



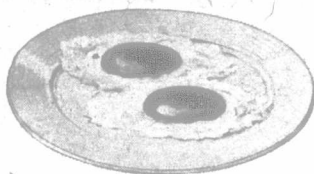
## That Would Buy 100 Dishes Of Supreme Food—Quaker Oats

Consider that—the steak for an average family meal would serve 100 dishes of the food of foods.

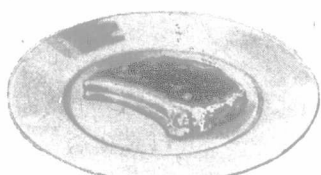
Quaker Oats cost one cent per large dish. One egg would buy five dishes. One chop would buy twelve dishes, based on prices at this writing.

You can serve ten breakfasts of Quaker Oats for about the cost of serving one with meat or eggs or fish.

Based on Prices at  
this Writing



Two Eggs  
Would buy 10 dishes of  
Quaker Oats



One Chop  
Would buy 12 dishes



1 Slice Bacon  
Would buy 2 dishes



Each Muffin  
Would buy a dish

### Save 80% On Your Breakfast

But the true way to measure foods is by nutrition. The calory—the energy unit—is used for this comparison.

Quaker Oats yield 1810 calories per pound, while round steak yields 890 and eggs 635.

This is the cost per 1000 calories in some necessary foods at this writing:

#### Cost Per 1000 Calories

|               |       |            |
|---------------|-------|------------|
| Quaker Oats   | - - - | 6½c        |
| Average Meats | - - - | 45c        |
| Average Fish  | - - - | 50c        |
| Hen's Eggs    | - - - | 70c        |
| Vegetables    | - - - | 11c to 75c |

So Quaker Oats, compared with average meat foods, saves some 80 per cent on a breakfast.

And the oat is the supreme food. It is almost the ideal food in balance and completeness.

It is rich in elements which growing children need. As a vim-food it has old-age fame.

Make Quaker Oats your basic breakfast. Start the day well-fed. Use this saving to bring your average food cost down.

## Quaker Oats

Flaked from Queen Grains Only

Serve Quaker Oats for its delightful flavor. It is flaked from queen grains only—just the rich,

plump, flavory oats. We get but ten pounds from a bushel. Yet it costs no more in price.

Packed in Sealed Round Packages with Removable Cover

## Our School Department.

### Pure Air in Rural Schools.

BY JEAN E. BROWNE, SASKATCHEWAN.

We have heard a great deal about the advantages of the pure air in rural districts. At this time of year, with the thermometer often registering away below zero, one wonders to what extent children in rural schools are benefitting by it.

In order to discuss ventilation we must have the principles of good ventilation firmly fixed in our minds. As a result of experiments performed within the last seven or eight years, hygienists have concluded that in order to have good ventilation the air must be in motion, it must have the proper degree of moisture, and the temperature must not exceed 68 degrees.

Now, as a matter of fact, some of our rural schools still have the unjacketed stove in a school without a basement. In this climate it is impossible to keep the floor warm in any school without a basement. In the case of an unjacketed heater the pupils sitting near the stove are always uncomfortably hot, and those sitting farthest away from it are always uncomfortably cold. These conditions are certainly not conducive to mental alertness. Fresh air can only be admitted through open windows or ducts. Unfortunately, when there is such a difference as there is at this time of the year between the temperature of the air outside and that inside, the cold air thus

to take measures which would possibly prevent hundreds of children from developing tuberculosis. From another point of view I think it is fairly safe to state that the mental alertness of pupils of normal intelligence varies directly according to the ventilation of the classroom.

### Fertilizers and their Uses.

The study of fertilizers is a very large subject to be dealt with in the public school, and before one can understand the composition and need of fertilizers it is necessary to know considerable chemistry. Before attempting to teach a lesson on fertilizers all teachers should obtain literature and bulletins from the Provincial Department of Agriculture, or from the Dominion Chemist, Central Experimental Farms, Ottawa. The fundamental facts are these: soils become depleted of plant food, and that the soil will have to have different treatment or receive fertilization in some way before profitable crops can be produced on them. One difficulty is that a chemical analysis will not accurately reveal the actual requirements of the soil, and only by experiments can the real facts be obtained. Some soils only require lime, and when this is supplied the other plant foods become available; other soils are lacking in potash, phosphoric acid or nitrogen. All



A school fair boy and his plot of grain.

admitted drops to the floor and chills the feet, and is therefore not equally diffused throughout the whole room. It seems scarcely fair that children in rural schools should be submitted to such a handicap.

Better than this is the jacketed stove in the one-room rural school with the duct leading to the outside of the building to admit fresh air. The other end of this duct opens into the jacket. The cold, fresh air is heated as it passes around the stove, and because it is heated expands and rises into the class-room. This hot, fresh air gradually becomes chilled as it comes in contact with walls and windows and then drops to a lower level. Being constantly replaced by warmer air, it finally reaches the floor level and through a register at the bottom of the chimney, it is conducted out of the building. This means that the air is in constant motion, and by this means, the entire air contents of the room can be replaced in about 15 minutes. Connected with the jacketed stove are evaporating pans. If these are kept filled with water, a considerable amount of water vapour will pass into the air of the room. If the teacher is careful to see that the temperature does not rise above 68 degrees, this method should give fairly good results.

Better results, however, can be obtained in the school with a basement and the jacketed furnace. The principle of ventilation is the same, but it is easy to keep the floor warm. Of course, there are other advantages to be obtained from the basement, such as indoor play-room and indoor toilets.

As a people we are still more concerned with the cure of disease than with its prevention. There is a ready response when an appeal is made for the present need of a tuberculous child, but a much slower response when a request is made

soils are not the same in their requirements, and it is extravagant folly to purchase potash for soils that only need some lime or phosphoric acid to make them productive. On the other hand, some crops require potash more than any other plant food, some are lime-loving and still others need phosphoric acid most. All leafy plants must have a good supply of nitrogen, which usually comes from the breaking down of organic matter, but of course, it can be supplied in such forms as nitrate of soda, sulphate of ammonia, or dried blood. Some plot experiments with fertilizers would reveal a great deal and help to show the relation between the requirements of various soils and the contents of different kinds of fertilizers.

### A Hint For Teachers.

In last week's issue will be found complete reports of all the annual meetings of the various live-stock breed associations. These meetings are held annually in Toronto during the first week of February, and reports of them serve as an annual index to the progress made by those who are fostering the pure-bred live-stock industry. With each report will be found a list of officers, including the secretary, whose name and address should be good information for all public school teachers. It would be a good idea if school teachers, especially in the recognized live-stock districts, could get in touch with the secretaries of the various associations, who would be able to send them literature about the various breeds, as well, perhaps, as pictures of the prize-winning animals at some of the bigger shows. This information and these pictures could be used for instruction purposes in the school.