

BUBBLE GRAINS



Puffed Wheat
In a Bowl of Milk



Puffed Rice
Mixed With Any Fruit



Think what joys These Puffed Grains bring to millions

On this summer day millions of dishes of Puffed Grains have been served in a dozen ways.

Breakfast brought them with cream and sugar, luncheon in bowls of milk. They have been mixed in countless berry dishes—used as nut-like tid-bits on ice cream.

Girls have used them in candy-making, boys as nutty confections, doused with melted butter.

A grain-food revolution

Prof. Anderson, by this invention, brought about a grain-food revolution. Never were whole grains made so fascinating.

Here are airy, flimsy bubbles made by steam-exploding grain. They are fairy-like in texture, and they taste like nuts.

Yet one is whole wheat—the very utmost in grain food—with

every food cell blasted. One is whole rice.

Both are the best-cooked cereals in existence. Every granule is fitted to digest.

In these outdoor days keep Puffed Grains ever handy. Have both kinds on call. When whole grains are made so delightful let children eat all they will.



Summer suppers

Puffed Wheat in milk. It means whole wheat puffed to eight times normal size—made flavory and flimsy and crisp. And with every food cell broken every atom feeds. Digestion is made easy and complete.

Puffed Wheat

Puffed Rice

Whole Grains
Puffed to Bubbles
Steam-Exploded—
8 Times Normal Size

The Quaker Oats Company

Peterborough, Canada

Sole Makers

Saskatoon, Canada

Our School Department.

Teachers' Residence.

In some branches of the administration of public school education, the Prairie Provinces have shown themselves capable of giving a lead to Ontario. A special feature in the department of rural schools in Manitoba is that of providing teachers' residences, which are rapidly increasing in numbers and appearance. This arose partly because of the apparent impossibility of securing suitable boarding places for teachers, and also with a view to securing greater permanence in the teaching term of service. These homes are described in some divisions as "Teacherages," and the Special School Organizer reports 22 new ones added during the year. He also proposed the erection of a "Consolidated Teacherage," to be built near one school, and the teachers of two adjoining districts to drive from it to their schools. In Div. No. 9, (Gladstone) three schools teachers' residences were erected in the year. Glenboro provided a residence for the principal. Of six schools in Ruthinian District three have teachers' residences. The inspector of Div. No. 19 (Stonewall) reports 25 teachers' residences. The report of Div. 23 (Winnipeg) describes the teacher's cottage as the centre of attraction in nearly all the districts being especially helpful in developing a better social life in foreign-speaking communities. The ideal rural school is described as one with a school site comprising five to ten acres of land, a comfortable residence for the teacher and family, a neat stable for horse, cow and chickens, and a vegetable garden for family use as well as school purposes. In Winnipegosis (Div. 25) after losing a teacher for lack of a boarding house, the trustees opened a residence, employed a housekeeper and boarded their own teacher. In case of a consolidated school the presence of several teachers in one house makes a very home like affair of it. In a recent report of the Alberta Minister of Education, one of the inspectors states that the building of comfortable houses for teachers on the school grounds and the payment of sufficient salaries to induce good men to make teaching their life-work, would do a great deal towards retaining the services of desirable teachers in rural communities. The Deputy Minister of Education in Saskatchewan makes this observation: "There is a growing disposition to make the school plant complete from every point of view, and for school districts to erect a school building with a teachers' residence and other appointments which are a real reflection of the interest of the ratepayers in education."

W. T.

Garden Weeds.

A LESSON PLAN.

Aim.—To call attention to the presence in gardens of plants not wanted, and to teach the names and general characteristics of a few of those plants.

Materials.—Specimens of weeds from gardens, e.g., chickenweed, dandelion, thistles, couch-grass, lamb's quarters, and red-root pigweed.

Method.—1. Discuss the growth of the seeds planted in the garden. Name some seeds planted. Did they grow? How can you tell? Have you found any plants growing in the garden other than those from seeds you planted? Do you want these strange plants? What do we call plants not wanted? What are the names of some of the common garden weeds, and how can we distinguish them?

2. Look at specimens of different weeds. Study each kind in turn. Examine the root. Is it thick and fleshy, or made up of many thread-like parts?

What color is it? Taste it. Has it any juice? What is the color and taste of the juice? Do you think the plant grew from a seed this year? Of what use to the plant is the thick, fleshy root? Examine and describe the stem. What color is it? How high? Measure its length. Is it branched? Does the stem grow straight up? Can it stand alone? Does it grow above or below ground? Describe the leaves. What shape are they? What color? Are they smooth or covered with hairs or bristles? In particular notice the flowers. Describe their colors, shape, size, parts, perfume and arrangement. Look for seeds. Has each plant a name? Discuss the harm done by weeds.

3. Compare the different plants studied as to root, stem, leaves, flowers and fruit. Which has a thick, fleshy root? Which has an underground stem? Which has prickly leaves? Which has the largest and prettiest flowers?

4. Name some plants not wanted in the garden. What are weeds? Name some found in a garden. How did they get there? How could you tell them apart? Why don't we want weeds in the garden?

5. Look in your garden at home for weeds. How many kinds can you find? Pull or hoe them up. Keep your garden free from weeds all the time.

6. Try to draw a couch-grass plant.—From "Nature-Study Lessons," by Dr. D. W. Hamilton, Macdonald College.

Trustees and Parents Should be Interested.

Preparations are now being made in a great many places for rural school fairs, which will be held this fall by the schools of each township. The school fair has done much to interest the pupils in agriculture, and has provided a means whereby they can compete with each other in garden work, in the care of animals, in nature study, and, for the girls, in domestic science. This work, carried on for so many years by the Department of Agriculture in Ontario, requires a great deal of the time of the Agricultural Representative. If parents, teachers and pupils only thought so they could conduct their own school fair with little outside assistance and get a great deal of pleasure out of it, without calling upon the agricultural representative to do so much of the work which they, who are primarily interested, could do themselves.

Only a few days ago we attended a small meeting of the Trustees and Ratepayers' Association of Euphemia Township, in the County of Lambton. This Association was organized at the suggestion of the Agricultural Representative and its object is to decide practically all matters relating to the management of the school fair, and to make the annual school fair as successful as possible. We cannot see any reason why similar associations could not be organized in every township where a school fair is held. The teachers are always interested in a school fair, and, of course, the pupils are also, but if the school fair is worth while holding at all it should be time well spent for the parents to take some part in making it successful and lending encouragement to both the teacher and the pupils, who of course will have to do most of the work. Oftentimes parents or trustees can get special prizes for one thing or another that either teachers or pupils could not get. The trustees also should be interested enough in the school fair to see that their school is well represented and that prizes are given for classes in which their own schools are able to compete. The sports are an important part of the school fair, and if the trustees are willing to help a little this part of the program may be made very enjoyable, for the spectators as well as the children.