

# THE ENTRANCE



For Entrance and Public School Leaving.

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We are still supplying copies of the issue of Nov. 2, but not earlier. Our *Entrance Literature Supplement*, however, contains the notes published in the earlier issues, and is supplied free to all subscribers who do not receive the complete numbers of THE ENTRANCE.

THE ENTRANCE feels a great weight of responsibility resting upon its shoulders now that it has to supply other educational papers with ideas. We shall do our best to furnish them with something original and practical that they may not fall back into the old groove. We ask them to keep an eye on our columns, and thus keep themselves fresh and vigorous.

THE ENTRANCE does not fill up its columns by using large type nor by placing leads between lines,

thus requiring much less matter for a page. By the make-up of our paper with the smaller yet readable type, and without the use of these leads, our ten pages of matter are equivalent to twelve of the larger type and leaded make-up. Teachers will please note this.

5,000 copies of our *Entrance Canadian History Notes for Third and Fourth Classes* have already been sold. In most cases the orders have come directly from schools. In view of this, and also owing to the fact that we can now make more favorable arrangements with our printers, we are reducing the price of the Notes to 12 cents, in single or club orders. This brings the price to about that of an ordinary blank note-book. Another edition of 4,000 copies is now in press.

When we started THE ENTRANCE a London teacher wrote us that he would send us a subscription if we would wait six months for our pay. He said he did not wish the pupils to spend money for a paper that might not be in existence but for a few issues. The papers were sent on those terms. THE ENTRANCE, we may say, is conducted on the same business principles as those of all other successful papers. The whole financial standing of any paper is found in its advertising patronage. With this out THE ENTRANCE could not live six months. Let it be understood, too, that there can be no liberal advertising patronage without a large subscription list. Teachers should bear these matters in mind when subscribing for a paper. We may remark here that our advertising columns are eagerly sought after by those wishing to use an educational paper as a medium. THE ENTRANCE is therefore in a flourishing condition from a financial standpoint, and will be found as live and strong in June as in September.

### REDUCED RATES.

The subscription list of THE ENTRANCE now numbers 16,500, or over five times that of any other educational paper in Canada. We have enrolled on our list the great majority of the teachers and the Entrance and Public School Leaving pupils of the province. We are anxious to have the junior fourth classes reading our paper. We believe that much of the matter appearing in our columns would prove exceedingly helpful to these classes. The "Current Events" are alone worth many times the subscription price to any boy or girl in a fourth or fifth class. With a view to induce the junior fourth pupils to become readers of THE ENTRANCE, we are offering the paper from the present until Sept. 1, 1897, for the sum of *twelve cents, in clubs of two or more*. Single subscriptions will be 15 cents. More than this, we are supplying all new subscribers with a copy of our *Supplement on Entrance literature*. This supplement contains all the notes with questions and answers published in THE ENTRANCE in issues up to this date.

This announcement of reduced rates will, we believe, be hailed with delight by junior fourth class pupils and their teachers. Of course, if there are yet any Entrance pupils in the province not on our list, the offer is open to them as well. We do not expect to profit financially from any subscriptions that may be received as a result of this offer, except in so far as it may help our subscription list next year. We want our subscription to reach 20,000 before the end of the present school year.

## THE ENTRANCE.

## Current Events

## ITALY AND ABYSSINIA.

Without at this late date, going into the particulars of the territorial trouble between Italy and Abyssinia, it may be interesting to our young readers to know just how the matter was settled. Most of our readers are probably aware of the fact that the Italians suffered seriously in their engagements with the soldiers of King Menelik, the crowning disaster being the capture of 3,000 Italian soldiers by Menelik's forces. These prisoners were held as hostages for some time, and in the terms of settlement Italy agrees to pay 2,000,000 francs as compensation for their sustenance by King Menelik. King Menelik also demands that the bounds of Italy's colony, Erythraea, be definitely fixed and that the Italians do not overstep these limits.

## SPAIN'S COLONIAL WARS.

As if Spain had not sufficient trouble in Cuba, an uprising has taken place in the Philippine Islands in the East. Spanish rule in these islands has been even more oppressive than her rule in Cuba. As the latter found in the United States a sympathizer, so the Philippine Islands have found one in Japan. In each case there is, of course, no active participation in the troubles by the two countries mentioned; there is simply a friendly hand extended to the children in their struggle for liberty. Though Spain has sent to Cuba 150,000 soldiers, the latest reports are, that General Weyler is hard pressed by the rebels under their leader Gomez and his lieutenant Maceo. Troops have also been despatched to the Philippine Islands where the insurgents are daily gaining ground.

Spain's population is 17,000,000; Cuba's, 1,630,000; while the Philippine Islands have 7,000,000. A third of the exports of Spain go to these two colonies. This colonial trade is very important to Spain, owing to the fact that the tariff regulations are all favorable to Spain.

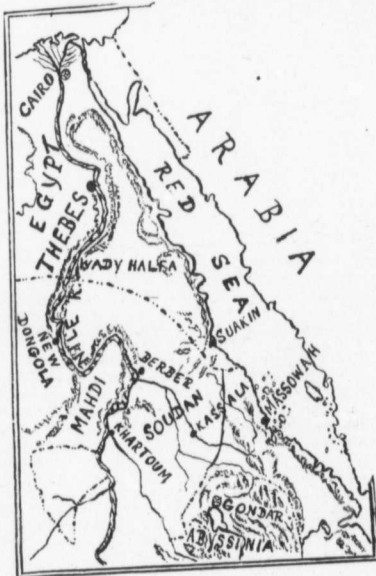
Distance, climate and financial troubles unite to make the war problem a difficult one for Spain.

## THE ANGLO-EGYPTIAN EXPEDITION.

The Mahdi who gave England so much trouble a few years ago is dead, but a more brutal successor now rules the Soudan in his stead. So long as there is bad government of the Soudan, there is little hope of security in Egypt. This was evident a few months ago during the struggle between Italy and Abyssinia, when Osman Digna, the chief Mahdist general, marched against the Italian possession of Kassala with the object of either taking the place for his master, the Mahdi, or of aiding the Abyssinians in their struggle with the Italians. It would prove a menace to Egypt if the Mahdi should secure possession of Kassala, and thus England was brought once again to face the Soudan question, after an abandonment of the country for twelve years, or since the date of Gordon's death at Khartoum. England was forced to grapple with the question as the Mahdist expedition against Kassala was but one of four moving against the Europeans in north-eastern Africa.

To divert the Mohammedan attack upon Kassala, the Anglo-Egyptian expedition moved south

from Wady Halfa, on the Nile (see map). These tactics had the desired effect. The mounted dervishes of the Mahdi withdrew from Kassala to give their attention to the Anglo-Egyptian army. The opposing forces met at El Hafir, thirty miles north of Dongola. The dervishes were dislodged from this place and retreated southward to El



Firim. This place was also taken after a hot engagement, after which there was a race for Dongola. The steamers proved too fleet for the dervishes, and when the latter arrived at Dongola, they found it in possession of the Anglo-Egyptian forces.

At the time of writing this article there comes a telegraphic report that Sir H. H. Kitchener, the commander of the expedition, has left Cairo for London to confer with the British Government in reference to an immediate advance on Khartoum. It may be remarked that the Anglo-Egyptian force consists of 4,000 British soldiers, 8,000 Egyptians under British officers, and 4,000 Soudanese negroes, giving a total force of 16,000 men. The Mahdi's forces are estimated at from 50,000 to 100,000.

Since the British withdrew from the Soudan twelve years ago, the Mahdi's rule has been one long period of wars and bloodshed. It is hoped that a period will soon be put to the career of the tyrant and the slavery of his kingdom.

## QUESTIONS.

(BRIEF ANSWERS IN NEXT ISSUE.)

1. The next official map of the Dominion will not show a North-West Territory, but four new districts instead. Name these.
2. What are the five

richest gold-mining countries of the world? 3. In what portion of Canada is natural gas found?—petroleum?—salt? 4. What are the markets for the salmon caught in British Columbia waters? 5. What is cork, and where is it chiefly obtained? 6. What is meant by the "Uruan incident," which was the chief factor in leading to the recent trouble between England and Venezuela? 7. When was Alaska purchased from Russia, and what was the price given? 8. Who is now the owner of Anticosti Island? 9. Where is the Yellowstone National Park? 10. What island claimed by England was recently given to another country as a result of arbitration? 11. Where and what is Massowah? 12. What celebrated English artist-novelist died recently? 13. From what country does the chief supply of rubber come? Why is this article called "Indian" rubber? 14. Where are the British naval stations of North America? 15. What is a graving dock? 16. How is a President of the United States elected? 17. What important royal marriage took place recently in Europe?

## ANSWERS TO LAST ISSUE.

1. Sir Charles Tupper is the leader of the Opposition in our House of Commons. In the Senate, the Opposition is led by Hon. Mackenzie Bowell. 2. The three leading industries of the Rainy River District in Ontario are lumbering, fishing and gold mining. 3. The population of Newfoundland is about 200,000. On the completion this year of the government railway to Port-au-Basque, the public debt of the colony will be \$15,225,000. 6. The term "New Japan" has reference to the Japan of to-day as compared with that of thirty years ago. The country in this short time has undergone such social and political transformation as to be now known as the "New Japan." No other eastern country has been so influenced by western civilization. 5. The three canals through which the most shipping passes are the St. Mary's, The Baltic and North Sea, and the Suez. 6. The leading exports from Canada to England are canned fish, furs, timber, dead meat, butter and cheese, eggs, hams and bacon, canned meats, apples, wheat, flour, farm implements, live cattle, horses and sheep. 7. Shoeburyness is the name of a place in England at which are held annual artillery contests, the mother country and the colonies taking part. The Canadian artillery team recently won high honors at this contest. 8. Amsterdam, in Holland, is the leading place in the world for diamond cutting. 9. The Chief Justice of Canada is Sir Henry Strong; of England, Lord Russell. 10. Father Point is a small settlement on the south shore of the St. Lawrence River, in Rimouski county. Incoming ocean steamers put off mail at this point to be hurried westward, while outgoing steamers receive the latest mails as they pass this place on their trip across the Atlantic. 11. Neither the Queen nor the Governor-General sits in council with the Cabinet. 12. A Canadian judge can be removed from office only on an address to the Crown by the two Houses of Parliament, after a formal charge against him of wrongdoing, and after full investigation. 13. March 4th, 1779, was the day appointed by the Congress of the Confederation for the new constitution to take effect. Ever since that time this date has been retained as the beginning of a new presi-

dential term. 14. The "Golden Horn" is an arm of the Bosphorus Strait, five miles long, dividing Constantinople into two parts. It is so-called owing to its being in shape like a horn, and as being the port to which the commerce of the East found its way. 15. Moville is a small seaside resort on Lough Foyle, in the north of Ireland. It is a calling-station for mails by trans-Atlantic steamships. 16. The proposed Crow's Nest Railway is from Medicine Hat directly west through the Pass, thence westward through coal and gold districts to join the main line of the C. P. R. near the Pacific. 17. Three names closely associated with the first sub-marine cable are, Cyrus W. Field, Sir John Pender and James Anderson. 18. The celebrated poet, William Morris. 19. By "cold storage" is meant a system of storing perishable food products in warehouses, cars and boats, that they may reach distant markets in good condition. 20. "Jan Maclaren" is the pen-name of Rev. John Watson, a distinguished Presbyterian preacher of Scotland, who has recently come into prominence as a writer. 21. The commander-in-chief of the United States army is Gen. Miles. 22. Six Nation tribes are the Mohawks, Senecas, Cayugas, Oneidas, Tuscaroras and Delawares. They live along the Grand River, near Brantford, Ont. Members of these tribes live also in New York State. 23. Vancouver Island lies about midway between London and Hong Kong.

## Entrance Literature.

(BY THE EDITOR.)

## LESSON XVIII.—THE VISION OF MIRZA.

Burns says that *The Vision of Mirza* was the first composition in which he took any pleasure. Many other young minds have been drawn towards this selection. It is almost a poem in prose. It is but a vision, and yet how real it all appears—Mirza and the traveller hand in hand climbing the mountain side to the "highest pinnacle of the rock": the wide valley, the rolling tide, the bridge, and other details. The picture is indeed drawn by a master-hand.

*The Vision of Mirza* is an *allegory*, giving us, as stated in the note at the beginning of the lesson, a picture of human life, with its cares, uncertainties and disappointments.

A *metaphor* may be said to be an extended simile; a description of one thing under the image of another; a comparison in which the real subject is never directly named but is left to be inferred.

*The Spectator*, which was edited by Addison and Steele, appeared daily for about two years. It was not a newspaper, each issue being devoted to an essay of some kind, generally on some phase of human life, or on some literary topic.

*Grant Cairo*.—The former name of Cairo (ki-ro), the capital of Egypt, and the largest city in Africa.

*Oriental*.—Eastern (L. orior, I rise).

*Mirza*.—A Persian word taken from *Emirzadeh*, which means son of the prince, *emir*, a prince, and *zadeh*, a son.

*Entertainment*.—Interesting reading matter.

*Moon*.—Month.

*Bagdad*.—The capital of the Turkish province of Mesopotamia. It was founded in 762, and became the great centre of Arabic learning and civilization, and the glory and splendor of the Eastern

world. It contained at one time a population of 1,500,000. Its present population is 180,000.

*Meditation.*—Close, continued thought.

*Airing myself.*—Give the modern meaning of this term.

*Profound contemplation.*—Deep study.

*Vanity of human life.*—Emptiness; uselessness; unsubstantial character of life

*Musing.*—Usually, this word does not indicate such deep thought as is meant by the word "contemplation," but in this case there seems to be little difference in meaning.

*Discovered.*—Observed. Note other such words.

*Paradise.*—From a Persian word meaning a garden or park.

*Haunt.*—A place of frequent resort.

*Genius* (jé-ni-us).—In ancient times there was the good genius and the evil genius, spirits supposed to attend every individual, and to control the affairs of his or her life. There was also, as here, the guardian spirit of a place

*Never heard.*—Supply ellipsis

*Transporting.*—To transport is to carry across or beyond; hence to carry a person beyond one's self—that is, to cause him to forget himself for the time being. The sweet strains of music took such possession of him as to cause him to forget all else.

*Subdued.*—Softened or overcome.

*Captivating strains.*—Strains that hold captive the will and feelings

*Apprehensions.*—Fears of impending or expected danger. "Fears" may be taken to refer to the present; "apprehensions," to the future.

*Huge.*—Immense; enormous; vast; said properly of material objects; as a huge rock; as a huge tree. It is sometimes used figuratively of extent, degree, qualities, etc., as a huge distance, a huge evil, etc.

*Prodigious.*—Of enormous or extraordinary size; exciting wonder

*Consummation.*—The completion; the utmost fulfillment; the end with the added idea of completeness.

*Survey* (sur-vey).—Name some other words where the noun and the verb differ in pronunciation.

*Thousand arches.*—A reference to the age to which man lived previous to the flood.

#### QUESTIONS.

1. In the first paragraph, who is speaking? 2. Where is there another Cairo? 3. What word is the opposite in meaning to *oriental*? 4. Write the abbreviation for *manuscripts*? 5. From what language was the translation made? 6. Why not find this "vision" in an *occidental* manuscript? 7. What is meant by "man is but a shadow, and life a dream"? 8. "Airing" and "discovered" are used with a meaning different from that attached to them now-a-days. Name other such words in the selection. 9. "My heart melted away in secret raptures." Explain this. 10. Give different meanings of "genius." Write two plurals of the word. 11. Explain the phrase, "raised my thoughts." 12. Why not say "cast thy eyes westward"? 13. What is referred to by "thick mist," and what other figures used later in the lesson to indicate the same thing? 14. Explain "broken arches." 15. What do the "trap-doors" in the bridge represent? 16. Why were the "pitfalls" thick at each end of the bridge? 17. Who are those who continue the hobbling march? 18. Why locate the "vision" near Bagdad? 19. Give

the two chief divisions of the lesson. 20. What is the subject of paragraphs 1, 2, 3 and 4, and the remaining paragraphs considered as one? 21. Account for the division of the MS. into two readings. Why make the division at this particular place? 22. Show the relation of the two readings to each other. 23. Give an appropriate title for each reading. 24. Explain "first arrival in paradise." 25. Criticise the composition in "Throngs of people no sooner broke through the cloud, but many of them fell into them, etc." 26. What is said to be the greatest allegory in the English language?

#### ANSWERS TO LAST ISSUE.

1. The Subject or Introduction, the Discussion or Argument and the Conclusion. 4. The use of "not for," in this case, would lead us to infer that the picture made up by the various objects mentioned would, of itself, be sufficient to call up pleasant memories of the old forest; but the poetess says, it was "not for" these things that the place is so dear to her. 6. Repeated, as if the sister would linger lovingly in thought over the time when she played with her brother in the forest. 7. There is a special use of the word. 8. The rays of the setting sun appear as golden arrows lodged in the tree-tops. 9. The mood varies; at times joyous, then pathetic even to sadness. 10. The Companion to the Reader says, that the word "mistletoe" means a twig of *darkness* or *mist*; hence, probably, the epithet "dark." 11. To think of the old forest soon after the death of the brother would induce grief rather than pleasant memories. Time heals the broken heart. 12. Life's journey. 15. The beautiful sunset, taken to represent the gates of heaven opening to receive the dying boy.

## Spelling.

#### LIST No. 6.

Potatoes, realization, affectations, practised (verb), peculiarity, loathe, congealed, crystallizing, delicious, dissolved, pleasant, avidity, to-morrow, droughts (drounts), Arctic, majestic, latitude, regulators, inhabitants, physical, economy, phenomena, exquisite machinery, harmonies, perceive, development, evidences of design, delicate shell-fish, South Carolina, Delaware, Chesapeake, disappears, apparel, invigorated, north-west, immense evaporation, enormous, equilibrium, proceeding, deflected, diurnal, rotatory, velocity, intertropical, twenty-four, interrupts, principal branch, Caribbean Sea, ultramarine blue, separated, thermometer, permitted, suggestive, benign, excessive, amelioration, non-conductors, comparatively, sufficient. "Emerald Isle of the Sea," Albion, Azores, Cape de Verd Islands, Sargasso Sea, substantial, centre.

#### SUPPLEMENTARY.

Parallels, ecliptic, equinoxes, solstices, zodiac, isthmus, mathematical, plateau, estuary, integer, subtrahend, minuend, multiplicand, quotient, avoirdupois, apothecary, lineal measure, calendar months, orthography, syntax, metre, diphthong, consonant, triphthong, alphabet, etymology, definition, interjection, masculine, feminine, neuter, personification, a few hours' run, the Thirty Years' War, Moses' rod, St. James' Cathedral, bonnet, mitts, mittens, gauntlets, trousers, gaiters, blouse, apron (a-purn), parasol, petticoat, corset.

**Arithmetic.**

Hereafter we intend making this page merely one of review for our P. S. L. readers. We are of the opinion that the space now devoted to fifth class arithmetic, may be more profitably used in grammar for this class. Our fourth classes will also profit by this arrangement, as it will place at their disposal a full page. We are aiming at thoroughness in all our departments. To touch but the fringe of a subject is almost useless.

**L. C. M.**

Senior fourth classes may be given the whole paper; the juniors, those suited to their abilities in the subject.

1. Find the L. C. M. of all the *prime* numbers between 2 and 17, inclusive.
2. Find the L. C. M. of all the *even* numbers between 7 and 21, inclusive.
3. Find the L. C. M. of all the *odd* numbers between 7 and 25, inclusive.
4. Find the L. C. M. of all the *composite* numbers between 15 and 25, inclusive.
5. Find the L. C. M. of  $5\frac{1}{2}$ ,  $41\frac{1}{4}$ ,  $4\frac{3}{8}$ , and  $11\frac{1}{2}$ .

Rule for 5: Bring all fractions to same common denominator; find L. C. M. of numerators and divide this by the common denominator.

6. Find L. C. M. of 1547, 1729, and 4199.
- Answers:—1. 510510; 2. 5040; 3. 1673196525; 4. 277200; 5. 460; 6. 382109.

**G. C. M. or H. C. F.**

1. Divide the L. C. M. of 9, 10, 11, 12, 13, 14, 15, 16, by the H. C. F. of 9009 and 67067.
2. Find the product of the H. C. F. of A. C. M. and L. C. M. of 128, 384, 768 and 2304.

3. Find the G.C.M. of  $\frac{2}{3} - \frac{1}{4} + \frac{3}{8}$  of  $\frac{3}{4} \times \frac{5}{6}$  } and  $\frac{3}{5} \times \frac{4}{6} \times \frac{2}{3}$  }  
 $\frac{2}{3}$  of  $\frac{1}{2}$  of  $\frac{1}{4}$

[This gives a good exercise in fractions as well as in G. C. M. After simplifying the two fractions, bring them to the same common denominator. Find the G. C. M. of the numerators, and divide this by the common denominator.]

4. Divide the L. C. M. of  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ , and  $\frac{4}{5}$ , by the G. C. M. of  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ , and  $\frac{4}{5}$ .

- Answers:—1. 720; 2. 294912; 3.  $\frac{1}{2}$ ; 4. 576.

1. Divide \$600 among A, B and C, in the ratio of 3:4:5.
2. Divide \$640 among A, B and C, so that B may have 6 times as much as A, and C  $1\frac{1}{2}$  times as much as B.

3. A house and lot cost, together, \$2,400; the lot cost  $\frac{1}{4}$  of what the house cost; find the cost of each.

4. Divide \$47 50 among A, B and C, so that B shall have  $\frac{2}{3}$  of A's share, and C  $\frac{3}{4}$  of B's share.

5. Divide \$500 among A, B and C, so that B shall have \$50 more than A, and C as much as A and B together

6. Divide \$990 among A, B and C, giving B twice as much as C, and A \$30 more than  $\frac{2}{3}$  of the remainder.

7. A, B and C have together \$700. A has 3

times as much as B, and C has \$20 more than  $\frac{7}{8}$  times as much as A and B together. How much money has C?

8. Divide \$1,450 among A, B and C, so that  $\frac{3}{4}$  times A's, twice B's, or four times C's shall all be equal.

[Later in the school term we shall give another paper on sharing questions, which will present a greater variety of problems, and which, in some respects, will be more difficult.]

- Answers:—1. \$150, \$200 and \$250, respectively, for A, B and C; 2. \$40, \$240, \$360, for A, B and C, respectively; 3. House, \$2100; lot, \$300; 4. A, \$22.50; B, \$15; C, \$10; 5. A, \$100; B, \$150; C, \$250; 6. A, \$90; B, \$600; C, \$300; 7. \$620; 8. A, \$400; B, \$700; C, \$350.

Divide \$200 among A, B and C, so that the  $\frac{1}{2}$  of A's share =  $\frac{2}{3}$  B's share =  $\frac{1}{6}$  C's share.

Solution:—

$\frac{1}{2} A's = \frac{2}{3} B's = \frac{1}{6} C's$   
 $\therefore A's = (\frac{2}{3} \times \frac{3}{2}) B's = (1 \times \frac{3}{2}) C's$   
 $\therefore A's = \frac{3}{2} B's = \frac{1}{6} C's$   
 Now, if A gets 1 share,  
 B will get  $\frac{2}{3}$  share,  
 and C will get  $\frac{1}{3}$  share.  
 $\therefore$  A, B and C together get  $(1 + \frac{2}{3} + \frac{1}{3})$  shares =  $\frac{20}{6}$  shares.

But A, B and C have together \$200.  
 $\therefore \frac{20}{6}$  shares = \$200.  
 And 1 share =  $\frac{6}{20}$  of \$200 or \$90 A's.  
 $\frac{3}{2}$  of \$90 = \$135 B's. } Answer.  
 $\frac{1}{6}$  of \$90 = \$15 C's. }

We give space to an article by Mr. E. W. Bruce, B.A., Principal of Huron St. School, Toronto. It deals with a subject important to every class in the Public Schools.

**TEST AND MENTAL EXAMPLES ON THE SIMPLE RULES.**

The best method of employing the first 15 or 20 minutes of every school day is to give the class a sharp, earnest drill on one or other of the simple rules, and especially on the multiplication table. I believe that no pupil is too old or too big to have a daily drill on tests or examples like the following: I shall take up addition, pure and simple, first.

To save time, have the pupils make the examples. If you want them to add an example with five figures in a line and twelve lines long, dictate first two lines and the first figure of the next. Then tell them to write the first nine digits consecutively and repeat. That they may know when they come to the twelfth line, tell them, that the figure you gave them to start off with, is the first figure of this line, thus,

78419 } These two lines dictated.  
 63827 }  
 34567 }—Begin with the figure 3.  
 89123  
 45678  
 91234  
 56789  
 12345  
 67891  
 23456  
 78912  
 34567—the figure 3 begins the 12th line.

Fourth and Fifth Form pupils should put down an example such as the above and obtain the sum in from one to two minutes. If pupils find 12 lines too long, dictate one line and ask them to write the

10 lines, or have the example only 10 lines long. If 5 figures in a line are too many, try 4 or 2 figures: on the other hand, give 7 or 8 figures in each line—any number of figures which has not a factor common to 9. The number of lines may be extended to 19, 20, 21, 22, etc. I do not think, however, that these latter would be productive of good results.

Similarly, examples can be used with 8 digits, omitting the 1; with 7 digits, omitting 1 and 2, etc., etc. More later.

### Grammar.

We are arranging our space to devote this page to grammar for fourth classes. In our talks on the subject we hope to make ourselves clear, not only to senior fourth class pupils, but also to those of the junior fourth.

#### THE APPOSITIVE NOUN AND PRONOUN.

When a noun or pronoun is used to describe another noun or pronoun, it is said to be in apposition with the word described; as, I admire CICERO the ORATOR. Here the word "orator" describes the noun "Cicero," and we say in parsing that "orator" is in apposition with "Cicero," by which we mean that it has the same case. Pupils know that in this sentence "Cicero" is in the objective case; similarly, when parsing "orator" we say it is in the objective case, adding, however, by way of explanation, that it is in apposition with "Cicero."

These appositives are found in both the nominative and objective cases; as, JOHN ADAMS, the GROCER, struck HENRY SMITH, the BUTCHER. Here "grocer" is in the nominative case, in apposition with "John Adams," and "butcher" is in the objective case in apposition with "Henry Smith."

Pronouns are similarly used; as, WOLFE, HE that took Quebec, died in the moment of victory. Here we parse "he" in the nominative case, in apposition with "Wolfe," "I loaned it to the CLERK, HIM who works at the corner of the street." Here "him" is in the objective case, in apposition with clerk.

Pupils will do well to examine the following, which was part of the grammar paper for 1886: "James, my eldest BROTHER, who wished much to speak to me, says that, alas! he has to go but that he will return to-morrow."

Again in 1892 we had the following:

"The elders of the city,  
Have met within their hall,  
The MEN whom good King James had charged  
To watch the tower and wall."

At another examination we had this sentence: "Just below the rapids, among the bushes and stumps of a rough clearing, made in constructing it, stood a palisade fort, the work of an Algonquin war party in the past autumn."

Parsing of "work" in last sentence:  
work—noun, common, sing., nom., in apposition with "fort."

#### CLASSIFICATION AND RELATION OF CLAUSES.

When pupils are asked to give the classification and relation of the clauses of an extract, the reference is to *subordinate* clauses. It is well to note in this work that one clause often contains other

clauses, as in example below. Only short clauses need be written in full.

"When James was going home yesterday evening, he lost the note which his teacher had given him to take to his mother. He told her he thought he knew where he had dropped it. She sent him back to try to find it."

Clause (1)—When James—evening.  
Kind and relation—Adv. mod. "lost."

Clause (2)—which his teacher—him.  
Kind and relation—Adj. mod. "note"

Clause (1)—(that) he thought—it.  
Kind and relation—Noun, direct object of "told."

Clause (2)—(that) he knew—*it*.  
Kind and relation—Noun, object of "thought" in (1).

Clause (3)—where he had dropped it.  
Kind and relation—Noun, object of "knew" in (2).

#### PARSING.

Junior fourth class pupils should always write the parsing in full; seniors may be allowed to use abbreviations. To have good spelling in grammar teachers should have pupils of considerable black-board work.

home—adverb of place, mod. "was going."  
yesterday—adjective, demons., pointing out "evening."

which—pronoun, rel., sing., obj., direct object of "had given."  
him—pronoun demons., third, sing., obj., indirect object of "had given."

where—conjunctive adverb, mod. "had dropped."  
sent—verb, trans., weak, active, indic., past, third, sing., agreeing with its subject, "She."  
to try—simple infinitive, forming part of the infinitive adv. phrase, modifying "sent."

Another parsing: verb, trans., weak, active, inf. present, forming part of the adverb phrase, etc. Still another parsing: gerundial infinitive of purpose, forming part of, etc. Good authority for any mode mentioned.

to find—simple infinitive, used with a noun value, object of "to try."

Use *but* with five different grammatical values.

Answered as follows:

Conjunction—You may leave your seat, *but* do not talk.

Adverb—I have *but* two dollars left.

Preposition—I have heard *all* read *but* Jane.

Noun—I measured the *but* of the tree.

Adjective—Load the *but* log first.

Write the words *iron, on*, with different grammatical values. (Answered in next.)

#### SIT AND SAT.

	Present.	Past.	P. Part.
Intrans.	Sit	Sat	Sat
Trans.	Set	Set	Set

*To sit* means to rest on the lower part of the body; to rest; to perch; to hold a session; as:

The boy *sat* on the bench for an hour.

The children *sit*.

I have *sat* here for an hour.

She *sat* for her picture to-day.

The court *sits* to-day.

*To set* means to put, to place; to put in any place, condition, state, or posture; to make fast; to fix in the ground; to appoint; as:

She *set* her pitcher on the ground.



I set the tray on the table.  
They set the house on a wall of stone.  
The Lord set a mark upon Cain.  
Set your affections upon things above.  
Every incident sets him thinking.

We set out six young maples.  
Has he set the time for supper ?

In this connection how is it that we say, "The sun sets?" (Answered in next issue.)

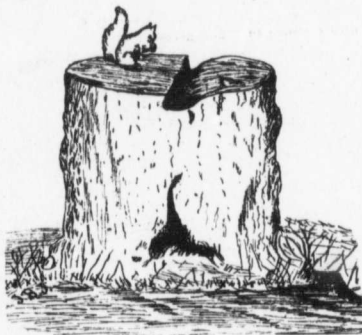
In our next number, a portion of our page will be taken up with a discussion of the Entrance grammar paper of 1896.

Entrance pupils will always find matters of interest to them in the P. S. L. grammar in another column.

### Drawing.

We do not attempt to teach this subject in our columns. We have yet to hear of a pupil losing an examination through a failure in drawing. We desire to help our young readers over the hard places in their examinations, and thus it is that we deem our space too valuable to devote a column or two of each issue to this subject.

Those wishing instructions on the subject of drawing should have a copy of *Elementary Drawing Simplified*, by Augsburg, price 75 cents. We keep the book in stock.



We present in this issue a sketch drawn by Miss Jennie Jameson, Steep Creek, Strait of Canso, Nova Scotia. Our Ontario readers will be interested in this sketch from down by the sea.

W. F. Moore, Prin. Dundas P. S. : "The more THE ENTRANCE is known, the better it is liked."

A teacher writes from Bruce Co. : "We were neglected until you took us up, and now we intend to stand by THE ENTRANCE." So say many teachers in Ontario.

J. F. Martinson, Prin. West Montrose P. S. : "Am well pleased with your little work on Canadian History. It supplies a much-needed want to busy teachers. Send us seven more copies." We may say that good orders are reaching us daily. 5,000 copies have already been sold, and a third edition is now in press.

### Temperance and Physiology.

(LIST No. 4.)

(a) The digestive organs are the mouth, teeth, salivary glands, œsophagus, stomach, intestines, liver, pancreas and spleen.

(b) Milk-teeth are our first teeth, and are only twenty in number.

(c) The *sublingual* gland is in the floor of the mouth, and has seven or eight small ducts opening into the mouth; the *submaxillary* gland is situated in the lower jaw, its ducts opening into the mouth at the side of the tongue; the *parotid* gland is situated just under the ear, a duct opening from it opposite the second molar tooth of the upper jaw.

(d) That digestion is mainly a chemical action is shown by the fact that it is possible to have food digested in a bottle, though much more slowly than in the stomach.

(e) Food is cooked for the following reasons :—1. To render it more digestible; 2. To make it more palatable; 3. To destroy germs of disease that may be in the food.

(f) The seven different processes through which food must go to form living matter are: mastication, insalivation, deglutition, chymification, chylification, absorption and assimilation.

#### ON CIRCULATION.

1. Distinguish between arteries and veins.
2. What is the largest artery in the body?
3. What makes the blood flow?
4. What is meant by the *pulse*, and why is it usually located in the wrist?
5. What arteries convey venous blood, and what veins convey arterial blood?
6. What are the two great purposes of the circulation of the blood?
7. What is congestion?
8. Why are students subject to cold feet?

### Composition.

Under the head of composition we have a few articles of a miscellaneous character to publish before proceeding to the summarizing of lessons in the reader, and the writing of topical compositions. We have a good course on this subject mapped out for the remainder of the year.

As one of the miscellaneous exercises mentioned above, we give the following, which we would ask pupils to answer on Nov. 27th. THE ENTRANCE of Dec. 1st will be along on time when the answers can be compared with those published. THE ENTRANCE has been called "the teacher's assistant," and we wish it to be worthy of the name.

1. Contract the following to a telegraphic despatch of not more than *ten* words: "I will be home on the late train this evening. I find it impossible to see your brother. Meet me at the depot."

2. Mr. and Mrs. John Smith live in Kingston. Their home in that city is called "Willow Dale." They wish to have Mr. and Mrs. Wm. Johnson spend an evening with them. Write a formal note of invitation, dating it Nov. 20th. The invitation is for Nov. 25th, at 6 p.m.

Write in full the words for which the following letters or signs stand: C.O.D.; F.O.B.; F.O.C.;

mdse.; a/c;  $\frac{1}{2}$ ; @; via; etc.; &c.; do.; V.R.; D.C.L.; LL.D.; LL.B.; D.D.; B.D.; A.D.; A.M.; viz; P.M.; ult.; inst.; prox.; N.B.; P.S.; c/o; i.e.; Mmes.; Ph.B.; M.L.A.

4. Combine into a simple sentence the following: He was in a friend's house one day. He happened to take up a Boston paper. His eye fell on an extract. It was copied from an English paper. It gave an account of a discovery. It was a recent discovery. It was the discovery of a will. The will had been lost.

5. Combine into a complex sentence: He found himself obliged to leave home. He had not expected to go so soon. He sent them a note. He told them the purpose of his journey. He asked them to meet him at a certain place. He named the place.

6. Write simple sentences containing:
- noun phrase and an adjective phrase;
  - noun phrase and an adverbial phrase;
  - adjective phrase and an adverbial phrase;
  - three adverbial phrases.

## Correspondence

Answers to several inquiries of correspondents are held over to make room for a paragraph or two on Departmental Regulations.

No changes are made in the curriculum of studies for Entrance or P. S. L. pupils for next summer's examination. Beginning with Sept. 1 of 1897, the course of studies for P. S. L. classes and that of Form I of the H. Schools will be the same. Botany and Geometry are on the list of studies. Temperance and Physiology is withdrawn. After 1897, the Form I. examination will be abolished, and every candidate for Primary standing must hold a Public School Leaving certificate, unless he holds Form I. certificate or a Commercial certificate. Pupils preparing now for P. S. L. examinations of 1897, or those preparing for Form I. examinations need by this announcement make no change in their purposes. High School pupils will not be allowed to be candidates at the P. S. L. examinations until after 1897. These are the principal changes affecting public school classes.

Some other Departmental Regulations will be referred to in our next issue.

Mr. W., who sent us question in stocks, will please send us his address.

Teacher: All public schools close on Dec. 22nd, and open again on Jan. 3rd.

The 26th of this month is Thanksgiving Day.

I.S.: The receding surface of the earth. It is difficult to teach the cause of the seasons and other similar questions without an object lesson.

E.B.: Central America has no capital. The States are not federated or united under one government.

The next P.S.L. literature selection to be given is "Go Where Glory Waits Thee."

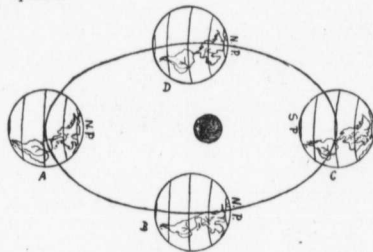
Mr. J. F. Sullivan, Catholic Lyceum, Ottawa: "Send us six ENTRANCE BINDERS." A few days later Mr Sullivan writes: "We want six more BINDERS." Our Binder will be found useful as the numbers of issues of the paper increases. It costs 15 cents, or in clubs of four or more, 12 cents.

## Geography.

We give below the answers to questions of last issue. These answers are followed by a number of questions on the circles of the globe. Henceforth, each issue will be devoted to a certain line of study, such as exports and imports, questions on physical geography, latitude, longitude, railways, etc. We shall also add a few questions of a miscellaneous character.

### ANSWERS.

- The earth turns on its axis from west to east. We know this from the fact that eastern places have the sun's light before those west.
- Greatest latitude a place can have is 90 degrees; the greatest longitude, 180 degrees.
- Example of a great circle: the equator; a small circle: any circle parallel to the equator. A great circle divides a sphere into two equal parts; a small circle divides it into two unequal parts.
- It is 90 degrees from the Arctic Circle to the Tropic of Capricorn.
- The South Temperate Zone is 43 degrees wide.
- The Poles are the ends of the axis. The earth was once in a plastic condition, and by reason of its rapid rotation on its axis, became depressed at the Poles.
- The earth's axis is inclined  $23\frac{1}{2}$  degrees from the perpendicular.
- The earth's crust is about 50 miles thick.
- The earth is nearest the sun on the 21st of January.
- With the earth's axis parallel to the plane of its orbit, and the pole pointing constantly in one direction: At time A, the northern hemisphere would have continual day and the southern hemisphere continual night. At time C, the day and the night would be reversed. At times B and D, there would be equal day and night all over the earth, as the sun's rays would then be perpendicular to the equator.



N.B.—We would again draw the attention of teachers to the HELIOTERRA, for teaching mathematical geography. These questions present little difficulty with this apparatus in hand.

### CIRCLES.

- Give several examples of great circle and small circle.
- What is meant by the circle of illumination? At what dates does it touch the Poles? Where is its position on 21st June?
- What is meant by the horizon? Do all places on the earth have the same horizon?

4. What is meant by the ecliptic? Where is this circle marked on globes?
5. What circles divide the earth's surface into zones?
6. Why are the polar circles  $23\frac{1}{2}$  degrees from the Poles?
7. Why are the tropics  $23\frac{1}{2}$  degrees from the equator?
8. If the earth's axis were inclined 20 degrees, instead of 23°, what would be the width of the several zones?
9. What circles measure latitude?

## MISCELLANEOUS.

1. Distinguish between *delta* and *estuary*. Where is each found?
2. Give proofs that the interior of the earth is in an intensely heated condition.
3. Why does it grow colder as we ascend from the surface of the earth.
4. How is the atmosphere heated?

## Public School Leaving.

## GRAMMAR.

"What hand *but would* a garland cull,  
For thee who art so beautiful."

Sentence—What—beautiful.

Kind—Complex.

B. Subj.—hand.

Mod. of Subj.—1. What; 2. but—beautiful.

B. Pred.—(is) or (exists).

Clause—*but*—beautiful.

Kind—adj. mod. "hand."

B. Subj.—*but*.

B. Pred.—would cull.

Object—garland.

Mod. of Obj.—a.

Adv. mod. of Pred.—*for*—beautiful.

Clause—*who*—beautiful.

Kind—Adj. mod. "thee."

B. Subj.—*who*.

Pred.—{ Verb of incomp. pred.—art.

        { Complement—beautiful.

Adv. mod. of Comp.—*so*.

*But*—negative relative pronoun (=that not), sing., nom., subject of "would cull."

*Would cull*—Conditional verb phrase, trans., weak, active, subj., present, third, sing., agreeing with its subject, "*but*."

## OBJECTIVE PRED. NOUN AND PRED. OBJ. NOUN.

1. They made her queen.
2. They thought him a rogue.

In sentence 1 we have an example of an *objective pred. noun*. The H. S. Grammar says that when such a noun follows a *factitive* (making) verb, as in sentence 1 above, the noun is called a *factitive obj. pr. d.* We are disposed to think that the *objective pred. noun* is found only after such verbs as Mr. Seath calls *factitive*. All other nouns, such as those in sentence 2, we take as *pred. obj. nouns*. Sentences such as "He took the man *prisoner*," "We called him a *coward*," "We made him a *leader*," are examples of *factitive obj. pred. nouns*; on the other hand, such sentences as "They think him a *rogue*," "They found him a *Quaker*," "They considered him a *bachelor*," give us examples of *pred. obj. nouns*. In each of the first three sent-

ences here given, the predicate is incomplete; in the last three, the predicate is complete and is followed by a *complex object*.

The *factitive obj. pred. noun* stands for something which is the product or result of the action denoted by the verb; the *pred. obj. noun* has no such connection with the verb. The verb in the latter case makes a complete predication of itself, and, of course, is without a complement. That this difference may readily be seen, let the sentences above be read with a noun clause, as, "They think that he is a *rogue*," etc.

It may be asked, how we get the *pred. obj. noun* in the last three sentences given. To answer this, let the sentence, "They think him a *rogue*," be read "They think that he is a *rogue*." "Rogue" here is a *pred. noun*. Why? Because "rogue" stands for the same thing as "he," and also forms the complement of "is." Again, change the sentence to read "They think him (to be) a *rogue*." Here "rogue" stands for the same thing as "him," and also forms a complement of (to be), but as "him" is objective, so is "rogue" objective, the infinitive taking the same case after it as before it; hence the term *pred. obj. noun*.

## Analysis of 1:

Sentence—They made her queen.

Kind—Simple.

B. Subject—They.

Predicate—{ Verb of incomp. pred.—made.

        { Object comp.—queen.

Object—her.

## Analysis of 2:

Sentence—They—rogue.

Kind—Simple.

B. Subject—They.

B. Pred.—thought.

Complex Object—him a *rogue*.

## Parsing of "queen":

*queen*—obj. pred. noun, mod. "her."

## Parsing of "rogue":

*rogue*—pred. obj. noun, after the inf. (to be).

The above is our method of dealing with such sentences. There are doubtless many of our readers who treat the matter differently, and perhaps just as correctly. We simply give *one* way out of the "wilderness." Those who have a better way out, should use it; those who have not, may find ours satisfactory.

The Grammar Paper of 1896 will be taken up in our next issue, along with a few interesting sentences sent for our consideration.

J. O. Welsh, Goodtown: "THE ENTRANCE is a wonder for the price."

W. S. Lawrence, Clinton: "THE ENTRANCE is by far the most practical scholars' paper in Ontario."

A. S. Cross, Utopia: "Have no trouble in getting pupils to subscribe. They know the value of THE ENTRANCE."

G. F. Smith, Elfrida: "Had five candidates write last year, and I believe part of their success was due to THE ENTRANCE."

Do not feel that it is a trouble to us to add names to club orders. It gives us pleasure to see a club list growing.

## P. S. I. Literature.

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

## THE WELL OF ST. KEYNE.

## LESSON XXXIV.

Robert Southey was a native of Bristol. In his fourteenth year he was placed at Westminster School, from which he was expelled in 1792. His expulsion was due to a satirical article on corporal punishment, which he wrote and published in *The Flagellant*, a periodical edited by him and his school-fellows. For one year he was a student at Oxford, after which he devoted his life to literary work. He was an intimate friend of Coleridge and Wordsworth, and as all three lived in the lake district of Cumberland, they have been called "The Lake Poets." Southey was an erudite scholar and an industrious writer. There was scarcely a branch of literature in which he did not engage. His three best poems are "Thalaba the Destroyer," an Arabian tale; "The Curse of Kehama," founded upon tales of Hindoo mythology; and "Roderick, the Last of the Barons," the subject of which is the fall of the Gothic dominion in Spain. Some of his best prose works are, "The History of Brazil," "Life of John Wesley" and "The History of the Peninsular War." His intense and protracted activity resulted in mental prostration: his memory failed and his recognition of time and place gave way, and during his last years there was an utter extinction of his faculties. At his death he left one of the most remarkable private libraries in England.

This little poem, so quaintly humorous, was suggested to the poet from the following passage in the writings of the Rev. Dr. Fuller, an historian of the 17th century: "I know not whether it be worth repeating, that there is in Cornwall, near the parish of St. Neots, a well, arched over with the robes of four kind of trees—wither (willow), oak, elm and ash, dedicated to St. Keyne. The reported virtue of the water is this, that whether husband or wife come first to drink thereof, they may get the mastery thereby."

## EXPLANATORY.

*In the west country.*—What is meant by this can be inferred from other parts of the poem. Note how the repetition of this phrase gives a lyrical or song-like character to the stanza.

*There is not a wife.*—Why do you think that special mention is made of the wives rather than the husbands? Notice how aptly the poet arouses the reader's interest by this statement; we are at once very curious to find out what there is about this well that can be of special interest to wives.

*An oak, etc.*—Compare this description with that given in the historical note above. Which is the more picturesque? Why?

*From cock-crow.*—Give the ordinary prose expression. This expression, though formerly quite common, has now nearly passed out of use. Such words and phrases we call archaic or obsolete.

*Not a cloud, etc.*—What is the force of this line? (By *force* is usually meant the effect a phrase or clause has in adding to, or modifying, the thought.)

*Bade the stranger hail.*—Wished the stranger good day.

*An' if thou hast.*—An' is an obsolete word meaning "if"; it was quite common in Shakespeare's time. "An' if," will therefore be a redundancy. Account for the use of obsolete words in poetry.

*Hast drank.*—In Southey's time "drank" was sometimes used for the participle instead of "drunk." The latter word frequently means intoxicated and because of this unpleasant association, some, even now, prefer *drank* though the grammars give *drunk* as the participle.

*The stranger, he made reply.*—Is this good English? The mistake of using the pronoun with the noun is quite common in ordinary conversation at the present day, and probably was in the poet's time. He uses the expression seemingly as a "take off" on the many who make this blunder, adding thereby to the humor of the style.

*Before the angel summoned her.*—Compare this with the clause, *before she died*, showing which is the more suitable, and why.

*A spell.*—Something operating as a charm.

*He shall be master.*—Shall, is here used in the third person because the language is prophetic.

What are the general uses of *shall* and *will*?  
*God help the husband then.*—Read this line aloud so as to bring out the full meaning. Why does the Cornishman use such forcible language about the husband? See the last stanza of the poem.

*The stranger stooped.*—Note how skillfully the poet shows the strong effect that the Cornishman's words had upon the stranger. Without further question he stoops again to drink, as it were to be doubly sure of the mastery.

*Betimes.*—In good time.  
*Sheepishly.*—This word sounds like slang, yet, note how aptly and forcibly it expresses the man's shame at being outwitted by his wife.

*But i' faith.*—An abbreviation of *in faith*.  
*Thou me.*—What grammatical error and what justification is there for it?

## VERSIFICATION.

A well | there is | in the west | country

And a clear | er one nev | er was seen.

There is | not a wife | in the west | country

But has heard | of the well | of St. Keyne.

Notice that we have alternately four and three accent lines, and that most of the measures have three syllables, with the accent on the last; such measures are called *anapaests*. The second and fourth lines having three accents will be *anapaestic trimeters* (three measures). In the first and third lines most measures are of two syllables, the accent being on the last. Such are called *iambic* (singular, *iambus*). But examining the corresponding lines in other stanzas, it will be found that most are three-syllable measures; and this warrants us in saying that the verses are generally anapaestic, the first and third lines being anapaestic tetrameters (four measures).

## Gold rules.

Major McKinley will be the next President of the United States.

Dr. Nansen reached a point about 250 miles from the north pole. Greely got within 400 miles of the pole.

# OFFICIAL CALENDAR.

## EDUCATION DEPARTMENT.

December :

1. Last day for appointment of School Auditors by Public and Separate School Trustees. [P. S. Act, sec. 37 (1); S. S. Act, sec. 28 (5).] (*On or before 1st December.*) Municipal Clerk to transmit to County Inspector statement showing whether or not any county rate for Public School purposes has been placed upon Collector's roll against any Separate School supporter. [P. S. Act, sec. 113; S. S. Act, sec. 50.] (*Not later than 1st December.*)
7. County Model Schools Examinations begin. (*During the last week of the session.*)
8. Examinations of Provincial School of Pedagogy begins. Returning Officers named by resolution of Public School Board. [P. S. Act, sec. 102 (2).] (*Before 2nd Wednesday in December.*)  
 Practical Examinations at Provincial Normal Schools begin. (*Subject to appointment.*)  
 Last day for Public and Separate School Trustees to fix places for nomination of Trustees. [P. S. Act, sec. 102 (2), S. S. Act, sec. 31 (5).] (*Before 2nd Wednesday in December.*)

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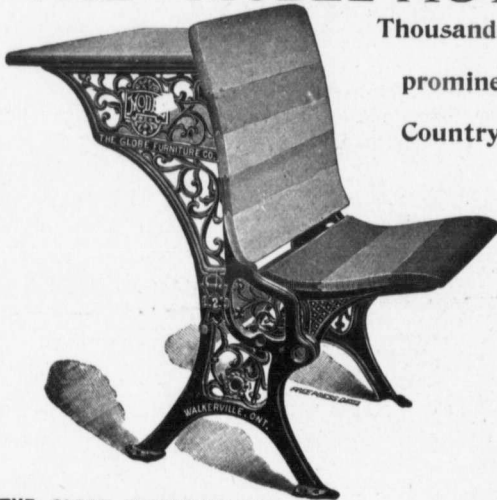
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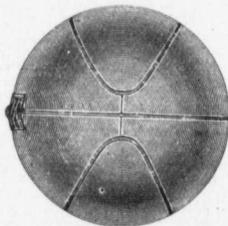
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