

16. What great difference exists between "suitable" and "unsuitable" Punishments, even where both equally effective in enforcing the required obedience?
17. Give an instance how a Teacher, by a particular demeanour, may introduce some special habit, which he thinks necessary.
18. In any Branch of Instruction, what means should be adopted, whenever possible, to introduce the subject familiarly to the senses of the learners?
19. Is the Teacher "educating" only, while he is instructing? State the reason of your answer.
20. What general rule of conduct may be drawn from a previous circumstance for the Teacher's guidance?
21. Describe what you conceive to be a sufficient course for Common School, or National, Education.
22. What particular Branch of Education is most generally neglected in Schools?

2. EXAMINATION PAPER ON EDUCATION AND THE ART OF TEACHING IN 1852.

1. What is the difference between Education and Instruction?
2. Strictly speaking, what persons are uneducated?
3. What species of Education is that which all must undergo? State why.
4. What evil usually arises, or may arise, from mistaking Instruction for Education, and why?
5. How is the consideration of the difference between Education and Instruction connected with modes of teaching and systems of Rewards and Punishment?
6. What is the principle which should regulate all Systems of School Discipline?
7. How would you proceed to "organize" a School?
8. What is the first point to be considered in classifying a School?
9. Describe in what consists the special utility of introducing in a School a system of training, by which certain duties, etcetera, are performed simultaneously and by words of command.
10. What course should a Teacher adopt with reference to the feelings of his pupils in exacting obedience, etcetera?
11. What is the best mode of securing the attention of a class?
12. What method would you adopt to exact obedience from very young children?
13. At what stage of their progress, after children have commenced the alphabet, would you begin the system of explanatory questioning?
14. On what class of words would you first begin to question children? and why?
15. How would you commence with children the subject of Grammar? of Geography? of Arithmetic?
16. Describe what you conceive to be a sufficient course for Common School, or National, Education.

3. EXAMINATION PAPER ON EDUCATION AND THE ART OF TEACHING IN 1853.

1. What is Education?
2. How does it differ from Instruction?
3. Taking the word "Education" in its widest sense, what persons are uneducated?—State the grounds for your reply.
4. By what principle must all School arrangements be tested?
5. In all the arrangements for the government of a School, what two results should be specially looked to?
6. Describe such arrangements and results, as regards the distribution of Rewards and Punishments.
7. What is meant by "organizing" a school?
8. By what means is the organization of a School effected?
9. What is the best means of producing attention in a class?
10. What is the best means of awakening and training up the thinking powers of children, and when would you begin to apply such means?

V. REASONS GIVEN BY THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE REGULATIONS RELATING TO THE INTERCOURSE OF MALE AND FEMALE STUDENTS IN THE NORMAL SCHOOL.

The *North American* Newspaper of Toronto,* having taken exception to the expediency and desirability of the Regulations governing the intercourse of

* Mr. (afterward the Honourable William Macdougall, C.B.) was at this time Proprietor of the "*North American*."