December Examinations, 1899.

SCIENCE OF EDUCATION.

I. (a) State and illustrate some of the principal rules of method deduced from the Analytic and the Synthetic activity.

(b) Shew how a succession of sensations may become a CONACIOUS series, and how this may become a number Series.

(c) Give the substance of Preyer's Second Chapter.

2. (a) Number is put into things rather than got out of them.

(b) In counting we drop the qualitative and attend only to the quantitative.

(c) Discuss the Psychology of the Fraction.

NOTE—Only one question to be taken.

HISTORY OF EDUCATION.

1. (a) Give and criticize Quick's Views on the DEFECTS OF THE RENAISSANCE and its tendencies.

(b) Give explicitly Ascham's Latin Method; how far is it psychological?

(c) State definitely Mulcaster's principles of education. How do you rank him as an Educational Reformer?

2. Give a full analysis of Spencer's first Essay. Write in full upon one of the chief divisions of your analysis.

NOTE.—Candidates are to take only one of the two main questions.

EDUCATIONAL PSYCHOLOGY.

1. Discuss with various illustrations.

(a) Attention is kept fixed only as it is kept moving.

(b) The Goal of Attention. (c) Apperception and Retention.

(b) The relation between Perception and Conception.

(c) From the Sensuous to the Ideal.

3. Give and comment upon the main points --

(a) Of Preyer's First Chapter.

(b) Discuss the law of Unity as applied to (1) Poetry, (2) Oratory.

(c) The different kinds of Prose.

(d) Consider what is Discipline?

NOTE—Only one question to be taken.

METHODS IN MODERNS.

I. State the benefits which should arise from a thorough training in Modern Languages. To what extent can this be realized in a High School course?

2. In teaching a lesson in Sight Translation in German to a Form 3 class, show how you would carry out the principal of proceeding from the Known to the Unknown.

3. Teach a lesson on the Reflexive Verbin French to a Form 3 class which have met with some of the forms casually in their reading. Illustrate your method by questions and answers.

4. (For Specialists) Have you any different object in view in teaching a lesson in translation to Forms 3 und 4? If so, how will it effect your method of teaching.

METHODS IN MATHEMATICS.

I. What is the special object sought in the teaching of Geometry? Show what steps you would take, in pursuit of this object, in dealing with the Axioms of Geometry.

2: Give illustrations of the use you would make of each of the following educational maxims, in the teaching of elementary Geometry:—

(a) From the concrete to the abstract.

(b) From the whole to the part.

(c) Learn to do by doing.

3. "The angles at the base of an isosceles triangle are equal, and if the equal sides be produced the angles on the other side of the base shall be equal." Euc. 1, 5.

What are the causes of the difficulties in this proposition and by what steps would you prepare the pupil to overcome them?

4. Show how you would introduce to the pupil the indirect method of demonstration, your object being to prove the theorem—"If the angles at the base of a triangle are unequal, the opposite sides are unequal."

METHODS IN BOTANY.

I. In outlining a course in botany for the work of the first year in the High School, what importance, relatively, would you attach to—

(a) Mental training. (b) Acquisition of Knowledge? State the reasons for your answer and give a detailed account of the particular training you would expect the study of Botany to furnish your pupils.

2. You are assigned a lesson on the flower to be taught to a class that has never studied this part of a plant.

(a) Outline briefly the plan of your lesson naming the particular flower you intend using.

(b) Teach the lesson exemplifying your views on the following points particularly :

1. The relation of teacher and pupil.

2. Observation work by the pupils.

3. Introduction and use of Technical Terms.