

SCHOOL PROBLEMS

By Supt. Washburne

Q.—Do you like to have parents help the children with their studies at home, especially in the lower grades? When I help mine he usually says "But that is not the way the teacher does it."

A.—You child has hit the nail on the head. If you can familiarize yourself sufficiently with the way the teacher does it, your help at home may be of real value, but to expect to be helpful without knowing what the teacher is working for and how she is teaching may result in more confusion than help. Parents should keep in close touch with the teachers and know something about the purposes and methods of educating their children. Questions concerning methods will be gladly answered in this column or in personal conference. It not infrequently happens that a mother who herself has been a teacher will feel entirely competent to help her child without knowing just how the child is being helped in school, or even in some cases to criticize the methods of the teacher. Criticism of the teachers' method should be directed only to the Superintendent of Schools, but questions designed to help the parents in working with the children may, of course, be asked directly of the teachers.

The answer to the next question will show one of the ways in which a parent may easily give a child the wrong kind of help with the best intentions in the world. The only way to be safe is to keep in touch with the teacher.

Q.—Why do you object to children using reasoning in learning how to add and subtract? When my little girl asked me how much 4 and 5 was I told her to work it out with some toothpicks. Later her teacher told me that this was wrong. Why?

A.—There are many things in life which have to be done so frequently that it is better to have them automatic than thoughtful. When a child is learning to walk we do not teach him to think where his weight should come and when he should put each foot forward, but trust to the trial and error method to teach him a series of reflex, so that he will not have to think about his walking. When a child is learning to talk we do not at first correct his English by teaching him grammar. We teach him

that "ain't" is wrong and "is not" is right, entirely regardless of the reasons. When a child asks the name of an object—a thermometer for instance,—we tell him the name but do not attempt to tell him that it is called a thermometer because it measures heat and the Greek word for heat is thermos. This all may come later, but our immediate concern is to give the child a working knowledge of those things for which he is going to have frequent use.

Arithmetic combinations (i. e. $3 \times 4 = 7, 4 \times 4 = 8$, etc.) are number facts which the child is going to use all through his life. To start him in the habit of counting on his fingers, or on little lines or pegs, is either to slow down all his arithmetical processes or to give him a habit which must afterward be broken. There are only 45 such combinations. Children can easily learn these as facts, just as they learn the names of object. When they do learn every combination automatically their arithmetic work is more rapid and more accurate and they can use their reasoning powers for applying this fact knowledge to the ready solution of practical problems.

In order to prevent children from counting when they add we deliberately begin in the first grade with the more difficult combinations, not with 1×1 , but with $5 \times 4, 6 \times 3$, etc. We teach children to count independently so that they know what 9 means, but we never teach them to count 5 and then 4 more and find out that this gives 9. The children

will find this out ultimately, but we do our best to establish an instantaneous recognition of 5×4 as spelling 9, before any thinking on this subject is done.

This upsets the pet pedagogical theories of a good many of the educators of a few years ago, and even of some of those now occupying high positions. Teaching the number combinations so that they will be known automatically, however, is not based upon pedagogical dogma; it is based rather on scientific study and efficiency of results, and is recommended by educators who base their recommendations on research rather than on philosophy.

SCOUT TROOP NO. 2 WILL CELEBRATE ANNIVERSARY

Boy Scout Troop No. 2 is planning a hike in celebration of its first anniversary Saturday. During the year the boys, under Scoutmaster Gerhard, have effected a flourishing organization, which is now entering enthusiastically upon its second year. Meetings are held in the Parish house every Monday evening.

The Troop now has its full quota of thirty-two active members, with several boys under the 12-year age limit enlisted as "cubs". Application has been made to national headquarters for permission to enroll additional members. There will therefore be room for more, and any boy of the community, not already a Scout, will be welcomed in Troop No. 2.

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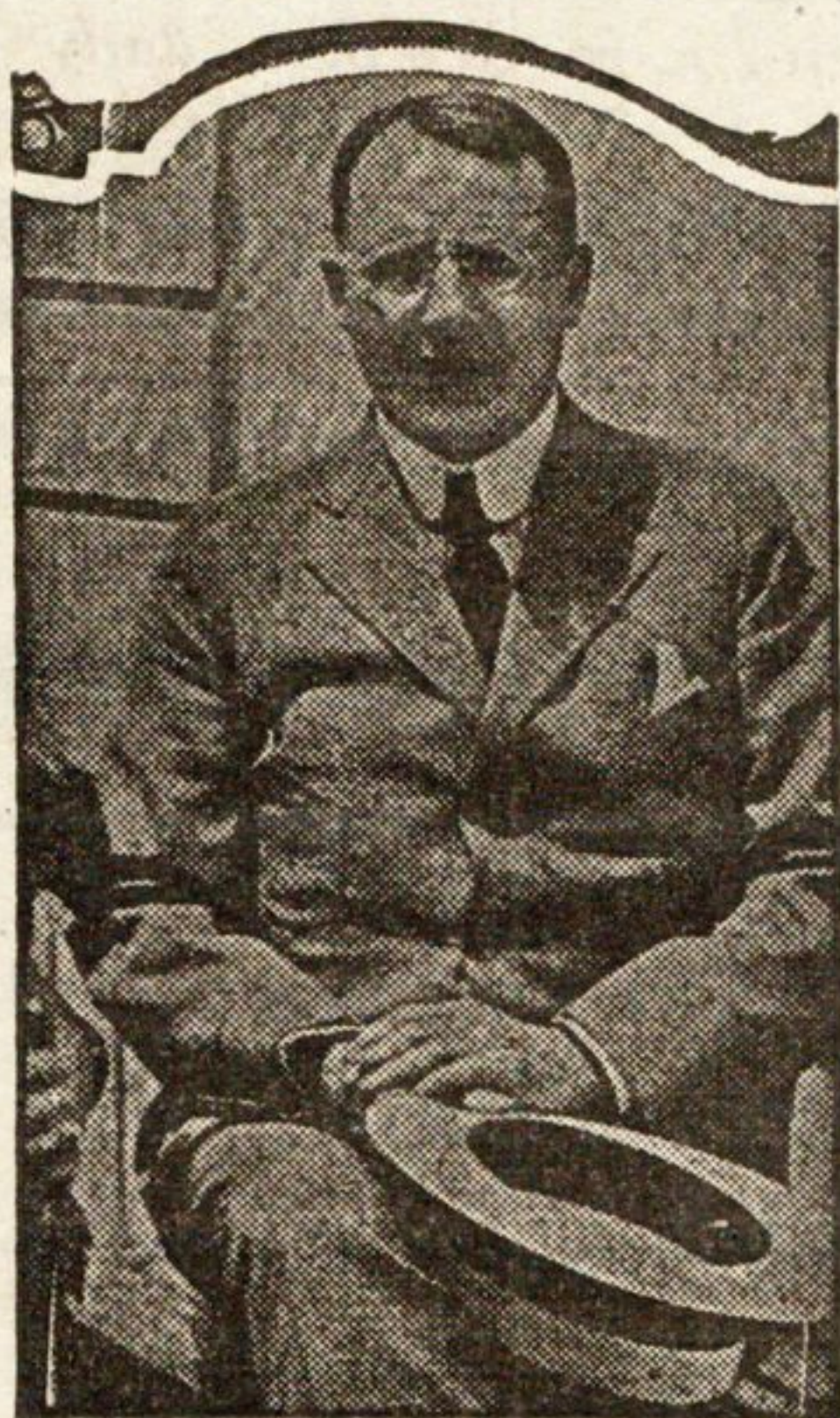
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Attention! Progressive Voters!



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:

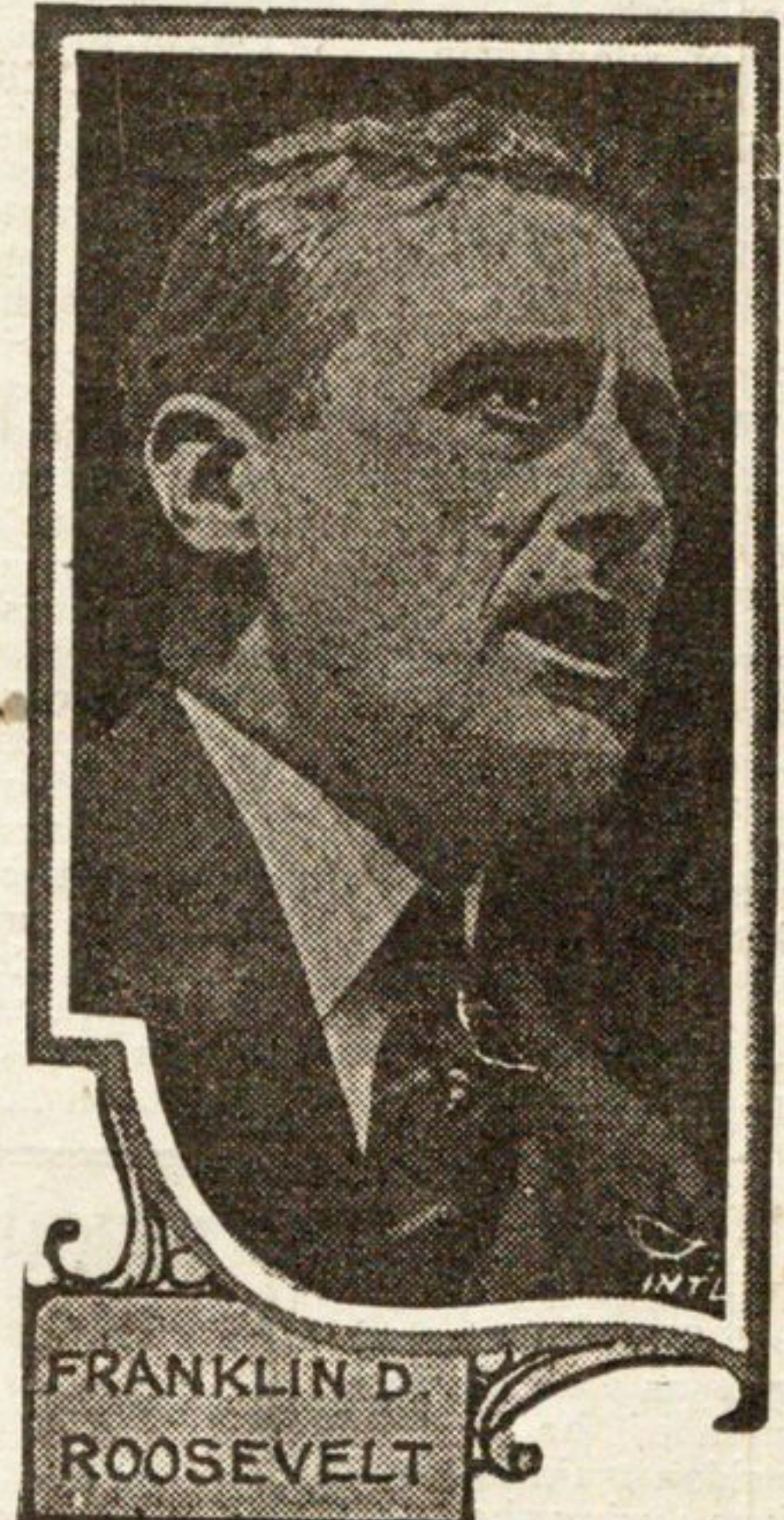
Senator HARDING says:

"The obligations are clear enough and specific enough. I oppose the proposed League. I do not want to clarify these obligations. I want to turn my back on them. It is not interpretation, but rejection that I am seeking."

Des Moines Speech, Oct. 8, 1920

"I am without a specific program constructive in character about world associations."

Baltimore Speech, 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