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# Qualifications of Teachers.

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# Syllabus of Examination.

## 1. Female Candidates—Class, III.

**LANGUAGE:** *Reading*—To read a passage in prose, and another in verse, with a distinct utterance and due attention to the punctuation.

*Spelling*—To spell correctly any ordinary sentence dictated by the Examiners.

*Grammar*.—1. \*To parse easy sentences and apply the rules of Syntax. 2. To have some general knowledge of the construction and various modifications of simple sentences.

**REMARK.**—The order pursued in parsing should be, from the *general* to the *particular*, as in the following model:—

Word.	Class.	Sub-Class.	Inflexions.	Syntax.	Rule of Syntax.
Boys	Noun.	Com.	{ Plu., 3rd Pers., Mas. gend., Nom. Case.	{ The subject of the pro- position.	{ "The subject of a proposition must be in the Nom. Case."
love	Verb.	{ Transitive, Regular.	{ Active Voice, Ind. Mood, Pres. Tense, Plu. 3rd Pers.	{ Agrees with its subject, "Boys."	{ "A verb must agree with its subject in num- ber and person."
novelty.	Noun.	Com.	{ Sing. 3rd Pers. Neut. gend., Obj. Case.	{ Limits the action ex- pressed by the verb "love."	{ "A noun or pro- noun used to limit the action of a Trans. verb, must be in the Obj. Case."

**ARITHMETIC**—To be thoroughly acquainted with the following:—

(1.) The Arithmeticon or Ball-frame, and its use in illustrating the fundamental rules.

(2.) All the Arithmetical Tables in use in the North American Provinces, with their application to commercial Arithmetic.

(3.) \*Arithmetic to Reduction inclusive, with the principle involved in Decimal Notation, and with the different methods of proof, —as laid down in the first and second parts of the Nova Scotia Arithmetic.

**WRITING**—\*To write a specimen of the penmanship used in setting copies of text-hand and small-hand, and to be able to give tolerable instruction in penmanship.

**GEOGRAPHY.**—(1.) \*To know well the Geography of Nova Scotia. (2.) \*To answer general questions concerning the lines used on maps. (3.) \*To answer leading questions concerning the great natural divisions of the earth.

**HISTORY.**—To be well acquainted with the History of Nova Scotia.

\*1. To explain with some facility the subject-matter of any common reading lesson.

### 2. Female Candidates—*Class, II.*

**LANGUAGE:** *Reading*—To read a passage in prose, and another in verse, with distinctness, fluency, and due attention to the punctuation.

**Spelling.**—To spell correctly any ordinary sentence dictated by the Examiners. 2. To know and exemplify the proper use of capital letters. 3. To know and exemplify the proper use of the period in punctuation.

**REMARK.**—The passage dictated by the Examiners should be such as to bring out in a single Exercise the Candidate's knowledge on these points.

**Grammar.**—1.\* To have a thorough knowledge of the classification and inflexion of words. 2. To analyze any Simple sentence. 3.\* To parse any ordinary sentence, and apply the Rules of Syntax. See form of parsing under *Class III.*

**Composition.**—1.\* To correct simple examples of the wrong use of words. 2.\* To write plain prose on a given subject.

**MATHEMATICS.**—To have a thorough knowledge of the following:—

**Arithmetic.**—1. The Ball-Frame and its use. 2. All the Arithmetical Tables used in the British Provinces, with their application to commercial Arithmetic; also, those of England, United States, and France. 3.\* The Rules and application of mental and slate Arithmetic as far as Interest, as contained in the Nova Scotia Arithmetic; and to be able to illustrate all the Rules, by means of objects.

**Algebra.**—\*The Fundamental Rules of Algebra.

**WRITING.**—\*To write a firm, plain hand, both text and small; and to know well the principles of penmanship.

**GEOGRAPHY.**—1. \*To be able to draw from memory an outline map of Nova Scotia, with the mountain ranges and chief rivers distinctly marked.

2.\* To answer questions about the physical and political Geography of the British North American Provinces, and any general questions concerning the hemispheres.

3.\* To understand the use of the globe sufficiently to illustrate thereby the succession of day and night, and of the seasons.

**HISTORY.**—\*To be familiar with the histories of Nova Scotia, and Great Britain.

1.\* Point out the means to be employed for exciting to diligence in study and for securing good order and obedience. 2.\* Set forth the expedients you would adopt in teaching the following:—(1.) Reading, so as to secure the qualities of distinctness and fluency: (2.) Grammar and Arithmetic to beginners.

3. *Female Candidates—Class, I.*

**LANGUAGE:** *Reading*—1.\* To classify the letters of the alphabet according to the organs of speech employed in uttering them. 2. To give the powers of the letters. 3. To read a passage in prose and another in verse as in *Class II.*, and with just expression,—or with that modulation and that inflexion of the voice which will bring out with proper effect the true meaning of the piece.

**REMARK**—This exercise must be so performed as to leave no doubt, in the mind of the Examiner, concerning the Candidate's fitness to conduct Recitation or Rhetorical exercises.

**Spelling.**—To spell correctly any sentence dictated by the Examiners, exemplifying in the same exercise the proper use of Capital letters and the principles of Punctuation.

**Grammar.**—1.\*—To classify grammatically any promiscuous assemblage of words, and assign the reasons for such classification. 2.\* To analyze any simple or compound sentence. 3.\* To parse, as in *Class II.* 4.\* To explain the structure of English verse and scan readily any of the four ordinary measures,—Iambic, Trochaic, Dactylic, Anapæstic.

**Composition.**—1.\*—To give an abstract, or outline, of any piece selected by the Examiner. 2.\* To convert a piece of poetry into the order of prose, and to paraphrase parts of it. 3.\* To explain any of the principal figures of speech.

**MATHEMATICS.—Arithmetic.**—To have a complete knowledge of the following:—

1.—The Ball-Frame and its use. 2.—All the arithmetical Tables in use, with their application to commercial arithmetic. 3.\* The rules of mental and slate arithmetic as far as Exchange, as contained in the Nova Scotia Arithmetic, with their application.

**Algebra.**—\*To the end of Simple Equations.

**Geometry.**—\*The first Book of Euclid.

**WRITING.**—\*To write a firm current hand, and to be able to teach with much facility the principles of Penmanship.

**BOOK-KEEPING.**—\*Book-Keeping in its simple and elementary form.

**GEOGRAPHY.**—1\*—To draw, from memory, an outline map of England. The mountains, chief rivers, and seaport towns to be distinctly marked.

2.\*—To answer questions respecting the physical and political geography of British North America, England, and United States.  
 3.\* To understand the uses of the Globe.

**HISTORY.**—\*To have a minute knowledge of the History of Nova Scotia, and Great Britain.

**REMARK.**—The outlines of Universal History are not required in this Examination but are strongly urged upon the attention of candidates.

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1\*—To write notes of Examination on any given reading lesson, adapted to scholars six, nine, and twelve years old. 2.\* To answer questions on the proper expedients to be used in giving instruction in reading, spelling, grammar, and geography.

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4. *Male Candidates—Class, III.*

The same as required of Females—Class, II.

5. *Male Candidates—Class, II.*

Same as Class, I—Females.

6. *Male Candidates—Class, I.*

**LANGUAGE—Reading.**—1.\*—To show what alphabetical combinations always represent simple sounds, and how this should be taken advantage of in teaching children to read, (as *th* in *this*.)  
 2. To give with accuracy and ease the powers of the letters.  
 4. To read a passage in prose and another in verse, with correct pronunciation, distinct utterance, proper pauses, fluency, and a just expression of the sentiments of the passage.

**REMARK.**—See *Rem* under *Female Candidates—Class I.* 3.

**Spelling.**—Same as *Class, II.*; and to exemplify the correct use of quotation points.

**Grammar.**—1.\* To show the elements of the English language, and give the proportion of each. 2.\* To present, with reasons in full, the grammatical classification of the words of our language. 3.\* To present examples of simple, complex, and compound sentences, and analyze any given sentence. 4.\* To parse in tabular form any sentence.

**REMARK.**—See Tabular Form given in *Remark Female Candidates—Class 3.*

5. \*To explain any of the following:—metre, quantity, accent, feet, caesural pause, and rhyme. 6. To scan with accuracy and ease any ordinary form of English verse.

**REMARK.**—An acquaintance with the grammar of any other Language will be considered as enhancing the standing of Candidates.

**Composition.**—1.\* To convert a piece of Poetry richly florid into prose severely chaste. 2.\* To explain the nature and advantages of figurative language, and be well acquainted with the principal figures of speech.

**MATHEMATICS.**—*Arithmetic.*—1. The Ball-Frame and its use.  
2.\* To solve any account in Commercial Arithmetic.

*Algebra.*\*—To work any example, to the end of quadratic equations.

*Geometry.*\*—To demonstrate any proposition in the first four books of Euclid.

*Practical Mathematics.*\*—To be well-versed in right- and oblique-angled Trigonometry, the Mensuration of surfaces, and Land Surveying,—as given in Chambers' series or an equivalent.

*Navigation.*—To have a good knowledge of Navigation.

*Natural Philosophy.*\*—To have a tolerable knowledge of the elements of Natural Philosophy, especially of Mechanics.

**WRITING.**—Same as *Female, Class I.*

**BOOK-KEEPING.**—To understand Book-Keeping by single entry.

**GEOGRAPHY.**—1.\* To draw, from memory, an outline map of any of the Continents, with the mountain ranges and great rivers accurately marked. 2.\* To have a good knowledge of general geography, and a very complete knowledge of the subjects given in *Female, Class I.* 2.

**HISTORY.**—\*To be well versed in the history of the British North American Provinces, and Great Britain, and to possess an accurate knowledge of the outlines of Universal History.

**CHEMISTRY.**—To be able to teach the leading principles of Agricultural Chemistry.

1\* To show what is meant by an *abstract* of a lesson, and how pupils should be trained to write such abstracts. 2\* To describe the spelling lessons adapted to the first, second, and third divisions of a Common School, and show how exercises in Dictation may be most expeditiously and effectively corrected. 3\* To draw up a Time-Table for use in a miscellaneous school under given circumstances.

**REMARK.**—By a time-table is meant a scheme shewing the allotment of time to each branch taught in the School.

#### 8. DIRECTIONS TO EXAMINERS.

1. The answers returned to questions on any subject marked with a star (\*) in the preceding exercises, must be on paper. This does not preclude any oral answers the Examiners may require of Candidates on any subject named in the syllabus. Examiners shall file and preserve the Examination papers, and furnish the Superintendent an inspection of the same whenever he may desire.

2. Suggestions as to the mode of conducting examinations will be forwarded to the Examiners by the Superintendent.