

G. H. Bulcroft

THE ENTRANCE.

Devoted to the Work of Entrance and Public School Leaving Classes in Ontario.

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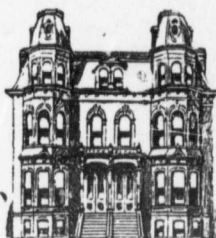
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This being our first issue of the year, this page necessarily puts on a somewhat personal or business cast. Matters of more interest next time.

With an editor for P. S. L. literature, another for mathematics, and our own time wholly given to the paper, THE ENTRANCE looks this year for 20,000 subscribers.

THE ENTRANCE has the first consideration of its editor; in other words, it is not tacked on some other business of supremely greater importance to its promoters.

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year we received many requests for back numbers, which we could not supply.

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All subscriptions to THE ENTRANCE expire with this number. We had intended to continue the paper to our old subscribers for another issue, but we found that such a course would produce confusion in our mailing lists. Henceforth all subscriptions will expire with the issue of Sept. 1st of each year.

The examination papers for '96 will appear in THE ENTRANCE during the year. Through the kindness of Mr. W. N. Cuthbert, we are in possession of the solutions of the Entrance and P. S. L. arithmetic papers. These, along with valuable suggestions on the other papers set, will be given in THE ENTRANCE a little later. Pupils at this time in the term are not prepared for such discussion.

We are mailing this number in advance of its date that all schools may have ample time to organize their clubs before the date of next issue, which will be September 15th. Order early. In sending in subscriptions do not fail to say how many copies of this number you require. We are endeavoring to supply every subscriber with a copy of this issue.

Rural schools should endeavor to have their club orders in before Sept. 1st. Villages, towns and cities will doubtless take action soon after that date. We have provided a large supply to meet all demands for copies of this number. Our rule will be first come, first served. Do not wait too long to complete your club list as names may be added later. Do not be afraid of troubling us with additional subscriptions; it is just the kind of trouble that pleases us.

Excepting Toronto, London leads all the cities of the province in the number of club orders. Among these we mention only a few of the larger ones: St. George St. School, 41 copies; Simcoe St., 42; Colborne St., 41; Queen's Ave., 22; Rectory School, 23; St. Peter's, 22; Sacred Heart, 16. Ottawa, Hamilton, and the other cities have also more than met our most sanguine expectations. Among our towns, Pembroke leads with a club order of 89, while Blenheim takes second place with 74 copies.

We have tried editing a paper and teaching school at the same time. After a hard day's work in the schoolroom, the tendency is to do editorial work with the scissors, instead of the pen. Fresh from our public school labor, with a record with which many of our readers are acquainted, and having our whole time to devote to editorial work, we can promise our subscribers a paper made up not of the "odds and ends" which are so easily prepared for the printer's hands, but one filled with live, practical, up-to-date matter.

Current Events.

CHANGE OF GOVERNMENT.

Since THE ENTRANCE last reached our young readers, as most of them are aware, there has been a change of government in Canada. The general election on June 23rd resulted in the defeat of the Tupper Government and the return of the Liberal party. Soon after this date, Mr. Laurier, as leader of the opposition in the late parliament, was called upon by the Governor-General to form a new government. He accepted the task and has since selected from his party the following gentlemen to act with himself as advisers of the Crown: Minister of Trade and Commerce, Sir Richard Cartwright; Minister of Finance, Hon. W. S. Fielding; Minister of Justice, Hon. Oliver Mowat; Minister of Marine and Fisheries, Hon. L. H. Davies; Minister of Railways and Canals, Hon. A. G. Blair; Minister of Customs, Hon. Wm. Paterson; Postmaster-General, Hon. Wm. Mulock; Minister of Public Works, Hon. J. I. Tarte; Minister of Militia and Defence, Hon. F. W. Borden; Minister of Agriculture, Hon. S. A. Fisher; Minister of Inland Revenue, Sir Henri Joly; Secretary of State, Hon. R. W. Scott; Solicitor-General, Hon. Chas. Fitzpatrick.

At this time of writing (early in August) the Department of Interior has not been filled. The Hon. Wilfrid Laurier is Premier and President of the Council. There are two other members of the cabinet, viz., Hon. C. A. Geoffrion and Hon. R. R. Dobbell, who are without portfolios, which means that, though they are honored with seats in the Cabinet, they preside over no department nor do they receive a salary. It will thus be seen that the Dominion Cabinet, or Ministry, consists of fifteen paid ministers and two without salary.

This is the second time since Confederation (1867) that Canada has had a Reform Government. The party was successful at the polls in 1873, but was defeated in 1878 on the question of the "National Policy." In our next issue we shall have something to say on the opening of the House for its first session and also a few words on our Provincial Governments.

THE VENEZUELAN QUESTION.

This subject continues to occupy considerable space in the leading papers and journals of more than one country. Doubtless much more will be said in reference to the matter before it is finally settled. That the boys and girls of our schools may take an interest in the subject and follow the discussion intelligently, we offer a few observations to show just how the matter stands at present.

About one hundred years ago, the territory known as Venezuela was under Spanish rule, and Holland was in possession of the country called Guiana. After a severe struggle the Venezuelans threw off the Spanish yoke and be-

came an independent republic. It is many years, too, since Holland made over to England a portion of Guiana. A dispute soon arose between England and Venezuela as to the location of the boundary line between the latter country and the colony. Settlement of the countries, however, proceeded. The trouble over the boundary line has since come to the front, and in 1887 so serious did it become that diplomatic relations between the two countries were suspended. The Venezuelans claim that the Essequibo River is the true boundary, while England asserts that her territory extends to the Schomburgk line (after the name of the surveyor), which is drawn a considerable distance to the westward. War between the countries seemed imminent, when Venezuela appealed to the United States. The President of the latter country, Mr. Cleveland, soon startled the world with a war-like message to congress. He brought forward the "Monroe doctrine" and stated that it would be enforced, even if war resulted between England and the United States. This "Monroe doctrine" is so-called after President Monroe, who, about seventy-five years ago, laid down the principle that no foreign nation has any right to take forcible possession of any territory on this continent. The Congress of the United States unanimously endorsed the stand taken by the President and the latter was authorized to appoint a commission to investigate the facts in regard to the boundary line. That committee is now at work.

Seeing that the trouble cannot be settled by the findings of this committee of inquiry, Secretary Olney, of the United States, has asked the British Government to submit the matter in dispute to arbitration. England is perfectly willing to do this, so far as the *unsettled* portions of the disputed territory are concerned, but not so the *settled* parts. Venezuela claims about two-thirds of the territory of British Guiana. Correspondence is at present passing between the Governments of England and the United States on the subject, and it is hoped by all that the question will yet be amicably settled.

THE PRESIDENTIAL ELECTION.

Canada is so intimately connected with the United States that it is well for our young people to know something about the questions which are agitating the public mind in the latter country.

In November, our neighbors will decide who are to be their next President and Vice-President. A few weeks ago the Republicans nominated McKinley and Hobart as their candidates. The Democrats, a week or two later, placed Bryan and Sewall in the field. The Populists, too, have also brought forward a ticket, in the persons of Bryan and Watson. The "Populists" is a party which has recently sprung up in the West. The Democrats and the Populists agree in some of the planks of their platforms, notably on the "silver question," but they appear, at our present time of writing, to be drifting hopelessly apart on many of the

other "planks." While Bryan suits the Populists, his "running mate," Sewall, is rejected by them. Sewall is a millionaire and the Populists are not favorably disposed to capitalists. They stand for the masses as against the classes. The Republican war-cry is high tariff, and a "gold standard" for money. The Democrats want a reduction in the tariff and free coinage of silver.

We cannot take any further space to discuss these matters, but in our next number we shall have more to say on the subject, especially on the "silver question."

QUESTIONS.

BRIEF ANSWERS IN OUR NEXT.

1. In what portion of America have there been fresh discoveries of gold?
2. What important bill, which had often been defeated by the House of Lords in England, was recently passed by that body?
3. Who is the Premier of Ontario?
4. What important changes have been recently made in the Ontario Marriage Act?
5. What changes are being introduced in reference to the composition of County Councils in Ontario?
6. Who is now Canada's High Commissioner in London, England?
7. Why do members of parliament have to be re-elected after accepting office in the Cabinet?
8. What new line of steamships is being established on the Pacific and what are to be its termini?
9. What splendid example of the impartiality of British justice was given just recently?
10. Where and for what noted is "Bisley"?
11. The Premiers of what provinces were taken into the Laurier Cabinet?
12. What is the deepest sounding ever made in the ocean?
13. Who is the poet-laureate of England?
14. Who is Premier of England?
15. How many cable lines cross the Atlantic? The Pacific?

Notes on all the literature selections for Entrance and P. S. Leaving will appear in THE ENTRANCE during the year.

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

Selections for Memorization for Entrance Classes: Lessons xiii., xxxi., xl., xli., xlii., lxvi., lxxiii., xcix., ciii., cv.

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

Entrance Literature.

(BY THE EDITOR.)

In teaching these selections, not a few teachers go over the first reading of the lesson with their pupils before the latter are requested to examine the "notes." The teacher, of course, should use every help possible before entering upon a study of the lesson with the class. The object in the critical study of these selections is not to fill the mind with information but rather to train the pupils to think. A number of questions will be given on each of the lessons, the more difficult ones being answered in the succeeding issue. If any further information is desired drop a card of inquiry.

LESSON XXVI.—LANDING OF THE PILGRIMS.

There has always been in England an established church, that is, a state church. In Elizabeth's time the rulers of the country insisted on all persons worshipping according to the form of the established church. Many objected and a number of these formed themselves into independent congregations. They were called Separatists or Brownists. One of these congregations for the sake of religious freedom went to Amsterdam, in Holland, but not being satisfied with life there, its members turned their eyes on America. In 1620, in the reign of King James, this congregation returned to England and shortly afterwards set sail for the New World. After a stormy voyage of more than three months, the *Mayflower*, with its 100 souls, reached America. Their landing-place they named *Plymouth*, in memory of the last place on which their eyes had rested as they sailed from their old home across the sea. These were the "Pilgrims." Persecution not abating in old England, many others left her shores to join the "Pilgrims." Settlements were made at Salem, Boston and other points, and thus was laid the foundation of that *New England*, which was destined to play such an important part in the future history of the world.

Stern and rock-bound.—This description, while it applies to the New England coast generally, is not applicable to the coast of Massachusetts, especially that part of it where the "Pilgrims" landed. There the coast is low.

Heavy night.—The night was dark and the clouds hung low.

Exiles.—A person may be an exile through choice or necessity. The pilgrims chose to be "exiles" to secure religious freedom.

Moored.—Anchored or fastened.

New England.—Maine, New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island.

True-hearted.—They were true to their convictions of right.

Stirring drums.—Music inspires the soldier. *Trumpet—fame.*—Martial music and military display mark the approach of the "conqueror," who seeks only "fame," or glory.

Depths—Cheer.—They voiced their feelings in

hymns of praise with such fervor as to make the woods resound with their music.

Lofty cheer.—The sentiment of the hymns inspired and cheered them, confronted as they were with such discouraging surroundings.

Stars—sea.—Stars and sea personified. The phrase is used to mark their lonely condition. They are not discouraged, however, but make the forest ring with their songs of thanksgiving and praise.

Sounding aisles.—"Aisles" are commonly understood to apply to spaces or passages between rows of seats. Originally, the term was applied to the lateral or side wings of a church, separated from the middle part, or nave, by rows of pillars. The trees of the woods correspond to the pillars in the church; the spaces between representing the "aisles."

Ocean eagle.—The emblem of the United States. We think it was Franklin, who objected to adopting the eagle as the emblem of his country. He said the morals of the bird were bad. One thing is certain that the bird is not particular how it gets its living, preying, as it does, on almost everything having less strength than itself. It is a bird, however, of brilliant plumage, and soars through the heavens with a majestic movement, and it is, doubtless, these attributes that made it a favorite with those who were in search of an "emblem."

Pilgrim band.—A pilgrim is a sojourner in a foreign land; also, one who journeys to seek some divine blessing. Both meanings may apply here.

To wither.—While the young and the middle-aged of the "pilgrims" would be inspired with hopes of a bright future in the new country, the older people were denied this consolation. Moreover they could be of little service in the toilsome and laborious life of the "pilgrim band," and, cut off from the scenes of their early days, there seemed to be nothing in store for them but "to wither," to die.

Fearless eye.—Had confidence in the future.

Lit . . . truth.—Cheerfulness springing from a sense of pursuing a right course.

Serenely high.—Confidence in their ability to overcome all obstacles.

Fervent heart.—Youth is impulsive. The Indians would probably be in extreme danger from these intrepid youngsters.

Shrine.—In a strict sense "shrine" refers to any place such as a tomb, altar or chapel, considered sanctified by the remains of some holy personage. Individuals often worshipped at these places, and thus "shrine" is now often used to denote a place of worship.

Aye.—Also written *aye*. The former is pronounced (i), the latter (ā). The meaning is *yes* and is used as a sort of assent to the idea contained in the term "shrine," that is, "holy ground."

Unstained.—That is, allowed others to worship as they wished.

QUESTIONS.

1. What is the one great theme of the poem? 2. Name the topic or subject of each stanza? 3. Relate the circumstances under which the "Pilgrims"

left England? 4. Where and what is Plymouth Rock? 5. To what portion of New England does the poet's description of the coast aptly apply? 6. Draw an outline of the coast of Massachusetts, showing definitely the location of Plymouth? 7. Point out any contrasts drawn in any part of the poem? 8. The "white waves' foam" Where else in the poem is there a similar reference? 9. What is the writer's aim in the first stanza? 10. Point out an example of alliteration, personification and climax? 11. Why is the "eagle" mentioned in the poem? 12. Why use the interrogations in the last stanza? 13. Is the statement in the last line of the poem true? 14. Explain "welcome home" "wild New England shore," "the flying," "wealth of seas?" 15. "The stars heard and the sea." Give two reasons for this reference by the writer.

Composition.

As perhaps the most suitable exercise at this stage of the term, we present the following in letter-writing. The letter is to be re-written, and all errors corrected. The subjects of the paragraphs should also be written. In our next issue the letter will appear in its proper form, along with useful hints in reference to the subject. After discussing letter-writing, other forms of composition will be taken up.

A FRIENDSHIP LETTER.

TORONTO 4th Aug.
No. 9 Elm Street.

MISS LIZZIE SMITH
No. 72 Janette Ave. Windsor
DEAR COUSIN,

I received your letter on Friday last, and I cannot tell you how pleased I felt when I read that you intend paying us a visit soon. Charlie was awfully delighted when he heard that Jack was to accompany you. He began at once to fix his row-boat and to put his fishing tackle in shape. He is counting on a big time with Jack. I must tell you about the awfully nice time I had the other day. Papa has purchased new bicycles for Jack and I, and last Saturday afternoon we spent on the island learning to ride our wheels. Well you had ought to have saw Jack. He was rolling on the ground most of the time. I fared better however only tumbling three times during the afternoon. Towards evening I knew how to ride my wheel and enjoyed myself hugely. I want you to bring your wheel with you when you come down. I expect you feel quite elated over your success at the recent entrance examination. I hope to reach the entrance class in a short time. You referred in your letter to a paper called THE ENTRANCE, stating that it was a great help to you in your work. I have seen it and intend taking it when school opens, in fact, the paper is in nearly all the schools of this city. I was talking with the editor one day last week and he told me that he sends to Dufferin School 72 copies, Lansdowne 49, Clinton St. 32, Wellesley 28, and smaller clubs to nearly all the other schools in the city. I understand the paper is to be enlarged and issued in a different form which will make it still better as it will contain more information and will be convenient to handle. But I must close and do some work in the garden. Hoping to see you and Jack in a few days I remain your loving cousin
MADGE.

Grammar.

In this and other subjects we have been careful to deal with matters within the comprehension of pupils at this stage of the term. At the proper time more difficult work will be brought before our readers.

CLAUSES.

Chicago, which is the largest city in Illinois, is situated on Lake Michigan.

The man who was injured on the street to-day is dying.

Sometimes young writers are at a loss to know why in the first sentence the clause should be separated from the principal statement by commas, while in the second sentence none are required. The explanation is in the fact that the first clause is DESCRIPTIVE, or PARENTHETICAL, while the second is RESTRICTIVE, or LIMITING. In the second sentence it will be noticed that the clause "who was injured" distinguishes the antecedent "man" from all other men; in fact, this is why the clause is inserted. It is to mark a particular man. We say a clause of this kind is LIMITING or RESTRICTIVE. Now what is the reason for using the clause in the first sentence given? Is it to mark out this Chicago from other cities of a similar name? No; it is used simply in a DESCRIPTIVE or PARENTHETICAL way, hence the name.

Punctuate the following sentences, showing that you understand the distinction between DESCRIPTIVE and RESTRICTIVE clauses:

1. The boy who is honest and truthful is trusted.
2. John Anderson who fell on the street to-day is dying.
3. He sailed down the Amazon which is the largest river in the world.
4. I met the man who was bringing the message.
5. That life is long which answers life's great end.
6. My wife who is an excellent rider stuck close to me; and my daughter who was then a small child I took in one arm.

RULES OF SYNTAX.

1. In a series of possessive nouns, if separate ownership is meant, write each noun with the possessive sign; if joint ownership, use the sign with the last name.

Johnson and William's vineyards.
Johnson and William's vineyard.

2. When two possessives are in apposition, the last alone takes the possessive sign; as,
They spoke well of Byron, the poet's, writings.
This sentence, however, would be better written thus:
They spoke well of the writings of Byron, the poet.

3. Two negatives should not be used to express negation; as,

I have not been nowhere.

This should be:
I have been nowhere, or, I have not been anywhere.

4. The pronoun *them* should not be used for the adjective *those*; as,

He gave me *those* (not *them*) things.

5. When two or more nouns refer to the same thing, the article is prefixed to the first only; as,
The secretary and treasurer has been elected.
If the nouns refer to different things, the article should be repeated; as,
The secretary and the treasurer have been elected.

This list of rules and examples will be continued for a few issues, and will then be followed by a number of exercises involving the rules given.

ANALYSIS AND PARSING.

Analyze the following sentences and parse the italicized words. The answer will appear in our next issue.

The gentle, loving Cowper, *lover of everything pure and good*, the idol of his friends, and the most delightful poet of his century, was frequently present on such occasions.

All preliminary steps *having been taken*, Burke, in the beginning of June, brought forward the charge relating to the Rohilla war.

SENIOR GRAMMAR.

In this department we shall discuss some of the questions that come to us through correspondence. It will be found interesting not only to our P. S. L. readers, but also to the more advanced pupils of the Entrance classes.

In our correspondence we find the following: Are the pronouns in these sentences correctly used?

1. They thought that it was *I*.
2. They thought that they were *we*.
3. They thought them to be *us*.

Yes, they are correctly used. Remember that the verb *be* always takes the same case after it as before it. It will be observed that *them* in the last sentence, while forming a sort of subject of *to be*, has chiefly an objective relation. *Them* has a predicate, but it is what is called an indirect predicate.

Another asks if the following sentence is compound or compound:

We shall be at the station in the morning, when we shall look for you.

The sentence is compound. In cases where the connective, that is, the relative pronoun, and what we call the conjunctive adverb, contains the sense of *and*, the sentence is compound.

We are asked to analyze and parse these sentences:

He made the *boy sick*.

He found the *boy sick*.

We discussed in one of our numbers of last year sentences somewhat similar to these. However, in our next issue we shall give our mode of analyzing them, and the parsing of the italicized words, with reasons for the same.

Arithmetic.

Mr. W. N. Cuthbert, author of Cuthbert's Arithmetic, will be associated with us in the management of this department. We are pleased to have such an excellent assistant in our work.

THE SIGNS "×" AND "of"

$$\text{SIMPLIFY } \frac{(\frac{1}{4} \div \frac{1}{2} \text{ of } \frac{1}{2}) - (\frac{1}{4} \div \frac{1}{2} \times \frac{1}{2})}{\frac{7}{9} \text{ of } \frac{10000}{10000} \div \frac{1}{4}}$$

The above question is given to illustrate the difference in the use of the signs "×" and "of" in fractional questions. Without any formal solution we would just remark that in the first step of the solution it will not do to divide $\frac{1}{4}$ by $\frac{1}{2}$ as some pupils are inclined to work it. $\frac{1}{2}$ of $\frac{1}{2}$ forms a compound fraction and must be simplified and the result used as the divisor. In the second part of the fraction it is different. The $\frac{1}{2}$ is divided by $\frac{1}{2}$ at once and the result multiplied by $\frac{1}{2}$. Of course short methods of doing this may be adopted; as, for instance, $\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$. The point for pupils to remember is that $\frac{1}{2}$ of $\frac{1}{2}$ forms a compound fraction, while $\frac{1}{2} \times \frac{1}{2}$ does not.

The answer to the question is 6250.

Simplify:—1. $\frac{2}{3} \times \frac{4}{5} \div \frac{7}{8}$.

2. $\frac{3}{4} \div \frac{1}{2} \times \frac{5}{6}$.

3. $\frac{2}{3}$ of $\frac{3}{4} + \frac{5}{6} \div \frac{1}{2}$.

4. $\frac{3}{4} + \frac{5}{6}$ of $\frac{1}{10} - \frac{2}{3}$.

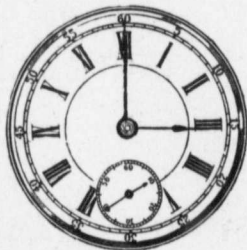
5. $\frac{1}{2}$ of $\frac{3}{4} \div \frac{1}{2} \times \frac{1}{4} + \frac{5}{6} \div \frac{1}{2}$ of $\frac{3}{4}$.

6. $\frac{(3\frac{1}{2} - 2\frac{1}{4}) \div \frac{5}{6}$ of $\frac{3}{4}$
 $2\frac{2}{3} \div (\frac{1}{2} + \frac{1}{4})$

7. $(16\frac{2}{3} - 3\frac{1}{2})$ of $3\frac{1}{2} 16\frac{2}{3} + 3\frac{1}{2}$ of $3\frac{1}{2}$.

8. $\frac{3}{4} + \frac{1}{2}$ of $(2 - \frac{1}{3}) - \frac{1}{6}$ of $2\frac{1}{2} + \frac{1}{2} - \frac{1}{4}$ of $(\frac{5}{6} - \frac{1}{2})$.

Answers:—1. $\frac{2}{3}$; 2. $\frac{5}{4}$; 3. $3\frac{1}{2}$; 4. $\frac{1}{2}$; 5. $\frac{11}{10}$; 6. $\frac{1}{2}$; 7. $36\frac{2}{3}$; 8. 1.



CLOCK QUESTIONS.

What time between 3 and 4 are the hands of a clock together?

By a reference to the dial above, pupils will observe that while the minute hand travels 60 minute-spaces, the hour hand travels but five. Thus, then, the minute hand gains 55 minute-spaces in one hour. Looking at the dial again, in considering the question before us, it will be seen that before the minute hand has overtaken the hour hand, the former must gain 15 minute-spaces on the latter. The question then is, how long will it take the

minute hand to gain 15 minute-spaces on the hour hand?

Minute hand gains 55 minute-spaces in 60 min.

" " 1 " " $\frac{60}{55}$ "

" " 15 " " $\frac{60}{55} \times 1\frac{1}{2}$

Cancelling, we get $16\frac{1}{11}$ min. past 3.

The above question might be changed to read as follows: What time between 3 and 4 o'clock will the hands of a clock be opposite each other?

Of course the hands cannot be opposite each other until the minute hand has passed the hour hand, and gained an additional 30 minute-spaces. This makes 45 minute-spaces which the minute hand must gain before the hands will be opposite.

Minute hand gains 55 minute-spaces in 60 min.

" " 1 " " $\frac{60}{55}$ "

" " 45 " " $\frac{60}{55} \times 4\frac{1}{2}$

Cancelling, we get $49\frac{1}{11}$ min past 3.

Solve:—1. At what time between 7 and 8 are the hands of a watch opposite each other?

2. At what time are the hands of a clock together between 9 and 10?

3. At what time are the hands of a clock opposite each other between 8 and 9?

4. At what time are the hands of a clock at right angles (that is 15 minute-spaces apart) between 4 and 5?

5. At what time after 4 o'clock will the hands of a clock be 180 degrees apart?

Answers:—1. $5\frac{5}{11}$ min. past 7; 2. $49\frac{1}{11}$ min. past 9; 3. $10\frac{10}{11}$ min. past 8; 4. $5\frac{5}{11}$ min. and $38\frac{10}{11}$ min. past 4; 5. $49\frac{1}{11}$ min. past 4.

SENIOR WORK.

Simplify:—1. $\frac{(3\frac{1}{2} - 2\frac{1}{4}) \div \frac{5}{6}$ of $\frac{3}{4}$
 $2\frac{2}{3} \div (\frac{1}{2} + \frac{1}{4})$

2. $\frac{(\frac{1}{2} \div \frac{1}{3} \text{ of } \frac{1}{2}) - (\frac{1}{2} \div \frac{1}{2} \times \frac{1}{2})}{\frac{7}{9} \text{ of } .0003 \div .25}$

3. $7 (\frac{1}{2} \text{ of } \frac{1}{4}) \div \frac{9}{14}$
 $\frac{1}{3} (\frac{3}{4} \text{ of } 7)$

4. $5\frac{1}{2}$ of $\frac{2}{3}$ of $2\frac{1}{2} - 1 \div (\frac{1}{2} + \frac{1}{3})$

$1 - \frac{3}{4}$ of $\left\{ \frac{1}{2} + \frac{1}{3} \text{ of } \frac{7}{10} \right\}$
 $\frac{1}{2}$ of $1\frac{2}{3}$

Answers:—1. $\frac{1}{2}$; 2. 6250 ; 3. $3\frac{1}{2}$; 4. 2.

Solve:—1. Find the times between 9 and 10 that the hands of a clock are (1), 7 minutes apart; (2), 40 seconds apart.

2. A clock which gains $7\frac{1}{2}$ minutes in 24 hours is 12 minutes fast at midnight on Sunday. What time will it indicate at 4 o'clock on Wednesday afternoon?

3. At what time after 7 o'clock will the minute hand be 9 minute-spaces ahead of the hour hand?

4. At what time after 9 o'clock, will the minute hand be 222 degrees ahead of the hour hand?

5. What are the two exact times when the hands of a clock are equally distant from figure III?

Answers:—1. $41\frac{5}{11}$ and $56\frac{5}{11}$ min. after 9 o'clock; 2. 4 hrs., 32 min.; 3. 48 min. past 7; 4. 24 min. past 9; 5. $13\frac{1}{11}$ and $16\frac{4}{11}$ min. past 3.

NOTE:—We shall be pleased, upon request, to give the solution of any of the above problems, or, in fact, any problem which may prove troublesome to teachers or pupils in the entrance or P. S. L. course. No. 5 will be solved in our next issue.

Spelling.

The entrance course in this subject will be fully covered by our lists. This year we are adding a few words outside the regular work.

LIST NO. 1.

Schoolhouse, discipline, verger, candles, waist-coats, painful, ablutions, unlacing, snivelling, unrobing, punctual, memories, cowardice, conscience, braggart, testimony, exaggerated the effect, imperial, shining, peer and peasant, Helicon, clamoring, Colonel, midshipman, honeysuckle, hazel-bushes, squirrel, halloo, pursuer, asunder, wayfarer, occupants, ceremony, impatient, dairy, committing, frustrated, curiosity, jib-boom, main-top-mast cross-trees, angels, gnarled oaks, mistletoe, lilies, immortal, legible, Macedonian, African, remote, secluded, peaceful, conqueror, hospitable, eatable, sojourn, plaintiff, concealed, defendant, contingent, recapitulated, perplexed, wonderful, conscience, indignant mien, resentment, renowned, Gaul, progeny, Caesar, invincible, prophetic, pregnant, celestial, chords of his lyre, vengeance, ambassadors, vassal, Norwegian, besieged, dismissal, intelligence, divers-colored sails, gilded vanes, decorations, gorgeous, ascertain, pillaged, proposals for reconciliation, October, sixty-six.

SUPPLEMENTARY TEST.

Grammar, infinitive, transitive, indicative, Arctic, parallels, clevis, pincers, nickel, practise (verb), practice (noun), (This distinction in the spelling of these words is not made by all writers. We have always used the rule and have found it satisfactory), isthmus, prairie, piccolo, melodeon, eighth, phlegm, prophesy (verb), prophecy (noun). My brother-in-law's house was burned. My brothers-in-law's farm contains 400 acres. Ladies' and children's hats for sale.

Drawing.

1. Copy this picture of the step-ladder.



2. Draw a common water pail lying on its side on the ground below your line of vision, with the bottom turned towards you.

NOTE:—No. 2 is taken from the entrance drawing paper of the recent examination. It will be answered in our next issue.

THE ENTRANCE will be delivered in Toronto to schools where clubs are formed, but not to individual addresses in the city.

Temperance and Physiology.

The first issue of each month we intend publishing a list of questions on this subject. These questions will cover the course for the Entrance work. Later in the year we shall give a number of questions of a miscellaneous nature, which will be found suggestive to all our readers. In the second issue of each month some of the more difficult questions given will be answered.

LIST NO. 1.

1. What is meant by the *alimentary canal, mucous membrane*?
2. Give four ways in which the teeth may be made to decay.
3. Name and locate the saliva glands. What is their function?
4. Where and of what use is the epiglottis?
5. How many coats has the gullet, the stomach, the intestines, and what is the action of the coats of the first two?
6. What is the gastric juice? Of what is it composed and from where does it come? How may the supply be affected?
7. What is meant by chyme, duodenum, villi, lacteals, chyle, pancreatic juice, intestinal juice, bile? From where does the intestinal juice come?
8. What is the pancreas and its function?
9. What is the liver and its function? The gall-bladder and its function?
10. Name the three different kinds of food and give examples of each.
11. Give the classification of the teeth and the number in each class for an adult.
12. Name some important office performed by the villi, or protuberances of the inner lining of the small intestine?
13. What is the largest gland in the body? Where located? What is its function?
14. Where does the saliva originate?
15. Where does the bile come in contact with the food in the process of digestion.

Geography.

ANSWERED IN NEXT ISSUE.

1. What changes would we experience
 - (a) If the earth had no daily motion on its axis?
 - (b) If the earth had no yearly motion around the sun?
 - (c) If the earth's axis were parallel to the plane of its orbit?
 - (d) If the earth's axis were perpendicular to the plane of its orbit?
2. What city is (a) the greatest lake port in the world? (b) the greatest cotton market?
3. Name five important exports of Japan.
4. Give approximately the next date when the sun's rays will be vertical at (a) the equator; (b) the Tropic of Cancer; (c) the Tropic of Capricorn.
5. Sometimes during an eclipse of the sun the latter is wholly hidden from our view by the moon, but sometimes we see a bright ring around the moon. Why is this?
6. Contrast the vegetable life of the different zones.

Mr. L. G. Lorrigan, Thorold: "Am delighted with THE ENTRANCE."

PRACTICAL HINTS.

ANSWER, REPLY : An *answer* is given to a question ; a *reply*, to an assertion.

SELDOM OR EVER : This phrase should be *seldom if ever or seldom or never*.

AND, TO : A common mistake is to use *and for to* ; as, Come and see me before you go. This should read Come to see me before you go.

BALANCE, REMAINDER : He was quiet for the *balance* of the evening. Use *remainder* instead of *balance*. (One writer says that *balance* in the sense of *rest, remainder, residue, remnant*, is an abomination).

MOST, ALMOST : He came here *most* every day. Say *almost*.

POSTED, INFORMED : I must *post* myself on the subject. Say *inform*.

HAD, HAVE : Instead of Had I have known, say *Had I known*. Had you have seen it, should be *Had you seen it*.

HAD, OUGHT : For He had ought to go, say *He ought to go*. For They had ought to have written say *They ought to have written*.

ALONE, ONLY : That is *alone* which is unaccompanied ; that is *only* of which there is none other.

EXPECT, SUPPOSE : Expect has reference to what is to come, never to what is past ; as, I expect you had a good time, say *suppose*.

DON'T DOESN'T : *Don't* is a contraction of *do not*. He doesn't (not don't) play fairly. It doesn't (not don't) matter much.

ALIKE, BOTH : These words should not be used together ; as. These hats are alike.

LESS, FEWER : *Less* relates to quantity ; *fewer* to number ; as, There were fewer than twenty persons present. The box holds less than ten pounds.

LEARN, TEACH : *To teach* is to give instruction ; *to learn* is to receive instruction.

STOP, STAY : He *stays* at the hotel, not *stops*.

FIGURES OF SPEECH.

During the year we shall deal with the figures of speech which usually come before the senior pupils of our public schools. We began this work last year, but lack of space prevented us carrying out our plans. With the added space this year we hope to complete our task.

THE SIMILE.

The Simile is a figure of speech in which a likeness is pointed out or asserted between things in other respects unlike.

If we say, "The soldier fought like a lion," we do not mean that he fought in every respect like a lion, that is, with a lion's teeth and claws, but that he had a lion's *fierceness, boldness*. When the poet says, "Her teeth were like pearl," he merely means that her teeth are *white* as pearl. The *soldier* and the *lion*, the *teeth* and the *pearl*, have no resemblance except in this one point. When objects in most respects dissimilar are shown to have in one respect a similarity, the expression is called a SIMILE. It will be noticed that the two parts of a simile are con-

nected by *like, than* or *as*. Examples of the SIMILE :—

The Assyrian came down like a wolf on the fold.

Her eyes were as black as the berry.

Near him the tire of the cart-wheel lay like a fiery snake, coiled around in a circle of cinders. Like an awakened conscience the sea was tossing and moaning.

As the heart panteth for the water-brooks, so panteth my soul after Thee, O God.

Their horsemen flew like chaff before our men.

PUBLIC SCHOOL LEAVING, 1896.

ARITHMETIC AND MENSURATION.

Examiners :—D. ROBB, W. ALEXANDER.

1. Find the product of the sum and difference of

$$\frac{.5-16}{.25+1.305} \text{ and } \frac{\frac{1}{2}-\frac{1}{3} \times \frac{3}{4}}{3\frac{1}{2}-1\frac{9}{10}}$$

2. (a) Find the square root of 1.1 correct to three places of decimals.

(b) Find the cube root of 1953125.

3. Find the alteration in income occasioned by shifting \$5,000 stock from the 3 per cents at 86 $\frac{3}{4}$ to the 4 per cents at 114 $\frac{1}{2}$; the brokerage being $\frac{1}{8}$ of each transaction.

4. A cheese factory shipped 30,000 lbs. of cheese to Liverpool, which a commission merchant sold for 46s. 8d. per cwt. (cwt. = 112). Find how many cents per lb. were realized on the cheese, the commission being 1 $\frac{1}{2}$ %, and freight, insurance, etc., amounting to \$86.25. (£1 = \$4.86 $\frac{3}{4}$.)

5. A and B each lend \$5,000 for three years, one at 4 $\frac{1}{2}$ %, simple interest ; the other at 4 $\frac{1}{2}$ %, compound interest. Find the amount of interest each receives.

6. Find the entire cost of enclosing a square field containing 10 acres by means of a wire fence when the wire costs 60 cents per rod, the posts, which are set 10 feet apart, 8 cents each, and the work 40 cents per rod.

7. \$1,098.

Toronto, January 14th, 1896.

One hundred days after date we promise to pay Wm. Jameson, or order, one thousand and ninety-eight dollars, with interest, at 8 per cent. HODGENS BROS.

Find the proceeds of this note when discounted at a bank on March 12th, 1896, at 10 $\frac{1}{2}$ % (year = 366 days).

8. Find the perimeter of a right-angled triangle whose area is 270 square feet, and the base 15 feet. Value of each, 25.

D. Robb, I.P.S., East Huron : "THE ENTRANCE served its purpose last year."

Congregation de Notre Dame, Peterboro' : "We are highly pleased with THE ENTRANCE."

R. Park, I.P.S., West Kent : "THE ENTRANCE has taken well in Kent, and is much appreciated."

Wm. Johnston, I.P.S., Leeds and Grenville, No. 1 : "THE ENTRANCE is doing good work among my teachers. You have my sympathy and best wishes."

J. Spence, Clinton St. School, Toronto : "The sixteen copies have induced fifteen others to send in their subscriptions. This is, I suppose, the best recommendation your paper could have."

HIGH SCHOOL ENTRANCE, 1896.

ARITHMETIC.

Examiners:—D. ROBB, W. ALEXANEER.

NOTE.—No marks are to be given for question 8 unless all the addends are correctly written down and the work absolutely correct.

1. How many boxes, each holding $\frac{3}{4}$ of a quart, will be required to hold 12 bu., 3 pk., 1 gal., 2 qt. of strawberries?

2. (a) Reduce to its simplest form:—

$$\frac{1 - \frac{2}{3} \text{ of } \frac{2}{3} \times \frac{2}{3} + \frac{5}{6} \div \frac{6}{8}}{1 - \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \times \frac{1}{3} \div \frac{6}{8}}$$

(b) Simplify the following without reducing to vulgar fractions: $.0476 \times 4 \div .014$.

3. \$1,000. Toronto, January 8th, 1894.
One year after date, I promise to pay Gilroy & Wiseman, or order, one thousand dollars with interest at six per cent. Value received. JOHN WILSON.

This note was paid in full on Jan. 25th, 1895. Find the amount.

4. At \$15 per M. board measure, what will be the cost of a 2-inch plank for a 4-foot sidewalk half a mile long?

5. A man earns \$280 in $2\frac{1}{2}$ months. If he spend in $4\frac{1}{2}$ months what he earns in $3\frac{1}{2}$ months, how much will he save in a year?

6. An apple buyer paid \$198 for 126 barrels of apples, consisting of Northern Spies and Wageners, there being $\frac{2}{3}$ as many Northern Spies as Wageners, and the Spies costing 25 cents per barrel more than the Wageners. Find the cost of each kind per barrel.

7. On Monday a grain dealer bought 932 bushels of oats at 21 cents per bushel; on Tuesday 680 bushels at 20 cts.; Wednesday, 836 bushels at 20 cts.; Thursday, 675 bushels at 21 cts.; Friday, 765 bushels at 22 cts.; Saturday, 751 bushels at 22 cts. He then sold the entire week's purchase at 2 cents per bushel above the average cost per bushel. Find:—

- (a) the average cost per bushel;
- (b) his whole gain;
- (c) his gain per cent.

8. Find the sum of the following numbers:—

- (i) Nine millions, five hundred and three,
- (ii) Eight hundred thousand and four,
- (iii) Five hundred and seventy millions and two,
- (iv) Three hundred and fifty-three thousand,
- (v) Two thousand and four,
- (vi) Fifty-eight thousand and fifty-eight,
- (vii) Four millions, fifty thousand, three hundred and nine,
- (viii) Three hundred and six millions, forty thousand and ten.

Give the result in both figures and words.

Value for No. 7, 16; all the others, 12.

Mr. S. Baker, Prin. St. George's School, London; "We like THE ENTRANCE and wish you success."

T. McJanet, Prin. Waller St. School, Ottawa: "A valuable help in entrance work."

Mr. K. W. Mackenzie, Edmonton, N. W. T.: "We like your paper here, and wish you more and more success."

G. A. Fraser, Hawkesville: "THE ENTRANCE is now in the hands of my junior and senior fourth classes, and the fifth class."

P. S. I. Literature.

A. B. CUSHING, B.A.

LESSON XXXI.—To a Highland Girl.

The name of William Wordsworth is too well known to call for a sketch of his life, even if space allowed. A strange and beautiful existence was his. "Plain living and high thinking" to use his descriptive phrase of an ideal existence, is a good summary of his own life. We think of him as a quiet, kindly gentleman, who was wont to ramble amongst the lakes and hills of Cumberland, and talk to the flowers, the trees and the streams, from which in some mysterious way he learned those "high" thoughts that he has put into words for us.

In 1803, Mr. Wordsworth and his sister made a tour through the Highlands of Scotland. On one occasion they met two Highland girls on the shores of Loch Lomond. "One of the girls," writes Miss Wordsworth, "was exceedingly beautiful, and the figures of both of them in grey plaids falling to their feet, their faces only being uncovered, excited our attention before we spoke to them; but they answered us so sweetly that we were delighted, at the same time they stared at us with an innocent look of wonder. I think I never heard the English language sound more sweetly than from the mouth of the elder of these girls, while she stood at the gate answering our inquiries, her face flushed with the rain; her pronunciation was clear and distinct, without difficulty, yet slow, as if like a foreign speech."

The travellers saw the girl no more, but to the poet this glimpse of her became a veritable romance. He commemorated it in his poem of *The Highland Girl* soon after his return from Scotland; he narrated it once more in *The Three Cottage Girls*, written nearly twenty years afterwards. In his seventy-third year he says: "I have a most vivid remembrance of her, and the beautiful objects with which she was surrounded." He has elsewhere informed us that the first few lines of his exquisite poem to his wife, *She was a phantom of delight*, were originally composed as a description of this Highland maid, who would seem almost to have formed for him ever afterwards a kind of type and image of loveliness.

The general outline of this poem is:—An apostrophe to a Highland girl, wherein the poet first describes the beauty of her home and surroundings; then the beauty of her character, innocence, freedom, kindness and grace; thirdly, he expresses a wish that it might be his to enjoy the happiness of living near her as a friend; and lastly, his gratitude for having met her.

Very.—(Latin, *versus*—true) real or actual. Compare the meaning of *very* as an adverb, e. g. *very great*.

Shower of beauty.—Shower implies a plentitude, or plentiful supply. This, however, is a peculiar, if not a doubtful metaphor. We can easily assume a likeness between a copious fall of rain, the falling of numerous missiles, and speak of a *shower of bullets*. But where is the likeness between the falling rain and the personal charms of the maid? The poet seems to have sacrificed propriety for the sake of rhyme.

Dower.—A dower (sometimes called dowry) is the property which a woman brings to her husband at marriage. The woman usually receives this as a

gift from her relations, and so dowry comes to mean a gift. The maid was then endowed or gifted with beauty.

Twice seven.—Why this instead of *fourteen*?

Consenting.—With the same purpose. The fourteen years are as so many persons working agreeably together in order to accomplish some one purpose. Every year of her life has added to her beauty, and now she possesses great wealth (almost bounty) of beauty.

There.—Notice the demonstratives in this and the following lines. Such words help to make the *picturesque* quality of poetry. That is, they help us to imagine that the thing or things described are right before the eyes, as they were to the poet.

Veil.—The objects being half hidden by the foliage of the trees are the more enchanting on that account.

Murmur.—A species of imitative harmony called *Onomatopoeia*—a similarity between the sound of the word and the thing signified.

Road.—Roadstead. Define.

Together.—Each object of the group adds beauty to the others, and the whole makes an ideal picture of loveliness, in which the maiden is the central figure. Compare EACH and ALL, Lesson LVIII.

"All are needed by each one,
Nothing is fair or good alone."

Dream and vision.—The maid and her surroundings make a scene so ideal in its beauty, that it is more like a beautiful dream or vision than reality. Distinguish between *dream* and *vision*.

With a human heart.—Why human? Probably with a heart full of human emotion, such as sympathy, admiration, and love. Such feelings would not be natural in case of a dream, hence the conjunction "yet."

Peers.—Associates. Compare the ordinary meaning of peers with this use of it.

My eyes are filled with tears.—Are these tears of joy or of sorrow? Do you see any cause for tears here? The poet saw the person addressed only once in his life, and then just for a few moments; and now as memory recalls the event and the scene his eyes fill with tears.

Note here and elsewhere in the poem how the true lover of human kind will often draw his most exquisite pleasure from what to most men seems but the shadow of a joy.

Home-bred sense.—Free from the follies and vanities of the society belle.

Scattered like a random seed.—Could one scatter a seed? Is this a good simile? What usually becomes of a random seed? Criticise this line.

Remote—distress.—Being wholly removed from the centres of population, she was in blissful ignorance of society regulations. So her manner showed no anxiety lest she might transgress some of the laws that so-called high society arbitrarily imposes. A very child of nature was she, and such is Wordsworth's ideal character. (See his poem, *Education by Nature in the Golden Treasury*, CCXVII.)

Quick and eager visitings.—A famous passage, expressing forcibly the flash-light rapidity with which thoughts come to the mind, as it were wistfully (eager) seeking for expression. Though the maid is unable to give verbal expression to these thoughts and so is under restraint or bondage, yet she gives expression to them in graceful gesture, and so her bondage enhances her beauty.

Birds.—Note this simile. The bird in its attempts to fly against the strong winds shows

graceful movements, caused by the restraint of the opposing blast.

Grave reality.—As opposed to "dream and vision" in the first stanza. The maid was seen but once, and so in this respect also like a dream; for the same dream is not likely to occur more than once. The "grave reality" as we see from the context would be to live in the same neighborhood and enjoy her company continually.

As a wave of the wild sea.—A wave once seen rolls away never to be seen again; thus the likeness of the maid to the wave.

Recompense.—We see by the next two lines that the poet's recompense was the beautiful picture that he had treasured up in his memory. Note the difference between this recompense and that wished for in the last paragraph. Which is the more unselfish?

Nor am I loth.—Why? See last note, also the closing lines.

Though pleased at heart.—i.e., Though I was pleased at heart while with thee.

The spirit of them all.—The maiden's presence gave a charm to her surroundings. Certain objects have a charm for us, not because they are beautiful in themselves, but because they have been associated with our dearest friends.

Note the climax in the last lines.

N. B.—Discussion is invited on matters connected with these lessons. We shall be pleased to answer any questions, or to give any further information desired. In writing, address Editor of THE ENTRANCE, Toronto.

WHAT KIND OF A MAN IS HE.

"What kind of a man is he? Good, bad, or indifferent?"

"Well, that depends a good deal on who teeters on the other end of the plank with him."

"How so, sir?"

"Well, if you size him up alongside of Judas Iscariot he looms up to middlin' fair; but when you come to set him down between such fellows as you an' me, judge, he does dwindle terrible supprin'—he does, for a fact."

A. Gillies, Nobleton: "It takes like hot cakes in January."

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OFFICIAL CALENDAR.

EDUCATIONAL DEPARTMENT.

August :

17. Rural, Public and Separate Schools open. [P. S. Act, sec. 173 (1); S. S. Act. 79 (1)] (3rd Monday in August.)
18. Provincial Normal Schools open (Second session.) (3rd Tuesday in August.)
25. Application for admission to County Model Schools to Inspectors, due. (Not later than 25th August.)
31. Last day for receiving applications for admission to the Provincial School of Pedagogy.

September :

- County Model Schools open. (1st day of September.)
1. High Schools first term, and Public and Separate Schools in cities, towns and incorporated villages open. [H. S. Act, sec. 42; P. S. Act, sec. 173 (2); S. S. Act, 79 (2).]
15. Last day for receiving appeals against the High School Primary and Leaving Examinations. (On or before 15th September.)

CHILDREN'S TEETH.

The new work, entitled: "School-Children's Teeth: Their Universally Unhealthy and Neglected Condition with Remedy," in which the author gives the result of his investigations in the Public Schools of some of the leading cities of Canada and the United States, setting forth the danger to which teachers and clean children in the schools are subjected.

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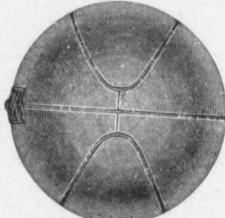
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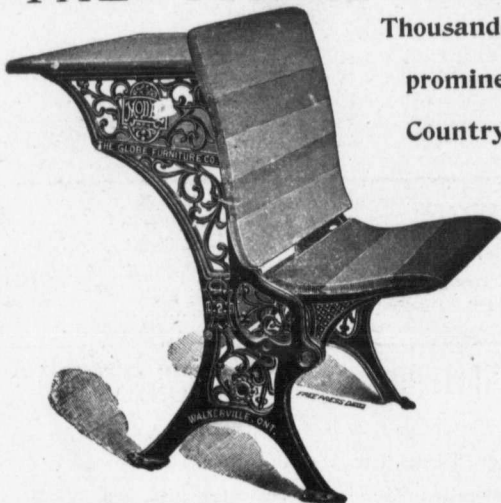
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