

**EDUCATION WEEK
OBSERVED LOCALLY**

(Continued from page 1)

part by making the college recommending grades higher than the pass mark. It requires a grade of 60% to pass; it requires at least 70% to secure a certificate of recommendation. Another helpful thing is that Deerfield-Shields has not abandoned examinations. Mental ability tests are given every year to determine the intellectual maturity of the students. The work is graded to the ability of the average. Achievement tests at regular intervals in every class keep the work on a plane such that the better than 70% student is practically assured of success in college work.

Parents often make the mistake of wishing to keep their children in classes beyond the child's mental maturity. The Terman group test given last year's entering class at the high school shows that over 40% of the children were less than 14 years old in intellectual maturity. Many of these are below 14; some have reached 15, and a few 16 years in chronological age. Others in the class had reached a mental age of 15, 16, and even 17 years though less than 15 chronologically. Experience shows that the high school Latin and algebra can be done only with the greatest effort by children under 14 in mental maturity, whatever may be their chronological age. When the ability is that of a 12-year-old child, these subjects are practically impossible. When able students fail, it is for want of industry.

By examining thousands of students a mental norm or average has been arrived at. Thus it has been found that at 12 years 3 months the average child makes a score of 55 in the Terman test of mental ability; at 14 years 1 month he scores 95; at 15 years 1 month, 115; at 16 years 135; at 17, 160; at 18, 180; at 19, 200; and at 19 years 215.

The tests given to first year students at Deerfield-Shields last year ran from 96, in the case of a girl who entered the high school at 13 years, to 187, in the case of a boy who entered at the same age. Needless to say, the girl was quite unable to do the work. Had she entered the high school at 16 or 17 years of age, she could have succeeded.

There are new achievement tests by which the progress of a student or a class in a given subject may be compared with that of the average for the country at large. In the school surveys these tests often prove a surprise. A few years ago the people of Salt Lake City were convinced that their schools were not teaching effectively the three R's. They had a survey made under the direction of Professor Ellwood Cubberly of Stanford University. The survey revealed beyond shadow of a doubt that the children were considerably better grounded in the three R's than were the children in the average schools of this country.

Achievement tests in high school subjects are less easy to administer than those for the lower grades because so much more ground is covered each year. But there are such tests in mathematics, the sciences, English composition, grammar, history and the languages. By their use any school can hold up a standard of achievement and know just how it compares with other schools.

The fact that colleges are using the selective system in determining who shall enter and who shall be refused admission is forcing upon the high schools a much wider record of students' qualities and achievements than has been kept hitherto. Not scholarship grades alone, but a record of qualities such as punctuality, reliability, accuracy, alertness, aggressiveness, ability to win esteem, respect and goodwill through personality; all this is called for by some or other of these colleges. The result of this will be to direct more attention to the development of character. The adviser system, in which a teacher adviser comes in frequent contact with the student both in small groups and individually and in out of class hours, enables us to focus attention on this most important side of education. Curiously enough, tests are being devised to record the developments of qualities of character. Nervous and muscular reactions are easily recorded. Already our Mr. Williams is supplementing the medical examinations and the mental tests with tests which will measure the nervous and muscular control. The object is to help in the guidance of students toward vocations for which they are best fitted and to measure results of physical training.

By JESSE L. SMITH
(Principal Elm Place School)

The dean of American educators, Dr. Charles W. Eliot, in his recent volume of essays entitled "A Late Harvest," sets forth in certain of these essays very candid criticism of present-day American life and social conditions and offers constructive suggestions as to their improvement through better educational methods and material. Whatever this, the most distinguished living American, has to say on educational subjects, must invariably command the serious attention of parent and teacher. It would seem that there could be nothing more profitable for education week than to call attention to these essays and to reproduce in the space allotted in this issue some of the paragraphs of peculiar timeliness.

In the essay entitled "Protection

against Ignorance" Dr. Eliot concludes a searching analysis of social conditions as he sees them with an outline for an educational program which he thinks best adapted to meet the conditions he deprecates. The following paragraphs from the outline are quoted without change:

"Enlist the interest of every pupil in every school—public or private elementary or secondary—in his daily tasks, in order to get from him hard, persistent, and willing work. Only through interest in work comes power of mental application, and in due course success and content in productive labor—labor which, however, can never be free from tiresome routine or from oft-repeated exertions. The too common opinion, that there is no useful training except in unattractive or repulsive subjects or practices, is just the opposite of the truth for either child or adult. In this world, stern as well as beautiful, it is quite unnecessary to invent hardness or obstacles for any human being.

"Relate every lesson to something in the life of the child; so that he may see the application and usefulness of the lesson, and how it concerns him.

"Teach all subjects, wherever possible, from actual objects, to be accurately observed and described by the pupils themselves. Cultivate every hour in every child the power to see and describe accurately.

"Make the training of the senses a prime object every day.

"Teach every child to draw, model, sing, and read music. Encourage all pupils who show unusual capacity in any one of these directions to develop their gifts assiduously both in and out of school hours.

"Stimulate every pupil to active participation in every school exercise by looking, listening, speaking, drawing, and writing himself. Each pupil should be active, not passive, alert, not dawdling, led or piloted, not driven, but always learning the value of co-operative discipline.

"Teach groups of subjects together in their natural and inevitable relations. For example, teach arithmetic, algebra, and geometry together from beginning to end. Do the same for economics, government, and sociology, and for history, biography, geography, and travel. Associate reading, spelling, and composition day by day, and make sure that every child sees the object of having his own compositions correctly spelled and legibly written.

"Teach chemistry, physics, biology, and geology all together every week throughout the entire course (twelve years); because these subjects are generally found working in intimate association in most natural processes of growth, decay, creation, or extinction, and are separable only for advanced pupils who need to understand the man-made theories and imaginings which have proved serviceable guides to fruitful experimentation and research.

"The weekly programme should provide every pupil with frequent opportunities to describe before teacher and class something he has enjoyed seeing or reading. Occasionally the pupils who excel in accurate and vivid narration or description should have the privilege of addressing the whole school assembly.

"To make room for the new subjects, reduce class work and the size of classes, lengthen the school day, and shorten the present summer vacation. These changes are for the benefit, physical and spiritual of all children and all parents.

"Increase individual work. Aim at variety in pupils' attainments and in rate of promotion, and therefore at frequent sortings and shiftings among the pupils. A uniform or averaged product should bring emphatic condemnation on any school.

"Give every pupil abundant opportunities to judge evidence, to determine facts, and to discriminate between facts and fancies.

"Use in schools such stimulating competition as both children and adults use in sports and games to increase their enjoyment of them.

"Keep the atmosphere of every school charged with the master sentiments of love, hope, and duty. Keep out fear and selfishness."

By CHARLES G. WRIGHT
(Supt. District 108)

This is Education Week. The eyes of the nation are upon its schools. The importance of education and its relation to the future welfare of the peoples of the earth is beginning to dawn forcefully upon the minds of thinking citizens. Every week of the year should be Education Week. It is vastly more important than our other special weeks for in it are included all the ideas of safety, health, conservation, patriotism, and all the other elements which go to make up a strong nation. Every citizen's first consideration should be for our schools. School aims and school conditions should be uppermost in his daily thoughts and interests aside from affairs of home and business.

Education is a big task and a very different one from that of fifty years ago when the teacher acted as lesson-giver and the content of the curriculum was very meager in comparison to that of the present day. Then the home played a much more important part in the education of the child. Manual duties were many. Valuable experiences in relating to home industries were common. The very stimulating and over-exciting influences such as we have now-a-days in the movies and the over abundance of cheap music and literature, were lacking. The school's job is tremendous in its work of counter-

acting the evils of the modern life and finding wholesome substitutes which will appeal to the child and hold his interests in such a way that he will be helped to see the real values in life.

Let us sum up briefly the important objectives of modern schools: Of course there is the ever present necessity of teaching the fundamental process of the tool subjects, reading, writing, and arithmetic. These are now considered means to an end rather than the sole end and aim of education as in the olden days. Then there is the job of looking after the health and physical efficiency of the children of our community. The modern school has also decided that in order to become the right kind of citizens, our boys and girls must be trained to make right use of their leisure time. Another objective of present-day education is to give the youth of our land an idea of the industrial and social conditions of the country so that each may choose wisely the vocation or profession for which he is most suitably fitted. Lastly there is the task of giving each child training in school and community citizenship, and in intelligent interest in community welfare, so that he may become a worthy and interested citizen of the state and nation.

In short, we are no longer striving for a mere mastery of subject matter and facts, important as these are, but are aiming at an understanding of how to live together in a peaceful, friendly, and co-operative spirit.

We want children to acquire the right habits of thinking and acting as well as high ideals of personal and social life. A regard for the natural laws of the universe, and a love for all that is fine and beautiful will fortify any child against wrong doing. Teach children how to work efficiently and play happily and they will become useful citizens.

These objectives are demanding new types of schools—schools with ample playgrounds, auditoriums, shops, laboratories, libraries, art and music rooms, beautiful and comfortable class rooms, well-trained teachers, and an enlightened public ready to be taxed to provide the large and increased costs of such schools.

How are we trying to accomplish these objectives? In the first place, we are trying to teach the tool subjects such as reading, writing, and numbers with the least possible waste of time. Individuals acquire these facts and skills with such varying degrees of ease that we are studying ways of effective, individual accomplishment along these lines.

In the matter of health and physical development we have physical directors, who direct on the playground and indoors, daily exercise through games and play and incidentally give training in citizenship through ideals of fair play and teamwork. Our school nurse through close inspection gives valuable information both at home and at school concerning every-day personal and public hygiene and helps children form habits of right living. An interest in and an appreciation for healthful conditions is easily attained. Serving milk to those who need it, care of teeth and eyes, checking contagion,—all these are important parts of our work of building up the physical efficiency of our community.

Training children to make the right use of their leisure time and to appreciate the fine and beautiful things in life is effected in many different ways:

First, there is the music department where children are taught to love and understand the best music of the masters. This is done not only through listening to it but by participation in it. Expressing thought and feeling through music is a positive developing factor in the life of every child.

Second, there is the great field of fine and industrial arts wherein again children not only learn to express their own ideas in a harmonious and beautiful way but also to appreciate the beauty and harmony of others wherever they see it.

Third, the department of English literature and drama contributes largely to a higher standard of life and living through the enjoyment of good books and plays.

Fourth, learning to play with others is not an easy thing for every child, but after this is accomplished, wholesome games and sports add

greatly to health and pleasure all through life.

Fifth, we must not minimize in any way the joy which comes to us all through an understanding and love of things of nature, God's out-of-doors is the source of inspiration and joy and rest. One can readily see that all this work means large assembly and play rooms, music rooms, art rooms, science rooms, work shops, libraries, beautiful pictures and other works of art, and much thought to architecture as well as interior decoration of our school buildings.

Through the teaching of the social sciences (history, geography, and civics) we are trying to give an idea of the past and present social conditions and adjustments showing the interdependence of groups of peoples and the need of friendly co-operation and understanding. Participation in school assemblies and other activities, and interest in group activities, is actual practice in the social adjustment so necessary for the individual as well as the group.

As to the vocational guidance, the elementary school has very little direct and immediate influence, other than giving children an acquaintance with tools and materials so that aptitudes and abilities may be early discovered.

Character building is ever present in the minds of all those who guide the children in any way. Many opportunities are found in our modern schools to help children strengthen themselves in the right and wholesome relationships with their companions. Ideals of service and promotion of sense of trustworthiness and responsibility are constant aims.

In this very important work our schools need the constant and helpful co-operation of every father and mother as well as every other citizen in the community.

Not merely do the people demand nowadays that the politicians deliver the goods, but they want them delivered to the kitchen door and carried up to the second story if necessary.

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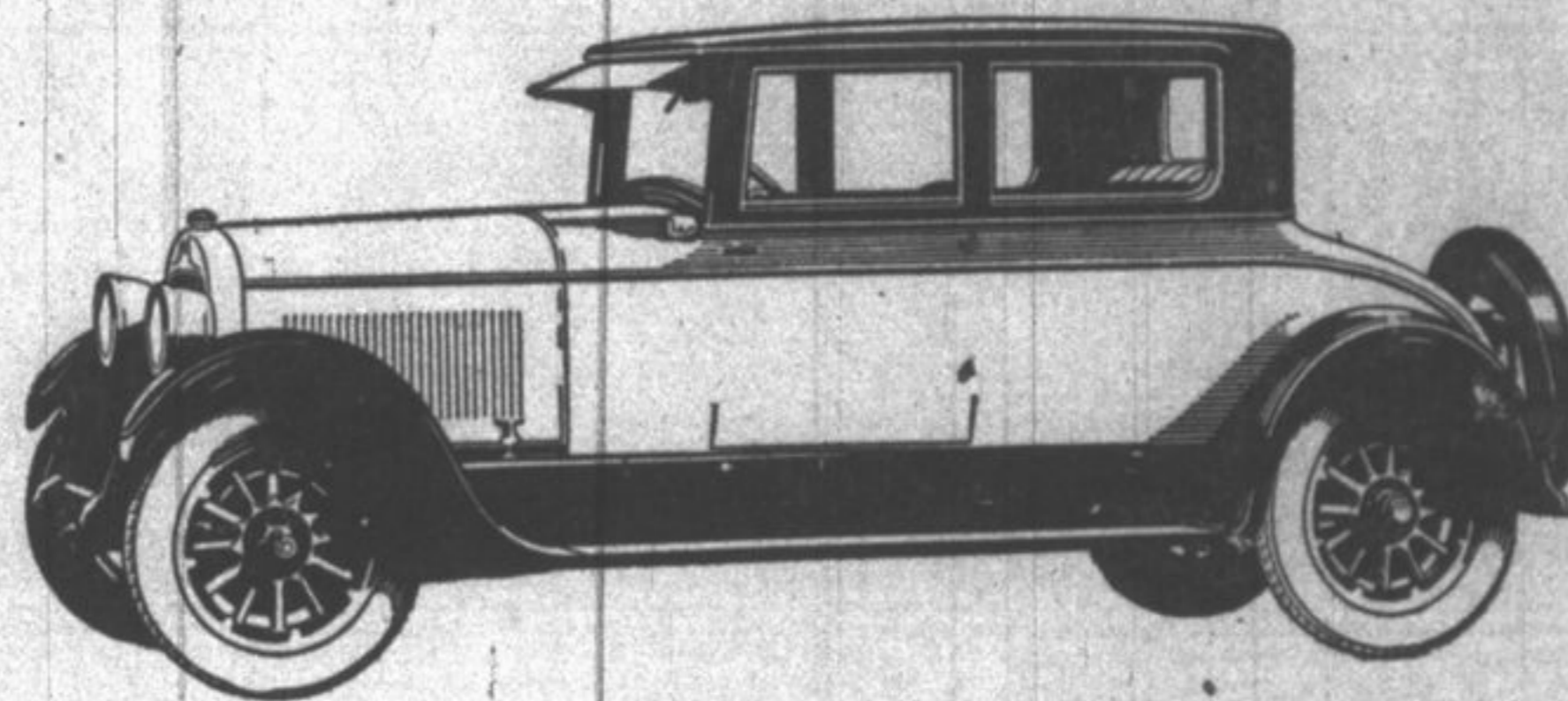
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