

out this hot lunch idea at the Headingly School, and I consider that it has been a success. Great credit is due to the mothers for the generous assistance they have given, and our success has been, in a large measure, due to their help.

Our equipment consists of the following:

Oil Stove (2 burners), tea kettle, double boiler, frying pan, teapot, dish pan, dishes for at least twelve pupils.

The oil costs about 50 cents a month. Half this amount is given by one family, the teacher supplying the other half.

One boy provided almost all the tea used during the last winter. That was his share of the cost. The rest of us took turns in bringing an article of food which might be served hot.

Quite often the mothers sent food which required only re-heating, as soup, baked beans, potatoes. These were quickly prepared, and the work was usually done after school was dismissed at noon.

Other articles of food which we used were corn, tomatoes, macaroni and cheese, and eggs, which we prepared in several ways as poached, scrambled, fried and for making omejets.

We had the fire lighted at about 11.30 and fresh water put to heat in the tea kettle. At noon, while some of the girls got the table ready, the food was prepared, and in about ten or fifteen minutes we would sit down to lunch.

We are fortunate in having a vacant room, provided with a large table, and sometimes when more time was required to prepare the food I would send two girls into this room about fifteen or twenty minutes to twelve, and by the time school was dismissed for noon, everything was ready for lunch.

The girls and myself took turns in washing and putting away the dishes.

Besides adding to the comfort of the pupils, there are very many practical lessons taught in this undertaking, unconsciously, perhaps, but having a lasting effect. I find that pupils are at their best during this period, and the dinner hour is one that I very much enjoy.

Now, while many rural schools have not the same facilities for carrying out this work that we have, I think that by adapting oneself to conditions found and getting the parents interested the difficulties can be overcome, and I am sure that those who try this idea will derive as much pleasure from it as I have.

A SUMMER SUGGESTION

How many of you live within a few hours' run of Winnipeg? If you do, and a train runs so conveniently that it leaves your station on Friday night or early Saturday morning, you will be able to help in some very nice work for the soldiers. You know many people in Winnipeg never see any of your lovely wild flowers. And the Editor and a number of other people are planning to sell these people flowers and give the money for soldiers' socks. Will

any of you promise to send us flowers once a week so they will get here early Saturday morning to help in this way? If you would like to do so, write to the Editor as soon as possible and you will get all directions. Perhaps you might form a "Flower Club" for the holidays and send us every Saturday both wild and garden flowers. Talk it over among yourselves, and then write to us—such an easy and pleasant way to help should interest you all.

A UNIFORM PROGRAMME

By F. W. NINK, Douglas

I have the honor to answer (or should I say try to answer) one question out of the two in your March Journal. Of course, being purely and utterly city born, and also having spent my Canadian life upon a farm, I am not justified in saying whether a city born teacher is better in the country or vice versa, for I would not teach in a city for ten minutes.

Question 1. Emphatically and precisely, it is impossible for the same programme of studies to be worked out in two schools similar to those designated in your first and second pictures. Taking the second picture, how little of the

actual life of the children in such a school is known to the authorities that be.

The teacher in many cases shudders at the idea of being in such a district, yet perforce is bound to go "somewhere," and it may be to such a place. The children are underfed, illclad, not from any carelessness but from pure necessity and want. How can it be expected that that teacher produce the same results (be she ever so clever) as if she were placed in a better type of school and district.

The programme of studies stares her in the face. The parts have to be con-