

least with neatness, shared by teacher and pupils, the whole school family, would merit from all a consideration and courtesy of manner towards each other that the scrambling haphazard devouring of food from the lunch pail could never get, and we all know that though the occasional lecture or precept may be helpful, it is only the continued practice which is of real definite value. The absolute social equality of the whole school family should also have good results, and I see no reason why even the youngest children should not in their turn be "head" of the family meal and so all would have a direct interest not only in the preparation of the meal, but in the behavior of the family.

If the hot lunch could be so managed that each day it gave a period of friendly mutual courtesy and consideration on the part of the school family, it would prove an incalculable blessing, for the influence of that period would spread.

The hot lunch should prove a gain in all ways; physically, in the lessened strain and increased comfort of teacher and pupils; educationally, in the valuable practical training it would give, as well as in the better general work which would follow an improved average attendance, and morally, to an extent of which it is impossible to form an estimate, but which would depend largely on the personality of the teacher.

THE LUNCH HOUR

By Roy Stewart, Neepawa.

When a time table is being drawn up in the rural school, I am afraid there is probably in many cases one period which does not receive a careful enough consideration, namely the time allotted to the lunch hour. This is a period which if given a careful thought could be made one of the most profitable, one of the most pleasant, and one of the most efficient periods of the day.

In some, if not many of our schools, when the gong rings at noon hour the children rush to their book-bags or to the cupboard to obtain their lunches and with a cup of water in one hand and a sandwich in the other, they form different groups in various portions of the room and partake of their mid-day meal. Dust is caused by the children moving to and fro, crumbs are scattered about the floor and instead of the mid-day meal being made a most profitable one it has been turned into one which has not the real educative value it might have.

When the time comes for noon hour it is well to have the children dismiss quietly and obtain their lunches. Each pupil should have his own drinking cup and as soon as he obtains his lunch he should get a cup of water and go directly to his seat. Each pupil should further provide himself with a desk cover so that upon taking his seat the cover may be spread over the desk and his lunch eaten without confusion. When his lunch is eaten he should then carefully pick up his desk cover and deposit the crumbs into the waste paper basket. By so doing, no dust is caused by the children moving around the room during the course of the meal and no crumbs are scattered about the floor by the children as they are eating.

In the rural school it is well to have a sink installed in one portion of the room and have a mirror, a hand brush, a comb, a hair brush and shoe brush included in the equipment, so that the children may wash themselves, comb their hair and tidy up before the close of the mid-day period. The total cost for installation of this equipment would be from four to seven dollars, and its value

in the school cannot be over estimated. It not only teaches the children to be clean but they learn to keep themselves neat in dress and tidy in appearance, they learn to take pride in their semblance and to rejoice in their cleanliness.

Now many of the teachers in the rural schools throughout our province are beginning to realize and to act upon the well known fact, that if you wish to get work out of a boy you must feed him well. In order that the brain be clear and capable of doing efficient work the physical needs of the body must be supplied by proper food. The food must be of the kind, of the quantity, and of the quality suited to the requirements of the person, and at no time during the life of an individual is the subject of "What to Eat," more important than in childhood. Because children are in the formative stage, not only of muscle and bone, but also of mind and habits. So perhaps these facts more than anything else have been responsible for the introducing of "The Hot Lunch Method" into many of our rural schools.

How often we have heard the boy lament when he sees his mother preparing his lunch for him in the morning, how he wishes he could come home and get a warm meal at noon hour, how he hates having to eat a cold lunch for dinner, day after day, week after week and month after month. Now, why should this be the case? Why could the boy not leave home in the morning with the assurance that he is going to have a warm lunch at school during the mid-day period, that he is going to have a hot dish of soup, some nice baked potatoes and a hot cup of tea.

Briefly, as to how a teacher might go about to introduce this system into his or her school: It is the custom in most of our rural schools to have programmes frequently, when the parents of the children are cordially invited to attend. To the teacher who is planning out a method and system to follow along the "Hot Lunch" idea, it might be advisable to arrange for such a pro-