

and also reminds him of what is still undone.

So much inspection is given that if a pupil finishes his twenty days' work in fifteen days, he may safely go on with his next contract till the end of the twenty days, when all are tested. If the pupil is bright and does not excel in any one subject, he goes on with the next contract. If he excels in one subject, he may use his extra time for additional work in that subject.

If a pupil cannot organize his own work, a special time-table may be given to him.

Graphs may serve as report cards, especially those that have spaces for results of tests as well as for finished work.

Advantages of the Dalton Plan

1. One immediate and striking effect of the system is the changed attitude of the pupils toward their work. They lose that attitude of waiting to be taught. They appreciate the freedom of choice of subjects and time and the liberty to tackle subjects in their own way.

2. Closely associated with this is the improvement in discipline. The child distinguishes between freedom and license, and is free as all members of a community are free—for the common good. He no longer is the pursued but the pursuer. Progress is his own business, not the responsibility of his teachers, and he has no longer the inclination to waste his own time by being a nuisance. If he were a nuisance, he should have to reckon with his fellows as well as with the masters. In extreme cases wasters are sent out to waste their time alone. In some cases, periods of enforced silence have been found necessary.

3. The system tackles the vexed question of compulsory homework. The pupil has a monthly contract which he signs, promising to do a certain amount of work. He has time at school and at home which he is free to organize according to his needs. Compulsory homework is no longer necessary or desirable. Most pupils continue to work at home, because they have a definite object in view. This seems different from the compulsory homework, the object and usefulness of which he often failed to see.

4. As each pupil proceeds at his own rate, progress is real and solid because it is the result of his own doing. The pupil develops initiative, versatility, and learns how to work. It is only through his own experience and not his teacher's, that a child matures.

5. The student is free to give more time to his difficult subjects and less to the easier,

thus lending breadth to his accomplishment. As he is under contract to work through a certain amount within a stated time he is compelled to attack the pleasant and the unpleasant, thus acquiring a habit which is essential in life.

6. A pupil who has been absent can start where he left off and thus loses less time than under other systems. There is, then, no such thing as "failure." Every child makes progress during the year and is not required to repeat contracts that are satisfactorily completed.

7. Less equipment is needed, since all are not working at the same subjects at the same time. (This applies to schools which provide text books.)

8. The dull child is not pushed on too rapidly, and the clever one does not form lazy mental habits by just doing enough to keep ahead of the class. Each rests on his own merits and is not compared with the others, except perhaps as to the amount of work covered.

The following was posted in Duncan House, Clifton, England:

DALTON ETIQUETTE

1. Enter and leave the library quietly.
2. Change your program if the library is full or the books are in use.
3. No pupil shall leave his place or speak to the teacher while another is with the teacher.
4. No pupil may ask for help after Dalton hours.
5. No pupil must give more than the minimum to any one subject before giving the minimum of time to all.
6. A student with a cold will work alone.

Opinions and Criticisms of the Dalton Plan

There have been many theoretical objections to the system, but in every case visitors became enthusiastic when they saw the system actually working and their theories seemed to vanish. The system does not profess to be a cure for every defect of old systems, nor the last word; but it does give a definite basis on which to work and is full of promise for the future.

A Japanese Commission, appointed to make a three-year tour of the world in search of progressive work in education, have stated that the Children's University School in New York (Miss Parkhurst's present school) is the most valuable and important contribution to educational progress that they have seen during their three years of travel, observation and study. They made arrangements for the translation of Miss Parkhurst's book into Japan-

ese. In the spring of 1924 she visited Japan and lectured in six colleges which are training teachers. While there she received an invitation from China, and extended her tour to lecture there also.

Miss Nott, of Felixstowe, Clifton Down, England, in a school of about eighty pupils, reported favorably on the system. She stated that the fear of a hopeless muddle and of no work being done was groundless. Discipline was improved. Delinquents found they had to work evenings and Saturdays to finish their assignments. Oral lessons were much more appreciated. No more, but better teachers were required. Fewer class rooms were used. Very bad work was not marked and had to be done again. The "slacker" was pulled up at the end of each assignment.

Miss Perrott, of Streatham, in a crowded school where 760 were attending in a school built for 450, also approved of the system. Briefly, her report stated that the pupils enjoyed the plan and much better results were obtained.

General opinions from the Bristol Conference are next given. While the ideal is to mark all work, monthly tests nearly killed the staff so were abandoned in most schools in England. Daily supervision, with the usual term examinations, were found to be satisfactory. It is not necessary to make a fetish of correction. Bright pupils' work does not require as much marking. In many schools, bright pupils act as helpers in supervision. At first, there is a tendency to take too long to get to work, or to try too many subjects, to give scrappy answers or use too many selections from the text, or to do only the work that was pleasant. All of these difficulties can be gradually overcome, and the advantages prove much greater than the disadvantages. Lazy pupils are sometimes deprived of Physical Work, Music, etc. Most pupils liked the system better than the old, and did not want to leave it. A few admitted frankly that it meant too much work for them. Timid people of little ability will always want as much guidance and supervision as they can get, and this type did not like the system.

For lack of time, a discussion of the Dalton Plan as applied to History, Mathematics, Physics and Chemistry, Geography, English, Nature Study, and Languages for the Secondary Schools is not given here. A fairly full report of these is given in the Press Reports of the Bristol Conference, 1922. (This may be obtained at the Public Library.)

A book of assignments may be obtained at the following address. It costs four shillings:—"Dalton Plan Assignments," 2 vols., G. Bell and Sons, York House, Portugal Street, London, W.C., England. It contains assignments for all the subjects for Secondary Schools which are mentioned above.

Miss Parkhurst gives in a few words her ideas of what a Dalton teacher should be.

The Dalton Teacher

1. We must not chain the pupil to our ideas, but set him free to make ideas of his own.

2. If responsibilities are carried awkwardly at the beginning we must remember that later they will be despatched with ease.

3. An instructor in a laboratory does not stand with his back glued to the wall. He observes all comings and goings, and becomes intimately acquainted with pupils and their difficulties.

4. Teachers are not the chief performers on the stage.

5. Teachers must listen more and tell less.

6. Teachers should observe rather than demonstrate.

7. The pupil does, the teacher suggests.

8. The pupil should be interested in the subject, not the teacher. The teacher should study the pupil and not the subject.

9. The teacher should be less analytical. Not what we give but what the pupil contributes measures his development.

The Dalton Plan makes a great deal more work for the teacher on account of the preparation of assignments and the constant marking. This latter may be minimized and better results justify any additional work.

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