

Arithmetic in the Higher Grades.

There is a wholesome tendency in the modern school to reduce the time heretofore given to arithmetic. The multiplication of subjects in the curriculum necessitates a surrender of topics that have been honored with no little attention in the past. Arithmetic is as vulnerable in this particular as any other of the common branches of study, and will be one of the first to feel the pruning knife of criticism. With the diminution of time allotted to this subject there must be a corresponding increase in the excellence of the methods of instruction.

The elementary arithmetic must equip the pupil with the fundamental facts and processes. Moreover, the instruction must be of such a character as to free the pupil from the thralldom of authority. It must adopt the methods of the laboratory; object teaching is as indispensable in this department of education as in the natural sciences.

The methods employed in higher arithmetic have too often been a mere repetition of the work in the lower grades. Such processes ignore the increased capacity of the pupil to generalize and thereby to unify his knowledge. Instruction in the more advanced grades should minister to the native tendency of mind to find those comprehensive unities by which it saves itself from the burden of countless particulars. Few subjects present a finer opportunity for the formation of this habit than this much abused subject of advanced arithmetic.

As the successive stages of growing consciousness return unto the simpler stages to develop and enrich them, so every advance in the development of the science of arithmetic should reveal the deeper significance of all that has preceded. The common fraction adds a relative unit to the standard unit of the integer. This added element must never be permitted to escape scrutiny.

President John W. Cook.

A Talk to our School Girls.

A few days ago, our social editor was describing very prettily the easy manners and politeness of our boys and our girls in the schools of to-day. Said he: "Take the young men of our own high school for example. They meet a lady, young or old, on the street, and how nicely they tip the hat and give her the walk." A good natured gentleman who lives in the second ward, and who has to pass down Third street on his way home at the noon hour, said: "Young man, let me relate to you a little experience. I don't want to complain, for if there is anything dear to my heart, it is the school boys and school girls of our own Wabasha. I have known them since infancy, and I love them, boys and girls alike, and anything I may say, will not be said in a

spirit of fault finding. I meet the school boys and school girls on their way home from school; of the boys I have nothing to say. The young ladies walk in groups of two and threes and fours, and they turn neither to the right nor the left, but walk on as if the world and all in it belonged to them. The result is, that I and other business men have either to leave the walk or take another street. I would willingly give the entire walk to any lady if she needs it, but they should have some respect for the rights of others, and make at least an effort to share the walk. I know the poor dears are not selfish, but instead, thoughtless." Our editor was astonished and somewhat crestfallen, and all he could say was, "Well, is that so?" And now, girls, we ask the question of you: "Is that so?" Must the bread winners of the city be turned out into the street while the school girls monopolize the whole walk? Is this true politeness? We are all ready and willing to give you the entire walk, but do you want it, and is it to your best interests that this element of selfishness be cultivated? *Ez. Co. Supt. Keating, Wabasha Herald.*

Teachers' Wages.

There is no profession so exacting, none which breaks men down so early, as that of faithful teaching. There is no economy so penurious, and no policy so intolerably mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given to them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.—*Henry Ward Beecher.*

In Eastport, Me., children are compelled to go to school. The police act as truant officers.