



Don't Tell Children

Don't say that Puffed Grains are scientific foods.

Or that Prof. Anderson, the food expert, invented them.

Or that every food cell is exploded so that every atom easily digests.

Or that Puffed wheat means whole wheat, rich in minerals which growing children need.

Those are facts for mothers. But they rather spoil the taste of tidbits for a child.

Call Them Bubble Grains

Call them bubble grains. Tell how steam explosion puffs them to eight times normal size.

Make them joy foods. Children revel in their flimsy texture and their nut-like taste.

Make every thought inviting. For these are the greatest foods created from wheat or rice.

They are the best-cooked grain foods in existence. Digestion is easy and complete.

They mean ideal foods for any hour, for they never tax the stomach. And one—Puffed Wheat—makes whole wheat tempting. That is what you want. It is rich in elements which white flour lacks, and few children get enough.



Serve with cream and sugar, or mixed with fruit, or doused with melted butter.

For suppers or between meals float in bowls of milk.

Use as wafers in your soups. After school let children eat like peanuts, crisped and buttered.



Puffed Wheat

Puffed Rice

Both Bubble Grains

Puffed to 8 times normal size

The Quaker Oats Company

Peterborough, Canada

Sole Makers

Saskatoon, Canada

3299

Our School Department.

Plots in Collegiate Institutes, High and Continuation Schools.

BY J. B. DANDENO.

Before a beginning was made in the teaching of agriculture in the secondary schools of Ontario in 1914, it was thought that, excepting in rare cases, a plot of ground could not be successfully managed in connection with the class work of the school. Moreover, as the subject is optional, the introduction of classes, either with or without plots, has been rather backward for several reasons, chief among these being: 1, a lack of qualified teachers; 2, a bonus subject only, and 3, crowded curriculum. The accompanying table shows the development since 1914:

The number of High Schools qualifying for grants since 1914 are here given:

	No. schools	With plots	No. without plots
1915			
January-June.....	11	11
Sept.-Dec.....	15	15
1916			
January-June.....	15	1	14
Sept.-Dec.....	20	1	19
1917			
January-June.....	20	7	13
Sept.-Dec.....	21	7	14
1918			
January-June.....	21	16	5
Sept.-Dec.....	26	18	8
1919			
January-June.....	24	17	7
Sept.-Dec.....	30	23	7

earnest attempt has been made to adapt the organization of the school to meet this condition by placing agriculture on the last period of the day, or by combining two regular periods for this subject.

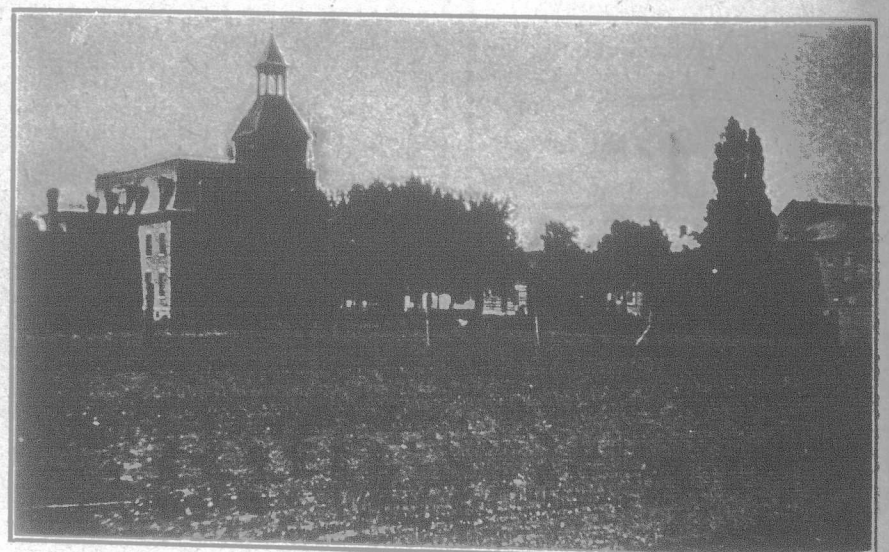
School plots should be planned in such a way as to link up, as far as possible, with the farming industry of the neighborhood. In a corn-growing community, corn should be emphasized; in a fruit-growing community, fruit growing should be stressed, and so on; but general horticulture should always have a prominent place, as it is applicable to any community.

In these days, many young people, especially girls, grow up without much experience in, or knowledge of, the practice of gardening, consequently some training in horticulture in the high school course should prove very useful later in life, not only in broadening the viewpoint of the individual, but also in providing useful information.

The accompanying illustration shows what might be done in many cases under even adverse circumstances, for most of the land now made use of in this plot was formerly a dumping ground over-run with weeds. The very fact that such waste land can be made to "blossom as the rose" is in itself a very important lesson. As this plot is almost beside the school building, the maximum of use can be made with a minimum of expenditure of time.

As the pupils who take the classes in agriculture are also taking the other regular subjects of the high-school course, it can easily be seen that a plot might be provided with advantages for each of the high schools of the Province, excepting, perhaps, those in our largest cities.

The aim of the Department of Education at this present time is rather to



The School Plot at Renfrew Collegiate Institute with Poultry House at the extreme right.

These figures show that an extraordinary development has taken place since 1917 in the introduction of plots. This was, no doubt, due in part to war conditions, coupled with the praiseworthy desire on the part of pupils and teachers to do something to increase production in time of need. Once having made the attempt to manage a plot, both pupils and teachers seem to realize that such work as may be required in managing a plot is in itself well worth while, to say nothing of the knowledge and mental development gained in carrying on such work in a scientific manner under the management of a trained teacher.

In most secondary schools, the school grounds are, of course, too small to permit of a portion being set aside as a school plot, consequently, in order to secure suitable land for plots, it has been found necessary in most cases to go some distance from the school, which renders it somewhat inconvenient for classes, to say nothing of the time lost in going to and from the plot. Moreover, as the ordinary high school period for a subject on the time-table extends usually from thirty to thirty-five minutes, and, as little use could be made of so short a period in such work as this, the class is thus handicapped to a certain extent. However, be it said to the credit of the principals of the schools concerned, an

incorporate agriculture into the high-school course of study, than to attempt to establish separate schools for agriculture. In this way the subject will be educational rather than vocational.

Renfrew Collegiate Institute was the first secondary school in Ontario with a poultry house as part of the equipment.

A little systematic note taking could be made a very valuable bit of work in the study of agriculture, nature study and elementary science. Keeping records of observations and conclusions is a practical thing. It has so many applications in life for the busy man, most country people have yet to learn the value of keeping records. They go too much by memory to do well in an occupation that should be highly scientific. A record once made waits without the effort of memory or the possibility of change, until it is wanted. The organizing thought of our great social world is based on records kept on sheets of white paper with black ink-marks, and not on memory. Good note-taking aids the memory, because it requires reflection and thought to organize the matter into a note which represents the expression by the pupil of the impressions he has received through the teacher's directing and instruction.

GEO. W. HOFFERD