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Arithmetic is one of the basic studies of our school system. It has been proven conclusively that it has an important part in our American daily life, our vast resources, our modern business organizations, our great industries, and our state and national governments.

We teach our pupils that an educated citizen must know all of these if he is to take his place as a contributing as well as receiving member of his community. This need for arithmetic is taught in many ways, such as: How we earn money; how we spend our earnings; how we save by buying government bonds and by depositing in banks; how we borrow money; how we read and hear about heights of mountains, depths of rivers, distances on the globe, and time needed for travel by various means; how the doctor and scientist use the thermometer; how the traveler judges distance and speed by the speedometer; how the carpenter uses measurement; how the grocer uses figures in his business; how insurance is calculated; how we pay taxes; how we use electricity; how we read maps, statistics, pictures and graphs; and how we use arithmetic in household duties. To make this need more real to the pupil, the problems are usually based on real life conditions.

The arithmetic material taught in each grade is organized to meet certain requirements. In the primary grades the pupils learn principally the fundamentals of arithmetic. The use of fractions and decimals are stressed in the fifth and sixth grades. Then, in the seventh grade, all of the principles are used in the working of life's problems.

As the pupils meet these standards, they are advanced into the more difficult processes of arithmetic. Not only are they to understand the operation of a certain principle, but also to perform the operation correctly. This means they are to work with accuracy and reasonable speed. Drills and practice are emphasized.

In the classroom the pupils are observed and given tests to determine their strength and weakness in arithmetic. After the needs of each pupil ^{are} discovered, remedial work is given to individuals or small groups of pupils. By doing this, the pupils who do not have a particular difficulty are not forced to continue working examples of a kind which they understand, but may advance to other processes. The school makes provision for pupils of varying levels of ability.

The general procedure of all arithmetic classes is very similar. When introducing a new type of problem, the teacher explains each step in the working of the example. The pupils are encouraged to ask questions concerning their work. Problems involving the new principle are given to the pupils to ascertain their understandings. The class drills on speed and fundamentals. By doing most of the arithmetic in the classroom, the teacher is able to locate misunderstandings and help the pupil to correct these. This system of teaching arithmetic is carried over in whatever class a math problem may arise. Therefore the child realizes that arithmetic is not an isolated subject, but one correlated with other subjects.

We may state that our arithmetic program is one which is adopted to the needs of our modern life, is used to develop thinking habits, and to train our pupils in accuracy and thoroughness.