

of the teachers becomes most markedly inadequate. There has been a nation-wide movement therefore during the past ten years to reorganize the upper grades to fit the mental and physical development of the pupils. As pupils reach adolescence their interests begin to specialize. They therefore need teachers who have specialized, and are able to arouse their interest in the subject taught. The upper grade pupil goes more deeply into subjects than the lower grade pupil. You parents know well the questions children are capable of asking. In the upper grades it is important that the teacher should be able to answer these questions. The teacher should have specialized sufficiently in her own subject to be able to go as far in that subject as the pupils wish to go. It is impossible for one teacher to specialize in many subjects.

Department Work Favored

The tendency, therefore, in the reorganization of upper grade work is to have departmental instruction. That is, there is a history department under a history specialist, a teacher fully trained in history who devotes her whole time and energy toward the study and teaching of this one subject. There is a science department under a first rate science teacher, trained in university laboratories and capable of answering the hundreds of questions which children ask on scientific subjects. There is a well trained shop man to handle the manual training work, and so on. Each subject is taught to a number of classes by a teacher who has specialized in that subject. The pupils thereby receive the best obtainable teaching in each topic they take up, instead of the necessarily superficial treatment which would have to be accorded by a teacher who was spreading her energies over half a dozen subjects.

"The proposed organization, therefore, of the Winnetka schools, necessary both from the standpoint of economy and educational efficiency is this: Use the present three schools Skokie, Greeley, and Mann, as lower grade schools. Get rid of the congestion in them, and make it possible to lay solid foundations by making our classes small enough to allow attention to the individual pupil's needs. Then let all upper grade pupils come to the centralized departmental school on our 12-acre site, where they can receive an education suited to their development, an education which will prepare them both for life and for further work in high school and college. Such an arrangement as this is in accordance with the best educational practice in all parts of the United States. It insures the best possible teaching for the least financial outlay.

Three Buildings Impossible

The creation of three eight-grade schools rather than the three primary schools and one upper grade school, has been considered. It would be desirable in some ways, but a school system the size of Winnetka, however, cannot support several specialists in each subject. One teacher who specializes in mathematics can easily handle all upper grade work in mathematics for the system if that work is centralized. One first rate manual training school can handle all upper grade manual training. One science teacher with an adequately equipped laboratory can handle all upper grade science. And so on through all the subjects—printing, grammar and composition, literature, civics, music, art, sewing and cooking. If we have one upper grade building for the village of Winnetka, we can employ specialized teachers for upper grade subjects and can give our children the type of education that progressive cities everywhere are trying to provide for their children. If, on the other hand, we scatter our upper grades through three buildings, even if such a thing were possible, it would be quite out of the range of possibility to provide three sets of special teachers for the three sets of children. The teachers would not have enough to keep them busy, and the Board of Education would not be able to finance such a wasteful organization. To establish three science laboratories where one would do; to establish three manual training rooms where one is needed; to establish three art rooms, three music rooms three sewing and cooking rooms, to say nothing of three sets of equipment for upper grade physical education, would obviously be folly, even if the means for such an extravagant organization were

within our reach. As a matter of fact our financial condition is such as to preclude even the possibility of this thoroughly undesirable arrangement. There is only one sane alternative—a centralized upper grade school.

"For the location of such a school there are certain points which have to be taken into consideration. A modern upper grade school must have space. Children in the upper grades want and should have room for organized sports and for physical education. Physical education with sufficient gymnasium equipment and with space for large organized games, such as soccer and baseball, is as necessary as shop work. There is no time in the boy's life, nor the girl's either for that matter, when carefully directed physical development is so necessary. It is also at this formative time that ideals of fair play, courage and team work should be instilled in the boys and girls. The only place where these ideals can be most successfully instilled is the properly supervised play ground. Progressive communities everywhere are waking up to this fact, and providing play space and thoroughly trained physical education directors for their children.

Considers Future

"It is also necessary in planning an upper grade school to plan for growth, and to locate the school with regard not only to the present center of school population, but the probable future center of school population. With these facts in view a previous Board of Education carefully examined all the available sites in Winnetka, and after securing expert advice from outside the village as well as from within, purchased the 12-acre site on West Elm street, four blocks west of the present Horace Mann school. This site is a little over three blocks west of the present center of school population in Winnetka. The growth of population is already distinctly westward. It has to the west of it the open sweep of the Skokie, with the 40-acre village park guaranteeing a considerable amount of open country for all time. It is within a six blocks walk of 41 per cent of the upper grade pupils now in the Winnetka schools. It is no farther from the farthest pupil than any site which could be chosen in the village. That is, there is not a point anywhere in the village which is not a mile and a half from the farthest pupil. But practically no pupils have more than a mile and a half to go to the new school site. A bus line can easily transport the pupils who live at the greatest distance.

Ideal Location

"We have therefore in the site now owned by the school board and bought at the behest of the people of Winnetka, a place ideally located from the standpoint of the future center of school population, and more nearly ideally located from the standpoint of the present center of school population than any other available site; we have space adequate for the full development of physical education and play in the upper grades, and adequate for future growth of the building.

"The situation is, therefore, briefly this: Our schools at present are badly overcrowded; our school population is rapidly growing. We must have additional building. By erecting a modern upper grade school on our 12-acre site we will be able to relieve the present congestion, we will be able to provide for future growth, and we will be able to give the children of Winnetka the best type of modern education on a site which has everything to commend it from the standpoint of both location and size."

Need Central School

"Mr. Washburne's talks have shown," said Mr. Bell, "that we cannot continue with our present plans, but that a central upper grade school

is needed. Some time ago the school board had plans prepared for this central school building. They chose a firm of architects, which upon a thorough investigation appeared to be the best qualified school architects in the middle west, and probably in the country.

The building for which they have drawn up tentative plans consists of a double square of rooms around two courts, the principal part of the building being one story. This construction is at least as cheap as two story construction, and it has the great advantage of ample overhead light, and in case of fire permits the children to go out of their rooms into the open air without passing through any corridors or down any stairs. The central portion of the building is

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