

**Winnetka School Problems**

The following questions received during this last week are answered by Superintendent C. W. Washburne:

Q.—Why was the Horace Mann school closed last Monday?

A.—The grate bars in the boiler gave way. We knew that they were weak, and new ones had been ordered since early in October. The series of strikes, followed by the coal shortage, prevented filling our order until just too late to prevent a one-day shut-down. The new grates were installed Monday afternoon.

Q.—What is the meaning of individual instruction?

A.—As we use the term here we mean a system by which each pupil will do each grade's work at his own natural rate of progress, unhurried by those who are quicker than himself and unhampered by those who are slower. It will probably take about three years to install this system in its entirety. At present pupils are working under the individual plan in spelling, science and reading. Before the end of this school year we hope to have manual training, domestic science and some of the geography and history work on an individual

Q.—What are the advantages of an individual system?

A.—In the first place it will absolutely eliminate repeating a grade. If a pupil is slow in arithmetic, he will take longer than a year to finish his arithmetic course, but he will not have to take the course twice, and may not have to take as much time for his reading and history. In the second place an individual system will prevent the rapid child from forming the habit of working below his ability, and from getting into the mischief which always comes with idleness; it will prevent the slow pupil from being bored by repetition and from doing slipshod work in an effort to go faster than his natural rate. In the third place it will relieve crowding in class rooms; the fact that under the usual class lock-step slow pupils have to repeat grades while rapid pupils have to take a year to do work which they might finish in a half year, results in congestion and large classes. Another advantage of the individual system is that it makes it possible to adapt the course of study to individual needs and interests. There are many other advantages, some of which I have pointed out in a pamphlet "Breaking the Lockstep in our

Schools", which may be had free of charge in my office.

Q.—What are some good books for parents to read who wish to keep abreast of present educational movements?

A.—There are not many first class books on education written for parents. The following books, however, are well worth reading and may be borrowed from the teachers' library in my office by any parent:

"The Curriculum by Bobbitt. This book is very recent, well written and well thought. It discusses in an interesting way several of the most important problems of present day education.

Democracy and Education by John Dewey. This book is difficult but in many ways the best book on education that has ever been written. It requires careful study, rather than cursory reading. It is worth owning, and may be bought at the school discount through my office or direct from Macmillan & Company or A. C. McClurg & Company. It may also be borrowed from the teachers' library.

The Intelligence of School Children and The Measurement of Intelligence, both by Lewis M. Terman. These books take up the question of intelligence tests and the results of testing the intelligence of a large number of children. They are not especially difficult to read.

Joan and Peter and The Undying Fire by H. G. Wells. These are both novels in form, but touch upon some of the big educational problems of the day. They are decidedly interesting in themselves and from an educational viewpoint.

Education by Dynamism by Frederick Burk, a pamphlet easily read and well worth while, may be obtained from the teachers' library or by writing to the San Francisco State Normal School, San Francisco, California.

There are many other books which are of interest to parents who wish to read upon some special phase of education. The above are recommended from the standpoint of general reading.

**OIL-BURNING ENGINE  
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A revolution in railway transport is expected to be effected by the invention and practical demonstration of an internal combustion oil-burning engine. Sir Vincent L. Raven, chief mechanical engineer of the Northeastern railway, has designed, had built and himself operated in the initial test such an engine. Because

they can be operated at half the cost of coal-burning locomotives the Northeastern has ordered fifty such engines as a starter.

"The engine, built at Elswick, is an 0.8 super-heated type intended for heavy freight," said Sir Vincent. "With a heavy freight I made thirty miles an hour, but the engine can do sixty miles per hour with a passenger

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Albert Lidgett, editor of the Petroleum Times, says:

"Such an engine can be operated at half the cost of coal burners. The application of the motor engine principle to the railways is a triumph for British engineering. We have been

searching for the secret of the philosopher's stone of the transport world for many years.

"More than 16,000,000 tons of coal were consumed by British railways last year. If the oil-burning engine has come to stay, as appears certain, this will be saved for general uses."

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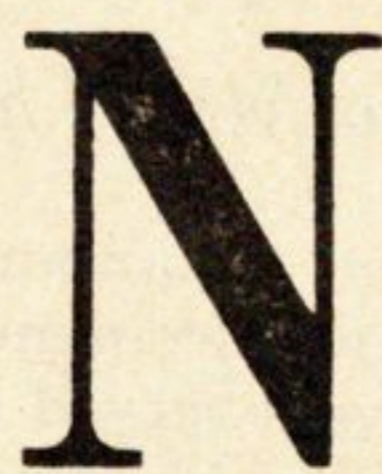
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