

Educational Department

Conducted by County Supt. Crocker

District No. 88, Frances Kelley teacher. School closed with a program, April 28, eleven visitors were present. Total enrollment for the year 37. On Arbor day we planted 19 trees and 6 shrubs.

Beware of the man who sees nothing good in his fellow man. The fellow who prates of his brother being dishonest; the pessimist who sees nothing but the dark side of the world; the woman who babbles scandal of her lady acquaintances, are but speaking of their own nature and offering damaging proof of their own shortcomings. "Out of the fullness of the heart the tongue speaketh".

HUMBOLDT SCHOOL NOTES.

The class sermon by the Rev. John Calvert was given at the Presbyterian church last Sunday evening; the high school graduating exercises were held at the opera house Wednesday evening; eighth grade graduating exercises were held in the Christian church Thursday evening and the Alumni program and banquet will be held at the home of Mr. and Mrs. C. M. Linn this evening, May 26.

Dist. 23, A. E. Knisely teacher. School closed May 12 with a program in the afternoon. Many visitors and nearly all the pupils were present. After the exercises Messrs. Koso and Duerfeldt each favored the school with a nice talk.

The three entertainments given by the Dawson schools this year netted \$151.25 and this money will be used by the teachers to buy needed teachers' helps and apparatus for the schools. Of course an itemized statement of expenditures will be given. The teachers have done this extra work for the benefit of the schools.

NOTE BOOK.

In order that he may write at the proper time the outline as indicated above, each contestant should keep a note book in which to enter items each day during the season whenever any of the above mentioned points are concerned. The number of hours or minutes of labor should be given each time with the date the labor was performed.

When gathering the corn the best fifteen or twenty ears should be selected, wrapped in paper, and put in a dry place where they will be safe from mice. From these the best ten ears can be selected at the time of preparing them for entering at contest. Directions will be given later for entering these best ten ears with the written outline in the state contest.

Information concerning prizes offered and other features of the exhibit will be sent to each contestant, in due season. Address all inquiries relative to this contest to May 10, 1905.

E. C. Bishop,
Capitol building, Lincoln Neb.

DIRECTIONS TO CONTESTANTS.

1 Each boy receiving 500 (estimate) grains of seed corn will be entered as a contestant.

2 Each contestant will choose his own time, place and method of planting, and will be responsible for the care of the corn from the planting to the gathering of the crop, and the selecting and entering of the best ten ears in the state contest to be held at Lincoln in January, 1906.

3 Each contestant will exhibit with his best ten ears of corn a brief outline giving information as follows:

OUTLINE.

- 1 Kind of soil in which seed was planted.
- 2 Location.
 - a Field or garden.
 - b Level, slope, hill, valley.
- 3 Kind of crop raised on same ground last year.
- 4 How ground was prepared for seed.
- 5 Planting.
 - a Date seed was planted.
 - b Depth seed was planted.
 - c Number kernels per hill.
 - d Distance apart of hills.
 - e Distance apart of rows.
 - f Number and length of rows
- 6 Cultivation.
 - a Tools or machinery used.
 - b Different dates of cultivation.
 - c How cultivated (depth, manner, etc.)
 - d Average height of stalks at each cultivation.
- 7 Gathering of crop.
 - a Date crop was gathered.
 - b No. ears of corn gathered.
 - c No. ears of corn, husked.
- 8 Expense in time, labor, and money.
 - a Total number hours work by contestant.
 - b Value per hour of contestant's work.
 - c Total number of hours of work by team or other force required in raising corn.
 - d Value per hour of above work.
 - e Total value all labor in raising corn.
 - f Amount of other expenses.
 - g Total cost of crop.
 - h Total value of corn at market price.
 - i Amount of loss or gain.
- 9 Statement of what has been learned by contestant in raising this corn.
- 10 State what difficulties, if any, were encountered with di-

sease, insects, squirrels, or other pests, and how overcome.

ARITHMETICAL NOTATION.

The following facts in reference to Arithmetical Notation are gathered from various historical sources, many of them not accessible to every school boy, yet they may be of some interest. To the boy who is thoughtful and stops to think as he advances in the study of the scales of notation, the question would very naturally spring up, "What led to adoption of different scales of notation by different people?" If you have read any of the history of Arithmetical Notation, you have abandoned the idea that every one in the world do count and always have counted and reckoned as we do. We use the decimal scale and count by tens. According to Humboldt the aborigines of Mexico and some early nations of Europe reckoned by twenties; some Indian tribes and several African tribes, use the quinary, counting by fives, while the Chinese for several thousand years have used the binary, counting by twos. There certainly is some simple reason in each case for the adoption of the system used. Counting among the primitive people was without the use of written characters. The adoption of the scales was so general that there must have been some natural and common cause.

The following have been suggested as very probable causes: The use of two hands or two feet or two ears, gives us a natural cause for the binary scale. Five fingers on either hand or five toes on either foot gives a solution for the quinary system.

Ten fingers combined with ten toes would furnish an instrumental for counting and also a reason for the vicinary system. Ten fingers or digits gives a reason for the use of ten characters and the decimal scale. Many tribes of South America, Australia and the islands of the Pacific cannot count beyond two or three. According to Bancroft the natives of Lower California cannot count above five. It takes an intelligent Eskimo to count to twenty.

Among the ancient nations which possessed the art of printing it was a natural device to use letters to represent figures. Thus we have the Roman numerals.

The system is arranged on the peculiar ratio of 5 to 2. It also has the strange subtractive principle. It lacked a zero symbol and was poorly adapted to arithmetical calculations.

Among the Egyptian and Babylonians the numbers were written from right to left. The greatest interest is found in the development of the Hindu or Arabic system.

Its origin is traced back to certain inscriptions in the third cen-

tury B. C. It lacked a zero. Zero is not known to have appeared in this system until about 400 A. D. and its first use in a document was about 700 A. D. It was not until about 1200 A. D. that this system was received in Christian Europe and about 1500 A. D. when it found complete introduction into the schools. The introduction of signs of operation greatly facilitated arithmetical operations. Previous to their use the statements of the operations were written out in full, causing much labor and inconvenience. The first appearance of plus and minus signs in a book was in the Arithmetic of John Widmann, at Leipsig in 1489.

The parallel lines were first used by Robert Recorde in an algebra published in 1557. The cross was first used in 1631 by William Oughtred while the dot for the same purpose was used in the same year by Harriot. The absence of any signs between two letters was first used by Stifel in 1544. The sign for division came in by Rahn in 1659. The parentheses were first used as signs of aggregation by Girard in 1629, while the symbol for square root was first used in the form by Rudolph in 1525.

J. W. Watson
Prin., of Verdon Schools.

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SOUTH

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Louis and Denver A 3:10 a m
No. 108 Kansas City and St.
Louis and Denver A 1:25 p m
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