

prize list as the result of examinations passed in the University of Manitoba, and at the close of each term of the session:

Medals—Form III—Governor-General's: Silver Medal, J. B. Polworth. Form II—Argyle Bronze Medal, W. McK. Omand.
Prizes—Form II—Class Prize, R. R. Sutherland. Form I—Class Prize, G. M. Atkinson and D. Anderson (equal); honorable mention—J. Mulvey and H. Ogletree.

Bursaries—Entrance Examination—1st and 2nd Bursaries, W. Scott and Donald H. McVicar (equal); 3rd, T. H. Scott; 4th, A. E. Hurstall. Donald H. McVicar is a pure Cree Indian.

QUERIES.

J. E. H.—Any one may write for a non-professional First Class Certificate at any time or any age. He will not, of course, receive his certificate until he has fulfilled the requirements for a professional certificate, including experience, and attendance at the Normal and Model Schools. The regulations are contained in the Compendium of School Law, to be found in every school section in the hands of the Trustees.

G. V.—The teacher does not lose the amount if the order for the Government Grant is mislaid. The Inspector may give another order, which will cancel the first.

M. N.—The metric system is not yet used in Canada.

Both books named are authorized in the subject of Book-keeping. Any edition of Roscoe will do.

TEACHER.—(a) The Normal School sessions in Ontario last three months for second-class teachers.

(b) The travelling expenses of second-class candidates are paid by the Education Department.

(c) Students must purchase their own books for use in the Normal Schools, but they are supplied to them at one-half the retail price.

The Literature for First Class Certificate, Grade C in 1880, will be

Julius Caesar—*Shakespeare*.
An Elegy in a Country Churchyard—*Gray*.
The Traveller—*Goldsmith*.
The Spectator—Papers 106, 108, 112, 115, 117, 121, 122, 123, 125, 126, 131, 209, 323, 335, 517—*Addison*.
Johnson's Life of Addison.
Macaulay's Life of Johnson.

No particular editions of these texts are prescribed, but the following good ones are mentioned in order to aid candidates:

The edition of Julius Caesar, in the Clarendon Press series.
Morley's Spectator.
Matthew Arnold's Johnson's Chief Lives of the Poets. This contains both Johnson's Life of Addison and Macaulay's Life of Johnson.

The English authors to be read for First Class Certificates, Grade A and B, in 1880, are

CHAUCER—The Prologue to the Canterbury Tales.
The Nonne Prestre's Tale.
SHAKESPEARE—Romeo and Juliet.
MILTON—Areopagitica.
POPE—The Essay on Man.

MATTHEW ARNOLD—The Preface to Johnson's Chief Lives of the Poets.
N.B.—Candidates who take other departments will be required to show by passing an examination in Romeo and Juliet that they have read the play carefully, and that they are in the habit of writing the English Language correctly.

No particular editions of these texts are prescribed, but the following good ones are mentioned in order to assist candidates:
Morris's Edition of Chaucer's Prologue to the Canterbury Tales and the Nonne Prestre's Tale in the Clarendon Press Series.
Hunter's Romeo and Juliet.
Arber's Edition of the Areopagitica.
The Edition of the Essay on Man, in the Clarendon Press Series.
Matthew Arnold's Johnson's Chief Lives of the Poets.

W. D. M., *Summerside, P.E.I.*—(a) He can write at once in Ontario for a certificate of a corresponding grade to the highest he may hold from any Normal School in the British Dominions.
(b) Nearly \$800.

T. W. C. B., *Allenwood*.—Consult Compendium of School Law, page 236. Your Trustees have it.

Readings and Recitations.

* * ERRATA IN DECEMBER NUMBER.—In Latin Hymn, p. 283, line 2, for *O mecum habitato*, read *Tu mecum habitata*: line 5, for *properat* read *properant*.

OUR FIRST INSPECTOR.

AN OFF-HAND "COMPOSITION," BY A PUPIL OF MOUNT FOREST HIGH SCHOOL.

Ah! well we knew that, on some wintry morn,
When outside all was dreary, bleak, and chill,
There would invade our school the stalwart form
Of one who'd through each bosom send a thrill.

Was it a thrill of gladness, hope, or joy,
Or did we shake with a convulsive dread?
I think, though I can't tell the reason why,
We "trembled slightly" when we heard that tread.

But memory came with all its force and power,
And bore our thoughts back to a summer day
A year ago, when at the self-same hour
The self-same person came the self-same way.

Our school was then but five or six months old,
Yet here he found an "Intermediate Class"
"Intent on high designs," with names enrolled,
Just on the eve of marching up to pass.

We did march up, a joyous happy crowd;
No thought of failure in our wildest dream:
But back we came with lamentations loud,
Alas! we found "things are not what they seem."

He told us calmly when he called that time,
Fierce was the fight, for us so young and frail;
Right well he knew 'twas he who charged the guns
That pierced our ranks, and caused each heart to quail.

But failure taught us what we need to know,
And showed us each wherein our weakness lay;
We strengthened this, and tried again to show
Our neighbors we were quite as "smart" as they.

Winter and summer since that time have gone
When last we gazed upon his welcome face;
When now he calls, he'll find us further on—
I hope, in all, improvement he may trace.

Our force is larger, and commanded by
A gallant staff of faithful men and true;
In all the schools which claim the title High,
I doubt if he would find as fine a crew.

—MARGARET NAISMAITH

Mount Forest, Nov. 22, 1879.

A LITTLE BOY'S TROUBLES

A RECITATION.

I thought when I'd learned my letters,
That all my troubles were done;
But I find myself much mistaken—
They have only just begun.
Learning to read was awful,
But nothing like learning to write;
I'd be sorry to have you tell it,
But my copy-book is a sight

The ink gets over my fingers:
The pen cuts all sorts of shins,
And won't do at all as I bid it;
The letters won't stay on the lines,
But go up and down and all over
As though they were dancing a jig—
They are there in all shapes and sizes,
Medium, little and big.

The tails of the g's are so contrary,
The handles get on the wrong side
Of the d's and the k's and the h's,
Though I've certainly tried and tried
To make them just right; it is dreadful,
I really don't know what to do,
I'm getting almost distracted—
My teacher says she is too.