

2. "The highest aim of education is the formation of character."

Show clearly how the every-day work of the school affords opportunities for this moral training.

3. "No incentive can be good that may not serve as an incentive to those who lag behind."

Discuss this statement, and show how, if accepted, it would discredit many incentives commonly employed.

4. (a) What are the advantages and disadvantages of the various methods of class-questioning in use?

(b) How may the disadvantages be minimised?

5. How would you deal with:—

(a) Lateness.

(b) Frequent absence.

(c) Non-preparation of lessons?

6. (a) How may pupils be trained to self-government?

(b) How far may the principle of self-government be safely adopted in school discipline?

METHODS IN ENGLISH.

Examiners: {J. Marshall, M. A.
T. H. Redditt, B. A.

1. Passing of Arthur, ll. 278-315 (So spake he, clouded with his own conceit, etc.)

Give a Third Form class a lesson on the above lines, to show your method of bringing out the following points:—

(a) The meaning of the following words and phrases: Conceit, lapping, washing, unknighly, authority—will (289-91) latest—left (292), In whom—all (293), giddy pleasure, prosper (298), spare (299), whirl'd in an arch, northern morn, shock (308), mystic (312), lightly (315).

(b) The purpose of King Arthur's question (line 282) and the inference that he drew from Sir Bedivere's answer (lines 284-5).

(c) The expansion of the metaphor—"clouded with his own conceit"—into its simile.

(d) The fitness of words to thought in lines 280, 284-5 and 315

(e) The reason for the personification of *Excalibur*.

(f) The justice of Carlyle's declaration that poetry aims not at furnishing a languid mind with fantastic shows and indolent emotions, but at incorporating the everlasting Reason of man in forms visible to his sense and suitable to it. (Limit your answer to the following:—The King's constancy in duty; his regal magnanimity; the enhancement of the main thought by the poet's choice of time and scenery, and his use of the supernatural.)

2. Give to a Second Form class a lesson on:—

(a) The various uses of the Objective Case.

(b) English Inflections.

3. Give in outline, to a Second Form class, a lesson on the reign of Henry VII., showing clearly what you consider to be the most important points of the reign.

METHODS IN LATIN.

Examiners: {H. J. Crawford, M. A.
E. O. Sliter, M. A.

1.—*Caesar II., 11.*—Hac re—ponerent. Your Third Form class has prepared this passage.

(a) Teach the lesson, giving special attention to the differences between Latin and English as to sentence-structure.

(b) What syntactical points would you select for detailed consideration, and how would you treat them?

(c) Translate the passage.

2.—*Verg., Aeneid I., 275-283.*

Conduct a Third Form class through this passage, making special reference to its bearing on the purpose of the *Aeneid*.

3. Show how you would introduce a class to the Ablative Absolute construction.

4. Teach a grammar lesson on the chief uses of the Gerund and the Gerundive, emphasising the differences between these two parts of the verb.

5. Outline a Second Form lesson on Final Substantive clauses, illustrating by sentences for translation into Latin.

6.—*Caesar V., 37.*—Ibi L. Cotta—faciunt. Work through this sight passage with a Second Form class.

METHODS IN SCIENCE.

Examiners: {W. Lothead, B. A., B. Sc.
G. A. Smith, B. A.

1. "A pupil may work conscientiously in the laboratory and study his text-book thoroughly and yet receive a very inadequate training."

(a) If the teacher is the agent necessary to ensure to the pupil an adequate training, point out his true function in experimental work.

(b) To illustrate this function, teach a lesson on the cause of hardness of water found in a limestone region, and lead your class to arrive at the cause of the deposit in vessels in which such water has been boiled. (You are to assume that you have proper laboratory equipment and that your class has reached the stage for such a lesson.)

2. "Laboratory work in Physics should be largely of a quantitative character."

(a) Why?