

Examination Questions.

JULY EXAMINATIONS, 1881.

FIRST CLASS TEACHERS.—GRADES A AND B.

(Continued from last month.)

CORIOLANUS.

TIME—TWO HOURS AND A HALF.

Examiner—JOHN WATSON, M.A., LL.D.

1. Classify the plays of Shakspeare. Explain and defend the principle of your classification.
2. Discuss the question as to the date of *Coriolanus*.
3. From what source did Shakspeare get his materials for this play? Mention any instance in which he has made a free use of those materials, and any instances in which he has expanded a hint into a character.
4. "The subject of the whole play is not the exile's revolt, the rebel's repentance, or the traitor's reward, but above all it is the son's tragedy." Give the evidence that may be found in the play itself for each of the views indicated. Which view seems to you the most reasonable?
5. Estimate the character of Coriolanus, giving references, special or general, to the passages which seem to bear out your interpretation.

6. *Bru.* All tongues speak of him, and the bleared sights
Are spectacled to see him : your prattling nurse
Into a rapture lets her baby cry
While she chats him : the kitchen malkin pins
Her richest lockram 'bout her reechy neck,
Clamb'ring the walls to oye him : stalls, bulks, windows,
Are smother'd up, leads fill'd, and ridges hors'd
With variable complexions ; all agreeing
In earnest to see him : sled-shown flamens
Do press among the popular throngs, and puff
To win a vulgar station : our veil'd dames
Commit the war of white and damask, in
Their nicoly-gawded cheeks, to the wanton spoil
Of Phoebus' burning kisses ; such a nother,
As if that whatsoever god who leads him,
Were slyly crept into his human powers,
And gave him graceful posture.

—Act II., sc. 1, ll. 197-211.

- (1) Rewrite this passage, so as to bring out the exact meaning of each word.
- (2) 'Rupture' and 'chats of' or 'chats to' have been proposed in place of 'rapture' and 'chats.' (Ll. 197-8.) Do you regard these changes as necessary or reasonable? Explain.
- (3) Write explanatory notes on 'malkin,' 'lockram,' 'bulks.'

7. Let me twine
Mine arms about that body, where against
My grained lash an hundred times hath broke,
And scarr'd the moon with splinters.

—Act IV., sc. 5, ll. 105-8.

—Commanding peace
Even with the same austerity and garb
As he controll'd the war.

—act IV., sc. 7, ll. 43-5.

Name the figure of speech in 'scarr'd the moon with splinters' and 'even with the same austerity and garb.' Illustrate each by a quotation from Shakspeare or some other writer.

8. *First Serv.* Let us have war, say I : it exceeds peace as far as day does night : it's spritely, waking, audible, and full of vent.

—Act IV., sc. 6, ll. 219-21.

Rights by rights fouler, strengths by strengths do fail.

Act IV., sc. 7, l. 55.

Explain the meaning of the words in italics, as you understand them.

ANCIENT HISTORY AND GEOGRAPHY.

TIME—TWO HOURS AND A HALF.

Examiner—J. M. BUCHAN, M.A.

1. Give an account of the growth of the Athenian empire from the formation of the Confederacy of Delos to the Thirty Years' Truce between Athens and Sparta.
2. What is Cox's view of the subject of the mutilation of the Hermai, just before the departure of the Athenian expedition against Sicily.
3. Sketch, after Mommsen, the constitution of Rome in the period between the First Punic War and the destruction of Carthage.
4. Give an account of the Roman empire at the outbreak of the war against the Cimbric and Teutonic.
5. Sketch, after Mommsen, the character of Gaius Julius Caesar.

ENGLISH AND CANADIAN HISTORY.

TIME—TWO HOURS AND A HALF.

Examiner—S. ARTHUR MARLING, M.A.

1. Describe the growth of the prerogative and of arbitrary power in the reign of James I.
2. Give a history of the Court of Star-Chamber, and explain what was its jurisdiction at different times.
3. Write, after Macaulay, a history of the Long Parliament.
4. Narrate the principal events under Laval's administration in Canada.
5. Describe the relations existing between the home government and the French Governors of Canada.

PROFESSIONAL EXAMINATION.

FIRST CLASS.

SCIENCE OF EDUCATION.

TIME—TWO HOURS.

Examiner—J. A. McLELLAN, LL.D.

1. Give any definitions of Education that have been proposed by prominent writers on the subject.
What do you conceive to be the true aim and scope of education?
2. Discuss briefly the question—Is Education a Science?
What practical uses may fairly arise from a knowledge of the laws which regulate the mental activities?
3. State any of the conditions essential to effective mental action, and shew their bearing on the work of education.
4. Among the objective laws of association (of ideas) are
(1) The law of similarity and contrast.
(2) The law of contiguity in time and place.
Briefly explain and illustrate these laws.
5. Spencer says :—"For the training of the memory science is as good as language, while it has an immense advantage in the kind of memory it cultivates."
Give an outline of his discussion of these propositions.
6. "The influence of the imagination is equally felt in moral and intellectual action." Explain this statement.
In the cultivation of this faculty what methods are open to the teacher?
7. Bain says that the "Rule of Three" can hardly be applied without a knowledge of reasons, and is hence the *pons asinorum* of arithmetic. Compare, giving illustrations, this *pons asinorum* with the Unitary Method. Shew that the objection "Even in the Unitary Method we use the idea of ratio," is futile.

HISTORY OF EDUCATION.

TIME—TWO HOURS.

Examiner—S. ARTHUR MARLING, M.A.

1. Describe concisely the effect produced upon educational methods by the Revival of Learning in the 15th and 16th centuries. Illustrate by examples.