

Maggie Johnston

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From the Huron Street School, Toronto.

To the Helioterra Co., Toronto.

Toronto, 9th December, 1896.

Gentlemen,—After using the "Helioterra" for more than a month in the various departments of the Huron St. P. S., the teachers of the School desire to express their satisfaction with the apparatus. For teaching the cause of day and night, the seasons, the equinoxes, the solstices, long and short days, the eclipses, moon's phases, and many other subjects connected with mathematical geography, we know of nothing equal to the "Helioterra." The instrument is simple, easily manipulated, and what is of much importance to the busy teacher, it is convenient to handle. We found the apparatus useful in every department of the school; and we heartily recommend the "Helioterra" to the teachers of the Province. One half-hour with the instrument in hand is worth many lessons without it.

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Editorial Notes.

IMPORTANT.

We have an important announcement to make to teachers in our next issue in reference to a new teachers' paper which it is our intention to place on the market. The subscription price will be suited to the times. We have something especially interesting to teachers who are subscribers to THE ENTRANCE. See next issue.

Moving up.

Circulation 19,500.

Our 20,000 is assured.

Every junior fourth pupil will find big value in THE ENTRANCE at 10 cents to Sept. 1st.

When you want something helpful in your school work, consult THE ENTRANCE list on page 2 of issue of Dec. 15th.

Frank A. Jones, Smith Falls: "Our subscription list has swelled to 63. THE ENTRANCE is an essential in a live school."

Even the lawyers are pleased. Wm. A. Ponton, Barrister, Belleville, says: "Your publication is unique and concentrated education in itself."

Our *Entrance Literature Supplement*, containing all the notes published in our columns up to Dec. 1st, is supplied free to every new subscriber.

THE ENTRANCE will be sent to any part of Canada from the present until Sept. 1st, for 15 cents; in clubs of two or more, to one address, 10 cents.

Literature selections for both Entrance and P. S. Leaving Classes will be taken up in the order in which they are given on page 5, Dec. 15th issue.

When you want globes, maps and other school supplies, E. N. Moyer & Co., 41 Richmond St. W., Toronto, will be found a reliable firm with which to deal.

A few days ago, W. Irwin, 1st Assistant in Niagara Falls P. S., sent us a club order of 46 for his junior 4th class. Mr. Irwin speaks in warm terms of appreciation of THE ENTRANCE.

We cannot take space to answer all correspondents. Doing our best in the matter. Watch our columns and perhaps you will find the answer to your question in our regular editorial work.

Remember that you can buy from us the past five years' Entrance or P. S. L. examination papers for 10 cents, or in clubs of two or more for 7 cents. These are in pamphlet form and have the subjects grouped for class use.

This number is dated Jan. 15th. We made our arrangements in Sept. last for nineteen issues during the school year. Next year we shall in all probability issue on Jan. 1st, thus making the complete twenty numbers for the year.

Third, fourth and fifth classes will find our *Entrance Canadian History Notes* to be just what they need in preparing for examinations. We have already sent out over 7,000 copies of this little work. Price 12 cents, post-paid.

Mr. David Ritchie, of Chesley, Ont., requested us to send "The Success" Copying Pad on approval. One was sent him, and on Dec. 29th, he writes: "I thank you very much for sending me the Pad on approval. Have used it twice and am of the opinion that it will suit my purpose well. Inclosed find \$1.75 in payment." The above speaks for itself.

Notice that THE HELIOTERRA Co. continues its special offer until Feb. 1st. The probabilities are that those who have not secured a HELIOTERRA by that date will have to pay the new price, \$7.50. A most flattering testimonial as to the merits of the instrument is given in our advertising columns. It comes from the staff of the Huron St. School, Toronto. Read it.

The indications are that our *Entrance British History Notes* will have a good sale. Orders are rolling in fast. We believe that those who use this work will find little difficulty in the big subject of British history. The printers are holding the book longer than we anticipated, and it will not be ready for the market before the 12th, inst. All orders already in will be filled on that date.

A lady teacher writes us that THE ENTRANCE is invaluable. She adds that she hopes the old saying "The good die young," will not apply in this case. We may say that THE ENTRANCE has given the subject of dying but little consideration. Though a child of but eighteen months, THE ENTRANCE is now going to over a thousand more schools than any other educational paper in the country—4,500 teachers and 15,000 senior students making up our list. The good do not always die young.



(See opposite page.)

Current Events

THE CUBAN TROUBLE.

Since our last issue the Cuban insurgents have lost their able leader, Maceo. Some say that he was invited to a conference with the Spaniards and cruelly murdered. Whether the story be true or not many believe it, and what was considered the death-blow to the rebellion may possibly turn out to be a veritable boomerang to the Spanish. Many Cuban sympathizers have appeared in the United States, and their sympathy has taken a practical turn. They are ready to take the field with the Cubans against their oppressors. Not only this, but we find the United States Senate Committee on Foreign Affairs has adopted a resolution framed by Senator Cameron, acknowledging the independence of "the Republic of Cuba," and offering the friendly offices of the government in bringing the war to a close. It remains to be seen whether this resolution will pass the Senate and the House of Representatives and receive the assent of the President. The indications are that Cleveland will veto any such war-like legislation. In the meantime, the struggle in Cuba goes on, with Gen. Riv-



GEN. DON VALERIANO WEYLER,
Commander of the Spanish
Forces in Cuba.

era in command of the insurgents. General Weyler appears more hopeful than heretofore. It may be well to add that Spain is far from pleased at the action of the United States, and it is rumored that other European powers have intimated their displeasure at any interference by the United States in the Cuban troubles. Matters are reaching a crisis.

COUNTY COUNCILS IN ONTARIO.

Heretofore the county councils have been made up of the Reeves and Deputy Reeves of the various municipalities of the county. This is all changed. Counties are now divided into electoral districts each of which is to be represented in the county council. No member of a council of a local municipality, nor any Clerk, Treasurer, Assessor or Collector of the same, can be elected to the county council.

Under the new arrangement members hold office for two years. Each year previous to an election the county council appoints a nominating officer for the county council division, whose duty it is to appoint a place for holding the nomination meeting and to conduct the same. Each electoral district of the county council division may nominate one or two candidates, the number depending on the population of the district. The effect of the new

system is to lessen the number of members of county councils, and therefore to reduce expenses. A county council division of 25,000 population is to have a council of not less than eight members, nor more than ten; a division of 60,000 population is to have a council of not less than sixteen, nor more than eighteen members.

THE VENEZUELAN QUESTION.

The Venezuelan boundary dispute is almost a thing of the past. Venezuela has accepted the terms of the treaty entered into by Great Britain and the United States. According to this treaty a tribunal is to be appointed to mark the boundary line between Venezuela and British Guiana. Two members of the U. S. Supreme Court and two of the British High Court of Justice, with a fifth member named by these four, are to constitute the court of arbitration. In case there is disagreement over the appointment of the fifth member, then the King of Norway and Sweden is to make the appointment. Exclusive political control or actual settlement of a district for a period of fifty years is to constitute a clear title to the district.

This question, which was looked upon a few months ago as a probable cause of war between England and the United States, is thus amicably settled; indeed, it seems that instead of bloody war being the outcome of the trouble, great good is to result in the way of a permanent court of arbitration for all matters of dispute between these two countries. The near future will doubtless see such a court established.

ANSWERS.

1. From our *Canadian History Notes*.—"The Privy Councillors of Canada are those who are now, or have been, advisers of the Crown. Cabinet Ministers are those Privy Councillors who, at any time, actually fill the departments of State."
2. By "Governor-General-in-Council" we mean the Governor acting by and with the advice of his advisers, the Cabinet Ministers.
3. The "civil service" is a term applied to all classes of public officials and employees in the various departments of government.
4. The Panama Canal was not completed owing chiefly to the lack of funds, brought about, to a great extent, by fraud on the part of the directors of the company. A number of these officials were tried and imprisoned for their crookedness in connection with the undertaking. So difficult were the engineering problems, and such the deadly nature of the climate, that it is doubtful whether the enterprise could have been completed even though funds had been plentiful.
5. The Chignecto Ship Railway is not completed, though considerable money has been spent on the undertaking. The probabilities point to an abandonment of the enterprise. No ships, of course, have ever crossed the isthmus by rail.
6. A revenue tariff is a charge or tax on imported



GENERAL JOSE MACAO,
Leader of the Cuban Revolutionists.



KING OSCAR II. OF SWEDEN
AND NORWAY.

goods for the purposes of revenue; a *protective* tariff is a charge on imported goods, made, not so much with the object of obtaining revenue, as for the protection of home manufacturers. The latter is, of course, higher than a revenue tariff. (From our *Canadian History Notes*).

7. The Manchester Ship Canal, which connects Manchester with the Mersey River.

8. The commercial resources of the Hudson Bay District are the right whale, the white whale, the narwhal, the porpoise, the walrus, seals of several varieties, the polar bear, the reindeer, the musk-ox, the wolf, the wolverine, and foxes. white, red, and black; also salmon, white fish and trout of the finest description. Besides these, nearly all of the richer minerals have been found in the region.

9. By the Ottawa Ship Canal is meant a direct water communication from the mouth of the French River to the Ottawa by way of Lake Nipissing and the Mattawa River, thence down the Ottawa to the St. Lawrence.

10. A *specific* duty is a charge of a certain amount on a yard, a gallon, etc., irrespective of the value of the article; an *ad valorem* duty is a charge or tax of a certain per cent. on the *value* of the goods, as per invoice.

11. The four leading Canadian poets are Campbell, Carman, Lampman and Roberts. (Answers to this may differ).

12. Sir Henry Strong, Chief Justice of Canada.

13. The rinder-pest, that is, the cattle-pest, is a fatal disease which is ravaging South Africa. It is said that the Matabele rebellion in Rhodesia was caused chiefly by the slaughter of these diseased cattle by the officers of the Chartered Company. The pest bids fair to destroy all the cattle of South Africa.

14. Forty-three years ago the Czar, Nicholas I., in speaking with the British Ambassador at St. Petersburg referred to Turkey as "The Sick Man" of Europe. He suggested that England and Russia deal him his death-blow, and divide his possessions between them.

15. Ireland and Scotland are represented in the British House of Commons by 103 and 72 members respectively; in the House of Lords the respective representation is 28 and 16.

QUESTIONS.

1. How is the President or Speaker of the Dominion House of Commons appointed? Of the Senate? 2. The Senate has the same powers of legislation as the Commons, with what exception? 3. How many members in the Canadian House of Commons, and how are the different provinces represented in this membership? Which province always sends the same number of members to the Commons, and what is this number? 4. What is the property qualification of a Senator? A Commoner? 5. How many ministers in the Canadian Cabinet? The British Cabinet? The U. S. Cabinet? 6. Why has Rhode Island two capitals? 7. What is the oldest republic in the world? 8. Which is the deepest lake in the world? 9. The largest wood-pulp manufacturing concern in the world is in Canada. Locate it. 10. The Deep Waterways Commission recently met in Detroit. Who composed this Commission, and what is its object? 11. A boat recently sailed into New York harbor with 5,000 tons of tea. She started at Yokohama and called at Kobe, Shanghai, Foochow, Amoy, Port Said and Algiers. Trace this route on the

map. 12. How many army pensioners in the United States? 13. What is now the population of Rossland, B.C.? 14. What are the six great powers of Europe? 15. Why is the 16th Sept. celebrated by the Republic of Mexico? 16. In what states are women allowed the franchise for all offices? 17. Why is Guelph, Ont., called the "Royal City"? 18. May any publishing house in the British Empire print the bible? If not, why?

Entrance Literature.

LESSON XXVI.—FROM "THE DESERTED VILLAGE."

From what we can learn through our correspondence, we believe that teachers and pupils are fairly well pleased with our treatment of the selections in Literature. For variety, however, we insert the following notes from the pen of Mr. C. G. Fraser, Toronto. We shall resume our regular work on the selections with the next issue.

This lesson is selected from Goldsmith's poem, "*The Deserted Village*," which was written to show the evils of luxury. To do this he contrasts Auburn as it was while the home of the laboring class, and as it was after they had been driven to distant lands, and the site of the village changed into a park connected with a rich man's pleasure grounds. He shows that the real wealth of a land is its honest laboring class.

From which of these parts is our lesson selected? The village he describes is ideal, as are also the characters he portrays. Only two of these are given in our lesson. In these he has immortalized his father and his teacher.

The lesson is divided into four parts:

- (1) Auburn's charms by day—to the eye, 1-14.
- (2) " " by night—to the ear, 25-26.
- (3) The village preacher—his father, 27-32.
- (4) The village master—his teacher, 83-108.

Notice the master-harm describing this ideally beautiful village. Every charm is one which the lowliest may enjoy—the beauties of spring and summer, the little cot, common sports, the mill, the farm and the church. The very objects presented are those of the working class and of their work. The adjectives describing the mill and the farm suggest *work*. But notice that the past tense is used throughout. What is the purpose?

"These were thy charms, but all thy charms are fled."

I.

Notice the force of laboring, smiling, lingering, sheltered, cultivated, busy, talking, whispering. Why speak of the coming of spring but the parting of summer?

Visit—Well chosen; comes to remain but a while; the coming is a pleasure.

Show the purpose in using both "lingering" and "delayed" in line 4.

Bowers—Simple, retired cottages away from the glare of public life. Show the usual meaning. Account for its descriptives here.

Charm—Anything that has peculiar power to allure or to please. Which here? Name the charms. Do you think them well selected? Are they representative? Could you add one which is not represented here? Why mention the church and not the school?

Who is supposed to be speaking? What picture of him have you "in your eye"?

Which is the emphatic word in lines 2, 3, 6, 7? Give reason for your answer. Show the change by emphasizing other words.

II.

Why use *sound* and *murmur* in the singular and *notes* in the plural? Distinguish the peculiar meaning of each. Name the sounds which arouse in sweet confusion.

Softened—Mellowed by the distance, not loud, harsh or shrill. Give words related to lowed, gobbled, hayed. Distinguish each. Show the thought wished to be presented by oft, careless, responsive, sober, loose, whispering confusion.

Spoke—Indicated. *Vacant*—(1) empty; (2) free from care. I was ever taught that a loud "horse laugh" is uncultivated and vulgar. The poet *may* here mean the second, as his object is to show how happy and free from care the people were.

Sought the shade—Came by persistent effort to the woods where he stood. This is indicated in the next line by having the song of the nightingale, which sings only in the woods, most prominent. The village murmur is heard only when the bird pauses, but is heard as long and as often as it pauses.

III.

Notice the means the poet takes to say that the man is of more importance than the house in which he lives.

Modest mansion—A contradiction. What is the purpose? Compare "idly busy."

Copse—A clump of undergrowth trees.

Passing rich—More than rich. Show the meaning of this line. Does it serve the same purpose as line 30?

What quality or virtue is brought out in lines 33 and 34, 35 and 36?

Notice the agreement in ran and race. Also see line 60. Notice the earnestness of a good life.

Doctrines fashio ed to the varying how—Compare the "Vicar of Bray."

Far—What is its relation and meaning?

Aims—Compare "Make your mark in life." What were his aims? How did he succeed? What lines show this?

Show the intensity of "prize."
To be "lent" is more than to be inclined or to lean.

Their vices—What were they?
Distinguish *pity* and *charity*, giving the meaning of this line in your own words.

What thought does the poet wish to impress by the use of each of the following words:—smiled, train, guest, longer, talked, crutch, careless?

Notice the contrast in lines 53-56. He is lenient with others, but exacting with himself.

What were his failures? Show that they leaned on virtue's side.

Every call—What calls are mentioned in the lesson? (1) To lead his flock to a higher life. (2) To comfort and direct the dying. (3) To attend his church services?

Show the beauty of the simile in lines 57-60. Notice the loving tenderness which is here presented. Develop fully the force of the idea. Defend or criticize the use of "tempt" here. Why use *each* in line 59? Why say *reproved*? Why not say *rebuked*?

Allured—Means to induce by presenting some great good.

He led the way—In what way could this be true? What way is meant? Compare with line 33.

Parting life—Metonymy.

Sorrow, guilt and pain—What was the cause of each? Why did each "in turn" dismay the dying one?

Champion—He was a hero in the battle of life, championing the cause of the weak and the right.

Despair and anguish—Distinguish these. What was the probable cause of each?

Comfort—Strength or help.

Came down—From God. All help comes from Him, and it always raises.

Show the thought expressed by each word in line 66.

Adorned—What an ornament a simple good man is. He is the "noblest work of God."

Prayed—Succeeded.

Emphasize *his* and see the meaning. Then account for the use of "double," or show its meaning.

Connect "fools" and "scuffers."

Each service should have such results.

What is the meaning of *sturdy*? Emphasize in succession each of the words in this line, and show the change in the meaning.

His ready smile—Never withheld.

A parent's warmth expressed—Showed a father's love. He was the father of all his flock.

Their welfare—Whose? Give reasons for your answer.

The simile in lines 79-82 is one of the grandest in the English or any other language, and is a fitting climax to this expression of a son's love and reverence for his father. What a contrast this presents to the disrespect which we sometimes see and hear now-a-days. Is it because the fathers are not worthy, or because those sons are unfilial or unnatural? All sons are not so, for those parents who take care to sow will certainly reap "gladly."

IV.

Fuze unprofitably gay—The bright yellow flowers of a plant of little value.

Skilt—The result of practice.

Severe and stern—Distinguish.

What were the day's *disasters*? What was the cause?

Taught and learned—Distinguish.

They laughed with counterfeited glee—Why? Could they not understand or not appreciate a joke?

Circling round—This suggested by the arrangement of the seats.

Di-mal tidings—Is this not somewhat inflated language to describe a very informal occurrence?

What figure of speech in line 97?

Terms—Those days which require calculation to foretell, as Easter.

Presage—Foretell. The time of the tide changes every day.

Gauge—To tell the capacity of anything, as, for example, to tell how much a barrel would contain.

Why mention the parson in line 101?

Vanquished—Completely defeated.

What is the grammatical relation of line 103?

Past is all his fame—Discuss this statement.

The very spot—Where? School or village?

Our *Entrance Canadian History Notes* are suited to the needs of third class pupils as well as fourth and fifth. Examine it and judge for yourself.

Thos. G. Allan, Dunganon: "We like your paper and History Notes. Add nine more papers to our list and send us five more Canadian History Notes."

ANSWERS.

2. Because Bright was arguing that a nation as well as individuals must keep the moral law. 4. The Corn Laws. 5. Paragraph I.—What constitutes the greatness of a nation; Par. II.—Condemnation of extravagance in military expenditures and the intermingling with the affairs of other nations; Par. III.—England compared to Scythia in the matter of expenditures or sacrifices for war; Par. IV.—The power and influence of the audience addressed by Bright; Par. V.—The true guide for the nation. 8. Legislation has to do with the enactment of laws; statesmanship includes legislation with the added idea of administrative ability. 11. Men are *engaged* or hired to serve; the ships are owned by the country, and can be *employed* as the Government directs. 12. Mars was the chief god of the Scythians, the only one to which altars were built and sacrifices offered. 13. The Scythians were a pastoral people and nomadic in their habits. Horses and cattle were their main possessions. 15. Like Bright's English at all times, this word is well chosen. He would have them believe that he is under obligation to them for coming to hear him. 17. The "social circles" would be the meeting of these ladies in their daily social life. The "general meetings" refer to their more public gatherings. 18. Women, by their discussions and influence, would affect public opinion, and this would show itself in the voting at elections. 20. Our past experience ought to teach us as a nation how to act, but if we are still in the dark, then we have another guide. 22 He does not abuse those who hold opinions different from his, but endeavors to change their views by earnest appeals to their intelligence and better natures.

Grammar.

PARSING.

1. I would not accept his offer, *nor* will John.
 2. He told me so, *yet* I do not believe it.
 3. They must know it, *else* they would not act so.
 4. He would neither go himself nor allow his servant to go; *for* it was against his principles to attend such places.
 - nor*—copulative conj., joining the two statements.
 - yet*—adversative conj., joining the two statements.
 - else*—alternative conj., joining the two statements.
- " In the case of "for," as used above, the best authorities take it as a *subordinating* conj., though there are a few good writers who call it a *causal co-ord.* conj. These draw a distinction between the use of *for* and *because*; but it is so very fine that it requires a microscopic eye to see it. We think Entrance pupils will better understand the word by taking it as follows:
- for*—sub. causal conj. joining the sub. clause to the principal statements.

PAPER OF '96.

3. (b) Give the past indic., second person, sing. of *go, write, defy, be*
- (c) Give the prin. parts of *swell, dare, shorn, and spit.*

ANSWER.

- (b) Past indic., second person, sing.—*wentest, wrotest, defiedst, wast.*
- (c) Principal parts:

Pres Tense	Past Tense	Perf. Part.
swell	swelled	swelled or swollen
dare	dared	dared
shear	shore	shorn
spit	spat	spit

4. Correct where necessary, with reasons:
 (a) Which of the boys left your books laying on the desk?

ANSWER.

- (a) Which of the boys left your books lying on the desk? Reason: It requires the intrans. form *lying*.

It is not necessary to deal with the remaining sentences.

5. (a) What classes of words are inflected?
- (b) Define inflection.
- (c) Point out and give the force of the inflections that are found in the following:
 "Failing in this thing they set themselves, after their custom on such occasions, to building a rude fort of their own in the neighboring forest."

ANSWER.

- (a) Inflected classes of words: noun, pronoun, verb, adjective, and adverb.
 (b) Inflection is a change in the form of a word depending on differences of its meaning and use.
 (c) *They*—Inflected for person, number, and case third, plural, nom.
themselves—The same, but third, plural, objective.
their—The same, but third, plural, possessive.
occasions—Inflected for number—plural.
Failing, building, neighboring are derived, not inflected forms. The verb is usually dealt with in an answer of this kind, but the verb *set* is but slightly inflected, no matter how used in a sentence. Its form indicates present tense as well as past; sing., as well as plural; first person as well as third, etc. Few verbs show such little variety of form.

RISE AND RAISE.

	Present	Past	P. Part.
Intrans. :	rise	rose	risen
Trans. :	raise	raised	raised

To rise means to go up; to ascend; to become elevated; to increase in value; to adjourn; to leave one's bed; to originate; as,
 He that would thrive must *rise* by five.
 The Alps *rise* far above the sea.
 The Mississippi *rises* in Lake Itasca.
 The smoke *rose* far above the city.
 House rents have *risen* to an enormous figure.
 Bullion is *risen* to six shillings.
 I have *risen* as early as three.

To raise means to put up; to lift; to build; to cause; to collect; to cause to grow; as,
 The farmer *raised* a barn.
 The policeman *raised* the boy to his feet.
 They *raised* a great uproar in the building.
 Have you *raised* much wheat?
 An army of two thousand was *raised* in one day.
Raise your voice.
 The verb *rise* denotes simple action, an upward motion; as, "John *rises* early," "The sun *rises* at six," "The flames continued to *rise*." The

verb *raise* denotes transitive action; as, "John raised the flag above his head," "The heat of the sun raised a blister on his cheek."

ANSWERED IN NEXT.

PAPER OF '95.

1. *Just below the rapids, among the bushes and stumps of a rough clearing, work 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."

(Paper continued in our next.)

Arithmetic

SOLVE.

1. How many packages, 4 inches each way, can be packed in a box whose interior dimensions are 64 in., 43 in., and 35 in.?

2. Assuming that water expands $\frac{1}{10}$ in freezing, find the weight of 143 cu. ft. of ice (cu. ft. water = 62½ lbs)

3. If the price of 9760 bricks, of which the length, breadth, and thickness are 20 in., 10 in., and 12½ in., respectively, be \$213.50, what will be the price of 100 bricks which are one-fifth smaller in every dimension?

4. The weight of the water contained in a rectangular cistern 8 ft. long and 7 ft. wide, is 93½ cwt. If a cu. ft. of water weigh 1000 oz., find the depth of the cistern.

Answers:—1. 1505; 2. 8125 lbs.; 3. \$1.12; 4. 3 ft.

SOLVE.

1. A person who paid out $\frac{1}{5}$ of the contents of his purse, and was robbed of $\frac{1}{4}$ of the remainder, found that he had still left \$4.50. How much had he at first?

2. Annie gave away $\frac{1}{3}$ of her apples; then $\frac{1}{4}$ of the remainder; then 2 more than $\frac{1}{4}$ of what she had left. She found that she now had 4 apples left. How many dozen had she at first?

3. A battalion, coming home from battle, has only $\frac{1}{3}$ of its original number of men. It had lost $\frac{1}{5}$ in killed, $\frac{1}{4}$ in prisoners, and 25 in deserters; how many men were in the battalion at first?

4. A man goes out with £3 5s. 4d. in his pocket. He spends $\frac{1}{2}$ of it in one shop, and $\frac{1}{3}$ in another. To how many poor people can he give 5½d. each with the remainder?

Answers:—1. \$99; 2. 8 doz.; 3. 1000; 4. 28.

SOLVE.

1. A and B can do a piece of work in 6 days, B and C in 8 days, C and A in 9 days. How long will A, B, and C take when working all together?

2. A and B can do a piece of work in 4 hours, A and C in 3½ hours, B and C in 5½ hours. In what time can A do it alone?

3. A and B in 9 days make 45 chairs; A and C in 8 days make 28 chairs; B and C in 12 days make 54 chairs. How many dozen chairs can A, B, and C together make in 500 days?

4. A and B can do a piece of work in 6½ days, A and C in 5½ days, and A, B, and C in 3½ days. In how many days can A do it alone?

Answers:—1. 4½ days; 2. 6 hours; 3. 3 dozen and 4; 4. 15½ days.

EXAMINATION TEST.

Answers to paper 2 of last issue:—

1. \$155.52; 2. 70 dozen; 3. \$3852; 4. 80 rods; 5. 78½ cents; 6. 45 gallons; 7. (a) 2552 cub. ft. 1088 inches; (b) 1120 ft., 96 sq. inches; 8. \$1.05.

PAPER 3.

1. At what time after 7 o'clock are the hands of a watch at right angles?

2. How many yards of paper 2 ft. wide will be required for a hall-way 72 feet long and 14 feet high?

3. A man buys horses at an average price of \$90 each, feeds them at a cost of 90 cents each, and then sells them at \$125 each, gaining on the lot \$1193.50. How many horses did he handle?

4. Divide the number 1089 in the proportions of $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{6}$.

5. A can do a piece of work in 16 days, B can do $\frac{2}{3}$ of it in 9 days, and C can do $\frac{1}{4}$ of it in 1½ days. How long will it take C to finish it alone after A and B have worked together at it for 3½ days?

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

7. Simplify $\frac{1}{5}$ of a guinea — $\frac{1}{10}$ of a £
8s. 10½d.

8. What is the value at \$1.60 a cord of all the 18-inch wood that can be closely piled 6 ft. high on $\frac{1}{4}$ of an acre of ground?

ADDITION TESTS—Continued.

BY E. W. BRUCE, B.A.

43576
132464
1021352
9910240
18799128
etc., etc.

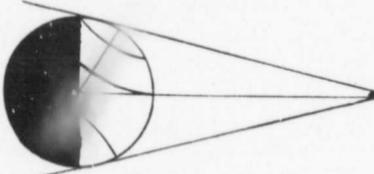
Commencing with the line 43576, add a number having the same figure throughout; for example, the figure 8, as in the above example. To this number add the number composed of five 8's. Then continue adding to this and to each successive sum numbers composed of as many 8's as there are digits in each sum respectively. I know of no better drill on addition, as you can practice with all the digits. There is no limit to the number of different examples, nor to the various ways or combinations of taking the nine digits. It not only opens up an immense field for variety in addition, but equally so in subtraction, in division, and particularly so in multiplication. Keep the class adding, subtracting, multiplying, or dividing, as the case may be, for two minutes. Then compare the answers of some particular line and also the number of lines done. Class work slowly and accurately at first, then speed with accuracy will soon follow. There is no better morning exercise to make a class wide-awake and ready for the day's

work. It is in line with the ordinary work, too. All are busy, everyone is working for himself, and each is given a fair chance. Those naturally quick at the simple rules are stimulated to become more adept, and the backward ones are encouraged at the same time.

Geography.

ANSWERS.

1. Toronto has its longest day and shortest night on the 21st June because the sun then shines vertically at the Tropic of Cancer. According to diagram it will be seen that at this date much more of the northern part of the earth is in light than in darkness. (See diagram.)



2. The Frigid Zone has the longest day and the longest night.

3. If the axis of the earth were perpendicular to the plane of its orbit there would be equal length of day and night at all times the world over.

4. The days and nights vary less in length at the equator than at the tropics because the circle of illumination cuts the equator into two equal parts, and the tropics into two unequal parts. (See diagram.)

5. The days and nights are always equal at the equator. For reason, see answer to No. 4.

6. The days in this latitude continue to grow shorter until Dec. 21st, when the sun will be shining vertically over the Tropic of Capricorn.

7. By diagram above it will be seen that the Arctic region, or North Frigid Zone, has the sun's light constantly for weeks. The diagram also shows the South Frigid Zone in darkness for the same time. The conditions will be reversed on the 21st Dec.

EXPORTS OF CANADA.

(Geo. A. Fraser.)

Arranged in the order of their total values. Countries in ordinary type purchase products over \$100,000 in value; those in italics, over \$500,000; those in black-face type, over \$1,000,000, and those in capitals, over \$5,000,000.

- LUMBER, TIMBER AND SHINGLES:—GT. BRITAIN; UNITED STATES; West Indies; Argentine Republic.
- CHEESE:—GT. BRITAIN.
- BREADSTUFFS:—GT. BRITAIN; Germany; Newfoundland; United States; Belgium; West Indies; Holland.
- FISH: Gt. Britain; United States; West Indies; Brazil; British Guiana; France; Italy.
- LIVE STOCK:—GT. BRITAIN; United States; Newfoundland.
- METALS AND MANUFACTURES OF SAME:—United States; Newfoundland.
- MEATS:—Gt. Britain; Newfoundland.

- COAL:—United States; Newfoundland.
- FURS:—Gt. Britain; United States.
- HAY:—Gt. Britain; United States.
- LEATHER AND MANUFACTURES OF SAME:—Gt. Britain.
- BUTTER:—Gt. Britain; Newfoundland.
- EGGS:—Gt. Britain.
- MANUFACTURES OF COTTON:—China.
(Imports in next issue.)

The above article by Mr. Fraser will doubtless prove interesting and helpful to our many readers. Such questions as "To what countries does Canada export fish, cheese and leather"? "Where does Canada sell her surplus eggs, live stock, etc.?" are readily answered from the article. The question sometimes takes another form, as for instance, "What does Canada export to the United States"? Even this may be fairly well answered by a reference to what Mr. Fraser has written. We intend, however, beginning with the issue of Feb. 15th, to give a detailed statement of all our exports and imports. Those Entrance and Public School Leaving pupils who follow us in this work need not fear this portion of the paper on geography.

Spelling.

(LIST No. 9.)

Wonderful, dexterity, clamor, vindicated, jubilee of acclamations, reluctance, sensibility, inadvertent, forewarned, Lochinvar, weapons, dastard, bridegroom, galliard, bride-maidens, worshippers, coal-scuttle, specimen, imaginary, microscope, petrifactions, carbonate of lime, fibres, cannon, crystallized, nodules, British Museum, insignificant, powdery, artificial lightning, theatres, club-mosses, gigantic, forty-nine, enormously, height, tropical, descendants, pollen-dust, necessary, great-great-grandchildren, magnificent, grasshopper, chirruped, newt or frog, pursue, neighbor, sleight, deceit, constancy, asunder, Virginia, Carolina, quagmire, ooze, jungle, decomposed, cedar, calamities, Mississippi, accumulate, pencils, machinery, absolutely, oxygen, almonds, lavender, caraways, turpentine, paraffine oil, benzoline, aniline, mauve, magenta, essences, foliage, centuries, unravelled, winsome, braes, rabbit, burrow, lintwhites, blithe, needful, beebes, loath, ethereal, privilege, privacy, nightingale.

SUPPLEMENTARY.

Palate, uvula, mastication, temporary, permanent, incisors, canines, bicuspid, molars, ivory, dentine, enamel, decomposes, tartar, altitude, peninsula, isthmus, plateau, estuary, boundaries, legislative assembly, executive, incorporated, militia, Cardinal Richelieu, Treaty of St. Germaine-en-Laye, intendand, Marquette, La Salle, Jesuit, Louisiana, Denonville, Frontenac, saucer, ladle, dahlia, petunia, daffodil, verberna, geranium, milliner, machinist, financier, politician, "As I was passing," said he, "I saw you do it." "Why do you leave me, comrade?" said the soldier.

Wm. McNeil, Embro P.O.: "Send me six more copies of your Canadian History Notes—that valuable help to busy teachers."

F. W. Smith, Guysboro, Norf. Co.: "History notes to hand. Send me four more copies. This is the best thing I can say about them."

Temperance and Physiology.

Questions 1-7 are answered in the first part of chapter on Respiration. If any further information is desired, send a card of inquiry.

8. "Adam's apple" is the front part of the larynx, and is a prominence in the neck which can be seen and felt.

9. The *pitch* of the voice depends chiefly on the tension of the vocal cords; the *loudness* of the voice, on the force with which the cords are made to vibrate.

10. There are two sets of passages in the lungs, one for the air, and the other for the blood.

RESPIRATION.

1. Of what use is nitrogen?
2. What impurities are in the venous blood, and how can we prove that we give off these impurities when breathing?
3. What is taken up by the blood before it passes back to the heart and thence to all parts of the body?
4. What are the two important requirements in ventilation?
5. Describe the action of the air in the lungs.
6. Describe the manner in which the air and the blood are brought together.
7. How is it that we can smell alcohol in the breath of the drunkard?

Correspondence

M. McP.: Botany is not on the programme for the ensuing examination. For examination of '98 this subject takes the place of Temp. and Phy. for P. S. Leaveng. The Public School Euclid and Algebra covers the work for this class.

J. F.: In teaching cities of the U. S. it was always our practice to deal with nearly all those mentioned in our text-book. Doubtless an examination might be passed on a more limited knowledge. In studying Europe we always taught the capitals and two or three leading commercial cities of each country. In a later issue we shall give a list of the commercial cities of the world with which it would be well to deal.

Teacher: Vertical writing is not compulsory. In reference to what is required in Writing and Drawing, you had better send to the Department for the curriculum. Any deviation from such curriculum should be made only after consulting your inspector. Another teacher asks whether Book-keeping and Drawing done for a former exam. will suffice for the next. Again we say, consult inspector. Our Canadian and British History Notes cover public school work. Our questions and answers in Temp. and Phy. do not cover P. S. Leaveng limit.

A. B.: He is *on the fence*. Good authority for taking phrase as *adj.*

W. E. S.: We have the coldest weather after Dec. 1st because the earth requires time to cool. Why, on a summer's day, is a stone warmer at 3 p.m. than at 12 o'clock?

H. J.: There is a Canadian canal at the "Soo." It was completed about a year ago.

E. R.: In dealing with the signs " \div " and " \times " a good rule is to take them in the order in which they come in the question.

Composition.

The following composition was written by Miss Lizzie Wilson, a former Entrance pupil of ours at Kingsville. When passing her examination she was the youngest candidate in the county, being but 10 years old. Her marks were over 500. We are pleased to learn that she is making a good record at the Strathroy Collegiate. She states in a letter to us that it is hard to write such a short composition on such a long subject, and we quite agree with her.

HALIFAX TO BRITISH COLUMBIA.

It had always been a dream of mine to some day visit the gold-fields of British Columbia. As I was a poor girl, trying to work my way along the rugged path of life, the amount of money required for the journey was a great difficulty, but through the kindness of a bachelor uncle, I was at last to take the long-wished-for trip.

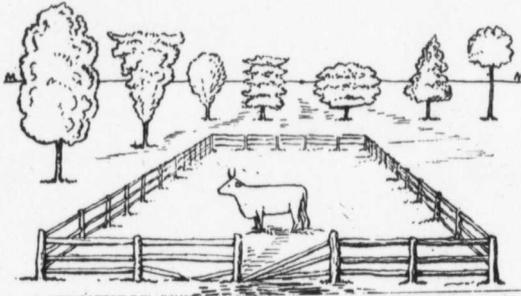
I left my home in Halifax early one fine morning and set out for St. John. As I had often been to St. John, that part of the journey was no novelty. At the junction at Moncton, however, I almost missed my train, and I took my seat in the car just as the train moved out. I was sorry that I was not to go through Quebec, but the C.P.R. short-line route through Maine had been selected. The train rattled noisily through the "Pine Tree" State, and, tiring of looking out the window, I turned my attention to my fellow-passengers. They were all occupied. Soon my head sank back in the cushions of the seat, and I lay there dreaming, roused only when the door opened and the brakeman called out some new station. I was very tired when I reached Montreal, but I there found rest in a friend's home. The next day my journey was resumed. The stop at Ottawa was short. After leaving the Capital, I found I had ample means for the employment of my time in the conversation of two men in a seat opposite mine. Like myself, they were bound for the gold-fields, but they seemed to have an interest in the mines. I learned much about the gold-fields from their conversation. We soon passed along the shores of the beautiful Lake Nipissing, from which came a fresh breeze, which was delightful after the smoke and dust. The numerous stoppages became so monotonous that after a time I did not look out at the stations at all. Passing Rat Portage, beautifully situated on the Lake of the Woods, we soon after reached Winnipeg. From this point the train rushed on over miles of rolling prairie, until the snow-white peaks of the Rocky Mountains could be seen towering along the distant horizon. The mountain summits came gradually closer, and soon the train roared through the pass and I was in British Columbia!

As the main belt of the gold rock runs just inside the Rocky Mountains, and as I had a friend there, I decided to stay at Kamloops. From this place, accompanied by my friend, I made a wagon trip over rough, rocky land to the Rossland gold-fields. Here the miners were busy pulling up with windlass pieces of the solid rock, which were afterwards sent to the smelter. Time and space prevent me telling of the many interesting matters connected with the gold-fields.

On the return trip, my time to Winnipeg was taken up writing a long epistle to a friend in Toronto about my visit. Just beyond Winnipeg the railroad runs over a ravine, which is spanned by a very high bridge. I was in the forward coach, and this had just gained the other side when there was a crash, and the latter end of the train went down into the ravine. The link which coupled my car to the next broke, and we were thus saved from the horrible fate of many of our fellow-passengers. This accident occasioned a long delay, and it seemed like an age before I reached Montreal. My journey from there was entirely uneventful, and I soon arrived at my home in Halifax.

Thos. Ballantyne, Prin. Dickson School, Galt:
"Am highly pleased with the practical features of your paper. Our club now numbers 52."

Miss E. MacMath, Goderich: "The History Notes and your paper are used by all the members of my fourth class, by whom they are much appreciated."



Drawing.

In the accompanying sketch M, N marks the horizon line, or line marking the level of the eye, and the dot the centre of vision. It will be observed that to this dot each of the receding lines are drawn. The centre of vision is always in the horizon line.

We give this sketch that our boys and girls may make a similar one from nature; say a garden or field scene at home.

Public School Leaving.

GRAMMAR AND RHETORIC.

Answers to a number of correspondents :

1. "Such as it was the Frenchmen took possession of it."

"Such as it was" is elliptical for "though it was such as it was." *Such*, then, is a pred. adj., modifying "it"; *as* is a relative pro., its antecedent being the idea in the preceding clause, viz., *its being such*, nom. case, in the pred. relation to "it," or, if preferred, it may be called the complement of "was."

2. "Vice is a monster of so frightful mien, As to be hated needs but to be seen."

As—pro., rel., antecedent previous sentence, or substantive idea contained in it, viz., *vice being so ugly*, nom. case, subj. of "needs." (The clause "*as—to be seen*" is adv. co-ordinate with "so," modifying "frightful.")

to be hat-d—gerundial infinitive, passive, used adv., expressing purpose, and mod. "needs to be seen."

to be seen—infinitive, passive, obj. case, object of verb "needs"

3. "It has imposed a load upon my mind, which, I fear, nothing can remove." *Fear* here is trans., having for its obj. the clause "nothing can remove which."

PAPER OF '96 CONTINUED.

2. The plague of locusts, one of the most awful visitations to which the countries included in the Roman Empire were exposed, extended from the Atlantic to Ethiopia, from Arabia to India, and from the Nile and Red Sea to Greece and the North of Asia Minor. Instances are recorded in history of clouds of the devastating insect crossing the Black Sea to Poland, and the Mediterranean to Lombardy. It is as numerous in its species as it is wide in its range of territory.

(a) Select the adjective phrases and give the relation of each.

(b) Show, in each case, which is preferable, and discriminate between the meaning of :

"awful visitations," lines 1-2, and "dreadful visits."

"devastating," line 7, and "ravaging."
"range," line 10, and "extent."

(c) State, with reasons, which of the following is preferable :

"The plague Asia Minor," lines 1-6, or
"The plague of locusts extended over many of the countries in the Roman Empire."

"It is territory," lines 9-10, or, "It is also numerous in its species."

Values : 2, 10, 12, 12.

ANSWERS.

(a)—Phrases.	Relation.
<i>a. of locusts.</i>	Modifying "plague."
<i>b. of the most awful visitations.</i>	"one."
<i>c. included in the Roman Empire.</i>	"countries."
<i>d. of Asia Minor.</i>	"North."
<i>e. of clouds.</i>	"instances."
<i>f. of the devastating insects.</i>	"clouds"
<i>g. Crossing Lombardy.</i>	"insect."
<i>h. of territory.</i>	"range"

(b) "Awful visitations" is preferable, first because *awful* suggests that the plague was awe-inspiring, so powerfully destructive was it, and so powerless was mankind to resist it. The word *dreadful* implies something very troublesome, but with which man can cope with more or less hope of success. Again, *visitations* generally implies visits with some serious intent or consequence; whereas *visits* may or may not have this implication.

"Range" is the area of country over which anything moves or is distributed; "extent" implies an area or space without the idea of movement, and so the former is preferable.

"Devastating" implies a destruction more or less complete, while "ravaging" implies only partial destruction: the former is thus the better epithet of the locust.

(c) "The plague Asia Minor."—This is preferable, 1st, because particulars as to boundaries are in this case much more forcible than a mere general statement; 2nd, by showing the wide range of territory that the locust infected the awful character of the calamity is enforced; 3rd, the main thought of this essay, namely, the awful character of the plague, is well set forth in this the opening sentence; not so in the other sentence.

"It is territory." This is preferable because it is much more forcible. After enforcing upon us its immense range, he then impresses us with the vast number of its species by saying that the latter was no less striking than the former.

S. Baker, Prin. St. George's School, London :
"I find your paper most helpful, and believe it to be 'away ahead' of all similar publications."

P. S. L. Literature.

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

(Continued.)

Lightning my pilot.—Does the lightning really guide the storm-cloud or is this merely a fancy?

In a cavern under.—Not that the thunder seems to be represented as some huge monster chained in a cavern which alternately (at fits) resounds with the prisoner's noisy struggles as he attempts to escape, and with his fierce howlings of disappointment.

Lured by the love of the Genii.—The *genii* were, to the ancients, divine beings that inhabited and presided over the groves, the fields, the lakes, rivers, etc., called also *nymphs* and *satyrs*. The electricity of the cloud is attracted by other electric currents in the "sea," the "rills," the "hills," etc., just as we learn that the mythical heroes of the Greeks were sometimes allured by beautiful nymphs. The poet here suggests the reason for speaking of the lightning as the pilot of the cloud.

Under mountain and stream.—This phrase modifies "remains," not "dreams."

And I all the while.—While the rain is falling from the thick cloud, and dark shadows are upon the earth, the upper part of the cloud is bathed in light (heaven's blue smile) of the sun. "Dissolving in rains" alludes to the partial or total cessation of the lightning while the rain is falling. But this passage is not in harmony with the foregoing idea of the lightning being aloft on their "skyeey bowers."

Sanguine.—Blood-red; (*sanguis*—blood), ruddy.

Meteor eyes.—The rising sun flashes forth rays of light to the heavens. So "meteor eyes" = meteor-forming eyes.

Burning plumes.—The radiating rays of light.

Sailing rack.—The storm is over and broken masses of cloud, illumined with the light of the rising sun, are speeding along.

Shines dead.—Express otherwise.

As on the jag of a mountain crag.—In this simile what do the words *jag*, *crag*, *rocks* and *swings*, *eagle*, *golden*, respectively represent as regards the morning cloud?

Its golden wings.—"Its" would at first seem to refer to eagle, but, if so, it is hard to see what this line means. It is easier if we take sunrise as the antecedent. The eagle sits in the golden sunlight, "golden wings" keeping up the metaphor of "burning plumes." The chief objection to this is that sunrise is personified as masculine, and to be consistent we should have "his golden wings."

From the lit sea beneath.—The path of light, seen by one who looks across the sea toward the setting sun, is probably the meaning.

Ardoe of rest and love.—Ardoe (*ardeo* to burn) taken with "love" means, as usual, *warmth*, with "rest" it rather means *fulness* or *abundance*. Besides indicating the calm and peaceful glory of the setting sun, the phrase implies that the scene is love-inspiring; one's soul is filled with joyous emotion as he contemplates the sight.

Pall of eve.—A pall is a cloak. At sunset the heavens are over-cast with ruddy light and there appears, as it were, a crimson mantle falling upon the earth. Note the contrast in this stanza as to the cloud's appearance—a restless eagle—a brooding dove.

Orb'd maiden.—Why is the moon represented as

a maiden? Glides—fleece-like floor.—Fleece-like clouds thickly scattered and moving across the heavens, and beyond them the moon and stars, is the scene here alluded to. The moving clouds give the moon its apparent gliding motion.

The stars peep and peer.—Through the breaks in the cloud, fancifully said to be caused by the moon's unseen feet, the stars are seen. Some are seen for a moment only, hence *peep*; others remain longer in sight, hence *peer*. Notice how well the words are chosen.

Wind-built tent.—Explain.

Whirl and flee.—What causes this appearance? (See "glides" above.)

Are each pav'd.—The reflection of the moon and stars on the rivers, lakes and seas, is here alluded to.

Burning zone—girdle of pearl.—Before a storm circles of cloud are sometimes seen about the sun and moon; that about the sun being more brilliant is described as "burning," that of the moon being paler is the "girdle of pearl."

The volcanoes are dim.—This passage reminds us of the poet's being in Italy, where volcanoes are to be seen. What other indications in the poem of the poet's foreign residence?

Torrent sea.—The sea is tumultuous owing to the hurricane's influence.

Columns.—The mountains have the appearance of being great pillars supporting bridge-like cloud.

Triumphal arch.—Shelley is thinking of the triumphal processions of ancient Roman conquerors.

Powers of the air.—Name some of them.

Million-colored bow.—The rainbow contains seven colors that can be distinguished by the eye. By blending these an infinity of tints might be produced. What are the seven colors of the rainbow?

Sphere fire above.—An allusion to the cause of the rainbow, the sphere-fire being the sun.

Laughing.—The bright sun-light causes the water-drops on blade and leaf to glisten; this suggests the simile of the smiling face.

Earth and water.—An allusion to the formation of the cloud, first from evaporation from the land and water surface of the earth, and then by condensation and further development (nursling) when in the air.

Pores of the ocean and shores.—Evaporation from the ocean, and absorption by the land.

I change.—What changes are undergone? See also last stanza of "To the Evening Wind," page 273.

Pavilion.—Why are the heavens called a pavilion?

Convex gleams.—The rays of light in passing through the air are bent or refracted. See refraction of light.

Dome.—What is there to represent a dome in this scene?

Cenotaph.—What is the ordinary meaning? Why is the blue dome of air the cloud's cenotaph, and how does it "unbuild" it.

G. M. James, B.A., Principal Waterford P. S., "Find that THE ENTRANCE has a stimulating and encouraging effect on my pupils—juniors as well as seniors."

Remember that our Entrance Literature Supplement, supplied to new subscribers, contains all the notes published in the first seven issues of THE ENTRANCE, that is, from Sept. 1 to Dec. 1.

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.*)
- Names and addresses of Public School Trustees and Teachers to be sent to Township Clerk and Inspector. [P. S. Act, sec. 18 (3).] (*Before 15th January.*)
15. Trustees' Annual Reports to Inspectors, due. [P. S. Act, sec. 18 (6); sec. 109.] (*On or before 15th January.*)
Application for Legislative apportionment for inspection of Public Schools in cities and towns separated from the country, to Department, due (*15th January.*)
Annual Reports of Kindergarten attendance, to Department, due. (*Not later than 15th January.*)
Annual Reports of Separate Schools, to Department, due. [S. S. Act, sec. 28 (18); 32 (9).] (*On or before 15th January.*)
Minutes of R. C. S. S. Trustees' Annual Meeting, to Department, due. (*Due with Annual Report.*)
18. Appointment of High School Trustees by Municipal Councils, [H. S. Act, sec. 12 (1); Mun. Act, sec. 223.] (*3rd Monday in Jan'y.*)



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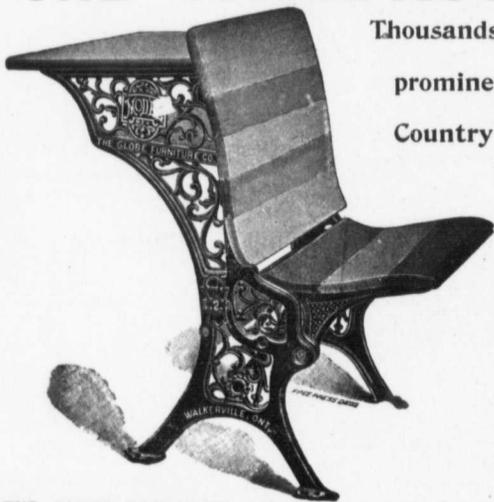
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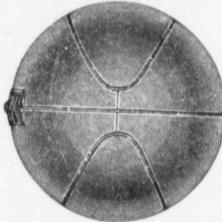
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