

May Examinations, 1899.

METHODS IN ENGLISH.

(For Pass Candidates.)

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

1. "While yet he loitered * * *
* * * * held the flower."

Scott's Lady of the Lake, Canto II, Stanza VI. (32 lines).

Outline a lesson on the central thought of the above passage and the means used by Scott to develop it.

2. Teach a grammar lesson on the perfect verb phrase.

3. Prepare a class for an essay on Roderick Dhu.

4. "It is melancholy to think with what ease Elizabeth might have united all the conflicting sects under the shelter of the same imperial laws and the same paternal throne and thus have placed the nation in the same situation, as far as the rights of conscience are concerned, in which we at last stand after all the heartburnings, the persecutions, the conspiracies, the seditions, the revolutions, the judicial murders, the civil wars of ten generations."—*Ma-caulay*.

Consider, with a class this criticism of Elizabeth's ecclesiastical policy.

METHODS IN MATHEMATICS.

(For Pass Candidates.)

Examiners: { J. H. McGeary, M. A.
J. G. Witton, B. A.

1. Teach a lesson on the meaning and mutual relation of the terms *magnitude*, *quantity*, *unit*, *number*, *measurement of a quantity*.

2. "An agent charges twice the rate of commission for selling that he does for buying. He sells a consignment of goods for \$6030, deducts \$90 for his two commissions and invests the balance. Find the rate of commission he charges."

(a) Teach (i) the arithmetical solution, (ii) the solution by an equation, of this problem.

(b) Contrast the solutions as to educational value.

3. (a) What aims would you keep most prominently in view in teaching mensuration?

(b) Outline a lesson on the formula for the area of a circle, assuming previous lessons on that for the circumference.

1. Teach a lesson on the relation $ab=ba$.

5. Teach a first lesson on equations, and outline your method of pursuing the subject.

6. (a) Teach Euclid I., 2.

(b) Present the objections to Euclid's method of dealing with this proposition and his defence.

7. Teach a lesson on Euclid I., 29.

METHODS IN SCIENCE.

PRIMARY PHYSICS AND BOTANY.

Examiners: { J. A. Fife, B. A.
G. A. Smith, B. A.

1. (a) State, with reasons, the object you would aim at in the first eight or ten lessons in Botany. (b) State fully how you would accomplish it.

2. The study of Botany is eminently suited to the education of perception and thence of conception. (a) Illustrate this by outlining a lesson on fruit in such a way that pupils shall make their own definition. (b) When would you teach the terminology of Botany? Give your reasons.

3. Having neither the facilities nor the mechanical skill necessary to make a thermometer, but with both centigrade and Fahrenheit instruments convenient, teach a class: (a) How a thermometer is made. (b) How each kind is graduated. (c) How to obtain the expression $c = \frac{5}{9} F - 32$

4. To one class of pupils you make the statement, "the boiling point of water depends on pressure." You then illustrate the truth of this. In another class the pupils are led to discover this truth for themselves. (a) Give your plan for teaching both lessons. (b) Discuss which would have the greater educational value.

METHODS IN FRENCH AND GERMAN.

(For Pass Candidates.)

Examiners: { J. D. Christie, B. A.
J. Houston, M. A.

1. "You cannot speak in French or German while thinking in English." Give in detail a method by which the desideratum indicated may be gained.

2. French extract of eleven lines given.

(a) To what extent, and for what purposes may "transliteration" be used in teaching this extract as a translation lesson?

(b) Use this extract for a lesson in inductive grammar on those points of French syntax for which it is suited.

(c) Whether should the class read the French before translating or after? Give reasons for your choice.

3. Teach a Form II. French class how to express and to ask the time of the day and the day of the month.

4. Teach, with detail in each case sufficient to show your method, the distinct uses of

- (a) *en* and *dans*,
- (b) *pendant que* and *tandis que*,
- (c) *aber*, *allein*, and *sondern*.

5. Extract of ten lines given.

Make use of this extract for a lesson in German conversation.

6. Give a lesson on the construction used with verbs of naming and verbs of appointing (typified by *nennen* and *machen*).