

ONTARIO NORMAL COLLEGE MONTHLY.

HISTORY OF EDUCATION.

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

1. (a) What were Plato's views as to the ideal education of Athenian youth?

(b) To what extent did the political condition of Athens influence him in forming these views?

(c) To what extent did Athenian practice endeavor to realize this ideal?

2. (a) Describe the work of the Jesuit schools of the 16th and 17th centuries under the following heads:—

(i) Methods of teaching.

(ii) Methods of discipline.

(iii) Subjects taught.

(iv) Goal aimed at.

(b) Discuss the adaptation of the means adopted in their work to the goal to be reached.

3. What were the chief contributions of Mulcaster to the science of education? Outline the reasonings on which he based his views.

4. What were the chief thoughts and suggestions that gave to Rousseau's *Emile* its importance in the educational world?

5. Outline and criticize Herbert Spencer's discussions of:—

(a) The object in view in teaching physical science.

(b) The methods to be adopted in teaching physical science.

SCIENCE OF EDUCATION.

Examiners: { T. Carscadden, M.A.
 { J. Waugh, D. PÆD.

Note.—Irrelevant matter will reduce the value of the answers.

1. "We have now to judge the relative values of different kinds of knowledge for purposes of discipline."

(a) Give concisely the substance of Spencer's remarks on this subject

(b) Establish a "standard of values" for different kinds of knowledge for purposes of discipline, and thence criticize Spencer's views.

2. (a) State the principles which should regulate the alternation of subjects in order to secure the best results with the least mental outlay.

(b) Enumerate the alternations which would afford most mental relief to a pupil taking up the subjects of the High School programme.

3. "The true object of intellectual education is to instil, with the least possible expenditure of energy, the greatest number of generous and fruitful ideas." Remark on this opinion of the true object of intellectual education.

4. "Perhaps the most imperative duty is to inculcate the love of learning; and to this sentiment should be added the love of deep study, of probing a thing to its depths." State how you would proceed to inculcate the love of learning and of deep study.

5. (a) Estimate the value of "suggestion" as a means of intellectual and moral education.

(b) Illustrate its use as a means of

(i) securing order in the school-room,

(ii) strengthening the will.

(iii) improving the moral tone of the school.

PSYCHOLOGY.

Examiners: { T. Carscadden, M.A.
 { J. Waugh, D. PÆD.

1. (a) What are "the bases of psychical life?"

(b) Define sensation.

(c) What are the characteristics of sensation?

(d) What are the conditions of sensation?

2. Give in brief your theory of the genesis of knowledge, discussing the proposition that "all knowledge is derived from sensation."

3. Examine "the faculty theory" as an educational hypothesis.

4. Give a brief account of the nature of kindergarten methods, making as much use as you can of material suggested by the foregoing part of this paper.

5. "Interest is subjective while knowledge is objective; interest is individual while knowledge is universal."

(a) Explain and discuss the above statement, showing clearly the nature of the contrast between subjective and objective, and between individual and universal.

(b) What is the nature of acquired interest? Discuss its educational importance.

(c) The stages of apperception are said to be sensation, perception, conception, and systematization.

Discuss the nature of each of these stages, showing its relation to the one following, and its place in the general movement of consciousness.