

**\$5 a day**  
**To feed a man on chicken**  
**20c. a day**  
**Feeds him on Quaker Oats**

Food is measured by calories, the energy unit. The average indoor man needs 3,000 calories daily.

In chicken those 3,000 calories would cost about \$5. In chops or eggs about \$1.80. In Quaker Oats they cost but 20 cents.

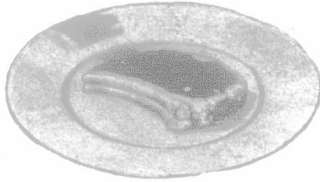
Think of that difference, then remember that oats is the greatest food that grows. It is almost a complete food, nearly the ideal food. As a body-builder and a vim-food it has for ages held a unique place.

If Quaker Oats cost ten times other foods you could not afford to omit it. But the other foods cost ten times Quaker Oats.

**Price per serving**



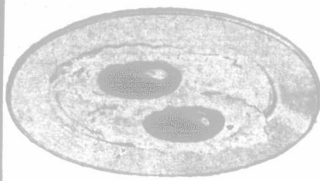
Quaker Oats, 1c. per dish



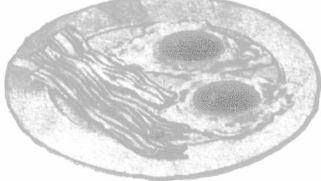
One Chop, 12 cents



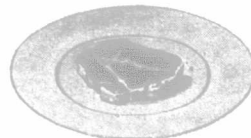
Serving Fish, 8 cents



Two Eggs, 8 cents



Bacon and Eggs, 14 cents



4 oz. Meat 8 cents

Note the cost per serving. These other servings cost 8 to 14 times a dish of Quaker Oats. And no meat dish compares with oats in balance and nutrition. Start the day on Quaker Oats. It may save 90% on the breakfast. It is rich in elements which everybody needs.

Based on prices at this writing, other necessary foods cost about as follows, measured by calory value.

**Cost per 1000 Calories**

Quaker Oats	6 1/2c.
Average Meats	45c.
Average Fish	50c.
Hen's Eggs	60c.
Vegetables	11c. to 75c.

This brand is flaked from queen grains only—just the rich, plump, flavory oats. We get but ten pounds from a bushel.

This exquisite flavor has made Quaker Oats the leading brand all the world over. Millions send over seas to get it. You can get it for the asking, without extra price.

**Quaker Oats**

Extra-Flavory Flakes

Packed in Sealed Round Packages with Removable Cover

**Our School Department.**

**Children May Help Avoid Motor Accidents.**

Last May, the Ontario Safety League offered a series of cash prizes for a composition on the subject of "How Children May Help to Avoid Motor Accidents," from school children in Ontario. The prizes were donated by the Ontario Motor League, to assist in a campaign against preventable accidents. A committee of judges was selected and the prizes were divided into two classes (a) pupils twelve years and under, and (b) pupils thirteen years and over. We are informed by the Ontario Safety League that a rather interesting feature of the awards is that nine out of fourteen prizes were won by girls and that four prizes go to Ottawa, three to Hamilton, three to Toronto, two to London, and one each to Port Arthur and Rockwood. The cash prizes will be forwarded to the principals of the various schools for distribution to the winners now that the school term has commenced. The following two compositions are by Louise Wyatt, St. George School, London, and J. E. Belanger, Wellington School, Ottawa, first-prize winners for the class of twelve years and under and thirteen years and over, respectively, and are reproduced as worthy of reading in all schools:

(FIRST PRIZE, 12 YEARS AND UNDER.)

Few great inventions come to mankind without some deplorable results following in their train. So with the automobile. Great and good have been many results in transportation, because of this new vehicle, but numerous and disastrous have been the accidents that ensue therefrom.

Children suffer largely from automobiles so children may, most certainly, help to avoid these motor accidents. To do this a few simple rules may be followed. Do not play on the street. If you are partly across the road and see an auto speeding closer than you realized, either stand still or keep on walking at a steady pace. A hurried run deceives a driver. Look both ways before attempting to cross a street. Carelessness causes many accidents; be careful and help to avoid them.

Though old, the watch-word of "Stop! look! listen!" is by no means out of date. Use it to help in preventing motor accidents.

(FIRST PRIZE, 13 YEARS AND OVER.)

You may avoid an accident,  
 If you let me put you wise;  
 So, when you go to cross the street,  
 Just open both your eyes.

Look up and down, and all around,  
 And listen for a sound;  
 You may not hear a car approach,  
 It may come on the bound.

Now when you want to cross the street  
 And you are in a hurry,  
 Don't make a dash before you look  
 And get all in a flurry.

Yes you may get across to-day  
 And then again to-morrow,  
 But when you try to cross again,  
 It may be to your sorrow.

**Discipline in the School.**

By JANE ALEXANDERSON.

The question of discipline is one of vital importance in the school, as no one can do effective work who has not proper order in the school-room. During several year's experience in schools both large and small I have learned much about this phase of the teacher's work, that cannot be taught in training schools, so to the inexperienced teacher, I particularly address my ideas.

Perhaps first of all in the matter comes the control of yourself. I have yet to

see a child resent a punishment when the teacher gives it with kindness in voice and eye and heart. If the teacher shows she is angry or irritable over the child's offence the punishment will not be nearly so effective, as a spirit of antagonism will very likely be aroused in the child.

Next I would say you must be fair in all your dealings with your pupils. You must watch yourself very closely on this point for it is only natural that you will want to do more for the hardworking, obedient child than for the careless mischiefmaker and should you show the least partiality you have lost your chance of governing the bad boy "by getting on the right side of him," which is the ideal we keep before us, but which a great many of us fail to reach.

About administering punishment I would say that the new teacher will find the boys will "try her out," deliberately to see how cross she is going to be. They will perhaps roam the piece of bush (forbidden by the last teacher), or come late after the noon hour just to see what will happen. If the new teacher calls them for a little talk after four and says, "Boys you must not do that again," you may be certain they will do it again, to see if she meant what she said. When, finally, she punishes them for that offence they will promptly try something else.



A Poultry Exhibit at Palmerston Fair.

because she let them off for the first offence before, so they reason that they are safe so long as they try something different from the last time. If, however, she administers punishment and that quite severely the first time a rule is deliberately broken, her troubles will mainly be over. It does not matter if she hasn't made that particular law which they broke so long as she is sure they knew they were doing wrong.

As to the form of punishment, that must be left to the judgment of the teacher, but I say do not be afraid of a judicious use of the strap. You beginners have perhaps ideals of ruling by kindness, ideals that are very good, perhaps, but none too practical, for when the pupils plan certain mischief to see what you will do my advice is "Keep your temper sweet and remember the good old adage, 'Spare the rod. . .'" For trivial offences in the class room I find that a little good natured ridicule for the persistent fault is worth more than gently reminding the child of the fault. This must be done without the least sarcasm so there will be no sting in it. It must be used carefully and sparingly too, as a sensitive child might easily be hurt and lose confidence in you. Use it on the noisy or rather rough child that is inclined to be a bully.

Avoid nagging or continual talking. Little is accomplished by saying "Tommy, don't do that" and "Mary, stand up straight." Even if the fault be small, if it is worth correcting at all it is worth correcting well, so make it the subject of private talk, for in that way, by looking Tommy straight in the eye, you can accomplish something.

Here's success to you in your year's work and a wish that you will pass on your ideas.