

RESULTS OF EXAMINATION OF TEACHERS, OCTOBER, 1867.

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Sydney	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
45.5 Baddeck	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Mar. Forks	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Port Hood	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arichat	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
61.5 Guyaboro	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4. Shebrook	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12.5 Antigonish	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13.5 Pictou	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18.5 Amherst	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19.5 Truro	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23. Halifax	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Windsor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25 Kentville	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
45.8 Bridgetown	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
75 Digby	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10 Yarmouth	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
66 Shelburne	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
46.7 Liverpool	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
46.8 Lunenburg	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
46.8 Nor. School	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
A.S. 27.5	10	8	1	1	56	16	26	8	6	157	47	53	15	42	127	26	26	75	32	8	24	

ORDER OF PARSING.

ON page 5<sup>o</sup> of the "Comments and Regulations" of the Council of Public Instruction, the following "remark" is made:—"The order pursued in parsing should be from the general to the particular." The model there given is—

1. Class (of words).
2. Sub-class.
3. Inflections (if any).
4. Syntax.
5. Rule of Syntax.

Very many teachers practice this order, others regard disorder "good enough," while some never give the matter a thought. In these days of written examinations it becomes specially necessary that teachers should both teach and practice an exhaustive order of parsing. Every pupil able to parse should be required to do so according to some established order. And this should be done as a matter of course, instead of in reply to a series of questions by the teacher. The latter mode is a great waste of time, and is unworthy of any school-room in Nova Scotia. Not long since we heard a specimen of parsing that was after the fashion too much in vogue. Here it is:—*Teacher*—Parse conscience. *Pupil*—It's a noun. *Teacher*—What kind of a noun? *Pupil*—Common noun. *Teacher*—What case is it? *Pupil*—Nominative case. *Teacher*—What is it the nominative to? *Pupil*—To "will make." *Teacher*—What gender is it? *Pupil*—Neuter gender. *Teacher*—What number is it? *Pupil*—Singular number. *Teacher*—What person is it? *Pupil*—Third person. *Teacher*—Give the rule? *Pupil*—The subject of a verb is in the nominative case.

Both teacher and pupil seemed well satisfied with this wo. y process. To us it appeared the last of all exercises to stimulate thought and secure its adequate expression. Let order obtain; let the teacher put upon the blackboard his form, and ever after require his pupils rigidly to adhere to it. Then there would be some hope that the pupil would use his own powers, and not be forever hopping from point to point upon crutches so inconsiderately afforded him by the teacher. There are plenty of schools where children have been parsing for a year, and yet if asked to parse a noun, they would be thrown into confusion if the teacher did not prop them up with questions. Let every pupil be required to parse his word—to parse it right through from beginning to end according to an established order, without requiring to be waited upon every instant with a question. In order to aid those who believe in doing the most work in the shortest time, and who would like to see an exemplification of the model recommended by the Council, we subjoin the following:

NOUNS AND PRONOUNS.

- |                      |            |
|----------------------|------------|
| 1. Class (of words). | 5. Gender. |
| 2. Sub-class.        | 6. Case.   |
| 3. Number.           | 7. Syntax. |
| 4. Person.           | 8. Rule.   |

EXAMPLES.—Victoria wears a crown. I, Sophocles, received the prize. The King lost his spaniel. James sold the book which he bought.

- Victoria—
- |              |  |
|--------------|--|
| 1. A Noun.   | 6. Nominative.                                       |
| 2. Proper.   | 7. The subject of wears.                             |
| 3. Singular. | 8. The subject of a finite verb is in the Nom. case. |
| 4. Third.    |  |
| 5. Feminine. |  |

Crown—

- |              |   |
|--------------|---|
| 1. A Noun.   | 6. Objective.                                     |
| 2. Common.   | 7. The object of wears.                           |
| 3. Singular. | 8. The object of a verb is in the Objective case. |
| 4. Third.    |   |
| 5. Neuter.   |   |

Sophocles—

- |                |   |
|----------------|---|
| 1. A Noun.     | 7. It identifies and emphasizes I.  |
| 2. Proper.     | 8. A noun or pronoun used to identify and emphasize another noun or pronoun, agrees with it in Number, Person and Case. |
| 3. Singular.   |   |
| 4. First.      |   |
| 5. Masculine.  |   |
| 6. Nominative. |   |

His—

- |   |   |
|---|---|
| 1. A Pronoun.                                   | 9. A Pronoun agrees with the word to which it refers, in Number, Person and Gender. A Noun or Pronoun expressing possession, source or kind, is in the Possessive case. |
| 2. Personal.                                    |   |
| 3. Singular.                                    |   |
| 4. Third.                                       |   |
| 5. Masculine.                                   |   |
| 6. Possessive.                                  |   |
| 7. It refers to king; and expresses possession. |   |

Which—

- |               |  |
|---------------|--|
| 1. A Pronoun. | 7. It refers to book; and is the object of bought.   |
| 2. Relative.  | 8. A Pronoun agrees with the word to which it refers, in Number, Person and Gender. The object of a verb is in the Objective case. |
| 3. Singular.  |  |
| 4. Third.     |  |
| 5. Neuter.    |  |
| 6. Objective. |  |

He—

- |                |   |
|----------------|---|
| 1. A Pronoun.  | 7. It refers to James; and is the subject of bought.                      |
| 2. Personal.   | 8. A Pronoun agrees &c. The subject of a finite verb is in the Nom. case. |
| 3. Singular.   |   |
| 4. Third.      |   |
| 5. Masculine.  |   |
| 6. Nominative. |   |

VERBS.

- |                     |            |
|---------------------|------------|
| 1. Class.           | 6. Tense.  |
| 2. Sub-class.       | 7. Number. |
| 3. Principal Parts. | 8. Person. |
| 4. Voice.           | 9. Syntax. |
| 5. Mood.            | 10. Rule.  |

\* In the case of Infinitives and Participles 7 and 8 will be omitted. EXAMPLES.—He struck them. They ran away. They were cautioned by him. Strive to help all. He saw the man lying there.

Struck—

- |  |   |
|--|---|
| 1. A Verb.                             | 6. Past.  |
| 2. Transitive—Strong Conjugation.      | 7. Singular.  |
| 3. Strike, struck, stricken or struck. | 8. Third.   |
| 4. Active.                             | 9. Agreeing with its subject, He.   |
| 5. Indicative.                         | 10. The number and person of a Verb are the same as the number and person of its subject. |

Ran—

- |                                     |   |
|-------------------------------------|---|
| 1. A Verb.                          | 7. Plural.  |
| 2. Intransitive—Strong Conjugation. | 8. Third.   |
| 3. Run, ran, run.                   | 9. Agreeing with its subject, They.   |
| 4. Active.                          | 10. The number and person of a verb are the same as the number and person of its subject. |
| 5. Indicative.                      |   |
| 6. Past.                            |   |

Were cautioned—

- |                                   |   |
|-----------------------------------|---|
| 1. A Verb.                        | 7. Plural.  |
| 2. Transitive—Weak Conjugation.   | 8. Third.   |
| 3. Caution, cautioned, cautioned. | 9. Agreeing with its subject, They.   |
| 4. Passive.                       | 10. The number and person of a verb are the same as the number and person of its subject. |
| 5. Indicative.                    |   |
| 6. Past.                          |   |