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SCHOOL AND HOME

First Class Edition.

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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.

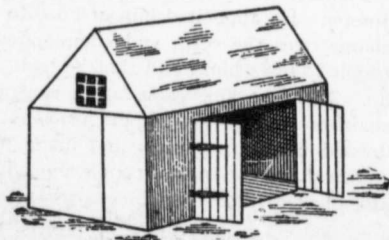
TOOLS.—Pencil, rule, scissors.

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



METHOD OF CONSTRUCTION—

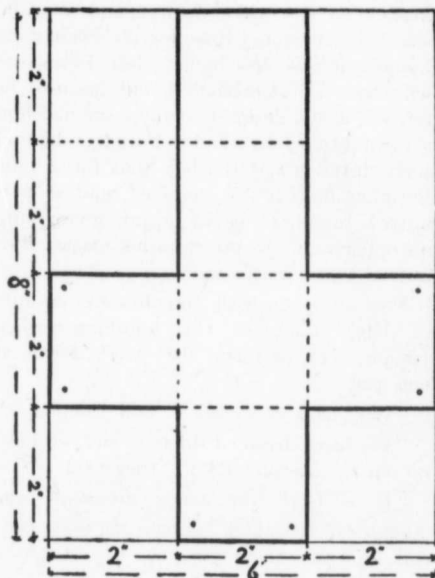
1. Construct a square of 8 in. side.
2. Set off 2 in., 4 in. and 2 in. on base and opposite side.
3. Join these points by dotted lines.
4. Set off distances of 2 in. on other side and join.
5. Draw the doors.
6. Cut along all thick lines and fold on dotted lines.
7. Paste A over B and C over D to form 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.

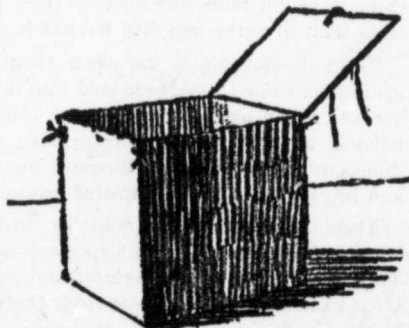
TOOLS.—Pencil, rule, scissors, punch or pricker.

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

THE BONDAGE IN EGYPT.

Poor Joseph was carried into Egypt, and there sold again to a rich man, whose name was Potiphar. Potiphar was very proud of his new slave, so tall and strong and beautiful was he ; and for a time Joseph dwelt most happily in his new home. But Potiphar's wife was a bad woman. And because he refused, at her desire, to do evil, she had him thrown into prison ; and to Potiphar she told such stories about the boy that for a time Potiphar himself was deceived, and so permitted Joseph to be in prison, giving him no opportunity to prove to his master how untrue these stories were.

Now, in prison with Joseph were servants of King Pharaoh. One morning, when Joseph went to them, they were downcast and sad.

"Why look ye so sad ?" said Joseph.

"We have dreamed dreams, and we have no one to interpret them," they said.

"It is God who sends dreams," said Joseph. "Tell them to me. It may be I can interpret them for you."

Then one of the servants told his dream. "I saw in my dream a vine ; and in the vine were three branches. They budded, the flowers came, the fruit ripened. Then I took Pharaoh's cup, gathered the grapes and pressed them in the cup, and gave it to Pharaoh."

"Take courage, my brother," said Joseph, "for it is a good dream. The three branches are three days. The dream means that in three days Pharaoh will liberate thee, and thou shalt give the cup into his hands.

"And do not forget me when thou art again free. For I have been sold into bondage and stolen away from Canaan. Neither have I deserved to be thrown into this dungeon. Speak then to Pharaoh for me, and beg him to free me from this prison."

Then the other servant told his dream : "I had three baskets of meat upon my head. They were baked meats for Pharaoh. The birds came and ate the meat from the baskets."

"Alas !" said Joseph, "the meaning of thy dream is this : In three days Pharaoh shall hang thee upon a tree ; and the birds shall come and eat thee."

Now, as it proved, Joseph had interpreted the dreams aright ; for the power of vision had been with Abraham, Isaac and Jacob before him.

But the servant who went back into Pharaoh's home forgot Joseph when once he was free himself ; and so for two long years Joseph lay in prison.

Then Pharaoh himself had two strange dreams, and no one in the land could interpret them. Then the old servant, remembering how Joseph interpreted his dream for him so long before, told Pharaoh of him ; and Pharaoh at once freed him from prison and bade him come before him to interpret his dreams.

"I dreamed," said Pharaoh, "that I stood beside a river. Seven fat kine came out from it and fed in the meadow. Soon seven more came out, thin and bad. Then the seven lean kine ate up the seven fat kine.

"Then I awoke. But when I slept again, I dreamed that seven good ears of corn came out upon one stem. And soon after, seven more, thin and bad. And the seven bad ears ate up the seven good ears."

"The dream, great king," said Joseph, "means this : There shall be seven years of great fruitfulness in the land. Then shall come seven years of famine. And the seven years of famine shall eat up all the fruitfulness of the first seven years.

"Now let Pharaoh take warning. Let him hoard up all the corn that can be spared in these first seven years. Then, when the years of famine come, there will be corn for all who dwell in the land."

Pharaoh was pleased with the wisdom of Joseph. He appointed him at once to have charge over the corn, and commanded the people to obey him in all that he bade them do. Then the king gave him a ring and a chain of gold to wear upon his neck. He dressed him in fine linen and made him a golden chariot. And the people loved Joseph and obeyed him.

(To be continued.)

Language

LESSON XIV.

Copy and learn the following stanza of poetry :

" True worth is in being, not seeming,

In doing each day that goes by
Some little good—not in dreaming
Of great things to do by and by."—Alice Carey.

Learn this stanza of poetry so perfectly that you can write it from memory, without a mistake.

What does the first line mean?
What should be done each day?
Do children ever dream of great things ?

Do they ever expect to do great things ? When ?

When ought children to do some little good ?

LESSON XV.

1. Do ducks swim ?
2. Do dogs bark ?
3. Do birds sing ?
4. Do boys play ?

Do these sentences tell anything? Do they ask something ?

Notice the question mark after each sentence.

Copy the four questions at the beginning of



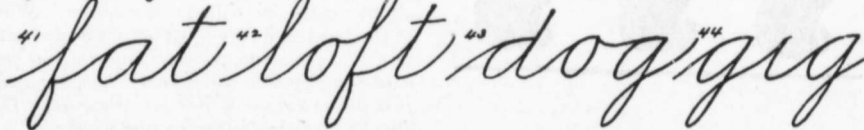
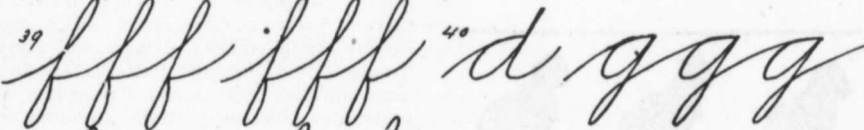
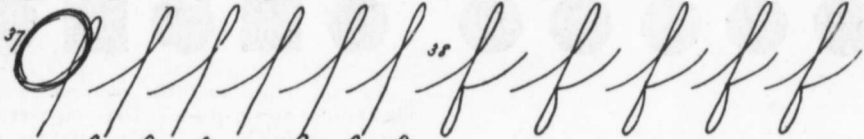
this lesson.

What kind of a mark is placed after each sentence that asks something ?

How does each of the above sentences begin ?

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 :

What is the name of each of these boys ? What are they doing ? What season of the year is it ? Why ? Who is looking from the window ? What is her name ? How old are these boys ? Why ? Would you like to be with these boys ?

LESSON II.

Write twelve sentences, using these words :

- | | | |
|-----------------|--------------|----------------|
| 1. Charlie Vane | 5. window | 9. big |
| 2. Willie Vane | 6. house | 10. Christmas |
| 3. Mrs. Vane | 7. snowball. | 11. sleighing. |
| 4. winter | 8. roll. | 12. skating. |

LESSON III.

Write six sentences, using these phrases :

- | | |
|--------------------|----------------------|
| 1. from the window | 4. with their hands |
| 2. in the snow | 5. on their heads |
| 3. over the ground | 6. outside the house |

LESSON IV.

- Write three sentences about the boys.
- Write three sentences about their mother.
- Write three sentences about the snowball.
- Write three sentences about what you do in winter.
- Write three sentences telling how you like winter.

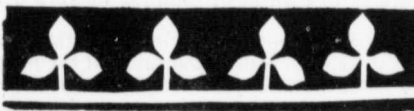
LESSON V.

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

- Charlie and Willie Vane—who they were—where they lived—father—mother.
- Charlie's wish on Christmas morning—to make snowballs—mother's consent—Charlie's joy.
- The snowball—how made—the hard work—the ball finished.
- The ball rolled to the door—father come home—his surprise—tell boys of snowballs and snowmen he had made.

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.

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

Spelling

A MODERN PHONIC PRIMER, PAGES 47-53.

one edge
tumbling
waters
covered
little mother
resting
little while
thinking out
some plan
flew again
to the sides
tugged and
pulled
returning
whistling
our bright day
front of nest
darted through
falling torrent
lodged
dry and snug
shelter
spider spun
corner
one part
waiting-room
parlor
smooth ceiling
spider
edge of wood
loved to roam
opened

those dear
hard ceiling
softness
silken carpet
started
to walk
nimble
window-pane
got tangled
fine threads
spider's web
no opening
could find
could not get
hovered
two moments
tugging
threads
struggling fly
pair of sharp
things
hooked
carried it off
your tiny
fingers
slender line
straight
across
until done
Dick's home
wooden walls

there were
mossy banks
pretty flowers
brook rippled
murmured
stones and
pebbles
merry fellow
cheerful
sunshine
felt so free
glad-hearted
went about
singing
tangles
buzzed
pretty woods
enjoying
stopped sing-
ing
drink at brook
giant seized
him
hundred times
Dick's whole
body
leather bag
entered
getting a prison
grasped
almost threw

PUBLIC SCHOOL PHONIC PRIMER, PAGES 43-40.

some herring
to hinder
heedless
jumped in
too deep
struggled
terrible
Victor
ashore
to the hospital
comfortable
possible
glad to know
life was spared
only an hour
became
agreeable
chance
Queen Fairy
Vowel
Mother Vowel
either
related
castle
sardine
salve
pasture
advance
rafter
There's a flag
dear children

let's give
hurrah
what does
Canada
honor
your country
your fore-
fathers
bravely
fought
General Wolfe
command
followed
prompt action
French de-
feated
Union Jack
Let's conquer
proudly erect
enemy
about to
launch
canoe
Detroit River
repeated
Indian chief
Tecumseh
were roused
such action
driven back
treat as aught

Ralph and
Philip
their cousin
Joseph
orphan.
great pains
sights of city
their uncle
Stephen
telephoned
nephews
afternoon
greatly pleased
pleasure.
just now
elephant
brought his
camera
photograph
telegraph.
a child's wish
laid around
Saviour
sincerely
see and hear
gone to pre-
pare
forgiven.
gathered there
Heaven

LEAD, KINDLY LIGHT

DR. DYER.

1. Lead, kind-ly Light, a-mid th'en cir-cling 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 gas-
fen, o'er crag and tor-rent, till The night is gone, And with the morn' those

do not ask to see The dis-tant scene; one step & hough for me.
day; and, spite of fears, Pride rul'd my will; re-mem-ber not past years.
an-gel fac-es smile, Which I have lov'd: long stuck, and lost a- while.

Reproduction Story

1. Let the pupils read the story silently.
2. Let the pupils tell the story orally.
3. Use any part of it as a dictation lesson.
4. Use the lesson as supplementary work in oral reading.
5. Let the pupils write the story in their own words.

THE LAND OF NOD.

Have you ever been to the Land of Nod? I was there last night. It is the most wonderful place that ever was seen. All the babies in all the world are there. Their mammas and papas, brothers and sisters are there, too. The houses are made of caramels with doors of plum cake. Whenever you are hungry, you can just go to a door and eat all you want. It rains honey and cream, and whenever it hails great chocolate drops and peanuts come rattling down. It snows white sugar and pink ice cream. The fountains run lemonade, and pies and cakes grow on every tree. If you want to go to this wonderful land, you must climb into mamma's lap, shut your eyes tight, keep just as still as a mouse, and you will soon be there.

Arithmetic

EXERCISE I.—ADDITION.

(1)	(2)	(3)	(4)
68943	18567	65623	19846
89762	92676	34342	23567
48739	89728	92689	98439
26958	46237	29865	56985
47384	69298	18726	98766
98678	98989	98643	67398

(5)	(6)	(7)	(8)
83298	58862	19876	29435
67281	37625	27638	62397
29436	98467	19872	29689
98765	28739	25637	92345
56789	86457	98769	85692
32323	19876	19876	66779

(9)	(10)	(11)	(12)
62735	29876	37652	98762
29328	18567	42376	27637
65479	28649	98643	19876
89762	32186	29876	35694
37685	98778	98764	18437
98766	29292	19876	66546

EXERCISE II.—SUBTRACTION.

(1)	(2)	(3)
986346825	567894346	169235459
172123562	123453628	123123374

(4)	(5)	(6)
987237647	864376928	287639125
153146281	182153764	164243621

(7)	(8)	(9)
826375239	296346185	234075297
165219326	123128127	143156189

(10)	(11)	(12)
823607453	163762465	423697285
121768214	123456728	167234167

EXERCISE III.

1. Fill in the blanks :
 - Two sevens and — = 22.
 - Two eights and — = 26.
 - Five tens and — = 55.
 - Three sevens and — = 25.
 - Four nines and — = 43.
2. Write in words 90, 300, 3000, 5003, 4060, 39860.
3. Express in figures, two thousand, three thousand and five, five thousand seven hundred and fifty, ninety-three thousand four hundred and three.

EXERCISE IV.

1. How many horns have four cows ?
2. What number is three less than nine ?
3. How many eyes have four chickens ?
4. How many shoes have two span of horses ?
5. What number added to five makes eight ?

EXERCISE V.

Copy and complete :

- Three and seven are —.
- One and eight are —.
- Nine less two is —.
- Eight less four is —.
- Ten less nine is —.
- Four and six are —.
- Nine less four is —.
- One and seven are —.
- Four and five are —.
- Ten less four is —.
- Eight and one are —.
- Two and seven are —.

FOR FIRST CLASSES

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