

UNITED STATES PATENT OFFICE.

IDA BIRDSALL, OF MANASQUAN, NEW JERSEY.

EDUCATIONAL DEVICE.

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This invention relates to educational devices and has for an object to provide a device for use in the very earliest stages of mathematical instructions to visually and manually exemplify the mathematical problems presented for consideration by the elementary students.

A further object of the invention is to provide a mathematical device constructed of such material and in such form as to be produced very cheaply so that in the ordinary use of the device one of the devices may be furnished to and used by each of the students as distinguished from a single device for a class.

A further object of the invention is to provide a mathematical device comprising an elongated bar having a plurality of sockets with pegs to fit and to be placed in the sockets with a divisional device adapted to be inserted between any two of the standing pegs.

With these and other objects in view, the invention comprises certain novel features, elements, constructions and functions as disclosed in the drawing together with mechanical and functional equivalents thereof as will be hereinafter more fully described and claimed.

The drawing represents the device in perspective.

The device comprises an elongated strip of material 1. Preferably in ordinary use and construction, this material is wood, although it is to be understood, of course, that the invention is in no way limited to the material from which it is constructed. At spaced intervals along what is normally the top or upper surface of the device a plurality of sockets 2 are provided. For elemental teaching of mathematics, it has been found that ten of such sockets are sufficient but it is to be understood that the device is capable of use with more or less sockets as occasion may make necessary or desirable. Into these sockets pegs are inserted represented at 3. Ordinarily a number of pegs equivalent to the number of sockets is provided, although it is to be understood that

the number of pegs is immaterial to the scope of the invention.

Intermediate the sockets 2 a plurality of cross-cut grooves or furrows 4 are provided for insertion into which is provided a cross bar or member 5. These constructions and elements constitute the invention involved in the present case.

The device is capable of being used in a great number of different ways to illustrate and exemplify a great number of very simple mathematical problems and visually bring the demonstration within the intellectual range of the primary or kindergarten pupil. As an example of its operation, the bar 5 may be referred to as a fence and the pegs 3 referred to as any objects, as for instance boys. When the problem is, how many are 2 and 1, the two pegs may be called two boys on one side of the fence and one boy on the other side of the fence. By removing the fence the three boys are grouped and the infantile mind is capable of grasping the fact that 2 and 1 are 3.

Other methods and use will be taught by literature accompanying the device and will also occur to the teacher using the device irrespective of such literature.

What I claim to be new is:

1. A mathematical device comprising an elongated strip of material having a row of spaced sockets, a plurality of pegs fitting into said sockets to stand upright, said strip being also provided with furrows intermediate the sockets, and a bar fitting into any one of the furrows.

2. A mathematical device comprising a strip of material having a row of spaced sockets formed in its normally upper surface, a plurality of pegs adapted to fit into and stand upright in the sockets, said material being provided with transversely extending slots cut into the face of the material intermediate the sockets, and a bar proportioned to fit into said furrows and extend laterally upon opposite sides of the bar.

3. A mathematical device comprising a strip of material provided with a plurality of sockets equally spaced along its upper

surface, a plurality of pegs adapted to fit and stand erect in said sockets, and a divider adapted to be interposed between any two of said upstanding pegs.

- 5 4. A mathematical device comprising a strip of material having transversely extending slots, a divider proportioned to be in-

serted into the slots and extend laterally upon opposite sides of the device, and a plurality of pieces adapted to be positioned 10 upon opposite sides of the divider.

In testimony whereof I affix my signature.

IDA BIRDSALL.