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RJM 1887-1892

# JOURNAL OF EDUCATION

## NOVA SCOTIA

NEW SERIES.

OCTOBER, 1887.

VOL. VIII. No. 1.

### OFFICIAL.

The following Regulations supersede those formerly in force respecting the JOURNAL OF EDUCATION:—

*I.—The JOURNAL OF EDUCATION shall hereafter be published semi-annually, in the months of April and October respectively, and shall continue to be the medium of Official Notices in connection with the Department of Education.*

*II.—The JOURNAL will be furnished gratuitously, according to law, to each Inspector, Chairman of Commissioners, and Board of Trustees, and will be supplied to other parties wishing it at the rate of ten cents per copy.*

*III.—Each Secretary of Trustees is instructed and required to file and preserve the successive numbers of the JOURNAL for the benefit of his fellow Trustees and the Teacher or Teachers of his section, and their successors, and to inform his associates in office and the Teacher or Teachers of its receipt, so soon thereafter as may be convenient.*

## EXAMINATION PAPERS,

Set for Candidates for Provincial Licenses.

JULY, 1887.

### ACADEMIC LICENSES (Grade A.)

#### ALGEBRA.

1. A banker has two kinds of change; there must be  $a$  pieces of the first to make a crown, and  $b$  pieces of the second to make the same; now a person wishes to have  $c$  pieces for a crown. How many pieces of each kind must the banker give him?

2. Find the values of  $x$  and  $y$  from the Equations  $2y + 5y + 3 = 1$   

$$x^2 + 5x + y(y-1) = 24.$$

3. Find corresponding integral values of  $x$  and  $y$  in the Equation  $20x - 9y = 683.$

4. According to natural philosophy a body falling in a vacuum describes in the first second of its fall  $16\frac{1}{2}$  feet, and in each succeeding second  $32\frac{1}{2}$  ft. more than in the second immediately preceding. If a body has fallen 20 seconds, how many feet has it fallen in the last second, and how many in the whole time?

5. Show generally how to divide an odd integer into two other integers, of which the product shall be the greatest possible.

6. Free from radicals the Equation

$$\frac{\sqrt{x} + \sqrt{x-a}}{\sqrt{x} - \sqrt{x-a}} = \frac{a^2}{x-a}$$

7. Give one solution of the Equations

$$\begin{aligned} y^2 - x^4 &= 68 \\ x^2 + \sqrt{x} &= y \end{aligned}$$

#### GEOMETRY.

1. If a straight line be bisected and produced to any point, the square on the whole line thus produced and the square on the part of it produced are together double of the square on half the line bisected, and of the square on the line made up of the half and the part produced.

2. Show that the perimeter of an isosceles triangle is less than that of any triangle of equal area on the same base.

3. Through a given point without a circle draw a chord such that the difference of the angles in the two segments, into which it divides the circle, may be equal to a given angle.

4. The rectangle, contained by the diagonals of a quadrilateral inscribed in a circle, is equal to the sum of the rectangles contained by its opposite sides.

5. Produce a given straight line, so that the given line may be a mean proportional between the whole line and the part produced.

6. If a solid angle be contained by three plane angles, any two of them must be together greater than the third.

7. Similar polygons inscribed in circles are to one another as the squares on the diameters of the circles.

#### SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. State the principles which regulate the apportionment of the County Fund to Trustees, and show in what respect they tend to secure, (1) School privileges in a Section, and (2) a good attendance.

2. Discuss the nature and extent of the teacher's authority over his scholars outside the school room.

3. State the physiological reasons rendering necessary careful regulation of the school room in respect of (1) temperature, (2) cleanliness, (3) ventilation.

4. Discuss broadly the question of "punishment," stating as fully as you can the principles by which you propose to regulate your own practice

5. Give outlines of the career and system of Pestalozzi.

6. State fully, with reasons, your views as to the proper order of scientific studies in an academic course of study.

#### TEACHING.

1. Discuss "the educational value of memory," and state principles which should regulate the development and training of that faculty.

2. Explain your method of unfolding to a class of beginners the principles of *declension* in Latin.

3. What is meant by "Aesthetic Culture?" Explain methods by which it may be promoted both directly and indirectly in connection with school work.

4. Describe the teaching of any lesson in English Grammar that has specially impressed you, either favorably or unfavorably. Discuss with particular reference to effect on pupil's growth (1) in knowledge, (2) in mental power.

5. Furnish detailed directions for teacher of Preparatory Department (8th Grade Common School Course) in teaching the fundamental principles of composition (without text book).

PHYSIOLOGY.

1. What do you understand by the terms *Life and Death*? Distinguish between the different kinds of death; and state what may be considered as the "immediate cause" of death to the individual.
2. Give a short description of the connections and structure of the heart.
3. Write a note on the chemical composition of muscle.
4. Give an explanation of squinting. Explain the principle of the stereoscope.
5. State the disadvantages of a purely nitrogenous diet; show the economy and advantages of a mixed diet.
6. State the effects of "overtasking the emotions" upon mental stability.

(Candidates are at liberty, as per Syllabus of Examination, to write on such two of the three subjects given below as they may choose. No credit will be given to papers on all subjects from the same candidate.)

CHEMISTRY.

1. Give the source, mode of preparation and properties of Hs N.
2. Describe the process of *distillation*. For what purpose is it used in Chemistry?
3. What is the composition of Borax? From what sources is it obtained?
4. Give symbol and atomic weight of Silicon. How is Silicic Chloride obtained? What is the composition of each of the varieties of glass?
5. Give the chief properties of the metal Mercury. Name the chief *Salts* of this metal with formula of each.
6. What is the composition of the following substances? *White Lead, Bleaching Powder, Oil of Vitriol, Washing Soda, Red Lead, Lamp black, Condy's fluid, and Alum.*

NATURAL PHILOSOPHY.

1. Explain the meaning of the words *Composition and Resolution* of Forces and show how forces may be compounded and resolved. Resolve the force 12 into two forces, making angles of 45° with the given force on either side of it.
2. Investigate the requisites of a good balance. Prove that the true weight of a substance, when successively weighed in two ends of a *false* balance, is equal to the square root of the product of the two apparent weights.
3. Describe the Siphon, and explain its action. Explain the methods of determining the specific gravity (1) of a liquid, (2) of a gas.
4. Give a sketch and explain the principles of action of the *forcing pump*. Describe the *diving-bell*.
5. Define Ray, Pencil, Focus of Light, Angle of Incidence, Angle of Reflection, Angle of Refraction and define the principal focus of a mirror. Find the position of the principal focus: (1) for a concave spherical mirror, (2) for a convex spherical mirror.
6. What is meant by the limiting angle of total Reflection.

FRENCH.

Translate into English:

Pour moi, je vous l'avoue, je ne repais un peu de gloire. Les applaudissements me touchent; et je tiens que, dans tous les beaux-arts, c'est un supplice assez fâcheux que de se produire à des sots, que d'essayer, sur des compositions, la barbarie d'un stupide. Il y a plaisir, ne m'en parlez point, à travailler pour des personnes qui soient capables de sentir les délicatesses d'un art; qui sachent faire un doux accueil aux beautés d'un ouvrage, et par des chatouillantes approbations, vous régaler de votre travail. Oui, la récompense la plus agréable qu'on puisse recevoir des choses que l'on fait, c'est de les voir connues, de les voir caressées d'un applaudissement qui vous honore. Il n'y a rien, à mon avis, qui nous paye mieux que cela de toutes nos fatigues; et se sont des douceurs exquisés que des louanges éclairées.

Je fais voir pour une personne toute l'ardeur et toute la tendresse qu'on peut imaginer; je l'aime rien au monde qu'elle, et je n'ai qu'elle dans l'esprit; elle fait tous mes soins, tous mes desirs, toute ma joie; je ne parle que d'elle, je ne pense qu'à elle, je ne fais des songes que d'elle, je ne respire que par elle, mon cœur vit tout en elle; et voilà de tant d'amitié la digne récompense! Je suis deux jours sans la voir, qui sont pour moi deux siècles effroyables; je la rencontre par hasard; mon cœur, à cette vue, se sent tout transporté, ma joie éclate sur mon visage, je vole avec ravissement vers elle; et l'inattendu détourne de moi ces regards, et passe brusquement, comme si de sa vie elle ne m'avait vu!

1. Give the correct rendering of the title of the play, "*Le Bourgeois Gentilhomme*."
2. Account for the subjunctives *soient, sachent* and *puisse*, and explain the forms *connues* and *caressées*.
3. Write a note on the uses of *qui* and *que* as relatives.
4. Give the principal verbs that require no preposition in French before the infinitive which follows them.
5. Distinguish between the uses of, *avant, devant; au'our, alentour, auparavant; plus, davantage; savoir, connaître; sortir, partir, rêver, songer.*

Translate into French:

Cyrus was considered the Father of his people, but the present king is their tyrant and oppressor. He knew what to do and how to do it. The tiger is more to be feared than the lion. My friend will be here in half an hour, and stay with me for one hour and a half. She could understand and speak nine languages. Are you sure this man is more than forty? Certainly, I know he is more than fifty. I am taller than my brother by three inches. The man walked five hundred miles in one month. Have you heard the bell? What is the matter with you? The English people maintain their liberty. Will you be so kind as to lend me your carriage? Will it be fine to-morrow? Send for the man who did it. No, I am sorry to say she is worse.

It is twenty minutes to twelve now. If you do not attend to what I say, I shall punish you.

LATIN COMPOSITION.

Translate into Latin:

1. He taught the boys rhetoric at Corinth, logic at Athens.
2. In the Consulship of Cicero, Cataline and several (*compluresque*) other nobles, who were overwhelmed with debt, conspired to overthrow the republic; but their plans were frustrated by the vigilance of the consul, who drove Cataline out of the city, and caused (*effect ut*) those who remained behind to be arrested and strangled in prison.
3. I shall return to Rome on the 22nd of April.
4. He promised to leave the city and never to return.
5. He cried out that he was prepared to shed his blood for his country.

GREEK COMPOSITION.

Translate into Greek:

1. The Greeks wondered what it was that had happened.
2. All day they saw the sea itself and many ships.
3. The time which has been given (part.) to us is brief.
4. The general, having seen the enemies approaching, deposited all the booty among (eis) the Thracians.
5. If, therefore, you think that it is so, you are at liberty to sail away for the Peloponnesus.

ROMAN HISTORY.

1. Describe the constitution and functions of the different *Conitia*.
2. Give the dates of the three Punic Wars, and name the most distinguished Romans who took part in them.
3. Describe the First and Second Triumvirates.
4. When, and between whom, was the battle of Philippi fought, and with what results?
5. Mention and describe the chief political measures of Julius Cæsar.
6. "The Government of the Empire was not ostensibly monarchical." Explain.

GREEK HISTORY.

1. Write an account of "the Return of the Heracleidae," distinguishing between the historical and mythical elements of the legend.
2. State Wolfe's theory of the authorship of the Homeric poems, and discuss the validity of his arguments.
3. Mention in chronological order the chief Greek Historians and briefly describe their style and principal writings.
4. Describe the "Confederacy of Delos," and the part it played in Grecian history.
5. Give an account of the Sophists, particularly in their relation to the teaching of Socrates.

FIRST-CLASS LICENSES (Grade B.)

GEOGRAPHY.

1. Explain the terms, Circle of Illumination, Equinoctial, Ecliptic, Declination, and describe the Sun's apparent motion in the heavens.
2. Describe the trade-winds, and show what effects they have on the climate and products of South America.
3. *Central America*,—its position, divisions and their capitals, climate and industries.
4. Where are the following, and with what events are they associated in history? Tel-el-Kebir, Londouderry, Khartoum, Sedan, Sebastopol, Cawnpore, Kars, Louisburg, Copenhagen.
5. Find the Latitude and Longitude of a place from the following data: the altitude of the Sun on June 21st is  $83^{\circ} 30'$ ; and by the chronometer when it is noon by local time, the London time is 5 min. to 10 a.m.
6. *Greece*—general description, islands, mountains, products and government.
7. Name the five greatest commercial centres of trade in Europe, with the principal exchanges at each.
8. Write a note on the races and religions of Asia.

BRITISH HISTORY.

1. Give an account of English government and society during the Norman Period.
2. Discuss the general policy of Tudor Sovereigns.
3. Mention, with a brief description of each, the principal legal and constitutional enactments of the reign of Charles II.
4. Describe the progress of literature and science during the Stuart Period.
5. Write a full note on the varieties of Colonial government prevailing throughout the British Empire.

UNIVERSAL HISTORY.

1. Give a brief account of the civilization of Ancient Egypt.
2. Write a note on the Spread of Christianity. Account for the fact that while the "Roman Empire was tolerant of all faiths, yet the Christians suffered most under good and reforming princes like Trajan and Marcus Aurelius."
3. *The Crusades*:—Their origin, object, achievements and results.
4. Relate the principal events in the reign of Louis XIV.
5. Narrate the steps that led to the "Unification of Italy."
6. Trace the events leading to the breaking out of the Great American Civil War.

COMPOSITION.

1. Point out faults, and recast the following sentences, making them clear. James' son, Charles I., before the breath was out of his body was proclaimed King in his stead. Richelieu said to the king that Mazaan would carry out his policy. A large number of seats were occupied by pupils that had no backs. He was overjoyed to see him, and he sent for one of his workmen, and told him to consider himself at his service.
2. Arrange in the order of *strength*, the words, phrases, etc., in the following sentences, and note the gain in energy:—We must fight, if we wish to be free, if we mean to preserve inviolate our rights, if we do not mean to abandon the struggle. I shall die an American; I live an American; I was born an American. All that I am, all that I hope to be, and all that I have in this life, I am now ready here to stake upon it. The nations of the earth repelled, surrounded, pursued and resisted him.

3. *The Narrative Theme*.—(1) its object, (2) classification, (3) rules for narration, (4) draw up a scheme for a Theme on a *Jury Trial*.

4. Give a prose paraphrase of the following:

True happiness has no localities,  
 No tone provincial, no peculiar garb,  
 Where'er a tear is dried, a wounded heart  
 Bound up, a bruised spirit with the dew  
 Of sympathy anointed, or a pang  
 Of honest suffering sooth'd or injury  
 Repeated off, as' off by love forgiven;  
 Where'er an evil passion is subdued—  
 There is a high and holy place, a spot  
 Of sacred light, a most religious fane,  
 Where happiness, descending, sits and smiles.

5. Name the figures of speech in the following: Lend me your ears. Borrowing dulls the edge of husbandry. He doth bestride

the narrow world like a Colossus. The grey-eyed Morn smiles on the frowning Night. I have bought golden opinions. Beware of the bottle. Lentulus returned with victorious eagles. His words fell softer than snow on the brine.

6. Criticize the following:—The thin mantle of snow dissolved. The devouring fire uprooted the stubble. Unravel the obscurities of this knotty question. We must apply the axe to the fountain of this evil.

7. Give examples of, regular pentameter, regular tetrameter, and give the rules for perfect rhyme.

BOOKKEEPING.

1. Jones of Halifax gives Brown of Montreal a draft for \$1000, payable thirty days after sight. Write the draft.
2. What accounts always close into the Profit and Loss account? Describe the process of closing the Ledger.
3. Write an advertisement applying for a situation as book-keeper.
4. What does the Cr. side of the Bills Payable account represent?
5. Journalize in full: Purchased for Cash a horse for \$150, and a pair of oxen for \$120. Sold Goods for \$1,600. Received cash \$600, and note at 3 mos for \$400. Borrowed from bank \$720 for 4 mos., gave in payment note for the amount with interest at 6 per cent. Drew on S. A. White for \$220 and sold draft for Cash less \$10. Lost shop and goods, value \$2,500, only \$1,000 insured. Bought goods for \$2,000 with 5 per cent. discount for cash.

GRAMMAR.

1. Give definition and derivation of *Etymology* and *Inflection*, and show why the latter term is scarcely applicable to English Grammar.
2. Explain the constructions: a hundred horses, many a man, a few books.
3. Write a note on the gerund; its uses, origin and forms, comparing it with the participle and the abstract noun in *ing*; explain the phrases, *a-going*, *the house is building*, *a walking-stick*.
4. Discuss fully the present and past uses of the anomalous verbs, *ought*, *must*, *may*, *quoth*, *worth*.
5. Point out and discuss any peculiarities in the following sentences: Three times four is twelve. That's me. What is the news? This twenty years we have not seen each other. John is taller than him. Than whom I know none wiser.
6. Show what grammatical changes our language has undergone since the Anglo-Saxon period; and also in what respect and to what extent the Anglo-Saxon is the principal element of the English language.

ANALYSIS.

1. Point out and illustrate the distinction between *complement* and *object*, and state in detail the classes of verbs which are followed by the objective complement.
2. Are clauses introduced by relative pronouns ever to be ranked as adverbial clauses of purpose? Explain and illustrate.
3. Point out and explain the distinction in Analysis between clauses introduced by *for* and *because*, respectively.
4. Analyze:

"Yet not for those,  
 Nor what the potent victor in his rage  
 Can else inflict, do I repent or change,  
 Though changed in outward lustre, that fixed mind,  
 And high disdain from sense of injured merit,  
 That with the Mightiest raised me to contend."

ARITHMETIC.

1. Define Ratio, Proportion. What is meant by a mean proportion? Solve the following both by the Unitary method and by Proportion: If 24 lbs. of wool make 115 yards of cloth, 1 yd. wide, how much cloth  $1\frac{1}{2}$  yds. wide ought 12 oz. to make.
2. Distinguish between (1) Interest and Discount, (2) the different kinds of Discount. What will be the true interest on \$1,000 for 6 months, it being supposed that if this interest is invested for the next 6 months that the whole interest for the year shall be exactly 6 per cent.
3. State the tests of divisibility of numbers by 8, 9 and 11, and apply them to the number 370524.
4. Discuss the common rule for "Equation of Payments," and using the following example show the error involved: A owes B \$1000 at the expiration of  $4\frac{1}{2}$  months; however he pays one-third of it at the end of three months and one-fourth of it a month later; when ought he to settle the account?

5. A merchant sold an article at a certain per cent. profit; if the cost had been 15 per cent. less, his profit would have been 30 per cent. more. What was his gain per cent.?

6. A grocer mixed coffee at 28 cents a pound with some of a better kind at 42 cents a pound, and by selling the mixture at 35 cents a pound he gained 15 per cent. on the former and 23 per cent. on the latter; in what proportion did he mix them?

7. Define the *gram*, and *litre*. In an English inch are contained 25.3995 millimetres. How many kilometres are there in a mile?

#### PRACTICAL MATHEMATICS.

1. Define Trigonometrical functions, circular functions, and show that  $\cosine 60^\circ = \frac{1}{2}$ , and deduce the remaining functional values.

2. Explain by means of a diagram the mode of computing the horizontal distance between two inaccessible points; distinguish between angle of depression and angle of elevation.

3. Demonstrate the rule for finding the area of a triangle when the three sides are given. The ratio of two sides of a triangle is 5 to 6, and the segments of the base made by a perpendicular falling from the vertical angle on the base are 10 and 14. Find the sides and area of the triangle.

4. Define *Prism*, *right*, *oblique*, and *regular Prism*, *Pyramid*. In a garden there is a grass plot in the form of a square, each side of which is twelve feet, in the centre of the plot a flag-pole rises to the height of 20 feet; how many yards of canvas will be necessary for a conical tent whose base shall enclose the grass plot and the apex of which shall be top of the pole?

5. Into a conical glass (full of water) whose slant height is 7 inches, and diameter across the top 6 inches, a sphere of iron is gently let fall, of such a size that the plane of the glass's edge is tangent to it; how much water will remain in the glass?

6. What is meant by the Centre of Gravity of a body? Where is the C. of G. of three equal bodies situated at the angular points of a triangle; of four equal bodies at the corners of a parallelogram? A uniform circular disk has a circular hole punched out of it, extending from the circumference half way to the centre. Find the centre of gravity of the remainder.

#### ALGEBRA.

1. State and demonstrate the rule for the multiplication of fractions.

2. (a) Express in words the meaning of  $a$  and write the expression in another way. (b) Multiply  $\frac{a}{-3} + \frac{a}{2ab} - \frac{1}{-2a} - \frac{1}{-3a} - \frac{1}{-4b}$  by  $-2a - 3a - 4b$ .

3. A banker has two kinds of change; there must be  $a$  pieces of the first to make a crown, and  $b$  pieces of the second to make the same; now a person wishes to have  $c$  pieces for a crown. How many pieces of each kind must the banker give him?

4. Find the values of  $x$  and  $y$  from the equations  $5y + 3x^2 + 5x + y(y-1) = 24$ .

5. "In a quadratic equation where the terms are all on one side, and the co-efficient of the square of the unknown quantity is unity, the sum of the roots is equal to \_\_\_\_\_, and the product of the roots is equal to \_\_\_\_\_" Complete the above statements and prove both.

6. Free from radicals the Equation

$$\frac{\sqrt{x} + \sqrt{x-a}}{\sqrt{x} - \sqrt{x-a}} = \frac{a+n}{x-a}$$

7. According to natural philosophy, a body falling in a vacuum describes in the first second of its fall 16 1-12 feet, and in each succeeding second 32 1-6 feet more than in the second immediately preceding. If a body has fallen 20 seconds, how many feet has it fallen in the last second, and how many in the whole time?

#### GEOMETRY.

1. Define accurately *secant*, *tangent*, *chord*, *sector*, *normal*, and show why algebraical proofs cannot always be substituted for geometrical in demonstrating propositions of the second book.

2. If a straight line be bisected and produced to any point, the square on the whole line thus produced and the square on the part of it produced are together double of the square on half the line bisected and of the square on the line made up of the half and the part produced.

3. To describe a circle which shall pass through two given points on the same side of a given straight line, and touch that straight line.

4. The opposite angles of any quadrilateral figure, inscribed in a circle, are together equal to two right angles.

5. Show that the perimeter of an isosceles triangle is less than that of any triangle of equal area on the same base.

6. To inscribe a regular hexagon in a given circle.

7. Through a given point without a circle draw a chord such that the difference of the angles in the two segments, into which it divides the circle, may be equal to a given angle.

#### SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. State the principles which regulate the apportionment of the County Fund to Trustees, and show in what respect they tend to secure (1) school privileges in a section and (2) a good attendance.

2. Discuss the nature and extent of the teacher's authority over his scholars outside the school room.

3. Define *Discipline*, and specify some of the means by which you would seek to promote it.

4. What physiological reasons render necessary careful regulation of the school-room as regards (1) temperature, (2) cleanliness, (3) ventilation.

5. When is the annual school meeting held? What are its chief powers and duties?

#### TEACHING.

1. Discuss the "educational value of memory," and state principles which should regulate the development and training of that faculty.

2. Give your method of explaining to a class of beginners subtraction in Algebra.

3. Describe the teaching of any lesson in English Grammar that has specially impressed you, either favorably or unfavorably. Discuss with particular reference to effect on pupil's growth; (1) in knowledge, (2) in mental power.

4. Name and briefly describe the various methods of teaching beginners to read. Justify your own method.

5. Furnish the outlines of an oral lesson on any plant, mineral, or animal you choose.

#### PHYSIOLOGY.

1. What do you understand by the terms *Life* and *Death*? Distinguish between the different kinds of Death, and state what may be considered as the "immediate cause" of death to the individual.

2. Give a short description of the connections and structure of the heart.

3. State the disadvantages of a purely nitrogenous diet; show the economy and advantages of a mixed diet.

4. Demonstrate the existence of the *muscular sense*. Write a note on the sense of Touch (including that of heat and cold).

5. Discuss the properties of the following as articles of clothing: Linen, Cotton, Woollen.

6. State the effects of "overtaking the emotions" upon mental stability.

(Candidates are at liberty, as per Syllabus of Examination, to write on such two of the three subjects given below as they may choose. No credit will be given to papers on all subjects from the same candidate.)

#### CHEMISTRY.

1. Distinguish between Acids, Bases and Salts; what is the difference between an *ate*, an *ite* and an *ide* compound?

2. Give the source, mode of preparation and properties of H. N.

3. Explain the process of Combustion as in the burning of a candle. What is the Oxy-hydrogen blow-pipe?

4. Give symbol and atomic weight of Silicon. What is the composition of each of the varieties of glass?

5. Name the principal alloys. Give their constituents with the proportion of each metal used in the alloy.

6. Write a full note on the benefits of drainage to the land.

#### PHYSICS.

1. Give the general characteristics of each of the "three states of matter."

2. Detail experiments illustrating Mariotte's or Boyle's Law.

3. Define *Physics*, *work*, *energy*, *potential* and *kinetic* energy.

4. Explain the terms *conduction* and *convection* of heat, and name some of the familiar phenomena explained by the latter.

5. What is distillation? evaporation? dew-point? Explain fully.

6. Explain the process of electrotyping.

FRENCH.

Translate into English :

Pour moi, je vous l'avoue, je ne repais un peu de gloire. Les applaudissements me touchent ; et je tiens que, dans tous les beaux-arts, c'est un supplice assez fâcheux que de se produire à des sots, que d'essayer, sur des compositions, la barbarie d'un stupide. Il y a plaisir, ne m'en parlez point, à travailler pour des personnes qui soient capables de sentir les délicatesses d'un art ; qui sachent faire un doux accueil aux beautés d'un ouvrage, et, par des chatouillantes approbations, vous régaler de votre travail. Oui, la récompense la plus agréable qu'on puisse recevoir des choses que l'on fait, c'est de les voir connues, de les voir caressées d'un applaudissement qui vous honore. Il n'y a rien, à mon avis, qui nous paye mieux que cela de toutes nos fatigues ; et ce sont des douceurs exquisées que des louanges éclairées.

Je fais voir pour une personne toute l'ardeur et toute la tendresse qu'on peut imaginer ; je n'aime rien au monde qu'elle, et je n'ai qu'elle dans l'esprit ; elle fait tous mes soins, tous mes désirs, toute ma joie ; je ne parle que d'elle, je ne pense qu'à elle, je ne fais des songes que d'elle, je ne respire que par elle, mon cœur vit toute en elle ; et voilà de tant d'amitié la digne récompense ! Je suis deux jours sans la voir, qui sont pour moi deux siècles effroyables ; je la rencontre par hasard ; mon cœur, à cette vue, se sent tout transporté, ma joie éclate sur mon visage, je vole avec ravissement vers elle ; et l'infidèle détourne de moi ses regards, et passe bruequement, comme si de sa vie elle ne m'avait vu !

1. Give the correct rendering of the title of the play, "Le Bourgeois Gentilhomme."
2. Account for the subjunctives *soient*, *sachent* and *puisse* and explain the forms *connues* and *caressées*.
3. Write a note on the uses of *qui* and *que* as relatives.
4. Give the principal verbs that require no preposition in French before the infinitive which follows them.
5. Distinguish between the uses of, *avant*, *devant* ; *autour*, *alentour*, *auparavant* ; *plus*, *davantage* ; *savoir*, *connaître* ; *sortir*, *partir* ; *rêve*, *songe*.

Translate into French :

Cyrus was considered the father of his people, but the present king is their tyrant and oppressor. He knew what to do and how to do it. The tiger is more to be feared than the lion. My friend will be here in half an hour, and stay with me for one hour and a half. She could understand and speak nine languages. Are you sure this man is more than forty? Certainly, I know he is more than fifty. I am taller than my brother by three inches. The man walked five hundred miles in one month. Have you heard the bell? What is the matter with you? The English people maintain their liberty. Will you be so kind as to lend me your carriage? Will it be fine to-morrow? Send for the man who did it. No, I am sorry to say she is worse.

It is twenty minutes to twelve now. If you do not attend to what I say, I shall punish you.

ENGLISH LITERATURE.

1. Relate the story of the origin of Caedmon's poem, name its subjects, and compare it with that of Beowulf.
2. Give a short sketch of "early dramatic representation in England," and name the chief dramatic writers of the reigns of Elizabeth and James I.
3. What position does Byron occupy as a poet? Name his chief works.
4. Give a short account of the general plot of the play of Julius Caesar.
5. Describe the quarrel scene between Brutus and Cassius, and illustrate by quotations the main differences between the characters of the disputants.
6. Explain the following words, giving the derivation where you can:—*Knave*, *rabblement*, *methinks*, *napkin*, *con*, *greeting*, *stare*, *round* and *underling*.
7. In the following passages explain the peculiarities of construction :

"That you do love me, I am nothing jealous."  
 "When went there by an age, since the great flood,  
 But it was famed with more than with one man,"  
 "That you may the better judge."  
 "The noble Brutus is ascended."  
 "I do entreat you, not a man depart,  
 Save I alone, till Antony have spoke."

SECOND-CLASS LICENSES. (Grade C.)

GEOGRAPHY.

1. Write a note on the continents, comparing their surface, etc., and stating any interesting features which you may have noted.
2. State the principal influences which affect climate.
3. Name the chief industries of each of the Provinces of the Dominion, also the chief exports and imports, with their approximate value.
4. Name the political divisions of the British West Indies, with a brief description of each.
5. Write a full account of the rivers of Europe.
6. Ireland—its surface, soil, chief towns and their situation.
7. Where and what are Miquelon, Suez, Barbadoes, Menni, Basle, Cotoxaxi, Sofia, Palermo, Rio Grande, Baikal and Zanzibar.
8. Draw an outline map of the Continent of Europe.

BRITISH HISTORY.

1. Describe briefly the Christianization of Saxon England.
2. Mention with a concise outline of each, the chief events of the reign of Henry II.
3. "From the government of James (I) all classes of the English people cherished favorable hopes." Explain as fully as you can.
4. Briefly describe the French Revolution and trace its effects on English History.
5. Explain the following terms:—*Danelagh*, *Domesday Book*, *War of Roses*, *Monopolies*, *Nonjurors*, *Jacobites*, *Berlin Decrees*, *Chartists*.
6. Describe at length any prominent event in the reign of Queen Victoria.

BRITISH AMERICAN HISTORY.

1. Mention the principal Acadian settlements at the time of the Expulsion with their present names.
2. State fully the causes that led to the Canadian Rebellion.
3. Give a short sketch of the life of the Hon. Joseph Howe.
4. Write notes on the following:—"Reciprocity Treaty," "Raid on St Albans," "Capture of the Chesapeake," "Founding of Montreal," "Expulsion of the Acadians."
5. Assign events to the following dates: 1497, 1608, 1642, 1667, 1697, 1748, 1759, 1770, 1814, 1825, 1837, 1848, 1864, 1865, 1873, 1880.

COMPOSITION.

1. "Substitution is the process of writing in the place of one word or phrase, another of the same or similar meaning." Give examples, illustrating substitution in both *words* and *phrases*.
2. Distinguish between Direct and Indirect speech, give examples and convert each into the other.
3. Punctuate the following passage, using capitals where necessary: a cobbler a leyden who used to attend the public disputations held at the academy was once asked if he understood latin no replied the mechanic but i know who is wrong in the argument how inquired his friend and why by seeing who is angry first.
4. Form a compound sentence from the following statements: The statue of Washington is of marble. The statue stands in the State House. The State House is in Boston. This marble came from Italy. Italy is a country which affords the most beautiful specimens of marble. The statue was executed by Chantry; Chantry is one of the most celebrated sculptors of the age, Chantry resides in London.
5. Write a letter to a friend giving an account of your preparation for examination.
6. Give an example of each of the following: Simile, Metaphor, Irony Epigram, Hyperbole.

BOOKKEEPING.

[Candidates who prefer may substitute for this paper that on French, given below. If papers on both subjects are handed in by same candidate, no credit will be given for either.]

1. Explain "Advance," "Bill of Exchange," "Clearance," "Insolvent," Bal, Dft, Gal, Hhd, Mo, Inst, Prox, Ult.
2. Write a circular to your customers, announcing a change in your business, and inviting them to visit you.

3. Sold John Jones goods to the amount of \$500 on May 1st, took his note for the amount payable in 3 months, June 1st, Jones paid \$250 which was endorsed on note and receipt given. Write the proper mercantile forms for this transaction.

4. Enter the following in the various books, according to the single entry method.

January 1st.—Jas. Smith bought from me goods to the amount of \$750 for which he paid me, less 5 per cent discount for cash. Sold Wm. Jones, 40 yds. grey cotton at 5c. per yd., 27 yards Oxford homespun at 6½c. per yd., 75 yds. bleached cotton at 8c. per yd., 10 heavy overcoats at 12.50 each. In return he sold me 200 lbs. butter at 20c. per lb. Cash \$50, and his note for balance at 3 months.

#### FRENCH.

Translate into English:

Je raisonnais ainsi de Pygmalion sans le voir; car on ne le voyait point et on regardait seulement avec crainte ces hautes tours, qui étaient nuit et jour entourées de gardes, où il s'était mis lui-même comme en erison, se renfermant avec ses trésors. Je comparais ce roi invisible avec Sésostriis si doux, si accessible, si affable, si curieux de voir les étrangers, si attentif à écouter tout le monde, et à tirer du cœur des hommes la vérité qu'on cache aux rois. Sésostriis, disais-je, ne craignait rien, et n'avait rien à craindre. Ce méchant roi est toujours exposé à une mort funeste, même dans son palais inaccessible, au milieu de ses gardes; au contraire, le bon roi Sésostriis était en sûreté au milieu de la foule des peuples, comme un bon père dans sa maison, entouré de sa famille.

1. Parse, *sans le voir, qui était entourées, celui-ci craint tout, lui-même.*

2. Write in full the Future Indicative Active of a regular verb in each of the Conjugations.

3. How are the compound tenses of Reflective verbs formed? Give the principal parts of all the reflective verbs in above extract.

4. Explain the uses of *qui, lequel, quoi.*

Translate into French:

He began to sing. Make him do it. Who paid for the horse. I want several things. The books are quite new. How many times a day do you see him? These apples came from Annapolis. How old is your father? The month of July has thirty-one days. What have you asked for? Here is my umbrella. My mother has not slept well. How are you to-day. He has looked nowhere. The idle boys have eaten too much. It is very cold to-day. The tree is dead, it will grow no more.

#### GRAMMAR.

1. Write a note on the formation of the plural of Compound Nouns.

2. Name the various sub-classes of limiting adjectives, giving as many as you can under each sub-class.

3. What is mood in verbs? Illustrate the uses of the different moods.

4. Parse the following sentence:

Let us then be up and doing,  
With a heart for any fate;  
Still achieving, still pursuing,  
Learn to labor and to wait.

5. "The manner in which words are joined together in sentences is regulated by three comprehensive principles." What are these principles? State the function of each.

#### ANALYSIS.

1. Distinguish between Subjective and Objective Complement.

2. How are adverbial clauses of *Time* and *Place* introduced. Give sentences illustrating.

3. Give both a general and detailed analysis of the following sentence:

When I am in a serious humor, I very often walk by myself in Westminster Abbey, where the gloominess of the place, and the use to which it is applied, with the solemnity of the building, and the condition of the people who be in it, are apt to fill the mind with a kind of melancholy, or rather thoughtfulness, that is not disagreeable.

#### ARITHMETIC.

1. Explain the principles of the common system of numerical notation, and prove that every common measure of dividend and divisor is a measure of the remainder.

2. If 4 lbs. of tea are worth 9 lbs. of coffee, and 6 lbs. of coffee are worth 15 lbs. of sugar, how many lbs. of sugar are equal to 56 lbs. of tea.

3. When 5 per cents are at 108, and 8 per cents at 80, a man sells \$10,000 of 5 per cents, and invests the proceeds in 8 per cents. How is his yearly income affected by the transaction.

4. Define (1) the square of a given number, (2) the square root of a given number. Find the value of  $(.4)^2$ ,  $(\frac{9}{17})^2$ ,  $\sqrt{16.245}$ ,  $\sqrt{3}$ , and  $\sqrt[3]{3}$ .

5. Reduce 17 hrs., 24 min., 32 sec. to the fraction of a day, and 10 oz., 13 dwt., 9 grs. to the decimal of a pound.

6. Bought goods to the amount of \$2,380. Gave a note for \$890, at 30 days, bearing interest, and another note at 90 days, which when discounted at 7 per cent. will settle the balance. What is the amount of the latter note?

#### BOTANY.

1. Describe the mode of life in Biennials.

2. Distinguish between *Primary and Secondary* roots, and explain the functions of the root.

3. Name and describe the different kinds of stems with respect to their mode of growth.

4. Describe the different kinds of Compound leaves.

5. Explain the terms, Cryptogamous, Phaenogamous, Angiospermous, Gymnospermous.

6. What are *accessory* fruits? *Multiple* fruits? Give examples of each.

7. Describe the manner in which plants assimilate their food.

8. Name the principal sorts of buds, and explain fully the arrangement of Branches on the stem.

#### ALGEBRA.

1. Simplify  $ab - [(a + c)b - 3ac - \{ab - 2c(a - b)\}]$ .

2. Find the G. C. M. of  $x^3 - 10x^2 + 26x - 8$  and  $x^3 - 9x^2 + 23x - 12$ .

3. Two persons A and B can perform a piece of work in 16 days.

They work together for 4 days, when A being called off, B is left to finish it, which he does in 36 days more; in what time would each do it separately?

4. What fraction is that which becomes equal to  $\frac{3}{4}$  when its numerator is increased by 6, and equal to  $\frac{1}{2}$  when its denominator is diminished by 2?

5. Solve  $(a + x)(b + x) = a(b + c) + \frac{a^2 c}{b} + x^2$ .

6. A sum of money is divided equally among a certain number of persons; if there had been four more each would have received a shilling less than he did; if there had been five fewer each would have received two shillings more than he did; find the number of persons and what each received.

#### GEOMETRY.

1. State under what circumstances one theorem is said to be the *converse* of another, and give as many illustrations as you can from the first Book of Euclid.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the angles contained by those sides equal to one another, they must have their third sides equal; and the two triangles must be equal, and the other angles must be equal, each to each, viz., those to which the equal sides are opposite.

3. The angle between the bisector of the angle B A C, of the triangle ABC, and the perpendicular from A on BC is equal to half the difference between the angles at B and C.

4. If two triangles have two angles of the one equal to two angles of the other, each to each, and one side equal to one side, those sides being opposite to equal angles in each; then must the triangles be equal in all respects.

5. If the opposite angles of a quadrilateral be equal, the quadrilateral is a parallelogram.

6. Parallelograms on the same base and between the same parallels are equal.

7. Through two given points on opposite sides of a given straight line draw two straight lines which shall meet in that given straight line, and include an angle bisected by that given straight line.

#### SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. State the principles which regulate the apportionment of the County Fund to Trustees, and show in what respects they tend to secure, (1) school privileges in a section, and (2) a good attendance.

2. When is the annual school meeting held? What are its chief duties and powers?

3. Define *discipline*, and specify some of the means by which you would seek to promote it.

4. Give, in as great detail as you can, the subjects of the Fourth Grade of the prescribed Common School Course.

5. Specify the conditions of eligibility for examination for teachers licenses.

TEACHING.

1. Name and briefly describe the various methods of teaching beginners to read. Justify your own method.
2. Explain your method of teaching addition of fractions to a class of beginners.
3. What do you mean by the "observing powers?" Mention several subjects particularly adapted for their cultivation.
4. Write a criticism on the teaching of any lesson in History you may have witnessed.
5. Furnish the outlines of an oral lesson on any plant, mineral, or animal you choose.

THIRD CLASS LICENSES. (Grade D.)

GEOGRAPHY.

1. Name and locate the straits which separate continents; and name the large islands crossed by the equator.
2. Explain the cause of day and night. Define kingdom, empire and republic.
3. Write a note on the climate and products of Nova Scotia, and give the boundaries and population of the counties of Kings and Queens.
4. Name and locate the principal cities and towns of Ontario.
5. Name the states of the American Union bordering on the Atlantic, with the Capital of each.
6. Describe the surface of Europe.
7. Write a note on the British Isles.
8. Draw an outline map of New Brunswick.

HISTORY.

1. Give the names of the English Sovereigns from Henry VIII, to Queen Victoria, with the dates of their accession.
2. Tell what you know of any two of the following personages: Duke of Wellington, Wm. Pitt, Sir Robert Walpole, Warren Hastings, Daniel O'Connell, Sir Walter Raleigh.
3. Describe as fully as you can the causes that led to the American Revolution.
4. Mention the chief events in the reign of George III.
5. Describe the character of either James I, or William I.
6. What events are associated with the names of De la Roche and Sir Wm. Alexander.
7. Give an account of the visit of the Prince of Wales to this country.
8. Name the leading statesmen of Nova Scotia now dead, and any important events associated with their names.

COMPOSITION.

1. Distinguish between: He arrived late, he arrived lately; We found the way easy, We found the way easily; It looks good, It looks well; I will not be the only one to suffer, I shall not be the only one to suffer.
2. Correct or justify the following: He told you and I to stay. The public was invited. The last news is that the army was defeated. Each of the men were allowed another trial. Whom does he think it could have been? James acts very different from John. Will you be at home this evening? Has either of you been to the play? Six miles is too far to walk. Carlyle and Macnamara's style are quite different. He is a better reader than a writer.
3. Punctuate the following, using capitals where necessary:  
in there came old Alice the nurse  
said who was this that went from thee  
it was my cousin said lady Clare  
to-morrow he weds with me
4. Write a letter congratulating your friend on passing a successful examination.
5. Combine the following statements into a simple sentence:  
There was a conspiracy  
It consisted of two parts.  
Its object was to overthrow the government.  
The conspiracy was discovered  
This took place shortly after the accession of James I.

BOOKKEEPING.

1. Write a specimen "Promissory note" and a "Receipt in full."
2. Explain the following abbreviations; *ajc*, @, Amt, Cr, Disc, Dr, E & O E, Int, Pd, Inst, Prox, Ult, Recd.
3. Rule a form for a Day Book and Ledger combined, and enter in it transactions with ten different persons.

GRAMMAR.

1. Define Grammatical Gender; give six examples of nouns possessing it.
2. What is an Interrogative pronoun? Write sentences illustrating the use of the Interrogatives.
3. Write a scheme of the tenses of the Indicative Mood, in both voices, of the verb *see*.
4. *Prepositions*—their classification, and the chief relations expressed by them.
5. Parse:  
But where is he, the Pilgrim of my song?  
I think he cometh late and tarries long.
6. What may the extension of the Predicate consist of?
7. Analyze: "The gray haired venerable-looking old man, with no flaps to his pocket-holes, talked a long string of learning about Greek."

ARITHMETIC.

1. Write in words, 301490376 and MI CCCXC VIII; in figures one billion, eight millions, four hundred and ten thousand and seven; in Roman Characters. 47, 89, 253, 5729, 10312.
2. How does the Least Common Multiple of two numbers differ from the Greatest Common Measure. Find the L C M and G C M of 300, 525, 225 and 375.
3. Find the value of

$$2\frac{1}{2} + 7\frac{1}{2} - (\frac{6}{11} \text{ of } 1\frac{1}{3}) \times (\frac{3}{4} + \frac{1}{2}) \div (\frac{\frac{4}{5}}{\frac{1}{3}} - \frac{1}{2})$$

4. A man has a square field containing 10 acres. How many furrows must be ploughed across it to make an acre, supposing each furrow to be 8 inches wide?
5. Find the total cost of the following:  
567 lbs. of Sugar @ 4 $\frac{1}{2}$ c. per lb.  
117 $\frac{1}{2}$  " " " 19 $\frac{1}{2}$ c. "  
88 $\frac{1}{2}$  " Butter " 16 $\frac{1}{2}$ c. "
6. An estate valued at \$1,000 was to be divided as follows: To A. 15 of it, to B.  $\frac{1}{4}$ , to C.  $\frac{1}{3}$  of .6, and the remainder to D, what was the share of each?
7. What per cent. of 1 week 2 days and 4 hours is 6 days 21 hours.

SCHOOL SYSTEM AND SCHOOL MANAGEMENT.

1. What is the date of the Annual School Meeting? What are its chief duties and powers?
2. Draw up a Time-table for one week for a miscellaneous school with no pupils beyond the Fourth Reader.
3. State what is meant by *attention*, and explain the means by which you would seek to secure it.
4. What is the annual Provincial grant assigned by law to third-class teachers? Under what circumstances may it be increased, and how much?
5. Specify some of the means whereby you would seek to secure *regularity of attendance*.

TEACHING.

1. State the means by which you would endeavor to make the study of Geography interesting.
2. Specify some faults to which teachers are liable in questioning pupils.
3. Show how you would teach a class of beginners the distinction between *addition* and *subtraction*.
4. What do you mean by "review exercises," and what importance do you attach to them?
5. Give notes of an oral lesson on any animal you choose.

ALGEBRA.

1. Distinguish between Co-efficient and Exponent, and remove brackets and collect terms in the following;  $my - [x + 3y + \{2my - 3(x-y) - 4ab\} + 5.]$
2. Prove that "the powers of the same number are multiplied together by adding the exponents" and multiply,  $x^2 + x - y^2 + y$ , by  $x^2 + x + y^2 - y$ .
3. Resolve into factors:  
 $a^2 - ab + ax - bx, a - bc - ax + bcx, x^2 + 9x + 20.$
4. Divide  $a^2 x^2 - 1$  by  $ax - 1$  and  $1 - x - 3x^2 - x^3$  by  $1 + 2x - x^2$ .
5. Find the value of  $x - \frac{x^2}{x+1} + \frac{x}{x-1}$ .
6. Find the Greatest Common Measure of  $4x^4 - 24x^3 - 108x^2$  and  $8x^4 - 44x^3 - 252x^2$ .







Table listing names and numbers for the first section, including Parker, Albert W 111 43 05, Parsons, Norve H 109 42 28, Raymond, Bella H 116 45 00, etc.

ASSISTANTS. Baptist, Sister J 116 31 00, Comeau, Emele 116 20 00

GUYSBORO. Longley, I M 116, Best, O F 116 60 00, Fisher, Minnie P 116 60 00, Gillis, Angus 104 53 78, etc.

Macdonald, Ronald 116 30 00, McFarlane, Alex 116 30 00, McIntosh, Annie C 95 24 56, etc.

ST. MARY'S.

Archibald, Libbie 116 60 00, Brownell, Jos H 116 60 00, Cameron, John 78 40 34, etc.

HALIFAX (CITY).

Edwin Gilpin W. H. Waddell A. J. Denton N. C. James K. MacKintosh F. A. Peters Barbidge, D H 119 60 00, etc.

Adams, E 119 45 00, Aloysia, Sr 118 44 63, Ambrose, Sr 119 45 00, Borgia, Sr 119 45 00, Caldwell, K S 119 45 00, etc.

HALIFAX (COUNTY).

Andrews, Henry W 116 60 00, Church, Abce 115 59 63, Congdon, Harris 117 60 00, Crowell, W G 117 60 00, Eiderkin, Ellie 110 56 89, etc.

Bigby, Jessie 108 41 89, Christie, Josie 116 45 00, Clara, Sister May 112 43 44, Cox, Ethel 116 45 00, Creelman, Annie 112 43 44, etc.





Table listing names and numbers for Campbell, Peter (116 30 00) through Young, Mabel (116 30 00).

QUEENS.

Table listing names and numbers for Smith, Nicholas (116) through Wolfe, Louisa (116 30 00).

NORTH QUEENS.

Table listing names and numbers for Burhoe, Theop (114 58 96) through Harlow, S F (116 45 00).

Table listing names and numbers for Parker, Annie (112 43 44) through Ringer, Maude (111 38 26).

RICHMOND.

Table listing names and numbers for McKinnon, M (116) through Boyd, M Jane (116 30 00).

Table listing names and numbers for Boyd, Sara E (116 30 00) through Power, Mary E (116 40 00).

SHELBURNE.

Table listing names and numbers for Brownrigg, A L (116 60 00) through Neville, E F (114 58 96).

Table listing names and numbers for Trefry, A H (116 60 00) through McComisky, A (86 22 23).

SUBSTITUTES.

Table listing Coffin, Florence (54 13 96).

DISTRICT OF SHELBURNE.

Table listing names and numbers for Fitzpatrick, H K (113) through Richardson, M A (105 36 20).

VICTORIA.

Table listing names and numbers for Freeman, H S (116) through MacNeill, Mary (116 45 00).

Table listing names and numbers for MacKay, Dan C (116 45 00) through Morrison, Kenneth A (78 26 88).

YARMOUTH.

Table listing names and numbers for Cameron, Eneas (112) through Perry, Rilla J (115 44 96).









MUNICIPALITY OF ST. MARY'S.

Table listing various locations and their corresponding values under the heading 'MUNICIPALITY OF ST. MARY'S'. Includes categories like 'Institution for Deaf and Dumb, Hx. Blind' and 'Sherbrooke'.

BORDER SECTIONS.

Table listing border sections such as Goshen, Beckerton, and Argyle with their respective values.

HANTS.

WEST.

Large table listing various locations in West Hants (e.g., School for the Blind, Windsor, Wentworth) and their values.

BORDER SECTIONS.

Table listing border sections like Millbrook, Walton, and Kelly Settlement with their values.

EAST HANTS.

Table listing east hants locations such as Rawdon Ch, P. Rawdon, and Slessant Valley with their values.

Table listing locations in the middle column such as Birch Brook, West Cove, East Cove, and others with their values.

Table listing locations such as Kennetcook, Northfield, and Gore with their values.

BORDER SECTIONS.

Table listing border sections like Newport & Douglas, N. Beaver Bank, and Hillsdale with their values.

HALIFAX.

Table listing various locations in Halifax such as Hubbard's Cove, Black Point, and others with their values.

Table listing locations such as Preston Road, Eastern Passage, S E Passage, and others with their values.

EAST.

Table listing locations in the east such as Pitpizwick, Musq Harbour, and others with their values.

RURAL HALIFAX.

Table listing rural Halifax locations such as Dutch Village, Landells, and others with their values.

POOR SECTIONS, WEST.

Table listing poor sections in the west such as Shnd Bay, Seaside, and others with their values.

EAST.

Table listing east locations such as Upper Lakeville and Lower Lakeville with their values.

RURAL.

Table listing rural locations such as Kerr, Chaplin, and McKenzie with their values.









BORDER SECTIONS.			CAPE BRETON.			BORDER SECTIONS.			POOR SECTIONS.			BORDER SECTIONS.			WEST COLCHESTER.			BORDER SECTIONS.			COLCHESTER.			STIRLING.									
West River	116	902	10 57	Sydney	804	29624	282 10	Kennington Cove	116	1081	26 23	Shubenacadie	116	2523	27 04				Barachois, L. P.	115	2195	35 85	North River	116	3117	30 49	Deaf and Dumb Institution		210 00	*Lynn	116	1213	25 98
Beaver Meadow	110	1087	27 38	South Bar	116	3095	32 92	North Shore	58	994	12 80	Gay's River	116	1705	22 38	School for the Blind		37 50	*Folly Lake	89	782	18 40											
Cross Roads Ohio	110	2768	33 15	Low Point	348	10351	107 80	Now Boston	63	974	18 22	Coldstream	80	1028	16 20	Upper Belmont	118	1725	22 44	*New Britain	116	1414	27 52										
Stewart's Mill	110	1108	21 26	Langan Road	107	682	16 05	Trout Brook	115	1700	24 20	St Andrew's, East	114	2770	28 25	Lower Belmont	116	3894	34 93	*Castlereagh	116	987	24 26										
*Keppock	110	1173	27 51	Lirgan	230	4711	55 87	French Road	102	1318	19 08	Birch Hill	110	1700	22 30	Mill Road	116	1723	22 43	*Folly Mt., West	116	862	23 28										
Jamo's River	116	2859	33 84	Kilkenny Lake	116	1360	21 47	Gabaruis	116	2923	31 80	South Branch, St	115	2921	20 22	Lower Onslow	115	2370	26 04	Tatamagouche	232	6923	64 06										
Brierly Brook	116	3 54	35 38	Lakevale	116	1248	20 73	Gull Cove	116	1561	22 80	Upper Brookfield	116	1872	27 19	Farbet	102	1934	22 15														
Brierly Brook	110	2747	33 07	Grand Lake	116	723	17 27	Gabaruis Lake	111	2041	25 43	*Earlton Road	80	1086	19 88	Forest	116	1997	24 02														
*Beech Hill	114	1109	27 45	Gardiner Mines	116	2335	27 90	Upper G. Mira	30	249	4 86	*Riversdale	116	1305	26 69	Waugh's	115	1603	21 03														
*Pitcher's Farm	118	1236	28 09	Bridgeport	346	14362	132 05	Grand Mira S.	70	1063	15 50	*Stewiacke Road	116	1743	30 50	River John Road	116	4027	35 06														
Springfield	110	4111	43 30	Little Glace Bay	378	23489	217 15	E. Bay Chapel	105	1227	19 40	Alma	116	1913	23 52	French River	108	2567	26 42														
Lower N Grant	116	1697	20 16	Big Glaco Bay	116	4312	40 95	McAdam's Lake	116	1510	22 46	Alma	116	1913	23 52	Tatamagouche Bay	116	3472	32 53														
Up N Grant	116	1468	31 32	Black House	232	7067	71 60	Gillis Lake	90	1133	17 15	Eastville	116	2596	27 48	Murphy's	116	4612	30 28														
Gulf Road	116	989	10 01	Gowrie	464	19495	178 60	East Bay	114	1661	23 23	Mill Brook	116	2121	24 73	Oliver's Bridge	114	1031	18 23														
Big Marsh	116	2756	33 13	Cow Bay Road	58	518	9 66	N. S., East Bay	116	2224	27 16	*West New Annan	116	1893	28 09	Wilson's	116	1193	19 87														
Hull Grant	108	1389	22 45	Homeville	116	1410	21 80	Eskasoni	75	594	12 00	Byer's	116	2846	27 76	Balmoral	116	2638	27 68														
Hall Brophy's	116	654	23 19	South Head	116	1958	25 40	Eskasoni (Indian)	116	324	3 24	Ward's	116	1729	22 40	Rossville	116	1200	19 27														
Maryvale	116	3064	30 87	False Bay Beach	116	2121	26 50	Christmas Island	116	2858	28 05	Little Bass River	95	2704	25 84	Earlton	116	3247	31 24														
Ashdale	116	2597	31 05	" " by virtue of section 92				Benacadie	114	2504	28 80	North Earlton	116	2186	25 10	Conkey's	116	1547	21 42														
*Copperfield	110	1424	39 89	Rear Round Island	116	1455	22 10	Big Beach	115	856	18 05	Sutherland's	116	3052	30 12	Sutherland's	116	3052	30 12														
Black River	116	18 11	26 01	Round Island	111	1557	22 50	Beaver's Cove	103	1642	21 95	*Burnside	112	1671	21 70	North Earlton	116	2186	25 10														
*New Franco	116	1890	35 54	Round Island	111	1557	22 50	Boisdale	116	2253	27 37	*St Andrew's, West	116	1482	21 04																		
Back Settle H au Boucho	114	4527	46 19	Mira Gut	116	1633	23 27	Barachois	116	1634	23 25																						
Cape Jack	116	2910	34 29	Portage	116	1984	25 25	Frenchvale	116	3546	35 90																						
Union Centre	110	2960	34 07	Black Brock	116	1664	23 47	Point Edward	116	3419	35 05																						
*Morren	108	1505	29 94	Marion Bridge	116	3858	37 90	Reservo Lorway	348	14734	134 65																						
St Joseph	116	3080	35 72	Caribou Marsh	112	1390	21 25	Black Brook	116	924	18 60																						
*West Lakeville	96	811	22 01	Morley's Road	108	1876	20 50	Morley's Road	116	1155	20 12																						
*College Grant	111	1780	33 71	Sandfield	116	800	17 78	Baleine	116	2772	30 80																						
*Greendale	116	1107	27 72	Sydney Forks	116	1757	24 07	Albert Bridge	116	1644	23 35																						













YARMOUTH.			POOR SECTIONS.			ARGYLE.			ARGYLE SOUND.		
Deaf and Dumb Institution		82 45	Norwood	115	1695	20 71	Argyle Sound	97 1/2	2650	20 51	
Rockville	115	2609	Bloomfield	114	1228	23 70	Quinn	112	3228	35 70	
Lower Town	807	24018	Canaan	110	2010	28 78	Central Kempt	116	2556	31 22	
Central	1035 1/2	35411	Pinkneys Point	111	1772	26 00	Up Eelbrook	232	4318	56 01	
Milton	810	23769	Cape Fouchu	110	1911	27 29	Abram's River	110	3836	40 58	
Oveston	115 1/2	1911	North Kempt	115	2720	32 85	Sluice Point	111	3702	30 07	
Pembroke	116	5000	Somerville	105	670	19 50	Antraule's Hill	115	4627	46 27	
North Chegoggin	114	3041					Tusket	232	6800	75 22	
Sandford	113	4452					Plymouth	230	5922	68 12	
Maitland	348	10120					Upper Wedge	232	8719	88 82	
Richmond	116	4014					Middle Wedge	232	5860	67 91	
Ohio	232	8900					Lower Wedge	103	6773	72 12	
Wellington	116	3228					La Eelbrook	115 1/2	8184	35 56	
Habron	341	10112					Middle W Pubnico	232	5750	67 14	
Brenton	114	1827					East Glenwood	116	2007	27 64	
Pleasant Valley	115 1/2	2021					Hubbard's Point	116	3800	40 32	
Carlton	115	3790									
West Kempt	116	2053									
Arcadia	231	7601									
Central Chebogue	114	3226									
Salem	111	4341									
Brooklyn	115	3637									
Sand Beach	116	3076									
Deerfield	116	4126									
Middleton	115	3197									
South Chegoggin	116	2771									

BOND OF SECRETARY TO TRUSTEES.

The following is the proper form of bond :

PROVINCE OF NOVA SCOTIA:

Know all men by these Presents, That we (*name of secretary*), as principal, and (*names of sureties*) as sureties, are held and firmly bound unto our Sovereign Lady Victoria, by the grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of..... of lawful money of Canada, to be paid to our said Lady the Queen, her heirs and successors, for the true payment whereof we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our seals, and dated this.... day of....., in the year of our Lord one thousand, eight hundred and....., and in the..... year of Her Majesty's reign.

Whereas, the said (*name of Secretary*) has been duly appointed to be Secretary to the Board of Trustees of..... School Section No..... in the District of.....

Now the condition of this obligation is such: That if the said (*name of Secretary*) do and shall, from time to time, and at all times hereafter, during his continuance in the said office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said office, by virtue of any law in this Province, in relation to the said office of Secretary of Trustees, and shall in all respects conform to and observe all such rules, orders or regulations as are now or may be from time to time established for or in respect of the said office, and shall well and faithfully keep all such accounts, books or papers as are or may be required to be kept by him in his said office, and shall in all respects well and faithfully perform and execute the duties of the said office; and if on ceasing to hold the said office, he shall forthwith, on demand, hand over to the Trustees of said School Section, or to his successor in office, all books, papers, moneys, accounts and other property in his possession by virtue of his said office of Secretary—then the said obligation to be void—otherwise to be and continue in full force and virtue.

Signed, sealed and delivered } [*Name of Secretary*] (Seal)  
in the presence of } [*Names of Sureties*] (Seal)

[*Name of Witness*]

We, the subscribers, two of Her Majesty's Justices of the Peace for the County of..... do certify our approbation of..... [*names of Sureties*] within named as sureties for the within named [*Name of Secretary*], and that they are to the best of our knowledge and belief, persons of estate and property in the said County of..... and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond.

Given under our hands this.... day of..... A. D., 188...

[*Names of Magistrates.*]

The following is the legal form of agreement between Teachers and Trustees.

[FORM OF AGREEMENT.]

Memorandum of Agreement made and entered into the..... day of..... A. D., 18..., between (*name of teacher*) a duly licensed teacher of the..... class, of the one part, and (*names of trustees*) Trustees of School Section No..... in the district of..... of the second part.

The said (*name of teacher*) on his (or her) part, in consideration of the below mentioned agreements by the parties of the second part, her covenants and agrees with the said (*names of trustees*), Trustees as aforesaid, and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said Trustees and their successors in office, during the School Year (or Term,) ending on the 31st day of October next (or the 30th day of April, as the case may be.)

And the said Trustees and their successors in office on their part covenant and agree with the said (*name of Teacher*) Teacher as aforesaid, to pay the said (*name of Teacher*) out of the School Funds under their control, at the rate of..... dollars for the School Year (or Term.)

And it is further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the School Law and the Regulations made under its authority by the Council of Public Instruction

In witness whereof, the parties to the presents have hereto subscribed their names on the day and year first above written.

Witness,

[*Name of Teacher.*]

[*Name of Witness.*]

[*Names of Trustees.*]

NOTICE.

- 1.—The County Fund is paid to the Trustees of the section.
- 2.—Teachers must engage with Trustees at a definite sum or rate. The Provincial Grant is paid to Teachers in addition to such specified sum.
- 3.—The Provincial Grant to County Academics is paid to the Trustees. Principals of County Academics should engage with Trustees for the full sum which they are to receive as salary.
- 4.—Each Inspector is instructed to report every case of illegal stipulation on the part of Teachers in reference to the County Fund.

PROVINCIAL EXAMINERS.

Department of Language..... Rev. George B. Dodwell, M. A., Windsor.  
History and Geography..... Rev. Thos. J. Daly, M. A., Windsor.  
Mathematics..... D. F. Higgins, M. A., Acadia College.  
School Management and Teaching..... Rev. John Currie, D. D., Halifax.

# Journal of Education.

OCTOBER, 1887.

For some time it has been felt that the long-standing arrangement by which the public schools of the Town of Truro, or certain departments of them, were made to serve the secondary purpose of a "Model School" in affiliation with the Provincial Normal School, had ceased to be the best possible under the circumstances. It is not too much to say that through no fault of either of the parties entering into it, but simply from its own inherent weakness and want of adaptation to the necessities of the case, it has of late proved somewhat unsatisfactory to both. We are glad to announce that negotiations between the Council of Public Instruction and the Town Council of Truro, conducted in the most amicable spirit, and with an evident desire on both sides to secure the best possible results for all concerned, have issued in the entire severance of the relationship heretofore subsisting between the Normal School and the Truro public schools, the latter under the somewhat misleading appellation of "the Model Schools." With the close of the current year, the schools of the Town of Truro cease to sustain any special relation to the central Provincial Instruction, within whose walls "model" departments are to be established and maintained entirely under Provincial control. It is believed that marked advantage will accrue to both parties from this new arrangement. The Town of Truro will be entirely responsible for the management of its own schools. The anomaly of practically conditioning important Provincial interests on the views and action of a purely local authority will be done away with. Each force will work more smoothly, and with better results, while operating strictly within its own sphere.

Probably the greatest gainers of all will be the pupil-teachers in attendance at the Normal School. Fortunately there are available under the same roof as their own lecture-rooms, apartments admirably suited for the model classes about to be organized. It is the intention of the Council of Public Instruction that the new Model School shall, in both outfit and methods, illustrate the best spirit of Modern Education.

ONCE more the Annual Examination for teachers' licenses has come and gone. Taking the various grades together, the list of candidates was somewhat smaller than last year's, and rather below the average of recent years. This is a good sign, so far as it indicates the growths of juster conceptions of the teacher's office. The time has come when we should seek to build up our teaching profession from the choicest material the country affords. It is in the power of teachers to lend influential aid towards the realization of this ideal by timely counsel to these young people who, before they have mastered the very elements of knowledge, are smitten with an ambitious desire to teach (!) others. Apart from the question of scholarship, and even from that of professional qualifications, the successful management of the smallest school pre-supposes a development of character which cannot safely be counted on in the case of average girls and boys

of sixteen or seventeen. It is, therefore, with deep regret, and no small surprise, that we sometimes find parents and teachers disposed to complain of the very moderate age-limits by which the Province seeks to protect one of the most responsible of all professions from an inundation of mere children.

We, of course, have nothing to say against young persons cherishing an honorable ambition to enter and adorn the profession of teaching, nor against teachers lending special aid in special cases, but we suggest the propriety of deliberation, caution, discrimination, in this matter of "coaching" pupils for licenses. Let the foundations of general scholarship be first laid, broad and deep; and then let those who seem to have a true calling in this direction be induced to prepare themselves for duty and for success by seeking the fullest professional preparation within their reach. Let teachers do everything in their power to make their own profession respected and influential.

WHILE opinions may honestly differ as to the most expedient calendar for our school year, all must admit that so long as the seasons and the general pursuits of the people retain their present order and character, the time covered by the winter term is to the older classes of our youth—particularly to the older boys—the most valuable part of the year, as affording them their most advantageous period of study. Indeed, to many it is *either this or nothing*. How important then that the opportunity be afforded for gathering in the largest possible results from these winter months of study! How utterly inexcusable and shameful the conduct of Trustees, who by inattention to such little matters as doors, and windows, and floors, and stoves, and fuel, do their best to cheat the youth of their Section out of their educational birthright! Such cases may be rare, yet the Inspectors' Monthly Reports show that they do occur. But let us limit ourselves more precisely to the past and say that they *have occurred*, while we express the hope that they *will never occur again*. By all means, Trustees, get your school premises in good order for a good winter's work.

THE experiment of a summer School of Science has been most successfully launched. Too much credit cannot be given to the teachers and other school officers who devoted no inconsiderable part of their brief vacation to genuine hard work in the interests of science, and particularly of science-teaching in our schools. Wolfville proved itself in all respects an admirable centre of operations. So will Picton next summer. A pleasing feature of this new departure was the almost unexpected revelation of interest taken in our schools and in those working in their behalf, by the leading men of various surrounding communities. The other day, casually turning over the pages of a well-known scientific work (European) we came across a statement that "with the exception of the Island of Arran, the Province of Nova Scotia comprises within a limited area the fullest and most instructive illustration of the various geological formations to be found in the world, while unlike Arran, it is full of mineral riches." Such a Province must abound in centres suitable for the operations of our scientific friends.



OFFICIAL NOTICES.

The number of Teaching days for the current term, closing 31st October is 108.

The number of Teaching Days for the ensuing term, beginning November 1st, is 117.

Trustees and Teachers should not fail to notice that, according to Regulation, the next ensuing Christmas vacation begins on Dec. 24th, 1887, and that the Schools resume work on January 9th, 1888. Any schools kept open between those dates will not be recognized.

THURSDAY, Nov. 17th, having been proclaimed as Thanksgiving Day, is a holiday in the Public Schools.

ADDITIONAL HOLIDAYS.—To enable teachers more conveniently to aid Trustees in preparing returns for transmission to the Inspector, the Council of Public Instruction has been pleased to order that hereafter "the 30th of April and the 31st of October shall be holidays in the Public Schools, and when either of these days shall fall on Saturday or Sunday, the preceding Friday shall be a holiday." At the request of the Board of School Commissioners, the Public Schools of the City of Halifax are excepted from the operation of this Regulation.

SATURDAY AS A TEACHING DAY.—The Council of Public Instruction has ordered that to existing regulations defining the limits within which school may be kept on Saturdays (see Manual page XV), there shall be added the following: "Provided that nothing contained in these Regulations shall prevent a teacher from teaching on Saturdays in order to make up for not more than two teaching days necessarily lost at the beginning of the term in travelling from a distant section in which he (or she) had been previously engaged."

COUNTY ACADEMY RETURNS.—In addition to the special returns to Education Office, Trustees will send the usual returns to Inspectors. In no case shall drafts for County Academy grants be drawn on the Superintendent of Education without previous authorization.

SPECIAL GRANT TO GRADE A TEACHERS.—By a recent minute the Council of Public Instruction has ordered that "any Grade A teacher proposing to claim special grant referred to in Section 10, of 'Act to encourage Academic Education,' and No 16 of 'Regulations relating to County Academies and Graded Schools,' shall, within three weeks of the opening of the term, notify the Inspector of the District in writing of his intention to qualify for such claim, and to present at the terminal inspection the required number of High School pupils."

THE PROVINCIAL NORMAL AND MODEL SCHOOL.  
TRURO.

J. B. CALKIN, M. A., Principal.

Professor of Didactics..... J. B. Calkin, M. A.  
" Language and History..... J. B. Hall, Ph. D.  
" Mathematics..... F. H. Egan, B. A.  
Lecturer in Natural Science..... H. W. Smith, B. Sc.  
Instructor in Industrial Drawing and Calligraphy,  
Miss Ollie A. Smith.

MODEL DEPARTMENT.

Intermediate Grades ..... Miss Bessie Miller.  
Primary " ..... Miss Ada Lewis.

Copies of Regulations and By-Laws of Institution can be at all times obtained on application to the Principal.

The annual session begins November 2nd. Formal opening November 9th.

The School of Agriculture in connection with the Provincial Normal School is under the direction of Professor Herman W. Smith, B. Sc., to whom application for the Annual Register of the Institution should be addressed.

INSPECTORAL DISTRICTS, WITH NAMES AND ADDRESSES OF INSPECTORS.

- District No. 1, the City and County of Halifax—Hinkle Condon, Halifax.
- District No. 2, the Counties of Lunenburg and Queens—Thomas R. Pattillo, A. M., Bridgewater.
- District No. 3, the Counties of Shelburne and Yarmouth—James H. Munro, Yarmouth.
- District No. 4, the Counties of Digby and Annapolis—Leander S. Morse, A. M., Bridgetown.
- District No. 5, the Counties of Kings and Hants—Colin W. Roscoe, A. M., Wolfville.
- District No. 6, the Counties of Antigonish and Guysborough—A. G. McDonald, A. M., Antigonish.
- District No. 7, the Counties of Cape Breton and Richmond—M. J. T. Macneil, A. B., River Bourgeois, C. B.
- District No. 8, the Counties of Inverness and Victoria—John Y. Gunn, Broad Cove, C. B.
- District No. 9, the County of Pictou and that part of the County of Colchester not included in No 10—Robert McLellan, Pictou.
- District No. 10, the County of Cumberland and that part of the County of Colchester comprised by the District of Stirling and the Townships of Economy and Londonderry—E. J. Lyle, Amherst.

The attention of Principals of County Academies and other High Schools, is particularly directed to the following:—

I.  
MATRICULATION STANDARDS IN CLASSICS, ADOPTED BY THE COLLEGES OF NOVA SCOTIA,

and Prescribed by the Council of Public Instruction as a Course of Classical Reading for County Academies and High Schools.

FOR 1888.

LATIN SUBJECTS:

Cæsar, *De Bell. Gall.* Book I.  
Virgil, *Æneid.* Book I. (Acadia College will also require Cicero's *Second Philippic*)

GREEK SUBJECTS:

Xenophon, *Anabasis.* Book III. (King's, and Dalhousie for "Munro Exhibitions and Bursaries," will also require Xenophon's *Symposium.*—edition published by John Allyn, Boston.)

PROSE COMPOSITION:

*Latin.*—Smith's *Principia Latina.* Part IV. Chapters I-XXXV, (or Arnold's *Latin Prose Composition* through the Passive Voice).  
*Greek.*—The rendering into Greek of simple English sentences such as are found in the English-Greek Exercises in Smith's *Initia Græca.* Part I.

FOR 1889.

LATIN SUBJECTS:

Virgil, *Æneid.* Book I.  
Cæsar, *De Bell. Gall.* Books II and III. (Acadia College will also require Cicero's *Second Philippic.*)

GREEK SUBJECTS:

Xenophon, *Symposium.* (King's, and Dalhousie for "Munro Exhibitions and Bursaries," will also require Xenophon, *Anabasis,* Book IV.)

PROSE COMPOSITION: As for 1888.

II.

ENGLISH LITERATURE IN THIRD YEAR'S COURSE:

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

Revised Regulations of the Council of Public Instruction, Relating to County Academies and Graded Schools.

(Under the authority of the "Act to Encourage Academic Education," passed 24th April, 1885.)

1. All teachers employed in the County Academies under the above Act shall hold Provincial Licenses of the Academic Class (Grade A.) (The Council retains right to waive this requirement in the case of teachers possessing other approved qualifications, who at the date of the publication of this Regulation may be employed in any of the institutions recognized in the aforesaid Act as County Academies.)

2. Pupils shall be admitted to County Academies only by regularly conducted written examinations, according to the mode or modes hereinafter provided, but holders of Provincial Licenses and Provincial Normal School Diplomas can claim admission on such certificates.

3. The examination for admission shall begin on the day preceding the last teaching day of each term.

4. The questions for pupils applying for admission to the Junior Department (First Year's Course) shall be prepared by the Department of Education, and forwarded in due season to the Principal, of each Academy. At the entrance Examinations for the next ensuing School year (to be held on the 27th and 28th October, 1887, and 26th and 27th April, 1888, respectively) papers will be set by the Department of Education as follows: (1) Grammar, Analysis, and Composition; (2) Geography; (3) British and Canadian History; (4) Arithmetic; (5) The Elements of Useful Knowledge. The latter paper will be designed to test the acquaintance of candidates with the substance of the *oral Lessons on Nature* in the Common School Course of Study, which Course will also determine the limits of knowledge in all the above subjects.

5. A supplementary Examination, for such applicants for admission as can show good reason for not having presented themselves at the regular Examination in October, will be held immediately after the Christmas Vacation. The questions for this Examination will be prepared by the Principal (or faculty) and must be preserved in connection with candidates' papers as provided in following regulation. They should not follow closely the lines of the previous October questions, and should be framed so as to test the pupils' fitness to take up the work at the point then reached by the previously organized classes.

6. The entrance examinations shall be conducted and the candidates' papers valued by the Principal of the Academy, and such other persons as the Board of Trustees may choose to associate with him. The questions furnished by the Department of Education will be accompanied by the directions for holding the examinations, and a statement of the standards according to which papers are to be valued. The Examiners shall in all cases be required to certify that the examination has been conducted in accordance with the prescribed rules. When a change in the Principalship shall occur at the close of the term, the incoming Principal shall always take part in the valuation of Candidates' papers.

7. For the present the admission of pupils (not holding Provincial Licenses of First and Second Classes) to advanced standing is left to the discretion of the Principal (or Faculty) of each Academy. Such pupils should be examined on the essential subjects of the year preceding that to which admission is sought.

8. All papers written by candidates for admission must be carefully filed, and preserved for inspection by officers of the Education Department. Each paper shall have legibly endorsed upon it the value assigned it by the Examiner.

9. No person shall be recognized as a qualified pupil of a County Academy, who has not been regularly admitted under some one of the foregoing provisions.

10. Each County Academy shall be examined annually by the Superintendent of Education, in conjunction with the Inspector of Schools for the District. The Examination shall be conducted orally, or in writing, at the discretion of the Examiners, and in its scope shall have regard to the time of the school year at which it may be held. The annual report of the Superintendent of Education shall contain a statement of the number of pupils (by departments or years) presented and passed in each Academy.

11. To entitle itself to the grant claimed, each Academy must pass at each annual examination at least the minimum number of pupils required by law as the basis of such grant.

12. It shall be the duty of the Trustees of each County Academy to supply for the teachers' use all text-books, which by the appended Course of Study are made the basis of oral lessons and lectures. They must also provide the philosophical and chemical apparatus essential for the experiments and demonstrations required by the Course as a regular part of the teaching. A selection of physiological and zoological diagrams, models and specimens is deemed desirable. The teacher should encourage the pupils to collect cabinets illustrating the geology and varied mineral resources of Nova Scotia.

13. It shall be the duty of the Superintendent of Education to report to the Council of Public Instruction as to the equipment of each County Academy, in respect to school room accommodation and conveniences, apparatus, and provision for physical exercise. If, in case the Council of Public Instruction notifies the Trustees of any Academy that its equipment in any or all of the above respects is deemed insufficient, the Trustees file within a reasonable time to remedy such deficiency, the Academy shall forfeit its claims to public grants, until such time as the required improvements are made.

14. Students may be admitted to special classes, provided they can be accommodated without encroaching on the rights of the regular pupils, but such special pupils shall not be counted as qualified pupils under the Act to which these regulations refer.

15. The Trustees shall make satisfactory provision for the instruction of all Common School pupils within their section in lower schools or departments, provided that with the sanction of

the Inspector a limited number of 8th grade (Common School Course) pupils may be admitted to the Academic Department, when its average attendance of qualified pupils does not exceed twenty.

16. The Schools entitled to employ a grade A teacher under section 10 of the "Act to encourage Academic Education," shall comprise at least three departments, each in charge of a separate teacher, shall be regularly graded according to prescribed Courses of Study, and shall maintain in the Principals Department a certified average of at least *five* pupils regularly pursuing the studies of the prescribed High School Course. It is also provided that in all cases the Inspector of Schools shall certify that the equipment and management of these Schools is such as to warrant the payment of the special grant.

17. For the present the Council deems it inexpedient to prescribe definite qualifications for Teachers of Graded Schools in French Sections. Trustees or teachers anxious to take advantage of the provision of section 10, should correspond with the Council through the Superintendent of Education. No teacher will be deemed eligible who cannot, in addition to other qualifications, speak and write with ease and correctness both the French and English languages. The condition requiring the average attendance of five qualified High School pupils shall not apply to schools established in French Sections.

In connection with the foregoing Regulations the following instructions regarding the Entrance Examinations have been issued to County Academy Trustees and Principals:—

1. The examination in each of the prescribed subjects shall be held on the day and hour indicated on the envelope containing the questions. Until required for use, the questions shall remain in your own custody, under lock and key; the seals of each envelope to be broken open in the presence of the candidates.

2. Paper, pens and ink should be supplied by the Trustees for the use of candidates who may come unfurnished with these articles.

3. Candidates while engaged in writing shall not be allowed to hold communication of any kind with each other, and to this end they should be seated so as to render such communication as difficult as possible.

4. The Examiner will exert himself to the utmost to prevent recourse on the part of the candidates to improper practices. Before each session, the desks should be carefully cleared of all books and papers, and any candidate seeking to take advantage of books, notes, or manuscripts of any kind, or to obtain assistance from his neighbours, should be promptly dismissed.

5. In framing the questions great care has been taken to make them intelligible to any reasonably qualified candidate. Examiners are therefore not at liberty to respond to the applications of candidates for explanations of the meaning of questions, a form of assistance which tends to defeat one of the chief objects of written examinations.

6. Candidates' papers shall be valued on the basis of 100 as the maximum mark for each paper. To the general average obtained on papers, examiners may add, at their discretion, a number not exceeding 3, for marked excellence in spelling, penmanship, etc. The general average obtained on papers, plus any increase given for spelling, etc., shall be known as the *rectified average*; and no candidate shall be considered as passing the required Entrance Examination who shall not make a rectified average of 50 or upwards, and who at the same time shall not fall further below 25 in any single paper, than his rectified average is above 50, provided that for the ensuing year this latter condition shall not apply to the paper on "The Elements of Useful Knowledge."

NOTE.—The object of the Entrance Examination being to test the candidate's fitness for entering upon High School work, Examiners should carefully discriminate between trifling and serious deficiencies. Most of the pupils applying for admission are of very youthful age, and it is unreasonable to expect from them evidences of the breadth and maturity of mind which belong only to riper years. But while the necessarily limited range of a child's powers and acquisitions is kept in mind, it should not be forgotten that the work proper to the Common School ought to be thoroughly done before admission to the High School is sought. In applying these obvious principles, Examiners will observe that it has been found necessary to render the arrangements for supplementary examination somewhat less elastic than those at first experimentally provided. The spending of a third part of the term in coaching pupils unable to pass at the previous entrance examination involves a misdirection of energy, highly injurious both to the Common School and the High School. Admission to the latter should not be refused to any persons showing reasonable evidence of fitness; but pupils qualified only for the Common School should remain there till requisite qualification for promotion has been obtained.

The experimental character of the examination in "Elements of Useful Knowledge" will justify examiners in estimating with some leniency any defects in the candidates' papers on that branch.

7. As soon as possible after the results of the examination have been arrived at, the Principal shall furnish the Superintendent of Education with a statement of such results, giving the names of the persons examined and the general average made by each. He shall also forward a certificate, signed by himself and any authorized persons acting with or for him, in conducting the examination, that the examination was in all respects conducted in accordance with the above instructions.



## TEXT BOOKS.

*Comment.*—In performing the duty of selecting and prescribing text-books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at reasonable cost, a series of texts, adapted for use in schools. Change in authorized books is in itself a very undesirable thing; and it is hoped and believed that matters may remain where they are now for years to come, without substantial alteration.

The general effect of recent changes has been to largely and permanently reduce the cost of text-books, especially to pupils pursuing an extended course. The Council is engaged in inquiries and efforts with a view to still further diminish expense by securing, wherever practicable, a lowering in price and an improvement in the mechanical quality of the prescribed texts.

Inspectors and teachers are reminded:

1. That the Course of Study for Common Schools encourages an economical expenditure for text-books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text-books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text-book should not be required for a child until he is prepared to use it intelligently.

2. That the regulation which makes it illegal and improper for a teacher to introduce unauthorized texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

## LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS, WITH NAMES OF PUBLISHERS.

## ENGLISH.

*Reading and Spelling.* (1) The Royal Series (Thomas Nelson & Sons, Edinburgh and London.)

(2) The Maritime Series (Wm. Collins, Sons & Co., Glasgow and London.)

(3) The Spelling Book Superseded—*English Edition.* (Sullivan Bros.)

*NOTE.*—In sections where French is the vernacular language, and the Trustees desire that English should also be taught, the French-English Readers of the Royal Series will be found very serviceable.

*Grammar and Composition.* (1) English Grammar for Schools (A. & W. Mackinlay.)

(2) Dalgleish's Introductory Text Book of English Composition (A. & W. Mackinlay.)

(3) Dalgleish's Advanced Text Book of English Composition (Oliver & Boyd, Edinburgh.)

*Geography.* (1) Calkin's Introductory Text Book (A. & W. Mackinlay.)

(2) Calkin's Geography of the World (A. & W. Mackinlay.)

*History.* (1) Calkin's History of British America (A. & W. Mackinlay.)

(2) Outlines of British History (Thos. Nelson & Sons, Edinburgh and London.)

(3) Swinton's Outlines of the World's History, Canadian Edition, (A. & W. Mackinlay.)

## MATHEMATICS.

*Arithmetic.* (1) Kirkland & Scott's Elementary Arithmetic (Gage & Co., Toronto.)

2. Hamblin Smith's Arithmetic (Gage & Co., Toronto.)

*Algebra.* Todhunter's Algebra for Beginners (Copp, Clark & Co., Toronto.)

*Geometry.* Euclid, Hamblin Smith's Edition (Gage & Co., Toronto.)

[First four books published as special Nova Scotia Edition.]

*Practical Mathematics.* Eaton's Elementary Practical Mathematics (D. H. Smith & Co., Truro.)

*Book-keeping.* Eaton & Frazer's treatise. (A. & W. Mackinlay.)

## SCIENCE.

1. The Science Primers (Macmillan & Co., and James Campbell & Son, Toronto.)

- [1.] The Introductory Primer
- [2.] Physical Geography.—Geikie.
- [3.] Physics.—Balfour Stewart.
- [4.] Geology.—Geikie.
- [5.] Physiology.—Foster.
- [6.] Astronomy.—Lockyer.

2. Tanner's First Principles of Agriculture (A. & W. Mackinlay.)

3. Gray's "How Plants Grow."

4. Steele's "Fourteen Weeks in Chemistry."

## WRITING AND DRAWING.

1. Payson, Dunton and Scribner's Copy Books, Beattie's Copy Books, the Royal Series of Copy Books.

[The Council does not think it necessary to prescribe a single series of Copy Books, but only to require that one series shall be used exclusively in each School.]

2. Walter Smith's Series [Revised Edition.] Nos. 5, 6, 7, 8, are published as "American Text-books of Art Education."

## LIST OF BOOKS RECOMMENDED FOR THE USE OF TEACHERS, BUT NOT PRESCRIBED FOR PUPILS.

(Trustees anxious to promote the physical, intellectual and moral welfare of the pupils in the schools under their charge, will do well to provide their teachers with the undermentioned books.)

Gage's Elements of Physics [Ginn, Heath & Co.]

Huxley and Youman's Physiology and Hygiene

Dr. Richardson's Temperance Hand Book. (McGregor & Knight Halifax, advertise cheap edition at 80 cents, retail.)

Dr. Edward Smith's Manual of Health (A. & W. Mackinlay.)

Dawson's Handbook of Zoology (Dawson Bros., Montreal.)

N. A. Calkin's (Boston) Primary Object Lessons (Harper Bros., New York.)

*NOTE.*—Prang's Natural History Series of botanical and zoological drawings and cards is accompanied by an excellent manual of directions. The whole series, with manual complete, can be obtained from A. & W. Mackinlay at \$9.50. Steps are being taken to recommend a cheaper series for the smaller class of schools.

## INDUSTRIAL DRAWING FOR HIGH SCHOOL COURSE.

1. For first year. Nos. 5 and 6 of the American Text Book of Art Education (retail price 15 cents each.)

2. For second year. \*Nos. 7 and 8 of the same series, (retail price 25 cents each.)

The above books belong to the same series as those already used in our Common Schools. Nos. 5 and 6 are accompanied by a Manual for Teachers, giving full directions in regard to the use of the books. The retail price of this Manual will not exceed 60 cents. A small Manual accompanying Nos. 7 and 8 will be supplied gratuitously to teachers whose circumstances require them to use those books. It is not supposed that for the year about to begin many schools will require anything in advance of Nos. 5 and 6. As it has been thought well to omit No. 4 entirely from the Course of Study, the following hints are supplied:—

Before beginning work in Book No. 5, pupils should be taught to draw by freehand the following plane geometric figures, and these figures should be drawn or derived from the geometric solids—thus,

The Circle from the Sphere,  
The Oblong from the Oblong Block,  
The Right-angled Triangle from the Square Prism,  
The Isosceles Triangle from the Square Pyramid,  
The Equilateral Triangle from the Equilateral-triangular Prism,  
The Ellipse from the Ellipsoid,  
The Oval from the Ovoid Form,  
The Hexagon from the Hexagonal Prism,  
The Pentagon from the Pentagonal Prism,  
The Octagon from the Octagonal Prism.

By deriving the plane geometric figures in this way pupils will have a more definite conception of them than if drawn from flat copies or from blackboard copies alone. As a rule, the shortest dimension of each figure should be four inches.

For definitions in regard to these plane geometric figures consult pages 35 and 36 of the Manual, Part III, accompanying Drawing Book No. 5. The drawings should be made on Manila paper and pupils should be practised on rapid work. Where no previous instruction in Drawing has been received, attention should be paid to the holding of the pencil and the character of the line produced. The pencil should be one of medium softness.

**Syllabus of Examination, agreeably to which the Examinations of 1888 are to be Conducted.**

**REQUIREMENTS COMMON TO B, C AND D GRADERS.**

**NOTE.**—Separate papers will be prepared for each grade, carefully adapted in scope and difficulty to the grade in question.

1. The School System and School Management. (One paper).
  - (a) To be familiar with the law relating to Public Schools in Nova Scotia, and the Regulations of the Council of Public Instruction,—particularly those portions bearing on the relations and duties of teachers.
  - (b) To evince a knowledge of School Organization under the Provincial Law and Regulations, the grading of pupils, the systematic arrangement of studies, the design and proper methods of discipline, and the condition of physical comfort in school-room work.
2. TEACHING. (One paper). To furnish, in the form of answers to questions and notes on suggested subjects of instruction, proof of competent knowledge of the correct methods of teaching.
3. READING AND SPELLING:
  - (a) To read with readiness, correct pronunciation and due regard to elocutionary emphasis and pauses.
  - (b) To spell correctly the words made use of.
4. WRITING: To write a fair, legible hand.

**GRADE D.**

**I.—LANGUAGE.**

*English Grammar.*—(One paper). 1. *Lessons on Language* in prescribed text-book. 2. The leading principles of etymology and syntax. 3. Analysis of simple sentences.

*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.) *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 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 "Education of 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:*—Cæsar, *De Bell Gall.* Books I and II. Virgil, *Æneid* Books I and II. Horace, *Odes* Book I. Livy, Book XXI.

*Greek:*—Xenophon, *Anab.* Books III and *Symposium* (John Allyn & Co., Boston.) Homer, *Iliad.* Books I and III. *Æschylus. Prometheus Vinculus.*

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 *Æschylus*.

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 Græca*, 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.

### EXAMINATION FOR TEACHERS' LICENSES, 1887.

The following persons have received Licenses of the Grades respectively specified, in accordance with the Law and Regulations of the Council of Public Instruction respecting the examination and licensing of Teachers. Candidates under each Grade are arranged in order of merit. Buckets indicate equality. Candidates who did not obtain Grade applied for are arranged separately. The names of candidates applying for an *advance* of Grade, but not receiving it, are not given.

It has been found impossible to delay issue of Journal so as to contain names of candidates applying for and obtaining Grade D. These will be published in the April number.

A.	B.	C.	D.
Wm. R. Campbell, East River, St. Mary's.	Eleanor E. Partridge, Normal School.	Hattie W. Hibbert, Normal School.	Alonzo C. Fales, Normal School.
Frank H. Coopers, Milton, Queens Co.	Fred. McKittrick, Kentville.	Emma Hay, " "	Ira M. Leary, " "
Jas. J. Buchanan, Sydney, C. B.	Arthur Bigney, Shubenacadie.	Wesley S. Wilson, " "	Mabel J. Caldwell, Cambridge Station.
Donald Fraser, Pictou.	Maggie Dunock, Windsor.	Nancy B. McLellan, Maitland, Hants Co.	Margaret A. Mitchell, Jeddore, Halifax Co.
Jas. E. Creighton, West River, Pic. Co.	Jas. W. Armstrong, Clementsport, Ann. Co.	Geo. B. Cameron, Intervale, Guy. Co.	Bessie B. Lewis, Normal School.
	J. In D. McKay, Normal School.	L. Uiss H. McGregor, Normal School.	Ella C. McDwald, Antigonish.
	Fred. M. Shaw, Berwick, Kings Co.	Edith M. Flowers, Halifax.	Ethel S. Forsbner, Normal School.
	Ira M. Henderson, Canning.	Fred. Calder, West Bay, C. B.	Nellie E. McLellan, " "
	McBourne S. Reid, Berwick.	Stanley C. Leonard, Normal School.	Maggie Hogg, Shelburne.
	Fletcher Mitchell, Normal School.	Geo. E. Chipman, Upper Grandville.	Leah H. Eskin, Normal School.
	June Fulton, " "	Jas. B. Johnson, Granton, Pic. Co.	Mary E. Leary, Normal School.
	Fred. E. Cox, " "	Mary Wilson, New Glasgow.	E. D. Johnson, Pictou.
	Fred. W. Bishop, " "	Dan. A. Morrison, Loch Lomond, C. B.	Jessie Sutherland, New Glasgow.
	Fred. L. Ford, Milton, Queens Co.	Dan. A. Cameron, Sydney.	Elmora Morton, Centreville, Lun. Co.
	Jas. R. Fraser, Hoveyell, Pic. Co.	Frank W. Sabin, Hoveyell, Digby Co.	Emma Saunders, Chipman Brook, King's Co.
	Carissa I. Treen, Normal School.	Dan. A. Morrison, Loch Lomond, C. B.	E. C. Giffin, Isaac's Harbor, Guy. Co.
	Harry W. Brown, Wolfville.	Bessie Hamilton, Kentville.	Ira Knowles, Barrington Passage.
	E. Allison Reid, Berwick, Kings Co.	Alex. K. McLean, Jacksonville, C. B.	Ella G. R. y, Margomish, Pictou Co.
	Jas. L. Hulev, St. John, N. B.	Ellen M. McKenzie, Stellarton, Pic. Co.	Daniel McNeil, Bridgeport, C. B.
	Geo. A. Matell, Cow Bay, C. B.	Lily Strev, Halifax.	Maggie M. Hopkins, Barrington Passage.
	Elizabeth R. McCurdy, Normal School.	Dan. E. M. Quirre, Caledonia, Guy. Co.	Georgina Cameron, Upper S. River, Ant. Co.
	Douglas B. O'Brien, Noel, Hants Co.	David Ross, Amherst.	McBourne E. Minard, Kempt, Queen's Co.
	Libbie Bentley, Normal School.	Mary T. Dwyer, Halifax.	Minnie L. Young, Normal School.
	Emily Howie, " "	D. M. McLennan, River Dennis, C. B.	Maudie Herman, Lunenburg.
	Wm. H. Smith, Piedmont Valley, Pic. Co.	Chas. E. Davidson, Normal School.	Wm. H. McDonald, Antigonish.
	Annie W. McKay, Shubenacadie.	Alex. S. Smith, Margomish, Pic. Co.	Hance J. Logan, Normal School.
		Allea E. Gault, Jordan River, Shel. Co.	Steven P. Brownell, " "
		Richard T. Wilton, Caledonia Mines, C. B.	Mary McKacher, New Glasgow.
			Estella Logan, Normal School.
			Bertie M. Hall, Kingston Station.
			Louie Patten, Hebron, Yarmouth Co.
			Irene A. Stevens, Normal School.
			Alexis McLennan, " "
			Annie Smith, Lunenburg.
			Charlotte Putnam, Normal School.
			Dan. McKay, S. End Lake Ainslie, C. B.

Matilda A. R. Bower, Shelburne  
 Harry L. Cook, Bridgewater  
 Ella L. Blair, Wolfville.  
 Alex G. Kennedy, Union Centre, Ant. Co.  
 Maggie E. Bourke, Barrington Passage.  
 Lucy B. Borden, Kingsport, King's Co.  
 Bessie Miller, Miller's Creek, Hants Co.  
 Bertha D. McDonald, Lr. Barney's R., Pic. Co.  
 Lucy A. Fisher, Middle Stewiacke.  
 John W. Flinn, Wallace.  
 Chas. B. Freeman, Canning, King's Co.  
 Arch. O. McRae, Pictou.  
 David C. Ross, Normal School.  
 Edward Ferguson, Hantsport.  
 Anna B. McKay, Normal School.  
 Agnes A. Bown, Cow Bay, C. B.  
 Lillie McDermund, Round Hill, Ann. Co.  
 Emily D. Macaulay, Basin R. Dennis, C. B.  
 Ernie F. Bent, East Hantsford, Cum. Co.  
 Rand Gibbons, Hubbard's Cove, Hx. Co.  
 Alice M. Allen, Yarmouth.  
 Mary Spinney, Kingston Station.  
 Ower N. Chipman, Berwick.  
 Libbie E. Sinclair, Goshen, Guys. Co.  
 Edith R. Webster, Cambridge Station.  
 Lobbie Hurlbut, Kemptville, Yar. Co.  
 Burpee W. Wallace, Canaan, Kings Co.  
 Huddah A. Darl'd, S. Williamst'n, Ann. Co.  
 Chas. Gauthier, Frenchvale, C. B.  
 Maggie E. Nichols, Berwick.  
 Katie Thompson, Cloverville, Ant. Co.  
 Carrie E. Borden, Avonport, Kings Co.  
 Maggie J. McNut, Normal School.  
 Jennie Weltin, Kingston, Kings Co.  
 Orillia A. Carroll, Normal School.  
 Neil K. McLennan, E. Lake Ainslie, C. B.  
 Sophia Culton, Springville, Pic. Co.  
 Osmond T. Haines, Hainesville, Digby Co.  
 Emeline Ring, Freeport.  
 Bessie McCurdy, Mid Musquodoboit.  
 Frances E. Carlin, Halifax.  
 Rachel C. Baker, Nictaux Falls.  
 Jennie M. Craig, Cambridge Stn., Kings Co.  
 Annie C. Cain, Baddeck.  
 Avarad Fulton, L. Stewiacke.  
 Wm. L. Archibald, Clementsport, Ann. Co.  
 Mary N. Cox, Kingsport, Kings Co.  
 Emily Marshall, Liverpool.  
 Mary Baker, Plymouth, Yar. Co.  
 Alice Doyle, Head of Amherst.  
 Janie Bentley, Normal School.  
 James W. Creighton, Halifax.  
 Ada Simms, Plymouth, Yar. Co.  
 Jessie B. Fraser, L. Sutherland's River, Pic.  
 Alice M. Fitzmaurice, Yarmouth.  
 Mary Ramey, Bridgewater.  
 Fred. T. Smith, S. Brookfield, Queens Co.  
 Jennie F. Spence, Normal School.  
 John C. Munroe, N. E. Margaree, C. B.  
 Fred N. Gauthier, Frenchvale, C. B.  
 Fred. O. Foster, Granville, Ann. Co.  
 Edward J. Corbett, Folly Village, Col. Co.  
 Emma S. Shaw, Poplar Grove, Hants Co.  
 Florence A. Mazer, Port Williams, Kings.  
 Walter E. Simpson, Guysboro.  
 Annie C. Gunn, E. River, St. Mary's.  
 Mary O. King, Normal School.  
 Luina McLean, Pictou.  
 Aggie Corbett, Folly Village, Col. Co.  
 Lillie S. Hirtle, Bridgewater.  
 Selina D. McAlpine, Jordan Bay, Shel. Co.  
 Alex. McDonald, Salmon River, C. B.  
 Agnes H. Stephenson, Dartmouth.  
 Effie M. O'Brien, Gullie's Harbor, Guy.  
 Minnie Davis, Barrington.  
 Launchlin H. McLean, Normal School.  
 Isaac E. Larkin, Stag Harbor, Shel. Co.  
 Della Ferguson, Guysboro Interville.  
 Maggie C. Fisher, Berwick, Kings Co.  
 Alice R. Power, Grafton.  
 Jessie S. Schware, Lunenburg.  
 Jas. C. McCann, N. Easttown, Col. Co.  
 John L. Van Buskirk, Normal School.  
 Findlay G. McDonald, Sunny Brae, Pic.  
 Maggie S. Hart, Cook's Cove, Guy. Co.  
 Maud Syda, Round Hill, Anna. Co.  
 Kenneth J. McInnis, St. Anns, C. B.

Isabella G. McKay, Halifax.  
 Minnie A. Titus, Westport.  
 Joanna Doody, Halifax.  
 Ernest E. Bissett, Normal School.  
 Lizzie J. McLaren, Blue Mt., Pic. Co.  
 Wm. P. Reynolds, Normal School.  
 Emma P. McCumber, Maitland, Hants Co.  
 Lizzie A. Allen, Liverpool.  
 Nemerise R. D'Entremont, West Pubnico, Yar. Co.  
 Maggie I. Johnson, Plymouth, Yar. Co.  
 Florence Crawford, Riversdale, Lun. Co.  
 Geo. H. Cain, Lunenburg.  
 Mary S. McQueen, Sydney, C. B.  
 Alex. D. McKinnon, Sydney, C. B.  
 Maggie S. Cameron, Newton, St. Mary's.  
 Maggie Urquhart, Waugh's Rvr., Col. Co.  
 Edward Worthyake, Digby.  
 Harriett Johnson, Newton Mills, Col. Co.  
 Allan Morrison, Normal School.  
 Alex. D. McNeil, Munro's Bridge, C. B.  
 Augusta A. Hogg, Shelburne.  
 Murdoch D. McKenzie, Grand River, C. B.  
 Robt. J. Douglas, Earleton Village, Col. Co.  
 Mabel Young, Millville, Pictou Co.  
 Cassie E. McLean, New Glasgow.  
 Janet S. McKaracher, New Glasgow.  
 Annie McKenzie, Normal School.  
 Ida A. Calder, Bridgetown.  
 Flora McDonald, Avondale, Pictou Co.  
 Annie Campbell, Liverpool.  
 Annie Rood, Belmont, C. B. Co.  
 Hubert Wood, Normal School.  
 John Stewart, Loganville, Pic. Co.  
 Fred F. Corbett, Parrsboro.  
 Fred R. oop, Normal School.  
 A. D. Williams, Goldenville, Guy. Co.  
 Emma M. Murietto, Ardoise, Hants Co.  
 Linda Tupper, Scott's Bay, King's Co.  
 Charlotte H. Hines, Noel, Hants Co.  
 Isabel Landers, Margareville, Ann. Co.  
 Gracie L. Moran, Normal School.  
 Sarah P. Sutherland, Stand's Riv., Pic. Co.  
 E-tella H. McLaughlin, C. E. Canny, Col. Co.  
 Lizzie R. Kirkpatrick, Parrsboro.  
 Isora Truesdell, Aylesford.  
 Sylvester G. Gauthier, Frenchvale, C. B.  
 Norman McAulay, Sydney.  
 Annie M. McDougall, N. E. Margaree,  
 Mary J. Bliss, Gura, Hants Co.  
 Laura L. Woodroffe, Mt. Uniacke,  
 Annas B. Robbins, Riverton, Digby Co.  
 Mary J. Morehouse, Sandy Cove,  
 Mary B. Ferguson, Guy-boro Interville,  
 Ellie G. Sullivan, Halifax.  
 Rose Landry, Tracadie, Antigonish Co.  
 Mary J. McDonald, Antigonish,  
 Edwin Smith, Merigomish, Pic. Co.  
 Emeline McLean, Pictou.  
 Elina Wentzel, Falkland, Lun. Co.  
 Cecilia Sinclair, N. E. L. Chamber, Guy Co.  
 Marion E. McKay, E. Earleton, Col. Co.  
 Lydia K. Lawrence, Upper Falmouth,  
 Jas. Stewart, New Glasgow,  
 Mary Kennedy, Halifax.  
 Lena Gulliver, Liverpool.  
 Wm. H. Jackson, Lunenburg, Queen's Co.  
 Laura J. Stephens, Walton, Hants Co.  
 Arthur Cox, Upper Stewiacke.  
 Aggie E. Kirk, Glenelg, Guy. Co.  
 Chas. E. Crowell, Clementsport, Ann. Co.  
 Katie E. Welch, Westport.  
 Katie A. McIsaac, Chelonia Mills, Ant. Co.  
 Nellie L. O'Leary, Nappin Station.  
 Ronald D. McDonald, Fraser's Mills, Ant.  
 Bessie J. McNeil, Berwick.  
 Ada H. Zwicker, South Waterville, Hants.  
 Ella Keating, Guysboro,  
 Lilla A. Bruce, do.  
 Janet Carlyle, Normal School,  
 Susie P. Cox, Maitland.  
 Georgie E. Davidson, Logan's Tannery,  
 J. Scott Nelson, West Bay, C. B.  
 Alice J. Creehan, Normal School,  
 Florence J. Bown, Cow Bay, C. B.  
 Alex. Ross, Blue Mt., Pic. Co.  
 Chas. W. Ward, Normal School,

Minnie S. Jordan, Shelburne,  
 Phoebe Cameron, Goldenville, Guy. Co.,  
 Catherine Chisholm, Harbor Au Bouche  
 Ant. Co.  
 Minnie Maddill, Milford, Hants.  
 Rose McKay, Cow Bay, C. B.  
 L. Myrtle Whitman, Laurencetown, Ann. Co.  
 Minnie A. Hirtle, Bridgewater,  
 Robt. S. McKay, Yarmouth,  
 Annie M. McIntosh, Wallace Grant,  
 Maggie M. Redmond, Normal School,  
 Edward Blackadder, Wolfville,  
 Alice S. McHefley, Normal School,  
 Elvira Larkin, E. Pubnico, Yar,  
 Elmira O. Webster, Upper Stewiacke,  
 Ella Wood, Normal School,  
 Helen McNeil, Lockeport,  
 Agnes McHarris, Scotch Village, Hants,  
 Mary McKenzie, North Sydney,  
 Minnie Keen, Jordan Bay,  
 Emma E. Boulby, Aylesford,  
 Laura Bent, Goldenville, Guy. Co.,  
 Louisa A. Robertson, Wallace,  
 Daniel McGregor, Merigomish,  
 Mary A. Cunningham, Millville, Pic. Co.,  
 Lucilla McDonald, Stillwater, Guy. Co.,  
 Alex. J. McNeil, Mabou, C. B.,  
 Stephen Slawenwhite, Normal School,  
 Eliza N. Burton, N. E. Margaree, C. B.,  
 Alice L. Stewart, Sherbrooke,  
 Lizzie Merlin, Halifax,  
 Lizzie B. Tedford, Yarmouth,  
 Charlotte L. Zwicker, Normal School,  
 Haddon McLean, Hantsport,  
 Angus D. Chisholm, Antigonish,  
 Annie Davies, Halifax,  
 Samuel W. Williams, Loganville, Pic.  
 Henry C. Hache, Cheticamp Chapel, C. B.,  
 Mary L. Wilson, Barrington,  
 Georgie Inglis, Tupperville, Ann. Co.,  
 Alice Finley, Jolicure, N. B.,  
 Benj. Belliveau, E. Pubnico, Yarmouth Co.,  
 Ellen Weatherby, Tatamagouche,  
 Annie M. Archibald, Mid. Musquodoboit.  
 Arthur C. Kempton, Chester,  
 Edora Harlow, Port Joli,  
 Robt. Gauthier, Frenchvale, C. B.,  
 Carrie A. Davis, Westport.  
 Catherine B. Christie, Yarmouth,  
 Agnes Copeland, Merigomish,  
 Charlotte Hennigar, U. Kennetcook, Hants.  
 James E. Peel, Normal School,  
 Eliz. M. Baillie, "  
 Henry Heather, "  
 Matilda J. Bent, Aylesford.  
 Minnie B. Gates, Lunenburg,  
 Ernest A. Douglas, Maitland, Hants Co.  
 D. J. McKay, Lorne, Pictou Co.,  
 Sadie McKay, Sandy Cove, Digby Co.  
 Mary Wallace, L. Stewiacke  
 Orlando Taylor, Port La Tour, Shel. Co.

The following obtained Licenses of Grade C, but not the Grade applied for.

John H. McMillan, Pictou,  
 Calista Ann Wirth, Mabou, C. B.  
 Jas. A. Sutherland, River John,  
 Hugh P. McPherson, Lr. Ardoise, C. B.  
 Martin McGill, New Glasgow.  
 Randal B. Hildy, Somerset, King's Co.  
 G. O. Ross, Ross Corner,  
 Patrick LeBlanc, Eastern Harbor, C. B.  
 Clara Odling, Woodburn, Pic. Co.  
 Sadie Cox, Amherst,  
 Jas. A. Gillis, Gillis Lake, C. B.  
 Cassie Crowley, Port Gilbert, Digby Co.  
 Alex. N. R. Fraser, Port Hood, C. B.  
 Arch. E. Beaton, Mibon Coal Mines.  
 Natl. Hogg, Shelburne  
 Fred A. Borden, Kentville.