

Eastern Illinois University

The Keep

Plan B Papers

Student Theses & Publications

1-1-1965

Prevalence of Handwriting in Teacher Education in Illinois

Anna Louise Goldstein

Follow this and additional works at: https://thekeep.eiu.edu/plan_b

Recommended Citation

Goldstein, Anna Louise, "Prevalence of Handwriting in Teacher Education in Illinois" (1965). *Plan B Papers*. 421.

https://thekeep.eiu.edu/plan_b/421

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

PREVALENCE OF HANDWRITING
IN TEACHER EDUCATION IN ILLINOIS

(TITLE)

BY

Anna Louise Goldstein

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

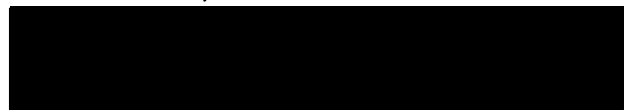
Education 470

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1965
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

Aug. 3, 1965
DATE



ADVISER

August 3, 1965
DATE



DEPARTMENT HEAD

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	
Introduction to the Problem	1
Statement of the Problem	2
Scope of the Problem	2
Definitions of Terms	3
Related Research	4
II. PROCEDURE AND TREATMENT OF DATA	
Method of Procedure	6
Treatment of the Data	7
III. FINDINGS OF THE DATA	8
IV. CONCLUSIONS AND RECOMMENDATIONS	
Conclusions	24
Recommendations	25
V. APPENDIX	26
VI. BIBLIOGRAPHY	36

LIST OF TABLES

Table	Page
I. Prevalence of Handwriting Instruction in Illinois Institutions Offering Approved Elementary Teacher Certification Programs	8
II. Proposed Objectives of a Course in Handwriting	9
III. Administrative Provision for the Handwriting Program	11
IV. Specific Objectives for the Handwriting Program	13
V. Types of Handwriting Activities	17
VI. Materials Used In the Handwriting Program	17
VII. Important Qualities Listed in Evaluation Checklists	19
VIII. Use of Commercial Handwriting Programs	21

CHAPTER I
INTRODUCTION

Introduction to the Problem

A teacher's handwriting is an important skill in his vocation. The teacher not only has to write so the children can read it, but he also has to know how to teach children to write. Since children tend to imitate their elders, a teacher's handwriting must be worthy of imitation by the pupils he teaches. Therefore, teachers must have adequate skill in handwriting and have teaching knowledge of this important second R.

In many teacher-training institutions students are neither taught how to write nor how to teach writing. To the uninitiated it may seem strange that it should be necessary to teach college students to write. The fact remains, however, that thousands of students come up through our public school system, graduate from high school and enter our teachers' colleges and other institutions of higher learning, unable to write above the fifth grade standard. . . . The majority of these students had, toward the end of their careers in the elementary school, been able to write better than this. The principle of repetition had operated against them in two ways. During their high school careers there had been an absence of practice in correct writing. During the same period there had been much practice in careless writing. It is not strange then that these students should begin their professional preparation for teaching with bad writing habits thoroughly fixed. It is inexcusable, however, for teacher-training institutions to permit students to complete their training for teaching without correcting this deficiency.¹

¹Alonzo F. Myers and Nelle Slye Warner, Remedial Handwriting: A Manual for Use by Students in Teacher-Training Institutions and Teachers in Service, (Columbus, Ohio: Zaner-Bloser Company, Penmanship Specialists, 1929), p. 4.

The preceding paragraph appeared in a booklet published in 1929. According to Freeman, the situation was still much the same in 1954. He gives a two-fold reason why children's handwriting is inferior to that of a generation or two ago.

First, the general impression that because handwriting is not as important as reading, arithmetic, and the content subjects, careful attention does not need to be given to it; and second, the inadequate preparation of classroom teachers to teach handwriting.²

It is the opinion of the writer that the situation has not been remedied, that teacher-training institutions still neglect this important basic R.

Statement of the Problem

The purpose of this survey is to determine the prevalence of handwriting instructional programs and the nature of these programs in teacher education in the elementary education curriculum in Illinois teacher-training institutions offering the bachelor's degree and approved elementary teacher certification programs.

Scope of the Problem

Since this survey is concerned with all teacher-training institutions (forty-seven as listed in Directory: Illinois Schools,³ 1963-64) in Illinois that offer approved elementary teacher certification programs with a bachelor's degree, both private and public

² Frank N. Freeman, Teaching Handwriting, What Research Says to the Teacher, (Washington, D. C.: Department of Classroom Teachers, American Educational Research Association of the National Education Association, 1954), p. 30.

³ Office of Superintendent of Public Instruction. Directory of Illinois Schools, 1963-64, (Springfield, Illinois: Department of Text-books and Publications, 1963), pp. 353, 354.

institutions were sent a questionnaire. In some cases, the responses from the private and public institutions as listed in Lovejoy's College Guide⁴ were treated separately.

In considering handwriting instructional programs in teacher education, the study was concerned with 1) the prevalence of handwriting instructional programs in institutions offering approved elementary teacher certification programs, 2) the administrative provisions for these handwriting instructional programs, 3) the specific objectives of the handwriting instructional programs of the various institutions, 4) the types of activities which characterized the handwriting instructional programs, and 5) the materials used in the handwriting instructional programs.

Definitions of Terms

Cursive writing is writing that is characterized by running or flowing lines, with strokes joined within the word and angles rounded. e.g. *cursive*

Manuscript writing is handwriting that makes use of adaptations of the printed letter forms, as in printscript, i.e. simplified and without ornamentation, the letters in a word not being connected by strokes. e.g. *manuscript*

Handwriting is the act of placing or inscribing letters on a surface by hand with the aid of a marking instrument such as a pen or pencil. This includes both cursive and manuscript writing.

Evaluation of handwriting is the process of judging the quality of handwriting samples.

⁴Clarence E. Lovejoy, Lovejoy's College Guide, (New York: Simon and Schuster, 1959).

Curriculum is a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study.

Elementary Education is the division of professional education in which the students, prospective teachers, follow a curriculum to prepare for teaching in Kindergarten through Grade Eight.

Program is a plan of action that is followed.

Methods program is a program in ways and techniques of teaching in a particular content area.

Private university or college is one that receives its major financial support from other than state or local sources and is not under the direct control of a state or local governmental agency.

Public university or college is one supported by public funds and control.

Survey is an inquiry to determine current practices and trends; commonly concluded with suggestions for needed changes and/or recommendations for more desirable practices.

Related Research

After an examination of the Education Index from 1932 to September 1964, the Encyclopedia of Educational Research, and Dissertation Abstracts, only two related articles were located.

From Dissertation Abstracts the writer has found two studies that might shed a little light on the problem and point out the significance of such a study. In this study, "An Evaluation of the Elementary Teacher Education Program at South Oregon College," Chester C. Squire, Ed. D., found that the student teachers were believed to be

least effective in helping students learn writing, health, music, and art.⁵ Marvin Eugene Fieman, Ed. D., in his study of "The Construction of a Scale for Measuring Attitudes of Prospective and Supervising Elementary School Teachers Toward Handwriting," points out the "need for supervising teachers to develop more positive attitudes toward handwriting and the need of the group studied to improve their handwriting."⁶

⁵Chester C. Squire, "An Evaluation of the Elementary Teacher Education Program at South Oregon College," Dissertation Abstracts, XXII, No. 12, Part 1 (Ann Arbor, Michigan: University Microfilms, Inc., June, 1962), p. 4285.

⁶Marvin Eugene Fieman, "The Construction of a Scale for Measuring Attitudes of Prospective and Supervising Elementary School Teachers Toward Handwriting," Dissertation Abstracts, XXIV, No. 3. (Ann Arbor, Michigan: University Microfilms, Inc., September, 1963), p. 1087.

CHAPTER II
PROCEDURE AND TREATMENT OF DATA

Method of Procedure

To gather data for this study of the prevalence of handwriting instructional programs in the elementary education curriculum, a questionnaire was prepared. The questionnaire was referred to two faculty members. A copy appears in the Appendix.

At the top of the questionnaire was a statement concerning the purpose of the survey and instructions on how to respond to the questionnaire in order to guarantee standardization of the responses. A multilithed letter written in cursive explaining the purpose of the survey accompanied the questionnaire. A stamped reply envelope with a sticker bearing the address Faculty for Professional Education, Eastern Illinois University, Charleston, Illinois, was enclosed with the questionnaire.

The letter and questionnaire were sent to the head of the Department of Education in each of the forty-seven Illinois teacher-training institutions offering a bachelor's degree with a suggestion that the materials be forwarded to the faculty member whom he felt was best qualified to make the response.

The recipient of the instrument was to answer the questions as they applied to the present handwriting program at his institution or in accordance with his opinion where the institution had no program.

Two weeks later, a follow-up notice consisting of a letter and a second copy of the questionnaire was sent to the department head of education of each of the schools that had not returned the questionnaire urging the recipient to please return the completed instrument.

Treatment of the Data

In tabulating the questionnaires, it was found that eight of the nine public institutions completed and returned the questionnaire for an 89% return, and twenty-eight of the thirty-eight private institutions for a 74% return; this was an overall of 76% returns on the questionnaires. For the purpose of this study this was an adequate return.

In analyzing the data, either a table was constructed and tabulations were made and summarized or the results of a question were summarized; distinctions were made, in most instances, between the replies from the public institutions and the replies from the private institutions. If the questionnaires were answered in accordance with the opinion related from members or the various institutions, those responses were not included in the tables but were expressed after the analysis of each question was made in the body of the paper.

One questionnaire was discarded because it had not been signed or in any other way identified.

In some of the questions in the instrument, it was possible for the respondent from the institution to check more than one item concerning its handwriting instructional program. It is for this reason that some of the tallies reported in this study do not correspond to the number of institutions replying to these questions.

CHAPTER III
FINDINGS OF THE DATA

Out of the forty-seven questionnaires in the sample, thirty-six were returned. It was found that eight public teacher-training institutions and twenty private teacher-training institutions offer some type of instruction in handwriting; four of the private institutions do not offer any type of handwriting instruction. Four of the questionnaires were not filled out in sufficient detail to contribute to the findings of this study.

TABLE I
PREVALENCE OF HANDWRITING INSTRUCTION
IN ILLINOIS INSTITUTIONS OFFERING APPROVED
ELEMENTARY TEACHER CERTIFICATION PROGRAMS

Type of Institution	Offering N = 28	Not Offering N = 4	No Response N = 4
Public	8	0	0
Private	20	4	4

The fact that twenty-eight institutions in all report an occurrence of handwriting instruction may be misleading. Actually, an analysis of questions four through fourteen of the questionnaire shows that handwriting instruction may range from one class lecture in a required course, to two hours a week for six weeks in conjunction with a required course, to two hours a week for seventeen weeks in a one semester hour credit course entitled "Techniques of Handwriting."

Question One: Should a course in handwriting be required of elementary majors?

There were thirty-three replies to this question: Yes 8, No 24, and Yes-No 1. The respondents from three of the thirty-three returns made verbal comments as follows:

- 1) Not a course.
- 2) Not a full course.
- 3) Instruction should be given. A course would be fine but for most people, there need not be a very academic approach.

One fourth of the replies were in favor of a required course in handwriting for elementary majors. When there is a breakdown according to type of institution, one out of eight public institutions for a 13% and seven out of twenty-four private institutions for a 29% favor a required course in handwriting for elementary majors.

Question Two: What are the objectives of such a course in handwriting?

TABLE II

PROPOSED OBJECTIVES OF A COURSE IN HANDWRITING

Objectives	Public N = 2	Private N = 13	Total N = 15
self-improvement	2	11	13
methods	2	12	14
materials	2	10	12

Although there were only eight replies in favor of a course in handwriting, there were thirteen individual replies in answer to this question.

From these fourteen replies, it was determined that twelve of the institutions would select all three of the objectives for such a course in handwriting, one institution would select the first two objectives, and another institution would select only the second objective. It seems then that all three objectives listed were accepted as possible objectives of such a course in handwriting.

Question Three: Handwriting in our institution has been offered since _____ . It was offered but discontinued in _____ because . . .

If the handwriting program has been offered recurrently in the past years, list the years in which it was offered.

Fifteen institutions answered this question. The six replies from the public institutions were as follows:

- 1) Offered since 1961 in a Language Arts Methods.
- 2) Not offered in years as a course.
- 3) Discontinued in 1950 because it was combined with a course and also because of the inability to get a qualified teacher
- 4) Discontinued as a course since 1959 because the instructor retired
- 5) Not offered as a course
- 6) Offered since Spring of 1964--offered but discontinued in 1960 because the instructor retired and the institution was unable to get a qualified teacher

The nine replies from private institutions were as follows:

- 1) Not offered
- 2) Offered since 1940 as a part of a course in Reading and Language Arts
- 3) Discontinued in 1958 because it was found that there was no lasting effect on handwriting when taught as a separate course

- 4) Since 1960 as a course
- 5) Never offered as a course but always offered as part of a course
- 6) Only manuscript is taught concurrently with our methods course in Language Arts
- 7) Offered since 1959 as a part of the Language Arts course
- 8) Never offered as a course
- 9) Offered since 1956 as part of a course in Elementary Curriculum

From the above statements it was found that three public institutions and two private institutions had at one time offered a course in handwriting; but, at the present time, only one private institution offers such a course.

The second part of Question Three was not answered.

Question Four: What provision does your program make for handwriting?

Table III shows a frequency distribution of replies to this question.

TABLE III

ADMINISTRATIVE PROVISION FOR THE HANDWRITING PROGRAM

Administrative Provision	Public N = 8	Private N = 21	Total N = 29
required, credit program	0	1	1
required, non-credit program	0	0	0
voluntary, credit program	0	0	0
voluntary, non-credit program	1	2	3
inclusion in a course	8	19	27

Of the thirty-two replies from the members of the institutions, three are not included in the table. (This is explained in the section on Treatment of the Data.)

Verbal extensions that add to the explanation of this question are related in the following paragraphs.

The public institution listed as having a voluntary, non-credit handwriting program included in its Instructional Skills Laboratory where students work to improve their own handwriting also has handwriting included in a basic block course where students and teachers are concerned with methods and materials. In practice, nearly all respondents from the institutions list their handwriting instructional program as offered in a required course.

The private institution offering a required credit program in handwriting is the only institution offering such a course. Two institutions offer a voluntary, non-credit handwriting instructional program. In one of these institutions elementary majors are strongly encouraged to enroll in the Zaner-Bloser correspondence course; and, as an added inducement, their subsequent requirements in Seminar are lessened. This same university also includes handwriting instruction in a required course. The other of these two latter mentioned institutions has its program classified as voluntary, non-credit because handwriting practice is guided through the coordinator of teacher-training and the classroom teacher.

Courses in which handwriting instruction is given are classified under various names, the most frequent being a course in Language Arts. Other titles of courses include Elementary Curriculum, Materials and

Methods of Teaching in Elementary Schools, Early Childhood Education, General Methods, and Methods of Teaching Reading.

The members from three private institutions who expressed their opinion favor a required, non-credit program.

Question Five: What are the objectives of your handwriting program?

Table IV shows a frequency distribution of replies to this question. In order to give a total picture of the responses, an exception is made to the usual procedure--the opinions expressed by members of four institutions are included in this table.

TABLE IV
SPECIFIC OBJECTIVES FOR THE HANDWRITING PROGRAM

Objectives	Actual practice		Opinion		Total N = 30
	Public N = 8	Private N = 18	Public N = 0	Private N = 4	
self-improvement	4	13	0	2	19
methods	8	17	0	4	29
materials	7	13	0	2	22

In viewing the above table, it is readily seen the order in which these objectives rank. Nearly all the handwriting instructional programs recognize the importance of the second objective--to acquaint students with methods of teaching handwriting.

Question Six: How much time is spent in this handwriting program?
_____ hours a week for _____ weeks.

The replies to this question are many and varied. The time allotments recorded by the institutions, without respect to frequency, are enumerated on the following page.

Public:

- 1) Difficult to answer because time involved is so integrated
- 2) Enough time is allotted for a unit on handwriting in the course
- 3) As much time as is needed
- 4) Three hours for one week
- 5) One hour for six weeks
- 6) Two hours for six weeks

Private:

- 1) One class lecture
- 2) Indeterminate
- 3) None
- 4) As much as is possible for several weeks
- 5) One hour for eight weeks
- 6) Three to four hours for one or two weeks
- 7) Three hours for one week
- 8) Two hours for one week
- 9) One hour for eighteen weeks
- 10) Two hours for seventeen weeks
- 11) One hour a term (opinion)
- 12) Two hours for two weeks
- 13) Three to four hours in the course
- 14) Two hours for twelve weeks (opinion)
- 15) Two hours for four weeks
- 16) One-half hour for sixteen weeks
- 17) Twenty to forty minutes for ten weeks plus homework
- 18) Difficult to say, attention must be sustaining, especially with those who need it

Question Seven: How is recognition for the handwriting program given?
e.g. a certificate

Only seventeen colleges and universities, both private and public responded to this question. In most instances the replies were similar. Following are the representative replies: none, inclusion in the final grade for the course, a certificate, one semester hour credit, instructor's personal evaluation, no extrinsic reward or recognition but rather verbal praise and commendation. One respondent stated that the student teachers must be able to write well before undertaking their student teaching experience.

Question Eight: What training does the handwriting supervisor have?

Few college and university faculty members could state that their supervisor for this program had had special schooling in the field of teaching handwriting. Listed below are the responses to this question; the frequency of these responses is shown in parentheses.

Public institutions:

- 1) No supervisor (2)
- 2) Special preparation (1)
- 3) Self-preparation (1)
- 4) Instruction under a handwriting supervisor (1)
- 5) Course work in Early Childhood, Elementary Teacher Education (1)

Private institutions:

- 1) Self-teaching (1)
- 2) Teaching experience and inservice training (1)
- 3) Special preparation (1)
- 4) Supervisor a specialist in all Language Arts (1)

- 5) Supervisor passed a course in Palmer Method and taught eight years (1)
- 6) Language Arts training (2)
- 7) Had a course in handwriting at Massachusetts State Teachers College (1)
- 8) Taught elementary school a number of years (1)
- 9) Had a course in teaching handwriting at the undergraduate level and twenty-five years classroom experience (1)
- 10) Hold a teacher's certificate in writing (1)
- 11) No supervisor--self-improvement in handwriting is handled through programmed instruction (1)

Many others of those replying to this question, in all probability, failed to list the practical experience obtained in their teaching in the elementary classroom.

Question Nine: What type of handwriting activities do you include?

The top ranking handwriting activities carried on in the various handwriting instructional programs are indicated in Table V according to frequency distribution. Manuscript writing was the only handwriting activity considered in one private institution because all else was hopefully learned in student teaching. In another situation, the handwriting activities engaged in were those suited to student teaching needs. Table V appears on the following page.

Question Ten: What materials do you use in your handwriting program?

Table VI, on the following page, shows the materials used in the handwriting program according to frequency of occurrence.

TABLE V

TYPES OF HANDWRITING ACTIVITIES

Activities	Public N = 8	Private N = 21	Total N = 29
remedial and diagnostic work	5	6	11
cursive handwriting	8	12	20
manuscript handwriting	8	15	23
chalkboard work	8	13	21
seatwork	7	9	16
acquaintance with materials	2	15	17
acquaintance with methods	8	17	25

Expressed opinions concerning handwriting activities stressed methods, materials, and practice at the chalkboard.

TABLE VI

MATERIALS USED IN THE HANDWRITING PROGRAM

Materials	Public N = 7	Private N = 15	Total N = 22
basic textbook	1	5	6
commercially prepared lessons	1	5	6
commercial evaluation scales	2	6	8
teacher prepared evaluation checklists	3	4	7

Both private and public institutions use teacher prepared evaluation checklists and commercial evaluation scales more frequently than the other materials mentioned.

"The Child and His Curriculum" by Lee and Lee, "Methods That Teach" by McDonald and Nelson, and "Zaner-Bloser Elementary Reference Manual for Teachers" by Frank Freeman were cited as basic textbooks used in the instruction. (In response to this question, the respondents checking the basic textbook as a material in use in their handwriting instructional program were, because of lack of clarity, misled. Some respondents checking the basic textbook as a material then listed the name of a commercial handwriting company's materials. The intention was to find out the titles of the textbooks used in the required courses in which the handwriting program is incorporated.) The materials by Zaner-Bloser, Palmer, Seale, and the American Book Company (Kittle) were also listed.

The commercial scales that are used by the various institutions are those of the American Book Company (Kittle), the Zaner-Bloser Company, and the Ayres Scale. Most of the institutions using prepared lessons use those of the Zaner-Bloser Company.

Additional types of materials listed in response to this question were teacher prepared materials, programmed instruction, and commercial checklists.

Question Eleven: What qualities do you have in your teacher prepared checklist?

Will you enclose a copy of your checklist when you return this questionnaire?

Table VII shows the important qualities listed in evaluation checklists in a frequency distribution.

TABLE VII

IMPORTANT QUALITIES LISTED IN EVALUATION CHECKLISTS

Qualities	Public N = 4	Private N = 9	Total N = 13
slant	4	9	13
letter form	4	9	13
letter size	2	9	11
spacing	4	9	13
arrangement	1	8	9
rate of writing	2	4	6
legibility	3	9	12
posture	2	4	6
alignment	3	8	11
line quality	3	7	10
neatness	3	9	12
letter joinings	2	6	8
letter beginnings	2	8	10
letter endings	2	8	10
margins	2	9	11

One public and two private institutions of higher learning sent along with their questionnaires the checklist they use in evaluation of handwriting. These checklists are found in the Appendix.

In studying the above-mentioned checklists, it was found that they differed in detail, ranging from the simple to the more detailed. "Helps In Analyzing Your Handwriting" was the most detailed instrument; this instrument would seem to be most helpful when used by college students to evaluate their own handwriting skill but too detailed to be used by a teacher for evaluation purposes of each individual in the instructional program.

Question Twelve: If you use a handwriting program from a commercial concern, does this company evaluate the lessons and award a certificate?

Two of the responses to this question were affirmative, both from private institutions, while seven responses from both private and public institutions were negative.

One institution replied that the lessons were evaluated if the student so desired to have them evaluated.

Question Thirteen: If you do not have commercially prepared lessons, which commercial handwriting pattern do you follow in your institution?

Table VIII, page 21, shows in a frequency distribution the use of commercial handwriting programs.

As is readily seen, the Zaner-Bloser Company's handwriting program far outranked the other companies' programs in use, with the A. N. Palmer and the American Book Company (Kittle's Penmanship) not quite as common.

TABLE VIII

USE OF COMMERCIAL HANDWRITING PROGRAMS

Company	Public N = 6	Private N = 20	Total N = 26
A. N. Palmer Company	1	3	4
Zaner-Bloser Company	5	12	17
Seale and Company	1	2	3
American Book Company	2	2	4
Stone and Smalley	0	0	0
Schmitt, Hall & McCreary	0	0	0
Macmillan	1	0	1
Noble & Noble	1	0	1
Johnson	0	1	1

The three other replies to this question were as follows:

- 1) Consistency and legibility are the main requirements.
- 2) The student uses whatever pattern that will be used in his student teaching experience.
- 3) No one pattern is followed. The student must be able to adapt to the one used wherever he is employed.

Question Fourteen: If your handwriting program is a voluntary, non-credit program, or is done in conjunction with another course, how are students informed and encouraged to enroll?

Since the handwriting instructional programs of nearly all of these institutions are contained in required courses, there is no

special need for ways and means of informing and encouraging students to enroll in the program. However, the data reveal certain significant features mentioned below. These comments are made in answer to the above question.

- 1) The block instructor and the students must take some responsibility in working in the Instructional Skills Laboratory with programmed instruction for self-improvement. We are concerned with methods and materials in handwriting instruction in our basic block course.
- 2) Students are encouraged to enroll in the handwriting instruction program through a required course. The ratings they receive are then forwarded to the Director of Elementary and Junior High School Teaching and the ratings are also made known to their student teaching supervising teacher.
- 3) Elementary Education majors are requested to enroll in the commercial course of the Zaner-Bloser Company. Requirements for the Seminar are lessened for those students who comply.
- 4) Students practice under the guidance of the coordinator of teacher-training and the classroom teacher.
- 5) The handwriting program is voluntary, but students are strongly encouraged to enroll. For students who have unacceptable handwriting, a commercial course or private study and evidence of improvement is necessary for acceptance.
- 6) Our course is in conjunction with our Language Arts course and a course, namely, Early Childhood Education where a number of hours are spent dealing with the problem of the mechanics of writing. Personal conferences are a requirement for evaluation.

In our course "The Teaching of Reading" when students must make experience charts, bulletin boards, label pictures, prepare reading lessons and so on, we have a chance to help each student who is having difficulty. Individualizing each student's program is part of our school's philosophy.

Although the statements which follow are not particularly germane to this study, the point of view expressed by the two respondents

support the thesis that more and better handwriting instructional programs be initiated and carried on in the various institutions of higher learning that offer approved elementary teacher certification programs.

Since we do not have a handwriting program I could only answer as much as I did (without projecting too much wishful thinking and guessing).

Our present program consists only of a couple lectures concerning methodology, materials, and self-evaluation techniques during a "Methods of Teaching Language Arts" course. We certainly feel that more needs to be done.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Contrary to the current opinion, that handwriting is being neglected by teacher-training institutions, most institutions offering approved elementary teacher certification programs do not neglect the important basic R of 'riting.

Some of the conclusions drawn from this study are stated in the following paragraphs.

The majority of institutions offering approved elementary teacher certification programs do offer some type of handwriting instruction; twenty-eight of the thirty-six institutions do offer instruction. These figures may be misleading when one realizes the true nature of many of these handwriting instructional programs, e.g. one instructional program consists of only one class lecture.

The majority of institutions, two-thirds, do not favor a required course in handwriting for elementary majors. If this question had not said a course in handwriting, but rather an instructional program in handwriting, the results may have been different. Perhaps the fact that more private institutions favor a required course in handwriting than do public institutions can be explained by the fact that the public institutions are now stressing methods rather than skills, and so incorporate handwriting instruction into a required methods course.

The administrative provision for handwriting instruction is, in nearly every case, a part of a required course, e.g. a Language Arts course. (Table III)

To acquaint students with methods of teaching handwriting is the most important objective of the handwriting instructional program with self-improvement and acquaintance with materials not far behind. (Table IV)

Few colleges and universities have a supervisor who has had special training in the field of teaching handwriting.

The top-ranking handwriting activities in which the handwriting instructional programs are engaged are: 1) acquaintance with methods of teaching handwriting, 2) manuscript writing, 3) work at the chalkboard, and 4) cursive writing. (Table VII)

Both public and private institutions use teacher prepared evaluation checklists and commercial evaluation scales frequently in their evaluation of the handwriting of the students. (Table VI)

The Zaner-Bloser Company's handwriting program is used most frequently in the instructional programs. (Table VIII)

Recommendations

Although it was found that handwriting was not being neglected in today's institutions of higher learning that offer approved elementary teacher certification programs, the writer recommends that these instructional programs be re-evaluated to determine to what extent these programs could be improved. In institutions offering no instruction in handwriting, an instructional program of some type should be initiated.

APPENDIX

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

Faculty For Professional Education

Charleston, Illinois
January 22, 1965

Since assuming the responsibility of supervising a handwriting program under the guidance of Mr Louis Grado, Associate Professor at Eastern Illinois University, I have become interested in the prevalence of handwriting instruction in teacher-training institutions in Illinois. It is for this reason that I am conducting this survey.

The main purpose of this survey is to determine the prevalence of handwriting in teacher education in the elementary curriculum in Illinois teacher-training institutions offering a B. S. in Education. This information will also be used to help me and others to improve the handwriting program we have recently renewed at Eastern.

Your help is necessary to make this survey a success. Please forward this letter and questionnaire to a faculty member whom you feel is best qualified to make the response.

Enclosed is a stamped, self-addressed envelope for prompt return of the questionnaire. Results of the survey will be available if you are interested.

Thank-you.

Respectfully yours,

Louise Goldstein
Graduate Assistant
Eastern Illinois University

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois

The purpose of this survey is to determine the prevalence of handwriting instruction in teacher education in the elementary education curriculum in the Illinois teacher-training institutions offering a Bachelor of Science in Education.

Please fill out the questionnaire and return it as soon as possible. You are asked to respond in four ways: 1) encircle the correct response, 2) check the correct response, 3) fill in the blank space, 4) reply with a short answer.

1. Should a course in handwriting be required of elementary majors?
Yes No
2. What are the objectives of such a course in handwriting? Check.
 to get students to work toward self-improvement in handwriting
 to acquaint students with methods in teaching handwriting
 to acquaint students with materials available for handwriting
3. Handwriting in our institution has been offered since _____.
It was offered but discontinued in _____ because _____.

If the handwriting program has been offered recurrently in the past years, list the years in which it was offered.

IF YOUR INSTITUTION DOES NOT HAVE A HANDWRITING PROGRAM AT THE PRESENT TIME, PROCEED TO ANSWER THE QUESTIONNAIRE IN ACCORDANCE WITH YOUR OPINION.

4. What provision does your program make for handwriting? Check the item or items that apply to your situation.
 required, credit program voluntary, credit program
 required, non-credit program voluntary, non-credit program
 included in a course entitled _____
5. What are the objectives of your handwriting program? Check.
 to get students to work toward self-improvement in handwriting
 to acquaint students with methods in teaching handwriting
 to acquaint students with materials available for handwriting
6. How much time is spent in this handwriting program?
_____ hours a week for _____ weeks.
7. How is recognition for the handwriting program given? e. g. a certificate.
8. What training does the handwriting supervisor have? Check.
 special preparation in the field of teaching handwriting
 other, describe _____
9. What type of handwriting activities do you include? Check the item(s) that apply to your situation.
 remedial and diagnostic work
 cursive handwriting
 manuscript handwriting
 chalkboard work
 seatwork
 acquaintance with available materials
 acquaintance with methods of teaching handwriting

10. What materials do you use in your handwriting program? Check.
 basic textbook entitled _____
 by _____
 prepared lessons from the _____ Company
 commercial concern
 a commercial scale to evaluate handwriting entitled _____
 teacher prepared checklist or scale developed especially for this purpose by the instructor

11. What qualities do you have in your teacher prepared checklist? Check.

<input type="checkbox"/> slant	<input type="checkbox"/> posture
<input type="checkbox"/> letter form	<input type="checkbox"/> alignment
<input type="checkbox"/> letter size	<input type="checkbox"/> line quality
<input type="checkbox"/> spacing	<input type="checkbox"/> neatness
<input type="checkbox"/> arrangement	<input type="checkbox"/> letter joinings
<input type="checkbox"/> rate of writing	<input type="checkbox"/> letter beginnings
<input type="checkbox"/> legibility	<input type="checkbox"/> letter endings
<input type="checkbox"/>	<input type="checkbox"/> margins
<input type="checkbox"/>	<input type="checkbox"/>

Will you enclose a copy of your checklist when you return this questionnaire? Yes No

12. If you use a handwriting program from a commercial concern, does this company evaluate the lessons and award a certificate? Yes No

13. If you do not have commercially prepared lessons, which commercial handwriting pattern do you follow in your instruction?

<input type="checkbox"/> A. N. Palmer Co.	<input type="checkbox"/> American Book Co.
<input type="checkbox"/> Zaner-Bloser Co.	<input type="checkbox"/> Stone and Smalley Co.
<input type="checkbox"/> Seale and Co.	<input type="checkbox"/> Schmitt, Hall and McCreary Co.
<input type="checkbox"/> other _____	

14. If your handwriting program is a voluntary, non-credit program, or is done in conjunction with another course, how are students informed and encouraged to enroll?

THANK YOU FOR YOUR COOPERATION.
 PLEASE RETURN THE QUESTIONNAIRE PROMPTLY.

Enclosed is a copy of our checklist.
 I am interested in obtaining the results of this study.

SIGNED: Ray J. Crumer
 POSITION ON THE FACULTY: Chairman Dept of Educ.
 INSTITUTION: Aurora College

EDUCATION 201
TECHNIQUES OF HANDWRITING
Evaluation Sheet

Grade _____

Student _____

	Excellent	Good	Average	Fair
Ovals				
Slant				
Spacing				
Form				
Height				

				Height
				Form
				Spacing
				Slant
				Ovals
Excellent	Good	Average	Fair	

Student _____

Grade _____

Evaluation Sheet

TECHNIQUES OF HANDWRITING

EDUCATION 201

HELPS IN ANALYZING YOUR HANDWRITING

A. General appearance of writing:

- a) Immediately legible
- b) Neatness
- c) Margins
- d) Consistent throughout

B. Size of writing:

- a) Too small
- b) Too large
- c) Varying in size

C. Proportions of letters:

- a) Lower case letters
- b) Loop letters, upper and lower
- c) Minimum letters
- d) Intermediate letters

D. Quality of pen or pencil line:

- a) Too heavy
- b) Too light
- c) Varying

E. Slant of writing:

- a) Too slanty
- b) Too nearly vertical
- c) Irregular

F. Alignment of letters:

- a) Off the line in places
- b) Uneven in height
- c) Capital and loop letters uneven
- d) Minimum letters vary
- e) Intermediate letters vary

G. Form of Letters:

- a) Angular letters
- b) Letters too round
- c) Letters too thin
- d) Places illegible
- e) Beginning strokes poorly made
- f) Ending strokes poorly made
- g) Poor loop letters
- h) Capital letters weak
- i) Small letters need strengthening
- j) Disconnected letters in words
- k) Down-strokes not uniform

H. Spacing:

- a) Within the letters
- b) Between letters
- c) Between words
- d) Between lines
- e) Too scattered, (wide)
- f) Crowded
- g) Irregular
- h) Poorly arranged on page
- i) Margins uneven

I. Fluency in writing:

- a) Too fast
- b) Too slow

Francis Bacon: "Reading maketh a full man, conference a ready man, and writing an exact man."

Writing is not merely a utilitarian art, it is a vital factor in the person's intellectual growth. If writing is to play its part adequately, both as a utilitarian means of communication and an instrument of intellectual growth, it must become a well-mastered and efficient habit.

NAME _____

MANUSCRIPT

- LETTER FORM
- LETTER SIZE
- SPACING WITHIN WORDS
- SPACING BETWEEN WORDS
- SPACING BETWEEN SENTENCES
- ALIGNMENT
- SLANT
- LINE QUALITY
- MARGINS
- ARRANGEMENT
- NEATNESS
- POSITION
- RATE OF WRITING

CURSIVE

- LETTER FORM
- LETTER SIZE
- SPACING WITHIN WORDS
- SPACING BETWEEN WORDS
- SPACING BETWEEN SENTENCES
- ALIGNMENT
- SLANT
- LINE QUALITY
- LETTER JOININGS
- LETTER ENDINGS
- LETTER BEGINNINGS
- MARGINS
- ARRANGEMENT
- NEATNESS
- POSITION
- RATE OF WRITING
- RETRACE ON LETTERS
- LOOPS ON LETTERS

KEY: NI * NEED IMPROVEMENT
S * SATISFACTORY

NAME _____

MANUSCRIPT

LETTER FORM
LETTER SIZE
SPACING WITHIN WORDS
SPACING BETWEEN WORDS
SPACING BETWEEN SENTENCES
ALIGNMENT
SLANT
LINE QUALITY
MARGINS
ARRANGEMENT
NEATNESS
POSITION
RATE OF WRITING

CURSIVE

LETTER FORM
LETTER SIZE
SPACING WITHIN WORDS
SPACING BETWEEN WORDS
SPACING BETWEEN SENTENCES
ALIGNMENT
SLANT
LINE QUALITY
LETTER JOININGS
LETTER ENDINGS
LETTER BEGINNINGS
MARGINS
ARRANGEMENT
NEATNESS
POSITION
RATE OF WRITING
RETRACE ON LETTERS
LOOPS ON LETTERS

KEY: NI * NEED IMPROVEMENT
S * SATISFACTORY

ILLINOIS COLLEGES AND UNIVERSITIES OFFERING APPROVED

ELEMENTARY TEACHER CERTIFICATION PROGRAMS

- * Augustana College, 3520 Seventh Ave., Rock Island.
- * Aurora College, 347 Gladstone Ave., Aurora.
- Barat College, 700 E. Westleigh Rd., Lake Forest.
- Blackburn College, 700 College Ave., Carlinville.
- * Bradley University, 1502 W. Bradley Ave., Peoria.
- * Chicago Teachers College (S), 6800 S. Stewart St., Chicago.
- * Chicago Teachers College (N), 5500 N. St. Louis St., Chicago.
- * College of St. Francis, Wilcox and Taylor Sts., Joliet.
- * Concordia Teachers College, 7400 Augusta St., River Forest.
- * DeLourdes College 353 N. River Rd., Des Plaines.
- DePaul University, 25 E. Jackson Blvd., Chicago.
- * Eastern Illinois University, 600 Lincoln St., Charleston.
- * Elmhurst College, 190 Prospect St., Elmhurst.
- * Eureka College, 300 E. College St., Eureka.
- Greenville College, 315 E. College Ave., Greenville.
- Illinois College, 1101 W. College Ave., Jacksonville.
- * Illinois State University at Normal, School and North Sts., Normal.
- * Illinois Wesleyan University, Bloomington.
- * Knox College, E. South St., Galesburg.
- * Lake Forest College, Sheridan and College Rds., Lake Forest.
- * Loyola University, 6525 N. Sheridan Rd., Chicago.
- MacMurray College 425 E. State St., Jacksonville.
- * McKendree College, 702 College St., Lebanon.
- * Millikin University, 1184 W. Main St., Decatur.
- Monmouth College, 700 E. Broadway St., Monmouth.
- Mundelein College, 6363 Sheridan Rd., Chicago.
- * National College of Education, 2840 Sheridan Rd., Evanston.
- * North Central College, 30 N. Brainerd St., Naperville.
- * Northern Illinois University, DeKalb.
- * North Park College, Foster and Kedzie Aves., Chicago.
- Northwestern University, 619 Clark St., Evanston.
- * Olivet Nazarene College, Kankakee.
- * Pestalozzi Froebel Teachers College, 207 S. Wabash Ave., Chicago.
- * Principia College, Elsau.
- Quincy College, 1831 College Ave., Quincy.
- * Rockford College, 527 Seminary Ave., Rockford.
- * Roosevelt University, 430 S. Michigan Ave., Chicago.
- * Rosary College, 7900 Division St., River Forest.
- * St. Procopius College, College Rd. and Maple Ave., Lisle.
- * St. Xavier College, 103rd and Central Park Ave., Chicago.
- * Southern Illinois University, 1008 S. Thompson, Carbondale.

- * Southern Illinois University (Edwardsville Campus), Edwardsville.
- * Trinity College, 1726 W. Berteau Ave., Chicago.
- * University of Chicago, 5801 Ellis Ave., Chicago.
- University of Illinois, 355 Administration Building (W), Urbana.
- * Western Illinois University, 900 W. Adams St., Macomb
- * Wheaton College, Wheaton.

- Public Institutions
- * Institutions replying

BIBLIOGRAPHY

- Fieman, Marvin Eugene. "The Construction of a Scale for Measuring Attitudes of Prospective and Supervising Elementary School Teachers Toward Handwriting." Dissertation Abstracts, XXIV, No. 3. Ann Arbor, Michigan: University Microfilms, Inc., September, 1963).
- Freeman, Frank. Teaching Handwriting (What reasearch says to the teacher). Washington, D. C.: Department of Classroom Teachers, American Educational Research Association of the National Education Association, 1954.
- Good, Carter V., ed. Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1945.
- Lovejoy, Clarence E. Lovejoy's College Guide. New York: Simon and Schuster, 1959.
- Myers, Alonzo F. and Warner, Nelle Slye. Remedial Handwriting: A Manual for Use by Students in Teacher-Training Institutions and Teachers in Service. Columbus, Ohio: Zaner-Bloser Company, Penmanship Specialists, 1929.
- Office of Superintendent of Public Instruction. Directory of Illinois Schools 1963-64. Springfield, Illinois: Department of Textbooks and Publications, 1963.
- Squire, Chester C. "An Evaluation of the Elementary Teacher Education Program at South Oregon College." Dissertation Abstracts, XXII, No. 12, Part 1. Ann Arbor, Michigan: University Microfilms, Inc., (June, 1962).