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ARITHMETIC AND THRIFT GO HAND IN HAND IN CITY

ST. LOUIS PUBLIC SCHOOLS ADOPT NEW METHOD OF INSTRUCTING YOUNGSTERS.

NEW IDEAS SUPPLANT OLD

Marbles and Chalk in Problems Yield to Money, Thrift and War Savings Stamps.

Arithmetic, as it is being taught this year in the lower grade schools of St. Louis, is not like that which the older brothers and sisters of the pupils of today studied, says the Post-Dispatch. The habit of thrift is being encouraged along lines suggested by the Savings Division of the United States Treasury Department.

No longer is the child in the first or second grade asked to solve the problem of how many marbles A has after he has added two to his stock of three. Marbles do not amount to much in the present-day studies. Addition, subtraction, multiplication and division are now taught with examples concerning the life of the squirrel—how the squirrel saves and why he saves. He builds a comfortable and durable home in the hollow of a tree and works all summer and fall laying away nuts and acorns while they are plentiful, because it is much more comfortable to gather food in summer and to remain indoors when it is cold in winter.

Compared to Rabbit.

Continuing about the squirrel, the teacher compares its wisdom to that of the rabbit, which never stores away anything, must hunt for food all winter long, no matter how deep the snow may be, and sometimes starves to death for want of something to eat. The conclusions drawn are that the squirrel is very much wiser than the rabbit because he saves food for the coming winter, as squirrels save nuts for winter so children can save little things for times when they will need them—papers, chalk, pencils and pennies—and last, but not least, that boys and girls can save their pennies by buying Thrift Stamps.

The third grade is taught that the fire department, although it costs money to maintain, is an extremely thrifty arrangement for a community. Sums based on fire losses, insurance, rate of taxation for the upkeep of the department and other phases of the fire-fighting system are worked out. Incidentally the course includes hints as to safety-first precautions. Following are two problems on Thrift and War Savings Stamps illustrative of those given out to the third grade:

"Louise saves 5 cents a week from money earned in helping her mother dust. How many weeks will it take her to save enough for a War Savings Stamp that costs \$4.20?"

"Harry paid \$4.17 for a War Savings Stamp, January 1, 1923, he will receive \$5 for the stamp. What is the difference between what he paid for it and what he will receive for it?"

More Savings Societies.

The pupils of the fourth grade have War Savings Societies and their arithmetic lessons are based on weekly reports of their treasurers. Here are some of the examples:

"The treasurer reported that 5 pupils had 2 War Savings Stamps each, 14 pupils had 1 War Savings Stamp, and that different pupils in the room owned 28 Thrift Stamps. How much money had the pupils spent altogether for Thrift and War Savings Stamps, if the War Savings Stamps cost \$4.14 each?"

"Jack has the best record. By selling papers he had saved enough money to buy two War Savings Stamps and 12 Thrift Stamps. How much money had he loaned to the government if he paid \$4.14 each for the War Savings Stamps?"

Fifth grade War Savings Societies keep track of the total savings of their members through the medium of two thermometers sketched upon the blackboard. One represents the 5A grade and the other the 5B grade. Each dollar saved by the members is shown by raising an indicator one degree on its thermometer.

Problems for the fifth grade pupils are along the following lines:

"John has bought \$3.75 worth of Stamps has Will?"

"Everyone of 684 children in this school bought a Thrift Stamp last Monday. How much money have they lent the government?"

To suggest what a respectable sum of money a boy and his mother can save in a year toward the boy's college education or some other worthy purpose the following example is given to the pupils of the sixth grade:

"George's mother saved an average of \$1.25 a month by going to market instead of telephoning. George and his mother saved an average of \$2.90 a month ever expenses by raising fresh vegetables for summer and by canning the remainder for winter, they both saved an average of 30 cents a month on the light bill by turning out the

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