

## **A VERY QUIET ACHIEVEMENT FOR GRAPHOLOGY**

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It is now some 3 or 4 years ago that, out the blue, I was invited by the London Metropolitan University to give a series of talks to students in their final year of their Psychology Degree, and I continue to do this to the present term.

It is therefore now true to say that Graphology has been taught in a University in Britain, in the Psychology department, now for several years.

The first time, I duly turned up, more used to sceptical businessmen than a body of students which represented a mini United Nations, and delivered my usual introductory talk about Graphology. Like the position of the Pole Star, Boyle's Law on the expansion of gasses, the speed of light etc., I am completely constant and unwavering in how I start the talk – I never alter, never.

I state bluntly that they were all taught to write, and taught to write in a given way according to the country they come from..... then I say.... "why do you not continue to write in that way any more?" "why is it impossible for you now to write in that way?" I leave a small pause to let the penny drop. I then inform them that something very close to the centre of their nature affects how their writing appears, and like their DNA, no two people write the same. For effect I take an old fashioned transparency of a de Vere Foster Copy Book page and lay it on one side of the overhead projector. On the other side of the overhead projector I lay the writing of someone taught under the same system, who now writes as though it never was invented.

What, I ask, is going on? There must be a reason for your writing being different in how it is produced by you..... The students usually start to look up, take more notice of their diminutive and rotund guest speaker up from the City and think.. perhaps there might be something in this after all.

Then I proceed to quote from Heiss: that all writing is divided up in Movement, Layout and Form and is analysed under many, many headings. I normally start with the overworked farmhorse of Graphology, that of writing Slant. Before you know where you are they are hooked, and now eagerly wishing to know more as I trundle through the *Gestalt* interpretations of Introversion and Extroversion. More depressingly however, nearly every year I have spoken at the University, I have to EXPLAIN what introversion and extroversion actually mean – in their last year of Psychology *they have not actually studied it*

I move on inexorably to graphic size: again I give the *gestalt* interpretation of large, medium and small writing: then I might move to a brief outline on the forms of connection: by then they are putty in my hands.

As my two hour talk, with a break in between progresses, they can be heard to howl with laughter as they visualise writings of family and loved ones who write as I describe, and shake their heads with disbelief at what I am saying. "Where can we learn more?" is the usual desperate question... the moment the students realize that there is validity in the theory that one is taught to write in one way, and yet does not do it, and that the differences between the two can reveal all there is about us, comes as a shock to them.

I would say, in all modesty, that I have convinced three to four whole members of the student Psychology department (and their tutors often) at this University, of the validity of Graphology, and this is what I have always set out to do.

At the end of the lecture alas I am besieged like a medieval castle, on all sides, with every student demanding my instant analysis.... Headache for John Beck on the way home from the University trying to do them all, but the feeling of a job well done all the same.