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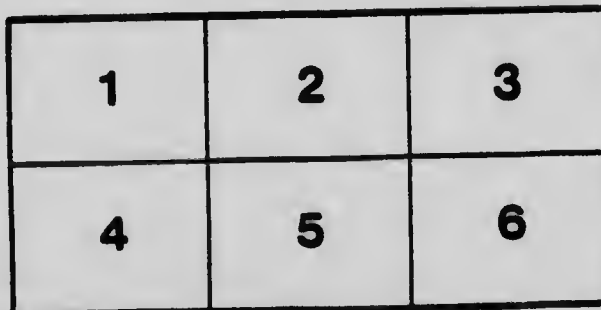
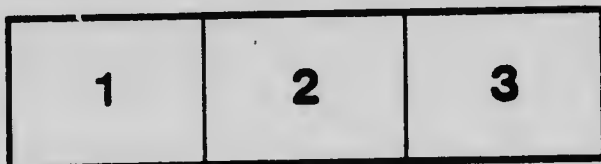
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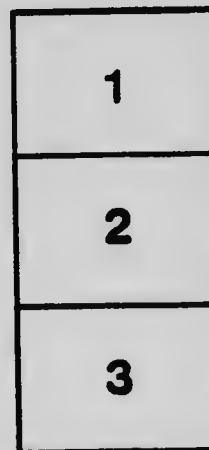
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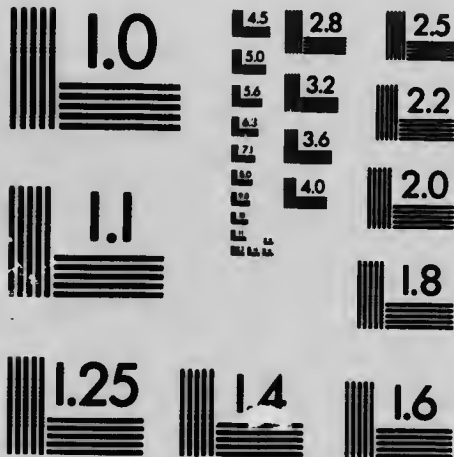
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# **County Model Schools' Examination Questions**

**Arranged for Immediate Reference  
and for Review**

**BY**

**WM. J. STEVENSON**

**Principal of the Minden Model School**



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## PREFACE

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In the following pages an attempt has been made to so arrange the examination questions set for the County Model Schools during the past fourteen years that they will be easily available both for reference and for review.

The trend of the work during a model term is largely determined by the questions which it is assumed may be given at the end of the session by the examiners, and no better test of a student's knowledge of a division or chapter in any of the subjects can be found than in questions, bearing on that division or chapter, which have been set in past years on the final examination papers.

While many of the Model School principals may have in their possession these papers, still, for the students, the price demanded by the publishers dealing in those papers has practically precluded the purchasing of more than one or two of the sets. It is hoped that this little volume may not only place the questions within the reach of every Model School student but that it will also make them available in a form which will admit of immediate reference at any stage of the term's work.

Each question has been placed under the chapter to which it refers in the authorized text-book on the subject of examination. In some cases, however, no reference has been found in the text-book, and in those cases similar questions have been arranged under an appropriate heading—as, for instance, the questions in Spelling, Book-keeping and Agriculture from the

1204511  
"Methods" papers. Other questions refer to more than one chapter, and such questions have been repeated under each of these chapters. Questions in both Psychology and School Management up to 1896 have been taken from the one paper involving those two subjects—the paper in "The Theory of Education."

W.J.S.

MINDEN, June 30th, 1904.

# METHODS OF INSTRUCTION

## "METHODS IN TEACHING"

*Edited by*

*J. J. Tilley, Inspector of Model Schools, Ontario*

### LITERATURE

#### CHAPTER II.

1. Give teaching notes of a Literature lesson on the following :

The quality of mercy is not strained ;  
It droppeth, as the gentle rain from heaven,  
Upon the place beneath. It is twice blessed ;  
It blesseth him that gives and him that takes.  
'Tis mightiest in the mightiest ; it becomes  
The throned monarch better than his crown.  
His sceptre shows the force of temporal power,  
The attribute to awe and majesty,  
Wherein doth sit the dread and fear of kings ;  
But mercy is above this sceptred sway ;  
It is enthroned in the hearts of kings ;  
It is an attribute to God himself ;  
And earthly power doth then show likest God's,  
When mercy seasons justice. 1891

2. (a) What are the objects of the school study of English Literature ?

(b) With these objects in view outline a plan for teaching the following :—

Lord of the winds ! I feel thee nigh,  
I know thy breath in the burning sky,

And I wait with a thrill in every vein,  
 For the coming of the hurricane !  
 And lo ! on the wing of the heavy gales,  
 Through the boundless arch of heaven he sails ;  
 Silent and slow, and terribly strong,  
 The mighty shadow is borne along,  
 Like the dark eternity to come ;  
 While the world below, dismayed and dumb,  
 Through the calm of the thick, hot atmosphere,  
 Looks up at its gloomy folds with fear.

W. C. BRYANT. 1892

3. Why should Literature be taught ? Say how you would apply your reasons in teaching the Literature of the following to Form II. :—

Beautiful faces are they that wear  
 The light of a pleasant spirit there ;  
 Beautiful hands are they that do  
 Deeds that are noble, good and true ;  
 Beautiful feet are they that go  
 Swiftly to lighten another's woe. 1895

4. (a) What are your aims in teaching Literature ?

(b) Illustrate these by teaching a lesson on the following to a Second Form :—

#### THE MILLER OF THE DEE.

There dwelt a miller hale and bold  
 Beside the river Dee ;  
 He worked and sang from morn to night,  
 No lark more blithe than he ;  
 And this the burden of his song  
 For ever used to be,—  
 "I envy nobody ; no, not I,  
 And nobody envies me !"  
 "Thou'rt wrong my friend !" said old King Hal,  
 "Thou'rt wrong as wrong can be ;

For, could my heart be light as thine,  
 I'd gladly change with thee.  
 And tell me now what makes thee sing,  
 With voice so loud and free,  
 While I am sad, though I'm a king,  
 Beside the river Dee?"

The miller smiled and doffed his cap ;  
 "I earn my bread," quoth he ;  
 "I love my wife, I love my friend,  
 I love my children three ;  
 I owe no penny I cannot pay ;  
 I thank the river Dee,  
 That turns the mill, that grinds the corn,  
 To feed my babes and me."

"Good friend," said Hal, and sighed the while,  
 "Farewell ! and happy be ;  
 But say no more, if thou'dst be true,  
 That no one envies thee  
 Thy mealy cap is worth my crown,  
 Thy mill my kingdom's fee !  
 Such men as thou are England's boast,  
 O miller of the Dee !" 1896

5. Show your method of teaching a Literature Lesson to a IV. Book class on the following extract :

True worth is in being, not seeming ;  
 In doing, each day that goes by,  
 Some little good—not in dreaming  
 Of great things to do by and by ;  
 For whatever men say in their blindness,  
 And spite of the fancies of youth,  
 There's nothing so kingly as kindness,  
 And nothing so royal as truth. 1897

6. Teach the Literature of the following, stating the class for which the lesson is intended :

"I live for those who love me,  
 For those who know me true ;  
 For the heaven that smiles above me  
 And awaits my spirit too :  
 For the cause that lacks assistance,  
 For the wrongs that need resistance,  
 For the future in the distance,  
 And the good that I can do,"

1898

7. (a) Explain your method of teaching Literature, illustrating by the following selection.

(b) Of what educational value, mental and ethical, is the study of Literature ?

"A little spring had lost its way  
 Amid the grass and fern ;  
 A passing stranger scooped a well,  
 Where weary men might turn ;  
 He walled it in, and hung with care  
 A ladle at the brink ;  
 He thought not of the deed he did  
 But judged that toil might drink.  
 He passed again, and lo ! the well,  
 By summers never dried,  
 Had cooled a thousand parched tongues,  
 And saved a life beside."

1899

8. (a) The study of Literature in the school should present ideals of life and character, and cultivate a taste for good Reading. (i) Outline for Form IV. a method by which such results might be obtained. (ii) Name some selections in Literature which you would recommend for the purposes suggested.

(b) Point out some of the benefits derived from the memorizing of fine selections. 1900

9. (a) What objects should be kept in view in teaching Literature ?

(b) Give a list of books and poems that would

be suitable for Supplementary Reading for Third and Fourth Form pupils. 1901

10. (a) What is the natural method of teaching the Literature of a poem ?

(b) How would you apply this method to the teaching of the following :—

"How sleep the brave who sink to rest  
By all their country's wishes blest !  
When Spring with dewy fingers cold,  
Returns to deck their hallowed mould,  
She there shall dress a sweeter sod  
Than Fancy's feet have ever trod.

By fairy hands their knell is rung ;  
By forms unseen their dirge is sung ;  
There Honor comes, a pilgrim gray,  
To bless the turf that wraps their clay ;  
And Freedom shall a while repair,  
To dwell a weeping hermit there."

1902

11. Estimate the value of oral Reading and Drawing as factors in teaching Literature. 1903

12. (a) In teaching literature, what distinction must be made between a lesson on prose and one on poetry ?

(b) Give reasons for this distinction and illustrate your reasons by reference to any two passages of your own choosing. 1904

13. What use can be made of reading in the literature lesson ? 1904

14. What impressions of the literature lesson would you expect your class to have after you had taught the following poem ?

'Tis the last rose of summer  
Left blooming alone;  
All her lovely companions  
Are faded and gone;



No flower of her kindred,  
 No rosebud is nigh,  
 To reflect back her blushes  
 Or give sigh for sigh.

I'll not leave thee, thou lone one.  
 To pine on the stem;  
 Since the lovely are sleeping,  
 Go, sleep thou with them.  
 Thus kindly I scatter  
 Thy leaves o'er the bed  
 Where thy mates of the garden  
 Lie scentless and dead.

So soon may I follow,  
 When friendship's decay,  
 And from Love's shining circle  
 The gems drop away.  
 When true hearts lie withered,  
 And fond ones are flown,  
 Oh ! who would inhabit  
 This bleak world alone ?

1904

## LANGUAGE TRAINING

### CHAPTER III.

1. (a) In developing the language of your pupils, give your mode of procedure and state the uses you would make of oral and of written Composition respectively.

(b) "Correct speaking is a matter of imitation." In view of this, how would you use "Errors for correction" in the Public School Grammar ? 1896

2. "The pupil should speak because he has something to say, rather than because he is asked to say something." What application would you make of this principle in Language-teaching ? 1897

3. How would you endeavor to have you pupils acquire the following :

- (a) Accuracy in the use of language,
- (b) A varied vocabulary and correct pronunciation,
- (c) A taste for writing composition. 1898

4. "The power of expressing our thoughts clearly and correctly. is most valuable." Suggest oral and written exercises suitable for the Second and Third Forms which would cultivate this power. 1899

- 5. (a) In cultivating the power of expression, (i) What use would you make of oral exercises, and, (ii) what subjects would you give for written exercises ?

(b) Show the importance of teaching letter-writing. 1900

6. (a) Suggest a series of Language lessons for a Form II. class, having in view the following objects :—(i) enlargement of vocabulary, (ii) accuracy in the use of language.

(b) State the importance of having the eye, the ear, and the understanding all assist in this study. 1901

7. (a) State your general plan of dealing with defects in written and oral Composition in Form IV. 1901

(b) What use may be made in elementary Composition, (i) of object lessons, (ii) of pictures ? 1902

8. Outline the characteristics of the work in written Composition, suitable to Forms I. and IV of the Public Schools. 1903

9. "Language training must be intimately correlated with the other subjects of study." 1903

Show how (a) Literature, (b) Nature Study, may be correlated with language training. 1904

10. (a) What knowledge of the Paragraph should the Third Form possess ?

(b) State, generally, how you would teach it in this form. 1904

11. (a) At what stage would you introduce letter writing ?

(b) Give an outline of your initial lesson. 1904

## ENGLISH GRAMMAR

### CHAPTER IV

1. Give notes of an introductory lesson shewing the basis of classification of words into parts of speech. 1891

2. Give lesson plans for teaching the following, dividing your work into two parts : (i) Matter, (ii) Method :

(a) Class relations,

(b) Inflection of the verb for tense. 1892

3. (a) Explain the Inductive method of teaching.

(b) Show how you would apply this method in developing the definition of a Verb or the rule for the formation of the Possessive Case of Nouns. 1892

4. In leading a class to the knowledge of a general principle, how would you begin ? Why ?

Show how you would apply this in teaching the inflection of a Verb to express Number. 1892

5. Show how you would lead your pupils to discover the use and relation of the different clauses in the following stanza :

Beside a massive gateway, built up in years gone by,

Upon whose top the clouds in eternal shadows lie,

While streams the evening sunshine on quiet wood and lea,

I stand and calmly wait the breezes turn for me, 1893

6. Under the headings Matter and Method give a plan for teaching the inflection of Nouns for Number. 1894
7. Under the headings Matter and Method draw up a lesson-plan for teaching the definition of Case, or the agreement between the Verb and the subject-nominative. 1895
8. (a) Name in order the steps in teaching a lesson by the inductive method. 1896  
(b) Apply this method to the teaching of the classification of Nouns according to meaning.
9. State the use you intend to make of the following, and the results you expect from such exercises :  
(a) Analysis of sentences,  
(b) Practical exercises involving the use of the different parts of speech. 1897
10. You are about to begin formal Grammar in your school.  
(a) With what class would you begin ?  
(b) State the subject-matter of the first five lessons you would teach.  
(c) Give a plan of any one of them. 1898
11. Outline a plan of teaching Transitive and Intransitive Verbs, using the inductive method. 1900
- 12 (a) Show how you would teach the Adverb or the Preposition to beginners. 1901  
(b) What use would you make of the text-book ?
13. "Grammar should be taught by means of the language."  
(a) Explain and illustrate this.  
(b) Give a plan for teaching the first lesson on the Conjunction. 1902
14. (a) Discuss the value of definitions in Grammar.

(b) What limitations would you place on the use of definitions in this subject ?

(c) You wish your Fourth Form to have clearer conceptions of the distinction between Prepositions and Conjunctions. Outline a lesson for this purpose.

1903

15. English grammar has been defined as "the art of speaking and writing the English language correctly."

Justify or disprove this definition.

1904

16. (a) Give a plan for a lesson on the structure of the complex sentence.

(b) Show that the complex sentence is logically equivalent to the simple sentence.

1904

17. (a) On what basis are words classified as parts of speech ?

(b) How would you teach a class to know nouns, verbs and adjectives as parts of speech ?

1904

## READING

### CHAPTER V

1. Explain the *alphabetic* method, the *word* method, and the *phonic* method of teaching Reading, pointing out the advantages and the defects of each.

Give your own conclusions as to the best method, with reasons.

1891

2. Compare, as fully as possible, the *phonic* method of teaching Reading with the *alphabetic*.

Show, by means of examples, that the former method is largely involved in the latter.

1892

3. (a) Explain and defend your method of teaching Reading to beginners.

(b) Illustrate the teaching of Phonics by analysis and by synthesis.

1893

4. State the essential characteristics of good

Reading, and show how you would teach your third form so as to approach as nearly as possible, to these essential requirements. 1894

5. Explain how you would teach Reading to the lowest class in Form I.

State the merits of your method. What work would you expect this grade to accomplish in Reading during a school year? 1895

6. (a) Outline your method of teaching Reading during the first year at school.

(b) State what you would expect a pupil to be able to do in Reading at the end of his first year.

(c) Show how you would attempt to break up monotony, repetition, and miscalling of words in Reading. 1896

7. (a) What method do you intend to use in the first lessons in Reading in your school?

(b) Why do you prefer this method? 1897

8. (a) What preparation will you help your pupil to make before you call on him to read aloud?

(b) What do you expect the pupil to gain by this preparation? 1897

9. "Reading aloud is getting thought from a printed page and communicating it to others."

(a) Taking this as a correct definition of reading aloud, state, under the following heads, how you would teach Reading to a class in Form IV:—

(i) The preparation of the class,

(ii) The use you would make of imitative Reading.

(iii) The correction of errors in emphasis and rate.

(b) Account for the fact that pupils after reading are often unable to tell what they have been reading about until they glance at their books. How would you remove this difficulty? 1898

10. "Analysis should precede synthesis."

(a) Discuss this statement.

(b) Illustrate your view by your method of teaching Reading in a First Form class. 1899

11. (a) An intelligent and sympathetic understanding of the subject-matter should precede oral Reading. Point out the advantages of such preparation.

(b) Suggest exercises to improve articulation and to overcome the habit of monotonous Reading. 1900

12. (a) How would you teach phonetically the difference between the vowels and consonants ?

(b) Describe your method of showing beginners that the Reading should express the thought of the passage. 1901

13. (a) Suggest methods for dealing with (i) defective articulation, (ii) lack of expression in Reading.

(b) What preparation is necessary in the class before a pupil is asked to read orally ? 1902

14. (a) What are the leading characteristics of good Reading ?

(b) Suggest a plan for the development of what you consider the most important characteristic of good Reading. 1903

## GEOGRAPHY

### CHAPTER VI

1. Give in logical order the steps which should be taken in teaching a subject objectively and apply your answer to the teaching of an island. 1891

2. What should be the chief aims in teaching Geography, and what is the relation thereto of models, pictures, history, literature ? 1892

3. In leading a class to the knowledge of a general principle, how would you begin ? Why ?

Show how you would apply this in teaching the

natural products of a country.

4. "In teaching we should aim to proceed from experience to knowledge." 1892

Explain this statement and apply the principle in the teaching of Geography. 1893

5. State in their order the essential steps in a good oral lesson and illustrate your answer by outlining a lesson on any important physical feature of North America. 1894

6. Under the headings Matter and Method give a plan for teaching climate. 1894

7. (a) State definitely what you expect your pupils to gain from the study of Geography. 1894

(b) Give the uses you would make of the following in teaching this subject :—the wall map, the blackboard, the globe, models in clay or putty.

- (c) Mention other aids you would use in teaching this subject. 1895

8. (a) What purpose have you in view in teaching Geography ? 1895

(b) Illustrate by a lesson on the Physical Features of Ontario. 1897

9. (a) Outline the Matter and Method of a lesson, for the Third Form, on the St. Lawrence River, or the Niagara River. 1899

(b) Connect this lesson with History.

10. How would convey to young pupils a correct idea of a map ? 1900

11. Describe fully your plan of teaching "The Lakes of North America" to a Form II. class. 1901

12. In teaching the physical characteristics of a district or country, state the uses that may be made of :

(a) observation (b) representation. 1902

13. In teaching the Geography of South America to a Third Form, state the order you would follow in the presentation of facts, give reasons for adopt-



ing this order and mention the use you would make of the map and the black-board. 1903

14. How would you illustrate the motions of the earth? 1904

15. How would you conduct the study of a river with a class of young pupils, and what inferences would you endeavor to draw from this study? 1904

16. In teaching a lesson on the climate of Manitoba, what facts would you especially emphasize, and what comparisons and contrasts would you use in developing the lesson? 1904

## HISTORY

### CHAPTER VII

1. Outline a lesson on the Saxon Period in British History, which will be suitable for a class of beginners. 1891

2. Show the relation between Geography and History. To what extent would you introduce History in teaching Geography and conversely? Give reasons for your answer. 1891

3. Draw up a plan for a lesson or series of lessons for teaching one of the following topics :—

The Wars of the Roses.

Civil War during the reign of Charles I.

The growth of the House of Commons since A.D. 1688. 1893

4. "In teaching we should proceed from the known to the related unknown."

(a) In introducing your class to History, what is "the known"?

(b) Show how you would apply this principle to the teaching of History. 1894

5. (a) What are the main objects of teaching History in Public Schools?

(b) How would you deal with Canadian History

so as to make the study of it systematic and interesting?

(c) What use would you make of text-books and of supplementary reading in this subject? 1899

6. (a) Outline the Matter and Method of a History lesson to a Fourth Form on the capture of Quebec by Wolfe.

(b) What purposes are to be kept in view, and what mistakes are to be avoided in the presentation? 1900

7. Draw up a plan for a lesson to a Form IV. class on either:

(a) The United Empire Loyalists, or

(b) The Civil War in the reign of Charles I. 1901

8. (a) What use would you make of the text-book in teaching History?

(b) What additional means would you employ? 1902

9. (a) What would be your aim in teaching a lesson on the Magna Charta?

(b) Give a plan of the lesson based on this aim. 1902

10. Outline a lesson for a Third Form, on Cartier or Champlain. 1903

11. Construct a brief plan of a lesson for a Fourth Form, on *one* of the following subjects and arrange your answer under the heads of Matter and Method:—

(a) The war of 1812-14

(b) The British North America Act. 1903

12. Give the outline of a lesson for a Third Form, on King Alfred or Sir Isaac Brock. 1904

13. Write the plan of a lesson for a Fourth Form, on *one* of the following subjects, and arrange your answer under the heads of matter and method:—

(a) The capture of Quebec by Wolfe;

(b) The defeat of the Spanish Armada. 1904

## ARITHMETIC

## CHAPTER VIII

## Unity of Arithmetic

1. Illustrate by examples, as fully as you can, the relation between different operations in Arithmetic, or what may be called the Unity of Arithmetic. 1895

## Notation and Numeration

1. Outline your method of teaching Notation and Numeration. 1896
2. Describe five different kinds of seat-work (performed without the direct supervision of the teacher) suitable for a First Form Arithmetic Class. 1898
3. Outline (as fully as time will permit) your plan of teaching Arithmetic during the first three months of school life.  
State generally :—  
(a) The extent of the work.  
(b) The order of treatment.  
(c) The methods employed. 1899
4. (a) In teaching the number 24 what facts would you endeavor to present to your class ?  
(b) Which of such facts do you consider the most important ?  
(c) How many of such facts would constitute an ordinary lesson and what should be the duration of the lesson ?  
(d) What use would you make of the knowledge the pupils already have ?  
(e) What illustrations, if any, would you use ? 1900
5. State how you would teach the number six. 1903
6. State the subject matter of each of a series of lessons in Roman Notation from 1 to 1000. 1904

**Addition**

1. Show how you would endeavor to obtain rapidity and accuracy in addition. 1897
2. (a) State concisely the reasons for giving so much attention to the teaching of the fundamental rules in Arithmetic.  
(b) How would you endeavor to secure accuracy and speed in calculations?  
(c) Give in some detail the course in Arithmetic to cover the second school year. 1901
3. Give suggestions for securing accuracy and speed in addition. 1902

**Subtraction**

1. Explain, by examples, the different methods followed in teaching subtraction.  
Which method do you prefer? Why? 1893
2. (a) Teach how to find the difference between 324 and 269.  
(b) Outline other methods that you might have adopted and give reasons for preferring the one you have chosen. 1897
3. Give a *first* lesson on the following, showing how you would utilize the pupils' previous knowledge :  
Subtraction in which the value of digits in the subtrahend are greater than the values of corresponding digits in the minuend. 1899
4. (a) Describe your method of teaching subtraction, pointing out the special merits of such method.  
(b) State how you would endeavor to secure accuracy and rapidity in the operation.  
(c) Show the relation of subtraction (*i*) to addition, (*ii*) to division. 1900
5. There are three methods of Subtraction in use :—Equal additions, Decomposition, and the Computer's Method.

(i) Show how to take 247 from 703 by any two of the above methods.

(ii) State, with reasons, which method you prefer.

1902

### Multiplication

1. Investigate the teaching of simple multiplication by the following steps, and shew how each preceding step prepares the mind for those that follow :—

(a) Multiplication table,

(b) Short multiplication or multiplication when the multiplier does not exceed 12.

(c) Multiplication by factors.

(d) Long multiplication.

What additional fact, not included in (a), (b), or (c), should be taught before beginning "long multiplication."?

1891

2. Show how you would endeavor to obtain rapidity and accuracy in multiplication. 1897, 1898

3. What are the objections to learning the multiplication table solely by rote? How would you teach it on a better plan?

1901

4. (a) A class is ready to begin long multiplication. What work in multiplication should have preceded this?

(b) Show how you will use this preparatory work in teaching to multiply 584 by 29.

1902

### Division

1. "There does not seem to be any necessity for beginning formal division by the long division method."

(a) Discuss this statement.

(b) Draw up notes of a first lesson on long division.

(c) Give headings (only) of the three following lessons in long division.

1898

2. Point out similarities and differences between

- (a) Division and subtraction,
- (b) Division and multiplication.

Show, by definite illustrations, how you would utilize a knowledge of these similarities and differences in the teaching of simple division. 1899

- 3. Show the relation of subtraction to division. 1900

4. Show how you would teach pupils to find the true remainder when dividing by factors. 1901

- 5. State the difficulties to be met in teaching Long Division, and give suggestions for overcoming them. 1904

#### Compound Quantities

- 1. Give a lesson on compound addition showing clearly how to proceed from the known to the unknown. 1896

2. (a) What advantages may be gained by the use of Mental Arithmetic that cannot be obtained from Written Arithmetic?

(b) Outline for a Third Book class a lesson in Mental Arithmetic on the measurement of area. 1899

- 3. Give a first lesson on compound addition, showing how you would utilize the pupil's previous knowledge. 1899

4. Outline a lesson on the following, stating, (i) how you would utilize the pupils' previous knowledge; (ii) what difficulties are likely to be met with and how they are to be overcome; (iii) what illustrations you would use:

(a) Reduction of inches to miles.

(b) The area and one side of a rectangle being given, to find the other side. 1900

- 5. State how you would teach (a) surface measure.

(b) The connection between simple and compound addition. 1903

6. Outline a lesson on the reduction of a number of yards to inches. 1904

7. Give the area of a rectangle and the length of a side, show how you would teach a class to find the length of the other side. 1904

**Greatest Common Measure and Least Common Multiple**

1. Give a lesson plan for teaching Common Measure, dividing your work into two parts :  
(i) Matter. (ii) Method. 1892

2. (a) What are the essential parts of a definition ?

(b) Illustrate by teaching the definition of a measure of a number. 1893

3. Teach how to find the Greatest Common Measure of two numbers. 1897

**Fractions**

1. Outline (a) as to matter, (b) as to method, a teaching lesson on the rule for the multiplication of fractions. 1891

2. In leading a class to the knowledge of a general principle, how would you begin ? Why ? Show how you would apply this in teaching the reduction of fractions to equivalent fractions having a common denominator. 1892

3. Draw up notes of a lesson on the division of vulgar fractions, deducing the rule for dividing one fraction by another. 1897

4. Draw up notes of such a first lesson on the following as will lead pupils to make the greatest possible use of their previous knowledge of Arithmetic:—Multiplication of Fractions 1898

5. Give a *first* lesson on division of fractions showing how you would utilize the pupils' previous knowledge. 1899

6. Outline a lesson on the multiplication of

vulgar fractions, stating, (i) how you would utilize the pupils' previous knowledge ; (ii) what difficulties are likely to be met with and how they are to be overcome ; (iii) what illustrations you would use.

1900

7. At what stage would you begin the teaching of fractions as a specific subject ? In beginning such teaching what use would you make of the pupils' previous knowledge ?

1901

8. (a) In fractions, show how you would make clear the distinction between prime and fractional units.

(b) In teaching a lesson on the reduction of a mixed number to an improper fraction, show how to use the pupil's knowledge of reduction of denominate numbers.

1902

9. Assuming that  $\frac{3}{7} = 3 \div 7$  and that the class can multiply or divide a fraction by an integer, show how you would use this knowledge to teach the division of  $\frac{2}{3}$  by  $\frac{1}{4}$ .

1903

### Decimals

1. "The value of a digit is determined by its position in a number" is the fundamental principle of Arabic notation.

(a) Show how you would teach this principle.

(b) Show how you would use the pupil's knowledge of multiplication of vulgar fractions to teach multiplication of decimals.

1894

2. State how you would teach notation and numeration of decimals.

1903

3. Show how you would make clear that the relative value of a digit depends upon its position. Illustrate by using 444.

1904

### Percentage

1. Draw up notes of a lesson on percentages, in such a manner as will lead pupils to make the greatest possible use of their previous knowledge



of Arithmetic.

1897

2. Draw up notes of such a first lesson on commission as will lead pupils to make the greatest possible use of their previous knowledge of Arithmetic.

1898

### Problems

1. A class is asked to solve the following problem :—

How many panes of glass, each 8 in. long and 6 in. wide, can be cut out of a piece of glass 26 in. long and 24 in. wide ?

The pupils get the answer 13 panes to this problem.

Describe methods of teaching Arithmetic which will obviate such errors.

1898

2. Outline your method of teaching the following problem :

Paid \$19550 for horses at a uniform price ; sold some, at \$105 a head, for \$8925, thus losing \$850. Find selling price a head of the rest to gain \$425 in all.

1901

3. Teach the solution of the following problem :

A stone wall under a building 24 ft. longer than wide contains 8550 cu. ft. This wall is 10 ft. high and  $2\frac{1}{2}$  ft. thick. Find the length and width of the building.

1902

4. Teach the solution of the following problem :

A farmer sold 1000 bushels of wheat, part at 60 cents per bushel and the remainder at 75 cents per bushel. He received \$5.50 less for it than he would if he had sold it all at 70 cents per bushel. How many bushels did he sell at 60 cents ?

1903

5. Show how you would teach the solution of the following problem to a Junior Fourth class :—

A, B, and C have together \$208. B has \$13 more than twice as much as A, and C has \$20 more than four times as much as A. How much has each ?

1904

**General**

1. Discuss two common mistakes in teaching Arithmetic ; show their causes and state how you would avoid each. 1903

**DRAWING****CHAPTER IX**

1. The pupils of a Third Form are to draw a flower pot as seen when placed below the level of the eye. Describe your method of teaching this lesson. 1900
2. What directions and what assistance would you give to a Form III. class in drawing an ordinary water pail ? 1901
3. (a) Distinguish between drawing from an object and copying, as a means of educating.  
(b) Outline a lesson for Form I. in which a maple leaf is the object to be drawn. 1902
4. State how you would conduct a lesson in Drawing with a Second Form ; the object to be drawn, an apple. 1903

**WRITING****CHAPTER X**

1. Outline a lesson in Penmanship for a Second Form. 1900
2. (a) Prepare a plan for teaching a lesson in Penmanship to a Third Form.  
(b) Write the following address as it should appear on an envelope :—Hon. R. W. Scott, K. C., LL. D., Secretary of State for Canada, Ottawa. 1901
3. (a) In Writing what is implied (i) by position, (ii) by movement ?

(b) State the essentials of proper position and movement.

(c) At what stage should these be introduced ?  
Give reasons. 1902

4. Outline the plan you would follow in teaching Writing to a First Form, Part I. 1903

5. (a) In teaching writing, what system would you adopt ? Give reasons for your choice.

(b) What means would you take to secure freedom of movement and uniformity of style in so far as an individual pupil is concerned ? 1904

### SPELLING

1. State, with reasons, how you would teach Spelling in your school. 1894

2. "Dictation is a means of testing the preparation of a Spelling lesson, not a means of teaching Spelling."

(a) Discuss this statement.

(b) Assuming its accuracy how would you teach Spelling by means of writing ?

(c) How would you deal with those who are behind their class in Spelling ? 1898

3. The eye, the ear, and the hand are all concerned in the learning of English Spelling. Illustrate a method of teaching the subject that would make use of all these means of acquisition. 1900

4. How would you conduct "writing from dictation" so as to make it (a) an important means of improving Writing, Spelling, Punctuation, and at the same time make it (b) a training in habits of accuracy and neatness ? 1901

5. "Spelling is a habit of the eye."

Discuss this, showing how far it applies to the ordinary methods of teaching Spelling and also

its sufficiency.

1902

6. Give, with reasons, your general plan for the correction of errors in Spelling.

1903

7. (a) What difficulties arise in teaching spelling to beginners?

(b) State, generally, your method of teaching this subject to beginners.

1904

8. (a) What are the different methods that may be employed to secure good spelling in the advanced Forms?

(b) State the special advantage of each method.

1904

### BOOK-KEEPING

1. (a) Smith gives Brown his note at 90 days from to-day for \$90. Write the note.

(b) I have \$100 in the Ontario Bank and wish to draw it by cheque to be given to-day in Ottawa. Write the cheque.

(c) Jones, of Hamilton, draws to-day a sight draft for \$60 on Morris, of Brockville. Write the draft.

1900

2. I buy 300 bbls of flour from Brown at \$5 per bbl., I pay \$700 in cash, give my note for \$300, balance to remain on account.

(a) Show how you would teach the journalizing of the above.

(b) Give my journal entries. Give Browns'.

1900

3. Show how you would teach your pupils to journalize the following :—

(a) Commenced business with a cash capital of \$5000.

(b) Bought of John Craig for cash 800 bbls of flour at \$5.

(c) Sold Robert Payne 400 bbls. flour at \$5.75.

Received in payment his note at 10 days for \$1000, balance to remain on account.

(d) Bought from John Brown on account 100 bus. wheat at 90 cts.

(e) Deposited in the Bank of Hamilton the cash on hand. 1901

4. Show how you would teach the journal entries of the following to an advanced Public School Class :

William Smith commences business investing, Merchandise, \$2000 ; a note against R. Brown for \$200, on which there is accrued interest to the amount of \$50 ; coal and wood to the value of \$85, for use in store. 1903

### NATURE STUDY AND AGRICULTURE

1. Draw up notes of a lesson on the germination of seeds, showing :

(a) What seeds you would select,

(b) How you would treat them,

(c) What you would expect your pupils to observe,

(d) What conclusions they would arrive at, or,

2. Outline a lesson on the origin and nature of soil, noting in particular the illustrations you would use to make the subject clear and interesting. 1900

3. Teach, as to a senior III. Form, a lesson on bees, or,—

Give notes of a lesson to show how water affects plant life. 1901

4. Teach a lesson on *one* of the following :

(a) Weeds, with a view to their eradication.

(b) The uses of roots. 1902

5. Outline the experiments you would perform to make clear the uses of leaves, or,—

Outline a lesson on a fish to a Second Form. 1903

# SCIENCE OF EDUCATION

## "NEW PSYCHOLOGY"

BY

*J. P. Gordy, Ph.D., LL.D.*

### BENEFITS OF PSYCHOLOGY TO THE TEACHER

#### LESSONS I AND II

1. In order to get others in possession of what we ourselves know, what is required of us besides the possession of the requisite knowledge of the subjects? 1895

2. Briefly discuss the following statements, give your own opinion regarding each of them and defend your position :—

(a) "Psychology cannot be applied to the Art of Teaching for there is no relation between the facts of Psychology and the Art of Teaching."

(b) "Teachers are born not made."

(c) "Experience in teaching is the only means by which any one can become a good teacher."

(d) "A student can in a few weeks obtain a complete mastery of all that it is possible for any one to know regarding the so-called science of education." 1898

### PSYCHOLOGY

#### LESSONS VII TO XI.

1. What is meant by Consciousness? State its office. Name its characteristics and explain each. 1901

**ATTENTION.****LESSONS XII TO XVI**

1. "If you have not the power to secure and hold the attention of your pupils you cannot teach."

Show the force of this statement, and explain by what means you would endeavor to gain and hold the interested attention of your class. 1891

2. Give your view of the following principle and state how you would apply it practically :—

"Educational effort should be in the direction of least resistance, i.e., of greatest pleasure." 1891

3. Discuss the nature of Attention, showing its importance and how it may best be developed in pupils. 1892

4. "The teacher must gain and keep the attention of the pupils upon the lesson, and must refuse to teach without attention."

(a) What are the qualifications of the teacher necessary to secure and keep attention ?

(b) State the different methods which you would adopt in order to secure attention. 1894

5. (a) What is Attention ?

(b) Why is a knowledge of the laws underlying attention important for the teacher ?

(c) State the methods and means of educating attention. Illustrate briefly. 1900

6. Describe how you would secure and retain attention. 1901

7. (a) What is Attention ?

(b) You find a pupil in your Third Form habitually inattentive. Give probable reasons for this.

(c) How would you train this pupil to fix and sustain his attention on a subject ? 1902

8. (a) What are the three main laws which govern the growth of attention ?

(b) Show how each may be applied. 1903

9. (a) Define (i) non-voluntary attention, (ii) voluntary attention.

(b) How can the latter be developed ? 1904

## KNOWING, FEELING AND WILLING

### LESSON XVII

1. "Mental phenomena are usually classified under the following headings :—Knowing, Feeling, Willing."

(a) Discuss this statement and show how the relation of motive to conduct is affected thereby.

(b) Name the motives that may properly be placed before (i) young pupils (ii) more advanced pupils. 1896

2. Write notes on the importance of arousing proper emotions. 1899

3. State how you would develop (a) the aesthetic (b) the moral sentiment in the minds of the young ? 1901

4. (a) What are Emotions ?

(b) Mention some you would try to cultivate in your pupils, and others you would attempt to suppress. How would you accomplish these ends ?

(c) Show the connection between our actions and our emotions. 1902

5. (a) Explain what is meant by aesthetic emotions.

(b) State what means you would take to develop these emotions in your pupils. 1903

## SENSATION

### LESSONS XVIII AND XIX

1. (a) Define Sensation. What sensations are you now receiving from the pen-holder in your hand ? 1899



2. (a) What is Sensation ? Explain fully.
- (b) Why is it important that children have clear and distinct sensations ? 1900
3. Explain the meaning of Sensation. 1901

### THE LAW OF HABIT

#### LESSON XX

1. What is Habit ? What habits would you especially endeavor to have your pupils form, and how would you proceed to accomplish this ? 1895
2. (a) What is Self-activity ?
- (b) Give three examples of true self-activity on the part of the pupil, one from Arithmetic, one from Geography and one from English Composition. 1897
3. Write notes on the correction of bad habits. 1899
4. (a) Give a definite example of (i) impulsive action, (ii) deliberate action. 1901
- (b) How would you train the pupil's will ? 1901
5. (a) What is Habit ?
- (b) Explain how we are so constituted as to be enabled to form habits.
- (c) Show that habit aids and also hinders good work in school.
6. (a) Distinguish between habits and the law of habit.
- (b) What is the basis of habit ?
- (c) Discuss the effect of habit on mental growth. 1904

### ASSOCIATION OF IDEAS

#### LESSON XXI

1. Give your view on the following principle.

and state how you would apply it practically :—

"The memory should be trained to operate by the laws of association." 1891

2. Memory partly depends upon the association of ideas."

(a) Define and illustrate what is involved in the terms Memory and Association of ideas.

(b) State the most important laws of association of ideas.

(c) Illustrate the use you would make of these laws in teaching History. 1897

## PERCEPTION

### LESSONS XXII TO XXIV

1. Give your views on the following principles and state how you would apply them practically:—

(a) All primary ideas of the material world must come through the senses.

(b) Primary education should be given in the concrete. 1891

2. Discuss the following principles, stating how you would endeavor to make *practical application* of each in your school work :—

(a) Things should be taught before words.

(b) The mind should be gradually led from the concrete to the abstract. 1893

3. Show how impressions made upon what are commonly known as the sense faculties are developed into knowledge. 1894

4. (a) What is Perception ?

(b) Distinguish between Sense-perception and self-perception.

(c) Point out three common mistakes in educating the Sense-perception of a pupil. 1897

5. (a) What is Sense-perception ?

(b) Write notes on methods of educating Sense-

perception in a Second Form Class, giving definite illustrations. 1898

6. (a) Show the relation between Sense-perception and Sensation.

(b) Describe methods of teaching reading and writing which tend to train the muscles to respond properly to the command of the will. 1899

7. Why is it important that children have clear and distinct sensations ? 1900

8. Explain the meaning of Percept. 1901

## MEMORY

### LESSONS XXV AND XXVI

1. Give your views on the following principle and state how you would apply it practically :—

"The memc. should be trained to operate by the laws of association." 1891

2. Discuss the following principles, stating how you would endeavor to make *practical application* of each in your school work :—

(a) The two phases of self-activity, the receptive and the productive, should go hand in hand.

(b) Memory is best cultivated by forcible, repeated and related perceptions and ideas. 1893

3. Distinguish between Perceptive or Presentative, and Representative knowledge, and show by what mental processes each is acquired. 1896

4. "Memory partly depends upon the association of ideas."

(a) Define and illustrate what is involved in the terms Memory and Association of ideas.

(b) State the most important laws of association of ideas.

(c) Illustrate the use you would make of these laws in teaching History. 1897

5. Upon what does keenness of memory depend? 1900
6. Explain the meaning of Representation. 1901
7. Describe how you would cultivate the memory. 1901
8. How would you endeavor to develop memory in your pupils ? 1903

### IMAGINATION

#### LESSONS XXVII AND XXVIII.

1. (a) Distinguish between Memory and Imagination, giving an example of each.
- (b) Outline your methods of training the imagination in a Fourth Form Class. 1898
2. (a) Distinguish Memory, Imagination and Phantasy, and give a definite example of each.
- (b) Discuss briefly the value of literature as a school-study in training the imagination. 1900
3. Explain Philosophic Imagination. 1901
4. (a) What is the relation between Memory and Imagination ?
- (b) How would you endeavor to develop each in your pupils ? 1903

### CONCEPTION

#### LESSONS XXIX TO XXXII.

1. (a) Distinguish between Perception and Conception, giving an example of each.
- (b) Show from this how a child gets a concept of the term sphere.
- (c) From your knowledge of the way in which a child gains concepts, derive three rules to guide you in teaching a lesson. 1897
2. State, with illustrations, the difference be-

tween a Percept and a Concept. Show that clear concepts depend upon clear percepts. 1900

3. Explain the meaning of Concept. 1901

4. (a) Explain the term Concept.

(b) Illustrate your explanation by showing how a child obtains a concept of tree and of pine tree. 1902

### REASONING

#### LESSONS XXXV TO XXXVII.

1. (a) How does Thought differ from Imagination? How may pupils be trained to think?

(b) "Induction and deduction are special forms of analysis and synthesis."

Explain this statement and show the importance of its application to education. 1899

2. Compare the Inductive and Deductive systems of "Reasoning," and illustrate each by an example. Show the method of applying each to any subject taken up in the school work. 1901

3. What means should a teacher adopt to educate the reasoning faculties of pupils? Illustrate your answer by reference to at least two subjects of school study. 1903

4. Distinguish between inductive and deductive reasoning. Illustrate your answer by reference to school studies. 1904

### APPERCEPTION

#### LESSON XXXVIII AND XXXIX.

1. (a) Define Apperception.

(b) Show its relation to memory.

(c) From (a) and (b) deduce three rules to guide you in teaching. 1897

2. (a) Explain and illustrate, percepts, concepts and apperception.
- (b) Show how they are related. 1904

### NATURE OF DEVELOPMENT

#### LESSON XL.

1. Give your view on the following principle and state how to apply it practically :—

"The intellectual powers develop naturally in a certain order, which order should be followed in education."

1891

### THE END OF EDUCATION

#### LESSON XLI.

1. Discuss the following principle, stating how you would endeavor to make practical application of it in your school work :—

"In education, culture is worth more than knowledge."

1893

2. What do you understand by a Principle of Education ?

1894

3. Distinguish Information, Instruction, Education.

1895

4. Name, at least, three fundamental principles of teaching, and show how each should influence the work of the teacher.

1896

5. "Will-culture along the three lines of attention, choice and action constitutes character-training."

(a) Explain and discuss this statement.

- (b) What methods of character-training do you intend to adopt in your school ?

1898

6. (a) Explain fully the following :—

"Character is a completely developed will."

- (b) State how a teacher can aid pupils in the improvement of will power.

1903

7. What is implied in the term self-control ? State fully its importance in education and how it may be secured.

1904

## THE STUDY OF INDIVIDUALS

### LESSON XLII.

1. Point out three ways in which your teaching will be different from what it would have been had you not studied Psychology. Give reasons.

1899

2. (a) Mention at least three things that you will consciously do in your school work because of your study of Psychology. Give your reasons for heeding these.

- (b) Mention at least three things you will avoid doing in school. State you psychological reasons for this avoidance.

1902

# SCHOOL MANAGEMENT

## "SCHOOL MANAGEMENT"

By John Millar, B.A.

### THE FUNCTION OF THE SCHOOL

#### CHAPTER I

1. Discuss the following principle, stating how you would endeavor to make *practical application* of it in your school work :

In education, culture is worth more than knowledge.

1893

### PHYSICAL CULTURE

#### CHAPTER II

1. Give your views, on hygienic principles, of a properly constructed school-house with reference to :

- (a) The size of the room,
- (b) Kind and arrangement of desks, seats and blackboards,
- (c) Facilities for lighting, heating and ventilation. (From paper on Temperance and Hygiene)

1891

2. "The chief object of the teacher is to train pupils to right habits of study."

Note the suitable physical conditions.

1893

3. (a) Discuss the importance of physical culture in relation to education.



(b) To what extent would you practise systematic physical exercises in the class ?

(c) Give reasons for the use of any you would introduce. 1903

4. Discuss the value of the playground as a means of education. 1904

## INTELLECTUAL DEVELOPMENT

### CHAPTER III

1. Distinguish Information, Instruction, Education. 1895

2. "Mental activities may be classified as *knowing, feeling, willing.*"

Show how a knowledge of these and of their relations to one another should guide the teacher in school management. 1897

## THE PLACE OF RELIGION IN SCHOOL

### CHAPTER IV

1. Write briefly on:—Opening exercises. 1891

## MORAL TRAINING

### CHAPTER V

1. "No system of instruction can succeed in which sound moral principles are not inculcated."

Give your views on this matter, and explain how you would endeavor to instil such principles in your school. 1891

2. "If the teacher does not find a healthy public opinion in his school he should set about creating it."

Discuss the means by which "a healthy public opinion" may be created. 1902

## CHARACTER BUILDING

## CHAPTER VI

1. Write briefly on the following :
  - (a) Communication between pupils,
  - (b) Treatment of dull pupils,
  - (c) Securing regular attendance. : 1891
2. Write concisely on the following :  
Treatment of tardiness. 1892
3. Write concisely on the following :
  - (a) Treatment of truancy,
  - (b) How to secure neatness of work,
  - (c) Copying or prompting by pupils,
  - (d) How to deal with slothful children. 1893
4. What is Habit? What habits would you especially endeavor to have your pupils form, and how would you proceed to accomplish this ?  
1895
5. How would you deal with (a) tardiness (b) lack of necessary books on the part of pupils (c) neglect of home preparation of lessons. 1899
6. What means would you make use of :
  - (a) To improve the manners of your pupils,
  - (b) To foster a desire for knowledge,
  - (c) To cultivate the power of "taking pains" 1900
7. The play-ground is an important feature of every school. How may it be profitably used in :
  - (a) The study and development of character,
  - (b) The cultivation of friendly relations between teacher and pupils ? 1901
8. How would you undertake to stimulate greater regularity in the attendance of pupils ?  
1902
9. A boy has taken a pencil belonging to another but denies it. How would you deal with this incident ? 1903
10. What opportunities does the school afford

for inculcating patriotism ?

1903

11. "The teacher makes the school."

"Self development is the only true development."

Harmonize these statements.

1904

## THE TEACHER'S QUALIFICATIONS

### CHAPTER VII

1. What are the qualifications of the teacher necessary to secure and keep attention ?

1894

2. In order to get others in possession of what we ourselves know, what is required by us besides the possession of the requisite knowledge of the subjects ?

1895

3. You visit a school which is an ideal one so far as efficiency is concerned.

Describe the teacher in such a school.

1897

4. Your predecessor, who has been popular in school section and school, has made many mistakes in classification and arrangement and in speech. State in a general way how you would deal with these mistakes.

1901

5. Outline the qualifications of the well-equipped teacher.

1904

## DISCIPLINE

### CHAPTER VIII

1. Write concisely on : Methods of Seating.

1892, 1893.

2. "The problem to be solved by every conscientious teacher is, 'How may I so develop the self-governing instincts of my pupils that orderly behavior shall become the chosen law of my school?'"

State how you would endeavor to solve this problem.

1893

3. (a) What are the leading objects of discipline in school ?

(b) Which do you deem the most important ?

(c) Name some of the characteristics of good discipline. 1894

4. Discuss good discipline under the following heads :

(a) Signs of good discipline in the school,

(b) Favorable conditions for it,

(c) Habits to be formed by it,

(d) Motives to be cultivated to insure it. 1898

5. Believing that "true government is from within," what methods would you adopt to cultivate a healthy public opinion in the school, and gain the individual co-operation of the pupils in maintaining proper discipline ? 1899

6. Mention :

(a) Three objects to be aimed at in the discipline of the school,

(b) Three qualities of the teacher that are important factors in discipline, and the effect of each upon the pupils,

(c) Three principles that should underlie the government of a school. 1900

7. "If the teacher does not find a healthy public opinion in his school he should set about creating it."

Discuss the means by which "a healthy public opinion" may be created. 1902

## SCHOOL INCENTIVES

### CHAPTER IX

1. "The chief object of the teacher is to train pupils to right habits of study.

Give your views on this statement ; note the suitable physical conditions and the proper mo-

tives to be placed before the child. 1893

2. "Of two motives equally effective always use the higher."

(a) How is the efficiency of a motive to be judged?

(b) Arrange the motives you would use in order of merit, beginning with the lowest, and give reasons for your arrangement. 1897

3. Discuss good discipline under the following head:

Motives to be cultivated to insure it. 1898

4. (a) What do you consider the proper incentives to present to the young?

(b) What is your opinion with regard to the advisability of using "credit" and "discredit" marks? 1901

5. Co-operation is an agency in school government. Discuss its merits or demerits. 1902

6. Your class is restless and disposed to be inattentive. State some probable causes and the means you would employ as a remedy. 1903

7. (a) Why are school incentives necessary?

(b) What is the proper test of an incentive?

(c) Classify the ordinary incentives according to this test. 1904

## PUNISHMENTS

### CHAPTER X

1. "There can be no better test of the general fitness and capacity of a teacher than is furnished by the amount and kind of punishment he finds it necessary to inflict in order to conduct his school efficiently." Give your opinion of the above statement; explain what forms of punishment are to be avoided and why. How can punishment be made most effective? 1891

2. "As a general rule, the best teachers are those who punish the least, and the wisest are those who make the best choice, when punishment must be inflicted."

Discuss this statement, and explain how you would be guided in inflicting punishment so as "to directly benefit the punished." 1892

3. (a) Point out the purposes of school punishment.

(b) State the characteristics of effective punishment. 1897

4. Discuss punishments under the following heads :

(a) Correction not retribution.

(b) The penalty to be suited to the offence.

(c) Corporal punishment. 1900

5. What is your opinion with regard to the advisability of using "credit" and "discredit" marks ? 1901

6. In what circumstances would you consider it advisable to use corporal punishment ? If advisable, how, when, by whom, and in what spirit should it be administered ? 1901

7. Co-operation and coercion are agencies in school government. Discuss the merits or demerits of each. 1902

## SCHOOL ORGANIZATION

### CHAPTER XI

1. Explain what is meant by School Organization, and state what general principles would guide you in permanently classifying an ungraded school. 1891

2. Explain the method of classification you would follow in a rural school having but one teacher, noting the difficulties to be met, the

## EXAMINATION QUESTIONS.

number and size of the classes, the bases of classification.

3. (a) What do you understand by School Organization? 1892

(b) State in detail how you would proceed upon taking charge of an ungraded school in order to get the school into good working order with the least possible confusion and delay. 1894

4. What is classification? Give your ideas of classifying an ungraded school. What are the difficulties in the way of a perfect classification? 1895

5. Define School Classification. State the advantages of a good classification, and mention the difficulties experienced in classifying an ungraded school. Suggest method of overcoming these difficulties. 1896

6. Briefly outline your procedure during the first day at school. 1896

7. Outline what you propose doing the first day of school. 1897

8. (a) Define school organization.

(b) What parties are responsible for the proper organization of a school?

State briefly the duties of each in this connection.

9. You visit a school which is regarded as an ideal one so far as efficiency is concerned. Describe the teacher and the pupils in such a school. 1897

10. State what you would do upon taking charge of an ungraded school to get it into proper working order with the least possible confusion or delay. 1898

11. A teacher enters upon his duties in a rural school, with pupils of Forms I. to IV., inclusive.

(a) Upon what basis and when should he classify the pupils? Give reasons,

(b) What are the chief difficulties to be overcome in classifying the pupils? 1900

12. Your predecessor, who has been popular in school-section and school, has made many mistakes in classification and arrangement and in speech. State in a general way how you would deal with these mistakes. 1901

## SCHOOL PROGRAMMES

### CHAPTER XII

1. Write briefly on the construction of a time-table. 1891

2. Write concisely on the following :

(a) Reports to parents,

(b) Arrangement of a time-table. 1892

3. Outline under the following heads the points to be noted in preparing a time-table for an ungraded rural school :

(a) Time per week for different subjects ;

(b) Length of recitations ;

(c) Most suitable time for certain branches ;

(d) Reviews and examinations. 1893

4. In the construction of a school time-table what general principles should be observed ? 1895

5. Describe a time-table and point out the advantages of a good one (i) to the teacher, (ii) to the pupil. 1897

6. A teacher has a class made up of Second and Third Form pupils ; outline a day's work—in May—for this Class. Indicate the occupation of each Form throughout the time. 1899

7. (a) Of what *moral value* to the pupils is a judicious and closely followed time-table ?

(b) Show that this moral value depends largely upon the teacher's previous preparation.

(c) What relative proportion of the school time



## EXAMINATION QUESTIONS.

should Reading, Writing, Arithmetic, Geography and History each receive in the Fourth Form? Give reasons for this division of time. 1900

8. What general principles would guide you in constructing a time-table for an ungraded school? 1902

9. (a) What is the object of school organization? 1902

(b) How does a time table contribute towards this object? 1904

## METHODS OF CONDUCTING RECITATIONS

## CHAPTER XIII

1. Write concisely on home-work. 1892

2. We may teach by questioning, by lecture, or by conversation. Discuss the relative values of each, and state conditions appropriate to the use of each. 1902

## PRINCIPLES OF TEACHING

## CHAPTER XIV

1. "How to study is the most important lesson that can be taught by the teacher to the pupil."

Briefly discuss this and shew what conditions are favorable to study and what amount of help should be given in junior and in senior classes. 1891

2. Give your views on the following principles and state how you would apply them practically:

(a) Educational effort should be in the direction of least resistance, *i. e.* of greatest pleasure.

(b) All primary ideas of the material world must come through the senses.

(c) The intellectual powers develop naturally in a certain order, which order should be followed in education.

(d) Primary education should be given in the concrete. 1891

3. Write concisely on busy work for juniors. 1892
4. Discuss the following principles, stating how you would endeavor to make *practical application* of each in your school work :
  - (a) Things should be taught before words.
  - (b) In education, culture is worth more than knowledge.
  - (c) The two phases of self-activity, the receptive and the productive, should go hand in hand.
  - (c) The mind should be gradually led from the concrete to the abstract. 1893
5. (a) What do you understand by a Principle of Education ?
  - (b) Give and illustrate two of the most important Principles : (i) one in relation to Methods of Teaching, and (ii) one in relation to School Management. 1894
6. Distinguish Information, Instruction, Education. 1895
7. Name, at least, three fundamental principles of teaching, and show how each should influence the work of the teacher. 1896
8. (a) What school appliances are most important for illustration ?
  - (b) If the necessary appliances be lacking, suggest how the assistance of the pupils may be enlisted in supplying the deficiency.
  - (c) What means would you adopt to arouse the interest of the parents and trustees in a school library and in school decoration ? 1901

## THE ART OF QUESTIONING

### CHAPTER XV

1. (a) Explain the purposes of questioning, stating what forms of questioning you would adopt, and what advantages it possesses, in such cases, over other forms.

- (b) When do you allow concert or class answering and when individual answering? 1892
2. State some of the principle objects of questioning. What are the tests (a) of a good question (b) of a good answer. 1895
3. Write notes on the art of questioning under the following heads :  
 (a) Characteristics of a good question,  
 (b) Characteristics of good questioning,  
 (c) Qualifications of the teacher to enable him to question properly. 1898

## WRITTEN EXAMINATIONS

### CHAPTER XVI

1. "One of the purposes of holding examinations is for their value in training."

Discuss this showing (a) how examinations are valuable in training and (b) how they are to be conducted to attain this end. 1898

2. When written examinations are used in a Fourth Form, (a) how often should they be given? (b) what puposes should they serve? (c) how, where, and by whom should the written answers be examined? (d) how should the mistakes made by the pupils be dealt with? (e) how could such examinations in History or Geography be made to assist and direct the reading and study of the pupils? 1899

3. Discuss the value of written examinations as a basis of promotion. 1903

## SCHOOL HYGIENE

### "PUBLIC SCHOOL PHYSIOLOGY AND TEMPERANCE"

By W. Nattress, M.D., M.R.C.S.

#### INTRODUCTORY

##### CHAPTER I

1. What are the functions of the *nerves*, *skin*, and *adipose tissue*? 1896

#### THE MUSCLES

##### CHAPTER III

1. Name some muscles that are *voluntary*, some that are *involuntary*, and some that partake of the character of each kind. 1896
2. What are the effects of tobacco upon the muscles? 1897
3. State the action of alcohol upon the muscles.

#### THE SKIN

##### CHAPTER IV

1. Give brief hygienic instructions, as to pupils, in regard to bathing. 1892
2. The skin regulates the heat of the body, and smooths and softens its surface; it assists the lungs and kidneys in carrying off waste material, and it absorbs or takes into the system whatever may be left long in contact with the body.

Explain how the skin is enabled to perform these four duties. 1894

3. What effect have alcoholic drinks on the skin ? 1895

4. (a) Describe the skin as to (i) its structure, (ii) its functions.

(b) What directions would you give your pupils as to bathing ? 1897

5. (a) Explain the structure and physiology of the skin.

(b) What hygienic rules would you give your pupils as to bathing ? 1899

6. What is the action of alcohol upon the skin ? 1900

7. Write brief hygienic notes, such as you might give your class on bathing. 1901

8. Discuss the skin under the following headings:

(a) The epidermis.

(b) The glands of the skin.

(c) The care of the skin. 1902

9. State the effects of alcoholic stimulants on the capillaries of the skin. 1903

## DIGESTION

### CHAPTER V

1. Name the Organs of Digestion and state the principal functions performed by each. 1891

2. State facts that can be given to show that alcohol is not necessary as food. 1891

3. What changes does the food undergo in the digestive process ? Explain the need of mixed diet. 1892

4. Specify three causes from which diseases connected with food may result, and briefly state the effects in each case. 1893

5. (a) State three reasons why you do not consider alcohol a food.

(b) Describe the effect of alcohol on (i) the stomach, (ii) the liver. 1894

6. Name the fluids that aid digestion, and explain the use of each. 1895

7. Define *alimentary canal*, *pharynx*. 1895

8. Classify foods, and explain why a mixed diet is necessary to continued health. 1895

9. Classify the teeth ; give their structure ; state the principal causes of injury to them. 1896

10. What effect have alcoholic drinks on the liver ? 1896

11. (a) Give the position and structure of the stomach.

(b) What changes does food undergo before reaching the stomach ?

(c) In the stomach, what further changes in the food are effected, and by what means ? 1897

12. State the action of alcohol upon the stomach. 1897

13. (a) In the process of digestion what is the action of each of these fluids : bile, saliva, pancreatic juice ?

(b) Name the three classes of foods, and state the benefits of a mixed diet. 1899

14. State the action of alcohol upon digestion. 1899

15. (a) Describe briefly the structure and the physiology of the human stomach.

(b) In explaining to your class the changes in the food effected in the stomach, mention the points on which you would chiefly dwell. 1901

16. Write brief hygienic notes, such as you might give your class, on eating. 1901

17. In the work of digestion, state definitely (i) by what each of the following is secreted and (ii) its use in digestion:

(a) Saliva, (b) gastric juice, (c) bile, (d) pancreatic juice, (e) intestinal juice. 1902

18. State the effect of alcoholic stimulants on digestion. 1903

## CIRCULATION

### CHAPTER VI

1. Briefly describe the circulation of the blood and state its three-fold function. 1891

2. State the three-fold purpose of the blood. What forces cause its circulation, and what changes are produced in it during circulation. 1893

3. Trace the course of a drop of blood from the time it leaves one of the chambers of the heart until it returns there again. 1894

4. Describe the effect of alcohol on the blood. 1894

5. Account for the reddening of the surface of the body which usually follows the use of alcoholic drinks. 1895

6. Name and describe the organs of circulation. 1896

7. What effects have alcoholic drinks (a) on the blood-vessels, (b) on the heart 1896

8. Trace the pulmonary circulation and state the changes undergone by the blood during such circulation. 1897

9. What is the action of alcohol upon the heart? 1900

10. Explain how you would teach a lesson, mentioning the chief facts and illustrations on the heart. 1901

## RESPIRATION

## CHAPTER VII

1. Enumerate the principal sources from which impurities in the air arise, and show what effects these impurities produce on the human system.

1891

2. Give your views, on hygienic principles of a properly constructed school house with reference to :

(a) The size of the room.

(b) Facilities for lighting, heating and ventilating.

1891

3. Outline some simple method of ventilating a school-room, in which no special provision for ventilating has been made.

1893

4. Define *expiration*, *inspiration*, *respiration*.

1895

5. What effects have alcoholic drinks on the respiration ?

1895

6. (a) Give the chief components of air their relative proportions, and the principal properties of the most important.

(b) Mention several ways in which impurities are added to the air.

1895

7. Show that alcohol does not maintain animal heat.

1895

8. What direction would you give your pupils as to proper clothing ?

1897

9. In a school where windows are nearly the sole means of ventilation, describe your arrangements for utilizing these to the best advantage.

1897

10. Describe the structure and mechanism of the lungs and the chemistry of respiration.

1898

11. (a) Describe the lungs as to (i) location, (ii) structure (iii) functions.

(b) How does the blood become purified in the lungs ?

1900



12. State the action of alcohol on respiration. 1899
13. (a) Give the sources and effects of the chief impurities found in the air of the school-room. 1899  
 (b) What precautions would you exercise to minimise the evils resulting from such impurities ? 1900
14. Discuss from a hygienic point of view the value of singing. Specify the proper conditions for securing the most beneficial results. 1900
15. Explain how you would teach a lesson, mentioning the chief facts and the illustrations, on the lungs. 1901
16. Write brief hygienic notes, such as you might give your class, on clothing. 1901
17. (a) Why should attention be given to the ventilation of the school-room ?  
 (b) What impurity causes the air of the school-room to have an offensive smell ?  
 (c) What is the normal amount of carbon dioxide in air and to what extent may this amount be increased without injury to persons breathing the air ?  
 (d) Give suggestions for managing, in winter time, the windows of a room where no other means of ventilation have been provided. 1903

## THE NERVOUS SYSTEM

### CHAPTER VIII

1. Name any effects that may result from a long continued use of tobacco. 1891
2. Give brief hygienic instructions, as to pupils, in regard to hours for study. 1892
3. Comment briefly on the following statements :  
 (a) Alcohol injuriously affects the brain.

(b) The use of tobacco is injurious, especially in youth. 1892

4. The effects of alcohol on the brain and nervous system are conveniently divided into four stages.

(a) Describe each of these stages and point out the effect of alcohol on the nervous system so as to produce them.

(b) Why would you discourage the use of tobacco among your pupils? 1894

3. Describe the effect of alcohol on the brain.

1894

4. What are the effects of tobacco upon the brain? 1898

5. Define alcoholism and dipsomania and give suggestions for the cure of each. 1898

6. What are the effects of opium and tobacco, respectively, on the nervous system? 1898

7. How does the use of tobacco affect the intellectual life of the child? 1899

8. (a) Describe briefly the appearance of the brain and the means by which it is protected from injury.

(b) State the chief purpose it serves and how it is brought into relationship with other parts of the body. 1900

9. On what points would you lay stress when speaking to your pupils about the use of tobacco? 1900

10. (a) State how you would endeavor to make your pupils realize the injurious results of using tobacco.

(b) When bringing before your class the bad effects of alcohol what would you emphasize chiefly? 1901

11. Show how you would make clear to pupils the evil effects of tobacco and of alcohol. 1902

12. State the effect of alcoholic stimulants on the nervous system. 1903

## THE SPECIAL SENSES

## CHAPTER IX

1. Give your views on hygienic principles, of a properly constructed school house with reference to kind and arrangement of blackboards. 1891
2. What are the causes of injury to the sight of school children? So far as the teacher is concerned, show how visual injuries may be prevented or relieved. 1893
3. Write brief hygienic notes, such as you might give your class, on the care of the eyes. 1901

## FIRST AIDS TO THE SICK AND INJURED

## CHAPTER X

1. Describe the action of alcohol on the system with the view of proving that life is shortened by its intemperate use. 1891 & 1893
2. State the remedies you would apply in case of: fainting, excessive bleeding at the nose, apparent death from drowning. 1892
3. State what you would do in the following cases:
  - (a) An artery in the forearm is cut.
  - (b) The dress of a child has caught fire.
  - (c) A child faints.
  - (d) A child has fractured his leg.
  - (e) You discover that the school building is on fire. 1894
4. State fully what you would do to restore life in a case of apparent death from drowning. 1895
5. Show that alcohol is both an irritant and a narcotic. 1895
6. Define *antidote*, *emetic*. 1895

7. What would you do in the following cases if a physician was not at hand :

- (a) A person has cut an artery in the forearm.
- (b) A person has swallowed Carbolic Acid,
- (c) A child's clothing takes fire ? 1896

6. What would you do in the following cases, assuming that only household remedies are at your disposal :

(a) A child burns his hands by coming in contact with the stove,

(b) A person has swallowed a quantity of carbolic acid. 1898

7. How would you deal with a pupil who has fainted ? 1903

## HOW TO PREVENT DISEASES

### CHAPTER XI

1. State what you would do in the following case : a child has a severe sore throat and is feverish. 1894

2. Distinguish between infectious and contagious diseases. Give examples. 1895

3. Define *antiseptic*, *disinfectant*. 1895

4. Define *epidemic*, *endemic*, *sporadic*. 1895

5. (a) Distinguish clearly between antiseptics and disinfectants.

(b) Give an example of each and show its practical application in the home. 1898

6. What would you do in the following case, assuming that only household remedies are at your disposal : a disagreeable odor arises from the kitchen sink. 1898

## PHYSICAL EXERCISE

### CHAPTER XII

1. Give your views, on hygienic principles, of a properly constructed school-house with reference to the kind and arrangement of desks and seats. 1891

2. Give brief hygienic instructions, as to pupils, in regard to exercising. 1892

3. Discuss from a hygienic point of view the value of calisthenics or games in the school. Specify the proper conditions for securing the most beneficial results. 1900

4. Discuss physical exercise under the following headings :

(a) The benefits of exercise,

(b) Kinds of exercise,

(c) Time for exercise,

(d) Gymnastic exercises. 1902

5. (a) State the benefits of gymnastic or calisthenic exercises.

(b) Show how improper attitudes cause deformity. 1903

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## **SCHOOL LAW AND REGULATIONS**

(The numbers used refer to the sections and subsections of the Statutes and Regulations respecting Public Schools, Ontario, 1901.)

### **SCHOOL LAW**

#### **PUBLIC SCHOOLS ACT.**

#### **RELIGIOUS INSTRUCTION**

7 ; (1), (2).

1. State the law with regard to religious instruction in the school. 1901

2. State the law regarding religious instruction in the school. 1902

#### **CONTINUATION CLASSES**

8 ; (1) to (6).

1. State the law in regard to Continuation Classes. 1899

2. Under what conditions may Continuation Classes be established? Who are considered qualified teachers for such classes? 1901

#### **DUTY OF TRUSTEES**

65 ; (6).

1. Under what circumstances may a pupil be expelled? How may such expulsion be removed? 1891

2. When and how may a pupil be expelled and how readmitted? 1895

3. Give the law relating to the expulsion of pupils. 1897

## DUTIES OF TEACHERS

80.

(1) *To teach according to law, preserve discipline etc.*

1. Give the law relating to the teaching of morals. 1897

(2) *Use of English Language.*

1. State the law as to the use of a language other than English in the school. 1896

2. Give the law relating to the use of the English language. 1897

3. State the duties of teachers with reference to the use of the English language in teaching. 1899

4. State the law regarding the use of the English language in schools. 1902

(3) *Duties in and about the school house, registers etc.*

1. What are the duties of teachers as to :— registers, visitor's book, school house key ? 1892

2. Name the duties of teachers with reference to (a) keeping of school registers, (b) visitors' book. 1894

3. What are the teacher's duties in regard to registers ? 1898

4. State the duties of teachers with reference to the giving up of the school key or register. 1899

5. What are the duties of teachers with reference to school registers ? 1900

6. State the law with regard to the register and visitor's book. 1902

7. State the law in regard to the duty of teachers in regard to the register and the visitor's Book. 1904

(4) *Classification of scholars and conduct of classes.*

1. Give the law relating to (a) teacher's absence from school on account of sickness, (b) attendance at Teachers' Institutes. 1891

2. What are the duties of teachers in reference to promotion of pupils ? 1893
3. State the requirements of the regulations (?) relating to :
  - (a) Attendance at Teacher's Institutes,
  - (b) Absence from school on account of sickness. 1893
4. What are the duties of teachers as to making promotions ? 1896
5. Give the law relating to promotion examinations. 1897
6. What are the duties of teachers with reference to giving notice of their absence from school ? 1897
7. What is the law with respect to classification of pupils ? 1898
8. What are the teacher's duties in regard to promotion of pupils ? 1898
9. What are the duties of teachers with reference to their absence from school through sickness or other cause ? 1900
10. State the duty of the teacher regarding:
  - (a) The classification of the pupils,
  - (b) The preparation of a time-table. 1903
  - (5) *Examinations.*
1. What are the duties of teachers in reference to holding public examinations ? 1893
2. Give the duties of teachers as to holding public examinations. 1895
3. State the law as to the holding of public examinations. 1896
4. Give the law relating to promotion examinations. 1897
5. What is the law with respect to holding public examinations ? 1898
6. State the duties of teachers with reference to the holding of public examinations. 1899
7. State the law with regard to holding examinations. 1902



8. State the law or regulations dealing with the holding of public examinations. 1903

9. Of what meetings must school visitors be notified by the teacher ? 1903

(6) *Information for department.*

1. What are the duties of teachers as to reports ? 1892

2. What are the duties of teachers in reference to returns to the Inspector ? 1893

3. What are the teacher's duties in regard to reports ? 1898

4. What are the duties of teachers with reference to correct returns of attendance ? 1900

(7) *Care of health of scholars, preservation of school property.*

1. State what the regulations (?) require of a teacher in reference to the supervision of school property and premises. 1891

2. What are the duties of teachers as to care of the school premises ? 1892

3. Name the duties of teachers with reference to care of the school room and grounds. 1894

4. What are the duties of teachers as to care of school grounds and property ? 1896

5. What are the teacher's duties in regard to care of school furniture ? 1898

6. State the duties of teachers with reference to care of the school-house and premises. 1899

7. What are the duties of teachers with reference to the sanitary condition of the school-house and premises. 1900

8. What are the teacher's duties as to the care of the health of the pupils ? 1901

(8) *Infectious diseases among pupils.*

1. What are the duties of teachers as to contagious diseases ? 1892

2. State the law as to precautions against the spread of infectious diseases. 1896

3. What are the duties of teachers with reference to pupils affected with contagious diseases ?

1897

4. What are the teacher's duties in regard to contagious diseases ?

1898

5. State the law with regard to contagious diseases.

1902

6. State the law in regard to the duty of the teacher in case of infectious diseases among the pupils.

1904

*(9) Disciplinary Powers.*

1. For what offences may a teacher suspend a pupil ? How may such suspension be removed ?

1891

2. Name the offences for which a pupil may be suspended by his teacher, and state the conditions on which such suspension may be removed.

1894

3. (a) For what offences may a pupil be suspended ?

(b) State the steps to be taken in such a case ; how may a pupil be reinstated ?

1896

4. Give the law relating to the suspension of pupils.

1897

5. For what causes may a pupil be suspended, and what mode of procedure should a teacher adopt in suspending a pupil ?

1898

6. When and how may pupils be suspended, and how readmitted ?

1900

### AGREEMENTS

81; (1) to (7).

1. Give the law relating to agreements between teachers and trustees.

1891

2. Give the law in regard to the payment of a teacher's salary:

(a) In case of sickness,

(b) For authorized holidays,

- (c) When unpaid at expiration of agreement. 1892
3. Give the legal definition of a qualified teacher. 1893
4. What is necessary to constitute a valid agreement between teachers and trustees? How may differences between trustees and teachers in regard to salary be legally settled? 1893
5. In regard to agreements between teachers and trustees,
- (a) What is necessary to make them binding?
- (b) What proportion of salary is given for teaching a part of the year?
- (c) What action is required in case of dispute? 1895
6. What is the law with respect to time lost by teacher on account of illness? 1898
7. In agreements between teachers and trustees:
- (a) What conditions should be observed?
- (b) How much of the year's salary is due for teaching but part of the year?
- (c) What protection has the teacher if the trustees refuse to pay him at the expiration of his term of agreement? 1899
8. State the law regarding the protection of teachers in regard to payment of salary. 1901

### TEACHERS' CERTIFICATES

82 ; (1) to (8).

1. State the circumstances under which a teacher's certificate may be suspended by the Inspector. 1894
2. Give the law in regard to the suspension of teachers' certificates. 1900
3. State the law regarding the granting of district certificates. 1901
4. State the law or regulations dealing with the suspension of the certificate of a teacher. 1903

**SUPERANNUATION**

91 to 94.

1. State the conditions on which a teacher is entitled to receive an allowance or pension from the superannuated teachers' fund, and the causes for which the payment of this allowance or pension shall cease or be suspended. 1891

**HOLIDAYS**

96 ; (1) to (4).

1. State the law in regard to holidays for rural schools in territorial districts. 1899
2. Give the law in regard to holidays in Public Schools. 1900
3. State the law in regard to holidays in public schools. 1904

**AUTHORIZED BOOKS**

97 ; (1) and (2).

1. What are the duties of teachers as to change of authorized text books, substitution of unauthorized books ? 1896
2. What are the duties of teachers with reference to the use and the change of authorized text books ? 1897
3. State the law in regard to the use and the change of authorized text books. 1899

**SCHOOL VISITORS**

99 ; (1) and (2).

1. What persons may be school visitors ? 1898
2. Who are, by law, school visitors ?  
What are their rights in a school ? 1900
3. (a) Who are legal school visitors ?  
(b) Of what meetings must the school visitors be notified by the teacher ? See 80 - (5).  
(c) What rights have school visitors on visiting a school. 1903

**PENALTIES AND PROHIBITIONS**

100 to 121.

1. (a) What is the penalty for false reports and for keeping false registers ?
- (b) How may the penalty be levied ?
- (c) To what is it applied ? 1894
2. State the duties of teachers with reference to the giving up of the school key or register. 1890
3. What are the duties of teachers with reference to correct returns of attendance ? 1900
4. State the law with regard to acting as agents for selling books, maps, etc. 1902

**AN ACT RESPECTING TRUANCY AND COMPULSORY SCHOOL ATTENDANCE**

1. Under the compulsory school attendance act, state :
  - (a) The limits of age,
  - (b) The length of time children shall attend school,
  - (c) The circumstances that exempt children from the operation of this act. 1891
2. State the circumstances under which children are exempted from the operation of the compulsory School Education Act. 1892
3. Give the duties of teachers as to exempting from attendance under the Truancy Act. 1895
4. State circumstances under which children are exempt from compulsory attendance at school. 1898
5. Give the law in regard to compulsory attendance. 1900
6. When may children be exempted from compulsory attendance at school ? 1901

**REGULATIONS****SITES AND SCHOOL HOUSES AND FURNITURE AND EQUIPMENT**

I to 10.

1. What are the duties of teachers as to distribution of hand-bills or dvertisements? 1892
2. What are the duts of teachers as to lighting fires, sweeping and dusting the school? 1896
3. Give the regulations relating to the lighting of fires and the cleaning of school rooms. 1897
4. State the regulations concerning furniture and equipment of school room. 1898
5. State the regulations regarding the size of the school room, its lighting, heating and ventilation. 1901

**ARBOR DAY**

II.

1. Give the regulations relating to Arbor Day. 1897

**DUTIES OF PUPILS**

12 to 14.

1. State what the regulations require of a teacher with reference to :
  - (a) The practice of discipline in his school.
  - (b) The cultivation of good habits among his pupils.
  - (c) The supervision of school property and premises. 1901
2. State what the regulations require with regard to the exercise of discipline by a teacher and the cultivation of good character in his pupils. 1892
3. State what the regulations require of a teacher with reference to the exercise of discipline and the cultivation of good habits among his pupils. 1893

4. Give the law (?) relating to :  
 (a) The attendance of registered pupils.  
 (b) Pupils absenting themselves from examinations.  
 (c) Injury of school property by a pupil. 1894
5. (a) For what reasons, other than misconduct, may a child be sent away from school ?  
 (b) In what places is the pupil responsible to the teacher for his (the pupil's) conduct ? 1895
6. (a) What punishment may be meted out to a pupil absenting himself from a public examination ?  
 (b) For what reasons, other than misconduct, may a pupil forfeit his right to attend school ? 1896
7. State the regulations concerning injury to school property or furniture by pupils. 1900
8. State the regulations regarding the duties of pupils under the following :  
 (a) Attendance at school.  
 (b) Conduct going to or from school.  
 (c) Care of school property. 1902
9. State the law or regulations dealing with the control of pupils by the teacher after school. 1903

### SCHOOL TERMS AND ORGANIZATIONS

15 to 19.

1. Give the duties of teachers as to the use of English in schools where a different language is the mother tongue of the pupils. 1895
2. State the regulations concerning the teaching of Agriculture. 1898
3. State the regulations concerning :  
 (a) The teaching of Agriculture and Domestic Science.  
 (b) The study of French or German in localities where such language prevails: 1900

4. Name the *optional* subjects for Form V. Under what limitations are these subjects to be taught ? 1901

5. State the regulations regarding the duties of pupils under the study of Agriculture. 1902

6. Give a summary of the regulations regarding the following topics:—

(a) The teaching of manners and morals.

(b) The teaching of Nature Study. 1904

### CONTINUATION CLASSES

20 and 21.

1. State the regulations concerning continuation classes in connection with Public Schools. 1898

2. State the regulations in regard to continuation classes. 1899

### HIGH SCHOOL ENTRANCE EXAMINATIONS

23 to 27

1. The subjects for admission to the High schools are divided into Parts I. and II.:—

(a) Name the subjects included in each part.

(b) How is the standing of a pupil in each part to be determined ?

(c) What is the standard for passing ? 1904

### TEACHERS' CERTIFICATES

85 to 88.

1. Under what conditions may a Third Class Certificate be renewed ? 1901

### DUTIES OF TEACHERS

(See regulations in force at the time the following questions were set by the examiners.)



1. Define the authority of a principal in a graded school. 1893
2. What are the duties of the principal and of the assistants, respectively, as to the organization and discipline of the school, and the promotion of pupils? 1895

### COLLECTIONS—PRESENTS—LOST TIME

*(See regulations in force as above.)*

1. State the regulations as to receiving presents from pupils, or giving them medals or prizes. 1896
2. State the requirements of the regulations relating to making up lost time. 1898

### TEACHERS' INSTITUTES

91 and 92.

1. State the requirements of the regulations relating to attendance at Teachers' Institutes. 1893
2. State the regulations in regard to Teachers' Institutes. 1897
3. State the law or regulations dealing with Teachers' Institutes. 1903

### TEACHERS' READING COURSE

93 to 96.

1. State the regulation in regard to Teachers' Reading Course. 1897
2. State the regulations in regard to Teachers' Reading Course. 1899
3. Give a summary of the regulations regarding the Teachers' Reading Course. 1904

**RELIGIOUS INSTRUCTIONS**

97 to 100.

1. State the regulations as to religious instruction. 1895
2. State the regulations in regard to religious instruction in schools. 1897
3. Under the following heads give the regulations touching religious instruction :
  - (a) The opening and closing exercises,
  - (b) The compulsory attendance of pupils
  - (c) The teaching by clergymen. 1899
4. State the duty of the teacher regarding the religious exercises at the opening and closing of school each day. 1903
5. Give a summary of the Regulations regarding religious instruction in schools. 1904

**SUPERANNUATED TEACHERS**

104.

1. State the conditions on which a teacher is entitled to receive an allowance or pension from the superannuated teachers fund, and the causes for which the payment of this allowance or pension shall cease or be suspended. 1891

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