

(September to December, 1922.
January to March, 1922, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address : HOUSE OF EDUCATION, AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and The Rev. H. Costley-White (Murray, 3/6), Vol. IV., pp. 3-55.
(a) S.P.C.K. *Bible Atlas** (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 40-72. (c) *Helps to the Study of the Bible* (Oxford Press, 3/-). (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 1-55.

(e) *The Acts*,* by E. M. Knox, pp. 324-401 (Macmillan, 4/6).
(f) (optional) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/-), pp. 14-29, with lessons on Advent and Christmas.

For Sunday Reading (optional) :

(a) *The Romance of the Bible*, by G. Hollis (Wells, Gardner, Darton, 5/-), pp. 169-232. *Shackleton : a Memory*, by H. Begbie (Mills & Boon, 2/6). *Letters to my Grandson on the World about Him*, by the Hon. Stephen Coleridge (Mills & Boon, 2/-). *An English Church History for Children*, Vol. I., by M. Shipley (Methuen, 4/6), pp. 166-241.

† The 94th term of work set since the Parents' Union School began.

Sunday Occupations: A Century Book. Choose and inscribe mottoes (in beautiful lettering, see "Bridges"). For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament: a Gospel in suitable portions. (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

Writing.

Choose and transcribe passages (in beautiful writing from Bridges') *Poems of To-day*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

Composition.

(See Meiklejohn, 176-183.)

Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays an essay on the subject. Narrative poems that must scan on events that have struck you. Christmas letters to friends abroad on general news.

English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 64-85.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), (omit this term). Shakespeare's *King John** (Blackie, Plain text, 6d.). Scott's *Ivanhoe** (Dent, 2/6). Read from De Joinville's *Chronicles of the Crusades** (2/6). *Poems of To-day*,* Series II. (Sidgwick & Jackson, 3/6): know the poems of six poets.

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pages 131-186 (1154-1307). Scott's *Tales of a Grandfather** (University Press, 2/3), pp. 34-106. Make a chart of the 12th Century (1100-1200), (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events.

French History.

Creighton's *First History of France** (Longmans, 5/-), pp. 45-81 (1154-1307).

General History.

Read from De Joinville's *Chronicles of the Crusades** (Dent, 2/6). *The British Museum for Children*,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 12. Teacher study preface. Keep a Book of Centuries* (P.N.E.U. Office, 2/6), putting in illustrations from all the history studied. *Stories from Indian History* (C.L.S.I.), Vol. I., 2/-, pp. 1-25.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 1-23. North's *Plutarch's Lives: Brutus** (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6), most important. *Social and Industrial Life*,* by St. Loe Strachey (Macmillan, 2/6), pp. 178-218.

Geography.

The Ambleside Geography Books, Book IV.* (4/-), pp. 54-97. *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 3/-), pp. 193-226. Geikie's *Physical Geography* (Macmillan, 1/9), pp. 19-37. (Optional) Washington Irving's *Alhambra* (Macmillan, 2/6).

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under P.U.S. "Scouting."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Children to make maps of new boundaries from memory. Teacher to use *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/6). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-), pp. 1-34. *First Year of Scientific Knowledge*,* by Paul Bert (Relfe, 5/-), pp. 127-144 and 376-384.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/6), with flower and bird lists, and make daily notes. For out-of-door work choose some special August to December study from Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).

General Science.

*Architecture** (Jack, 3/6), pp. 108-127. *Our Wonderful Universe,** by A. Giberne (S.P.C.K., 6/6), pp. 28-60.

Arithmetic.

Pendlebury's *New Shilling Arithmetic,** pp. 100-113 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

*A School Geometry,** by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 96-97, 99-101, 104, 109. Revise Theorems 35-68.

The School Set of Mathematical Instruments (Macmillan, 2/-).

German.

Siepmann's *Primary German Course,** by O. Siepmann (Macmillan, 5/-), Lessons 13-15 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, **Italian.**

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 16-20, or, better, *A New Italian Grammar,** by E. Grillo (Blackie, 6/-), pp. 13-24; 180-187.

Latin.

Second Latin Course, by Scott Jones (Blackie, 3/6), pp. 88-104; each lesson to be followed by narration, or, Dr. Smith's *First Latin Course** (Murray, 4/-), pp. 27-40, with exercises on pp. 46-49.

French.

*Primary French Course,** Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Nouveaux Contes Français*, par Marc Ceppi (Bell, 2/-), pp. 1-33; parse two pages.

Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

The Fésale Club Papers, by W. G. Collingwood (out of print). Animal studies. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions* of pictures by Dürer (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, September, 1922. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two Christmas hymns. Psalms 145 and 146. Two modern poems, or, a scene from *King John*, or, two ballads (*Historical Ballads*, Blackie, 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/6), pp. 277-304.

Musical Appreciation.

See Programme of Music (Brahms), *Parents' Review*, September, 1922: *Our Work* (Questions will be set on this subject). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. (See Programme of Music.)

Three French songs, *French Song, with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 27-32 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

Ball Games and Breathing Exercises, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), four tables. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. Cooking: *Tried Favourites Cookery Book* (Horace Marshall, 2/6). Make Christmas presents and provide a Christmas entertainment with gifts you have made for poor children. Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *Simple Garments for Children*, by Synge (Longmans, 6/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may

be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also (unless working as Girl Guides) tests under P.U.S. *Scouting* (*Parents' Review*, May, 1920): all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 8.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

Parents' National Educational Union.

The Parents' Union School.

(Address : HOUSE OF EDUCATION, AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.* "

FORM III.

PUPILS' NAMES

Bible Lessons.

- I. 1. "Ask what I shall give thee." What did Solomon ask of God? What do we know of his knowledge and power?
2. Describe the visit of the Queen of Sheba and the magnificence of Solomon.
3. Write the story of Jeroboam and the prophet Abijah.
- II. 1. "Suffer me to speak unto the people." Write what you can of St. Paul's address on this occasion.
2. Describe the journey of St. Paul in a ship of Adramyttium.
3. Write notes on "And who is my neighbour?"

Writing. (Writing will be considered throughout the Papers.)

Dictation. (Spelling will be taken into account throughout the Papers.)

Composition. (This subject will also be considered in all answers.)

1. Some verses which must scan (not doggerel) on one of the following, — the floating mists (or fogs) of autumn, Sir William Wallace, Evander.
2. Write (a), a scene for a Christmas play from *Ivanhoe*, or, (b), a description of three of your favourite games, or, (c), a letter to a friend in India on general news.

English Grammar.

1. Analyse, parsing the words in italics, —
 " — Sallow autumn *fills thy lap with leaves*,
 Or winter, *yelling through the troublous air*,
Affrights thy shrinking train
 And *rudely rends thy robe.* "
2. Give examples, in sentences, showing, (a), verbs that take two nominatives, (b), the use of the Dative Case, (c), verbs that take two objects.

3. When should Who be used and when Which? Give examples. How can we tell what verbs to use after a collective noun? Examples.

Literature.

1. Write, in the style of Joinville, of how St. Lewis (a), did justice in his land, (b), took possession of Damietta.
2. Describe the "lists" at Ashby de la Zouche from *Ivanhoe*.
3. Describe a scene in *King John* in which King Philip and King John meet.

English History.

1. Give some account of the causes that led to the quarrel between Henry II. and Thomas à Becket.
2. What do you know of Simon de Montfort and his work?
3. Write a short account of Robert the Bruce.

French History.

1. Give an account of the war with Flanders in 1298. What was the end of it? What do "Flanders Poppies" stand for?
2. What do you know of (a), The Sicilian Vesper, (b), The Estates General, (c), The Knights Templars?

General History.

1. What reminders have we in the British Museum of Nabopolassar and of Darius?
2. What do you know about the Vedas and their writers?

Citizenship.

1. What do you know of the Government of Mansoul? How do Hunger and Thirst behave? Show that they may change in character.
2. Give an account of the way in which Brutus and Cassius prepared for the battle of the Philippian Fields. How did Lucilius save the life of Brutus?
3. What is our duty towards foreign countries?
4. "India is a continent and not a country." Explain this, and say what you know about the peoples and religions of India.

Geography.

1. Give an account of Belgium, adding anything you can about its recent history.
2. Give a map of Spain, putting in the boundaries, towns, and chief physical features. Describe the "Sunny South."
3. What difficulties have neutral countries to face in time of war? Give examples.
4. What is the air made of? What do you understand by evaporation and condensation?

Natural History and Botany.

1. Describe, with drawings, the growth of a seedling.
2. Explain "the leaves are the food factories of the plant."
3. Describe ten wild fruits you have found, naming, if possible, the natural order of each.

Architecture.

1. What do you know of the English Renaissance under Inigo Jones and Christopher Wren?

Astronomy.

1. Describe the surface of the moon, and explain what is meant by the "phases of the moon."

Picture Talk.

Describe Dürer's "Vision of St. Eustace."

Arithmetic.

1. If 36 articles cost £3 : 9 : 9, what will 37 articles cost?
2. How many days should 36 men take to finish a work of which 27 have done half in 30 days?
3. Find the income tax on £1236 : 7 : 6 at 6/- in the £.

Geometry.

1. Parallelograms on the same base and between the same parallels are equal in area.
2. Prove that a parallelogram is divided by its diagonals into four triangles of equal area.
3. Prove that the area of a square = (side)².

German.

1. Describe, in German, the picture to Lesson 14.
2. Translate into German page 181 V.
3. Work Exercise II. (1), page 180,

or, Italian.

1. Translate with Italian (Perini) Exercise xvi., sentences 1-6, or (Grillo) Exercise 2, page 181, sentences 1-6.
2. Conjugate the Present, Past Definite and Conditional of *finire*, and the same tenses in the Passive Voice of *stimare*,

or, 2. Use, in sentences, the plural of *l'amico, l'uomo, il grido, il braccio, il lapis*.

Latin

1. Work Exercise § 101, page 49.
 2. Translate into English and retranslate into Latin, § 120, page 60,
- or, 1. Decline *duo* and *tres*, and make sentences, using the Latin for 21, 90, 16, tenth, seventh.

French.

1. Describe, in French, "Un Accident de Chemin de Fer."
or, "L'Homme de Neige."
2. Repeat, *il a un livre* six times, inserting the following words and making the necessary changes,—*plusieurs, beaucoup, bons, trop, bien, trop peu.*
3. Write Exercise I. 4, page 164, sentences 1-12.

Drawing.

1. A cat in three positions.
2. An illustration from *King John*.
3. A memory sketch of "Squirrels."

Music.

1. Write a few lines on any three of the compositions of Brahms you have enjoyed.

Recitations.*

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 11th.
Papers to be posted on Saturday, December 16th,
with no other enclosures.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when
(a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.