

601/K/45/3
SCAH

SCHOOL AND HOME

Second Class Edition.

Vol. XI.

TORONTO, NOVEMBER 15, 1905.

No. 5



Nature Study

Preparation for Winter

Conducted by Mr. John Dearness, M.A., Vice-Principal
Normal School, London.

This is the time of year when the signs of the approach of winter may be observed on every hand. Let us note some of them.

DWELLING-HOUSES. How are our dwelling-houses prepared for winter.

What is done with stoves and furnaces at this time of year ?

What preparation for winter do some families make in regard to fuel ?

What are " storm-windows " ? When are they put on ? How do they keep the house warmer ?

In what other ways have you observed dwelling-houses prepared for winter ?

CLOTHING. In what ways do people prepare for winter in regard to clothing ?

What kinds of clothing that were laid away in the summer will be brought out to wear in winter ?

Why are woollen garments warmer than cotton ones ; and furs warmer than either ?

FOOD. Do people prepare their food supply for winter ?

What kinds of food are stored in cellars and pits for use in the winter ?

Why are potatoes not left in the garden to be dug as they are needed ?

What kinds of food may be left all winter in the ground where they grew ?

Are there any kinds of food better suited for eating in winter than in summer ?

WORK AND PLAY. What differences do you observe in the work of farmers in winter as compared with their work in summer ?

Does winter make any difference in the kinds of work done indoors ?

As winter comes on how do children suit their games to the season ?

Do grown-up people spend their holidays in the same way in winter that they do in summer ?

DOMESTIC ANIMALS. How do farmers prepare for the wintering of their farm stock ?

Does any change take place in the natural covering of sheep or cows or horses as the winter comes on ?

Are there any kinds of food which farm animals eat in winter that they would refuse in summer ?

Do cats or dogs change their coats or food or habits in any way to suit the season ?

If you have the chance to study rabbits or a pet fox or raccoon in the late fall or early winter find out how such animals as these prepare for cold weather.

BIRDS. Are there any robins to be seen now ?

Why do robins go south for the winter ?

What kinds of birds have you observed flying south in flocks ?

Report to the teacher the kinds of birds that you notice at this time of the year in the orchards and woods and by the roadsides. If you do not know their names describe them to somebody who can tell you what kind they are.

Try to find out what the birds that you see in the late fall and winter feed upon.

WILD ANIMALS. Can you find out why we do not see toads hopping about in the winter or snakes gliding over the snow ?

Animals that do not sleep all winter need food when they are awake. Have you ever seen squirrels running about in the winter ? Do you know anything about their winter food ?

INSECTS AND WORMS. Do bees sleep all winter as bears are said to do ?

If you know someone who keeps bees perhaps he will help you to find out what they do in winter and how they prepare for it.

After the leaves fall search in the branches of the orchard trees for cylindrical rings of tent-caterpillars' eggs and for cocoons of the cecropia and other large moths.

If you find any of these investigate how they are protected against winter storms of sleet and snow.

Just before it freezes hard dig in the garden where you might expect to find plenty of earth-worms to learn how they prepare for winter. Dig deep if you do not find them near the surface.

Most of the children who take SCHOOL and HOME can read and perhaps some of them have books that contain answers to the questions on this page. But let it not be forgotten that it does a child far more good to find out the answers to such questions as these for himself than to learn them from a book or from hearing what some person says about them.

To learn well to use your own eyes and to think rightly about what you see will greatly add to your usefulness and happiness throughout your whole life.

Constructive Work

By Albert H. Leake, Inspector of Technical Education for Ontario, by whom all questions will be answered.

10. BARN.

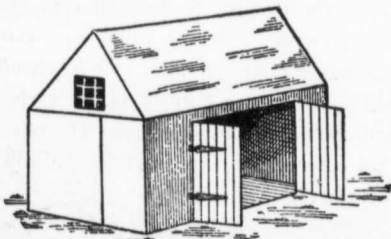
TOOLS.—Pencil, rule, scissors.

MATERIAL.—Stout Manilla or tinted cover paper 9 in. square. Paste.



METHOD OF CONSTRUCTION—

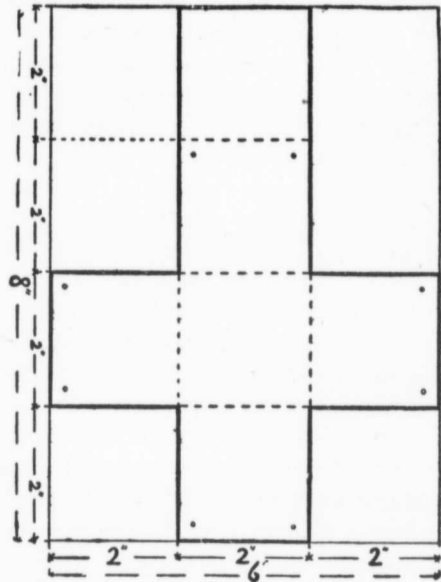
1. Construct a square of 8 in. side.
2. Set off 2 in., 4 in. and 2 in. on base and opposite side.
3. Join these points by dotted lines.
4. Set off distances of 2 in. on other side and join.
5. Draw the doors.
6. Cut along all thick lines and fold on dotted lines.
7. Paste A over B and C over D to form roof.
8. Paste sides into position as shown in sketch.
9. Windows may be either drawn or cut; hinges may also be drawn on doors. If you wish, instead of using paste you may use paper fasteners.



11. CUBICAL BOX.

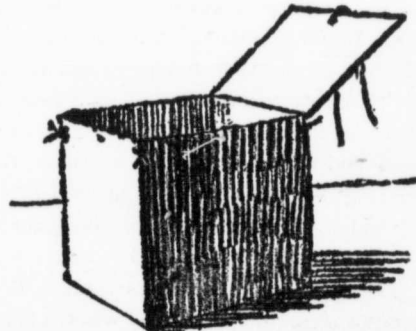
TOOLS.—Pencil, rule, scissors, punch or pricker.

MATERIAL.—Same as No. 10, but of different color and $8\frac{1}{2}$ in. x $6\frac{1}{2}$ in. Tie stuff.



METHOD OF CONSTRUCTION—

1. Construct rectangle 8 in. x 6 in.
2. Set off 2 in. spaces on each side.
3. Join opposite points.
4. Cut along heavy lines.
5. Fold along dotted lines.
6. Punch or prick holes.
7. Fix and tie to shape.



History

DAVID.

SAUL.

THE CHOOSING OF A KING.

(Continued from last issue.)

Then the Lord told the people that Saul was hiding ; and he bade them go and search for him in that place which God should name.

The people obeyed, and Saul was found and brought before the people.

"Is this the man?" the people asked. And the Lord said, "This is the man."

Then the people shouted, and Saul was made king over the Israelites.

Then Samuel said to the people, "Behold, I am an old man. My hair is white with age. All my life I have been with you, from the time when I was a little child until now. Tell me, have I ever oppressed you, or have I ever taken anything from you?"

And all the people shouted, "No! No! Never! Never have you oppressed us or wronged us in any way!" For the people all loved Samuel, from the oldest to the youngest.

"Wait, then," said Samuel, "and hear what I would say to you. Many years ago God brought your fathers out of Israel and gave this land to them for a possession.

"Often your fathers rebelled against God ; and as often he sent punishment upon them that they might turn back to him. Sisera and the Philistines and the Moabites God sent to fight against the Israelites ; but whenever they repented and turned back, then He forgave them. Many good captains He sent them,—Gideon, Jephthah and Samson.

"And now you have asked for a king, and God has given you one. And so long as the king and his people are true to the one God, so long shall His blessing be upon you."

And so ended that time in the history of the children of Israel when they were content to be ruled over by Judges chosen by God ; and of these Judges, Samuel was the last.

Saul was a brave soldier, and the Israelites were very pleased when he led them to battle with different people. But one day Saul disobeyed God. That night God spoke to Samuel, and ordered him to go and tell Saul that he would be punished for his sin. God had given him the kingdom, and God would take it away again.

Samuel delivered his message faithfully, but his heart was sad ; and when he had left Saul, he went home and was very, very sorry. Then God spoke to him again, and told him to leave off mourning for Saul ; for He wanted him to go and anoint someone else to be king instead.

Now let us follow the old prophet, for he is old now and his work on earth is almost done. Watch him walking up the path which leads to the gateway of the little city of Bethlehem. How dear that place is to us all now, for was it not the birthplace of the Lord Jesus?

As Samuel walks along, he looks very sad. He is grieving over the wickedness of King Saul ; perhaps too he is wondering whom he is to choose as king ; for although God has told him what family to go to, He has not yet told him the name of the new king. God does not always make our way quite clear for us. He sends us one step at a time ; but if we are sure that He is leading us, let us try to be content.

A feast was being held at Bethlehem, and Jesse, one of the chief men of the city, was present, with the elders of the town. Suddenly the prophet Samuel appears ; before him goes the heifer or young cow which he has brought for sacrifice. In his hand the old man carries a horn of oil, with which he will anoint the future king. He tells Jesse that after the solemn sacrifice he will join the feast at his own house.

(To be continued.)

Language

LESSON XVII.
DICTATION.

1. "Come here a moment," said Arthur.
2. "Wait just a second," shouted Paul.
3. "Let's hurry home to help mamma," said Dorothy.
4. "I hope she's much better to-night," said Frank.
5. "We'll do all we can to help her, won't we, Frank?" said Dorothy.
6. "Of course we will," replied Frank.
7. So Dorothy and Frank hurried home as fast as they could to help their mamma, because they loved her.

LESSON XVIII.

Copy the following sentences :

1. Edith has a beautiful doll.
2. Arthur has a black dog.
3. Mary has a playful kitten.
4. John has a new sled.

What word tells what kind of doll Edith has?

What word tells the color of Arthur's dog?

What word describes Mary's kitten?

What word describes John's sled?

Tell what kind of rabbit Frank has?

Tell what kind of book Rose has.

Tell what kind of squirrel Thomas has.
Tell what kind of apple Dora has.
Use a sentence to explain each of the things mentioned.

Write the four sentences carefully.
Compare them with the sentences at the beginning of this lesson.

LESSON XIX.

Copy the following sentences :

1. The old horse drew a heavy load.
2. Young lambs love tender grass.
3. Good children make happy mothers.
4. Light hearts make glad faces.

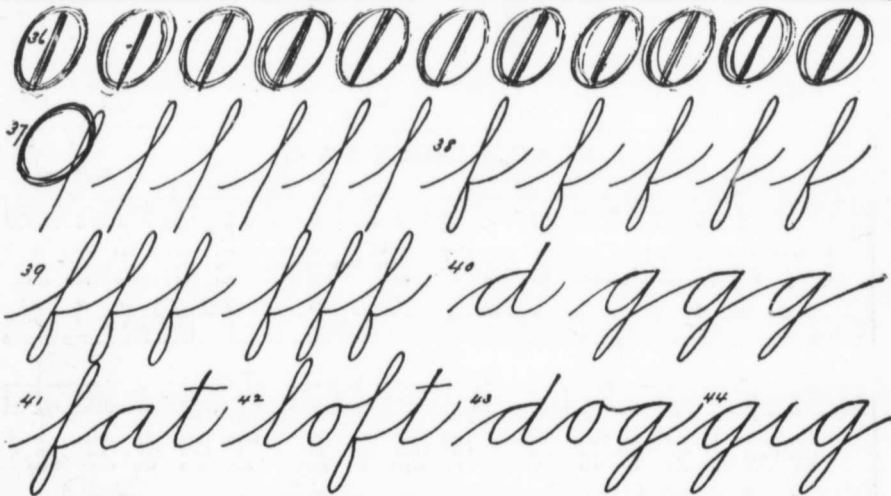
What kind of horse drew the load?
What kind of load did he draw? What kind of lambs love grass? What kind of grass do they love? What kind of children make happy mothers? What kind of hearts make glad faces? What kind of faces do light hearts make?

You make a sentence telling about a different kind of horse, and a different kind of load. Make a sentence about lambs and grass, not like number 2. Make a sentence about children and mothers, and use other words for *good* and *happy*. Make a new sentence out of number 4, by changing the words *light* and *glad*.

Write your new sentences.

Writing

By J. B. McKay, Supervisor Commercial Work and Penmanship, Public Schools, Toronto.



Read the first lesson carefully a number of times, and use the plan there explained for making mental pictures of exercises. See that your hand does not rest on its side.

Make a number of pages of No. 36, ten revolutions to each oval, counting for each down line in oval, and for straight line.

Study Exercises Nos. 37, 38, 39 and 40 carefully, so that you have an exact mental picture of them. Close your eyes while looking at the exercises, and satisfy yourself that the picture you have in your mind is the same as the exercise. Use the same plan with the Word Copies; and make several pages of each.

The Picture Lesson



LESSON I.

Write answers to the following questions, using complete sentences :

What is the girl's name? What is she doing? What is the big boy's name? What is the little boy's name? What relation are the three children? Where is the big boy's cap? Where is the little boy's cap? Where have these children been? What do you see on the pond? What time of the year is it? Why?

LESSON II.

Write eighteen sentences, using the following words :

- | | | |
|-----------------|---------------|--------------|
| 1. Jane French | 7. wood | 13. row-boat |
| 2. Joe French | 8. birds | 14. fun |
| 3. Harry French | 9. songs | 15. row |
| 4. play-day | 10. nests | 16. walk |
| 5. school | 11. pond | 17. wind |
| 6. field | 12. sail-boat | 18. rest |

LESSON III.

(a) Write three sentences which tell something about the girl. Write three sentence

which tell something about the big boy. Write three sentences which tell something about the little boy. What punctuation mark must follow each?

(b) Write three questions about the girl. Write three questions about the big boy. Write three questions about the little boy. What punctuation mark must follow each?

(c) Write three sentences which bid the girl do something. Write three sentences which bid the big boy do something. Write three sentences which bid the little boy do something. What punctuation mark should follow each?

(d) Write three sentences which express the *delight* of the girl. Write three sentences which express the *delight* of the big boy. Write three sentences which express the *delight* of the little boy. What punctuation mark must follow each?

LESSON IV.

Write six sentences, using these phrases :

- | | |
|----------------|--------------------|
| 1. on the pond | 4. with her finger |
| 2. in the boat | 5. in his hand |
| 3. on his head | 6. with the oar |

LESSON V.

Write a story about these children, using the following heads :

THE HOLIDAY.

1. THE HOLIDAY.—Jane, Joe and Harry French — who they were — their school — Queen's birthday — to the woods — birds — songs.

2. THE POND.—Long walk—reach pond—sail-boat—row-boat—wind—boat goes fast—they have a sail—then go for a row—which they like best—the walk home.

LEAD, KINDLY LIGHT

DR. DYER.

1. Lead, kind - ly Light, a - mid th'en - cir - cing gloom. Lead Thou me on; The night is
 2. I was not av - er thus, nor pray'd that. Thou Should'st lead me on; I lov'd to
 3. So long Thy pow'r has blest me, sure it still Will lead me on; O'er moor and

dark, and I am far from home. Lead Thou me on. Keep Thou my feet; I
 choose and see my path; but now Lead Thou me on. I lov'd the light, but
 fen, o'er crag and - tor - rent, till The night is gone, And with the morn' thou

do not ask to see The dis - tant scene; one step & hough' for me.
 day; and, epito of fears, Fride rul'd my will; re - main, or not past years,
 an - gel face smile, Which I have lov'd long since, and lost as -

Spelling

SECOND READER—PAGES 61-70.

grist	breathe	constantly
merrily	stream	although
miller	sailors	heartless
farmer	harpoons	friend
waggon	difficult	snugly
heavy	capture	licked
noisily	pieces.	wallet
scream	swallow	scant
empty	laughed	refused
dusty	wounded	pitiful
wheat	catches	lament
bakers	starve	forsaken
frosty	weight	guide
weather	blubber	village
freezes	George	return
wheel	Frank	coffee
heartily	thousands	evergreen
bravely	careful	height
lazy	ripen	allowed
whale	scatter	hoist
inquired	heedlessly	delightful
replied	grievous	cherry
ocean	fruitage	rubbed
lying	harvest	wooden
quietly	whatso'er	rollers
surface	reaping	spread
broad	harper	together
sixty	Shannon	seaport
seventy	Sheelah	travel
crash	Irish	roasted

thunder
people
wrong

cheerily
sorrow
remember

powder
become

DICTIONATION EXERCISE.

EXERCISE VI.

When the members of a compound sentence are subdivided by the comma, they should be separated by the semi-colon.

1. We visited the city ; but could find neither horse, saddle, nor bridle.
2. We found the house ; but the doors were locked, and the family was gone.

NOTE.—The semi-colon is used when examples are given to illustrate rules, etc., and is generally followed by the words as, or thus. When the clauses of a compound sentence are long they are usually separated by the semi-colon.

1. A noun that may denote either a male or female is said to be of the common gender ; as cousin, parent, friend.
2. A noun that names a thing neither male nor female is said to be of the neuter gender ; as pen, house, river.
3. Verbs used with singular subjects in the third person sometimes add s or es to form the singular ; as walk, walks ; go, goes ; love loves.
4. Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school ; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

Drawing

By Jessie P. Semple, Supervisor of Drawing in the Toronto Public Schools.



Do you notice that the pictures in the illustrations are in rows ? Did you ever see rows of pictures before ? Where did you see them ? Look at borders on wall papers, carpets, handkerchiefs, dresses and aprons. You will find that the patterns are sometimes all alike, this is called *repetition*, and sometimes different patterns are used turn about, this is called *alternation*. Which of the borders in the illustrations is in alternation ? In placing patterns side by side for a border we should be careful not to have our spaces just the same width as our patterns. They should be either wider or narrower our good taste will decide which.

1. Make a border of pretty leaves all alike.
2. Make a border of squares and circles alternating. Do not let the spaces be the same as those in the illustration.
3. Make a border by repeating some animal or bird pattern.

Reproduction Story

THE FRIENDLY BOOT-BLACK.

A man needing a boot-black called hurriedly to one across the way. The little fellow came slowly towards him as if he were tired out. Suddenly a larger boy ran up, saying, "Let me do it." The man objected to having the larger boy take the work from one younger than himself. But the larger boy replied, "It's all right, sir, Jimmy has been sick, so we help him out when we are not busy ourselves." "How much of the money do you keep?" asked the man. The boot-black drew himself up to his full height and replied, "Do you think I'd be mean enough to take money for helping a sick fellow?" "Well, here's a quarter," said the man. "Keep half yourself and give the rest to your friend." Instantly the boy tossed the quarter to his comrade with the simple remark, "It's your customer, Jim."

ORAL EXERCISE.

Do you like this story? Why? What do you think of the larger boy? Would you like him for a playmate? Why? What do you think of the man? Why? Use a sentence to answer each question.

WRITTEN EXERCISE.

You may tell this story in your own words.

Arithmetic

EXERCISE I.—ADDITION.

(1)	(2)	(3)	(4)
48875	21435	54896	64655
53904	53216	46899	87954
33668	63894	91865	43965
88255	47321	54322	86734
54375	16897	46876	42155
67654	75544	65321	54665
39213	45688	14686	21893
48247	96324	65543	34422
79665	85448	86543	21486
84321	96374	38965	94342
15468	22168	72133	23486
21455	84325	89556	74389

(5)	(6)	(7)	(8)
43472	21368	89965	54365
63488	56883	65448	23899
92135	74214	82167	91540
56764	46553	54558	86534
44231	36895	92183	75646
56863	58621	39765	89653
37425	14765	41556	75594
55321	58854	62139	41322
99875	94213	97506	53897
54322	21456	21435	14214
26895	68943	15388	28803
	37569	94675	47565

(9)	(10)	(11)	(12)
64321	14882	35695	54218
86907	45321	63476	14895
74553	56995	68654	57735
66542	64322	42145	68910
21865	55668	53328	63504
68935	82176	47835	47788
44402	53331	56683	89163
74899	21886	27468	32148
53624	65436	99865	86475
21438	89798	45323	97304
88975	43826	89736	48832
56814	75488	66821	17865

EXERCISE II.—SUBTRACTION.

(1)	(2)	(3)
998765430	154321067	987656789
442983421	94322435	543210687
(4)	(5)	(6)
543210680	986754683	752868506
420375842	590632109	436874259
(7)	(8)	(9)
246834567	123456789	798654321
98243681	98765432	246854632
(10)	(11)	(12)
246576845	109876549	987654321
98765432	24365421	123456789

EXERCISE III.—MULTIPLICATION.

- (a) Multiply each example by 25.
 (1) 367213, (2) 378124, (3) 215684, (4) 314216.
 (b) Multiply each example by 46.
 (1) 216332, (2) 713618, (3) 216132, (4) 376821.
 (c) Multiply each example by 170.
 (1) 223321, (2) 532168, (3) 346197, (4) 921623.

EXERCISE IV.—DIVISION.

Divide the first four by 36; the second four by 45; the third four by 125.

(1) 136213134	(7) 5732169524
(2) 3126173146	(8) 1631561402
(3) 7021315216	(9) 7321463175
(4) 5620631315	(10) 1623711200
(5) 7314513426	(11) 4213110000
(6) 7162189732	(12) 5210310405

FOR SECOND CLASSES

Drill Arithmetic, 10c.; teachers' edition, 20c.
 Junior Language Lessons, 15c.

Exercises in Arithmetic, 12c.; teachers' edition with answers, 15c.

Mental Arithmetic Exercises, Part I, 15c.

THE EDUCATIONAL PUBLISHING CO., LIMITED,
 TORONTO.