

and fort and trenches were constructed. On very cold days we played such strenuous games as Follow-the-Leader, Fox and Hounds, to keep warm.

The above is an account of my experience as a teacher on the playground. I am fully convinced that any teacher can add consid-

erably to his or her efficiency as a teacher by active supervision on the playground.

It is my aim to satisfy my trustees and district through winning the respect and esteem of my pupils. To do this, my appearance on the playground has been of great help.

HOT LUNCH IN RURAL SCHOOLS

By Margaret E. Wood

Hot lunch during the cold days of winter would undoubtedly be a benefit to both teacher and pupils.

The daintiest of lunches is apt to become uninviting to a tired teacher after being packed up for a few hours, and from a purely physiological point of view some freshly cooked or fresh heated dish would be of much more value than the sandwiches, etc., which, no matter what I did, always seemed to get so very dry and uninteresting by noon.

The teacher's health and digestion, and as a natural consequence, her work, must suffer to a certain extent from a continuance of cold lunches, which at best are not very appetizing and which the teacher is tempted to neglect.

There is no teacher who would not welcome the chance of something hot at mid-day, and no mother who would not feel happier to know that on the cold days her children could have some warm food. The chances of physical and nervous overstrain would be lessened materially, and the average winter attendance would be raised by the hot lunch, and the school work would prosper proportionately.

The noon recess in winter is a rather difficult time to deal with. It is too cold to remain out long, but change and movement and relaxation are necessary for the children, and the hot meal offers something towards the solution of that problem. Some share in the preparation of the meal or its clearance afterwards should be planned for all if possible, and so the idea of co-operation and mutual service be implanted or strengthened. An alternation of duties would keep up the interest of the children and would arouse a wholesome spirit of emulation, and each in turn should take some share of the actual cooking, as well as of the other duties.

The lunch should be made to give a practical every day exercise in cookery and domestic science. The fundamental principles of cookery and food hygiene could be taught and practised in the preparation of even one hot dish each day; and to the children the fact that they are working with each other, for each other, for a definite meal that all are to share, should give their work an interest that the more experimental cookery of the cookery schools might lack.

It seems quite possible and even probable if the work has been intelligently and carefully managed, that when spring comes and the hot lunch is no longer necessary on

account of the coldness of the weather, some of the pupils might be unwilling to give up the cooking entirely and a valuable opportunity for further training in domestic science would be ready and waiting.

A teacher who has profited by a course of training in cookery would have a splendid chance to show how much could be done, and what a great variety of food could be prepared, not with the thoroughly up-to-date



BROTHER JOSEPH FINK

and complete equipment of a modern school of cookery, but with the very limited "batterie de cuisine" possible in a country school.

To me another attractive possibility in the "hot lunch" is the opportunity for continual practice in "manners," and so of course in "morals," since the two can hardly be separated.

The meal carefully prepared, served at