

DEVICES FOR KEEPING UP INTEREST.

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The part of the school year is approaching, when the teacher experiences the greatest difficulty in maintaining in her children an interest in school work. They have grown tired of the daily routine and of methods apparently most successful during the early part of the year, and consciously or unconsciously are wishing for something new.

This is likely to be especially true of the small miscellaneous school, where the limited number of pupils in a grade removes any stimulus from emulation. It is this time which puts to the test the resourcefulness of the teacher.

Some devices used to advantage in a small rural school may prove helpful to inexperienced teachers, who have encountered the difficulty above referred to.

One incentive to work, the influence of which lasted throughout the year, was an honor roll.

The teacher first provided herself with several boxes of little stars, which come in bright colors, gold, red, blue and green, made by Dennison Co., and obtainable through almost any book store. To these she added some small Union Jack seals, obtained from the EDUCATIONAL REVIEW office. Then a large sheet of cardboard bearing the words "Honor Roll," was tacked to the wall in a conspicuous place and preparations were complete.

When a pupil had made five perfect marks, on any one subject, say spelling—his name was written on the sheet and a star placed after it. For the same number of perfect marks, in writing, English or number work, he was given another star,—a different color for each subject. When his stars numbered ten, they were followed by a Union Jack seal as a special honor, and he began over again.

It was almost pathetic to see how hard the little people would work to earn a star, and even the boys in grade eight had difficulty in concealing their satisfaction over the number of stars following their names.

The little school room was used on Sundays for religious services, when the honor roll with its bright stars and flags, proved a source of interest and pride to the parents and friends of the children.

An added impulse to Nature Study was given in the following manner:

At the beginning of the school year, a space was ruled off on the blackboard under the heading, "Wild Birds seen in September," and changed for each succeeding month. Each fall month showed a decline in the number, as the birds left for the south; very few were seen in the winter save—in this particular section,—the jay, crow and chickadee, with an occasional owl heard in the distance, but what pleasure to welcome back and record the names of the migratory birds, when they returned after their long absence.

When spring came, a large sheet of white paper was tacked to the wall, headed, "Who found the Flowers?" and ruled as follows:

Name of Flower	When and Where Found.	By Whom.
Mayflower.	April 15, Hill pasture.	Mary Wood.

This brought to the school specimens of practically all the wild flowers of the section, some of which sent the teacher to her Botany, to the delight of the children who always like to puzzle the teacher.

These children were much interested in animal stories, and greatly enjoyed hearing read daily bits from F. W. Burgess's "Little Stories for Bedtime," now being published both serially and in book form by the "Montreal Daily Star." The little people of the green forest, the green meadows, and the smiling pond, became very real to the children, and even figured in their games at recess.

Each day, before the reading, some pupil was called upon to give a resume of the story of the preceding day, thus providing an excellent exercise in English, and cultivating the memory as well.

To encourage interest in the world beyond the section, a large calendar of the previous year was turned face to the wall, and on the reverse side were pinned pictures clipped from the daily papers, of men who were in any way distinguishing themselves in the public eye, and of places or buildings where any event of note had taken