

HELPS AND HINTS FOR THE RURAL TEACHER.

In these columns will be found, month by month, a collection of suggestions, and new ideas, contributed and gathered from various sources, which it is hoped will be of much value to the Rural school teacher, and the editor invites readers of the EDUCATIONAL REVIEW, to send in any little helpful methods of a similar nature, which have been tried and found to bring results.

THE STORY IN SCHOOL.

DIRECT ROUTE GAME. The following "pretends" will interest a class:

1. "I am a sea captain and I am going from Singapore to Buenos Aires."
2. "I am a British sailor on a battleship and we are going from Halifax, N. S., to Melbourne Australia."
3. "I am a little Eskimo and I am going from Greenland to Sidney."
4. "I am a tea planter and I am going from Pekin to Cairo."
5. "I am an explorer and I am going from Boston to the most northern point in Alaska."
6. "I am a war correspondent and I am going from Petrograd to Marseilles."
7. "I am an immigrant and I am going from Roumania to Wyoming."
8. "I am the captain of a submarine and I am going from Bremen to Calcutta."
9. "I am a messenger boy and I am going to motorcycle from Chicago to New York."
10. "I am the pilot of an airship and I am going close to earth from Baltimore to New Orleans."

In a geography, pupils will trace out with much interest the route they must follow to get to their destination. In giving a talk, a pupil who makes a mistake may be interrupted by the one who discovers his mistake. This pupil then goes on with the game and describes his journey. Such a game introduced for five minutes at a time will electrify the dead classroom atmosphere and make other work easier.

THE STORY AND YOUR COMMUNITY.

There is hardly a community in our country that is not full of historical associations of some sort. It is an excellent thing to get the children

interested in the story of your own community. Who settled it? What nationalities? When? Who were prominent among these settlers? Do any of these early names linger in names of streets, etc? What spots have historic associations? Arouse an interest in these things. Encourage the pupils to go home and talk about them with their families. Get books from the library on your county and state and put them in the way of the children. Bring photographs to school and urge pupils to collect photographs of historic spots. Learn to know your community in an intimate way. This is local geography and local history. "Local Geography" an article appearing in this issue goes further into the subject.

THE LUNCH PROBLEM.

Miss A. Ruth, teacher at White Oak Shade, New Canaan, has solved the problem of a hot lunch for pupils, at a minimum cost and labor. Daily each child brings one or two potatoes, initials marked with lead pencil. At recess the stove in the school-room is regulated, the potatoes put in a can suspended from a wire inside the stove. At noon they are baked. Some children bring eggs, which they boil on top of the stove. With a slice of bread and jam, very often an apple, an enjoyable lunch is provided for all. Before this arrangement many children came without their lunch and would have nothing to eat from early morning until their return home after school.

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Lieutenant Hugh P. Bell, formerly vice-president of the Lunenburg Academy, who enlisted for overseas service, at the outbreak of war, has been invalided home. He was shot through the abdomen and through the chest, and had a portion of his shoulder blade shattered by shrapnel. In spite of all this, Lieutenant Bell recently addressed the Rotary Club of Halifax, N. S., upon his experiences at the front. He was given a perfect ovation as he resumed his seat.