

The Senses.—Sensation and perception; the outer and the inner sense; consciousness; training the senses; their utilization in the work of Education; special value and training of particular senses.

Representative Faculty—Distinct and lasting images, how produced; association of ideas; imagination; general and special memory; cultivation of memory and imagination; educational use and value.

Elaborative Faculty.—Its processes; concepts, how formed; comparison; abstraction; generalization; general terms; training of this faculty, and value for purposes of Education; judgment and reasoning; qualities of judgment; induction; analogy and experience; deduction; demonstrative and probable reasoning; systemization.

Sensibility.—The emotions; those indispensable in education; training and utilization of, in work of Education; instinct; appetites, affections, desires.

The Will.—What is implied by; rational will; attention; concentration of mind; effect of, on intellectual attainment.

Text-Book.—Hopkins' Outlines of the Study of Man.

For Reference.—Jardine's Psychology of Cognition, Sully's Psychology, Bain's Education as a Science, Spencer's Education.

3.—PRINCIPLES AND PRACTICE OF TEACHING.

(20 Lectures.)

The twofold object of teacher; instruction and training; preparatory training; learning and remembering; limitation of lessons; notes of lessons; linking on new knowledge to old; general principles of method; illustrations; use of blackboard; text-books; oral teaching; examining; question and answer; formation of taste; method with reference to particular subjects of Public School work.

Text Book.—Fitch's Lectures on Teaching.

For Reference.—Johannot's Principles and Practice of Teaching.

4.—SCHOOL ORGANIZATION AND SCHOOL MANAGEMENT.

(20 Lectures.)

(1) SYSTEMS OF ORGANIZATION.

(a) *The Individual System.*—Its characteristics; its advantages and defects.

(b) *The Mutual or Monitorial System.*—The origin and progress of the system; its characteristic feature; the schemes of Bell and Lancaster compared; its advantages, defects and shortcomings.

(c) *Collective Systems.*—The training or Stow system; the leading features of the plan; the simultaneous or class-room system; its principal characteristics, advantages and defects.

(d) *Mixed Systems.*—The tripartite system; leading features and mode of working the scheme; its advantages and defects.

(e) *The Pupil-teacher or English System.*—Its origin and mode of working.