

To understand a subject does not necessarily imply the power to impart a like understanding of that subject to others. So the ability to write does not necessarily imply the ability to teach writing; neither does it follow that a successful teacher of writing must of necessity be an expert penman, however desirable such an acquisition might be as an incentive to pupils—but he must be either an *expert teacher* or an *expert writer* or BOTH which is the climax of qualification.

The use of copy-books with engraved copies and printed instruction has made it not only possible but feasible for any intelligent and faithful teacher to conduct the writing exercises with good success. Of course, in this, as in any study, the more conversant the teacher is with his subject, its applications and unfoldings, the better. It will be of great service to him to be able to exemplify the lesson upon the blackboard, and especially to point out characteristic faults.

To aid Learners and Teachers who lack experience in the Art of Practical Penmanship, is the aim of these pages. Writing, of all subjects taught in the school, requires the greatest amount of tact, talent, patience, and perseverance as well as *time* on the part of the teacher to bring it to a definite and satisfactory condition.

Instruction should be of two kinds—General and Special.