

**PUBLIC SCHOOL
PENMANSHIP: A
HANDBOOK FOR
TEACHERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649473137

Public School Penmanship: A Handbook for Teachers by Albert W. Clark

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A HANDBOOK FOR TEACHERS

BY

ALBERT W. CLARK

GINN AND COMPANY

BOSTON · NEW YORK · CHICAGO · LONDON

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The Athenaeum Press
GINN AND COMPANY · PROPRIETORS · BOSTON · U.S.A.

PREFACE

It is probable that most teachers understand less about the fundamental principles of chirography than they do about any other study in the grade curriculum. Because of this lack of knowledge the majority of the public school profession realize their inability to teach writing properly. They will correctly give it as the most important reason why the class-room penmanship is no better.

This book has a triple purpose: first, to unfold enough of the theory of penmanship to educate any one in that part of the subject; secondly, to suggest what to teach in penmanship; and thirdly, to explain how penmanship should be taught in public schools. Were it not for the explanation of the theory the book would be of small assistance. It is of little use to repeat what should be done to teach writing unless at the same time the teacher acquires a better preparation for her work. To this end, therefore, the instruction here given is definite, progressive, and constructive.

The last part of the book contains a suggestive course of study in public school penmanship. As stated in that chapter, for various reasons no arbitrary plan can be followed with the greatest success. The directions there given will, in many cases, serve as a basal outline for the teaching indicated, while

in other instances they should be conformed to very closely. It is in keenly perceiving when to give certain instruction that the teacher will prove her ability to judge the present status of the pupil's work. This work must show constant improvement. Actual attainment, therefore, is the sole foundation on which to build the next more advanced practice.

Finally, what is here set forth will prove of no value unless the teacher reads it carefully, and intelligently makes its statements a part of her instruction to the pupils. If she does this, her individuality in teaching will be ideally demonstrated. Too much should not be attempted at any time. It is better to read a little and assimilate it. Teach that, and develop such a process gradually. If this is done, the teacher can stand before her class with that confidence which is born of definite knowledge. Such assurance, coupled with enthusiasm, that indispensable factor in teaching, will cause successful results to be the outcome of every writing lesson.

ALBERT W. CLARK

MELROSE HIGHLANDS, MASSACHUSETTS

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