

M. Johnston

# THE ENTRANCE

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"Childhood shows the man,  
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Circulation 14,250.

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"Progress" is the watchword of THE ENTRANCE.

An article on the figure of speech Metonymy will appear in our next issue.

Beware of imitations—none genuine without our trade-mark—"Progress."

Notes on TO DAFFODILS will be given in our next number for P. S. Leaving classes.

D. A. McKay, Braemar: "Have taken several educational papers, but THE ENTRANCE beats them all."

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Do not think it a trouble for us to add names to club lists. Send along a name at any time and it will be added with pleasure.

The Entrance Binder is already a favorite. Sent well protected in a board case, postpaid, for 15 cents; in clubs of four or more 12 cents.

The annual meeting of the Durham County Teachers' Association will be held at Port Hope on Oct. 16th and 17th. A good programme is provided.

Wm. Lindsay, Dunnville: "Have read many educational papers, but find THE ENTRANCE more suited to Public Schools than any other."

*The Entrance Canadian History Notes and Entrance Binder* are on sale in Toronto at Rowsell & Hutchison's, McKenna's, Musson's, and at the office of THE ENTRANCE.

Teachers will please remember that THE ENTRANCE has no connection with any other educational paper in Toronto. Our address is 83 Winchester St., Toronto.

We omitted from our list of city club orders in last issue the name of the Central School, St.

Thomas, which is down for 30 copies, the highest number in that city.

A young boy wrote us recently that he had made nearly 700 marks at the recent Entrance Examination. It would please us to have his name again as we have lost his interesting letter.

THE ENTRANCE claims the honor of being the cheapest paper in the world. A sixteen-page journal with ten pages of reading matter, issued semi-monthly, at 25 cents a year, or in clubs at 20 cents.

Back numbers of Sept. 1st, 15th, and Oct. 1st, still on hand. We can supply the demand until our subscription list reaches 16,000. Subscribe at once and thus receive all the numbers for the year.

We are authorized by the Department of Education to say that there will be no changes made in the curriculum of studies for either Entrance or P. S. Leaving classes for next summer's examinations. It is quite probable that some changes will be made for the following year.

Our first edition of 2,000 of *The Entrance Canadian History Notes* is exhausted, and a second and larger edition is already on the market. The *Notes* may be ordered through us, or, if preferred, through local dealers, to whom we quote a rate which enables them to handle our book. Price of *Notes* is 15 cents, or in clubs of two or more, 12 cents, postpaid. We have already received some good orders from booksellers.

We are arranging to publish the Entrance Examination papers set during the past five years. The papers will be grouped according to subjects, that is, all arithmetic papers will be found together and the same with other subjects. We shall omit the subjects of literature, reading, and, possibly, spelling. The publication will take the form of THE ENTRANCE, which will make it convenient for use by teachers and pupils. The price will be within the reach of all. Further particulars in next issue.

The Toronto Conservatory of Music is now in its tenth season. It has made such rapid progress that it safely claims to be the oldest, largest and best equipped school of music in Canada. Its popularity as an institution of highest excellence is continually increasing. Each year the attendance is larger and more pupils take successful examinations. Fifty-four public recitals were given last year. The curriculum, which embraces all branches of music, elocution and language, is most comprehensive and thorough. The staff includes eminent musicians. Last year \$1,200 in scholarships given. Medals, diplomas and certificates granted. Prospectus mailed free.

We like to be appreciated at home. Before coming to Toronto we spent a year as principal of the Essex P.S. and previous to that our field of labor for six years was in the Kingsville P.S. Principal Voaden writes us that the Kingsville school is still flourishing. He says good things about THE ENTRANCE and increases his order of 30 of last year to 42 this year. Principal Manning, who succeeded us in Essex, cheers us with the remark that "THE ENTRANCE is directly helpful, and better than that, it is very suggestive and stimulating." He orders 28 copies. In Toronto, also, THE ENTRANCE is making many friends. As we meet with the city teachers we receive nothing but words of encouragement, and not words only but substantial club orders. THE ENTRANCE is always anxious to have a large circle of friends at home.

## Current Events

### JAMESON'S RAID.

In our article on the Transvaal in our last issue we stated that the subject would be continued under the above heading.

To make matters clear to our young readers we would ask them to turn to the map of Africa and notice the exact boundaries of the Transvaal. On the north will be found the territory ruled by the British South Africa Company; on the east, the Portuguese East Africa possessions; on the south, Zululand, Natal, and the Orange Free State; and on the west, Bechuanaland.

The British South Africa Company mentioned above is a large trading-company which was given a charter by the British Government a few years ago. The territory over which the company exercises control forms no small part of Southern Africa. A few months ago Dr. Jameson, an officer of this trading company, dissatisfied with the treatment of his countrymen in the Transvaal, as noted in our former article, led a force of 460 men into the Transvaal country. He expected to be joined by the Uitlanders or foreign element living in Johannesburg, but in this he was disappointed. He was met instead by a force of Boers numbering four times his own, and after a brief but sharp struggle he was defeated and captured. Jameson and a number of his associates were sentenced to death by the Boer authorities, but they were afterwards pardoned by President Kruger, and turned over to the British Government for trial. They were brought before the British courts, and after a fair trial sentenced to a short term of imprisonment.

It is believed by not a few that Jameson was led to such a course of action more to advance the interests of the British South Africa Company than to redress the grievances of the Uitlanders. Jameson, these people say, was but the tool of Cecil Rhodes, the president of the Company, who they maintain, was making an attempt to annex the Transvaal. He knew that if the Transvaal with its rich gold mines could be added to the territory of the Company, there would be a sudden increase in the price of the Company's stock. Whether this view be true or not will probably become evident when the committee of inquiry appointed by the Imperial Parliament shall have made its report. As we stated in our last issue the Hon. Edward Blake is one of the fifteen noted men on this committee.

### UNITED STATES CONGRESS.

When we speak of the Congress of the United States we mean its national legislative body. It consists of two Houses—the House of Representatives and the Senate corresponding to our own House of Commons and Senate. While the life of our Canadian House of Commons is five years unless sooner dissolved, that of the House of Representatives is but two years. The latter is made up of 356 members; the former, of 213. Canadian senators are Crown-appointed and hold office for life, while senators of the United States are elected by the legislatures of the various states. Their term of office is six years, and it is so arranged that one-third of all the senators shall go out every two years, a procedure somewhat similar to that prevailing in our election of school-boards. The

membership of the U. S. senate numbers 88—two from each state. Our senate has 78 members. The salary of members of either branch of Congress is \$5000 per year and travelling expenses. Members of our Senate and House of Commons receive \$1000 per session, with an allowance of ten cents per mile for travelling expenses. The presiding officer in the American Senate is the Vice-President; that of our Canadian Senate, the Speaker, who is appointed by the Governor-General-in-Council.

The above is a reasonably complete answer to our question in Current Events. In our next issue we shall continue our remarks, taking for our subject *The Governor-General and the President in Legislation.*

### AUSTRALIAN CONFEDERATION.

Encouraged by the example of Canada, the Australian colonies are discussing the advisability of union. Though many difficulties stand in the way, it is believed that there will be a Confederation of the Australian colonies within a few years. The union will doubtless be FEDERAL, as we have it in Canada.

In arranging the details of union, the Australians will no doubt profit by the experience of Canada. Shall members of the Senate be appointed by the Crown or elected by the people? Shall there be dual representation, that is, shall one person be allowed to become a member of both the Federal and Provincial parliaments? What shall constitute the powers of the central parliament, and what that of the local legislatures? These are some of the questions which are engaging the attention of antipodean statesmen in their discussions on the subject. Then, too, they have their intercolonial jealousies, and the difficulty of arranging a tariff suitable to free trade New South Wales and to protectionist Victoria. Western Australia is holding aloof from the negotiations, as did our own Prince Edward Island and Newfoundland in 1867. One of the greatest obstacles in the way of federation is the immense debt of New South Wales and Victoria, which amounts to \$500,000,000. The other colonies hesitate to share this burden.

### BRIEF ANSWERS.

1. Archbishop Martinelli is the new papal representative in the United States. He succeeded Cardinal Satolli. His place of residence is Washington.
2. The Algonquin Park is the provincial park of Ontario. It is located in the vicinity of the Madawaska River, and measures 46 miles in length by 42 in width.
3. The best grazing territory in Canada is the Alberta District.
4. Silver is on a par with gold in certain countries simply because there is a *limited* coinage of silver. In the U.S. the Bryan party advocates the *unlimited* coinage of silver.
5. The route of vessels carrying coal from England to British Columbia is by Cape Horn. Many of the vessels bringing this coal and coke are content with the lowest freight rates, sometimes even bringing it as ballast, their principal mission being to take return cargoes of lumber or fish from Vancouver. In this way they are enabled to compete at many points with coal and coke from Nanaimo. The English coke is frequently quoted a little higher than coke from Nauaimo coal, but finds

purchasers, nevertheless, owing to the fact that a third more of Canadian than of English or Welsh coke is necessary to secure the same results. The cost of coal, however, is very high, usually running over \$20 a ton. With the opening up of railways in B.C. the price of coal will be much reduced.

6. The Dominion Parliament pays over to each province an annual subsidy or grant in proportion to the population of the province. When "better terms" are wanted it means that there is a desire for an increased subsidy on the part of the province.

7. The Kicking Horse Pass, Yellow Head, and Crow's Nest. The C.P.R. runs through the Kicking Horse Pass. The Yellow Head Pass is north, and the Crow's Nest Pass south of the Kicking Horse Pass.

8. A rebellion has broken out in the Philippine Islands in the East Indies. Spain has despatched troops to suppress the rising.

9. Members of Parliament are paid a sessional indemnity of \$1000. If the session does not last 30 days, the allowance is only \$7 per day.

10. The Canadian Senate has more power over legislation than the British House of Lords, from the fact that should the latter oppose any bill the Government has the power to create a sufficient number of new peers to carry the measure. The House of Lords cannot therefore block legislation.

11. The terms of settlement are that Turkey shall grant to Crete a new constitution, the main features of which are the appointment of a Christian governor, Cretan control of finances, and the payment of tribute to the Sultan by the Cretans, such payment to be based on the amount of the revenues of the island.

12. See article in next issue on Zanzibar.

13. The Canadian House of Commons has 213 members, the Senate 78.

14. The Florida Keys are low coral islands off the coast of Florida. Pineapples are grown in abundance on these islands.

15. See article in this issue on Congress.

16. Rhodesia is the name of certain new territory in South Africa, over which the Chartered Company of South Africa has for some time had control. It is named after Cecil Rhodes, the President of the Company. It is in this territory where the recent native Metabale rebellion broke out.

#### QUESTIONS.

(Brief answers in our next.)

1. Who is Prof Roentgen? Why did he call his great discovery the "X rays"? 2. Through what stage must a bill pass before it becomes law in the Canadian Parliament? 3. A teacher asks: (a) What is meant by the term *poet-laureate*? Is he the ablest poet of his country? By whom is the honor conferred? 4. Where and for what noted is Vladivostok (Vla-di-vos-tok)? 5. What is the route of the great Siberian railway? 6. What noted canal in Europe was opened a few months ago? 7. What is meant by the Cortes? the Volksraad? the Bundesrath? 8. What is the salary of Dominion cabinet ministers? of provincial ministers? 9. A piece of land 40x50 feet was sold recently in Johannesburg for \$100,000. Where and for what noted is this place? 10. "A few days ago the work of removing the obstruction in the Iron Gate was completed, and navigation thus opened." Where and what is the *Iron Gate*? 11. Which is the longest reign of British sovereigns? 12. What

is meant by the Anglo-Egyptian expedition? Who is in command of it? 13. What is meant by the terms "narrow-gauge" and "broad-gauge"? prohibitionists in the neighboring republic? 14. Who invented the telephone? 15. A traveller says that in Georgetown, British Guiana,—a great sugar country—his tea was sweetened with sugar which he had made the journey to and from Halifax. Why this long trip? 16. Where and what is Heligoland? How did it come into the possession of Germany? How is it valued at present? 17. "Port Churchill is 1000 miles nearer the capital of the Northwest Territories than is Montreal." What place is referred to by "capital" and where is Port Churchill? 18. The Canadian Parliament was recently *prorogued*. What does this mean?

## Entrance Literature.

(BY THE EDITOR.)

### LESSON I.—TOM BROWN.

This extract is from *Tom Brown's School Days*, written by Thomas Hughes. Tom Brown was a big-hearted lad, fond of outdoor sports of all kinds, but one who had a considerable element of mischief in his makeup. This often brought him into trouble with his teachers. Dr. Arnold, the Head Master of the school, was a man of kind but firm disposition. He was about to send Tom away from the school, but before doing so he desired to "try again" with Tom. He conceived the idea of placing under Tom's care and protection a little boy who had recently entered the big school. The experiment proved successful. A sense of responsibility came to Tom, changing the whole current of his conduct, and not only this effect on Tom, but the whole future life of the school was affected for good by Arnold's thoughtful expedient. Boys and girls who have not read *Tom Brown's School Days* should read it at their earliest convenience. A few but sufficient facts in reference to the author are given at the beginning of the extract in the textbook.

*School-house prayers.*—This was a large boarding-school and prayers were always held in a room in the boarding-house in connection with the school.

*Sorts and sizes.*—A vivid word picture of the boys assembled.

*Thought of it.*—Of what?

*No. 4.*—A school dormitory or large room in which a number of the pupils slept.

*School close.*—Klōs, not klōz. The space enclosed for playground.

*Fags.*—Boys who waited on their school-mates in higher classes. According to the fagging system, the lower-form boys were called upon to light fires, deliver messages, and perform other such services for the boys of the higher forms. Fagging is becoming a thing of the past in English public schools. Attempts to force Tom Brown to act the part of a "fag" were not always crowned with success.

*Verger.*—The caretaker.

*To read.*—Possibly to study.

*Jackets.*—What would Canadian boys say for "jackets?"

*Novelty of his position.*—Arthur was the son of the widow of a minister, and never having been from home, the present surroundings were indeed novel to him.

*Suivelling.*—Crying with a snuffing sound; whining.

*Shaver*.—A colloquial or common word for a youth.

*Tingling*.—Tom's blood was up; in other words he was in a passion, and the increased flow of the blood caused a peculiar, pricking sensation, and hence the word "tingling."

*Toddled*.—"Toddle" is usually applied to little ones to describe their short, unsteady steps. The word is quite applicable to the old verger.

*Flood of memories*.—We have here a metaphor in which memory is compared to a flood, the thoughts of the past chasing each other like the waves of the sea.

*To leaven*.—Leaven is properly something which produces fermentation; as for instance, yeast. Leaven works from within, producing a gradual change. For this reason, the term is often used to denote anything that, by exerting a strong or silent influence, works a general change. Arnold in his discipline of the school relied upon the honor and manliness of the pupils.

*Tables turned*.—This expression is a phrase of the gambling table, used to denote the change of fortune or luck of the players.

*Other houses*.—Tom boarded at the residence of the Head Master, the main boarding-house of the school. There were others in connection with the school.

*Died*.—This line might be improved.

*To break his heart*.—Cause him the deepest grief.

*He had lied*. . . . do.—Put this in direct narrative.

*Burned in*.—Impressed deeply.

*Dawn*.—*Dawn* is the first appearance of light in the morning; hence the first opening or awakening; the beginning.

*Thick and thin*.—Here through all difficulties.

*To bear his testimony*.—Make open profession of the change that had taken place.

*Harder*.—Why?

*Still small voice*.—I Kings xix., 12. The Spirit.

*God—sinner*.—Luke xviii., 13.

*Humbled*.—His boastful nature replaced by a sense of dependence on God. In this condition he could "face the whole world."

*It*.—What?

*Glimmer*.—*Glimmer* is usually applied to a faint or unsteady light; a glimpse; hence the meaning here.

*Exaggerated*.—Over-estimated.

*One by one*.—Not all at once. There was probably a struggle in each case. The "three or four" would likely soon pass out of the school.

#### QUESTIONS.

1. (a) Of what do the first six paragraphs of the extract treat? (b) The 7th? (c) The 8th, 9th and 10th? (d) The 11th? (e) The 12th, 13th, 14th, 15th, 16th, 17th, 18th? (f) The 19th and 20th?  
2. What is meant in par. 1 where it says the "schoolhouse prayers were the same"? 3. "Those who came late." What is meant? 4. Why speak of the boys as "young bears"? 5. "With all their troubles to come." What troubles? 6. What inference might be gathered from the word "candles"? 7. Explain "overwhelmed." 8. Arthur's jacket came off "with an effort." What made it an effort? 9. Why did Tom stare? 10. Explain "stole." 11. Why mention that the talk and laughter went on; that the little boys were sitting up in bed; that the light burned clear, etc.? 12. Why did Tom get into a passion when the boot was shied at Arthur? 13. Distinguish between "shied" and *threw*. 14. "Kept him from thinking or re-solving." What does this mean? 15. Why say

Tom was only 14 years old? 16. Explain "even at Rugby." 17. How had Tom "lied to his mother, to his conscience, and to his God?" 18. "Conquered the whole outward world." From what biblical quotation does this statement come? 19. Draw useful lessons from the conduct of Arthur and Tom. 20. Name some other large English public schools besides Rugby. 21. What school in Canada is modelled somewhat after these large English public schools?

#### ANSWERS TO LAST ISSUE.

1. The Mohammedan doctrine regarding death and future life. 2. (a) The mourners about the body, and Abdullah's first reason why they should not weep; (b) The body but a temporary dwelling-place for the soul; (c) The same idea as in (b) but with new metaphors; (d) Death but a transition to knowledge and happiness; (e) Death the beginning of real life. (It is often quite impossible to give in a few words the topic of a par. or stanza. Sometimes it requires several sentences. Some adopt the plan of writing out in two or three statements the principal thoughts in the par. or stanza. We usually content ourselves by naming the one chief thought.) 4. The style is peculiar to the East. See epistles in the New Testament. 6. He smiles at their lack of knowledge as seen in their weeping over him. 7. It brings vividly to our minds the idea that the body is a worthless thing when once the soul or real being leaves it. The clause is connected in meaning with such words as "hut," "it," "garment," etc. 8. Such an arrangement would weaken the line. As it stands there is a suspended meaning until the word "soul" is reached—a sort of climax, in which the word "soul" explains the preceding term. 10. By "Thy world" is meant God's government of the universe. There are many things in life that we do not understand, but all things will be made clear in the future life. 12. As sunshine follows rain, so would the mourners become more cheerful after a season of weeping. 13. "For death . . . first breath. . . . centre"—the soul compared to an infant at birth. "Divine," noun, used independently, nom. address; "always," adverb mod. "art" understood; as, Thou who art Love always. In the sense of *constant* some might take "always" as an adj. We prefer to call it an adverb.

Some "good words" for *The Entrance Canadian History Notes*: D. Grant Anderson, Atwood: "Am much pleased with the book. Send 16 additional copies. The book will be a great help to me as well as to pupils." E. R. Eddy, Brooklin: "Your *Notes* will prove a great labor-saver in my school. Send 15 copies." H. M. Brown, Arkona: "The *Notes* are excellent in matter and in sequence of events, admirable." Sister Clotilde, of Berlin, after examining the notes, writes: "Send us 50 copies of *The Entrance Canadian History Notes*." J. R. Bulmer, Ailsa Craig: "Send us 9 more copies of *Entrance Canadian History Notes*. Find them great 'time savers'." These are a few of the many encouraging remarks received. We can say for the *Notes* that they did good work for our own Entrance classes while we were in the work, and not only for Entrance classes but also for the third classes of the schools under our charge.

The Wentworth Teachers' Association will convene in Hamilton, on Oct. 22nd and 23rd.

## Grammar.

## ANALYSIS AND PARSING.

On *emerging* from this dark and deadly plain, and *beginning* to ascend the lower mountain-stages, the traveller is at once introduced to a much more pleasing scene.

Sentence—On . . . . . scene.

Kind—simple.

B. Subj.—traveller.

Mod. of Subj.—the.

B. Pred.—is introduced.

Adv. Mod. of Pred.—1. On—mountain stages ; 2. at once ; 3. to scene.

On—prep. showing relation between "is introduced" and "emerging."

*emerging*—gerund, obj. governed by "On."

*beginning*—gerund, obj., governed by "(on)."

*to ascend*—simple infinitive, obj. object of "beginning."

*is introduced*—verb, trans., weak, passive, indic., present, third, sing., agreeing with subject "traveller."

*much*—adverb, of degree, mod. "more."

*more*—adv. of degree, mod. "pleasing."

## CLASSIFICATION AND RELATION.

1. All I want is to see the way he does it.

Clause—(that) I want.

Kind and relation—Adj. mod. "all."

Clause—(in which) he does it.

Kind and relation—Adj. mod. "way."

2. His proposal, that all must do it, did not meet with approval.

Clause—that all must do it.

Kind and relation—noun, used appositively, modifying "proposal."

3. It was in this place that I did it.

Clause—that I did it.

Kind and relation—noun used app. mod. "it," or as the *real* subj. of "was," "it" being the *temporary* or *representative* subject.

4. He was so heavy that I could not lift him.

Clause—that—him.

Kind and relation—adv. correlative to "so," mod. "heavy."

5. They held the same opinion as I did.

Clause—as I did.

Kind and relation—adj. mod. "opinion." "As" here is a relative pronoun.

6. The fear that I should leave him troubled him much.

Clause—that I should leave him.

Kind and relation—There are several ways of dealing with a clause of this kind. Some would call it a noun in app. to "fear ;" others a noun in the adv. obj. after "fear ;" while Mason would call it a noun, forming an *obj. adjunct* of "fear." He argues that a word is called a *verb* because it denotes an action directed to some object. He says that gerunds, i. e., verbal *nouns* may have objects after them, and therefore other words *implying* a transitive action may have a substantive clause after them. Strang says that either of the first two methods mentioned is "reasonable," and therefore "defensible." The same maybe said of Mason's view.

## CLASSIFICATION AND RELATION.

1. Give the classification and relation of the following sentences taken from Entrance paper of '93.

(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.

(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 !

(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.

NOTE.—Our young readers should always peruse our column on Correspondence.

## SYNTAX.

Correct; giving reasons :

1. A gentleman will adopt a little boy with a small family.

2. He went out attended with a servant.

3. There never was such another man.

4. A house was built for a clergyman with seven gables.

The following are from the Entrance paper of 1892 :

6. I will be drowned and no one shall help me.

7. The man and the horse which was lost in the blizzard has been found.

8. Neither the time nor the place of his birth are known definitely.

9. There ain't no doubt as you and we can run faster than him.

## FORM FOR ANSWERING.

1. A gentleman with a small family will adopt a little boy. Reason : A phrase should be placed close to the word it modifies.

## SYNTAX OF NOUNS AND PRONOUNS.

The following is from Mr. Long's article referred to in last issue. He here gives five sentences illustrating as many different objective relations of nouns and pronouns.

(a) As the object completing the predication of a transitive verb ; as, The mule kicked the *boy*.

(b) As the object (after a preposition) completing the prepositional phrase ; as, John fell on his *head*.

(c) As the indirect (dative) object of a verb ; as, Give *Mary* her book.

(d) In apposition to a noun or pronoun in the objective case ; as, Sam shot his dog, *Ponto*.

(e) As part of an object phrase ; as, I do not like to see my *boy* punished.

## A FEW DON'TS.

Don't pronounce *ing* like *in* ; as, *even-in* for *evening*, *writin* for *writing*.

Don't pronounce *ow* like *ur* or *uh* ; as, *hol-tur* or *hol-loh* for *hollow*.

Don't pronounce *ed* like *id* or *ud* ; as, *unit-id* or *unit-ud* for *united*.

Don't pronounce *ess* like *iss* ; as, *good-niss* for *goodness*.

Don't pronounce *ent* like *unt* ; as, *sit-unt* for *silent*. Don't insert the short sound of *u* before a final *ss* ; as, *hel-um* for *helm*.

Don't add the sound of *r* to a final vowel or diphthong ; as, *ide-ar* for *idea*.

Don't omit the sound of *d* when preceded by *n* as, *stan* for *stand*.

Don't fail to subscribe for THE ENTRANCE.

Photography is delightful recreation. Send for sample photos to the N. D. Camera Co., New Lowell, Ont. There's money in it for you.

## Arithmetic.

(W. N. C.)

## REMAINDERS.

Problem:—

Had a certain sum of money. Spent \$5 more than  $\frac{1}{4}$  of it in bananas; \$3 less than  $\frac{1}{2}$  of the remainder in oranges; then, \$1 more than  $\frac{1}{3}$  of what still remained in lemons; after which, I had left \$5. What sum did I spend in fruit?

Answer, \$30.

Solution:— $\frac{1}{4}$  sum - \$5 = first remainder. $\frac{1}{2}$  (sum - \$5) + \$3 = second remainder. $\frac{1}{3}$  ( $\frac{1}{2}$  (sum - \$5) + \$3) - \$1 = third remainder.

But this remainder = \$5.

 $\therefore \frac{1}{3}$  ( $\frac{1}{2}$  (sum - \$5) + \$3) - \$1 = \$5.And  $\frac{1}{2}$  ( $\frac{1}{2}$  sum - \$3 + \$3) - \$1 = \$5.And  $\frac{1}{4}$  sum - \$1 + \$1 - \$1 = \$5. $\therefore \frac{3}{4}$  sum = \$5 + \$1 - \$1 + \$1. $\therefore \frac{3}{4}$  sum = \$6. $\therefore$  sum =  $\frac{4}{3} \times \$6$  = \$35 total sum at first. $\therefore$  \$35 - \$5 = what was spent in fruit = \$30. Answer.

See Vol. II., No. 2, page 9, of THE ENTRANCE.

## FOURTH CLASS.

1. Have a certain sum of money of which I spend  $\frac{1}{4}$  + \$5; then  $\frac{1}{3}$  of the remainder all but \$5; I have then left \$10; find my money at first.

2. A boy spent  $\frac{2}{3}$  of his money; after which he had 70 cents less than  $\frac{1}{4}$  of it left. How much money had he at first?

3. A man had a certain number of sheep of which he lost  $\frac{1}{2}$ ; he then had 6 more than  $\frac{1}{3}$  of the whole number left. How many sheep had he at first?

4. John spent  $\frac{1}{4}$  of his money in buying a suit of clothes; then  $\frac{1}{3}$  of the remainder in buying a pair of boots. He then had left \$15. How much money had he at first?

Answers:—1. \$42.00; 2. \$7.20; 3. 135 sheep; 4. \$24.00.

## FIFTH CLASS

1. A spent \$6 more than  $\frac{1}{4}$  of his money; after which he had \$6 more than the half of it left. How much money had A at first?

2. A man spent \$3 more than  $\frac{1}{3}$  of his money, and had left \$9 less than  $\frac{1}{2}$  of the original sum; find that sum.

3. A man spent \$2 more than  $\frac{1}{4}$  of his money for a pair of boots, and \$5 more than  $\frac{1}{3}$  of the remainder for a coat, and had \$7 left. How much money had he at first?

4. Out of a certain sum I take \$2 more than the fifth; then \$10 less than  $\frac{1}{3}$  of the remainder; then \$2 less than  $\frac{1}{2}$  of what still remained; after which I had left \$10; find the original sum.

Answers:—1. \$72.00; 2. \$54.00; 3. \$21.00; 4. \$65.00.

For others see Ex. VII., Exercises in Arithmetic, Part II.

W. T. K.—Problem:—

"A man bought 100 head of animals for \$100. He purchased pigs at \$1 each, sheep at \$5, and ducks at 50 cents each. How many of each kind did he buy?"

Solution:—

100 animals for \$100.

Average price \$1 each.

Take 1 pig at \$1 = cost (neither above nor below average cost price.)

Take 1 sheep at \$5 = \$4 above average cost.

" 8 ducks at  $\frac{1}{2}$  = \$4 below average cost.

Ratio in Pigs, Sheep, Ducks, as 1 : 1 : 8.

That is in buying 10 animals, he gets one pig, 1 sheep and 8 ducks.

And in buying 100 animals, he gets 10 pigs, 10 sheep and 80 ducks.

Answer:—10 pigs; 10 sheep; 80 ducks.

See Vol. II., No 3, page 8, THE ENTRANCE.

## USEFUL IN ARITHMETIC.

In addition to what is given by Mr. Cuthbert we add the following, which will prove interesting to fourth and fifth classes:

## FOURTH CLASSES.

320 rods in a mile.

8 furlongs in a mile.

3 miles in a league.

5280 feet in a mile.

1760 yards in a mile.

640 acres in a square mile.

160 square rods in an acre.

4 rods in an acre.

22 yards in a chain.

10 square chains in an acre.

30 $\frac{1}{2}$  square yards in a square rod, pole or perch.

A gallon of water weighs 10 pounds.

A cubic foot of water measures 25 quarts.

A cord foot contains 16 cubic feet or just  $\frac{1}{4}$  of a cord.

A guinea = 21 shillings.

A sovereign = 20 shillings.

24 $\frac{1}{2}$  cents in a shilling.\$4.86 $\frac{2}{3}$  in one £.

Long ton = 2240 pounds.

A crown = 5 shillings.

A pound Avordupois = 7000 grains.

A pound Troy, or Apoth. = 5760 grains.

(The grain in these three tables is the same weight. In converting weights of one table to that of another, as 24 lbs Avoird. to lbs. Troy, it is necessary to reduce to grains, as the grain is the only weight common to these tables.)

## FIFTH CLASS.

Diameter of a circle  $\times$  3.1416 = circumference.Radius of circle  $\times$  6.2832 = circumference.Square of radius of circle  $\times$  3.1416 = area.Square of diameter of circle  $\times$  0.7854 = area.Square of circum. of circle  $\times$  0.07958 = area $\frac{1}{2}$  circum.  $\times$   $\frac{1}{2}$  diam. = area of circle.Circumference of circle  $\times$  0.159155 = radius.Circumference of circle  $\times$  0.31831 = diameter.Diam. of circle  $\times$  0.86 = side of inscribed equal triangle.Diam. of circle  $\times$  0.7071 = side of inscr. square.Circum. of circle  $\times$  0.282 = side of an equal sq.Diam. of circle  $\times$  0.8862 = side of an equal sq.Base of triangle  $\times$   $\frac{1}{2}$  altitude = area.Surface of sphere  $\times$   $\frac{1}{4}$  diameter = solidity.Circumference of sphere  $\times$  diameter = surface.Square of diam. of sphere  $\times$  3.1416 = surface.Cube of diam. of sphere  $\times$  0.5236 = solidity.Radius of sphere  $\times$  1.1547 = side of ins. cube.

[NOTE:—Teachers and pupils will please make the following corrections of errors appearing in the answers to Nos. 5 and 3, second column, page 8, of issue of Sept. 15th: 5 54 $\frac{1}{4}$  min. past 4; 3 3 $\frac{1}{2}$ . W. N. C. is not responsible for these mistakes as the questions and answers were taken from an



arithmetic by ourselves. Think we shall blame the printer for this offence, as he cannot talk back.—Editor.]

**Spelling.**

An old-fashioned spelling match would not be an unprofitable exercise on this subject. One week previous to the contest let sides be chosen and the work assigned. Let the limit be definite—say three or four of our lists.

(LIST No. 4.)

Zinc, conceive, nebula (plural nebulae), nitrogen, hydrogen, immense, Psalmist, Psalm VIII., 3, 4, mindful, see'st, o'erhung, birch and hawthorn, amorous, wanton, murmuring, sweet-scented, blithesome, tranquil, languid, deliberate, persuaded, remorseless, decrepit age, vigorous, palsied, newly-fallen snow, stifled, truthful, assurances of immortality, submissive, howsoe'er, celestial benedictions, funereal tapers, transition, suburb, Elysian, cloister, pollution, pursuing, impetuous, assuage, sanctifying, concealing, campaign, Normandy, maternal inheritance, north-east, peasantry, extraordinary incidents occurred, tremendous, unaccustomed, Genoese bowmen, lilies, Oriflamme, bareheaded, forbore, assailants, embracing, perseverance, acquitted, reverential, carnage, imminent danger, Calais, besieged, complexion.

**SUPPLEMENTARY.**

Mucilage, envelope, portfolio, oases, raisins, shovel, desert, dessert, phaeton, christen, lieutenant, colonel, martial, marshal, mortgage, pumpkins, girth, waggon, scythe, hame, snath, flail, rivet, pivot, citron, cultivator, suet, rennet, raspberry, parsley, comma, semicolon, colon, interrogation, parentheses (plural), caret, apostrophe, asterisk, tailor, oculist, architect, plumber, machinist, milliner, novelist, glazier, brazier. The men-of-war's crews were lost. Their wives' opposition defeated it. THE ENTRANCE is the pupils' paper of Canada.

**Composition.**

**THE PARAGRAPH.**

A paragraph is a part of a composition containing a series of sentences, all treating of one subject. The paragraph will be long or short, according to the number of sentences required to discuss the particular subject in hand.

There are several rules given for the arrangement of sentences in a paragraph, but we shall not trouble our young readers with more than one or two. The opening sentence or sentences should prominently set forth the subject of the paragraph. If the pupils will turn to the lesson on "National Morality," given in the fourth reader, they will find good examples of paragraphing. Bright was a master of English, and his speeches are models in the use of the language. The paragraph, too, must possess unity, by which we mean that all the sentences in it must relate to the subject introduced by the opening sentence or sentences.

In a letter the first paragraph should begin just below the salutation. The succeeding paragraphs should begin, either in line with the first or a little farther to the left than the first. The public school

grammar, page 187, gives an example of the latter method. In the letter published on page 9 of the issue of Sept. 15, the opening paragraph begins too far to the left. The paragraphs should take the following form or position:

9 ELM ST., TORONTO,  
Aug. 4th, 1895.

DEAR COUSIN,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Arrange the following business letter in proper form and with all errors corrected, and compare your answer with ours in next issue:

KINGSTON Clinton Street 176 Sept  
25, 1896.

MESSES JOHNSON AND SMITH  
1175 NASSAU St Toronto.

DEAR SIRS,

Learning by advertisement that a clerk ship in your house is vacant I beg leave to offer myself for the position. I am 16 years old and strong and in excellent health. I have just graduated from the seventh grade of the polytechnic institute, Brooklyn N Y and I enclose testimonials of my character and standing from the president of that institution. If you desire a personal interview I will be glad to present myself at such time and place as you may name

Yours respectively  
CHARLES HASTINGS

**Geography.**

**ANSWERS.**

1. The earth appears flat to us because we can see only a small portion of it.
2. The planets of our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.
3. Four proofs that the earth is round: 1. We can sail around it; 2. As a ship approaches land, the masts are the first to be seen; 3. Our horizon or circle of vision enlarges as we ascend from the surface of the earth; 4. The shadow cast on the moon during a lunar eclipse is circular.
4. The oceans in order of size are the Pacific, Atlantic, Indian, Arctic and Antarctic.
5. The population of the earth is about 1,450,000,000.
6. Different races and where they dwell: Caucasian, in Europe and America; Ethiopian, in Africa; Mongolian, in Asia and N. America, the Esquimaux being included in this race; Malay, in Australia and Oceanic Islands; American or Indian, in N. and S. America.
7. Ocean currents are believed to be caused by the unequal temperature of the water, by constant

winds and perhaps by rotation of the earth upon its axis.

8. The length of a degree of longitude decreases after leaving the equator because every circle is divided into 360 degrees, and therefore the smaller the circle, the shorter the degree.

9. Places at the equator have no latitude.

10. The arctic circle is  $66\frac{1}{2}$  degrees from the equator, or counting 69 statute miles to a degree, the distance in miles would be 4,588 $\frac{1}{2}$ .

11. A trapper could best pursue his occupation in Siberia, Russia, Alaska and Northern Canada; a diamond hunter in India, Brazil, and Southern Africa; a silver miner, in Nevada, Arizona, Austria, Peru and Mexico.

12. Erie Canal, connecting Lake Erie and Hudson River; Delaware and Hudson, connecting Delaware and Hudson Rivers; Wabash and Erie, connecting Lake Erie and Ohio River; Chambly, connecting Lake Champlain and Richelieu River.

13. Murray Canal was built to give a short route out of Bay of Quinte to Lake Ontario; St. Mary, or Sault Ste. Marie Canal, to pass the rapids on the St. Mary River; St. Clair Flats, to make a proper passage for boats at the mouth of the St. Clair River, the channel there often filling up by the silt brought down by the river; and the Rideau, to give an outlet for the commerce of the Rideau Valley.

14. (a) Boston Harbor, Massachusetts Bay, Atlantic Ocean, Florida Strait, Gulf of Mexico, Mississippi River.

(b) River St. Lawrence, Gulf of St. Lawrence, Atlantic Ocean, Strait Gibraltar, Mediterranean Sea, Bay of Naples.

P. D. : Perhaps the best indication as to the cold currents may be derived from the fishes of the sea. "As" is a relative pronoun, antecedent "indication," nom. case, subj. of *pertains* or some such verb understood. It is equivalent to *which* in this case. (See Mason, p. 58.) "As to" might be taken by some to be a comp. prep. = regarding.

P. S. Leaving: *Versus* in literature notes in a former issue should read *versus*.

He travelled so rapidly that the men gave up the chase.

A correspondent draws our attention to the fact that in our analysis of the above sentence on page 8 of Sept. 15th issue, we made *two* adv. mod. instead of *one*: The point is well taken. The clause certainly mod. "rapidly," and should go with it as a mod. of the pred.

M. N. : If the earth had no daily motion on its axis, and the north pole continued to point constantly in the same direction as at present, every part of the earth would have six months day and six months night. The question is not very clearly stated. The same may be said of question (c) in the same issue. This last question will be repeated in complete form in our next.

W. M. : Vertical writing is not compulsory for Entrance examination.

E. H. B. : Though Canadian history is not mentioned in the curriculum for P. S. L. work, we find it on the paper given at examination. It is quite probable that the Department and the examiners take British history for this class to include the leading features of Canadian history.

## Correspondence

A. A. : Page 68, Fourth Reader, last stanza: "Yet not unmeet, etc." It was not unnatural that his sister, so beautiful and so good, should die when the flowers died.

A. M. : The hen is *on the fence*. Phrase is adverbial.

N. F. : This is the weather to *gather* wheat into the barn. "To gather" is part of the inf. phrase. "To gather wheat into the barn is the whole phrase and is adj. in value.

W. H. N. : De Levis (de-lay-vee); Bigot (bee-gō).

J. A. G. : "Nearly in the centre of the sandy ocean, and nearly midway between, etc." In the first case "nearly" modifies the prep. phrase "in the centre." There is room, however, for a little doubt, as sometimes the adv. modifies adverbial idea in prep.; e.g. Clear over the wall. (See H. S. G., page 262.) But "over" has more of the adv. nature than "in" has in the above phrase, so take "nearly" to modify phrase. The second "nearly," according to the above reasoning, modifies "midway."

C. M. : They are *among us*. Phrase is adv. mod. "are," which is here a complete pred. He is *there*. "There" is an adv. mod. verb "are."

A. P. : The most we *know* of them is what we learn from certain great mounds they built. Take "of" as a prep. showing relation between "know" and "them"—"of" being here used in the sense of *regarding*. In some cases the prep. seems to form part of the verb; as, "I wait for him." Such instances are rare.

## Temperance and Physiology.

### ANSWERS.

The questions and answers under this heading cover the Entrance limit.

1. The organs of mastication are the teeth and the tongue.

2. The gastric juice is secreted by the stomach.

3. Hasty eating and insufficient mastication of food often causes dyspepsia.

4. The pancreatic juice emulsifies the fatty part of food.

5. See last No.

6. Alcohol is not a food because it does not possess the elements of nutrition, neither does it supply the body with heat.

7. Alcohol in the stomach congests the blood vessels, checks the flow of gastric juice, impairs the action of the pepsin, and thickens and hardens the lining of the stomach.

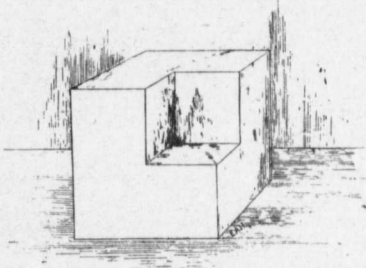
8. The organs most affected by alcohol are the brain and the liver. In the latter it changes the color of the bile from yellow to green, and even black, and causes the organ to become hardened and shrunken—the "hobnailed" liver.

9. Tobacco causes an unnecessary flow of saliva, which is thus lost to the system. By numbing or dulling the sense of taste, it in a measure satisfies the appetite for food.

J. R. Bulmer, Ailsa Craig : "See that one of your friends says, 'one pupil took 631 marks at last exam.' Can go him 'one better.' One of my pupils, certainly a close reader of your valuable paper, took 675 marks. Average marks for class of 6 was 551 $\frac{1}{2}$ ." Next?

## Drawing.

1. Answer to No 2 of last issue. A drawing in answer to this question was executed by a pupil of one of our city schools, but when taken to the engraver it was found to be too large for reduction. At a late hour we were forced to substitute another, which was executed on short notice by Miss Edith Hartley, a former pupil of Mr. Blakeston, Priceville, Ont.



2. A sketch by one of our former pupils will appear in our next.

## EDUCATION DEPARTMENT, ONTARIO.

PUBLIC SCHOOL LEAVING, 1896.

## PHYSIOLOGY AND TEMPERANCE.

Examiners. { J. J. CRAIG, B.A.  
D. ROBB.

1. (a) Describe fully the duties of the skin, and explain why it is necessary to keep the skin clean.
- (b) How does alcohol affect the skin?
2. Name the digestive organs and describe the functions of any two of the most important.
3. (a) To which system does the liver properly belong?
- (b) State another system with which it is connected. Describe fully its functions with regard to both systems.
- (c) Give the effects of alcohol on the liver.
4. (a) Name and describe the classes of nerves.
- (b) Into how many stages are the effects produced by alcohol on the nervous system divided?
- (c) Describe briefly each of these stages.

Values, 10, 5; 20; 3, 3, 8, 6; 7, 4, 9.

HIGH SCHOOL ENTRANCE, 1896.

## PHYSIOLOGY AND TEMPERANCE.

Examiners. { J. J. CRAIG, B.A.  
D. ROBB.

1. (a) Explain what is meant by each of the following terms: digestion, absorption, secretion
- (b) Of what use is the gastric juice, and what kinds of food are only slightly affected by it?

2. (a) Describe the functions of the blood.
  - (b) Give the effects of alcohol on the heart.
  3. (a) On what chemical union does the heat of the body depend?
  - (b) How is animal warmth equalized?
  - (c) State fully the differences between exhaled and ordinary air.
  4. (a) What organs are most directly affected by the use of tobacco?
  - (b) Why should the young especially not use it?
  - (c) Give other than physiological reasons against the use of tobacco.
- Values, 9, 8; 10, 8; 4, 8, 8; 6, 8, 6.

## P. S. I. Literature.

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

## THE BARD.

II.: 3.

*Fill high, etc.*—Compare the similar expression in the "Isles of Greece." This alludes to Richard's love of pleasure.

*Reft of a crown -- guest.*—In the manifesto of the Percies against Henry IV., issued just before the battle of Shrewsbury, Henry is distinctly charged with having caused Richard to perish from hunger, thirst and cold, after fifteen days of suffering unheard of among Christians. This is perhaps the most probable of the several stories regarding Richard's death.

*Baleful smile*—A smile that betokens calamity.  
*Baffled*—Subjected to public disgrace.  
*Din of battle.*—What is the allusion? Compare Shakespeare's lines, in King Richard II., Act IV., Sc., lines 130—148.

*Long years.*—How long?  
*Destined c. ursc.*—The "years of havoc" were the natural outcome of the Duke of Lancaster's accession to the throne.

*Kindred.*—Explain.  
*Towers of Julius.*—There is a tradition that the Tower of London was first erected by Julius Cæsar.

*Many -- a murder.*—Give some instances.  
*His consort's faith.*—An allusion to Henry V.'s wife, Margaret of Anjou. "Faith" probably suggests her zeal and courage in seeking to uphold the Lancastrian cause.

*Father's fame.*—Who was Henry VI.'s father, and for what was he famous?

*Meek usurper.*—Gray considers that the Lancastrians had no right to the throne. Why is Henry called "meek?" (See history).

*Above, below, etc.*—Probably alluding to the varying fortunes of the two parties in the civil war.

*Bridled boar, etc.*—Richard III.'s crest was a wild boar. After the battle of Bosworth his helmet was found under a thorn bush. Richard is said to have murdered the children of Edward IV. in the tower, hence "infant gore."

III.: 1.

*Half of thy heart.*—Eleanor, the wife of Edward I., died soon after his return from Wales. What noteworthy incident of her life probably causes the poet to allude to this person.

*Consecrate.*—To set apart for some purpose. The queen was set apart for, or destined to, a "sudden fate" or untimely death.

*The work is done.*—In the first four lines of this stanza, as well as elsewhere in the poem, we have a striking abruptness. This is also a feature of the ancient Pindaric ode.

*Stay, O Stay!*—Spoken to the phantom bards who are departing, now that the prophecy regarding Edward is complete. Like the Fates of classical mythology—the three sisters who were engaged in spinning the thread of life for every man—so the bard and his ghostly brethren have been employed in weaving the destiny of their enemy. The prophecy of woe is ended, their part as avengers of their country is done, and so they depart.

*That fires the western skies.*—His brethren vanish in the land of the setting sun. Probably referring to the ancient ides regarding the "Islands of the Blest." (See "Isles of Greece").

*But oh!*—The scene changes from one of woe to one of glory.

*Glittering skirts.*—The "characters of hell" have been traced on a "winding sheet." Now on these "glittering skirts" are traced a glorious line of "genuine kings."

*Genuine.*—Because there was Welsh blood in their veins. The Welsh are the descendants of the Celts, the early inhabitants of Britain; hence these kings trace their descent to the old Britons and so are called "Britannia's issue." (Look up the genealogy of Henry VII).

*Long lost Arthur.*—A king of one tribe of the ancient Britons. Under his leadership his countrymen made a brave fight against the invading Saxons. He was the people's hero, and through the Welsh bards many beautiful legends have come down to us regarding King Arthur and his "Knights of the Round Table." These legends form the basis of Mr. Tennyson's poem, "Idylls of the King."

### III. : 2.

*Sublime.*—In reference to the monarchs of the Tudor period, and the splendor of their courts.

*Bearded majesty.*—Henry VIII. introduced the fashion of wearing long beards.

*A form divine.*—Who is meant? Why are the words *lion-part, awe-commanding* and *virgin* applied to this person?

*Strings symphonious.*—Alluding to a wonderful age of English poetry, sometimes called the golden age of English literature. When was it, and who were the chief poets? In this expression we are reminded of the close relation between poetry and music.

*Taliessin.*—An early Welsh bard. These "strings symphonious" are worthy of that renowned bard.

*To animate.*—Worthy to animate. These later bards have a poetical spirit worthy of Taliessin.

*Bright rapture.*—Poetic inspiration.

*Waves in the eye of heaven.*—Reference to the sublimity and splendor of the poetry.

*Many-colored.*—Probably alluding to the various kinds of poetry.

### III. : 3.

*The verse adorn.*—The grammatical subject of "adorn" is "War" and "Love." Poetry, in dealing with such themes as war and love, will be made attractive thereby.

*Truth severe - - dress.*—Fiction of the best sort is that in which the great truths of life are brought out by the imaginary scenes, incidents and characters. "Fairy" suggests the attractive character of fiction as compared with the bare truth which in itself is "severe," that is, serious and of grave importance.

*Buskin'd.*—An allusion to Shakespeare's tragedy. The buskin was a boot with a very thick sole and worn by actors in the ancient Athenian tragedy. Hence "buskin'd measures" comes to mean the tragic drama or tragedy. Milton speaks of tragedy as "the buskin'd stage."

*Grief - - pain - - horror.*—These feelings are pictured in tragedy. Explain the epithet *pale*. "Pleasing pain" makes the figure Oxymoron—an expression that seems to contradict itself. The passion of love is thus described. In what sense is horror a tyrant? A person cannot resist the feeling of horror, but is completely mastered by it.

*A voice, etc.*—The voice of what poet? Infer the answer from the word "Eden." What poem is especially meant?

*Distant warblings, etc.*—Alluding to the great poets that were to come in the distant future.

*Fond impious man.*—Here the bard again makes a direct address to Edward. "Fond" here means foolish.

*Sanguine cloud.*—The death of the bards.

*The orb of day.*—The spirit of poetry and patriotism. Expand the metaphor of these two lines into a simile.

*With joy I see, etc.*—The bard considers his own fate, namely triumph and death, is happier than that of Edward, which is despair and sceptred care. In what way did the bard triumph? See last lines of III. : 1.

### OUTLINE OF POEM.

The first section contains the description of the bard, his denunciation of Edward, and his lament for the death of his fellow bards. The second gives a prophecy concerning the fate of Edward and his race; and the third gives us the bard's vision of Britain's coming glory.

Account for the divisions and sub-divisions of this poem.

The divisions of the poem into three sections of three stanzas each represent the divisions of the Greek chorus, which was an essential part of the Greek drama. The first stanza is the *strophe* (turn), the second the *antistrophe* (counter-turn) and the third the *epode* (after-song). These names represent the movements of the members of the Greek chorus back and forth on the stage while they sang. The whole poem then corresponds to the Greek choruses.

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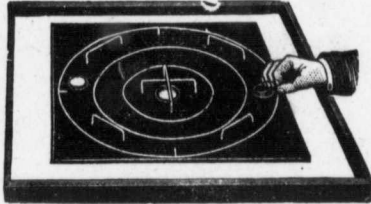
#### RULES.

1. The game may be played by from 2 to 8 players, playing individually when only two are playing, and choosing sides when more are playing.
2. There are 24 curling blocks or discs divided equally into two colors (one color for each side). The discs are numbered in pairs to distinguish each person's discs when more than two are playing at one board.
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## EDUCATION DEPARTMENT.

October :

1. Provincial School of Pedagogy opens. (1st October.)

Notice by trustees of cities, towns, incorporated villages and township Boards to Municipal Clerk to hold Trustee elections on same day as Municipal elections, due. [P. S. Act, sec. 103 (1).] (On or before 1st October)

- Night Schools open (session 1896-7). (B gin on 1st October.)

November :

2. Last day for receiving applications for candidates not in attendance at the Provincial School of Pedagogy for examination to be held in December. (1st November.)



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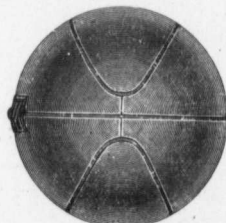
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