

## METHODS IN PHYSICS.

1. Compare elementary Physics, as a teaching subject, with elementary Chemistry.
2. Outline a lesson on the kinds of Energy, and show how to introduce the units of Energy, Work and Power.
3. Show by question and answer how to teach a lesson, on finding specific gravity of a piece of wood. (Use balance, not graduated tube).

## METHODS IN GRAMMAR.

1. Develop to a Form 2 class the grammatical values and relationships of the subordinate clauses and underlined words in the above extract.
2. "Grammar," through the nature of its presented materials, tends especially to develop scientific spirit." Explain, and show what general method you would pursue to attain such a development.
3. Outline your first lesson on the Infinitive.

## METHODS IN LITERATURE.

1. What are the results desired from the study and teaching of Literature?
2. The Ideal and the Real are not contradictory but rather complementary. Examine the truth of this with special reference to Literature; state the limits and uses of each.
3. "Earth has not anything to show more fair: etc." (Wordsworth's Sonnet.)
  - (a) Give such an analysis of the above as will indicate the line you would follow in teaching it to a Form 3 class. (A mere list of headings is not sufficient.)
  - (b) Frame a list of six questions which would, in your opinion, best serve to open up the meaning of the sonnet. (Explanations of these questions may be added if desired.)

## METHODS IN LATIN.

1. Indicate briefly the psychological value of the study of Latin, as supplementary to the study of English.
 

Ille appellatus respondit: Si velit secum colloqui, licere; sperare, a multitudine impetrari posse, quod ad militum salutem pertineat; ipsi vero nihil nocitum iri, inque eam rem se suam fidem interponere. Ille cum Cotta saucio communicat, si videatur, pugna ut excedat et cum Ambiorige una colloquantur: sperare, ab eo de sua ac militum salute impetrari posse. Cotta se ad armatum hostem iturum negat atque in eo perseverat.
2. You have gone over the above extract with a Form 3 class as sight work, and have assigned it for home preparation. When you meet the class, a boy tells you that he could not make "head or tail" of the first sentence. Describe particularly the mode of procedure.

3. Translate the extract into English.
4. Briefly outline a lesson for a Form 3 class on the chief features of "indirect narrative", basing your work on the above extract.
5. (For Specialists only).
 

How would you proceed to clear up for a Senior Leaving Class the Syntactical difficulties in the following sentences:—

  - (a) *Cæsar expectabat si hostes flumen transiret.*
  - (b) *Mortem tibi denuntiavit nisi paruisset.*
  - (c) *Denos vobis sestertius misi, si forte pecunia opus fuisset.*
  - (d) *Si in hoc erravi, quis mihi irascatur?*

## METHODS IN SCIENCE.

1. Discuss the place of the text-book in Science teaching.
2. Outline your method of dealing with the STRUCTURE and FORM of the root before a class in third form Botany.
3. One of your pupils has returned from a Botanical trip with following among other specimens.
 

*Caltha palustris, Ranunculus abortivus, Anemone nemorosa, Hepatica acutiloba, Thalictrum anemonoides and Actea alba.*

Shew how you would proceed with a lesson in classification in so far as these specimens are concerned.

If among the remaining specimens there is one of the Genus *strictum*, how would you use it to impress an important point in your lesson on classification?
4. In answer to one of your questions a member of your class says that hydrogen will explode when a lighted splinter is brought to the mouth of a tube containing it. Shew, in detail, how you would proceed to correct his error.

## DRAWING.

- By Freehand Drawing, represent:—
1. An apple with stem upwards.
  2. A natural object of each of the following shapes:—
 

Prolate, Spheroid, Oblate, Spheroid, and Ovoid.
  3. A cup and saucer, the handle of the cup turned partly towards you.
  4. A common gallon coal-oil can.

## METHODS IN HISTORY.

1. Discuss concisely the study of History as to (a) its educational value.
  - (b) When and how it should be begun in school.
2. Give in outline, to Second Form High School class, a lesson on one of the following subjects, showing clearly what you consider the most important points to be emphasized.
  - (a) The Spanish Armada.
  - (b) The Administration of the younger Pitt, (1783-1800).
  - (c) The Reform Bill of 1832.