

# SUMMARY

The Handwriting Resource Book attempts to fill in the gaps in teacher training in the area of handwriting instruction. Many teachers received little direct handwriting instruction or intervention during their own school years and very little formal instruction in the methods of teaching handwriting in their teacher training programs. These teachers now find themselves in the position of being responsible for handwriting instruction and being accountable for their student's proficiency, or lack of it, in this skill area.

The aim of handwriting instruction should be to develop the ability to write legibly in a relaxed manner and at a useful speed. The goal of *formal penmanship instruction* is to impose a very stylized and uniform system of writing on all students. A more up-to-date *functional handwriting system* stresses legibility and speed. After proper instruction in functional handwriting, the student should be able to write freely with minimal attention to the mechanics of letter formation.

It is hoped that teachers will be able to confidently direct their students in achieving legible handwriting when they are given the following:

An awareness of common instructional errors and handwriting problems.

Concrete suggestions for handwriting instruction.

Concrete suggestions for choosing or modifying alphabet forms.

Concrete suggestions for using a systematic instructional sequence.

Since handwriting proficiency affects many areas of the curriculum, it is a skill that cannot be ignored or neglected. The procedures outlined in this book are of such a nature that with proper application, all students can be helped to develop or improve efficient handwriting and achieve a

degree of satisfaction from their written work.

For the teacher who wishes to utilize the techniques presented in this resource book, the Handwriting Kit is available. The kit provides directions, instructor's dialogue, worksheets, charts, and other materials for use in managing the development of manuscript and cursive handwriting skills.

## Looking Ahead

One rationale given for the lack of instructional investments in the teaching of handwriting is the increased use of computers for written communication. Although this practice may be evident, one should not assume that the keyboard will be the only means for information entry. Voice and pen-based entry procedures may replace the keyboard for personal computers. Letters and graphics can already be entered into the computer by using a pen on a pressure sensitive "electronic slate." Computers can accurately translate manuscript letters into printed text. The following comments have been made regarding "pen-based" computing.

"Market analysts forecast that the market for pen-based computing may reach \$3 billion by the year 2,000." (Business Week, May 14, 1990)

"Pen-based portable computers have the potential to be revolutionary." (PC Week, December 2, 1991)

There is every indication that handwriting will be an important form of communication for some time to come, even in the information and computer age.