

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 proposition in the First Book of Euclid's Elements and original exercises corresponding thereto, and also the propositions of the Second Book.

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 "*Merchant of Venice*."—(Ed. recommended, Rolfe's) Harper Bros., N. Y.)

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. (Sully's *Teacher's Handbook of Psychology* recommended.)

(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 or Smith's (smaller) Latin Grammar, and Hadley's [abridged] or Smith's (smaller) Greek Grammar. To test the candidates' knowledge of *Latin* and *Greek* as distinguished from that of particular Latin or Greek authors, each Grammar paper will contain a short passage from some unspecified author to be translated *at sight*.

2. *Translation.* To be able to translate without the aid of a dictionary any assigned passage, or passages, from the following authors:—

Latin:—Caesar, *De Bell Gall.* Books I and II. Virgil, *Aeneid* Books I and II. Horace, *Odes* Book I. Livy, Book XXI.

Greek:—Xenophon, *Anab.* Books III and *Symposium* (John Allyan & Co., Boston.) Homer, *Iliad* Books I and III. Aeschylus, *Prometheus Vincetus*.

Note. Candidates will be held liable to answer all historical, geographical, and grammatical questions arising from the extracts assigned for translation or from any part of the book to which they belong. They must also be well versed in Latin and Greek Prosody, and be able to scan any assigned passages in Virgil, Horace, Homer and [in the regular dialogue] of Aeschylus.

3. *Composition.* To have such a knowledge of Latin and Greek Prose composition as may be gained from *Principia Latina*, Part IV, [or from Arnold's *Latin Prose Composition*] and *Initia Graeca*, Part III [or from Arnold's *Greek Prose Composition*.]

4. *History.* To have a good knowledge of Greek and Roman History as contained in Smith's *History of Greece*, and Liddell's *History of Rome*.

III.—MATHEMATICS AND SCIENCE.

Geometry. Plane and Solid Geometry, as in Hamblin Smith's *Treatise*.

Algebra. As in Todhunter's *Advanced Algebra*, or any equivalent treatise.

Chemistry. As in Wilson's *Inorganic Chemistry*.

Natural Philosophy. As in Wormell's treatise.

Note. For the present year candidates may substitute for either Chemistry or Natural Philosophy, French as prescribed in Grade B Syllabus.

Physiology and Hygiene. As in Huxley and Youman's treatise.

IV.—ENGLISH LITERATURE.

As prescribed in Grade B Syllabus.

REGULATIONS RELATING TO WRITING AND SPELLING.

I. It is ordered that the following addition shall be made to the Standards of Awards in respect to all the Grades:

The Memos. and Official Envelopes for Provincial Examiners shall provide for the valuation by each Examiner of the papers of each Candidate in respect to penmanship, general style of mechanical execution, proper use of Capitals, etc., under the general head of *writing*. Each candidate's paper in each general group shall be ranked as *good*, *fair* or *bad*. The average otherwise obtained shall

*For modification of requirements as respects forthcoming Examination, see Official Notices in the Journal.