

**JOTTINGS FROM  
NEW TRIER HIGH**

(Continued from page 29)

7. Retains fairly well the general principles of the course.

**Grade D**

1. Usually falls a little short in doing required work.
2. Attendance rather irregular.
3. Is listless and inattentive.
4. Often lacks supplies and equipment needed in work.
5. Sometimes "misunderstands" assignments.
6. Careless in preparation of work.
7. Lacking in thoroughness and usually tardy in handing in written work.
8. Seldom knows anything outside the assignment.
9. Rather indifferent to school work.

**Grade E**

1. Willing but mentally slow in complying with instructions.
2. Retains very few of general principles of course.
3. Unable to concentrate for any length of time on work at hand.
4. Is frequently absent or tardy.
5. Does not profit much from criticism.
6. Chief interest seems to be outside of school.

**Grades F and P**

1. Lacking in qualities enumer-

ated under A, B and C to the extent that he is unwilling or cannot do the work.

2. Is inattentive.
3. Is mentally very slow.
4. More or less of a problem from the standpoint of discipline.
5. Is chronically absent or tardy.
6. Very inaccurate and careless in work.
7. Wastes time at school and does little or no home work.
8. Suffers from physical handicaps.
9. Does not respond to suggestions and criticisms of teachers.
10. Not at all interested in school work or in the activities of the school.

It will be seen that the factors which call for a grade of A or B are pretty much the same differing only in degree. The same is also true of F and P. Indeed it is very difficult at times to draw the line between any two of these grades. There are many students who might be called border line cases. The teacher often finds herself perplexed as to whether a student should be given a grade of A or B, B or C, C or D, etc. It must not be understood that a student receiving a grade of D, E, F or P has all the faults enumerated for these grades. It sometimes happens that one of these shortcomings explains why a student is given any one of these grades. So long as grading rests upon the individual judgment of the teacher, we shall always

be confronted with this difficulty. There is also a wide difference between teachers in the matter of grading, and, in fact, between teachers grading the same paper in even the most fixed of our sciences, mathematics, for instance. In the content subjects, such as English, history, etc., there is even greater variation. Although teachers are most conscientious in the matter of awarding grades, we cannot entirely eliminate the human element that enters in, and this admits of a considerable probability of error. The best we can do is constantly to strive to be as painstaking, judicious and accurate as possible in placing our evaluations upon the work of our high school boys and girls.

ESTON V. TUBBS,  
Superintendent.

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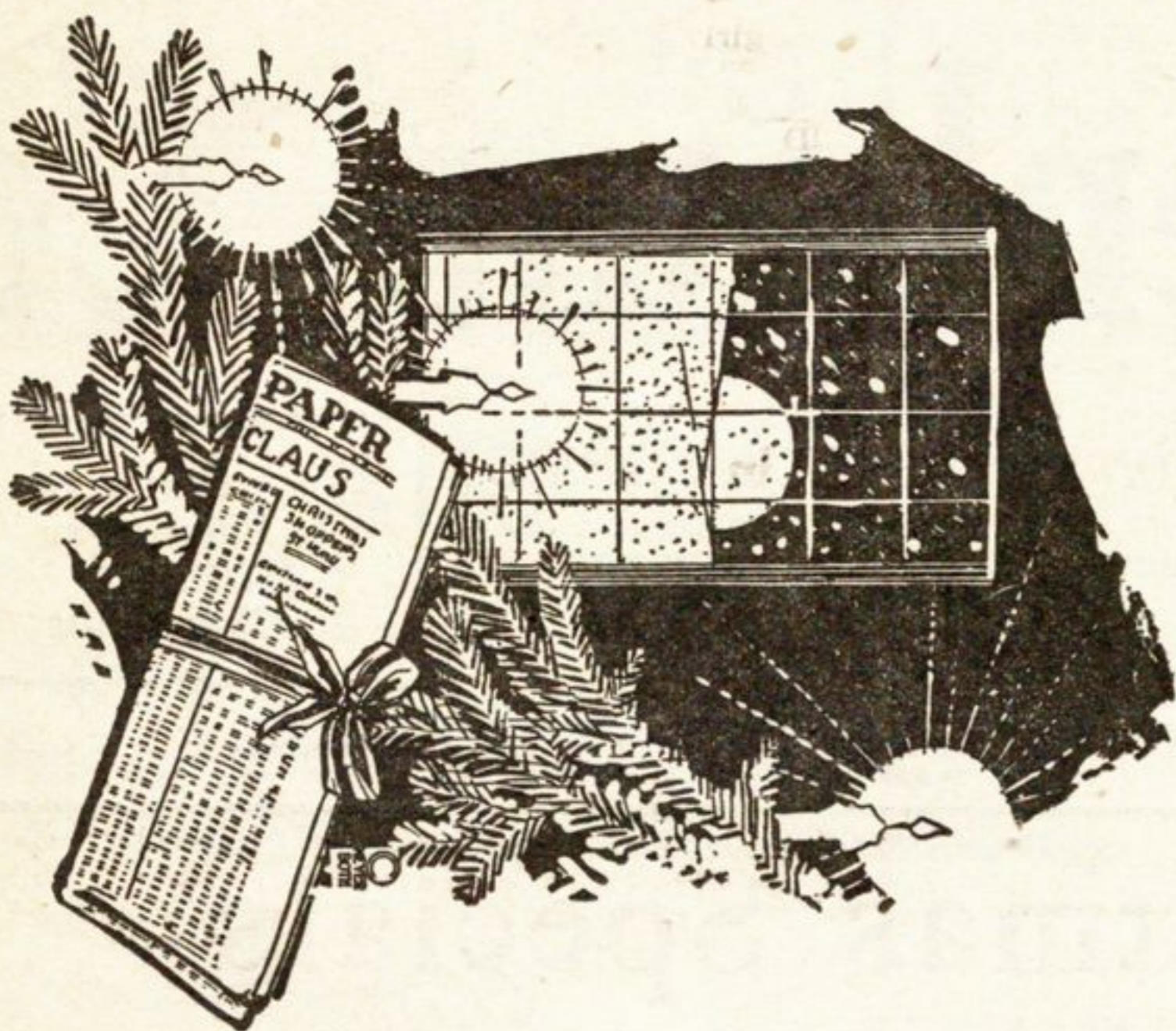
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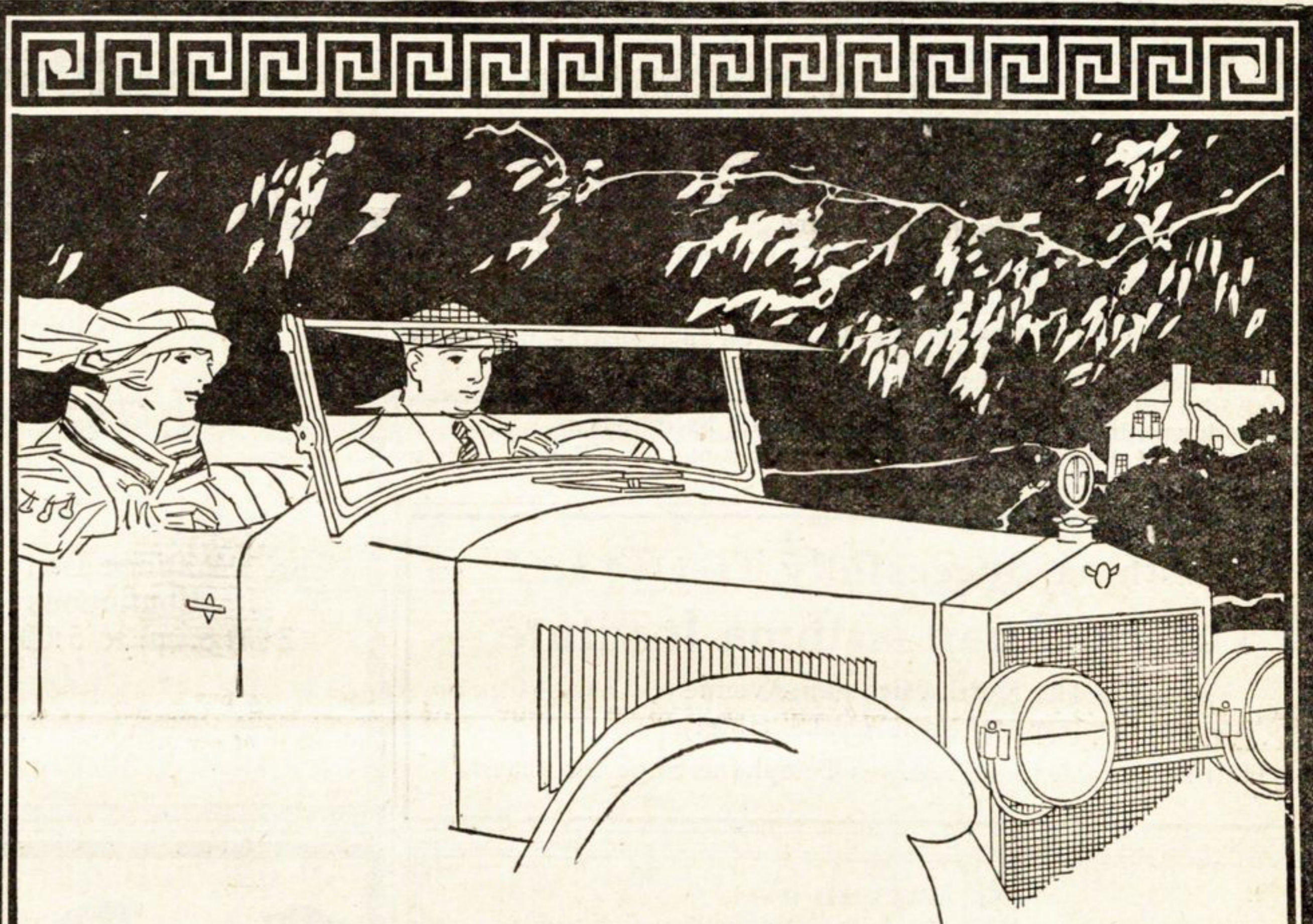
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