

THE ENTRANCE.

ISSUED MONTHLY.

Published Every Two Weeks.

Devoted to work of entrance and public school leaving classes in Ontario Public Schools.

G. R. HENDERSON, Editor.

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All our contributions to the Entrance will appear on the 1st of each month of each year.

Correspondence, including that of public school leaving literature, should be addressed to the Editor of THE ENTRANCE.

Manuscripts should be made by P. O. order or transfer letter. The transfer or order only should be sent in case you require a return and one cent extra to cover a free copy of the paper.

In sending in columns of a teachers or rural societies are requested to give names, township and section, or will send post office address. Advertising rates on application. Address: PUBLISHER OF "THE ENTRANCE," COLBY, ONT.

Note.—The editor of this paper is the Principal of the Essex Public School. For the last seven years he has had a course in entrance work, and has been in the position of Principal of the Kingsville public school, his classes in it secured the highest average marks in the province every year, one of our pupils secured the highest score of marks in Essex county every year of marks during these years have been in his school. After being in the Principalship of the Essex Public School for six years, the editor took a complete course in entrance work for a class of 45 boys at Toronto. This course will thus make the editor's work a complete and practical one.

A Merry Christmas to our readers. May each one be remembered by Santa Claus.

In common with other "institutions," THE ENTRANCE will take a holiday. We shall endeavor to have the next issue in the hands of our readers by January 15, of the new year.

For the benefit of late subscribers we are reprinting some of the entrance literature notes. We hope our "old" subscribers will bear with us in our efforts to meet the urgent requests for early issues, on the part of those who were so long in discovering our existence. Another year there will be no occasion for any repetition, as THE ENTRANCE will then be no stranger.

We would once more draw the attention of advertisers to the excellent facilities afforded them in the columns of our paper. With a circulation of over 10,000, reaching not only the teachers of nearly all the public schools of our province, but also the older pupils and the families they represent, THE ENTRANCE should be a very desirable medium in reaching the intelligent people of the province.

We would again draw the attention of the teachers of public school leaving classes to the fact that we are issuing our issue only a few days before THE ENTRANCE to be filled solely with notes on the certain literature selections for those classes. The Supplement will be of a particularly interesting nature to a pupil not engaged in the public school leaving work. As we said in our last issue, teachers of such classes should let us know at once by postal card how many copies of the Supplement they require. We shall be mailing them about the last of the month.

We take much pleasure in drawing the attention of teachers and trustee boards to the liberal offer of THE HILGERTER COMPANY, as given on our fourth page. We are using the instrument and would not be without it for many times the regular price, which is \$6.00. School boards will be meeting in every section within a few days, which will enable teachers to present the matter in time to take advantage of the liberal offer. As the advertisement is so short, "The time is short, but long enough for wide-awake teachers to take advantage of it." It is certainly a rare opportunity

and the teacher who fails to profit by it, is certainly not alive to the best interests of his school.

PUBLIC SCHOOL LEAVING LITERATURE.

A. B. CERVINO, B. A.

LESSON XLIX.—INDIAN SUMMER.

Samuel Lover is noted not only as a poet, but also as an artist and a novelist. He was a native of Dublin, Ireland. His father, a stock broker, intended the son to follow a commercial life; but the boy's tastes and talents were literary and letters became his profession. His best poems are "The Angel's Whisper," "Molly Havin'" and "The Four-leaved Shamrock." He achieved considerable success as a portrait painter, but he is known best of all by his witty noveis, "Hory O'More" and "Handy Andy." In 1847 he made a tour of Canada and the United States, singing and reciting his own works in public. During this visit we may suppose that our author was impressed with the beauty of our Indian Summer and this little poem is the result.

General idea of the poem.—A short comment upon the charms of Indian Summer and its counterpart in human life.

Content beauty.—Probably the poet has in mind the many different shades of green shown by the trees and plants in the summer season.

Autumn glows.—Expand the metaphor into a simile.

Richer dyes.—The brighter colors of the leaves e. g. yellow, orange and crimson.

Softer charms.—The stillness of the air, the soft haze on dale and stream, and the faded leaves help to make the "softer charms."

Indian Summer.—See foot note in the Reader.

The baby spring renewal sees.—The poet considers Indian Summer as a sort of second spring. The air being soft and balmy is not unlike that of spring; but otherwise there seems to be little similarity between these two seasons of the year. This description does not strike one as being especially fine; we rather feel that the poet has not done his subject justice. Had Mr. Lover been a Canadian and thus have a fuller knowledge of our seasons, he might have given us something better. For the force of these remarks read Mr. Longfellow's description of Indian Summer in "Evangeline" (l. 190-197).

Have dawned the germ of joy in years.

The germ is the principle of life that is within the seed and in which all kinds of life have their beginnings. The "germ of joy" will then appear to be joy in its beginning or in "early years." As it is possible for a seed to be dropped by too much rain, so circumstances may not be favorable to the growth of the joy that begins in early life; but the growth may be checked by the storms of suffering and sorrow, hence, "in tears."

Just like the Indian Summer.—When life is declining, there comes, to most people, a happy time of rest and peace, a time when there is freedom from the business toils and worries of former days, and when there is an opportunity of enjoying the blessings of their dispassion. In some such sense Indian Summer has its counterpart in life. Compare Keat's lines

"Sweet comes His soul has in its Autumn when his wings He farthest close contented so to look On mist in idleness—to let fair things Pass by unheeded as a threshold brook"

QUESTIONS IN LITERATURE.

We are beginning to publish this series of questions earlier than we had intended. To our interest to the extent, we are asking a number of our fellow teachers to contribute questions. Should any of the questions submitted

be found too difficult to be answered by pupils, those giving the question will be expected to answer it if requested. It is sometimes very easy to ask a question, not so easy, however, to answer it. Pupils experiencing difficulty in satisfactorily answering any questions presented will be helped over the "hard place" if they will send us a card of inquiry.

Another thing we wish to say is, that we do not wish pupils or teachers to take what we say on any subject as the "pure gospel"; but, to answer it, send along an opinion. In this connection we would express our thanks for the suggestions made by Mr. Geo. A. Fraser, of Hawkesville, though we do not always see eye to eye with him. In our answers to correspondents in this issue we give a paragraph of his, "Mahal!" We have more of this matter if it will do us all good.

YARROW EXERCISES. (See issue No. 8.)

Under what circumstances was the poem written? What is the central thought of the poem? What would you infer from the mention of so many places? What was the chief characteristic of Wordsworth as a writer? Express in your own words the meaning of each of the last two stanzas. In what tone of spirit should the first four lines of stanza 4 be read? What different directions does the "swirl" take? What is the most noted his central place mentioned in the poem? Why? In the 4th stanza, why say "thousand" instead of "many"? In line three of 4th stanza, why not say "treacher"? In 4th stanza, why are the words said to be "strange"? In 5th stanza, is "will" properly used? Give reasons. In 4th stanza, fifth line, what figure of speech is used? Give other instances of its use in the poem. We might continue this list by asking for the explanations of many of the terms used, but if the notes have been carefully read by the pupils such questions would present very little difficulty. The poem is simple and therefore the questions, outside of those answered by the notes given, are necessarily few.

EXERCISES IN FALSE SYNTAX.

Have you accounted for all monies received? There are four Henry's in the class. You cannot tell his ms from his ms. Ten days notice requires to be given. What sort of a farm does he own? I don't like these sort of oranges. I never had a more faithful friend. He is the youngest of my two sisters. He answered better than any boy in the class. My hat is a size larger than your's. Hand me then spoon please. Neither of the three were there. A dozen girls will soon get acquainted with each other. What kind of a tree is that yonder? Did you ever read Bunyans Pilgrims Progress? Which is the largest, her's or your's. You never saw a wreath of that light. He is a better speller than any one in his room. He inquired not less than ten times. Can I leave my books on your desk? They wanted to know if they could not leave school early. Haven't you near finished? I am excoising glad to see you. Divide the gains between the ten brothers. There was a steel engraving between each leaf. They are angry at your brother. Take little note to what he says. Why don't you like it do? Nothing else but salt will preserve it. Neither me nor my brother were there. You must have come early. It will be twenty-eight next birthday. Was you in the Building when the fire begun.

Her and I are in the same class. It wasn't him who I saw. Can I have it after you are done with it. I intended to have written you yesterday. He need not have taken so much trouble.

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