

Written by Mabel Benedict 500

No. 1

No. 1

Gage's Practical System

Vertical Writing

Authorized for use in the Schools of Nova Scotia,
Authorized for use in the Schools of Quebec
Authorized for use in the Schools of British Columbia
Authorized for use in the Schools of the North-West Territories
Authorized for use in the Schools of Manitoba
Used largely in a number of the best Schools of Ontario
Adopted for use in the Schools of Jamaica

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POSITION FOR WRITING.

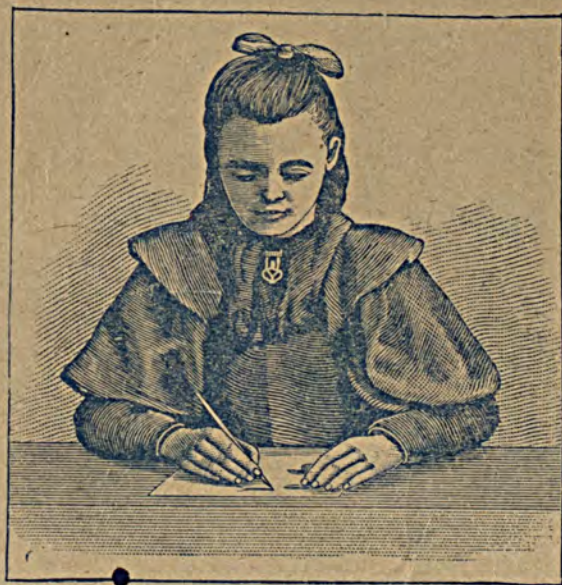


FIG. 1.

Position of Pupil.—Sit squarely facing the desk, with the body nearly erect, the back straight, and the feet placed flat on the floor.



FIG. 2.

A little more than half of the fore-arms should rest lightly on the desk. (See Figs. 1 and 2.)

This position is the easiest, the most natural and healthful, and is the one that the pupil should assume when writing, after leaving school.

Position of Book.—Place the paper or book on the desk so that its edges are parallel to the edges of the desk, but a little more to the right, than in the position for reading. The left hand holds the paper or book in position, either at the

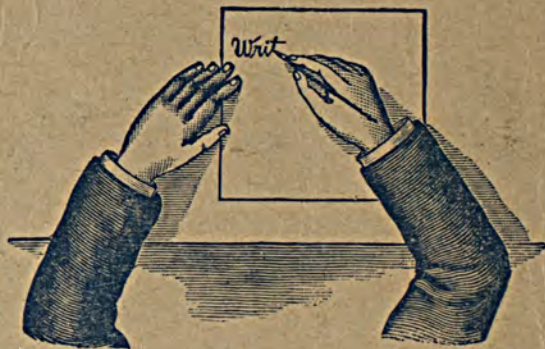


FIG. 3.

left margin, or below the line which is being written. Maintain the right hand in about the same relative position to the near edge of the desk by moving the paper up as each line is written. (See Figs. 2 and 3.)

Position of Pen.—Hold the pen lightly between the end of the thumb and the first two fingers, the thumb being bent slightly inward from the first joint. The handle of the pen rests in the angle between the first two fingers and against the first finger, about opposite the third joint. The pen should lie in the direction

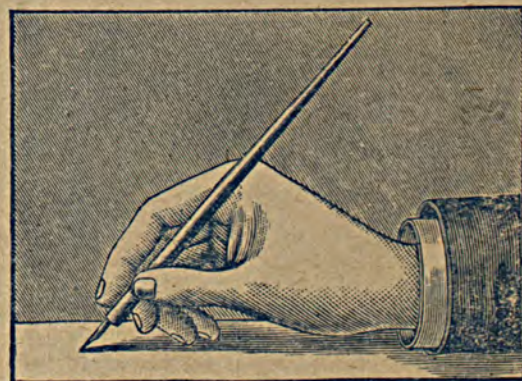


FIG. 4.

of the fore-arm with both points of the nib pressing equally on the paper. The hand should rest on the corners of the nails of the third and fourth fingers, which should be closed more than the others; it should not be turned too far over to the right so as to rest on its fleshy part, or too far to the left so as to cramp the wrist and arm. (See Figs. 3 and 4.)

cat, cat,

rat, rat,



rat, hat,

hat, a.

1

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

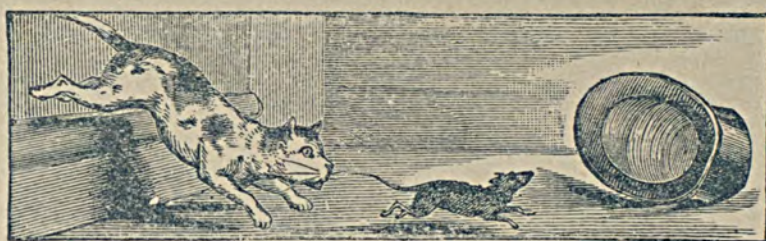
cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

cat. cat. rat. rat. hat. hat. a.

A cat

sees a



hat and

a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

A cat sees a hat and a rat.

a hen,



and

3

an egg,

a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

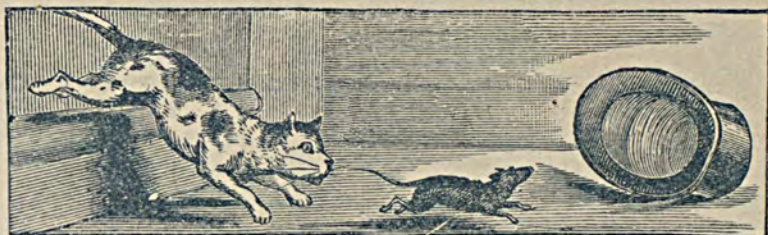
a hen. an egg. and a pen.

a hen. an egg. and a pen.

a hen. an egg. and a pen.

A cat

and a



rat can

run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

A cat, and a rat can run. l.

I see a

big pig,



and a

fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

I see a big pig and a fish. b.

an ox,



and a



fox, and

a box.

an ox. and a fox. and a box.

an ox. and a fox. and a box

an ox. and a fox. and a box

an ox. and a fox. and a box

an ox. and a fox. and a box

an ox. and a fox. and a box

an ox. and a fox. and a box

an ox and a fox and a box

an ox. and a fox. and a box

an ox and a fox and a box



The

dog will



catch the

fox. f.



The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

The dog will catch the fox. f.

a frog,



and a

a log,

dog. be.

a frog, a log, and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a frog. a log. and a dog. be.

a duck,



and a

9

a bee,

tree. k. r.

a duck, a bee, and a tree k. r.

a duck. a bee. and a tree k. r.

a duck. a bee. and a tree k. r.

a duck. a bee. and a tree k. r.

a duck. a bee. and a tree k. r.

a duck a bee. and a tree k. r.

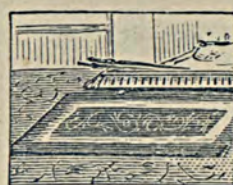
a duck. a bee. and a tree k. r.

a duck. a bee. and a tree k. r.

a duck. a bee. and a tree k. r.

a duck. a bee. and a tree k. r.

a jug,



and a

a mug,

rug, j. i.

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i

a jug, a mug, and a rug. j. i



Buzz, buzz,
says



the little
bee. o.



Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

Buzz, buzz says the little bee. o

a man,



and a

a pan,

fan, p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.

a man, a pan, and a fan, p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.

a man, a pan, and a fan. p.



The big
man



stands on
a hill.



13

The big man stands on a hill.

The big man stands on a hill

The big man stands on a hill.

The big man stands on a hill

The big man stands on a hill

The big man stands on a hill

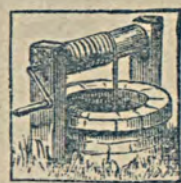
The big man stands on a hill

The big man stands on a hill

The big man stands on a hill.

The big man stands on a hill

a bell,



and a

a shell,

well. w.

a bell, a shell, and a well w

a bell, a shell, and a well w

a bell, a shell, and a well w

a bell, a shell, and a well w

a bell, a shell, and a well. w

a bell, a shell, and a well. w.

a bell, a shell, and a well. w.

a bell, a shell, and a well. w.

a bell, a shell, and a well w

a bell, a shell, and a well. w

The fox



from

15



ran fast

the dog.



The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

The fox ran fast from the dog

a pup,



and a

a cup,

tub. no.

a pup, a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no

a pup. a cup, and a tub no



Mamma

gave me



this

book.



Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

Mamma gave me this book.

I see



and a

a sheep

big deer.

I see a sheep and a big deer

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.

I see a sheep and a big deer.



The

duck says



quack,

quack.



19

The duck says quack, quack.

The duck says quack. quack

The duck says, quack. quack

The duck says. quack quack

The duck says quack. quack,

The duck says quack quack.

The duck says quack quack

The duck says quack quack

The duck says quack. quack.

The duck says quack. quack

a boat



and a

a coat,

goat, o.

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

a boat a coat and a goat o

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

a boat, a coat, and a goat. o.

A man



a black

21

will like

coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

A man will like a black coat. l.

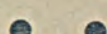
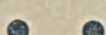
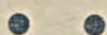
22 one, 1.

two, 2.

three, 3.

four, 4.

five, 5.



one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

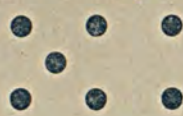
one, 1. two, 2. three, 3. four, 4. five, 5.

one, 1. two, 2. three, 3. four, 4. five, 5.

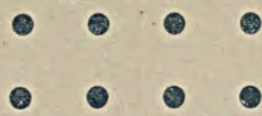
six, 6.



seven, 7.



eight, 8.



nine, 9.



23

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

six, 6. seven, 7. eight, 8. nine, 9. 0

The dog



the big

sees

white cat.

The dog sees the big white cat.

The dog sees the big white cat.

The dog sees the big white cat

The dog sees the big white cat

The dog sees the big white cat

The dog sees the big white cat

The dog sees the big white cat

The dog sees the big white cat

The dog sees the big white cat

The dog sees the big white cat

HINTS TO TEACHERS.

Teach the proper position of the pupil, pen and book at the beginning by showing the pupil how rather than by telling.

See that the desks and seats are properly adjusted for the size of each pupil.

Do not allow a sprawling or leaning position. Be vigilant and check any irregularity before it becomes habitual.

When children are learning to form any word, supervise all writing whether written in the copy-book or on the slate. By proper questions lead the pupil to see his mistakes and have him to correct them.

Encourage the pupils and show them as often as required how to form any letter or word.

Pay particular attention to, and make a study of those who write badly and those with any physical defect of the hand or the eye.

Use the black-board and illustrate each headline so as to impress on the class the mode of formation of the words.

Teach the use of the pen and ink from the beginning, as to pen-holding, amount of ink to take on the pen to avoid blotting the book and inking the fingers, pen-wiping and care of the pen.

Practice in the copy-books is the *means* by which writing is learned and not *the end*, there-

fore supplement the writing in the copy-book by TRANSCRIPTION, DICTATION and COMPOSITION. The writing in these subjects and in the others of the program should show the general writing of the pupil.

Teach writing in connection with reading at first. (See Landon's Principles of Teaching, p. 230.)

"Children should not write too much at a time, especially in the early stages." (Landon, p. 306.)

"Slow and accurate work in the beginning is the sure way to secure rapid progress in the end." (Landon, p. 306.)

Teach each lesson as well as you can and keep up the interest by varying the exercise in as many ways as you can, by encouragement, and by the correction of prevailing faults. If the lower lines are written poorly it is the teacher's fault except in the case of beginners who will tire easily.

To obtain the best results the teacher should be a good writer and should write with the same free and easy movement that he is endeavoring to teach. The teacher's writing on the black-board should be good at all times so that only good models be placed before the pupil.

SYNOPSIS OF THE SERIES.

No. 1.—Writing is taught in connection with Reading and the letter forms are introduced gradually in *familiar* words and easy sentences. The WORD SIGNS in Script and Roman type are descriptive of the *pictures*. Assistance in forming the letters is given the pupil, by *tracing*, and ruled lines to show the height of the letters. The NUMBER-FORMS, the FIGURES up to nine, and their names in words, are also given. Height of small letters, one-fifth inch.

No. 2.—Capitals, longer words, and more difficult combinations of letters are introduced. The head-lines contain some statement of fact adapted to this grade as *the days of the week* and *the months of the year*. Tracing is continued but the pupil is encouraged to help himself earlier. Height of small letters, one-fifth inch.

No. 3.—Tracing is withdrawn, and fewer guide lines are retained. The capitals occur in the order of their similarity of form. The head-lines contain the names of the *continents, oceans, seasons, zones* and *primary colors*. Height of small letters, one-sixth inch.

No. 4.—The CAPITALS occur in *alphabetic* order and are reviewed often. The head lines are the definitions of terms used in Arithmetic. Height of small letters, one-sixth inch.

No. 5.—Abundant practice is given in this book, in the writing of proper names, as the head-lines are statements about the important cities, towns, rivers, and provinces of the Dominion of Canada. Height of small letters, one-seventh inch.

No. 6.—The head-lines are a statement or suggestion of some important historical event in connection with the history of Canada, arranged chronologically. Height of small letters, one-seventh inch.

No. 7.—The headlines are the definition of common commercial terms, written in a free corresponding style. Height of small letters, one-eighth inch.

No. 8.—The head-lines are a statement or suggestion of some fact in the history of Great Britain. Height of small letters, one-ninth inch.

Commended by Educationists in Nova Scotia, New Brunswick, Quebec, Manitoba,
North-West Territories and Ontario.

Gage's Arithmetic Exercise Books.

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No. 2.—For Second Book Classes.

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No. 3.—For Third Book Classes.

No. 3 Promotion—For Third Book Classes.

No. 4.—For Fourth Book Classes.

No. 4 Promotion—For Entrance Examination.

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In nearly every department of life improved appliances have been brought into operation to save time and labor.

Less has been done for the teacher to lessen his work or to multiply his power for usefulness than for any other class of toiler.

The hundreds of letters from Leading Educationists, Inspectors and Teachers from all over the Dominion clearly indicate that in supplying Gage's Busy Work Books and Gage's Arithmetic Exercise Books the publishers have conferred a great boon on teachers and pupils in furnishing what some correspondents have aptly termed "Labor and Time Savers" and "Marvels of Skill and Cheapness."