

Composition. (One paper.) 1. Sentence-building, and correction of sentences involving the wrong use of words. 2. Constructing a simple narrative from furnished notes, or writing a brief essay on a prescribed topic of familiar character. 3. To show a knowledge of the proper use of capitals, and the elementary principles of punctuation.

II.—HISTORY AND GEOGRAPHY.

History. (One paper.) 1. The leading events of British History from the Norman Conquest, as contained in the prescribed *Outlines of British History*. The knowledge expected will include, (1) The Sovereign, his descent and personal character. (2) The chief events of each reign such as wars, battles, treaties, &c. (3) The character and achievements of very famous individuals. 2. The leading events of *Nova Scotian* history as contained in *Calkin's History of British America*.

Geography. (One paper.) 1. Calkin's *Introductory Geography*. 2. To give the boundaries and the population of the Counties of Nova Scotia. 3. To draw an outline map of any of the Maritime Provinces, or of any part of them, as may be required.

III.—MATHEMATICS.

Arithmetic. To have a fair knowledge of Kirkland and Scott's *Elementary Arithmetic*.

Algebra. To understand Todhunter's *Algebra for Beginners* to the end of Fractions.

IV.—BOOK-KEEPING.

To be acquainted with the use of the Day Book and Ledger.

GRADE C.

I.—LANGUAGE.

Grammar and Analysis. (Two papers.) Prescribed text-book except *Notes and Appendix*.

Composition and Prosody. (One paper.) Dalglish's *Introductory Text-Book*.

II.—HISTORY AND GEOGRAPHY.

History. (Two papers.) 1. *Outlines of British History*. (Excepting Chapters treating on Social and Political Progress.) 2. *Calkin's History of British America*.

Geography. (One paper.) 1. *Calkin's Geography of the World*, (including use of Terrestrial Globe.) 2. Furnishing from memory an outline map of any Province of the Dominion, or of either Europe or North America. (Location of chief mountain ranges, rivers and cities may be asked for.)

III.—MATHEMATICS.

Arithmetic. To have such a knowledge of Arithmetic as may be gained from Hamblin Smith's *Arithmetic*, excepting sections 14, 22, 29, 32, 33.

Algebra. To have a knowledge of Algebra as contained in *Todhunter's Algebra for Beginners* to the end of Simple Equations.

Geometry. To be able to solve any problem in the First Book of Euclid's Elements and original exercises corresponding thereto.

IV.—BOOK-KEEPING.

To be familiar with the principles of Book-keeping by single entry, as given in *Eaton and Frazee's Elementary Treatise*.

Candidates may substitute for Book-keeping an exercise in French. The *French Principia*, Part I., will give an idea of the amount of knowledge required to answer questions set.

V.—BOTANY.

The Elements of Structural Botany as contained in Part I., of Gray's "How Plants Grow."

GRADE B.

I.—LANGUAGE.

Grammar and Analysis. (Two papers.) Prescribed text-book, including *Notes and Appendix*.

Composition and Prosody. (One paper.) Dalglish's *Advanced Text Book on English Composition*.

English Literature. A knowledge of the contents of Stopford

Brooke's "Primer of English Literature," with a critical examination of selected passages from Shakespeare's "Julius Cæsar."

II.—HISTORY AND GEOGRAPHY.

History. (Two papers.) 1. *Outlines of British History*, with special stress on Constitutional events. 2. *Swinton's Outlines of the World's History*.

Geography. (One paper.) 1. *Calkin's Geography of the World*, with particular attention to Astronomical and Physical Geography. 2. To draw from memory an outline map of any of the Continents, or of the Dominion of Canada, or any of the five Eastern Provinces thereof, or of the British Islands, or any one thereof, with the chief rivers and mountain ranges clearly marked.

III.—MATHEMATICS.

Arithmetic. To have such knowledge of Arithmetic as may be gained from Hamblin Smith's *Arithmetic*, and to state reasons for Arithmetical rules and processes.

Algebra. To have a knowledge of Algebra as contained in *Todhunter's Algebra for Beginners*.

Geometry. To be familiar with the first four books of Euclid's Elements, and to work original exercises of corresponding character.

Practical Mathematics. To have a knowledge of contents of *Eaton's Elementary Practical Mathematics*.

Chemistry. Inorganic chemistry as in *Steele's Fourteen weeks in Chemistry*. 2. *Tanner's First Principles of Agriculture*.

Physics. The first four Chapters of *Gage's Elements of Physics*.

French. Candidates may substitute for either Chemistry or Physics, a paper in French. *The French Principia*, Parts I. and II., will give an idea of the grammatical knowledge required to answer questions set. Extracts for translation from French into English will be from *Moliere's Le Bourgeois Gentilhomme*.

Book-keeping. To understand the principles of Book-keeping by single and double entry, as contained in *Eaton and Frazee's Elementary Book-keeping*.

Physiology. To be familiar with the Elements of Physiology and Hygiene as in *Huxley and Youman's text-book*, omitting Chapters III, VII, X, XII, XIII.

GRADE A.

Any candidate for this Grade who already holds a Provincial license of the First Class (Grade B), or who is a graduate in Arts of any Provincial College or other approved University, shall be examined simply in the subjects specified below. All other candidates shall in addition be examined in all the subjects prescribed in the Grade B Syllabus (according to the papers set for that Grade), except *School Management and Teaching, Algebra, Geometry, Chemistry, Physics and Physiology, English Literature* being for the present required of both Grades. Previous regulation regarding candidates who have made an average of 75 or upwards in Grade B branches is no longer in force.

I.—PROFESSIONAL.

School System and School Management. (a) To be familiar with the law relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction,—particularly those portions bearing on the relations and duties of teachers and on the organization and operation of County Academies.

(b) To understand thoroughly the principles of school organization, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper conditions for securing the moral and physical well-being of pupils.

(c) To be familiar with the history of leading Educational Reformers and their systems. (Under this head *Quick's "Educational Reformers,"* may be advantageously consulted. An American edition is published by R. Clarke & Co., Cincinnati.)

Teaching. (a) To have an understanding of the faculties and fundamental laws of the human mind in their application to the science and art of education generally.

(b) To practically apply the principles thus derived to the teaching of particular subjects, especially those embraced in a high school course of study.

II.—CLASSICS.

1. *Latin and Greek Grammar.* To have such a knowledge of Latin and Greek Grammar as may be gained from *Harkness's r*