

M. Johnston.

THE ENTRANCE

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Editorial Notes.

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In idle dalliance; I would plant rich seeds
To blossom in my manhood, and bear fruit
When I am old."

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THE ENTRANCE has no connection with any other educational paper in Toronto.

Do not forget THE ENTRANCE when you meet in Convention. Say a good word for it.

The Grenville Co. Teachers' Association will convene at Prescott on Nov. 5th and 6th.

It now requires four days for a rapid penman to address the wrappers for one issue of THE ENTRANCE.

THE ENTRANCE has now a circulation of perhaps five times that of any other educational paper in Canada, and still our list grows.

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The highest testimony yet for THE ENTRANCE—others try to imitate it. They are succeeding from "fair to middlin'," except in the subscription list.

The Department of Education will issue in a day or two a circular giving certain changes to be made in the Regulations. For particulars see next issue.

Rule, Britannia should not have appeared in our columns this year. The notes were published by mistake. The selections are given on page 5 of issue of Sept. 1st.

The notes on *The Well of St. Keyne* will be given in next issue for our P.S.L. readers. THE ENTRANCE notes will follow the order given on page 5 of issue of Sept. 1st.

J. A. Dale, Prin. Brantford Public Schools, says: "Your excellent paper gets better all the time."

Why should it not? We are getting experience in our business, and "Progress" is our watchword.

We frequently receive an encouraging word from inspectors. Mr. J. C. Morgan, M.A., Inspector of N. Simcoe, sends us a list of teachers in his inspectorate, accompanying it with words that are inspiration to us in our work.

Five useful articles:—

The Entrance.

The Entrance Binder.

The Entrance Canadian History Notes.

The Entrance Examination Papers.

The Helioterra.

Mr. J. A. Hill, Ph.B., Park School, Toronto, when personally ordering 50 copies of THE ENTRANCE a few days ago, remarked that all of his pupils who passed the recent Entrance and the city promotional examination were subscribers to THE ENTRANCE last term.

Booksellers throughout the country are now sending in their orders for our History Notes. We quote them rates which enable them to handle our book with a satisfactory profit. Teachers will do us a favor by calling the attention of the local stationers to our Notes.

Our supply of papers of Sept. 1, 15 and Oct. 1 will soon be exhausted. We have an ample supply of Oct. 15th and the present issue. Those subscribers who do not receive the first three numbers mentioned above will be supplied later with the literature notes published in those issues. In a few weeks we intend to issue a supplement containing such notes.

Young or old *brain* workers will find an hour's enjoyment at the new game, "Curling Without Ice," invented by J. Herbert Cranston, Galt, a wonderful brain relaxer. It is scientific, fascinating and fashionable. It is sure to be the popular game of the season. The Premier of Canada, Hon. Wilfrid Laurier, has honored Mr. Cranston with an order for the Game Board and Table. (See description in last issue.)

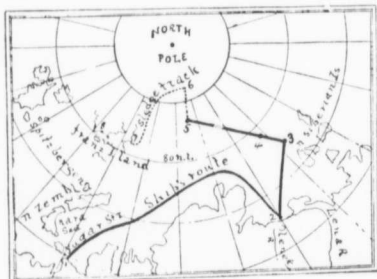
4,000 of our Canadian History Notes already sold. Jas. G. Davidson, Calton, Ont., says: "If your History Notes are anything like your paper, they are 'all right.' Send us 15 copies." M. W. Alt-house, Rectory St. School, London, writes: "Enclosed find \$5.88 for which please send 12 more copies of THE ENTRANCE, and 29 more History Notes." The notes will be found to answer from 75 to 100 per cent. of any paper set on Canadian History. Examine any past papers to see if this statement is correct.

Our *Entrance Examination Papers* will be ready for the market on Nov. 15th. This pamphlet takes the form and size of THE ENTRANCE, and contains all papers set at the entrance examinations for the past five years, excepting those on Literature, Reading and Spelling. The pamphlet will be sold for 15 cents, or in clubs of two or more at 10 cents. We place the price at this low figure that pupils as well as teachers may secure the papers. There is no better exercise for pupils than a study of former papers; in fact, in our own work, we always made it a point to have in our pupils' hands the examination papers of past years. These had to be written, and though it meant labor on the part of teacher and pupils we were amply repaid for our trouble. We shall have more to say later on the use we made of examination papers in the class.

Current Events

THE NORTH POLE.

A great deal of interest has been taken in the voyage of Dr. Nansen to discover the North Pole. We take space in this issue of THE ENTRANCE for a few words on the subject. That our remarks may be clearly understood, we publish a map of the region through which Nansen travelled.



Dr. Nansen is a Scandinavian Arctic explorer. He contended that a current set in from the Siberian coast and extended across the Arctic Ocean. He would take advantage of this current to drift to the Pole. Accordingly a strong boat, called the *Fram*, was fitted out, and with a faithful crew and an ample supply of provisions, Nansen started on his voyage. On the 4th of August, 1893, he passed through Yugar Strait and sailed eastward. After a dangerous trip he reached the Olenek River on Sept. 15th. From this point he sailed north, passing the Siberian Islands. At figure 3 the *Fram* became frozen in the ice, drifting with it in a north-westerly direction. At the point 5 on the map, Nansen and one of his crew left the ship to explore the sea north of the route which the boat was likely to take in the drift. The dotted line marks the course taken by Nansen. In his journeyings he saw no sign of land, and as the ice-fields became rougher and rougher he concluded to return. He had reached latitude 86.14 degrees, the highest yet attained by man. Nansen and his companion made their way to Franz Josef Land, from which island they were brought back to Europe by the steamer *Windward*.

Nansen failed to reach the Pole, but he gained some interesting if not important information in reference to the Polar region, viz., that it is but an immense ice-field, and that the water is, contrary to prevailing opinion, not shallow but of great depth, soundings of 1900 fathoms having been made by the explorer. Nansen was nearly three years on this voyage of exploration. The *Fram* and her crew returned in safety to Europe.

THE GOVERNOR-GENERAL AND THE PRESIDENT IN LEGISLATION.

Our Governor-General is appointed by the British Government for a term of five years; the President of the United States is elected by the votes of the people for a term of four years. The Governor-General has a Cabinet of fifteen members, who advise him in his official acts. Only one of

these Ministers, or advisers, is chosen by the Governor, viz., the Prime Minister. The latter selects the remaining members of the Cabinet. The President, on the other hand, is assisted by a Cabinet of seven secretaries appointed by himself.

To confine our remarks more closely to the subject in hand, we would say that when a bill has passed through our Commons and Senate, having been voted on three times in each, it is presented to the Governor-General for his signature. He may sign it himself or withhold it for the Sovereign's signature. Should the Sovereign or Representative refuse to sign the bill, the only remedy Parliament has is to refuse to vote supplies, that is, the necessary money to carry on the government of the country. If there be persistent refusal, the probabilities of a rebellion would doubtless be favorable. Self-government means government by ourselves.

With our neighbors, when a bill passes both Houses it is presented to the President for his signature. If he approves and signs it the bill becomes law; if not, it goes back, with the President's objections noted, to the House where it originated. Here it is reconsidered, and if approved by a two-thirds vote it is sent to the other branch of Congress for reconsideration. If it is there dealt with in the same manner as in the former House, the bill becomes law. Limited space forbids further remarks on the subject.

SHELLING OF ZANZIBAR.

The sultanate or kingdom of Zanzibar is made up of several islands, of which Zanzibar and Pemba are the chief. A few years ago the kingdom included a strip of land along the east coast of Africa, extending practically from the equator to a point ten degrees south (see Geography). In 1888, however, Germany and England took possession of this coast strip, the English taking the northern half and the Germans the southern. In 1890 England extended her rule some distance north to the Juba River, and at the same time established a protectorate over the coast islands, Zanzibar, Pemba, etc.

The City of Zanzibar is the largest and most important on the east coast of Africa. Its population numbers 100,000. The city stands about midway between the Suez Canal and Cape Town, and is thus a port of call for numerous steamship lines. Its own commerce in ivory, rubber, gum opal, hides and cloves is by no means small, amounting to \$6,000,000 per annum.

A few weeks ago the Sultan of Zanzibar suddenly died, some say from poison, and the throne was seized by his nephew. The English wished to have a say in this matter of rulership, and at once sent word to his majesty to haul down his usurping flag and to surrender at once. The Sultan replied to the British by firing on their gunboats, five of which lay at anchor off Zanzibar. After ordering all foreigners to seek the shelter of their respective nations' vessels, the British opened fire on the usurper. Said Khalid soon became anxious to get outside the range of the British guns, and it was not long before he gave up the struggle and surrendered himself to the German consul, by whom he will doubtless be passed over to British hands. One probable result of the incident will be the release of thousands of slaves in the kingdom, and perhaps the total abolition of the slave trade of the country. The British placed another relative of the dead Sultan on the throne.

ANSWERS.

1. Professor Roentgen discovered the "X rays." He was born in Holland in 1845, and is at present a professor in science at the Strasburg University. The rays are so-called to denote an unknown quantity.

2. A bill to become law in the Canadian Parliament must be read and voted upon three times in each House, and receive the signature of the Crown or its representative.

3. The first poet-laureate in the modern sense of the term was Edmund Spenser, in the reign of Elizabeth. We read, however, of Richard I. taking his minstrel or poet to Palestine to sing his exploits. Other sovereigns of those early times had their versifier. The term *laureate*, even before the time of Edward IV., was applied to one who had earned the laurel wreath for rhetoric and the writing of verse at one of the universities; also to a poet of surpassing ability. It was long the custom for the poet-laureate to write an ode celebrating the king's birthday. Such service is not now demanded, his chief contributions being written to commemorate great national victories, or perhaps some national calamity. Royal anniversaries, of course, often furnish themes for his pen. The poet-laureate is not necessarily the greatest poet of his country. He is appointed by the Queen-in-Council.

4. Vladivostock is the chief Russian naval station on the Pacific. It is situated on the Japan Sea, and was acquired by Russia from China. The new Siberian railway has its eastern terminus at this place.

5. The Siberian railway will run from the Ural Mountains to Omsk, thence to Irkutsk on Lake Baikal, thence into Manchuria, and thence following close to the Chinese boundary eastward and southward to Vladivostock on the Sea of Japan. A railway boat will ply on Lake Baikal.

6. The North Sea and Baltic Canal across the peninsula of Jutland. The traffic on this canal exceeds that of the Suez.

7. The Cortes is the national Legislature or parliament of Spain; the Volksraad, the parliament of the Transvaal; and the Bundesrath, the name of the Swiss parliament.

8. Dominion Cabinet Ministers get a salary of \$7,000 per year. Ontario Cabinet Ministers and those of British Columbia receive \$4,000. The Premier of Ontario, who is also Attorney-General, receives a salary of \$7,000. Cabinet Ministers in the other Provinces receive smaller salaries than those in the two Provinces named.

9. Johannesburg is the chief city of the Transvaal Republic. It is the centre of rich gold-mining fields.

10. *The Iron Gate* is a rocky pass or rapid in the Danube River measuring $1\frac{1}{2}$ miles in length. It might well be compared to that part of the Niagara River where the whirlpool is found. By the terms of the Berlin Treaty, in 1878, Austria bound herself to make this part of the Danube navigable.

11. Queen Victoria's reign is the longest of British sovereigns.

12. See article on Anglo-Egyptian Expedition in next issue.

13. The "narrow-gauge" prohibitionists in the U. S. are those who make prohibition and female suffrage the chief planks of their platform, giving freedom of conviction on other political questions. The "broad-gauge" element takes in these planks but adds others, free silver being one of them.

14. The telephone was invented by Dr. Alexander Bell in 1876. He was born in Scotland, but spent the latter part of his life in the United States.

15. The raw sugar had been to Halifax to be refined.

16. Heligoland is a small island in the North Sea. It was ceded by England to Germany in 1890 in return for certain concessions by the latter country in East Africa. It is said that the chalk rock is crumbling away, and that it will support neither guns nor fortifications.

17. Regina is the capital to which reference is made. Port Churchill is on Hudson Bay at the mouth of the Churchill River.

18. From our Canadian History Notes: "To prorogue Parliament is to close it at the end of a session. Any unfinished business held over for another session must be taken up as if nothing had been done about it."

QUESTIONS.

(BRIEF ANSWERS IN OUR NEXT.)

1. Who is the leader of the Opposition in our House of Commons?—in the Senate? 2. What are the three leading industries in the Rainy River District of Ontario? 3. What is the population of Newfoundland?—its public debt? 4. What is meant by the "new Japan"? 5. Name in order the three canals of the world through which the most shipping passes? 6. What are the leading exports of Canada to England? 7. Where and for what noted is Shoeburyness? 8. Where is the chief place in the world for diamond-cutting? 9. Who is the Chief Justice of Canada?—of England? 10. "The Beaver Line steamer, Lake Ontario, collided with the Vancouver near Father Point." Where and for what noted is this place? 11. Does the Queen of England sit in council with her Cabinet Ministers? Does our Governor-General sit with his Ministers in council? 12. How is a Canadian judge removed from office? 13. Why do the people of the United States wait until March 4th to inaugurate the President? 14. Where and what is the "Golden Horn," and why so-called? 15. "The Canada was thus eight hours ahead of the Labrador at Quebec, but allowing for the delay of the Labrador for five hours at Moville, the Canada's time was still three hours faster than the other boat." Where and what is Moville? 16. Locate definitely the route of the proposed railway through the Crow's Nest Pass. 17. What three names are closely associated with the first submarine cable? 18. What celebrated English poet died recently? 19. What is meant by "cold storage," about which much has been said of late, and towards which the Canadian Government has made a grant of \$20,000? 20. Who is "Ian MacLaren"? 21. Who is the commander-in-chief of the United States army? 22. What are the names of the tribes making up the Six Nations, and where do these tribes live? 23. What island in America is about midway between London, Eng., and Hong Kong?

The Entrance Binder and The Entrance Canadian History Notes are "just the thing," if we are to judge from the demand for them. We have just placed an order for a large number of the former, while the second edition (5th thousand) of the latter is about exhausted. Our club rates for each of these articles should be noted.

Entrance Literature.

(BY THE EDITOR.)

LESSON V.—PICTURES OF MEMORY.

Memory's Wall.—In this metaphor memory is likened to a picture-gallery.

Dim.—Dark, not clear.

Quarfed.—Two syllables.

Mistletoe.—An evergreen plant of the parasite order. It is found on the oak and a few other trees. The mistletoe was particularly sacred to the Druids of old, especially when found twined about the oak, their sacred tree.

Sprinkle.—They dot the vale irregularly. No regular order or arrangement.

Hedge.—This probably refers to a fence. There were flowers growing in the "hedge."

Coquetting (ko-keet-ing).—Flirting, "coyly attracting the carresses of the sunbeams," as one writer puts it.

Steading.—Referring to the quiet, subtle manner in which the lily takes the "gold" or coloring from the sunbeam.

Upland.—The higher ground.

Dark and deep.—Indicating thoughtfulness.

Lap.—A comparison. As he often rested on his mother's lap at the close of a day's play, so now, after but a brief day of life, he rests his head on the lap of Mother Earth.

Light—blow.—That is free from all care. Notice here almost an imitative harmony, the style changing in the next two lines to indicate the pensive thoughtfulness of the sister as she dwells upon the scenes of the past.

But his feet—his face.—We have been requested by card to explain these lines. Teachers do not all agree as to the meaning of the passage. We have consulted other notes, but, as usual, they are silent when a difficulty presents itself. We give the opinion of Mr. F. J. Voaden, Prin. Kingsville P.S.: "The lines, 'But—leaves,' are not literally true. I do not think the poetess had a brother. Certainly if she had he did not die in the forest and certainly was not buried there. The image is founded upon a real incident. The poetess may have spent a beautiful autumn afternoon wandering in the forest with a child (possibly a brother), and admiring nature. As the day passed into evening the child may have become weary, and, lying down upon a bed of leaves, fell asleep. She may have sat down beside it and admired its innocent and peaceful sleep. From this incident, even while sitting beside it, she may have thought of the afternoon's wanderings as the long, tiresome journey of life, and the child's innocent sleep as the sleep of death. This to my mind clears up the meaning."

Mr. Geo. A. Fraser, of Hawkesville, gives the following as his interpretation of the poem, without special reference to the lines directly under consideration: "I have always understood that the Cary sisters were poor when they were younger, and I think this forest represents their earlier days. You know poets are allowed to let their imagination roam very freely, in fact none but a poet would ever think of making such changes as are often made."

You know poverty is a hard thing to bear, and in a sense is like a wilderness or a forest. The words 'dim' and 'dark' seem in a way to describe the poverty as well as to refer to events that are not very clear in the memory, that is to early child-

hood perhaps. The violets, lilies, etc., seem to represent the joys of childhood, for most children have more or less pleasure even though poverty often stares them in the face.

I think the brother died during her childhood. The poet's love for the old forest means simply her pleasure in looking back on childhood's days. You know with the most of us there is a sort of glamour hanging over our childhood as we look back upon it in after years. This is hinted at by Whittier in:

'Ah, that thou couldst know thy joy,
Ere it passes, barefoot boy.'

We do not generally see the pleasures and joys of childhood until they are past."

For ourselves, we are inclined towards a more literal interpretation than is found in either of the above. The poetess remembers the forest not because of the beautiful scenery she speaks of, but because it was the play-ground for herself and her little brother. She remembers him in his declining strength, that is, "as his feet on the hills grew weary." She remembers, too, how she made for his tired body the little "bed of yellow leaves," where, no doubt, many a time he often fell asleep. Another scene—the death scene—comes to her. She remembers how on a certain afternoon, as he folded her in his embrace, death came to relieve him and "the light of immortal beauty silently covered his face." Did the child die in the forest? Some may answer no; but for our own part we may say that to locate the death scene on the "little bed of leaves" in the grand old forest rather than under the parental roof, seems to satisfy more completely what little poetic instinct we have in our make-up; besides, it seems to us that nothing would be more indelibly impressed on the sister's memories of the old forest than this one sad, though beautiful, scene. There is nothing improbable in such an incident. How such a picture harmonizes with another in the *Death of the Flowers*, where Bryant says:

"Yet not unmeet it was that one like that young
friend of ours,
So gentle and so beautiful, should perish with the
flowers."

The fact that the poetess had no brother does not affect the meaning of the lines. In gathering the sense of the poem it must be taken as if the poetess really had a brother. She simply writes of a sister's memory of a little brother who died in early childhood.

This is our interpretation of the lines. Will someone who has something more to the point let us have a paragraph on the subject?

Arrows of sunset.—A metaphor in which the rays of the sun are compared to "arrows."

Saint-like.—Saints are always represented with beautiful countenances, due, presumably, to the effect of the "heavenly light."

Asleep.—Death is often compared to sleep.

Gates of light.—The beautiful sunset suggests the brightness of the heavenly gates.

QUESTIONS.

1. Into what three parts does the poem naturally divide itself? 2. Was the poetess writing of her brother? 3. Why have the time *Autumn* for his feet to grow "weary"? 4. Explain the force of "not for" which appears so frequently? 5. With what line does the writer begin to give the reasons for holding the picture to be "best of all"? 6.

Why repeat "summers" in stanza 2? What does the poetess mean when she refers to the "deep" eyes? 7. Why give "Memory" a capital? 8. Show the appropriateness of the term "arrows of sunset." 9. In what spirit, or mood, is the poem written? 10. Explain "dark" in "Dark with the mistletoe." 11. Why not have the time a few summers ago instead of having it "summers of long ago"? 12. What do you understand by "hills"? 13. Did the boy die while lying on the bed of leaves? 14. Explain "light of immortal beauty." 15. What are the "gates of light"?

ANSWERS TO LAST ISSUE.

1. (a) Preparations for retiring; (b) Arthur's courage; (c) Tom's defence of Arthur; (d) The verger's round; (e) Tom's struggle with conscience and his victory; (f) The effect of Tom's act. 3. Those who failed to reach Rugby in time for the opening of the term. 4. Many of them were untidy in appearance and awkward-looking. 6. The word "candles" takes us back forty or fifty years ago for the events of the lesson. 7. Overcome or overpowered to such an extent that he could scarcely act. 8. He had never undressed in the presence of so many. 11. The recital of these bring out more prominently the moral courage of Arthur. 12. Because he disliked to see the strong abuse the weak; also because Arthur's act brought vividly to Tom's mind the fact that he himself had played the part of a coward since leaving home. 13. *Shield* indicates a less careful aim than *three*. 14. Kept him from coming to any conclusion of thought. 17. He failed to keep his promises or vows made to his mother, his conscience and his God. 20. Eton, Harrow, Westminster. 21. Upper Canada College, Toronto.

Correspondence

A.D.J.: A *couple* means two related or associated things. A *couple* of apples, we think, is wrong—two being preferable. A *couple*, referring to two persons, such as man and wife, is correct. We may also use *couple* in speaking of partners at a ball, as they are temporarily related or associated.

Mrs. E.B.: If you will consult an unabridged dictionary you will see that we are correct in saying that "ay" is also written "aye." Either means *yes*, but *aye* is often used in the sense of *always, ever or forever*.

J. Mc.: "To give new pleasure like the past, continued long as life shall last." These lines from H. S. Reader, page 204, are in the adverbial relation to "was made." To give is an inf. of purpose and being so is adverbial.

S.L.: The only apparent reason for "twice fourteen" in *Highland Girl* is that it is less common than *fourteen*. Do not think there is any force in the suggestion contained in your question. In the other question mentioned, we wish pupils to see that this is the wrong use of the word *scatter*. One can scatter seed, but not a seed.—A.B. C.

L.B.: Labor Day is a national holiday.

E.O.: Will some one give us the name of a good work on mathematical geography?

E.G.: In teaching geography to Entrance classes it was always our practice to deal quite minutely with all matter given in our text book, excepting Europe, Asia and Africa. The latter we

studied generally, that is, we did not take up each country separately. The leading cities of these continents should be studied in the general consideration.

A.C.: In Temp. and Phys. for Entrance classes study chapters V., VI., VII., VIII. For Drawing and Writing see former issues of THE ENTRANCE.

Willie Wiseman, of Havelock, does not say that the sun moves around the earth, but he would like proofs that it does not do so. Will some of our young readers give him the information through this column?

In the phrase, "the sunset bent," which occurs in the lesson on *The Barefoot Boy*, Mr. H. G. King, of S.S. No. 17, Oro, thinks that "bent" is a verb. We gave it an adj. value. Mr. King reads the sentence thus: The cloudy-ribbed sunset bent, like a regal tent, over me. We are inclined to accept Mr. King's version. Has anyone another view?

R.E.: Parry Sound and Muskoka are districts. J.A. McD.: It seems to us that the regulations are clear in all excepting one thing, that is, the use of the journal. The journal is not used in single entry, and in some copies of the Regulations it is struck out. The books to be shown are the day book, cash book, ledger and bill book. Any teacher who knows his bookkeeping can easily make up a set of transactions suitable for the examination. These transactions should represent all kinds of simple exchanges, such as are made by the ordinary merchant. Models for such sets can be found in almost any regular text-book on the subject. One set is all that is called for by the Regulations.

Rev. Sir: A few words on the parsing of "like" will appear in the near future.

Composition.

THE LETTER.

176 CLINTON ST., KINGSTON,
Sept. 25th, 1896.

MESSES. JOHNSON & SMITH,
1175 NASSAU ST.,
Toronto.

DEAR SIRS,

Learning by advertisement that a clerkship in your house is vacant, I beg leave to offer myself for the position.

I am sixteen years old, and am strong and in excellent health. I have just graduated from the seventh grade of the Polytechnic Institute, Brooklyn, N.Y., and I inclose testimonials of my character and standing, from the President of that Institution.

If you desire a personal interview I shall be glad to present myself at such time and place as you may name.

Yours respectfully,
CHARLES HASTINGS.

Jas. A. Cavin, Tiverton: "Your little paper proved invaluable to my classes last term. Cannot get along without it, so send us 23 copies."

F. Ross, No. 2, Malden, Essex Co.: "Cannot afford to do without THE ENTRANCE. The increase in price is but a mere trifle compared with the improvement made in the publication."

Grammar.

1. He found the boy sick.
2. He made the boy sick.
3. They made her queen.
4. He called the man a liar.

A correspondent writes that he is not clear on the mode of analyzing and parsing such sentences as the above, and asks for additional information on the subject. We think the matter of sufficient importance to devote some space to a discussion of it. We shall endeavor to write in such a way that even fourth class pupils may follow us.

In reference to sentences 1 and 2 we may say that after considerable reading on the subject, our conclusions are in harmony with what was said on page 7 of September 15th issue, with this exception, that in "He found the boy sick," instead of taking "boy" as the object and "sick" as an App. Adj., we prefer to call "the boy sick" the Complex Object, and "sick" a Pred. Objective Adj. In the sentence, "He made the boy sick," we all probably agree in calling "sick" an Obj. Pred. Adj. Now what is the distinction between an Obj. Pred. Adj. and a Pred. Obj. Adj.? Our answer is this: An Obj. Pred. Adj. is one that is brought by the verb into relation with the direct object as a modifier of that object; as "He made the boy sick"; "He made the stick straight." On the other hand, a Pred. Obj. Adj. is one that is brought into relation with the noun or pronoun by means of an *infinitive*; as, "He found the boy (to be) sick"; "I consider him (to be) liberal." In the sentence, "I think him a rogue," we have a Pred. Obj. Noun; as, "I think him (to be) a rogue." The terms Pred. Obj. Noun and Pred. Obj. Adj. are analogous to, or resemble, ordinary Pred. Nouns, and Pred. Adjs., *e. g.* "The boy is sick," "He is a rogue." In these sentences we see the nouns and adjs. connected with the *nom. case* by the *verbe*, while in the sentences above they are connected with the *obj. case* by the same verb; hence the name Pred. Obj. Noun or Adj.

Before proceeding to sentences 3 and 4, let there be a thorough understanding of what we have said above. That it may be made clear we give below a few sentences illustrative of what has been said.

Objective Predicate Adjectives:

1. They planned the board smooth.
2. The lightning struck him dead.
3. She wrings the clothes dry.

Pred. Objective Adjectives:

- (a) He found the man honest.
- (b) He believed the man insane.
- (c) We think him innocent.

Analysis of 1:

Sentence—They . . . smooth.

Kind—Simple.

B. Subj.—They.

Pred. { Verb of *inc. op.* pred—planned.

{ Obj. complement—smooth.

Object—board.

Mod. of Obj.—the.

Analysis of (a):

Sentence—He . . . honest.

Kind—Simple.

B. Subj.—He.

B. Pred.—found.

Complex Obj.—the man honest.

Parsing of smooth:

Smooth—Obj. pred. adj. mod. "board."

Parsing of honest:

Honest—Pred. obj. adj. after the inf. *to be* understood.

We cannot pursue the subject further in this issue. In our next we shall deal with the Obj. Pred. Noun and the Pred. Obj. Noun.

CLASSIFICATION AND RELATION OF CLAUSES.

- (a) Then I remembered how I went,
I, Joppa, through the public street,
One morn when the Sirocco spent
Its storms of dust with burning heat.

Clause—how . . . heat.

Kind and relation—Noun obj. of "remembered."

Clause—when . . . heat.

Kind—Adj. mod. "morn."

(b) How often when the windows are opened in the morning you find the air in your bed-room has become unwholesomely close and foul!

Clause—when . . . morning.

Kind and relation—Adv. mod. "find."

Clause—(that)—foul.

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

(c) This little book is intended to lead up to the High School History, just as the High School History, which has already been published, leads up to Green's Short History.

Clause—as . . . Green's Short History.

Kind and relation—Adv. mod. "to lead."

Clause—which . . . published.

Kind and relation—Adj. mod. "High School History."

SYNTAX.

Correct, giving reasons.

1. Balboa discovered the Pacific ocean climbing to the top of a mountain.
2. He was an old venerable patriarch.
3. This is a miserable poor pen.
4. I only want one.
5. Draw the string tightly.
6. This house will be kept by the widow of Mr. B. who died recently on an improved plan.
7. Owing to the continued bad weather of last winter, there has been many colds caught.
8. I do wish them boys would fasten the door strong and good and then sit quiet.
9. Will I tell him you want him if he see me?
10. If you'd have ran all the way, you'd have seen him, sure, before he went.

Form of answer when several corrections are to be made:

1. Owing to the continually bad weather of last winter, there were many colds caught. Reason: 1. The adverb "continually" is required; 2. The verb should be past tense, plural number.

FROM ENTRANCE PAPER OF 1894.

Classify and give relation of each dependent clause in the following, and parse the italicized words:

When James was going home yesterday evening he lost the note which his teacher had given him to take to his mother. He told her he thought he knew where he had dropped it. She sent him back to try to find it. (Answered in next issue.)

A correspondent sends the following, with a request that we give the analysis and parsing. It will be dealt with in our next; in the meantime give it consideration.

"What hand but would a garland call
For thee who art so beautiful."

Arithmetic.

In making a selection of questions for this column, we draw from various sources, one of the chief being Cuthbert's Arithmetic, Part II. Mr. Cuthbert has given us permission to use any of his questions in this department.

FOURTH CLASS.

1. If 40 apples = 2 doz. oranges, and half a dozen oranges = 9 pears, and 23 pears = 2 lbs. coffee, how many apples are 72 lbs. of coffee worth?

2. If 4 horses cost as much as 6 cows, and 9 cows cost as much as 30 sheep, and 45 sheep cost \$810, find the value of a car-load of 17 horses.

3. Thirty-five women can do as much work as 20 boys, and 16 boys as much as 7 men; how many women can do the work of 33 men?

4. 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?

5. 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 together at it?

6. Twelve calves are equal in value to 4 goats, and 2 calves equal to 4 pigs, and 10 pigs cost \$80; find the value of a drove of 7 animals of each kind?

Answers:—1. 1120; 2. \$1530; 3. 132; 4. \$34.40; 5. 3 days; 6. \$504.

FIFTH CLASS.

1. If 4 lbs. tea be worth 49 lbs. sugar, and 16 lbs. sugar be worth 3 lbs. coffee, and 69 lbs. coffee be worth 210 lbs. biscuit, how many lbs. of biscuit would 20 lbs. tea buy?

2. If £6 = 40 thalers, and 25 thalers = 93 francs, and 27 francs = 5 scudi, and 31 scudi = 67½ guldens, how many guldens = £210, 10s.?

3. If 20 of A count for 12 of B, and 45 of B count for 29 of C, and 20 of C for 9 of D, and 6 of D for 109 of E, how many of E count for 159 of A?

4. If 6 lbs. tea are worth as much as 20 lbs. coffee, and 2 lbs. coffee are worth 4 lbs. rice, and 8 lbs. rice are worth 5 lbs. butter, what is butter a lb. when 50 lbs. of the tea sell for \$43.75?

5. If 4 men can do as much in a day as 7 women, and 2 women as much as 4 boys, and 7 boys working together for 8 days earn \$44, what will be the earnings of 8 men and 6 women working together for 70 days?

6. If 36 bush. oats = 15 bush. wheat, and 5 bush. wheat = 9 bush. pease, and 12 bush. pease = 30 bush. rye, how many bush. of oats should be exchanged for 210 bush. rye?

Answers:—1. 150; 2. 2105; 3. 435; 4. 21 cents; 5. \$2200; 6. 112.

SOLUTIONS.

1. By W. N. C.:

If 20 apples = 12 pears, and 8 pears = 6 oranges, and 18 oranges = 15 lemons, and 5 dozen lemons = 2 lbs. tea, how many lbs. of tea should be exchanged for 60 dozen apples?

Solution:—

5 dozen lemons = 2 lbs. tea.

∴ (12 × 5) lemons = 2 lbs. tea.

and 1 lemon = $\frac{1}{12 \times 5}$ of 2 lbs. tea.

“ 15 lemons = $15 \times \frac{1}{12 \times 5}$ of 2 lbs. tea.

But 15 lemons = 18 oranges.

∴ 18 oranges = $15 \times \frac{1}{12 \times 5}$ of 2 lbs. tea.

And 1 orange = $\frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.

∴ 6 oranges = $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.

But 6 oranges = 8 pears.

∴ 8 pears = $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.

∴ 1 pear = $\frac{1}{8}$ of $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.

And 12 pears = $12 \times \frac{1}{8}$ of $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.

But 12 pears = 20 apples.

∴ 20 apples = $12 \times \frac{1}{8}$ of $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.

∴ 1 apple = $\frac{1}{20}$ of $12 \times \frac{1}{8}$ of $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea

∴ 12 × 60 (60 dozen) apples = $12 \times 60 \times \frac{1}{20}$ of $12 \times \frac{1}{8}$ of $6 \times \frac{1}{18}$ of $15 \times \frac{1}{12 \times 5}$ lbs. tea.
= 9 lbs. tea. Answer.

[NOTE BY EDITOR:—The above is certainly a very clear and complete solution to the question. We append our own solution, which is somewhat shorter, but which we think is sufficiently detailed both for class and examination work. Some may differ from us in this respect.]

60 lemons = 2 lbs. tea.

1 lemon = $\frac{1}{60}$ of 1 lb. tea.

15 lemons = $\frac{1}{4}$ “

18 oranges = $\frac{1}{3}$ “

1 orange = $\frac{1}{36}$ “

6 oranges = $\frac{1}{6}$ “

8 pears = $\frac{1}{9}$ “

1 pear = $\frac{1}{36}$ “

12 pears = $\frac{1}{3}$ “

20 apples = $\frac{1}{18}$ “

1 apple = $\frac{1}{360}$ “

720 apples = 9 lbs. of tea. Ans.

In answer to J.A.M.:—

“ Divide \$180 among A, B and C, giving B \$4 more than three-fifths as much as A, and C twice as much as B.”

Solution by W.N.C.:—

A = 1 share,

B = $\frac{3}{5}$ share + \$4.

C = 2 $\frac{1}{5}$ share + \$4.

∴ A, B and C = 2 $\frac{1}{5}$ shares + \$12.

But A, B and C have together \$180.

∴ 2 $\frac{1}{5}$ shares + \$12 = \$180.

∴ 2 $\frac{1}{5}$ shares = \$168.

∴ 1 share = $\frac{168}{2\frac{1}{5}}$

= \$60.

And B = $\frac{3}{5}$ of \$60 + \$4.

= \$40.

And C = 2 × \$40.

= \$80. Ans.

{ A \$60.

{ B \$40.

{ C \$80.

To W.:—Question in stocks will be solved in next issue.

We often receive word from teachers to the effect that THE ENTRANCE is very helpful to them in their work, and yet we find them down on our list for only a single subscription. Teachers, if you would get the best value from THE ENTRANCE, have your pupils subscribe. Mr. A. Baynton, Prin. of P. S., Waterdown, writes us under date of Oct. 12th: “I never saw anything to approach your periodical for general usefulness in a class. It is interesting, readable, and to the point always.”

Spelling.

(LIST No. 5.)

Renown, projecting, syndie, unravelled, loosened, tendrils, falcons, prodigalities, vineyards, devising, provender, suburban, reluctant, reiterated, persistent, half-articulate jargon, arcade, dejected, belfry, gesticulation, excessive, maintaining, fragrance, chivalry, familiar, decrees, beauteous, ridiculous, Canary Islands, loitering, horizon, anticipations, conjured, harassed, incessant murmurs, critical, impatience, mutinous, serene, Portuguese navigators, turbulent clamor, pacify, sovereign, until, artificially, unremitting, deceive, attitudes, gestures, atmosphere, crystal transparency, extraordinary, San Salvador, embracing, enthusiastic, insolence, marvellous, adjoining, West Indies, appellation, aborigines, mournful, to-morrow, destined, bivouac, achieving, pursuing, picnicking, augurs, picturesqueness, delicious, ox-sled, unobstructedly, re-covered, enormous, hogsheds, crystallize, perpetually.

SUPPLEMENTARY LIST.

Cornice (not cornish), compass, bradawl, tenor, rabbit, mantel, ceiling, gnaw, gnat, corps (kor), sleek, forty, grisly, grizzly, pencil, pommel, cancel, shovel, grammar, Henry, lieutenant, sergeant, colonel (kur), knapsack, carat or karat, caret, confesser, confessor, counsel, council, dyeing, dying, bracket, hyphen, wharf. There were ten hens' eggs in the nest. Six months' interest is due. Johnson's and Wilson's stores, Johnson and Wilson's stores, Johnson and Wilson's store, c'er, tho', the a's, the x's, participle, demonstrative, nominative.

Temperance and Physiology.

(LIST No. 3.)

These lists of questions deal directly with the work prescribed for Entrance examination. List No. 3 is given on the first part of chapter VI., which has to do with circulation. To these we add a few general questions, some of which will be answered in our next issue.

1. What is the composition of the blood? Of what use is the blood?
2. Distinguish between red and white corpuscles as to size and number.
3. Why does a wound stop bleeding?
4. Name the organs of circulation, giving the function of each?
5. Show that the blood circulates in a closed sac.
6. Are the auricles of the heart above or below the ventricles?
7. Distinguish between *pericardium* and *endocardium*.
8. By what name is the fluid which we call blood known before it enters the heart from the *vena cava*?
9. Describe the *pulmonary* or *short* circulation.
10. Distinguish between the *vena cava* and the *aorta*.
11. Describe the *long* or *body* circulation.

GENERAL ON DIGESTION.

- a) Name all the digestive organs.
- b) What is meant by milk-teeth? How many are there?

(c) Locate exactly the *sublingual*, *submaxillary* and *parotid* glands.

(d) Name the two openings of the stomach?

(e) How would you show that digestion is a chemical action?

(f) What is the object of cooking food?

(g) Give the seven different processes through which food passes to form living matter?

Drawing.

We present a sketch executed by one of our former Entrance pupils of Kingsville P. S., Miss Mabel Smart. "Daffodils" will be specially interesting to our P. S. L. readers. We have a few other interesting sketches by Miss Smart which



Daffodils.

will be given in later issues. Some of the finer lines of the drawing in this issue do not show, as they were done in ink of a bluish cast. In preparing sketches always use black ink, and do not have lines too fine. Blotting-paper should not be used.

We would draw the attention of inspectors and teachers to *The Helioterra* advertisement on another page. The improved *Helioterra* is finding its way into many schools and is giving entire satisfaction. The improvements made in the apparatus during the past year make it the most complete article of the kind now in the market, convenience, durability and price considered. There are other instruments, or rather *machines*, on the market, but the price at which they are sold precludes their use by the public schools; moreover, they are unsuited to the wear and tear of school life with their numberless pulleys and strings. *The Helioterra* is a plain, practical, every-day article, and at the low figure at which it can be purchased, no school should be without it. Judging from the remarks by prominent teachers throughout the province, the days of teaching mathematical geography by means of ink-bottles, apples, balls, etc., are past.

M. A. McLennan, Lochalsh: "Am out of the profession but want THE ENTRANCE."

Geography.

1. Does the earth turn from east to west on its axis or *vice versa*? Give proof.
2. What is the greatest latitude and longitude a place can have?
3. Give an example of a great circle, and a small circle. Define each in accordance with the examples given.
4. How many degrees from the Arctic Circle to the Tropic of Capricorn?
5. How wide is the South Temperate Zone?
6. What is meant by the Poles of the earth? What theory is given as to the cause of the flattening of the earth at the Poles?
7. What inclination has the earth's axis from the perpendicular?
8. How thick is the earth's crust?
9. When is the earth nearest the sun?
10. What changes would be experienced if the earth's axis were parallel to the plane of its orbit, the North Pole pointing constantly to the same point in the heavens?

THE BRITISH EMPIRE.

(GEO. A. FRASER.)

Europe.—Great Britain and Ireland; Isle of Man; Channel Islands; Gibraltar; Malta and Gozo.

North America.—Canada; Newfoundland and Labrador; Bermuda Islands; Bahama Islands; Jamaica, Turks Islands, and Caicos Islands; Leeward Islands; Windward Islands; Barbadoes; Balize.

South America.—British Guiana; Trinidad; Falkland Islands; South Georgia.

Asia.—India and Burmah; Ceylon; Aden with Perim; Kuria Muria Islands, and Socotra; Bahrain Islands; Cyprus; Laccadive Islands connected with Madras; Andaman and Nicobar Islands connected with Bengal; Straits Settlements; Hong Kong; Port Hamilton.

Africa.—Cape Colony; Natal; Zululand; Pondoland; Basutoland; Bechuanaland; Zambesia or Rhodesia, including Matabeleland and Mashonaland; British Central Africa, including Nyasaland and regions beyond; Zanzibar and Uganda; Somali; Mauritius and Seychelles Islands; Gold Coast; Sierra Leone and Sherbro Island; Gambia; Logos; Niger Coast; Niger Territories; Ashantee; Ascension; St. Helena; Tristan D'Acunha (S. W. of St. Helena) and Gough Islands.

Oceania.—Queensland; New South Wales, including Norfolk Island, Lord Howe Island, and Pitcairn Island; Victoria; South Australia; West Australia; Tasmania; New Zealand; British New Guinea (partly under Queensland); British North Borneo; Sarawak; Brunei; Labuan Island; Fiji Islands; South Solomon Islands; New Hebrides; Tonga or Friendly Islands; Samoa or Navigator Islands (under joint protection of Great Britain, Germany and United States; Cook's or Hervey Islands.

Some of these islands are merely under British protection. Again, others are Crown colonies. The larger and more important colonies have representative institutions, and some of these again have responsible government. For more information about the British Empire see some good encyclopaedia or a copy of the *Canadian Almanac* for 1896.

Note by Editor: For Entrance Classes it is not necessary to study everything given in the above; even for P. S. L. some of the minor possessions might be omitted. Teachers, however, would do well to be in possession of all the information given.

FIGURES OF SPEECH.

METONYMY.

METONYMY is a figure of speech in which the name of one object is put for some other, the two being so related that the mention of one suggests the other. There is great variety in this figure of speech.

If we say "The kettle boils," "The man smokes his pipe," we mean the water in the kettle boils, the man smokes the tobacco in the pipe. The kettle and the water it contains, the pipe and the tobacco have not a single quality alike, but they go so necessarily together that everybody understands what we mean when we speak of one for the other. This figure is not a comparison of objects, a likeness of certain qualities, as in the simile and the metaphor, but it is merely the substitution of the name of one object for that of another with which it is so closely connected that one will suggest the other.

Metonymy means a *change of name*. So we say "He studies Shakespeare," "The drunkard and his bottle."

Convert the following into literal language:—

Man shall live by the sweat of his brow.

The dish is well cooked.

The pen is mightier than the sword.

A fleet of thirty sail was seen.

Grey hairs should be respected.

Youth and beauty shall be laid in the dust.

The bullet is giving place to the ballot.

Canadian History.

The following are taken from MISCELLANEOUS TERMS as given in our Entrance Canadian History Notes for third and fourth classes:

A *Federal Union* is a union of states or provinces under one central government, each state, however, having a legislature of its own for local matters. (Canada and the United States are examples of a Federal Union).

A *Legislative Union* is a union of states or provinces under one central government. (Great Britain and Ireland form a Legislative Union).

An *Order-in-Council* is a regulation made by the Ministry. It has the effect of law, but shall be ratified by Parliament whenever the latter shall meet.

Disallowance is a term used to denote the power vested in the Governor-General in Council to disallow, or annul, any acts of the provincial legislatures which may be thought to be beyond the limits of subjects specified for provincial legislation.

A *Protective Tariff* is a charge on imported goods, made not so much with the object of obtaining revenue as for the protection of home manufacturers. Such a tariff is, of course, higher than a revenue tariff.

A *Coalition Ministry* is one whose members are drawn from more than one of the parties in the House.

R. Cowling, Weston: "Last year we used THE ENTRANCE and all my pupils were successful."

P. S. L. Literature.

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

TO DAFFODILS.

LESSON V.

The chief thought of this poem is the similarity between man's life and the brief existence of the daffodils. This comparison between human life and short-lived flowers is a favorite topic with Mr. Herrick. In "To Blossoms" (Palgrave's Golden Treasury CXXXIX.) he says:

"But you are lovely leaves, where we
May read how soon things have
Their end, though ne'er so brave;
And after they have shown their pride,
Like you, awhile, they glide
Into their grave."

The first stanza expresses the poet's sadness caused by the thought of the daffodil's short life, and the second reminds us of the same brevity in human existence.

Daffodils.—Daffodil, from the Latin *asphodelus*, and called also "daffadilly" and "daffad-wndilly," is the name of a plant growing in English woods and hedges. It belongs to the lily tribe, having its flowers bell-shaped and of a bright yellow color. It appears early in the spring, and, as Shakespeare says, "comes before the swallow dares, and takes the wind of March with beauty."

There is a real difficulty in this little poem. The words "noon," "day" and "even-song" in the first stanza, show that the poet looks upon the daffodil as a flower that lives but a few hours, that opens in the morning and withers before the end of the day. There may have been a flower of this nature known to the poet, and to the people of that time, and called the daffodil. But, so far as the writer can ascertain, the flower of the English daffodil lasts for several days at least. Now, whether the poet has mistaken the facts regarding this matter, we cannot say, but for the better understanding of the poem, it is well to assume that there really is, or was, a flower of such short duration and known to the poet by the name, daffodil.

Some consider that "day" is to be taken metaphorically, meaning season, while "noon" and "even-song" represent midsummer and autumn, respectively. In our opinion, however, this suggestion increases the difficulty of the first stanza, and is not so suitable for the purposes of the simile which the poem contains, as to take the words in the literal sense and to assume that the daffodil lives but a few hours. Compare Wordsworth's lines:

"Look at the fate of summer flowers,
Which blow at daybreak, droop ere evensong;
And, grieved for their brief date, confess that
ours,
Measured by what we are and ought to be,
Measured by all that, trembling, we foresee,
Is not so long."

Early rising.—Early as compared with the sun of Winter. This epithet seems to lessen, rather than strengthen, the thought as to the shortness of the daffodil's life. For the earlier the sun rises the longer would seem the flower's existence. But this may be considered only an ornamental epithet of the sun.

His.—i. e. sun's. What nouns, other than names of the male sex, are in the masculine gender in English?

Hasting.—Note the force of this epithet. The poet prays that the flower might at least abide the day which is itself so quickly passing and so soon over.

Even-song.—The time of the evening song at family worship. A beautiful word, suggestive of happy homes and virtuous people.

We will go with you along.—The meaning is twofold. In one sense it means retiring for the night to sleep, which resembles the flower's death; again it seems to refer to our death, which is near at hand, and of which our sleep is a symbol.

We have short time.—Contracted for—We have as short a time. To understand the comparison here and in the next verses, read the lines of Wordsworth quoted above. We require to consider the great importance of human life and to see that the poet means that our time is *relatively*, not *literally*, as short as the flower's.

To meet decay.—Does it mean *in order to meet*, or *only to meet*? The latter seems more in spirit with the context. The former would mean that the object of growth was to prepare for decay and death. The meaning is rather that decay cannot be avoided, is inevitable.

Anything.—Some think this a weak expression and put in to fill out the line. But if we take it to mean *anything else, i. e. everything*, it forcibly suggests that all things earthly are subject to change and decay.

Hours.—Why "your hours" instead of "you"? Perhaps to infer that our death is comparatively unnoticed, just as the hours pass unheeded.

Away.—A verse with one accent, called a *monometer*; note the other examples in the poem. This measure was common in the 17th century poetry.

Never to be found again.—This is a gloomy aspect of death and in harmony with the general sentiment of the poem. But a much more pleasing and perhaps more truthful parallel might be drawn between death and the drying away of the dew-drop. As the dew-drop is not destroyed, but assumes a new form of existence, likewise we quit one life to begin another.

THE AUTHOR.

Mr. Herrick was born in London, 1591 (not in 1594, as given in the reader). He lived in the stirring times of Charles I. and the Long Parliament. After a course at Cambridge University he took holy orders and received from Charles, in 1620, the vicarage of Dean Prior in Devonshire. Ejected from this living by the Long Parliament, he returned to London, where he lived until the accession of Charles II. He then (1662) received again his living in Devonshire and kept it till his death in 1674. His poems number thirteen hundred, all of which are short. He had poetic gifts of high order and his poems contain many gems of thought; but unfortunately they of en contain indecencies that are repulsive to our more refined taste. We must attribute this to the low morals of the poet's times, and what we find distasteful would not appear out of place to his contemporaries. A number of his best poems are found in the "Golden Treasury."

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EDUCATION DEPARTMENT.

December.

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 37 (1); S. S. Act, sec. 28 (5).] (*On or before 1st December.*) Municipal Clerk to transmit to County Inspector statement showing whether or not any county rate for Public School purposes has been placed upon Collector's roll against any Separate School supporter. [P. S. Act, sec. 113; S. S. Act, sec. 50.] (*Not later than 1st December.*)
7. County Model Schools Examinations begin. (*During the last week of the session.*)
8. Examinations of Provincial School of Pedagogy begins. Returning Officers named by resolution of Public School Board. [P. S. Act, sec. 102 (2).] (*Before 2nd Wednesday in December.*)
 Practical Examinations at Provincial Normal Schools begin. (*Subject to appointment.*)
 Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 102 (2), S. S. Act, sec. 31 (5).] (*Before 2nd Wednesday in December.*)

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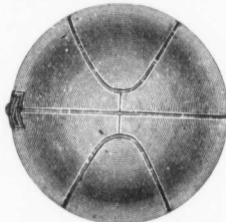
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