

M. Johnston.

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### Editorial Notes.

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Examination papers for 7 cents. See below.

"Stop my paper" are not familiar sounds to THE ENTRANCE.

An important announcement for next issue. Watch for it.

The junior fourth classes are falling into line. THE ENTRANCE will do them good.

THE ENTRANCE leads; the others rummage through our back numbers and follow.

Remember THE ENTRANCE is not conducted as a matter of secondary importance to its promoters.

We would remark once more that THE ENTRANCE is the only educational paper in Canada that publishes its circulation.

Our *Canadian History Notes* are now to be found in all the wide-awake bookstores of the country. If your bookseller does not keep them, send your order direct to us.

We shall have something to say in our next issue on the use of examination papers in the hands of our pupils all the examination papers of the previous five years.

Our rates for THE ENTRANCE to Sept., '97, is 15 cents, or in clubs of two or more, 12 cents. This includes our Entrance Literature Supplement, containing all notes, questions and answers published in issues up to this date.

The days of high-priced educational papers in Ontario are numbered. Teachers can now obtain better value for 25 cents than they could for a much larger sum a few months ago. We believe teachers appreciate our efforts in this direction.

Teachers in training at the Normal and Model schools will observe that by subscribing for THE ENTRANCE now they will receive our *Entrance Literature Supplement*, which contains all the notes published in our paper from Sept. 1st to Dec. 1st.

Lesson XLI.—*The Cloud*, will be dealt with in next issue for P. S. Leaving, and *National Morality* for Entrance classes. For the benefit of late subscribers we shall publish in our next number the list of lessons required for each class.

W. J. Sisler, Wellington, Manitoba, says: "I get two educational papers at \$1.00 and \$1.50 per year, but THE ENTRANCE contains more 'points' than both of them." Ontario teachers say just the same thing. This is the reason THE ENTRANCE has become the leader.

We think teachers and pupils will bear us out in the statement that THE ENTRANCE does not attempt to catch subscribers with specially prepared sample copies. Our first issue of the year, we believe, is our weakest. "Your paper gets better all the time" are becoming familiar words in our correspondence. "Progress" is our motto.

A suggestion for examinations: Assign for an examination the matter that has been given in THE ENTRANCE in, say three or four issues. Take any subject, but when literature is chosen two issues will be found sufficient. State that questions will be taken directly from the work assigned. In this way pupils are encouraged in their work, as they can then see that by faithful study it is quite possible to make a perfect paper. Try the plan.

Every Entrance and P. S. Leaving pupil should be in possession of the past five years' examination papers. These papers are published in pamphlet form, similar to THE ENTRANCE. The subjects are arranged in groups for class use. We are selling them now at 10 cents per set, or in clubs of two or more, at 7 cents. Remember that each set contains the five years' papers. This is another case where THE ENTRANCE is bringing prices down. These same papers have heretofore been selling at \$1.25.

There is no better proof that THE ENTRANCE has become the leading Public School journal of the province than the fact that advertisers are seeking its columns. Our old advertisers stay with us, while new ones are finding us out. In view of this demand, the probabilities are that THE ENTRANCE will be enlarged in the near future. This will be good news to our readers, as, if it becomes necessary to make the enlargement for the benefit of advertisers, the change will give more space for reading matter. Our efforts will be to make THE ENTRANCE a complete public school paper. It is not yet perfect, but we hope to make it such with the next change. More later.

We have tried teaching school and editing a paper at the same time. Any teacher who does his duty for six hours a day in a schoolroom is in very poor condition mentally and physically to sit down to editorial work. Instinctively he reaches for the scissors instead of the pen, and thus his readers are served up with matter that has already done duty in several other papers. (Sample copies excepted). Editorial work of such character must always be weak. Recognizing this fact, we decided to give our whole time and thought to our paper. We come fresh from the schoolroom to the editorial chair, where we hope to attain the same success which marked our labors in the public school. In this connection we point with some degree of pride to the fact that Essex county, where we spent the past seven years in teaching, is the banner county on our subscription list.

## Current Events

## THE VENEZUELAN QUESTION.

President Cleveland's record has been a fairly creditable one. The dark spot in his career is, to our mind, the action he took in the Venezuelan question; not so much, it may be, his action in interfering in the matter, as the *manner* of his interference. In his calmer moments he must be heartily ashamed of his warlike utterances of some months ago. However, "all's well that ends well," and we may suppose Mr. Cleveland is glad that matters have taken the recent turn. The United States has obtained England's consent to arbitrate the dispute between the latter country and Venezuela. There has been much correspondence over the matter, and only a few days ago was an agreement come to by the two countries. The difficulty which presented itself to England in referring the dispute to arbitration was in the fact that a considerable portion of the disputed territory had been settled by British subjects for generations. After much correspondence, a proposal came from Secretary Olney of the United States, that all persons having held their possessions in the disputed territory for 60 years should be secure in their title. Lord Salisbury asked for a term of 20 years, which is the time common in the United States, or of 21 years, which is the common law of England. Venezuela objected to this short term, and after some time the term of 50 years was agreed upon by the parties concerned.

The tribunal or court of arbitration to settle the trouble, is to consist of two persons to be named by the Justices of the Supreme Court of the United States, two to be nominated by the Supreme Court of England, and the fifth to be a jurist to be selected by the other four. In the event of their failure to agree upon the fifth member, King Oscar of Norway and Sweden is to select the fifth member of the tribunal. This fifth member may be a judge of either of the said courts, and he will preside over the tribunal as its head. The arbitrators have not yet been named. Our young readers will doubtless await with no little interest the findings of this important court. THE ENTRANCE will watch matters in behalf of its readers.

## THE ELECTION OF A PRESIDENT.

The great political struggle across the line is now over, and McKinley is President. The Republican party is the high tariff party of the United States. The coinage question, however, overshadowed all others in the recent fight, and many "gold" Democrats voted for the Republican ticket. It now becomes an interesting question as to what move the Republican party will make in reference to the tariff, seeing that so many Democrats united with the Republicans to defeat the "silverites" led by Bryan. More later on the subject.

We started out to tell how a President of the United States is elected. In the first place, then, we may remark that the voters of the country do not deposit their ballots directly for the candidates. There are certain persons nominated in each State, who represent the nominees for the presidency. These candidates are called *electors*, and it is these for whom the people vote. For instance, in

the recent struggle a certain number of men in each State would represent McKinley, while others would stand as Bryan men. The number of these "electors" representing each candidate depends on the population of a State. New York State is entitled to 36 electors, Ohio 23, Vermont 4, and so on according to population. In the voting by the people, those who favor a certain candidate for presidency vote for the "electors" who represent that candidate. If in a State more people vote for, say the McKinley electors, than for those representing Bryan, the electoral vote of that State goes wholly to McKinley. Take for example Ohio. If the McKinley electors receive more votes than the Bryan electors, these 23 electors proceed to some convenient point in the State, usually the capital, and there on the second Monday of January, in what they call an "electoral college," cast their ballot for whatever candidate they wish to see in the presidential chair. It is not a very difficult task to name the man of their choice. The whole 23 votes go, of course, to the candidate they represented in the contest.

The result of the vote is sent to Washington to the President of the Senate, who, on the second Wednesday of February, in the presence of the Senate and the House of Representatives, opens the returns made by the electoral colleges. The choice of the people having been declared by the President of the Senate, the candidate is installed in office on March 4th.

It may be well to note that sometimes the candidate declared elected has not received the majority of the votes of the people. If, for instance, the Republican party of Ohio deposited 100 more votes than the Democrats, the 23 "electoral" votes would go to the Republican candidate. In another State the Democrats may have a majority of 100,000, but it would entitle them to only the "electoral" vote of the State and no more. It may thus be seen how a candidate may be elected though receiving fewer votes than his opponent. This has occurred more than once. We may add that the number of "electoral" votes of the whole country is 447.

## ANSWERS TO LAST ISSUE.

1. Ungava, Franklin, Mackenzie, and Yukon.
2. The five richest gold-mining countries, giving them in order, are Australia, South Africa, United States, Russia and Canada.
3. Natural gas, in Essex county, Ont.; petroleum, in Lambton county, and Pelee Is., Ont.
4. Of the salmon caught in British Columbia waters about 60,000 cases are sent to the other provinces, the remainder going chiefly to England by sailing vessels *via* Cape Horn.
5. Cork is the bark of an evergreen oak; it is cultivated chiefly in Spain; it is also found in other countries of southern Europe and in northern Africa.
6. The "Uruan incident" has reference to the arrest of Sergeant Barnes and his subordinates by certain Venezuelan officials, who claimed that the former were on Venezuelan territory. The English demanded payment of an indemnity and an apology, which the Venezuelan authorities refused to give, stating that it would be an acknowledgment of Britain's ownership of the territory in question. The matter has not yet been settled.
7. Alaska was purchased in 1867 by the U. S., at two cents an acre.
8. Anticosti was purchased from the Canadian Government a short time ago by a Frenchman named Menier, a wealthy chocolate dealer. He says it is his intention

to colonize and develop the island. He is now engaged in building a railway on the island. It is said by some that Menier intends turning the island into a great game preserve. 9. The Yellowstone Park is the national park of the United States. It is situated in the north-west corner of Wyoming. 10. Trinidad. More later. 11. Massowah is a town on the Red Sea. It is an Italian possession. 12. George Du Maurier, who was a contributor to *Punch*, *Harper's Magazine*, and other papers. He was the author of *Tribby*. 13. About two-thirds of the 70,000,000 pounds of rubber used annually comes from Brazil. The chief supply at one time came from India; hence the name Rubber, or caoutchouc, is obtained from the rubber tree. 14. Halifax and Esquimaux. 15. A dry-dock for examining, cleaning, and repairing a ship's bottom. 16. See article in this issue. 17. Princess Helene of Montenegro was married to the Crown Prince of Italy.

### QUESTIONS.

(ANSWERS IN NEXT ISSUE.)

1. By what name are the acts of the North-West Assembly known? 2. What is meant by the Privy Council of Canada? The Cabinet? 3. What Cabinet position in the Canadian Government was recently filled? Who was appointed? How many members now constitute the Cabinet or Executive? 4. What is meant by the "Judicial Committee" of the British Privy Council? 5. Can the Canadian Government make treaties with foreign nations? 6. Are women allowed to practise law in Ontario? 7. What important Canadian parliamentary commission is at work, and who constitute the committee? 8. What is to be the composition and mode of election of county councils in Ontario? 9. What are the six largest wheat-producing countries of the world? What has caused the recent rise in the price of wheat? 10. What Canadian harbor received the greatest tonnage of shipping last year? 11. Chiefly what people are employed in British Columbia in canning salmon? 12. What is the exact location of Sultana Island, where is found the richest gold mine in Ontario? 13. Where is the chief storage-place for the ammunition of the Dominion? 14. What commodities are purchased by British Columbia from the other Canadian provinces? 15. What two prominent Canadians were recently raised to the Canadian senate? 16. What is meant by the term "cloture," frequently mentioned in connection with reports of the business of European parliaments? 17. A conference is being held in London, Eng., in reference to a Pacific cable. What is the route of this contemplated line?

### REGULATIONS.

We make room for certain Departmental Regulations. Readers of THE ENTRANCE will always be kept informed of any changes in the Regulations. In our next issue we shall give information re Primary and Junior Leaving work.

### CONTINUATION CLASSES.

The work of these classes, as provided by the Public Schools Act, will be that required for the Primary Examination. A First Class teacher must have charge, but any Second Class teacher now employed will, if satisfactory to the Inspector, be deemed qualified for the purposes of the Act, so

long as he retains his present position. The Regulations will provide for an equitable distribution of any grant voted for the purpose by the Legislature.

### PUBLIC SCHOOL LEAVING EXAMINATION.

This examination will be conducted under the existing Regulations for 1897. Under the revised Regulations, which will affect subsequent examinations, the course of study will be slightly modified and the answer papers read at the Educational Department. Any Public School Leaving Certificate granted heretofore, or that may be awarded hereafter, will have the same value as a certificate of having passed in Form I. The holder of a Public School Leaving Certificate will not be required in 1897 to pass the examination of Form I. of the High School.

### FORM I. EXAMINATION.

This examination will be conducted in 1897 as in 1896. After 1897, in order to lessen the number of examinations, the Form I examination will be abolished and every candidate for Primary standing must hold a Public School Leaving Certificate, unless he holds Form I. certificate or a Commercial certificate. Pupils preparing now for the Public School Leaving examination of 1897, or pupils preparing for the Form I. examination, need by this announcement make no change in their purposes. High School pupils who do not hold Public School Leaving or Commercial Certificates and have not passed the Form I. examination should, if they desire to get full Primary standing in 1897, write at the Form I. examination. High School pupils will not be allowed to be candidates at the Public School Leaving examination until after 1897.

In our next issue we shall give information on Primary and Junior Leaving work.

## Entrance Literature.

(BY THE EDITOR.)

### LESSON XX — THE VISION OF MIRZA.

The second reading might be termed: *The Interpretation of the Vision.*

*Mirth and jollity.*—The former means pleasure or merriment of short and transient character; "jollity" expresses a more noisy and perhaps more prolonged merriment.

*Catching, tr.*—"A drowning man will catch at a straw."

*Speculation.*—Train of thought.

*Bubbles.*—A bubble has little or no substance; it is but an appearance.

*Scimitars.*—A short Turkish sword.

*Hovering.*—(hav-er-ing).

*Vultures.*—Birds of prey. Vultures are mostly bare on neck and head, and are weaker in the claws than birds like the eagle and hawk. Vultures never carry off their prey. They are exceedingly strong, however, on wing.

*Harpies.*—Birds existing in Greek mythology. They are represented with the face of a woman and with the body of a vulture or eagle. A story is told of them snatching away the food prepared for blind Phineus. They were greedy and loathsome in their nature and hence "harp" has come to stand for an extortioner.

*Ravens.*—An exceedingly intelligent bird of the crow kind. The raven follows the hunter preying upon his spoils. It is doubtless this association



with death that has given the name its superstitious character.

*Cormorants.*—A voracious bird of the pelican family. It lives on fish, pursuing them even under water.

*Winged boys.*—Cupids. The ancient Greeks and Romans represented love by the figure of a winged boy, blind, and with bow and arrow in hand.

*Infest.*—Plague or torment.

*Fetched.*—What word is commonly used?

*Supernatural force.*—A force beyond or above that of nature.

*Dissipated.*—Scattered.

*Ocean.*—Eternity.

*Adamant.*—This is not the name of any particular substance; it is a term sometimes used by writers, usually poets, to denote an exceedingly hard substance.

*One-half.*—What half?

*The other appeared—instruments.*—The Mohammedan view of Heaven, which is not altogether different from the Christian.

*Confused harmony.*—The blending of pleasing sounds.

*The islands.*—In ancient mythology the poets located Elysium, or the abode of the blessed after death, in various places, some placing it in mid-air, others, in the sun or the centre of the earth, while others placed it in the Islands of the Blest, which they located in the Atlantic beyond the Straits of Gibraltar. According to some of these ancient writers, Elysium, was a delightful place, providing employment and pleasures according to the ruling passion of each person while on earth. This will explain what follows in the paragraph.

*Myriads.*—Large numbers.

#### QUESTIONS.

1. What is meant by "everything" in 5th line, stanza 1? 2. Of what character was the "speculation" mentioned? 3. What is represented by "bubbles"? 4. Who are represented by those carrying "scimitars"? 5. Notice the different classes of persons described in the paragraph 6. Why are the birds mentioned represented as perching upon the middle arches? 7. Why use capitals for Envy, Avarice, etc.? 8. Show how the various birds named, represent the passions mentioned. 9. Why place a dash after mortality? 10. With what word does the Genius begin to show Mirza the brighter view of life? 11. What biblical references on this page in "dividing it into two equal parts," and "mansions"? 12. Distinguish between "degree" and "kinds" of virtue. 13. Distinguish between "relishes" and "perfections." 14. Paraphrase "a paradise accommodated to its respective inhabitants." 15. What does the rock of adamant represent? 16. Why did the Genius not show Mirza the other side? 17. Show how the vision was opportune, or timely to Mirza. 18. Is the view taught in the lesson, that all will reach heaven? Give references with your answer. 19. Give words of opposite meaning to *mortals, eternity, harmony, virtue*. 20. In paragraph 1, why say "several," "some," "multitudes"?

#### ANSWERS TO LAST ISSUE.

1. The Spectator. It may be here remarked that what appeared in *The Spectator* was supposed to be written by the Spectator, a member of an imaginary club, which was represented as meeting frequently to discuss matters in general. 2. Cairo, (ka-ro) in State of Illinois. 3. Occidental, that is, western. 4. MSS. 5. From the Arabic. 6. The

Eastern countries are the lands of dreams and visions. 6. As a shadow is without substance, so is man; and as in a dream things are not real, so in life nothing is real or substantial; all is visionary. (See *Psalms of Life*, p. 119, Reader). 9. A quiet, satisfying joy took possession of him. 11. Caused him to forget his surroundings; lifted him, as it were, above material things. 12. The east was revered by the people of the eastern countries, because the sun, an object of worship, rose in that direction. 13. By "thick mist" is meant the mysteries connected with the beginning and ending of our lives. The same thing is represented by the terms "darkness," and "black cloud." 14. The allotted life of man is threescore and ten years, (see note at foot of page 66, Reader), but some live to an older age. Their later years, however, are usually but years of weakness of both mind and body, and hence may well be represented by "broken arches." 15. The "trap-doors" represent the diseases and accidents to which human beings are subject in this life. 16. It is estimated that over half the number of human beings die before the age of five; then there is the large death-rate of old age. 17. See note on Bagdad. 18. (a) The origin of the Story; (b) the Vision. 19. Paragraph I.—The origin of the story; par. II.—Mirza's devotions; par. III.—Appearance of the Genius; IV.—Mirza prepared for the Vision; V. and following.—The Vision. 21. Lesson too long. The subject changes. 22. (a) What he saw; (b) what it meant. 23. (a) The Vision; (b) The Interpretation. 24. If spirits are not sent on missions to distant worlds after arrival in paradise, "first" is redundant. 26. Bunyan's "Pilgrim's Progress."

#### Drawing.

As we stated in a former issue, we do not attempt to teach this subject in our columns. We believe we can use our space to better advantage in dealing with the more difficult subjects. Those who wish assistance in drawing should have *Elementary Drawing by Augsburg*, price 75 cents; also, his *Drawing Cards*, published in five sets, price 30 cents each, or the five at \$1.25. We keep them in stock and can recommend them.



The above drawing was executed by W. A. Laschinger, of the Elmira Public School.

In our next and subsequent issues we intend giving a few dictation questions on this subject.

Figures of Speech will be resumed after an issue or two. They are omitted to give room for Departmental Regulations.

Arithmetic.

These questions are not selected at random. It would be an easy matter to fill the page with a number of problems of a miscellaneous character, which is often done by editors who are giving only spare moments to the work. Our plan means much time and labor, but we believe teachers and pupils will appreciate our efforts.

FRACTIONS.

- From Entrance paper of '96: Reduce to its simplest form. (Solution by W. N. C.):

$$\begin{aligned} & \frac{1 - \frac{1}{4} \text{ of } \frac{3}{4}}{1 - \frac{1}{4} \times \frac{1}{4}} \times \frac{\frac{3}{4} + \frac{1}{4}}{1} \div \frac{6}{\frac{1}{2}} \\ &= \frac{1 - (\frac{1}{4} \text{ of } \frac{3}{4})}{1 - (\frac{1}{4} \times \frac{1}{4})} \times \left( \frac{\frac{3}{4} + \frac{1}{4}}{1} \div \frac{6}{\frac{1}{2}} \right) \\ &= \frac{1 - \frac{3}{16}}{1 - \frac{1}{16}} \times \left( \frac{\frac{4}{4}}{1} \div \frac{12}{\frac{1}{2}} \right) \\ &= \frac{13}{15} \times \left( \frac{1}{12} \div \frac{1}{12} \right) \\ &= \frac{1 \times 15}{2 \times 14} \times \left( \frac{9 \times 8}{6 \times 9} \times \frac{6 \times 8}{1 \times 3} \right) \\ &= \frac{1 \times 15}{2 \times 14} \times \left( \frac{9 \times 8}{6 \times 9} \times \frac{1 \times 3}{6 \times 8} \right) \\ &= \frac{1 \times 15}{2 \times 14} \times \frac{9 \times 8}{6 \times 9} \times \frac{1 \times 3}{6 \times 8} \text{ } \left. \begin{array}{l} \text{which by} \\ \text{cancellation} \end{array} \right\} \\ &= \frac{5}{112} \text{ } \left. \begin{array}{l} \text{Answer.} \end{array} \right\} \end{aligned}$$

The solution may be somewhat shortened by mental operations, writing down only results.

SOLVE.

- Subtract  $12\frac{1}{2}$  from  $20\frac{1}{4}$ . (Do not reduce to improper fractions.)
- Subtract  $\frac{2}{3}$  from  $\frac{40}{10\frac{1}{2}}$
- Simplify  $\frac{5\frac{1}{2}}{4\frac{1}{2}} - (\frac{1}{8} \text{ of } 3\frac{1}{2})$ .
- Simplify  $\frac{1}{2}$  of  $\frac{1}{2} + 1\frac{1}{4}$  of  $\frac{1}{2} + \frac{1}{16} - \frac{1}{8}$ .
- Simplify  $\frac{1}{2}$  of  $\frac{1}{2} \div 1\frac{1}{2} + \frac{1}{16} \times \frac{1}{2} - \frac{1}{8} \div 1\frac{1}{2}$  of 3.
- Simplify  $(\frac{1}{4} \div \frac{1}{2} \text{ of } \frac{1}{2}) - (\frac{1}{4} \div \frac{1}{2} \times \frac{1}{2})$  of .0003  $\div$  .25
- Simplify (1)  $\frac{1}{12} (8\frac{1}{2} - 2\frac{1}{2}) - \frac{1}{2} (\frac{1}{2} - \frac{1}{12})$ .  
(2)  $\frac{1}{12} [(8\frac{1}{2} - 2\frac{1}{2}) - \frac{1}{2} (\frac{1}{2} - \frac{1}{12})]$ .

8. Divide the difference of  $13\frac{1}{2} \div [(2\frac{1}{2} - 2\frac{1}{4}) \times 1\frac{1}{2}]$  and  $[13\frac{1}{2} \div (2\frac{1}{2} - 2\frac{1}{4})] \times 1\frac{1}{2}$  by  $13\frac{1}{2} \div 2\frac{1}{2} - 2\frac{1}{4} \times 1\frac{1}{2}$ .

Answers: 1.  $7\frac{1}{2}$ ; 2. 3; 3.  $\frac{3}{4}$ ; 4. 2; 5.  $\frac{1}{4}$ ; 6. 6250; 7. (1)  $3\frac{1}{2}$ ; (2)  $3\frac{1}{2}$ ; 8. 200.

DECIMALS.

- From Entrance paper of '96: Simplify the following without reducing to vulgar fractions:— $0476 \times 4 \div 014$ . (Mr. Cuthbert solves this problem by first dividing then multiplying. He says in a former issue: "Of," "x" and "+" are connecting signs, of being the strongest and "x" the weakest of the three. It makes no difference in this case which operation is performed first. Sometimes, however, it does make a difference. See next issue.)

- Express as vulgar fractions .3; .300; 5.007.
- Write down as decimals  $\frac{3}{100}$ ;  $\frac{1}{1000}$ ;  $\frac{1}{10000}$ ; four and five hundred and four millionths.

- Write in words .6; .700; 35.00205.
- Multiply .013 separately by 10, 100, 10000, and by ten millions, using the shortest method.
- Divide 5.362 separately by 10, 100, and by 1000000, using the shortest method

7. What is  $40 \left\{ \frac{.24}{.24} + \frac{.24}{.96} + .325 - .150 \right\}$ ?

- Find the least fraction which added to the sum of 1.2, .12, .012, and 210, will make the result a whole number?

Other problems of a more difficult and practical nature will be given later.

- Answers: 1. 14.28. 2.  $\frac{300}{1000}$ ;  $\frac{3000}{10000}$ ;  $\frac{35007}{100000}$ ; 3. .047; 5.02; 4.000504. 4. Six tenths; seven hundred thousandths, or seven tenths; thirty-five, and two hundred and five hundred thousandths. 5. .13; 1.4; 130. 6. .5362; .05362; .000005362. 7. 113. 8.  $\frac{1}{112}$ .

EXAMINATION TEST.

We intend giving an exercise of this character with each issue. More difficult problems will be given at later stages of the school term. These exercises are to be worked and papers handed in to the teacher. Answers will be given in the succeeding issue, when results may be compared. This will be an Entrance Examination every two weeks, and should prove interesting to pupils. It might be well to hold these examinations immediately after the distribution of THE ENTRANCE.

- A can walk 4 miles, 80 rods an hour, and B can walk 110 yds. in a minute. How long will it take A to overtake B, if the latter has 2 min. start?

2 Find the cost of a tract of land 75 chains long by 15 chains wide, at \$60 per acre.

3. Bought 84,000 grains of tea. Paid 5 cents an ounce for  $\frac{1}{4}$  of it, and 85 cents a lb. for the remainder. What did the tea cost me?

4. A railway train going 15 miles an hour takes 3 minutes to cross a bridge 660 yds. long. What is the length of the train?

5. Seven men engage to dig a ditch in 42 days, but owing to sickness one man is unable to work. How long will it take the remainder of the men to dig the ditch?

6. Find the H. C. F. of 1 rod,  $\frac{1}{2}$  of a yard, and 2 feet; and the L. C. M. of 4716, 3930, and 9170.

ADDITION TEST.

(E. W. Bruce, B.A.)

78624  
51963  
47862  
45196  
34786  
24519  
63478  
62451  
96347  
86245  
19634—the end figures and the 11th line.  
67825—dictated.

Suppose the class are to work an addition example consisting of 12 lines with 5 figures in each. Write on the board a line of 11 figures; thus, 78624519634. The pupils will consider the 11 figures as a repetend, and write the figures consecutively until they come to the line ending with the last of the 11 figures, as in the above example. This will be the eleventh line. The teacher will dictate the 12th line; thus, 67825. From this

line the pupils may also write examples consisting of 11 lines, and with 2, 3, 4, 5, 6, 7, 8, 9, or 10 figures in each line.

Similarly a line of seven figures may be given, and examples written, consisting of seven lines, with 2, 3, 4, 5, or 6 figures in a line, and so on—taking care always that the number representing the number of figures in each line of the example does not contain a measure common to the number representing the number of figures in the line written on the board. The teacher should always dictate an extra line. Thus examples may be written to suit all classes in the public schools.

## Grammar.

### THE ADVERBIAL OBJECTIVE.

The noun has a special case-form (possessive) which is used as an adjective to modify a noun. The noun is also used without any special case-form, in the manner of an adverb, to modify a verb, an adjective or another adverb.

In the sentence "He walked a mile in twenty minutes," it is clear that *mile* is not in any proper sense the object of *walked* and that the verb is *intransitive*. Yet the word *mile* does to a certain extent assume the character of an object, as will be seen by turning the sentence into the passive form, "The mile was walked by him in twenty minutes."

We may distinguish a word thus used by calling it an ADVERBIAL OBJECTIVE NOUN.

We want this article to be practical, and, therefore, we insert a paragraph on the mode of parsing such words. Take for example the word MILE as given above. It might be parsed as follows:

1. *Mile*—Noun, com., sing., in the adverbial objective, modifying "walked."
2. *Mile*—Noun, in the adverbial objective, modifying "walked."
3. *Mile*—An adverbial objective noun, modifying "walked."

Perhaps No 3. is sufficient to give in parsing the word, though we have often written it as in No. 1, which is Mason's way of dealing with the word. However, No. 3 is in accordance with the treatment of the word in the H. S. Grammar.

It will be well to remember that the adverbial objective is used especially to express *measure*. The older grammars disposed of such words by calling them *objectives of time, value, weight, measure, etc.*

The following are a few examples of such words:

1. He preached last *night*.
2. The lamp cost four *dollars*.
3. The farm is fifty *acres* larger than his brother's.
4. The man is thirty *years* old.
5. His house is a great *deal* better built.
6. They watched all *night* long.
7. I shall see you next *week*.
8. This is many *degrees* better than that.
9. It is ten *miles* distant.
10. He came bound *hand* and *foot*.
11. He came full *speed*.

It may be remarked that the adverbial objective often expresses the *time*, and sometimes the *manner* of an action.

### SIT, SET.

Pupils will try to bear in mind that *sit, sat, sat*, are always used *intransitively*, while *set, set, set* are

always used *transitively*. In "The sun *sets*," there is a corruption of the Anglo-Saxon word "settle."

"A man, or woman either, can set a hen, although they cannot sit her; neither can they set on her, although the old hen might sit on them by the hour if they would allow it. A man cannot set on the wash-bench, but he can set the basin on it, and neither the basin nor the grammarians would object. He could sit on the dog's tail, if the dog were willing, or he might set his foot on it. But if he should set on the aforesaid tail, or sit his feet there, the grammarians, as well as the dog, would howl. And yet, strange as it may seem, the man might set the tail aside and then sit down, and neither be assailed by the dog nor the grammarians."

### DIFFERENT GRAMMATICAL VALUES.

Adverb—They walked *on*.

Preposition—They laid it *on* the table.

Noun—There is no "on" in the sentence.

Noun—It is *iron*.

Adjective—It is an *iron* band.

Verb—*Iron* the clothes.

### ANSWERED IN NEXT ISSUE.

All below will be answered in the next number of THE ENTRANCE.

Write simple sentences, giving the phrase *to do it*, the value of a noun, adj. and adv.

Write complex sentences, giving the clause *that you may know it*, the value of a noun, adj. and adv.

Write complex sentences to show that *when* may be used to introduce a noun, adj., or adv. clause.

### CO-ORDINATING CONJUNCTIONS.

There are four kinds of co-ordination found in compound sentences, viz., *copulative, adverbative, alternative and causal*. Write four compound sentences illustrating these different kinds of co-ordination.

### SYNTAX.

Important principles are involved in the following sentences. Correct, giving reasons:

1. Not only his state, his reputation, too, has suffered by his misconduct.
2. He comes either from Ohio or Indiana.
3. The reasons of appeal were because the consent of the parents had not been obtained.
4. Without the grammatical form of a word can be recognized at a glance, little progress can be made in reading the language.
5. Think no man so perfect but what he may err.
6. Nouns thus used are said to be in apposition to each other.

### ENTRANCE GRAMMAR, 1896.

The paper of 1896 will be discussed in our columns. That pupils may profit by the exercises, we give a portion of the paper in one issue and the answer to it in the next.

1. Write in full the subordinate clauses in the following, giving the kind and the relation of each:

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.

2. Analyze the following sentence and parse the words printed in italics:

*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.*



3. Define *case*, *voice*, *participle*, illustrating each definition by an example from the passage in question.

NOTE.—In our last issue by a slip of the pen we omitted in analysis the words "to take to his mother," clause (2). Entrance pupils will find something of interest to them under P. S. Leaving Grammar.

## Composition.

### ANSWERS.

1. Cannot see your brother. Meet me on late train to-night.

2. Mr. and Mrs. John Smith request the pleasure of Mr. and Mrs. Wm. Johnston's company on Wednesday evening, Nov. 25th, at 6 p.m.

Willow Dale,

Friday, Nov. 20th.

The above should be written in the middle of the page.

3. C.O.D., Cash on Delivery; F.O.B., Free on Board; F.O.C., Free on Cars; *Mdse.*, Merchandise; *a/c*, account; % Per. cent.; @, At (noting price); *via.*, By way of; *etc.*, et cetera; &c., And so forth; *do.*, ditto; V.R., Victoria Regina; D.C.L., Doctor Civil Law; LL.D., Doctor of Laws; LL.B., Bachelor of Laws; D.D., Doctor of Divinity; B.D., Bachelor of Divinity; A.D., Anno Domini (In the year of our Lord); A.M., Ante-meridian (Forenoon); *vid.*, (videlicet) namely; P.M., Post Meridian (Afternoon); *Ult.*, Ultimo (the last month); *Inst.*, Instant (the present month); *Prox.*, Proximo (the next month); N.B., *Nota Bene* (Notice well); P.S., Postscript; *c/o*, In care of; *i. e.*, Id Est (That is); *Mmes.*, Mesdames (the plural of Madam, or Madame); Ph.B., Bachelor of Philosophy; M.L.A., Member Local Assembly, (used chiefly in North-West Territories or Districts).

4. Happening one day to take up a Boston paper in a friend's house, his eye fell on an extract, copied from an English paper, giving an account of the recent discovery of the lost will.

5. Finding himself obliged to leave home, and not expecting to go so soon, he sent them a note telling them the purpose of his journey and asking them to meet him at the place named.

6. (a) Adj. and noun phrases.—The boy on the horse wants to see the show.

(b) Adv. and noun phrases.—In the evening he likes to take a walk.

(c) Adj and Adv. phrases.—The man in the field will meet him in the morning.

(d) Three Adv. phrases.—In the night and only by the light of his lantern he went to search for him.

We shall begin in our next issue to deal with topical compositions. As a question on this part of the work is always given on the Composition paper for ENTRANCE, the next three or four issues of the paper will be of more than ordinary interest to fourth classes.

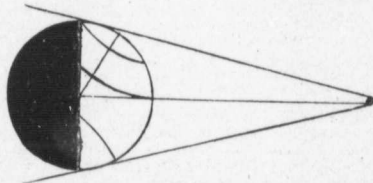
Our *Canadian History Notes* are now sold at 12 cents. Every boy and girl in the third, fourth and fifth classes will find these notes to be "just the thing." In our experience in school work we found that from 80 to 100 per cent. of any paper set in Canadian history for these classes, could be answered from our notes.

## Geography.

### ANSWERS.

1. Examples of great circle: equator, meridian lines; of small circle: tropics, polar circles, parallels of latitude

2. Circle of illumination is the circle which marks the division between that part of the earth having the sun's light and the part of the earth in darkness. On the 21st June it touches the polar circles 23½ degrees from the Poles, as in diagram.



3. The horizon is the circle bounding our vision by the apparent meeting of earth and sky. Our horizon changes with every change of place we make.

4. The ecliptic is the apparent path of the sun around the earth, but the real path of the earth around the sun in the course of the year. The ecliptic is marked on a globe by a circle passing around the globe and touching each tropic.

5. The circles dividing the earth's surface into zones are the polar circles and the tropics.

6. The polar circles are 23½ degrees from the poles because this is the distance the sun's rays shine beyond the North Pole on the 21st June, and the South Pole on the 21st December. (See diagram above.)

7. The tropics are 23½ degrees from the equator because this is the farthest distance the vertical rays of the sun shine north and south of the equator. There are no vertical rays of the sun north of Cancer or south of Capricorn.

8. If the earth's axis were inclined 20 degrees instead of 23½, the Frigid Zones would be 20 degrees each in width, the Temperate 50 degrees, and the Torrid 40 degrees. (See diagram.)

9. Meridian lines measure latitude.

### MISCELLANEOUS.

1. A *delta* is the land formed at the enlarged mouth of a river by soil carried down by the river. An *estuary* is the enlarged mouth of a river into which the tide flows. *Deltas* are seldom found at the mouths of tidal rivers, but rather in rivers which empty into seas which have no tides of any consequence.

2. That the interior of the earth is intensely heated appears from the following facts: 1. The temperature of rocks increases as we descend from the surface of the earth; 2. Water from artesian wells increases in temperature in proportion to the depth of the well; 3. Volcanoes.

3. It grows colder as we ascend, because (1) Air receives most heat from the earth; (2) The higher air is less dense, and therefore does not absorb so much heat from the sun's rays, or even from that radiated or reflected from the earth, as the denser air at the surface of the earth.

4. See answer in 3.

## QUESTIONS—MATHEMATICAL.

1. What determines the width of the zones?
2. How wide would the Torrid Zone be if the earth's axis were inclined 25 degrees?
3. How wide would the Torrid Zone be if the earth's axis had no inclination?
4. Bound by parallels the Temperate Zones.
5. How wide is the North Temperate Zone?

## PHYSICAL.

1. What are *glaciers*?
2. What are *icebergs* and how formed?
3. What is meant by the *snow-line* and how high is it?
4. When does rain fall?
5. What is the *dew-point*?

## POLITICAL.

1. To what government does Cuba belong? Greenland? The Bermudas? Madagascar? Heligoland?
2. Name the four largest islands of the West Indies and state the country to which each belongs.
3. Name four republics, three limited monarchies, and three absolute monarchies.
4. What chief natural causes have contributed to the growth of Buffalo? Toronto?

## Temperance and Physiology.

Q. 1—4 are readily answered from the text-book.

5. The pulmonary arteries convey venous blood to the lungs, and the pulmonary veins convey arterial blood from the lungs.
6. The two great purposes of the circulation of the blood are to carry nutrition to all parts of the body and to carry off waste particles.
7. Congestion is an unnatural accumulation of blood in any part of the body.
8. Study causes the blood to accumulate in the brain, hence the cold feet.

## ON CIRCULATION.

1. What is the effect of alcohol on the heart?
2. What is the effect of alcohol on the blood-vessels?
3. Give the effects of tobacco on the heart.
4. What are the Vena Cava?
5. What is the difference in the color and flow of the blood in the arteries and veins?
6. What becomes of the blood in the capillaries?
7. What is the effect of alcohol on the blood?
8. How do food and alcohol differ in their action?

6,000 copies of our Canadian History Notes for Third and Fourth Classes have been sent out to teachers and pupils. Miss Flora Cumming, in ordering additional copies, says: "This is just the book for 3rd and 4th classes. The notes are concise, yet full enough for Entrance Classes." Wm. Watters, Fordwich, says: "Send 19 copies of History Notes. Pupils and teacher much pleased with them." T. L. Buckton, Niagara Falls, South: "My pupils express themselves as delighted with the Notes." M. W. Althouse, Prin., Rectory St. School, London: "History Notes at hand. Like them well. Will have a large club order from here."

## Spelling.

## LIST No. 7.

Galilee, Decapolis, Jerusalem, merciful, righteousness sake, persecute, prophets, candlestick, reconciled, despitefully, publicans, hypocrites, synagogues, garish day, respite, judgment, Redeemer, reclining, odors, oblation, Mound-Builders, mammoth, ninety, tributary, civilization, engineering, octagon, ellipse, series, axes, chisels, brackets, vases, pottery, model, quadrupeds, mysterious, ancestors, Asiatics, descendants, Japanese, prairies, encircling, undulations, limpid brooks, magnificent, verdant, constellations, sacrilegious, disciplined, Pegasus, symmetry, Parthenon, bison, desert, murmured, centuries, prairie-wolf, gopher, beleaguers, sepulchres, fugitive, majestic, graceful, intolerable, heroes, Douac, commandant, garrison, Maisonneuve, waylay, descent, disparity, audacity, sacraments, canoes, communication, palisade, Algonquin, bivouacked, precipitation, allies, desultory attack, parley, neighboring, intervening, loop-holes, stationed, recoiled, principal chief of the Senecas, Richelieu, untoward, project, thwarted, ensconced, paltry, redoubt, digest, affront.

## SUPPLEMENTARY.

Venezuela, Secretary Olney, Lord Salisbury, Hon. Wilfrid Laurier, Lord Aberdeen, Sir H. H. Kitchener, Major McKinley, William Jennings Bryan, Philippine, General Weyler, Gomez, Maceo, Abyssinia, Rossland, Dongola, Khartoum, tariff, plebiscite, arbitration, accede, recede, intercede, concede, precede, secede, supersede, exceed, proceed, succeed, interrogative, conjunctive, indefinite, distributive, pronominal, anagist, co-ordinating, scissors, gore, enamel, gusset, I'm, I'd, isn't, we're, e'er, didn't, I've, can't The lady's hat was torn. The ladies' hats were in the window.

## Correspondence

R.F.J.: "See approach proud Edward's power, — Chains and slavery" refers to the condition of the Scotch should the English prove victors. Page 91, Fourth Read r.

A. H.: The chief grievance redressed in the North-West Rebellion of '85 was that in reference to the ownership of their farms, which many of the half-breeds feared were to be taken from them.

E.: *Were* when used alone as a verb is always intransitive. In P. S. Grammar, page 110, there is doubtless a misprint.

J.: Botany takes the place of Temperance and Physiology for the P.S.L. Euclid remains on the curriculum.

R.O.F.: Drawing and Writing books must be presented at Entrance Examinations.

S.C.S.: For dialogue books write J. K. Cranston, Galt. By paying postage it might be possible to have books sent on approval. We do not know Mr. C.'s practice in this matter.

A.P.D.: In the active voice and the passive voice there is the same *act*, the same *actor*, and the same *object* acted upon. Sometimes, of course, we find the *actor* not mentioned in the passive, but it can readily be supplied. It is plain, then, that *intransitive* verbs have no voice.

N. K. W.: In "Before Sedan," *before* has reference to the army before the walls of the city.

"Ruddy drops" refer to the drops of blood from the dying soldier.

F. M.: The Territories of the U. S. are Oklahoma, Indian, New Mexico, Arizona and Alaska. Alaska and the Indian Territory are *unorganized*, that is, they are governed directly by the central government. North Dakota and South Dakota are States.

## Public School Leaving.

### GRAMMAR.

We deal below with a few sentences sent for our consideration:

W. J. B.: (a) "As the Prince held out his arm to catch his sister such numbers leaped into the boat that it was overset." Last clause is adv. of result, mod. "leaped." We think Strang takes such a clause to modify "such."

(b) I had now become so excited with the incident that I determined to *give* him *one more* shot *any way*. Clause is adv. of result, co-ordinate with "so" and mod. "excited."

To *give*—gerundial inf., used adv., mod. "determined." (*Determined* is intrans., and to *give* = *on giving*—an adv. phrase.)

*One*—adjective, indef. pronominal, mod. "shot." (Some call this a *numeral* adj.)

*More*—adj., mod. "shot." *More* in such phrases means *additional*: hence adv. value.

*Any way*—These words are usually combined, making an adv. obj. noun. Do not think they should be written separately. There was formerly a prep. before them, as in *at any rate*.

(c) *I can* see.

*Can* was formerly notional and transitive, but now it is an auxiliary, and taken alone cannot be called trans. or intrans. These terms apply to it when taken with its infinitive complement.

(d) He runs *like* the wind.

This brings up the parsing of a word about which there is a considerable variety of opinion. As we stated in an issue last year, we have sometimes called "like" a conjunction; indeed, in our analysis of a sentence in a former No. of this year's volume, we gave the word as conj.—adv. value. We have read carefully everything we could find on the subject, and our conclusion is that the word should not be called a *conjunction*, though we have an example from Darwin which reads: "Through which they put their heads like the Gauchos do through their cloaks." *As* would perhaps be preferable here. Let *like*, then, be taken as an *adj.* or *adv.*, as the case may be, having the governing value of a *prep.* It will be well to remember that there is a suppressed prep. in every such use of "like," just as there is in "near," "next" and "nigh," e.g., He is near me—*near* to me. *Near* here is an *adj.* with prep. force. Some step out boldly and call these words *prepositions*. In the sentence given above, "He goes like the wind," parse *like* in either of following ways, our preference being for the former:

*Like*—adv., with prep. force, showing relation between "runs" and "wind."

*Like*—prep., showing relation, etc.

F. C.: He is *there*.

The parsing of "there" depends on the value of *is*. If *is* = *lives* or *exists*, then *there* is certainly adv. If the verb is incomplete, then *there* is adj.

In sentence above I would parse "there" as an adv.

W. B. P.: We think the first clause of the def. on pronominal adj., page 69 P. S. Grammar, refers to Demons, Relative, etc., rather than to Poss. adj. Poss. pro. are classed as adj. because they have the *limiting value* of adj. The poss. case of the noun is as much poss. adj. as that of the pronom.

GRAMMAR, 1896.

The paper of 1896 will be discussed in our columns. To make the exercises valuable to pupils we give a portion of the paper each time for consideration, and the answers in the following number.

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) Analyze the above stanza, writing in full the subordinate clauses, and showing their grammatical functions and relations.

(b) Parse the italicized words.

## P. S. I. Literature.

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

### GO WHERE GLORY WAITS THEE.

#### LESSON XXXVI.

THE AUTHOR.—Thomas Moore, an Irish poet was born in Dublin, 1779. His father, John Moore, was a grocer, and brought up his son in the Roman Catholic faith. The boy early acquired a taste for music, recitation and dramatic performances. He graduated at Trinity College, Dublin, in 1798, and the next year went to London to study law, carrying with him a translation of the odes of Anacreon (an ancient Greek poet). The publication of these at once brought him into notice. In 1803 he was appointed registrar to the Admiralty in Bermuda, where he arrived in 1804. This office was neither lucrative nor suited to his tastes, and, entrusting it to a deputy, he returned to England, after making a trip through the United States and Canada. Henceforth, he adopted literature as a profession. His death occurred in 1853, at Deveses, Wiltshire, which had been his home since 1819. His chief poems are—*Irish Melodies*, songs which have enjoyed a popularity beyond that of any similar poems in the language, and on which the fame of Moore chiefly rests; *Lalla Rookh*, the most elaborate of his works, a series of four Eastern stories. His most important prose work is his biography of Lord Byron.

This poem and "Dear Harp of My Country" are two of the melodies of Ireland mentioned above.

#### EXPLANATORY.

The student will see that this poem consists of a series of appeals made by a maiden to her lover, who is about to leave for foreign lands. In this charming guise the poet represents Ireland pleading the Irish patriot, that he might not forget her while seeking his fortune in other parts of the

world, but be constant in his affection and loyalty to his native land.

*Glory—fame.*—Can you mention the names of any Irishmen that have won fame and glory in other lands? How does the life of the Hon. Edward Blake answer to the first six lines of the poem?

*By the star.*—This is metonymy for *by the light of the star*. Compare "hearth blazing" in 3rd stanza, and "Thy word is a lamp unto my feet." *Bible*.

*Her who wove them.*—As the lover thinks affectionately of his lady when looking upon the rose-wreath which her fingers have woven, so let the patriot remember, in love, his native land when admiring the flowers which he learned to love in the flowery dales of Erin.

*Then should music stealing.*—Note that here the poem reaches its climax, as though listening to music was the best of all the conditions, in which being the patriot is to remember his country and her melodies.

Point out the seven sub-divisions of the thought in this poem. These will be found to be the various conditions in which the poet fancies the person addressed may be pleased.

The student should also seek to realize the deep feeling expressed by these lines. Note the pathos in the refrain, "O, then remember me." It suggests one cause for much of the world's sadness and sorrow, viz., faithless friendships.

*Verseification.*—The refrain is an iambic trimeter,

thus: O, then | remem | ber me | . The other verses are trochaic trimeters, thus:

Go where | glory | waits thee.

The trochaic measure explains the *double rhymes*, for rhyming syllables must receive the accent, and as the final syllables are unaccented, those preceding are made to rhyme. Point out some imperfect rhymes in this poem.

## DEAR HARP OF MY COUNTRY.

LINSON XXXVII.

Observe that this poem is in the form of an apostrophe. This is a Greek word meaning a *turning from*, and is the name of a figure of speech in which the writer turns from his direct purpose to address (a) some absent person, quality or attribute, or (b) some present person or thing to which an address would not ordinarily be directed. The latter is probably the more usual form of the apostrophe. Sometimes, as in this poem, an address of this kind constitutes the whole poem, and so the term apostrophe does not then imply a *turning from the main purpose*.

Which form of this figure have we in this poem, (a) or (b)?

*Dear Harp of My Country.*—Under the form of an address by a harper to his harp, the poet alludes to the revival of the Irish melodies by himself; the harp, then, by metonymy represents these melodies.

*In darkness I found thee.*—"Darkness" suggests that the ancient songs of Ireland had ceased to flourish.

*The cold chain of silence.*—Moore tells us in a footnote that *chain of silence* was a metaphor much in use amongst the ancient Irish. In an ancient battle between two rival clans, the bards of

the time, in an endeavor to end the dispute, were said to have shaken the *chain of silence*, and to have thrown themselves amongst the contestants. This line seems to imply that for a long time the Irish people had forgotten their melodies of former days.

*Unbound thee.*—Moore brought about a revival of these ancient airs by writing new words for the old tunes. These words were chiefly patriotic odes, intended to inspire his countrymen with patriotism. See the former poem as an example.

*Light, freedom and song.*—Notice how these words form a contrast respectively with *darkness, chain and silence* in the preceding lines.

*Lay of love—note of gladness.*—*Lay* and *note* are synonyms for *song*. Note the two kinds of lays mentioned, and in the next line the different effects of each.

*The deep sigh of sadness.*—An allusion to the unhappy condition of the Irish people. They had experienced so much sorrow that even their gayest melodies were tinged with sadness.

*Forewell to thy numbers.*—*Numbers* is a term frequently applied to poetry, because the lines have regular numbers of syllables, and are thus said to be measured or numbered.

To understand the last two stanzas, we should remember that this poem was placed at the end of the poems called "Irish Melodies," and he thus gracefully brings his work to a conclusion.

*Go sleep, etc.*—As the harper at last lays aside the harp which has responded so beautifully to his touch, that it has gained the love of everyone and the "sunshine of fame," and as he hopes that some minstrel ever greater than himself may succeed him, so the poet takes leave of his great work, with a wish that some poet, greater than he, may come to carry on the work.

*If the pulse, etc.*—Here the poet modestly disparages his own merit, intimating that it was because the hearts of the people were so attuned by patriotism and other lofty sentiments that his poems become so popular, and not because of his own poetical ability. In this stanza the harp seems to represent not only the Irish songs, but also the musical and poetical character of the people. So the sweetness was in the harp, not in the player.

*Patriot, soldier, lover.*—These words suggest the various subjects of his poems, songs of patriotism, of war, and of love.

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# OFFICIAL CALENDAR.

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December:

- 18. Provincial Normal Schools close (Second session.) (*Subject to appointment*)
- 22. High Schools first term, and Public and Separate Schools close. [P. S. Act, sec. 42; P. S. Act, sec. 173 (1) (2); S. S. Act, sec. 79 (1).] (*High and Public Schools end 22nd December; Roman Catholic Separate Schools end 23rd December.*)
- 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.*)
- 25. CHRISTMAS DAY (*Friday.*)  
New schools and alterations of school boundaries go into operation or take effect. [P. S. Act, sec. 41 (2); sec. 81 (3); sec. 82 (3); sec. 87 (10); S. S. Act, sec. 4.] (*Not to take effect until 25th 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.*)  
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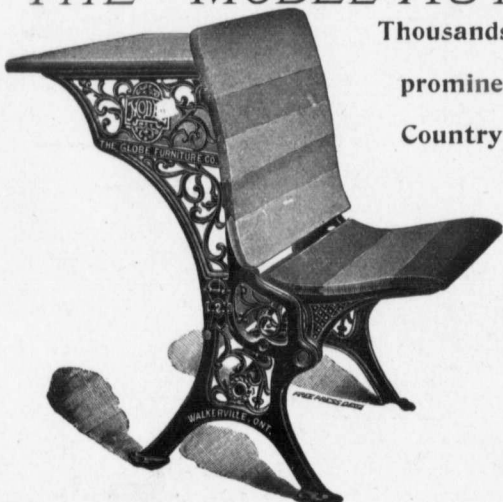
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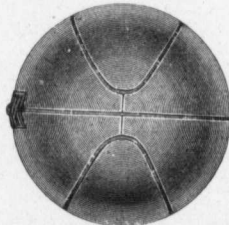
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