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Vol. II., No. 10.

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### Editorial Notes.

#### The Canadian Teacher.

The above is the name of the new teachers' paper which will be placed before the teachers of Canada on March 1st. The owners of the *Educational Journal* and ourselves have felt for some time that the interests of teachers and pupils of our schools could be better served by a union of forces than as at present. As the result of a friendly conference between us, an amalgamation of the two papers has taken place. This, we believe, will be good news not only to our own subscribers, but also to those of the *Educational Journal*.

*The Canadian Teacher* will be a 36-page journal, devoted almost wholly to the senior work of our public schools. Entrance and P. S. Leaving work will have special attention, 14 pages of the 36 being given to such work. In addition to these fourteen pages there will be several departments specially interesting to teachers. Among these we may mention a two-page department on mathematics, — arithmetic and algebra. This will be conducted by a teacher who ranks high among the mathematicians of the province. Difficult problems which may be met with in Entrance, P. S. Leaving, Primary and Junior Leaving work will be discussed in this department. This is but one of the several interesting features of the paper in addition to the pages devoted to Entrance and P. S. L. work.

The editorial management of the new paper is to be placed in our hands. While this announcement may not be great cause for congratulation on the part of teachers, we are confident that when the teachers read the names of those whom we have chosen to assist us in the writing of the new paper, general satisfaction will be manifested. We have already secured eight specialists for the various departments of our journal. Arrangements are also being made for occasional contributions on practical school work from leading teachers of the country. With such a staff to assist us, we hope

to send out the best educational paper ever yet placed before the teachers of Canada.

In addition to *The Canadian Teacher*, it is the intention to issue two smaller papers for pupils, one of which will be known as *THE ENTRANCE* and the other *THE LEAVING*. These pupils' papers will each contain eight pages of matter. Heretofore we have given but seven pages of Entrance work and only four pages of the Leaving work. As stated above, each class will henceforth receive eight pages.

In making these very desirable changes, we have had ever before us the needs of both teachers and pupils. The changes indicated are not to be brought about without great labor and much expense. When we state that we have now 5,000 teachers and 17,000 pupils on our list, it will be seen that what we say about "labor" and "expense" is by no means exaggerated. We believe, however, from the support we have had from the teachers of the country during the past year and a half, that they will stand by us in this forward movement. It can readily be seen that we cannot supply a paper of 36-pages, written by eight or ten specialists, at the same price charged for *THE ENTRANCE*. The subscription price of the *Educational Journal* was \$1.50. Teachers will be pleased to learn that the new paper, though much more complete in the various departments, is to be supplied at the rate of \$1.00 per year. Without asking for a year's subscription, we are placing a price of 25 cents from March 1st to Sept. 1st. This will be a trial trip, in which we hope to convince teachers that *The Canadian Teacher* is a journal which they cannot afford to be without. By putting the rate at this figure and sending out such a paper, we hope to keep faith with every teacher on our list.

In carrying out our present arrangements, we wish to have the following information from each of the 5,000 teachers who are on our subscription list, along with 25 cents in payment of subscription to *The Canadian Teacher* until Sept. 1st. Of course, when the 25 cents is not sent along, we shall supply such teachers with the pupils' papers.

Information wanted:—

1. The name and address of the person to whom *THE ENTRANCE* parcel is now addressed.
2. The number of P. S. L. subscribers on list.
3. The number of Entrance subscribers on list.
4. The teacher's name and address.

Send us the above information at once, remembering to accompany it with 25 cents if you desire the new teachers' paper. Do not delay, as much time and labor will be required in our office in making the changes in our subscription list.

Remember that the price of *THE ENTRANCE* is 10 cents from the present issue until Sept. 1st.

We had 2,000 extra copies of *THE ENTRANCE* of the Jan. 15th number printed, but the supply ran out on the 21st. We cannot supply copies dating earlier than this issue.

There will be ten regular contributors to every issue of *The Canadian Teacher*. This should give us the best teachers' paper in America. From March 1st to Sept. 1st, only 25 cents.

The Helioterra Co. has secured a patent on their instrument, but the low price is continued for a time. The testimonials printed on the opposite page should convince teachers that the apparatus is a most desirable one for the schoolroom.

## Current Events

## THE QUEEN'S SPEECH.

In reading our daily papers it struck us that it would be by no means an unprofitable use of our current event page, to devote this issue to the "Queen's Speech." It is quite probable that many of our young readers have never yet read a "Speech from the Throne." We might just say that the "Speech from the Throne," is prepared by the Queen's ministers, or, in other words, the Government. It is customary, however, for the Cabinet to secure the Queen's approval of the matter contained in the "Speech."

At the opening of each session of Parliament the commoners are summoned to the House of Lords, when the "Speech" is read. It is considered as a sort of programme of the Government, containing not only a review of the political relations of the Empire, but also a forecast of the proposed legislation of the session.

This "Speech" should be read over thoughtfully as it contains matters about which we shall have occasion to write in future numbers. We shall soon have before us the "Speech from the Throne" at the opening of the Canadian Parliament.

The "Speech," as read by the Lord Chancellor, was as follows:—

My Lords and Gentlemen :

My relations with all of the other powers continue to be of a friendly character.

The appalling massacres which have taken place in Constantinople and other parts of the Ottoman dominions have called for the special attention of the powers to make the present condition of the Ottoman Empire the subject of special consultation by the representatives of the powers at Constantinople. The conferences of the six ambassadors to the Porte are still proceeding.

The action undertaken by the Khedive of Egypt against the Khalifa, with my approval and assistance, has been entirely successful. His forces, supported by my officers and troops, have won back the fertile Province of Dongola to civilization by operations which were conducted with remarkable skill, and the way has been opened for a further advance whenever such a step is judged to be desirable.

My Government has discussed with the United States, as a friend of Venezuela, the terms under which the pending questions of a disputed frontier between that Republic and British Guiana may be equitably submitted to arbitration. An arrangement has been arrived at with that Government, which will, I trust, effect an adjustment of the existing difficulties without exposing to risk the interests of any colonists who have established rights in the disputed territory.

## ARBITRATION TREATY.

It is with much gratification that I have concluded a treaty for general arbitration with the President of the United States, by which I trust that all difficulties that may arise between us may be peacefully adjusted. I hope that this arrangement may have further value in commending to other powers the consideration of the principle by which the danger of war may be notably abated.

The rebellion in Matabeleland and Mashonaland has been repressed by the steadfastness and cour-

age of the settlers, reinforced by my troops and volunteers, both of the English and Dutch races. I deplore the loss of valuable lives which these operations have entailed.

The depressed condition of the sugar industry in the West Indian colonies has seriously affected their prosperity. I have appointed a commission to investigate the causes and, if possible, to suggest means of amelioration.

## INDIAN FAMINE.

It is with much regret and with feelings of the deepest sympathy that I have heard that owing to the failure of the autumn rains, scarcity and famine affect a large portion of India. My Government in that country is making every effort to mitigate the suffering and lessen the calamity by the development of railways and irrigation works. The forethought given through a long series of years to the preparation of the most effective arrangements for alleviating distress caused by famine, make their task more hopeful than in the case of previous visitations. My people throughout my dominions at home and in India, have been invited to second with their liberality the exertions of the Government. Papers showing the extent of the famine and the measures taken to relieve the suffering will be laid before you.

A plague has also made its appearance in Bombay and Karachee, and, notwithstanding the precautions adopted by the local authorities, it shows no signs of decrease. I have directed my Government to take the most stringent measures for the eradication of the pestilence.

Gentlemen of the House of Commons :

The estimates of the year will be laid before you. While desirous of guarding against undue expenditure, I have felt that the present condition of the world will not permit you to depart from the spirit of prudent foresight in which you have during recent years provided for the defence of the empire.

## PROJECTED LEGISLATION.

My Lords and Gentlemen :

A measure for the promotion of primary education by securing maintenance of voluntary schools will be laid before you, and, if time permits, you will be invited to consider further proposals for educational legislation.

It is desirable to make better provision for the compensation of working people who suffer from accidents, and a bill with that object in view will be submitted to you.

Your consent will be asked to provisions which, in the judgment of the military authorities, are required for the efficiency of military defences of the empire.

A bill will also be submitted to you to improve the arrangements for the water supply of the Metropolis.

In order to promote the interests of agriculture, which are of paramount importance in Ireland, you will be asked to consider a bill to establish a board of agriculture, and further legislative proposals will be brought before you, if the time at your disposal is sufficient for the purposes.

Bills admitting the evidence of accused persons, amending the law in respect of bills of sale and the registration of land, for revising the acts in respect of the formation of limited companies, an amendment to the agricultural holdings act in Great Britain, the exclusion of goods manufactured in prisons in other countries, the establishment of

reformatories for inebriates, and for amending the existing procedure in respect of private bills coming from Scotland and Ireland have been prepared.

I heartily commend your important deliberations to the guidance of Almighty God.

## ANSWERS.

1. The Speaker of the Commons is chosen by the members of that body; the Speaker of the Senate is appointed by the Governor-General in Council. 2. Bills or measures imposing taxes, or for the expenditure of public moneys which are the proceeds of taxes on the people, must originate with the Commons. The Senate cannot even amend or make changes in these bills. 3. The Commons numbers 213 members, made up as follows: Ont., 92; Que., 65; N.B., 14; N.S., 20; P.E.I., 5; Man., 7; B.C., 6; N.W.T., 4. Quebec's representation in the Commons is fixed at 65. 4. No property qualification is required for a Canadian commoner, but a senator must be possessed of property to the value of \$4,000. 5. The Canadian Cabinet, 15 members; the British, 16; and the U.S., 8. 6. There were originally two colonies—Rhode Island and Providence. When union took place both capitals were retained. Two sessions of the Legislature are held annually—the first at Newport and an adjourned meeting later at Providence. 7. San Marino, in Italy, is the oldest republic in the world, dating from 441 A.D. 8. Lake Baikal, in Siberia, is the deepest lake in the world, measuring in some places one mile. 9. At Sault Ste. Marie. 10. The Deep Waterways Commission, which met recently in Detroit, was composed of three Canadians and three Americans. The object of the Commission was to investigate the possibility of making a waterway through the Great Lakes of sufficient depth to admit ocean steamers. The Commission will make a report to the two Governments interested. 11. 970,678, requiring an amount of over \$138,000,000. 12. Pop. of Rossland is over 6,000. 13. Six great powers of Europe are Great Britain, Russia, France, Germany, Austria and Italy. 14. The 16th Sept. is celebrated by Mexico because it was on that date, 1810, that Hidalgo first raised the standard of revolt against Spain. The heroic priest forfeited his life, but ten years later Mexico was free. 15. In Utah, Colorado, Wyoming and Idaho. 16. Because Guelph is the family name of the present reigning house of England. 17. The copyright of the Bible is vested in the Crown. Oxford and Cambridge Universities have by charter a right to print it. Others, called the Queen's printers, by a license from the Crown, may also print the book.

## QUESTIONS.

1. What is meant by the House meeting as a "committee of the whole"? 2. What is the official paper of the Dominion? 3. What is meant by the Finance Minister presenting the "Budget"? 4. How many judges in the Supreme Court of Canada? 5. A speaker stated on a certain occasion that he preferred *indirect* taxation to *direct*. What did he mean by these terms? 6. By whom is each of the following appointed: Governor-General, Lieutenant-Governor, Premier of the Dominion, Premier of the Provinces, Senators, Judges, Mayors of Cities, Wardens of Counties, Reeves of Townships, Trustees of Public Schools, Police Magistrates, Registrars, County Inspectors of Public Schools, Sheriffs? 7. Who is England's

ambassador to the United States? What is an ambassador? 8. What is the longest canal in Canada? How long is it? 9. What are the "shooting stars" which we often see on a clear evening? 10. What island of the West Indies which has led all others in the production of sugar is likely to become first in the mining of pitch? 11. What provinces of the Dominion are the chief contributors of gold? 12. What is the greatest nickel-producing country in the world? What country ranks second? 13. What is meant by the "Chicago Drainage Canal"? 14. What is meant by the "Plimssol Mark"? 15. Explain what the *trocha*, referred to in Cuban affairs, means. 16. What is the public debt of Canada? 17. What railroads are under the direct management of the Canadian Government?

## Entrance Literature.

(BY THE EDITOR.)

## LESSON XXXII.—"FLOW GENTLY, SWEET AFTON."

For a note on Robert Burns, see Reader, page 91. In addition to what is there given we may add that Burns' earlier years were spent with his father on a rented farm. The family had a hard struggle to make ends meet. Robert was indebted to his father for what education he received, as he spent but a short time at school. With his brother he attempted farming, but failed. He then made ready to go to the West Indies, but shortly before the date of his intended departure he issued a small volume of verses. These so pleased the people that Burns immediately took high rank as an author. Edinburgh gave him such a welcome that his West Indian trip was abandoned. The darnings and winings, however, were too much for such a man as Burns, and his future was an unsuccessful struggle against "the deadly cup." He died in his thirty-eighth year. Read carefully note on page 91 of the Reader.

To *Mary in Heaven, Highland Mary, The Highland Lassie, Will ye go to the Indies, my Mary?* are the names of other poems addressed by Burns to Mary Campbell. The story of their love is a sad one.

Mary was a nursery maid in the service of a family named Hamilton. It was here Burns met her, and a brief courtship followed. They pledged their love to each other and separated—Mary to visit her relations in the Highlands, then to return for the marriage ceremony. On her return, five months later, she suddenly died of fever. Had she lived, the story of Burns' life might have taken on a different color.

*Bras*.—Hillsides.

*Stockdove*.—A kind of pigeon.

*Lapwing*.—Of the plover family; so called from the motion of its wings.

*Birk*.—Poetic name for birch.

## QUESTIONS

General: 1. What other title might be given to the poem? 2. In what frame of mind does the poet write? Give reasons for answer. 3. Was Mary dead or sleeping? Give reasons for answer. 4. Where is Afton and into what stream does it empty? 5. Was the poem written by day or by night? Give reason for answer.

Stanza I.—1. Why say "gently"? 2. "Sung in thy praise." Give portions of the poem which

are in praise of Afton. 3. What figure of speech is found in "murmuring stream"? 4. What was the nature of Mary's "dream"? 5. What is the subject of this stanza?

Stanza II.—1. Explain the two figures of speech in "wild whistling," also the figure used in "slumbering fair." 2. Why attribute to the plaintive cry of the lapwing the term "screaming"? 3. What is the subject of this stanza?

Stanza III.—1. Explain the meaning of "far marked." 2. Why not say "here daily I wander"? Explain "in my eye." 3. What is the subject of this stanza?

Stanza IV.—1. "Below." Does the poet mean below the place where he stands, or below the "hills" about which he has been speaking? Reasons. 2. What picture is given in lines 3 and 4? 3. What is meant by "shades"? 4. What is the subject of this stanza?

Stanza V.—1. What two words in this stanza does the poet use to indicate that even Afton Water admires his Mary? 2. Where were the "flow'rets" which Mary gathered? 3. What is the subject of this stanza?

Stanza VII.—1. Why repeat Stanza I? 2. Why say "lays"? 3. What really is the theme even of this lay?

A number of the above questions will be answered in next issue.

## Spelling.

(LIST No. 10.)

Phantom, apparition, cheerful, waylay, transient, serene, traveller, endurance, staple, industries, pursuits, development, evolution, commercial, frontier, civilization, continual, recession, resources, swart and sunburnt, rendezvous, garrulous, appropriate, necktie, coquettishly, nationalities, allies, quadrangular, enclosure, concave, convex, alternately, gable, apex, caboose, substantially, luxuries, box-stoves, descent, artificial terrace, excavating, incredible, recollections, forefathers, mavourneen, mariners, Britannia, meteor, terrific, remote, attainable, molasses, potatoes, peas, beans, travel, tradesmen's shanties, nucleus, Canadian civilization, facilitate, declivity, obstacle, extrication, avalanche, exploit, especially, "disengage, precision, experienced, ascertain, dexterity, occurrence, pike-poles, cataracts, contrivances, magnitude, intervening, immense, propelled, ordinarily, permitting, skilful, efficiency, St. Lawrence, accumulated, ocean-going ships.

### SUPPLEMENTARY.

Papilla, hyoid bone, saliva, parotid, submaxillary, sublingual, fauces, diphtheria, pharynx, epiglottis, oesophagus, Sir William Phipps, Ryswick, Annapolis Utrecht, Cape Breton, Austrian Succession, Pepperell, Louisburg, Aix-la-Chapelle, Seven Years War, Montcalm, Fort Du Quesne, aldermen, mayor, quorum, disallowance, protective tariff, revenue, excise. Call upon your assistants for their assistance. It passed and is past. A vegetable grater is greater than a nutmeg grater. The maid of the vale veils her face with the veil she has made. A mechanic joined the Mechanics' Institute. It was not James' book but John's. Shouldn't he do it?

There was no issue of THE ENTRANCE on Jan. 1st. Next year will do better.

## Grammar.

PAPER OF '95.

1. *Just below* the rapids, among the bushes and *stumps* of a rough clearing, *mad*: in *constructing* it, *stood* a palisade fort, *the work* of an Algonquin war party in the past autumn.

(a) Analyse the above sentence.

(b) Parse the italicised words.

2. Classify clearly the phrases and dependent clauses in the following: "The valley, which was bathed in the light of a harvest moon, seemed, while I gazed in silent delight, almost like a heaven upon earth. But, in a moment, a hideous Iroquois war-whoop rang in my ears that had been drinking in the waterfall's music, and I turned and fled for my life."

(a) Sentence.—Just—autumn.

Kind—simple.

B. subj.—fort.

Mod. of subj.—1. a palisade; 2. the work—autumn.

B. Pred.—stood.

Adv. mod.—1. Just—it.

(b) Just—adv., mod. "below"

below—prep., showing relation between "stood" and "rapids."

made—participle, perf., mod. "clearing."

constructing—verbal noun, objective case, governed by the prep. "in," and having for its object the pro. "it."

stood—verb, intrans., strong, indic., past, third, sing., agreeing with its subject "fort."

work—noun, common, sing., nom., in apposition with "fort."

2. Phrase

Kind and relation

<i>in—moon</i>	adv. mod.	<i>was bathed</i>
<i>of a harvest moon</i>	adj.	" <i>light</i>
<i>in silent delight</i>	adv.	" <i>seemed</i>
<i>like—earth</i>	adv.	" <i>gazed</i>
<i>upon earth</i>	adj.	" <i>heaven</i>
<i>in a moment</i>	adv.	" <i>rang</i>
<i>in my ears</i>	"	" <i>rang</i>
<i>for my life</i>	"	" <i>fled</i>

Clause

Kind and relation

<i>which—moon</i>	adj.	mod. <i>valley</i>
<i>while—de ight</i>	adv.	" <i>seemed</i>
<i>that—music</i>	adj.	" <i>ears</i>

PAPER CONTINUED.

3. Give the corresponding noun form for *free*, *bold*, *wise*, and corresponding adjective form for *strength*, *forget*, *command*, *exhaust*.

4. Write out:—

(a) The plural of *duchess*, *madam*, *German*, *seraph*, *spoonful*, *cloth*;

(b) The possessive singular and possessive plural of *who*, *potato*, *lady*;

(c) The other gender form of *marquis*, *vitch*, *tiger*, *stag*, *etc.*, *heroine*, *czar*, *mamma*.

5. Correct, when necessary, giving reasons:

(a) That don't make no difference either to John or I or you.

(b) Each of the spectators promised their aid.

(c) In what county is the City of Toronto in?

(d) Don't let on I told you for just as like as not he done it real good.



6. Frame sentences, one in each case, illustrating the use of the past tense of the following verbs:—*raise, sit, fly, rise, lay, wear.*

## CONJUGATION.

A correspondent writes that he is not clear on what is meant by questions asking for the conjugation of verbs. In reply we would quote the following from the P. S. Grammar, page 119.

"When we put a verb through all its inflections we are said to conjugate it, but we are sometimes said to conjugate a verb if we indicate its conjugation by giving the principal parts only."

To conjugate means to yoke or join together; in other words, to give in order the various inflections of the verb. When asking our pupils to conjugate a verb, we expected the answer to be given in two ways—that is, according to the paragraph given above. On pages 119 and 120 of text-book an answer will be found to such a question. It will be noticed in the longer conjugation that only the present and past tenses are given. The reason for this is that it is only in these two tenses that the verb changes its form to indicate the tense. If we wish to express other tenses we do so by verb-phrases; e. g., *will run, has run*, etc., which forms can hardly be called real inflections.

Owing to the time required to answer such questions as referred to above, examiners usually present the matter of verbal inflections in other ways. The following are taken from past Entrance papers. Give them a trial, and look for our answer in the next issue:

1. Write out the first and second person of all the indicative tenses of the verb *write*.
2. Give the progressive past and simple pluperfect (past perf.) indicative, in all the persons, of *lie* and *pay*.
3. Write out in full the various forms of the present tense (active) of the verb *read*, and explain the difference in meaning of these terms.

## SYNTAX.

Justify the use of the verbs in the following:

1. A portion of wheat was saved.
2. Nine-tenths of the soil is bad.
3. A number of the boys were disobedient.
4. One-third of the words are mis-spelled.
5. A half of my pupils are ill.
6. The king, with all his hosts, has come.
7. I, and not they, am to blame.
8. Not they, but I, am guilty.

## Composition.

We take the following from the Composition paper for the P. S. Examination of last year. It is quite suitable for Entrance or junior fourth class pupils. Fourth class pupils may write forty lines; fifth class sixty, as called for in the paper set. A forty-line answer will appear in our next issue.

Write a letter to a friend telling how you usually spend the day.—*Topics.*

- (a) When I usually rise.
- (b) What I do before breakfast.
- (c) The hurry to school.
- (d) The routine of lessons.
- (e) Some amusing or sensational incident.
- (f) Sports engaged in.
- (g) Home lessons

## Arithmetic

## SOLVE.

1. How far may a person ride at 15 miles an hour, so that he may walk back at 3½ miles an hour, and be away just 7 hrs., 24 min.?
2. How far may a person ride in a carriage at the rate of 8 miles per hour, so that if he walked back at the rate of 3 miles per hour he may be gone 5½ hrs.?

Answers: 1. 21 miles; 2. 12 miles.

## SOLVE.

1. 2 hens and 3 ducks cost \$1.15, and 8 hens and 5 ducks cost \$2.85. How much more does a duck cost than a hen?
  2. If 10 turkeys and 4 ducks are worth \$11.20, and 4 turkeys and 10 ducks are worth \$8.20, what is the value of 36 ducks?
  3. If 4 men and 5 boys earn \$54.50 in 5 days, and 6 men and 7 boys earn \$47.70 in 3 days, how much will 6 men and 6 boys earn in 6 days?
  4. If 7 lbs. tea and 4 lbs. coffee cost \$7.00, and 3 lbs. tea and 7 lbs. coffee cost \$4.85, what is the value of 12 lbs. of each?
- Answers: 1. 5 cents; 2. \$16.20; 3. \$90; 4. \$13.80.

## SOLVE.

1. A man rolling a wheel-barrow takes 96 steps, each 2 ft. 9 in. long, in a minute. How often will the wheel of the barrow, which is 14 in. in diameter, revolve in an hour?
  2. The large wheel of a bicycle is 4½ yds. in circumference, and the smaller wheel is 2½ ft. in circumference. How often will the same points in the wheels come into contact with the ground simultaneously in going 5 miles 950 yds.?
  3. The circumference of the fore wheel of a buggy is 11 ft., and that of the hind wheel 13 ft. In what distance will the fore wheel make 20 revolutions more than the hind wheel?
  4. The driving-wheels of an engine are 14 ft., and the front wheels 10 ft., in circumference, and the latter make 88 revolutions per minute more than the former. Find the rate of the train.
- Answers: 1. 4,320 times; 2. 450 times; 3. 1,430 feet.; 4. 35 miles.

## EXAMINATION TEST.

Answers to paper of last issue: 1.  $21\frac{3}{4}$  min. past 7 and  $5\frac{1}{4}$  min to 8; 2. 336 yards; 3. 35; 4. 405, 360 and 324; 5. 5 days; 6.  $1\frac{1}{2}$ ; 7.  $\frac{1}{2}$ ; 8. \$1,089.

## PAPER 4.

1. A stack of hay will keep 36 cows or 27 horses for a week; how many days will it keep 10 cows and 6 horses?
2. The selling price of a pair of boots is  $\frac{1}{2}$  times the cost price, and the gain at which they were sold is \$2. Find the cost price of the boots.
3. The sum of three numbers is  $\frac{2}{3}$ ; the least is  $\frac{1}{3}$  and the greatest  $\frac{1}{3}$ . What is the product of the three numbers?
4. From a square stick of timber, 15 inches to the side, and containing 3 cubic yards, 8 cubic ft., a piece 4 ft. long is cut. How many cubic in. are left?
5. A bill of 55 lbs. of mutton and 45 lbs. of veal amounted to \$13.35. The veal cost 3 cents a lb. more than the mutton. What is the value at this rate of one cwt. of mutton?

6. A man owning a section and a half of land in Manitoba sold two rectangular lots out of it, the first, 50 by 40 rods, at \$150 an acre, and the second, 90 by 70 rods, at \$80 an acre. What was his average selling price per acre?

7. Bought 70 gals wine at \$3.20 a gallon. How much water must I add so that I may gain \$9.75 by selling the mixture at \$2.75 a gallon?

### MULTIPLICATION PRACTICE.

BY E. W. BRUCE, B.A.

There is nothing better than the following for a mental drill on the multiplication table: Suppose the teacher wishes to drill on the multiplication by 6, and practise addition at the same time—say, taking the figure 5 as a constant addend—he would ask the class the product arising from the multiplication by 6 of 1, 2, 3, etc., up to 9, the pupil adding 5 constantly without any further instruction. Thus their answers would be 11, 17, 23, etc., to 59. The teacher will preserve this order, say, half-a-dozen times; then reverse the process, beginning with 9, and their answers will be 59, 53, 47, etc., to 11. This in turn will be repeated half-a-dozen times.

Now, vary and review the process by taking the nine digits alternately, thus: 6 ones, 6 threes, 6 twos, 6 fours, 6 fives, 6 sixes, etc., still adding 5, and their answers will be 11, 23, 17, 29, 23, 35, 29, 41, etc., and reverse this process as in the previous case.

Next, make the 6 the multiplicand, using as multipliers 2, 3, 4, etc., up to 9, still adding 5; the pupils' answers will be 17, 23, 29, 35, etc., to 59. The order of multipliers may now be reversed, the 6 being multiplied by 9, 8, 7, 6, etc., to 2, the 5 being still the constant addend.

These operations should be repeated, using each of the digits 4, 3, 2, 1 as the constant addend.

All the digits from 2 to 9 may be treated in the same way. A five-minute drill in the morning will cover all that we have here given to any one digit, with any single addend.

After the teacher has finished drill on any one digit used as a multiplier, the class is now in a position to profitably take time-tests or work-problems (by which term we mean practice in mechanical multiplication as distinguished from thought-problems), with this digit as the constant multiplier. This practice should be continued without interruption from the second-book classes to the end of the school career. Then we shall not hear the complaint from the teachers in the senior classes that the elementary rules are not properly taught.

Benefits: (1) Increased accuracy; (2) Increased speed; (3) Prevents the formation of the habit of putting down the carrying figure; (4) Recognizes the pedagogic principle of one thing at a time, the work-process being kept distinct from the thought-process.

Botany is not a subject for the ensuing P. S. leaving examinations.

Subscriber: No. 6 vertical writing book will be accepted at the Entrance Exam.

T. B.: By Districts Exam. is meant the examinations in the northern districts of the province.

W. C. J. writes that the answer to the cube question in last issue should be 1,280 packages instead of 1,565, as given. Theoretically 1,565 is correct, but practically the answer is 1,280.

## Geography.

### CHIEF IMPORTS OF CANADA.

(GEO. A. FRASER.)

Those countries in capitals furnish imports over five million dollars in value; those in black-faced type from one to five million; those in italics from one-half to one million; those in ordinary type from one hundred thousand to half a million.

1. RAW MATERIAL AND MANUFACTURES:
  - (A) WOOL, COTTON, FLAX and SILK :—*Gt. Britain, United States, Germany, France.*
  - (B) IRON, STEEL, TIN, COPPER, etc. :—*United States, Gt. Britain, Germany.*
  - (C) WOOD :—*United States.*
  - (D) INDIA RUBBER :—*United States, Gt. Britain.*
  - (E) FANCY GOODS :—*Gt. Britain, United States, Germany, France.*
  - (F) HATS AND CAPS :—*United States, Gt. Britain.*
  - (G) FURS :—*Gt. Britain, United States, Germany.*
  - (H) GLASS :—*United States, Gt. Britain, Belgium, Germany.*
  - (I) PAPER :—*United States, Gt. Britain.*
  - (J) LEATHER :—*United States, Gt. Britain.*
  - (K) CLOCKS, WATCHES AND JEWELRY :—*United States.*
  - (L) EARTHENWARE AND CHINA :—*Gt. Britain, Germany (\$80,000), United States (\$60,000).*
  - (M) CARPETS :—*Gt. Britain, United States (\$40,000)*
2. COAL :—*UNITED STATES.*
3. SUGAR :—*West Indies, Germany, East Indies, United States, British Guiana.*
4. GRAIN :—*UNITED STATES.*
5. TEA :—*Japan, Gt. Britain, China.*
6. DRUGS AND DYES :—*United States, Gt. Britain.*
7. TOBACCO :—*United States, West Indies.*
8. PROVISIONS (Butter, Lard, Meats, etc.) :—*United States.*
9. HIDES :—*United States.*
10. FRESH FRUITS :—*United States, Italy, Gt. Britain.*
11. FISH AND OYSTERS :—*Newfoundland, United States.*
12. BOOKS :—*United States, Gt. Britain, France (\$80,000), Germany (\$40,000.)*
13. DRIED FRUITS AND NUTS :—*United States, Spain, Greece, Gt. Britain.*
14. MOLASSES :—*W. Indies, United States.*
15. PLANTS, SEEDS, etc. :—*United States.*
16. COAL OIL :—*United States.*
17. SALT :—*Gt. Britain.*
18. SPICES :—*Gt. Britain, United States (\$60,000.)*

(Subject of Exports and Imports continued in next issue by Editor.)

Wm. Linton, Prin. Hamburg P. S., says: "Your *British History Notes* are just the thing when so much history has to be prepared by our pupils. They are the best I have seen. The teacher will find them of great service. They are concise, full and admirably arranged. The maps by G. A. F. (Geo. A. Fraser) are a valuable feature, and the information in the last chapter is alone worth the price of the book."



EXAMINATION PAPERS

We have arranged the past five years Entrance and P. S. Leaving examination papers in pamphlet form, with subjects grouped for convenience for using in class. In our experience in public school work we found the study of past examination papers a very profitable exercise in preparing candidates for examinations. It was always our practice to have in our pupils' hands the papers of the previous five or six years. Owing to the high price at which these papers were sold, we were forced to have the pupils copy them. This was no light task, but we felt that it paid for the trouble.

In dealing with these papers, we usually took them up in the regular work of the class. This was followed some time later by an examination on the papers. For instance, after going over the grammar papers in class, we would assign say two papers for the examination which was to take place the following week. Pupils were given the privilege of asking for any information on the papers during the week. We would probably be taking up one or two papers on geography for the same examination. Often we would give a half-hour of the regular school time for the preparation of this examination work. Quite frequently we allowed pupils to sit together in studying. We found that much time was also given to this work by pupils at their homes, in addition to the home work assigned. Pupils felt encouraged, as they could see their way to making perfect papers. Our examinations were usually short and, consequently, were not dreaded by pupils. Often from 95 to 100 per cent. of the marks would be taken by several pupils. This was excellent preparation for the final test at the summer examination. We believe that one important factor in the success of our pupils at their examinations was this study of past examination papers. They became so familiar with the nature and scope of the questions and the phraseology used, that there were no surprises to them when the printed paper was placed before them.

As we mentioned above, the expense in securing examination papers was such that we were compelled to write them out, which, of course, entailed much labor. Feeling confident that there would be a demand for these papers, if sold at a reasonable figure, we prepared the pamphlet of examination papers. Teachers and pupils may now obtain for 7 cents what heretofore cost them \$1.25. We have not been disappointed in our expectations, the demand for the papers being exceedingly encouraging. The pamphlet for either Entrance or P. S. Leaving is sold at 10 cents, or in clubs of two or more at 7 cents.

It will gladden the hearts of our P. S. L. friends to learn that they are to receive our new paper called *The Leaving*.

Hereafter our answers to correspondents will form an interesting feature of our paper. The space at our disposal in *THE ENTRANCE* has been so limited that little attention could be given to this department. These answers will not appear in the pupil's paper, as they are addressed specially to the teacher. The answers, too, in arithmetic and algebra will hereafter be withheld from the pupils' papers and will appear only in *THE CANADIAN TEACHER*. This will make our pages on these subjects of more value to both teacher and pupil.

Temperance and Physiology.

Questions 1-4 readily answered from the textbook.

5. The air gives up its oxygen to the blood, and receives carbonic acid gas, water, and waste matter from the system.

6. The impure blood is carried to the pulmonary capillaries which surround the air-cells of the lungs; through the thin walls of the capillaries the carbonic acid passes from the blood into the air-cells, and the oxygen passes from the air-cells into the blood.

7. The lungs are the scavengers for cleansing the system of impurities, and they work to throw off alcohol from the system and cast it out with the breath.

RESPIRATION.

1. What causes the heat of the body? Show the two sources of *fuel*.

2. What is the normal temperature of the body and how is it naturally maintained? What do we do to assist nature in this respect?

3. Give the effects of alcohol on respiration. (See last par. page 102, and first on page 104, textbook.)

4. What are the effects of cigarette smoking on the body?

MISCELLANEOUS.

5. Why do lamps often burn dimly in a crowded lecture-room towards the closing hour?

6. Why does the use of tobacco sometimes lead to the use of alcoholic beverages?

7. What means has nature provided for arresting the flow of blood from wounds?

8. What functions of the skin have led to its being called the "third lung"?

9. What is a tonic? a stimulant? a narcotic?

OUR CIRCULATION.

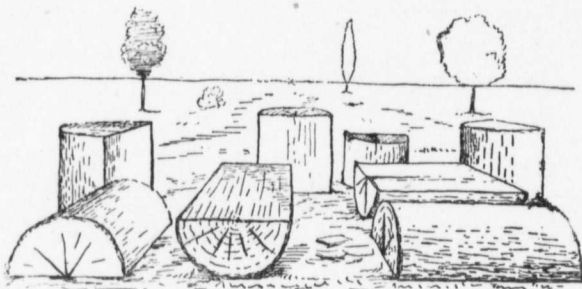
Statement by The Hunter, Rose Co., Limited, as to the number of copies of *THE ENTRANCE* supplied:

September 1st, 1896	20,000
September 15th "	17,000
October 1st "	17,500
October 15th "	17,750
November 1st "	16,750
November 15th "	18,500
December 1st "	21,000
December 15th "	21,000
January 15th, 1897	23,000
February 1st "	23,000

Statement by G. E. Henderson, Toronto, Editor *THE ENTRANCE*, as to number of copies mailed to *bona fide* subscribers:

September 1st, 1896	13,600
September 15th "	8,000
October 1st "	12,000
October 15th "	14,250
November 1st "	15,500
November 15th "	16,500
December 1st "	18,000
December 15th "	19,000
January 15th, 1897	19,500
February 1st "	22,000

It will please our friends to hear that our present circulation is over 22,000—an increase of 2,500 since our last issue.



A group of vertical, horizontal and receding half cylinders in the form of logs split in halves.

## Public School Leaving.

### GRAMMAR AND RHETORIC.

The following sentences have been sent us for consideration. They will be answered in our next.

E. S. : Analyse "I seem to know this."  
S. S. : Parse "I see the spire from here."  
W. G. : Analyse and parse—"Let us sing a song."

M. H. : Parse—"It is not worth a dollar."  
R. W. : Classify and give relation of italicised words (a) "It is a long time since John was here." (b) A good practical education, including a good trade, is a better outfit for a youth than a grand estate. (c) He sinks into thy depths with bubbling groan. Without a grave, unknelt, uncoffined, and unknown.

### PAPER OF '96 CONTINUED.

3. Distinguish the different uses of *but* in the following :

- (a) All *but* one have fled.  
(b) He is *but* a landscape painter.  
    And a village maiden she.  
(c) O ! *but* she will love him truly.  
(d) Break, break, break  
    At the foot of the crags, O Sea.  
    *But* the tender grace of a day that is dead  
    Will never come back to me.  
(e) There is no fireside howsoever defended  
    *But* has one vacant chair.
4. Distinguish clearly, giving examples, the four functions of verbal forms in "ing."

## Arithmetic.

The following questions have been sent to us for solution. The list will be continued in subsequent issues. Later we will give solutions.

1. If I buy a horse, and sell it at a profit of \$49, and find I make as much per cent. as the horse cost me, how much did the horse cost me ?  
2. By lending a sum of money at 4  $\frac{1}{2}$ %, another sum at 5%, the total interest is \$68; if the rates are interchanged the interest is \$67. Find sum lent at each rate.

3. A mixture of black and green tea weighing 13 lbs. is worth \$7.50; if the proportions of each are interchanged the mixture will be worth \$8.10; the black tea is worth 70 cents a pound. Find the price of green tea.

4. A bought 63 sheep, and sold  $\frac{1}{3}$  of them at a profit of 15%,  $\frac{1}{3}$  at a profit of 50%, and the rest at a loss of 25%. What did he pay for the sheep if his gain was \$19.25 on the whole ?

5. A tradesman reduces the marked prices of his goods by a certain per cent. He gives the same rate per cent. off this reduced price for cash. The cash price is now  $\frac{1}{11}$  of the original marked price. Find the rate per cent.

6. What rate per cent. discount is equivalent to giving  $\frac{1}{2}$  oz. extra with each pound for good weight ?

## P. S. L. Literature.

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

### LESSON XLVI.—"THE BRIDGE OF SIGHS."

THOMAS HOOD was born in London, Edg., 1798, and died there in 1845. His father, who was a bookseller, died when Thomas was 12 years old. After acquiring the rudiments of education he was placed in a counting-house, but the confinement of mercantile life affected his health so much that he was sent to Scotland to recruit. His health was restored, but being unwilling to go back to commercial life, he turned his attention to literature, for which he had a decided taste. In 1821 he was made sub-editor of the "London Magazine." In 1830 he began publishing the "Comic Almanac," which was continued for nine years. In 1837 he went to the Continent for the benefit of his health, and remained abroad for several years. On his return he became editor of the "New Monthly Magazine." In 1844 he started "Hood's Magazine," which he continued to the time of his death. His best poems are the "Song of the Shirt," "Dream of Eugene Aram," and "Bridge of Sighs."

He was a master of pathos as well as a brilliant humorist. It was said of him that "he touched alike the spring of laughter and the sources of tears." The grave and the gay are curiously intermingled in much of his work. In this respect Hood has a worthy successor in Mr. J. W. Ben-

gough of Toronto, whose "Verses Grave and Gay" are in spirit not unlike much of Hood's writings.

## EXPLANATORY.

*Bridge of Sighs.*—In Venice there is a covered bridge bearing this name. It is built over the Rio Canal, and connects the Palace of the Doge on one side with the prisons on the other side of the waterway. The bridge was so called from the fact that the prisoners were led across it to hear their doom pronounced. Byron begins the fourth canto of "Childe Harold" with an allusion to this—

"I stood in Venice on the Bridge of Sighs,  
A palace and a prison on each hand."

It is supposed that Hood gives the name to Waterloo Bridge, London, where he, perhaps, witnessed the incident that forms the subject of this poem. The most striking feature of this selection is its pathos. The poet pictures for us the recovered body of a young woman who had committed suicide in the Thames. Our feelings of pity are wonderfully stirred as we in fancy look at the sad sight, and reflect upon the poet's suggestions regarding the untold suffering that drove the unfortunate one to take away her life.

*One more unfortunate.*—What is the peculiar effect of the word "more"? Does it imply that this is just another added to the multitude of like unfortunates the world over? How sad the thought that human life contains so much misery!

*Weary of breath.*—What figure? Why was she weary?

*Rashly importunate.*—Too impatient to await her appointed time to die. Give the ordinary meaning of importunate.

*Take her up tenderly.*—Notice that the imperative verbs here and in the next stanzas help to make the sad picture very vivid.

*Fashioned.*—Formed or shaped.

*Look at her garments.*—What purpose does the figure of vision serve?

*Cerements.*—A *cerement* (*cera* wax) is a cloth dipped in melted wax and folded around the body in embalming. This forcibly suggests the appearance of her water-soaked garments.

*Whist the wave drips.*—What figure?

*Loving, not loathing.*—This is to be taken closely with the next stanza. The stains spoken of are no doubt moral stains. These have to do with her soul, which has now left the body, while the remains being free from guilt are "pure womanly" and demand our sympathy, not our scorn.

*Scrutiny.*—Close investigation for the purpose of establishing her guilt.

*Mutiny.*—Rebellion against authority. In this case, probably, against the law of nature and of God that forbids the destruction of one's own life. Why not inquire into her mutiny? She is "past all dishonor," so far as this life is concerned, and harsh criticisms can do neither her nor us any good.

*Slips.*—Moral mistakes.

*One of Eve's Family.*—Therefore our sister, and requires our sympathy.

*Oozing so clamnily.*—Notice how realistic this is. We can almost see the sad spectacle before us.

*Whist wonderment guesses.*—Here the thought changes from the sadness of the sight to the mystery of the case. If this part of the poem were interchanged with the first part, would the change be preferable or not? Why?

*A dearer one.*—A lover.

*Alas! for the rarity.*—Another change in thought. The preceding questions lead the poet to suggest the probable cause which is first stated generally, namely, "the lack of Christian charity." What instances of this lack are mentioned?

*Near a whole city full.*—Full of what? Decide from the next line.

*Love by harsh evidence.*—This may mean that by her misconduct she had lost the affection of her parents and friends. But taking this stanza with that commencing "Who was her father?" we think that this passage alludes to a false lover who had betrayed her affection. The "harsh evidence" is the cruel proof of his unfaithfulness, and these drove from her heart the love that had held away there.

*Even God's providence—estranged.*—In her cast-off condition she felt that even God had forsaken her.

*Where the lamps quiver.*—Notice the next transition. After suggesting the general cause, the imagination traces the immediate causes. Alone, homeless, in the midst of the many bright and comfortable homes of London, the poor, forsaken creature is driven to despair and death.

*With amazement.*—In a frenzy of grief.

*Bleak.*—Cold and wintry-like.

*Dark arch.*—The arch of the river. Why—dark?

*Mad from life's history.*—So unbearable was her life that in the agony of despair she thought that death, mysterious though it was, would be a welcome relief from her present miseries. What is meant by the mystery of death?

*In she plunged boldly.*—This stanza gives us the disaster itself—the climax of her sad life.

*Dissolute man!*—Such misfortunes as this are often the outcome of the vicious indulgence and sensuality of men. *Man* does not allude to any particular person, but is the class use of the word, meaning all dissolute men.

*Take her up tenderly.*—This begins the conclusion of the poem. Again our attention is directed to the spectacle of the remains in all its sad and dreadful reality; and again the poet pleads for sympathy and kindness in caring for the body.

*Dreadfully staring.*—Note the harrowing effect of this picture.

*Spurr'd by contumely.*—Driven to her terrible end by the evil-speaking of a cold, unfeeling world.

*Owning her weakness.*—i.e., as if owning, etc. Notice how very appropriate these last lines are. Cross her hands, as though in prayer to a Saviour who looks with compassion upon the unfortunate ones and mercifully regards their weaknesses.

*Metre*    On'e more un / for'tunate  
              Weáry of / bréath  
              Rashly im / por'tunate  
              Go'ne to her / déath.

This is a very simple verse. Each line has two accents, and the prevailing foot is the dactyl. The metre is, therefore, the *dactylic dimeter*. Observe that in dactylic measures we have *Triple Rhyme*: e.g., *tenderly, slenderly, etc.*

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## ALGEBRA.

1896.

Examiners: (D. ROBB.  
W. ALEXANDER.

1. (a) Remove the brackets from the following expression and combine the like terms:

$$[2x - y - \{3x + 2y - (y - x)\}] - [\{(x - y) - x\} + y].$$

(b) Find the value of  $abc \times bcd + cda + bda$ , when  $a = 1$ ,  $b = 2$ ,  $c = 3$ , and  $d = 0$ .

(c) Find the quotient when  $(x - y)^3$  is divided by  $(x - y)^2$ .

2. Factor:

(a)  $x^4 - y^4$ .

(b)  $35x^2 - 8xy - 3y^2$ .

3. Solve the equations:

(a)  $(x + 1)^2 + (x + 2)^2 = (x - 1)^2 + (x + 3)^2$ .

(b)  $\frac{2}{3}(x - \frac{1}{2}) - \frac{5}{6}(\frac{1}{2} - \frac{3}{4}) = 4\frac{5}{6}$ .

4. A boy is one-third the age of his father, and has a brother one-sixth of his own age; the ages of all three amount to 75 years. Find the age of each.

5. Give Euclid's definition of a circle, of an equilateral triangle, and of a parallelogram.

6. (a) The angles at the base of an isosceles triangle are equal; and if the equal sides be produced, the angles on the other side of the base shall also be equal.

(b) Apply this proposition to prove that an equilateral triangle has three equal angles.

7. The angles which one straight line makes with another on one side of it are together equal to two right angles.

8. To make a triangle the sides of which shall be equal to three given straight lines, any two of which are greater than the third.

Values: 1. 5, 5, 5; 2. 5, 5; 3. 10 + 15 = 25; 4. 25; 5. 5 + 5 + 5 = 15; 6. 25, 5; 7. 15; 8. 15.

## BOOKKEEPING.

1896.

Examiners: (D. ROBB.  
W. ALEXANDER.

NOTE.—A maximum of twenty marks will be allowed for penmanship and neatness. This award will be based upon the character of the writing and neatness of the entire paper on this subject put in by the candidate.

All the transactions mentioned below are to be considered as on account, except where otherwise specified.

1. Work out the following set, using Day Book, Cash Book, Bill Book and Ledger, and close all the Ledger Accounts:

Place of Examination, 1896.

Jan. 1st. I bought out the plant and goodwill of C. Tedford's blacksmith's shop for \$300, paying \$100 cash and giving him my note, endorsed by P. Johnson, for the balance payable at the Molsens Bank here in three months, without interest. I also rented the shop from C. Tedford at \$10 per month.

Jan. 2nd. Removed 4 horse shoes @ 10c. each, set 3 new shoes @ 25c. each, and repaired a cutter, \$1.25, for L. Turnbull. The cash receipts to-day were \$3.25.

Jan. 3rd. Set 4 new shoes @ 25c. each, and made a set of gate hinges, 75c., for R. Beattie. The cash receipts to-day were \$2.50.

Jan. 4th. Bought of Harland Bros., coal and iron as per invoice, \$25.75. The cash receipts to-day were \$3.75.

Jan. 6th. Ironed a cutter for Harland Bros., \$8.25; and set 7 new shoes at 25c. each for L. Turnbull. The cash receipts to-day were \$2.25. Hired a horse and cutter from L. Turnbull, \$1.25.

Jan. 7th. Repaired a cutter, \$2.25, and a cooking range, 75c., for R. Beattie. The cash receipts to-day were \$1.75.

Jan. 8th. The cash receipts to-day were \$5.75.

Jan. 9th. R. Beattie gave me his check payable to my order, on the Molsens bank here, for the amount of his account. The cash receipts to-day were \$4.85.

Jan. 10th. Removed 7 shoes @ 10 cents each and set 1 new shoe @ 25 cents, for L. Turnbull; and bought of him old iron at 75 cents. The cash receipts to-day were \$4.25.

Jan. 11th. L. Turnbull gave me an order on Harland Bros. for the amount of his account. The cash receipts to-day were \$2.75.

Jan. 15th. Sold the plant and goodwill of the shop to W. Seeley for \$350, receiving \$200 cash and his note for 150 payable in two months.

Paid C. Tedford half a month's rent, and he agreed to accept W. Seeley as tenant in my stead.

2. (a) Write out the note in the above question given to C. Tedford.

(b) Write out the check given by R. Beattie on Jan. 9th.

(c) Make out in full L. Turnbull's account, and receipt it in accordance with the entry made Jan. 11th.

Values: 1. 50; 2. 10, 10, 10.

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# OFFICIAL CALENDAR.

## EDUCATION DEPARTMENT.

*January:*

14. Annual Reports of Boards in cities and towns, to Department, due. (*Before 15th January.*) Names and addresses of Separate School Trustees and Teachers to be sent to Department. [S.S. Act, sec. 28 (12).] (*Before 15th January.*)
19. Provincial Normal Schools open (First Session). Reg. 66. (*3rd Tuesday in January.*)
20. First meeting of Public School Boards in cities, towns, and incorporated villages. [P. S. Act, sec. 61 (1).] (*3rd Wednesday in January.*)  
Appointment of High School Trustees by Public School Boards. [H. S. Act, sec. 12; P. S. Act, sec. 61 (1)] (*3rd Wednesday in January.*)
26. Appointment of High School Trustees by County Councils. [H. S. Act, sec. 12 (1); Mun. Act, sec. 223.] (*4th Tuesday in January.*)

*February:*

3. First meeting of High School Boards and Boards of Education. [H. S. Act, sec. 13 (1).] (*1st Wednesday in February.*)

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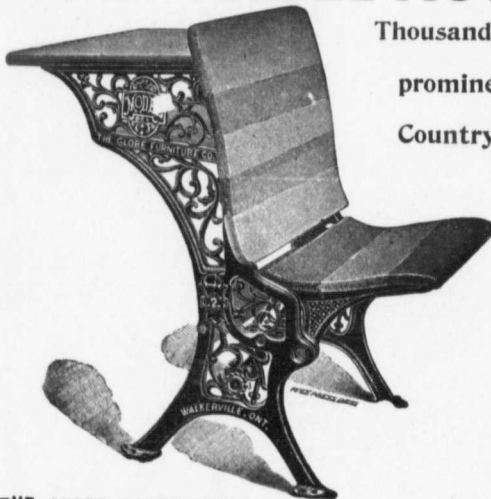
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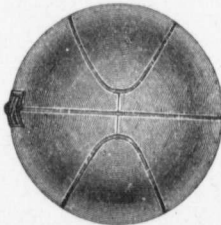
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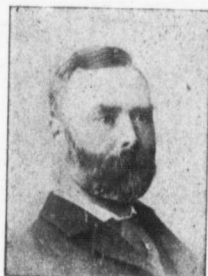
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