

Some Examination Papers.

The following are the Normal College examination papers of last May on which all students wrote :

SCIENCE OF EDUCATION.

Examiners : {T. Carscadden, B. A.
{J. Waugh, B.A., B. Paed.

1. Discuss, from the standpoint of mental discipline, the relative values of the abstract sciences and of the experimental sciences.

2. (a) Enumerate the merits and defects of the "discipline of natural consequences" as a system of moral training.

(b) Show to what extent such a system of discipline may be safely used by the teacher.

3. "The development of intelligence is from the presentative to the representative"

"The development of intelligence is from the sensuous to the ideal."

"The development of intelligence is from the vague to the definite, and from the particular to the general"

(a) Explain and illustrate each of these propositions.

(b) Give rules, based on these principles, for the guidance of the teacher in the work of education.

4. (a) Give Spencer's views on the education which prepares for citizenship.

(b) State his views (i) on the way history is generally taught. (ii) on the way it should be taught.

5. (a) Define the term art education.

(b) Show how the æsthetic sentiment can be cultivated by the study of natural landscapes.

(c) Show the special importance, in this age, of cultivating the sense of the beautiful.

HISTORY OF EDUCATION.

Examiners : {C. L. Crassweller, B. A.
{T. A. Kirkconnell, B. A.

1. (a) Describe the provision made for the physical training of the young in Athens and in Sparta.

(b) Discuss the advantages and disadvantages of their methods as compared with ours.

2. "Then (during the Renaissance) it was that the latest *bend* was given to the Educational ideal of the civilized world."

Amplify this statement and estimate the present influence, whether injurious or advantageous, of the Renaissance ideal of education.

3. (a) Give Locke's ideas on:—

- (i) The object of education,
- (ii) The subjects to be taught,
- (iii) The methods to be used.

(b) How far was he at issue with his own age?

(c) To what extent did his ideas influence English practice?

4. Describe Pestalozzi's attempts to put into practice his educational theories. Account for any failure that attended his efforts.

5. Describe the work of the Philanthropinum and the Kindergarten, accounting for the failure of the one and the success of the other.

PSYCHOLOGY.

Examiners : {T. Carscadden, B. A.
{J. Waugh, B.A., B. Paed.

1. (a) Define Psychology.

(b) Give an account of its method.

(c) Discuss its value in Pedagogics.

2. (a) Define Apperception.

(b) What are the processes involved in it?

(c) Clearly discriminate these.

(d) What is the function of the will in Apperception?

3. Give a summary of a pedagogical method adapted to the training of imagination. Supply the psychological basis of your method.

1. "Each higher psychical process returns upon and enriches the lower."

(a) Which is the higher, Judgment or Conception? Why?

(b) Is the relation between Judgment and Conception as stated in the quotation? Exemplify.

(c) What pedagogical maxim or maxims arise from this?

(d) What is the function of language in thought processes?

5. "That man has had a liberal education . . . whose intellect is a clear cold logic engine . . . whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience."

(a) Re-write in precise scientific language.

(b) What erroneous presuppositions seem to underlie the present statement?

SCHOOL MANAGEMENT.

Examiners : {C. L. Crassweller, B. A.
{T. A. Kirkconnell, B. A.

1. "Written Examinations properly conducted are not an evil but a benefit."

What is meant by "properly conducted," and in what ways are such examinations beneficial?