

PATCHING 'EM UP FOR DAVID



—Passing Show (London)

THE KING'S ENGLISH DRILL

A Review by Earle D. MacPhee, M. A. B. Edic. (Edin.), Lecturer on Education, University of Alberta.

"THE KING'S ENGLISH DRILL." Rosamond M. Archibald, M. A. Published by McLelland and Stewart, Toronto, October 1921.

It is a matter worthy of consideration in an Canadian Educational Journal when a Canadian teacher ventures into a field of educational publications. It is a matter for congratulations when the aim of the author is to give to her fellow-teachers the result of years of experimentation and thought. It is of even more importance, from the standpoint of school methods, when the writer declares that the steps by which children can be taught to use correct grammatical forms are but two: Present the correct form: 'Drill, drill and then drill on the repetition of that form.'

The writer of this review is in a position to know that the claim of the Publishers, that the method used by Miss Archibald 'has won the enthusiastic commendation of her pupils and their parents,' is correct. The aim here is to consider certain problems which arise from a consideration of the King's English Drill.

Perhaps the question of most immediate importance is as to the correctness of Miss Archibald's insistence on intensive drill. In recent years we have witnessed an extension of the concept of interest-education; and have become accustomed to strictures on any form of drill. The term is in fact, almost anathema among many who consider themselves in line with the more recent movements in educational practice. These educators contend that 'drill' lacks motivation; that it appeals only to extrinsic and indirect interest; that it fails to evoke the self-activity of the child; that it is meaningless; that it is a relic of the disciplinarian concept of education; that it views the educational process from the standpoint of the adult, not that of the child.

It must be granted that some forms of drill can be condemned on one or all of these counts. But the drill to which Miss Archibald refers is not of this sort. The 'motivation' is to be found in the oral and written composition in the class room, in checking the forms of speech used by class mates, perhaps even of parents and teachers. The 'interests' are as direct as can be found; the reward for the correct use of speech-forms are far more frequent in life than those to be obtained from a correct use of what may be called 'number forms.' What Miss Archibald has done is to supply the answers to the queries which distress every youthful author, (and his or her parent) when the propriety of a form of speech is in question. The exercises are 'meaningless' only if he teacher stops where so many did with the old grammar drills—with the few forms supplied by the text. The author of 'Kings' English' has no such intention. The subject and object can be, and should be changed many times. The aim of the text is but to provide types by which the correctness of many similar statements can be judged. The lists include the correct forms of all the more difficult constructions of English speech.

But the author is not obliged to remain on the defensive. In even years more scientific measurement of the results of educational practice have shown that we have gone too far in abandon-

ing drill methods. Two facts may be noted in this connection. It has been found that a very great percentage of errors in higher mathematics can be traced to errors in the fundamental processes. Any student of psychology is aware that the causes of this may be varied, but one potent factor in lowering efficiency, both from the standpoint of accuracy, and that of expenditure of time, is the failure to make habitual in childhood certain connections or responses. The attention span (or range) of children is limited; very few can attend to more than one or two parts of a process at one time. No child, studying advanced mathematics, must attend to such a fundamental process as subtraction, he must either lengthen the time spent in the solution, or sacrifice accuracy. The mechanization requires 'drill, drill and yet more drill.'

A second fact may be drawn from the psychology of memory. It has been found that the maxim: "Learn young, learn fair" can be demonstrated experimentally. Although the adult far surpasses the child in his ability to learn for immediate reproduction, the child of ten to twelve retains permanently more impressions than the adult. We need not enter into a discussion of the causes of this phenomenon. The pedagogical implication is obvious: it is in the early years of school life that the child should learn the forms of speech which it is desired that he shall continue to use. The primary teacher, and the intermediate teacher, have especially good opportunities to fix the forms of speech by using the material presented in the 'King's English.' In more advanced grades the method will be varied, with more appeal to experience, and more reference to literature; but the experience of Miss Archibald indicates that much can be accomplished at any stage of school work. Those who have to work with Freshman English classes are quite readily persuaded that King's English Drill seems to be what about fifty per cent of their students need. But it is in the primary grades that the greatest progress can be made: here the speech habits are less fixed, and the cartharais less difficult. The fact that memory capacity seems to show a period of arrest at fourteen or fifteen years of age

must be kept in mind in determining the ages at which the drill will be most effective.

Yet the 'method' suggested by 'King's English Drill' MAY become lifeless and barren of results. It is founded on sound psychological principles, but no text can be "psychologized" to the extent that an enthusiastic, inspiring teacher becomes a secondary factor in the process. Further, the work must be correlated at every stage; errors must be watched for, and the correct form presented, whether the subject matter be geography, history, arithmetic, or composition.

The 'King's English Drill' is not a grammar; it is essentially inductive, leaving the discovery of principles to the students themselves. To those teachers who have found it difficult to present to their children an adequate statement of the correct forms of English speech; to those who have been looking for a text which recognizes that to present the incorrect forms but serves to confuse children, the King's English Drill can be heartily commended. Miss Archibald has stated her method, and given the material; it now remains for others to submit both to further examination. The writer believes that the method need only be tried to have its worth proven.

The price of the book is 50 cents; postpaid 55 cts.

Earle D. MacPhee,
University of Alberta.

OBJECTIVE

Advertising for the sake of advertising produces advertising—just that, nothing more.

Advertising for the sake of merchandising produces business—if it is handled the right way.

But advertisers sometimes forget that. They make appropriations, O. K. copy, select media and plunge in. They call it advertising. It is—but it is not merchandising.

For they have made advertising an end. And in merchandising it is not an end. It is the means to an end. The real objective of an advertising campaign is always—TO SELL GOODS.

But before you can successfully sell your goods, you must consider your market. Is it a productive market—great enough to yield big returns, compact enough to be easily covered? It is an "easy" market—adaptable, accessible, responsive? Can reader interest be aroused—dealer co-operation secured—and above all else CAN YOUR MARKET BE DELIVERED AT A LOW COST?

Once you are satisfied on these points—advertising. But not until then. Apply any one of these questions to the Wolfville market. In every case the answer is a definite, positive yes! For in Wolfville—a rich, responsive, well-defined market—the buying majority can actually be covered through THE ACADIAN.

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FAREWELL AT AYLESFORD

On Friday evening, April 7th, a farewell social was held for pastor McAvoy and his wife who left for Glace Bay, their new field of labor on Monday the 10th. The large audience which jammed into the church showed very clearly the love and respect of this community toward our late Pastor and his dear wife. Many were the expressions of regret at their departure from our midst, and many eyes were tear bedimmed when Rev. McAvoy stood before us to say Good-Bye.

The Aylesford Glee Club added to the evenings entertainment by their presence. The Club was at its very best, and their rendering of several sacred selections under the direction of Rev. McAvoy was a treat seldom enjoyed by this community. This organization was brought into being and trained by Bro. McAvoy until it became the best organization ever developed in Aylesford, so with his departure the Club loses its efficient leader as well the Church its pastor.

On the platform were the Rev. Bridgeman (Anglican) and Rev. H. Puddington, of Kingston. Both of these brethren spoke very highly of Bro. McAvoy and his work, and each in turn expressed surprise at the church permitting our brother to take his departure.

As a Church we deeply regret Bro. McAvoy's going but feel that his new field of labor offers him larger opportunities for the use of his gifts, as a pulpit orator.

Bro. McAvoy has not had a peer in Aylesford. His messages have been uplifting and practical. Practical Christianity has been the key note of his sermons. The large congregations which assembled each Sabbath to hear our brother was sufficient evidence of the keen interest in his work. The financial part of our Church life has been the best in at least 25 years, and while we regret his going we commend him highly to his new flock in Glace Bay.

Bro. McAvoy and his wife were completely taken by surprise when during the social evening representatives from different societies of the pastorate gave to each a tangible expression of love and good wishes. On behalf of the ladies

For years I have never considered my stock of household remedies complete unless a bottle of Minard's Liniment was included. For burns, bruises, sprains, frostbites or chilblains it excels, and I know of no better remedy for a severe cold in the head, or that will give more immediate relief, than to inhale from the bottle through the nasal organ.

And as to my supply of veterinary remedies it is essential, as it has in very many instances proven its value. A recent experience in reclaiming what was supposed to be a lost section of a valuable cow's udder has again demonstrated its great worth, and prompts me to recommend it in the highest terms to all who have a herd of cows, large or small. I think I am safe in saying among all the patent medicines there is none that covers as large a field of usefulness as does Minard's Liniment. A real truism—good for man or beast.

CHAS. K. ROBBINS, Cheboque Point

Mrs. McAvoy was presented with a beautiful hand bag nicely lined with brand new crisp one dollar bills and in addition to this received many handsome pieces of fancy work. Bro. McAvoy was presented with a money gift from the Glee Club amounting to \$50. Another from the Aylesford section of the Church amounting to \$26 and one from Morris-town amounting to \$50 to be divided with Mrs. McAvoy. Two young ladies baptized by Bro. McAvoy presented him with a beautiful silver Ever Ready pencil.

The total monetary expression amounted to \$151.00.

At the close of the speech making and program the ladies provided a dainty repast which gave each person a good opportunity to say farewell to Bro. McAvoy and his wife, and to wish them God Speed.

CLERK OF CHURCH

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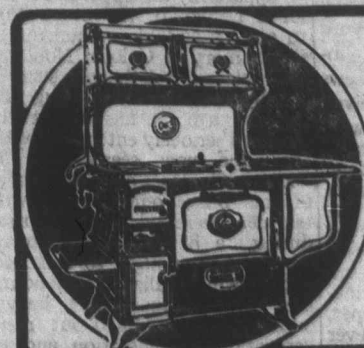
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BERWICK No. 1 RURAL MAIL ROUTE, and six times per week over the CANNING No. 2 RURAL MAIL ROUTE under proposed contracts for four years, dating from the 1st October next.

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W. E. MACLELLAN, Acting District Supt. Office of District Superintendent, Postal Service, Halifax, April 10, 1922.



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NOTE TO MERCHANTS

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Shop Where You are Invited to Shop

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