

SCHOOL PROBLEMS

By Supt. Washburne

Q.—I can't make anything out of the goal cards my child brought home. Why not have the old-fashioned report card that can be understood?

A.—When my own little girl brought home her goal cards I felt a good deal as you do. At first sight they are formidable and not easily understood. When you examine them more carefully, however, you will find that each goal card is an abbreviated course of study for the year's work of your child. They therefore show you what no report card could possibly show—exactly what work your child has to accomplish before he is promoted. It may be that where ignorance is bliss, 'tis folly to be wise, but we are going on the contrary assumption in Winnetka. We want the parents to know what their children are doing in school. We want them to know not merely that their children are getting along all right in their studies, but to know what their children have to learn and how rapidly they are learning it. We therefore have substituted goal cards stating exactly what achievements are required for promotion and showing just how many of those each child has accomplished.

Ultimately the rather clumsy plan of sending eight or ten cards home will be supplanted by using a course booklet containing the same information but all found together. Such a booklet as this is used in the schools of Springfield, Illinois, where an effort is being made to promote individually somewhat as we are doing here. We do not wish to prepare such booklets, however, until we finish the revision of our course of study. Much of the objection to the goal cards will be removed by the booklets. But it need not be expected that it will ever be as easy for the parent really to understand what his child is doing in school as it is to look over an ordinary report card.

Q.—May pupils be excused for Mr. Bournique's dancing class?

A.—In accordance with our general policy of encouraging outside educational activities, we have arranged a schedule with Mr. Bournique to our mutual advantage. Mr. Bournique on his part has made his classes 15 minutes later than they were before. This has obviated the necessity of excusing most children. A few pupils, however, have classes that interfere with even this revised schedule and we are making special adjustment of their cases.

Q.—I can see that the individual system is good for bright pupils, but isn't it bad for the slow ones?

A.—Our brief experience here and the much longer experience in the elementary department of the San Francisco State Normal school where an individual system has now been in operation for eight years, would both indicate that the individual system is if anything better for the slow child than for the quick one. A bright pupil will get an education out of the schools under almost any system. He may be held back and form habits of working below his ability, but he will get a good grasp of most of the school subjects and skills. A slow pupil, however, labors under serious disadvantages. He needs special help which is difficult to give under the class system; he finds himself constantly lagging behind the class and therefore becoming discouraged; and at the end of each year he is either promoted with an inadequate foundation or made to lose a whole year by grade repetition. The individual system eliminates all of these evils. The slow pupil can take as much time as he needs to do his work thoroughly. He never has to repeat a grade; he does not have a constant and nagging realization of a class that is just one step ahead of him. At the same time, he has it vividly brought to his consciousness that hard work pays. As one of our teachers recently said: "The individual system is not good for the lazy pupils."—At least it is not pleasant for him. Under the class system a slow pupil had a reasonable chance of promotion with the rest of the class though his work was distinctly mediocre. Under the individual system he knows that he must reach a definite standard before he can go on, and that his laziness will simply result in his having to stay in school longer. Our teachers and visiting school people have again and again expressed themselves as noticing the effect of the individual system upon the diligence and deportment of the children. Those rooms in which the work is most perfectly individualized are the ones in which discipline problems seldom arise.

EXPORTS UP, IMPORTS DOWN

Washington, D. C.—Exports increased \$28,000,000 in the month of September as compared with August, while imports decreased \$150,000,000 in September as compared with August imports, the monthly trade statement of the bureau of foreign and domestic commerce today showed.

MEMBERS OF TANK COMPANY EXAMINED AT N. U. OBSERVATORY

Thirty-two members of the recently recruited company G of the Wilmette and Evanston tank corps received their physical examination at the observatory of Northwestern University Friday night. Dr. S. V. Balderston and a corps of assistants made the examinations.

Considerable enthusiasm was shown on the part of the new members of the company, and those who made the examinations report that an unusually fine lot of young Americans has been selected to form the personnel of the company.

On Wednesday evening at 7:30 o'clock thirty-two or more members took their physical examinations at

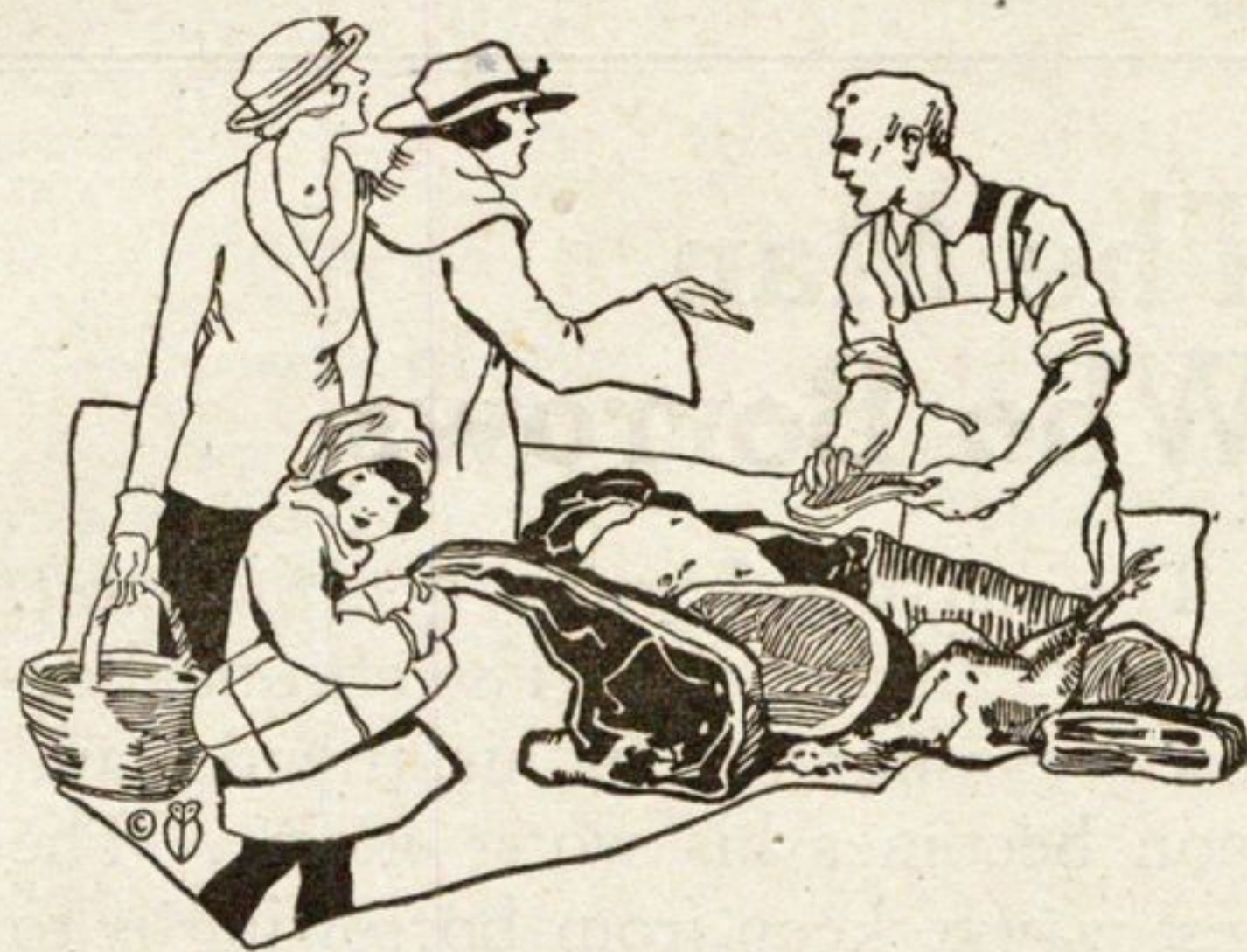
the observatory. The total membership of the company is seventy-five.

MORTON IS DEFEATED

New Trier's soccer artists drubbed Morton High school at the Kenilworth field Saturday morning by a 3-1 count. McKinney kicked two goals for New Trier while Harbaugh assisted with one marker. University High at the U. H. grounds is the Saturday morning soccer card.

ELECT CLASS OFFICERS

The Sophomore class at New Trier High school elected the following class officers this week: president, Dwight Chapman; vice president, Jane Ridgway; secretary, Mary Lloyd; sergeant-at-arms, Perry Lieber.



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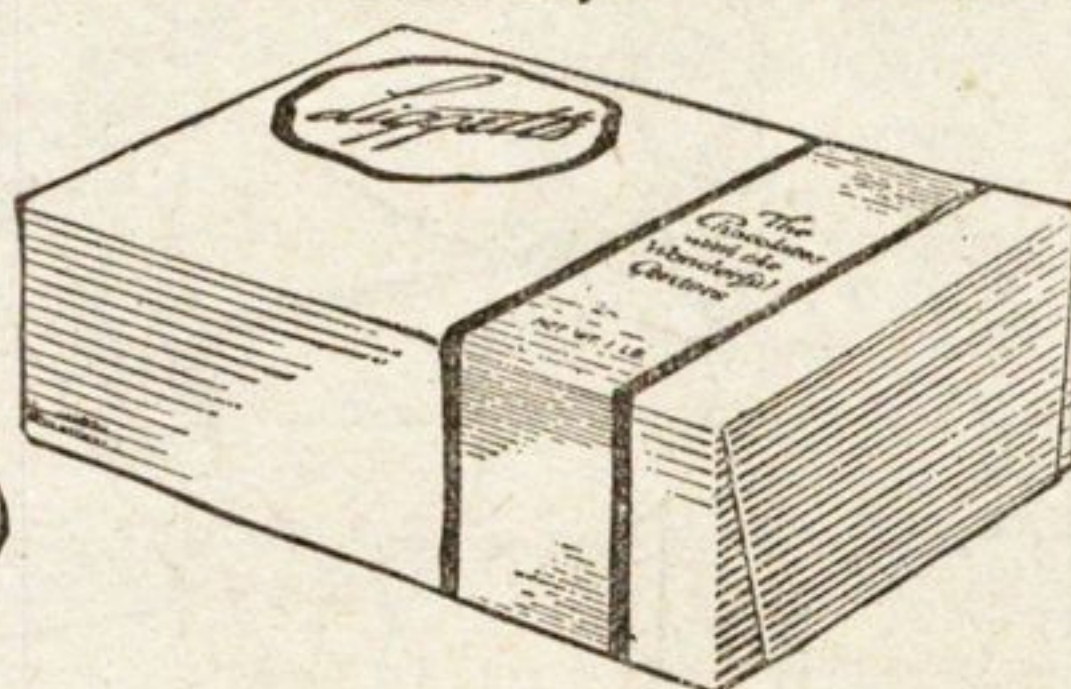
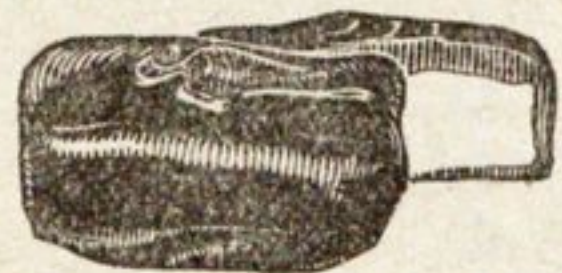
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