

Circulation 19,000.

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For Entrance and Public School Leaving.

VOL. II., No. 8.

TORONTO, ONT., DEC. 15, 1896.

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If you wish to know what THE ENTRANCE sells read our advertisement on page 2 of this issue.

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Our article on the use of examination papers in class is crowded out of this issue. It will appear later.

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We have nearly all the Entrance and P. S. Leaving pupils of the province on our list, and now the junior fourth class is falling into line.

The No. 7 Vertical Writing book, advertised in this issue, is the book required for the Entrance examination, that is, for those who are writing the vertical system.

The Canadian Almanac for '97, by The Copp, Clark Co., of this city, is superior to any issue of

former years. Every teacher should have a copy of this work. Price, 25 cents.

Had we space we should like to review SCHOOL MANAGEMENT AND THE PRINCIPLES AND PRACTICE OF TEACHING, by John Millar, B.A., Deputy Minister of Education for Ontario. Read what is said about it on our first page.

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Owing to the many requests for British History Notes from teachers throughout the province, we deemed it advisable to place such a work on the market. Conjointly with Mr. Chas. Fraser, of the Gladstone Avenue School of this city, we have prepared what we believe will prove a helpful little work for fourth and fifth classes. It will be ready for the market on Jan. 1st, '97, and will be sold direct or through booksellers at 15 cents.

After this number has reached your hand, our subscription price will be 15 cents, or in clubs of two or more to one address, 10 cents. This rate includes all papers from the beginning of the new year to Sept. 1st, '97. It also includes our *Entrance Literature Supplement*, which contains all notes on Entrance literature published in our columns up to date. Those who send in their subscriptions early will receive copies of this issue as well.

THE HELIOTERRA.

Teachers should notice on our second page the advertisement of THE HELIOTERRA Co. The price of the instrument is to be increased shortly to 7.50. The testimonials received by the company from teachers in all parts of the province speak volumes for the apparatus. To our own mind it is the best value found in any article of school equipment now in the market. *Now* is the time for teachers to act, as school boards will be meeting in a few days, and it will require only a word or two of explanation from the teachers to secure one of these useful instruments.

Current Events

THE SITUATION.

In this, the last issue of the year, it may not be out of place to devote a column, or more, to a look at the world about us. It is always the aim of THE ENTRANCE to keep its readers fairly well informed on the important events which go to make



NICHOLAS II.
Czar of Russia.

up the current history of the world. Our space is limited, but "there's a good time coming," when we shall have more room for this department of our paper.

Beyond all other subjects agitating the public mind at the present time is the Turkish question. The past few days, however, have brought to us more hopeful despatches. This change has been brought about chiefly through the visit of the Czar of

Russia to France. Shortly after this visit, M. Hanotaux, the French Minister of Foreign Affairs, communicated with the Sultan, the result of which was a decided change in the department of his Majesty. He has at last made some show of carrying out promised reforms, and it is hoped that the poor Armenians may henceforth be protected from the murderous sword of the Turk. The probabilities are that, while the nominal sovereignty of the Turkish empire will be in the Sultan's hands, the real power will be vested in a Board of Control, appointed by the great Powers. This, however, is but a supposition, as it is hard to tell what changes a day may bring forth.

Another European nation with trouble on its hands is Spain. In two of her foreign possessions — Cuba and the Philippine Islands—her subjects are in revolt. In Cuba, Gen. Weyler, with his 200,000 Spanish soldiers, is making little or no headway against Maceo, the rebel leader. The situation is growing more and more hopeless for Spain. Gen. Weyler is now engaged in what we may term his final and greatest effort to suppress the rebellion. It is hinted that Spain may possibly go to war with the United States over the Cuban trouble. The Spanish Government, it is said, foresees defeat in Cuba,

and, though they would likely come out second best in a struggle with the United States, such a war on their hands would serve as an excuse for the defeat in Cuba. Other dispatches intimate that there is perfect harmony between Spain and the United States. In the Philippine Islands, General

Blanco is in command of the Spanish troops, and has taken the field in person against the rebels.

The struggle is marked with even more revolting savagery than that in Cuba. It is rumored that Japan is secretly aiding the insurgents by supplying them with arms and ammunition. The outcome of both struggles is, as yet, uncertain.

There is a quieter condition of things in Africa than existed a short time ago. Mr. Cecil Rhodes has succeeded in restoring peace in Matabeleland, but there is still cause for alarm in the existence of the rinder-pest, that is, the "cattle-pest." This disease is carrying off the cattle in thousands, and to check its ravages it may be necessary to slaughter the cattle belonging to the natives. This will, undoubtedly, cause fresh trouble. It is a most serious matter for the whole of South Africa. In the northern part of the continent the Mahdi has been recently checked by the British and Egyptian troops under Gen. Kitchener. After reaching Dongola on the Nile Kitchener returned to London, and it is reported that he is again on his way to Dongola with instructions from his Government to make ready for a march to Khartoum early in the spring.



GENERAL KITCHENER.

Across the line our neighbors are at present more agitated over the tariff question than over any other. The Republican party stands for a high tariff, but as many Democrats voted with the Republicans in the recent election, the hands of the latter are, in a measure, tied. It would hardly be fair to their "gold" allies to introduce tariff legislation. The manufacturers are, however, crying out for an increase in the tariff, and it is only the fear of "free silver" that will possibly quiet them. Bryan is by no means dead, neither the question he represented in the recent struggle, and it is quite probable that, until the money question is settled, the tariff will not be a factor in the politics of our neighbors. McKinley will be inaugurated as President on March 4th next, when it will be more definitely known just what he and his party intend to do.

In our own country important events are taking place. The fresh discoveries of gold in British Columbia and Ontario will doubtless have a far-reaching effect on the future of this country. Gold-fields built up South Africa and Australia; we may, therefore, reasonably look for a large increase in our population as a result of recent discoveries of the precious metal. A new Minister of Interior, in the person of Hon. Clifford Sifton, has been appointed, and as he is a western man, it is hoped that he will make his influence felt in the government of the country, by way of bringing about the settlement of our great North-West. Then, like our neighbors, we have our "tariff question." At present there is a commission of enquiry visiting the centres of population in various parts of the country, with a view to obtaining information to guide the Government in the revision of the tariff, which will probably be the chief work of the coming session of Parliament.



WM. MCKINLEY.

There are a few other matters about which we should like to say a few words, but limited space forbids. They will be referred to in later issues of THE ENTRANCE. We trust that our young readers are becoming interested in the history-making events of our times. To help them in this direction is one of the chief aims of THE ENTRANCE.

ANSWERS.

1. Acts of the North-West Assembly are known by the name of *ordinances*.

2. From our *Canadian History Notes*: "The Privy Council of Canada includes all those who are now, or have been, advisers of the Crown. The terms *Cabinet, Ministry, Administration and Executive Council* apply to the privy councillors, who at any time actually fill the Departments of State.

3. Department of the Interior. Hon. Clifford Sifton. Fifteen paid ministers and two without portfolios. The latter are merely advisers, receiving no salary.

4. By the "Judicial Committee" of the British Privy Council is meant the law committee, or court, whose chief work is to hear appeals from colonial courts. The committee consists usually of four members, three constituting a quorum.

5. The Canadian Government has no power to make treaties with foreign nations. This must be done by the British Government. In making treaties affecting the interests of Canada, England usually invites Canadian representatives to take part, and the understanding is that all such treaties must be ratified by the Canadian Parliament.

6. Women may become barristers in Ontario.

7. A committee of inquiry in reference to tariff matters. Messrs. Fielding, Mowat, Cartwright, and Patterson, members of the Cabinet, constitute the committee. Tariff legislation is to be an important part of the work of the next session, and the object of the committee is to secure information on the subject.

8. See article in next issue

9. The largest wheat-producing countries of the world are, giving them in order: The United States, Russia, Argentina, India, Canada, and Uruguay. Shrinkage in the crops of Russia, India, and Argentina have raised the price of wheat.

10. More tonnage of shipping was received at the harbor of Victoria, B.C., last year than at any other point in Canada, the amount for Victoria being 843,878 tons; that of Montreal, 721,665 tons.

11. The labor of canning salmon in B. Columbia is done chiefly by the Chinese.

12. Sultana Island—the greatest Ontario gold mine—is an island of about 500 acres, lying in the Lake of the Woods, about six miles southeast of Rat Portage.

13. The ammunition for the Dominion is stored chiefly in the vaults of old Fort Henry at Kingston.

14. British Columbia purchases from the other provinces of Canada cattle, horses, swine, bacon, and lard, pork, poultry, wheat, flour, oats, apples, canned fruit and vegetables, potatoes, butter, cheese and condensed milk. In many of these lines there is keen competition by the states across the line.

15. The Hon. David Mills and Mr. Geo. A. Cox, Ontario men, were recently made Canadian senators.

16. "Cloture" (or "closure") is from a French word, signifying the closing of a thing, and in par-

liamentary language it means the closing of a debate. It is the custom in the French, Spanish, Italian, Belgian, Norwegian, and Swedish Parliaments to call for a division when the subject has been sufficiently discussed, notwithstanding the fact that a small majority may object and wish to continue the debate. This custom was introduced in the English Parliament in 1883 to guard against prolonged discussion.

17. The route of the contemplated Pacific cable is from Vancouver to Honolulu, thence to New Zealand, Australia, and Cape Colony.

QUESTIONS.

(BRIEF ANSWERS IN NEXT ISSUE.)

1. Distinguish between privy councillors and cabinet ministers? 2. What is meant by "Governor-General-in-Council"? 3. What is meant by the "civil service" of Canada? 4. Why was the Panama canal not completed? 5. When was the Chignecto Ship Railway completed, and how many ships have been carried across the isthmus? (This isthmus connects New Brunswick and Nova Scotia.) 6. The Republicans of the U. S. and the Conservatives of Canada favor a *protective* tariff; the Democrats of the former country and the Reformers or Liberals of Canada are in favor of a *revenue* tariff. Distinguish between these terms. 7. "Direct lines of steamships run from New York, Galveston and New Orleans to Manchester through the canal." What canal is referred to, and where is it? Trace the route of these ships. 8. The resources of the Hudson Bay district are numerous and of great commercial value. What are these resources? 9. Trace the route of the Ottawa Ship Canal, for which the Government has been petitioned for aid? 10. Before the Canadian tariff commission, now on its tour of inquiry, a gentleman urged that a *specific* duty be placed on certain goods, as well as an *ad valorem* duty. Distinguish between these duties. 11. Name the four leading Canadian poets. 12. What eminent Canadian judge has been nominated to a position on the Judicial Committee of the British Privy Council? 13. What is the "rinder-pest" of South Africa? What connection has it with the recent Matabele rebellion in Rhodesia? 14. What is meant by "The Sick Man" of Europe, and who first used the expression? 15. How are Ireland and Scotland represented in the Imperial Parliament?

LITERATURE SELECTIONS FOR '97.

To avoid further correspondence re literature prescribed for Entrance and P. S. L. examinations we republish the following:

Entrance Literature selections for this term:—Lesson i.—Tom Brown: v.—Pictures of Memory: x.—The Barefoot Boy: xviii.—Vision of Mirza (first reading): xx.—Vision of Mirza (second reading): xxiii.—On His Own Blindness: xxvi.—From "The Deserted Village": xxxii.—Flow Gently Sweet Afton: xxxvii.—The Bell of Atri: xlii.—Lady Clare: lxviii.—The Heroine of Vercheres: lxxvi.—Landing of the Pilgrims: lxxxix.—After Death in Arabia: xci.—Robert Burns: xciv.—The Ride from Ghent to Aix: xcvi.—Canada and the United States: xcvi.—National Morality: ci.—Scene from "King John."

Selection for Memorization for Entrance Classes: Lessons xliii., xxxi., xl., xliii., xlvii., lxvi., lxxiii., xcix., ciii., cv.

P. S. L. Literature selections for the present term:—Lessons v.—To Daffodils; xx.—The Bard; xxxi.—To a Highland Girl; xxxiv.—The Well of St. Keyne; xxxvii.—Go Where Glory Waits Thee; xxxvii.—Dear Harp of My Country; xli.—The Cloud; xlvii.—The Bridge of Sighs; li.—Horatius; lxxvii.—The Hanging of the Crane; lxxix.—The Lord of Burleigh; lxxxii.—The "Revenge."

Entrance Literature.

(BY THE EDITOR.)

LESSON XCVIII.—NATIONAL MORALITY.

These paragraphs, as we are told in the extract at the beginning of the lesson, form part of a speech delivered by Bright at Birmingham in 1858, on the Foreign Policy of Britain. Bright, who was a Quaker, or member of the Society of Friends, was opposed to war. He lost his seat in Parliament because of his opposition to the Crimean War, but he was at once elected by the city of Birmingham, whose representative he continued to be until his death.

The gross mismanagement of the Government in the Crimean War gave Bright many opportunities to make known his views on the question of war, and to condemn the foreign policy of the Palmerston Government, which was then in power. There had been no war for some time previous to the Crimean, and England was taunted with becoming a "nation of shopkeepers." The war spirit no doubt was abroad in the nation at this time, and it required not a little courage to give public utterance to such sentiment as is found in many of Bright's speeches on this subject.

In this speech at Birmingham, Bright cries out against the spirit of intermeddling with the affairs of other nations, which, he claimed, had involved England in more than one great war. In the paragraphs which make up the lesson, Bright argues that there is a morality for nations as well as individuals.

Morality.—Proper rules of conduct. Morality embraces man's duties toward himself, toward his neighbor and toward his God. "National" morality implies the same thing, but is applied to nations.

Greatness, renown.—The former has reference to force, size, magnitude; the latter implies fame as a result of great achievements.

Condition of the people.—How the great masses of the people are living, that is, have they "comfort, contentment and happiness?"

Irreverently.—With disrespect.

Crown and monarchy.—As representing the form of government of the nation.

Crowns, coronets, mitres.—That is, what is represented by these things—the "power and dignity of the sovereign, the nobles and the clergy"; these with the other things mentioned are not, in Bright's opinion, what constitute the greatness of a nation.

Comfort, contentment, happiness.—The first has reference here to home surroundings. One lives in *comfort* who has a sufficiency of those things which meet the immediate and natural demands of body and mind. *Contentment* has reference to a quiet or

undisturbed condition of the mind. *Comfort* ministers to *contentment*. *Happiness* is an abiding joy springing not only from material surroundings, but also from principles within.

Great halls.—Certain great houses of nobles are called *Halls*.

Light—Constitution.—The good effect of your laws.

Beatty—statesmanship.—The best efforts of statesmen to advance the interests of the country.

Adequate.—Sufficient or necessary.

Scientific.—Those devised by men of experience and skill in such matters.

Opinions.—Conviction or judgment.

Principles.—A principle is a law or rule of action.

Moderation, efficiency.—He would make necessary provisions, but would not go to extremes.

Repudiate, denounce.—I first means to disavow or disclaim connection with; the second, to censure.

Most ancient.—Herodotus, a Greek, called the "Father of History."

Profane.—As distinguished from *sacred* in its application to history.

Scythians.—The people of Scythia, a territory which lay north and east of the Black and Caspian seas.

Scimitar.—A sword with blade much curved.

Mars.—Roman name of the god of war.

Civil government.—Salaries and various other expenses in the various departments of the Government.

Political power.—Right to vote. He was addressing the artisan classes.

Community.—City and surrounding country.

Power and influence.—Because of their wealth and education.

Finer instincts.—The word *instinct* is given various meanings. As here used, we believe it means a *sense, natural or acquired*, of what is *fitting or proper*. Women, to whom Bright has reference here, are said to possess "finer" or keener instincts than men.

Turmoil.—Labor and excitement attendant upon political agitations.

Strife.—Struggle of parties.

Create political power.—Bring into existence an influence which would affect the politics of the country.

Sensibility.—Noticeably.

Devoutly.—Religiously.

Moral law.—The Ten Commandments, with any other rules of conduct laid down for us in the Bible.

Reject.—Cast aside.

Deride.—Treat with scorn.

The great Italian.—Dante, a noted Italian epic poet, who was born in 1265, and died 1321.

We—Guide.—Experience, beacons, landmarks are practically synonymous terms, meaning *examples to teach us*.

Ancient people.—The Jews.

Urim and Thummim.—Exodus xxviii., 30, reads: "Thou shalt put in the breastplate of judgment the Urim and the Thummim; and they shall be upon Aaron's heart, when he goeth in before the Lord." This breastplate had to be worn by the high priest, that he might have made known unto him the will of God concerning the people.

Oraculous.—Another form of the word is *oracular*. In olden times an oracle was he seat of some divinity or god, where prophecies were given out by priests in answer to the inquiries of worshippers, usually in reference to the issue of some coming event, or of a proposed course of action.

QUESTIONS.

1. What was Bright's object in delivering the speech from which this extract is taken? 2. Why is the lesson called "National morality"? 3. In what year did the Crimean War close? 4. What was the most important political event with which Bright's name is connected? 5. What is the subject, or topic, of each paragraph in the extract which forms the lesson? 6. To what does "it" in line 2 refer? 7. To what is Constitution compared in par. 1? 8. Distinguish between "legislation" and "statesmanship." 9. What principles are held by the *one* out of every hundred? 10. Why mention "on the confines"? 11. Distinguish between "engagement" and "employment," as here used. 12. Reconcile the statement "to Mars alone," with "the rest of their gods," as given a few lines below. 13. Why offer sacrifices of *horses* and *cattle*? 14. How had the people whom he had addressed "limited means of informing themselves"? 15. Why use the word "privileged"? 16. What is meant by "some points," at top of page 297? 17. Distinguish between "social circles" and "general meetings." 18. How would women "affect the course which the Government will pursue"? 19. Paraphrase the two lines from the Italian poet. 20. Paraphrase the second sentence in last par.? 21. How would you characterize Bright's style of speech? 22. What is Bright's style of argument, that is, how does he try to convert the people to his views?

Grammar.

ANSWERS TO LAST ISSUE.

The phrase to *do it* used with the value of an adj., adv. and noun:
 Adjective—That is the way to *do it*.
 Adverb—He went there to *do it*.
 Noun—He wants to *do it*.

The clause *that you may know it* used with the value of an adj., adv., and noun:
 Adjective—The way *that you may know it* is to visit him.
 Adverb—I tell you *that you may know it*.
 Noun—He tells me *that you may know it*.

Sentences showing that *when* may be used to introduce an adj., adv., or noun clause:
 Adjective—This is the time *when* roses bloom.
 Adverb—*When* you go home I'll tell you about it.
 Noun—I know *when* the news first came.

Sentences illustrating four kinds of co-ordination denoted by conjunctions:
 Copulative—He left town on Monday, and I returned the following Thursday.

Adversative—He knew it, but he refused to tell.
 Alternative—You may do the work, or it may be done by John.

Causal—He would neither go himself nor allow his servant to go; for it was against his principles to attend such places.

SYNTAX.

To save space we do not give answers in full.
 1. *But also*; 2. *from either*; 3. Omit *because*; 4. *Unless*; 5. *but that*; 6. apposition *with*. The reasons will readily suggest themselves.

ENTRANCE GRAMMAR, 1896.

1. As I looked more attentively, I saw several of the passengers dropping through the bridge into the great tide that flowed underneath it; and, upon further examination, perceived there were innumerable trap-doors that lay concealed in the bridge.

Clause (1)—As I looked more attentively.

Kind and relation—Adv., mod. "saw."

Clause (2)—that flowed underneath it.

Kind and relation—adj., mod. "tide."

Clause (3)—that there were innumerable trap-doors that lay concealed in the bridge.

Kind and relation—Noun, obj. of "perceived."

Clause (4)—that lay concealed in the bridge.

Kind and relation—Adj., mod. "trap-doors."

ANALYSIS AND PARSING.

Failing in this thing they *set* themselves, after their custom on such occasions to *building* a rude fort of *their own* in the *neighboring* forest.

Sentence—*Failing*—forest.

Kind—Simple.

B Subject—they.

Mod. of subj.—*Failing* in this thing.

B Predicate—set.

Object—themselves.

Mod. of pred.—1. after—occasions; 2. to building—forest.

Failing—participle, imperfect, mod. "they."

this—adjective, demons. pronom., pointing out "thing."

set—verb, trans., weak, active, indic., past, third, plural agreeing with its subject "they."

after—prep. showing relation between "set" and "custom."

building—verbal noun, obj., governed by "to," and having for its object "fort." (This parsing will answer for Entrance pupils.)

their—poss. adj. mod. either "own," used substantively, or mod. the substantive understood.

own—adj. used substantively, obj case, governed by "of," or adj., mod. *property* or some such word understood.

The parsing of *their* will depend on how we deal with *own*. We could give other parsings of these words, but they would not be clear to Entrance pupils.

neighboring—adjective, demons., pointing out "forest." (Some would call this a qual. adj., denoting *n-arness*.)

3. This question calls for the definition of *case*, *voice* and *participle*, with an example of each from the sentence given for analysis.

1. *Case* is a change of form that nouns and pronouns undergo to indicate their relation to other words in the sentence. Example: Nom. case—*they*; obj., *themselves*.

Voice is a change in the form of the verb by means of which we show whether the subject of the sentence stands for the *agent*, or for the *object* of the action spoken of by the verb. Example: Active voice—*set*.

A *participle* may be briefly defined as a *verbal adjective*. Example: *Failing*.

ANSWERED IN NEXT.

Parse the italicized words in the following sentences:

1. I would not accept his offer, *nor* will John.
2. He told me so, *yet* I do not believe it.

3. They must know it, *else* they would not act so.
4. He would neither go himself nor allow his servant to go; for it was against his principles to attend such places.

REMAINDER OF PAPER OF '96.

3. (b) Give the past indicative, second person singular of *go, write, defy, be*.
(c) Give the principal parts of *swell, dare, shorn, and spit*.
4. Correct where necessary, with reasons:
(a) Which of the boys left your books laying on the desk?
(b) The paper was one of the easiest which has ever been given.
(c) It is not him whom you thought it was.
(d) Don't he know who he is speaking to.
5. (a) What classes of words are inflected?
(b) Define inflection.
(c) Point out and give the force of the inflections that are found in the passage for analysis given above.

4. If 5 men, 10 women, or 15 boys can do a work in 33 days, in what time will 30 men, 30 women and 30 boys do the same work, if they all work at it together?

5. If 3 horses, 4 oxen, or 5 cows can be pastured for one month for \$4.80, what should be paid for pasturing a horse, 2 oxen and 3 cows for 5 months?
Answers: —1. 54 days; 2. 3 days; 3. 32 days; 4. 3 days; 5. \$34.40.

NOTE.—Without entering upon any long-winded article on the signs “×,” “of,” and “÷,” referred to in last issue, we may simply state that, of the three signs, “of” is the strongest and “×” the weakest. Exercises will be given in a future issue to illustrate the rule. One of our young readers draws our attention to a wrong answer in issue of Nov. 15, page 7, No. 6, L. C. M. He gives the answer as 29,393. We have to confess to our boys and girls that we *copied* the answer. This *copying* is sure to get a person into trouble—an editor as well as a pupil.

EXAMINATION TEST.

Answers to last issue:—1. 15 min.; 2. \$6,750; 3. \$10.05; 4. 660 yds.; 5. 49 days; 6. H.C.F., 3 inches; L.C.M., 165,000.

PAPER 2.

For the benefit of those who did not receive our last issue, we would just say that these papers are for examination tests. Answers are given in the next number. The questions are to be worked and papers handed in to the teacher, who holds them until the next issue. More difficult questions will be given later in the term.

Pupils generally like to know the answer to a question, even before attempting to solve the problem. Our ideal arithmetic for pupils is one without answers. To make sure that pupils had a clear understanding of the class work, we usually called upon seven or eight members of the class to solve, on the board, the questions of the previous day's work. Each was given a question, and the test was thus made in about five minutes. Give the plan a trial.

Arithmetic

FRACTIONS.

- If $\frac{3}{4}$ of a herring cost $\frac{2}{3}$ of a dime, how many herrings will \$180 buy?
- Had a certain sum of money; spent $\frac{1}{4}$ of it, then $\frac{1}{3}$ more than $\frac{1}{4}$ of the remainder, and had \$2 left; find the original sum.
- The sum of 4 numbers is 2; the first number is $\frac{1}{2}$, the second is $\frac{2}{3}$ of $\frac{1}{2}$ of $\frac{1}{2}$, and the third is $\frac{1}{10}$; find the fourth.
- A can do $\frac{1}{3}$ of a piece of work in 5 days, B can do $\frac{1}{4}$ of the remainder in 10 days, and C can finish it in 4 days. A and B work at it for 5 days; how long will it take C to finish it alone?
- A does $\frac{2}{3}$ of a piece of work in 16 days, and then B joins him. They work together at it for $1\frac{1}{2}$ days, when B leaves and A finishes the work in $4\frac{1}{2}$ days more. How long would it have taken B to do the whole work alone?
- A can do a piece of work in 16 days, B can do $\frac{1}{3}$ of it in 9 days, and C can do $\frac{1}{4}$ of it in $1\frac{1}{2}$ days. How long will it take C to finish the work after A and B have worked together at it for half a day?

Answers: —1. 20; 2. \$8; 3. $\frac{2}{3}$; 4. 10 days; 5. 15 days; 6. $9\frac{1}{2}$ days.

OR AND AND.

- If 4 men or 6 boys can do a work in 12 days, how long will the work occupy 4 men and 8 boys?
- If 4 men or 6 boys can do a work in 8 days, how long will it take 8 men and 4 boys to do such a piece of work?
- If 40 women do a piece of work in 20 days, in how many days will 15 men do the same work, the work of 5 women being equal to that of 3 men?

- Find the cost of paving a square court-yard 24 yds. to a side, at 3 cents a square foot.
- If 7 pears buy 5 peaches, and 8 peaches buy 15 apples, and there are 90 apples in a peck, how many doz. pears will 100 quarts of apples buy?
- A and B owned a flock of 642 sheep. A's share of the flock was 5 times B's; but when they divided the sheep A got 500 sheep and \$210 in money for his share. At this rate what was the value of the whole flock?
- A rectangular farm costs \$10,980 at \$45 per acre. It was 122 chains long. How wide was it in rods?
- A man earning \$1.80 a day works from 1 o'clock p.m. till 4.30 p.m. What does he earn, 8 hours being a day's work?
- After taking 10 gallons from a barrel of vinegar, and then $\frac{2}{3}$ of the remainder, it was found to still contain 25 gallons. How many gallons were there in the cask at first?
- Find the volume of a cube whose edge is 13 ft. 8 in.; (b) the surface of the cube.
- Find the cost of $6\left(\frac{1}{2} + \frac{1}{2}\right)$ lbs. of tea at \$7.0 a lb.

ADDITION TESTS (Continued).

BY E. W. BRUCE, B.A.

2 4 6 8 1 3 5 7 9
8 6 4 2 9 7 5 3 1
7 5 3 1 8 6 4 2 0
6 4 2 0 7 5 3 1 8
&c., &c.

I find this a good exercise. Stand sideways before the board with brush in one hand. Write

down a column of figures—at once rub out—and ask for the sum. It is better, though, to have a number of lines on the board as above. Point to certain figures, or pass the pointer over them in various directions, and ask for the result. There is no physical work in this exercise, nor any time lost. It is a good training for the eye, as well as an excellent mental process. The concentration that is exercised will prove invaluable in the prosecution of all studies. It also opens up an immense field for variety, not only in addition, but in subtraction, multiplication and division. All the combinations can be taken up and constantly reviewed.

Geography.

MATHEMATICAL.

1. The width of the zones is determined by the inclination of the earth's axis to the plane of its orbit.
2. If the earth's axis were inclined 25 degrees instead of 23½, the width of the Torrid Zone would be 50 degrees.
3. If the earth's axis were not inclined, there would be no boundaries of zones as at present. The sun would shine vertically only at the equator, making it hot in those regions, with a gradually lowering temperature toward the poles.
4. The parallels bounding the N. T. Zone are 66° 30' and 23° 30' north; those bounding the S. T. are 66° 30' and 23° 30' south.
5. The N. Temperate Zone is 43° wide.

PHYSICAL.

1. Glaciers are rivers or tongues of ice formed by the snow on the slopes of high mountains.
2. Icebergs are huge masses of floating ice. When the glaciers extend to the ocean, large masses break off, forming icebergs.
3. The *snow-line* is the distance above the sea-level where snow remains throughout the year. Its height varies in different latitudes, being about three miles at the equator.
4. Rain falls when the temperature of a mass of air falls considerably below the dew-point.
5. The *dew-point* is that temperature of the air when it can contain no more moisture.

POLITICAL.

1. Cuba belongs to Spain; Greenland, to Denmark; Bermudas, to England; Madagascar, to France; and Heligoland, to Germany.
2. Cuba belongs to Spain; Hayti, independent; Jamaica, to England; Porto Rico, to Spain.
3. Four republics—U. States, Mexico, France, Switzerland; three limited monarchies—England, Germany, Japan; three absolute monarchies—Russia, Turkey, China.
4. The natural causes contributing to the growth of Buffalo are its water-front and fine harbor on one of the Great Lakes. The same may be said of Toronto. The latter city is also centrally located in the province.

DAY AND NIGHT.

1. On what date does Toronto have its longest day and shortest night? Why on that date?
2. What zone has the longest day and the longest night?

3. What condition of things would give equal length of day and night, in all parts of the globe, at all times of the year?

4. Why do the days and nights vary less in length at the equator than at the tropics?

5. Where are the days and nights always equal, and why?

6. Until what time will the days in this latitude grow shorter?

7. The people living on certain parts of the globe do not see the sun for many weeks. Where is this, and why is it?

In our next we shall have something to say on Canada's exports and imports. This will be followed by an article or two on railways.

Temperance and Physiology.

CIRCULATION.

Questions 1-3 answered in last paragraphs of chapter in text-book.

4. The Vena are two large trunk veins that connect with the right auricle of the heart; one is called the vena cava ascendens, and the other the vena cava descendens.

5. The blood in the arteries is a bright red, that in the veins a dark purple; the blood from the arteries spurts out at each pulsation, that of the veins flows in a steady stream.

6. Much of the blood is converted in the capillaries into living muscle or other tissues of the body.

7. Alcohol causes the blood corpuscles to shrink and to become wrinkled and ragged.

8. The system seizes hold of true foods to change them into nutrient blood; on the other hand, Nature seeks to rid the system of alcohol, and to cast it out as a poison.

RESPIRATION.

1. Why is it necessary to breathe, and what are the organs of respiration?

2. Tell where and how the blood is purified.

3. Where and what are the bronchial tubes, larynx, glottis, epiglottis, vocal chords, pleura?

4. What is a musical sound?

5. Give benefits derived from singing.

6. What is speech?

7. What chemical law is illustrated in the act of breathing, or in the purification of the blood?

8. What is meant by "Adam's apple"?

9. Upon what does the (a) *pitch* of the voice depend? (b) the *loudness* of the voice?

10. What two sets of passages are in the lungs?

Continued in next.

C. Steadly, Metcalfe, says: "The more we use THE ENTRANCE the more satisfaction it gives."

I. J. Wallace, Griersville, says: "Your notes and your pithy little paper admirably fill a long-felt want. In Entrance Exams. I have lost but one pupil in five years, but I must confess that my pupils did better work in grammar and literature last summer than on any previous occasion, thanks to the assistance rendered by THE ENTRANCE. May your shadow never grow less."

Through accident this paragraph on Entrance literature is out of its usual place in our columns :

ANSWERS TO LESSON XX.

1. By "everything" is probably meant the efforts put forth to save their lives by those unexpectedly stricken down by accident or disease. Doctors, medicines, travel, and perhaps prayer, may be included in this word "everything." 2. Speculating, quite probably, on the subject of heaven and eternal life, possibly wondering if there is a hereafter. This would prove a *stumbling-block* to such persons. 3. "Bubbles," no doubt, refer to wealth and pleasure. These have an attractive and satisfying appearance, but like the bubble, there is nothing of permanence about them. 4. Those engaged in war. 5. There is a kind of personification. 10. See Luke XVI., 26; and John XIV., 2. 11. Some would excel in one thing, or one "kind" of virtue, some in another; some would also excel others in the same virtue, that is, attain to a higher "degree" of such virtue. 12. "Relishes" has reference to the *tastes* or likings, while "perfections" refer to capacities for enjoyment. 14. The fixed gulf of separation between the saved and the unsaved. 15. He wished to leave him with this bright and encouraging picture of life. 16. Because he was in a despondent mood, with discouraging and erroneous views of life.

Public School Leaving.

GRAMMAR AND RHETORIC.

F. E. P.: If you wish to be miserable you must think only of yourself.

Sentence—If yourself.

Kind—complex.

B. Subj.—you.

B. Pred.—must think.

Adv. Mod.—1. only; 2. of yourself; 3. clause.

Clause—If you wish to be miserable.

Kind—Adv. of condition.

B. Subj.—you.

Pred.—{ Incomp. pred.—wish to be.

{ Complement—miserable.

Another way of dealing with the pred. of this sentence is as follows :

Pred.—wish.

Complex Object—(yourself) to be miserable.

Yourself here becomes an *objective subject* and *miserable* a pred. obj. adj. modifying *yourself*.

PAPER OF 1896.

1. And now I sit and muse on *what* may be,

And in my vision see, or seem to see,

Through floating vapors interfused with light,

Shapes indeterminate, that gleam and fade,

As shadows passing into deeper shade

Sink and elude the light.

A. Sentence—And be.

Kind—Compound-complex.

(a) Sentence—now I sit.

Kind—Simple.

B. Subj.—I.

B. Pred.—sit

Adv. Mod.—now.

(b) Sentence—muse on *what* may be.

Kind—Complex.

B. Subj.—(I).

B. Pred.—muse.

Adv. Mod.—on *what* may be.

Clause—*what* may be.

Kind—noun.

B. Subj.—*what*.

B. Pred.—*may* be.

B. Sentence—And in the light.

Kind—Complex.

B. Subj.—I.

Comp. Pred.—*see* or *seem* to *see*.

Object—Shapes.

Mod. of Obj.—1. indeterminate; 2. *that gleam . . . light*.

Mod. of Pred.—1. in my vision; 2. *Through floating . . . light*.

(a) Clause—that gleam and fade . . . light.

Kind—Adjective.

B. Subj.—that

Comp. Pred.—gleam and fade.

Adv. Mod.—As shadows . . . light.

(b) Clause—As shadows . . . light.

Kind—Adv. of manner.

B. Subj.—shadows.

Mod. of Subj.—passing . . . shade.

Comp. Pred.—Sink and elude.

Object—light.

Mod. of Obj.—the.

PARSING.

On—prep., showing relation between "muse" and noun clause.

what—pronoun, rel., nom., subj. of "may be." to see—simple infinitive, used as the comp. of "seem."

Through—prep., showing relation between "see" and "vapors."

floating—adj. qual., mod. "vapors"

interfused—perfect part. passive, mod. "vapors."

PAPER OF '96 CONTINUED.

2. The plague of locusts, one of the most awful visitations to which the countries included in the Roman empire were exposed, extended from the Atlantic to Ethiopia, from Arabia to India, and from the Nile and Red Sea to Greece and the North of Asia Minor. Instances are recorded in history of clouds of the devastating insect crossing the Black Sea to Poland, and the Mediterranean to Lombardy. It is as numerous in its species as it is wide in its range of territory.

(a) Select the adjective phrases and give the relation of each.

(b) Show, in each case, which is preferable, and discriminate between the meaning of :

"awful visitations," lines 1—2, and "dreadful visits,"

"devastating," line 7, and "ravaging."

"range," line 10, and "extent."

(c) State, with reasons, which of the following is preferable :

"The plague Asia Minor," lines 1—6, or,

"The plague of locusts extended over many of the countries in the Roman Empire."

"It is territory," lines 9—10, or, "It is also numerous in its species."

Values : 2, 10, 12, 12.

Edward Witty, Principal Vienna P. S., says : "One of my pupils, a boy twelve years old, obtained at the last Entrance Examination 683 marks. Out of a class of nine, eight were successful. They were all subscribers to THE ENTRANCE."

P. S. L. Literature.

(A. B. CUSHING, B.A.)

THE CLOUD.

LESSON XLI.

PERCY BYSSHE SHELLEY was born Aug. 4th, 1792, at Field Place, Sussex. The eldest son of a country squire, he was the heir to the landed estate and to a large fortune accumulated by his ancestors. The poet grew up amidst the ordinary surroundings of an English country gentleman, and was sent in succession to a private boarding school, to Eton and to Oxford. Unlike ordinary English boys, however, he took but little interest in sports, and was of a dreamy temperament, and was much given to reading. The characteristic that more than anything else controlled his life, and by which he was chiefly known to his contemporaries, was his innate suspicion and dislike for everything that was consecrated or imposed by authority. This brought him into serious collision both with his teachers and his fellow-students; and at Oxford he was expelled after a few months' residence for writing and circulating in print a pamphlet arguing against the existence of a God. It now became his one serious aim in life to illuminate the world with the light of his peculiar views; and both through the press and public speeches denounced current religious beliefs and consecrated institutions, such as marriage, thus winning for himself a bad reputation. This notoriety was enhanced by his desertion of his wife, who, in consequence, took her own life. These things caused a quarrel with his father, who was much displeased at the idea of having such an eccentric heir; consequently, an arrangement was made whereby Percy should abandon his claims upon the family inheritance in return for an annual income of £1,000. From this time his literary activity was chiefly poetical, his imagination triumphing over his reasoning faculty. For six years he lived in Switzerland and Italy, and met his death by drowning while boating on the Mediterranean.

Shelley's emotional intensity, quickness and vividness of imagination, and wonderful gift of language, makes him a great lyric poet; but, unlike most lyric poets who sing of the common joys and sorrows of mankind, Shelly gives utterance to the more subtle aspects of these feelings, and to vaguer emotions that belong to more complex and intellectual experiences. Hence while Burns is the poet of the many, Shelley is the poet of the few, or, as is sometimes said, he is the poet's poet.

Chief works—*Queen Mab*, *The Revolt of Islam*, *Prometheus*, *Adonais*, and several shorter lyrics.

(The student should supplement this short sketch by reading some biography of the poet.)

EXPLANATORY.

In highly figurative language the poet alludes to the natural functions of the cloud, and the various appearances that it assumes.

I bring fresh showers.—See Professor Tyndall's explanation of this passage. (Fourth Reader, page 57.)

In their noon-day dreams.—To get something of the poet's thought here, let us picture a warm, sunny day at noon; all is calm and the leaves are

at rest, light clouds are floating above, and occasionally cast a shade upon the trees below.

This and the next two lines may allude to the belief that the growth of plants takes place chiefly at night, and that by day the leaves are asleep or dormant. This is probably correct in some cases, but experiments have shown that germination and growth may go on both in the presence and in the absence of light alike.

From my wings are shaken—Note the beautiful imagery here. The cloud is like an angel-spirit passing in winged flight and shaking from her wings refreshing dews. It is not true to nature, however, that the cloud produces the dew, for the presence of clouds means the absence of dew. Perhaps the poet considers the invisible watery vapor of the air to be our aspect of the cloud, in which case the imagery is in harmony with fact.

Mother's breast.—Why is earth personified as feminine? (See High School Grammar, page 134.)

Dances about the sun.—The daily and yearly motion of the earth suggests to the poet the circular motion of the dance.

I wield the flail.—A good way to get the thought in most of these metaphors is to expand them into similes, thus As a man lashes the grain with the flail so the cloud lashes the earth with hail.

And laugh as I pass.—Shelley either means that the thunder resembles the loud laugh of a person, or else that the flashes of lightning illuminate the cloud, as a smile brightens the features of the human face.

Observe in the first stanza how the changing metaphors represent the various appearances and functions of the cloud.

I sift the snow.—Show the force of sift.

The great pines groan aghast.—"Aghast" seems to mean *ghostly*, or in a ghost-like manner. Their white appearance when coated with snow, and the weird, uncanny sounds caused by the wind in the trees, is perhaps the poet's thought.

'Tis my pillow white.—The tops of high mountains are frequently obscured by the clouds which appear to be resting there. It is then probably the snow on the mountain that forms the cloud's pillow. If this be the poet's thought, however, the metaphor is a little confused; as in the next line he speaks of the cloud as sleeping in the arms of the blast. The latter suggests that as a child sleeps in the arms of its nurse as she moves along, so the cloud is borne up and along by the wind.

Account for the capital letters in *Blast*, *Moon*, *Sunrise*, and other words in the poem.

Sublime on the towers.—Sublime has here its archaic meaning of *lofty*, *raised to a great height*. What is the usual meaning? "Towers" are, perhaps, the upper parts of the clouds, corresponding to the pilot-house in which the pilot guides the vessel. "Bowers" here means *dwelling-places*. What is the usual meaning?

(Continued in next issue.)

Every junior fourth, senior fourth and fifth class pupil, should read our articles on Canada's Exports and Imports, and her Railroad System. These will be treated in the next two or three issues of THE ENTRANCE. Remember our paper costs, in clubs only, 10 cents to September 1st, 1897.

Stephen G. Troyer

OFFICIAL CALENDAR.

EDUCATION DEPARTMENT.

December.

- 18. Provincial Normal Schools close (Second session.) (Subject to appointment.)
- 24. Last day for notice of formation of new school sections to be posted by Township Clerk. [P. S. Act, sec. 29.] (6 days before last Wednesday in December.)
- 30. Annual Public and Separate School meetings. [P. S. Act, sec. 17; sec. 102 (1); S. S. Act, sec. 27 (1); sec. 31 (1).] (Last Wednesday in December, or day following if a holiday.)
Last day for submitting by-law for establishing Township Boards. [P. S. Act, sec. 54.] (At annual meeting of school section.)
Reports of Principals of County Model Schools to Department, due. (Before 31st December.)
Reports of Boards of Examiners on Third Class Professional Examinations, to Department, due. (Before 31st December.)
Rural Trustees to report average attendance of pupils to inspector. [P. S. Act, sec. 206.] (On or before 31st December.)
Semi Annual Reports of Public School Trustees to Inspector, due. [P. S. Act, sec. 40 (13).] (On or before 31st December.)
Semi-Annual Reports of Separate Schools to Department, due. [S. S. Act, 28 (18) : sec. 62.] (On or before 31st December.)
Trustees' Reports to Truant Officer, due. [Truancy Act, sec. 12.] (Last week in December.)
Auditors' Reports of cities, towns and incorporated villages to be published by Trustees. [P. S. Act, sec. 107 (12).] (At end of year.)



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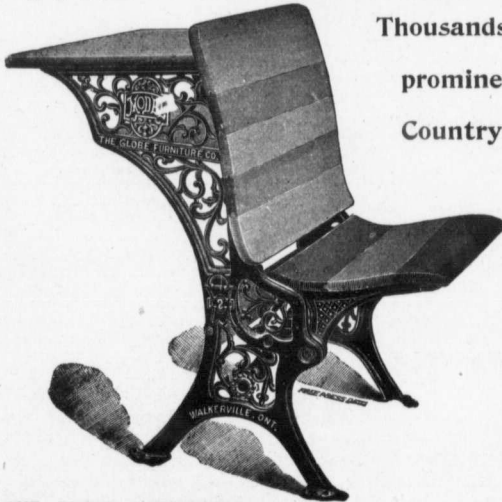
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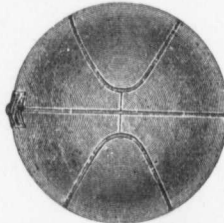
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