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A Comparative Study of Handwriting Practices in the Intermediate Grades

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A COMPARATIVE STUDY OF HANDWRITING PRACTICES
IN THE INTERMEDIATE GRADES



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Evelyn Elaine Eisenman
August, 1968

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Handwriting is a series of skills that are to be taught in the elementary school. According to the State Manual of Washington, the main purpose of handwriting is usefulness. The teacher's responsibility is to provide "practice which promotes functional handwriting instruction" (2:139). Much has been written to the effect that handwriting instruction has not been functional.

I. THE PROBLEM

Statement of the problem. This study attempted to find out what practices the teachers in the elementary middle schools were providing in their handwriting instruction. A questionnaire of practices was prepared from the review of literature. It was administered to a random sampling of teachers. A study of the results was made on the findings.

Purpose of the study. The purpose of the study was to show that teachers in the elementary middle grades were providing functional practices in their handwriting instruction as set forth in the literature published since 1960.

Need for the study. Illegible handwriting is an educational problem that is facing our nation today. An

individual's handwriting skills are established in the elementary grades (5:396) and this pattern usually persists throughout his life. Therefore, much of the responsibility for developing good handwriting rests on the elementary teacher (15:164).

A change in the concepts regarding handwriting instruction has developed from the results of research on child growth and development and the psychology of learning. The former practices of teaching handwriting have no scientific basis and have been "branded as uneconomical, wrong in their emphasis or . . . in some cases . . . actually harmful" (7:69).

Templin feels educators have outgrown the handwriting methods. They are still

. . . bowing to community pressures which require them to use handwriting instructional methods that are cumbersome, that require a duplication of teaching, and that, to all appearances, are ineffective (22:386-388).

Known facts of illegible handwriting indicates neglect and a lack on the part of the school in teaching the development of handwriting. Businesses in the United States lose millions of dollars weekly because of illegible handwriting. Business firms employ personnel to teach handwriting to individuals whose occupation necessitates clarity in records. Federal income tax returns totaling millions of dollars are unreadable (4:1). The United States Post Office must employ staff to decipher illegible addresses on handwritten letters.

The Dead Letter Office is full of letters that cannot be deciphered (6:121).

Many people feel handwriting is of lesser importance today since typewriters and other machines are being used as a tool for much of the communication (25:389). A questionnaire survey by Templin showed that handwriting is still preferred as a tool for writing by most professional workers. The workers chose a ball point pen in preference to the typewriter as a writing instrument because the pen was easily accessible and financially available to all (23:158-164).

This and other evidence supported the belief that children now in school will need handwriting in their business and social lives for many years to come. Even in this age of mechanization and automation, handwriting will continue to be used extensively by individuals at all socio-economic levels (23:160-164).

A survey conducted by the Stanford Institute of Journalistic Studies was studied to learn how parents regarded current practices of teaching cursive and manuscript writing in public elementary schools. The opinion survey indicated most parents felt "more handwriting skills are needed," and that handwriting is of "greater importance today" than it was in the past (18:873-876).

It is the responsibility of the teachers in the elementary middle grades to provide handwriting instruction that is based on the current practices. Burns states,

One difficulty now seems to be that too much is expected in the primary grades and then too little attention to improvement and maintenance is given handwriting in the intermediate grades (4:6).

Dallman gives these reasons for partial neglect in teaching the development of handwriting:

1. Teachers' lack of knowledge of the psychology of handwriting.
2. Teachers' tendency to emphasize incidental learning rather than efficient combination of systematic instruction with incidental.
3. The lack of adequate preparation by classroom teachers to teach handwriting.
4. The claim that excellence in writing is no longer important in the modern world of machines.
5. Typewriters and other machines used for the purpose of communications have taken away the motive for teaching and learning to write effectively.
6. The recognition of the shortcomings of writing practices previously followed by the teachers caused revolt against a systematic practice of any kind (6:121-122).

During the past thirty years or so, a period of rapid change in elementary education, experimental work in handwriting has been at a virtual standstill. Handwriting has not been researched enough

. . . to determine the types, amount of practice, and variations in handwriting instructional programs that will assure our youth of the highest degree of skill and efficiency attainable with a reasonable expenditure of time and effort on the part of teachers and students (22:389).

Now with the new-style handwriting tools and the frequent demand for clear-cut writing, a vigorous program of research is needed to appraise existing practices and to try out new methods (14:331).

In summary, the high degree of illegible handwriting in our nation today is an educational problem. Handwriting practices have been influenced by research on child growth and development and the psychology of learning. Community pressures, typewriters and machines, and lack of research in handwriting have also influenced the teaching practices. Dallman says that the teaching of the development of handwriting has been partially neglected. Therefore this study was needed to find out if the teachers are accepting their responsibility in teaching the current handwriting practices.

II. DEFINITIONS OF TERMS USED

For the purpose of this study, the terms listed below were defined in the following manner.

Practice. According to Webster's Dictionary practice means repeated mental or physical performance for the purpose of learning or acquiring proficiency. For this study

practice was defined as the knowledge and procedure of practices in handwriting provided by the teacher for the purpose of instruction and the mental and physical practices performed by the child in handwriting for the purpose of learning or acquiring proficiency.

Functional. Functional was defined according to Webster's Dictionary as adopting the structure or design of the instruction to a specific task or need.

Middle grades. Middle grades referred to the intermediate grades four, five, and six.

Current. Current was defined as the years between 1960 and 1968.

Development of handwriting. Development of handwriting was defined as systematic planned instruction and practices.

Systematic. Systematic was defined according to Dallman as class periods set aside for teaching handwriting.

Incidental. Incidental was defined according to Dallman as instruction in handwriting given in other than the handwriting period. In this study it was interpreted to mean that no definite period is set aside to teach handwriting.

Integrated. Integrated is defined as teaching handwriting as a part of another subject.

III. DELIMITATIONS

The review of the literature was delimited to materials published since 1960. Therefore, many valuable research studies were not used but it was the intention of the writer to limit the study to the current handwriting practices. One exception was made to a reference in 1959. The writer felt it to be significant information concerning previous handwriting practices.

The questionnaire was delimited to the handwriting practices as set forth in the review of the literature. The study was further limited to the elementary middle grade teachers because less emphasis is usually placed on handwriting at this level. The random sampling of teachers was delimited to those enrolled during the 1968 summer session at Central Washington State College.

IV. GENERAL OVERVIEW OF THE PAPER

Chapter I introduced and stated the problem and its purpose. Also stated was the need for the study, the definition of terms, the delimitations, and the general overview of the paper.

Chapter II was a review of the literature on handwriting published since 1960. The purpose was to find out what practices were being used in handwriting according to the authorities in the field.

Chapter III stated the methods and procedures in the preparation and use of the questionnaire, the random sampling of teachers and the analyzing of the data.

Chapter IV was the results of the study.

Chapter V was the summary, conclusions and recommendations derived from the study.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter was to state the handwriting practices found in the review of the literature published since 1960. The questionnaire that follows in Chapter III was prepared from these practices that are used by both the teacher and the child.

The authorities on handwriting seem to agree that the aim of handwriting instruction is to learn to write legibly and neatly with reasonable speed.

Most authorities feel handwriting is not a subject to be taught by and for itself. All basic aspects of written communication form the foundation for our elementary writing curriculum (26:408). The language arts subjects, reading, writing, spelling, and language, are so clearly related that isolating any one of them is virtually impossible. All share a mutual dependence and interrelationship, and all are an integral part of the handwriting program (26:409).

Dallman says, "Handwriting should be correlated with work in other areas, including not only language arts activities but also other phases of the school curriculum and out-of-school activities" (6:123).

Written expression must depend heavily upon certain mechanical skills learned earlier to aid expression (17:48).

One of the handwriting objectives in the language arts program for the middle grades is to improve the ability and skills in the mastery of the mechanics of writing: (1) capitalization and punctuation, (2) legibility, (3) form or appearance, and (4) correct cursive and manuscript form (17:49).

Strickland says, "Writing is generally conceded to be the poorest taught of any aspect of the language arts. Certainly it is the most difficult to teach because it is a composite of so many interrelated skills" (21:10). A study to find the methods, factors emphasized, and media used in the handwriting program of the Monmouth County Schools, New Jersey, found that the personal experience of the teacher was the most influential factor in the planning of the handwriting program (17:605-607).

Authorities of handwriting agree that practice in handwriting is necessary. The question facing educators is should the organization of handwriting practices be incidental or systematic instruction?

The State Manual of Washington says, "Practice is necessary but only that practice which promotes functional handwriting instruction" (2:139). Veal says, "Writing must afford the practice which develops the children's abilities to solve everyday writing situations" (26:409). Bell, Davidson, and Veal stress that writing should be correlated with the total language arts curriculum. The child works

toward writing goals at his own rate of development. Lessons can be taught consecutively or correlated with other curriculum (3:2-5). Dallman would agree in advocating practice conditions which are similar to those under which the skill will be required in non-practice situations. She feels systematic instruction should be paralleled with much opportunity for incidental learning (6:123). Shane, Redding, and Gillespie further stress the need to create activities and provide opportunities for functional writing to develop writing skills. They believe this will strengthen and provide a framework of support to one's teaching (19:220).

Petty emphasizes that practice periods should be provided to meet the individual's needs. Practice should be of short duration but should be frequent. Practice should grow out of the needs shown in purposeful situations whenever possible. The purpose of the practice is made known to and meaningful to the individual (19:70-71).

Noble and Noble suggest lessons in a sequential order for the teacher to use as specific practices when needed. The lessons in the child's writing book can also be used as a reference for the child (8:1-48).

To obtain handwriting efficiency Anderson claims writing should be taught on a schedule with daily learning sessions. Children learn by writing. No amount of instruction will accomplish what daily writing for genuine purposes will (1:181). Peterson recommends twenty minutes of daily

instruction and practice. Day by day lesson plans can be made to fit the needs and abilities of the students whenever necessary (16:7).

According to Topetzes handwriting cannot be taught successfully by incidental methods. The teacher needs to carefully plan a developmental program for instructing handwriting (25:389).

To enable the teacher to determine the child's stage of development a continuous inventory of his progress, experiences, and tests is needed. The instructional program can then be arranged according to the skills which need to be taught to individuals, small groups, and the entire class (24:143-144). As Burns says, "It is not so much the amount of practice as the correct kind of practice that truly counts" (4:60).

According to Petty some principals of instruction in handwriting are founded upon sound research as evidenced by Freeman. Handwriting is made legible by:

- (1) Correct (common custom) letter formation,
- (2) Uniform and adequate spacing between letters and between words,
- (3) Uniform (for the individual) slant of all letters,
- (4) General alignment of letters,
- (5) Use of letters of appropriate size for the ability of children, distance between line, the size of the paper, and the message written . . . careful and neat arrangement of the writing adds to appearance and legibility (17:29).

Herrick's survey of handwriting using legibility as a criterion identified three major groups of factors which seem to differentiate good and poor writing. They were: (1)

quality and economy of letter formation (speed considered less important), (2) the relationship and uniformity of letters and word formation (size, alignment, line, quality, proportion, spacings, beginnings, and endings), and (3) the relationship of position of the individual to the act of writing and his writing behavior (11:249).

The two major factors most frequently mentioned in the production of good writing are letter formation and alignment and spacing. Poor letter forms are caused by wavering or angular strike and lack of distinct strokes in the looped letters which cause most of the trouble in making the transition. The difficulty in alignment and spacing is: (1) improper spacing between letters and words, (2) the making of the consecutive, (3) lack of uniformity of line, (4) inconsistent slant, and (5) cramped or scrawled writing (12:267).

Newland found four types of difficulty in letter formation caused over one-half of all illegibilities. These were: (1) failure to close letters, (2) closing looped letters, (3) looping non-looped strokes, and (4) straight up strokes rather than rounded strokes (12:267).

Therefore special emphasis during the learning process should be placed on the formation of letters, alignment and spacing in the elementary school. A teacher of handwriting should familiarize himself with the knowledge and practice of these factors. He should teach them thoroughly and efficiently, allowing no errors (1:181).

A child is ready for cursive writing after he has perfected his letter formation, gains facility in writing independently, and practices reducing the size of his manuscript letters (15:185).

The child has so much to learn in the primary grades that the new points taught in cursive writing should be emphasized in the intermediate grades. Dallman cites these points from Frank N. Freeman and The Zaner-Bloser Company as follows:

1. Slanting position of paper.
2. Slant in writing.
3. Connecting strokes between letters.
4. Loops on letters to form upper and lower case letters.
5. Completely new form of letter - b e f k r s z.
6. Finish stroke on letters.
7. The initial strokes - undercurve and overcurve.
8. Close spacing between words.
9. Increase in speed.
10. New capital letter forms.
11. Correct number of letters per line.
12. Dotting of i and crossing of t after word is finished.
13. Retraced letters b v r s w.
14. Relative heights of letters p d t.
15. Lighter quality of line (10:136-137).

According to most authorities the four letters written illegibly most often are t, e, a, and r. Special guidance should be given in joining of the letters o, a, and u, and br combination as they are most difficult (15:188-189). Letters being misformed should be brought to the child's attention and corrected early to eliminate remedial help later. The child should develop an automatic behavior pattern of "proofreading" his own work. Errors are crossed off lightly and erasing is discouraged (15:183-187).

One of the problems in the middle grades is the number of different forms of the same symbol. A new child should be allowed to use his own form if it is legible. School systems should adopt a specific type of letter formation for all grades (4:28).

Children in the intermediate grades usually judge horizontal spacing with the eye. Children having difficulty can use margins as deep as the joint of the fingertip, spacing between the words the width of the finger, and indenting of a paragraph to the second joint of the fingertip (15:183).

Legibility in cursive writing is determined by:

(1) size and proportion, (2) color shading, (3) slant, (4) letter spacing, (5) beginning strokes, (6) ending strokes, (7) word spacing, (8) alignment, and (9) letter forms (6:141).

Authorities agree that handwriting practices in the intermediate grades are a continuation of those practices learned in the primary grades. The skills presented in Guiding Growth in Handwriting by Zaner-Bloser for fourth grade are:

1. Rhythm (smoothness, control of motion)
2. Better letter forms, upper and lower
3. Size (use of baseline too)
4. Space your letters, words and sentences
5. Uniform slant
6. Position of body, paper, hand and pencil
7. Writing of figures
8. Joining of letters (9:132)

The fifth and sixth grade skills are the same. Instruction should be continued to allow the child to develop legibility and appropriate speed in using these practices.

According to Burns, children by the end of the fifth grade will have achieved relative good control and a more uniform and mature look in their writing. The sixth grade average pupil will have attained good form and relative good speed (4:6).

Speed determines the quality level for the tasks one is doing. Speed can be increased with a conscious attempt to make strokes more rapidly with less pauses. Hildreth suggests that rate is due to quality of instruction, duration

of practice, and traits of the writer (13:3-13). Individuality in style is encouraged if rate and legibility do not suffer.

Research shows that ease of writing is achieved through attention to good posture, correct pencil or pen holding, and free and rhythmic arm and hand movement (17:69). The position of the hand, arm, and paper needs to be discussed with the child to help him understand why these are desired habits instead of just showing him (4:58). Demonstrate and call attention to good writing positions evidenced by other children.

Clark gives some valuable knowledge for teachers which is of great importance in securing desirable handwriting.

1. Maintain good posture and position.
2. Slant depends largely on position of paper.
3. Combined finger and arm movement.
4. Individuality encouraged unless it impairs legibility.
5. Pride in writing and being unhurried.
6. Inner drive of each individual to accomplish specific goals (5:396-399).

Writing with ink and pen should be introduced when the pupil is capable of writing acceptably with pencil. This will probably be anytime from third to sixth grade (4:29).

The teacher should discuss left-handedness with the whole class so these children do not appear peculiar to the

the group (1:175). Defects in writing such as mirror writing and reversal of characters may be due to untrained habits in writing. A left-handed child has to reverse all of the teacher's instructions (25:392).

The teacher should provide lighting conditions which are essential for the writer. The light should come over the left shoulder for a right-handed child and over the right shoulder for a left-handed child (15:188).

Children should be stimulated to attain high standards. Motivation is necessary to attain excellence and achieve legibility (25:390). Dallman lists eleven different ways to motivate handwriting.

1. Give difficult samples of writing to the boys and girls to decipher.
2. Encourage pupils to set individual goals. Use writing scales to evaluate.
3. Relaxed classroom atmosphere.
4. Record the writing grades for all written work.
5. Display good papers in other work than handwriting.
6. Keep samples of children's writing in folders.
7. Engage in activities to see importance of writing such as letter making, booklets, and charts.
8. Evaluation of writing done by pupils.
9. Interpret illegible handwriting as errors in spelling.

10. Display poster to write well.
11. Encouraged atmosphere of handwriting period. List materials needed and directions for the assignment on the blackboard. Ask questions about handwriting skills (6:140).

Awards and competition is sometimes used as an incentive for motivation. Some feel this is undesirable. Emphasis should be placed on the value of writing itself instead of surpassing others (25:390). Most authorities agree that competition is desirable if employed moderately and in conjunction with other incentives.

The interest and attitude of the teacher and child toward handwriting is important. Regarding handwriting as an important skill which must be learned is a favorable attitude for both the teacher and the child. The teacher can set a good example by his own demonstration of handwriting (17:69). It should be firm, bold, and exact (19:232-233). The child's attitude will improve when he: (1) writes for meaningful reasons, (2) has liberty to adjust handwriting conditions to abilities and needs, (3) is physically comfortable, (4) has proper materials with which to write, (5) experiences thorough teaching of the handwriting skills, (6) has ample opportunity to practice skills he needs to practice, and (7) is encouraged to evaluate his own handwriting in terms of progress he is making (17:70).

Authorities agree that the evaluation of handwriting by both the child and teacher is important. Permanent patterns of self-evaluation needs to be established with the child to help him realize the necessity for legible handwriting. The child can "self-analyze" his letter forms, letter size, height of letters above and below the line, slant, and proper spacing between words. He should be taught to refer to a standard, writing scale, or make a thoughtful comparison from an original copy (15:188). This will help him to establish a clear mental image of the letters and how each is formed. An inventory or check-list should be kept by the child to help him to evaluate his improvement. Anderson suggests limiting the checking process to one point per day, such as spacing (1:175).

Herrick says that it is unknown what the effect of the writer's perception of the various cognitive, social, and personnel dimensions of his writing task has on his handwriting, its form, standard of quality, physical, and physiological limitations has on his willingness to write, his style, and his form and control of writing (11:248).

Though there is little research on this phase of handwriting, three aspects seem to be important in this process of an individual controlling the variations of his own handwriting performance. According to Owens they are: (1) perception of form, (2) perception of limits of

adequate control in form, and (3) perception of a level of aspiration (11:248-258).

The child can then improve and attain quality and efficiency in his handwriting. He will be his own resource of improvement if he understands what he is trying to do, how he can practice in all situations, how he can evaluate his writing progress, and how he can plan his own program of improvement (12:267).

The teacher should give constant attention to all details of writing. He should guide the child to perfect his skill in any individual difficulties. The teacher should set high standards for all work and insist upon neatness, attractiveness of the page, and organization of the paper (17:71). Evaluation can be made by collecting samples of the child's work at various intervals for analysis of errors by other pupils, the teacher, or other school authorities. These samples can be kept and compared with work done later to evaluate any improvement in the child's performance (17:72).

I. SUMMARY

This chapter was a review of the literature published since 1960. The purpose was to state the handwriting practices so the questionnaire could be prepared from them.

Authorities agree that the aim of handwriting is legibility and reasonable speed. One objective of handwriting practices for the middle grades is to improve the ability and skill in the mastery of the mechanics of writing.

Authorities agree that writing is a composite of many interrelated skills in the language arts program. Some feel that the practices should be taught incidentally when the need arises or create conditions and activities under which the skill will be needed. Others feel it should be systematic, stressing meaning and purpose to the child. The teacher should inventory the child's skills and develop the program from the skills needed. Many authorities believe a combination of the two methods can be used.

Principles of instruction based on research and ways to secure desirable handwriting provide practices for teaching legible handwriting.

Three major factors contributing to good and poor writing are: (1) quality and economy of letter formation, (2) the relationship and uniformity of letters and word formation, and (3) the relationship of the position of the individual to the act of writing and his writing behavior. Letter formations and alignment and spacing are the two major factors that determine legible handwriting.

New points taught in cursive writing need to be emphasized by the teacher in the intermediate grades. Any

errors being made by the child should be detected early and corrected by the child. He should know what makes legibility in cursive writing.

Grades four, five, and six develop essentially the same skills in handwriting. Speed should not interfere with legibility but determines the quality level. Ease of writing is achieved by good posture, correct pencil holding, and free rhytmatical arm movement.

Left-handedness and good lighting needs more attention on the part of teachers. Motivation and interest are important in achieving legibility.

Evaluation is a vital part of the handwriting program for both the teacher and pupil. Inventory checks, writing samples, and writing scales help to make valuable diagnosis of individual needs when planning the handwriting program. The child himself is the main resource for improvement and should know how to self-evaluate his own writing.

The teacher becomes the instrument through which the writing program can function. Her knowledge of the mechanical tasks, handwriting practices, and of the child's needs will help her to develop a program of instruction for handwriting which will produce legible, functional handwriting.

CHAPTER III

METHODS AND PROCEDURES

It has been explained in the preceding chapters that this study was conducted in an effort to find out what practices the teachers in the middle grades were providing in their handwriting instruction. The purpose of the study was to show that teachers in the elementary grades were providing functional practices in their handwriting instruction as set forth in the literature published since 1960. A questionnaire was prepared from the practices found in the literature by the authorities on handwriting. It was administered to a random sampling of teachers to find out if they were using the ideas found in the review of literature on the teaching of handwriting.

I. QUESTIONNAIRE

The review of the literature was first intended to be limited to the current publishing companies of handwriting curriculum materials for the schools. This was rejected after a review of the materials for the following reasons: (1) Much of the materials were not current, (2) practices were somewhat limited to the formation of letters, spacing, and alignment, and (3) systematic instruction was implicated by the use of developmental lessons. The author of this paper felt a biased

approach of the handwriting practices would be presented if the literature was limited to these materials. Since some authorities of handwriting stress the incidental approach in an integrated language arts program, a broader reading of the literature was necessary.

The questionnaire was chosen as the instrument for data gathering because only essential information was needed. Specific items of information could be identified and spaces for answers or objective responses would help the teacher to quickly read and make the response.

The response categories in the questionnaire were numbered five, meaning "always;" four, "usually;" three, "sometimes;" two, "seldom;" and one, "never." The categories "usually" and "always" can be considered as appraisals of positive statements indicating a regular amount of emphasis being placed on the practice.

The literature was reviewed and a list of the detailed practices were compiled. The forty-five questions used in the questionnaire were formulated from approximately eighty-five specific practices. The grouping of similar practices within this list provided general categories. Questions were chosen from each category based on general criteria of what the authorities in the field indicated the handwriting practices to be. Questions relative to specific practices within a category was limited. In some cases, a number of

specific practices were grouped into one question or a general question was formed to include several specific practices. Questions were put in the form of a statement to avoid boredom of repetitious beginnings such as do you teach _____?

II. GROUPING OF QUESTIONS ON THE QUESTIONNAIRE

The questions were put into four groups of similar content on the questionnaire to (1) provide for ease and speed in comprehension, (2) aid the teacher to evaluate the question to determine the amount of emphasis given it in relation to other similar skills, (3) facilitate in following directions, and (4) provide a break in the thinking pattern. The grouping of questions into similar content did not limit the association made between items which may have caused some to be answered in a repetitious manner.

Group A. Questions in Group A obtained information pertinent to the teacher's experience and his teaching situation. Question two, number of years of experience in each grade, determined the experience the teacher has in the grade he is now teaching as well as the experience in other grades on the intermediate level. Experience in primary grades would perhaps influence the knowledge of a beginning intermediate teacher in handwriting but it was not pertinent to intermediate practices.

Questions three, four, and five indicate the type of handwriting programs a school district provides. Each of the three questions is a check on the other to see if schools provide specific handwriting programs, allow the teacher to develop her own, or use a combination of each.

Group B. Questions in Group B pertain to the organization of the teaching program that the teacher provides in instructing handwriting practices. Questions one through five indicate various kinds of programs used in instructing handwriting. These questions permit the teacher to select the variety of practices that he may or may not use and to indicate the degree that he uses them. This was used to check whether an individual uses a systematic, incidental, or a combination of the two organizations of handwriting instruction. It further indicated which method of organization was emphasized when a combination was used.

Questions numbered five through eleven indicated specific practices used within the organization of handwriting instruction. Some relationship or trend may be shown between question one and numbers five, six, seven, nine, ten, and eleven; a correlation would be expected between number three and numbers eight and eleven.

Group C. Questions in Group C relate to the mechanical aspects of writing. These practices include both the

instruction and evaluation of the mechanical skills learned by the child. The responses indicate the amount of emphasis placed on the practices when teaching or evaluating. A relationship between the mechanical aspects of writing and the organization of the teaching program in Group B numbers one through eleven can be studied.

Questions numbered two, seven, eight, nine, ten, and eleven and twelve indicate the teaching of the letter formations and numerals. Questions numbered three, four, five, and six indicate the teaching of spacing, alignment, and slant. Number one indicates the general emphasis a teacher places on the legibility of writing and is a check on questions numbered two, three, four, five, six, seven, eight, nine, ten, eleven and twelve to see if they correlate with the two in producing good handwriting.

Group D. The questions in Group D pertain to the relationship of the individual to the act of writing. Questions in this group included the knowledge and practices of other factors in handwriting that affect the individual in the act of writing. Questions numbered one through six are taught by the teacher and help the child to understand why the practices are desirable ones.

Questions numbered seven through seventeen indicated the evaluation of both the teacher and the child. Self-evaluation by the child and the teacher's evaluation of the

child's writing, as well as his own instructional practices, become a part of the relationship to the act of writing. Questions seven and eight indicated the emphasis that the teacher places on the value of methods of motivation. Questions numbered eleven and thirteen through seventeen indicated the emphasis a teacher places on the evaluation of the writing program and of his own attitude toward his ability to teach.

III. RESEARCH POPULATION

The research population was the teachers who were attending Central Washington State College during the 1968 summer session. The students were chosen because a varied sampling of teachers would be represented here and the questionnaires could be filled out quickly and returned.

A list of twenty-two education classes on the four and five hundred level were selected from the summer catalogue. A letter, composed to the professors, briefly explained the study and asked their cooperation in allowing the writer to use students in their classes to complete the questionnaire.

A choice of administering the questionnaire was offered to the professors. One was to allow the writer to use five to ten minutes of their classtime to present and collect the questionnaires, or secondly, to allow the professor to administer the questionnaires and return them. The majority who responded chose the first choice.

Fifty-one questionnaires were completed from teachers in twelve classes. One questionnaire was not used because it did not meet the qualifications of teaching in a self-contained classroom.

The population was limited to the following factors: (1) Teachers who taught fourth, fifth, and sixth grade last year with one or more years of experience, (2) teachers who taught in a self-contained classroom, (3) teachers who were registered at Central Washington State College during the third week of July, 1968.

IV. PROCEDURES FOR ANALYZING THE DATA

The data on the questionnaires was tabulated for each of the responses. The responses were totaled to equal the number of questionnaires. Percentages were figured and used throughout the analysis as indicative of teacher responses. They have been rounded off to the nearest whole number. The category "sometimes" was not used in analyzing the data since "sometimes" represents both using and not using a practice. It was referred to occasionally when the percentage was significant.

A table for each section of the questionnaire was prepared to show the relationship between questions and between the responses for each question. A study of the responses was made to determine any significant relationships

or trends in the use of the handwriting practices. The tables were also studied to determine if teachers were using the handwriting practices found in the review of literature.

TABLE I

PERCENTAGES OF RESPONSES OF TEACHERS PERTAINING TO THE TEACHER'S
EXPERIENCE AND TEACHING SITUATION - GROUP A*

Questions	Grade		
	4th	5th	6th
1. Grade taught last year	28	28	44
	Yes	No	Did Not Know
3. Does the school system in which you know teach have "guide lines" in handwriting instruction?	44	54	2
4. Are you expected to develop your own handwriting program? (2 per cent indicated "yes and no.")	70	26	2
5. Does your school provide commercially prepared handwriting booklets for the pupils?	48	52	0

*Percentages were calculated as a fraction of 50, the total number of respondents. This is also true of Tables II through IV.

NOTE: See page 39 for results of question 2 of this group.

TABLE II
 PERCENTAGE OF RESPONSES OF TEACHERS PERTAINING TO THE
 ORGANIZATION OF THE TEACHING PROGRAM - GROUP B

Questions	5	4	3	2	1*
1. Handwriting is usually taught in a separate period with emphasis on the particular skills involved.	12	26	24	28	10
2. Content used in the regular writing periods is usually drawn from the current activities of the instructional program.	16	30	30	18	6
3. Handwriting is integrated with the Language Arts program.	14	56	14	10	6
4. Handwriting is correlated with activities outside of the Language Arts program.	6	32	40	18	4
5. A systematic, developmental program of handwriting instruction is provided throughout the school year.	12	24	22	20	22
6. Grouping is used to teach handwriting skills.	0	2	8	20	70
7. The instructional program is arranged according to the skills which a child needs.	10	12	32	22	24
8. Individual instruction is given to children as they work on writing activities.	26	34	32	2	6

*In Tables II through IV the following key shall be used: 5 = Always, 4 = Usually, 3 = Sometimes, 2 = Seldom, and 1 = Never.

TABLE II (continued)

Questions	5	4	3	2	1
9. Short practice periods are provided daily for instructional purposes in writing skills.	6	12	22	20	40
10. The class is instructed as a group in writing skills.	28	34	24	6	8
11. Handwriting practice is made purposeful and meaningful to the children.	10	34	30	18	8

TABLE III
 PERCENTAGE OF RESPONSES OF TEACHERS PERTAINING TO THE
 MECHANICAL ASPECTS OF TEACHING WRITING - GROUP C

Questions	5	4	3	2	1
1. Legibility is stressed in all writing.	54	38	6	0	2
2. You insist upon correct letter formations.	8	32	44	10	6
3. Uniform and adequate spacing between letters and words is stressed.	14	36	30	18	2
4. Uniformity is expected. (Slant of all letters.)	10	36	32	18	4
5. Letters must be in alignment.	4	40	34	14	8
6. Size and proportions in letters are stressed.	16	30	32	18	4
7. Closing letters, closing looped letters, looping non-looped strokes, and straight-up strokes rather than rounded strokes are stressed in cursive writing.	20	38	22	16	4
8. Beginning and ending strokes are emphasized in cursive writing.	4	20	32	34	10
9. The letters t, e, a, and r are being illegibly written. You note these errors on the child's paper or bring it to his attention.	10	46	36	4	4
10. Special guidance is given in the joining of the difficult letters o, a, and u, and br combination.	4	34	40	12	10

TABLE III (continued)

Questions	5	4	3	2	1
11. The writing of numerals is taught.	8	18	26	30	18
12. Color shading is stressed: writing too light or too dark.	4	24	34	26	12

TABLE IV

PERCENTAGE OF RESPONSES OF TEACHERS TO THE RELATIONSHIP OF THE INDIVIDUAL TO
THE ACT OF WRITING - GROUP D

Questions	5	4	3	2	1
1. The child is taught why the position of the body, paper, hand, and pencil are desired habits for handwriting.	14	44	10	24	8
2. The child is taught to understand that speed determines the quality level and varies for different tasks.	4	24	30	28	14
3. Individuality in style is encouraged if rate and legibility do not suffer.	20	34]	28	14	4
4. Some individuals are allowed to write with ink and pen before others.	10	20	30	8	22
5. You are careful to provide proper lighting for both the right and left handed child.	30	22	22	8	18
6. Left-handedness is discussed with the whole class to understand their needs too.	11	16	20	24	26
7. Children should be stimulated to attain high standards. Awards or competition is used as incentives for motivation.	6	12	22	20	40
8. Posters, display papers or materials, use of writing scales for evaluation, or other methods than those mentioned above are used to develop the child's interest in handwriting.	10	16	32	28	14

TABLE IV (continued)

Questions	5	4	3	2	1
9. The child is encouraged to evaluate his own work and progress.	30	34	22	10	4
10. The child is taught to realize the necessity of legible handwriting.	36	44	14	4	2
11. A continuous inventory, check-list, or other record is kept by the teacher.	12	20	26	20	22
12. A continuous inventory, check-list, or other record is kept by the child.	6	10	22	20	42
13. The handwriting grade, if given, includes all areas of of written work at school.	42	30	12	2	12
14. The teacher sets high standards for achievement in writing and adheres to them.	10	32	30	18	10
15. Neatness and horizontal spacing (margins, indenting, centering) are insisted upon for an attractive paper.	14	42	28	12	4
16. You, as a teacher, always set a good example with your own demonstration of good handwriting.	16	26	32	16	10
17. You, as a teacher, feel that you teach handwriting thoroughly and consistently.	6	20	30	28	16

CHAPTER IV

RESULTS OF THE STUDY

The data was analyzed in this chapter to find out if teachers were using the handwriting practices as stated on the questionnaire. The responses within and between the tables were studied to determine any significant relationships or trends in the use of the handwriting practices.

I. RESULTS

Table I. (Page 32) This table showed the responses of teachers pertaining to the teacher's experience and teaching situation. It correlates with Group A on the questionnaire. Question one, grade taught last year, indicated the distribution of teachers on each grade level who answered the questionnaire. Fourth and fifth grades were each represented by 28 per cent while 44 per cent taught sixth grade.

The number of years of experience in each grade was not shown on the table. The sixth grade teachers had a total of 57 years of experience, fifth grade totaled 47 years, and fourth grade totaled 51 years. The number of teachers who had experience in another intermediate grade was 24 per cent. It was interesting to note that 60 per cent of the respondents had one or two years of experience and 12 per cent had three years of experience on the intermediate level.

Question three indicated 44 per cent had "guide lines" for handwriting instruction in their school system. Question five correlated closely with 48 per cent using commercially prepared handwriting booklets for the pupils.

Question four showed 70 per cent were expected to develop their own handwriting program as compared to an average of 46 per cent who had "guide lines" and commercially prepared handbooklets. This indicated 16 per cent of those using "guidelines" and commercially prepared booklets also developed their own handwriting program.

Table II. (Page 33) The responses of the teacher pertaining to the organization of the teaching program correlates with Group B on the questionnaire. Question one, handwriting is usually taught in a separate period with emphasis on the particular skills involved, showed 38 per cent who "always" or "usually" taught handwriting as compared to 38 per cent who "seldom" or "never" taught it in a separate period.

Question five indicated 36 per cent provided a systematic, developmental program in handwriting. This correlated closely with the 38 per cent who taught handwriting in a separate period. However, 42 per cent indicated they did not provide a systematic, developmental program in handwriting.

Question four indicated handwriting was correlated with activities outside of the language arts program 38 per cent of the time while even a higher percentage of 40 of the respondents used it "sometimes." A strong correlation between questions four and one, writing taught in a separate period, is shown by 38 per cent each.

Question two, content used in the regular writing period is usually drawn from the current activities of the instructional program, indicated 46 per cent being "always" or "usually" while only 24 per cent indicated "seldom" or "never."

The table for question three showed 70 per cent of the teachers integrated handwriting with the language arts. Question eight indicated 60 per cent gave individual instruction to children working on writing activities. This showed a higher correlation to integrated teaching than the others.

Question six, grouping is used to teach handwriting skills, indicated a high percentage of 90 who "seldom" or "never" used it in their organization for teaching handwriting skills. Question seven showed 22 per cent arranged the instructional program according to the skills which a child needs while 60 per cent claimed individual instruction was given to children as they worked on writing activities. The class was instructed in writing skills as a group 62 per cent of the time in question ten. This seems to show that

writing skills were taught to the whole group and individual instruction was given when needed.

Question eleven totaled 44 per cent who made writing purposeful and meaningful to the child as compared to the 22 per cent who arranged the instructional program according to the skills which a child needs. Making writing purposeful and meaningful correlated with using content from the instructional program for writing in a ratio of 44 to 46 per cent.

Question nine indicated 18 per cent provided short practice periods daily for instructional purposes in writing skills as compared to the 38 per cent who taught handwriting in a separate period, but apparently not daily.

There seemed to be a relationship between question seven, arranging the instructional program according to the skills which a child needs, with 22 per cent and question nine, short practice periods are provided daily for instructional purposes in writing skills with 18 per cent.

It would seem logical that a higher relationship between question three, handwriting is integrated with the language arts program, question eight, individual instruction is given to children as they work on writing activities, and question eleven, handwriting practice is made purposeful and meaningful to the children, would be found. Question three with 70 per cent and question eight with 60 per cent showed some relationship while question eleven showed only 44 per cent.

In Table II, page 33, an average per cent of 40 indicated teachers who used the practice "always" or "usually" and 35 per cent who "seldom" or "never" used them. The teachers' responses indicated 25 per cent used the practices pertaining to the organization of the teaching program "sometimes."

Table III. (Page 35) The responses in this table related to the mechanical aspects of teaching writing. The teaching of letter formations is a major factor in legibility as indicated by questions two, seven, eight, nine, ten, eleven, and twelve. An average of 37 per cent "always" or "usually" taught these practices while an average of 28 per cent "seldom" or "never" taught them.

Questions three, four, five, and six indicated the other main factor of spacing, alignment, and slant in teaching legibility in handwriting. An average of 47 per cent "always" or "usually" taught this factor in handwriting while an average of 28 per cent did not.

An average of only 42 per cent claimed to teach the two major factors producing legible handwriting while 92 per cent indicated that legibility is stressed in all writing. A percentage of 2 did not claim to stress legibility while an average of 28 per cent did not teach the mechanical aspects.

The average per cent of the questions numbered two through twelve in the mechanical aspects of teaching writing

is 41 per cent. In comparing this with the organizations of the teaching program in Table II with five degrees of variation, there seemed to be a relationship to: (1) question one, teaching handwriting as a separate period, (2) question two, content used in the regular writing period is usually drawn from the current activities of the instructional program, (3) question four, handwriting is correlated with activities outside of the language arts program, (4) question five, a systematic, developmental program of handwriting instruction is provided throughout the school year, and (5) question eleven, handwriting practice is made purposeful and meaningful to the children.

An average of 26 per cent "seldom" or "never" taught the mechanical aspects in writing. Comparing these practices with the organizations of the teaching program in Table II with five degrees of variability indicated a relationship between the following: (1) content used in the regular writing periods is usually drawn from the current activities of the instructional program, (2) handwriting is correlated with activities outside of the language arts program, and (3) handwriting practice is made purposeful and meaningful to the children.

Question nine indicated 56 per cent "always" or "usually" called the child's attention to errors made in illegible letters while 8 per cent "seldom" or "never" did.

Question ten also referred to guidance given the child and indicated 38 per cent with "always" or "usually" and 22 per cent with "seldom" or "never."

In Table III the responses of teachers pertaining to the mechanical aspects of teaching writing averaged 45 per cent for those who taught it "always" or "usually." A lower percentage of 24 taught the practices "seldom" or "never" while 31 per cent taught them "sometimes."

Table IV. (Page 37) This table showed the responses of the teachers to the relationship of the individual to the act of writing. Questions one, the child is taught why the position of the body, paper, hand, and pencil are desired habits for handwriting, three, individuality in style is encouraged if rate and legibility do not suffer, and five, you are careful to provide lighting for both the right and left handed child, as being taught "always" or "usually" most of the time.

The average per cent of questions one through six indicated the practices being taught 42 per cent of the time and 33 per cent of the time it is not taught. This showed a relationship to the teaching of the mechanics of writing in Table III, questions one through twelve, with a ratio of 42 to 41 per cent.

Questions numbered seven through seventeen indicated the evaluation of the teacher and child which is an integral part of the relationship of the child to the act of writing. The responses indicated that 43 per cent used these practices and 32 per cent did not.

The use of motivation in attaining high standards in writing was not used by 51 per cent of the teachers. Motivation was used by 22 per cent of the teachers. Of these, 8 per cent preferred posters, display of papers or materials, use of writing scales for evaluation, or some other method over the use of awards or competition as incentives for motivation and interest.

Questions nine and ten were evaluative practices used to teach the child. Responses indicated 64 per cent encouraged the child to evaluate his own work and progress while only 14 per cent did not. A high percentage of 80 taught the child to realize the necessity of legible handwriting and only 6 per cent did not.

Question ten was a check on question one in Table III, legibility is stressed in all writing. A ratio of 80 to 92 per cent did stress legibility while a ratio of 6 to 2 per cent did not. Legibility is stressed, yet 12 per cent of them did not teach the child to realize the necessity of legible handwriting. In question twelve an even smaller percentage of 16 had the child keep a continuous inventory,

checklist, or other record, while 62 per cent "seldom" or "never" used the practice.

Questions eleven and thirteen through seventeen evaluated the teachers' practices for teaching good handwriting. Those who indicated using the practices were 45 per cent as compared to the 28 per cent who did not.

Question thirteen indicated 72 per cent included all areas of written work in the handwriting grade while 14 per cent did not include all areas. Question fourteen, teachers set high standards for achievement in writing and adhere to them, was demonstrated by 42 per cent while 28 per cent did not set high standards. Neatness and horizontal spacing for an attractive paper was insisted upon by 56 per cent. This practice was not used by 16 per cent of the teachers. Question sixteen showed 42 per cent "always" or "usually" sets a good example with their own demonstration of good handwriting as opposed to 26 per cent who did not set a good example.

Question seventeen, you as a teacher feel that you teach handwriting thoroughly and consistently, indicated the teachers' evaluation toward his own ability to instruct handwriting. Their responses indicated 26 per cent taught thoroughly and consistently while 44 per cent evaluated themselves as using this practice "seldom" or "never."

Table IV showed an average per cent of 42 teachers who did use the handwriting practices relating to the relationship of the individual to the act of writing, while 32 per cent did not use them. The practices were used by 26 per cent of the teachers "sometimes."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

An attempt was made by the writer to state in this summary significant relationships or trends found in the results of the study.

About one-half of the schools represented provide "guide lines" for handwriting instruction which seemed to be commercially prepared for the pupils. Approximately three-fourths of the teachers were expected to develop their own handwriting program. Those using "guide lines" and/or commercially prepared booklets indicated that 16 per cent of them were also expected to develop their own handwriting program.

There seemed to be a relationship between the organization of the teaching program and the specific practices within them. A positive relationship was shown between the percentage of teachers who taught handwriting in a separate period and those who provided a systematic, developmental program. A relationship was also shown between these and the correlating of handwriting activities outside of the language arts program.

Teachers who teach an integrated program showed a complete correlation with teachers who were expected to develop their own handwriting program.

Of the 70 per cent of the teachers who indicated they used the integrated program, 60 per cent gave individual instruction to children as they worked on writing activities.

The trend in teaching handwriting seemed to be large group instruction, indicated by 62 per cent, and individual instruction given when needed. However, 70 per cent indicated integrated teaching. Apparently, instruction in specific skills were given to the entire group and not based on specific needs of the child. See Table II, page 33, seven, eight and ten.

A definite relationship was shown between making writing purposeful and meaningful, and using content from the current instructional program for the writing periods. Short practice periods provided daily for instructional purposes in writing skills seemed to be arranged according to the skills which a child needs.

Little correlation was found between the organization of an integrated handwriting program with the specific practices of giving individual instruction to children as they work on writing activities and the practice of making handwriting purposeful and meaningful to the child.

The trend in teaching legible handwriting seemed to be to stress legibility as indicated by 92 per cent. The two major factors in handwriting which authorities say determine legibility was taught by only 42 per cent of the teachers.

The teaching of the mechanical aspects of writing seemed to be related to the following organizational programs: (1) teaching handwriting as a separate period, (2) content used in the regular writing period is usually drawn from the current activities of the instructional program, (3) handwriting is correlated with activities outside of the language arts program, (4) a systematic, developmental program of handwriting instruction is provided throughout the school year, and (5) handwriting practice is made purposeful and meaningful to the child.

A similar relationship is shown between those who did not teach the mechanical aspects. They also did not use the following organizational programs in teaching: (1) content used in the regular writing periods is usually drawn from the current activities of the instructional program, (2) handwriting is correlated with activities outside of the language arts program, and (3) handwriting practice is made purposeful and meaningful to the children.

A relationship was shown between the teaching of the mechanical aspects of writing and the relationship of the individual to the act of writing. The teachers who used the practices showed a ratio of 42 to 41 per cent.

Teachers indicated a trend in encouraging children to evaluate themselves. A percentage of 80 respondents taught the child to realize the necessity of legible handwriting but it would indicate the teachers did not use the techniques of teaching handwriting indicated in this study. See questions nine and ten in Table IV.

The grade given in handwriting including work in all other written areas was a trend among many of the teachers.

II. CONCLUSIONS

Approximately 50 per cent of the teachers indicated "guide lines" were provided by their school systems. Most teachers were expected to develop their own handwriting program. These teachers in this study usually integrated handwriting with the language arts program.

The organization of the teaching program influenced the practices which the teachers used. The integrated program of teaching handwriting with the language arts stressed incidental organization and systematic practice and was not used. Individual instruction was given to the child as he worked on writing activities.

Handwriting programs providing separate periods of instruction indicated a more systematic, developmental plan of organization. Practices are provided to meet the needs of the individual and are purposeful and meaningful to the

child. The material used in the writing period is drawn from the current instructional materials.

Legibility is stressed by teachers but the child is not taught what handwriting factors contribute to legibility.

The percentage of teachers using the practices in Tables II, III, and IV were 40, 45 and 42 per cent respectively. The conclusion of the writer was that handwriting practices, as found in the review of literature, were being used by less than half of the intermediate grade teachers in this study.

III. RECOMMENDATIONS

It is recommended by the researcher that another study be conducted with groups of children. Perhaps there could be two experimental groups. One of these groups would be taught by integrated techniques and the other by a separate approach. There would be a control group that would not be given any instruction in handwriting. All groups could be pre-tested and post-tested on a basal standardized test. Results could be compared.

Another study might be conducted using similar questionnaire administered to teachers that represent different areas of the United States. This study would have more than fifty teachers. Different experience levels could be compared.

The following were recommended by this researcher:

1. A systematic, developmentally planned program in penmanship might be provided to help children with their individual needs in penmanship.
2. Perhaps an integrated approach might be attempted with specific handwriting techniques employed.
3. Purposeful and meaningful practice in handwriting might be provided.
4. Self-evaluation techniques are basic in the teaching of handwriting.
5. The teacher might continually evaluate the children's needs in handwriting and insist on high standards.
6. Teacher evaluation of his own instructional penmanship program is basic according to the results of this study.

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APPENDICES

APPENDIX A

LETTER TO PROFESSOR

July 12, 1968

Dear Professor

I am working on my thesis in the area of handwriting. A questionnaire is to be administered to teachers to find out what handwriting practices they are now using. The survey will be limited to the fourth, fifth, and sixth grade teachers with one or more years of experience who are presently enrolled in the summer session.

Would you please allow me to take five to ten minutes of your classtime to pass out the questionnaires, allow the students to complete them, and collect them? If you prefer to do this yourself, or perhaps to allow the students to turn them in the following day, this would also be appreciated.

Would you kindly check your preference below and return this to Professor Schwenker's mailbox by Monday, July 16, 1968.

Sincerely,

Elaine Eisenman

You may take five to ten minutes of my classtime to pass out the questionnaire, allow the students to complete them, and collect them.

Room _____ Period _____

Tuesday, July 16 _____ Wednesday, July 17 _____

Other _____

I would prefer to pass out the questionnaires myself. They will be collected as soon as possible and returned to Professor Schwenker's mailbox.

(I will bring you the questionnaires or put them in your mailbox.)

P L E A S E H E L P !

APPENDIX B

QUESTIONNAIRE

Handwriting Practices Used in the Middle Grades

Please do not use your name on this paper. This is a survey to find out what handwriting practices are now being used by teachers in the middle grades. There are no "wrong" answers. Mark your answers with consideration for your level. Your cooperation will be greatly appreciated.

A. Please answer the following questions by circling the appropriate answer or by writing in the space provided.

1. Grade taught last year. 4 5 6
2. Number of years of experience in each grade. ___ _ _
3. Does the school system in which you now teach have "guide lines" in handwriting instruction? Yes No
4. Are you expected to develop your own handwriting program? Yes No
5. Does your school provide commercially prepared handwriting booklets for the pupils? Yes No

B. Answer the following questions by circling either number 5, 4, 3, 2, or 1. Number 5 indicates always, 4 usually, 3 sometimes, 2 seldom, and 1 never.

1. Handwriting is usually taught in a separate period with emphasis on the particular skills involved. 5 4 3 2 1
2. Content used in the regular writing periods is usually drawn from the current activities of the instructional program. 5 4 3 2 1
3. Handwriting is integrated with the Language Arts program. 5 4 3 2 1

- | | | | | | | |
|--|--|---|---|---|---|---|
| 4. | Handwriting is correlated with activities outside of the Language Arts program. | 5 | 4 | 3 | 2 | 1 |
| 5. | A systematic, developmental program of handwriting instruction is provided throughout the school year. | 5 | 4 | 3 | 2 | 1 |
| 6. | Grouping is used to teach handwriting skills. | 5 | 4 | 3 | 2 | 1 |
| 7. | The instructional program is arranged according to the skills which a child needs. | 5 | 4 | 3 | 2 | 1 |
| 8. | Individual instruction is given to children as they work on writing activities. | 5 | 4 | 3 | 2 | 1 |
| 9. | Short practice periods are provided daily for instructional purposes in writing skills. | 5 | 4 | 3 | 2 | 1 |
| 10. | The class is instructed as a group in writing skills. | 5 | 4 | 3 | 2 | 1 |
| 11. | Handwriting practice is made purposeful and meaningful to the children. | 5 | 4 | 3 | 2 | 1 |
| C. Mechanical Aspects of Writing - Please answer according to the amount of emphasis you place on the skill when teaching or evaluating. Number 5 indicates always, 4 usually, 3 sometimes, 2 seldom, and 1 never. | | | | | | |
| 1. | Legibility is stressed in all writing. | 5 | 4 | 3 | 2 | 1 |
| 2. | You insist upon correct letter formations. | 5 | 4 | 3 | 2 | 1 |
| 3. | Uniform and adequate spacing between letters and between words is stressed. | 5 | 4 | 3 | 2 | 1 |
| 4. | Uniformity is expected. (Slant of all letters) | 5 | 4 | 3 | 2 | 1 |
| 5. | Letters must be in alignment. | 5 | 4 | 3 | 2 | 1 |
| 6. | Size and proportions in letters are stressed. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | | |
|---|---|---|---|---|---|---|
| 7. | Closing letters, closing looped letters, looping non-looped strokes, and straight-up strokes rather than rounded strokes are stressed in cursive writing. | 5 | 4 | 3 | 2 | 1 |
| 8. | Beginning and ending strokes are emphasized in cursive writing. | 5 | 4 | 3 | 2 | 1 |
| 9. | The letters t, e, a, and r are being illegibly written. You note these errors on the child's paper or bring it to his attention. | 5 | 4 | 3 | 2 | 1 |
| 10. | Special guidance is given in the joining of the difficult letters o, a, and u, and br combination. | 5 | 4 | 3 | 2 | 1 |
| 11. | The writing of numerals is taught. | 5 | 4 | 3 | 2 | 1 |
| 12. | Color shading is stressed: writing too light or too dark. | 5 | 4 | 3 | 2 | 1 |
| D. Relationship of the Individual to the Act of Writing - | | | | | | |
| | Number 5 indicates always, 4 usually, 3 sometimes, 2 seldom, and 1 never. | | | | | |
| 1. | The child is taught why the position of the body, paper, hand, and pencil are desirable habits for handwriting. | 5 | 4 | 3 | 2 | 1 |
| 2. | The child is taught to understand that speed determines the quality level and varies for different tasks. | 5 | 4 | 3 | 2 | 1 |
| 3. | Individuality in style is encouraged if rate and legibility do not suffer. | 5 | 4 | 3 | 2 | 1 |
| 4. | Some individuals are allowed to write with ink and pen before others. | 5 | 4 | 3 | 2 | 1 |
| 5. | You are careful to provide proper lighting for both the right and left handed child. | 5 | 4 | 3 | 2 | 1 |
| 6. | Left-handedness is discussed with the whole class to understand their needs too. | 5 | 4 | 3 | 2 | 1 |

7. Children should be stimulated to attain high standards. Awards or competition is used as incentives for motivation. 5 4 3 2 1
8. Posters, display papers or materials, use of writing scales for evaluation, or other methods than those mentioned above are used to develop the child's interest in handwriting. 5 4 3 2 1
9. The child is encouraged to evaluate his own work and progress. 5 4 3 2 1
10. The child is taught to realize the necessity of legible handwriting. 5 4 3 2 1
11. A continuous inventory, check-list, or other record is kept by the teacher. 5 4 3 2 1
12. A continuous inventory, check-list, or other record is kept by the child. 5 4 3 2 1
13. The handwriting grade, if given, includes all areas of written work at school. 5 4 3 2 1
14. The teacher sets high standards for achievement in writing and adheres to them. 5 4 3 2 1
15. Neatness and horizontal spacing (margins, indenting, centering) are insisted upon for an attractive paper. 5 4 3 2 1
16. You, as a teacher, always set a good example with your own demonstration of good handwriting. 5 4 3 2 1
17. You, as a teacher, feel that you teach handwriting thoroughly and consistently. 5 4 3 2 1