

gramme and especially urge the mothers of the children to be present and also invite the trustees to attend, then after the programme is through a discussion on the "Hot Lunch Method" could follow. You will find that there will be many varieties of suggestions offered by the parents and so as "Variety is the spice of life," so will these suggestions aid a great deal in the drawing up, in the working out, and in the successfulness of a set plan to follow.

In order to carry out the "Hot Lunch Method" to a successful issue, the school should be equipped with a coal oil heater with an oven, which would cost from ten to twelve dollars and also the following utensils which might include a tea kettle, a teapot, a frying pan, a dipper, a large spoon, a stewpan and a dishpan. These would possibly meet the requirements in most cases and would cost from three to five dollars more. Each pupil should be asked to provide himself with a cup, a bowl, a knife, a fork, a spoon, a desk cover and a table napkin.

The topic of "What to Eat" should be thoroughly discussed. Here we have many suggestions offered, many questions asked, and many methods to follow. One that will probably work out successfully in most of our rural schools is the method which provides that each mother take her turn, one day each week in providing one hot dish, sending it baked, ready to be warmed up in the school. The tea, coffee, cocoa and sugar can either be brought by the children in turn or supplied free of charge by the school board.

Now, I believe, wherever the "Hot Lunch Method" will be given a fair trial, you will not only be taking a step toward making the school more homelike to the children, but you will find that you will have their hearty support in your efforts to make it a success, that they will also take a keener interest in their studies, that they will do more work in less time than formerly, that they will grow to like school instead of dreading it and that you will obtain better results from your work throughout the entire day.

## THE CHRISTMAS ENTERTAINMENT

By Jean McBean

There are few things which arouse greater interest among the parents, create as much pleasure for the children, or aid the pupils individually, more than the Christmas entertainment. Besides increasing regular attendance and furnishing amusement and recreation for the school during the time spent in practising, it provides a pleasant social evening when, for once in the year, the people of the district, parents included, see the inside of the school, and see to a certain extent the progress the scholars are making.

Christmas is the time of all the year that is looked forward to by the children, and it seems so especially children's day that we should help them to enjoy it; then we all know how little it takes to make children happy. So, no matter how small or weak our attempt may seem, and although we may have to overcome a few trials and discouragements in our preparations, these are soon forgotten, and the joy in the children's faces, and pride in the faces of the fond parents are ample fruits for our labors.

In rural schools, where the building is small and attendance low, it is sometimes a good plan to have two or three schools join and have a "Union Christmas Tree," in a hall or church where the problem of accommodation is easily solved. However, this cannot always be done, and it is perhaps more satisfactory to be independent. In my case the entertainment was held in the school.

The first thing I considered was the number of pupils and planned my programme accordingly. I had eighteen on the roll, but, while we were practising, three families moved away causing the number of pupils to dwindle to ten, therefore compelling us to cancel several dialogues and select a new supply.

I had purchased several books containing Christmas songs, drills, recitations and dialogues, at Russell Langs. Also received a splendid supply from Fillmore's Music House, Cincinnati, Ohio.

After choosing a piece the next step was to choose the child who was best suited to act the part. They were all eager to help and anxious to make it a success. Even a little six-year-old Galician boy, who had started to school a few months before without being able to speak a word of English, learned a recitation. One little tot who hadn't started to school learned a little speech with four lines and came on Friday afternoon to practise "saying her piece." We had various kinds of recitations and monologues which I cannot take time to describe, but the dialogues were the most interesting. We had four besides two acrostics.

Fortune favored us in that we had an organ in the school which was very useful in practising songs and choruses. Our greatest drawback was that the children were not all good singers; the young people of the district were all willing to help and promised to aid us in the musical part of the programme.

We practised every day, at noon or recesses, and sometimes a few minutes before being dismissed. On Friday afternoons and on the last two days we had a rehearsal. For the last two rehearsals I had all costumes and articles needed for the dialogues, etc., so they would become accustomed to using them and lose no time getting ready.

For the bags I had got three yards of green netting, which made over forty. The secretary-treasurer, who was going into Winnipeg, promised to get candies to fill them. About eleven o'clock, the night before the event was