

# **The National Spiritualist College and National Joint Education Scheme :**

**ASSOCIATE (B.S.L.U.) SECTION.**

## **TUTORS' and STUDENTS' GUIDE to THE GRADE V EXAMINATION.**

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### **EXTRACTS FROM THE GRADUATE SCHEME REGULATIONS.**

1. The Graduate Scheme . . . shall consist of **THREE** Grades, the Intermediate, Subsidiary and Final Grades.

5. The three examinations must be taken in their proper order and **only one** Grade may be taken in any one year. The **age** candidates for the **Intermediate Grade** (on the first day of month in which the examination is held) must be 20 years or over.

7. B.S.L.U. Grade V students who have passed with not less than **70 per cent** marks . . . . . may sit at the next following **Intermediate** Examination for which they are eligible under Regulation 5.

Candidates for the Grade V Examination must be 18 years old, or over, on the date of the examination.

### **SYLLABUS :**

- (a) A study of various phases of Physical Mediumship from an evidential standpoint, viz. : Trumpet Phenomena, Levitations, Materialisations, Supernormal Photography and Automatic Writing.
- (b) A study of Mediumship ; and a consideration of Spiritualism from a religious, an ethical and a philosophical viewpoint.
- (c) The effects of Spiritualism on Science, Philosophy and Religion.
- (d) The various phases of Opposition to Spiritualism—Religious, Materialistic and Agnostic—and a study of various methods of meeting and combatting them.

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As an introduction to the above studies, the Joint Education Committee has approved the following as basic handbooks:

**Spiritualism for the Student and Investigator** (B.S.L.U. No. 3—7d.) and **Essays on Reasoning** (B.S.L.U. No. 5—5d.) ; both post free from Miss M. E. Kitson, 37, South Street, Savile Town, NEWSPRINT WORKS B.S.L.U. OFFICES

Students who desire a wider and fuller course of study are advised to read as many as possible of the books suggested in the Lists of Reference given at the end of each introductory article in No. 3 Handbook.

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### EXAMINATION REGULATIONS.

1. The annual examination shall be held in February, on the same date and (subject to the provisions of Regulation 2) at the same time as the examinations in the other (B.S.L.U.) Grades.
  2. The examination shall consist of TWO Three-Hours Sessions—  
 One at the same time as the local examination in the other Lyceum Scheme Grades, and  
 The other during the Saturday or Sunday or Monday of Examinations week-end—but  
 At a time and place to be decided in each instance according to local arrangements and/or possibilities.
  3. There shall be TWO Question-Papers, one at each Session :  
**Paper No. 1** shall be based as at present on No. 3 Handbook ;  
**Paper No. 2** also shall be based on the subjects dealt with in the Handbook, but the answers must show an intelligent grasp of the methods of study, research and investigation laid down in Chapters I—II, and VIII—XI of **Essays on Reasoning**.
  4. The same Examiners shall mark both the B.S.L.U. Grade V and the S.N.U. Entrance Examination Answer-Papers.
  5. Candidates who obtain 70 per cent. or more of the total marks (and not less than 50 per cent. in each of the two papers) shall be deemed to have qualified to enter for the following year's Intermediate Grade Examination—if still eligible under the GRADUATE SCHEME Regulations.
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### HINTS TO TUTORS AND STUDENTS.

The Joint Committee has realised that many, who otherwise would take up the Education Scheme, are unable to do so because of the difficulty of finding Tutors or of arranging mid-week classes ; and also that many well-informed and competent Spirit-

about the task. To meet these difficulties, the following hints and lesson-plan have been drawn up; and it is hoped the result will be a great increase in the number of students—and of candidates sitting at the examinations.

The first thing students have to realise is that the Grade V Examination is **only the first of four** which they intend to pass, and that their progress in the Graduate Scheme Proper will depend to a large extent on the foundation (of studying method as well as of knowledge of text-book subjects) they will lay in this Qualifying Course. So the methods suggested herein should be given careful consideration before being rejected—they are founded on the experience of students who have done well in University examinations, and are now practical teachers.

The Lesson Plan has been drawn up primarily for classes meeting under a Tutor, or for groups of students who study together and "tutor" each other; but the "solitary student" who follows the course laid down hereunder, and later tests himself with questions set at previous examinations (following the hints in answering questions given on page 7), will not find himself unduly handicapped in his efforts to win his Graduate Degree.

As the Grade V Examination is held in February (the third Sunday,—with its Saturday and Monday, if required), study should begin as soon as possible, and certainly not later than the early days of August; and all that month should be devoted to reading and re-reading **Essays on Reasoning**. The whole aim and object of the **Essays** is to create and/or stimulate critical thought along well-approved lines of reasoning. But the students' own ideas and methods of thinking are worth ten times any ideas or methods they can copy from others—and not only to themselves but to Our Movement; and it is hoped that they will study the Essays until the ideas suggested in each have become their own or (better still) driven them to formulate and use their own. And although at the examination questions will not be asked on the subject matter of Essays III—VII and XII, students are strongly advised to make these a part of their **August** reading.

The Lesson Plan provides that during its sixteen weeks each of the set Essays will be read four or five times—in connection with appropriate sections of No. 3 Handbook. For instance, in the first week half of Mr. Oaten's article on Physical Phenomena is set for reading, and the suggested Essay is VIII, "Investigation"; in the second week the second half of the article is read in conjunction with Essay X, "How we Collect and Examine Evidence"—the "Study-subject" for the fortnight being **Compare with your own or others' experiences**. And the studies for the subsequent

weeks are chosen with equal care. And the student must keep in mind that Question Paper No. 2 will be set to test how carefully and intelligently the Essays have been read in company with the Articles and the books of reference.

It is recommended that working to the Plan should begin with September, so that the course will be completed just about Christmas. In the New Year six or seven weeks remain for study, and these should be divided between revision of the handbooks, examination practice as explained later, and reading as many as possible of the recommended books of reference. When reading these, notes bearing on the subjects set in the Syllabus could be taken for re-reading and later reference. And all personal experiences should be carefully recorded and classified for possible examination use—practical experience being a real asset.

		<b>Essays on Reasoning.</b>	
Week.	Pages.      No. 3 Handbook.		
1st.	5—7 <b>Physical Mediumship</b> (to "even eat fruit") :		
	STUDY—Compare with your own or others' experiences      ...		VIII
2nd.	7—9 <b>Trumpet Phenomena, etc.</b>		
	STUDY—as above      ...      ...		X
3rd.	10—12 <b>Laws of Physical Mediumship</b> (to "nerves of motion" :		
	STUDY—Whether these laws agree with the experiences of yourself or others <b>you know</b> ...	II and VIII	
4th.	12—15 <b>Laws of Mental Mediumship :</b>		
	STUDY—as above      ...      ...		IX
5th.	15—18 <b>Philosophy, Ethics and Religion :</b>		
	STUDY—The interdependence of all three      ...      ...	IX and XI	
6th.	19—21 <b>"What Our Principles Reveal"</b> (Introductory to "Communication with us") :		
	STUDY—Mediumship as a Basis      ...	VIII	
7th.	21—24 <b>"Continuity of Life" to "Compensation and Retribution,"</b> and their lessons :		
	STUDY—How the Philosophy is built up      ...      ...	II and IX	

Week. Pages.		No. 3 Handbook.	Essays on on Reasoning.
8th.	24—26	<b>Our Ethics, Religion and Worship :</b> STUDY—How these follow from the Philosophy ... ..	II and XI
9th.	27—29	<b>Effects of Spiritualism</b> (to “in human language”): STUDY—The advance of Modern Thought	I and II
10th.	29—31	<b>Effects of Philosophy and Science :</b> STUDY—The new light from Spiritualism	VIII and XI
11th.	31—33	<b>Effects on Religion :</b> STUDY—How far is <b>revision</b> of old be- liefs justifiable ! ... ..	X
12th.	27—33	<b>(Revision) :</b> STUDY—Dr. Powell's deductions : do they go far enough ? ... ..	I and II
13th.	33—37	<b>“The Various Phases of Op- position . . . :</b> STUDY—How to meet the Christian ... ..	I and XI
14th.	37—41	STUDY—How to meet the Agnostic ... ..	IX and X
15th.	41—46	STUDY—How to meet the Materialist	VIII and IX
16th.	33—46	<b>(Revision) :</b> STUDY—The effectiveness of our Re- plies to these various Phases of Opposition ... ..	I and X

### Class or Group Work.

Each student member of the class or group should possess the two set handbooks, a Syllabus, a note book and two exercise books. In the ideal class (where the tutor has plenty of leisure time) the exercise books would be used on alternate weeks, to answer the questions set by the tutor—No. 1 book to be used for the first set, and left with the tutor for correction ; to be returned, with useful hints, when No. 2 book is handed in with the second set.

answers—and so on. The first half-hour of class-work would be devoted to discussing the corrections and hints, and all important points recorded in the note books for reference or for use in revision work.

But, unfortunately, few if any of our Tutors work under ideal conditions, and the amount of leisure time at their disposal does not allow of these elaborate corrections. In that case, the second exercise book would be put to the next best use—as follows. The tutor would set (say) five questions, and the students would find the best answers they could manage and enter them in No. 1 book. At the class the students, by rota, would take turns at each reading out his (her) answer for discussion by the others; and when an agreed answer had been adopted this should be entered in No. 2 book. The tutor would superintend and guide the discussions, to prevent mere arguing, but leave most of the discussion to the students, who would have it impressed on them that **they did come to the classes to learn their lessons, but to study and discuss what they had learned** at home.

No class should be allowed to close until every difficulty of every student has been explained or removed; and students should get first chance of removing these difficulties before the Tutor takes any part.

The last half-hour of the class could be devoted to the coming week's lessons; and the tutor could point out passages deserving of special marking or special attention, ending the class by dictating the questions to be answered at home. After New Year, the work to be done is left to the discretion of the individual Tutor, who should know in what subjects his students are strong or weak.

### EXAMINATION PRACTICE.

(i) Take the questions set at previous exams. Make each question the subject of an essay; look up the matter of it (in No. 3 Handbook, etc.) and make notes on it: then write the essay. Read it through, and strike out the non-essentials; retaining only the matter strictly relevant to the subject.

(ii) Study each article in No. 3 Handbook thoroughly, carefully and repeatedly. Take **some leading sentence** or section; make it the subject of an essay, and write your "answer" from the matter of that chapter, supplemented by your knowledge from other sources. The **Study Subjects** set for each week of the above programme, would make excellent subjects for essays.

(iii) Students should bear in mind that the questions are not set to draw out all they know (and *that* would not be much, if five questions could draw it all out), but to test **their ability to select**, from what they know, sufficient to give a convincing answer **in the time at their disposal**. That is the real test of either a speaker or a teacher : not the quantity, but the quality of what they tell us, and the time they take to tell it. So the student should practise during the year answering questions under strict examination conditions as to time (about three-quarters of an hour for each question.)

(iv) **The Tutor** should see that each student is supplied with a copy of this leaflet, and that the section on "How to Answer Questions" is thoroughly and carefully studied ; insisting that all answers shall be written as there directed. It would not be a bad plan to ask the students to put down, **before** each answer, the **kind of answer** that was required. (As the student will be answering the questions at home, with his leaflet before him, will be no hardship—but very good training for the actual test).

## HOW TO ANSWER QUESTIONS.

First, read the questions carefully, and find out **EXACTLY WHAT** you are being asked to do. The different kinds of questions that may be asked are given under in **CAPITAL LETTERS**, and the type of answer required is given after.

1. (a) If you are asked **FOR FACTS AND DETAILS**, only,

(A) Put down the facts and details as you would tell them to an inquirer who asked you the same question.

(b) If asked **FOR OPINIONS**, only,

(B) First state your opinion and then state your reasons for holding the opinion. Arrange your answer so that each opinion will arise from the preceding one and lead to the following one. Keep your strongest argument to the last—so as to "clinch" your answer.

(c) If asked **FOR FACTS AND OPINIONS**,

(C) State first your facts and then your opinions, showing how these opinions are justified by the facts. **ALWAYS** proceed from facts to opinions and reasons.

(d) If asked **TO DEAL GENERALLY WITH A WHOLE SUBJECT**,

(D) Give the generally known and accepted facts and opinions

(e) If asked TO GO INTO DETAILS ON SOME PARTICULAR part of a subject,

(E) Arrange your details so as to make them interesting, instructive and convincing.

2. When asked to compare two subjects (such as Spiritualism and Orthodox Christianity); always (a) state IMPARTIALLY all that you know for and against both; point out (b) where they agree; and (c) where they differ; and (d) then give your own opinions. DON'T give what you KNOW of one and what you THINK of the other, or what you know in favour of one and what you know against the other, as this is not only unfair and misleading but utterly foolish.

3. Never answer MORE than you are asked. Check yourself reading the question at intervals whilst writing your answer.

NOTE.—The examiners can judge your knowledge in only one way—from what you say (or don't say) in your answers. So if you are careless and put in things you WERE NOT asked for, or leave out things you WERE asked for—or if your facts and opinions and reasons are all jumbled up—the examiner concerned will conclude that you either don't know or don't understand your subject, and will give you few, if any, marks.

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All correspondence, inquiries, etc., regarding the B.S.L.U. Section (Oral Grade to Grade V) of the National Education Scheme, must be sent (enclosing a 1½d. stamped addressed envelope) to the B.S.L.U. Education Secretary,

~~Miss M. E. KITSON, B.A., F.N.S.C.,~~

~~37, South Street, Savile Town, DEWSBURY, Yorks.~~

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