

### SCHOOL PROBLEMS

By Supt. Washburne

Q.—How is the individual system to apply to the study of history? Doesn't a pupil need the influence of a good live teacher to get the best results from this subject?

A.—History and geography are primarily social subjects and at least half of the time devoted to them is social rather than individual. There is a certain body of information, however, which every pupils should have in order to be reasonably intelligent. Just what this body of information should be is at present a matter of guess work. The teachers' seminar, being held Wednesday evenings, is for the purpose of establishing a scientific basis for the informational side of history and geography. The purely informational side of this work can be handled individually more efficiently and more economically than under the class recitation system. The general plan consists in giving each child a guide book mimeographed in the school office and arranged as follows:

First, each topic is introduced by two or three paragraphs designed to awaken the interest of the pupil and to show him what important points to look for in his text book. These introductory paragraphs are followed by references to the various texts from which the pupils can get the information called for in the introductory paragraphs. When the pupil has read the references and answered to his own satisfaction the questions indicated, he asks for a test. This test includes in somewhat different form questions on all the points which the pupil was supposed to study. If the test is not passed with a grade of 100 per cent, the pupil must refer back to his text for information on the questions which he has missed, after which he asks for an alternative test. This test covers the same ground as the first test, but the questions are differently phrased.

He only answers those questions in the second test which correspond with the question missed in the first one. If he still fails to get 100 per cent, he is again referred back to the book and further reading in supplementary material, and may take a third test. No pupil goes on to a new topic until he has attained a 100 per cent grade on a test on the

topic he is leaving. There are review tests covering all the important points of the preceding tests at the end of each large division of the history. These also must be passed 100 per cent before a pupil goes on to the next division. Such a system as this insures a much higher efficiency than any system of class recitations could possibly bring about. Yet no pupil is held back by any other. It is possible to make rapid progress by careful study. Slovenly study is heavily penalized.

The influence of the teacher in making the history and geography work live is felt in the social periods. These periods are not for marks or promotions, nor are they in any sense recitations. They are vigorous discussions of the problems involved, or reports on special topics looked up by the individual children, or dramatization of certain features of the work. We have one teacher who gives a considerable part of her time toward helping in the dramatization of history and geography work. It is through acting out certain incidents or customs that these may be brought most vividly to the minds of the children.

Q.—When will the domestic science

room in the Horace Mann school begin to serve lunches?

A.—They have been delayed partly to permit the children to get as much experience as possible in canning while the season lasted, and partly because ideal weather conditions have made school lunches less necessary than they will be shortly. The domestic science department will begin to serve lunches about November 1.

#### CIRCLE MEETINGS

Circle meetings for next Tuesday will be: The Hawthorne Lane circle at Mrs. Dudley K. French, 503 Hawthorne lane. The Lincoln avenue circle will be entertained by Mrs. Joseph Brown, 808 Prospect avenue. Mrs. Nicholas will be assisting hostess.

#### NOTICE

Mrs. O. Spegel, 545 Provident avenue, near Elm street, phone Win. 1475, has opened an up-to-date Parlor Millinery carrying a fine line of ladies' and children's ready-to-wear hats; also remodels and makes hats to order. Special sale Saturday and Monday.

—Adv. T32-1tp

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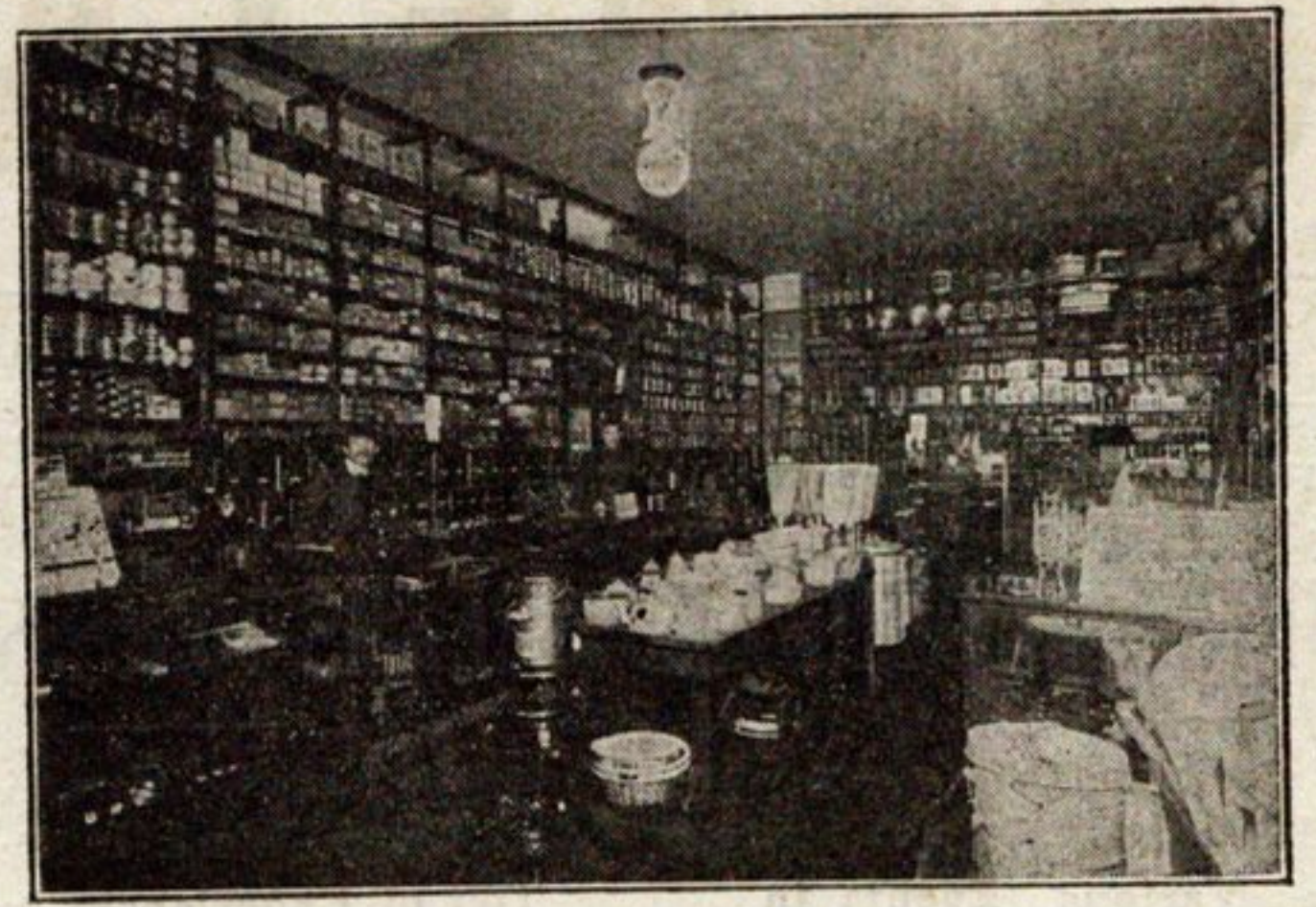
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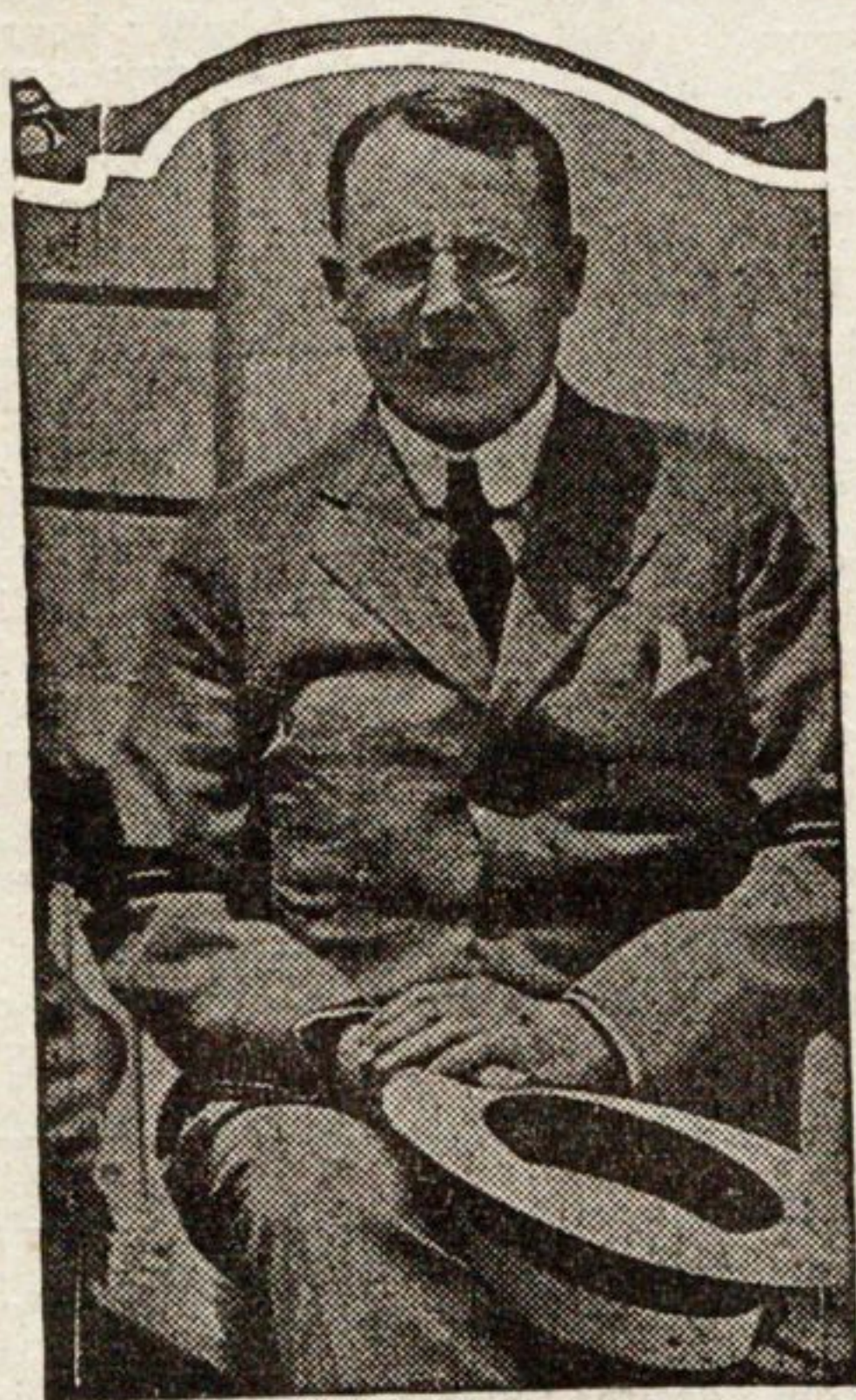
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# Attention! Progressive Voters!



JAMES M. COX

#### Governor COX says:

"The first duty of the new Administration clearly will be the ratification of the Treaty. A definite plan has been agreed upon. The League of Nations is in operation. . . . The question is whether we shall or shall not join in this practical and humane movement. . . . As the Democratic Candidate I favor going in."

Gov. Cox' Speech, Accepting Nomination for Presidency.

## GOVERNOR COX'

Record of Legislation

52 Measures of Constructive Law for Ohio

Such as:

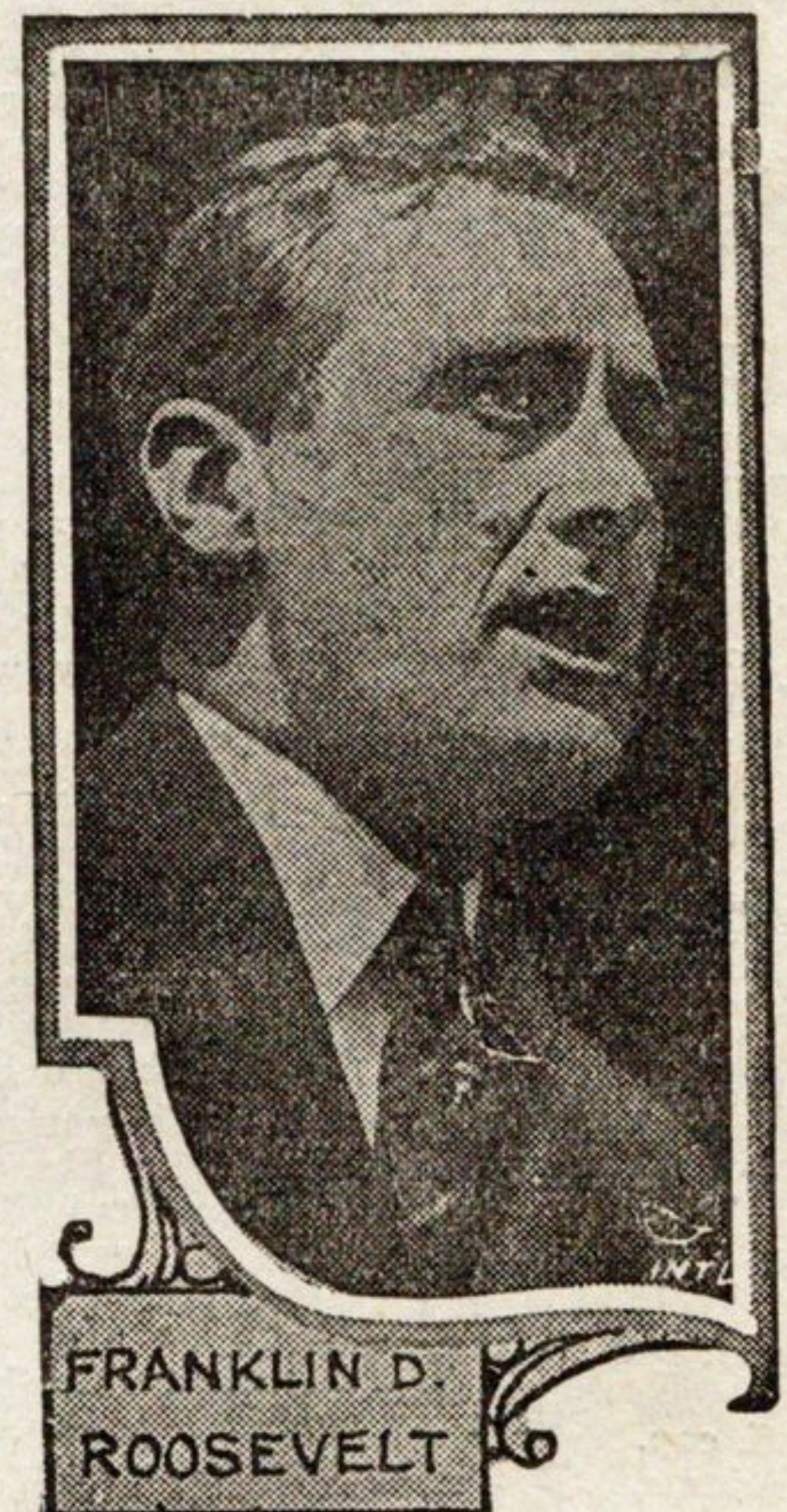
- Created State Board for Vocational Education.
- Created Institute for Deformed and Crippled Children.
- Establishment of Child Welfare Department.
- Adoption of Health Code.
- Establishment of State Tuberculosis Hospital.
- Created Vocational Education for Blind Children.
- Elimination of Sweat Shop Labor.
- Recommendation and Passage State Legislation for Women Suffrage.
- Establishment of Modern Budget System.

### LEAGUE OF NATIONS:

#### Senator HARDING says:

"I am without a specific program constructive in character about world associations, but I know one thing emphatically specific. The Democratic Candidate says, he is in favor of going into the league negotiated at Paris. For me and my party, I am not in favor of going into the league."

Chicago Tribune Report of Senator Harding's Speech at Baltimore, Sept. 27, 1920.



FRANKLIN D. ROOSEVELT

## VOTE for COX and ROOSEVELT

NATHANIEL H. BLATCHFORD, JR.  
FREDERICK K. COPELAND  
WILLIAM B. HALE

HAROLD L. ICKES  
ROSWELL B. MASON  
WILLIAM S. MILLER  
W. McM. RUTTER

HENRY F. TENNEY  
ROBERT H. WALLACE  
ROLAND D. WHITMAN