

1. Mention some points of agreement, and also of disagreement, which you see when you compare Locke's theory of education with Arnold's.

13. What were Arnold's views on corporal punishment? What was his practice?

14. On what ground did Arnold advocate natural-science teaching into the school-course?

15. In speaking of the education of his own daughter, what does Arnold say about the intellectual education of girls?

THE THEORY OF EDUCATION.

1. What different views of mind are implied in the words "education" and "instruction" respectively? In what sense may we speak of the mind as having faculties?

2. Perception has been called "*Presentative-Representative Cognition*." Explain this by analysing your perception of the table at which you are writing. (In the analysis, bring out carefully the whole part played by muscular activity.)

3. What do you understand by "object-lessons"? What is their psychological reason, and under what conditions may they be made effective?

4. State the laws of contiguity and similarity. Show how association by similarity is implied in the recall of any train of images by contiguous association.

5. Analyse the aptitudes for language and for natural science respectively?

6. How would you set about proving to a class of children that they will all be dead a hundred years hence? Bring out in your answer the precise difference between inductive and deductive reasoning.

7. What do you understand by instinct, and what is its range in man? Explain how it comes to pass that we can say to any act, "I did it mechanically."

8. How is mental acquisition promoted by teaching a number of children together?

9. What is to be said for or against the "Discipline of consequences" as applied to the young?

ADVANCED QUESTIONS.

(Not more than one question to be answered out of each group.)

I.

1. "Education should always be according to nature." Which reformers have especially insisted on this? Explain in each case what you understand to be meant by "nature."

2. When Arnold was a candidate for Rugby, one of his testimonials said that "if appointed he would change the face of education all through the public schools of England." What changes that have since taken place should you connect with Arnold's influence?

II.

1. Distinguish the notions of development and growth; and upon what grounds and with what effect they are applicable to the mind.

2. What reason is there, if any, for distinguishing various kinds of memory? Suppose a man has "no memory for places," might he cultivate one, and how?

III.

1. What is meant by "synthesis" and "analysis," in their relation to modes of teaching? Illustrate your answer, and say in what cases, if any, the logical order in which truths and facts are related is not the order in which they can be most effectively taught.

2. Write an essay on Rewards and Punishments, and the principles on which they should be administered.

ENTRANCE EXAMINATIONS.

FOURTH BOOK AND SPELLING.

TIME—ONE HOUR AND A HALF.

Examiner—J. M. BUCHAN, M.A.

Values.

- 18 1. Tell what you know about the battle of Thermopylae.
2. "Impoverished by these disasters, it was not till the

patent had nearly expired that Sir Humphrey procured the means to equip another expedition. With the assistance of Raleigh, now in high favour with the Queen, he collected a fleet of five ships. 'We were in all,' says the chronicler of the voyage, 'two hundred and sixty men, among whom we had of every faculty good choice; as shipwrights, masons, carpenters, smiths, and such like requisite to such an action, also mineral men, and refiners. Besides, for solace of our own people, and allurement of the savages, we were provided with music in good variety; not omitting the best toys for merris-dancers, hobby-horses, and many like conceits.'"
—Fourth Reader, pp. 34 and 35.

2+2+ (i.) Give Sir Humphrey's surname; quote the celebrated saying he uttered before he was lost, and tell what you know about the expedition.

2 (ii.) Name the queen referred to.

3 (iii.) Tell what you know about Raleigh.

11 (iv.) Explain the meaning of 'impoverished,' 'disaster,' 'patent,' 'chronicler,' 'voyage,' 'mason,' 'mineral,' 'refiner,' 'solace,' 'allurement,' 'savage.'

2. "Speed on the ship! but let her bear
No merchandise of sin,
No groaning cargo of despair
Her roomy hold within,
No Lethean drug for Eastern lands,
Nor poison-draught for ours;
But honest fruits of toiling hands,
And nature's sun and showers!"

—Fourth Reader, p. 69.

7 (i.) Explain the meaning of 'merchandise,' 'cargo,' 'despair,' 'hold,' 'Lethean,' 'drug,' 'draught.'

6 (ii.) To what kind of business does the poet refer in lines 8 and 4? In line 5? and in line 6?

2 (iii.) Parse 'sun,' line 8.

2+2 (iv.) What is meant by 'fruits' in line 7? Why are they called 'honest'?

10 4. Distinguish 'pane' from 'pain,'
'rain' " 'rein' and 'reign,'
'main' " 'mane,'
'fane' " 'feign,'
'lain' " 'lane.'

1+1+ 5. Name the vowels. What is a diphthong? Point out the diphthongs in lines 3, 5 and 6 of the stanza quoted in question 8.

The lessons in the 4th Book selected for special critical study are:

- (1) The Norwegian Colonies in Greenland.—*Scoresby*.
- (2) The Founding of the North American Colonies.—*Pedley*.
- (3) The Voyage of the "Golden Hind."—*British Enterprise*.
- (4) The Discovery of America.—*Robertson*.
- (5) The Death of Montcalm.—*Hawkins*.
- (6) Jacques Cartier at Hochelaga.—*Hawkins*.
- (7) Cortez in Mexico.—*Cassell's Paper*.
- (8) The Buccaneers.—*The Sea*.
- (9) The Earthquake of Caraccas.—*Humboldt*.
- (10) The Conquest of Peru.—*Annals of Romantic Adventure*.
- (11) The Conquest of Wales.—*White's Landmarks*.
- (12) Hermann, the Deliverer of Germany.—*Jerrer*.
- (13) The Battle of Thermopylae.—*Raleigh*.
- (14) The Destruction of Pompeii.—*Magazine of Art*.
- (15) The Taking of Gibraltar.—*Overland Route*.

ENGLISH HISTORY.

TIME—ONE HOUR AND A HALF.

Examiner—S. ARTHUR MARLING, M.A.

Values.

24×6 1. Explain what is meant by the following terms:—
=15 Feudalism, Crusade, the Invincible Armada, Cabinet Minister, the Pretender, the Premier.

12 2. Name, in order, the sovereigns of Great Britain from James I. to Victoria, showing how each was related to his or her predecessor.

8×8 3. What were the wars of the Roses? When were