

**TEACHERS' MANUAL TO
ACCOMPANY THE
NATURAL SYSTEM OF
VERTICAL WRITING**

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Teachers' Manual to Accompany the Natural System of Vertical Writing by A. F. Newlands

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TEACHERS' MANUAL

TO ACCOMPANY

The Natural System of
Vertical Writing

BY

A. F. NEWLANDS AND R. K. ROW

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INTRODUCTION.

No subject in elementary schools has heretofore occupied more attention than writing. Normal schools and teachers' institutes have laid stress upon it, educational papers have given it an honored place, special teachers and supervisors have been employed, and regular teachers have devoted to it a large share of attention. Notwithstanding all this, writing has degenerated and there has been no real satisfaction with the results of school instruction in this branch. Business men have generally acquired a hand very different from that taught in the schools, and have insisted that their young assistants learn a new style. The demands for speed and legibility have, in the majority of cases, greatly modified the writing considered standard in our schools.

From all this dissatisfaction relief has come in a thorough reform in the style of writing. The arguments for vertical writing have been generally accepted by progressive educators. There is no longer any doubt that vertical writing is more legible, more hygienic, simpler, and more rapid than the slanting hand. With many now the important question is: *How can we most quickly and easily effect in our schools the change from the teaching of slant writing to the teaching of vertical writing?* To answer this question is the purpose of this little manual.

The change involves several important factors, but with a simple system there is no serious difficulty. Persons long accustomed to hair lines, flowing curves, delicate shading, and complex letter-forms, are at first unable to see the full beauty of writing with uniformly strong lines, simple letter-forms, and no more shading than in ordinary Roman type. Of course one cannot at once, if ever, forget what he has thoroughly learned, but progress demands a new point of view, and new ideas of fitness and purpose in writing.

The vast majority of pupils like the vertical writing. Only a few of the older ones, especially trained in the position and movement for slant writing, find it difficult to make the change.

SUGGESTIONS FOR A TEST OF IMPROVEMENT IN WRITING.

Use full sheet of examination paper. At the beginning of the year have the pupil write on the top line the name of the town, of the school, and the grade; on the second line let him write his own name and the date, followed by one of the following selections.

At the end of the first term have the pupil write the same selection again on the same sheet of paper, putting down the new date. At the end of the second term there should be a third writing of the selection, with the new date, and again at the end of the third term. This gives the four writings, with the date of each. It would be well to have the name written each time on the same line with the date.

These papers should be kept by the teacher in her desk or sent to the school office for reference and examination by the school officers. They will furnish a convenient method of testing the work in the schools.

It is well for the children to learn the selection and write it from memory rather than to copy it from the blackboard.

For grades five to nine :

So nigh is grandeur to our dust,
So near is God to man,
When duty whispers low, "Thou must,"
The youth replies, "I can."

For primary grades :

Be kind to each,
Be kind to all,
Though they be poor,
Or great or small.

CHAPTER I.

THE NATURAL SYSTEM OF VERTICAL WRITING: SPECIAL FEATURES.

NARROWER PAGE.

The NATURAL SYSTEM presents a much narrower page than most copy-books. In the plan of the books the needs of very young beginners have been first considered. It is realized that most writing, even by adults, is done upon very narrow note paper, and that it is when the beginner tries to carry the pen more than a few inches to the right of the median line of the body that the mischievous twist of the body begins. Therefore the narrowest page consistent with the presentation of a connected sentence for copy is the best for the beginner.

NO GUIDE LINES.

The NATURAL SYSTEM uses only a base line, thus leaving a fair, clear, and attractive space for the pupil's work, and presenting an absolutely hygienic page. This is in the strongest contrast with almost every other copy-book, vertical or slant, that has up to this date been published in this country, the finely ruled lines and spaces of which are more injurious to the eye than anything else the pupil encounters in his whole school life. Authors and publishers of copy-books have vied with each other in this absurdity, giving a definitely prescribed height or length for each letter and part of a letter and often a prescribed width for each part of a letter. It would be as reasonable to try to teach a child to talk by prescribing the pitch and length of every tone he utters, or to require a child just learning to walk to take a step of just so many inches and fractions of an inch in length. It is impossible to perceive form, or acquire writing movement, while guiding the pen from line to line on paper so minutely ruled. Let any teacher try to write a page with such ruling and then judge of the difficulty of learning to write under these restrictions.