

**SCHOOL PROBLEMS**  
By Supt. Washburne

Q. Under the present system of goal cards and report cards had can a parent know whether a child is progressing rapidly enough to be promoted at the end of the year?

A. Whenever the child's progress is so slow as to indicate serious danger of delayed promotion in any subject, a note to that effect will be included with the report cards. In general each pupil's progress will be distinctly visible by the number of O. K.'s on the goal card. All topics on a goal card must be O. K.'d before a pupil is promoted in the subject concerned. If at the end of half a year more than half of the topics are O. K.'d, it is safe to assume that the pupil will probably be promoted in that subject before the end of the year. If less than half of the topics have been O. K.'d, it is probable that the pupil's promotion will be delayed until the next fall. It is, therefore, possible to know much more accurately what progress a child is making than under the old report card system.

Q. Do children do any reciting under the individual system?

A. Not in the usual sense of the word. Under the class lock-step a teacher tries to find out how many of the children have studied their lessons by asking various children different question on which they recite. No one pupil is tested on all points of the lesson, and in one recitation it is usually impossible to call upon all pupils in the class. The class recitation, therefore, is a hit-or-miss way of sampling the knowledge of children and can only accidentally reveal individual weaknesses. Under the individual system this recitation is replaced by a simple written test of a kind which requires one word answers, and is, therefore, quickly taken and quickly corrected. These tests make it possible to find out how thoroughly each pupil in the class has studied his lesson, and to identify definitely each pupil's weak points.

Such a system, however, lacks the social side. It is, therefore, necessary to have social periods in which children get on their feet before their fellows and in which there are live discussions. We have such social periods. The general rule is that about one-third of each day should be given over to purely social work—book reports, discussions, dramatizations, etc. These periods of social work give a child far more opportunity to express himself than the old-fashioned class recitation, for he is not limited by the teacher's questions, nor is the teacher trying to find out whether or not he has studied his lesson. The whole time and effort of both teacher and pupil are put into the pupil's expression and the social activities.

Q. Isn't the individual system hard on the slow pupil?

A. This question recurs from time to time. The individual system is even better for the slow pupil than for the fast one. Under the class lockstep the slow pupil finds himself constantly behind his class and pushed along at a rate too rapid for thorough work. If he manages to get promoted with the rest of the class, he suffers the next year from a weak foundation. If he does not manage to get promoted with the

rest of the class, he has to take the whole year of work over again. He, therefore, is doomed under the class lockstep the slow pupil finds himself thorough or to a serious loss of time by grade repetition.

Under the individual system, on the other hand, each pupil is promoted in a subject only when he has completed in a thorough and satisfactory way the year's work in that subject. It may take a slow child over a year to finish this work. A rather singular fact, however, has been observed by a study of promotions under the individual system at the San Francisco State Normal School. It has been found that while the slowest pupil may take considerably longer than a year to do one year's work, he seldom takes longer than two years to do two years' work, and never takes longer than three years to do three years' work. In other words, there is a speeding up somewhere during the three-year period to make up for previous slowness. There is not a single case on record at the San Francisco State Normal School among normal children of a pupil taking more than three years to do three years' work in any subject. Consequently, under the individual system, the slow pupil does not lose time, but may gain time over the lockstep system, and is sure to do more thorough work, where, under the lockstep, his work is likely to be slipshod.

**"SPIRIT OF HISTORY"**

Prof. William E. Dodd of the University of Chicago, will give a lecture on "The Spirit of History," at the Winnetka Woman's Club, Monday evening, November 22. This lecture, following the six weeks' course of lectures given by Prof. Dodd, has

been requested by many women who have found this course exceptionally stimulating in connection with the study of American history.

**CHRISTMAS CARD SALE TO ASSIST DR. ALICE BROWN**

Children of the Winnetka public schools, following the precedent established a year ago, have started work on hand-painted Christmas greetings cards to be sold in the village for the benefit of the relief work conducted by Dr. Alice Barlow-Brown among the Serbian refugees.

Last year the sale of these cards netted \$40, which was directed to Dr. Brown. The first remittance was not received by the Winnetka relief worker, but the second remittance was received later, the draft being honored and cashed on September 21, 1920.

Purchase of these cards provides a means of materially assisting in the very urgent work among the destitute Serbian war sufferers.

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**Ten Ways to beat the H. C. L.**

1. BE A PRODUCER. Work and earn, to help increase the world's goods, and thereby decrease the cost of necessities.
2. MAKE A BUDGET. Plan how you will dispose of your income. Do not live from "hand to mouth."
3. RECORD YOUR EXPENSES. Keep track of where your money goes to see how you come out with respect to your estimates.
4. KEEP YOUR MONEY IN BANK. Pay bills by check and put your surplus regularly in savings. This keeps your money safe and helps you to save.
5. CARRY LIFE INSURANCE. It is an investment—not an expense—a protection to your dependents after you are gone.
6. MAKE A WILL. Be sure your "house is in order," for you never know when you will be called to the "great beyond."
7. OWN YOUR OWN HOME. Even is you have to go into debt for it, your greatest satisfaction will come from living under your own roof.
8. PAY YOUR BILLS PROMPTLY. Don't obligate yourself beyond the limits of your budget allowances and protect your credit by meeting those obligations promptly.
9. INVEST YOUR SAVINGS. When your savings are sufficient to buy one or more good bonds, go to your banker and buy them.
10. SHARE WITH OTHERS. Remember the Golden Rule and do your full duty toward mankind; for therein lies contentment, without which you cannot be truly prosperous.

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