

**GRADED MOVEMENT
WRITING FOR
BEGINNERS (FOR THE
FIRST THREE YEARS)**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649437733

Graded Movement Writing for Beginners (for the First Three Years) by Margaret M. Hughes & Joseph S. Taylor

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MARGARET M. HUGHES & JOSEPH S. TAYLOR

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(FOR FIRST THREE YEARS)

By MARGARET M. HUGHES,

INSTRUCTOR IN WRITING TO TEACHERS, PUBLIC SCHOOLS,
NEW YORK.

AND

JOSEPH S. TAYLOR, P.D. D.,

DISTRICT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY.

Author of "Art of Class Management and Discipline," "Com-
position in the Elementary School," "Word Study in
the Elementary School," etc.

Teachers' Manual



NEW YORK
THE GLOBE SCHOOL BOOK COMPANY
PUBLISHERS

Preface.

That the finger-writing of the schools has been a failure no one familiar with the facts would care to deny. We spend eight years in an effort to teach this art, then send the pupil forth with slow, cramped handwriting which, under the stress of high school or vocational experience, soon degenerates into an illegible scrawl. Immense progress has been made within the last twenty years in teaching reading. This improvement is due to the fact that the process of learning to read has been scientifically analyzed, so that we are able to practice the pupil in the elements which constitute the art. For instance, it is found that the English language employs about forty sounds. After the child is familiar with these he reads with an ease and rapidity that would have seemed incredible a generation ago. The result is that the mechanics of reading are mastered in five or six years, so that the remaining grades of the elementary course are devoted to the reading of English classics.

Nothing like this has happened in penmanship. The pupil is asked to master singly and in combination twenty-six small letters, twenty-six capitals, and ten numerals. An analysis shows that these sixty-two problems can be reduced to three—the straight stroke, the direct oval, and the indirect oval. If the right muscles are trained long enough in the production of the three movements, all the rest of penmanship is a mere detail.

PREFACE.

In this system the straight stroke is the first lesson; the ovals follow immediately after; and, as soon as possible, letters emerge from the movements.

In order to insure the use of the arm muscles, and to emphasize the character of the movement required, the first models are large. At no stage is the pupil permitted to write with finger movement. The steps are so arranged that there will be no temptation or opportunity to use the fingers. Hence, the muscles which are to be employed in the completed writing habit are trained from the beginning, and all other movements are inhibited. The pupil will therefore have nothing to unlearn at any stage of his progress.

Special attention is directed to the grading of the exercises. Only one new difficulty is taken up at a time. The steps are so easy and so plain that success will surely follow a faithful adherence to the plan.

In the letter forms simplicity has been the principal aim. All unnecessary lines or marks are omitted. The directions accompanying the models for each grade are specific. By observing them the teacher will not only understand the successive steps used in acquiring skill, but will enable her pupils to master the steps.

It is believed that the initial straight stroke for the establishment and test of the slant is a valuable device. The use of the square in the first lessons for the determination of slant is also a peculiarity of this system.

THE AUTHORS.

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