

Pedagogic organization of schools**DIRECTIONS FOR TEACHING WRITING**

The writing lesson comprises the following exercises: 1° the naming by the pupils of the letters or words which they are to copy; 2° graded oral explanations of elements illustrated on the blackboard; 3° orderly presentation of the rules or principles relating to position of body, arm, copy-book, pencil or pen; 4° writing under surveillance with correction of each pupil's writing by the teacher; 5° general correction on the blackboard.

The first elements, *i. e.*, radical forms and forms derived from them, may be presented as follows: letters formed of straight lines and of simple curves, letters formed of curves combined: the junction or joining of letters.

The use of the slate not being allowed in teaching the subject, teachers will comply exactly with the following rule: children beginning shall write on paper with a soft pencil and as soon as they have made sufficient progress, a pen shall be used instead of the pencil.

The programme recommends the use of lithographed movable examples. In consequence, the school should be provided with a number of these examples, sufficient to provide each pupil with an example of the kind assigned to his class, so that all the pupils of a class may be occupied on a like example at the same moment. Thus, the teacher's explanations may be addressed to the whole class, for it should be well understood that the use of engraved examples does not exempt the teacher from the obligation of teaching the subject orally and of illustrating his lesson on the blackboard.

With beginners especially one of the principal conditions of success is to make haste slowly. There should, therefore, be no hesitation in requiring pupils to begin anew an exercise which has not been done in a satisfactory manner.

Nevertheless, it is not a good idea to give much time to the preliminary exercises.

A very effective means of reforming bad writing is to correct one defect at a time; divide the difficulties that they may be more easily conquered.

Finally a point of the greatest importance, which must not on any account, be lost sight of, is that though careful writing in a special writing book is excellent, yet pupils will never acquire a good hand unless they are required to be careful and neat in all their written exercises.

It is also necessary to see to it that all written work be free from certain defects which diminish its clearness and symmetry. The use of unruled sheets, with marked margins is of great service in this connection, in accustoming the pupils to write straight, regular, equally spaced lines. The writing on such sheets will furnish the teacher with the opportunity of making such observations as the following: This page begins too close to