

M. Johnston

Verb. Phrases

THE ENTRANCE.

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

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TORONTO, ONT., OCT. 1, 1896.

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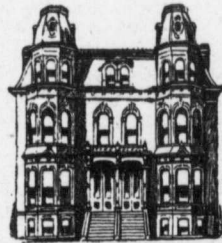
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G. E. HENDERSON, Editor and Prop.

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Editorial Notes.

Test our Canadian History Notes on past papers. Our Canadian History Notes are written for the third and fourth classes in our public schools.

No changes have been made in the course of studies for Entrance and P. S. Leaving Classes.

THE ENTRANCE will be delivered without extra charge to teachers in training at the normal school, Toronto.

Miss E. Walker, Stratford: "We like THE ENTRANCE too well to be without it this term. Forward us 36 copies."

With the issue of Dec. 1st, we shall begin answering the recent Entrance and P. S. L. papers. No wide-awake teacher will spend much time on examination papers at an earlier stage in the term.

We can still supply copies of Sept. 1st and 15th. We provided for a circulation of 16,000, and until that number is reached, we can supply all back numbers. Order early and thus secure this year's volume complete.

Mr. J. E. Moore, of Toronto, says: "After having studied the DeBrisay Analytical Method for less than eight weeks I wish to state that I succeeded in passing the Senior Matriculation in Latin with but little difficulty."

It has been intimated to us that students having plants which they wish identified are welcome to send them to C. W. White, 185 Carlton St., Toronto. If possible send complete plant, and wrap in damp newspaper to keep fresh until examined.

Re Notes: "Enclosed find \$2.04 for which please send me by return mail 16 copies, in addition to the one sent as sample." C. W. Schierholtz, Heidelberg, Ont. First edition of 1000 will soon be exhausted. Another edition has been ordered.

We give on another page a cut of THE ENTRANCE BINDER. The Binder has been designed specially for THE ENTRANCE. It provides a convenient way of preserving the different numbers as they reach subscribers, there being a means of fastening each copy as it is received. The price is 15 cents postpaid.

We have much pleasure in drawing the attention of teachers and pupils to the list of books, etc., given in our advertising columns, any of which may

be ordered through THE ENTRANCE. We receive so many inquiries in reference to various publications that we have thought it advisable to answer our correspondents in our advertising columns. Nothing of an inferior character will be offered for sale by THE ENTRANCE.

In our next issue notes will be given on "Tom Brown" for Entrance classes and for the P.S.L. classes, the remaining notes on "The Bard." It has been brought to our attention that in certain counties the work prescribed in literature for junior fourth classes consists of the first half of the list of lessons given for Entrance classes. Henceforth notes will be published in the order in which the lessons appear on page 5 of the issue of Sept. 1.

Our Canadian History notes for third and fourth classes appear to be "just the thing," if we are to judge from the orders reaching us daily. In this little work we publish the Canadian history questions for Entrance examinations for the past five years. One way of testing the merits of our work is to read these questions and then seek the answers in the notes. This is a practical test. Please bear in mind that these notes are designed simply to take the place of *written* or *dictated* notes.

OUR CIRCULATION.

The popularity of THE ENTRANCE is seen in the fact that in one month our subscription list has attained to the figures of last year. By the time this issue shall have reached our readers, our list will number 13,500. As was the case last year, "good words" accompany almost every order. To know that THE ENTRANCE has struck a popular chord, one has but to read the appreciative words of prominent teachers throughout the country, and to peruse our list of club orders. We have space to mention only a few of our large clubs. In Toronto we have already enrolled about twenty-five schools, our largest clubs coming from Jesse Ketchum, Church St., Wellesley, Givins, and Dufferin schools, and Loretto Academy. Of these, Jesse Ketchum leads with 94 subscribers, Wellesley and Church St. following closely with 87 and 84 respectively. All the other cities of the province are well represented on our list, the largest club order in each coming from the following schools: Hamilton—Caumon St. school, 36; Ottawa—Waller St., 57; London—St. George's, 37; Kingston—Victoria, 38; Brantford—Central, 40; Stratford—Central, 36; Guelph—Central, 27; Windsor—St. Alphonsus, 30; Chatham—McKeough School, 62. The towns and villages are also largely represented on our list, Pembroke leading all others with a club of 98. Woodstock follows with 71, while Blenheim takes third place with 60. Others are Aylmer, 2; Cong. de Notre Dame, Brockville, 20; Brighton, 34; Burk's Falls, 25; Barrie, 28; Colborne, 20; Coldwater, 24; Chesley, 42; Collingwood, 22; Dunnville, 22; Essex, 30; Embro, 27; Forest, 20; Goderich, 38; Hagersville, 20; Havelock, 20; Kingsville, 42; Milverton, 37; Niagara, 35; Orillia, 23; Owen Sound, 61; Parkhill, 20; Ridgeway, 35; St. Mary's, 35; Smith's Falls, 27; Simcoe, 26; Sarnia, 21; Tiverton, 23; Teeswater, 26; Thorold, 25; Wyoming, 20; Waterloo, 27; Hespeler, 20; Arnprior, 32; Wallaceburg, 27; Deseronto, 30; Peterborough, 35; Acton, 22; Clinton, 20. Space will not permit us to mention even a few of the many good club orders ranging from 10 to 20.

Current Events

FOR THE WHITE HOUSE.

The presidential campaign in the neighboring republic is in full swing. A matter of such vital importance to our friends across the line cannot but interest all intelligent Canadians; in fact the whole civilized world is watching this battle between the forces of monometallism and bimetalism.

Never since the war of secession, as we said in a former issue, have the people of the United States been so agitated over any political question as over this one of "free silver." One writer says: "A great many people seem to be dissatisfied with their own politics. Some Democrats are turning Republicans, and Republicans are becoming Democrats. Temperance men are turning Populists, and Populists are going crazy, having no other place to go." The Republican nominees for President and Vice-President are McKinley and Hobart. These stand for sound money, or a gold standard of coinage, and for a high tariff. The Democrats met in Chicago and brought out Bryan and Sewall as their candidates, the main planks in their platform being the free coinage of silver, and a lower tariff. The delegates from New York State and some others from the east objected to making "free silver" a plank in the platform. These with their sympathizers from the various states held a second Democratic convention at Indianapolis on Sept. 2 and nominated Palmer of Chicago and Buckner of Louisville as the candidates of what they call the National Democratic party. Sound money and a low tariff is their battle cry. Then there are the Populists, or People's Party, located chiefly in the West and South. These have nominated Bryan and Watson, the Democratic nominee, Sewall, being distasteful to them owing to his wealth. The Populists want "free silver" and many other radical changes, such as government control of railways, telegraph, etc. The "narrow gauge" Prohibitionists have brought out Levering and Johnson, while the "broad gauge" element in the party has nominated Bentley and Southgate. It might also be stated that among the Republicans are many "silverites." Things are badly mixed and not until Nov. 4th will the issue of the struggle be known.

THE TRANSVAAL.

The recent appointment of a Parliamentary Committee by the British Government for the purpose of investigating the causes leading to the "Jameson Raid" may have considerable influence on the future of South Africa. The work of this Committee will be watched with considerable interest by Canadians not only because of its importance to the Empire generally but also from the fact that on the Committee is our noted Canadian statesman, the Hon. Edward Blake, who, as many of our young readers know, is a member of the British House of Commons. Perhaps a paragraph or two on the Transvaal will not be without interest at this time.

The Transvaal is a Dutch Republic in South Africa. The Dutch were among the first colonists in southern Africa. Their first settlement was made near the Cape of Good Hope. As there was often trouble between the British and Dutch colonists at the Cape the latter moved northward

and settled in Natal. It was not long, however, until the English were in possession of Natal. The Boers, as the Dutch colonists are called, then established the Orange Free State. A number of them, however, pressed farther north and made a settlement in what they called the Transvaal country. The Transvaal, or the South Africa Republic, as it is sometimes called, lies just north of the Orange Free State. It became independent in 1876, but not long after, owing to the threatened invasion by the Zulus, the Boers wished to come under British protection. This was given them, but when the trouble with the Zulus ended the Boers again desired independence. In 1880 they rose in rebellion against British rule and invaded Natal. They defeated the English at Majuba Hill and were given their independence though they agreed that their transactions with foreign nations should be carried on by the English. The discovery of gold in the Transvaal has since brought into the republic many English and other foreign settlers. These now form about two-thirds of the population. Gold mining and in fact most of the trade is in the hands of these aliens, or uitlanders, as they are called by the Boers. The Transvaal Government refuses to accord to these aliens the civil rights possessed by the Boers. They will not allow them to become citizens, no matter how long they may have been residents of the republic, while to become naturalized they must forswear their own country and its protection.

What we have written carries us up to the time of Jameson's raid with which we shall deal in our next issue.

BRIEF ANSWERS.

1. The Commander of the militia of Canada is General W. J. Gascoigne.
2. The Commander-in-Chief of the British army is General Wolseley.
3. The British Government has given certain colonies (Canada being one of them) the privilege of nominating a representative to sit as a member of the Judicial Committee of the Privy Council. There has been a rumor that the Hon. Edward Blake will be invited by the Canadian Government to act as Canada's representative. This Judicial Committee is the highest court of appeal for the colonies.
4. Dr. Nansen is a celebrated Norwegian explorer, who recently made an attempt to drift to the north pole in the steamer Fram. He failed to reach the Pole, but attained the highest altitude yet reached by explorers, viz., 86.14 degrees. We shall have something more to say in the near future in reference to Dr. Nansen and his efforts to reach the Pole.
5. Silver is "legal tender" in Canada to the amount of \$10. No one can be compelled to accept more than this amount in payment of a debt.
6. Rossland is a growing town in British Columbia situated in the midst of valuable gold mining territory. It is named after Ross Thompson, the first settler.
7. The trans-Atlantic Steamship lines having their termini at Montreal are the Allan, Beaver, and Dominion Lines.
8. Read article on THE TRANSVAAL in this issue.
9. While the Speaker's chief duties are to preside over the sessions of Parliament, he is also the medium of communication between the Crown and Parliament. He is the spokesman of the House. It is he who conveys the messages of the Commons to the Crown, and those of the Crown to the Com-

mons. The present speaker of the Commons is the Hon. J. D. Edgar; of the Senate, the Hon. Mr. Pelletier.

10. In the vicinity of Danville in the Province of Quebec are perhaps the finest asbestos mines in Canada.

11. Vancouver, B. C., at the western terminus of the C.P.R.

12. See article on The Transvaal in this issue and next.

13. General Weyler is Captain-General of Cuba. He was sent out recently by Spain to suppress the rebellion in that island.

14. New Orleans, Philadelphia and San Francisco have government mints.

15. Clara Barton is the President of the Red Cross Society, an organization having for its aim the relieving of suffering humanity. The work of this Society is often seen on the field of battle in caring for the wounded. Miss Barton just recently returned to the United States from Armenia, where she had been attending to the distribution of certain "Armenian Funds."

(b) Madagascar was recently annexed by France.

16. A *monometallist* is one who believes in monometallism, or the theory of using but one metal as a standard of value in coinage. A *bimetallist* is one who believes in bimetalism, or the use of two metals, generally gold and silver, as standards of value in coinage.

(c) Li Hung Chang (Lee Hoong Charng) is China's leading statesman. He holds the rank of *Earl* in his country. He just closed a western visiting tour in which he spent a short time in Russia, France, England, United States and Canada. Affairs in China may be considerably influenced in future by the impressions made on Earl Li on his "tour of inspection."

17. A plebiscite is an expression of opinion on a given matter of public interest by means of a vote by the whole people.

18. By the eighth Parliament of Canada we understand the eighth Parliament since Confederation. The life of a Parliament is five years unless shortened by dissolution.

19. A Governor-General's warrant is an official order from the Governor giving authority for the payment of a certain amount of money from the treasury of the Dominion. It is resorted to when Parliament is not in session, usually to meet unforeseen expenses of government.

QUESTIONS.

(Briefly answered in our next.)

1. Who is Archbishop Martinelli? 2. Where and what is the Algonquin Park? 3. Where is the best grazing territory in Canada? 4. How is it that in many countries where gold monometallism exists that silver coin is on a par with gold; as, for instance in Canada and England? 5. What route do British boats take in bringing coal and coke to British Columbia? How is it that this coal can be supplied from England at a cheaper rate than from the mines of Vancouver I'd.? 6. What is meant by the statement which we sometimes see in the papers that a province wants "better terms" from the Dominion? 7. Name and locate the three passes in the Rocky Mountains through which railways can be built. Through which pass does the C.P.R. run? 8. What Spanish foreign possession other than Cuba is giving Spain trouble? 9. We are told that considerable money will be saved to the country if the present session of Parliament

does not go beyond 30 days. How is this? 10. In what respect has the Canadian Senate more power over legislation than the British House of Lords? 11. How was the recent Cretan trouble settled? 12. What city was recently shelled by British gunboats and why? 13. How many members in the Canadian House of Commons? In the Senate? 14. Where and what are the Florida Keys? What arge fruit is cultivated there? 15. What is meant by the Congress of the United States? The House of Representatives? The Senate? Wherein do these differ from the Canadian Parliament? 16. What is meant by Rhodesia?

Entrance Literature.

(BY THE EDITOR.)

LESSON LXXXIX.—AFTER DEATH IN ARABIA.

In this poem we have the Mahomedan's belief in reference to death and the hereafter. If such words as "Arabia," "Azan," "Abdullah," etc., did not appear in the poem, it might easily be taken as voicing the Christian's ideas on the subject. Indeed the teachings of the Bible shine out from more than one page of the Koran, the sacred book of the Mahomedan.

The Bible was not a dead letter to Mahomet, though, of course, Christ was not the true prophet. There was but one God and Mahomet was his prophet.

Azan.—The time when the Mahomedan is called to prayer; also the call itself. Five times during the day is this call made to the faithful, who observe it most religiously. As chanted from the minarets the word is pronounced a-zan', but owing to the metre here, it is sounded a'-zan.

It.—The body.

Abdullah.—a common name in Arabia.

Was m-ne.—Even during life the body was not the real person but merely a temporary abode for the soul, or the "I."

Lave.—Wash. A custom of our own as well as the East.

No more fit ing.—Because of the expansion or development of the powers of the soul in the future state.

At last.—As if the soul were anxious to leave the body.

Room.—This takes us back to the "hut which I am quitting." A reference also to the other metaphors in the words "garb" and "bars."

Plume.—Its plumage, that is, the attractive part.

Falcon.—(faw-kin) A bird belonging to the hawk family. Strong and swift-winged, it has often been used in catching other birds. The sport of falconry, once so popular in England, is again becoming one of the pastimes of that country.

Splendid.—Shining.

Straight way.—At once, or immediately.

Wistful.—Wishful, or longing.

As a shell.—One of another series of metaphors.

Pearl.—The pearl is found in the pearl-oyster. The "pearl," like the soul, is the only valuable part.

There.—Where?

Alla sealed.—"God breathed into man the breath of life." God is represented as placing the soul in the body (jar), and sealing it that the soul may not escape.

The while.—An old form where while is used as

a noun. Sykes says that it is equivalent to "at the time that"

That treasure—That is, the chief treasure of all God's treasures—a soul that loves him.

Treasury.—Storehouse.

Shard.—A fragment of earthenware. The "earthen jar" (body) has been broken and the soul released. Let the body return to the dust from whence it came.

World understood.—What was mysterious to him in this life is now understood.

Unspoken.—Unspeaking.

Instead.—Instead of being dead or lost as you suppose.

Such light.—"Now we see through a glass darkly but then face to face." They cannot understand now, but all things are made clear in the light of Heaven.

Light . . . of unfulfilled felicity.—Of happiness unfulfilled, or never-ending.

Enlarging paradisi.—This has a meaning similar to the above, perhaps, with the added idea of the development of the powers of the soul to fit it for the enjoyment of still higher things. "Paradise" here means happiness.

Stepped.—To a higher life.

Wise love.—Intelligent love; wisdom.

Fain.—Desirous

At death.—At the death of friends or even at the thought of their own death.

First breath.—Death is but the "portal to the life elysian,"—is but the beginning of life. The soul only then really begins to live.

Life centre.—That is, of all life the Heavenly is the true, the real.

Stout of heart.—Take courage.

Home.—Their real home. Life is but a tenting-ground, a temporary home.

La Allah illa Allah.—"No God but God."

Words of praise "Yea" is used as a word of assent to the previous idea and to those following, or, as it were, to give additional strength to the terms used.

Thou love—alway—Expressions of admiration addressed to God.

For brief note on the author, see page 230.

QUESTIONS.

1. What is the theme of the poem?
2. Give the topic of each stanza.
3. Give three reasons from the poem why Abdullah's friends should not mourn his departure.
4. What peculiarity is there about the introduction of the poem?
5. Why does the poet refer to the body as "it," "that thing," "empty sea-shell," "shard," "garment," etc.?
6. Why does Abdullah smile?
7. What effect has the use of the clause "What ye lift upon the bier?" With what other terms is the clause connected in sense?
8. In the line, "The pearl, the all, the soul, is here," why is not "soul" mentioned first?
9. Why use the term "gold"?
10. What meaning has "Thy world"?
11. Why does Abdullah add "yet not farewell"?
12. Develop the thought in "Weep awhile, if ye are fain, Sunshine still must follow rain."
13. What is, perhaps, the strongest metaphor of the many metaphors in the poem? Give the grammatical value and relation of "divine" and "alway" in last stanza.

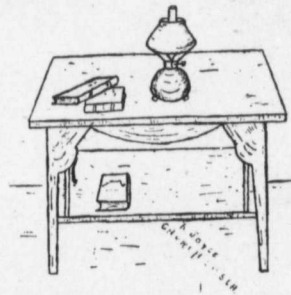
QUESTIONS IN LAST ANSWERED.

1. Into the four stanzas given. Stanza I—Description of the farmer boy; stanza II.—Privileges of the country boy's life, especially in the matter of securing useful knowledge; stanza III.—The simplicity and enjoyment of the boy's home life; stanza IV.—Present privileges and enjoyments and the probabilities of future hardships. 4 In the 3rd stanza. 5 Some imaginary boy. 7. He had the surroundings of a king as seen in the "regal tent," the purple curtains "fringed with gold," the "orchestra" of musicians, etc. 9. The life gives a sort of reason for the poet's whole-souled admiration of the country boy. 12. The poet longs for the simple, informal meal of his boyhood days. 14. The boy. 15. No, but she answers all he wishes to know. 16. Second part: As a king has music in attendance, so has the boy; the music in the latter case, though discoursed by the "noisy choir," is enjoyed by the boy. It might be noise to persons older grown. 20. "Eschewing" modifies (boy); "bent," sunset; "all," "too soon"; "lose" is part of the verb "must lose"; "happy" modifies, predicatively, (It).

Note:—As we have said in former issues, space prevents us answering all the questions. Any others will be answered upon request.

Drawing.

1. Answer to No 1. of last issue, by R. Joyce a late student in Church St. School of this city. The drawing in our issue of Sept. 1st was also done by Master Joyce. The Principal of this school is Mr. W. E. Groves.



2. Make a drawing to represent a cube 2 inches in diameter. Position below and to the left of the eye. Take from upper right corner a cube the diameter of which shall be 1 inch. Shade to indicate where the part was removed.

Note: If teachers will have their pupils prepare some original sketches and forward them to us with name of artist attached we shall be pleased to make use of them in our drawing column. The drawing should be done with pen and ink, on good paper, and should measure nearly twice the size which it is to take in the columns of the paper, as the drawing is reduced in making the cut.

Miss Ena Hles, Kerrwood: "Found THE ENTRANCE interesting and instructive last year. My junior and senior fourth classes are now taking it."

Grammar.

ANALYSIS.

" I a light canoe will build me,
That shall float upon the river,
Like a yellow leaf in autumn."

" Let the mighty mounds
That overlook the rivers, or that rise
In the dim forest, crowded with old oaks, answer."

Sentence—I—autumn.
Kind—Complex.
B. Subject—I.
B. Predicate—will build.
Object—canoe.
Mod. of Obj.—1. a light ; 2. That—autumn.
Mod. of Pred.—me.
Clause—That—autumn.
Kind—Adjective.
B. Subject—That.
B. Predicate—shall float.
Mod. of Pred.—1. upon the river ; 2. Like—autumn.

Clause—Like—(floats).
Kind—Adverb.
B. Subject—leaf.
Mod. of Subj.—a yellow.
B. Predicate—(floats).
Mod. of Pred.—1. in autumn ; 2. Like.

Sentence—Let—answer.
Kind—Complex.
B. Subject—(you).
B. Pred.—Let.
Complex Obj.—The mighty mounds—answer.
The analysis of the two adj. clauses is so simple that we need not take space for it.

PARSING.

canoe—noun, common, sing., obj., direct object of " will build."
me—pronoun, personal, first, sing., obj., indirect object of " will build."
like—conjunctive adverb, mod. (floats).
let—verb, trans., weak, active, imperative, present, second, plural, agreeing with its subject (you).
mounds—noun, common, plural, obj., forming part of the object of " Let," and used also as the subj. of the infinitive " answer."
crowded—participle, perf., active, mod. " forest."
(to) *answer*—simple infinitive, the indirect predicate of " mounds."

RULES OF SYNTAX.

1. A noun has the same place in a sentence as a 3rd personal pronoun ; as, He left my *father* and *me*.
2. Collective nouns require singular or plural pronouns according as they convey the idea of unity or plurality ; as, The Council meets on Monday, but *it* will adjourn early. The people have lost confidence in the scheme and so *they* will not support it.
3. *There is* is always followed by a singular subject ; *there are*, by a plural ; as, There is a man in the house. There are apples on the tree.
4. Two or more singular subjects joined by *or* or *nor* take a verb in the singular ; as, Henry or William tells what is not true.

5. When one of the words joined by *or* or *nor* is singular and the other plural, the verb agrees with the nearest subject ; as, He nor his brothers need not worry.

6. Words and phrases qualifying a subject do not alter the number of the subject ; as, The mechanism of clocks and watches *was* thus little understood.

ANALYSIS AND PARSING.

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

Classify and give the relation of the clauses in the following sentences :—

1. All I want is to see the way he does it.
2. His proposal, that all must do it, did not meet with approval.
3. It was in this place that I did it.
4. He was so heavy that I could not lift him.
5. They held the same opinion as we did.
6. The fear that I would leave him troubled him very much.

A TEST.

Supply *we, us, they, or them*.

1. That is wholesome doctrine for . . . Americans.
2. It is not . . . but . . . whom he seeks to please
3. Did you say that . . . or . . . were chosen ?
4. She told Helen and . . . to speak plainly.
5. Let none touch it but . . . who are clean.
6. It was . . . whom you saw.
7. Could it have been . . . who did the mischief ?
8. Whom did she call ? . . . girls.

Mr. Long, of Chippewa, kindly sends an article on grammar. It is good and we make use of a portion of the matter in this issue. By the way, we are always pleased at receiving live, practical hints on the various subjects of senior public school work. Do not send long-winded essays ; life and space too short for them.

SYNTAX OF NOUNS AND PRONOUNS.

1. As the subject of a verb ; as, *John* plays.
2. As the completion of the bare predicate ; as, That flower is a *rose*.
3. As nominative of address (vocative) ; as, *Mary*, ring the bell for tea !
4. In apposition to another noun in the nominative case ; as, James, the *blacksmith*, is sick.
5. As nominative absolute (generally in connection with a participle) ; as, The *day* being fine we took a long walk.

F. D. : He is ten years *old*.

Old—adj., qual., in the predicative relation to " He."

J. G. : It *was written* by him.

Parse the verb as trans. It is passive voice. Remember that *voice* is a change in the form of the verb to show whether the subject stands for the actor or the object of the action spoken of by the verb.

R. E. : I would like to go. I should like to go. *Would* implies the *will* or *wish* of the speaker ; *should* is the ordinary conditional auxiliary for the first person.

J. W. Edwards, Prin. P.S., Wilton : " Find THE ENTRANCE almost equal to an assistant teacher. Send nine copies."

Arithmetic.

(W. N. C.)

ALLIGATION.

How much tea costing 54 cents the lb. must be mixed with 18 lbs. costing 45 cents the lb. in order that if the whole be sold at 60 cents the lb., there may be a gain of $\frac{1}{5}$ of the cost of the whole?

Solution:—

To gain $\frac{1}{5}$ of the whole is to gain $\frac{1}{5}$ of each lb.
 ∴ Gain on 1 lb. = $\frac{1}{5}$ lb., which is the same thing as to say the gain = $\frac{1}{5}$ the cost of a lb.
 ∴ Cost + $\frac{1}{5}$ cost = $\frac{6}{5}$ cost of 1 lb. = S.P. = 60c.
 ∴ $\frac{6}{5}$ cost of 1 lb. tea = 60 cents
 ∴ Cost of 1 lb. of tea = $\frac{5}{6}$ of 60c.
 = 50 cents

Now 50 cents is the average price per lb.
 Take 1 lb. at 54 cents = $\frac{4}{5}$ cents above the average.
 (Now 1 " " 45 cents = 5 " below " "

But to maintain this average price of 50 cents, we must have as much above it as below it.)

∴ $\frac{4}{5}$ lb at 45 cents = $\frac{4}{5}$ cents above the average.
 ∴ Tea at 54c. : tea at 45c. :: 1 : $\frac{4}{5}$; or clearing of fractions as 5 : 4.

That is with 4 lbs. at 45c. he had 5 lbs. at 54c.
 or " 1 " " 47c. " " " 54c.
 and " 18 " " 45c. " 18 $\times \frac{5}{4}$ " 54c.
 = 22 $\frac{1}{2}$ lbs. Ans.

What relative quantities of sugar at 7, 8, 11, and 14 cents a lb. must be sold in a mixture, in order to realize an average of 10 cents a lb.?

Solution:—Average price per lb. 10c.

1 lb. at 7c. = 3c. below average	}	5c.
1 " 8c. = 2c. " " "		
1 " 11c. = 1c. above average		
1 " 14c. = 4c. " " "		
1 lb. of each. Ans.		

PROBLEMS.

1. How many pounds of tea at 70 cents a lb. must I mix with 50 lbs. at \$1 a lb. in order to sell the mixture at 80 cents a lb. without loss.

2. A grocer wishes to mix spice at 8s. a lb. with another sort at 5s. a lb. so as to make 60 lbs. worth 7s. a lb. What quantity of each must he take?

3. A farmer employs a number of men and 8 boys; he pays the boys \$.65 and the men \$1.10 per day. The amount that he paid to all was as much as if each had received \$.92 per day. How many men were employed?

4. Coffee is bought at 25 cents a lb. and chicory at 10 cents a lb.; in what proportion must they be mixed that 10 per cent. may be gained by selling the mixture at 15 cents a lb.?

Answers:—1. 100 lbs.; 2. 20 lbs. at 5s. and 40 lbs. at 8s.; 3. 12 men; 4. 1 to 3 $\frac{1}{2}$ or 8 to 25.

SENIORS.

1. How many lbs. of coffee worth 35 cents a lb. must a grocer mix with 6 lbs. of chicory at 40 cents a lb. to make a mixture worth 38 cents a lb.?

2. The price of 60 lbs. of a mixture of black and green tea is \$31.20. If the black tea costs 57 $\frac{1}{2}$ cents and the green tea 37 $\frac{1}{2}$ cents a lb., how many lbs. of each were in the mixture?

3. Sixty lbs. of tea at 40 cents a lb. and a certain number at 56 $\frac{1}{2}$ cents a lb. averaged 50 cents a lb. when mixed together and sold. Find the total amount received for the tea.

4. How much sugar at 10, 13, 15, 17, and 18 cents per lb. must be taken to make a mixture worth 16 cents a lb.?

5. A grocer wishes to mix 50 lbs. of sugar worth 9 cents per lb. and 10 lbs. worth 12 cents per lb. with clarified sugar worth 15 cents. so that the compound may sell for 13 cents: how much of the clarified must he take?

Answers:—1. 4 lbs.; 2. Green, 16 lbs.; B'ack, 44 lbs.; 3. \$75; 4. Various combinations may be obtained for an answer; 5. 45 lbs.

M. J. D.:—

In $\frac{1}{2}$ of $\frac{1}{2} \div \frac{1}{2} \times \frac{1}{2} + \frac{1}{2} \div \frac{1}{2}$ of $\frac{2}{3}$ it is advisable to bracket the expression, taking together, first, those fractional expressions connected by "of," and we have:—

$$\left(\frac{1}{2} \text{ of } \frac{1}{2}\right) \div \frac{1}{2} \times \frac{1}{2} + \frac{1}{2} \div \left(\frac{1}{2} \text{ of } \frac{2}{3}\right)$$

Next take together those expressions connected by the sign "÷" and we have:—

$$\left\{\left(\frac{1}{2} \text{ of } \frac{1}{2}\right) \div \frac{1}{2}\right\} \times \frac{1}{2} + \left\{\frac{1}{2} \div \left(\frac{1}{2} \text{ of } \frac{2}{3}\right)\right\}$$

Now take together those expressions connected by the sign "×" and we have:—

$$\left[\left\{\left(\frac{1}{2} \text{ of } \frac{1}{2}\right) \div \frac{1}{2}\right\} \times \frac{1}{2}\right] + \left\{\frac{1}{2} \div \left(\frac{1}{2} \text{ of } \frac{2}{3}\right)\right\}$$

The whole fractional expression is now ready to solve.

N.B.— $\frac{1}{2}$ of $\frac{1}{2}$ expresses a part of a part of some whole; hence one quantity, and must be regarded as such.

Question 3: $\frac{2}{3}$ of $\frac{5}{8} + \frac{3}{4} \div \frac{1}{2}$.

$\frac{2}{3} \div \frac{1}{2}$ may be written $\frac{4}{3}$, which is undoubtedly

ly one quantity, whereas $\frac{1}{2} \times \frac{1}{2}$ in the preceding question expresses $\frac{1}{4}$ times $\frac{1}{2}$, and requires the brackets in order that we may understand the expression to be one quantity; hence we should bracket as in the foregoing example.

"of," "÷" and "×" connect quantities; "of" being the strongest and "×" the weakest of the three. + and - separate quantities. $\frac{2}{3}$ of $\frac{5}{8} + \frac{3}{4} \div \frac{1}{2}$ = $\left(\frac{2}{3} \text{ of } \frac{5}{8}\right) + \left(\frac{2}{3} \div \frac{1}{2}\right)$ etc.

See "Exercises in Arithmetic," Part II., page 73 and 6th, and page 85 and 12th.

C. F. L.:—

The answer to the 5th question in Sept. 1, page 8, should be 54 $\frac{1}{2}$ min. past 4 o'clock.

W. Acheson, Strasburg: "The success of my pupils at the late Entrance examination was largely due to the assistance derived from your valuable paper."

Sister St. Mary Isabella, Cong. de Notre Dame, Brookville: "Enclosed find amount for 20 subscriptions. My pupils call THE ENTRANCE their dear little assistant. It was very helpful to them during the past scholastic year."

Spelling.

(List No. 3.)

Affability, familiarized, soliloquies, pinnacle, prodigious, consumption, leisurely, innumerable, concealed, disappeared, fourscore, eddying gust, November, jollity, pursuit, scimitars, harpes, cormorants, avarice, dissipated, immense, adamant, myriads, accommodated, opportunities, inexpressible, banquet hall, garlands, scentless, therewith, palsied, perilous reef, belfry, lighthouse, Albert Nyanza, sixty miles' distance, tenacity, unravel, granite, reservoir, imperishable memorial, zigzag, descent, disbelieved, south-west, European, Julius Cæsar, minstrel, concentrated, forfeit, hawthorn bush, nightingale, unskilful, vagrant, descending, allured, dismayed, unaffected, venerable, awful, unprofitably, disasters, counterfeited, preparation, experienced, stratagem, honeycomb, Bannockburn, diligence, succors, men-at-arms, pennons, Christ-endom, despatch, encompass, handful, galloping, stirrups, barefooted, cavalry, disorder, attendants, disorderly rabble, dreadful, nobility, subtle, independent, sovereign, acknowledged, recollection, usurpers, marquises, telescope.

SUPPLEMENTARY TEST.

Plus, minus, integer, principal amount, denominator, promontory, desert, oasis, clarinet, cymbal, franchise, dyeing the cloth, diphthong, bazaar, basin, cuisine, pavilion, licorice, crupper, breeching, surcingle, martingale. It is hers. They lost their. One loses one's self. They blacked each other's eyes. Pullet, mosquito, coffee, chocolate, birch, alder, chestnut, plumbing, heifer, muscle, tendon, tonsil, palate, suite (swët), felly or fellow.

Temperance and Physiology.

A number of the following questions will be answered in our next issue:—

1. Name the organs of mastication.
2. By which member of the body is the gastric juice secreted?
3. What disease is often the result of faulty eating and insufficient mastication of food?
4. Name a fluid of the body which is capable of emulsifying the fatty part of the food so that it can be absorbed into the blood.
5. Give the process of digestion, including the stomach and intestinal digestion. Give the action of all the digestive juices.
6. Give your reasons for saying that alcohol is not a food.
7. Name four injuries done to the stomach by the use of alcohol.
8. What organs of the body are most affected by alcohol? Give its action on the liver.
9. What is the effect of tobacco on digestion?

Answer to first part of No. 5 of the above list:—

When the food enters the mouth, it meets with the *saliva*, which softens it and changes the starchy parts to sugar. The food then passes through the *gullet* to the stomach, where it is acted upon by the *gastric juice*. In the stomach the albumens, such as meat, eggs, cheese, bread, etc., are acted upon, but the *gastric juice* has little effect on the starchy matter or the fats except, in the case of the latter, to dissolve the cells and set the oil free. The *pepsin* and *rennet*, two ferments in the *gastric juice*, also

aid in the digestion. A quantity of the digested food is taken up by the absorbents in the walls of the stomach; the remainder along with the undigested portion passes on under the name *chyme* to the intestine. Here the starch not acted upon by the *saliva* meets with the *pancreatic juice*, which converts it into sugar. This juice also acts on the partly changed albumens from the stomach, and also, in connection with the *bile*, prepares the oil to mix more readily with the watery fluid in the intestine. The *lacteals*, in the walls of the intestine, suck up this fluid and it passes to the *receptacle of the chyle*, thence through the *thoracic duct* to the neck, where it empties into a large vein and is henceforth *blood*.

Composition.

FRIENDSHIP LETTER.

9 ELM ST., TORONTO,
Aug. 4th, 1896.

DEAR COUSIN,

BUSINESS LETTER.

9 ELM ST., TORONTO,
Aug. 4th, 1896.

MESSRS. SMITH & JONES,
KINGSTON, ONT.

GENTLEMEN,

In the above we show the difference in the salutation of a friendship letter and that of a business letter. In the former it will be noticed that the salutation begins on the line next below the heading; in the latter it follows the address. The address in the friendship letter is placed at the lower left hand corner of the page as seen in the letter in our last issue. This is but reasonable. In a friendship letter, which is but a familiar talk, we do not care to begin with Mr. and Miss So-and-So, but we at once express our relationship by using such terms as "Dear friend," "Dear cousin," "Dear John," etc. In a business letter the salutation consists of such terms as "Gentlemen," "Sir," "Sirs," "Dear Sirs," etc., and as we said before, always follows the address.

In our next issue we shall deal with the paragraph.

Sisters of St. Joseph, Cobourg: "We consider the paper *excellent*."

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Geography.

A few of the following questions will be answered in our next.

Had we space it would please us to answer all the questions given. Should further information be wanted on any of the questions, send us a postal card.

1. Why does the earth appear flat to us?
2. Name the planets of our solar system.
3. Give four proofs that the earth is round.
4. Name the oceans in the order of their size.
5. What is the population of the earth?
6. Name the different races of people inhabiting the earth, stating where each race dwells.
7. What causes ocean currents?
8. Why does the length of a degree of longitude decrease after leaving the equator?
9. What places of the earth have no latitude?
10. How far in common miles is the Arctic Circle from the equator?
11. Where could a trapper pursue his occupation to the best advantage? A diamond hunter? A gold miner?
12. Name three canals in the United States and one in Quebec province, giving the waters connected by each.
13. Tell why the following canals were built:—Murray, St. Mary, St. Clair Flats, Rideau.
14. Give the route by water from Boston to St. Louis; from Montreal to Naples.

Correspondence.

C. M.: The Public School Grammar and the Public School Geography should be sufficient for P. S. L. work. The teacher, however, should not confine himself to these books, but should supplement the matter in the text-books by drawing from more advanced works. To know what should be taught in any subject, consult curriculum and past examination papers. We are arranging to supply the Entrance examination papers of the past five years. Announcement in next issue.

E. O.: In Book-keeping you will find nothing better than our regular text-books on the subject. Almost any book-store will supply you. For Drawing consult adv. columns.

A. A.: For Entrance and P. S. L. Arithmetic, Cuthbert's Part II. will be found an excellent book. See our advertising columns.

S. M.: An article on railways will appear in a later issue.

T. R.: Public School Algebra and Euclid covers the P. S. L. work on these subjects.

Inquirer: The leader of the Opposition in the House of Commons receives no more salary than the other members of the House. Members receive \$1,000 per session.

Hon. Wm. Patterson may be called Minister of Customs, as the Government has stated its intention of abolishing the Controllerships at the next session. His salary will then be \$7,000, the usual salary of Cabinet Ministers.

C. W. Treadgold, Prin. Blenheim P.S.: "Much pleased with the appearance of copy sent and consider the paper a great help to pupils preparing for Entrance and Leaving Examinations. Send us 60 copies."

Canadian History.

We give below a paragraph from our Canadian History note-book. This little work is written for third and fourth class pupils. It deals with the subject under the following heads: Period of Discovery, French Period, British Period, Our Government, Miscellaneous Terms and Examination Papers.

Steps leading to Confederation:—Under the Act of Union of 1841, Upper and Lower Canada were to be equally represented in Parliament. The population of the Upper province increased more rapidly than that of the sister province, and this led to an agitation for "Representation by Population" by representatives from the Upper province. The French members objected and a political "dead-lock" followed. A number of leading statesmen on both sides of the House, realizing the danger of such a condition of things, united to form a *Coalition Government*. As a way out of the difficulty it was proposed to bring about a confederation of all the British North American provinces. In 1860, a convention of statesmen was held at Charlottetown, and later at Quebec, to discuss the matter. Terms of union were drawn up and agreed to by Upper and Lower Canada, Nova Scotia and New Brunswick. Delegates were sent to England and the result was the passing of the British North America Act in 1867 by the Imperial Parliament.

FIGURES OF SPEECH.

THE METAPHOR.

The Metaphor is a figure of speech in which, assuming the likeness between two things, we apply to one of them the term which denotes the other; in other words the metaphor is a simile without the sign; as, "He shall be like a tree planted by the rivers of waters," changed to a metaphor would be "He shall be a tree planted, etc."

If we say, "He was a lion in the fight," we do not mean that he was transformed into a lion, but merely that he fought as fiercely as a lion. When we speak of the "golden leaves of the maple," we do not mean that the leaves are made of gold, but that they are yellow like gold. The man and the lion are alike only in this quality of *fierceness*; the leaves and the gold, only in the quality of *color*. This form of comparison is called a *metaphor*. Metaphors can be expanded into similes by introducing the connectives *like, than or as*. *Golden leaves* = leaves like gold.

EXAMPLES.

Thy word is a lamp unto my feet.
Love is the ladder on which we climb to a likeness with God.

All flesh is grass.
All the world's a stage.
The ship ploughs the sea.
The body is a hut.
The body is but an earthen jar.

Wm. I. Mill, Prin. Training School, North Bay: "Please find enclosed P.O.O. for \$3.20 for 16 copies of THE ENTRANCE. I am quite taken with it in its new form and dress as well as with the matter it contains, and I hope and believe that, with judicious handling by our teachers, it will fulfil its designed mission of materially helping our Ontario boys and girls in the senior classes of our schools. I wish it every success."

EDUCATION DEPARTMENT ONTARIO

PUBLIC SCHOOL, LEAVING, 1896.

DRAWING.

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

1. Make a drawing of your left fist and wrist, with the fingers turned towards you.
2. Draw a cup and saucer, with the cup sitting in the saucer and the handle towards you. Place an ornamental band around the outside of the cup and also around the inside of the saucer, using the Maple leaf in your design.
3. Draw in perspective the outline of a common oblong table, with square legs of uniform thickness, observed a short distance to your left and below the line of sight. Leave in the perspective lines which govern the drawing of the end, the side and the position of the feet on the floor.

Values 8, 8, 9.

HIGH SCHOOL ENTRANCE, 1896.

DRAWING.

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

NOTE.—Rulers not to be used.

1. Draw a door-way with a panel door partly opened outward. The drawing to be four inches high and of proportionate width.
2. Draw a common water pail lying on its side on the ground below your line of vision, with the bottom turned towards you.
3. Draw a square the side of which is three inches long. Draw diagonals. Then divide the square into nine equal squares by means of horizontal and vertical lines; and draw as large a circle as possible in each of the small squares having no diagonals; and finally join the centres of these circles by means of six straight lines.

Values 9, 8, 8.

P. S. L. Literature.

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

THE BARD.

LESSON XX.

Thomas Gray was born in London, 1716. He was educated at Eton and Cambridge, where his expenses were born by his mother, his father refusing to maintain him. In 1730 he commenced a tour of France and Italy, which lasted for two years. With this exception he spent his life in England and made Cambridge his home. Gray, although of refined tastes and manners, shrank from society, living chiefly among scholars. He was a distinguished classical scholar, was learned in art, had studied the schools of philosophy and wrote better Latin verses than any of his contemporaries. His most famous work is the "Elegy written in a Country Churchyard." Almost every line of this has

fixed itself upon the popular mind. His other chief works are:—"Progress of Poesy", "Ode to Adversity", "On a Distant Prospect of Eton College", and "The Bard".

Gray died of an attack of gout in 1771.

EXPLANATORY.

A Pindaric ode.—Ode is a Greek word meaning a song, and was in ancient times a lyric poem intended to be sung. The modern ode is intended to be read only, but is like the Greek ode in being characterised by exalted feeling, dignity of theme and complicated structure. Pindar was a noted Greek lyric poet who lived in the fifth century B. C. His poems were chiefly odes, the spirit and general character of which Gray has well represented in his Pindaric odes.

L: 1.

Ruin - - ruthless.—The repetition of the harsher sounds is probably intended to harmonize with the idea expressed by this line. The recurrence of the same initial sound in a verse is called *Alliteration*.

Why is Edward I called "ruthless"? Is this a feature of his character as we know him in history? (See English History and foot-note in Reader).

Se'ee, wait.—Cases of the optative subjunctive—the subjunctive used in expressing a wish or desire.

Though fanned - - wing.—The banners were flying in token of conquest, the bloody nature of which is suggested in "crimson".

They mock - - idle state.—The proudly floating banners are a mere mockery, as the triumph will not prove a lasting one.

Helm.—He'met.

Hauberk's twisted mail.—A hauberk is a coat of mail reaching to the knees and formed of steel rings interwoven.

Thy virtues.—See English History for Edward's character.

Tyrant.—Compare the meaning here with the signification in "The Isles of Greece".

Thy secret soul - - fears.—A consciousness of guilt would cause him to fear the consequences.

Cambria's curse.—Cambria is the ancient name for Wales. What expression of this curse has been given? Notice the *anaphora* here; that is a figure consisting in the repetition of a word or phrase in the beginning of several successive verses, clauses or sentences. Find other examples in the poem.

O'er the crested pride.—That is, over the crested heads of Edward's proud warriors. The name of a characteristic put for the person to whom it belongs makes what figure?

Crested.—Having plumes in the helmets.*Snowdon.*—See map of Wales.*Shaggy*—Covered with forests.

He wound - - a ray.—The slow movement of the army is imitated in the slow movements of this verse. The long vowels and double consonants produce a dragging effect. What figure?

Speechless trance.—Can there be a trance that isn't speechless? This is one of the very few faults to be found in Gray's diction. The fault is called *Tautology*—the saying again in other words what has just been said.

Couched.—Put his spear into position for attack.

Quivering.—What made his lance quiver, his terror, or his tight grip? Give reasons for your answer.

"Gloucester" and "Mortimer" were powerful nobles. The former was the king's son-in-law.

What is the purpose of the poet in describing the alarm of these two men?

I : 2.

Whose haughty brow foams—Personal metaphor. The attributing of personal qualities to inanimate objects. What general appearance would an artist give this rock in a drawing of it?

Conway—A small river in the north of Wales, flowing into the Irish sea. Why called "foaming"?

Robed—*woe*.—Dressed in mourning. Why was he thus clad?

Haggard eyes.—Having a care-worn, anxious or wild expression.

Loose.—Untrimmed. It seems necessary to supply *was* after "loose" and *his* before "hoary". If the comma after "beard" were omitted, what change would there be in the meaning?

Like a meteor.—What caused the resemblance?

Fire.—Inspiration.

Struck the deep sorrows.—The poet thus forcibly expresses the mournful character of the tune. Notice the metonymy. As the sorrow of the bard is expressed in the tones of the lyre, the sorrowful feeling is ascribed to the lyre itself.

Giant oak—*cave*—*torrent*.—The roar of the water and its echoes (sighs) in the caves, and forests of the mountain side, make dismal sounds, as if muttering curses upon the king. See how vividly the bard's grief is painted; even the trees and the torrent are mourning out of sympathy.

Aweful.—Dread sounding.

Their.—What is the antecedent and what mis take?

Hoarser.—Becoming more and more hoarse.

Vocal no more.—No more echoing the songs of the bards.

Fatal day.—Probably the day or time when Edward effected the conquest of Wales.

Hoel's harp.—In this and the following lines are enumerated a few of the many Welsh bards, whose patriotic songs roused their countrymen to fight valiantly for freedom.

I : 3.

Hushed the stormy main.—So effective was his voice that even the sea ceased its roaring to listen. Notice the forcible hyperbole.

Plinlimmon.—A high mountain in Wales. For explanation of this line see last note.

Arvon's shore.—The shore of Caernarvonshire, opposite the island of Anglesey (See map.)

Ravens—*eagles*.—Even the hungry birds, that feed on carrion flesh, fear to prey upon these ghastly corpses.

Dying country's cries.—We see from the next line that the dash here indicates a pause, during which the bard weeps. The sudden change in the metre, here and elsewhere in the poem indicates a change of feeling. The longer lines are slow and mournful, the shorter abrupt and spirited.

Grisly—Fear inspiring

I see them—That is in his imagination.

Dreadful harmony.—"Dreadful" because it was to be a prophecy of woe to the king and his descendants.

And weave—*line*.—This idea comes from Gothic mythology. The fates are there represented "as weaving the destinies of those who were doomed to perish in battle."

The bard with the assistance of his brethren is about to foretell (weave) the future of Edward's race (tissue of the line).

II : 1

Winding sheet.—The sheet that wraps a corpse. Keeping up the metaphor of weaving, the prophecy of his death is called the "winding sheet."

Verge—*margin*.—This line probably suggests the extended view into the future that the prophecy will give.

Year—*night*.—Sept. 21st, 1327.

Severn.—Edward II. was murdered in Berkeley Castle, which is near to River Severn.

She-elf. Isabella of France, wife of Edward II., who helped to dethrone her husband and to bring about his murder. The wolf is one of the few animals that will devour one of its own kind.

From thee—*heaven*.—Edward III., son of Edward II. and Isabella, is here referred to. At what important battle did he "scourge" the French?

What terror—*behind*.—A vivid description of Edward III.'s invasion of France. In front of his advancing army were fear and flight; behind was left a desolate and grief-stricken country.

II : 2.

No pitying heart.—In his last moments Edward III. was forsaken by all his servants, and even by his own children. Though a great warrior he did not have the love of his people.

Obsequis.—Funeral rites.

Sable warrior.—Edward's eldest son, usually called the "Black Prince". He died before his father, hence "thy son is gone."

Swarm—*wontide beam*.—The host of admirers and friends that flocked about him in his prosperity, have now deserted him. Observe the question mark. The predicate must be supplied from the preceding question.

Rising morn.—The new king.

Fair laughs the morn.—Richard II.'s reign was ushered in with much gladness and rejoicing. Name the figure here.

Zephyr.—A classical name for the west wind. In poetry it usually means a soft, gentle breeze.

Azure realm.—Infer the meaning from the next line.

Gilded vessels.—Richard II.'s government. "Gilded" suggests the show and extravagance of the young king.

Youth on the prow.—How old was Richard when Edward III. died? What does "being on the prow" indicate?

Pleasure.—The young prince was too fond of pleasure, for thereby, he neglected his duties to the people. What was the consequence? See next line.

Whirlwind.—The revolution in Richard II.'s reign. Give an account of this. Note the beautiful metaphors here and expand them into similes. For example, "Fair laughs the morn" expanded becomes,—As the morning returns with all its light and splendour, so with gladness and rejoicing began the new king's reign.

W. J. Chave, Prin. Central School, Woodstock :
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OFFICIAL CALENDAR.

EDUCATION DEPARTMENT.

October :

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

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

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

November :

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

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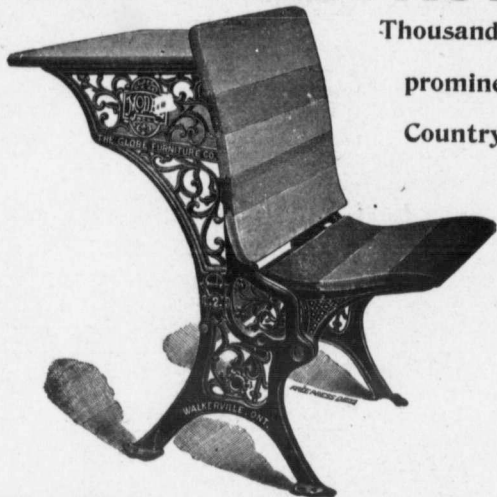
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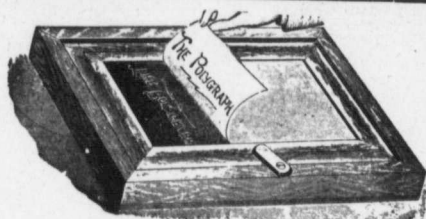
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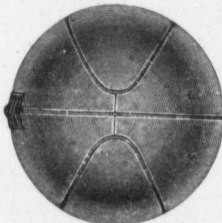
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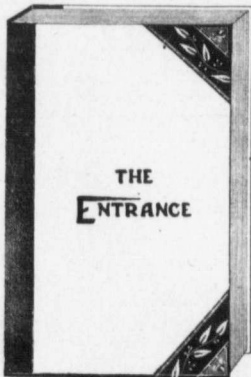
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