

TEST QUESTIONS.

History and Geography.

The following questions are taken from different sources, chiefly from test papers set in the "School World," and from New Brunswick High School Entrance papers of past years.

1. State briefly but clearly the objects of the following: The Toleration Act, the Declaration of Indulgence, the Bill of Rights, the Test Act.
2. Tell the story of the Jacobite Rising in 1745. Which side would you have taken and why?
3. Show in two parallel columns the territories belonging to the British in 1688 and 1815, respectively.
4. State the *general* object of the great war in Queen Anne's reign. What is it called, and why? Why did England take part in it? In what different countries did the fighting take place? What did England gain by it?
5. Which of the Stuart Kings of England were ancestors of George V.
6. Write in three parallel columns:—
 - a. Any ten of the following place names.
 - b. Any historical event connected with them, giving dates.
 - c. Their location. Agincourt, Alma, Bannockburn, Beachy Head, Blenheim, Bosworth, Boyne, Cadiz, Canterbury, Crecy, Corunna, Evesham, Fotheringay, Guiana, Hastings, Lewes, Lucknow, Plassey, Potiers, Runnymede, Rochelle, Sedgemoor, Salamanca, Towton, Utrecht, Worcester, Sluys, Zutphen, Paardeberg, Londonderry.
7. When have England and France been leagued together, and against what enemies?
8. What do you understand by Responsible Government? When was it adopted in (a) New Brunswick, (b) Nova Scotia? What names are associated with its introduction in each province?
9. Give (a) the nations concerned; (b) the results, and (c) the dates of the various sieges of Quebec?
10. Write brief notes on six of the following topics: United Empire Loyalists, Exile of the Acadians, British North America Act, Rebellion in Canada, 1837-38, the Massacre of Glencoe, the Long Parliament, the Ashburton Treaty, the South Sea Bubble, the Feudal System, the Rye House Plot, Massacre of Lachine, the Family Compact, Star Chamber, Invention of Printing, Gordon Riots, the Reform Bill of 1832, Great writers of the Elizabethan Age, Siege of Sebastopol, the fall of Louisbourg, the Solemn League and Covenant.
11. What are the four most important trade routes from England to other parts of the Empire?
12. Name the zones of the earth and give their boundaries. Explain the terms:—glacier, tide, plateau, delta, trade winds, tropics, horizon, river-basin, latitude.
13. Name in consecutive order the waters through which you would pass and the British possessions you would pass in going from London to Yokohama, via the Red Sea?
14. Explain why clocks in London do not indicate the same time as those in St. John. Why do the clocks of Moncton and Fredericton keep the same time?
15. A steamer sails from Shediac, N. B., to Owen

Sound, Ontario. Name in order the waters she would sail on, and the chief Canadian towns she would pass.

16. Why is England a manufacturing Country? Name three chief manufacturers, naming two cities as centres of each.

17. Name eight islands separated from the mainland by straits. Name the mainland from which each is separated, and the strait.

18. Draw an outline map of any one of the sea coast provinces of Canada. Put in the coast waters, rivers and chief sea ports.

In giving practice in answering test questions, the questions requiring practically the same answers should be worded in different ways, to accustom the pupil to the questioning of different examiners—*i. e.* For what are the following men famous? Write brief notes on the following men. How are the following men connected with the history of Canada?

A familiar comment by examiners is—"Many candidates do not read the questions with due care, and others fail to answer the question actually set, but write at length on topics more or less closely connected therewith." To guard against these mistakes give both oral and written drill, or one or two questions at a time, insisting on the pupils explaining each question, before they begin the answer.

Other comments are: "In English History, attention is drawn to the following weak points. (a). Inaccuracy in dates; the attention is sometimes fixed on the last two figures to the neglect of the first two. (b). Vagueness in Geography; the map is an essential adjunct to the history lesson. (c). Wordy answering; either excess in trivial detail, or a notion that marks may be gained by mere verbosity. (d). Failure to discriminate between more or less important issues: *e. g.* in an account of a great man's life trivial matters about his youth are given as much space as the deeds that made him famous.

Practice should be given in writing "brief notes" as in question 10. These should be written on the black-board and criticised. Show that only the most important matters should be mentioned. Teach the importance of adding dates, approximate if not exact, as, about "the middle of the 16th century." "Just before the rebellion of 1837."

Attach a great deal of importance to neat and clear arrangement of answers. This conduces to clear thinking. It also makes things easier for the examiners, and pre-disposes them to favourable judgment.

THE FOLLOWING QUESTIONS WERE SET AS A TEST FOR A HIGH SCHOOL CLASS, IN THE STATE OF NEW YORK.

1. Add (no credit being given if an error is made in the work): 86792, 93576, 80947, 4856, 20493, 63049, 28937, 78967, 49485, 28390.
2. Multiply (no credit if an error is made): .769483 by 498.7.
3. Divide (no credit if an error is made) .967898 by 698.
4. A young man earns during his summer vacation \$76.50 which he deposits in the bank at $3\frac{1}{2}\%$. To how