

### Easier than Arithmetic.

It is easier to remember things usually if you know what they mean. A little boy could never remember even about how long a cubit is until his father told him the word was cubitus in Latin, which means an elbow, and that the measure called cubit was the distance from a man's elbow to the end of his middle finger.

"And how much is a fathom?" asked the little boy.

"Oh, fathom comes from the two words, 'fat,' which means in the Aryan language, to extend, and 'hom,' a man. A fathom is the length of a man extended; that is, when his arms are stretched out on each side from the shoulders, from tip to tip of his fingers.

The foot is an English word, and means just the length of the foot of a full-grown man.—*School Record*.

There is something decidedly out of place about the standard by which people ordinarily measure failure and success. Rev. Dr. Wayland offers this suggestive illustration of the popular idea regarding loss or gain. Our standards of success or failure are material. We say, "Did you hear of the great misfortune that has come to our friend Brown?" "Why, no; what is the matter?" "Why, he has lost everything he had in the world." "What! has he lost his character? Has he lost his conscience? Has he lost his health? Has he lost his wife and children?" "Oh, no; but he has lost his money; he has not a cent left after paying his debts." "And do you know of the great success gained by our friend Smith?" "No, I am glad to hear it. Has he conquered that great habit of lying that he had? Has he left off drinking and swearing, and has he become an honest man, clean man?" "Oh, no; but he has been elected mayor at a good salary."—*Pennsylvania School Journal*.

The time devoted to opening exercises for schools should be one of the most interesting periods of the day. It should mean more than simply using ten minutes of school time. Use the exercise as a powerful magnet to draw pupils to school at the ringing of the morning bell. This may be done by varying the exercises and by giving the pupils an occasional surprise. Singing appropriate songs is always in order. The teacher may read a few verses of Scripture and offer a short prayer. General work in nature and culture studies may be given. At least once a week have a discussion of current events; occasionally teacher and pupils recite quotations; the teacher may give a short address, or perform some experiment.—*Western School Journal*.

The tendency to abbreviate words is shown in the case of a girl in Randallsville, named plain Mary at her birth, who dropped the "r" when she grew up, and became Miss May, and after her marriage dropped the "y" and became just plain "Ma."

### BUSY WORK.

Under this head each month there will be found exercises that may be used for silent seat work, class drills, and review work. Primary teachers are invited to contribute to this column any devices or suggestions they have found effective in keeping children profitably employed.

#### MIXED PICTURES.

A boy or girl of any age can make a mixed picture. All that is needed is a pair of shears, a bottle of paste and plenty of newspapers, magazines, picture cards or anything else containing pictures or parts of pictures in black and white. Four or more separate pictures or parts of pictures should be cut out, and so pasted on a sheet of paper that the combination will make a beautiful, amusing or interesting mixed picture. Simple, isn't it?

News pictures, story illustrations, advertisement pictures, diagrams, maps or any other pictures in black and white may be used in whole or in part. For instance, a man may be cut out of one picture and set to driving a horse cut from another picture, with a landscape background from a third picture, a barn or house from a fourth picture, or men may be made up, head from one picture, body from another, legs from another and so on.—*Educational Gazette*.

[Primary teachers especially will find this an excellent way to interest young pupils and keep them employed, besides cultivating their artistic sense.—EDITOR.]

#### DESK-WORK PUZZLES.

Divide the class into two or more sections. Each section may be assigned a different question or all may use the same. To illustrate the latter, the teacher may write on the board, "Name and locate the capitals of ten countries of Europe."

Each pupil, without consulting a geography, selects any ten European countries, forms a drop letter puzzle with their names, writes the puzzle neatly on a large sheet of paper, and signs his name.

At a signal the sections exchange puzzles, and each pupil bends his energies to solving the one he receives. He has, of course, to supply the missing letters to discover the ten countries, and then name and locate the capitals. He writes the answer neatly beneath the puzzle and signs his name.

The puzzles are then returned to their authors, and are all finally handed to the teacher for inspection.

Notice that the puzzles require double the amount of thinking that a simple question would, for instance in 1, the mind has to recall many cities and compare them with the skeleton names to discover which one is meant, and then has to remember of what country it is the