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The Extra Curricular Library

THRIFT THROUGH EDUCATION

BY

CAROBEL MURPHEY, PH.D.

VICE PRINCIPAL, THOMAS A. EDISON

JUNIOR HIGH SCHOOL

LOS ANGELES, CALIFORNIA



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Thrift Creed

WE BELIEVE IN THE HABIT OF SAVING BECAUSE

1. It is the foundation of a strong character in that it builds up self-denial, will power, and self-confidence.
2. It promotes the growth of individual industry and responsibility.
3. It calls for intelligence in spending and results in scientific management of one's personal affairs.
4. It develops forethought and removes one of the greatest causes for worry.
5. It establishes for the thrifty person a reputation for intelligence, diligence, and dependableness.
6. It puts one in line for the best positions.
7. It enables one to seize business opportunity when it comes.
8. It secures greater and better planned pleasures.
9. It makes one a benefactor to society, not a beneficiary.
10. It assures national stability, prosperity, and happiness.

Happy New Year 1925
BOYS' AND GIRLS' CLUBS
Roosevelt High School
Seattle

FOREWORD

ON the opposite page we present the THRIFT CREED of the Roosevelt High School, Seattle, Washington. Every force that can stimulate the achievement of this goal should find its place in the schools of the country. THE EXTRA CURRICULAR LIBRARY edits this volume of THRIFT THROUGH EDUCATION as a contributing force for the best advancement of Thrift ideas. Dr. Carobel Murphey has gathered together valuable materials and tools for the Thrift workshop. Her philosophy is sound, her ideas are practical and her experiences warrant followship.

Self-reliance is a cardinal principle of character growth. An intelligent appreciation and application of thrift should provide for the assurance of proper development of self-reliance. It is through this medium that thrift is being constantly recognized as of growing importance in modern education. Thrift will find an ever increasing field of worthy application and a growing demand for its best understanding and presentation. This volume comes to the educational world as a force to this accomplishment.

HAROLD D. MEYER.

Chapel Hill, June, 1929.

PREFACE

THIS book is the outgrowth of a doctor's dissertation presented to the School of Education of the University of Southern California. It represents research pertaining to thrift practices in many localities together with intensive controlled experimentation in a metropolitan secondary school of some two thousand students.

Many of the tables of a technical nature included in the original study have been omitted, so that in the present form (the book is organized for a broad course in thrift education to be built around the School Savings Bank Activity.)

In the psychological approach and in the method pursued, an attempt has been made to give problems meaningful to the high school boy and girl, and to inaugurate a program suited to the secondary plan of organization.

While the work is planned especially for the high school there is no reason why the same material cannot be used effectively, by adaptation for the elementary school.

The writer wishes to acknowledge her indebtedness: to Dr. Albert Sydney Raubenheimer, Pro-

fessor of Education, of the University of Southern California under whose direction the original research and experimentation was done; to Dr. Lester B. Rogers, Dean of the School of Education, to Dr. Frank C. Touton, Professor of Education and to Dr. Rockwell D. Hunt, Dean of the Graduate School, for encouragement and constructive criticism in the pursuance of this study; to Paul L. Edmondson and Zelma Huxtable for the-reading of the manuscript; to B. M. Jones, Principal of the Huntington Park Intermediate School and to Ethel Percy Andrus, Principal of Lincoln High School, Los Angeles, California, for the use of their schools as supplementary laboratories; to Frank X. Goulet, Principal of the Thomas A. Edison Junior High School, to Provis B. Hopkins and Elma Rogers, Thrift Sponsors, for help with the major experiment; and to Avery J. Gray, Thrift Supervisor for the City of Los Angeles for active cooperation in all matters necessitating his advice.

CAROBEL MURPHEY

Los Angeles, 1929.

CHAPTER I

INTRODUCTION

The Problem, Definition and Scope

Americans Set New Mark in Thrift. Under this caption appeared the following editorial in one of our large dailies:

The urge for thrift which was engendered in the American people during the World War continues unabated, if the deposits in savings banks are to be taken as an indication. At the close of the last fiscal year the greatest annual increase in savings deposits ever known in this country was recorded, as just announced by the American Bankers' Association through its deputy manager, W. Espey Albig.

Summarizing the article further it is revealed that while some sections of the country hold more cash savings per capita than others, all share in the general increase. The total amount of savings for the nation on June 30, 1928, was \$28,412,961,000, an average of \$237 for every man, woman and child in the United States. This total shows an increase of \$2,327,059,000 over the preceding year. From Mr. Albig's report as of June 30, 1927, it is shown that there are 12,678 schools in the United States participating in the School Savings Bank movement with 3,815,785 depositors holding almost \$24,000,000 in deposits.

Likewise one finds a huge growth in savings as the result of the campaigns conducted by the building and loan associations and the life insurance companies.

The problem of teaching the elements of thrift is not new, but there has been a decided change in emphasis. A review of war-time thrift shows how deeply concerned teachers of the nation were in the wise use of all resources. Most persons believe in thrift, in all its sane angles and practices, but if thrift is to be regarded as a subject of permanent educational value for all times, the standards and methods of teaching, the time to be devoted to it, the principles to be taught, and the opportunity for practice must be worked out by school men through the same methods of educational thought as are used in other school problems. It is a question of the relative importance of this subject to the other subjects of the curriculum. Simply stated, one should ask, of how much practical value to the life of the individual is the knowledge of the simple principles of economics? When a thoughtful person observes the large number of even brilliant men and women, not to mention those less fortunately endowed, who fail for lack of understanding of the principles of economics, he can answer that education in thrift is of first importance.

The Problem of This Book. In September, 1927, an experiment was undertaken by the writer in one of the high schools of Los Angeles, California, for

the purpose of determining the degree and character of modification that could be made in the thrift practices of the students involved in the experiment. The thought was to carry out the experiment as an organic part of the school activity, as part of the regular program, that is, during school hours: first, to effect changes in the thrift habits, attitudes and ideals of those participating; and second, to measure the changes effected. The problem of this book is to present by rearrangement the material reviewed and the data collected as a result of this study, to the end that other schools may have the benefit.

Definition and Scope. For a working definition, one taken from "Ten Lessons in Thrift," issued by the Treasury Department of the United States Government (February, 1919) is used, "Thrift is good management of the business of living." This same thought is expressed in similar terms in Webster's Unabridged Dictionary, "Thrift: to thrive, to do well."

No educational program having the welfare of the whole boy and girl at heart can be limited by defining thrift as the saving of money. Thrift is shown: (1) in earning according to one's ability, (2) in saving systematically, (3) in spending wisely, (4) in investing safely, all of which involve the establishment of high standards through education.

Industry earns, economy manages, prudence plans, frugality saves; but thrift earns, plans, manages and saves

. . . with a view to wholesome expenditure at a fitting time.¹

The miser, motivated by the satisfaction he gets from hoarding, is not thrifty for he denies himself and others the comforts of life. The thrifty person is generous, for one cannot be thrifty at the expense of self-respect, comfort and health, as one lives one's life as a member of society.

A well planned life involves the thrift of body and mind as well as money. Such concepts as the wise use of talent, effort, materials and time should be kept in mind as the practical bases of education in thrift in the school. Success should be measured by what a person is more than by what he has; by what ideals and attitudes he is guided rather than by the size of his savings account.

On the other hand, the students should be taught that money in itself is not "the root of all evil"; but that it is only a medium of exchange between individuals and peoples; that it represents stored up work or energy on some one's part as payment for production or service, to be used either as the medium for securing intrinsic utility or development. From this point of view, the wise use of money is largely the measure of one's ability to live well.

To summarize, this book does not pretend to be an exhaustive treatment of all phases of what should be included in a thorough-going economic program of

¹ Thomas D. McGregor, *The Book of Thrift*, p. 1.

instruction in a secondary school, but concerns itself with the following very typical situations with which students are confronted, such as:

- A. Problems with regard to earning money.
- B. Problems involved in inhibition or restraint with reference to:
 - a. The saving of money
 - of time
 - of talent
 - of health
 - of materials.
 - b. The safeguarding of property at school
 - at home
 - in the city
 - in the nation.
 - c. The developing of an active attitude toward conservation.
- C. Problems involved in evaluation and judgment essential to wise spending:
 - a. The insistence of return
 - on time—wise planning
 - on money—budgeting
 - on energy—healthful living.
 - b. The developing of concepts of value
 - in spending wisely
 - in resisting high-powered advertising
 - in maintaining wholesome social relationships.
- D. Problems involved in investing wisely:
 - a. The knowledge of the earmarks of a good investment.

of a poor investment
of a swindle
of a speculation.

- b. The development of an attitude
of caution in selection, in placing
trust
of conservatism as to the type of
investment.

If young folk are taught thrift, a foundation for success and development of character is laid. Indeed, most of the objectives of education and thrift are closely related, for it is only through thrift that such cardinal principles as health, worthy home membership, and the wise use of leisure are made possible. Through thrift one builds ideals and through ideals one builds character.

The educator's point of view is well summarized in David Starr Jordan's definition of thrift.

A determination to live with a margin for future advancement, to save a little more than one spends, or to spend a little less than one earns, getting meanwhile the value in strength, in satisfaction or in other worthy returns for the money one feels free to spend. The spirit of thrift is opposed to waste on the one hand, and to recklessness on the other. It does not involve stinginess, which is the abuse of thrift, nor does it require that each item of savings should be a financial investment. The money that is spent in the education of one's self or one's family, in travel, in music, in art, or in helpfulness to others, if it brings real returns

in personal development, or in better understanding of the world we live in, is in accordance with the spirit of thrift.²

From Courtis the following is quoted:

Those of us who value children above results in terms of knowledge and skill, like to define education as the process of helping children to help themselves, (1) form ever more worthy purposes, (2) achieve their purposes ever more efficiently.³

Since thrift is a comprehensive term connoting a composite of desirable relationships between the individual and the world in which he lives, its encouragement should undoubtedly become the concern of the educator. School Savings Banks have lent a material stimulus to the functioning of the concept, but much remains to be done in the broader field of attitudes, ideals and transfer.

NOTE: If the reader is pressed for time he should proceed at once to the practical experiment described in Chapter V.

² Quoted by M. E. Bowman in *The School Savings Bank*, a Master's thesis at Stanford University in June, 1922.

³ Stewart A. Courtis, "The Influence of Ideals upon Success in School," *Journal of Educational Method*, II, 316-323, April, 1923.

CHAPTER II

HISTORY OF THRIFT EDUCATION

The contributions to the Thrift Education which is sponsored to-day have come from seven main sources: (1) from the development of the School Savings Banks; (2) through certain social agencies, such as the Young Women's Christian Association and the American Society for Thrift; (3) from the special emphasis of the United States Government as a war-time measure; (4) through the influence of certain commercial agencies, such as savings banks, building and loan associations, and insurance companies; (5) from the publications of economists; (6) from the school book companies in the content of the newer textbooks; and (7) through the guiding influence of the National Education Association with its permanent committees appointed for the study of thrift.

The School Savings Banks. As directly affecting the schools, by far the most important influence for thrift has been the School Savings Banks, organized by the banks (with few exceptions), for the purpose of handling the small amounts which school pupils can save. In some systems the money is called for at school by an agent of the bank; in other places the

depositors are encouraged to establish direct relations with the bank. Collection methods need not concern one here. The magnitude of the results accomplished, as shown in the following report, attests the importance of this agency as a basis for thrift education. According to a statement issued by Espey W. Albig, deputy manager of the American Bankers' Association, in charge of its various savings activities, one reads:

Nearly 4,000,000 pupils in the schools of the United States are participating in school savings banking and deposited almost \$24,000,000 during the year ending June 30, 1927.

Seven years ago the savings bank division of the American Bankers' Association reported 2,736 schools having school savings. As of June 30, 1927, the number is 12,678. The number of pupils enrolled in schools having a school savings system has in that time increased from 1,015,653 to 4,658,156. The number of pupils participating in school savings has increased from 462,651 to 3,815,785.¹

These figures indicate that while enrollment in schools involved in the school savings banking movement has increased by 358 per cent in the period covered, the numbers participating in this type of savings has grown by 724 per cent. Mr. Albig continues:

The deposits, which seven years ago amounted to \$2,800,000, are contrasted with deposits during the past year of about \$23,700,000. The net savings as of June 30, 1927,

¹ Espey W. Albig, "Wide Scope of School Savings," *American Bankers' Journal*, November, 1927, p. 336.

were \$9,464,178.93, and the bank balances, \$39,137,073.91.

In comparison with last year, the number of schools increased 11.4 per cent; the number of pupils enrolled in schools having a school savings system, 7.8 per cent; the number participating, 12.1 per cent; the deposits, 15.7 per cent, and the net savings, 7.9 per cent.²

It is important to trace the origin and growth of this movement which has reached such proportions, in order that its implications for education may be better understood.

*In Europe*³ the first school savings bank was organized at Goslar, Germany, in 1820, another at Apolda in Thuringia in 1833. Both of these were started in small German mountain towns, showing that movements of great significance often have humble origins. M. Dulac, a teacher, introduced the plan into France in 1833. To François Lenrent, a professor of law in the University of Ghent, goes the credit for formulating and popularizing the plan of teaching children thrift through the school savings. By 1874 the school banks were organized throughout France. Between 1874 and 1886 France established 24,000 school banks with nearly 500,000 depositors, showing deposits of \$2,400,000. In 1866 Belgium adopted the plan. Between 1890 and 1894 Great Britain established 6,170 school savings banks.

In the United States the first attempt at effecting an organization for savings was through a method

² *Ibid.*

³ Monroe, "School Savings Banks," *Encyclopædia of Education*.

used in France.⁴ As early as 1876 a plan had been started by Sereno F. Merrill, at Beloit, Wisconsin, which did not extend beyond that school and was dropped after five years of operation. So to John H. Thiry must be accorded the honor of instituting the first school savings on a permanent footing in the United States.⁵ Thiry was a native of Belgium and therefore was familiar with the Belgian and French systems. From 1873 until his death in 1911, he devoted his life to school savings banks. On March 16, 1885, he instituted a savings bank in one of the ward schools of Long Island City, New York. Subsequent installations were secured in a few places in the United States, not because of any specific demand, but simply because it was used abroad. The methods used were not well suited to American children so progress was not encouraging. However, after seven years there was a showing of 27,430 depositors holding deposits of \$207,426.76,⁶ due to the hard work of those interested.

From this humble beginning there has developed the system which, as of June 30, 1927, has been introduced in over 12,000 schools, has counted almost 4,000,000 participants who have deposited almost \$24,000,000 during the past year, with net savings

⁴ Espey W. Albig, "Wide Scope of School Savings," *American Bankers' Journal*, p. 336, November, 1927.

⁵ George F. Zook, "Thrift in the United States," *The Annals of the American Academy of Political and Social Science*, p. 205, 1920.

⁶ George F. Zook, "Thrift in the United States," *The Annals of the American Academy of Political and Social Science*, p. 205, 1920.

for the year of \$9,500,000 and with bank balances of over \$39,000,000.⁷

Many agencies contributed to the rapid development of the thrift movement during the period 1910-1920. In 1910 Massachusetts provided by law for compulsory instruction of thrift in the schools. Acts of legislature in New York, New Jersey, California and Minnesota make provision for the correlation of the school savings banks with the local savings banks.

Social Agencies. In 1913 the Thrift and Efficiency Commission of the Y.W.C.A. in their report emphasized the importance for women of a training for remunerative employment; and more especially for the wise spending of money as well as for thoughtful saving. The American Society for Thrift, organized in Chicago in 1914 under the leadership of S. W. Straus induced the National Education Association to appoint a committee on thrift, which conducted several essay contests among the teachers and pupils of the country on the general subject of thrift. From the essays of 1916-17 a monograph was compiled by the National Education Association which has become the basis of much of the thrift teaching in the schools since that time.

War Emphasis on Thrift. Notwithstanding the agencies already working for thrift the entrance of the United States into the World War brought the

⁷ Espey W. Albig, "Wide Scope of School Savings," *American Bankers' Journal*, p. 337, Nov., 1927.

realization that labor and materials must be conserved as never before. The financing of the war brought the War Savings Stamps, Thrift Stamps, Postal Savings and Liberty Bonds with which every one is familiar, enabling one to save in any amounts from twenty-five cents up. The school children and the Boy Scouts took an active share in these activities.

In conducting the thrift campaigns for government savings, the Treasury Department issued two booklets for thrift instruction, "Ten Lessons in Thrift" in May, 1919, and "Fifteen Lessons in Thrift" in August, 1919, splendid manuals of instructions for teachers.

The effect of the Government's influence, through direct appeal, as well as by means of its publications, was far-reaching. It involved stupendous saving in the staples of food supply, the zealous conservation of mineral and forest resources, the introduction of effective war prohibition, the growing of home gardens—in a word, the practice of thrift in all phases of home and national life.

The war furnished a compelling motive for thrift, so when it ended the American people were well on the way to the establishment of thrift habits, in the school, in the home, and in business and professional life. It is to be regretted that with the close of the war, money was lavishly spent in a period of reaction. Seemingly only the lessons of health and physical fitness were carried over. Since 1924 a growing

sentiment again expresses itself for a safe, normal thrift program for peace times as indicated by the program of the National Conference, going as it does into all phases of good management in both personal and national life.

Before taking up the discussion of the National Conference the writer wishes to introduce a brief consideration of the very active thrift campaigns conducted by savings banks, building and loan associations and life insurance companies.

Commercial Agencies. As a direct result of the war there has been a decided change of attitude toward thrift. From a pre-war attitude of regarding the practice of thrift with more or less contempt, this nation has raised this rustic virtue to a place of dignity; from a meaning partaking somewhat of the connotation of niggardliness, thrift has evolved a meaning of preparedness and good business management. This new attitude is very clearly reflected in the direction of campaigns conducted by savings banks, building and loan associations, and insurance companies, through clever advertisements in newspapers, through the issuance of many types of thrift bulletins, pamphlets and magazines. Though the motives underlying these activities are clearly understood, as of direct financial gain to the institutions concerned, yet the influence upon thrift education in general has been of great good. The savings banks have provided most attractive means of helping persons to save; the

building and loan associations now sell certificates as low as in five-dollar denominations; and the life insurance companies have gone into the field actively, to conserve health, and to help one to save through attractive endowment policies. It was interesting to note recently, when the writer asked of a large junior high school assembly concerning insurance, that more than half of the students testified to having some form of financial protection through insurance.

Other Commercialized Agencies. With the growth of the demand for thrift education through school savings, several agencies have incorporated, such as the "Educational Thrift Service, Incorporated"⁸ of New York City, who sell and install a certain thrift service to banks, who in turn receive a franchise from boards of education for handling schools savings in a specified district. Hundreds of schools operate under such a plan. While these systems yield a profit to their organizers, and for that reason many boards of education prefer to deal directly with the local banks, yet much has been done by these agencies to stimulate systematic saving.⁹

Work of the Economists. By the very nature of their interest the economists have been active in the teaching of thrift. It was under their direction that much of the war thrift work was done. The present book, however, is more concerned with their contribu-

⁸ E. J. Corcoran, *Thrift Teaching in the Public Schools for Educational Thrift Service*, Woolworth Building, New York City, 1925.

⁹ *American Magazine*, February, 1929, p. 60.

tions to the newer thrift movement, through their books, through their magazine articles, and through the columns of the daily papers. Though not written directly for children, their teachings form the very best of source materials for thrift courses. A survey of the appended bibliography will indicate somewhat of the number and nature of these contributions to the general movement.

In 1919, a number of eminent economists concerned themselves directly with the subject of "Thrift." They solicited the contributions of leaders in many economic fields, from the universities, from the industries and from the staff of government directors. The result was a volume of some two hundred and forty-seven pages, which was published by the American Academy of Political and Social Science, under the title, "The New American Thrift," published as the *Annals of the Academy*, in January, 1920. This publication is reviewed in the next chapter as one of the outstanding studies in the field of thrift research.

Newer Textbooks. On examining many of the new textbooks, published especially for junior high school use, one notes that the subject of thrift is occupying a more significant place in the table of contents than heretofore. For example, in "Literature and Living," by Lyman and Hill, Book II,¹⁰ Chapter III is devoted to "Saving and Conserving."

¹⁰ Published by Charles Scribner's Sons, 1925.

In Dunn's *Community Civics for City Schools*,¹¹ such chapter heads appear as "Thrift in Earning," and "Thrift in Saving." Likewise the newer arithmetics discuss such questions as, "What does it cost to go to college?" and "What is the value of an education?" The appearance of these topics in the newer texts no doubt reflects the interest of the National Education Association in thrift education. One interested in thrift instruction notes with satisfaction that these problems are presented directly to the students in texts. No longer is it necessary to count on the teacher to present them merely as supplementary considerations.

The Thrift Work of the National Education Association. It is significant to note that the National Education Association has made this phase of education one of its main considerations, having created special committees to work continuously to improve the thrift work in the schools. The chief source of information as to the work of the N.E.A. is published under the title "Thrift Education."¹²

The report shows that no conference in recent years has been more significant of results than was the Conference on Thrift Education held at Washington, D. C., June 27-28, 1924. The meeting was convened under the auspices of the Joint Committee on

¹¹ D. C. Heath Company, 1921.

¹² A. H. Chamberlain, *Report of the National Conference on Thrift Education*, printed in Washington, September, 1924, by the National Education Association, 73 pages.

Thrift Education of the National Education Association and the National Council of Education.

Since 1915 when the Committee on Thrift Education was organized, meetings have been held each year in connection with the annual Convention of the National Education Association and at the time of the meeting of the Department of Superintendence. The Committee is, for the most part, composed of men and women actively engaged in teaching or in the supervision of schools. Heretofore investigations, reports, and discussions have been largely carried on by members of these groups. The Washington Conference struck a new note in bringing to the program many from outside the teaching profession.

The value of any school program is to be determined by the manner in which it meets actual life situations. Therefore, to be most effective a school program must have the backing and support of all people—not merely those whose business it is to manage the conduct of schools.

To this end there had for many months been planned a National Conference on Thrift and Conservation. This is perhaps the first time in history when there have assembled under the auspices of a great National Education Association, representatives of numerous national organizations to consider problems relating to the school. Some one hundred and fifty of these national organizations interested themselves in the Conference, many of them taking promi-

ment part in the program. The American Bankers Association, the Savings Bank Division, General Federation of Women's Clubs, Congress of Parents and Teachers, American Federation of Labor, American Library Association, American Society for Thrift, National Chamber of Commerce, American Home Economics Association, Y.M.C.A., Y.W.C.A., National Catholic Welfare Council, Jewish Welfare Board, National Parks Service, United States Department of Agriculture, and scores of other national organizations representing not only our Government at Washington but industrial, fraternal, economic, and social phases of life, took part in the program. The full scope of the work undertaken by the conference can be more freely appreciated by reading the contents of the principal addresses which Chamberlain reports.

With such a universal interest in the subject, the implications for the future of thrift education in the United States are tremendous. It only remains for the inspiration of these national conferences to take effect in the school, not by reading national reports, but in definitely planned thrift programs and courses of instruction, which should be the concern of such experiments as the one presented in this dissertation. (See Chapter Five.)

Thrift Work in California Schools. The history of thrift education in California, as in other states, has been the result of two lines of endeavor: that of war-

time necessity; and that fostered by the school savings banks.

When the International Congress of Thrift was held at the Panama Pacific Exposition in San Francisco, in 1915, broad plans for thrift were laid, which were opened in force in Portland two years later with resolutions urgently recommending the teaching of thrift in the schools.¹³ The United States having entered the war, the California school children, like others, were saving money and buying government securities of small denominations and doing their part in planting home gardens and collecting papers, thereby helping to conserve resources.

Since the war motive has passed, it is more important now to review the work of the school savings banks upon which the peace-time thrift is based.¹⁴ The following summary will show comparisons as of June 30, 1927:

SCHOOLS SAVINGS BANKING

	<i>Calif.</i>	<i>New York</i>	<i>Penn.</i>
No. of Schools	2,223	1,187	1,799
No. of Pupils Enrolled	536,232	660,372	923,668
No. Participating	283,476	286,752	572,956
Deposits	\$1,288,512	\$3,654,388	\$4,163,098
Average Number Depositing Each Week	75,058	107,881	236,677
Net Savings	\$795,901	\$2,277,277	\$1,168,943
Int. Credited	\$128,642	\$62,790	\$155,188
Bank Balance	\$4,548,129	\$5,171,950	\$6,760,749

¹³ Rockwell D. Hunt, "Thrift and the American School Room," *The Thrift Magazine*, Dec., 1917.

¹⁴ American Bankers Association, *School Savings Banks*, 8th Annual Report, July, 1927.

Expressed on a pupil participating basis, New York has on deposit for each pupil \$18.04; California \$16.04; and Pennsylvania \$12.17.

Expressed on a pupil enrolled basis, Pennsylvania has on deposit for each pupil \$11.78; California \$8.48 and New York \$7.68.

The above represents pupils of all grades; in the report no separate figures were indicated for secondary schools.

The greatest work has been done in the elementary schools, however the junior high schools are rapidly becoming participants as well as some senior high schools such as the high schools of San Jose, Alameda, Sacramento, Pasadena and Oakland. In like manner the thrift work is being introduced into the senior high schools of Los Angeles.

One large bank with its many branches throughout California has been for fifteen years consistently developing saving habits in the minds of the school children until at present (1928) 1,200 schools with an attendance of 175,000 are visited every week regularly for the purpose of collecting such amounts as participating pupils may desire to save.¹⁵ This bank has a monopoly on school savings in many cities and in rural schools; in other places it has joined with other banks in the project. The impetus for thrift in the schools of California has come from certain banks that look upon this activity as a good public

¹⁵ School Savings Department, Bank of Italy, *Report of 1927*.

service as well as a most profitable method of securing a greater number of depositors ten years hence when the present children are larger earners. Other banks have been slow to recognize the possibilities in the field, but they nevertheless have fallen in line in order to meet the growth shown by competitors.

In Los Angeles. Special consideration is given this city merely because the writer is most familiar with the local situation which is indicative of the progress of the movement in many cities.

The 1927 report of the Los Angeles Banks School Saving Association shows a membership of twenty-four banks (twelve having been admitted during 1926-1927) with approximately two hundred and sixty-five branches.¹⁶

This growth has come within the last five years. Quoting from "The Los Angeles Plan" of School Savings:¹⁷

The need for systematic saving among school children was officially recognized by educators and bankers in Los Angeles in the fall of 1921, at which time Mrs. Susan M. Dorsey, Superintendent of Schools, requested V. E. Fishburn, President of the Los Angeles Clearing House Association, to appoint a committee to formulate a plan of school savings that would best meet the conditions prevailing in the Los Angeles School District.

On January, 1922, Mr. Fishburn appointed a special

¹⁶ A. J. Gray, *Report of the Los Angeles Banks Savings Association for 1927.*

¹⁷ A. J. Gray, *The "Los Angeles Plan" of School Savings*, pamphlet issued by the School Savings Department, 1927.

committee composed of W. R. Morehouse, Vice-President of the Security Trust and Savings Bank, Los Angeles, and L. M. Maynard, Economic Statistician, Citizens National Bank, Los Angeles, to investigate the matter.

During the following six months the committee made a study of the various school savings systems in operation in the United States and from this study built a plan which met the Los Angeles requirements. This plan will be described in Chapter VIII.

After the plan had been approved by the Los Angeles Clearing House Association and the Board of Education, each bank in the Los Angeles School District was invited to join the association to be known as the "Los Angeles Banks School Savings Association."¹⁸

The following eleven parent banks, with their eighty-five branches, constituted the charter members of the new association:

Bank of Italy, California Bank, Commercial National Trust and Savings Bank, Continental National Bank, Hellman Commercial Trust and Savings Bank, Los Angeles Trust and Savings Bank, Merchants National Bank, Security Trust and Savings Bank, Union Bank and Trust Company, Harbor Commercial and Savings Bank of San Pedro, and the United States National Bank of Sawtelle.¹⁹

Under the leadership of the executive committee of the banks and of Deputy Superintendent John B.

¹⁸ *Ibid.*

¹⁹ School Savings Department, *Quarterly Report*.

Monlux, representing the school board, the school savings have shown the following growth in the amount on deposit:

June 22, 1923.....	\$ 232,541.55
April 1, 1927.....	893,194.73
Jan. 1, 1928.....	1,031,695.58
Apr. 1, 1929	1,336,134.27

(With an average of \$20.13 for each pupil, and 51,239 new accounts for the last semester from September to January.) ²⁰

The Board of Education, Superintendent Dorsey and the assistant superintendents have given full encouragement to the work. Regular monthly meetings are held of a representative from each bank in the association with Deputy Superintendent Monlux representing the superintendent's office.

During 1926-27 much has been accomplished by Thrift Supervisor A. J. Gray, the representative of the banks, to give the movement publicity. Besides the regular work in the schools, several public events should be especially mentioned. During the convention of the American Bankers Association in October, 1926, as part of their Savings Division program, there was presented by the students of the Thomas A. Edison Junior High School at the Biltmore Hotel, an original play, "A Project in Thrift Education," written by their thrift sponsor, Mrs. P. B. Hopkins.

The Thrift Poster Contest displayed in the Civics

²⁰ Personal conference with A. J. Gray, Thrift Supervisor.

Room of the Los Angeles Public Library, in March of 1927, in which one hundred and twenty-five elementary and junior high schools participated, attracted city-wide attention.

The culminating event of the 1926-1927 year, however, was the luncheon at the Ambassador Hotel at which some seven-hundred-and-fifty persons were in attendance, including the executive and administrative staffs of the schools, bankers, teacher sponsors, and student representatives from the junior high schools, the entire group intent upon promoting thrift in the Los Angeles schools.

Chapter Summary. The full significance of this movement now operating in some forty-one states cannot be completely forecast. It cannot be amiss, however, to prophesy that the interest already manifested from so many quarters can be expected to bear fruits of real import to educational objectives and methods.

CHAPTER III

STUDIES IN THE FIELD

A Critical Evaluation of Previous Work. The studies in the field of thrift education are largely the contributions of those agencies which are responsible for its development. Their contributions, with the exception of two university theses, have been issued in the form of government bulletins, reports of such organizations as the National Education Association, pamphlets of commercial agencies, compilations of articles of economists, certain outlines designed especially for schools, and a broad field of literature on the subject of thrift in general bearing only indirectly upon thrift education in schools.

University Theses. The study, "Financial Guidance in High Schools,"¹ by Eleanor H. Danforth, is concerned with the need of financial guidance in the high school, more particularly with the need of instruction in making investments. The thesis gives a summary compiled from eighty questionnaires, answered by school representatives and bankers on the subject of financial guidance for schools, this pro-

¹ E. H. Danforth, *Financial Guidance in High School*, Master's Thesis, School of Education, University of Southern California, June, 1926.

cedure being supplemented by interviews with local persons interested.

This work represents no experimentation in a high school situation. Some recommendations of a general nature relative to the teaching of thrift through other subjects such as English, Mathematics, et al., offer many good suggestions to the sponsor of thrift education, but no definite lesson plans nor testing programs have been attempted.

"School Savings Banks," is the title of a master's thesis presented to Stanford University, by M. E. Bowman in 1922.² This study is a comprehensive survey of the present status of school savings banks, and their method of handling savings. It is the summary from an extensive questionnaire sent to all parts of the United States, together with personal investigations by the author in Berkeley, Oakland, and Alameda, California, with special reference to the elementary schools. The recommendations pertinent to the organization of a plan for banking school savings would be of special importance to a school instituting such a system for the first time.

War-Time Thrift Studies. Noteworthy among the governmental publications which grew out of the war emphasis upon thrift two should be mentioned. "Ten Lessons in Thrift"³ published by the Savings Division, War Loan Organization, Treasury Depart-

² M. E. Bowman, *School Savings Banks*. A Master's Thesis, School of Education, Stanford University, June, 1922.

³ U. S. Treasury Department Bulletin, *Ten Lessons in Thrift*, 1919.

ment, early in 1919, was extremely popular. A first edition, printed in February, 1919, to meet a specific demand, was exhausted almost immediately, necessitating a second edition of more than 150,000 copies. The ten lessons, directed to adults and children, include instruction in household budgeting, thrift in buying, conservation in the community and in the nation, together with canons of investment. As the primary purpose of these was the sale of War Savings Stamps, a new emphasis must interest us now that the motive for saving must rest upon a peace-time basis. However, the lessons are well organized and extremely valuable by adaptation for any school.

"Fifteen Lessons in Thrift" also issued by the Savings Division of the U. S. Treasury in 1919 was designed for the teaching of thrift and savings in secondary schools or other schools containing young people ranging in ages from fourteen to twenty years, with the thought of having the lessons presented in connection with the subject of civics. "To show the necessity for individual thrift during the period of readjustment,"⁴ is the keynote of the bulletin.

The general plan of the lessons follows much the same outline as the previous "Ten Lessons in Thrift" with the emphasis still on small government savings, such as the War Savings Stamps. However, no bibliography of thrift can be complete without this

⁴ U. S. Treasury Department, Bulletin, *Fifteen Lessons in Thrift*, p. 10, 1919.

study. The material gleaned from the Census Bureau and other government statistics can be used most effectively in thrift outlines.

In order to increase the sale of government securities there appeared from the printing office in 1920, the bulletin "Teaching Children How to Save."⁵ Since the emphasis is upon saving money to invest in small war loans the pamphlet is valuable only for the suggestions it offers.

During the war period many states devoutly took up the thrift work by following the lead of the government. "Suggestions for the Teaching of Thrift in the Public Schools,"⁶ written by the Assistant State Superintendent, H. R. Bonner, in 1917, is the most representative of these state efforts. Its argument is directed particularly to production and conservation, with only general suggestions as to teaching plans. The growing of agricultural products, such as berries, potatoes, pigs and poultry, holds a large place in the outline.

The National Education Association. The fact that the leadership of thrift education has shifted to the National Education Association promises much favoring the progress of the movement.

The meetings of the committees for the study of thrift of various periods have been chronicled in the

⁵ U. S. Treasury, Savings Division, *Teaching Children How to Save*, Government Printing Office, 1920.

⁶ H. R. Bonner, *Suggestions for the Teaching of Thrift in the Public Schools*. West Virginia State Printing Office, 1917.

"Proceedings" of the association. "Thrift Education,"⁷ issued as a separate publication of seventy-nine pages, is the most significant publication coming from the National Education Association, being the report of the National Conference on Thrift held in 1924.

This report represents a symposium on thrift as summarized in the speeches of those in attendance. "Apply Thrift to Every-Day Life," "School Savings Bank Systems," "Wise Spending as a Teacher Sees It," "The Nation's Business," and "Thrift versus Waste in Industry" are examples of topics on the program.

In relation to our problem, namely, the teaching of thrift in a high school, the above is most valuable as a source of material, but is not directly concerned with the course of study.

Commercial Agencies. Recognizing that the public schools need something in addition to a system of saving money, certain commercial agencies issue pamphlets dealing with such topics as, "What Is Thrift," "The Habit of Thrift" and the like, then proceed to a discussion of the advantages of their particular form of school savings. Such is the nature of the fourteen-paged pamphlet "Thrift Teaching in the Public Schools" by E. J. Corcoran, director of Educational Thrift Service, Inc., in 1925.⁸

⁷ Report printed by N. E. A., Washington, D. C., Sept., 1924.

⁸ Published by Educational Thrift Service, Inc., New York City, 1925.

In a similar category might be classed the pamphlets of the American Bankers Association, "Thrift, How to Teach It, How to Encourage It," and "The Secret of Thrift" issued in 1921.⁹

Under this heading the booklets used by the life insurance companies and building and loan associations in their educational programs should be mentioned. Representative of this type of commercialized social service is the pamphlet issued by the Metropolitan Life Insurance Company in 1924, "Let Budget Help," which is a practical help in personal budget-making, made more readable by a humorous treatment of the subject.

From the Economists. It is of special interest to the teacher of thrift that in "The Annals of the American Academy of Political and Social Science,"¹⁰ January, 1920, one finds the volume entirely occupied with the subject of "The New American Thrift"—a symposium from well known authorities in each field, of subjects directly related to thrift, edited by Dr. Roy G. Blakely of the University of Minnesota. The whole is a scholarly discussion for the adult on such topics as, "America's New Conception of Thrift," "Organized Labor's Attitude Toward the Thrift Movement," "Capital Needs for Education in the U. S.," and "The Requisites of a Good Investment."

⁹ Published by American Bankers Association, Savings Bank Section, 5 Nassau St., New York City, 1924.

¹⁰ Publication of the Academy, Philadelphia, Pa., 250 pp.

From the School Savings Banks. From Duluth, Minnesota, comes the book of 125 pages, "The Gateway to Independence,"¹¹ compiled by Lulu Adele Grogan, Thrift Secretary of the Duluth Banks' School Thrift Association.

For each lesson, "The Thrifties," brownie-like characters, appear, by way of illustrations, with an appropriate thrift verse. By months and by weeks thrift lessons are provided for the pupils from grades one to eight, with extra material added for the junior and senior high schools. For each month a well chosen bibliography is appended.

This represents the work of a city-wide program in Duluth, and is not an experiment in any one school; the appeal is directed primarily to the primary and grammar schools. One feels that a student of secondary grade would be much more interested in a separate book directed more especially to his problems, but from the standpoint of suggested lesson plans the writer considers this book one of the best, so far found, in the field of thrift education in schools. Miss Grogan has organized her material well.

Rochester, New York, has developed a remarkable record in School Savings. A small thrift magazine comes out at regular periods supported by the bankers, dedicated mostly to the principle of saving.

¹¹ Lulu Adele Grogan, *The Gateway to Independence*. Published by Miss Grogan, c/o Supt. of Schools, Duluth, Minn., 1925.

With well illustrated, brief talks on savings, with reports of progress from each school, and with poems from the boys and girls, the periodical is interesting reading.

The Los Angeles "Course of Study in Thrift"¹² is prepared for all grades from the kindergarten to and including the eighth grade. It represents the cooperative effort of interested principals and teachers, directed by A. J. Gray, Supervisor of the School Savings Department. In this monograph of some fifty-one pages we have a profitable variety of interesting material for thrift instruction, to form the basis by way of suggestions for the enrichment of the School Savings program.

With her "Outline on Thrift Education,"¹³ Florence Barnard, Chairman of the Thrift Committee of the Massachusetts Teachers Federation, won the first prize of five hundred dollars as the result of a contest, open to teachers of the country, under the auspices of the National Association of Mutual Savings Banks. While only eight pages of the pamphlet concern the seventh, eighth and ninth grades yet even in this brief, sketchy outline there are many points worthy of consideration, such as "Service," "Citizenship" and "Self-Government." One would say that this study errs in being too broad, for certainly such

¹² A. J. Gray, *Course of Study in Thrift*. For the Los Angeles City School District, 527 Title Insurance Building, 1925.

¹³ Published by the Savings Banks Association of Massachusetts, 80 Federal Street, Boston, 1926.

a subject, for example, as "Citizenship," is a field in itself.

Just from the press of the American Society for Thrift (1928) comes *Thrift Education*, a course of study outlined for use in years one to eight inclusive, by Arthur H. Chamberlain, educational director for the society. Thrift work in schools has no stronger advocate than Mr. Chamberlain who, as an educator, enjoys a national reputation for outstanding work in the field. His book of nearly one hundred pages is the result of his rich experience. In his own words he says that it is "a first attempt to produce a working outline for the various years of the elementary school and the first two years of the junior high school. This study-outline involves problems and projects that illustrate and enrich the prescribed school subjects. Many sources have been drawn upon in compiling this manual—printed courses of studies, books and pamphlets relating to thrift education, correspondence with leaders, etc."

It is highly valuable also to the high school by adaptation.

Chapter Summary. In summarizing the preceding studies one finds an earnest effort on the part of many to provide for a broader thrift program: (1) through the efforts of the thrift supervisors of the School Savings Banks Associations, as shown by the Duluth, Minnesota, plans of instruction, and the Los Angeles course of study in thrift; (2) through the work of

certain economists, in such a publication as, "The New American Thrift"; (3) through the influence of the National Education Association in its thrift reports; and (4) through university research, evidenced by the two theses reported.

In terms of the problem of this book, that is, to develop a high school student into a wise, thoughtful person with reference to his economic problems, the following conditions seem to exist:

(1) A variety of plans of saving money through the school savings bank have been provided by certain bankers, who pay the salary of the thrift supervisor who, in turn, works in the schools.

(2) The interest of the banks has been directed primarily to the elementary schools, more recently to the secondary schools.

(3) The emphasis of the banks has been placed upon saving money.

(4) Courses of study for a more comprehensive instruction in thrift have come largely from the thrift supervisors, who in only a few cases have been teachers.

(5) Such courses have been planned to include all grades, more especially the primary and grammar grades.

(6) No course, with the exception of one, issued in a government bulletin has been written especially for the high school.

(7) The government thrift work, though excellent

in content, is directed to war savings, not now a part of the school thrift problem.

(8) The economists have given much material, rich in content, usable in high schools as a source of materials.

(9) The thrift committees of the National Education Association are deeply interested; but up to the present time, they have given no thrift curriculum, nor methods of instruction in thrift education.

(10) The writer has found very little contributed by university research workers bearing upon the high school problem.

In the bibliography, there are listed many other references which furnish valuable material for thrift lessons.

CHAPTER IV

THE PSYCHOLOGICAL BASIS OF THRIFT EDUCATION

In approaching this phase of the subject the method is one of analysis, in an attempt to separate from the whole field of psychology only those elements which seem most significant for thrift education. This chapter is concerned chiefly with the consideration of two questions: (1) upon what psychological principles shall education in thrift be based; and (2) how can progress in thrift education be measured?

It is well at this point to recall that high school education is not interested primarily in the teaching of earning, saving, spending and investing as such, but rather in developing the student into a cautious, wise and thoughtful personality. As he solves his own problems with reference to these considerations he grows; so the process is cumulative.

Upon what shall this type of thrift education be based? Of the many phases of human behavior concerned in the answer to this question, one finds original tendencies, habits, ideas, ideals and attitudes. It is not within the province of this discussion to enter into controversy with the psychologists as to

just when each of these develops, for it is certain that by the time a child has entered high school he is such a complex of all that it is difficult to say exactly what the influence of each is. But this does not keep one from a consideration of the implications of each in building a broad educational program for thrift in the schools.

From Original Nature. Unfortunately by original nature there seem to be more tendencies which favor improvidence than those which favor thrift. To take stock, a child is by nature a creature who is prone to satisfy his sensory appetites, to show mastery, and to gain approval through display. Originally a person will gratify an immediate want, rather than conserve his strength or save his money for something more worth while to be enjoyed later.

At this point the following quotation from Thorndike's psychology is significant, that, "to the situation, intimate approval as by smiles, pats, admission to companionship and the like, from one to whom he has the inner response of submissiveness," and to the situation, "humble approval, as by admiring glances from anybody, man responds originally by great satisfaction."¹

A boy is utterly wretched by nature when excluded by the gang, or when he is called a "tight-wad" for not spending money with the fellows; and equally joyous when called a "prince of a fellow" while

¹ E. L. Thorndike, *Educational Psychology*, I, 6.

working like a slave for those whom he regards as somewhat superior.

On the side of thrift there are the tendencies to hoard, and to accumulate, but often even these drives seem to work against thrift by creating an attitude of selfishness and miserliness.

If by original nature a student is improvident how is he to be taught thriftiness? From Thorndike again this is quoted, as of help:

What a man is and does throughout life is a result of whatever constitution he has at the start and of all the forces that set upon it before and after birth. . . . The basis of intellect and character is (the) fund of unlearned tendencies. . . . They are the starting point of all education. . . . The aim of all education is to perpetuate some of them, to eliminate some and to modify or redirect others. They are perpetuated by providing the stimuli adequate to arouse them and give them exercise, and by associating satisfaction with their action. They are eliminated by withholding these stimuli so that they abort through disuse, or by associating discomfort with their action. They are re-directed by substituting another response instead of the undesirable original one, or by attaching the response to another situation in connection with which it works less or no harm, or even positive good.²

The original tendencies must be recognized and be used, for the natural drives are the instincts and native capacities, and especially those bodily and conscious states known as the emotions, which closely

² E. L. Thorndike, *Educational Psychology*, I, 2-4.

accompany the expression of native capacities. To make a person thrifty his original tendencies to satisfy his animal sensory appetites, his strong social instincts which manifest themselves in love of approval, of mastery, of gaudy display and ostentation, must be counteracted or redirected. This can be done only through a program of skillful social engineering. For example, the love of approval may be made to favor thrift by making thrift the popular school activity. The love of display may be associated with the disapproval of the social group. If the leaders of the school, through rational insight, can be persuaded to wear simple and appropriate clothing, cheap gaudiness will disappear. If eligibility to student body office be based on school service the leader will show mastery through earning service merits.

In other words, by redirection certain universal stimuli can be made powerful motives for thrift, favoring the formation of desirable permanent bonds, such as habits, attitudes and ideals.

Thrift Education Through Specific Habits. The first and most universal method of training is habit formation. To perpetuate desirable bonds until the desirable response to certain situations becomes habitual is the basic fact in all education.

“Habit is thus the enormous fly-wheel of society, its most precious conservative agent.”³

³ J. V. Breitwieser, “The Psychology of Habit Formation” (Quoting William James), *N. E. A. Proceedings*, p. 558, 1925.

Since habit formation begins early, thrift education should begin in the kindergarten or even with the pre-school child. The careful use of materials, the conservation of health, the development of the habit of promptness, orderliness and the regular saving, even of pennies, constitute valuable training.

Spasmodic efforts will not bring results. The laws of habit formation forbid exceptions and accentuate the importance of regularity. In earning and saving one must be regular and systematic; and in spending one must follow a plan. Many students start bank accounts and budgets who never keep them up; in like manner, many fail to put into regular practice the health rules of the Physical Education Department unless some systematic check is provided until the habit is formed.

Through Concepts. In a dynamic society requiring endless adjustment, mere instincts and habits are not sufficient to control conduct; concepts are necessary.

A concept, for our purpose, is simply a meaning. It may be either general or particular in its references—it is, in any case, ultimately a “cue” to adjustment, or better, a bundle of possible “cues” to adjustment, the particular cue to be acted upon being determined by the situation or the problem.⁴

At the high school age the student appreciates sympathetic guidance, in his problem of making success-

⁴ Wm. C. Bagley, *Educational Values*, p. 35.

ful adjustments to his suddenly changing environment with its multiplicity of new ideas. With more wants to satisfy as he begins to touch a larger world, wanting to develop meanwhile a larger means of satisfying these wants, the young person's economic problems become acute. He wants to attend all the school shows and parties; he wants to subscribe to the school paper and the annual; he wants all the equipment necessary in athletic competition; he wants all those things which he deems necessary to becoming a more successful member of his group. For the first time the boy and girl are conscious of each other and hence each desires to dress better, to make a better personal appearance. It is a time when the mind attempts to grasp principles to unify this new experience; therefore it is the best time possible to establish sound concepts with reference to thrifty behavior through rational insight. At this age both the boy and girl are able and ready to respond to such concepts as: self-help through earning one's own way, the most economical ways of making a better personal appearance, the value of higher training. They can understand something of the students' responsibility in the care of property at school, at home, and in the community. In this connection Meltzer says:

There is no spontaneous generation of concepts. Without experience there would be no concepts. Concepts are the medium which relate our past experience to a present situation, or better they functionally relate our past experi-

ence to a present situation, they emerge from that situation with an increment of meaning, ready for the confronting of the next situation. . . . At any moment in the life of one who has had some experiences, it is his concepts which give him his footing for perception and reasoning.⁵

Psychological concepts, therefore, are not immobile, immutable, but change with change. They are thought and they are the tools of thought. In short, "Concepts are not formulated but formulating experiences. . . ." Reflexes, instincts, emotions may be mainsprings of action but they are not the sole determinants of our everyday behavior. Hunger does not decide for us where and how we shall eat. Habits and attached meanings determine these things.⁶

Meltzer has given in these passages valuable principles to guide one in making a thrift course of study. The experience necessary for the development of proper thrift concepts shall be to bring to the students of the school a series of problems, which will have immediate meaning for him, such as "Shall I drop out of school to earn?" "What is the relative value of a high school and college education?" "Shall I contribute to the Community Chest?" "Am I underweight?" or, "How can I gain weight in order to make the team?"

The high school problems are constantly changing, the circumstances are ever different. The following quotation also from Meltzer is of value in this connection:

⁵ Hyman Meltzer, *Children's Social Concepts*, Teachers College Contribution No. 192, 4.

⁶ *Ibid.*, 5.

Concepts that evolve with the evolving situation are necessary for an understanding of changing situations. The application of stereotypes to swiftly changing social situations is an anachronism. With static concepts we can prove unchanging geometric propositions but we cannot solve the problems of life. Life is a challenge. And the knowledge of life is a series of problems to be solved, not propositions to be absorbed. For the understanding of life in a dynamic society, dynamic thought materials are the instruments that serve.⁷

Many earnest efforts in teaching thrift have failed because the instruction was based on adult standards; or because of dogmatic, "preachy" methods, or because programs were too childish and not dignified enough to get a response from older students, of the secondary school level.

Through Ideals and Attitudes. The dominant purpose of all non-vocational education is to build character. The educator is not satisfied with instruction in thrift alone, he wishes to develop in the student an habitual impulse to act, which will serve him in all his future conduct as he solves his thrift problems through ideals and attitudes. Voelker quoting Bagley says, "Ideals dominate large adjustment. Their intellectual content is often simple; the emotional factor is the important one."⁸ Again he states, "Ideals and instincts supply aims and purposes, they may be said

⁷ Hyman Meltzer, *Children's Social Concepts*, Teachers College Contribution No. 192, 4.

⁸ Paul Voelker, *Function of Ideals*, 54.

to dominate purposes while knowledge serves to guide.”⁹

The driving power of ideals can be explained in terms of natural laws, especially of the law of effect. They deny present satisfaction for a greater eventual good. One can readily see that it is of the greatest importance in the transfer value of a thrift program that the ideals become so habitual that they grow into an attitude or a “set” in the direction of thrift. Voelker also says that the advantage of the “set” is to direct the power of selective attention.¹⁰

It is not so important that a student have a savings account as that he may evolve from this the ideal of earning, of being independent, of dignifying labor rather than idleness, of being cautious rather than careless in investing, of looking upon money as a tool toward future development rather than as an end in itself.

From the foregoing discussion the reader must not understand that each of these mental phenomena is distinct from the other and that the teacher of thrift can treat each separately. Thorndike explains very clearly, “Ideals are kith and kin of man’s original hungers and thirsts and cravings.”¹¹ The motives for thrifty behavior are mixtures of all.

As by-products of a thrift course one should see growth in certain desirable character traits, such as,

⁹ *Ibid.*, 54.

¹⁰ *Ibid.*, 55.

¹¹ E. L. Thorndike, *Educational Psychology*, I, 310-12.

being punctual, being civic-minded, being purposeful and being sensitive to true values.

HOW CAN PROGRESS IN THRIFT EDUCATION BE MEASURED?

As part of the thrift experiment reported in Chapter V it was necessary to get a measure of progress at the beginning and end of the experiment. It did not seem necessary to make a highly standardized test, but rather one that should be valid to a certain degree and reliable enough to show such changes as there might be, following definite instruction in thrift. From an analysis of the situation, three phases of the problem seemed to require evaluation:

1. With reference to thrift, what concepts, ideals and attitudes does the student have?
2. What changes can be effected in his thrift practices?
3. What data of a subjective nature can be obtained from the participant as the study progresses?

Since there were no test materials available as such, the writer found important items in certain studies in character testing such as Meltzer's *Social Concepts of Children*;¹² Voelker's *Function of Ideals*;¹³ Raubenheimer's *An Experimental Study of Some Be-*

¹² Hyman Meltzer, *Social Concepts of Children*, Teachers College Contributions, No. 192, 1925.

¹³ Paul Voelker, *Function of Ideals*, Teachers College Contributions, No. 112.

havior Traits of the Potentially Delinquent Boy; ¹⁴ Bose's *Origin and Development of Religious Concepts in Children*; ¹⁵ Watson's *Test of Fairmindedness*; ¹⁶ and others, by way of suggestions.

Says Raubenheimer (p. 11) in the case of achievement tests:

The emphasis is in the main on the ability of the subject to perform certain tasks of reasoning, on whether he knows how he ought to act under certain given conditions.

The situation in human behavior, on the other hand, is one involving a type or degree of activity or attitude, as contrasted with a type or degree of knowledge; doing a thing, cherishing, avoiding, desiring something, as contrasted with knowing how to perform a task, knowing what is desirable, or why a particular practice should not be cherished.

Koffka thinks that in addition to objective data one should discover the subjective experiences of those tested. His thought is stated as follows:

We have already pointed out that psychology employs two kinds of concepts; for in addition to the natural-scientific method of observation, we also have recourse to experiential observations . . . the two are so intimately connected with each other that psychology does not follow them

¹⁴ A. S. Raubenheimer, *An Experimental Study of Some Behavior Traits of the Potential Delinquent Boy*. Doctor's dissertation, Stanford University, 1922.

¹⁵ Roy Rose, *Origin and Development of Religious Concepts of Children*. Doctor's dissertation, Univ. of So. Calif., 1928.

¹⁶ J. B. Watson, *Test of Fair-mindedness*, Teachers College Contribution.

separately. Indeed, the most important method employed in experimental psychology consists of natural-scientific observations combined with reports of experience. We come therefore to a division of psychological methods into three parts: First, the pure natural-scientific method; secondly, the combination of this with experiential observation which is called psycho-physical method, and thirdly, the purely psychological or descriptive method which relies upon observation of experience.¹⁷

This additional descriptive element seems to have been deemed necessary by Arai¹⁸ in her study of fatigue, and by Meltzer¹⁹ in employing the interview method in getting more nearly the social concepts of children.

Following these suggestions the writer determined upon three instruments to gain information:

- (1) A questionnaire, to gain information as to what kind of jobs students have held, what they have earned, what they have saved, what form of investment they have made. Also,
- (2) A test to discover as far as possible, by group testing, the students' concepts and attitudes of thrift through:
 - a. The "best answer test," for example:

A student who is absent or tardy often is not thrifty, because:

 1. He gets a bad report card.

¹⁷ Kurt Koffka, *The Growth of the Mind*, p. 11.

¹⁸ T. Arai, *Mental Fatigue*. Teachers College Contribution No. 54.

¹⁹ Hyman Meltzer, *Social Concepts of Children*, Teachers College Contribution No. 192, 1926.

2. The registrar will scold him.
 3. He loses time.
 4. He makes a poor record for his home-room.
 5. Gets into bad company; and
- b. The "true-false test," for example:
1. The United States is the most thrifty of nations.
 2. Out of money put in savings banks comes the funds for new enterprises.
- (3) An interview with the students individually at the beginning and end of the course (for one semester) following a definitely outlined procedure.

Since the purpose of the study was to make an effective high school course in thrift education to be adapted to the present need in all schools, it was necessary to emphasize organization, subject material and the procedure rather than to emphasize the construction of a highly standardized test. It is the function of the tests to measure certain changes in thought and action rather than to be an end in themselves.

Chapter Summary. In formulating a thrift program the thought should be to utilize original tendencies by redirection, to utilize the laws of habit formation, to build proper concepts, ideals, and attitudes, by furnishing the experience necessary to develop very special abilities in solving:

1. Problems with regard to earning;
2. Problems of inhibition or restraint in saving time and money, and of the safeguarding of property;

3. Problems involved in the spending of time, money and energy; and,
4. Problems of wise investment.

A person showing growth in these concepts and progress in related conduct shall be called thrifty. The end product then is a student constantly gaining in information and knowledge, and in the ability to practice the items of this thrift program.

CHAPTER V

AN EXPERIMENT IN THRIFT EDUCATION

Introduction. In September, 1927, an experiment was undertaken by the writer in the Thomas A. Edison Junior High School, of Los Angeles, California, to determine the degree and character of modification that could be made in the thrift practices of the students involved in the experiment.

The purpose of the study embraced the following points:

- (1) To build a program especially for a secondary school.
 - a. To build this program in an experimental situation, based on the high school plan of organization.
 - b. To provide a practical course in thrift which should not add to the already overcrowded curriculum.
 - c. To set aside a definite time for thrift instruction in the school program.
 - d. To devise a method of instruction which should not add another burden to the teacher, so that his attitude toward thrift would not be, "just one thing more to be done."

THRIFT THROUGH EDUCATION

- e. To make a course interesting to the boy and girl by providing the experience necessary to the solution of their problems:
1. With reference to *earning*; such as,
How can I earn money to buy the things I need?
Shall I work or study outside of school hours?
Shall I drop out of school to earn money?
What's the use of going to school anyway?
 2. With reference to *saving*, for example, such as,
Why should I save money; why not buy what I want?
What's the good of having a School Savings Account?
What other ways are there of saving?
Why should I care about saving school materials?
Why should I come to school every day?
 3. With reference to *spending*; such as,
Why shouldn't I buy what I wish?
How will a budget help me to spend wisely?

What things will I need later?

Should I buy a saxophone on time?

Why should I give to the Community Chest?

4. With reference to *investing*; such as,
What is an investment?

Can I get more than 4 per cent interest?

Shall I invest my money in a higher education?

Is self-improvement the best investment a boy or girl can make?

- (2) To participate in the program of the National Education Association and the scores of other agencies, as expressed in the National Thrift Conference, to put thrift education definitely into the schools.

- (3) To develop these attitudes and ideals expected of a student with reference to community thrift, and later to national thrift by solving such problems, as,

a. Why should I not throw papers around in the park?

b. Why should I take good care of library books?

c. Why should I put my campfire out?

d. Why should I not pick the wild flowers in the mountains?

- (4) To determine the nature and extent of the

work now being done by the school savings banks.

- a. To evaluate this work in terms of educational standards and objectives—as outlined in Chapter I.
- b. To build around the school savings bank a more comprehensive thrift program by shifting the emphasis from a savings activity to the development of the student into an independent, self-choosing individual showing wisdom in the management of his resources.

Preliminary Work. Since the experiment was to begin with the opening of school in September and to extend through one semester, it was necessary to plan the course of study ahead of time.

The first problem for consideration was to determine the content of a course in thrift education. After considerable reading it seemed clear that of the material relating to thrift presented by the various authors most of it could be included under one or more of the following concepts: (1) earning according to one's ability; (2) saving systematically; (3) spending wisely; and (4) investing safely.

It will be evident from a survey of the lesson plans, issued in the form of bulletins, which form a part of this chapter, that each of these items was considered in gathering the material of instruction.

After the scope of the course was determined, fur-

ther reading under each of these topics provided subject matter interesting for the bulletins issued weekly to the students after the opening of school. Since twenty weeks constitute a semester in a Los Angeles high school, and since time is needed at the beginning and closing of a semester for organization purposes, it was necessary to give the instruction in fifteen bulletins.

In selecting the materials great care was taken to choose what the writer thought would be interesting and valuable to a boy or girl of about thirteen years, rather than what would be deemed valuable by adult standards. Also an effort was made to provide some enjoyment along with the serious ideas to make the lessons more readable. In doing this the language used, of necessity, had to be normal to the high school situation.

Preliminary Test Construction. The preparation of a series of objective tests to be used at the beginning and at the end of the experiment presented the following considerations: (1) the nature of the groups to be tested; (2) the content of the tests; (3) the derivation of the separate items of the tests; and (4) the problem of the number of forms of each test.

Constitution of the Groups to be Tested. The course of study was designed for a school of some two thousand students, of grades seven, eight, and nine. It was deemed sufficient to use only certain samplings of students to test the results. After con-

sultation with the counselor it was decided to use two groups of entering B 7's. These groups were chosen for two special reasons; first, because they had not had the School Savings Banks work of the previous year in the junior high; and second, because they were almost identical as to age and intelligence.

Group A. Group A was composed of three sections of 33 students each of as nearly the same chronological age as possible. One section had high intelligence, one average, and one low, according to mental age as expressed by the Terman Group Test. This group was designated as the one to receive instruction in the thrift course.

Group B. Group B was composed of three sections of B 7's, each section comparable, with respect to mental and chronological age, to its corresponding one in Group A. This group was designated as the control group because it did not receive thrift bulletins.

Group C. Group C was composed of students as nearly like the above two groups as possible. These students were selected from a school outside of the Los Angeles School System. The method of selecting this group made it certain that its members would not receive even indirectly any of the thrift instruction given to Group A.

Group D. Group D was composed of one section of B 9's of average ability, selected in order to note the effect of age on thrift instruction.

*The Content of the Tests.*¹ In order to test the student's knowledge of thrift, that is, his concepts and attitudes, the Best Answer and the True-False types of tests were used. These tests were designed to cover the content of the course as given in the fifteen bulletins.

In order to get the items for the tests a visit was made to a ninth grade class in summer school. Their written responses to a series of questions on thrift were made the basis for the selection of the items especially for the Best Answer Thrift Test. If the reader notes the absurdity of some of the items included, it should suffice to say that such responses were given in all seriousness by the students questioned and therefore represent a student's thought.

A Judgment Test. In order that the experimenter might gain insight into a child's ability to discriminate between behavior which is considered thrifty and that which is less thrifty, a test was made, composed of two parts. Each part, in turn, consisted of five cases describing, in the first, the behavior of five students; and in the second, the behavior of five adults. The student tested was asked to rate each case as to the thriftiness exhibited.²

The "Personal Interview Test." It is one thing to find out what a person knows about thrift; it is quite another to get a measure of one's thrift practices.

¹ See Appendix for copies of the thrift tests used.

² See Appendix.

Thriftometer

Home Room _____

Name	Age	Grade	Sec.	S c o r e						
Name of School Savings Bank				Possible Points	1st 30 weeks	2nd 10 weeks	1st Semester	2nd 10 weeks	4th 10 weeks	2nd Semester
1. School Sav. Acc't (Bank Bk. No.)				25						
2. Weekly Deposits (1 point each)										
				10						
3. Other Savings (Proof)				5						
4. Deposits in other saving (1 point each)				2						
5. No absence during quarter				10						
6. No tardiness during quarter				10						
7. Keeping a personal budget of money				5						
8. No loss of locker key during quarter				4						
9. No loss of library or text book				5						
10. Scholarship (each A:3; B:2)				18						
11. Cooperation (A:3; B:2)				3						
12. Effort (A:3; B:2)				3						
Total				100						
A score of 60 is good; over 75 is superior.										

THE THRIFTOMETER CARD USED IN THE EXPERIMENT

The "Personal Interview Test"³ indicates the method which was used to discover any changes in the thrift practices of those interviewed. The interviewer discussed informally the items of the test with the groups, explaining what was wanted under each item. The student was told that if for any reason he did not care to answer any question he was at liberty not to do so.

The Reasons for Using Only One Form of Each Test. It is well known, that, in the making of standardized tests, it is customary to develop two forms of the same test, of approximately equal difficulty. For a time this problem occupied the attention of the writer. It was finally decided after consultation with others that one form of the test would meet the needs of the present experiment, since in the time interval of five months between the beginning and the end of the experiment, few items would be remembered which might seriously influence the results.

Other Measures Considered: the "Thriftometer." The discussion so far has dealt with the groups definitely chosen to be tested. In regard to the thrift program in the whole school, it seemed desirable to make use of certain measures or ways of recording *thrift practices*. To this end the card shown on the previous page was designed, and called the "Thriftometer," or measure of thrift.

The purpose of the card was to stimulate the practice of thrift, or rather to serve as a self-rating scale

³ See Appendix.

for each student using it. These cards were given to all the home rooms that cared to use them.

In designing the Thriftometer one hundred points were allocated to several items of which the school kept records. Twenty-five points for having a School Savings Account was given because these cards were used in connection with the school's work with the banks. Such factors as the saving of time through good attendance; the safeguarding of school property in the care of locker keys, library books and textbooks; and the wise use of talent as expressed in scholarship were taken into account. It was thought best not to include health the first year because the physical education work was already evaluated on a point scale by the Physical Education Department.

Other measures of thrift used were the reports of the banks as to the number of new accounts opened by the school and the number of deposits made.

How the Thrift Course Was Given. The method of giving the thrift course was one of the most important features of the experiment.

Among the social organizations in the school there are seventy-one clubs which meet every Friday morning. One of these clubs, the Prosperity Club, was organized to serve the whole school by giving the instruction in thrift.

The course was given in two ways:

(1) Directly, through the Prosperity Club, to be described later.

(2) Indirectly through the assembly, the school paper, posters, contests and in the several departments.

The direct method is the chief concern of this report.

During the year preceding the experiment a certain organization had been built up to sponsor a school savings plan. It was only natural to build upon this organization to put into effect a larger thrift program.

THE PLAN OF ORGANIZATION IN THE SCHOOL

1. *The Thrift Sponsors*

- a. Two teachers, vitally interested in thrift, who volunteered because of their interest.
- b. The vice-principal, in this case the director of the experiment.

2. *The Prosperity Club*, composed of one representative from each home room (Session Room).

The matter of the choice of a representative was the most important of the whole project. It was of prime importance that only those who wished to serve should be placed in nomination; and of those so nominated, that the home room teacher see that a person capable of being an instructor in thrift be elected. The success of the scheme depended upon the choice of representatives having qualities of leadership.

3. *The Thrift Captain*, elected by the representatives. This officer conducted the club meetings and

presided at thrift assemblies and at thrift banquets.

4. *The Thrift Council*, composed of one teacher from each department of the school, to act merely in an advisory capacity. Not much need was felt later for this group as it was hard for the teachers to find a time for meeting.

5. *The Principal of the School*, though not directly concerned in the thrift organization, was included. His support was one of the most important considerations in the thrift work, for teachers and pupils always reflect very quickly the attitude of the principal.

Time of Meetings. It was essential that a definite time for the thrift club to meet be assigned. In the experimental school the clock is switched every Friday to the "Assembly Schedule," meaning that an extra period is provided by taking a few minutes from each of the other periods. During the forty-five minutes so gained every student in the school is allowed to go to the club of his choice. By this method no extra time is added to the teacher's nor to the student's day. This period becomes an organic part of the school program. It is the time when the Prosperity Club met.

The Duties of the Club Members. At each meeting the experimenter presented mimeographed copies of the week's bulletin for study and discussion. Also methods of banking in the School Savings Banks were explained. The Thrift Representative took enough

mimeographed copies of the Thrift bulletin to give the course to the students in his home room on the following Monday.

The only thing asked of the teacher was that he make it possible for the representative to present the thrift lesson and to direct the discussion of the problems so presented. The material was provided, the home room period of twenty-five minutes was set aside, and the one responsible for giving the lesson was provided.

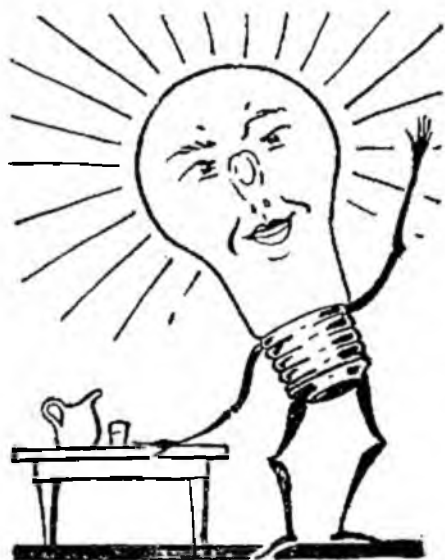
Each bulletin was divided into two parts: Part One dealt with learning about thrift; and Part Two was devoted to such activities as opening new bank accounts, checking up points on the Thriftometers, and encouraging general thrift attitudes as related to the use of one's time and one's talents.

Other duties of the club members were: organizing and taking part in thrift assemblies; providing programs for the Parent-Teacher Association, for the thrift banquet and for parties at school; and helping in the contests and in the drive during "Thrift Week," an annual event.

To summarize, it was through the Prosperity Club that the school was instructed in thrift, and under its supervision that the School Savings Accounts and other thrift practices were stimulated. It should also be stated that to the two thrift sponsors who assumed the responsibility goes the credit for directing the whole program.

Introducing "Eddie Wiz." Capitalizing the interest that young folk have in the comics, the experimenter deviated from the usual stereotyped method of presenting thrift talks by creating a character to give the instruction.

Taking a cue from the name of the school, Thomas



Eddie Wiz

CHARACTER CREATED TO GIVE
INSTRUCTION IN THRIFT

A. Edison Junior High School, and from the name of the school paper, "The Wizard," the character created was called "Eddie Wiz."

The following quotations taken from the bulletins are characteristic of his witticisms:

"Blessed is he who can talk and say something at the same time."

"You'd better take care of this body, you can't buy extra parts in a human garage."

"A good partnership is based on 'dollars and sense'."

"'Convenient credit' credit is like a banana peel, slick but dangerous."

"It's like being twins to educate your dollars to work for you."

The Bulletins. The method of giving the course through the thrift club organization has been described. The content of the course as given in the bulletins will now be considered in detail. Since the bulletins form the core of the whole thrift program, they are given in full in this chapter. Indeed, the content of each bulletin as given week by week was the chief concern of the author. It was a problem of difficulty to decide just how all the thrift material to be included in the course could be condensed into fifteen bulletins; and to determine how the material allocated to each bulletin could be effectively presented.

In the presentation of the bulletins no claim is made to an ideal course; however, an earnest effort has been made to give a program, practicable for high school students. In the preparation of the bulle-

tins great care was taken to follow the outline as given in Chapter One, with due consideration to the psychological principles involved.

COURSE IN PROSPERITY AND SUCCESS

Weekly Bulletin No. 1

The active coöperation of all home-room teachers in helping the Thrift Representatives to put over this experiment in prosperity will be appreciated.

OUTLINE OF COURSE

Organization: Thrift Supervisor; Prosperity Club—one representative from each home-room; *Thrift Sponsors*—3 faculty members; *Thrift Council*—one faculty member from each department.

Method of Instruction: Through the Prosperity Club; auditorium calls; posters; the related parts of class instruction; bulletins.

Lesson I. *What is thrift?*—a well-planned life.

Outline of plans for the year; getting thriftors; School Savings Banks; "Thriftometer"; contests.

Lesson II. *Earning*—What can a high school student do to earn money? Questionnaire from 4,000 students; analysis and evaluation of jobs.

Lesson III. *Earning*—What per cent of one's time should be spent on jobs outside of school? School law.

Lesson IV. *Earning*—Should a boy or girl drop out of school to earn? Relative value of a high school and college education? Cost? Self-help.

Lesson V. *Saving Money*—Ways of saving—School banks, savings banks, bonds, certificates. Exchanges and circulation *vs.* hoarding.

Lesson VI. *Saving Money*—Cards showing growth of sav-

ings accounts—Interest, simple, compound. Experiences from class.

Lesson VII. *Saving Time*—What value has time to a student? Make a budget—work, study, home help, sleep, recreation. Attendance record, cost of education to Board per day. Effect of absence, tardiness, and playing truant on success? Cost of repeating a course?

Lesson VIII. *Conserving Health and Effort*—Health records: height, weight, underweight, health habits. *Effort*—Examples of efficiency studies in business—brick laying—applied to study habits.

Lesson IX. *Safeguarding Property at School*—What is the cost of equipment? of replacement? of supplies? of janitor service? of paper towels? Relative cost of our school with others? How can we help to keep costs down?

Lesson X. *Safeguarding Property at Home*—Furniture, light, gas, etc.

Lesson XI. *Spending* — Personal budgets, household budgets.

Lesson XII. *Spending*—Good shopping; relative values, proportionate values; helping others.

Lesson XIII. *Investments*—Safe for high school student.

Lesson XIV. *Investments*—Safe and unsafe for adults.

PROSPERITY BULLETIN No. 2

Lesson I

PART ONE

What is thrift? Will the class please take a vote on which of the following definitions you like best:

MEANING OF THRIFT

1. "To spend money for things which add to one's power—mental, physical, moral or economic—is

thrift. To spend it for tools of production where-with one may increase his productive power, is thrift. To spend money thriftily is to add to the productive power of both the individual and the nation."—CARVER.

2. Thrift is productive earning; systematic saving; well-planned spending; and safe investing, as related to one's time, money, energy and talent.
3. "Thrift seeks not merely to save, but to earn. Economy manages, frugality saves, providence plans, thrift at once earns and saves, with a view to wholesome and profitable expenditure at a fitting time."—MACGREGOR.
4. Thrift has been described, "To tighten a loose-wad; and loosen a tight-wad."
5. "Thrift is good management of the business of living."—*Treasury Bulletin*.

Having chosen one of these definitions, or one you may like better, who will volunteer to make a copy on card-board to post in the home-room?

Each week this bulletin will come out in two parts: *Part One* will be information and discussion leading to increased knowledge of prosperity and success; and *Part Two* with thrift practices.

PART TWO

How many of you have a bankbook shouting to you, "Watch me Grow!" Are you willing to try the experiment of starting a School Savings Account? Don't you want to begin saving now for that new bicycle, for the violin, for a college education, for the joy of being independent? Sez Eddie Wiz, "The Pessimist said, 'It can't be done.' The Optimist said, 'It can be done.' The Peptomist said, 'I've already done it.'"

Many of us Edisonites are Peptonists who have School Savings Accounts. Edison can't be satisfied with less than 100%. Are we going to let other schools beat us! One dollar starts the account. Ask for a school bank to drop the nickels in, it takes only 20! We want to report to Mr. Gray that Edison is the first 100 per cent school in saving in the city. To the home-room in each school that gets the most points on the "Thriftometer" Mr. Gray has promised a party. Show your bankbook to your representative.

PROSPERITY BULLETIN No. 3

Lesson 2

PART ONE

What Can a High School Student Do to Earn Money?

(Result of a questionnaire given to all in our school.)

EARNING

Most of us are so busy with school work we do not have time to earn much, indeed it may be better to study hard so as to earn more later—but listen!

Did you know that 507 boys and 292 girls in our school worked for pay this summer; 799 Edisonites all together; and that 322 boys and 131 girls are earning something now, a total of 453! Are we lazy? We should say not!

Do you know that 33 boys support themselves entirely; that 298 boys and 82 girls support themselves in part, that 146 boys and 30 girls help to support their family.

Read the kinds of jobs we are doing, (which the representative will have copied on the board):

7th Grade Boys

Caring for lawns

Delivering papers

Selling ice cream, nuts, rabbits, etc.

THRIFT THROUGH EDUCATION

Cleaning yards	Manual labor—odd jobs
Driving trucks	Helper at filling stations
Home helpers	Passing handbills
Running errands	Packing seeds
Caring for children	Making baskets
Helpers in factories	Playing for dances
Helpers on ice and fruit and vegetable wagons	Restaurant work
Clerking in stores	Helpers to carpenters, elec- tricians, plumbers
Delivering telegrams	Delivery of meat, groceries, drugs
Cutting, hauling, pack- ing fruit	Dusting and washing cars
Getting subscriptions	Waiters
Selling junk	Packing box lunches
Bakery helper	Helping lunch wagon
Painters helper	Selling magazines

8th Grade Boys (in addition)

Raising and feeding rabbits	Printing cards
Nurseryman's helper	Working in movies
Machine Shop helper	Raising chickens
Helper at Tire shop	

9th Grade Boys (in addition)

Making boxes	Theatre usher
Turning eggs (hatch- ery)	Soda fountain helper
Messengers	Stage acting
Cabinet maker's helper	Boot black
Cleaners helper	Sand paper machinist
Caddy	Painting reed furniture
Glazer	Glass factory helper
Collecting bills	

Have the girls been sitting around twirling their thumbs?
Look at the list from our girls.

7th Grade Girls

Caring for children	Selling papers
Housework at home	Selling fruit
Housework outside	Singing at church
Usherette	Caring for sick
Bill sorter	Selling flowers
Clerking in all kinds of stores	Shopping for others
Cashier in café	Carpenter's helper
Packing fruit	Caring for lawns
Packing lunches	Cash girls
Running errands	Embroidery shop helpers
Professional dancing	Delivering papers
Selling papers and magazines	

8th Grade Girls (in addition)

Bookkeeping	Waitress
Public laundry work	Sewing
Bakery helper	Tailor's helper
Selling lunches	

9th Grade Girls (in addition)

Soda fountain waitress	Teaching piano
Clerk in meat market	Book binding
Raising rabbits	Cannery helper
Movie extra	Wholesale millinery assistant
Packing candy	Stenographer

Outside of school the students are working from 1 to 4 hours; and on Saturday 4 to 8 hours.

THRIFT THROUGH EDUCATION

Average wages are about 25 cents per hour, or about \$3.50 per week. Some earn as much as \$12 to \$15 per week while going to school.

Have teachers discuss with you these questions: (1) Which of these jobs have permanent value? (2) What valuable experience in business was gained—etc.

Maybe these jobs will suggest something to you.

PART TWO

The ten highest scores in School Savings Accounts are:

	<i>Room</i>	<i>Grade</i>		<i>Sec.</i>	<i>%</i>	
1.	103	A9	—	4	97	Miss H. J. Rogers
2.	232	B8	—	4	81	Mr. Holliday
3.	327	A8	—	8	79	Miss Marquardt
4.	326	A8	—	7	79	Miss E. Rogers
5.	102	B9	—	4	75	Miss Wentzell
6.	321	B9	—	2	74	Miss Parcell
7.	211	B9	—	5	70	Miss Packard
8.	327	B8	—	10	69	Mr. Dryden
9.	328	B9	—	1	65	Mr. Fifield
10.	140	B9	—	7	63	Miss Jones

A prize of free tickets to the next pay show is offered for the first home-room to be 100%.

COURSE IN PROSPERITY

Bulletin No. 4

PART ONE

Questions for the H.R. Teacher to help the representative put before the H.R. for real discussion.

EARNING

1. *For what is a person paid?*

A person is paid *for producing*, or making something; or *for service*.

2. *Should a student drop out of school to earn money? Under what conditions?*
 What do you think of the boy who dropped out of school at 16 to pay for a second-hand flivver and a saxophone?
3. *What do you think about the following school laws concerning work permits?*
- (a) No child under 14 may be granted a permit to work.
- (b) A child over 14 having finished the 8th grade, or a child over 15 having finished the 7th grade, under conditions of great poverty in the family, may work.
- (c) All students under 18 who are working must go to Part-Time School (four hours per week).
 For whose benefit are these laws planned?
4. *What is the value of an education?*
 (From U.S. Bureau of Education, Bulletin No. 22, 1917.)

Copy on blackboard.

Every day spent in school pays \$9.00

Here is the proof.

Uneducated laborers earn on the average \$500 per year for 40 years, a total of \$20,000.

High School graduates earn on the average \$1,000 for 40 years, a total of \$40,000.

College graduates earn more than twice as much as a High School graduate.

The student who stays out of school to earn less than \$9.00 a day is losing money!

5. *Community Chest.* There are those in our community, who through illness, or through no fault of their own, cannot earn. Should the thrifty per-

son help them? To the extent of at least one day's wages?

PART TWO

The ten highest home-rooms reporting last Friday were: 103, 326, 325, 111, 101, Aud-4, 140, 232, 315, 211 and 327.

SCHOOL SAVINGS

Remember *weekly deposits* count one point each on the Thriftometer Card. Ask all of those who made a deposit to show hands. Bring the number to the next meeting.

COURSE IN PROSPERITY

Bulletin No. 5

PART ONE

Sez Eddie Wiz, "Blessed is he who can talk and say something at the same time!" PRANTE.

EARNING

Question for discussion to-day:

What are Senior High School Students doing to earn money?

Could I do likewise?

Result of a questionnaire given to a nearby high school as to summer work.

Boys working 393, girls working 110, total 503.

23 students are supporting themselves entirely.

268 students are supporting themselves in part.

129 students are helping their families.

(Copy on the board)

Which of the following boys' jobs would you like?

Notice the Senior High list:

9th Grade

Selling Products: Eggs, papers, fruit, cakes, vegetables, magazines, sandwiches, pop-corn.

Selling Service: Clerking, office boy, helper: in lumber mill, tin shop, restaurant, heater company, tire shop, auto shop, battery shop, machine shop, painter, plumber, carpenter, iron worker, concrete contractor; *agriculture:* caring for lawns and gardens, picking and packing fruit; *farm work:* hay baler; *delivering:* groceries, drugs, papers, bills, magazines, ice, milk; *miscellaneous:* reading meters, bell boy, gun club, driving teams and trucks, playing in orchestra, etc.

10th Grade (in addition)

Helper to carpenter, painter and plasterer, contractor, welder, jeweler, printer, steam cleaner for autos, machinist, boiler maker.

Other jobs: Western Union messenger, washing autos, waiter in café, janitor, studio extra, caddy, cook, dishwasher, bootblack, violin mender, usher, engine oiler.

11th Grade (in addition)

Plasterer, clay worker, painter, teacher of violin, barber's helper, assistant pilot on tug, porter, shipping clerk.

12th Grade (in addition)

Electrical worker, life guard, assistant to medical director, pipefitter's helper, S. P. Shops, tile setter, lather, baker, bookkeeper at bank, sheet and metal workers, R. R. car repairer, order clerk, sash and door worker.

Note: That the 10th and 11th grade boys are mostly helpers to mechanics; that the 12th grade boys are holding real jobs. The boys of this senior high school earned \$37,581 during the summer, an average of about \$98 for each boy, who worked (some only working a part of the vacation).

Sez Eddie Wiz: "I surely am proud of the senior high school girls."

During the summer 110 of them reported as having worked to earn \$5,847, an average of \$55 each, even with counting those who worked for a week or two.

(Copy on the board)

What can girls do?

Pretty nearly anything a boy can do. Listen, we found 9th grade girls picking fruit, cutting apricots, farming, caddying (for ladies), cashiers in shows, helpers in cafés, assistant in doctor's office, repairing shoes, selling papers, clerking in stores as well as caring for children, keeping house, sewing, hem-stitching and working in offices.

10th Grade (in addition)

Working in laundries, at soda fountains, in stores, packing coffee, working in ladies' locker rooms at clubs.

11th Grade (in addition)

Canning fruit, typing and filing, office work.

12th Grade (in addition)

Trimming hats, higher clerical and clerking jobs.

PART TWO

Many home rooms showed decided gains this week. Please report your percentage of school savings accounts. We are going to be a 100% School—Says Eddie Wiz, 'Atta boy, home-rooms, *get busy*, don't forget the parties for the winners.'

COURSE IN PROSPERITY

Bulletin No. 6

PART ONE

Roosevelt said, "If you would be sure that you are beginning right, begin to save."

SAVING

Sez Eddie Wiz, "It's all in your head. 'You don't find thrift at the bottom of your purse.' The time to save money is before you spend it."

(Copy on board)

The two questions for to-day are:

- (1) *What should a student save?*
- (2) *How can he save systematically, or regularly?*

A thrifty Edisonite will save *health, money, time, energy, talents and materials*, including food and clothing. An Edisonite will consider it his *duty to protect property*: at school, at home, in the city, and in the nation.

To Teachers: Bring up for discussion the above points. The Thrift Club will offer three prizes, one to the 7th grade student; one to the 8th grade student; one to the 9th grade student, who writes the best composition on any topic suggested in this bulletin.

How can a student save systematically?

- (1) *The School Savings Bank Account* is the best way to begin. It pays 4%; it will take deposits of any size; it will grow into something bigger. It is a regular systematic way of saving money. The banks lose money because it costs so much to keep small accounts, but the bank is looking for future big customers. *Start your account to-day.*
- (2) *A regular savings account* pays 4% and is a good way to save.
- (3) Talk over certain investments as ways of saving—building and loan (6%); municipal or public utility bonds, paying 5% up. Why are the above reasonably safe? Why are the rates of interest rather low?

What other ways of saving money do you know?

PART TWO

Ask the Home Room Students:

- (1) How many of you have a School Savings Account? If not, how many will begin now?
- (2) How many have made a weekly deposit?
What is the value of forming the habit of going to the bank, or of saving *systematically*?
- (3) Grades come out in two weeks. How many points will you have on the Thriftometer card?
Pass out the Thriftometer to each student. What does each item measure? How will you stand?

PROSPERITY BULLETIN No. 7

PART ONE

Sez Eddie Wiz, "It is O.K. for me to 'toot my horn' because I bought it with my own savings."

SAVING

"It is easy to give up candy and movies if you are saving for something nice."

(Copy on board)

Report of Edison Students (from questionnaire)

Number of earners..... 788

Number of savers..... 496

Number of spendthrifts (saving nothing).. 292

Number of tight-wads (saving all)..... 81

For What Are Edison Students Saving? (Answers from September Questionnaire)

For College	80	For Christmas	16
For Education above Jr. H. S.	55	For business	6
For clothes	51	For musical instru-ments	12

For bicycles 34 For music lessons..... 10
 For autos 27
 For typewriters, tools, furniture, dishes, travel, jewelry,
 school supplies, annual, dentist, beach outfits, for a good
 time, etc.

Those who have no special aim..... 127

Ask the class:

Which of the above students are thrifty savers?

Which are not thrifty savers?

Is saving just for the sake of saving a good thing?

What do you want more than anything?

Are you willing to sacrifice a few movies, candy bars
 and soda pops for something better? Then start a
 School Savings Bank Account to-day.

A girl said just yesterday, "I did not know I could
 save, but I started an account in September and now
 I have \$38.50!"

Money put in savings banks gets into circulation be-
 cause it is lent to builders, merchants and to those
 doing the world's work. The miser hoards his gold
 so benefits no one. The spendthrift's money gets into
 circulation, but can you say he is a good citizen?

(Copy on board)

How the Money-Tree grows: In a School Savings Bank
 at 4%

Weekly

<i>Savings</i>	<i>1 year</i>	<i>2 years</i>	<i>3 years</i>	<i>4 years</i>	<i>5 years</i>
\$0.10	\$5.30	\$10.82	\$16.56	\$22.54	\$26.75
.25	13.26	27.06	41.41	56.34	71.68
.50	26.52	54.12	82.82	112.69	143.76
1.00	53.05	108.24	165.65	225.38	287.53
5.00	265.23	541.17	827.26	1,123.89	1,432.50

Can you figure what a building and loan account at
 6% would be in 5 years? or gas or electric stock at

7%? If you are 12 or 14 now what will you have at 19 or 20? But remember, "You can't eat your cake and keep it, too."

PART TWO

Edison has 47% now of School Savings Accounts. The ten highest H.R.'s are: 103, 326, 325, 232, 328, 321, 140, 102, 212, 327. Look on the bulletin board to see where your H.R. stands. Next week the Thriftometer cards will be made out from the report cards by the Thrift Representatives under the direction of H.R. teacher. Remember, those who have lost no books get 5 points, those with no loss of locker keys 4 points. Add the total number of points on all your Thriftometers; divide by number in room. Report score to Miss Elma Rogers. Home Room winning will be given a party by Miss Murphey.

PROSPERITY BULLETIN No. 8

PART ONE

Sez Mr. Goulet, "Thrift is all in your head."

Sez Eddie Wiz, "That's all right, but some can't get it out."

G. TOLLE.

SAVING

(Copy on board)

What value has time to a student?

Break-fast	?	School 7 hours	?	D	?	Sleep 9 hours
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(Ask these questions)

What do you do with the time between school and bed?
Do you get the best return for Saturday and Sunday?
Make a budget of your time. Show how well you can live on 24 hours per day.

Divide your hours among these items:

1....Sleep, 2....School, 3....Meals, 4....Home help, 5....Recreation, 6....Study.

(Copy on board)

The Board spends on each Edison student for a year..... \$128.24

The Board has invested for each Edison student in buildings, etc. 75.82

Total cost of each Edisonite..... \$204.06

Are YOU worth it?

When you are absent, what do you lose in instruction? Since the school receives money according to attendance, Edison loses more than a dollar a day if you are absent.

What does it cost you in time to repeat a course? in disappointment? in money?

Sez Eddie Wiz, "It surely is like spanking yourself to play hockey!"

PART TWO

The school stood 41% in school savings in September and only 47% now, but it is encouraging to know that many expect that first dollar soon to start the account. If your home room is under 47% you're below the school average.

The Prosperity Club wishes you all the joy of a happy Thanksgiving Day! How thankful we should be for our school, our new lawn, and trees 'n' everything.

PROSPERITY BULLETIN No. 9

PART ONE

Sez Eddie Wiz, "You'd better take care of this body, you can't buy extra parts in a human garage."

CONSERVING HEALTH

May you be *healthy* first—then wealthy and wise.

EDDIE WIZ'S HEALTH RULES

Important Rules of Health.—By Payne & Schroeder.⁴

Drink

- I must not drink tea or coffee.
- Drink four to six glasses of water daily.
- Drink no water with ice in it.
- Do not drink cold water after play.

Sleep

- Retire every night at the same hour.
- Get up at the same hour every morning.
- Sleep ten to twelve hours.
- Sleep alone in a dark room.
- Have windows open top and bottom.
- Do not sleep in clothes worn during the day.

Eating Habits

- Eat slowly.
- Chew your food well.
- Be happy while you eat.
- Eat your meals at the same hour every day.

When I Rise I Must:

- Wash my hands and face.
- Brush my teeth.
- Rinse my mouth.
- Drink a glass of water.
- Clean my finger nails.
- Comb my hair and dress myself.

What to Eat Every Day

- Drink about four glasses of milk.
- Eat a warm breakfast.
- Eat something warm for lunch, as soup.

⁴From *Method and Measurement of Health Education*.

Eat bread and butter at every meal.

Eat fruit every day.

Eat vegetables every day.

Eat meat but once a day.

Eat a cooked cereal for breakfast.

Make Out Your Own Health Record

My height is——ft.——in.; my weight is——
lbs. For my age I should weigh——lbs. (ask Gym
Teacher); I am just right——; underweight——
lbs.; overweight——lbs. (check).

If I am underweight I shall drink *two quarts* of milk
daily in addition to my regular diet. I shall rest more.

Sez Eddie Wiz, "Atta Boy, be a husky chap like me!"

If I am too fat I shall eat more green vegetables and
fresh fruits; and much less of sweets, pastries, potatoes
and bread and butter—I shall not overeat.

Sez Eddie Wiz, "Nobody loves a fat man!"

Can you say:

My eyes are cared for.

I have no cavities in my teeth. (If you need dental
attention, see Miss Murphey, perhaps she can help to
arrange an appointment for you with some clinic.)

SAVING EFFORT

The secret of Henry Ford's success is largely due to
the well-placed effort of every man. Many studies
have been made in such processes as bricklaying,
showing that a man can lay one-third more if every
motion is well planned.

Can you save energy and effort if you plan your school
business in a similar way?

Sez Eddie: "If you let others do your *heavy thinking*
for you, you're 'dead' even tho' you don't know it."

PART TWO

Every new account raises your Home Room 3%.

SCORES

Watch the bulletin board! See your Home Room go up! The Thriftometers show only two library books and only 24 textbooks lost during the past quarter. Isn't that a wonderful record for 2,000 students? We believe our thrift program is working. Sez Eddie: "Yea Bo!"

PROSPERITY BULLETIN No. 10

PART ONE

Sez Eddie Wiz, "This business of education surely does come high."

SAFEGUARDING PROPERTY

At School: Would you like to go into partnership with the Board of Education? Well, here are the figures from the Auditor's report:

(Copy on board)

Value of school grounds at Edison.....	\$ 99,789.00
Value of buildings	527,095.00
Value of equipment	79,037.00
Value of library books	2,000.00
Cost of new lawn and trees	1,200.00
Cost of supplies for last year	4,572.00
Cost of textbooks	5,557.00
Cost of janitor service and supplies....	15,786.00
Cost of refinishing a cut desk	1.50
Cost of replacing one broken chair.....	7.50

There are some 19 junior high schools in the city. Edison ranks just below the average in cost of operation which seems to mean that we are not too extravagant nor yet too stingy in the use of the taxpayers' money.

Put your two thousand heads together and answer these:

What would it save in janitor service if no lunch papers were ever thrown in the yard?

Sez Eddie Wiz, "\$400.—Right! Ask me another."

Well, what would it save if the halls were kept clean of dropped papers?

Sez Eddie Wiz, "\$300.—Right! Ask me another."

See here, what would be saved if never a boy engraved his initials on a desk?

Sez Eddie Wiz, "\$200.—Right! Ask me another."

Can you get this one? What would be saved if never a tool were broken in the shop?

Replies Eddie, "\$30.—Right! Ask me another."

They tell us that \$184,701.00 is paid yearly for teachers' salaries at Edison. Now what would be saved if every student were perfect in effort and coöperation and no one ever interrupted the teacher unnecessarily?

Sez Eddie Wiz, "I give up. Don't ask me another!"

We feel like a million dollars to be students at EDISON.

PART TWO

Boost for new Savings Accounts; and most of all for *regular deposits*.

PROSPERITY BULLETIN No. 11

PART ONE

Sez Eddie Wiz: "A good partnership is based on 'dollars and sense'."

SAFEGUARDING PROPERTY

Questions for the home-room teacher to discuss with students:

How to go into partnership with Mother and Dad:

- I. In the matter of saving on grocery bills:
 - a. Balanced meals.
 - b. Personal selection of food.

THRIFT THROUGH EDUCATION

- c. Foods in season.
 - d. Good cooking.
 - e. Left-overs.
 - f. More vegetables, less expensive meats.
2. In the matter of saving on clothing:
 - a. Care of clothes
 - b. Making over.
 - c. How to save one's best clothes.
 3. In the matter of saving light, water and electricity:
 - a. Use only what is necessary.

How to go into partnership with the City of Los Angeles:

1. In the use of public libraries:
 - a. What do you think of the student who cuts out of the library magazines to decorate his notebook?
2. In the use of public parks:
 - a. What can a high school student do to help keep our parks clean?

How to go into partnership with Uncle Sam:

1. In the care of forest camp fires:
 - a. It is our *duty* as citizens to protect our forests.
 - b. No Boy-Scout nor Camp Fire Girl leaves a fire burning, nor rubbish scattered about.
2. In the protection of Christmas Holly.
3. In other ways of conserving national resources.

PART TWO

Wonderful! Over 400 new savings accounts during the Contest Week. Even though Team Two did not have the highest score it had the largest number of new accounts! Congratulations to all the 1,315 school savers at Edison! Remember Mr. Gray's party to the home-room in each team who has the largest score on the Thriftometer cards at the end of the semester.

PROSPERITY CLUB BULLETIN No. 12

PART ONE

Sez Eddie Wiz, "Tell your nickels, dimes and quarters where to go, don't ask them where they went."

SPENDING

This will be a lesson on income management.

(Copy on board)



*Mr. Spendthrift's
Dollar*

*Mr. Tightwad's
Dollar*

*Mr. Educated Man's
Dollar*

ADAPTED FROM THE CHART OF THE NATIONAL
THRIFT COMMITTEE

Examine the dollars above. In what way does the educated dollar differ from the other two? Which would make life happiest?

There is nothing sinful about money itself, it is only a medium of exchange between persons. It represents stored up energy or work, for future use, so should be thoughtfully used.

Now making a budget is the best way we know of telling your dollars where to go. Make a *plan* for the wise management of your income. One like on the following page might serve your needs.

(Will the mathematics teachers please help in budget making this week? Thank you.)

Examine your personal account. How can you educate your dollars still better? What is the value of a

budget or plan? Remember, "Thrift is the good management of the business of living."

To have a full life we must share with others. How much? Each must use his money in the way he thinks most worth while.

Personal Budget

Income		Savings	\$1.00
On hand	\$1.00	Expenditures:	
Allowance	2.00	Show50
Earned	1.50	Necktie	1.00
	1.00	Paper20
	—	Notebook40
Total	\$5.50	Church25
		Lunches90
		Balance	1.00
		Total	\$5.50

PART TWO

Many could have had a higher score on the Thriftometer Card if each one had kept a personal budget. If you keep such an expense account as outlined above to the end of the quarter you will get five points. To make it easy, we suggest that the home-room representative get a loose-leaf notebook to be kept in the home-room with a page for each member who wishes to keep a budget. Entries can then be made at home-room period on any day. Others may prefer a separate little book. See how many points can be earned.

Sez Eddie, "My budget will help me!"

The three home-rooms making the highest number of points *this quarter* will be given a party by Mr. Gray, the city supervisor.

PROSPERITY CLUB BULLETIN No. 13

PART ONE

Sez Eddie Wiz, "Convenient credit is like a banana peel, slick but dangerous."

SPENDING

The high-priced Advertising Giant says, "You'll buy my goods because I get \$20,000 a year for making you do it."

You answer, "But I have no money."

He replies, "That's easy, 'a dollar down and a dollar a month the rest of your life'."

Can you resist such high-powered salesmanship?

DEBATE IN HOME-ROOM: RESOLVED, *That it is of more importance to a thrifter to be able to spend wisely than to be able to earn.*

For what should a student spend money?

For gum and knickknacks?

As Eddie Wiz was approaching Catalina Island some one told him that Mr. Wrigley owned the whole island and pointed out the chewing gum magnate's mansion on the hill, when Eddie with astonishment gasped, "Upon my word! Look what we have chewed him into!"

The Woolworth Building, New York's tallest building, was built from profits from "5 and 10c stores." Who pays for these things?

Are you a good shopper? Do you look for quality and wearing power in clothing? Do you know relative values? In buying "bargains" remember, sez Eddie, that nothing is cheap you do not need.

Give yourself this test when buying.

1—Do I need it?

2—Do I need it now?

3—Do I need something else more?

4—Will it pay for itself in the end?

5—Do I help or injure the community in buying this?

What do you think of the man who earned about \$200 per month, who with scarcely any increase in salary, on successive years bought first a Ford, then a Dodge, then a Buick, then a second-hand Cadillac?

Why does one live beyond his means? Because "Fine Feathers make fine birds"? Each fellow tries to get ahead of his neighbor.

PART TWO

We are very proud of the record the school has made in the number of new School Savings Accounts—Keep on boosting—Who knows but that these accounts are the foundation stones of "building our estates." Never too young to begin!

PROSPERITY BULLETIN No. 14

PART ONE

Sez Eddie Wiz, "It's like being twins to educate your dollars to work for you."

INVESTING

Now that many of you have found it easy to save \$25.00 or more, how would you like to be a real investor?

An investment means, to put your time, energy and money where it will earn a profit. The profit depends largely on how much good sense you use.

Then, too, one's profit should be measured in terms of good health and happiness as well as in dollars. A student may earn, save, and spend wisely but he cannot be called thrifty unless he can invest his money safely at a good interest.

Money may be invested in an education, in tools for work, or in goods to sell. In such cases money is called *capital*. If a student has saved and bought a bicycle for \$35.00 in order to get a better job he is a *capitalist* to the extent of \$35.00

Or, a student's money may be lent to others at interest:

1. *To the government* by buying a bond which is a promise to pay a certain sum at a fixed time. Government bonds are as safe as the government, so pay a low rate of interest, about 3% to 4%.
2. *To one's State*, by buying State bonds.
3. *To one's city*, or school district, to build city buildings or schools—safe and yield from 4% to 5%.
4. *To the Schools Savings Bank* at 4% interest—unusually safe and has the advantage of one's being able to get his money out easily—that is, one's money is "liquid."
5. *To a Building and Loan Association*, quite safe in California, pays you 6% or more—Their certificates can be bought on time, say, of \$5 per month or more.
6. *To an insurance company* for an endowment policy, which means that one pays in so much in *premiums* in order to get a certain sum at the end of say 15 to 20 years. Pays about 4% and gives certain protection. One's money is tied up but one can borrow on such a policy.
7. *To certain corporations or companies* who sell light and gas, etc. Stock in these corporations pay as much as 7%; is reasonably safe, and can be bought on the small payment plan.

Sez Eddie Wiz, "You don't go to a plumber to have your teeth fixed, why trust any but an expert as to the investment of your money."

PART TWO

Now that Christmas is over we are putting on a *big contest*, to close February first, for the three home-rooms having the largest percentage on the Thriftometers—Big Reward!—Let's all pull together! Atta boy, let's go!

PROSPERITY BULLETIN No. 15

PART ONE

Sez Eddie Wiz, "Spend and the world spends with you, save and you save a loan." PRANTE.

INVESTING

Last week we spoke of ways in which a student could invest money. This week we will discuss investments you may look forward to having later.

(Mathematics teachers please help, if convenient.)

Investments for the adult:

1. *A home*, even though bought on the installment plan, and even though the taxes and assessments come high, it gives one a sense of pride in ownership and of belonging to a city as nothing else can, to have one's own home.
2. *Life insurance* both for protection and for an endowment to be collected later.
3. For the small investor, savings account, building and loan, government, city, public utility bonds.
4. For the larger investor, *first mortgages on real estate* up to 50% value on good income property well located with an increasing value. (Don't buy real estate without a thorough investigation. Be careful of lots located at a distance.)
5. Stock in local corporations selling light or gas, etc., or in railroads of the best class.

There are a large number of investment bankers and

brokers whom you may consult for many good types of investment.

Did you know that the American public turns over to crooks more than \$2,000,000 a year! And that these crooks have regular lists of "suckers" or "lilies" in every town whom they know to be easy marks.

Sez Eddie Wiz, "They're all the time putting 'gold bricks' in new wrappers so how's a fellow going to know? And then after the crook gets your money he calls you a 'lily'!"

What are we going to do about it?

1. Be *suspicious* of every investment offered to you.
2. Don't buy on "tips" from any one, not even from a friend, until you have made a thorough investigation yourself.
3. Keep at least 75% of your money in safe securities (such as mortgages on real estate, bonds, etc.). If you must take a chance, use only 25% of your money.
4. Don't buy into anything located at a distance. If it were good, local persons would have already bought all the stock.
5. Sez Eddie Wiz, "Always use *your* head, not the other fellow's!"

PART TWO

Many new accounts are reported this week, many are working hard for A's and B's, hundreds are hanging on to the budget, locker keys and books—Result—a big THRIFT SCORE!

Atta boy, hold that line!

BRIEF EXPLANATION OF EACH BULLETIN

Bulletin Number One. That the students might have an understanding of the content of the whole

course the first bulletin offered a general outline, including the topic of each weekly lesson to be presented.

It will be noted: (1) that the lessons were grouped around the four general concepts of earning, saving, spending and investing; (2) that the lessons were presented in the form of problems of interest to the student; (3) that the outline was very elastic, permitting the introduction of any amount of supplementary material; and (4) that each bulletin encouraged thrift practices.

Bulletin Number Two. In Lesson 1, presented in this bulletin, the students were asked to consider the question, "What is thrift?" They were also asked to have a copy of the definition chosen made into a poster, to be hung in the home room. As the students passed from one room to another a variety of definitions were presented. Part One of this bulletin was the thrift lesson. Part Two dealt with banking.

Prosperity Bulletin Number Three. What can a junior high school student do to earn money?

To answer this question the writer decided to ask the students themselves what each earner was already doing. Consequently a questionnaire was constructed and presented to the two thousand students of the experimental school relative to jobs held, money earned, time spent, and the like.

The questionnaire included such questions as, What are you doing now, during the school term, to earn

money? How many hours per day do you work? What part of your earnings do you save? And for what are you saving?

From the material furnished by the various items of the questionnaire, Bulletin Number Three was written. It will be noted in the tabulation of the bulletin that each grade is considered separately, for the boys, as well as for the girls.

Bulletin Number Four. Since certain dangers arise from overencouraging boys and girls to earn, this bulletin concerned itself with the following problems: (1) Should a student drop out of school to earn? (2) What is the value of an education? (3) What school laws govern the granting of work permits? (4) For whose benefit are these laws planned?

Bulletin Number Five. That the student in the junior high school might know what to expect in case he had to help himself later in senior high school, a questionnaire was presented to some two thousand senior high school students. The results of this questionnaire form the basis for the fifth bulletin.

Bulletin Number Six. The two questions submitted for discussion were: (1) What part of his income should a student save? (2) How can he save systematically? The questions of saving health, time, energy, talents and materials were presented in order that the student might see that improvidence in any one of these leads to failure, even though much money be accumulated.

To stimulate added interest prizes were offered by the Prosperity Club for the three best essays on the subject of thrift in saving.

Bulletin Number Seven. To encourage students to save for a worthy purpose a list was made of the items indicated by the students on the questionnaire. The questionnaire showed the largest number saving for a higher education. Some were saving for means of transportation, for bicycles and automobiles, others were saving for musical instruments. These were highest on the list.

Bulletin Number Eight. It was doubted that most high school students had ever thought of a budget of time. Bulletin Eight presented the problem of the proper division of time among such items as sleep, school, meals, home help, recreation, and study. The question of the yearly cost to the city of \$204.06 for each student was presented that the student might know the actual cost of failure—what he lost in time, money and disappointment, to be absent, tardy or to have to repeat a course.

Bulletin Number Nine. One of the bulletins which attracted the attention of the students most was Number Nine, devoted to a simple outline of important rules of health. The student was asked to check himself on a brief record sheet, after consultation with the Physical Education Department as to his own health record.

Bulletin Number Ten. The subject for considera-

tion was, "Going into Partnership with the Board of Education." From the Auditor's Report certain items were presented; such as, the value of the buildings, the value of equipment, the cost of supplies and the cost of janitor service. The thought was that the student would make a greater effort to use school properties and supplies more carefully if he learned to appreciate the value of the investment.

By way of varying the method of presentation the "Ask-Me-Another" form of questioning was utilized.

Bulletin Number Eleven. "A good partnership is based on 'dollars and sense'." This was the idea expressed in Bulletin Number Eleven, with reference to going into partnership with mother and dad, with the City, and with Uncle Sam, in respect to the wise use of property at home, in the community and in the nation.

Bulletin Number Twelve. Income management was presented by asking the students the difference between the items expressed on three graphs representing Mr. Spendthrift's Dollar, Mr. Tightwad's Dollar, and the Educated Dollar. It was stated that money was a medium of exchange and not the "root of all evil," that the thoughtful use of money was the mark of an educated person. A simple plan for keeping a simple personal budget was given. As an item of expenditure, the problem of sharing with others was discussed. It was shown that miserliness is not thrift.

Bulletin Number Thirteen. The home rooms were asked, in this bulletin to debate the question: "Resolved, that it is of more importance to be able to spend wisely than to be able to earn." The facts that the Woolwirth Building was built from the profits of "5 and 10 cent" stores and that Mr. Wrigley owns Catalina Island, bought with profits from chewing gum, were stated to show the student that the waste from spending even small amounts often foolishly has made others rich.

There was also included in this bulletin a discussion of such topics as quality versus cheapness in buying, relative values in purchasing, and living beyond one's means.

Bulletin Number Fourteen. The problem of educating one's dollars to work was the subject of this bulletin. The outline included certain investments which were judged safe for a high school student, such as Government bonds, state bonds, school bonds, and the like. The student was urged to save in the School Savings Bank until he could accumulate enough to make larger investments.

Bulletin Number Fifteen. The instruction in thrift was concluded in Bulletin Fifteen with discussion of investments judged safe for an adult. Some students have saved large amounts; they are already thinking of larger investments.

The problem of investment was completed with a review of the indices of a poor investment, and of a

swindle. The attempt was to develop in the student an attitude of caution towards all investments.

Since the bulletins contain the very essence of the type of instruction which the author advocates, the reader is asked to follow each bulletin carefully.

Indirect Methods of Instruction. In addition to the direct method of giving thrift education by means of the bulletins, certain general activities of the high school were utilized, such as, the assembly, the school paper, poster displays, social events and contests. The following outline of events was followed while inaugurating the thrift program:

THRIFT CALENDAR OF 1927

- September 13—The Prosperity Club organized.
- October 5—Thrift Assembly—conducted by the Club.
- October 28—Thrift Banquet—in the school cafeteria.
- October 29—The Prosperity Club Thrift Program at the Parent-Teacher Association Meeting.
- November 3—Meeting of the Thrift Council—refreshments.
- November 4—Meeting with the Mathematics Department.
- November 6—Community Chest drive—Club helped actively.
- November 7-15—Essay Contest—conducted through the English Department.
- November 18—Home Room 103 given free tickets to school show for being the first to get 100 per cent in School Savings.
- November 20—National Forestry Primer distributed through the Social Science Classes.
- January 4—Thrift Assembly—Topic: "Investment."

January 11-18—Drive for new savings accounts—Three teams—Assemblies—Noon parade.

January 18—Winning team sees free a Harold Lloyd comedy.

February 1—Close of the experiment—Close of Thriftometer Contest—a party to the three home rooms with the best score on the Thriftometer Cards given by the city supervisor of thrift education.

The importance of some of these events warrants a fuller description.

Assemblies. It was deemed wise to have a general assembly devoted to the discussion of thrift as early as possible in the term, in order to start with a mutual understanding of the nature of the project.

With this end in view the first thrift assembly was very elaborately planned, with the band invited to furnish music. The entire Prosperity Club was seated on the stage to lend dignity to the occasion.

The program given by members of the club consisted of a cycle of four, three-minute speeches upon the general topics of earning, saving, spending, and investing. As each of these speakers finished, he was followed by four other students who, in one-minute speeches, told how the idea had been put into practice. For example, after the first speaker had answered such questions as, "Can a junior high school student earn money?" and "What can he do?" he was followed by four students who told how they were actually earning money. One, for example, ex-

plained how he caddied at the country club outside of school hours.

At the second thrift assembly, planned for January 4th, outside speakers were invited. The Supervisor of the Schools Savings Department of the city and a representative from one of the life insurance companies spoke of ways for a boy and girl to invest money safely.

The Club Banquet. Some events of a social nature were planned for the thrift club to reward members for the serious work they had done. After the quarter grades were issued a simple banquet was given by the club. As guests two city thrift supervisors, the principals of the eight contributing elementary schools, and the school officers were invited.⁵

The Drive for New Savings Accounts. Since one of the purposes of the study was to recognize the work of the School Savings Banks, a special contest was held during a week in January, after the Christmas rush, for the specific purpose of interesting students in new accounts. This event was one of the most spirited, as well as one of the most successful of the year for the Prosperity Club.

To create friendly rivalry the school was divided into three teams: Team One, Team Two, and Team Three, with a captain and a faculty sponsor for each team. The reward was a free vaudeville and picture

⁵ For the program, see the Appendix. The songs are typical of those used during the year.

show for the winning team. Competition was keen. Through group assemblies during the home-room period, through impromptu noon parades, and through the wearing of all types of insignia furnished by the print shop enthusiasm was stimulated.

The net result of the contest was four hundred new school savings accounts for the week.

The School Paper. The thrift column in the monthly edition of "The Wizard" was most helpful in the present experiment. Certain excerpts given at this point were representative of the contributions to the paper. It was the policy of the paper to use the student's own language rather than to correct the articles by adult standards.

SAVING AND HAPPINESS

(Prize Essay)

Savings! A word with the meaning of happiness. If every one would look around and investigate, he would find that in the cases where people are prospering by having good investments, it usually has nothing to do with being left a great amount of money by a rich uncle from Australia. But that by dint of hard working, spending wisely, and of course, saving properly, these people have prospered. Of course, every rule has its exceptions and some people are unfortunate enough to perhaps have had some ill luck which prohibited this.

On the other hand, let us look upon the other extreme case. People who loaf on street corners and complain to each other as to why they aren't rich, instead of looking for

a job, at night they go to the bread line to eat. It is from this sort that robbers have originated. These are the two extreme cases of human nature.

CLARENCE BROOKS, B-8.

THE THRIFT SHIP

'Twas a stormy night on an angry sea,
And the waves were as wild as waves could be
And the treacherous rocks seemed to hungrily ensnare
Every doomed ship that entered their lair.

The ships went down, one after one,
And the crash resembled the report of a gun,
As some fated ships went to their doom,
To dwell thereafter in some cavernous sea room.

All the ships had perished! Oh, but look!
There in the dark sea's darkest nook,
Sending forth its rays like a beacon light
Disdainfully proud but right in sight.

Said the angry sea to the ship that was still
Riding the waves with a powerful will,
"How can you sail as with never a care?
For I am the sea of Debt and Despair!"

"Please notice, angry sea, that at my mast
The banner of Thrift is holding fast,
And no matter how hard the winds may blow
Onward forever, I will go."

"I've decided, pert ship, that it's you I shall feed
To my hungry nymphs for their morning meal."
And his mighty waves tried the strength of its keel.

But all of his efforts were in vain,
For the ship sailed onward, down the rough sea lane,
And the banner of Thrift fluttered high in the gale.
And thus, dear reader, ends my tale.

MARTHA HUNSAKER, B-9.

EDDIE WIZ, INSTRUCTOR IN THRIFT

(Prize Essay)

I am Eddie Wiz. I came to Edison Junior High, Sept., 1927. I am the brightest of them all. When I first came here, they threw paper in the hall, and played on their way to their classes, and spent their money foolishly for shows. They did not pay attention to what the teacher said. They were not thrifty. I got very angry at this and beat a few of them up, and told them to be thrifty. I started with the Prosperity Club and Thrift Bulletin. I put wise cracks in the school paper, and made them laugh. Then I went around to the home-room and told them how to be thrifty—to earn money and save it. Not to run to the store whenever they got any money, but to save it and put it in the bank. So they started to do this, and now we have got a thrifty bunch at Edison Junior High School; and when I get through, they will be the happiest people in the world.

MARVIN SAPP, B-7.

Help from the Various Departments. It was the thought, in soliciting the coöperation of the several departments of the school, not to interfere with the regular work, but to get their help with the thrift program in so far as it fitted into the course.

The Mathematics Department suggested that such items as budget making, and simple banking with the computing of interest on savings could be taught by them without deviating from the course of study. The English Department conducted the essay contest; the Home Economics Department stressed thrift in foods, clothing, millinery classes; and the Social Science Department helped with the giving of tests. The Commercial Art Department made many posters.

The Los Angeles Plan of Banking School Savings. Since the banking of school savings is an integral part of this experiment, a consideration of the Los Angeles plan is relevant. The writer built her experiment around the system already in vogue, the principal features of which are outlined.⁶

Underlying Principles. (1) That there shall be no monopoly granted to any one financial institution, but that all banks in the Los Angeles system shall be permitted to participate.

(2) That school depositors shall be given entire freedom of action in choosing the bank in which they desire to carry their accounts.

(3) That principals and teachers shall be relieved of the detail work of receiving deposits.

(4) That the pupils shall go to the banks in the regular manner, using coin safes and the regulation pass book.

⁶ For details the reader is referred to *The "Los Angeles Plan" of School Savings*, a pamphlet published by the School Savings Department, 1927.

The Order in Which Thrift Is Presented to School Pupils. The following is quoted from the "Los Angeles Plan":¹

A talk is given on the importance of living thrifty lives and developing sound habits at an early age.

Pupils are given a folder describing the plan and instructed to take it home to their parents.

Upon request each pupil is provided by his teacher with a school safe in which to accumulate his savings.

Pupils are instructed to select the bank in which they desire to carry their account.

Pupils are told that after accumulating approximately \$1.00 in the school safe, each should open a school savings bank account in a member bank of the Association.

When pupil appears at bank and opens a regular savings account marked "School Savings," he receives a ruler and penholder, and later a congratulatory letter from the bank through the mail.

The plan just described was outlined primarily for the lower grades and was later extended to the junior high school. Early in the experiment certain difficulties were encountered; the junior high school students found the banks too far away for them to make deposits on school days and most of the depositors had to work on Saturdays. The district of the experimental school covers about sixteen square miles. There were traffic problems; likewise certain discipline problems in having students go so far from school. The same difficulties would not be encountered in a

¹ *Ibid.*, p. 17.

grammar school serving its immediate neighborhood.

To meet these objections, in an experimental way, a heavy envelope was used. This envelope was large enough to carry the pass book, together with the savings. Certain information as to the bank, amount of deposit, the student's name and address, were printed on the outside of the envelope. The teachers, who were the thrift sponsors, acted as volunteer carriers of deposits for many who could not go to the bank. During the week of the special drive for new accounts, most of the banks agreed to remain open after school. Many depositors availed themselves of this opportunity. In very special cases several teachers furnished transportation for students to the banks during the noon hour.

In its main features the "Los Angeles Plan" is sound and workable, yet it needs to be modified in certain details to be better suited to the secondary school situation. This year 1928-29, the plan of receiving deposits at a School Bank every Wednesday seems to help materially.

Testing the Results. At the close of the experiment, the last of January, 1928, the same tests were given as were given at the beginning of the course.

RÉSUMÉ AND FINDINGS

I. *The Present Study.*

- A. The present study was an experimental attempt, (1) to find out if, and how, thrift

knowledge could be taught and thrift practices developed through direct means; (2) to determine whether or not a direct method of instruction could be devised that would neither overcrowd the curriculum nor make the teaching of thrift distasteful to the teacher and the students; and (3) to discover whether or not tests could be constructed which would measure progress in thrift by objective means.

- B. From a search of the field it was revealed that to effect this program a unique plan would have to be created with special reference to the high school plan of organization.
- C. Such a program as finally evolved included the organization of a Prosperity Club, composed of one reliable representative from each home room to meet during school time, to give the course; the writing of fifteen weekly bulletins containing the material of instruction based upon junior high school economic problems; and the evaluation of the results by different types of objective and subjective tests.
- D. The preliminary work necessary to giving the course included the gathering of the necessary material for the bulletins and the construction of tests to measure the nature of progress.

- E. The tests were given to three groups of the B-7 Grade, Junior High School level: one in the experimental school, which received the thrift course; one in the same school which received no direct instruction through the bulletins but which did get indirect instruction through the assembly, school paper and posters; and one from an outside school, which received no thrift lessons either directly or indirectly.

To compare the difference in scores for age, one average B-9 section was used.

II. *Conclusions.*

A. Based upon objective findings.

1. The following facts from the objective findings as revealed by the thrift tests, given at the beginning and end of the experiment, seem to show that the direct method of instruction, of even one home-room period per week, is far more effective than the indirect method.

Group A, which received the thrift instruction, showed a percentage gain of 53.11 per cent on the true-false thrift test; 47.03 per cent on the best answer thrift test; and 13.10 per cent on the judgment test.

Group B, which received only such indirect instruction as was gained through

the assembly, the school paper and posters, showed a percentage gain of 9.86 per cent on the true-false test; 12 per cent on the best answer test and 5 per cent on the judgment test, low by comparison with direct instruction.

Group C, a control group in another school, revealed a percentage gain of 13.39 per cent on the true-false test; 5.79 per cent on the best answer test and 6.48 per cent on the judgment test. It would seem, therefore, that the instruction through the bulletins used in the home room was effective. The tests were designed for the seventh grade level. By way of contrast, one class of B-9's of average ability, which had received the instruction, was also given the same thrift tests. This group showed a percentage gain of 12 per cent on the true-false; 13.14 per cent on the best answer; and 6.84 per cent on the judgment test. One cannot draw definite conclusions from the responses of only one B-9 class; however, the figures indicate that the tests were too easy for the 9th Grade level. The same class showed a much higher gain in the thrift practices as listed on the Thriftometer Cards.

2. The objective findings based upon the Thriftometer Card^s were as follows:

B-7, Section I, of high ability, of Experimental Group A showed a percentage gain of 60.22 per cent on the sum of the points at the end of the second quarter as contrasted with the score at the end of the first.

B-7, Section 2 of Group A, of average ability, showed a percentage gain of 20.3 per cent.

B-7, Section 3 of Group A, of low ability, received a percentage gain of only 10.92. It may reasonably be concluded from these figures, (1) that the use of the cards stimulated improvement in thrift practices, (2) that there seems to be a definite relation between thrift practices and ability.

With reference to School Savings Accounts as reported by the whole school there were 37 per cent in September and 61 per cent in January, an approximate percentage gain of 65 per cent.

There were 1,315 students from an enrollment of over 2,000 students who had School Savings Accounts in January.

B. The experimental findings show from the

^s See page 58.

Personal Interview a decided increase, especially with reference to investments and knowledge of wise spending. (See Appendix for "Personal Interview" questionnaire.)

From the reports already given, based upon the observation of the thrift-sponsors, of the Registrar and of the Principal, it may be judged that the program met with the approval of the school as a whole.

- C. The principal modification suggested was that a better method be provided for receiving weekly deposits. It was found that there was only an average of 3.5 deposits for the semester even for the best class and of 1.5 deposits for the semester for the Experimental Group A. This was attributed to the inconvenience of going to the banks. To remedy this defect bank deposits in sealed envelopes are received now at a central "School Bank" every Wednesday.

CHAPTER VI

SUGGESTIONS REGARDING THRIFT PRACTICES IN HIGH SCHOOL

The development of the experiment just reported has brought to light many factors of interest concerning the nature of organizing and promoting thrift practices in the secondary schools. If a contribution has been made to the cause, the writer believes it lies in the psychological approach and in the method of instruction rather than in wholesale changes in plans already in vogue.

From a survey of the field and from experimentation the writer offers the following:

Suggestions for the Organization of a Thrift Program. (1) It is of first importance to secure the cooperation of local bankers by showing them that the School Savings Bank is no longer an experiment, but a recognized institution in forty-six states, endorsed by large groups all over the country, including the American Bankers Association; that what the bank may lose temporarily due to the cost of carrying small accounts is decidedly offset by the subsequent larger deposits which the young folk will make once the saving habit is acquired; and that it is in keeping with

the social service program to which many large financial institutions have subscribed.

(2) It seems desirable for as many banks as possible in the community to enter into a school savings association.

(3) The general practice seems to indicate that the general supervisor of the work for a city should be a representative of the banks, one well versed in methods of banking, operating in coöperation with the school authorities.

Banking of School Savings. (4) It is necessary to become familiar with the many methods of banking school savings to secure the one best adapted to the local situation. Among those used are: The Pass Book; Stamp Card; Punch Card; Thiry; Educational Thrift Service; Rieman; Certificate; Envelope; and the Automatic Tellers.¹

From a review of Bowman's work and from correspondence the following brief summary is offered:

The fundamental objection offered by the banks is the excessive cost of handling small accounts. To meet this various methods have been devised to credit the small deposits which a child can make until such an amount has accumulated which the banks would be eager to handle.

There are three methods so devised:

(a) One deals with money direct, where the

¹ For details of several see M. E. Bowman, "School Savings Banks," *Elementary School Journal*, 23:56-67, Sept., 1922.

pennies or larger amounts of cash received from pupils are credited on a card arranged for the purpose until a larger specified amount has accumulated at school to be transferred to the individual's regular banking account.

(b) The stamp or exchange system is similar, only a stamp is given to the pupil equal to the amount of the deposit, which is to be pasted on a card provided. With the completion of the card the total indicated is transferred to the regular bank account.

The Punch Card² may be classed under the exchange system. In this easily workable system the amount of the pupil's weekly deposit is punched on a card, designed to show in marginal figures the denominations of five cents and more. The amounts of withdrawals or payments are also indicated on the same card, making a minimum of bookkeeping. When a certain sum has been punched on the card, the total is transferred to the pupil's regular bank account.

(c) In the Automatic Receiving Teller, the pupil puts coins into a machine, much like a gum machine, receiving in return a stamp of like value to be pasted into a stamp folder to be later redeemed at the bank. This system was designed to eliminate the necessity of collections in the class room.

All of these systems have their strong advocates, and all of them are in successful operation, but there

² Write to A. R. Tarr, Thrift Supervisor, Salem, Mass., for samples.

is a strong feeling on the part of many that a system should be used which approximates most nearly the situation found in adult life, which would be the direct type, or pass book. This includes any pass book system of local origin. The necessary equipment would list: (1) a Signature Card; (2) a Pass Book with the usual headings: deposited, withdrawn, interest, balance, and date; (3) Deposit Slip; (4) Teacher's Report; (5) Principal's Report; (6) a stout Manila Envelope; (7) Interest Sheet; (8) Withdrawal Blank, and (9) a placard with "Monday is Bank Day" and on the reverse side "To-day is Bank Day."³

Those schools receiving each week approximately one hundred per cent of those enrolled who make regular deposits, operate with something like the following procedure: a pupil may bring to school any sum from one cent (five cents for the high school) upward, for which a bank book is given. After that, subsequent deposits of one cent or more may be made each week. These deposits are entered in the pupils' bank books, by a representative of the bank.

The savings are collected each week by the teacher (or by a room "treasurer" in the high school) at a specified time.

The teacher's report of these collections is made in duplicate on a blank provided, and shows the name of

³ This method is strongly advocated by Educational Thrift Service, Inc., of New York, likewise by the Bank of Italy in its extensive work throughout California.

each pupil depositing and the amount deposited.

On the same day a representative of the bank calls at the principal's office, checks up the reports of the teachers with the amount of money received, and enters into the bank book of every pupil participating the amount of each one's deposit.⁴

The Los Angeles system differs from the foregoing in that the pupil is encouraged to save one dollar; then to open a "School Savings Account" at a local bank, receiving a regular pass book. Subsequent deposits of not less than fifty cents are received. To encourage the saving of smaller amounts a cheap cardboard safe is provided. No collections are made at school.

The writer's experience through careful experimentation recommends that the following system be put into operation:

First, that the original account be opened by the student at the local bank of the student's choice, within the district served by the school. (b) That subsequent deposits of ten cents or more be received during the home-room period on a special "Bank Day" each week to be collected by the student treasurer under the supervision of the teacher.

Second, that the amounts collected be sent with pass books and a deposit slip to a central room called the "School Bank," or to the principal's office.

⁴ More complete details may be secured from the School Savings Dept., Bank of Italy, San Francisco, or from "Educational Thrift Service," Inc., Woolworth Building, New York City.

Third, that a representative of the banks call at the school to make the necessary entries.

For the Senior High School. That a system be used similar to that outlined for the Junior High School except that a class in banking under the supervision of the Commercial Department take charge of the work advocated for the bank representative in making the entries in the student's pass book and keeping the individual accounts.

In the case of the participation of more than one bank in the plan the class in banking would act as a clearing house or would deliver the moneys collected to the local clearing house.

In many senior high schools elaborate systems have been evolved where much importance is attached to being chosen bank officers. In Alameda, California, graduation credit is given to a student who keeps a budget and who has an active savings account showing ten per cent of the year's income saved. The writer is informed that the students of Tulsa, Oklahoma, own their own bank through their school board and earn much more in dividends than the usual four per cent interest paid for term accounts.

After the superintendent has made a tentative, workable plan suited to his school system, the support of the Board of Education should be secured. With the banks, the school board and the superintendent committed to the idea a splendid system should be inaugurated.

Organization Within the High School. (1) It is necessary to consider the local organization to determine the most practicable system to be operated in each high school. For the school organized on the home-room plan a representative system is favored under the sponsorship of one or two teachers in charge of a Thrift Club, as already indicated in Chapter V.

(2) No success should be expected without the *active* support of the principal.

(3) To give the movement further psychological value it is necessary to make a very special effort to present a course of study to be built around the savings activity in a way which the high school will respect, because most of the materials in existing courses created for the elementary grades will not appeal to the high school students. The thrift bulletin plan as presented in the author's experiment was organized to meet this phase of the problem for the secondary school level.

(4) Above all, active student leaders must be chosen who will work consistently for thrift. Once well organized and in operation it is surprising how the interest in the project will grow.

(5) To meet the objection that many thrift courses are too narrow, it is desirable to build a broad thrift program around the School Savings Bank, adding to "saving" the consideration of profitable earning, the wise use of money and of all resources, and careful

investment. These considerations form the basis of the course presented in the previous chapter.

Modifications Judged Desirable from the Present Experiment. (1) With reference to the organization, the "Thrift Council" composed of teachers should be eliminated because it is too much to ask teachers to meet out of school hours. The Prosperity Club can handle the situation to better advantage under the sponsorship of one or two interested teachers.

(2) With reference to the bulletins, it was found that too much material was presented to be handled adequately at one home-room session. A better arrangement would be to have the thrift lesson one week and the schools savings talks the next. In this way the fifteen bulletins would become a year's course. The second and third year's work could cover the same general outline, with the addition of more and more difficult problems for consideration. The system is elastic enough to admit any amount of additional material.

At first only a few bulletins were mimeographed, and these were supplemented by material copied on the board; but very soon it was found necessary to issue at least one thousand copies weekly so that every student could study from the typed page. This was done at an expense of only three dollars per week, plus the cost of about two hours time of a clerk. Students were trained to run the mimeographing machine.

Indirect Instruction. What use shall be made of such extra curricular activities as the assembly, the school paper, and special drives with friendly competition, must be decided by each school. Those used in the experiment have already been described.

For special occasions two plays, written for the experimental school by Provis B. Hopkins, were reproduced. One, "The Trial of Luxury and Extravagance," is recommended for a thirty-minute auditorium call. The second, "A Project in Thrift Education," is designed for a more elaborate presentation. This was the play which was presented during the 1926 convention of the American Bankers' Association held at the Biltmore Hotel in Los Angeles, a copy of which may be obtained from the School Savings Department of the American Bankers' Association in New York City.

Every success to the school inaugurating a thrift program!

APPENDIX

TESTS USED, SONGS, AND A PLAY

NameAgeGradeSec.

BEST ANSWER (SAMPLE ITEMS)

Read each statement carefully. There may be more than one good answer; put a cross before the *one* answer you think *best*.

Mary, who makes her own dresses is economical,
because,

- Example x*
1. She likes to sew.
 2. She gets more for her money.
 3. The praise of others is pleasant.
 4. All girls like new dresses.

Do the following like the example:

1. A student should start a savings account because,
 1. This is a systematic way of saving.
 2. He wishes his home room to win.
 3. He likes to please the teachers in charge.
 4. The bankers say it is a good thing.
2. Making deposits regularly, even of small amounts, is the best way for the reason that,
 1. Every deposit counts a point for the home room.
 2. A student forms the habit of saving.
 3. One becomes more familiar with the bank.
 4. One learns not to be ashamed to deposit small amounts.

3. Students should earn money because,
 1. It is pleasant to treat one's friends.
 2. It is nice to look at your bank book.
 3. One learns to be independent.
 4. Parents do not live always.
4. The most important result of keeping a budget of one's money is,
 1. That one has more money to spend.
 2. That many students learn much about figures.
 3. That it is very tiresome to keep an account.
 4. That one learns to make a plan for the use of his money.
5. The saying, "Thrift comes too late when you find it at the bottom of your purse," means,
 1. You feel pretty bad to find your purse empty.
 2. It is better to deposit one's savings before spending anything.
 3. You should get busy and earn more.
 4. A poor person finds it hard to be thrifty.
6. Thrift has been defined: "To loosen a tight-wad, and tighten a loose-wad," means,
 1. It is better to be a loose-wad than a tight-wad.
 2. Enjoy your money as you go along.
 3. There is a happy medium in saving and spending.
 4. Nobody likes a tight-wad.
7. School property should be carefully used because,
 1. Much of the money used for repairs should be used for new equipment.
 2. Most people think the Board of Education is rich but it really is not.
 3. Marks and cuts look so ugly.
 4. Some students are regular "hoodlums."

A TEST IN THRIFT

A TRUE-FALSE TEST

SAMPLE ITEMS

Name Age Grade Sec.

Some of the statements below are true and some are false.
If a statement is true underline *true*; if false underline *false*.

Example: All students are rich true false

1. To be independent one must save. true false
2. The boy who spends lots of his earnings for
treats is a good sport. true false
3. Making deposits regularly is the only way to
form the saving habit. true false
4. "The boy who saves, makes the man worth
while." true false
5. It is foolish for a poor girl to try to save. true false
6. Eat, drink and be merry for to-morrow you
may die. true false
7. It is easier for one to save if he has a definite
aim. true false
8. A person who lives beyond his means cannot
be successful. true false
9. Money put in school savings banks makes a
good profit for the bank. true false
10. Money put in savings banks does the people
of the city no good. true false
11. A budget helps one to spend wisely. true false
12. An "investment" means to put money, or
effort, where it will earn a profit. true false
13. Much of the money used in replacing school
equipment is a total loss to the students. true false

14. The Board of Education is rich. true false
15. Every time a student has to repeat a course
the school suffers. true false

A JUDGMENT TEST

NameAgeGradeSec.

Below five students are described. Read the description of each, then in the squares, rate them in order from best to worst, from one to five, as you would act under similar circumstances.

Case 1. Kenneth C., aged 16, was earning \$16.00 a week outside of school at a filling station. He bought on time a second-hand Ford for \$250.00 and a saxophone for \$50.00. After two months a man returned to take Kenneth's job. The boy's father earning a moderate salary would not assume Kenneth's debts, so Kenneth dropped out of school in the B10 grade to get a full-time job to pay for the car and horn. He says he expects to play in a jazz orchestra for a living.

Case 2. John W. is making about half of his way through college by doing typing and helping in the library. He is trying to make the course in three years because he says, "Time means money to him." There is no time to be with the fellows, nor does he get much exercise. He is a sophomore now and so far has made pretty good grades.

Case 3. One of our boys of 14 earned \$5.00 by mowing a lawn during part of the summer. The whole sum was paid to him upon the owner's return in September. Urged by his home room he started a school savings

account with \$1.00. The same day after school he invited four of his pals to the corner drug store where he treated the crowd; then divided \$3.10 in nickels among the boys to play the slot machines. The 50c which he had left in his pocket he gave to his mother. He does not try to earn anything now that school has started.

Case 4. Vera's father while away on business has to leave her for weeks at a time with her grandmother. For lunches and incidental expenses he gives her an allowance of \$2.50 a week. Instead of buying lunches at the cafeteria she brings her lunch from home in order to save enough to go to the picture show at least four nights a week. Her grades are low. She expects to become a movie star.

Case 5. Tom, age 15, can easily earn \$2.00 a day caddying at the Country Club where he works every Saturday regularly. He is buying parts for a radio set. Last week he played hookey three days to earn extra money so he can finish his set sooner.

In like manner rate the following adult cases from one to five:

Case 1. Mr. A tries to support a wife and two children on \$500.00 a month. Socially ambitious he pays \$200.00 a month for a furnished house; \$60.00 for a maid; \$20.00 to a private school for tuition. He never seems to catch up with the payments on his car. For the down payment he borrowed money on his life insurance policy.

Case 2. Miss Smith, a pretty young stenographer, gets \$22.00 a week in her pay envelope. \$12.00 goes for board and room. Because she gets invitations to dances every night, she must have smart gowns. By doing her own laundry she manages to meet the payments on her fur coat. She further economizes with 10¢ ice cream sodas for her lunch.

Case 3. With a family of five, Mr. C., age 35, has managed to save about \$2,000 by budgeting his moderate income. He is very thankful to the friend who last Sunday persuaded him to buy a business lot for \$15,000. (\$2,000 down) on a through boulevard about ten miles out. Though no stores are as yet built, great developments are proposed. The agents assure him he will double his money in a year.

Case 4. Mr. McDonald, owner of a small store, has taken his family into partnership in buying a new home. It is not a hard job for Bob to deliver for the meat market after school to pay for furniture for his room, nor for Bonnie to do the maid's work to help pay for the piano. Can't say how hard it is for Tim to pass the drug store to go to the School Savings Bank to deposit his newspaper earnings!

Case 5. The Z. Department Store gave Jim in 1922, \$25.00 per week for his services. He bought a second-hand Ford for \$250.00. During the winter of 1924, with a slight increase in salary he managed to pay for the new Chevrolet. In 1926, with a promotion and monthly raise of \$50.00, he got married. It was Freda who persuaded him to buy the nifty new Chrysler. \$200.00 per month has been Jim's salary for the past two years. He calculates they will soon have the down payment on the new Buick Sedan, the new model is so wonderful.

PERSONAL INTERVIEW

NameAgeGradeSec.

Earning:

1. In what ways have you earned money during the past year?

2. What are you doing now for pay?
Number of hours per week.

Saving Money:

3. Do you have a School Savings Account?
4. Do you have a savings account in a regular bank?
What other way of saving have you?
5. About what part of your income do you save?
6. About how many deposits have you made during the past three months in a savings account?
7. Do you keep a budget?
8. For what are you saving?

Saving Time:

9. Do you budget your time?
10. About how many times were you absent during the last semester or year? Times tardy?
11. How do you spend your time outside of school?
(a) About how many hours do you help at home per day?
(b) What do you do for recreation?

Saving Health:

12. Are you overweight? Underweight?
13. Do you follow any definite health rules?

Safeguarding Property:

14. Have you made any conscious effort to save school property?
What? Supplies? In what way?
 15. What is meant by national conservation?
-

Spending:

16. Do you help to support yourself?
17. Do you help to support the family?

18. How many times per week do you go to the movies?
19. For what have you spent money foolishly the last week?
20. Do you contribute regularly to some church? Do you give money or help others?
21. Do you feel you have gotten your money's worth for all your money spent?

Investing:

22. What is an "investment"?
23. Name three good investments.
24. Name three very poor ways of investing money.

Future Outlook:

25. For what are you preparing yourself?
26. What does your father or guardian do?
27. Do you think this work you want to do will make you happier than any other work?
Why?
28. What is your avocation or hobby?

QUESTIONNAIRE

(To be given to those who have worked for pay during the past year.)

To find out what students of this high school are doing to earn money. You may omit your name if the questions seem too personal, but please cooperate to answer as fully as possible. Thank you.

Boy

Name Girl Age Grade

1. What did you do during the summer to earn money?
.....

2. How many weeks did you work?.....
3. About what were your total earnings?.....
4. How many hours per day did you work?.....
5. What pay per day did you receive?.....
6. What are you doing now, during the school term
to earn money?.....
7. How many hours per school day do you work?.....
8. How many hours on Saturday?.....
9. About how much per week do you earn now?.....
10. Do you support yourself entirely?.....In part?.....
11. Do you help to support your family?.....
12. What types of jobs have you had during the past
year?
13. What part of your earnings do you save?.....
14. For what are you saving?.....
15. What method of saving money do you have?.....
16. What are you planning to do for a life work?.....

PROSPERITY CLUB BANQUET

School Cafeteria	Noon, October 28, 1927
Music	Entertainer's Club Orchestra
Toastmaster	Glenn Tolle—President
Words of Wisdom	Our Peppiest Peptomist
Inspiration for 1927-28	Mr. Avery Gray, City Thrift Supervisor
Greetings	Miss Pamela Tyler, Assistant Supervisor
How We Did It	Katherine Brown, A-9

SONGS

Tune: Funiculi-Funicula.

Peptomist Song.

O come, ye lads and lasses of ambition
 List to our song, our joyous song
 For we would start a peppy new tradition
 So come along, and join our throng.
 When all the boys and girls of every class room
 Have bank accounts—one hundred per cent
 And idleness and waste have met a sad doom
 We now announce—we'll be content.

Chorus:

Edison High School Peptomists are we
 Working, planning, for prosperity
 We save our time, we save our health
 We're building now for future wealth.
 Extravagance will soon be forced
 To climb the tallest tree.

Tune: Keep the Home Fires Burning.

SAVE FOR A RAINY DAY

Earn and save by working
 You will lose by shirking
 If your wage be large or small
 Put some away.
 When to school you're going
 Start your savings growing
 They will be a friend in need
 On a rainy day.

Many jobs are ready
 Work will make you steady

You will find it's really fun
 To earn your way.
 Roads to wealth you're paving
 With each little saving
 And you'll want that bank account
 When you're old and gray.

(The Prosperity Club extends its gratitude for the composition of these songs to Miss Ross and Miss Conover.)

THE TRIAL OF "LUXURY" AND "EXTRAVAGANCE"

by

PROVIS B. HOPKINS, THRIFT CHAIRMAN, AND MISS ELMA
 ROGERS, VICE CHAIRMAN OF THOMAS A. EDISON
 JUNIOR HIGH SCHOOL, LOS ANGELES, CALIFORNIA

A One-Act Play
 Presentation Time—30 Minutes

SCENE I—*A courtroom with trial about to take place.*

SCENE II—*Same as Scene I.*

TIME—*The Present.*

CHARACTERS

JUDGE	Witnesses:
CLERK OF COURT	Prosecution
BAILIFF	AMERICAN MOTHER
PROSECUTING ATTORNEY	SCHOOL TEACHER
DEFENSE ATTORNEY	SCHOOL NURSE
JURY (12)	THRIFT CAPTAIN
FOREMAN OF JURY	
(1 of the 12)	

es. v. m.

b-k
to

Defendants:

LUXURY

EXTRAVAGANCE

Defense

LOLLY POPP

CANDY BARR

CHEWING GUMM

MOVIE MADD

It is suggested that the pupils taking the part of "Luxury" and "Extravagance" be overdressed.

Outstanding parts are Prosecuting Attorney, Defense Attorney, and Witnesses.

No costuming is required for the presentation of this thrift play.

SCENE I

[JUDGE enters the room and court stands. BAILIFF sits behind small table on which he raps three times with gavel, and shouts.]

BAILIFF. Here ye! Hear ye! Hear ye! This court is now in session. Be seated.

[JUDGE appears very busy looking through file of legal size sheets clipped together.]

JUDGE. The Clerk of the Court will now read the Calendar.

CLERK. The first case on the Calendar, Your Honor, is Luxury and Extravagance versus Patrons of Home and School.

DEFENSE ATTORNEY. Witnesses for the defense are present and ready to proceed.

PROSECUTING ATTORNEY. Witnesses for the Prosecution are present and ready to proceed.

JUDGE. Proceed.

[CLERK swearing in the JURY.]

CLERK. You do, and each of you do solemnly affirm that you will render a true and impartial verdict in the

case now in hearing according to the evidence presented and the laws of the State of California?

JURY. We do.

JUDGE. The case of Luxury and Extravagance versus Patrons of Home and School is now ready for trial. Will the Prosecuting Attorney state the charge?

PROSECUTING ATTORNEY. Your Honor, the charge against Luxury and Extravagance is "Obtaining Money Under False Pretenses." On many different dates, as specifically set forth in the complaint, Luxury and Extravagance did take money from the boys and girls of ——— School under false pretenses, which is a misdemeanor under the laws of the State of California. I expect to prove by witnesses that the charge made here is exact and authentic.

JUDGE. Present your witnesses for the Prosecution.

PROSECUTING ATTORNEY. My first witness is American Mother.

[AMERICAN MOTHER comes forward and is sworn in by CLERK.]

CLERK. You do solemnly affirm that the evidence you give wherein Luxury and Extravagance are now on trial, now in hearing, shall be the truth, the whole truth, and nothing but the truth?

AMERICAN MOTHER. I do.

PROSECUTING ATTORNEY. What is your name?

AMERICAN MOTHER. My name is American Mother.

PROSECUTING ATTORNEY. State your place of residence.

AMERICAN MOTHER. I live in any of the numerous homes of the neighborhood.

PROSECUTING ATTORNEY. State to the court and jury what you know about the case now in hearing.

AMERICAN MOTHER. I have a son named Junior. Naturally I am very much interested in the welfare of my son, his health, his happiness and his future. Every week he is

paid an amount by his father in exchange for certain work that he does about the home. It is the understanding that part of this money is to go for wholesome pleasure, and part for necessities in the way of clothing. He is given an extra amount daily for healthful lunches so that he may develop into a strong young man capable of meeting life's work. But no matter where he goes, Luxury and Extravagance dog his steps and when his mind is upon some interesting diversion they sneak upon him and coax his money away from him, pretending that it is for "Usefulness," but in reality it always goes to their close friend in crime, "Waste." Waste gets all of Junior's money which Luxury and Extravagance coax from him.

PROSECUTING ATTORNEY. When and where has this incident happened?

AMERICAN MOTHER. All the time. Everywhere.

DEFENSE ATTORNEY. I object to that statement.

JUDGE. Objection overruled. Proceed.

AMERICAN MOTHER. Junior is not safe from the smooth tongues of Luxury and Extravagance at any time. On (give date and month) Junior was on his way to the bank to open his School Savings Bank account which he had promised to do for many weeks. I wanted him to open a School Savings Bank account because I felt that Luxury and Extravagance would not get all his money then. Junior had walked only a short distance when these two idlers joined him and before he reached the bank they had induced him to part with his dollar, pretending they wanted it for "Usefulness" while in reality they gave the money to their friend "Waste."

DEFENSE ATTORNEY. I object to that last statement, Your Honor. There is no proof before the court that Waste is the recipient of moneys from my clients, Luxury and Extravagance.

PROSECUTING ATTORNEY. Your Honor, I expect to prove through my witness, Thrift Captain, who is a classmate of Junior's, that Luxury and Extravagance were seen taking money from Junior and later giving it to Waste.

JUDGE. Objection overruled. Proceed.

PROSECUTING ATTORNEY. I have no further questions to ask the witness. I turn the witness over to the Defense.

[Sits down.]

DEFENSE ATTORNEY [rises]. Madam, you say that my poor misjudged friends, Luxury and Extravagance, have taken money from your son. Did he not give the money to them? You speak as though my clients were thieves; as if they had stolen the money, while they are considered by many to be very reputable citizens—friends of those most worthy townsmen, Lavishness, Expenditure, Excess and Intemperance. You know that Junior gave the money to Luxury and Extravagance of his own free will. They have never taken money from him. Is that not so, Madam?

AMERICAN MOTHER. Junior has given Luxury and Extravagance the money because they asked for it; because they told him it was to be used for Usefulness.

DEFENSE ATTORNEY. But Junior GAVE them the money?

AMERICAN MOTHER. Yes, under false representation. Junior is young and believes in people. Luxury and Extravagance are old and experienced. They have taken advantage of him by trick and device.

DEFENSE ATTORNEY. But Junior has always given them the money?

AMERICAN MOTHER. Yes.

DEFENSE ATTORNEY. The witness is dismissed by the defense. It is admitted by the witness that Junior has given my clients the money.

[The PROSECUTING ATTORNEY calls SCHOOL NURSE, the second witness. She is sworn in by CLERK.]

PROSECUTING ATTORNEY. State your name and address.

SCHOOL NURSE. My name is School Nurse. My place of business is the —— School and I live nearby.

PROSECUTING ATTORNEY. State to the court and jury what you know about the case now in hearing.

SCHOOL NURSE. Not only Junior, but all the boys and girls of our school would be safer if the community were rid of Luxury and Extravagance. Our school activities are hindered by these two characters because they take the pupils' money and give it to Waste. Waste spends it on Candy Barr, Lolly Popp, Movie Madd and Chewing Gumm or on any one happening along.

PROSECUTING ATTORNEY. Are Candy Barr, Lolly Popp, Movie Madd and Chewing Gumm harmful to the boys and girls?

SCHOOL NURSE. Yes, indeed. Facts prove that.

PROSECUTING ATTORNEY. I turn the witness over to the defense.

DEFENSE ATTORNEY. You—an educated nurse—say that Candy Barr, Lolly Popp, Movie Madd, and Chewing Gumm are harmful companions for the boys and girls. Your Honor, I ask you to look at these young people who are here as witnesses in defense of Luxury and Extravagance. Are they not perfect types of American youth? I defy the Prosecution to say they are not.

SCHOOL NURSE. They are NOT fit companions for the young boys and girls of our school, or any other school. Movie Madd encourages irregular hours and lack of sleep. Candy Barr and Lolly Popp induce the boys and girls to waste their money and dissipate their health by wrong habits of eating.

DEFENSE ATTORNEY. I see you have nothing to say against Chewing Gumm. He develops girls' and boys' jaw muscles, does he not?

SCHOOL NURSE [*wearily*]. Yes, I suppose so. But it is all too much of a good thing.

DEFENSE ATTORNEY [*scornfully*]. How can there be too much of a "good thing"?

PROSECUTING ATTORNEY. Your Honor, the Prosecution objects to this form of cross-examination.

JUDGE. State your objection.

PROSECUTING ATTORNEY. The question does not pertain to the case now in hearing. It is irrelevant, incompetent and immaterial.

JUDGE. Objection sustained. Proceed.

DEFENSE ATTORNEY. I have no further questions to ask the witness.

PROSECUTING ATTORNEY [*calling the third prosecution witness, SCHOOL TEACHER*]. Miss Nona Brown, teacher in —— School, will now take the stand.

[*CLERK swears in the witness.*]

PROSECUTING ATTORNEY. State your name and address.

SCHOOL TEACHER. My name is Miss Nona Brown. I teach at —— School and live in the neighborhood.

PROSECUTING ATTORNEY. State to the court and jury what you know about the case now in hearing.

SCHOOL TEACHER. I know that what American Mother and School Nurse say is true; that Luxury and Extravagance and their friend, Waste, are not only taking our pupils' money but also their time; that since they have been associating with Candy Barr, and especially Movie Madd, their report cards show that their marks in Obedience, Dependableness, Courtesy and Thrift are suffering, as well as their studies.

PROSECUTING ATTORNEY. Cite an instance to prove your statement.

SCHOOL TEACHER. Last Monday evening Luxury and Extravagance persuaded six of my History class to be the

guests of Movie Madd; on Wednesday 12, and on Friday 8, and on Saturday evening 28. The entertainment was not educational, they had no time to devote to home study, and were not fit for school work next day. Consequently they did poor work most of the week. That is a frequent trick of Luxury and Extravagance.

PROSECUTING ATTORNEY. I have no further questions to ask this witness. I turn the witness over to the defense for questioning.

DEFENSE ATTORNEY. I have no questions to ask this witness, Your Honor.

PROSECUTING ATTORNEY. The last witness for the Prosecution is Thrift Captain.

[THRIFT CAPTAIN *comes forward and is sworn in by*
CLERK.]

PROSECUTING ATTORNEY. What is your name?

THRIFT CAPTAIN. My name is School Thrift Captain.

PROSECUTING ATTORNEY. State your place of residence.

THRIFT CAPTAIN. I live directly across the street from
—— School.

PROSECUTING ATTORNEY. State to the Court and Jury what you know about the case now in hearing.

THRIFT CAPTAIN. Your Honor, Members of the Jury, I will cite one case that I know of in which both Extravagance and Luxury are implicated and it is only a fair example of their trickery. On [*give recent date*] Extravagance caused my friend Junior to destroy a new History. He accosted Junior on his way home from school and persuaded him to go to a neighborhood picture show. He advised Junior to leave his school books that he was carrying on the front porch of a vacant house. Junior did so, and accompanied Extravagance to the show. After the show Junior forgot to return for his books. It rained during the evening and the new History was destroyed.

Every time Junior starts to school with the money to pay for the book Extravagance caused him to destroy, Luxury lays in wait for him and prevails upon him to spend it for a gaudy necktie, a cheap flimsy toy, or a tin pencil sharpener. I could cite dozens of individual cases to prove that Luxury and Extravagance have harmed the girls and boys. Hundreds of dollars that could be in their School Savings Bank accounts for some good use have gone to Luxury and Extravagance through false pretense.

PROSECUTING ATTORNEY. I have no further questions to ask this witness. Your Honor and Members of the Jury, you can readily see that this witness is in a position to state actual facts to prove that Luxury and Extravagance have taken money from the pupils of —— School under false pretense. I do not believe it will be necessary to speak longer upon the subject, their guilt being evident. Therefore I shall call no other witnesses for the prosecution. I turn the witness over to the defense.

DEFENSE ATTORNEY. I have no questions to ask this witness, Your Honor. I shall now call the first witness for the Defense, Candy Barr.

[CANDY BARR comes forward and is sworn in by
CLERK.]

DEFENSE ATTORNEY. State your name and address.

CANDY BARR. My name is Candy Barr. I live in any convenient corner store. I'm easy to find. If you're looking for me you can find me in any candy store, grocery store, cigar store, drug store, or soft drink shop— Oh, I'm a good fellow. I make my lodgings in windows, in glass cases, and on counters. I like to sit on a counter and watch the girls and boys that Luxury and Extravagance bring into the store.

DEFENSE ATTORNEY. State to the Court and Jury what you know about this case.

CANDY BARR. One of the Prosecution witnesses said I was not a fit companion for girls and boys. Why, I am a great friend of the girls and boys. True, they spend their money on me, but I give them much in return for their money. I give them food and pleasure for their nickels. Is that not an honest business? And as for my friends, Luxury and Extravagance, being idlers as charged—they are NOT. They are partners in business. It is not my affair if I make students sick!

DEFENSE ATTORNEY. Your Honor, you can see that the witness carries on a legitimate business with Luxury and Extravagance as his partners. They are all engaged in making an honest living. The Prosecution may now question my witness if he so desires.

PROSECUTING ATTORNEY. It may be true that you give the girls and boys *something* for their money, Candy Barr, but are you a benefit or a necessity to them? Do you deny that you are a known breaker of the laws of health? Do you deny that you are a companion of the well-known prowlers, Toothache and Indigestion?

DEFENSE ATTORNEY. Your Honor, we object!

JUDGE. Objection overruled. Proceed.

PROSECUTING ATTORNEY. I ask you once more, Candy Barr, are you a benefit or a menace to the girls and boys of this community through your partnership with Luxury and Extravagance now on trial in this court.

CANDY BARR. I believe I am a necessity.

PROSECUTING ATTORNEY. Members of the Jury, you hear the witness state that he believes he is a necessity. We all know that he is not. I have no more questions to ask the witness.

[*Witness takes his seat.*]

DEFENSE ATTORNEY. Chewing Gumm will now take the stand.

[CHEWING GUMM *comes forward and is sworn in by the CLERK.*]

DEFENSE ATTORNEY. State your name and address.

CHEWING GUMM. My name is Chewing Gumm. I live anywhere—anywhere I care to put myself.

DEFENSE ATTORNEY. State to the Court and Jury what you know about the case now in hearing.

CHEWING GUMM. Luxury and Extravagance have always helped me to earn my living. I earn it honestly, therefore Luxury and Extravagance are in an honest business. No one can deny that I do good. I improve jaw muscles and indigestion, and preserve the teeth of those who call on me. Is there any reason why the boys and girls should not associate with me, then, and my partners Luxury and Extravagance? An outstanding example of the good I do for young people is George Young whom I made wealthy and a hero overnight. Luxury and Extravagance are not taking the girls' and boys' money for Waste when they divert it to me.

DEFENSE ATTORNEY. Your Honor and Members of the Jury, I believe that the two witnesses just called have given sufficient evidence to prove that Luxury and Extravagance have been the victims of unjust accusations. My clients are innocent of any wrongdoing, and I do not think it necessary to call more witnesses to prove it. Even the witnesses for the Prosecution made statements contrary to the accusations. My clients are innocent of any wrong, and it is my great hope that you find them innocent. I have no more to say.

PROSECUTING ATTORNEY. Chewing Gumm, do you deny that you are one of the greatest germ collectors the modern world knows; that you have been reprimanded times without number for disturbing the peace? Is that a reputation of which to be proud?

CHEWING GUMM. I admit that I am a germ collector, but there are as many good germs in the world as there are bad.

PROSECUTING ATTORNEY. Members of the Jury—Your Honor—I trust there is no doubt in your mind as to what kind of germs the witness collects. [*Scornfully.*]

JUDGE [*rapping for order and speaking sternly*]. We shall not continue this discussion. Have you anything more to say bearing on the immediate case?

PROSECUTING ATTORNEY. Your Honor, and Members of the Jury, you have heard the witnesses for both the Defense and the Prosecution. The Prosecution has limited its statements to facts. The Defense has attempted to convince you of their worthiness. Their reputations are well known to you.

JUDGE. Gentlemen of the Jury, you have heard the evidence given by the witnesses for the Prosecution and by the witnesses for the Defense. If the witnesses for the Defense convince you that they are telling the truth, then you must bring in a verdict of acquittal. But if you believe the testimony given by the witnesses for the Prosecution, you must bring in a verdict of guilty, as charged. You may now adjourn and make your decision.

CURTAIN

[*Curtain lowers for thirty seconds to indicate lapse of time.*]

SCENE II

Same as Scene I

[*JURY files into courtroom after deliberating.*]

JUDGE. Gentlemen of the Jury, has a verdict been reached?

FOREMAN. It has, Your Honor.

[FOREMAN OF THE JURY *hands the verdict to the JUDGE, who looks at it and hands it to the CLERK OF THE COURT, who reads.*]

CLERK. We, the members of the Jury, find the Defendants guilty as charged.

JUDGE. Gentlemen of the Jury, is this the verdict of you all?

FOREMAN. It is, Your Honor.

JUDGE [*turning to the Defendants*]. Luxury and Extravagance, stand up. You have had a fair and impartial trial, and it is the sentence of the court that you be hanged by the neck until DEAD—DEAD—DEAD.

CURTAIN

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