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The Status of Handwriting Instruction and the Qualifications of Teachers of Handwriting in the Elementary and Secondary Schools of Kentucky

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THE STATUS OF HANDWRITING INSTRUCTION
AND THE
QUALIFICATIONS OF TEACHERS OF HANDWRITING
IN THE
ELEMENTARY AND SECONDARY SCHOOLS OF KENTUCKY

BY

ROBERT MAYFIELD ASHBY

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE
AUGUST, 1956

Approved:-

Major Professor
and
Department of Education
Minor Professor, Economics
Graduate Committee, Chairman

[Handwritten signature]
~~W. H. [unclear]~~
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R. H. A.

CHAPTER I
INTRODUCTION

Importance and Need for Handwriting

"The pupil cannot begin to acquire the art of study as an implement of systematic adjustment to the world and the age in which he finds himself, until he has acquired a tool with which to record his learning and through which he can express his reactions to teaching in a more abiding and a more deliberate form than is possible through the agency of the spoken voice. The only tool which we have found usable for this purpose in the beginning is handwriting. Apart from the ability which he can make more or less shrewd deduction from his experience; he can eventually perhaps accumulate the native stock of wisdom drawn from the immediate environment which the illiterate often evinces; but he cannot even begin to attack systematically the accumulation of ordered experience which an advanced civilization presents to him. Just as reading ability puts the pupil in contact with the wider environment, so handwriting enables him to react to the environment in intellectual forms and thus to complete the learning cycle. Nor is it essential, before he can begin to study, that he should have acquired the skill which penmanship implies. It may doubtless become desirable for him to improve the quality and rate of his handwriting in order to make more effective study possible, and it may later become profitable to him to acquire the handwriting skills which a given vocation employs. These are functions for which the secondary school often find it necessary to become responsible, but they are not critical of the possibility of secondary teaching. As in the case of reading, so in that of handwriting, the ability which is critical is performance at that stage at which the pupil commits his thoughts to paper without focal consciousness of the elements of the discourse which he writes. If he can reflect as he writes, he can learn to study effectively, other things being equal. Let us designate this state by the term handwriting adaptation."

This quotation from Morrison's "The Practice of Teaching in the Secondary Schools," shows the importance and need

Morrison, Henry C., The Practice of Teaching in the Secondary Schools, (The University of Chicago Press) 1926, pp. 10-11.

2

of handwriting and handwriting instruction. Many books and magazine articles have been written about the subjects which should be included in the curriculum of the elementary, junior high, and the senior high school. Writing, together with the other two R's, has been seemingly delegated to the elementary school. Yet, we are continually finding boys and girls in the junior high school, and even in the senior high school, who are unable to write legibly and rapidly enough to meet present school needs and whose reading and arithmetic abilities are likewise below the junior high school needs and standards. The cause of the failure to meet standards may be due to inadequate instruction in the elementary school; to the fact that some pupils require a longer period than six years to fix the correct reading and writing habits; or, in the case of writing, to the lack of muscular coordination caused by the rapid growth during the early adolescent stage of the pupil. These are problems that no one can solve offhand, but which need scientific investigation since no one has made the necessary studies to formulate sound guiding principles.

There is but one way to learn whether or not penmanship as a subject should be included in the curriculum of any junior high school. That is to study the quality and speed of the handwriting of the pupils in the junior high school to determine if the product approaches the standards of the school system. Even when this is done, there are two additional factors to be considered. First, whether the school

standard is the best possible standard for the individual pupil, and second, the quality and speed teachers of other subjects in the junior high school consider an adequate standard.

The studies⁶ have been published recently showing that the handwriting of a pupil affects the score of his English composition. If the handwriting is of a high quality the deserved score is raised; if the handwriting is poor, the deserved score is lowered. That is true for English composition scores is likely to be true for other subjects and also for examinations in all subjects. The question to be answered in this connection is whether or not it is fair to handicap a pupil in junior high school, senior high school, and college (for despite the prevalence of typewriters, college boys do not carry them to examinations) by allowing him to write poorly and thereby lower his grades in English, history, science, etc.

Quaintore, many of whom have never taken the time to develop their own handwriting into a legible style, have boasted of their "success without the ability to write legibly" and in addition have quoted many other successful people who write a quality they term as "underable." However, the advocates of less handwriting instruction do not consider that these so-called "successful people" in their present positions do not need the ability to write legibly

⁶Shanberg, Everett H., "The Effect of the Quality of Penmanship on Grades," Journal of Educational Research, (Feb. 1924), pp. 102-104.

and rapidly because the nature of their positions permits of clerical assistance to care for details. However, they may have needed it for advancement to their present positions. The handwriting score of the bank president's signature is no indication that he wrote the same quality as a clerk or bookkeeper.

Another viewpoint worthy of consideration is the belief that there may be other worthwhile values derived from penmanship instruction besides the time-honored utilitarian value. It may have ethical, social, aesthetic, and self-disciplinary values if properly taught, according to the belief of a committee submitting suggestions for the development of desirable character traits through penmanship instruction.³ It may be possible that the standard of doing a thing well, of sticking to a job until it is done, of checking up one's efforts with results secured, of honest self-criticism, of accurate evaluation and many other elements of character formation can be partly built or strengthened in the penmanship instruction.

³ Committee, The Possibilities of Character Development Through The Teaching of Penmanship, Report of National Association of Penmanship Teachers and Supervisors, 1930, pp. 76-88.

Other Investigations Made on Problem

On February 14, 1954, Dr. G. G. Craig made a survey of the previous training of students enrolled in his penmanship classes in Western Kentucky State Teachers College, Bowling Green, Kentucky. Results indicated that only 38 per cent of the 300 students studied had received any previous instruction in handwriting before entering college. It also indicated that 68 per cent of the students had not received previous instruction in penmanship.⁴

Another handwriting survey by Dr. G. G. Craig, based on seventy-two different schools during the month of December, 1957, indicated that penmanship was not taught in 80 per cent of the schools of Kentucky. A similar survey conducted by Dr. Craig in December, 1931, based on eighty-nine Kentucky public schools also indicated that 80 per cent of the schools were not teaching handwriting. Eight other similar surveys were made by Dr. Craig and revealed practically the same results. A recapitulation of these surveys indicated that more than 99 per cent of the teachers who had received training in handwriting in teacher training institutions were teaching the subject. Teachers who reported no training in handwriting composed the 80 per cent who were not teaching penmanship.⁵

⁴ G. G. Craig, *Handwriting*, unpublished survey, Western Kentucky State Teachers College, Bowling Green, Kentucky, 1954.

⁵ G. G. Craig, *Handwriting*, unpublished survey, Eastern Kentucky State Teachers College, Bowling Green, Kentucky, 1937, 1951.

In 1928, a national survey was conducted by a committee of the National Association of Penmanship Teachers and Supervisors, of which Mr. Craig was a member, for the purpose of determining the demand for handwriting instruction in teacher training institutions. Results indicated that superintendents and principals of the United States favor teachers being trained in the methods of teaching handwriting so that they may be better qualified to teach handwriting; that college credit be allowed for an efficient course in the methods of teaching handwriting and in the execution of rapid legible handwriting; that teacher training colleges train all prospective teachers in handwriting until they are equipped with a style that will enable them to write legibly on blackboards for the incidental study of students.⁶

A survey conducted by a committee of the National Association of Penmanship Teachers and Supervisors, reported in 1928, for the purpose of getting expressions on the subject of handwriting from the heads of the normal schools and teacher training schools throughout the country, resulted in the following findings: (1) "Handwriting is not over-taught. It may be poorly taught, but it is not over-taught. (2) A good style of handwriting is considered a desirable personal accomplishment regardless of whether business houses demand it. (3) A standard of value in handwriting

⁶Teacher Training Committee, Determining the Demand for Handwriting Instruction in Teacher Training Institutions, Report, National Association of Penmanship Teachers and Supervisors, 1928-1929.

as low as the general public can make serve its purpose is not good enough and should be raised if possible.

(4) Poor handwriting is no longer considered evidence of superior mentality. (5) Manuscript writing will never supplant our conventional longhand writing."⁷

In an investigation of actual office requirements, clerical workers were asked to indicate whether or not their duties require handwriting. Of a total of 4,328, an affirmative reply was given by 3,272, or 75.6 per cent of the total. Obviously, clerical workers should be able to write legibly.⁸

In a Philadelphia study of 1,423 commercial workers, only three reported they had no handwriting as part of their business duties. All others reported many handwriting duties, chiefly the making of figures.⁹

In February, 1919, Dr. Leonard V. Kees published a study called "The Determination of Ultimate Standards of Quality in handwriting for the Public Schools." This was a survey of the quality of the handwriting done by 1,197 employees in a number of occupations such as printers,

Survey of Normals Committee, Handwriting, Report of the National Association of Penmanship Teachers and Supervisors, 1926, pp. 74-77.

⁸ Nichols, F. C. and others, Handwriting, Report of the National Association of Penmanship Teachers and Supervisors, 1929.

⁹ Kirk, John G., "Research of Handwriting in Business," Report of the National Association of Penmanship Teachers and Supervisors, 1929, pp. 37-50.

employees in country banks, addressers for an addressing company, addressers for a mail-order company, elementary school teachers, clerks, etc. A group of people in account sales department work ranked highest. The lowest median of the business groups represented the printers. Dr. Kees's recommendation for standards for vocational uses were as follows: "The quality of 60 on the Ayres's Measuring Scale for Adults' Handwriting which we have set up as the ultimate standard of attainment for all school children for purely social purposes is adequate for the needs of most vocations."¹⁰

A similar study for the determination of standards was conducted by the Division of Commercial Education in 1925-1926 to determine grade standards for the Philadelphia Public Schools.¹¹ Results of the study were:

Bookkeepers	write better than	Addressers
Addressers	"	"
Typists	"	"
General Clerks	"	"
		Stenographers

¹⁰
Kees, Dr. Leonard V., "The Determination of Ultimate Standards of Quality in Handwriting for the Public Schools", The Elementary School Journal, (February, 1918)

¹¹
Kirk, John G., "Determining Finishing Standards for the Philadelphia Public Schools", The Journal of Educational Research, (March, April, 1926).

Statement of Problem

When it was decided to make an investigation of handwriting in the state of Kentucky, the first plan was to obtain the information from every teacher in every school of the state. This idea was abandoned because of the size of the undertaking and because many schools were not in session at the time the study was made. It was thought that a fair sampling showing the general situation and trends in handwriting could be obtained in another way. Representative schools were chosen by their size in number of teachers.

The major reason for this survey was to secure definite facts and opinions from superintendents, principals, and teachers in elementary and secondary schools on the subject of handwriting. The information gathered gives conclusive evidence that these groups recognize the need for more and better training in this fundamental subject.

The aim of the writer was to determine:

1. The extent to which outlined courses of study in handwriting are followed
2. The number of special instructors in handwriting, whether part- or full-time and other subjects they teach
3. Whether handwriting is taught incidentally with other subjects with no formal lessons, or as a separate subject with specific training in handwriting
4. The number of teachers with special training in handwriting

5. The number of teachers qualified by teacher's handwriting certificates
6. The certification of handwriting teachers from Western Kentucky State Teachers College
7. The number of teachers holding student certificates in handwriting
8. The methods of handwriting taught in both the elementary and secondary grades
9. The number of handwriting supervisors, whether part- or full-time, and other subjects handled
10. The time devoted to handwriting in years, weeks, days per week, and the length of class period in both elementary and secondary levels
11. The number of units given for handwriting in high schools toward graduation
12. The requirement for handwriting in high schools
13. Handwriting facilities--Manuals, scales, charts, alphabetic wall strips, and blackboard instruction
14. General information--The number of years that handwriting has been established in Kentucky schools; if handwriting will be taught during the year 1936-1937; and if school officials think handwriting should have a definite place in the curriculum as a fundamental subject.

Method Used in Investigation

There were 280 schools selected from the public school directory according to size in number of teachers. Only the schools in which there were all twelve grades were chosen, since the purpose was to obtain information about handwriting in high school grades as well as in elementary grades where handwriting is usually found. It was decided not to try to contact every school in the State as this would have been a large and difficult task, and because of the fact that many schools were not in session at the time the study was being made. Instead, a number of schools of a teacher size was chosen to represent all the schools in the state of that size. Fifty schools having four teachers, fifty schools having eight teachers, fifty schools having twelve teachers, fifty schools having sixteen teachers, nineteen schools having twenty teachers, eighteen schools having twenty-four teachers, fifteen schools having twenty-eight teachers, and twenty-eight schools having thirty or more teachers, making a total of 280 schools, were sent questionnaires. Names and addresses of principals and superintendents were taken from the alphabetical list of schools in the public school directory.

A letter enclosing a short questionnaire was sent to the Kentucky State Department of Education in an effort to secure information concerning state adoptions in handwriting, certification of teachers, and the supervisors in handwriting.

In a conference with Mr. G. G. Craig, the writer obtained data on a study he had made in handwriting in Kentucky finding that handwriting was not taught at all in 80 per cent of the schools of the state. During other conferences with Mr. Craig, the writer was furnished valuable information as to the training and certification of the teachers and student teachers in the Penmanship Department of Western Kentucky State Teachers College since 1932.

Copies of the questionnaire that were mailed to principals and superintendents were distributed to the teachers in attendance at Western Kentucky State Teachers College in the Penmanship Department. They were instructed to fill them out with the best information they had on the subject for the schools in which they taught. About thirty questionnaires were obtained in this way.

Various reports of the National Association of Penmanship Teachers and Supervisors were valuable in furnishing information on other surveys and studies that had been made in the general field of handwriting over the United States. This, of course, represented secondary data, but contained some interesting facts about handwriting discovered in research by authorities and nationally known persons. These reports formed a background for the present study, giving excellent discussions of the need and the major problems faced by teachers and supervisors of handwriting.

Sources of Data

The data for the study were collected from the following sources:

1. Questionnaires from approximately 80 percent of 280 public schools of twelve grades each in every county of Kentucky
2. Questionnaires filled in by teachers in attendance under the direction of Mr. G. G. Craig, Penmanship Department, Western Kentucky State Teachers College
3. Questionnaire returned from the Kentucky State Department of Education
4. Reports of the National Association of Penmanship Teachers and Supervisors, 1925, 1926, 1928, 1929, 1930, 1932.
5. Conferences with Mr. G. G. Craig, Head of Penmanship Department, Western Kentucky State Teachers College, Bowling Green, Kentucky

Limitations of Study

It is difficult to draw definite conclusions from this study. All of the schools of Kentucky are not represented in the findings, but instead 280 selected schools were chosen to represent the organization of handwriting in the state. Although these schools are located in all parts of the state and in every county, only the general situation and tendencies are noted. Approximately 80 percent of the questionnaires were returned with the desired information. Some of these were poorly filled out with vague and incorrect answers. Others were returned with no answers except to state that handwriting was not offered

in their schools. Some made conflicting statements which made it difficult to determine the true condition. The questionnaires were mailed at a time when many of the schools were not in session and the principals and teachers were away, possibly attending school. Some of the facts were omitted due possibly to a lack of records in the schools. Because of these limitations, it was hard to determine the true status of handwriting in Kentucky. The study leaves many problems of curriculum construction and revision for future study and research by those who believe that handwriting will continue to be a fundamental subject worthy of a definite place in the training of children.

CHAPTER II
THE STATUS OF HANDWRITING INSTRUCTION
IN KENTUCKY PUBLIC SCHOOLS

Instruction in Handwriting--Courses of Study.--The Graves Progressive Course of Study in Handwriting, published by W. S. Benson & Company, Austin, Texas, is the basal adopted course of study for public schools in Kentucky at the present time and was adopted in March of 1935. The multiple list of textbooks for handwriting adopted by the State Textbook Commission, by author and title, are:

- | | | |
|-----|------------------------------------|--------------------------------|
| 1. | Craig | Practical Handwriting |
| 2. | Freeman | Correlated Handwriting |
| 3. | Graves | Graves Progressive Handwriting |
| 4. | Hill & Savage | Writing Made Easy |
| 5. | Palmer | Palmer Method Handwriting |
| 6. | Peed | The Write-Well Handwriting |
| 7. | Putnam & Mills | Practical Handwriting |
| 8. | Rubado, Wright, & Beighy | Modern Handwriting |
| 9. | Steadman | Graded Lessons in Writing |
| 10. | | Economy Method of Writing |

Although Graves Progressive Handwriting, the present State adopted course of study, is followed widely in Kentucky schools, there are several others in use. The Palmer method of handwriting is more widely used than the Graves which ranks second in frequency of report. Among the others in use are the Freeman, Craig, and Economy methods. None of the others in the ten listed above were found in the study.

TABLE I
SCHOOLS IN WHICH OUTLINED COURSES OF STUDY
IN HANDWRITING ARE FOLLOWED

Teacher Size of School	Total	Yes	No	No Data
4-Teacher Schools	20	10	8	
5-Teacher Schools	21	8	13	2
12-Teacher Schools	22	14	7	
16-Teacher Schools	27	14	13	1
20-Teacher Schools	12	10	2	
24-Teacher Schools	10	9		1
28-Teacher Schools	10	4	6	
30-or More Tea. Sch.	16	9	6	1
Totals	136	78	55	3
Percentage Totals	100%	56.5%	39.9%	3.6%

Table I has been constructed to show to what extent these handwriting courses just mentioned are followed in both elementary and secondary schools of Kentucky. Of the 136 schools reporting, seventy-eight indicated that outlined courses of study were followed in their schools. This constitutes 56.5 per cent of the total. This would indicate that only a little over a half of the schools of Kentucky teach handwriting as a separate subject. In fifty-five of schools or approximately 40 per cent, it was reported that no course of study was followed. The inclusion of the secondary level in this study might cause the percentage not following courses of study to be higher, as handwriting was found to be very seldom included as a separate subject

in high schools. For five of the schools there was no report on this point.

In many schools it was stated that courses of study were followed only in the grades and not for high schools. No provision was made for separate answers on this. Elementary and high school levels were combined and considered as a unit in tabulating this information.

It may be concluded from the data shown that more schools follow courses of study in handwriting than do not; yet there are a great number, about a third, that do not. If handwriting is taught at all in this one-third, it is usually handled incidentally and indirectly with other subjects. In English, for example, the teachers insist on pupils writing the best they can. Many others require all written work to be as neat as possible and in ink.

TABLE II
SPECIAL INSTRUCTORS IN HANDWRITING

Teacher Size of School	Total	Special Instructor	No Special Instructor	No Data
4-Teacher Schools	20	1	19	1
5-Teacher Schools	21	2	19	
12-Teacher Schools	22	2	20	
16-Teacher Schools	27		27	
20-Teacher Schools	12	1	11	
24-Teacher Schools	10		9	1
28-Teacher Schools	10	2	8	
30 or More Tea. Sch.	18	3	15	1
Totals	158	11	124	5
Percentage Totals	100%	6%	89.8%	2.2%

Instruction in Handwriting--Special Instructors.--There are very few special instructors in handwriting in Kentucky. A determination of the reason why there are so few was not a part of the purpose of the study, but a lack of funds and a general lack of consideration for the need of more efficient instruction in the subject are undoubtedly two main reasons.

Table II will show somewhat the status of special instructors in handwriting. Of the 138 schools of different sizes, 124, or 89.8 per cent, have no special instructors. There were eleven schools reported as having instructors, and they were found evenly distributed among schools of different sizes. One school of four teachers has a part-time instructor, while only three schools of more than thirty teachers had them. More schools are without special instructors in the smaller schools than in the larger ones, as will be seen by the table. Only three schools are without data on this point.

TABLE III
SPECIAL INSTRUCTORS IN HANDWRITING
WHETHER PART OR FULL
AND OTHER SUBJECTS HANDLED

Schools with Special Handwriting Instructors	Part Time	Full Time	Other Subjects Handled
Fallville	X		Primary
Frankshire Community	X		Languages
Funkhoush (Did not specify part or full)			Primary
Benton	X		Music
Verde	X		Did not name
Harvey	X		Spelling, Latin (Reading, English and History)
Pineville	X		(Reading, Jr. High -Acad's G., Sr. High 3rd & 4th Grades)
Middlesboro	X		
Mayville	X		
Ladlesville	X		Shorthand, Typing
Newport		X	

Table III will show an interesting phase of special instructors. In it are shown the names of the schools, whether their instructor is part or full time and what other subjects are handled with handwriting, if any were reported. Little consistency was found in the combination of subjects. Music, art, academic, and commercial subjects were combined. All instructors but one are part-time instructors. Newport, Kentucky has an instructor who devotes full time to handwriting instruction. For one school the reporter failed to specify whether the instructor was part or full time, but from the indication that the instructor also taught primary work, the answer was given.

TABLE IV
SCHOOLS IN WHICH HANDWRITING IS TAUGHT
INCIDENTALLY OR AS A SEPARATE SUBJECT

Teacher Size of Schools	Number of Schools Answering	Incidentally Taught	Taught as Separate Subject	No Data
4	20	7	9	4
8	21	5	14	2
12	22	5	15	4
16	27	7	18	4
20	12	4	7	1
24	10	1	4	5
28	10	6	1	3
30 or More	16	4	6	4
Totals	136	39	72	27
Percentages	100%	28.3%	52.1%	19.6%

Instruction in Handwriting--Incidental and Special Instruction.--

All of Kentucky schools may be classified into incidental, special, or combination groups with regard to handwriting instruction. The incidental group include schools in which handwriting is handled indirectly with other subjects and have no special class instruction. The special group devotes a certain allotted amount of time to instruction. Many schools were reported in which the subject was taught through both methods. The elementary grades are mainly of the special subject group while secondary schools are largely of the incidental classification. Table IV will show that more than half of the schools reporting, 52.1 per cent, have handwriting taught as a separate class instruction subject. There were thirty-nine schools or 28.3 per cent

reported as handling the subject through the indirect or incidental method. The schools in this group are evenly distributed throughout all sizes of schools studied except that there are a few more incidental teachers in the smaller schools than the larger ones, as will be seen by referring to the table. This table would be of more value if more data were available. Data were not returned on this point for twenty-seven schools. The greatest number of schools teaching handwriting as a separate subject are in schools having eight, twelve, and sixteen teachers.

TABLE V
NUMBER OF TEACHERS: WITH COLLEGE TRAINING IN HANDWRITING
WITH TEACHER'S HANDWRITING CERTIFICATES
WITH STUDENT CERTIFICATES IN HANDWRITING

Teacher Size of School	Number of Schools	Total Teachers	Number Teachers Trained	Number of Teacher's Certificates	Student Certifi- cates
4	20	80	30	25	29
8	21	168	55	31	22
12	22	264	52	15	15
16	27	432	100	46	28
20	12	240	17	17	30
24	10	240	25	8	17
28	10	280	14	29	18
30 & More	16	459	15	49	46
Totals	138	2165	308	220	205
Percentages.		100%	14.2%	10.6%	10.2%

Training and Qualifications of Teachers of Handwriting.--

Every teacher trained in and receiving a degree from a teacher training institution and issued a certificate from the State Department of Education is legally qualified to

teach handwriting in the elementary schools, but this is not sufficient qualification unless the teacher has developed a certain degree of skill and has been trained in the methods of teaching the subject. This proper qualification is represented by the teacher's handwriting certificate issued by the several teacher training institutions. No certificate of this kind has ever been issued by the State Department of Education.

It was part of the aim of this study to include the status of teacher's handwriting certificates held by the teachers represented by the survey. The writer hoped to determine what percentage of these teachers have had any special college training in the subject, including training in methods and in developing skill. The specific question was asked: "How many of your teachers have special college training in handwriting?" In the 138 schools reporting, representing an estimated total of 2,165 teachers, only 308 teachers, or approximately 14 per cent, had this training. There were fewer teachers who had teacher's certificates. It was found that 220 teachers, or approximately 10.1 per cent, had them. In determining the total number of teachers represented by the questionnaires for the cities of more than thirty teachers, the average number of teachers was found for a unit of twelve grades. The reporters would more likely know the status of their own schools better than they would that of all the schools in the city. The mistake was made in not sending questionnaires to all the schools in

the larger cities. The majority of the reports was for one complete unit of twelve grades in school systems of less than thirty teachers. Since so many school officials omitted the information on the training and certificates held by their teachers, it was assumed that the records were incomplete and that obtaining the information would only be gathered by contact with the teachers. This would be a great and difficult task. Acknowledging the insufficiency of data here, it is concluded that there are fewer teachers in the state of Kentucky who are trained in handwriting methods than those trained in many other subjects, and still fewer who hold teacher's handwriting certificates. An average of 15.6 teachers was found by dividing the total schools reporting, 158, into the total number of teachers represented by the schools, 2,453. An average of 1.53 teachers was found for each grade by dividing the average number of teachers in all twelve grades by the number of grades. Teachers, 1.3, times 8 equals 10.4, the average number of elementary teachers. Multiplying 1.3 times 4 equals 5.2, the average number of teachers in high school grades. The total teachers found trained in handwriting, 308, divided by 158, the total schools reporting, equals 2.25, the average number of teachers trained in handwriting per twelve grades. The total number of teachers holding teacher's certificates in handwriting, 220, divided by 158, the total schools reporting, equals 1.59, the average number of teachers holding certificates per twelve grades. These low figures take into consideration the fact that

complete data were not obtainable on the status of teachers in regard to training and certificates in handwriting. Table V, page 21, indicates that there are more teachers in the smaller schools both trained in handwriting and holding teacher's handwriting certificates than in the larger schools.

The Part of Western Kentucky State Teachers College in Training Handwriting Teachers.--Mr. Craig of the Penmanship Department of Western Kentucky State Teachers College is thought by some to have trained more teachers in the methods of penmanship in the last fourteen years than any teacher in America. Since 1922, when the first teacher's handwriting certificate was issued in the Palmer method under Mr. Craig, it has been estimated that there have been a total of 10,354 teacher's handwriting certificates issued. This number includes a large number of teacher's handwriting certificates issued since 1928 in Mr. Craig's own method, Craig's Practical Handwriting. The total number of teachers receiving special college training in handwriting in this institution is 12,958. It is estimated that 80 per cent of this number became eligible for the teacher's handwriting certificate. There have been a total of almost this number qualifying for the student's handwriting certificate issued from the Penmanship Department since 1922 by Mr. Craig.

TABLE VI
METHODS OF HANDWRITING TAUGHT IN KENTUCKY SCHOOLS

Teacher Number Size of Schools School Reporting	Palmer	Graves	Freeman	Craig	Others	None Taught
4	20	10	1	1	6	1
2	21	8	6	4	4	1
12	22	9	8	1	2	1
12	27	11	7	2	1	1
20	12	8	2	1	1	1
24	10	1	1	2	1	1
22	10	6	1	1	1	1
20						
or More	12	4	1	6	1	1
Totals	136	57	26	21	15	3
Percentage	100%	40%	17%	14%	10%	2%

* 222 schools taught two methods * State adopted course

Instruction in Handwriting—Methods Taught.—A variety of methods of handwriting was found to be in use. The Palmer method is more prevalent than others. The Graves method is the state adopted course of study. The Palmer method was found in 57 schools, or 40 per cent of the total. The Graves method was second, being found in 26 schools, or 17 per cent. The Freeman Correlated method was found in third place with 21 schools, or 14 per cent. The Craig method had fourth place with 15 schools, or 10 per cent. Eight other schools reported having other methods, among them being the Economy method. Only three schools reported having no handwriting method taught; however, some reported "no particular one." Since seventeen reports contained no

it was thought that many of these belong in
 tion of schools not teaching handwriting. Some
 reported as using two methods--possibly one for
 another for high school, or possibly arranged
 as are permitted to choose the method they
 almer method and the Craig method predominated
 schools, and the Palmer method and the Freeman
 nated in the larger schools. See Table VI,
 detailed analysis of the different methods
 Kentucky.

of Handwriting in Kentucky Public Schools.--We
 were reported by the questionnaires from the
 studied. The State Department of Education
 that there were two supervisors in the state--one
 lile and one at Covington. The questionnaire from
 e confirmed a previous report that there was no
 r there at the present time. There is a supervisor
 iting in Bowling Green, in the public schools, who
 cts art instruction and is assisted by a specially
 part-time instructor in handwriting. This, then,
 e known supervisors in the subject. There are
 others, but since 1929, because of a lack of funds,
 rvisors in all fields have been eliminated all
 United States.

TABLE VII
NUMBER OF GRADES WITH HANDWRITING INSTRUCTION

Grades Covered	Number of Schools	Per Cent
1 through 8	51	36.9%
1 " "	45	32.6
1 " 12	10	7.2
1 " 10	3	2.2
1 " 9	2	1.4
1 " 4	1	0.7
1 " 5	1	0.7
1 " 7	1	0.7
2 " 8	1	0.7
2 " 6	1	0.7
2 " 3	1	0.7
No Data	21	15.5
Totals	136	100.0%

Time Devoted to Handwriting--Number of Grades with Handwriting Instruction.--In Kentucky handwriting is taught almost entirely in grades one through eight or in grades one through six. Very little handwriting was found in the secondary grades nine through twelve. The aim here was to determine which grade combinations were most prevalent. The combination of grades one through eight constituted 36.9 per cent of the total. The combination of grades one through six was very close to it in frequency of report with 32.6 per cent. Schools in which handwriting was taught in all twelve grades numbered ten and was 7.2 per cent of the total. Three schools drop handwriting after the tenth year and two after the ninth. Several other combinations were found but made

up only a minor portion of the whole. It is thought that with transfers of children from the elementary grades in one building to the secondary grades in another building, handwriting is dropped after the sixth or eighth year according to the plan of organization. Yet, at the present time, curriculum construction is such that handwriting instruction is limited to the elementary grades even where there are no such transfers. There were twenty-one schools without data on grade coverage. Table VII, page 27, will show all the grade combinations found in the study.

TABLE VIII
NUMBER OF WEEKS DEVOTED TO HANDWRITING IN ELEMENTARY GRADES

Teacher Size of School	Number Schools Reporting	26 Weeks	28 Weeks	32 Weeks	36 Weeks	40 Weeks	No Data
4	20	1	8	1	2		8
8	21		2	2	4		15
12	22		1	2	7		12
16	27		1	2	8		16
20	12		3		2		7
24	10				3	2	5
28	10				3		7
30 or More	16				3	5	10
Totals	138	1	15	7	32	5	78
Percentages	100%	0.7	11	5	23.2	3.6	56.5

Time Devoted to Handwriting--Weeks in Elementary Grades.--

Complete information was not obtained for most of the schools reporting in the survey in number of weeks devoted to handwriting. Table VIII will indicate that thirty-six weeks is

the most popular term devoted to handwriting for elementary schools for the reason that more schools reporting in the study have a term of that length. This would seem to indicate that where handwriting is taught as a direct subject, it is taught throughout the school year in a majority of the cases. The minimum number of weeks found was twenty-six, the maximum was forty, and the average number was 33.8. Finally, the table shows that handwriting is allowed more weeks per year the larger the school and the longer the school term.

TABLE IX
NUMBER OF WEEKS DEVOTED TO HANDWRITING IN SECONDARY GRADES

Teacher Size of School	Number Schools Reporting	36 Weeks	No Handwriting Taught	No Data
4	20	3	8	9
6	21	2	2	17
12	22		1	21
16	27	1	5	21
20	12	1	?	9
24	10		2	8
28	10	1	2	7
30 or More	16	1	2	13
Totals	138	9	24	105
Percentages	100%	6.5%	17.3%	76.2%

Time Devoted to Handwriting--Weeks in Secondary Grades.--

There are nine high schools in which handwriting is taught as a separate subject of the 138 schools reporting. All nine of these schools devote the full term of thirty-six weeks to instruction. Twenty-four schools, or 17.3 per cent, definitely were reported as not having instruction in handwriting, but since 105, or 76.2 per cent, completely omitted the question, it is thought that this would signify that a great many more have no handwriting instruction. Yet the true status of handwriting instruction in high schools cannot be shown because of a lack of data. Table IX has been prepared to show somewhat the status of handwriting in the high school level.

TABLE X
NUMBER OF DAYS PER WEEK DEVOTED TO HANDWRITING IN ELEMENTARY GRADES

Teacher Size of School	Number Schools Reporting	None Taught	Days Per Week					No Data
			1	2	3	4	5	
4	20			2			10	8
8	21			3	3		10	5
12	22	1		3	3		9	6
16	27			4	4		8	11
20	12			1			7	4
24	10		1				7	2
28	10				1		4	5
30 or More	16		1	1		1	7	6
Totals	138	1	2	14	11	1	62	47
Percentages 100%		.7	1.4	10.1	8.0	.7	44.9	34.1

Time Devoted to Handwriting--Days Per Week in Elementary Grades.--A study of weeks will not show the true status of time devoted, for, while 44.9 per cent of the 138 schools reporting include handwriting instruction every day in the week, more than half are following a variety of weekly programs including a large percentage not giving the information. The two-day program in fourteen schools was second in frequency, and the three-day program was found in eleven schools. Smaller schools devote either five, two, and three days per week, while larger schools have a more varied program of one, two, three, four, and five days. This reduction in time allowed handwriting in larger systems is possibly due to an enriched program of extra-curricular activities, which no doubt unjustly crowds out a proper amount of handwriting

instruction. Table X, page 31, will give a partial status of days per week in elementary grades.

TABLE XI
NUMBER OF DAYS PER WEEK DEVOTED TO HANDWRITING IN SECONDARY GRADES

Teacher Size of School	Number Schools Reporting	None Taught	1	2	3	4	5	No Data
4	20	6		1			3	10
8	21	3	1		2			15
12	22	2	1				1	18
16	27	9		1			1	16
20	12	1					1	10
24	10	1						9
28	10	1					1	8
30 or More	16	3		1				12
Totals	138	26	2	3	2		7	93
Percentages 100%		18.9	1.4	2.2	1.4		5.1	71%

Time Devoted to Handwriting--Days Per Week in Secondary Grades.--Table XI will show for high schools a condition similar to that found in elementary grades in regard to the number of days devoted per week to handwriting instruction. Like the grades, more high schools have handwriting classes five days per week than those with other weekly programs. The two-day-a-week program was second in frequency. Twenty-six schools stated that handwriting was not taught in high school, and of the ninety-eight schools, or 71 per cent, it is believed that a majority of them also do not handle the subject. If more data were available here, the facts found

would be of considerable more value and would probably show a highly varied weekly program and not much consistency of organization along with a very great percentage not teaching the subject. Many of the reporters evidently meant "no" by omitting answers, as information found on other points in their reports indicated the correct answer. The lack of consideration as to the importance of details has caused a great insufficiency of data here and on other points.

TABLE XII
LENGTH OF CLASS PERIOD DEVOTED TO HANDWRITING
IN ELEMENTARY GRADES

Teacher Number	10-15	16-20	21-25	26-30	31-35	36-40	41-45
Size of Schools	Min.	Min.	Min.	Min.	Min.	Min.	Min.
School Reporting							
4	20	8	3		1		
8	21	5	5	2	2		
12	22	7	5	1	2		2
16	27	8	9		2	1	2
20	12	3	5		2		2
24	10	3	1		4		
28	10	3	1		2		
30 or More	16	2	6		3	1	
Totals	138	39	35	3	18	2	6
Percentages 100%		28	25	2.2	13	1.4	4.3

Time Devoted to Handwriting--Length of Class Period in Elementary Grades.--Nor will an analysis of days per week show the complete time devoted to handwriting. We shall ask what part of the day is spent on class instruction in elementary and secondary levels. Table XII is intended to

indicate what length class periods are to be found with regard to this subject. In preparing the table, class-minute ranges of five minutes were set up, and all schools falling within each range were combined. Those reporting "ten minutes", "fifteen minutes", and "from ten to fifteen minutes" were all combined in the one range "10-15 Minutes". In this way a more simple classification was made possible. Those reporting ten to fifteen minutes' length of class period were only slightly more than those in the sixteen to twenty-minute group. There were eighteen schools with class periods of from twenty-six to thirty minutes. Very few schools of the elementary level reported periods longer than thirty minutes. A slightly greater number of small schools with a corresponding few large schools use the ten to fifteen-minute class period. Few small schools and more large schools use the longer twenty-six to thirty-minute class period. It seems there is a tendency toward longer class periods in handwriting as the size of the school increases. It is agreed among handwriting authorities that long periods in a skill subject cause fatigue and inattention. The average length for handwriting class periods in Kentucky is twenty minutes, which is in accordance with best practice and expert opinion. See Table XII, page 33, for an outline of minutes in the elementary division for handwriting classes.

TABLE XIII
LENGTH OF CLASS PERIOD DEVOTED TO HANDWRITING
IN SECONDARY GRADES

Teacher Number	10-15	16-20	21-25	26-30	31-35	36-40	41-45
Size of Schools	Min.	Min.	Min.	Min.	Min.	Min.	Min.
School Reporting							
4	20	1		1			
8	21		2				1
12	22			1	1		
16	27	1					2
20	12						1
24	10						
28	10					1	
30 or More	16			1			
Totals	138	(1	3	3	1	1	4)
Percentages	100%			10%			

Time Devoted to Handwriting--Length of Class Period in Secondary Grades.--The class period for handwriting in high schools shows little consistency with a range of from ten or fifteen minutes, the minimum, for one school, to a maximum of forty-five minutes for four schools. The average high school handwriting class period is thirty minutes in length.

To summarize, the total time devoted to handwriting per year depends upon the number of weeks, days per week, and the length of class period. For elementary schools the average number of weeks is 33.8, the average number of days is 4.2, and the average number of minutes is twenty. This may be reduced to a total of 2,839 minutes, the yearly average.

For high schools there is an average of thirty-six weeks, 3.5 days per week, and thirty minutes per day. This may be reduced to a yearly total of 3,780 minutes, the yearly average. By comparison, we see high schools have annually 950 more minutes, which is caused by longer terms and longer class periods. This is more than offset by the fact that very few high schools teach handwriting.

TABLE XIV
CREDIT, REQUIREMENT, AND FACILITIES FOR HANDWRITING IN KENTUCKY PUBLIC SCHOOLS

Teacher Number Size of Schools School Reporting	Credit			Requirement			Manuals			Scales		Charts		Wall Strips		Blackboard Instruction		
	Yes	No	No Data	Yes	No	No Data	Yes	No	No Data	Yes	No Data	Yes	No Data	Yes	No Data	Yes	No	No Data
4 20	1	16	3		17	3	10	7	3	3	17	5	15	6	14	9	6	5
8 21		16	5	1	19	1	15	5	1	7	14	8	13	7	14	18	3	
12 22		21	1	1	21		17	4	1	5	17	6	16	13	9	15		7
16 27		24	3	3	25	1	19	8		17	10	12	15	15	12	17	9	1
20 12		9	3	1	11		9	2	1	4	8	5	7	7	5	7	4	1
24 10		6	4	1	7	2	5	3	2	2	8	3	7	3	7	7		3
28 10		8	2	1	7	2	6	4	0	2	8	3	7	3	7	5	5	
30 or More 16		11	5	1	14	1	8	6	2	7	9	6	10	7	9	9	5	2
Totals 133	1	111	26	9	119	10	89	39	10	47	91	48	90	61	77	87	32	19
Percentages 100%	.7	80	18	6	86	7	64	29	7	34	65	34	65	44	55	63	23	13

Credit, Requirement, and Facilities for Handwriting.---Of the 138 schools surveyed only one reported that any credit was given in handwriting in high school. The credit in this school consists of one unit of credit for two half-year courses. This single positive answer was found on the Bradfordsville report which stated that the subject was new, that handwriting will be taught for the year 1936-1937, and that they are acquiring a special instructor in handwriting. It was stated definitely in 111 schools, or 80.4 per cent, that no credit in units was given for handwriting in high school. Twenty-six schools, or 18.9 per cent, evaded the question. See the credit section of Table XIV, page 37, for an analysis of this point.

For nine of the 138 schools there were both general and specific requirements for high school pupils in regard to handwriting. General requirements for the entire school were such as:

- (1) Insist that every pupil take it
- (2) Legibility
- (3) Require neatness in writing
- (4) English lessons must be prepared in ink

More specific requirements were found such as:

- (1) Must attain skill as outlined by graded achievement tests
- (2) Grade of 70 on the Ayres's Scale
- (3) Must pass scale before graduation
- (4) Required of all business students--no credit is given but required for graduation
- (5) Require all 9-A pupils to take handwriting except when excused by demonstrated ability to write legibly. Pupils who make unsatisfactory progress are retained for a second course

Three of these schools with requirements were in the sixteen-teacher size, and each other teacher-size group had one school each with requirements, except the smallest, the four-teacher group. Schools totaling 119, or 86 per cent, were reported as having no requirements of any kind and ten schools, or 7.4 per cent, made no answer to the question. In general, there are very few high schools in which there is credit given or requirements maintained in handwriting. There is a requirement column in Table XIV, page 37.

Manuals are required to be used in 89 schools, or 64.5 per cent of the total reporting. They were found, for the most part, in schools of sizes four, eight, twelve, and sixteen teachers, while those stating that no manuals were required were evenly distributed among all sizes. This latter group amounts to 26.3 per cent. For ten schools there were no data as to manuals. Table XIV, page 37, has a column showing information concerning manuals.

There was no provision made when constructing the questionnaire for the answer "no" in reporting whether scales, charts, and alphabetic wall strips were maintained. If these facilities were not in the system the space provided was to be left unfilled. Then those not having these teaching aids and those not reporting on the point were combined under "no data." Of the total 138 schools there were forty-seven, or 34.1 per cent of the schools, in which there were scales. These scales contain sample graded specimens and are posted so that pupils may at any time

self-rate their own work. Charts in handwriting are pictures or illustrations of some phase of the work which helps in the instruction. Charts were reported in forty-eight schools or 34.8 per cent of the total. Alphabetic wall strips were found in more of the schools than were scales and charts. These schools totaled sixty-one, or 44.2 per cent.

In securing information concerning blackboard instruction, provision was made for a negative answer. In 63 per cent of the schools some blackboard instruction, correlated with the regular class work, was found. For 23.1 per cent it was definitely stated no instruction of this kind was provided. On nineteen reports this section was left unfilled. Even with more complete data, results would probably show a majority of schools devoting some time to blackboard handwriting. According to additional remarks found on some of the reports, this is almost entirely handled in the lower grades: one, two, and three.

In summarizing Table XIV, page 37, on credit, requirement and facilities, we may conclude that less than one per cent of the high schools give credit in handwriting toward graduation, that a small percentage have any specific requirements along this line, that 64.5 per cent of the students possess writing manuals, that the majority of schools are without measuring scales, and charts, that almost half of the schools have alphabetic wall strips, and that blackboard instruction is maintained, for the most part, in the lower grades of 63 per cent of the schools.

TABLE XV
NUMBER OF YEARS HANDWRITING HAS BEEN ESTABLISHED
IN KENTUCKY SCHOOLS

Number of Years	Schools Reporting	Percentages
1 to 5	18	22.5%
6 to 10	13	16.2
11 to 15	10	12.5
16 to 20	5	6.2
21 to 25	3	3.7
More than 25	6	7.6
Few	1	1.3
Several	3	3.7
Many	2	2.5
Long established	4	5.0
Since establishment of School	1	1.3
Always	4	5.0
Reporter Did Not Know	10	12.5
Totals	80	100.0%

The Number of Years Handwriting Has Been Established in Kentucky Schools.--Because so many of the schools were reported as having handwriting "Several," "Many," "Long," "Since establishment of school," "Always," "Don't know," (number of years) it was impossible to determine the exact number of years that handwriting has been established in Kentucky. More schools reported its age as from one to five years than those reporting other ages. Schools in which handwriting is no more than five years old constitute 22.5 per cent of the total reporting. A six to ten years' establishment was reported in thirteen schools.

or 16 per cent. For ten schools, or 12.5 per cent, the age was from eleven to fifteen years. Six schools, or 7.5 per cent, have had it a part of their program for over twenty-five years. The subject was 125 years old in one school, 100 years old in one, and from thirty to thirty-five years old in four schools. An analysis of Table XV, page 41, will show that over half of the schools reporting have not had handwriting longer than fifteen years.

Because records are not available and because memory cannot be depended upon, we must satisfy ourselves that handwriting is one of the oldest subjects in the curriculum. Those who know its real value find it necessary to defend and justify its worth in our ever-changing education and must fight for maintaining it in the daily program.

TABLE XVI
SCHOOLS IN WHICH HANDWRITING WILL BE TAUGHT DURING 1936-1937

Teacher Size of School	Number Schools Reporting	Yes	No	Doubtful	No Data
4	20	12	2		6
8	21	17	3		1
12	22	17	1	2	2
16	27	21	2		4
20	12	10	2		
24	10	8	1		1
28	10	5	4		1
30. or More	16	12	1		3
Totals	138	102	16	2	18
Percentages	100%	73.8%	11.5%	1.4%	13.3%

The Future of Handwriting in Kentucky.--For many schools reported as non-teachers of handwriting, it was indicated that the subject would be added for the year 1936-1937. Not only will courses of study be added, but in some cases special instructors will be employed. In 73.9 per cent of the 138 schools, handwriting will be taught during 1936-1937. A definite statement that it would not be included was found for sixteen schools, or 11.5 per cent. Whether it will be included in two of the schools reported is doubtful. All size schools give equal assurance on this point, while a few smaller schools, knowing it will not be offered, possibly declined to say so. Others failing to answer possibly considered it understood that handwriting will be included.

TABLE XVII
 SHOULD HANDWRITING HAVE A DEFINITE PLACE IN THE CURRICULUM
 AS A FUNDAMENTAL SUBJECT? OPINION OF SCHOOL OFFICIALS

Officials of:	Number Officials Reporting	Yes	No	No Data
4-Teacher Schools	20	17	1	2
8-Teacher Schools	21	20	1	
12-Teacher Schools	22	21	1	
16-Teacher Schools	27	23	1	3
20-Teacher Schools	12	12		
24-Teacher Schools	10	9		1
28-Teacher Schools	10	9		1
30-Teacher Schools or More	16	13		3
Totals	136	124	4	10
Percentages	100%	89.9%	2.9%	7.2%

Should Handwriting Have a Definite Place in the Curriculum
 As a Fundamental Subject? Opinion of School Officials.--

Although 89.9 per cent of the school officials agree that handwriting should have a definite place in the curriculum, this is about as far as it goes in about twenty per cent of the schools of Kentucky. Four officials frankly admitted they thought it would better be handled incidentally through indirect methods and are no doubt thinking of the secondary level, for without argument, we must admit that handwriting is necessarily organized on a reasonable class instruction basis for the proper training of children at least in the elementary grades.

CHAPTER III

SUMMARY

Significant Aspects of the Study

1. Nearly 40 per cent of the schools studied in regard to handwriting do not follow any outlined course of study.
2. Slightly more than half follow outlined courses of study in handwriting such as the Palmer, Graves, Freeman, or Craig methods.
3. The most frequently used method was the Palmer with the others following in the order named.
4. Almost 90 per cent of the schools have no special instructors in handwriting.
5. Only eleven out of the 138 schools reported had these instructors and they were, for the most part, less than full-time handwriting teachers.
6. Instead of special instructors in handwriting, it was found to be a regular duty of each teacher in the grades.
7. Handwriting is supervised by the regular administrative officers, the teachers not having the advantage of expert guidance from special supervisors. This was true even in the larger school systems.
8. Handwriting is taught by two methods: Direct method, with handwriting as a separate subject with special class instruction, and indirect method, with handwriting being stressed in connection with other subjects. Over half of the schools were found in the direct group and about 28 per cent in the indirect group.

9. It is estimated that there are about 2,100 teachers represented in the 136 schools studied. While only 306 teachers were reported as having special college training in handwriting, 220 teachers had teacher's handwriting certificates, and 205 teachers had student handwriting certificates. It is believed that more complete data on the training and qualifications of teachers in this field would indicate an even better condition.
10. Western Kentucky State Teachers College has trained 12,958 teachers in the methods of teaching penmanship since 1922. Of this number it is closely estimated that 80 per cent became eligible for the teacher's handwriting certificate. About the same number of student handwriting certificates have been issued.
11. The life span of handwriting instruction for each pupil is generally six or eight years. In only ten schools out of the 136 was handwriting taught in all twelve grades. With the transfer of the pupil to the high school from the elementary grades, whether it be to another building or not, the life span is frequently cut from eight to six years.
12. The length of the term for teaching handwriting varied from twenty-six weeks to forty weeks, the average being 33.8 weeks for the year's instruction in handwriting.

13. The length of class period for handwriting in the elementary division averaged twenty minutes as compared with thirty minutes in the secondary school.
14. Less than one per cent of the 138 schools studied offer any credit in handwriting in high school.
15. Only 6.6 per cent of the 138 schools report requirements for handwriting. For the most part, these requirements are general in statement and not well enforced.
16. Manuals of instruction, it was found, are being used in a large percentage of the smaller elementary schools. Probably this is due to the lack of skill and training on the part of the teacher and due, too, to a lack of facilities in the school.
17. Most of the schools report no scales, charts, or alphabetic wall strips as aids to instruction and measurement. Blackboard instruction is used in a majority of schools in the lower grades.
18. Although handwriting is one of the oldest subjects in the curriculum, it has been established in over half the schools studied within the last fifteen years. In one-fourth of the schools it is no more than five years old.
19. Handwriting will be taught in 73.8 per cent of the schools studied for the year 1936-1937. Only 11.5 per cent indicated that the subject would not be offered. It seems that handwriting is destined to be taught for an indefinite period of time in the public schools of Kentucky.

THE ORGANIZATION OF HANDWRITING

IN

THE AVERAGE KENTUCKY PUBLIC SCHOOL OF TWELVE GRADES

The statements here represent the organization of handwriting in the average Kentucky public school of twelve grades and was prepared from the findings in this survey. It may be used to determine whether a school is above or below the average in handwriting organization.

THE AVERAGE SCHOOL: -

1. Follows an outlined course of study such as the Palmer, Graves, Freeman, or Craig methods
2. Teaches handwriting as a direct or as a special subject in the elementary grades and indirectly or incidentally stressed in other subjects in high schools
3. Has no special instructor and no special supervisor in handwriting but instead has regular teacher instruction with direct administrative supervision
4. Has 15.6 teachers of which at least 2.2 have had some college training in handwriting, 1.6 have teacher's handwriting certificates, 1.5 have student handwriting certificates
5. Devotes the following amount of time to handwriting:
 - a. Grades one to six where transfer is made to junior high school building
 - b. Grades one to eight where eight grades are in same building
 - c. Full yearly term devoted to handwriting instruction
 - d. 4.2 days per week of handwriting instruction in the elementary grades
 - e. Has handwriting class period of twenty minutes in elementary grades
6. Does not give credit for handwriting in high school
7. Has no specific requirement in handwriting in high school but has a general requirement of legibility and neatness (not strictly enforced and seldom met)
8. Requires the use of pupil handwriting manuals only in elementary grades
9. Does not have scales, charts, or alphabetic wall strips as teaching aids and facilities for instruction
10. Has some blackboard instruction in handwriting only in the lower elementary grades

Conclusions and Recommendations

There is a need for a program of remedial instruction in handwriting in high schools for two reasons. First, because continued practice with careful guidance is necessary in helping children learn to master a device for easy recording of thought. Second, because many who enter high school have not been adequately trained to meet the demands made upon them in these grades and those made upon them in life. To meet these demands it is recommended that a remedial course in handwriting be introduced in the ninth grade. All students enrolled in this grade should take an entrance skill examination, given and measured through the use of an advanced scale, such as the one furnished by Mr. G. G. Craig of Western Kentucky State Teachers College, Bowling Green, Kentucky. This test should be given by the teacher best qualified to handle the work. A desirable minimum standard should be agreed upon and all students who fall below this standard should be required to take the course in handwriting until they can pass the standard. This course should have definite organization with regard to subject matter, materials, skills to be obtained, and should be a non-credit subject. Manuals may or may not be required of pupils as part of their material depending upon blackboard facilities and whether or not the skill of the best qualified teacher is adequate. If the teacher cannot write well enough, the copies in the manuals may serve as a substitute. However, learning takes place more rapidly

when the teacher executes the models.

For all the teachers colleges of Kentucky it is recommended that courses in the methods of teaching handwriting be offered, so that teachers may not only learn how to teach the subject but become better writers themselves. Teachers in training should be required to take a diagnostic handwriting test, and recommendations should be made to those who really need training in both skill and methods.

Recommendations:

1. Formal instruction in handwriting should be provided in the elementary school grades.
2. Remedial instruction should be provided in high school grades.
3. Uniformity of purpose should be secured through a course of study and a central authority to administer it.
4. Teachers need training both as to methods of teaching handwriting and in skill improvement.
5. Testing is an essential part of efficient teaching. The tests in handwriting should be uniform throughout a system, and the results should form a basis for adjusting teaching procedures.

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