A COMPARATIVE STUDY OF THE ELEMENTARY-SCHOOL HANDWRITING PROGRAM AS OFFERED IN FIVE STATE COURSES OF STUDY

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CHAPTER I

INTRODUCTION

The Problem

The problem of this investigation is a comparative study of the elementary-school handwriting program as outlined in the courses of study offered by the State Departments of Education in five states. When the investigation was begun, it was hoped that bulletins could be secured from all of the Southern states. Letters were written at four different intervals, ordering these courses of study, but only four were received. Reports from various offices of the Superintendents of Public Instruction stated that the catalogues were not available because they were out of print, there was a shortage of paper supply, new courses of study were being prepared, or all available copies had already been distributed.

The writer had access to a copy of a 1934 Virginia elementary school course of study. Since data on all Southern states were unavailable, it was decided to use the four states which compiled with the request for bulletins and Virginia. It was felt that these five courses of study would serve as a sampling of the type of instruction recommended by the State Departments of Education.

Purposes of the Study

The writer's purpose in making this investigation was fourfold:

(1) To compile data on the elementary-school handwriting program of certain states in order to determine the present status of the subject.

(2) To compare the concepts, general and specific aims and objectives, and general and specific methods, means, and activities recommended for accomplishing the aims and objectives set up by the states under consideration in order to determine the seeming adequacy of the state courses of study, so far as the class-room teacher is concerned.

(3) To secure ideas and methods for teaching elementary-school handwriting and to present these data in a compiled form so that they will be easily available.

(4) To formulate recommendations for better instruction and application of in the public schools.

Sources of Data

Information for this study is of a secondary nature. State courses of study, offered by the State Departments of Education in the following States served as sources for the data on the suggested handwriting programs: Georgia, North Carolina, Mississippi, Virginia, and Texas. Material on the history of handwriting was secured from a book just off the press by Gard.[1]

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[1]Carroll Gard, Writing Past and Present.

Treatment of Data and Method of Procedure

The first step in this investigation was a survey of significant material on the history of handwriting in the library of the North Texas State Teachers College, Denton, Texas. The second step was securing courses of study from the State Departments of Education in the five states under consideration. The third step was an analysis of data on handwriting as it appeared in the courses of study. The fourth step was the following organization of the data: Chapter I, an introduction to the problem; Chapter II, a description of the handwriting programs for elementary grades; Chapter III, a comparative analysis of the handwriting programs recommended by certain State Departments of Education and Chapter IV, a summary of the problem, with conclusions and recommendations.

Historical Background of the Problem

A search for interesting data regarding the history of handwriting resulted in the writer's acquaintance with a new book on the subject by Carroll Gard.[2] From it information on early handwriting was secured. The data were included in this study as a historical background for the present investigation.

Handwriting is as old, perhaps, as mankind. It is older than civilization and has been in use in some form since people felt the need of communication, of keeping records, or of having proof of some deed of valor to show to friends, competitors, or to any

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[2]Carroll Gard, op. cit.

one interested. The history of handwriting is very fascinating. Primitive people[3] had a very elaborate code of gestures which constituted a sign language. When they began to make pictographic records of their expeditions, they simply made pictures of those signs in common use. For example, the picture of a man pointing to his mouth meant "he said." Among the signs of early American Indians preserved to the present time are included pictures of sign language and gestures used by them every day. The same is true of present-day Chinese writing. The adage, "Necessity is the mother of invention," seems to hold true in handwriting. As the tribal life of early men became more complex, people began to feel keenly the need of something to help them remember important facts and to identify their possessions. Writing was the result. The Indians used pictorial signs for identification. They set up a totem pole in front of their dwelling place and painted their signs on it. Sometimes the same symbols were tattooed on their bodies. Other Indians used the wampum belt to record their treaties. The Dakota Indians used buffalo hides and had a symbol for each important occurence of each year. Birch bark and documents prepared by white men were also used for inscribing signs. Other samples of primitive writing can be found on rocks from Nova Scotia to California, if the rude pictures inscribed there can be called writing.

The relics left by the prehistoric cave men are available, because they were chiseled into solid rocks of the caves in which

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[3] Ibid., pp., 4-6.

the people lived. The pictures were mostly of animals. The majority of them are known to us only by the reconstructed fossil skeletons in museums. The cave men seemed to have excellent artistic ability. However, it is not known whether their pictures recorded any great events, as they appear to be merely pictures and not picture writing. However, there are similarities to the picture writing of the American Eskimo, and some authorities think they are probably important recordings. It has been observed, that the Indian of the upper part of North America did not advance very far in the art of writing. Most of his records were mnemonic or elementary and very crudely executed picture writing.

In Mexico,[4] by the time of the white man's invasion, the people of that territory had reached an advanced stage in the art of writing as well as in other arts of civilization. The Mayas were in the southern part, near the Gulf. They were, in most respects, more cultured than their neighbors, the Aztecs, who lived on the flat tablelands where Mexico City now stands. The cruelty, rapacity, and bigotry of the white invaders were responsible for almost extinction of the two tribes and also for the destruction of very valuable records, which, if they existed today, would be among the most important relics of the history of writing. Even before the invasion of the Spaniards, the Aztecs had conquered the Mayas. They knew the conquered people to be superior in the art of writing,

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[4] Ibid., pp., 7-9.

so they set about its systematic destruction. Therefore, very few remnants of the interesting writing of these people are available.

Chinese writing[5] has remained practically the same for two thousand years. The reason for this arrested development was partially because of the isolation from all foreign influence for such a long period of time, and because of the people's tradition-loving nature. Originally, like all other people, the Chinese used pictures. The message was conveyed by rudely drawn objects required to express their meaning. They advanced from the pictographic to the ideographic stage, which is the suggestion of words by related pictures. The thousands of signs in Chinese writing may be classified as to types which included pictorial, indicative, composite, inverted, borrowed, and phonetic signs.

In 1799 a young man in Napoleon's expeditionary force discovered at Rossetti, near Alexandria, a flat slab of slate which is perhaps the most important discovery ever made in the history of writing. This slab was inscribed in three different styles of writing. Scientists were not slow to grasp the significance of the find for it was the key to the ancient Egyptian writing[6] that had been lost for centuries. The work of deciphering was slow as the writing on the stone was in hieroglyphics, demotic, and Greek. Other discoveries furnished a wide knowledge of the language and

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[5] Ibid., pp., 10-11.

[6] Ibid., pp., 12-14.

writing of these ancient people. Their inscriptions are found in tombs and even on the desert sands and are numerous. When the Egyptians passed from picture writing to the alphabetic writing is not known, but it was supposed to have been 5000 B. C.

Cuneiform writing[7] was developed in Mesopotamia, which means "between the rivers." These people, including the Babylonians, the Assyrians, and finally the Persians, each in turn used the cuneiform writing and left numerous relics. Some writing was found on natural monuments which have been in existence for thousands of years. The secret of this writing was lost and no one could read the inscriptions.

The material that was used for cuneiform writing was clay extracted from the banks of the two rivers. This clay was formed into tablets. They were baked to make them hard after they were inscribed. The instrument used by these ancient Babylonians for writing was a chisel and the inscriptions were almost indestructible. The writing was done origionally in vertical columns, beginning at the top of the extreme right hand column. Later, they supposedly found it easier to make the characters from left to right in horizontal columns. However, they left their characters in the same position they occupied in vertical writing and this position gave them the appearance of lying down.

There was no dramatic discovery of a Rosseta stone to aid in the interpretation of the cuneiform form of writing. Sir Henry

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[7] Ibid., pp., 15-17.

Rawlinson is given credit for finally deciphering the message on a monument over sixteen hundred feet high and so reconstructed the forgotten language of Babylonia. By arduous physical labor and scholarship, he copied the inscription and then studied the language. Those cuneiform inscriptions have proved to be a very important source of knowledge concerning the early history of civilization and the development of writing.

Between Egypt and Mesopotamia lies Syria, the home of the Hittites[8] who used for their writing and inscriptions the hieroglyphics of the Egyptians and the cuneiform writing of the Assyrians. The Hittites writing was on stone, carved in bas-relief, and the inscriptions continued over the figures as well as the back-ground on the monuments. The Hittites and the Phoenicians were near neighbors. The Phoenicians were greatly influenced by the Hittites, which makes the latter's writing of importance to the world.

Many hard-to-decipher characters, which resembled writing, have been found in the Mediterranian islands of Crete and Cyprus and in other islands of the Aegean Sea. Since historians claim that some of the inscriptions found among the ruins in Crete are of an earlier date than the earliest known Phoenician inscriptions, we are led to believe that they had some influence in the development or formation of the Phoenician alphabet,[9] the beginning of which was doubtless in these islands. While the Egyptians,

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[8] Ibid., pp. 18-20.

[9] Ibid., pp., 21-23.

Babylonians, and Hittites were bickering and fighting, the peace-loving Phoenicians were establishing colonies and making contacts with the outer world. They developed an extensive trade and exported many skilled workmen. They consequently felt the need of a simple method of communication, a writing that could be easily understood. This need may explain, at least in part, the origin of their alphabet. Its similarity to our own alphabet is striking. They wrote from right to left, and so when their letters were reversed they were still more like ours. Some of the Phoenician inscriptions handed down were on bronze, and some were found on sarcophagi of ancient Sidonian Kings. The Hebrews adopted the Phoenician alphabet and took it with them into captivity in Babylon. The alphabet was known as the Aramean, which is a variety of the Phoenician alphabet. It was adopted and used and finally emerged into the square Hebrew of today.

The Phoenicians introduced writing into Greece.[10] At first the Greeks shaped their letters exactly as the Phoenicians shaped their alphabet. Their most significant contribution to writing was the selection of certain letters to which they assigned definite vowels; the Phoenicians did not have any letters for vowels. When writing was done on stone, capital letters were used, but when lengthy manuscripts were written, the form was changed, little by little. Some letters were longer than others; some lost one or more parts until a new alphabet was made, and more unity, balance, and beauty were added.

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[10] Ibid., pp. 24-26.

The Russian, as well as the Roman,[11] writing developed from the Greeks. No trace of any alphabet has been found in Italy earlier than that of the Chalcidian type of the eighth and seventh centuries, B.C. The leading people in Italy, before the rise of Rome were the Etruscans. They were highly cultured people, but they left few written records.

Hundreds of years after the founding of Rome, the Etruscans were conquered by the Latins. The development of the alphabet has been traced from inscriptions on old coins to the inscriptions found on monuments and buildings in the time of Caesar. The twofold development embraced the form of letters and the replacement of some letters used by the Greeks, with others rejected by them. The early Latin inscriptions were written from right to left, and all words were joined together. At an early period, dots were placed between words to separate them. The dots later were discarded for triangles such as we sometimes see today on public buildings.

The Romans wrote on tablets covered with wax. Their instrument for writing was a pointed piece of metal, which had a blunt end, used for an eraser. Papyrus was introduced from Egypt. In addition, parchment was used to write on. The Romans used capital letters exclusively, for many years. Later they learned to use small letters when so many manuscripts were copied during the Middle Ages. The alphabet reached its final perfection at the time when Christianity became the most powerful influence in European

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[11] Ibid., pp. 27-28.

affairs. The Christian missionaries brought the art of writing to the barbarians of northern Europe. While our alphabet had developed from theirs, ours contains "I," "U," "U," and "W," which theirs did not include.

An analysis of writing in The Middle Ages[12] reminds us that long before the fall of Rome, the changes in letter forms began. "A" lost its crossbar, "F," "L," "B," "P," and "Y" were narrower and taller. However, the letters remained capitals or "majuscules," still far from the ultimate miniscules. The first alphabet that changed from the classic Roman letters was called "rustic" because it was less finished than those of the chiseled inscription. Shaded letters were common. This rustic form was used for about three centuries and was then replaced by "unical," a name given because the letters were supposed to be an inch high but this height was not uniform. The unical letters were developed in the fourth century and continued in use until the eighth century. This was a thousand years before the printing press was invented.

All books and literature had to be laboriously written out by hand. A staff of copyists was employed for this work and their writing room was called the scriptorium. These people produced expert work. The lettering was clear and uniform. Some manuscripts were written in gold and others in brilliant colors. Until the eighth century, Ireland, and later England, produced the finest manuscripts written.

In 796 Alcuin, an English Monk at the Abbey of St. Martins at Tours, established a school of calligraphy. Monks from all parts

of Europe came to study under his tutelage. The alphabet used by him came to be much more popular than those formerly used. The Caroline Miniscule was taken up by England as time went on.

The black letter became unpopular after the invention of printing and the return of the earlier models. The Germans were the only people to retain the use of these black letters. Some German books and newspapers are printed in this type even now. The Germans are gradually taking up our alphabet, and it may not be long until the black letters will not be in use. The style of capitals in the black letters varied with the preference or the scribe and style of the period when they were used. The old unical letters were adapted as capitals in the fourteenth century. Other styles of Gothic alphabets were developed, and there was practically no limit to the number that could be found in old manuscripts of England, Germany, and France. It is interesting to note that all styles of lettering used by engravers today are either copies or only slightly changed styles of those found in old manuscripts. In the fourteenth century the black letter reached its final development in letter forms which have come to us as Old English. Paragraphs were then introduced and the reading of manuscripts became much easier.

After the invention of printing, letter writing became more common. "Cursive" writing,[13] or that where letters are joined together in words, was used to describe all but the professional writing. With the necessity for the formal scribes diminished,

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[13] Ibid., pp. 35-37.

the gradual relaxing of handwriting was noted. It became more rounded and showed more freedom of penmanship. Individuality in writing was practiced and it was beginning to prove a means of identification. The English Magna Charta was the first formal document written in the newer and freer handwriting. This document was known as the English Bill of Rights which the tyrand King John forced his nobles to sign.

At the beginning of the sixteenth century, letter writing became the usual method of communication. Newspapers were still unknown. All the knowledge which could be secured from the world was sent from place to place in the form of letters. The letters had to be sent by messengers whose honesty could not always be trusted, therefore the writer had to be extremely careful of the wording of the message entrusted to him. Envelopes were unheard of, therefore to express oneself freely in those days was somewhat dangerous.

Another widespread use of writing was the preparation of "Household Rolls" by the steward of a home. This was written on a piece of parchment and each piece, when filled, was pasted to another. These records have given us ideas of living conditions and domestic customs of certain periods of history.

Many nobles were such poor scribes that their writing war almost illegible. John Knox left behind him writings that to most people are mere scratches of the pen. On the other hand, Queen Elizabeth was noted for her beautiful handwriting. She wrote in

disconnected letters, while the men of that day joined their letters together. After letter-writing became common, many writing schools were opened to the public.

The invention of the printing press[14] lessened the labor of writers to a very great extent. For hundreds of years men had dreamed of the idea of printing. The yearning of people for education caused books to be so much in demand that it was necessary to find a way to produce them without so much painstaking effort and time. As a result, there was the invention of movable type. This great improvement is generally accredited to John Gutenburg of Mainz, Germany, although others have claimed this honor. Just how the first movable type was made may never be known, because it seems to be a disputed point. It is generally assumed, however, that the letter was cut in relief on soft steel which was then hardened. After the type was cut, the real work of printing a book or paper began. All type in those days had to be carefully set by hand, and progress was necessarily slow. After the pages were set the "form" was "made ready" for the press which meant that the pages set in type were adjusted to the press so that there would be an even pressure on each letter. The amount of labor it took to do this work was enormous, still it was much less work than the old task of writing volumes by hand.

A discussion of handwriting would not be complete without the description of implements and materials used. The forerunner of

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[14] Ibid., pp. 38-41.

the steel pen[15] was the coptic reed pen which was used about four hundred years before Christ. This pen was used for writing on papyrus. When papyrus was superseded by paper, it was necessary to have a finer writing instrument. The first reference that was made to a quill pen was by St. Isadore de Seville, about 550 A.D. From then on they were used extensively. Large flocks of geese were kept by many people for the purpose of making these writing instruments. Quills from the swan and crow were also used. Quills were expensive and writers had to learn to mend their own pens which took much time. Therefore, an effort was made to find something more substantial for writing. This search finally resulted in our steel pens. At first the holder and the nib were made in one piece, but later the pen developed into the form we have now. The first pens were too stiff but an early American penmaker slit the sides and permitted more flexibility. Up to this time they were made by hand and were very expensive. In 1822 Joseph Gillott of Birmingham invented a steel pen press that produced with great speed and precision. At first school teachers had the same attitude toward the steel pen that they later had for the fountain pen. However, its usefulness was soon recognized and it became universally used.

The story of paper begins with the fact that since man became civilized enough to record important occurrences he has used rocks, bark, hides of animals, sticks, and many other things on which to make recordings. The quantity and quality of writing

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[15] Ibid., pp. 46-48.

materials used by the ancients was to them an index to their stage of civilization.

Papyrus[16] was the first form of sheet material to be used. It was imported from Egypt and was made from the inside of a reed-like plant. Books of papyrus were made by gluing together, end to end, as many sheets as were necessary. Then the sheets were made into a roll. Vellum, made from the skin of young calves, lambs, and goats, was used by the Egyptians in addition to the papyrus. Vellum finally took the place of papyrus as it could be fastened together more easily and was therefore more convenient for making books. The Chinese made their paper from the inner bark of the bamboo tree and from hemp, but in Europe cotton and linen were used.

Just as plant and animal life made a contribution to the art of writing, so did the creatures of the sea make their contribution. The first true ink[17] came from the cuttle fish which was found in the Mediterranean and in other European waters. When frightened or pursued, this fish expelled a liquid to hide itself from the pursuers. The Phoenicians used a species of shell fish found in the same waters from which they made their famous Tyrian purple dye and ink. This purple became so famous that none except the royal families were allowed to use it.

About 2500 B.C. both the Chinese and the Egyptians began making a carbon ink. It was produced by burning certain types of wood

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[16] Ibid., pp. 49-52.

[17] Ibid., pp. 53-54.

and oil with a scanty supply of air. The fine carbon deposited by the smoke was baked with a glue made from the skin of an oxen. It was made into a cake and used much as our water colors are used today. Our own ink also has an ancient history, but it differs from other inks by being a chemical compound which depends for its action on the oxidizing effect of the air. A monk in the eleventh century A.D. described the making of this ink. In Asia Minor and China some species of oaks grow nut-galls which are used in making ink. These nut-galls contain tannin used not only in ink but also in tanning leather. The secretion from these are mixed with water, fine particles of an iron compound, and sometimes an acid.

Ink was made in private homes until the nineteenth century, when the first commercial ink was placed on the market by a man named Stephens. However, a sixteenth-century encyclopedia contained recipes for making this writing fluid. In its later history, ink had to be modified for fountain pens. Various colors were obtained by adding suitable dyes. Many special kinds of ink, such as copying, printing, indelible, and powdered ink are available. The powdered ink contains all the ingredients of the liquid ink and can readily be made a liquid by adding water.

Carbon is found in the earth in two forms. One form is graphite, which is very soft and black and from which lead pencils[18] are made. In 1520 when Cortez went to Mexico, he found the natives

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[18] Ibid., pp. 55-57.

using graphite. However the English are credited with inventing the lead pencil which we use today. Strange to say, there is no lead in a pencil. The origin of the term comes from the fact that lead was once used as a marking material. A huge graphite mine was discovered in England in the year 1565 A.D. Very soon its value as a writing material was recognized, and it was immediately mined with care. The output was strictly regulated, but the supply was exhausted by the nineteenth century. Powdered graphite was at first useless for making pencils, but as the metal grew scarce it became necessary to find a way to utilize the powder. A Frenchman, in 1790, found a process for mixing graphite and clay which solved the problem. London is the center of graphite trade but many places in Europe and North America have graphite mines.

A life insurance solicitor, who found the ordinary pen and ink very hard to get when he was at his desk, invented the first practical fountain pen.[19] In New York City, during the nineteenth century, L. E. Waterman perfected the pen and secured a patent as early as 1884. By 1835 various types of fountain pens had been manufactured, but none had fed the ink properly. Many types of pen points were used before the iridium element was introduced. Today it is the only satisfactory point to be found. Pyroxylin is the material from which fountain pens are now made. It comes in a tube or a sheet. The pen is formed by simply hollowing out the material and shaping in the form of a pen, or rolling it around a

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[19] Ibid., pp. 58-61.

metal rod. The most important improvement made on the original invention was the self-filler, invented by Conklin.

A score or more of inventors worked on the writing machine during the eighteenth and nineteenth centuries, and an American stenographer, James O. Clephane, helped greatly in the development of the typewriter.[20] Henry Mill, in the reign of Queen Ann of England, was issued the first patent for this type of a machine in England. The first American to receive a patent for a typewriter was William Austin Burt in 1829. The first practical typewriter was invented in 1873 and the patent rights were bought by E. Remmington and Sons of New York. Before 1870, women were thought to be unequal to the burdens of commercial life. The invention of the typewriter emancipated women by making their services indispensable. It revolutionized business and brought about mail advertising. Improvements on the typewriter are often made, and the most recent one was the noiseless machine.

Modern handwriting[21] is characterized by the muscular movement often called the Palmer system. Mr. Palmer published a self-teaching course in The Penman in 1899. This course of lessons did much to impress the school people of the practical nature of his handwriting instruction but it was hard to get a foothold in public schools because publishers who controlled the situation continued to sell copybooks. He finally secured the adoption of the Palmer Method in New York City in 1905. This adoption doomed the copybook

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[20] Ibid., pp. 62-65.

[21] Ibid., pp. 70-72.

and also spelled the death knell of the vertical writing and the semi-slant which followed it. The Palmer system, or similar systems, is now accepted all over the United States.

CHAPTER II

A NARRATIVE DESCRIPTION OF THE HANDWRITING PROGRAMS FOR ELEMENTARY GRADES AS FOUND IN CERTAIN STATE COURSES OF STUDY

The discussions contained in this chapter are related to the concepts and guiding principles, general and specific aims and objectives, and general and specific means, methods, and activities recommended by certain State Departments of Education for accomplishing the stated aims and objectives of the elementary-school handwriting program. Data for the discussions were secured from various state courses of study and were inserted as a background for tables that appear in Chapter III.

Texas

The elementary-school course of study for Texas contained seven consecutive pages on "Handwriting." The following topics were treated in detail: (1) general guiding principles, (2) objectives and procedures for grades one, two, and three, (3) suggested activities and references for primary grades, (4) objectives and procedures for grades four, five, and six, (5) suggested activities and references for these grades.

The handwriting program centered around the concepts that writing is a tool used to express meaning, and, that it is a skill necessary to social adaptation. Emphasis was placed on the desirability of correlation with other subjects, and activities, on

the development of wholesome personality traits as an accompaniment to the acquisition of skill in writing, and on the relation of desirable health habits to acceptable penmanship.[1]

The general and specific aims and objectives for the primary grades were stated together and included the development of a writing vocabulary which would enable the child to give expression in easy and legible writing. At the same time, in addition, attention was called to the fact that self-confidence, neatness, and social needs were to be considered in the handwriting program.[2]

When the specific aims and objectives for the fourth, fifth, sixth, and seventh grades were analyzed, it was found that they also were stated together and included the refinement of technical skills, appreciation of attractive, legible handwriting, and the ability to write under different physical conditions and with various mediums.[3]

Means, methods, and activities recommended for accomplishing the stated aims and objectives for the primary grades embraced the following: definite periods of ten to fifteen minutes for practice, use of manuscript letter forms for the beginners unless the teacher prefers the cursive form, correct placement of paper, use of left hand in writing by left-handed pupils, use of blackboard for first writing, formation of letters, and a

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[1]State Department of Education, Tentative Course of Study for Years One Through Six, Vol. XII, No. 7, (May, 1936), 135-36.

[2]Ibid., p. 136.

[3]Ibid., p. 140.

determination of the proper time for change from manuscript to cursive form. For the second grade, emphasis was placed on ability to write at desks with a smaller-size pencil, accurately forming small letters, capitals, and numerals. Recommendations for the third grade included attention to neatness, correct form, alignment, and spacing, use of a measuring scale, and the introduction of the pen.[4]

First-grade activities include writing the following: signs, labels, names, booklets, lists, word games, sentences in picture books, words about local occurrences, and Valentine greetings. Second-grade activities included writing sentence reports, spelling lists, rules of conduct, titles of books, number-work problems, new words, safety rules, list of things father and mother do for their children, and sentences about local occurrences. Third-grade activities included writing an account of a trip, poems, stories, and plays, paragraphs about foreign children, rules for care of books, lists of wild flowers and birds, recipes for candy, description of cotton plant, and booklet of original poems and stories for the library. Activities for the fourth, fifth, and sixth grades included writing lists of words, letters of information, thanks, and Red Cross activities, experiment reports, health, thrift, safety and "good citizenship" rules, biographies, original poems and riddles, lists of books and magazines, plays, and news items for newspapers.[5]

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[4]Ibid., pp. 137-138.

[5]Ibid., pp. 138-39, 141.

Mississippi

The state course of study for elementary grades in Mississipi contained two pages on "Handwriting." This discussion had no topical headings, such as "objectives," or "activities," but was a general discussion of writing. One aim, a few specific procedures regarding mechanics for primary grades, and an evaluation of manuscript and cursive writing were included.

The handwriting program was built on four general concepts. The first was that handwriting is an expression of thought, and the subject matter of writing should be linked with meaning and transmission of thought. The second concept was that writing will develop from the pupils' specific needs, while the third concept held that pupils will have a desire to improve their writing when the right attitude is developed. The fourth concept grew out of the third and held that the feeling of writing's importance as a means of communication was the most essential attitude to be developed.[6]

The general aims and objectives included purposeful, legible writing done in a healthful position and to satisfy social needs, emphasis on the result of writing rather than on the mechanical features, instillation of right attitudes, stress on primary factors of legibility, and formation of correct writing habits rather than mere correction of errors.[7] It was also recommended that

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[6]State Department of Education, Mississippi Program for the Improvement of Instruction, Bulletin No. 4 (October, 1937), pp. 355-56.

[7]Ibid.

the child be encouraged to proof-read his work. No specific aims and objectives were stated for the various grades.

General means, methods, and activities suggested for carrying on an effective handwriting program centered around correct posture and lighting. In addition, it was recommended that emphasis be placed on the result of writing rather than on the mechanics. However, primary factors of legibility were not to be neglected. Only exercises which would contribute to the actual formation of letters and words should be used for practice.[8]

For the first grade, specific means, methods, and activities centered around the concept that in beginning writing, the child should use large, free movements so that he could use his entire body. Blackboard writing was suggested. When pupils were ready to write on paper, soft, large lead pencils were recommended. It was pointed out that manuscript writing seemed more effective than cursive writing for the early grades. For the second grade, large writing was encouraged, and unlined paper, or paper ruled so that only the base line was provided was recommended. Beyond the second grade, ordinary size pencils could be used, but wide-lined paper was to be supplied for those who needed it.[9] No other means, methods, or activities were listed for primary grades, and none were included for fourth, fifth, sixth, or seventh grades.

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[8] Ibid., p. 356.

[9] Ibid., p. 355.

North Carolina

The state course of study for elementary grades in North Carolina contained data on reading, language, spelling, health, science, and citizenship, but no specific information on handwriting. Under the caption of "Language," writing was mentioned as a tool and as a part of language training. All information contained in the discussion that follows and in the tables of Chapter III were gleaned from the language program, especially from pages devoted to written work.

The handwriting program for the elementary schools was built around the concept that writing is a tool subject used for expression.[10] One general aim which related to writing was stated in the discussion of general language objectives. It pertained to gaining knowledge and acquiring skill in the use of the forms of written expression.[11] In addition, emphasis was placed on leading pupils to make necessary mechanical details habitual,[12] on developing the habit of checking one's work and presenting only the best to others, and on developing an ability to copy and to take dictation rapidly and correctly.[13]

The one specific aim stated for the first grade was the establishment of correct practice in written language suited to first grade.[14] For the second grade, two main objectives included

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[10]State Superintendent of Public Instruction, Course of Study for the Elementary Schools of North Carolina, Educational Publication No. 154, Division of Publications No. 47 (1930), p. 125.

[11]Ibid., p. 122.

[12]Ibid., p. 167.

[13]Ibid., p. 176.

[14]Ibid., p. 139.

a development of the pupil's ability to write one or two good sentences on a topic, with legibility and a reasonable degree of speed, and the production of desirable pupil and group responses to grade situations calling for short notes, letters, announcements, messages, and short compositions.[15]

Suggested third grade aims and objectives were to train pupils to write a paragraph or a topic interesting to third grade and to guide them to worthy written responses to third grade situations called for short notes, letters, announcements, messages, and original compositions. In addition it was recommended that children should be trained to write with ease a short and correct paragraph or letter. Emphasis was placed on developing ability and frequent practice in self-testing, self-correcting, and self-evaluating. Other specific aims and objectives included the following: ability to write from dictation and to use dictation as a tool, to copy legibly and with a reasonable degree of speed and accuracy, to write definite answers to specific questions, and interest in the mechanics of writing, pleasure in writing different kinds of informal notes, letters, invitations, and announcements, ability to write an original composition of three or four related sentences and a growing interest and practice in writing original statements and rhymes. Simultaneously it was recommended that the teacher should seek to develop the ability to write the alphabet and arrange familiar words alphabetically according to the first

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[15] Ibid., p. 147 and 155.

letter as well as to create a desire on the part of the child to increase his own writing.[16]

In the fourth grade the specific aims and objectives included an increase in the quantity and quality of written work. The ability to write a short, well-rounded paragraph, the ability to write original short stories, rhymes, messages, and descriptions. In addition emphasis was placed on the pupil's ability and willingness to find and correct his errors before handing in work.[17]

In the fifth grade the specific aims and objectives were to provide frequent and interesting practice in the form, proper content, and arrangement with regard to sending and replying to letters, announcements, and invitations. It was suggested that pupils be taught to write so that reading would be enjoyable. It was also recommended that they be encouraged to keep in mind the importance of keeping their written work attractive and to produce acceptable correspondence.[18]

Specific aims and objectives for the sixth grade were the establishment of the habit of using correct forms, and the ability to write correct friendly and business letters, announcements, and invitations.[19] Similarly, suggested seventh grade objectives were to make good form in writing a matter of habit. It was recommended that pupils should be trained to write correct compositions

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[16] Ibid., pp. 156-57.

[17] Ibid., p. 178, 184.

[18] Ibid., pp. 185-192.

[19] Ibid., pp. 193, 198.

of two or more paragraphs of suitable seventh grade subjects, social and business letters, informal and formal invitations, announcements and outlines.[20]

General means, methods, and activities recommended for accomplishing the aims and objectives set up for the handwriting program included the following: (1) the requirement of only a reasonable amount of written work and the accepting of nothing less than the pupils' best, (2) the use of bulletin boards for displaying correct and interesting work for each grade, (4) utilization of the school newspaper for the purpose of using the best work of all pupils, (5) provisions for meeting each pupil's writing needs as additional demands are made on this tool subject, (6) use of approved standard tests at regular intervals to meet special needs, (7) the use of natural and interesting situations, and (8) writing invitations to others to share in enjoyable work.[21]

Specific means, methods, and activities for the first grade were based on informality, although a regular period was recommended for written work. Group work, careful supervision, quality rather than quantity, and social needs were emphasized as foundations on which to build effective written work. Such activities as labelling, copying names, greetings, titles, writing as accepting invitations, printing weather records, and posting names or directions were suggested.[22]

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[20] Ibid., pp. 206, 210. [21] Ibid., pp. 125, 127, 128, 129.

[22] Ibid., pp. 134, 137, 138, 143, 236, 237.

Frequent and closely supervised written work was recommended for the second grade. Copying, taking dictation, composing and comparing, filling blanks, revising written work, writing greetings, instructions, labels, charts, invitations, and letters were also suggested. The use of a standardized writing scale for pupil's self-rating and the development of specific and desirable standards of attainment were emphasized.[23]

Specific means, methods, and activities for third-grade pupils included decided training in written composition and letter-writing, making booklets for preservation of best work, drill on writing difficulties, and the use of the child's natural experiences in an integrated program. Emphasis was placed on leading pupils to want to write, oral preparation for written work, and definite and adequate checking of each child's writing.[24]

Life situations were recommended as a means of introducing specific and technical learning in the fourth grade. Such Activities as copying letters, stories, or directions, making an explanation, writing paragraphs based upon school activities, keeping diaries, making booklets, using drill exercises, and taking standardized tests were recommended.[25]

Written activities recommended for the fifth, sixth, and seventh grades were similar and were a continuation, enlargement, and a refinement of the work begun in lower grades. Such activities

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[23] Ibid., pp. 134, 148, 150.

[24] Ibid., pp. 134, 156, 158, 159, 161, 162.

[25] Ibid., pp. 168, 179.

as writing stories, reports, outlines, explanations, descriptions, letters, and diaries, were suggested. Close supervision, social needs, and pupils' experiences were given emphasis. Standardized tests or rating scales were recommended for determining individual needs and progress.[26]

Georgia

The elementary-school state course of study for Georgia devoted approximately six and one-half pages to a discussion of "Writing." In the introduction, the relation of the subject to the scope of the curriculum was explained. Objectives were stated, and a comparison of traditional and progressive practices was made. General teaching techniques were recommended, and the use of the pupil's manual was explained. Specific instructions were given for teaching beginning writing and for writing in the fourth, fifth, and sixth grades.

In the discussion of beginning writing, the following phases of the subject were included: (1) manuscript, free movement, posture, mechanics, writing lesson content, and caution regarding the relation of reading and writing. For the second and third grades, recommendations were made regarding objectives, transition from manuscript to cursive, writing materials, posture, and drill. General discussions on drill, correction of specific difficulties, integration with other subjects, use of diagnostic scales and

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[26]Ibid., pp. 185-209.

speed tests, and the value of the writing manual were included for the fourth, fifth, and sixth grades.

The handwriting program for the entire elementary school was built around the concept that writing is an expression of thought and develops from social needs. Therefore, meaning and the transmission of thought should be linked with the subject matter of this tool subject.[27] General aims and objectives included legibility, and sufficient speed.[28]

Specific aims for the first grade were ease, neatness, mastery of mechanics, pupils standards and measurement, and presentation of social need for writing.[29] For the second and third grades the following two objectives were stated: (1) stimulate pupils to a purpose in writing; and (2) equip them so that they will attack their writing problems intelligently.[30] Aims for the fourth, fifth, and sixth grades were legibility, sufficient speed, and improvement of writing.[31]

Virginia

The elementary-school course of study for Virginia contained no specific pages devoted to the teaching of handwriting. Some suggestions, mostly in forms of ability charts appeared in the discussion of Language Arts. The main concepts around which the

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[27]State Department of Education, Guide to Use of State Adopted Text Books, Georgia Program for the Improvement of Instruction in the Public Schools, (1938), p. 68.

[28]Ibid., p. 69.

[29]Ibid.

[30]Ibid.

[31]Ibid.

program was built were that writing is an art involved in thought communication, a tool to meet functional needs, and an experience for creative expression, enjoyment, and appreciation. In addition, it is social in origin, content, and method of acquisition, and is essential to progress and growth in the elementary-school program.[32]

General aims and objectives included the ability to express thoughts clearly, forcibly, and correctly in all written work, make written reports, take notes and find and correct errors. Emphasis was also placed on the importance of setting up standards and applying them to writing as well as to maintaining legibility and speed.

Specific aims for the first, second, and third grades included the ability to write well-formed letters and numbers and to use free easy movements. Blackboard writing was recommended for beginning writing. Later on, large soft lead pencils should be used on widely spaced lines, without cramping the fingers.[33]

General means, methods, and activities for achieving the aims of the handwriting program dealt with the use of life-like situations in an atmosphere of freedom. Opportunities for experiences which would serve as a background for written expression were recommended and were to be expressed in accurate and appropriate work.[34]

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[32]State Board of Education, Tentative Course of Study for Virginia Elementary School, Grades I-VII, p. 369.

[33]Ibid., pp. 374-376.

[34]Ibid., p. 386.

Specific means and methods for the primary grades included writing on the blackboard or lined paper, writing numbers and alphabetical words, short sentences, letters, or invitations. No suggestions were made for methods or activities in the upper grades.

CHAPTER III

AN ANALYSIS OF THE ELEMENTARY-SCHOOL HANDWRITING PROGRAM AS FOUND IN CERTAIN STATE COURSES OF STUDY

In Chapter II, a general narrative description of the elementary-school handwriting program recommended by five State Departments of Education appeared. The data in this Chapter are a detailed and specific presentation of these various programs in tabular form. Table 1 contains the general concepts and guiding principles of handwriting. In Table 2 are found general aims and objectives set up for the entire program. Specific aims and objectives appear in Table 3. This table presents a grade-by-grade analysis of suggested aims. Table 4 contains the general means, methods, and activities. This lengthy table appears particularly important in this study, because it contains definite and step-by-step, grade-by-grade procedures for teaching handwriting in the elementary school. Table 5 was designed to secure ideas and methods and to present them in a compiled form.

Data in the tables that follow were secured from courses of study in the following states: Georgia,[1] Mississippi,[2] North

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[1]State Department of Education, Guide to Use of State Adopted Text Books, Georgia Program for the Improvement of Instruction in the Public Schools, (1938), pp. 68-75.

[2]State Department of Education, Mississippi Program for the Improvement of Instruction, Reorganization and a Guide for Curriculum Planning in the Elementary School, Bulletin No. 4, (Oct., 1937), pp. 355-361.

Carolina,[3] Virginia,[4] and Texas.[5] These bulletins were of the latest available dates.

Pages in the bulletins on which information was found were cited in footnotes 1, 2, 3, 4, 5, 6, and 7 of this chapter because space forbade the insertion of specific footnotes for each line of each table. In several courses of study, integrated programs appeared, and it was necessary for the writer to make a detailed study of the entire bulletin and pick out the concepts, aims, and methods which pertained to the present problem. In such cases, the footnotes included the first and last page which contained desirable data. In other bulletins, the title "Writing" was used to designate the pages which were devoted to a discussion of the subject. In most cases, these descriptions were concise, easily analyzed, and were contained in a few consecutive pages.

General Concepts of Handwriting

Table 1 contains data on the general concepts of handwriting in the elementary grades as they appeared in certain state courses of study.

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[3]State Superintendent of Public Instruction, Course of Study for the elementary Schools of North Carolina, Educational Publication No. 154, Division of Publications No. 47, (1930), pp. 125-246.

[4]State Board of Education, Tentative Course of Study for Virginia Elementary Schools, Grades I-VII, pp. 371-376.

[5]State Department of Education, Tentative Courses of Study for Years One Through Six, Vol. XII, No. 7 (May, 1936), pp. 135-141.

TABLE 1

GENERAL CONCEPTS OF HANDWRITING IN THE ELEMENTARY GRADES AS THEY APPEARED IN CERTAIN STATE COURSES OF STUDY

General Concepts and Guiding Principles	The State Courses of Study in Which the Concepts Appeared				
	Ga.	Miss.	N. C.	Tex.	Va.
1. Handwriting is to be considered a tool, a means of expression rather than an end in itself.....				x	
a. Handwriting should be taught in closest possible correlation with other subjects.				x	
b. All activities in handwriting should be purposeful for child.....				x	
c. Drill procedures should be meaningful and aimed at specific outcomes.....				x	
2. Handwriting is to be regarded as an important and essential skill necessary to social adaptation.....				x	
a. Handwriting in connection with other activities and subjects should help the child to realize the social value of good handwriting and help him to develop better handwriting techniques.....				x	
b. Handwriting should be taught so that an appreciation of its function in the					

TABLE 1--Continued

General Concepts and Guiding Principles	The State Courses of Study in Which the Concepts Appeared				
	Ga.	Miss.	N. C.	Tex.	Va.
social order will be a natural outcome. An evaluation of the standards required in vocational, professional, and social life should be made.....				x	
c. Practice periods devoted to the mastery of handwriting techniques should be provided upon words used in other classes in order to develop standards which will carry over into everyday handwriting and make it automatic. Emphasis should be placed upon the importance of a well-written and neatly arranged page.....				x	
3. Individual difference should receive consideration in the teaching of handwriting.....				x	
a. Uniform achievement from the entire class is to be neither expected nor encouraged.....				x	
b. Legible handwriting without a high degree of muscular coordination or speed should be the goal of certain children.				x	

TABLE 1--Continued

General Concepts and Guiding Principles	The State Courses of Study in Which the Concepts Appeared				
	Ga.	Miss.	N. C.	Tex.	Va.
c. A high standard of attainment in all handwriting objectives should be the goal of other children.....				x	
4. Developing of wholesome personality traits should accompany the acquiring of skill in handwriting..				x	
a. The teacher should make the child conscious of success rather than failure in his handwriting experiences.....				x	
(1). Praise should be given often, but it should be specific in nature and meaningful to the child....				x	
(2). Adverse criticisms should be definite and aimed at specific improvements...				x	
b. The early development of desirable attitudes toward handwriting is more important than the immediate development of skills.....				x	
(1). Utilize the "low of readiness" to encourage good attitudes....				x	

TABLE 1--Continued

General Concepts and Guiding Principles	The State Courses of Study in Which the Concepts Appeared				
	Ga.	Miss.	N. C.	Tex.	Va.
(2). Over-emphasis on handwriting as a subject to be avoided.				x	
5. The relation between good health habits and good handwriting should receive first consideration in handwriting practices. The habit of assuming healthful posture should be encouraged in order to promote health and to protect the eyesight.....				x	
6. Writing refers to the art involved in the use of written words for the intercommunication of thought.....				x	
7. Writing, as an essential part of the Language Arts program, is classified into two major divisions:					
a. Writing as a tool--to meet functional needs of child.....					x
b. Writing as experience --for creative written expression and for enjoyment and appreciation.....					x
8. There are at least three major handwriting considerations which demand the attention of a teacher: planning, organizing, and teaching writing.....					x

TABLE 1--Continued

General Concepts and Guiding Principles	The State Courses of Study in Which the Concepts Appeared				
	Ga.	Miss.	N. C.	Tex.	Va.
a. The major consideration in developing handwriting is the child. Method and content should conform to his nature and his present and future needs....					x
b. Writing is social in origin, social in content, and social in method of acquisition.....					x
c. Writing is essential to progress and growth in all the subjects of the elementary program.....					x
9. Writing is still given special treatment as a tool subject for the purpose of developing a tool contributive to self-expression.....			x		
10. Handwriting is an expression of thought and the subject matter of writing should be linked with meaning and transmission of thought.....		x			
11. Handwriting will develop from specific needs.....		x			
12. When the right attitude exists the child will want to improve his writing.....		x			

TABLE 1--Continued

General Concepts and Guiding Principles	The State Courses of Study in Which the Concepts Appeared				
	Ga.	Miss.	N. C.	Tex.	Va.
13. The feeling of the importance of writing as a means of communication is the most essential attitude to develop.		x			
14. Writing should be regarded as a tool for the expression of real thoughts and ideas.....	x				
a. The "writing lesson" used as a practice period has proven its uselessness. Writing may play a part in many activities; it is a means to an end and never an end in itself. Therefore, children should not be expected to write unless they have something to say....	x				
b. It is very important that children be at ease: strain is never conducive to ease nor to good writing.....	x				
c. Modern goals in penmanship teaching differ from the transitional in that children now write, not for the sake of imitating a set model, but for the sake of conveying ideas.....	x				

An analysis of data in Table 1, which pertained to general concepts in writing in the elementary grades, showed that little uniformity existed in the number of concepts included in the various courses of study. In several bulletins a lengthy discussion of writing was included, while in others, only one concept was described. However, it appeared that the central theme of each discussion, regardless of its length, was the social value of writing, and its use as a tool of expression and communication of thought.

The writer concluded that the length of the discussion of concepts was not important to a teacher efficiently trained for teaching writing. If, on the other hand, an untrained person were to rely solely on the course of study for guidance, the more detailed bulletins would be of greater value than others.

General Aims of Handwriting

Data in Table 2 contain the general aims and objectives of the handwriting program in the elementary schools of certain states, as they appeared in the latest available adopted state courses of study. The objectives were related to the aim of purposeful, legible writing, development of self-confidence and proficiency, pride in producing neat work, healthful posture while writing, formation of correct writing habits, and self-evaluation of all written work.

TABLE 2

GENERAL AIMS AND OBJECTIVES OF HANDWRITING IN THE ELEMENTARY GRADES AS THEY APPEARED IN CERTAIN STATE COURSES OF STUDY

General Aims and Objectives	The State Courses of Study in Which Each of the Aims Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
1. Developing a writing vocabulary which will enable the pupils to express their thoughts in writing easily and legibly.....				x	
2. Developing a feeling of self-confidence and pleasure in writing.....				x	
3. Developing the "social urge" to use good handwriting and to produce a neatly written page...				x	
4. Keeping in mind that the chief aim of writing in the elementary schools is purposeful, legible writing done in a healthful position.....		x			
5. Insuring that proper emphasis be put on the result of the writing and not on the mechanical features.....		x			
6. Instilling right attitudes in the mind of the child. The child's desire to be a good writer, and the feeling of the importance of writing as a means of					

TABLE 2--Continued

General Aims and Objectives	The State Courses of Study in Which Each of the Aims Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
communication are the most essential attitudes to be developed.		x			
7. Stressing the primary factors of legibility: uniformity of slant, uniformity of alignment, letters well formed, and adequate spacing between letters, words, and lines.		x			
8. Helping the child form correct habits in writing rather than a mere correction of errors...		x			
9. Encouraging child to make use of what he knows or to proofread his written work.....		x			
10. Causing pupils to produce correct language in both speaking and writing. Leading pupils to master necessary mechanical detail habitual.....			x		
11. Developing the ability and habit of using correct form in all written work including good penmanship, correct spelling, punctuation, capitalization, neatness and a variety of accepted styles on paper; as in letters,					

TABLE 2--Continued

General Aims and Objectives	The State Courses of Study in Which Each of the Aims Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
invitations, announcements, poems, and plays.			x		
a. The habit of checking one's own work and presenting only the best to others.			x		
b. An ability to copy and to take dictation rapidly and correctly.....			x		
12. Developing in every child the ability to write legibly with a sufficient amount of speed. Every conceivable means should be employed by the teacher to motivate the teaching of handwriting so that the child will become writing conscious and demand for himself a greater proficiency in the use of the skill as he needs it.....	x				
13. Developing ability to:					
a. Express one's ideas clearly, forcibly, and correctly in all forms of written discourse.....					x
b. Write thoughts in a clear way and in complete sentences.					x
c. Make written reports.....					x
d. Take notes.....					x
e. Set up standards and apply them to writing.....					x
f. Maintain correct margins and indentions.....					x

TABLE 2--Continued

General Aims and Objectives	The State Courses of Study in Which Each of the Aims Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
g. Find and correct errors in own handwriting.....					x
h. Write neatly and easily.....					x
i. Maintain legibility and speed in handwriting.....					x

Specific Aims and Objectives of Handwriting

Table 3 contains a resume of the specific, grade-by-grade aims and objectives of writing in the elementary schools as they appeared in certain state courses of study. In some of the bulletins, each grade was considered separately, while in others, the first, second, and third grades were grouped together, as were the fourth, fifth, sixth, and sometimes the seventh. This data indicates a wide difference in the number and types of aims included in the course of study under consideration. Again, the writer concludes that the specific, detailed, easy-to-follow aims and objectives set up by certain states would be more adequate than the general program provided by other states for beginning teachers or for those who lack training in how to teach handwriting.

TABLE 3

SPECIFIC AIMS AND OBJECTIVES OF HANDWRITING IN THE ELEMENTARY SCHOOL AS FOUND IN CERTAIN STATE COURSES OF STUDY

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
First, Second, and Third Grades					
1. Developing ability to do the following:					
a. Write large, well-formed letters.....					x
b. Write with free and easy movements.....					x
c. Write on the blackboard with large well-formed letters.....					x
d. Write with large, soft-lead pencil on widely-spaced lines...					x
e. Write without cramping fingers.....					x
f. Write neatly.....					x
g. Write numbers.....					x
First Grade:					
1. Establishing correct practice in the oral and the written language suited to the first grade.....			x		
2. Using capitals when writing sentences, names of people and the pronoun "I".....			x		
3. Providing pupils' ease--strain is never conducive to desirable writing.....			x		
4. Securing general neatness..			x		

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
5. Using correct mechanics.	x				
6. Causing pupils to set up standards for writing and for judging their own work.....	x				
7. Finding social need for writing.....	x				
Second Grade:					
1. Developing pupil's ability to write one or two good sentences on a topic.....			x		
2. Producing desirable pupil and group responses to grade situations calling for short notes, letters, announcements, and messages.....			x		
3. Developing ability to write from dictation and to use dictation as a tool.....			x		
4. Developing ability to copy legibly and with a reasonable degree of speed and accuracy.....			x		
5. Ability to write definite answers to specific questions.....			x		
6. Developing a growing interest in and a					

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
mastery of the mechanics of writing: penmanship, punctuation, abbreviation, capitalization, spelling, composition, and letter writing.....			x		
7. Developing ability and pleasure in writing different kinds of informal notes, letters, invitations and announcements and responses to each...			x		
8. Developing ability to write an original composition of three or four related sentences narrating an accident...			x		
9. Developing a growing interest and practice in writing original statements, rimes, informal letters and compositions.			x		
10. Developing ability to write correctly a note or letter of one or two good sentences.....			x		
11. Developing ability in use of capitals for Miss, Mr., Mrs., and the names of days of the week and months of the year.....			x		
12. Developing ability in the use of the period, capitals, and the question mark.....			x		

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
13. Developing the desire to express oneself in writing.....			x		
14. Developing the ability to write correctly those words which the child may use in the activities which call for writing.....			x		
Third Grade:					
1. Training pupils to write a paragraph on a topic interesting to third grade.....			x		
2. Guiding pupils into worthy written responses to third-grade situations calling for short notes, announcements, messages and original contributions.			x		
3. Developing increased ability to write with ease a short and correct letter.....			x		
4. Developing ability to write a short and correct paragraph.....			x		
5. Increased vocabulary in keeping with general third grade standards, and the elimination of at least two outstanding language errors					

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
made in class at the beginning of the year...			x		
6. Developing ability to use quotation marks, abbreviations for the days of the week and months, and capitals for the months.....			x		
7. Developing ability and frequent practice in self-testing, self-correcting and self-evaluating.....			x		
8. Developing ability to write from dictation and to use dictation as a tool.....			x		
9. Developing ability to copy legibly and with a reasonable degree of speed and accuracy.....			x		
10. Developing ability to write definite answers to specific questions...			x		
11. Developing a growing interest in and the mastery of the mechanics of writing: penmanship, punctuation, abbreviation, capitalization, spelling, composition, and letter style.....			x		

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
12. Developing ability and pleasure in writing different kinds of informal notes, letters, invitations and announcements and responses to each.....			x		
13. Developing ability to write an original composition of three or four related sentences narrating an accident.....			x		
14. Developing a growing interest and practice in writing original statements, rimes, informal letters, and compositions.			x		
15. Developing approved third grade handwriting.....			x		
16. Developing the ability to write the alphabet and arrange familiar words in alphabetical order according to the first letter...			x		
17. Creating a desire to increase his own writing vocabulary.....			x		
Second and Third Grades:					
1. Modern goals in penmanship teaching differ from the transitional in that children now write,					

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
not for the sake of imitating a model, but for the sake of conveying ideas. The first step is to stimulate children to a purpose in writing, and second, to so equip them that they will attack their writing problems intelligently.....	x				
First, Second, and Third Grade:					
1. Developing a writing vocabulary which will enable the pupils to express their thoughts in writing easily and legibly.....				x	
2. Developing a feeling of self-confidence and pleasure in writing....				x	
3. Developing the "social urge" to use good handwriting and to produce a neatly written page..				x	
Fourth, Fifth, Sixth, and Seventh Grades					
Fourth Grade:					
1. Increasing the quantity and quality of pupils' written work.....			x		

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
2. Developing ability to speak and write in a short, concise well-rounded paragraph of four or five sentences.			x		
3. Developing frequent writing of original short stories, rhymes, messages and descriptions.....			x		
4. Developing pupil ability and willingness to find and correct his or her errors before handing in work.....			x		
Fourth, Fifth, and Sixth Grades:					
1. Helping the child to write neatly, directly, and with significance..					x
2. Encouraging child to practice handwriting by using good examples in texts, books, manuscripts, etc.....					x
3. Developing in child the attitude of self-criticism and the ability to judge and eliminate errors.....					x
4. Understanding the needs of the child in order to set up grade standards.....					x

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
5. Enabling child to express himself forcibly and correctly in all forms of written discourse.....					x
6. Developing ability to use pen and ink and still maintain good spacing and neatness..					x
7. Encouraging practice for self-improvement..					x
8. The teacher of the intermediate grades keeps these questions in mind in setting up standards for penmanship with the pupils:.					
a. Is the child learning to write legibly?.....	x				
b. Does he write with sufficient speed for all practical purposes?.....	x				
c. Is he becoming conscious of improving the legibility of his writing?.....	x				
Fourth, Fifth, Sixth, and Seventh Grades:					
1. Refining of technical skills.....				x	

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
2. Promoting appreciation of good handwriting...				x	
3. Developing ability to write under different physical conditions and with different mediums.....				x	
4. Directing attention to specific legibilities in accordance with the needs of her pupils.....				x	
5. Giving regular tests at intervals of four or six weeks so that the pupil may become conscious of the improvement he is making.....				x	
6. Providing that the pupil will be able to recognize his deficiencies, and that the teacher should encourage him to make suggestions about the causes and possible remedies. He should be led to evaluate his writing in all writing situations and be encouraged to improve legibility and speed. Encourage him to bring to the handwriting class problems					

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
from his other classes. When it is possible, allow him time for copying outside work during the writing period. Develop the desire on the part of all pupils to "make the best better.".....				x	
7. Giving practice that will encourage good handwriting even when done under handicap; for example, writing at the telephone, writing while standing, writing on unruled paper, writing in notebooks, writing while sitting in arm chairs, etc.....				x	
8. Providing that the regular handwriting period be a work-shop period in which something useful is being learned. It should never become a period of drudgery. When a new letter or word is presented for practice, it should be in its natural setting. The teacher should read carefully the instructions in the Teacher's Manual which accompanies the State					

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
adopted texts in handwriting. The outlines presented therein for each grade should be arranged to suit the activities of the unit being studied. The teacher should read also in this bulletin the suggestions for objectives and procedures which are presented for the preceding and the following years.....				x	
Fourth Grade:					
1. Increasing the quantity and quality of work.....			x		
2. Writing original poems and stories.....			x		
3. Finding and correcting errors.....			x		
Fifth Grade:					
1. Providing frequent practice in the form, proper content and arrangement with regard to sending and replying to friendly and business letters, announcements and informal and formal invitations.....			x		
2. Writing so that reading will be enjoyable.....			x		

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
3. Strengthening in the pupil the habit of wholesome self-criticism and giving out only his best in oral and written work.....			x		
4. Keeping in mind the importance of making one's work on paper attractive to the reader.			x		
5. Developing evidence of growth in written and oral composition as shown by the quality, length and depth of thought given to a subject.....			x		
6. Producing acceptable friendly and business letters, formal and informal invitations and responses, and grade compositions.....			x		
Sixth Grade:					
1. Establishing habitual use of correct forms and developing attractive styles in harmony with generally accepted sixth grade practice...			x		
2. Developing the ability to write good friendly and business letters, announcements, formal					

TABLE 3--Continued

Specific Aims and Objectives	The Courses of Study in Which Each of the Aims and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
and informal invitations and outlines in keeping with generally accepted sixth grade standards.....			x		
Seventh Grade:					
1. Making good form in speaking and writing a matter of habit.....			x		
2. Developing pupil ability to write correct compositions of two or more paragraphs on suitable seventh grade subjects, social and business letters, informal and formal invitations, announcements and outlines.....			x		

General Means, Methods, and Activities for Teaching Handwriting Recommended for Accomplishing Aims and Objectives

Table 4 contains a list of the general means, methods, and activities recommended in the elementary-school handwriting program for the purpose of accomplishing the aims and objectives set up by various State Departments of Education. It was noted, however, that practically all bulletins contain the recommendation that writing activities should grow out of life needs and never be forced in an unnatural situation.

TABLE 4

GENERAL MEANS, METHODS, AND ACTIVITIES FOR ACCOMPLISHING THE AIMS AND OBJECTIVES OF HANDWRITING IN THE ELEMENTARY GRADES AS THEY APPEARED IN CERTAIN STATE COURSES OF STUDY

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
1. In order to develop good written expression, the teacher should so arrange his activities that they may provide situations in which the children will feel the need to consider the written idea of each other.....					x
2. The teacher's surest way to guide the child's writing is to provide an atmosphere of freedom and furnish many opportunities for experiences which will serve as a background for free written expression. There will be an intrinsic value in the written product if it is for a specific purpose.....					x
3. The important thing in written composition is the thought; hence the teacher should realize that good form is a secondary consideration. He must show the child that good expression of					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
worthwhile thought deserves to be put in the best possible form. In short, the teacher will lead the child to express his thoughts, emotions, and observations in accurate, appropriate language...					x
4. The result of the pupil's efforts to express his thoughts in his own way will be creative writing. The teacher should encourage this creative ability and discourage routine practices.....					x
5. Manuscript letter forms are recommended for the initial period of handwriting because they are easier, more natural, more legible and serve as an aid to reading because of the similarity of written and printed forms. However, the teacher may use the cursive form if she prefers....				x	
6. If the child is definitely left-handed, he should be allowed to do his writing with his left hand. The teacher may ascertain whether					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
a child is definitely left-handed by noting which hand the child used when receiving or handling objects. If left-handed, the child needs much individual attention which does not make him feel embarrassed.				x	
7. There should be definite periods for practice. The teacher's attention to the child's handwriting in all writing situations is necessary in order to strengthen the quality of the work. A regular handwriting period is essential because it establishes good habits and proper attitudes. It also enables the learner to become more efficient in expressing himself clearly and forcefully without undue attention to the mechanical side of handwriting.				x	
8. If manuscript writing is used during the initial period of writing, the					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
teacher should determine the time for making the transition from manuscript to cursive writing.....				x	
9. There is no great disagreement on what can be presented in school as interesting, purposeful activities, each with a clear social basis. Each of the following activities may appear naturally as integral parts of units of work:					
a. Signing one's name; writing one's name on personal property....		x			
b. Writing letters: social: invitations and replies; notes of thanks, condolence, congratulations.....		x			
c. Writing announcements: For bulletin board--lost and found, wanted to buy or sell; of school programs or entertainments....		x			
d. Completing forms: checks, deposit					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
slips, money orders, receipts, library slips, questionnaires...		x			
10. The child should be aware of these mechanical phases of writing but to make him too conscious of them will be harmful.....		x			
11. Practice exercises should consist of only those which contribute to the actual formation of letters or words.....		x			
12. Such exercises as the side-to-side sweep and the wide spaced letter exercises are valuable.		x			
13. Handwriting should become more compact and be reduced in size as pupils acquire the necessary motor control.....		x			
14. The writer should sit erect; feet should rest on the floor; edge of the seat should project a few inches under the edge of the desk squarely; writer should face the desk; forearms should rest					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
on the desk for approximately three fourths of their length; paper should be directly in front of the writer; paper should be tilted so that the lower edge forms an angle of not more than 30 degrees with the edge of the desk; pen or pencil should be held loosely; hand should rest on the third and fourth fingers rather than on the side; the hand should be held with the palm down until the wrist is practically level; the light should come from the left side or above, or both.....		x			
15. Standards and practice in the penmanship course may be reinforced or abused by the practice in other subjects, especially language. The language work may lend to poor writing by requiring too much written work, too rapid and uncensored note-taking, accepting poorly written work and the					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
failure to emphasize writing habits already taught.....			x		
16. Require only a reasonable amount of written work and accept nothing less than the pupil's best effort.....			x		
17. See that each pupil's writing needs are met as additional demands are made on this tool subject.....			x		
18. The hall or school bulletin board, the property of all, should reflect fresh and interesting work constantly and attractively displayed by each grade. A committee of children from each room in turn may take charge of the general bulletin board, posting material of interest to the school. For example, the seventh grade study of transportation or tobacco production and consumption in North Carolina; while for the fourth grade pioneer life or how we are fed and clothed. Children should take the whole responsibility for selecting					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
the material, writing any headings, descriptive paragraphs, etc., needed for the general arrangement of the bulletin board; children may be responsible for posting notices, announcements, drawings, writings, etc., on the room bulletin board, and they can write any headings needed.....			x		
19. The school newspaper may be of great service to language work if correctly handled so far as to use the very best work of every pupil and keep the quality and variety of contributions improving. Much can be taught in this way, even though the newspaper is not printed. A mimeograph or hectograph may be used for making multiple copies. Hectographing lends impetus to good handwriting and so serves a double purpose.....			x		
20. All written work should be carefully supervised. If the pupils do not have too much written					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
work and all is carefully supervised, correct writing habits may be attained quickly....			x		
21. Quality not quantity should be the aim in all written work.....			x		
22. All activities should grow out of life situations but may result in the introduction of specific and technical learning. Examples: finding out from the text or other reliable sources how to write a good friendly or business letter; how to make an effective announcement, oral talk; how to use capital letters properly; how to punctuate, abbreviate, get new words and use a variety of appropriate words; what constitutes a good sentence, its parts and how to recognize these; how to produce varieties of written language and interpret and use to best advantage the works of others.....			x		
23. Absences from class furnish a practical					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study In Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
occasion for letter writing and should, after communication with the attendent officer, give practice in writing letters of inquiry, condolence, and information (assignments). Letters of request to business concerns, to public speakers, to parents and friends, and letters of appreciation, response and to accompany an article or a gift are needs recurring in every school.....			x		
24. Presentation of written material should be properly motivated. This can best be done by creating a situation which will develop on the part of pupils a felt need for the specific thing they are writing. Technique of margins, construction, legibility and organization should be recognized as essential tools.....			x		
25. Standardized tests are available and may be used to advantage					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
in certain phases of this work, such as sentence structure, written composition, and letter writing, the sum total of which may be of valuable assistance to the teacher in making a diagnosis of pupils' abilities and progress....			x		
26. Every conceivable means should be employed by the teacher to motivate the teaching of handwriting to the extent that the child will become writing conscious and demand for himself a greater proficiency in the use of the skill as he needs it.	x				
27. The pupil's manual of the Progressive Course in Handwriting may be used by the pupil to study the correct formation of letters, words, and figures. The manual becomes the reference book on letter, word and figure formation which will enable the child to progress at his own rate.....	x				

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
28. If a child is able to write rapidly and maintain a good quality he should be excused from the practice periods during the week. The number of practice periods per week will depend on the amount of practice needed by each child in the group.....	x				
29. In planning the remedial exercises for those students who need them, an effort should be made to avoid the evil effects of strain and fatigue. Data are available to show that best results are secured in well distributed practice periods ten or fifteen minutes long.....	x				
30. The two charts that accompany the teacher's manual may be used by the child to measure from time to time his own handwriting and analyze those defects in his writing which prevent legibility.....	x				
31. Many schools prefer manuscript to cursive					

TABLE 4--Continued

General Means, Methods, and Activities	The State Course of Study in Which Each of the Methods, Means, and Objectives Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
writing for one, two, or even three years. It is less complicated and can be used to better advantage in reading charts, tests, etc.....	x				

Specific Means, Methods, and Activities Recommended for Accomplishing the Aims and Objectives Set up for the Elementary-School Handwriting Program

Table 5 contains a list of specific, grade-by-grade means, methods, and activities recommended by certain State Departments of Education for accomplishing the aims and objectives of the handwriting program in the elementary grades. These data indicate little similarity in the number and description of means, methods, and activities which are recommended. In some courses of study, specific data are included for each grade. In other bulletins, the primary grades are grouped together, as are the fourth, fifth, sixth, and sometimes the seventh.

It is noted that some courses of study contain specific instructions in such a way that the discussions can adequately serve as guides to teachers of writing. Other bulletins contain general descriptions of means, methods, and activities which can serve only as reminders or suggestions for preparing writing programs.

TABLE 5

SPECIFIC MEANS, METHODS, AND ACTIVITIES FOR ACCOMPLISHING AIMS AND OBJECTIVES OF HANDWRITING IN THE ELEMENTARY GRADES AS THEY APPEARED IN CERTAIN STATE COURSES OF STUDY

Specific Means, Methods and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
First, Second, and Third Grades					
First Grade:					
1. Written composition involves the additional factors of handwriting, spelling, punctuation, and capitalization. While the pupil is acquiring these skills, his mind must be partly occupied with them..			x		
2. There is a need for written expression in the lives of pupils in the primary grades, and oportunity for practice occurs daily. This may be for the pupil to write his own name, to label a picture, or to write a simple sentence. The pupil who has been taught to speak in complete sentences will have acquired mental images, helpful in writing.....			x		
3. The language work of the first grade should be informal, though a					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
regular period is set apart for training in both oral and written work and the use of literature (in connection with the reading course).....			x		
4. Objects should be labeled with one's own name to denote ownership or with the name of the article.....			x		
5. There should be discussion and copying seasons' greetings from the teacher's blackboard production of the group discussion: Christmas, New Year, Valentine's Day, Easter, Mother's Day.....			x		
6. Special notices, rimes, names of posters, etc. should be determined and copied from the bulletin board.....			x		
7. There should be writing titles to or names for booklets, pictures, exhibits, posters, stories, etc.....			x		
8. Changing from the home to the school environment may at first					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
produce either of the two conditions: (1) an excitable nature which causes the pupil to speak excessively and incoherently, or (2) a shy and retiring nature with a tendency to refrain from talking. The teacher should watch carefully to detech such conditions and try to develop naturalness on the part of all. As this is done through informal conversation, the teacher's telling and the pupils' retelling and discussing stories, the teacher learns more of the individual differences and makes plans for meeting these. When sufficient understanding has been gained, she should group pupils in terms of common needs and cause them to choose such activities as will contribute to specific language growth. These should result in well-directed pupil initiated conversation, story-telling, listening, re-telling					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
stories, dramatizing, memorizing, singing, writing and drawing, especially for illustrative purposes.....			x		
9. Very little written work should be required in this grade, and this should be confined principally to copying either on the blackboard or from the teacher's writing on the blackboard.....			x		
10. The pupils' writing should be based on a felt need for such and preceded by conversation and dictation to the teacher, who writes on the board the things the pupil or pupils may wish to copy as an invitation, announcement, note of thanks, request, names, etc.....			x		
11. If a pupil brings an interesting object he may, with the teacher's help, write the label giving the name of the article or the pupil's own name.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
12. Pupils should learn to write their names correctly from memory, but should have a model at first, and may keep such for constant reference.....			x		
13. Pupils should write invitations.....			x		
14. Pupils should make pictures and captions for the movies.....			x		
15. Early in their school career, children have the desire and the need to write. Long before children enter school they pretend they are writing, imitating the activities of those about them. It gives them real pleasure to write something that others can read. This desire should be utilized by the teacher whenever the opportunity arises, for only is she satisfying a social need, but there also arises the recognition that there is a right and a wrong way to write words...			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
16. Children should write and build up the notion of the correct form of a word so closely associated in the beginning that one can scarcely be mentioned without involving the other. When the child has need for writing a word, then attention is to be given to the form. His writing will largely consist of copying and using a visual image. In doing both of these, there will be occasion to call his attention to the correct form of the word from time to time.....			x		
17. Situations which may arise and will call for the correct writing of words in the first grade are: a. Writing simple invitations to other classes, parents, principals, supervisors, etc., to attend some class activity as a party, play, assembly, a finished unit of					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
work, etc. Example: "Come to see us Friday at 12:00 o'clock." First Grade.					
b. Accepting invitations. Example: "We will be glad to come." First Grade.					
c. Writing simple letters expressing thanks.					
d. Writing greetings for Christmas, Valentines, Easter, birthdays, etc.					
e. Making labels.					
f. Writing news items for the bulletin board. Example: The child brings to school the picture of a dog. He writes his item to place under the picture on the bulletin board: "This is Dan."					
g. Printing directions and signs.					
h. Posting names of members of committees.					
i. Making weather records.					
j. Making scrap books and writing titles under pictures.					
k. Making booklets.					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
l. Keeping health records.					
m. Writing letters to mother on "Mother's Day."					
n. Writing titles to pictures drawn....			x		
18. The teacher's manual can be used to good advantage. Teachers should practice making the letters of all words exactly according to directions. It is necessary to know where to start making a letter, how each stroke is executed and how many times the pencil is raised from the paper, so that when directions are given to the children there can be no mistaking the exact meaning. The directions for making a letter should always be given the same.....	x				
19. When children begin to write they need space for free movement. How much space each child needs is an individual problem depending upon the child's muscular coordination.....	x				

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
20. If at this time of writing, letters are not well formed the teacher may give immediate practice on the letters. The next time these letters are needed she can remind them of the difficulty and suggest a remedy.....	x				
21. The children set their standards for writing and judge their own work. They should compare their own work with the teacher's, learn to see their own mistakes and be taught to improve them.....	x				
22. During the primary grades the child should have ample opportunities to write on the blackboard. It is recommended that the child should continue to write on the blackboard and not on paper until desirable habits are formulated. The time at which the child should begin writing on paper will depend on the child's maturity.....	x				

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
23. Other words than names and dates are important. In a practical situation children can begin to write when they realize the importance of communicating to people not present. If they want to write (and decorate) a Thanksgiving card or a Christmas greeting there is no reason why they cannot be given a lesson which consists of the words they want to use, as "Merry Christmas to You," "Happy Thanksgiving," or other greetings. Invitations to P. T. A. to visit the school, to come to a party, announcements to be put on bulletin boards, signs, and "Thank you" letters are all practical and give a real motive for writing well.....	x				
24. Writing is not closely allied to reading. Only in certain rare type of disability do reading authorities recommend that children write the words in their reading lesson. They should write much the same type					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
of thing that an adult writes as signs, letters, notes, greetings, and cards.....	x				
25. Some children will use an ordinary 8" x 11" sheet of paper to write one short sentence while another can put twice as much in the same space. Since this free movement is essential to good writing, children should not be unduly curbed. A blank sheet of paper or blackboard without lines is practical.....	x				
26. The things a teacher should watch at this stage are:					
a. Relative size of letters--the tall ones should be twice as high as the small ones.					
b. Packing--the letters within a word should be placed close together.					
c. The form--letters should be made correctly, not too "fat" or "skinny," and should be begun from the correct point each time.					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
d. Space--the space between words should be such as decisively separates them.					
e. Neatness--general neatness should be stressed at all times. Dirty, smeared, or blurred papers should never be used....	x				
All these points can be emphasized by the teacher as she writes for the children. The first letter in the word is a big one, twice as big as the next one will be. So we make a tall, straight soldier beginning at the top. We pick up our pencil, begin at the top and put on him a big hump--so--(D). That hump should be big and fat--it really is half a circle." Now make it in the air. Away up, straight down; pick up					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
your pencil, begin at the top again, put on the big fat hump. (Do this for every letter.) The next letter close to this one is small--only half as big. Starting close to this one we begin about the middle of this letter, straight across and around, leaving the gate open just a little bit. (e) (De) The next is the same size as the second one and begins here--all the way around and close with a straight gate. (a) (Dea) The last one is also small; the same size as the two just made. Start at the top, straight down and put a big hook at the top (r) (Dear). Now the important thing in beginning a new word is space between the					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
word we have and the next one. So move over a space and begin here (Dear M-). (An exaggerated space may be used to impress its importance on the child.).....	x				
27. In the early grades the child should make large movements in learning to write. He has not developed enough motor control to make the fine movements of the older child or an adult.....		x			
28. In the first grade the writing should be done on the blackboard. Writing should be large (10 or 12 inches) so that the child uses his entire body in writing movements.....		x			
29. When the children are ready to write on paper, soft, large leads should be used and the letters should not be less than one inch high.....		x			
30. Manuscript writing is recommended for the early grades because					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
this type of writing: is easy to learn, is very legible, can be done rapidly, removes the necessity for younger children to learn two alphabets, reduces eye strain, is easy to transfer to cursive writing, and facilitates the learning of reading and spelling.....		x			
31. There should be definite periods provided for practice in handwriting. The handwriting program for the first year should be so arranged that each child has a practice period of at least ten minutes. Fifteen minute periods should be provided for children of the second and third years. The teacher's attention to the pupil's handwriting in all situations is necessary in order to strengthen the quality of the work. The regular handwriting period is necessary in order to establish good habits and proper attitudes					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
so that in meeting situations the learner may become efficient in expressing himself clearly and forcefully, without undue attention to the mechanics of handwriting.....				x	
32. Manuscript letter forms are recommended for the initial period of handwriting. However, if the teacher is not convinced that manuscript writing is best for beginners, she should continue to teach the cursive letter forms. Manuscript writing is recommended for the following reasons:					
a. Manuscript writing is much easier for the child to do and, for that reason, provides him an earlier tool for the written expression of his ideas.....				x	
b. The use of manuscript writing allows the child to begin school in a more natural atmosphere. (Almost every child has had some experience					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
in manuscript writing before he comes to school. He calls it printing, and is inclined to limit his work to capital letters.).....				x	
c. Manuscript writing facilitates the development of self-confidence and pleasure in writing, thus promoting at an early stage the proper attitudes toward writing....				x	
d. Manuscript writing serves as an aid to reading because of the similarity of written and printed forms.				x	
e. Any teacher can learn manuscript writing by studying the manuscript letter forms in the first grade and the Manuscript-Cursive edition of the teacher's manual accompanying the text.....				x	
33. The beginning pupil who is definitely left-handed should be allowed to use his left					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
hand in writing. It is possible that a child may be using his left hand in writing because of inexperience in writing situations. The teacher should ascertain whether or not the pupil is definitely left-handed by determining which hand he uses in receiving objects while at play or by talking with the child's parents. If it is found that the child is definitely left-handed, he should receive more individual attention from the teacher; but this attention should be given in such a way that the child is not made to feel that he is a special problem...				x	
34. The general procedures are the same during the first year whether manuscript or cursive forms are used. The importance in difference is in the position of the paper on the desk. For manuscript writing the paper should be placed on					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
the desk or table directly in front of and perpendicular to the body or at an angle no greater than thirty degrees. For cursive writing, the paper should be placed so that the lines on the paper are parallel with a line from the upper right-hand corner to the lower left-hand corner of the desk.....				x	
35. The first writing should be done at the blackboard. The use of base lines should be introduced early. Capitals and tall letters should be twice as high as small letters. The blackboard may be spaced with lines three or four inches apart; and, for remedial work, this space may be divided into two equal parts to indicate the heights of the small and tall letters.....				x	
36. Early in the first year, the child may begin writing on large					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
sheets of newsprint or on large squares of wrapping paper words and sentences in connection with school activities. The newsprint or wrapping paper should be ruled with base lines, and the writing should be done with large pencils or colored crayons at tables or easels. This writing should be as large, or almost as large, as blackboard writing. Later, the child should write with a pencil at his desk, using a smaller-sized writing. The paper should be ruled three fourths to one inch...				x	
37. If manuscript letter forms are used during the initial periods of writing, the teacher should determine the time for making the change to cursive writing. It should come when the pupils are ready and anxious to do cursive writing--at a time of "writing readiness" which is not hastened by teachers, by parents, or by textbooks.					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
Some children will reach this stage earlier than other children; and some groups of children will reach it earlier than other groups of children. Children who are older chronologically are likely to be ready to make the change before younger children, because the skills used in cursive writing require a somewhat higher degree of muscular coordination. If the children of the first year reach this stage of "readiness" in a natural way before the end of the first year, the use of cursive writing should be begun; otherwise, it should be postponed. The manuscript-cursive writing books adopted for the first year may be used in the second year if the change to cursive writing is made in the second year.....				x	
38. There should be practice in writing signs and labels in connection with units of work.....				x	

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
39. There should be practice in writing individual names to be placed on lockers....				x	
40. The children should have practice in labeling pictures in Picture Dictionaries.				x	
41. There should be exercises in the following activities:					
a. Making booklets of words we know.....				x	
b. Making lists of things we have learned to do...				x	
c. Writing words used in games...				x	
d. Writing sentences in picture books made for the library.				x	
e. Writing words about local occurrences of interest to the children.....				x	
f. Making labels for articles used in a toy store.....				x	
g. Writing Valentine greetings to Mother.....				x	

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
Second Grade:					
1. In the second grade there should come a more decided ability to tell a story in sequence, give a short description without irrelevant detail, and to construct complete sentences and brief paragraphs with aid and suggestions from the teacher. Written work should be introduced frequently, but sparingly, and under close supervision.			x		
2. Copying, taking dictation, composing and comparing, filling blanks and revising in written work are important duties which can be performed.....			x		
3. The children should practice keeping a diary.....			x		
4. There should be practice in the following activities:					
a. Writing greetings for special occasions or holidays: "Merry Christmas," "To My Valentine," "Happy Birthday."...			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
b. Writing instructions, labels, bulletins: "Please do not erase," "Wet paint," "Do not touch.".....			x		
c. Writing chart material: "Drink milk," "Eat slowly," "Run," "Wash hands.".....			x		
d. Composing and writing labels for pictures, illustrations, objects, cutting, etc., e.g., "The Flower Girl." "The Garage Door."			x		
e. Writing announcements, invitations and social letters, and responding to announcements, invitations and letters received.			x		
5. All written work should be preceded by oral work and an outgrowth of a felt need for the specific written work such as writing a letter to a pupil who is ill, sending invitations to parents to attend some special program, copying riming words in order to					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
find still others which rime with these, preparing an announcement for assembly and writing the names of characters in a story or play and the names of pupils who are to take the part of each in a dramatization....			x		
6. Writing an original story or rime thought out, listing choice stories, poems, and books read as a part of the work done during the library reading period should also develop as natural needs. These needs may or may not arise during the language period but should be met with specific training in written composition.....			x		
7. Strive for quality and not for quantity in written work.....			x		
8. Supervise closely the copying of all words, rimes, sentences, poems, announcements, letters, and invitations.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
9. Give directions for and assistance in the making of a diary, the writing of original letters, invitations, labels, announcements, and the brief outlining of stories.....			x		
10. Supervise closely the written work done in response to dictation, in original expression, the writing of spelling and the writing in an illustrated booklet or on posters.....			x		
11. Compare, rate and exhibit special pieces of written work after each pupil has read his contribution, once for correct thought, and once for correct punctuation, capitalization and spelling...			x		
12. Use a standardized writing scale for pupils' self-rating and a standardized composition scale for the teacher's rating of the compositions. Develop in class, adopt and use specific and desirable standards of attainment.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
13. The new language essentials for this grade (based on the sentence in its simplest form) are:					
a. Capital and period to indicate the beginning and the end of the sentence.					
b. Other forms of capitalization as needed:					
(1) Child's own name and its substitute "I".					
(2) Child's own address, and abbreviations involved, e.g., initials.					
(3) Other persons and places.					
(4) Dates, days of the week, and months.					
(5) Begin each line of poetry with a capital.					
Use as a model of the self-sufficient sentence, the simplest statement, the easy proverb and adage, the verse of two and four lines.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
14. Write, if a start has been made with print-script, a few labels, and the simplest wish-card or dedication of a gift to parent or friend, or the simplest form of letter without heading or envelope. These may include bulletin board announcements....			x		
15. Pupils may need to be taught how to form letters and how to combine them into words. If they have penmanship difficulties, the teacher should let them watch her write the words often, calling attention to the way in which the letters are formed. These should be written by the teacher on the blackboard and also on the child's own paper. Help the child to form a visual image of the word.....			x		
16. During the second year, the child should do more writing at his desk, although he may continue writing on large squares of wrapping paper at easels					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
and at tables in connection with the recording of activities. He should begin the use of a smaller pencil. In this year, the blackboard is used more for remedial work. Guide lines should be placed occasionally to establish or maintain correct ideas of the relative heights of letters.....				x	
17. By the end of the second year, most of the children will be able to write with easy movement the cursive forms of the small letters, the capital letters, and the numerals. They will have acquired a fairly large writing vocabulary with which to express their thoughts.....				x	
18. The writing of the second year should utilize such activities as the following:					
a. Writing reports of two or three sentences in connection with units...				x	

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
b. Writing spelling lists.....				x	
c. Writing lists of desirable rules of conduct.....				x	
d. Writing the titles of books read.....				x	
e. Writing problems in number work....				x	
f. Writing lists of new words learned.				x	
g. Writing a list of safety rules.....				x	
h. Listing the things the Father does for us.....				x	
i. Listing the things the Mother does for us.....				x	
j. Writing sentences about local occurrences of interest to the children...				x	
19. In Grade II, the writing should still be larger than adult writing. Unlined paper, or paper ruled so that only the base line is provided, should be used.....		x			
First, Second, and Third Grades:					
1. Write on blackboards...					x
2. Write on large lined paper.....					x

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
3. Write numbers.....					x
4. Write words in alphabetical order.....					x
5. Write short sentences about pictures.....					x
6. Write simple letters...					x
7. Write invitations, etc.					x
Second and Third Grades:					
1. The transition from manuscript to cursive writing may readily be made whenever it seems desirable, if the change is gradual and to the best advantage of the child in writing his own ideas. Care must be taken that the child will not lose in fluency of thought by a change that calls for sudden concentration on the acquisition of new letter forms.....	x				
2. Formal group drill has no place in the primary grades in handwriting. If the child is having difficulty in writing, the teacher should watch the writing of the child carefully and give the necessary					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
help to the child. Drill for individual children should include letter formation, spacing, slant, and alignment.....	x				
3. Quite often after a group has composed a story they like to write it and carry it home to their mothers.....	x				
4. Since handwriting is a skill, the teacher cannot be too careful about having children build correct habits from the very beginning. Any teacher who teaches writing should understand the problems of handwriting and never allow poor handwriting to be placed before the children as an example or model.....	x				
5. Good posture at the desk and blackboard should be stressed until it becomes a habit. Good posture is essential for good physical development, and is favorable to an easy, fluent movement in writing.....	x				

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
6. The state adopted handwriting manuals may be used most effectively as reference books to:					
a. Illustrate proper position or posture during writing. The position illustrations are included on the first page of the manual in picture form.....	x				
b. Demonstrate good letter and figure formation, spacing, slant, and alignment. Examples of the above qualities are shown throughout the book.....	x				
c. Furnish some drill in addition combinations and the handling of money--for example, 5 cents, 1 nickel, etc. Supplementary material in making change and writing bills for an activity on the "Grocery Store" might be introduced here.....	x				
d. Serve as an aid for individual					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
handwriting problems in copying or writing group experiences..	x				
Third Grade:					
1. In addition to strengthening the work of lower grades, the third grade should have decided training in paragraphing, letter-writing, in making simple outlines as guides, in relating experiences in the use of new words found in reading and words needed for expressing thoughts and in listening to others..		x			
2. Written composition and a broad reading experience based on good literature offer training in both language power and language form. Approximately 350 minutes or six hours per week should be given to language instruction.....			x		
3. Direct the writing of friendly letters and invitations.....			x		
4. Give specific and frequent training in the					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
making of various kinds of booklets and other pupil-constructed material to be preserved as pupils' best work in the various grade subjects.....			x		
5. The drill on forms stressed in first and second grades should be kept up and two or three new forms representing outstanding speech errors in third grade writing difficulties should be taken up and mastered. These may be determined by local needs and after the teacher has made a careful record of all language errors and their frequencies as made by her pupils. Those in writing are: Misuse of capitals, wrong or neglect effort in punctuation, poor spelling, poor writing and careless placement on paper....			x		
6. As the speaking, writing and reading experiences of pupils broaden, definite provisions should be					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
made for the integrated teaching of certain knowledge in language forms in relation to the pupils' natural experiences as when a felt need arises. Examples: Making a sentence; writing a sentence; writing a letter; writing a story and telling a story where the pupil must necessarily supply much of his own vocabulary in terms of his interpretation of the story.....			x		
7. The needs for the mastery of language form should be determined by the accomplishments in the lower grades, the outgrowth of pupils' experienced needs during the present year, and the most commonly accepted third grade requirements in language. In writing additional technical information may be needed for spelling, letter formation, capitalization, and punctuation. While in both reading and					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
and writing sufficient knowledge of language form will be necessary as to insure the recognition of a paragraph, the sentence as a unit and the essentials for an enlarged sentence of the simple class.....			x		
8. Since the basic essential of written work at this stage of the pupils' development is generally conceded to be that of wanting to write, special caution should be taken to insure this attitude.			x		
9. No written work should be required which has not already been discussed in class.....			x		
10. Because letter writing is probably the most common type of composition it should receive early and specific attention. Teach for independent use. Only the friendly letter in ordering something, paying a bill, addressing a stranger, etc., may justify the teacher's assisting the class to produce such but not master a business letter form.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
11. In developing social letter forms, give an oral explanation, furnish models and develop class discussion leading to the production of a good social letter in group response and written on the board by the teacher.....			x		
12. As in oral work the written work should be constantly subjected to definite and adequate checks previously determined by the class as desirable practice. Examples: Heading, margin, capitals, punctuation, spelling, legibility, neatness and good sentences.....			x		
13. A number of spelling errors are caused by poor writing; therefore, special attention should be given the penmanship difficulties. It is well for the teacher to write the difficult words, both on the blackboard and on the child's own paper.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
14. Beyond the second grade pencils of ordinary size may be used but wide-lined paper may be continued for pupils who need it. Handwriting becomes more compact and is reduced in size as children acquire the necessary motor control.....		x			
15. Practice should be given in the following:					
a. Writing the account of a trip in connection with a unit.....				x	
b. Writing cooperative class poems or stories.....				x	
c. Writing original stories or plays..				x	
d. Writing paragraphs about children of other lands.....				x	
e. Writing rules for the care of books.				x	
f. Writing lists of wild flowers that grow in Texas.....				x	
g. Writing lists of birds seen in the neighborhood.....				x	
h. Writing recipes for making candy..				x	
i. Writing a description of a cotton plant.....				x	
j. Making a group booklet of original poems and stories for the library.....				x	

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
Fourth, Fifth, Sixth, and Seventh Grades					
Fourth Grade:					
1. Copying letters, stories, poems, directions, examples (as in arithmetic), outlines, and references should be practiced...			x		
2. Explaining in writing how something is made is important.....			x		
3. Writing directions for reaching a certain place should be practiced.....			x		
4. Writing paragraphs of narration, description and exposition based upon activities in the school (natural science, social science, practical arts, fine arts, health, and safety), out of school (home, street, duties, recreation, and leisure) or life situations should be practiced...			x		
5. Keeping diaries is desirable.....			x		
6. Making booklets of original stories and poems provides practice.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
7. Correcting one's own work and that of classmates is desirable.....			x		
8. Taking a test, dictation, and filling blanks is desirable practice.....			x		
9. Use of written drill exercises is important.....			x		
10. The independent work of this grade should be limited to one paragraph composition of five or six well-organized sentences. (The more advanced pupils will often wish to write longer paragraphs.) After the pupil has made his own corrections, he may be allowed to read the paragraph to the class and receive favorable and constructive criticism as to thought, sentence structure, and arrangement. The capitalization, spelling, punctuation, and writing, should be carefully checked later, possibly by a committee and eventually by the teacher.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
Fourth, Fifth, and Sixth Grades:					
1. Signs of disability, or continuous, immature writing habits should be discouraged. Practice should be differentiated, giving poor writers more guidance, and excusing satisfactory writers from drill periods.....	x				
2. The writing period should not be the former mechanical, isolated period of the day when desks were cleared, the fountain pen put away, and a strained position assumed for fifteen minutes of writing drill under stiff and austere guidance, but the writing period should be a time used by the individual for remedial purposes. The periods should be of varying lengths for different individuals because certain children need far more drill than others.....	x				
3. The teacher should use every means to motivate handwriting. She					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
should correlate the work with other school activities so that the child will be confronted with real situations which show a need for good penmanship.....	x				
4. The children should be allowed to discuss informally the value of good handwriting both socially and in business. Much of the written work of this grade should be of a type that is taken from experiences the children have actually had. Provision should be made often for the child to measure his writing by the use of the diagnostic scale and by tests for speed and quality. This should enable the child to see the progress he has made so that he will think the drill lessons on specific difficulties have not been in vain.....	x				
5. Every teacher should make a careful study of the manual. It includes many practical helps, in addition to					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
the outline necessary for the teaching of writing. Some of those things are: "Methods and Devices," "Length of Writing Period," "The Left-Handed Child," "Incentives," "Graphs for Measuring Handwriting," and "Type Lessons.".....	x				
Fourth, Fifth, Sixth, and Seventh Grades:					
1. In reading the written work the average child is willing to call finished, the teacher will usually see opportunities to do a great deal of direct teaching, but he should have in mind the aim of helping the child to form better habits in writing rather than the more corrections of errors.....		x			
2. The improving of the form of what the child has written is important. In doing this the teacher should consider two principles that seem to be established as sound.					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities				
	Geo.	Miss.	N. C.	Tex.	Va.
First, the child should desire to improve. Second, he should know exactly what he needs to do in order to improve. He is only confused if he understands that his page of written work is full of errors, none of which he knew he was making, and all of which seem to represent a sea of difficulty.....		x			
3. Part of the child's work in written composition should be a survey of his earlier written work in order to observe his own progress. Consequently, filing folders or notebooks should be used to preserve samples of his writing. Work of which he is proud may be bound and become a book that he has authored. The last few pages of his composition notebook can be reserved to make remedial instruction orderly and systematic.....		x			
4. The teacher should direct attention to specific legibilities in					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
accordance with the needs of her pupils....				x	
5. Fifteen minutes per day is sufficient time for the regular writing lesson in which habits and skills are begun. The other written lessons of the day should be considered a part of the writing program.....				x	
6. Practice should be given in the following:					
a. Writing lists of words in vocabulary booklets.....				x	
b. Writing letters asking for information and writing letters of thanks upon receipt of the information...				x	
c. Writing reports regarding experiments conducted...				x	
d. Writing lists of health rules.....				x	
e. Writing lists of safety rules.....				x	
f. Writing lists of stories on thrift and writing original stories on thrift.....				x	

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
g. Writing lists of "good citizenship" rules to be used in the halls and on the school ground.....				x	
h. Writing biographies of important characters in history..				x	
i. Writing cooperative stories.....				x	
j. Writing original poems and original riddles.....				x	
k. Writing letters in connection with Junior Red Cross activities.....				x	
l. Writing lists of books read during the school term....				x	
m. Writing lists of children's magazines suitable for the age level of the children.....				x	
n. Writing plays for dramatization.....				x	
o. Writing news for the school newspaper.....				x	
p. Making individual scrapbook.....					x
q. Making card index..					x
r. Writing short dictations.....					x
s. Writing poems and keeping diaries....					x
t. Writing letters, both business and friendly.....					x

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
u. Writing out a program.....					x
v. Contributing to a local newspaper. Also operate a school paper....					x
w. Writing interesting stories.....					x
x. Writing short books showing the use of the table of contents, chapter headings, etc.					x
y. Writing playlets and scenes.....					x
Fifth Grade:					
1. Practice should be given in the following activities:					
a. Telling and writing original stories.....			x		
b. Outlining and writing for class use the devices that help to improve the style of a good story...			x		
c. Outlining and preserving in written form the sources and kinds of stories that may be reproduced.....			x		
d. Outlining and writing for class use					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
the requirements of good titles; criticism and revision of titles and specimens of choice titles.....			x		
e. Giving oral and written reports and announcements to the room and to other rooms....			x		
f. Giving and writing directions and explanations as to how to make and to do things..			x		
g. Describing in both oral and written form person, animals, plants, things, lost articles, wanted articles...			x		
h. Planning for dramatization, dramatizing, determining and writing out for class use standards of measure for good dramatization.....			x		
i. Making, writing, and telling or reciting jokes and poetry.....			x		
j. Writing letters: to absent classmates; to children in other					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
rooms; to children in other cities or states; to friends who are ill; to relatives and to business concerns...			x		
Sixth Grade:					
1. Pupils should be provided experience in the following situations:					
a. Writing letters to classmates, children in other rooms; in other communities; in other countries; to those who are ill; to relatives; to business concerns making orders; inquiries, requests, applications, payments, responses to special requests. Examples: Inviting another grade to hear the original poems recently written; inviting pupils in another school to join in a					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
ball game or picnic; writing to a pupil or a friend who is ill; writing a friendly letter or invitation to a favorite uncle or cousin; requesting a catalogue or free map; inquiring the way or the cost of a trip to a specific place; requesting a speaker to address the class or the school; applying for a position for work before or after school hours, such as selling papers, mowing lawns, making candy and selling things; paying a bill by mail; answering inquiries and announcements from grades, schools and other groups and individuals.....			x		
b. Writing informal notes and formal notes; inviting friends to a party, accepting invitations, declining					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
invitations, accompanying gifts, thanking friends for gifts or favors.....			x		
c. Writing outlines: outlining things read and heard; outlining an original story to be written.....			x		
d. Selecting, revising, and developing topic into written paragraph or paragraphs.....			x		
e. Writing out parts to a play.....			x		
f. Writing out preparation for a debate.....			x		
g. Reducing model compositions for more than one paragraph on subjects in the various fields: natural science, social sciences, practical arts, fine arts, health, home environment, street environment.....			x		
h. Writing a narration of more than one paragraph on subjects in the various fields....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
i. Writing proverbs, mottoes, jokes, questions, answers, and information needed for filling blanks....			x		
j. Writing original stories or poems..			x		
k. Copying outlines of stories, favorite parts of stories, choice poems, list of characters in a play, parts of a play, special lists of words, assignments.....			x		
l. Writing conversation: telephone: street; travel; social.....			x		
m. Keeping a diary, booklet, reference book, word lists, book lists, directions, problems and illustrations.			x		
n. Writing criticisms on one's own work and that of others.....			x		
o. Writing out standards of attainments, outlines, guides, etc., for class use.....			x		
p. Taking dictation and correcting work.....			x		

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
2. Letter-writing and all forms of written composition should first have a motive which prompts the pupils to see reasons, other than that of making good appearances on paper, for his efforts in writing. Following the establishment of motive should come a clear, reasonable and interesting assignment and a pupil consciousness of desirable standards. Most of the actual written work should be done in class and under supervision (not mere inspection).....			x		
Seventh Grade:					
1. Pupils should be provided with experiences in the following situations:					
a. Writing outlines and notations in preparation for oral compositions.			x		
b. Criticizing talks made, stories told, announcements made and various written work presented--stories, poems,					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
outlines, letters, bibliographies, booklets, arithmetic work, drawings, paintings, dramatizations, and debates.....			x		
c. Giving and writing directions, explanations, recommendations, and debates.....			x		
d. Working on poems: listening to, reading, analyzing, memorizing, reciting, comparing, criticizing, revising poems and writing rhymes, poems, jokes and riddles.			x		
e. Writing courteous and informal notes, business letters, reports, minutes, announcements, recommendations.....			x		
2. Teachers should provide for pupil interest and a felt need for all written work such as letters, notices, announcements, reports, stories, articles, etc.					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
Point out the fact that material that appears in print furnishes permanent record of both the education and the individuality of the writer, and that all written work is of permanent nature more or less....			x		
3. Pupils should read models and discuss them from the standpoint of excellence in (1) content--clear, concise, true, courteous (in letters) complete treatment of the subject, (2) mechanics--correct form, punctuation, capitalization, spelling, penmanship and choice of materials such as paper, pencil, and ink.....			x		
4. Teachers should inspect, correct, and grade (or provide for an evaluation) of all written work submitted and strive for quality rather than quantity. Give special attention to pupils' work which may or may not be requested for criticism such as notebooks, copying					

TABLE 5--Continued

Specific Means, Methods, and Activities	The State Courses of Study in Which Each of the Means, Methods, and Activities Appeared				
	Geo.	Miss.	N. C.	Tex.	Va.
assignments, making outlines in preparation for writing, taking notes, writing spelling, etc. Maintain high standards at all times. When necessary, submit models....			x		
5. Teachers should provide for the preservation of the pupils' best written work as models for further stimulation, for a basis for the study of individual differences, and for a measure of pupil progress.....			x		
6. Pupils should have experience writing letters more varied in character--formal, informal and business types, and of more appealing nature showing individuality. Models should be used.....			x		

Summary

A summarized analysis of data on handwriting contained in Chapter III leads to the conclusion that little uniformity existed in the statement of concepts, aims, and objections, and means, methods, and activities as they appeared in certain

state courses of study. It did appear, however, that one or more big ideas or a central theme was contained in all of the recommended programs. The variance and lack of uniformity lay in the details of the plans. Some bulletins contained page after page of specific suggestions, while others included only general statements. It was also noted that grade-by-grade recommendations and suggestions were contained in some courses of study, while broader groups, such as primary and elementary, were treated as a unit in other bulletins. As a result, the course of study which contained detailed plans appeared to be more adequate than those which included only general suggestions, especially for beginning teachers or for those who lacked training in the teaching of handwriting.

The outstanding and most frequently mentioned concept was the existence of handwriting as a means of communication or as a social tool. The aim most commonly found in all the courses of study was to teach writing in real life-like situations in order that the pupils would feel a need for becoming proficient in this subject. The most frequently mentioned methods also centered around the intrgration of writing with other phases of school life, the discovery of purposeful activities in the program, the early developing of desirable attitudes, and the relation between good health and good handwriting.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was a comparative analysis of the elementary-school handwriting program as recommended by five State Departments of Education. The comparisons related to concepts, general aims and objectives, specific aims and objectives for each grade, general means, methods, and activities suggested for accomplishing the objectives, and specific means, methods, and activities recommended for each grade's program.

Chapter I contains an introduction to the problem. A narrative description of the handwriting programs recommended by each of five states appears in Chapter II. Tabular data on the programs are found in Chapter III, while a summary, conclusions, and recommendations comprise Chapter IV.

Conclusions

An analysis of the handwriting programs recommended by five State Departments of Education led to the following conclusions:

1. Little uniformity of content or method of recommendation existed in the courses of study. Some states

devoted several pages to a specific and detailed grade-by-grade plan for teaching the subject. Other states included only general plans, while others did not devote any space to handwriting alone. Several suggestions appeared in discussions of integration, language arts, or descriptions or units, but no pages contained exclusive data on this subject, as appeared on reading, health, or spelling.

2. The detailed and grade-by-grade programs recommended by certain State Departments of Education were more adequate for a teacher's guide than were the general plans set up by other states.
3. A great variance existed in the number of concepts described, but the social value of writing and its use as a tool of expression and communication of thought appeared to be paramount in practically all courses of study.
4. The aims and objectives set up for the various programs and grades were very different in number. Some courses of study suggested one or a few general aims, while others included specific objectives for each grade.
5. The greatest variance in the recommended programs appeared in the presentation of means, methods, and activities suggested for accomplishing the aims. Some

courses of study devoted pages to a description of specific things to do or teach in each grade. Others included few or no detailed explanations.

6. Handwriting as a subject is still given consideration in most courses of study. The amount of consideration varies greatly if the number of pages devoted to the subject can be used as a criterion.
7. Many ideas, methods, and activities could be secured from the detailed courses of study by teachers who needed guidance, but little help appeared available in the bulletins which contained only general information.

Recommendations

An examination of the elementary-school courses of study of five states led to the following recommendations:

1. More data on the psychology of handwriting should be included in the courses of study.
2. Handwriting should receive as much consideration in the courses of study as other tool subjects.
3. Uniform methods of teaching handwriting should appear in all courses of study so that pupils will not be taught differently if they move from state to state.
4. Detailed and specific programs of handwriting should replace general recommendations.

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