, Cont.

Windows Vista
1. Click the Start button, click Control Panel, and then open the Clock, Language, and Region section.
2. Click “Change keyboards or other input methods”.
3. Click the Change keyboards button.
4. Click the Add button.
5. In the Keyboard group, select the United States–Dvorak checkbox for the English (United States) language.
6. Click OK.

Windows XP
1. Click the Start button, click Settings, and then choose Control Panel from the submenu.
2. Double-click Regional and Language Options, click the Languages tab in the dialog that appears, and then click Details.
3. Select the English (United States) language in the Installed services list, and then click Add.
4. From the Keyboard layout/IME drop-down list, choose United States–Dvorak and click OK.
5. Click Apply.

Learn More About Dvorak
If you would like to learn more about typing with the Dvorak keyboard, please visit Software MacKiev's Dvorak Information Centre page at www.mackiev.com/dvorak.
Chapter 9

A Brief History of Typing
A History of Typewriting

Imagine it’s 1828. The lamp wick sputters, and flickering images dance on the papers before you. Rubbing your cramped hand, you contemplate the twelfth letter of the evening. It’s been three hours. The pen nib is getting worn, and the ink in the inkwell is begging to clot. You continue, because the letters must be written. But, oh, what you wouldn’t give for someone to do your correspondence for you. Or something.

The Type-Writer

Although all of the preliminary designs indeed contained elements of our modern typing machines, they were, as a group, fairly slow and clumsy. None saw its way past the experimental stage. Except for the invention of the 52nd person to attempt the feat, Christopher Latham Sholes.

His nightly tinkering with a duo of inventor friends, Carlos Glidden and S.W. Soule, led to the creation of a machine they called the Type-Writer in 1872. This machine was a workable, if somewhat bizarre looking rendition of what we think of as a typewriting machine. It’s interesting, though, that the first machine finally produced was one geared to slow the typist down.

Sholes believed his machine was designed for convenience, but it had tremendous trouble with the keys jamming if they were hit too closely in succession. The primitive manufacture simply didn’t allow each key hit to return to its mooring in time to make way for the next key chosen. Nothing Sholes or his friends did could eliminate the problem. Finally, in desperation, Sholes took a step that had a profound effect on you as a typist. Since he couldn’t redesign the machine to work faster, Sholes redesigned the keyboard to force the typist to type more slowly.

He perfected what is known as the “QWERTY” keyboard (after the first six letters of the typewriter’s second row). After much experimentation, Sholes produced an arrangement of keys so inconvenient, so annoying and troublesome, that it could slow even an expert typist. But what helped solve Sholes’ problem has left the rest of us in the soup. This keyboard, with a few minor changes, is used almost universally by English–typing people today!
Sholes shared a common bond with other early typewriter inventors. Few of them gave a second’s thought to how to type on their contraptions. Sholes assumed two, or at the outside four, fingers were sufficient to operate his Type-Writer. He, among others, firmly believed that the third and fourth fingers of each hand were too weak to use. And Sholes assigned no specific keys to each finger. Exactly how to strike the keys was left to each typist’s particular “style” and everyone looked at the keyboard while typing.

In fact, no real textbook was written for typewriting technique until 1880. Composed by Edward F. Underhill, the Handbook of Instruction for the Type-Writer was a thin 16 pages and opened left to right for “easier use at the typewriter.” Few people opened it. Like Sholes, the public in general didn’t want a set typewriting formula. The freestyle “hunt and peck” technique was considered the best way for everyone to create his or her own typing method.

That didn’t stop the “hunt and peck” style from being the brunt of several jokes. Soon it came to be known as the “Columbus” or “Discovery” method. Sometimes it was even referred to as the “Biblical” (“Seek and ye shall find”) approach. And though it may sound silly today, this two-finger method remained unchallenged for decades. But that didn’t concern Sholes. His tragedy was that he lost every chance he had to capitalize on his invention. Shortsightedly, he sold the rights to his design to a bombastic smooth-talker by the name of James Densmore.

Densmore and his partner, suave, baby-faced George Washington Yost, wholeheartedly believed in the Type-Writer. Especially when they dreamed of the fortune they felt they could make from it. They tried to sell it to everyone, from the United States government on down. Finally, Philo Remington, president of his family’s gun manufacturing company, listened. A contract was signed. One thousand Type-Writers were to be manufactured. Yost and Densmore were to sell the machines bearing the Remington name; wonderful news for our money-hungry duo, except that the Remington Type-Writer ended up looking a lot like a sewing machine.

Philo Remington believed in “art-in-work.” And when he searched for an artist-mechanic to refine the Type-Writer for mass production, he hired the best he could find: William K. Jenne. Jenne had a spotless career in mechanics and considered Remington lucky to get him. Jenne was dedicated and proud of his expertise. However, Jenne’s expertise was in the production of sewing machines. Nonetheless, Jenne dove right in.
The Type–Writer, Cont.

The Remington Type–Writer ended up with a distinctive dressmaker design, complete with a foot pedal to advance the paper and sweet little flowers on the side.

Densmore and Yost may have pushed the design and manufacture of the Type–Writer along, but someone else ended up doing more to spread the word than the two of them put together: Mark Twain.

By the late 1870’s, the Type–Writer was on the market, spotless and gleaming. But no one was buying. Not only did the machines cost an arm and a leg ($125, somewhat like buying an automobile today), but the concept of typewriting was still very new. Little or no advertising had been done.

At the point when it looked like typewriter sales would dwindle into non–existence, the machine (and Remington) got a lucky break. One sunny afternoon, Mark Twain, already a famous newspaper columnist and writer, fell in love with the Type–Writer at a Boston department store that demonstrated how the machine worked. Each day a typist sat in a special corner of the store and produced samples on small slips of paper to hand out to customers.
A hungry sales clerk, eyeing Twain’s interest, announced that the typist could type at the unheard of speed of 57 words a minute. “Impossible,” said Twain. The sales clerk insisted and had the typist work while Twain timed the operator on his stop watch. Again and again, he timed. All afternoon the typist typed. When the operator finally typed faster than 57 words a minute, Twain bet the sales clerk that the typist couldn’t do it again. Twain lost, but he ended the day one typewriter richer. Of course, his glee was somewhat diminished later that day when he noticed the details of the department store gimmick. In his autobiography, Twain explains what happened when he and a friend later returned to their hotel rooms.

We go out our slips and were a little disappointed to find that they all contained the same words...

At home I played with the toy, repeating and repeating “The boy stood on the burning deck” until I could turn out that boy’s adventure at the rate of twelve words a minute: then I resumed the pen for business, and only worked the machine to astonish inquisitive visitors. They carried off reams of the boy and his burning deck.

Actually, Twain used the machine a great deal more than he let on. He composed the manuscript of Tom Sawyer on it, and even invented the standard, double-spaced, one-side-of-the-page-only manuscript that editors still expect today. When asked by the Remington Company, he contributed his personal testimonial to their sales catalogue. It is typical, backhanded Twain:

Gentlemen: Please do not use my name in any way. Please do not even divulge the fact that I own a machine. I have entirely stopped using the Type-Writer, for the reason that I never could write a letter with it to anybody without receiving a request by return mail that I would not only describe the machine but state what progress I had made in the use of it, etc., etc. I don’t like to write letters, and so I don’t want people to know that I own this curiosity breeding little joker.

Yours truly,
Saml L. Clemens

Mark Twain
The Touch Typing System

In 1878 the Remington (typewriter) picture brightened.

This year hailed the advent of an attractive but slightly odd publication called The Typewriter Magazine (the hyphen and capitalization of the W somehow getting dropped along the way), edited by William O. Wyckoff. The magazine, according to its masthead, was somewhat loftily “devoted to true reform, to the welfare of all mankind, and to advancement and improvement in all things.” Quite an ambition for a lone person and a moderately circulated paper. However, Wyckoff fervently believed that the only true hope for the world’s salvation was if everyone were to “forswear the use of pen and ink and take up typewriting.”

Wyckoff insisted that the use of pen and ink created the evils of “pen paralysis, loss of sight, and curvature of the spine.” He claimed that the typewriter could solve every modern problem. It could make one rich.

The method was easy, wrote Wyckoff, “Purchase a Type-Writer and, having become expert, obtain a situation in some Law, Insurance, or Manufacturing or Merchant’s office as a corresponding clerk or copyist.” There, an enterprising typist could do “from three to twenty hours’ work in one hour.” Wyckoff proclaimed that such a well-equipped, dedicated worker could easily catch the eye of the boss and accelerate rapidly up the corporate ladder to “fame and fortune.”

And if Frank E. McGurrin had his way, this dedicated worker, namely McGurrin, would type fast up the corporate ladder. And without looking at the keyboard. Since 1876, McGurrin had turned his dusty law clerk’s office into a typewriting classroom. McGurrin found the venerable “hunt and peck” method far too slow for him to wade through his work. So, each night, McGurrin taught himself what he called his touch typing method. He boldly learned to operate the typewriter, using all of his fingers and without giving a glance at the keyboard. While McGurrin may not have realized Wyckoff’s dream of a fast rise to “fame and fortune,” he did manage a $2-a-week raise. And the touch typing system we still use today was born. Like most newborns, though, it had a problem getting up on its feet.

Since sales of the machine were so slow, no one cared how best to operate it. And stagnant sales had Densmore and Yost worried; their visions of wealth were slipping slowly away. They didn’t know of McGurrin’s feat, nor would they have cared. They just wanted to unload the abominable machines. Their stepped-up sales force eventually sold the original Remington Type-Writing Co. to a company called Wyckoff, Seamans, and Benedict. And so editor Wyckoff found another focus for his “world vision.” He became the head salesman for the newly restructured Remington Type-Writing Co.
But his and the company’s mission was far from an easy one. People not only remained unimpressed by the work of the Type-Writer, but even resented the messages the machine produced. Most people believed that handwriting was the only appropriate method for personal correspondence. Some felt insulted, confused, or both when they received typed letters. They considered the use of type an insult to their ability to read longhand. For example, a Texas insurance man, J.P. Johns, sent a typed note to one of agents and received an indignant reply:

I do not think it was necessary then, nor will it be in the future, to have your letters to me taken to the printers and set up like a handbill. I will be able to read your handwriting, and am deeply chagrined to think that you thought such a course necessary.

Others felt that the typewriter was by nature an invasion of privacy. They believed that no man was clever enough to work the machine without a machine operator’s help and so even a love letter would have to be transcribed by an invading third party. To make matters worse, a typed petition to the Congress of the United States was loudly and publicly rejected. Under Congressional regulations of the time, only hand written or lithographed petitions could be submitted for consideration.

Wyckoff and his colleagues met these difficulties with patience. They believed in themselves. They believed in the typewriter. They knew if they persisted, their big break would come. When it did, they would be ready for it.

It came at the YWCA.

Until 1881, shorthand stenography was booming in the business world, but no one yet realized the link between this skill and typewriting. The men who almost exclusively filled the stenographer positions in business didn’t type, but readily admitted the time they did save by dictating their work to a typist. However, typewriting, colored largely by public opinion, was considered to have a dubious future. This, coupled with the low wage the typist was offered (about $10 a week), made for few, if any, males clamoring for the job.
The Touch Typing System, Cont.

Enter the Young Women’s Christian Association. The YWCA had a brazen idea: typing as a career opportunity for women. The general populace scoffed at the idea, but the business community embraced it, if only out of necessity. The eight young women who completed the first six-month typing course offered by the YWCA got jobs within days of graduation. Despite the opinion of some that the daily routine of the office would inevitably produce “severe nervous disorders” in the fragile female psyche, the women were successful. Soon, the YWCA found itself unable to train enough typists to meet the growing demand.

Remington immediately opened schools. Private schools were founded. And women found the chink in the armor of male-dominated business. Tens of thousands of women, eager to find a spot in the business world, were soon clamoring to learn to type.

Instruction on the typewriter was a haphazard affair, even at the schools. Although McGurrin had introduced touch typing some five years previously, that typing system was far from popular, and “hunt and peck” remained king. Typing instructors still taught each typist to use two or four fingers and assign them to whatever keys seemed best.

However, in 1882, Mrs. M.V. Longley began experimenting with what she called her “all-finger method” of typing. A pamphlet she composed that spring challenged everyone who operated a typewriter to use all fingers on both hands. It was a shocking idea, but the success of students from Longley’s Shorthand and Typewriting Institute made some typists take notice.

What really gave the all-finger technique the boost it needed, though, was the first typewriting contest.

Held in Cincinnati in the summer of 1888, the contest featured Frank McGurrin and Louis Traub, champion of the “four finger” typewriting method. And although on the surface the event only pitted the techniques of these two typists against each other, much more was at stake. The two different styles of typing, McGurrin with his touch strategy and Traub with his limited-finger, “view the keyboard” method, were at odds. The touch system won, hands down. The results were splashed on front pages of newspapers from coast to coast. Frank McGurrin won $500 and the world won a new popular typing method.

Subsequent typing contests, sponsored by touch typewriting converts including O.P. Judd, manager of the Remington office in Omaha, Nebraska, helped spread the word. The touch method began to sweep the country.
All this excitement about typewriting methods also lit a flame under the sales of the machines. Wyckoff, Seamans, and Benedict couldn’t have been more thrilled. They had the great fortune to be selling the one and only typewriter on the market. Knowing that they must build on this incredible lead, Wyckoff and company tried everything they could to increase their company’s size and output.

They started with what they considered a rather silly promotional stunt. They placed typists with Remingtons in the best hotels in the leading cities. They wanted to suggest that top-flight business executives were so hooked on typewriting that they needed a typist’s services even while traveling. But, interestingly, what started out as a mere publicity stunt quickly grew into a thriving business. Typewriters ended up in hotels from coast to coast.

While a great many typists used some variation of the touch method in their work, there was still no set formula for how to teach the system. McGurrin created the touch method. Longley taught the touch system and many business schools instructed what they believed to be touch typing. Each of these, however, contained widely different fingering techniques.

It wasn’t until 1889 and Bates Torrey’s Manual for Practical Typing that the touch system was even put to paper. But Torrey’s fingering still wasn’t consistent (the r might be typed by one finger in one word and then by a different finger in another)!

The fingering taught today is due to the work of Cuspus Van Sant. This typing teacher and student of psychology understood that the mind works better when learning rules that are free from exceptions. One afternoon while fixing the clock in his typing classroom, Van Sant came upon the idea of assigning each key to a finger. To achieve this, though, he realized he would have to assign more than one key to some fingers. As the index fingers were considered the strongest, Van Sant gave each of these double duty. His text on typewriting was published three months later. We base our modern fingering method on Van Sant’s philosophy.

Typewriter sales continued to climb, especially with this constant flow of typewriting innovations. Wyckoff and Company were in the best position possible. Not only did they manufacture the only typewriter in the country, they also owned the most workable typewriter patents. To meet the demand created by an increased typing community, Remington decided not only to increase production, but to work on the design. Designer Jenne and his co-worker, Jefferson M. Clough, took the famous flowers off their sewing-machine–inspired typewriter and added a “Shift Key,” introducing, for the first time, lowercase letters to the typewriting phenomenon. Other minor improvements were also added, but one major problem continued — typists working the machine were still left in the dark, literally. They still couldn’t see the line being typed.
"Blind typing" was due to the "back" or "down" strike method incorporated in all typewriters up to this point. The key would strike down onto the back of the paper, hiding the printed words from the typist’s view. Several inventors tried to solve this problem, with varying degrees of success. Wyckoff’s Remington Company felt itself too important even to address the problem. But in 1896 a young company by the name of Underwood solved it.

Underwood was to make Wyckoff and his Remington executives quake in their boots. They did it by using the invention of Franz Wagner, considered the greatest typewriter creator since Sholes. In 1899, he introduced what was to be the immensely popular Model 5. This model incorporated the problem-solving “up-strike” method of key-to-paper contact. Wagner’s method allowed the keys to strike the sheet and then fall easily down into place. The typist had a perfectly clear view of what was just typed!

To further dull the Remington edge, the talented inventor team of the Smith brothers formed a company dedicated to the “up-strike” principle. They believed so strongly in this innovation that they plastered their feeling on signs and billboards all along the railroad tracks that ran past their factory. Perhaps this bit of advertising worked, but undoubtedly, those train travelers not familiar with the controversy ended up mightily confused by signs containing slogans like, “UP STRIKE ALL THE WAY!” and “YOU ARE RIGHT SIDE UP; WHY WRITE UPSIDE DOWN?” with no further explanation.

Another innovator, Edward B. Hess, charged onto the scene. Known for his spontaneous bursts into operatic arias and Shakespearean prose, Hess was granted 140 patents during his lifetime. Hess’ typewriting innovations, however, didn’t have anywhere near the impact his personality did. In fact, his important idea for a fast, light keyboard would have died (along with his company) had not the multimillionaire Thomas Fortune Ryan handed over a cheque for $220,000 in 1906. Thus, another major contender entered the typewriter arena: the Royal typewriter.
As typewriter mechanisms improved, so did methods for working the machine. There was still some controversy over the proper typing method, even though in 1901 a Remington Company survey revealed that over half the schools in America taught the touch system with the Van Sant fingering. Though the future seemed bright for this method, many teachers still remained somewhat hesitant to embrace this “all fingers, no sight” approach. Their reluctance was due as much to the typewriter companies as to the novelty of touch typing. These companies immediately recognized the sales angle of the touch system. They trumpeted the typewriter, with its “touch” approach, as the new time-saving device. Each company struggled to be the forerunner in “touch” innovations. Each sent any number of efficiency experts to hawk their company’s machines and the touch method to teachers nationwide.

The only trouble was that virtually no one bothered to design a uniform training system for touch typing and Van Sant fingering. These “touch experts” created often conflicting answers to fingering and speed questions at the drop of a hat. So the typewriters were selling, the fingers were flying, but everyone was getting confused.

To make matters worse, the typing manuals that did exist added virtually no explanatory text. Torrey’s manual of 1889, although considered innovative, never gained widespread popularity. The newer manuals contained page after page of letter and, sometimes, word drills. Learning consisted solely of copying letters off the page. A number of these books included a compendium of actual business letters, but no instructions on how one might learn from the samples. Again students simply copied from the page. The teachers were no help. They were assigned to do little more than patrol classrooms while they corrected typing tests. Still, typing was on the rise. Business had recognized the need. Classrooms were full. And more and more typewriters were being produced.
Typewriters – a Business

Between 1905 and 1915, over one hundred separate typewriter manufacturing companies sprang up. Competition for sales was fierce. But the market was primed. The typewriter had come of age. It no longer had to prove its worth. Now it was merely a question of which brand to buy.

Sales representatives created new ways to entice office managers and company directors to buy. One way to increase sales was to contact an interested business and leave a typewriter as a “demonstrator” for a week. This policy, introduced by Wyckoff’s Remington Company, soon became an industry practice. In fact, most businesses had two or three typewriters “on approval” at any given time. It was an easy foot in the door for sales representatives. It also proved to be their biggest headache.

Leaving a demonstrator was indeed a way to get your company’s name on the boss’ mind when it came time for ordering. But it was also a way to have your typewriters severely damaged while “on approval,” with no sale ever made.

Worse, thieves had a field day.

Since competition for sales was fierce, typewriters were left at the drop of a hat. Credit and references were hastily checked, if at all. And thieves knew it. Unscrupulous characters would blow into town, set up a “business” and get several typewriters delivered on trial. By the time the sales representatives returned with hopes of closing a deal, the “business executives” had unloaded the goods and skipped town. Typewriter theft became so common that many detectives specialized in their retrieval.

All these goings on, however, didn’t put a dent in the growth of the typewriter’s popularity. By 1910, over two million typewriters had been sold in the United States.

In addition to office personnel, another group to embrace the typewriter was journalists. And while the sales representatives loved the journalists’ reaction, they were soon frustrated when an old, battered machine in the city room became the sign of a star reporter.

Sales promotions offered little gifts with a purchase. Typewriter ribbons were packaged in reusable metal cases. By 1912, competition grew to such a frenzy that the typewriter community saw its first “fire engine chasers.” These were sales representatives who literally chased after fire trucks. After all, clouds of smoke in the business district might mean big replacement orders for the charred, twisted remains of typewriters.

Now that the typewriter had become a fixture, people wanted more from it. They wanted speed. Typing contests had been used successfully to spread Frank McGurrin’s touch typing. Now, contests were to be used as something else; public entertainment.
Soon the public began to take speed typing seriously. Like boxing or baseball, it became a national sport. Contests were staged regularly and with serious preparation. However, when it came to speed, not all companies were created equally. Not that the machines themselves were that different. Each had its particular characteristics, but these didn’t make or break a contest.

Charles E. Smith did, however.

The Underwood company could thank him for their unbroken string of speed–typing victories. Smith trained the Underwood stable of competition typists hard. They trained eight hours a day, five days a week. To Smith and those he trained, typing was a way of life. With success came national and often international acclaim. With failure, countless hours back at the keyboard.

The rules were strict. All the letters had to be perfectly centred in their spaces, there could be no more than 76 and no fewer than 61 letters to a line and no character could be darker than the others. On what were still clunky, manual Underwoods, these typists typed upwards of 140 words per minute. Eventually, though, Underwood’s unbroken winning streak killed the very sport it helped create. The public grew tired of the monotony of typing contests that Underwood always won, and the national furor died down.

The excitement didn’t die down for typewriting itself. With the advent of World War I and the desire for leaner, more efficiently run businesses, teaching typewriting was elevated to a kind of science. Still using the basics of Van Sant fingering, the best method for introducing key locations and finger reaches became a big source of controversy. Some advocated learning all the keys controlled by one finger before moving on to the next. This “first–finger–first” idea, as it came to be known, battled with the “skip around” method which advocated complete word drills, whatever the fingers involved. All in all, accuracy was stressed, and students were forced to type and retype practice pages until they were letter–perfect.

Blank keyboards came into vogue as another attempt to increase typists’ speed and accuracy. Many companies also spent a pretty penny investing in typewriter keyboard “shields” to block the typists’ view of the keys and so increase productivity in the office.

Business executives became so enthralled with typewriting that they took great pride in boasting about their secretaries’ speed and accuracy.

If how to increase office productivity was a question of the day, dictation was, for many business executives, the answer. Executives discovered the speed and ease of dictating letters. They could talk as fast as they wished and correct as often as they liked without the effort of taking pen to paper.
Typewriters – a Business, Cont.

“Dictated but not signed” became the familiar ending to a business letter as a way for executives to look too busy to check their correspondence. “Dictated but not read” soon followed. Then, at perhaps the height of such executive freedom came “Dictated by transatlantic telephone and recorded on tape but not read and not signed.”

Typewriting influenced other businesses as well. By 1915, the advent of typewriters caused more dictionaries to be published. Teachers noticed that spelling improved because incorrect spelling could no longer be blamed on poor penmanship!

Typewriting even flirted briefly with life as a detective. Because of the unique characteristics of individual typewriters (not unlike fingerprints), typewriters were used to identify criminals in several fictional and real-life criminal cases. In each case, the criminal(s) were narrowed down to those suspects who used a particular typewriter. Just think: a person’s destiny might lie in the missing serif of the capital M on his or her typewriter.

Portable Typewriters

The teaching of typing had finally come of age. All of this activity spoke very well for the popularity of the typewriter. It was unquestionably fixed in the business world of America. But in 1930, few, if any, people could afford to buy new machines.

The Depression was taking its toll. With the stock market crash and subsequent failure of business after business, the survivors tightened their purchasing budgets. People held on to their typewriters longer or bought rebuilt machines to save on expense. Some sales representatives got so desperate that they were known to buy and destroy these refurbished machines just to create a market for their new models.

To make matters worse, after 1930, people got even choosier about the typewriters they did buy. Typewriters were no longer a luxury or a curiosity, they were a fact of everyday life. Typewriter sales representatives had to adjust their sales approach accordingly. As always in the history of commerce, the industry had to make a market.

Now that the public was accustomed to the machine, the marketers had to be creative to lift the typewriter out of the sales doldrums. They found the hook; portability became the new “must have.”
Every company came out with its own portable typewriter, down to the $5 “Pocket.” The Royal Company released its portable line in a spectrum of over 500 color combinations. Even Cartier got into the act with a $1,150 24K, gold-plated typewriter. Royal went so far as to throw eleven thousand of its typewriters out of airplanes all across the country in an effort to prove how sturdy they were. It worked! Royal stole the lead that Underwood had held for nearly two decades.

Electric Typewriters

The next real innovation came in 1933: the coupling of typing and electricity. This revolution was pioneered by the industrial giant, International Business Machines. Suddenly electric typing became the new status symbol and the power of IBM® solidified. Throughout the ensuing years the craving for electricity as a means of increasing typing speed grew.

One thing remains necessary if we are to maximize the use we get from our computer systems. Just like Burt and Sholes, we need to master the keyboard, even if it is now a computer keyboard!

Velotype is known as a syllabic chord keyboard, an invention of the Dutchmen Nico Berkelmans and Marius den Outer. A Veyboard requires the user to press several keys simultaneously, producing syllables rather than letters.
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