

M Johnston.

THE ENTRANCE

FIFTH CLASS EDITION.

Vol. II., No. 19.]

TORONTO, JUNE 15, 1897.

[25 CENTS A YEAR.]

CLOSING TALK.

THE CANADIAN TEACHER until November, 1898, for \$1, if subscription be sent during June.

With best wishes for the success of our young readers at the ensuing examination, and with the hope that they may always have a good word for THE ENTRANCE, we close our work for the present school year.

Our readers will hardly know us this issue. Just at this juncture we felt that "The Land of the Maple" would come as a pleasant surprise. Many schools are having their jubilee exercises, and nothing will add more to the interest of the occasion than the singing of Canada's new national song.

Teachers who change their post-office address during vacation should let us know about it, that they may receive their papers on the opening of school. We would also suggest to teachers that when they are leaving a school they send us the name of some person to whom we may address THE ENTRANCE parcel of September 1st.

A special feature of THE CANADIAN TEACHER for the next school year will be our department of Answers to Correspondents. Since March 1st we have not been able to give this department our attention. In the future at least a page and a half of each issue will be devoted to correspondents. In this space we hope to make the rough places smooth.

We trust that our present subscribers to THE ENTRANCE will favor us by leaving their copy of September 1st with the new classes. Those who pass the examination or leave school and are still anxious for that issue may have a copy by sending us a post-card. We speak not only for our own interests, but on behalf of the teachers and newly-formed classes. Teachers will kindly urge the importance of this matter in view of next year's work.

We have good things in store for the third, fourth, and fifth classes of our public schools; so good, in fact, that we hesitate to make them known lest some of our old subscribers may purposely suffer being "plucked," just to have the pleasure of reading THE ENTRANCE next year. Be this as it may, one thing is certain, and that is that those who read our paper next year will find it decidedly more interesting than it has been in the past. This is a little consolation we hold out to those who have "to try it again," about twelve months hence.

PRICES.—Entrance British History Notes, 15 cents; Entrance Canadian History Notes, 12 cents; Canadian History Notes (new) 15 cents; Entrance Examination Papers for the past five years, pamphlet form, 10 cents, or in clubs of two or more 7 cents; same for Public School Leaving Papers. Binders for CANADIAN TEACHER or THE ENTRANCE, 15 cents, or in clubs of four or more, 12 cents. Summary of Canadian History in verse, 10 cents. All postpaid. Address The Educational Publishing Co., 11 Richmond St. W., Toronto.

We give in this issue a sample of what our Music Department will be during the next year. Once a month we intend publishing a musical selection suited to the tastes and abilities of the pupils of our schools. We are particularly fortunate in securing for this issue the famous song, "The Land of the Maple," a song now so popular in all parts of the country. By special arrangement with the Mason & Risch Piano Co., of this city, The Educational Publishing Co. can supply pupils and teachers with this song in large sheet size for 15 cents, postpaid. The regular price is 25 cents. Every home in Canada should have a copy of this patriotic song.

We present the following suggestions to those of our readers who expect to write at the coming examination:

FOR EXAMINATION.

1. Keep cool; don't lose your head.
2. Take two or three good pens with you.
3. Use blotting-paper freely.
4. Write the name of the subject on the first line, not at the extreme top of page.
5. Leave a margin on the paper; examiners like it.
6. Page the sheets, and write your name on each.
7. In numbering questions, Roman numerals are attractive.
8. Don't try to "show off" by being the first to leave the room.
9. If time permit, review carefully what you have written; you are almost certain to find mistakes.
10. Read examination paper over carefully, and if doubtful of your ability to answer the questions in the order in which they are given, select those which present the least difficulty to you, then the more difficult ones.

THE LAND OF THE MAPLE.

Patriotic Song.

Words and Music by H. H. GODFREY.

VOICE.

PIANO.

1. Oh Can - a - da, my
2. Oh Can - a - da, dear
3. In Can - a - da, dear

Can - a - da my thought is all of thee, thy moun-tain chains and smil - ing plains that
 Can - a - da none can com-pare with thee; 'neath sun - ny skies the Earth re-plies and
 Can - a - da all dwell in un - i - ty The Sax-on, Gaul and Celt a - gree with

stretch from sea to sea, The sun-light gleams on morn'ing streams and sweetest mel - o -
 laughs with har-vest glee; Thy win-ters cheer with air so clear but best of all to
 Scots to keep us free. Though we be four, yet are we one if dan-ger chance to

dy pours from the feather-ed song-sters in the spreading maple tree.
 me, the sum-mer and the sun-shine and the spreading maple tree.
 be, Thus may it be for ev-er 'neath the spreading maple tree.

cresc.

THE ENTRANCE.

*) Note: The word "Lis" is the French word for Lily and is pronounced "Lee".

Chorus.

Oh the land of the ma-ple is the land for me, the land of the

stal-wart the brave and the free the Rose and the This-tle, the

Sham-rock and "Lis"*) all bloom in one gar-den heath the ma-ple tree.

N.B. In "land of the stalwart" read *home* for "land

P. S. Leaving Literature.

THE CLOUD.

STANZA III.—THE MORNING AND THE EVENING CLOUDS.

Sanguine.—Blood-red.

Meteor eyes . . . shines dead.—Here we have a picture of sunrise as a god, poised for flight on the edge of the world; the sun is the god's head; the lances of light his burning plumes.

Sailing rack.—Broken and drifting clouds. It is evidently the clearing of a storm, and the "rack" is scudding across the sky.

Morning star shines dead.—The morning star fades before the "burning" light of the rising sun.

As on the jag . . . golden wings.—Too busy to pause long, the sun gilds the fleecy clouds of morning no longer than it lights up the wings of the eagle, who balances for flight. A "jag" is a projecting broken edge. Its "golden wings" are the "burning plumes" (shafts of light) which the sun sends out across the sky, tinting the wings of the eagle with its golden beams.

Sunset may breathe its ardor of rest and love.—By the use of breathe the "sunset" is made to live; personal metaphor. "Ardor," warmth or intensity of love.

Lit sea beneath.—The sea is lit by the level beams of the descending sun illuminating the waters.

Crimson pall of eve.—The pall is not here a covering for a coffin, the usual meaning, but a mantle or cloak. The crimson light of evening comes down and envelops everything in its mantle.

Depth of heaven.—We might expect height of heaven, but to this unfettered spirit there is no up nor down.

Airy nest.—Did you ever see the banks of fleecy clouds, resting in the sky, on a calm summer evening, then you will fully appreciate "airy nest."

This stanza presents one of the finest examples of antithesis in the English language. The sunrise, a restless eagle alighting for a moment on a mountain-crag; the sunset, a brooding dove resting, with folded wings, on its nest. The fiery vigor of sunrise contrasted with the peace of sunset, like "the sleep of the sea."

STANZA IV.—THE NIGHT CLOUDS.

Orbed maiden.—A spirit bearing the name "moon"; "orbed" because round, and "maiden" because the soft, silver light of the moon suggests the qualities of womankind.

White-fire laden.—The silvery moonlight.

Mortals call.—Recalls to us the celestial point of view.

Fleece-like floor.—Have you ever noticed the sky on a still, clear, moonlight night covered with

white fleecy clouds? Then you fully appreciate this scene.

Midnight breezes strewn.—The fleecy clouds are "strewn" over the sky by the midnight breezes.

And wherever . . . and peer.—These lines speak of the moon as being drawn in her chariot across the sky. The rifts in the light scudding clouds are holes made in the "tent's thin roof" by the feet of the chargers, and through these openings the stars "peep and peer."

Only the angels hear.—The reference is probably to the *music of the spheres*. The ancients believed that the worlds in their movements made harmony, which was heard by the gods alone.

Peep and peer.—Two nicely chosen synonyms. *To peep* is to look as some shy creature would through a crevice or round a corner. *To peer* is to look into a place or upon an object attentively and inquiringly.

Whirl and flee.—You have seen the stars "whirling and fleeing" on some night when the sky was covered with broken and scudding clouds. The stars seem to run in an opposite direction to the clouds. "He that is giddy thinks the world turns round."—Shakespeare.

Wind built tent.—The "fleece-like floor" mentioned before, built by the wind, because the wind drove the clouds over the sky.

Are each paved with the moon and these.—The reflection of the stars and moon in the still water of the "calm rivers, lakes, and seas." You could almost see "strips of sky" in the waters. "These" refers to stars.

STANZA V.—THE STORM CLOUD.

Burning zone, girdle of pearl.—These are the halos around the sun and the moon respectively. Notice how fittingly they are described, the glowing colors around the sun and the silvery light around the moon. These are the first signs of the coming storm. The cloud can properly say "I bind, etc.," as the halo is caused by the presence of water vapor in the atmosphere.

The volcanoes are dim.—Shelley, living as he did in Italy, would know the appearance of the Sicilian volcanoes on the coming of a storm. Their fires would show dimly through the vapor-laden atmosphere.

The stars reel and swim.—The stars appear hazy and indistinct when clouds overspread the sky.

Banner unfurl.—You will notice the cloud is here a victorious commander, with his "banner" and "triumphal arch."

From cape to cape . . . columns be.—The black, lowering storm-cloud hangs over the ocean, lashed to a fury by the whirlwind, like a bridge, with the mountains on either shore as pillars on which it rests.

With what skill the poet has pictured to us the signs of rain. It makes one feel as if the rain were actually about to fall in big drops.

The triumphal arch.—The rainbow.

Chained to my chair.—Another reference to the cloud as a military commander. "Chair" is evidently chariot.

The sphere-fire... laughing below.—While the earth was all glad and smiling after the rainfall, the sun caused the rainbow by the reflection and refraction of its light from the rain drops. The "sphere-fire" is the sun, round like a sphere.

STANZA 6.—THE IMMORTAL CLOUD.

I am... cannot die.—This is a poetical description of the origin of clouds. The cloud is the daughter of earth and water, seeing as much water is drawn to the sky by evaporation from the land as from the ocean. This thought is followed in the next verse.

Pores of the ocean and shores.—In evaporation the moisture is drawn up through the grains of sand; hence, by analogy, it is here said to be drawn up through the drops of the ocean.

I change, but I cannot die.—I am immortal. Trace the drop of water from the ocean, up to the cloud, down in the rain drop, into the river, back to the ocean, and you will feel the force of this line.

Pavilion of heaven.—The arch of the sky. *Convex gleams.*—Not *concave*, because the cloud who is speaking saw the dome from above.

Blue dome and fair.—Clear, blue sky. *Cenotaph.*—*Sen' o-taf.* A tomb in which no body is buried.

I unbuild it again.—The tomb is the "blue dome." Just as people are saying, "The cloud is dead, there is not a sign of him in the sky," that is the moment when clouds form best, so up springs the cloud and demolishes the clear blue dome.

Grammar.

In this our last issue for the term we feel that as no answers can be given in the following number the best we can do for our readers is to give them plenty of questions for review.

EXERCISE I.

- Classify the following adjectives: That, those, seven, second, pretty, living, every, some, a, their, all.
- Define and give an example of each of the following: Sentence, complex sentence, clause, phrase, co-ordinating conjunction.
- Distinguish between the meanings of the same preposition in the following sentences:
 - By. He sat by the fire. By skill and daring he succeeded. We judge of the future by the past.
 - Of. The palace of the king was seen. The rays of the sun warm the earth. I will think of it.
 - For. We did it for fun. He couldn't go so I went for him. The mixture is excellent for colds.
- Change the following sentences into (a) one compound sentence; (b) one complex sentence:

The lad was playing baseball. He hurt his finger. He went to his home. His mother bathed it with water. The water was cold.
- What verbs have voice? Name and distinguish between the two voices (a) in respect to meaning; (b) in respect to form.

6. What are gender nouns? Give examples. Name the ways by which distinction of sex is indicated, and give an example of each.

7. (a) "Some nouns are rarely or never used except in the singular. Name the kinds, and give examples.

(b) Write the plurals of the following words: Calico, cargo, soliloquy, hoof, staff, belief, calculus, phenomenon, elf.

8. How many case forms have English nouns? How are the singular and plural possessives formed? Write the possessive singular and plural of the following words: Woman, sheep, James, Prince of Wales, peace, church.

9. What is the general use of the relative pronoun? Give an example where the relative is used (a) in the restrictive, (b) in the descriptive, and (c) in the co-ordinating sense. Name the reciprocal pronoun phrases.

10. Classify adjectives according to meaning. What adjectives may be compared? Which do not admit of comparison? Where inflection is not admissible, how is comparison effected? When is the superlative used? Give an example where the superlative is used, although no comparison is implied.

11. What are the articles, whence derived, and when used? Give examples where used.

12. Classify verbs (a) according to form, (b) according to meaning, giving examples. What are causative verbs? Give two examples. How are verbs inflected? Distinguish between the indicative and subjunctive moods. Inflect the verb write in the pluperfect progressive first singular, and simple conditional perfect second plural.

13. Distinguish between the infinitive and the participle. How do they differ from the verb? Name the kinds of both. In the following sentence name the infinitives and participles, if present, and give reasons for your choice: Why seek ye the living among the dead? It is used for examining small objects. He burst out laughing.

EXERCISE II.

Great difficulty is always experienced in getting pupils to use the proper form of the verb in "sense constructions." See H.S. Grammar chap. v. sec. 13, 42, and 45 also chap. xiii. sec. 20.

- Fill the ellipsis in each of the following with *was* or *were*, stating your reasons in each case:
- Two thirds of the crop—destroyed by it.
 - Two thirds of the failures—due to it.
 - The half of them—unable to solve it.
 - The committee—composed of five ladies.
 - The public—not invited to attend it.
 - His usual wages—two dollars a day.
 - Mathematics—more important than classics.
 - Fifty cents—quite enough to pay for it.
 - The *Essays of Elia*—not on the list.
 - No means—left untried.
 - The measles—reported to be spreading.
 - The gallows—erected behind the building.
 - The mayor as well as the reeve—of that opinion.
 - Every boy and girl in the school—anxious to see it.

(o) Numbers and not efficiency—made the test of success.

(p) One of the boys who—sent for it didn't come back.

(q) One of the boys who—sleeping in the next room, heard it.

(r) More than one of them—caught in that way.

(s) It was one of the worst cases that—reported to the Board.

(t) A needle and thread—handed to her, but she wouldn't try.

(u) Neither of them—able to solve it.

(v) —you one of the boys that—kept in?

(w) I wish it—not so far from here.

(x) If it—not so late I'd go with you.

(y) If that—the case I shall have to punish him.

EXERCISE III.—USES OF THAT.

In answer to a "Subscriber," Oxford county, we give the following treatment of this somewhat troublesome word.

1. *That* is the thing I want. "*That*" is here used as a demonstrative pronoun, the subject of the verb "is." H.S.G., chap. vi., sec. 32.

2. I heard him say *that*. "*That*" is here used as a demonstrative pronoun, the object of "say." H.S.G., chap. vi., sec. 32.

3. This is the book *that* I read. "*That*" is here used as a relative pronoun, relating to its antecedent book, introducing the adjective clause, "*that* I read," and at the same time being the object of the verb "read." H.S.G., chap. vi., sec. 53.

4. He said *that* he saw him. "*That*" is here used as a subordinate, substantive conjunction, introducing the noun clause, "*that* he saw him," which stands as the object of the verb "said." H.S.G., chap. xi. sec. 7.

5. *That* the prisoner is guilty is certain. "*That*" is here used as a subordinate, substantive conjunction, introducing the noun clause, "*that* the prisoner is guilty," which stands as the subject of the verb "is." H.S.G., chap. xi., sec. 7.

6. I would *that* he were dead. "*That*" is here used as a subordinate, substantive conjunction, introducing the noun clause, "*that* he were dead," which is the object of the verb "would." H.S.G., chap. xi., sec. 7.

7. He is so weak *that* he cannot stand. "*That*" is here used as a subordinate, adverbial conjunction of result or effect, introducing the adverbial clause, "*that* he cannot stand," which modifies the predicate "is weak." H.S.G., chap. xiv., sec. 21.

8. I know that *that* is not written well. "*That*" is here used as a noun-equivalent, the subject of the verb "is." H.S.G., chap. v., sec. 75.

EXERCISE IV.

CONJUNCTIONS COMPARED WITH PREPOSITIONS.

1. Both are connectives and relation words.

2. Prepositions usually connect only *words*, while conjunctions connect elements of any form, words, phrases, and clauses.

3. Prepositions connect only words of unequal rank, a modifying to a modified word; while con-

junctions connect statements of equal or unequal rank, but words and phrases of equal rank only.

Since many words are used both as prepositions and as conjunctions, the only test of the conjunction is the application of the definition.

4. *Nor* is the proper correlative of *neither*.

5. *As* is the proper correlative of *as* in a statement of equality.

Ex.—This pencil is as small as this.

6. *As* is the correlative of *so* in statements of inequality.

Ex.—It is not so large as this.

7. *Than* is the proper correlative of *else*, *other*, *otherwise*, or any comparative word.

Ex.—Other worlds than ours. He was nothing else than a failure.

8. *Least* is equivalent to *that not*, and should not be used instead of *that* after words expressing fear, doubt, or denial.

Ex.—I fear that (not *lest*) something has delayed him.

9. *What* should never be introduced after *than* or *but*.

Ex.—Of wrong use: Your grapes are larger than what my sister's are. I do not know but what I shall go.

10. *Like* must never be used as a conjunction instead of *as*, or *as if*.

Ex.—He talked as if (not *like*) he would go. Talk to him as (not *like*) you did to me.

11. *If* means condition, and should not be used for *whether*, which suggests two alternatives.

Ex.—I do not know whether (not *if*) he is at home.

12. *And* should not be used instead of the sign *to* of an infinitive.

Ex.—Come and see me, for come to see me.

13. *Where* should not be used for *in which*, or in reference to what is not strictly place.

Ex.—An angle is where two lines come together.

Arithmetic.

EXERCISE I.

1. How many bricks, 9 inches long, $4\frac{1}{2}$ inches broad, and 4 inches thick, will be required to build a wall 45 ft. long, 17 ft. high, and 4 ft. thick, supposing the mortar to increase the volume of each brick $6\frac{1}{4}$ per cent?

2. A note for \$876, dated May 17th, for 90 days, and bearing interest at the rate of 8% per annum, is discounted at a bank on July 3rd at 6%. Find proceeds.

3. What is the least number of boards of uniform length, the longest that can be used, that will be required to build a fence four boards high around a lot 658 feet long and 168 yards broad?

4. I spent \$15 more than $\frac{2}{3}$ of my money, and then had \$13 less than $\frac{2}{3}$ of it left. How much had I at first?

EXERCISE II.

1. I bought 560 bushels of wheat at the rate of 35 bushels for \$40, and sold it at the rate of 28 bushels for \$35. How much did I gain, supposing 1 bushel in 40 was lost in handling?

2. A boy gives $\frac{2}{3}$ of his marbles to A, $\frac{1}{3}$ to B, and the rest to C. B wins 10 marbles from C, and then has 6 more than A. How many had the boy at first?

3. A and B agree to do a piece of work for \$24. A can do the work in 8 days, B in 10; but C joins them, and the work is done in 3 days. How should the money be divided?

4. A grocer bought tea at \$1.20 a pound, and some at 60 cents, and mixed them in such proportions that he gained 20% by selling the mixture at \$1.05 a pound? In what proportion did he mix the tea?

EXERCISE III.

1. If it be worth 90 cents per cord to cut a pile of cordwood, which is 6 ft. high and 24 ft. long, into three lengths, what would it be worth to cut the pile of wood into four lengths at the same rate?

2. If A can dig 10 post holes in a day; B, 15; C, 20; find the least number of post holes that will furnish an integral number of days' labour for each, or for any two, or for all together.

3. How much water is there in a mixture of $37\frac{1}{2}$ gals. of wine and water, worth \$1 per gal., if 35 gals. of pure wine be worth \$43.75?

4. A man lost $\frac{1}{3}$ of $\frac{1}{2}$ of his money in addition to

$$\frac{1}{2+1} + \frac{1}{2+1} \text{ of his money, and then he finds}$$

that he lost 30 cents more than he has left. How much had he at first?

5. A grocer sells 9 dozen eggs for same amount as he gave for 10 dozen. How much of his outlay does he gain at this rate?

EXERCISE IV.

1. A man in harrowing a field walks 25 miles in a day. If his harrow be 9 feet wide and the farm worth \$55 per acre, find the value of the property harrowed each day.

2. If the population of a town increased each year of the first five years in a decade by $\frac{1}{10}$ of itself, what would it have to decrease each of the remaining years of the decade to show the same population as at first?

3. A farmer takes to market 2,350 lbs. grain made up of equal quantities by measure of oats and wheat. He sells the former at 40 cents per bush., and the latter at 88 cents per bush. Find the proceeds of the sale.

4. The floor of a skating rink which covers $\frac{1}{4}$ acre of land is flooded with water to the depth of $1\frac{3}{8}$ inches. If this freezes, how many tons of ice would the floor contain, allowing water to expand $\frac{1}{9}$ in freezing?

5. A and B invest a certain sum of money in business, A's investment being $66\frac{2}{3}$ per cent. of what B invests. At the end of 7 months A withdraws 25 per cent. of his capital, and at the end of 9 months B withdraws 25 per cent. of his. The profits at the end of the year are \$1,326. How should this be divided?

Algebra.

The following exercises in factoring will be found useful to close the term:

EXERCISE I.

- | | |
|---------------------------|-------------------------------|
| 1. $6x^3 + 2x^4 - 4x^5$. | 8. $a^2 - 20abx + 75b^2x^2$. |
| 2. $7a + 7a^3 - 14a^4$. | 9. $12 - 7x + x^2$. |
| 3. $a^2 + 3a + 2$. | 10. $132 - 23x + x^2$. |
| 4. $x^2 - 19x + 90$. | 11. $130 + 31xy + x^2y^2$. |
| 5. $x^2 + 20x + 96$. | 12. $204 - 29x^2 + x^4$. |
| 6. $a^2 + 30a + 225$. | 13. $a^2 + 54a + 729$. |
| 7. $m^2 - 13mn + 40n^2$. | 14. $a^2 + 38a + 361$. |
| | 15. $a^2 + 5ab + 6b^2$. |

EXERCISE II.

- | | |
|--------------------------------|---------------------------------|
| 1. $m^2 - 22mn + 105n^2$. | 8. $a^2 - 11a - 152$. |
| 2. $x^4 + 9x^2y^2 + 14y^4$. | 9. $x^2 + 18x - 115$. |
| 3. $a^4b^4 + 37a^2b^2 + 300$. | 10. $x^2 - 20xy - 96y^2$. |
| 4. $20 + 9x + x^2$. | 11. $a^2b^2 - 3abc - 10c^2$. |
| 5. $143 - 24xa + x^2a^2$. | 12. $a^2 - 18axy - 243x^2y^2$. |
| 6. $a^2 - a - 20$. | 13. $x^3 + x^3 - 870$. |
| 7. $a^2 - ay - 210y^2$. | 14. $2 + x - x^2$. |
| | 15. $120 - 7ax - a^2x^2$. |

EXERCISE III.

- | | |
|---|--------------------------------------|
| 1. $a^2 - 2ab + b^2 - x^2$. | 6. $x^2 - 4y^2 + x - 2y$. |
| 2. $y^2 - c^2 + 2cx - x^2$. | 7. $(a+b)^2 + a + b$. |
| 3. $a^4 - 25x^6 + 8a^2x^2 - 9$ | 8. $x^4y - x^2y^3 - x^3y^2 + xy^4$. |
| 4. $a^2 + x^2 - (y^2 + z^2) - 2(yz - ax)$. | 9. $4m^4 + 9n^4 - 24m^2n^2$. |
| 5. $1 - a^2x^2 - b^2y^2 + 2abxy$. | 10. $m^4 + n^4 - 18m^2n^2$. |

EXERCISE IV.

- | | |
|---|---|
| 1. $ab(x^2 + 1) + x(a^2 + b^2)$. | 6. $x^2 + 81x^4 + 6561$. |
| 2. $6bx(a^2 + 1) - a(4x^2 + 9b^2)$. | 7. $a^3 - b^3 - c^3 - 3abc$. |
| 3. $y^2z^2(x^4 - 1) + x^2(y^4 - z^4)$. | 8. $a^3 + b^3 + 8c^3 - 6abc$. |
| 4. $a(a+1)x^2 + (a+b)xy - b(b-1)y^2$. | 9. $pn(m^2 + 1) - m(p^2 + n^2)$. |
| 5. $a^3 + 8c^3 + 1 - 6ac$. | 10. $(a^2 - 3a + 2)x^2 + (2a^2 - 2a - 1)x + a(a+1)$. |

TIME TABLE.

P. S. LEAVING.

First Day—June 28th.

- | | |
|----------------|---------------------------|
| A.M. 8.45 | Reading Regulations. |
| 9.00-11.00 | English Grammar. |
| 11.10-12.40 | Geography. |
| P.M. 2.00-4.00 | English Composition. |

Second Day.

- | | |
|-----------------|----------------------------------|
| A.M. 9.00-11.00 | Arithmetic and Mensuration. |
| 11.10-12.20 | Drawing. |
| P.M. 1.30-3.00 | History. |
| 3.10-5.10 | Book-keeping & Penmanship. |

Third Day.

- | | |
|-----------------|-----------------------------------|
| A.M. 9.00-11.00 | Algebra and Euclid. |
| 11.10-12.30 | Physiology and Temperance. |
| P.M. 2.10-4.00 | English Poetical Literature. |

Reading may be taken on the above days at such hours as may suit the convenience of the examiners.

Bookkeeping.

ANSWERS TO QUESTIONS IN OUR LAST ISSUE.

DAY BOOK.

Toronto, July 2nd, 1895.

		Dr.	Cr.
Stock,			
By cash			1200
" mdse.			900
" bills rec.			300
			2400
Bank,			
To cash deposit	Dr.	1000	
Fraser,			
To mdse.	Dr.	15	
Bank,			
By freight	Cr.		3 20
Bank,			
By note	Cr.		300
Farren,			
To mdse.	Dr.	282	
By Cash			50
Cann,			
To mdse	Dr.	135	
By fuel			35
Williams,			
By mdse.	Cr.		60
To note			30
" cash			20
Stock,			
To cash	Dr.		60
Bank,			
By horse and cart	Cr.		150
Bank,			
By clerk's salary	Cr.		60
1895.	CASH BOOK.	Dr.	Cr.

July 2	To Stock investment	1200 00	
" 3	By Bank deposit		1000 00
" 3	To Mdse. sales	30 00	
" 4	By Repairs		7 00
" 5	To Farren	50 00	
" 5	" Mdse. sales	120 00	
" 6	By Stationery		2 20
" 7	" Williams		20 00
" 8	" Stock		60 00
" 8	" Bills pay.		15 00
" 8	To Mdse. sales	300 00	
" 8	By balance		595 80
		1700 00	1700 00

LEDGER.

Dr.		Stock.		Cr.	
July *	To cash	60 00	July 2	By sundries	2400 00
8	p.n.w'rth	3890 60	"	" gain	1550 60
		3950 60			3950 60

Dr.		Bank.		Cr.	
July 3	To d'p'st	1000 00	July 4	By fr'ght	3 20
"	"	"	" 5	" note	300 00
"	"	"	" 8	" exp'nse	150 50
"	"	"	" *	" balance	60 00
		1000 00			486 80
					1000 00

Dr.		Fraser.		Cr.	
July 4	To mdse.	15 00	July 8*	By balance	15 00
		15 00			15 00

Dr.		Farren.		Cr.	
July 5	To mdse.	282 00	July 8*	By cash	50 00
			"	" balance	232 00
		282 00			282 00

Dr.		H. Cann.		Cr.	
July 6	To mdse.	135 00	July 6*	By cash	35 00
			" 8	" balance	100 00
		135 00			135 00

Dr.		J. Williams.		Cr.	
July 7	To s'ndries	50 00	July 7	By mdse.	60 00
"	" balance	10 00			
		60 00			60 00

STATEMENT OF RESOURCES AND LIABILITIES.

	Dr.	Cr.
To goods on hand		2000 00
" expense		120 00
" bank		486 80
" cash		595 80
" Fraser		15 00
" Farren		232 00
" Cann		100 00
" B. Reid		366 00
By Bills Payable		15 00
" J. Williams		10 00
" Present net worth		3890 60
	3915 60	3915 60

STATEMENT OF LOSS AND GAIN.

Net worth	\$3890 60
Net investment	2340 00
Net gain	\$1550 60

* Red ink