

that these are not enjoyed as much as the ones where the children can have more action. Some games that we have adopted in our school, in which I teach the first four grades, are Clap in and Clap out and the Automobile race. The latter is particularly adapted for the younger grades and is very popular with them.

This game starts out with most of the class sitting, and is really a relay race between the children of the alternate rows. The first child in each alternate row at a signal from the teacher leaves his seat on the right side, runs forward around his seat and then to the rear, completely encircling his row of seats until his own is again reached. As soon as he is finished the child next behind him encircles his row of seats, starting to the front on the right and running to the rear on the left side. This continues until the last child has encircled his row and has regained his seat. The row wins, whose last player is first seated. The remaining alternate rows then play and lastly the two winning rows may compete for championship.

Then there are singing games, such as The Grand Old Duke of York, The Farmer is in his Dell, Nuts in May, For Nancy Tancy Tardeo O and The Dusty Miller. Besides these drilling and folk dances may be so taught that they become popular amusements.

Of course I have mentioned for winter sports the indoor variety first; but the real

fun at all times both winter and summer is in the outdoor games.

There are so many of these that it is impossible for me to describe them all. Among a lot that we have found good are the following: Hoist the Sails, Pom Pom, Pull Away, Fox and Geese, Tag, Stride Ball, Wolves and Sheep, Football, Dodge Ball, Scaling Sticks, Prisoners' Base, Blind Bell, Skating and Tobogganing. Of all these we have found Tobogganing by far the most popular. Every child loves it and no matter how cold or stormy the weather the slide is always going. A number of schools have put up slides for the children. Skating, too, is very popular, but the children do not have much time during recess to put on and take off their skates.

In my experience it is very easy to get the children to play any games and also to invent them. The great thing is for the teacher to show her love for the children by interesting herself in the games equally as much as in their work. When the children come in from some enjoyable and active game they are so refreshed and full of vim that they are able to proceed with their lessons without feeling depressed or listless. The order is good and we get better results from the work. I would like to impress on all teachers the idea of getting out and playing with the class if the weather is at all permissible.

RURAL TEACHER'S RESIDENCE.

(By Clarence Record)

Whether the mind in its creative intelligence has evolved the material world, or the mind, as intellect, emotion and will, is itself but the flower and fruitage of the union of primal matter and cosmic forces, it is now acknowledged that a sound physical basis is the best foundation for the development of the highest intellectual expression. Sanity, purity and beauty are synonymous health, cleanliness and harmony.

The physical basis of life is the body. The physical basis of the teacher's calling is the school, the home and its surroundings. Unless these be congenial and make for contentment and enjoyment and rest, the teacher's class room efficiency will be impaired. The teaching spirit must have a healthful soil and a pure air in which to thrive, or, like a neglected exotic, it withers and pines, and all its rich expectancy of her labor is lost.

Where, may I ask, are these conditions ideal? Nowhere are they more completely filled than in a home.

You who are blessed with all the joys, comforts and beatitudes of a home know not of the yearnings of those thousands to whom that word is but a name. A residence, a home is the point in question, not merely a house. A house is the product of

the head and labor, but a home is the creation of the heart.

The teacher is largely actuated by the same motives, holding similar ideas and striving for essentially the same ideals as other people. Why, then, should they, as a class, be denied to a large extent the realization of that condition which is considered the best in life? Is it our fault, or is it the state's fault?

In considering a question of this nature, a public question, one involving the welfare not only of the teacher, but also of that of the scholars and the community at large, the interests of each must be considered in order to arrive at a final and impartial answer.

There are many reasons why a teacher's residence is essential for the best attainable results in rural communities. The caretaking and firing would be under better control. The fires could be started at a seasonable hour and the room warmed by nine o'clock, instead of at half past nine or ten o'clock or even later. The teacher could enter upon her duties fresh, not wearied by a long walk, or chilled by a drive through the winter's cold and snow. It would allow the teacher to more closely supervise the playground during the noon hour. In our foreign communities it would be especially fruitful of