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 Coler.)

FORM IV.

Pupils' Names

Bible Lessons.

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

(a) P.C.K. Bible Atlas (1/3).
(b) Historical Geography of the Holy Land, by S. R. Marshall (Clark, 1/6).
(c) The Universal Bible Dictionary (R.T.S., 7/6), may be used for all names of persons and places.

For Sunday reading (optional):


Sunday Occupations: A Book of Centuries. Choose and write mottoes in beautiful lettering.

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

Choose and transcribe passages from Poems of To-day: Shakespeare’s As You Like It; 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 or to be occasionally written from memory.

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 a résumé. Verses (one metre of poems set for this term), on current events and on characters in the term’s reading, upon historical characters, or, on Autumn scenes. Christmas letters on family events and general news to friends abroad.

Write for the P.U.S. Magazine (Editor Miss N. Pott, c/o P.N.E.U. Office).

English Grammar.


Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 356-419. (a) Shakespeare’s As You Like It* (Blackie, Plain text, 6d.). Scott’s Woodstock* (Dent, 2/6). Carlyle’s Heroes and Hero-Worship: Cromwell* (Dent, 2/6). Milton’s Samson Agonistes* (Ward, Lock, 8/6). Falstaff’s Poems of To-Day,* Series II. (Sidgwick & Jackson, 8/6).

English History.


General History.


in illustrations from all history studied. Defoe’s Memoirs of a Cavalier* (University Press, 2/6), pp. 1-123.

Citizenship.


Geography.


Know something about foreign places coming into notice in the current newspapers. Ten minutes’ exercise on the map of Europe every week. Philip’s Atlas of Comparative Geography (new edition, 3/-), may be used. See also tests under “Scouting.”

Teacher to use The Treaty Settlement of Europe, by H. T. Fieure (for new frontiers), (Oxford Press, 2/6). Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful Out-Door Geography, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Every Boy’s Book of Geology,* by Trueman and Westell (R.T.S., 6/-), pp. 36-100. Elementary Studies in Plant Life,* by F. E. Frisch (Bell, 8/6), pp. 106-176. Kew’s Nature Book (P.N.E.U. Office, interleaved, 2/6), with flower and bird lists, and make daily notes. For outdoor work take some special August to December study, from Firth’s A Nature Study Guide (Longmans, 6/6), or, The Changing Year, by F. M. Haines (Watts, 3/-), or, Countryside Rambles, by W. S. Firth (Philip, 2/6).

General Science.


Arithmetic.

Pendlebury’s New Shilling Arithmetic,* pp. 131-141 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury’s New Concrete Arithmetic, Book V. (Bell, 6d.). Important: to be read in leisure time. Number Stories of Long Age, by D. E. Smith (Ginn, 2/9).
Geometry.


Algebra.


German.

Siepmann’s *Primary German Course,* by O. Siepmann (Macmillan, 5/6), Lessons 19-22 inclusive. Teacher study prep., using the lessons (with notation), 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, 6/6), pp. 13-24, 180-187.

Latin.

*Linum,* Part I. (Murray, 2/6), pages 45-72, with corresponding exercises. Narration of continuous passages.

French.

*Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/6), Lessons 19-22 inclusive, with grammar and exercises. Teacher study prep.: Read and narrate Molien’s *Leçons Sévères* (Blackie, 1/6). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.


Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two Christmas hymns. Psalm 118. Two poems from *Poems of To-Day*, or, a scene from *As You Like It.*

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. *The Odyssey of Homer,* Chapman’s Translation (Simpkin Marshall, 3/6), Books 9-12 inclusive (to be read by teacher, with omissions).

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**Musical Appreciation.**


**Singing.** See Programme of Music.


**Drill, etc.** (Choose new work)

*Ball Games and Breathing Exercises,* by Alice R. James (Longmans, 1/6). For Drill Music, *Music for Use in Mrs. Wordsworth’s Classes* (P.N.E.U. Office, 3/6), may be used. *Pleasant Dances and Songs in 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. Make Christmas presents and provide a Christmas entertainment with gifts for some poor children. Cooking: *Tried Favourites Cookery Book* (Marshall, 2/6). Heaton’s *Cardboard Modelling* (Newman, 6/6): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children,* by Syrge (Longmans, 7/6). *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. 1/6). See also (unless working as Girl Guides) tests under *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.

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**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 last year; 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, 5/7* (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 8. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/8 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.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.
Examination 94.

M.

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FORM IV.

Pupils' Names: ...........................................................

Bible Lessons

I. 1. How did Solomon organise the building of the Temple?
   Give a summary of his Dedication.

II. 2. “To your tents, O Israel!” Describe the cause and
   the course of the Great Rebellion.

III. 3. Why did Jeroboam set up two calves of gold? Describe
   the denunciation that followed at Bethel.

Writing is considered throughout the Papers.

III. 1. Give an account of St. Paul’s defence before Felix.

II. 2. What was the substance of St. Paul’s Epistles, (a), to
   the Colossians, (b), to Timothy?

III. 3. When did Christ say,—“I thank Thee, O Father”? Describe the occasion.

Composition.

I. 1. An essay on (a), the “Melancholy Jacques,” or, (b), an
   election speech, or, (c), an account of a bad night at
   Woodstock.

II. 2. Some lines which must seem, not doggerel, on one of
   the following,—The visit of Ulysses to Hell, Wireless, Clouds.

English Grammar.

I. 1. Analyse, parsing the words in italics,—
   “At Charing-Cross, hard by the way,
   Where we (thou know'st) do sell our hay,
   There is a house with stairs;
   And there did I see coming down
   Such folk as are not in our town,
   Forty at least, in pairs.”

II. 2. Give rules, with examples, for the use of the colon, the
   semi-colon, the comma.

III. 3. Give a list of (a), words derived from the names of
   persons, (b), words derived from the Latin,—ago,
   altus, animus, corpus, flos, des, caput, litera,
   locus, do.
1. What do you know of the "Parson Poet," Herrick and Marvell? Quote lines or passages.
2. Give some account of Ruyan and his great work.
4. Write an essay showing for what reasons Carlyle takes Cromwell for a hero.

English History.
1. Describe the King's (Charles I.'s) gradual decline from constitutional government.
2. Describe the New Model Army and trace the growth of Cromwell's power.

General History.
1. Describe the opening of the Thirty Years' War. What do you know of Tilly, Wallenstein, and Gustavus Adolphus?
2. Describe the Rosetta Stone. How was it discovered and how interpreted? What do you know of Durrieu?

Citizenship.
1. Show how the Body is equipped with Servants, and how each has its perils, and how each of these may be met.
2. Compare and contrast the characters of Cassius and Brutus, giving illustrations.
3. How did Cassius comfort Brutus after the latter had seen a spirit?
4. Show fully by what courts and what judges Law is administered.

Geography.
1. Describe in detail (a), the valley of the Ganges, and (b), the Deccan.
2. What do you know of Korea and Tibet?
3. Give some account of Jeyapore.
4. Describe the "great chase" of Villeneuve.

Natural History and Botany.
1. What have you to say about lava, phthonic rocks?
2. Describe in detail the lily family. Name some other monocotyledons.
3. What records can you make of wild fruits seen this term?

Hygiene and Physiology.
1. Describe the structure and functions of the brain.

Arithmetic.
1. Find the difference between the Banker's Discount and True Discount on a bill for £1000 due in 10 weeks at 3%.
2. Find the cash value and the income derived from £3762 of 3% stock at 90.
3. Which is the better investment, 3 per cents. at 89 or 4 per cents. at 110?

Geometry.
1. In a right angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.
2. To draw a triangle equal in area to a given quadrilateral.
3. A ladder 35 feet long reaches to a point in the face of a house 63 feet above the ground. How far is the foot from the house?

Algebra.
1. Multiply \(3x^2 + 4x + 1\) by 2, by \(-2\), by \(4x^2\).
2. Divide \(x^2 - 5x + c\) by \(x - 2\).
3. Simplify \([a+b+c]x+[b-c]y\) - \([a-b]x-(b-c)y\)

German.
1. Write the story of "Was Hänschen nicht lernt, das lernt Hans immermehr."
2. Which prepositions govern the dative only? Make sentences with four.
3. Use, in sentences, the pronouns, -den, dessen, denen, -em, das, jemem, jem, jenem, jen.

or, Italian.
1. Translate with Italian (Perini) Exercise xvi., sentences 1-6, or (Grillo) Exercise 2, page 181, sentences 1-6.
3. Or, use, in sentences, the plural of l'amico, l'amo, il grido, il braccio, il lafis.

Latin.
1. Translate into English and retranslate into Latin, -
   Exercise 39 (a), "Hodie . . . dabit."
2. Work Exercise 36 (c), using the adjectives, -er, -er, noster, bonus, justus.
3. Make up six sentences to show the use of (a), the ablative, (b), the dative.

French.
1. Write, in French, the story of Les Femmes Savantes.
2. Give the comparative and superlative of - un bon fil, bonne travaille bien, un mauvais exemple, une langue difficile.
3. Translate into French Exercise 22, page 165 IV., first half.
Drawing.
1. An original illustration from As You Like It.
2. A study of a dog.
3. A design in wild fruits for a book cover.

Musical Appreciation.
1. Write a short account of the Brahms-Wagner controversy, or, relate some of the incidents connected with the intimacy of Brahms with the Schumann family.
2. Write three lines on any five of the following: —Joseph Joachim, Johann Strauss the younger, the "Sonatensatz," Marxen, the two versions of the "Waizer," Brahms' treatment of German folk-song, Remenyi.

Recitation.*
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.*

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 Parent's 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.